



(University of Delhi)
Shyam Lal College



Programme Specific Outcomes and Course Outcomes

B.A. (H) Political Science

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>• Graduates in Political science</p>	<ol style="list-style-type: none"> 1. The students are encouraged to read the main text to understand the basic concepts of Political Science. 2. The students are required to attend lecture and make presentation and submit assignments and projects etc. 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>have engaged in and pursued diverse 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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SEMESTER 1

Course Name	Course Outcomes	Teacher Learning Process
<p>Understanding Political Theory</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>	<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.

	<p>CO-5: Know how political theory provides a normative framework to resolve various social and political problems and issues.</p>	
<p>Ideas and Institutions in Indian Political Thought DSC-2</p>	<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>CO4: Challenging the colonial mindset of underestimating India's rich historical past</p>	<ol style="list-style-type: none"> 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. 2. Class lectures will use discursive techniques that will encourage critical thinking and help students undertake comparisons or correlations between various topics. 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>	<p>CO-1: Show an understanding of the nature of colonial rule in India and the various Developments through which it consolidated itself.</p> <p>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</p>	<ol style="list-style-type: none"> 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. 2. The course begins discussion on the nineteenth century Indian responses to

	<p>understanding of the distinct periods of the nationalist movement and</p> <p>the nature of resistance politics adopted in different phases</p> <p>CO-4: Show awareness of the various social movements, the kind of questions they raised and their contributions in the nationalist movement</p>	<p>colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to the Partition and Independence.</p> <p>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.</p>
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Semester 2

Course Name	Course Outcomes	Teacher Learning Process
<p>Perspectives 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. 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</p>

		<p>worlds to understand the continuity and change in the discourse.</p> <p>4. 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 seminars held in Department fosters an opportunity for students to participate in discussions on arrays of issues.</p>
<p>Methods and Approaches in 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 re-reading of the origin of IR and its mainstream theories and concepts, with basic tools to question statist ontology and</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>reification of eurocentrism.</p> <p>CO-3: Appreciation of de-colonial 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. CO-6- Learning about the new directions in IR via a critical engagement with Global IR and the relational turn in IR.</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 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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Semester 3

Course Name	Course Outcomes	Teacher Learning Process
Introduction to Comparative Government	CO-1: This paper would enable student to understand the legacy of the discipline. Studying	1. Primarily theory class with power point

<p>and Politics Core Course - (CC)</p>	<p>different political systems from different continents across the world will introduce students to a range of political regimes, culture and their political economy.</p> <p>CO-2: Students will learn to delineate ways to understand how state relates to the economy and how culture shapes the political discourse in a particular context.</p> <p>CO-3: It would enhance the ability of students to use analytical frame of gender, race, ethnicity and their intersectionality in comparative perspective. Students will develop reflective thinking and ability to ask relevant questions pertinent to the discipline and will also develop aptitude for research.</p>	<p>presentations</p> <ol style="list-style-type: none"> 2. Theory classes with a focus on critical analysis of historical development of the field of Comparative politics 3. A comparative approach on different forms of government through a discussion in class 4. Theory class through discussion on different aspects of governance in Britain, Brazil, Nigeria and China
<p>Perspectives on Public Administration Core Course - (CC)</p>	<p>CO-1: The student will be able to understand an overview of the discipline and how it is different from private administration.</p> <p>CO-2: The student will be introduced to the evolution of the discipline, its changing contours through a study of the different theories, ranging from the classical, neo-classical and contemporary theories.</p> <p>CO-3: The students will be better equipped to analyse processes of leadership and conflict management that have become increasingly significant in contemporary administration.</p> <p>CO-4: The student learns about major contemporary approaches in public administration.</p>	<ol style="list-style-type: none"> 1. The course titled, Paper VI - Perspectives on Public Administration, in Programme (CBCS) B.A. (Hons.) Political Science aims to adept students in Public Administration by engaging them in classroom lectures using Experiential Learning (EL) Perspective. 2. It prioritises and emphasises on student's passion and cognition. It opts for pragmatism in teaching and integrates theory and practice. 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

	<p>CO-5: The student is specially made sensitive to the feminist perspective in Public administration.</p>	<p>change in the discourse.</p> <p>3. 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 seminars held in Department foster an opportunity for students to participate in discussions on arrays of issues.</p>
<p align="center">Perspectives on International Relations and World History Core Course - (CC)</p>	<p>CO-1: The students will have a comprehensive understanding of both historical processes and contemporary practices in International Relations.</p> <p>CO-2: Major theoretical perspectives will broaden the critical insight and inculcate among students the significance and rigor of the study of international relations.</p> <p>CO-3: The paper will go beyond eurocentrism in international relations and reflect on the global South perspectives.</p> <p>CO-4: It will evolve analytical skills to further explore both theoretical and actual key milestones in international relations.</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 in the discipline. One of the important goals of the teaching-learning process in this course is to make students aware of the implicit Euro-centricism of International Relations by highlighting certain specific perspectives from the Global South.</p> <p>2. 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.</p> <p>3. The students will also learn through power-point presentations and film screening. The teaching-</p>

		<p>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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Semester 4

Course Name	Course Outcomes	Teacher Learning Process
<p>Political Processes and Institutions in Comparative Perspective. Core Course</p>	<p>CO-1: The paper will equip students with an in-depth understanding of different political systems and regime types. Students would be able to contrast unitary and federal, democratic and authoritarian systems.</p> <p>CO-2: It will help students to develop analytical skills to reflect institutional structures and their functioning such as party systems, electoral systems.</p> <p>CO-3: It will provide insight into the process of evolution of nation state in the context of West and post-colonial societies. Students will develop insights into the process of democratization in post-colonial, post authoritarian and</p>	<ol style="list-style-type: none"> 1. Theory lectures and examples from the globe help student understand the nuances of specific forms of government 2. Comparative study through lectures and presentation by students on different electoral systems 3. Theoretical study through classics and Power point presentation of comparative study of elections system 4. Lectures and study of classics to understand the Nation and state debate in West and East

	post-communist societies.	<p>5. By focusing on themes like women representation and women in conflict and peace the teaching will try to analyse the role of women</p>
<p>Public Policy and Administration in India. Core Course - (CC)</p>	<p>CO-1: The student is introduced to theoretical perspectives on public policy, a major sub-discipline of public administration.</p> <p>CO-2: This is a paper devoted specially to the Indian context, so the student will become familiar with details of public policy adopted in India.</p> <p>CO-3: Students will recognise the significance of local governance – both rural and urban.</p> <p>CO-4: The students will become familiar with a range of budgetary procedures and practices, as part of the budget cycle in India.</p> <p>CO-5: The student is exposed to mechanisms of grievance redressal and a range of specific social welfare policies</p>	<p>1. The course titled, Paper-IX Public Policy and Administration in India, in Programme (CBCS) B.A. (Hons.) Political Science, focus on mastering the students in understanding the public policy discourse in India. Various tools adopted in classroom teaching are a unit wise lecture, use of audio-visual resources such as screening of movie/documentary, group discussion.</p> <p>2. The course outlines the teaching process in a mechanism which delivers the students with practical knowledge by combing theoretical rigour with experiential learning to understand the contextual nuances of public policy in the tough and complex Indian terrain. Classroom teaching is so designed to allow students operationalise real-life scenarios, probe public policy new behaviours in the light of course material.</p>
<p>Global Politics Core Course - (CC)</p>	<p>CO-1: The students will have conceptual clarity on meaning, nature and significance of globalisation.</p> <p>CO-2: The students will learn about the contemporary debates</p>	<p>1. The course aims to adept students in global politics by power-point classroom lectures, debate and discussions.</p> <p>2. The course will adopt</p>

	<p>on the discourse of globalisation.</p> <p>CO-3: The students will also learn about the rise of financial networks and major actors of global economy and their impact on state and sovereignty.</p> <p>CO-4: The paper will enhance students' understanding of contemporary global issues like proliferation of nuclear weapons, ecology, international terrorism and human security.</p> <p>CO-5: The paper will develop analytical skills of the students to reflect on the phenomenon of global governance.</p>	<p>project-based learning technique so that the students get engaged in exploration of the global politics. The students will be encouraged to undertake projects involving field visits and conduct surveys.</p> <p>3. This will help enhance cognitive ability of the students and acquaint them with practical world. Lectures by ambassadors and academicians will also be conducted so that the students get updated knowledge about the global events. The teaching-learning process will also involve screening of documentaries and short relevant videos.</p>
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SEMESTER-5

Course Name	Course Outcomes	Teacher Learning Process
<p>Classical Political Philosophy. Core Course</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 Core Course - (CC)</p>	<p>CO-1: Having successfully completed this course, student will be able to demonstrate knowledge and understanding of basic</p>	<p>1. The teaching learning process will include creative and constructive methods. On the one hand teachers will use original</p>

	<p>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>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 co-relations between various topics. 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>
<p>DSE1 - Citizenship in a Globalizing World Discipline Specific Elective - (DSE)</p>	<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>	<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>DSE3 - Development Process and Social Movements in Contemporary India Discipline Specific Elective</p>	<p>CO-1: Show knowledge of development policies and planning in India since independence.</p> <p>CO-2: Understand the</p>	<p>1. Students will engage in discussions on developmental processes in India since independence. They would have interactive lectures on the meanings and</p>

<p>- (DSE)</p>	<p>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>	<p>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.</p> <p>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 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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Semester 6

Course Name	Course Outcomes	Teacher Learning Process
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<p align="center">Modern Political Philosophy. Core Course - (CC)</p>	<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 manage to answer various fundamental questions through problem-solving aptitude.</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 align="center">Indian Political Thought – II Core Course - (CC)</p>	<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>	<p>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.</p> <p>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.</p>
<p align="center">DSE4 - Public Policy in India. Discipline Specific Elective</p>	<p>CO-1: The student is introduced to the range of ideologies that influence the policy-making</p>	<p>1. This discipline Specific Elective paper is designed to allow the student to establish an integrative link to their</p>

	<p>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> <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>understanding of political science, economic theory and the practical world of development and social 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> <p>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.</p> <p>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>
<p>DSE6 - 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>	<p>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.</p> <p>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> <p>3. Students will be taught to strategic in a simulating</p>

	<p>CO-4: The course will enhance students' understanding of India's strategies in South Asia.</p> <p>CO-5: Students will also learn about India's negotiation strategy in dealing with global trade, environment and security regime.</p>	<p>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>
<p>GE1 - Nationalism in India Generic Elective - (GE)</p>	<p>CO-1: Gain an understanding of the different theoretical perspectives on the emergence and development of nationalism in India</p> <p>CO-2: Demonstrate knowledge of the historical trajectory of the development 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 the moment of independence that followed</p>	<ol style="list-style-type: none"> 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. 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 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.
<p>GE-2 Politics of Globalisation</p>	<p>CO-1: The students will learn about the nature, significance and contemporary debates around globalisation.</p> <p>CO-2: The study of various approaches and concepts of globalisation and the role of international economic organisations will augment students' knowledge on</p>	<ol style="list-style-type: none"> 1. Political Science aims to acquaint the students about various nuances of globalisation. Therefore the teaching learning process will help students acquaint with the linkages between theory and practice. 2. The students will be engaged in classroom lectures with

	<p>international political economy.</p> <p>CO-3: The course will provide an insight into the alternative understanding of globalisation and various critical aspects related to it.</p> <p>CO-4: The paper will equip students with a comprehensive knowledge of the impact of globalisation on developing countries in the context of contemporary international issues like civil society, social movements and human migration.</p>	<p>power-point presentations. Short documentary or relevant videos will be screened. This will be followed by group discussions and debate. To inculcate criticality among the student's contemporary issues will be discussed. Students will be also familiarised with contemporary jargons and issues.</p>
<p>G1 - Understanding Gandhi (62325501) Generic Elective - (GE) Credit:6</p>	<p>CO-1: 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>	<p>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 and grasp Gandhi's concepts. 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.</p> <p>2. Power point presentations detailing key features of each of these ideas will Identify and describe the key characteristics of Gandhian political thought.</p>
<p>G2 - Human Rights Gender and Environment (62325602) Generic Elective - (GE)</p>	<p>CO-1: The study of the course will equip the students with theoretical and conceptual understanding of caste, gender, ethnicity and class as distinct</p>	<p>1. In this course the focus of the teaching-learning process would be to equip the students with theoretical and conceptual understanding of</p>

	<p>categories and their interconnections.</p> <p>CO-2: 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>CO-3: The paper will enhance understanding on the meaning of human rights, universalization of human rights and human rights institutions in India.</p> <p>CO-4: 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>CO-5: The paper will enhance knowledge on the concept of sustainable development, and national and international programmes and policies on environment.</p>	<p>caste, gender, ethnicity, class, human rights, and environment. The teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates.</p> <p>2. 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>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 Constitution.</p> <p>CO-4: Apply the spirit of fundamental values and duties in everyday national life.</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 Duties and Values.</p> <p>3. Students are required to</p>

		<p>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</p>

		Practical/Practice as decided from time to time.
<p style="text-align: center;">SEC</p> <p>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 style="text-align: center;">SEC</p> <p>Political Communication and Leadership</p>	<p>CO-1: After studying this course, students will be able to have a professional/career-oriented 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>