

## Course Outcomes

Year	Semester	Course/Module	Course Outcomes
I	I	History 01: Making of Contemporary India	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Think critically about the interpretation of historical and archaeological data.</li> <li>• Begin to read and interpret primary data (historical texts, archaeological data).</li> <li>• Interpret contemporary concerns in the light of a critical understanding of History.</li> </ul>
		Literature 01: Contemporary India	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Critically engage with the processes of the construction of a national literature as well as the problems it entails.</li> <li>• View literature as a site for constructing and contesting social constructs.</li> <li>• Appreciate texts by using the tools of critical analysis.</li> </ul>
		Political Science 01: Introduction to Political Concepts	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Apply fundamental political concepts to comprehend varied political processes and institutions.</li> </ul>
		Sociology 01: Sociology of India	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• The building of modern India as a nation in its complete complexity.</li> <li>• Comprehend the historical context to the current socio-economic trends and problems confronted by India Today.</li> </ul> <p>Study the debates on nationalism, language and culture</p>
		Economics 01: Economics Basics	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the basic principles and tools of economic theory.</li> <li>• Develop an ability to apply the tools to analyse economic reality.</li> <li>• Critically appreciate the opportunities and challenges facing the Indian Economy in the global context.</li> </ul>
		Science and Technology 01: Urban Ecology	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• understand how urban ecosystems work</li> <li>• be familiar with the history of urban ecology</li> <li>• apply urban ecology principles to specific urban environmental challenges</li> </ul>

			<ul style="list-style-type: none"> <li>appreciate how urban ecology can contribute to enhance adaptability and resilience of urban regions</li> </ul>
		Critical Thinking	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Identify and develop arguments</li> <li>Apply basic logical concepts in evaluating arguments from real-world sources</li> <li>Identify and use common valid argument forms</li> <li>Identify and avoid common logical fallacies</li> </ul>
		Creative Writing Lab	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Write an original short story of “graduate student” standard; and</li> <li>Write a short play of about 20 minutes that can be performed on stage.</li> </ul>
		Theatre Workshop	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>In addition to learning about the process of theatre, the course will equip students with invaluable life skills, such as to present ideas convincingly, engage in effective problem solving, work in groups with different kinds of people, take on board multiple view points, and develop empathy and compassion.</li> </ul>
		Ideas & Issues 01 : Contemporary Debates	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Analyze any significant socio-economic-political-cultural issue independently without getting swayed by differing viewpoints expressed by others; and</li> <li>Discuss the issue with confidence and logical rigour and communicate one’s perspective effectively, using relevant sources</li> <li>Prepare for tropical issues in the Transdisciplinary Project</li> </ul>
		Environment Project	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Better understand the current mainstream discourse on climate change</li> <li>Actively participate in the discourse surrounding energy, ecology, equity.</li> <li>Further specialize in specific topics covered in the course for academic or professional pursuits.</li> </ul>
	II	History 02: Ancient World	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Define historical concepts such as domestication (of plants and animals); Urbanism; State and Empire.</li> <li>Understand central historical processes by taking a comparative approach that</li> </ul>

			<p>acknowledges both shared patterns and the specificities of regional trajectories.</p> <ul style="list-style-type: none"> <li>• Gain a broad overview of world history.</li> </ul>
		Literature 02: Literature & War	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Identify the major trends of the literature of the 20<sup>th</sup> and 21<sup>st</sup> centuries and relate them with their historical contexts in a critical manner.</li> <li>• They should be able to bring together the political, sociological concerns that have influences the work and develop a world view.</li> </ul>
		Psychology 01: Social Psychology	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand how individuals think about and perceive the social world</li> <li>• Inter-group behavior</li> <li>• Causes of conflict and conflict resolution</li> <li>• Harmony with self and others</li> </ul>
		Pol Science 02: Indian Politics	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• To understand the context of Indian Politics</li> <li>• To see the underlying principles and concepts in the study of Indian Politics</li> </ul>
		Economics 02 : International Economics	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Apply the tools learnt in appreciating important real world economic issues</li> <li>• Use the understanding of the impact global economic forces in appreciating the challenges faced by a developing nation such as India.</li> </ul>
		Science & Technology 02 : Life Science - Evolution	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Describe key events in the evolution of life on Earth</li> <li>• Appreciate the life of Charles Darwin and the contributions he made to science</li> <li>• Understand the uses and effects of the theory of evolution in society</li> </ul>
		Academic Writing	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Read a text systematically.</li> <li>• Question and critique text content, rhetorical structure, and authors' purposes;</li> <li>• Apply genre awareness by understanding texts, contexts, and the roles of readers and writers;</li> <li>• Gather reliable and useful information for writing by conducting effective searches</li> </ul>

			<ul style="list-style-type: none"> <li>• Reproduce ideas, concepts and concerns systematically.</li> <li>• Summarize, paraphrase, and quote effectively from authoritative sources;</li> <li>• Reproduce selected scientific and professional genres, including digital texts, summaries, abstracts, and critical reviews;</li> <li>• Structure an original narrative.</li> <li>• Write coherently and communicate clearly</li> <li>• Demonstrate efficient planning, drafting, revision, and editing strategies;</li> <li>• Provide helpful feedback to fellow writers on their developing texts.</li> </ul>
		Visual Language & Grammar	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Analyze a photograph from technical and aesthetic perspectives and create a good photograph</li> <li>• Analyze a sequence of shots or a film clip from technical and aesthetic perspectives</li> </ul> <p>Understand the basic concepts of visual storytelling and use the knowledge to create brief but grammatically correct video footage</p>
		Creative Practical Workshop	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Appreciate and be more aware of the musical styles and develop informed opinion about the forms of music</li> <li>• Understand the concepts of melody, rhythm and harmony and how it works in case of different genres of music</li> <li>• Understand basic terms in music</li> </ul>
		Event Management	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Manage an event.</li> </ul>
		Trans Disciplinary Project	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Apply concepts to evaluate social reality</li> <li>• Learn basic field work</li> </ul>

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II	III	History 03: Revolutions in History	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• After completion of the course, students would be able to understand what historians consider to represent revolutionary change.</li> <li>• They will also gain an overview on how historians have studied these varied revolutions, as well as an understanding of why revolutions take place and the impact they have on different countries.</li> </ul>

			<ul style="list-style-type: none"> <li>Students will develop a more nuanced and balanced understanding of the world after completing this course.</li> </ul>
		Literature 03: Revolutions in Literature	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Appreciate the complexity and contradictions that characterise 'revolutions'</li> </ul>
		Sociology 02: Sociology of Revolutions	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Analyze factors that contribute towards bringing about changes in various societies</li> <li>Understand the life-history and consequences of a movement</li> <li>Recognize the features of revolutionary leadership in varying social contexts</li> <li>Appreciate the structural foundations of new social movements</li> </ul>
		Psychology 02: Cognitive Psychology	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Gain an insight into their own cognitive processes to enhance learning outcomes</li> <li>Understand others' cognitive processes in order to foster effective interpersonal relationships</li> </ul>
		Philosophy 01: Problems in Philosophy	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Explain and defend the value of philosophy and the methods used in philosophy.</li> <li>Identify the main subject areas within philosophy.</li> <li>Describe some core problems and theories in the areas covered (chosen by the instructor from the following): <ul style="list-style-type: none"> <li>Epistemology</li> <li>Metaphysics</li> <li>Philosophy of Religion</li> <li>Philosophy of Mind</li> <li>Aesthetics</li> </ul> </li> <li>Critically analyze challenging philosophical texts.</li> <li>Analyze a philosophical argument.</li> <li>Formulate and evaluate his/her own philosophical arguments.</li> </ul>
		Science and Technology 03 : Astronomy	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Appreciate scientific world view</li> <li>Understand some of the complexities of science and its impact on Indian society.</li> </ul>
		Quantitative Skills	<p>students would be able to:</p>

			<ul style="list-style-type: none"> <li>After completion of the course, students would understand the language of numbers. While doing projects in the Liberal Arts courses, they will be able to quantitatively analyse a situation and probe deeper into the problem</li> </ul>
		Fine Arts Appreciation	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Understand a work of art and recognize the aesthetic experience it holds and conveys</li> <li>Be familiar with important moment and example from the world of art - artworks, artists, movements.</li> </ul>
		Music Appreciation	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>The role of music in society</li> <li>The society role of shaping music</li> <li>How music controls the environment</li> <li>How music influence people socially, politically, economically.</li> <li>Music in its cultural context</li> </ul>
		Ideas & Issues 03: Thinking about India	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Analyze any significant socio-economic-political-cultural issue independently without getting swayed by differing viewpoints expressed by others; and</li> <li>Discuss the issue with confidence and logical rigour and communicate one's perspective effectively, using relevant sources</li> </ul>
		Theatre Festival	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Analyse a play from different perspectives and present the analysis confidently.</li> </ul>
	IV	Pol Science 03: International Relations	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Understand the diverse, politico-legal, socio-economic and cultural aspects of globalized that affect the global decision –making process</li> <li>Analyze critically the process of international politics and relations in the backdrop of globalization</li> <li>Reflect over the various aspects of international/ global problems conflict situation of contemporary world.</li> </ul>
		Psychology 03: Positive Psychology	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>The teaching faculty will ensure that the students are able to apply the concepts and the theories of positive psychology and leverage their own strengths for goal attainment (developing a future study plan) and self-development.</li> </ul>

		Sociology 03: Sociology of the Future	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Summarize, and explain the works and thought of the main authors in the field.</li> <li>• Critically evaluate the central to debates in the key thematic areas.</li> <li>• Acquire a comprehensive understanding of present trends and future possibilities in a range of diverse contexts.</li> <li>• Demonstrate their ability to use conceptual tools in formulating their own ideas and arguments</li> </ul>
		Economics 03: Economic Development	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand issues and challenges of economic growth and development</li> <li>• Analyse any current issue from the perspective of economic development and make a meaningful presentation</li> </ul>
		Philosophy 03 : Moral Philosophy	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the value of philosophy and the methods used in philosophy to decipher moral dilemma in society</li> <li>• Formulate a philosophical argument for better decision making in life</li> </ul>
		Science & Technology 04 : Big Data & Internet of Things	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Gain a perspective on key emerging trends, industry applications and issues in the evolving technologies, their management and potential problems</li> </ul>
		Research Methods	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Structure their research projects</li> <li>• Develop and utilize specific tools and techniques for research</li> <li>• Write a complete Research Proposal</li> </ul>
		Design Workshop	<ul style="list-style-type: none"> <li>• Students will be able to apply the principles of design to study the unique character of Mumbai city - a mosaic of various coexisting communities</li> </ul>
		Discover India Project	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Gain a basic understanding of the historical context and present-day socio-political and cultural configuration of the state we are visiting.</li> <li>• Formulate a research question, informed by a specific disciplinary focus, that they will address in the field.</li> <li>• Finalize and complete a plan of action for their field research.</li> </ul>

			<ul style="list-style-type: none"> <li>Gather data in the field that helps them address broad questions about a specific region of India.</li> </ul>
		Performing Arts Appreciation	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>An increased ability to 'read' a work of art,</li> <li>developed their skills as critical thinkers, strengthened their skills as seminar participants, and expanded and improved their writing skills.</li> </ul>

Year	Semester	Name of the Subject	Course Outcomes
III	V	Novel: Past & Present	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Identify the 'canon' or the foundational texts that defined the novel as a genre.</li> <li>Appreciate the novel as a dialogic form that engages with its literary past while remaining rooted in the present.</li> </ul>
		Poetry	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Recognise major poetic trends in literary history.</li> <li>Appreciate both the formal and thematic aspects of poetry emerging from various historical and cultural contexts.</li> </ul>
		Literary Theory & Practice	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Apply the basic terms and concepts of literary theory to understand works of literature</li> <li>Be prepared for any course (theoretical or application based) at a Masters level</li> </ul>
		Personality & Individual Differences	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Use relevant inputs in order to achieve self-improvement</li> <li>Apply theoretical knowledge to foster effective interpersonal relationships and build better organizations.</li> <li>Administer, score, and interpret personality tests and projective techniques</li> </ul>
		Psychological Testing & Assessment	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Develop a psychological test and examine its psychometric properties such as reliability, validity</li> <li>Understand the process of administration, scoring, and interpretation of the psychometric tests.</li> </ul>



			<ul style="list-style-type: none"> <li>• Demonstrate proficiency in preparing a psychometric test report.</li> </ul>
		Organizational Behavior	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Use effective interpersonal and problem-solving skills when working in teams in the organization</li> <li>• Gain insight into one's unique attributes and leverage one's strengths in order to succeed professionally</li> </ul>
		Classical Sociological Thought	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate their comprehension of the primary writings of classical sociological theory.</li> <li>• Demonstrate the ability to discuss the major perspectives in sociological theory.</li> <li>• Synthesize, apply and critique (evaluate and assess) classical sociological theory</li> </ul>
		Citizenship & Migration Studies	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the history and current context of international migration, with particular reference to India's place in it.</li> <li>• Identify multiple theoretical frame-works deployed for making sense of the phenomenon of international migration</li> <li>• Recognize distinct models of citizenship</li> <li>• Appreciate the political context of forced migration and the refugee condition</li> <li>• Grasp the cultural dimension of migration, and</li> <li>• Apprehend the relationship between human migration and climate change</li> </ul>
		Sociology of Environment and Development	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the 'development paradigm', and chart its trajectory.</li> <li>• Be able to grasp the environmental consequences of human action.</li> <li>• Recognise the need to recalibrate the social and human sciences to generate fresh 'multi-species' perspectives of our world.</li> </ul>
		Statistical & Quantitative Methods	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Learn to apply mathematical tools to day-to-day common situations</li> </ul>
		Microeconomics Advanced	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Analyze and present logical arguments on microeconomic issues</li> <li>• Understand and critically evaluate new ideas and models in microeconomics</li> </ul>
		Macroeconomics Advanced	<p>students would be able to:</p>

			<ul style="list-style-type: none"> <li>Analyse and interpret current macroeconomic events</li> <li>Relate the techniques and tools learnt to real world economy and in understanding the business environment in India</li> </ul>
		Screenwriting: Big, Small & Micro-Screens	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Adapt a short story and create a “Step Outline”</li> <li>Write a Screenplay for a short film</li> <li>Write a Screenplay for an episode for a TV or Web serial</li> <li>Create a Show Concept for TV or Web and pitch it to a panel.</li> </ul>
		Journalism: Print, Broadcast & Digital	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate that she/he has the required knowledge, skills, and attitude</li> <li>Plan coverage of various kinds of information across different media.</li> <li>Write, edit, process a news report /feature for print. Shoot photos.</li> <li>Prepare news shorts for TV and/or digital with hand-held or mobile cameras</li> <li>Edit and package TV news scripts, develop digital/podcast shows</li> <li>Imbibe journalistic values and ethics</li> </ul> <p>Begin to build her/his professional networks</p>
		Television Programming & Production	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Understand the how the television industry works</li> <li>Analyze and assist in implementing TV programming strategies</li> <li>Visualize and ideate appropriate programs given the Channel objectives</li> <li>Work on a multi-camera production with on-line editing.</li> </ul>
		Western Political Philosophy	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Have a foundation in political theory and ideologies</li> <li>Interpret political philosophy in the historical and contemporary contexts</li> </ul>
		Integrated Marketing Communication	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Meaningfully discuss and find solutions to marketing communication problems</li> <li>Complete a hands-on live marketing communication project</li> </ul>
		Thesis Writing	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Identify a research are and formulate a</li> </ul>

			<p>pertinent research question</p> <ul style="list-style-type: none"> <li>• Build a theoretical and conceptual framework</li> <li>• Create tools for their research projects</li> <li>• Produce a research design</li> <li>• Make a transition from Research Proposal to Research Project</li> </ul>
		Management Basics	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• a learner is expected to be able to:</li> <li>• Know the broad outlines of Business Management &amp; Administration</li> <li>• Understand the most relevant/ important topics with the Business Administration</li> </ul>
		Independent Study Project	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Conduct independent research in their field of specialization.</li> <li>• Create a document and presentation that showcases the student's learning for the future (graduate school and job applications; entrepreneurial undertakings; interviews etc.)</li> </ul>
	VI	Comparative Literature	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Identify the significance of cultural contexts and the position that narratives occupy in the literary 'canon'</li> <li>• Look beyond the confines of single-author studies and attempt broader, more culturally informed analyses of literary narratives</li> </ul>
		Drama	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Discern the context from which the plays emerged and how drama has evolved as a genre.</li> <li>• Appreciate both the literary and the performative merits of a play</li> </ul>
		Literary Adaptations	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Identify the intersection between literary texts and film.</li> <li>• Appreciate the contributions of different art forms (literary or cinematic) to the same narrative.</li> </ul>
		Abnormal Psychology	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the nuances of psychopathology and its distinctiveness from normal behavior</li> <li>• Offer a comprehensive formulation of the case</li> </ul>

			<ul style="list-style-type: none"> <li>Develop an appropriate intervention plan for treating psychological disorders</li> </ul>
		Counselling Psychology	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate effective listening and reflective skills when working with diverse populations in the professional settings</li> </ul>
		Developmental Psychology	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Understand how biological and sociocultural factors have influenced their personality</li> <li>Develop important life skills that will help them deal with prospective challenges</li> </ul>
		Contemporary Sociological Theory	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Be able to understand the role and function of theory in the discipline</li> <li>Know the work and contribution of key thinkers in contemporary Sociology</li> </ul> <p>Reproduce the key concepts and central debates in the discipline today.</p>
		Gender & Sexuality Studies	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Understand the critical role of gender in our lives</li> <li>Engage with the social construction of sexualities</li> </ul> <p>Know the current debates in the field of gender studies</p>
		Sociology of Knowledge	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Analyze history of knowledge production in society</li> <li>Appreciate the classical and contemporary writings on science of knowledge</li> </ul> <p>Critically look at the pragmatics of scientific knowledge.</p>
		Economic Policy & Governance	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>be well versed with the various goals and instruments of economic policy, at both the national and international levels</li> <li>appreciate the finer nuances of the basic political philosophy, which eventually provides the basis for government's economic policy, and,</li> <li>analyze the developments in economic policy, at both the national and international levels.</li> </ul>
		Comparative Economic Systems	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Evaluate different economic systems.</li> </ul>

			<ul style="list-style-type: none"> <li>Appreciate the importance of convergence of economic systems &amp; international economic co-operation.</li> </ul>
		Economy, Polity & Society	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Discuss social issues with a trans-disciplinary approach and with maturity and confidence</li> <li>Write on social issues with a trans-disciplinary approach and with maturity and confidence</li> <li>Analyze and understand different view-points and be in apposition to come up with possible solutions to issues at hand</li> </ul>
		Filmmaking	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Understand and discuss nuances of filmmaking</li> </ul> <p>Make his own short film</p> <ul style="list-style-type: none"> <li>Start his career in filmmaking (possibly as an Assistant Director) in real life if he so desires.</li> </ul>
		World Cinema & Society	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Articulate her response to nuances of cinematic language</li> <li>Appreciate the two-way link between society and cinema</li> <li>Present critical analysis of a film from an aesthetic, technical, historical, and sociological perspective</li> </ul>
		Digital Marketing & Content Creation	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Describe available digital marketing options and know which ones to use</li> <li>Articulate the benefits and limitations of the Internet and other enabling technologies to the marketing function, to organizations, to consumers and society.</li> <li>Develop a basic digital marketing campaign with contents</li> <li>To use Google Adsense and plan a comprehensive digital campaign on it</li> <li>To know various social media and its utility in marketing</li> </ul>
		Public Administration	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>Have a foundation in political theory and ideologies</li> <li>Interpret political philosophy in the historical</li> </ul>

			<p>and contemporary Processes and structures of policy making</p> <ul style="list-style-type: none"> <li>• Understand administrative processes</li> <li>• Appraise the dynamics of political parties, ideologies and how it impacts policy making</li> <li>• Examine examples from India and the World regarding specific policies</li> <li>• Learn how state, organization and academic data is used in policy creation contexts</li> </ul>
		Advertising Creative	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• a learner is expected to be able to:</li> <li>• view problems from multiple views and discover multiple approaches</li> <li>• create innovative and strategic approaches</li> <li>• develop cognitive and practical skill sets</li> <li>• effectively brainstorm ideas in an orderly result oriented manner</li> <li>• develop lateral and strategic skills</li> <li>• apply lateral and creative thought to communication generation in terms of advertising and branding</li> <li>• understand advertising concepts and processes through actual execution</li> <li>• develop and create a successful advertising campaign portfolio</li> </ul>
		Career Planning & Interview Skills	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Assess their skills and interests</li> <li>• Be able to create an application package for both the job market and for Graduate studies</li> </ul>
		Leadership Workshop	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Gain an understanding of models of leadership</li> <li>• An insight into Leadership Behaviors Skills, and Attitude</li> <li>• Understand the Importance and Dynamics of Working in Teams</li> <li>• Importance of Listening and Facilitating</li> <li>• Articulating Vision and Creating an Enabling environment</li> <li>• Frame and Develop their Personal Leadership Philosophy</li> </ul>
		Capstone	<p>students would be able to:</p> <ul style="list-style-type: none"> <li>• Conduct independent research in their field of specialization.</li> <li>• Create a document and presentation that showcases the student's learning for the</li> </ul>

			future (graduate school and job applications; entrepreneurial undertakings; interviews etc.)
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