



SRM
UNIVERSITY AP
—————**Andhra Pradesh**

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

CURRICULUM APPICABLE FOR 2024
ADMISSION ONWARDS

Structure and Credit Distribution of BA(H) Politics

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	1	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
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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	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
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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	2	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	3	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

Semester Total						23
Semester-4						
Category	Sub-Category	Course Title	L	T/D	P/Pr	Credits
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 Government 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/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-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	3	0	2	4
OE/Minor	OE/Minor	Texts in Political Philosophy	2	0	2	3
Semester Total						25
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	Internship	0	0	4	6
Semester Total						14
Semester-8						
Category	Sub-Category	Course Title	L	T/D	P/Pr	Credits
RDIP	Internship / Research / Thesis	Major Project	0	0	12	10
Semester Total						10
TOTAL						160

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**

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)	



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						

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%

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 1,2			
Previous: NA	Current: Introduction-Politics-Meaning, nature and significance, Activity and academic discipline, Traditional and modern approaches to study politics	Following: Politics, government and state-Politics-The art of government, Public affairs, Power and Resources, Forms of government, State: Meaning, Nature Elements of State. Theory of Origin of State: Evolutionary Divine, Social Contract. State and Civil Society	
3. Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10	
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A/ Jigsaw ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 		10	
5. Resources		Blended Learning Hours	
<ol style="list-style-type: none"> 1. Gauba, O.P. (2003), An Introduction to Political Theory, New Delhi: Macmillan. 2. Jones, C. Ramaswamy, S and Bastow, T. Political Theory: Ideas and Concepts, New Delhi: PHI Learning Ltd 3. Johari, J.C. (2012). Contemporary Political Theory. New Delhi: Sterling. 4. Sabine, G.H. and Thorson, T.L. (1973). A History of Political Theory. New Delhi: OUP and IBH. 5. Mc Kinnon, C. (2008). Issues in Political Theory. New York: OUP. 			

6. Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman.		
7. Heywood, Andrew (2015), Political Theory: An Introduction, London: Palgrave Macmillan		
6. Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>15+25+50</i>
Lesson Plan		
1. Topic(s): Politics, government and state	CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
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	Current: Politics, government and state- Politics-The art of government, Public affairs, Power and Resources, Forms of government, State: Meaning, Nature and Elements State. Theories of Origin of State: Evolutionary Divine, Social Contract State and Civil Society	Following: 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
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 Techniques	In Class Hours	Out of Class Hours

<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 3 ● How many groups? - 2 	15	
5. Resources 1. Gauba, O.P. (2003), An Introduction to Political Theory, New Delhi: Macmillan. 2. Jones, C. Ramaswamy, S. and Bastow, T. Political Theory: Ideas and Concepts, New Delhi: PHI Learning Ltd 3. Johari, J.C. (2012). Contemporary Political Theory. New Delhi: Sterling. 4. Sabine, G.H. and Thorson, T.L. (1973). A History of Political Theory. New Delhi: OUP and IBH. 5. Mc Kinnon, C. (2008). Issues in Political Theory. New York: OUP. 6. Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman. 7. Heywood, Andrew (2015), Political Theory: An Introduction, London: Palgrave Macmillan		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 2 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50
Lesson Plan		
1. Topic(s): Citizenship	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
Previous: Politics, government and state- 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	Current: 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	Following: Sovereignty Meaning and characteristics, Popular sovereignty, Monistic and pluralistic views

Contract. State and Civil Society		
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	15	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Gauba, O.P. (2003), An Introduction to Political Theory, New Delhi: Macmillan. 2. Jones, C. Ramaswamy, S and Bastow, T. Political Theory: Ideas and Concepts, New Delhi: PHI Learning Ltd 3. Johari, J.C. (2012). Contemporary Political Theory. New Delhi: Sterling. 4. Sabine, G.H. and Thorson, T.L. (1973). A History of Political Theory. New Delhi: OUP and IBH. 5. Mc Kinnon, C. (2008). Issues in Political Theory. New York: OUP. 6. Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman. 7. Heywood, Andrew (2015), Political Theory: An Introduction, London: Palgrave Macmillan 		
6. Assessments		
Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>10+25+50</i>
Lesson Plan		
1. Topic(s): Sovereignty	CO: 4	
Name of Faculty from Synergy Dept. / Other Institution / Industry		

2. Topic Learning Outcome(s) 4		
<p>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</p>	<p>Current: Sovereignty- Meaning and characteristics, Popular sovereignty, Monistic and pluralistic views</p>	<p>Following: Power 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)</p>
3. Pedagogy (all that apply)		
<p>Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)</p>		<p>Topic Learning Hours 8</p>
<p>4. Active Learning Techniques</p> <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	<p>In Class Hours 8</p>	<p>Out of Class Hours</p>
<p>5. Resources</p> <ol style="list-style-type: none"> 1. Gauba, O.P. (2003), An Introduction to Political Theory, New Delhi: Macmillan. 2. Jones, C. Ramaswamy, S and Bastow, T. Political Theory: Ideas and Concepts, New Delhi: PHI Learning Ltd 		<p>Blended Learning Hours</p>

<p>3. Johari, J.C. (2012). Contemporary Political Theory. New Delhi: Sterling.</p> <p>4. Sabine, G.H. and Thorson, T.L. (1973). A History of Political Theory. New Delhi: OUP and IBH.</p> <p>5. Mc Kinnon, C. (2008). Issues in Political Theory. New York: OUP.</p> <p>6. Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman.</p> <p>7. Heywood, Andrew (2015), Political Theory: An Introduction, London: Palgrave Macmillan</p>		
6.Assessments		
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment, presentations, examination,	Marks <i>10+50</i>
Lesson Plan		
1. Topic(s): Power		CO: 4,5
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
Previous: Sovereignty-Meaning and characteristics, Popular sovereignty, Monistic and pluralistic views	Current: Power Meaning and characteristics, Popular sovereignty, Monistic and pluralistic views, 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)	Following: NA
3.Pedagogy		

Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	12	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Gauba, O.P. (2003), An Introduction to Political Theory, New Delhi: Macmillan. 2. Jones, C. Ramaswamy, S. and Bastow, T. Political Theory: Ideas and Concepts, New Delhi: PHI Learning Ltd 3. Johari, J.C. (2012). Contemporary Political Theory. New Delhi: Sterling. 4. Sabine, G.H. and Thorson, T.L. (1973). A History of Political Theory. New Delhi: OUP and IBH. 5. Mc Kinnon, C. (2008). Issues in Political Theory. New York: OUP. 6. Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman. 7. Heywood, Andrew (2015), Political Theory: An Introduction, London: Palgrave Macmillan 		
6. Assessments		
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment + examination	Marks <i>10+50</i>

**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	
	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 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 (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

Course Outcomes/Course Learning Outcomes (CLOs)

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

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Problem Analysis	Design and Development	Analysis, Design and Research	Modern Tool and ICT Usage	Society and Multicultural Skills	Environment and Sustainability	Moral, and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Project Management and Finance	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	0	0	2	2	2	3	2	2	0	2	2	2	2
Outcome 2	2	3	0	0	2	2	2	3	2	2	0	2	2	2	2
Outcome 3	1	2	0	0	2	2	2	3	2	2	0	2	2	2	2
											0				
Course Average	2	2.3	0	0	2	2	2	3	2	2	0	2	2	2	2

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)			CLA 3 End Semester Final Exam (35%)
		CLA-1 (20%) In Class Quiz	CLA 2 Midterm (30%)	CLA 3 Class Participation (15%)	
Level 1	Remember	50%	50%	50%	50%
	Understand				
Level 2	Apply	50%	50%	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-AP

Lesson Plan

1. Topic(s): Precolonial India: An Introduction		CO: 1
Name of Faculty from Synergy Dept. / Other Institution / Industry		
1.. Topic/s: Precolonial India, Mughal India and its Central 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)		
Lecture / CBL (Case Based Learning) /IBL (Inquiry Based Learning) / RBL (Research Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions ● How many discussions / activities for this topic? 2 ● How many groups? 2 	In Class Hours 15	Out of Class Hours
5. Resources <ol style="list-style-type: none"> 1. Habib, Irfan (2013) The Agrarian System of Mughal India (1556-1707) Oxford University Press, New Delhi 2. Mishra S. 'Peasants, Colonialism and Sovereignty: The Garo Rebellions in Eastern India' Modern Asian Studies, 2021; 55(5): 1681-1717 		Blended Learning Hours
6.Assessments		
Assessment Component(s) CLA 1	Assessment Type <i>In Class Quiz</i>	Marks 50

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Lesson Plan

1. Topic(s): Orientalism, Liberalism and the East India Company		CO: 2
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2		
Previous: Precolonial India, Mughal India and its Central Institutions, Peasants and Elites in pre-colonial India	Current: Orientalism, 17 th and 18 th Centuries in India, East India Company	Following: The Colonial Transition: High Imperialism
3. Pedagogy (all that apply)		
Lecture		Topic Learning Hours 10
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions ● How many discussions / activities for this topic? 2 ● How many groups? 2 	20	
5. Resources		Blended Learning Hours
1. Metcalf, Thomas (1995) 'Ideologies of the Raj' Cambridge University Press, Berkeley 2. Bowen, H V (2008) 'The Business of Empire: The East India Company and Imperial Britain, Cambridge University Press, New Delhi 3. Eric Stokes (1989) The English Utilitarians and India, Oxford University Press. New Delhi		
6. Assessments		
Assessment Component(s) CLA 2	Assessment Type Midterm Exam	Marks 80

Lesson Plan

1. Topic(s): The Colonial Transition – High Imperialism		CO: 2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry 2,3		
2. Topic 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. Pedagogy (all that apply)		
Lecture		Topic Learning Hours 18
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions ● How many discussions / activities for this topic? 2 ● How many groups? 		
5. Resources		Blended Learning Hours
1. Barrow, I. J., & Haynes, D. E. (2004). The Colonial Transition: South Asia, 1780-1840. <i>Modern Asian Studies</i> , 38(3), 469–478 2. Chandra, Bipan et al (2016) ‘India’s Struggle for Independence’ Penguin India 3. Dharma Kumar ed. (2005) Cambridge Economic History of India, Vol 2, Cambridge University Press, New Delhi		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3	End Semester Final Exam	100

Lesson Plan

1. Topic(s): National Movement and the making of a Nation		CO: 3
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning 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. Pedagogy (all that apply)		
Lecture		Topic Learning Hours 18
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions ● How many groups? 2 		
5. Resources		Blended Learning Hours
1. Habib Irfan (2022) A People's History of India: The National Movement, Part2 The Struggle for Freedom 1919-1947 Tulika Books, New Delhi		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3	End Semester Final Exam	100

Lesson plan

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 Techniques • Discussions	In Class Hours 4	Out of Class Hours
5. Resources All references from previous lesson plans		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 1, 2, 3	Assessment Type n/a	Marks n/a

Summary

Understanding Constitution and Democracy in India

Unit No.	Unit Name	Required 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	

Understanding Constitution and Democracy 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						

Course Objectives / Course Learning Rationales (CLRs)

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

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%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 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			

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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, Dept. of Liberal Arts, ESLA, SRM University- AP

Lesson Plan

1. Topic(s): Introduction and Historical Background		CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s)1,2			
Previous: NA	Current: Introduction and Historical Background- Necessity of the Constitutions The Constitution as a Statement of Indian Identity Origins and Creation of the Constitution Assembly	Following: The Core Feature the Indian Constitution- The Preamble Fundamental Rights Directive Principles of State Policy	
3.Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 10
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A/ Jigsaw ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 		10	
5. Resources			Blended Learning Hours
<ol style="list-style-type: none"> 1. Bhargava, R. (2008), 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) <i>Politics and Ethics of the Indian Constitution</i>, New Delhi: Oxford University Press. 2. Bhikhu Parekh (2008), 'The Constitution as a Statement of Indian Identity', in R. Bhargava (ed.) <i>Politics and Ethics of the Indian Constitution</i>, New Delhi: Oxford University Press. 			

3. G. Austin (2010), <i>The Indian Constitution: Cornerstone of a Nation</i> , New Delhi: Oxford University Press.		
6. Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50
Lesson Plan		
1. Topic(s): The Core Features of the Indian Constitution	CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2,3		
Previous: Introduction and Historical Background- Necessity of the Constitutions The Constitution as a Statement of Indian Identity Origins and Creation of the Constitution Assembly	Current: The Core Features of the Indian Constitution- The Preamble Fundamental Rights Directive Principles of State Policy	Following: The Key Debates of the Indian Constitution- Citizenship Reservation Policy Emergency Power Separation of Power Secularism
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 Techniques <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 3 ● How many groups? - 2 	In Class Hours 15	Out of Class Hours
5. Resources <ol style="list-style-type: none"> 1. G. Austin (2010), <i>The Indian Constitution: Cornerstone of a Nation</i>, New Delhi: Oxford University Press 2. Rathore, A. S. (2020). <i>Ambedkar's Preamble: A Secret History of the Constitution of India</i>. Penguin Random House India. 		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 2 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>15+25+50</i>
Lesson Plan		
1. Topic(s): The Key Debates of the Indian Constitution	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2,3		
Previous: The Core Features of the Indian Constitution- The Preamble Fundamental Rights Directive Principles of State Policy	Current: The Key Debates of the Indian Constitution- Citizenship Reservation Policy Emergency Power Separation of Power Secularism	Following: Indian Democracy- Indian Model of Democracy The Institutional Context Regional Mobilization Democratic Mobilization

		for Social Justice
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	In Class Hours 15	Out of Class Hours
5. Resources <ol style="list-style-type: none"> 1. Rodrigues, V. (2008), ‘Citizenship and the Indian Constitution’, in R. Bhargava (ed.) <i>Politics and Ethics of the Indian Constitution</i>, New Delhi: Oxford University Press, pp.164-188. 2. Roy, A. (2016), <i>Citizenship in India</i>, New Delhi: Oxford University Press, Ch.1 and Ch.2 3. Jaffrelot C. (2008), ‘The Constituent Assembly and the Reservation Policy’, in R. Bhargava (ed.) <i>Politics and Ethics of the Indian Constitution</i>, New Delhi: Oxford University Press. 4. Choudhry, S., Khosla, M., & Mehta, P. B. (Eds.). (2016). <i>The Oxford Handbook of the Indian constitution</i>. Oxford University Press 5. Jayal, N. G., & Mehta, P. B. (2010). <i>The Oxford companion to politics in India</i>. Oxford University Press. 		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>10+25+50</i>

Lesson Plan		
1. Topic(s): Indian Democracy	CO: 4	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 3,4		
Previous: The Key Debates of the Indian Constitution- Citizenship Reservation Policy Emergency Power Separation of Power Secularism	Current: Indian Democracy- Indian Model of Democracy The Institutional Context Regional Mobilization Democratic Mobilization for Social Justice	Following: Criticisms and Challenges of Indian Democracy- Democracy and Social Inequality The Dalit Critique of Indian Democracy Issue of Majoritarianism Paradox, Diversion and Distortions
3. Pedagogy (all that apply)		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	In Class Hours 10	Out of Class Hours
5. Resources <ol style="list-style-type: none"> 1. Palshikar, S. (2017), Indian Democracy, Oxford University Press. 2. Vora, R., & Palshikar, S. (Eds.). (2004). <i>Indian democracy: Meanings and Practices</i>. Sage. 		Blended Learning Hours

<p>3. Omvedt, G. (1994). <i>Dalits and the democratic revolution: Dr Ambedkar and the Dalit movement in colonial India</i>. SAGE Publications India.</p> <p>4. Jaffrelot, C. (2003). <i>India's silent revolution: the rise of the lower castes in North India</i>. Orient Blackswan.</p>		
6. Assessments		
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment, presentations, examination,	Marks 10+50
Lesson Plan		
1. Topic(s): Criticisms and Challenges of Indian Democracy		CO:4,5
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
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), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	In Class Hours 10	Out of Class Hours
5. Resources <ol style="list-style-type: none"> 1. Drèze, J., & Sen, A. (2002). Democratic practice and social inequality in India. <i>Journal of Asian and African Studies</i>, 37(2), 6-37. 2. Guru, G. (2011). Liberal democracy in India and the Dalit critique. <i>Social Research: An International Quarterly</i>, 78(1), 99-122. 3. Alam, J. (2004). <i>Who wants democracy?</i> Orient Blackswan. 4. Jayal, N. G., & Mehta, P. B. (2010). <i>The Oxford companion to politics in India</i>. Oxford University Press. 		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment + examination	Marks 10+50

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	Core Political Concepts-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	

Political Theory: Concepts and Debates

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						

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%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3			3				3	2		
Outcome 2	2	2	2					2				2		2	
Outcome 3	3	2	3		3			3				3		2	2
Outcome 4	2		2		2			2				2			2
Outcome 5	2	2	2		2			2				2			2
Course Average	2	2	2		3			2				2	2	2	2

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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. Idris Hassan Bhatt, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University- AP

Lesson Plan

1. Topic(s): Introduction		CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s)1,2			
Previous: NA	Current: Introduction What is Politics? How to study politics? Historical, Normative and Empirical Approaches Behaviouralism and Post-Behaviouralism Debate		Following: Perspectives on Political Theory
3. Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 10
4. Active Learning Techniques		In Class Hours 10	Out of Class Hours

<ul style="list-style-type: none"> • Discussions / Interactions /Q&A / Jigsaw • How many discussions / activities for this topic? - 2 • How many groups? – 2 		
5. Resources <ol style="list-style-type: none"> 1. Bhargava, R. (2008) ‘What is Political Theory’, in Bhargava, R and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman 2. Bellamy, R. (1993) ‘Introduction: The Demise and Rise of Political Theory’, in Bellamy, R. (ed.) Theories and Concepts of Politics. New York: Manchester University Press. 		Blended Learning Hours
6.Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>15+25+50</i>
Lesson Plan		
1. Topic(s): Perspectives on Political Theory	CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2,3		
Previous: Introduction	Current: Perspectives Liberal and Marxist Perspective Anarchist and Conservative Perspective Feminist and Postmodern Perspective	Following: Core Political Concepts 1
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 Techniques <ul style="list-style-type: none"> • Discussions / Interactions • How many discussions / activities for this topic? - 3 • How many groups? – 2 	In Class Hours 15	Out of Class Hours

5. Resources <ol style="list-style-type: none"> 1. Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) Theory and Methods in Political Science. London: Macmillan. 2. Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. and Stoker, G. (eds.) Theory and Methods in Political Science. London: Macmillan. 3. Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) Theory and Methods in Political Science. London: Macmillan. 4. Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G. F. (eds.) Handbook of Political Theory. New Delhi: Sage. 		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 2 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>15+25+50</i>
Lesson Plan		
1. Topic(s): Core Political Concepts 1	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
Previous: Perspectives on Political Theory	Current: Liberty Liberty- Negative and Positive Liberty Equality- Equality of Opportunity and Affirmative Action Justice- Procedural and Substantive	Following: Core Concepts II
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions / Interactions /Q&A • How many discussions / activities for this topic? - 2 • How many groups? – 2 	In Class Hours 15	Out of Class Hours

5.Resources <ol style="list-style-type: none"> 1. Swift, Adam. (2001) Political Philosophy: A Beginners Guide for Student's and Politicians. Cambridge: Polity Press. 2. Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). Political Concepts. Manchester: Manchester University Press. 3. Casal, Paula & William, Andrew. (2008) 'Equality', in McKinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press. 4. Acharya, Ashok. (2008) 'Affirmative Action', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman. 5. Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman. 6. Wolf, Jonathan. (2008) 'Social Justice', in McKinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press. 7. McKinnon, Catriona. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew. (eds.) Political Concepts. Manchester: Manchester University Press. 		Blended Learning Hours
6.Assessments		
Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>10+25+50</i>
Lesson Plan		
1. Topic(s): Core Concepts II	CO: 4	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4		
Previous: Core Concepts 1	Current: Rights Moral Rights Legal Rights Natural Rights Political Obligation	Following: Democracy

3. Pedagogy (all that apply)			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 20	
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? – 2 	In Class Hours 10	Out of Class Hours	
5. Resources <ol style="list-style-type: none"> 8. Swift, Adam. (2001) Political Philosophy: A Beginners Guide for Student's and Politicians. Cambridge: Polity Press. 9. Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). Political Concepts. Manchester: Manchester University Press. 10. Casal, Paula & William, Andrew. (2008) 'Equality', in McKinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press. 11. Acharya, Ashok. (2008) 'Affirmative Action', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman. 12. Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman. 13. Wolf, Jonathan. (2008) 'Social Justice', in McKinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press. 14. McKinnon, Catriona. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew. (eds.) Political Concepts. Manchester: Manchester University Press. 		Blended Learning Hours	

Lesson Plan		
2. Topic(s): Democracy	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
Previous: Core Concepts II	Current: Democracy	Following: NA

	Evolution of Democracy Types of Democracy Challenges before Democracy	
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? – 2 	In Class Hours 15	Out of Class Hours
5Resources <p>15. McKinnon, Catriona. (2003) ‘Rights’, in Bellamy, Richard and Mason, Andrew. (eds.) Political Concepts. Manchester: Manchester University Press.</p> <p>16. Menlowe, M.A. (1993) ‘Political Obligations’, in Bellamy Richard.(ed.) Theories and Concepts of Politics. New York: Manchester University Press.</p> <p>17. Owen, D. (2003) ‘Democracy’, in Bellamy, R. and Mason, A. (eds.) Political Concepts. Manchester and New York: Manchester University Press. Brighthouse, H. (2008) ‘Citizenship’, in Mckinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press</p>		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>10+25+50</i>

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	

Indian State and Politics : An Introduction

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						

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)

CL Os	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multi-cultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	P S O 1	P S O 2	P S O 3
Outcome 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

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 1,2		
Previous: NA	Current: Introduction -Development of State Politics in India, Approaches to the Study State Politics	Following: Federalism Concept and practice, Union-State Relations- Legislative, Economic and Administrative, Interstate relations, State autonomy
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A/ Jigsaw ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	10	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Awasthy, S. S. (1999). <i>Indian Government and Politics</i>. Har-Anand Publ. 2. Kothari, Rajni (1970) <i>Politics in India</i>. India: Orient BlackSwan, New Delhi. 3. Singh, Mahendra Prasad, and Subhendu Ranjan Raj. <i>The Indian Political System</i>. Pearson Education India, 2012. 4. Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). <i>Contemporary India: economy, society, politics</i>. Pearson Education India. 5. Jayal, Niraja Gopal, and Pratap Bhanu Mehta. <i>The Oxford Companion to Politics in India</i>. Oxford University Press, USA, 2010. 		

6. Chakrabarty, Bidyut. <i>Indian Politics and Society since Independence</i> . Routledge, 2008.		
7. Kohli, Atul, and Prerna Singh. <i>Routledge Handbook of Indian Politics</i> . Routledge, 2013.		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 1 + Midterm+End term	Assignment, presentations, examination	15+25+50
Lesson Plan		
1. Topic(s): Federalism	CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2,3		
Previous: Introduction - Development of State Politics in India, Approaches to the Study State Politics	Current: Federalism- Concept and practice, Union-State Relations Legislative, Economic and Administrative Interstate relations, State autonomy	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 Activism
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 Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 3 ● How many groups? - 2 	15	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Awasthy, S. S. (1999). <i>Indian Government and Politics</i>. Har-Anand Publ. 2. Kothari, Rajni (1970) <i>Politics in India</i>. India: Orient BlackSwan, New Delhi. 3. Singh, Mahendra Prasad, and Subhendu Ranjan Raj. <i>The Indian Political System</i>. Pearson Education India, 2012. 4. Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). <i>Contemporary India: economy, society, politics</i>. Pearson Education India. 5. Jayal, Niraja Gopal, and Pratap Bhanu Mehta. <i>The Oxford Companion to Politics in India</i>. Oxford University Press, USA, 2010. 6. Chakrabarty, Bidyut. <i>Indian Politics and Society since Independence</i>. Routledge, 2008. 7. Kohli, Atul, and Prerna Singh. <i>Routledge Handbook of Indian Politics</i>. Routledge, 2013. 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 2 + Midterm+End term	Assignment, presentations, examination	15+25+50
Lesson Plan		

1. Topic(s): Institutional Functioning: Legislature, Executive and Judiciary		CO: 4,5
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2,3		
Previous: Federalism- Concept and practice, Union-State Relations- Legislative, Economic and Administrative, Interstate relations, State autonomy	Current: Institutional Functioning: Legislature, Executive and Judiciary-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 Activism	Following: Political process in India- Political Parties, Politics and culture, Political mobilisation, Political leadership, Local politics
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	15	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Awasthy, S. S. (1999). <i>Indian Government and Politics</i>. Har-Anand Publ. 2. Kothari, Rajni (1970) <i>Politics in India</i>. India: Orient BlackSwan, New Delhi. 3. Singh, Mahendra Prasad, and Subhendu Ranjan Raj. <i>The Indian Political System</i>. Pearson Education India, 2012. 4. Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). <i>Contemporary India: economy, society, politics</i>. Pearson Education India. 		

<p>5. Jayal, Niraja Gopal, and Pratap Bhanu Mehta. <i>The Oxford Companion to Politics in India</i>. Oxford University Press, USA, 2010.</p> <p>6. Chakrabarty, Bidyut. <i>Indian Politics and Society since Independence</i>. Routledge, 2008.</p> <p>7. Kohli, Atul, and Prerna Singh. <i>Routledge Handbook of Indian Politics</i>. Routledge, 2013.</p>		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3 + Midterm+End term	Assignment, presentations, examination	10+25+50
Lesson Plan		
1. Topic(s): Political process in India	CO: 4	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 3,4		
Previous: 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 Activism	Current: Political process in India- Political Parties, Politics and culture, Political mobilisation, Political leadership, Local politics	Following: Grassroot democracy- Local Self- Government in India, panchayat raj and municipality, 73rd and 74th Constitutional Amendment, Challenges and Prospects
3. Pedagogy (all that apply)		

Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 8
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	8	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Awasthy, S. S. (1999). <i>Indian Government and Politics</i>. Har-Anand Publ. 2. Kothari, Rajni (1970) <i>Politics in India</i>. India: Orient BlackSwan, New Delhi. 3. Singh, Mahendra Prasad, and Subhendu Ranjan Raj. <i>The Indian Political System</i>. Pearson Education India, 2012. 4. Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). <i>Contemporary India: economy, society, politics</i>. Pearson Education India. 5. Jayal, Niraja Gopal, and Pratap Bhanu Mehta. <i>The Oxford Companion to Politics in India</i>. Oxford University Press, USA, 2010. 6. Chakrabarty, Bidyut. <i>Indian Politics and Society since Independence</i>. Routledge, 2008. 7. Kohli, Atul, and Prerna Singh. <i>Routledge Handbook of Indian Politics</i>. Routledge, 2013. 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3 +End term	Assignment, presentations, examination,	10+50

Lesson Plan		
1. Topic(s): Grassroot democracy	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
Previous: Political process in India- Political Parties, Politics and culture, Political mobilisation, Political leadership, Local politics	Current: Grassroot democracy- Local Self-Government in India, panchayat raj and municipality, 73rd and 74th Constitutional Amendment, Challenges and Prospects	Following: NA
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	12	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Awasthy, S. S. (1999). <i>Indian Government and Politics</i>. Har-Anand Publ. 2. Kothari, Rajni (1970) <i>Politics in India</i>. India: Orient BlackSwan, New Delhi. 3. Singh, Mahendra Prasad, and Subhendu Ranjan Raj. <i>The Indian Political System</i>. Pearson Education India, 2012. 4. Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). <i>Contemporary India: economy, society, politics</i>. Pearson Education India. 5. Jayal, Niraja Gopal, and Pratap Bhanu Mehta. <i>The Oxford Companion to Politics in India</i>. Oxford University Press, USA, 2010. 		

6. Chakrabarty, Bidyut. <i>Indian Politics and Society since Independence</i> . Routledge, 2008. 7. Kohli, Atul, and Prerna Singh. <i>Routledge Handbook of Indian Politics</i> . Routledge, 2013.		
6.Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3 +End term	Assignment + examination	<i>10+50</i>

**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	
	Kautilya	
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 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 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 1	Demonstrate the historical development of political ideas.	2	70%	80%
Outcome 2	Discuss the works of political thinkers and philosophical concepts influencing contemporary political issues	2	70%	70%
Outcome 3	Describe the social, political & economic context of political ideas and its impact on the society.	2	60%	70%
Outcome 4	Critically evaluate the aspects of classical Indian political thought	2	60%	60%
Outcome 5	Demonstrate the dimensions of modern Indian political thought.	2	70%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO1	PSO2	PSO3
Outcome 1	3	2	3		3	1		3				3			2
Outcome 2	2	2	2				2	2		2		2		2	
Outcome 3	3	2	3		3			3				3	2		
Outcome 4	2		2		2		2	2		2		2			2
Outcome 5	2	2	2		2	1		2				2	2	2	
Course Average	2	2	2		3	1	2	2		2		2	2	2	2

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University- AP

Lesson Plan

1. Topic(s): Introduction to Indian Political Thought		CO: 1,2
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(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: Classical Indian Political Thinkers: Manu, Kautilya
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 6
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A / Jigsaw ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	6	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Himanshu Roy and Mahendra Prasad Singh. Indian Political Thought: Themes and Thinkers, Pearson: New Delhi, 2011 2. V. Mehta, (1992) Foundations of Indian Political Thought, Delhi: Manohar Publications 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks <i>15+25+50</i>

CLA 1 + Midterm + End term	Assignment, presentations, examination	
Lesson Plan		
1. Topic(s): Classical Indian Political Thinkers	CO: 4	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 1,2,4		
Previous: Scope and significance of Indian political thought, Key concepts and terminology, Historical context and major periods in Indian political thought	Current: Classical Indian Political Thinkers: Manu, Kautilya	Following: Modern Indian Political Thinkers I: Gandhi Jawaharlal Nehru Ambedkar
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 Techniques <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 3 ● How many groups? - 2 	In Class Hours 15	Out of Class Hours

5. Resources		Blended Learning Hours
1. Himanshu Roy and Mahendra Prasad Singh. Indian Political Thought: Themes and Thinkers, Pearson: New Delhi, 2011 2. V. Mehta, (1992) Foundations of Indian Political Thought, Delhi: Manohar Publications		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 2 + Midterm+End term	Assignment, presentations, examination	15+25+50
Lesson Plan		
1. Topic(s): Modern Indian Political Thinkers I	CO: 2,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 1,2,5		
Previous: Classical Indian Political Thinkers: Manu, Kaulitya	Current: Modern Indian Political Thinkers I: Gandhi Jawaharlal Nehru Ambedkar	Following: Modern Indian Political Thinker II: Aurobindo Ghosh Pandita Ramabai M.N. Roy
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours
		24

4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 		24	
5. Resources			Blended Learning Hours
<ol style="list-style-type: none"> 1. Bidyut Chakrabarty and Rajendra Kumar Pandey. Modern Indian Political Thought: Text and Context, Sage: New Delhi, 2009 2. U. Chakravarti, (2007) Pandita Ramabai - A Life and a Time, New Delhi: Critical Quest, pp. 1- 40 3. V. Mehta and Th. Pantham (eds.), Political ideas in modern India: Thematic Explorations, New Delhi: Sage 4. P. Chatterjee, (1986) ‘The Moment of Arrival: Nehru and the Passive Revolution’, in Nationalist Thought and the Colonial World: A Derivative Discourse? London: Zed Books 			
6. Assessments			
Assessment Component(s)	Assessment Type	Marks	
CLA 3 + Midterm + End term	Assignment, presentations, examination	<i>10+25+50</i>	
Lesson Plan			
1. Topic(s): Modern Indian Political Thinker II	CO: 5		
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 1,2,5			

Previous: Modern Indian Political Thinkers I: Gandhi Jawaharlal Nehru Ambedkar	Current: Modern Indian Political Thinker II: Aurobindo Ghosh, Pandita Ramabai, M.N. Roy	Following: NA
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 Techniques <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	In Class Hours 15	Out of Class Hours
5. Resources <ol style="list-style-type: none"> 1. Bidyut Chakrabarty and Rajendra Kumar Pandey. Modern Indian Political Thought: Text and Context, Sage: New Delhi, 2009 2. U. Chakravarti, (2007) Pandita Ramabai - A Life and a Time, New Delhi: Critical Quest, pp. 1- 40 3. V. Mehta and Th. Pantham (eds.), Political ideas in modern India: Thematic Explorations, New Delhi: Sage 4. P. Chatterjee, (1986) ‘The Moment of Arrival: Nehru and the Passive Revolution’, in Nationalist Thought and the Colonial World: A Derivative Discourse? London: Zed Books 		Blended Learning Hours
6.Assessments		
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment, presentations, examination,	Marks <i>10+50</i>

Summary

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	
	Judiciary	
Unit 5	Electoral Politics	12
	Political Culture, Political Participation	
	Political Parties, Elections	

Comparative Government and Politics

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: 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%

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

CL Os	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multi-cultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	P S O 1	P S O 2	P S O 3
Outcome 1	3	2	3		3			3				3	1		
Outcome 2	2	2	2				2	2		2		2		2	
Outcome 3	3	2	3		3			3				3		2	
Outcome 4	2		2		2		2	2		2		2			3
Outcome 5	2	2	2		2			2				2	1	2	
Course Average	2	2	2		3		2	2		2		2	2	2	2

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)1,2		
Previous: NA	Current: Introduction- Meaning, Evolution, Nature and Scope of comparative political system	Following: Approach Institutional approach Behavioural approach Structural approach, Rational choice approach, Interpretive approach
3.Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning		Topic Learning Hours 10
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A / Jigsaw ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	10	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Calvert, Peter (2002), <i>Comparative Politics: An introduction</i>, Pearson, New Delhi. 2. Caramani , Daniele (Ed.), (2010), <i>Comparative politics</i>, Oxford University Press. 3. Chatterji, Rakhahari (2006), <i>Introduction to Comparative Political Analysis</i>, Sarat Books. 4. Chilcote R.H(1994), <i>Theories of Comparative Politics: in search of Paradigm</i>, West view Press, Boulden 		

<p>5. Mukherjee, Subrata and Sushila Ramaswamy (2017), <i>Theoretical Foundations of Comparative Politics</i>, Orient Blackswan.</p> <p>6. Hague, R., & Harrop, M. (1982). <i>Comparative Government and Politics: An Introduction</i></p>		
6. Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks 15+25+50
Lesson Plan		
1. Topic(s): Approaches	CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2,3		
Previous: Introduction- Meaning, Evolution, Nature and Scope of comparative political system	Current: Approaches- Institutional approach, Behavioural approach Structural approach, Rational choice approach, Interpretive approach	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 Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 3 ● How many groups? - 2 	15	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Calvert, Peter (2002), <i>Comparative Politics: An introduction</i>, Pearson, New Delhi. 2. Caramani , Daniele (Ed.), (2010), <i>Comparative politics</i>, Oxford University Press. 3. Chatterji, Rakhahari (2006), <i>Introduction to Comparative Political Analysis</i>, Sarat Books. 4. Chilcote R.H(1994), <i>Theories of Comparative Politics: in search of Paradigm</i>, West view Press, Boulden 5. Mukherjee, Subrata and Sushila Ramaswamy (2017), <i>Theoretical Foundations of Comparative Politics</i>, Orient Blackswan. 6. Hague, R., & Harrop, M. (1982). <i>Comparative Government and Politics: An Introduction</i> 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 2 + Midterm+End term	Assignment, presentations, examination	15+25+50
Lesson Plan		
1. Topic(s): Forms of Government	CO: 4,5	

Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
Previous: Approaches- Institutional approach, Behavioural approach, Structural approach, Rational choice approach Interpretive approach	Current: Forms of government- Unitary and Federal Systems, Democratic Governments: Parliament and Presidential, Non-Democratic: Authoritarianism and Totalitarianism	Following: Comparative Political Process- Legislature, Executive, Judiciary
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	15	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Calvert, Peter (2002), <i>Comparative Politics: An introduction</i>, Pearson, New Delhi. 2. Caramani , Daniele (Ed.), (2010), <i>Comparative politics</i>, Oxford University Press. 3. Chatterji, Rakhahari (2006), <i>Introduction to Comparative Political Analysis</i>, Sarat Books. 4. Chilcote R.H(1994), <i>Theories of Comparative Politics: in search of Paradigm</i>, West view Press, Boulden 5. Mukherjee, Subrata and Sushila Ramaswamy (2017), <i>Theoretical Foundations of Comparative Politics</i>, Orient Blackswan. 6. Hague, R., & Harrop, M. (1982). <i>Comparative Government and Politics: An Introduction</i> 		
6. Assessments		

Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>10+25+50</i>	
Lesson Plan			
1. Topic(s): Comparative Political Process	CO: 4		
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 4			
Previous: Forms of government- Unitary and Federal Systems, Democratic Governments: Parliament and Presidential, Non-Democratic: Authoritarianism and Totalitarianism	Current: Comparative Political process- Legislature, Executive, Judiciary	Following: Electoral Politics- Political Culture, Political Participation, Political Parties, Elections	
3. Pedagogy (all that apply)			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 8	
4. Active Learning Techniques	In Class Hours	Out of Class Hours	

<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	8	
5. Resources <ol style="list-style-type: none"> 1. Calvert, Peter (2002), <i>Comparative Politics: An introduction</i>, Pearson, New Delhi. 2. Caramani , Daniele (Ed.), (2010), <i>Comparative politics</i>, Oxford University Press. 3. Chatterji, Rakhahari (2006), <i>Introduction to Comparative Political Analysis</i>, Sarat Books. 4. Chilcote R.H(1994), <i>Theories of Comparative Politics: in search of Paradigm</i>, West view Press, Boulden 5. Mukherjee, Subrata and Sushila Ramaswamy (2017), <i>Theoretical Foundations of Comparative Politics</i>, Orient Blackswan. 6. Hague, R., & Harrop, M. (1982). <i>Comparative Government and Politics: An Introduction</i> 		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	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
Previous: Comparative Political Process-	Current: Electoral Politics-	Following: NA

Legislature, Executive, Judiciary	Political Culture, Political Participation, Political Parties, Elections	
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	12	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Calvert, Peter (2002), <i>Comparative Politics: An introduction</i>, Pearson, New Delhi. 2. Caramani, Daniele (Ed.), (2010), <i>Comparative politics</i>, Oxford University Press. 3. Chatterji, Rakhahari (2006), <i>Introduction to Comparative Political Analysis</i>, Sarat Books. 4. Chilcote R.H(1994), <i>Theories of Comparative Politics: in search of Paradigm</i>, West view Press, Boulden 5. Mukherjee, Subrata and Sushila Ramaswamy (2017), <i>Theoretical Foundations of Comparative Politics</i>, Orient Blackswan. 6. Hague, R., & Harrop, M. (1982). <i>Comparative Government and Politics: An Introduction</i> 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3 +End term	Assignment + examination	<i>10+50</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-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	

Introduction to Research Methods

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: 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)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 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			
Course Av	2.4	2	2.4		2.5			2.4				2.4			

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Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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. Sapna Mishra, Assistant Professor, ESLA, SRM University- AP

Lesson Plan

1. Topic(s): Ethics and Research		CO: 1	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s)1			
Previous: NA	Current: 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.	Following: Identifying a research topic – through reading, personal experience, and observation; Basics of systematic literature search – referencing (Zotero), plagiarism; Framing a research question; Research Question; Principles of data collection and analysis	
3. Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 5	
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 		5	
5. Resources		Blended Learning Hours	
<ol style="list-style-type: none"> 1. Henn M, Weinstein M, Foard N. Ethics in Social Research. In: A critical introduction to social research. second. SAGE; 2010. 2. Bryman A. Ethics and politics in social research. In: Social research methods. Fourth. Oxford University Press. 2012 3. Indian Council of Medical Research. National Ethical Guidelines for Biomedical and Health Research Involving Human Participants. Edited by R. Mathur. New Delhi, New Delhi: Indian Council of Medical Research; 2017 			

6. Assessments		
Assessment Component(s) CLA 1	Assessment Type Assignment, presentations	Marks 15
Lesson Plan		
1. Topic(s): Steps of designing a research project	CO: 2	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning 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.	Current: Identifying a research topic – through reading, personal experience, and observation; Basics of systematic literature search – referencing (Zotero), plagiarism; Framing a research question; Research Question; Principles of data collection and analysis	Following: Basic concepts; Sample size and sampling techniques; Designing a questionnaire/interview schedule; Data entry, descriptive analysis using MS excel, Jamovi.
3. Pedagogy (all that apply)		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 20
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 3 ● How many groups? - 2 	In Class Hours 15	Out of Class Hours 5
5. Resources		Blended Learning Hours

<ol style="list-style-type: none"> 1. Bryman, A. The nature and process of social research In: Social research methods. Fourth. Oxford university press. 2010 2. Bryman, A. (2012) ‘Planning a Research Project and Formulating Research Questions’, Social Research Methods, 4th Ed., Oxford University Press, UK 3. Bryman, A. (2012) ‘Reviewing the Literature’, Social Research Methods, 4th Ed., Oxford University Press, UK 4. Mishra, S., 2019. Perceived and manifested health problems among informal e-waste handlers: A scoping review. <i>Indian Journal of Occupational and Environmental Medicine</i>, 23(1), p.7. 5. Khan, K.S., Kunz, R., Kleijnen, J. and Antes, G., 2003. Five steps to conducting a systematic review. <i>Journal of the royal society of medicine</i>, 96(3), pp.118-121. 6. Prasad, R., 2018. Investigation reveals serious scientific misconduct by IIT Dhanbad faculty - The Hindu. The Hindu. 7. Bryman, A. (2012) ‘Research Designs’, Social Research Methods, 4th Ed., Oxford University Press, UK 	
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6. Assessments

Assessment Component(s)	Assessment Type	Marks
CLA 2 + Mid-term	Assignment, presentations	15+15

Lesson Plan

1. Topic(s): Quantitative methods	CO: 3,4
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Name of Faculty from Synergy Dept. / Other Institution / Industry

2. Topic Learning Outcome(s) 3,4

Previous:	Current:	Following:
Identifying a research topic – through reading, personal experience, and observation; Basics of systematic literature search – referencing (Zotero), plagiarism; Framing a research question; Research	Basic concepts; Sample size and sampling techniques; Designing a questionnaire/interview schedule; Data entry, descriptive analysis using MS excel, Jamovi.	Sampling; In-depth interviews, focus group discussions (FGDs), observations, informal discussion; Designing interview guide, FGD guide; Conducting in-depth

Question; Principles of data collection and analysis		interviews, FGDs; Transcription, coding, and thematic analysis
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	8	2
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Bryman, A. The nature of quantitative research In: Social research methods. Fourth. Oxford university press. 2010 2. 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. 3. Bryman, A. Introduction to sampling In: Social research methods. Fourth. Oxford university press. 2010 		
6. Assessments		
Assessment Component(s) CLA 3	Assessment Type Assignment, presentations	Marks 15
Lesson Plan		
1. Topic(s): Qualitative methods	CO: 3,4	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 3, 4		
Previous: Basic concepts; Sample size and sampling techniques;	Current: Sampling; In-depth interviews, focus group discussions	Following: Field work

Designing a questionnaire/interview schedule; Data entry, descriptive analysis using MS excel, Jamovi.	(FGDs), observations, informal discussion; Designing interview guide, FGD guide; Conducting in-depth interviews, FGDs; Transcription, coding, and thematic analysis	
3. Pedagogy (all that apply)		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	8	2
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Bryman, A. Introduction to sampling In: Social research methods. Fourth. Oxford university press. 2010 2. Bryman, A. Sampling in qualitative research In: Social research methods. Fourth. Oxford university press. 2010 3. Bryman, A. Interviewing in qualitative research In: Social research methods. Fourth. Oxford university press. 2010 4. Libguides: Qualitative research: Observation (no date) Observation - Qualitative Research -LibGuides at Duke University. Available at: https://guides.library.duke.edu/c.php?g=289813&p=1934020 (Accessed: 13 November 2023). 5. Bryman, A. Focus Groups In: Social research methods. Fourth. Oxford university press. 2010 6. Future Health Systems Sundarbans Health Watch Research brief. https://pointofview.org.in/gallery9.html 7. 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/s40299-021-00619-0#citeas 		
6. Assessments		
Assessment Component(s) CLA 3	Assessment Type	Marks 15

	Assignment, presentations	
Lesson Plan		
1. Topic(s): Field work	CO:1,2,3,4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(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	Current: Field work	Following: NA
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	2	13
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Bryman, A. Introduction to sampling In: Social research methods. Fourth. Oxford university press. 2010 2. Bryman, A. Sampling in qualitative research In: Social research methods. Fourth. Oxford university press. 2010 3. Bryman, A. Interviewing in qualitative research In: Social research methods. Fourth. Oxford university press. 2010 4. Libguides: Qualitative research: Observation (no date) Observation - Qualitative Research -LibGuides at Duke University. Available at: 		

<p>https://guides.library.duke.edu/c.php?g=289813&p=1934020 (Accessed: 13 November 2023).</p> <p>5. Bryman, A. Focus Groups In: Social research methods. Fourth. Oxford university press. 2010</p> <p>6. Future Health Systems Sundarbans Health Watch Research brief. https://pointofview.org.in/gallery9.html</p> <p>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/s40299-021-00619-0#citeas</p>		
6.Assessments		
Assessment Component(s) End term	Assessment Type Presentation	Marks 40

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						

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%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3			3				3	1		
Outcome 2	2	2	2					2				2		2	
Outcome 3	3	2	3		3		2	3				3	2		3
Outcome 4	2		2		2	2		2				2		2	1
Outcome 5	2	2	2		2			2				2		1	
Course Average	2	2	2		3	1	1	2				2	2	2	2

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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): Nature of Indian State		CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning 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 class Movement - Feminist Movement Peasant Movement - Labour Movement, Environmental Movement - Human Rights Movement	
3. Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 10
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A / Jigsaw ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 		10	
5. Resources			Blended Learning Hours
<ol style="list-style-type: none"> 1. Awasthy, S. S. (1999). <i>Indian Government and Politics</i>. Har-Anand Publ. 2. Kothari, Rajni (1970) <i>Politics in India</i>. India: Orient BlackSwan, New Delhi. 			

<p>3. Singh, Mahendra Prasad, and Subhendu Ranjan Raj. <i>The Indian Political System</i>. Pearson Education India, 2012.</p> <p>4. Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). <i>Contemporary India: economy, society, politics</i>. Pearson Education India.</p> <p>5. Jayal, Niraja Gopal, and Pratap Bhanu Mehta. <i>The Oxford Companion to Politics in India</i>. Oxford University Press, USA, 2010.</p> <p>6. Chakrabarty, Bidyut. <i>Indian Politics and Society since Independence</i>. Routledge, 2008.</p> <p>7. Kohli, Atul, and Prerna Singh. <i>Routledge Handbook of Indian Politics</i>. Routledge, 2013.</p>	
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6. Assessments

Assessment Component(s)	Assessment Type	Marks
CLA 1 + Midterm+End term	Assignment, presentations, examination	15+25+50

Lesson Plan	
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1. Topic(s): Socio Political Movements in India	CO: 2,3
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Name of Faculty from Synergy Dept. / Other Institution / Industry

2. Topic Learning Outcome(s) 2,3

<p>Previous: Nature of Indian State- Colonial-nationalist legacy, Liberal-democratic, Socialist-Welfare</p>	<p>Current: Socio Political Movements in India- Socio Political Movements in India- Dalit Movement - Backward class Movement - Feminist Movement - Peasant Movement - Labour Movement, Environmental Movement - Human Rights Movement</p>	<p>Following: Identity politics in India- Class and Politics Caste and Politics Gender and Politics Minorities and Politics</p>
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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 Techniques <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 3 ● How many groups? - 2 	In Class Hours 15	Out of Class Hours
5. Resources <ol style="list-style-type: none"> 1. Awasthy, S. S. (1999). <i>Indian Government and Politics</i>. Har-Anand Publ. 2. Kothari, Rajni (1970) <i>Politics in India</i>. India: Orient BlackSwan, New Delhi. 3. Singh, Mahendra Prasad, and Subhendu Ranjan Raj. <i>The Indian Political System</i>. Pearson Education India, 2012. 4. Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). <i>Contemporary India: economy, society, politics</i>. Pearson Education India. 5. Jayal, Niraja Gopal, and Pratap Bhanu Mehta. <i>The Oxford Companion to Politics in India</i>. Oxford University Press, USA, 2010. 6. Chakrabarty, Bidyut. <i>Indian Politics and Society since Independence</i>. Routledge, 2008. 7. Kohli, Atul, and Prerna Singh. <i>Routledge Handbook of Indian Politics</i>. Routledge, 2013. 		Blended Learning Hours
6.Assessments		
Assessment Component(s) CLA 2 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>15+25+50</i>

Lesson Plan		
1. Topic(s): Identity politics in India	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
Previous: Socio Political Movements in India- Socio Political Movements India. Dalit Movement - Backward class Movement - Feminist Movement Peasant Movement - Labour Movement , Environmental Movement - Human Rights Movement	Current: Identity politics in India- Class and Politics Caste and Politics Gender and Politics Minorities and Politics	Following: Secularism Nationalism Regionalism Communalism
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	15	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Awasthy, S. S. (1999). <i>Indian Government and Politics</i>. Har-Anand Publ. 2. Kothari, Rajni (1970) <i>Politics in India</i>. India: Orient BlackSwan, New Delhi. 3. Singh, Mahendra Prasad, and Subhendu Ranjan Raj. <i>The Indian Political System</i>. Pearson Education India, 2012. 		

<p>4. Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). <i>Contemporary India: economy, society, politics</i>. Pearson Education India.</p> <p>5. Jayal, Niraja Gopal, and Pratap Bhanu Mehta. <i>The Oxford Companion to Politics in India</i>. Oxford University Press, USA, 2010.</p> <p>6. Chakrabarty, Bidyut. <i>Indian Politics and Society since Independence</i>. Routledge, 2008.</p> <p>7. Kohli, Atul, and Perna Singh. <i>Routledge Handbook of Indian Politics</i>. Routledge, 2013.</p>		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3 + Midterm+End term	Assignment, presentations, examination	10+25+50
Lesson Plan		
1. Topic(s): Contestations in Indian democracy	CO: 4	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4		
Previous: Identity politics in India- Class and Politics Caste and Politics Gender and Politics Minorities and Politics	Current: Contestations in Indian democracy- Secularism Nationalism Regionalism Communalism	Following: Indian Political Economy Economic Planning Process since 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)		Topic Learning Hours 8
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	8	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Awasthy, S. S. (1999). <i>Indian Government and Politics</i>. Har-Anand Publ. 2. Kothari, Rajni (1970) <i>Politics in India</i>. India: Orient BlackSwan, New Delhi. 3. Singh, Mahendra Prasad, and Subhendu Ranjan Raj. <i>The Indian Political System</i>. Pearson Education India, 2012. 4. Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). <i>Contemporary India: economy, society, politics</i>. Pearson Education India. 5. Jayal, Niraja Gopal, and Pratap Bhanu Mehta. <i>The Oxford Companion to Politics in India</i>. Oxford University Press, USA, 2010. 6. Chakrabarty, Bidyut. <i>Indian Politics and Society since Independence</i>. Routledge, 2008. 7. Kohli, Atul, and Perna Singh. <i>Routledge Handbook of Indian Politics</i>. Routledge, 2013. 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3 +End term	Assignment, presentations, examination,	<i>10+50</i>

Lesson Plan		
1. Topic(s): Indian Political Economy	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 5		
Previous: Contestations in Indian democracy- Secularism Nationalism Regionalism Communalism	Current: Indian Political Economy- Economic Planning Process since independence State development models Politics and redistribution Issues in Indian Political Economy	Following: NA
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	In Class Hours 12	Out of Class Hours
5. Resources <ol style="list-style-type: none"> 1. Awasthy, S. S. (1999). <i>Indian Government and Politics</i>. Har-Anand Publ. 2. Kothari, Rajni (1970) <i>Politics in India</i>. India: Orient BlackSwan, New Delhi. 		Blended Learning Hours

<ol style="list-style-type: none"> 3. Singh, Mahendra Prasad, and Subhendu Ranjan Raj. <i>The Indian Political System</i>. Pearson Education India, 2012. 4. Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). <i>Contemporary India: economy, society, politics</i>. Pearson Education India. 5. Jayal, Niraja Gopal, and Pratap Bhanu Mehta. <i>The Oxford Companion to Politics in India</i>. Oxford University Press, USA, 2010. 6. Chakrabarty, Bidyut. <i>Indian Politics and Society since Independence</i>. Routledge, 2008. 7. Kohli, Atul, and Prerna Singh. <i>Routledge Handbook of Indian Politics</i>. Routledge, 2013. 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3 +End term	Assignment + examination	<i>10+50</i>

**COURSES OFFERED IN
SEMESTER-V**

Summary

Western Political Thought- Classical and Modern

Unit No.	Unit Name	Required Contact Hours(60 Hrs)
Unit 1	Classical Political Thinkers I	10
	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.	

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 1	Demonstrate the historical development of political ideas.	2	70%	80%
Outcome 2	Discuss the works of political thinkers and philosophical concepts influencing contemporary political issues	2	70%	70%
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%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3	1		3				3			2
Outcome 2	2	2	2				2	2		2		2		2	
Outcome 3	3	2	3		3	1		3				3	2		2
Outcome 4	2		2		2		2	2		2		2	2		
Outcome 5	2	2	2		2	1		2				2			
Course Average	2	2	2		3	1	2	2		2		2	2	2	2

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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

Lesson Plan

1. Topic(s): Classical Political Thinkers I	CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 1,2,3		
Previous: NA	Current: Problems of Political Philosophy, Plato- Justice, Education and Ideal State Aristotle-Theory of State, Constitutions, Law and Revolution.	Following: Classical Political Thinkers II: Cicero- Mixed form of Government, and the Law Machiavelli- State, Religion and Ethics
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A / Jigsaw ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	In Class Hours 10	Out of Class Hours
5. Resources <ol style="list-style-type: none"> 1. S. Mukherjee and S. Ramaswamy, A History of Political Thought: Plato to Marx, New Delhi, Prentice Hall, 1999. 2. B. Nelson, (2008) Western Political Thought. New York: Pearson Longman 3. Shefali Jha, Western Political Thought, Pearson, New Delhi, 2018. 4. Sabine, George H. A History of Political Theory, New York: Holt Rinehart and Winston, 1961 		Blended Learning Hours

6. Assessments		
Assessment Component(s) CLA 1 + Midterm + End term	Assessment Type Assignment, presentations, examination	Marks <i>15+25+50</i>
Lesson Plan		
1. Topic(s): Classical Political Thinkers II	CO: 3, 4	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 1,2, 3, 4		
Previous: Problems of Political Philosophy, Plato- Justice, Education and Ideal State Aristotle-Theory of State, Constitutions, Law and Revolution.	Current: Cicero- Mixed form of Government, and the Laws. Machiavelli- State, Religion and Ethics	Following: Modern Political Thinkers-I Social Contractualists: Thomas Hobbes, John Lock and Rousseau. Montesquieu- Separation of Powers. Utilitarianism- Jeremy Bentham Individualism -John Stuart Mill
3. Pedagogy (all that apply)		

Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 3 ● How many groups? - 2 	10	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. S. Mukherjee and S. Ramaswamy, A History of Political Thought: Plato to Marx, New Delhi, Prentice Hall, 1999. 2. B. Nelson, (2008) Western Political Thought. New York: Pearson Longman 3. Shefali Jha, Western Political Thought, Pearson, New Delhi, 2018. 4. Sabine, George H. A History of Political Theory, New York: Holt Rinehart and Winston, 1961 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 2 + Midterm+End term	Assignment, presentations, examination	15+25+50
Lesson Plan		
1. Topic(s): Modern Political Thinkers-I	CO: 2,5	

Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 1,2,3,5		
Previous: Cicero- Mixed form of Government, and the Law Machiavelli- State, Religion 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 Proudhon- Anarchism Mary Wollstonecraft.
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 20
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	20	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. S. Mukherjee and S. Ramaswamy, A History of Political Thought: Plato to Marx, New Delhi, Prentice Hall, 1999. 2. B. Nelson, (2008) Western Political Thought. New York: Pearson Longman 		

<p>3. Shefali Jha, Western Political Thought, Pearson, New Delhi, 2018.</p> <p>4. Sabine, George H. A History of Political Theory, New York: Holt Rinehart and Winston, 1961</p>		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3 + Midterm + End term	Assignment, presentations, examination	<i>10+25+50</i>
Lesson Plan		
1. Topic(s): Modern Political Thinker II	CO: 5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 1,2,3,5		
Previous: Modern Political Thinkers-I Social Contractualists: Thomas Hobbes, John Lock and Rousseau. Montesquieu- Separation of Powers. Utilitarianism- Jeremy Bentham Individualism -John Stuart Mill	Current: Modern Political Thinkers-II Immanuel Kant, Karl Marx- Hegelian Dialectics, Dialectical Materialism, Class struggle and Dictatorship of the Proletariat. Harold Laski- Pluralism. Joseph Proudhon- Anarchism Mary Wollstonecraft.	Following: NA

3.Pedagogy (all that apply)		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 20
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	20	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. S. Mukherjee and S. Ramaswamy, A History of Political Thought: Plato to Marx, New Delhi, Prentice Hall, 1999. 2. B. Nelson, (2008) Western Political Thought. New York: Pearson Longman 3. Shefali Jha, Western Political Thought, Pearson, New Delhi, 2018. 4. Sabine, George H. A History of Political Theory, New York: Holt Rinehart and Winston, 1961 		
6.Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3 +End term	Assignment, presentations, examination,	10+50

India's Foreign Policy Summary		
Unit No.	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 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 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 its neighbourhood and its position of major global issues.	2	70%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3			3				3	2		
Outcome 2	2	2	2					2				2		2	
Outcome 3	3	2	3		3			3				3		2	
Outcome 4	2		2		2			2				2		2	
Outcome 5	2	2	2		2			2				2	3		
Course Average	2	2	2		3			2				2	2	2	2

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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. Idris Hassan Bhatt, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University- AP

Lesson Plan

1. Topic(s): India's Foreign Policy: An Overview		CO: 1,2
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)1,2		
Previous: NA	Current: India's Foreign Policy Evolution of Foreign Policy of India Determinants, Objectives and Principles of Foreign Policy of India Institutions and Mechanism to make Foreign Policy of India	Following: India and Major Powers
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A/ Jigsaw ● How many discussions / activities for this topic? - 2 ● How many groups? – 2 	10	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in India Review, Vol. 8 (1). 2. Ch. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), Handbook of India's International Relations, London: Routledge, 3. W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, Trysts with Democracy: Political Practice in South Asia, Anthem Press: University Publishing Online. 		
6. Assessments		

<p align="center">Assessment Component(s)</p> <p align="center">CLA 1 + Midterm+End term</p>	<p align="center">Assessment Type</p> <p align="center">Assignment, presentations, examination</p>	<p align="center">Marks</p> <p align="center"><i>15+25+50</i></p>	
<p>Lesson Plan</p>			
<p>1. Topic(s): India and Major Powers</p>	<p>CO: 2,3</p>		
<p>Name of Faculty from Synergy Dept. / Other Institution / Industry</p>			
<p align="center">2. Topic Learning Outcome(s) 2,3</p>			
<p>Previous:</p> <p>India's Foreign Policy: An Overview</p>	<p>Current: India and Major Powers</p> <p>India's USA Policy India's USA Policy India's USA Policy</p>	<p>Following:</p> <p>India and South Asia</p>	
<p align="center">3.Pedagogy (all that apply)</p>			
<p>Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)</p>		<p align="center">Topic Learning Hours</p> <p align="center">15</p>	
<p>4. Active Learning Techniques</p> <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 3 ● How many groups? – 2 	<p align="center">In Class Hours</p> <p align="center">15</p>		<p align="center">Out of Class Hours</p>
<p>5. Resources</p> <p>1. S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in India and the Soviet Union: Trade and Technology Transfer, Cambridge University Press: Cambridge.</p>		<p align="center">Blended Learning Hours</p>	

<ol style="list-style-type: none"> 2. R. Hathaway, (2003) 'The US-India Courtship: From Clinton to Bush', in S. Ganguly (ed.), India as an Emerging Power, Frank Cass: Portland. 3. 'India's Relations with China', in D. Scott (ed.), Handbook of India's International Relations, London: Routledge, 4. 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. 5. S. Raghavan, (2013) 		
6. Assessments		
Assessment Component(s) CLA 2 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>15+25+50</i>
Lesson Plan		
1. Topic(s): India and South Asia	CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2,3		
Previous: India and Major Powers	Current: India and South Asia India's Policy towards Pakistan India's Policy towards Neighbours	Following: India and the Regions
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15

4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? – 2 		15	
1. Resources 2. 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) 3. ‘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. 4. S. Muni, (2003) ‘Problem Areas in India’s Neighbourhood Policy’, in South Asian Survey, Vol. 10 (2). 5. N. Dubash, (2012) ‘The Politics of Climate Change in India: Narratives of Enquiry and Co-benefits’, Working Paper, New Delhi: Centre for Policy Research. 6. N. Jayaprakash, (2000) ‘Nuclear Disarmament and India’, in Economic and Political Weekly, Vol. 35 (7),			Blended Learning Hours
6.Assessments			
Assessment Component(s)	Assessment Type	Marks	
CLA 3 + Midterm+End term	Assignment, presentations, examination	<i>10+25+50</i>	
Lesson Plan			
1. Topic(s): India and the Regions	CO: 4		
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 4			
Previous:	Current: India and the Regions		Following:

India and South Asia	India's Policy towards Central and West Asia India's Act East Policy India's Policy towards Africa and Latin America	India and Global Issues
3. Pedagogy (all that apply)		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 20
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? – 2 	10	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. 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. 2. '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. 3. S. Muni, (2003) 'Problem Areas in India's Neighbourhood Policy', in South Asian Survey, Vol. 10 (2). 		

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

India and Regions	India and Environmental Issues India and Nuclear weapons India and Global Political Conflicts	NA
3.Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? – 2 	In Class Hours 15	Out of Class Hours
Resources N. Dubash, (2012) ‘The Politics of Climate Change in India: Narratives of Enquiry and Co-benefits’, Working Paper, New Delhi: Centre for Policy Research. N. Jayaprakash, (2000) ‘Nuclear Disarmament and India’, in Economic and Political Weekly, Vol. 35 (7),		Blended Learning Hours
6.Assessments		
Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>10+25+50</i>

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 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 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%

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

CL Os	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	P S O 1	P S O 2	P S O 3
Outcome 1	3	2	3		3			3	2	1		3		1	1
Outcome 2	2	2	2					2				2	2		
Outcome 3	3	2	3		3			3	1	2		3			
Outcome 4	2		2		2			2		2		2	2	2	2
Outcome 5	2	2	2		2			2				2			
Course Average	2	2	2		3			2	2	2		2	2	2	2

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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 Concepts and Theories of Public Policy		CO: 1
Name of Faculty from Synergy Dept. / Other Institution / Industry NA		
2. Topic Learning Outcome(s) 1		
Previous: NA	<p>Current: Key Concepts and Theories of Public Policy-</p> <ul style="list-style-type: none"> *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 	<p>Following: Stages in Public Policy Process-</p> <ul style="list-style-type: none"> * 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
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) / PBL (Problem or Project Based Learning) / IBL (Inquiry Based Learning)		Topic Learning Hours 10

4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A. ● Peer Learning. ● Collaborative learning. 		In Class Hours 10	Out of Class Hours 0
5. Resources <ol style="list-style-type: none"> 1. Public Policy; Theory and Concepts by Bidyut Chakrabarthy 2. Public Policy, An Introduction to Theory and Practice of policy analysis by- Wayne Parsons 3. Public Policy making in India by V. Ayyar 			Blended Learning Hours
6. Assessments			
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, quiz, written test	Marks 25+25+50	

1. Topic(s): Stages in Public Policy Process		CO: 2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry NA		
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,

	<p>* Public Policy Evaluation: Types, barriers and evaluating agencies</p> <p>* Role of local, regional, national and global factors in the public policy process</p> <p>Globalisation and public policy</p>	<p>Civil society and environment preservation in India.</p> <p>* Health Policy: Features, Health Policy in colonial India, Bhore Committee Report, National Health Policy in Neoliberal phase, National Health Rural and Urban Mission</p> <p>* Case Study on the environment and health policy</p>
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 Learning Hours 10
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions ● How many discussions / activities for this topic?: 2 ● How many groups? 1 	In Class Hours 10	Out of Class Hours
5. Resources <ul style="list-style-type: none"> ● 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 		Blended Learning Hours
6. Assessments		

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 health policy		CO: 2,4
Name of Faculty from Synergy Dept. / Other Institution / Industry NA		
2. Topic Learning Outcome(s) 2,4		
<p>Previous: Stages in Public Policy Process-</p> <ul style="list-style-type: none"> * 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 <p>Globalisation and public policy</p>	<p>Current: Environment and health policy-</p> <ul style="list-style-type: none"> * 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 	<p>Following:Policy on Population, Education and Social Welfare-</p> <ul style="list-style-type: none"> *Population Policy: Effects of population explosion, Progression, National Population Policy *Education Policy: Evolution of education system, Constitutional Vision, Educational administration, New Education Policy <p>Education commissions and committees, Right to education, Issues and challenges before Indian</p> <p>Education</p> <ul style="list-style-type: none"> * Welfare Policies- Women Empowerment (Self Help Group movement),

		MGNREGA, National Food Security Act Case Studies on education and welfare policies
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) IBL (Inquiry Based Learning) / RBL (Research Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A. ● Class debates. ● Peer learning. 	In Class Hours 15	Out of Class Hours
5. Resources <ul style="list-style-type: none"> ● 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 ● 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 		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 3+End term	Assessment Type Assignment, presentations, quiz, written test	Marks Marks 10+50

1. Topic(s): Policy on Population, Education and Social Welfare		CO: 4,5
Name of Faculty from Synergy Dept. / Other Institution / Industry NA		
2. Topic Learning Outcome(s) 4,5		
<p>Previous:Environment and health policy-</p> <p>* Environment Policy: Environmental Issues, Environmental Pollution, Constitutional and legal safeguards, Environment administration, Judicial Responses, Civil society and environment preservation in India.</p> <p>* Health Policy: Features, Health Policy in colonial India, Bhore Committee Report, National Health Policy in Neoliberal phase, National Health Rural and Urban Mission</p> <p>* Case Study on the environment and health policy</p>	<p>Current: Policy on Population, Education and Social Welfare-</p> <p>*Population Policy: Effects of population explosion, Progression, National Population Policy</p> <p>*Education Policy: Evolution of education system, Constitutional Vision, Educational administration, New Education Policy</p> <p>Education commissions and committees, Right to education, Issues and challenges before Indian Education</p> <p>* Welfare Policies-Women Empowerment (Self Help Group movement), MGNREGA, National Food Security Act</p> <p>Case Studies on education and welfare policies</p>	<p>Following: Ethics in Public Policy-</p> <p>*Essence, determinants and consequences of Ethics in-human actions; dimensions of ethics; ethics - in private and public relationships.</p> <p>*Ethical Concerns and Dilemmas in governance</p> <p>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</p> <p>* 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</p>

		Case Studies on ethics in public policy
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 Learning Hours 10
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions ● How many discussions / activities for this topic?: 2 ● How many groups? 1 	10	
5. Resources		Blended Learning Hours
<ul style="list-style-type: none"> ● 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. 		
6. Assessments		

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

1. Topic(s): Ethics in Public Policy	CO: 4,5
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Name of Faculty from Synergy Dept. / Other Institution / Industry NA

2. Topic Learning Outcome(s) 4,5

Previous:	Current:	Following:
<p>Policy on Population, Education and Social Welfare-</p> <p>*Population Policy: Effects of population explosion, Progression, National Population Policy</p> <p>*Education Policy: Evolution of education system, Constitutional Vision, Educational administration, New Education Policy</p> <p>Education commissions and committees, Right to education, Issues and challenges before Indian Education</p> <p>* Welfare Policies-Women Empowerment (Self Help Group movement), MGNREGA, National Food Security Act</p> <p>Case Studies on education and welfare policies</p>	<p>Ethics in Public Policy-</p> <p>*Essence, determinants and consequences of Ethics in-human actions; dimensions of ethics; ethics - in private and public relationships.</p> <p>*Ethical Concerns and Dilemmas in governance</p> <p>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</p> <p>* 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</p> <p>Case Studies on ethics in public policy</p>	<p>NA</p>

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 Learning Hours 15
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions ● How many discussions / activities for this topic?: 2 ● How many groups? 1 	In Class Hours 15	Out of Class Hours
5. Resources <ul style="list-style-type: none"> ● 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. 		Blended Learning Hours
6.Assessments		
Assessment Component(s) End term	Assessment Type Written examination	Marks 50

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	

Perspectives on International Relations and World History

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						

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%

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

CL Os	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3			3				3	2		
Outcome 2	2	2	2					2				2			
Outcome 3	3	2	3		3			3				3		2	
Outcome 4	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

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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 Designer

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

Lesson Plan

1. Topic(s): International Relations: Introduction		CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s)1,2			
Previous: NA	Current: Introduction Understanding International Relations History and International Relations: Emergence of the global state system		Following: Approaches to the study of International Relations
3. Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 10

4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A / Jigsaw ● How many discussions / activities for this topic? - 2 ● How many groups? – 2 	In Class Hours 10	Out of Class Hours
5. Resources <ol style="list-style-type: none"> 1. R. Jackson and G. Sorensen, (2007) Introduction to International Relations: Theories and Approaches, 3rd Edition, Oxford: Oxford University Press 2. Baylis, John and Steve Smith.(2008) <i>The Globalization of World Politics. An Introduction to International Relations.</i> 4th edn. Oxford: Oxford University Press 3. Brown and K. Ainley, (2009) Understanding International Relations, Basingstoke: Palgrave. 4. R. Mansbach and K. Taylor, (2012) Introduction to Global Politics, New York: Routledge 		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>15+25+50</i>
Lesson Plan		
1. Topic(s): Approaches to the Study of International Relations	CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2,3		
Previous: International Relations: Introduction	Current: Approaches to the Study of IR Liberalism and Neoliberalism Realism and Neorealism	Following: Twentieth Century IR History

	Marxist theories Feminist Perspectives	
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 Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 3 ● How many groups? – 2 	15	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. R. Jackson and G. Sorensen, (2007) Introduction to International Relations: Theories and Approaches, 3rd Edition, Oxford: Oxford University Press 2. Baylis, John and Steve Smith.(2008) <i>The Globalization of World Politics. An Introduction to International Relations.</i> 4th edn. Oxford: Oxford University Press 3. Brown and K. Ainley, (2009) Understanding International Relations, Basingstoke: Palgrave. 4. R. Mansbach and K. Taylor, (2012) Introduction to Global Politics, New York: Routledge 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 2 + Midterm+End term	Assignment, presentations, examination	<i>15+25+50</i>
Lesson Plan		
1. Topic(s): Twentieth Century IR History	CO: 4,5	

Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
Previous: Approaches to the Study of IR	Current: Twentieth Century IN History 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	Following: Foreign Policy
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? – 2 	In Class Hours 15	Out of Class Hours
Resources K. Mingst, (2011) Essentials of International Relations, New York: W.W. Norton and Company. Hobsbawm, E. (1995) Age of Extreme: The Short Twentieth Century, 1914—1991. London: Abacus Carr, E.H. (2004) International Relations between the Two World Wars: 1919-1939. New York: Palgrave F. Halliday, (1994) Rethinking International Relations, London: Macmillan. Taylor, A.J.P. (1961) The Origins of the Second World War. Harmondsworth: Penguin K. Mingst and J. Snyder, (2011) Essential Readings in International Relations, New York: W.W. Norton and Company Carr, E.H. (2004) International Relations between the Two World Wars: 1919-1939. New York: Palgrave.		Blended Learning Hours
6. Assessments		

<p align="center">Assessment Component(s)</p> <p align="center">CLA 3 + Midterm+End term</p>	<p align="center">Assessment Type</p> <p align="center">Assignment, presentations, examination</p>	<p align="center">Marks</p> <p align="center">10+25+50</p>	
<p align="center">Lesson Plan</p>			
<p>1. Topic(s): foreign Policy</p>	<p>CO: 4</p>		
<p align="center">Name of Faculty from Synergy Dept. / Other Institution / Industry</p>			
<p align="center">2. Topic Learning Outcome(s) 4</p>			
<p>Previous:</p> <p>Twentieth Century IR History</p>	<p>Current: Foreign Policy</p> <p>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</p>	<p>Following:</p> <p>Issues in IR</p>	
<p align="center">3. Pedagogy (all that apply)</p>			
<p align="center">Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)</p>		<p align="center">Topic Learning Hours</p> <p align="center">20</p>	
<p>4. Active Learning Techniques</p> <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? – 2 	<p align="center">In Class Hours</p> <p align="center">10</p>		<p align="center">Out of Class Hours</p>
<p>5. Resources</p> <p>5. Brezeczski, Z. (2005) Choice: Global Dominance or Global Leadership. New York: Basic Books.</p>		<p align="center">Blended Learning Hours</p>	

<ol style="list-style-type: none"> 6. Gill, S. (2005) 'Contradictions of US Supremacy' in Panitch, L. and Leys, C. (eds.) <i>Socialist Register: The Empire Reloaded</i>. London: Merlin Press. 2004, London, Merlin Press and New York, Monthly Review Press. <i>Socialist Register</i>. 7. Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) <i>Empire and Neo Liberalism in Asia</i>. London: Routledge. 8. S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis and S. Smith (eds), <i>The Globalization of World Politics: An Introduction to International Relations</i>, New York: Oxford University Press. 9. M. Smith and R. Little, (eds) (2000) 'Introduction', in <i>Perspectives on World Politics</i>, New York: Routledge 10. S. Lawson, (2003) <i>International Relations</i>, Cambridge: Polity Press 11. K. Mingst, (2011) <i>Essentials of International Relations</i>, New York: W.W. Norton and Company 	
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Lesson Plan		
2. Topic(s): Issues in IR	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
Previous: Foreign Policy	Current: Issues in IR Environmental Issues Human Rights Terrorism Nuclear Proliferation	Following: NA
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? – 2 	In Class Hours 15	Out of Class Hours

<p>Resources</p> <p>Brezeznski, Z. (2005) Choice: Global Dominance or Global Leadership. New York: Basic Books.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>M. Smith and R. Little, (eds) (2000) ‘Introduction’, in Perspectives on World Politics, New, York: Routledge</p> <p>S. Lawson, (2003) International Relations, Cambridge: Polity Pres</p> <p>K. Mingst, (2011) Essentials of International Relations, New York: W.W. Norton and Company</p>		<p>Blended Learning Hours</p>
<p>6.Assessments</p>		
<p>Assessment Component(s)</p> <p>CLA 3 + Midterm+End term</p>	<p>Assessment Type</p> <p>Assignment, presentations, examination</p>	<p>Marks</p> <p>10+25+50</p>

Name of the Course: Internship

Course Code		Course Category	RDIP	L-T/D-P/Pr-C	0	0	4	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

- 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 concepts and practices.	1	70	80
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

CL Os	Program Learning Outcomes (PLO)														
	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 Lif elon 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 Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
Level 1	Remember	NA	NA	NA	NA	NA
	Understand					
Level 2	Apply	NA	NA	NA	NA	NA
	Analyse					
Level 3	Evaluate	NA	NA	NA	NA	NA
	Create					
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**

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 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: 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%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3			3		2		3	2		
Outcome 2	2	2	2					2	2			2		2	
Outcome 3	3	2	3		3			3	2			3			2
Outcome 4	2		2		2			2				2		1	
Outcome 5	2	2	2		2			2		2		2		2	2
Course Average	2	2	2		3			2	2	2		2	2	2	2

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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 Designer

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

Lesson Plan

1. Topic(s): Public Administration as a discipline		CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s)1,2			
Previous: NA	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 concepts and principles- *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
3.Pedagogy (all that apply)			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 10
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A / Jigsaw ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 		10	

5. Resources <ul style="list-style-type: none"> ● M. Bhattacharya, (2008) New Horizons of Public Administration, 5th Revised Edition. New Delhi: Jawahar Publishers,pp 1-42 ● Rumki Basu (2008) Public Administration: Concepts and Theories. Sterling Publishers: New Delhi,pp 1-37 ● D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyanarayana (eds), Administrative Thinkers, Sterling Publishers, 2010,pp 1-22 		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>15+25+50</i>
Lesson Plan		
1. Topic(s): Basic concepts and principles	CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning 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	Current: Basic concepts and principles- 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	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 Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 3 ● How many groups? - 2 	15	
5. Resources		Blended Learning Hours
<ul style="list-style-type: none"> ● M. Bhattacharya, (2008) New Horizons of Public Administration, 5th Revised Edition. New Delhi: Jawahar Publishers,pp 141-165 ● Rumki Basu (2008) Public Administration: Concepts and Theories. Sterling Publishers: New Delhi,pp 1-37 ● D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyanarayana (eds), Administrative Thinkers, Sterling Publishers, 2010,pp 1-22 		
6. Assessments		
Assessment Component(s) CLA 2 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>15+25+50</i>
Lesson Plan		
1. Topic(s): Theories of administration	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
Previous: Basic concepts and principles- Organization. Hierarchy. Unity of Command. Span of Control. Authority and Responsibility. Centralization and Decentralization	Current: 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	Following: Financial and local administration- *Budget – Meaning, Significance, Principles Budgetary Process - Formulation, Enactment

<p>*Delegated Legislation. Chief Executive. Line, Staff and Auxiliary Agencies. * Public Enterprises. Independent Regulatory Commissions. * Case study on various concepts and principles of administration</p>	<p>*Case study on theories of administration</p>	<p>Execution. Line-Item vs Performance * Budget. Incremental v Zero-Based Budget. Su Legislation. Rural and Urban Governance in India</p>
<p>3.Pedagogy (all that apply)</p>		
<p>Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)</p>		<p>Topic Learning Hours 15</p>
<p>4. Active Learning Techniques</p> <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	<p>In Class Hours 15</p>	<p>Out of Class Hours</p>
<p>5. Resources</p> <ul style="list-style-type: none"> ● M. Bhattacharya, (2008) New Horizons of Public Administration, 5th Revised Edition. New Delhi: Jawahar Publishers,pp 45-112 ● D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyanarayana (eds), Administrative Thinkers, Sterling Publishers, 2010,pp 41-265 		<p>Blended Learning Hours</p>
<p>6.Assessments</p>		
<p>Assessment Component(s) CLA 3 + Midterm+End term</p>	<p>Assessment Type Assignment, presentations, examination</p>	<p>Marks <i>10+25+50</i></p>

Lesson Plan		
1. Topic(s): Financial and local administration	CO: 4	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning 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	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 Debate and Public-Private Partnership. Ombudsmen in India: CVC, Lok Pal LokAyuktha., Case study on growth and trends in public administration
3.Pedagogy (all that apply)		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 8
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	8	
5. Resources		Blended Learning Hours
1. M. Bhattacharya, (2008) New Horizons of Public Administration, 5th Revised Edition. New Delhi: Jawahar Publishers pp 363-384		

2. B. Chakrabarty, P. Chand, Arindam Roy (2012), Public Administration in a globalising world: theory and practice, New Delhi: Sage Page pp 414-445		
6. Assessments		
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment, presentations, examination,	Marks 10+50
Lesson Plan		
1. Topic(s): Growth and trends in Public administration	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
Previous: Financial and local administration- *Budget – Meaning, Significance, Principles. Budgetary Process - Formulation, Enactment, Execution. Line-Item vs Performance * Budget. Incremental vs Zero-Based Budget. Sun's Legislation. Rural and Urban Governance in India	Current: Growth and trends in Public administration- *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	Following: NA
3. Pedagogy (all that apply)		

Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	12	
5. Resources		Blended Learning Hours
<ul style="list-style-type: none"> ● M. Bhattacharya, (2008) New Horizons of Public Administration, 5th Revised Edition. New Delhi: Jawahar Publishers ● B. Chakrabarty, P. Chand, Arindam Roy(2012),Public Administration in a globalising world: theory and practice, New Delhi: Sage Page pp 479-509 		
6. Assessments		
Assessment Component(s) CLA 3 +End term	Assessment Type Assignment + examination	Marks <i>10+50</i>

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 Religion	15
	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 Clash 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)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3	1		3				3			2
Outcome 2	2	2	2				2	2		2		2		2	
Outcome 3	3	2	3		3	1		3				3	2		2
Outcome 4	2		2		2		2	2		2		2	2		
Outcome 5	2	2	2		2	1		2				2			

Course Average	2	2	2		3	1	2	2		2		2	2	2	2
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Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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, Assistant Professor, Dept. of Liberal Arts, ESLA, SRM University- AP

Lesson Plan

1. Topic(s): Introduction to the Study of Religion and State		CO: 1,2, 3	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 1,2,3			
Previous: NA	Current: Introduction to the Study of Religion and State Overview of Religion and State Relations The Politics of Church and State Religion and Democracy		Following: Moderni Secularization, and t Persistence of Religion The Clash Between Religion and Modern Secularization Theor and Its Critics Rethinking Secularization
3. Pedagogy			
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)			Topic Learning Hours 10
4. Active Learning Techniques		In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A / Jigsaw ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 		10	
5. Resources			Blended Learning Hours
1. Moyser, George, "Religion and Politics", in John R. Hinnells (ed.), Routledge Companion to the Study of Religion, (New York: Routledge, 2005) chap. 24, pp. 423- 438. [BL 41 R685 2005]			

<ol style="list-style-type: none"> 2. 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]. 3. Bakunin, Michael. God and the State (New York: Dover Publications, 1970). pp. 20-39 4. Stepan, Alfred, “Religion, Democracy and the ‘Twin Tolerations’,” Journal of Democracy, Vol. 11 (October 2000), pp. 37 - 57. 5. Minkenber, 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. Assessments		
Assessment Component(s) CLA 1 + Midterm + End term	Assessment Type Assignment, presentations, examination	Marks <i>15+25+50</i>
Lesson Plan		
1. Topic(s): Modernity, Secularization, and the Persistence of Religion	CO: 3, 4	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 1,2, 3, 4		
Previous: Introduction to the Study of Religion and State Overview of Religion and State Relations	Current: Modernity, Secularization, and the Persistence of Religion	Following: Religion and Identity Politics: Religion, Identity, and Conflict

The Politics of Church and State Religion and Democracy	The Clash Between Religion and Modernity Secularization Theory and Its Critics Rethinking Secularization	Religion and Tolerance
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 Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 3 ● How many groups? - 2 	15	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Brubaker, Rogers, "Religion and Nationalism: Four Approaches", Nations and Nationalism, Vol. 18, Issue 1 (2012), pp.2-20. 2. Hearn, Jonathan, Rethinking Nationalism- A Critical Introduction (Houndmills: Palgrave Macmillan, 2006). 3. Juergensmeyer, Mark, "Nationalism and Religion", in: Robert A. Segal (ed). The Blackwell Companion to the Study of Religion (Oxford: Blackwell Publishing, 2006), pp. 357-367. 4. Secularism and Its Critics Edited by Rajeev Bhargava, Oxford University Press, 1998 5. Berger, Peter, 2008, "Secularization Falsified", First Things 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 2 + Midterm+End term	Assignment, presentations, examination	<i>15+25+50</i>

Lesson Plan		
1. Topic(s): Religion and Identity Politics	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 1,2,4,5		
Previous: Modernity, Secularization, and the Persistence of Religion: The Clash Between Religion and Modernity Secularization Theory and Its Critics Rethinking Secularization	Current: Religion and Identity Politics Religion, Identity, and Conflict Religion and Tolerance	Following: Religion, Violence, and the Clash of Civilizations: The Clash of Civilizations and Responses to the Clash of Civilizations Religion and Violence Religion and Peace making
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 20
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> Discussions / Interactions /Q&A 	20	

<ul style="list-style-type: none"> • How many discussions / activities for this topic? - 2 • How many groups? - 2 		
5. Resources <ol style="list-style-type: none"> 1. Brubaker, Rogers, "Religion and Nationalism: Four Approaches", Nations and Nationalism, Vol. 18, Issue 1 (2012), pp.2-20. 2. Hearn, Jonathan, Rethinking Nationalism- A Critical Introduction (Houndmills: Palgrave Macmillan, 2006). 3. Juergensmeyer, Mark, "Nationalism and Religion", in: Robert A. Segal (ed). The Blackwell Companion to the Study of Religion (Oxford: Blackwell Publishing, 2006), pp. 357-367. 4. Riis, Ole, 1998, "Religion Re-Emerging-The Role of Religion in Legitimizing Integration and Power", International Sociology, 13 (2), pp. 249-272. 		Blended Learning Hours
6. Assessments		
<p style="text-align: center;">Assessment Component(s)</p> <p style="text-align: center;">CLA 3 + Midterm + End term</p>	<p style="text-align: center;">Assessment Type</p> <p style="text-align: center;">Assignment, presentations, examination</p>	<p style="text-align: center;">Marks</p> <p style="text-align: center;"><i>10+25+50</i></p>
Lesson Plan		
1. Topic(s): Modern Political Thinker II	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 1,2,4,5		
Previous:	Current:	Following:

Religion and Identity Politics:	Religion, Violence, and the Clash of Civilizations:	NA
Religion, Identity, and Conflict	The Clash of Civilizations and Responses to the Class of Civilizations	
Religion and Tolerance	Religion and Violence Religion and Peace making	
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 Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	15	
5. Resources		Blended Learning Hours
1. Riis, Ole, 1998, "Religion Re-Emerging-The Role of Religion in Legitimizing Integration and Power", International Sociology, 13 (2), pp. 249-272.		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3 +End term	Assignment, presentations, examination,	<i>10+50</i>

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 Approaches	
	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 Commons Debate	
	Proliferation of nuclear weapons	
	Migration	
	International Terrorism: Non-state actors and state terrorism	

Global 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						
Board of Studies Approval Date		Academic Council Approval Date						

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%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3			3				3	3		
Outcome 2	2	2	2					2				2		2	
Outcome 3	3	2	3		3			3				3			1
Outcome 4	2		2		2			2				2			
Outcome 5	2	2	2		2			2				2		1	2
Course Average	2	2	2		3			2				2	2	2	2

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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): Introduction to Globalization		CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s)1,2			
Previous: NA	Current: Introduction to Globalization Understanding Globalization: Liberal and Radical Approaches Debates on Sovereignty and Territoriality		Following: World Economy
3. Pedagogy			

Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Discussions / Interactions /Q&A / Jigsaw • How many discussions / activities for this topic? - 2 • How many groups? – 2 	10	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. G. Ritzer, (2010) <i>Globalization: A Basic Text</i>, Sussex: Wiley-Blackwell. 2. M. Strager, (2009) <i>Globalization: A Very Short Introduction</i>, London: Oxford University Press. 3. R. Keohane and J. Nye Jr, (2000) ‘Globalization: What’s New? What’s Not? (And So What?)’, in <i>Foreign Policy</i>. 4. A. Heywood, (2011) <i>Global Politics</i>, New York: Palgrave-McMillan. 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 1 + Midterm+End term	Assignment, presentations, examination	15+25+50
Lesson Plan		
1. Topic(s): Global Economy	CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2,3		
Previous:	Current: Global Economy	Following:

Introduction to Globalization	Evolution of Global Economy Post-war Economic System Critique of Global Capitalism	International Governmental Organisations
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 Techniques <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 3 ● How many groups? – 2 	In Class Hours 15	Out of Class Hours
5. Resources <ol style="list-style-type: none"> 1. T. Cohn, (2009) <i>Global Political Economy: Theory and Practice</i>. 2. R. Picciotto, (2003) ‘A New World Bank for a New Century’, in C. Roe Goddard et al., <i>International Political: State-Market Relations in a Changing Global Order</i>, Boulder: Lynne Rienner. 3. A. Narlikar, (2005) <i>The World Trade Organization: A Very Short Introduction</i>, New York: Oxford University Press. 		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 2 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>15+25+50</i>
Lesson Plan		

1. Topic(s): International Governmental Organizations		CO: 4,5
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
Previous: Evolution of Global Economy	Current: International Governmental Organisations League of Nations: Structure and Role United Nations: Structure and Role	Following: Global Issues
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? – 2 	In Class Hours 15	Out of Class Hours
1. Resources 2. Moore, J.A. Jr. and Pubantz, J. (2008) <i>The new United Nations</i> . Delhi: Pearson Education. 3. R. Keohane and J. Nye Jr, (2000) ‘ <i>Globalization: What’s New? What’s Not? (And So What?)</i> ’, in Foreign Policy. 4. A. Heywood, (2011) <i>Global Politics</i> , New York: Palgrave-McMillan.		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>10+25+50</i>

Lesson Plan		
1. Topic(s): Global Issues	CO: 4	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4		
Previous: International Governmental organizations	Current: Global Issues Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate Proliferation of Nuclear Weapons Migration International Terrorism: Non-state and state actors	Following: NA
3. Pedagogy (all that apply)		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 20
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? – 2 	In Class Hours 10	Out of Class Hours

5. Resources	Blended Learning Hours
<ol style="list-style-type: none"> 1. J. Volger, (2011) ‘Environmental Issues’, in J. Baylis, S. Smith and P. Owens (eds.) <i>Globalization of World Politics</i>, New York: Oxford University Press. 2. D. Howlett, (2011) ‘Nuclear Proliferation’, in J. Baylis, S. Smith and P. Owens (eds.) <i>Globalization of World Politics</i>, New York: Oxford University Press. 3. S. Castles, (2012) ‘Global Migration’, in B. Chimni and S. Mallavarapu (eds.) <i>International Relations: Perspectives For the Global South</i>, New Delhi: Pearson. 4. Baylis, John and Steve Smith.(2008) <i>The Globalization of World Politics. An Introduction to International Relations</i>. 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, Cultural perspectives	
Unit 2	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	

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)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)			End Semester Essay(40%)
		CLA-1 (20%) In Class Quiz	Mid-1 (20%) In Class Midterm	CLA-2 (20%) Class Participation	Take home final essay
Level 1	Remember	50%	50%	50%	50%
	Understand				
Level 2	Apply	50%	50%	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

Lesson Plan

1. Topic(s): Concepts of Human 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)		
Lecture / CBL (Case Based Learning) / PBL (Problem or Project Based Learning) / ABL (Activity Based Learning) /		Topic Learning Hours
		12
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions ● How many discussions / activities for this topic? 2 How many groups? 2 <ul style="list-style-type: none"> ● 	10	2
5. Resources		Blended Learning Hours
1. Henry J Steiner and Philip Alston(ed), 2000 International Human Rights in Context, Oxford University Press. 2. Darren J O' Byrne, Human Rights: An Introduction (2005) Pearson Education Pte. Ltd., Singapore. 3. Tim Dunne and Nicholas J., Human Rights in Global Politics (ed.) Cambridge University Press, Cambridge.		
6. Assessments		

Assessment Component(s) CLA 1	Assessment Type In Class Quiz	Marks 50
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Lesson Plan

1. Topic(s):Origins and Evolution of Human Rights in International Sphere		CO: 1,2
Name of Faculty from Synergy Dept. / Other Institution / Industry		
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 Based Learning) / IBL (Inquiry Based Learning) / RBL (Research Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions ● How many discussions / activities for this topic? 2 How many groups? 2	In Class Hours 15	Out of Class Hours

5. Resources		Blended Learning Hours
<p>1. Henry J Steiner and Philip Alston(ed), 2000 International Human Rights in Context, Oxford University Press.</p> <p>2. International Encyclopedia Of Social Sciences (2008) William Darity, Jr., Emerald Insight, MacMillan Reference, USA</p>		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 2	In Class Midterm Exam	50

Lesson Plan

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	Current: State and Individual Liberty	Following: UN, IGO's, NGO's
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) / RBL (Research Based Learning)		Topic Learning Hours
		15
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● 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 Rights and Democracy (Shimla: Indian Institute of Advanced Studies, 1998). 2. Basil Duner (ed.), An End to Torture: Strategies of its Eradication, (1998), Zed Books, London.		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 2	Assessment Type In Class Midterm Exam	Marks 50

Lesson Plan

1. Topic(s): UN, IGO's, NGO's		CO: 3, 4
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 3, 4		
Previous: State and Individual Liberty	Current: UN, IGO's, NGO's	Following: Conclusion and Reflections
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) / RBL (Research Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions ● How many discussions / activities for this topic? 2 	In Class Hours 12	Out of Class Hours

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

Lesson Plan

1. Topic(s): UN, IGO's, NGO's		CO: 4
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s)		
Previous: UN, IGO's, NGO's	Current: Conclusion and Reflections	Following: N/A
3. Pedagogy (all that apply)		
Lecture		Topic Learning Hours 6
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions ● How many discussions / activities for this topic? 2 How many groups? 2	In Class Hours 6	Out of Class Hours

5. Resources		Blended Learning Hours
1. Aseem Shrivastava and Ashish Kothari eds (2014) Churning the Earth: The Making of Global India, Penguin, India		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 1, 2, 3, 4	Class Participation	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	
	Focus group discussion, Case Study, Genealogy	
Unit 4	Issues in Research Methods	10
	Research Ethics	
	Reflexivity	
	Reliability and Validity in Social Sciences	
Unit 5	Writing Research Proposal	16
	Abstract and Table of Contents	
	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 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: 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%

CL Os	Program Learning Outcomes (PLO)														
	Engi neeri ng Kno wled ge	Pro ble m Ana lysis	Desig n and Devel opme nt	Ana lysi s, Desig n and Resear ch	Mo der n To ol and ICT 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 Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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 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.

Lesson Plan

1. Topic(s): Introduction to Social Science Research		CO: 1,2
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 Learning) / PBL (Problem or Project Based Learning) / ABL (Activity Based Learning) / EL (Experiential Learning) /IBL (Inquiry Based Learning) / RBL (Research Based Learning) Fieldwork experience.		Topic Learning Hours 12
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions / Interactions /Q&A. • Peer Learning. 	In Class Hours 12	Out of Class Hours
5. Resources 1. Bernard, H. R. (1990). <i>Research Methods in Cultural Anthropology</i> . New Delhi: Sage Publications. 2. Bruce L. B. (1995) <i>Qualitative Research Methods for the Social Sciences</i> , London, Allyn and Bacon. 3. Pelto, P. J., and Pelton. G. H. (1978). <i>Anthropology Research; The structure of Inquiry</i> . Cambridge: Cambridge University Press.		Blended Learning Hours 6
6.Assessments		
Assessment Component(s) CLA 1+Midterm+End Term	Assessment Type Assignment, presentation, quiz, written test	Marks 15+5+5

2. Topic(s): Quantitative Methods		CO: 1,2
Name of Faculty from Synergy Dept. / Other Institution / Industry NA		
2. Topic Learning Outcome(s) 1,2		
Previous: Introduction to Social Science Research	Current: Quantitative Methods	Following: Qualitative Methods
3.Pedagogy (all that apply)		
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)		Topic Learning Hours 12

4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions / Interactions /Q&A / Jigsaw etc. • Peer review/Learning. • Group Projects 	In Class Hours 12	Out of Class Hours
5. Resources <ol style="list-style-type: none"> 1. Bernard, Russell (2017) Research Methods in Anthropology: Qualitative and Quantitative Approaches. AltaMira Press Publications, 6th edition. 		Blended Learning Hours 6
6.Assessments		
Assessment Component(s) CLA 2+Midterm+End term	Assessment Type Assignment, Presentation, quiz, written test	Marks 15+5+5

3. Topic(s): Qualitative Methods		CO: 3,4
Name of Faculty from Synergy Dept. / Other Institution / Industry NA		
2. Topic Learning Outcome(s) 3,4		
Previous: Quantitative Methods	Current: Qualitative Methods	Following: Issues in research methods
3.Pedagogy (all that apply)		
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 Experiential Learning		Topic Learning Hours 12
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions / Interactions /Q&A / Jigsaw etc. • Peer review/Learning. 	In Class Hours 12	Out of Class Hours

5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> Bernard, H. R. (1990). <i>Research Methods in Cultural Anthropology</i>. New Delhi: Sage Publications. Bruce L. B. (1995) <i>Qualitative Research Methods for the Social Sciences</i>, London, Allyn and Bacon. Pelto, P. J., and Pelton. G. H. (1978). <i>Anthropology Research; The structure of Inquiry</i>. Cambridge: Cambridge University Press. Srivastava, V. K. (Ed.) (2004) <i>Methodology and Fieldwork</i>. New Delhi: Oxford University Press 		6
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
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. / Other Institution / Industry NA		
2. Topic Learning Outcome(s) 4,5		
Previous: Qualitative Studies	Current Issues in research methods	Following: Writing research proposal
3. Pedagogy (all that apply)		
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) <i>Including field visits in Experiential Learning</i>		Topic Learning Hours
		12
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> Discussions / Interactions /Q&A. Group project. 	12	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> Bernard, H. R. (1990). <i>Research Methods in Cultural Anthropology</i>. New Delhi: Sage Publications. Bruce L. B. (1995) <i>Qualitative Research Methods for the Social Sciences</i>, London, Allyn and Bacon. 		5

3. Chaudhary, S.K and Chaudhuri, S. S. (Eds.). (2014). <i>Fieldwork in South Asia: Memories, Movements, And Experiences</i> . New Delhi: Sage Publication. 4. Srivastava, V. K. (Ed.) (2004) <i>Methodology and Fieldwork</i> . New 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. / Other Institution / Industry NA		
2. Topic Learning Outcome(s) 4,5		
Previous: Issues in research methods	Current Writing research proposal	Following: NA
3.Pedagogy (all that apply)		
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 Experiential Learning		Topic Learning Hours
		12
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> • Fieldwork 	12	
5. Resources		Blended Learning Hours
1. Atkinson, P.A. (2007). <i>Ethnography: Principles and Practice</i> . London: Routledge. 2. Bernard, H. R. (1990). <i>Research Methods in Cultural Anthropology</i> . New Delhi: Sage Publications. 3. Pelto, P. J., and Pelton. G. H. (1978). <i>Anthropology Research; The structure of Inquiry</i> . Cambridge: Cambridge University Press. 4. Srivastava, V. K. (Ed.) (2004) <i>Methodology and Fieldwork</i> . New Delhi: Oxford University Press.		6
6.Assessments		
Assessment Component(s)	Assessment Type	Marks
End term	Written Exam	10

Summary

INTERNATIONAL ORGANISATIONS		
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	

International Organisations

Course Code		Course Category	CC	L-T-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 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%

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

CL Os	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	P S O 1	P S O 2	P S O 3
Outcome 1	3	2	3		3			3				3	1		
Outcome 2	2	2	2					2	2			2	2		
Outcome 3	3	2	3		3			3				3		2	
Outcome 4	2		2		2			2				2		2	
Outcome 5	2	2	2		2			2				2			2
Course Average	2	2	2		3			2	2			2	2	2	2

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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	
Name of Faculty from Synergy Dept. / Other Institution / Industry			
2. Topic Learning Outcome(s) 1,2			
Previous: NA	Current: Introduction- Definition, Characteristics and Classification of international organisations, Theories of International Organizations		Following: Origins of International Institutions, Treaty of Westphalia, Congress of Vienna, League of Nations, Evolution of Bretton wood Institutions
3. Pedagogy			

Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A / Jigsaw ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	In Class Hours 10	Out of Class Hours
5. Resources <ol style="list-style-type: none"> 1. Margaret Karns and Karen Mingst, International Organisations: The Politics and Process of Global Governance. Boulder: Lynne Rienner Publishers. 2009 2. Clive Archer, International Organizations, 3rd edn.London.Routledge.2011 3. Michael Barnett and Martha Finnemore, Rules for the World: International Organizations in Global Politics. Ithaca: Cornell UP. 2004 4. Spandler, K. (2018). Regional organisations in international society: ASEAN, the EU and the Politics of Normative Arguing. Springer. 5. Thomas D. Zweifel, International Organizations and Democracy: Accountability, Politics, and Power, Lynne Rienner Publishers.2006. 6. Inis Claude Jr. From Swords into Ploughshares: The Problems and Progress of International Organization, 4th edn, New York Random House. 7. Thomas G Weiss and Sam Daws (eds) The Oxford Handbook on the United Nations, New York, Oxford University Press.2007. 8. Metzger, M. (2016). Challenges For International Organizations in the 21st Century: Essays in Honor of Klaus Hübner. Springer. 9. Hosli, M. O., Garrett, T., Niedecken, S., & Verbeek, N. (2021). The future of multilateralism: Global Cooperation and International Organizations. Rowman & Littlefield. 		Blended Learning Hours

6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 1 + Midterm+End term	Assignment, presentations, examination	<i>15+25+50</i>
Lesson Plan		
1. Topic(s): Historical Progression	CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2,3		
Previous: Introduction- Definition, Characteristics and Classification of international organisations, Theories of International Organizations	Current: Historical Progression- Origins of International Institutions Treaty of Westphalia, Congress of Vienna, League of Nations, Evolution of Bretton wood Instituti	Following: Global Governance- UNO,WTO, IMF, WHO, ILO
3. Pedagogy (all that apply)		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 15

<p>4. Active Learning Techniques</p> <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 3 ● How many groups? - 2 	<p>In Class Hours</p> <p style="text-align: center;">15</p>	<p>Out of Class Hours</p>
<p>5. Resources</p> <ol style="list-style-type: none"> 1. Margaret Karns and Karen Mingst, International Organisations: The Politics and Process of Global Governance. Boulder: Lynne Rienner Publishers. 2009 2. Clive Archer, International Organizations, 3rd edn.London.Routledge.2011 3. Michael Barnett and Martha Finnemore, Rules for the World: International Organizations in Global Politics. Ithaca: Cornell UP. 2004 4. Spandler, K. (2018). Regional organisations in international society: ASEAN, the EU and the Politics of Normative Arguing. Springer. 5. Thomas D. Zweifel, International Organizations and Democracy: Accountability, Politics, and Power, Lynne Rienner Publishers.2006. 6. Inis Claude Jr. From Swords into Ploughshares: The Problems and Progress of International Organization, 4th edn, New York Random House. 7. Thomas G Weiss and Sam Daws (eds) The Oxford Handbook on the United Nations, New York, Oxford University Press.2007. 8. Metzger, M. (2016). Challenges For International Organizations in the 21st Century: Essays in Honor of Klaus Hübner. Springer. 9. Hosli, M. O., Garrett, T., Niedecken, S., & Verbeek, N. (2021). The future of multilateralism: Global Cooperation and International Organizations. Rowman & Littlefield. 		<p>Blended Learning Hours</p>
<p>6.Assessments</p>		
<p>Assessment Component(s)</p>	<p>Assessment Type</p>	<p>Marks</p> <p style="text-align: center;"><i>15+25+50</i></p>

CLA 2 + Midterm+End term	Assignment, presentations, examination	
Lesson Plan		
1. Topic(s): Global Governance	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		
Previous: Historical Progression- Origins of International Institutions, Treaty of Westphalia, Congress of Vienna, League of Nations, Evolution of Bretton wood Institutions	Current: Global Governance- UNO,WTO, IMF, WHO, ILO	Following: Regional Organisations- EU, BRICS, SCO, GCC, SAARC ASEAN, BIMSTEC
3.Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)	Topic Learning Hours 15	
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> Discussions / Interactions /Q&A 	15	

<ul style="list-style-type: none"> ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 		
<p>5. Resources</p> <ol style="list-style-type: none"> 1. Margaret Karns and Karen Mingst, International Organisations: The Politics and Process of Global Governance. Boulder: Lynne Rienner Publishers. 2009 2. Clive Archer, International Organizations, 3rd edn.London.Routledge.2011 3. Michael Barnett and Martha Finnemore, Rules for the World: International Organizations in Global Politics. Ithaca: Cornell UP. 2004 4. Spandler, K. (2018). Regional organisations in international society: ASEAN, the EU and the Politics of Normative Arguing. Springer. 5. Thomas D. Zweifel, International Organizations and Democracy: Accountability, Politics, and Power, Lynne Rienner Publishers.2006. 6. Inis Claude Jr. From Swords into Ploughshares: The Problems and Progress of International Organization, 4th edn, New York Random House. 7. Thomas G Weiss and Sam Daws (eds) The Oxford Handbook on the United Nations, New York, Oxford University Press.2007. 8. Metzger, M. (2016). Challenges For International Organizations in the 21st Century: Essays in Honor of Klaus Hübner. Springer. 9. Hosli, M. O., Garrett, T., Niedecken, S., & Verbeek, N. (2021). The future of multilateralism: Global Cooperation and International Organizations. Rowman & Littlefield. 		<p>Blended Learning Hours</p>
<p>6.Assessments</p>		
<p style="text-align: center;">Assessment Component(s)</p> <p style="text-align: center;">CLA 3 + Midterm+End term</p>	<p style="text-align: center;">Assessment Type</p> <p style="text-align: center;">Assignment, presentations, examination</p>	<p style="text-align: center;">Marks</p> <p style="text-align: center;"><i>10+25+50</i></p>

Lesson Plan		
1. Topic(s): Regional Organisations	CO: 4	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4		
Previous: UNO, WTO, IMF, WHO, ILO	Current: Regional Organisations- EU, BRICS, SCO, GCC, SAARC ASEAN, BIMSTEC	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. Pedagogy (all that apply)		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 8
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	8	
5. Resources		Blended Learning Hours
1. Margaret Karns and Karen Mingst, International Organisations: The Politics and Process of Global Governance. Boulder: Lynne Reinner Publishers. 2009		

<ol style="list-style-type: none"> 2. Clive Archer, International Organizations, 3rd edn. London. Routledge. 2011 3. Michael Barnett and Martha Finnemore, Rules for the World: International Organizations in Global Politics. Ithaca: Cornell UP. 2004 4. Spandler, K. (2018). Regional organisations in international society: ASEAN, the EU and the Politics of Normative Arguing. Springer. 5. Thomas D. Zweifel, International Organizations and Democracy: Accountability, Politics, and Power, Lynne Rienner Publishers. 2006. 6. Inis Claude Jr. From Swords into Ploughshares: The Problems and Progress of International Organization, 4th edn, New York Random House. 7. Thomas G Weiss and Sam Daws (eds) The Oxford Handbook on the United Nations, New York, Oxford University Press. 2007. 8. Metzger, M. (2016). Challenges For International Organizations in the 21st Century: Essays in Honor of Klaus Hübner. Springer. 9. Hosli, M. O., Garrett, T., Niedecken, S., & Verbeek, N. (2021). The future of multilateralism: Global Cooperation and International Organizations. Rowman & Littlefield. 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3 +End term	Assignment, presentations, examination,	<i>10+50</i>
Lesson Plan		
1. Topic(s): Contemporary Issues and Future of International Organisations	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		

2. Topic Learning Outcome(s) 4,5		
Previous: Regional Organisations- EU, BRICS, SCO, GCC, SAARC ASEAN, BIMSTEC	Current: Contemporary Issues and Future of International Organisations- Challenges Facing International Organisations, Relevance and Legitimacy of International Organisations, Future Trends and Prospects for International Organisations	Following: NA
3.Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	12	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Margaret Karns and Karen Mingst, International Organisations: The Politics and Process of Global Governance. Boulder: Lynne Rienner Publishers. 2009 2. Clive Archer, International Organizations, 3rd edn.London.Routledge.2011 3. Michael Barnett and Martha Finnemore, Rules for the World: International Organizations in Global Politics. Ithaca: Cornell UP. 2004 4. Spandler, K. (2018). Regional organisations in international society: ASEAN, the EU and the Politics of Normative Arguing. Springer. 5. Thomas D. Zweifel, International Organizations and Democracy: Accountability, Politics, and Power, Lynne Rienner Publishers.2006. 		

<p>6. Inis Claude Jr. From Swords into Ploughshares: The Problems and Progress of International Organization, 4th edn, New York Random House.</p> <p>7. Thomas G Weiss and Sam Daws (eds) The Oxford Handbook on the United Nations, New York, Oxford University Press.2007.</p> <p>8. Metzger, M. (2016). Challenges For International Organizations in the 21st Century: Essays in Honor of Klaus Hüfner. Springer.</p> <p>9. Hosli, M. O., Garrett, T., Niedecken, S., & Verbeek, N. (2021). The future of multilateralism: Global Cooperation and International Organizations. Rowman & Littlefield.</p>		
6.Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3 +End term	Assignment + examination	<i>10+50</i>



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.

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	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

CL Os	Program Learning Outcomes (PLO)														
	Engi neeri ng Kno wled ge	Pro ble m An aly sis	Desi gn and Devel opme nt	Ana lysi s, Desi gn and Resea rch	Mo der n To ol and ICT Usa ge	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 Lif elon 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 Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
Level 1	Remember	NA	NA	NA	NA	NA
	Understand					
Level 2	Apply	NA	NA	NA	NA	NA
	Analyse					
Level 3	Evaluate	NA	NA	NA	NA	NA
	Create					
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			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 concepts and practices.	1	70	80
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

CL Os	Program Learning Outcomes (PLO)														
	Engi neer ing Kno wled ge	Pro ble m An aly sis	Desi gn and Devel opme nt	Ana lysi s, Desi gn and Resea rch	Mo der n To ol and ICT Usa ge	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 mwo rk Skill s	Comm unicati on Skills	Proje ct Mana geme nt and Finan ce	Self - Dir ecte d and Lif elon 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 Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
Level 1	Remember	NA	NA	NA	NA	NA
	Understand					
Level 2	Apply	NA	NA	NA	NA	NA
	Analyse					
Level 3	Evaluate	NA	NA	NA	NA	NA
	Create					
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
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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 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 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%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 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			

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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 Dept. / Other Institution / Industry NA		
2. Topic Learning Outcome(s) 1,2		
Previous: NA	Current: Introduction- <ul style="list-style-type: none"> ● Meaning, definitions and basic concepts ● Democratic principles and values 	Following: Models of Democracy- <ul style="list-style-type: none"> ● Classical Democracy ● Republicanism ● Liberal Democracy ● Direct Democracy
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) / PBL (Problem or Project Based Learning) / IBL (Inquiry Based Learning)		Topic Learning Hours 4
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A. ● Peer Learning. ● Collaborative learning. 		In Class Hours 4
5. Resources <ul style="list-style-type: none"> ● Whelan, F. G. (2018). <i>Democracy in Theory and Practice</i>. Routledge. 		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, quiz, written test	Marks 25+25+50

1. Topic(s): Models of Democracy		CO: 2,3
Name of Faculty from Synergy Dept. / Other Institution / Industry NA		
2. Topic Learning Outcome(s) 2,3.		
Previous: Introduction- <ul style="list-style-type: none"> • Meaning, definitions and basic concepts • Democratic principles and values 	Current: Models of Democracy- <ul style="list-style-type: none"> • Classical Democracy • Republicanism • Liberal Democracy • Direct Democracy 	Following: Major Concern of Democracy- <ul style="list-style-type: none"> • “Nation-State” or “State-Nation”: A Case of India • National Identity: A Multiculturalist Approach • Democratic Participation • Representation • Deliberation
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 Learning Hours 15
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	In Class Hours 15	Out of Class Hours
5. Resources <ul style="list-style-type: none"> • Held, D. (2006). <i>Models of Democracy</i>. Polity. • Keane, J. (2022). <i>The Shortest History of Democracy</i>. Black Inc. 		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 2 + Midterm+ End term	Assessment Type Assignment, presentations, quiz, written test	Marks Marks 15+25+50


1. Topic(s): Major Concern of Democracy		CO: 2,4
Name of Faculty from Synergy Dept. / Other Institution / Industry NA		
2. Topic Learning Outcome(s) 3,4.		
Previous: Models of Democracy- <ul style="list-style-type: none"> • Classical Democracy • Republicanism • Liberal Democracy • Direct Democracy 	Current: Major Concern of Democracy- <ul style="list-style-type: none"> • “Nation-State” or “State-Nation”: A Case of India • National Identity: A Multiculturalist Approach • Democratic Participation • Representation • Deliberation 	Following: Challenges of Democracy- <ul style="list-style-type: none"> • Democratic Education • Activist Challenges • Global Challenges to Democracy • Reform and Action
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) IBL (Inquiry Based Learning) / RBL (Research Based Learning)		Topic Learning Hours 15
4. Active Learning Techniques <ul style="list-style-type: none"> • Discussions / Interactions /Q&A. • Class debates. • Peer learning. 	In Class Hours 15	Out of Class Hours
5. Resources <ul style="list-style-type: none"> • Whelan, F. G. (2018). <i>Democracy in Theory and Practice</i>. Routledge. • Yadav, Y. (2020). <i>Making Sense of Indian Democracy: Theory in Practice</i>. • Uberoi, V. (2020). <i>National Identity – A Multiculturalist’s Approach</i>, Critical Review of International Social and Political Philosophy, 21:1, 46-64. 		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 3+End term	Assessment Type Assignment, presentations, quiz, written test	Marks Marks 10+50

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

2. Topic Learning Outcome(s) 3,4		
<p>Previous: Major Concern of Democracy-</p> <ul style="list-style-type: none"> • “Nation-State” or “State-Nation”: A Case of India • National Identity: A Multiculturalist Approach • Democratic Participation • Representation • Deliberation 	<p>Current: Challenges of Democracy-</p> <ul style="list-style-type: none"> • Democratic Education • Activist Challenges • Global Challenges to Democracy • Reform and Action 	<p>Following: NA</p>
3.Pedagogy (all that apply)		
<p>Lecture / CBL (Case Based Learning) / PBL (Problem or Project Based Learning) / IBL (Inquiry Based Learning) / RBL (Research Based Learning)</p>		<p>Topic Learning Hours</p> <p>11</p>
<p>4. Active Learning Techniques</p> <ul style="list-style-type: none"> • Discussions • How many discussions / activities for this topic?: 2 • How many groups? 1 	<p>In Class Hours</p> <p>11</p>	<p>Out of Class Hours</p>
<p>5. Resources</p> <ul style="list-style-type: none"> • 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>. 		<p>Blended Learning Hours</p>
6.Assessments		
<p>Assessment Component(s)</p> <p>End term</p>	<p>Assessment Type</p> <p>Written examination</p>	<p>Marks</p> <p>50</p>

Summary

Public Policy and E Governance		
Unit No.	Unit Name	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
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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			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 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 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%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 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

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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 concepts in public policy		CO: 1,2
Name of Faculty from Synergy 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 and challenges
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) / PBL (Problem or Project Based Learning) / IBL (Inquiry Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A. ● Peer Learning. ● Collaborative learning. 	In Class Hours 12	Out of Class Hours 0
5. Resources <ul style="list-style-type: none"> ● 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 		Blended Learning Hours

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-Introduction	CO: 2,3
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Name of Faculty from Synergy Dept. / Other Institution / Industry NA
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2. Topic Learning Outcome(s) 2,3

<p>Previous: Key concepts in public policy-</p> <p>*Introduction to Public Policy: Meaning, definitions and fundamental concepts</p> <p>*Classification of public policy</p> <p>*Nature, scope and significance</p> <p>*Public Policy Process-Policy Making, Policy implementation and Policy evaluation</p>	<p>Current: E-Governance-Introduction-</p> <p>*Meaning</p> <p>*Objectives</p> <p>*Significance and challenges</p>	<p>Following: Models of E governance and types on interactions-</p> <p>Weidner's Dissemination model, Critical flow model, Comparative Analysis model, Interactive Service model, Mobilization and lobbying model.</p>
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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 Learning Hours
	10

4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions ● How many discussions / activities for this topic?: 2 ● How many groups? 1 	10	

5. Resources	Blended Learning
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<ul style="list-style-type: none"> Budd, L., & Harris, L. (2009). <i>E-Governance: Managing Or Governing?</i> Routledge. Pp 1-75 Sharma, P. (2004). <i>E-governance</i>. APH Publishing. Pp 1-80 		ng Hours
6. Assessments		
Assessment Component(s) CLA 2 + Midterm+ End term	Assessment Type Assignment, presentations, quiz, written test	Marks Marks 15+25+50

1. Topic(s): Models of E governance and types on interactions		CO: 2,4
Name of Faculty from Synergy Dept. / Other Institution / Industry NA		
2. Topic Learning Outcome(s) 2,4		
Previous: E-Governance- Introduction- *Meaning *Objectives *Significance and challenges	Current: 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: Case Studies- Digital India Mission, Digilocker, Mobile Seva, MyGov.in, UMANG
3. Pedagogy (all that apply)		
Lecture / CBL (Case Based Learning) IBL (Inquiry Based Learning) / RBL (Research Based Learning)		Topic Learning Hours 12
4. Active Learning Techniques <ul style="list-style-type: none"> Discussions / Interactions /Q&A. Class debates. Peer learning. 	In Class Hours 12	Out of Class Hours
5. Resources		Blended

<ul style="list-style-type: none"> Budd, L., & Harris, L. (2009). <i>E-Governance: Managing Or Governing?</i> Routledge. Pp 25-175 Sharma, P. (2004). <i>E-governance</i>. APH Publishing. Pp 15-95 		Learning Hours
6. Assessments		
Assessment Component(s) CLA 3+End term	Assessment Type Assignment, presentations, quiz, written test	Marks Marks 10+50

1. Topic(s): Case Studies		CO: 4,5
Name of Faculty from Synergy Dept. / Other Institution / Industry NA		
2. Topic 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.	Current: Case Studies- Digital India Mission, Digilocker, Mobile Seva, MyGov.in, UMANG	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 Learning Hours 11
4. Active Learning Techniques <ul style="list-style-type: none"> Discussions How many discussions / activities for this topic?: 2 How many groups? 1 		In Class Hours 11 Out of Class Hours

5. Resources		Blended Learning Hours
<ul style="list-style-type: none"> • <i>MyGov.in MyGov: A Platform for Citizen Engagement towards Good Governance in India.</i> (n.d.). MyGov.in. https://www.mygov.in/ • Kumar, Rajendra. “Enhancing the Reach of Public Services through Mobile Governance: Sustainability of the Mobile Seva Initiative in India.” <i>Electronic Government, an International Journal</i> 12, no. 2 (2016): 142. https://doi.org/10.1504/eg.2016.076133. • Dash, S. B., & Jain, A. (2022). Experience from e-government services: A topic model approach. <i>IIM Kozhikode Society & Management Review</i>, 22779752221126571. 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
End term	Written examination	50



SRM University – AP, Andhra Pradesh

Neerukonda, Mangalagiri Mandal

Guntur District, Mangalagiri, Andhra Pradesh 522240

Summary

United Nations and Global Conflicts		
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	

United Nations and Global Conflicts

Course Code		Course Category	OE/Minor	L-T/D-P/Pr-C	2	0	2	3
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: 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%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 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			

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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 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	Current: Introduction to United Nations Organisation- Historical Overview, Principles and Objectives, Structure and Functions		Following: Historical Progression- Cause and Types of Global Conflicts, Diplomatic tools for

		conflict prevention UN peacekeeping mandates and challenges
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions /Q&A / Jigsaw ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	10	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Weiss, T. G., & Daws, S. (Eds.). (2014). The Oxford handbook on the United Nations. Oxford University Press. 2. Luck, E. C. (2017). The UN Security Council: From the Cold War to the 21st century. Routledge. 3. Ramsbotham, O., Woodhouse, T., & Miall, H. (2016). Contemporary conflict resolution. Polity. 4. Bellamy, A. J., & Williams, P. D. (Eds.). (2017). Providing peacekeepers: The politics, challenges, and future of United Nations peacekeeping contributions. Oxford University Press. 5. Nasir, M. (2010). The Arab-Israeli Conflict: A History by Ian J. Bickerton, 2009. 6. Calvocoressi, P. (2001) World Politics: 1945-200. 3rd edn. Harlow: Pearson Education,. 7. Kyle, K. (1991). Suez: Britain's end of empire in the Middle East. http://ci.nii.ac.jp/ncid/BB10049357 8. Kaldor, M. and Vashee, B. (eds.) (1997) <i>New wars</i>. London: Wider Publications for the UN 9. University, pp. 137-144 and 153-171. 10. History, H. (2021). <i>The Gulf War: A History from Beginning to End</i>. Independently Published. 		

6. Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>15+25+50</i>
Lesson Plan		
1. Topic(s): Historical Progression	CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2,3		
Previous: Introduction to United Nations Organisation- Historical Overview, Principles and Objectives, Structure and Functions	Current: Historical Progression- Cause and Types of Global Conflicts, Diplomatic tools for conflict prevention, UN peacekeeping mandates and challenges	Following: Major Global Conflicts I- Israel-Palestine War, Korean War, Suez Canal Crisis, Congo Crisis
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 Techniques <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 3 ● How many groups? - 2 	In Class Hours 15	Out of Class Hours

5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Weiss, T. G., & Daws, S. (Eds.). (2014). The Oxford handbook on the United Nations. Oxford University Press. 2. Luck, E. C. (2017). The UN Security Council: From the Cold War to the 21st century. Routledge. 3. Ramsbotham, O., Woodhouse, T., & Miall, H. (2016). Contemporary conflict resolution. Polity. 4. Bellamy, A. J., & Williams, P. D. (Eds.). (2017). Providing peacekeepers: The politics, challenges, and future of United Nations peacekeeping contributions. Oxford University Press. 5. Nasir, M. (2010). The Arab-Israeli Conflict: A History by Ian J. Bickerton, 2009. 6. Calvocoressi, P. (2001) World Politics: 1945-200. 3rd edn. Harlow: Pearson Education,. 7. Kyle, K. (1991). Suez: Britain's end of empire in the Middle East. http://ci.nii.ac.jp/ncid/BB10049357 8. Kaldor, M. and Vashee, B. (eds.) (1997) <i>New wars</i>. London: Wider Publications for the UN 9. University, pp. 137-144 and 153-171. 10. History, H. (2021). <i>The Gulf War: A History from Beginning to End</i>. Independently Published. 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 2 + Midterm+End term	Assignment, presentations, examination	<i>15+25+50</i>
Lesson Plan		
1. Topic(s): Major Global Conflicts I	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4,5		

<p>Previous: Historical Progression- Cause and Types of Global Conflicts, Diplomatic tools conflict prevention, UN peacekeeping mandates and challenges</p>	<p>Current: Major Global Conflicts I- Israel-Palestine War, Korean War, Suez Canal Crisis, Congo Crisis</p>	<p>Following: Major Global Conflicts II- Vietnam War, Gulf War, Afghanistan Wars, Balkans: Serbia and Bosnia</p>
<p>3. Pedagogy</p>		
<p>Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)</p>		<p>Topic Learning Hours 15</p>
<p>4. Active Learning Techniques</p> <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	<p>In Class Hours 15</p>	<p>Out of Class Hours</p>
<p>5. Resources</p> <ol style="list-style-type: none"> 1. Weiss, T. G., & Daws, S. (Eds.). (2014). The Oxford handbook on the United Nations. Oxford University Press. 2. Luck, E. C. (2017). The UN Security Council: From the Cold War to the 21st century. Routledge. 3. Ramsbotham, O., Woodhouse, T., & Miall, H. (2016). Contemporary conflict resolution. Polity. 4. Bellamy, A. J., & Williams, P. D. (Eds.). (2017). Providing peacekeepers: The politics, challenges, and future of United Nations peacekeeping contributions. Oxford University Press. 5. Nasir, M. (2010). The Arab-Israeli Conflict: A History by Ian J. Bickerton, 2009. 6. Calvocoressi, P. (2001) World Politics: 1945-200. 3rd edn. Harlow: Pearson Education,. 7. Kyle, K. (1991). Suez: Britain's end of empire in the Middle East. http://ci.nii.ac.jp/ncid/BB10049357 8. Kaldor, M. and Vashee, B. (eds.) (1997) <i>New wars</i>. London: Wider Publications for the UN 		<p>Blended Learning Hours</p>

9. University, pp. 137-144 and 153-171.		
10. History, H. (2021). <i>The Gulf War: A History from Beginning to End</i> . Independently Published.		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 3 + Midterm+End term	Assignment, presentations, examination	<i>10+25+50</i>
Lesson Plan		
1. Topic(s): Major Global Conflicts II	CO: 4	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 4		
Previous: Major Global Conflicts I- Israel-Palestine War, Korean War, Suez Canal Crisis, Congo Crisis	Current: Major Global Conflicts II- Vietnam War, Gulf War, Afghanistan Wars, Balkans: Serbia and Bosnia	Following: NA
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 Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions 		

<ul style="list-style-type: none"> ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	15	
<p>5. Resources</p> <ol style="list-style-type: none"> 1. Weiss, T. G., & Daws, S. (Eds.). (2014). <i>The Oxford handbook on the United Nations</i>. Oxford University Press. 2. Luck, E. C. (2017). <i>The UN Security Council: From the Cold War to the 21st century</i>. Routledge. 3. Ramsbotham, O., Woodhouse, T., & Miall, H. (2016). <i>Contemporary conflict resolution</i>. Polity. 4. Bellamy, A. J., & Williams, P. D. (Eds.). (2017). <i>Providing peacekeepers: The politics, challenges, and future of United Nations peacekeeping contributions</i>. Oxford University Press. 5. Nasir, M. (2010). <i>The Arab-Israeli Conflict: A History</i> by Ian J. Bickerton, 2009. 6. Calvocoressi, P. (2001) <i>World Politics: 1945-200</i>. 3rd edn. Harlow: Pearson Education,. 7. Kyle, K. (1991). <i>Suez: Britain's end of empire in the Middle East</i>. http://ci.nii.ac.jp/ncid/BB10049357 8. Kaldor, M. and Vashee, B. (eds.) (1997) <i>New wars</i>. London: Wider Publications for the UN 9. University, pp. 137-144 and 153-171. 10. History, H. (2021). <i>The Gulf War: A History from Beginning to End</i>. Independently Published. 		Blended Learning Hours
6. Assessments		
<p>Assessment Component(s)</p> <p>CLA 3 +End term</p>	<p>Assessment Type</p> <p>Assignment, presentations, examination,</p>	<p>Marks</p> <p>10+50</p>



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	

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						

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%

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

CL Os	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3			3				3	2		
Outcome 2	2	2	2					2				2	2		
Outcome 3	3	2	3		3			3				3		2	
Outcome 4	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

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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. 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			
Previous: NA	Current: Nationalism What is nationalism?		Following: Theories of Nationalism I
3. Pedagogy			

Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A / Jigsaw ● How many discussions / activities for this topic? - 2 ● How many groups? – 2 	In Class Hours 10	Out of Class Hours
5. Resources <ol style="list-style-type: none"> 1. Ernest Renan, ‘What is a Nation?’ in Omar Dahbour and Micheline Ishay, eds. The Nationalism Reader. New Jersey: Humanities Press, 1995. 143-155. 2. John Dunn, ‘Nationalism’ in Ronald Beiner, ed. Theorizing Nationalism. Albany: SUNY Press, 1999. 27-50. 3. David Miller, ‘In Defence of Nationality,’ in Miller, Citizenship and National Identity. Cambridge: Polity, 2000. 24-40. 		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 1 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>15+25+50</i>
Lesson Plan		
1. Topic(s): Theories of Nationalism I	CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2,3		
Previous: Nationalism	Current: Perennial Theories- Primordia list and socio-biological theories Feminist and Postmodern theories	Following: Theories of Nationalism II

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 Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 3 ● How many groups? – 2 	15	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Anthony D. Smith, Myths and Memories of the Nation. Oxford: Oxford University Press. 1999. 1-27; 99-147. 2. Smith and Gellner, The Warwick Debates, in Nations and Nationalism, November 1996, Vol. 2, Issue 3, pp. 357-388. 3. Umut Özkırımlı, ‘The Nation as an Artichoke? A critique of ethnosymbolist interpretations of Nationalism’ in Nations and Nationalism Vol. 9, issue 3, 2003. 339- 355. 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 2 + Midterm+End term	Assignment, presentations, examination	<i>15+25+50</i>
Lesson Plan		
1. Topic(s): Theories of Nationalism II	CO: 4,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2,3		

Previous: Theories of Nationalism I	Current: Modernization Theories Social-communication, Economic Gellner's theories of nationalism	Following: NA
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 20
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? – 2 	In Class Hours 15	Out of Class Hours
5. Resources 1. Ernest Gellner, <i>Nations and Nationalism</i> . Oxford: Blackwell, 1983. 1-87. 2. Benedict Anderson, <i>Imagined Communities</i> . Reflections on the Origin and Spread of Nationalism. London: Verso, 1983. 1-46.		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 3 + Midterm+End term	Assessment Type Assignment, presentations, examination	Marks <i>10+25+50</i>

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)	

Texts in Political Philosophy

Course Code		Course Category	Minor/OE	L-T/D-P/Pr-C	2	0	2	3
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 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 5	Analyse and discuss the integration of Political Ideas into Contemporary Discourse	2	70%	70%
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Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3			1		3				3			2
Outcome 2	2	2	3				2	2		2		2		2	
Outcome 3	3	2	3		2	1		3				3	2		2
Outcome 4	3	2	3		2		2	2		2		2	2		
Outcome 5	3	2	3		2	1		2				2			
Course Average	3	2	3		2	1	2	2		2		2	2	2	2

Learning Assessment (Macro)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
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, 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 Learning Outcome(s) 1,2,3			
Previous: NA	Current: Introduction to Political Philosophy: Defining political philosophy and its importance Overview of major schools of political thought		Following: Classical Political Philosophy Plato's "The Republic" Aristotle's "Politics"

3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), ABL (Activity Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 5
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A / Jigsaw ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	In Class Hours 5	Out of Class Hours
5. Resources <ol style="list-style-type: none"> 1. Jonathan Wolff, An Introduction to Political Philosophy, Oxford University Press, 2016 		Blended Learning Hours
6. Assessments		
Assessment Component(s) CLA 1 + Midterm + End term	Assessment Type Assignment, presentations, examination	Marks <i>15+25+50</i>
Lesson Plan		
1. Topic(s): Classical Political Philosophy	CO: 1,2	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 1,2		
Previous:	Current:	Following:

<p>Introduction to Political Philosophy:</p> <p>Defining political philosophy and its importance</p> <p>Overview of major schools of political thought</p>	<p>Classical Political Philosophy:</p> <p>Plato's "The Republic"</p> <p>Aristotle's "Politics"</p>	<p>Medieval and Renaissance Political Thought:</p> <p>Machiavelli's "The Prince"</p>
3. Pedagogy (all that apply)		
<p>Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)</p>		<p>Topic Learning Hours</p> <p style="text-align: center;">10</p>
<p>4. Active Learning Techniques</p> <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 3 ● How many groups? - 2 	<p>In Class Hours</p> <p style="text-align: center;">10</p>	<p>Out of Class Hours</p>
<p>5. Resources</p> <ol style="list-style-type: none"> 1. Plato, Republic. Books I-II 2. Plato, Republic, Chapters, trans. G.M.A Grube, revised by C.D.C. Reeve. Indianapolis: Hackett, 1992. 3. Plato, Stanford Encyclopaedia of Philosophy 4. Aristotle, Politics. Book II. 5. Aristotle, Politics, Chapters, trans. C.D.C. Reeve (called "Politics") Indianapolis: Hackett, 1998 6. Aristotle, Stanford Encyclopaedia of Philosophy 		<p>Blended Learning Hours</p>
6. Assessments		
<p style="text-align: center;">Assessment Component(s)</p> <p>CLA 1 + Midterm+End term</p>	<p style="text-align: center;">Assessment Type</p> <p>Assignment, presentations, examination</p>	<p style="text-align: center;">Marks</p> <p style="text-align: center;"><i>15+25+50</i></p>

Lesson Plan		
1. Topic(s): Medieval and Renaissance Political Thought	CO: 2,3	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 2,3		
Previous: Classical Political Philosophy Plato's "The Republic" Aristotle's "Politics"	Current: Medieval and Renaissance Political Thought: Machiavelli's "The Prince"	Following: Enlightenment and Social Contract: Hobbes' "Leviathan" Locke's "Second Treatise of Government"
3. Pedagogy		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 5
4. Active Learning Techniques <ul style="list-style-type: none"> ● Discussions / Interactions /Q&A ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	In Class Hours 5	Out of Class Hours
5. Resources		Blended Learning Hours

<ol style="list-style-type: none"> Benner, Erica, Machiavelli's Prince- A New Reading. Oxford: Oxford University Press, 2013 Machiavelli, The Prince, Quentin Skinner and Russell Price (eds.), (Cambridge Texts in the History of Political Thought), Cambridge: Cambridge University Press, 1988. 		
6.Assessments		
Assessment Component(s) CLA 2 + Midterm + End term	Assessment Type Assignment, presentations, examination	Marks <i>10+25+50</i>
Lesson Plan		
1. Topic(s): Enlightenment and Social Contract	CO: 2,4	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 1,2,4		
Previous: Medieval and Renaissance Political Thought: Machiavelli's "The Prince"	Current: Enlightenment and Social Contract: Hobbes' "Leviathan" Locke's "Second Treatise of Government"	Following: Modern and Contemporary Political Thought: Mill's "On Liberty" Marx's "Capital, Volume I"

		Rawls' "A Theory of Justice"
3. Pedagogy (all that apply)		
Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)		Topic Learning Hours 10
4. Active Learning Techniques	In Class Hours	Out of Class Hours
<ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	10	
5. Resources		Blended Learning Hours
<ol style="list-style-type: none"> 1. Hobbes, Leviathan. Chapters. xiii-xv, xvii-xviii 2. Locke, Second Treatise of Government. Chapters. ii-v, viii-ix 		
6. Assessments		
Assessment Component(s)	Assessment Type	Marks
CLA 2 +CLA 3+End term	Assignment, presentations, examination,	<i>10+50</i>
Lesson Plan		
1. Topic(s): Modern and Contemporary Political Thought	CO: 1,2,5	
Name of Faculty from Synergy Dept. / Other Institution / Industry		
2. Topic Learning Outcome(s) 1,2,5		

<p>Previous: Enlightenment and Social Contract: Hobbes' "Leviathan" Locke's "Second Treatise of Government"</p>	<p>Current: Modern and Contemporary Political Thought: Mill's "On Liberty" Marx's "Capital, Volume I" Rawls' "A Theory of Justice"</p>	<p>Following: NIL</p>
<p>3. Pedagogy (all that apply)</p>		
<p>Lecture, CBL (Case Based Learning), PBL (Problem or Project Based Learning), IBL (Inquiry Based Learning)</p>		<p>Topic Learning Hours 15</p>
<p>4. Active Learning Techniques</p> <ul style="list-style-type: none"> ● Discussions / Interactions ● How many discussions / activities for this topic? - 2 ● How many groups? - 2 	<p>In Class Hours 15</p>	<p>Out of Class Hours</p>
<p>5. Resources</p> <ol style="list-style-type: none"> 1. JS Mill, On Liberty. Chapters. 1 & 2 2. Marx, Capital, Volume I 3. Rawls, A Theory of Justice 		<p>Blended Learning Hours</p>
<p>6. Assessments</p>		