



(University of Delhi)  
Shyam Lal College



**Programme Specific Outcomes and Course Outcomes**

**BA (P) Political Science**

## Programme Specific Outcomes

Programme	Programme Specific Outcome	Programme Specific Outcomes are Attained by
<p><b>B.A. (Programme) Political Science</b></p>	<p><b>PSO-1:</b> Political Science as discipline provides the knowledge and skills required for a professional career as a teacher, administrator, political scientist, lawyer, journalist etc.</p> <p><b>PSO-2:</b> It gives training about the politics and government at local, state, national and global levels.</p> <p><b>PSO-3:</b> Political Science organises guest talk by scholars in the field of Political Science and encourages the students to think critically politics and various aspects of public life.</p> <p><b>PSO-4:</b> To understand the concepts of Political Science and to have knowledge about the significance of Political Science.</p> <p><b>PSO-5:</b> To understand the comparative analysis of various government or political system of the countries like USA, UK, China, and France system with Indian political system.</p> <p><b>PSO-6:</b> The study of Indian Political System conveys the whole body of knowledge to the students about Indian Government and Politics.</p> <p><b>PSO-7:</b> It enables the students to learn the ideas of great Political Thinkers of ancient as well as modern period.</p> <p><b>PSO-8:</b> To understand the concept of Communitarianism, Multiculturalism, and Liberalism etc. It helps the students to understand the importance of equality of different cultures.</p> <p><b>PSO-9:</b> It helps to understand about Organization, structure and different</p>	<ol style="list-style-type: none"> <li>1. The students are encouraged to read the main text to understand the basic concepts of Political Science.</li> <li>2. The students are required to attend lecture and make presentation and submit assignments and projects etc.</li> <li>3. The appears thought offered for the Programme students are theoretical in nature. It consists mostly of lectures, projects, assignments, presentations etc.</li> </ol>

dimensions of Public Administration.

**PSO-10:** It inculcates knowledge of various concepts of International Relations for example Collective Security, Balance of Power etc. It also helps to understand various process of International Relation.

**PSO-11:**It enables the students to understand about the various issues of International Relations like global terrorism, issues between India and different neighbouring countries like Pakistan, Bangladesh and China. 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 appears thought offered for the BA Programme students are theoretical in nature. It consists mostly of lectures, projects, assignments, presentations etc.

**PSO-12:** It also gives knowledge about various other aspects like New International /Economic Order and Studies about Global Organizations like WTO.

## Course Outcomes

(Semester 1)

Course Name	Course Outcome	Teaching Learning Process
<p><b>Political Science As Major Category-I</b></p> <p><b>Discipline Specific Core Course: Introduction to Political theory</b></p>	<p><b>CO-1:</b> Understand the nature, scope and relevance of political theory</p> <p><b>CO-2:</b> Understand the different concepts of political theory such as liberty, equality justice, rights and fraternity develop a broader historical, normative and empirical understanding of political theory</p> <p><b>CO-3:</b> Know and understand the ancient Greece and ancient Indian political theory</p> <p><b>CO-4:</b> Reflect upon the contemporary debates in political theory</p>	<ol style="list-style-type: none"> <li>1. The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases.</li> <li>2. Teaching would also involve methods like power point and film screening.</li> </ol>
<p><b>Discipline Specific Core Course-2: Public Administration in India</b></p>	<p><b>CO-1:</b> Have a clear picture of the complex institutional structure of Indian administration at present</p> <p><b>CO-2:</b> Understand the building blocks of local governance, in rural and urban areas</p> <p><b>CO-3:</b> Explain the processes by which different budgeting systems work for this structure</p> <p><b>CO-4:</b> Analyse the processes of implementation of different social welfare policies by the administrative institutions.</p>	<ol style="list-style-type: none"> <li>1. The paper titled - Public Administration in India in Programme B.A. (Prog.) Political Science, focus on introducing concepts and theories in the field of public administration and public policy to students.</li> <li>2. The classroom teaching is designed to equip students with the classical school of thought, theoretical engagement with meaning and scope of public administration, public policy and the politics of development administration.</li> </ol>

		<p>3. The pedagogy is construed with the idea that lectures delivered by teachers are comparative in tone wherein different perspectives are presented to students in each unit.</p> <p>4. The students will be mentored by teachers to unravel the theoretical impulse in the contextual socio-economic political cultural order. Simulation activities in the classroom is another useful tool in helping students make connections between real world scenarios and theoretical concepts. This encourages problem solving method within students.</p>
<p><b>Ideas in Indian Political Thought.</b> <b>GE-1</b></p>	<p><b>CO-1:</b> Answer about the nature and form of statecraft that existed in Ancient India.</p> <p><b>CO-2:</b> Explain how the texts in ancient India interpreted Dharma and Danda.</p> <p><b>CO-3:</b> Answer what were sources and mechanisms to practice Nyay in ancient India.</p> <p><b>CO-4:</b> Make distinction between Rastra and Rajya.</p> <p><b>CO-5:</b> Explain the meaning and foundations of Varna and how are they different from Castes.</p>	

<p style="text-align: center;"><b>VAC 1: Constitutional Values And Fundamental Duties</b></p>	<p><b>CO-1:</b> Understand the Constitution and its relevance</p> <p><b>CO-2:</b> Appreciate the values and goals embedded in the Constitution. Pre-requisite of the course NIL</p> <p><b>CO-3:</b> Recognise the importance of Fundamental Duties enshrined in the Constitution.</p> <p><b>CO-4:</b> Apply the spirit of fundamental values and duties in everyday national life.</p>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Conduct workshops to spread awareness on the Fundamental Duties and Values.</li> <li>3. Students are required to conduct a survey (minimum 25respondents) on assessing the awareness of the constitutional duties amongst the citizens.</li> <li>4. Students may share their experiences on Fundamental Duties and Values in the form of a Project Report.</li> <li>5. Any other Practical/Practice as decided from time to time</li> </ol>
<p style="text-align: center;"><b>VAC-1 Gandhi and Education</b></p>	<p><b>CO-1:</b> Value Gandhian perspective on education</p> <p><b>CO-2:</b> Appreciate the significance of education in Indian languages</p> <p><b>CO-3:</b> Evaluate the application of Gandhian thoughts in NEP 2020</p> <p><b>CO-4:</b> Realise the principles of NEP 2020 in vocational and skill oriented education</p>	<ol style="list-style-type: none"> <li>1. Regular visits to Gandhi Museum and library to gain insight on Gandhi</li> <li>2. Excursion to Gandhi Ashrams located in different places like Sewagram, Wardha, Sabarmati, Ahmedabad etc.</li> <li>3. Workshops/projects in collaboration with Gandhi Bhawan, Gandhi Smriti and Darshan, Gandhi Peace Center. Ashrams based on innovation in village</li> </ol>

		<p>&amp; cottage industry, Khadi, handicrafts, organic farming etc.</p> <ol style="list-style-type: none"> <li>4. Adoption of one place for Swachhta Mission or Skill Education.</li> <li>5. If required, students can share their experiences in the form of a Project Report.</li> <li>6. Any other Practical/Practice as decided from time to time.</li> </ol>
<p><b>SEC - Negotiation and Leadership</b></p>	<p><b>CO-1:</b> After studying this course, students will be able to apply negotiation skills to obtain desired results</p> <p><b>CO-2:</b> After studying this course, students will be able to understand the various aspects of a crisis situation for appropriate management.</p> <p><b>CO-3:</b> After studying this course, students will be able to learn how to manage complex negotiation situations.</p> <p><b>CO-4:</b> After studying this course, students will be able to understand the process of relationship building.</p> <p><b>CO-5:</b> After studying this course, students will be able to test and judge the legitimacy of the terms of negotiation</p>	<ol style="list-style-type: none"> <li>1. Class participation, Assignments, Class tests, Projects, Field Work, Presentations.</li> </ol>
<p><b>SEC</b></p> <p><b>Political Communication and Leadership</b></p>	<p><b>CO-1:</b> 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>	<ol style="list-style-type: none"> <li>1. Class participation, Assignments, Class tests, Projects, Field Work, Presentations.</li> </ol>

## Course Outcomes

(Semester 2)

Course Name	Course Outcome	Teaching Learning Process
<p><b>Discipline Specific Core Course (Dsc-2a): Indian Government And Politics</b></p>	<p><b>CO-1:</b> Understanding of the Indian Constitution, its basic features and the rights and duties of the citizens as well as the constitutional obligations of the state</p> <p><b>CO-2:</b> Knowledge of state institutions in constitutional India, the provisions governing them and actual their working.</p> <p><b>CO-3:</b> Understanding into the nature of Indian society and its relationship with politics through the prism of caste, class, gender, religion, etc.</p> <p>1. There will be interactive lectures on varied approaches to the study of Indian politics and Indian state.</p> <p>2. They will engage in detailed discussion on basic features of Indian constitution, particularly on the relationship between fundamental rights and directive principles enshrined in the Indian constitution of politics beyond the institutions.</p> <p><b>CO-4:</b> Knowledge of party system and political parties in India.</p> <p><b>CO-5:</b> Awareness of the development debates in India and its relationship with the social movement.</p>	<p>1. There will be interactive lectures on varied approaches to the study of Indian politics and Indian state.</p> <p>2. They will engage in detailed discussion on basic features of Indian constitution, particularly on the relationship between fundamental rights and directive principles enshrined in the Indian constitution.</p> <p>3. It provides them with basic understanding on the working of institutions in Indian polity and powers structures in Indian shaping society and politics. It also exposes students to the debates on secularism and communalism.</p> <p>4. It familiarises the students with the evolution of party system in India. It enables students to strategies of analyse the development adopted by the state in postcolonial India and the impact of neo- liberal reforms on Indian economy. It also provides understanding on the dynamics of social movements in India and their significance as an alternative site of politics beyond the institutions.</p>



<p><b>Discipline Specific Core Course (Dsc-2b): India's Foreign Policy</b></p>	<p><b>CO-1:</b> Basic knowledge of the determinants, principles and key drivers of India's foreign policy.</p> <p><b>CO-2:</b> Understanding the original rationale of India's non-alignment policy and its relevance in the contemporary context as to how India exercises strategic autonomy in foreign policy choices.</p> <p><b>CO-3:</b> An insight about India's position in changing global power equations particularly its bilateral ties with powerful nations like the US and Russia along with India's largest neighbour, China.</p> <p><b>CO-4:</b> Understanding of India's neighbourhood diplomacy in South Asia with regard to important challenges pertaining to border disputes, migration and refugees.</p> <p><b>CO-5:</b> Grasp of India's negotiation strategies in dealing with global challenges in the realm of trade and environmental governance.</p>	
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<p><b>VAC 1: Constitutional Values And Fundamental Duties</b></p>	<p><b>CO-1:</b> Understand the Constitution and its relevance</p> <p><b>CO-2:</b> Appreciate the values and goals embedded in the Constitution. Pre-requisite of the course NIL</p> <p><b>CO-3:</b> Recognise the importance of Fundamental Duties enshrined in the Constitution.</p> <p><b>CO-4:</b> Apply the spirit of fundamental values and duties in everyday national life.</p>	<p><b>1.</b> 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><b>2.</b> Conduct workshops to spread awareness on the Fundamental Duties and Values.</p> <p><b>3.</b> Students are required to conduct a survey (minimum 25respondents) on assessing the awareness of the constitutional duties amongst</p>
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		<p>the citizens.</p> <p><b>4.</b> Students may share their experiences on Fundamental Duties and Values in the form of a Project Report.</p> <p><b>5.</b> Any other Practical/Practice as decided from time to time</p>
<p><b>VAC-1 Gandhi and Education</b></p>	<p><b>CO-1:</b> Value Gandhian perspective on education</p> <p><b>CO-2:</b> Appreciate the significance of education in Indian languages</p> <p><b>CO-3:</b> Evaluate the application of Gandhian thoughts in NEP 2020</p> <p><b>CO-4:</b> Realise the principles of NEP 2020 in vocational and skill oriented education</p>	<ol style="list-style-type: none"> <li><b>1.</b> Regular visits to Gandhi Museum and library to gain insight on Gandhi.</li> <li><b>2.</b> Excursion to Gandhi Ashrams located in different places like Sewagram, Wardha, Sabarmati, Ahmedabad etc.</li> <li><b>3.</b> Workshops/projects in collaboration with Gandhi Bhawan, Gandhi Smriti and Darshan, Gandhi Peace Center. Ashrams based on innovation in village &amp; cottage industry, Khadi, handicrafts, organic farming etc.</li> <li><b>4.</b> Adoption of one place for Swachhta Mission or Skill Education.</li> <li><b>5.</b> If required, students can share their experiences in the form of a Project Report.</li> <li><b>6.</b> Any other Practical/Practice as decided from time to time.</li> </ol>

<p><b>SEC - Negotiation and Leadership</b></p>	<p><b>CO-1:</b> After studying this course, students will be able to apply negotiation skills to obtain desired results</p> <p><b>CO-2:</b> After studying this course, students will be able to understand the various aspects of a crisis situation for appropriate management.</p> <p><b>CO-3:</b> After studying this course, students will be able to learn how to manage complex negotiation situations.</p> <p><b>CO-4:</b> After studying this course, students will be able to understand the process of relationship building.</p> <p><b>CO-5:</b> After studying this course, students will be able to test and judge the legitimacy of the terms of negotiation</p>	<p><b>1.</b> Class participation, Assignments, Class tests, Projects, Field Work, Presentations.</p>
<p><b>SEC</b></p> <p><b>Political Communication and Leadership</b></p>	<p><b>CO-1:</b> 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><b>1.</b> Class participation, Assignments, Class tests, Projects, Field Work, Presentations.</p>

## Course Outcomes

(Semester 3)

Course Name	Course Outcome	Teaching Learning Process
<p><b>Ancient and Medieval Indian Political Thought</b> <b>MDSC-3A</b></p>	<p><b>CO-1:</b> What were the major institutions of government in ancient India and how did they function?</p> <p><b>CO-2:</b> How thinkers like Manu, Shukra, Brihaspati and Kautilya perceived the role of statecraft in society?</p> <p><b>CO-3:</b> What was the Nitisar</p>	

	<p>tradition? How did it mark a difference from the Arthashastra tradition?</p> <p><b>CO-4:</b> The students will be able to answer how Kabir epitomised the syncretic traditions of India.</p> <p><b>CO-5:</b> What was the political and economic idea of Tiruvallur and what was his take on ethics?</p>	
<p><b>Theory and Practice of Democracy MDSC-3B</b></p>	<p><b>CO-1:</b> Develop a broad historical, normative and empirical understanding of the idea and practice of democracy.</p> <p><b>CO-2:</b> Distinguish different models of democracy and their normative assumptions</p> <p><b>CO-3:</b> Understand different theories of democracy and how different theories led to waves of democratization over history.</p> <p><b>CO-4:</b> Understand/assess some of the major political challenges that democracy faces in the wake of globalization.</p> <p><b>CO-5:</b> Examine current problems and understand how different democratic crises have emerged in practice</p> <p><b>CO-6:</b> Apply democratic theories to critically assess political institutions and practices</p> <p><b>CO-7:</b> Engage in dialogue about the meaning and value</p>	

	<p>of democracy</p> <p><b>CO-8:</b> Explain and defend how democratic theory might be used to respond to problems being faced by nation-states</p>	
<p><b>VAC 1: Constitutional Values And Fundamental Duties</b></p>	<p><b>CO-1:</b> Understand the Constitution and its relevance.</p> <p><b>CO-2:</b> Appreciate the values and goals embedded in the Constitution. Pre-requisite of the course NIL.</p> <p><b>CO-3:</b> Recognise the importance of Fundamental Duties enshrined in the Constitution.</p> <p><b>CO-4:</b> Apply the spirit of fundamental values and duties in everyday national life.</p>	<ol style="list-style-type: none"> <li><b>1.</b> Reflections on some of the constitutional values/fundamental duties and its contemporary relevance in day-to-day national life through group discussions and projects.</li> <li><b>2.</b> Conduct workshops to spread awareness on the Fundamental Duties and Values.</li> <li><b>3.</b> Students are required to conduct a survey (minimum 25respondents) on assessing the awareness of the constitutional duties amongst the citizens.</li> <li><b>4.</b> Students may share their experiences on Fundamental Duties and Values in the form of a Project Report.</li> <li><b>5.</b> Any other Practical/Practice as decided from time to time</li> </ol>
<p><b>VAC-1 Gandhi and Education</b></p>	<p><b>CO-1:</b> Value Gandhian perspective on education</p> <p><b>CO-2:</b> Appreciate the significance of education in Indian languages</p> <p><b>CO-3:</b> Evaluate the application of Gandhian thoughts in NEP 2020</p> <p><b>CO-4:</b> Realise the principles of NEP 2020 in vocational and skill oriented education</p>	<ol style="list-style-type: none"> <li><b>1.</b> Regular visits to Gandhi Museum and library to gain insight on Gandhi</li> <li><b>2.</b> Excursion to Gandhi Ashrams located in different places like Sewagram, Wardha, Sabarmati, Ahmedabad etc.</li> <li><b>3.</b> Workshops/projects in collaboration with Gandhi Bhawan, Gandhi Smriti and Darshan, Gandhi Peace Center. Ashrams based on innovation in village &amp;</li> </ol>

		<p>cottage industry, Khadi, handicrafts, organic farming etc.</p> <ol style="list-style-type: none"> <li>4. Adoption of one place for Swachhta Mission or Skill Education</li> <li>5. If required, students can share their experiences in the form of a Project Report.</li> <li>6. Any other Practical/Practice as decided from time to time.</li> </ol>
<p><b>SEC - Negotiation and Leadership</b></p>	<p><b>CO-1:</b> After studying this course, students will be able to apply negotiation skills to obtain desired results.</p> <p><b>CO-2:</b> After studying this course, students will be able to understand the various aspects of a crisis situation for appropriate management.</p> <p><b>CO-3:</b> After studying this course, students will be able to learn how to manage complex negotiation situations.</p> <p><b>CO-4:</b> After studying this course, students will be able to understand the process of relationship building.</p> <p><b>CO-5:</b> After studying this course, students will be able to test and judge the legitimacy of the terms of negotiation.</p>	<ol style="list-style-type: none"> <li>1. Class participation, Assignments, Class tests, Projects, Field Work, Presentations.</li> </ol>
<p><b>SEC</b> <b>Political Communication and Leadership</b></p>	<p><b>CO-1:</b> After studying this course, students will be able to have a professional/careeroriented</p>	<ol style="list-style-type: none"> <li>1. Class participation, Assignments, Class tests, Projects, Field Work,</li> </ol>

	insight by facilitating their journey as Media managers, policy makers, political analysts, Journalists, Public relations officers in government agencies, political parties and higher education.	Presentations.
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## Course Outcomes

(Semester 4)

Course Name	Course Outcome	Teaching Learning Process
<b>Comparative Government and Politics MDSC-4A</b>	<p><b>CO-1:</b> An in-depth understanding of nature and scope of comparative politics.</p> <p><b>CO-2:</b> Knowledge of regime forms as distinct from classification of political systems.</p> <p><b>CO-3:</b> Knowledge of various kinds of electoral systems and party systems across countries.</p> <p><b>CO-4:</b> An understanding of the manner in which power exists in society.</p> <p><b>CO-5:</b> Analytical capacity to engage with contemporary debates on welfare, populism, and authoritarianism.</p>	
<b>Public Institutions in India MDSC-4B</b>	<p><b>CO-1:</b> Understand the design and performance of specific institutions.</p> <p><b>CO-2:</b> Become aware of the historical contexts in which institutions emerge.</p> <p><b>CO-3:</b> Develop the tools to</p>	

	<p>understand the challenges faced by contemporary institutions.</p> <p><b>CO-4:</b> Acquire an understanding of what enhances institutional capacity of states.</p>	
<p><b>VAC 1: Constitutional Values And Fundamental Duties</b></p>	<p><b>CO-1:</b> Understand the Constitution and its relevance.</p> <p><b>CO-2:</b> Appreciate the values and goals embedded in the Constitution. Pre-requisite of the course NIL.</p> <p><b>CO-3:</b> Recognise the importance of Fundamental Duties enshrined in the Constitution.</p> <p><b>CO-4:</b> Apply the spirit of fundamental values and duties in everyday national life.</p>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Conduct workshops to spread awareness on the Fundamental Duties and Values.</li> <li>3. Students are required to conduct a survey (minimum 25respondents) on assessing the awareness of the constitutional duties amongst the citizens.</li> <li>4. Students may share their experiences on Fundamental Duties and Values in the form of a Project Report.</li> <li>5. Any other Practical/Practice as decided from time to time</li> </ol>
<p><b>VAC-1 Gandhi and Education</b></p>	<p><b>CO-1:</b> Value Gandhian perspective on education.</p> <p><b>CO-2:</b> Appreciate the significance of education in Indian languages.</p> <p><b>CO-3:</b> Evaluate the application of Gandhian thoughts in NEP 2020.</p> <p><b>CO-4:</b> Realise the principles of NEP 2020 in vocational</p>	<ol style="list-style-type: none"> <li>1. Regular visits to Gandhi Museum and library to gain insight on Gandhi</li> <li>2. Excursion to Gandhi Ashrams located in different places like Sewagram, Wardha, Sabarmati, Ahmedabad etc.</li> <li>3. Workshops/projects in collaboration with Gandhi Bhawan, Gandhi Smriti and Darshan, Gandhi Peace Center.</li> </ol>



	<p>and skill oriented education.</p>	<p>Ashrams based on innovation in village &amp; 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><b>SEC - Negotiation and Leadership</b></p>	<p><b>CO-1:</b> After studying this course, students will be able to apply negotiation skills to obtain desired results.</p> <p><b>CO-2:</b> After studying this course, students will be able to understand the various aspects of a crisis situation for appropriate management.</p> <p><b>CO-3:</b> After studying this course, students will be able to learn how to manage complex negotiation situations.</p> <p><b>CO-4:</b> After studying this course, students will be able to understand the process of relationship building.</p> <p><b>CO-5:</b> After studying this course, students will be able to test and judge the</p>	<p>1. Class participation, Assignments, Class tests, Projects, Field Work, Presentations.</p>

	legitimacy of the terms of negotiation.	
<b>SEC</b> <b>Political Communication and Leadership</b>	<b>CO-1:</b> 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.	<b>1.</b> Class participation, Assignments, Class tests, Projects, Field Work, Presentations.

## Course Outcomes

(Semester 5)

Course Name	Course Outcome	Teaching Learning Process
<b>Themes in Comparative Political Theory (62327503) Discipline Specific Elective - (DSE)</b>	<b>CO-1:</b> Understand how Political Theory draws from and is shaped by both western and Indian traditions.  <b>CO-2:</b> Appreciate the value and distinctiveness of Comparative Political Theory	<b>1.</b> The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases.  <b>2.</b> Teaching would also involve methods like power point and film screening.
<b>Administration and Public Policy: Concepts and Theories (62327502) Discipline Specific Elective - (DSE)</b>	<b>CO-1:</b> The student will be able to understand an overview of the discipline and how it is different from private administration.  <b>CO-2:</b> The student will be introduced to the evolution of the discipline, its changing contours through a study of the different theories,	<b>1.</b> The paper titled - Administration and Public Policy: Concepts and Theories, in Programme (CBCS) B.A. (Prog.) Political Science, focus on introducing concepts and theories in the field of public administration and publicpolicy to students.

	<p>ranging from the classical, neo-classical and contemporary theories.</p> <p><b>CO-3:</b> The student receives an insight into several dimensions of development administration.</p> <p><b>CO-4:</b> The student is exposed to perspectives on public policy processes, a major sub-discipline of public administration.</p>	<ol style="list-style-type: none"> <li>2. The classroom teaching is designed to equip students with the classical school of thought, theoretical engagement with meaning and scope of public administration, public policy and the politics of development administration.</li> <li>3. The pedagogy is construed with the idea that lectures delivered by teachers are comparative in tone wherein different perspectives are presented to students in each unit.</li> <li>4. The students will be mentored by teachers to unravel the theoretical impulse in the contextual socio-economic politicalcultural order. Simulation activities in the classroom is another useful tool in helping students make connections between real world scenarios and theoretical concepts. This encourages problem solving method within students.</li> </ol>
<p><b>G1 - Understanding Gandhi (62325501)</b> <b>Generic Elective - (GE)</b></p>	<p><b>CO-1:</b> This course will help students to understand fundamental concept of Gandhi philosophy through his words firstly and secondly it will help them understand these concepts in a critical and analytical manner.</p>	<ol style="list-style-type: none"> <li>1. This course attempts to introduce key concepts of Gandhi's Thought. Hind Swaraj will be key text that will be discussed and read both by teachers and students in order to grasp the philosophy of Gandhi. Film Gandhi will be screened to visualise</li> </ol>

<p style="text-align: center;"><b>Credit:6</b></p>		<p>and grasp Gandhi's concepts.</p> <ol style="list-style-type: none"> <li>2. Commentaries on Gandhi's ideas will be discussed and interactive session with the students by taking them to Gandhi's Museum or historical places associated with Gandhi can further help to contextualise his ideas. Power point presentations detailing key features of each of these ideas will Identify and describe the key characteristics of Gandhian political thought.</li> </ol>
<p style="text-align: center;"><b>AECC Course AE3 - Your Laws, Your Rights (62323501) AECC (Electives) - (AECCE)</b></p>	<p><b>CO-1:</b> Demonstrate an understanding of law as a source of right.</p> <p><b>CO-2:</b> Develop an understanding of democratic values such as equality, justice etc. and learn about different laws enacted to uphold these value.</p> <p><b>CO-3:</b> Demonstrate an awareness of democratic rights guaranteed to Indian citizens and persons.</p> <p><b>CO-4:</b> Develop skills related to using ordinary legal procedures to safeguard the rights guaranteed to citizens and persons.</p> <p><b>CO-5:</b> Show basic awareness of ordinary procedures such as obtaining different kinds of</p>	<ol style="list-style-type: none"> <li>1. Discuss the debates around any recent Ordinance, Bill or Act in Parliament. How to file an FIR? In case there has been a theft in the neighbourhood how would you file the first Hand Information Report?</li> <li>2. Under what circumstances can detention and arrest become illegal?</li> <li>3. Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.</li> <li>4. Read Ordinance XV -D of University of Delhi and make a list of the kinds of conduct that</li> </ol>

	<p>identity documents.</p> <p><b>CO-6:</b> Show understanding of the structure and principles of the Indian legal system.</p>	<p>would qualify as sexual harassment.</p> <ol style="list-style-type: none"> <li>5. Your friend has shared with you an incident of unwelcome verbal remarks on her by a person of higher authority in your college, what would you do?</li>   <li>6. Visit any nearby construction site and talk to the workers about their daily wage. Find out the minimum wage in Delhi for such construction work. Make an assessment of the awareness among the workers about their minimum wages and the law related to it.</li>   <li>7. You have seen a lady in your neighbourhood being beaten up by her husband. Identify the concerned Protection Officer in case you want to provide information about this incident.</li>   <li>8. Read the Vishakha Guidelines as laid down by the Supreme Court and the Act against sexual harassment at the workplace. Discuss what constitutes sexual harassment and the mechanisms available for its redressal in your institution.</li>   <li>9. What is the procedure to</li> </ol>
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		<p>file an RTI?</p> <ol style="list-style-type: none"><li><b>10.</b> You bought a product from a nearby shop which was expired, the shop keeper refused to return it. Use your knowledge of Consumer Protection Act to decide what you do next?</li><li><b>11.</b> Do you think the provisions of Forest Rights Act (FRA) address the question of gender equality?</li><li><b>12.</b> What must you keep in mind as a consumer while making a purchase that may later help you make use of Consumer Protection Act? (Hint- Should you ask for a Bill?)</li><li><b>13.</b> In your surroundings have you witnessed any incident that would be considered offensive under the SC and ST Act? Make a class room presentation on it.</li><li><b>14.</b> After reading the Disabilities Act, discuss in your classroom, whether the differently abled people in your college are able to exercise the rights and facilities guaranteed under the law.</li><li><b>15.</b> Discuss the procedure for issuing a job card under MNREGA.</li><li><b>16.</b> You have read the rural job guarantee scheme under MNREGA. Do you</li></ol>
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		think that there is a need for similar guarantee scheme in urban areas? Discuss with your classmates
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## Course Outcomes

### (Semester 6)

Course Name	Course Outcome	Teaching Learning Process
<b>Democracy and Governance (62327602)</b> <b>Discipline Specific Elective - (DSE)</b>	<p><b>CO-1:</b> Demonstrate knowledge of the constitutional structure of democracy in India.</p> <p><b>CO-2:</b> Demonstrate knowledge of the working of the democratic institutions of governance such as Parliament, Courts, etc.</p> <p><b>CO-3:</b> Show awareness of policy making process within democratic institutions.</p> <p><b>CO-4:</b> Show awareness of institutional practices of regulation, lobbying, etc.</p>	<p><b>1.</b> The teaching learning of this course is specifically designed to deliver its objective of understanding the process through functionality of the system. Classroom lectures, PowerPoint presentation along with Cooperative learning will be preferred tool to critically engage students in unraveling the complexities these systems are governed by.</p>
<b>Understanding Globalization (62327601)</b> <b>Discipline Specific Elective - (DSE)</b>	<p><b>CO-1:</b> The students will learn about meaning and significance of globalisation in contemporary times.</p> <p><b>CO-2:</b> The course will enhance students' understanding on economic, political, technological and cultural dimensions of globalisation.</p> <p><b>CO-3:</b> Understanding the role of global actors in the process</p>	<p><b>1.</b> The primary motive of the teaching-learning process in this course is to enhance students understanding on different dimensions of globalisation and also their knowledge about world actors like United Nations, World Trade Organisation and G-77 and on issues like global warming, poverty and inequality and international terrorism. In this course the teaching process would include a combination of</p>

	<p>of globalisation will enhance students' knowledge on world actors like United Nations, World Trade Organisation and G-77.</p> <p><b>CO-4:</b> Students will also learn about contemporary pressing issues like global warming, poverty &amp; inequality and international terrorism.</p>	<p>different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates.</p> <p><b>2.</b> 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>
<p><b>G2 - Human Rights Gender and Environment (62325602) Generic Elective - (GE)</b></p>	<p><b>CO-1:</b> The study of the course will equip the students with theoretical and conceptual understanding of caste, gender, ethnicity and class as distinct categories and their interconnections.</p> <p><b>CO-2:</b> The course will further analyse socio-economic and political problems of marginalised groups in society such as women, Dalits, minorities and adivasis and repercussions of globalisation on them.</p> <p><b>CO-3:</b> The paper will enhance understanding on the meaning of human rights, universalisation of human rights and human rights</p>	<p><b>1.</b> In this course the focus of the teaching-learning process would be to equip the students with theoretical and conceptual understanding of caste, gender, ethnicity, class, human rights, and environment.</p> <p><b>2.</b> The teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening.</p> <p><b>3.</b> The teaching-learning process would also focus on regular revision through different methods like holding quiz after</p>



	<p>institutions in India.</p> <p><b>CO-4:</b> The course will equip students with a conceptual understanding of gender and patriarchy, and issues of women's political participation and rights in India.</p> <p><b>CO-5:</b> The paper will enhance knowledge on the concept of sustainable development, and national and international programmes and policies on environment.</p>	<p>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 writeups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.</p>
<p><b>AE4 - Conflict and Peace Building (62323601)</b> <b>AECC (Electives) - (AECCE)</b></p>	<p><b>CO-1:</b> The course will enhance students' understanding on the meaning, nature and significance of peace, conflict management, conflict resolution and conflict transformation.</p> <p><b>CO-2:</b> The students will also learn the importance of resource sharing in the conflict zones.</p> <p><b>CO-3:</b> The paper will develop students' knowledge on ideological and socio-cultural dimensions of conflict at local levels.</p> <p><b>CO-4:</b> Students will also learn about negotiation and mediation skill for conflict resolution through active listening, different tracks of diplomacy and Gandhian methods.</p>	<ol style="list-style-type: none"> <li>1. The overall purpose in this course would be to enhance students' understanding on the meaning, nature and significance of peace, conflict management, conflict resolution and conflict transformation and also to make them understand the importance of resource sharing in the conflict zones.</li> <li>2. Students will also learn about negotiation and mediation skill for conflict resolution through active listening, different tracks of diplomacy and Gandhian methods. In this course the teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates.</li> </ol>

		<p><b>3.</b> The students will also learn through power-point presentations and film screening. The teachinglearning 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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