**M.A., POLITICAL SCIENCE**

**SYLLABUS**

**FROM THE ACADEMIC YEAR**

**2023 - 2024**

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600 005****contents**

1. PO and PSO Description
2. PG – Template
3. Methods of Evaluation & Methods of Assessment
4. Semester Index.
5. Subjects – Core, Elective, Nonmajor, Skill Enhanced, Ability Enhanced, Extension Activity, Environment, Professional Competency
6. *Course Lesson Box*
7. *Course Objectives*
8. *Units*
9. *Learning Outcome*
10. *Reference and Text Books*
11. *Web Sources*
12. *PO & PSO Mapping tables*

|  |  |
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| **TANSCHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION** | |
| **Programme** | **M.A. Political Science** |
| **Programme Code** |  |
| **Duration** | **PG – Two Years** |
| **Programme Outcomes (Pos)** | **PO1: Problem Solving Skill**  Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.  **PO2: Decision Making Skill**  Foster analytical and critical thinking abilities for data-based decision-making.  **PO3: Ethical Value**  Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.  **PO4: Communication Skill**  Ability to develop communication, managerial and interpersonal skills.  **PO5: Individual and Team Leadership Skill**  Capability to lead themselves and the team to achieve organizational goals.  **PO6: Employability Skill**  Inculcate contemporary business practices to enhance employability skills in the competitive environment.  **PO7: Entrepreneurial Skill**  Equip with skills and competencies to become an entrepreneur.  **PO8: Contribution to Society**  Succeed in career endeavors and contribute significantly to society.  **PO 9 Multicultural competence**  Possess knowledge of the values and beliefs of multiple cultures and  a global perspective.  **PO 10: Moral and ethical awareness/reasoning**  Ability to embrace moral/ethical values in conducting one’s life. |
| **Programme Specific Outcomes**  **(PSOs)** | **PSO1 – Placement**  To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.  **PSO 2 - Entrepreneur**  To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.  **PSO3 – Research and Development**  Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.  **PSO4 – Contribution to Business World**  To produce employable, ethical and innovative professionals to sustain in the dynamic business world.  **PSO 5 – Contribution to the Society**  To contribute to the development of the society by collaborating with stakeholders for mutual benefit. |

**Credit Distribution for PG Programme**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester–I** | **Credit** | **Semester-II** | **Credit** | **Semester-III** | **Credit** | **Semester–IV** | **Credit** |
| 1.1. Core-I | 4 | 2.1. Core-IV | 4 | 3.1. Core-VII | 4 | 4.1. Core-X | 4 |
| 1.2 Core-II | 4 | 2.2 Core-V | 4 | 3.2 Core-VII | 4 | 4.2 Core-XI | 4 |
| 1.3 Core – III | 4 | 2.3 Core – VI | 4 | 3.3 Core – IX | 4 | 4.3 Core – XII | 4 |
| 1.4 Elective (Generic / Discipline Centric)- I | 3 | 2.4 Elective (Generic / Discipline Centric) – III | 3 | 3.4 Elective (Generic / Discipline Centric) – V | 3 | 4.4 Elective (Generic / Discipline Centric) – VI | 3 |
| 1.5 Elective (Generic / Discipline Centric)-II | 3 | 2.5 Elective (Generic / Discipline Centric)-IV | 3 | 3.5 Core Industry Module | 3 | 4.5 Project with Viva-Voce | 3 |
| 1.6Ability Enhancement  Course- Soft Skill -1 | 2 | 2.6 Ability Enhancement  Course - Soft Skill -2 | 2 | 3.6 Ability Enhancement  Course- Soft Skill -3 | 2 | 4.6 Ability Enhancement  Course- Soft Skill -4 | 2 |
| Skill Enhancement Course SEC 1 | 2 | 2.7 Skill Enhancement Course SEC 2 | 2 | 3.7 Skill Enhancement Course – Term Paper and Seminar Presentation  SEC 3 | 2 | 4.7 Skill Enhancement Course - Professional Competency Skill | 2 |
|  |  |  |  | 3.8 Internship/ Industrial Activity | 2 | 4.8 Extension Activity | 1 |
|  | **22** |  | **22** |  | **24** |  | **23** |
|  | **Total Credit Points** | | | | | | **91** |

**ComponentwiseCreditDistribution**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Credits** | **SemI** | **SemII** | **SemIII** | **SemIV** | **Total** |
| **PartA** | **18** | **18** | **18** | **18** | **72** |
| **Part B**  **(i)Discipline– Centric/GenericSkill** | **2** | **2** | **2** | **2** | **8** |
| **(ii)SoftSkill** | **2** | **2** | **2** | **2** | **10** |
| **(iii)SummerInternship/Industrial**  **Training** |  |  | **2** |  |
| **PartC** |  |  |  | **1** | **1** |
| **Total** | **22** | **22** | **24** | **23** | **91** |

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| --- | --- | --- | --- |
| **METHODS OF EVALUATION** | | | |
| **Internal Evaluation** | | Continuous Internal Assessment Test | **25 Marks** |
| Assignments / Snap Test / Quiz |
| Seminars |
| Attendance and Class Participation |
| **External Evaluation** | | End Semester Examination | **75 Marks** |
| **Total** | | | **100 Marks** |
| **METHODS OF ASSESSMENT** | | | |
| **Remembering (K1)** | * Thelowestlevelofquestionsrequirestudentstorecallinformationfromthecoursecontent * Knowledgequestionsusuallyrequirestudentstoidentifyinformationinthetextbook. | | |
| **Understanding (K2)** | * Understandingoffactsandideasbycomprehendingorganizing,comparing,translating,interpolatingandinterpretingintheirownwords. * Thequestionsgobeyondsimplerecallandrequirestudentstocombinedatatogether | | |
| **Application (K3)** | * Studentshavetosolveproblemsbyusing/applyingaconceptlearnedintheclassroom. * Studentsmust usetheir knowledgetodetermineaexactresponse. | | |
| **Analyze (K4)** | * Analyzingthequestionisonethatasksthestudentstobreakdownsomethingintoitscomponentparts. * Analyzingrequiresstudentstoidentifyreasonscausesormotivesandreachconclusionsorgeneralizations. | | |
| **Evaluate (K5)** | * Evaluationrequiresanindividualtomakejudgmentonsomething. * Questionstobeaskedtojudgethevalueofanidea,acharacter,aworkofart,orasolutiontoaproblem. * Studentsareengagedindecision-makingandproblem–solving. * Evaluationquestionsdonothavesinglerightanswers. | | |
| **Create (K6)** | * Thequestionsofthiscategorychallengestudentstogetengagedincreativeandoriginalthinking. * Developingoriginalideasandproblemsolvingskills | | |

**CREDIT DISTRIBUTION – M.A POLITICAL SCIENCE**

**FIRST YEAR**

**SEMESTER-I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core Course – I – **Political Theory** | 5 | 7 |
|  | Core Course – II - **International Relations: Concepts, Theories and Issues** | 5 | 7 |
|  | Core Course – III – **Western Political Thinkers** | 4 | 6 |
|  | Elective Course – I – **Political Leadership** | 3 | 5 |
|  | Elective Course – II – **Electoral Politics** | 3 | 5 |
|  | **Total** | **20** | **30** |

**SEMESTER-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core Course – IV – **Constitutional Law in India** | 5 | 6 |
|  | Core Course – V – **Indian Government and Politics** | 5 | 6 |
|  | Core Course – VI – **Indian Political Thought** | 4 | 6 |
|  | Elective Course – III – **Bureaucracy and Political Executive** | 3 | 4 |
|  | Elective Course – IV – **Political Economy of Development** | 3 | 4 |
|  | Skill Enhancement Course [SEC] – I –**Political Journalism** | 2 | 4 |
|  | **Total** | **22** | **30** |

**SECOND YEAR, SEMESTER - III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | |  |  |  | | --- | --- | --- | | Core Course – VII – **Research Methods in Political Science** |  |  | | 5 | 6 |
|  | Core Course – VIII – **Comparative Politics** | 5 | 6 |
|  | Core Course – IX – **International Organization** | 5 | 6 |
|  | Core Course – X **– Contemporary Political Theory** | 4 | 6 |
|  | Elective Course – V – **Grass root Democracy in India** | 3 | 3 |
|  |  |  |  |
|  | NME Skill Enhancement Course – II – **Political Communication** | 2 | 3 |
|  | Internship / Industrial Activity [Credits] | 2 | - |
|  | **Total** | **26** | **30** |

**SEMESTER - IV**

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| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core Course – XI – **Governance and Public Policy** | 5 | 6 |
|  | Core Course – XII – **Regional Politics in India** | 5 | 6 |
|  | Project with VIVA VOCE | 7 | 10 |
|  | Elective Course – VI – **International Law** | 3 | 4 |
|  | Skill Enhancement Course – III – **Dispute Resolution/** Professional Competency Course –  **Democratic Constitutional Design**  **Human Rights Perspectives** | 2 | 4 |
|  | Extension Activity | 1 | **-** |
|  | **Total** | **23** | **30** |

**OVERALLCREDIT DISTRIBUTION FOR**

**M.A. POLITICAL SCIENCE**

|  |  |  |
| --- | --- | --- |
| **S.No.** | **Course Details** | **Credits** |
| 1 | |  |  | | --- | --- | | **Core Course** [12 Courses X 4 Credits] |  | | 48 |
| 2 | **Elective Course** [ 6 Courses X 3 Credits] | 18 |
| 3 | **Skill Enhancement Course** [3 Courses X 2 Credits] | 6 |
| 4 | **Professional Competency Course & Industry Module Project Work VIVA VOCE** | 8 |
| 5 | **Ability Enhancement Compulsory Course** [ 4 Courses X 2] | 8 |
| 6 | I**nternship** | 2 |
| 7 | **Extension Activity** | 1 |
|  | **Total** | **91** |

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| **MethodsofEvaluation** | | |
| InternalEvaluation | ContinuousInternalAssessmentTest | 25Marks |
| Assignments |
| Seminars |
| AttendanceandClassParticipation |
| ExternalEvaluation | EndSemester Examination | 75Marks |
|  | Total | 100Marks |
|  |  |  |

**FIRST YEAR**

**SEMESTER – I**

**CORE COURSE – I**

**POLITICAL THEORY**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **CC - I** | **POLITICAL THEORY** | Core | Y | - | - | - | 4 | 6 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To introduce the students to the fundamental ideas of Political Theory | | | | | | | | | | |
| C2 | To help students understand the origin of the State and its dynamics | | | | | | | | | | |
| C3 | To familiarise students with the concepts of power, justice and law | | | | | | | | | | |
| C4 | To enable students to analyse the notions of liberty, equality, rights and duties | | | | | | | | | | |
| C5 | To provide insights into the domains of citizenship, political obligation and the contemporary debates on Political Theory | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | Political Science: Meaning, Nature, Scope, Sub disciplines, Methods, Approaches and Frameworks – Relationship between Political Science and Other Disciplines -Classical and Empirical Political Theories: Behaviouralism and Post-Behaviouralism - Political Theory versus Political Philosophy versus Political Thought versus Political Ideologies | 6 |
| II | Theories of Origin of State: Theory of Divine Origin - Theory of Force - Social Contract Theory (Thomas Hobbes, John Locke and Jean-Jacques Rousseau) - Matriarchal and Patriarchal Theories - Historical or Evolutionary Theory  Theories of State: Organic, Juridical, Liberal, Marxist, Pluralistic, Post-Colonial, Feminist and Post-Modern -Sovereignty: Definition and Kinds - Monistic Theory (John Austin) - Pluralistic Theory (Harold J Laski) - Challenges to Sovereignty | 6 |
| III | Power: Views of Antonio Gramsci (Hegemony), Hannah Arendt (Communication) and Michel Foucault (Bio-power); Justice: Meaning, Nature and Typology - Theories (Liberal, Libertarian, Marxist, Feminist and Subaltern)  Law: Meaning, Nature and Kinds - Sources of Law - Schools of Jurisprudence (Natural, Analytical, Historical, Sociological and Realist) - Law versus Morality | 6 |
| IV | Liberty: Meaning, Nature and Types - Liberal and Marxist Views  Equality: Meaning, Nature, and Dimensions - Relationship between Liberty and Equality - Affirmative Action  Rights and Duties: Meaning, Nature and Typology - States’ Rights and Human Rights - Relationship between Rights and Duties | 6 |
| V | Citizenship: Meaning, Nature and Components - Theories (Liberal, Libertarian, Marxist and Pluralist)  Political Obligation: Meaning, Nature and Types - Theories (Divine Theory, Consent/Contract Theory, Prescriptive Theory, Idealist Theory and Marxist Theory) | 6 |
|  | **Total** | **30** |

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|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Enumerate the growth and impact of political science as an academic discipline. Cognitive level 1 and 2- Recalling and Understanding | PO1,PO2, PO4 |
| **CO2** | Summarize the probable origin of the state – Cognitive level - K2 and K3 – Recalling and understanding | PO2, PO5, PO7 |
| **CO3** | Describe the dynamics of law and power - cognitive level – K2 and K3 Understand and describe | PO1 and PO8 |
| **CO4** | Examine concepts of liberty, equality and rights. cognitive level- K3 and K4 Comprehend and Analyse | PO4, PO6, PO7 |
| **CO5** | Critique analyse the emerging trends the concepts of citizenship and political obligation in the modern world. cognitive level - K4 and K5 Assess and Evaluate | PO2, PO4, PO5 |

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| **Text Books** | |
| 1. | Kapur A.C, Principles of Political Science, S Chand and Company, New Delhi |
| 2. | Gerald F Gaus and Chandran Kukathas (Eds.), Handbook of Political Theory, SAGE Publishing. |
| 3. | Robert E. Goodin(Ed.), The Oxford Handbook of Political Science, Oxford University  Press. |
| 4. | Gilchrist, R.N. Principles of Political Science. Madras: Orient Longmans. |
| 5. | Johari, J.C. Principles of Political Science. New Delhi: Sterling Publications Ltd |

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| **ReferencesBooks** | |
| 1. | John S. Dryzek, Bonnie Honig and Anne Phillips (Eds.), The Oxford Handbook of Political Theory, Oxford University Press. |
| 2. | Mark Bevir (Ed.), Encyclopedia of Political Theory (Volumes I - III), SAGE Publishing. |
| 3. | James N. Druckman, Donald P. Greene, James H. Kuklinski and Arthur Lupia (Eds.), Cambridge Handbook of Experimental Political Science, Cambridge University Press. |
| 4. | Dirk Berg-Schlosser, Bertrand Badie and Leonardo Morlino (Eds.), The SAGE Handbook of Political Science (Volumes I - III), SAGE Publishing. |
| 5. | David Marsh, Theory and Methods in Political Science, U.K : Palgrave Macmillan |

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| **Web Resources** | |
| 1. | eGyanKosh, https://egyankosh.ac.in/ |
| 2. | Encyclopedia Britannica, https://www.britannica.com/ |
| 3. | The Library of Congress, https://www.loc.gov/ |
| 4. | National Digital Library of India, https://ndl.iitkgp.ac.in/ |
| 5. | JSTOR, https://www.jstor.org/ |

**Mapping with Programme Outcomes:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**CORE COURSE – II**

**INTERNATIONAL RELATIONS: CONCEPTS, THEORIES AND ISSUES**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **CC - II** | **INTERNATIONAL RELATIONS: CONCEPTS, THEORIES AND ISSUES** | Core | Y | - | - | - | 4 | 6 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To understand the nature of International Relations among nations of the world | | | | | | | | | | |
| C2 | To comprehend the concept of national interest and the dynamics of power | | | | | | | | | | |
| C3 | To know the importance of collective security for the peace of the world | | | | | | | | | | |
| C4 | To decipher the impact of globalisation | | | | | | | | | | |
| C5 | To summarise the contemporary global concerns | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | Nature and Scope of International Relations: Nation-State and Sovereignty  State and Non- Sate Actors- Theories of IR: Idealism and Realism  Neo-Realism-Traditionalism and Behaviouralism - Marxism and Critical Theory - Constructivism- Feminism and Green Theory | 6 |
| II | National Interest: Meaning and Dynamics  Typologies of National Interest- Power: Classification - Soft Power and Hard  Power - National Power: Elements and Evaluation - Balance of Power: Assumptions – Methods – Relevance in the Nuclear Era -Deterrence | 6 |
| III | Collective Security: Meaning - Collective Security under the UNO - Collective Defense  International Law- Nature and Functions - International Morality and Public Opinion | 6 |
| IV | Globalization: Globalization and the Nation-State  Information Technology and its Impact on IR - International Economic System  Global Trade and Commerce - International Migration | 6 |
| V | Contemporary Global Concerns: Human Rights – Terrorism - Nuclear Proliferation - Global Environmental Concerns - Climate Change. | 6 |
|  | **Total** | **30** |

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|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Enumerate the factors/determinants of bilateral relations among nations- Cognitive level 1 and 2- Recalling and Understanding | PO1,PO3, PO5 |
| **CO2** | Summarize the need for detente based on the chronology of historical events– Cognitive level - K2 and K3 – Recalling and understanding | PO1,PO3, PO7 |
| **CO3** | Describe the dynamics of collective security- cognitive level – K2 and K3 Understand and describe | PO1 and PO8, PO9, PO10 |
| **CO4** | Examine impact of globalisation. cognitive level- K3 and K4 Comprehend and Analyse | PO4, PO3, PO5, P06 |
| **CO5** | Analysethe global concerns in the 21st century world. cognitive level - K4 and K5 Assess and Evaluate | PO2 and PO5 |

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| **Text Books** | |
| 1. | James Dougherty and Robert Pfaltzgraff, Contending Theories of International Relations. A Comprehensive Survey,Harper Collins. |
| 2. | Hans Morgenthau and Kenneth Thompson, Politics Among Nations: The Struggle ForPower And Peace, McGraw-Hill. |
| 3. | Theodore Coulombis and James Wolfe, Introduction to International Relations:Power and Justice, Prentice-Hall Inc. |
| 4. | Robert Jackson and Georg Sorenson, Introduction To International Relations, OxfordUniversity Press. |
| 5. | Paul Wilkinson, International Relations, Sterling Publishing Co. Inc |

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| **ReferencesBooks** | |
| 1. | Robert Jackson and Georg Sorensen. “Introduction to International Relations: Theories  and Approaches”, Oxford University |
| 2. | Peter Calvocoressi, World Politics since 1945, Pearson Longman. |
| 3. | Daniel Papp, Contemporary International Relations: Frameworks for Understanding,  Longman Press. |
| 4. | John Baylis, John; Steve Smith; and Patricia Owens. The Globalisation of World  Politics, Oxford University Press 7th edition, 2016 |
| 5. | Palmer and Perkins, International Relations, Aitbs Publishers |

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| **Web Resources** | |
| 1. | “The IR Theory Home Page”. http://irtheory.com./ |
| 2. | The IR Theory Knowledge Base”. http://irtheory.com./know.htm. |
| 3. | http://www.e-ir.info/ |
| 4. | Encyclopedia Britannica, <https://www.britannica.com/> |
| 5. | National Digital Library of India, <https://ndl.iitkgp.ac.in/> |

**Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **3** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **3** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **3** | **3** | **3** |
| **Weightage** | **15** | **15** | **13** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.6** | **3.0** | **2.8** |

**CORE COURSE – III**

**WESTERN POLITICAL THINKERS**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **CC - III** | **WESTERN POLITICAL THINKERS** | Core | Y | - | - | - | 4 | 6 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To give the students an understanding on the political thought in the western world | | | | | | | | | | |
| C2 | To make students have an idea about the ancient and medieval period thinking on governance | | | | | | | | | | |
| C3 | To highlight the changing dynamics in the modern period | | | | | | | | | | |
| C4 | To bring forth an understanding on the rise of communist doctrines | | | | | | | | | | |
| C5 | To bring out the importance of a world of justice and welfare | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | Nature & Characteristics of Western Political Thought - Plato: Socratic Influence on Plato- Method of Plato- The Republic (Theory of Justice, Education, Communism) Aristotle: Method - The Politics – Nature & Origin of State- Forms of Government- Best Practicable State | 6 |
| II | Cicero: -Meaning and Origin of State- Justice- Law- Equality- Liberty. St. Augustine: - Church- State Controversy- Conception of Two Cities- Justice- Slavery. Thomas Aquinas: Classification of Law | 6 |
| III | Machiavelli: Human Nature- The Prince- Art of Ruling, Rules of Diplomacy. Hobbes: Social Contract Theory- Absolute Sovereignty. Locke: Social Contract Theory- Limited Government. Rousseau: Social Contract Theory- General Will | 6 |
| IV | Hegel: - German Idealism- Dialectics. T. H. Green: Oxford Idealism- Theory of Peace. Jeremy Bentham & J.S. Mill: Utilitarianism. Karl Marx: Materialistic Interpretation of History- Class Struggle- Labour Theory of Value- Dictatorship of Proletariat- Communism. | 6 |
| V | John Rawls- Theory of Justice  Gramsci- Hegemony  Hannah Arendt- Authority and Totalitarianism  JurgenHabermas- Theory of truth and knowledge | 6 |
|  | **Total** | **30** |

|  |  |  |
| --- | --- | --- |
|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Understand the historical context of Political thinking in Western Countries. - Cognitive level 1 and 2- Recalling and Understanding | PO1 |
| **CO2** | Comprehend the expansion of western political thinking from Europe to the world through Rome.– Cognitive level - K2 and K3 – Recalling and understanding | PO1 |
| **CO3** | Examine the influence of Renaissance and the rise of Intellectual exercises in political theory in the west. - cognitive level – K2 and K3 Understand and describe | PO1 and PO8 |
| **CO4** | Discuss the rise of Ideologies in the west and the intellectual foundations for them.- K3 and K4 Comprehend and Analyse | PO4 |
| **CO5** | Know how western political thinking continues through the post classical thinkers. cognitive level - K4 and K5 Assess and Evaluate | PO2 and PO5 |

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| **Text Books** | |
| 1. | George H Sabine, *A History of Political Theory*, Oxford & IBH Publishing C.Pvt.Ltd, New Delhi. |
| 2. | Sukhbir Singh, *History of Political Thought*, Vol 1,2, Rastogi Publications, Meerut. |
| 3. | William Ebenstein, *Great Political Thinkers: From Plato to the Present*, S.Chand (G/L) & Company Ltd, New Delhi |
| 4. | SK Sharma &Urmila Sharma, Western Political Thought, Vol I & II Atlantic Publishers, New Delhi, 2013. |
| 5. | O.P. Gauba, Western Political Thought, National Paperbacks, Delhi. 1999 |

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| **ReferencesBooks** | |
| 1. | Brooke Noel Moore, Kenneth Bruder, *Philosophy- The Power of Ideas*, Tata McGraw Hill Publishing Company Limited, New Delhi. |
| 2. | David Stewart, H.Gene Blocker, *Fundamentals of Philosophy*, Pearson, Prentice Hall, New Delhi. |
| 3. | Varma V.P. Political Philosophy. Lakshmi NarainAgarwal Publishing Co. |
| 4. | Wayper C.L. Political Thought. B. I. Publications Private Ltd. |
| 5. | Pant S.C. History of Political Thought. Prakashan Kendra. |

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| **Web Resources** | |
| 1. | Armstrong, E. “Machiavelli as Political Thinker.” History, NEW SERIES, 5, no. 18 (1920): 81-94. http://www.jstor.org/stable/24399721 |
| 2. | Kateb, George. “Aspects of Rousseau’s Political Thought.” Political Science Quarterly 76, no. 4 (1961): 519-43. |
| 3. | Wood, Neal. Cicero’s Social and Political Thought. University of California Press, 1988. http://www.jstor.org/stable/10.1525/j.ctt1pncgd. |
| 4. | Donnelly, Jack. “Natural Law and Right in Aquinas’ Political Thought.” The Western Political Quarterly 33, no. 4 (1980): 520-35. |
| 5. | Puntambekar, S. V. “St. Augustine and His Predecessors (Foundators of Medieval Political Thought).” The Indian Journal of Political Science 5, no. 2 (1943): 107-38. http://www.jstor.org/stable/42743760 |

**MappingwithProgrammeOutcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2.8** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **2.9** | **3** | **2.9** | **3** | **2.9** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **2.8** | **3** | **2.7** | **3** | **2.9** |
| **Weightage** | **15** | **15** | **12.4** | **15** | **13.8** |
| **Weighted percentage of Course Contribution to POs** | **2.94** | **3.0** | **2.48** | **3.0** | **2.76** |

**ELECTIVE COURSE – I**

**POLITICAL LEADERSHIP**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **EC - I** | **POLITICAL LEADERSHIP** | Elective | Y | - | - | - | 3 | 4 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To introduce the students to the fundamental ideas of Political Leadership | | | | | | | | | | |
| C2 | To help students understand the dynamics of Political Leadership | | | | | | | | | | |
| C3 | To familiarise students with the concepts of power, justice and law | | | | | | | | | | |
| C4 | To enable students to analyse the notions of leadership through case studies | | | | | | | | | | |
| C5 | To provide insights into the domains of political leadership | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | **PoliticalLeadership:Principles**  MeaningandCharacteristicsofPoliticalLeadership  TypesofPoliticalLeadership, RolesofPoliticalLeaders  ValuesandEthicsforPoliticalLeadership | 4 |
| II | **Dynamism in Political Leadership**  History of Political Leadership, Political Leadership Positions, Contemporary understanding and role of Political Leaders, Leadership Transition, Vacuum, Practice. | 4 |
| III | **Political Leadership and Governance**  Political Communication, Political Psychology, National, Regional and Local Leadership, Elections and Political Leadership – Democratic Procedures and Practices – ConstituencyManagement. | 4 |
| IV | **Case Studies I:**  Traditional Leadership, Democratic Leadership, Authoritarian Leadership, Charismatic Leadership | 4 |
| V | **Case Studies II**  Socialist leadership,Communist leadership,Military Regimes, Theocratic leadership | 4 |
|  | **Total** | **20** |

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| --- | --- | --- |
|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Enumerate the factors/determinants of Political Leadership - Cognitive level 1 and 2- Recalling and Understanding | PO2 |
| **CO2** | Summarize the dynamics of Political Leadership– Cognitive level - K2 and K3 – Recalling and understanding | PO3 |
| **CO3** | Describe the importance and relationship between leadership and governance- cognitive level – K2 and K3 Understand and describe | PO1 and PO8 |
| **CO4** | Understand through Case Studies. cognitive level- K3 and K4 Comprehend and Analyse | PO4 |
| **CO5** | Critique analyseleadership in the 21st century world through case studies. cognitive level - K4 and K5 Assess and Evaluate | PO2 and PO5 |

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| **Text Books** | |
| 1. | Leadership:SixStudiesinWorldStrategy,byHenryKissinger. |
| 2. | IAmMalala, byMalalaYousafzai(Afghanistan NobelPeacePrizewinner) |
| 3. | Washington'sCircle:TheCreationofthePresident,byDavidS.HeidlerandJeanneT.Heidler. RandomHouse. |
| 4. | ThomasJefferson:TheArtofPower, byJonMeacham. |
| 5. | AmericanLionbyJonMeacham.RandomHouse.(aboutAndrewJackson) |

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| **ReferencesBooks** | |
| 1. | Eisenhower:ThePresident,byStephenE.Ambrose. |
| 2. | ThreeDays inJanuary:DwightEisenhower'sFinal Mission,byBretBaier. |
| 3. | Dreams from my Father, by Barack Obama. Crown publishers. |
| 4. | RonaldReagan:HowanOrdinaryManBecameanExtraordinaryLeader,byDineshD'Souza. TheFreePress |
| 5. | DecisionPoints,byGeorgeW.Bush.Crown Publishers;NewYork. |

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| **Web Resources** | |
| 1. | JSTOR, <https://www.jstor.org/>The Library of Congress, <https://www.loc.gov/> |
| 2. | eGyanKosh, https://egyankosh.ac.in/ |
| 3. | Oxford Reference, https://www.oxfordreference.com/ |
| 4. | National Digital Library of India, <https://ndl.iitkgp.ac.in/> |
| 5. | Encyclopedia Britannica, https://www.britannica.com/ |

**MappingwithProgrammeOutcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**ELECTIVE COURSE – II**

**ELECTORAL POLITICS**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **EC - II** | **ELECTORAL POLITICS** | Elective | Y | - | - | - | 3 | 4 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To briefly introduce the nature and significance of Electoral Politics | | | | | | | | | | |
| C2 | To explain the basic working of the Election Administration | | | | | | | | | | |
| C3 | To outline the significant aspects of voting and its types | | | | | | | | | | |
| C4 | To understand the Electoral Culture in India | | | | | | | | | | |
| C5 | To know powers, function and challenges of the Election Commissions | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | Meaning,NatureandSignificanceofElectoralPolitics  ElectoralStudiesandPsephology:Meaning,ApproachesandApplications,  EvolutionofElections | 4 |
| II | ElectionAdministrationandElectoral cycle(Pre-Electoral,ElectoralandPost-ElectoralPhases)  ElectoralScenario:Role of Political Parties- PublicOpinionand ElectionsElectoralEthics:Issues of Corruption,Malpractices andConflicts/Violence | 4 |
| III | VotingSystems:Plurality/Majority(FirstPastthePost,BlockVote,PartyBlockVote, AlternativeVote&Two-RoundSystem)–ProportionalRepresentation & Single Transferable Vote– MixedMember Proportional &Parallel–Other(SingleNon-TransferableVote,LimitedVote&BordaCount) – Negative Voting  PoliticalAwarenessandPoliticalParticipation | 4 |
| IV | ElectoralCulture:Ideology-ElectionManifesto–Candidacy-Campaigns  Electoral Laws:ElectoralRights–ElectoralDuties  PressureGroupsandInterest Groups  ElectionandMedia(MassMediaandSocialMedia) | 4 |
| V | Models of Voting Behaviour: Sociological Model – Psychosocial Model – Theory ofRationalChoice  Vote-Bank Politics – Criminalisation of Politics –Freebies  ElectoralReforms:ElectronicVotingMachines–NoneoftheAbove(NOTA) | 4 |
|  | **Total** | **20** |

|  |  |  |
| --- | --- | --- |
|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Enumerate the factors/determinants of Electoral Politics. Cognitive level 1 and 2- Recalling and Understanding | PO1,PO3, PO5 |
| **CO2** | Appraise the electoral stages and need for ethics – Cognitive level - K2 and K3 – Recalling and understanding | PO1, PO2,PO3 |
| **CO3** | Describe the different voting systems of the modern world- cognitive level – K2 and K3 Understand and describe | PO1 and PO8 |
| **CO4** | Examine electoral culture and the laws associated with it cognitive level- K3 and K4 Comprehend and Analyse | PO4,PO5,PO6 |
| **CO5** | Criticallyanalyse the emerging trends in the 21st century world with voting behaviour and the electoral reforms needed. cognitive level - K4 and K5 Assess and Evaluate | PO2 and PO5 |

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| **Text Books** | |
| 1. | ErikS.Herron,Matthew SobergShugart,RobertPekkanen,*TheOxfordHandbookofElectoralSystems*, Oxford University Press, USA. |
| 2. | ElizabethSuhay,BernardGrofman,AlexanderH.Trechsel,*TheOxfordHandbookofElectoralPersuasion*, Oxford University Press. |
| 3. | GiovanniSartori,*Parties andPartySystems*,ECPRPress,UK. |
| 4. | Palmer, N. D. *Elections and Political Development*, New Delhi, Vikas, 1976. |
| 5. | Grover, V. Political System and Constitution of India, Vol. 6: *Electoral System, Behaviour and Elections*, New Delhi, Deep &Deep, 1982. |

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| **ReferencesBooks** | |
| 1. | *Kashyap, S.* Elections and Electoral Reforms in India*, New Delhi, ICPS, 1971.* |
| 2. | *Singhvi, L. M.* Election and Electoral Reforms in India*, Delhi, Sterling, 1971.* |
| 3. | DreamsfrommyFather,byBarackObama.Crownpublishers. |
| 4. | *Sadaivasan, S. N –* Party and Democracy in India*.* |
| 5. | DecisionPoints,byGeorgeW.Bush.Crown Publishers;NewYork. |

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| **Web Resources** | |
| 1. | South Asia Multidisciplinary Academic Journal, Studying Elections in India: Scientific and Political Debates. http://www.indiaenvironmentportal.org.in/files/file/elections%20inIndia.pdf |
| 2. | National Institute of Open Schooling, Electoral System in India. http://download. nos.org/srsec317newE/317EL18.pdf |
| 3. | https://www.elsevier.com/journals/electoral-studies/0261-3794/guide-for-authors |
| 4. | https://eci.gov.in/ |
| 5. | https://www.sciencedirect.com/journal/electoral-studies |

**MappingwithProgrammeOutcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**PROFESSIONAL COMPETENCY COURSE – I**

**DEMOCRATIC CONSTITUTIONAL DESIGN**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **PCC - I** | **DEMOCRATIC CONSTITUTIONAL DESIGN** | Competency | Y | - | - | - | 2 | 2 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To introduce the students to the fundamental principles of Democratic Constitutional Design | | | | | | | | | | |
| C2 | To help students understand the types and implications of constitutional designs | | | | | | | | | | |
| C3 | To provide an understanding of the nature of representation and participation in democratic governance | | | | | | | | | | |
| C4 | To provide insights into the relationship between constitutional design and democratic governance | | | | | | | | | | |
| C5 | To enable students to critically analyse the impact of globalization on democratic constitutional design | | | | | | | | | | |

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| --- | --- | --- |
| **UNITS** | **Details** | **No. ofHours** |
| I | Democratic constitutional design - Historical overview of constitutional design - Principles and theories of democratic constitutional design | 2 |
| II | Types of Constitutional Designs: Parliamentary, Presidential, Federal and Mixed Systems - Institutional Structures and Decision-Making Processes – The role of the judiciary – Separation of Powers and Checks and Balances | 2 |
| III | Representation and Participation: Electoral systems - Political Parties and Representation - Direct democracy and citizen participation - Minority representation and identity politics | 2 |
| IV | Accountability and Human Rights: Constitutional courts and human rights - The rule of law and constitutionalism - The role of the media | 2 |
| V | Globalization and Democratic Constitutional Design: The impact of globalization - The role of international organizations - The rise of global governance | 2 |
|  | **Total** | **10** |

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| --- | --- | --- |
|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Understand the fundamental principles of Democratic Constitutional Design | PO1, PO2, PO4, PO7, PO8, PO11 |
| **CO2** | Know the types and implications of constitutional designs | PO1, PO2, PO4, PO7, PO8, PO11 |
| **CO3** | Explain the nature of representation and participation in democratic governance | PO1, PO2, PO4, PO7, PO8, PO11 |
| **CO4** | Examine the relationship between constitutional design and democratic governance | PO1, PO2, PO4, PO7, PO8, PO11 |
| **CO5** | Critically analyse the impact of globalization on democratic constitutional design | PO1, PO2, PO4, PO7, PO8, PO11 |

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| **Text Books** | |
| 1. | Donald S. Lutz, Principles of Constitutional Design,2009, Cambridge University Press |
| 2. | Patterns of Constitutional Design, The Role of Citizens and Elites in Constitution-Making, 2016,By Jonathan Wheatley, Fernando MendeziI, Routledge |
| 3. | Cass R. Sunstein. *Designing Democracy: What Constitutions Do.* OUP USA. |
| 4. | SujitChoudhry. *Constitutional Design for Divided Societies: Integration or Accommodation?,*Oxford University Press. |
| 5. | Designing Democracy: What Constitutions Do, Cass R. Sunstein, 2003,Oxford University Press |

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| **ReferencesBooks** | |
| 1. | Samaraditya Pal, India’s Constitution: Origins and Evolution, 10 Vols. Lexis Nexis, 2019. |
| 2. | Comparative Constitutional Design (Comparative Constitutional Law and Policy) Paperback – 2014,Tom Ginsburg, Cambridge University Press |
| 3. | Andrew Reynolds. *The Oxford Handbook of Constitutional Design*, Oxford University Press. |
| 4. | SudhirKrishnaswamy. *Democracy and Constitutionalism in India*, Oxford University Press. |
| 5. | Dennis C. Mueller, *Constitutional Democracy*, Oxford University Press. |
| **Web Resources** | | |
| 1. | | eGyanKosh, https://egyankosh.ac.in/ |
| 2. | | Encyclopedia Britannica, https://www.britannica.com/ |
| 3. | | The Library of Congress, https://www.loc.gov/ |
| 4. | | National Digital Library of India, https://ndl.iitkgp.ac.in/ |
| 5. | | JSTOR, https://www.jstor.org/ |

**MappingwithProgrammeOutcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**ABILITY ENHANCEMENT COMPULSORY COURSE -I**

**POLITICAL CAMPAIGN MANAGEMENT**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **AECC - I** | **POLITICAL CAMPAIGN MANAGEMENT** | Soft Skill | Y | - | - | - | 2 | 2 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To understand the historical, marketing and entrepreneurial contexts of political campaigns and consultancy. | | | | | | | | | | |
| C2 | To develop the ability to design and execute effective political campaigns by understanding the political environment, targeting and segmentation | | | | | | | | | | |
| C3 | To help students understand voter identification and targeting, Get Out the Vote (GOTV) strategies, and voter engagement and communication tomobilise voters effectively. | | | | | | | | | | |
| C4 | To examine the importance of digital campaigning, using social media and Artificial Intelligence (AI) to design and execute effective campaigns in the digital age. | | | | | | | | | | |
| C5 | To develop the skills to plan and execute post-election strategies, including transition planning for elected officials, building and maintaining political networks, and campaign finance reporting and compliance, tomaximise the impact of campaign efforts beyond the election cycle. | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | **Fundamentals of Political Campaigns**  The History and Evolution of Political Campaigns - Political Marketing and Political Entrepreneurship - Political Consultancy and Political Campaigns | 2 |
| II | **Campaign Strategy and Planning**  Understanding the Political Environment - Targeting and Segmentation - Campaign Message Development | 2 |
| III | **Voter Mobilisation Strategies**  Voter Identification and Targeting - Get Out the Vote (GOTV) Strategies - Voter Engagement and Communication | 2 |
| IV | **Digital Campaigning**  Social Media in Political Campaigns -Artificial Intelligence (AI) and Elections  Data Collection and Outreach Strategies | 2 |
| V | **Post-Election Strategies**  Transition Planning for Elected Officials - Building and Maintaining Political Networks - Campaign Finance Reporting and Compliance | 2 |
|  | **Total** | **10** |

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|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Explain the historical, marketing and entrepreneurial contexts of political campaigns andconsultancy. (Understand – K2) | P.O. 1; P.O. 6, P.O. 9, P.O. 10, P.O. 11 |
| **CO2** | Design and execute effective political campaigns by developing strategies that consider the political environment, target specific segments of the electorate, and convey a compelling campaign message. (Create – K6) | PO 1; PO 2; PO 4, PO 6, PO 9, PO 11, PO 12 |
| **CO3** | Develop voter mobilisation strategies that identify and target key voters, use effective communication and engagement tactics, and implement successful Get Out the Vote (GOTV) strategies to drive voter turnout.(Create – K6) | PO 1; PO 2; PO 4, PO 6, PO 9, PO 11, PO 12 |
| **CO4** | Appraise effective digital campaigns that leverage social media and Artificial Intelligence (AI) to reach and engage specific voter segments and maximise campaign impact.(Evaluate – K5) | PO 1; PO 2; PO 4, PO 6, PO 9, PO 11, PO 12 |
| **CO5** | Plan and execute effective post-election strategies, including transition planning for elected officials, building and maintainingpolitical networks, and ensuring compliance with campaign finance reporting requirements. (Apply – K3) | PO 1; PO 2; PO 4, PO 6, PO 9, PO 11, PO 12 |

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| **Text Books** | |
| 1. | Ormrod, Robert P., Stephan CM Henneberg, and Nicholas J. O'Shaughnessy. *Political marketing: Theory and concepts*. Sage, 2013. |
| 2. | Lees-Marshment, Jennifer. *Political marketing: Principles and applications*. Routledge, 2014. |
| 3. | Huckfeldt, R. Robert, and John Sprague. *Citizens, politics and social communication: Information and influence in an election campaign*. Cambridge University Press, 1995. |
| 4. | Denton Jr, Robert E., Judith S. Trent, and Robert V. Friedenberg. *Political campaign communication: Principles and practices*. Rowman& Littlefield, 2019. |
| 5. | Gunn Enli and Hallvard Moe (2015). *Social Media and Election Campaigns: Key Tendencies and Ways Forward*, Routledge. |

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| **ReferencesBooks** | |
| 1. | Burton, Michael J., William J. Miller, and Daniel M. Shea. *Campaign craft: The strategies, tactics, and art of political campaign management: The strategies, tactics, and art of political campaign management*. ABC-CLIO, 2015. |
| 2. | Cicero, Quintus Tullius. "How to win an election." *How to Win an Election*? Princeton University Press, 2012. |
| 3. | Panagopoulos, Costas, et al. *Politicking online: The transformation of election campaign communications*. Rutgers University Press, 2009. |
| 4. | Dennis W. Johnson (2009). *Routledge Handbook of Political Management*, Routledge. |
| 5. | Jason Johnson (2012). *Political Consultants and Campaigns: One Day to Sell*, Routledge. |

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| **Web Resources** | |
| 1. | eGyanKosh, <https://egyankosh.ac.in/> |
| 2. | Encyclopedia Britannica, <https://www.britannica.com/> |
| 3. | National Digital Library of India, <https://ndl.iitkgp.ac.in/> |
| 4. | Oxford Reference, <https://www.oxfordreference.com/> |
| 5. | JSTOR, <https://www.jstor.org/> |

**MappingwithProgrammeOutcomes:**

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|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**SEMESTER – II**

**CORE COURSE – IV**

**CONSTITUTIONAL LAW OF INDIA**

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| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **CC - IV** | **CONSTITUTIONAL LAW OF INDIA** | Core | Y | - | - | - | 4 | 6 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To introduce the students to the evolution and basic framework of the Indian Constitution | | | | | | | | | | |
| C2 | To help students understand the Fundamental Rights, Directive Principles of State Policy, Fundamental Duties and important Judicial Doctrines in India | | | | | | | | | | |
| C3 | To familiarise students with the structure and powers of the important offices and authorities of the Union Government | | | | | | | | | | |
| C4 | To provide insights into the important offices and authorities of the States and Union Territories in India | | | | | | | | | | |
| C5 | To enable students to examine the Local Self-Government, Centre-State Relations and important Constitutional Bodies in India | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | Making of the Indian Constitution: Historical Background - Constituent Assembly - Philosophy of the Indian Constitution – Preamble - Salient Features- Amendment Procedure | 6 |
| II | Fundamental Rights - Directive Principles of State Policy- Fundamental Duties- Important Judicial Doctrines: Basic Structure - Colourable Legislation - Eclipse- Harmonious Construction- Judicial Review – Laches- Pith and Substance - Incidental or Ancillary Powers– Repugnancy- Separation of Powers-Severability-Territorial Nexus–Casus Omissus- Waiver | 6 |
| III | Union Executive: President - Vice President - Prime Minister and Council of Ministers- The Parliament: Composition- Legislative Procedure– Powers- Supreme Court: Organisation and Powers- Attorney-General: Role and Functions | 6 |
| IV | State Executive: Governor - Chief Minister and Council of Ministers. State Legislature: Composition- Legislative Procedure. High Courts and Subordinate Courts: Organisation and Powers. Administration of Union Territories: Lieutenant Governor - Chief Minister and Council of Ministers of NCT of Delhi, Puducherry, Jammu & Kashmir - Administrators of UTs. Advocate-General (States and Union Territories): Role and Functions | 6 |
| V | Local Self-Government: Urban and Rural Local Bodies (73rd and 74th Constitutional Amendment Acts, 1992) - State Election Commission. Centre-State Relations: Inter-State Council - Goods and Services Tax Council  Other Constitutional Bodies: Election Commission, Comptroller and Auditor General of India, Finance Commission, Union Public Service Commission, National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Commission for Backward Classes, and Special Officer for Linguistic Minorities | 6 |
|  | **Total** | **30** |

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|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Examine Learn the evolution and basic framework of the Indian Constitution- Cognitive level 1 and 2- Recalling and Understanding | PO1 |
| **CO2** | Summarize the Fundamental Rights, Directive Principles of State Policy, Fundamental Duties and important Judicial Doctrines in India – Cognitive level - K2 and K3 – Recalling and understanding | PO1 |
| **CO3** | Describe the dynamics of the structure and powers of the important offices and authorities of the Union Government - cognitive level – K2 and K3 Understand and describe | PO1 and PO8 |
| **CO4** | Examine important offices and authorities of the States and Union Territories in India. cognitive level- K3 and K4 Comprehend and Analyse | PO4 |
| **CO5** | Critique analyse the Local Self-Government, Centre-State Relations and important Constitutional Bodies in India. cognitive level - K4 and K5 Assess and Evaluate | PO2 and PO5 |

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| **Text Books** | |
| 1. | D. D. Basu, *Constitutional Law of India*, Prentice Hall of India Pvt Ltd. |
| 2. | SujitChoudhry, MadhavKhosla, PratapBhanu Mehta, *The Oxford Handbook of the Indian Constitution*, Oxford University Press. |
| 3. | BidyutChakraborty, Indian Constitution: text, Context and Interpretation, SAGE Publishing. |
| 4. | Pandey.J.N, Constitutional Law of India, Central Law Agency. |
| 5. | Pylee.M.V, Indian Constitution, Asia Publishing House Pvt Ltd. |

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| **ReferencesBooks** | |
| 1. | 1. Austin Granville, *The Indian Constitution: Cornerstone of A Nation*, Oxford University Press. |
| 2. | ZoyaHasan, EaswaranSridharan, R. Sudharshan, India’s living Constitution: Ideas, Practices, Controversies, Permanent Black, UK. |
| 3. | Samaraditya Pal, *India’s Constitution – Origins and Evolution (Constituent Assembly Debates, LokSabha Debates on Constitutional Amendments and Supreme Court Judgments); Volumes I-X*, LexisNexis. |
| 4. | BidyutChakrabarty, Constitutionalizing India: An Ideational Project. Oxford University Press. |
| 5. | Austin, Granville, Indian Constitution, Oxford University Press, India. 1999. |

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| **Web Resources** | |
| 1. | Constitution of India, Legislative Department, Ministry of Law and Justice, Government of India, <https://legislative.gov.in/constitution-of-india> |
| 2. | Oxford Reference, https://www.oxfordreference.com/ |
| 3. | National Digital Library of India, https://ndl.iitkgp.ac.in/ |
| 4. | Encyclopedia Britannica, https://www.britannica.com/ |
| 5. | eGyanKosh, https://egyankosh.ac.in/ |

**MappingwithProgrammeOutcomes:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**CORE COURSE – V**

**INDIAN GOVERNMENT AND POLITICS**

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| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **CC - V** | **INDIAN GOVERNMENT AND POLITICS** | Core | Y | - | - | - | 4 | 6 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To introduce the concept and contributions to Nation building. | | | | | | | | | | |
| C2 | To explain the impact of caste and its politics in India. | | | | | | | | | | |
| C3 | To analyse the role of religion and the importance of secularism in India. | | | | | | | | | | |
| C4 | To assess Ethnic factors and the role of regionalism in India | | | | | | | | | | |
| C5 | To analyse the political parties and pressure groups in India. | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | Nature of the Indian State: Nationalism and Nation in India -Political Legacies of the British Raj - Nature of the Indian National Movement and its contribution to the NationBuilding - Modernity and Tradition in Indian Politics – Political Culture in India – PoliticalLeadership in India. | 6 |
| II | Caste and Politics: Sociology of Caste - Constitutional Perspective - Caste and Political Parties – Caste and Elections - Politics of Reservation – Dalit Politics in India - Caste as a Pressure Group. | 6 |
| III | Religion and Politics: Religion in India – Religion and Constitution – Secularism inIndia – Gandhian and Nehruvian Views on Secularism - Communal Politics, Communal Organizations and Communal Violence in India -Major Issues: Ayodhya, Uniform Civil Code. | 6 |
| IV | Ethnicity and Regionalism: Race, Ethnicity and Politics in India - Language Politics in India - States Reorganization and demand for New States in India - Regionalism and Separatism in India.. | 6 |
| V | Party Systems and Pressure Groups in India: Nature of Party System - Types and Classification of Parties - National Parties: INC – BJP – CPI (M) - Regional Parties: DMK – Akali Dal – Shiv Sena - Coalition Politics in India - Pressure groups and Interest groups in India.. | 6 |
|  | **Total** | **30** |

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|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Enumerate the factors/determinants of Nation Building - Cognitive level 1 and 2- Recalling and Understanding | PO1, PO3, PO4 |
| **CO2** | Summarize the impact of caste in India– Cognitive level - K2 and K3 – Recalling and understanding | PO1, PO5, PO3, |
| **CO3** | Describe the dynamics of religion cognitive level – K2 and K3 Understand and describe | PO1 and PO8 |
| **CO4** | Examine ethnic factors and regional sentiments cognitive level- K3 and K4 Comprehend and Analyse | PO4, PO5, PO6, -07 |
| **CO5** | Analyse the party systems and pressure groups in India. - cognitive level - K4 and K5 Assess and Evaluate | PO2, PO8, PO5 |

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| **Text Books** | |
| 1. | Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) India After Independence. New Delhi: Penguin. |
| 2. | Singh, M.P. &Saxena, R. (2008) Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning. |
| 3. | Vanaik, A. &Bhargava, R. (eds.) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan. |
| 4. | Rajni Kothari. Politics in India. Orient Longman Pvt Ltd. |
| 5. | Hoveyda Abbas. Indian Government and Politics. Dorling Kindersley |

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| **ReferencesBooks** | |
| 1. | Abbas, H., Kumar, R. &Alam, M. A. (2011) Indian Government and Politics. New Delhi: Pearson, 2011. |
| 2. | Chandhoke, N. &Priyadarshi, P. (eds.) (2009) Contemporary India: Economy, Society, Politics. New Delhi: Pearson. |
| 3. | Chakravarty, B. &Pandey, K. P. (2006) Indian Government and Politics. New Delhi: Sage. |
| 4. | BidyutChakraborty. Indian Politics and Society Since Independence. Routledge. |
| 5. | C. P. Bhambhri. Coalition Politics in India. Shipra Publications. |

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| **Web Resources** | |
| 1. | <https://www.india.gov.in/my-government/constitution-india> |
| 2. | <http://davp.nic.in/constitutionofindia/english/index.html> |
| 3. | <https://www.constitutionofindia.net/constitution_of_india> |
| 4. | Centre for the Study of Developing Societies. http://www.csds.in/ |
| 5. | Centre for Development Studies. http://www.cds.edu/ |

**MappingwithProgrammeOutcomes:**

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|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**CORE COURSE – VI**

**INDIAN POLITICAL THOUGHT**

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| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **CC - VI** | **INDIAN POLITICAL THOUGHT** | Core | Y | - | - | - | 4 | 6 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To introduce students to ancient and medieval Indian political thought | | | | | | | | | | |
| C2 | To enable the students to have an understanding of the social, economic and political ideas of Rajaram, Swami Dayanand, DadabhaiNaoroji and Sir Syed Ahmed Khan. | | | | | | | | | | |
| C3 | To have an understanding of the social, economic and political thought of Gopal Krishna Gokhale, BalGangadharTilak, M.K.Gandhi and M.A.Jinnah. | | | | | | | | | | |
| C4 | To have an understanding of the social, economic and political ideas of AurobindoGhosh, Jawaharlal Nehru, B.R. Ambedkar, and V.D.Savarkar. | | | | | | | | | | |
| C5 | To introduce the students to the social, economic and political thought of Jayaprakash Narayan, M.N.Roy, R.M.Lohia and S.A.Dange. | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | Ancient Indian Political Thought: Kautilya’sArthasastra- Theory of State –Six-Fold Foreign Policy – War and Diplomacy, Political ideas of Thiruvalluvar. Medieval Indian Political Thought: Islamic Concept of State – Shariat Law – Political Ideas of ZiauddinBarani | 6 |
| II | Modern Indian Political Thought: Raja Ram Mohan Roy – Political Ideas – As a social Reformer – As a Humanist – BrahmoSamaj - Swami DayanandSaraswati – Political Ideas – AryaSamaj. DadabhaiNaoroji- Political Ideas Economic Nationalism- Drain Theory.Syed Ahmed Khan – As a nationalist – As a communalist. | 6 |
| III | G. K Gokhale – As a Moderate- Spiritualisation of Politics - Social and Economic Ideas. B. G Tilak: As a Revivalist- As an Extremist- Concept of Swaraj. Mahatma Gandhi: Ahimsa- Satyagraha - Economic Ideas - Views on Ethics and morality - Muhammed Ali Jinnah: As a nationalist – As a Communalist | 6 |
| IV | AurobindoGhosh: Spiritual Nationalism – Active and Passive Resistance – World Unity and World Government. Jawaharlal Nehru: Democracy -Secularism - Economic Ideas. B. R Ambedkar: Social and Political Ideas. V.D.Savarkar: Political Ideas – Social Ideas | 6 |
| V | J.P Narayan: Restructuring Indian Polity-Total Revolution, Party less Democracy.M.N. Roy: Political and Economic Ideas. R.M.Lohia – Political Ideas – Social Ideas – Four Pillar State. S.A. Dange: Political Ideas | 6 |
|  | **Total** | **30** |

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|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Have an understanding of Ancient and Medieval Indian political thought. | PO1,PO2,PO8,PO9,PO10,PO12 |
| **CO2** | Gain knowledge on the social, economic and political ideas of Raja Ram, Swami Dayanand, DadabhaiNaoroji and Sir Syed Ahmed Khan. | PO1,PO2,PO8,PO9,PO10,PO12 |
| **CO3** | have an understanding of the social, economic and political thought of Gopal Krishna Gokhale, BalGangadharTilak, M.K.Gandhi and M.A.Jinnah. | PO1,PO2,PO8,PO9,PO10,PO12 |
| **CO4** | understand the social, economic and political ideas of AurobindoGhosh, Jawaharlal Nehru, B.R. Ambedkar, and V.D.Savarkar. | PO1,PO2,PO8,PO9,PO10,PO12 |
| **CO5** | Shall be introduced to the social,economic and political thought of Jayaprakash Narayan, M.N.Roy, R.M.Lohia and S.A.Dange. | PO1,PO2,PO8,PO9,PO10,PO12 |

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| **Text Books** | |
| 1. | V.P. Verma. 2 Volumes Ancient, Medieval and Modern Indian Political Thought. Vikas Publishers, 2004 |
| 2. | SankarGhose, Political Ideas and Movements in India, Allied Publishers 1975. |
| 3. | Vishnu Bhagwan, Modern Political Thinkers, Sterling Publishers. |
| 4. | Das, H.H., and Patra, P.S.N., Indian Political Traditions,. Sterling Publisher Pvt., Ltd |
| 5. | R. K. Misra, B. N. Ray, Indian Political Thought: Readings and Reflections, Kaveri Books |

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| **ReferencesBooks** | |
| 1. | B. N Ray, R. K. Misra, Indian Political Thought, Kaveri Books, 2015 |
| 2. | BidyutChakrabarty, Rajendra Kumar Pandey, Modern Indian Political Thought: Text and Context, Sage Publications, 2009 |
| 3. | R.C. Agarwal, Constitutional Development and National Movement in India: Freedom Movement and the Indian Constitution, S. Chand & Company |
| 4. | Mahendra Prasad Singh, Himanshu Roy, Indian Political Thought: Themes and Thinkers, Pearson Education India, 2011 |
| 5. | Thomas Pantham, Kenneth L. Deutsch, Political Thought in Modern India, Beverly Hills, 1986. |

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| **Web Resources** | |
| 1. | Kautilya. Arthasasthra. http://dharmarajya.swarnayug.org/uploads/1/2/1/8/12185983/arthashastra\_of\_ chanakya.pdf |
| 2. | Asghar Ali Engineer, Pakistan: Religion, Politics and Society, http://www.jstor.org.vlib.interchange.at/stable/4404680 |
| 3. | Hegde, Sasheej. “The ‘Modern’ of Modern Indian Political Thought: Outline of a Framework of Appraisal.” Social Scientist, vol. 35, no. 5/6, 2007, pp. 19–38. JSTOR, JSTOR, www.jstor.org/stable/27644215. |
| 4. | Kozicki, Richard P. “The Journal of Asian Studies.” The Journal of Asian Studies, vol. 26, no. 4, 1967, pp. 728–729. JSTOR, JSTOR, www.jstor.org/stable/2051282. |
| 5. | Nair, M.P. Sreekumaran. “BAL GANGADHAR TILAK : REVOLUTIONARY OR CONSTITUTIONALIST ? Summary.” Proceedings of the Indian History Congress, vol. 31, 1969, pp. 398–398., www.jstor.org/stable/44138408 |

**MappingwithProgrammeOutcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**ELECTIVE COURSE – III**

**BUREAUCRACY AND POLITICALEXECUTIVE**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **EC - III** | **BUREAUCRACY AND POLITICAL EXECUTIVE** | Elective | Y | - | - | - | 3 | 4 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To understand the theoretical frameworks of Bureaucracy and its relationship with the Political Executive. | | | | | | | | | | |
| C2 | To examine the relationship between Bureaucracy and Political Executivefrom a comparative perspective. | | | | | | | | | | |
| C3 | To analyse the practical aspects of Bureaucracy and its relationship with the Political Executive. | | | | | | | | | | |
| C4 | To understand the role and challenges of Bureaucracy and Political Executive in developing countries. | | | | | | | | | | |
| C5 | To examine the reforms and innovations in Bureaucracy and Political Executive. | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | **Theoretical Frameworks**  The Concept of Bureaucracy and ItsEvolution - Weberian and Post-WeberianTheories of Bureaucracy - The Role of Bureaucracy in Public Policy Making | 4 |
| II | **Comparative Perspectives on Bureaucracy and Political Executive**  Bureaucracy in the Pre-COVID19, COVID19 and Post-COVID19 Era  Relationship between Bureaucracy and Political Executive: Factors and Challenges - Bureaucratic Culture versus Political Culture | 4 |
| III | **Bureaucracy and Political Executive in Practice**  Bureaucratic Discretion and Accountability  Administrative Reforms and their Impact on Bureaucracy and Political Executive - Bureaucracy andCrisis Management | 4 |
| IV | **Bureaucracy and Political Executive in Developing Countries**  The Role of Bureaucracy in Development  The Challenges of Bureaucracy and Political Executive in Developing Countries  The Impact of Globalisation on Bureaucracy and Political Executive | 4 |
| V | **Reforms and Innovations in Bureaucracy and Political Executive**  Innovations in Public Service Delivery - Citizen Engagement and Participation in Governance - Technological Change and Governance Styles | 4 |
|  | **Total** | **20** |

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| --- | --- | --- |
|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Evaluate the different theoretical frameworks of Bureaucracy and its relationship with the Political Executive.  (Evaluate– K5) | PO1,PO2,PO3,PO4,PO6,PO7,PO8, PO9, PO10, PO11 & PO12 |
| **CO2** | Analyse the factors that shape the relationship between Bureaucracy and Political Executive in different countries.  (Analysis - K4) | PO1,PO2,PO3,PO4,PO6,PO7,PO8, PO9, PO10, PO11 & PO12 |
| **CO3** | Appraise the effectiveness of administrative reforms in shaping the relationship between Bureaucracy and Political Executive.  (Evaluation - K5) | PO1,PO2,PO3,PO4,PO6,PO7,PO8, PO9, PO10, PO11 & PO12 |
| **CO4** | Identify the unfolding patterns ofBureaucracy and Political Executive in developing countries. (Apply– K3) | PO1,PO2,PO3,PO4,PO6,PO7,PO8, PO9, PO10, PO11 & PO12 |
| **CO5** | Discuss the impact of technology on Bureaucracy and Political Executive. (Create - K6) | PO1,PO2,PO3,PO4,PO6,PO7,PO8, PO9, PO10, PO11 & PO12 |

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| **Text Books** | |
| 1. | Goodnow, F. J. (2003). *Politics and Administration: A Study in Government*, Routledge. |
| 2. | Farazmand, A. (1994). *Handbook of Bureaucracy*,Routledge. |
| 3. | Maheshwari, S. R. (2007). Indian Administration. Orient Black Swan. |
| 4. | Tyagi, A. R. (1962). Public Administration: Principles and Practice,Atma Ram. |
| 5. | Laxmikanth, M. (2022). Public Administration. McGraw Hill Education. |

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| **ReferencesBooks** | |
| 1. | Farazmand, A. (2009). *Bureaucracy and Administration*, Routledge. |
| 2. | B. Guy Peters. (2018). *The Politics of Bureaucracy: An Introduction to Comparative Public Administration*, Routledge. |
| 3. | Farazmand, A. (2020). *Global Encyclopedia of Public Administration, Public Policy, and Governance*, Springer. |
| 4. | Rudy B. Andeweg, Robert Elgie, Ludger Helms, Juliet Kaarbo, Ferdinand Müller-Rommel (2020). *The Oxford Handbook of Political Executives*, Oxford University Press. |
| 5. | Alexander Styhre (2007).s *The Innovative Bureaucracy: Bureaucracy in an Age of Fluidity*, Routledge. |

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| **Web Resources** | |
| 1. | Bureaucracy and the Constitution, Fred W. Riggs,Public Administration Review,[Vol. 54, No. 1 (Jan. - Feb., 1994)](https://www.jstor.org/stable/i240066), pp. 65-72 (8 pages),Published By: Wiley |
| 2. | https://www.investopedia.com/terms/b/bureaucracy.asp |
| 3. | https://www.researchgate.net/publication/311907612\_Bureaucracy |
| 4. | eGyanKosh, <https://egyankosh.ac.in/> |
| 5. | Encyclopedia Britannica, <https://www.britannica.com/> |

**MappingwithProgrammeOutcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**ELECTIVE COURSE – IV**

**POLITICAL ECONOMY OF DEVELOPMENT**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **EC - IV** | **POLITICAL ECONOMY OF DEVELOPMENT** | Elective | Y | - | - | - | 3 | 4 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To familiarize thestudents to the basic concepts of political economy | | | | | | | | | | |
| C2 | To provide insights on Indian economy and planning | | | | | | | | | | |
| C3 | Tothrow light on importance economic development | | | | | | | | | | |
| C4 | To enlighten the students with the economic policies of India | | | | | | | | | | |
| C5 | To familiarize the students with the international Institution for economic development | | | | | | | | | | |

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| --- | --- | --- |
| **UNITS** | **Details** | **No. ofHours** |
| I | Political Economy: Definition, Concepts, Significant role of political economy in development, theories of political development, types of development, Phases of Economic Development,Constitutional provisions of economic and social development. | 4 |
| II | Indian Economy and issues relating to planning, growth, development and unemployment, Mobilization of resources, administrative reforms of economic development in India | 4 |
| III | Concept of Economic development and Economic Planning, Planning Commission, Centralized and Decentralised Planning, National Development Council, Planning and Management in India,The concept of Inclusive growth & issues. | 4 |
| IV | Macro-Economic Policies of India**–** Modernisation, Liberalization – Privatization – Globalization | 4 |
| V | Role of International Institutions in the development of Indian Economy: World Trade Organisation– International Monetary Fund– World Bank, International Bank for Reconstruction and Development, International Development Association, International Finance Corporation, Asian Development Bank | 4 |
|  | **Total** | **20** |

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| --- | --- | --- |
|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Hold a strong base of the concepts of economic development | PO1,PO2, PO5,PO12 |
| **CO2** | Utilize the knowledge of Indian economy and planning | PO1,PO2,PO5, PO12 |
| **CO3** | Hold a strong base of importance economic development economic planning | PO1,PO2,PO5,PO6,PO8, |
| **CO4** | Utilise the knowledge of the economic policies of India | PO1,PO2,PO5,PO6, PO12 |
| **CO5** | Hold a strong base of international Institution for economic development | PO1,PO2, PO5,PO6,PO8, |

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| **Text Books** | |
| 1. | S. Sankaran, 2015, “Indian Economy – Problems, Policies and Development”, Margam Publications, Chennai. |
| 2. | KalpanaRajaram (ed.), 2010, “Indian Economy”, Spectrum Books, New Delhi. |
| 3. | Barry R. Weingast, The Oxford Handbook of Political Economy, Oxford University Press. |
| 4. | KaushikBasu, The Oxford Companion to Economics in India*,* Oxford University Press. |
| 5. | Lloyd I. Rudolph and SussanneHoeber Rudolph. In Pursuit of Lakshmi: The Political State of the Indian Economy. University of Chicago Press. |

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| **ReferencesBooks** | |
| 1. | BimalJalan (ed.), 2014, “The Indian Economy – Problems and Prospects”, Penguin Books, New Delhi. |
| 2. | Anne O, Krueger (ed.), 2002, “Economic Policy Reforms and the Indian Economy”, Oxford University Press, New Delhi. |
| 3. | Anne O. Krueger, Economic Policy Reforms and the Indian Economy, University of Chicago Press. |
| 4. | Francine R Frankel, India’s Political Economy: 1947 – 2004, Oxford University Press |
| 5. | Tomoe Moore, India’s Emerging Financial Market: A flow of funds model, Routledge. |

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| **Web Resources** | |
| 1. | http://www.economicsdiscussion.net/international–monetary–fund/role–of–international–monetary–fund–imf–in–india/10817 |
| 2. | https://niti.gov.in/planningcommission.gov.in/docs/aboutus/history/index.php?about=aboutbdy. |
| 3. | Economic and Political Weekly - https://www.epw.in/ |
| 4. | National Council of Applied Economic Research - http://www.ncaer.org/ |
| 5. | https://www.cambridge.org/core/books/abs/politics-of-international-law/international-financial-institutions/7532520C7866C3BDB162EC1424A96EA5 |

**MappingwithProgrammeOutcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**SKILL ENHANCEMENT COURSE [SEC] – I**

**POLITICAL JOURNALISM**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **SEC - I** | **POLITICAL JOURNALISM** | Skill | Y | - | - | - | 2 | 2 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To examine the origin, scope and significance of Political Journalism | | | | | | | | | | |
| C2 | To analyse the role of Political Organisations in Journalism | | | | | | | | | | |
| C3 | To understand about media and its role in Elections | | | | | | | | | | |
| C4 | To assess media and public opinion and its role in Political Journalism | | | | | | | | | | |
| C5 | To evaluate the recent developments and challenges in Political Journalism | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | An Introduction to Political Journalism: Origin, Scope and Significance of Political Journalism | 2 |
| II | Political Journalism and Political Organisations: Political Parties, Freedom of Press, Associations, Interest/Pressure groups | 2 |
| III | Role of Media in Elections: Election and Mass Media – Election and Social Media | 2 |
| IV | Media and Public Opinion: Communication Theory (Karl Deutsch) – Agenda-setting Theory – Priming Theory. | 2 |
| V | Political Journalism, Recent Developments and Challenges: Ethics in Journalism – Artificial Intelligence in Political Journalism. | 2 |
|  | **Total** | **10** |

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|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Hold a strong base in the methods and strategies of Political Journalism. | PO1, PO3, PO7 |
| **CO2** | Identify and analyse the role of Political Organisations in Journalism | PO2, PO3, PO4, PO7 |
| **CO3** | Hold a strong base about Media and its role in elections | PO2, PO3, PO4, PO:6 |
| **CO4** | Hold a strong base about Media and Public Opinion and its role in Political Journalism | PO3, PO5, |
| **CO5** | Holds a strong base about the recent developments and challenges in journalism | PO6, PO8 |

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| **Text Books** | |
| 1. | AndreuCasero-Ripolles, Journalism and Politics, New influences and Dynamics in the Social Media Era (2022) |
| 2. | J Andrews, The New Media’s Role in Politics (2020) |
| 3. | Arjen van Dalen, Claes H. de Vreese, Erik Albaek, Political Journalism in Comparative Perspective (Communication, Society and Politics) (2014) |
| 4. | Claes de Vreese, Frank Esser, David Nicolas Hopmann, Comparing Political Journalism (2020) |
| 5. | James Morrison, Jen Birks, Mike Berry, The Routledge Companion to Political Journalism (2022) |

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| **ReferencesBooks** | |
| 1. | [Alok Mehta](https://www.amazon.in/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Alok+Mehta&search-alias=stripbooks) , Power, Press and Politics: Half a Century of Indian Journalism: Half a Century of Journalism and Politics Hardcover (2021), Bloomsbury, India |
| 2. | Lynette Sheridan BurnsUnderstanding Journalism (2013), Sage Publications |
| 3. | [Maxwell McCombs](https://www.amazon.in/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Maxwell+McCombs&search-alias=stripbooks), Setting the Agenda: Mass Media and Public Opinion (2014) |
| 4. | [Sallyanne Duncan](https://www.routledge.com/search?author=Sallyanne%20Duncan), Ethics for Journalists, 3rd Edition (2022), Routledge |
| 5. | NaelJebril, Stephen Jukes, Sofia Iordanidou, Journalism Society and Politics in the Digital Media Era (2020) |

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| **Web Resources** | |
| 1. | <https://www.researchgate.net/publication/330579241_PoliticalJournalism> |
| 2. | <https://online.lsu.edu/newsroom/articles/how-become-political-journalist/> |
| 3. | https://www.lse.ac.uk/media-and-communications/polis/JournalismAI/About-JournalismAI |
| 4. | https://reutersinstitute.politics.ox.ac.uk/our-research/political-journalism-transition |
| 5. | https://sk.sagepub.com/reference/encyclopedia-of-social-media-and-politics |

**MappingwithProgrammeOutcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**ABILITY ENHANCEMENT COMPULSORY COURSE - SOFT SKILL – II**

**LEGAL AWARENESS**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **AECC - II** | **LEGAL AWARENESS** | Soft Skill | Y | - | - | - | 2 | 2 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To understand the legal provisions for protection available. | | | | | | | | | | |
| C2 | To identify the laws concerning to individual and group | | | | | | | | | | |
| C3 | To analyse and utilise the legal protection mechanisms available in India. | | | | | | | | | | |
| C4 | To evaluate the role of national commissions | | | | | | | | | | |
| C5 | To assess the working of consumer courts | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | **Outline of Indian Legal System:**  Introduction to Law and Legal Systems - Personal laws and Criminal Laws - Vulnerable and the Law - Complaint Procedure, First Information Report, Format for FIR, Affidavit, Format of Affidavit, Types of Writs | 2 |
| II | **Other Laws:**Labour Laws and Atrocities Act- Intellectual Property Rights, Major Statutes concerning Environmental Law- Media and its role in advocacy Right to Information Act - Sustainability Development | 2 |
| III | **Basics of Commercial Laws:**  Consumer laws and RTI - Legal Aid and Alternative Dispute Resolution - Legal Aid and Public Interest Litigation– Consumer Rights and protection - Consumer Protection Act, 1986 - Limitations andGuidelines for Filing Consumer Complaints | 2 |
| IV | **Institutions:**National Legal Services Authorities, Judiciary - Commissions protecting human Rights in India. | 2 |
| V | **Social Issue in the Regulation of Cyberspace:**  The Regulation of Cyberspace – Issues in E-Governance – Personal Freedom -  Issues Concerning Democracy, National Sovereignty, Personal Freedom – Digital Divide. | 2 |
|  | **Total** | **10** |

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| --- | --- | --- |
|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Hold a strong base in the complaint system in India and the ways and means to approach it. | PO1, PO3, PO6, PO7, PO12 |
| **CO2** | Utilise the knowledge of the other laws and environment protection law | PO1, PO3, P:6, PO7, PO9, PO12 |
| **CO3** | Hold a strong base about consumer laws and rights | PO1, PO3,PO6, PO7,PO12 |
| **CO4** | Examineorganisation that aim to protect people whose rights are violated. cognitive level- K3 and K4 Comprehend and Analyse | PO4 |
| **CO5** | Analyse the laws and rights related to cyberspace. cognitive level - K4 and K5 Assess and Evaluate | PO2 and PO5 |

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| **Text Books** | |
| 1. | [MangariRajender](https://www.amazon.in/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Mangari+Rajender&search-alias=stripbooks),(2010), First Information Report (FIR), Asia Law House. |
| 2. | Dr. B L Wadhera,(2016), Public Interest Litigation, Universal Law Publishing an imprint of LexisNexis. |
| 3. | Vijay Kumar Singh, Learn the Law, EBC |
| 4. | Abdul Qadir, Legal Awareness in India, Global Vision Publishing House, 2019. |
| 5. | Surendra Malik and Sudeep Malik, Supreme Court on Information Technology Act, Internet & Cyber Laws and Aadhaar. EBC Publishers |

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| **ReferencesBooks** | |
| 1. | K.M. Sharma, (2019) Affidavit, Kamal publishers. |
| 2. | G B Reddy and BaglekarAkash Kumar, Transgender Persons and The Law: A Commentary |
| 3. | Dr. K.N. ChandrasekharanPillai, R.V. Kelkar's Lectures on Criminal Procedure, EBC |
| 4. | SCC Editorial, Commissions of Inquiry Act, 1952, Bare Act |
| 5. | PurviPokhariyal, Amit K. Kashyap and Arun B. Prasad, Artificial Intelligence: Law And Policy Implications |

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| **Web Resources** | |
| 1. | <https://www.pilsni.org/about-public-interest-litigation> |
| 2. | <https://www.drishtiias.com/to-the-points/Paper2/public-interest-litigation> |
| 3. | eGyanKosh, <https://egyankosh.ac.in/> |
| 4. | Encyclopedia Britannica, <https://www.britannica.com/> |
| 5. | National Digital Library of India, <https://ndl.iitkgp.ac.in/> |

**Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**INTERNSHIP\* / INDUSTRIAL ACTIVITY–**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  | **INTERNSHIP** |  | **Y** |  |  |  |  |  | **25** | **75** | **100** |
| **Course Objective** | | | | | | | | | | | |
| **C 1** | **To provide a practical exposure in the field of Political Science** | | | | | | | | | | |
| **C 2** | **Overview of the research analytical experience** | | | | | | | | | | |
| **C 3** | **Learn the various techniques of data collection.** | | | | | | | | | | |
| **C4** | **To work and study in a political office / human rights organisation** | | | | | | | | | | |
| **C 5** | **To work / study in an office of an International Organisation / United Nations Organisations** | | | | | | | | | | |
|  | | | | | | | | | | | |
| **CourseOutcomes** | **On completion of this course, students will** | | | | | | | | | | |
| **CO 1** | **Summarise the experience as a term paper** | | | | | | **PO1, PO3, PO6** | | | | |
| **CO 2** | **Have a enriched experiential learning** | | | | | | **PO2, PO3, PO4, PO5** | | | | |
| **CO 3** | **Exposed to data collection techniques** | | | | | | **PO1, PO4, PO5, PO6, PO7** | | | | |
| **CO 4** | **Experienced data analysis.** | | | | | | **PO1, PO2, PO3, PO4, PO5,** | | | | |
| **CO 5** | **Write a well-formulated research paper along with proper references.** | | | | | | **PO2, PO3, PO4, PO9, PO11** | | | | |

**\*during summer vacation**

**MappingwithProgrammeOutcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO**  **1** | **PO**  **2** | **PO**  **3** | **PO**  **4** | **PO**  **5** | **PO**  **6** | **PO**  **7** | **PO**  **8** | **PO**  **9** | **PO**  **10** | **PO**  **11** | **PO**  **12** |
| **CO1** | S | S | L | M | S | M | S | S | M | S | S | S |
| **CO2** | S | S | M | M | S | S | S | S | L | M | M | S |
| **CO3** | S | S | M | L | S | L | S | S | S | S | S | M |
| **CO4** | S | S | L | S | S | M | S | S | S | M | S | S |
| **CO5** | S | S | L | S | S | M | S | S | L | S | M | M |

**S-Strong M – Medium L- Low**

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**SEMESTER - III**

**CORE COURSE – VII**

**RESEARCH METHODS IN POLITICAL SCIENCE**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **CC -VII** | **RESEARCH METHODS IN POLITICAL SCIENCE** | Core | Y | - | - | - | 4 | 6 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To provide a summary of the theoretical framework in Political Science | | | | | | | | | | |
| C2 | Overview of the research processes in Political Science | | | | | | | | | | |
| C3 | Examine the various techniques of data collection. | | | | | | | | | | |
| C4 | To study the various software used for data analysis | | | | | | | | | | |
| C5 | To summarise the referencing methods. | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | Political Research Nature of Scientific Inquiry – Differences between Methods, Techniques, Approaches and Tools - Inductive and Deductive Methods - Normative and Empirical Theories - Role of Values in Social Science Research - Fact-Value Dichotomy - Ethics in Social Science Research – Plagiarism, Falsification Principle (Karl Popper) | 6 |
| II | Research Process: Identification and Formulation of Research Problem - Reviewing Literature - Hypotheses: Formulation and Kinds - Research Designs ~~-~~ Case Study Method - Pilot Study | 6 |
| III | Methods and Techniques of Data Collection: Primary and Secondary Data - Direct Method - Observation – Interview – Questionnaire - Indirect Method: Projective Techniques | 6 |
| IV | Survey: Census and Sample Survey - Sampling Techniques: Kinds, Methods, Advantages and Disadvantages - Data Analysis – Scaling Techniques: Kinds and Uses - Digital Database – Statistical Analysis | 6 |
| V | Research Report Writing: Features and Rules - Types of Reports –Reference/Citation Styles - Footnotes/Endnotes - Bibliography | 6 |
|  | **Total** | **30** |

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| --- | --- | --- |
|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Summarise the various theories in Political Science Research Methodology | PO1, PO3, PO6 |
| **CO2** | Experiment with the subject using the appropriate methodology | PO2, PO3, PO4, PO5 |
| **CO3** | Examine the data collection techniques | PO1, PO4, PO5, PO6, PO7 |
| **CO4** | Choose appropriate techniques for data analysis. | PO1, PO2, PO3, PO4, PO5, |
| **CO5** | Write a well-formulated research paper along with proper references. | PO2, PO3, PO4, PO9, PO11 |

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| **Text Books** | |
| 1. | Janet B. Johnson, Richard A. Joslyn and H. T Reynolds. *Political Science Research*  *Methods*, CQ Press, 2001. |
| 2. | Gerald R. Adams and Jay D. Schvaneveldt. *Understanding Research Methods*,  Longman, 1985. |
| 3. | C. R Kothari and GauravGarg. *Research Methodology: Methods and Techniques*,  New Age, 2015. |
| 4. | John W. Creswell,Research Design: Qualitative, Quantitative, And Mixed Methods Approaches, SAGE Publications, Inc; Fifth edition (2 January 2018) |
| 5. | W. Philips Sively. The Craft of Political Research, New Jersey: Pearson, 2009. |

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| **ReferenceBooks** | |
| 1. | The Chicago Manual of Style (17th edition) |
| 2. | William Outhwaite. *Understanding Social Life: The Method Called Verstehen*. 1975. |
| 3. | Bruce L. Berg. *Qualitative Research Methods for the Social Sciences*, Allyn and Bacon, 2001. |
| 4. | Yogesh Kumar Singh. *Fundamental of Research Methodology and Statistics*, New Age, 2006. |
| 5. | Publication Manual of the American Psychological Association (6th edition) |

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| **Web Resources** | |
| 1. | The Chicago Manual of Style. http://www.chicagomanualofstyle.org/home.html |
| 2. | American Psychological Association. http://www.apastyle.org/ |
| 3. | Modern Language Association. https://www.mla.org/MLA-Style |
| 4. | Encyclopedia Britannica, <https://www.britannica.com/> |
| 5. | National Digital Library of India, <https://ndl.iitkgp.ac.in/> |

**MappingwithProgrammeOutcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**CORE COURSE – VIII**

**COMPARATIVE POLITICS**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **CC - VIII** | **COMPARATIVE POLITICS** | Core | Y | - | - | - | 4 | 6 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To understand the nature and scope of Comparative Politics and its relevance in Political Science. | | | | | | | | | | |
| C2 | To analyse the development of the modern State. | | | | | | | | | | |
| C3 | To explore the debates on political structures and institutions. | | | | | | | | | | |
| C4 | To examine the causes and consequences of political instability and conflicts. | | | | | | | | | | |
| C5 | To examine the issues of political change. | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | **Theory and Methodology**  Comparative Politics: Meaning, Nature, Scope and Relevance  Comparative Politics as a Science  Comparative Methods, Techniques, Tools and Approaches | 6 |
| II | **Development of the Modern State**  State Formation and Nation-Building  Nation-State and State-Nation  Territory & Extraterritoriality  Growth of States after 1945  Theories of the State (Ethical, Moral, Conflict and Pluralist Approaches) | 6 |
| III | **Structures and Institutions**  Structure versus Agency Debate  Political Structures and Institutions  Borders and Non-State Spaces | 6 |
| IV | **Political Instability and Political Conflicts**  State Capacity and State Failure  Political Violence: Institutional, Ideational and Individual Explanations  Civil Resistance, Non-violent Campaigns, Terrorism, Ethnic Conflicts, Civil War and Insurgency | 6 |
| V | **Issues of Political Change**  Political Development, Political Modernisation and Political Transition  Political Order and Political Decay  Political Transformation: Revolution &Coup d’état | 6 |
|  | **Total** | **30** |

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| --- | --- | --- |
|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Explain the meaning and significance of Comparative Politics. (Understand– K2) | PO1,PO2,PO3,PO4,PO6,PO8, PO9, PO10, PO11 |
| **CO2** | Compare and contrast the concepts of modern State  (Analyse– K4) | PO1,PO2,PO3,PO4,PO6,PO7, PO9, PO11,PO12 |
| **CO3** | Apply the debates on political structures and institutions to real-world situations. (Apply - K3) | PO1,PO2,PO3,PO4,PO6,PO8, PO10, PO11 & PO12 |
| **CO4** | Evaluate the issues pertaining to political instability and political conflicts. (Evaluate– K5) | PO1,PO2,PO3,PO4,PO6,PO7,PO8, PO9, PO11 |
| **CO5** | Construct a comparative analysis of political transformations, including revolutions and coups d'état.  (Create– K6) | PO1,PO2,PO3,PO4,PO6, PO9, PO10, PO11 & PO12 |

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| **Text Books** | |
| 1. | Kenneth Newton and Jan W. van Deth (2012).*Foundations of Comparative Politics*, Cambridge University Press. |
| 2. | Stephen Orvis and Carl Ann Drogus (2020), *Introducing Comparative Politics: Concepts and Cases in Context*, SAGE Publications. |
| 3. | Judith Bara and Mark Pennington (2009).*Comparative Politics: Explaining Democratic Systems*, Sage Publications. |
| 4. | Daniele Caramani (2023).*Comparative Politics*, Oxford University Press. |
| 5. | Howard J. Wiarda and Esther M Skelley (2006).*Comparative Politics: Approaches and Issues*, Rowman and Littlefield Publishers. |

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| **ReferenceBooks** | |
| 1. | Jennifer Gandhi and Rubén Ruiz-Rufino (2015). *Routledge Handbook of Comparative Political Institutions*, Routledge. |
| 2. | CarlesBoix and Susan C. Stokes (2009).*The Oxford Handbook of Comparative Politics*, Oxford: Oxford University Press. |
| 3. | John T. Ishiyama (2011).*Comparative Politics: Principles of Democracy and Democratization*, Wiley Blackwell. |
| 4. | Patrick H. O’Neil, Karl J Fields and Don Share (2020).*Essentials of Comparative Politics*, W.W. Norton and Company. |
| 5. | Robert Jackson and Michael B. Stein (1971).*Issues in Comparative Politics*, St. Martin’s Press. |

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| **Web Resources** | |
| 1. | eGyanKosh, <https://egyankosh.ac.in/> |
| 2. | Encyclopedia Britannica, <https://www.britannica.com/> |
| 3. | National Digital Library of India, <https://ndl.iitkgp.ac.in/> |
| 4. | Oxford Reference, <https://www.oxfordreference.com/> |
| 5. | JSTOR, <https://www.jstor.org/> |

**MappingwithProgrammeOutcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**CORE COURSE – IX**

**INTERNATIONAL ORGANISATIONS**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **CC - IX** | **INTERNATIONAL ORGANISATIONS** | Core | Y | - | - | - | 4 | 6 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | Examine theoretical approaches to the study of international organisations. | | | | | | | | | | |
| C2 | Assess the structure and role of the UN | | | | | | | | | | |
| C3 | Analyse the working of the global organisations | | | | | | | | | | |
| C4 | Examine the role of regional institutions and its impact in the world | | | | | | | | | | |
| C5 | Assess the role and future of international organisations | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | **History and evolution of International Organisations** - Definition, Scope and Classifications - Functional classification andTypologies of International Organizations - Non-Governmental; Inter-Governmental: Trans-National Organisations/Corporations - - Successes and Failures of the League of Nations -Foundations of the United Nations - Strengths and Weaknesses | 6 |
| II | **Specialized Organizations and Programs of the United Nations:**  WHO; ILO; FAO; UNESCO; IAEA  Refugee Programs (UNRRA and UNHCR)  UN and International Development: MDGs and SDGs | 6 |
| III | **Global Organizations:**  The GATT System and the World Trade Organization - The World Bank and IMF - International Criminal Court | 6 |
| IV | **Regional Organizations:**  Definition, Origins, Dynamics and Principles of Regionalism  Regional Organizations of Europe (NATO, OSCE, EU)  Regional Organizations in the Americas (OAS, NAFTA, MERCOSUR)  Regional Organizations in Asia (ASEAN, APEC, SCO)  Regional Organizations in Africa (AU, ECOWAS)  Regional Organizations in the Middle East (The League of Arab States, GCC) | 6 |
| V | Amnesty International - Human Rights Watch - International Committee on the Red Cross - The Future of International Organizations - Pessimistic / Optimistic Views - Future Needs and Prospects | 6 |
|  | **Total** | **30** |

|  |  |  |
| --- | --- | --- |
|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Explain the theoretical approaches of International Organisations | PO1, PO3, PO6, PO7 |
| **CO2** | Analyse the effectiveness of united nations | PO1, PO2, PO3, PO11 |
| **CO3** | Explain the functioning of global institutions | PO1, PO2, PO3, PO11 |
| **CO4** | Illustrate the roles and the nuances of the prominent regional organisation | PO1, PO2, PO3, PO6, PO7, PO11 |
| **CO5** | Assess the contribution of International Non-Governmental Organisations to maintaining human rights and world peace | PO1, PO2, PO3, PO6, PO7, PO10, |

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| **Text Books** | |
| 1. | Karns P Margret, Mingst Karen, Kendall W. Stiles. *International Organisations: The Politics and Process of Global Governance*, Lynne Rienner Publishers, 2015. |
| 2. | Jacob Katz Cogan, Ian Hurd, Ian Johnstone, *The Oxford Handbook of International Organizations*, Oxford University Press, 2016 |
| 3. | Frederic L., Jr. Kirgis, International Organizations in Their Legal Setting, West; 2nd edition (American Casebook Series), ISBN: 0314016430 |
| 4. | Frederic L., Jr. Kirgis, International Organizations in Their Legal Setting: Selected Documents, West, ISBN: 0314018174 |
| 5. | Jose E. Alvarez, Centennial Essay: In Honor Of The 100th Anniversary Of The AJIL and the ASIL: International Organizations: Then And Now , 100 A.J.I.L. 324, (2006) |

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| **ReferencesBooks** | |
| 1. | Anuradha Kumar, HumanRights: Global Perspectives, Sarup& Sons,2002. |
| 2. | D.J.Ravindran, Human Rights Praxis:-A Resource Book For Study,Action And Reflection. Asian Forum for Human Rights and Development, 1998. |
| 3. | Philip Alston (Edited), *The United Nations And Human Rights: A Critical Appraisal*, Clarendon Press, 1995 |
| 4. | Clive Archer, *International Organizations*. Routledge, 2014 |
| 5. | David Armstrong, *International Organisation in World Politics*, Macmillan International Higher Education, 2017 |

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| **Web Resources** | |
| 1. | https://www.un.org/ |
| 2. | https://www.icrc.org |
| 3. | http://www.imf.org |
| 4. | Oxford Reference, https://www.oxfordreference.com/ |
| 5. | National Digital Library of India, <https://ndl.iitkgp.ac.in/> |

**MappingwithProgrammeOutcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**ELECTIVE COURSE – V**

**GRASSROOT DEMOCRACY IN INDIA**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **EC - V** | **GRASSROOT DEMOCRACY IN INDIA** | Elective | Y | - | - | - | 3 | 4 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | Explain the theoretical aspects of Grassroot democracy | | | | | | | | | | |
| C2 | Examine the historical origins of rural local governments in India | | | | | | | | | | |
| C3 | Assess the legal framework that supports the rural local government. | | | | | | | | | | |
| C4 | Analyse the historical framework of the urban local government | | | | | | | | | | |
| C5 | Explain the legal structure that facilitates grassroots governance in urban areas | | | | | | | | | | |

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| --- | --- | --- |
| **UNITS** | **Details** | **No. ofHours** |
| I | Define Grassroot democracy - Democracy in India: Social, Economic and Political – Framework for Devolution of Powers - Challenges before Democracy: women and marginalised sections of the society - Social Change through Social Move.ments – Media and Grassroot Democracy | 4 |
| II | Rural Local Government in Ancient and Medieval times - Rural Local Government during British rule - Rural Local Government after Independence - Community Development Programme and National Extension Service | 4 |
| III | Balwantray Mehta Committee Report - Working of the three-tier system of Panchayati Raj during 1959-93 - Asoka Mehta Committee Report - Constitutional Status to Panchayati Raj Institutions and main provisions of the 73rd Constitution Amendment Act. | 4 |
| IV | Urban Local Government in Ancient and Medieval times - Urban Local Government in Pre-British Era - Urban Local Government under the British | 4 |
| V | Municipal Government in Post-Independence period - Attempts made at the Center and in the states to promote Municipal Government - Main features of 73rd and 74th constitution Amendment Act | 4 |
|  | **Total** | **20** |

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| --- | --- | --- |
|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Appreciate the importance of grassroots democracy. | PO1, PO3, PO4 |
| **CO2** | Explain the origin of the rural grassroots institute | PO1, PO3, PO4, PO6 |
| **CO3** | Assess the various structures of the Urban local governments | PO1, PO3, PO4, PO6 |
| **CO4** | Interpret the origins of the urban local government | PO1, PO3, PO4, PO6 |
| **CO5** | Explain the working and the structure of the urban local governments | PO1, PO3, PO4, PO6 |

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| **Text Books** | |
| 1. | M.N. Srinivas and A.M. Shah, *The Grassroots of Democracy: Field Studies of Indian Elections*, Permanent Black, 2007 |
| 2. | Palanithurai G, *Grassroot Democracy in Indian Society*, Concept Publishing, 2000 |
| 3. | Dr. S.R. Maheshwari, Local Government In India,LaxmiNarainAgarwal Publications, 2003 |
| 4. | Dr. IshitaChatterjee, Local Self Government, Central Law Publications. |
| 5. | PradeepSachdeva, Local Government In India, Pearson India |

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| **ReferenceBooks** | |
| 1. | M.R. Biju, Ravindra Sharma, M.R.B. AnanthaPadmanabha, *Politics of Grassroots Democracy in India*, Concept Publishing, 2019 |
| 2. | Kalaiyarasan A., Vijayabaskar M, *The Dravidian Model: Interpreting the Political Economy of Tamil Nadu*, Cambridge University Press, 2021 |
| 3. | S.R. Maheshwari, *Rural Development in India*, SAGE Publication 1985 |
| 4. | S.R.Maheswari, *Local Administration*LaxmiNarainAgarwal Publications, 2003 |
| 5. | Venkatesu E, Local Governance in India, Kalpaz Publications, 2016. |

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| **Web Resources** | |
| 1. | https://www.worc.org/grassroots-democracy-program/ |
| 2. | http://hdl.handle.net/10603/120474 |
| 3. | http://magazines.odisha.gov.in/Orissareview/feb-mar-2007/engpdf/page11-13.pdf |
| 4. | Oxford Reference, https://www.oxfordreference.com/ |
| 5. | National Digital Library of India, <https://ndl.iitkgp.ac.in/> |

**MappingwithProgrammeOutcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**CORE INDUSTRY MODULE**

**GOVERNMENT RELATIONS AND HUMAN FACTOR ENGINEERING**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **CIM - I** | **GOVERNMENT RELATIONS AND HUMAN FACTOR ENGINEERING** | Industry | Y | - | - | - | 3 | 4 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To explore government relations and its influence on areas of governance, public policy, programs and a government’s budgetary priorities. | | | | | | | | | | |
| C2 | To examine the impact of existing or proposed legislation or regulations on policy and decision-makers | | | | | | | | | | |
| C3 | To Understand government relations / public affairs which, is educating the policymakers about innovative technological developments and business solutions or services | | | | | | | | | | |
| C4 | To describe its intrinsic relation with public perception. | | | | | | | | | | |
| C5 | Illustrate case studies on the environment, government machinery and defence industry | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | Meaning, nature and characteristics of the Government Relations and managing in various publics, internal and external- human sensory, motor, and cognitive attributes that influence human performance | 4 |
| II | Government Relations planning, Decision Making, press relations, industrial relations, consumer, community, government, company relations, GR and the management. | 4 |
| III | Tools of public relations: press releases, newsletter, brochure, house journals, advertising, exhibitions, annual reports. GR and corporate image; Government relations in central and state government and rural areas in India. | 4 |
| IV | GR in developing countries, role of multimedia publicity; Human Factors Principles and Design of Shift Work | 4 |
| V | Environmental analysis and policy surveys, Stress and Workload -Government Relations and Opinion research on Case studies in Aviation, Space, Defence and Refinery Industry | 4 |
|  | **Total** | **20** |

|  |  |  |
| --- | --- | --- |
|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Learn the ways to establish Legislative Priorities. | PO1, PO3, PO7 |
| **CO2** | Learn the legislative tracking and policy monitoring technology. | PO1, PO3, PO7 |
| **CO3** | Understand the need to educate government officials about business, company and issues | PO1, PO3, PO7, PO10 |
| **CO4** | Understand the grassroots strategy which will help the policy agenda | PO1, PO2, PO3, PO7, PO10 |
| **CO5** | To know about government relations strategy and acknowledge the impact of workplace design and environment on productivity | PO1, PO2, PO3, PO7, PO10 |

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| **Text Books** | |
| 1. | Wickens, C.D., Lee, J.D., Liu, Y., Gordon Becker, S.E. (2004). *An Introduction to Human Factors in Engineering* (2nd Ed.). Upper Saddle River, New Jersey: Pearson PrenticeHall. |
| 2. | Bridger, Robert S. (2009). *Introduction to Ergonomics*, 3rd edition, CRC Press, Taylor & Francis Group (ISBN- 978-0849373060). |
| 3. | Salvendy, Handbook Of Human Factors And Ergonomics Fifth Edition, John Wiley |
| 4. | Proctor, R. W., and T. Van Zandt. Human Factors in Simple and Complex Systems. 2nd ed. CRC Press, 2008. |
| 5. | Sanders, M. S. and McCormick, E. J., Human Factors in Engineering and Design, McGraw-Hill, Sixth Edition |

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| **ReferenceBooks** | |
| 1. | Proctor, R. W., and T. Van Zandt. *Human Factors in Simple and Complex Systems*. 2nd ed. CRC Press, 2008. ISBN: 9780805841190. |
| 2. | Walter C. Borman,(Ed)Personality and the Prediction of Job Performance, More Than the Big Five: A Special Issue of Human Performance 2005, |
| 3. | Robin C. Stevens, Susan Rosina Whittle,Changing Organizations from Within,Roles, Risks and Consultancy Relationships, |
| 4. | Philip Robert Harris,Developing High Performance Leaders,A Behavioral Science Guide for the Knowledge of Work Culture,2013. |
| 5. | Halander M, A Guide to Human factors and Ergonomics, Taylor and Francis Group, Second Edition |

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| **Web Resources** | |
| 1. | https://www.worc.org/grassroots-democracy-program/ |
| 2. | http://hdl.handle.net/10603/120474 |
| 3. | Oxford Reference, https://www.oxfordreference.com/ |
| 4. | National Digital Library of India, <https://ndl.iitkgp.ac.in/> |
| 5. | Encyclopedia Britannica, https://www.britannica.com/ |

**MappingwithProgrammeOutcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**SKILL ENHANCEMENT COURSE – II**

**POLITICAL COMMUNICATION**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **SEC - II** | **POLITICAL COMMUNICATION** | Skill | Y | - | - | - | 2 | 2 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | Explain the theoretical basis of political communication | | | | | | | | | | |
| C2 | Evaluate various issues relating to communication | | | | | | | | | | |
| C3 | Assess the legality of responsible communication. | | | | | | | | | | |
| C4 | To analyze ethic in political communication | | | | | | | | | | |
| C5 | To explain media communication | | | | | | | | | | |

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| --- | --- | --- |
| **UNITS** | **Details** | **No. ofHours** |
| I | Theories and Methods of Campaign Management – Mass Media and Citizenry Engagement – Modern vs Traditional Communication – Culture and Political Communication | 2 |
| II | Crisis Management and Communication - Critical thinking skills – | 2 |
| III | Women and Political Communication – Youth Engagement – Media and War Reporting | 2 |
| IV | Law and Ethics for Political Communication – Political Research and Government Communication – | 2 |
| V | Public Policy and Media communication – Democracy and Social Media | 2 |
|  | **Total** | **10** |

|  |  |  |
| --- | --- | --- |
|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Appreciate the importance of political communication. | PO1, PO2, PO3, PO5, PO7, PO10, PO11 |
| **CO2** | Analyse the actors and research involved in political communication | PO1, PO2, PO3, PO4, PO5, PO7, PO10, PO11 |
| **CO3** | Assess the critical benchmarks in political communication | PO1, PO2, PO3, PO5, PO7, PO10, PO11 |
| **CO4** | Examine post-cold war era. cognitive level- K3 and K4 Comprehend and Analyse | PO4 |
| **CO5** | Critique analyse the emerging trends in the 21st century world. cognitive level - K4 and K5 Assess and Evaluate | PO2 and PO5 |

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| **Text Books** | |
| 1. | Holli A. Semetko& Margaret Scammell,  *The SAGE Handbook of Political Communication*, SAGE Publications, 2012 |
| 2. | OgnyanSeizov, Political Communication Online Structures, Functions, and Challenges, Routledge, 2014 |
| 3. | Dr Heather Savigny, Political Communication - A Critical Introduction, Bloomsbury Publishing PLC |
| 4. | Kiran Prasad, Political Communication- The Indian Experience, B.R. Publishing Corporation |
| 5. | Taberez Ahmed Neyazi, Political Communication and Mobilisation, Cambridge University Press. |

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| **ReferenceBooks** | |
| 1. | Brian McNair, *An Introduction to Political Communication*, Routledge, 2018 |
| 2. | Aeron Davis, *Political Communication and Social Theory*, Routledge, 2010 |
| 3. | Dan Schill, Rita Kirk, Amy E. Jasperson, *Political Communication in Real Time: Theoretical and Applied Research Approaches*, Taylor & Francis, 2016 |
| 4. | John Gastil, *Political Communication and Deliberation*, SAGE Publications, 2008 |
| 5. | Kate Kenski , Kathleen Hall Jamieson, The Oxford Handbook Of Political Communication, Oxford UP |

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| **Web Resources** | |
| 1. | https://www.tandfonline.com/toc/upcp20/current |
| 2. | https://www.frontiersin.org/articles/10.3389/fcomm.2019.00026/full |
| 3. | https://www.cairn-int.info/article-E\_PDC\_006\_0019--the-fourth-age-of-political.htm |
| 4. | National Digital Library of India, <https://ndl.iitkgp.ac.in/> |
| 5. | Encyclopedia Britannica, https://www.britannica.com/ |

**Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**ABILITY ENHANCEMENT COMPULSORY COURSE - SOFT SKILL – III**

**POLITICAL CASE STUDIES**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **AECC - III** | **POLITICAL CASE STUDIES** | Soft Skill | Y | - | - | - | 2 | 2 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | Towards a detailed examination of a particular case within a real-world context. | | | | | | | | | | |
| C2 | For an intensive study of a single unit with an aim to generalize across a larger set of units. | | | | | | | | | | |
| C3 | To understand political cases that are happening in the world | | | | | | | | | | |
| C4 | To examine gender equality | | | | | | | | | | |
| C5 | To assess human rights practices in India | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | The Iraq War 2003, The Rwandan Genocide, 1994,War crimes Germany, Warlords in Africa, The 1999 Kosovo crisis, China's WTO Accession, 2001. Warlords in Africa. | 2 |
| II | Feminism in International Relations. Case study: Indira Gandhi and Margaret Thatcher – Same-sex marriage, Taiwan,Forced labour, Netherlands | 2 |
| III | Gender equality maps for Darebin and Melton –Identity Politics in Afghanistan - Indigenous movements in Mexico | 2 |
| IV | Emergence of new political party AamAadmi Party riding on the success of Janlokpal (civil society movement)-Emergency 1975 – Chennai Floods – | 2 |
| V | Human Rights violations in Kashmir and North East | 2 |
|  | **Total** | **10** |

|  |  |  |
| --- | --- | --- |
|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Enumerate the factors/determinants case study on wars - Cognitive level 1 and 2- Recalling and Understanding | PO1, PO2 |
| **CO2** | Analyse political leaders as a case study– Cognitive level - K2 and K3 – Recalling and understanding | PO1, PO3 |
| **CO3** | Describe the dynamics of gender issues as a study- cognitive level – K2 and K3 Understand and describe | PO1 and PO8 |
| **CO4** | Examine issues pertaining to states- K3 and K4 Comprehend and Analyse | PO4 |
| **CO5** | Analyse issues as a case study. cognitive level - K4 and K5 Assess and Evaluate | PO2 and PO5 |

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| --- | --- |
| **Text Books** | |
| 1. | Case Study and Theory in Political Science, By: Harry Eckstein, In: Case Study Method  Chapter DOI:https://dx.doi.org/10.4135/9780857024367.d11 |
| 2. | Case Studies in Comparative Politics, David . J. Samuels, Pearson, 2012 |
| 3. | Case Study and Theory in Political Science, From the book Regarding Politics, Harry Ecksteinhttps://doi.org/10.1525/9780520328754-004 |
| 4. | Robert. Y. Kin, Case Study Research and Applications |
| 5. | Lexmann Scientific Criminal Investigation Legalities, Procedures and Case Studies by G Chatterjee Edition 2023. |

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| **ReferenceBooks** | |
| 1. | Alexander L., Case Studies and Theory Development in the Social Sciences (Belfer Center Studies in International Security), George.2005 |
| 2. | Joachim Blatter, Markus Haverland, Designing Case Studies: Explanatory Approaches in Small-N Research, Palgrave Macmillan |
| 3. | William Ellet, Case Study Handbook, A Student's Guide Paperback –September 2018 |
| 4. | Robin Murphy, Case Analysis & Prescribing Techniques, B. Jain Publishers Ltd, 2019. |
| 5. | ShwetaBansal, Courting Politics Hardcover – EBC, 1 January 2017 |

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| **Web Resources** | |
| 1. | https://www.e-ir.info/2011/02/07/the-effect-of-domestic-politics-on-foreign-policydecision-making/ |
| 2. | Open Democracy https://www.opendemocracy.net/en/still-chance-for-another-europe/ |
| 3. | https://www.researchgate.net/publication/36445503\_Evidence\_for\_Use\_The\_Role\_of\_Case\_Studies\_in\_Political\_Science\_Research |
| 4. | https://www.researchgate.net/publication/228162937\_The\_Case\_Survey\_Method\_and\_Applications\_in\_Political\_Science |
| 5. | www.un.org. |

**Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**SEMESTER – IV**

**CORE COURSE – X**

**CONTEMPORARY POLITICAL THEORY**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **CC - X** | **Contemporary Political Theory** | Core | Y | - | - | - | 4 | 6 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To introduce the students to the fundamental ideas of Contemporary Political Theory | | | | | | | | | | |
| C2 | To help students understand the basic assumptions of the Pluralist Theory of Politics, Group Theory and Decision-Making Theory | | | | | | | | | | |
| C3 | To provide an understanding of the nature and relevance of the Political Communication and to examine the basic assumptions of the General System Theory and Structural-Functional Theory | | | | | | | | | | |
| C4 | To familiarise students with the concepts of democracy and citizenship and the debates surrounding them | | | | | | | | | | |
| C5 | To enable students to critically analyse the concept of justice | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | Nature and Significance of Political Theory: Classical Political Theory & Scientific Political Theory - Characteristics and Approaches - Fact-Value Dichotomy - Behaviouralism: Origin – Intellectual Foundation Stones - Chicago School of Thought - Charles Merriam - David Easton - Achievements and Limitations - Post-Behaviouralism: Origin and Development - Credo of Relevance | 6 |
| II | Pluralist Theory of Politics: Characteristics and Contributions of Harold J. Laski - Group Theory: Characteristics and Contributions of A. F. Bentley and David Truman - Decision-Making Theory: Characteristics and Contribution of Richard Snyder | 6 |
| III | Communication Theory: Characteristics and Contribution of Karl Deutsch  General System Theory: Characteristics and Contribution of David Easton  Structural-Functional Theory: Characteristics and Contribution of Gabriel Almond | 6 |
| IV | Theories of Democracy: Elitist Theory – Pluralist Theory – Theory of Participatory Democracy - Theories of Citizenship: Liberal Theory – Libertarian Theory – Communitarian Theory | 6 |
| V | Theories of Justice: John Rawl’s Theory of Justice – Nozick’s Theory of Justice – Marxist Theory of Justice  Theories of Power: Antonio Gramsci’s Theory of Hegemony – Michel Foucault’s Theory of Power – Hannah Arendt’s Theory of Power | 6 |
|  | **Total** | **30** |

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|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Understand the fundamental ideas of Contemporary Political Theory | PO1, PO2, PO4, PO7, PO8, PO11 |
| **CO2** | Know the basic assumptions of the Pluralist Theory of Politics, Group Theory and Decision-Making Theory | PO1, PO2, PO4, PO7, PO8, PO11 |
| **CO3** | Examine the nature and relevance of the Political Communication and the basic assumptions of the General System Theory and Structural-Functional Theory | PO1, PO2, PO4, PO7, PO8, PO11 |
| **CO4** | Learn the concepts of democracy and citizenship and the debates surrounding them | PO1, PO2, PO4, PO7, PO8, PO11 |
| **CO5** | Critically analyse the concept of justice | PO1, PO2, PO4, PO7, PO8, PO11 |

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| **Text Books** | |
| 1. | S. P. Varma. *Modern Political Theory*. Vikas Publishing House Pvt Ltd, New Delhi. |
| 2. | Alec Barbrook. *Patterns of Political Behaviour*. Robertson Publishing, USA. |
| 3. | |  | | --- | | Robert Alan Dahl. *Modern Political Analysis.* Prentice Hall, USA. | |
| 4. | J. C. Johari. *Contemporary Political Theory*. Sterling Publishers Pvt Ltd, New Delhi. |
| 5. | O. P. Gauba. *Introduction to Political Theory.* Macmillan Publishers India Ltd, New Delhi. |

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| **Reference Books** | |
| 1. | J. C. Johari. *Comparative Governments.* Sterling Publishers Pvt Ltd, New Delhi. |
| 2. | Robert E. Goodin. *The Oxford Handbook of Political Science,* Oxford University Press. |
| 3. | Rajeev Barghava. *Political Theory*, Sage Publications. |
| 4. | Norman P. Barry. *An Introduction to Modern Political Theory*, Macmillan. |
| 5. | Gerald F Gaus and Chandran Kukathas (Eds.), Handbook of Political Theory, Sage Publishing. |

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| **Web Resources** | |
| 1. | eGyanKosh, https://egyankosh.ac.in/ |
| 2. | Encyclopedia Britannica, https://www.britannica.com/ |
| 3. | The Library of Congress, https://www.loc.gov/ |
| 4. | National Digital Library of India, https://ndl.iitkgp.ac.in/ |
| 5. | JSTOR, https://www.jstor.org/ |

**Mapping with Programme Outcomes:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**CORE COURSE – XI**

**GOVERNANCE AND PUBLIC POLICY**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **CC - XI** | **GOVERNANCE AND PUBLIC POLICY** | Core | Y | - | - | - | 4 | 6 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To introduce the students to the fundamental ideas of governance and public policy | | | | | | | | | | |
| C2 | To help students understand the basics of policy formulation | | | | | | | | | | |
| C3 | To familiarise students with the concepts of policy implementation | | | | | | | | | | |
| C4 | To enable students to analyse the notions of policy evaluation | | | | | | | | | | |
| C5 | To provide insights into the contemporary debates in public policy | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | Public Policy: Meaning, Nature, Scope and Typology  Policy Cycle, Policy Analysis and Governance  Official and Unofficial Actors in Policy Process  Policy Entrepreneur and Policy Innovation | 6 |
| II | Policy Formulation: Meaning, Nature and Significance  Models: Institutionalism - Systems Theory - Incremental Theory - Normative Optimal Model – Rational-Choice Theory – Group Theory – Elite Theory  Challenges in Policy Formulation | 6 |
| III | Policy Implementation: Meaning, Nature and Significance  Models: Top-down Approach – Bottom-Up Approach – Hybrid Approach  Policy Learning, Failure and Monitoring  Conditions for Policy Implementation | 6 |
| IV | Policy Evaluation: Meaning, Nature and Significance  Criteria for Evaluation: Effectiveness – Efficiency – Equity – Responsiveness – Appropriateness - Types: Process Evaluation – Outcome Evaluation - Impact Evaluation – Cost-Benefit Evaluation - Techniques: Cost-Benefit Analysis – Management by Objectives (MBO) – Programme Evaluation & Review Technique (PERT) – Critical Path Method (CPM) | 6 |
| V | Policy Change and Policy Reform  Policy Learning and Policy Diffusion  Policy Networks and Policy Advocacy  Science, Technology and Policy | 6 |
|  | **Total** | **30** |

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|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Enumerate the factors/determinants of Public Policy- Cognitive level 1 and 2- Recalling and Understanding | PO1, PO3, PO4 |
| **CO2** | Summarize the need for Public policy formulation– Cognitive level - K2 and K3 – Recalling and understanding | PO1, PO6. PO5, PO7 |
| **CO3** | Describe the dynamics of policy Implementation- cognitive level – K2 and K3 Understand and describe | PO1 and PO8, PO9, PO10 |
| **CO4** | Examine policy evalution. cognitive level- K3 and K4 Comprehend and Analyse | PO4, PO6, PO8, PO11 |
| **CO5** | Analyse policy evaluation. cognitive level - K4 and K5 Assess and Evaluate | PO2 and PO5 |

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| **Text Books** | |
| 1. | RadhakrishnanSapru, Public Policy: A Contemporary Perspective, SAGE Publishing. |
| 2. | Michael E. Kraft and Scott R. Furlong, *Public Policy: Politics, Analysis and Alternatives*, SAGE Publishing. |
| 3. | Sara R. Rinfret, Denise Scheberle and Michelle C. Pautz, *Public Policy: A Concise Introduction*, SAGE Publishing. |
| 4. | Policy Making and Administration, American Journal of Public Policy and Administration Vol. 4 No. 1 (2019) |
| 5. | R. K. Sapru and Y. Sapru, Public Policy: Formulation, Implementation And Evaluation Paperback – 1 January 2019 |

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| **ReferenceBooks** | |
| 1. | Eduardo Araral, Scott Fritzen, Michael Howlett, M Ramesh and Xun Wu (Eds.), Routledge Handbook of Public Policy, Routledge. |
| 2. | Michael Howlett (Ed.), The Routledge Handbook of Policy Tools, Routledge. |
| 3. | Robert Goodin, Michael Moran and Martin Rein (Eds.), The Oxford Handbook of Public Policy, Oxford University Press. |
| 4. | Dirk Berg-Schlosser, Bertrand Badie and Leonardo Morlino (Eds.), The SAGE Handbook of Political Science (Volumes I - III), SAGE Publishing. |
| 5. | Maniram Sharma, Public Policy in India, Mahaveer Publications, 21 January 2023 |

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| **Web Resources** | |
| 1. | Encyclopedia Britannica, https://www.britannica.com/ |
| 2. | National Digital Library of India, https://ndl.iitkgp.ac.in |
| 3. | Oxford Reference, https://www.oxfordreference.com/ |
| 4. | JSTOR, https://www.jstor.org/ |
| 5. | The Library of Congress, https://www.loc.gov/ |

**Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**CORE COURSE – XII**

**REGIONAL POLITICS IN INDIA**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **CC - XII** | **REGIONAL POLITICS IN INDIA** | Core | Y | - | - | - | 4 | 6 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To know the concept of regionalism | | | | | | | | | | |
| C2 | To understand the regional aspirations and politics | | | | | | | | | | |
| C3 | To understand the constitutional provisions on centre-state relations | | | | | | | | | | |
| C4 | To know the regional imbalances in India | | | | | | | | | | |
| C5 | To understand the role of states in national integration | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | Regional Politics in India: Meaning, Nature and Genesis -  India’s Federal Structure: Features, Patterns and Behaviour - States Reorganisation Commission (1953) and the States Reorganisation Act (1956) - Contemporary Debates on Regionalism versus Nationalism | 6 |
| II | Debates on Regional/State Autonomy in India: Ethnocentric and Linguistic Dimensions - Regional Movements: Typology (Secessionism and Separatism) and Significance - Regional Aspirations in India: Southern (Special Case of Tamil Nadu), Western, Central, Northern, Eastern and North-East States - Regionalism and Union Territories: Special Case of Jammu & Kashmir, and Ladakh | 6 |
| III | Indian Constitution and Regionalism: Centre-State Relations: From Independence to the Present - Regionalist Tendencies and Inter-State Hostilities -Identity Assertation and Contemporary Federal Dynamics: From Cooperative to Competitive Federalism | 6 |
| IV | Regional Imbalances and Socio-Economic Development  Regional Political Parties and Coalition Politics  All India Services and State Politics  Regionalism and India’s Internal Security | 6 |
| V | Globalisation and Regional Politics in India  Indian Paradiplomacy: The Role of States in Indian Foreign Affairs  Changing Idea of Governors and Lieutenant Governors  Contemporary Narratives of National Unity and Integration: Ek Bharat Shreshtha Bharat and National Unity Day | 6 |
|  | **Total** | **30** |

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|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Have a clear idea of the concept of regionalism | PO1, PO2, PO3, PO5, PO7, |
| **CO2** | Have knowledge on regional aspirations | PO1, PO2, PO7, PO8, PO9 |
| **CO3** | Know the constitutional provisions for federal nation | PO3, PO5, PO7, PO8, PO9 |
| **CO4** | Have a fair idea of regional imbalances in India | PO1, PO3, PO5, PO7, PO9 |
| **CO5** | Know why and how regional state behave | PO1, PO2, PO5, PO7, PO8, |

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| **Text Books** | |
| 1. | AshutoshKumar(Ed.),*RethinkingStatePoliticsinIndia:RegionswithRegions*,Routledge. |
| 2. | SudhaPai (Ed.), Handbook of Politics in Indian States: Region, Parties and Economic Reforms, Oxford University Press |
| 3. | AtulKohli and Prerna Singh (Eds.), Routledge Handbook of Indian Politics, Routledge. |
| 4. | RekhaSaxena (Ed.), New Dimensions in Federal Discourse in India, Routledge. |
| 5. | BimalJalan, Emerging India: Economics, Politics and Reforms· Penguin Random House. |

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| **ReferencesBooks** | |
| 1. | S. Narayan, The Dravidian Years C: Politics and Welfare in Tamil Nadu. June 2018 |
| 2. | NirajaGopalJayal and PratapBhanu Mehta (Eds.), The Oxford Companion t Politics in India, Oxford University Press. |
| 3. | SujitChoudhry, MadhavKhosla and PratapBhanu Mehta (Eds.). The Oxford Handbook of the Indian Constitution, Oxford University Press. |
| 4. | Ramesh Chandra, I. Ahmad, Development and Regionalism: Anthropological, Ecological and Psychological Perspective Anthropological Survey Of India, |
| 5. | GautamKamble, ShreenivasKhandewale and G.S. Khwaja, Politics of Regional Development: A Case Study of Maharashtra, Rawat Publications. Jan 2020 |

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| **Web Resources** | |
| 1. | eGyanKosh, <https://egyankosh.ac.in/> |
| 2. | National Digital Library of India, https://ndl.iitkgp.ac.in/ |
| 3. | Oxford Reference, <https://www.oxfordreference.com/> |
| 4. | [www.eci.in](http://www.eci.in) |
| 5. | Encyclopedia Britannica, https://www.britannica.com/ |

**Mapping with Programme Outcomes:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**ELECTIVE COURSE – VI**

**INTERNATIONAL LAW**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **EC - I** | **INTERNATIONAL LAW** | Elective | Y | - | - | - | 3 | 4 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To introduce students to the basic concepts and problems of public international law. | | | | | | | | | | |
| C2 | To understand the sources of international law | | | | | | | | | | |
| C3 | To know the international legal system. | | | | | | | | | | |
| C4 | To understand the International criminal tribunals and asylum laws | | | | | | | | | | |
| C5 | To highlight the maritime laws | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | Introduction: The Nature and Scope of International Law. What is international law? Key issues to address in the study of IL- Differences between Public & Private International Law | 4 |
| II | Sources of International Law: International Customs - International Treaties - General Principles of Law - Judicial Decisions & Juristic Works - Resolutions of General Assembly | 4 |
| III | Subjects of International Law: Status of International Organizations - Place of Individuals in International Law - Relationship between International Law & Municipal Law | 4 |
| IV | Jurisdiction - Jurisdiction of state - Nationality, its acquisitions, loss and proof - Double nationality and statelessness - Criminal jurisdiction International Criminal Tribunals - Asylum – Refugees - Extraditions. | 4 |
| V | Recognition, Law of the Sea: Meaning & Theories of Recognition - De Facto & De Jure Recognition - Express, Implied & Conditional Recognition - Withdrawal & Retroactivity of Recognition - Territorial Sea, Contiguous Zone, Continental Shelf& Exclusive Economic Zone, High Seas | 4 |
|  | **Total** | **20** |

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|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Have knowledge on International Law | PO2, PO3, PO5, PO7, PO8, |
| **CO2** | Have a clear idea about the International legal system | PO1, PO2, PO3, PO5, PO9 |
| **CO3** | Know the Maritime laws and practices | PO1, PO2, PO7, PO8, PO9 |
| **CO4** | Clear view about Asylum procedures | PO1, PO3, PO5, PO8, PO9 |
| **CO5** | Know the way International Organisations work for peace. | PO1, PO2, PO3, PO5, PO7, |

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| **Text Books** | |
| 1. | Oppeniheim, *International Law,*Biblio Bazaar, LIC, 2010 |
| 2. | James Crawford Brownlie, Principles of International Law, Oxford University Press, 2013 |
| 3. | Starke, *Introduction to International Law*, Oxford University Press, 2013 |
| 4. | Shaw, *International Law*, Cambridge University Press, 2008 (6th Edn) |
| 5. | Dr. Gurdip Singh, International Law, EBC, 2015. |

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| **ReferencesBooks** | |
| 1. | A. Boyle & C. Chinkin, The Making of International Law, Foundations of Public International Law, Oxford University Press, 2007 |
| 2. | R. P. Dhokalia, The Codification of Public International Law, United Kingdom: Manchester University Press, 1970 |
| 3. | S.K. Kapoor, International Law, Human Rights, Central Law Agency, 2009 |
| 4. | H.O.Agarwal, International Law & Human Rights, Central Law Agency 1st Ed. (Rep) 2014 |
| 5. | Brownlie, International Law and the Use of Force by States, Oxford: Clarendon Press, 1991 |

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| **Web Resources** | |
| 1. | National Digital Library of India, https://ndl.iitkgp.ac.in/ |
| 2. | Oxford Reference, <https://www.oxfordreference.com/> |
| 3. | Encyclopedia Britannica, https://www.britannica.com/ |
| 4. | (Vienna Convention on the Law of Treaties, also available at: http://legal.un.org/ilc/texts/instruments/english/conventions/1\_1\_1969.pdf |
| 5. | (Treaty on European Union, also available at: http://eurlex.europa.eu/legalcontent/EN/TXT/PDF/?uri=CELEX:12012M/TXT&from=EN) |

**Mapping with Programme Outcomes:**

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|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**PROJECT WITH VIVA VOCE**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  | **PROJECT** |  | 2 | - | - | - | 3 | 4 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| CO1 | To introduce the students to the fundamentals of research | | | | | | | | | | |
| CO2 | To identify appropriate data collection methods | | | | | | | | | | |
| CO3 | To familiarize students to undertake field surveys | | | | | | | | | | |
| CO4 | To help students analysedata through scientific tools | | | | | | | | | | |
| CO5 | To familiarise students with the trends in research techniques | | | | | | | | | | |

**SKILL ENHANCEMENT COURSE – III**

**DISPUTE RESOLUTION**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **SEC - III** | **DISPUTE RESOLUTION** | Skill | Y | - | - | - | 2 | 2 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To introduce the students to the fundamentals of conflict resolution | | | | | | | | | | |
| C2 | To help students analyse the different constituents in conflict management | | | | | | | | | | |
| C3 | To familiarise students with the trends in conflict scenarios | | | | | | | | | | |
| C4 | To understand human security issues | | | | | | | | | | |
| C5 | To know the importance of international peace | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | Peace and Conflict: Meaning, Nature, Typology and Theories  Ideologies and Conflicts  Conflict Prevention, Conflict Management, | 2 |
| II | Conflict Resolution and Conflict Transformation  Peacemaking, Peacekeeping and Peacebuilding | 2 |
| III | State and Non-State Actors in Conflict Resolution  Human Rights and Conflicts | 2 |
| IV | Responsibility to Protect (R2P) and Human Security  Gender and Conflicts  Children and Conflicts | 2 |
| V | Post-Conflict Reconciliation and Reconstruction  Globalisation and Internationalisation of Conflicts  Development, Peace and Security | 2 |
|  | **Total** | **10** |

|  |  |  |
| --- | --- | --- |
|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Understand fundamentals of conflict resolution | PO1, PO2, PO3, PO5, PO7, PO8, PO9 |
| **CO2** | Analyse the different constituents in conflict management | PO1, PO2, PO3, PO5, PO7, PO8, PO9 |
| **CO3** | Examine the trends in conflict scenarios | PO1, PO2, PO3, PO5, PO7, PO8, PO9 |
| **CO4** | Examine post-cold war era. cognitive level- K3 and K4 Comprehend and Analyse | PO4 |
| **CO5** | Analysethe world peace. cognitive level - K4 and K5 Assess and Evaluate | PO2 and PO5 |

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| **Text Books** | |
| 1. | CharlesWebelandJohanGaltung (Eds.),*HandbookofPeaceandConflictStudies*,Routledge, London. |
| 2. | Sean Byrne, Thomas Matyók, Imani Michelle Scott and Jessica Senehi (Eds.), Routledge Companion to Peace and Conflict Studies, Routledge. |
| 3. | TomKeating andW.AndyKnight (Eds.),*BuildingSustainablePeace*,UnitedNationsUniversityPress,Tokyo. |
| 4. | Irene Sabatini, Peace and Conflict· W F Howe - 2014 |
| 5. | IGNOU BPSE 146 Help Book Conflict Resolution and Peace Building IGNOU, Sri. Chakradhar Publications |

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| **ReferencesBooks** | |
| 1. | DonaldL.Horowitz,*EthnicGroupsinConflict*,UniversityofCaliforniaPress, London |
| 2. | Michael W. Doyle and Nicholas Sambanis, Making War and Building Peace: United Nations Peace Operations, Princeton University Press, New Jersey. |
| 3. | JosephdeRivera (Ed.),*HandbookonBuildingCultures ofPeace*,Springer,New York. |
| 4. | Louisa Weinstein, The 7 Principles of Conflict Resolution, Pearson. |
| 5. | Peter T. Coleman · Morton Deutsch · Eric C. Marcus, The Handbook of Conflict Resolution: Theory and Practice 3rd Edition |

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| **Web Resources** | |
| 1. | Encyclopedia Britannica, https://www.britannica.com/ |
| 2. | National Digital Library of India, https://ndl.iitkgp.ac.in |
| 3. | Oxford Reference, https://www.oxfordreference.com/ |
| 4. | JSTOR, https://www.jstor.org/ |
| 5. | The Library of Congress, https://www.loc.gov/ |

**Mapping with Programme Outcomes:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2** | **3** | **2** |
| **CO3** | **3** | **3** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2** | **3** | **3** |
| **CO5** | **3** | **3** | **2** | **3** | **3** |
| **Weightage** | **15** | **15** | **10** | **15** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **3.0** | **2.8** |

**ABILITY ENHANCEMENT COMPULSORY COURSE - SOFT SKILL – IV**

**HUMAN RIGHTS PERSPECTIVES**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **SubjectName** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **AECC -IV** | **HUMAN RIGHTS PERSPECTIVES** | Soft Skill | Y | - | - | - | 2 | 2 | 25 | 75 | 100 |
| **CourseObjectives** | | | | | | | | | | | |
| C1 | To introduce the students to the basic ideas of human rights | | | | | | | | | | |
| C2 | To familiarise students with the theoretical and legal foundations of human rights | | | | | | | | | | |
| C3 | To help students analyse the contemporary trends in human rights | | | | | | | | | | |
| C4 | To examine various declarations, conventions and covenants of human rights | | | | | | | | | | |
| C5 | To evaluate human rights cases | | | | | | | | | | |

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| **UNITS** | **Details** | **No. ofHours** |
| I | Human Rights: Meaning, Evolution, Nature, Typology, and Scope  Three Generations of Human Rights  State, Society and Human Rights | 2 |
| II | Theories of Human Rights: Natural, Liberal, Marxist and Feminist  Non-Western Perspectives on Human Rights  International Bill of Human Rights | 2 |
| III | Charter of Human Rights; UDHR; Major Covenants and Conventions | 2 |
| IV | Human Rights and Economy  Human Security and Human Rights  Science, Technology and Human Rights | 2 |
| V | Case Studies: environment, gender, children torture, poverty | 2 |
|  | **Total** | **10** |

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| --- | --- | --- |
|  | **CourseOutcomes** | |
| **COs** | **Oncompletionofthiscourse,studentswill learn to** | **Programme Outcome** |
| **CO1** | Know the basic ideas of human rights | PO1, PO2, PO3, PO5, PO7, PO8, PO9 |
| **CO2** | Examine the theoretical and legal foundations of human rights | PO1, PO2, PO3, PO5, PO7, PO8, PO9 |
| **CO3** | Analyse the contemporary trends in human rights | PO1, PO2, PO3, PO5, PO7, PO8, PO9 |
| **CO4** | Examine human rights and human security - K3 and K4 Comprehend and Analyse | PO4,PO7, PO8, PO10 |
| **CO5** | Case study assessment. cognitive level - K4 and K5 Assess and Evaluate | PO2 and PO5 |

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| **Text Books** | |
| 1. | Michael Haas, *International Human Rights: A Comprehensive Introduction*, Routledge. |
| 2. | Jack Donnelly and Daniel J. Whelan, International Human Rights, Routledge. |
| 3. | Darren O’Byrne, Human Rights: An Introduction, Routledge. |
| 4. | Dr. Bhagyashree, A. Deshpande, Human Rights Law & Practice, Central Law Publication 2022 |
| 5. | Anasuya Mukherjee, Human Rights, Singhal’s. Edition 2022 |

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| --- | --- |
| **ReferencesBooks** | |
| 1. | Jean Quataert and Lora Wildenthal (Eds.), *The Routledge History of Human Rights*, Routledge. |
| 2. | Scott Sheeran and Sir Nigel Rodley (Eds.), *Routledge Handbook of International Human Rights Law*, Routledge. |
| 3. | AnjaMihr and Mark Gibney (Eds.), The SAGE Handbook of Human Rights (Vol. I & II), SAGE Publishing. |
| 4. | S SDhaktode, Human Rights and Indian Constitution: DrB R Ambedkars Enduring Legacies, 2012 |
| 5. | A.K.Sanatombi, Human Rights: The Update, Maxword Books. |

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| **Web Resources** | |
| 1. | Encyclopedia Britannica, https://www.britannica.com/ |
| 2. | National Digital Library of India, https://ndl.iitkgp.ac.in |
| 3. | Oxford Reference, https://www.oxfordreference.com/ |
| 4. | JSTOR, https://www.jstor.org/ |
| 5. | The Library of Congress, https://www.loc.gov/ |

**Mapping with Programme Outcomes:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | S | S | M | S | M | M | M | S | L | L | S | L |
| **CO2** | S | S | M | S | M | M | S | S | S | M | M | M |
| **CO3** | S | S | M | S | M | M | M | S | L | L | M | M |
| **CO4** | S | S | L | S | M | M | S | S | L | L | S | L |
| **CO5** | M | S | L | S | S | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **3** | **3** | **2** | **3** | **3** |
| **CO2** | **3** | **3** | **2.7** | **3** | **2** |
| **CO3** | **3** | **2.9** | **2** | **3** | **3** |
| **CO4** | **3** | **3** | **2.8** | **2.7** | **3** |
| **CO5** | **3** | **3** | **2.7** | **3** | **3** |
| **Weightage** | **15** | **14.9** | **12.2** | **14,7** | **14** |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.44** | **2.94** | **2.8** |

**EXTENSION ACTIVITY**