



CHRIST

(DEEMED TO BE UNIVERSITY)

BANGALORE | DELHI NCR | PUNE

Department of International Studies, Political Science, and History

School of Social Science, Bannerghatta Road Campus, Bangalore

Course offered: B.A Political Science Honours

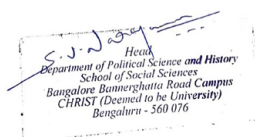
Bachelor of Arts (Political Science-NEP) 2024-2025

Metric: 1.4.1 & 1.4.2

Feedback Analysis (2024-25) and Action Taken Report (2025-26)

Structured feedback for curriculum and its transactions is regularly obtained from stakeholders like 1) Students, 2) Teachers, 3) Employers, 4) Alumni, 5) Academic Peers, 6) Entrepreneurs, etc., and feedback processes of the Department may be classified as follows:

1. Feedback collected, analysed, action taken and communicated to relevant bodies and feedback hosted on the institutional website
2. Feedback collected, analysed, action has been taken and communicated to the relevant body
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected (QLM)



I. INTRODUCTION AND METHODOLOGY

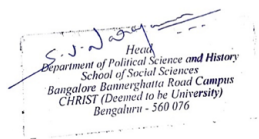
Element	Description
Objective	To assess the structural integrity, contemporary relevance, and professional efficacy of the Political Science curriculum based on formalized stakeholder feedback loop.
Scope	Analysis of 140 formalized responses across four cohorts (Students, Alumni, Peers, Entrepreneurs) collected in 2024.
Summary	This report synthesizes the 2024 curriculum feedback across four distinct stakeholder groups: Students, Academic Peers, Entrepreneurs, and Alumni. A total of 140 responses were analyzed to evaluate the current Political Science coursework. While the foundational academic rigor, theoretical concepts, and research orientation are highly commended by all groups, a significant and recurring gap exists in bridging theory with market-ready skills. The primary mandate for future curriculum design is to integrate employability, digital literacy, and practical application seamlessly into the syllabus while managing course overlap and workload.
Methodology	Collection of Feedback - The feedback was gathered through structured digital surveys administered in 2024. All participants were assured of anonymity and confidentiality to encourage candid, constructive critique <i>(2024_Students_Coursework Feedback Analysis (Responses).xlsx, 2024_Academic Peers_Coursework Feedback Analysis (Responses).xlsx, 2024_Entrepreneurs_Coursework Feedback Analysis (Responses).xlsx,</i>

	<i>2024_Alumni_Coursework Feedback Analysis (Responses).xlsx).</i> The surveys utilized a mix of quantitative metrics (Likert-scale ratings) and qualitative open-ended questions designed for continuous academic quality enhancement. Scope Metrics (n=140) • Students (n=105): Primary Internal Users. Focus: Pedagogy, Workload, Satisfaction, Skill weightage. • Alumni (n=23): Primary External Users (Retrospective). Focus: Relevance, Real-world application, Market gaps. • Academic Peers (n=7): QA Specialists. Focus: Structural rigor, Outcome alignment. • Entrepreneurs (n=5): Industry Competency Experts. Focus: Graduate Market Readiness, Technical Skills. Normalization Protocol - Qualitative data (n=174 distinct qualitative suggestions) was subjected to thematic synthesis and mapped against quantitative Likert modes. Data is referenced verbatim by file name.
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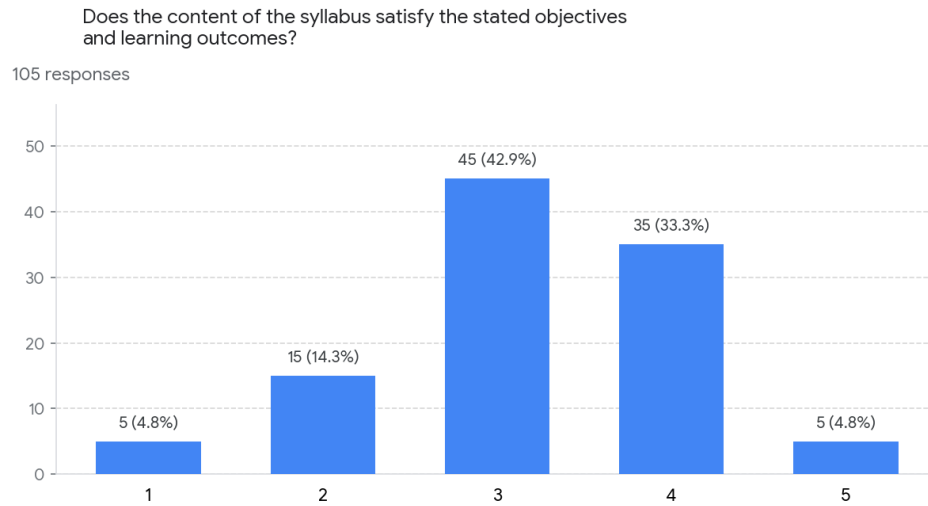
II. COHORT-SPECIFIC CURRICULUM AUDIT MATRIX

2.1 Internal User Audit - The Student Cohort (n=105)

The student cohort evaluates the immediate internal delivery, workload, and perceived utility of the curriculum. The responses to the quantitative and qualitative queries highlight both core academic strengths and specific operational friction points.

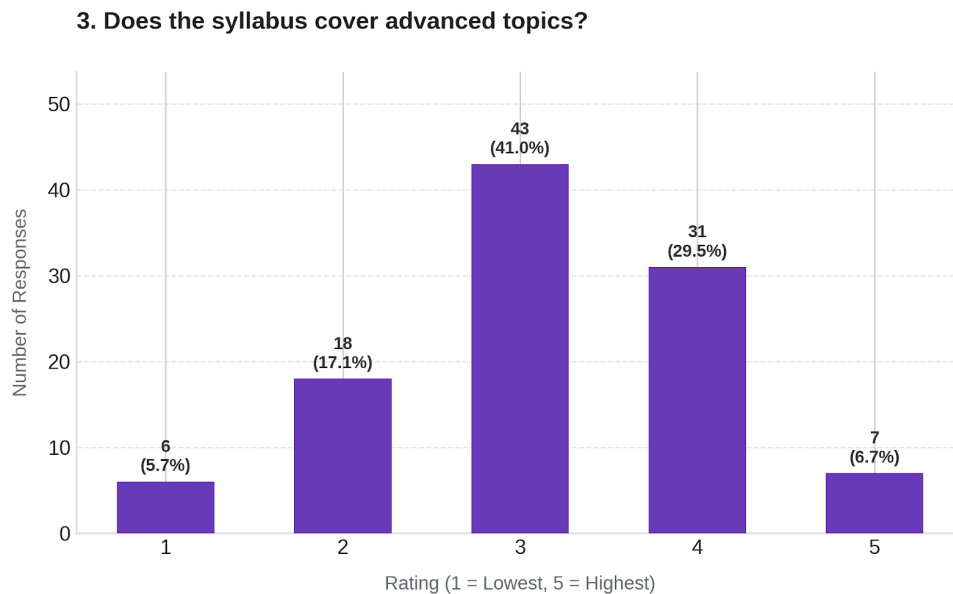


Q1: Does the content of the syllabus satisfy the stated objectives and learning outcomes?



- *Data:* 45 respondents rated this a 3, and 35 rated it a 4.
- *Analysis:* The alignment between stated objectives and actual content is perceived as satisfactory to good by the majority, indicating a stable foundational structure.

Q2: Does the syllabus cover advanced topics?



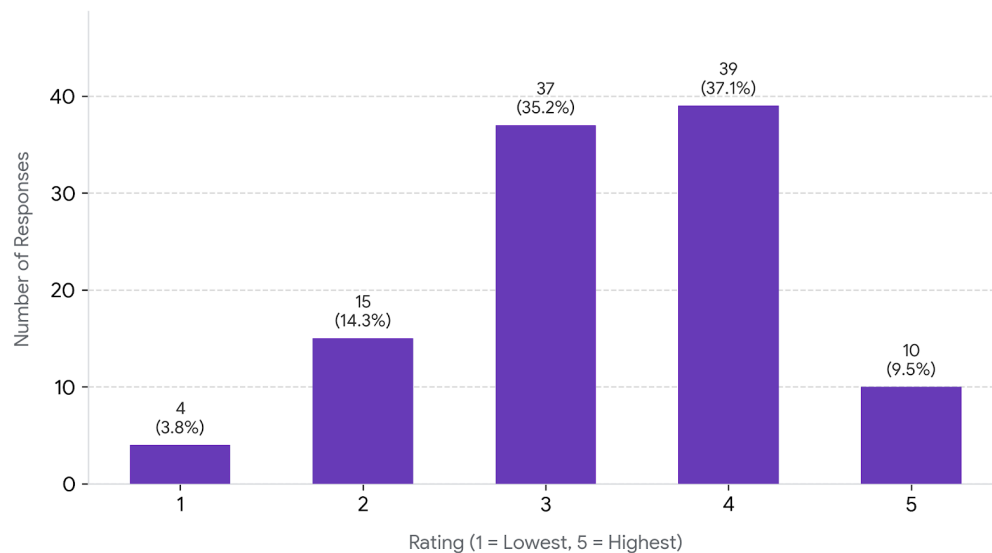
- Mean Score: 3.14 / 5.00
- Median Score: 3.00
- Mode: 3 (Neutral/Moderate)

Summary Takeaway: The distribution is centered heavily around rating 3 (41.0% of respondents), indicating that students generally feel the syllabus covers basic-to-intermediate concepts but could benefit from deeper integration of advanced or contemporary topics.

- Positive Feedback (Ratings 4 & 5): 36.2% (38 students) feel that the syllabus adequately includes advanced topics.
- Neutral Feedback (Rating 3): 41.0% (43 students) remain neutral on whether advanced material is sufficiently represented.
- Areas for Improvement (Ratings 1 & 2): 22.8% (24 students) indicate that advanced topic coverage is insufficient.
- Standard Deviation: 0.97

Q3: Whether the syllabus enhances your knowledge and skills in the relevant domain?

4. Whether the syllabus enhances your knowledge and skills in the relevant domain?



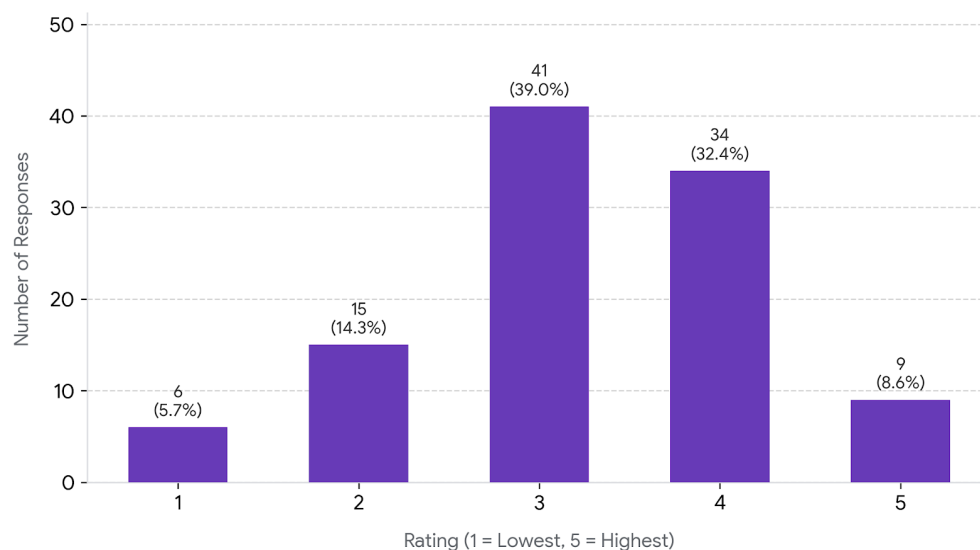
- Mean Score: 3.34 / 5.00
- Median Score: 3.00
- Mode: 4 (Agree)
- Standard Deviation: 0.97

Summary Takeaway: Most respondents view the syllabus positively regarding domain knowledge and skill enhancement, with rating 4 being the most common response (37.1%).

- Positive Perception (Ratings 4 & 5): A combined 46.6% (49 students) feel that the syllabus effectively enhances their domain knowledge and practical skills.
- Neutral Sentiment (Rating 3): 35.2% (37 students) chose a neutral position, indicating room for further skill-oriented enhancements.
- Negative Feedback (Ratings 1 & 2): 18.1% (19 students) expressed disagreement regarding the extent to which the syllabus develops domain-specific skills.

Q4: Is the syllabus effective in developing critical/ analytical thinking?

5. Is the syllabus effective in developing critical/ analytical thinking?



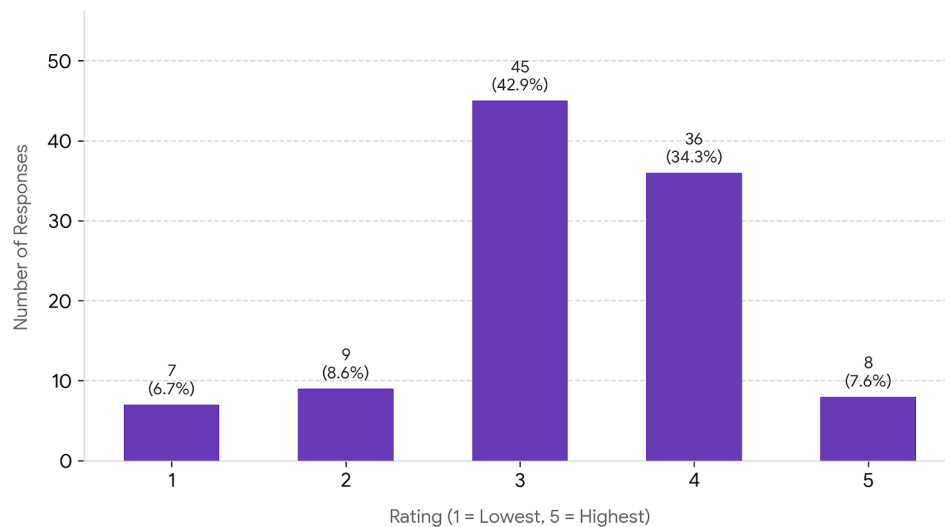
- Mean Score: 3.24 / 5.00
- Median Score: 3.00
- Mode: 3 (Neutral/Moderate)
- Standard Deviation: 1.00

Summary Takeaway: A significant portion of respondents (39.0%) gave a neutral score of 3, while 41.0% expressed agreement (Ratings 4 & 5) that the syllabus fosters analytical and critical thinking skills.

- Positive Perception (Ratings 4 & 5): 41.0% (43 students) believe the syllabus succeeds in promoting critical and analytical thinking.
- Neutral Sentiment (Rating 3): 39.0% (41 students) remain neutral, indicating potential opportunities to integrate more analytical assignments, case studies, or problem-solving modules.
- Areas for Improvement (Ratings 1 & 2): 20.0% (21 students) feel the curriculum falls short in fostering critical thinking skills.

Q5: Are the text books and reference materials relevant to the content of the syllabus?

6. Are the text books and reference materials relevant to the content of the syllabus?



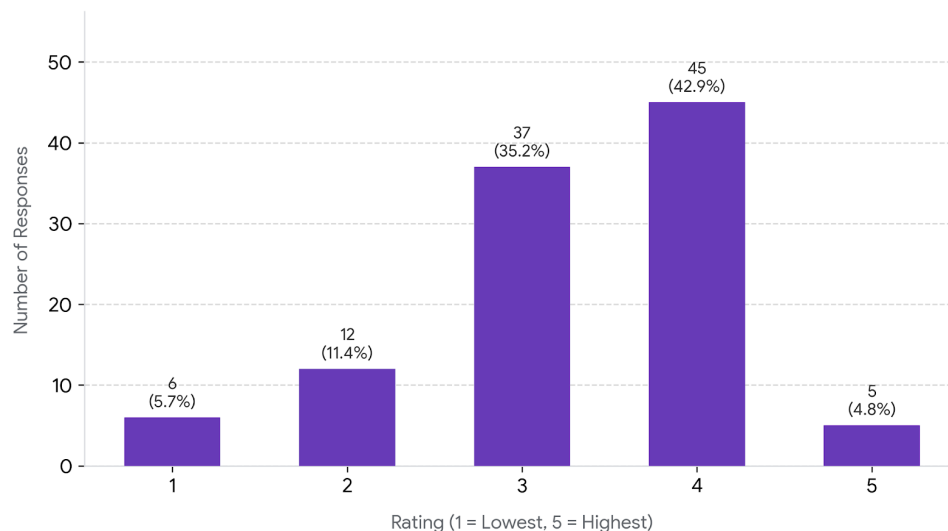
- Mean Score: 3.28 / 5.00
- Median Score: 3.00
- Mode: 3 (Neutral/Moderate)
- Standard Deviation: 0.97

Summary Takeaway: Rating 3 is the single most selected option (42.9%), followed closely by rating 4 (34.3%), indicating overall satisfaction with textbook relevance, though updated reading lists could further improve scores.

- Positive Perception (Ratings 4 & 5): 41.9% (44 students) agree or strongly agree that textbook and reference materials align well with the syllabus contents.
- Neutral Sentiment (Rating 3): 42.9% (45 students) indicated moderate agreement, suggesting potential scope to introduce more contemporary or easily accessible reference literature.
- Areas for Improvement (Ratings 1 & 2): 15.2% (16 students) felt the provided textbooks and reference materials were lacking in direct relevance.

Q6: Does the syllabus orient towards higher education?

7. Does the syllabus orient towards higher education?



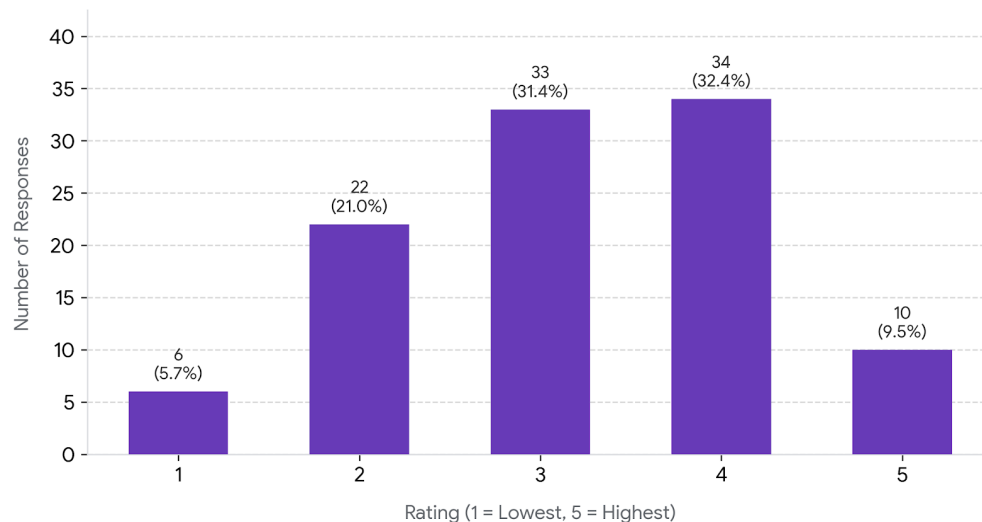
- Mean Score: 3.30 / 5.00
- Median Score: 3.00
- Mode: 4 (Agree)
- Standard Deviation: 0.94

Summary Takeaway: Rating 4 is the modal response with 42.9% of the feedback, indicating a generally favorable view of how well the curriculum prepares students for further academic pursuits and higher education.

- Positive Perception (Ratings 4 & 5): Nearly half of all respondents—47.7% (50 students)—agree or strongly agree that the syllabus provides a solid foundation for higher studies.
- Neutral Sentiment (Rating 3): 35.2% (37 students) expressed a neutral stance regarding academic orientation toward higher education.
- Areas for Improvement (Ratings 1 & 2): 17.1% (18 students) feel the syllabus could do more to align with higher education pathways.

Q7: Does the syllabus enable the students to apply their knowledge in real life situations?

8. Does the syllabus enable the students to apply their knowledge in real life situations?



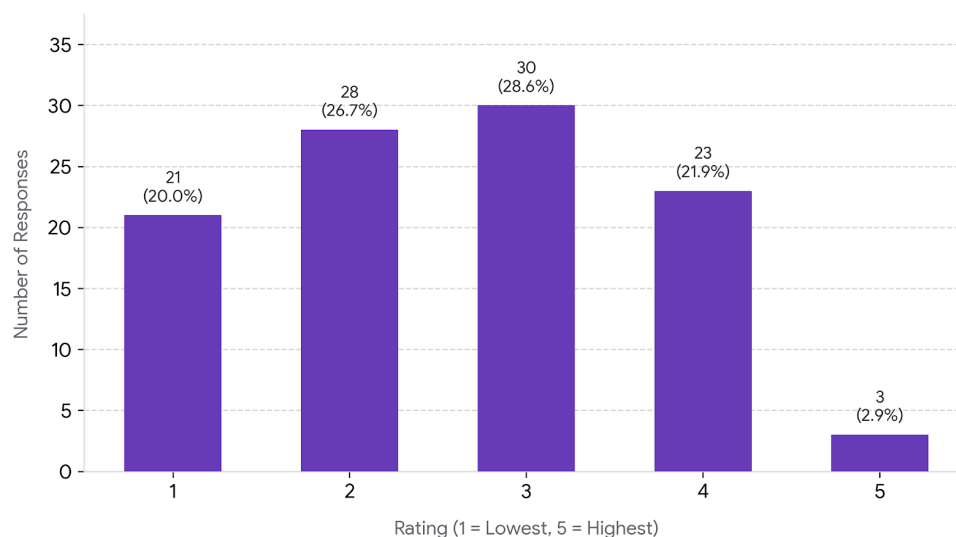
- Mean Score: 3.19 / 5.00
- Median Score: 3.00
- Mode: 4 (Agree)
- Standard Deviation: 1.06

Summary Takeaway: The responses show a balanced distribution, with the modal response being 4 (32.4%), closely followed by 3 (31.4%). This suggests that while a significant portion of students feel the syllabus enables real-life application, there is notable room for improvement in making the coursework more practically relevant.

- Positive Perception (Ratings 4 & 5): A combined 41.9% (44 students) agree or strongly agree that the syllabus helps them apply their knowledge in real-life situations.
- Neutral Sentiment (Rating 3): 31.4% (33 students) expressed a neutral stance regarding practical applicability.
- Areas for Improvement (Ratings 1 & 2): A combined 26.7% (28 students) felt the syllabus does not adequately facilitate the application of knowledge to real-world scenarios.

Q8: Is employability given weightage in the design and development of syllabus?

9. Is employability given weightage in the design and development of syllabus?



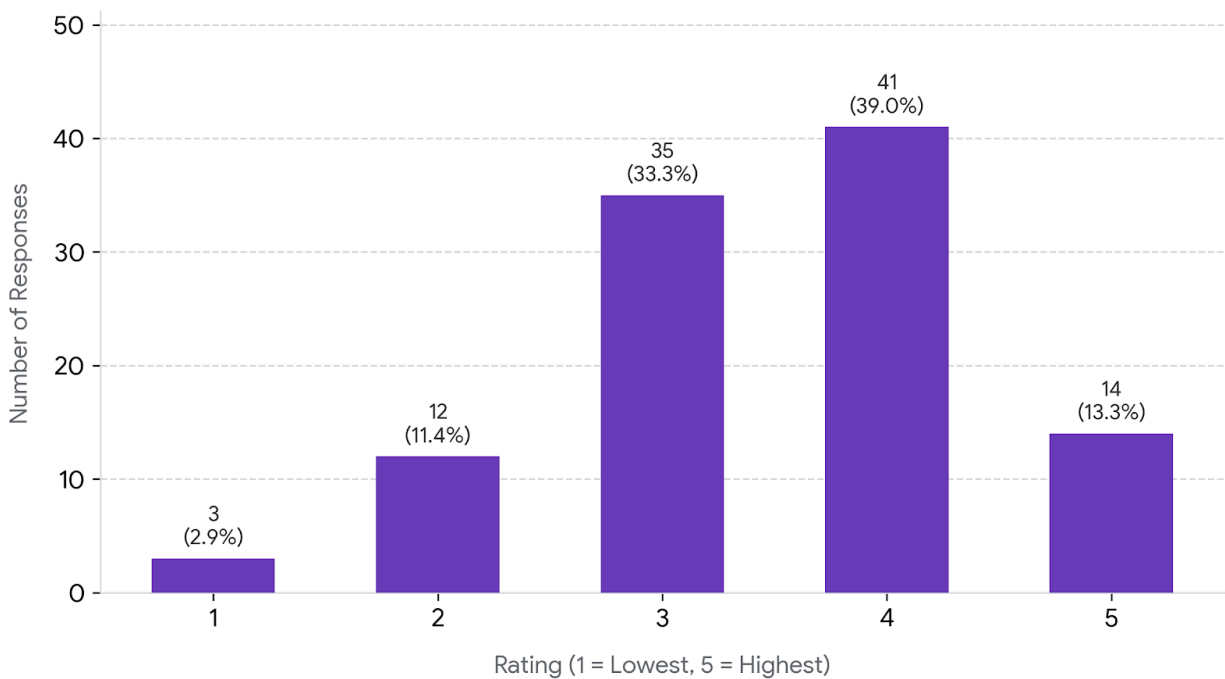
- Mean Score: 2.61 / 5.00
- Median Score: 3.00
- Mode: 3 (Neutral/Moderate)
- Standard Deviation: 1.12

Summary Takeaway: Question 9 received a noticeably lower average score (2.61 / 5.00) compared to academic-focused metrics, revealing that students perceive a significant gap in career-oriented and skill-based training within the current curriculum design.

- Areas for Improvement (Ratings 1 & 2): Nearly half of all respondents—46.7% (49 students)—believe that employability is not given adequate weightage in the syllabus.
- Neutral Sentiment (Rating 3): 28.6% (30 students) expressed a neutral view.
- Positive Perception (Ratings 4 & 5): Only 24.8% (26 students) feel that employability considerations are sufficiently incorporated into the course structure.

Q9: Does the syllabus promote self-study and attitude of research?

10. Does the syllabus promote self-study and attitude of research?



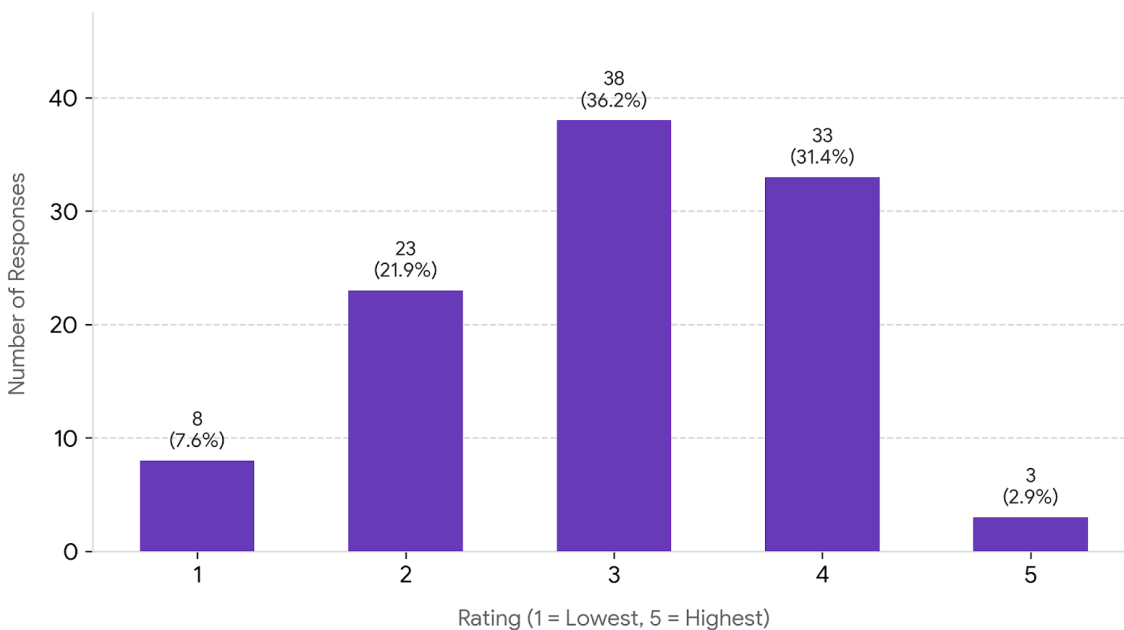
- Mean Score: 3.49 / 5.00
- Median Score: 4.00
- Mode: 4 (Agree)
- Standard Deviation: 0.96

Summary Takeaway: Question 10 received strong overall feedback with a high mean score (3.49 / 5.00) and a median of 4.00. Over half of the respondents view the syllabus as encouraging independent learning and research-oriented thinking.

- Positive Perception (Ratings 4 & 5): A majority of 52.3% (55 students) agree or strongly agree that the syllabus fosters self-study habits and a research mindset.
- Neutral Sentiment (Rating 3): 33.3% (35 students) maintained a neutral perspective.
- Negative Feedback (Ratings 1 & 2): Only 14.3% (15 students) feel that research attitude and self-study encouragement are lacking in the syllabus.

Q10: Does the syllabus meet your overall expectations?

11. Does the syllabus meet your overall expectations?



- Mean Score: 3.00 / 5.00
- Median Score: 3.00
- Mode: 3 (Neutral/Moderate)
- Standard Deviation: 0.98

Summary Takeaway: Question 11 shows an evenly distributed spread centered exactly on a neutral score. The mean, median, and modal scores are all 3.00, indicating that while the syllabus meets basic requirements, a significant portion of students identify clear areas where it could be strengthened to better align with their general learning expectations.

- Neutral Sentiment (Rating 3): The largest segment of respondents—36.2% (38 students)—remains neutral, indicating the current syllabus provides a satisfactory but not exceptional academic experience.
- Positive Perception (Ratings 4 & 5): 34.3% (36 students) express that the syllabus meets or exceeds their overall expectations.
- Negative Feedback (Ratings 1 & 2): 29.5% (31 students) indicated that the syllabus fell short of their expectations.

General Comments and Suggestions: Qualitative comments heavily emphasize the need for practical exposure (field visits, policy projects, NGOs), skill development (academic writing, data interpretation), and interactive teaching methods over pure lectures. Multiple comments identify syllabus vastness and overlapping concepts across papers as barriers to deep learning.

46.6% of the student body (49 out of 105) rated the weightage given to employability in the syllabus as poor or very poor (Ratings 1 and 2). A modern curriculum must visibly bridge theoretical coursework with explicit career pathways. Curriculum pacing should allow for deep conceptual mastery rather than rapid content consumption.

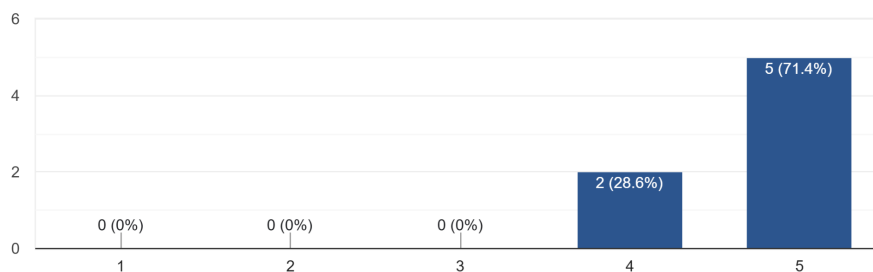
2.2 Quality Assurance Audit: Academic Peers (n=7)

The academic peer cohort provides an external audit of the curriculum's structural rigor and outcome alignment.

Q1: The Programme Outcomes and Course Outcomes are clearly defined and appropriately aligned with the curriculum.

1. The Programme Outcomes and Course Outcomes are clearly defined and appropriately aligned with the curriculum.

7 responses

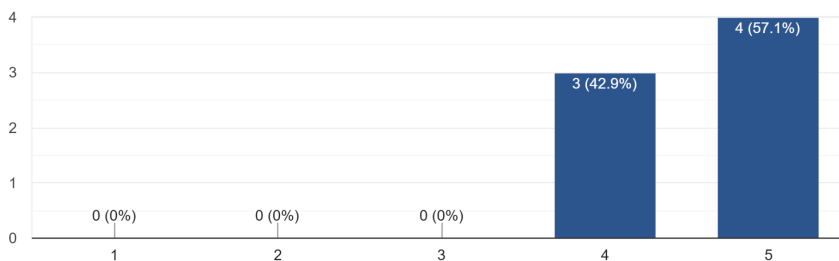


- *Data:* 5 rated this 5, and 2 rated this 4.
- *Analysis:* High structural integrity and excellent pedagogical alignment.

Q2: How relevant is the current curriculum in addressing contemporary political, social, and global developments?

2. How relevant is the current curriculum in addressing contemporary political, social, and global developments?

7 responses

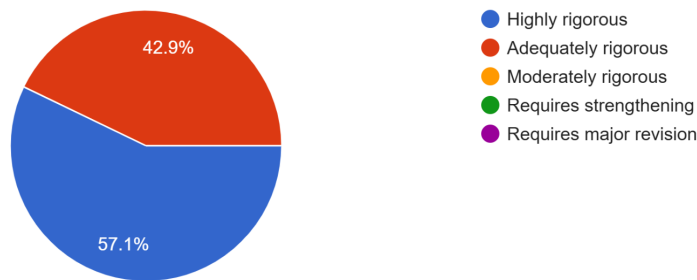


- *Data:* 4 rated this 5, and 3 rated this 4.
- *Analysis:* The syllabus remains highly relevant to modern global and social issues from an academic standpoint.

Q3: How would you assess the overall academic rigor of the syllabus?

3. How would you assess the overall academic rigor of the syllabus?

7 responses

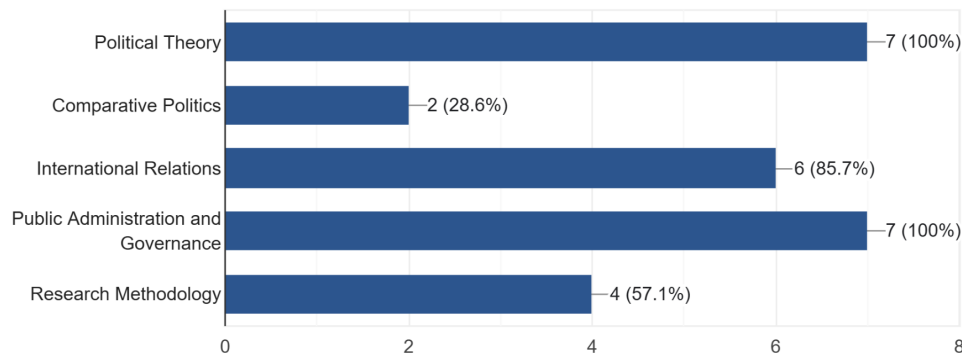


- *Data:* 4 rated it "Highly rigorous" and 3 rated it "Adequately rigorous".
- *Analysis:* The foundational academic standard is robust and uncompromising.

Q4: Which component(s) of the syllabus do you consider the strongest?

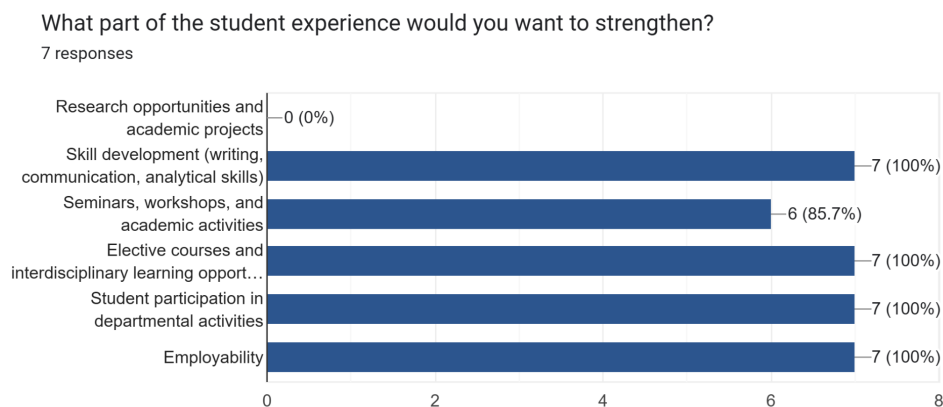
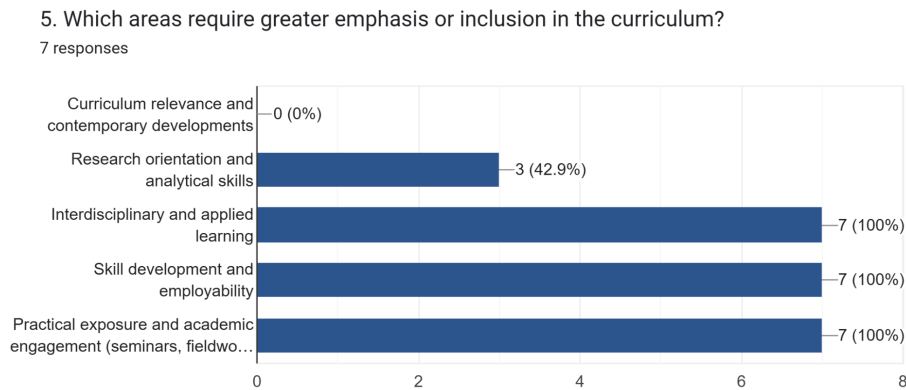
4. Which component(s) of the syllabus do you consider the strongest?

7 responses



- *Data:* Political Theory, International Relations, Public Administration, and Research Methodology were consistently cited.
- *Analysis:* The traditional pillars of Political Science represent the core competencies of the department.

Q5 & Q7: Areas for emphasis and strengthening student experience?

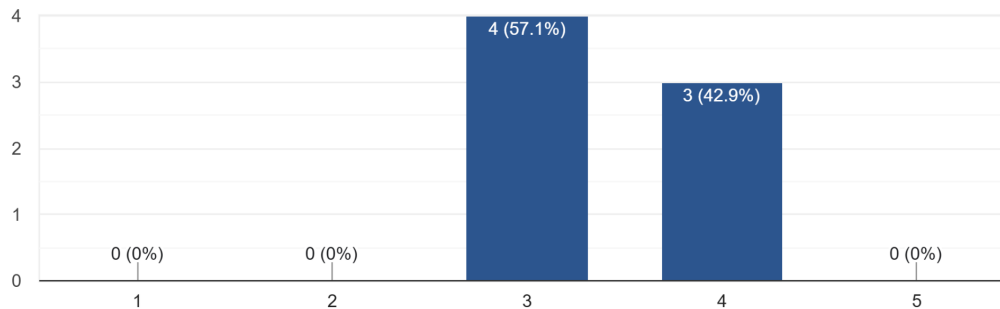


- *Data:* Unanimous agreement on the need for interdisciplinary and applied learning, skill development (writing, communication), and employability.
- *Analysis:* Even from a purely academic perspective, peer reviewers recognize that theoretical rigor must be supplemented with practical skill acquisition.

Q6: The syllabus provides sufficient flexibility through electives.

6. The syllabus provides sufficient flexibility through electives.

7 responses



- *Data:* 4 rated this 3, and 3 rated this 4.
- *Analysis:* Flexibility is functional but primarily average, suggesting a rigid core structure.

Synthesis: Peers note that while the structure is sound, employability aspects and structured training in data analysis and policy writing require exploration to elevate the program.

Written Feedback Overview

Overall, the course has a strong academic structure, offering a well-balanced progression from foundational concepts to more specialized areas of political science in the later years. It provides a solid environment for developing subject knowledge while also strengthening research abilities, communication, analytical thinking, teamwork, and critical engagement through academic activities.

To further enhance student learning and employability, greater emphasis could be placed on experiential and professional development opportunities. Increasing student participation in seminars, workshops, conferences, internships, research projects, and departmental activities would encourage deeper academic engagement, independent

learning, leadership, and networking. Promoting knowledge-sharing initiatives, collaborative discussions, and research-based assignments would also help students explore diverse perspectives and extend learning beyond the classroom.

In addition, introducing more practical assignments and structured training in areas such as data analysis, policy writing, professional communication, and other career-oriented skills would better prepare students for higher education and diverse professional pathways. Strengthening the integration of academic participation with skill development and real-world application would enrich students' overall learning experience while enhancing their academic profiles and professional readiness.

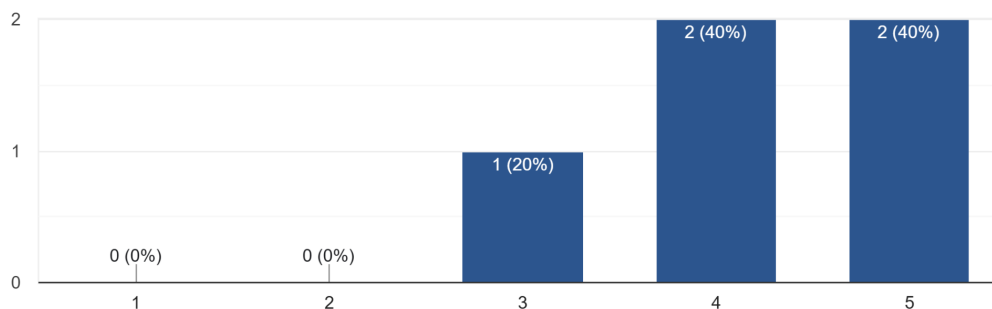
2.3 Industry Competency Audit: Entrepreneurs (n=5)

This cohort measures the curriculum's output against the technical and professional competencies required in the current labor market.

Q1 & Q2: Relevance to professional environment and skills:

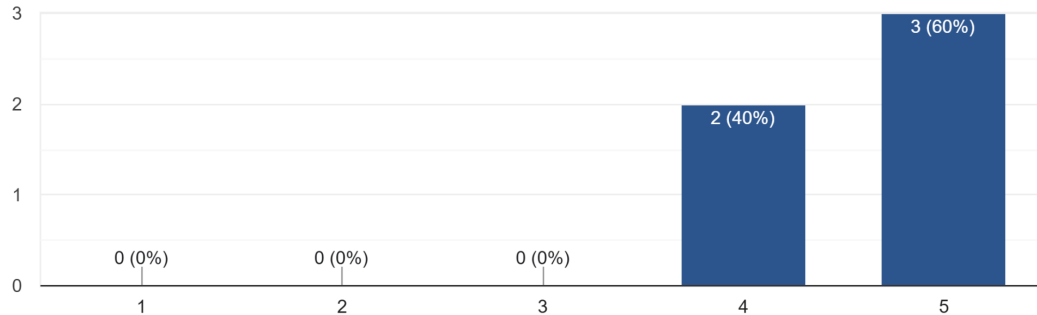
1. The Political Science curriculum develops awareness of social, political, and institutional environments relevant to professional life.

5 responses



2. How relevant do you find the Political Science programme in developing skills required in today's professional environment?

5 responses

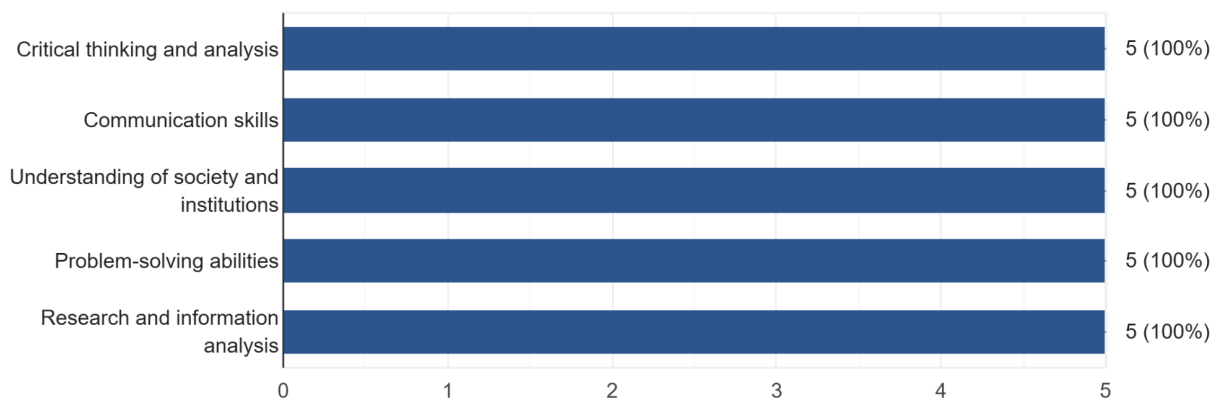


- *Data:* Ratings were largely positive, with the majority assigning scores of 4 or 5 for developing awareness and foundational skills relevant to professional life.
- *Analysis:* The baseline societal and institutional knowledge imparted by the degree is respected by industry professionals.

Q3: Most valuable aspects for professional development:

3. Which aspects of the programme do you consider most valuable for professional development?

5 responses

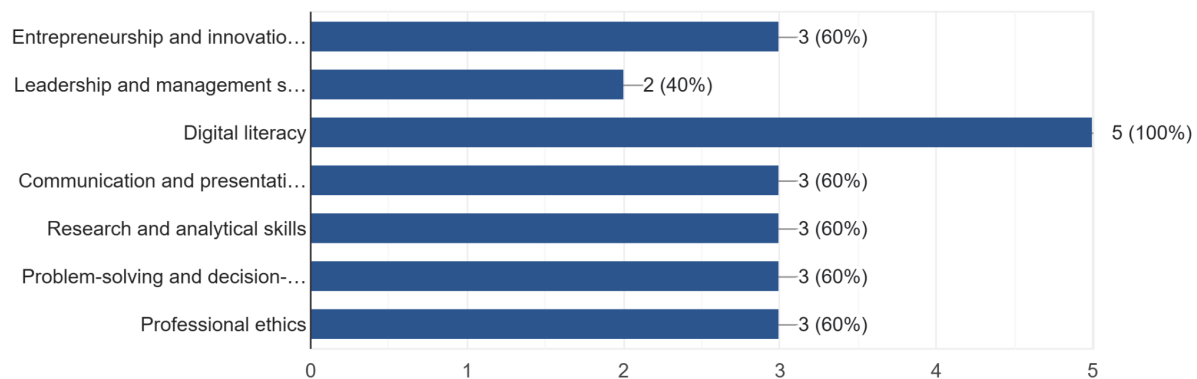


- *Data*: Critical thinking, communication skills, understanding of society, and research/information analysis.
- *Analysis*: The analytical framework taught in the program is recognized as highly transferable.

Q4 & Q5: Competencies and areas requiring greater emphasis:

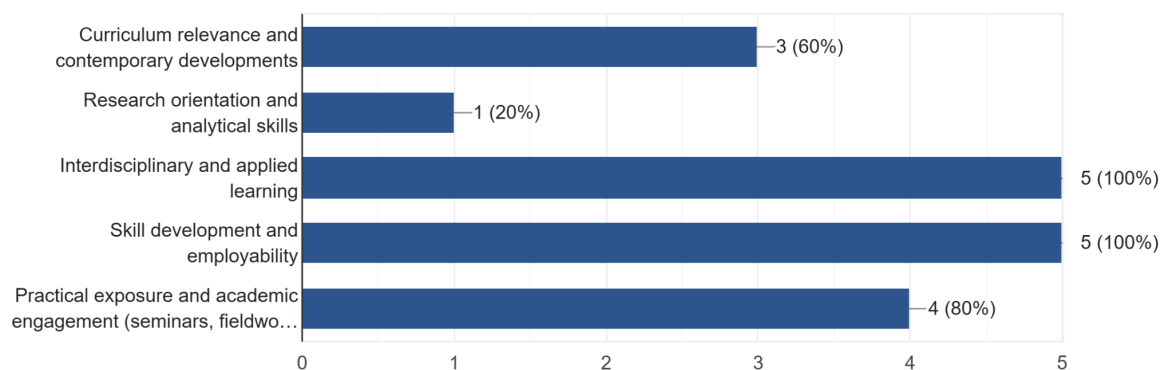
4. Which competencies should be strengthened further in Political Science graduates?

5 responses



5. Which areas require greater emphasis or inclusion in the curriculum?

5 responses

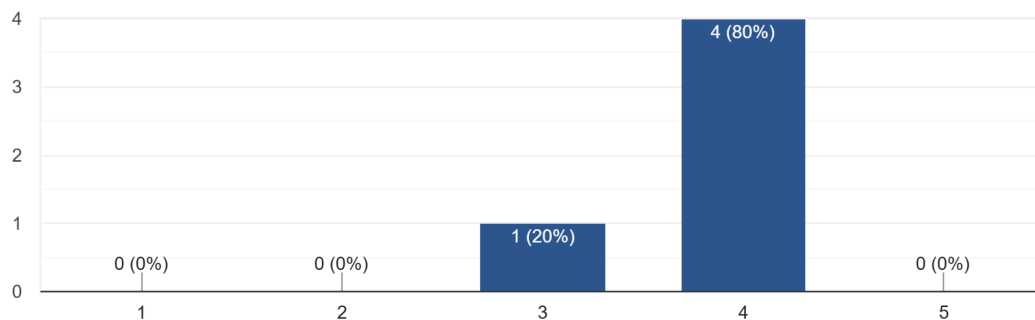


- *Data:* Industry feedback isolated specific operational deficits: Digital literacy, leadership and management skills, communication/presentation skills, and an entrepreneurship/innovation mindset.
- *Analysis:* The data indicates a gap between theoretical knowledge and execution capabilities. Graduates require technical proficiencies to deploy their analytical skills.

Q6: Prepares students for complex organizational challenges:

5. The programme prepares students to understand and respond to complex social and organizational challenges.

5 responses



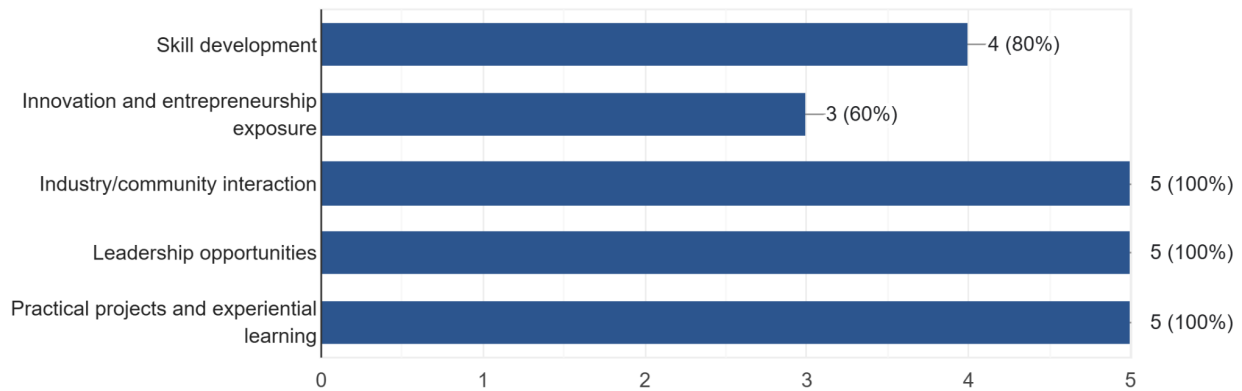
- *Data:* 4 rated this 4, and 1 rated this 3
- *Analysis:* The curriculum provides strong cognitive preparation for complex problem-solving.

Q7: Areas of student experience to strengthen:

- *Data:* Focus areas include practical projects, experiential learning, industry interaction, and skill development.
- *Analysis:* Industry confirms the student sentiment that hands-on application is currently falling behind expectations in some regards.

7. Which areas of the student experience should be strengthened?

5 responses



Overall, the feedback suggests that the curriculum successfully builds a strong intellectual and analytical foundation that is valued in professional environments. Respondents consistently recognized the program's contribution to developing critical thinking, research abilities, communication, and a broader understanding of society - competencies that are highly transferable across careers.

At the same time, the data highlights a clear gap between academic knowledge and workplace readiness. While graduates are perceived as capable of understanding complex issues and adapting to organizational challenges, they would benefit from stronger development of practical and professional competencies. Industry respondents emphasized the need for greater focus on digital literacy, leadership, management, communication and presentation skills, and entrepreneurial thinking.

A recurring theme across responses is the importance of experiential learning. Practical projects, internships, industry collaborations, field-based learning, and real-world problem-solving were identified as key areas for enhancement. These recommendations closely align with feedback from other stakeholder groups, indicating a shared perception that the curriculum should provide more opportunities to apply theoretical knowledge in professional contexts.

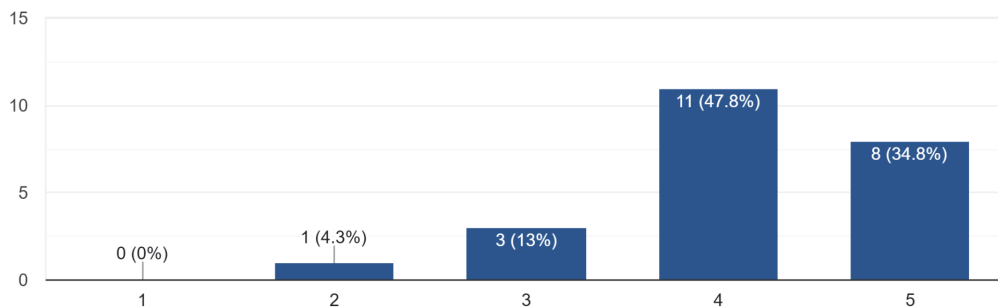
2.4 Retrospective User Audit: The Alumni Cohort (n=23)

Alumni provide a long-term view of the curriculum's durability and its direct utility in post-graduate professional or academic environments.

Q1: Course outcomes were clearly communicated:

1. The course outcomes were clearly communicated throughout.

23 responses

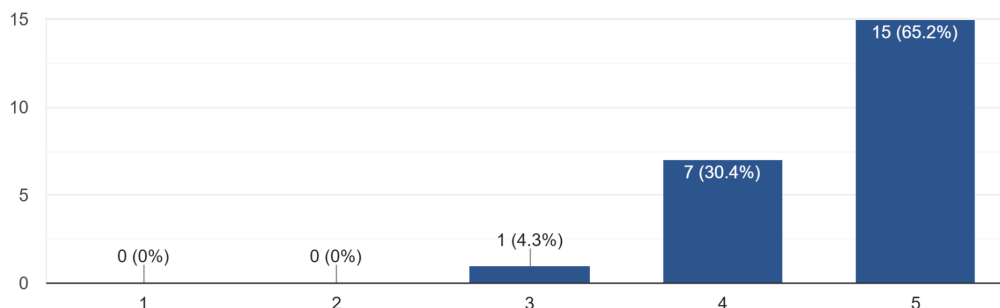


- *Data:* 11 rated this 4, and 8 rated this 5.
- *Analysis:* High clarity in academic delivery.

Q2: Relevance to contemporary issues:

2. How relevant do you find the current curriculum to contemporary political and social issues?

23 responses

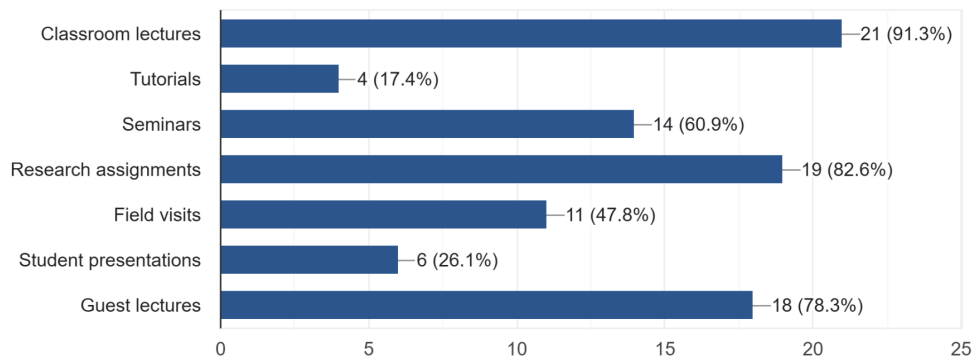


- *Data:* 15 respondents gave a perfect rating of 5.
- *Analysis:* The subject matter is viewed retrospectively as highly pertinent to modern socio-political realities.

Q3 & Q4: Contributed most to learning and most valuable aspects:

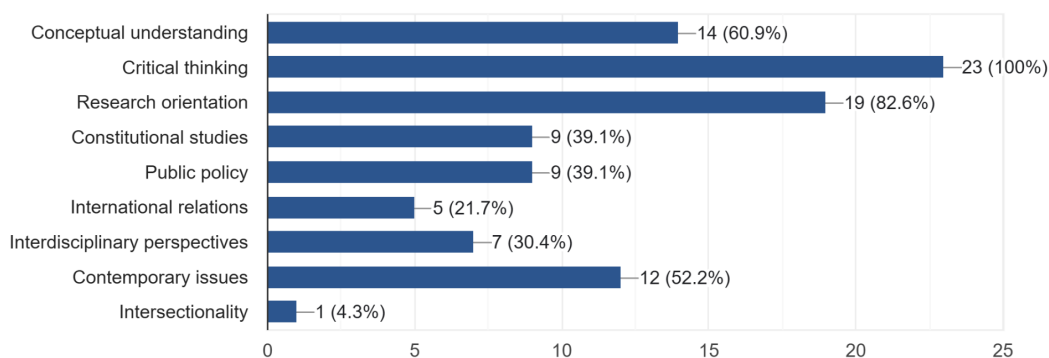
3. Which aspects of the programme contributed most to your learning?

23 responses



4. Which aspects of the syllabus do you find most valuable?

23 responses



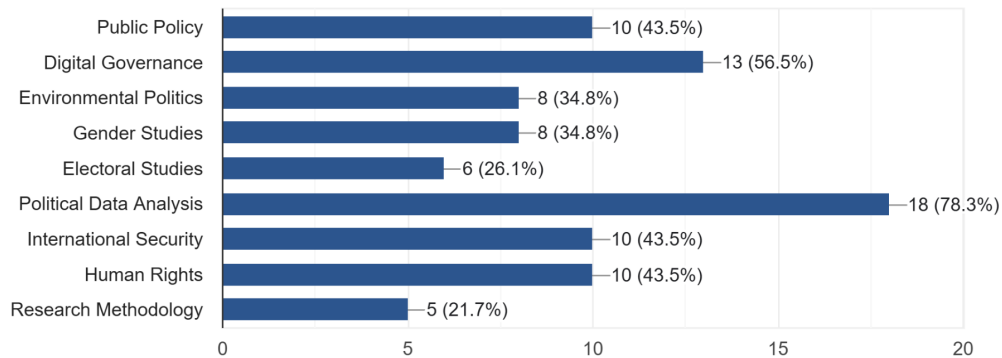
- *Data:* Classroom lectures and research assignments were top contributors; critical thinking, conceptual understanding, and research orientation were deemed most valuable.
- *Analysis:* The core academic engine of the department functions as intended, providing

durable intellectual assets.

Q5: Areas to include or strengthen:

5. Which areas would you like to see included or strengthened in the syllabus?

23 responses

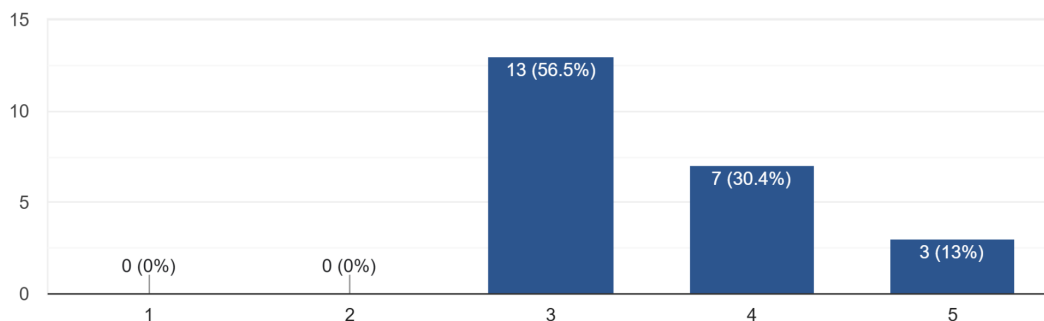


- *Data:* Alumni specifically and repeatedly isolated Public Policy, Political Data Analysis, and Digital Governance as necessary inclusions.
- *Analysis:* This demonstrates a shift in the political science landscape toward data-driven and technology-integrated governance.

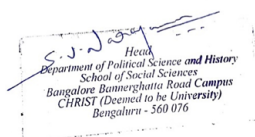
Q6: Flexibility through electiv

6. The syllabus provides sufficient flexibility through electives.

23 responses



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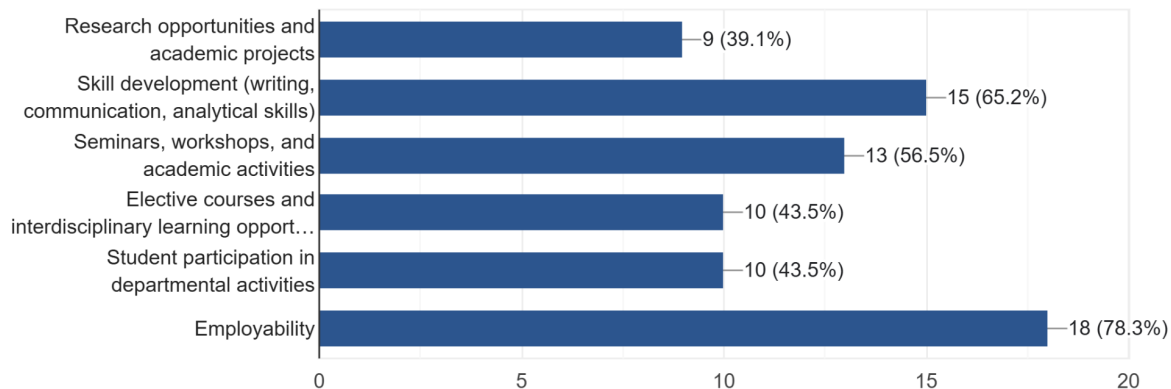


- *Data:* 13 respondents rated this 3.
- *Analysis:* Alumni share the perception that the elective framework is somewhat rigid.

Q7 & Q8: Student experience and general suggestions: Qualitative remarks emphasize that while critical thinking is honed, "niches are still developing" and catching up with "market-ready skills" is a struggle. Recommendations strongly point to increasing field visits, employability focus, and incorporating technology/digital governance into the curriculum.

What part of the student experience would you want to strengthen?

23 responses



Overall, alumni feedback indicates that the curriculum provides a strong and lasting academic foundation, particularly in critical thinking, conceptual understanding, and research skills, with course content remaining highly relevant to contemporary socio-political issues. However, respondents highlighted the need to strengthen emerging areas such as Public Policy, Political Data Analysis, and Digital Governance to align with evolving professional demands. They also pointed to limited flexibility in elective choices and recommended greater emphasis on field exposure, employability, technology integration, and market-relevant skills to better prepare graduates for diverse career pathways.

III. CROSS-CUTTING OBSERVATIONS

1. The Competency v. Application

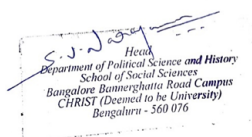
There is a uniform consensus that the curriculum excels at imparting foundational academic rigor, while simultaneously demonstrating a deficit in market-ready application.

- The foundational strength of the curriculum is undisputed. 100% of Academic Peers assessed the overall academic rigor of the syllabus as either "Highly rigorous" (57.1%) or "Adequately rigorous" (42.9%). Furthermore, 65.2% of the Alumni cohort (15 out of 23) awarded a perfect 5/5 rating for the curriculum's relevance to contemporary political and social issues.
- Conversely, when shifting from theoretical knowledge to real-world application, the metrics invert. Among the current student body (n=105), nearly half (46.7%, or 49 students) rated the weightage given to employability in the syllabus design as poor or very poor (Ratings 1 and 2). Furthermore, 26.7% of students (28 out of 105) rated the syllabus's ability to enable knowledge application in real-life situations with scores of 1 or 2.
- The Entrepreneur cohort confirms this internal student anxiety. While they value the critical thinking developed by the program, 100% of Entrepreneur respondents stated that the student experience must be strengthened through "Skill development," "Practical projects," and "experiential learning".

2. Interdisciplinary Curriculum Design and Technical Focus

The quantitative data reveals a precise and urgent demand for modernization on the periphery of the curriculum (electives), specifically regarding data and technology.

- When asked which areas should be included or strengthened in the syllabus, the Alumni cohort data showed a heavy concentration on technical integrations. Specifically, 78.3% of Alumni (18 out of 23) explicitly requested the inclusion of *Political Data Analysis*. This was followed by demands for *Digital Governance* (requested by 56.5% or 13



alumni) and *Public Policy* (requested by 43.5% or 10 alumni).

- This mirrors the exact competencies demanded by the labor market. 100% of surveyed Entrepreneurs identified *Digital literacy* as a competency that must be strengthened further in Political Science graduates. Furthermore, 60% of Entrepreneurs requested stronger *Communication and presentation skills*, and 40% requested *Leadership and management skills*.
- Despite this clear mandate for updated electives, the current framework is perceived as inflexible. 56.5% of Alumni rated the syllabus's flexibility through electives as strictly average (rating 3 out of 5), indicating that the curriculum has not yet adapted to these interdisciplinary demands.

Cross-Cutting Curriculum Feedback Themes (2024)



FEEDBACK INTEGRATION (2025-26)

Departmental Milestones and Extracurricular Enhancements

To supplement the academic curriculum and provide practical, real-world engagement, like our feedback suggested, the Department successfully integrated events and collaborations:

- ❖ Added Alumni interaction events for networking and experience sharing
- ❖ Organized the CUBMUN (Christ University Model United Nations) and a Mock Parliamentary Election, both drawing national participation.
- ❖ Skill-Building Workshops: Conducted the Policy Design Workshop and a specialized, data-heavy CSDS workshop focused on electoral studies.
- ❖ Additional Certifications: Introduced a Certificate Course on Public Administration to bolster practical governance skills.
- ❖ International Collaborations and Seminars:
 - Hosted the International Seminar titled "*Tides of Connections and Tensions: Revisiting the Indian Ocean and Red Sea as Spaces of Historical Entanglement*" in direct collaboration with the University of Turin.
 - Continued the student/faculty exchange program with University of Milan via the Global Classroom initiative - '*Globalization, Social Justice, and Human Rights*'
 - Co-organized Symposium on '*Rule Of Law: States in Crisis*' in collaboration with the University of Sorbonne, Paris Nord

Semester	Course Title	Course Code	Curriculum Focus	CO & PO Alignment	Feedback Integration
Sem I	Introduction to Political Theory	POL101-1 B	Examines normative concepts (justice, liberty, equality) and challenges of modern	CO1 (Foundational Knowledge); CO2 (Application of Theory) PO2 (Critical	Academic Peers requested stronger theoretical roots. This course explicitly builds the critical thinking (PO2) necessary to analyze complex normative arguments (CO2) before students advance to applied governance.

			pluralism and state sovereignty. Evaluates state apparatus vs. individual rights.	Thinking)	
Sem I	Constitutional Theory and Practice in India	POL102-1 B	Analyzes ideological transformations, judicial interpretations, and the living reality of the Indian Constitution, moving beyond mere procedural text to socio-political impacts.	CO1 (Understand Concepts); CO2 (Analyze/Apply) PO2 (Critical Thinking); PO1 (Multidisciplinary)	Alumni highlighted a gap in constitutional law knowledge for civil services. This explicit focus equips students to critically evaluate (PO2) legal frameworks against social realities (CO2).
Sem I	Indian Political Economy	POL121-1 B	Explores the interplay of politics and economics, liberalization impacts, and the mixed economy model, focusing on state intervention versus market forces.	CO1 (Foundational Knowledge); CO2 (Analyze/Apply) PO1 (Multidisciplinary Knowledge)	Employers noted a lack of economic context. Linking political ideology to economic policy (CO1) directly supports the multidisciplinary knowledge (PO1) required for modern policy analysts.

Sem I	Reading Gender / Global Power Politics	POL141-1 / 142-1	Evaluates gender constructs in media/music OR power shifts and hegemony in the post-Cold War era.	CO2 (Analyze/Apply); CO3 (Methodology) PO1 (Multidisciplinary); PO4 (Lifelong Learning)	Students asked for contemporary, relatable subjects. By analyzing modern media or global shifts (CO2), the course fosters continuous engagement with evolving societal norms (PO4).
Sem I	Applied Political Writing	POL161-1 B	Teaches expository and persuasive writing via classic texts (Marx, Gandhi, Ambedkar). Emphasizes argument structuring, citation, and evidence-based persuasion.	CO2 (Analyze/Apply); CO3 (Research/Methodology) PO3 (Research Skills); PO4 (Lifelong Learning)	Industry demanded professional writing skills. Teaching structural academic writing (CO3) provides the foundational research and communication skills (PO3) needed in think-tanks and NGOs.
Sem II	Indian Government and Politics	POL201-2 B	Investigates neo-institutional critiques, populism, and post-colonial structural contradictions. Focuses on the informal processes that drive formal institutions.	CO1 (Foundational Knowledge); CO2 (Analyze/Apply) PO2 (Critical Thinking)	Academic Peers urged deeper critical analysis of domestic politics. Challenging traditional textbook approaches to governance (CO2) directly enhances rigorous, localized critical thinking (PO2).

Sem II	Political Ideologies	POL202-2B	Covers classical frameworks and modern ideologies including multiculturalism, feminism, and Ambedkarism, applying them to contemporary social movements.	CO1 (Foundational Knowledge); CO2 (Analyze/Apply) PO1 (Multidisciplinary Knowledge); PO2 (Critical Thinking)	Both groups wanted broader ideological exposure. Applying diverse frameworks to current events (CO1) explicitly cultivates multidisciplinary problem-solving (PO1) and critical empathy (PO2).
Sem II	Comparative Political System	POL203-2B	Contrasts legitimization of democratic vs. non-democratic regimes (e.g., UK, China, Sri Lanka), examining institutional behavior under stress.	CO2 (Analyze/Apply) PO2 (Critical Thinking); PO1 (Multidisciplinary)	Aligns with academic peer recommendations for global context. Contrasting different institutional behaviors (CO2) sharpens comparative critical thinking (PO2) on an international scale.
Sem II	International Political Economy	POL221-2B	Focuses on mercantilism, dependency theory, neo-Marxism, and international trade bodies (WTO) to understand global wealth	CO1 (Foundational Knowledge); CO2 (Analyze/Apply) PO1 (Multidisciplinary Knowledge)	Bridges the gap between IR and commerce. Examining international financial institutions (CO2) explicitly builds the multidisciplinary knowledge (PO1) sought by multinational NGOs.

			distribution.		
Sem II	Terrorism and Counterterrorism (MDC)	POL141-2 / 142-2	Studies state responses, radicalization motivations, and international security protocols, evaluating the balance between national security and civil liberties.	CO1 (Foundational Knowledge); CO2 (Analyze/Apply) PO2 (Critical Thinking); PO4 (Lifelong Learning)	Equips students for security analysis roles. Addressing global security threats (CO1) requires constant adaptation and critical evaluation of state policies (PO2, PO4). This bridges the employment and skill gap
Sem III	Western Political Thought - I	POL201-3 B	Explores the philosophy of ancient Greeks, Romans, and Reformation thinkers regarding justice, the state, and the concept of the good life.	CO1 (Foundational Knowledge) PO2 (Critical Thinking)	Maintains rigorous academic standards in political thought. Exploring historical concepts of justice (CO1) is explicitly linked to developing foundational critical analysis (PO2) of how modern states are formed.
Sem III	Public Administration-I (LCA)	POL202-3 B	Explores administrative behavior, New Public Management (NPM), and e-governance initiatives, comparing public and	CO1 (Foundational Knowledge); CO3 (Methodology) PO2 (Critical Thinking); PO4 (Lifelong Learning)	Alumni cited a need for governance frameworks. Distinguishing public administration principles (CO1) supports continuous learning in public sector mechanics and civil service exams (PO4).

			private sector administration.		
Sem III	Political Communication in India I	POL241-3 B	Analyzes mass rallies, agenda-setting, rhetoric, and digital electioneering tactics. Includes practical speech-writing and media framing exercises.	CO1 (Foundational Knowledge); CO2 (Analyze/Apply) PO2 (Critical Thinking); PO1 (Multidisciplinary)	Builds practical media analysis skills. Speech-writing and media content analysis (CO2) directly support the critical evaluation of political messaging and propaganda (PO2).
Sem IV	Western Political Thought - II	POL301-4 B	Traces the social contract, utilitarianism, and Marxist traditions to modern governance, analyzing their impact on contemporary statecraft.	CO1 (Foundational Knowledge); CO2 (Analyze/Apply) PO2 (Critical Thinking)	Connects classical theory to contemporary debates. Tracing intellectual roots (CO1) explicitly strengthens the ability to critically evaluate modern capitalist and socialist policies (PO2).
Sem IV	Public Administration - II (LCA)	POL302-4 B	Deep dive into personnel administration, law and order, financial budgeting, and regulatory control mechanisms within the state apparatus.	CO3 (Methodology); CO4 (Practical Skills) PO4 (Lifelong Learning); PO1 (Multidisciplinary)	Provides hard skills in administration. Bridging administrative theory with financial practice (CO4) ensures practical, lifelong career adaptability in government sectors (PO4).

Sem IV	Basic Statistics and Data Analytics	POL201-4 B	Hands-on training in data collection, inferential statistics (correlation/regression), and SPSS software utilization for political science research.	CO3 (Research/Methodology); CO4 (Practical Skills) PO3 (Research Skills)	Addresses the massive demand for quantitative data skills. Quantifying relationships to test theories (CO4) heavily anchors empirical research capabilities (PO3) for data-driven policy roles.
Sem IV	Political Communication in India II	POL241-4 B	Advanced content analysis, sentiment analysis, social network mapping, and the legal frameworks governing digital political campaigns.	CO2 (Analyze/Apply); CO3 (Research/Methodology)	Prepares students for digital-first roles in consultancies. Utilizing methodological digital tools (CO3) provides the empirical evidence evaluation necessary for modern tech-research (PO3).
Sem V	Research Methodology	POL401-5 B	Comprehensive preparation for capstone research submissions, focusing heavily on ethical, qualitative, and quantitative empirical investigation techniques.	CO3 (Research/Methodology); CO4 (Practical Skills) PO3 (Research Skills); PO4 (Lifelong Learning)	Ensures academic standards and encourages students to produce rigorous independent work. Focusing on research ethics and design (CO3) is the ultimate realization of the program's primary research outcomes (PO3).

Sem V	Indian Political Thought - I	POL201-5B	Major core course extending historical and modern Indian political philosophies, grounding abstract concepts in localized historical contexts.	CO1 (Foundational Knowledge); CO2 (Analyze/Apply) PO2 (Critical Thinking)	Deepens contextual understanding of domestic realities. Reinforcing the evaluation of domestic theory (CO2) ensures culturally relevant and nuanced critical thinking (PO2).
Sem V	Introduction to Public Policy (LCA)	POL222B-5B	Detailed look at policy frameworks, formulation, execution, and critical analysis of public welfare schemes and their socio-economic impacts.	CO2 (Analyze/Apply); CO3 (Methodology) PO1 (Multidisciplinary); PO4 (Lifelong Learning)	Highly requested for think-tank transitions. Addressing the mechanisms of policy execution (CO2) directly applies multidisciplinary knowledge to real-world governance problems (PO1).
Sem VI	Intro to International Relations II	POL301-6B	Extends global paradigms, structural analysis, and contemporary geopolitical disputes, analyzing the balance of power in the 21st century.	CO1 (Foundational Knowledge); CO2 (Analyze/Apply) PO1 (Multidisciplinary); PO2 (Critical Thinking)	Prepares students for postgraduate IR studies. Advanced global understanding (CO2) explicitly ties back to multidisciplinary geopolitical analysis and systemic evaluation (PO1, PO2).

Sem VI	Ambedkar and Nation Building	POL303-6B	Dedicated focus on Ambedkarite theory, social justice, marginalization, and the constitutional architecture of the Indian state.	CO1 (Foundational Knowledge); CO2 (Analyze/Apply) PO2 (Critical Thinking); PO4 (Lifelong Learning)	Promotes diversity and foundational societal understanding. Understanding social justice frameworks (CO1) is crucial for lifelong empathetic and critical civic engagement (PO2, PO4).
Sem VI	Technology, Policy and Society (LCA)	POL321B-6B	Explores the complex intersection of rapid technological advancement (AI, data privacy, cyber laws) and modern governance frameworks.	CO2 (Analyze/Apply); CO4 (Practical Skills) PO4 (Lifelong Learning); PO1 (Multidisciplinary)	Addresses the gap in tech-literate policy professionals. Contextualizing technological disruptions (CO2) is the epitome of necessary lifelong learning (PO4) in an evolving digital state.
Sem VI	Geopolitics and Risk Analysis (LCA)	POL222A 5B	Introduces students to risk analysis by examining power dynamics, international conflicts, strategic decision-making, and evolving global security challenges.	CO2 (Analyze/Apply); CO4 (Practical Skills) PO2 (Critical Thinking), PO4 (Lifelong Learning); PO1 (Multidisciplinary)	Addresses the growing demand for professionals with expertise in geopolitical analysis and risk assessment. The course develops job-ready skills in strategic thinking, policy analysis, scenario assessment, and decision-making, while fostering lifelong learning (PO4) in response to evolving global challenges.

S.J. 2024
Head,
Department of Political Science and History
School of Social Sciences
Bangalore Bannerghatta Road Campus
CHRIST (Deemed to be University)
Bangalore - 560 076