



# SLC (University of Delhi)

## Shyam Lal College



### **Programme Specific Outcomes and Course Outcomes**

#### **B.A. (Prog.) History**

## Programme Specific Outcomes:

Programme	Programme Specific Outcomes	Teaching Learning Process
<p><b>BA Programme in History</b></p>	<p><b>PSO-1:</b> Knowledge of multiple perspectives through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence.</p> <p><b>PSO-2:</b> Familiarity with the significant patterns of development in certain parts of the modern and early modern world as well as certain non- Indian ancient societies.</p> <p><b>PSO-3:</b> Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same.</p> <p><b>PSO-4:</b> Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones</p> <p><b>PSO-5:</b> Greater ability to distinguish between that which is historical that is time-place context driven, hence changeable and challengeable from that which is not.</p> <p><b>PSO-6:</b> Sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues.</p> <p><b>PSO-7:</b> Greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values.</p> <p><b>PSO-8:</b> Skill of picking up disparate sets of information from varied sources and weaving them into a coherent argument with a view to reveal identifiable patterns of development</p> <p><b>PSO-9:</b> Capability to assume leadership roles and apply the above-mentioned analytical abilities in various other non-familiar contexts.</p> <p><b>PSO-10:</b> Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multicultural society and interact with diverse groups.</p>	<ol style="list-style-type: none"> <li>1. Lectures (of one hour each) constitutes the core of the teaching-learning process.</li> <li>2. Tutorials, class is customized to the specific needs of the individual students. Tutorial discussions is the site where the teachers and students are able to establish a more relaxed relationship that go a long way in creating the ideal atmosphere for free and fearless exchange of ideas and information. Tutorials are also the place where a teacher may keep an eye over the social dynamics among the students and ensure that nobody feels marginalized or side-lined in the class due to gender, region, class or any other reason.</li> <li>3. Use of audio-video based technological devices (e.g. Power Point) to make presentations more effective. Some courses require that students see a documentary or feature film and course themes are structured so that discussions of these will further nuance the critical engagement of students with ideas introduced in their textual materials.</li> </ol>

**Course Outcomes:****Core Subject - Semester 1:**

<b>Course Name</b>	<b>Learning Outcomes</b>	<b>Teaching Learning Process</b>
<b>History of India from the earliest times up to c. 300 CE</b>	<p><b>CO-1:</b> Delineate changing perceptions on ‘Ancient/early’ India.</p> <p><b>CO-2:</b> Explain the importance of archaeological sources for study of proto-history and recognize the belated growth of literacy.</p> <p><b>CO-3:</b> Distinguish between civilization and culture, particularly in the context of first ever civilization in the Indian subcontinent.</p> <p><b>CO-4:</b> Outline the key features of the first ever empire under the Mauryas.</p> <p><b>CO-5:</b> Locate the shift of historical focus from Gangetic belt to newer areas.</p> <p><b>CO-6:</b> Discuss the processes of assimilations of people and ruling houses from outside the Indian subcontinent in to the mainstream.</p>	<ol style="list-style-type: none"> <li>1. Classroom teaching</li> <li>2. Group discussions</li> <li>3. Group presentations</li> <li>4. Adequate emphasis on what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena.</li> <li>5. Interactive sessions through group discussions or group presentations shall be used to enable unlearning of prevailing misconceptions about historical developments and time periods</li> <li>6. Revision of issues outlined in the lectures.</li> <li>7. Use of supporting audio-visual aids like documentaries and power point presentations.</li> <li>8. Field-visit where necessary.</li> </ol>
<b>Ancient Societies</b>	<p><b>CO-1:</b> Define and explain concepts like Urban Revolution, Bronze Age and Civilization. <b>CO-2:</b> Discuss the debate around metal technology.</p> <p><b>CO-3:</b> Describe ecological and other reasons for emergence of the various civilizations.</p> <p><b>CO-4:</b> Understand social complexities of different civilizations.</p> <p><b>CO-5:</b> Explain trends in the economy of these civilizations.</p> <p><b>CO-6:</b> Gain an understanding of cultural patterns and religious developments.</p>	<ol style="list-style-type: none"> <li>1. Classroom teaching</li> <li>2. Group discussions</li> <li>3. Group presentations</li> <li>4. Adequate emphasis on what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena.</li> <li>5. Interactive sessions through group discussions or group presentations shall be used to enable unlearning of prevailing misconceptions about historical developments and time periods</li> <li>6. Revision of issues outlined in the lectures.</li> </ol>

		<p>7. Use of supporting audio-visual aids like documentaries and power point presentations.</p> <p>8. Field-visit where necessary.</p>
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**Core Subject - Semester 2:**

<b>Course Name</b>	<b>Learning Outcomes</b>	<b>Teaching Learning Process</b>
<b>History of India, c. 300 to 1200</b>	<p><b>CO-1:</b> Identify the historical importance of the accelerated practice of land grants issued by ruling houses.</p> <p><b>CO-2:</b> Delineate changes in the realm of polity and culture; <i>puranic</i> religion; the growth of vernacular languages and newer forms of art and architecture.</p> <p><b>CO-3:</b> Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities</p>	<ol style="list-style-type: none"> <li>1. Classroom teaching</li> <li>2. Group discussions</li> <li>3. Group presentations</li> <li>4. Emphasis on what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena.</li> <li>5. Interactive sessions through group discussions or group presentations shall be used to enable unlearning of prevailing misconceptions about historical developments and time periods</li> <li>6. Revision of issues outlined in the lectures.</li> <li>7. Use of supporting audio-visual aids like documentaries and power point presentations.</li> <li>8. Field-visit where necessary.</li> </ol>
<b>Medieval Societies: Global Perspectives</b>	<p><b>CO-1:</b> Identify the medieval societies in global context especially focussing on Europe, Central Asia, India and China with clarity in</p> <p><b>CO-2:</b> Analyse the rise of Islam and move towards state formation in west Asia.</p> <p><b>CO-3:</b> Understand the role of religion and other cultural practices in community organisation.</p> <p><b>CO-4:</b> What was medieval China and the science and civilization there.</p> <p><b>CO-5:</b> Finally the technological growth that led to cultural efflorescence</p>	<ol style="list-style-type: none"> <li>1. Classroom teaching</li> <li>2. Group discussions</li> <li>3. Group presentations</li> <li>4. Emphasis on what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena.</li> <li>5. Interactive sessions through group discussions or group presentations shall be used to enable unlearning of prevailing misconceptions about historical developments and time periods</li> <li>6. Revision of issues outlined in the lectures.</li> </ol>

	during the later period. (Ming period)	7. Use of supporting audio-visual aids like documentaries and power point presentations.
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### Core Subject - Semester 3:

Course Name	Learning Outcomes	Teaching Learning Process
<b>History of India, c. 1200-1700</b>	<p><b>CO-1:</b> Identify the major political developments in the History of India during the period between the thirteenth and the seventeenth century. Outline the changes and continuities in the field of culture, especially with regard to art.</p> <p><b>CO-2:</b> architecture, bhakti movement and Sufi movement. Discuss the economic history of the period under study in India especially, where agrarian.</p> <p><b>CO-3:</b> production and its implications are concerned. Delineate the development of trade and urban complexes during this period.</p>	<ol style="list-style-type: none"> <li>1. Classroom teaching</li> <li>2. Discussions on important readings shall be the format.</li> <li>3. Use of supporting audio-visual aids like documentaries</li> <li>4. Power point presentations where necessary.</li> <li>5. Focus on tracing broad historical trends so that the students develop an overview of the Indian subcontinent during the time period under study.</li> <li>6. Emphasize what is meant by the historical approach and delineate the contributions/importance of historical analysis.</li> <li>7. Expanding exposure to historical viewpoints.</li> <li>8. Imbibe among student an Interdisciplinary approach.</li> </ol>
English/ Hindi/MIL-II In Lieu of MIL: <b>Histories of Inequalities</b>	<p><b>CO-1:</b> Outline how hierarchies and inequalities are a part of their histories and everyday experiences.</p> <p><b>CO-2:</b> Explain the contexts that produce these inequalities.</p> <p><b>CO-3:</b> Identify the importance of social justice.</p> <p><b>CO-4:</b> They learn the difficulty in studying the impoverished and the disadvantaged.</p> <p><b>CO-5:</b> Delineate the problems associated with the hegemonic historical narratives which are</p>	<ol style="list-style-type: none"> <li>1. Classroom teaching</li> <li>2. Group discussions</li> <li>3. Group presentations on specific themes/readings.</li> <li>4. Emphasis to be given to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments and phenomena.</li> <li>5. Interactive sessions through group discussions or group presentations to enable un-learning of prevailing misconceptions about historical developments and time periods.</li> </ol>

	circulated by the elites.	<ol style="list-style-type: none"> <li>6. Revision of issues outlined in the lectures.</li> <li>7. Use of supporting audio-visual aids like documentaries and power point presentations.</li> <li>8. Appropriate field visit Where necessary.</li> </ol>
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#### Core Subject - Semester 4:

Course Name	Learning Outcomes	Teaching Learning Process
<b>History of India, c.1700-1950</b>	<p><b>CO-1:</b> Trace the British colonial expansion in the political contexts of eighteenth-century India and the gradual consolidation of the colonial state power in the nineteenth century.</p> <p><b>CO-2:</b> Identify the key historiographical debates around the colonial economic policies, including the land revenue collection, commercialization of agricultural production, trade policies and deindustrialization.</p> <p><b>CO-3:</b> Delineate and explain the ideological, institutional, and political formations of the anti-colonial nationalist movement.</p> <p><b>CO-4:</b> Discuss the colonial context of the emergence of communal politics in India and the subsequent partition of India.</p>	<ol style="list-style-type: none"> <li>1. Classroom teaching</li> <li>2. Group discussions</li> <li>3. Group presentations on specific themes/readings.</li> <li>4. Emphasis to be given to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments and phenomena.</li> <li>5. Interactive sessions through group discussions or group presentations to enable un-learning of prevailing misconceptions about historical developments and time periods.</li> <li>6. Revision of issues outlined in the lectures.</li> <li>7. Use of supporting audio-visual aids like documentaries and power point presentations.</li> <li>8. Appropriate field visit Where necessary.</li> </ol>

#### DSE- Semester 5:

Course Name	Learning Outcomes	Teaching Learning Process
<b>Issues in Twentieth Century World History-I (the 20th Century)</b>	<p><b>CO-1:</b> Define world history and explain the evolving polities.</p> <p><b>CO-2:</b> Categorise the economies and cultures of the twentieth century world.</p> <p><b>CO-3:</b> Define the making of the</p>	<ol style="list-style-type: none"> <li>1. Classroom teaching on key concepts and discussions on important readings.</li> <li>2. Use of supporting audio-visual aids like documentaries, maps</li> </ol>

	<p>geopolitical order and North-South' distinctions.</p> <p><b>CO-4:</b> Delineate the complex character of modernity and its differences.</p> <p><b>CO-5:</b> Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.</p>	<p>and power point presentations</p> <ol style="list-style-type: none"> <li>3. Focus on providing a broad historical overview of the period and region under study.</li> <li>4. Delineate certain linkages and Parallel developments in Indian history and the socio-economic and cultural histories traced in this paper.</li> <li>5. Enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian</li> </ol>
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**DSE-Semester 6:**

<b>Course Name</b>	<b>Learning Outcomes</b>	<b>Teaching Learning Process</b>
<p><b>Issues in Twentieth Century World History-II</b></p>	<p><b>CO-1:</b> Define world history.</p> <p><b>CO-2:</b> Discuss and explain the evolving polities, economies and cultures of the twentieth century world.</p> <p><b>CO-3:</b> Analyze the interconnectedness in world history.</p> <p><b>CO-4:</b> Demonstrate critical skills to discuss diverse social movements and cultural trends</p>	<ol style="list-style-type: none"> <li>1. Classroom teaching on key concepts and discussions on important readings.</li> <li>2. Use of supporting audio-visual aids like documentaries maps and power point presentations</li> <li>3. Focus on providing a broad historical overview of the period and region under study.</li> <li>4. Delineate certain linkages and Parallel developments in Indian history and the socio-economic and cultural histories traced in this paper.</li> <li>5. Enable a smooth transition from the student's prior engagement with Indian history and his/her</li> </ol>

		engagement with history of regions outside the Indian subcontinent.
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**Generic Elective – Semester 1/5/6:**

<b>Course Name</b>	<b>Learning Outcomes</b>	<b>Teaching Learning Process</b>
<b>Understanding History</b>	<p><b>CO-1:</b> Outline/illustrate the need for historical perspective.</p> <p><b>CO-2:</b> Explain the historical nature of all human activities and social sphere.</p> <p><b>CO-3:</b> Distinguish essential features of historical inquiry.</p> <p><b>CO-4:</b> Identify the essential skills of a historian, and explain the key aspects of the historian's work.</p> <p><b>CO-5:</b> Delineate sources that can be used to describe and interpret a social issue, an event, a given time period, or a wider social development.</p> <p><b>CO-6:</b> Differentiate between various kinds of histories.</p> <p><b>CO-7:</b> Situate history among other disciplines and distinguish the key aspects of their interface.</p>	<ol style="list-style-type: none"> <li>1. Classroom teaching on key concepts and discussions on important readings.</li> <li>2. Use of supporting audio-visual aids like documentaries, maps and power point presentations</li> <li>3. Focus on providing a broad historical overview of the period and region under study.</li> <li>4. Delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper.</li> <li>5. Enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.</li> </ol>
<b>Women in Indian History</b>	<p><b>CO-1:</b> Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.</p> <p><b>CO-2:</b> Explore women's experiences within specific contexts at specific historical moments.</p> <p><b>CO-3:</b> Appreciate the contradictions that marked the 'rise' of powerful and 'exceptional' women like Razia, Nur Jahan or Mirabai.</p> <p><b>CO-4:</b> To discuss the material</p>	<ol style="list-style-type: none"> <li>1. Classroom teaching on key concepts and discussions on important readings.</li> <li>2. Use of supporting audio-visual aids like documentaries, maps and power point presentations</li> <li>3. Focus on providing a broad historical overview of the period and region under study.</li> </ol>



	<p>basis of women's experiences with reference to specific issues like ownership of property.</p>	<ol style="list-style-type: none"> <li>4. Delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper.</li> <li>5. Enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.</li> </ol>
<p><b>Nature in Human History</b></p>	<p><b>CO-1:</b> Critique an understanding of environmental concerns based on a narrow scientific/technological perspective</p> <p><b>CO-2:</b> Discuss environmental issues within a social- political framework</p> <p><b>CO-3:</b> Examine the role of social inequality, i.e. unequal distribution of and unequal access to environmental resources, in an understanding of the environmental crisis of the world - from the global to the local</p> <p><b>CO-4:</b> Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding water rights and forest rights</p> <p><b>CO-5:</b> Locate solutions to environmental problems within a framework of greater democratisation of resource use          Problematise the notion of a pristine past - of perfect balance between human societies and Nature in pre-modern times</p>	<ol style="list-style-type: none"> <li>1. Classroom teaching on key concepts and discussions on important readings.</li> <li>2. Use of supporting audio-visual aids like documentaries, maps and power point presentations</li> <li>3. Focus on providing a broad historical overview of the period and region under study.</li> <li>4. Delineate certain linkages and parallel developments in human history and the socio-economic and cultural histories traced in this paper.</li> <li>5. Enable a smooth transition from the student's prior Interaction/experience with nature and knowledge of all the aspect of nature in human history.</li> </ol>

**SEC Semester 2/3/4/5/6**

<b>Course Name</b>	<b>Learning Outcomes</b>	<b>Teaching Learning Process</b>
<p><b>Museum and Museology</b></p>	<p><b>CO-1:</b> Understand museum as a resource center</p> <p><b>CO-2:</b> Understand the historical process of institutionalization of archaeology and culture through museums.</p> <p><b>CO-3:</b> Develop an insight into the various roles of museum an organizer, preserver and manager of artifacts.</p> <p><b>CO-4:</b> And how museum is an effective center for dissemination of knowledge and information, and space for dialogue and interaction.</p> <p><b>CO-5:</b> Develop some understanding about new museums.</p> <p><b>CO-6:</b> A student having studied this course will be skilled in culture and tourism based industries: possible employment includes tour guides, archaeology assistants, archivist, jobs in art galleries, museums, auction houses, researchers in NGOs and other institutions, culture and art based writing and journalism and on social media</p>	<ol style="list-style-type: none"> <li>1. Classroom lectures on the key concepts, different aspects of museum and important arguments/debates reflected in the course readings.</li> <li>2. Group discussions on specific readings</li> <li>3. Presentations stemming from field work.</li> <li>4. Linking essential theoretical assessments with active practical work, i.e. the practical/applicati on aspect of Historical analysis.</li> <li>5. Provide basic exposure to related fields of studies connected to the discipline of history and to avenues of interdisciplinary postgraduate studies.</li> </ol>
<p><b>Heritage and Tourism</b></p>	<p><b>CO-1:</b> Enhance his/her ability to discern the nature of the cultural heritage of the nation.</p> <p><b>CO-2:</b> Contextualise his/her country’s history of heritage representation, to effectively comprehend the present.</p> <p><b>CO-3:</b> Draw inference from different aspects of tourism, its varieties and be sensitive to the impact of overkill tourism in different geographical areas with specific local sensibilities, thus making a case for sustainable tourism.</p>	<ol style="list-style-type: none"> <li>1. Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings.</li> <li>2. Group discussions on specific readings</li> <li>3. Presentations stemming from field work.</li> <li>4. Linking essential theoretical assessments with active practical work,</li> </ol>

	<p><b>CO-4:</b> Equip himself /herself with theoretical knowledge of heritage and tourism.</p>	<p>i.e. the practical/application on aspect of historical analysis.</p> <p>5. Provide basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.</p>
<p><b>Archives and Museum</b></p>	<p><b>CO-1:</b> Examine these two repositories of history from close quarters.</p> <p><b>CO-2:</b> Contextualise how the heritage is preserved and kept alive here and the difficulties faced in the process.</p> <p><b>CO-3:</b> Demonstrate the way in which museums are organized and managed.</p> <p><b>CO-4:</b> Examine the considerations which govern the way exhibitions in museums are managed.</p> <p><b>CO-5:</b> Assessment will be based on assignments and projects involving visits to the archives and museums, which is an essential component of this course.</p>	<p>1. Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings.</p> <p>2. Group discussions on specific readings</p> <p>3. Presentations stemming from field work.</p> <p>4. Linking essential theoretical assessments with active practical work, i.e. the practical/application on aspect of historical analysis.</p> <p>5. Provide basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.</p>
<p><b>Popular Culture</b></p>	<p><b>CO-1:</b> Engage with a range of theoretical perspectives in an attempt to define popular culture.</p> <p><b>CO-2:</b> Describe the methodological issues involved in a historical study of popular culture.</p> <p><b>CO-3:</b> Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the</p>	<p>1. Classroom lectures on the key concepts, case studies and Important arguments/debates reflected in the course readings.</p> <p>2. Group discussions on specific readings</p> <p>3. Presentations stemming from field work.</p>

	<p>problems with conventional archives and the need to move beyond it.</p> <p><b>CO-4:</b> Interpret the above theoretical concerns to actual historical studies, through a case study.</p> <p><b>CO-5:</b> Estimate the popular aspects of everyday experience of religion and religiosity, through a wide range of case studies relating to festivals and rituals, healing practices as well as pilgrimage and pilgrim practices.</p> <p><b>CO-6:</b> Examine the role of orality and memory in popular literary traditions.</p> <p><b>CO-7:</b> Demonstrate the evolution of theatre and dance within the popular performative traditions.</p> <p><b>CO-8:</b> Analyse the role of technology in the transformation of music from elite to popular forms.</p> <p><b>CO-9:</b> Examine the relationship between recipes/recipe books and the construction of national/regional identities.</p> <p><b>CO-10:</b> Identify the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie.</p> <p><b>CO-11:</b> Examine the process of emergence of a pattern of 'public consumption' of culture in contemporary times, with specific reference to art, media and cinema.</p>	<p><b>4.</b> Linking essential theoretical assessments with active practical work, i.e. the practical/application on aspect of historical analysis.</p> <p><b>5.</b> Provide basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.</p>
<p><b>Understanding Text, Rituals and Orality in Indian History</b></p>	<p><b>CO-1:</b> Organise archival or field work relating to historical research.</p> <p><b>CO-2:</b> Contextualise sources in a meaningful and critical manner.</p>	<p><b>1.</b> Classroom lectures on the key concepts, case studies and Important arguments/debates reflected in the course readings.</p>

	<p><b>CO-3:</b> Analyse texts, point out ethnography of ritual practices and performances, and use oral narratives for historical purposes.</p> <p><b>CO-4:</b> Demonstrate a variety of vocational areas like administration, development, culture and art, economy and environmental work.</p>	<ol style="list-style-type: none"> <li>2. Group discussions on specific readings</li> <li>3. Presentations stemming from field work.</li> <li>4. Linking essential theoretical assessments with active practical work, i.e. the practical/application on aspect of historical analysis.</li> <li>5. Provide basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.</li> </ol>
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**VAC - Semester 1/2:**

<b>Course Name</b>	<b>Learning Outcomes</b>	<b>Teaching Learning Process</b>
<p><b>Ethics and Values in Ancient Indian Traditions</b></p>	<p><b>CO-1:</b> Students will develop an overview of indigenous philosophies.  <b>CO-2:</b> Understanding the richness of Indian heritage leading to greater sensitivity.  <b>CO-3:</b> Inspiration from history to deal with contemporary issues.  <b>CO-4:</b> Appreciate the traditions of diversity, discussions, debates and knowledge transmission.</p>	<ol style="list-style-type: none"> <li>1. Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings.</li> <li>2. Group discussions on specific readings</li> <li>3. Presentations.</li> <li>4. Linking essential theoretical assessments with modern day discourses on aspect of historical analysis.</li> <li>5. Engage Students in analysing and discussing the values, encouraging them to apply ethical principles derived from ancient Indian Texts.</li> <li>6. Encourage students for class presentations to foster communication skills.</li> </ol>
<p><b>Ethics and Culture</b></p>	<p><b>CO-1:</b> Explore perspectives on ethics in thoughts, words and actions  <b>CO-2:</b> Evolve ethical decision-making practises  <b>CO-3:</b> Understand the need for an ethical society and culture  <b>CO-4:</b> Introspect, become conscious of and assess one's stance in life  <b>CO-5:</b> Cultivate empathy, tolerance and compassion  <b>CO-6:</b> Apply the values learnt in the course to everyday life</p>	<ol style="list-style-type: none"> <li>1. Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings.</li> <li>2. Group discussions on specific topic</li> <li>3. Some class room activities on different aspect of ethics</li> <li>4. Student activities to sensitize themselves on different social issues</li> </ol>