

COURSE OUTCOMES

POLITICAL SCIENCE

B.A.(Hons.)POLITICAL SCIENCE- Discipline Specific Core (DSC)

| Sem | Type of Course | Course Name | Course Outcomes |
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| I | Core | DSC 1 Understanding Political Theory | CO1: Understand the various traditions and approaches of political theory and appreciate how they get reflected in organizing social living CO2: Understand multiple frames by which the idea of political community is debated CO3: Understand the significance of theorizing and relating theory to practice |
| I | Core | DSC 2 Ideas and Institutions in Indian Political Thought | CO1: The knowledge of ideas of Indian political thought CO2: Acquaintance with institutions of Indian political thought CO3: Comprehensive understanding of Indian political thought CO4: Challenging the colonial mindset of underestimating India's rich historical past |

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| I | Core | DSC-3 Colonialism and Nationalism in India | <p>CO1: On successful completion of the course, students would be able to: Show an understanding of the nature of colonial rule in India and the various developments through which it consolidated itself.</p> <p>CO2: Demonstrate awareness of the specific impacts of colonialism on Indian economy</p> <p>CO3: Show knowledge of the gradual emergence of the nationalist movement in India in response to the colonial rule</p> <p>CO4: Demonstrate an understanding of the distinct periods of the nationalist movement and the nature of resistance politics adopted in different phases</p> <p>CO5: Show awareness of the various social movements, the kind of questions they raised and their contributions in the nationalist movement</p> |
| II | Core | DSC-4 Perspectives on Public Administration. | <p>CO1: Have a comprehensive understanding of the conceptual roots of the discipline of Public Administration</p> <p>CO2: Understand how theorising is done in this discipline</p> <p>CO3: Understand how new perspectives like that of gender influence the orientation of both theory and practice in the discipline.</p> |
| II | Core | DSC- 5 Methods and approaches to Comparative Analysis | <p>CO1: An understanding of the nature, scope, methodology, and legacy of the sub-discipline.</p> <p>CO2: Awareness of the evolution of the sub-discipline of comparative politics and the challenge of Eurocentrism in the discipline.</p> <p>CO3: An in-depth understating of various approaches to the study of politics in a comparative framework. CO4: A basic training in comparative research.</p> |
| II | Core | DSC 6 Introduction to International Relations:Theories and Concepts | <p>CO1: Familiarization with key theories, concepts, and debates of International Relations.</p> <p>CO2: Comprehensive re-reading of the origin of IR and its mainstream theories and concepts, with basic tools to question statist ontology and reification of eurocentrism.</p> <p>CO3: Appreciation of decolonial accounts that challenge the mainstream and parochial International Relations.</p> <p>CO4: Understanding of the genealogy and contributions of the IR scholarship in India to the</p> |

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| | | | <p>disciplinary debates through a re-reading of its classical texts and, contemporary writings.</p> <p>CO5: Analysis of the assumptions and key concepts of IR such as power, sovereignty, empire and international order.</p> <p>CO6: Learning about the new directions in IR via a critical engagement with Global IR and the relational turn in IR</p> |
| III | Core | DSC- 7 Political Theory: Concepts and Debates | <p>CO1: After completing the course, the learner will be able to: • Understand the dimensions of shared living through these political values and concepts.</p> <p>CO2 • Appreciate how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.</p> <p>CO3: Instigate further developments of these concepts in new ways • Develop an insight to some of the core political issues • Develop critical analytical skill to evaluate core political debates and issues. • Brings conceptual understanding and clarity to social, political, economic and cultural issues.</p> |
| III | Core | DSC- 8 Ancient and Medieval Indian Political Thought | <p>After reading the course the students would be able to answer •</p> <p>CO1: What were the major institutions of government in ancient India and how did they function?</p> <p>CO2: How thinkers like Manu, Shukra, Brihaspati and Kautilya perceived the role of statecraft in society?</p> <p>CO3: What was the Nitisar tradition? How did it mark a difference from the Arthashastra tradition?</p> <p>CO5: The students will be able to answer how Kabir epitomised the syncretic traditions of India. • What was the political and economic ideas of Tiruvallur and what was his take on ethics?</p> |

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| III | Core | DSC 9 Constitutional Government and Democracy in India | <p>CO1: Understanding the specificities of Indian constitutionalism through a reading of the Constituent Assembly debates •</p> <p>CO2: Familiarity with the debates around constitutional architecture, institutional design and practice, and constitutional democracy</p> <p>CO3: 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> |
| IV | Core | DSC-10 Public Administration in India | <p>CO1: Have a clear picture of the complex institutional structure of Indian administration at present</p> <p>CO2: Understand the building blocks of local governance, in rural and urban areas</p> <p>CO3: Explain the processes by which different budgeting systems work for this structure</p> <p>CO4: Analyse the processes of implementation of different social welfare policies by the administrative institutions.</p> |
| IV | Core | DSC- 11 Concepts in Comparative Political Analysis | <p>CO1: acquire an understanding of a range of concepts such as nationalism and constitutionalism</p> <p>CO2: learn how to distinguish between different kinds of political systems based on their electoral design and party systems</p> <p>CO3: demonstrate knowledge of federal designs and ideas of political community based on different notions of nationalism</p> <p>CO4: understand development models historically and empirically</p> |

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| IV | Core | DSC- 12 Global Politics | <p>CO1: Basic clarity on the meaning, nature and significance of global politics.</p> <p>CO2: The ability to analyse global politics beyond its conventional Eurocentric accounts.</p> <p>Conceptual tools to understand its dynamics in the contemporary context.</p> <p>CO4: 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>CO5 The ability to understand the operational aspects of geopolitics, geo-economics, and geo-strategy in the context of global politics.</p> <p>CO6: The skills to analyze discourses on cultural frames of global politics</p> |
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| V | Core | 501: Classical Political Philosophy | <p>CO1: Understand how to read and decode the classics and use them to solve contemporary socio-political problems.</p> <p>CO2: Connect with historically written texts and can interpret it in familiar way (the way Philosophers think).</p> <p>CO3: Clearly present their own arguments and thoughts about contemporary issues and develop ideas to solve them through logical validation.</p> |
| V | Core | 502: Indian Political Thought-I | <p>CO1: 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. 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> |
| VI | Core | 601: Modern Political Philosophy | <p>CO1: Understand the idea of modernity and establish a connection between societal changes posed through modernity and its prescribed political suggestions.</p> <p>CO2: Identify various tendencies in political philosophical discourse and manage to answer various fundamental questions through problem-solving aptitude.</p> |

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| VI | Core | 602: Indian Political Thought - II | The course is aimed to equip students with critical understanding about modern Indian thought. 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. 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. 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. |
| V&VI | DSE | DSE1- Citizenship in a Globalizing World | CO1: Develop a broad historical, normative and empirical understanding of the idea of citizenship. CO2: Understand different trajectories of the development/evolution of the concept of citizenship. CO3: 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. |
| V&VI | DSE | DSE2-Human Rights in a Comparative Perspective | C The course will equip students with an understanding of debates on human rights through a comparative study of human rights concerns in different countries. While keeping India as a common case study in all thematic analyses, it will familiarise students with the historical evolution of human rights and the theoretical frameworks and core themes that inform the debates on human rights. The course will enhance the students' understanding of state response to issues and human rights questions pertaining to structural violence, such as torture, terrorism, insecurity of minority communities, caste, race, gender-based violence and rights of adivasis from the human rights perspective. |
| V&VI | DSE | DSE3-Development Process and Social Movements in Contemporary | CO1: Show knowledge of development policies and planning in India since independence. CO2: Understand the development strategies and their impact on industrial and agricultural |

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| | | | <p>sphere.</p> <p>CO3: Understand the emergence of social movements in response to the development policies adopted by successive governments.</p> <p>CO4: Demonstrate awareness of the different trajectories of specific social movements in India, their demands and successes.</p> |
| V&VI | DSE | DSE4-Public Policy in India | <p>CO1: The student is introduced to the range of ideologies that influence the policy-making process.</p> <p>CO2: The student learns how to relate public policies to politics.</p> <p>CO3: The student learns how to relate public policies to the political economy.</p> <p>CO4: The student is able to have a grasp of the role of social movements and interest groups in the making of public policy.</p> |
| V&VI | DSE | DSE5-Colonialism and Nationalism in India | <p>CO1: Understand and engage with the different ways in which colonialism and nationalism have been understood</p> <p>CO2: Understand of the nature of colonial rule and the way in which it consolidated itself in India</p> <p>CO3: Demonstrate awareness of the impact of colonialism on Indian economy and society</p> <p>CO4: Show knowledge of the gradual emergence of anti-colonial nationalist movement in India</p> <p>CO5: Demonstrate an understanding of the distinct periods of the nationalist movement and the nature of resistance politics adopted in different phases</p> <p>CO6: Show awareness of the various social movements, the kind of questions they raised and their contributions to the nationalist movement.</p> |
| V&VI | DSE | DSE6:India's Foreign Policy in a Globalizing World | <p>CO1: Students will learn about India's diplomatic maneuvers in an essentially interest and power seeking global hierarchical relationship.</p> <p>CO2: Students will also learn about the challenges India faces in securing its interests as a postcolonial state.</p> <p>CO3: The study of India's ability to engage with powerful nations of the world like USA,</p> |

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| | | | <p>Russia and China will help students understand India's perspective on international relations.</p> <p>CO4: The course will enhance students' understanding of India's strategies in South Asia.</p> <p>CO5: Students will also learn about India's negotiation strategy in dealing with global trade, environment and security regime.</p> |
| V&VI | DSE | DSE7-Feminism:Theory and Practice | <p>CO1: Understand the concept of patriarchy and different approaches of feminism</p> <p>CO2: Understand different trajectories of history of feminism as it developed in western, socialist and Indian contexts.</p> <p>CO3: Make sense of how patriarchy functions within the family.</p> |
| V&VI | DSE | DSE8-Dilemmas in Politics | <p>CO1: Why these dilemmas are part of the human condition; and</p> <p>CO2: How societies negotiate them politically.</p> |
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B.A.(Hons.)POLITICAL SCIENCE-Discipline Specific Elective(DSE)

| Sem | Type of Course | Course Name | Course Outcome |
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| III | DSE | State Politics in India | <p>CO1: Knowledge of the historical context and legal framework of the emergence of state politics in India</p> <p>CO2: Understanding of the phenomenon of state formation and reorganisation as part of both national and regional politics in India • Awareness of the nature of agrarian politics in India and the political economy of states in India</p> <p>CO3: Knowledge of electoral politics and political leadership in states in India.</p> |
| III | DSE | Indian Constitution: Key Debates | <p>CO1: Knowledge of the process of constitution making</p> |

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| | | | <p>and familiarity with Constituent Assembly debates</p> <p>CO2: An understanding of the framing of debates in the Constituent Assembly and the forms in which they have remained significant</p> <p>CO3: An understating of the principles that undergirded the debates and the constitutional values that they sought to entrench</p> |
| IV | DSE | Gandhi and the Contemporary World | <p>CO1: What are the core principles of Gandhian thought on which he scrutinizes all actions?</p> <p>CO2: How Gandhi applied those principles in shaping his positions on social, political, economic and religious questions?</p> <p>CO3: The students will be able to answer how Gandhi presented the critique of the Western Civilization.</p> <p>CO4: 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>CO5: The student will be able to know how Gandhi's use of the term Swadeshi does not just limit to economic aspects but all gametes of national life.</p> |
| IV | DSE | India's National Security: Major Challenges and Strategic Thinking | <p>Co1: Understand the ways in which, the security threats to India have evolved historically and how have these been met.</p> <p>CO2: Appreciate the</p> |

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| | | | <p>intellectual and historical foundations of Indian strategic thinking.</p> <p>CO3: Develop a nuanced understanding of India's strategic culture.</p> <p>CO4: Learn about India's internal and external security threats in its multifarious dimensions.</p> <p>Co5: Understand how has India evolved a whole array of strategic responses such as nonalignment, forging strategic partnerships and bilateral as well as multilateral partnerships to address diverse challenges it faces.</p> |
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GENERIC ELECTIVE (GE) Courses for Honours Courses (For students other than B.A. (Hons.)Political Science)

| Sem | Type of Course | Course Name | Course Outcomes |
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| I | GE | GE1: Ideas in Indian Political Thought | <p>CO1: Answer about the nature and form of statecraft that existed in Ancient India.</p> <p>CO2: Explain how the texts in ancient India interpreted Dharma and Danda</p> <p>CO3: Answer what were sources and mechanisms to practice Nyay in ancient India.</p> <p>CO4: Make distinction between Rastra and Rajya.CO5: explain the meaning and foundations of Varna and how are they different from caste.</p> |

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| II | GE | GE 2: Politics of Globalisation | <p>CO1: 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>CO2: Study various approaches which will augment student's knowledge on international political economy.</p> <p>CO3: Demonstrate basic knowledge of the interconnectedness of global issues, processes, and dynamics.</p> <p>CO4: 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>CO5: Understand diverse global challenges like global migration and epidemics.</p> <p>CO6: 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> |
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| III | GE | GE3: Nationalism in India | <p>CO1: 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>CO2: Demonstrate knowledge of the historical trajectory of the development of the nationalist movement in India, with specific focus on its different phases</p> <p>CO3: Understand the contribution of various social movements in the anti-colonial struggle</p> <p>CO4: Demonstrate awareness of the history of partition and independence</p> |
| IV | GE | GE-4: Women and Politics in India: Concepts and Debates | <p>CO1: Understand the concept of patriarchy, feminism, gender, etc.</p> <p>CO2: Understand the intersection between family, community and state in feminist debates</p> <p>CO3: Demonstrate awareness of the history of the women's movement in India</p> <p>CO4: Show familiarity with and awareness of the key issues taken up by the women's movement</p> |
| V | GE | GE-5: Understanding Ambedkar | <p>CO2: The course is designed to provide students the original writings and ideas of Ambedkar on diverse issues beyond caste and equip them to critically engage with the ideas, interpretations. By engaging with the original sources as well as secondary writings on Ambedkar's ideas that cover, caste, class, gender, religion, state, democracy and constitution the students will be able to understand a thinker in the context and contemporaneity. At the end of the course, students shall be equipped with the method of understanding the ideas, philosophy and relevance of a particular thinker. Students shall also be able to reflect on the method of the thinker's engagement with the then context, issues and concepts. Finally, the students shall be equipped in understanding the conceptual and philosophical diversity, situatedness and significance of Ambedkar beyond his contribution in the sphere of social justice and drafting the Indian constitution. The course thus provides an opportunity to the students to understand Ambedkar for his several important contributions in the field of religion, state, democracy, gender, economy and history.</p> |
| VI | GE | GE-6: Governance: Issues and Challenges | <p>CO1: The students are acquainted with the changing nature of governance in the era of globalization.</p> |

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| | | | <p>CO2: The students are introduced to the most contemporary ideas of sustainable development and green governance.</p> <p>CO3: The students become familiar with a rigorous introduction to the best practices in India on good governance.</p> |
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POLITICAL SCIENCE COURSES FOR B.A. (PROG.)

| Sem | Type of Course | Course Name | Course Outcomes |
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| I | Core | MINOR Introduction to Political Theory | <p>CO1: Understand the nature, scope and relevance of political theory</p> <p>CO2: Understand the different concepts of political theory such as liberty, equality justice, rights and fraternity</p> <p>CO3: Develop a broader historical, normative and empirical understanding of political theory</p> <p>CO4: Know and understand the ancient Greece and ancient Indian political theory</p> <p>CO5: Reflect upon the contemporary debates in political theory</p> |
| I | Core | MAJOR Public Administration in India | <p>CO1: Have a clear picture of the complex institutional structure of Indian administration at present</p> <p>CO2: Understand the building blocks of local governance, in rural and urban areas</p> <p>CO3: Explain the processes by which different budgeting systems work for this structure</p> <p>CO4: Analyse the processes of implementation of different social welfare policies by the</p> |

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| II | Core | MINOR Indian Government and Politics in India | <p>CO1: 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>CO2: Knowledge of state institutions in India, the constitutional provisions governing them and actual their working</p> <p>CO3: Understanding into the nature of Indian society and its relationship with politics through the prism of caste, class, gender, religion, etc.</p> <p>CO4: Knowledge of party system and political parties in India</p> <p>CO5: Awareness of the development debates in India and its relationship with the social movements</p> |
| II | Core | Major India's Foreign Policy | <p>CO1: Basic knowledge of the determinants, principles and key drivers of India's foreign policy.</p> <p>CO2: 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>CO3: 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>CO4: Understanding of India's neighbourhood diplomacy in South Asia with regard to important challenges pertaining to border disputes, migration and refugees</p> <p>CO5: Grasp of India's negotiation strategies in dealing with global challenges in the realm of trade and environmental governance.</p> |

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| III | Core | MINOR Ancient and Medieval Political Thought | CO1: What were the major institutions of government in ancient India and how did they function? • How thinkers like Manu, Shukra, Brihaspati and Kautilya perceived the role of statecraft in society? CO2: What was the Nītisar tradition? How did it mark a difference from the Arthashastra tradition? • The students will be able to answer how Kabir epitomised the syncretic traditions of India. CO3: What was the political and economic ideas of Tiruvallur and what was his take on ethics? |
| III | Core | MAJOR Theory and Practice of Democracy in India | CO1: Develop a broad historical, normative and empirical understanding of the idea and practice of democracy. CO2: Distinguish different models of democracy and their normative assumptions CO3: Understand different theories of democracy and how different theories led to waves of democratization over history. CO4: Understand/assess some of the major political challenges that democracy faces in the wake of globalization. CO5: Examine current problems and understand how different democratic crises have emerged in practice CO6: Apply democratic theories to critically assess political institutions and practices • Engage in dialogue about the meaning and value of democracy • Explain and defend how democratic theory might be used to respond to problems |
| IV | Core | MINOR Comparative Government and Politics in India | CO1: An in-depth understanding of nature and scope of comparative politics. CO2: Knowledge of regime forms as distinct from classification of political systems CO3: Knowledge of various kinds of electoral systems and party systems across countries CO4: An understanding of the manner in which power exists in society CO5: Analytical capacity to engage with contemporary debates on welfare, populism, and authoritarianism. |
| IV | Core | MAJOR Public Institutions in India | CO1: Understand the design and performance of specific institutions CO2: Become aware of the historical contexts in which institutions emerge CO3: Develop the tools to understand the challenges faced by contemporary institutions CO4: Acquire an understanding of what enhances institutional capacity of states |

| Sem | Type of Course | Course Name | Course Outcomes |
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| I | SEC | SEC1: Political Leadership and Communication | <p>CO1: Understand the theories and concepts related to Political leadership and Communication.</p> <p>CO2: Draw a linkage with the practical and research avenues by introducing the idea of psephology.</p> <p>CO3: Corelate and synthesize the contemporary occurrences around the globe.</p> <p>CO4: Understand of linkage of various aspects influencing the voter behaviour</p> |
| II | SEC | SEC2: Life Skill Education | <p>CO 1: Understand multidimensional approach of life skills.</p> <p>CO 2: Impart life skills education in field work practice like career building, critical thinking.</p> <p>CO3: Development of values for high quality standards in field work practice-learning.</p> <p>CO4: Understand team work, innovate leadership, design thinking and career building skills and develop universal human values.</p> |
| III | SEC | SEC3: Communication in Everyday Life | <p>CO 1: To lay down a foundation for basic communication and enhance social communication.</p> <p>CO 2: To inculcate the fundamentals of communication with the aim to enhance listening, speaking and writing skills.</p> <p>CO 3: To improve mediation skills and human relationships.</p> <p>CO 4: To foster societal understanding & develop an independent perspective.</p> |

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| IV | SEC | SEC4: Negotiation and Leadership | <p>CO 1: Understand the various aspects of a crisis situation for appropriate management.</p> <p>CO 2: Students will be able to learn how to manage complex negotiation situations.</p> <p>CO 3: After studying this course, students will be able to understand the process of relationship building.</p> <p>CO 4: Students will be able to test and judge the legitimacy of the terms of negotiation.</p> |
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B.A.(Hons.) POLITICAL SCIENCE- Value Added Courses (VAC)

| Sem | Type of Course | Course Name | Course Outcomes |
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| I | VAC | VAC1: Constitutional Values and Fundamental Duties | <p>CO 1: Understand the Constitution and its relevance</p> <p>CO 2: Appreciate the values and goals embedded in the Constitution.</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> |
| II | VAC | VAC2: Swachh Bharat | <p>CO 1: Understand the concept of Swachh Bharat in a holistic manner</p> <p>CO 2: Understand the types of sanitation and its relevance</p> <p>CO 3: Understand the relevance of the scheme and its application</p> <p>CO 4: Understand the principles governing the ethical value</p> |

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| III | VAC | VAC3: Culture and Communication | <p>CO 1: Understand the relevance of ancient Indian wisdom and core ethical values in our contemporary life.</p> <p>CO 2: Engage in a dialogue between the past and the present and inculcate the best principles towards a meaningful life.</p> <p>CO 3: Involvement in team work and group activities to address challenges faced in metropolitan cities.</p> <p>CO 4: Enhance analytical reading, empathetic listening, considerate speaking as well as informed writing.</p> |
| IV | VAC | VAC4: Gandhi and Education | <p>CO 1: Understand Gandhi's Idea on Self-reliant education (Swavalambi Shiksha)</p> <p>CO 2: Value Gandhian perspective on Education and its relevance in NEP</p> <p>CO 3: Appreciate the significance of education in Indian languages</p> <p>CO 4: Realise the principles of NEP 2020 in vocational and skill-oriented education.</p> |