KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMME

BACHELOR 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 Department / School and Programme

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, KISS Deemed to be University, established in 2017, 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, indigenous knowledge systems, and sustainable development.

Vision & Mission of the School

Vision

Emerge as an internationally acclaimed School recognized for excellence in teaching, research, consultancy, outreach, skill development, while promoting cultural heritage and diversity.

Mission

- Foster all-round development through multi-faceted education.
- Focus on sustainable resource management through innovative courses.
- Engage with communities to promote leadership.
- Manage resources effectively to create employment and self-employment opportunities.

Programme Overview

Programme Title: B.A. (Hons.) in Political Science

Programme Type: Undergraduate

Programme Description

A brief description of the programme, its interdisciplinary nature, relevance to tribal communities, integration of SDGs, and alignment with NEP-2020.

Process of Curriculum Development

All Schools shall follow 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.

Definitions of Components

a) Ability Enhancement Courses (AEC): It refers to the courses enhancing competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills not literature, prose, poetry and novel etc.

b) Academic Bank of Credits (ABC): The ABC has been envisaged by the UGC to facilitate the academic mobility of students with the freedom to study across the HEIs in the country with an appropriate 'credit transfer' mechanism from one programme to another, leading to attain a Degree/Diploma/Certificate, etc.

c) Academic Year: Two consecutive semesters constitute one academic year.

d) Choice Based : The students select courses from the prescribed courses i.e., Major, Minor, Multidisciplinary, Ability Enhancement Course (AEC), Skill Enhancement Course (SEC), Value Added Course (VAC), Summer Internship/ Lab/Research.

e) Major is the subject of main focus.

f) Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree/diploma/Certificate is prescribed in terms of number of credits to be earned.

g) Credit: A unit by which the course work is measured. One credit is equivalent to one hour of lecture or tutorials or two hours of practical work/field work per week in a semester.

h) Minor Course helps a student to gain a broader understanding beyond the major discipline. The subjects mentioned in the minor (in the course structure table) will be offered only if a minimum of 10 students opt for that particular subject.

i) Multidisciplinary: It refers to the courses that a student can opt from other disciplines in order to broaden the intellectual experience.

j) Skills Enhancement Courses (SEC): It refers to the courses aiming at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students.

k) Summer Internship/Apprenticeship/Summer Project: It refers to experiential exposure of a student. Summer Internship of 6-8 weeks duration after the completion of the fourth semester, followed by a project report and viva-voce examination during the fifth semester has been made compulsory to enable the students to have hands on experience of real-life business situations.

l) Research has been provided in the Eighth semester (for students securing 7.5 CGPA or above) involving application of knowledge in exploring/critical analysis/solving issues related to a real-life situation.

m) Value Added Courses: It refers to the courses enabling the students to acquire and demonstrate the knowledge and understanding of contemporary society.

NCrF-Aligned Components (National Credit Framework)

1. Operational Definition of Credit (NCrF Standard)

"1 Credit = 30 Notional Learning Hours."

A standard 4-credit course = 120 Notional Learning Hours.

NCrF-Compliant Course Engagement Table

Component	Operational Definition	Hours (Example for 4-credit course)
Face-to-Face Lectures	Concept delivery, interactive instruction	45
Tutorials / Labs / Field	Hands-on practice, experimentation	30
Independent Self-Study	Pre-reading, journal review	20
Continuous Assessment	Assignments, quizzes, mid-term	12
Final Semester Exam Preparation	Revision, project completion	13
Total Notional Hours	**Must equal 30 hours × credits**	**120**

MOOC Courses (SWAYAM and SWAYAM Plus)

According to the UGC guidelines integrated into the new curriculum structures, Higher Education Institutions (HEIs) are permitted to allow students to take up to 40% of their total

courses in a semester through the national MOOC platform, SWAYAM (or SWAYAM Plus for industry-aligned courses).

Credits earned via SWAYAM are mapped directly against the appropriate NHEQF academic level and digitally stored in the student's Academic Bank of Credits (ABC) to count toward their final degree, diploma, or certificate.

NCrF Category Wise Credit Distribution (UGC CCFUP Compatible) (for UG Programme)

Semester	Discipline Specific courses- core		Minor		MDC/IDC		AEC		SEC/ Internship /Dissertation		VAC		Grand Total Credits
	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credit	
I	1	4	1	4	1	3	1	2	1	3	4	8	20
II	1	4	1	4	1	3	1	2	1	3	2	4	20
III	2	8	1	4	1	3	1	2	1	3			20
IV	4	14	1	4			1	2					20
V	4	16	1	4					1	2			22
VI	4	16	1	4									20
VII	4	16	1	4									20
VIII	1	4	1	4					1	12			20
Total Credits for the Course		80		32		9		8		23		12	162

These exit awards correspond to progressive NHEQF / NSQF levels and are fully NCrF-compliant for credit accumulation, mobility and re-entry through the Academic Bank of Credits.

Skill Enhancement Courses (SEC), Multidisciplinary Courses (MDC), value-added courses and internships are creditised as per NCrF, recognising vocational, experiential and community-based learning alongside academic coursework. These courses are designed at appropriate NSQF levels, with clear competency descriptors and notional hours.

vii. Eligibility for Admissions with No. of Seats

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

viii. Examination Pattern for UG as per NEP 2020

Assessment emphasises continuous and comprehensive evaluation, higher-order thinking, project-based learning and application of knowledge, in line with NEP-2020.

The medium of examination is **English** which will be reflected in their 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 language has to be Sanskrit.

Duration of the Examinations-Mid Semester & End Semester:

Duration of examination for all term **End examination shall be for** 2 **'/ hours** and for all **Mid Term examination for** 1 **hour** irrespective of full marks in the course/subjects and irrespective of credit. The **practical examinations shall be of** 2 **hours** duration.

Each School shall have a designated faculty in-charge of Examination to be 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 subject with practical papers). There shall be no pass mark in Mid Semester examination.

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

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

d) The University authority of the valuation zones will preserve the answer Script of the End Semester examination for **12 months** from the date of publication of result for reference.

e) A student has to appear the mid semester examination positively. Absence in the mid semester examination will be considered as fail however the candidate may be allowed to appear the mid semester examination before commencement of the concerned Term-End examination under special case duly considered by the Programme Head (for the candidates who represent the University or State for Inter- University or inter-state competitions in Games and Sports or attending different recognized National level camps/any critical medical case duly certified by the designated medical officer)

Distribution of Marks in End Semester and Continuous Evaluation: (Irrespective of credit in a course/Paper)

Course Type	Maximum Marks	Semester-End theory Mark	Continues 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	60	10	10	20	10

Distribution of Sessional Marks:

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

Examination Question Pattern of End Term Examination:

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

Question Pattern		With Practical	Without Practical
Part-I —Objective	Answer in MCQ /One word /Sentence	1x5=5	1x6=6
Part-H- Very Short Type	Answer maximum 50 words	2x3=6	2x5=10
Part-IH- Short Type	Answer maximum 250 words Answer any 3 out of 5questions	5x3=15	5x4=20
Part-IV- Long Type	Answer maximum 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 Visa voce-05	---

Examination Question Pattern of Mid Semester Examination:

Question Pattern		With Practical	Without Practical
Part-I —Objective	Answer in MCQ /One word /Sentence	1s3=3	**1x6=6**
Part-O- Very Short Type	Answer maximum 50 words	2z1=2	2x]=4
Part-III- Short Type	Answer maximum 250 words **Out of 3 as directed**	5x1=5	5x2=10
Total		10	20
For Practical Paper		One Major Eaperiment-5 Record- 02 Viva voce-03	---

The School will follow the guidelines for examination provide by University from time to time.

Span Period

No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of four years from the date of admission to the Semester-I of the B. Sc. with Specialization in Indigenous Knowledge, Science and Technology.

ix. Attendance Requirement

Attendance in Lecturer, tutorials, seminars etc. arranged by the school from time to time, is mandatory according to the Internal Assessment requirement as per University rules.

The marks for attendance shall be as follows		
(i)	For 75%	1 Marks
(ii)	More than 75% but less than 80%	2 Marks
(iii)	80% or more but less than 85%	3 Marks
(iv)	85% or more but less than 90%	4 Marks
(v)	90% and above	5 Marks

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 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.

Note: The student can choose Research Project/Dissertation paper or the last three major papers from Semester VIII as per their choice.

Detailed Syllabus

(The detailed syllabus for each paper, including course objectives, unit-wise content, course outcomes, and suggested readings, remains exactly as provided in the original KISS-DU Four-Year UG History Syllabus document. The content for each paper has not been altered; only the format and arrangement have been revised to align with the Curriculum Contents template.)

Total Credits: 162 (Single Major) / 194 (Double Major)

Course Structure – Semester-wise

Semester I

Course Category	**Course Code**	**Course Title**	**L-T-P**	**Total Credits**
Core Course (Major) – Paper I	PO10001	Introduction to Political Science	3-1-0	4
Minor Course – Paper I	PO12001	Rudiments of Political Science	3-1-0	4
Multidisciplinary Course – Paper I	PO13001	Making of Modern Odisha	2-1-0	3
Ability Enhancement Course (AEC)-I	AE14001 / AE14003 / AE14005 / AE14007 AE14009	Modern Indian Languages (Odia) Modern Indian Language /Hindi) Modern Indian Alternative English	2-0-0	2

Skill Enhancement Course (SEC)-I	CS15001	Information Technology and Communication	2-1-0	3
Value Added Course (VAC)-I	VA16201	Environment Education and Disaster Management	3-1-0	4
		Total		20

Semester II

Course Category	**Course Code**	**Course Title**	**L-T-P**	**Total Credits**
Core Course (Major) – Paper II	PO10002	Indian Government and Politics	3-1-0	4
Minor Course – Paper II	PO12002	Fundamentals of Indian Constitution	3-1-0	4
Multidisciplinary Course – Paper II	PO13002	Human Right in India	2-1-0	3
Ability Enhancement Course (AEC)-II	AE14002 AE14004 AE14006 AE 14008 AE14010	Translation Studies (Odia) Translation Studies (Hindi) Translation Studies (Sanskrit) Translation Studies (Santali) Translation Studies (English)	2-0-0	2
Skill Enhancement Course (SEC)-II	PO15002	Artificial Intelligence and Governance	2-0-1	3

Course Category	Course Code	Course Title	L-T-P	Total Credits
Value Added Course (VAC)-II	VA16150	Understanding Indian Politics	2-0-0	2
Value Added Course (VAC)-III	VA16204	Foundations of Yoga	2-0-0	2
		Total		**20**

Semester III

Course Category	Course Code	Course Title	L-T-P	Total Credits
Core Course (Major) – Paper III	PO20001	Political Theory-I	3-1-0	4
Core Course (Major) – Paper IV	PO20003	Public Administration	3-1-0	4
Minor Course – Paper III	PO22001	India and the World Relations	3-1-0	4
Multidisciplinary Course – Paper III	PO23001	Political Autobiographies	2-1-0	3
Ability Enhancement Course (AEC)-III	AE24001	Communicative English	2-0-0	2
Skill Enhancement Course (SEC)-III	PO25001	Psephology	2-1-0	3
		Total		**20**

Semester IV

Course Category	Course Code	Course Title	L-T-P	Total Credits
Core Course (Major) –	PO20002	Western Political Thought-I	3-1-0	4

Course Category	Course Code	Course Title	L-T-P	Total Credits
Paper V				
Core Course (Major) – Paper VI	PO20004	Indian Political Thought	3-1-0	4
Core Course (Major) – Paper VII	PO20006	Indian Administration	3-1-0	4
Core Course (Major) – Paper VIII	PO20098	toral Studies and Public Opinion Poll	2-0-0	2
Minor Course – Paper IV	PO22002	Basic concepts of Indian Administrations	3-1-0	4
Ability Enhancement Course (AEC)-IV	AE24002	Professional Communication (Common for all Students)	2-0-0	2
		Total		**20**

Semester V (Single Major)

Course Category	Course Code	Course Title	L-T-P	Total Credits
Core Course (Major) – Paper IX	PO30001	Western Political Thought-II	3-1-0	4
Core Course (Major) – Paper X	PO30003	Political Theory-II	3-1-0	4
Core Course (Major) – Paper XI	PO30005	Comparative Politics	3-1-0	4
Core Course (Major) – Paper XII	PO30007	Government and Politics in Odisha	3-1-0	4
Minor Course – Paper V	PO32001	Odisha Government and Politics	3-1-0	4

Course Category	Course Code	Course Title	L-T-P	Total Credits
Internship	IP37081	Internship	0-0-2	2
		Total		**22**

Semester V (Double Major)

Course Category	Course Code	Course Title	L-T-P	Total Credits
Core Course (Major) – Paper IX	PO30001	Western Political Thought-II	3-1-0	4
Core Course (Major) – Paper X	PO30003	Political Theory-II	3-1-0	4
Core Course (Major) – Paper XI	PO30005	Comparative Politics	3-1-0	4
Core Course (Major) – Paper XII	PO30007	Government and Politics in Odisha	3-1-0	4
Minor Course – Paper V	PO32001	Odisha Government and Politics	3-1-0	4
iMinor Course Paper VI	PO32003	Comparative Governments	3-1-0	4
Minor Course Paper VII	PO 32005	Comparative Political Analysis	3-1-0	4
Minor Course Paper VIII	PO32007	Gender and Politics	3-1-0	4
Internship	IP37081	Internship	0-0-2	2
		Total		**34**

Semester VI

Course Category	Course Code	Course Title	L-T-P	Total Credits
Core Course (Major) – Paper XIII	PO30002	International Relations	3-1-0	4
Core Course (Major) – Paper XIV	PO30004	India's Foreign Policy	3-1-0	4
Core Course (Major) – Paper XV	PO30006	Social and Political Movements in India	3-1-0	4
Core Course (Major) – Paper XVI	PO30008	Governance and Public Policy in India	3-1-0	4
Minor Course – Paper IX	PO32002	Foreign Policy Of India	3-1-0	4
		Total		**20**

SEMESTER-VI
(Double Major)

Course Category	Course Code	Course Title	Credit Hours Weekly			Total Credits
			L	T	P	
Core Course Major Paper-XIII	PO30002	International Relations	3	1	0	4
Major Paper-XIV	PO30004	India's Foreign Policy	3	1	0	4
Major Paper-XV	PO30006	Social and Political Movements in India	3	1	0	4
Major Paper-XVI	PO30008	Governance and Public Policy in India - I	3	1	0	4
Minor Paper-IX	PO32002	Foreign Policy of India	3	1	0	4
Minor Paper-X	PO32004	Regionalization of Indian Politics	3	1	0	4
Minor Paper-XI	PO32006	Conflict Management Studies	3	1	0	4

Minor Paper-XII	PO32010	Gandhi and The Contemporary World	3	1	0	4
						Total Credits-32
Exit Point: Bachelor Degree after 3-year (6 semesters) programme of study.						

Note: The courses of SWAYAM platform are followed.

Semester VII (Single Major)

Course Code	Course Title	L-T-P	Total Credits
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: Structure and Processes	3-1-0	4
PO40052	Human Right in Comparative Perspective	3-1-0	4
PO40011	Political Science Research	3-1-0	4
	Total		**20**

Semester VII (Double Major)

Course Code	Course Title	L-T-P	Total Credits
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: Structure and Processes	3-1-0	4
PO40011	Political Science Research	3-1-0	4
PO-42001	Fundamentals of International Relations	3-1-0	4
	Total		**20**

Semester VIII (Without Research)

Course Category	Course Code	Course Title	L-T-P	Total Credits
Core Course (Major) – Paper XXI	PO40004	India and the Major Powers	3-1-0	4
Core Course (Major) – Paper XXII	DA40034	Development Administration in India	3-1-0	4
Core Course (Major) – Paper XXIV	GP40034	Global Politics: Contemporary Challenges and Issues	3-1-0	4
Core Course (Major) – Paper XXV	AC40032	Active Citizenship and Democratic Values	3-1-0	4
Minor Course – Paper XV	PO40036	Citizenship in a Globalising World	3-1-0	4
		Total		**20**

Semester VIII (With Research)

Course Category	Course Code	Course Title	L-T-P	Total Credits
Core Course (Major) – Paper XXI	PO40004	The Major Powers and India	3-1-0	4
Minor Course – Paper XV	PO40052	Human Right in Comparative Perspective	3-1-0	4
Dissertation	RD40082	Research Project/Dissertation	0-0-12	12
		Total		**20**

Semester VIII (Without Research)

(Single Major)

Course Category	Course Code	Course Title	L-T-P	Total Credits
Core Course (Major) – Paper XXI	PO40004	India and the Major Powers	3-1-0	4
Core Course (Major) – Paper XXII	DA40034	Development Administration in India	3-1-0	4
Core Course (Major) – Paper XXIV	GP40034	Global Politics: Contemporary Challenges and Issues	3-1-0	4
Core Course (Major) – Paper XXV	AC40032	Active Citizenship and Democratic Values	3-1-0	4
Minor Course – Paper XV	PO40036	Citizenship in a Globalising World	3-1-0	4
		Total		**20**

SEMESTER-VIII

(Double Major)

(With Research)

Course Category	Course Code		Course Title	Credit Hours Weekly			Credits
				L	T	P	
Core Course (Major) Major Paper-XXI	PO40002		India and the Major Powers	3	1	0	4
Minor Paper-XV	PO40036		Citizenship in a Globalising World	3	1	0	4
Minor Paper-XIV	PO 40052		Human Rights in a Comparative Perspective	3	1	0	4
Research Project/Dissertation	RD 48092		Research Project/Dissertation	0	0	2	12
							Total Credits=24
The student can choose Research Project/Dissertation paper or the last three major papers from the Semester-VIII as per his/her choice.							
Exit Point: Bachelor's Degree with a 4-year bachelor's degree (honours) after eight semesters programme of study. If the student completes a rigorous research project in their major area(s) of study in the 4th year of a bachelor's degree (honours with research).							

Note: The courses of SWAYAM platform are followed.

Semester-VIII

(Double Major)

(Without Research)

Course	Course	Course Title	Credit Hours Weekly	Total Credits

Category	Code		L	T	P	
Core Course(Major) Paper-XX	PO40004	India and the Major Powers	3	1	0	4
Major Paper-XXII	DA40034	Development Administration in India	3	1	0	4
Major Paper-XXIII	AC40032	Active Citizenship and Democratic Values	3	1	0	4
Major Paper-XXIV	GP40034	Global Politics: Contemporary Challenges and Issues	3	1	0	4
Minor Paper-XV	PO40036	Citizenship in a Globalising World	3	1	0	4
Minor Paper- XVI	PO40052	Human Right in Comparative Perspective	3	1	0	4
						Total Credits-24

The student can choose Research Project/Dissertation paper or the last three major papers from the Semester-VIII as per his/her choice.

Exit Point: Bachelor's Degree with a 4-year bachelor's degree (honours) after eight semesters programme of study. If the student completes a rigorous research project in their major area(s) of study in the 4th year of a bachelor's degree (honours with research).

Note: The courses of SWAYAM platform are also followed.

Total Credits: *For Single Major Course-164 Credits, and Double Major Course-194 Credits.*

Detailed Syllabus

(The detailed syllabus for each paper, including course objectives, unit-wise content, course outcomes, and suggested readings, remains exactly as provided in the original KISS-DU Four-Year UG History Syllabus document. The content for each paper has not been altered; only the format and arrangement have been revised to align with the Curriculum Contents template.)

Total Credits: 162 (Single Major) / 194 (Double Major)

SEMESTER-I

Introduction to Political Science (MAJOR)

Paper Code: PO10001

Course Objectives:

To familiarize students with the fundamental concepts, ideas, and theories in political science. To develop an understanding of political institutions, processes, and ideologies. To analyse the structure and function of government systems and political behaviour. To foster critical thinking about power, governance, justice, rights, and citizenship. To equip students with the tools to engage in informed political analysis and civic participation.

Course Outcomes:

After successful completion of the course, students will be able to:

CO1: Explain key concepts and theories in political science, such as state, sovereignty, democracy, and rights.

CO2: Analize the role and functioning of political institutions (legislature, executive, judiciary) at national and global levels.

CO3: Examine various political ideologies and their relevance in contemporary political systems.

CO4: Demonstrate the ability to critically evaluate political issues, public policies, and governance models.

CO5: Apply political science knowledge to real-world contexts, encouraging active and responsible citizenship.

Course content:

Unit-I: Introduction

a) What is Political?

b) Political Philosophy, Political Theory, Political Science

c) Politics and Society

Unit-II: State

a) State: Meaning, Origin and Development

b) State and Sovereignty

c) State and Government

Unit-III: Concepts

a) Power, Authority, and Legitimacy

b) Rights and Freedom

c) Equality and Justice

Unit-IV: Democracy

a) Meaning of Democracy

b) Models of Democracy: Representative, Participatory, Deliberative

INTRODUCTION TO POLITICAL SCIENCE

Particulars	Details
Nature of the Course	Major Course
Code	PO 10001
Credit	4
Contact Hours	60 (L: 3, T: 1, P: 0 per week)

Course Objectives

- Familiarize students with fundamental concepts and theories.
- Understand political institutions, processes, and ideologies.
- Analyse the structure and function of government systems.
- Foster critical thinking about power, governance, and justice.

Course Contents

UNIT-I: Introduction

What is Political?; Political Philosophy, Theory, and Science; Politics and Society.

UNIT-II: State

Meaning, Origin and Development; State and Sovereignty; State and Government.

UNIT-III: Concepts

Power, Authority, and Legitimacy; Rights and Freedom; Equality and Justice.

UNIT-IV: Democracy

Meaning of Democracy; Models: Representative, Participatory, Deliberative.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Explain key concepts and theories like state and sovereignty.	Remember
CO2	Analyze functioning of political institutions (legislature, executive).	Analyze
CO3	Examine various political ideologies and relevance.	Understand
CO4	Critically evaluate political issues and public policies.	Evaluate
CO5	Apply political knowledge to active citizenship.	Apply

CO-PO Attainment Matrix (1-3 Mapping)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2

Cross-Cutting Integration

Issue	Level	Integration Focus
Human Values	Very High	Study of political structures, religious beliefs and philosophical traditions fosters understanding of cultural identity as per PSO4.
Gender	Medium	Analysis of women as political actors and gendering the welfare state (Unit analysis).
Environment	Medium	Understanding the politics of global pandemics and climate change issues in contemporary theory.
Professional Ethics	Low	Introduction to administrative ethics, research integrity and citizenship responsibilities.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of political structures and theories, contributing to civic literacy.
SDG 5	Gender Equality	Analysis of women's participation and representation in democratic institutions and political movements.
SDG 11	Sustainable Cities	Study of urban local governance and sustainable municipal management strategies.
SDG 16	Peace & Justice	Analysis of state formation, governance, and institutional frameworks for democratic accountability.

Suggested Readings:

1. Bhargava, R. (2008). 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. Pearson Longman. pp. 2-16

2. Heywood, A. (2022). Political Theory: An Introduction. Bloomsbury Publishing.

3. McKinnon, C. (2019). Introduction: Issues in Political Theory. Oxford University Press.

4. Menon, K. (2008). 'Justice', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. Pearson Longman. pp. 74-86.

5. Srinivasan, J. (2008). 'Democracy', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. Pearson Longman. pp. 106-128.

6. Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. Pearson Longman. pp. 88-104

Rudiments of Political Science (MINOR)

Paper Code: PO 12001

Course Objectives:

To introduce the basic concepts and principles of political science.To familiarize students with the origin, nature, and functions of the state and government.To understand key

political ideas such as liberty, equality, rights, law, and justice.To explore the structure and working of different political institutions and systems.To develop analytical skills and critical thinking regarding political processes and governance.

Course Outcomes:

After successful completion of the course, students will be able to:

CO1: Define and explain fundamental political concepts such as state, government, sovereignty, and power.

CO2: Understand and distinguish between different forms of government and political systems.

CO3: Evaluate essential political values like liberty, equality, rights, and justice.

CO4: Identify the structure and functions of major political institutions and their role in governance.

CO5: Apply basic political knowledge to understand contemporary political events and civic duties.

Course Content:

Unit-I: Introduction

a) What is Political?

b) Political Philosophy, Political Theory, Political Science

Unit-II: State

a) State: Meaning, Origin and Development

b) State and Sovereignty

Unit-III: Concepts

a) Power, Authority and Legitimacy

b) Rights and Freedom

Unit-IV: Democracy

a) Meaning of Democracy

b) Models of Democracy: Representative, Participatory, Deliberative

.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Explain key concepts and theories like state and sovereignty.	Remember
CO2	Analyze functioning of political institutions (legislature, executive).	Analyze
CO3	Examine various political ideologies and relevance.	Understand
CO4	Critically evaluate political issues and public policies.	Evaluate
CO5	Apply political knowledge to active citizenship.	Apply

CO-PO Attainment Matrix (1-3 Mapping)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2

Cross-Cutting Integration

Issue	Level	Integration Focus
Human Values	Very High	Study of political structures, religious beliefs and philosophical traditions fosters understanding of cultural identity as per PSO4.
Gender	Medium	Analysis of women as political actors and gendering the welfare state (Unit analysis).
Environment	Medium	Understanding the politics of global pandemics and climate change issues in contemporary theory.
Professional Ethics	Low	Introduction to administrative ethics, research integrity and citizenship responsibilities.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of political structures and theories, contributing to civic literacy.
SDG 5	Gender Equality	Analysis of women's participation and representation in democratic institutions and political movements.
SDG 11	Sustainable Cities	Study of urban local governance and sustainable municipal management strategies.
SDG 16	Peace & Justice	Analysis of state formation, governance, and institutional frameworks for democratic accountability.

Suggested Readings:

1. Bhargava, R. (2008). 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. Pearson Longman. pp. 2-16

2. Heywood, A. (2022). Political Theory: An Introduction. Bloomsbury Publishing.

3. McKinnon, C. (2019). Introduction: Issues in Political Theory. Oxford University Press.

4. Menon, K. (2008). 'Justice', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. Pearson Longman. pp. 74-86.

5. Srinivasan, J. (2008). 'Democracy', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. Pearson Longman. pp. 106-128.

6. Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. Pearson Longman. pp. 88-104

Making of Modern Odisha (MULTI-DISCIPLINARY)

Code: PO 13001

Curriculum Objectives

The course Political Marketing in India aims to provide students with a comprehensive understanding of the concepts, theories, and practices of political marketing in the Indian democratic system. It examines the role of political communication, election campaigns, political branding, media, digital platforms, public opinion, and voter behaviour in shaping electoral politics. The course enables students to critically analyze the marketing strategies adopted by political parties, candidates, and interest groups while evaluating the ethical, legal, and democratic implications of political marketing. It also develops analytical and research skills to assess the changing nature of political campaigns and electoral competition in the digital era.

Course Outcomes

Students will be able to:

1. Explain concepts of political marketing.
2. Analyze election campaign strategies.
3. Evaluate the role of digital media in politics.
4. Assess political branding techniques.
5. Critically examine ethical issues in political communication.

Unit I: Advent of colonial rule

Unit II: Development of technology

Unit III: Odia Identity Movement and the Freedom Struggle

Unit IV: Reform movements

1. MAKING OF MODERN ODISHA (MULTI-DISCIPLINARY) (PO13001)

Course Outcomes & Cognitive Levels

Code	Outcome	Bloom's Level
CO1	Explain concepts of political marketing.	Understand
CO2	Analyze election campaign strategies.	Analyze
CO3	Evaluate the role of digital media in politics.	Evaluate
CO4	Assess political branding techniques.	Evaluate / Assess
CO5	Critically examine ethical issues in political communication.	Analyze / Evaluate

CO-PO Attainment Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	1	1	2	2	1	1	1	2	1	2	2	2	1	2	1
CO2	3	3	2	2	3	2	1	1	2	2	1	2	3	3	2	2	2
CO3	2	3	3	2	3	3	2	2	2	3	2	3	2	3	3	3	2
CO4	2	2	2	2	2	2	1	1	2	2	1	2	2	2	2	3	1
CO5	3	3	2	3	2	3	3	3	2	2	1	3	3	2	2	2	3

Sustainable Development Goal (SDG) Mapping

SDG	Title	Contribution
SDG 4	Quality Education	Develops critical analytical and research skills to assess communication strategies in the digital era.
SDG 16	Peace, Justice, and Strong Institutions	Evaluates the ethical, legal, and democratic implications of campaigns and public engagement on democratic systems.

Suggested Readings

1. Jennifer Lees-Marshment – *Political Marketing*
2. Bruce I. Newman – *The Marketing of the President*
3. Philip Kotler & Nancy Lee – *Social Marketing*
4. Dennis W. Johnson – *Campaigning in the Twenty-First Century*
5. Pippa Norris – *A Virtuous Circle*
6. Philip Kotler – *Marketing Management*
7. Darren Lilleker – *Political Communication*
8. David Butler & Dennis Kavanagh – *The British General Election*
9. Yogendra Yadav – *Electoral Politics in India*
10. Election Commission of India – Reports and Handbooks

AEC I
Alternative English
Course Code: AE 14009
Refer to the Department of English (SCTLL)

Course Objectives:

- Develop critical reading and analytical skills through the study of prose, poetry, and short fiction.
- Understand myriad literary forms, themes, and stylistic features of English literature of different cultural and historical contexts.
- Enhance appreciation of literary texts by examining human core values, ethics, social issues, and aesthetic expression.
- Sharpen English language proficiency through the study and practice of grammar, vocabulary, comprehension, and writing skills.
- Refine communication skills, enabling students to express ideas effectively in both written and spoken English.

Course Outcomes:

Analyze and interpret prose, poetry, and short fiction by identifying their themes, literary techniques, and cultural significance.

- Evaluate the ideas and perspectives presented in literary texts and relate them to contemporary social, ethical, and human concerns.
- Demonstrate an understanding of major literary forms, including essays, short stories, sonnets, and modern poetry.
- Apply the rules of English grammar, including tenses, articles, prepositions, subject–verb agreement, and sentence transformations, in effective communication.
- Develop proficiency in reading comprehension, précis writing, and coherent written expression for academic and professional contexts.

Course Outcomes:

Analyze and interpret prose, poetry, and short fiction by identifying their themes, literary techniques, and cultural significance.

- Evaluate the ideas and perspectives presented in literary texts and relate them to contemporary social, ethical, and human concerns.
- Demonstrate an understanding of major literary forms, including essays, short stories, sonnets, and modern poetry.
- Apply the rules of English grammar, including tenses, articles, prepositions, subject–verb agreement,

and sentence transformations, in effective communication.

- Develop proficiency in reading comprehension, précis writing, and coherent written expression for academic and professional contexts.

Course content

Unit I

Prose:

- Francis Bacon- *Of Studies, Of Truth*
- A. P. J. Abdul Kalam – *My Vision for India*

Unit II: Short Fiction

- O. Henry – *The Gift of the Magi*
- *Mahasweta Devi* – ***Draupadi*** (translated by Gayatri Chakravorty Spivak)

Unit III: Poetry

- William Shakespeare – *Sonnet 116, 138*
- Jayanta Mahapatra – *Hunger*

Unit IV: Language and Communication Skills

- Tenses, Articles, Prepositions, Subject–
- Verb Agreement Transformation of Sentences (Active–Passive, Direct–Indirect) Comprehension and Precis Writing

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	2	3	3	2	2	2	3	2	3	3
CO5	2	3	3	3	2	2	2	2	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical communication, academic integrity, and values reflected in texts such as A. P. J. Abdul Kalam's writings
Gender	Medium–High	Representation of gender, marginalization, and identity in Draupadi
Human Values	High	Compassion, sacrifice, morality, patriotism, and empathy reflected in works by O. Henry and Jayanta Mahapatra
Environment & Sustainability	Medium	Social awareness, human survival, poverty, and ecological sensitivity reflected in literary texts

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary competence, grammar, communication, and critical thinking skills
SDG 5	Gender Equality	Encourages critical engagement with gender representation and women's experiences
SDG 8	Decent Work & Economic Growth	Strengthens language proficiency and professional communication skills
SDG 10	Reduced Inequalities	Promotes empathy, inclusion, and understanding of marginalized communities
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical values, cultural awareness, and responsible communication

Recommended Learning Resources

- Bacon, Francis. *Essays of Francis Bacon* (Oxford World's Classics or Penguin Classics), 1625.
- Kalam, A. P. J. Abdul. *Wings of Fire* and *My Vision for India: Ideas for the New Millennium.* (Universities Press / Penguin India),1999.
- O. Henry. *The Gift of the Magi and Other Stories.* (Signet Classics / Dover Publications), 1906.
- Devi, Mahasweta. *Breast Stories.* Translated by Gayatri Chakravorty Spivak. (Seagull Books, Kolkata), 2002.
- Mahapatra, Jayanta. *A Rain of Rites: Poems.* (Oxford University Press / Harper Collins India), 1976**.**

- Shakespeare, William. *Sonnets.* (Edited by Katherine Duncan-Jones, Arden Shakespeare Series / Oxford University Press), 1997.
- Ram, M. & Singh, K. *English Language and Communication Skills: A Practical Approach.* (PHI Learning / Cambridge India), 2012.
- Iyengar, K. R. Srinivasa. *Indian Writing in English.* (Sterling Publishers / Asia Publishing House),1962.
- Parija, Ratnaprava. Communicative English (REST Publisher, Tamil Nadu), 2018.
- Murphy, Raymond. *English Grammar in Use.* (Cambridge University Press),1985.

Information Technology and Communication

Code	Course Title	Credit	L-T-P
CS15001	Information Technology and Communication	3	2-0-1

Course Objectives:

1. To make them aware about the basics of computers and its evolution.
2. Provide knowledge of different units of computer like processing unit, I/O units, and storage unit.
3. Learn about number systems and softwares.
4. Gain knowledge of networking concepts, data communication, internet etc.

Course Outcomes:

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

- **CO1 (Knowledge/Remember):** Recall and describe the fundamental concepts of Information Technology, including computer hardware, software, operating systems, databases, computer networks, and information systems.
- **CO2 (Understanding):** Explain and interpret the principles of number systems, data representation, binary arithmetic, logic gates, and digital data processing.
- **CO3 (Application):** Apply the concepts of computer networks, Internet technologies, intranets, extranets, communication systems, and productivity software to solve basic computing and communication problems.
- **CO4 (Analysis):** Analyze and compare different communication technologies, network architectures, information systems, and IT infrastructure to identify appropriate solutions for organizational and personal computing needs.

- **CO5 (Synthesis/Evaluation):** Design, evaluate, and demonstrate the effective use of Information Technology tools, communication systems, and digital resources to enhance information management, collaboration, productivity, and decision-making in diverse application domains.

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

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
CO1	3	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-	2	-	-	-
CO3	-	-	3	-	-	-	-	-	-	-	-	-	2	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-
CO5	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	2

Course Duration: 34 hours

Course Syllabus:

Unit I: Introduction to Information Technology [9 Classroom Contact Hours]

What is Computer, Evolution and Types of Computer, Basic Applications of Computer, Components of Computer System, Functional Unit of Computer, Input/Output Devices, Computer Memory: Types of memory, RAM, ROM, Registers, Concepts of Hardware and Software, Computer Languages.

Unit II: Computer Number Systems [8 Classroom Contact Hours]

Introduction to number system: Binary, Octal, Decimal, Hexadecimal (characteristics of each number system), Conversion from one number system to other Complements of number systems and arithmetic operations, Computer codes (BCD, EBCDIC, ASCII, Code, Gray code, Excess-3 code and Unicode)

Unit III: Software Concept [7 Classroom Contact Hours]

Software, Types of software: System software, Application Software, Utility Software, System software: Operating System, Needs for OS, Functions of OS, Language processors (Assembler, Interpreter, Compiler), Application Software: General purpose application (word processor, spreadsheet package, presentation software). Specific purpose application software (Payroll systems, HRMS-Human Resource Management System), Utility Software: Compression tools, Disk Defragmenter, Antivirus

Unit IV: Introduction to Computer Network [10 Classroom Contact Hours]

Data Communication: Definition, Types of data and communication modes- simplex, half duplex, full duplex, Topology, Network: LAN, MAN, WAN, PAN, Internet Architecture: Introduction, History, Internet Architecture Components, Internet Application, Internet open issues, Intranets, Extranets, Websites,

Total Practical / Lab Experiments: [22 Contact Hours]

1. Perform basic computer operations, file and folder management, and operating system configuration.
2. Create professional documents using a word processing tool with formatting, tables, images, references, and mail merge.
3. Design spreadsheets using formulas, functions, charts, conditional formatting, and PivotTables for data analysis.
4. Develop effective multimedia presentations using presentation software with animations, transitions, hyperlinks, and multimedia elements.
5. Create online forms and conduct surveys using cloud-based collaboration tools such as Google Forms or Microsoft Forms.
6. Configure and use cloud storage and collaboration platforms for file sharing, document editing, and team collaboration.
7. Perform internet-based information retrieval using advanced search techniques and evaluate the credibility of online resources.
8. Configure and use email services, video conferencing, instant messaging, and collaborative communication tools for professional communication.
9. Demonstrate cybersecurity practices by implementing password management, encryption, antivirus tools, phishing awareness, and safe internet usage.
10. Develop a mini project integrating office productivity tools, cloud services, digital communication platforms, and internet resources to solve a real-world problem.

- **Textbooks:**
  1. Sinha, P. K. , Computer Fundamentals, BPB Publications
  2. Curtin P. G., Foley K., Sen. Morin G, Information Technology

SDG Mapping for this Course

SDG	Title	Contribution
SDG 4	Quality Education	Foundational digital and communication literacy
SDG 5	Gender Equality	Safer, empowering online participation

SDG 8	Decent Work and Economic Growth	ICT skills for employability
SDG 10	Reduced Inequalities	Bridging digital divides (rural/tribal learners)
SDG 16	Peace, Justice & Institutions	Responsible online citizenship, e-governance use

Environment Education and Disaster Management

VA16201

Unit I: Humans and the Environment

The man-environment interactions: Human as hunger-gatherers; Origin of agriculture; Great ancient civilizations and the environment; Industrial revolution and its impact on the environment; Population growth and natural resource exploitation; Concept of sustainable development, Sustainable Development Goals (SDGs).

Unit II: Natural Resources and Sustainable Development

Overview of natural resources, renewable and non-renewable resources. Biotic resources: Major type of biotic resources-forests, grassland, wetlands, wildlife. Water resources: Types of water resources-fresh water and marine; Availability and use of water resources; Environmental impact of over-exploitation, issues and challenges; Conflicts over water. Soil and mineral resources; Energy resources: Renewable and non-renewable sources of energy; Non-conventional energy sources-solar, wind, tidal, hydro, geothermal, biomass, hydrogen and fuel cells; Implications of energy use on the environment.

Unit III: Conservation of Biodiversity and Ecosystems

Biodiversity as a natural resource; Biodiversity in India and the world; Biodiversity hotspots; Endangered species, Red data book. Threats to biodiversity and ecosystems: Commercial exploitation of species; Invasive species. Major conservation policies: in-situ conservation approaches; Major protected areas; National and International initiatives for biodiversity conservation; the role of traditional knowledge, community-based conservation. Land use and Land cover change: deforestation, desertification, urbanization, Loss of Biodiversity and it's impact.

Unit IV: Environmental Pollution

Environmental issues at local, regional, and global levels. Air, noise, water, soil, thermal and radioactive pollution. Point sources and non-point sources of pollution.

Air pollution: Sources of air pollution; Primary and secondary pollutants; particulate matter and sulphur dioxide; Volatile Organic compounds (VOCs), Polycyclic aromatic hydrocarbons (PAHs) and Persistent organic pollutants (POPs); acid rain; smog, Ozone hole. National Ambient Air Quality Standards.

Water pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; water quality, Water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life.

Soil pollution: Soil pollutants and their sources; Solid waste and their recycling. Noise pollution: Definition of noise; Unit of measurement of noise pollution; Mineral exploitation; Environmental problems due to extraction of minerals and use; Degradation of soil quality and impact on agriculture productivity.

Noise pollution; Noise standards; adverse impact of noise on human health.

Thermal and Radioactive pollution: Sources and impact on human health and ecosystems.

Unit V: Climate Change: Impacts, Adaptation and Mitigation

Understanding climate change, Projections of global climate change with reference to temperature, rainfall, climate variability and extreme events; Climate change projections for the Indian sub-continent. Impacts of climate change on ocean and land systems; Sea level rise, changes in marine and costal ecosystems; Impacts on forests and natural ecosystem; Impacts on animal species, agriculture, health, urban infrastructure; Climate-resilient development; Indigenous knowledge for adaption to climate change.

Mitigation of climate change: Green House Gas (GHG) Reduction vs. sink enhancement; Concept of carbon intensity, energy intensity and carbon neutrality; Energy efficiency measures; Renewable energy sources; Carbon capture and storage.

Unit VI: Environmental Management

Introduction to environmental laws and regulations: Constitutional provisions- Article 48A, Article 51A (g) and other environmental rights, Environmental legislations on the forest, wildlife and pollution control. Environmental audit and impact assessment; Waste Management- Concept of 3R (Reduce, Recycle and Recycle) and sustainability.

Unit VII: Environmental Treaties and Legislation

Major International Environmental Agreements: UN Conference on Human Environment 1972, Convention on Biological Diversity (CBD); Cartagena Protocol on Biosafety; Nagoya Protocol on Access and Benefit-sharing ; Convention on International Trade in Endangered Species of Wild Flora and Fauna(CITES); Ramsar Convention on Wetlands of International Importance; United Nations Convention to Combat Desertification (UNCCD); Vienna Convention for the Protection of the Ozone Layer; Montreal Protocol on Substances that Deplete the Ozone Layer and the Kigali Amendment; Basel Convention on the Control of Trans boundary Movements of Hazardous Wastes and their Disposal; Rotterdam Convention on the Prior Informed Consent Procedure for Certain Hazardous Chemicals and Pesticides in International Trade; Stockholm Convention on Persistent Organic Pollutants; Minamata Convention on Mercury; United Nations Framework Convention on Climate Change (UNFCCC); Kyoto Protocol; Paris Agreement; India's status as a party to major conventions

Major Indian Environmental Legislations: The Wild Life (Protection) Act, 1972; The Water (Prevention and Control of Pollution) Act, 1974; The Forest (Conservation) Act, 1980; The Air(Prevention and Control of Pollution) Act, 1981 The Environment (Protection) Act, 1986; The Biological Diversity Act, 2002; The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; Noise Pollution (Regulation and Control) Rules, 2000; Industry-specific environmental standards; Waste management rules, National Green Tribunal.

Major International organizations and initiatives: United Nations Environment Programme(UNEP), International Union for Conservation of Nature (IUCN), World Commission on Environment and Development (WCED), United Nations Educational, Scientific and Cultural Organization (UNESCO), Intergovernmental Panel on Climate Change (IPCC), and Man and the Biosphere (MAB) programme.

Unit VIII: Disaster Management

Concept of Hazards, Disasters, Natural and man made hazards, Types of hazards, Concept of disaster management, Vulnerability and risk. Nature and characteristics of hazards: Flood, Cyclone, Drought, and Earthquake. Man made hazards – Industrial and Fire. Disaster management cycle, Pre disaster management, during disaster management, Post Disaster review and management, Preventing, mitigation, preparedness, Adaptation. Disaster Management Plan at National Level, State Level, District Level and Community Level.

Practical

1. Environment and its analysis
2. Water quality parameters
3. Determination of pH of water samples
4. Determination of acidity of water
5. Determination of Alkalinity of water sample
6. Measurement of turbidity of water samples
7. Determination of conductivity of water sample
8. Estimation of dissolved Oxygen (DO) in water sample
9. Estimation of Biological Oxygen Demand (BOD) of water
10. Estimation of Chemical Oxygen Demand (COD) of water
11. Determination of chloride in water
12. Determination of calcium hardness of water
13. Determination of total hardness of water
14. Determination of minerals in water
15. Visit to Industrial Sewage Disposal Unit

Suggested Reading

1. Principles of Engineering Geology by Krynine, D.S. and Judd, W.R., CBS, New Delhi 1998.
2. Natural Hazards by Bryant, E., Cambridge University Press. London, 1985.
3. Landslide Disaster – Assessment and Monitoring Nagarajan, R., Anmol Publications,
4. New Delhi, 2001.
5. Environmental risks and hazards by Cutter, Susan L., Prentice Hall of India, New
6. Delhi.1999.
7. Bill Mc Juire, Ian Mason and C. Killburn (2002) Natural hazards and Environmental
8. Change, Oxford University Press, New York.
9. Gupta, Harsh K. (2003) Disaster Management, Universities Press (India) Pvt. Ltd.
10. Coppola, Damon P. (2006) Introduction to International Disaster Management

SEMESTER II

Indian Government and Politics (MAJOR)

Paper Code: PO10002

Course Objectives:

To provide an understanding of the historical evolution and constitutional framework of India. To analyze the structure, functions, and role of various organs of government. To study the nature of Indian federalism and centre-state relations. To examine electoral processes, political parties, and pressure groups in India. To explore the challenges to Indian democracy and governance, including caste, religion, regionalism, and corruption.

Course Outcomes:

After successful completion of the course, students will be able to:

CO1: Describe the making, philosophy, and key features of the Indian Constitution.

CO2: Analyze the roles and powers of the Legislature, Executive, and Judiciary in India.

CO3: Understand the functioning of federalism, decentralization, and local governance.

CO4: Evaluate electoral processes, political parties, and democratic practices in India.

CO5: Critically assess contemporary challenges in Indian politics including identity issues and democratic backsliding.

Course Content:

Unit-I:Basic Structure of the Indian Constitution

a) Making of the Indian Constitution: Formation and Working of the Constituent Assembly

b) Preamble: Nature of State and Constitutional Values

c) Fundamental Rights, Directive Principles of State Policy, Fundamental Duties

Unit-II:Legislature and Executive in Union and State

a) Structure of the Parliament and Legislative procedures; State Legislatures

b) President; Governor

c) Prime Minister and Council of Ministers; Chief Minister

Unit-III: Judiciary

a) Supreme Court of India: Structure and Functions

b) High Courts: Structure and Functions

c) Judicial Review and Basic Structure Doctrine, Public Interest Litigation (PIL)

Unit-IV: Union-State Relationship

a) Division of Power: Administrative, Legislative and Financial

b) Election Commission, Finance Commission, CAG

c) NITI Ayog, Inter-State Council, GST Council

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Describe the philosophy and key features of the Constitution.	Understand
CO2	Analyze roles and powers of Executive and Legislature.	Analyze
CO3	Understand federalism and democratic decentralization.	Understand
CO4	Evaluate electoral processes and political parties.	Evaluate
CO5	Critically assess identity issues (caste, religion).	Evaluate

CO-PO Attainment Matrix (1-3 Mapping)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2

Cross-Cutting Integration

Issue	Level	Integration Focus
Human Values	Very High	Study of political structures, religious beliefs and philosophical traditions fosters understanding of cultural identity as per PSO4.
Gender	Medium	
		Analysis of women as political actors and gendering the welfare state (Unit analysis).
Environment	Medium	Understanding the politics of global pandemics and climate change issues in

		contemporary theory.
Professional Ethics	Low	Introduction to administrative ethics, research integrity and citizenship responsibilities.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of political structures and theories, contributing to civic literacy.
SDG 5	Gender Equality	Analysis of women's participation and representation in democratic institutions and political movements.
SDG 11	Sustainable Cities	Study of urban local governance and sustainable municipal management strategies.
SDG 16	Peace & Justice	Analysis of state formation, governance, and institutional frameworks for democratic accountability.

Suggested Readings:

1. Austin, Granville (1999). The Constitution of India: Cornerstone of a Nation. Oxford University Press.

2. Bakshi, P.M. (2023). The Constitution of India. Universal Law Publishing.

3. Basu, D. D. (2022). Introduction to the Constitution of India. Educational Printed;26th Edition, Lexis Nexis.

4. Chakrabarty, Bidyut (2017). Indian Constitution: Text, Context and Interpretation.

Sage Publication India Private Limited.

5. Kashyap, Subhash (2021). Our Constitution. National Book Trust.

6. Khosla, Madhav, Mehta, Pratap Bhanu and Choudhry, Sujit (Eds). (2016). The Oxford

Handbook of the Indian Constitution. Oxford University Press.

7. Pai, Sudha (2020). Constitutional and Democratic Institutions in India: A Critical Analysis. Orient Blackswan.

Fundamentals of Indian Constitution (MINOR)

Paper Code: PO 12002

Course Objectives:

This paper is designed to inculcate among the students a sense about the basic human rights that should be enjoyed by everyone in this world. The basis aim is to familiarize the students about the social discriminations based on caste and race. The students should understand the significance of an inclusive society based on social equality

Course Outcomes:

After successful completion of the course, students will be able to:

CO 1: The paper would familiarize the students with the making of Indian constitution and its mirror the Preamble.

CO 2: As future citizens they would also understand the importance of rights and duties.

CO 3: This paper would help the students in understanding the functioning of Indian government and its major organs

CO 4: Students would get exposed to emerging trends in Indian politics like judicial review and reforms

CO 5: The students would also be able to appreciate the logic behind increasing democratic decentralization in Indian politics.

Course content:

Unit-I:Basic Structure of the Indian Constitution

a) Making of the Indian Constitution: Formation and Working of the Constituent Assembly

b) Preamble: Nature of State and Constitutional Values

Unit-II:Legislature and Executive in Union and State

a) Structure of the Parliament and Legislative procedures; State Legislatures

b) President; Governor

Unit-III: Judiciary

a) Supreme Court of India: Structure and Functions

b) High Courts: Structure and Functions

Unit-IV: Union-State Relationship

a) Division of Power: Administrative, Legislative and Financial

b) Election Commission, Finance Commission

Course Outcomes (COs)

Code	Outcome	Level
CO1	Familiarize with Preamble and making.	Understand
CO2	Understand rights and duties.	Remember
CO3	Understand government functioning.	Understand
CO4	Understand judicial review.	Analyze
CO5	Appreciate democratic decentralization.	Evaluate

CO-PO Attainment Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2

SDG Mapping

SDG	Title	Contribution
SDG 4	Quality Education	Foundational knowledge of discipline.
SDG 16	Peace and Justice	Understanding governance and institutions.

Suggested Readings:

1. Austin, Granville (1999). The Constitution of India: Cornerstone of a Nation. Oxford University Press.

2. Bakshi, P.M. (2023). The Constitution of India. Universal Law Publishing.

3. Basu, D. D. (2022). Introduction to the Constitution of India. Educational Printed;26th Edition, Lexis Nexis.

4. Chakrabarty, Bidyut (2017). Indian Constitution: Text, Context and Interpretation.

Sage Publication India Private Limited.

5. Kashyap, Subhash (2021). Our Constitution. National Book Trust.

6. Khosla, Madhav, Mehta, Pratap Bhanu and Choudhry, Sujit (Eds). (2016). The Oxford

Handbook of the Indian Constitution. Oxford University Press.

6. Pai, Sudha (2020). Constitutional and Democratic Institutions in India: A Critical Analysis. Orient Blackswan.

Human Rights in India

PO- 13002

Curriculum Objective

The course **Human Rights in India** aims to provide students with a comprehensive understanding of the concept, evolution, and significance of human rights in the Indian context. It examines the philosophical foundations, constitutional provisions, legal frameworks, national and international human rights instruments, and the institutional mechanisms for the protection and promotion of human rights. The course enables students to critically analyze contemporary human rights issues relating to equality, gender justice, child rights, tribal rights, minority rights, environmental rights, and social justice. It also develops students' analytical, ethical, and research skills to evaluate human rights policies, judicial interventions, and governance practices while fostering a commitment to the principles of democracy, justice, dignity, and the rule of law.

Course Outcomes (COs)

After successful completion of the course, students will be able to:

1. Explain the concepts, principles, evolution, and theoretical foundations of human rights.
2. Analyze the constitutional and legal framework for the protection of human rights in India.
3. Evaluate the role of national and international institutions in promoting and safeguarding human rights.
4. Assess contemporary human rights issues related to gender, children, Scheduled Castes, Scheduled Tribes, minorities, and marginalized communities.
5. Apply human rights principles and legal frameworks to analyze public policies, governance practices, and contemporary social issues in India.

Course Contents

Unit I: Introduction to Human Rights

Meaning, Nature and Scope of Human Rights

Evolution and Development of Human Rights

Classification of Human Rights

Universal Declaration of Human Rights (UDHR), 1948

Unit II: Constitutional Framework of Human Rights in India

Fundamental Rights

Directive Principles of State Policy

Constitutional Remedies

Role of the Judiciary in Human Rights Protection

Unit III: Institutions for Human Rights Protection

National Human Rights Commission (NHRC)

State Human Rights Commissions (SHRCs)

National Commission for Women (NCW)

Unit IV: Rights of Vulnerable and Marginalized Groups

Rights of Women

Rights of Children

Rights of Scheduled Castes and Scheduled Tribes

Rights of Minorities

2. HUMAN RIGHTS IN INDIA (PO-13002)

Course Outcomes & Cognitive Levels

Code	Outcome	Bloom's Level
CO1	Explain the concepts, principles, evolution, and theoretical foundations of human rights.	Understand
CO2	Analyze the constitutional and legal framework for the protection of human rights in India.	Analyze
CO3	Evaluate the role of national and international institutions in promoting and safeguarding human rights.	Evaluate
CO4	Assess contemporary human rights issues related to gender, children, Scheduled Castes, Scheduled Tribes, minorities, and marginalized communities.	Evaluate / Assess
CO5	Apply human rights principles and legal frameworks to analyze public policies, governance practices, and contemporary social issues in India.	Apply

CO-PO Attainment Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	3	2	2	1	1	1	2	3	2	2	1	2
CO2	3	3	2	2	2	3	2	2	2	2	1	2	3	3	2	2	2
CO3	2	3	3	2	2	3	3	2	2	2	2	3	2	3	3	2	3
CO4	3	3	3	3	2	3	3	3	3	2	2	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	2	2	2	3	3	3	3	3	3

Sustainable Development Goal (SDG) Mapping

SDG	Title	Contribution

SDG 5	Gender Equality	Focuses heavily on gender justice, the rights of women, and institutional mechanisms like the National Commission for Women.
SDG 10	Reduced Inequalities	Directly targets social justice and safeguarding the constitutional rights of SCs, STs, minorities, and marginalized communities.
SDG 16	Peace, Justice, and Strong Institutions	Deeply integrates the principles of democracy, institutional protection mechanisms (NHRC/SHRC), and the rule of law.

Suggested Readings

1. Upendra Baxi, *The Future of Human Rights*.
2. H. O. Agarwal, *Human Rights*.
3. S. K. Kapoor, *Human Rights under International Law and Indian Law*.
4. D. D. Basu, *Human Rights in Constitutional Law*.
5. M. P. Jain, *Indian Constitutional Law*.
6. Human Rights in India.
7. National Human Rights Commission, *Annual Reports*.
8. United Nations Office of the High Commissioner for Human Rights, *Human Rights: A Basic Handbook for UN Staff* and other publications.
9. International Human Rights.
10. Human Rights: Politics and Practice.

Artificial Intelligence and Governance

(SKILL ENHANCEMENT COURSES)

Paper Code: PO15002

Course Objectives:

Understand basic artificial intelligence concepts and methods.Learn how artificial intelligence is appl ed to political science, such as in electoral forecasting, policy analysis, and political communication.Develop critical thinking skills on the ethical, social, and political implications of artificial intelligence.

Course Outcomes:

CO1: Students will demonstrate an understanding of fundamental artificial intelligence concepts such as machine learning, natural language processing, and data analytics, and apply these tools in analyzing political phenomena.

CO2: Students will gain hands-on experience with artificial intelligence tools and techniques to analyze political data, such as election results, voter behavior, and political discourse, enabling them to make data-driven insights about political processes.

CO3: Students will critically assess how artificial intelligence is used in electoral forecasting, campaign

strategies, voter behavior analysis, and social media manipulation, and understand the ethical concerns surrounding these uses.

CO4: Students will Learn Data Mining, Machine Learning and Natural Language Processing. **CO5:**Students can understandthe predicting Election Outcomes through machine learning process.

Course Content:

Unit-I: Introduction to Artificial Intelligence and Political Science

a) Overview of Artificial Intelligence
b) Evolution of Artificial Intelligence
c) The Role of Artificial Intelligence in Political Science

Unit-II Artificial Intelligence Concepts

a) Machine Learning,
b) Natural Language Processing,
c) Data Mining

Unit-III: Artificial Intelligence in Electoral Politics

a) Artificial Intelligence in Voter Behavior Analysis and Electoral Forecasting
b) Machine Learning in Predicting Election Outcomes
c) Case Study: Artificial Intelligence in the 2016 US Election

Unit-IV: Artificial Intelligence in Political Campaigns and Social Media

a) Social Media Analytics: Sentiment Analysis and Political Discourse
b) Bots and Artificial Intelligence in Political Campaigns: Micro-targeting Voters
c) Ethical Concerns: Fake News, Manipulation, and Algorithmic Bias

Course Outcomes (COs)

Code	Outcome	Level
CO1	Demonstrate AI concepts in politics.	Understand
CO2	Analyze political data with tools.	Analyze
CO3	Assess AI in electoral forecasting.	Evaluate
CO4	Learn Data Mining and NLP.	Remember
CO5	Predict outcomes via ML.	Analyze

CO-PO Attainment Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2

SDG MAPPING

SDG	Title	Contribution
SDG 4	Quality Education	Foundational knowledge of discipline.
SDG 16	Peace and Justice	Understanding governance and institutions.

Suggested readings:

1. Artificial Intelligence: A Guide for Thinking Humans" by Melanie Mitchell
2. "Artificial Intelligence and Political Theory: Challenges and Opportunities" edited by Jonnie Penn, Reuben Binns, and Mark Coeckelbergh
3. "The Politics of Artificial Intelligence: The Role of AI in Public Policy" by Elizabeth

Edenberg and Michael Madary
4. "The Political Economy of Artificial Intelligence" edited by Tim Hwang and Azhar Hussain
5. "Governing Artificial Intelligence: Upholding Human Rights & Dignity" by Virginia Dignum
6. "Pattern Recognition and Machine Learning" by Christopher M. Bishop
7. "Machine Learning: A Probabilistic Perspective" by Kevin P. Murphy
8. "Speech and Language Processing" by Daniel Jurafsky and James H. Martin
9. "Data Mining: Practical Machine Learning Tools and Techniques" by Ian H. Witten, Eibe Frank, and Mark A. Hall
10. "Deep Learning" by Ian Goodfellow, Yoshua Bengio, and Aaron Courville
11. "Deep Learning" by Ian Goodfellow, Yoshua Bengio, and Aaron Courville

Understanding Indian Politics

Paper Code: VA16150

Course Objectives

To introduce students to the basic features of the Indian political system.To examine the functioning of political institutions and democratic processes in India. To understand the interaction between society and politics in shaping public policy. To analyse contemporary political issues and challenges facing Indian democracy.

Course Outcomes

CO1: Explain the fundamental features and institutions of Indian democracy.

CO2: Analyse electoral politics, political parties, and political participation in India.

CO3: Evaluate the role of social structures and movements in influencing Indian politics.

CO4: Assess contemporary challenges and emerging trends in Indian democratic governance.

Course Contents

Unit I:

Foundations of Indian Politics

Nature and features of the Indian political system

Constitutional values and democratic governance

Federalism and Centre–State relations

Party system and coalition politics

Unit II:

Political Processes in India

Electoral process and the Election Commission

Political parties and pressure groups

Role of media and public opinion

Political participation and voting behaviour

Unit III:

Society and Politics

Caste and politics

Religion and secularism

Regionalism and identity politics

Social movements: Women's, Dalit, Tribal, and Environmental movements

Unit IV:

Contemporary Issues in Indian Politics

Economic reforms and governance

Corruption and accountability

Challenges to Indian democracy: Criminalisation of politics, communalism, and populism

Digital governance, citizen participation, and the future of Indian democracy

Text Books

1. **Atul Kohli (Ed.)** – *The Success of India's Democracy* (Cambridge University Press)
2. **Niraja Gopal Jayal & Pratap Bhanu Mehta (Eds.)** – *The Oxford Companion to Politics in India* (Oxford University Press)
3. **Zoya Hasan (Ed.)** – *Parties and Party Politics in India* (Oxford University Press)
4. **Bidyut Chakrabarty & Rajendra Kumar Pandey** – *Indian Government and Politics* (SAGE Publications)
5. **Rajni Kothari** – *Politics in India* (Orient Blackswan)

Suggested Readings

1. **Journal Article Archive:** *Economic and Political Weekly (EPW)* – Essential for current socio-political commentary and policy analysis on Indian politics.
2. **Research Institution:** *Centre for the Study of Developing Societies (CSDS) / Lokniti Data* – Standard repository for electoral studies, voter behavior, and survey data.
3. **Institutional Reports:** *Election Commission of India (ECI) Reports* – Official statistical data on electoral reforms, voter turnout, and party registrations.
4. **Think-Tank Database:** *PRS Legislative Research* – Analysis of parliamentary bills, policy tracking, and legislative debates in India.
5. **Open Educational Resource:** *NPTEL / e-PG Pathshala Political Science Modules* – Government of India digital course lectures on Indian government and constitutional dynamics.

A. COURSE OUTCOMES (COS)

Code	Course Outcome	Bloom's Level
CO1	Explain key concepts, historical foundations, constitutional framework, and structural dynamics of the Indian state.	Understand
CO2	Analyze institutional functioning and balance of power among the legislature, executive, and judiciary in India.	Analyze
CO3	Examine key political processes, political ideologies, party systems, electoral dynamics, and social movements.	Analyze
CO4	Critically evaluate state policies, welfare models, secularism, democratic decentralization, and public issues.	Evaluate
CO5	Apply political knowledge and democratic principles to active civic participation and responsible citizenship.	Apply

B. CO-PO/PSO ATTAINMENT MATRIX (1-3 MAPPING)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	1	2	1	2	1	1	1	2	3	2	2	2	1
CO2	2	3	2	3	2	2	1	2	2	2	1	2	3	3	2	2	1
CO3	2	3	3	3	2	3	2	2	2	2	1	3	3	3	3	3	2
CO4	2	3	3	3	3	3	2	2	2	2	2	3	3	3	3	2	2
CO5	2	3	3	2	3	3	2	3	3	3	2	3	3	3	2	3	3

C. CROSS-CUTTING INTEGRATION

Issue	Level	Integration Focus
Human Values	High	Fosters democratic tolerance, pluralism, constitutional morality, religious harmony, and respect for minority rights.
Gender	Medium	Analysis of women as political actors, gender representation in democratic institutions, and gendering the welfare state.
Environment	Medium	Studies grassroots environmental politics in India (e.g., Chipko, Narmada Bachao) and forest rights governance.
Professional Ethics	Low	Introduces administrative ethics, legislative integrity, anti-corruption frameworks, and public accountability.

D. SUSTAINABLE DEVELOPMENT GOALS (SDG) MAPPING

SDG No.	SDG Title	Contribution

SDG 4	**Quality Education**	Provides foundational political and constitutional literacy, contributing to active civic awareness.
SDG 5	**Gender Equality**	Evaluates women's political participation, political quota reservations, and gender-responsive policy frameworks.
SDG 10	**Reduced Inequalities**	Analyzes affirmative action policies (reservations), anti-poverty programs, and empowerment of marginalized groups.
SDG 16	**Peace, Justice & Strong Institutions**	Evaluates state formation, rule of law, institutional governance, and democratic accountability mechanisms.

Foundations of Yoga

(VALUE ADDED COURSE)

Paper Code: VA16204

Course Objectives:

To introduce students to the fundamental concepts, principles, and philosophy of yoga.To impart knowledge of classical yoga texts, including the Yoga Sutras of Patanjali and the Bhagavad Gita.To train students in performing various yogic practices such as Asanas, Pranayama, Meditation, and Shatkarmas.To develop proficiency in practical demonstrations and teaching techniques.To understand the positive impact of yoga on the body and mind, including stress management and mental clarity.

Course Outcomes:

CO1: Practice various pranayama techniques for improved respiratory function and mental calmness.

CO2: Apply the principles of Yamas and Niyamas in everyday activities.

CO3: Understand the philosophical and spiritual dimensions of yoga.

CO4: Implement yogic practices to enhance physical health and reduce stress.

CO5: Develop a holistic approach to health through lifestyle changes and mental well-being.

Course Content:

Unit-I: Introduction to Yoga

a) Definition and Meaning of Yoga
b) History and Evolution of Yoga
c) Importance and Benefits of Yoga in Modern Life

Unit-II: Yogic Philosophy and Texts

a) Ashtanga Yoga (Eight Limbs)

b) Bhagavad Gita and its Teachings on Yoga

c) Concepts of Pranayama, Asana, and Dhyana

Unit-III: Anatomy and Physiology of Yoga

a) Basics of Human Anatomy Relevant to Yoga Practice

b) Role of Respiratory and Nervous Systems

c) Impact of Yoga on Various Systems of the Body

Unit-IV: Yogic Practices

a) Asanas (Postures)

Classification (Standing, Sitting, Supine, Prone, Inverted)

Techniques and Benefits of Selected Asanas

b) Pranayama *(*Breathing Techniques)

Types of Pranayama (Kapalabhati, Bhastrika, AnulomVilom, Bhramari, etc.)

Techniques and Benefits

c) Meditation and Dhyana

Types of Meditation (Mindfulness, Trataka, Guided Meditation)

Techniques and Mental Benefits

Course Outcomes (COs)

Code	Outcome	Level
CO1	Practice pranayama techniques.	Apply
CO2	Apply Yamas and Niyamas.	Apply
CO3	Understand spiritual dimensions.	Understand
CO4	Implement practices for health.	Apply
CO5	Develop holistic health approach.	Evaluate

CO-PO Attainment Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1

CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2

SDG Mapping

SDG	**Title**	**Contribution**
SDG 4	Quality Education	Foundational knowledge of discipline.
SDG 16	Peace and Justice	Understanding governance and institutions.

Suggested Readings:

1. The Yoga Sutras of Patanjali by Sri Swami Sivananda.
2. This book provides an interpretation of the *Yoga Sutras* of Patanjali, which is one of the foundational texts of yoga. It explains the eight limbs of yoga and offers practical insights for applying these teachings in daily life.
3. Light on Yoga by B.K.S. Iyengar.
4. B.K.S. Iyengar's classic book is one of the most comprehensive and accessible resources on yoga, covering asanas (physical postures), pranayama (breathing techniques), meditation, and the philosophy behind yoga.
5. The Bhagavad Gita (translated by Eknath Easwaran, or others).
6. The *Bhagavad Gita* is a key text in Hindu philosophy and is often considered a foundational scripture for understanding the spiritual and ethical principles of yoga. It introduces the concept of Karma Yoga (selfless action), Bhakti Yoga (devotion), and Jnana Yoga (knowledge).
7. Yoga: The Spirit and Practice of Moving into Stillness by Erich Schiffmann.
8. This book delves into the philosophy and practice of yoga, emphasizing the inner dimension of yoga, such as meditation, inner awareness, and the relationship between body and mind.
9. The Heart of Yoga: Developing a Personal Practice by T.K.V. Desikachar.
10. Desikachar, a renowned yoga teacher, provides a comprehensive guide to the philosophy, practices, and principles of yoga, including practical techniques for creating a personalized yoga practice.

AEC III
Course Title: Translation Studies (English)
Course Code: AE4010
Refer to Department of English (SCTLL)

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

- Understand the fundamental concepts, scope, functions, and significance of translation studies.
- Develop knowledge of major translation theories, methods, and practical translation strategies.
- Examine the linguistic, cultural, and contextual aspects involved in translating different types of texts.
- Apply translation techniques to literary and non-literary texts with accuracy and cultural sensitivity.
- Explore the role of translation in professional fields and the use of technology in contemporary translation practices.

Course Outcomes (COs)
CO1: Explain the basic concepts, scope, functions, and importance of translation in diverse social and cultural contexts.
CO2: Demonstrate knowledge of major translation theories, methods, and strategies for effective translation.
CO3: Analyze linguistic, cultural, and contextual challenges while translating literary and non-literary texts.
CO4: Produce accurate, coherent, and culturally appropriate translations using suitable translation techniques.
CO5: Evaluate translation quality and recognize the professional applications of translation in media, publishing, education, administration, tourism, and digital communication.

Course Contents:

Unit I: Foundations of Translation Studies

- Meaning, nature, scope and significance of translation
- Functions of translation in literature, education, media, governance and global communication

Unit II: Translation Theories and Techniques

- Major approaches to translation: Literal, Free, Semantic, Communicative and Functional translation
- Translation methods and strategies: Borrowing, Calque, Modulation, Transposition, Compensation, and Cultural substitution

Unit III: Language, Culture and Practice of Translation

- Linguistic, cultural and contextual challenges in translation
- Translation of prose, poetry, drama and non-literary texts (news reports, advertisements, official documents, speeches etc.)

Unit IV: Translation, Technology and Professional Applications

- Translation in the contemporary world: Publishing, media, administration, tourism, education and digital communication
- Principles of translation quality assessment: Accuracy, readability, consistency and cultural appropriateness

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	3
CO2	3	3	3	3	3	3	2	3	3	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	3	3	3	3	3	3	2	3	3	2	3	3
CO5	2	3	2	3	2	2	3	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross- cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Ethical translation practices, fidelity to source texts, intercultural responsibility, and representation of marginalized voices
Gender	Medium–High	Translation of gendered narratives and cultural identities in texts by Premchand and Perumal Murugan
Human Values	Very High	Cultural understanding, empathy, multilingual communication, and preservation of literary heritage through translation
Environment & Sustainability	Medium	Preservation of linguistic diversity and regional literary traditions through intercultural exchange

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances translation competence, multilingual literacy, and intercultural communication skills
SDG 5	Gender Equality	Encourages inclusive representation and critical understanding of gendered narratives
SDG 10	Reduced Inequalities	Promotes accessibility of regional literatures and cross-cultural understanding
SDG 11	Sustainable Cities & Communities	Preserves linguistic and literary heritage through translation and dissemination
SDG 16	Peace, Justice & Strong Institutions	Encourages intercultural dialogue, ethical communication, and cultural sensitivity
SDG 17	Partnerships for the Goals	Supports global cultural exchange and collaborative knowledge sharing

Recommended Learning Resources

1. Bassnett, Susan. *Translation Studies* London: Routledge, 2014.
2. Munday, Jeremy. *Introducing Translation Studies: Theories and Applications.* London: Routledge, 2022.
3. Nida, Eugene A., and Charles R. Taber. *The Theory and Practice of Translation.* Leiden: Brill, 1969.
4. Newmark, Peter. *A Textbook of Translation.* London: Prentice Hall, 1988.
5. Hatim, Basil, and Jeremy Munday. *Translation: An Advanced Resource Book.* London: Routledge, 2004.
6. Venuti, Lawrence (Ed.). *The Translation Studies Reader.* London: Routledge, 2021.
7. Catford, J. C. A *Linguistic Theory of Translation.* Oxford: Oxford University Press, 1965.
8. Lefevere, André. *Translation, Rewriting, and the Manipulation of Literary Fame.* London: Routledge, 1992.
9. Gentzler, Edwin. *Contemporary Translation Theories.* Clevedon: Multilingual Matters, 2001.
10. Baker, Mona. *In Other Words: A Coursebook on Translation.* London: Routledge, 2018.
11. Mukherjee, Sujit. *Translation as Discovery and Other Essays on Indian Literature in English Translation.* Hyderabad: Orient Blackswan, 2006.
12. Ramakrishna, Shantha. *Translation and Multilingualism: Post-Colonial Contexts.* New Delhi: Pencraft International, 1997.
13. Devy, G. N. (Ed.). *Indian Literary Criticism: Theory and Interpretation.* Hyderabad: Orient Blackswan, 2002.
14. Kothari, Rita. *Translating India: The Cultural Politics of English.* Manchester: St. Jerome Publishing, 2003.
15. Singh, Harish Trivedi, and Susan Bassnett (Eds.). *Post-colonial Translation: Theory and Practice.* London: Routledge, 1999.

SEMESTER III

India and the World Relations

Code- PO-22001

Curriculum Objective

The course **India and the World Relations** aims to provide students with a comprehensive understanding of India's foreign policy and its engagement with the international community in the changing global order. It examines the historical evolution, principles, and determinants of India's foreign policy, including strategic autonomy, national security, economic diplomacy, regional cooperation, and multilateral engagement. The course also analyzes India's relations with major powers, neighbouring countries, regional organizations, and international institutions while exploring contemporary issues such as globalization, climate change, terrorism, energy security, cyber security, and sustainable development. It seeks to develop students' analytical, diplomatic, and research skills to critically evaluate India's role in global governance and international affairs.

Course Outcomes (COs)

After successful completion of the course, students will be able to:

1. Explain the evolution, principles, and determinants of India's foreign policy and international relations.
2. Analyze India's bilateral and multilateral relations with neighbouring countries, major powers, and regional organizations.
3. Evaluate India's role in international organizations, global governance, and contemporary world affairs.
4. Assess the impact of globalization, security challenges, economic diplomacy, and environmental issues on India's external relations.
5. Apply theories and concepts of international relations to critically examine India's position and strategic interests in the changing global order.

Course Content

Unit-I

Indian Foreign Policy: Determinants of Foreign Policy; the Institutions of Policy-Making Continuity and Change**.**

Unit-II

India’s Contribution to the Non-Alignment Movement Different Phases; Current

Unit-III

India and South Asia: Regional Cooperation: SAARC-Past Performance and Future Prospects. South Asia as a Free Trade Area. India’s “Look East” Policy. Impediments to Regional Cooperation: River Water Disputes; Illegal Cross Border Migration; Ethnic Conflicts and Insurgencies; Border Disputes.

Unit-IV

India and the Global Centres of Power: USA, EU, Japan

INDIA AND THE WORLD RELATIONS (PO-22001)

Course Outcomes & Cognitive Levels

Code	Outcome	Bloom's Level
CO1	Explain the evolution, principles, and determinants of India's foreign policy and international relations.	Understand
CO2	Analyze India's bilateral and multilateral relations with neighbouring countries, major powers, and regional organizations.	Analyze
CO3	Evaluate India's role in international organizations, global governance, and contemporary world affairs.	Evaluate
CO4	Assess the impact of globalization, security challenges, economic diplomacy, and environmental issues on India's external relations.	Evaluate / Assess
CO5	Apply theories and concepts of international relations to critically examine India's position and strategic interests in the changing global order.	Apply

CO-PO Attainment Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	2	3	2	1	2	1
CO2	2	3	3	2	2	2	2	1	2	2	2	2	3	3	2	2	2
CO3	2	3	2	3	2	3	2	2	2	2	2	3	3	2	3	3	2
CO4	3	3	2	3	2	2	3	2	2	2	2	3	2	3	2	2	3
CO5	3	3	3	3	3	3	2	2	2	2	2	3	3	3	3	3	2

Sustainable Development Goal (SDG) Mapping

SDG	Title	Contribution
SDG 7	Affordable and Clean Energy	Addresses energy security parameters within global diplomatic frameworks and bilateral engagements.
SDG 13	Climate Action	Examines India's position, strategies, and foreign policy responses to global environmental challenges and climate change.
SDG 16	Peace, Justice, and Strong Institutions	Evaluates international conflict management, terrorism challenges, global governance, and cross-border regional security.
SDG 17	Partnerships for the Goals	Directly deals with regional cooperation frameworks (SAARC, Free Trade Areas), economic diplomacy, and multilateral treaties.

Suggested Readings

1. V. P. Dutt, *India's Foreign Policy*.
2. David M. Malone, *Does the Elephant Dance? Contemporary Indian Foreign Policy*.
3. Shashi Tharoor, *Pax Indica: India and the World of the 21st Century*.
4. Rajiv Sikri, *Challenge and Strategy: Rethinking India's Foreign Policy*.
5. C. Raja Mohan, *Crossing the Rubicon: The Shaping of India's New Foreign Policy*.
6. Sumit Ganguly, *Indian Foreign Policy: Retrospect and Prospect*.
7. Pavneet Singh, *International Relations*.
8. Rumki Basu, *International Politics: Concepts, Theories and Issues*.
9. Harsh V. Pant (Ed.), *Indian Foreign Policy: An Overview*.
10. S. D. Muni, *India's Foreign Policy: The Democracy Dimension*.

Paper Code: PO20003

Basics of Public Administration (MAJOR)

Course Objectives:

The paper is designed to introduce students to core concepts of public administration. The paper aims to educate students about the principles of organization. It also tries to demonstrate the significance of human relations theory in the domain of public administration. The paper also seeks to provide ideas about new public administration, development administration and their increasing significance. The paper is constructed from the perspective of globalization and its impact on public administration.

Course Outcomes:

CO 1: Students would develop perspective about key theories of public administration

CO 2: They would also understand the basic principles that guide the functioning of organizations

CO 3: The students would also develop ideas about emerging trends in public administration

CO 4: They would also develop ideas about leadership and its significance

Course Content:

Unit-I: Introduction to Public Administration

a) Public Administration as a Discipline: Meaning, Nature & Scope, Evolution

b) Politics-Administration Dichotomy, Public vs. Private Administration

c) New Public Administration, New Public Management & Good Governance

Unit-II: Principles of Administration

a) Organizations: Formal & Informal, Line and staff organizations

b) Principles of Organization: Hierarchy, Span of Control, Unity of Command, Delegation, Decentralization, Coordination

Unit-III: Administrative Theories

a) Administrative Management theory, Bureaucratic Theory

b) Scientific Management Theory, Human Relations Theory

Unit-IV: Public Administration in India

a) Bureaucracy: Structure& Processes; Recruitment, Training, Ethics in Administration

b) Contemporary challenges & Perspectives: e-Governance, Public-Private Partnership, State vs Market Debate

Course Outcomes (COs)

Code	Outcome	Level
CO1	Develop perspective on theories.	Understand
CO2	Understand organization principles.	Understand
CO3	Develop ideas on emerging trends.	Analyze
CO4	Understand leadership significance.	Analyze
CO5	Evaluate administrative management.	Evaluate

CO-PO Attainment Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2

SDG MAPPING

SDG	Title	Contribution
SDG 4	Quality Education	Foundational knowledge of discipline.
SDG 16	Peace and Justice	Understanding governance and institutions.

Suggested readings:

1. Arora, R.K., & Goyal, R. (1995). Indian Public Administration. New Age International.
2. Avasthi, A., & Maheshwari, S. (2020). Public Administration. L.N. Agarwal Books.
3. Basu, Rumki. (1990). Introduction to public administration. Sterling PublishersPrivate.
4. Bhattacharya, Mohit. (2011). New horizons of public administration. JawaharPublishers & Distributors.
5. Chakrabarty, Bidyut & Chand, Prakash. (2020). Public administration in a globalizingworld: Theories and practices. Sage Publications.Additional Readings:
6. Arora, Ramesh K. (Ed). (2004). Public administration: Fresh perspectives, AalekPublishers.
7. Basu, Rumki (2019). Public administration in the 21st century. Taylor & Francis.
8. Chakrabarty, B., & Bhattacharya, M. (2006). Public administration: A reader. OxfordUniversity Press.

Introduction to Political Theory (MINOR)

Paper Code: PO 22001

Course Objectives:

This paper is designed to expose the students to major approaches in Political Science.It aims to help the students develop basic ideas about the core components of political theory like theories of state besides important concepts like liberty, equality, justice, rights and power. The paper also aims at giving a proper orientation to students about democracy and citizenship.

Course Outcomes:

CO 1: Students would develop ideas about major approaches to political theory

CO 2: They would also become well versed with the building blocs of political theory like liberty, equality and justice

CO 3: Students would also understand the co-relation between rights and citizenship

CO 4: They would also understand the importance of conscious citizenship in a democracy

CO 5: Interpret and evaluate the ideas of important political thinkers and philosophers.

CO 5: Interpret and evaluate the ideas of important political thinkers and philosophers.

Course Content:

Unit-I :Introduction

a) What is Political Theory? Why do we need Political Theory?

b) Approaches to Political Theory: Normative and Empirical

Unit-II: Traditions

a) Liberalism

b) Neo-Liberalism

Unit-III: Recent Trends

a) Feminism

b) Post-Modernism

Unit-IV: Concepts

a) Citizenship

b) Welfare State

Course Outcomes (COs)

Code	Outcome	Level
CO1	Develop ideas on major approaches.	Understand
CO2	Master building blocks (justice).	Understand
CO3	Understand rights/citizenship correlation.	Analyze
CO4	Understand conscious citizenship.	Analyze
CO5	Evaluate political thinkers.	Evaluate

CO-PO Attainment Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1

CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2

SDG	**Title**	**Contribution**
SDG 4	Quality Education	Foundational knowledge of discipline.
SDG 16	Peace and Justice	Understanding governance and institutions.

Suggested Readings:

1. Adams, I. (2001). Political Ideology Today. United Kingdom: Manchester UniversityPress.
2. Bhargava, Rajeev, and Acharya, Ashok (2008). Political Theory: An Introduction,New 0Delhi: Pearson Longman.
3. Farrelly, Colin, (2003). Contemporary Political Theory, A Reader, Sage Publications
4. Goodin, Robert E. and Philip Pettit edited (1997). Contemporary Political Philosophy,Oxford, Blackwell Publishers.
5. Kymilika, Will. (2014). Contemporary Political Philosophy. New Delhi, Oxford
6. Miller, David and Larry Siedentop (edited). (1983). The Nature of Political Theory, Oxford,Clarendon Press.
7. Ramaswamy, Sushila. (2014). Political Theory: Ideas and Concepts. PPO LearningPvt Ltd.
8. Rawls, John, (1971). A Theory of Justice. Oxford, Oxford University Press.
9. Sandel, Michael, (2002). Liberalism and The Limits of Justice. Cambridge UniversityPress.
10. Vinod, M.J. and Deshpande, Meena. (2013). Contemporary Political Theory. PPOLearning Private Limited, Delhi

Political Autobiographies
(MULTI-DISCIPLINARY)
Paper code - PO23001

Course Objective

The course aims to introduce students to the genre of political autobiography as a valuable source for understanding political thought, leadership, governance, and historical change. Through the autobiographical writings of Mahatma Gandhi, Jawaharlal Nehru, John Major, Nilamani Routray, and Maulana Abul Kalam Azad, students will examine the relationship between personal experiences and political events, gain insights into the evolution of democratic institutions and leadership, and develop critical perspectives on nationalism, governance, public policy, and nation-building in both Indian and international contexts. The course encourages interdisciplinary learning by integrating historical, political, social, and ethical dimensions of political life.

CO1: Explain the historical, political, and philosophical ideas presented in Mahatma Gandhi's *My Experiments with Truth* and assess their relevance to ethical leadership and public life.

CO2: Analyze Jawaharlal Nehru's *An Autobiography* to understand the evolution of Indian nationalism, secularism, and democratic thought.

CO3: Examine John Major's *The Autobiography* to evaluate the functioning of parliamentary democracy, political leadership, and governance in the United Kingdom.

CO4: Assess the political experiences and administrative perspectives presented in Nilamani Routray's *Smruti o' Anubhuti* in the context of Odisha's political and social development.

CO5: Evaluate Maulana Abul Kalam Azad's *India Wins Freedom* to understand the complexities of India's freedom struggle, Partition, nation-building, and the challenges of democratic governance.

Contents

Mahatma Gandhi – *The Story of My Experiments with Truth*
Jawaharlal Nehru – *An Autobiography*
Nelson Mandela – *Long Walk to Freedom*
B.R. Ambedkar – *Waiting for a Visa*
A.P.J. Abdul Kalam – *Wings of Fire*
Malala Yousafzai – *I Am Malala*

POLITICAL AUTOBIOGRAPHIES (MULTI-DISCIPLINARY) (PO23001)

Course Outcomes & Cognitive Levels

Code	Outcome	Bloom's Level
CO1	Explain the historical, political, and philosophical ideas presented in Mahatma Gandhi's My Experiments with Truth and assess their relevance to ethical leadership and public life.	Understand / Assess
CO2	Analyze Jawaharlal Nehru's An Autobiography to understand the	Analyze

	evolution of Indian nationalism, secularism, and democratic thought.	
CO3	Examine John Major's The Autobiography to evaluate the functioning of parliamentary democracy, political leadership, and governance in the United Kingdom.	Analyze / Evaluate
CO4	Assess the political experiences and administrative perspectives presented in Nilamani Routray's Smruti o' Anubhuti in the context of Odisha's political and social development.	Evaluate / Assess
CO5	Evaluate Maulana Abul Kalam Azad's India Wins Freedom to understand the complexities of India's freedom struggle, Partition, nation-building, and the challenges of democratic governance.	Evaluate

CO-PO Attainment Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	1	1	1	3	2	3	2	2	1	3	2	2	2	1	3
CO2	3	2	2	2	1	3	2	2	2	2	1	2	3	2	2	2	2
CO3	2	3	2	2	2	2	1	2	1	2	1	2	2	2	3	2	2
CO4	3	2	1	2	1	3	2	2	2	2	2	3	3	2	2	2	2
CO5	3	3	2	2	1	3	2	2	2	2	1	3	3	3	2	2	2

Sustainable Development Goal (SDG) Mapping

SDG	Title	Contribution
SDG 4	Quality Education	Drivers interdisciplinary learning by integrating historical, political, social, and ethical texts into leadership studies.
SDG 5	Gender Equality	Promotes gender-balanced human perspectives on resistance and education (evident in the text profiles like Malala Yousafzai).
SDG 16	Peace, Justice, and Strong Institutions	Evaluates the evolution of democratic institutions, ethical leadership, nationalism, and complex nation-building processes.

Suggested Reading

1. Gandhi, M. K. *An Autobiography: The Story of My Experiments with Truth*. Ahmedabad: Navajivan Publishing House.
2. Nehru, Jawaharlal. *An Autobiography*. New Delhi: Penguin Books.
3. Major, John. *John Major: The Autobiography*. London: HarperCollins.
4. Routray, Nilamani. *Smruti o' Anubhuti*. Cuttack: Vidyapuri. *(Odia)*
5. Azad, Maulana Abul Kalam. *India Wins Freedom*. New Delhi: Orient Blackswan.

Course: AEC- Communicative English
Course Code: AEC-24001

Course Objectives:

- Understand the concepts, principles, types, and importance of communication in academic, social, and professional contexts.
- Develop effective verbal and non-verbal communication skills by understanding communication processes, barriers, and strategies for successful interaction.
- Improve reading, listening, speaking, and writing skills through comprehension exercises, group discussions, presentations, and language practice.
- Acquire professional writing skills by preparing CVs, résumés, summaries, notes, compositions, and other functional documents.
- Build confidence, interpersonal skills, critical thinking, and employability through effective communication and collaborative learning activities.

Course Outcomes:

- Explain the concepts, types, functions, and barriers of communication and apply appropriate communication strategies in different contexts.
- Demonstrate effective listening, speaking, pronunciation, presentation, and interpersonal communication skills with confidence and clarity.
- Apply appropriate reading strategies and produce coherent, well-organized academic, professional, and creative written texts.
- Prepare professional documents such as business letters, emails, resumes/CVs, cover letters, and statements of purpose using appropriate formats and language.
- Exhibit job readiness skills through effective participation in interviews, group discussions, presentations, and professional digital communication practices.

Course Contents:

Unit I: Foundations of Communicative English	(i) Nature, Scope and Importance of Communicative English (ii) Process and Elements of Communication (iii) Types of Communication: Verbal, Non-verbal, Written and Digital (iv) Barriers to Communication and Strategies for Effective Communication
Unit II: Listening and Speaking Skills	(i) Active Listening: Principles, Techniques and Listening Comprehension (ii) Pronunciation, Stress, Intonation and Fluency (iii) Speaking Skills: Conversation, Public Speaking and Presentation Skills (iv) Group Discussion, Debate, Interview and Interpersonal Communication
Unit III: Reading and Writing	(i) Reading Skills: Skimming, Scanning, Intensive and Extensive

Skills	Reading (ii) Reading Comprehension and Critical Interpretation (iii) Writing Skills: Paragraph, Essay, Report and Email Writing (iv) Creative and Academic Writing: Summarising, Note-making Paragraph Writing
Unit V: Professional Communication and Employability Skills	(i) Professional and Business Communication: Letters, Emails and Official Correspondence (ii) Resume/CV Writing, Cover Letter and Statement of Purpose (iii) Interview Skills, Group Discussion and Presentation Techniques (iv) Digital Etiquette and Career Readiness

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	3	3	3	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
C04	3	3	3	3	2	2	2	1	2	3	2	3
CO5	2	2	2	3	3	3	3	3	2	2	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical communication, professional integrity, responsible messaging, workplace communication standards
Gender	Medium–High	Gender-sensitive communication, inclusive language, representation in professional interactions
Human Values	High	Respect, clarity, empathy, interpersonal communication, teamwork and collaboration
Environment & Sustainability	Medium	Digital communication practices, responsible use of media, reducing communication barriers

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops communication competence, language proficiency, and employability skills
SDG 5	Gender Equality	Promotes inclusive and gender-sensitive communication
SDG 8	Decent Work & Economic Growth	Enhances professional communication for workplace readiness
SDG 9	Industry, Innovation & Infrastructure	Encourages digital communication and modern workplace tools
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical communication, transparency, and responsible discourse

Recommended Learning Resources

- A. Ganeshan & P. Lovely Viniliya Pual: *Communicative English*, Charulata Publications, 2020.
- Clampitt, Phillip G. *Communicating for Managerial Effectiveness*. Sage Publications, 2012.
- Adler, Ronald B., and George Rodman. *Understanding Human Communication*. Oxford University Press, 2015.
- Peters, Robert. *English Reading Comprehension Skills for Business*. Cambridge University Press, 2018.
- Rao, P.K. *Business Communication*. Himalaya Publishing, 2017.
- Adler, Ronald B., *Communicating at Work: Principles and Practices for Business and the Professions*. McGraw-Hill, 2012.
- Locker, Kitty O., and Donna Kaczmarek. *Business Communication: Building Critical Skills*. McGraw-Hill, 2016.

Course: AEC- Communicative English
Course Code: AEC-24001

Course Objectives:

- Understand the concepts, principles, types, and importance of communication in academic, social, and professional contexts.
- Develop effective verbal and non-verbal communication skills by understanding communication processes, barriers, and strategies for successful interaction.
- Improve reading, listening, speaking, and writing skills through comprehension exercises, group discussions, presentations, and language practice.
- Acquire professional writing skills by preparing CVs, résumés, summaries, notes, compositions, and other functional documents.
- Build confidence, interpersonal skills, critical thinking, and employability through effective communication and collaborative learning activities.

Course Outcomes:

- Explain the concepts, types, functions, and barriers of communication and apply appropriate communication strategies in different contexts.
- Demonstrate effective listening, speaking, pronunciation, presentation, and interpersonal communication skills with confidence and clarity.
- Apply appropriate reading strategies and produce coherent, well-organized academic, professional, and creative written texts.
- Prepare professional documents such as business letters, emails, resumes/CVs, cover letters, and statements of purpose using appropriate formats and language.
- Exhibit job readiness skills through effective participation in interviews, group discussions, presentations, and professional digital communication practices.

Course Contents:

Unit I: Foundations of Communicative English	(i) Nature, Scope and Importance of Communicative English (ii) Process and Elements of Communication (iii) Types of Communication: Verbal, Non-verbal, Written and Digital (iv) Barriers to Communication and Strategies for Effective Communication
Unit II: Listening and Speaking Skills	(i) Active Listening: Principles, Techniques and Listening Comprehension (ii) Pronunciation, Stress, Intonation and Fluency (iii) Speaking Skills: Conversation, Public Speaking and Presentation Skills (iv) Group Discussion, Debate, Interview and Interpersonal Communication
Unit III: Reading and Writing Skills	(i) Reading Skills: Skimming, Scanning, Intensive and Extensive Reading (ii) Reading Comprehension and Critical Interpretation (iii) Writing Skills: Paragraph, Essay, Report and Email Writing (iv) Creative and Academic Writing: Summarising, Note-making Paragraph Writing

Unit V: Professional Communication and Employability Skills	(i) Professional and Business Communication: Letters, Emails and Official Correspondence (ii) Resume/CV Writing, Cover Letter and Statement of Purpose (iii) Interview Skills, Group Discussion and Presentation Techniques (iv) Digital Etiquette and Career Readiness

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	3	3	3	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
C04	3	3	3	3	2	2	2	1	2	3	2	3
CO5	2	2	2	3	3	3	3	3	2	2	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical communication, professional integrity, responsible messaging, workplace communication standards
Gender	Medium–High	Gender-sensitive communication, inclusive language, representation in professional interactions
Human Values	High	Respect, clarity, empathy, interpersonal communication, teamwork and

Cross-cutting Issue	Level of Integration	Illustrative Components
		collaboration
Environment & Sustainability	Medium	Digital communication practices, responsible use of media, reducing communication barriers

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops communication competence, language proficiency, and employability skills
SDG 5	Gender Equality	Promotes inclusive and gender-sensitive communication
SDG 8	Decent Work & Economic Growth	Enhances professional communication for workplace readiness
SDG 9	Industry, Innovation & Infrastructure	Encourages digital communication and modern workplace tools
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical communication, transparency, and responsible discourse

Recommended Learning Resources

- A. Ganeshan & P. Lovely Viniliya Pual: *Communicative English*, Charulata Publications, 2020.
- Clampitt, Phillip G. *Communicating for Managerial Effectiveness*. Sage Publications, 2012.
- Adler, Ronald B., and George Rodman. *Understanding Human Communication*. Oxford University Press, 2015.
- Peters, Robert. *English Reading Comprehension Skills for Business*. Cambridge University Press, 2018.
- Rao, P.K. *Business Communication*. Himalaya Publishing, 2017.
- Adler, Ronald B., *Communicating at Work: Principles and Practices for Business and the Professions*. McGraw-Hill, 2012.
- Locker, Kitty O., and Donna Kaczmarek. *Business Communication: Building Critical Skills*. McGraw-Hill, 2016.

Psephology

(SKILL ENHANCEMENT COURSE)

Paper Code: PO 25001

Course Objectives:

To introduce students to the theoretical foundations, concepts, and scope of psephology as a scientific discipline. To enable learners to understand electoral systems, voting patterns, and the determinants of voter behavior through comparative and empirical perspectives. To familiarize students with the major tools, methods, and data sources used in election studies, including surveys, statistical models, and field-based research. To encourage critical engagement with contemporary debates on electoral reforms, campaign strategies, political communication, and democratic accountability. To foster the ability to analyze election outcomes using scientific reasoning, data interpretation, and evidence-based approaches.

Course Outcomes:

CO1: Demonstrate a clear understanding of the core principles, historical evolution, and disciplinary relevance of psephology.

CO2: Analyze electoral systems and assess how institutional designs influence political competition and voter choices.

CO3: Interpret voting behavior using theoretical models and empirical evidence derived from election data and survey research.

CO4: Apply basic statistical and analytical tools to examine electoral trends, predict outcomes, and evaluate polling accuracy.

CO5: Critically assess election campaigns, political messaging, and media influence through informed and scholarly perspectives.

CO5: Critically assess election campaigns, political messaging, and media influence through informed and scholarly perspectives.

Course Content:

Unit I: Introduction to Psephology

a) Meaning, nature, and scope of psephology

b) Origin and development of psephology

Unit II: Voting Behaviour and Electorate

a) Determinants of voting behaviour: social, economic, and psychological factors
b) Role of caste, class, religion, gender, and region in voting

Unit III: Elections and Electoral Process

a) Electoral systems: first-past-the-post and proportional representation
b) Role of Election Commission
c) Political parties and election campaigns
d) Opinion polls, exit polls, and survey methods

Unit IV: Psephology in India and Contemporary Trends

a) Voting behaviour in India
b) Regional and national election trends

Course Outcomes (COs)

Code	Outcome	Level
CO1	Understand principles and evolution.	Understand
CO2	Analyze electoral systems.	Analyze
CO3	Interpret voting behavior models.	Analyze
CO4	Apply statistical tools to trends.	Apply
CO5	Assess campaigns and media.	Evaluate

CO-PO Attainment Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2

SDG MAPPING

SDG	Title	Contribution
SDG 4	Quality Education	Foundational knowledge of discipline.
SDG 16	Peace and Justice	Understanding governance and institutions.

Suggested Readings:

1. Butler, David & Stokes, Donald.Political Change in Britain. Macmillan.
2. Norris, Pippa.Electoral Engineering: Voting Rules and Political Behavior. Cambridge University Press.
3. Dalton, Russell J. & Klingemann, Hans-Dieter (eds.).The Oxford Handbook of Political Behavior. Oxford University Press.
4. Yadav, Yogendra.Making Sense of Indian Elections. Orient Blackswan.
5. Sridharan, E. (ed.).India's Elections: Theory, Practice and Issues. Oxford University Press.
6. Chhibber, Pradeep.Democracy Without Associations. University of Michigan Press.
7. Kothari, Rajni.Politics in India. Orient Longman.
8. Newman, Bruce I. & Sheth, Jagdish N.A Theory of Political Choice Behavior. Praeger.
9. Election Commission of India.Election Reports and Statistical Data.
10. Verba, Sidney, Nie, Norman & Kim, Jae-On.Participation and Political Equality. Cambridge University

SEMESTER - IV

Western Political Thought-I (MAJOR)

Paper Code: PO20002

Course Objectives:

The paper has been designed to expose students to philosophical ideas of great thinkers from different eras of the human history like ancient, medieval and modern eras. To introduce students to the origin and development of Western political ideas. To familiarize learners with the contributions of major Western political thinkers. To understand key political concepts such as state, justice, liberty, equality, and democracy. To develop critical and analytical skills through the study of classical and modern political theories. To relate Western political ideas to contemporary political institutions and practices.

Course Outcomes:

CO1: Explain the political ideas of major Western thinkers such as Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, and Marx.

CO2: Analyze core concepts of Western political thought including state, sovereignty, law, liberty, equality, and justice.

CO3: Compare classical, medieval, and modern Western political theories.

CO4: Critically evaluate the relevance of Western political ideas in contemporary political systems.

CO5: Develop independent thinking and articulate arguments using political theory.

Course Content:

Unit-I: Greek Political Thought

a) Plato: Concept of Ideal State, Theory of Justice, Philosopher King, Concept of

Communism, Concept of Education

b) Aristotle: State and Its Classification, Theory of Revolution, Concept of Law and

Justice, Slavery, Citizenship

Unit-II: Renaissance and the Rise of Modernism

a) Machiavelli: Politics and State Craft, Views on ends and means, Separation of Morality and Politics

b) Hobbes: Human Nature, State of Nature and Social Contract; Theory of Absolute Sovereignty

Unit-III: Individualism and Collectivism

a) Locke: Human Nature, State of Nature and Social Contract; Theory of Natural Rights: Life, Liberty and Property, Concept of Limited Government,

b) Rousseau: Human Nature, State of Nature and Social Contract; General Will, Concept of Popular Sovereignty

Unit-IV: Utilitarianism

a) Bentham: Theory of Utilitarianism as the basis of moral and jurisprudence

b) J.S. Mill: Revision of Utilitarianism, Views on Liberty, Representative Government, Subjugation of Women

Bentham; J.S. Mill: Liberty and Subjugation of Women.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Explain political ideas of major Western thinkers.	Remember
CO2	Analyze core concepts (state, sovereignty, law).	Analyze
CO3	Compare classical, medieval, and modern theories.	Evaluate
CO4	Critically evaluate relevance in contemporary systems.	Evaluate
CO5	Develop independent thinking and articulate arguments.	Analyze

CO-PO Attainment Matrix (1-3 Mapping)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2

Cross-Cutting Integration

Issue	Level	Integration Focus
Human Values	Very High	Study of political structures, religious beliefs and philosophical traditions fosters understanding of cultural identity as per PSO4.
Gender	Medium	Analysis of women as political actors and gendering the welfare state (Unit analysis).
Environment	Medium	Understanding the politics of global pandemics and climate change issues in contemporary theory.
Professional Ethics	Low	Introduction to administrative ethics, research integrity and citizenship responsibilities.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of political structures and theories, contributing to civic literacy.
SDG 5	Gender Equality	Analysis of women's participation and representation in democratic institutions and political movements.
SDG 11	Sustainable Cities	Study of urban local governance and sustainable municipal management strategies.
SDG 16	Peace & Justice	Analysis of state formation, governance, and institutional frameworks for democratic accountability.

Suggested Readings:

1. Boucher, D. & Kelly, P. (2017). Political Thinkers: From Socrates to the Present Oxford University Press.
2. Jha, Shefali. (2018). Western political thought: From the ancient Greeks to modern times (2nd ed.). Pearson.
3. Mishra, R. K. (1957). Political Legacy of Plato and Aristotle. Kitab Mahal Publication.
4. Mukherjee, S., & Ramaswamy, S. (2004). Western political thought. PPO Learning.
5. Nelson, B. R. (2006). Western political thought. Pearson Education India.
6. Russel, B. (2005). History of Western Philosophy. Routledge.
7. Sabine, G. H. (2018). History of political theory. Oxford and IBH Publishers.

8. Skinner, Q. (2002). The foundations of modern political thought (Vol. 1, The Renaissance). Cambridge University Press.
9. Wayper, C. L. (2007). Teach yourself political thought. Surjeet Publication.

Indian Political Thought (MAJOR)

Paper Code: PO 20004

Course Objectives:

Indian political thought represents a rich and diverse intellectual tradition shaped by philosophical inquiry, historical experience, and socio-cultural evolution. From ancient normative frameworks grounded in texts like the *Arthashastra* and *Dharmaśāstra* to modern reformist visions articulated by thinkers such as Raja Rammohan Roy, Swami Vivekananda, M.K. Gandhi, B.R. Ambedkar, Jawaharlal Nehru, Rabindranath Tagore, and Ram Manohar Lohia, the tradition reflects a continuous dialogue between authority and liberty, community and individuality, spiritual ethics and political pragmatism. It examines fundamental concerns such as justice, governance, power, rights, duties, nationalism, social reform, and the moral basis of political life. Together, these ideas illustrate how indigenous philosophical legacies and colonial encounters contributed to shaping India's constitutional democracy, pluralistic culture, and modern political identity.

Course Outcomes:

CO1: Interpret foundational concepts in ancient and classical Indian political philosophy and assess their relevance to contemporary political structures.

CO2: Critically evaluate the contributions of major modern Indian thinkers and reformers to debates on nationalism, democracy, social justice, and statecraft.

CO3: Compare and contrast diverse ideological perspectiveswithin the Indian intellectual tradition, including liberal, nationalist, socialist, anti-caste, and religious-spiritual standpoints.

CO4: Analyze the historical conditions that shaped political ideas in colonial and post-colonial India, highlighting the interplay between tradition and modernity.

CO5: Apply theoretical insights from Indian political thought to understand present-day political issues, policy debates, and constitutional principles.

Course Content

Unit-I

a. Manu: Social Laws and Dharmic Government

b. Kautilya: Theory of State; Statecraft and Government

Unit-II

a. Barani: Theory of Kingship, Ideal Polity

b. Abul Fazl: Monarchy, Views on Administration

Unit-III

a. Rammohan Roy: Liberalism and Social Reforms

b. Pandita Ramabai: Gender and Social Reforms

Unit-IV

a. Swami Vivekananda: Ideal Society, Ideas on Hinduism

b. V. D. Savarkar: Hindutva, Nationalism

Course Outcomes (COs)

Code	Outcome	Level
CO1	Interpret foundational concepts.	Understand
CO2	Evaluate modern Indian thinkers.	Evaluate
CO3	Compare diverse ideological perspectives.	Analyze
CO4	Analyze historical conditions of ideas.	Analyze
CO5	Apply theoretical insights to issues.	Apply

CO-PO Attainment Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2

SDG Mapping

SDG	Title	Contribution
SDG 4	Quality Education	Foundational knowledge of discipline.
SDG 16	Peace and Justice	Understanding governance and institutions.

Suggested Readings:

1. Altekar, A. S. (2002). State and Government in Ancient India. (3rd ed.). Motilal Banarsidass.

2. Bayly, C. (2010). Rammohan and the advent of constitutional liberalism in India 1800-1830. In S. Kapila (Ed.), An Intellectual History for India. Cambridge University Press.

3. Chakrabarty,Bidyut and Pandey, Rajendra K. (2009). Modern Indian Political Thought: Text and Context. SAGE Publications.

4. Deutsch, Kenneth L. and Pantham, Thomas. (1986). Political Thought in Modern India. SAGE Publications.

5. Guha, Ramachandra.(2013). Makers of Modern India. Harvard University Press.

6. Habib, I. (1998). Ziya Barni's vision of the state. The Medieval History Journal, 2(1).

7. Kangle, R. P. (1997). Arthashastra of Kautilya-Part-III: A study. Motilal Banarsidass.

8. Mehta, V. R. (1996). Foundations of Indian Political Thought: An Interpretation from Manu to the Present Day. Manohar Publishers.

9. Olivelle, P. (2006). Introduction. In Manu's code of law: A critical edition and translation of the Manava-Dharmasastra. Oxford University Press.

10. Pantham, Thomas and Mehta, V.R. (2006). Political Ideas in Modern India: Thematic Explorations. SAGE Publications.

11. Roy, Himanshu and Singh, M.P. (2017). Indian Political Thought. Pearson India.

12. Sharma, R. S. (1991). Aspects of Political Ideas and Institutions in Ancient India. Motilal Banarsidass.

Indian Administration (MAJOR)

Paper Code: PO20006

Course Objectives:

The objective of the study ofIndian Administration is to enable students to understand the structure, functioning, and evolution of the administrative system in India. It aims to familiarize learners with the constitutional framework, organization of the Union and State administrations, and the role of civil services in policy formulation and implementation. The subject also seeks to develop an understanding of administrative reforms, accountability mechanisms, and the challenges faced by Indian administration in a democratic and federal setup, thereby helping students critically analyze governance and public service delivery in contemporary India.

Course Outcomes:

CO1:To provide students a basic understanding of the evolution of Indian Administration

CO2: To help students to gain knowledge about structural and functional dynamics of Indian administration.

CO3: To Know the evolutionary period of Indian Administration.

CO4: To Define the concept of the fundamental rights and duties of Indian Citizens

CO5: Explain the structure and functions of Union, State, and local administrations.

Course Content:

UNIT 1: Evolution of Indian administration

a) Genesis of Indian Administration
b) Government of India Act(s) of 1909, 1919, 1935.

UNIT 2: Salient Features of Indian Constitution

a) Fundamental Rights - its features and limitations
b) Directive Principles of State Policy
c) Fundamental Duties
d) Fundamental Duties

UNIT 3: Federal Structure in India

Centre-state relations: Legislative, Administrative and Financial

UNIT 4: Union Administration

a) Central Secretariat, Cabinet Secretariat,
b) Prime Minister's Office (PMO)
c) Prime Minister's Office (PMO)

Course Outcomes (COs)

Code	Outcome	Level
CO1	Understand evolution of administration.	Understand
CO2	Gain knowledge on structural dynamics.	Understand
CO3	Know evolutionary periods.	Remember
CO4	Define rights and duties.	Remember
CO5	Explain Union/State structures.	Understand

CO-PO Attainment Matrix

CO\P	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

O																	
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2

SDG MAPPING

SDG	Title	Contribution
SDG 4	Quality Education	Foundational knowledge of discipline.
SDG 16	Peace and Justice	Understanding governance and institutions.

Suggested Readings:

1. B.L. Fadia and KuldeepFadia, (2014) “Indian Administration” SahityaBhawan,Agra;
2. BidyutChakrabarty, Prakash Chand, (2016),“Indian Administration : Evolution and Practice” , SAGE Publications, New Delhi;
3. Amita Singh, (2005), Administration Reforms, Sage Publications, New Delhi
4. Kuldeep Mathur,(2015), Government to Governance, National Book Trust

5. Hoshiar Singh and Pankaj Singh (2011), Indian Administration, Pearson, Delhi.

6. S.R. Mahesswari (2011), Indian Administration, New Delhi, Orient Longman.

7. Pratap Bhanu Mehta &Nirja Gopal Jayal (2011), The Oxford Companion to Politics in India, Oxford University Press, New Delhi.

8. Padmalaya Mahapatra, (2013),"Indian Administration: Central – State – District", Gyanayuga, Bhubaneswar

Electoral Studies and Public Opinion Poll (MAJOR)

Paper Code: PO 20098

Course Objectives:

Democracy will be truly functional when the citizens would be informed about the electoral politics and exercise their choice independently without being influenced by any vested interest. Thus, Media plays a crucial role in shaping the popular opinion and intern affects the electoral politics. The course thus attempts to make the learners understand the significance of public opinion in electoral politics. It also reflects on the role and function of the election commissioner in ensuring free and fair election. The political parties are also to be studied to have a comprehensive understanding of electoral dynamics of political parties, media and public opinion.

Course Outcomes:

CO1: Learners would be aware of the significance of public opinion in electoral politics.

CO2: Learners would be aware of the Representation of People's Act, constituency and the dynamics of political parties in electoral politics.

CO3: This unit would enable the students to be informed about the Election Commission, election code of conduct with respect to the electoral politics.

CO4: The learners would know opinion polls, exit polls, their impact on electoral result and analysis of electoral data which would infuse pragmatic understanding about the electoral

behaviour in them.

CO5: Critically evaluate the reliability, limitations, and ethical issues of opinion polls

Course Content:

Unit I: What is Public Opinion, Agents of formulating Public Opinion, Ways of developing healthy public opinion

Unit II: Meaning of Electoral Studies. Representation of People's Act 1951, What is a Constituency, National and Regional Political Parties

Unit III: Composition and Powers of Election Commission in India, State Election Commission, Media and Election Model Code of Conduct.

Unit IV: Different stages of Election analysis, Opinion Poll, Exit Poll, Methods of analysing electoral Data, Analysing Media Reports.

Course Outcomes (COs)

Code	Outcome	Level
CO1	Aware of public opinion significance.	Understand
CO2	Aware of Representation Act.	Understand
CO3	Informed about Election Commission.	Understand
CO4	Know opinion polls and data analysis.	Apply
CO5	Evaluate reliability of polls.	Evaluate

CO-PO Attainment Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2

SDG MAPPING

SDG	Title	Contribution
SDG 4	Quality Education	Foundational knowledge of discipline.
SDG 16	Peace and Justice	Understanding governance and institutions.

Suggested Readings:

1. Verma, R., & Sardesai, S. (2014). Does media exposure affect voting behaviour andpolitical preferences in India?. Economic and political weekly, 82-88
2. .Kanungo, N. T.(2015). India's digital poll battle: Political parties and social media in the 16th Lok Sabha elections. Studies in Indian Politics, 3(2), 212-228.
3. Rai, P. (2021). Psephological fallacies of public opinion polling. Economic & PoliticalWeekly, 56(28), 51.
4. Fisher, J., Fieldhouse, E., Franklin, M. N., Gibson, R. K., Cantijoch, M., & Wlezien, C.(Eds.). (2018). The Routledge handbook of elections, voting behavior and public opinion(pp. 280-292). London: Routledge.
5. Morwitz, V. G., & Pluzinski, C. (1996). Do polls reflect opinions or do opinions reflectpolls? The impact of political polling on voters' expectations, preferences, and behavior.Journal of Consumer Research, 23(1), 53-67.
6. Traugott, M. W. (2014). Public opinion polls and election forecasting. PS: PoliticalScience & Politics, 47(2), 342-344.
7. Rai, P. (2021). Demystifying the Bandwagon Effect of Election Opinion Polls in India.Academia Letters, 2.

8. Lang, K., & Lang, G. E. (1984). The impact of polls on public opinion. The Annals ofthe American Academy of Political and Social Science, 472(1), 129-142.

Basic Concepts of Indian Administration (MINOR)

Paper Code: PO 22002

Course Objectives:

The objective of the study of Indian Administration is to enable students to understand the structure, functioning, and evolution of the administrative system in India. It aims to familiarize learners with the constitutional framework, organization of the Union and State administrations, and the role of civil services in policy formulation and implementation. The subject also seeks to develop an understanding of administrative reforms, accountability mechanisms, and the challenges faced by Indian administration in a democratic and federal setup, thereby helping students critically analyze governance and public service delivery in contemporary India.

Course Outcomes:

CO1: To provide students a basic understanding of the evolution of Indian Administration

CO2: To help students to gain knowledge about structural and functional dynamics of Indian administration.

CO3: To Know the evolutionary period of Indian Administration.

CO4: To Define the concept of the fundamental rights and duties of Indian Citizens

CO5: Explain the structure and functions of Union, State, and local administrations.

Course Content:

UNIT 1: Evolution of Indian administration

c) Genesis of Indian Administration
d) Government of India Act(s) of 1909, 1919, 1935.

UNIT 2: Salient Features of Indian Constitution

e) Fundamental Rights - its features and limitations

f) Directive Principles of State Policy

g) Fundamental Duties

UNIT 3: Federal Structure in India

Centre-state relations: Legislative, Administrative and Financial

UNIT 4: Union Administration

d) Central Secretariat, Cabinet Secretariat,

e) Prime Minister's Office (PMO)

Course Outcomes (COs)

Code	Outcome	Level
CO1	Understand evolution of administration.	Understand
CO2	Knowledge on functional dynamics.	Understand
CO3	Know evolutionary period.	Remember
CO4	Define rights and duties.	Remember
CO5	Explain Union/State structures.	Understand

CO-PO Attainment Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2

SDG	Title	Contribution
SDG 4	Quality Education	Foundational knowledge of discipline.

SDG 16	Peace and Justice	Understanding governance and institutions.

Suggested Readings:

1. B.L. Fadia and KuldeepFadia, (2014) "Indian Administration" SahityaBhawan, Agra;
2. BidyutChakrabarty, Prakash Chand, (2016),"Indian Administration : Evolution and Practice" , SAGE Publications, New Delhi;
3. Amita Singh, (2005), Administration Reforms, Sage Publications, New Delhi
4. Kuldeep Mathur,(2015), Government to Governance, National Book Trust
5. Hoshiar Singh and Pankaj Singh (2011), Indian Administration, Pearson, Delhi.
6. S.R. Maheswari (2011), Indian Administration, New Delhi, Orient Longman.
7. Pratap Bhanu Mehta &Nirja Gopal Jayal (2011), The Oxford Companion to Politics in India, Oxford University Press, New Delhi.
8. Padmalaya Mahapatra, (2013),"Indian Administration: Central – State – District", Gyanayuga, Bhubaneswar

Professional communication
Course Code: AE24002

Course Objectives:

- Understand the fundamental principles of the writing process and the conventions of academic and professional writing.
- Develop the ability to summarize and paraphrase texts accurately using their own words while maintaining the original meaning.
- Enhance critical thinking skills through the synthesis, analysis, interpretation, and evaluation of ideas and information.
- Learn to structure coherent and logical arguments with effective introductions, supporting points, and conclusions.
- Apply professional communication skills to produce clear, organized, ethical, and audience-appropriate written communication.

Course Outcomes:

- Explain and apply the fundamental principles of the writing process and conventions of academic writing.
- Summarize and paraphrase academic and professional texts accurately, clearly, and ethically in their own words.
- Demonstrate critical thinking through the synthesis, analysis, interpretation, and evaluation of information and arguments.
- Construct well-organized arguments with effective introductions, logical development of ideas, appropriate transitions, and meaningful conclusions.
- Produce coherent, concise, grammatically appropriate, and audience-oriented written communication for academic and professional purposes.

Course Contents:

Unit I: Fundamentals of Professional Communication

- Nature, Scope, and Importance of Professional Communication.
- Principles and Barriers of Effective Communication.
- Verbal and Non-verbal Communication Skills.
- Listening Skills and Professional Etiquette.

Unit II: Written Professional Communication

- Business Letters and Official Correspondence.
- Email Writing and Digital Communication Etiquette.
- Report Writing, Memos, and Notices.
- Résumé/CV, Cover Letter, and Job Application Writing.

Unit III: Oral Communication and Presentation Skills

- Public Speaking and Presentation Techniques.
- Group Discussion and Team Communication.
- Interview Skills and Professional Interaction.
- Meeting Management and Minute Writing.

Unit IV: Workplace Communication and Employability Skills

- Workplace Ethics and Cross-cultural Communication.
- Leadership, Teamwork, and Conflict Resolution.
- Negotiation and Interpersonal Communication Skills.
- Professional Networking and Career Development Skills.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	3	3	3	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	3	3	3	3	2	1	1	1	2	3	1	3
CO5	3	2	2	2	2	1	1	1	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	2
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical business communication, academic integrity, plagiarism avoidance, transparency in reporting
Gender	Medium–High	Inclusive language, gender-sensitive communication in professional settings
Human Values	High	Clarity, respect, professionalism, teamwork, effective interpersonal communication
Environment & Sustainability	Medium	Digital communication practices, responsible information sharing, reducing communication barriers

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	**Quality Education**	Develops advanced writing, analytical, and communication skills
SDG 5	**Gender Equality**	Encourages inclusive and equitable communication practices
SDG 8	**Decent Work & Economic Growth**	Enhances employability through professional communication skills
SDG 9	**Industry, Innovation & Infrastructure**	Promotes digital and organizational communication competence
SDG 16	**Peace, Justice & Strong Institutions**	Supports ethical communication, accountability, and transparency

Recommended Learning Resources

- Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
- Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient Black Swan, 2010).
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP,
- 2nd edn, 1998).
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).
- Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves That Matter in Academic Writing*. 4th Edition, W.W. Norton, 2018.

- Cottrell, Stella. *The Study Skills Handbook*. 5th Edition, Macmillan, 2019.
- Purdue Online Writing Lab (OWL). *Paraphrasing and Summarizing*. Purdue University, 2020.
- Paul, Richard, and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*. 2nd Edition, Pearson, 2012.
- Kirkman, Thomas W. *Academic Argument: Writing, Reading, and Thinking Critically*. Longman, 2013.

SEMESTER V

(SINGLE MAJOR)

Western Political Thought - II

(MAJOR)

Paper Code: PO30001

Course Objectives:

In continuation with the first course of Western Political Thought the structure of this course is designed in such a way as to enable the students to understand the continuity in Western Political Thought. This paper focuses on thinkers and themes of western political philosophy of the medieval and modern periods. An attempt has been made to understand thinkers and texts both from philosophical and historical perspective. The main objective is to train students in the foundational texts and thinkers of western political philosophy. Taking forward from the earlier thinkers belonging to Western Political Thought, this course highlights the modern advances in political philosophies ranging from socialism, critical theory, feminism, and so on.

Course Outcomes:

CO1: Explain the political ideas of major Western thinkers such as Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, and Marx.

CO2: Analyze core concepts of Western political thought including state, sovereignty, law, liberty, equality, and justice.

CO3: Compare classical, medieval, and modern Western political theories.

CO4: Critically evaluate the relevance of Western political ideas in contemporary political systems.

CO5: Develop independent thinking and articulate arguments using political theory.

Course Content:

Unit- I: Idealism and Socialism

a) Hegel: Dialectical Idealism; Concept of State; Theory of Freedom

b) Karl Marx: Dialectical Materialism; Historical Materialism; Concept of Class;

State and Revolution, Theory of Alienation

Unit-II: Critical Theories

a) Gramsci: Power, Hegemony and Civil Society, Role of Intellectuals, Types of

War

b) Jurgen Habermas: Legitimation Crisis, Theory of Communicative Action

Unit- III: Feminist Thinkers

a) Marry Wollstonecraft: Men's right and Women's freedom, Idea of Women Education

b) Carole Pateman: The Sexual Contract; Democracy, Participation and Obligation; Patriarchy, Contract and Property

Unit- IV: Contemporary Liberalism & Its Critics

a) John Rawls: Justice as Fairness, Original Position, Veil of Ignorance

b) Martha Nussbaum: Capability Approach, Human Development, Global Justice

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Explain the political ideas of major Western thinkers such as Hegel, Marx, Gramsci, and Rawls.	Remember
CO2	Analyze core concepts of Western political thought including state, sovereignty, power, and justice.	Understand
CO3	Compare classical, medieval, and modern Western political theories.	Analyze
CO4	Critically evaluate the relevance of Western political ideas in contemporary political systems.	Evaluate
CO5	Develop independent thinking and articulate arguments using political theory.	Create

CO–PO Attainment Matrix (1–3 Mapping)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2

CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2
Average	**2.0**	**3.0**	**2.0**	**2.4**	**2.2**	**2.4**	**1.4**	**1.4**	**2.0**	**1.2**	**1.4**	**2.4**	**3.0**	**2.2**	**2.0**	**2.2**	**1.4**

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 justice, freedom, and human development fosters ethical thinking.
Gender	Very High	Unit III on Wollstonecraft and Pateman focuses on patriarchy and women's freedom.
Environment	Low	Discussions on human development and capability approach.
Professional Ethics	Medium	Critical evaluation of power and communicative action instills integrity.

SDG Mapping

SDG No.	**SDG Title**	**Contribution**
SDG 4	Quality Education	Provides foundational political philosophy for critical thinking.
SDG 5	Gender Equality	Focuses on feminist perspectives and education for women.
SDG 10	Reduced Inequalities	Marxist and Rawlsian frameworks address socio-

		economic disparities.
SDG 16	Peace, Justice and Strong Institutions	Analysis of justice and state institutional ethics.

Suggested Readings:

1. Heywood, A. (2004). Political Theory: An Introduction. Palgrave Macmillan.
2. Mukherjee, S., & Ramaswamy, S. (2004). A History of Political Thought: Plato to Marx.
3. Nelson, B. R. (2006). Western political thought. Pearson Education India.
4. Russell, B. (2005). History of Western philosophy. Routledge.
5. Sabine, G. H. (2018). History of Political Theory. Oxford and IBH Publishers.
6. Skinner, Q. (2002). The Foundations of Modern Political Thought (Vol. 1, The Renaissance). Cambridge University Press.
7. Wayper, C. L. (2007). Teach Yourself Political Thought. Surjeet Publication.

Political Theory-II (MAJOR)

Paper Code: PO 30003

Course Objectives:

The time we live in is truly fascinating. Political theory is what we turn to in order to makesense of and possibly even alter our times. The ideas and guidelines we employ to analyse,interpret, and assess political events are laid forth in political theory. This course attempts toconstruct those political ideas which explain the problems of contemporary times and address

those problems. First, it intends to make students aware of the political issues which emerge

from the interaction between individual and community. Community and identity politics are two important aspects of political life. This course familiarizes students with political ideas in a community context. New forms of political communication have significantly affect societies. For example, impact of AI on political decisions, impact of technology in election management are something that traditional political actors like state and individual just can not imagine. The course then proceeds to analyse the changing dimensions of freedom and justice in the context of a new technocratic society. Further, the issues of climate change and how it needs to be part of any theory building exercise is something that a student of political science should be aware of. Traditionally justice was seen as one of the most important aspects of any political study. However, justice was always understood in the context of the state. With largescale migration and the evolution of a global society, the traditional justice framework needs to change.

Course Outcomes:

CO1: The students will be able to understand, explain and analyse the dynamic interaction between individual and community and how different contesting political ideas are settled in apolitical system

CO2: This will cultivate analytical skills among students on new forms of communicationand technological development affect the issues of freedom and justice.

CO3: The students will be able to explain emerging political issues like citizenship,pandemics in a global context

CO4: The students will develop understanding on the framework of justice in a global perspective.

Course Content:

Unit-I: Individual and Community

a) Politics of Identity

b) Demands for Equality, Recognition and Group Rights

c) Politics of Difference

Unit-II: Emerging Issues in Freedom and Justice

a) AI and Its Impact on Political Community

b) Technology and Its Impact on Election and Democratic Process

c) Digital Technologies and its control over individual's freedom and justice

Unit-III: Global Challenges

a) Citizenship and State Boundaries

b) The Politics of Global pandemics

Unit-IV: Global Justice

a) Cosmopolitanism and Justice

b) Distributive Justice at Home and Abroad

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand, explain, and analyse the dynamic interaction between individual and community and how contesting political ideas are settled.	Analyze
CO2	Cultivate analytical skills regarding how new forms of communication and technological development affect freedom and justice.	Analyze
CO3	Explain emerging political issues like citizenship and pandemics in a global context.	Understand
CO4	Develop a comprehensive understanding of the framework of justice from a global perspective.	Understand

CO–PO Attainment Matrix (1–3 Mapping)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
Average	**2.00**	**3.00**	**2.00**	**2.25**	**2.00**	**2.25**	**1.25**	**1.25**	**2.00**	**1.00**	**1.25**	**2.25**	**3.00**	**2.00**	**2.00**	**2.00**	**1.25**

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 identity politics, recognition, and global justice fosters understanding of communal harmony and universal human rights.
Gender	High	Integration of gender issues through the study of recognition, group rights, and specific readings on gender and caste in Unit I.
Environment	Medium	Understanding the necessity of including climate change in modern theory building and its impact on global justice (Unit III).
Professional Ethics	Medium	Analysis of the ethical implications of AI and digital technology on individual freedom and democratic processes (Unit II).

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides critical analytical tools for students to engage with contemporary political issues and theories.
SDG 5	Gender Equality	Addresses gendered political issues through the lens of equality and group rights.
SDG 10	Reduced Inequalities	Focuses on identity politics, politics of difference, and distributive justice to address social and economic

		disparities.
SDG 16	Peace, Justice and Strong Institutions	Explores frameworks for global justice and the impact of technology on institutional democratic processes.

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Suggested Readings:

1. Bhargava, R., & Acharya, A. (Eds.). (2008). Political theory: An introduction. NewDelhi: Pearson Longman.
2. Casal, P., & William, A. (2008). Equality. In C. McKinnon (Ed.), Issues in Political Theory (pp. 149-165). Oxford University Press.
3. Jha, M. (2001). Ramabai: Gender and caste. In M. P. Singh & H. Roy (Eds.), Indian Political Thought: Themes and Thinkers. Pearson.
4. Menon, N. (2008). Gender. In R. Bhargava & A. Acharya (Eds.), Political theory: An introduction (pp. 224-235). New Delhi: Pearson Longman.
5. Riley, J. (2008). Liberty. In C. McKinnon (Ed.), Issues in political theory (pp. 103-125). New York: Oxford University Press

Comparative Politics (MAJOR)

Paper Code: PO 30005

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.

CO 3. Demonstrate an ability to anticipate, formulate, and effectively respond to counter arguments.

CO 4. Demonstrate an ability to gather and critically organize a variety of scholarly sources in ways that engage relevant literature.

CO5: Explain major theories and methodological approaches used in the comparative analysis of political systems.

Course Content:

Unit: I: Introduction

a. Approaches: Institutional and Neo-Institutional Approaches

Behavioural Approach: Systems Theory and Structural Functionalism

Rational Choice Approach

b. Colonialism in Comparative Perspective, Decolonization

Unit: II: States and Nations

a. Modern Nation State in the West

State Theories: Constitutional

b. The Welfare State: Emergence, Development and Challenges

c. The State in the Developing World; Ethnicity and Nationalism, Nation Building in the Developing World

Unit: III: Culture and Communication

a. Political Culture: Overview

The Civic Culture, Political Trust and Social Capital

Post Materialism, Huntington's Clash of Civilization

b. Political Communication, Mass Media and Democracy: Media influence, Social Media, Impact of New Technology

Unit- IV: Democratization and Development

a. Democratization: Regime Transformation, Waves of Democratization, Democratic consolidation, Role of Civil Society in Democracy

b. Theories of Development and Under-Development: Political Development, Modernization, Under-Development and Dependency, Globalization and Development

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand and explain major theories and methodological approaches used in the comparative analysis of political systems.	Remember
CO2	Demonstrate an ability to coherently formulate arguments about politics and respond effectively to counterarguments.	Understand
CO3	Analyze the development of the modern nation-state and the theories of the welfare state across different regions.	Analyze
CO4	Evaluate the impact of political culture, mass media, and new technologies on democratic communication and trust.	Evaluate
CO5	Describe the processes of democratization and the theories of under-development and globalization in the developing world.	Understand

CO–PO Attainment Matrix (1–3 Mapping)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1

CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2
Average	**2.0**	**3.0**	**2.0**	**2.4**	**2.2**	**2.4**	**1.4**	**1.4**	**2.0**	**1.2**	**1.4**	**2.4**	**3.0**	**2.2**	**2.0**	**2.2**	**1.4**

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 democratic consolidation, social capital, and the role of civil society fosters an understanding of human dignity and collective values.
Gender	Medium	Analysis of welfare states and nation-building includes considerations of gender-inclusive civil societies and social policies.
Environment	Low	Discussion on globalization and development theories touches upon the ecological costs of modernization and under-development.
Professional Ethics	Low	Studying the impact of mass media and social media influence instills an understanding of ethical communication and democratic integrity.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of global political systems, contributing to political literacy and analytical education.
SDG 10	Reduced Inequalities	Analysis of decolonization, dependency theories, and nation-building in the developing world focuses on global inequalities.
SDG 16	Peace, Justice and Strong Institutions	Focus on democratization, constitutional state theories, and the role of civil society in building robust democratic institutions.
SDG 17	Partnerships for the Goals	Exploration of globalization and development models emphasizes the importance of global cooperation and partnership.

Suggested Readings:

6. Howard, R. M. (2009). Culture in comparative political analysis. In M. **Lichbach & A.**
7. Zuckerman (Eds.), Comparative politics: Rationality, culture, and structure (pp. 134-161). Cambridge University Press.
8. Kopstein, J., & Lichbach, M. (Eds.). (2005). Comparative politics: Interests, identities,and Institutions in a Changing Global Order. Cambridge University Press.
9. Landman, T. (2008). Issues and methods in Comparative Politics: An Introduction.Routledge.
10. Mohanty, M. (1975). Comparative Political Theory and Third World Sensitivity. InTeaching Politics. pp. 22-38.
11. Pennington, M. (2009). Theory, institutional and comparative politics. In J. Bara & M.
12. Pennington (Eds.). Comparative politics: Explaining democratic systems. (pp. 13-40).Sage Publications.
13. Rosamond, B. (2005). Political culture. In B. Axford, et al. (Eds.), Politics. (pp. 57-

81).Routledge.

Government and Politics in Odisha (MAJOR)

Paper code: PO 30007

Course Objectives:

Odisha's governmental and political structures reflect the broader constitutional framework of India while retaining distinct regional characteristics shaped by its history, socio-cultural

composition, and developmental priorities. The state operates under a parliamentary system in which executive authority is vested in the Governor, appointed by the President of India, and exercised through the Council of Ministers headed by the Chief Minister. The Odisha Legislative Assembly constitutes the primary law-making body and plays a central role in shaping policies related to economic development, tribal welfare, education, and natural resource management. Political life in Odisha has been influenced by both national parties and strong regional leadership. Over recent decades, regional political formations have gained prominence, emphasizing governance reforms, disaster management, and welfare-oriented initiatives. Electoral politics in the state are characterized by high voter engagement, significant representation of Scheduled Tribes and Scheduled Castes, and recurring debates on issues such as resource allocation, mining regulations, environmental sustainability, and regional disparities. Bureaucratic institutions, civil society organizations, and grassroots democratic bodies—particularly Panchayati Raj Institutions—collectively contribute to the functioning of the state's governance system. Overall, Odisha's political landscape illustrates a dynamic interaction between tradition, regional interests, and the evolving imperatives of democratic governance.

Course Outcomes:

CO1: Demonstrate an understanding of the constitutional and institutional foundations of the government system in Odisha.

CO2: Analyze the evolution of Odisha's political culture, electoral behavior, and party dynamics.

CO3: Evaluate key public policies in the state, particularly those addressing development, tribal welfare, resource governance, and disaster management.

CO4: Examine the role of local governance institutions and assess their contribution to participatory democracy in Odisha.

CO5: Apply political science concepts to critically interpret contemporary political issues, regional movements, and administrative challenges within the state.

Course Content

Unit-I: Background of Odisha Politics

a. Odia Nationalism and Emergence of Odisha as a Separate Province

b. Odisha in Nationalist Movement, Praja Mandal Movement, Communist and Socialist

Movements

Unit-II: Political Structure and Process in Odisha

a. Role of Chief Minister in Odisha Politics

b. Growth and Development of Political Parties: National and Regional parties, Pattern of

Coalition politics in Odisha, Regionalism in Odisha Politics

c. Electoral Trends and Patterns of Electoral Behaviour in Odisha

Unit-III: Social Structure, Development and Politics

a. Role of Class, Caste, Tribe, and Gender in Politics

b. Social Welfare policies in Odisha: Poverty alleviation programmes, Self-Help Groups

Unit IV: Dynamics of People's Movements in Odisha

a. Tribal Development: Tribal Advisory Council, Integrated Tribal Development Agency,

Implementation of Forest Right Act, 2006

b. Development and Dispossession: Anti-displacement movements, Naxalite movement

c. Women's Movement, Dalit Movement and Tribal Movement

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Demonstrate an understanding of the constitutional and institutional foundations of the government system in Odisha.	Understand
CO2	Analyze the evolution of Odisha's political culture, electoral behavior, and party dynamics.	Analyze
CO3	Evaluate key public policies in the state, particularly those addressing development, tribal welfare, and disaster management.	Evaluate
CO4	Examine the role of local governance institutions and assess their contribution to participatory democracy in Odisha.	Analyze
CO5	Apply political science concepts to critically interpret contemporary political issues, regional movements, and	Apply

	administrative challenges.	

CO–PO Attainment Matrix (1–3 Mapping)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	1	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	1	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	3	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	3	1	1	3	1	1	2	3	2	2	2	1
CO5	2	3	2	3	2	3	2	2	2	2	2	3	3	3	2	3	2
Average	**2.0**	**3.0**	**2.0**	**2.4**	**1.8**	**2.6**	**1.4**	**1.4**	**2.2**	**1.2**	**1.4**	**2.4**	**3.0**	**2.2**	**2.0**	**2.2**	**1.4**

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 Odia Nationalism, Praja Mandal movements, and tribal rights fosters values of social justice and constitutional morality.
Gender	High	Dedicated focus on the role of gender in politics, Self-Help Groups (SHGs), and women's movements (Units III & IV).
Environment & Sustainability	High	Discussion on mining regulations, the Forest Rights Act (2006), and anti-displacement movements (Unit IV).
Professional Ethics	Medium	Study of bureaucratic institutions and administrative challenges in

		state governance (Unit II).

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Analysis of poverty alleviation programmes and SHG-led welfare initiatives in Odisha.
SDG 5	Gender Equality	Study of women's movements and their role in regional political participation.
SDG 10	Reduced Inequalities	Focus on tribal development (ITDA), Dalit movements, and regional disparities within the state.
SDG 16	Peace, Justice and Strong Institutions	Examination of the Odisha Legislative Assembly, Panchayati Raj, and administrative reforms.

Text Books:

1. Das, B. (2022). Political history of Modern Odisha. BK publication,
2. Ghosh, S. (1979). Odisha in Turmoil: A Study of Political Developments. Book landInternational, Bhubaneswar.
3. Jena, B. B. and Baral, J.K. (1988). Government and politics in Odisha. Print House (India).
4. Mohanty, M. (2004). Caste, Class and Gender. SAGE Publications.
5. Nanda, S. (1979). Coalition Politics in Odisha. Sterling Publishers.

Suggested reading

1. Padhi, A.P. (1985). Indian State politics: A case study of Odisha. B.R. Publishing Corporation.
2. Rout, B.C. (2006). The State govt and administration in Odisha. Panchashila Publication

Odisha Government and Politics (MINOR)

Paper code: PO 32001

Course Objectives:

Odisha's governmental and political structures reflect the broader constitutional framework of India while retaining distinct regional characteristics shaped by its history, socio-cultural

composition, and developmental priorities. The state operates under a parliamentary system in which executive authority is vested in the Governor, appointed by the President of India, and exercised through the Council of Ministers headed by the Chief Minister. The Odisha Legislative Assembly constitutes the primary law-making body and plays a central role in shaping policies related to economic development, tribal welfare, education, and natural resource management. Political life in Odisha has been influenced by both national parties and strong regional leadership. Over recent decades, regional political formations have gained prominence, emphasizing governance reforms, disaster management, and welfare-oriented initiatives. Electoral politics in the state are characterized by high voter engagement, significant representation of Scheduled Tribes and Scheduled Castes, and recurring debates on issues such as resource allocation, mining regulations, environmental sustainability, and regional disparities. Bureaucratic institutions, civil society organizations, and grassroots democratic bodies—particularly Panchayati Raj Institutions—collectively contribute to the functioning of the state's governance system. Overall, Odisha's political landscape illustrates a dynamic interaction between tradition, regional interests, and the evolving imperatives of democratic governance.

Course Outcomes:

CO1: Demonstrate an understanding of the constitutional and institutional foundations of the government system in Odisha.

CO2: Analyze the evolution of Odisha's political culture, electoral behavior, and party dynamics.

CO3: Evaluate key public policies in the state, particularly those addressing development, tribal welfare, resource governance, and disaster management.

CO4: Examine the role of local governance institutions and assess their contribution to participatory democracy in Odisha.

CO5: Apply political science concepts to critically interpret contemporary political issues, regional movements, and administrative challenges within the state.

Course Content

Unit-I: Background of Odisha Politics

a. Odia Nationalism and Emergence of Odisha as a Separate Province

b. Odisha in Nationalist Movement, Praja Mandal Movement, Communist and Socialist

Movements

Unit-II: Political Structure and Process in Odisha

a. Role of Chief Minister in Odisha Politics

b. Growth and Development of Political Parties: National and Regional parties, Pattern of

Coalition politics in Odisha, Regionalism in Odisha Politics

c. Electoral Trends and Patterns of Electoral Behaviour in Odisha

Unit-III: Social Structure, Development and Politics

a. Role of Class, Caste, Tribe, and Gender in Politics

b. Social Welfare policies in Odisha: Poverty alleviation programmes, Self-Help Groups

Unit IV: Dynamics of People's Movements in Odisha

a. Tribal Development: Tribal Advisory Council, Integrated Tribal Development Agency,

Implementation of Forest Right Act, 2006

b. Development and Dispossession: Anti-displacement movements, Naxalite movement

c. Women's Movement, Dalit Movement and Tribal Movement

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Demonstrate an understanding of the constitutional and institutional foundations of the government system in Odisha.	Understand
CO2	Analyze the evolution of Odisha's political culture, electoral behavior, and party dynamics.	Analyze
CO3	Evaluate key public policies in the state, particularly those addressing development, tribal welfare, resource governance, and disaster management.	Evaluate
CO4	Examine the role of local governance institutions and assess their contribution to participatory democracy in Odisha.	Analyze
CO5	Apply political science concepts to critically interpret contemporary political issues, regional movements, and	Apply

	administrative challenges within the state.	

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) and PSOs from the "Political Science / History Four year UG programme Common Preamble")

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2
Average	**2.0**	**3.0**	**2.0**	**2.4**	**2.2**	**2.4**	**1.4**	**1.4**	**2.0**	**1.2**	**1.4**	**2.4**	**3.0**	**2.2**	**2.0**	**2.2**	**1.4**

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 nationalist and Praja Mandal movements, tribal development, and forest rights fosters values of social justice and regional heritage.
Gender	High	Examination of the role of gender in politics, Self-Help Groups (SHGs), and dynamics of women's movements in Odisha.
Environment	High	Focus on mining regulations, anti-displacement movements, and environmental sustainability

		in resource governance.
Professional Ethics	Medium	Analysis of bureaucratic institutions, administrative challenges, and institutional foundations instills ethical governance.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Analysis of social welfare policies and poverty alleviation programmes in regional Odisha.
SDG 5	Gender Equality	Study of women's movements and the role of Self-Help Groups in socio-political empowerment.
SDG 10	Reduced Inequalities	Focus on tribal advisory councils, Dalit movements, and representation of Scheduled Tribes/Castes.
SDG 16	Peace, Justice and Strong Institutions	Analysis of local governance, Panchayati Raj, and institutional foundations of the state structure.

Suggested Readings:

1. Das, B. (2022). Political history of Modern Odisha. BK publication,
2. Ghosh, S. (1979). Odisha in Turmoil: A Study of Political Developments. Book landInternational, Bhubaneswar.
3. Jena, B. B. and Baral, J.K. (1988). Government and politics in Odisha. Print House (India).
4. Mohanty, M. (2004). Caste, Class and Gender. SAGE Publications.
5. Nanda, S. (1979). Coalition Politics in Odisha. Sterling Publishers.
6. Padhi, A.P. (1985). Indian State politics: A case study of Odisha. B.R. Publishing Corporation.
7. Rout, B.C. (2006). The State govt and administration in Odisha. Panchashila Publication

Internship
Paper Code: IP37081

Course Title: Internship

Code	Course Title	Credit	L-T-P
IP37081	Internship	2	0-0-2

Course Objectives:

The internship provides students with practical exposure to professional work environments by applying academic knowledge to real-world problems. It develops technical competence, problem-solving ability, communication, teamwork, ethical practices, and project management skills while fostering industry readiness, professional responsibility, lifelong learning, and experiential understanding of organizational practices.

Course Outcomes:

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

- **CO1 (Knowledge/Remember):** Recall and describe the organizational structure, professional practices, workplace ethics, safety regulations, and operational procedures followed in the internship organization.
- **CO2 (Understanding):** Explain and interpret industry requirements, project workflows, organizational processes, professional responsibilities, and the application of theoretical concepts in real-world environments.
- **CO3 (Application):** Apply domain knowledge, technical skills, modern tools, and problem-solving techniques to complete assigned tasks and projects effectively in a professional setting.
- **CO4 (Analysis):** Analyze real-world problems, evaluate alternative solutions, interpret project outcomes, and recommend appropriate improvements based on technical and organizational requirements.
- **CO5 (Synthesis/Evaluation):** Demonstrate professional competence by planning, executing, documenting, and presenting internship work while exhibiting effective communication, teamwork, ethical conduct, project management, and lifelong learning skills.

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

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
CO1	2	1	-	-	1	-	2	3	1	2	-	-	2	1	-	-
CO2	2	2	1	1	2	2	2	3	2	2	2	2	2	2	1	-
CO3	2	3	3	2	–	2	2	2	3	2	3	2	2	3	2	2
CO4	2	3	2	–	–	3	2	2	2	3	3	2	3	2	2	2
CO5	2	3	3	–	3	3	3	3	3	3	3	3	3	3	3	3

Course Duration: 38 hours

Total Practical / Lab Experiments: [38 Lab Contact Hours]

1. **Internship Orientation and Workplace Induction**
   - Introduction to the organization
   - Workplace policies, ethics, and safety guidelines
   - Understanding organizational structure and work culture
2. **Technical Skill Development**
   - Training on organization-specific software, tools, or technologies
   - Familiarization with development environments, databases, cloud platforms, or hardware (as applicable)
3. **Assignment and Task Execution**
   - Participation in project-related activities
   - Requirement analysis and task planning
   - Problem identification and solution implementation
   - Testing and validation of assigned work
4. **Documentation and Reporting**
   - Maintenance of daily work diary/logbook
   - Weekly progress reports
   - Preparation of technical documentation
5. **Professional Skills Development**
   - Team collaboration
   - Technical communication
   - Time management
   - Professional ethics and workplace responsibility
6. **Project Demonstration**
   - Presentation of completed work
   - Demonstration of developed solution or assigned tasks

- Interaction with industry/faculty mentor

7. **Internship Report and Viva Voce**
    - Submission of internship report
    - Seminar presentation
    - Viva voce examination

Suggested Assessment Scheme

Component	**Weightage (%)**
Industry/Supervisor Evaluation	30
Faculty Mentor Evaluation	20
Daily Logbook and Attendance	15
Internship Report	20
Presentation and Viva Voce	15

SDG Mapping for this Course

SDG	**Title**	**Contribution**
SDG 4	Quality Education	Experiential learning
SDG 8	Decent Work and Economic Growth	Work-readiness, industry exposure
SDG 9	Industry, Innovation and Infra	Understanding real-world systems
SDG 10	Reduced Inequalities	Application in tribal/rural/NGO contexts

SEMESTER V

(DOUBLE MAJOR)

Western Political Thought -II

(MAJOR)

Paper Code: PO30001

Course Objective:

In continuation with the first course of Western Political Thought the structure of this course is designed in such a way as to enable the students to understand the continuity in Western Political Thought. This paper focuses on thinkers and themes of western political philosophy of the medieval and modern periods. An attempt has been made to understand thinkers and texts both from philosophical and historical perspective. The main objective is to train students in the foundational texts and thinkers of western political philosophy. Taking forward from the earlier thinkers belonging to Western Political Thought, this course highlights the modern advances in political philosophies ranging from socialism, critical theory, feminism, and so on.

Course Outcomes:

CO1: Explain the political ideas of major Western thinkers such as Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, and Marx.

CO2: Analyze core concepts of Western political thought including state, sovereignty, law, liberty, equality, and justice.

CO3: Compare classical, medieval, and modern Western political theories.

CO4: Critically evaluate the relevance of Western political ideas in contemporary political systems.

CO5: Develop independent thinking and articulate arguments using political theory.

Course Content:

Unit- I: Idealism and Socialism

a) Hegel: Dialectical Idealism; Concept of State; Theory of Freedom

b) Karl Marx: Dialectical Materialism; Historical Materialism; Concept of Class;

State and Revolution, Theory of Alienation

Unit-II: Critical Theories

a) Gramsci: Power, Hegemony and Civil Society, Role of Intellectuals, Types of

War

b) Jurgen Habermas: Legitimation Crisis, Theory of Communicative Action

Unit- III: Feminist Thinkers

a) Marry Wollstonecraft: Men's right and Women's freedom, Idea of Women Education

b) Carole Pateman: The Sexual Contract; Democracy, Participation and Obligation; Patriarchy, Contract and Property

Unit- IV: Contemporary Liberalism & Its Critics

a) John Rawls: Justice as Fairness, Original Position, Veil of Ignorance

b) Martha Nussbaum: Capability Approach, Human Development, Global Justice

Suggested Readings:

14. Heywood, A. (2004). Political Theory: An Introduction. Palgrave Macmillan.

15. Mukherjee, S., & Ramaswamy, S. (2004). A History of Political Thought: Plato to Marx.

16. Nelson, B. R. (2006). Western political thought. Pearson Education India.

17. Russell, B. (2005). History of Western philosophy. Routledge.

18. Sabine, G. H. (2018). History of Political Theory. Oxford and IBH Publishers.

19. Skinner, Q. (2002). The Foundations of Modern Political Thought (Vol. 1, The Renaissance). Cambridge University Press.

20. Wayper, C. L. (2007). Teach Yourself Political Thought. Surjeet Publication.

Political Theory -II (MAJOR)

Paper Code: PO 30003

Course Objectives:

The time we live in is truly fascinating. Political theory is what we turn to in order to make sense of and possibly even alter our times. The ideas and guidelines we employ to analyse,interpret, and assess political events are laid forth in political theory. This course attempts toconstruct those political ideas which explain the problems of contemporary times and address

those problems. First, it intends to make students aware of the political issues which emerge

from the interaction between individual and community. Community and identity politics are two important aspects of political life. This course familiarizes students with political ideas ina community context. New forms of political communication have significantly affectesocieties. For example, impact of AI on political decisions, impact of technology in electionmanagement are something that traditional political actors like state and individual just cannotimagine. The course then proceeds to analyse the changing dimensions of freedom and justicein the context of a new technocratic society. Further, the issues of climate change and how itneeds to be part of any theory building exercise is something that a student of political scienceshould be aware of. Traditionally justice was seen as one of the most important aspects of anypolitical study. However, justice was always understood in the context of the state. With largescale migration and the evolution of a global society, the traditional justice framework needsto change.

Course Outcomes:

CO1: The students will be able to understand, explain and analyse the dynamic interactionbetween individual and community and how different contesting political ideas are settled in apolitical system

CO2: This will cultivate analytical skills among students on new forms of communicationand technological development affect the issues of freedom and justice.

CO3: The students will be able to explain emerging political issues like citizenship,pandemics in a global context

CO4: The students will develop understanding on the framework of justice in a global perspective.

Course Content:

Unit-I: Individual and Community

a) Politics of Identity

b) Demands for Equality, Recognition and Group Rights

c) Politics of Difference

Unit-II: Emerging Issues in Freedom and Justice

a) AI and Its Impact on Political Community

b) Technology and Its Impact on Election and Democratic Process

c) Digital Technologies and its control over individual's freedom and justice

Unit-III: Global Challenges

a) Citizenship and State Boundaries

b) The Politics of Global pandemics

Unit-IV: Global Justice

a) Cosmopolitanism and Justice

b) Distributive Justice at Home and Abroad

Suggested Readings:

21. Bhargava, R., & Acharya, A. (Eds.). (2008). Political theory: An introduction. NewDelhi: Pearson Longman.
22. Casal, P., & William, A. (2008). Equality. In C. McKinnon (Ed.), Issues in Political Theory (pp. 149-165). Oxford University Press.
23. Jha, M. (2001). Ramabai: Gender and caste. In M. P. Singh & H. Roy (Eds.), Indian Political Thought: Themes and Thinkers. Pearson.
24. Menon, N. (2008). Gender. In R. Bhargava & A. Acharya (Eds.), Political theory: An introduction (pp. 224-235). New Delhi: Pearson Longman.
25. Riley, J. (2008). Liberty. In C. McKinnon (Ed.), Issues in political theory (pp. 103-125). New York: Oxford University Press

Comparative Politics (MAJOR)

Paper Code: PO 30005

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.

CO 3. Demonstrate an ability to anticipate, formulate, and effectively respond to counter arguments.

CO 4. Demonstrate an ability to gather and critically organize a variety of scholarly sources in ways that engage relevant literature.

CO5: Explain major theories and methodological approaches used in the comparative analysis of political systems.

Course Content:

Unit: I: Introduction

a. Approaches: Institutional and Neo-Institutional Approaches

Behavioural Approach: Systems Theory and Structural Functionalism

Rational Choice Approach

b. Colonialism in Comparative Perspective, Decolonization

Unit: II: States and Nations

a. Modern Nation State in the West

State Theories: Constitutional

b. The Welfare State: Emergence, Development and Challenges

c. The State in the Developing World; Ethnicity and Nationalism, Nation Building in the Developing World

Unit: III: Culture and Communication

a. Political Culture: Overview

The Civic Culture, Political Trust and Social Capital

Post Materialism, Huntington's Clash of Civilization

b. Political Communication, Mass Media and Democracy: Media influence, Social Media, Impact of New Technology

Unit- IV: Democratization and Development

a. Democratization: Regime Transformation, Waves of Democratization, Democraticconsolidation, Role of Civil Society in Democracy

b. Theories of Development and Under-Development: Political Development, Modernization, Under-Development and Dependency, Globalization and Development

Suggested Readings:

1. Howard, R. M. (2009). Culture in comparative political analysis. In M. **Lichbach & A.**
2. Zuckerman (Eds.), Comparative politics: Rationality, culture, and structure (pp. 134-161). Cambridge University Press.
3. Kopstein, J., & Lichbach, M. (Eds.). (2005). Comparative politics: Interests, identities,and Institutions in a Changing Global Order. Cambridge University Press.
4. Landman, T. (2008). Issues and methods in Comparative Politics: An Introduction.Routledge.
5. Mohanty, M. (1975). Comparative Political Theory and Third World Sensitivity. InTeaching Politics. pp. 22-38.
6. Pennington, M. (2009). Theory, institutional and comparative politics. In J. Bara & M.
7. Pennington (Eds.). Comparative politics: Explaining democratic systems. (pp. 13-40).Sage Publications.
8. Rosamond, B. (2005). Political culture. In B. Axford, et al. (Eds.), Politics. (pp. 57-81).Routledge.

Government and Politics in Odisha (MAJOR)

Paper code: PO30007

Course Objectives:

Odisha's governmental and political structures reflect the broader constitutional framework of India while retaining distinct regional characteristics shaped by its history, socio-cultural

composition, and developmental priorities. The state operates under a parliamentary system in which executive authority is vested in the Governor, appointed by the President of India, and exercised through the Council of Ministers headed by the Chief Minister. The Odisha Legislative Assembly constitutes the primary law-making body and plays a central role in shaping policies related to economic development, tribal welfare, education, and natural resource management. Political life in Odisha has been influenced by both national parties and strong regional leadership. Over recent decades, regional political formations have gained prominence, emphasizing governance reforms, disaster management, and welfare-oriented initiatives. Electoral politics in the state are characterized by high voter engagement, significant representation of Scheduled Tribes and Scheduled Castes, and recurring debates on issues such as resource allocation, mining regulations, environmental sustainability, and regional disparities. Bureaucratic institutions, civil society organizations, and grassroots democratic bodies—particularly Panchayati Raj Institutions—collectively contribute to the functioning of the state's governance system. Overall, Odisha's political landscape illustrates a dynamic interaction between tradition, regional interests, and the evolving imperatives of democratic governance.

Course Outcomes:

CO1: Demonstrate an understanding of the constitutional and institutional foundations of the government system in Odisha.

CO2: Analyze the evolution of Odisha's political culture, electoral behavior, and party dynamics.

CO3: Evaluate key public policies in the state, particularly those addressing development, tribal welfare, resource governance, and disaster management.

CO4: Examine the role of local governance institutions and assess their contribution to participatory democracy in Odisha.

CO5: Apply political science concepts to critically interpret contemporary political issues, regional movements, and administrative challenges within the state.

Course Content

Unit-I: Background of Odisha Politics

a. Odia Nationalism and Emergence of Odisha as a Separate Province

b. Odisha in Nationalist Movement, Praja Mandal Movement, Communist and Socialist

Movements

Unit-II: Political Structure and Process in Odisha

a. Role of Chief Minister in Odisha Politics

b. Growth and Development of Political Parties: National and Regional parties, Pattern of

Coalition politics in Odisha, Regionalism in Odisha Politics

c. Electoral Trends and Patterns of Electoral Behaviour in Odisha

Unit-III: Social Structure, Development and Politics

a. Role of Class, Caste, Tribe, and Gender in Politics

b. Social Welfare policies in Odisha: Poverty alleviation programmes, Self-Help Groups

Unit IV: Dynamics of People's Movements in Odisha

a. Tribal Development: Tribal Advisory Council, Integrated Tribal Development Agency,

Implementation of Forest Right Act, 2006

b. Development and Dispossession: Anti-displacement movements, Naxalite movement

c. Women's Movement, Dalit Movement and Tribal Movement

Suggested Readings:

1. Das, B. (2022). Political history of Modern Odisha. BK publication,
2. Ghosh, S. (1979). Odisha in Turmoil: A Study of Political Developments. Book landInternational, Bhubaneswar.
3. Jena, B. B. and Baral, J.K. (1988). Government and politics in Odisha. Print House (India).
4. Mohanty, M. (2004). Caste, Class and Gender. SAGE Publications.
5. Nanda, S. (1979). Coalition Politics in Odisha. Sterling Publishers.
6. Padhi, A.P. (1985). Indian State politics: A case study of Odisha. B.R. Publishing Corporation.
7. Rout, B.C. (2006). The State govt and administration in Odisha. Panchashila Publication

Odisha Government and Politics (MINOR)

Paper code: PO 32001

Course Objectives:

Odisha's governmental and political structures reflect the broader constitutional framework of India while retaining distinct regional characteristics shaped by its history, socio-cultural

composition, and developmental priorities. The state operates under a parliamentary system in which executive authority is vested in the Governor, appointed by the President of India, and exercised through the Council of Ministers headed by the Chief Minister. The Odisha Legislative Assembly constitutes the primary law-making body and plays a central role in shaping policies related to economic development, tribal welfare, education, and natural resource management. Political life in Odisha has been influenced by both national parties and strong regional leadership. Over recent decades, regional political formations have gained prominence, emphasizing governance reforms, disaster management, and welfare-oriented initiatives. Electoral politics in the state are characterized by high voter engagement, significant representation of Scheduled Tribes and Scheduled Castes, and recurring debates on issues such as resource allocation, mining regulations, environmental sustainability, and regional disparities. Bureaucratic institutions, civil society organizations, and grassroots democratic bodies—particularly Panchayati Raj Institutions—collectively contribute to the functioning of the state's governance system. Overall, Odisha's political landscape illustrates a dynamic interaction between tradition, regional interests, and the evolving imperatives of democratic governance.

Course Outcomes:

CO1: Demonstrate an understanding of the constitutional and institutional foundations of the government system in Odisha.

CO2: Analyze the evolution of Odisha's political culture, electoral behavior, and party dynamics.

CO3: Evaluate key public policies in the state, particularly those addressing development, tribal welfare, resource governance, and disaster management.

CO4: Examine the role of local governance institutions and assess their contribution to participatory democracy in Odisha.

CO5: Apply political science concepts to critically interpret contemporary political issues, regional movements, and administrative challenges within the state.

Course Content

Unit-I: Background of Odisha Politics

a. Odia Nationalism and Emergence of Odisha as a Separate Province

b. Odisha in Nationalist Movement, Praja Mandal Movement, Communist and Socialist

Movements

Unit-II: Political Structure and Process in Odisha

a. Role of Chief Minister in Odisha Politics

b. Growth and Development of Political Parties: National and Regional parties, Pattern of

Coalition politics in Odisha, Regionalism in Odisha Politics

c. Electoral Trends and Patterns of Electoral Behaviour in Odisha

Unit-III: Social Structure, Development and Politics

a. Role of Class, Caste, Tribe, and Gender in Politics

b. Social Welfare policies in Odisha: Poverty alleviation programmes, Self-Help Groups

Unit IV: Dynamics of People's Movements in Odisha

a. Tribal Development: Tribal Advisory Council, Integrated Tribal Development Agency,

Implementation of Forest Right Act, 2006

b. Development and Dispossession: Anti-displacement movements, Naxalite movement

c. Women's Movement, Dalit Movement and Tribal Movement

Suggested Readings:

1. Das, B. (2022). Political history of Modern Odisha. BK publication,
2. Ghosh, S. (1979). Odisha in Turmoil: A Study of Political Developments. Book landInternational, Bhubaneswar.
3. Jena, B. B. and Baral, J.K. (1988). Government and politics in Odisha. Print House (India).
4. Mohanty, M. (2004). Caste, Class and Gender. SAGE Publications.
5. Nanda, S. (1979). Coalition Politics in Odisha. Sterling Publishers.
6. Padhi, A.P. (1985). Indian State politics: A case study of Odisha. B.R. Publishing Corporation.
7. Rout, B.C. (2006). The State govt and administration in Odisha. Panchashila Publication

Comparative Governments (MINOR)

Paper Code: PO 32003

Course Objectives:

Course Objectives: This course will familiarize the students with the basic concepts and approaches to the study of comparative governments. It enables the students to critically examine politics in

historical and contemporary perspectives while engaging with various themes of comparative analysis in developed and developing countries. This course is designed to address the various elements of constitutional systems in the world including political parties, interest groups, election process, in addition to an analysis of the dominant executive, legislature and judicial systems all over the world.

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.

CO 3. Demonstrate an ability to anticipate, formulate, and effectively respond to counter arguments.

CO 4. Demonstrate an ability to gather and critically organize a variety of scholarly sources in ways that engage relevant literature.

CO5: Explain major theories and methodological approaches used in the comparative analysis of political systems.

Course Content:

Unit-I: Introduction

a) Comparative Government: Meaning and Evolution

b) Institutionalism and Neo-Institutionalism

Unit-II: Legislature, Executive and Bureaucracy

a) Legislatures: Concept, Functions, Structures, Legislature in Democratic and Authoritarian states

b) Executive: Concept, Presidential and Parliamentary Forms, Executive in Democratic and Authoritarian states

Unit-III: Constitution, Judiciary and Multi-level Governments a) Constitutionalism and New-Constitutionalism; Constitution in Democratic and Authoritarian states b) Judiciary: Judicial Review, Judicial Activism

Unit-IV: Elections, Political Parties and Interest Groups

a) Elections: Role and Importance,
b) Types; First-Past-the-Post System and Proportional Representation

Suggested Readings:

1. Howard, R. M. (2009). Culture in comparative political analysis. In M. **Lichbach & A.**
2. Zuckerman (Eds.), Comparative politics: Rationality, culture, and structure (pp. 134-161). Cambridge University Press.
3. Kopstein, J., & Lichbach, M. (Eds.). (2005). Comparative politics: Interests, identities,and Institutions in a Changing Global Order. Cambridge University Press.
4. Landman, T. (2008). Issues and methods in Comparative Politics: An Introduction.Routledge.
5. Mohanty, M. (1975). Comparative Political Theory and Third World Sensitivity. InTeaching Politics. pp. 22-38.
6. Pennington, M. (2009). Theory, institutional and comparative politics. In J. Bara & M.
7. Pennington (Eds.). Comparative politics: Explaining democratic systems. (pp. 13-40).Sage Publications.
8. Rosamond, B. (2005). Political culture. In B. Axford, et al. (Eds.), Politics. (pp. 57-81).Routledge.

Comparative Political Analysis (MINOR)

Paper Code: PO 32005

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.

CO 3. Demonstrate an ability to anticipate, formulate, and effectively respond to counter arguments.

CO 4. Demonstrate an ability to gather and critically organize a variety of scholarly sources in ways that engage relevant literature.

CO5: Explain major theories and methodological approaches used in the comparative analysis of political systems.

Course Content:

Unit: I: Introduction

a. Approaches: Institutional and Neo-Institutional Approaches

Behavioural Approach: Systems Theory and Structural Functionalism

Rational Choice Approach

b. Colonialism in Comparative Perspective, Decolonization

Unit: II: States and Nations

a. Modern Nation State in the West

State Theories: Constitutional

b. The Welfare State: Emergence, Development and Challenges

c. The State in the Developing World; Ethnicity and Nationalism, Nation Building in the Developing World

Unit: III: Culture and Communication

a. Political Culture: Overview

The Civic Culture, Political Trust and Social Capital

Post Materialism, Huntington's Clash of Civilization

b. Political Communication, Mass Media and Democracy: Media influence, Social Media, Impact of New Technology

Unit- IV: Democratization and Development

a. Democratization: Regime Transformation, Waves of Democratization, Democraticconsolidation, Role of Civil Society in Democracy

b. Theories of Development and Under-Development: Political Development, Modernization, Under-Development and Dependency, Globalization and Development

Suggested Readings:

9. Howard, R. M. (2009). Culture in comparative political analysis. In M. **Lichbach & A.**
10. Zuckerman (Eds.), Comparative politics: Rationality, culture, and structure (pp. 134-161). Cambridge University Press.
11. Kopstein, J., & Lichbach, M. (Eds.). (2005). Comparative politics: Interests, identities,and Institutions in a Changing Global Order. Cambridge University Press.
12. Landman, T. (2008). Issues and methods in Comparative Politics: An Introduction.Routledge.
13. Mohanty, M. (1975). Comparative Political Theory and Third World Sensitivity. InTeaching Politics. pp. 22-38.
14. Pennington, M. (2009). Theory, institutional and comparative politics. In J. Bara & M.
15. Pennington (Eds.). Comparative politics: Explaining democratic systems. (pp. 13-40).Sage Publications.
16. Rosamond, B. (2005). Political culture. In B. Axford, et al. (Eds.), Politics. (pp. 57-81).Routledge.

Gender and POLITICS

(MINOR)

Paper Code: PO 32007

Course Objectives:

This course intends to study politics from the perspective of gender by examining the ways in which women shape and are shaped by politics. This begins with theoretical understanding of gender and deconstruction of 'Gender' as an identity. Then, it goes on to reflect on the conscious attempt to redefine the political space which has been historically entrenched within patriarchal structure. The course intends to evaluate women as political actors by reflecting upon the changing contours of women participation in politics and their relationship with the state. It attempts to analyse women's political rights and politics of representation situating them in electoral politics and beyond. The course also incorporates human rights, in its attempt to understand Women's rights through the prism of human rights. It studies the international organisations and international agreements/conventions for their pertinent role in protecting women rights.

Course outcome:

CO1: This unit would provide the learners a conceptual understanding of gender from political perspective, the redefining of political space. Learners could reflect on women as political actors, their participation in politics as well their changing relationship with the state.

CO2: Learners would be able to understand politics of representation from feminist perspective, and could reflect on the emerging issues and challenges. They would also be aware about the international organizations, international agreements/conventions protecting women's rights.

CO3: Student could assess the differences made by the women leaders with their participation in electoral politics as legislator and the development initiatives led by them. They would be competent to evaluate the transforming impact of women leadership in the local governance after the enactment of 73rd and 74th constitutional amendment.

CO4: The learners are expected to actively undertake empirical studies on topics given in this unit to gain practical insights on women as political leaders, their participation in formal and informal politics, women centric welfare policies.

CO5:. Students would develop an idea about women's participation in politics during 19 th and 20th centuries. Students would understand the limitation women's role in electoral politics

Course Contents

Unit-I: Introducing Gender and Politics

a) Concept, Meaning and scope of Gender; Women, Civic activity, and Construction of Identity, Redefining the Political.

b) Women as Political Actors: Politics, and political participation, Women's political participation in 19th and early 20th century, Feminist Perspective on Political Participation.

c) Gender and State; Gendering the Welfare State.

Unit-II: Women's Political Rights and International Conventions

a) Women in electoral politics, Women Political parties and Electoral Representation, Issues of Representation in politics.

b) Concept of Human Rights and women, Universal Declaration of Human Rights, Women's Rights as Human Rights.

c) International Organizations and Women's Rights; International Women's Bill of Rights: Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Beijing Action Plan.

Unit-III: Women and Governance

a) participation in Legislature; Women led movements; Women led development initiatives.
b) Women participation in local self-government; 73rd and 74th Constitutional Amendment.
c) Women in Grassroot Institutions: Issues and challenges.

Unit-IV: Empirical findings on selected topic

a) Women's participation in Gram Sabha
b) Evaluation of Women centric welfare policies
c) Women's participation in Self-Help Groups
d) Women's participation in policy-implementation

Suggested reading:

1. India women, feminism and women's liberation, Saji Narayanan C.K,
2. Men & Feminism in India, Edited by Romit Chowdhury and Zaid AL Baset
3. Gender and politics, Kamalaxi G, Tadasad, Dilava A Kudari, Geeta I Mallapur, Sangamesh I Patil
4. Hans, A., Patel, A., Mohanty, B., & Tripathy, S. (2021). Women Reinventing Development. Routledge.
5. Jayal, N.G. & Mehta, P. B. (2010). Oxford Companion to Politics in India. Oxford University Press.Klein, E. (1984). Gender Politics. Harvard University Press, USA.
6. Mazumdar, V. (1994). Women's Studies and the Women's Movement in India: An Overview. Women's Studies Quarterly.22(3/4).
7. http://www.jstor.org/stable/40004254. 42–54.
8. Menon, N. (2008) 'Gender'. In R. Bhargava and A. Acharya (Eds), Political Theory: An Introduction. Pearson. pp. 224-233.

Internship

Paper Code: IP 37081

Course Title: Internship

Code	Course Title	Credit	L-T-P
IP37081	Internship	2	0-0-2

Course Objectives:

The internship provides students with practical exposure to professional work environments by applying academic knowledge to real-world problems. It develops technical competence, problem-solving ability, communication, teamwork, ethical practices, and project management skills while fostering industry readiness, professional responsibility, lifelong learning, and experiential understanding of organizational practices.

Course Outcomes:

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

- **CO1 (Knowledge/Remember):** Recall and describe the organizational structure, professional practices, workplace ethics, safety regulations, and operational procedures followed in the internship organization.

- **CO2 (Understanding):** Explain and interpret industry requirements, project workflows, organizational processes, professional responsibilities, and the application of theoretical concepts in real-world environments.
- **CO3 (Application):** Apply domain knowledge, technical skills, modern tools, and problem-solving techniques to complete assigned tasks and projects effectively in a professional setting.
- **CO4 (Analysis):** Analyze real-world problems, evaluate alternative solutions, interpret project outcomes, and recommend appropriate improvements based on technical and organizational requirements.
- **CO5 (Synthesis/Evaluation):** Demonstrate professional competence by planning, executing, documenting, and presenting internship work while exhibiting effective communication, teamwork, ethical conduct, project management, and lifelong learning skills.

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

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
CO1	2	1	-	-	1	-	2	3	1	2	-	-	2	1	-	-
CO2	2	2	1	1	2	2	2	3	2	2	2	2	2	2	1	-
CO3	2	3	3	2	–	2	2	2	3	2	3	2	2	3	2	2
CO4	2	3	2	–	–	3	2	2	2	3	3	2	3	2	2	2
CO5	2	3	3	–	3	3	3	3	3	3	3	3	3	3	3	3

Course Duration: 38 hours

Total Practical / Lab Experiments: [38 Lab Contact Hours]

7. **Internship Orientation and Workplace Induction**
   - Introduction to the organization
   - Workplace policies, ethics, and safety guidelines
   - Understanding organizational structure and work culture
8. **Technical Skill Development**
   - Training on organization-specific software, tools, or technologies
   - Familiarization with development environments, databases, cloud platforms, or hardware (as applicable)
9. **Assignment and Task Execution**
   - Participation in project-related activities

- Requirement analysis and task planning
- Problem identification and solution implementation
- Testing and validation of assigned work

10. **Documentation and Reporting**
    - Maintenance of daily work diary/logbook
    - Weekly progress reports
    - Preparation of technical documentation
11. **Professional Skills Development**
    - Team collaboration
    - Technical communication
    - Time management
    - Professional ethics and workplace responsibility
12. **Project Demonstration**
    - Presentation of completed work
    - Demonstration of developed solution or assigned tasks
    - Interaction with industry/faculty mentor

7. **Internship Report and Viva Voce**
    - Submission of internship report
    - Seminar presentation
    - Viva voce examination

Suggested Assessment Scheme

Component	**Weightage (%)**
Industry/Supervisor Evaluation	30
Faculty Mentor Evaluation	20
Daily Logbook and Attendance	15
Internship Report	20
Presentation and Viva Voce	15

SDG Mapping for this Course

SDG	**Title**	**Contribution**
SDG 4	Quality Education	Experiential learning
SDG 8	Decent Work and Economic Growth	Work-readiness, industry exposure
SDG 9	Industry, Innovation and Infra	Understanding real-world systems
SDG 10	Reduced Inequalities	Application in tribal/rural/NGO contexts

SEMESTER VI

(Single Major)

International Relations (MAJOR)

Paper Code: PO 30002

Course Objectives:

This paper seeks to equip students with the basic intellectual tools for understanding International Relations and its major theories. The course begins by historically contextualizing the evolution of the international state system before discussing the agency structure problem through the levels-of- analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn the economic relation between developed and under developed nations and emerging world order after globalization.

Course Outcomes:

CO1: This unit would provide fundamental ideas to the students about International Relations & evolution of state system with reference to pre- Westphalia, Westphalia& post- Westphalia.

CO2 This unit would help the students to familiarise with the basic theoretical perspectives of International Relations.

CO3: This unit would make students understand about the causes & consequence of World War I & II.

CO4: It also makes the students understand about the creation of League of Nation and UNO and the formation of former USSR, Fascism & Nazism.

CO5: This unit would familiarise the students with different dimensions of Cold War & the contemporary ideas like the third world, new economic world order, north- south co-operation, development & under-development, globalisation & emerging world order.

Course Content:

Unit-I: Study of International Relations

a) Meaning, Nature & Scope b) Evolution of state system: pre-Westphalia, Westphalia & post-Westphalia

Unit-II: Theoretical Perspectives

a) Idealism, Classical Realism, Neo- Realism b) Liberalism and Neo- Liberalism c) Marxist and Feminist perspectives

Unit-III: An Overview of 20th Century International History-I

a) World War- I: Causes & Consequences, League of Nations b) Bolshevik Revolution and the formation of USSR c) Rise of Fascism and Nazism d) World War- II: Causes & Consequences, United Nations

Unit-IV: An Overview of 20th Century International History-II

Cold War: Phases, End of Cold War & post-Cold War world order. b) Emergence of Third World, New Economic World Order, South- South Cooperation, c) Globalisation and Emerging World Order

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Identify fundamental ideas about International Relations & evolution of state system with reference to pre-Westphalia, Westphalia & post-Westphalia.	Remember
CO2	Explain the basic theoretical perspectives of International Relations including Realism, Liberalism, and Marxism.	Understand
CO3	Analyze the causes and consequences of World War I & II and the subsequent international institutional responses.	Analyze
CO4	Describe the creation of League of Nations, UNO, and the rise/fall of ideologies like Fascism and Nazism.	Understand
CO5	Evaluate dimensions of Cold War, Third World issues, New Economic World Order, and the impacts of	Evaluate

	Globalisation.	

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) and PSOs from the "Political Science / History Four year UG programme Common Preamble")

CO \ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	3	2	3	2	2	2	1	1	2	1	1	2	3	3	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	3	2	2
CO4	2	2	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2
Average	**2.2**	**2.6**	**2.2**	**2.4**	**2.2**	**2.4**	**1.4**	**1.4**	**2.0**	**1.2**	**1.4**	**2.4**	**3.0**	**2.4**	**2.2**	**2.2**	**1.4**

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 Westphalian peace, humanitarian intervention ideas, and international cooperation frameworks fosters global citizenship values.
Gender	Medium	Feminist perspectives in IR (Unit II) and analysis of gendered impacts of conflict and economic structures.
Environment & Sustainability	Medium	Global cooperation on climate change, sustainable development in the context of

		North-South economic relations.
Professional Ethics	Low	Diplomatic protocols, ethical considerations in statecraft, and adherence to international laws and norms.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides essential understanding of global political structures, theory, and history.
SDG 5	Gender Equality	Focus on Feminist perspectives in international relations and the role of women in global politics.
SDG 16	Peace, Justice and Strong Institutions	Central focus on the UN, League of Nations, conflict resolution, and the evolution of the state system.
SDG 17	Partnerships for the Goals	Study of North-South cooperation, South-South cooperation, and emerging global economic orders.

Suggested Readings:

1) Basu, R. (Ed.). (2017). International politics: Concepts, theories and issues. Sage.
2) Baylis, J., & Smith, S. (Eds.). (2002). The globalization of world politics (4th ed.). Oxford University Press. Bello, W. (2008). Deglobalization. Zed Books.
3) Heywood, A. (2023). Global politics. Bloomsbury Publishing.
4) Ghosh, P. (2020). International relations (5th ed.). New Delhi.
5) Goldstein, S. J., & Pevehouse, J. (2007). International relations. Pearson Longman.

India's Foreign Policy

(MAJOR)

Paper Code: PO 30004

Course Objectives:

This course has been designed to provide the students with critical insights into the different Determinants, the fundamental goals, and numerous dimensions of India's foreign policy. It engages in the areas of economic, political, diplomatic, and strategic relations with major powers like the USA, Russia, and China. It aims to highlight the need for promoting peace and stability in the South Asian countries. The ambition to become a global power can never be accomplished without having strong ties with the regional organizations. Further, India's presence in different regional organizations has not only strengthened its global presence, it has also enhanced diplomatic possibilities. To further enhance India's aim to pursue strategic autonomy, this course attempts to study India's foreign policy like SAARC, BIMSTEC, G20+, QUAD, SCO.

Unit-I: This unit would benefit the students by providing a background understanding about evolution of India's foreign policy & also about some pivotal factors that play a very significant role in formulation of India's foreign policy.

Unit-II: This unit would make the students understand about different dimension of India's relationship with the major powers.

Unit-III: This unit is meant to provide broad ideas to the students about India's relationship with prominent South Asian nations in the field of culture, trade & politics.

Unit-IV: This unit, with an emphasis on existence and relevance of important regional organisations, will help the students to understand the significant role of India in the global context in coordinating the member states.

Course Content:

Unit-I: India's Foreign Policy in a Changing World

a. Evolution of India's Foreign Policy
b. Major Principles, Objectives & Determinants
c. Idealism, Realism, and Pragmatism in India's Foreign Policy

Unit-II: Relationship with Major Powers: Political, Economic, Strategic

a. India's relationship with USSR/Russia
b. India's relationship with USA
c. India's relationship with China

Unit-III: Relationship with South Asian Countries

a. Relationship with Pakistan

b. Relationship with Nepal & Bangladesh

c. Relationship with Sri Lanka & Afghanistan

Unit-IV: India and Regional Organisations

a. ASEAN , BIMSTEC

b. BRICS, SCO

c. QUAD, G20+

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the historical evolution and pivotal determinants that play a role in the formulation of India's foreign policy.	Remember
CO2	Explain the different dimensions of India's relationship with major global powers like the USA, Russia, and China.	Understand
CO3	Analyze India's relationship with prominent South Asian nations in the context of trade, culture, and regional politics.	Analyze
CO4	Describe the significant role of India in coordinating member states within regional and global organizations.	Understand
CO5	Evaluate the relevance of emerging frameworks like QUAD and G20+ in India's pursuit of strategic autonomy.	Evaluate

CO–PO Attainment Matrix (1–3 Mapping)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2
Average	**2.0**	**3.0**	**2.0**	**2.4**	**2.2**	**2.4**	**1.4**	**1.4**	**2.0**	**1.2**	**1.4**	**2.4**	**3.0**	**2.2**	**2.0**	**2.2**	**1.4**

Mapping Scale

Scale	Interpretation
1	Low Correlation
2	Medium Correlation
3	High Correlation

Cross-Cutting Integration

Cross-cutting Issue	**Level**	**Integration Focus**
Human Values	Very High	Promoting peace, stability, and 'Neighbourhood First' policies fosters international brotherhood.
Gender	Medium	Analysis of gender-inclusive diplomacy and the role of women in international political leadership.
Environment	Medium	Understanding India's role in global climate summits and sustainable regional development.
Professional Ethics	Medium	Study of diplomatic protocols, international law, and ethical statecraft.

SDG Mapping

SDG No.	**SDG Title**	**Contribution**
SDG 4	Quality Education	Provides critical political literacy and foundational knowledge of India’s position.

SDG 16	Peace, Justice and Strong Institutions	Direct analysis of conflict resolution and global institutional stability.
SDG 17	Partnerships for the Goals	Focuses on international cooperation through regional organizations.

Suggested Readings:

1. Bishwakarma, J. K., & Hu, Z. (2022). Problems and prospects for the South Asian Association for Regional Cooperation (SAARC). Politics & Policy, 50(1), 154- 179.
2. Dutt, V. P. (2009). India's Foreign Policy in a Changing World. Vikas Publishing House.
3. Ganguli, S. (2019) India's Foreign Policy. Oxford University Press.
4. Ghosh, P. (2020). International Relations. PPO learning pvt. Ltd.
5. Jaishankar, S. (2020). The India way: Strategies for an uncertain world. HarperCollins Publishers, India.
6. Khana V. N. (2018). Foreign policy of India. Vikas Publishing House.
7. Malone, D. M. (2011). Does the Elephant Dance? Contemporary Indian Foreign Policy. Oxford University Press.
8. Melone, D.M., Mohan, C.R., Raghavan, S. (2017). The Oxford Handbook of India's Foreign policy. OUP Oxford.
9. Muni, S. D. (2020). India's "Neighbourhood First" Policy and the Chinese Challenge: The cases of Bangladesh, Nepal, and Sri Lanka. In India's Great Power Politics (pp. 103-121). Routledge India.
10. Nehru, J. (1963). Changing India. Foreign Affairs, 41(3), 453-465.

11. Sikri, R. (2014). Challenge and strategy: rethinking India's foreign policy. Indian Foreign Affairs Journal, 9(1), 56-69.
12. Singh, P. (2022). International Relations. McGraw Hill.
13. Stuenkel, O. (2020). The BRICS and the future of global order. Rowman & Littlefield.
14. Tharoor, S. (2013). Pax Indica: India and the world of the twenty-first century. Penguin UK.

SOCIAL AND POLITICAL MOVEMENTS IN INDIA (MAJOR)
Paper Code: PO 30006

Course Objectives:

Contemporary India has witnessed a dynamic landscape of social and political movements that reflect the aspirations, grievances, and evolving consciousness of its diverse population. These movements emerge from varied social locations—such as caste, gender, class, region, and religion—and serve as instruments of democratic participation, negotiation, and contestation. Dalit movements continue to challenge entrenched structures of caste discrimination and demand dignity, equality, and political representation. Women's movements, in their multiple strands, work toward expanding rights, addressing gender-based violence, and reshaping societal norms. Environmental movements, such as those advocating for sustainable development and resource rights, highlight the tension between economic growth and ecological preservation. Regional and ethnic mobilizations seek recognition, autonomy, or protection of local identities within the federal framework. Youth-led campaigns and digital activism further illustrate the changing modes of civic engagement in a technologically mediated public sphere. Collectively, these movements illuminate the complexities of democratic practice in India, demonstrating how citizens actively shape public policy, social justice frameworks, and national discourse through organized action.

Course Outcomes:

CO1: Demonstrate an understanding of the historical and socio-political contexts that shape contemporary social and political movements in India.

CO2: Analyze the ideological foundations, organizational structures, and strategies employed by diverse movements across caste, gender, environmental, regional, and digital domains.

CO3: Evaluate the impact of these movements on public policy, democratic processes, and institutional reforms at local, regional, and national levels.

CO4: Critically assess the role of media, technology, and globalization in transforming patterns of collective action and civic participation.

CO5: Develop the capacity to interpret social movements using relevant theoretical perspectives and apply them to real-world cases within the Indian context.

Course Content:

Course Content:

Unit-I

a) Social and Political Movements: Concepts, Theories and Types

b) Social and Political Movements in India: Background, History and Debates

Unit-II

a) Peasants' Movements: Genesis and Growth

b) Tribal Movements: Issues and Dynamics

Unit-III

a) Dalit and Backward Caste Movements: Issues, Leadership and Organizations.

b) Women's Movement: Gender Justice and Empowerment

c) Challenges to Women's Movement- Fundamentalism, Caste, Violence, and Moral Policing

Unit-IV

a) Environmental Movements: Chipko Movement, Silent Valley Movement & Narmada Bachao Andolan.

b) State, Civil Society, and Social Movements in India

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the historical and socio-political contexts that shape contemporary social and political movements in India.	Remember
CO2	Analyze the ideological foundations, organizational structures, and strategies employed by diverse movements across caste, gender, and environment.	Understand
CO3	Evaluate the impact of these movements on public policy, democratic processes, and institutional reforms.	Evaluate
CO4	Analyze the role of media, technology, and globalization in transforming patterns of collective action.	Analyze
CO5	Apply theoretical perspectives to interpret real-world cases of social movements within the Indian context.	Analyze

CO–PO Attainment Matrix (1–3 Mapping)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2
Average	**2.0**	**3.0**	**2.0**	**2.4**	**2.2**	**2.4**	**1.4**	**1.4**	**2.0**	**1.2**	**1.4**	**2.4**	**3.0**	**2.2**	**2.0**	**2.2**	**1.4**

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of Dalit and Tribal movements fosters understanding of dignity, social justice, and constitutional morality.
Gender	Very High	Dedicated focus on women's movements, gender justice, and empowerment strategies in Unit III.
Environment & Sustainability	High	Unit IV covers major environmental movements (Chipko, Narmada Bachao) addressing ecological preservation.
Professional Ethics	Medium	Examination of civil society roles instills ethical civic engagement and advocacy practices.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 5	Gender Equality	Analysis of women's movements and their struggle for empowerment.
SDG 10	Reduced Inequalities	Study of Dalit, Tribal, and Caste movements challenging systemic discrimination.
SDG 16	Peace, Justice and Strong Institutions	Analysis of how social movements strengthen democratic institutions and social justice.

Suggested Readings:

1. Basu, A. (ed). (2018). The Challenge of Local Feminism: Women's Movements in Global Perspective. Taylor & Francis.
2. Gail, O. (1993). Reinventing Revolution: New Social Movements and the Socialist. Routledge Publications.

3. Mohanty, M. (ed) (2004). Caste, Class and Gender. Sage Publications.
4. Oommen, T.K. (ed). (2010). Social Movements (Vol I and Vol II). OUP.
5. Shah, G (2002). Social Movements and the State. Sage Publications

Governance and Public Policy in India (MAJOR)

Paper Code: PO30008

Course Objectives:

The paper is designed to introduce students to ideas regarding governance and public policies. Governance in India operates through a complex constitutional framework that distributes authority among the Union, State, and local governments. Public policy functions as a key instrument through which the state addresses social, economic, and administrative challenges. Over time, reforms in transparency, decentralization, e-governance, and citizen participation have attempted to strengthen accountability and service delivery. Institutions such as the Parliament, executive agencies, judiciary, and regulatory bodies play essential roles in shaping and implementing policy decisions. Despite substantial progress, issues related to policy coordination, bureaucratic capacity, and equitable access to public services continue to influence the quality of governance. Understanding these dynamics is central to evaluating how the Indian state responds to evolving developmental needs and democratic expectations.

Course outcome:

CO 1: The students would understand the nuances of governance and role of public policies

CO 2: Students would understand the importance of right to information, good governance and consumer protection acts.

CO3: Critically examine contemporary challenges such as corruption, administrative inefficiency, and disparities in service delivery.

CO4: Evaluate the impact of policy reforms, including decentralization and digital governance, on transparency and accountability.

CO5: Apply theoretical perspectives to interpret governance practices and propose evidence-based policy recommendations.

Course content:

Unit I:

Understanding Concepts: Governance, good governance and democratic governance, role of state, civil society and individuals.

Meaning, nature and significance of Public Policy, Types of Public Policy

Unit II:

Accountability and control: Institutional mechanism for checks and balances, legislative control over executive, administrative and budgetary control, control through parliamentary committees, judicial control over legislature and executive

Unit III: Administrative culture, corruption and administrative reforms to check corruption

Institutional mechanisms for good governance: Right to Information, Consumer Protection Act, Citizen Charter

Unit IV:

Grievance Redressal system: Ombudsman, Lokpal, Lokayukta

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Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the nuances of governance and role of public policies.	Remember
CO2	Explain the importance of right to information, good governance and consumer protection acts.	Understand
CO3	Critically examine contemporary challenges such as corruption, administrative inefficiency, and disparities in service delivery.	Analyze
CO4	Evaluate the impact of policy reforms, including decentralization and digital governance, on transparency and accountability.	Evaluate
CO5	Apply theoretical perspectives to interpret governance practices and propose evidence-based policy recommendations.	Apply

CO–PO Attainment Matrix (1–3 Mapping)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2
Average	**2.0**	**3.0**	**2.0**	**2.4**	**2.2**	**2.4**	**1.4**	**1.4**	**2.0**	**1.2**	**1.4**	**2.4**	**3.0**	**2.2**	**2.0**	**2.2**	**1.4**

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 Good Governance, RTI, and Citizen Charters fosters ethical conduct, transparency, and respect for rights.
Gender	Medium	Analysis of inclusive governance includes gender-based considerations in public service delivery and consumer protection.
Environment	Medium	Understanding the role of state and civil society in public policies concerning sustainable governance.
Professional Ethics	High	Introduction to administrative reforms and anti-corruption mechanisms instills values of integrity in public administration.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Contributes to civic literacy regarding administrative mechanisms and policy processes in India.
SDG 10	Reduced Inequalities	Analysis of disparities in service delivery and policies aimed at equitable access.
SDG 16	Peace, Justice and Strong Institutions	Focus on building accountable and inclusive institutions through Good Governance and RTI.

Suggested Reading –

1. Governance and Public Policy in India, by M. Laxmikanth
2. Public Policy: An Introduction, by Charles Wheelan
3. Public Policy in India, by Rajesh Chakrabarti
4. B. L. Fadia & Kuldeep Fadia – Indian Government and Politics
5. A comprehensive overview of India's political institutions, governance structure, and policy processes.
6. Bidyut Chakrabarty & Rajendra Kumar Pandey – Indian Government and Politics
7. Offers conceptual clarity and critical analysis of governance mechanisms.
8. Ramesh K. Arora & Rajni Goyal – Indian Public Administration: Institutions and Issues
9. Provides detailed insights into administrative structures, reforms, and governance practices.
10. Pratap Bhanu Mehta & Devesh Kapur (eds.) – Public Institutions in India
11. Analyses the functioning and challenges of key public institutions shaping governance.
12. Kuldeep Mathur – Public Policy and Politics in India
13. A focused study on how public policy develops and operates within India's democratic framework.

FOREIGN POLICY OF INDIA

(MINOR)

Paper Code: PO 32002

Course Objectives:

This course has been designed to provide the students with critical insights into the different Determinants, the fundamental goals, and numerous dimensions of India's foreign policy. It engages in the areas of economic, political, diplomatic, and strategic relations with major powers like the USA, Russia, and China. It aims to highlight the need for promoting peace and stability in the South Asian countries. The ambition to become a global power can never be accomplished without having strong ties with the regional organizations. Further, India's presence in different

regional organizations has not only strengthened its global presence, it has also enhanced diplomatic possibilities. To further enhance India's aim to pursue strategic autonomy, this course attempts to study India's foreign policy like SAARC, BIMSTEC, G20+, QUAD, SCO.

Unit-I: This unit would benefit the students by providing a background understanding about evolution of India's foreign policy & also about some pivotal factors that play a very significant role in formulation of India's foreign policy.

Unit-II: This unit would make the students understand about different dimension of India's relationship with the major powers.

Unit-III: This unit is meant to provide broad ideas to the students about India's relationship with prominent South Asian nations in the field of culture, trade & politics.

Unit-IV: This unit, with an emphasis on existence and relevance of important regional organisations, will help the students to understand the significant role of India in the global context in coordinating the member states.

Course Content:

Unit-I: India's Foreign Policy in a Changing World

a. Evolution of India's Foreign Policy
b. Major Principles, Objectives & Determinants
c. Idealism, Realism, and Pragmatism in India's Foreign Policy

Unit-II: Relationship with Major Powers: Political, Economic, Strategic

a. India's relationship with USSR/Russia
b. India's relationship with USA
c. India's relationship with China

Unit-III: Relationship with South Asian Countries

a. Relationship with Pakistan
b. Relationship with Nepal & Bangladesh
c. Relationship with Sri Lanka & Afghanistan

Unit-IV: India and Regional Organisations

a. ASEAN , BIMSTEC

b. BRICS, SCO

c. QUAD, G20+

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the historical evolution and pivotal determinants that play a role in the formulation of India's foreign policy.	Remember
CO2	Explain the different dimensions of India's relationship with major global powers like the USA, Russia, and China.	Understand
CO3	Analyze India's relationship with prominent South Asian nations in the context of trade, culture, and regional politics.	Analyze
CO4	Describe the significant role of India in coordinating member states within regional and global organizations.	Understand
CO5	Evaluate the relevance of emerging frameworks like QUAD and G20+ in India's pursuit of strategic autonomy.	Evaluate

CO–PO Attainment Matrix (1–3 Mapping)

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2
Average	**2.0**	**3.0**	**2.0**	**2.4**	**2.2**	**2.4**	**1.4**	**1.4**	**2.0**	**1.2**	**1.4**	**2.4**	**3.0**	**2.2**	**2.0**	**2.2**	**1.4**

Mapping Scale

Scale	Interpretation
1	Low Correlation
2	Medium Correlation
3	High Correlation

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Promoting peace, stability, and 'Neighbourhood First' policies fosters international brotherhood.
Gender	Medium	Analysis of gender-inclusive diplomacy and the role of women in international political leadership.
Environment	Medium	Understanding India's role in global climate summits and sustainable regional development.
Professional Ethics	Medium	Study of diplomatic protocols, international law, and ethical statecraft.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides critical political literacy and foundational knowledge of India’s position.
SDG 16	Peace, Justice and Strong Institutions	Direct analysis of conflict resolution and global institutional stability.
SDG 17	Partnerships for the Goals	Focuses on international cooperation through regional organizations.

Suggested Readings:

14. Bishwakarma, J. K., & Hu, Z. (2022). Problems and prospects for the South Asian Association for Regional Cooperation (SAARC). Politics & Policy, 50(1), 154- 179.
15. Dutt, V. P. (2009). India's Foreign Policy in a Changing World. Vikas Publishing House.
16. Ganguli, S. (2019) India's Foreign Policy. Oxford University Press.
17. Ghosh, P. (2020). International Relations. PPO learning pvt. Ltd.
18. Jaishankar, S. (2020). The India way: Strategies for an uncertain world. HarperCollins Publishers, India.
19. Khana V. N. (2018). Foreign policy of India. Vikas Publishing House.
20. Malone, D. M. (2011). Does the Elephant Dance? Contemporary Indian Foreign Policy. Oxford University Press.
21. Melone, D.M., Mohan, C.R., Raghavan, S. (2017). The Oxford Handbook of India's Foreign policy. OUP Oxford.
22. Muni, S. D. (2020). India's "Neighbourhood First" Policy and the Chinese Challenge: The cases of Bangladesh, Nepal, and Sri Lanka. In India's Great Power Politics (pp. 103-121). Routledge India.
23. Nehru, J. (1963). Changing India. Foreign Affairs, 41(3), 453-465.
24. Sikri, R. (2014). Challenge and strategy: rethinking India's foreign policy. Indian Foreign Affairs Journal, 9(1), 56-69.
25. Singh, P. (2022). International Relations. McGraw Hill.

26. Stuenkel, O. (2020). The BRICS and the future of global order. Rowman & Littlefield.
27. Tharoor, S. (2013). Pax Indica: India and the world of the twenty-first century. Penguin UK.

SEMESTER VI

(DOUBLE MAJOR)

INTERNATIONAL RELATIONS

(MAJOR)

Paper Code: PO 30002

Course Objectives:

This paper seeks to equip students with the basic intellectual tools for understanding International Relations and its major theories. The course begins by historically contextualizing the evolution of the international state system before discussing the agency structure problem through the levels-of- analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn the economic relation between developed and under developed nations and emerging world order after globalization.

Course Outcomes:

CO1: This unit would provide fundamental ideas to the students about International Relations & evolution of state system with reference to pre- Westphalia, Westphalia& post- Westphalia.

CO2 This unit would help the students to familiarise with the basic theoretical perspectives of International Relations.

CO3: This unit would make students understand about the causes & consequence of World War I & II.

CO4: It also makes the students understand about the creation of League of Nation and UNO and the formation of former USSR, Fascism & Nazism.

CO5: This unit would familiarise the students with different dimensions of Cold War & the contemporary ideas like the third world, new economic world order, north- south co-operation, development & under-development, globalisation & emerging world order.

Course Content:

Unit-I: Study of International Relations

a) Meaning, Nature & Scope b) Evolution of state system: pre-Westphalia, Westphalia & post-Westphalia

Unit-II: Theoretical Perspectives

a) Idealism, Classical Realism, Neo- Realism b) Liberalism and Neo- Liberalism c) Marxist and Feminist perspectives

Unit-III: An Overview of 20th Century International History-I

a) World War- I: Causes & Consequences, League of Nations b) Bolshevik Revolution and the formation of USSR c) Rise of Fascism and Nazism d) World War- II: Causes & Consequences, United Nations

Unit-IV: An Overview of 20th Century International History-II

a) Cold War: Phases, End of Cold War & post-Cold War world order. b) Emergence of Third World, New Economic World Order, South- South Cooperation, c) Globalisation and Emerging World Order

Suggested Readings:

6) Basu, R. (Ed.). (2017). International politics: Concepts, theories and issues. Sage.
7) Baylis, J., & Smith, S. (Eds.). (2002). The globalization of world politics (4th ed.). Oxford University Press. Bello, W. (2008). Deglobalization. Zed Books.
8) Heywood, A. (2023). Global politics. Bloomsbury Publishing.
9) Ghosh, P. (2020). International relations (5th ed.). New Delhi.
10) Goldstein, S. J., & Pevehouse, J. (2007). International relations. Pearson Longman.

India's Foreign Policy

(MAJOR)

Paper Code: PO 30004

Course Objectives:

This course has been designed to provide the students with critical insights into the different Determinants, the fundamental goals, and numerous dimensions of India's foreign policy. It engages in the areas of economic, political, diplomatic, and strategic relations with major powers like the USA, Russia, and China. It aims to highlight the need for promoting peace and stability in the South Asian countries. The ambition to become a global power can never be accomplished without having strong ties with the regional organizations. Further, India's presence in different regional organizations has not only strengthened its global presence, it has also enhanced diplomatic possibilities. To further enhance India's aim to pursue strategic autonomy, this course attempts to study India's foreign policy like SAARC, BIMSTEC, G20+, QUAD, SCO.

Unit-I: This unit would benefit the students by providing a background understanding about evolution of India's foreign policy & also about some pivotal factors that play a very significant role in formulation of India's foreign policy.

Unit-II: This unit would make the students understand about different dimension of India's relationship with the major powers.

Unit-III: This unit is meant to provide broad ideas to the students about India's relationship with prominent South Asian nations in the field of culture, trade & politics.

Unit-IV: This unit, with an emphasis on existence and relevance of important regional organisations, will help the students to understand the significant role of India in the global context in coordinating the member states.

Course Content:

Unit-I: India's Foreign Policy in a Changing World

a. Evolution of India's Foreign Policy

b. Major Principles, Objectives & Determinants

c. Idealism, Realism, and Pragmatism in India's Foreign Policy

Unit-II: Relationship with Major Powers: Political, Economic, Strategic

a. India’s relationship with USSR/Russia

b. India’s relationship with USA

c. India’s relationship with China

Unit-III: Relationship with South Asian Countries

a. Relationship with Pakistan

b. Relationship with Nepal & Bangladesh

c. Relationship with Sri Lanka & Afghanistan

Unit-IV: India and Regional Organisations

a. ASEAN , BIMSTEC

b. BRICS, SCO

c. QUAD, G20+

Suggested Readings:

15. Bishwakarma, J. K., & Hu, Z. (2022). Problems and prospects for the South Asian Association for Regional Cooperation (SAARC). Politics & Policy, 50(1), 154- 179.
16. Dutt, V. P. (2009). India's Foreign Policy in a Changing World. Vikas Publishing House.
17. Ganguli, S. (2019) India’s Foreign Policy. Oxford University Press.
18. Ghosh, P. (2020). International Relations. PPO learning pvt. Ltd.
19. Jaishankar, S. (2020). The India way: Strategies for an uncertain world. HarperCollins Publishers, India.
20. Khana V. N. (2018). Foreign policy of India. Vikas Publishing House.

21. Malone, D. M. (2011). Does the Elephant Dance? Contemporary Indian Foreign Policy. Oxford University Press.
22. Melone, D.M., Mohan, C.R., Raghavan, S. (2017). The Oxford Handbook of India's Foreign policy. OUP Oxford.
23. Muni, S. D. (2020). India's "Neighbourhood First" Policy and the Chinese Challenge: The cases of Bangladesh, Nepal, and Sri Lanka. In India's Great Power Politics (pp. 103-121). Routledge India.
24. Nehru, J. (1963). Changing India. Foreign Affairs, 41(3), 453-465.
25. Sikri, R. (2014). Challenge and strategy: rethinking India's foreign policy. Indian Foreign Affairs Journal, 9(1), 56-69.
26. Singh, P. (2022). International Relations. McGraw Hill.
27. Stuenkel, O. (2020). The BRICS and the future of global order. Rowman & Littlefield.
28. Tharoor, S. (2013). Pax Indica: India and the world of the twenty-first century. Penguin UK.

Social and Political Movements in India (MAJOR)
Paper Code: PO 30006

Course Objectives:

Contemporary India has witnessed a dynamic landscape of social and political movements that reflect the aspirations, grievances, and evolving consciousness of its diverse population. These movements emerge from varied social locations—such as caste, gender, class, region, and religion—and serve as instruments of democratic participation, negotiation, and contestation. Dalit movements continue to challenge entrenched structures of caste discrimination and demand dignity, equality, and political representation. Women's movements, in their multiple strands, work toward expanding rights, addressing gender-based violence, and reshaping societal norms. Environmental movements, such as those advocating for sustainable development and resource rights, highlight the tension between economic

growth and ecological preservation. Regional and ethnic mobilizations seek recognition, autonomy, or protection of local identities within the federal framework. Youth-led campaigns and digital activism further illustrate the changing modes of civic engagement in a technologically mediated public sphere. Collectively, these movements illuminate the complexities of democratic practice in India, demonstrating how citizens actively shape public policy, social justice frameworks, and national discourse through organized action.

Course Outcomes:

CO1: Demonstrate an understanding of the historical and socio-political contexts that shape contemporary social and political movements in India.

CO2: Analyze the ideological foundations, organizational structures, and strategies employed by diverse movements across caste, gender, environmental, regional, and digital domains.

CO3: Evaluate the impact of these movements on public policy, democratic processes, and institutional reforms at local, regional, and national levels.

CO4: Critically assess the role of media, technology, and globalization in transforming patterns of collective action and civic participation.

CO5: Develop the capacity to interpret social movements using relevant theoretical perspectives and apply them to real-world cases within the Indian context.

Course Content:

Course Content:

Unit-I

a) Social and Political Movements: Concepts, Theories and Types

b) Social and Political Movements in India: Background, History and Debates

Unit-II

a) Peasants' Movements: Genesis and Growth

b) Tribal Movements: Issues and Dynamics

Unit-III

a) Dalit and Backward Caste Movements: Issues, Leadership and Organizations.

b) Women's Movement: Gender Justice and Empowerment

c) Challenges to Women's Movement- Fundamentalism, Caste, Violence, and Moral Policing

Unit-IV

a) Environmental Movements: Chipko Movement, Silent Valley Movement & Narmada Bachao Andolan.

b) State, Civil Society, and Social Movements in India

Suggested Readings:

6. Basu, A. (ed). (2018). The Challenge of Local Feminism: Women's Movements in Global Perspective. Taylor & Francis.
7. Gail, O. (1993). Reinventing Revolution: New Social Movements and the Socialist. Routledge Publications.
8. Mohanty, M. (ed) (2004). Caste, Class and Gender. Sage Publications.
9. Oommen, T.K. (ed). (2010). Social Movements (Vol I and Vol II). OUP.
10. Shah, G (2002). Social Movements and the State. Sage Publications.

Governance and Public Policy in India (MAJOR)

Paper Code: PO 30008

Course Objectives:

The paper is designed to introduce students to ideas regarding governance and public policies. Governance in India operates through a complex constitutional framework that distributes authority among the Union, State, and local governments. Public policy functions as a key instrument through which the state addresses social, economic, and administrative

challenges. Over time, reforms in transparency, decentralization, e-governance, and citizen participation have attempted to strengthen accountability and service delivery. Institutions such as the Parliament, executive agencies, judiciary, and regulatory bodies play essential roles in shaping and implementing policy decisions. Despite substantial progress, issues related to policy coordination, bureaucratic capacity, and equitable access to public services continue to influence the quality of governance. Understanding these dynamics is central to evaluating how the Indian state responds to evolving developmental needs and democratic expectations.

Course outcome:

CO 1: The students would understand the nuances of governance and role of public policies

CO 2: Students would understand the importance of right to information, good governance and consumer protection acts.

CO3: Critically examine contemporary challenges such as corruption, administrative inefficiency, and disparities in service delivery.

CO4: Evaluate the impact of policy reforms, including decentralization and digital governance, on transparency and accountability.

CO5: Apply theoretical perspectives to interpret governance practices and propose evidence-based policy recommendations.

Course content:

Unit I:

Understanding Concepts: Governance, good governance and democratic governance, role of state, civil society and individuals.

Meaning, nature and significance of Public Policy, Types of Public Policy

Unit II:

Accountability and control: Institutional mechanism for checks and balances, legislative control over executive, administrative and budgetary control, control through parliamentary committees, judicial control over legislature and executive

Unit III: Administrative culture, corruption and administrative reforms to check corruption Institutional mechanisms for good governance: Right to Information, Consumer Protection Act, Citizen Charter

Unit IV:

Grievance Redressal system: Ombudsman, Lokpal, Lokayukta

Suggested Reading –

1. Governance and Public Policy in India, by M. Laxmikanth
2. Public Policy: An Introduction, by Charles Wheelan
3. Public Policy in India, by Rajesh Chakrabarti
4. B. L. Fadia & Kuldeep Fadia – Indian Government and Politics
5. A comprehensive overview of India's political institutions, governance structure, and policy processes.
6. Bidyut Chakrabarty & Rajendra Kumar Pandey – Indian Government and Politics
7. Offers conceptual clarity and critical analysis of governance mechanisms.
8. Ramesh K. Arora & Rajni Goyal – Indian Public Administration: Institutions and Issues
9. Provides detailed insights into administrative structures, reforms, and governance practices.
10. Pratap Bhanu Mehta & Devesh Kapur (eds.) – Public Institutions in India
11. Analyses the functioning and challenges of key public institutions shaping governance.
12. Kuldeep Mathur – Public Policy and Politics in India
13. A focused study on how public policy develops and operates within India's democratic framework.

Foreign Policy of India

(MINOR)

Paper Code: PO 32002

Course Objectives:

This course has been designed to provide the students with critical insights into the different Determinants, the fundamental goals, and numerous dimensions of India's foreign policy. It engages in the areas of economic, political, diplomatic, and strategic relations with major powers like the USA, Russia, and China. It aims to highlight the need for promoting peace and stability in the South Asian countries. The ambition to become a global power can never be accomplished without having strong ties with the regional organizations. Further, India's presence in different regional organizations has not only strengthened its global presence, it has also enhanced diplomatic possibilities. To further enhance India's aim to pursue strategic autonomy, this course attempts to study India's foreign policy like SAARC, BIMSTEC, G20+, QUAD, SCO.

Unit-I: This unit would benefit the students by providing a background understanding about evolution of India's foreign policy & also about some pivotal factors that play a very significant role in formulation of India's foreign policy.

Unit-II: This unit would make the students understand about different dimension of India's relationship with the major powers.

Unit-III: This unit is meant to provide broad ideas to the students about India's relationship with prominent South Asian nations in the field of culture, trade & politics.

Unit-IV: This unit, with an emphasis on existence and relevance of important regional organisations, will help the students to understand the significant role of India in the global context in coordinating the member states.

Course Content:

Unit-I: India's Foreign Policy in a Changing World

a. Evolution of India's Foreign Policy

b. Major Principles, Objectives & Determinants

c. Idealism, Realism, and Pragmatism in India's Foreign Policy

Unit-II: Relationship with Major Powers: Political, Economic, Strategic

a. India’s relationship with USSR/Russia

b. India’s relationship with USA

c. India’s relationship with China

Unit-III: Relationship with South Asian Countries

a. Relationship with Pakistan

b. Relationship with Nepal & Bangladesh

c. Relationship with Sri Lanka & Afghanistan

Unit-IV: India and Regional Organisations

a. ASEAN , BIMSTEC

b. BRICS, SCO

c. QUAD, G20+

Suggested Readings:

14. Bishwakarma, J. K., & Hu, Z. (2022). Problems and prospects for the South Asian Association for Regional Cooperation (SAARC). Politics & Policy, 50(1), 154- 179.
15. Dutt, V. P. (2009). India's Foreign Policy in a Changing World. Vikas Publishing House.
16. Ganguli, S. (2019) India’s Foreign Policy. Oxford University Press.
17. Ghosh, P. (2020). International Relations. PPO learning pvt. Ltd.
18. Jaishankar, S. (2020). The India way: Strategies for an uncertain world. HarperCollins Publishers, India.
19. Khana V. N. (2018). Foreign policy of India. Vikas Publishing House.

20. Malone, D. M. (2011). Does the Elephant Dance? Contemporary Indian Foreign Policy. Oxford University Press.
21. Melone, D.M., Mohan, C.R., Raghavan, S. (2017). The Oxford Handbook of India's Foreign policy. OUP Oxford.
22. Muni, S. D. (2020). India's "Neighbourhood First" Policy and the Chinese Challenge: The cases of Bangladesh, Nepal, and Sri Lanka. In India's Great Power Politics (pp. 103-121). Routledge India.
23. Nehru, J. (1963). Changing India. Foreign Affairs, 41(3), 453-465.
24. Sikri, R. (2014). Challenge and strategy: rethinking India's foreign policy. Indian Foreign Affairs Journal, 9(1), 56-69.
25. Singh, P. (2022). International Relations. McGraw Hill.
26. Stuenkel, O. (2020). The BRICS and the future of global order. Rowman & Littlefield.
27. Tharoor, S. (2013). Pax Indica: India and the world of the twenty-first century. Penguin UK.

REGIONALIZATION OF INDIAN POLITICS

(MINOR)

Paper Code: PO 32004

Course Objectives:

The paper is designed to introduce the students about increasing regionalism in Indian politics. It also aims to help the students understand the importance of Indian states and how they function as political and economic units. The paper aims to give the students some ideas about regional disparities in Indian context.

Course Contents:

CO 1: The students would understand the role of states in Indian Union

CO 2: The students would also understand how regionalism leading to demand for creation of new states.

CO3: Demonstrate an understanding of the theoretical and empirical dimensions of regional political dynamics in India.

CO4: Critically evaluate the role of regional parties and movements in shaping contemporary political discourse and governance.

CO5: Interpret the implications of regionalization for India's federal system, including issues related to autonomy, decentralization, and policy coordination.

Course Contents:

Unit I: Reorganization of Indian States

Unit II: States as political and economic units

Unit III: Sub-state regions

Unit IV: Regional disparities

Suggested Readings

1. Regionalization of Indian Politics:
2. "Regionalism and National Identity: Essays on India" by A. R. Desai
3. "Federalism and Regionalism in India" by Ram Rattan
4. "Regionalism in India: Dimensions and Issues" edited by Balveer Arora and Douglas V. Verney
5. Paul R. Brass, *The Politics of India Since Independence*.
6. Atul Kohli, *Democracy and Discontent: India's Growing Crisis of Governability*.
7. Rajni Kothari, *Politics in India*.
8. Yogendra Yadav and Suhas Palshikar (eds.), *The Study of Elections, Party System and Political Representation in India*.
9. Balveer Arora and Douglas V. Verney (eds.), *Multiple Identities in a Single State: Indian Federalism in Comparative Perspective*.

Conflict Management Studies (MINOR)

Paper Code: PO 32006

Objective:

The paper is designed to introduce students to the importance of conflict resolution in international relations. This course examines the nature, sources, and dynamics of conflict across interpersonal, organizational, and societal settings. It introduces learners to theoretical frameworks and practical approaches for understanding how conflicts emerge, escalate, and are resolved. Emphasis is placed on developing analytical competence, communication awareness, and strategic intervention skills that support constructive conflict engagement.

Through case analyses, applied exercises, and reflective inquiry, students cultivate the capacity to navigate conflicts ethically, collaboratively, and effectively.

Course outcome:

CO1: Students would understand the importance of conflict resolution in international relations

CO2: Students would also develop ideas about internal conflicts and their implications in India

CO3: Design appropriate conflict intervention plans using analytical frameworks and practical tools.

CO4: Conduct negotiations and mediations using structured, principled, and communication-centered approaches.

CO5: Critically evaluate the effectiveness of conflict management strategies in case studies or applied scenarios.

Course Contents:

Unit I: Introduction to Peace and Conflict Studies: Foundational Theories

Unit II: Gandhi's perspective on peace and non-violence

Unit III: International Organization & Conflict Resolution

Unit IV: Internal Conflicts in India

Suggested Readings:

1. Fisher, R., Ury, W., & Patton, B. *Getting to Yes: Negotiating Agreement Without Giving In.*
2. Deutsch, M., Coleman, P. T., & Marcus, E. C. (Eds.). *The Handbook of Conflict Resolution: Theory and Practice.*
3. Jeong, H.-W. *Understanding Conflict and Conflict Analysis.*
4. Moore, C. W. *The Mediation Process: Practical Strategies for Resolving Conflict.*
5. Mayer, B. *The Dynamics of Conflict: A Guide to Engagement and Intervention.*
6. Burton, J. *Conflict: Human Needs Theory.*
7. Lederach, J. P. *The Little Book of Conflict Transformation.*
8. Thomas, K. W., & Kilmann, R. H. *Thomas–Kilmann Conflict Mode Instrument (TKI).*

9. Bolton, R. *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts.*
10. Rahim, M. A. *Managing Conflict in Organizations.*

Gandhi and the Contemporary World

Paper Code - PO32008

Course Objective

This course introduces students to Mahatma Gandhi's political philosophy, ethical vision, and constructive programmes in relation to contemporary society. It examines Gandhian ideas of Swaraj, Satyagraha, Ahimsa, Swadeshi, Trusteeship, and sustainable development while exploring their relevance to democracy, social justice, peace-building, environmental protection, and global movements. The course enables students to critically assess Gandhi's contributions to modern political thought and contemporary governance.

Course Outcomes

CO1: Explain the philosophical foundations of Gandhian political thought, including Ahimsa, Satyagraha, Swaraj, and Swadeshi.

CO2: Analyze Gandhi's critique of modern civilization, industrialization, and development from ethical and political perspectives.

CO3: Examine the application of Gandhian principles in social reform movements, communal harmony, and non-violent resistance.

CO4: Evaluate the relevance of Gandhian ideas in addressing contemporary issues such as environmental sustainability, peace, and social justice.

CO5: Apply Gandhian ethical values and democratic practices to promote responsible citizenship and inclusive development.

Contemts

UNIT I. Gandhi on Modern Civilization and Ethics of Development
a. Conception of Modern Civilisation and Alternative Modernity
b. Critique of Development: Narmada Bachao Andolan

UNIT II. Gandhian Thought: Theory and Action
a. Theory of Satyagraha
b. Satyagraha in Action

UNIT III:
i. Peasant Satyagraha: Kheda and the Idea of Trusteeship
ii. Temple Entry and Critique of Caste
iii. Social Harmony: 1947and Communal Unity

UNIT IV. Gandhi's Legacy
a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)
b) The Pacifist Movement
c) Women's Movements
d) *Gandhigiri*: Perceptions in Popular Culture

UNIT V. Gandhi and the Idea of Political
a) Swaraj
b) Swadeshi

Suggested Books

1. Bhikhu Parekh – *Gandhi's Political Philosophy*
2. M.K. Gandhi – *Hind Swaraj*
3. Dennis Dalton – *Mahatma Gandhi: Nonviolent Power in Action*
4. Judith Brown – *Gandhi: Prisoner of Hope*
5. Ramachandra Guha – *Gandhi Before India*

Other References

1. M.K. Gandhi – *The Story of My Experiments with Truth*
2. Raghavan Iyer – *The Moral and Political Thought of Mahatma Gandhi*
3. Thomas Weber – *Gandhi as Disciple and Mentor*
4. B.R. Nanda – *Mahatma Gandhi: A Biography*
5. Economic and Political Weekly (selected articles)

1. Gandhi and The Contemporary World

A. COURSE OUTCOMES (COS)

Code	Course Outcome	Bloom's Level
CO1	Understand the core philosophical principles of Gandhi, including Satyagraha, Ahimsa, Swaraj, and Sarvodaya.	**Understand**
CO2	Analyze Gandhi's critique of modern industrial civilization, unrestrained consumerism, and centralized state power.	**Analyze**
CO3	Examine Gandhian strategies of non-violent conflict resolution and their application to contemporary social movements.	**Analyze**
CO4	Critically evaluate the relevance of Gandhian thought in addressing global challenges like climate change, poverty, and war.	**Evaluate**
CO5	Apply Gandhian ethical frameworks (Trusteeship, self-reliance) to practice sustainable living and community action.	**Apply**

B. CO-PO/PSO ATTAINMENT MATRIX (1-3 MAPPING)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	1	3	2	3	2	2	1	3	3	2	2	3	2
CO2	2	3	2	3	2	3	3	3	2	2	1	3	3	3	2	3	2

CO3	2	3	3	3	2	3	2	3	3	3	1	3	3	3	3	3	3
CO4	2	3	3	3	3	3	3	3	2	2	2	3	3	3	3	3	2
CO5	2	2	3	2	3	3	3	3	3	3	2	3	3	2	2	3	3

C. CROSS-CUTTING INTEGRATION

Issue	Level	Integration Focus
Human Values	**Very High**	Deeply embeds moral philosophy, non-violence (Ahimsa), truth (Satya), communal harmony, and human empathy.
Gender	**Medium**	Explores Gandhi's inclusion of women in mass political movements, perspectives on Stree Shakti, and domestic reform.
Environment	**Very High**	Direct focus on ecological sustainability, critique of consumerism, village self-sufficiency (Gram Swaraj), and nature connection.
Professional Ethics	**High**	Emphasizes moral leadership integrity, ethical public service, and the concept of Trusteeship in business and governance.

D. SUSTAINABLE DEVELOPMENT GOALS (SDG) MAPPING

SDG No.	SDG Title	Contribution
SDG 1	**No Poverty**	Promotes bottom-up economics (Sarvodaya), village regeneration, and localized sustainable livelihoods.
SDG 12	**Responsible Consumption**	Critiques modern industrial consumerism and advocates voluntary simplicity, minimal waste, and resource conservation.
SDG 13	**Climate Action**	Integrates Gandhian ecological philosophy to address global climate crises and unsustainable growth patterns.
SDG 16	**Peace, Justice & Institutions**	Applies Satyagraha and non-violent conflict resolution to build peaceful societies and just institutions.

SEMESTER – VII

(SINGLE MAJOR)

(With Research/ Without Research)

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

Suggested Readings

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.
6. Hatchner, D. G., & Levine, *Comparative Government and Politics*, Allen & Unwin, London, 1960.
7. Johari, J. C., *Comparative Politics*, Sterling Publisher Pvt. Ltd., Noida, 2019.
8. Keily, Ray, *Sociology and Development: The Impasse and Beyond,* UCL Press, London, 1995

9. Leach, E. and Mukherjee, S. N., *Elites in South Asia*, Cambridge University Press, London, 1970.
10. Mattei Dogan and Ali Kazancigili (Eds.), *Comparing Nations, Concepts, Strategies, Substance,* Blackwell, Oxford, 1994.

1. CO–PO–PSO Mapping Table

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

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
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

2. 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.

3. 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

Suggested Readings

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.
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	PSO1	PSO2	PSO3
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

4. SDG Mapping

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: Structure and Processes
Paper Code: PO40005

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

Suggested Readings

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.

6. Hasan, Zoya, E. Shridharan and R. Sudarshan (Eds.), *India's Living Constitution*, New Delhi, Permanent Black, New Delhi, 2002.
7. Kapur, Devesh and Pratap Bhanu Mehta (Eds.), *Public Institutions in India*, Oxford University Press, New Delhi, 2005.
8. Kapur, Devesh and Pratap Bhanu Mehta (Eds.), *Public Institutions in India*, New Delhi, Oxford University Press, 2005.
9. 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)

3. CO-PO & PSO Mapping Table

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**

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

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.

5. SDG Mapping for this Course

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.

Political Science Research (MAJOR)

Paper Code: PO 40011

Course Objectives:

The primary objective of Research Methodology is to equip learners with the conceptual and practical foundations required to design and conduct systematic investigations. The course aims to develop the ability to formulate research problems, construct theoretical frameworks, and select appropriate methods for data collection and analysis. Students are guided to critically evaluate existing literature, apply ethical principles in research practice, and translate empirical findings into coherent scholarly outputs. Ultimately, the course seeks to cultivate analytical thinking, methodological rigor, and academic integrity, enabling learners to produce high-quality research in their respective disciplines.

Course Outcomes:

CO1: Identify and articulate research problems, questions, and hypotheses with clarity and scholarly precision.

CO2: Evaluate academic literature and synthesize theoretical perspectives relevant to a chosen research topic.

CO3: Select appropriate research designs and justify methodological choices based on the nature of the inquiry.

CO4: Apply qualitative and quantitative methods for data collection, analysis, and interpretation.

CO5: Use statistical tools and software to process and present research findings.

Course Contents:

Unit-I: Understanding RESEARCH

a) Philosophy of Social Science Research, Social Political Research

b) Characteristics of Scientific Research, Significance of Political Science Research

c) Types of Research: Pure, Applied and Action Research, Quantitative and Qualitative, Content Analysis

d) Steps of a Research

Unit-II: Research Design

a) Meaning and types: Exploratory, Explanatory, Descriptive, Diagnostic, Experimental

b) Identification of Research Problem, Significance of Review of Literature

c) Hypothesis: Formulation of Hypothesis, Features of an Ideal Hypothesis, Types

d) Variables, Types of Variables

Unit-III: Sampling and Data Collection

a) Probability Sampling: Simple Random Sampling, Stratified Random Sampling, Cluster Sampling

b) Non-probability Sampling: Quota Sampling, Accidental Sampling, Judgmental Sampling

or Purposive Sampling, Expert Sampling, Snowball Sampling

c) Data Collection Methods: Observation, Questionnaire, Interview and Focus Group Discussion, Survey Research, Case Study method

Unit-IV: Data Analysis and Report Writing

a) Quantitative and Qualitative Data analysis

b) Data cleansing and computation

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Identify and articulate research problems, questions, and hypotheses with clarity and scholarly precision.	Remember
CO2	Evaluate academic literature and synthesize theoretical perspectives relevant to a chosen research topic.	Understand
CO3	Select appropriate research designs and justify methodological choices based on the nature of the inquiry.	Analyze
CO4	Apply qualitative and quantitative methods for data collection, analysis, and interpretation.	Apply
CO5	Use statistical tools and software to process and present research findings.	Create

CO–PO Attainment Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2	1	1	2	3	2	2	3	3	3	2	2	2
CO2	3	3	2	2	2	1	1	3	3	1	2	3	3	2	2	2	2
CO3	2	3	3	3	2	2	1	3	3	2	3	3	3	3	3	2	2
CO4	2	3	3	3	2	2	2	3	3	2	3	3	3	3	3	2	3
CO5	2	3	3	2	2	1	1	3	3	2	3	3	2	3	3	2	3
Avg.	**2.4**	**3.0**	**2.6**	**2.4**	**2.0**	**1.4**	**1.2**	**2.8**	**3.0**	**1.8**	**2.6**	**3.0**	**2.8**	**2.8**	**2.6**	**2.0**	**2.4**

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Professional Ethics	Very High	Direct focus on academic integrity, ethical principles in research practice, and avoiding

		plagiarism (Unit I & IV).
Human Values	High	Development of methodological rigor and objective truth-seeking cultivates intellectual honesty and respect for empirical evidence.
Gender	Medium	Inclusion of qualitative methods like Focus Group Discussions (Unit III) allows for the capture of gender-specific narratives and social perspectives.
Environment & Sustainability	Low	While not a primary focus, research design principles allow for systematic investigation into environmental governance and policy impact.

SDG Mapping

SDG No.	**SDG Title**	**Contribution**
SDG 4	Quality Education	Equips students with critical thinking and methodological tools essential for advanced higher education and lifelong learning.
SDG 9	Industry, Innovation & Infrastructure	Fosters research and development (R&D) capabilities, contributing to scientific innovation and data-driven policy making.
SDG 16	Peace, Justice and Strong Institutions	Provides the tools to conduct objective social and political research, essential for transparent governance and institutional accountability.
SDG 17	Partnerships for the Goals	Enhances data monitoring and statistical capacities, which are vital for tracking and achieving all other Sustainable Development Goals.

Suggested reading

1. Research Methodology: Methods and Techniques, C.R. Kothari and Gaurav Garg
2. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, John W. Creswell
3. The Craft of Research, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams
4. Social Research Methods: Qualitative and Quantitative Approaches, W. Lawrence Neuman

5. Creswell, J. W., & Creswell, J. D. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.
6. Kothari, C. R. *Research Methodology: Methods and Techniques*.
7. Saunders, M., Lewis, P., & Thornhill, A. *Research Methods for Business Students*.
8. Neuman, W. L. *Social Research Methods: Qualitative and Quantitative Approaches*.

SEMESTER – VII

(SINGLE MAJOR)

(With Research/ Without Research)

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

Suggested Readings

11. Burgess, Michael, *Comparative Federalism: Theory and Practice*, Routledge, London, 2006.
12. Caramani, Daniel, *Comparative Politics,* Oxford University Press, Oxford, 2008
13. Chilcote, Ronald H., *Theories of Comparative Politics*, Westview Press, Boulder, 1994.
14. Hague, Rod and Martin Harrop, *Comparative Government and Politics*, Macmillan, 2007,
15. Hague, Rod and Martin Harrop, *Comparative Government and Politics*, Macmillan, 2007.
16. Hatchner, D. G., & Levine, *Comparative Government and Politics*, Allen & Unwin, London, 1960.

17. Johari, J. C., *Comparative Politics*, Sterling Publisher Pvt. Ltd., Noida, 2019.
18. Keily, Ray, *Sociology and Development: The Impasse and Beyond,* UCL Press, London, 1995
19. Leach, E. and Mukherjee, S. N., *Elites in South Asia*, Cambridge University Press, London, 1970.
20. Mattei Dogan and Ali Kazancigili (Eds.), *Comparing Nations, Concepts, Strategies, Substance,* Blackwell, Oxford, 1994.

4. CO–PO–PSO Mapping Table

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

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
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

5. 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.

6. 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

Suggested Readings

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.
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	PSO1	PSO2	PSO3
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

4. SDG Mapping

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: Structure and Processes
Paper Code: PO 40005

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

Suggested Readings

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.
6. Hasan, Zoya, E. Shridharan and R. Sudarshan (Eds.), *India's Living Constitution*, New Delhi, Permanent Black, New Delhi, 2002.
7. Kapur, Devesh and Pratap Bhanu Mehta (Eds.), *Public Institutions in India*, Oxford University Press, New Delhi, 2005.
8. Kapur, Devesh and Pratap Bhanu Mehta (Eds.), *Public Institutions in India*, New Delhi, Oxford University Press, 2005.
9. 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: Structure and Processes (PG)

3. CO-PO & PSO Mapping Table

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**

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

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.

5. SDG Mapping for this Course

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.

POLITICAL SCIENCE RESEARCH

(MAJOR)

Paper Code: PO 40011

Course Objectives:

The primary objective of Research Methodology is to equip learners with the conceptual and practical foundations required to design and conduct systematic investigations. The course aims to develop the ability to formulate research problems, construct theoretical frameworks, and select appropriate methods for data collection and analysis. Students are guided to critically evaluate existing literature, apply ethical principles in research practice, and translate empirical findings into coherent scholarly outputs. Ultimately, the course seeks to cultivate analytical thinking, methodological rigor, and academic integrity, enabling learners to produce high-quality research in their respective disciplines.

Course Outcomes:

CO1: Identify and articulate research problems, questions, and hypotheses with clarity and scholarly precision.

CO2: Evaluate academic literature and synthesize theoretical perspectives relevant to a chosen research topic.

CO3: Select appropriate research designs and justify methodological choices based on the nature of the inquiry.

CO4: Apply qualitative and quantitative methods for data collection, analysis, and interpretation.

CO5: Use statistical tools and software to process and present research findings.

Course Contents:

Unit-I: Understanding RESEARCH

e) Philosophy of Social Science Research, Social Political Research

f) Characteristics of Scientific Research, Significance of Political Science Research

g) Types of Research: Pure, Applied and Action Research, Quantitative and Qualitative, Content Analysis

h) Steps of a Research

Unit-II: Research Design

e) Meaning and types: Exploratory, Explanatory, Descriptive, Diagnostic, Experimental

f) Identification of Research Problem, Significance of Review of Literature

g) Hypothesis: Formulation of Hypothesis, Features of an Ideal Hypothesis, Types

h) Variables, Types of Variables

Unit-III: Sampling and Data Collection

d) Probability Sampling: Simple Random Sampling, Stratified Random Sampling, Cluster Sampling

e) Non-probability Sampling: Quota Sampling, Accidental Sampling, Judgmental Sampling

or Purposive Sampling, Expert Sampling, Snowball Sampling

f) Data Collection Methods: Observation, Questionnaire, Interview and Focus Group Discussion, Survey Research, Case Study method

Unit-IV: Data Analysis and Report Writing

c) Quantitative and Qualitative Data analysis

d) Data cleansing and computation

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Identify and articulate research problems, questions, and hypotheses with clarity and scholarly precision.	Remember
CO2	Evaluate academic literature and synthesize theoretical perspectives relevant to a chosen research topic.	Understand
CO3	Select appropriate research designs and justify methodological choices based on the nature of the inquiry.	Analyze
CO4	Apply qualitative and quantitative methods for data collection, analysis, and interpretation.	Apply
CO5	Use statistical tools and software to process and present research findings.	Create

CO–PO Attainment Matrix

CO\PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	2	2	2	1	1	2	3	2	2	3	3	3	2	2	2
CO2	3	3	2	2	2	1	1	3	3	1	2	3	3	2	2	2	2
CO3	2	3	3	3	2	2	1	3	3	2	3	3	3	3	3	2	2
CO4	2	3	3	3	2	2	2	3	3	2	3	3	3	3	3	2	3
CO5	2	3	3	2	2	1	1	3	3	2	3	3	2	3	3	2	3
Avg.	**2.4**	**3.0**	**2.6**	**2.4**	**2.0**	**1.4**	**1.2**	**2.8**	**3.0**	**1.8**	**2.6**	**3.0**	**2.8**	**2.8**	**2.6**	**2.0**	**2.4**

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus

Professional Ethics	Very High	Direct focus on academic integrity, ethical principles in research practice, and avoiding plagiarism (Unit I & IV).
Human Values	High	Development of methodological rigor and objective truth-seeking cultivates intellectual honesty and respect for empirical evidence.
Gender	Medium	Inclusion of qualitative methods like Focus Group Discussions (Unit III) allows for the capture of gender-specific narratives and social perspectives.
Environment & Sustainability	Low	While not a primary focus, research design principles allow for systematic investigation into environmental governance and policy impact.

SDG Mapping

SDG No.	**SDG Title**	**Contribution**
SDG 4	Quality Education	Equips students with critical thinking and methodological tools essential for advanced higher education and lifelong learning.
SDG 9	Industry, Innovation & Infrastructure	Fosters research and development (R&D) capabilities, contributing to scientific innovation and data-driven policy making.
SDG 16	Peace, Justice and Strong Institutions	Provides the tools to conduct objective social and political research, essential for transparent governance and institutional accountability.
SDG 17	Partnerships for the Goals	Enhances data monitoring and statistical capacities, which are vital for tracking and achieving all other Sustainable Development Goals.

Suggested reading

9. Research Methodology: Methods and Techniques, C.R. Kothari and Gaurav Garg
10. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, John W. Creswell
11. The Craft of Research, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams
12. Social Research Methods: Qualitative and Quantitative Approaches, W. Lawrence Neuman
13. Creswell, J. W., & Creswell, J. D. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.
14. Kothari, C. R. *Research Methodology: Methods and Techniques*.
15. Saunders, M., Lewis, P., & Thornhill, A. *Research Methods for Business Students*.
16. Neuman, W. L. *Social Research Methods: Qualitative and Quantitative Approaches*.

Fundamentals of International Relations (MINOR)

Paper Code: PO 42001

Course Objective:

The paper is designed to introduce students to emerging concepts in international relations. It also aims to educate students about the crucial north-south dialogue over many significant global issues. This course is designed to introduce students to the major concepts, theories, and analytical tools used to understand interactions among states and other actors in the international system. It seeks to develop a critical understanding of the historical evolution of world politics, the dynamics of conflict and cooperation, and the forces shaping contemporary global issues. Students will be encouraged to analyze international events from multiple theoretical perspectives and to examine how power, institutions, identity, and economic structures influence state behavior.

Course Outcomes:

CO1: The students would develop a perspective about the dichotomy between development and poverty.

CO2: Explain the foundational theories of International Relations, including realism, liberalism, constructivism, Marxism, and critical approaches.

CO3: Evaluate major historical developments in the international system and relate them to contemporary global politics.

CO4: Analyze patterns of conflict and cooperation by applying theoretical frameworks to real-world events.

CO5: Assess the role of international institutions, norms, and non-state actors in shaping global governance.

Course Contents

Unit 1: WTO, G-20, BRICs

Unit 2: Regional Organizations: Sanghai Co-operation Organization, ASEAN

Unit 3: United Nations: Aims, objectives, structure and working of UN; peace and development perspectives, humanitarian interventions

Unit 4: Contemporary challenges: International terrorism, climate change and environmental concerns.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the dichotomy between development and poverty in the international system.	Understand
CO2	Explain foundational theories of IR, including realism, liberalism, constructivism, and Marxism.	Understand

CO3	Evaluate major historical developments in the international system and relate them to contemporary politics.	Evaluate
CO4	Analyze patterns of conflict and cooperation by applying theoretical frameworks to real-world events.	Analyze
CO5	Assess the role of international institutions, norms, and non-state actors in shaping global governance.	Evaluate

CO–PO Attainment Matrix

CO\PO	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	2	3	2	2	2	2	1	1	2	3	2	2	2	2
CO2	3	3	2	2	2	1	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	2	2	2	1	2	2	1	1	2	3	2	2	2	1
CO4	2	3	2	3	2	2	2	2	2	1	2	3	3	2	2	2	2
CO5	2	3	2	2	3	3	2	2	2	2	2	3	3	3	2	3	2
Avg.	**2.2**	**3.0**	**2.0**	**2.2**	**2.4**	**2.0**	**1.6**	**1.8**	**2.0**	**1.2**	**1.4**	**2.4**	**3.0**	**2.2**	**2.0**	**2.2**	**1.6**

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	High	Study of humanitarian interventions, refugee rights, and global poverty fosters an understanding of universal human dignity.
Gender	Medium	Analysis of the impact of global governance and development policies on gender power structures.
Environment & Sustainability	High	Direct focus on climate change and environmental concerns as a primary contemporary challenge.

Professional Ethics	Medium	Examination of international norms, ethical dimensions of foreign policy, and international legal institutions.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Analysis of the development-poverty dichotomy and economic cooperation via blocs like BRICS and G-20.
SDG 13	Climate Action	Dedicated study of climate change and environmental concerns as major contemporary global challenges.
SDG 16	Peace, Justice and Strong Institutions	Primary focus on the UN system and regional organizations for global governance.
SDG 17	Partnerships for the Goals	Study of global and regional partnerships (WTO, ASEAN, SCO) necessary for addressing systemic issues.

Suggested readings:

1. "International Relations" by Joshua S. Goldstein and Jon C. Pevehouse
2. "International Relations and World Politics" by Paul R. Viotti and Mark V. Kauppi
3. "Theories of International Relations" by Scott Burchill, Andrew Linklater, et al.
4. "Essentials of International Relations" by Karen A. Mingst and Ivan M. Arreguín-Toft

5. Morgenthau, H. J. *Politics Among Nations*. McGraw-Hill.
6. Waltz, K. N. *Theory of International Politics*. Addison-Wesley.
7. Wendt, A. *Social Theory of International Politics*. Cambridge University Press.
8. Keohane, R. O. *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton University Press.

SEMESTER – VII

(DOUBLE MAJOR)

(With Research/ Without Research)

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

Suggested Readings

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

7. CO–PO–PSO Mapping Table

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

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
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

8. 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.

9. 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

Suggested Readings

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

28. Kumar, Mahendra, *Theoretical Aspects of International Politics*, Shivlal Aggarwal & Co., Agra, 1967.
29. Malhotra, B.K., *International Relation*, Surjit Publication, New Delhi, 2020.
30. Morgenthau, Hans J, *Politics among Nations: The Struggle for Power and Peace*, New York, 1985.
31. Pevenhouse, D. W. and J.K. Goldstein, *International Relation*, Tearson Education, New Delhi, 2017.
32. 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	PSO1	PSO2	PSO3
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

33. 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

4. SDG Mapping

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: Structure and Processes
Paper Code: PO 40005

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

Suggested Readings

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.
6. Hasan, Zoya, E. Shridharan and R. Sudarshan (Eds.), *India's Living Constitution*, New Delhi, Permanent Black, New Delhi, 2002.
7. Kapur, Devesh and Pratap Bhanu Mehta (Eds.), *Public Institutions in India*, Oxford University Press, New Delhi, 2005.
8. Kapur, Devesh and Pratap Bhanu Mehta (Eds.), *Public Institutions in India*, New Delhi, Oxford University Press, 2005.
9. 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)

3. CO-PO & PSO Mapping Table

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**

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

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.

5. SDG Mapping for this Course

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.

Political Science Research (MAJOR)

Paper Code: PO 40011

Course Objectives:

The primary objective of Research Methodology is to equip learners with the conceptual and practical foundations required to design and conduct systematic investigations. The course aims to develop the ability to formulate research problems, construct theoretical frameworks, and select appropriate methods for data collection and analysis. Students are guided to critically evaluate existing literature, apply ethical principles in research practice, and translate empirical findings into coherent scholarly outputs. Ultimately, the course seeks to cultivate analytical thinking, methodological rigor, and academic integrity, enabling learners to produce high-quality research in their respective disciplines.

Course Outcomes:

CO1: Identify and articulate research problems, questions, and hypotheses with clarity and scholarly precision.

CO2: Evaluate academic literature and synthesize theoretical perspectives relevant to a chosen research topic.

CO3: Select appropriate research designs and justify methodological choices based on the nature of the inquiry.

CO4: Apply qualitative and quantitative methods for data collection, analysis, and interpretation.

CO5: Use statistical tools and software to process and present research findings.

Course Contents:

Unit-I: Understanding RESEARCH

i) Philosophy of Social Science Research, Social Political Research

j) Characteristics of Scientific Research, Significance of Political Science Research

k) Types of Research: Pure, Applied and Action Research, Quantitative and Qualitative, Content Analysis

l) Steps of a Research

Unit-II: Research Design

i) Meaning and types: Exploratory, Explanatory, Descriptive, Diagnostic, Experimental

j) Identification of Research Problem, Significance of Review of Literature

k) Hypothesis: Formulation of Hypothesis, Features of an Ideal Hypothesis, Types

l) Variables, Types of Variables

Unit-III: Sampling and Data Collection

g) Probability Sampling: Simple Random Sampling, Stratified Random Sampling, Cluster Sampling

h) Non-probability Sampling: Quota Sampling, Accidental Sampling, Judgmental Sampling

or Purposive Sampling, Expert Sampling, Snowball Sampling

i) Data Collection Methods: Observation, Questionnaire, Interview and Focus Group Discussion, Survey Research, Case Study method

Unit-IV: Data Analysis and Report Writing

e) Quantitative and Qualitative Data analysis

f) Data cleansing and computation

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Identify and articulate research problems, questions, and hypotheses with clarity and scholarly precision.	Remember
CO2	Evaluate academic literature and synthesize theoretical perspectives relevant to a chosen research topic.	Understand
CO3	Select appropriate research designs and justify methodological choices based on the nature of the inquiry.	Analyze
CO4	Apply qualitative and quantitative methods for data collection, analysis, and interpretation.	Apply
CO5	Use statistical tools and software to process and present research findings.	Create

CO–PO Attainment Matrix

CO\PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	2	2	2	1	1	2	3	2	2	3	3	3	2	2	2
CO2	3	3	2	2	2	1	1	3	3	1	2	3	3	2	2	2	2
CO3	2	3	3	3	2	2	1	3	3	2	3	3	3	3	3	2	2
CO4	2	3	3	3	2	2	2	3	3	2	3	3	3	3	3	2	3
CO5	2	3	3	2	2	1	1	3	3	2	3	3	2	3	3	2	3
Avg.	**2.4**	**3.0**	**2.6**	**2.4**	**2.0**	**1.4**	**1.2**	**2.8**	**3.0**	**1.8**	**2.6**	**3.0**	**2.8**	**2.8**	**2.6**	**2.0**	**2.4**

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus

Professional Ethics	Very High	Direct focus on academic integrity, ethical principles in research practice, and avoiding plagiarism (Unit I & IV).
Human Values	High	Development of methodological rigor and objective truth-seeking cultivates intellectual honesty and respect for empirical evidence.
Gender	Medium	Inclusion of qualitative methods like Focus Group Discussions (Unit III) allows for the capture of gender-specific narratives and social perspectives.
Environment & Sustainability	Low	While not a primary focus, research design principles allow for systematic investigation into environmental governance and policy impact.

SDG Mapping

SDG No.	**SDG Title**	**Contribution**
SDG 4	Quality Education	Equips students with critical thinking and methodological tools essential for advanced higher education and lifelong learning.
SDG 9	Industry, Innovation & Infrastructure	Fosters research and development (R&D) capabilities, contributing to scientific innovation and data-driven policy making.
SDG 16	Peace, Justice and Strong Institutions	Provides the tools to conduct objective social and political research, essential for transparent governance and institutional accountability.
SDG 17	Partnerships for the Goals	Enhances data monitoring and statistical capacities, which are vital for tracking and achieving all other Sustainable Development Goals.

Suggested reading

17. Research Methodology: Methods and Techniques, C.R. Kothari and Gaurav Garg
18. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, John W. Creswell
19. The Craft of Research, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams
20. Social Research Methods: Qualitative and Quantitative Approaches, W. Lawrence Neuman
21. Creswell, J. W., & Creswell, J. D. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.
22. Kothari, C. R. *Research Methodology: Methods and Techniques*.
23. Saunders, M., Lewis, P., & Thornhill, A. *Research Methods for Business Students*.
24. Neuman, W. L. *Social Research Methods: Qualitative and Quantitative Approaches*.

Fundamentals of International Relations (MINOR)

Paper Code: PO 42001

Course Objective:

The paper is designed to introduce students to emerging concepts in international relations. It also aims to educate students about the crucial north-south dialogue over many significant global issues. This course is designed to introduce students to the major concepts, theories, and analytical tools used to understand interactions among states and other actors in the international system. It seeks to develop a critical understanding of the historical evolution of world politics, the dynamics of conflict and cooperation, and the forces shaping contemporary global issues. Students will be encouraged to analyze international events from multiple theoretical perspectives and to examine how power, institutions, identity, and economic structures influence state behavior.

Course Outcomes:

CO1: The students would develop a perspective about the dichotomy between development and poverty.

CO2: Explain the foundational theories of International Relations, including realism, liberalism, constructivism, Marxism, and critical approaches.

CO3: Evaluate major historical developments in the international system and relate them to contemporary global politics.

CO4: Analyze patterns of conflict and cooperation by applying theoretical frameworks to real-world events.

CO5: Assess the role of international institutions, norms, and non-state actors in shaping global governance.

Course Contents

Unit 1: WTO, G-20, BRICs

Unit 2: Regional Organizations: Sanghai Co-operation Organization, ASEAN

Unit 3: United Nations: Aims, objectives, structure and working of UN; peace and development perspectives, humanitarian interventions

Unit 4: Contemporary challenges: International terrorism, climate change and environmental concerns.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the dichotomy between development and poverty in the international system.	Understand
CO2	Explain foundational theories of IR, including realism, liberalism, constructivism, and Marxism.	Understand

CO3	Evaluate major historical developments in the international system and relate them to contemporary politics.	Evaluate
CO4	Analyze patterns of conflict and cooperation by applying theoretical frameworks to real-world events.	Analyze
CO5	Assess the role of international institutions, norms, and non-state actors in shaping global governance.	Evaluate

CO–PO Attainment Matrix

CO\PO	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	2	3	2	2	2	2	1	1	2	3	2	2	2	2
CO2	3	3	2	2	2	1	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	2	2	2	1	2	2	1	1	2	3	2	2	2	1
CO4	2	3	2	3	2	2	2	2	2	1	2	3	3	2	2	2	2
CO5	2	3	2	2	3	3	2	2	2	2	2	3	3	3	2	3	2
Avg.	**2.2**	**3.0**	**2.0**	**2.2**	**2.4**	**2.0**	**1.6**	**1.8**	**2.0**	**1.2**	**1.4**	**2.4**	**3.0**	**2.2**	**2.0**	**2.2**	**1.6**

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	High	Study of humanitarian interventions, refugee rights, and global poverty fosters an understanding of universal human dignity.
Gender	Medium	Analysis of the impact of global governance and development policies on gender power structures.
Environment & Sustainability	High	Direct focus on climate change and environmental concerns as a primary contemporary challenge.

Professional Ethics	Medium	Examination of international norms, ethical dimensions of foreign policy, and international legal institutions.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Analysis of the development-poverty dichotomy and economic cooperation via blocs like BRICS and G-20.
SDG 13	Climate Action	Dedicated study of climate change and environmental concerns as major contemporary global challenges.
SDG 16	Peace, Justice and Strong Institutions	Primary focus on the UN system and regional organizations for global governance.
SDG 17	Partnerships for the Goals	Study of global and regional partnerships (WTO, ASEAN, SCO) necessary for addressing systemic issues.

Suggested readings:

9. "International Relations" by Joshua S. Goldstein and Jon C. Pevehouse
10. "International Relations and World Politics" by Paul R. Viotti and Mark V. Kauppi
11. "Theories of International Relations" by Scott Burchill, Andrew Linklater, et al.
12. "Essentials of International Relations" by Karen A. Mingst and Ivan M. Arreguín-Toft

13. Morgenthau, H. J. *Politics Among Nations*. McGraw-Hill.
14. Waltz, K. N. *Theory of International Politics*. Addison-Wesley.
15. Wendt, A. *Social Theory of International Politics*. Cambridge University Press.
16. Keohane, R. O. *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton University Press.

Human Rights in a Comparative Perspective
PO40052

Course objective:

The course aims to introduce students to the theoretical foundations and institutional development of human rights from a comparative perspective. It seeks to develop an understanding of the evolution of human rights, the Universal Declaration of Human Rights, and the constitutional protection of rights in different political systems, particularly India and South Africa. Through a comparative examination of contemporary issues such as torture, surveillance, censorship, terrorism, minority rights, caste, race, gender-based violence, and the land rights of indigenous communities, the course encourages students to critically analyse the relationship between state power, social inequalities, and human dignity. It further seeks to foster constitutional values, democratic citizenship, social justice, and respect for cultural diversity while equipping students with the analytical skills necessary to evaluate human rights challenges in national and global contexts.

Course Outcomes (COs)

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

CO1: Explain the evolution, theories, and institutional foundations of human rights.

CO2: Compare constitutional and international mechanisms for the protection of human rights with special reference to India and South Africa.

CO3: Critically analyse contemporary human rights issues such as torture, surveillance, terrorism, minority rights, and censorship from a comparative perspective.

CO4: Examine structural inequalities relating to caste, race, gender, and indigenous communities through the human rights framework.

CO5: Develop informed perspectives on human rights challenges and promote democratic values, social justice, and constitutional morality.

Course content:
UNIT I. Human Rights: Theory and Institutionalization (10 Lectures)
Understanding Human Rights: Three Generations of Rights

UNIT 2. (12 Lectures)
a. Institutionalization: Universal Declaration of Human Rights
b. Rights in National Constitutions: South Africa and India

UNIT 3: Issues (15 Lectures)
a. Torture: USA and India
b. Surveillance and Censorship: China and India
c. Terrorism and Insecurity of Minorities: USA and India

UNIT 4: Structural Violence (15 Lectures)
a. Caste and Race: South Africa and India
b. Gender and Violence: India and Pakistan

UNIT 5: (8 Lectures)
Adivasis /Aboriginals and the Land Question: Australia and India

Human Rights in a Comparative Perspective

Course Code: PO-3103

Course Outcomes (COs)

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

CO1: Explain the evolution, theories, and institutional foundations of human rights.

CO2: Compare constitutional and international mechanisms for the protection of human rights with special reference to India and South Africa.

CO3: Critically analyse contemporary human rights issues such as torture, surveillance, terrorism, minority rights, and censorship from a comparative perspective.

CO4: Examine structural inequalities relating to caste, race, gender, and indigenous communities through the human rights framework.

CO5: Develop informed perspectives on human rights challenges and promote democratic values, social justice, and constitutional morality.

CO–PO Mapping

Course Outcomes	PO1 Knowledge	PO2 Critical Thinking	PO3 Research & Analysis	PO4 Communication	PO5 Constitutional & Ethical Values	PO6 Global Citizenship	PO7 Social Responsibility
CO1	3	2	1	2	3	2	2
CO2	3	3	2	2	3	3	2
CO3	2	3	3	2	3	3	3

Course Outcomes	PO1 Knowledge	PO2 Critical Thinking	PO3 Research & Analysis	PO4 Communication	PO5 Constitutional & Ethical Values	PO6 Global Citizenship	PO7 Social Responsibility
CO4	3	3	2	2	3	2	3
CO5	2	3	2	3	3	3	3

CO–SDG Mapping

Course Outcomes	SDG 4 Quality Education	SDG 5 Gender Equality	SDG 10 Reduced Inequalities	SDG 16 Peace, Justice & Strong Institutions	SDG 17 Partnerships for Goals
CO1	3	1	2	3	1
CO2	2	1	2	3	2
CO3	2	2	3	3	2
CO4	2	3	3	2	1
CO5	2	2	3	3	2

Unit-wise Cross-Cutting Issues Mapping

Unit	Professional Ethics	Gender	Human Values	Environment & Sustainability	Constitutional Values
Unit I: Human Rights Theory	✓		✓		✓
Unit II: Institutionalization	✓		✓		✓
Unit III: Torture, Surveillance & Terrorism	✓		✓		✓
Unit IV: Structural Violence	✓	✓	✓		✓
Unit V: Indigenous Peoples and Land Rights	✓	✓	✓	✓	✓

Unit-wise SDG Mapping

Unit	Relevant SDGs
Unit I	SDG 4 (Quality Education), SDG 16 (Peace, Justice and Strong Institutions)
Unit II	SDG 16 (Peace, Justice and Strong Institutions), SDG 17 (Partnerships for the Goals)
Unit	SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice and Strong Institutions)

Unit	Relevant SDGs
III	
Unit IV	SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice and Strong Institutions)
Unit V	SDG 10 (Reduced Inequalities), SDG 15 (Life on Land), SDG 16 (Peace, Justice and Strong Institutions)

SEMESTER – VIII (SINGLE MAJOR)

(Without research)

The Major Powers and India
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

Suggested Readings

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

Suggested reading list

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.
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.

THE MAJOR POWERS AND INDIA

Subject Focus: India and the international relations

2. CO-PO & PSO Mapping Matrix

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

3. Mapping with Cross-Cutting Issues

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.

Development Administration in India

Paper Code: DA40034

Course Objective:

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	ccountability, anti-corruption measures, and bureaucratic neutrality.
Gender	Medium	omen'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	ainable local development models through 73rd/74th amendments and resource management.
SDG	**SDG Titles**	**Nature of Contribution**
SDG 4	Quality Education	ng for citizens and officials regarding rights and administrative processes.
SDG 8	Work & Economic Growth	ocus on rural and urban machinery that facilitates local economic opportunities and livelihoods.

SDG 11	Sustainable Cities & Communities	h Amendment and district administration in urban governance and infrastructure.
SDG 16	ace, Justice & Strong Institutions	titutional accountability, decentralization, and effective bureaucracy.

Active Citizenship and Democratic Values (MAJOR)
Paper Code: AC40032

Course Objectives:

This course is designed to cultivate a deep understanding of the principles, practices, and responsibilities that underpin democratic life. It seeks to familiarize learners with the ethical foundations of citizenship, the institutional frameworks that sustain democratic governance, and the participatory mechanisms through which individuals influence public decisions. By engaging with contemporary debates, historical perspectives, and practical case studies, students will develop the capacity to critically evaluate civic processes, appreciate the diversity of democratic cultures, and recognize the role of informed, responsible citizens in strengthening democratic societies.

Course outcomes:

CO 1: Students would realize the significance of multi-cultural citizenship

CO 2: Students would also develop ideas about role of active citizenship in a democracy

CO3: Explain the conceptual foundations of citizenship, democracy, and civic responsibility.

CO4: Analyze the structures, functions, and limitations of democratic institutions at local, national, and global levels.

CO5: Evaluate public issues using democratic values such as justice, equality, liberty, and accountability.

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

Unit- V

Citizenship beyond the Nation-state: Globalization and global justice; the idea of cosmopolitan citizenship

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Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the conceptual foundations of citizenship, democracy, and civic responsibility.	Remember
CO2	Realize the significance of multi-cultural citizenship and differentiated identities in social inclusion.	Understand
CO3	Analyze the structures, functions, and limitations of democratic institutions from local to global levels.	Analyze
CO4	Explain the role of active citizenship in participation within civil society and political processes.	Understand
CO5	Evaluate public issues using democratic values such as justice, equality, liberty, and accountability.	Evaluate

CO–PO Attainment Matrix (1–3 Mapping)

CO\ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2
Avg	2.0	3.0	2.0	2.4	2.2	2.4	1.4	1.4	2.0	1.2	1.4	2.4	3.0	2.2	2.0	2.2	1.4

Mapping Scale

Scale	Interpretation
1	Low Correlation
2	Medium Correlation
3	High Correlation

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of civic responsibility, justice, and equality fosters ethical foundations for democratic life.
Gender	High	Examination of differentiated citizenship and gender in social inclusion/exclusion perspectives.
Environment & Sustainability	Medium	Global justice and cosmopolitan citizenship address global environmental responsibilities.
Professional Ethics	High	Accountability and active participation in civil society instill ethical practices in

		public engagement.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of civic literacy and democratic values.
SDG 5	Gender Equality	Analysis of differentiated citizenship focusing on gender inclusion and representation.
SDG 10	Reduced Inequalities	Focus on multicultural citizenship and social inclusion perspectives.
SDG 16	Peace, Justice & Strong Institutions	Core focus on democratic institutions, justice, and the role of active citizens.

Text Books:

1. Democracy and Its Institutions, by André Béteille
2. Active Citizenship and Civic Engagement"* by Richard Battistoni
3. The Idea of India"* by Sunil Khilnani
4. Putnam, Robert D. *Bowling Alone: The Collapse and Revival of American Community.* Simon & Schuster.
5. Sen, Amartya. *The Idea of Justice.* Harvard University Press.

Suggested reading

1. Nussbaum, Martha C. *Creating Capabilities: The Human Development Approach.* Harvard University Press.
2. Milner, Henry. *Civic Literacy: How Informed Citizens Make Democracy Work.*
3. 3Tufts University Press.
4. Fung, Archon. *Empowered Participation: Reinventing Urban Democracy.*
5. Princeton University Press.

6. 4.United Nations Development Programme (UNDP). *Human Development Report* (selected chapters on governance and participation)

Global Politics: Contemporary Issues and Challenges

Paper Code: GP40034

Objectives

The paper aims to provide an up-to-date and integrated knowledge on global politics. It seeks
to make students understand the issues on Cold War, Functionalism, Contemporary global concern and importance of United Nations in present context of global politics. The paper would be studied in multidisciplinary approach to acquire knowledge on present dimension of global politics. The paper would also encourage students to think critically and independently about the key issues of global politics.

Course Outcomes

CO1: Students will get complete knowledge about political values, concepts and debates centered on global politics.
CO2: Understand major issue in global political in order to analyse the international relations.
CO3: Analyse the global issues in the perspective of global politics.
CO4: Offer students to develop knowledge and skills to do research on global politics.

Unit I: Geopolitical tensions and power shift: US-China rivalry, Russia-EU conflicts, rise of regional powers

Unit II: Climate change and environmental crisis

Unit III: Erosion of democracy and rise of authoritarianism
Unit IV: Global governance and institutional challenges: weakening of the UN and reforms, reforms of IMF and World Bank

Suggested Readings

1. Acharya, Amitav and Barry Buzan, *The Making of Global International Relations*, Cambridge University Press, Washington, 2019.

2. Baylis, John, Steve Smith and Patricia Owens, *The Globalization of World Politics*, Oxford University Press, Oxford, 2020.
3. Dasgupta, Rupk, *Global Politics*, Pearson India, New Delhi, 2019.
4. Heywood, Andrew, *Global Politics*, Dlomsbury, UK, 2014.
5. Jackson, Robert J., Global Politics in 21st Century, Cambridge University Press, New York, 2013.
6. Jindal, N., and Kumar, K., 2018, *Global Politics*, Sage Publication, New Delhi, 2018.
7. Kumar, Chanchal & Gupta, Sanju, *Global Politics*, KW Publisher, New Delhi, 2017.
8. Kumar, Kamal and Nirmal Jindal, *Global Politics: Issues and Perspectives*, Sage Publications, London, 2019.
9. Mansbach, Richard W. and Kirsten L. Taylor, *Introduction to Global Politics*, Routledge, London, 2018.
10. Sukla, Haridwar, *Global Politics*, Mahaver Publication, New Delhi, 2021.

CO–PO Mapping

Scale: 3 = High, 2 = Moderate, 1 = Low

Course Outcomes	PO1 Knowledge	PO2 Critical Thinking	PO3 Research & Analytical Skills	PO4 Communication	PO5 Constitutional & Ethical Values	PO6 Global Citizenship	PO7 Social Responsibility
CO1	3	2	2	2	1	3	2
CO2	3	3	2	2	2	3	3
CO3	3	3	3	2	2	3	2
CO4	2	3	2	2	3	3	3
CO5	2	3	3	3	3	3	3

CO–SDG Mapping

Course Outcomes	SDG 4 Quality Education	SDG 13 Climate Action	SDG 16 Peace, Justice & Strong Institutions	SDG 17 Partnerships for the Goals
CO1	2	1	3	2
CO2	2	3	2	2
CO3	2	1	3	3
CO4	2	3	3	2
CO5	2	2	3	3

Unit-wise Cross-Cutting Issues Mapping

Unit	Professional Ethics	Gender	Human Values	Environment & Sustainability	Constitutional Values
Unit I: Geopolitical Tensions and Power Shift	✓		✓		✓
Unit II: Climate Change and Environmental Crisis	✓		✓	✓	✓
Unit III: Democracy and Authoritarianism	✓		✓		✓
Unit IV: Global Governance and Institutional Challenges	✓		✓		✓

Unit III: Erosion of Democracy and Rise of Authoritarianism	SDG 16 (Peace, Justice and Strong Institutions), SDG 4 (Quality Education)
Unit IV: Global Governance and Institutional Challenges	SDG 16 (Peace, Justice and Strong Institutions), SDG 17 (Partnerships for the Goals)

Human Rights in a Comparative Perspective (B)
PO40052

Course objective:

The course aims to introduce students to the theoretical foundations and institutional development of human rights from a comparative perspective. It seeks to develop an understanding of the evolution of human rights, the Universal Declaration of Human Rights, and the constitutional protection of rights in different political systems, particularly India and South Africa. Through a comparative examination of contemporary issues such as torture, surveillance, censorship, terrorism, minority rights, caste, race, gender-based violence, and the land rights of indigenous communities, the course encourages students to critically analyse the relationship between state power, social inequalities, and human dignity. It further seeks to foster constitutional values, democratic citizenship, social justice, and respect for cultural diversity while equipping students with the analytical skills necessary to evaluate human rights challenges in national and global contexts.

Course Outcomes (COs)

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

CO1: Explain the evolution, theories, and institutional foundations of human rights.

CO2: Compare constitutional and international mechanisms for the protection of human rights

with special reference to India and South Africa.

CO3: Critically analyse contemporary human rights issues such as torture, surveillance, terrorism, minority rights, and censorship from a comparative perspective.

CO4: Examine structural inequalities relating to caste, race, gender, and indigenous communities through the human rights framework.

CO5: Develop informed perspectives on human rights challenges and promote democratic values, social justice, and constitutional morality.

Course content:
UNIT I. Human Rights: Theory and Institutionalization (10 Lectures)
Understanding Human Rights: Three Generations of Rights

UNIT 2. (12 Lectures)
a. Institutionalization: Universal Declaration of Human Rights
b. Rights in National Constitutions: South Africa and India

UNIT 3: Issues (15 Lectures)
a. Torture: USA and India
b. Surveillance and Censorship: China and India
c. Terrorism and Insecurity of Minorities: USA and India

UNIT 4: Structural Violence (15 Lectures)
a. Caste and Race: South Africa and India
b. Gender and Violence: India and Pakistan

UNIT 5: (8 Lectures)
Adivasis /Aboriginals and the Land Question: Australia and India

Human Rights in a Comparative Perspective

Course Code: PO-3103

Course Outcomes (COs)

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

CO1: Explain the evolution, theories, and institutional foundations of human rights.

CO2: Compare constitutional and international mechanisms for the protection of human rights with special reference to India and South Africa.

CO3: Critically analyse contemporary human rights issues such as torture, surveillance, terrorism, minority rights, and censorship from a comparative perspective.

CO4: Examine structural inequalities relating to caste, race, gender, and indigenous communities through the human rights framework.

CO5: Develop informed perspectives on human rights challenges and promote democratic values, social justice, and constitutional morality.

CO–PO Mapping

Course Outcomes	PO1 Knowledge	PO2 Critical Thinking	PO3 Research & Analysis	PO4 Communication	PO5 Constitutional & Ethical Values	PO6 Global Citizenship	PO7 Social Responsibility
CO1	3	2	1	2	3	2	2
CO2	3	3	2	2	3	3	2
CO3	2	3	3	2	3	3	3
CO4	3	3	2	2	3	2	3
CO5	2	3	2	3	3	3	3

CO–SDG Mapping

Course Outcomes	SDG 4 Quality Education	SDG 5 Gender Equality	SDG 10 Reduced Inequalities	SDG 16 Peace, Justice & Strong Institutions	SDG 17 Partnerships for Goals
CO1	3	1	2	3	1
CO2	2	1	2	3	2
CO3	2	2	3	3	2
CO4	2	3	3	2	1
CO5	2	2	3	3	2

Unit-wise Cross-Cutting Issues Mapping

Unit	Professional Ethics	Gender	Human Values	Environment & Sustainability	Constitutional Values
Unit I: Human Rights Theory	✓		✓		✓
Unit II: Institutionalization	✓		✓		✓
Unit III: Torture, Surveillance & Terrorism	✓		✓		✓
Unit IV: Structural Violence	✓	✓	✓		✓
Unit V: Indigenous Peoples and Land Rights	✓	✓	✓	✓	✓

Unit-wise SDG Mapping

Unit	Relevant SDGs
Unit I	SDG 4 (Quality Education), SDG 16 (Peace, Justice and Strong Institutions)
Unit II	SDG 16 (Peace, Justice and Strong Institutions), SDG 17 (Partnerships for the Goals)
Unit III	SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice and Strong Institutions)
Unit IV	SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice and Strong Institutions)
Unit V	SDG 10 (Reduced Inequalities), SDG 15 (Life on Land), SDG 16 (Peace, Justice and Strong Institutions)

SEMESTER – VIII

(SINGLE MAJOR)

(With research)

The Major Powers and India
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

Suggested reading list

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

12. Erendor, Mehmet Emin and Mehmet Fatih Oztarsu (Eds.), *Contemporary Issues in International Relations*, Cambridge Scholars Publishing, Newcastle, 2020.
13. Ghosh, Peu, *International Relations*, PHI Learning, New Delhi, 2020.
14. Hoffmann, Stanley, *Contemporary Theory in International Relations*, Prentice Hall, New Delhi, 1964.

Suggested reading

1. Kumar, Mahendra, *Theoretical Aspects of International Politics*, The Free Press, New York, 1960.
3. Burchill, Scott et al, *Theories of International Relations* (3rd Ed.), Palgrave Macmillan, Basingstoke, 2005.
4. Brown, Chris and Kirsten Ainley, *Understanding International Relations* (3rd Ed.), Palgrave, Macmillan, 2005.
5. Bull, Hedley, *The Anarchical Society: A Study of Order in World Politics* (3rd Ed.), Basingstoke: Palgrave. 2002.
5. Tickner, Arlene B. and Ole Wever, (eds.), *International Relations Scholarship Around the World*, London: Routledge, 2009.
6. Behera, Navnita Chadha (Ed.), *International Relations in South Asia: Search for an Alternative Paradigm*, Sage Publications, New Delhi, 2008.

THE MAJOR POWERS AND INDIA

Subject Focus: India and the international relations

2. CO-PO & PSO Mapping Matrix

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

3. Mapping with Cross-Cutting Issues

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.

Citizenship in a Globalising World
PO40036

Course Objective

This course aims to introduce students to the concept of citizenship as a dynamic and evolving institution in the context of political, social, and economic transformations. It seeks to familiarize students with classical and modern theories of citizenship, the relationship between citizenship and the nation-state, and the challenges posed by diversity, globalization, migration, and transnational governance. The course encourages students to critically examine contemporary debates on citizenship, identity, rights, and global justice while exploring the emerging idea of cosmopolitan citizenship. By adopting a comparative and interdisciplinary perspective, the course seeks to cultivate democratic values, constitutional morality, social inclusion, and a sense of responsible global citizenship among students.

Course Outcomes (COs)

After successful completion of the course, students will be able to:

CO1: Explain the classical conceptions and historical evolution of citizenship and their significance in the development of the modern state.

CO2: Analyse the relationship between citizenship, democracy, rights, identity, and cultural diversity in contemporary societies.

CO3: Examine the impact of globalization on citizenship, sovereignty, migration, and global justice from a comparative perspective.

CO4: Critically evaluate the concept of citizenship beyond the nation-state, including debates on global and cosmopolitan citizenship.

CO5: Develop an informed understanding of democratic citizenship, constitutional values, inclusiveness, and civic responsibility in an increasingly interconnected world.

Course Content

UNIT 1: (12 lectures)
Classical conceptions of citizenship

UNIT 2: (12 lectures)
The Evolution of Citizenship and the Modern State

UNIT 3. (12 lectures)
Citizenship and Diversity

UNIT 4: (12 lectures)
Citizenship beyond the Nation-state: Globalization and global justice

UNIT 5: (12 lectures)
The idea of cosmopolitan citizenship

CO–PO Mapping

Scale: 3 = High, 2 = Moderate, 1 = Low

Course Outcomes	PO1 Knowledge	PO2 Critical Thinking	PO3 Research & Analytical Skills	PO4 Communication	PO5 Constitutional & Ethical Values	PO6 Global Citizenship	PO7 Social Responsibility
CO1	3	2	1	2	3	2	2
CO2	3	3	2	2	3	2	3
CO3	2	3	3	2	2	3	2
CO4	2	3	2	2	2	3	3
CO5	2	3	2	3	3	3	3

CO–SDG Mapping

Course Outcomes	SDG 4 Quality Education	SDG 10 Reduced Inequalities	SDG 16 Peace, Justice & Strong Institutions	SDG 17 Partnerships for the Goals
CO1	3	1	3	1
CO2	2	3	3	1
CO3	2	2	2	3

Course Outcomes	SDG 4 Quality Education	SDG 10 Reduced Inequalities	SDG 16 Peace, Justice & Strong Institutions	SDG 17 Partnerships for the Goals
CO4	2	2	2	3
CO5	2	3	3	2

Unit-wise Cross-Cutting Issues Mapping

Unit	Professional Ethics	Gender	Human Values	Environment & Sustainability	Constitutional Values
Unit I: Classical Conceptions of Citizenship	✓		✓		✓
Unit II: Evolution of Citizenship and the Modern State	✓		✓		✓
Unit III: Citizenship and Diversity	✓	✓	✓		✓
Unit IV: Citizenship beyond the Nation-state	✓		✓		✓
Unit V: Cosmopolitan Citizenship	✓	✓	✓		✓

Unit-wise SDG Mapping

Unit	Relevant SDGs
Unit I: Classical Conceptions of Citizenship	SDG 4 (Quality Education), SDG 16 (Peace, Justice and Strong Institutions)
Unit II: Evolution of Citizenship and the Modern State	SDG 16 (Peace, Justice and Strong Institutions), SDG 10 (Reduced Inequalities)
Unit III: Citizenship and Diversity	SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice and Strong Institutions), SDG 5 (Gender Equality)
Unit IV: Citizenship beyond the Nation-state	SDG 16 (Peace, Justice and Strong Institutions), SDG 17 (Partnerships for the Goals)
Unit V: Cosmopolitan Citizenship	SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice and Strong Institutions), SDG 17 (Partnerships for the Goals)

RESEARCH PROJECT/ DESSERTATION
Paper Code: RD 48092

SEMESTER VIII

(DOUBLE MAJOR)

(WITHOUT RESEARCH)

The Major Powers and India
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

Suggested Readings

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

Suggested reading list

7. Dunne, Tim, *International Relations Theories*, Oxford University Press, New York, 2007
8. Erendor, Mehmet Emin and Mehmet Fatih Oztarsu (Eds.), *Contemporary Issues in International Relations*, Cambridge Scholars Publishing, Newcastle, 2020.
9. Ghosh, Peu, *International Relations*, PHI Learning, New Delhi, 2020.
10. Hoffmann, Stanley, *Contemporary Theory in International Relations*, Prentice Hall, New Delhi, 1964.
11. Kumar, Mahendra, *Theoretical Aspects of International Politics*, The Free Press, New York, 1960.
12. Burchill, Scott et al, *Theories of International Relations* (3rd Ed.), Palgrave Macmillan, Basingstoke, 2005.
13. Brown, Chris and Kirsten Ainley, *Understanding International Relations* (3rd Ed.), Palgrave, Macmillan, 2005.
14. Bull, Hedley, *The Anarchical Society: A Study of Order in World Politics* (3rd Ed.), Basingstoke: Palgrave. 2002.
15. Tickner, Arlene B. and Ole Wever, (eds.), *International Relations Scholarship Around the World*, London: Routledge, 2009.
16. Behera, Navnita Chadha (Ed.), *International Relations in South Asia: Search for an Alternative Paradigm*, Sage Publications, New Delhi, 2008.

THE MAJOR POWERS AND INDIA

Subject Focus: India and the international relations

2. CO-PO & PSO Mapping Matrix

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

3. Mapping with Cross-Cutting Issues

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.

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Development Administration

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.

6. 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	ccountability, anti-corruption measures, and bureaucratic neutrality.
Gender	Medium	omen'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	ainable local development models through 73rd/74th amendments and resource management.
SDG	**SDG Titles**	**Nature of Contribution**
SDG 4	Quality Education	ıg for citizens and officials regarding rights and administrative processes.
SDG 8	Work & Economic Growth	ocus on rural and urban machinery that facilitates local economic opportunities and livelihoods.
SDG 11	Sustainable Cities & Communities	h Amendment and district administration in urban governance and infrastructure.
SDG 16	ace, Justice & Strong Institutions	titutional accountability, decentralization, and effective bureaucracy.

Active Citizenship and Democratic Values (MAJOR)

Paper Code: AC40032

Course Objectives:

This course is designed to cultivate a deep understanding of the principles, practices, and responsibilities that underpin democratic life. It seeks to familiarize learners with the ethical foundations of citizenship, the institutional frameworks that sustain democratic governance, and the participatory mechanisms through which individuals influence public decisions. By engaging with contemporary debates, historical perspectives, and practical case studies, students will develop the capacity to critically evaluate civic processes, appreciate the diversity of democratic cultures, and recognize the role of informed, responsible citizens in strengthening democratic societies.

Course outcomes:

CO 1: Students would realize the significance of multi-cultural citizenship

CO 2: Students would also develop ideas about role of active citizenship in a democracy

CO3: Explain the conceptual foundations of citizenship, democracy, and civic responsibility.

CO4: Analyze the structures, functions, and limitations of democratic institutions at local, national, and global levels.

CO5: Evaluate public issues using democratic values such as justice, equality, liberty, and accountability.

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

Unit- V

Citizenship beyond the Nation-state: Globalization and global justice; the idea of cosmopolitan citizenship

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Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the conceptual foundations of citizenship, democracy, and civic responsibility.	Remember
CO2	Realize the significance of multi-cultural citizenship and differentiated identities in social inclusion.	Understand
CO3	Analyze the structures, functions, and limitations of democratic institutions from local to global levels.	Analyze
CO4	Explain the role of active citizenship in participation within civil society and political processes.	Understand
CO5	Evaluate public issues using democratic values such as justice, equality, liberty, and accountability.	Evaluate

CO–PO Attainment Matrix (1–3 Mapping)

CO\ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2
Avg	2.0	3.0	2.0	2.4	2.2	2.4	1.4	1.4	2.0	1.2	1.4	2.4	3.0	2.2	2.0	2.2	1.4

Mapping Scale

Scale	Interpretation
1	Low Correlation
2	Medium Correlation
3	High Correlation

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of civic responsibility, justice, and equality fosters ethical foundations for democratic life.
Gender	High	Examination of differentiated citizenship and gender in social inclusion/exclusion perspectives.
Environment & Sustainability	Medium	Global justice and cosmopolitan citizenship address global environmental responsibilities.
Professional Ethics	High	Accountability and active participation in civil society instill ethical practices in public engagement.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of civic literacy and democratic values.
SDG 5	Gender Equality	Analysis of differentiated citizenship focusing on gender inclusion and representation.
SDG 10	Reduced Inequalities	Focus on multicultural citizenship and social inclusion perspectives.
SDG 16	Peace, Justice & Strong Institutions	Core focus on democratic institutions, justice, and the role of active citizens.

Suggested reading:

- Democracy and Its Institutions, by André Béteille
- Active Citizenship and Civic Engagement"* by Richard Battistoni
- The Idea of India"* by Sunil Khilnani
- Putnam, Robert D. *Bowling Alone: The Collapse and Revival of American Community.* Simon & Schuster.
    - Sen, Amartya. *The Idea of Justice.* Harvard University Press.
- Nussbaum, Martha C. *Creating Capabilities: The Human Development Approach.* Harvard University Press.
    - Milner, Henry. *Civic Literacy: How Informed Citizens Make Democracy Work.* Tufts University Press.
    - Fung, Archon. *Empowered Participation: Reinventing Urban Democracy.* Princeton University Press.
    - United Nations Development Programme (UNDP). *Human Development Report* (selected chapters on governance and participation)

Global Politics: Contemporary Issues and Challenges

Paper Code: GP40034

Objectives

The paper aims to provide an up-to-date and integrated knowledge on global politics. It seeks
to make students understand the issues on Cold War, Functionalism, Contemporary global concern and importance of United Nations in present context of global politics. The paper would be studied in multidisciplinary approach to acquire knowledge on present dimension of global politics. The paper would also encourage students to think critically and independently about the key issues of global politics.

Course Outcomes

CO1: Students will get complete knowledge about political values, concepts and debates centered on global politics.

CO2: Understand major issue in global political in order to analyse the international relations.

CO3: Analyse the global issues in the perspective of global politics.

CO4: Offer students to develop knowledge and skills to do research on global politics.

Unit I: Geopolitical tensions and power shift: US-China rivalry, Russia-EU conflicts, rise of regional powers

Unit II: Climate change and environmental crisis

Unit III: Erosion of democracy and rise of authoritarianism

Unit IV: Global governance and institutional challenges: weakening of the UN and reforms, reforms of IMF and World Bank

Suggested Readings

11. Acharya, Amitav and Barry Buzan, *The Making of Global International Relations*, Cambridge University Press, Washington, 2019.
12. Baylis, John, Steve Smith and Patricia Owens, *The Globalization of World Politics*, Oxford University Press, Oxford, 2020.
13. Dasgupta, Rupk, *Global Politics*, Pearson India, New Delhi, 2019.
14. Heywood, Andrew, *Global Politics*, Dlomsbury, UK, 2014.
15. Jackson, Robert J., Global Politics in 21st Century, Cambridge University Press, New York, 2013.

16. Jindal, N., and Kumar, K., 2018, *Global Politics*, Sage Publication, New Delhi, 2018.
17. Kumar, Chanchal & Gupta, Sanju, *Global Politics*, KW Publisher, New Delhi, 2017.
18. Kumar, Kamal and Nirmal Jindal, *Global Politics: Issues and Perspectives*, Sage Publications, London, 2019.
19. Mansbach, Richard W. and Kirsten L. Taylor, *Introduction to Global Politics*, Routledge, London, 2018.
20. Sukla, Haridwar, *Global Politics*, Mahaver Publication, New Delhi, 2021.

CO–PO Mapping

Scale: 3 = High, 2 = Moderate, 1 = Low

Course Outcomes	PO1 Knowledge	PO2 Critical Thinking	PO3 Research & Analytical Skills	PO4 Communication	PO5 Constitutional & Ethical Values	PO6 Global Citizenship	PO7 Social Responsibility
CO1	3	2	2	2	1	3	2
CO2	3	3	2	2	2	3	3
CO3	3	3	3	2	2	3	2
CO4	2	3	2	2	3	3	3
CO5	2	3	3	3	3	3	3

CO–SDG Mapping

Course Outcomes	SDG 4 Quality Education	SDG 13 Climate Action	SDG 16 Peace, Justice & Strong Institutions	SDG 17 Partnerships for the Goals
CO1	2	1	3	2
CO2	2	3	2	2
CO3	2	1	3	3
CO4	2	3	3	2
CO5	2	2	3	3

Unit-wise Cross-Cutting Issues Mapping

Unit	Professional Ethics	Gender	Human Values	Environment & Sustainability	Constitutional Values
Unit I: Geopolitical Tensions and Power Shift	✓		✓		✓
Unit II: Climate Change and Environmental Crisis	✓		✓	✓	✓
Unit III: Democracy and Authoritarianism	✓		✓		✓
Unit IV: Global Governance and Institutional Challenges	✓		✓		✓

Unit III: Erosion of Democracy and Rise of Authoritarianism	SDG 16 (Peace, Justice and Strong Institutions), SDG 4 (Quality Education)
Unit IV: Global Governance and Institutional Challenges	SDG 16 (Peace, Justice and Strong Institutions), SDG 17 (Partnerships for the Goals)

Unit	CO1	CO2	CO3	CO4	CO5
Unit I: Geopolitical Tensions and Power Shift	✓	✓		✓	
Unit II: Climate Change and Environmental Crisis		✓		✓	✓
Unit III: Democracy and Authoritarianism		✓	✓	✓	✓
Unit IV: Global Governance and Institutional Challenges			✓	✓	✓

Citizenship in a Globalizing World
Paper CodePO40036
Course Objective

This course examines the evolution of citizenship from classical political thought to contemporary global debates. It explores citizenship, identity, migration, multiculturalism, globalization, cosmopolitanism, and global justice. Students develop a critical understanding of citizenship rights, responsibilities, inclusion, exclusion, and democratic participation in an increasingly interconnected world while evaluating emerging challenges related to migration, statelessness, diversity, and transnational governance.

Course Outcomes

CO1: Explain classical and contemporary theories of citizenship and democratic participation.

CO2: Analyze the impact of globalization on citizenship, sovereignty, and nation-state institutions.

CO3: Examine issues of migration, multiculturalism, refugees, and statelessness from comparative perspectives.

CO4: Evaluate competing approaches to global citizenship, cosmopolitanism, and social justice.

CO5: Apply citizenship theories to contemporary policy issues concerning diversity, inclusion, and democratic governance.

Contents:
UNIT 1:
Classical conceptions of citizenship

UNIT 2:
The Evolution of Citizenship and the Modern State

UNIT 3.
Citizenship and Diversity

UNIT 4:
Citizenship beyond the Nation-state: Globalization and global justice

UNIT 5:
The idea of cosmopolitan citizenship

Text Books

1. T.H. Marshall – *Citizenship and Social Class*
2. Will Kymlicka – *Contemporary Political Philosophy*
3. Andrew Heywood – *Political Theory*
4. Bhikhu Parekh – *Rethinking Multiculturalism*
5. David Held – *Democracy and the Global Order*

Other References

1. Yasemin Soysal – *Limits of Citizenship*
2. Seyla Benhabib – *The Rights of Others*
3. Ulrich Beck – *Cosmopolitan Vision*
4. Iris Marion Young – *Inclusion and Democracy*
5. *Citizenship Studies* (Journal)

A. COURSE OUTCOMES (COS)

Code	Course Outcome	Bloom's Level
CO1	Explain classical and contemporary theories of citizenship (liberal, republican, multicultural, and cosmopolitan).	**Understand**
CO2	Analyze the transformation of nation-state boundaries and citizenship rights under globalizing economic forces.	**Analyze**
CO3	Examine issues of statelessness, migration, refugee crises, and political exclusion of non-citizens in sovereign states.	**Analyze**
CO4	Critically evaluate contested forms of citizenship, including differentiated, gendered, and ecological citizenship.	**Evaluate**
CO5	Apply theoretical perspectives on global civic responsibility to propose equitable policy solutions for migrant rights.	**Apply**

B. CO-PO/PSO ATTAINMENT MATRIX (1-3 MAPPING)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2	2	1	2	1	1	1	2	3	2	2	2	1
CO2	2	3	3	3	2	3	2	2	2	2	1	3	3	3	3	2	2
CO3	2	3	3	3	3	3	2	3	2	2	2	3	3	3	3	3	2
CO4	2	3	3	3	3	3	2	2	2	2	1	3	3	3	3	3	2

CO5	2	3	3	2	3	3	2	3	3	3	2	3	3	3	2	3	3

C. CROSS-CUTTING INTEGRATION

Issue	Level	Integration Focus
Human Values	**High**	Promotes universal cosmopolitan ethics, global solidarity, human dignity, and empathy toward displaced persons.
Gender	**High**	Critically examines gendered citizenship, unequal membership rights, and female migrant domestic labor dynamics.
Environment	**High**	Explores the emerging paradigm of Ecological/Global Citizenship and international rights for climate refugees.
Professional Ethics	**Medium**	Addresses international law standards, ethical border governance, and humanitarian obligations of states.

D. SUSTAINABLE DEVELOPMENT GOALS (SDG) MAPPING

SDG No.	SDG Title	Contribution
SDG 8	**Decent Work & Growth**	Evaluates labor rights of transnational migrants, informal sector inclusion, and global supply chain standards.
SDG 10	**Reduced Inequalities**	Addresses global inequality, statelessness, discriminatory citizenship laws, and Global North-South divides.
SDG 11	**Sustainable Cities**	Focuses on urban citizenship, right to the city for migrant populations, and inclusive municipal governance.
SDG 16	**Peace, Justice & Institutions**	Evaluates legal identity for all, prevention of statelessness, and equitable global governance frameworks.

Human Rights in a Comparative Perspective
PO40052

Course objective:

The course aims to introduce students to the theoretical foundations and institutional development of human rights from a comparative perspective. It seeks to develop an understanding of the evolution of human rights, the Universal Declaration of Human Rights, and the constitutional protection of rights in different political systems, particularly India and South Africa. Through a comparative examination of contemporary issues such as torture, surveillance, censorship, terrorism, minority rights, caste, race, gender-based violence, and the land rights of indigenous communities, the course encourages students to critically analyse the relationship between state power, social inequalities, and human dignity. It further seeks to foster constitutional values, democratic citizenship, social justice, and respect for cultural diversity while equipping students with the analytical skills necessary to evaluate human rights challenges in national and global contexts.

Course Outcomes (COs)

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

CO1: Explain the evolution, theories, and institutional foundations of human rights.

CO2: Compare constitutional and international mechanisms for the protection of human rights with special reference to India and South Africa.

CO3: Critically analyse contemporary human rights issues such as torture, surveillance, terrorism, minority rights, and censorship from a comparative perspective.

CO4: Examine structural inequalities relating to caste, race, gender, and indigenous communities through the human rights framework.

CO5: Develop informed perspectives on human rights challenges and promote democratic values, social justice, and constitutional morality.

Course content:
UNIT I. Human Rights: Theory and Institutionalization (10 Lectures)
Understanding Human Rights: Three Generations of Rights

UNIT 2. (12 Lectures)
a. Institutionalization: Universal Declaration of Human Rights
b. Rights in National Constitutions: South Africa and India

UNIT 3: Issues (15 Lectures)
a. Torture: USA and India
b. Surveillance and Censorship: China and India
c. Terrorism and Insecurity of Minorities: USA and India

UNIT 4: Structural Violence (15 Lectures)
a. Caste and Race: South Africa and India
b. Gender and Violence: India and Pakistan

UNIT 5: (8 Lectures)
Adivasis /Aboriginals and the Land Question: Australia and India

Human Rights in a Comparative Perspective

Course Code: PO-3103

Course Outcomes (COs)

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

CO1: Explain the evolution, theories, and institutional foundations of human rights.

CO2: Compare constitutional and international mechanisms for the protection of human rights with special reference to India and South Africa.

CO3: Critically analyse contemporary human rights issues such as torture, surveillance, terrorism, minority rights, and censorship from a comparative perspective.

CO4: Examine structural inequalities relating to caste, race, gender, and indigenous communities through the human rights framework.

CO5: Develop informed perspectives on human rights challenges and promote democratic values, social justice, and constitutional morality.

CO–PO Mapping

Course Outcomes	PO1 Knowledge	PO2 Critical Thinking	PO3 Research & Analysis	PO4 Communication	PO5 Constitutional & Ethical Values	PO6 Global Citizenship	PO7 Social Responsibility
CO1	3	2	1	2	3	2	2
CO2	3	3	2	2	3	3	2
CO3	2	3	3	2	3	3	3
CO4	3	3	2	2	3	2	3
CO5	2	3	2	3	3	3	3

CO–SDG Mapping

Course Outcomes	SDG 4 Quality Education	SDG 5 Gender Equality	SDG 10 Reduced Inequalities	SDG 16 Peace, Justice & Strong Institutions	SDG 17 Partnerships for Goals
CO1	3	1	2	3	1
CO2	2	1	2	3	2
CO3	2	2	3	3	2
CO4	2	3	3	2	1
CO5	2	2	3	3	2

Unit-wise Cross-Cutting Issues Mapping

Unit	Professional Ethics	Gender	Human Values	Environment & Sustainability	Constitutional Values
Unit I: Human Rights Theory	✓		✓		✓
Unit II: Institutionalization	✓		✓		✓
Unit III: Torture, Surveillance & Terrorism	✓		✓		✓

Unit	Professional Ethics	Gender	Human Values	Environment & Sustainability	Constitutional Values
Unit IV: Structural Violence	✓	✓	✓		✓
Unit V: Indigenous Peoples and Land Rights	✓	✓	✓	✓	✓

Unit-wise SDG Mapping

Unit	Relevant SDGs
Unit I	SDG 4 (Quality Education), SDG 16 (Peace, Justice and Strong Institutions)
Unit II	SDG 16 (Peace, Justice and Strong Institutions), SDG 17 (Partnerships for the Goals)
Unit III	SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice and Strong Institutions)
Unit IV	SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice and Strong Institutions)
Unit V	SDG 10 (Reduced Inequalities), SDG 15 (Life on Land), SDG 16 (Peace, Justice and Strong Institutions)

Semester-VIII
(Double Major)
With research

The Major Powers and India
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

Suggested reading list

17. Dunne, Tim, *International Relations Theories*, Oxford University Press, New York, 2007
18. Erendor, Mehmet Emin and Mehmet Fatih Oztarsu (Eds.), *Contemporary Issues in International Relations*, Cambridge Scholars Publishing, Newcastle, 2020.
19. Ghosh, Peu, *International Relations*, PHI Learning, New Delhi, 2020.
20. Hoffmann, Stanley, *Contemporary Theory in International Relations*, Prentice Hall, New Delhi, 1964.

Suggested reading

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

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

THE MAJOR POWERS AND INDIA

Subject Focus: India and the international relations

2. CO-PO & PSO Mapping Matrix

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

3. Mapping with Cross-Cutting Issues

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.

Citizenship in a Globalizing World
Paper Code- PO40036
Course Objective

This course examines the evolution of citizenship from classical political thought to contemporary global debates. It explores citizenship, identity, migration, multiculturalism, globalization, cosmopolitanism, and global justice. Students develop a critical understanding of citizenship rights, responsibilities, inclusion, exclusion, and democratic participation in an increasingly interconnected world while evaluating emerging challenges related to migration, statelessness, diversity, and transnational governance.

Course Outcomes

CO1: Explain classical and contemporary theories of citizenship and democratic participation.

CO2: Analyze the impact of globalization on citizenship, sovereignty, and nation-state institutions.

CO3: Examine issues of migration, multiculturalism, refugees, and statelessness from comparative perspectives.

CO4: Evaluate competing approaches to global citizenship, cosmopolitanism, and social justice.

CO5: Apply citizenship theories to contemporary policy issues concerning diversity, inclusion, and democratic governance.

Contents:
UNIT 1:
Classical conceptions of citizenship

UNIT 2:
The Evolution of Citizenship and the Modern State

UNIT 3.
Citizenship and Diversity

UNIT 4:
Citizenship beyond the Nation-state: Globalization and global justice

UNIT 5:
The idea of cosmopolitan citizenship

Text Books

6. T.H. Marshall – *Citizenship and Social Class*
7. Will Kymlicka – *Contemporary Political Philosophy*
8. Andrew Heywood – *Political Theory*
9. Bhikhu Parekh – *Rethinking Multiculturalism*
10. David Held – *Democracy and the Global Order*

Other References

6. Yasemin Soysal – *Limits of Citizenship*
7. Seyla Benhabib – *The Rights of Others*
8. Ulrich Beck – *Cosmopolitan Vision*
9. Iris Marion Young – *Inclusion and Democracy*
10. *Citizenship Studies* (Journal)

E. COURSE OUTCOMES (COS)

Code	Course Outcome	Bloom's Level
CO1	Explain classical and contemporary theories of citizenship (liberal, republican, multicultural, and cosmopolitan).	**Understand**
CO2	Analyze the transformation of nation-state boundaries and citizenship rights under globalizing economic forces.	**Analyze**
CO3	Examine issues of statelessness, migration, refugee crises, and political exclusion of non-citizens in sovereign states.	**Analyze**
CO4	Critically evaluate contested forms of citizenship, including differentiated, gendered, and ecological citizenship.	**Evaluate**

CO5	Apply theoretical perspectives on global civic responsibility to propose equitable policy solutions for migrant rights.	**Apply**

F. CO-PO/PSO ATTAINMENT MATRIX (1-3 MAPPING)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2	2	1	2	1	1	1	2	3	2	2	2	1
CO2	2	3	3	3	2	3	2	2	2	2	1	3	3	3	3	2	2
CO3	2	3	3	3	3	3	2	3	2	2	2	3	3	3	3	3	2
CO4	2	3	3	3	3	3	2	2	2	2	1	3	3	3	3	3	2
CO5	2	3	3	2	3	3	2	3	3	3	2	3	3	3	2	3	3

G. CROSS-CUTTING INTEGRATION

Issue	Level	Integration Focus
Human Values	**High**	Promotes universal cosmopolitan ethics, global solidarity, human dignity, and empathy toward displaced persons.
Gender	**High**	Critically examines gendered citizenship, unequal membership rights, and female migrant domestic labor dynamics.
Environment	**High**	Explores the emerging paradigm of Ecological/Global Citizenship and international rights for climate refugees.
Professional Ethics	**Medium**	Addresses international law standards, ethical border governance, and humanitarian obligations of states.

H. SUSTAINABLE DEVELOPMENT GOALS (SDG) MAPPING

SDG No.	SDG Title	Contribution
SDG 8	**Decent Work & Growth**	Evaluates labor rights of transnational migrants, informal sector inclusion, and global supply chain standards.
SDG 10	**Reduced Inequalities**	Addresses global inequality, statelessness, discriminatory citizenship laws, and Global North-South divides.
SDG 11	**Sustainable Cities**	Focuses on urban citizenship, right to the city for migrant populations, and inclusive municipal governance.
SDG 16	**Peace, Justice & Institutions**	Evaluates legal identity for all, prevention of statelessness, and equitable global governance frameworks.

Human Rights in a Comparative Perspective
PO40052

Course objective:

The course aims to introduce students to the theoretical foundations and institutional development of human rights from a comparative perspective. It seeks to develop an understanding of the evolution of human rights, the Universal Declaration of Human Rights, and the constitutional protection of rights in different political systems, particularly India and South Africa. Through a comparative examination of contemporary issues such as torture, surveillance, censorship, terrorism, minority rights, caste, race, gender-based violence, and the land rights of

indigenous communities, the course encourages students to critically analyse the relationship between state power, social inequalities, and human dignity. It further seeks to foster constitutional values, democratic citizenship, social justice, and respect for cultural diversity while equipping students with the analytical skills necessary to evaluate human rights challenges in national and global contexts.

Course Outcomes (COs)

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

CO1: Explain the evolution, theories, and institutional foundations of human rights.

CO2: Compare constitutional and international mechanisms for the protection of human rights with special reference to India and South Africa.

CO3: Critically analyse contemporary human rights issues such as torture, surveillance, terrorism, minority rights, and censorship from a comparative perspective.

CO4: Examine structural inequalities relating to caste, race, gender, and indigenous communities through the human rights framework.

CO5: Develop informed perspectives on human rights challenges and promote democratic values, social justice, and constitutional morality.

Course content:
UNIT I. Human Rights: Theory and Institutionalization (10 Lectures)
Understanding Human Rights: Three Generations of Rights

UNIT 2. (12 Lectures)
a. Institutionalization: Universal Declaration of Human Rights
b. Rights in National Constitutions: South Africa and India

UNIT 3: Issues (15 Lectures)
a. Torture: USA and India
b. Surveillance and Censorship: China and India
c. Terrorism and Insecurity of Minorities: USA and India

UNIT 4: Structural Violence (15 Lectures)
a. Caste and Race: South Africa and India
b. Gender and Violence: India and Pakistan

UNIT 5: (8 Lectures)
Adivasis /Aboriginals and the Land Question: Australia and India

Human Rights in a Comparative Perspective

Course Code: PO-3103

Course Outcomes (COs)

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

CO1: Explain the evolution, theories, and institutional foundations of human rights.

CO2: Compare constitutional and international mechanisms for the protection of human rights with special reference to India and South Africa.

CO3: Critically analyse contemporary human rights issues such as torture, surveillance, terrorism, minority rights, and censorship from a comparative perspective.

CO4: Examine structural inequalities relating to caste, race, gender, and indigenous communities through the human rights framework.

CO5: Develop informed perspectives on human rights challenges and promote democratic values, social justice, and constitutional morality.

CO–PO Mapping

Course Outcomes	PO1 Knowledge	PO2 Critical Thinking	PO3 Research & Analysis	PO4 Communication	PO5 Constitutional & Ethical Values	PO6 Global Citizenship	PO7 Social Responsibility
CO1	3	2	1	2	3	2	2
CO2	3	3	2	2	3	3	2
CO3	2	3	3	2	3	3	3
CO4	3	3	2	2	3	2	3
CO5	2	3	2	3	3	3	3

CO–SDG Mapping

Course Outcomes	SDG 4 Quality Education	SDG 5 Gender Equality	SDG 10 Reduced Inequalities	SDG 16 Peace, Justice & Strong Institutions	SDG 17 Partnerships for Goals
CO1	3	1	2	3	1
CO2	2	1	2	3	2
CO3	2	2	3	3	2
CO4	2	3	3	2	1
CO5	2	2	3	3	2

Unit-wise Cross-Cutting Issues Mapping

Unit	Professional Ethics	Gender	Human Values	Environment & Sustainability	Constitutional Values
Unit I: Human Rights Theory	✓		✓		✓
Unit II: Institutionalization	✓		✓		✓
Unit III: Torture, Surveillance & Terrorism	✓		✓		✓
Unit IV: Structural Violence	✓	✓	✓		✓
Unit V: Indigenous Peoples and Land Rights	✓	✓	✓	✓	✓

Unit-wise SDG Mapping

Unit	Relevant SDGs
Unit I	SDG 4 (Quality Education), SDG 16 (Peace, Justice and Strong Institutions)
Unit II	SDG 16 (Peace, Justice and Strong Institutions), SDG 17 (Partnerships for the Goals)
Unit III	SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice and Strong Institutions)
Unit IV	SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice and Strong Institutions)
Unit V	SDG 10 (Reduced Inequalities), SDG 15 (Life on Land), SDG 16 (Peace, Justice and Strong Institutions)

Unit-wise CO Mapping

Unit	CO1	CO2	CO3	CO4	CO5
Unit I	✓				✓
Unit II	✓	✓			✓
Unit III		✓	✓		✓
Unit IV			✓	✓	✓
Unit V				✓	✓

RESEARCH PROJECT/ DESSERTATION
Paper Code: RD 48092



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