GOVERNMENT ARTS COLLEGE(AUTONOMOUS)

COIMBATORE-641 018

Learning Outcomes-Based Curriculum Framework
(LOCF) for

M.A. POLITICAL SCIENCE

(Effective from the Academic Year 2021-2022)

POSTGRADUATE

DEPARTMENT OF POLITICAL SCIENCE

MAY-2021

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Preamble

The Post- Graduate course in Political Science has been designed to train the students in the subject and enable them to use the skills and disciplinary insights to critically examine, assess, and explain the political phenomenon. Woven into a coherent structure, with a wide range of disciplinary, interdisciplinary and trans-disciplinary modules and themes, the course provides a solid foundation to the students who can take forward their learned skills and knowledge for higher research in the discipline and its associated domains. Like many other knowledge domains, political Science also engages with relevant ethical and normative questions towards building a better society; a free, fair, equitable, enabling, and a just society to live in. The students would also be exposed to research methods and empirical research-driven modules, which would help them getting employment in the system. And above all, it would produce an active, participatory, and responsible citizen strengthening the functioning of the democratic system.

Over the past decades the higher education system of our country has undergone substantial structural and functional changes resulting in both quantitative and qualitative development of the beneficiaries. Such changes have gained momentum with the introduction of Choice Based Credit System (CBCS) which further expects learning outcome-based curriculum in order to maximize the benefits of the newly designed curriculum. The learning outcome-based curriculum will definitely help the teachers of the discipline to visualize the curriculum more specifically in terms of the learning outcomes expected from the students at the end of the instructional process. It is pertinent to mention here that the purpose of education is to develop an integrated personality of the individual and the educational system provides all knowledge and skills to the learner for this.

Tamil Nadu State Council for Higher Education (TANSCHE) has formed the State Integrated Boards of Studies, which, with great diligence and expertise has devised the mandatory areas that have to be covered for three-year undergraduation and two-year postgraduation courses to realize the facilitation of the mobility of faculty and students from one university to another and to easily solve the problem of equivalence among courses. Great care has been taken so that these areas would take 75% of the course content and the remaining 25% can be decided by the individual institutions. The areas that must be covered by the student that are mandatory for

earning the degree to have due value has been worked out so that the student will gain enough depth of knowledge in the subject concerned. 25% percent of the syllabus should be designed by the institutions, and the areas covered under this also must have a weightage of 25%. This gives the autonomous institution seamless liberty on every Board of Studies (BOS) to innovate and experiment, and more importantly, it is here that the institution devises appropriate strategies by which (i) to make creative and critical applications of what has been learnt in the mandatory components, and (ii) to meaningfully connect the learners to the career demands and expectations. It is essential that the theoretical subject knowledge of the students must be translated into practical hands-on experience.

1. Introduction

Higher education is fast changing globally in terms of its form, nature, course contents, pedagogy, and techniques of evaluation. Universities and educational institutions are experimenting in almost all the domains articulated in the preceding line. This change is both due to the factors at work within the system and forces acting outside. Globalization has pushed them in the ring of competitiveness to work hard to excel or wait for exile. There is a global ranking of universities and other institutions which are known to all on the screen of their computer in a fraction of seconds with a click of the mouse. And students are flying to the institutions which promise them better skills and training in the subjects. Education is all about the addition of value in the individual insights and skills without which he remains deprived of realizing his fullest potentials. Traditional modes of rote-learning are fast getting challenged for a new philosophy of creative and out of box thinking. Innovations, research, interactive discussions, and new modes of project-based and problem-solving methods have occupied the attention in the universities in place of blackboard and lecture mode. Pedagogy is being reworked, and education is being redefined. Disciplinary boundaries are melting for Interdisciplinary and trans-disciplinary knowledge

1.1 Types of courses and Course structure

Each program may have three types of courses namely Core courses, Eelective courses and Self-study/Skill-based courses

1.1.1 Core Courses

The Core courses are those courses whose knowledge is deemed essential for the students registered for a particular Master's degree program. Where feasible and necessary two or more programs may prescribe one or more common core courses.

- The core courses shall be mandatory for all the students registered for the master's degree program.
- The core courses shall be spread all the semesters of the program.

2.1 Elective courses

The elective courses can be chosen from a pool of papers. These courses are intended to

- allow the student to specialise in one or more branches of the broad subject area;
- help the student to acquire knowledge and skills in a related area that may have applications in the broad subject area;
- help the student to bridge any gap in the curriculum and enable acquisition of essential skills, for example, statistical, computational, language, communication skills etc.
- help the student to pursue area of interest
- The student may also choose additional elective courses offered by the college to enable him /her to acquire extra credits from the discipline or across the discipline

3.1 project work

A course (core/elective/self-study/skill based) may take the form of a project work.

2. Learning Outcomes Based Approach to Curriculum Planning

In such a scenario, it was imperative to make some fundamental changes in the course curriculum at the undergraduate level. The University Grants Commission attempts to introduce the learning outcomes-based Course Curriculum is, therefore, a welcome step in the right direction. It is just like the performance budgeting in which every unit of expenditure corresponding has output. The learning outcomes-based course defines it clearly what a student is going to learn from the course, and it's every unit, and how are they going to apply the learned skills. The benefit of this course design is that students are not just taught in theory but also how to apply the theory in explaining, assessing and critically examining the political questions and political phenomenon one encounters on day to day basis in real life situations. This aims at introducing a paradigm shift in the pedagogy at the undergraduate level. Some of the subjects at school level have experimented this, and the results are very encouraging. The focus of the teaching-learning is not to test the memory power of the students but to assess his or her imaginative and innovative mind in the analysis of given situations. Needless to say, project-oriented problem-solving research components, building case studies; team and leadership orientations are integral to the learning process.

2.1 Nature and Extent of Programme in Political Science

The course covers the key six sub-disciplines of Political Science like Political Theory, Indian Government and Politics, Comparative Politics, Public Administration, Indian Political Thought, and International relations. All these sub-disciplines have two papers each. Besides, there are several interdisciplinary papers ranging from gender studies to human rights and the environment. Further, there are skill-oriented courses which enable the students to acquire necessary skills which could fetch gainful employment for the students in the job market. These skills-oriented courses are very innovative and being introduced for induction for the first time in the Indian universities. The research methodology components of the scheme will expose the students to the statistical tools which will allow the students to mathematical modeling of political studies. Further, exposure in the public administration and public policy will enable them to examine and evaluate public policies critically. This will open windows for the students to contribute to the policy science studies in terms of policy formulations, implementations, and monitoring.

3. Postgraduate Attributes in the Subject

A Post-Graduate in Political Science should have a core competency in the discipline. He should be able to engage with and reflect on the political questions and issues adequately. What is required for this is the effective communication skill, in-depth knowledge of the discipline and critical faculty which could go applied in analyzing, assessing, and articulating the mind. He should have information and the ability to access the quality literature in the discipline. The graduates should be curious and inquisitive about reading the political dimension of the issues and apply the theoretical framework to understand them. They should be able to further learn and analyze them in a broader context of interdisciplinarity rather than narrowing to political perspective only. They should have digital literacy, research temperament, and research skills. They should be aware of the ethical values and norms in academic writing and capability to integrate the discipline into larger bodies of knowledge. They should have an attitude of self-learning as well as working with group members in team spirit.

4.Qualification Descriptors

A student graduated in Political Science course must have good knowledge of the discipline. He should have a clear understanding of all the significant sub-disciplines with focus on fundamental and key concepts and conceptual debates, ideological perspectives, different theories, principles, and questions in discourse. There are six major sub-disciplines, each having a minimum of two papers along with interdisciplinary and skill-oriented papers. The graduates are expected to demonstrate critical, innovative, and out of box thinking in their reflections on political issues. They are also expected to demonstrate excellent writing skills and articulations following ethical norms of scholarship and academic writings. As they will be exposed to research methodology wherein, they will be taught about research design, tools, and techniques of research; they are expected to do mathematical modeling and undertake independently empirical research projects. There are several skill-based papers enabling the students to demonstrate the practical use of tools and techniques for problems identification and their solutions.

5

6   Programme Level Outcomes (PLOs)

5. Programme Level Outcomes (PLOs)	
After the successful completion of M. A Political Science programme , the students are expected to have the following outcomes	
PLO1	The students will demonstrate a fundamental, systematic, observable and measurable knowledge of the subject matter of Political Science including the Political Theory, Comparative Politics, Indian Political System, Public Administration, International Politics, Indian Foreign Policy and Political Science Research
PLO2	The students will possess the procedural knowledge and communication skills to successfully pursue a career in Academics, Civil Service, State Service, Non-Governmental Organizations Journalism, Digital Media, Print Media, Television News Media and other Generalist's domains as they manifest the ability, knowledge, skills and attitude that are indispensable for employability in both public and private sectors, regional and national levels
PLO3	The students will display the critical ability to identify and analyses the political phenomena and problems in their area of specialization and provide recommendations, solutions and interpretations to solve them for the betterment of the people
PLO4	The students will show research related skills and the ability to pursue further research that will contribute to their own professional development and betterment of society, nation and humanity
PLO5	The Students will have greater analytical understanding about the working of Panchayat Raj Institutions, Urban Local Bodies, State Legislatures and National Parliament that will make them politically conscious, socially responsible and environmentally sensitive citizens
PLO6	The students will demonstrate the ability and inclination towards lifelong learning in national and political systems and in the domains political concepts and political ideologies, political parties, constitutional institutions, concepts, policies and decisions in Indian foreign policy
PLO7	The students will display the capacity and desire for Self-directed learning as the basic knowledge in Political Theory, Comparative Politics, Indian Polity, International Politics and Public Administration provides them the platform to raise to the next levels from the general to the particular, from macro to the micro and

	from the broader to the specialized levels
PLO8	The students will acquire leadership qualities and be equipped with leadership readiness to contribute proactively to the betterment of our society, nation and humanity as the course provides them opportunities to become politically, ethically and socially conscious global citizens
PLO9	The students will possess the ability to identify, appreciate and follow the moral, ethical values and reasoning in their professional life and to avoid the unethical practices and disorientation
PLO10	The students will manifest a greater knowledge of the tenets and values of the ideology of Multi-culturalism and will display the necessary Multi-cultural competence to appreciate, preserve and promote political pluralism in regional. national and international domains

7 Outcome Based Education Syllabus for MA in Political Science

Semester	Part	Subject Code	Course Title	MM (Hrs)	Exam (Hrs)	Marks					No. of Credits
						CA	SE	Total	SE - Min	Pass Min	
I	A	21MPO1IC	Political Theory	6	3	50	50	100	25	50	4
	A	21MPO12C	Modern Political Systems (UK, USA, France, Swiss and China))	6	3	50	50	100	25	50	4
	A	21MPO13C	Government and Politics of Tamil Nadu	6	3	50	50	100	25	50	4
	A	21MPO14C	International Politics	6	3	50	50	100	25	50	4
	B	21MPO15E	**Elective**-I: Principles of Public Administration	6	3	50	50	100	25	50	4
II	A	21MPO21C	Political Ideologies	6	3	50	50	100	25	50	4
	A	21MPO22C	Indian Political Thought	6	3	50	50	100	25	50	4

	A	18MPO23C	Environmental Politics	6	3	50	50	100	25	50	4
	A	21MPO24C	Human Rights Theories, Institutions and Challenges	6	3	50	50	100	25	50	4
	B	21MPO25E	**Elective**-II: Indian Society	6	3	50	50	100	25	50	4

	A	21MPO31C	Research Methodology	6	3	50	50	100	25	50	
											4
III	A	21MPO32C	Indian Political System	6	3	50	50	100	25	50	4
	A	21MPO33C	Western Political Thought	6	3	50	50	100	25	50	4
	A	21MPO34C	Indian Foreign Policy	6	3	50	50	100	25	50	4
	B	21MPO35E	**Elective**-III: Indian National Movement	6	3	50	50	100	25	50	4
IV	A	21MPO41C	International Organizations	6	3	50	50	100	25	50	4

A	21MPO42C	Policy Science	6	3	50	50	100	25	50	4
A	21MPO43C	Tamil Political Thought	6	3	50	50	100	25	50	4
A	21MPO44C	Contemporary Issues and Trends in Indian Politics	6	3	50	50	100	25	50	4
B	21MPO45E	**Elective-IV**: Nation Building and Political Process	6	3	50	50	100	25	50	4
A	18MPO46V	**Project: Viva-Voce**			50	50	100	25	50	10
TOTAL										90

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	**POLITICAL THEORY**	**I**	**21MPO11C**

COURSE LEVEL OUTCOMES

On the successful completion of the course, student will be able to:

1. Define the basic nature of Political Science and deliberate cogently on the debate whether Political Science is a Science or an Art

2. Demonstrate a comprehensive understanding of the basic concepts of Political Science like Freedom, Rights, Equality and Justice

3. Discuss the elements of the state and the theories of origin and functions of the State

4. Examine the Forms of Governments and Types of Constitutions that characterize the political life of human kind in both history and the contemporary world

5. Analyze the contemporary challenges to the concept of Sovereignty

6. Specify the political and social reasons for the adoption of certain forms of governments like Federal or Unitary Systems, Parliamentary democracy or Presidential Democracy etc by nations

7. Depict the uniqueness and greatness of Democracy as the best form of government that promotes peaceful resolution of differences and egalitarian model of development

8. Understand the core features of the western Political Ideologies

9. Detect the distinctions and differences among the political ideologies

UNIT : 1   INTRODUCTION

Definition, Meaning, Nature and Scope of Political Science –Is Political Science an Art or Science? Debate - Political Science and its relations with other Social Sciences- Methods of Study of Political Science.

UNIT : 2   THEORIES OF THE ORIGIN OF THE STATE

State : Definition, Meaning and Nature – State and Association, State and Society, State and Nation, Nationality – Theories of Origin of the State – Divine Right Theory, Patriarchal and Matriarchal Theory, Force Theory, Social Contract Theory – Evolutionary Theory, Marxist Theory of State – End and Functions of the state.

UNIT : 3   CONCEPTS

Sovereignty: Definition, Meaning and Nature, Kinds of Sovereignty – Law: Definition, Meaning and Nature, Kinds of Law – Liberty: Definition, Meaning and Nature, Kinds of Liberty – Equality: Definition, Meaning and Nature, Kinds of Equality – Rights: Definition, Meaning and Nature, Kinds of Rights**.**

UNIT : 4FORMS OF GOVERNMENT

Monarchy – Aristocracy – Democracy – Despotism – Constitution: Written – Unwritten – Unitary – Federal System- Government: Parliamentary – Presidential System.

UNIT : 5   POLITICALIDEOLOGIES

Liberalism, Communism, Socialism, Feminism, Post-Modernism, Communitarianism, Fascism, Environmentalism

PEDAGOGY STRATEGIES

- Board and Chalk Lecture
- PowerPoint Slide Presentations
- Seminar
- Assignments
- Quizzes
- Group Discussion

TEXT BOOK(S)

1   Agarwal, R.C. Political Theory. New Delhi: S. Chand & Co., 2008.

2   Johari,J.C. Principles of Modern Political Science. New Delhi: Sterling, 1989.

3   Appadorai. A, The Substance of Politics, Oxford University Press, 2001

4   Asirvatham. Eddy, Political Theory .New Delhi: S. Chand & Co, 2004.

5   Mahajan,V.D. Political Theory. New Delhi: Chand &Co, 2006.

REFERENCE BOOKS

1   Thakurdas, F. Essays on Political Theory, New Delhi: Gitanjali,1982.

2   Bhargava, R 'What   is   Political   Theory',   in Bhargava, R. and Acharya,
A. (eds.) Political Theory: An Introduction. New Delhi:Macmillan International, 2008.

3   Heywood, Andrew, Political Theory: An Introduction, Macmillan Education,2015.

4   Heywood, Andrew, Politics, Macmillan Palgrave Foundation,2014.

5   Anup, C. K., Principles of Political Science. S Chand & Co Ltd., 2010.

6   Gilchrist R.N., Principles of Political Sciences, Orient Longman Madras, 1983

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

1   https://onlinecourses.swayam2.ac.in/cec20_hs28/preview

2   https://onlinecourses.nptel.ac.in/noc20_hs35/preview

3   https://learn.saylor.org/course/view.php?id=46

MAPPING PLOS WITH CLOS

Programme Level Outcomes	Core Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Communication skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Critical thinking	☑	☑				☑			☑
Research- related skills	☑	☑	☑	☑					☑
Analytical reasoning	☑	☑			☑	☑	☑		
Problem solving							☑		
Team work							☑		
Moral and ethical awareness	☑	☑		☑			☑		☑
Multicultural competence	☑	☑		☑		☑			☑

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	**MODERN POLITICAL SYSTEMS**	**I**	**21MPO12C**

COURSE LEVEL OUTCOMES

On the successful completion of the course, student will be able to:

1. Assess the functioning of the Parliamentary System of Democracy in the United Kingdom

2. Compile the contributions of the United Kingdom to the evolution of Constitutionalism in the world

3. Analyze the functioning of the Presidential System of Democracy in the United States.

4. Determine the innovative concepts, processes and practices that the US constitutionalism had contributed to the world

5. Compare and contrast the constitutions of the Democratic world and the Communist World

6. Discover the unique features of the Constitution of the Peoples' Republic of China

7. Extrapolate the salient characteristics of the Switzerland Constitution

8. Point out the differences between the federal and Unitary constitutions

9. Paraphrase the core features of the Constitution of France

Unit : 1   POLITICAL SYSTEM OF GREAT BRITAIN

Salient features of British Constitution- Parliament: The House of Commons and   The House of Lords: - Powers and functions. Executive- The Queen-Position- Powers and functions- Prime Minister and Council of Ministers – Cabinet. British Judicial System – Rule of Law – Privy Council- Local Governments—Political Parties.

UNIT : 2   POLITICAL SYSTEM OF THE UNITED STATES OF AMERICA

Salient Features of American Constitution – Congress – The House of Representatives and the Senate - President – Vice-President – Powers and functions. Judicial Review – Theory of Separation of Powers and Checks and Balances – Local Government –Political Parties.

UNIT : 3   POLITICAL SYSTEM OF FRANCE

Salient Features of France Constitution –fifth republic of France- -The French president – Cabinet; Functions of the cabinet – Parliament-   National Assembly –Senate –   Judiciary . French law and law courts – the ordinary courts – Administrative courts – Local Governments— Political Parties.

UNIT : 4   POLITICAL SYSTEM OF CHINA

The People's Republic of China – general principles of the constitution –The National People's Congress – Standing Committees -The President of China- State Council – Central

Military Commission. The Judicial System – People's Procurator - Local People's Congress – Communist Party of China.

UNIT : 5   POLITICAL SYSTEM OF SWITZERLAND

Basic features of Swiss confederation – Federal Executive – The Federal Assembly -Council of States – National council – The Federal Court-Direct Democracy – its devices: Referendum- Initiative-Recall -   Political Parties – Interest Groups – The Cantonal Local Government – Communes at the District.

PEDAGOGY STRATEGIES
•   Board and Chalk Lecture
•   Power Point Slide Presentations
•   Seminar
•   Assignments
•   Quizzes
•   Group Discussion

TEXT BOOKS

1   BhagwanVishnoo, Mohlanvandaa&Bhushan, Vidya,World Constitution: A Comparative Study, New Delhi, Sterling Publishers, 2014.

2   Arora, Prem, World Constitutions, New Delhi, Cosmos Bookhive Publication, 2016.

3   Appadurai, A. Substances of Politics, London, Oxford University Press, 1980.

4   Strong, C.F. Modern Political Constitutions, London: Sidgwick& Jackson Ltd. 1972.

5   Hague, R., Harrop, M. & McCormick, J., Comparative Government and Politics: An Introduction, (5th ed.), Red Globe Press, 2019.

6   Kapur A.C., Select Constitutions, S.Chand and Company Ltd, New Delhi, 2008.

7   Mahajan V.D., Select Modern Governments, S.Chand and Company Ltd., New Delhi, 2006.

REFERENCE BOOKS

1   Almond, G. et.al, Comparative Political Today: A world view (7th ed.), Pearson Education India, 2000.

2   Powell, G.B., Dalton, R. J. & Strom, Kaare, Comparative Politics Today: A World View, (11th ed.), Pearson, 2014.

3   Gupta, U.N., Select world Constitution, New Delhi, Atlantic, 2009.

4   Bhushan, V., Comparative Politics (2nd ed.). Atlantic, 2006**.**

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

   1   https://www.youtube.com/watch?v=lvvYZxqPYuo

MAPPING PLOs WITH CLOs

Programme Level Outcomes	Core Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Communication skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Critical thinking	☑	☑				☑	☑		
Research- related skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning	☑	☑		☑	☑	☑	☑	☑	
Problem solving							☑		
Team work	☑								
Moral and ethical awareness		☑	☑	☑	☑				☑
Multicultural competence		☑	☑	☑	☑	☑	☑	☑	☑

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	**GOVERNMENT AND POLITICS OF TAMILNADU**	I	**21MPO13C**

COURSE LEVEL OUTCOMES

On the successful completion of the course, student will be able to:

1. Compile the core characteristics of the politics of the state that make the state unique and different from the other states

2. Outline the policies, programs and achievements of DMK Governments

3. Summarize the important policies, programs and achievements of Congress Governments

4. Capture the policies, programs and achievements of the AIADMK Governments

5. Specify the core features of the Tamil Nadu Model of Development

6. Illustrate the historical background, merits, demerits and impact of Anti-Hindi agitation in the politics of the state

7. Portray the ideological and leadership qualities of the important leaders in the state

8. Demonstrate a wider understanding of the intense and perennially present State Autonomy Demand in the state

9. Compose the features of the relatively inclusive model of development that the state government and politics had provided in the state

UNIT : 1   INTRODUCTION

The Socio, Economic and Political condition of Madras Presidency between 1870-

1920 The Provincial congress committee and its nationalist actives under S.Sathyamurthi, C. Rajagopalachari and K.Kamaraj- Non –Cooperation: 1921-Civil Disobedience Movement 1930

UNIT : 2   POLITICS IN THE STATE DURING FREEDOM MOVEMENT

Non-Brahmin Movements- Madras Presidency Association-Domination of Brahmin community under British Raj – Birth of Justice Party and its Ministry under Diarchy-Causes for its decline – Annie Besant and Home Rule Movement -1916 Swarajists and their role-1937 election and Rajaji's Ministry –Interim Ministers before Independence

UNIT: 3   DRAVIDIAN MOVEMENTS

Self Respect Movement E.V. RamasamyNaicker- The nature of the movement and its goals- Educational and employment of Non-Brahmins –Attack on Hindu orthodoxy- DraviderKazhagam - DravidaMunnetraKazhagam.

UNIT : 4   POST- INDEPENDENCE ERA AND POLITICAL DEVELOPMENT

-1952 general election –Rajaji as Chief Minister –State Reorganization Committee -- linguistic basis –Madras Presidency to Madras State- K.Kamaraj as Chief Minister -1956 - language policy of the congress Ministry under Bhakthavatsalam- factors responsible for the decline of congress and rise of the popularity of C.N. Annadurai-1967 general election –D.M.K in power. Emergence ofKarunanidhi- His Chief Minister ship –Birth of AIADMK – M.G.Ramachandiran Chief Minister ship- AIADMK after the demise of M.G.R.- Jayalalithaa as Chief Minister

UNIT : 5   ISSUES AND TRENDS

Reservation issue- Language issue- Tamil National Movement – Communalism – Caste Politics – Prohibition Politics – Agriculture and Water Policy – River Water Disputes – Urbanization and its issues.

PEDAGOGY STRATEGIES
•	Board and Chalk Lecture
•	PowerPoint Slide Presentations
•	Seminar
•	Assignments
•	Field Visit to Legislative Assembly
•	Field Visit to Secretariat
•Quizzes
•	Group Discussion

TEXT BOOKS

1	Baskaran, R., Sociology of Politics: Tradition and Politics in India, New Delhi: Asia Publishing House, 1967.

2	Barnett, M.R., The Politics of Cultural Nationalism in South India, Princeton: Princeton University Press, 1976.

3	Mouneshwara S., The Role of Regional Political Parties in Indian coalition politics: A Case Study of Tamil Nadu, Kalpaz Publications, 2015

4	Hardgrave, R.L., The Dravidian Movement, Bombay: Popular Prakashan, 1965.

5   .Washbrook D.A.; The Emergence of Provincial politics- Provincials Politics- The Madras Presidency 1876-1920; VikA publishing House.

REFERENCE BOOKS

1   Irschik, E. F., Tamil Revivalism in 1930s, Cre-A, 1986.

2   Sparat, P., DMK in Power, Nachiketa Publication, 1970.

3   Subramaniam, Narendra, Ethnicity and Populist Mobilization, Oxford University Press, 1999.

4   Baker. C.J, The Politics of South India,Vikas Publishing House Pvt. Ltd., New Delhi.

MAPPING PLOs WITH CLOs

Programme Level Outcomes	Core Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Communication skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Critical thinking									☑
Research- related skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning					☑				
Problem solving						☑		☑	
Moral and ethical awareness									☑
Multicultural competence		☑				☑			☑

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	**INTERNATINAL POLITICS**	I	**21MPO14C**

COURSE LEVEL OUTCOMES

On the successful completion of the course the following outcomes will be realized

1. Outline the nature, scope and evolution of International Politics and explain the various theories that attempt to understand International Politics

2. Explain the meaning of the different concepts like National Interest, National Power that characterize the content of International Politics

3. Categorize the different strategies adopted by the Nation States to deal with friends and foes in International Politics

4. Demonstrate a broader understanding of the emergence, role, principles, postures and relevance of Non Aligned Movement in International Politics

5. Measure the impact of the Nuclear Weapons on International Politics and justify the approach of Indian diplomacy towards Nuclear Disarmament Treaties like PTBT, NPT and CTBT

6. Illustrate the content of the New International Economic Order and the demands and proposals to transform it structurally

7. Estimate the strategies of Balance of Power and Collective Security that were conspicuously present in earlier centuries

8. Evaluate the role of the United Nations in preserving international peace and promoting peaceful resolution of conflicts

9. Discuss the role of the international regional organizations in fostering cooperation and achieving economic prosperity for member states of the region

UNIT : 1   INTRODUCTION

International Politics: Meaning, Nature, Content and purpose, Growth and development of International Politics- Marx Theories in International Politics –Realist Theory- System Theory- Communication Theory- Bargaining Theory

UNIT : 2IMPORTANT CONCEPTS

National Interest –Determinants- Kinds- Instruments –Promotion of National Interest-Diplomacy –War- Imperialism- Colonialism- Neo Colonialism.

UNIT : 3 IMPORTANT STRATEGIES

Elements of National Power- Balance of Power- Collective Security- International Law-Disarmament and Arms Control- Relevance of Non- Alignment Movement (NAM) in international relations. Nuclear Weapons

UNIT : 4 INTERNATIONAL AGREEMENTS

NPT – CTBT – FMCT - SDI - Chemical Weapons Convention - Human Cloning Agreement – Kyoto Protocol

UNIT : 5 INTERNATIONAL ORGANIZATIONS

United Nations –Purposes- Basic Principles –Organs of United Nations -The International Court of Justice- International Organizations ILO- WHO- FAO-SAARC-ASEAN –WTO –BRICS-NDB. Environmental summits. Impact of MNC's,- Issues of Diaspora.

PEDAGOGY STRATEGIES

• Board and Chalk Lecture

• Power Point Slide Presentations

• Seminar

• Assignments

• Quizzes

• Group Discussion

TEXT BOOKS

1. Biswal, Tapan, International Relations, Laxmi Publications private ltd, 2017.

2. HanjJ.Morgenthau, Politics Among Nations , Kalyani Publishes, New Delhi, 1985

3. Vinaya Kumar Malhotra, International Relations, Anmol Publication, New Delhi,2001.

4. Palmer and Perkins, International Relations, Scientific Book Company, alcutta,1970

5. Vendana, Theory of International Relations, Vikas Publication, New Delhi.

REFERENCE BOOKS

1. Baylis, J &Smith,S., Globalisation of World Politics, Oxford University Press.

2. Ghosh, Peu, International Relations, Prentice Hall of India, 2016.

3. Heywood, Andrew, Global Politics, Palgrave Macmillan.

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

https://www.youtube.com/watch?v=aRk0FOs5GyQ

MAPPING PLOs WITH CLOs

Programme Level Outcomes	Core Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Communication skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Critical thinking									
Research- related skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning							☑		
Problem solving					☑		☑		
Team work				☑				☑	
Multicultural competence		☑					☑		☑

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	ELECTIVE-I PRINCIPLES OF PUBLIC ADMINISTRATION	I	21MPO15E

COURSE LEVEL OUTCOMES

On the successful completion of the course, student will be able to acquire outcomes

1. Demonstrate an understanding of the nature and scope of Public Administration and recently developed concepts
2. Compile the various Theories of Public Administration detailing how they have contributed in their own specific manner to execute the tasks and responsibilities associated with administration
3. Analyse the various key concepts of Personnel administration and to understand the significance of Personal Administration in the overall scheme of Public Administration
4. Demonstrate a wider understanding of the Budgetary Process in the country
5. Analyze the soundness and effectiveness of the institutions and practices that enforce Parliamentary Control over Public Finance
6. Assess the role of CAG as the pivot of Financial Administration in India
7. Illustrate the basic concepts of Public Administration like Span of Control, Unity of Command
8. Evaluate the role of Development Administration in as the vehicle of development in the country
9. Judge and justify the independence of Union Public Service Commission and State Public Service Commissions and realize their autonomous functioning for the integrity of administration in India

UNIT : 1   EVOLUTION OF PUBLIC ADMINISTRATION

Meaning, scope and significance of Public Administration - Wilson's vision of Public Administration - Evolution of the discipline and its present status - New Public Administration;

Public Choice Approach - Challenges of Liberalization, Privatization, Globalization - Good Governance: concept and application - New Public Management.

UNIT : 2   ADMINISTRATIVE THEORIES

Scientific Management – Classical Theory - Weber's bureaucratic model – its critique and post-Weberian Developments; Dynamic Administration (Mary Parker Follett) - Human Relations School (Elton Mayo and others) - Functions of the Executive (C.I. Barnard); Simon's decision-making theory - Participative Management (R. Likert, C. Argyris, D. McGregor) – Decision Making Approach (Herbert A. Simon) -Ecological Approach (F.W. Riggs)

UNIT : 3   ADMINISTRATIVE BEHAVIOR

Process and techniques of decision-making – Communication, Morale; Motivation Theories – content, process and contemporary; Theories of Leadership: Traditional and Modern.

UNIT : 4   COMPARATIVE PUBLIC ADMINISTRATION

Historical and sociological factors affecting administrative systems; Administration and politics in different countries; Current status of Comparative Public Administration;

UNIT : 5   FINANCIAL ADMINISTRATION

Monetary and fiscal policies; Public borrowings and public debt-Budgets – types and forms; Budgetary process; Financial accountability; Accounts and Audit - Models of policy-making and their critique; Processes of conceptualization, planning, implementation, monitoring, evaluation and review and their limitations; State theories and public policy formulation

PEDAGOGY STRATEGIES

•   Board and Chalk Lecture

•   Power Point Slide Presentations

•   Seminar

•   Assignments

•   Field Visit to Administrative Offices of District Collect orate

•   Quizzes

•   Group Discussion

TEXT BOOKS

1   Avasthi, A. and Maheswari, S.R, Public Administration, Agra: LaxmiNarain Agarwal, 2017.

2   Basu, Rumki, Public Administration: Concepts and Theories, New Delhi: Sterling Publishers, 2012.

3   RavindraPrasad,D. ,V.S.Prasad, P. Satyanarayana, Y.Pardhasaradhi, Administrative Thinkers, Sterling Publishers, 2010.

4   Bhattacharya, Mohit, New Horizons of Public Administration, New Delhi: Jawahar Publishers and Distributors, 2008.

REFERENCE BOOKS

1   Basu, R,.Public Administration: Concepts and Theories (5th ed.). Sterling Publications Private Limited, 2019.

2   Dhameja, A., & Mishra, S., Public Administration: Approaches and Applications. Pearson Education India, 2016.

3   VishvoBhagwan and VidyaBhusan, Principles of Public Administration

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

1   https://www.mooc-list.com/course/introduction-public-administration-saylororg

2   https://onlinecourses.swayam2.ac.in/cec19_hs16/preview

3.https://www.youtube.com/watch?v=0d9TAyuIxY8&list=RDCMUCECFrpFCqoQIhBeEnSDS whg&start_radio=1&t=0

MAPPING PLOs WITH CLOs

Programme Level Outcomes	General Elective Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning					☑				
Self-directed learning	☑			☑			☑		
Reflective thinking		☑							☑
Information/digital literacy									
Problem solving		☑					☑		
Cooperation/Team work			☑				☑		
Moral and ethical awareness									
Lifelong learning		☑			☑				☑

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	**POLITICAL IDEOLOGIES**	**II**	**21MPO21C**

COURSE LEVEL OUTCOMES

On the successful completion of the course, student will be able to:

1. Recognize the core features of the western Political Ideologies

2. Discover the distinctions and differences among the political ideologies

3. Determine the historical and philosophical dimensions of the processes of Liberalizations and Privatization

4. Analyze the process of Globalization in the late twentieth and early twenty first centuries

5. Reconstruct the arguments, postulates and the necessities of gender equality and women empowerment

6. Outline the negative impact of totalitarian ideologies like Fascism and Nazism

7. Determine the dysfunctional implications of environmental degradation and the need for remedial measures as revealed in the arguments of the different ideological currents of Environmentalism

8. Evaluate the importance of community in shaping the personality, skills, capacities and attitudes of the human beings

9. Illustrate the core features of Post Modernism especially its argument that truth is not singular but plural

UNIT : 1   LIBERALSIM

Negative Liberalism--Positive Liberalism-Libertarianism (Nature of Man, Society, State, Economy, Rights, Freedom, Property, Equality and Justice)

UNIT : 2   MARXISM AND SOCIALISM

Marxism, Leninism, Socialism, Syndicalism, Fabianism, Democratic Socialism

UNIT : 3   IDEALISM AND ANARCHISM

Hegelian Idealism, Green Idealism, Philosophical Anarchism , Individual Anarchism

UNIT : 4   FASCISM AND GANDHISM

Mussolini Fascism, Hitler's Nazism. Gandhism

UNIT : 5   MISCELLANEOUS IDEOLOGIES

Feminism- Communitarianism- Environmentalism-Post-modernism- Multi - Culturalism

PEDAGOGY STRATEGIES

- Board and Chalk Lecture
- PowerPoint Slide Presentations
- Seminar
- Assignments
- Quizzes
- Group Discussion

TEXT BOOKS

1   Agarwal, R.C. Political Theory. New Delhi: S. Chand & Co., 2008.

2   Johari,J.C. Principles of Modern Political Science. New Delhi: Sterling, 1989.

3   Appadorai. A, The Substance of Politics, Oxford University Press, 2001

4   Asirvatham. Eddy, Political Theory .New Delhi: S. Chand & Co, 2004.

5   Mahajan,V.D. Political Theory. New Delhi: Chand &Co, 2006.

6   Dharmaraj.J.D Political Thought Dency publications Sivakasi 2012

REFERENCE BOOKS

1   Thakurdas, F. Essays on Political Theory, New Delhi: Gitanjali,1982.

2   Bhargava, R 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi:Macmillan International, 2008.

3   Heywood,Andrew, Political Ideologies

4   Heywood, Andrew, Politics, Macmillan Palgrave Foundation,2014.

5   Heywood, Andrew, Political Theory: An Introduction, Macmillan Education,2015

6   Gupta R.L Political Theory sulthan&chand new delhi

7   Anup, C. K., Principles of Political Science. S Chand & Co Ltd., 2010.

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

1   https://onlinecourses.swayam2.ac.in/cec20_hs28/preview

2   https://onlinecourses.nptel.ac.in/noc20_hs35/preview

3   https://learn.saylor.org/course/view.php?id=46

MAPPING PLOs WITH CLOs

Programme Level Outcomes	Core Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Communication skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Critical thinking									☑
Research- related skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning				☑					☑
Problem solving				☑					
Team work					☑				
Moral and ethical awareness		☑						☑	
Multicultural competence	☑			☑				☑	☑

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	**INDIAN POLITICAL THOUGHT**	**II**	**21MPO22 C**

COURSE LEVEL OUTCOMES

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

1. Acquire knowledge about the political thought of the ancient Indian thinkers, books and sources

2. Demonstrate an understanding of the political ideas and thoughts found in the religious traditions of Buddhism and Jainism

3. Dissect the political thought associated with the social reform pioneers, leaders and movements of the nineteenth century

4. Determine the political thought propagated by the thinkers hailing form subaltern background

5. Explain the political ideas of the thinkers and leaders hailing from the religious background

6. Appraise the revolutionary stream in Indian Political Thought

7. Interpret the political ideas of intensely nationalist thinkers.

8. Portray the political ideas of Mahatma Gandhi and their relevance to the contemporary world

9. Specify the uniqueness of India Political Thought in the universal treasure of political thought

UNIT : 1   ANCIENT POLITICAL THINKERS

Features of Ancient Indian Political Thought –Manu, Kautilya, Buddhism and Jainism

UNIT : 2   MODERATE AND EXTREMIST THINKERS

GopalakrishnaGokhale – BalagangadharTilak - Sri Aurobindo**.**

UNIT : 3   FATHER OF THE NATION

Mahatma Gandhi: Non-Violence, Satyagraha, Religion, Sarvodaya and GramaSwaraj.

UNIT : 4   HINDU AND MUSLIM POLITICAL THINKERS

Swami Vivekananda, Subash Chandra Bose, V.D. Savarkar – Shyama Prasad Mukherjee, Muhammad Ali Jinnah – Iqbal.

UNIT : 5   SOCIALISTS AND REFORMISTS

M.N. Roy - Jawaharlal Nehru - Jayaprakash Narayan - B.R. Ambedkar – Bhagat Singh, Ram Manohar Lohia

PEDAGOGY STRATEGIES

•   Board and Chalk Lecture

•   PowerPoint Slide Presentations

•   Seminar

•   Assignments

•   Quizzes

•   Group Discussion

TEXT BOOKS

1   Singh, Aakash&Mohapatra, Silika, Indian Political Thought: A Reader, Routledge, 2010.

2   Das, Hari Hara, Indian Political Thought, National Publishing House, 2005.

3   Prem Arora, Indian Political Thought, Bookhieves Publications, New Delhi, 2010.

4   Varma, V.P., Modern Indian Political Thought (3rd Revised Edition), Agra: Lakshmi Narain Agarwal, 2020.

REFERENCE BOOKS

1   Goshal U.N, History of Indian Political Ideas, Oxford University Press

2   Mehta, V.R., Foundations of Indian Political Thought, New Delhi: Manohar Publushers, 1992.

3   Mehta, V.R., Foundations of Indian Political thought: From Manu to the Present Day-An Interpretation, Manohar Publishers, 1992.

4   Pantham, T. &Deustch, K.L., (eds.), Political Thought in Modern India, New Delhi, Sage, 1986.

5   Chakrabarty, B., & Pandey, R. K. (2009). Modern Indian Political Thought: Text and Context. SAGE Publications.

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

1   https://onlinecourses.swayam2.ac.in/cec19_hs15/preview

2   https://www.youtube.com/watch?v=j6_u624-8Go&list=PLwsLMzG8rnWP0UO2GEA-
X0G0f3yKu0tqb

MAPPING PLOs WITH CLOs

Programme Level Outcomes	Core Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Communication skills	☑	☑		☑	☑	☑	☑	☑	☑
Critical thinking			☑						
Research- related skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning			☑				☑		
Problem solving			☑						
Team work			☑						
Moral and ethical awareness			☑					☑	☑
Multicultural competence		☑						☑	☑

Year	Subject Title	Sem	Sub Code
2021 -22 Onwards	**ENVIRONMENTAL POLITICS**	**II**	**21MPO23C**

COURSE LEVEL OUTCOMES

On the successful completion of the course, students will be able to

1. Demonstrate a comprehensive understanding of the major environmental problems that threaten the stability and security of the Planet

2. Define the concept of Sustainable Development and its contribution in creating a harmonious balance between conservation needs and consumption demands of humanity

3. Justify the need to promote the affordable transfer of clean and green technologies from the country of invention to the countries of need so that climate change can be arrested and planet can be retrieved

4. Support the argument to mobilize the financial resources to empower the developing countries and Small Island States in their survival war against climate change

5. Recite the role of international environmental institutions and organizations in tackling the climate change crisis

6. Compile the contributions of the regularly organized Multi National Environmental Summits to eliminate the hazard of global warming

7. Acquire the knowledge about various kinds of Pollutions and the plethora of measures that the state in India had taken to combat them

8. Specify the contribution of ecological movements of the India to protection of the environment and promotion of the biodiversity

9. Illustrate the contribution of environmental movements, warriors and activists in Coimbatore in combating environmental degradation and promoting environmental preservation

UNIT : 1   ENVIRONMENTAL PROBLEMS

Acid Rain, Global Warming, Ozone Depletion, Deforestation, El Nino, La Nino

UNIT : 2   CONCEPTS IN ENVIRONMENTAL POLITICS

Sustainable development, Environmental impact Assessment, Carbon Trading

UNIT : 3   POLICES, LAWS AND INSTITUTIONS

National Forest Policies, Wildlife protection Act 1972- Anti Pollution Acts- National Parks, National Sanctuaries- Ministry of Environmental and Forestry –Constitutional process.

UNIT : 4   INTERNATIONAL POLICIES AND ENVIRONMENTAL   SUMMITS

Multilateral Conferences on Environment- UNFCC (United Nations Framework Convention on Climate Change) United Nation Convention on Biodiversity, Emission Reduction targets, Clean Technology Transfer- Issues of Funding

UNIT : 5   ENVIRONMENT AWARENESS AND MOVEMENTS

Environment Movements in Coimbatore-Role of NGOs- Industrial Pollution- Degradation of Wed Lands, Man –Wild Animal Conflict, Pollution of Water Bodies-Vehicular pollution-Chipko Movement- Appiko Movement, Silent Valley Movement, Bisnoiu Movement

PEDAGOGY STRATEGIES

- Board and Chalk Lecture
- PowerPoint Slide Presentations
- Seminar
- Assignments
- Field Visit to NGO Theatre of Activities
- Quizzes
- Group Discussion

TEXT BOOKS

1   Asthana, D.K. & Asthana, MeeraA Textbook of Environmental Studies, New Delhi, S. Chand & Company, 2010.

2   Rajagopalan, R. Environmental Studies: From Crisis to Cure, Oxford University Press, 2015.

REFERENCE BOOKS

1   Fulekar, M.H., Pathak, Bhawana& Kale, R K (eds.), Environment and Sustainable Development, New Delhi, Springer, 2013.

2   Glasbergen& Andrew Blowers (1995) Eds, Environmental Policy in an International Context Percepts on Environmental Problem: Arnold London.

4   BhargaraGopal(2001) Ecological Politics: Different Dimensions, Kalpaz Publications, New Delhi.

5   SloepPeter.B and Andrew Blowers(1996) Eds, Environmental Policy in an International Context , Environmental Problem as Conflict of Interest Arnold London.

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

1   https://onlinecourses.swayam2.ac.in/nou19_ag10/preview

2   https://www.edx.org/course/subject/environmental-studies

MAPPING PLOs WITH CLOs

Programme Level Outcomes	Core Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Communication skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Critical thinking			☑	☑					
Research- related skills		☑				☑		☑	☑
Analytical reasoning				☑					
Problem solving							☑		☑
Team work			☑		☑				☑
Moral and ethical awareness									☑
Multicultural competence				☑				☑	

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	**HUMAN RIGHTS THEORIES, INSTITUTIONS AND CHALLENGES**	**II**	**21MPO24 C**

COURSE LEVEL OUTCOMES

On the successful completion of the course, student will achieve the following outcomes

1. Develop a broader understanding about the nature, origin and evolution of the concept of Human Rights

2. Discuss the various theories of Human Rights and how they have journeyed from the Natural Rights in seventeenth century to Environmental Rights in twenty first century

3. Specify the delicate balance between authority and rights, rights and duties, individual and society

4. Identify the major features of the Universal Declaration of Human Rights 1948 and the two Protocols of 1966

5. Evaluate the constitutional and statutory architecture of Human Rights regime in India especially the Fundamental Rights of the Constitution and the National Human Rights Protection Act of India

6. Point out the international challenges to the availability of Human Rights to the people of the world like the threats of international terrorism, war and military technologies

7. Determine the challenges to human rights emanating from the planks of pollution, biodiversity loss, ecosystem destruction, deforestation and climate change

8. Evaluate the threats to the human rights spectrum of the under privileged sections of the community and suggest measures for more effective protection of their rights

Compose the tremendous progress made in ensuring the availability of Human Rights to people from local, national and international spheres

UNIT: 1   THEORIES OF HUMAN RIGHTS

Theory of Natural Rights- Theory of Legal Rights- Theory of Social Welfare Rights-   Theory of Evolutionary Rights - Theory of Economic Rights- Rights of Dignity in   Human Rights Theory

UNIT : 2   HUMAN RIGHTS IN INTERNATIONAL CONVENTIONS AND INDIAN CONSTITUTION

Universal Declaration of Human Rights- International Convention on Civil and Political Rights 1966, International Convention on Economic Social and Cultural Rights 1966, Fundamental Rights, Directive Principles of State Policy

UNIT : 3   INTERNATIONAL   AND   NATIONAL   HUMAN   RIGHTS ORGANISATIOINS

Amnesty International, U N High Commissioner for Human Rights, National Human Rights Commission, State Human Rights Commission, Human Rights Court -

National Commission on Minorities, National Commission for Women

UNIT : 4   HUMAN RIGHTS AND WEAKER SECTIONS

Women and Human Rights, Children and Human rights, Minority and Human Rights, Scheduled Cast and Scheduled Tribes and Human Rights

UNIT : 5   ISSUES AND CHALLENGES

Cybercrimes and human Rights, Right to Privacy and Human Rights, Promotion of Human Rights Education - Challenges of Human Rights – NGOs and Civil Society role in protection and promotion of Human Rights, Terrorism- Dictatorship, Poverty. Inequality, Environment degradations

PEDAGOGY STRATEGIES

- •   Board and Chalk Lecture
- •   PowerPoint Slide Presentations
- •   Seminar
- •   Assignments
- •   Quizzes
- •   Group Discussion
- •   Field Visit to offices of NHRC, State Human Rights Commission, Human Rights Courts and Sites of Human Rights Violations

TEXT BOOKS

1   Kapoor, S.K., Human Rights under International Law and Indian Law, Allahabad; Central Law Agency, 2009.

3   Ganguly – Human Rights - Theory and Practice.   – Introduction to Human Rights, Oxford University.

4   Viswanathan.A.R – Human Rights, Paavai Publications, Chennai - 2006 (12th Edition).

5   Kingsbury, Damien &Avonius, Leena, Ed., Human Rights in Asia, London, Palgrave Macmillan, 2008.

6   Todd, Land Man, Ed., Human Rights, London, Sage Publications, 2009.

7   Van Bueren, G., The International Law on the Rights of the child, Londen, MartinusNijhoff Publishers, 2000.

REFERENCE BOOKS

1   Waghmare, B.S. Ed., Human Rights, Problems and Prospects, Delhi, Lalinga Publications, 2001

2   Jain, R., Textbook on Human Rights: Law and Practice (3rd ed.), Universal Law Publishing, 2016.

3   Bantekas, I., &Oette, L., International Human Rights Law and Practice (Second edition), Cambridge University Press, 2016.

4   Meena, A. K., Human Rights in India: Concepts and Concerns, Pointer Publishers, 2014.

5   Desai A.R – Violation of Democratic Rights in India, Sangam Books, 1986

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

   1   **https://www.edx.org/learn/human-rights**

   2   **https://www.youtube.com/watch?v=H8sj_WPeZew&list=PLJH0mvqm2B9ARmqXv mpX30jiOuhEAdOQk**

3   **https://www.classcentral.com/course/swayam-human-rights-in-india-17637**

4   **https://onlinecourses.swayam2.ac.in/cec19_lw01/preview**

MAPPING PLOs WITH CLOs

Programme Level Outcomes	Core Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Communication skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Critical thinking			☑						
Research- related skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning		☑	☑						
Problem solving						☑	☑		
Team work									☑
Moral and ethical awareness								☑	
Multicultural competence								☑	

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	**ELECTIVE-II** **INDIAN SOCIETY**	**II**	**21MPO25E**

COURSE LEVEL OUTCOMES

On the successful completion of the course, student will achieve the following outcomes

1. Measure the ancient social and religious framework of the Indian Society that was based on the Sruti literature of Vedas, Brahmanas, Upanishads and Aranyakas.

2. Estimate the impact of the orthogenetic forces of Buddhism and Jainism on the social architecture of ancient period and the heterogenetic forces of Islam and Western Christianity in medieval and modern period

3. Prepare a detailed sketch about the content and structure of ancient educational system of India

4. Explain the intra and inter religious relationship among the numerous religions and sub sects that are conspicuous in Indian social landscape since ancient period.

5. Enumerate the social structure, religious beliefs and economic organization of the Tribal communities of India

6. Organize a mental map depicting the special characteristics, problems and dynamics of the Urban Society in India

7. Analyse the social problems like drug addiction, terrorism and social disorganization that afflict the contemporary Indian Society

8. Measure the status, problems, roles and responsibilities of women in Indian Society

9. Detect the massive transformation of Indian Society in the post-independence period as a galaxy of forces like modernity, democracy, science and technology impinge upon its dynamics

UNIT : 1   INTRODUCTION

Historical background of the   Indian society- Hindu social Organizations- Its tradition and culture Impact of Buddhism- Islam-British role in India   -The Christian Missionaries and their impact-Introduction of English Language- Family System- Economic System in India

UNIT : 2   EDUCATION AND RELIGION IN SOCIETY

Educational system- Educational Inequality- Education and Social Mobility- Religion; Sacred and profane religion as integrating force inter-religious interaction –Problems of Religious Conversions and communalism**.**

UNIT : 3   TRIBAL SOCIETY

Tribal societies and their integration- distinction between Civil Society and Tribes Distinctive features of Tribal Society-Tribal Cultures- Rural Social System - Village Community – Traditional Power Structure, Poverty, Bonded Labor, Community Development Programme

UNIT : 4   SOCIAL PROBLEMS

Urban Social Organization; Stratification and Mobility of the Urban Communities- Problems of Population –Unemployment-youth unrest-Caste and Class Problems. Problems of Women.

UNIT : 5   CURRENT SOCIAL PROBLEMS

Social Dis-organization – Terrorist movement –Drug Addiction –AIDS-Corruption- Smuggling-Black Money- Globaliza**tion – Economic Liberalism and its impact.**

PEDAGOGY STRATEGIES

•   **Board and Chalk Lecture**

•   **PowerPoint Slide Presentations**

•   **Seminar**

•   **Assignments**

•   **Quizzes**

•   **Group Discussion**

TEXT BOOKS

1   K. Sing, Indian Social System, Prakasham Kendra, Lucknow.

2   G.R.Madan, Indian Social Problems, Vol. I & II, Allied Publishers, Chennai

3   S.C.Dube, Indian Society, National Book Trust, New Delhi, 2010.

4   Ahuja, Ram, Society in India : Concept, Theories and Recent, Trends, Rawat Publication, Jaipur: 1997.

5   Desai A.R. Rural Sociology in India, Bombay Popular Prakasam, New Delhi.

REFERENCE BOOKS

1	Neera Desai & Meithei Krishna raj, Women and Society, Ajanta Pub, New Delhi 1987.

2	N.JayaBalan – Urban Sociology, Atlantic publishers and distributors – Delhi

3	Merton, Robert, K. and Nisbet, Contemporary Social Problems, New York: Harcourt Brace Jovanorich, 1979.

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

1	Cities are back in town: urban sociology for a globalizing urban world by Patrick Le Galès, Sciences Po, www.coursera.org

2	https://nptel.ac.in/content/syllabus_pdf/109103022.pdf

3	https://vikaspedia.in/e-governance/online-citizen-services/government-to-citizenservices-g2c/education-related-services/online-educational-services

MAPPING PLOs WITH CLOs

Programme Level Outcomes	General Elective Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning		☑					☑		☑
Self-directed learning									☑
Reflective thinking		☑					☑		
Information/digital literacy									
Problem solving		☑			☑	☑			☑
Cooperation/Team work				☑					
Moral and ethical awareness									☑
Lifelong learning	☑		☑	☑		☑	☑	☑	☑

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	**RESEARCH METHODOLOGIES**	**III**	**21MPO31C**

COURSE LEVEL OUTCOMES

On the successful completion of the course, students will acquire outcomes and capacities to

1. Identify the significance of Social Science research and select the areas of their research
2. Formulate a hypothesis about a political problem or phenomenon and validate it through a proper scientific research
3. Differentiate and distinguish the different methods of data collection and choose the most appropriate method for collecting the data
4. Prepare apt questionnaire for collection of data
5. Understand the relationship between values and facts in any social science research
6. Contribute to the reservoir of knowledge in Political Science through research
7. Use the knowledge and expertise gained here to write the bibliography of their research
8. Analyze and quantify the collected data scientifically to reach appropriate conclusions in their research
9. Organize and execute politics especially election related opinion, exit polls and surveys to get empirical data that are significant for domains of our democracy like Public Policy , Elections etc

UNIT I INTRODUCTION

Meaning and purpose of research –type of research- theoretical and applied -

Introduction-Characteristics of Scientific Knowledge- Induction and deduction- Acquiring Scientific Knowledge in Social Science – Studying Politics Scientifically – Concepts –defining concepts – variables –types – formulating hypothesis.

UNIT II   ELEMENT OF MEASUREMENT

Measurement –measuring attributes and attitudes –devising – measurement strategies – examples of political measurement problems in measurements reliability and validity –accuracy and precision of measurement multi-item measures –conducting literature review –reasons for literature review.

UNIT III   RESEARCH DESIGN

Research Design: Meaning – types of Research Design- Experimental and non-Experimental Design- Sampling- Population and Sample –Basics of Sampling - types of Sampling – Probability and non-probability sampling –Sample information-Sampling error.

UNIT IV   DATA COLLECTION TECHNIQUES

Survey Research and interviewing: types of data and data collecting techniques –survey research –framing a questionnaire –interview –telephone interview - Document analysis – types of written records - Content analysis. Advantages and disadvantages of written record. Observations-   Types   of   Observation   –Ethical   issues   in   Observation

UNIT V   DATA ANALYSIS

Data Analyses and Descriptive Statistics –Basics of Statistics levels of Measures Univariate – Bivariate and multivariate data analysis-central tendencies- Mean- Medium –Mode- Computer - Use of Computer in Research –Report Writing- Importunes of Footnotes and Bibliography.

PEDAGOGY STRATEGIES

- •   Board and Chalk Lecture
- •   PowerPoint Slide Presentations
- •   Seminar
- •   Assignments
- •   Quizzes
- •   Group Discussion

TEXT BOOKS

1   Gupta, A.K., Research Methodology, New Delhi, JCB Press, 2009.

2   Kumar, Renjith, Research Methodology, Pearson India, 2005.

3   Kothari, C. R., Research Methodology: Methods and Technology, New Age Publishers.

4   WishwaPrakasham, Research Methodology: Methods and Technology, New Delhi, 2001.

5   Alvesson, Mats &Skoldberg, Kaj, Reflexive Methodology, Sage Publication Ltd. 2000.

6   Ghosh, B.N., Scientific Method and Social Research, New Delhi, Sterling publishers, 2003

REFERENCE BOOKS

1   Bryman, Alan, Social Research Methodology, New York, Oxford University Press, 2008.

2   Tamilannal, Periaykaruppan& M.S Lakkuvanan, An Introduction To Research Methodology (Tamil Book) MeenachiPuthakaNilayam, Madurai 2004

3   Dr. V.K Dube, Research Methodology in Political Science, Omega Publications, New Delhi, 2015.

4   WiiliamJ.Goode , Paul K. Half, Methods in Social Research,Surjeeet Publications, 2006.

5   Dr. O.R. Krishnaswami, Methodology of Research in Social Sciences, Himalaya Publishing House, Mumbai, 1999.

6   Goode,W.G and P.k.Hatt: Methods in social research, Mc   Grew   Hill   Book company,Newyork 1981

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

1   https://www.youtube.com/watch?v=P0mdjQizdUw

2   https://onlinecourses.swayam2.ac.in/cec20_hs17/preview

3   http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_pg.php/838

MAPPING PLOs WITH CLOs

Programme Level Outcomes	Core Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Communication skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Critical thinking					☑			☑	
Research- related skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning								☑	
Problem solving		☑						☑	
Team work									☑
Moral and ethical awareness					☑				
Multicultural competence									☑

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	**INDIAN POLITICAL SYSTEM**	**III**	**21MPO32C**

COURSE LEVEL OUTCOMES

On the successful completion of the course the following outcome will be realized

1. Recall the historical evolution and philosophical basis of the constitution of India

2. Differentiate the Justiciable Rights under Part III from the Non-Justiciable Rights in Part IV of the Constitution

3. Explain the basic rules and regulations, structure and functions associated with the Parliamentary Democracy of India like Collective Responsibility, Executive DUALSIM, Ministerial Responsibility, Fusion of Executive and Legislature

4. Demonstrate an understanding of the nature, role and responsibilities of the integrated and hierarchical judicial system of India

5. Justify the tenet of Cooperative Federalism found in the constitution that promotes both national unity and regional identity in an exemplary manner

6. Appraise the functioning of the Self Governmental Institutions established through the Seventy Third and Seventy Fourth Constitutional Amendments Acts

7. Summarize the evolution of the National and Regional Party Systems in India and the shifting political fortunes between national and regional parties

8. Illustrate the major challenges that Indian Political system grapples with.

9. Assess the successful role of Indian democracy in the realms of development, modernization and conflict resolution in the conspicuously plural society of India

UNIT : 1   INTRODUCTION

The Making of the Constitution– Constituent Assembly - Salient features of the Constitution – Preamble and Philosophical background - Fundamental Rights - Directive Principles of State Policy –Fundamental Duties –Procedure for Constitutional amendments**.**

UNIT : 2   UNION EXECUTIVE

President-Vice-President-Prime Minister- Parliament – Speaker and Deputy-Speaker – Committee System - Judiciary: Powers and Functions of the Supreme Court-–Judicial Review – Public Interest Litigation (PIL)-Judicial Activism

UNIT : 3　　STATE EXECUTIVE

Governor-Chief Minister – Council of Ministers-Legislature: Composition, Powers and Functions - High Court –- Subordinate Courts. Local Government: Special Features of the New System of Panchayat and Municipalities.

UNIT : 4　　INDIAN FEDERALISM

Indian Federalism - Centre - State Relations– Constitutional Distribution of Powers: Legislative, Administrative and Financial powers – Rajamannar Commission, Sarkaria Commission and its recommendations-Co-operative Federalism, Green Federalism

UNIT : 5　　CONSTITUTIONAL AUTHORITIES

Union Public Service Commission –State Public Service Commissions- The Finance Commission- The Election Commission- The Comptroller and Auditor General –Attorney General -Advocate General.

PEDAGOGY STRATEGIES

- Board and Chalk Lecture
- PowerPoint Slide Presentations
- Seminar
- Assignments
- Quizzes
- Group Discussion
- Field Visit to Parliament

TEXT BOOKS

1　Basu, D.D., Introduction to the Constitution of India, New Delhi, Prentice Hall, 2014.

2　Kashyap, Subash C., Our Constitution, National Book Trust, 1994.

3　A.S. Narang, Indian Government and Politics, New Delhi, Geetanjali Publishing House, 2000.

4   Chakrabarty, Bidyut& Pandey, Rajendra Kumar, Indian Government and Politics, SAGE, New Delhi, 2014.

5   S.R .Maheswari, Indian Administration, Orient Longman, New Delhi, 1995.

REFERENCE BOOKS

1   Pylee, M. V., Indian Constitution, New Delhi, Vikas, 2016.

2   Laxmikanth, M., Indian Polity, Tata Mcgraw Hill, 2017.

3   Rajini Kothari, Politics in Indian, Orient Longman, New Delhi, 1970

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

1   https://onlinecourses.swayam2.ac.in/cec19_hs13/preview

2   https://www.youtube.com/watch?v=vq2Q1_v6TNU&t=28s

MAPPING PLOs WITH CLOs

Programme Level Outcomes	Core Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Communication skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Critical thinking					☑	☑			
Research- related skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning					☑				
Problem solving								☑	
Team work					☑				☑
Moral and ethical awareness					☑				☑
Multicultural competence					☑				☑

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	**WESTERN POLITICAL THOUGHT**	III	21MPO33C

COURSE LEVEL OUTCOMES

On the successful completion of the course, student will be empowered with many outcomes

1. Define the Platonic Theory of Justice and the role of the Rule of the Philosopher King in this grand architecture of Justice
2. Estimate the contributions of Aristotle to the Political thought and the entire spectrum of Western knowledge especially to the ethical idea of the State
3. Analyze the theoretically weak but pragmatically rooted political thought of Machiavelli that had left indelible footprints in western Political thought

4. Assess the significance of Social Contract Thinkers in the evolution of Western political thought especially in the realms of natural rights, consent based governance, constitutional, limited state, unlimited right to property and the right to resistance
5. Examine the core characteristics of Idealism of Fredrick Hegel and explain Dialectical Idealism through the prism of Synthetic Logic
6. Determine the position of Marxism in the landscape of Western Political Thought
7. Compare and Contrast the Instrumental Marxism from Structural Marxism
8. Summarize the basic features of Utilitarianism, the greatest ideology from the soil of England
9. Construct the crucial position of Western Political Thought in the development of the Political Theory

UNIT : 1 ANCIENT AND MEDIEVAL POLITICAL THOUGHT

History of Political thought – Significance of Political Thought – Plato – Aristotle

Origin and Features of Modern Political thought – Machiavelli – Human Nature, State, Advice to Prince and Contributions to Western Political thought

UNIT : 2   SOCIAL CONTRACT THEORY

Thomas Hobbes- Nature of Man, State of Nature, Social Contract, Features of State -John Locke- Nature of Man, State of Nature, Social Contract, Features of State - Jean Rousseau - Nature of Man, General will, Concept of Freedom

UNIT : 3   UTILITARIANISM

Bentham- Concept of Utility, Features of State – J.S.Mill - Quality in Utility, Moral Development, Reluctant Democrat

UNIT : 4   COMMUNISM

Karl Marx – Historical Materialism, Class Struggle, Proletariat Dictatorship, Communist Society   Lenin – Communist Party, Imperialism as The Highest State of Capitalism – Gramsci - Poulantzas

UNIT : 5   MISCELLANEOUS THOUGHT

John Rawls (Theory of Justice) – Levi Straus (Phenomenology) – Derrida (Deconstruction theory) – Hans-Georg Gadamer (Hermeneutics) - Habermas (Theory of Communicative Action). Noam Chomsky.

PEDAGOGY STRATEGIES

- Board and Chalk Lecture
- PowerPoint Slide Presentations
- Seminar
- Assignments
- Quizzes
- Group Discussion

TEXT BOOKS

1   Gauba, O.P., Western Political Thought, Mayur Books, 2018.

2   Mukerjee, Subrata&Ramasamy, Susila, A History of Political Thought Plato to Marx, Prentice Hall of India, 2011.

3   Jha, Shefali, Western Political thought – From Plato to Marx, Pearson, 2009.

4   Mukerjee, S. &Ramaswamy, S., A History of Political Thought, Prentice Hall, New Delhi, 1999.

5   Allison, Henry, Benedict de Spinoza: An Introduction, New Haven, Yale University Press, 1987.

6   WillliamEbestian, Great Political Thinkers, Oxford University Press, New Delhi, 1975

REFERENCE BOOKS

1   Barker, E. The Political Thought of Plato and Aristotle, New Delhi, Dover Publications, 1964.
2   George, H. Sabine, A History of Political Theory, New Delhi, Oxford and I.B.H. Publishing, 1973.
3   Gauba, O. P., Western Political Thought (4th ed.), Mayur Paperback, 2017.
4   Johari, J. C., Political Thought: Modern, Recent and Contemporary, Metropolitan Book Company, 2017.
5   Lawrence, C.WellasGettle's, History of Political Thought , Surjeet Publication, New Delhi,
1981.,

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

1   https://onlinecourses.nptel.ac.in/noc20_hs61/preview

2   https://www.youtube.com/watch?v=T9UM5_g8sRk

NG PLOs WITH CLOs

Programme Level outcomes	Core Course Level Outcomes (CLOs)								
	CLO1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7	CLO 8	CLO 9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Communication skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Critical thinking			☑						
Research- related skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning			☑						
Problem solving	☑								
Team work	☑								
Moral and ethical awareness	☑			☑					
Multicultural competence				☑					

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	**INDIAN FOREIGN POLICY**	III	21MPO34C

COURSE LEVEL OUTCOMES

On the successful completion of the course, there will be the following outcomes

1. State the major determinants and priorities in Indian Foreign Policy

2. Illustrate the arguments for the induction of India as Permanent Member of the Security Council of the United Nations

3. Generate the salient milestones, innovative concepts and doctrines that Indian Foreign Policy had developed like Gujral Doctrine

4. Discuss the major obstacles and initiatives in the realm of Indo-US relations that Indian Foreign Policy had exhibited in the past

5. Differentiate the policy postures of India in Multi-Lateral Conferences on Environment form that of the developed countries like the United States

6. Determine the roadblocks in the successful function of the regional institution of SAARC and Indian initiatives like Neighborhood First

7. Demonstrate an understanding of the tension areas and flashpoints in the most important bilateral relation outside the western hemisphere of the world, India-China relations

8. Analyse the danger of International Islamic fundamentalism to the stability of the contemporary world order in general and to India in particular

9. Specify the directions, insights, options and choices for Indian diplomacy in its engagement with the South Asian Region and the World

UNIT : 1   INTRODUCTION

Determinants of India's Foreign Policy – Evolution of India's Foreign Policy – Objectives – Principles of India's Foreign Policy – Foreign policy decision making institutions - Principles and Relevance of Non Alignment.

UNIT : 2   INDIA AND SOUTH ASIA

India and Pakistan, India and Sri Lanka, India and Bangladesh, India and Nepal, India and Maldives

UNIT : 3   INDIA AND MAJOR POWERS

India and USA, India and China, India and Russia

UNIT : 4   INDIA AND INTERNATIONAL ORGANIZATION

India and UNO, India and WTO, India and EU, India and SAARC, Indian and ASEAN, Indian and SAARC.

UNIT : 5   INDIA AND CONTEMPORARY INTERNATIONAL ISSUES

Environmental issues, Terrorism, Human rights, North-South relations, Palestine, Afghanistan, Nuclear Weapons. Class of Civilization.

PEDAGOGY STRATEGIES

- Board and Chalk Lecture
- PowerPoint Slide Presentations
- Seminar
- Assignments
- Quizzes
- Group Discussion

TEXT BOOKS

1. Ganguly, S. (ed.) India's Foreign Policy: Retrospect and Prospect. New Delhi, Oxford University Press, 2009.
2. Dubey, Muchkund, India's foreign policy: Coping with the Changing world, Orient Blackswan Limited, 2017.
3. Harshe, Rajen&Seethi, K.M Engaging with the world: Critical Reflections on India's Foreign Policy, Orient Blackswan, 2005.
4. Vandana, A. Theory of International Politics; Vikas Publishing House, 2010.
5. Morgenthau H.J., Politics among Nations, Scientific book Agency, Calcutta, 2007.

REFERENCE BOOKS

1. Saran, Shyam, How India sees the World: Kautilya to the 21st Century, Juggernaut Books, 2017.

2. Wojczewski, T., India's foreign policy discourse and its conceptions of world order: The quest for power and identity, Routledge, 2018.

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

1. https://abhipedia.abhimanu.com/Article/IAS/MTE3Njk2/India-s-foreign-policy-India-and-the-world-IAS

2. https://www.youtube.com/watch?v=VJ_W2mpzBCY&list=RDCMUCqxRO1Ab1IrAU4_Co2QFw8A&start_radio=1&t=47

MAPPING PLOs WITH CLOs

Programme Level Outcomes	Core Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Communication skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Critical thinking								☑	
Research- related skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning								☑	
Problem solving				☑		☑	☑		
Team work			☑						
Moral and ethical awareness			☑						
Multicultural competence			☑						

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	**ELECTIVE III** **INDIAN NATIONAL MOVEMENT**	**III**	**21MPO35E**

COURSE LEVEL OUTCOMES

On the successful completion of the course the following outcomes will be realized

1. Extrapolate the forces and factors that caused the emergence and consolidation of the Indian nationalism and National Movement in the second half of the Twentieth century

2. Justify the demands, programs and achievements of the early nationalists (Moderate Group)

3. Investigate the operation of the Drain of Wealth Strategy of the colonial administration and the consequent destruction of the traditional trade, industry, commerce, technical expertise of pre-colonial India

4. Assess the Gandhian ideology and methodology comprising of Morality, Satyagraha, Ahimsa and Swarajya that successfully culminated in the achievement of national freedom after more than three decades of continuous and steadfast struggle

5. Generate the incremental process of constitutional progress that in a period of nine decades journeyed from the complete centralization and bureaucratization of governance in 1858 through diarchy to granting of Dominion Status in 1947

6. Demonstrate a clear command over the causes, processes and consequences of the emergence of Extremism and split in National Movement

7. Interpret the colonial strategy of Divide and Rule India that pitted diverse Indian communities in terms of religion, language, region and ethnicity against each other

8. Summarize the major events, processes, personalities, meetings and factors that created and sustained the Two Nation Theory precipitating the partition of the country in 1947

9. Determine the uniqueness of the Indian National Movement and its contribution to the universal common knowledge heritage of humankind

UNIT: 1   EMERGENCE OF INDIAN NATIONALISM

Nature and Impact of British Rule in India – The First War of Indian Independence (1857) – Nature of the Freedom Struggle; Its Causes and Consequences – Renaissance in India – Rise of

Nationalism and Birth of Congress- Causes of the Rise and rapid growth of Nationalism in the 19th Century.

UNIT : 2 MODERATE STREAM AND EXTREMISTS STREAM OF NATIONALISM

Formation of Indian National congress- Moderates: Principles, Strategies and Social base – Extremists: Principles, Strategies and Social base- Swadeshi Movement and its Importance, Moderates vs. Extremists and its impact- Surat Split- Lucknow Reunion.

UNIT : 3 REVOLUTIONARY MOVEMENT

Causes of the Birth of the Revolutionary Movement – Its Aims – V.D. Savarkar's Movement – Revolutionary Movement in Bengal: The Alipore Conspiracy Case –Surya Sen. Revolutionary Movement in UP-Hindustan Republican Army. The Great Revolutionary Movement of SardarBhagat Singh and Subash Chandra Bose – Bombay Naval Mutiny- Review and Evaluation of Armed Struggle for Freedom Religious Repercussions.

UNIT : 4 GANDHIAN MOVEMENT 1916-1939

The Emergence of Gandhi - Techniques of Political Struggle – Rowlatt Act and JallianwalaBagh Massacre; Khilafat Question- The Swarajists- Civil Disobedience Movement (1930-34): The Salt Satyagraha; Gandhi-Irwin Pact; The Karachi Congress; Second Round Table Conference and Communal Question - Individual Satyagraha - The Communal Award.

UNIT : 5 GNADHIAN MOVEMENT FROM 1939-1947

World War II and its Impact on National Movement – The Cripps Mission – Quit India Movement of 1942: Characters and Importance of the Movement; Causes and its Failure- The Shimla Conference – Circumstances Leading to the Partition of the Country.

PEDAGOGY STRATEGIES

• Board and Chalk Lecture
• PowerPoint Slide Presentations
• Seminar
• Assignments
• Quizzes
• Group Discussion

BOOKS

1   Agarwal, R.C. Constitutional Development and National Movement of India, New Delhi,S.Chand& Company, 1994.

2   Chandra, Bipan, et al., India's Struggle for Independence, New Delhi, Penguin, 2004.5

REFERENCE BOOKS

1   Masselos, Jim, Indian Nationalism: A History, New Delhi, Sterling, 2010.

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

1   https://onlinecourses.swayam2.ac.in/cec20_hs04/preview

2   https://www.classcentral.com/course/swayam-history-of-indian-independence-1857-1950-17634

3   https://onlinecourses.swayam2.ac.in/cec20_hs05/preview

MAPPING PLOs WITH CLOs

Programme Level outcomes	General Elective Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning			☑						☑
Self-directed learning	☑								☑
Reflective thinking			☑						☑
Information/digital literacy									
Problem solving				☑					
Cooperation/Team work				☑					
Moral and ethical awareness				☑					
Lifelong learning	☑	☑	☑	☑	☑	☑	☑	☑	☑

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	**INTERNATIONAL ORGANIZATIONS**	IV	**21MPO41C**

COURSE LEVEL OUTCOMES

On the successful completion of the course, student will have the following outcomes

1. Describe the origin, growth and role of the international organizations in international politics

2. Assess the role of the United Nations in the preservation of international peace and peaceful resolution of international disputes

3. Propose structural and functional reforms to the United Nations in realms of Charter, General Assembly, Security Council, Peace Keeping Operations etc

4. Compare and contrast the main differences in the objectives and functions of the regional organizations of military character and economic nature

5. Detect the role played by the military regional organizations in influencing the evolution of international politics in the Cold War period

6. Measure the success of economically oriented international regional organizations like the ASEAN

7. Analyze the symbiotic and synergy oriented relationship between the United Nations and Regional Organizations

8. Specify the role of SAARC in promoting cooperation and development in economic, scientific, cultural, environmental and social domains in the South Asian Subcontinent

9. Distinguish the core features of the old, new and contemporary International Economic Order and provide suggestions to make it better for all.

UNIT : 1   INTRODUCTION

Working definition- classification of International Organization- Regionalism Vs Universalism as a basic of classification-nature and role of International Organization in contemporary

International Relations –Third world view of International Organization – evolution of International Organization- developments in the twentieth century

UNIT : 2   UNITED NATIONS

United Nations and Moscow Declaration- UN charter- purposes and principles- memberships and representation. The United Nations –General Assembly- Security Council- settlement of international disputes- UN and other agencies.- International Criminal Court, Role of UN in Peace Keeping

UNIT : 3   REGIONAL ORGANIZATION I

NATO- ASEAN- EU-SAARC Organization- Structure –

Functions and Role.

UNIT : 4   WORLD ORGANIZATIONS-   II

OPEC-OAU-DIC-OAS organization Structure and Functions and Role

UNIT : 5 WORLDORGANIZATIONS III

World Trade Organization -BRICS-Quadrilateral Security Dialogue-BRICS-UNFCCC

PEDAGOGY STRATEGIES

•   Board and Chalk Lecture

•   PowerPoint Slide Presentations

•   Seminar

•   Assignments

•   Quizzes

•   Group Discussion

TEXT BOOKS

1   Biswal, Tapan, International Relations, Laxmi Publications private ltd, 2017.

2   Heywood, Andrew, Global Politics, Palgrave Macmillan.

3   Goldstein. J. &Pevehouse, J.C, International Relations, Pearson.

REFERENCE BOOKS

1   Baylis, J &Smith,S., Globalisation of World Politics, Oxford University Press.

2   Ghosh, Peu, International Relations, Prentice Hall of India, 2016.

3   KalpanaRajaram: International Organisations Conferences and Treaties, Spectrum Books, (P) Ltd,New Delhi

4   C.Bhattacharyya. International Relations since Twentieth Century, Viyoy Publication House, Kolkata, 2001

5   B.N.Mehrish, International Organization, Structures and Process- Visha Publication – Jalandar

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

1   https://www.youtube.com/watch?v=aRk0FOs5GyQ

MAPPING PLOs WITH CLOs

Programme Level Outcomes	Core Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Communication skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Critical thinking			☑				☑		
Research- related skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning			☑				☑		
Problem solving	☑		☑						
Team work						☑		☑	
Moral and ethical awareness						☑			☑
Multicultural competence						☑		☑	☑

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	**POLICY SCIENCE**	**IV**	**21MPO42C**

COURSE LEVEL OUTCOMES

On the successful completion of the course, student will achieve the following outcomes

1. Define the meaning, nature and scope of Policy Science as a branch of study in Political Science and Public Administration

2. Examine YehezkalDror's Normative Optimum Model as a fusion of the economically rational model and the extra - rational model

3. Analyze the role of Parliament and State Legislatures in the formulation of policies

4. Depict the plethora of the processes, structures, institutions and expertise that interact together in the domain of Policy Making in India

5. Detect the major milestones in the journey of Public Sector Undertakings from the time of being the Commanding Heights of the Economy to the present times of irreversible disinvestment

6. Demonstrate a wider understanding of the role of media in policy making

7. Discuss the role of the governmental Institutions and Non-Governmental Agencies in the domain of policy implementation

8. Determine the salient features of the New Education Policy and analyze how they intend to promote the development of the nation in the coming decades

9. Analyze the different approaches and methods that are used in the process of policy evaluation

UNIT : 1INTRODUCTION

Meaning, nature and scope of Public Policy – Emergence of the Discipline of Policy Science – Contextual Setting of the Study of Public Policy – Policy Cycle – Models of Public Policy

UNIT : 2   POLICY MAKING: STRUCTURES AND PROCESSES

Policy Making: Meaning, Nature and Scope – Policy Making Process - Role of Legislature – Role of Bureaucracy – Role of Executive – Role of Judiciary – Inter-Governmental Relations

UNIT : 3 MAJOR DETERMINANTS OF PUBLIC POLICY MAKING

Social Movements – Mass Media – Political Parties – Pressure Groups – International Agencies

UNIT : 4   POLICY IMPLEMENTATION

Meaning, nature and scope of Policy Implementation – Challenges and Problems of Policy Implementation – Role of Governmental Agencies – Role of Non-Governmental Agencies

UNIT : 5   POLICY EVALUATION

Meaning, nature and scope of Policy Evaluation – Methods and Approaches – Policy Impact – Policy Analysis – Methods and Approaches – Challenges and Problems of Policy Analysis

PEDAGOGY STRATEGIES

- Board and Chalk Lecture
- PowerPoint Slide Presentations
- Seminar
- Assignments
- Quizzes
- Group Discussion

TEXT BOOKS

1   Singh, Sewa and Ravindra Singh. An Introduction to Public Policy. Bhopal: Sanjay Prakashan, 2002.

2   Gautam, Balwan. Administration and Public Policy Process. New Delhi: Anmol, 2007.

3   Rathod, P.B. Framework of Public Policy : The Discipline and Its Dimensions. New Delhi: Commonwealth, 2005.

4   Gupta, R.N. Governance for the Humans: Designing Public Policy in India. New Delhi: L.G. Publishers, 2016.

REFERENCE BOOKS

1   Sapru, Radhakrishan. Public Policy : A Contemporary Perspective. New Delhi: Sage, 2017.

2   Sapru, R.K. Public Policy : Art And Craft Of Policy Analysis. New Delhi: PHI Learning. 2016

3	Rao, Ramakant M.G. and Prashant K. Mathur. Bureaucratic System and Public Policy. New Delhi: Kanishka, 2010.

4	Little, I.M.D., Ethics, Economics and Politics : Principles of Public Policy. New Delhi: OUP, 2003.

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

1http://www1.ximb.ac.in/users/fac/shambu/sprasad.nsf/0/e78490ff090249d06525730c0030abf9/ $FILE/Public_Policy_Making_in_India_TV_SOMANATHAN.pdf

2	https://niilmuniversity.in/coursepack/humanities/Public_Policy.pdf

3	https://www.britannica.com/topic/governance/Public-policy

MAPPING PLOs WITH CLOs

Programme Level Outcomes	Core Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Communication skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Critical thinking			☑						
Research- related skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning			☑					☑	
Problem solving					☑				
Team work							☑		
Moral and ethical awareness							☑		
Multicultural competence							☑		

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	**TAMIL POLITICAL THOUGHT**	IV	**21MPO43C**

COURSE LEVEL OUTCOMES

On the successful completion of the course, student will be able to

1. Judge the impact of Tamil Political Thought on the emergence of Tamil Nadu Model of Development

2. Describe the rich political ideas postulated in the ancient Tamil texts like Thirukkural and Sangam literature

3. Appraise the salient characteristics of the ideological stream of Tamil Nationalism

4. Generate a comprehensive understanding of the ideological features of the Dravidian political thought

5. Outline the ideas and ideals of Indian Nationalism as propounded by the nationalist thinkers hailing from Tamil Nadu

6. Compile the ideas of freedom, equality, fraternity and Tamil Identity as postulated by the Tamil Dalit Thinkers

7. Extrapolate the environmentally rooted and green thoughts of Tamil thinkers

8. Discuss the ideas and thoughts planked on spiritual politics as expounded by Tamil thinkers

9. Estimate the concept of Tamil Nadu Model of Development and explain its relevance for the rest of the country

UNIT : 1   ANCIENT POLITICAL THOUGHT

Political Thought in Sangam Age - Thiruvalluvar

UNIT : 2   DRAVIDIAN POLITICAL THOUGHT

Periyar- C.N. Annadurai, –M.Karunanidhi, - M.G.Ramachandiran–J.Jayalalithaa

UNIT : 3   COMMUNIST AND DALIT POLITICAL THOUGHT

Singaravelar – JivanathamAyothidasar- Erattamali Srinivasan

UNIT : 4   NATIONALIST POLITICAL THOUGHT

Rajaji-   Kamarajar-   Mo-PO-Sivagannnam.-Thru   –Vi   –KalyanaSundaranar-
MuthuramalingaThevar-C.Subramaniam

UNIT : 5   RELIGIOUS AND MISCELLANEOUS POLITICAL THOUGHT

Vallalar -KundrakudiAdigalar-Rama Gopalan-   Mohammad Ismail - J.C.Kumarappa, Marshall
Neshamani=   Nammaalvar.

PEDAGOGY STRATEGIES

• Board and Chalk Lecture

• PowerPoint Slide Presentations

• Seminar

• Assignments

• Quizzes

• Group Discussion

TEXT BOOKS

1   Baskaran, R., Sociology of Politics: Tradition and Politics in India, New Delhi: Asia
Publishing House, 1967.

2   Barnett, M.R., The Politics of Cultural Nationalism in South India, Princeton: Princeton
University Press, 1976.

Mouneshwara S., The Role of Regional Political Parties in Indian coalition politics: A Case
Study of Tamil Nadu, Kalpaz Publications, 2015

4   Hardgrave, R.L., The Dravidian Movement, Bombay: Popular Prakashan, 1965.

5   Washbrook D.A.; The Emergence of Provincial politics- Provincials Politics- The
Madras Presidency 1876-1920; VikA publishing House

REFERENCE BOOKS

1   Irschik, E. F., Tamil Revivalism in 1930s, Cre-A, 1986.

2   Sprat, P., DMK in Power, Nachiketa Publication, 1970.

3   Subramaniam, Narendra, Ethnicity and Populist Mobilization, Oxford University Press, 1999.

4   Baker. C.J, The Politics of South India,Vikas Publishing House Pvt. Ltd., New Delhi.

MAPPING PLOs WITH CLOs

Programme Level Outcomes	Core Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Communication skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Critical thinking				☑		☑			
Research- related skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning				☑		☑			
Problem solving				☑		☑			
Team work		☑							
Moral and ethical awareness		☑							
Multicultural competence		☑							

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	CONTEMPORARY ISSUES AND TRENDS IN INDIAN POLITICS	IV	21MPO44C

COURSE LEVEL OUTCOMES

On the successful completion of the course the following outcome will be realized

1. Recognize the major problems that affect the political economy of India
2. Evaluate the schemes, projects, strategies and approaches that the Indian state has implemented to promote the development and empowerment of the Scheduled Tribes
3. Justify the indispensability of promoting inclusive development in a plural society
4. Specify the enormity of the challenge posed by Left Wing Extremism to the democratic Indian State
5. Discover the negative causes and consequences of the evil of political corruption and suggest ways and means to eradicate the menace
6. Differentiate the Tamil Nadu Model of Development from the other models of development in the country like the Gujarat Model of Development and Kerala Model of Development
7. State the direct and indirect, open and subterranean linkages between politics and business in Indian democracy
8. Recite parameters and perimeters of the Freedom of the Media in Indian democracy
9. Predict the bottlenecks and dynamics in the future political journey of our democracy

UNIT : 1   POLITICAL ISSUES AND TRENDS

Political Corruption, Lok Pal- Criminalization of Politics, Dynasty Politics, Personality-cult in Politics, Vote for Money Problem

UNIT : 2   ISSUES AND TRENDS IN POLITICAL ECONOMY

Economic issues of Indian democracy, Inflation, Subsidies, Economic Growth,

Economic Reforms- Crony Capitalism, Parallel Economy

UNIT : 3   ISSUES OF MEDIA AND COMMUNICATION

Freedom of media, Freedom of Speech and Expression, National and Social Problems in the age of internet and social networking sites, Party Politics and Media, Business House and Media

UNIT : 4   PROMINENT ISSUES AND TRENDS

Cross-border Terrorism. Left Wing Extremism, Civilian Military Relationship, Inter- State Conflicts, Inter-State River Water Conflicts, Linking of Rivers

UNIT : 5   MISCELLANEOUS ISSUES   AND TRENDS

Status , problems and politics related to Women, Children, Dalits, and Tribals in India Kerala model , Gujarat model of development , E-governance.- Tamil Nadu Model of Development.

PEDAGOGY STRATEGIES

•   Board and Chalk Lecture

•   PowerPoint Slide Presentations

•   Seminar

•   Assignments

•   Quizzes

•   Group Discussion

TEXT BOOKS

1   Basu, D.D., Introduction to the Constitution of India, New Delhi, Prentice Hall, 2014.

2   Dutt&Sundaram.K P.M., Indian Economy S.Chand and Company Ltd, New Delhi

3   Kashyap, Subash C., Our Constitution, National Book Trust, 1994.

4   A.S. Narang, Indian Government and Politics, New Delhi, Geetanjali Publishing House, 2000.

5   Chakrabarty, Bidyut& Pandey, Rajendra Kumar, Indian Government and Politics, SAGE, New Delhi, 2014.

REFERENCE BOOKS

1   Pylee, M. V., Indian Constitution, New Delhi, Vikas, 2016.

2   Laxmikanth, M., Indian Polity, Tata Mcgraw Hill, 2017.

3   Ghai,U,R, International Politics New Academic Publishing,2017

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

1   https://onlinecourses.swayam2.ac.in/cec19_hs13/preview

2   https://www.youtube.com/watch?v=vq2Q1_v6TNU&t=28s

MAPPING PLOs WITH CLOs

Programme Level outcomes	Core Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Communication skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Critical thinking			☑						
Research- related skills	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning			☑						
Problem solving					☑				
Team work						☑			
Moral and ethical awareness			☑		☑		☑		
Multicultural competence			☑			☑			

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	**ELECTIVE-IV** **NATION BUILDING AND POLITICAL PROCESS**	**IV**	**21MPO45E**

COURSE LEVEL OUTCOMES

On the successful completion of the course, student will be able to

1. Determine the meaning of nation, nationality and nationalism and the evolution of a unique kind of nationalism in India in the fertile soil of anti-colonial struggle

2. Summarize the role of Parliamentary Democracy in India in promoting socio-economic development, modernization, conflict resolution that contributes to the process of Nation Building

3. Discover the means and methods through which Indian Democracy strives to promote inclusive development

4. Analyze how the Indian state promotes conflict resolution and development of religious communities through the adoption of secularism and non-discriminatory Fundamental Rights

5. Compile the process of development and empowerment of the historically under privileged groups like Dalits and scheduled Tribes in Indian democracy

6. Acquire the knowledge about the role of Indian Political Process in promoting sustainable development and ecological preservation as part of its Nation Building Process

7. Describe the complex interplay between caste and politics that leads to nation building in India

8. Analyze the vital process of integration of disparate regions with national unity and identity and how the political Process has successfully navigated the stormy waters of regionalism and separatism to preserve the nation and its territorial integrity

9. Compose the exemplary aspects of Indian Political Process that will serve as role model inputs for the rest of the world in their nation building journey

UNIT : 1   INTRODUCTION: NATION AND NATION BUILDING

Nation, Nationality, Nationalism, Democracy, Parliamentary System, Role of Parliament in Nation Building Process

UNIT : 2   PLURALISM AND NATION BUILDING

Nation Building and Religious Pluralism, Communalism, Secularism, Inclusive Growth, Condition and Development of Minorities.

UNIT : 3   CASTE PLURALISM AND NATION BUILDING

Social Diversity of India, Caste in Politics, Emergence of other Backward Classes, Dalit Empowerment   and   Indian   Nation

UNIT : 4   ECOLOGICAL ISSUES AND NATION BUILDING

Sustainable Development and Indian Nation, Issues of Pollution, Mining, Deforestation Constitutional Provisions, Environment Impact Assessment

UNIT : 5   REGIONALISM AND NATION BUILDING

Regionalism and   Nation Building, Statehood Demand Regional Identities in Punjab, Tamil nadu, and Indian Nation, Political and Development Problems of North Eastern India.

PEDAGOGY STRATEGIES

- •   Board and Chalk Lecture
- •   PowerPoint Slide Presentations
- •   Seminar
- •   Assignments
- •   Quizzes
- •   Group Discussion

TEXT BOOKS

1   Basu, D.D., Introduction to the Constitution of India, Nagpur, WadhwaPublications, 2010.

2   Maheshwari, S.R., State Governments in India, New Delhi, Macmillan India Ltd., 2000.

3   A.S.Narang, Indian Government and Politics, Gitanjali Publishing House

4   Laxmikanth, M., Indian Polity, Tata Mcgraw Hill, 2017**.**

REFERENCE BOOKS

1   Sharma, Manoj, Indian Government and Politics, Anmol Publications Pvt. Limited, 2004.

2   Fadia Indian Government and Politics

3   Bookhives Publications: Political Science for Civil Services Exam

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, WEBSITES ETC.]

    1   **https://www.examrace.com/Study-Material/Political-Science/**

MAPPING PLOs WITH CLOs

Programme Level Outcomes	General Elective Course Level Outcomes (CLOs)								
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analytical reasoning				☑				☑	
Self-directed learning	☑	☑	☑	☑	☑	☑	☑	☑	☑
Reflective thinking				☑				☑	
Information/digital literacy									
Problem solving				☑		☑			
Cooperation/Team work				☑		☑			
Moral and ethical awareness		☑							☑
Lifelong learning	☑	☑	☑	☑	☑	☑	☑		☑

7.Teaching-Learning Methodologies

The world of education has witnessed a tremendous metamorphosis in the domains of teaching and learning. The traditional pedagogical methods and emphasis on mere memorization of the content of the subject are deemed to be inadequate in the contemporary world. The digitalization of pedagogy has also created a sea change in the process of teaching and learning. Therefore, there is an urgent need to adopt the strategy of fusion in which the traditional and digital pedagogical methods like Board and Chalk lecture, PowerPoint Slide Presentations, Seminar, Assignments, Quizzes, Group discussion will be adopted to impart knowledge.

8.Assessment and Outcome Measurement Methods

There are two components of the process of Assessment and Evaluation. The first one known as the Continuous Internal Assessment will be conducted for fifty percentage of marks. Here there will be two Internal Assessment Tests from which the average will be taken. In addition, there will be marks for seminar, assignments and attendance. The emphasis in this phase is on the continuous assessment of the students. The second component will be the End Semester Examination that will be conducted for fifty marks. At the end of the semester the students are expected to be empowered with Course Specific Outcomes

9. **Semester Exam Model Question Paper**

Government   Arts College (Autonomous)   Coimbatore-18

Department   of Political Science

Semester Exam Model Question Paper   MA First Year

Paper: Political Theory   Subject Code: 21MPO11C

Part A

 Time 2 Hours   **Marks 50**

1.Choose the best answer   (5x1=5 Marks)

1. The name of our subject Political Science was because of the impact of

    A) Behaviouralism   C) Marxist Theory

    B) Historical Approach   D) Decision Making Approach

2. Divine Origin Theory was propounded by

    A) Kings   C) the Church

    B) Locke   D) Rousseau

3. Pluralism in Sovereignty was advocated by

    A) Karl Marx   C) Gramsci

    B) Mao   D) Harold Laski

4. Dualism of the Executive is found in

A) Federal System   C) Monarchy

B) Parliamentary System   D) Presidential System

5. Which ideology advocated that Personal is Political

A) Communism   C) Liberalism

B) Communitarianism   D) Feminism

II. Answer any three questions   **(3X2=6 Marks)**

6. Define De facto Sovereignty
7. Explain briefly Theory of the Divine Origin of the State
8. Do you agree with the view that liberty is the absence of restraints?
9. Briefly explain the concept of Collective Responsibility
10. Bring out the concept of Hegemony

Part B   **(3x5=15 Marks)**

Answer all the questions short answers not exceeding 100 words each

11. (A) Explain the Historical Approach to the study of Politics

(Or)

(B). Illustrate the Structural Functional Approach

12. (A) Bring out the main features of the Social Contract Theory of State Origin.

(Or)

(B) Examine the Marxist Theory of State

13. (A) Identify the main sources of Law.

(Or)

(B) Highlight the relationship between Rights and Duties

15. (A) Enumerate the main arguments and objectives of Feminism

(Or)

(B) Distinguish Instrumental Marxism form Structural Marxism

PART C   3X8=24 Marks

Answer any three questions

16. Discuss the Behavioral Revolution in Political Science

17. Describe the Theory of Monistic Sovereignty

18. Analyze the Theory of Justice of John Rawls

19. Describe the Main features of Parliamentary Democracy

20. Distinguish the three kinds of Liberalism