

DEPARTMENT OF POLITICAL SCIENCE ESWARI SCHOOL OF LIBERAL ARTS BA(H) POLITICS

CURRICULUM APPICABLE FOR 2024 ADMISSION ONWARDS

		Semester-1				
Category	Sub-Category	Course Title	L	T/D	P/Pr	Credits
AEC	University AEC	Listen closely, Speak up, read well: A Holistic approach to Language skills		0	1	2
VAC	University VAC	Environmental Science	2	0	0	2
SEC	School SEC	Digital Literacy	1	1	0	2
FIC	School FIC	Understanding India Society(ies): Myths and Realities	3	0	2	4
FIC	School FIC	Understanding the Indian Constitution	2	1	0	4
FIC	School FIC	Understanding Human Minds	3	0	1	4
FIC	School FIC	Emerging Technologies	2	0	0	2
		Semester Total				20
	1		T	•	r	
Semester- 2						
Category	Sub-Category	Course Title	L	T/D	P/Pr	Credits
AEC	University AEC	The power of the pen and the voice-Basics of writing and presentation	1	0	1	2
VAC	University VAC	Ethics and Universal Human Values	2	0	0	2
SEC	School SEC	The Arrows of Intellect: Analytical Reasoning and Aptitude		0	2	2
FIC	School FIC	Economics in Everyday Life				4
FIC	School FIC	Data Analytics for Social Sciences				3
CC	Core	Introduction to Politics	3	0	2	4
OE/Minor	OE/Minor	Democracy: Theory and Practice	2	0	2	3
		Semester Total				20
Somestor			1			
Semester- 3						
Category	Sub-Category	Course Title	L	T/D	P/Pr	Credits
AEC	School AEC	Creativity and Critical thinking Skills	1	0	1	2
VAC	School VAC	Co Curricular Activities	0	0	2	2*
VAC	School VAC	Community Engagement		0	0	2*
SEC	Department/School SEC	Entrepreneurial Mindset				2
CC	Core	Colonialism and Nationalism in India	3	0	2	4
CC	Core	Understanding Constitution and Democracy in India		0	2	4
CC	Core	Political Theory: Concepts and Debates	3	0	2	4
CC	Core	Indian State and Politics: An Introduction	3	0	2	4
OE/Minor	OE/Minor	Public Policy and E- Governance	2	0	2	3

Structure and Credit Distribution of BA(H) Politics

		Semester Total				23		
<u>C</u>		1	1			[
Semester- 4								
Category	Sub-Category	Course Title L T/D P/Pr						
AEC	School AEC	Leadership and Teamwork	1	0	1	2		
VAC	School VAC	Co Curricular Activities	0	0	2	2*		
VAC	School VAC	Community Engagement	2	0	0	2*		
SEC	School SEC	Social Entrepreneurship	1	1	1	2		
CC	Core	Indian Political Thought: Classical and Modern	3	0	2	4		
CC	Core	Comparative Governmant and Politics	3	0	2	4		
CC	Core	Introduction to Research Methods	3	0	2	4		
CC	Core	State politics in India	3	0	2	4		
OE/Minor	OE/Minor	United Nations Organizations and Global Conflicts	2	0	2	3		
		Semester Total				23		
Semester- 5								
Category	Sub-Category	Course Title L T/			P/Pr	Credits		
VAC	School VAC	Co Curricular Activities	0	0	2	2*		
VAC	School VAC	Community Engagement	2	0	0	2*		
SEC	SEC Elective	Career Skills-1				2		
CC	Core	Western Political Thought: Classical and Modern	3	0	2	4		
CC	Core	India's Foreign Policy	3	0	2	4		
CC	Core	Foundations of Public Policy	3	0	2	4		
CC	Core	Perspectives on International Relations and World HIstory	3	0	2	4		
OE/Minor	OE/Minor	Theories of Nationalism	2	0	2	3		
RDIP	Internship / Research / Thesis	Internship	0	0	4	4		
		Semester Total				25		
Semester- 6								
Category	Sub-Category	Course Title	L	T/D	P/Pr	Credits		
VAC	School VAC	Co Curricular Activities	0	0	2	2		
VAC	School VAC	Community Engagement	2	0	0	2		
SEC	SEC Elective	Career Skills-2				2		
CC	Core	Public Administration: Theory and Practice	3	0	2	4		
CC	Core	Religion and State	3	0	2	4		

CC	Core	Global Politics	3	0	2	4		
CC	Core	Understanding Human Rights	Understanding Human Rights302					
OE/Minor	OE/Minor	Texts in Political Philosophy202						
Semester Total								
	1		T	•	r			
Semester- 7								
Category	Sub-Category	Course Title	L	T/D	P/Pr	Credits		
CC	Core	Advanced Research Methods	3	0	2	4		
CC	Core	International Organizations	3	0	2	4		
RDIP	Internship / Research / Thesis							
		Semester Total				14		
	1		1	1	r			
Semester- 8								
Category	Sub-Category	Course Title	L	T/D	P/Pr	Credits		
RDIPInternship / Research / ThesisMajor Project0012								
Semester Total								
TOTAL								

SEMESTER 01

(ALL THE COURSES ARE OFFERED AT SCHOOL LEVEL, THEREFORE NO COURSES ARE THERE FROM THE DEPT. OF POLITICS)

COURSES OFFERED IN SEMESTER-II



SRM University – AP, Andhra Pradesh Neerukonda, Mangalagiri Mandal

Guntur District, Mangalagiri, Andhra Pradesh 522240

Summary

INTRODUCTION TO POLITICS						
Unit No.	Unit Name	Required Contact Hours (60 Hrs)				
Unit 1	Introduction	12				
	Politics-Meaning, nature and significance					
	Activity and academic discipline					
	Traditional and modern approaches to study politics					
Unit 2	Politics, government and state	12				
	Politics-The art of government, Public affairs, Power and resources					
	Forms of government					
	State: Meaning, Nature and Elements of State. Theories of Origin of State: Evolutionary Divine, Social Contract. State and Civil Society					
Unit 3	Citizenship	12				
	Nature of Citizenship; Components of Citizenship: Civil, Political and Social Rights; Theories of Citizenship— Liberal Theory, Libertarian					
	Theory, Communitarian Theory, Marxist Theory, Pluralist Theory; Critiques of Citizenship—Feminist Critique, Subaltern Critique					
Unit 4	Sovereignty	12				
	Meaning and characteristics					
	Popular sovereignty					
	Monistic and pluralistic views					
Unit 5	Power	12				
	Nature and Significance of Power; Power, Authority and Legitimacy—Paul-Michel Foucault's and Weber's Analysis; Different Forms of Power—Political Power, Economic Power, Ideological Power; The Structure of Power; Class Perspective—					
	Power and Hegemony (Gramsci's Analysis); Elite Theory (Pareto, Mosca, Michel, C. Wright Mills); Gender Perspective (Feminist Theory); Group Perspective (Pluralist Theory); Constructive View of Power (Hannah Arendt)					



SRM University – AP, Andhra Pradesh Neerukonda, Mangalagiri Mandal Guntur District, Mangalagiri, Andhra Pradesh 522240

Name of the course-Introduction to Politics

Course Code		Course Category	Core Course	L-T-P/Pr-C	3	0	2	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards		<u>.</u>	•			

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To illustrate various aspects of politics.

Objective 2: To analyse various concepts in state.

Objective 3: To examine the practice of power.

Objective 4: To explain the concepts of citizenship and sovereignty

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the meaning and dimensions of politics	2	70%	80%
Outcome 2	Analyse the theories of state	3	70%	70%
Outcome 3	Explain the concept of power	2	60%	70%
Outcome 4	Illustrate the aspects of sovereignty	2	60%	60%
Outcome 5	Examine the concept of citizenship	2	70%	70%

					Prog	gram	Learnin	ng Outc	omes (PLO)					
CL Os	Scie ntifi c and Disc iplin ary Kno wled ge	Ana lyti cal Rea soni ng and Pro ble m Sol vin g	Crit ical and Ref lect ive Thi nki ng	Sci enti fic Rea soni ng and Des ign Thi nki ng	Re sea rch Rel ate d Ski Ils	M od er n To ols an d IC T Us ag e	Envi ronm ent and Susta inabi lity	Mor al, Mult icult ural and Ethi cal Awa rene ss	Indi vid ual and Tea mw ork Skil ls	Com munic ation Skills	Lea ders hip Rea dine ss Skil ls	Sel f- Dir ect ed an d Lif elo ng Le arn ing	P S O 1	P S O 2	P S O 3
Ou tco me 1	3	2	3		3			3	2		2	3	2	2	
Ou tco me 2	2	2	2					2				2		2	
Ou tco me 3	3	2	3		3			3		2		3			2
Ou tco me 4	2		2		2			2	2		2	2			
Ou tco me 5	2	2	2		2			2				2		2	2
Co urs e Av era ge	2	2	2		3			2	2	2	2	2	2	2	2

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Learning Assessment (Macro)

Bloom's Level of		Contin		rning Asses 1%)	sments	End Semester Assessments
Cog	Cognitive Task		Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	(40%)
Level 1 Remember		30%	40%	30%	40%	50%
	Understand					2070
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse			, , , , ,	0070	2070
Level 3	Evaluate					
	Create					
	Total	100%	100%	100%	100%	100%

Course Designers

Dr. Vineeth Thomas, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University-AP

1. Topic(s): Introduction	CO: 1,2	2	
Name of Faculty from Syr	nergy Dept. / Oth	er Institution / Indu	stry
	2. Topic Learnin	g Outcome(s)1,2	
Previous: NA	Meaning, nature Activity and aca	luction-Politics- e and significance, ademic discipline, modern approaches	Following: Politics, government and state- Politics-The art of government, Public affairs, Power an Resources, Forms of government, State: Meaning, Nature Elements of State. Theo of Origin of State: Evolutionary Divine, Social Contract. State an Civil Society
	3.Ped	agogy	
Lecture, CBL (Case Based Based Learning), ABL (Ac Ba	•	· ·	Topic Learning Hours 10
4. Active Learning Techni	ques	In Class Hours	Out of Class Hours
 Discussions / Interac Jigsaw How many discussion for this topic? - 2 How many groups? 	ons / activities	10	
 5. Resources 1. Gauba, O.P. (2003), An I Delhi: Macmillan. 2. Jones, C.Ramaswamy,s and and Concepts, New Delhi:P 3. Johari, J.C. (2012). Cont Delhi: Sterling. 4. Sabine, G.H. and Thorso Theory. New Delhi: OUP and 5. Mc Kinnon, C. (2008). I OUP. 	nd Bastow, T. Poli PHI Learning Ltd temporary Politica on, T.L. (1973). A nd IBH.	tical Theory:Ideas al Theory. New History of Political	Blended Learning Hours

 Bhargava, Rajeev and Ad Theory: An Introduction. N Heywood, Andrew (2013) London: Palgrave Macmilla 	ew Delh 5), Politi	i: Pearson	n Longman.	
		6.Asse	ssments	
Assessment Component(s) CLA 1 + Midterm+End term	Component(s)Type1CLA 1 +Assignment,			
Lesson Plan				
1. Topic(s): Politics, governand state	iment	CO: 2,2	3	
Name of Faculty from Syn	ergy De	ept. / Oth	ner Institution / Indus	stry
	2. Topic	Learnin	g Outcome(s) 2,3	
2. Topic Learning Outcome(s) 2,3 Previous: Introduction- Politics-Meaning, nature and significance, Activity and academic discipline, Traditional and modern approaches to study politics Politics-The art of government, Public affairs, Power and Resources, Forms of government, State: Meaning, Nature and Element State. Theories of Origin of State: Evolutionary Divine, Social Contrac State and Civil Society				Following: Citizenship- Nature of Citizenship; Components of Citizenship, Civil, Political and Social Rights; Theories of Citizenship—Liberal Theory, Libertarian Theory, Libertarian Theory, Marxist Theory, Marxist Theory, Pluralist Theory; Critiques of Citizenship— Feminist Critique, Subaltern Critique
Lecture, CBL (Case Based Based Learning), II	Learnin	g), PBL	· ·	Topic Learning Hours 15
4. Active Learning Technic	ques		In Class Hours	Out of Class Hours

 Discussions / Interact How many discussion for this topic? - 3 How many groups? 5. Resources Gauba, O.P. (2003), An ID Delhi: Macmillan. Jones, C. Ramaswamy, sont and Concepts, New Delhi: P Johari, J.C. (2012). Control Delhi: Sterling. Sabine, G.H. and Thorson Theory. New Delhi: OUP and 5. Mc Kinnon, C. (2008). In OUP. Bhargava, Rajeev and Act Theory: An Introduction. New 7. Heywood, Andrew (2013). London: Palgrave Macmillation of the component (s) CLA 2 + 	ons / activities - 2 Introduction to Po nd Bastow, T. Poli HI Learning Ltd emporary Politica on, T.L. (1973). A nd IBH. ssues in Political charya, Ashok. (e ew Delhi: Pearson 5), Political Theo in	tical Theory:Ideas al Theory. New History of Political Theory. New York: eds.) Political n Longman. ry: An Introduction, ssments	Blended Learning Hours Hours
Midterm+End term Lesson Plan	presentations, examination		
1. Topic(s): Citizenship	CO: 4,	5	
Name of Faculty from Syn	ergy Dept. / Oth	ner Institution / Indu	stry
	2. Topic Learnin	g Outcome(s) 4,5	
Previous: Politics, governn and state-Current: Citizenship- Nature of Citizenship; Components of Citizenship, Civil, Political and Social Rights; Theories of Citizenship—Liberal Theory, Libertarian Theory, State: Meaning, Nature and Elements of State.Current: Citizenship- Nature of Citizenship; Components of Citizenship, Civil, Political and Social Rights; Theories of Citizenship—Liberal Theory, Communitarian Theory, Marxist Theory, Pluralist Theory; Critiques of Citizenship—Feminist Critique, Evolutionary Divine, Socia			Following: Sovereignty Meaning and characteristics, Popular sovereignty, Monistic and pluralistic views

Contract. State and Civil Society			
	3.Ped	lagogy	
Lecture, CBL (Case Base Based Learning),	ed Learning), PBL IBL (Inquiry Base	· ·	Topic Learning Hours 15
4. Active Learning Techn	iques	In Class Hours	Out of Class Hours
 Discussions / Inter How many discuss for this topic? - 2 How many groups 	15		
 S. Resources Gauba, O.P. (2003), An Delhi: Macmillan. Jones, C. Ramaswamy, sa and Concepts, New Delhi: Johari, J.C. (2012). Con Delhi: Sterling. Sabine, G.H. and Thors Theory. New Delhi: OUP Mc Kinnon, C. (2008). OUP. Bhargava, Rajeev and A Theory: An Introduction. If Heywood, Andrew (20 London: Palgrave Macmil 	and Bastow, T. Poli PHI Leaning Ltd ntemporary Politic son, T.L. (1973). A and IBH. Issues in Political Acharya, Ashok. (e New Delhi: Pearso 15), Political Theo lan	tical Theory:Ideas al Theory. New History of Political Theory. New York: ds.) Political n Longman.	Blended Learning Hours
Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination		1arks +25+50
Lesson Plan			
1. Topic(s): Sovereignty	CO: 4		1
Name of Faculty from Sy		on Institution / In J	

	2. Topic Learnin	ng Outcome(s) 4	
Previous: Citizenship- Nature of Citizenship; Components of Citizenship, Civil, Political and Social Rights; Theories of Citizenship—Liberal Theory, Libertarian Theory, Communitarian Theory, Marxist Theory, Pluralist Theory; Critiques of Citizenship—Feminist Critique, Subaltern Critique	Current: Sover Meaning and ch Popular soverei Monistic and pl	naracteristics, gnty,	Following: PowerNatureandSignificanceofPower;Power,AuthorityandLegitimacy—Paul-Michel Foucault's andWeber'sAnalysis;Different Forms ofPower,Power,Power,IdeologicalPower,IdeologicalPower;ClassPerspective—Power and Hegemony(Gramsci's Analysis);Elite Theory (Pareto,Mosca, Michel, C.Wright Mills);Gender Perspective(Feminist Theory);Group Perspective(Pluralist Theory);Constructive View ofPower (HannahArendt)
	3.Pedagogy (all that apply)	
Lecture, CBL (Case Based Based Learning), I	0,		Topic Learning Hours 8
4. Active Learning Techni	ques	In Class Hours	Out of Class Hours
 Discussions / Interation How many discussion for this topic? - 2 How many groups? 	ons / activities	8	
 5. Resources 1. Gauba, O.P. (2003), An E Delhi: Macmillan. 2. Jones, C.Ramaswamy, s and Concepts, New Delhi: P 	nd Bastow,T. Poli	•	Blended Learning Hours

 Johari, J.C. (2012). Cont Delhi: Sterling. Sabine, G.H. and Thorso Theory. New Delhi: OUP at 5. Mc Kinnon, C. (2008). Is OUP. Bhargava, Rajeev and Ad Theory: An Introduction. No 7. Heywood, Andrew (2015) London: Palgrave Macmilla 	on, T.L. (1973). A nd IBH. ssues in Political charya, Ashok. (e ew Delhi: Pearson 5), Political Theor in	History of Political Theory. New York: ds.) Political n Longman. ry: An Introduction,	
		ssments	
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment, presentations, examination,		1arks 0+50
Lesson Plan			
1. Topic(s): Power	CO: 4,5	i	
Name of Faculty from Syn	ergy Dept. / Oth	ner Institution / Indu	stry
2	2. Topic Learnin	g Outcome(s) 4,5	
Previous: Sovereignty- Meaning and characteristics, Popular sovereignty, Monistic and pluralistic views	Power, Authorit Paul-Michel Weber's Analys of Power— Economic Power, Ideolo Structure of Perspective— Power and Heg Analysis); Elite Mosca, Michel, Gender Perspec Theory); Group (Pluralist Theor View of Power	haracteristics, gnty, luralistic views, nificance of Power; ty and Legitimacy— Foucault's and bis; Different Forms Political Power, gical Power; The Power; Class emony (Gramsci's Theory (Pareto, C. Wright Mills); tive (Feminist	Following: NA

Lecture, CBL (Case Based Based Learning), IE	Topic Learning Hours 12		
4. Active Learning Technic	lues	In Class Hours	Out of Class Hours
 Discussions / Interac How many discussion for this topic? - 2 How many groups? - 	ns / activities	12	
 5. Resources 1. Gauba, O.P. (2003), An Independent State S	d Bastow, T. Poli HI Learning Ltd emporary Politica n, T.L. (1973). A d IBH. ssues in Political harya, Ashok. (e w Delhi: Pearsos	tical Theory:Ideas al Theory. New History of Political Theory. New York: ds.) Political n Longman.	Blended Learning Hours
	6.Asse	ssments	
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment + examination		Iarks 0+50

COURSES OFFERED IN SEMESTER-III



SRM University – AP, Andhra Pradesh

Neerukonda, Mangalagiri Mandal

Guntur District, Mangalagiri, Andhra Pradesh 522240

Summary

	Colonialism and Nationalism in India	
Unit No.	Unit Name	Required Contact Hours (60 Hrs)
1	Pre Colonial India: An Introduction	8
	Mughal India and its central institutions	
	Regional economies and kingdoms, Political and Social	
	ideas, Elites and Peasants in pre colonial India	
2	Orientalism, Liberalism, East India Company	8
	The 17 th and 18 th centuries in India	_
	Dutch, French and Portuguese in India	_
	The British gain leverage over other Europeans, The East	
	India Company, loot and plunder, Orientalism and its scholarship	
3	The Colonial Transition – High Imperialism	20
	The 19 th century in India and the World	
	1857 – The first War of Independence,1859 – Indigo Revolt	
	Telegraphs, Railways and Industrial development	
	Drain of Wealth	
4	National Movement and the making of a Nation	20
	Partition of Bengal, Swadeshi and Boycott movements	
	Mahatma Gandhi, Khilafat and Non-Cooperation movements, Civil Disobedience movement	
	Role of Women in the national movement	1
	Critiques of Caste, Ambedkar, Non Brahman movement,]
	Self-Rule, Quit India Movement	
5	Conclusion and Reflections	4
	Colonial Ideology and Liberalism – A Critique	



Name of the Course: Colonialism and Nationalism in India

Course Code		Course Category	CC L-T/D-P/Pr-C	3 0 2 4
Total Contact Hou	rs		Total Learning Hours	
Pre-Requisite		Co-Requisite	Progressive	
Course(s)		Course(s)	Course(s)	
Course Offering	DIV	Professional /		
Department	Politics	Licensing		
Department		Standards		

Course Objectives/Course Learning Rationales (CLR's)

Objective 1: Explain theories and concepts about colonialism and nationalism

Objective 2: Discuss the nature of Indian society and economy at the eve of colonialism

Objective 3: Assess the complex nature of changes brought about by colonialism in different aspects of Indian society

Objective 4: Evaluate the rise of nationalism and its multiple strains during the freedom struggle in India

Objective 5: Evaluate the power of nationalism as a vehicle of inclusive social change

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
CO	Acquire an understanding			
1	about the impact of	2, 3	80%	70%
	colonialism in India			
CO	Articulate how Indian society			
2	changed through colonial	1, 2, 3	80%	70%
	contact			
CO	Explain the rise of			
3	nationalism and anti- colonialism as a social force	2,3,	80%	70%

Course Outcomes/Course Learning Outcomes (CLOs)

	Program Learning Outcomes (PLO)														
C L Os	Scie ntifi c and Dis cipl inar y Kno wle dge	Pr ob le m An aly sis	Desi gn and Dev elop men t	An aly sis, De sig n an d Re sea rch	M od er n To ol an d IC T Us ag e	Soci ety and Mul ticul tural Skill s	Envi ron men t and Sust aina bilit y	Mo ral, and Eth ical Aw are nes s	Ind ivi dua l and Tea mw ork Ski Ils	Com muni catio n Skills	Proj ect Man age men t and Fina nce	Sel f- Di rec ted an d Lif elo ng Le arn ing	P S O 1	P S O 2	P S O 3
Ou tco me 1	3	2	0	0	2	2	2	3	2	2	0	2	2	2	2
Ou tco me 2	2	3	0	0	2	2	2	3	2	2	0	2	2	2	2
Ou tco me 3	1	2	0	0	2	2	2	3	2	2	0	2	2	2	2
Co ur se Av er ag e	2	2.3	0	0	2	2	2	3	2	2	0	2	2	2	2

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Learning Assessment (Macro)

		Continuou	CLA 3		
	m's Level of nitive Task	CLA-1 (20%) In Class Quiz	CLA 2 Midterm (30%)	CLA 3 Class Participation (15%)	End Semester Final Exam (35%)
Level	Remember	- 50%	50%	50%	50%
1	Understand	3070	3070	3070	3070
Level	Apply	- 50%	50% 50%	50%	50%
2	Analyse	3070	3070	5070	5070
Level	Evaluate				
3	Create				
	Total	100%	100%	100%	100%

Course Designers

Dr Vandana Swami, Professor, Department of Liberal Arts, ESLA, SRM University-AP

1. Topic(s): Precolonial In	CO: 1	
Name of Faculty from Syn	ergy Dept. / Other Institution	/ Industry
1 Topic/s: Precolonial Ind	dia, Mughal India and its Cent	ral Institutions
Learning Outcome(s) 1		
Previous: N/A	Current: Precolonial India, Mughal India and its Central Institutions, Peasants and Elites in pre-colonial India	Following: Orientalism, 17 th and 18 th Centuries in India, East India Company, Orientalism and Liberalism
	3.Pedagogy (all that apply)	
	sed Learning) / IBL (Inquiry (Research Based Learning)	Topic Learning Hours 10
4. Active Learning Techniques	In Class Hours	Out of Class Hours
 Discussions How many discussions / activities for this topic? 2 How many groups? 2 	15	
Mughal India (1556 Press, New Delhi 2. Mishra S. 'Peasants,	The Agrarian System of -1707) Oxford University , Colonialism and Sovereignty: s in Eastern India' Modern ; 55(5): 1681-1717	Blended Learning Hours
	6.Assessments	
Assessment Component(s) CLA 1	Assessment Type In Class Quiz	Marks 50

1. Topic(s): Orientalism, Liberalism a Company	CO: 2			
Name of Faculty from Synergy Dept. / Other Institution / Industry				
2. Topic Lo	earning Outcome(s) 2			
Previous: Precolonial India, Mughal India and its Central Institutions, Peasants and Elites in pre-colonial India	Following: The Colonial Transition: High Imperialism			
3.Pedag	ogy (all that apply)			
Lecture	Topic Learning Hours			
		10		
4. Active Learning Techniques	Out of Class Hours			
 Discussions How many discussions / activities for this topic? 2 How many groups? 2 	20			
5. Resources 1. Metcalf, Thomas (1995) 'Ideo Cambridge University Press, Be	Blended Learning Hours			
 Bowen, H V (2008) 'The Bus India Company and Imperial Br University Press, New Delhi Eric Stokes (1989) The English Oxford University Press. New E 	itain, Cambridge Utilitarians and India,			
6	Assessments	•		
Assessment Component(s) CLA 2	Assessment Type Midterm Exam	Marks 80		

1. Iopic(s): The Colonial Transit	ion – High Imperialism	CO: 2,3
Name of Faculty from Synergy D	Dept. / Other Institution / Ind	lustry 2,3
2. To	pic Learning Outcome(s)	
Previous: Orientalism, 17 th and 18 th Centuries in India, East India Company	Current: The Colonial Transition: High Imperialism and Nationalism	Following: National Movement and the making of a Nation
3. Pe	edagogy (all that apply)	
Lectur	e	Topic Learning Hours
		18
4. Active Learning Techniques	In Class Hours	Out of Class Hours
 Discussions How many discussions / activities for this topic? 2 How many groups? 		
 5. Resources 1. Barrow, I. J., & Haynes, D. E. (2) Transition: South Asia, 1780-1840 38(3), 469–478 2. Chandra, Bipan et al (2016) 'Ir Independence' Penguin India 3. Dharma Kumar ed. (2005) Cambination (20	. <i>Modern Asian Studies</i> , ndia's Struggle for bridge Economic History of	Blended Learning Hours
	6.Assessments	•
Assessment Component(s)	Assessment Type	Marks 100

1. Topic(s): National Movement and th	CO: 3				
Name of Faculty from Synergy Dept. /	Name of Faculty from Synergy Dept. / Other Institution / Industry				
2. Topic Les	arning Outcome(s) 3				
Previous: The Colonial Transition: High Imperialism and Nationalism	Current : National Movement and the making of a Nation	Following: Conclusion and Reflections			
3.Pedago	gy (all that apply)	·			
Lecture	Topic Learning Hours				
		18			
4. Active Learning TechniquesDiscussions	In Class Hours	Out of Class Hours			
• How many groups? 2					
 5. Resources 1. Habib Irfan (2022) A People's National Movement, Part2 Th 1947 Tulika Books, New Delh 	Blended Learning Hours				
6./	Assessments	•			
Assessment Component(s) CLA 3	Assessment Type End Semester Final Exam	Marks 100			

1. Topic(s): Conclusion and Reflections	CO: 1, 2, 3				
Name of Faculty from Synergy Dept. / Other Institution / Industry					
2. Topic Learning Outcome(s)1,2,3					
Previous: National Movement and the making of a Nation	Current: Conclusion and Reflections	Following: N/A			
3.Pedagogy (all that apply)					

Lecture		Topic Learning Hours 4
4. Active Learning TechniquesDiscussions	In Class Hours 4	Out of Class Hours
5. Resources All references from previous lesson plans		Blended Learning Hours
6.A	ssessments	
Assessment Component(s) CLA 1, 2, 3	Assessment Type n/a	Marks n/a



Summary

Understanding Constitution and Democracy in India

Unit	Unit Name	Required	
No.		Contact	
		Hours(60	
		Hrs)	
Unit 1	Introduction and Historical Background	10	
	Necessity of the Constitutions		
	The Constitution as a Statement of Indian Identity		
	Origins and Creation of the Constitution Assembly		
Unit 2	The Core Features of the Indian Constitution	15	
	The Preamble		
	Fundamental Rights		
	Directive Principles of State Policy		
Unit 3	The Key Debates of the Indian Constitution	15	
	Citizenship		
	Reservation Policy		
	Emergency Power		
	Separation of Power		
	Secularism		
Unit 4	Indian Democracy	10	
	Indian Model of Democracy		
	The Institutional Context		
	Regional Mobilization		
	Democratic Mobilization for Social Justice		
Unit 5	Criticisms and Challenges of Indian Democracy	10	
	Democracy and Social Inequality		
	The Dalit Critique of Indian Democracy		
	Issue of Majoritarianism, Paradox, Diversion and Distortions		



SRM University – AP, Andhra Pradesh

Neerukonda, Mangalagiri Mandal Guntur District, Mangalagiri, Andhra Pradesh 522240

Understanding Constitution and Democracy in India Course Code Course Category L-T/D-P/Pr-C 3 0 2 4 CC **Total Learning Total Contact Hours** Hours **Pre-Requisite Co-Requisite** Progressive Course(s) Course(s) Course(s) Professional / **Course Offering Politics** Licensing Department

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To explain the Indian constitution as well as the democratic institutions.

Standards

Objective 2: To explain and analyse key features of the Indian constitution.

Objective 3: To illustrate the workings of Indian democracy.

Objective 4: To illustrate and analyse the link between democratic ideals enshrined in the Indian constitution and their relationship with democratic practice in everyday governance.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the origin and evolution of the Indian constitution.	2	70%	80%
Outcome 2	Identify and describe the basic philosophy of the Constitution of India	2	70%	70%
Outcome 3	Explain and analyze the workings of Indian democracy	4	60%	70%
Outcome 4	Analyse the linkage between constitutional values and democratic practice in India	4	60%	60%

	Program Learning Outcomes (PLO)														
CL Os	Scie ntifi c and Dis cipli nary Kno wle dge	An alyt ical Re aso nin g and Pro ble m Sol vin g	Cri tica 1 and Ref lect ive Thi nki ng	Sci enti fic Re aso nin g and De sig n Thi nki ng	Re sea rch Re lat ed Ski lls	M od er n To ol s an d IC T Us ag e	Envi ron ment and Sust aina bilit y	Mor al, Mul ticul tural and Ethi cal Awa rene ss	Ind ivid ual and Tea mw ork Ski Ils	Com muni catio n Skills	Lea der shi p Rea din ess Skil ls	Sel f- Di rec ted an d Lif elo ng Le arn ing	P S O 1	P S O 2	P S O 3
Ou	3	2	3		3			3				3			
tco															
me															
1 Ou	2	2	2					2				2			
tco	2	2	2					2				2			
me															
2															
Ou	3	2	3		3			3				3			
tco															
me															
3															
Ou	2		2		2			2				2			
tco me															
4															
Ou	2	2	2		2			2				2			
tco															
me															
5															
Со	2	2	2		3			2				2			
urs															
e Av															
Av era															
ge															
50											1				

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuo	us Learnin	End Semester		
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1		30%	40%	30%	40%	50%
	Understand		1070	2 3 7 0		
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
	Total	100%	100%	100%	100%	100%

Course Designers

Dr. Vivek Kumar Yadav, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University- AP

1. Topic(s): Introduction and Historical Background			2		
Name of Faculty from	Synergy Dept. / Othe	r Institution	/ Industry		
	2. Topic Learning	Outcome(s)	1,2		
Previous: NA	Current: Introd Historical Back		Following: The Indian C	The Core Feature onstitution-	
	Necessity of the Constitutions	2	The Preamb		
	The Constitutio of Indian Identi			C	
	Origins and Cre Constitution As		State Policy		
	3.Pedaş	gogy			
Lecture, CBL (Case B Learning), ABL (A	Topic Learning Hours 10				
4. Active Learning Tec	hniques		In Class Hours	Out of Class Hours	
 Discussions / Interactions /Q&A / Jigsaw How many discussions / activities for this topic? 10 -2 How many groups? - 2 					
5. Resources				Blended	
1. Bhargava, R. (20 of the Indian C <i>Ethics of the Ind</i> Press.	Learning Hours				
 Press. Bhikhu Parekh (2008), 'The Constitution as a Statement of Indian Identity', in R. Bhargava (ed.) <i>Politics and Ethics of the Indian</i> <i>Constitution</i>, New Delhi: Oxford University Press. 					

	he Indian Constitution: Corr xford University Press.	nerstone of a		
	6.Assessments			
Assessment Component(s)	Assessment Type Assignment,	Marks		
CLA 1 + Midterm+End term	presentations, examination	15+25+50		
Lesson Plan				
1. Topic(s): The Core Featur Constitution	res of the Indian CO: 2	,3		
Name of Faculty from Syner	rgy Dept. / Other Institution	/ Industry		
2.	Topic Learning Outcome(s)	2,3		
Previous: Introduction and Historical Background- Necessity of the	Current: The Core Features of the Indian Constitution-	Following: T Debates of th Constitution	the Indian	
Constitutions	The Preamble	Citizenship		
The Constitution as a Stateme	Fundamental Rights	Reservation	Policy	
of Indian Identity Origins and Creation of the	Directive Principles of State Policy	Emergency I	Power	
Constitution Assembly	f Power			
	3.Pedagogy (all that apply))		
	Learning), PBL (Problem or I L (Inquiry Based Learning)	Project Based	Topic Learning Hours 15	

4. Active Learning Techniqu	In Class Hours	Out of Class Hours	
 Discussions / Interacti How many discussion - 3 How many groups? - 2 	15		
 5. Resources 1. G. Austin (2010), <i>Th</i> Nation, New Delhi: O 2. Rathore, A. S. (2020), the Constitution of Inc. 	Blended Learning Hours		
	6.Assessments		
Assessment Component(s) CLA 2 + Midterm+End term	Assessment Type Assignment, presentations, examination		arks 25+50
Lesson Plan 1. Topic(s): The Key D Indian Constitution	ebates of the CO: 4	4,5	
Name of Faculty from Syner	rgy Dept. / Other Institution	n / Industry	
2.	Topic Learning Outcome(s)	2,3	
Previous: The Core Features the Indian Constitution-	Current: The Key Debates of the Indian Constitution-	Following: Democracy-	
The Preamble Fundamental Rights Directive Principles of State Policy	Citizenship Reservation Policy Emergency Power Separation of Power Secularism	Regional Mo	onal Context

	for Social Ju				
	3.Pedagogy				
-	Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)				
Discussions / Interaction	 4. Active Learning Techniques Discussions / Interactions /Q&A How many discussions / activities for this topic? 				
• How many groups? - 2	2	15			
 5. Resources Rodrigues, V. (2008), R. Bhargava (ed.) Polynew Delhi: Oxford U Roy, A. (2016), Ci University Press, Ch.I 3. Jaffrelot C. (2008), Reservation Policy', in Indian Constitution, N 4. Choudhry, S., Khosla Oxford Handbook of Press Jayal, N. G., & Mehi politics in India. Oxford 	<i>n Constitution</i> , Delhi: Oxford ably and the <i>ad Ethics of the</i> Press. .). (2016). <i>The</i> ord University	Blended Learning Hours			
	6.Assessments				
Assessment	Assessment Type	Ma	ırks		
Component(s) CLA 3 + Midterm+End term	Assignment, presentations, examination	10+2	25+50		

Lesson Plan				
1. Topic(s): Indian Democr	acy	CO: 4		
Name of Faculty from Syne	ergy Dept. / Other Inst	titution /	Industry	
2.	. Topic Learning Outc	ome(s) 3	3,4	
Previous: The Key Debates of the Indian Constitution- Citizenship Reservation Policy Emergency Power Separation of Power Secularism	Current: Indian Der Indian Model of Democracy The Institutional Con Regional Mobilization Democratic Mobilization for Social Justice	ntext	Following: C Challenges of Democracy- Democracy a Inequality The Dalit Cr Indian Demo Issue of Maj Paradox, Div Distortions	and Social itique of ocracy oritarianism
	3.Pedagogy (all that	apply)		
Lecture, CBL (Case Based Learning), II	Learning), PBL (Probl BL (Inquiry Based Lear		oject Based	Topic Learning Hours 10
4. Active Learning Techniq	ues		In Class Hours	Out of Class Hours
 Discussions / Interact How many discussion - 2 How many groups? - 	ns / activities for this to	pic?	10	
 5. Resources 1. Palshikar, S. (2017), 2. Vora, R., & Palshi Meanings and Practi 			•	Blended Learning Hours

Ambedkar and the Publications India.	Dalits and the democratic r Dalit movement in colonial India's silent revolution: the ris . Orient Blackswan. 6.Assessments	India. SAGE
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment, presentations, examination,	Marks 10+50
	Challenges of Indian CO:4, ergy Dept. / Other Institution . Topic Learning Outcome(s)	/ Industry
Previous: Indian Democracy- Indian Model of Democracy The Institutional Context Regional Mobilization Democratic Mobilization for Social Justice	Current: Criticisms and Challenges of Indian Democracy- Democracy and Social Inequality The Dalit Critique of Indian Democracy Issue of Majoritarianism Paradox, Diversion and Distortions	Following: NA
	3.Pedagogy	

Lecture, CBL (Case Based Learning), IB	Topic Learning Hours 10		
 4. Active Learning Technique Discussions / Interacti How many discussion -2 How many groups? - 2 	Out of Class Hours		
 5. Resources 1. Drèze, J., & Sen, A inequality in India. Journal 37. 2. Guru, G. (2011). Li critique. Social Resea 122. 3. Alam, J. (2004). Who 4. Jayal, N. G., & Mehr politics in India. Oxfor 	Blended Learning Hours		
	6.Assessments		
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment + examination		arks +50



SRM University – AP, Andhra Pradesh Neerukonda, Mangalagiri Mandal Guntur District, Mangalagiri, Andhra Pradesh 522240

Summary

Course Title: Political Theory: Concepts and Debates

Unit No.	Unit Name	Required Contact Hours (60 Hrs)
Unit 1	Introduction	12
	What is politics?	
	How to study politics? Normative, Historical and	
	Empirical Approaches.	
	Behaviouralism and Post-Behaviouralism Debate	
Unit 2	Perspectives of Political Theory	12
	Liberal and Marxist	
	Anarchist and Conservative	
	Feminist and Post-modern	
Unit 3	1	12
	Liberty- Negative and Positive Liberty	
	Equality- Equality of opportunity and affirmative action	
	Justice- Procedural and Substantive	
Unit 4	Core Concepts- 2	10
	Rights- Moral, Legal and Natural Rights	
	Political Obligation	
Unit 5	Democracy	14
	Democracy: Evolution, Types: Direct and Representative	
	(Territorial, Minority, Proportional, Functional)	
	Challenges before Democracy	



Course Code		Course Category	Core Course (CC)	L-T-P/Pr-C	3	0	2	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards						

Political Theory: Concepts and Debates

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To understand basic political concepts and main perspectives on politics

Objective 2: To analyse politics through different approaches.

Objective 3: To apply political concepts in real-life situations.

Objective 4: To understand debates in classical and contemporary political theory

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Analyse politics from different perspectives	4	70%	80%
Outcome 2	Discuss various approaches to the study of politics	2	70%	70%
Outcome 3	Explain the core political concepts like liberty and equality	2	60%	70%
Outcome 4	Apply political concepts to the everyday politics.	3	60%	60%
Outcome 5	Understand the structure, functioning and challenges of democracy	2	70%	70%

	Program Learning Outcomes (PLO)														
CL Os	Scien tific and Disci plinar y Kno wled ge	Anal ytica l Reas onin g and Prob lem Solv ing	Criti cal and Refl ectiv e Thin king	Scie ntifi c Reas onin g and Desi gn Thin king	Res earc h Rel ated Skil ls	Mo der n To ols and IC T Us age	Envir onme nt and Sustai nabilit y	Moral , Multi cultur al and Ethic al Awar eness	Indi vidu al and Tea mwo rk Skill s	Comm unicati on Skills	Lead ershi p Read iness Skill s	Self - Dir ecte d and Life lon g Lea min g	P S O 1	P S O 2	P S O 3
Out	_				_			_					_		
com e 1	3	2	3		3			3				3	2		
Out															
com e 2	2	2	2					2				2		2	
Out com e 3	3	2	3		3			3				3		2	2
Out com e 4	2		2		2			2				2			2
Out com e 5	2	2	2		2			2				2			2
Cou rse Ave rag e	2	2	2		3			2				2	2	2	2

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Bloor	Bloom's Level of		us Learnin	End Semester		
Cognitive Task		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1	Remember	30%	40%	30%	40%	50%
	Understand			2070		
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse		0070	, , , , ,		
Level 3	Evaluate					
	Create					
	Total	100%	100%	100%	100%	100%

Course Designers

Dr. Idris Hassan Bhatt, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University- AP

Lesson Plan

1. Topic(s): Introduction	CO: 1,	CO: 1,2					
Name of Faculty from Sy	Name of Faculty from Synergy Dept. / Other Institution / Industry						
	2. Topic Learni	ng Outcome(s)1,2					
Previous: NA	What is Politics' How to study po Historical, Norn Approaches	Behaviouralism and Post-Behaviouralism					
	3.Pe	dagogy					
Lecture, CBL (Case H Learning), ABL (Activi	Topic Learning Hours 10						
4. Active Learning Techn	iques	In Class Hours	Out of Class				
		10	Hours				

 Discussions / Interact Jigsaw How many discussion this topic? - 2 How many groups? 	ns / activities for		
and Acharya, A. (ed Delhi: Pearson Lon 2. Bellamy, R. (1993)	s.) Political Theor gman 'Introduction: The Bellamy, R. (ed.)	I Theory', in Bhargava, R ry: An Introduction. New e Demise and Rise of Theories and Concepts of ersity Press.	Blended Learning Hours
	6.Asse	ssments	
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50	
Lesson Plan	CO , 2.2		
1. Topic(s): Perspectives on Political Theory	CO: 2,3		
Name of Faculty from Syner		-	
2. Topic Learning Outcome(s) 2,3Previous:Current: PerspectivesIntroductionLiberal and Marxist PerspectiveAnarchist and Conservative PerspectiveFeminist and Postmodern Perspective			Following: Core Political Concepts 1
	3.Pedagogy (a	all that apply)	
	ed Learning), PBL (IBL (Inquiry Based	(Problem or Project Based I Learning)	Topic Learning Hours 15
4. Active Learning Techniqu	les	In Class Hours	Out of Class Hours
 Discussions / Interact How many discussion this topic? - 3 How many groups? 	ns / activities for	15	

 5. Resources Glaser, D. (1995) T G. (eds.) Theory an Macmillan. 2. Sanders, D. (1995) Stoker, G. (eds.) The London: Macmillar 3. Chapman, J. (1995) and Stoker, G. (eds.) London: Macmillar 4. Bannett, J. (2004) T in Kukathas, Ch. an Theory. New Delhist 	Blended Learning Hours		
	6.Asse	ssments	
Assessment Component(s) CLA 2 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50	
Lesson Plan		1	
1. Topic(s): Core Poli Concepts 1	tical CO: 4,5		
Name of Faculty from Syne	rgy Dept. / Other I	nstitution / Industry	
	2. Topic Learning	g Outcome(s) 4,5	
Previous: Perspectives on Political Theory	Equality- Equality Affirmative Action	and Positive Liberty y of Opportunity and	Following: Core Concepts II
	3.Ped	agogy	
	ed Learning), PBL (IBL (Inquiry Based	(Problem or Project Based 1 Learning)	Topic Learning Hours 15
 4. Active Learning Techniqu Discussions / Interact How many discussion this topic? - 2 How many groups? - 	tions /Q&A ns / activities for	In Class Hours 15	Out of Class Hours

3. 4.	Swift, Adam. (2001 for Student's and Po Carter, Ian. (2003) Andrew (eds.). Poli University Press. Casal, Paula & Will McKinnon, Catrion Oxford University I Acharya, Ashok. (2 Rajeev and Acharya Introduction. New I Menon, Krishna. (2 Acharya, Ashok. (ed Delhi: Pearson Lon Wolf, Jonathan. (20 (ed.) Issues in Polit Press.	bliticians. Cambrid Liberty', in Bella tical Concepts. Ma liam, Andrew. (200 a. (ed.) Issues in F Press. 2008) 'Affirmative a, Ashok. (eds.) Po Delhi: Pearson Lon 008) 'Justice', in I ds.) Political Theo gman. 08) 'Social Justice ical Theory. New ' a. (2003) 'Rights' ds.) Political Conc	my, Richard and Mason, anchester: Manchester 08) 'Equality', in Political Theory. New York: e Action', in Bhargava, olitical Theory: An ngman. Bhargava, Rajeev and ory: An Introduction. New e', in McKinnon, Catriona. York: Oxford University , in Bellamy, Richard and	Blended Learning Hours
			ssments	
C	Assessment Component(s) LA 3 + m+End term	AssessmentMarksType10+25+50Assignment, presentations, examination		
Lessor	n Plan			
1. Topi	ic(s): Core Concepts l	I CO: 4		
Name	of Faculty from Syne	rgy Dept. / Other I	nstitution / Industry	
		2. Topic Learnii	ng Outcome(s) 4	T
Previo Core C	us: Concepts 1	Current: Rights Moral Rights Legal Rights Natural Rights Political Obligation	on	Following: Democracy

3.Pedagogy (
Lecture, CBL (Case Based Learning), PBL Learning), IBL (Inquiry Based	Topic Learning Hours 20	
 4. Active Learning Techniques Discussions / Interactions How many discussions / activities for this topic? - 2 How many groups? - 2 	Out of Class Hours	
 5. Resources 8. Swift, Adam. (2001) Political Philoso for Student's and Politicians. Cambrid 9. Carter, Ian. (2003) 'Liberty', in Bella Andrew (eds.). Political Concepts. M University Press. 10. Casal, Paula & William, Andrew. (200 McKinnon, Catriona. (ed.) Issues in F Oxford University Press. 11. Acharya, Ashok. (2008) 'Affirmative Rajeev and Acharya, Ashok. (eds.) Pol Introduction. New Delhi: Pearson Loo 12. Menon, Krishna. (2008) 'Justice', in F Acharya, Ashok. (eds.) Political Theo Delhi: Pearson Longman. 13. Wolf, Jonathan. (2008) 'Social Justice' (ed.) Issues in Political Theory. New Press. 14. McKinnon, Catriona. (2003) 'Rights' Mason, Andrew. (eds.) Political Conc Manchester University Press. 	dge: Polity Press. my, Richard and Mason, anchester: Manchester 08) 'Equality', in Political Theory. New York: e Action', in Bhargava, olitical Theory: An ngman. Bhargava, Rajeev and ory: An Introduction. New e', in McKinnon, Catriona. York: Oxford University	Blended Learning Hours

Lesson Plan						
2. Topic(s): Democrac	ey	CO: 4,5				
Name of Faculty from Syner	rgy Dept. / Oth	er Institution / Industry				
	2. Topic Lear	ning Outcome(s) 4,5				
Previous: Core Concepts II	Curren	nt: Democracy	Following: NA			

	Evolution of Den Types of Democr		
	Challenges befor	e Democracy	
	3.Pedagogy		
Lecture, CBL (Case Based Learning IBL (Inqu		Topic Learning Hours 15	
4. Active Learning Techniques		In Class Hours	Out of Class
• Discussions / Interactions /Q	-		Hours
• How many discussions / act	ivities for this	15	
topic? - 2How many groups? - 2			
			Dlandad
5Resources 15. McKinnon, Catriona. (200	()2) 'Dights' in D	allomy Dichard and	Blended Learning
Mason, Andrew. (eds.) Po	, e	•	Hours
University Press.	ontical Concepts.	Manchester. Manchester	
•	Dalitical Obligatio	ana' in Dollomy	
16. Menlowe, M.A. (1993) 'I	-	•	
Richard.(ed.) Theories and	-	lucs. New York:	
Manchester University Pr			
17. Owen, D. (2003) 'Democ			
(eds.) Political Concepts.			
University Press. Brighou	. ,	-	
C. (ed.) Issues in Political	Theory, New Yor	rk: Oxford University	
Press			
	6.Assessmen	ts	
Assessment Component(s)			
CLA 3 + Midterm+End term	Type Assignment,	10+25+50	
	presentations,		
	examination		



Indian State and Politics: An Introduction Summary							
Unit No.	Unit Name	Required Contact Hours (60 Hrs)					
Unit 1	Introduction	12					
	Development of State Politics in India						
	Approaches to the Study State Politics						
Unit 2	Federalism	12					
	Concept and practice						
	Union-State Relations- Legislative, Economic and Administrative						
	Interstate relations						
	State Autonomy						
Unit 3	Institutional Functioning: Legislature, Executive and Judiciary	12					
	Legislature-Features, composition, function of parliament						
	Executive-President, Prime Minister, council of ministers						
	Judiciary-Supreme Court, High Court, Judicial review, Judicial Activism						
Unit 4	Political process in India	12					
	Political Parties						
	Politics and culture						
	Political mobilisation						
	Political leadership						
	Local Politics						
Unit 5	Grassroot democracy	12					
	Local Self-Government in India, panchayat raj and municipality						
	73rd and 74th Constitutional Amendment, Challenges and Prospects						



Course Code		Course Category	Core Course	L-T-P/Pr-C	3	0	2	4
Pre-Requisite		Co-Requisite		Progressive				
Course(s)		Course(s)		Course(s)				
Course Offering	Politics	Professional /						
Department	ronues	Licensing Standards						

Indian State and Politics : An Introduction

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To illustrate various dimensions of the Indian state.

Objective 2: To analyse the federalism in India.

Objective 3: To explain the Indian legislature, executive and judiciary.

Objective 4: To examine the party system in India.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the viewpoints on Indian politics and the nature of the Indian state	1	70%	80%
Outcome 2	Analyse the practice of federalism in India	2	70%	70%
Outcome 3	Examine the structure of Indian society	3	60%	70%
Outcome 4	Illustrate the electoral system in India	2	60%	60%
Outcome 5	Explain India's legislature, executive and judiciary systems	2	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

					Prog	ram	Learnir	ng Outc	omes ((PLO)					
CL Os	Scien tific and Disci plinar y Kno wled ge	Anal ytica l Reas onin g and Prob lem Solv ing	Criti cal and Refl ectiv e Thin king	Scie ntifi c Reas onin g and Desi gn Thin king	Res earc h Rel ated Skil ls	Mo der n To ols and IC T Us age	Envir onme nt and Sustai nabilit y	Moral , Multi cultur al and Ethic al Awar eness	Indi vidu al and Tea mwo rk Skill s	Comm unicati on Skills	Lead ershi p Read iness Skill s	Self - Dir ecte d and Life lon g Lea rnin g	P S O 1	P S O 2	P S O 3
Out com e 1	3	2	3		3			3				3	1		

Out com e 2	2	2	2				2		2		2	
Out com e 3	3	2	3	3	2	2	3		3			3
Out com e 4	2		2	2			2		2		2	1
Out com e 5	2	2	2	2			2		2		1	
Cou rse Ave rag e	2	2	2	3	2	2	2		2	2	2	2

Bloor	Bloom's Level of Cognitive Task		us Learnin	End Semester		
			Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
	Total	100%	100%	100%	100%	100%

Course Designers

Dr. Vineeth Thomas, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University- AP

Lesson Plan

1. Topic(s): Introduction	CO: 1,2	2	
Name of Faculty from Syn	er Institution / Indus	try	
	2. Topic Learning	g Outcome(s)1,2	
Previous: NA	Following: Federalism Concept and practice, Union-State Relations- Legislative, Economic an Administrative, Interstate relations, State autonomy		
	3.Peda	agogy	
Lecture, CBL (Case Based Based Learning), ABL (Ac Ba	Topic Learning Hours 10		
4. Active Learning Technic	ques	In Class Hours	Out of Class Hours
 Discussions / Interac Jigsaw How many discussion for this topic? - 2 How many groups? - 	10		
 5. Resources 1. Awasthy, S. S. (199) Har-Anand Publ. 2. Kothari, Rajni (197) BlackSwan, New Dec 3. Singh, Mahendra Pri Indian Political Syst 4. Chandhoke, N., (2009). Contemporal Pearson Education In 5. Jayal, Niraja Gopal, Companion to Politic USA, 2010. 	Blended Learning Hours		

 Chakrabarty, Bidyu Independence. Rout Kohli, Atul, and Pr Indian Politics. Rou 			
	6.Assess	sments	
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination		arks 25+50
Lesson Plan			
1. Topic(s): Federalism	CO: 2,3		
Name of Faculty from Syr	ergy Dept. / Othe	er Institution / Indust	try
2	2. Topic Learning	Outcome(s) 2,3	
Previous: Introduction - Development of State Politics in India, Approaches to the Study State Politics		ice, Union-State Relatio omic and Administrative	Legislature, Executive
	3.Pedagogy (al	ll that apply)	

Lecture, CBL (Case Based Based Learning), II	Topic Learning Hours						
			15				
4. Active Learning Techniq	4. Active Learning Techniques In Class Hours						
 Discussions / Interac How many discussion for this topic? - 3 How many groups? - 	ns / activities	15					
5. Resources			Blended Learning				
 Awasthy, S. S. (199) Har-Anand Publ. Kothari, Rajni (197) BlackSwan, New De Singh, Mahendra Pra Indian Political Syste Chandhoke, N., (2009). Contemporan Pearson Education In Jayal, Niraja Gopal, Companion to Politi USA, 2010. Chakrabarty, Bidyut Independence. Routh Kohli, Atul, and Pra Indian Politics. Routh 	 Politics in In Politics in In Ihi. asad, and Subhen em. Pearson Education em. Pearson Education exp India: economic and Pratap Bhanu cs in India. Oxformation Indian Politics edge, 2008. erna Singh. Rout 	<i>ndia</i> . India: Orient du Ranjan Raj. <i>The</i> ation India, 2012. shi, P. (Eds.). <i>ty, society, politics</i> . Mehta. <i>The Oxford</i> rd University Press, <i>and Society since</i>	Hours				
	6.Assess	sments					
Assessment Component(s) CLA 2 + Midterm+End term	arks 25+50						
Lesson Plan		I					

1. Topic(s): Institutional Functioning: Legislature, Exec and Judiciary		CO: 4,5					
Name of Faculty from Syn	ergy Dept. / Oth	er Institution / Indus	stry				
2	2. Topic Learning	g Outcome(s) 2,3					
Previous:	Current:	Current:					
Federalism- Concept and practice, Union-S Relations- Legislative, Econor and Administrative, Interstate relations, State autonomy	Institutional Funct Executive and Jud Functioning: Leg and Judiciary- Le composition, funct Executive-Preside council of minister Supreme Court, H review, Judicial A	Political process in India- Political Parties, Politics and culture, Political mobilisation, Political leadership, Local politics					
	3.Peda	agogy					
Lecture, CBL (Case Based Based Learning), I	•	•	Topic Learning Hours				
			15				
4. Active Learning Technic	lues	In Class Hours	Out of Class Hours				
 Discussions / Interact How many discussion for this topic? - 2 How many groups? - 	15						
5. Resources		•	Blended Learning				
 Awasthy, S. S. (199) Har-Anand Publ. Kothari, Rajni (197) BlackSwan, New De Singh, Mahendra Pr <i>Indian Political Syste</i> Chandhoke, N., (2009). <i>Contempora</i>. Pearson Education In 	Hours						

 Jayal, Niraja Gopal, and Pratap Bhanu Mehta. <i>The Oxford</i> <i>Companion to Politics in India</i>. Oxford University Press, USA, 2010. Chakrabarty, Bidyut. <i>Indian Politics and Society since</i> <i>Independence</i>. Routledge, 2008. Kohli, Atul, and Prerna Singh. <i>Routledge Handbook of</i> <i>Indian Politics</i>. Routledge, 2013. 6.Assessments 								
Assessment Component(s)Assessment TypeMarksCLA 3 + Midterm+End termAssignment, presentations, examination10+25+50								
Lesson Plan 1. Topic(s): Political process India Name of Faculty from Sym		er Institution / Indus	try					
2	2. Topic Learning	Outcome(s) 3,4						
Previous:	Current:		Following:					
Institutional Functioning: Legislature, Executive and Judiciary- Legislature- Features, composition, function of parliament, Executive-President, Prime Minister, council of ministers, Judiciary- Supreme Court, High Court, Judicial review, Judicial 								
	3.Pedagogy (a	ll that apply)						

Lecture, CBL (Case Based Based Learning), II	Topic Learning Hours 8						
4. Active Learning Techniq	lues	In Class Hours	Out of Class Hours				
	-						
 5. Resources Awasthy, S. S. (199) Har-Anand Publ. Kothari, Rajni (197) BlackSwan, New Dee Singh, Mahendra Prindian Political System Chandhoke, N., (2009). Contemporate Pearson Education In Jayal, Niraja Gopal, Companion to Polititu USA, 2010. Chakrabarty, Bidyutta Independence. Routh Kohli, Atul, and Prindian Politics. Routh 	 70) Politics in I 1hi. asad, and Subhen em. Pearson Educ & Priyadar ry India: econon ndia. and Pratap Bhanu ics in India. Oxfo c. Indian Politics edge, 2008. erna Singh. Rout 	India. India: Orient du Ranjan Raj. The ation India, 2012. shi, P. (Eds.). ny, society, politics. Mehta. The Oxford rd University Press, and Society since	Blended Learning Hours				
	6.Asses	sments					
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment, presentations, examination,		arks)+50				

Lesson Plan			
1. Topic(s): Grassroot democ	cracy CO:4,	5	
Name of Faculty from Syn	ergy Dept. / Otl	ner Institution / Indus	try
2	2. Topic Learnin	g Outcome(s) 4,5	
Previous:	Current:		Following: NA
Political process in India- Political Parties, Politics and culture, Political mobilisation, Political leadership, Local politics	Grassroot demod Government in I municipality, 73 Constitutional A and Prospects		
	3.Pec	agogy	L
Lecture, CBL (Case Based	•	(Problem or Project	Topic Learning
Based Learning), I	BL (Inquiry Base	•	Hours
Based Learning), I	BL (Inquiry Base	•	
Based Learning), I 4. Active Learning Technic		•	Hours
	ques ctions ons / activities	ed Learning)	Hours 12
 4. Active Learning Technic Discussions / Interac How many discussion for this topic? - 2 	ques ctions ons / activities	In Class Hours	Hours 12

 Chakrabarty, Bidyut. Indian Politics and Society since Independence. Routledge, 2008. Kohli, Atul, and Prerna Singh. Routledge Handbook of Indian Politics. Routledge, 2013. 									
	6.Assessments								
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment + examination		arks)+50						

COURSES OFFERED IN SEMESTER-IV



SRM University – AP, Andhra Pradesh Neerukonda, Mangalagiri Mandal Guntur District, Mangalagiri, Andhra Pradesh 522240

Summary

Indian Political Thought- Classical and Modern

Unit No.	Unit Name	Required Contact Hours (60 Hrs)
Unit 1	Introduction to Indian Political Thought	6
	Understanding the scope and significance of Indian	
	political thought	
	Key concepts and terminology	
	Historical context and major periods in Indian political	
	thought	
Unit 2	Classical Indian Political Thinkers	15
	Manu	
	Kauiltya	
Unit 3	Modern Indian Political Thinkers I	24
	Gandhi	
	Jawaharlal Nehru	
	Ambedkar	
Unit 4	Modern Indian Political Thinker II	15
	Aurobindo Ghosh	
	Pandita Ramabai	
	M.N. Roy	



Indian Political Thought- Classical and Modern

Course Code		Course Category	CC	L-T/D-P/Pr-C	3	0	2	4
Total Contact Hours			Total Learning Hours					
Pre-Requisite		Co-Requisite Course(s)		Progressive				
Course(s)		Co-Requisite Course(s)		Course(s)				
Course Offering	Politics	Professional /						
Department	Politics	Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To analyse Classical Indian Political Thought.

Objective 2: To examine Modern Indian Political Thought.

Objective 3: To explore the contributions of various political thinkers.

Objective 4: To evaluate the relevance of classical and modern Indian political thought in contemporary society.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome	Demonstrate the historical	2	70%	80%
1	development of political ideas.			
Outcome	Discuss the works of political thinkers	2	70%	70%
2	and philosophical concepts			
	influencing contemporary political			
	issues			
Outcome	Describe the social, political &	2	60%	70%
3	economic context of political ideas			
	and its impact on the society.			
Outcome	Critically evaluate the aspects of	2	60%	60%
4	classical Indian political thought			
Outcome	Demonstrate the dimensions of	2	70%	70%
5	modern Indian political thought.			

					Prog	ram	Learnir	ng Outc	omes ((PLO)					
CL Os	Scien tific and Disci plinar y Kno wled ge	Anal ytica l Reas onin g and Prob lem Solv ing	Criti cal and Refl ectiv e Thin king	Scie ntifi c Reas onin g and Desi gn Thin king	Res earc h Rel ated Skil ls	Mo der n To ols and IC T Us age	Envir onme nt and Sustai nabilit y	Moral , Multi cultur al and Ethic al Awar eness	Indi vidu al and Tea mwo rk Skill s	Comm unicati on Skills	Lead ershi p Read iness Skill s	Self - Dir ecte d and Life lon g Lea min g	P S O 1	P S O 2	P S O 3
Out	3	2	3		3	1		3				3			2
com e 1															
Out	2	2	2				2	2		2		2		2	
com e 2															
Out com e 3	3	2	3		3			3				3	2		
Out com e 4	2		2		2		2	2		2		2			2
Out com e 5	2	2	2		2	1		2				2	2	2	
Cou rse Ave rag e	2	2	2		3	1	2	2		2		2	2	2	2

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Bloo	n's Level of	Continuo	us Learnin	End Semester		
	nitive Task	CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1	Remember	70%	40%	50%	50%	50%
	Understand	-				
Level 2	Apply	30%	60%	50%	50%	50%
	Analyse					
Level 3	Evaluate					
Levers	Create	_				
	Total	100%	100%	100%	100%	100%

Course Designers

Dr. Chandana, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University-AP

Lesson Plan

1. Topic(s): Introduction t Indian Political Thought	o CC	D: 1,2				
Name of Faculty from Syn	ergy Dept. /	Other	Institution / Industry			
2	. Topic Learn	ning C	Dutcome(s) 1,2,3			
Previous: NA	Current: scope and significance of Indian political thought, Key concepts and terminology, Historical context and major periods in Indian political thought			Following: Classic Indian Political Thinkers: Manu, Kauiltya		
	3.]	Pedag	ogy			
Lecture, CBL (Case Bas Based Learning), ABL (A E	•	l Lear		Topic Learning Hours 6		
4. Active Learning Technic	ques		In Class Hours	Out of Class Hours		
Jigsaw	 How many discussions / activities for this topic? - 2 					
5. Resources				Blended		
 Himanshu Roy and Thought: Themes and V. Mehta, (1992) Fou Manohar Publications 	Learning Hours					
	6.A	ssessi	nents			
Assessment Component(s)	Assessme Type	ent	Mar 15+25			

CLA 1 + Midterm + End term	Assignment, presentations, examination		
Lesson Plan 1. Topic(s): Classical India Political Thinkers Name of Faculty from Syr		- Institution / Industry	7
			,
2	. Topic Learning (Dutcome(s) 1,2,4	
Previous: Scope and significance of Indian political thought,	Current: Classica Thinkers: Manu, Kauiltya	al Indian Political	Following: Modern Indian Political Thinkers
Key concepts and terminology,			I: Gandhi
Historical context and major periods in Indian political thought			Jawaharlal Nehru Ambedkar
	3.Pedagogy (all	that apply)	<u>I</u>
Lecture, CBL (Case Bas Based Learning),	ed Learning), PBL IBL (Inquiry Base	· ·	Topic Learning Hours
			15
4. Active Learning Techni	ques	In Class Hours	Out of Class Hours
 Discussions / Interact How many discussion this topic? - 3 How many groups? 	ons / activities for	15	

 5. Resources 1. Himanshu Roy and Thought: Themes a 2. V. Mehta, (1992) Fo Manohar Publication 	Blended Learning Hours						
	6.4	Assessr	nents				
Assessment Component(s) CLA 2 + Midterm+End term	Type			Component(s)Type15+25+50CLA 2 +Assignment, presentations,15+25+50			
Lesson Plan							
1. Topic(s): Modern India Political Thinkers I	an C	0: 2,5					
Name of Faculty from Sy	nergy Dept. /	Other	Institution / Industry	7			
2	2. Topic Lear	ning O	utcome(s) 1,2,5				
Previous:	Current:			Following:			
Classical Indian Political Thinkers: Manu,	Modern Ind Gandhi	Modern Indian Political Thinkers I: Gandhi		Modern Indian Political Thinker II:			
Kauiltya	Jawaharlal Ambedkar	Nehru		Aurobindo Ghosh			
				Pandita Ramabai M.N. Roy			
	3	.Pedag	ogy	1			
Lecture, CBL (Case Ba Based Learning)	0,		· · ·	Topic Learning Hours 24			

4. Active Learning Technic	ques	In Class Hours	Out of Class Hours					
 Discussions / Interact How many discussion this topic? - 2 How many groups? 	ons / activities for	24						
 5. Resources Bidyut Chakrabarty Indian Political Thou Delhi, 2009 U. Chakravarti, (200 New Delhi: Critical V. Mehta and Th. Pa India: Thematic Exp P. Chatterjee, (1986) Passive Revolution', World: A Derivative 	ught: Text and Cont 7) Pandita Ramaba Quest, pp. 1- 40 ntham (eds.), Politi lorations, New Del 'The Moment of A , in Nationalist Tho	ext, Sage: New i - A Life and a Time, cal ideas in modern hi: Sage .rrival: Nehru and the ught and the Colonial	Blended Learning Hours					
	6.Assess	ments						
Assessment Component(s) CLA 3 + Midterm + End term	Assessment Type Assignment, presentations, examination	Marks 10+25+50						
Lesson Plan								
1. Topic(s): Modern Indian Political Thinker II								
Name of Faculty from Syn	ergy Dept. / Other	r Institution / Industry						
2. Topic Learning Outcome(s) 1,2,5								

Previous:	Following:		
Modern Indian Political Thinkers I:	Modern Indian Po Aurobindo Ghosh	NA	
Gandhi	Pandita Ramabai,		
Jawaharlal Nehru	M.N. Roy		
Ambedkar			
	3.Pedagogy (all	that apply)	I
Lecture, CBL (Case Bas Based Learning),	· ·	Topic Learning Hours	
			15
4. Active Learning Technic	ques	In Class Hours	Out of Class
 Discussions / Interact How many discussion this topic? - 2 How many groups? 	15	Hours	
 5. Resources Bidyut Chakrabarty Indian Political Tho Delhi, 2009 U. Chakravarti, (200 New Delhi: Critical V. Mehta and Th. Pa India: Thematic Exp P. Chatterjee, (1986) Passive Revolution' World: A Derivative 	Blended Learning Hours		
	6.Assessi	ments	
Assessment Component(s) CLA 3 +End term	Mar 10+		



	COMPARATIVE GOVERNMENT AND POLITICS					
Unit No.	Unit Name	Required Contact Hours (60 Hrs)				
Unit 1	Introduction	12				
	Meaning, Evolution					
	Nature and Scope of comparative political system					
Unit 2	Approaches	12				
	Institutional approach					
	Behavioural approach					
	Structural approach					
	Rational choice approach					
	Interpretive approach					
Unit 3	Forms of Government	12				
	Unitary and Federal Systems					
	Democratic Governments: Parliament and Presidential					
	Non-Democratic: Authoritarianism and Totalitarianism					
Unit 4	Comparative Political Process	12				
	Legislature					
	Executive					
	T 1' '					
	Judiciary					
Unit 5	Electoral Politics	12				
	-	12				



SRM University – AP, Andhra Pradesh

Neerukonda, Mangalagiri Mandal Guntur District, Mangalagiri, Andhra Pradesh 522240

Comparative Government and Politics Course Code CC L-T/D-P/Pr-C **Course Category** 3 0 2 4 **Total Learning Total Contact Hours** Hours **Pre-Requisite Co-Requisite** Progressive Course(s) Course(s) Course(s) **Professional** / **Course Offering** Politics Licensing Department **Standards**

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: Describe the concepts, ideas, and disputes in comparative politics

Objective 2: Analyse the major approaches of the comparative political system.

Objective 3: Discuss the ways to address political issues confronted by the major countries in the world.

Objective 4: Examine comparative political process and electoral politics

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify and describe the main characteristics of different political systems.	1	70%	80%
Outcome 2	Examine the historical and cultural factors that shape political systems.	2	70%	70%
Outcome 3	Identify contemporary political issues in different countries.	3	60%	70%
Outcome 4	Analyse the structures, functions, and processes of political institutions in different countries.	2	60%	60%
Outcome 5	Appraise the significance and implications of political events or transformations in comparative contexts.	3	70%	70%

	Program Learning Outcomes (PLO)														
CL Os	Scien tific and Disci plinar y Kno wled ge	Anal ytica l Reas onin g and Prob lem Solv ing	Criti cal and Refl ectiv e Thin king	Scie ntifi c Reas onin g and Desi gn Thin king	Res earc h Rel ated Skil ls	Mo der n To ols and IC T Us age	Envir onme nt and Sustai nabilit y	Moral , Multi cultur al and Ethic al Awar eness	Indi vidu al and Tea mwo rk Skill s	Comm unicati on Skills	Lead ershi p Read iness Skill s	Self - Dir ecte d and Life lon g Lea rnin g	P S O 1	P S O 2	P S O 3
Out com e 1	3	2	3		3			3				3	1		
Out com e 2	2	2	2				2	2		2		2		2	
Out com e 3	3	2	3		3			3				3		2	
Out com e 4	2		2		2		2	2		2		2			3
Out com e 5	2	2	2		2			2				2	1	2	
Cou rse Ave rag e	2	2	2		3		2	2		2		2	2	2	2

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Bloom's Level of Cognitive Task		Continuo	us Learnin	End Semester		
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
	Total	100%	100%	100%	100%	100%

Course Designers

Dr. Vineeth Thomas, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University-AP

1. Topic(s): Introdu	ction CO: 1	,2						
Name of Faculty from Synergy Dept. / Other Institution / Industry								
	2. Topic Le	earning Outcome(s)1,2						
Previous: NA	Evolution, Nat	Current: Introduction- Meaning, Evolution, Nature and Scope of comparative political system						
			approach, Interpretive approach					
		3.Pedagogy						
Lecture, CBL (Cas Based Learning), A	Topic Learning Hours 10							
4. Active Learning	Techniques	In Class Hours	Out of Class Hours					
 Discussions / /Q&A / Jigsav How many di activities for t How many gr 	w scussions / his topic? - 2	10						
 5. Resources Calvert, Peter introduction, Caramani, D Oxford Unive Chatterji, Rak Political Anar Chilcote R.He search of Par 	Blended Learning Hours							

 Mukherjee, Subrata and Sushila Ramaswamy (2017), <i>Theoretical Foundations of Comparative Politics</i>, Orient Blackswan. Hague, R., & Harrop, M. (1982). Comparative Government and Politics: An Introduction 6.Assessments								
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+5						
Lesson Plan 1. Topic(s): Approach Name of Faculty from	Synergy Dept. /	3 Other Institution / Industry rning Outcome(s) 2,3	y					
Previous: Introduction- Meaning, Evolution, Nature and Scope of comparative political system	Following: Forms of government- Unitary and Federal Systems, Democratic Governments: Parliament and Presidential, Non-Democratic: Authoritarianism and Totalitarianism							
3.Pedagogy (all that apply)								

Lecture, CBL (Case Based Learni	Topic Learning Hours 15						
4. Active Learning Tee	chniques	In Class Hours	Out of Class Hours				
 Discussions / In How many disc activities for thi How many group 	ussions / s topic? - 3	15					
 <i>introduction</i>, Pe Caramani , Dan Oxford Univers Chatterji, Rakha Political Analys Chilcote R.H(19 search of Parada Mukherjee, Sub Theoretical Fou Blackswan. Hague, R., & H 	 Calvert, Peter (2002), <i>Comparative Politics: An</i> <i>introduction</i>, Pearson, New Delhi. Caramani , Daniele (Ed.), (2010), Comparative politics, Oxford University Press. Chatterji, Rakhahari (2006), <i>Introduction to Comparative</i> <i>Political Analysis</i>, Sarat Books. Chilcote R.H(1994), <i>Theories of Comparative Politics: in</i> <i>search of Paradigm</i>, West view Press, Boulden Mukherjee, Subrata and Sushila Ramaswamy (2017), <i>Theoretical Foundations of Comparative Politics</i>, Orient 						
	0.1	Assessments					
Assessment Component(s)Assessment TypeCLA 2 + Midterm+End termAssignment, presentations, examination		Marks 15+25+					
Lesson Plan		1					
1. Topic(s): Forms of Government	1. Topic(s): Forms ofCO: 4,5						

Name of Faculty from	Synergy Dept. /	Other Institution / Industr	·y
	2. Topic Lea	rning Outcome(s) 4,5	
Previous: Approaches- Institutional approach, Behavioural approach, Structural approach, Rational choice approach Interpretive approach	Following: Comparative Political Process- Legislature, Executive, Judiciary		
Based Learnin	Topic Learning Hours 15		
 4. Active Learning Tec Discussions / In /Q&A 	teractions	In Class Hours 15	Out of Class Hours
 How many discuactivities for this How many grou 5. Resources	s topic? - 2		Blended Learning
 Calvert, Peter (2 introduction, Pe Caramani , Dani Oxford Universi Chatterji, Rakha Political Analys Chilcote R.H(19 search of Parad Mukherjee, Sub Theoretical Fou Blackswan. Hague, R., & H and Politics: An 	Hours		
	6	Assessments	1

Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	ks +50			
Lesson Plan					
1. Topic(s): Comparat Political Process	ive CO: 4				
Name of Faculty from	Synergy Dept.	Other Institution / Indust	ry		
	2. Topic Lea	arning Outcome(s) 4			
Previous: Forms of government- Unitary and Federal Systems, Democratic Governments: Parliament and Presidential, Non-Democratic: Authoritarianism and Totalitarianism	Current: Com Legislature, Ex	Following: Electoral Politics- Political Culture, Political Participation, Political Parties, Elections			
	3.Pedago	ogy (all that apply)			
Lecture, CBL (Case Based Learni	Topic Learning Hours 8				
4. Active Learning Tee	chniques	In Class Hours	Out of Class Hours		

 Discussions / In How many disc activities for thi How many group 	ussions / s topic? - 2	8				
 5. Resources Calvert, Peter (2 introduction, Peter) Caramani, Dan Oxford Universion Chatterji, Rakha Political Analysion Chilcote R.H(19) search of Parada Mukherjee, Sub Theoretical Four Blackswan. Hague, R., & H and Politics: Analysion 	Blended Learning Hours					
	6./	Assessments				
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment, presentations, examination,	Marks 10+50				
Lesson Plan 1. Topic(s): Electoral Politics	CO:4,5	5				
Name of Faculty from	Synergy Dept. /	Other Institution / Industry	y			
	2. Topic Lea	rning Outcome(s) 4,5				
Previous: Comparative Political Process-	Following: NA					

Legislature, Executive, Judiciary			
	3	.Pedagogy	
Lecture, CBL (Case Based Learni	Topic Learning Hours 12		
4. Active Learning Te	chniques	In Class Hours	Out of Class Hours
 Discussions / In How many disc activities for thi How many group 	ussions / s topic? - 2	12	
 Caramani , Dan Oxford Universi Chatterji, Rakha Political Analysi Chilcote R.H(19 search of Parada Mukherjee, Sub Theoretical For Blackswan. 	earson, New Delh iele (Ed.), (2010) ity Press. ahari (2006), <i>Intro- sis</i> , Sarat Books. 994), <i>Theories of</i> ligm, West view F orata and Sushila I undations of Comp larrop, M. (1982)	i. , Comparative politics, oduction to Comparative Comparative Politics: in	Blended Learning Hours
	6.4	Assessments	
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment + examination	Marks 10+50	
	1	I	



Introduction to Research Methods

Summary

Unit No.	Unit Name	Required Contact Hours (60 Hrs)
Unit 1	Ethics and Research	5
	What is ethics and why is it important in research?	
	Basic principles of ethics	
	Historical experiences that gave rise to ethical principles	
	Importance of IRB/IEC – explaining IRB/IEC forms,	
	making students to fill the same	
Unit 2	Steps of designing a research project	20
	Identifying a research topic – through reading, personal	
	experience, and observation	
	Basics of systematic literature search – referencing	
	(Zotero), plagiarism	
	Framing a research question	
	Research design – experimental, longitudinal, cross-	
	sectional, ethnography, case study	
	Principles of data collection and analysis	
	Introduction to quantitative, qualitative, and mixed-	
TT T T	methods	
Unit 3	Quantitative methods	10
	Basic concepts – population, sample, sampling frame,	
	parameter, statistic, estimate, variable	
	Sample size and sampling techniques	
	Designing a questionnaire/interview schedule	
	Data entry, descriptive analysis using MS excel, Jamovi	
Unit 4	Qualitative methods	10
	Sampling	
	In-depth interviews, focus group discussions (FGDs), observations, informal discussion	
	Designing interview guide, FGD guide	
	Conducting in-depth interviews, FGDs	
	Transcription, coding, and thematic analysis	
Unit 5	Field work	15
	Meaning of 'field' in field work	
	Approaching the field	
	Observation, Conducting a survey, Conducting in-depth	
	interviews, FGDs	



Course Code		Course Category	CC	L-T/D-P/Pr-C	3	0	2	4
Total Contact Hours				Total Learning Hours				
Pre-Requisite		Co-Requisite		Progressive				
Course(s)		Course(s)		Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards						

Introduction to Research Methods

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: Explain the importance and impact of ethical considerations in research. **Objective 2**: Summarize the steps of designing a research project, including identifying a research topic, conducting a literature search, developing a research question, and conducting data collection and analysis.

Objective 3: Employ basic research methods in practical, hands-on exercises.

Objective 4: Demonstrate familiarity with software such as MS Excel, Jamovi, and Zotero for data analysis and reference management.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Apply principles of ethics in planning a research project	1	70%	80%
Outcome 2	Design a research project by identifying a broad research topic, conducting a systematic literature search, developing a research question, and performing data collection and analysis.	2	70%	70%
Outcome 3	Use various research methods, including quantitative (survey), qualitative (in-depth interviews, focus group discussions, informal	3	60%	70%

	conversations, observation), and mixed-methods, during fieldwork.			
Outcome 4	Use software for quantitative data analysis and reference management, such as MS Excel, Jamovi, and Zotero.	2	60%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

	Program Learning Outcomes (PLO)														
CL Os	Scie ntifi c and Disc iplin ary Kno wled ge	Ana lyti cal Rea soni ng and Pro ble m Sol vin g	Crit ical and Ref lect ive Thi nki ng	Sci enti fic Rea soni ng and Des ign Thi nki ng	Re sea rch Rel ate d Ski Ils	M od er n To ols an d IC T Us ag e	Envi ronm ent and Susta inabi lity	Mor al, Mult icult ural and Ethi cal Awa rene ss	Indi vid ual and Tea mw ork Skil ls	Com munic ation Skills	Lea ders hip Rea dine ss Skil ls	Sel f- Dir ect ed an d Lif e Lo ng Le arn ing	P S O 1	P S O 2	P S O 3
Ou tco me 1	3	2	3		3			3				3			
Ou tco me 2	2	2	2					2				2			
Ou tco me 3	3	2	3		3			3				3			
Ou tco me 4	2		2		2			2				2			
Co urs e Av	2.4	2	2.4		2.5			2.4				2.4			

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ge								

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Contin	uous Lear (60	End Semester Assessments		
		CLA-1 (15%)			CLA-3 (15%)	(40%)
Level 1	Remember Understand	30%	40%	30%	40%	50%
Level 2	Apply Analyse	70%	60%	70%	60%	50%
Level 3	Evaluate Create	-				
	Total	100%	100%	100%	100%	100%

Course Designers

Dr. Sapna Mishra, Assistant Professor, ESLA, SRM University- AP

1. Topic(s): Ethics and Re	esearch CO: 1		
Name of Faculty from Sy	nergy Dept. / Other	Institution / Indu	stry
	2. Topic Learning	Outcome(s)1	
Previous: NA	Current: What why is it impor Basic principle Historical expe gave rise to eth Importance of I	tant in research? s of ethics; riences that ical principles;	Following: Identifying a research t – through reading, pers experience, and observation; Basics of systematic literature sea – referencing (Zotero), plagiarism; Framing a research question; Research Question; Principles of data collection and ana
	3.Pedago	ogy	
Lecture, CBL (Case Base Based Learning), ABL (A Based Based	- /	•	Topic Learning Hours 5
4. Active Learning Techn	iques	In Class Hours	Out of Class Hours
 Discussions / Intera How many discuss this topic? - 2 How many groups? 	ions / activities for	5	
 second. SAGE; 201 2. Bryman A. Ethics a Social research me Press. 2012 3. Indian Council of M Guidelines for Bion Involving Human I 	ical introduction to so 0.	ocial research. esearch. In: University tional Ethical esearch 7 R. Mathur.	Blended Learning Hours

	6.Assess	ments			
Assessment Component(s) CLA 1	Assessment Type Assignment, presentations		Marks 15		
Lesson Plan					
1. Topic(s): Steps of designing research project	ga CO:	2			
Name of Faculty from Synerg	gy Dept. / Othe	r Institution / Indu	stry		
2.	Topic Learning	g Outcome(s) 2			
Previous: What is ethics and why is it important in research? Basic principles of ethics; Historical experiences that gave rise to ethical principles; Importance of IRB/IEC.	through readi experience, an of systematic referencing (2 Framing a res Research	nd observation; Basi literature search – Zotero), plagiarism; earch question; nciples of data	Following: Basic concepts; Sample size and sampling techniques; Designing a questionnaire/intervie w schedule; Data entry, descriptive analysis using MS excel, Jamovi.		
	3.Pedagogy (al	l that apply)			
	3.Pedagogy (all that apply) Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)				
 4. Active Learning Technique Discussions / Interactio How many discussions this topic? - 3 How many groups? - 2 	ns	In Class Hours 15	Out of Class Hours 5		
5. Resources			Blended Learning Hours		

5	1								
 Bryman, A. The nature and process of social research In: Social research methods. Fourth. Oxford university 									
press. 2010	-								
	Bryman, A. (2012) 'Planning a Research Project and								
e	Formulating Research Questions', Social Research								
	Methods, 4th Ed., Oxford University Press, UK								
	. Bryman, A. (2012) 'Reviewing the Literature', Social Research Methods, 4th Ed., Oxford University Press, UK								
4. Mishra, S., 2019. Percer	-		•						
problems among inform									
review. Indian Journal	of Occup	ational a	nd						
Environmental Medicin		-							
5. Khan, K.S., Kunz, R., K									
Five steps to conducting									
the royal society of med	,	· // I I							
6. Prasad, R., 2018. Invest misconduct by IIT Dhar	0								
Hindu.	illad lacu	iity - The	Timdu. The						
7. Bryman, A. (2012) 'Res	search De	signs', S	ocial Research						
Methods, 4th Ed., Oxfo	rd Univer	rsity Pres	ss, UK						
6.Assessments									
Assessment Component(s)	Assess	sment		Marks					
CLA 2 + Mid-term	Ту	ре		15+15					
	Assign	nment.							
)							
	present								
	present								
	present								
	present								
	present								
Lesson Plan	present								
Lesson Plan 1. Topic(s): Quantitative meth			4						
	nods	tations CO: 3,4		stry					
1. Topic(s): Quantitative meth Name of Faculty from Synerg	nods gy Dept. /	tations CO: 3, [,] / Other I		stry					
1. Topic(s): Quantitative meth Name of Faculty from Synerg	nods gy Dept. /	CO: 3, Other I rning O	nstitution / Indu	stry Following:					
1. Topic(s): Quantitative meth Name of Faculty from Synerg 2. T	nods gy Dept. / Topic Lea Currer	CO: 3,4 / Other I arning O nt:	nstitution / Indu						
 Topic(s): Quantitative method Name of Faculty from Synerging 2. T Previous: Identifying a research topic – through reading, personal 	nods gy Dept. / čopic Lea Currer Basic c	CO: 3,4 / Other I arning O nt: oncepts; ng techni	Institution / Indu utcome(s) 3,4 Sample size and ques; Designing	Following: Sampling; In-depth interviews, focus					
1. Topic(s): Quantitative meth Name of Faculty from Synerg 2. T Previous: Identifying a research topic – through reading, personal experience, and observation;	nods gy Dept. / Topic Lea Curren Basic cu samplin a	CO: 3,4 / Other I rning O nt: oncepts; ng techni question	Institution / Indu utcome(s) 3,4 Sample size and ques; Designing nnaire/interview	Following: Sampling; In-depth interviews, focus group discussions					
 Topic(s): Quantitative method Name of Faculty from Synerging 2. T Previous: Identifying a research topic – through reading, personal experience, and observation; Basics of systematic literature 	nods gy Dept. / Topic Lea Currer Basic cu samplin a schedul	CO: 3,4 / Other I mining O nt: oncepts; ng techni questio: le;	Enstitution / Indu utcome(s) 3,4 Sample size and ques; Designing nnaire/interview Data entry,	Following: Sampling; In-depth interviews, focus group discussions (FGDs), observations,					
 Topic(s): Quantitative method Name of Faculty from Synerg 2. T Previous: Identifying a research topic – through reading, personal experience, and observation; Basics of systematic literature search – referencing (Zotero), 	nods y Dept. / opic Lea Curren Basic curren samplin a schedul descrip	CO: 3,4 CO: 3,4 Cother I rning O nt: oncepts; ng techni questio le; tive ana	Institution / Indu utcome(s) 3,4 Sample size and ques; Designing nnaire/interview	Following: Sampling; In-depth interviews, focus group discussions (FGDs), observations, informal discussion;					
 Topic(s): Quantitative method Name of Faculty from Synerg 2. T Previous: Identifying a research topic – through reading, personal experience, and observation; Basics of systematic literature search – referencing (Zotero), plagiarism; Framing a research 	nods y Dept. / opic Lea Curren Basic curren samplin a schedul descrip	CO: 3,4 CO: 3,4 Cother I rning O nt: oncepts; ng techni questio le; tive ana	Enstitution / Indu utcome(s) 3,4 Sample size and ques; Designing nnaire/interview Data entry,	Following: Sampling; In-depth interviews, focus group discussions (FGDs), observations, informal discussion; Designing interview					
 Topic(s): Quantitative method Name of Faculty from Synerg 2. T Previous: Identifying a research topic – through reading, personal experience, and observation; Basics of systematic literature search – referencing (Zotero), 	nods y Dept. / opic Lea Curren Basic curren samplin a schedul descrip	CO: 3,4 CO: 3,4 Cother I rning O nt: oncepts; ng techni questio le; tive ana	Enstitution / Indu utcome(s) 3,4 Sample size and ques; Designing nnaire/interview Data entry,	Following: Sampling; In-depth interviews, focus group discussions (FGDs), observations, informal discussion; Designing interview guide, FGD guide;					
1. Topic(s): Quantitative meth Name of Faculty from Synerg 2. T Previous: Identifying a research topic – through reading, personal experience, and observation; Basics of systematic literature search – referencing (Zotero), plagiarism; Framing a research	nods y Dept. / opic Lea Curren Basic curren samplin a schedul descrip	CO: 3,4 CO: 3,4 Cother I rning O nt: oncepts; ng techni questio le; tive ana	Enstitution / Indu utcome(s) 3,4 Sample size and ques; Designing nnaire/interview Data entry,	Following: Sampling; In-depth interviews, focus group discussions (FGDs), observations, informal discussion; Designing interview					

Question; Principles of data collection and analysis			interviews, FGDs; Transcription, coding, and thematic analysis			
	3.Pedago	ду	•			
Lecture, CBL (Case Based Le Based Learning), IBL	•	•	Topic Learning Hours 10			
4. Active Learning Technique		In Class Hours	Out of Class Hours			
	 Discussions / Interactions /Q&A How many discussions / activities for this topic? - 2 					
 research methods. Four 2. Charan J, Biswas T. Ho different study designs journal of psychologica 6. 3. Bryman, A. Introduction 	 5. Resources Bryman, A. The nature of quantitative research In: Social research methods. Fourth. Oxford university press. 2010 Charan J, Biswas T. How to calculate sample size for different study designs in medical research?. Indian journal of psychological medicine. 2013 Apr;35(2):121-6. 					
	6.Assessm	ents				
Assessment Component(s) CLA 3	Assessment Type Assignment, presentations		Marks 15			
Lesson Plan						
1. Topic(s): Qualitative metho	ods CO: 3,	4				
Name of Faculty from Synerg	gy Dept. / Other	Institution / Indu	ıstry			
2. T	opic Learning O	utcome(s) 3, 4				
Previous: Basic concepts; Sample size and sampling techniques;	Current: Sampling; In-de focus group dise		Following: Field work			

Designing a questionnaire/interview schedule; Data entry, descriptive analysis using MS excel, Jamovi.			
	3.Pedagogy (all t	hat apply)	
Lecture, CBL (Case Based Le Based Learning), IBL	•	•	Topic Learning Hours 10
4. Active Learning Technique	S	In Class	Out of Class Hours
	 Discussions / Interactions How many discussions / activities for this topic? - 2 		
5. Resources			Blended Learning
 Bryman, A. Introduction methods. Fourth. Oxfor Bryman, A. Sampling in research methods. Fourt Bryman, A. Interviewin Social research methods press. 2010 Libguides: Qualitative r date) Observation - Qua Duke University. Availa https://guides.library.du 020 (Accessed: 13 Nove Bryman, A. Focus Grou Fourth. Oxford universi Future Health Systems a Research brief. https://p Yadav, D. Criteria for G Comprehensive Review 689 (2022). https://doi.or https://link.springer.com 00619-0#citeas 	Hours		
	6.Assessm	ents	
Assessment Component(s) CLA 3	Assessment Type		Marks 15

	-	nment, tations		
Lesson Plan				
1. Topic(s): Field work		CO: 1,2	,3,4,5	
Name of Faculty from Synerg	gy Dept.	/ Other l	nstitution / Indu	stry
2. Тор	ic Learn	ing Outo	come(s) 1,2,3,4,5	
Previous: Sampling; In-depth interviews, focus group discussions (FGDs), observations, informal discussion; Designing interview guide, FGD guide; Conducting in-depth interviews, FGDs; Transcription, coding, and thematic analysis	Curre Field w			Following: NA
	3	.Pedago	gv	
Lecture, CBL (Case Based Le Based Learning), IBL	arning), I	PBL (Pro	blem or Project	Topic Learning Hours 15
 4. Active Learning Techniques Discussions / Interactions How many discussions / activities for this topic? - 2 How many groups? - 2 			In Class Hours 2	Out of Class Hours 13
 5. Resources Bryman, A. Introduction methods. Fourth. Oxfore Bryman, A. Sampling in research methods. Fourt Bryman, A. Interviewin Social research methods press. 2010 Libguides: Qualitative r date) Observation - Qua Duke University. Availa 	d univers n qualitat th. Oxfor g in qual s. Fourth research: litative F	sity press ive resea d univers itative re . Oxford Observat	2010 rch In: Social sity press. 2010 search In: university tion (no	Blended Learning Hours

 https://guides.library.duke.edu/c.php?g=289813&p=1934 020 (Accessed: 13 November 2023). 5. Bryman, A. Focus Groups In: Social research methods. Fourth. Oxford university press. 2010 						
Research brief. https://p Yadav, D. Criteria for Comprehensive Review 689 (2022). https://doi.	 6. Future Health Systems Sundarbans Health Watch Research brief. https://pointofview.org.in/gallery9.html Yadav, D. Criteria for Good Qualitative Research: A Comprehensive Review. Asia-Pacific Edu Res 31, 679– 689 (2022). https://doi.org/10.1007/s40299-021-00619-0 https://link.springer.com/article/10.1007/s40299-021- 					
	6.Assessm	ents				
Assessment Component(s) End termAssessment Type PresentationMarks 40						



SRM University – AP, Andhra Pradesh Neerukonda, Mangalagiri Mandal Guntur District, Mangalagiri, Andhra Pradesh 522240

Summary

STATE POLITICS IN INDIA						
Unit No.	Unit Name	Required Contact Hours (60 Hrs)				
Unit 1	Nature of Indian State	12				
	Colonial-nationalist legacy					
	Liberal-democratic					
	Socialist-Welfare					
Unit 2	Socio Political Movements in India	12				
	Socio Political Movements in India. Dalit Movement -					
	Backward classes Movement - Feminist Movement					
	Peasant Movement - Labour Movement					
	Environmental Movement - Human Rights Movement					
Unit 3	Identity politics in India	12				
	Class and Politics					
	Caste and Politics					
	Gender and Politics					
	Minorities and Politics					
Unit 4	Contestations in Indian democracy	12				
	Secularism					
	Nationalism					
	Regionalism					
	Communalism					
Unit 5	Indian Political Economy	12				
	Economic Planning Process since independence					
	State development models					
	Politics and redistribution					
	Issues in Indian Political Economy					



State Politics in India

Course Code		Course Category	CC	L-T/D-P/Pr-C	3	0	2	4
Total Contact Hours			Total Learning Hours					•
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards		L	1			

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To illustrate various dimensions of the Indian state. **Objective 2:** To analyse the socio-political movements in India **Objective 3:** To examine the identity politics in India **Objective 4:** To describe the Indian political economy

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the viewpoints on Indian politics and the nature of the Indian state	1	70%	80%
Outcome 2	Analyse the practice of identity politics in India	3	70%	70%
Outcome 3	Examine the Indian political economy	2	60%	70%
Outcome 4	Illustrate the socio-political movements in India	2	60%	60%
Outcome 5	Explain various contestations in Indian democracy	2	70%	70%

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Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuo	us Learnin	End Semester		
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1	Remember	30%	40%	30%	40%	50%
Level I	Understand					
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
	Total	100%	100%	100%	100%	100%

Course Designers

Dr. Vineeth Thomas, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University-AP

1. Topic(s): Nature of India State	an CO: 1,5	2	
Name of Faculty from Syn	nergy Dept. / Oth	ner Institution / In	ndustry
	2. Topic Learnin	ng Outcome(s)1,2	
Previous: NA	Current: Nature of Indian State- Colonial-nationalist legacy, Liberal-democratic, Socialist-Welfare		Following: Socio Political Movements in India- Socio Political Movements India. Dalit Movement - Backward clas Movement - Feminist Movement Peasant Movement - Labou Movement, Environmental Movement -
			Human Rights Movement
	3.Ped	lagogy	
Lecture, CBL (Case Bas	•		Topic Learning Hours
Project Based Learning), IBL (Inquin	ABL (Activity Ba ry Based Learning		10
4. Active Learning Techni	ques	In Class Hours	Out of Class Hours
 Discussions / Intera Jigsaw How many discussi for this topic? - 2 How many groups? 	ons / activities	10	
5. Resources			Blended Learning Hours
<i>Politics</i> . Har-Ananc 2. Kothari, Rajni (197	 Kesources Awasthy, S. S. (1999). Indian Government and Politics. Har-Anand Publ. Kothari, Rajni (1970) Politics in India. India: Orient BlackSwan, New Delhi. 		

 Singh, Mahendra Pri The Indian Political 2012. Chandhoke, N., (2009). Contempora politics. Pearson Ed Jayal, Niraja Gopal Oxford Companion University Press, US Chakrabarty, Bidyut Independence. Rout Kohli, Atul, and Pri of Indian Politics. R 	Education India, ni, P. (Eds.). <i>onomy, society,</i> anu Mehta. <i>The</i> <i>India</i> . Oxford and Society since ledge Handbook		
	6.Asse	essments	
Assessment Component(s)Assessment TypeCLA 1 + Midterm+End termAssignment, presentations, examination			Marks 15+25+50
Lesson Plan 1. Topic(s): Socio Political Movements in India	CO: 2,5	3	
Name of Faculty from Syr	ergy Dept. / Otł	her Institution / In	ndustry
:	2. Topic Learnin	g Outcome(s) 2,3	
Previous: Nature of Indian State- Colonial-nationalist legacy, Liberal- democratic, Socialist- Welfare	Current: Socio Political Movements in India- Socio Political Movements in Ind Dalit Movement - Backward class Movement - Feminist Movement Peasant Movement - Labour Movement, Environmental Movement - Human Rights Movement		Following: Identity politics in India- Class and Politics Caste and Politics Gender and Politics Minorities and Politics

	3.Pedagogy (all that apply)	
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 15
4. Active Learning Techniq	ues	In Class Hours	Out of Class Hours
 Discussions / Interac How many discussio for this topic? - 3 How many groups? - 	ns / activities	15	
5. Resources			Blended Learning Hours
 Awasthy, S. S. (1 <i>Politics</i>. Har-Anand 2 Kothari, Rajni (1970) BlackSwan, New De Singh, Mahendra Pra <i>The Indian Political 2</i> 2012. Chandhoke, N., (2009). Contemporan politics. Pearson Edu Jayal, Niraja Gopal, <i>Oxford Companion</i> University Press, US Chakrabarty, Bidyut. <i>Independence</i>. Routh Kohli, Atul, and Pre of Indian Politics. Ro 	 Publ. Politics in Ind lhi. asad, and Subhes System. Pearson & Priyadarsh ry India: econstant and Pratap Bh to Politics in A, 2010. Indian Politics c edge, 2008. rna Singh. Rout. 	<i>Lia.</i> India: Orient ndu Ranjan Raj. Education India, ii, P. (Eds.). <i>onomy, society,</i> anu Mehta. <i>The</i> <i>India.</i> Oxford and Society since	
	6.Asse	ssments	
Assessment Component(s)	Assessment Type		Marks 15+25+50
CLA 2 + Midterm+End term	Assignment, presentations, examination		

Lesson Plan				
1. Topic(s): Identity politics in India CO: 4			5	
Name of Faculty from Syn	ergy Dept	t. / Oth	er Institution / In	ndustry
2	2. Topic Le	earning	g Outcome(s) 4,5	5
Previous: Socio Political Movements in India- Socio Political Movements India. Dalit Movement - Backward clas Movement - Feminist Movement Peasant Movement - Labou Movement , Environmental Movement - Human Rights Movement	India- Class and Caste and Gender an Minoritie	d Politi d Politi and Poli es and I 3.Ped	cs itics Politics agogy	Following: Secularism Nationalism Regionalism Communalism
Lecture, CBL (Case Base Project Based Learning),		•		Topic Learning Hours 15
4. Active Learning Technic	ques		In Class Hours	Out of Class Hours
 Discussions / Interactions /Q&A How many discussions / activities for this topic? - 2 How many groups? - 2 			15	
 5. Resources Awasthy, S. S. (1999). Indian Government and Politics. Har-Anand Publ. Kothari, Rajni (1970) Politics in India. India: Orient BlackSwan, New Delhi. Singh, Mahendra Prasad, and Subhendu Ranjan Raj. The Indian Political System. Pearson Education India, 2012. 			Blended Learning Hours	

 Chandhoke, N., (2009). Contemporal politics. Pearson Edu Jayal, Niraja Gopal Oxford Companion University Press, US Chakrabarty, Bidyut Independence. Rout Kohli, Atul, and Presof Indian Politics. R 	anu Mehta. The India. Oxford and Society since ledge Handbook			
6.Assessments Assessment Assessment Component(s) Type CLA 3 + Assignment, Midterm+End term presentations, examination Image: Classic state			Marks 10+25+50	
Lesson Plan 1. Topic(s): Contestations in Indian democracy				
Name of Faculty from Syn			ner Institution / Ir ng Outcome(s) 4	ndustry
Previous: Identity politics in India-	-		Following: Indian Political Economy	
Class and Politics Caste and Politics	Secularism			Economic Planning Process since
Gender and Politics Minorities and Politics	Regiona	Nationalism Regionalism Communalism		independence State development models Politics and redistribution

			Issues in Indian Political Economy		
	3.Pedagogy (all that apply)			
	Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)				
4. Active Learning Techni	ques	In Class Hours	Out of Class Hours		
 Discussions / Intera How many discussi for this topic? - 2 How many groups? 	ons / activities	8			
5. Resources	5. Resources				
 Awasthy, S. S. (<i>Politics</i>. Har-Anand Kothari, Rajni (197 BlackSwan, New D Singh, Mahendra P <i>The Indian Politicat</i> 2012. Chandhoke, N., (2009). <i>Contemport</i> <i>politics</i>. Pearson Ed Jayal, Niraja Gopa <i>Oxford Companion</i> University Press, U Chakrabarty, Bidyut <i>Independence</i>. Rout Kohli, Atul, and Pr <i>of Indian Politics</i>. F 	 <i>lia</i>. India: Orient ndu Ranjan Raj. Education India, ni, P. (Eds.). <i>onomy, society,</i> anu Mehta. <i>The</i> <i>India</i>. Oxford <i>and Society since</i> 				
	6.Asse	essments			
Assessment Component(s)	Assessment Type		Marks		
Component(s)TypeCLA 3 +End termAssignment, presentations, examination,			10+50		

Lesson Plan			
1. Topic(s): Indian Politica Economy	d CO:4	.5	
Name of Faculty from Sy	nergy Dept. / O	ther Institution / I	ndustry
	2. Topic Learn	ing Outcome(s) 5	
Previous: Contestations in Indian democracy-	Current: Ind Economy-	ian Political	Following: NA
Secularism Nationalism	Economic Pla since independ	-	
Regionalism	State develop	nent models	
Communalism	Politics and re	distribution	
	Issues in India Economy	n Political	
	3.Pe	dagogy	L
Lecture, CBL (Case Bar Project Based Learning)	•	•	Topic Learning Hours 12
4. Active Learning Techn	iques	In Class Hours	Out of Class Hours
 Discussions / Intera How many discussifor this topic? - 2 How many groups? 	ions / activities	12	
5. Resources			Blended Learning Hour
 Awasthy, S. S. <i>Politics</i>. Har-Anano Kothari, Rajni (197) BlackSwan, New D 	d Publ. 70) <i>Politics in In</i>		

4.5.6.	Singh, Mahendra Pr <i>The Indian Political</i> 2012. Chandhoke, N., (2009). <i>Contempora</i> <i>politics</i> . Pearson Edu Jayal, Niraja Gopal <i>Oxford Companion</i> University Press, US Chakrabarty, Bidyut <i>Independence</i> . Rout Kohli, Atul, and Press					
	of Indian Politics. R	0				
		6.Asse	ssments	6		
	Assessment	Assessment			Marks	
0	Component(s)	Туре			10+50	
C	LA 3 +End term	Assignment + examination				

COURSES OFFERED IN SEMESTER-V



Summary

Western Political Thought- Classical and Modern

Unit No.	Unit Name	Required Contact Hours(60 Hrs)
Unit	Classical Political Thinkers I	10
1		
	Problems of Political Philosophy, Plato- Justice, Education	
	and Ideal State	
	Aristotle-Theory of State, Constitutions, Law and	
	Revolution.	
Unit 2	Classical Political Thinkers II	10
	Cicero- Mixed form of Government, and the Laws.	
	Machiavelli- State, Religion and Ethics	
Unit 3	Modern Political Thinkers-I	20
	Social Contractualists: Thomas Hobbes, John Lock and Rousseau.	
	Montesquieu- Separation of Powers. Utilitarianism- Jeremy Bentham	
	Individualism -John Stuart Mill	
Unit 4	Modern Political Thinkers-II	20
	Immanuel Kant, Karl Marx- Hegelian Dialectics, Dialectical Materialism, Class struggle and Dictatorship of the Proletariat.	
	Harold Laski- Pluralism. Joseph Proudhon- Anarchism	
	Mary Wollstonecraft.	



SRM University – AP, Andhra Pradesh

Neerukonda, Mangalagiri Mandal Guntur District, Mangalagiri, Andhra Pradesh 522240

Western Political Thought- Classical and Modern

Course Code		Course Category	CC	L-T/D-P/Pr-C	3	0	2	4
Total Contact Hours			Total Learning Hours					
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To analyse Classical Western Political Thought.

Objective 2: To analyse Modern Western Political Thought.

Objective 3: To examine the contributions of various political thinkers.

Objective 4: To examine the relevance of political thinkers in the contemporary world.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome	Demonstrate the historical	2	70%	80%
1	development of political ideas.			
Outcome	Discuss the works of political thinkers	2	70%	70%
2	and philosophical concepts influencing contemporary political issues			
Outcome 3	Describe the social, political & economic context of political ideas and its impact on the society.	2	60%	70%
Outcome 4	Discuss the aspects of classical western political thought	2	60%	60%
Outcome 5	Demonstrate the dimensions of modern western political thought.	2	70%	70%

	Program Learning Outcomes (PLO)														
CL Os	Scien tific and Disci plinar y Kno wled ge	Anal ytica l Reas onin g and Prob lem Solv ing	Criti cal and Refl ectiv e Thin king	Scie ntifi c Reas onin g and Desi gn Thin king	Res earc h Rel ated Skil ls	Mo der n To ols and IC T Us age	Envir onme nt and Sustai nabilit y	Moral , Multi cultur al and Ethic al Awar eness	Indi vidu al and Tea mwo rk Skill s	Comm unicati on Skills	Lead ershi p Read iness Skill s	Self - Dir ecte d and Life lon g Lea rnin g	P S O 1	P S O 2	P S O 3
Out	3	2	3		3	1		3				3			2
com															
e 1	2	2	2				2	2		2		2		2	
Out com	2	2	2				2	2		2		2		2	
e 2															
Out	3	2	3		3	1		3				3	2		2
com															
e 3	2		2		2		2	2		2		2	2		
Out com	Z		Z		Z		Z	Z		Z		2	2		
e 4															
Out	2	2	2		2	1		2				2			
com															
e 5															
Cou	2	2	2		3	1	2	2		2		2	2	2	2
rse Ave															
Ave rag															
e e															

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuo	us Learnin	End Semester		
		CLA-1 (15%)	Mid-1 (15%)			Assessments (40%)
Level 1	Remember	70%	40%	50%	50%	50%
	Understand					
Level 2	Apply	30%	60%	50%	50%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Course Designers

Dr. Chandana Deka, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University-AP

1. Topic(s): Classical Po Thinkers I	olitical CO: 1,2	2	
Name of Faculty from S	Synergy Dept. / O	ther Institution / Ind	ustry
	2. Topic Learni	ng Outcome(s) 1,2,3	
Previous: NA	Current: Proble Philosophy, Plat Education and Id Aristotle-Theory Constitutions, La	o- Justice, deal State	Following: Classical Political Thinkers II: Cicero- Mixed form of Government, and the Law Machiavelli- State, Relig and Ethics
	3.Pc	edagogy	I
Lecture, CBL (Case Project Based Learning) (Inqu	Topic Learning Hours 10		
4. Active Learning Tech	Out of Class Hours		
 Discussions / Integration Jigsaw How many discuativities for this How many group 			
5. Resources	Blended Learning		
 S. Mukherjee and Thought: Plato to I B. Nelson, (2008 Pearson Longman Shefali Jha, Weste 2018. Sabine, George H. Holt Rinehart and 	Hours		

6.Assessments									
Assessment Component(s) CLA 1 + Midterm + End term	Assessment Type Assignment, presentations, examination		Iarks +25+50						
Lesson Plan									
1. Topic(s): Classical Political Thinl	1. Topic(s): CO: 3, 4 Classical Political Thinkers II Image: Color of the second seco								
Name of Faculty from S	Synergy Dept. / O	ther Institution / Indu	ustry						
	2. Topic Learning	g Outcome(s) 1,2, 3, 4							
Previous:	Current:		Following:						
Problems of Political Philosophy, Plato-	Cicero- Mixed for and the Laws.	orm of Government,	Modern Political Thinkers-I						
Justice, Education and Ideal State Aristotle-Theory of	Machiavelli- Sta	te, Religion and Ethic:	Social Contractualists: Thomas Hobbes, John Lock and Rousseau.						
State, Constitutions, Law and Revolution.			Montesquieu- Separation of Powers. Utilitarianism- Jeremy Bentham						
			Individualism -John Stuart Mill						
3.Pedagogy (all that apply)									

Lecture, CBL (Case Project Based Learn	Topic Learning Hours 10						
4. Active Learning Tech	In Class Hours	Out of Class Hours					
 Discussions / Int How many discu activities for this How many group 	ssions / topic? - 3	10					
5. Resources			Blended Learning Hours				
 Political Though Hall, 1999. 2. B. Nelson, (2008 York: Pearson Lo 3. Shefali Jha, West Delhi, 2018. 4. Sabine, George H 	 B. Nelson, (2008) Western Political Thought. New York: Pearson Longman Shefali Jha, Western Political Though, Pearson, New 						
	6.As	sessments	1				
Assessment Component(s) CLA 2 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50					
Lesson Plan 1. Topic(s): Modern Po Thinkers-I	litical CO: 2,5	;					

Name of Faculty from S	ynergy Dept. / O	ther Institution / Ind	ustry
	2. Topic Learnin	g Outcome(s) 1,2,3,5	
Previous: Cicero- Mixed form of Government, and the Law Machiavelli- State, Relig and Ethics	Current: Modern Political Thinkers-I Social Contractualists: Thomas Hobbes, John Lock and Rousseau. Montesquieu- Separation of Powers Utilitarianism- Jeremy Bentham Individualism -John Stuart Mill		Following: Modern Political Thinkers-II Immanuel Kant, Karl Marx- Hegelian Dialectics, Dialectical Materialism, Class struggle and Dictatorship of the Proletariat. Harold Laski- Pluralism. Joseph
Lecture, CBL (Case 1		edagogy PBL (Problem or	Proudhon- Anarchism Mary Wollstonecraft. Topic Learning Hours
Project Based Learnin 4. Active Learning Tech		Based Learning) In Class Hours	20 Out of Class Hours
 Discussions / Inte How many discus activities for this t How many groups 	sions / copic? - 2	20	
 5. Resources 1. S. Mukherjee and Political Thought: Hall, 1999. 2. B. Nelson, (2008) York: Pearson Long 	Blended Learning Hours		

 Shefali Jha, Weste Delhi, 2018. Sabine, George H York: Holt Rineha 			
	6.As	sessments	
Assessment Component(s) CLA 3 + Midterm + End term	Type		Aarks +25+50
Lesson Plan 1. Topic(s): Modern Pol Thinker II Name of Faculty from S		ther Institution / Ind	ustry
	2. Topic Learnin	g Outcome(s) 1,2,3,5	
Previous:	Current:		Following:
Modern Political Thinkers-I Social Contractualists: Thomas Hobbes, John Lock and Rousseau. Montesquieu- Separation of Powers. Utilitarianism- Jeremy Bentham Individualism -John Stuart Mill	Modern Politica Immanuel Kant, Hegelian Dialec Materialism, Cla Dictatorship of t Harold Laski- Pl Proudhon- Anar Mary Wollstoned	Karl Marx- tics, Dialectical ass struggle and he Proletariat. Juralism. Joseph chism	NA

	3.Pedagogy	(all that apply)	
Lecture, CBL (Case Project Based Learni	Topic Learning Hours 20		
4. Active Learning Tech	niques	In Class Hours	Out of Class Hours
 Discussions / Inte How many discuss activities for this How many group 	20		
 5. Resources S. Mukherjee and Political Thought Hall, 1999. B. Nelson, (2008) York: Pearson Lo Shefali Jha, Weste Delhi, 2018. Sabine, George H York: Holt Rineha 	ew Delhi, Prentice Thought. New gh, Pearson, New itical Theory, New	Blended Learning Hours	
	6.As	sessments	
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment, presentations, examination,		Marks 10+50



India's Foreign Policy						
Unit No.	Summary Unit Name	Required Contact Hours(60 hrs)				
Unit 1	India's Foreign Policy- An Overview	12				
	Evolution of Foreign Policy of India					
	Determinants, Objectives and Principles of Foreign Policy of India					
	Institutions and Mechanism to make Foreign Policy of India					
Unit 2	India and Major Powers	12				
	India's USA Policy					
	India's Russia Policy					
	India's China Policy					
Unit 3	India in South Asia	12				
	India's Policy towards Pakistan					
	India's Policy towards Neighbours					
Unit 4	India and the Regions	12				
	India's Policy towards Central and West Asia					
	India's Act East Policy					
	India's Policy towards Africa and Latin America					
Unit 5	India and Global Issues	12				
	India and Environmental Issues					
	India and nuclear weapons					
	India and Global Political Conflicts					



India's Foreign Policy

Course Code		Course Category	Core Course (CC)	L-T-P/Pr-C	3	0	2	4
Pre-Requisite		Co-Requisite		Progressive				
Course(s)		Course(s)		Course(s)				
Course Offering	D 11.1	Professional /						
Department	Politics	Licensing						
Department		Standards						

Course Objectives / Course Learning Rationales (CLRs)

- **Objective 1:** To understand evolution of India's Foreign Policy
- **Objective 2:** To illustrate India's relationships with Major Powers.
- Objective 3: To analyse India's role in its neighbourhood.

Objective 4: To understand India's position on global issues.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate the historical development of India's foreign policy.	2	70%	80%
Outcome 2	Discuss India's relationship with great powers like USA	2	70%	70%
Outcome 3	Describe India's policy towards emerging power like China.	2	60%	70%
Outcome 4	Summarize main objectives and principles of India's foreign policy.	2	60%	60%
Outcome 5	Describe India's role in it's neighbourhood and it's position of major global issues.	2	70%	70%

	Program Learning Outcomes (PLO)														
CL Os	Scie ntifi c and Dis cipli nary Kno wle dge	An alyt ical Re aso nin g and Pro ble m Sol vin g	Cri tica l and Ref lect ive Thi nki ng	Sci enti fic Re aso nin g and De sig n Thi nki ng	Re sea rch Re lat ed Ski lls	M od er n To ol s an d IC T Us ag e	Envi ron ment and Sust aina bilit y	Mor al, Mul ticul tural and Ethi cal Awa rene ss	Ind ivid ual and Tea mw ork Ski Ils	Com muni catio n Skills	Lea der shi p Rea din ess Skil ls	Sel f- Di rec ted an d Lif elo ng Le arn ing	P S O 1	P S O 2	P S O 3
Ou tco me 1	3	2	3		3			3				3	2		
Ou tco me 2	2	2	2					2				2		2	
Ou tco me 3	3	2	3		3			3				3		2	
Ou tco me 4	2		2		2			2				2		2	
Ou tco me 5	2	2	2		2			2				2	3		
Co urs e Av era ge	2	2	2		3			2				2	2	2	2

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Learning Assessment (Macro)

Place	m's Lovel of	Continuo	us Learnin	g Assessme	nts (60%)	End Semester
Bloom's Level of Cognitive Task		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1	Remember	30%	40%	30%	40%	50%
Level I	Understand	30%	40%	30%	40%	30%
Level 2	Apply	70%	60%	70%	60%	50%
Level 2	Analyse	/070	/070 00%0		0070	3070
Level 3	Evaluate					
Level 3	Create					
	Total	100%	100%	100%	100%	100%

Course Designers

Dr. Idris Hassan Bhatt, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University- AP

Lesson Plan

1. Topic(s): India's Forei Policy: An Overview	gn CO: 1,2	2		
Name of Faculty from Sy				
	2. Topic Learning	Outcome(s)1,2		
Previous: NA	Current: India'	s Foreign Policy	Following:	
	Determinants, Ol Foreign Policy o	Mechanism to make	India and Major Powers	
	3.Pedag			
Lecture, CBL (Case Bas Learning), ABL (Activity	Topic Learning Hours 10			
4. Active Learning Techn	iques	In Class Hours	Out of Class Hours	
Jigsaw	 How many discussions / activities for this topic? - 2 			
 S. Ganguly and M India's Foreign Pol Ch. Ogden, (2011) in David Scott (ed. London: Routeledg W. Anderson, (201 in W. Anderson, Try Asia, Anthem Press 	Blended Learning Hours			
	I			

Assessment Component(s) CLA 1 + Midterm+End term Lesson Plan	Assessment Type Assignment, presentations, examination	Marks 15+25+50					
Powers	1. Topic(s): India and Major PowersCO: 2,3						
Name of Faculty from Syn	2. Topic Learning (
Previous:	Current: India a	and Major Powers	Following:				
India's Foreign Policy: An Overview	India's USA Polic India's USA Polic India's USA Polic	India and South Asia					
	3.Pedagogy (all	that apply)	I				
Lecture, CBL (Case Base Learning), 1	d Learning), PBL (I I BL (Inquiry Based	-	Topic Learning Hours 15				
4. Active Learning Technic	ques	In Class Hours	Out of Class Hours				
 Discussions / Interact How many discussion this topic? - 3 How many groups? 							
Geopolitical and Id		t Economic Relations: in India and the Soviet er, Cambridge University	Blended Learning Hours				

 Bush', in S. Gangul Cass: Portland. H. Pa 3. 'India's Relations w India's International 4. A. Tellis and S. Mir Mirski (eds.), Crux o 	y (ed.), India as an ant, (2011) vith China', in D. Relations, London: ski, (2013) 'Introdu of Asia: China, India lowment for Interna	action', in A. Tellis and S. , and the Emerging Global tional Peace: Washington.	
	6.Assessn	nents	
Assessment Component(s) CLA 2 + Midterm+End term			
Lesson Plan 1. Topic(s): India and Asia Name of Faculty from Syn		•	
		Juccome(s) 2,5	
Previous: India and Major Powers	Current: India a India's Policy tow India's Policy tow	vards Pakistan	Following: India and the Regions
	3.Pedag	ogy	1
Lecture, CBL (Case Based Learning), I	d Learning), PBL (H BL (Inquiry Based	v	Topic Learning Hours 15

4. Active Learning Techniq	lues	In Class Hours	Out of Class Hours
 Discussions / Interac How many discussio this topic? - 2 How many groups? - 	ns / activities for	15	nours
 Resources A. Tellis and S. Mir. Mirski (eds.), Crux o Order, Carnegie End S. Raghavan, (2013) 'Stability in Southerr Mirski (eds.), Crux o Order, Carnegie End S. Muni, (2003) 'Pro in South Asian Surve N. Dubash, (2012) Narratives of Enqui Delhi: Centre for Pol N. Jayaprakash, (200 Economic and Politic 	Blended Learning Hours		
	6.Assessr	nents	
Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 10+25+50	
Lesson Plan 1. Topic(s): India and the F Name of Faculty from Syn		•	

India and South Asia	India's Policy tov Asia India's Act East F India's Policy tov America	India and Global Issues	
	3.Pedagogy (all	that apply)	
	ed Learning), PBL (I , IBL (Inquiry Based	Problem or Project Based Learning)	Topic Learning Hours 20
4. Active Learning Techn	iques	In Class Hours	Out of Class Hours
 Discussions / Intera How many discuss this topic? - 2 How many groups? 	ions / activities for	10	
5. Resources			Blended
 5. Resources A. Tellis and S. Mirski, (2013) 'Introduction', in A. Tellis and S. Mirski (eds.), Crux of Asia: China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington. S. Raghavan, (2013) Stability in Southern Asia: India's Perspective', in A. Tellis and S. Mirski (eds.), Crux of Asia: China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington. S. Muni, (2003) 'Problem Areas in India's Neighbourhood Policy', in South Asian Survey, Vol. 10 (2). 			Learning Hours

Lesson Plan			
2. Topic(s): India and Glo Issues	obal CO: 4,5		
Name of Faculty from Synergy	Dept. / Other Institution / Industry		
2. To	pic Learning Outcome(s) 4,5		
Previous:	Current: India and Global Issues Follo		

India and Regions	India and Environ India and Nuclear India and Global I		NA
	3.Pedagog	3y	
Lecture, CBL (Case Based Learning), IB	Topic Learning Hours 15		
4. Active Learning Techniqu	Out of Class		
 Discussions / Interaction How many discussions this topic? - 2 How many groups? - 2 	s / activities for	15	Hours
Resources N. Dubash, (2012) 'The Politi of Enquiry and Co-benefits', V Policy Research. N. Jayaprakash, (2000) 'Nucle and Political Weekly, Vol. 35	Working Paper, Nev ear Disarmament an	v Delhi: Centre for	Blended Learning Hours
	6.Assessme	ents	
Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 10+25+5	0



Summary

	FOUNDATIONS OF PUBLIC POLICY				
Unit No.	Unit Name	Required Contact Hours (60 Hrs)			
Unit 1	Key Concepts and Theories of Public Policy	12			
	Introduction to Public Policy: Meaning, definitions and fundamental concepts				
	classification of public policy				
	nature, scope and significance				
Unit 2	Approaches to Public Policy: Major Theories and Perspectives	12			
	Stages in Public Policy Process				
	Public Policy formulation; Role of different actors and challenges				
	Public Policy Implementation; approaches, actors and challenges				
	Public Policy Evaluation: Types, barriers and evaluating agencies				
	Role of local, regional, national and global factors in the public policy process, Globalisation and public policy				
Unit 3	Environment and Health Policy	12			
	Environment Policy: Environmental Issues, Environmental Pollution, Constitutional and legal safeguards, Environment administration, Judicial Responses, Civil society and environment preservation in India.				
	Health Policy: Features, Health Policy in colonial India, Bhore Committee Report, National Health Policy in Neoliberal phase, National Health Rural and Urban Mission				
	Case Study on the environment and health policy				

Unit 4	Policy on Population, Education and Social Welfare	12
	Population Policy: Effects of population explosion, Progression, National Population Policy	
	Education Policy: Evolution of education system, Constitutional Vision, Educational administration, New Education Policy	
	Education commissions and committees, Right to education, Issues and challenges before Indian Education	
	Welfare Policies-Women Empowerment (Self Help Group movement), MGNREGA, National Food Security Act	
	Case Studies on education and welfare policies	
Unit 5	Ethics in Public Policy	12
	Essence, determinants and consequences of Ethics in-human actions; dimensions of ethics; ethics - in private and public relationships.	
	Ethical Concerns and Dilemmas in governance	
	Aptitude and foundational values for Civil Service: integrity, impartiality and non-partisanship, objectivity, dedication to public service, empathy, tolerance and compassion towards the weaker-sections	
	Probity in Governance: Concept of public service, Right to Information, Codes of Ethics, Codes of Conduct, Citizen's Charters, Work culture, Quality of service delivery, Utilization of public funds, challenges of corruption	
	Case Studies on ethics in public policy	



SRM University – AP, Andhra Pradesh

Neerukonda, Mangalagiri Mandal

Guntur District, Mangalagiri, Andhra Pradesh 522240

Foundations of Public Policy

Course Code		Course Category	CC	L-T/D-P/Pr-C	3	0	2	4
Total Contact Hours			Total Learn	ing Hours				1
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards		L	1			

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To illustrate various dimensions of public policy in theory and practice.

Objective 2: To analyse and understand various concepts in public policy

Objective 3: To examine public policy process

Objective 4: To explain the policies related to health, education and environment

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the meaning and dimensions of public policy as a discipline and practice.	2	70%	80%
Outcome 2	Analyse the theories of public policy	3	70%	70%
Outcome 3	Explain the functioning of public policy process	1	60%	70%
Outcome 4	Illustrate the aspects of public policy process in India	2	60%	60%
Outcome 5	Examine the policies related to health, education and environment	3	70%	70%

		Program Learning Outcomes (PLO)													
CL Os	Scien tific and Disci plinar y Kno wled ge	Anal ytica l Reas onin g and Prob lem Solv ing	Criti cal and Refl ectiv e Thin king	Scie ntifi c Reas onin g and Desi gn Thin king	Res earc h Rel ated Skil ls	Mo der n To ols and IC T Us age	Envir onme nt and Sustai nabilit y	Moral , Multi cultur al and Ethic al Awar eness	Indi vidu al and Tea mwo rk Skill s	Comm unicati on Skills	Lead ershi p Read iness Skill s	Self - Dir ecte d and Life lon g Lea rnin g	P S O 1	P S O 2	P S O 3
Out com e 1	3	2	3		3			3	2	1		3		1	1
Out com e 2	2	2	2					2				2	2		
Out com e 3	3	2	3		3			3	1	2		3			
Out com e 4	2		2		2			2		2		2	2	2	2
Out com e 5	2	2	2		2			2				2			
Cou rse Ave rag e	2	2	2		3			2	2	2		2	2	2	2

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Learning Assessment (Macro)

Bloo	n's Level of	Continuo	us Learnin	End Semester		
	Cognitive Task		Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1 Remember		30%	40%	30%	40%	50%
	Understand				-	
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
	Total	100%	100%	100%	100%	100%

Course Designers

Dr. Vineeth Thomas, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University-AP

Lesson Plan

1. Topic(s): Key Concept	ts and Theories of Public Policy	CO: 1	
Name of Faculty from S	Synergy Dept. / Other Institution / Industry	NA	
	2. Topic Learning Outcome(s) 1		
Previous: NA	Current: Key Concepts and Theories of Public Policy- *Introduction to Public Policy: Meaning, definitions and fundamental concepts *Classification of public policy *Nature, scope and significance * Approaches to Public Policy: Major Theories and Perspectives	Following: Stages in Public Policy Process * Public Policy formulation; Role of different actors and challenges * Public Policy Implementation; approaches, actors an challenges * Public Policy Evaluation: Types, barriers and evaluati agencies * Role of local, regional, national an	f nd
	3.Pedagogy (all that apply)	global factors in the public policy proces Globalisation and public policy	
Lecture / CBL (Case Ba	ased Learning) / PBL (Problem or Project Bas IBL (Inquiry Based Learning)	ed Learning) / Top Lea ng Hou	rn g
		10)

4. Active Learning Techniques In Class Hours • Discussions / Interactions /Q&A. Peer Learning. • Collaborative learning. 10		Hours	Out of Class Hours
 Public Policy, An Introduce Wayne Parsons 	 Public Policy; Theory and Concepts by Bidyut Chakrabarthy Public Policy, An Introduction to Theory and Practice of policy analysis by- Wayne Parsons 		Blende d Learni ng Hours
	6.Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, quiz, written test	Marks 25+25+:	

1. Topic(s): Stages in Public Polic	y Process	CO: 2,3		
Name of Faculty from Synergy I	Name of Faculty from Synergy Dept. / Other Institution / Industry NA			
2. To	2. Topic Learning Outcome(s) 2,3.			
Previous: Key Concepts and Theories of Public Policy- *Introduction to Public Policy: Meaning, definitions and fundamental concepts *Classification of public policy *Nature, scope and significance * Approaches to Public Policy: Major Theories and Perspectives	Current: Stages in Public Policy Process- * Public Policy formulation; Role of different actors and challenges * Public Policy Implementation; approaches, actors and challenges	Following: Environment and health policy- * Environment Policy: Environmental Issues, Environmental Pollution, Constitutional and legal safeguards, Environment administration, Judicial Responses,		

	 * Public Policy Evaluation: Types, barriers and evaluating agencies * Role of local, regional, national and global factors in the public policy process Globalisation and public policy 	Civil society a environment preservation in * Health Policy Features, Heal Policy in color India, Bhore Committee Re National Healt in Neoliberal p National Healt and Urban Mis * Case Study o environment at health policy	India. y: th nial port, h Policy hase, h Rural ssion on the
:	3.Pedagogy (all that apply)		
	rning) / PBL (Problem or Project Ba arning) / RBL (Research Based Lear		Topic Learni ng Hours 10
4. Active Learning Techniques		In Class Hours	Out of Class Hours
 Discussions How many discussions / a How many groups? 1 	ctivities for this topic?: 2	10	
5. Resources			Blende
	Concepts by Bidyut Chakrabarthy ction to Theory and Practice of poli ndia by V. Ayyar	icy analysis by-	d Learni ng Hours

Assessment Component(s)	Assessment Type	Marks
CLA 2 + Midterm+ End term	Assignment, presentations, quiz, written test	Marks 15+25+50

1. Topic(s): Environment and heal	th policy	CO: 2,4		
Name of Faculty from Synergy I	Name of Faculty from Synergy Dept. / Other Institution / Industry NA			
2. Te	opic Learning Outcome(s) 2,4			
Previous: Stages in Public Policy Process- * Public Policy formulation; Role of different actors and challenges * Public Policy Implementation; approaches, actors and challenges * Public Policy Evaluation: Types, barriers and evaluating agencies * Role of local, regional, national and global factors in the public policy process Globalisation and public policy	Current: Environment and health policy- * Environment Policy: Environmental Issues, Environmental Pollution, Constitutional and legal safeguards, Environment administration, Judicial Responses, Civil society and environment preservation in India. * Health Policy: Features, Health Policy in colonial India, Bhore Committee Report, National Health Policy in Neoliberal phase, National Health Rural and Urban Mission * Case Study on the environment and health policy	Following:Policy on Population, Education and Social Welfare- *Population Policy: Effects of population explosion, Progression, National Population Policy *Education Policy: Evolution of education system, Constitutional Vision, Educational administration, New Education Policy Education Policy Education Policy Education commissions and committees, Right to education, Issues and challenges before Indian Education * Welfare Policies- Women Empowerment (Self Help Group movement),		

		MGNREGA, N Food Security Case Studies o education and policies	Act n
Lecture / CBL (Case Based I	B.Pedagogy (all that apply) Learning) IBL (Inquiry Based Lear earch Based Learning)	ming) / RBL	Topic Learni ng Hours
4. Active Learning Techniques		In Class Hours	15 Out of Class Hours
 Discussions / Interactions / Class debates. Peer learning. 	′Q&A.	15	
 Public Policy, An Introduct Wayne Parsons Public Policy making in In Rumki Basu: Democracy (Routledge) Ethics in Governance: Inno 	Concepts by Bidyut Chakrabarthy ation to Theory and Practice of po- dia by V. Ayyar and Public Policy in the Po- povations, Issues and Instrumentalit ablisher Rawat Publications, Jaipu	st Covid world ies By Ramesh K	Blende d Learni ng Hours
	6.Assessments		
Assessment Component(s) CLA 3+End term	Assessment Type Assignment, presentations, quiz written test	, Marks , 10+50	Marks

1. Topic(s): Policy on Population,	Education and Social Welfare	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry NA			
2. To	opic Learning Outcome(s) 4,5		
Previous:Environment and health policy- * Environment Policy: Environmental Issues, Environmental Pollution, Constitutional and legal safeguards, Environment administration, Judicial Responses, Civil society and environment preservation in India. * Health Policy: Features, Health Policy in colonial India, Bhore Committee Report, National Health Policy in Neoliberal phase, National Health Rural and Urban Mission * Case Study on the environment and health policy	Current: Policy on Population, Education and Social Welfare- *Population Policy: Effects of population explosion, Progression, National Population Policy *Education Policy: Evolution of education system, Constitutional Vision, Educational administration, New Education Policy Education commissions and committees, Right to education, Issues and challenges before Indian Education * Welfare Policies-Women Empowerment (Self Help Group movement), MGNREGA, National Food Security Act Case Studies on education and welfare policies	Following: Ethics in Public Policy- *Essence, determinants and consequences of Ethics in-human actions; dimensions of ethics; ethics - in private and public relationships. *Ethical Concerns and Dilemmas in governance Aptitude and foundational values for Civil Service: integrity, impartiality and non-partisanship, objectivity, dedication to public service, empathy, tolerance and compassion towards the weaker-sections * Probity in Governance: Concept of public service, Right to Information, Codes of Ethics, Codes of Conduct, Citizen's Charters, Work culture, Quality of service delivery, Utilization of public funds, challenges of corruption	

	Case Studies of in public polic	
3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) / PBL (Problem or Project IBL (Inquiry Based Learning) / RBL (Research Based L		Topic Learni ng Hours 10
4. Active Learning Techniques	In Class Hours	Out of Class Hours
 Discussions How many discussions / activities for this topic?: 2 How many groups? 1 	10	
5. Resources		Blende
 Public Policy; Theory and Concepts by Bidyut Chakrabarthy Public Policy, An Introduction to Theory and Practice of policy analysis by-Wayne Parsons Public Policy making in India by V. Ayyar Upadhyay, R. (2019). Ethics, Integrity, and Aptitude in Governance (First ed.). SAGE Publications Pvt. Ltd 		
 Kumar, N. (2020). Lexicon for Ethics, Integrity & Aptitude - 6th Paper Edition. Chronicle books. Rumki Basu: Democracy and Public Policy in the Post Covid world (Routledge) 		
 Ethics in Governance:Innovations, Issues and Instrumentalities By Ramesh K Ed Arora. Book Details: Publisher Rawat Publications, Jaipur Reddy, N. K., & Ajmera, S. (2015). <i>Ethics, Integrity and Aptitude</i>. McGraw- Hill Education. 		
• Sheeran, P. J. (1993). <i>Ethics in public administration</i> . <i>approach</i> . Greenwood Publishing Group.	A philosophical	
6.Assessments		

Assessment Component(s)	Assessment Type	Marks
End term	Written examination	50

1. Topic(s): Ethics in Public Policy	ý	CO: 4,5		
Name of Faculty from Synergy I	Name of Faculty from Synergy Dept. / Other Institution / Industry NA			
2. To	opic Learning Outcome(s) 4,5			
Previous: Policy on Population, Education and Social Welfare- *Population Policy: Effects of population explosion, Progression, National Population Policy *Education Policy: Evolution of education system, Constitutional Vision, Educational administration, New Education Policy Education commissions and committees, Right to education, Issues and challenges before Indian Education * Welfare Policies-Women Empowerment (Self Help Group movement), MGNREGA, National Food Security Act Case Studies on education and welfare policies	Current: Ethics in Public Policy- *Essence, determinants and consequences of Ethics in- human actions; dimensions of ethics; ethics - in private and public relationships. *Ethical Concerns and Dilemmas in governance Aptitude and foundational values for Civil Service: integrity, impartiality and non- partisanship, objectivity, dedication to public service, empathy, tolerance and compassion towards the weaker- sections * Probity in Governance: Concept of public service, Right to Information, Codes of Ethics, Codes of Conduct, Citizen's Charters, Work culture, Quality of service delivery, Utilization of public funds, challenges of corruption Case Studies on ethics in public policy	Following: NA		

	3	.Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) / PBL (Problem or Project Based Learning) / IBL (Inquiry Based Learning) / RBL (Research Based Learning)			Topic Learn ng Hours	
				15
4. Act	tive Learning Techniques		In Class Hours	Out of Class Hours
•	Discussions How many discussions / ac How many groups? 1	tivities for this topic?: 2		liour
-	now many groups. I		15	
5. Re	sources			Blend
 Public Policy; Theory and Concepts by Bidyut Chakrabarthy Public Policy, An Introduction to Theory and Practice of policy analysis by-Wayne Parsons Public Policy making in India by V. Ayyar Upadhyay, R. (2019). Ethics, Integrity, and Aptitude in Governance (First ed.). SAGE Publications Pvt. Ltd Kumar, N. (2020). Lexicon for Ethics, Integrity & Aptitude - 6th Paper Edition. Chronicle books. Rumki Basu: Democracy and Public Policy in the Post Covid world (Routledge) Ethics in Governance:Innovations, Issues and Instrumentalities By Ramesh K Ed Arora. Book Details: Publisher Rawat Publications, Jaipur Reddy, N. K., & Ajmera, S. (2015). <i>Ethics, Integrity and Aptitude</i>. McGraw-Hill Education. Sheeran, P. J. (1993). <i>Ethics in public administration: A philosophical approach</i>. Greenwood Publishing Group. 		d Learn ng Hours		
		6.Assessments		
Assessment Component(s) Assessment Type Marks		5		
	End termWritten examination50			



Summary

Course Title: Perspectives on International Relations and World History

Unit No.	Unit Name	Required Contact Hours (60 Hrs)
Unit 1	International Relations: Introduction	10
	Understanding International Relations	
	History and International Relations: Emergence of the Global State System	
Unit 2	Approaches to the study of International Relations	14
	Liberalism and Neoliberalism	
	Realism and Neorealism	
	Marxist theories	
	Feminist perspectives	
Unit 3	Twentieth Century International Relations History	12
	World War I: Causes and Consequences; Bolshevik Revolution; Rise of Fascism / Nazism	
	World War II: Causes and Consequences; Cold War: Different Phases; Post-Cold War Developments and Emergence of Other Centres of Power	
	The emergence of the Third World; The collapse of the USSR and the End of the Cold War	
Unit 4	Foreign Policy	12
	Foreign Policy and National Interest: Meaning, elements,	
	Nature and Objectives of foreign policy	
	National Security, determinants and formulation of Foreign	
	Policy Instruments of Foreign Policy: Diplomacy – Nature,	
	Functions, Privileges and Immunities. Types of Diplomacy	
Unit 5	Issues in international relations	12
	Environmental Issues, Human rights,	
	Terrorism, Nuclear proliferation	



Course Code		Course Category	Core Course	L-T-P/Pr-C	3	0	2	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards						

Perspectives on International Relations and World History

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To explore various dimensions of international relations in theory and practice.

Objective 2: To analyse and understand various international issues.

Objective 3: To understand concepts like foreign policy and diplomacy.

Objective 4: To understand world history.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the concepts and theories of International Relations	2	70%	80%
Outcome 2	Examine the contemporary world based on the historical evolution of IR	3	70%	70%
Outcome 3	Discuss current international issues	2	60%	70%
Outcome 4	Illustrate the dimensions of international relations and foreign policy.	2	60%	60%
Outcome 5	Summarize the aspects of diplomacy.	2	70%	70%

					Prog	gram	Learnir	ng Outc	omes ((PLO)					
CL Os	Scien tific and Disci plinar y Kno wled ge	Anal ytica l Reas onin g and Prob lem Solv ing	Criti cal and Refl ectiv e Thin king	Scie ntifi c Reas onin g and Desi gn Thin king	Res earc h Rel ated Skil ls	Mo der n To ols and IC T Us age	Envir onme nt and Sustai nabilit y	Moral , Multi cultur al and Ethic al Awar eness	Indi vidu al and Tea mwo rk Skill s	Comm unicati on Skills	Lead ershi p Read iness Skill s	Self - Dir ecte d and Life lon g Lea min g	P S O 1	P S O 2	P S O 3
Out	_	_	_		_			_					_		
com e 1	3	2	3		3			3				3	2		
Out															
com e 2	2	2	2					2				2			
Out com e 3	3	2	3		3			3				3		2	
Out com e 4	2		2		2			2				2	2		
Out com e 5	2	2	2		2			2				2	2		2
Cou rse Ave rag e	2	2	2		3			2				2	2	2	2

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continu	ous Learnin	End Semester		
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1	Remember	30%	40%	30%	40%	50%
	Understand	5070	1070	5070	1070	2070
Level 2	Apply	70%	70% 60%	70%	60%	50%
	Analyse		0070	,	0070	
Level 3	Evaluate					
	Create					
	Total	100%	100%	100%	100%	100%

Course Designer

Idris Hassan Bhat, Assistant Professor, Department of Liberal Arts, ESLA, SRM University, AP

Lesson Plan

1. Topic(s): Internation Relations: Introduction		2					
Name of Faculty from Synergy Dept. / Other Institution / Industry							
	2. Topic Learnii	ng Outcome(s)1,2					
Previous: NA	History and Inter	uction ternational Relations national Relations: global state system	Following: Approaches to the study of International Relations				
	3.Pec	lagogy					
		Problem or Project Based L (Inquiry Based Learning	Topic Learning Hours 10				

4. Active Learning Techniqu	les	In Class Hours	Out of Class Hours
 Discussions / Interact Jigsaw How many discussion this topic? - 2 How many groups? - 	ns / activities for	10	
 Resources R. Jackson and G. S. Relations: Theorie Oxford University I Baylis, John and Sta World Politics. An Hedn. Oxford: Oxford Brown and K. Ainle Relations, Basingsta R. Mansbach and K. Politics, New York: 	Blended Learning Hours		
	6.Asse	ssments	
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50)
Lesson Plan			
1. Topic(s): Approaches to the Study of International Relay			
Name of Faculty from Syne	rgy Dept. / Other I	nstitution / Industry	
	2. Topic Learnin	g Outcome(s) 2,3	
Previous: International Relations: Introduction	Following: Twentieth Century IR History		

	Marxist theories						
	Feminist Perspectives						
	3.Pedagogy (a	ill that apply)					
Lecture, CBL (Case Base Learning),	ed Learning), PBL (I IBL (Inquiry Based	e e	Topic Learning Hours				
			15				
4. Active Learning Techniqu	ies	In Class Hours	Out of Class Hours				
 Discussions / Interact How many discussion this topic? - 3 How many groups? - 	ns / activities for	15					
5. Resources 1. R. Jackson and G. S Relations: Theorie Oxford University I 2. Baylis, John and St	Forensen, (2007) In s and Approache Press eve Smith.(2008) <i>I</i> <i>Introduction to Inte</i> d University Press ey, (2009) Underst oke: Palgrave. J. Taylor, (2012) In	C	Blended Learning Hours				
,		ssments					
	0.A330	[
Assessment Component(s) CLA 2 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50	0				
Lesson Plan	L	1					
1. Topic(s): Twentieth Century IR History	CO: 4,5						

	2. Topic Learning	g Outcome(s) 4,5				
Previous:	Current: Twentieth Century IN History					
Approaches to the Study of IR	World War I: Cau Bolshevik Revolu Rise of Fascism / World War II: Cau Cold War: Different Phases; Developments and Centres of Power The emergence of collapse of the US War	Foreign Policy				
	3.Ped	agogy	-			
Lecture, CBL (Case Bas Learning),	Topic Learning Hours					
			15			
4. Active Learning Techniq	ues	In Class Hours	Out of Class			
 Discussions / Interact How many discussion this topic? - 2 How many groups? 	Hours					
Resources K. Mingst, (2011) Essentials Nortan and Company. Hobsbawm, E. (1995) Age o 1991. London:Abacus Carr, E.H. (2004) Internation 1919-1939. New York:Palgra F. Halliday, (1994) Rethinkin Taylor, A.J.P. (1961) The Ori Penguin K. Mingst and J. Snyder, (20 Relations, New York: W.W. I Carr, E.H. (2004) Internation 1919-1939. New York: Palgr	f Extreme: The Shor al Relations betweer ave ng International Rela gins of the Second V 11) Essential Readin Nortan and Company al Relations betweer	t Twentieth Century, 1914— n the Two World Wars: tions, London: Macmillan. World War. Harmondsworth: gs in International	Blended Learning Hours			

Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 10+25+5	0		
Lesson Plan					
1. Topic(s): foreign Policy	CO: 4				
Name of Faculty from Syne	rgy Dept. / Other In	nstitution / Industry			
	2. Topic Learnin	ng Outcome(s) 4			
Previous:	Current: Foreign	Policy	Following:		
Twentieth Century IR History	Meaning, element foreign policy National Security,	reign Policy Instruments of	Issues in IR		
	3.Pedagogy (a	ll that apply)	I		
Lecture, CBL (Case Base Learning),	ed Learning), PBL (I IBL (Inquiry Based	-	Topic Learning Hours 20		
4. Active Learning Techniqu	ies	In Class Hours	Out of Class Hours		
 Discussions / Interact How many discussion this topic? - 2 How many groups? - 	ns / activities for	10			
 5. Resources 5. Brezeznski, Z. (200 Leadership. New Yes) 	Dominance or Global	Blended Learning Hours			

Gill, S. (2005) 'Contradictions of US Supremacy' in Panitch, L. and Leys, C. (eds.) Socialist Register: The Empire Reloaded. London: Merlin Press. 2004, London, Merlin Press and New	
York, Monthly Review Press. Socialist Register.	
Therborn, G. (2006) 'Poles and Triangles: US Power and	
Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.)	
Empire and Neo Liberalism in Asia. London: Routledge.	
S. Smith and P. Owens, (2008) 'Alternative Approaches to	
International Theory' in J. Baylis and S. Smith (eds), The	
Globalization of World Politics: An Introduction to	
International Relations, New York: Oxford University Press.	
M. Smith and R. Little, (eds) (2000) 'Introduction', in	
Perspectives on World Politics, New, York: Routledge	
). S. Lawson, (2003) International Relations, Cambridge: Polity	
Press	
1. K. Mingst, (2011) Essentials of International Relations, New	
York: W.W. Nortan and Company	
	 London: Merlin Press. 2004, London, Merlin Press and New York, Monthly Review Press. Socialist Register. Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) Empire and Neo Liberalism in Asia. London: Routledge. S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis and S. Smith (eds), The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press. M. Smith and R. Little, (eds) (2000) 'Introduction', in Perspectives on World Politics, New,York: Routledge S. Lawson, (2003) International Relations, Cambridge: Polity Press K. Mingst, (2011) Essentials of International Relations, New

Lesson Plan										
2. Topic(s): Issues in I	R CO: 4,	5								
Name of Faculty from Syner	gy Dept. / Other Institu	ition / Industry								
2. Topic Learning Outcome(s) 4,5										
Previous: Foreign Policy	Environmental Issues									
	3.Pedagog	y								
Lecture, CBL (Case Bas Learning)	sed Learning), PBL (Pro , IBL (Inquiry Based Le	e	Topic Learning Hours							
			15							
 4. Active Learning Techniqu Discussions / Interaction 		In Class Hours	Out of Class Hours							
 Discussions / Interaction How many discussion topic? - 2 How many groups? - 	s / activities for this	15								

Resources Brezeznski, Z. (2005) Choice: Glob York: Basic Books. Gill, S. (2005) 'Contradictions of U (eds.) Socialist Register: The Empir London, Merlin Press and New Yorl Therborn, G. (2006) 'Poles and Tria Asia and Europe' in Hadiz, V.R. (ed London: Routledge. S. Smith and P. Owens, (2008) 'Alta in J. Baylis and S. Smith (eds), The Introduction to International Relation M. Smith and R. Little, (eds) (2000) Politics, New, York: Routledge S. Lawson, (2003) International Rel K. Mingst, (2011) Essentials of Inter and Company	Blended Learning Hours		
	6.Assessmen	ts	
Assessment Component(s) CLA 3 + Midterm+End term			



Name of the Course: Internship

Course Code		Course Category	RDIP	L-T/D-P/Pr-C	0	0	4	4
Total Contact Hours			Total I	Learning Hours				
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards			1			

Course Objectives

Objective 1: Identify the key concepts and practices relevant to the industry.

Objective 2: Explain the processes and workflows within the organization.

Objective 3: Apply theoretical knowledge to practical tasks and projects in the workplace. Objective 4: Evaluate the effectiveness of different strategies and approaches used by the organization.

Course Outcomes (COs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
CO 1	Recognize and recall fundamental industry-specific	1	70	80
	concepts and practices.			
CO 2	Interpret and describe the organizational processes and workflows	2	70	80
CO 3	Implement theoretical knowledge in practical tasks and projects within the internship setting.	3	70	80
CO 4	Assess and critique the effectiveness of strategies and methodologies employed by the organization.	4	70	80

					Pro	gram I	Learnin	g Outc	comes	(PLO)					
CL Os	Engi neeri ng Kno wled ge	Pro ble m An alys is	Desig n and Devel opme nt	Ana lysi s, Des ign and Res earc h	Mo der n To ol and IC T Us age	Socie ty and Multi cultur al Skills	Envir onme nt and Sustai nabilit y	Mor al, and Ethi cal Awa rene ss	Indi vidu al and Tea mwo rk Skill s	Comm unicati on Skills	Proje ct Mana geme nt and Finan ce	Self - Dir ecte d and Life lon g Lea rnin g	P S O 1	P S O 2	P S O 3
Out com e 1	0	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Out com e 2	0	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Out com e 3	0	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Out com e 4	0	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Co urs e Ave rag e	0	2	1	2	3	3	1	2	2	3	3	3	2	2	2

Learning Assessment (Macro)

Dloor	n's Level of	Continuo	ous Learnin	g Assessme	nts (60%)	End Semester
	nitive Task	CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1	Remember	NA	NA	NA	NA	NA
Level I	Understand	INA	INA	NA	INA	INA
Level 2	Apply	NA	NA	NA	NA	NA
Level 2	Analyse	INA	INA	INA	INA	INA
Level 3	Evaluate	NA	NA	NA	NA	NA
Level 5	Create	INA	INA	INA	INA	INA
Total		100%	100%	100%	100%	100%

Course Designers:

Dr. Vineeth Thomas, Assistant Professor, Department of Liberal Arts, SRM-AP University

Lesson Plan: NA

COURSES OFFERED IN SEMESTER-VI



SRM University – AP, Andhra Pradesh Neerukonda, Mangalagiri Mandal

Guntur District, Mangalagiri, Andhra Pradesh 522240

Summary

	Public Administration: Theory and Practice	
Unit No.	Unit Name	Required Contact Hours (60 Hrs)
Unit 1	Public Administration as a discipline	12
	Meaning, Scope and Significance.	
	Evolution and Status of the Discipline	
	Public and Private Administration	
	Case study on public and private administration	
Unit 2	Basic concepts and principles	12
	Organization. Hierarchy. Unity of Command. Span of Control. Authority and Responsibility. Centralization and Decentralization	
	Delegated Legislation. Chief Executive. Line, Staff and Auxiliary Agencies.	
	Public Enterprises. Independent Regulatory Commissions.	
	Case study on various concepts and principles of administration	
Unit 3	Theories of administration	12
	Taylor's Scientific Management. Fayol's Classical Theory;Elton Mayo's Theory of Human Relations.	
	Bureaucratic Theory. Systems Approach; Feminism and administration	
	Case study on theories of administration	
Unit 4	Financial and local administration	12
	Budget – Meaning, Significance, Principles. Budgetary Process - Formulation, Enactment, Execution. Line-Item vs Performance	
	Budget. Incremental vs Zero-Based Budget. Sunset Legislation. Rural and Urban Governance in India	
Unit 5	Growth and trends in Public administration	12
	Control over Administration. Comparative Public Administration. Development Administration. New Public Administration. State vs Market Debate and Public-Private Partnership.	
	Ombudsman in India: CVC, Lok Pal and LokAyuktha., Case study on growth and trends in public administration	



Public Administration: Theory and Practice

Course Code		Course Category	CC	L-T/D-P/Pr-C	3	0	2	4
Total Contact Hour	°S		Tota Hou	ll Learning Irs		•		•
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering DepartmentPolitics		Professional / Licensing Standards						

Course Objectives

Objective 1: To explore various dimensions of public administration in theory and practice.

Objective 2: To analyse and understand various concepts in public administration

Objective 3: To explain financial and Indian administration

Objective 4: To examine the evolution of public administration.

Course Outcomes (COs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
CO 1	Discuss the meaning and dimensions of public administration as a discipline and practice.	1	70%	80%
CO 2	Analyse the theories of public administration	3	70%	70%
CO 3	Demonstrate the functioning of public administration	2	60%	70%
CO 4	Illustrate the aspects of Indian administration.	2	60%	60%
CO 5	Describe the dimensions of financial administration.	3	70%	70%

							Learnin			PLO)	-				
CL Os	Scie ntifi c and Disc iplin ary Kno wled ge	Ana lyti cal Rea soni ng and Pro ble m Sol vin g	Crit ical and Ref lect ive Thi nki ng	Sci enti fic Rea soni ng and Des ign Thi nki ng	Re sea rch Rel ate d Ski Ils	M od er n To ols an d IC T Us ag e	Envi ronm ent and Susta inabi lity	Mor al, Mult icult ural and Ethi cal Awa rene ss	Indi vid ual and Tea mw ork Skil ls	Com munic ation Skills	Lea ders hip Rea dine ss Skil ls	Sel f- Dir ect ed an d Lif elo ng Le arn ing	P S O 1	P S O 2	P S O 3
Ou tco me 1	3	2	3		3			3		2		3	2		
Ou tco me 2	2	2	2					2	2			2		2	
Ou tco me 3	3	2	3		3			3	2			3			2
Ou tco me 4	2		2		2			2				2		1	
Ou tco me 5	2	2	2		2			2		2		2		2	2
Co urs e Av era ge	2	2	2		3			2	2	2		2	2	2	2

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Learning Assessment (Macro)

Bloom's Level of		Continuous Learning Assessments (60%)				End Semester Assessments
Cog	Cognitive Task		Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	(40%)
Level 1	Remember Understand	30%	40%	30%	40%	50%
Level 2	Apply Analyse	70%	60%	70%	60%	50%
Level 3	Evaluate Create	_				
	Total	100%	100%	100%	100%	100%

Course Designer

Dr. Vineeth Thomas, Assistant Professor, Department of Liberal Arts, ESLA, SRM University, AP.

Lesson Plan

1. Topic(s): Public Administration as a discip): 1,2			
Name of Faculty from S	Name of Faculty from Synergy Dept. / Other Institution / Industry				
	2. Topic L	earning Outcome(s)1,2			
Previous: NA	2. Topic Learning Outcome(s)1,2 Current: Public Administration as a discipline-Meaning, Scope, Significance, Evolution and status of the discipline, Public and private administration, Case study on public and private administration		Following: Basic conce and principles- *Organization. Hierarch Unity of Command. Spi of Control. Authority and Responsibility. Centralization and Decentralization *Delegated Legislation. Chief Executive. Line, Staff and Auxiliary Agencies. * Public Enterprises. Independent Regulatory Commissions. * Case study on various concepts and principles of administration		
	3.Peda	gogy (all that apply)	-		
Based Learning), ABL (A	U/	, PBL (Problem or Project ed Learning), IBL (Inquiry ng	Topic Learning Hours 10		
4. Active Learning Tech	niques	In Class Hours	Out of Class Hours		
 Discussions / Interactions /Q&A / Jigsaw How many discussions / activities for this topic? - 2 How many groups? - 2 		A 10			

Theories. SterlingD. Ravindra Prasa	th Revised Editio rs,pp 1-42 8) Public Adminis Publishers: New rd, Y. Pardhasarac ls), Administrativ	n. New Delhi: stration: Concepts and	Blended Learning Hours
	6.As	sessments	
Assessment Component(s) CLA 1 + Midterm+End term		nrks 25+50	
Lesson Plan			
1. Topic(s): Basic concept principles	ots and CO: 2,3	3	
Name of Faculty from S	ynergy Dept. / O	Other Institution / Indus	stry
	2. Topic Learn	ing Outcome(s) 2,3	
Previous: Public Administration as a discipline- Meaning, Scope, Significance, Evolution and status of the discipline, Public and private administration, Case study on public and private administration	Command. Spa Responsibility. Centralization a *Delegated Leg Executive. Line Agencies. * Public Enterp Regulatory Com	lierarchy. Unity of n of Control. Authority a nd Decentralization gislation. Chief e, Staff and Auxiliary rises. Independent nmissions.	Following: Theories of administration- *Taylor's Scientific Management. Fayol's Classical Theory; Elton Mayo's Theory of Human Relations *Bureaucratic Theory. Systems Approach; Feminism and administration *Case study on theories of administration
	3.Pedagogy	(all that apply)	

Lecture, CBL (Case Bas Based Learning)	Topic Learning Hours 15			
4. Active Learning Tech	niques	In Class Hours	Out of Class Hours	
 Discussions / Inter How many discuss activities for this t How many groups 	sions / opic? - 3	15		
Theories. SterlingD. Ravindra Prasa	h Revised Editic s,pp 141-165 8) Public Admini Publishers: New d, Y. Pardhasarad ls), Administrativ	on. New Delhi: stration: Concepts and	Blended Learning Hours	
	6.As	ssessments		
Assessment Component(s) CLA 2 + Midterm+End term	Assessment Type Assignment, presentations, examination	-	arks 25+50	
Lesson Plan				
1. Topic(s): Theories of administration	CO: 4,	5		
Name of Faculty from S	ynergy Dept. / (Other Institution / Indu	stry	
	2. Topic Learning Outcome(s) 4,5			
Previous: Basic conceptsCurrent: Theories of administration- *Taylor's Scientific Management.Organization. Hierarchy.Fayol's Classical Theory; EltonUnity of Command. SparMayo's Theory of Human RelationsControl. Authority and*Bureaucratic Theory. SystemsResponsibility.Approach; Feminism andCentralization andadministration			Following: Financial and local administration- *Budget – Meaning, Significance, Principles Budgetary Process - Formulation, Enactmen	

*Delegated Legislation. Chief Executive. Line, Staff and Auxiliary Agencies. * Public Enterprises. Independent Regulatory Commissions. * Case study on various concepts and principles of administration	*Case study on administration	theories of	Execution. Line-Item vs Performance * Budget. Incremental v Zero-Based Budget. Sur Legislation. Rural and Urban Governance in India	
	3.Pedagogy	y (all that apply)		
Lecture, CBL (Case Bas Based Learning)	ed Learning), PE	BL (Problem or Project	Topic Learning Hours 15	
4. Active Learning Tech	niques	In Class Hours	Out of Class Hours	
How many discus	 Discussions / Interactions /Q&A How many discussions / activities for this topic? - 2 			
 5. Resources M. Bhattacharya, Administration, 5 Jawahar Publisher D. Ravindra Prasa Satyanarayana (eo Publishers, 2010, 	Blended Learning Hours			
Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination		arks 25+50	

Lesson Plan			
1. Topic(s): Financial and administration	l local CO: 4		
Name of Faculty from S	ynergy Dept. / C	Other Institution / Indu	stry
	2. Topic Lear	ning Outcome(s) 4	
Previous: Theories of administration- *Taylor's Scientific Management. Fayol's Classical Theory;Elton Mayo's Theory of Human Relations *Bureaucratic Theory. Systems Approach; Feminism and administration *Case study on theories of administration	2. Topic Learning Outcome(s) 4 Current: Financial and local administration- *Budget – Meaning, Significance, Principles. Budgetary Process - Formulation, Enactment, Execution. Line-Item vs Performance * Budget. Incremental vs Zero-Based Budget. Sunset Legislation. Rural and Urban Governance in India		Following:Growth and trends in Public administration- *Control over Administration. Comparative Public Administration. Development Administration. New Public Administration. * State vs Market Deba and Public-Private Partnership. Ombudsma in India: CVC, Lok Pal LokAyuktha., Case study on growth and trends in public administration
	3.Pedagogy	y (all that apply)	
, , ,	Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		
4. Active Learning Tech	niques	In Class Hours	Out of Class Hours
• How many discus activities for this t	 Discussions / Interactions How many discussions / activities for this topic? - 2 How many groups? - 2 		
Administration, 5	5. Resources		

 B. Chakrabarty, P. Chand, Arindam Roy (2012), Public Administration in a globalising world: theory and practice, New Delhi: Sage Page pp 414-445 					
	6.As	sessments			
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment, presentations, examination,		arks +50		
Lesson Plan 1. Topic(s): Growth and trends in Public administration					
Name of Faculty from S			stry		
Previous: Financial and local administration-Current: Growth and trends in Public administration- *Control over Administration.Following: NA*Budget – Meaning, Significance, Principles. Budgetary Process - Formulation, Enactment, Execution. Line-Item vs Performance * Budget. Incremental vs Zero-Based Budget. Suns Legislation.Current: Growth and trends in Public Administration.Following: NA* Budget. Incremental vs Governance in IndiaCase study on growth and trends in public administrationIncremental vs Public Administration.					
	3.Pedagogy	y (all that apply)			

Lecture, CBL (Case Base Based Learning),	Topic Learning Hours 12		
4. Active Learning Tech	niques	In Class Hours	Out of Class Hours
 Discussions / Inter How many discuss activities for this to How many groups 			
 5. Resources M. Bhattacharya, (Administration, 5t Jawahar Publisher B. Chakrabarty, J Administration in practice, New Dell 	Blended Learning Hours		
	6.As	ssessments	
			arks +50



SRM University – AP, Andhra Pradesh Neerukonda, Mangalagiri Mandal Guntur District, Mangalagiri, Andhra Pradesh 522240

Summary

Religion and State

Unit No.	Unit Name	Required Contact Hours (60 Hrs)
Unit 1	Introduction to the Study of Religion and State	10
	Overview of Religion and State Relations	
	The Politics of Church and State	
	Religion and Democracy	
Unit 2	Modernity, Secularization, and the Persistence of	15
	Religion	
	The Clash Between Religion and Modernity	
	Secularization Theory and Its Critics	
	Rethinking Secularization	
Unit 3	Religion and Identity Politics	20
	Religion, Identity, and Conflict	
	Religion and Tolerance	
Unit 4	Religion, Violence, and the Clash of Civilizations	15
	The Clash of Civilizations and Responses to the	
	Class of Civilizations	
	Religion and Violence	
	Religion and Peace making	



Religion and State

Course Code		Course Category	CC	L-T/D-P/Pr-C	3	0	2	4
Total Contact Hours			Total Learning Hours					•
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To explore the historical evolution of religion-state relations.

Objective 2: To examine current challenges and debates within religion-state interactions.

Objective 3: To develop the ability to compare and contrast different models of religion-state dynamics globally.

Objective 4: To evaluate potential future trends and challenges concerning religion and state relations.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate an introductory understanding of important issues and debates arising in the academic study of relations between religion and state	1	70%	80%
Outcome 2	Demonstrate advanced critical thinking skills in evaluating and analysing theories, conflicts, and intersections between religion, identity, and politics.	2	70%	70%

Outcome 3	Discuss and analyse diverse perspectives on secularization, clashes between civilizations	2	60%	70%
Outcome 4	Demonstrate approaches to resolving religious conflicts, promoting a nuanced understanding of global viewpoints.	2	60%	60%
Outcome 5	Analyse real-world instances of religion-state interactions, violence, and peace efforts, demonstrating the practical application of learned concepts.	2	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

					Prog	ram	Learnir	ng Outc	omes ((PLO)					
CL Os	Scien tific and Disci plinar y Kno wled ge	Anal ytica l Reas onin g and Prob lem Solv ing	Criti cal and Refl ectiv e Thin king	Scie ntifi c Reas onin g and Desi gn Thin king	Res earc h Rel ated Skil ls	Mo der n To ols and IC T Us age	Envir onme nt and Sustai nabilit y	Moral , Multi cultur al and Ethic al Awar eness	Indi vidu al and Tea mwo rk Skill s	Comm unicati on Skills	Lead ershi p Read iness Skill s	Self - Dir ecte d and Life lon g Lea rnin g	P S O 1	P S O 2	P S O 3
Out	3	2	3		3	1		3				3			2
com e 1															
Out com e 2	2	2	2				2	2		2		2		2	
Out com e 3	3	2	3		3	1		3				3	2		2
Out com e 4	2		2		2		2	2		2		2	2		
Out com e 5	2	2	2		2	1		2				2			

Cou	2	2	2	3	1	2	2	2	2	2	2	2
rse												
Ave												
rag												
e												

Learning Assessment (Macro)

Bloo	m's Level of	Continuo	us Learnin	End Semester		
Cognitive Task		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1	Remember	70%	40%	50%	50%	50%
Level I	Understand	_				
Level 2	Apply	30%	60%	50%	50%	50%
	Analyse					
Level 3	Evaluate					
	Create					
	Total	100%	100%	100%	100%	100%

Course Designers

Dr. Chandana, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University-AP

1. Topic(s): Introduction to Study of Religion and State		,2, 3		
Name of Faculty from Syn	ergy Dept. / Oth	er Institution / Industi	·y	
2.	Topic Learning	Outcome(s) 1,2,3		
Previous: NA	Current: Introduction to the Study of Religion and State		Following: Moderni Secularization, and the Persistence of	
	Overview of R Relations	w of Religion and State		
	The Politics of	The Clash Between Religion and Moderr		
	Religion and D	етостасу	Secularization Theor and Its Critics	
		Rethinking Secularization		
	3.Ped	agogy	1	
Lecture, CBL (Case Based Based Learning), ABL (Ad	ctivity Based Lea		Topic Learning Hours	
Ba	used Learning		10	
4. Active Learning Techniq	ues	In Class Hours	Out of Class Hours	
 Discussions / Interac Jigsaw How many discussio for this topic? - 2 How many groups? - 	ns / activities	10		
 5. Resources 1. Moyser, George, "Relig Routledge Companior Routledge, 2005) chap 	Blended Learning Hours			

 Dreisbach, Daniel L., Thomas Jefferson and the Wall of Separation between Church and State (New York: New York University Press, 2002), pp. 17-30 [E 332.2 D74 2002]. Bakunin, Michael. God and the State (New York: Dover Publications, 1970). pp. 20-39 Stepan, Alfred, "Religion, Democracy and the 'Twin Tolerations'," Journal of Democracy, Vol. 11 (October 2000), pp. 37 - 57. Minkenberg, Michael, "Democracy and Religion: Theoretical and Empirical Observations on the Relationship between Christianity, Islam and Liberal Democracy", Journal of Ethnic and Migration Studies, 33 (6), 2007, pp. 887 – 909. 								
	6. A	Assess	ments					
Assessment Component(s) CLA 1 + Midterm +	Assessme Type Assignme	ent,		arks 25+50				
End term	presentatio examinati							
Lesson Plan								
1. Topic(s):	С	O: 3 , 4	4					
Modernity, Secularization, the Persistence of	and							
Religion								
Name of Faculty from Syn	ergy Dept. /	Othe	r Institution / Industr	y				
2. 1	Fopic Learn i	ing Ou	utcome(s) 1,2, 3, 4					
Previous:	Current:			Following:				
Introduction to the Study of Religion and State	larization, and the	Religion and Identity Politics:						
Overview of Religion and State Relations	Religion			Religion, Identity, and Conflict				

The Politics of Church and State Religion and Democracy	Modernity	een Religion and heory and Its Critics larization	Religion and Tolerance				
	I						
Lecture, CBL (Case Based Based Learning), I	•	•	Topic Learning Hours				
			15				
4. Active Learning Techniq	4. Active Learning Techniques In Class Hours						
 Discussions / Interac How many discussion for this topic? - 3 How many groups? - 	15						
5. Resources	Blended Learning Hours						
 Approaches", Nation (2012), pp.2-20. Hearn, Jonathan, Ret Introduction (Hounds Juergensmeyer, Mark Robert A. Segal (ed). Study of Religion (O pp. 357-367. Secularism and Its C Oxford University Press 	 Approaches", Nations and Nationalism, Vol. 18, Issue 1 (2012), pp.2-20. Hearn, Jonathan, Rethinking Nationalism- A Critical Introduction (Houndmills: Palgrave Macmillan, 2006). Juergensmeyer, Mark, "Nationalism and Religion", in: Robert A. Segal (ed). The Blackwell Companion to the Study of Religion (Oxford: Blackwell Publishing, 2006), 						
	6.Assess	ments					
Assessment Component(s)Assessment TypeMarksCLA 2 + Midterm+End termAssignment, presentations, examination15+25+50							

Lesson Plan				
1. Topic(s): Religion and Id Politics	lentity	CO: 4,5	5	
Name of Faculty from Syne	ergy Dep	t. / Othe	r Institution / Indu	stry
2. 1	Topic Lea	arning O	utcome(s) 1,2,4,5	
Previous:	Curren	it:		Following:
Modernity, Secularization, a the Persistence of Religion: The Clash Between Religion	Religion, Identity, and Conflict			Religion, Violence, and the Clash of Civilizations:
and Modernity Secularization Theory and It Critics Rethinking Secularization	Kengioi			The Clash of Civilizations and Responses to the Class of Civilizations
				Religion and Violence
				Religion and Peace making
		3.Peda	gogy	
Lecture, CBL (Case Based Based Learning), I		•		Topic Learning Hours
				20
4. Active Learning Techniq	ues		In Class Hours	Out of Class Hours
Discussions / Interact	tions /Q&	κA	20	

 How many discussio for this topic? - 2 How many groups? - 5. Resources Brubaker, Rogers, "F Approaches", Nation (2012), pp.2-20. Hearn, Jonathan, Ret Introduction (Hounds) Juergensmeyer, Mark Robert A. Segal (ed). Study of Religion (O pp. 357-367. Riis, Ole, 1998, "Rel Religion in Legitima International Sociolo 	Blended Learning Hours		
	6.Assess	sments	
Assessment Component(s) CLA 3 + Midterm + End term	Assessment Type Assignment, presentations, examination	Ma 10+2.	
Lesson Plan 1. Topic(s): Modern Politic Thinker II	al CO: 4,5	5	
Name of Faculty from Syn	ergy Dept. / Othe	r Institution / Industry	y
2. 7	Fopic Learning O	outcome(s) 1,2,4,5	
Previous:	Current:		Following:

Religion and Identity Politics:	Religion, Violen Civilizations:	ice, and the Clash of	NA
Religion, Identity, and Conflict Religion and Tolerance	The Clash of Civ Responses to the Civilizations		
Kengion and Tolerance	Religion and Vie	olence	
	Religion and Pe		
	3.Pedagogy (al	l that apply)	
Lecture, CBL (Case Base Based Learning),	Topic Learning Hours		
			15
4. Active Learning Technic	ques	In Class Hours	Out of Class Hours
 Discussions / Interact How many discussion for this topic? - 2 How many groups? 	ons / activities	15	
 5. Resources 1. Riis, Ole, 1998, "Re Religion in Legitima International Sociolo 	ating Integration an	nd Power",	Blended Learning Hours
	6.Assess	sments	
Assessment Component(s)	Assessment Type		urks +50
CLA 3 +End term			
	I	1	



SRM University – AP, Andhra Pradesh Neerukonda, Mangalagiri Mandal Guntur District, Mangalagiri, Andhra Pradesh 522240

Summary **Course Title: Global Politics**

Unit No.	Unit Name	Required Contact Hours (60 Hrs)
Unit 1	Introduction to Globalization	12
	Understanding Globalization: Radical and Liberal Approache	
	Debates on Sovereignty and Territoriality	
Unit 2	World Economy	14
	Evolution of Global Economy	
	Post war Economic System- IMF, WTO, and World Bank	
	Critique of Global Capitalism	
Unit 3	International Governmental Organizations	12
	League of Nations- Structure and Role	
	United Nations Organization: Structure and Role	
Unit 4	Global Issues	22
	Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commo Debate	
	Proliferation of nuclear weapons	
	Migration	
	International Terrorism: Non-state actors and state terrorism	



		Giobali I on						
Course Code		Course Category	Core Course	L-T-P/Pr-C	3	0	2	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				1
Course Offering Department	Politics	Professional / Licensing Standards						
Board of Studies Approval Date		Academic Council Approval Date						

Global Politics

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To explore various approaches to understand globalization.

Objective 2: To analyse and understand structure of global economy.

Objective 3: To understand structure and significance of United Nations Organization and League of Nations

Objective 4: To understand various international issues and politics of those issues.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the meaning of globalization.	2	70%	80%
Outcome 2	Analyse different perspectives on globalization.	4	70%	70%
Outcome 3	Demonstrate the structure and functioning of world economy	2	60%	70%
Outcome 4	Illustrate structure of international organizations like UNO and their role	2	60%	60%
Outcome 5	Describe various global issues and their significance.	2	70%	70%

	Program Learning Outcomes (PLO)														
CL Os	Scien tific and Disci plinar y Kno wled ge	Anal ytica l Reas onin g and Prob lem Solv ing	Criti cal and Refl ectiv e Thin king	Scie ntifi c Reas onin g and Desi gn Thin king	Res earc h Rel ated Skil ls	Mo der n To ols and IC T Us age	Envir onme nt and Sustai nabilit y	Moral , Multi cultur al and Ethic al Awar eness	Indi vidu al and Tea mwo rk Skill s	Comm unicati on Skills	Lead ershi p Read iness Skill s	Self - Dir ecte d and Life lon g Lea rnin g	P S O 1	P S O 2	P S O 3
Out com e 1	3	2	3		3			3				3	3		
Out com e 2	2	2	2					2				2		2	
Out com e 3	3	2	3		3			3				3			1
Out com e 4	2		2		2			2				2			
Out com e 5	2	2	2		2			2				2		1	2
Cou rse Ave rag e	2	2	2		3			2				2	2	2	2

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuo	us Learnin	End Semester Assessments (40%)		
		CLA-1 (15%)			Assessments (4070)	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse	,				
Level 3	Evaluate					
	Create					
	Total	100%	100%	100%	100%	100%

Course Designers Idris Hassan Bhat, *Assistant Professor, Department of Liberal Arts, ESLA, SRM University, AP.*

Lesson Plan

1. Topic(s): Introduce Globalization	ction to	CO: 1,2				
Name of Faculty from Synergy Dept. / Other Institution / Industry						
2. Topic Learning Outcome(s)1,2						
Previous: NA Curren		ent: Introduction to Globalization	Following:			
			World Economy			
		rstanding Globalization: Liberal and cal Approaches				
	Debat	tes on Sovereignty and Territoriality				
3.Pedagogy						

Lecture, CBL (Case B Based Learning), ABL	Topic Learning Hours 10						
4. Active Learning Tech	niques	In Class Hours	Out of Class Hours				
 Discussions / Inter Jigsaw How many discuss for this topic? - 2 How many groups 	sions / activities	10					
Blackwell. 2. M. Strager, (2009) London: Oxford Ur 3. R. Keohane and J. I What's Not? (And S	 G. Ritzer, (2010) <i>Globalization: A Basic Text</i>, Sussex: Wiley-Blackwell. M. Strager, (2009) <i>Globalization: A Very Short Introduction</i>, London: Oxford University Press. R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in <i>Foreign Policy</i>. A. Heywood, (2011) <i>Global Politics</i>, New York: Palgrave- 						
_	6.Asse	ssments					
Assessment Component(s) CLA 1 + Midterm+End term	Component(s)TypeCLA 1 +Assignment,						
Lesson Plan 1. Topic(s): Global Econ							
Name of Faculty from S	Name of Faculty from Synergy Dept. / Other Institution / Industry						
	2. Topic Learning Outcome(s) 2,3						
Previous:	Current: Global	Economy	Following:				

Introduction to Globalization	International Governmental Organisations Topic Learning					
	g), IBL (Inquiry Ba		Hours 15			
4. Active Learning Tech	niques	In Class Hours	Out of Class Hours			
 Discussions / Inter How many discuss for this topic? - 3 How many groups 	sions / activities	15				
2. R. Picciotto, (2003) C. Roe Goddard et a <i>Relations in a Chan</i>	Coulder: Lynne Reinner. ganization: A Very Short	Blended Learning Hours				
	6.Asse	ssments				
Assessment Component(s) CLA 2 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marl 15+25				
Lesson Plan						

1. Topic(s): Intern Governmental Organizations	ational CO: 4,5						
Name of Faculty from S	Name of Faculty from Synergy Dept. / Other Institution / Industry						
	2. Topic Learnin	g Outcome(s) 4,5					
Previous: Evolution of Global Economy	Current: Interna Organisations	ational Governmental	Following: Global Issues				
	League of Nation	s: Structure and Role					
	United Nations: S	Structure and Role					
	3.Ped	agogy	1				
Lecture, CBL (Case E Based Learnin	Topic Learning Hours						
	15						
Discussions / Inter	 4. Active Learning Techniques In Class Hours Discussions / Interactions /Q&A How many discussions / activities 						
for this topic? - 2How many group	s? – 2	15					
 How many groups? - 2 Resources Moore, J.A. Jr. and Pubantz, J. (2008) <i>The new United Nations</i>. Delhi: Pearson Education. R. Keohane and J. Nye Jr, (2000) '<i>Globalization: What's New?</i> <i>What's Not? (And So What?)</i>', in Foreign Policy. A. Heywood, (2011) <i>Global Politics</i>, New York: Palgrave- McMillan. 							
	6.Asse	ssments					
Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	Mark 10+25+					

Lesson Plan				
1. Topic(s): Global	Issues CO: 4			
Name of Faculty fr	om Synergy Dept. / Oth	ner Institution / Industry	<i>V</i>	
	2. Topic Learnin	ng Outcome(s) 4		
Previous:	Current: Global	Issues	Following:	
International Governmental organizations	International Envir Climate Change, G Proliferation of Nu Migration	International Terrorism: Non-state and state		
Lecture, CBL (C	ase Based Learning), PB		Topic Learning	
	arning), IBL (Inquiry Ba	· ·	Hours	
			20	
4. Active Learning	Techniques	In Class Hours	Out of Class Hours	
		10		

5. Resources	Blended
1. J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and	d Learning Hours
P. Owens (eds.) Globalization of World Politics, New York: Oxfor	d
University Press.	
2. D. Howlett, (2011) 'Nuclear Proliferation', in J. Baylis, S. Smith and	d l
P. Owens (eds.) Globalization of World Politics, New York: Oxfor	d
University Press.	
3. S. Castles, (2012) 'Global Migration', in B. Chimni and S	
Mallavarapu (eds.) International Relations: Perspectives For th	е
Global South, New Delhi: Pearson.	
4. Baylis, John and Steve Smith.(2008) The Globalization of Work	d
Politics. An Introduction to International Relations. 4thedn. Oxford	:
Oxford University Press	
-	



Summary

UNDERSTANDING HUMAN RIGHTS							
Unit No.	Unit Name	Required Contact Hours (60 Hrs)					
Unit 1	Concepts of Human Rights and Duties	12					
	Individual, State, Civil Society						
	Liberty, Freedom, Equality, Rights, Justice, Dignity						
	Universality of human rights, Feminist perspectives,						
Unit 2	Cultural perspectives Origins and Evolution of Human Rights in International Sphere	15					
	Human rights in ancient and medieval eras, Magna Carta						
	Human rights in modern era – Social Contract Theory						
	Theory of Natural Rights						
	American Declaration of Independence, Bill of Rights						
	Hatian Revolution, French Revolution						
	Anti Colonial Movements, Indian Freedom Struggle						
Unit 3	State and Individual Liberty						
	State, society and Individual relationships – East and West	15					
	Constitutional provisions in India to protect human rights						
	Liberal state, Authoritarian state						
	Soft state, Interventionist state, Welfare state,						
	Human rights, international politics and the new global order						
	International humanitarian laws						
	International Criminal Tribunals and Criminal Courts						
	Rights of self-determination – challenges and prospects						
Unit 4	UN, IGO's, NGO's	12					
	UN – establishment, structure and Charter provisions						
	Human Rights Council Advisory Committee,UHNCR, PUCL, PUDR						
Unit 5	Conclusion and Reflections	06					
	Need for collective action to safeguard human rights						
	Land, Water and Forest issues in human rights						
	Ways forward						



SRM University – AP, Andhra Pradesh

Neerukonda, Mangalagiri Mandal

Guntur District, Mangalagiri, Andhra Pradesh 522240

		Understanding Human F	Rights					
Course Code		Course Category	CC	L-T/D-P/Pr-C	3	0	2	4
Total Contact Hours			Tota	ll Learning Hours				
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards						

Course Objectives

Course Learning Outcomes (COs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
CO 1	Define what it means to be human	2, 3	70%	70%
CO 2	Explain the meaning of "rights" in legal and moral senses	2, 3	80%	70%
CO 3	Describe key moments in the expansion of the scope of human rights	2, 3	80%	70%
CO 4	Demonstrate how human rights apply at different scales – from local to international	2, 3	80%	70%
CO 5	Evaluate the working of human rights in India and their applicability for citizens	2, 3	80%	70%

					Pro	gram I	earnin	g Outc	omes	(PLO)					
CL Os	Engi neeri ng Kno wled ge	Pro ble m An alys is	Desig n and Devel opme nt	Ana lysi s, Des ign and Res earc h	Mo der n To ol and IC T Us age	Socie ty and Multi cultur al Skills	Envir onme nt and Sustai nabilit y	Mor al, and Ethi cal Awa rene ss	Indi vidu al and Tea mwo rk Skill s	Comm unicati on Skills	Proje ct Mana geme nt and Finan ce	Self - Dir ecte d and Life lon g Lea rnin g	P S O 1	P S O 2	P S O 3

Out com e 1	N/A	2	2	2	2	3	3	3	2	2	1	2	2	2	2
Out com e 2	N/A	2	2	2	2	3	2	3	2	2	1	2	2	2	2
Out com e 3	N/A	2	2	2	2	3	2	3	2	2	1	2	2	2	2
Out com e 4	N/A	2	2	2	2	3	2	3	2	2	1	2	2	2	2
Out com e 5	N/A	2	2	2	2	3	2	3	2	2	1	2	2	2	2
Co urs e Ave rag e		2	2	2	2	3	2.2	3	2	2	1	2	2	2	2

Learning Assessment (Macro)

		Continuo	Continuous Learning Assessments (60%)					
Bloom's Level of Cognitive Task		CLA-1 (20%) In Class Quiz	(20%)(20%)In ClassIn Class		– Essay(40%) Take home final essay			
Level 1	Remember	50%	50%	50%	50%			
	Understand							
Level 2	Apply	50%	<u>50%</u>	50%	50%			
	Analyse							
Level 3	Evaluate							
	Create							
	Total	100%	100%	100%	100%			

Course Designers

Dr Vandana Swami, Professor, Department of Liberal Arts, ESLA, SRM University, Andhra Pradesh

1. Topic(s): Concepts of H	uman Rights and Duties	CO: 1						
Name of Faculty from Synergy Dept. / Other Institution / Industry								
	2. Topic Learning Outcome(s) 1							
Previous: N/A	Current: Concepts of Human Rights and Duties, Individual, State, Civil Society, Liberty, Freedom, Equality, Rights, Justice, Dignity, Universality of Human Rights, Feminist Perspectives, Cultural Perspectives	Following: Origins and Evolution of Human Rights in International Sphere						
	3.Pedagogy (all that apply)	1						
Lecture / CBL (Case Based Learning) / A	Topic Learning Hours							
		12						
4. Active Learning Techniques	In Class Hours	Out of Class Hours						
 Discussions How many discussions / activities for this topic? 2 How many groups? 2 	10	2						
•	iner and Philip Alston(ed), 2000 in Context, Oxford University Press.	Blended Learning Hours						
2. Darren J O' Byrne, Huma Education Pte. Ltd., Singap	n Rights: An Introduction (2005) Pearson ore.							
3. Tim Dunne and Nicholas Cambridge University Press								
	6.Assessments							

Assessment Type	Marks
In Class Quiz	50

1. Topic(s):Origins and 1	Evolution of Human Rights in International Sphere	CO: 1,2
Name of Faculty from S	1	
	2. Topic Learning Outcome(s) 1,2	
Previous: Topic(s): Concepts of Human Rights and Duties	Current: Origin and Evolution of Human Rights in International Context, Human Rights in ancient and medieval eras, Magna Carta, Human Rights in the Modern Era, Social Contract Theory, Theory of Natural Rights, American Declaration of Independence, Bill of Rights, Haitian Revolution French Revolution, Anti Colonial Movements, Indian Freedom Struggle	Following: State and Individual Liberty
	3.Pedagogy (all that apply)	
Lecture / CBL (Case B	ased Learning) / / IBL (Inquiry Based Learning) / RBL (Research Based Learning)	Topic Learning Hours
		15
4. Active Learning Techniques	In Class Hours	Out of Class Hours
 Discussions How many discussions / activities for this topic? 2 How many groups? 2 	15	

in Context, Oxford Unive 2. International Encycloped	 Kesources Henry J Steiner and Philip Alston(ed), 2000 International Human Rights in Context, Oxford University Press. International Encyclopedia Of Social Sciences (2008) William Darity, Jr., Emerald Insight, MacMillan Reference, USA 							
	6.Assessments							
Assessment Component(s)	Assessment Component(s) Assessment Type							
CLA 2	CLA 2 In Class Midterm Exam							

1. Topic(s): State and Individual Liberty	CLO: 2, 3							
Name of Faculty from Synergy Dept. / Other Institution / Industry								
2. Topic Learning Outcome(s) 2,3								
Previous: Origins and Evolution of Human Rights in International Sphere	Following: UN, IGO's, NGO's							
3.Pedagogy (all that apply)								
Lecture / CBL (Case Based Learning) / RBL (R	Research Based Learning)	Topic Learning Hours						
		15						
4. Active Learning Techniques	In Class Hours	Out of Class Hours						
 Discussions How many discussions / activities for this topic? 2 How many groups? 2 	15							

 5. Resources 1. Chatrath, K. J.S., (ed.), Education for Human R (Shimla: Indian Institute of Advanced Studies, 1998). 2. Basil Duner (ed.), An End to Torture: Strategies (1998), Zed Books, London. 		Blended Learning Hours
6.Asses	sments	
Assessment Component(s) CLA 2	Assessment Type In Class Midterm Exam	Marks 50

1. Topic(s): UN, IGO's, NGO's	CO: 3, 4	
Name of Faculty from Synergy Dept. / Other	Institution / Industry	
2. Topic Learnii	ng Outcome(s) 3, 4	
Previous: State and Individual Liberty	Following: Conclusion and Reflections	
3.Pedagogy	(all that apply)	
Lecture / CBL (Case Based Learning) / RBL (I	Research Based Learning)	Topic Learning Hours
		12
4. Active Learning Techniques	Out of Class Hours	
 Discussions How many discussions / activities for this topic? 2 	12	

How many groups? 2		
5. Resources 1. Louis Henkin, International Bill on Civil and Political Rights, (1981), Colombia York.	Blended Learning Hours	
2. Jonathan Power, Amnesty International: The I (1985), Pergamon Press, Oxford.		
6.Ass		
Assessment Component(s)	Marks	
CLA 4	End Semester Take Home Essay	100

1. Topic(s): UN, IGO's, NGO's	CO: 4			
Name of Faculty from Synergy Dept. / Other Institution / Industry				
2. Topic Lear	ning Outcome(s)			
Previous: UN, IGO's, NGO's	Following: N/A			
3.Pedagogy	(all that apply)			
Lecture	Lecture			
		6		
4. Active Learning Techniques	In Class Hours	Out of Class Hours		
 Discussions How many discussions / activities for this topic? 2 How many groups? 2 	6			

5. Resources 1. Aseem Shrivastava and Ashish Kothari ed Earth: The Making of Global India, Penguir	Blended Learning Hours				
6.Ass	6.Assessments				
Assessment Component(s) CLA 1, 2, 3, 4	Assessment Type Class Participation	Marks 50			

COURSES OFFERED IN SEMESTER-VII



Advanced Research Methods Summary				
Unit No.	Unit Name	Required Contact Hours (60 hrs)		
Unit 1	Introduction to Social Science Research	10		
	Positivism			
	Empiricism			
	Inductive and Deductive			
Unit 2	Quantitative Research Methods	12		
	Comparative study of quantitative, qualitative, and mixed methods approach			
	Sampling			
	Longitudinal, cross- sectional and trend studies			
Unit 3	Qualitative methods	12		
	Participant observation and non-participant			
	observation			
	Interviews- Structured, Semi-structured, Unstructured			
TT 1 4	Focus group discussion, Case Study, Genealogy	10		
Unit 4	Issues in Research Methods	10		
	Research Ethics			
	Reflexivity			
Unit 5	Reliability and Validity in Social Sciences	16		
Unit 5	Writing Research Proposal Abstract and Table of Contents	10		
	Introduction			
	Aims and Objectives			
	Background and Significance			
	Literature Review			
	Methodology, Objectives, Research Questions, Hypothesis			
	Conclusion, Bibliography			



Name of the Course: Advanced Research Methods

Course Code		Course Category	CC	L-T/D-P/Pr-C	3 0 2 4
Total Contact Hou	Irs		Tota Hou	l Learning rs	
Pre-Requisite		Co-Requisite		Progressive	
Course(s)		Course(s)		Course(s)	
Course Offering		Professional /			
0	Politics	Licensing			
Department		Standards			

Course Objectives

Objective 1: Provide students with knowledge of the philosophical underpinnings of research.

Objective 2: Familiarize students with different methods (Qualitative and Quantitative) of social research at an in-depth level.

Objective 3: Familiarize students with understanding the importance of the researcher's location in society.

Course Outcomes (COs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
CO 1	Illustrate an understanding of methods and methodologies	2	70%	80%
CO 2	Analyse ethical and practical issues in research	2	70%	70%
CO 3	Illustrate and evaluate research designs.	2	60%	70%
CO 4	Examine method and methodology in social science research	2	60%	60%
CO 5	Explain the key features and benefits ethnographic methods	1	70%	70%

	Program Learning Outcomes (PLO)														
CL Os	Engi neeri ng Kno wled ge	Pro ble m An aly sis	Desig n and Devel opme nt	Ana lysi s, Des ign and Res earc h	Mo der n To ol an d IC T Us age	Socie ty and Multi cultur al Skills	Envir onme nt and Sustai nabili ty	Mor al, and Ethi cal Awa rene ss	Indi vidu al and Tea mw ork Skill s	Comm unicati on Skills	Proje ct Mana geme nt and Finan ce	Self - Dir ecte d and Lif elo ng Lea rnin g	P S O 1	P S O 2	P S O 3
Out co me 1	3	2	3	1	3	2	2	3	2	2	2	3	3	2	2
Out co me 2	2	2	2	2	2	3	2	2	2	2	3	2	3	3	2
Out co me 3	3	2	3	2	3	2	2	3	2	2	3	3	3	3	2
Out co me 4	2	2	2	1	2	2	3	2	1	2	3	2	2	2	2
Out co me 5	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2
Co urs e Av era ge	2	2	2	2	3	2	2	2	2	2	3	2	3	3	2

Learning Assessment (Macro) - Theory

Bloom's Level of		Continuo	ous Learnin	End Semester		
21001	Cognitive Task		Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	- Assessments (40%)
Level 1	Remember	30%	40%	30%	40%	50%
Lever	Understand			2070	10 / 0	
Level 2	Apply	70%	60%	70%	60%	50%
20,012	Analyse		0070			
Level 3	Evaluate					
20.010	Create					
	Total	100%	100%	100%	100%	100%

Course Designer

Dr. Bikku, Assistant Professor, Department of Liberal Arts, SRM University, AP.

Dr. Ipsita Pradhan, Assistant Professor, Department of Liberal Arts, SRM University, AP.

Dr Idris Hassan Bhatt, Assistant Professor, Department of Liberal Arts, SRM University, AP.

Dr Vineeth Thomas, Assistant Professor, Department of Liberal Arts, SRM University, AP.

1. Topic(s): Introduction to	CO: 1,2				
Name of Faculty from Syne	Name of Faculty from Synergy Dept. / Other Institution / Industry NA				
	2. Topic Learning Outcome(s) 1,2				
Previous: NA	Current: Introduction to Social Science Research	Following: Quantitative Methods			
3.Pedagogy (all that apply)					

Lecture / CBL (Case Based Learnin Learning) / ABL (Activity Based Learning) / /IBL (Inquiry Based Learning) /	Topic Learning Hours			
Fieldwork	experience.	12		
4. Active Learning Techniques	In Class Hours	Out of Class Hours		
	12			
 Discussions / Interactions /Q&A. Peer Learning. 				
5. Resources		Blended		
1. Bernard, H. R. (1990). <i>Resear</i> New Delhi: Sage Publications	rch Methods in Cultural Anthropology. 3.	Learning Hours 6		
2. Bruce L. B. (1995) <i>Qualitativ</i> <i>Sciences</i> , London, Allyn and	e Research Methods for the Social Bacon.			
3. Pelto, P. J., and Pelton. G. H. (structure of Inquiry. Cambrid				
6.Assessments				
Assessment Component(s)	Assessment Type	Marks		
CLA 1+Midterm+End Term	Assignment, presentation, quiz, written test	15+5+5		

2. Topic(s): Quantitative Methods	2. Topic(s): Quantitative Methods			
Name of Faculty from Synergy Dept. / Other	Institution / Industry NA			
2. Topic Learn	2. Topic Learning Outcome(s) 1,2			
Previous: Introduction to Social Science Research	Following: Qualitative Methods			
3.Pedagogy	(all that apply)			
Lecture / CBL (Case Based Learning) / PB Learning) / ABL (Activity Based Learning) / E (Inquiry Based Learning) / RBL (Res	Topic Learning Hours			
		12		

4. Active Learning Techniques	In Class Hours	Out of Class Hours
 Discussions / Interactions /Q&A / Jigsaw etc. Peer review/Learning. Group Projects 	12	
 5. Resources 1. Bernard, Russell (2017) Research Meth Qualitative and Quantitative Approache Publications, 6th edition. 	Blended Learning Hours 6	
6.Asse	essments	
Assessment Component(s)	Assessment Type	Marks
CLA 2+Midterm+End term	Assignment, Presentation, quiz, written test	15+5+5

3. Topic(s): Qualitative Methods	CO: 3,4					
Name of Faculty from Synergy Dept. / Other	Institution / Industry NA					
2. Topic Learni	2. Topic Learning Outcome(s) 3,4					
Previous: Quantitative Methods	Following: Issues in research methods					
3.Pedagogy ((all that apply)					
Learning) / ABL (Activity Based Learning) /	Lecture / CBL (Case Based Learning) / PBL (Problem or Project Based Learning) / ABL (Activity Based Learning) / EL (Experiential Learning) /IBL (Inquiry Based Learning) / RBL (Research Based Learning)					
Including field visits in Experien	tial Learning	12				
4. Active Learning Techniques	Out of Class Hours					
 Discussions / Interactions /Q&A / Jigsaw etc. Peer review/Learning. 	12					

1. 2. 3.	 5. Resources Bernard, H. R. (1990). Research Methods in Cultural Anthropology. New Delhi: Sage Publications. Bruce L. B. (1995) Qualitative Research Methods for the Social Sciences, London, Allyn and Bacon. Pelto, P. J., and Pelton. G. H. (1978). Anthropology Research; The structure of Inquiry. Cambridge: Cambridge University Press. Srivastava, V. K. (Ed.) (2004) Methodology and Fieldwork. New Delhi: Oxford University Press 					
	6.Ass	essments				
	Assessment Component(s) Assessment Type					
	CLA 3+ Midterm+ End term	Assignment, Presentation, quiz, written test	15+5+5			

4. Topic(s): Issues in research methods	CO: 4,5	
Name of Faculty from Synergy Dept. / Ot	ther Institution / Industry NA	
2. Topic Lea	arning Outcome(s) 4,5	
Previous: Qualitative Studies	Following: Writing research proposal	
3.Pedago	ogy (all that apply)	
Lecture / CBL (Case Based Learning) / H Learning) / ABL (Activity Based Learning /IBL (Inquiry Based Learning) / RBL	Topic Learning Hours	
Including field visits in Expe	riential Learning	12
4. Active Learning Techniques	In Class Hours	Out of Class Hours
Discussions / Interactions /Q&A.Group project.	12	
 5. Resources 1. Bernard, H. R. (1990). Research M Anthropology. New Delhi: Sage Pul 2. Bruce L. B. (1995) Qualitative Rese Sciences, London, Allyn and Bacon 	Blended Learning Hours 5	

Chaudhary, S.K and Chaudhuri, S. S South Asia: Memories, Movements, Sage Publication. Srivastava, V. K. (Ed.) (2004) Meth Delhi: Oxford University Press,					
6.Assessments					
Assessment Component(s)	Assessment Type	Marks			
End term	Written test	15			

5. Topic(s): Writing research proposal	CO: 4,5	
Name of Faculty from Synergy Dept. / O	1	
2. Topic Le	arning Outcome(s) 4,5	
Previous: Issues in research methods	Following: NA	
3.Pedag	ogy (all that apply)	1
Lecture / CBL (Case Based Learning) / Learning) / ABL (Activity Based Learning (Inquiry Based Learning) / RBL (Topic Learning Hours	
Including field visits in Exp	12	
4. Active Learning TechniquesFieldwork	In Class Hours 12	Out of Class Hours
 5. Resources Atkinson, P.A. (2007). Ethnograph Routledge. Bernard, H. R. (1990). Research Ma New Delhi: Sage Publications. Pelto, P. J., and Pelton. G. H. (1978 structure of Inquiry. Cambridge: Ca Srivastava, V. K. (Ed.) (2004) Meth Delhi: Oxford University Press. 	Blended Learning Hours 6	
-	Assessments	
Assessment Component(s) End term	Assessment Type Written Exam	Marks 10



1

Summary

Unit No.	Unit Name	Required Contact Hours (60 Hrs)
Unit 1	Introduction	12
	Definition	
	Characteristics and Classification of international organisations	
	Theories of International Organizations	
Unit 2	Historical Progression	12
	Origins of International Institutions	
	Treaty of Westphalia, Congress of Vienna	
	League of Nations, Evolution of Bretton wood Institutions	
Unit 3	Global Governance	12
	UNO	
	WTO	
	IMF, WHO, ILO	
Unit 4	Regional Organisations	12
	EU, BRICS, SCO	
	GCC, SAARC ASEAN, BIMSTEC	
Unit 5	Contemporary Issues and Future of International Organisations	12
	Challenges Facing International Organisations	
	Relevance and Legitimacy of International Organisations	
	Future Trends and Prospects for International Organisations	



SRM University – AP, Andhra Pradesh

Neerukonda, Mangalagiri Mandal Guntur District, Mangalagiri, Andhra Pradesh 522240

International Organisations

Course Code		Course Category	CC	L-T-P/Pr-C	3	0	2	4
Total Contact Hours			Tota	l Learning Hours				
Pre-Requisite		Co-Requisite Course(s)		Progressive				
Course(s)		Co-Requisite Course(s)		Course(s)				
Course Offering	Politics	Professional /						
Department	Politics	Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To Analyse the structure and decision-making processes of international organisations.

Objective 2: To examine the contributions of international organisations in addressing global challenges.

Objective 3: To illustrate the functioning and role of regional organisations

Objective 4: To analyse current challenges and debates surrounding international organisations.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the concept of international organisations.	1	70%	80%
Outcome 2	Explain the purposes and functions of international organisations.	2	70%	70%
Outcome 3	Analyse the structure and functioning of key international organisations.	3	60%	70%
Outcome 4	Assess the effectiveness of international organisations in dealing with global issues.	3	60%	60%
Outcome 5	Propose strategies for adapting and strengthening international organisations to meet future global challenges.	2	70%	70%

					Duco	NO	Loomi		-						
		Program Learning Outcomes (PLO)													
CL Os	Scien tific and Disci plinar y Kno wled ge	Anal ytica l Reas onin g and Prob lem Solv ing	Criti cal and Refl ectiv e Thin king	Scie ntifi c Reas onin g and Desi gn Thin king	Res earc h Rel ated Skil ls	Mo der n To ols and IC T Us age	Envir onme nt and Sustai nabilit y	Moral , Multi cultur al and Ethic al Awar eness	Indi vidu al and Tea mwo rk Skill s	Comm unicati on Skills	Lead ershi p Read iness Skill s	Self - Dir ecte d and Life lon g Lea min g	P S O 1	P S O 2	P S O 3
Out com e 1	3	2	3		3			3				3	1		
Out com e 2	2	2	2					2	2			2	2		
Out com e 3	3	2	3		3			3				3		2	
Out com e 4	2		2		2			2				2		2	
Out com e 5	2	2	2		2			2				2			2
Cou rse Ave rag e	2	2	2		3			2	2			2	2	2	2

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Learning Assessment (Macro)

Bloom's Level of		Continuo	us Learnin	End Semester		
	Cognitive Task		Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1	Remember	30%	40%	30%	40%	50%
	Understand		1070	2070	1070	
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
	Total	100%	100%	100%	100%	100%

Course Designers

Dr. Vineeth Thomas, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University-AP

1. Topic(s): Introduction		C O: 1,2	
Name of Faculty fi	om Synergy I	Dept. / Other Institution	n / Industry
	2. Тор	ic Learning Outcome(s)1,2
Previous: NA	Definitio Classific organisat	: Introduction- on, Characteristics and ation of international tions, Theories of onal Organizations	Following: Origins of International Institutions, Treaty of Westphalia, Congress of Vien League of Nations, Evolution Bretton wood Institutions
	1	3.Pedagogy	

	ure, CBL (Case Based Learning), ct Based Learning), ABL (Activity IBL (Inquiry Based Learn	Topic Learning Hours 10	
4. Act	ive Learning Techniques	In Class Hours	Out of Class Hours
•	Discussions / Interactions /Q&A / Jigsaw How many discussions / activities for this topic? - 2 How many groups? - 2	10	
5. Res	ources		Blended Learning Hours
1.	Margaret Karns and Karen Ming Organisations: The Politics and I Governance. Boulder: Lynne Res 2009		
2.	Clive Archer, International Organ 3rd edn.London.Routledge.2011	nizations,	
3.	Michael Barnett and Martha Fin the World: International Organiz Politics. Ithaca: Cornell UP. 2004	ations in Global	
4.	Spandler, K. (2018). Regional or international society: ASEAN, th Politics of Normative Arguing. S	ganisations in ne EU and the	
5.	Thomas D. Zweifel, Internationa and Democracy: Accountability, Power, Lynne Rienner Publisher	l Organizations Politics, and	
6.	Inis Claude Jr. From Swords into The Problems and Progress of In Organization, 4th edn, New York	Ploughshares: ternational	
7.		(eds) The Oxford	
8.	-		
9.	Hosli, M. O., Garrett, T., Niedeck Verbeek, N. (2021). The future of Global Cooperation and Internat Organizations. Rowman & Little	f multilateralism: ional	

	6.4	Assessments			
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	,			
Lesson Plan 1. Topic(s): Historical	CO: 2,3				
Progression Name of Faculty from			Industry		
		ming Outcome(s) 2	-		
Previous: Introduction- Definition, Characteristics and Classification of international organisations, Theories of International Organizations	Current: Histo Origins of Inter Treaty of Westp Vienna, League	rical Progression- national Institutions bhalia, Congress of	Following: Global Governance- UNO,WTO, IMF, WHO, ILO		
	3.Pedago	gy (all that apply)			
Lecture, CBL (Case I Project Based Learnir	Topic Learning Hours 15				

4. Act	ive Learning Tec	hniques	In Class Hours	Out of Class Hours
•	Discussions / In How many discu activities for this How many grou	ussions / s topic? - 3	15	
5. Res	ources			Blended Learning Hours
1.	-	The Politics and I	st, International Process of Global inner Publishers.	
2.	Clive Archer, In 3rd edn.London	-	nizations,	
3.		and Martha Finn national Organiz		
4.	Spandler, K. (20 international soc	eiety: ASEAN, th	ne EU and the	
5.	Politics of Norm Thomas D. Zwe and Democracy: Power, Lynne R	ifel, Internationa Accountability,	l Organizations Politics, and	
6.	Inis Claude Jr. F The Problems an	rom Swords into nd Progress of In	Ploughshares:	
7.	-	s and Sam Daws e United Nations	(eds) The Oxford	
8.	Metzger, M. (20	16). Challenges the 21st Centur	For International y: Essays in Honor	
9.	Hosli, M. O., Ga	f multilateralism: ional		
		6.	Assessments	
	ssessment mponent(s)	Assessment Type		Marks 15+25+50

CLA 2 + Midterm+End term	Assign present exami	ations,		
Lesson Plan				
1. Topic(s): Global Governance		CO: 4,	5	
Name of Faculty from	Synerg	y Dept. /	/ Other Institution /	Industry
	2. To	pic Lea	rning Outcome(s)	4,5
Previous: Historical Progression- Origins of International Institutions, Treaty of Westphalia, Congress o Vienna, League of Nations, Evolution of Bretton we Institutions	UNO,		oal Governance- ЛF, WHO, ILO	Following: Regional Organisations- EU, BRICS, SCO, GCC, SAARC ASEAN, BIMSTEC
		3	B.Pedagogy	
Lecture, CBL (Case E Project Based Learnin	Topic Learning Hours 15			
4. Active Learning Tec	hniques	5	In Class Hours	Out of Class Hours
 Discussions / In /Q&A 	teraction	IS	15	

•	How many discu activities for this How many grou	s topic? - 2		
5. Res	ources			Blended Learning Hours
1.	e	st, International Process of Global inner Publishers.		
2.	Clive Archer, In 3rd edn.London	-	nizations,	
3.	Michael Barnett the World: Inter	and Martha Fin	nemore, Rules for ations in Global 4	
4.	Spandler, K. (20 international soc Politics of Norm			
5.	Thomas D. Zwe and Democracy:		l Organizations Politics, and	
6.	Inis Claude Jr. F The Problems an	from Swords into nd Progress of In	Ploughshares:	
7.	Thomas G Weis	s and Sam Daws e United Nations	(eds) The Oxford	
	Organizations ir of Klaus Hüfner	the 21st Centur Springer.	For International y: Essays in Honor	
9.	Global Coopera	21). The future o tion and Internat	of multilateralism: ional	
	Olganizations. I	Rowman & Little	Assessments	
		0.	- 19909911101119	
Co C	ssessment mponent(s) LA 3 + m+End term	Assessment Type Assignment, presentations, examination		Marks 10+25+50

			l				
Lesson Plan	Lesson Plan						
1. Topic(s): Regional Organisations	CO: 4		L				
Name of Faculty from	Synergy Dept.	/ Other Institution /	Industry				
	2. Topic Le	arning Outcome(s)	4				
Previous: UNO,WTO, IMF, WHO, ILO	Current: Regi		Following:Contemporary Issues and Future of International Organisations- Challenges Facing International Organisations, Relevance and Legitimacy of International Organisations, Future Trends and Prospects for International Organisations				
	3.Pedago	ogy (all that apply)					
Lecture, CBL (Case Project Based Learnin	0,,		Topic Learning Hours 8				
4. Active Learning Te	chniques	In Class Hours	Out of Class Hours				
 Discussions / Ir How many disc activities for the How many group 	ussions / is topic? - 2	8					
5. Resources			Blended Learning Hours				
1. Margaret Karns Organisations: Governance. Bo 2009							

Name	of Faculty from	Svnergy Dent	. / Other Institution /	Industry
Issues	ic(s): Contempor and Future of ational Organisati		,5	
Lesso	n Plan			
		examination,		
C term	CLA 3 +End	Assignment, presentations,		
	mponent(s)	Туре		10+50
	ssessment	Assessment		Marks
		6	6.Assessments	
	Organizations. F			
	Global Cooperat	<i>,</i>	of multilateralism: tional	
9.	, , ,			
	of Klaus Hüfner		ry. Essays in Honor	
8.		· ·	s For International ry: Essays in Honor	
0	Oxford Universit		т. т	
, .	Handbook on th			
7.	-		rk Random House. rs (eds) The Oxford	
	The Problems an	-		
6.	Inis Claude Jr. F		-	
	Power, Lynne R	•		
э.	Thomas D. Zwe and Democracy:		•	
5	Politics of Norm			
	international soc	•		
4.	Spandler, K. (20	18). Regional o	organisations in	
	Politics. Ithaca:	e		
5.	the World: Intern			
2	3rd edn.London	-	l nnemore, Rules for	
		ternational Org		

	2. Topic Lea	arning Outcome(s)	4,5			
Previous: Regional Organisations- EU, BRICS, SCO, GCC, SAARC ASEAN, BIMSTEC	of Internationa Challenges Fac Organisations, Legitimacy of	Future Trends and	Following: NA			
	3	3.Pedagogy				
Lecture, CBL (Case I Project Based Learnin	Topic Learning Hours 12					
4. Active Learning Tee	chniques	In Class Hours	Out of Class Hours			
 Discussions / In How many disc activities for thi How many group 	ussions / s topic? - 2	12				
5. Resources		I	Blended Learning Hours			
Organisations: 7 Governance. Bo 2009 2. Clive Archer, Ir	 Margaret Karns and Karen Mingst, International Organisations: The Politics and Process of Global Governance. Boulder: Lynne Reinner Publishers. 					
the World: Inter Politics. Ithaca: 4. Spandler, K. (20						
international so	ciety: ASEAN, th native Arguing. S	ne EU and the				
and Democracy	eifel, Internationa : Accountability, Lienner Publisher	Politics, and				

7.	Inis Claude Jr. F The Problems an Organization, 4t Thomas G Weis Handbook on th Oxford Univers Metzger, M. (20 Organizations in of Klaus Hüfner			
9.	Hosli, M. O., Ga	of multilateralism: ional		
Assessment Component(s) CLA 3 +End term		Assessment Type Assignment + examination		Marks 10+50
			L	



Name of the Course: Thesis

Course Code		Course Category	RDIP	L-T/D-P/Pr-C	0	0	4	6
Total Contact Hours			Total Learning Hours					
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards						

Course Objectives

Objective 1: Identify and describe key concepts, theories, and methodologies relevant to the research topic.

Objective 2: Explain the significance of existing literature and how it relates to the research question.

Objective 3: Develop and execute a research plan, including data collection and analysis, using appropriate methods.

Objective 4: Evaluate the research findings in the context of existing knowledge and theoretical frameworks.

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
CO 1	Demonstrate an understanding of key concepts, theories, and methodologies relevant to the research topic.	1	70	80
CO 2	Summarize and interpret existing literature to contextualize the research question.	2	70	80
CO 3	Conduct and document a research project, including data collection and analysis, using appropriate methodologies.	3	70	80
CO 4	Critically analyse research findings and integrate them with existing theoretical frameworks.	4	70	80

Course Outcomes (COs)

					Pro	gram I	earnin	g Outc	omes	(PLO)					
CL Os	Engi neeri ng Kno wled ge	Pro ble m An alys is	Desig n and Devel opme nt	Ana lysi s, Des ign and Res earc h	Mo der n To ol and IC T Us age	Socie ty and Multi cultur al Skills	Envir onme nt and Sustai nabilit y	Mor al, and Ethi cal Awa rene ss	Indi vidu al and Tea mwo rk Skill s	Comm unicati on Skills	Proje ct Mana geme nt and Finan ce	Self - Dir ecte d and Life lon g Lea rnin g	P S O 1	P S O 2	P S O 3
Out com e 1	0	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Out com e 2	0	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Out com e 3	0	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Out com e 4	0	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Co urs e Ave rag e	0	2	1	2	3	3	1	2	2	3	3	3	2	2	2

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1	Remember	NA	NA	NA	NA	NA
	Understand					INA
Level 2	Apply	NA	NA	NA	NA	NA
	Analyse					INA
Level 3	Evaluate	NA	NA	NA	NA	NA
	Create	INA				INA
Total		100%	100%	100%	100%	100%

Course Designers:

Dr. Vineeth Thomas, Assistant Professor, Department of Liberal Arts, SRM-AP University

Lesson Plan: NA

COURSES OFFERED IN SEMESTER-VIII



Name of the Course: Internship

Course Code		Course Category	RDIP	L-T/D-P/Pr-C	0	0	12	10
Total Contact Hours	5	Total Learning Hours						
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards						

Course Objectives

Objective 1: Identify the key concepts and practices relevant to the industry.

Objective 2: Explain the processes and workflows within the organization.

Objective 3: Apply theoretical knowledge to practical tasks and projects in the workplace. Objective 4: Evaluate the effectiveness of different strategies and approaches used by the organization.

Course Outcomes (COs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage		
CO 1	Recognize and recall fundamental industry-specific	1	70	80		
1	concepts and practices.	1	70			
CO 2	Interpret and describe the organizational processes and workflows	2	70	80		
CO 3	Implement theoretical knowledge in practical tasks and projects within the internship setting.	3	70	80		
CO 4	Assess and critique the effectiveness of strategies and methodologies employed by the organization.	4	70	80		

					Pro	gram I	Learnin	g Outc	omes	(PLO)					
CL Os	Engi neeri ng Kno wled ge	Pro ble m An alys is	Desig n and Devel opme nt	Ana lysi s, Des ign and Res earc h	Mo der n To ol and IC T Us age	Socie ty and Multi cultur al Skills	Envir onme nt and Sustai nabilit y	Mor al, and Ethi cal Awa rene ss	Indi vidu al and Tea mwo rk Skill s	Comm unicati on Skills	Proje ct Mana geme nt and Finan ce	Self - Dir ecte d and Life lon g Lea rnin g	P S O 1	P S O 2	P S O 3
Out com e 1	0	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Out com e 2	0	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Out com e 3	0	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Out com e 4	0	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Co urs e Ave rag e	0	2	1	2	3	3	1	2	2	3	3	3	2	2	2

Learning Assessment (Macro)

Bloor	m's Loval of	Continuo	ous Learnin	End Semester		
	Bloom's Level of Cognitive Task		Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1	Remember	NA	NA	NA	NA	NA
Level I	Understand	INA	INA	INA	INA	INA
Level 2	Apply	NA	NA	NA	NIA	NA
Level 2	Analyse	NA	INA	NA	NA	INA
Level 3	Evaluate	NA	NA	NA	NA	NA
Level 3	Create	INA	INA	INA	INA	INA
	Total	100%	100%	100%	100%	100%

Course Designers:

Dr. Vineeth Thomas, Assistant Professor, Department of Liberal Arts, SRM-AP University

Lesson Plan: NA

OPEN ELECTIVES/MINORS



SRM University – AP, Andhra Pradesh

Neerukonda, Mangalagiri Mandal

Guntur District, Mangalagiri, Andhra Pradesh 522240

	Democracy-Theory and Practice	
	Summary	
Unit No.	Unit Name	Required Contact Hours (45 Hrs)
Unit 1	Introduction	4
	Meaning, definitions and basic concepts	
	Democratic principles and values	
Unit 2	Models of Democracy	15
	Classical Democracy	
	Republicanism	
	Liberal Democracy	
	Direct Democracy	
Unit 3	Major Concern of Democracy	15
	"Nation-State" or "State-Nation": A Case of India	
	National Identity: A Multiculturalist Approach	
	Democratic Participation	
	Representation	
	Deliberation	
Unit 4	Challenges of Democracy	11
	Democratic Education	
	Activist Challenges	
	Global Challenges to Democracy	
	Reform and Action	



SRM University – AP, Andhra Pradesh Neerukonda, Mangalagiri Mandal Guntur District, Mangalagiri, Andhra Pradesh 522240

Name of the Course: Democracy-Theory and Practice

Course Code		Course Category	OE/Minor	L-T/D-P/Pr-C	2	0	2	3
Total Contact Hours			Total Learn	ing Hours				
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards			1			

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To describe the meaning, and principles of democracy

Objective 2: To explain the history, theory and practices of democracy

Objective 3: To identify the key concern of modern democracies including India

Objective 4: To explain and analyse contemporary global challenges of democracy

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain the meaning and principles of democracy	2	70%	80%
Outcome 2	Describe the historical and theoretical aspects of democracy	2	70%	70%
Outcome 3	Illustrate the democratic crises that have emerged globally	3	60%	70%
Outcome 4	Analyse democratic theories to remedy current problems with democracy	4	60%	60%

					Date		[:							
					Prog	gram .	Learn	ing O	utcor	nes (F	·LO)				
CLOs	Sci ent ific an d Di sci pli nar y Kn ow led ge	An aly tic al Re aso nin g an d Pr obl em Sol vin g	Cri tic al an d Re fle cti ve Th ink ing	Sci ent ific Re aso nin g an d De sig n Th ink ing	Re sea rch Re lat ed Ski lls	M od erm To ols an d IC T Us ag e	En vir on me nt an d Su sta ina bili ty	M ora l, M ulti cul tur al an d Et hic al Aw are nes s	Ind ivi du al an d Te am wo rk Ski Ils	Co m nic ati on Ski lls	Le ad ers hip Re adi nes s Ski Ils	Sel f- Dir ect ed an d Lif elo ng Le arn ing	PS O 1	PS O 2	PS O 3
Outcome 1	3	2	3		3			3				3			
Outcome 2	2	2	2					2				2			
Outcome 3	3	2	3		3			3				3			
Outcome 4	2		2		2			2				2			
Outcome 5	2	2	2		2			2				2			
Course Average	2	2	2		3			2				2			

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Learning Assessment (Macro)

Bloom's Level of		Continuo	us Learnin	nts (60%)	End Semester Assessments (40%)	
	Cognitive Task		Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
	Total	100%	100%	100%	100%	100%

Course Designers

Dr. Vivek Kumar Yadav, Assistant Professor, Department of Liberal Arts, ESLA, SRM University- AP

Lesson Plan

1. Topic(s): Introduction		CO: 1	
Name of Faculty from Synergy I	Dept. / Other Institution / Industry	y NA	
2. Te	opic Learning Outcome(s) 1,2		
Previous: NA	 Current: Introduction- Meaning, definitions and basic concepts Democratic principles and values 	Following: Mod Democracy- • Classic Democ • Republ • Liberal Democ • Direct Democ	al racy icanism racy
3	Pedagogy (all that apply)		
*	ning) / PBL (Problem or Project Bas nquiry Based Learning)	sed Learning) /	Topic Learni ng Hours
			4
 4. Active Learning Techniques Discussions / Interactions / Peer Learning. Collaborative learning. 	Q&A.	In Class Hours	
 Discussions / Interactions / Peer Learning. Collaborative learning. 5. Resources	Q&A.	Hours 4	4 Blende d
 Discussions / Interactions / Peer Learning. Collaborative learning. 5. Resources		Hours 4	4 Blende d Learni ng

1. Topic(s): Models of Democracy

CO: 2,3

1. Topic(s): Wodels of Democrac	y	CO: 2,3	
Name of Faculty from Synergy l	Dept. / Other Institution / Industry	y NA	
2. Te	opic Learning Outcome(s) 2,3.		
 Previous: Introduction- Meaning, definitions and basic concepts Democratic principles and values 	Current: Models of Democracy- Classical Democracy Republicanism Liberal Democracy Direct Democracy	or "Sta Nation Case o Nation Identit Multic t Appro Demoo Partici	nocracy- n-State" ite- ": A f India al y: A ulturalis oach eratic pation sentation
	B.Pedagogy (all that apply)		
	ning) / PBL (Problem or Project Ba arning) / RBL (Research Based Lear		Topic Learni ng Hours 15
4. Active Learning Techniques		In Class	Out of
 Discussions How many discussions / ad How many groups? 1 	ctivities for this topic?: 2	Hours 15	Class Hours
 5. Resources Held, D. (2006). Models of Keane, J. (2022). The Shore 	f Democracy. Polity. Test History of Democracy. Black In	nc.	Blende d Learni ng Hours
	6.Assessments		1
Assessment Component(s) CLA 2 + Midterm+ End term	Assessment Type Assignment, presentations, quiz, written test	Mark Mark 15+25+	S

1. Topic(s): Major Concern of Democracy
Name of Faculty from Synergy Dept. / Other Institution / Industry NA

2. Topic Learning Outcome(s) 3,4. Previous: Models of Democracy-Following: Challenges Current: Major Concern of Democracyof Democracy-Classical Democracy • Republicanism "Nation-State" or "State-Democratic • • Liberal Democracy Nation": A Case of India Education **Direct Democracy** • National Identity: A • Activist Multiculturalist Challenges Approach • Global **Democratic Participation** Challenges to Representation Democracy Deliberation • Reform and Action **3.**Pedagogy (all that apply) Lecture / CBL (Case Based Learning) IBL (Inquiry Based Learning) / RBL Topic (Research Based Learning) Learni ng Hours 15 4. Active Learning Techniques In Class Out of Hours Class Discussions / Interactions /Q&A. Hours • Class debates. 15 Peer learning. • 5. Resources Blende Whelan, F. G. (2018). Democracy in Theory and Practice. Routledge. d • Learni Yadav, Y. (2020). Making Sense of Indian Democracy: Theory in Practice. ng Uberoi, V. (2020). National Identity – A Multiculturalist's Approach, Critical • Hours Review of International Social and Political Philosophy, 21:1, 46-64. **6.**Assessments

CO: 2,4

Assessment Component(s)	Assessment Type	Marks
CLA 3+End term	Assignment, presentations, quiz,	Marks
	written test	10+50
	· · · · · · · · · · · · · · · · · · ·	

1.7	Topic(s): Challenges of Democracy	CO: 4
Na	me of Faculty from Synergy Dept. / Other Institution / Industry NA	

2. To	opic Learning Outcome(s) 3,4		
 Previous: Major Concern of Democracy- "Nation-State" or "State- Nation": A Case of India National Identity: A Multiculturalist Approach Democratic Participation Representation Deliberation 	 Current: Challenges of Democracy- Democratic Education Activist Challenges Global Challenges to Democracy Reform and Action 	Following: NA	A
3	6.Pedagogy (all that apply)		
•	ning) / PBL (Problem or Project Barning) / RBL (Research Based Lea	•,	Topic Learni ng Hours 11
 4. Active Learning Techniques Discussions How many discussions / ac How many groups? 1 	ctivities for this topic?: 2	In Class Hours 11	Out of Class Hours
 How many groups? 1 5. Resources Gutmann, A. (1999). <i>Democratic Education</i>. Princeton University Press. Steven Levitsky & Daniel Ziblatt, <i>How Democracies Die</i>, Penguin Random House, 2018. Young, I. M. (2001). Activist challenges to deliberative democracy. <i>Political theory</i>, 29(5), 670-690. Yadav, Y. (2020). <i>Making Sense of Indian Democracy: Theory in Practice</i>. 			
	6.Assessments		
Assessment Component(s) End term	Assessment Type Written examination	Marks 50	8



Summary

Unit	Unit Name	Required Contact Hours (45 Hrs)
No.		Required Contact Hours (45 Hrs)
Unit 1	Key Concepts of Public Policy	10
	Introduction to Public Policy: Meaning, definitions and fundamental concepts	
	classification of public policy	
	nature, scope and significance	
	Public Policy Process-Policy Making, Policy implementation and Policy evaluation	
Unit 2	E-Governance-Introduction	10
	Meaning	
	Objective	
	Significance and challenges	
Unit 3	Models E-Governance and Types of Interactions	15
	Weidner's Dissemination model, Critical flow model, Comparative Analysis model, Interactive Service model, Mobilization and lobbying model.	
	Types of Interaction – G2C, G2B, G2G, G2E; Prerequisites for E- Governance	
Unit 4	Case Studies	10
	Digital India Mission,	
	Digilocker, Mobile Seva,	
	MyGov.in,UMANG	



SRM University – AP, Andhra Pradesh

Neerukonda, Mangalagiri Mandal

Guntur District, Mangalagiri, Andhra Pradesh 522240

Name of the Course: Public Policy and E Governance

Course Code		Course Category	OE/Minor	L-T/D-P/Pr-C	2	0	2	3
Total Contact Hours	al Contact Hours		Total Learning Hours					
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To analyse and understand various concepts in public policy

Objective 2: To describe the concept of e-governance

Objective 3: To illustrate various types of e-governance

Objective 4: To examine the significance and challenges of e-governance

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom' s Level	Expected Proficienc y Percentag e	Expected Attainme nt Percentag e
Outcome 1	Discuss the meaning and dimensions of public policy as a discipline and practice.	2	70%	80%
Outcome 2	Analyse the concept and practice of e-governance	3	70%	70%
Outcome 3	Appraise various types of e-governance	2	60%	70%
Outcome 4	Illustrate the aspects of public policy process in India	2	60%	60%
Outcome 5	Examine the significance and challenges of e- governance	2	70%	70%

	<u> </u>						_								
		Program Learning Outcomes (PLO)													
CLOs	Sci ent ific an d Di sci pli nar y Kn ow led ge	An aly tic al Re aso nin g an d Pr obl em Sol vin g	Cri tic al an d Re fle cti ve Th ink ing	Sci ent ific Re aso nin g an d De sig n Th ink ing	Re sea rch Re lat ed Ski lls	M od erm To ols an d IC T Us ag e	En vir on me nt an d Su sta ina bili ty	M ora l, M ulti cul tur al an d Et hic al Aw are nes s	Ind ivi du al an d Te am wo rk Ski Ils	Co m nic ati on Ski Ils	Le ad ers hip Re adi nes s Ski lls	Sel f- Dir ect ed an d Lif elo ng Le arn ing	PS O 1	PS O 2	PS O 3
Outcome 1	3	2	3		3			3				3	2		2
Outcome 2	2	2	2					2	2			2			
Outcome 3	3	2	3		3		2	3				3	2		2
Outcome 4	2		2		2		2	2	2	2		2		2	2
Outcome 5	2	2	2		2			2		2		2		2	
Course Average	2	2	2		3		2	2	2	2		2	2	2	2

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Learning Assessment (Macro)

Bloo	Bloom's Level of Cognitive Task		ous Learnin	End Semester		
			Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	70%	600/	70%	60%	50%
	Analyse		60%			
Level 3	Evaluate					
	Create					
	Total	100%	100%	100%	100%	100%

Course Designers

Dr. Vineeth Thomas, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University- AP

Lesson Plan

1. Topic(s): Key concepts		CO: 1,2		
Name of Faculty from Sy	nergy Dept. / Other Institution / Industry NA			
	2. Topic Learning Outcome(s) 1,2			
Previous: NA	Current: Key concepts in public policy- *Introduction to Public Policy: Meaning, definitions and fundamental concepts *Classification of public policy *Nature, scope and significance *Public Policy Process-Policy Making, Policy implementation and Policy evaluation	Following: E- Governance- Introduction- *Meaning *Objectives *Significance an challenges	nd	
	3.Pedagogy (all that apply)			
Lecture / CBL (Case Ba	ased Learning) / PBL (Problem or Project Based 1 (Inquiry Based Learning)	Learning) / IBL	Topic Learn ng Hours	
			12	
4. Active Learning Techn	iques	In Class Hours	Out o Class Hour	
• Discussions / Inter	actions /Q&A.			
Peer Learning.Collaborative learn	ning.	12		
5. Resources			Blend d	
• Public Policy; Theory and Concepts by Bidyut Chakravarthy pp 1-65				
 Public Policy, An Introduction to Theory and Practice of policy analysis by-Wayne Parsons pp 1-75 				
			l i	

6.Assessments					
Assessment Component(s)	Assessment Type	Marks			
CLA 1 + Midterm+End term	Assignment, presentations, quiz, written test	25+25+50			

1. Topic(s): E-Governance-Introduct	tion	CO: 2,3	
Name of Faculty from Synergy De	pt. / Other Institution / Industry NA		
2.	Topic Learning Outcome(s) 2,3		
Previous: Key concepts in public policy- *Introduction to Public Policy: Meaning, definitions and fundamental concepts *Classification of public policy *Nature, scope and significance *Public Policy Process-Policy Making, Policy implementation and Policy evaluation	Current: E-Governance- Introduction- *Meaning *Objectives *Significance and challenges	Following: Moo governance and interactions- Weidner's Dissemination n Critical flow mo Comparative Ar model, Interacti Service model, Mobilization an lobbying model.	types or nodel, odel, aalysis ve d
	3.Pedagogy (all that apply)		
	ning) / PBL (Problem or Project Based ning) / RBL (Research Based Learning	-	Topic Learn ng Hours
4. Active Learning Techniques		In Class Hours	10 Out of Class
 Discussions How many discussions / acti How many groups? 1 	vities for this topic?: 2	10	Hours
5. Resources			Blendo d Learn

• Budd, L., & Harris, L. (2009). <i>E-Governance: Managing Or Governing?</i> Routledge. Pp 1-75				
• Sharma, P. (2004). E-governance. APH Publishing. Pp 1-80				
	6.Assessments			
Assessment Component(s)	Assessment Type	Marks		
CLA 2 + Midterm+ End term	Assignment, presentations, quiz,	Marks		
	written test	15+25+5	50	

1. Topic(s): Models of E governar	ice and types on interactions	CO: 2,4	
Name of Faculty from Synergy I	Dept. / Other Institution / Industry NA		
	2. Topic Learning Outcome(s) 2,4		
Previous: E-Governance- Introduction- *Meaning	Current: Models of E governance and types on interactions- Weidner's Dissemination model,	Following: Case Studies- Digital India Mi	
*Objectives *Significance and challenges	Critical flow model, Comparative Analysis model, Interactive Service model, Mobilization and lobbying model.	Digilocker,Mobile Se MyGov.in,UMANG	
	3.Pedagogy (all that apply)		
Lecture / CBL (Case Based Le	earning) IBL (Inquiry Based Learning) / R Based Learning)	BL (Research	Topic Learni ng Hours
			12
4. Active Learning Techniques		In Class Hours	Out of Class Hours
 Discussions / Interactions /Q&A. Class debates. Peer learning. 			nours
5. Resources			Blende d

 Budd, L., & Harris, L. (2009). <i>E-Governance: Managing Or Governing</i>? Routledge. Pp 25-175 Sharma, P. (2004). E-governance. APH Publishing. Pp 15-95 6.Assessments 				
Assessment Component(s) CLA 3+End term	Assessment Type Assignment, presentations, quiz, written test	Marks M 10+50	arks	

1. Topic(s): Case Studies	CO: 4,5	CO: 4,5				
Name of Faculty from Synergy Dept. / Other Institution / Industry NA						
2. 7	Fopic Learning Outcome(s) 4,5					
Previous: Models of E governance and types on interactions- Weidner's Dissemination model, Critical flow model, Comparative Analysis model, Interactive Service model, Mobilization and lobbying model.	Following: NA					
	3.Pedagogy (all that apply)					
	ng) / PBL (Problem or Project Based ning) / RBL (Research Based Learnin	-	Topic Learni ng Hours			
			11			
4. Active Learning Techniques		In Class Hours	Out of Class Hours			
 Discussions How many discussions / activities for this topic?: 2 How many groups? 1 						

 India. (n.d.). MyGov.in. https Kumar, Rajendra. "Enhance Governance: Sustainability Government, an Interna https://doi.org/10.1504/eg.20 Dash, S. B., & Jain, A. (2022) 	ing the Reach of Public Services to of the Mobile Seva Initiative in In- ational Journal 12, no. 2	hrough Mobile dia." <i>Electronic</i> (2016): 142.						
	6.Assessments							
Assessment Component(s)	Assessment Component(s) Assessment Type Marks							
End termWritten examination50								



SRM University – AP, Andhra Pradesh

Neerukonda, Mangalagiri Mandal

Guntur District, Mangalagiri, Andhra Pradesh 522240

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Summary

Unit No.	Unit Name	Required Contact Hours (45 Hrs)
Unit 1	Introduction to United Nations Organisation	10
	Historical Overview	
	Principles and Objectives	
	Structure and Functions	
Unit 2	Conflict Resolution and Peace building	10
	Cause and Types of Global Conflicts	
	Diplomatic tools for conflict prevention	
	UN peacekeeping mandates and challenges	
Unit 3	Major Global Conflicts I	10
	Israel-Palestine War	
	Korean War	
	Suez Canal Crisis	
	Congo Crisis	
Unit 4	Major Global Conflicts II	15
	Vietnam War	
	Gulf War	
	Afghanistan Wars	
	Balkans: Serbia and Bosnia	



SRM University – AP, Andhra Pradesh

Neerukonda, Mangalagiri Mandal

Guntur District, Mangalagiri, Andhra Pradesh 522240

Course Code		Course Category	OE/Minor	L-T/D-P/Pr- C	2	0	2	3
Total Contact Hours			Total Lear	ning Hours				
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards						

United Nations and Global Conflicts

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: Explain the evolution of the United Nations Organisation, its structure, and its functioning.

Objective 2: Examine the role of the UN in maintaining international peace and security. **Objective 3**: Analyse the causes and types of global conflicts

Objective 4: Evaluate the effectiveness of the UN

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the role and functions of the United Nations	1	70%	80%
Outcome 2	Explain the causes and types of global conflicts	2	70%	70%
Outcome 3	Assess the effectiveness of diplomatic tools in conflict prevention	3	60%	70%
Outcome 4	Evaluate the impact of peacebuilding efforts	3	60%	60%
Outcome 5	Propose recommendations for improving the UN's conflict resolution mechanisms	3	70%	70%

		Program Learning Outcomes (PLO)													
CL Os	Scie ntifi c and Disc iplin ary Kno wled ge	Ana lyti cal Rea soni ng and Pro ble m Sol vin g	Crit ical and Ref lect ive Thi nki ng	Sci enti fic Rea soni ng and Des ign Thi nki ng	Re sea rch Rel ate d Ski Ils	M od er n To ols an d IC T Us ag e	Envi ronm ent and Susta inabi lity	Mor al, Mult icult ural and Ethi cal Awa rene ss	Indi vid ual and Tea mw ork Skil ls	Com munic ation Skills	Lea ders hip Rea dine ss Skil ls	Sel f- Dir ect ed an d Lif elo ng Le arn ing	P S O 1	P S O 2	P S O 3
Ou tco me 1	3	2	3		3			3				3			
Ou tco me 2	2	2	2					2				2			
Ou tco me 3	3	2	3		3			3				3			
Ou tco me 4	2		2		2			2				2			
Ou tco me 5	2	2	2		2			2				2			
Co urs e Av era ge	2	2	2		3			2				2			

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Learning Assessment (Macro)

Bloom's Level of		Continuo	us Learnin	End Semester		
	Cognitive Task		Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1	Remember	30%	40%	30%	40%	50%
	Understand		1070	2070		
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse		0070			
Level 3	Evaluate					
	Create					
	Total	100%	100%	100%	100%	100%

Course Designers

Dr. Vineeth Thomas, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University-AP

Lesson Plan

1. Topic(s): Introduction to United Nations Organisation		CO: 1,2					
Name of Faculty from Synergy Dept. / Other Institution / Industry							
2. Topic Learning Outcome(s)1,2							
Previous: NA	Organi	nt: Introduction to United Nations sation- Historical Overview, oles and Objectives, Structure and ons	Following: Historical Progression- Cause and Types o Global Conflicts, Diploma tools for				

3 P	edagogy	conflict prevention UN peacekeeping mandates and challenges
Lecture, CBL (Case Based Learning), Based Learning), ABL (Activity Based Based Learning	Topic Learning Hours 10	
4. Active Learning Techniques	In Class Hours	Out of Class Hours
 Discussions / Interactions /Q&A / Jigsaw How many discussions / activities for this topic? - 2 How many groups? - 2 	10	
5. Resources	·	Blended Learning Hours
 Weiss, T. G., & Daws, S. (Eds.). (2 handbook on the United Nations. C Luck, E. C. (2017). The UN Securit 	Oxford University Press. ty Council: From the Cold	Learning Hours
 War to the 21st century. Routledge 3. Ramsbotham, O., Woodhouse, T., a 	& Miall, H. (2016).	
 Contemporary conflict resolution. 4. Bellamy, A. J., & Williams, P. D. (I peacekeepers: The politics, challen Nations peacekeeping contribution 	Eds.). (2017). Providing ges, and future of United	
5. Nasir, M. (2010). The Arab-IsraeliJ. Bickerton, 2009.	•	
 Calvocoressi, P. (2001) World Polir Harlow: Pearson Education,. 		
7. Kyle, K. (1991). Suez: Britain's en East. http://ci.nii.ac.jp/ncid/BB100		
8. Kaldor, M. and Vashee, B. (eds.) (1 Wider Publications for the UN		
 9. University, pp. 137-144 and 153-17 10. History, H. (2021). <i>The Gulf War: Lo End.</i> Independently Published. 		

	6.Asse	ssments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50		
Lesson Plan				
1. Topic(s): Historical Progression	CO: 2,	3		
Name of Faculty from Syn	nergy Dept. / Oth	ner Institution / Industry	7	
	2. Topic Learnin	g Outcome(s) 2,3		
Previous: Introduction to United Nations Organisation-		Current: Historical Progression- Cause and Types of Global		
Historical Overview, Principles and Objectives, Structure and Functions	Conflicts, Diplo conflict prevent mandates and c	ion, UN peacekeeping	Israel-Palestine War, Korean War, Suez Canal Crisis, Congo Crisis	
	3.Pedagogy (all that apply)		
Lecture, CBL (Case Ba Based Learning)	sed Learning), PE), IBL (Inquiry Ba	· ·	Topic Learning Hours	
			15	
4. Active Learning Techni	ques	In Class Hours	Out of Class Hours	
 Discussions / Intera How many discussifor this topic? - 3 How many groups? 	ons / activities	15		

5. Resources			Blended			
1. Weiss, T. G., & Da	Learning Hours					
handbook on the U						
2. Luck, E. C. (2017).		•				
War to the 21st cen	tury. Routledge.					
	Voodhouse, T., & Mial	l, H. (2016).				
	flict resolution. Polity.					
4. Bellamy, A. J., & V	Villiams, P. D. (Eds.).	(2017). Providing				
peacekeepers: The	politics, challenges, ar	nd future of United				
Nations peacekeep	ing contributions. Oxf	ord University Press.				
5. Nasir, M. (2010). T	he Arab-Israeli Confli	ct: A History by Ian				
J. Bickerton, 2009.						
6. Calvocoressi, P. (20	·	945-200. 3rd edn.				
Harlow: Pearson E	·					
7. Kyle, K. (1991). Su		npire in the Middle				
-	.jp/ncid/BB10049357					
8. Kaldor, M. and Vas		New wars. London:				
Wider Publications						
9. University, pp. 137		Destinuins				
10. History, H. (2021).	° °	ory from Beginning				
to End. Independen	itty Fublished.					
	6.Assessm	ents				
Assessment	Assessment	Marks	8			
Component(s)	Туре	15+25+	50			
CLA 2 +	Assignment,	10 20				
Midterm+End term	presentations,					
	examination					
Lesson Plan						
1. Topic(s): Major Global (I	Conflicts CO: 4,5					
Name of Faculty from Sy	nergy Dept. / Other l	Institution / Industry				
2. Topic Learning Outcome(s) 4,5						

Previous: Historical Progression- Cause and Types of Global Conflicts, Diplomatic tools conflict prevention, UN peacekeeping mandates and challenges	-	Global Conflicts I- War, Korean War, Suez ongo Crisis	Following: Major Global Conflicts II- Vietnam War, Gulf War, Afghanistan Wars, Balkans: Serbia and Bosnia
	3.Ped	agogy	
Lecture, CBL (Case Bas Based Learning)	Topic Learning Hours 15		
4. Active Learning Technic	Out of Class Hours		
 Discussions / Interact How many discussion for this topic? - 2 How many groups? 	ons / activities	15	
 5. Resources Weiss, T. G., & Daw handbook on the Un Luck, E. C. (2017). War to the 21st centre Ramsbotham, O., W Contemporary confl Bellamy, A. J., & W peacekeepers: The p Nations peacekeepir Nasir, M. (2010). The J. Bickerton, 2009. Calvocoressi, P. (200 Harlow: Pearson Ed Kyle, K. (1991). Suc East. http://ci.nii.ac. Kaldor, M. and Vash Wider Publications for 	Blended Learning Hours		

 9. University, pp. 137- 10. History, H. (2021). <i>to End</i>. Independent 	The Gulf War: A l	History from Beginning	
	6.Asse	ssments	
Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	s -50	
Lesson Plan			
1. Topic(s): Major Global C II Name of Faculty from Sy		ner Institution / Industry	
	2. Topic Learnin	ng Outcome(s) 4	
Previous: Major Global Conflicts I- Israel-Palestine War, Korean War, Suez Canal Crisis, Congo Crisis	Vietnam War, G	Global Conflicts II- Fulf War, Afghanistan Serbia and Bosnia	Following: NA
	3.Pedagogy (all that apply)	1
Lecture, CBL (Case Ba Based Learning	Topic Learning Hours 15		
4. Active Learning Techn	iques	In Class Hours	Out of Class Hours
• Discussions / Intera	ctions		

How many discussion for this topic? - 2		15							
How many groups?	- 2		Blended						
5. Resources	5. Resources								
1. Weiss, T. G., & Daw	vs, S. (Eds.). (201	4). The Oxford	Learning Hours						
handbook on the Un	ited Nations. Oxf	Ford University Press.							
2. Luck, E. C. (2017).	The UN Security	Council: From the Cold							
War to the 21st cent	ury. Routledge.								
3. Ramsbotham, O., W	oodhouse, T., & N	Miall, H. (2016).							
Contemporary confl	ict resolution. Pol	lity.							
4. Bellamy, A. J., & W	illiams, P. D. (Eds	s.). (2017). Providing							
	-	s, and future of United							
	-	Oxford University Press.							
	e Arab-Israeli Co	onflict: A History by Ian							
J. Bickerton, 2009.									
6. Calvocoressi, P. (20	,	s: 1945-200. 3rd edn.							
Harlow: Pearson Ed	,								
• • •		of empire in the Middle							
East. http://ci.nii.ac.	1								
8. Kaldor, M. and Vash Wider Publications		7) New wars. London:							
9. University, pp. 137-									
10. History, H. (2021).									
to End. Independent	0	nstory from Deginning							
	-								
	6.Asses	ssments							
Assessment	Assessment	Marks	5						
Component(s)	Component(s) Type 10+50								
CLA 3 +End term Assignment,									
	presentations,								
	examination,								



SRM University – AP, Andhra Pradesh Neerukonda, Mangalagiri Mandal Guntur District, Mangalagiri, Andhra Pradesh 522240

Summary

Course Title: Theories of Nationalism

Unit No.	Unit Name	Required Contact Hours (45 Hrs)
Unit 1	Introduction	10
	What is nationalism?	
Unit 2	Theories of Nationalism-1	15
	Perennial Theories- Primordialist and socio- biological theories	
Unit 3	Theories of Nationalism-II	20
	Modernization Theories- Social communication, Economistic and Gellner's theories of nationalism	



Course Code		Course Category	Minor/OE	L-T-P/Pr-C	2	0	2	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Politics	Professional / Licensing Standards			•			

Theories of Nationalism

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To analyse the perennial theories of nationalism.

Objective 2: To analyse modernization theories of nationalism.

Objective 3: To understand the contribution of various theorists of nationalism.

Objective 4: To explain the current populist trends in democracies.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate concepts of nation and nationalism.	2	70%	80%
Outcome 2	Discuss the works of various thinkers on nationalism.	2	70%	70%
Outcome 3	Describe the development of nation state in Europe and America	2	60%	70%
Outcome 4	Summarize the main aspects of anti-colonial nationalism.	2	60%	60%
Outcome 5	Summarize the current state of nation states in the light of theories of nationalism.	2	70%	70%

					Dream		Loovni-	ng Outo	omest						
					rrog	ram	Learnir	ig Oute	omes (rlu)					
CL Os	Scien tific and Disci plinar y Kno wled ge	Anal ytica l Reas onin g and Prob lem Solv ing	Criti cal and Refl ectiv e Thin king	Scie ntifi c Reas onin g and Desi gn Thin king	Res earc h Rel ated Skil ls	Mo der n To ols and IC T Us age	Envir onme nt and Sustai nabilit y	Moral , Multi cultur al and Ethic al Awar eness	Indi vidu al and Tea mwo rk Skill s	Comm unicati on Skills	Lead ershi p Read iness Skill s	Self - Dir ecte d and Life lon g Lea rnin g	P S O 1	P S O 2	P S O 3
Out com e 1	3	2	3		3			3				3	2		
Out com e 2	2	2	2					2				2	2		
Out com e 3	3	2	3		3			3				3		2	
Out com e 4	2		2		2			2				2		2	
Out com e 5	2	2	2		2			2				2		2	2
Cou rse Ave rag e	2	2	2		3			2				2	2	2	2

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Learning Assessment (Macro)

Bloor	Bloom's Level of		us Learnin	End Semester		
Cognitive Task		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1	Remember	30%	40%	30%	40%	50%
	Understand			2 0 7 0		2.57.0
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse				0070	
Level 3	Evaluate					
20.010	Create					
	Total	100%	100%	100%	100%	100%

Course Designers

Dr. Idris Hasan Bhat, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University-AP

Lesson Plan

1. Topic(s): Nationalism		CO: 1,2					
Name of Faculty from Synergy Dept. / Other Institution / Industry							
	2. Topic Learning Outcome(s)1,2						
		nt: Nationalism Following: s nationalism? Theories of Nationalism I					
3.Pedagogy							

Lecture, CBL (Case Based Le Learning), ABL (Activity Based	•		•	Topic Learning Hours 10			
4. Active Learning Techniques	4. Active Learning Techniques In Class Hours						
 Discussions / Interactions / How many discussions / ac topic? - 2 How many groups? - 2 	· •		10				
 5. Resources Ernest Renan, 'What is a Micheline Ishay, eds. Th Humanities Press, 1995. John Dunn, 'Nationalism Nationalism. Albany: SU David Miller, 'In Defence and National Identity. Ca 	Blended Learning Hours						
	6.Ass	essmen	ts				
Assessment Component(s)	Assessmen	t Type	Marks				
CLA 1 + Midterm+End term	Assignm presentati examina	ions,	15+25+.	50			
Lesson Plan							
1. Topic(s): Theories of Nationali	sm I C	C O: 2,3					
Name of Faculty from Synergy D	Name of Faculty from Synergy Dept. / Other Institution / Industry						
2. T	2. Topic Learning Outcome(s) 2,3						
Previous:	Current:	Following:					
Nationalism	Perennial T socio-biolo		- Primordia list and eories	Theories of Nationalism II			
	Feminist a	nd Postr	nodern theories				

	3.Pedagogy (all tha	t apply)			
Lecture, CBL (Case Based Le Learning), IBL	earning), PBL (Probl (Inquiry Based Lear	6	Topic Learning Hours		
			15		
4. Active Learning Techniques		In Class Hours	Out of Class Hours		
 Discussions / Interactions How many discussions / ad topic? - 3 How many groups? - 2 	 How many discussions / activities for this topic? - 3 				
 5. Resources Anthony D. Smith, Myth Oxford University Press Smith and Gellner, The V Nationalism, November Umut Özkırımlı, 'The N ethnosymbolist interpret Nationalism Vol. 9, issue 	Blended Learning Hours				
	6.Assessmen	ts			
Assessment Component(s)	Assessment Type	Mark	s		
CLA 2 + Midterm+End term	Assignment, presentations, examination	15+25+50			
Lesson Plan	I	<u> </u>			
1. Topic(s): Theories of Nationalism II	CO: 4,5				
Name of Faculty from Synergy E	Dept. / Other Institu	tion / Industry			
2. 1	Sopic Learning Out	come(s) 2,3			

Previous:	Current:		Following:
Theories of Nationalism I	Modernization The Social-communica Gellner's theories	tion, Economistic	NA
	3.Pedagogy		-
Lecture, CBL (Case Based I Learning), IB	Learning), PBL (Probl L (Inquiry Based Lear	-	Topic Learning Hours
			20
4. Active Learning Techniques		In Class Hours	Out of Class Hours
 Discussions / Interactions How many discussions / a topic? - 2 How many groups? - 2 	-	15	
5.Resources 1. Ernest Gellner, <i>Nations and Na</i> 2. Benedict Anderson, <i>Imagined</i> (Spread of Nationalism. London: V	Communities. Reflecti	-	Blended Learning Hours
	6.Assessmen	ts	
Assessment Component(s)	Assessment Type	Mark	8
CLA 3 + Midterm+End term	Assignment, presentations, examination	10+25+	50
	·		

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Texts in Political Philosophy

Summary

Unit No.	Unit Name	Required Contact Hours (45 Hrs)
Unit 1	Introduction to Political Philosophy	5
	Defining political philosophy and its importance	
	Overview of major schools of political thought	
Unit 2	Classical Political Philosophy	10
	Plato's "The Republic" (Theories of justice and education)	
	Aristotle's "Politics" (State and slaver)	
Unit 3	Medieval and Renaissance Political Thought	5
	Machiavelli's "The Prince" (Views on state and Advices to the prince)	
Unit 4	Enlightenment and Social Contract	10
	Hobbes' "Leviathan"(Social Contract)	
	Locke's "Second Treatise of Government" (Social Contract)	
	Rousseau 'The Social Contract"	
Unit 5	Modern and Contemporary Political Thought	15
	Mill's "On Liberty" (Positive and negative liberty)	
	Marx's "Das Capital" (Dialectical materialism, surplus value, stateless society)	
	Rawls' "A Theory of Justice" (Veil of ignorance)	



Course Code		Course Category	Minor/OE	L-T/D-P/Pr-C	2 0 2	3
Total Contact Hours			Total Learning Hours			
Pre-Requisite		Co-Requisite		Progressive		
Course(s)		Course(s)		Course(s)		
Course Offering		Professional /				
Department	Politics	Licensing				
Department		Standards				

Texts in Political Philosophy

Course Objectives / Course Learning Rationales (CLRs)

Objective 1:. To analyse key texts in political philosophy.

Objective 2: To explore critical reading and analytical skills.

Objective 3: To examine the evolution of political ideas across different historical periods.

Objective 4: To discuss current debates on political philosophy.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course learners will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explore the Key Texts in political philosophy, including but not limited to classical, medieval, enlightenment, and contemporary writings.	2	70%	80%
Outcome 2	Demonstrate critical thinking and development of critical reading skills.	1	70%	70%
Outcome 3	Describe the Evolution of Political Ideas across different historical periods, tracing the development of thought from classical antiquity to contemporary political philosophy	2	60%	70%
Outcome 4	Discuss political philosophy, by demonstrating the ability to articulate and defend their perspectives while respecting diverse viewpoints within the context of political theory.	1	60%	60%

Outcome	Analyse and discuss the integration of	2	70%	70%
5	Political Ideas into Contemporary			
	Discourse			

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

					Prog	gram	Learnir	ng Outc	omes (PLO)					
CL Os	Scien tific and Disci plinar y Kno wled ge	Anal ytica l Reas onin g and Prob lem Solv ing	Criti cal and Refl ectiv e Thin king	Scie ntifi c Reas onin g and Desi gn Thin king	Res earc h Rel ated Skil ls	Mo der n To ols and IC T Us age	Envir onme nt and Sustai nabilit y	Moral , Multi cultur al and Ethic al Awar eness	Indi vidu al and Tea mwo rk Skill s	Comm unicati on Skills	Lead ershi p Read iness Skill s	Self - Dir ecte d and Life lon g Lea rnin g	P S O 1	P S O 2	P S O 3
Out com e 1	3	2	3			1		3				3			2
Out com e 2	2	2	3				2	2		2		2		2	
Out com e 3	3	2	3		2	1		3				3	2		2
Out com e 4	3	2	3		2		2	2		2		2	2		
Out com e 5	3	2	3		2	1		2				2			
Cou rse Ave rag e	3	2	3		2	1	2	2		2		2	2	2	2

Learning Assessment (Macro)

Bloo	Bloom's Level of Cognitive Task		us Learnin	End Semester		
			Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	Assessments (40%)
Level 1	Remember	70%	40%	50%	50%	50%
	Understand					
Level 2	Apply	30%	60%	50%	50%	50%
	Analyse	-				
Level 3	Evaluate					
Level 5	Create					
	Total	100%	100%	100%	100%	100%

Course Designers

Dr. Chandana, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University-AP

Lesson Plan

1. Topic(s): Introduction to Political Philosophy		CO: 1,2, 3					
Name of Faculty from Synergy Dept. / Other Institution / Industry							
	2. Topic L	earning Outcome(s) 1,2,3					
Previous: NA	Curren Philoso	it: Introduction to Political phy:	Following: Classica Political Philosophy				
	Definin importa	ng political philosophy and its ance	Plato's "The Republ Aristotle's "Politics'				
		ew of major schools of l thought					

	3.Pedag	ogy	
Lecture, CBL (Case Base Based Learning), ABL (A B	Topic Learning Hours 5		
4. Active Learning Techni	ques	In Class Hours	Out of Class Hours
 Discussions / Intera Jigsaw How many discussion this topic? - 2 How many groups? 	5		
 5. Resources 1. Jonathan Wolff, An Ir University Press, 201 	Blended Learning Hours		
	6.Assessi	nents	
Assessment Component(s) CLA 1 + Midterm + End term	Assessment Type Assignment, presentations, examination	Ma 15+2.	
Lesson Plan			
1. Topic(s): Classical Political Philoso	CO: 1,2		1
Name of Faculty from Syn			у
:	2. Topic Learning	Dutcome(s) 1,2	1
Previous:	Current:		Following:

Introduction to Political Philosophy: Defining political philosophy and its importance Overview of major schools of political thought	Classical Politica Plato's "The Repu Aristotle's "Politic	ıblic"	Medieval and Renaissance Political Thought: Machiavelli's "The Prince"
	3.Pedagogy (all	that apply)	
Lecture, CBL (Case Base Based Learning),	Topic Learning Hours 10		
4. Active Learning Techni	Out of Class Hours		
 Discussions / Interact How many discussion this topic? - 3 How many groups? 	ons / activities for	10	
5. Resources			Blended Learning Hours
 Plato, Republic. Boo Plato, Republic, Cha C.D.C. Reeve.Indian Plato, Sanford Ency Aristotle, Politics. B Aristotle, Politics, C "Politics") Indianap Aristotle, Stanford F 			
	6.Assess	ments	
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Ma 15+2	

Lesson Plan					
1. Topic(s): Medieval and Renaissance Political Tho		CO: 2,3			
Name of Faculty from Syr	ergy Dept. / Oth	ner Institution / Indust	ry		
2	2. Topic Learnin	g Outcome(s) 2,3			
Previous:	Current:		Following:		
Classical Political Philosop Plato's "The Republic"	Thought:	enaissance Political	Enlightenment and Social Contract:		
Aristotle's "Politics"	Machiavelli's "The Prince"		Hobbes' "Leviathan"		
			Locke's "Second Treatise of Government"		
	3.Ped	agogy			
Lecture, CBL (Case Base Based Learning),	0,		Topic Learning Hours		
			5		
4. Active Learning Technic	ques	In Class Hours	Out of Class Hours		
 Discussions / Interact How many discussion this topic? - 2 How many groups? 	ons / activities for	5			
5. Resources			Blended Learning Hours		

 Benner, Erica, Macl Oxford: Oxford Uni Machiavelli, The Pr (eds.), (Cambridge Thought), Cambridge 	versity Press, 2013 ince, Quentin Skinr Fexts in the History	ner and Russell Price of Political versity Press, 1988.					
Assessment Component(s) CLA 2 + Midterm + End term	rks 5+50						
Lesson Plan 1. Topic(s): Enlightenmen Social Contract Name of Faculty from Syr	1. Topic(s): Enlightenment and Social Contract CO: 2,4						
2.	. Topic Learning O	Dutcome(s) 1,2,4					
Previous:	Current:		Following:				
Medieval and Renaissance Political Thought: Machiavelli's "The	aissance Political ught: chiavelli's "The Locke's "Second Treatise of		Locke's "Second Treatise of		Modern and Contemporary Political Thought: Mill's "On		
Prince"	Government		Liberty" Marx's "Capital, Volume I"				

			Rawls' "A Theory of Justice"				
	3.Pedagogy (all that apply)						
Lecture, CBL (Case Base Based Learning),	ed Learning), PBL IBL (Inquiry Base	· ·	Topic Learning Hours				
4. Active Learning Technic	ques	In Class Hours	Out of Class Hours				
• How many discussion this topic? - 2	 Discussions / Interactions How many discussions / activities for this topic? - 2 How many groups? - 2 						
1. Hobbes, Leviathan.	2. Locke, Second Treatise of Government. Chapters. ii-v, viii-						
	6.Assess	sments					
Assessment Component(s) CLA 2 +CLA 3+End term	Assessment Type Assignment, presentations,	Ma 104					
	examination,		Γ				
Lesson Plan							
1. Topic(s): Modern and Contemporary Political Tho	ought CO: 1,2	2,5					
Name of Faculty from Synergy Dept. / Other Institution / Industry							
2. Topic Learning Outcome(s) 1,2,5							

Previous: Enlightenment and Social Contract: Hobbes' "Leviathan" Locke's "Second Treatise of Government	Current: Modern Political Thought Mill's "On Libert Marx's "Capital," Rawls' "A Theory	Following: NIL			
	3.Pedagogy (all	that apply)			
Lecture, CBL (Case Based Based Learning), I	Topic Learning Hours 15				
4. Active Learning Techniqu	les	In Class Hours	Out of Class Hours		
 Discussions / Interacti How many discussion this topic? - 2 How many groups? - 2 	s / activities for	15			
 5. Resources 1. JS Mill, On Liberty. C 2. Marx, Capital, Volume 3. Rawls, A Theory of June 	Blended Learning Hours				
6.Assessments					