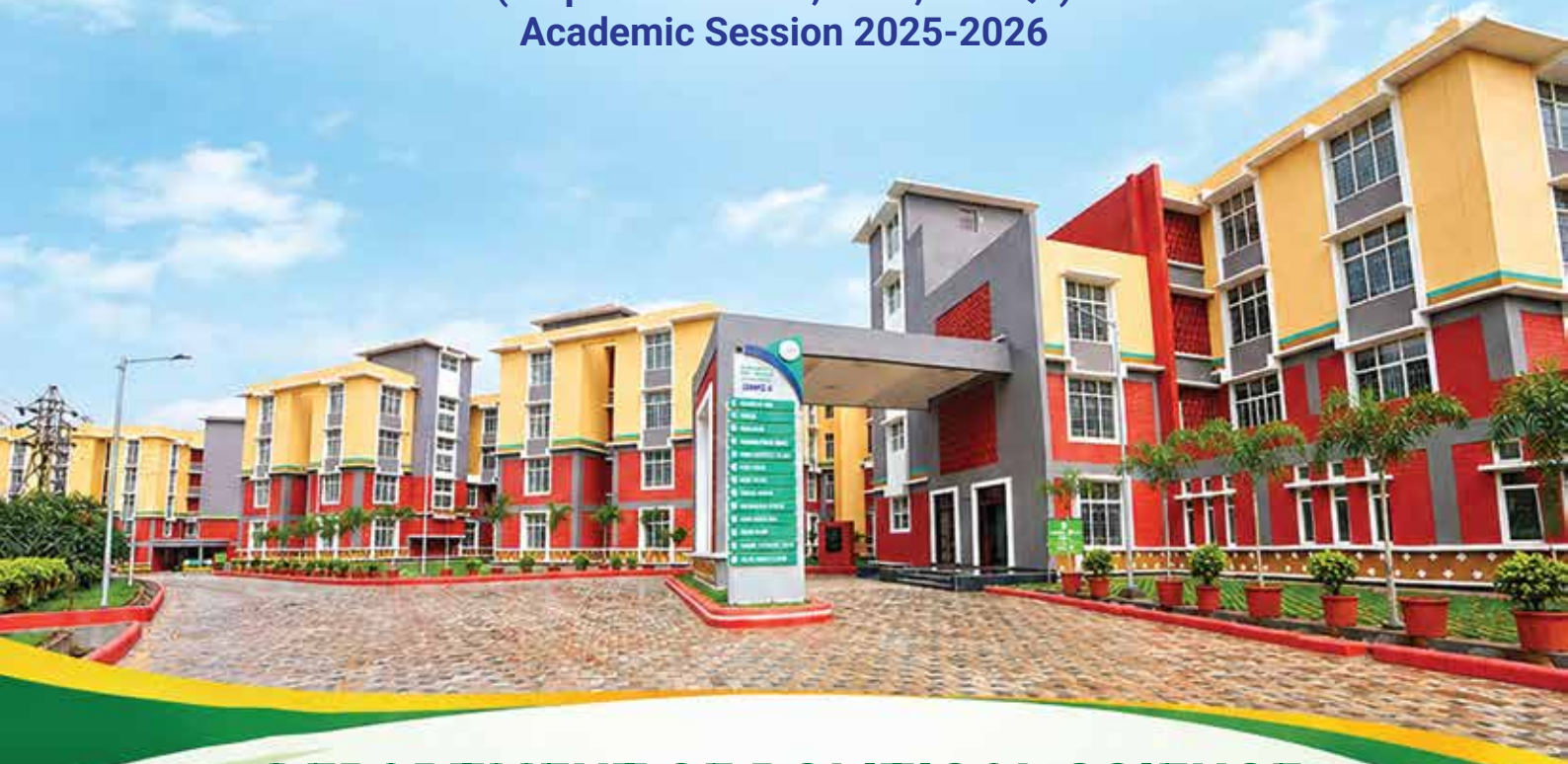
KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR POSTGRADUATE PROGRAMME

MASTER OF ARTS IN POLITICAL SCIENCE

(As per NEP-2020, NCrF, NHEQF)
Academic Session 2025-2026



DEPARTMENT OF POLITICAL SCIENCE

SCHOOL OF TRIBAL CULTURE, PHILOSOPHY AND ECO-SPIRITUALISM

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)
DEEMED TO BE UNIVERSITY

Higher Education Campus, KISS Campus-3, Bhubaneswar, Odisha, 751024
https://university.kiss.ac.in | https://kiss.ac.in

About the School

The School of Tribal Culture, Philosophy and Eco-Spiritualism, KISS Deemed to be University, established in 2018, addresses emerging academic, developmental, and societal needs through interdisciplinary and multidisciplinary programmes. The school strives to meet local, regional, national and global standards while advancing tribal resource management, indigenous knowledge systems, and sustainable development.

About the Department

The Department of Political Science, under the School of Tribal Culture, Philosophy and Eco-Spiritualism, KISS Deemed to be University, established in 2018, addresses emerging academic, developmental and societal needs through interdisciplinary and multidisciplinary programmes. The Department strives to meet local, regional, national and global standards while advancing tribal resource management, indigenous knowledge systems and sustainable development.

Vision & Mission of the School

Vision

To emerge as an internationally acclaimed School recognized for excellence in teaching, research, consultancy, outreach, skill development and social entrepreneurship, while promoting tribal cultural heritage and its diversity.

- To foster all-round development through multi-faceted education.
- To focus on sustainable resource management through innovative courses.
- To engage with communities to promote entrepreneurship and leadership.
- To manage resources effectively to create employment and self-employment opportunities.
- To recognize, commemorate and celebrate indigenous cultural memories of the empowering icons and processes.

Programme Overview

Programme Title: M. A. in Political Science

Programme Type: Postgraduate

Programme Description

The Two-Year Post-Graduate Programme in Political Science at KISS Deemed to be University is designed in accordance with the National Education Policy (NEP) 2020. This programme consists of four semesters with a total of 19 papers, including 11 Core Papers/Courses, 4 Special Papers, 3 Tribal Papers, and 1 Field Work and Dissertation Paper with 20 Credits. The total credits for the programme are 90.

The M.A. Political Science programme is designed to provide students with a comprehensive understanding of core Political Science subjects like Political theory, Public Administration, International Relations, Political thought both Western and Indian, comparative politics, Indian Government and politics. It places special emphasis on the study of tribal societies, indigenous knowledge systems and the rich historical and cultural heritage.

Process of Curriculum Development

The curriculum has been developed following the standard KISS-DU curriculum development protocol:

1. Formation of Syllabus Committee with domain experts.
2. Consultation with stakeholders (students, alumni, employers, community).
3. Review and approval by School faculty.
4. Vetting by Board of Studies (BoS) with external experts.
5. Final approval by Academic Council.
6. Integration of NEP-2020, CBCS, NCrF, and NHEQF guidelines.

Eligibility for Admissions with No. of Seats

As per the admission guidelines and brochure of the KISS Deemed to be University.

Examination Pattern

The medium of examination is English, which will be reflected in the final grade sheet/certificate. Provided that for a language subject, answers are to be in that language. Sanskrit may be written in Odia script, but the language has to be Sanskrit.

Duration of the Examinations – Mid Semester & End Semester

- **End Semester Examination:** 2.5 hours
- **Mid Semester Examination:** 1 hour
- **Practical Examination:** 2 hours

The School of Tribal Culture, Philosophy and Eco-Spiritualism shall have a designated faculty as Examination Coordinator as decided by the Vice Chancellor in addition to the Controller of Examinations of the University.

Continuous Evaluation and Mid-Semester Examination

a) Mid-semester examination will be of 1-hour duration for 20/10 marks (20 for subjects having no practical and 10 for subjects with practical papers). There shall be no pass mark in the Mid-Semester Examination.

b) The Mid-Semester Examination shall be conducted and valued by the Faculty teaching the corresponding paper. A student who fails to appear in a Mid-Semester Examination **will be allowed one more chance** to take the same examination before appearing for the concerned term-end examination. There will be no provision to re-appear in the Mid-Semester Examination for improvement.

c) For subjects with practicals, there will be a Mid-Semester practical examination carrying 10 marks.

d) The University authority shall preserve the answer scripts of the End Semester examination for **12 months** from the date of publication of result for reference.

e) A student must appear for the mid-semester examination positively. Absence will be considered as fail; however, the candidate may be allowed to appear before commencement of the concerned Term-End examination under special case duly considered by the Programme Head.

Distribution of Marks in End Semester and Continuous Evaluation

(Irrespective of credit in a course/Paper)

Course Type	Maximum Marks	Semester-End theory Mark	Continuous Evaluation Marks /Sessional	Mid Semester theory Mark	Semester-End and Practical Mark	Mid Semester Practical Mark
Without Practical	**100**	**60**	**20**	**20**	**----**	**--**
With Practical	**100**	**50**	**10**	**10**	**20**	**10**
Only Practica	**100**	**------**	**-------**	**-------**	**60**	**40**

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Distribution of Sessional Marks:

Course Type	Maximum Mark	Mid Semester	Attendance	Surprise Test/Quiz/Viva	Assignment/ Presentation
Without Practical	**40**	**20**	**Above 95%- 5 Marks** **85%-94%- 4 Marks** **75%-84%- 3 Marks**	**10**	**05**
With Practical	**30**	(Theory 10 + Practical 10)=20		**05**	**Nil**
Only Practical	**40**	Practical 30		**5**	

Examination Question Pattern of End Term Examination

The evaluation process may cover summative and formative aspects and assess understanding, applications, articulation, program and course outcomes.

Question Pattern		With Practical	Without Practical
Part-I –Objective	**Answer in MCQ/ in one word/in one sentence as directed**	**1x5=5**	**1x6=6**
Part-II- Very Short Type	**Answer within 50 words. Answer any 3 out of 5 questions (with practical) and answer any 5 out of 7 questions (without practical)**	**2x3=6**	**2x5=10**
Part-III- Short Type	**Answer within 250 words Answer any 3 out of 5 questions (with practical) and answer any 4 out of 6 questions (without practical)**	**5x3=15**	**5x4=20**
Part-IV- Long Type	**Answer within 800 words. Answer any 3 out of 5**	**8x3=24**	**8x3=24**

	questions		
Total		**50**	**60**
For Practical Paper		**One Major Experiment-10 Record- 05 Viva voce-05**	**---------**

Examination Question Pattern of Mid Semester Examination

Question Pattern		**With Practical**	**Without Practical**
Part-I – Objective	**Answer in MCQ/ in one word /in one sentence as directed**	**1 x 3 = 3**	**1 x 6 = 6**
Part-II- Very	**Answer**	**2 x**	**2 x**

Short Type	**within 50 words. Answer any 1out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)**	**1 = 2**	**2 = 4**
Part-III- Short Type	**Answer within 250 words Answer any 1 out**	**5 x 1 = 5**	**5 x 2 = 10**

	of 2 questions (with practical) and answer any 2 o		

	out of 3 questions (without practical)		
Total		**10**	

			20
For Practical Paper		**One Major Experiment-5 Record-02 Viva voce-03**	**----------**

Award of Degree:

A Degree certificate under the official seal of the University and signed by the Vice-Chancellor shall be presented at the Convocation or in absentia to each of the successful students of a particular degree. The Controller of Examinations shall issue the mark/grade sheet of each semester to the candidates in the sheet of each semester to the candidates in the prescribed format.

Programme Educational Objectives (PEOs)-

School / Department of Tribal Culture, Philosophy and Eco-spiritualism under KISS Deemed to be University offer two years Post Graduate Programme of Political Science.

PEO1. From the very beginning, students of the programme of political science under the School of Tribal Culture, Philosophy and Eco-spiritualism will be exposed to fieldwork and research methodology, so that the students can do research and write independently.

PEO2. To equip students with a good academic environment to demonstrate high levels of communication skills, creativity, critical thinking, responsibility, teamwork and leadership in their career.

PEO3. The Programme of Political Science aims at grooming students to cope with a new and broad emerging academic environment where alternative viewpoints and new knowledge are required and appreciated for policy research and development both at national and international levels.

PEO4. The faculty members of this programme must be highly qualified and dedicated to the development of students.

PEO5. Students interested in administrative services and competitive exams will benefit from the papers offered in this programme.

Programme Outcomes-

PO1. Moral & Ethical Values: To know the moral and ethical codes of different philosophers and political thinkers of the past, in which a student of this programme can learn some valuable ethical ideas for building of his career. To recognize different value systems, including your own understanding the moral dimensions of your decisions,

PO2. Disciplinary Knowledge: To acquire knowledge about culture, philosophy and political organizations of modern India as well as world. The students can get the knowledge of technical and skill education.

PO3. Communication Skills: For the effective communication, the programme will provide a Communicative English paper for students to speak, read, write and listen clearly in person, and through electronic media in English and in one Indian language, i.e., Odia, and make meaning of the world by connecting people, ideas, books, media and technology.

PO4. Critical Thinking: To demonstrate a critical aptitude and reflective thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of studying historical data using digital resources. Students will learn to understand, analyze, and evaluate both evidence and arguments. Students will learn to explain how and why important political events happened and changed over time.

PO5. Problem solving & Analytical reasoning: The students, because of their exposure to various core papers in political science, are likely to develop problem-solving ability and analytical reasoning.

PO6. Research-Related Skills: The students are encouraged to develop a research bent of mind and made to understand the importance of research methods in this regard, which are needed to

identify the research gaps and developments in various aspects of political science and tribal culture studies.

PO7. Cooperation/Teamwork: To communicate ideas and information effectively to a range of audiences for a variety of purposes and contribute positively and collaboratively to achieve common goals.

PO8. Digital Literacy: Capability to use various technical ICT tools (Data analytics) for exploring, analysing, and using the information for study and research work.

PO9. Experiential & Life-long learning: To acquire the ability to engage in independent and life-long learning in the broadest context of socio-cultural changes. Students are expected to gain knowledge and learn new skills and acquire the capability of self -paced and self-directed learning throughout life, resulting in personal development and career advancement. Students would seek hands-on learning to perform in the real world by acquiring knowledge, skills, and attitude.

PO10. Leadership Qualities: Students are expected to have qualities like high integrity, accountability for actions, a sense of empathy, humanity, flexibility, positivity, influencing, and a vision. They are expected to engage in professional behaviour and have the potential to take leadership roles in their preferred occupations/careers and communities.

PO11. Professional & Decision-making Skills: Students are expected to exhibit skills that would demonstrate what they are capable of contributing to their job role and fulfil duties of the position they would seek. To enable students to achieve professional integrity and professional behaviour, as well as the skills and attitudes which are very necessary to plan for one's career to stay in the current world. Students are also expected to show proficiency in choosing between two or more alternatives and be able to defend with the right points of contact involved in the suitable situation.

PO12. Environment Awareness and Sustainability: To make students aware about environment, nature and their sustainability**.** Study of the paper on Tribal eco-spiritualism will enable students to understand the issues of environment and would endeavour for their long-term solutions.

Programme Specific Outcomes (PSOs)

These Outcomes are specific to a programme in addition to the POs

PSO1. To acquire an adequate conceptual base of political science and better understanding of the subject and its practical details.

PSO2. To conduct research in terms of form of formality hypothesis and development frames of interaction with other social sciences and attain a certain level of interdisciplinary approach.

PSO3. To demonstrate the social, political, economic, and religious beliefs & practices of the tribals of India. In fact, six tribal special papers are provided in this program for the understanding of students in various aspects of tribal culture.

PSO4. To produce knowledgeable and skilled students who can know the various aspects of Indian politics as well as world politics and to defend their distinct ethno-cultural heritage by promoting and preserving their culture, philosophy, customs,to make every possible effort to uplift and sustain their cultural identity.

PSO5. To acquire knowledge of students through seminars, students will present their research or a summary of another's research in an organized, coherent, and compelling fashion. Also to organize national seminar/workshop and symposiums to enrich the research and teaching of the programme.

COURSE STRUCTURE
M.A. IN POLITICAL SCIENCE

FIRST SEMESTER

Paper Code	Paper Name	Credits			Total Credits
		L	T	P	
PO40001	Comparative Politics: Concepts and Models	3	1	0	4
PO40003	International Relations: Concepts and Theories	3	1	0	4
PO40005	Indian Government and Politics: Structures and Processes	3	1	0	4
PO40007	Contemporary Political Theory-I	3	1	0	4
PO40009	Major Issues in Indian Administrative System	3	1	0	4
TC40051	Tribal Culture in India: Transition and Change	3	1	0	4
Total					**24**

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SECOND SEMESTER

Paper Code	Paper Name	Credits			Total Credits
		L	T	P	

PO40002	Contemporary Political Theory-II	3	1	0	4
PA40004	India and the Major Powers	3	1	0	4
DD40032	**Special Paper-I (Choice any one)** (A) Demography, Democracy and Development: An Indian Perspective	3	1	0	4
AC40032	(B) Active Citizenship and Democratic Values				
DA40034	**Special Paper-II (Choice any one)** (A) Development Administration in India	3	1	0	4
GP40034	(B) Global Politics: Contemporary Challenges and Issues				
PO40006	Artificial Intelligence in Political Science	3	1	0	4
TC40052	Tribal Movements in India with Special Reference to Odisha	3	1	0	4
		Total Credits			**24**
*Students who exit at the end of 1st year shall be awarded a Post-Graduate Diploma.					

THIRD SEMESTER

Paper Code	Paper Name	Credits			Total Credits
		L	T	P	
RM50001	Research Methodology	3	1	0	4
CA50005	Computer Application and Data Analysis	3	0	1	4
RE50003	Research and Publication Ethics	2	0	0	2

PO50031	**Special Paper-III (Choice any one)** (A) Public Policy and Welfare Administration	3	1	0	4
IR50031	(B) International Relations: Key Concepts				
PO50033	**Special Paper-IV (Choice any one)** (A) Political Processes in India	3	1	0	4
PO50035	(B) Social Exclusion and Inclusive Policies in India				
TC50051	Tribal Eco-Spiritualism	3	1	0	4
				Total Credits	**22**

FOURTH SEMESTER

Paper Code	**Paper Name**	**Weekly Contact**			**Credit**
		L	**T**	**P**	
FD50082	Fieldwork and Dissertation	0	0	40	20
				Total	**20**

Grand Total Credit= 90

- **One Credit= 1 hour for Theory Classes**
- **One Credit= 2 hours for Practical Classes**

FIRST SEMESTER

COMPARATIVE POLITICS: CONCEPTS AND MODELS

Paper Code: PO40001

Course Objectives

This paper is designed to introduce the students to study Comparative Politics and understand its various concepts and models. It has contained an introduction to the Comparative Politics in its Traditional and Modern Approaches, Theories of Comparative Politics, the Systems analysis which focus on the General Systems Theory, Political System, Structural-Functional Analysis and Input-Output Analysis. The paper also discusses constitutionalism and the study of state in comparative perspective.

Course Outcomes

CO1: Demonstrate an ability to understand, and critically assess, arguments made in political theory.

CO2: Demonstrate an ability to coherently formulate arguments about politics.

CO3: Demonstrate an ability to anticipate, formulate, and effectively respond to counter arguments.

CO4: Demonstrate an ability to gather and critically organize a variety of scholarly sources in ways that engage relevant literature.

Course Contents

Unit-I

Comparative Politics: Evolution, Nature and Scope

Unit-II

Approaches: Behavioralism, Post-Behavioralism, David Easton's Systems Approach, Gabriel Almond's Structural-Functional Approach, Marxist Approach.

Unit-III

Constitutionalism: concepts, Problems and Limitations, Political Elite: Elitist Theory of Democracy

Unit-IV

State in Comparative Perspective: Capitalist, Socialist and Post Colonia Societies

Text books

1. Burgess, Michael, *Comparative Federalism: Theory and Practice*, Routledge, London, 2006.
2. Caramani, Daniel, *Comparative Politics,* Oxford University Press, Oxford, 2008
3. Chilcote, Ronald H., *Theories of Comparative Politics*, Westview Press, Boulder, 1994.
4. Hague, Rod and Martin Harrop, *Comparative Government and Politics*, Macmillan, 2007,
5. Hague, Rod and Martin Harrop, *Comparative Government and Politics*, Macmillan, 2007.

Suggested reading list

1. Hatchner, D. G., & Levine, *Comparative Government and Politics*, Allen & Unwin, London, 1960.
2. Johari, J. C., *Comparative Politics*, Sterling Publisher Pvt. Ltd., Noida, 2019.
3. Keily, Ray, *Sociology and Development: The Impasse and Beyond,* UCL Press, London, 1995
4. Leach, E. and Mukherjee, S. N., *Elites in South Asia*, Cambridge University Press, London, 1970.
5. Mattei Dogan and Ali Kazancigili (Eds.), *Comparing Nations, Concepts, Strategies, Substance,* Blackwell, Oxford, 1994.

6. CO–PO–PSO Mapping Table

Scale: 1 – Low | 2 – Medium | 3 – High | 4 – No correlation

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
CO1	3	3	2	2	1	2	1	3	2	2
CO2	2	3	3	2	1	2	1	2	3	2
CO3	2	3	3	3	1	2	1	2	3	2
CO4	3	2	2	3	2	2	1	3	2	3
Average	2.5	2.75	2.5	2.5	1.25	2.0	1.0	2.5	2.5	2.25

7. Interpretation of CO–PO Mapping

Strong alignment with analytical (PO1, PO2) and critical thinking (PO3, PO4). Moderate linkage with research (PO5) and social responsibility (PO6). Limited linkage with sustainability (PO7). Strong PSO alignment.

8. Mapping with Cross-Cutting Issues

Cross-Cutting Issue	Level	Illustration
Professional Ethics	High	Academic integrity, citation practices, ethical analysis
Gender	Medium	Gender representation and feminist perspectives
Human Values	High	Democracy, tolerance, inclusivity
Environment & Sustainability	Medium	Comparative environmental policy

4. SDG Mapping

SDG	Title	Contribution
SDG 4	Quality Education	Enhances analytical and research skills
SDG 8	Decent Work	Supports employability
SDG 9	Industry & Innovation	Understanding institutions
SDG 12	Responsible Consumption	Policy awareness

INTERNATIONAL RELATIONS: MAJOR CONCEPTS AND THEORIES

Paper code: PO40003

Course Objectives

The paper makes students a clear understanding on the theories, concepts, and approaches to the International Relations. It covers the key theories, grand debates and a broad range of topics that fall under the major themes of International Relations. The Objectives of the paper is to equip the students with the tools to understand and analyse the contemporary debate on international politics.

Course Outcomes

CO1: Enhance knowledge of the major theories of International Relations.
CO2: Create an ability to critically evaluate and apply such theories.
CO3: Ensuring basic understanding of the major international and regional institutions in world politics as well as significant developments in world politics.
CO4: Strengthen knowledge of major substantive themes in International Relations.

Course Contents

Unit-I

Contending Theories and Approaches to the Study of International Relations: Idealism, Realism, Neo-Realism, Decision-Making Theory and Game Theory.

Unit-II

Key Concepts in International Relations: Power, Power base elements, Measurement and Limitations; National interest and Relevance of Ideology.

Unit-III

Theories of Deterrence, Arms Control and Strategic Stability, Conflict resolution and transformation

Unit-IV

System, Structure, Agents and international relation theory

Text Books

1. Baral, J.K., *International Politics: Dynamics and Dimensions*, South Asian Publishers, New Delhi, 1987.
2. Basu, Rumki, *International Politics: Concepts, Theories and Issues*, Sage Publications Text, New Delhi, 2014.
3. Ghosh, Peu, *International Relation*, Media Matrix, Calcutta, 2020.
4. Jackson, R. and George Sorensen, *Introduction to International Relations: Theories and Approaches*, Oxford University Press, 2003.
5. Khanna, V.N., *International Relation*, Bikas Publishing, New Delhi, 2020.

Suggested reading list

6. Kumar, Mahendra, *Theoretical Aspects of International Politics*, Shivlal Aggarwal & Co., Agra, 1967.
7. Malhotra, B.K., *International Relation*, Surjit Publication, New Delhi, 2020.
8. Morgenthau, Hans J, *Politics among Nations: The Struggle for Power and Peace*, New York, 1985.
9. Pevenhouse, D. W. and J.K. Goldstein, *International Relation*, Tearson Education, New Delhi, 2017.
10. Singh, Pabneet, *International Relation*, Macgraw Hill, Noida, 2020.

INTERNATIONAL RELATIONS: MAJOR CONCEPTS AND THEORIES

Paper Code: PO-40003

CO-PO & PSO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3

CO1	3	2	1	2	1	1	2	3	2	1
CO2	2	3	2	2	2	2	2	3	2	2
CO3	2	2	2	3	3	2	2	2	3	2
CO4	3	2	1	2	2	1	2	3	2	1
Average	2.5	2.25	1.5	2.25	2.0	1.5	2.0	2.75	2.25	1.5

11. Mapping with Cross-Cutting Issues

Cross-Cutting Issue	Level Integration	Illustration Components
Professional Ethics	High	Ethical conduct in diplomacy and policy.
Gender	Medium	Gender perspectives in global politics
Human Values	High	Peace, justice, human rights
Environment & Sustainability	Medium	Medium – Climate diplomacy and sustainability

SDG No.	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Promoting political literacy and understanding of democratic rights and duties.
SDG 5	Gender Equality	Analyzing legal frameworks for equality and non-discrimination in the political

SDG 10	Reduced Inequalities	Focus on DPSP and constitutional safeguards for marginalized sections and state autonomy.
SDG 16	Peace, Justice, and Strong Institutions	Comprehensive study of state institutions (Executive, Federalism) and constitutional justice.

INDIAN GOVERNMENT AND POLITICS: STRUCTURES AND PROCESSES

Paper Code: PO40005

Course Objectives:

The Indian Constitution accommodates conflicting impulses of liberty and justice, territorial decentralization and a strong union in the course of studying the Indian Government and Politics The paper traces upon the knowledge of students in constitutional provisions, and shows how these have played out in political practice. The paper further encourages students to study on state institutions and their interaction with the larger extra-constitutional environment.

Course Outcomes

CO1: Explain the philosophy of our constitution as laid in the preamble and other sections of our constitution.

CO2: Explain the political structure of the government both at the union as well state level.

CO3: Understand the nature of politics at both levels of state and centre.

CO4: Demonstrate awareness of the Indian Government and politics. The student would have better understanding on the political issues, political processes, and political activities.

Course Contents

Unit-I

Making of the Indian Constitution: The Constituent Assembly –Background, Composition, Nature and its working.

Unit-II

Ideological Contents: Preamble, Fundamental Rights and Directive Principals of State Policy, Distinctiveness of Indian Secularism.

Unit-III

Executive and Central Administration: President, Prime Minister, and Union Territories: Administration, Critical Appreciation.

Unit-IV

Federalism and its Working: Nature, The areas of Tension in Centre –State relations, Demands for State Autonomy, Separatist Movement and Constitutional Amendments

Text books

1. Austin, Granville, *The Indian Constitution: Cornerstone of a Nation*, New Delhi, Oxford University Press, New Delhi, 1972.
2. Austin, Granville, *Working a Democratic Constitution: The Indian Experience*, Oxford University Press, New Delhi, 1999.
3. Basu, D.D., *Introduction to the Constitution of India,* Calcutta, Prentice Hall, Calcutta, 1999
4. Chakrabarty, Bidyut and Rajendra Kumar Pandey, Indian Government and Politics, Sage Publication, New Delhi, 2021.
5. Fadia, B.L. and Kuldeep Fadia, *Indian Government and Politics,* Sahitya Bhavan, New Delhi, 2020.

Suggested reading list

1. Hasan, Zoya, E. Shridharan and R. Sudarshan (Eds.), *India's Living Constitution*, New Delhi, Permanent Black, New Delhi, 2002.
2. Kapur, Devesh and Pratap Bhanu Mehta (Eds.), *Public Institutions in India*, Oxford University Press, New Delhi, 2005.
3. Kapur, Devesh and Pratap Bhanu Mehta (Eds.), *Public Institutions in India*, New Delhi, Oxford University Press, 2005.
4. Saez, Lawrence, *Federalism without a Center*, Sage Publications, New Delhi, 2004.

COURSE OUTCOMES AND MAPPING

Course Code: PO 40005

Course Title: Indian Government and Politics: Structures and Processes (PG)

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO 1	3	2	3	1	1	3	2	3	1	1
CO 2	3	3	2	1	1	2	2	2	3	2
CO 3	2	3	3	2	2	2	3	1	2	3
CO 4	3	3	2	3	2	3	3	2	2	3
Average	**2.75**	**2.75**	**2.5**	**1.75**	**1.5**	**2.5**	**2.5**	**2.0**	**2.0**	**2.25**

3. CO-PO & PSO Mapping Table

4. Mapping with Cross-Cutting Issues

Cross-Cutting Issue	Level Integration	Illustration Components
Professional Ethics	High	Constitutional morality, transparency in administration, ethical governance, and respect for rule of law.
Gender	Medium	Representation in local/state bodies, gender justice in Fundamental Rights and DPSP.
Human Values	High	Secularism, dignity of the individual, social justice, and protection of minority rights.
Environment & Sustainability	Medium	State's duty to protect the environment (Article 48A) and promoting sustainable policy frameworks.
SDG No.	**SDG Titles**	**Nature of Contribution**
SDG 4	Quality Education	Promoting political literacy and understanding of democratic rights and duties.
SDG 5	Gender Equality	Analyzing legal frameworks for equality and non-discrimination in the political process.
SDG 10	Reduced Inequalities	Focus on DPSP and constitutional safeguards for marginalized sections and state autonomy.
SDG 16	Peace, Justice, and Strong Institutions	Comprehensive study of state institutions (Executive, Federalism) and constitutional justice.

5. SDG Mapping for this Course

CONTEMPORARY POLITICAL THEORY-I

Paper code: PO40007

Course Objectives

The paper Contemporary Political Theory seeks to familiarize the students with the diverse streams of political theory. Liberal, Neo-Liberal, Marxian and Communitarian Theory which were the dominant political philosophies of the preceding century are sought to be discussed and analysed critically with an Objectives to impart in-depth knowledge and awaken the critical thinking of students in this area of human knowledge. The contemporary relevance of the course is sought to be explained to the students as these political ideologies, thoughts and philosophies are influencing and shaping the current political systems, their objectives and goals.

Course Outcomes

CO2: Students are given clear idea about the concepts of contemporary political theory.
CO2: This course will provide students a conceptual understanding about major traditions of political theory.
CO3: Students will be able to understand the idea of modern political thinkers.
CO4: Use the critical and analytical skills in assessing the issues related to contemporary politics.

Course Contents

Unit-I

Approaches: Traditional, Behavioural and Post-Behavioural.

Unit-II

Theories of State: Liberal, Neo-Liberal, Marxist, Pluralist and Post-Colonial.

Unit-III

Liberty and Equality

Unit-IV

Justice, Rights and Power

Text Books

1. Agrawal, R. C., *Political Theory*, S. Chand, New Delhi, 2004.
2. Barma, S. P., *Modern Political Theory*, Bikash Publication House, New Delhi, 2018.
3. Bhargaba, Rajeev and Ashok Acharya (Eds.), *Political Theory: An Introduction*, Person Education, Delhi, 2008.
4. Eddy, Asirbathan and Mishra, K. K., *Political Theory*, S. Chand, New Delhi, 2010.

5. Farrelly, Collin Patrick, *Contemporary Political Theory – A Reader*, Sage Publication, New Delhi, 2004.

Suggested reading list

1. Gauba, O. P., *An Introduction to Political Theory,* Mayur Book, New Delhi, 2019.
2. Haywood, Andrew, *Political Theory - An Introduction*, Palgrave Publisher, New York, 2015.
3. Mahajan, D. D., Political Theory, S. Chand & Co. Ltd., New Delhi, 2006.
4. Misra, Krishnakanth, *Contemporary Political Theory*, Pragati Publication, New Delhi.
5. Ramaswami, S., *Political Theory Ideas and Concepts*, PHI Learning Pvt. Ltd., New Delhi, 2014.

Course Outcome (CO) & Mapping Report
Contemporary Political Theory – I (PO-40007)

CO-PO & PSO Mapping

Course Outcomes	Program Outcomes (POs)							Program Specific Outcomes (PSOs)		
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**
CO 1	3	2	2	-	2	1	1	3	2	1
CO 2	3	3	2	1	2	2	2	3	3	2
CO 3	3	3	3	2	2	2	2	3	3	2
CO 4	2	3	3	3	3	3	3	2	3	3
Average	**2.75**	**2.75**	**2.5**	**2.0**	**2.25**	**2.0**	**2.0**	**2.75**	**2.75**	**2.0**

Cross-cutting Issue	**Integration**	**Illustration Components**
Professional Ethics	High	Academic integrity in political analysis, ethic

		al governance models, and unbiased evaluation of ideological frameworks.
Gender	Medium	Critique of traditional political theories from feminist perspectives; addressing gendered notions of 'Liberty' and 'Rights'.

Human Values	High	Deep dive into Justice, Equality, and Dignity as universal values inherent in political discourse.
Environment & Sustainability	Medium	Discussion on distributive justice in the context of resource allocation and

		inter gene ratio nal equit y.

Scale: 1 – Low | 2 – Medium | 3 – High | "-" – No Correlation

SDG Mapping for this Course

SDG #	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promoting critical thinking and deep theoretical literacy necessary for informed global citizenship.
SDG 5	Gender Equality	Analysis of power structures and rights that underpin institutional gender biases.
SDG 10	Reduced Inequalities	Theories of Equality and Justice directly address the reduction of social and political disparities.
SDG 16	Peace, Justice & Strong Institutions	Study of State theories, Justice, and Power contributes to building inclusive and accountable institutions.

MAJOR ISSUES IN INDIAN ADMINISTRATIVE SYSTEM
Paper Code: PO40009

Course Objectives

The paper is to present a systematic understanding of students on all major dimensions of the Indian Administrative System. The paper focuses on the way the Indian administrative system has been working and shaping political institutions of India. Having read this paper, students will enhance their understanding of various dimensions of the Indian Constitution and political system. The dominant themes of the paper, such as, India's federal system, parliamentary system, the operation of the judicial system, the working of the executive and its relations with other organs of the state and the like will impart one a deeper insight in complex legal and constitutional issues.

Course Outcomes

CO1: Achieve an understanding on effectiveness and efficiency of Indian Administrative systems.
CO2: Acquire overall knowledge on the affairs of government, starting from the governmental plans, strategies, policies and the execution of those policies.
CO3: It demonstrates broad understanding of public affairs, policy development, policy analysis, economic analysis, management skills and organization theory and their applications to public services.
CO4: Students will know about the administration and citizens' interface.

Course Contents

Unit - I

Introduction to Indian Administrative System: Ancient, Medieval and Modern Indian Administrative System

Unit - II

Central and State Secretariats: Organizations and Functions of Central and State Secretariats.

Unit III

Indian Civil Service: All India Services; Central and State Services; Generalist v/s Specialist; Committed v/s Neutral Bureaucracy

Unit – IV

Administrative Efficiency: Responsibility and Ethics; Bureaucratic response to India's Development**;** Administrative Reforms Committees and Commissions; Lokpal and Lokayukta.

Text Books

1. Avasthi, Amareswar and Maheswari, S.R., *Public Administration*, Agra, 1986.
2. Bhattacharya, Mohit, *Public Administration*, Calcutta, 1981.
3. Chaturvedi, T.N. (Ed.), *Contemporary Administrative Culture of India*, IIPA, New Delhi, 1996.
4. Chaturvedi, T.N., *Ethics in Public Life,* IIPA, New Delhi, 1996.
5. Chaturvedi, T.N., *Towards Good Governance*, IIPA, New Delhi, 1995.

6. Dhameja, Nand, (Ed.), *Case Studies in Administrative Environment and Decision Making*, IIPA, New Delhi, 1995.
7. Mehta, Prayag, *Bureaucracy, Organisational Behaviour and Development*, Sage Publications, New Delhi, 1989.
8. Rao, Shankar, *Public Administration and Management*, New Delhi, 1991.
9. Sharma, R.D., *Advanced Public Administration*, New Delhi, 1990.
10. Wadhwani, M. and R.K.Tiwari, *Indian Administration: The Changing Scenario*, IIPA, New Delhi, 1995.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2	2	1	3	2	2	1	3	3	2	2	3	2
CO2	3	3	3	2	2	3	1	2	2	2	2	3	3	3	2	3	2
CO3	2	3	3	3	2	2	1	2	3	2	3	3	3	3	2	3	3
CO4	3	3	2	2	3	3	2	3	2	3	1	3	3	2	3	3	2
Avg.	**2.8**	**3.0**	**2.5**	**2.3**	**2.3**	**2.5**	**1.3**	**2.5**	**2.3**	**2.3**	**1.8**	**3.0**	**3.0**	**2.5**	**2.3**	**3.0**	**2.3**

Cross-Cutting Integration

- **Human Values (High):** Study of administrative systems and citizen-administration interfaces fosters a sense of public accountability, civic duty, and democratic responsibility.
- **Gender (Medium):** Analysis of public policy development, execution, and welfare initiatives incorporates structural evaluations of how governance strategies impact diverse demographics, including women.
- **Environment & Sustainability (Medium):** Examination of governmental plans, strategies, and administrative reforms includes accountability mechanisms that regulate infrastructure, resource management, and state development policies.
- **Professional Ethics (Very High):** Focuses explicitly on administrative efficiency, responsibility, ethics, and anti-corruption machinery (Lokpal and Lokayukta), anchoring the core responsibilities of generalist vs. specialist and neutral bureaucracy.

SDG Mapping

- **SDG 8 (Decent Work and Economic Growth):** Analysis of organizational theory, public services management, and public policy development targets efficient state mechanics that foster national economic stability.

- **SDG 10 (Reduced Inequalities):** The citizen-administration interface and regional administrative distribution target institutional systemic bottlenecks to make governance accessible to marginalized sections.

- **SDG 16 (Peace, Justice, and Strong Institutions):** Directly targets the strengthening of institutional frameworks via Administrative Reforms Commissions, institutional integrity, transparency, and anti-corruption bodies like Lokpal and Lokayukta.

Tribal Paper-I

Tribal Culture in India: Transition and Change

Paper Code: TC40051

Course Objectives:

This paper will offer an opportunity to have an understanding of different components of tribal culture. Students will be required to have an understanding of their own religion and the difference between religion and magic. They should differentiate between religion, magic and science. This course will also expose the students to acquaint with their cultural life through the art, music, and performing arts of the tribal people of India. Further, it will also provide some ideas to the students with regard to different types of tribal festivals and dances in India.

Course Outcomes-

CO-1. To understand the tribal culture of India, the main features of tribal family and types of Kinship in Indian society

CO-2. To understand the forms of Indian tribal art and the material culture of indigenous peoples of India through their visual art.

CO-3. To discuss about the different types of Tribal paintings, Tribal music, festivals and tribal dance forms of different states of India

CO-4. To discuss the hunting and food Gathering, pastoralism, shifting cultivation animal husbandry and agriculture and peasantry

CO-5. To identify the changes in the socio-cultural life of tribals due to the impact of globalization, westernization, modernization, industrialization

Course Content-

UNIT – I

1. Meaning and Definition of tribe, Characteristic Features of Indian Tribal Culture
2. Family; Family as an Association, Distinctive Features of Family, Classification of Tribal Family
3. Marriage; Concept and Forms of Marriage, Ways of Acquiring Mates, Status of Women in Tribal Society

UNIT - II

1. Meaning of tribal Art, Introduction to tribal Visual and Performing Arts in India
2. Forms of Indian Tribal Arts, Tribal Art and History
3. Tribal Paintings of India, Tribal Paintings in Odisha: Saura, Gond and Santals

UNIT - III

1. Tribal Music: Vocal and Instruments
2. Tribal Performing art; Tribal Dance Forms, Tribal Dances of Odisha: Santal, Saura, Kondha, Paraja, Kisan & Oraon
3. Tribal Festivals- Types of Tribal Festivals in India: Tribal Festivals of North Eastern parts of India, Tribal Festivals of Odisha

UNIT – IV

1. Culture as a tool of Adaptation, Various Modes of Human Adaptation in Pre-state Societies; Hunting and Food Gathering, Pastoralism, Shifting Cultivation, Animal Husbandry, Agriculture and Peasantry
2. Religion and Magic, Religion as a system of Rituals and Beliefs, Fetishism, Animism, Totemism, Magic-Meaning and Types of Magic, White Magic and Black Magic
3. Changes in Culture of Tribes; Socio-cultural Process of Change (Globalisation, Westernization, Modernization, Industrialization), Plans, Programs and their Implementation

Text books

1. Ray Chaudhury, H. C., (1972). *Political History of Ancient India,* Calcutta.
2. Ray, D.N., (2011). *Tribes and Tribal Life-Study and Evaluation*, New Delhi.
3. Verma, R.C., (2002). *Indian Tribes; Through the ages*, New Delhi.
4. Vidyarthi, L. P. & Rai, B. K., (Reprinted-1985). *The Tribal Culture of India*, Concept Publishing Company; New Delhi.
5. Bailley, F.G., (1960). *Tribe, Caste and Nation*, Manchester University Press.
6. Bose, N. K., (2004). *Tribal Life in India*, National Book Trust, New Delhi, New Edition.
7. Hasnain, Nadeem, (2015). *Indian Society and Culture (Continuity and Change),* Jawahar Publishers and Distributors, New Delhi.
8. Bailey, F.G., (1960.). *Tribe, Caste and Nation: A Study of Political Activity and Political Change in Highland Orissa*, Manchester University Press; Manchester.
9. Bhowmik, K.L., (1971). *Tribal India: A Profile in Indian Ethnology*, World Press; Calcutta.

Suggested reading list

1. Dube, S.C., (1977). *Tribal Heritage of India,* Vikash Publishing House Pvt. Ltd., Delhi.

a.

2. Sarkar, R. M., (2008). *Primitive Tribal Groups in India (Tradition, Development and Transformation)*, Serials Publications, New Delhi.
3. Schrire, C. , ed., (1984), *Past and Present in Hunting-Gathering Studies*, Academic Press Inc; New York.
4. Murdock, G.P. , (1949). *Social Structure*, Collier Macmillan; New York.

5. Sarkar, Amitabh, (1993). *Toto Society and Change: A Sub Himlayan Tribe of West Bengal,* Firma KLM Pvt.Ltd., Calcutta.
6. Bhowmick, P.K., (1994). *Primitive Tribal Groups in Eastern India: Welfare and Evaluation*, Gyan Publishing House; New Delhi.
7. Pfeffer, Georg and Behera, D.K. *Contemporary Society: Tribal Studies, Volume I to VII.* Concept Publishing Company; New Delhi.
8. Bose, N.K., (1967). " Some Methods of Studying Social Change", in *Man in India*, Vol.47. No.3, Ranchi.
9. Rao, V.K.R.V., (1966). " Social Change and Tribal Society", in *Journal of Social Research,* Vol.IX, No.2,
10. Srinivas, M.N., (1966).*Social Change in Modern India*, Allied Publishers; Bombay,
11. Vidyarthi, L.P., (1968). "Culture Change in the Tribes of Modern India", Presidential Address to the Anthropological and Archaeology Section of the 55th Session of the Indian Science Congress 1968, also printed in *Journal of Social Research,* Vol.XI, No.4.
12. Vidyarthi, L.P., (1970).*Socio-Cultural Implication of Industrialization in A Case Study of Tribal Research,* Ranchi.
13. Sachchidananda, (1964). *Culture Change in Tribal Bihar,* Book land Pvt. Ltd.; Calcutta.
14. Ghurye , G. S., (1959). *The Scheduled Tribes*, Popular Book Deport
15. V. Elwin, (1951). *The Tribal art of Middle India*, London.
16. Culshaw, W.J. , (2013). *Tribal Heritage: A Study of the Santals,* New Delhi.
17. Pegu, Namita, (2016). *Tribal Culture in Ethnographic Museum*, B.R. Publishing Corporation, Delhi.
18. Ota, A.B., (2009). *Tribal Dance of Orissa,* Academy of Tribal Language and Culture; Bhubaneswar.
19. Bhagaban Sahu , (2015). *Folk Life and Culture of Odisha,* Kaveri Books; New Delhi.
20. Vidyarthi, L. P. & Rai, B. K. , (Reprinted 1985). *The Tribal Culture of India*, Concept Publishing Company; New Delhi.
21. Hasnain, Naddem, (2016).*TRIBAL INDIA*, PALKA PRAKASHAN, Delhi.
22. Mahapatra , L. K. , (1997). "Tribal Cultures and Regional Society in Orissa" , in Santosh Kumar Sethi & Susmit Pani (eds.), *Tribal Culture of Orissa*.
23. Denis Dutton, (1993). "Tribal Art and Artifact", *Journal of Aesthetics and Art Criticism*, 51(1):13–21, Winter
24. Prakash, Om , *Cultural History of India* , New Age International Publishers Pvt., Delhi.

25. Mahapatra, L.K., (1996).“Tribal Heritage of Indian Civilization” , in *Banaja, Adivasi Exhibition Souvenir*. Academy of Tribal Dialects and Culture, Government of Orissa, Bhubaneswar.
26. Charu Smita, Gupta, *Indian Folk and Tribal Paintings* , Roli Books Pvt Ltd,
27. https://www.holidify.com/pages/tribal-art-of-india-4497.html

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the tribal culture of India, the main features of tribal family and types of Kinship in Indian society.	Understand
CO2	Understand the forms of Indian tribal art and the material culture of indigenous peoples of India through their visual art.	Understand
CO3	Discuss about the different types of Tribal paintings, Tribal music, festivals and tribal dance forms of different states of India.	Understand
CO4	Discuss the hunting and food gathering, pastoralism, shifting cultivation, animal husbandry, agriculture and peasantry.	Understand
CO5	Identify the changes in the socio-cultural life of tribals due to the impact of globalization, westernization, modernization, industrialization.	Understand

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two year PG programme Common Preamble")

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	2	2	2	2	2	1	2	1	1	3	3	2	3	3	2
CO2	2	3	3	2	2	2	2	2	2	2	1	2	3	2	3	3	2
CO3	2	3	3	2	2	2	3	2	3	2	2	2	3	2	3	3	3
CO4	2	3	2	2	3	3	2	1	2	2	2	3	3	3	3	3	2
CO5	3	3	2	3	3	3	2	2	3	3	2	3	3	3	3	3	2
Averag	2.4	3.0	2.4	2.2	2.4	2.4	2.2	1.6	2.4	2.0	1.6	2.6	3.0	2.4	3.0	3.0	2.2

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Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of tribal culture, family structures, marriage systems, religion, magic, and beliefs fosters understanding of diverse cultural heritage, moral values, and indigenous worldviews as outlined in PSO3 and PSO4. The course emphasizes respect for tribal traditions and cultural diversity.
Gender	High	Analysis of status of women in tribal society, forms of marriage, and kinship patterns provides insights into gender relations in indigenous communities. The course examines the role and position of women in tribal family structures.
Environment & Sustainability	Very High	Understanding the relationship between tribal communities and their environment through modes of adaptation (hunting-gathering, pastoralism, shifting cultivation, agriculture). Study of indigenous techniques of forest conservation and sustainable living provides insights into traditional ecological knowledge and environmental stewardship.
Professional Ethics	Medium	Examination of welfare programs, plans, and their implementation for tribal development raises questions about development ethics, policy-making integrity, and the ethical responsibilities of state and civil society toward indigenous communities.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Study of tribal economic life, hunting-gathering, pastoralism, shifting cultivation, and agriculture provides historical context for understanding poverty and economic marginalization of tribal communities.

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Examination of tribal culture, art, music, dance, and festivals contributes to preserving indigenous knowledge systems and promoting culturally relevant education for tribal communities.
SDG 5	Gender Equality	Analysis of status of women in tribal society, forms of marriage, and kinship patterns allows for gender analysis of indigenous power structures and women's roles in tribal communities.
SDG 8	Decent Work and Economic Growth	Study of various modes of livelihood (hunting-gathering, pastoralism, shifting cultivation, agriculture, animal husbandry) provides insights into traditional economic practices and their transformation under modernization.
SDG 10	Reduced Inequalities	Analysis of socio-cultural changes in tribal life due to globalization, westernization, modernization, and industrialization helps understand the challenges of inequality and the importance of inclusive development.
SDG 11	Sustainable Cities & Communities	Study of tribal settlement patterns, traditional knowledge, and community structures contributes to understanding sustainable community development and the protection of indigenous cultural heritage.
SDG 15	Life on Land	Examination of tribal relationship with forests, water, animals, and nature provides insights into traditional conservation practices, biodiversity protection, and sustainable use of terrestrial ecosystems.

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SECOND SEMESTER

CONTEMPORARY POLITICAL THEORY-II

Paper code: PO40002

Course Objectives

The paper is for acquainting students with diverse political theory. More specifically, the paper seeks to impart an in-depth knowledge and understanding of Liberalism, Marxism and Critical theory. Moving beyond Political Theory, it would cover the contemporary theories related to Feminism, Communitarianism, Multiculturalism, Post-Colonialism, Post-Modernism and theories of democracy. All these theories form the core objectives of the paper.

Course Outcomes

CO1: Introduces framework to understand the theoretical concepts of contemporary politics.
CO2: Armed with the knowledge of the subject on contemporary political theory.
CO3: Develop a capacity to grasp theories from normative perspective.
CO4: Evolve a critically enriched understanding on contemporary perspective of politics.

Course Contents

Uni t - I

Liberalism and Conservatism

Unit – II

Socialism and Marxism

Unit – III

Feminism and Ecologism

Unit – IV

Multiculturalism and Post-Modernism

Text Books

1. Bhargav, Rajiv and Ashok Acharya, *Political Theory: An Introduction*, Pearson Publication, New Delhi, 2015.
2. Colin, Farrelly, *An Introduction to Contemporary Political Theory*, Sage Publications, New Delhi, 2004.
3. Collin, Farrelly Patrick, Contemporary Political Theory – A Reader, Sage, New Delhi, 2004.

4. Haywood, Andrew, *Political Theory: An Introduction*, Palgrave Publisher, New york, 2015.

5. Lukes, Steven. *Power: A Radical View*. Macmillan Press, London, 1974.
6. Misra Krishnakanth, *Contemporary Political Theory*, Pragati Publication, New Delhi, 1983.
7. Rawls, John, *A Theory of Justice*, Bellknap, Harvard, 1971.
8. Sandel, Michael, *Liberalism and the Limits of Justice*, Cambridge University Press, Cambridge, 1982
9. Sen, Amartya, *The Idea of Justice*, Penguin Books, London, 2010.
10. Vinod, M.J., *Contemporary Political Theory*, Prentice Hall, New Delhi, 2013.

CONTEMPORARY POLITICAL THEORY (PO 40002)

1. CO-PO and CO-PSO Mapping

Course Outcomes	Program Outcomes (POs)							Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO 1	3	2	2	1	2	2	3	3	2	1
CO 2	3	3	2	1	3	2	2	3	2	2
CO 3	3	3	3	2	2	3	2	2	3	2
CO 4	3	3	3	3	3	3	3	3	3	3
Average	**3.0**	**2.75**	**2.5**	**1.75**	**2.5**	**2.5**	**2.5**	**2.75**	**2.5**	**2.0**

Mapping Level: 1 – Low, 2 – Medium, 3 – High, 4 (or "-") – No Correlation

2. Mapping with Cross-Cutting Issues

Cross-Cutting Issue	Level of Integration	Illustration Components
Professional Ethics	High	Critical analysis of power, political accountability, and ethical governance in theory.
Gender	High	In-depth study of Feminist theories, patriarchy, and gender justice (Unit III).
Human Values	Medium	Exploration of rights, liberty, and multicultural respect for diverse cultures.
Environment Sustainability	Medium	Focus on Ecologism, green politics, and sustainable development theories (Unit III).

3. Sustainable Development Goals (SDG) Mapping

SDG	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Advanced critical thinking and theoretical literacy in political science.
SDG 5	Gender Equality	Focus on feminism and women's political participation and rights.
SDG 10	Reduced Inequalities	Theoretical focus on multiculturalism and social justice for marginalized groups.
SDG 16	Peace, Justice and Strong Institutions	Study of democracy, liberalism, and post-colonial governance structures.

INDIA AND THE MAJOR POWERS
Paper Code: PO40004

Course Objectives:

The paper is designed to educate students about India's relations with major powers in the world. It also aims to develop a sensitivity among the students about the importance of this relationship

Course outcomes

CO 1: Students would understand the importance of India's relationship with major powers like USA and USSR

CO 2: Students would also develop perspective about emerging powers in the world

CO3: Student will understand the changing aspect of global politics.

CO4: The course should help student understand how the world is turning multi-polar

Course Contents

Unit I: India and the multi-polar world

Unit II: India and USA

Unit III: India and China

Unit IV: India and Russia

Text Books

1."India and the World: Essays on Geo-economics and Foreign Policy" (2016) by S. Jaishankar

2."The Oxford Handbook of Indian Foreign Policy" (2015) edited by David Malone, C. Raja Mohan, and Srinath Raghavan

3. "The China-India Rivalry in the Globalization Era" (2018) edited by T.V. Paul

4. "India's Foreign Policy: Coping with the Changing World" (2020) by Muchkund Dubey

5."India and the Major Powers after Pokharan II" (2002) by Aparna Pande

6.Dunne, Tim, *International Relations Theories*, Oxford University Press, New York, 2007

7.Erendor, Mehmet Emin and Mehmet Fatih Oztarsu (Eds.), *Contemporary Issues in International Relations*, Cambridge Scholars Publishing, Newcastle, 2020.

8.Ghosh, Peu, *International Relations*, PHI Learning, New Delhi, 2020.

9.Hoffmann, Stanley, *Contemporary Theory in International Relations*, Prentice Hall, New Delhi, 1964.

10.Kumar, Mahendra, *Theoretical Aspects of International Politics*, The Free Press, New York, 1960.

Suggested reading list

1. Burchill, Scott et al, *Theories of International Relations* (3rd Ed.), Palgrave Macmillan, Basingstoke, 2005.
2. Brown, Chris and Kirsten Ainley, *Understanding International Relations* (3rd Ed.), Palgrave, Macmillan, 2005.
3. Bull, Hedley, *The Anarchical Society: A Study of Order in World Politics* (3rd Ed.), Basingstoke: Palgrave. 2002.
4. Tickner, Arlene B. and Ole Wever, (eds.), *International Relations Scholarship Around the World*, London: Routledge, 2009.
5. Behera, Navnita Chadha (Ed.), *International Relations in South Asia: Search for an Alternative Paradigm*, Sage Publications, New Delhi, 2008.

INDIA AND THE MAJOR POWERS

Subject Focus: India and the international relations

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	2	2	1	2	2	3	2	2
CO2	3	3	2	3	1	1	1	3	2	2
CO3	2	3	3	3	3	3	2	2	3	3
CO4	2	2	2	2	3	3	1	2	3	2
CO5	2	3	3	3	2	3	3	2	3	3
Avg.	**2.4**	**2.6**	**2.4**	**2.6**	**2.0**	**2.4**	**1.8**	**2.4**	**2.6**	**2.4**

Mapping Scale: 1 – Low, 2 – Medium, 3 – High, "_" – No Correlation

Issue	Level	Illustration Components
Professional Ethics	High	Integrity in leadership, administrative accountability in NPM, and ethical communication as per Chester Barnard.
Gender	High	Integration of the Feminist Approach to Public Administration and inclusive organizational theories.
Human Values	Medium	Human Relations Theory, motivational ethics, and New Public Service (NPS) focus on serving citizens.

SDG	Title	Nature of Contribution
SDG 4	Quality Education	Critical understanding of administrative evolution and theoretical discipline.
SDG 5	Gender Equality	Analytical focus on Feminist approaches in administrative structures.
SDG 10	Reduced Inequalities	Study of Development Administration and citizen participation in developing societies.
SDG 16	Peace, Justice & Strong Institutions	Core focus on building efficient administrative theories, leadership, and modern governance.
SDG 17	Partnerships for the Goals	Understanding administrative systems in the era of Globalization and Liberalization.

SPECIAL PAPER – I (Choose any one)

A. DEMOGRAPHY, DEMOCRACY AND DEVELOPMENT: AN INDIAN PERSPECTIVE

Paper Code: DD40032

Course Objectives:

The paper is designed to educate students about the population trends in India. It also aims to help students understand the demographic transition in Odisha.

Course Outcomes

CO1: Students would develop knowledge about democratic trends in India

CO 2: They would also understand the demographic dividends the country is set to enjoy

CO3: Student will realise the increasing importance of youth in Indian politics.

CO4: Student also would understand the changing democratic profile of Odisha.

Course Contents

Unit I: Population trends in India and States; regional population challenges

Unit II: Demographic transition in Odisha;
Basic demographics of marginalized groups: Tribals and transgender

Unit III

Demography and Development; Education, Health, Social Development

Unit IV: Policies for youth in India

Suggested Readings

1. "Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India" by Dev Nathan and Virginius Xaxa
2. "Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak" edited by Sanjay Paswan
3. "Social Exclusion and Policies for Socially Disadvantaged Groups in India" by P.S. Krishnan
4. "Social Justice and Reservation Policy in India" by B.L. Fadia
5. "Social Exclusion and Inclusive Policy: Some Issues" by Arun Kumar

3. CO-PO and PSO Mapping

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO 1	3	2	2	1	-	2	3	3	1	2

CO 2	3	3	2	2	1	1	2	3	2	2
CO 3	2	3	1	3	2	3	1	1	3	1
CO 4	2	1	3	1	1	1	3	2	2	3
Average	2.5	2.25	2.0	1.75	1.25	1.75	2.25	2.25	2.0	2.0

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No correlation

4. Mapping with Cross-cutting Issues

Cross-cutting issue	Level Integration	Illustration components
Professional Ethics	High	Data integrity in census reporting, ethical research on marginalized groups.
Gender	High	Analysis of sex ratios, demographic status of transgender groups in Odisha.
Human Values	Medium	Empathy towards marginalized tribals and social development rights.
Environment Sustainability	Medium	Population pressure on regional resources and sustainable demographic transitions.

SDG Mapping for this Course

SDGs	SDG Titles	Nature of contribution
SDG 3	Good Health and Well-being	Focus on health indicators in demographic transition.
SDG 4	Quality Education	Unit III focuses on education as a pillar of development.
SDG 5	Gender Equality	Coverage of basic demographics of transgender and marginalized groups.
SDG 10	Reduced Inequalities	Analyzing regional challenges and tribal population demographics.

SPECIAL PAPER – I (Choose any one)

ACTIVE CITIZENSHIP AND DEMOCRATIC VALUES

Paper code: AC40032

Course Objectives

Citizenship education develops knowledge, skills and understanding that students will gain through full participation in society as an active and responsible citizen. In this paper students learn about democracy, politics, parliament and voting as well as human rights, justice, media literacy, the law and the economy. They would also learn the skills of active citizenship through practical opportunities to address issues of concern to them. The paper would bring to life change by using real issues, case studies, people and events in local to national contexts. This paper provides students with a setting to critically examine and evaluate the multiple expressions of citizenship in democratic governance. As such, it aims to facilitate their exploration of the interaction, challenges, opportunities, and limits of citizenship and governance in theory and in practice. In particular, apart from class room teaching students will contextualize citizenship and governance through the actual practice of citizenship based on their involvement in a governance and social engineering.

Course Outcomes

CO1: Students are expected to understand the meaning and significance of the concept of citizenship and skillfully interpret and evaluate through observation, communication, information and argumentation its link to democratic governance.

CO2: Enable the students to internalize and demonstrate the values of social responsibility, responsible citizenship, and commitment to the advancement of common good, justice, freedom, human rights, and rule of law.

CO3: Enable students to internalize and demonstrate the values of social responsibility, responsible citizenship, and commitment to the advancement of common good, justice, freedom, human rights, and rule of law.

CO4: Furthermore, the students are expected to practice an active citizenship through participation in governance that promotes good democratic governance and collaborative learning.

Course Content

Unit – I

Conceptual frameworks: citizenship and social class, group-differentiated citizenship, multicultural citizenship, civil society and citizenship

Unit – II

Differentiated citizenship: Caste, Gender, and Religion in Social Inclusion and Social Exclusion perspective

Unit – III

Development of the concept of Democracy from Ancient Athens to Modern times: Direct and Indirect forms of Democracy

Unit – IV

Role of an Active citizen in a Democracy: Active Citizenship in Participation in Civil Society, Community and Political process

Text Books

1. Anupama Roy, *Mapping Citizenship in India,* Oxford University Press, Delhi, 2010.
2. Barber, B., *Strong Democracy: Participatory Politics for a New Age,* California University Press, California, 2003.
3. Davies, I., and Evans, M., "Encouraging Active Citizenship", *Educational Review*, 54, 2002, pp.69-78.
4. Heater, Derek, *What is Citizenship?,*Polity, Cambridge, 1999.
5. Faulks, Keith, *Citizenship,* Routledge, London, 2000.

Suggested reading list

1. Marshall, T., *Citizenship and social class and other essays*. Cambridge University Press, Cambridge, 1950.
2. Putnam, R. D., *Making Democracy Work*, Princeton University Press, Princeton, 1993.
3. Marshall, T.H. and Tom Bottomore (Eds.), *Citizenship and Social Class,* London: Pluto Press, 1992.
4. Fazila, Vazira and Yacoobali Zamindar, *The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories*, Columbia University Press, New York, 2007.
5. Kymlicka, Will, *Multicultural Citizenship* (Chapter 9 & Conclusion, pp. 173-95), Oxford: Clarendon Press, New York, 1995

Course Title: Active Citizenship and Democratic Values
Paper Code: AC 40032

Program Educational Objectives (PEOs)

PEO1: To produce graduates who are socially responsible and ethically sound citizens.
PEO2: To equip students with critical thinking skills to analyze democratic governance.
PEO3: To foster professional leadership in community engagement and social engineering.

Program Specific Outcomes (PSOs)

PSO1: Analyze the theoretical underpinnings of citizenship, democracy, and social inclusion.
PSO2: Apply democratic values in real-world governance and community participation.
PSO3: Evaluate the impact of caste, gender, and religion on civil society and social justice.

Course Outcomes (COs)

CO1: Understand the meaning and significance of citizenship and its link to democratic governance.

CO2: Internalize and demonstrate values of social responsibility, justice, freedom, and human rights.

CO3: Analyze the role of caste, gender, and religion in social inclusion and exclusion perspectives.

CO4: Practice active citizenship through participation in governance and collaborative learning.

CO-PO and PSO Mapping

COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**
CO1	3	3	2	2	1	2	3	3	2	1
CO2	2	2	3	3	3	3	3	2	3	2
CO3	3	3	2	2	2	3	3	3	2	3
CO4	2	2	3	3	3	3	3	2	3	2
Average	2.5	2.5	2.5	2.5	2.25	2.75	3.0	2.5	2.5	2.0

Legend: 1 – Low, 2 – Medium, 3 – High, 4 (or '-') – No Correlation

Mapping with Cross-Cutting Issues

Cross-cutting issue	**Level Integration**	**Illustration components**
Professional Ethics	High	Ethics in governance, accountability in voting, and social engineering responsibility.
Gender	High	Analysis of gender in social inclusion/exclusion (Unit II), inclusive citizenship.
Human Values	High	Justice, freedom, rule of law, and respect for diverse cultures.
Environment Sustainability	Medium	Community-led environmental initiatives, SDGs linked to responsible citizenship.

SDG Mapping for this Course

SDGs	**SDG Titles**	**Nature of Contribution**
SDG 4	Quality Education	Equipping students with skills for democratic participation and civic literacy.
SDG 5	Gender Equality	Addressing social exclusion and promoting group-differentiated citizenship.

SDG 10	Reduced Inequalities	Focus on caste, religion, and social inclusion to bridge societal gaps.
SDG 16	Peace, Justice and Strong Institutions	Promoting rule of law, human rights, and active participation in political processes.

SPECIAL PAPER – II (Choose any one)
DEVELOPMENT ADMINISTRATION IN INDIA

Paper Code: DA40034

Course Objectives:

The paper will introduce the concept of development, the features and approaches to the study of development administration and the difference between public administration and development administration. With an overview on the role of international aid and development in development administration, the course will then deliberate extensively on the constitutional features of development administration and how development planning and machinery functions in India. This course enables the student to explore introduction to Development Administration, and the Political Process, citizens' participation and empowerment in the application perspective of Public Administration.

Course Outcomes

CO1: Understanding the basic concepts of Meaning, Nature, Scope of Development Administration.
CO2: Analyses the ideas of Political, Economic, Cultural, and Social and Development Administration.
CO3: Examine the Decentralization of Powers in India, State. District Administration and Field Agencies.
CO4: Analyse the Autonomy and Accountability of Administration.

Course Contents

Unit-I

Introduction to Development Administration:
a. Development Administration: Concept and Meaning
b. Elements of Development Administration.

Unit-II

Development Administration and the Political Process:
a. Role of Development Administration in India since Independence
b. The Machinery of Development- Role of Official and Non Official agencies

Unit-III

Bureaucracy and Development Administration:
a. The Changing Role of Bureaucracy and its Problems
b. The Specialist and Generalist Dichotomy in Democracy

Unit-IV

New Trends in People's Self Development and Empowerment:
a. Patterns of People's Participation in Development
b. Constitutional Provisions in Peoples self -development and empowerment-73rd and 74th amendment to the Constitution of India

Text Books:

1. Arora, Ramesh K. and Sangeeta Sharma (Eds.), *Comparative and Development Administration***,** Arihant, Jaipur, 1992 .
2. Basu, Ashok Ranjan and Satish Nijhawan (Eds), *Tribal Development Administration in India*, Mittal Publications, New Delhi, 1994.
3. Chatterjee, S.K., *Development Administration*, Surjeet Publications, New Delhi, 1981.
4. Inamdar, N. R., *Development Administration in India*, Rawat Publications, New Delh, 1992.
5. Mahajan, Anupama Puri, *Development Administration in India*, Sage Publication, New Delhi, 2019.

Suggested reading

1. Palekar, S.A., *Development Administration*, PHI Leaning Pvt. Ltd., New Delhi, 2012.
2. Parmar, Mahinder, *Issues in Development Administration: Planning, Rural Development, Social Welfare, Education, Public Grievance, Law and Order, Tribal Development & Public Participation*, Reliance, New Delhi, 2000.
3. Sharma, R.D., *Development Administration Theory and Practice*, H.K. Publishers, New Delhi, 1992.
4. Umapathy, M., *Development Administration Today*, Manu Publishers, Mysore, 1984.
5. Wasnik, Jitendra, *Public Administration in India: Aspects and Prospects*, BlueRose Publisher, New Delhi, 2020.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	1	2	-	1	3	2	2	1

CO2	2	3	2	2	1	2	2	3	2	2
CO3	2	2	3	3	2	2	2	3	3	3
CO4	2	3	2	3	1	3	2	2	3	2
Average	**2.25**	**2.5**	**2.0**	**2.5**	**1.3**	**2.0**	**2.25**	**2.5**	**2.5**	**2.0**

1 – Weakly mapped (Low) | 2 – Moderately mapped (Medium) | 3 – Strongly mapped (High) | "-" – No correlation

Mapping with Cross-Cutting Issues

Cross-cutting Issue	**Level Integration**	**Illustration Components**
Professional Ethics	High	Administrative accountability, anti-corruption measures, and bureaucratic neutrality.
Gender	Medium	Women's participation in PRIs (73rd Amendment) and gender-sensitive development planning.
Human Values	High	Citizen empowerment, social justice, and respect for marginalized sections in field agencies.
Environment & Sustainability	Medium	Sustainable local development models through 73rd/74th amendments and resource management.
SDG	**SDG Titles**	**Nature of Contribution**
SDG 4	Quality Education	Capacity building for citizens and officials regarding rights and administrative processes.
SDG 8	Decent Work & Economic Growth	Focus on rural and urban machinery that facilitates local economic opportunities and livelihoods.
SDG 11	Sustainable Cities & Communities	Role of 74th Amendment and district administration in urban governance and infrastructure.

SDG 16	Peace, Justice & Strong Institutions	Core focus on institutional accountability, decentralization, and effective bureaucracy.

SPECIAL PAPER – II (Choose any one)

GLOBAL POLITICS: CONTEMPORARY CHALLENGES AND ISSUES

Paper Code: GP40034

Course Objectives:

The objective of this postgraduate course on India's foreign policy is to provide students with a comprehensive understanding of the evolution, determinants, and institutional processes shaping India's engagement with the world. It aims to examine the continuity and change in policy frameworks, along with the roles of key actors such as the Prime Minister's Office, Parliament, and the Ministry of External Affairs in decision-making. The course further seeks to analyze India's bilateral and regional relations with its neighbours and major powers, while exploring its strategic participation in regional and global organizations such as SAARC, ASEAN, BRICS, and the United Nations. Emphasis is placed on India's role in an emerging multipolar world, its contributions to global governance, and its responses to pressing international issues including terrorism, climate change, nuclear policy, and energy security. Additionally, the syllabus is designed to familiarize students with recent developments in India's foreign policy, including its approaches to the Indo-Pacific and West Asia, thereby equipping them with analytical skills to interpret contemporary geopolitical trends and policy choices.

Course Outcomes

CO1: Analyze the key determinants of India's foreign policy and evaluate the elements of continuity and change in its evolution, along with the role of institutional actors such as the PMO, Parliament, and Ministry of External Affairs.

CO2: Examine India's relations with its neighbouring countries and assess the significance of regional groupings and policies such as SAARC, BIMSTEC, ASEAN, and the Look East/Act East policy.

CO3: Critically evaluate India's strategic relations with major global powers, including the USA, Russia, and China, in the context of changing global power dynamics.

CO4: Assess India's engagement with the emerging multipolar world through its interactions with international and regional organizations such as the European Union, BRICS, SCO, African Union, and GCC, as well as its role in the United Nations and peacekeeping efforts.

CO5: Analyze India's approach to major global challenges, including international terrorism, climate change, nuclear policy, and energy security, and evaluate its position and strategies in global governance.

Unit 1

- India‘s Foreign Policy: Determinants of foreign policy; Continuity and Change
- Making of India‘s Foreign Policy: PMO, Parliament, MEA

Unit 2

- India‘s Relations with Neighbours: SAARC, BIMSTEC, ASEAN, Look East & Act East policy
- India‘s Relations with Major Powers: USA, Russia, China

Unit 3

- India‘s Engagement with multipolar world: India‘s relations with European Union,

Unit 4.

- India and the United Nations: Role in UN Peace Keeping, Demand for Reforms in the UN

Unit 5

- India‘s Approach to Major Global Issues : International Terrorism, Climate Change ; India‘s Nuclear Policy, Energy Security

- Recent developments in India‘s Foreign Policy: West Asia Policy, Indo-Pacific, Indian Ocean RIM

Text Books

1. Mohan, C. Raja. (2016). Modi's World: Expanding India's Sphere of Influence. Delhi:
2. HarperCollins Publishers India.
3. Malone, David M., C. Raja Mohan, and Srinath Raghavan (eds.). (2015). Oxford Handbook on Indian Foreign Policy. UK: Oxford University Press.
4. Menon, Shivshankar. (2016). Choices: Inside the Making of India‘s Foreign Policy. Washington, DC: Brookings Institution Press.
5. C Rajamohan, Crossing the Rubicon: The Shaping of India's New Foreign Policy (NewDelhi: Penguin, 2005).
6. Ian Hall (ed) (2014), ―The Engagement of India: Strategies and Responses‖, Washington, DC,
7. Georgetown University Press
8. Muchkund Dubey, (2016), ―India‘s Foreign Policy: Coping with the Changing World‖, New Delhi,
9. Orient Blackswan Pvt. Ltd.
10. Harsh, V. Pant, (2016), India‘s Foreign Policy-An Overview‖, New Delhi: Orient Blackswan.

Suggested Reading

1. Sumit Ganguly (ed) (2016) ―Engaging the World-Indian Foreign Policy since 1947‖ New Delhi, Oxford University Press
2. Deep K. Datta Ray, The Making of Indian Diplomacy. (New Delhi: Oxford University Press, 2015), pp. 139-147.
3. Jayashree Vivekanandan, Interrogating International Relations: India‘s Strategic Practice and the Return of History (Delhi: Routledge, 2011).

4. Shiv Shankar Menon, Choices: Inside the Making of Indian Foreign Policy (New Delhi : Penguin
5. Books, 2016).
6. Gujral, I.K.(1998), A foreign policy for India, Delhi: External publicity division, MEA,
7. Government of India.
8. Bandyopadhyaya, J.(2006), The making of India‘s Foreign Policy, New Delhi: Allied Publishers Pvt. Ltd.
9. Appadorai, A. and M.S. Rajan(1988), India‘s Foreign Policy and Relations, New Delhi: South Asian Publishers Pvt. Ltd.
10. S. Ganguly and M. Pardesi, (2009) Explaining Sixty Years of India‗s Foreign Policy‗, in India Review, Vol. 8 (1)
11. Ch. Ogden, (2011) International Aspirations‗of a Rising Power‗, in David Scott (ed.), Handbook of
12. India‗s International Relations, London: Routledge,
13. 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.
14. Perkovich, G.(2000), India‘s nuclear bomb: The impact on global proliferation New Delhi: OUP.
15. Muni, S.D.(2010), India‘s Foreign Policy the democracy dimension, New Delhi: Foundation Books.
16. Ganguly, S. and Rahul Mukherji(2011), India since 1980, New Delhi: Cambridge University Press.
17. Malone, David (2014) Does the Elephant Dance , OUP.
18. Tharoor, Shashi. (2013). Pax Indica: India and the World of the Twenty-first Century. UK a.

Global Politics: Contemporary Challenges and Issues

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	1	1	3	2	2
CO2	3	2	3	3	2	2	2	3	3	3
CO3	3	3	3	3	2	2	2	3	3	3
CO4	2	2	3	3	3	3	2	2	3	3
CO5	2	3	3	3	3	3	3	2	3	3

Avg.	**2.6**	**2.6**	**2.8**	**2.8**	**2.4**	**2.2**	**2.0**	**2.6**	**2.8**	**2.8**

Mapping Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Issue	**Level**	**Illustration Components**
Professional Ethics	High	Diplomatic protocols, ethical governance in institutional decision- making (MEA/PMO), and norms of international law.
Gender	Medium	Inclusive diplomacy, the role of women in foreign service, and gendered impacts of migration and global conflict policies.
Human Values	High	India's role in UN Peacekeeping, humanitarian assistance during crises, and the philosophy of 'Vasudhaiva Kutumbakam'.
SDG	**Title**	**Nature of Contribution**
SDG 7	Affordable & Clean Energy	India's nuclear policy and international energy security partnerships.
SDG 13	Climate Action	Engagement with global climate governance and sustainability frameworks.
SDG 16	Peace, Justice & Strong Institutions	UN reforms, peacekeeping contributions, and counter-terrorism strategies.
SDG 17	Partnerships for the Goals	South-South cooperation, regional blocks (BRICS, ASEAN), and major power relations.

INDIA'S FOREIGN POLICY (PG)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	1	1	3	2	2
CO2	3	2	3	3	2	2	2	3	3	3
CO3	3	3	3	3	2	2	2	3	3	3
CO4	2	2	3	3	3	3	2	2	3	3
CO5	2	3	3	3	3	3	3	2	3	3
Avg.	**2.6**	**2.6**	**2.8**	**2.8**	**2.4**	**2.2**	**2.0**	**2.6**	**2.8**	**2.8**

Mapping Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Issue	Level	Illustration Components
Professional Ethics	High	Diplomatic protocols, ethical governance in institutional decision- making (MEA/PMO), and norms of international law.
Gender	Medium	Inclusive diplomacy, the role of women in foreign service, and gendered impacts of migration and global conflict policies.
Human Values	High	India's role in UN Peacekeeping, humanitarian assistance during crises, and the philosophy of 'Vasudhaiva Kutumbakam'.
SDG	**Title**	**Nature of Contribution**
SDG 7	Affordable & Clean Energy	India's nuclear policy and international energy security partnerships.
SDG 13	Climate Action	Engagement with global climate governance and sustainability frameworks.
SDG 16	Peace, Justice & Strong	UN reforms, peacekeeping contributions, and counter-terrorism strategies.

SDG 17	Partnerships for the Goals	South-South cooperation, regional blocks (BRICS, ASEAN), and major power relations.

Artificial Intelligence in Political Science
Paper Code: PO40006

Course Objectives

Understand the fundamentals of Artificial Intelligence (AI) and its applications in Political Science. Analyse the impact of AI on political data analysis, forecasting, and decision-making. Examine the challenges and limitations of AI in Political Science, including issues of bias, transparency, and accountability. Develop critical thinking and research skills to evaluate the role of AI in shaping political

Course Outcomes

CO1:. Students would understand the role of AI in political science
CO2: The course would familiarise the students with the origin of AI
CO 3: Students would also understand the importance of AI political forecasting
CO4: The course would also give a perspective about AI and its role in making governance more transparent.

Course content

Unit- I: Introduction to AI in Political Science
Overview of AI and its applications in Political Science
Historical context of AI in Political Science
Key concepts: machine learning, natural language processing, and deep learning

Unit II: AI in Political Data Analysis
Introduction to political data analysis, AI techniques for data analysis: clustering, decision trees, and neural networks,applications: election forecasting, public opinion analysis, and policy evaluation

Unit III: AI in Political Forecasting
Introduction to political forecasting
AI techniques for forecasting: machine learning, Bayesian methods, and simulation models
Applications: election prediction, conflict forecasting, and economic forecasting

Unit IV: AI in Decision-Making and Governance

1. Introduction to AI in decision-making
2. AI techniques for decision-making: optimization, game theory, and expert systems
3. Applications: policy-making, public administration, and international relations

Text books:

1. "Artificial Intelligence: A Modern Approach" by Stuart Russell and Peter Norvig
2. "Deep Learning" by Ian Good fellow, Yoshua Bengio, and Aaron Courville
3. "Political Analysis Using R" by James E. Monogan
4. "AI in Politics: Challenges and Opportunities" edited by Alex Sprintson and David Lazer

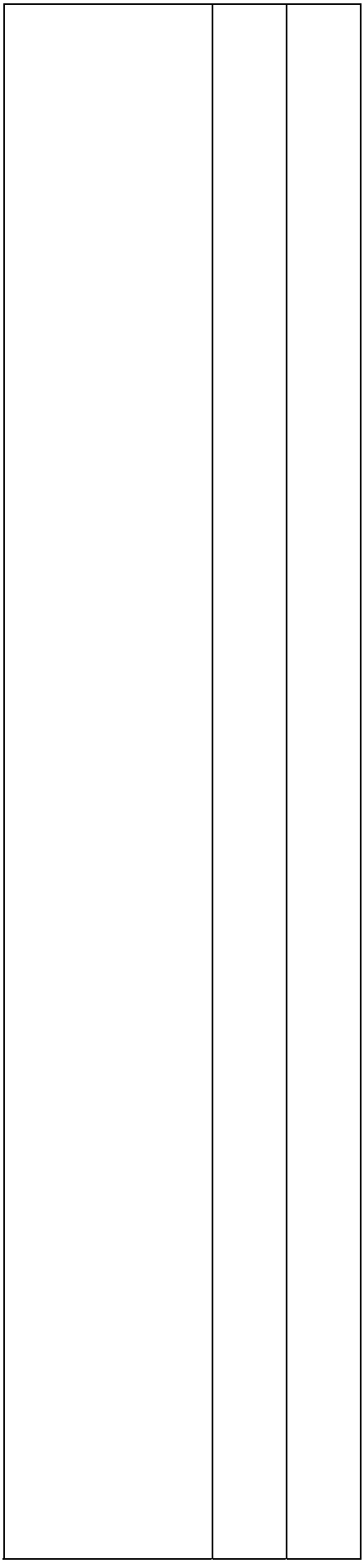
COURSE CURRICULUM & MAPPING

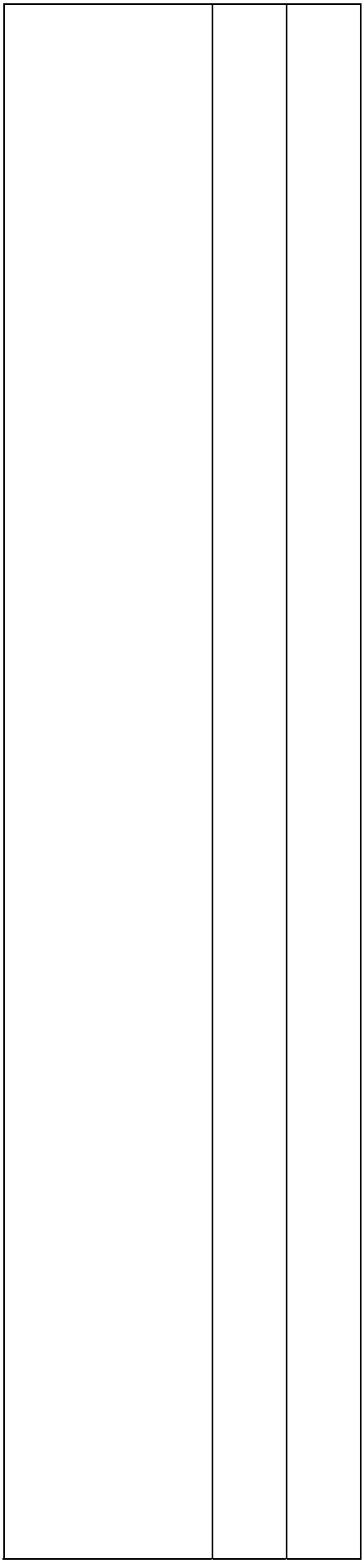
Course Title: Artificial Intelligence in Political Science

Course Code: PO 400092

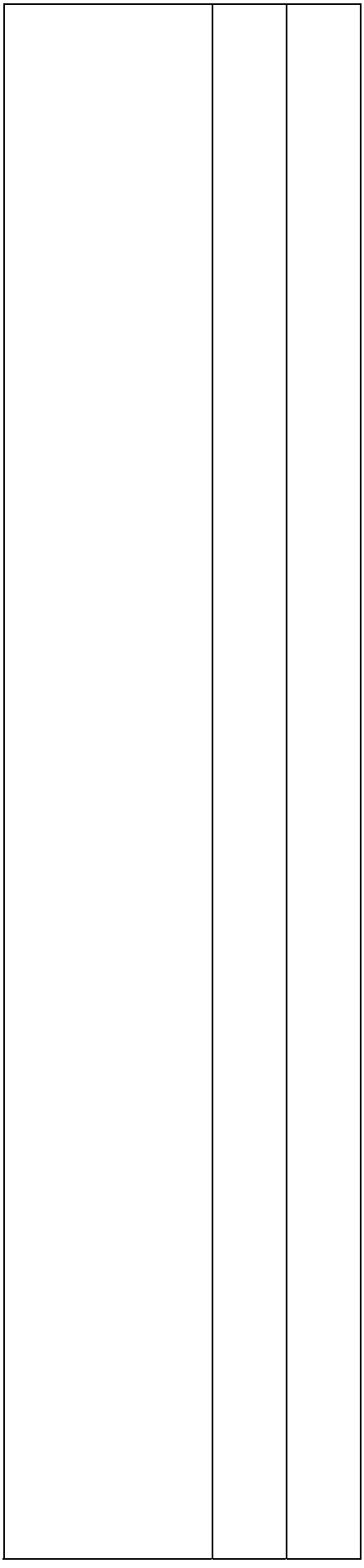
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO 1	3	2	1	2	2	1	1	3	2	2
CO 2	3	1	1	1	2	1	1	2	1	1
CO 3	2	3	2	2	3	2	1	3	3	2
CO 4	2	2	3	3	3	2	2	2	2	3
Average	**2.5**	**2.0**	**1.75**	**2.0**	**2.5**	**1.5**	**1.25**	**2.5**	**2.0**	**2.0**

Cross-Cutting Issue	**Level of Integration**
Professional Ethics	High

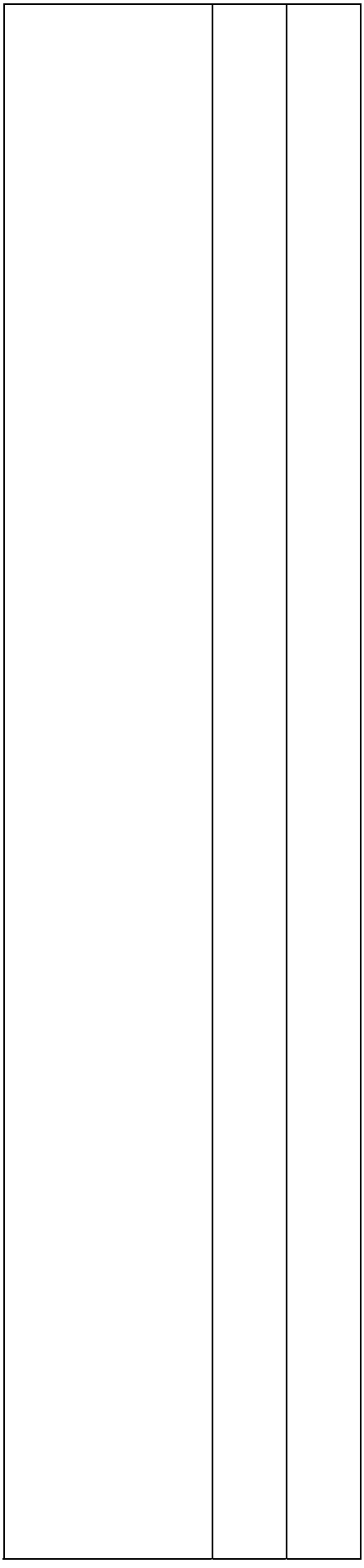


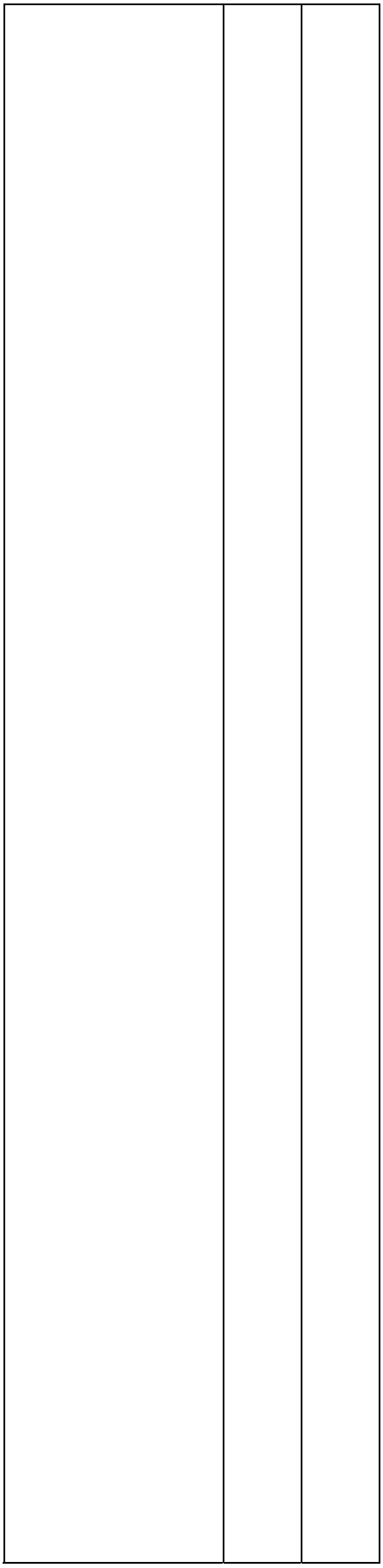


Gender	Medium	Ana



Human Values	Medium	Re





Environment & Sustainability	Medium	Computational efficiency in data processing

		; A I f o r n o n i t o r i n g e n v i r o n n e n t a l p o l i c y o u t c o

			nes (SDCs).

2. **Course Outcomes (COs)**

Mapping Scale: 1: Low, 2: Medium, 3: High, -: No Correlation

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Developing advanced digital literacy and AI analytical skills within Social Sciences.
SDG 8	Decent Work & Economic Growth	Preparing graduates for roles in tech-policy, data journalism, and digital governance.
SDG 9	Industry, Innovation & Infrastructure	Utilizing AI as digital infrastructure for innovative policy analysis and public service.
SDG 16	Peace, Justice & Strong Institutions	Leveraging AI for conflict forecasting and enhancing transparency in government institutions.

Special Paper –IV (TCPE)

Tribal Paper-II
Tribal Movements in India with Special Reference to Odisha

Paper Code: TC40052

Course Objective

The paper will provide an understanding about the tribal movements of India. This paper will help to students to explore contemporary tribal movements in resisting authoritarian domination and power.

Course Outcomes

CO-1. To estimate the characteristics, stages and classification of tribal movements of India.
CO-2. To analyze Munda uprising, Kol insurrection, Santal rebellion; Rampa uprising and Bhagat movements of India.
CO-3. To describe the basic themes of Naga movement, Khasi movement, Bodo movement and Jharkhand movement
CO-4. To understand the features of the Ol-Chiki movement, Chipko movement, Save silent valley movement, Devi movement of Gujarat, Kandha and Bhuyan uprisings of Odisha.
CO-5. To identify changes in the social, economic and political life of Tribals.

Course Contents

Unit-I:

1. Movement: Meaning, origin and characteristics; Stages of movement; Classification of movements.
2. Munda uprising, Kol insurrection, Santal rebellion; Rampa uprising between 1839-1924, Bhagat movements

Unit-II:

1. Naga movement of Nagaland, Khasi movement, Bodo movement, Rebellion of Birsa Munda
2. Ol-Chiki movement, Chipko movement, Save silent valley movement, Narmada bachaoandolan, Devi movement of Gujurat.

Unit –III:

1. Tribes of Odisha, Features of Tribal Communities, Distribution of Major Tribes in Odisha
2. British Social reforms and Legislation, Kandha Rebellions under Dora Bisoyee and Chakra Bisoyee, Bhuyan uprising- Ratna Meli, Dharani Meli.

Unit –IV:

1. Changes in socio-economic and political life of Tribals; Impact of Industrialization and Urbanization
2. Tribal Movements against mega “development” projects in Odisha

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	To estimate the characteristics, stages and classification of tribal movements of India.	Evaluate
CO2	To analyze Munda uprising, Kol insurrection, Santal rebellion; Rampa uprising and Bhagat movements of India.	Analyze
CO3	To describe the basic themes of Naga movement, Khasi movement, Bodo movement and Jharkhand movement.	Understand
CO4	To understand the features of the Ol-Chiki movement, Chipko movement, Save silent valley movement, Devi movement of Gujurat, Kandha and Bhuyan uprisings of Odisha.	Understand
CO5	To identify changes in the social, economic and political life of Tribals.	Analyze

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History PG Common Preamble"

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	2	3	3	3	2	1	2	2	2	3	3	2	3	3	2
CO2	2	3	2	3	3	3	1	1	2	1	2	2	3	2	3	3	2
CO3	2	3	2	2	2	2	2	1	2	1	1	3	3	2	3	3	2
CO4	2	3	2	2	2	2	2	1	2	1	1	3	3	2	3	3	2
CO5	2	3	2	3	3	3	2	1	2	2	2	3	3	3	3	3	3
Average	2.0	3.0	2.0	2.6	2.6	2.6	1.8	1.0	2.0	1.4	1.6	2.8	3.0	2.2	3.0	3.0	2.2

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of tribal resistance movements and their leaders fosters understanding of justice, dignity, and cultural identity as outlined in PSO4.
Gender	Medium	Analysis of socio-economic changes in tribal life allows for examination of gender roles and women's participation in movements.
Environment & Sustainability	High	Study of movements like Chipko, Save Silent Valley, and mega-development project resistance highlights tribal communities' role in environmental conservation and sustainable living (PSO3, PO12).
Professional Ethics	Low	Examination of British legislation and administrative policies provides insights into ethical issues of governance and legal frameworks.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of tribal movements and their historical context, contributing to historical literacy and understanding of indigenous struggles.
SDG 5	Gender Equality	Study of socio-economic changes in tribal communities allows for gender analysis of participation in resistance movements and leadership roles.
SDG 10	Reduced Inequalities	Analysis of tribal movements against mega-development projects and oppressive legislation highlights struggles for equality and justice (PSO3).
SDG 11	Sustainable Cities & Communities	Study of tribal resistance against mega-development projects provides insights into community rights and heritage protection.
SDG 13	Climate Action	Understanding tribal ecological movements (Chipko, Save Silent Valley) links environmental activism to climate justice (PO12).
SDG 16	Peace, Justice and Strong Institutions	Analysis of tribal uprisings, British legislation, and contemporary movements provides insights into the evolution of governance, justice, and institutional frameworks.

Text books -

1. Dhanajaya Keer, (Reprinted 1981). *Ambedkar: Life and Mission,* Popular Prakashan, Bombay.
2. Gail Omvealt, (1994). *Dalits and the Democratic Revolution*, Sge Publications, New Delhi'.
3. SumitSarkar, (1983). *Modern India* (1885 - 1947), Mac Millam, Delhi.
4. Mani, B.R. and Sing Debrahmini, (2005). *History: Dominance and Resistance in Indian Society*, Mandhar, New Delhi.
5. Panda, H., (2014). *History of Odisha*, Kitab Mahal; Cuttack.
6. Hota, A.B., Mohanty, S.C., Sahoo, T. and Mohanty, B.N., (2008). *Primitive Tribal in Orissa,* Scheduled Castes & Scheduled Tribes Research and Training Institute, CRPF Square, Bhubaneswar.
7. Patnaik, Nityananda*,* (2005). *Primitive Tribes of Odisha and their Development Strategies*, New Delhi.
8. Hota, A.B. and Mohantym, S.C., eds., (2015). *Particularly Vulnerable Tribal Groups (PVTGs) of Odisha,*Vol.I, Scheduled Castes & Scheduled Tribes Research and Training Institute, CRPF Square; Bhubaneswar.
9. Patnaik, Nihar Ranjan, ed.., (2006), *Glory of Indian Tribes: A Focus on Orissa,* Delhi.
10. Furer-Haimendorf, C. Von, (1982). *Tribes of India: The Struggle for Survival.* Oxford University Publication; Delhi.

Suggested reading

1. Basu, S., (1994). *Jharkhand Movement*. Indian Institute of Advanced Study; Simla.
2. Bodding, P.O., (1921). "The Kharwar movement among the Santals", *Man in India*, 1(3): 222-232, Jharkhand.
3. Baviskar, Amita, (1995). *In the Valley of the river: Tribal conflicts over development in the Narmada valley*, Oxford University Press; New Delhi.
4. Das, J.C. and Nagi, R.S., (1983). "The Chipko Movement", in K.S. Singh (ed) *Tribal Movements in India*, Vol-II, Manohar Publications; Delhi.
5. Das, Victor, (1990). "Jharkhand Movement: From realism to Mystification", *Economic and Political Weekly*, 25(30): 1624-1626
6. Datta, P., (1995). "Gorkhaland and Bodo Movements etc.", in LalanTiwari (ed) *Issues in Indian Politics*, pp. 1-216. Mittal Publications; New Delhi.
7. Datta, K.K., (1940). *The Santal Insurrection of 1855-57*. University of Calcutta; Calcutta.
8. Dhanagare, D.N., (1983). *Peasant Movements in India, 1920-1950*. Oxford University Press; Delhi.
9. Misra, Udayan, (1974). "The Naga question", *Economic and Political Weekly* 9(39), September 28.
10. Scott, James (1985). *The Weapons of the Weak: Everyday Forms of Peasant Resistance.* Yale University Press; New Haven.
11. Scott, James C., (1976). *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. Yale University Press; New Haven.
12. Shah, Ghanshyam, (2004). *Social Movements in India: A Review of Literature.* Sage Publications; New Delhi.
13. Singh, K.S., (1983). *Tribal Movements in India*, Vol-I & II. Manohar Publications., Delhi.
14. Singh, Rajendra, (2001). *Social Movements, Old and New: A Post-modernist Critique*. ND: Sage.

THIRD SEMESTER

Research Methodology

Paper code: RM50001

Course Objectives

The objective of this course is to inculcate in students the spirit of scientific inquiry, critical thinking, methodological rigour, and disciplined objectivity. It is designed to prepare students for academic research and informed engagement with society. The course familiarizes students with the principles and procedures of social science research, enabling them to identify research problems, formulate research questions, select appropriate research methods, collect and interpret data, and present research findings systematically and ethically

Course Outcomes

CO1: Understand the nature, scope, and significance of research methodology in the social sciences.

CO2: Develop the ability to formulate research problems, objectives, hypotheses, and appropriate research designs.

CO3: Acquire knowledge of qualitative research methods, data collection techniques, sampling procedures, and ethical issues in research.

CO4: Develop skills in qualitative data analysis, interpretation, report writing, referencing, and presentation of research findings.

Course Contents

Unit I

Foundations of Social and Political Research

- Meaning, Nature and Objectives of Social and Political Research
- Scope and Significance of Research in Social Sciences
- Types of Research
- Scientific Method: Characteristics, Steps/Process and Limitations

Unit II

Research Design and Formulation of Research

- Research Design: Meaning, Types and Components
- Identification and Formulation of Research Problems
- Research Questions and Objectives

- Hypothesis: Meaning, Types, Sources, Formulation and Functions
- Review of Literature and Research Ethics

Unit III

Methods of Data Collection

- Survey Method: Meaning, Types, Steps and Limitations
- Observation: Meaning, Types and Uses
- Questionnaire and Interview Schedule
- Sampling: Meaning, Types and Selection of Samples
- Case Study Method and Focus Group Discussion

Unit IV

Data Interpretation and Research Report Writing

- Qualitative Data Analysis and Interpretation
- Content Analysis and Document Analysis
- Presentation of Research Findings
- Research Report Writing: Structure, Style and Citation

Referencing Techniques and Avoidance of Plagiarism

Text Books

1. Ahuja, Ram, *Research Methods*, Rawat Publications, New Delhi, 2001.
2. Bandarkar, P.L., *Methods and Techniques of Social Research*, Bombay: Himalaya Publishing Co., 2006.
3. Creswell, John W., *Research Design: Qualitative and Quantitative Approaches*, Sage Publication, New Delhi, 1994.
4. Ghosh, D. N., *Scientific Methods and Social Research*, Sterling Publisher Pvt. Ltd., New Delhi, 1982.
5. Goode, W.J. and Paul Hatt, *Methods in Social Research*, New Delhi: McGraw Hill, 2002.

Suggested reading list

1. Kothari, C. R., *Research Methodology*, New Age International Ltd., Delhi, 2011.
2. May, Tim, *Social Research Issues, Methods and Process*, Open University Press, Buckingham, 2001
3. Shrama, B. A. B., *Research Methods in Social Sciences*, Sterling Publisher Pvt. Ltd., New Delhi, 1983.
4. William M.K., *Research Methods*, New Delhi: Atomic Publishing, 2003.
5. Young, P.V., *Scientific Social Surveys and Research*, Practice Hall, New Delhi, 1994

RM 50001 - RESEARCH METHODOLOGY (RM 50001)

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	3	2	2	3	1	3	2	3
CO2	3	3	3	1	1	2	1	3	2	2
CO3	3	3	3	2	2	2	2	3	3	3
CO4	3	2	3	3	2	2	1	2	3	2
Average	3.0	2.75	3.0	2.0	1.75	2.25	1.25	2.75	2.5	2.5

Mapping with Cross-Cutting Issues

Cross-cutting issue	Level Integration	Illustration components
Professional ethics	High	Ethical neutrality in research, prevention of plagiarism, informed consent in surveys, and data integrity.
Gender	Medium	Gender-disaggregated data collection, inclusive sampling, and addressing bias in social research.
Human values	High	Respect for respondents' dignity, cultural sensitivity in interviewing, and social responsibility in reporting.
Environment & Sustainability	Medium	Focus on Sustainable Development Goals (SDGs) within research designs and paperless digital data collection.

SDG Mapping for this Course

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Equipping post-graduate students with advanced analytical and scientific inquiry skills.
SDG 8	Decent work & economic growth	Developing employable research skills for policy analysis, consultancy, and academic sectors.
SDG 9	Industry, Innovation & Infrastructure	Providing the methodological backbone for innovation through systematic data-driven problem solving.

Computer Application and Data Analysis

Code	Course Title	Credit	L-T-P
CA50005 (For Other discipline)	Computer Application and Data Analysis	4	3-0-1

Course Objectives:

Upon successful completion of this course, students will be able to:

- **CO1 (Knowledge/Remember):** Recall and describe the fundamental concepts of computer hardware, software, operating systems, and basic computer applications.
- **CO2 (Understanding):** Explain and interpret the features and applications of MS Office packages and various analytical and research software tools used for data organization, documentation, and presentation.
- **CO3 (Application):** Apply appropriate computer applications and statistical methods to formulate research hypotheses, organize data, and perform basic computational tasks.
- **CO4 (Analysis):** Analyze research data using statistical software such as SPSS and interpret the results to support evidence-based decision-making and problem-solving.
- **CO5 (Synthesis/Evaluation):** Design, implement, and evaluate data analysis workflows by integrating computer applications, MS Office tools, and SPSS to prepare professional reports and support research and organizational decision-making.

Course Duration: 45 hours

Course Syllabus

Unit I: Computer Basic and Computer Fundamental [8 Classroom Contact Hours]

Hardware and Software, Functional units comprising a typical computer configuration: input/output, fixed and removable data storage, internal storage, control and arithmetic/logic unit. The concepts relating to execution speed, data access times, storage capacities and similar comparative aspects of hardware performance.

Operating Systems: Windows, Linux etc. Application software, role and functions of commonly available applications

Computer Network Concept- Data communication and network terminology, IP address and its significance, Internet, Multimedia, WWW, FTP, E-mail, and Web pages. Concept of VPNs. Concept of Network security and management.

Unit II: Microsoft word [9 Classroom Contact Hours]

Creating and editing documents, formatting text and paragraph, formatting documents, creating and

formatting tables, illustration documents with graphics. Creating a web page, mail merge and document merging, working with styles and templates, developing multi-page documents, integrating word with other applications, exploring advance graphics, building forms. working with charts and diagrams

Unit III: Microsoft Excel [9 Classroom Contact Hours]

Building and editing worksheets, formatting a worksheet, working with charts, working with formulas and functions, managing workbooks and preparing them for the web, automating worksheet tasks with macros, using lists, analyzing list data, enhancing charts and worksheets Using analysis tools, analyzing data with pivot tables, exchanging data with other programs.

Unit IV: Microsoft PowerPoint [9 Classroom Contact Hours]

Creating a presentation with Microsoft PowerPoint, modifying a presentation, inserting objects into presentation, finishing a presentation, working with advanced tools and masters, enhancing charts, inserting illustration, objects and media clips, using advanced features.

Unit V: Statistical Analysis [10 Classroom Contact Hours]

The analysis will be done with the help of SPSS, and other statistical packages.

The syllabus includes the following topics: Descriptive Analysis: Mean, Median, Mode, Standard Deviation, Correlation. Regression Analysis, t- test, chi-square test, R-Square test, Factor Analysis, ANOVA, NVIVO, SPSS., JAMOVI, AMOS.

Total Practical / Lab Experiments: [30 Lab Contact Hours]

1. Create and format a table in Word with at least 5 rows × 5 columns; apply borders, shading, and sorting.
2. Perform a Mail Merge: prepare a personalized invitation letter using an Excel data source (name, address).
3. Build a student mark sheet with fields (Name, Roll, Subject Marks). Apply formulas for Total, Average, Percentage, and Grade.
4. Format the worksheet (merge cells, adjust column width, borders, number formatting). Apply conditional formatting (highlight marks <40 in red).
5. Create different charts (bar, pie, line) for student performance or sales data. Enhance charts with titles, legends, and labels.
6. Demonstrate formulas and functions:

   SUM, AVERAGE, MAX, MIN, COUNT, IF
7. Create a PowerPoint presentation (minimum 8 slides) on “Emerging Technologies in Computing.” Include title slide, content slides, conclusion, and references.
8. Create a PowerPoint presentation (minimum 10 slides) on “Emerging Trends in Computer Science.” Include:
   1. Slide designs, transitions, and animations
   2. Insert images, charts, and SmartArt
   3. Add audio or video clips
9. Input a dataset of student scores into SPSS. Perform Descriptive Statistics: Mean, Median, Mode, Standard Deviation, and Correlation. Generate graphs (histogram, scatter plot).
10. Using SPSS, perform Hypothesis Testing:

- t-test for comparing two groups
- Chi-square test for categorical data
- ANOVA for comparing more than two groups
- Report R-square and regression results with interpretations

- **Text Books:**

1. Hari Shankar Asthana, Braj Bhushan, Statistics for Social Sciences (With SPSS Applications, PHI Publication.
2. Jesus Salcedo, Keith Mccormick, SPSS Statistics for Dummies, 3rd Edition (Paperback), Wiley Publication.
3. Sabine Landau and Brian S. Everitt, A Handbook of Statistical Analysis Using SPSS

Reference Materials & Digital Resources:

1. Goel, Computer Fundamentals, Pearson Education, 2010.

2. K. Kalyanaraman, Hareesh N. Ramanathan, P.N. Harikumar, Statistical Methods for Research: A Step by Step Approach Using IBM SPSS, Atlantic Publication

3. R. Panneerselvam, Research Methodology, 2nd Edition, PHI Publication.

Swayam Link-

1. https://onlinecourses.swayam2.ac.in/nou24_cm16/preview
2. https://onlinecourses.nptel.ac.in/noc24_mg70/preview

Course Outcomes (COs)

CO Code	Outcome Statement
CO 1	Demonstrate proficiency in basic computer applications such as word processing, spreadsheets, and presentation software.
CO 2	Apply data management techniques including coding, classification, and tabulation using computer tools.
CO 3	Use statistical software and computer applications to perform data analysis and generate outputs.
CO 4	Analyze and interpret quantitative and qualitative data using appropriate analytical techniques.

CO-PO & PSO Mapping

Course Outcomes	Program Outcomes (POs)							PSOs		
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**
CO 1	3	2	2	3	1	3	2	2	3	2
CO 2	2	3	3	3	2	2	2	3	3	2
CO 3	3	3	2	3	2	2	3	3	2	2
CO 4	3	3	3	3	2	3	3	3	2	2
Average	**2.75**	**2.75**	**2.5**	**3.0**	**1.75**	**2.5**	**2.5**	**2.75**	**2.5**	**2.0**

Note: 1 – Weakly mapped (Low) | 2 – Moderately mapped (Medium) | 3 – Strongly mapped (High) | "-" – No correlation

Mapping with Cross-Cutting Issues

Cross-cutting Issue	Level Integration	Illustration Components
Professional Ethics	High	Privacy-by-design, consent management in data collection, secure coding practices, and accessibility compliance.
Gender	Medium	Use of inclusive user personas in data scenarios, bias-aware UI design examples.
Human Values	Medium	User-centric design, respect for diverse culture in digital consent and reporting.
Environment Sustainability	Medium	Lightweight web pages, energy-aware digital design, and promoting SDG-related web content.

SDG Mapping for the Course

SDG	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Providing skills for creating education and community web/data resources.
SDG 8	Decent Work and Economic Growth	Building employable skills in office automation and junior data analyst roles.
SDG 9	Industry, Innovation and Infrastructure	Developing digital products as infrastructure for institutional innovation.
SDG 12	Responsible Consumption and Production	Encouraging efficient and responsible design of digital products and paperless workflows.

Research and Publication Ethics

Paper Code: RE50003

Course Objectives

This course has focusing on basics of philosophy of science and ethics, research integrity, publication ethics, Hands on sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citation, hi-index, impact factor etc.) and plagiarism tools will be taught in this course.

Course Contents

Unit: I- Philosophy and Ethics

- Introduction of philosophy: Definition, nature and scope, concept, branches
- Ethics: Definition, moral philosophy, nature of moral judgments and reactions.

Unit: II- Scientific Conduct:

- Ethichs with respect to science and research,
- Intellectual honesty and research Integrity
- Scientific Misconducts: Falsification, Fabrication and Plagiarism (FFP)
- Redundant Publications: duplicate and overlapping publications, salami slicing
- Selective Reporting and misrepresentation of data

Unit: III- Publication Ethics

- Publication Ethics: Definition, introduction and importance
- Best practices/standards setting initiatives and guidelines: COPE, WAME etc.
- Conflicts of interest
- Publication misconduct: definition, concepts, problems that lead to unethical behaviour and vice versa, types
- Violation of publication ethics, authorship and contributor ship
- Identification of publication, misconduct, complaints and appeals
- Predatory publishers and journals Practice

Unit-IV- Open Access Publishing:

- Open access Publications and Initiatives
- SHERPA/RoMEO online resource to check publisher copyright and self-achieving policies
- Software tools to indentify predatory publications developed by SPPU
- Journal finder/journal suggestion tools viz. JANE, Elsevier Journal finder, Springer journal suggester, etc.

Unit: V- Publication Misconduct:

A. Group Discussions
   1. Subject specific ethical issues, FFP, authorship
   2. Conflicts of interest
   3. Complaints and appeals: examples and fraud from India and Abroad

B. Software tools:
   1. Use of plagiarism software like Turnitin, Urkund and other open-source software tools

Unit: VI-Data Bases and Research Metrics

A. Databases
   1. Indexing Databases
   2. Citation Databases: Web of Science, Scopus etc.

B. Research Metrics
   1. Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score Metrics: h-index, g index, I 10 index, altmetrics

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the fundamentals of philosophy, ethics, and their	Understand

Code	Course Outcome	Bloom's Level
	application to scientific research and publication.	
CO2	Identify and explain the principles of intellectual honesty, research integrity, and various forms of scientific misconduct (FFP, redundant publications, selective reporting).	Understand
CO3	Analyze the ethical issues in publication including conflicts of interest, authorship disputes, and predatory publishing, and apply guidelines from COPE and WAME.	Analyze
CO4	Evaluate open access publishing models and use online tools (SHERPA/RoMEO, JANE, etc.) for identifying appropriate journals and checking copyright policies.	Evaluate
CO5	Apply plagiarism detection software (Turnitin, Urkund) and understand research metrics (impact factor, h-index, i10 index, altmetrics) for responsible research evaluation.	Apply

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two Year PG Common Preamble". Please replace these hypothetical values with official mapping.)

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	2	3	2	2	1	1	2	2	2	2	2	2	1	2	1
CO2	3	2	2	3	3	3	2	2	2	2	3	2	2	3	1	2	2
CO3	3	2	2	3	3	3	2	2	2	2	3	2	2	3	1	3	2
CO4	2	2	2	2	2	3	2	3	3	2	3	2	2	3	1	2	2
CO5	2	2	1	2	2	3	2	3	3	2	3	2	2	3	1	2	2
Average	2.6	2.0	1.8	2.6	2.4	2.8	1.8	2.2	2.4	2.0	2.8	2.0	2.0	2.8	1.0	2.2	1.8

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Professional & Research Ethics	Very High	The entire paper is dedicated to understanding and applying ethical principles in research and publication, directly addressing PO1 (Moral & Ethical Values) and PO11 (Professional & Decision-making Skills).
Academic Integrity	Very High	Detailed coverage of plagiarism, falsification, fabrication, redundant publications, and authorship issues forms the core of academic integrity training.
Digital & Information Literacy	High	Hands-on training with plagiarism detection software (Turnitin, Urkund), journal finders (JANE), and understanding citation databases (Web of Science, Scopus) builds digital literacy (PO8).
Life-long Learning	Medium	Understanding research metrics and publication ethics equips students with skills necessary for continuous professional development in academia (PO9).
Human Values	Medium	The study of moral philosophy, ethical decision-making, and responsible conduct of research fosters a strong value system aligned with PSO4.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Promotes ethical research practices and integrity in academic publishing, contributing to quality higher education and responsible knowledge production.
SDG 16	Peace, Justice and Strong Institutions	By teaching transparency, accountability, and ethical conduct in research, the course supports the development of strong and just academic institutions.
SDG 9	Industry, Innovation and Infrastructure	Understanding research metrics and ethical publishing supports innovation by ensuring that research is conducted and disseminated with integrity and proper attribution.

Text Books

1. Bryman A. Social Research Methods. Oxford: Oxford University Press 2004.
2. Burris S, Welsh J. Regulatory paradox: a review of enforcement letters issued by the Office for Human Research Protection. Northwestern University Law Review 2007; 101:643–86.
3. Chaney E, Rabuck LG, Uman J, et al. Human subjects protection issues in QUERI implementation research: QUERI series. Implementation Science 2008; 3:10.
4. Coleman CH and Bouësseau M-C (2008) How do we know that research ethics committees are really working? The neglected role of outcomes assessment in research ethics review. BMC Medical Ethics 9: 6.
5. Dawson A, Yentis SM. Contesting the science/ethics distinction in the review of clinical research. Journal of Medical Ethics 2007; 33:165–7.
6. Dawson A. A messy business: qualitative research and ethical. Clinical Ethics 2006; 1:114-6.
7. De Vries R, DeBruin D a, Goodgame A. Ethics review of social, behavioral and economic research: where should we go from here? Ethics & Behavior 2004; 14:351–68.
8. Dingwall R (2006) confronting the anti-democrats: The unethical nature of ethical regulation in social science. Medical Sociology online 1: 51–58.
9. Dziak K, Anderson R, Sevick MA, et al. IRBs and Multisite Studies Variations among Institutional Review Board Reviews in a Multisite Health Services Research Study. Health Services Research 2005; 40:279–90.
10. Fauriel I, Moutel G, Duchange N, et al. Improving protection for research subjects in France: analysis of regional ethics committees. Regulatory toxicology and pharmacology, 2004:40:312–8.

Suggested reading list

1. Greene SM, Geiger AM. A review finds that multicenter studies face substantial challenges but strategies exist to achieve Institutional Review Board approval. Journal of Clinical Epidemiology 2006; 59:784–90.
2. Hunter D. Bad Science Equals Poor, Not Necessarily Bad, Ethics. In: Gunning J, Holm S, eds. Ethics, Law and Society: Volume 3. Aldershot: Ashgate 2007. 61–72.
3. Israel M and Hay I (2006) Research Ethics for Social Scientists. Thousand Oaks: SAGE Publications. at UNIV OF OTTAWA LIBRARY on June 18, 2012rea.sagepub. com Downloaded from
4. *(11) (PDF) Social science and ethics review: A question of practice not principle*. Available from:

https://www.researchgate.net/publication/227138449_Social_science_and_ethics_review_A_question_of_practice_not_principle [accessed May 22 2020].

5. Diener, E., & Crandall, R. (1978). Ethics in social and behavioral research. Chicago: University of Chicago Press.
6. Fox, R. M., & DeMarco, J. P. (1990). Moral reasoning: A philosophic approach to applied ethics. New York: Holt, Rinehart & Winston.
7. Frankena, W. (1963). Ethics. Englewood Cliffs, NJ: Prentice Hall.
8. Gilligan, C. (1982). In a different voice. Cambridge, MA: Harvard University Press.
9. Hare, R. (1981). The philosophical basis of psychiatric ethics. In Edited by: S. Block & P. Chodoff (Eds.), Psychiatric ethics (pp. 31–45). Oxford, UK: Oxford University Press.
10. Hobbes, T. (1994). Leviathan (Edited by: E. Curley, Ed.). Indianapolis, IN: Hackett. (Original work published 1651)
11. Kant, I. (1964). Groundwork of the metaphysics of morals (Edited by: H. J.Patton, Trans.). New York: Harper & Row. (Original work published 1781)
    a. Katz, J. (1972). Experimentation with human beings. New York: Russell Sage Foundation.
12. Kershaw, D., & Fair, J. (1976). New Jersey income-maintenance experiment. NewYork: Academic Press.
13. Kimmel, A. J. (1988). Ethics and values in applied social research. Newbury Park, CA: Sage.
14. Kimmel, A. J. (1996). Ethical issues in behavioral research. Cambridge, MA: Blackwell.
15. Kitchener, K. S. (1984). Intuition, critical evaluation and ethical principles: The foundations for ethical decisions in counseling. Counseling Psychologist, 12, 43–55. http://dx.doi.org/10.1177/0011000084123005
16. Kitchener, K. S. (2000). Foundations of ethical practice, research, and teaching in psychology. Mahwah, NJ: Lawrence Erlbaum.
17. Kitchener, R. (2008). Moral philosophy. In Edited by: W. A.Darity (Ed.), International encyclopedia of the social sciences (2nd ed.). New York: MacMillan.
18. Macklin, R. (1982). Refusal of psychiatric treatment: Autonomy, competence, and paternalism. In Edited by: R. B.Edwards (Ed.), Psychiatry and ethics (pp. 331–390). Buffalo, NY: Prometheus.
19. Milgram, S. (1974). Obedience to authority: An experimental view. New York: Harper & Row.
20. Mill, J. S. (1979). Utilitarianism (Edited by: G. Sher, Ed.). Indianapolis, IN: Hackett. (Original work published 1861)
21. Noddings, N. (1984). Caring. Berkeley: University of California Press.
22. Rawls, J. (1971). A theory of justice. Cambridge MA: Harvard University Press.
23. Resnik, D. B. (1998). The ethics of science. London: Routledge.
24. Rest, J. (1983). Morality. In Edited by: J. Flavell & E. Markham (Eds.), Manual of child psychology: Vol. 4. Cognitive development (pp. 520–629). New York: Wiley.

25. Reynolds, P. D. (1979). Ethical dilemmas and social science research. San Francisco: Jossey-Bass. Reynolds, P. D. (1982). Ethics and social science research. Englewood Cliffs, NJ: Prentice Hall.

PUBLIC POLICY AND WELFARE ADMINISTRATION

Paper Code: PO50031

Course Objectives

The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programmes & policies and making it a part of the community development. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

Course Outcomes

CO1: This course is meant to complement the other course in the discipline relates to administrative theory. It will ground the students' understanding on Public Policy in the Indian and other context so that there is an acquaintance with the ground realities of policy making and implementation.

CO2: The students are introduced to theoretical perspectives on public policy, a major sub-discipline of public administration.

CO3: This paper focuses specially on the Indian context, so the students become familiar with details of public policy adopted in India.

CO4: This paper aims at familiarising students with the broader theoretical, financial and practical context in which public policies are discussed, justified, designed and sought to be implemented.

Course Contents

Unit – I

Public Policy

a. Meaning, Nature and Scope

b. Evolution of the discipline

c. Significance of Public Policy

d. Intellectual foundation of Public Policy

Unit – II

Approaches to the Study of Public Policy

a. Group Approach

b. Incremental Approach

c. Rational Choice Approach

d. System Theoretic Model

Unit – III

Public Policy Making and Implementation

a. Governmental Policy making agencies

b. Non-governmental policy making agencies /actors

c. Role of Transnational Actors

d. Implementation and Evaluation

Unit – IV

Policy Analysis in India

a. Agriculture Policy

b. Industrial Policy

c. Policy for Backward Classes and Minorities

d. Women Empowerment Policy

Text Books:

1. Anderson, J. E., *Public Policy-making: an Introduction*, Houghton, Boston, 2006.
2. Birkland, Thomas A., *An Introduction to The Policy process: Theories, Concepts, And Models of Public Policy Making* (Second Ed.), M. E. Sharpe, Armonk, 2005.
3. Chakrabarty, Bidyut and Prakash Chand, *Public Policy: Concept, Theory and Practice*, Sage Publications, New Delhi, 2019.
4. Dreze, jean and Amartya Sen, *India: Development and Participation*, Oxford University Press, New Delhi, 2002.
5. Dye, Thomas, *Understanding Public Policy*, Pearson Education, Singapore, 2008.

Suggested reading list

1. Gerston, Larry N., *Public Policy Making: Process and Principles*, M. E. Sharpe, Armonk, 2004.

2. Mathur, Kuldeep, *Public Policy and Politics in India: How Institutions Matter*, Oxford University Press, New Delhi, 2016.
3. Parsons, Wayne, 1995, *Public Policy: An Introduction to the Theory of Policy Analysis*, Edward Elgar, Aldershot, U. K., 1995.
4. Rathod, P. B.
5.

PUBLIC POLICY AND WELFARE ADMINISTRATION

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3
CO 1	3	2	3	2	3	2	2	3	2	2
CO 2	3	3	2	2	1	1	2	2	1	2
CO 3	3	2	3	3	3	3	3	3	3	3
CO 4	2	3	2	3	2	3	2	2	3	2
Average	**2.75**	**2.5**	**2.5**	**2.5**	**2.25**	**2.25**	**2.25**	**2.5**	**2.25**	**2.25**

6.

Cross-cutting Issue	Level Integration	Illustration Components
Professional Ethics	High	Administrative accountability, transparency in policy implementation, ethical distribution of resources.
Gender	High	Study of Women Empowerment Policy (Unit IV), gender-budgeting, and inclusive policy frameworks.
Human Values	High	Social justice for backward classes and minorities, empathy in welfare delivery, and community participation.

Environment & Sustainability	Medium	Impact of Industrial and Agricultural policies on ecological balance and sustainable livelihoods.

7.

SDG Mapping for this Course

SDG No.	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Provides analytical skills for designing and evaluating educational policies and community resources.
SDG 8	Decent Work & Economic Growth	Focus on Industrial and Agricultural policies to promote sustainable economic opportunities.
SDG 5 & 10	Gender Equality / Reduced Inequalities	Direct focus on Women Empowerment and Policies for Backward Classes/Minorities.

INTERNATIONAL RELATIONS: KEY CONCEPTS

Paper Code: IR50031

Course Objectives

The Objectives of the paper is to introduce students with the Cold War and Post-Cold War international relations. An emphasis has been placed on the evolving dynamics of international relations, the emerging new global concerns and the collective dilemma of the state. The paper also informs students about the impact of unfolding international political and economic order and the new challenges on the foreign policies of India with other countries. The aim is not only to make the students more informed about the current international developments but also to equip them with the tools to understand and analyze them within the theoretical frame work of International Relations.

Course Outcomes

CO1: Students will have a basic understanding of the nature of Post-Cold

War and International Relations.

CO2: Enhance knowledge of major substantive themes in Post-Cold War

and International Relations.

CO3: Provide students an insight to think critically about contemporary

global concerns.

CO4: Equip student to develop understanding and skill to frame research in international politics and contemporary global concerns.

Course Contents

Unit- I

Post-Cold War international relations, Unipolarity and US Hegemony, the New World Order, 9/11 and its impact on international relations, Emergence of multipolar world

Unit-II

Contemporary Global Concerns- Democracy, Human Rights, Environment, Gender Justice, Terrorism, Migration and Refugees, Poverty and Development

Unit-III

Indian Foreign Policy after the Cold War, Continuity and Change in Indian Foreign Policy, India's Economic Diplomacy, India's Nuclear Policy, India's Contemporary Security concerns

Unit-IV

India's engagement with the Multipolar World, India and Major Powers, India and its Neighbours, India and NAM

Text books

1. Dunne, Tim, International Relations Theories, Oxford University Press, New York, 2007

2. Erendor, Mehmet Emin and Mehmet Fatih Oztarsu (Eds.), Contemporary Issues in International Relations, Cambridge Scholars Publishing, Newcastle, 2020.

3. Ghosh, Peu, International Relations, PHI Learning, New Delhi, 2020.

4. Hoffmann, Stanley, Contemporary Theory in International Relations, Prentice Hall, New Delhi, 1964.

5. Kumar, Mahendra, Theoretical Aspects of International Politics, The Free Press, New York, 1960.

Suggested reading

6. Burchill, Scott et al, Theories of International Relations (3 rd Ed.), Palgrave Macmillan, Basingstoke, 2005.

7. Brown, Chris and Kirsten Ainley, Understanding International Relations (3 rd Ed.), Palgrave, Macmillan, 2005.

8. Bull, Hedley, The Anarchical Society: A Study of Order in World Politics (3 rd Ed.), Basingstoke: Palgrave. 2002.

9. Tickner, Arlene B. and Ole Wever, (eds.), International Relations Scholarship Around the World, London: Routledge, 2009.

10. Behera, Navnita Chadha (Ed.), International Relations in South Asia: Search for an Alternative Paradigm, Sage Publications, New Delhi, 2008.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Explain the shifting paradigm of international relations from Cold War bipolarity to unipolarity and emerging multipolar realities.	Understand
CO2	Analyze substantive systemic themes, structural challenges, and institutional mandates shaping the global political economy.	Understand
CO3	Analyze substantive systemic themes, structural challenges, and institutional mandates shaping the global political economy.	Understand
CO4	Discuss the how international relation shifting nowadays	Understand
CO5	Formulate clear qualitative research frameworks to analyze contemporary global dynamics and strategic choices in Indian foreign policy.	Understand

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two year PG programme Common Preamble")

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	2	2	2	2	2	1	2	1	1	3	3	2	3	3	2
CO2	2	3	3	2	2	2	2	2	2	2	1	2	3	2	3	3	2
CO3	2	3	3	2	2	2	3	2	3	2	2	2	3	2	3	3	3

CO4	2	3	2	2	3	3	2	1	2	2	2	3	3	3	3	3	2
CO5	3	3	2	3	3	3	2	2	3	3	2	3	3	3	3	3	2
Average	2.4	3.0	2.4	2.2	2.4	2.4	2.2	1.6	2.4	2.0	1.6	2.6	3.0	2.4	3.0	3.0	2.2

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Addressed directly through Unit II global concerns: Human rights advocacy, the protection of refugees/displaced populations, and international humanitarian laws.
Gender	High	Embedded in Unit II under "Gender Justice": Evaluates how global conflicts, migration waves, and international development paradigms impact women distinctly.
Environment & Sustainability	Very High	Embedded in Unit II under "Gender Justice": Evaluates how global conflicts, migration waves, and international development paradigms impact women distinctly.
Professional Ethics	Medium	Examines the moral responsibilities of nation-states, the ethical dimensions of interventionism, nuclear deterrence stability, and the structural inequities of the global economic architecture.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Evaluates international aid regimes, structural adjustment policies, global economic dependency, and multilateral strategies tackling global developmental gaps..
SDG 4	Quality Education	Maps systemic interactions, state responsibilities, and negotiating alignments regarding global climate change parameters and environmental governance.
SDG 5	Gender Equality	Explores global frameworks promoting gender justice, political protection for women in conflict zones, and transnational advocacy networks.

SDG No.	SDG Title	Contribution
SDG 8	Decent Work and Economic Growth	Study of various modes of livelihood (hunting-gathering, pastoralism, shifting cultivation, agriculture, animal husbandry) provides insights into traditional economic practices and their transformation under modernization.
SDG 10	Reduced Inequalities	Analysis of socio-cultural changes in tribal life due to globalization, westernization, modernization, and industrialization helps understand the challenges of inequality and the importance of inclusive development.

POLITICAL PROCESSES IN INDIA
Paper Code: PO50033

Course Objectives

Provide an in-depth understanding of the evolution and functioning of the political process in independent India. Analyze the role of political institutions such as the legislature, executive, judiciary, and bureaucracy in shaping Indian politics. Examine the nature of political participation, elections, party system, and interest groups in India. Study the impact of social cleavages such as caste, class, religion, region, and gender on political mobilization and behavior. Critically assess contemporary issues and challenges in India's democratic process, including federalism, governance, and political reforms.

Course Outcomes

CO1: Explain the structure and dynamics of the Indian political process **since independence.**

CO2: Analyze the functioning of political institutions and actors **within India's democratic framework.**

CO3: Evaluate the role of elections, political parties, and pressure groups **in shaping public policy and governance.**

CO4: Assess the influence of social and economic factors **on political participation and political behavior in India.**

Course Contents

UNIT 1: Political Parties and the Party System (14 lectures)

a) Trends in the Party System; From the Congress System to Multi-Party Coalitions

b) Regional Aspirations – The Politics of Secession and Accomodation.

UNIT 2: Determinants of Voting Behaviour (12 lectures)

Caste, Class, Gender and Religion

UNIT 3: Religion and Politics (12 lectures)

Debates on Secularism; Minority and Majority Communalism

UNIT 4: Caste and Politics (12 lectures)

Caste in Politics and the Politicization of Caste

Cross-Cutting Integration

- **Human Values (Very High):** Debates on secularism, regional accommodation, and democratic practices cultivate pluralism, tolerance, and respect for the diverse social fabric of Indian society.
- **Gender (High):** Focuses explicitly on gender as a core determinant of voting behavior and social cleavage, examining how women mobilize politically and participate within India's democratic framework.
- **Environment & Sustainability (Medium):** Incorporates the analysis of regional politics, local governance, and grassroots resource struggles (such as *Jungle Ki Haqdari*), emphasizing community land rights.
- **Professional Ethics (High):** Investigates the working of political institutions, electoral reforms, and interest groups, challenging students to evaluate political morality, representation, and clean governance.

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO2	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO3	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO4	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO5	2	2	2	3	2	2	2	1	2	1	1	3	2	2	3	3	2
Average	2.0	2.0	2.0	2.2	1.2	2.0	2.0	1.0	2.0	1.0	1.0	3.0	2.0	2.0	3.0	2.2	2.0

SDG Mapping

SDG 5 (Gender Equality): Evaluates gender as a structural variable in political behavior, representation in legislative assemblies, and mobilization in the democratic process.

SDG 10 (Reduced Inequalities): Critically assesses the politicization of caste, class cleavages, lower-caste politics, and minority/majority communalism to find pathways for political inclusion.

SDG 16 (Peace, Justice, and Strong Institutions): Explores the transition from the Congress system to multi-party coalitions, regional accommodation over secession, and the preservation of robust legislative, executive, and judicial dynamics.

SOCIAL EXCLUSION AND INCLUSIVE POLICIES IN INDIA
Paper Code: PO50035

Course Objectives

The paper is designed to educate students about the need for inclusive policies in India. It also aims to develop in students an awareness about level of social exclusion in India.

CO 1: Students would understand the implication of an inclusive India

CO 2: Students would develop sensitivity about women rights and gender equality

CO 3: Examine the historical and contemporary causes of social exclusion in India and their impact on marginalized communities**.**

CO 4: Critically evaluate state policies and constitutional provisions aimed at social inclusion, social justice, and equity in India

Course Contents

Unit-I Social Exclusion- Concept, Approaches and Forms Understanding Social Exclusion and Inclusion from historical overview.

Types of Exclusion: social, economic, and political, untouchability, humiliation.
Theoretical understanding of discrimination, deprivation and marginalization.

Unit-II Theories of Social Exclusion and Inclusive polices:

Emile Durkheim: Nation of stigma, Mike Oliver:
The concept of social model of disability,
Louis Dumont's concept of cate and its social implication.

Gandhi's views on social justice, Ambedkar's
views on untouchability,
Buddhist philosophy on social inclusion.

Amartya Sen's capability based
approaches, Rawls theory of justice, Mary
Wollstonecraft the concept of rights of women.

Unit-III Forms of Social Exclusion

Relation, Race, Caste, class, gender.
Indigenous/Adivasi, Disability.
Migrants and Refugees, Language and Ethnicity.

Unit-IV Institutional Framework for inclusive polices of Minorities

Minorities: Rights and
Inclusive policies, Scheduled castes:
Rights and Inclusive Policy, Scheduled
Tribes: Rights and Include policy.

Disability: Rights and Inclusive policy,
Transgender: Rights and Inclusive policy.

Women: Rights and Inclusive policy,
Gender beyond Binaries: Rights and Inclusive policy.

Suggested Readings

2. "Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India" by Dev Nathan and Virginius Xaxa
3. "Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak" edited by Sanjay Paswan

Suggested reading

1. "Social Exclusion and Policies for Socially Disadvantaged Groups in India" by P.S. Krishnan
2. "Social Justice and Reservation Policy in India" by B.L. Fadia
3. "Social Exclusion and Inclusive Policy: Some Issues" by Arun Kumar

CO-PO & PSO Mapping Table

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO 1	3	2	3	2	2	1	3	2	3	2
CO 2	2	3	2	3	3	2	3	3	2	3
CO 3	3	3	2	2	2	1	2	3	2	2
CO 4	3	3	3	3	2	2	3	2	3	3
Average	**2.75**	**2.75**	**2.5**	**2.5**	**2.25**	**1.5**	**2.75**	**2.5**	**2.5**	**2.5**

1 – Weakly mapped (Low) | 2 – Moderately mapped (Medium) | 3 – Strongly mapped (High) | 4 or "-" – No correlation

Cross-cutting Issue	Level Integration	Illustration Components
Professional Ethics	High	Ethical research on marginalized groups, data privacy of vulnerable subjects, impartial policy evaluation.
Gender	High	Focus on Rights of women (Mary Wollstonecraft), Transgender rights, and Gender beyond binaries.
Human Values	High	Gandhian social justice, Buddhist philosophy on inclusion, and Rawlsian theory of justice/fairness.
Environment & Sustainability	Medium	Indigenous/Adivasi rights over resources, sustainable livelihoods for migrants, and social equity in resource distribution.

Mapping with Cross-Cutting Issues

SDG Mapping

SDG Number	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Promoting knowledge of constitutional rights and inclusive philosophies (Ambedkar, Sen, Rawls).
SDG 5	Gender Equality	Addressing gender discrimination, rights of women, and transgender inclusive policies.
SDG 8	Decent Work and Economic Growth	Inclusive policies for Scheduled Castes/Tribes and Migrants to ensure equitable economic participation.
SDG 10	Reduced Inequalities	The core focus of the course: tackling untouchability, stigma, and social deprivation.
SDG 16	Peace, Justice and Strong Institutions	Institutional framework for minorities and constitutional provisions for social justice.

Tribal Eco-Spiritualism

Paper Code: TC50051

Course Objectives

This paper will offer a better understanding regarding the concept of Eco Spiritualism or deification of Natural Elements in ancient India or Vedic as well as Tribal Tradition. It will help students to know the role of seers in ancient India to preserve the Environment. The paper will also provide wide knowledge with regard to the traditions of tribal nature worship; Tribal attitude to forest, water, God, and animals.

Course Outcomes

CO-1. To classify the components of nature, different aspects of nature, pattern of traditional worship among the tribal people of India.

CO-2. To describe the role of seers in ancient India to preserve the environment

CO-3. It will be helpful for the students to gain the detail knowledge about the influence of nature on Tribal people's life structure.

CO-4. Students will know the commitment of tribals for preservation of nature and their love for forest conservation.

CO-5. To evaluate the relevance of Nature Worship in Contemporary Civilisation

Course Content

Unit - I

1. Components of Nature, Nature and Science, Nature and Philosophy
2. Nature as defined in Tribal Tradition, Influence of Nature on Tribal People's Life Structure.

Unit-II

1. Concept of Nature as described in the Dravidian Culture, the Ramayana, the Mahabharata, Jainism and Buddhism.
2. Role of Seers in ancient India to preserve the Environment, (ii) System of Gurukula and Ashramas, (iii) Deification of "Water and Fire", (iv) First three mantras from Apa and Agni Suktam, Impact and Outcome of Deification.

Unit – III

1. The Traditions of Tribal Nature Worship; Tribal Attitude to Forest, Tribal Attitude to Water, Tribal Attitude to God, Tirbal Attitude to Animals
2. Relevance of Nature Worship in Contemporary Civilisation

Unit – IV

1. External and Internal Aspects of Nature; their role in polluting / purifying Nature, Vedic view of mind
2. Commitment of Tribals for preservation of Nature; their love for forests and Forest conservation, Indigenous Technique to preserve Nature through deification.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Classify the components of nature, different aspects of nature, and pattern of traditional worship among the tribal people of India.	Understand
CO2	Describe the role of seers in ancient India to preserve the environment and the system of Gurukula and Ashramas.	Understand
CO3	Gain detailed knowledge about the influence of nature on tribal people's life structure and their attitudes towards forest, water, God, and animals.	Understand
CO4	Know the commitment of tribals for preservation of nature and their love for forest conservation.	Understand
CO5	Evaluate the relevance of Nature Worship in Contemporary Civilisation.	Evaluate

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two Year PG Common Preamble". Please replace these hypothetical values with official mapping.

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO2	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO3	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO4	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO5	2	2	2	3	2	2	2	1	2	1	1	3	2	2	3	3	2
Average	2.0	2.0	2.0	2.2	1.2	2.0	2.0	1.0	2.0	1.0	1.0	3.0	2.0	2.0	3.0	2.2	2.0

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Environment & Sustainability	Very High	The entire paper is dedicated to understanding tribal attitudes towards forest, water, animals, and nature. It covers indigenous techniques for forest conservation and preservation of nature through deification, directly supporting PO12 and SDG 15.
Human Values & Spiritualism	Very High	Study of deification of natural elements (Water and Fire), Vedic view of mind, and tribal nature worship fosters understanding of cultural heritage, moral values, and eco-spiritualism as outlined in PSO4.
Indigenous Knowledge Systems	High	The paper highlights indigenous techniques to preserve nature, tribal attitudes to various natural elements, and the influence of nature on tribal life structure, preserving and promoting traditional ecological knowledge.
Religious Pluralism	Medium	Comparative study of nature concepts in Dravidian culture, Ramayana, Mahabharata, Jainism, Buddhism, and tribal traditions promotes understanding of diverse religious and philosophical perspectives on nature.
Gender & Social Inclusion	Low	While not a primary focus, the study of tribal society can be extended to analyze gender roles in nature worship and conservation practices.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 15	Life on Land	Directly addresses forest conservation, tribal love for forests, indigenous techniques for nature preservation, and the commitment

SDG No.	SDG Title	Contribution
		of tribals to protect biodiversity and terrestrial ecosystems.
SDG 13	Climate Action	Understanding tribal eco-spiritualism and indigenous conservation techniques contributes to climate action by preserving traditional ecological knowledge and sustainable practices.
SDG 4	Quality Education	Provides comprehensive knowledge of tribal eco-spiritualism, indigenous environmental ethics, and traditional conservation practices, contributing to holistic and culturally inclusive education.
SDG 6	Clean Water and Sanitation	Study of tribal attitude to water and deification of "Water" (Apa Suktam) promotes understanding of water conservation and respect for water resources.
SDG 11	Sustainable Cities & Communities	Understanding tribal relationships with nature and their sustainable living practices contributes to building sustainable communities and preserving indigenous cultural heritage.
SDG 12	Responsible Consumption and Production	Tribal attitudes towards nature and sustainable use of forest resources promote responsible consumption and production patterns.

Text books

1. Barla, Amrit. (2019). *Contextualizing Religion and Festival in Transition: With Special Reference to Oraon Indigenous Tribe in India. Available online:* **https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=amrit+barla+contextuaizing+religgion+and+festival+in+transition&btnG=** (accessed on 16 September 2020).
2. Belcher, John R., and Marcela Sarmiento Mellinger. (2016). Integrating spirituality with practice and social justice: The challenge for social work. *Journal of Religion & Spirituality in Social Work: Social Thought* 35: 377–94. Available online: **https://www.tandfonline.com/doi/abs/10.1080/15426432.2016.1229645** (accessed on 12 January 2019).
3. Canda, Edward R., Leola Dyrud Furman, and Hwi-Ja Canda. (2010). *Spiritual Diversity in Social Work Practice: The Heart of Helping*. Oxford: USA Oxford University Press. [**Google Scholar**]
4. Chakraverty Madhavadasa, *History of Sanskrit Literature*, Asian Publication Services, East Kailash ; New Delhi-24
5. Chatterjee, Subhasish, and Rahul Sharma, (2018). "Belief of tribal's in supernatural power and its relation with religious life (with special reference to Indian tribal society", in *International Journal of Research and Analytical Reviews* 5: 48–55. [**Google Scholar**]

Suggested reading

1. Chaube, Nandita. (2015). *Spirituality and Human Psyche*. India: Partridge Publishing. [**Google Scholar**]
2. Cummings, Charles, (1991). *Eco-Spirituality Toward a Reverent Life,* Paulist Press International, U.S.
3. Dagba, Benjamin I., Leoskali N. Sambe, and Simon A. Shomkegh,(2013). "Totemic beliefs and biodiversity conservation among the Tiv People of Benue State, Nigeria" in *Journal of Natural Sciences Research* 3: 145–49. Available online: **https://oer.uam.edu.ng/read/totemic-beliefs-and-biodiversity-conservation-among-the-tiv-people-of-benue-state-nigeria-1/file.pdf** (accessed on 5 January 2019).
4. Hargrave, Jennings , (2007). *Nature Worship*, Cosimo Classics.
5. Laungani, Pittu, (2005). 'Hindu spirituality and healing practices'. in *Multicultural Aspects of Counseling Series* 22: 138. [**Google Scholar**]
6. Levy, Donald, (1967). "Macrocosm and Microcosm", in *The Encyclopedia of Philosophy*. Edited by P. Edwards. New York: Macmillan, Vol. 5, pp. 121–25. Available online: **https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=%28levy+1967%29+.+macrocosm+and+microcosm.+pdf&btnG=** (accessed on 15 September 2019).
7. Mahant, Sushila D., (2015). Indigenous traditional healing care: Belief & practices among Tribals of South Bastar in Chhattisgarh. *IOSR Journal of Humanities and Social Scienceis* 20: 49–54. Available online - **https://www.academia.edu/download/47611180/H020114954.pdf** (accessed on 1 February 2019).
8. Pati, Rabindra Nath, and Jagannatha Dash. , (2002). *Tribal and Indigenous People of INDIA: Problems and Prospects*. New Delhi: APH Publishing. [**Google Scholar**]
9. Purkayastha, Nabarun. (2016). Concept of Indian Tribes: An Overview. *International Journal of Advanced Research in Management and Social Sciences* 5: 1–9. Available online: **http://www.indianjournals.com/ijor.aspx?target=ijor:ijarmss&volume=5&issue=2&article=001** (accessed on 4 February 2019).
10. Purshottam, and Vanita Dhingra. (2017). Understanding the Indian tribal life and their issues. *International Journal of Advanced Research* 5: 1588–95. [**Google Scholar**]
11. Ritskes, Eric. , (2011). "Chapter Twenty-Six: Indigenous Spirituality and Decolonization: Methodology for the Classroom", in *Counterpoints* 379: 411–21. [**Google Scholar**]
12. Satapathy, Prof Harekrishna, *History of Sanskrit Literature*, Publisher-Kitab Mahal; Cuttack-3
13. Shannal Rowkith and Raisuyah, Bhagwan, (2020). *Honoring Tribal Spirituality in India: An Exploratory Study of Their Beliefs, Rituals and Healing Practices*.https://sciprofiles.com/profile/1225357 https://www.mdpi.com/2077-1444/11/11/549/htm
14. Sharma, Chandradhar, *A Critical Survey of Indian Philosophy*, Motilal Banarasidas; New Delhi.
15. Soubhir, Meenakshi, (2016). *Eco-Cultural Tribal Development*, Aavishkar Publishers, Jaipur.
16. Telengana and Chaubey, *The New Vedic Selection*, Part-I, Bharatiya Vidyaprakashan; Delhi.
17. Upadhyaya, Pandit Baladev, *History of Sanskrit Literature* (Hindi), Varanasi.

18. Muller, Max, (1859). *A History of Ancient Sanskrit Literature,* William and Norgate; London.
19. Walsh, Froma. (2008). "Spirituality, healing, and resilience". in *Re-Visioning Family Therapy: Race, Culture, and Gender in Clinical Practice*. Edited by McGoldrick Monica and Kenneth V. Hardy. New York: The Guilford Press, pp. 61–75. [**Google Scholar**]
20. Wintlernitz , M., (1927). *History of Indian Literature*, University of Calcutta.

FOURTH SEMESTER

Fieldwork and Dissertation

Paper Code: FD50082

Course Objectives

The aim of this course is to provide a wide-ranging understanding of the historical research work and make students acquainted with various types of data collection. This course also aims to able the students to make data analysis and writing report.

Course Outcomes

CO 1: The students who successfully complete this course will understand the different aspects of historical research works and develop their skills in various types of data collection, interpretation and presentation.

CO 2: After this course the students will be able to explore the different problems of historical research works and they will gain skill in fieldworks, data analysis and report writing.

CO 3: This course will help the students to interpret different problems / issues faced in their historical research works.

CO 4: The students through this paper assess the data presentation and documentation in an effective way.

Course Contents

Fieldwork and Report Writing: Each student shall have to undergo training for learning and use of different techniques of scientific data collection during 15 days of fieldwork under the supervision of a teacher, as nominated by the Head of the programme/Department in a tribal / rural area. The exact date of commencement of fieldwork shall be announced by the Head of the school/Department. Student failing to complete the fieldwork in a particular year can only clear the paper by completing field work in next year.

Dissertation: Dissertation is to be prepared by the student under the supervision of the concerned teacher. The student is required to submit the dissertation through the supervising teacher to the Head of the programme/Department for its evaluation at least fifteen days in

advance of the date notified for examination. The dissertation shall be evaluated by an external examiner in consultation with the internal examiner (the supervising teacher). The candidate shall be awarded grade both by the internal and external examiners on the basis of his / her dissertation, seminar presentation and viva voce. Evaluation pattern will be 50 marks for dissertation, 30 marks for presentation and 20 marks for viva voce.

Viva-voce on Research Project and Dissertation include for Evaluation

Dissertation based on 30 day's fieldwork	50 Marks
Seminar Presentation and Field Dairy	30 Marks
Viva voce test on dissertation	20 Marks

The Dissertation has to be submitted by the student positively before the end semester examination.

Suggested Readings

1. Ackoff, R. L. (1961). *The Design of Social Research*, Chicago University Press; Chicago.
2. Allen, T.H. , (1978.). *New Methods in Social Science Research*, Praeger Publishers.
3. Bailley, K. D. , (1978). *Methods of Social Research*, New York.
4. Ghosh, B. N. , (1982). *Scientific Methods and Social Research*, Sterling Publishers Pvt Ltd, New Delhi.
5. Gopal, M.H. , (1864). *An Introduction to Research Procedure in Social Sciences*, Asia Publishing House.
6. Hillway, T. , (1964). *Introduction to Research*, Houghton Mifflin , Boston, 2nd Edition..
7. Johnson, E.,(1951). *The Research Report: A Guide for the Beginners*, Ronald Press, New York.
8. Kothari, C.R. , (2006). *Research Methodology*, New Age International Pvt. Ltd., New Delhi.
9. Leonard, S. and Anselm, L.S. , (1973). *Field Research*, Prentice Hall Inc. New Jersey.

CURRICULUM AND CREDIT FRAMEWORK FOR POSTGRADUATE PROGRAMME

M.A. IN POLITICAL SCIENCE

(As per NEP-2020, NCrF, NHEQF)

Academic Session: 2024- 2025

DEPARTMENT OF POLITICAL SCIENCE

SCHOOL OF TRIBAL CULTURE, PHILOSOPHY AND ECO-SPIRITUALISM

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)
Deemed to be University

Higher Education Campus
KISS Campus – 3, Bhubaneswar, Odisha, 751024
https://university.kiss.ac.in
https://kiss.ac.in

About the School

The School of Tribal Culture, Philosophy and Eco-Spiritualism, KISS Deemed to be University, established in 2018, addresses emerging academic, developmental, and societal needs through interdisciplinary and multidisciplinary programmes. The

school strives to meet local, regional, national and global standards while advancing tribal resource management, indigenous knowledge systems, and sustainable development.

About the Department

The Department of Political Science, under the School of Tribal Culture, Philosophy and Eco-Spiritualism, KISS Deemed to be University, established in 2018, addresses emerging academic, developmental and societal needs through interdisciplinary and multidisciplinary programmes. The Department strives to meet local, regional, national and global standards while advancing tribal resource management, indigenous knowledge systems and sustainable development.

Vision & Mission of the School

Vision

To emerge as an internationally acclaimed School recognized for excellence in teaching, research, consultancy, outreach, skill development and social entrepreneurship, while promoting tribal cultural heritage and its diversity.

- To foster all-round development through multi-faceted education.
- To focus on sustainable resource management through innovative courses.
- To engage with communities to promote entrepreneurship and leadership.
- To manage resources effectively to create employment and self-employment opportunities.
- To recognize, commemorate and celebrate indigenous cultural memories of the empowering icons and processes.

Programme Overview

Programme Title: M. A. in Political Science

Programme Type: Postgraduate

Programme Description

The Two-Year Post-Graduate Programme in Political Science at KISS Deemed to be University is designed in accordance with the National Education Policy (NEP) 2020. This programme consists of four semesters with a total of 19 papers, including 11 Core Papers/Courses, 4 Special Papers, 3 Tribal Papers, and 1 Field Work and Dissertation Paper with 20 Credits. The total credits for the programme are 90.

The M.A. Political Science programme is designed to provide students with a comprehensive understanding of core Political Science subjects like Political theory, Public Administration, International Relations, Political thought both Western and Indian, comparative politics, Indian Government and politics. It places special emphasis on the study of tribal societies, indigenous knowledge systems and the rich historical and cultural heritage.

Process of Curriculum Development

The curriculum has been developed following the standard KISS-DU curriculum development protocol:

7. Formation of Syllabus Committee with domain experts.
8. Consultation with stakeholders (students, alumni, employers, community).
9. Review and approval by School faculty.
10. Vetting by Board of Studies (BoS) with external experts.
11. Final approval by Academic Council.
12. Integration of NEP-2020, CBCS, NCrF, and NHEQF guidelines.

Eligibility for Admissions with No. of Seats

As per the admission guidelines and brochure of the KISS Deemed to be University.

Examination Pattern

The medium of examination is English, which will be reflected in the final grade sheet/certificate. Provided that for a language subject, answers are to be in that language. Sanskrit may be written in Odia script, but the language has to be Sanskrit.

Duration of the Examinations – Mid Semester & End Semester

- **End Semester Examination:** 2.5 hours
- **Mid Semester Examination:** 1 hour
- **Practical Examination:** 2 hours

The School of Tribal Culture, Philosophy and Eco-Spiritualism shall have a designated faculty as Examination Coordinator as decided by the Vice Chancellor in addition to the Controller of Examinations of the University.

Continuous Evaluation and Mid-Semester Examination

a) Mid-semester examination will be of 1-hour duration for 20/10 marks (20 for subjects having no practical and 10 for subjects with practical papers). There shall be no pass mark in the Mid-Semester Examination.

b) The Mid-Semester Examination shall be conducted and valued by the Faculty teaching the corresponding paper. A student who fails to appear in a Mid-Semester Examination **will be allowed one more chance** to take the same examination before appearing for the concerned term-end examination. There will be no provision to re-appear in the Mid-Semester Examination for improvement.

c) For subjects with practicals, there will be a Mid-Semester practical examination carrying 10 marks.

d) The University authority shall preserve the answer scripts of the End Semester examination for **12 months** from the date of publication of result for reference.

e) A student must appear for the mid-semester examination positively. Absence will be considered as fail; however, the candidate may be allowed to appear before commencement of the concerned Term-End examination under special case duly considered by the Programme Head.

Distribution of Marks in End Semester and Continuous Evaluation

(Irrespective of credit in a course/Paper)

Course Type	Maximum Marks	Semester-End theory Mark	Continuous Evaluation Marks /Sessional	Mid Semester theory Mark	Semester-End and Practical Mark	Mid Semester Practical Mark
Without Practical	**100**	**60**	**20**	**20**	**----**	**--**
With Practical	**100**	**50**	**10**	**10**	**20**	**10**
Only Practical	**100**	**------**	**-------**	**-------**	**60**	**40**

Distribution of Sessional Marks:

Course Type	Maximum Mark	Mid Semester	Attendance	Surprise Test/Quiz/Viva	Assignment/ Presentation
Without Practical	**40**	**20**	**Above 95%- 5 Marks** **85%-94%- 4 Marks** **75%-84%- 3 Marks**	**10**	**05**
With Practical	**30**	(Theory 10 + Practical 10)=20		**05**	**Nil**
Only Practical	**40**	Practical 30		**5**	

Examination Question Pattern of End Term Examination

The evaluation process may cover summative and formative aspects and assess understanding, applications, articulation, program and course outcomes.

Question Pattern		With Practical	Without Practical

Part-I –Objective	**Answer in MCQ/ in one word/in one sentence as directed**	**1x5=5**	**1x6=6**
Part-II- Very Short Type	**Answer within 50 words. Answer any 3 out of 5 questions (with practical) and answer any 5 out of 7 questions (without practical)**	**2x3=6**	**2x5=10**
Part-III- Short Type	**Answer within 250 words Answer any 3 out of 5 questions (with practical) and answer any 4 out of 6 questions (without practical)**	**5x3=15**	**5x4=20**
Part-IV- Long Type	**Answer within 800 words. Answer any 3 out of 5 questions**	**8x3=24**	**8x3=24**
Total		**50**	**60**
For Practical Paper		**One Major Experiment-10 Record- 05 Viva voce-05**	**---------**

Examination Question Pattern of Mid Semester Examination

Question Pattern		**With Practical**	**Without Practic**

			a l
Part-I – Objective	**Answer in MCQ/ in one word /in one sentence as directed**	**1 x 3 = 3**	**1 x 6 = 6**
Part-II- Very Short Type	**Answer within 50 words. Answer any 1out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)**	**2 x 1 = 2**	**2 x 2 = 4**

Part-III-Short Type	**Answer within 250 words Answer any 1 out of 2 questions (with p**	**5 x 1 = 5**	**5 x 2 = 10**

	r a c t i c a l) a n d a n s w e r a n y 2 o u t o f 3 q u e s t i o n s		

	(without practical)		
Total		**10**	**20**
For Practical Paper		**One Major**	**-----**

		Experiment-5 Record- 02 Viva voce -03						
Grade Point	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**0**
Marks in %	**97.5**	**92**	**84.5**	**74.5**	**64.5**	**54.5**	**44.5**	**20**

a) Grading System

Grade System in each paper (MID+END Sem Exam) in a Semester

GRADING SYSTEM

Qualification	Grade	Mark	Grade Point
Outstanding	'O'	**100-95**	**10**
Excellent	'A+'	**90-94**	**9**
Very Good	'A'	**80-89**	**8**
Good	'B+'	**70-79**	**7**
Above Average	'B'	**60-69**	**6**

Fair	'C'	**50-59**	**5**
Pass	'D'	**40-49**	**4**
Fail	'F'	**Below 40**	**0**
Absent	'ABS'	**00**	**0**
Malpractice	**'M'**	**00**	**0**

The following procedure is to be adopted for computation of Semester Grade Point Average

(SGPA) and Cumulative Grade Point Average (CGPA):

i. The **Semester Grade Point Average (SGPA)** is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

SGPA (Si) = ∑(Ci x Gi) / ∑Ci

Where Ci is the number of credits of the ith course, and Gi is the grade point scored by the student in the ith course.

ii. The **Cumulative Grade Point Average (CGPA)** is also calculated in the same manner, considering all the courses undergone by a student over all the semesters of a programme, i.e.

CGPA = ∑ (Ci x Si) / ∑ Ci

Where, Si is the SGPA of the ith semester, and Ci is the total number of credits in that semester.

Hard Case Rule

Maximum of 5 (five) marks shall be given to pass in a semester as a grace mark. This shall be applicable in each semester.

Award of Degree:

A Degree certificate under the official seal of the University and signed by the Vice-Chancellor shall be presented at the Convocation or in absentia to each of the successful students of a particular degree. The Controller of Examinations shall issue the mark/grade sheet of each semester to the candidates in the sheet of each semester to the candidates in the prescribed format.

Programme Educational Objectives (PEOs)-

School / Department of Tribal Culture, Philosophy and Eco-spiritualism under KISS Deemed to be University offer two years Post Graduate Programme of Political Science.

PEO1. From the very beginning, students of the programme of political science under the School of Tribal Culture, Philosophy and Eco-spiritualism will be exposed to fieldwork and research methodology, so that the students can do research and write independently.

PEO2. To equip students with a good academic environment to demonstrate high levels of communication skills, creativity, critical thinking, responsibility, teamwork and leadership in their career.

PEO3. The Programme of Political Science aims at grooming students to cope with a new and broad emerging academic environment where alternative viewpoints and new knowledge are required and appreciated for policy research and development both at national and international levels.

PEO4. The faculty members of this programme must be highly qualified and dedicated to the development of students.

PEO5. Students interested in administrative services and competitive exams will benefit from the papers offered in this programme.

Programme Outcomes-

PO1. Moral & Ethical Values: To know the moral and ethical codes of different philosophers and political thinkers of the past, in which a student of this programme can learn some valuable ethical ideas for building of his career. To recognize different value systems, including your own understanding the moral dimensions of your decisions,

PO2. Disciplinary Knowledge: To acquire knowledge about culture, philosophy and political organizations of modern India as well as world. The students can get the knowledge of technical and skill education.

PO3. Communication Skills: For the effective communication, the programme will provide a Communicative English paper for students to speak, read, write and listen clearly in

person, and through electronic media in English and in one Indian language, i.e., Odia, and make meaning of the world by connecting people, ideas, books, media and technology.

PO4. Critical Thinking: To demonstrate a critical aptitude and reflective thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of studying historical data using digital resources. Students will learn to understand, analyze, and evaluate both evidence and arguments. Students will learn to explain how and why important political events happened and changed over time.

PO5. Problem solving & Analytical reasoning: The students, because of their exposure to various core papers in political science, are likely to develop problem-solving ability and analytical reasoning.

PO6. Research-Related Skills: The students are encouraged to develop a research bent of mind and made to understand the importance of research methods in this regard, which are needed to identify the research gaps and developments in various aspects of political science and tribal culture studies.

PO7. Cooperation/Teamwork: To communicate ideas and information effectively to a range of audiences for a variety of purposes and contribute positively and collaboratively to achieve common goals.

PO8. Digital Literacy: Capability to use various technical ICT tools (Data analytics) for exploring, analysing, and using the information for study and research work.

PO9. Experiential & Life-long learning: To acquire the ability to engage in independent and life-long learning in the broadest context of socio-cultural changes. Students are expected to gain knowledge and learn new skills and acquire the capability of self - paced and self-directed learning throughout life, resulting in personal development and career advancement. Students would seek hands-on learning to perform in the real world by acquiring knowledge, skills, and attitude.

PO10. Leadership Qualities: Students are expected to have qualities like high integrity, accountability for actions, a sense of empathy, humanity, flexibility, positivity, influencing, and a vision. They are expected to engage in professional behaviour and have the potential to take leadership roles in their preferred occupations/careers and communities.

PO11. Professional & Decision-making Skills: Students are expected to exhibit skills that would demonstrate what they are capable of contributing to their job role and fulfil duties of the position they would seek. To enable students to achieve professional integrity and professional behaviour, as well as the skills and attitudes which are very necessary to plan for one's career to stay in the current world. Students are also expected to show proficiency in choosing between two or more alternatives and be able to defend with the right points of contact involved in the suitable situation.

PO12. Environment Awareness and Sustainability: To make students aware about environment, nature and their sustainability**.** Study of the paper on Tribal eco-spiritualism will enable students to understand the issues of environment and would endeavour for their long-term solutions.

Programme Specific Outcomes (PSOs)

These Outcomes are specific to a programme in addition to the POs

PSO1. To acquire an adequate conceptual base of political science and better understanding of the subject and its practical details.

PSO2. To conduct research in terms of form of formality hypothesis and development frames of interaction with other social sciences and attain a certain level of interdisciplinary approach.

PSO3. To demonstrate the social, political, economic, and religious beliefs & practices of the tribals of India. In fact, six tribal special papers are provided in this program for the understanding of students in various aspects of tribal culture.

PSO4. To produce knowledgeable and skilled students who can know the various aspects of Indian politics as well as world politics and to defend their distinct ethno-cultural heritage by promoting and preserving their culture, philosophy, customs,to make every possible effort to uplift and sustain their cultural identity.

PSO5. To acquire knowledge of students through seminars, students will present their research or a summary of another's research in an organized, coherent, and compelling fashion. Also to organize national seminar/workshop and symposiums to enrich the research and teaching of the programme.

COURSE STRUCTURE
M.A. IN POLITICAL SCIENCE

FIRST SEMESTER

Paper Code	Paper Name	Credits			Total Credits
		L	T	P	
PO40001	Comparative Politics: Concepts and Models	3	1	0	4
PO40003	International Relations: Concepts and Theories	3	1	0	4
PO40005	Indian Government and Politics: Structures and Processes	3	1	0	4
PO40007	Contemporary Political Theory-I	3	1	0	4
PO40009	Major Issues in Indian Administrative System	3	1	0	4
TC40051	Tribal Culture in India: Transition and Change	3	1	0	4
Total					**24**

C

SECOND SEMESTER

Paper Code	Paper Name	Credits			Total Credits
		L	T	P	
PO40002	Contemporary Political Theory-II	3	1	0	4
PA40004	India and the Major Powers	3	1	0	4
DD40032	**Special Paper-I (Choice any one)** (C) Demography, Democracy and Development: An Indian Perspective	3	1	0	4
AC40032	(D) Active Citizenship and Democratic Values				

DA40034	**Special Paper-II (Choice any one)** (C) Development Administration in India (D) Global Politics: Contemporary Challenges and Issues	3	1	0	4
GP40034					
PO40092	AI in Political Science	3	1	0	4
TC40052	Tribal Movements in India with Special Reference to Odisha	3	1	0	4
		Total Credits			**24**
*Students who exit at the end of 1st year shall be awarded a Post-Graduate Diploma.					

THIRD SEMESTER

Paper Code	Paper Name	Credits			Total Credits
		L	T	P	
RM50001	Research Methodology	3	1	0	4
CA50005	Computer Applications and Data Analysis	3	0	1	4
RE50003	Research and Publication Ethics	2	0	0	2
PP50031	**Special Paper-III (Choice any one)** (C) Public Policy and Welfare Administration	3	1	0	4
PP50031	(D) International Relations: Key Concepts				
IP50033	**Special Paper-IV (Choice any one)** (C) Political Process in India (D) Social Exclusion and Inclusive Policies in India	3	1	0	4

SE50033					
TC50051	Tribal Eco-Spiritualism	3	1	0	4
				Total Credits	**22**

FOURTH SEMESTER

Paper Code	**Paper Name**	**Weekly Contact**			**Credit**
		L	**T**	**P**	
FD50082	Fieldwork and Dissertation	0	0	40	20
				Total	**20**

Grand Total Credit= 90

- **One Credit= 1 hour for Theory Classes**
- **One Credit= 2 hours for Practical Classes**

FIRST SEMESTER

COMPARATIVE POLITICS: CONCEPTS AND MODELS

Paper Code: PO40001

Course Objectives

This paper is designed to introduce the students to study Comparative Politics and understand its various concepts and models. It has contained an introduction to the Comparative Politics in its Traditional and Modern Approaches, Theories of Comparative Politics, the Systems analysis which focus on the General Systems Theory, Political System, Structural-Functional Analysis and Input-Output Analysis. The paper also discusses constitutionalism and the study of state in comparative perspective.

Course Outcomes

CO1: Demonstrate an ability to understand, and critically assess, arguments made in political theory.

CO2: Demonstrate an ability to coherently formulate arguments about politics.

CO3: Demonstrate an ability to anticipate, formulate, and effectively respond to counter arguments.

CO4: Demonstrate an ability to gather and critically organize a variety of scholarly sources in ways that engage relevant literature.

Course Contents

Unit-I

Comparative Politics: Evolution, Nature and Scope

Unit-II

Approaches: Behavioralism, Post-Behavioralism, David Easton's Systems Approach, Gabriel Almond's Structural-Functional Approach, Marxist Approach.

Unit-III

Constitutionalism: concepts, Problems and Limitations, Political Elite: Elitist Theory of Democracy

Unit-IV

State in Comparative Perspective: Capitalist, Socialist and Post Colonia Societies

Text books

6. Burgess, Michael, *Comparative Federalism: Theory and Practice*, Routledge, London, 2006.
7. Caramani, Daniel, *Comparative Politics,* Oxford University Press, Oxford, 2008
8. Chilcote, Ronald H., *Theories of Comparative Politics*, Westview Press, Boulder, 1994.
9. Hague, Rod and Martin Harrop, *Comparative Government and Politics*, Macmillan, 2007,
10. Hague, Rod and Martin Harrop, *Comparative Government and Politics*, Macmillan, 2007.

Suggested reading list

9. Hatchner, D. G., & Levine, *Comparative Government and Politics*, Allen & Unwin, London, 1960.
10. Johari, J. C., *Comparative Politics*, Sterling Publisher Pvt. Ltd., Noida, 2019.
11. Keily, Ray, *Sociology and Development: The Impasse and Beyond,* UCL Press, London, 1995
12. Leach, E. and Mukherjee, S. N., *Elites in South Asia*, Cambridge University Press, London, 1970.
13. Mattei Dogan and Ali Kazancigili (Eds.), *Comparing Nations, Concepts, Strategies, Substance,* Blackwell, Oxford, 1994.

14. CO–PO–PSO Mapping Table

Scale: 1 – Low | 2 – Medium | 3 – High | 4 – No correlation

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
CO1	3	3	2	2	1	2	1	3	2	2
CO2	2	3	3	2	1	2	1	2	3	2
CO3	2	3	3	3	1	2	1	2	3	2
CO4	3	2	2	3	2	2	1	3	2	3
Average	2.5	2.75	2.5	2.5	1.25	2.0	1.0	2.5	2.5	2.25

15. Interpretation of CO–PO Mapping

Strong alignment with analytical (PO1, PO2) and critical thinking (PO3, PO4). Moderate linkage with research (PO5) and social responsibility (PO6). Limited linkage with sustainability (PO7). Strong PSO alignment.

16. Mapping with Cross-Cutting Issues

Cross-Cutting Issue	Level	Illustration
Professional Ethics	High	Academic integrity, citation practices, ethical analysis
Gender	Medium	Gender representation and feminist perspectives
Human Values	High	Democracy, tolerance, inclusivity
Environment & Sustainability	Medium	Comparative environmental policy

4. SDG Mapping

SDG	Title	Contribution
SDG 4	Quality Education	Enhances analytical and research skills
SDG 8	Decent Work	Supports employability
SDG 9	Industry & Innovation	Understanding institutions
SDG 12	Responsible Consumption	Policy awareness

INTERNATIONAL RELATIONS: MAJOR CONCEPTS AND THEORIES

Paper code: PO40003

Course Objectives

The paper makes students a clear understanding on the theories, concepts, and approaches to the International Relations. It covers the key theories, grand debates and a broad range of topics that fall under the major themes of International Relations. The Objectives of the paper

is to equip the students with the tools to understand and analyse the contemporary debate on international politics.

Course Outcomes

CO1: Enhance knowledge of the major theories of International Relations.
CO2: Create an ability to critically evaluate and apply such theories.
CO3: Ensuring basic understanding of the major international and regional institutions in world politics as well as significant developments in world politics.
CO4: Strengthen knowledge of major substantive themes in International Relations.

Course Contents

Unit-I

Contending Theories and Approaches to the Study of International Relations: Idealism, Realism, Neo-Realism, Decision-Making Theory and Game Theory.

Unit-II

Key Concepts in International Relations: Power, Power base elements, Measurement and Limitations; National interest and Relevance of Ideology.

Unit-III

Theories of Deterrence, Arms Control and Strategic Stability, Conflict resolution and transformation

Unit-IV

System, Structure, Agents and international relation theory

Text Books

12. Baral, J.K., *International Politics: Dynamics and Dimensions*, South Asian Publishers, New Delhi, 1987.
13. Basu, Rumki, *International Politics: Concepts, Theories and Issues*, Sage Publications Text, New Delhi, 2014.
14. Ghosh, Peu, *International Relation*, Media Matrix, Calcutta, 2020.
15. Jackson, R. and George Sorensen, *Introduction to International Relations: Theories and Approaches*, Oxford University Press, 2003.
16. Khanna, V.N., *International Relation*, Bikas Publishing, New Delhi, 2020.

Suggested reading list

17. Kumar, Mahendra, *Theoretical Aspects of International Politics*, Shivlal Aggarwal & Co., Agra, 1967.
18. Malhotra, B.K., *International Relation*, Surjit Publication, New Delhi, 2020.
19. Morgenthau, Hans J, *Politics among Nations: The Struggle for Power and Peace*, New York, 1985.
20. Pevenhouse, D. W. and J.K. Goldstein, *International Relation*, Tearson Education, New Delhi, 2017.
21. Singh, Pabneet, *International Relation*, Macgraw Hill, Noida, 2020.

INTERNATIONAL RELATIONS: MAJOR CONCEPTS AND THEORIES

Paper Code: PO-40003

CO-PO & PSO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
CO1	3	2	1	2	1	1	2	3	2	1
CO2	2	3	2	2	2	2	2	3	2	2
CO3	2	2	2	3	3	2	2	2	3	2
CO4	3	2	1	2	2	1	2	3	2	1
Average	2.5	2.25	1.5	2.25	2.0	1.5	2.0	2.75	2.25	1.5

22. Mapping with Cross-Cutting Issues

Cross-Cutting Issue	**Level Integration**	**Illustration Components**
Professional Ethics	High	Ethical conduct in diplomacy and policy.

Gender	Medium	Gender perspectives in global politics
Human Values	High	Peace, justice, human rights
Environment & Sustainability	Medium	Medium – Climate diplomacy and sustainability

SDG No.	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Promoting political literacy and understanding of democratic rights and duties.
SDG 5	Gender Equality	Analyzing legal frameworks for equality and non-discrimination in the political process.
SDG 10	Reduced Inequalities	Focus on DPSP and constitutional safeguards for marginalized sections and state autonomy.
SDG 16	Peace, Justice, and Strong Institutions	Comprehensive study of state institutions (Executive, Federalism) and constitutional justice.

INDIAN GOVERNMENT AND POLITICS: STRUCTURES AND PROCESSES

Paper Code: PO40005

Course Objectives:

The Indian Constitution accommodates conflicting impulses of liberty and justice, territorial decentralization and a strong union in the course of studying the Indian Government and Politics The paper traces upon the knowledge of students in constitutional provisions, and shows how these have played out in political practice. The paper further encourages students

to study on state institutions and their interaction with the larger extra-constitutional environment.

Course Outcomes

CO1: Explain the philosophy of our constitution as laid in the preamble and other sections of our constitution.

CO2: Explain the political structure of the government both at the union as well state level.

CO3: Understand the nature of politics at both levels of state and centre.

CO4: Demonstrate awareness of the Indian Government and politics. The student would have better understanding on the political issues, political processes, and political activities.

Course Contents

Unit-I

Making of the Indian Constitution: The Constituent Assembly –Background, Composition, Nature and its working.

Unit-II

Ideological Contents: Preamble, Fundamental Rights and Directive Principals of State Policy, Distinctiveness of Indian Secularism.

Unit-III

Executive and Central Administration: President, Prime Minister, and Union Territories: Administration, Critical Appreciation.

Unit-IV

Federalism and its Working: Nature, The areas of Tension in Centre –State relations, Demands for State Autonomy, Separatist Movement and Constitutional Amendments

Text books

6. Austin, Granville, *The Indian Constitution: Cornerstone of a Nation*, New Delhi, Oxford University Press, New Delhi, 1972.
7. Austin, Granville, *Working a Democratic Constitution: The Indian Experience*, Oxford University Press, New Delhi, 1999.
8. Basu, D.D., *Introduction to the Constitution of India,* Calcutta, Prentice Hall, Calcutta, 1999

9. Chakrabarty, Bidyut and Rajendra Kumar Pandey, Indian Government and Politics, Sage Publication, New Delhi, 2021.
10. Fadia, B.L. and Kuldeep Fadia, *Indian Government and Politics,* Sahitya Bhavan, New Delhi, 2020.

Suggested reading list

1. Hasan, Zoya, E. Shridharan and R. Sudarshan (Eds.), *India's Living Constitution*, New Delhi, Permanent Black, New Delhi, 2002.
2. Kapur, Devesh and Pratap Bhanu Mehta (Eds.), *Public Institutions in India*, Oxford University Press, New Delhi, 2005.
3. Kapur, Devesh and Pratap Bhanu Mehta (Eds.), *Public Institutions in India*, New Delhi, Oxford University Press, 2005.
4. Saez, Lawrence, *Federalism without a Center*, Sage Publications, New Delhi, 2004.

COURSE OUTCOMES AND MAPPING

Course Code: PO 40005

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO 1	3	2	3	1	1	3	2	3	1	1
CO 2	3	3	2	1	1	2	2	2	3	2
CO 3	2	3	3	2	2	2	3	1	2	3
CO 4	3	3	2	3	2	3	3	2	2	3
Average	**2.75**	**2.75**	**2.5**	**1.75**	**1.5**	**2.5**	**2.5**	**2.0**	**2.0**	**2.25**

Course Title: Indian Government and Politics: Structures and Processes (PG)

3. CO-PO & PSO Mapping Table

4. Mapping with Cross-Cutting Issues

Cross-Cutting Issue	Level Integration	Illustration Components
Professional Ethics	High	Constitutional morality, transparency in administration, ethical governance, and respect for rule of law.
Gender	Medium	Representation in local/state bodies, gender justice in Fundamental Rights and DPSP.
Human Values	High	Secularism, dignity of the individual, social justice, and protection of minority rights.
Environment & Sustainability	Medium	State's duty to protect the environment (Article 48A) and promoting sustainable policy frameworks.
SDG No.	**SDG Titles**	**Nature of Contribution**
SDG 4	Quality Education	Promoting political literacy and understanding of democratic rights and duties.
SDG 5	Gender Equality	Analyzing legal frameworks for equality and non-discrimination in the political process.
SDG 10	Reduced Inequalities	Focus on DPSP and constitutional safeguards for marginalized sections and state autonomy.
SDG 16	Peace, Justice, and Strong Institutions	Comprehensive study of state institutions (Executive, Federalism) and constitutional justice.

5. SDG Mapping for this Course

CONTEMPORARY POLITICAL THEORY-I

Paper code: PO40007

Course Objectives

The paper Contemporary Political Theory seeks to familiarize the students with the diverse streams of political theory. Liberal, Neo-Liberal, Marxian and Communitarian Theory which were the dominant political philosophies of the preceding century are sought to be discussed and analysed critically with an Objectives to impart in-depth knowledge and awaken the critical thinking of students in this area of human knowledge. The contemporary relevance of the course is sought to be explained to the students as these political ideologies, thoughts and philosophies are influencing and shaping the current political systems, their objectives and goals.

Course Outcomes

CO2: Students are given clear idea about the concepts of contemporary political theory.
CO2: This course will provide students a conceptual understanding about major traditions of political theory.
CO3: Students will be able to understand the idea of modern political thinkers.
CO4: Use the critical and analytical skills in assessing the issues related to contemporary politics.

Course Contents

Unit-I

Approaches: Traditional, Behavioural and Post-Behavioural.

Unit-II

Theories of State: Liberal, Neo-Liberal, Marxist, Pluralist and Post-Colonial.

Unit-III

Liberty and Equality

Unit-IV

Justice, Rights and Power

Text Books

6. Agrawal, R. C., *Political Theory*, S. Chand, New Delhi, 2004.
7. Barma, S. P., *Modern Political Theory*, Bikash Publication House, New Delhi, 2018.
8. Bhargaba, Rajeev and Ashok Acharya (Eds.), *Political Theory: An Introduction*, Person Education, Delhi, 2008.
9. Eddy, Asirbathan and Mishra, K. K., *Political Theory*, S. Chand, New Delhi, 2010.

10. Farrelly, Collin Patrick, *Contemporary Political Theory – A Reader*, Sage Publication, New Delhi, 2004.

Suggested reading list

1. Gauba, O. P., *An Introduction to Political Theory,* Mayur Book, New Delhi, 2019.
2. Haywood, Andrew, *Political Theory - An Introduction*, Palgrave Publisher, New York, 2015.
3. Mahajan, D. D., Political Theory, S. Chand & Co. Ltd., New Delhi, 2006.
4. Misra, Krishnakanth, *Contemporary Political Theory*, Pragati Publication, New Delhi.
5. Ramaswami, S., *Political Theory Ideas and Concepts*, PHI Learning Pvt. Ltd., New Delhi, 2014.

Course Outcome (CO) & Mapping Report
Contemporary Political Theory – I (PO-40007)

CO-PO & PSO Mapping

Course Outcomes	Program Outcomes (POs)							Program Specific Outcomes (PSOs)		
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**
CO 1	3	2	2	-	2	1	1	3	2	1
CO 2	3	3	2	1	2	2	2	3	3	2
CO 3	3	3	3	2	2	2	2	3	3	2
CO 4	2	3	3	3	3	3	3	2	3	3
Average	**2.75**	**2.75**	**2.5**	**2.0**	**2.25**	**2.0**	**2.0**	**2.75**	**2.75**	**2.0**

Cross-cutting Issue	**Integration**	**Illustration Components**
Professional Ethics	High	Academic integrity in political analysis, ethic

		al governance models, and unbiased evaluation of ideological frameworks.
Gender	Medium	Critique of traditional political theories from feminist perspectives; addressing gendered notions of 'Liberty' and 'Rights'.

Human Values	High	Deep dive into Justice, Equality, and Dignity as universal values inherent in political discourse.
Environment & Sustainability	Medium	Discussion on distributive justice in the context of resource allocation and

		inter gene ratio nal equit y.

Scale: 1 – Low | 2 – Medium | 3 – High | "-" – No Correlation

SDG Mapping for this Course

SDG #	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promoting critical thinking and deep theoretical literacy necessary for informed global citizenship.
SDG 5	Gender Equality	Analysis of power structures and rights that underpin institutional gender biases.
SDG 10	Reduced Inequalities	Theories of Equality and Justice directly address the reduction of social and political disparities.
SDG 16	Peace, Justice & Strong Institutions	Study of State theories, Justice, and Power contributes to building inclusive and accountable institutions.

MAJOR ISSUES IN INDIAN ADMINISTRATIVE SYSTEM
Paper Code: PO40009

Course Objectives

The paper is to present a systematic understanding of students on all major dimensions of the Indian Administrative System. The paper focuses on the way the Indian administrative system has been working and shaping political institutions of India. Having read this paper, students will enhance their understanding of various dimensions of the Indian Constitution and political system. The dominant themes of the paper, such as, India's federal system, parliamentary system, the operation of the judicial system, the working of the executive and its relations with other organs of the state and the like will impart one a deeper insight in complex legal and constitutional issues.

Course Outcomes

CO1: Achieve an understanding on effectiveness and efficiency of Indian Administrative systems.
CO2: Acquire overall knowledge on the affairs of government, starting from the governmental plans, strategies, policies and the execution of those policies.
CO3: It demonstrates broad understanding of public affairs, policy development, policy analysis, economic analysis, management skills and organization theory and their applications to public services.
CO4: Students will know about the administration and citizens' interface.

Course Contents

Unit - I

Introduction to Indian Administrative System: Ancient, Medieval and Modern Indian Administrative System

Unit - II

Central and State Secretariats: Organizations and Functions of Central and State Secretariats.

Unit III

Indian Civil Service: All India Services; Central and State Services; Generalist v/s Specialist; Committed v/s Neutral Bureaucracy

Unit – IV

Administrative Efficiency: Responsibility and Ethics; Bureaucratic response to India's Development**;** Administrative Reforms Committees and Commissions; Lokpal and Lokayukta.

Text Books

11. Avasthi, Amareswar and Maheswari, S.R., *Public Administration*, Agra, 1986.
12. Bhattacharya, Mohit, *Public Administration*, Calcutta, 1981.
13. Chaturvedi, T.N. (Ed.), *Contemporary Administrative Culture of India*, IIPA, New Delhi, 1996.
14. Chaturvedi, T.N., *Ethics in Public Life,* IIPA, New Delhi, 1996.
15. Chaturvedi, T.N., *Towards Good Governance*, IIPA, New Delhi, 1995.

16. Dhameja, Nand, (Ed.), *Case Studies in Administrative Environment and Decision Making*, IIPA, New Delhi, 1995.
17. Mehta, Prayag, *Bureaucracy, Organisational Behaviour and Development*, Sage Publications, New Delhi, 1989.
18. Rao, Shankar, *Public Administration and Management*, New Delhi, 1991.
19. Sharma, R.D., *Advanced Public Administration*, New Delhi, 1990.
20. Wadhwani, M. and R.K.Tiwari, *Indian Administration: The Changing Scenario*, IIPA, New Delhi, 1995.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2	2	1	3	2	2	1	3	3	2	2	3	2
CO2	3	3	3	2	2	3	1	2	2	2	2	3	3	3	2	3	2
CO3	2	3	3	3	2	2	1	2	3	2	3	3	3	3	2	3	3
CO4	3	3	2	2	3	3	2	3	2	3	1	3	3	2	3	3	2
Avg.	**2.8**	**3.0**	**2.5**	**2.3**	**2.3**	**2.5**	**1.3**	**2.5**	**2.3**	**2.3**	**1.8**	**3.0**	**3.0**	**2.5**	**2.3**	**3.0**	**2.3**

Cross-Cutting Integration

- **Human Values (High):** Study of administrative systems and citizen-administration interfaces fosters a sense of public accountability, civic duty, and democratic responsibility.
- **Gender (Medium):** Analysis of public policy development, execution, and welfare initiatives incorporates structural evaluations of how governance strategies impact diverse demographics, including women.
- **Environment & Sustainability (Medium):** Examination of governmental plans, strategies, and administrative reforms includes accountability mechanisms that regulate infrastructure, resource management, and state development policies.
- **Professional Ethics (Very High):** Focuses explicitly on administrative efficiency, responsibility, ethics, and anti-corruption machinery (Lokpal and Lokayukta), anchoring the core responsibilities of generalist vs. specialist and neutral bureaucracy.

SDG Mapping

- **SDG 8 (Decent Work and Economic Growth):** Analysis of organizational theory, public services management, and public policy development targets efficient state mechanics that foster national economic stability.

- **SDG 10 (Reduced Inequalities):** The citizen-administration interface and regional administrative distribution target institutional systemic bottlenecks to make governance accessible to marginalized sections.

- **SDG 16 (Peace, Justice, and Strong Institutions):** Directly targets the strengthening of institutional frameworks via Administrative Reforms Commissions, institutional integrity, transparency, and anti-corruption bodies like Lokpal and Lokayukta.

Tribal Paper-I

Tribal Culture in India: Transition and Change

Paper Code: TC40051

Course Objectives:

This paper will offer an opportunity to have an understanding of different components of tribal culture. Students will be required to have an understanding of their own religion and the difference between religion and magic. They should differentiate between religion, magic and science. This course will also expose the students to acquaint with their cultural life through the art, music, and performing arts of the tribal people of India. Further, it will also provide some ideas to the students with regard to different types of tribal festivals and dances in India.

Course Outcomes-

CO-1. To understand the tribal culture of India, the main features of tribal family and types of Kinship in Indian society

CO-2. To understand the forms of Indian tribal art and the material culture of indigenous peoples of India through their visual art.

CO-3. To discuss about the different types of Tribal paintings, Tribal music, festivals and tribal dance forms of different states of India

CO-4. To discuss the hunting and food Gathering, pastoralism, shifting cultivation animal husbandry and agriculture and peasantry

CO-5. To identify the changes in the socio-cultural life of tribals due to the impact of globalization, westernization, modernization, industrialization

Course Content-

UNIT – I

1. Meaning and Definition of tribe, Characteristic Features of Indian Tribal Culture
2. Family; Family as an Association, Distinctive Features of Family, Classification of Tribal Family
3. Marriage; Concept and Forms of Marriage, Ways of Acquiring Mates, Status of Women in Tribal Society

UNIT - II

1. Meaning of tribal Art, Introduction to tribal Visual and Performing Arts in India
2. Forms of Indian Tribal Arts, Tribal Art and History
3. Tribal Paintings of India, Tribal Paintings in Odisha: Saura, Gond and Santals

UNIT - III

1. Tribal Music: Vocal and Instruments
2. Tribal Performing art; Tribal Dance Forms, Tribal Dances of Odisha: Santal, Saura, Kondha, Paraja, Kisan & Oraon
3. Tribal Festivals- Types of Tribal Festivals in India: Tribal Festivals of North Eastern parts of India, Tribal Festivals of Odisha

UNIT – IV

1. Culture as a tool of Adaptation, Various Modes of Human Adaptation in Pre-state Societies; Hunting and Food Gathering, Pastoralism, Shifting Cultivation, Animal Husbandry, Agriculture and Peasantry
2. Religion and Magic, Religion as a system of Rituals and Beliefs, Fetishism, Animism, Totemism, Magic-Meaning and Types of Magic, White Magic and Black Magic
3. Changes in Culture of Tribes; Socio-cultural Process of Change (Globalisation, Westernization, Modernization, Industrialization), Plans, Programs and their Implementation

Text books

10. Ray Chaudhury, H. C., (1972). *Political History of Ancient India,* Calcutta.
11. Ray, D.N., (2011). *Tribes and Tribal Life-Study and Evaluation*, New Delhi.
12. Verma, R.C., (2002). *Indian Tribes; Through the ages*, New Delhi.
13. Vidyarthi, L. P. & Rai, B. K., (Reprinted-1985). *The Tribal Culture of India*, Concept Publishing Company; New Delhi.
14. Bailley, F.G., (1960). *Tribe, Caste and Nation*, Manchester University Press.
15. Bose, N. K., (2004). *Tribal Life in India*, National Book Trust, New Delhi, New Edition.
16. Hasnain, Nadeem, (2015). *Indian Society and Culture (Continuity and Change),* Jawahar Publishers and Distributors, New Delhi.
17. Bailey, F.G., (1960.). *Tribe, Caste and Nation: A Study of Political Activity and Political Change in Highland Orissa*, Manchester University Press; Manchester.
18. Bhowmik, K.L., (1971). *Tribal India: A Profile in Indian Ethnology*, World Press; Calcutta.

Suggested reading list

1. Dube, S.C., (1977). *Tribal Heritage of India,* Vikash Publishing House Pvt. Ltd., Delhi.

a.

2. Sarkar, R. M., (2008). *Primitive Tribal Groups in India (Tradition, Development and Transformation)*, Serials Publications, New Delhi.
3. Schrire, C. , ed., (1984), *Past and Present in Hunting-Gathering Studies*, Academic Press Inc; New York.
4. Murdock, G.P. , (1949). *Social Structure*, Collier Macmillan; New York.

5. Sarkar, Amitabh, (1993). *Toto Society and Change: A Sub Himlayan Tribe of West Bengal,* Firma KLM Pvt.Ltd., Calcutta.
6. Bhowmick, P.K., (1994). *Primitive Tribal Groups in Eastern India: Welfare and Evaluation*, Gyan Publishing House; New Delhi.
7. Pfeffer, Georg and Behera, D.K. *Contemporary Society: Tribal Studies, Volume I to VII.* Concept Publishing Company; New Delhi.
8. Bose, N.K., (1967). " Some Methods of Studying Social Change", in *Man in India*, Vol.47. No.3, Ranchi.
9. Rao, V.K.R.V., (1966). " Social Change and Tribal Society", in *Journal of Social Research,* Vol.IX, No.2,
10. Srinivas, M.N., (1966).*Social Change in Modern India*, Allied Publishers; Bombay,
11. Vidyarthi, L.P., (1968). "Culture Change in the Tribes of Modern India", Presidential Address to the Anthropological and Archaeology Section of the 55th Session of the Indian Science Congress 1968, also printed in *Journal of Social Research,* Vol.XI, No.4.
12. Vidyarthi, L.P., (1970).*Socio-Cultural Implication of Industrialization in A Case Study of Tribal Research,* Ranchi.
13. Sachchidananda, (1964). *Culture Change in Tribal Bihar,* Book land Pvt. Ltd.; Calcutta.
14. Ghurye , G. S., (1959). *The Scheduled Tribes*, Popular Book Deport
15. V. Elwin, (1951). *The Tribal art of Middle India*, London.
16. Culshaw, W.J. , (2013). *Tribal Heritage: A Study of the Santals,* New Delhi.
17. Pegu, Namita, (2016). *Tribal Culture in Ethnographic Museum*, B.R. Publishing Corporation, Delhi.
18. Ota, A.B., (2009). *Tribal Dance of Orissa,* Academy of Tribal Language and Culture; Bhubaneswar.
19. Bhagaban Sahu , (2015). *Folk Life and Culture of Odisha,* Kaveri Books; New Delhi.
20. Vidyarthi, L. P. & Rai, B. K. , (Reprinted 1985). *The Tribal Culture of India*, Concept Publishing Company; New Delhi.
21. Hasnain, Naddem, (2016).*TRIBAL INDIA*, PALKA PRAKASHAN, Delhi.
22. Mahapatra , L. K. , (1997). "Tribal Cultures and Regional Society in Orissa" , in Santosh Kumar Sethi & Susmit Pani (eds.), *Tribal Culture of Orissa*.
23. Denis Dutton, (1993). "Tribal Art and Artifact", *Journal of Aesthetics and Art Criticism*, 51(1):13–21, Winter
24. Prakash, Om , *Cultural History of India* , New Age International Publishers Pvt., Delhi.

25. Mahapatra, L.K., (1996).“Tribal Heritage of Indian Civilization” , in *Banaja, Adivasi Exhibition Souvenir*. Academy of Tribal Dialects and Culture, Government of Orissa, Bhubaneswar.
26. Charu Smita, Gupta, *Indian Folk and Tribal Paintings* , Roli Books Pvt Ltd,
27. https://www.holidify.com/pages/tribal-art-of-india-4497.html

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the tribal culture of India, the main features of tribal family and types of Kinship in Indian society.	Understand
CO2	Understand the forms of Indian tribal art and the material culture of indigenous peoples of India through their visual art.	Understand
CO3	Discuss about the different types of Tribal paintings, Tribal music, festivals and tribal dance forms of different states of India.	Understand
CO4	Discuss the hunting and food gathering, pastoralism, shifting cultivation, animal husbandry, agriculture and peasantry.	Understand
CO5	Identify the changes in the socio-cultural life of tribals due to the impact of globalization, westernization, modernization, industrialization.	Understand

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two year PG programme Common Preamble")

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	2	2	2	2	2	1	2	1	1	3	3	2	3	3	2
CO2	2	3	3	2	2	2	2	2	2	2	1	2	3	2	3	3	2
CO3	2	3	3	2	2	2	3	2	3	2	2	2	3	2	3	3	3
CO4	2	3	2	2	3	3	2	1	2	2	2	3	3	3	3	3	2
CO5	3	3	2	3	3	3	2	2	3	3	2	3	3	3	3	3	2
Averag	2.4	3.0	2.4	2.2	2.4	2.4	2.2	1.6	2.4	2.0	1.6	2.6	3.0	2.4	3.0	3.0	2.2

e																	

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of tribal culture, family structures, marriage systems, religion, magic, and beliefs fosters understanding of diverse cultural heritage, moral values, and indigenous worldviews as outlined in PSO3 and PSO4. The course emphasizes respect for tribal traditions and cultural diversity.
Gender	High	Analysis of status of women in tribal society, forms of marriage, and kinship patterns provides insights into gender relations in indigenous communities. The course examines the role and position of women in tribal family structures.
Environment & Sustainability	Very High	Understanding the relationship between tribal communities and their environment through modes of adaptation (hunting-gathering, pastoralism, shifting cultivation, agriculture). Study of indigenous techniques of forest conservation and sustainable living provides insights into traditional ecological knowledge and environmental stewardship.
Professional Ethics	Medium	Examination of welfare programs, plans, and their implementation for tribal development raises questions about development ethics, policy-making integrity, and the ethical responsibilities of state and civil society toward indigenous communities.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Study of tribal economic life, hunting-gathering, pastoralism, shifting cultivation, and agriculture provides historical context for understanding poverty and economic marginalization of tribal communities.

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Examination of tribal culture, art, music, dance, and festivals contributes to preserving indigenous knowledge systems and promoting culturally relevant education for tribal communities.
SDG 5	Gender Equality	Analysis of status of women in tribal society, forms of marriage, and kinship patterns allows for gender analysis of indigenous power structures and women's roles in tribal communities.
SDG 8	Decent Work and Economic Growth	Study of various modes of livelihood (hunting-gathering, pastoralism, shifting cultivation, agriculture, animal husbandry) provides insights into traditional economic practices and their transformation under modernization.
SDG 10	Reduced Inequalities	Analysis of socio-cultural changes in tribal life due to globalization, westernization, modernization, and industrialization helps understand the challenges of inequality and the importance of inclusive development.
SDG 11	Sustainable Cities & Communities	Study of tribal settlement patterns, traditional knowledge, and community structures contributes to understanding sustainable community development and the protection of indigenous cultural heritage.
SDG 15	Life on Land	Examination of tribal relationship with forests, water, animals, and nature provides insights into traditional conservation practices, biodiversity protection, and sustainable use of terrestrial ecosystems.

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SECOND SEMESTER

CONTEMPORARY POLITICAL THEORY-II

Paper code: PO40002

Course Objectives

The paper is for acquainting students with diverse political theory. More specifically, the paper seeks to impart an in-depth knowledge and understanding of Liberalism, Marxism and Critical theory. Moving beyond Political Theory, it would cover the contemporary theories related to Feminism, Communitarianism, Multiculturalism, Post-Colonialism, Post-Modernism and theories of democracy. All these theories form the core objectives of the paper.

Course Outcomes

CO1: Introduces framework to understand the theoretical concepts of contemporary politics.
CO2: Armed with the knowledge of the subject on contemporary political theory.
CO3: Develop a capacity to grasp theories from normative perspective.
CO4: Evolve a critically enriched understanding on contemporary perspective of politics.

Course Contents

Uni t - I

Liberalism and Conservatism

Unit – II

Socialism and Marxism

Unit – III

Feminism and Ecologism

Unit – IV

Multiculturalism and Post-Modernism

Text Books

11. Bhargav, Rajiv and Ashok Acharya, *Political Theory: An Introduction*, Pearson Publication, New Delhi, 2015.
12. Colin, Farrelly, *An Introduction to Contemporary Political Theory*, Sage Publications, New Delhi, 2004.
13. Collin, Farrelly Patrick, Contemporary Political Theory – A Reader, Sage, New Delhi, 2004.

14. Haywood, Andrew, *Political Theory: An Introduction*, Palgrave Publisher, New york, 2015.

15. Lukes, Steven. *Power: A Radical View*. Macmillan Press, London, 1974.
16. Misra Krishnakanth, *Contemporary Political Theory*, Pragati Publication, New Delhi, 1983.
17. Rawls, John, *A Theory of Justice*, Bellknap, Harvard, 1971.
18. Sandel, Michael, *Liberalism and the Limits of Justice*, Cambridge University Press, Cambridge, 1982
19. Sen, Amartya, *The Idea of Justice*, Penguin Books, London, 2010.
20. Vinod, M.J., *Contemporary Political Theory*, Prentice Hall, New Delhi, 2013.

CONTEMPORARY POLITICAL THEORY (PO 40002)

4. CO-PO and CO-PSO Mapping

Course Outcomes	Program Outcomes (POs)							Program Specific Outcomes (PSOs)		
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**
CO 1	3	2	2	1	2	2	3	3	2	1
CO 2	3	3	2	1	3	2	2	3	2	2
CO 3	3	3	3	2	2	3	2	2	3	2
CO 4	3	3	3	3	3	3	3	3	3	3
Average	**3.0**	**2.75**	**2.5**	**1.75**	**2.5**	**2.5**	**2.5**	**2.75**	**2.5**	**2.0**

Mapping Level: 1 – Low, 2 – Medium, 3 – High, 4 (or "-") – No Correlation

5. Mapping with Cross-Cutting Issues

Cross-Cutting Issue	Level of Integration	Illustration Components
Professional Ethics	High	Critical analysis of power, political accountability, and ethical governance in theory.
Gender	High	In-depth study of Feminist theories, patriarchy, and gender justice (Unit III).
Human Values	Medium	Exploration of rights, liberty, and multicultural respect for diverse cultures.
Environment Sustainability	Medium	Focus on Ecologism, green politics, and sustainable development theories (Unit III).

6. Sustainable Development Goals (SDG) Mapping

SDG	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Advanced critical thinking and theoretical literacy in political science.
SDG 5	Gender Equality	Focus on feminism and women's political participation and rights.
SDG 10	Reduced Inequalities	Theoretical focus on multiculturalism and social justice for marginalized groups.
SDG 16	Peace, Justice and Strong Institutions	Study of democracy, liberalism, and post-colonial governance structures.

INDIA AND THE MAJOR POWERS
Paper Code: PO40004

Course Objectives:

The paper is designed to educate students about India's relations with major powers in the world. It also aims to develop a sensitivity among the students about the importance of this relationship

Course outcomes

CO 1: Students would understand the importance of India's relationship with major powers like USA and USSR

CO 2: Students would also develop perspective about emerging powers in the world

CO3: Student will understand the changing aspect of global politics.

CO4: The course should help student understand how the world is turning multi-polar

Course Contents

Unit I: India and the multi-polar world

Unit II: India and USA

Unit III: India and China

Unit IV: India and Russia

Text Books

1."India and the World: Essays on Geo-economics and Foreign Policy" (2016) by S. Jaishankar

2."The Oxford Handbook of Indian Foreign Policy" (2015) edited by David Malone, C. Raja Mohan, and Srinath Raghavan

3. "The China-India Rivalry in the Globalization Era" (2018) edited by T.V. Paul

4. "India's Foreign Policy: Coping with the Changing World" (2020) by Muchkund Dubey

5."India and the Major Powers after Pokharan II" (2002) by Aparna Pande

6.Dunne, Tim, *International Relations Theories*, Oxford University Press, New York, 2007

7.Erendor, Mehmet Emin and Mehmet Fatih Oztarsu (Eds.), *Contemporary Issues in International Relations*, Cambridge Scholars Publishing, Newcastle, 2020.

8.Ghosh, Peu, *International Relations*, PHI Learning, New Delhi, 2020.

9.Hoffmann, Stanley, *Contemporary Theory in International Relations*, Prentice Hall, New Delhi, 1964.

10.Kumar, Mahendra, *Theoretical Aspects of International Politics*, The Free Press, New York, 1960.

Suggested reading list

6. Burchill, Scott et al, *Theories of International Relations* (3rd Ed.), Palgrave Macmillan, Basingstoke, 2005.
7. Brown, Chris and Kirsten Ainley, *Understanding International Relations* (3rd Ed.), Palgrave, Macmillan, 2005.
8. Bull, Hedley, *The Anarchical Society: A Study of Order in World Politics* (3rd Ed.), Basingstoke: Palgrave. 2002.
9. Tickner, Arlene B. and Ole Wever, (eds.), *International Relations Scholarship Around the World*, London: Routledge, 2009.
10. Behera, Navnita Chadha (Ed.), *International Relations in South Asia: Search for an Alternative Paradigm*, Sage Publications, New Delhi, 2008.

INDIA AND THE MAJOR POWERS

Subject Focus: India and the international relations

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	2	2	1	2	2	3	2	2
CO2	3	3	2	3	1	1	1	3	2	2
CO3	2	3	3	3	3	3	2	2	3	3
CO4	2	2	2	2	3	3	1	2	3	2
CO5	2	3	3	3	2	3	3	2	3	3
Avg.	**2.4**	**2.6**	**2.4**	**2.6**	**2.0**	**2.4**	**1.8**	**2.4**	**2.6**	**2.4**

Mapping Scale: 1 – Low, 2 – Medium, 3 – High, "_" – No Correlation

Issue	Level	Illustration Components
Professional Ethics	High	Integrity in leadership, administrative accountability in NPM, and ethical communication as per Chester Barnard.
Gender	High	Integration of the Feminist Approach to Public Administration and inclusive organizational theories.
Human Values	Medium	Human Relations Theory, motivational ethics, and New Public Service (NPS) focus on serving citizens.

SDG	Title	Nature of Contribution
SDG 4	Quality Education	Critical understanding of administrative evolution and theoretical discipline.
SDG 5	Gender Equality	Analytical focus on Feminist approaches in administrative structures.
SDG 10	Reduced Inequalities	Study of Development Administration and citizen participation in developing societies.
SDG 16	Peace, Justice & Strong Institutions	Core focus on building efficient administrative theories, leadership, and modern governance.
SDG 17	Partnerships for the Goals	Understanding administrative systems in the era of Globalization and Liberalization.

SPECIAL PAPER – I (Choose any one)

A. DEMOGRAPHY, DEMOCRACY AND DEVELOPMENT: AN INDIAN PERSPECTIVE

Paper Code: DD40032

Course Objectives:

The paper is designed to educate students about the population trends in India. It also aims to help students understand the demographic transition in Odisha.

Course Outcomes

CO1: Students would develop knowledge about democratic trends in India

CO 2: They would also understand the demographic dividends the country is set to enjoy

CO3: Student will realise the increasing importance of youth in Indian politics.

CO4: Student also would understand the changing democratic profile of Odisha.

Course Contents

Unit I: Population trends in India and States; regional population challenges

Unit II: Demographic transition in Odisha;
Basic demographics of marginalized groups: Tribals and transgender

Unit III

Demography and Development; Education, Health, Social Development

Unit IV: Policies for youth in India

Suggested Readings

6. "Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India" by Dev Nathan and Virginius Xaxa
7. "Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak" edited by Sanjay Paswan
8. "Social Exclusion and Policies for Socially Disadvantaged Groups in India" by P.S. Krishnan
9. "Social Justice and Reservation Policy in India" by B.L. Fadia
10. "Social Exclusion and Inclusive Policy: Some Issues" by Arun Kumar

3. CO-PO and PSO Mapping

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO 1	3	2	2	1	-	2	3	3	1	2

CO 2	3	3	2	2	1	1	2	3	2	2
CO 3	2	3	1	3	2	3	1	1	3	1
CO 4	2	1	3	1	1	1	3	2	2	3
Average	2.5	2.25	2.0	1.75	1.25	1.75	2.25	2.25	2.0	2.0

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No correlation

4. Mapping with Cross-cutting Issues

Cross-cutting issue	Level Integration	Illustration components
Professional Ethics	High	Data integrity in census reporting, ethical research on marginalized groups.
Gender	High	Analysis of sex ratios, demographic status of transgender groups in Odisha.
Human Values	Medium	Empathy towards marginalized tribals and social development rights.
Environment Sustainability	Medium	Population pressure on regional resources and sustainable demographic transitions.

SDG Mapping for this Course

SDGs	SDG Titles	Nature of contribution
SDG 3	Good Health and Well-being	Focus on health indicators in demographic transition.
SDG 4	Quality Education	Unit III focuses on education as a pillar of development.
SDG 5	Gender Equality	Coverage of basic demographics of transgender and marginalized groups.
SDG 10	Reduced Inequalities	Analyzing regional challenges and tribal population demographics.

SPECIAL PAPER – I (Choose any one)

B. ACTIVE CITIZENSHIP AND DEMOCRATIC VALUES

Paper code: AC40032

Course Objectives

Citizenship education develops knowledge, skills and understanding that students will gain through full participation in society as an active and responsible citizen. In this paper students learn about democracy, politics, parliament and voting as well as human rights, justice, media literacy, the law and the economy. They would also learn the skills of active citizenship through practical opportunities to address issues of concern to them. The paper would bring to life change by using real issues, case studies, people and events in local to national contexts. This paper provides students with a setting to critically examine and evaluate the multiple expressions of citizenship in democratic governance. As such, it aims to facilitate their exploration of the interaction, challenges, opportunities, and limits of citizenship and governance in theory and in practice. In particular, apart from class room teaching students will contextualize citizenship and governance through the actual practice of citizenship based on their involvement in a governance and social engineering.

Course Outcomes

CO1: Students are expected to understand the meaning and significance of the concept of citizenship and skillfully interpret and evaluate through observation, communication, information and argumentation its link to democratic governance.

CO2: Enable the students to internalize and demonstrate the values of social responsibility, responsible citizenship, and commitment to the advancement of common good, justice, freedom, human rights, and rule of law.

CO3: Enable students to internalize and demonstrate the values of social responsibility, responsible citizenship, and commitment to the advancement of common good, justice, freedom, human rights, and rule of law.

CO4: Furthermore, the students are expected to practice an active citizenship through participation in governance that promotes good democratic governance and collaborative learning.

Course Contents:

Unit – I

Conceptual frameworks: citizenship and social class, group-differentiated citizenship, multicultural citizenship, civil society and citizenship

Unit – II

Differentiated citizenship: Caste, Gender, and Religion in Social Inclusion and Social Exclusion perspective

Unit – III

Development of the concept of Democracy from Ancient Athens to Modern times: Direct and Indirect forms of Democracy

Unit – IV

Role of an Active citizen in a Democracy: Active Citizenship in Participation in Civil Society, Community and Political process

Text Books

6. Anupama Roy, *Mapping Citizenship in India,* Oxford University Press, Delhi, 2010.
7. Barber, B., *Strong Democracy: Participatory Politics for a New Age,* California University Press, California, 2003.
8. Davies, I., and Evans, M., "Encouraging Active Citizenship", *Educational Review*, 54, 2002, pp.69-78.
9. Heater, Derek, *What is Citizenship?,*Polity, Cambridge, 1999.
10. Faulks, Keith, *Citizenship,* Routledge, London, 2000.

Suggested reading list

1. Marshall, T., *Citizenship and social class and other essays*. Cambridge University Press, Cambridge, 1950.
2. Putnam, R. D., *Making Democracy Work*, Princeton University Press, Princeton, 1993.
3. Marshall, T.H. and Tom Bottomore (Eds.), *Citizenship and Social Class,* London: Pluto Press, 1992.
4. Fazila, Vazira and Yacoobali Zamindar, *The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories*, Columbia University Press, New York, 2007.
5. Kymlicka, Will, *Multicultural Citizenship* (Chapter 9 & Conclusion, pp. 173-95), Oxford: Clarendon Press, New York, 1995

Course Title: Active Citizenship and Democratic Values
Paper Code: AC 40032

Program Educational Objectives (PEOs)

PEO1: To produce graduates who are socially responsible and ethically sound citizens.
PEO2: To equip students with critical thinking skills to analyze democratic governance.
PEO3: To foster professional leadership in community engagement and social engineering.

Program Specific Outcomes (PSOs)

PSO1: Analyze the theoretical underpinnings of citizenship, democracy, and social inclusion.
PSO2: Apply democratic values in real-world governance and community participation.
PSO3: Evaluate the impact of caste, gender, and religion on civil society and social justice.

Course Outcomes (COs)

CO1: Understand the meaning and significance of citizenship and its link to democratic governance.

CO2: Internalize and demonstrate values of social responsibility, justice, freedom, and human rights.

CO3: Analyze the role of caste, gender, and religion in social inclusion and exclusion perspectives.

CO4: Practice active citizenship through participation in governance and collaborative learning.

CO-PO and PSO Mapping

COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**
CO1	3	3	2	2	1	2	3	3	2	1
CO2	2	2	3	3	3	3	3	2	3	2
CO3	3	3	2	2	2	3	3	3	2	3
CO4	2	2	3	3	3	3	3	2	3	2
Average	2.5	2.5	2.5	2.5	2.25	2.75	3.0	2.5	2.5	2.0

Legend: 1 – Low, 2 – Medium, 3 – High, 4 (or '-') – No Correlation

Mapping with Cross-Cutting Issues

Cross-cutting issue	**Level Integration**	**Illustration components**
Professional Ethics	High	Ethics in governance, accountability in voting, and social engineering responsibility.
Gender	High	Analysis of gender in social inclusion/exclusion (Unit II), inclusive citizenship.
Human Values	High	Justice, freedom, rule of law, and respect for diverse cultures.
Environment Sustainability	Medium	Community-led environmental initiatives, SDGs linked to responsible citizenship.

SDG Mapping for this Course

SDGs	**SDG Titles**	**Nature of Contribution**
SDG 4	Quality Education	Equipping students with skills for democratic participation and civic literacy.
SDG 5	Gender Equality	Addressing social exclusion and promoting group-differentiated citizenship.

SDG 10	Reduced Inequalities	Focus on caste, religion, and social inclusion to bridge societal gaps.
SDG 16	Peace, Justice and Strong Institutions	Promoting rule of law, human rights, and active participation in political processes.

SPECIAL PAPER – II (Choose any one)
DEVELOPMENT ADMINISTRATION IN INDIA

Paper Code: DA40034

Course Objectives:

The paper will introduce the concept of development, the features and approaches to the study of development administration and the difference between public administration and development administration. With an overview on the role of international aid and development in development administration, the course will then deliberate extensively on the constitutional features of development administration and how development planning and machinery functions in India. This course enables the student to explore introduction to Development Administration, and the Political Process, citizens' participation and empowerment in the application perspective of Public Administration.

Course Outcomes

CO1: Understanding the basic concepts of Meaning, Nature, Scope of Development Administration.
CO2: Analyses the ideas of Political, Economic, Cultural, and Social and Development Administration.
CO3: Examine the Decentralization of Powers in India, State. District Administration and Field Agencies.
CO4: Analyse the Autonomy and Accountability of Administration.

Course Contents

Unit-I

Introduction to Development Administration:
a. Development Administration: Concept and Meaning
b. Elements of Development Administration.

Unit-II

Development Administration and the Political Process:
a. Role of Development Administration in India since Independence
b. The Machinery of Development- Role of Official and Non Official agencies

Unit-III

Bureaucracy and Development Administration:
a. The Changing Role of Bureaucracy and its Problems
b. The Specialist and Generalist Dichotomy in Democracy

Unit-IV

New Trends in People's Self Development and Empowerment:
a. Patterns of People's Participation in Development
b. Constitutional Provisions in Peoples self -development and empowerment-73rd and 74th amendment to the Constitution of India

Text Books:

6. Arora, Ramesh K. and Sangeeta Sharma (Eds.), *Comparative and Development Administration*, Arihant, Jaipur, 1992 .
7. Basu, Ashok Ranjan and Satish Nijhawan (Eds), *Tribal Development Administration in India*, Mittal Publications, New Delhi, 1994.
8. Chatterjee, S.K., *Development Administration*, Surjeet Publications, New Delhi, 1981.
9. Inamdar, N. R., *Development Administration in India*, Rawat Publications, New Delh, 1992.
10. Mahajan, Anupama Puri, *Development Administration in India*, Sage Publication, New Delhi, 2019.

Suggested reading

1. Palekar, S.A., *Development Administration*, PHI Leaning Pvt. Ltd., New Delhi, 2012.
2. Parmar, Mahinder, *Issues in Development Administration: Planning, Rural Development, Social Welfare, Education, Public Grievance, Law and Order, Tribal Development & Public Participation*, Reliance, New Delhi, 2000.
3. Sharma, R.D., *Development Administration Theory and Practice*, H.K. Publishers, New Delhi, 1992.
4. Umapathy, M., *Development Administration Today*, Manu Publishers, Mysore, 1984.
5. Wasnik, Jitendra, *Public Administration in India: Aspects and Prospects*, BlueRose Publisher, New Delhi, 2020.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	1	2	-	1	3	2	2	1

CO2	2	3	2	2	1	2	2	3	2	2
CO3	2	2	3	3	2	2	2	3	3	3
CO4	2	3	2	3	1	3	2	2	3	2
Average	**2.25**	**2.5**	**2.0**	**2.5**	**1.3**	**2.0**	**2.25**	**2.5**	**2.5**	**2.0**

1 – Weakly mapped (Low) | 2 – Moderately mapped (Medium) | 3 – Strongly mapped (High) | "-" – No correlation

Mapping with Cross-Cutting Issues

Cross-cutting Issue	**Level Integration**	**Illustration Components**
Professional Ethics	High	Administrative accountability, anti-corruption measures, and bureaucratic neutrality.
Gender	Medium	Women's participation in PRIs (73rd Amendment) and gender-sensitive development planning.
Human Values	High	Citizen empowerment, social justice, and respect for marginalized sections in field agencies.
Environment & Sustainability	Medium	Sustainable local development models through 73rd/74th amendments and resource management.
SDG	**SDG Titles**	**Nature of Contribution**
SDG 4	Quality Education	Capacity building for citizens and officials regarding rights and administrative processes.
SDG 8	Decent Work & Economic Growth	Focus on rural and urban machinery that facilitates local economic opportunities and livelihoods.
SDG 11	Sustainable Cities & Communities	Role of 74th Amendment and district administration in urban governance and infrastructure.

SDG 16	Peace, Justice & Strong Institutions	Core focus on institutional accountability, decentralization, and effective bureaucracy.

SPECIAL PAPER – II (Choose any one)

GLOBAL POLITICS: CONTEMPORARY CHALLENGES AND ISSUES

Paper Code: GP40034

Course Objectives:

The objective of this postgraduate course on India's foreign policy is to provide students with a comprehensive understanding of the evolution, determinants, and institutional processes shaping India's engagement with the world. It aims to examine the continuity and change in policy frameworks, along with the roles of key actors such as the Prime Minister's Office, Parliament, and the Ministry of External Affairs in decision-making. The course further seeks to analyze India's bilateral and regional relations with its neighbours and major powers, while exploring its strategic participation in regional and global organizations such as SAARC, ASEAN, BRICS, and the United Nations. Emphasis is placed on India's role in an emerging multipolar world, its contributions to global governance, and its responses to pressing international issues including terrorism, climate change, nuclear policy, and energy security. Additionally, the syllabus is designed to familiarize students with recent developments in India's foreign policy, including its approaches to the Indo-Pacific and West Asia, thereby equipping them with analytical skills to interpret contemporary geopolitical trends and policy choices.

Course Outcomes

CO1: Analyze the key determinants of India's foreign policy and evaluate the elements of continuity and change in its evolution, along with the role of institutional actors such as the PMO, Parliament, and Ministry of External Affairs.

CO2: Examine India's relations with its neighbouring countries and assess the significance of regional groupings and policies such as SAARC, BIMSTEC, ASEAN, and the Look East/Act East policy.

CO3: Critically evaluate India's strategic relations with major global powers, including the USA, Russia, and China, in the context of changing global power dynamics.

CO4: Assess India's engagement with the emerging multipolar world through its interactions with international and regional organizations such as the European Union, BRICS, SCO, African Union, and GCC, as well as its role in the United Nations and peacekeeping efforts.

CO5: Analyze India's approach to major global challenges, including international terrorism, climate change, nuclear policy, and energy security, and evaluate its position and strategies in global governance.

Unit 1

- India‘s Foreign Policy: Determinants of foreign policy; Continuity and Change
- Making of India‘s Foreign Policy: PMO, Parliament, MEA

Unit 2

- India‘s Relations with Neighbours: SAARC, BIMSTEC, ASEAN, Look East & Act East policy
- India‘s Relations with Major Powers: USA, Russia, China

Unit 3

- India‘s Engagement with multipolar world: India‘s relations with European Union,

Unit 4.

- India and the United Nations: Role in UN Peace Keeping, Demand for Reforms in the UN

Unit 5

- India‘s Approach to Major Global Issues : International Terrorism, Climate Change ; India‘s Nuclear Policy, Energy Security

- Recent developments in India‘s Foreign Policy: West Asia Policy, Indo-Pacific, Indian Ocean RIM

Text Books

11. Mohan, C. Raja. (2016). Modi's World: Expanding India's Sphere of Influence. Delhi:
12. HarperCollins Publishers India.
13. Malone, David M., C. Raja Mohan, and Srinath Raghavan (eds.). (2015). Oxford Handbook on Indian Foreign Policy. UK: Oxford University Press.
14. Menon, Shivshankar. (2016). Choices: Inside the Making of India‘s Foreign Policy. Washington, DC: Brookings Institution Press.
15. C Rajamohan, Crossing the Rubicon: The Shaping of India's New Foreign Policy (NewDelhi: Penguin, 2005).
16. Ian Hall (ed) (2014), ―The Engagement of India: Strategies and Responses‖, Washington, DC,
17. Georgetown University Press
18. Muchkund Dubey, (2016), ―India‘s Foreign Policy: Coping with the Changing World‖, New Delhi,
19. Orient Blackswan Pvt. Ltd.
20. Harsh, V. Pant, (2016), India‘s Foreign Policy-An Overview‖, New Delhi: Orient Blackswan.

Suggested Reading

1. Sumit Ganguly (ed) (2016) ―Engaging the World-Indian Foreign Policy since 1947‖ New Delhi, Oxford University Press
2. Deep K. Datta Ray, The Making of Indian Diplomacy. (New Delhi: Oxford University Press, 2015), pp. 139-147.
3. Jayashree Vivekanandan, Interrogating International Relations: India‘s Strategic Practice and the Return of History (Delhi: Routledge, 2011).

4. Shiv Shankar Menon, Choices: Inside the Making of Indian Foreign Policy (New Delhi : Penguin
5. Books, 2016).
6. Gujral, I.K.(1998), A foreign policy for India, Delhi: External publicity division, MEA,
7. Government of India.
8. Bandyopadhyaya, J.(2006), The making of India‘s Foreign Policy, New Delhi: Allied Publishers Pvt. Ltd.
9. Appadorai, A. and M.S. Rajan(1988), India‘s Foreign Policy and Relations, New Delhi: South Asian Publishers Pvt. Ltd.
10. S. Ganguly and M. Pardesi, (2009) Explaining Sixty Years of India_s Foreign Policy_, in India Review, Vol. 8 (1)
11. Ch. Ogden, (2011) International Aspirations_of a Rising Power_, in David Scott (ed.), Handbook of
12. India_s International Relations, London: Routledge,
13. 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.
14. Perkovich, G.(2000), India‘s nuclear bomb: The impact on global proliferation New Delhi: OUP.
15. Muni, S.D.(2010), India‘s Foreign Policy the democracy dimension, New Delhi: Foundation Books.
16. Ganguly, S. and Rahul Mukherji(2011), India since 1980, New Delhi: Cambridge University Press.
17. Malone, David (2014) Does the Elephant Dance , OUP.
18. Tharoor, Shashi. (2013). Pax Indica: India and the World of the Twenty-first Century. UK a.

Global Politics: Contemporary Challenges and Issues

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	1	1	3	2	2
CO2	3	2	3	3	2	2	2	3	3	3
CO3	3	3	3	3	2	2	2	3	3	3
CO4	2	2	3	3	3	3	2	2	3	3
CO5	2	3	3	3	3	3	3	2	3	3

Avg.	**2.6**	**2.6**	**2.8**	**2.8**	**2.4**	**2.2**	**2.0**	**2.6**	**2.8**	**2.8**

Mapping Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Issue	**Level**	**Illustration Components**
Professional Ethics	High	Diplomatic protocols, ethical governance in institutional decision- making (MEA/PMO), and norms of international law.
Gender	Medium	Inclusive diplomacy, the role of women in foreign service, and gendered impacts of migration and global conflict policies.
Human Values	High	India’s role in UN Peacekeeping, humanitarian assistance during crises, and the philosophy of 'Vasudhaiva Kutumbakam'.
SDG	**Title**	**Nature of Contribution**
SDG 7	Affordable & Clean Energy	India's nuclear policy and international energy security partnerships.
SDG 13	Climate Action	Engagement with global climate governance and sustainability frameworks.
SDG 16	Peace, Justice & Strong Institutions	UN reforms, peacekeeping contributions, and counter-terrorism strategies.
SDG 17	Partnerships for the Goals	South-South cooperation, regional blocks (BRICS, ASEAN), and major power relations.

INDIA'S FOREIGN POLICY (PG)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	1	1	3	2	2
CO2	3	2	3	3	2	2	2	3	3	3
CO3	3	3	3	3	2	2	2	3	3	3
CO4	2	2	3	3	3	3	2	2	3	3
CO5	2	3	3	3	3	3	3	2	3	3
Avg.	**2.6**	**2.6**	**2.8**	**2.8**	**2.4**	**2.2**	**2.0**	**2.6**	**2.8**	**2.8**

Mapping Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Issue	Level	Illustration Components
Professional Ethics	High	Diplomatic protocols, ethical governance in institutional decision- making (MEA/PMO), and norms of international law.
Gender	Medium	Inclusive diplomacy, the role of women in foreign service, and gendered impacts of migration and global conflict policies.
Human Values	High	India's role in UN Peacekeeping, humanitarian assistance during crises, and the philosophy of 'Vasudhaiva Kutumbakam'.
SDG	**Title**	**Nature of Contribution**
SDG 7	Affordable & Clean Energy	India's nuclear policy and international energy security partnerships.
SDG 13	Climate Action	Engagement with global climate governance and sustainability frameworks.
SDG 16	Peace, Justice & Strong	UN reforms, peacekeeping contributions, and counter-terrorism strategies.

SDG 17	Partnerships for the Goals	South-South cooperation, regional blocks (BRICS, ASEAN), and major power relations.

AI IN POLITICAL SCIENCE

Paper Code: PO40092

Course Objectives

Understand the fundamentals of Artificial Intelligence (AI) and its applications in Political Science. Analyse the impact of AI on political data analysis, forecasting, and decision-making. Examine the challenges and limitations of AI in Political Science, including issues of bias, transparency, and accountability. Develop critical thinking and research skills to evaluate the role of AI in shaping political

Course Outcomes

CO1:. Students would understand the role of AI in political science

CO2: The course would familiarise the students with the origin of AI

CO 3: Students would also understand the importance of AI political forecasting

CO4: The course would also give a perspective about AI and its role in making governance more transparent.

Course content

Unit- I: Introduction to AI in Political Science

Overview of AI and its applications in Political Science

Historical context of AI in Political Science

Key concepts: machine learning, natural language processing, and deep learning

Unit II: AI in Political Data Analysis

Introduction to political data analysis, AI techniques for data analysis: clustering, decision trees, and neural networks,applications: election forecasting, public opinion analysis, and policy evaluation

Unit III: AI in Political Forecasting

Introduction to political forecasting

AI techniques for forecasting: machine learning, Bayesian methods, and simulation models

Applications: election prediction, conflict forecasting, and economic forecasting

Unit IV: AI in Decision-Making and Governance

1. Introduction to AI in decision-making
2. AI techniques for decision-making: optimization, game theory, and expert systems
3. Applications: policy-making, public administration, and international relations

Text books:

1. "Artificial Intelligence: A Modern Approach" by Stuart Russell and Peter Norvig
2. "Deep Learning" by Ian Good fellow, Yoshua Bengio, and Aaron Courville
3. "Political Analysis Using R" by James E. Monogan
4. "AI in Politics: Challenges and Opportunities" edited by Alex Sprintson and David Lazer

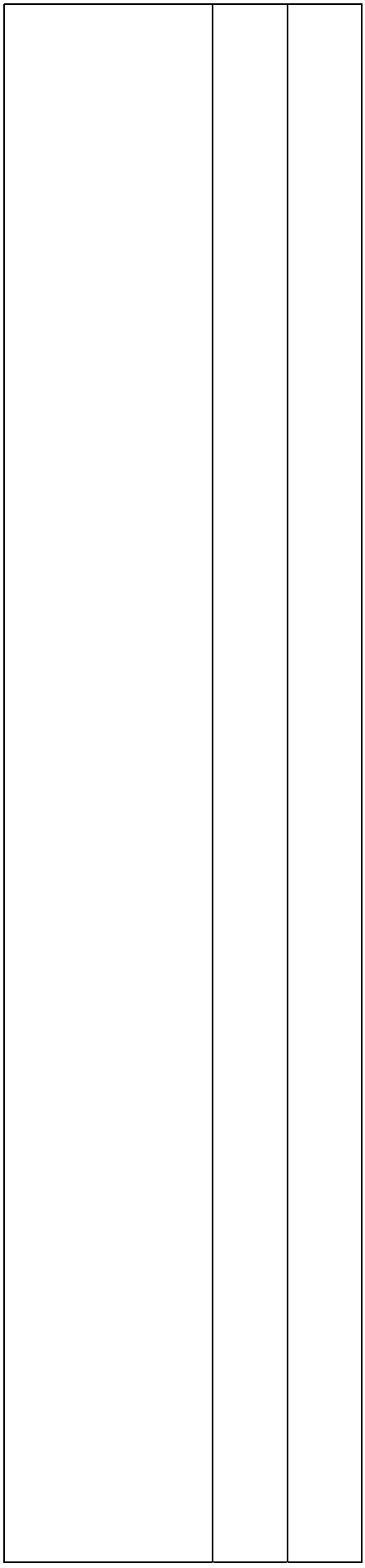
COURSE CURRICULUM & MAPPING

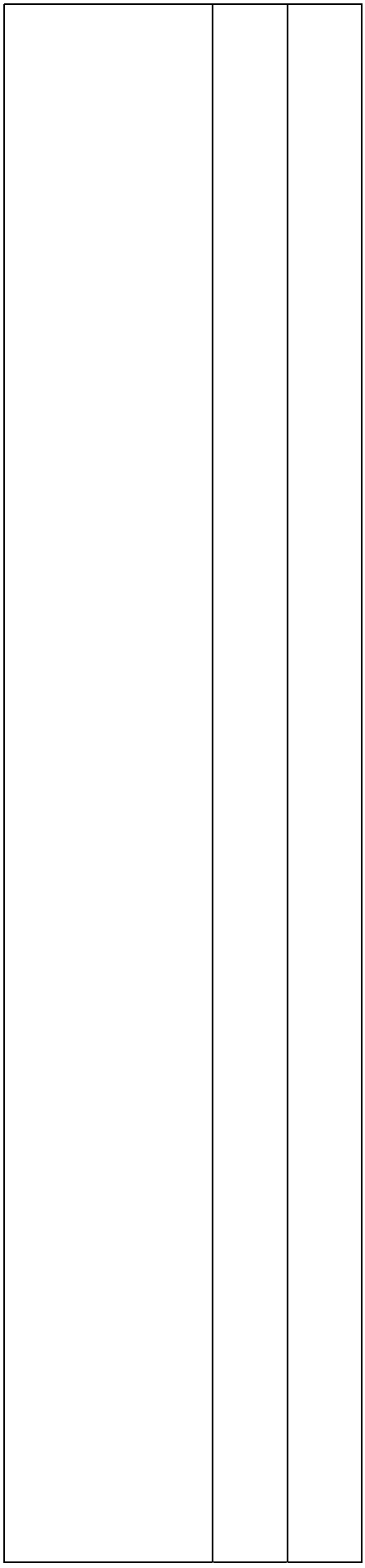
Course Title: Artificial Intelligence in Political Science

Course Code: PO 400092

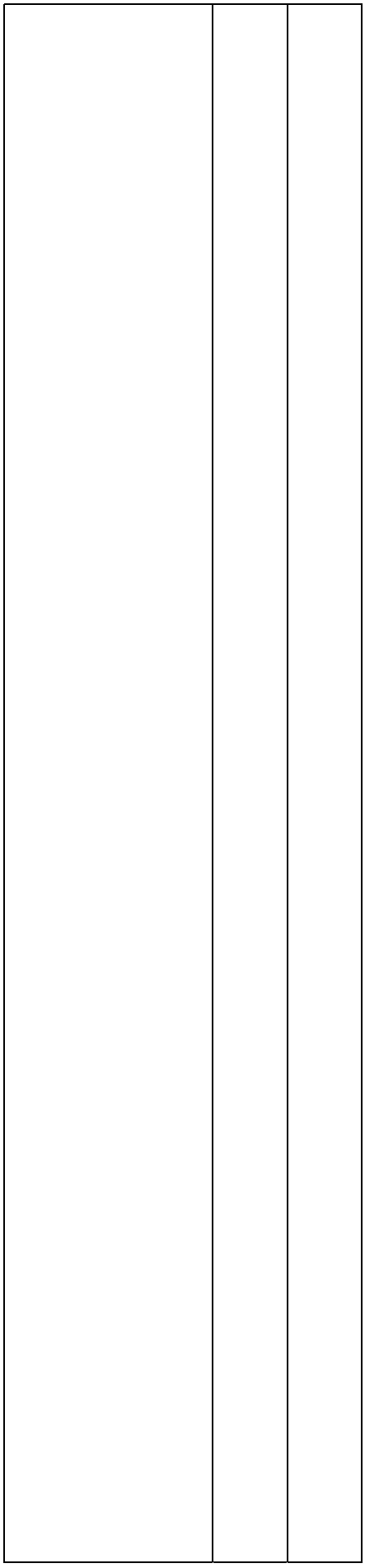
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO 1	3	2	1	2	2	1	1	3	2	2
CO 2	3	1	1	1	2	1	1	2	1	1
CO 3	2	3	2	2	3	2	1	3	3	2
CO 4	2	2	3	3	3	2	2	2	2	3
Average	**2.5**	**2.0**	**1.75**	**2.0**	**2.5**	**1.5**	**1.25**	**2.5**	**2.0**	**2.0**

Cross-Cutting Issue	**Level of Integration**
Professional Ethics	High

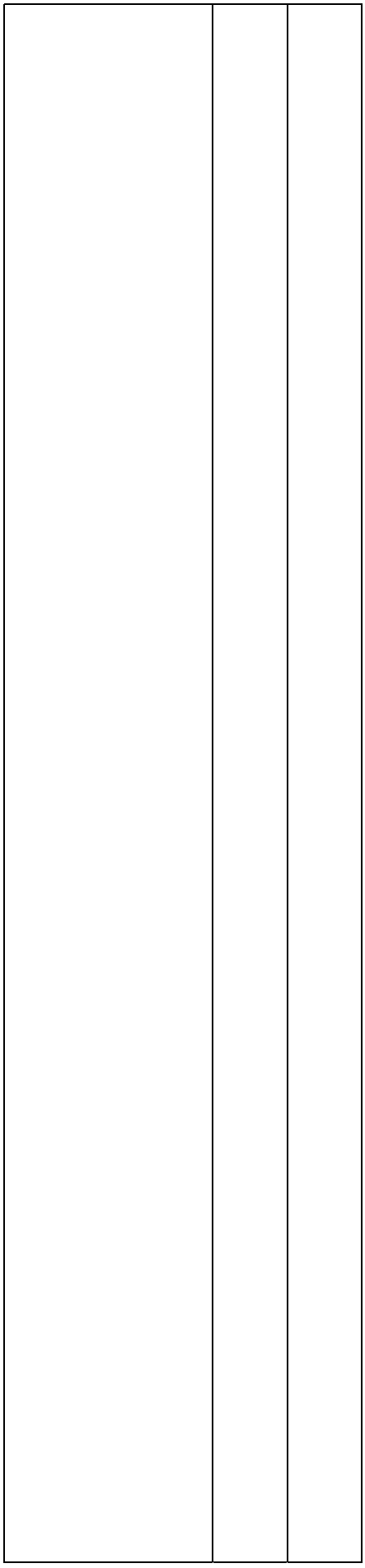


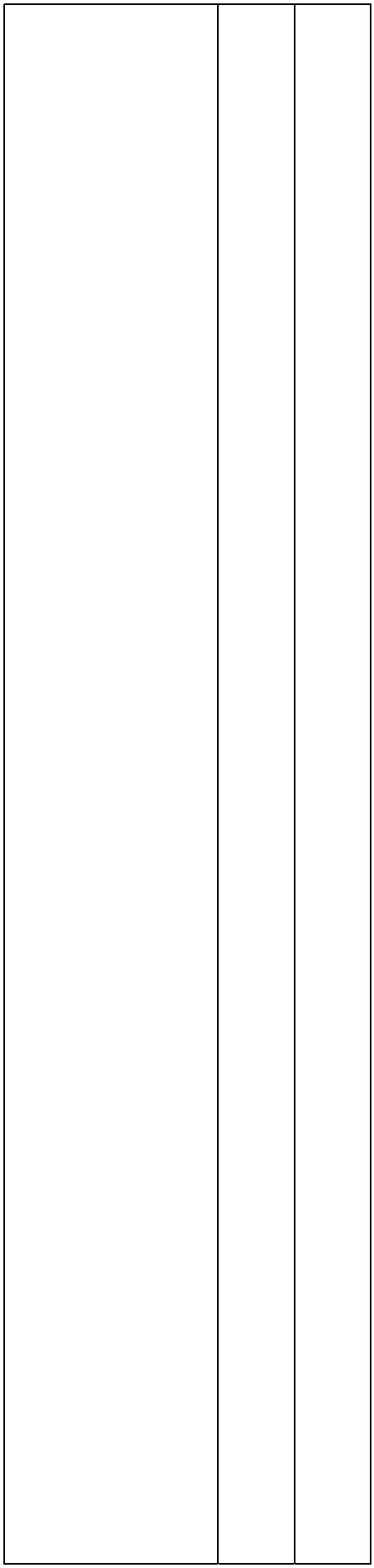


Gender	Medium	Ana



Human Values	Medium	Re





Environment & Sustainability	Medium	Computational efficiency in data processing

		; A I f o r m o n i t o r i n g e n v i r o n m e n t a l p o l i c y o u t c o

		nes (SDGs).

2. Course Outcomes (COs)

Mapping Scale: 1: Low, 2: Medium, 3: High, -: No Correlation

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Developing advanced digital literacy and AI analytical skills within Social Sciences.
SDG 8	Decent Work & Economic Growth	Preparing graduates for roles in tech-policy, data journalism, and digital governance.
SDG 9	Industry, Innovation & Infrastructure	Utilizing AI as digital infrastructure for innovative policy analysis and public service.
SDG 16	Peace, Justice & Strong Institutions	Leveraging AI for conflict forecasting and enhancing transparency in government institutions.

Special Paper –IV (TCPE)

Tribal Paper-II
Tribal Movements in India with Special Reference to Odisha

Paper Code: TC40052

Course Objective

The paper will provide an understanding about the tribal movements of India. This paper will help to students to explore contemporary tribal movements in resisting authoritarian domination and power.

Course Outcomes

CO-1. To estimate the characteristics, stages and classification of tribal movements of India.
CO-2. To analyze Munda uprising, Kol insurrection, Santal rebellion; Rampa uprising and Bhagat movements of India.
CO-3. To describe the basic themes of Naga movement, Khasi movement, Bodo movement and Jharkhand movement
CO-4. To understand the features of the Ol-Chiki movement, Chipko movement, Save silent valley movement, Devi movement of Gujarat, Kandha and Bhuyan uprisings of Odisha.
CO-5. To identify changes in the social, economic and political life of Tribals.

Course Contents

Unit-I:

3. Movement: Meaning, origin and characteristics; Stages of movement; Classification of movements.
4. Munda uprising, Kol insurrection, Santal rebellion; Rampa uprising between 1839-1924, Bhagat movements

Unit-II:

3. Naga movement of Nagaland, Khasi movement, Bodo movement, Rebellion of Birsa Munda
4. Ol-Chiki movement, Chipko movement, Save silent valley movement, Narmada bachaoandolan, Devi movement of Gujurat.

Unit –III:

3. Tribes of Odisha, Features of Tribal Communities, Distribution of Major Tribes in Odisha
4. British Social reforms and Legislation, Kandha Rebellions under Dora Bisoyee and Chakra Bisoyee, Bhuyan uprising- Ratna Meli, Dharani Meli.

Unit –IV:

3. Changes in socio-economic and political life of Tribals; Impact of Industrialization and Urbanization
4. Tribal Movements against mega “development” projects in Odisha

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	To estimate the characteristics, stages and classification of tribal movements of India.	Evaluate
CO2	To analyze Munda uprising, Kol insurrection, Santal rebellion; Rampa uprising and Bhagat movements of India.	Analyze
CO3	To describe the basic themes of Naga movement, Khasi movement, Bodo movement and Jharkhand movement.	Understand
CO4	To understand the features of the Ol-Chiki movement, Chipko movement, Save silent valley movement, Devi movement of Gujurat, Kandha and Bhuyan uprisings of Odisha.	Understand
CO5	To identify changes in the social, economic and political life of Tribals.	Analyze

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History PG Common Preamble"

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	2	3	3	3	2	1	2	2	2	3	3	2	3	3	2
CO2	2	3	2	3	3	3	1	1	2	1	2	2	3	2	3	3	2
CO3	2	3	2	2	2	2	2	1	2	1	1	3	3	2	3	3	2
CO4	2	3	2	2	2	2	2	1	2	1	1	3	3	2	3	3	2
CO5	2	3	2	3	3	3	2	1	2	2	2	3	3	3	3	3	3
Average	2.0	3.0	2.0	2.6	2.6	2.6	1.8	1.0	2.0	1.4	1.6	2.8	3.0	2.2	3.0	3.0	2.2

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of tribal resistance movements and their leaders fosters understanding of justice, dignity, and cultural identity as outlined in PSO4.
Gender	Medium	Analysis of socio-economic changes in tribal life allows for examination of gender roles and women's participation in movements.
Environment & Sustainability	High	Study of movements like Chipko, Save Silent Valley, and mega-development project resistance highlights tribal communities' role in environmental conservation and sustainable living (PSO3, PO12).
Professional Ethics	Low	Examination of British legislation and administrative policies provides insights into ethical issues of governance and legal frameworks.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of tribal movements and their historical context, contributing to historical literacy and understanding of indigenous struggles.
SDG 5	Gender Equality	Study of socio-economic changes in tribal communities allows for gender analysis of participation in resistance movements and leadership roles.
SDG 10	Reduced Inequalities	Analysis of tribal movements against mega-development projects and oppressive legislation highlights struggles for equality and justice (PSO3).
SDG 11	Sustainable Cities & Communities	Study of tribal resistance against mega-development projects provides insights into community rights and heritage protection.
SDG 13	Climate Action	Understanding tribal ecological movements (Chipko, Save Silent Valley) links environmental activism to climate justice (PO12).
SDG 16	Peace, Justice and Strong Institutions	Analysis of tribal uprisings, British legislation, and contemporary movements provides insights into the evolution of governance, justice, and institutional frameworks.

Text books -

11. Dhanajaya Keer, (Reprinted 1981). *Ambedkar: Life and Mission,* Popular Prakashan, Bombay.
12. Gail Omvealt, (1994). *Dalits and the Democratic Revolution*, Sge Publications, New Delhi'.
13. SumitSarkar, (1983). *Modern India* (1885 - 1947), Mac Millam, Delhi.
14. Mani, B.R. and Sing Debrahmini, (2005). *History: Dominance and Resistance in Indian Society*, Mandhar, New Delhi.
15. Panda, H., (2014). *History of Odisha*, Kitab Mahal; Cuttack.
16. Hota, A.B., Mohanty, S.C., Sahoo, T. and Mohanty, B.N., (2008). *Primitive Tribal in Orissa,* Scheduled Castes & Scheduled Tribes Research and Training Institute, CRPF Square, Bhubaneswar.
17. Patnaik, Nityananda*,* (2005). *Primitive Tribes of Odisha and their Development Strategies*, New Delhi.
18. Hota, A.B. and Mohantym, S.C., eds., (2015). *Particularly Vulnerable Tribal Groups (PVTGs) of Odisha,*Vol.I, Scheduled Castes & Scheduled Tribes Research and Training Institute, CRPF Square; Bhubaneswar.
19. Patnaik, Nihar Ranjan, ed.., (2006), *Glory of Indian Tribes: A Focus on Orissa,* Delhi.
20. Furer-Haimendorf, C. Von, (1982). *Tribes of India: The Struggle for Survival.* Oxford University Publication; Delhi.

Suggested reading

1. Basu, S., (1994). *Jharkhand Movement*. Indian Institute of Advanced Study; Simla.
2. Bodding, P.O., (1921). "The Kharwar movement among the Santals", *Man in India*, 1(3): 222-232, Jharkhand.
3. Baviskar, Amita, (1995). *In the Valley of the river: Tribal conflicts over development in the Narmada valley*, Oxford University Press; New Delhi.
4. Das, J.C. and Nagi, R.S., (1983). "The Chipko Movement", in K.S. Singh (ed) *Tribal Movements in India*, Vol-II, Manohar Publications; Delhi.
5. Das, Victor, (1990). "Jharkhand Movement: From realism to Mystification", *Economic and Political Weekly*, 25(30): 1624-1626
6. Datta, P., (1995). "Gorkhaland and Bodo Movements etc.", in LalanTiwari (ed) *Issues in Indian Politics*, pp. 1-216. Mittal Publications; New Delhi.
7. Datta, K.K., (1940). *The Santal Insurrection of 1855-57*. University of Calcutta; Calcutta.
8. Dhanagare, D.N., (1983). *Peasant Movements in India, 1920-1950*. Oxford University Press; Delhi.
9. Misra, Udayan, (1974). "The Naga question", *Economic and Political Weekly* 9(39), September 28.
10. Scott, James (1985). *The Weapons of the Weak: Everyday Forms of Peasant Resistance.* Yale University Press; New Haven.
11. Scott, James C., (1976). *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. Yale University Press; New Haven.
12. Shah, Ghanshyam, (2004). *Social Movements in India: A Review of Literature.* Sage Publications; New Delhi.
13. Singh, K.S., (1983). *Tribal Movements in India*, Vol-I & II. Manohar Publications., Delhi.
14. Singh, Rajendra, (2001). *Social Movements, Old and New: A Post-modernist Critique*. ND: Sage.

THIRD SEMESTER

Research Methodology

Paper code: RM50001

Course Objectives

The objective of this course is to inculcate in students the spirit of scientific inquiry, critical thinking, methodological rigour, and disciplined objectivity. It is designed to prepare students for academic research and informed engagement with society. The course familiarizes students with the principles and procedures of social science research, enabling them to identify research problems, formulate research questions, select appropriate research methods, collect and interpret data, and present research findings systematically and ethically

Course Outcomes

CO1: Understand the nature, scope, and significance of research methodology in the social sciences.

CO2: Develop the ability to formulate research problems, objectives, hypotheses, and appropriate research designs.

CO3: Acquire knowledge of qualitative research methods, data collection techniques, sampling procedures, and ethical issues in research.

CO4: Develop skills in qualitative data analysis, interpretation, report writing, referencing, and presentation of research findings.

Course Contents

Unit I

Foundations of Social and Political Research

- Meaning, Nature and Objectives of Social and Political Research
- Scope and Significance of Research in Social Sciences
- Types of Research
- Scientific Method: Characteristics, Steps/Process and Limitations

Unit II

Research Design and Formulation of Research

- Research Design: Meaning, Types and Components
- Identification and Formulation of Research Problems
- Research Questions and Objectives

- Hypothesis: Meaning, Types, Sources, Formulation and Functions
- Review of Literature and Research Ethics

Unit III

Methods of Data Collection

- Survey Method: Meaning, Types, Steps and Limitations
- Observation: Meaning, Types and Uses
- Questionnaire and Interview Schedule
- Sampling: Meaning, Types and Selection of Samples
- Case Study Method and Focus Group Discussion

Unit IV

Data Interpretation and Research Report Writing

- Qualitative Data Analysis and Interpretation
- Content Analysis and Document Analysis
- Presentation of Research Findings
- Research Report Writing: Structure, Style and Citation

Referencing Techniques and Avoidance of Plagiarism

Text Books

6. Ahuja, Ram, *Research Methods*, Rawat Publications, New Delhi, 2001.
7. Bandarkar, P.L., *Methods and Techniques of Social Research*, Bombay: Himalaya Publishing Co., 2006.
8. Creswell, John W., *Research Design: Qualitative and Quantitative Approaches*, Sage Publication, New Delhi, 1994.
9. Ghosh, D. N., *Scientific Methods and Social Research*, Sterling Publisher Pvt. Ltd., New Delhi, 1982.
10. Goode, W.J. and Paul Hatt, *Methods in Social Research*, New Delhi: McGraw Hill, 2002.

Suggested reading list

1. Kothari, C. R., *Research Methodology*, New Age International Ltd., Delhi, 2011.
2. May, Tim, *Social Research Issues, Methods and Process*, Open University Press, Buckingham, 2001
3. Shrama, B. A. B., *Research Methods in Social Sciences*, Sterling Publisher Pvt. Ltd., New Delhi, 1983.
4. William M.K., *Research Methods*, New Delhi: Atomic Publishing, 2003.
5. Young, P.V., *Scientific Social Surveys and Research*, Practice Hall, New Delhi, 1994

RM 50001 - RESEARCH METHODOLOGY (RM 50001)

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	3	2	2	3	1	3	2	3
CO2	3	3	3	1	1	2	1	3	2	2
CO3	3	3	3	2	2	2	2	3	3	3
CO4	3	2	3	3	2	2	1	2	3	2
Average	3.0	2.75	3.0	2.0	1.75	2.25	1.25	2.75	2.5	2.5

Mapping with Cross-Cutting Issues

Cross-cutting issue	Level Integration	Illustration components
Professional ethics	High	Ethical neutrality in research, prevention of plagiarism, informed consent in surveys, and data integrity.
Gender	Medium	Gender-disaggregated data collection, inclusive sampling, and addressing bias in social research.
Human values	High	Respect for respondents' dignity, cultural sensitivity in interviewing, and social responsibility in reporting.
Environment & Sustainability	Medium	Focus on Sustainable Development Goals (SDGs) within research designs and paperless digital data collection.

SDG Mapping for this Course

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Equipping post-graduate students with advanced analytical and scientific inquiry skills.
SDG 8	Decent work & economic growth	Developing employable research skills for policy analysis, consultancy, and academic sectors.
SDG 9	Industry, Innovation & Infrastructure	Providing the methodological backbone for innovation through systematic data-driven problem solving.

Computer Applications and Data Analysis

Code	Course Title	Credit	L-T-P
CA50005 (For Other discipline)	Computer Application and Data Analysis	4	3-0-1

Course Objectives:

Upon successful completion of this course, students will be able to:

- **CO1 (Knowledge/Remember):** Recall and describe the fundamental concepts of computer hardware, software, operating systems, and basic computer applications.
- **CO2 (Understanding):** Explain and interpret the features and applications of MS Office packages and various analytical and research software tools used for data organization, documentation, and presentation.
- **CO3 (Application):** Apply appropriate computer applications and statistical methods to formulate research hypotheses, organize data, and perform basic computational tasks.
- **CO4 (Analysis):** Analyze research data using statistical software such as SPSS and interpret the results to support evidence-based decision-making and problem-solving.
- **CO5 (Synthesis/Evaluation):** Design, implement, and evaluate data analysis workflows by integrating computer applications, MS Office tools, and SPSS to prepare professional reports and support research and organizational decision-making.

Course Duration: 45 hours

Course Syllabus

Unit I: Computer Basic and Computer Fundamental [8 Classroom Contact Hours]

Hardware and Software, Functional units comprising a typical computer configuration: input/output, fixed and removable data storage, internal storage, control and arithmetic/logic unit. The concepts relating to execution speed, data access times, storage capacities and similar comparative aspects of hardware performance.

Operating Systems: Windows, Linux etc. Application software, role and functions of commonly available applications

Computer Network Concept- Data communication and network terminology, IP address and its significance, Internet, Multimedia, WWW, FTP, E-mail, and Web pages. Concept of VPNs. Concept of Network security and management.

Unit II: Microsoft word [9 Classroom Contact Hours]

Creating and editing documents, formatting text and paragraph, formatting documents, creating and

formatting tables, illustration documents with graphics. Creating a web page, mail merge and document merging, working with styles and templates, developing multi-page documents, integrating word with other applications, exploring advance graphics, building forms. working with charts and diagrams

Unit III: Microsoft Excel [9 Classroom Contact Hours]

Building and editing worksheets, formatting a worksheet, working with charts, working with formulas and functions, managing workbooks and preparing them for the web, automating worksheet tasks with macros, using lists, analyzing list data, enhancing charts and worksheets Using analysis tools, analyzing data with pivot tables, exchanging data with other programs.

Unit IV: Microsoft PowerPoint [9 Classroom Contact Hours]

Creating a presentation with Microsoft PowerPoint, modifying a presentation, inserting objects into presentation, finishing a presentation, working with advanced tools and masters, enhancing charts, inserting illustration, objects and media clips, using advanced features.

Unit V: Statistical Analysis [10 Classroom Contact Hours]

The analysis will be done with the help of SPSS, and other statistical packages.

The syllabus includes the following topics: Descriptive Analysis: Mean, Median, Mode, Standard Deviation, Correlation. Regression Analysis, t- test, chi-square test, R-Square test, Factor Analysis, ANOVA, NVIVO, SPSS., JAMOVI, AMOS.

Total Practical / Lab Experiments: [30 Lab Contact Hours]

11. Create and format a table in Word with at least 5 rows × 5 columns; apply borders, shading, and sorting.
12. Perform a Mail Merge: prepare a personalized invitation letter using an Excel data source (name, address).
13. Build a student mark sheet with fields (Name, Roll, Subject Marks). Apply formulas for Total, Average, Percentage, and Grade.
14. Format the worksheet (merge cells, adjust column width, borders, number formatting). Apply conditional formatting (highlight marks <40 in red).
15. Create different charts (bar, pie, line) for student performance or sales data. Enhance charts with titles, legends, and labels.
16. Demonstrate formulas and functions:

    SUM, AVERAGE, MAX, MIN, COUNT, IF
17. Create a PowerPoint presentation (minimum 8 slides) on “Emerging Technologies in Computing.” Include title slide, content slides, conclusion, and references.
18. Create a PowerPoint presentation (minimum 10 slides) on “Emerging Trends in Computer Science.” Include:
    4. Slide designs, transitions, and animations
    5. Insert images, charts, and SmartArt
    6. Add audio or video clips
19. Input a dataset of student scores into SPSS. Perform Descriptive Statistics: Mean, Median, Mode, Standard Deviation, and Correlation. Generate graphs (histogram, scatter plot).
20. Using SPSS, perform Hypothesis Testing:

- t-test for comparing two groups
- Chi-square test for categorical data
- ANOVA for comparing more than two groups
- Report R-square and regression results with interpretations

- **Text Books:**

4. Hari Shankar Asthana, Braj Bhushan, Statistics for Social Sciences (With SPSS Applications, PHI Publication.
5. Jesus Salcedo, Keith Mccormick, SPSS Statistics for Dummies, 3rd Edition (Paperback), Wiley Publication.
6. Sabine Landau and Brian S. Everitt, A Handbook of Statistical Analysis Using SPSS

Reference Materials & Digital Resources:

1. Goel, Computer Fundamentals, Pearson Education, 2010.

2. K. Kalyanaraman, Hareesh N. Ramanathan, P.N. Harikumar, Statistical Methods for Research: A Step by Step Approach Using IBM SPSS, Atlantic Publication

3. R. Panneerselvam, Research Methodology, 2nd Edition, PHI Publication.

Swayam Link-

3. https://onlinecourses.swayam2.ac.in/nou24_cm16/preview
4. https://onlinecourses.nptel.ac.in/noc24_mg70/preview

Course Outcomes (COs)

CO Code	Outcome Statement
CO 1	Demonstrate proficiency in basic computer applications such as word processing, spreadsheets, and presentation software.
CO 2	Apply data management techniques including coding, classification, and tabulation using computer tools.
CO 3	Use statistical software and computer applications to perform data analysis and generate outputs.
CO 4	Analyze and interpret quantitative and qualitative data using appropriate analytical techniques.

CO-PO & PSO Mapping

Course Outcomes	Program Outcomes (POs)							PSOs		
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**
CO 1	3	2	2	3	1	3	2	2	3	2
CO 2	2	3	3	3	2	2	2	3	3	2
CO 3	3	3	2	3	2	2	3	3	2	2
CO 4	3	3	3	3	2	3	3	3	2	2
Average	**2.75**	**2.75**	**2.5**	**3.0**	**1.75**	**2.5**	**2.5**	**2.75**	**2.5**	**2.0**

Note: 1 – Weakly mapped (Low) | 2 – Moderately mapped (Medium) | 3 – Strongly mapped (High) | "-" – No correlation

Mapping with Cross-Cutting Issues

Cross-cutting Issue	Level Integration	Illustration Components
Professional Ethics	High	Privacy-by-design, consent management in data collection, secure coding practices, and accessibility compliance.
Gender	Medium	Use of inclusive user personas in data scenarios, bias-aware UI design examples.
Human Values	Medium	User-centric design, respect for diverse culture in digital consent and reporting.
Environment Sustainability	Medium	Lightweight web pages, energy-aware digital design, and promoting SDG-related web content.

SDG Mapping for the Course

SDG	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Providing skills for creating education and community web/data resources.
SDG 8	Decent Work and Economic Growth	Building employable skills in office automation and junior data analyst roles.
SDG 9	Industry, Innovation and Infrastructure	Developing digital products as infrastructure for institutional innovation.
SDG 12	Responsible Consumption and Production	Encouraging efficient and responsible design of digital products and paperless workflows.

Research and Publication Ethics

Paper Code: RE50003

Course Objectives

This course has focusing on basics of philosophy of science and ethics, research integrity, publication ethics, Hands on sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citation, hi-index, impact factor etc.) and plagiarism tools will be taught in this course.

Course Contents

Unit: I- Philosophy and Ethics

- Introduction of philosophy: Definition, nature and scope, concept, branches
- Ethics: Definition, moral philosophy, nature of moral judgments and reactions.

Unit: II- Scientific Conduct:

- Ethichs with respect to science and research,
- Intellectual honesty and research Integrity
- Scientific Misconducts: Falsification, Fabrication and Plagiarism (FFP)
- Redundant Publications: duplicate and overlapping publications, salami slicing
- Selective Reporting and misrepresentation of data

Unit: III- Publication Ethics

- Publication Ethics: Definition, introduction and importance
- Best practices/standards setting initiatives and guidelines: COPE, WAME etc.
- Conflicts of interest
- Publication misconduct: definition, concepts, problems that lead to unethical behaviour and vice versa, types
- Violation of publication ethics, authorship and contributor ship
- Identification of publication, misconduct, complaints and appeals
- Predatory publishers and journals Practice

Unit-IV- Open Access Publishing:

- Open access Publications and Initiatives
- SHERPA/RoMEO online resource to check publisher copyright and self-achieving policies
- Software tools to indentify predatory publications developed by SPPU
- Journal finder/journal suggestion tools viz. JANE, Elsevier Journal finder, Springer journal suggester, etc.

Unit: V- Publication Misconduct:

C. Group Discussions
   4. Subject specific ethical issues, FFP, authorship
   5. Conflicts of interest
   6. Complaints and appeals: examples and fraud from India and Abroad

D. Software tools:
   4. Use of plagiarism software like Turnitin, Urkund and other open-source software tools

Unit: VI-Data Bases and Research Metrics

C. Databases
   3. Indexing Databases
   4. Citation Databases: Web of Science, Scopus etc.

D. Research Metrics
   2. Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score Metrics: h-index, g index, I 10 index, altmetrics

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the fundamentals of philosophy, ethics, and their	Understand

Code	Course Outcome	Bloom's Level
	application to scientific research and publication.	
CO2	Identify and explain the principles of intellectual honesty, research integrity, and various forms of scientific misconduct (FFP, redundant publications, selective reporting).	Understand
CO3	Analyze the ethical issues in publication including conflicts of interest, authorship disputes, and predatory publishing, and apply guidelines from COPE and WAME.	Analyze
CO4	Evaluate open access publishing models and use online tools (SHERPA/RoMEO, JANE, etc.) for identifying appropriate journals and checking copyright policies.	Evaluate
CO5	Apply plagiarism detection software (Turnitin, Urkund) and understand research metrics (impact factor, h-index, i10 index, altmetrics) for responsible research evaluation.	Apply

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two Year PG Common Preamble". Please replace these hypothetical values with official mapping.)

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	2	3	2	2	1	1	2	2	2	2	2	2	1	2	1
CO2	3	2	2	3	3	3	2	2	2	2	3	2	2	3	1	2	2
CO3	3	2	2	3	3	3	2	2	2	2	3	2	2	3	1	3	2
CO4	2	2	2	2	2	3	2	3	3	2	3	2	2	3	1	2	2
CO5	2	2	1	2	2	3	2	3	3	2	3	2	2	3	1	2	2
Average	2.6	2.0	1.8	2.6	2.4	2.8	1.8	2.2	2.4	2.0	2.8	2.0	2.0	2.8	1.0	2.2	1.8

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Professional & Research Ethics	Very High	The entire paper is dedicated to understanding and applying ethical principles in research and publication, directly addressing PO1 (Moral & Ethical Values) and PO11 (Professional & Decision-making Skills).
Academic Integrity	Very High	Detailed coverage of plagiarism, falsification, fabrication, redundant publications, and authorship issues forms the core of academic integrity training.
Digital & Information Literacy	High	Hands-on training with plagiarism detection software (Turnitin, Urkund), journal finders (JANE), and understanding citation databases (Web of Science, Scopus) builds digital literacy (PO8).
Life-long Learning	Medium	Understanding research metrics and publication ethics equips students with skills necessary for continuous professional development in academia (PO9).
Human Values	Medium	The study of moral philosophy, ethical decision-making, and responsible conduct of research fosters a strong value system aligned with PSO4.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Promotes ethical research practices and integrity in academic publishing, contributing to quality higher education and responsible knowledge production.
SDG 16	Peace, Justice and Strong Institutions	By teaching transparency, accountability, and ethical conduct in research, the course supports the development of strong and just academic institutions.
SDG 9	Industry, Innovation and Infrastructure	Understanding research metrics and ethical publishing supports innovation by ensuring that research is conducted and disseminated with integrity and proper attribution.

Text Books

11. Bryman A. Social Research Methods. Oxford: Oxford University Press 2004.
12. Burris S, Welsh J. Regulatory paradox: a review of enforcement letters issued by the Office for Human Research Protection. Northwestern University Law Review 2007; 101:643–86.
13. Chaney E, Rabuck LG, Uman J, et al. Human subjects protection issues in QUERI implementation research: QUERI series. Implementation Science 2008; 3:10.
14. Coleman CH and Bouësseau M-C (2008) How do we know that research ethics committees are really working? The neglected role of outcomes assessment in research ethics review. BMC Medical Ethics 9: 6.
15. Dawson A, Yentis SM. Contesting the science/ethics distinction in the review of clinical research. Journal of Medical Ethics 2007; 33:165–7.
16. Dawson A. A messy business: qualitative research and ethical. Clinical Ethics 2006; 1:114-6.
17. De Vries R, DeBruin D a, Goodgame A. Ethics review of social, behavioral and economic research: where should we go from here? Ethics & Behavior 2004; 14:351–68.
18. Dingwall R (2006) confronting the anti-democrats: The unethical nature of ethical regulation in social science. Medical Sociology online 1: 51–58.
19. Dziak K, Anderson R, Sevick MA, et al. IRBs and Multisite Studies Variations among Institutional Review Board Reviews in a Multisite Health Services Research Study. Health Services Research 2005; 40:279–90.
20. Fauriel I, Moutel G, Duchange N, et al. Improving protection for research subjects in France: analysis of regional ethics committees. Regulatory toxicology and pharmacology, 2004:40:312–8.

Suggested reading list

1. Greene SM, Geiger AM. A review finds that multicenter studies face substantial challenges but strategies exist to achieve Institutional Review Board approval. Journal of Clinical Epidemiology 2006; 59:784–90.
2. Hunter D. Bad Science Equals Poor, Not Necessarily Bad, Ethics. In: Gunning J, Holm S, eds. Ethics, Law and Society: Volume 3. Aldershot: Ashgate 2007. 61–72.
3. Israel M and Hay I (2006) Research Ethics for Social Scientists. Thousand Oaks: SAGE Publications. at UNIV OF OTTAWA LIBRARY on June 18, 2012rea.sagepub. com Downloaded from
4. *(11) (PDF) Social science and ethics review: A question of practice not principle*. Available from:

https://www.researchgate.net/publication/227138449_Social_science_and_ethics_review_A_question_of_practice_not_principle [accessed May 22 2020].

5. Diener, E., & Crandall, R. (1978). Ethics in social and behavioral research. Chicago: University of Chicago Press.
6. Fox, R. M., & DeMarco, J. P. (1990). Moral reasoning: A philosophic approach to applied ethics. New York: Holt, Rinehart & Winston.
7. Frankena, W. (1963). Ethics. Englewood Cliffs, NJ: Prentice Hall.
8. Gilligan, C. (1982). In a different voice. Cambridge, MA: Harvard University Press.
9. Hare, R. (1981). The philosophical basis of psychiatric ethics. In Edited by: S. Block & P. Chodoff (Eds.), Psychiatric ethics (pp. 31–45). Oxford, UK: Oxford University Press.
10. Hobbes, T. (1994). Leviathan (Edited by: E. Curley, Ed.). Indianapolis, IN: Hackett. (Original work published 1651)
11. Kant, I. (1964). Groundwork of the metaphysics of morals (Edited by: H. J.Patton, Trans.). New York: Harper & Row. (Original work published 1781)
    a. Katz, J. (1972). Experimentation with human beings. New York: Russell Sage Foundation.
12. Kershaw, D., & Fair, J. (1976). New Jersey income-maintenance experiment. NewYork: Academic Press.
13. Kimmel, A. J. (1988). Ethics and values in applied social research. Newbury Park, CA: Sage.
14. Kimmel, A. J. (1996). Ethical issues in behavioral research. Cambridge, MA: Blackwell.
15. Kitchener, K. S. (1984). Intuition, critical evaluation and ethical principles: The foundations for ethical decisions in counseling. Counseling Psychologist, 12, 43–55. http://dx.doi.org/10.1177/0011000084123005
16. Kitchener, K. S. (2000). Foundations of ethical practice, research, and teaching in psychology. Mahwah, NJ: Lawrence Erlbaum.
17. Kitchener, R. (2008). Moral philosophy. In Edited by: W. A.Darity (Ed.), International encyclopedia of the social sciences (2nd ed.). New York: MacMillan.
18. Macklin, R. (1982). Refusal of psychiatric treatment: Autonomy, competence, and paternalism. In Edited by: R. B.Edwards (Ed.), Psychiatry and ethics (pp. 331–390). Buffalo, NY: Prometheus.
19. Milgram, S. (1974). Obedience to authority: An experimental view. New York: Harper & Row.
20. Mill, J. S. (1979). Utilitarianism (Edited by: G. Sher, Ed.). Indianapolis, IN: Hackett. (Original work published 1861)
21. Noddings, N. (1984). Caring. Berkeley: University of California Press.
22. Rawls, J. (1971). A theory of justice. Cambridge MA: Harvard University Press.
23. Resnik, D. B. (1998). The ethics of science. London: Routledge.
24. Rest, J. (1983). Morality. In Edited by: J. Flavell & E. Markham (Eds.), Manual of child psychology: Vol. 4. Cognitive development (pp. 520–629). New York: Wiley.

25. Reynolds, P. D. (1979). Ethical dilemmas and social science research. San Francisco: Jossey-Bass. Reynolds, P. D. (1982). Ethics and social science research. Englewood Cliffs, NJ: Prentice Hall.

PUBLIC POLICY AND WELFARE ADMINISTRATION

Paper Code: PO50031

Course Objectives

The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programmes & policies and making it a part of the community development. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

Course Outcomes

CO1: This course is meant to complement the other course in the discipline relates to administrative theory. It will ground the students' understanding on Public Policy in the Indian and other context so that there is an acquaintance with the ground realities of policy making and implementation.

CO2: The students are introduced to theoretical perspectives on public policy, a major sub-discipline of public administration.

CO3: This paper focuses specially on the Indian context, so the students become familiar with details of public policy adopted in India.

CO4: This paper aims at familiarising students with the broader theoretical, financial and practical context in which public policies are discussed, justified, designed and sought to be implemented.

Course Contents

Unit – I

Public Policy

a. Meaning, Nature and Scope

b. Evolution of the discipline

c. Significance of Public Policy

d. Intellectual foundation of Public Policy

Unit – II

Approaches to the Study of Public Policy

a. Group Approach

b. Incremental Approach

c. Rational Choice Approach

d. System Theoretic Model

Unit – III

Public Policy Making and Implementation

a. Governmental Policy making agencies

b. Non-governmental policy making agencies /actors

c. Role of Transnational Actors

d. Implementation and Evaluation

Unit – IV

Policy Analysis in India

a. Agriculture Policy

b. Industrial Policy

c. Policy for Backward Classes and Minorities

d. Women Empowerment Policy

Text Books:

6. Anderson, J. E., *Public Policy-making: an Introduction*, Houghton, Boston, 2006.
7. Birkland, Thomas A., *An Introduction to The Policy process: Theories, Concepts, And Models of Public Policy Making* (Second Ed.), M. E. Sharpe, Armonk, 2005.
8. Chakrabarty, Bidyut and Prakash Chand, *Public Policy: Concept, Theory and Practice*, Sage Publications, New Delhi, 2019.
9. Dreze, jean and Amartya Sen, *India: Development and Participation*, Oxford University Press, New Delhi, 2002.
10. Dye, Thomas, *Understanding Public Policy*, Pearson Education, Singapore, 2008.

Suggested reading list

1. Gerston, Larry N., *Public Policy Making: Process and Principles*, M. E. Sharpe, Armonk, 2004.

2. Mathur, Kuldeep, *Public Policy and Politics in India: How Institutions Matter*, Oxford University Press, New Delhi, 2016.
3. Parsons, Wayne, 1995, *Public Policy: An Introduction to the Theory of Policy Analysis*, Edward Elgar, Aldershot, U. K., 1995.
4. Rathod, P. B.
5.

PUBLIC POLICY AND WELFARE ADMINISTRATION

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3
CO 1	3	2	3	2	3	2	2	3	2	2
CO 2	3	3	2	2	1	1	2	2	1	2
CO 3	3	2	3	3	3	3	3	3	3	3
CO 4	2	3	2	3	2	3	2	2	3	2
Average	**2.75**	**2.5**	**2.5**	**2.5**	**2.25**	**2.25**	**2.25**	**2.5**	**2.25**	**2.25**

6.

Cross-cutting Issue	Level Integration	Illustration Components
Professional Ethics	High	Administrative accountability, transparency in policy implementation, ethical distribution of resources.
Gender	High	Study of Women Empowerment Policy (Unit IV), gender-budgeting, and inclusive policy frameworks.
Human Values	High	Social justice for backward classes and minorities, empathy in welfare delivery, and community participation.

Environment & Sustainability	Medium	Impact of Industrial and Agricultural policies on ecological balance and sustainable livelihoods.

7.

SDG Mapping for this Course

SDG No.	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Provides analytical skills for designing and evaluating educational policies and community resources.
SDG 8	Decent Work & Economic Growth	Focus on Industrial and Agricultural policies to promote sustainable economic opportunities.
SDG 5 & 10	Gender Equality / Reduced Inequalities	Direct focus on Women Empowerment and Policies for Backward Classes/Minorities.

INTERNATIONAL RELATIONS: KEY CONCEPTS

Paper Code: PP50031

Course Objectives

The Objectives of the paper is to introduce students with the Cold War and Post-Cold War international relations. An emphasis has been placed on the evolving dynamics of international relations, the emerging new global concerns and the collective dilemma of the state. The paper also informs students about the impact of unfolding international political and economic order and the new challenges on the foreign policies of India with other countries. The aim is not only to make the students more informed about the current international developments but also to equip them with the tools to understand and analyze them within the theoretical frame work of International Relations.

Course Outcomes

CO1: Students will have a basic understanding of the nature of Post-Cold

War and International Relations.

CO2: Enhance knowledge of major substantive themes in Post-Cold War

and International Relations.

CO3: Provide students an insight to think critically about contemporary

global concerns.

CO4: Equip student to develop understanding and skill to frame research in international politics and contemporary global concerns.

Course Contents

Unit- I

Post-Cold War international relations, Unipolarity and US Hegemony, the New World Order, 9/11 and its impact on international relations, Emergence of multipolar world

Unit-II

Contemporary Global Concerns- Democracy, Human Rights, Environment, Gender Justice, Terrorism, Migration and Refugees, Poverty and Development

Unit-III

Indian Foreign Policy after the Cold War, Continuity and Change in Indian Foreign Policy, India's Economic Diplomacy, India's Nuclear Policy, India's Contemporary Security concerns

Unit-IV

India's engagement with the Multipolar World, India and Major Powers, India and its Neighbours, India and NAM

Text books

1. Dunne, Tim, International Relations Theories, Oxford University Press, New York, 2007

2. Erendor, Mehmet Emin and Mehmet Fatih Oztarsu (Eds.), Contemporary Issues in International Relations, Cambridge Scholars Publishing, Newcastle, 2020.

3. Ghosh, Peu, International Relations, PHI Learning, New Delhi, 2020.

4. Hoffmann, Stanley, Contemporary Theory in International Relations, Prentice Hall, New Delhi, 1964.

5. Kumar, Mahendra, Theoretical Aspects of International Politics, The Free Press, New York, 1960.

Suggested reading

6. Burchill, Scott et al, Theories of International Relations (3 rd Ed.), Palgrave Macmillan, Basingstoke, 2005.

7. Brown, Chris and Kirsten Ainley, Understanding International Relations (3 rd Ed.), Palgrave, Macmillan, 2005.

8. Bull, Hedley, The Anarchical Society: A Study of Order in World Politics (3 rd Ed.), Basingstoke: Palgrave. 2002.

9. Tickner, Arlene B. and Ole Wever, (eds.), International Relations Scholarship Around the World, London: Routledge, 2009.

10. Behera, Navnita Chadha (Ed.), International Relations in South Asia: Search for an Alternative Paradigm, Sage Publications, New Delhi, 2008.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Explain the shifting paradigm of international relations from Cold War bipolarity to unipolarity and emerging multipolar realities.	Understand
CO2	Analyze substantive systemic themes, structural challenges, and institutional mandates shaping the global political economy.	Understand
CO3	Analyze substantive systemic themes, structural challenges, and institutional mandates shaping the global political economy.	Understand
CO4	Discuss the how international relation shifting nowadays	Understand
CO5	Formulate clear qualitative research frameworks to analyze contemporary global dynamics and strategic choices in Indian foreign policy.	Understand

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two year PG programme Common Preamble")

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	2	2	2	2	2	1	2	1	1	3	3	2	3	3	2
CO2	2	3	3	2	2	2	2	2	2	2	1	2	3	2	3	3	2
CO3	2	3	3	2	2	2	3	2	3	2	2	2	3	2	3	3	3

CO4	2	3	2	2	3	3	2	1	2	2	2	3	3	3	3	3	2
CO5	3	3	2	3	3	3	2	2	3	3	2	3	3	3	3	3	2
Average	2.4	3.0	2.4	2.2	2.4	2.4	2.2	1.6	2.4	2.0	1.6	2.6	3.0	2.4	3.0	3.0	2.2

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Addressed directly through Unit II global concerns: Human rights advocacy, the protection of refugees/displaced populations, and international humanitarian laws.
Gender	High	Embedded in Unit II under "Gender Justice": Evaluates how global conflicts, migration waves, and international development paradigms impact women distinctly.
Environment & Sustainability	Very High	Embedded in Unit II under "Gender Justice": Evaluates how global conflicts, migration waves, and international development paradigms impact women distinctly.
Professional Ethics	Medium	Examines the moral responsibilities of nation-states, the ethical dimensions of interventionism, nuclear deterrence stability, and the structural inequities of the global economic architecture.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Evaluates international aid regimes, structural adjustment policies, global economic dependency, and multilateral strategies tackling global developmental gaps..
SDG 4	Quality Education	Maps systemic interactions, state responsibilities, and negotiating alignments regarding global climate change parameters and environmental governance.
SDG 5	Gender Equality	Explores global frameworks promoting gender justice, political protection for women in conflict zones, and transnational advocacy networks.

SDG No.	SDG Title	Contribution
SDG 8	Decent Work and Economic Growth	Study of various modes of livelihood (hunting-gathering, pastoralism, shifting cultivation, agriculture, animal husbandry) provides insights into traditional economic practices and their transformation under modernization.
SDG 10	Reduced Inequalities	Analysis of socio-cultural changes in tribal life due to globalization, westernization, modernization, and industrialization helps understand the challenges of inequality and the importance of inclusive development.

POLITICAL PROCESSES IN INDIA
Paper Code: PO50033

Course Objectives

Provide an in-depth understanding of the evolution and functioning of the political process in independent India. Analyze the role of political institutions such as the legislature, executive, judiciary, and bureaucracy in shaping Indian politics. Examine the nature of political participation, elections, party system, and interest groups in India. Study the impact of social cleavages such as caste, class, religion, region, and gender on political mobilization and behavior. Critically assess contemporary issues and challenges in India's democratic process, including federalism, governance, and political reforms.

Course Outcomes

CO1: Explain the structure and dynamics of the Indian political process **since independence.**

CO2: Analyze the functioning of political institutions and actors **within India's democratic framework.**

CO3: Evaluate the role of elections, political parties, and pressure groups **in shaping public policy and governance.**

CO4: Assess the influence of social and economic factors **on political participation and political behavior in India.**

Course Contents

UNIT 1: Political Parties and the Party System (14 lectures)

a) Trends in the Party System; From the Congress System to Multi-Party Coalitions

b) Regional Aspirations – The Politics of Secession and Accomodation.

UNIT 2: Determinants of Voting Behaviour (12 lectures)

Caste, Class, Gender and Religion

UNIT 3: Religion and Politics (12 lectures)

Debates on Secularism; Minority and Majority Communalism

UNIT 4: Caste and Politics (12 lectures)

Caste in Politics and the Politicization of Caste

Cross-Cutting Integration

- **Human Values (Very High):** Debates on secularism, regional accommodation, and democratic practices cultivate pluralism, tolerance, and respect for the diverse social fabric of Indian society.
- **Gender (High):** Focuses explicitly on gender as a core determinant of voting behavior and social cleavage, examining how women mobilize politically and participate within India's democratic framework.
- **Environment & Sustainability (Medium):** Incorporates the analysis of regional politics, local governance, and grassroots resource struggles (such as *Jungle Ki Haqdari*), emphasizing community land rights.
- **Professional Ethics (High):** Investigates the working of political institutions, electoral reforms, and interest groups, challenging students to evaluate political morality, representation, and clean governance.

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO2	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO3	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO4	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO5	2	2	2	3	2	2	2	1	2	1	1	3	2	2	3	3	2
Average	2.0	2.0	2.0	2.2	1.2	2.0	2.0	1.0	2.0	1.0	1.0	3.0	2.0	2.0	3.0	2.2	2.0

SDG Mapping

SDG 5 (Gender Equality): Evaluates gender as a structural variable in political behavior, representation in legislative assemblies, and mobilization in the democratic process.

SDG 10 (Reduced Inequalities): Critically assesses the politicization of caste, class cleavages, lower-caste politics, and minority/majority communalism to find pathways for political inclusion.

SDG 16 (Peace, Justice, and Strong Institutions): Explores the transition from the Congress system to multi-party coalitions, regional accommodation over secession, and the preservation of robust legislative, executive, and judicial dynamics.

SOCIAL EXCLUSION AND INCLUSIVE POLICIES IN INDIA
Paper Code: PP50033

Course Objectives

The paper is designed to educate students about the need for inclusive policies in India. It also aims to develop in students an awareness about level of social exclusion in India.

CO 1: Students would understand the implication of an inclusive India

CO 2: Students would develop sensitivity about women rights and gender equality

CO 3: Examine the historical and contemporary causes of social exclusion in India and their impact on marginalized communities**.**

CO 4: Critically evaluate state policies and constitutional provisions aimed at social inclusion, social justice, and equity in India

Course Contents

Unit-I Social Exclusion- Concept, Approaches and Forms Understanding Social Exclusion and Inclusion from historical overview.

Types of Exclusion: social, economic, and political, untouchability, humiliation.
Theoretical understanding of discrimination, deprivation and marginalization.

Unit-II Theories of Social Exclusion and Inclusive polices:

Emile Durkheim: Nation of stigma, Mike Oliver:
The concept of social model of disability,
Louis Dumont's concept of cate and its social implication.

Gandhi's views on social justice, Ambedkar's
views on untouchability,
Buddhist philosophy on social inclusion.

Amartya Sen's capability based
approaches, Rawls theory of justice, Mary
Wollstonecraft the concept of rights of women.

Unit-III Forms of Social Exclusion

Relation, Race, Caste, class, gender.
Indigenous/Adivasi, Disability.
Migrants and Refugees, Language and Ethnicity.

Unit-IV Institutional Framework for inclusive polices of Minorities

Minorities: Rights and
Inclusive policies, Scheduled castes:
Rights and Inclusive Policy, Scheduled
Tribes: Rights and Include policy.

Disability: Rights and Inclusive policy,
Transgender: Rights and Inclusive policy.

Women: Rights and Inclusive policy,
Gender beyond Binaries: Rights and Inclusive policy.

Suggested Readings

5. "Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India" by Dev Nathan and Virginius Xaxa
6. "Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak" edited by Sanjay Paswan

Suggested reading

1. "Social Exclusion and Policies for Socially Disadvantaged Groups in India" by P.S. Krishnan
2. "Social Justice and Reservation Policy in India" by B.L. Fadia
3. "Social Exclusion and Inclusive Policy: Some Issues" by Arun Kumar

CO-PO & PSO Mapping Table

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO 1	3	2	3	2	2	1	3	2	3	2
CO 2	2	3	2	3	3	2	3	3	2	3
CO 3	3	3	2	2	2	1	2	3	2	2
CO 4	3	3	3	3	2	2	3	2	3	3
Average	**2.75**	**2.75**	**2.5**	**2.5**	**2.25**	**1.5**	**2.75**	**2.5**	**2.5**	**2.5**

Cross-cutting Issue	Level Integration	Illustration Components
Professional Ethics	High	Ethical research on marginalized groups, data privacy of vulnerable subjects, impartial policy evaluation.
Gender	High	Focus on Rights of women (Mary Wollstonecraft), Transgender rights, and Gender beyond binaries.
Human Values	High	Gandhian social justice, Buddhist philosophy on inclusion, and Rawlsian theory of justice/fairness.
Environment & Sustainability	Medium	Indigenous/Adivasi rights over resources, sustainable livelihoods for migrants, and social equity in resource distribution.

1 – Weakly mapped (Low) | 2 – Moderately mapped (Medium) | 3 – Strongly mapped (High) | 4 or "-" – No correlation

Mapping with Cross-Cutting Issues

SDG Mapping

SDG Number	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Promoting knowledge of constitutional rights and inclusive philosophies (Ambedkar, Sen, Rawls).
SDG 5	Gender Equality	Addressing gender discrimination, rights of women, and transgender inclusive policies.
SDG 8	Decent Work and Economic Growth	Inclusive policies for Scheduled Castes/Tribes and Migrants to ensure equitable economic participation.
SDG 10	Reduced Inequalities	The core focus of the course: tackling untouchability, stigma, and social deprivation.
SDG 16	Peace, Justice and Strong Institutions	Institutional framework for minorities and constitutional provisions for social justice.

Tribal Eco-Spiritualism

Paper Code: TC50051

Course Objectives

This paper will offer a better understanding regarding the concept of Eco Spiritualism or deification of Natural Elements in ancient India or Vedic as well as Tribal Tradition. It will help students to know the role of seers in ancient India to preserve the Environment. The paper will also provide wide knowledge with regard to the traditions of tribal nature worship; Tribal attitude to forest, water, God, and animals.

Course Outcomes

CO-1. To classify the components of nature, different aspects of nature, pattern of traditional worship among the tribal people of India.

CO-2. To describe the role of seers in ancient India to preserve the environment

CO-3. It will be helpful for the students to gain the detail knowledge about the influence of nature on Tribal people's life structure.

CO-4. Students will know the commitment of tribals for preservation of nature and their love for forest conservation.

CO-5. To evaluate the relevance of Nature Worship in Contemporary Civilisation

Course Contents

Unit - I

1. Components of Nature, Nature and Science, Nature and Philosophy

2. Nature as defined in Tribal Tradition, Influence of Nature on Tribal People's Life Structure.

Unit-II

1. Concept of Nature as described in the Dravidian Culture, the Ramayana, the Mahabharata, Jainism and Buddhism.

2. Role of Seers in ancient India to preserve the Environment, (ii) System of Gurukula and Ashramas, (iii) Deification of "Water and Fire", (iv) First three mantras from Apa and Agni Suktam, Impact and Outcome of Deification.

Unit – III

1. The Traditions of Tribal Nature Worship; Tribal Attitude to Forest, Tribal Attitude to Water, Tribal Attitude to God, Tirbal Attitude to Animals

2. Relevance of Nature Worship in Contemporary Civilisation

Unit – IV

1. External and Internal Aspects of Nature; their role in polluting / purifying Nature, Vedic view of mind
2. Commitment of Tribals for preservation of Nature; their love for forests and Forest conservation, Indigenous Technique to preserve Nature through deification.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Classify the components of nature, different aspects of nature, and pattern of traditional worship among the tribal people of India.	Understand
CO2	Describe the role of seers in ancient India to preserve the environment and the system of Gurukula and Ashramas.	Understand
CO3	Gain detailed knowledge about the influence of nature on tribal people's life structure and their attitudes towards forest, water, God, and animals.	Understand
CO4	Know the commitment of tribals for preservation of nature and their love for forest conservation.	Understand
CO5	Evaluate the relevance of Nature Worship in Contemporary Civilisation.	Evaluate

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two Year PG Common Preamble". Please replace these hypothetical values with official mapping.

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO2	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO3	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO4	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO5	2	2	2	3	2	2	2	1	2	1	1	3	2	2	3	3	2
Average	2.0	2.0	2.0	2.2	1.2	2.0	2.0	1.0	2.0	1.0	1.0	3.0	2.0	2.0	3.0	2.2	2.0

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Environment & Sustainability	Very High	The entire paper is dedicated to understanding tribal attitudes towards forest, water, animals, and nature. It covers indigenous techniques for forest conservation and preservation of nature through deification, directly supporting PO12 and SDG 15.
Human Values & Spiritualism	Very High	Study of deification of natural elements (Water and Fire), Vedic view of mind, and tribal nature worship fosters understanding of cultural heritage, moral values, and eco-spiritualism as outlined in PSO4.
Indigenous Knowledge Systems	High	The paper highlights indigenous techniques to preserve nature, tribal attitudes to various natural elements, and the influence of nature on tribal life structure, preserving and promoting traditional ecological knowledge.
Religious Pluralism	Medium	Comparative study of nature concepts in Dravidian culture, Ramayana, Mahabharata, Jainism, Buddhism, and tribal traditions promotes understanding of diverse religious and philosophical perspectives on nature.
Gender & Social Inclusion	Low	While not a primary focus, the study of tribal society can be extended to analyze gender roles in nature worship and conservation practices.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 15	Life on Land	Directly addresses forest conservation, tribal love for forests, indigenous techniques for nature preservation, and the commitment

SDG No.	SDG Title	Contribution
		of tribals to protect biodiversity and terrestrial ecosystems.
SDG 13	Climate Action	Understanding tribal eco-spiritualism and indigenous conservation techniques contributes to climate action by preserving traditional ecological knowledge and sustainable practices.
SDG 4	Quality Education	Provides comprehensive knowledge of tribal eco-spiritualism, indigenous environmental ethics, and traditional conservation practices, contributing to holistic and culturally inclusive education.
SDG 6	Clean Water and Sanitation	Study of tribal attitude to water and deification of "Water" (Apa Suktam) promotes understanding of water conservation and respect for water resources.
SDG 11	Sustainable Cities & Communities	Understanding tribal relationships with nature and their sustainable living practices contributes to building sustainable communities and preserving indigenous cultural heritage.
SDG 12	Responsible Consumption and Production	Tribal attitudes towards nature and sustainable use of forest resources promote responsible consumption and production patterns.

Text books

6. Barla, Amrit. (2019). *Contextualizing Religion and Festival in Transition: With Special Reference to Oraon Indigenous Tribe in India. Available online:* **https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=amrit+barla+contextuaizing+religgion+and+festival+in+transition&btnG=** (accessed on 16 September 2020).
7. Belcher, John R., and Marcela Sarmiento Mellinger. (2016). Integrating spirituality with practice and social justice: The challenge for social work. *Journal of Religion & Spirituality in Social Work: Social Thought* 35: 377–94. Available online: **https://www.tandfonline.com/doi/abs/10.1080/15426432.2016.1229645** (accessed on 12 January 2019).
8. Canda, Edward R., Leola Dyrud Furman, and Hwi-Ja Canda. (2010). *Spiritual Diversity in Social Work Practice: The Heart of Helping*. Oxford: USA Oxford University Press. [**Google Scholar**]
9. Chakraverty Madhavadasa, *History of Sanskrit Literature*, Asian Publication Services, East Kailash ; New Delhi-24
10. Chatterjee, Subhasish, and Rahul Sharma, (2018). "Belief of tribal's in supernatural power and its relation with religious life (with special reference to Indian tribal society", in *International Journal of Research and Analytical Reviews* 5: 48–55. [**Google Scholar**]

Suggested reading

1. Chaube, Nandita. (2015). *Spirituality and Human Psyche*. India: Partridge Publishing. [**Google Scholar**]
2. Cummings, Charles, (1991). *Eco-Spirituality Toward a Reverent Life,* Paulist Press International, U.S.
3. Dagba, Benjamin I., Leoskali N. Sambe, and Simon A. Shomkegh,(2013). "Totemic beliefs and biodiversity conservation among the Tiv People of Benue State, Nigeria" in *Journal of Natural Sciences Research* 3: 145–49. Available online: **https://oer.uam.edu.ng/read/totemic-beliefs-and-biodiversity-conservation-among-the-tiv-people-of-benue-state-nigeria-1/file.pdf** (accessed on 5 January 2019).
4. Hargrave, Jennings , (2007). *Nature Worship*, Cosimo Classics.
5. Laungani, Pittu, (2005). 'Hindu spirituality and healing practices'. in *Multicultural Aspects of Counseling Series* 22: 138. [**Google Scholar**]
6. Levy, Donald, (1967). "Macrocosm and Microcosm", in *The Encyclopedia of Philosophy*. Edited by P. Edwards. New York: Macmillan, Vol. 5, pp. 121–25. Available online: **https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=%28levy+1967%29+.+macrocosm+and+microcosm.+pdf&btnG=** (accessed on 15 September 2019).
7. Mahant, Sushila D., (2015). Indigenous traditional healing care: Belief & practices among Tribals of South Bastar in Chhattisgarh. *IOSR Journal of Humanities and Social Scienceis* 20: 49–54. Available online - **https://www.academia.edu/download/47611180/H020114954.pdf** (accessed on 1 February 2019).
8. Pati, Rabindra Nath, and Jagannatha Dash. , (2002). *Tribal and Indigenous People of INDIA: Problems and Prospects*. New Delhi: APH Publishing. [**Google Scholar**]
9. Purkayastha, Nabarun. (2016). Concept of Indian Tribes: An Overview. *International Journal of Advanced Research in Management and Social Sciences* 5: 1–9. Available online: **http://www.indianjournals.com/ijor.aspx?target=ijor:ijarmss&volume=5&issue=2&article=001** (accessed on 4 February 2019).
10. Purshottam, and Vanita Dhingra. (2017). Understanding the Indian tribal life and their issues. *International Journal of Advanced Research* 5: 1588–95. [**Google Scholar**]
11. Ritskes, Eric. , (2011). "Chapter Twenty-Six: Indigenous Spirituality and Decolonization: Methodology for the Classroom", in *Counterpoints* 379: 411–21. [**Google Scholar**]
12. Satapathy, Prof Harekrishna, *History of Sanskrit Literature*, Publisher-Kitab Mahal; Cuttack-3
13. Shannal Rowkith and Raisuyah, Bhagwan, (2020). *Honoring Tribal Spirituality in India: An Exploratory Study of Their Beliefs, Rituals and Healing Practices*.https://sciprofiles.com/profile/1225357 https://www.mdpi.com/2077-1444/11/11/549/htm
14. Sharma, Chandradhar, *A Critical Survey of Indian Philosophy*, Motilal Banarasidas; New Delhi.
15. Soubhir, Meenakshi, (2016). *Eco-Cultural Tribal Development*, Aavishkar Publishers, Jaipur.
16. Telengana and Chaubey, *The New Vedic Selection*, Part-I, Bharatiya Vidyaprakashan; Delhi.
17. Upadhyaya, Pandit Baladev, *History of Sanskrit Literature* (Hindi), Varanasi.

18. Muller, Max, (1859). *A History of Ancient Sanskrit Literature,* William and Norgate; London.
19. Walsh, Froma. (2008). "Spirituality, healing, and resilience". in *Re-Visioning Family Therapy: Race, Culture, and Gender in Clinical Practice*. Edited by McGoldrick Monica and Kenneth V. Hardy. New York: The Guilford Press, pp. 61–75. [**Google Scholar**]
20. Wintlernitz , M., (1927). *History of Indian Literature*, University of Calcutta.

FOURTH SEMESTER

Fieldwork and Dissertation

Paper Code: FD50082

Course Objectives

The aim of this course is to provide a wide-ranging understanding of the historical research work and make students acquainted with various types of data collection. This course also aims to able the students to make data analysis and writing report.

Course Outcomes

CO 1: The students who successfully complete this course will understand the different aspects of historical research works and develop their skills in various types of data collection, interpretation and presentation.

CO 2: After this course the students will be able to explore the different problems of historical research works and they will gain skill in fieldworks, data analysis and report writing.

CO 3: This course will help the students to interpret different problems / issues faced in their historical research works.

CO 4: The students through this paper assess the data presentation and documentation in an effective way.

Course Contents

Fieldwork and Report Writing: Each student shall have to undergo training for learning and use of different techniques of scientific data collection during 15 days of fieldwork under the supervision of a teacher, as nominated by the Head of the programme/Department in a tribal / rural area. The exact date of commencement of fieldwork shall be announced by the Head of the school/Department. Student failing to complete the fieldwork in a particular year can only clear the paper by completing field work in next year.

Dissertation: Dissertation is to be prepared by the student under the supervision of the concerned teacher. The student is required to submit the dissertation through the supervising teacher to the Head of the programme/Department for its evaluation at least fifteen days in

advance of the date notified for examination. The dissertation shall be evaluated by an external examiner in consultation with the internal examiner (the supervising teacher). The candidate shall be awarded grade both by the internal and external examiners on the basis of his / her dissertation, seminar presentation and viva voce. Evaluation pattern will be 50 marks for dissertation, 30 marks for presentation and 20 marks for viva voce.

Viva-voce on Research Project and Dissertation include for Evaluation

Dissertation based on 30 day's fieldwork	50 Marks
Seminar Presentation and Field Dairy	30 Marks
Viva voce test on dissertation	20 Marks

The Dissertation has to be submitted by the student positively before the end semester examination.

Suggested Readings

10. Ackoff, R. L. (1961). *The Design of Social Research*, Chicago University Press; Chicago.
11. Allen, T.H. , (1978.). *New Methods in Social Science Research*, Praeger Publishers.
12. Bailley, K. D. , (1978). *Methods of Social Research*, New York.
13. Ghosh, B. N. , (1982). *Scientific Methods and Social Research*, Sterling Publishers Pvt Ltd, New Delhi.
14. Gopal, M.H. , (1864). *An Introduction to Research Procedure in Social Sciences*, Asia Publishing House.
15. Hillway, T. , (1964). *Introduction to Research*, Houghton Mifflin , Boston, 2nd Edition..
16. Johnson, E.,(1951). *The Research Report: A Guide for the Beginners*, Ronald Press, New York.
17. Kothari, C.R. , (2006). *Research Methodology*, New Age International Pvt. Ltd., New Delhi.
18. Leonard, S. and Anselm, L.S. , (1973). *Field Research*, Prentice Hall Inc. New Jersey.

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