

**Department of Political Science**

**B.A. (Hons.) Political Science  
Curriculum and Syllabus**

*(Applicable to the students admitted from AY: 2024 onwards)*



**Easwari School of Liberal Arts  
SRM University AP, Andhra Pradesh**



### **Department Vision**

Be a centre of excellence in Political Science teaching and research.

### **Department Mission**

1. Our mission is to groom socially responsible and politically conscious students through a robust interdisciplinary curriculum.
2. We aim to offer an environment that encourages skill development, critical thinking, innovative experimentation, and discovery.

### **Program Educational Objectives (PEO)**

1. Pursue careers as successful professionals in political science and related fields.
2. Engage in lifelong learning opportunities to improve and expand their intellectual and professional skills.
3. Pursue lifelong learning opportunities and actively participate in civic life, demonstrating a commitment to ethical practices and informed global citizenship.

### **Mission of the Department to Program Educational Objectives (PEO) Mapping**

	PEO 1	PEO 2	PEO 3
Mission Statement 1	1	-	2
Mission Statement 2	-	2	-

### **Program Specific Outcomes (PSO)**

1. Graduates will be able to critically analyze and evaluate political theories, institutions, and processes, applying their knowledge to real-world scenarios.
2. Graduates will exhibit strong communication and advocacy skills, allowing them to effectively articulate informed perspectives on public policies and civic matters.
3. Graduates will possess the skills for successful careers in public service, policy analysis, advocacy, and related fields.

### **Mapping Program Educational Objectives (PEO) to Program Learning Outcomes (PLO)**

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



<b>Category Wise Credit Distribution (B.A. Hons.)</b>			
<b>Course Sub-Category</b>	<b>Sub-Category Credits</b>	<b>Category Credits</b>	<b>Learning Hours</b>
Ability Enhancement Courses (AEC)		8	240
University AEC	4		
School AEC	4		
Value Added Courses (VAC)		8	240
University VAC	8		
School VAC	0		
Skill Enhancement Courses (SEC)		15	450
School SEC	9		
Department SEC	0		
SEC Elective	6		
Foundation / Interdisciplinary courses (FIC)		22	660
School FIC	22		
Department FIC	0		
Core + Core Elective including Specialization (CC)		92	2760
Core	92		
Core Elective (Inc Specialization)	0		
Minor (MC) + Open Elective (OE)		15	450
Research / Design / Internship / Project (RDIP)		12	360
Internship / Design Project / Startup / NGO	6		
Internship / Research / Thesis	6		
<b>Total</b>		<b>172</b>	<b>5160</b>

<b>Category Wise Credit Distribution (BA Hons. with Research)</b>			
<b>Course Sub-Category</b>	<b>Sub-Category Credits</b>	<b>Category Credits</b>	<b>Learning Hours</b>
Ability Enhancement Courses (AEC)		8	240
University AEC	4		
School AEC	4		
Value Added Courses (VAC)		8	240
University VAC	8		
School VAC	0		
Skill Enhancement Courses (SEC)		15	450
School SEC	9		
Department SEC	0		
SEC Elective	6		
Foundation / Interdisciplinary courses (FIC)		22	660
School FIC	22		
Department FIC	0		
Core + Core Elective including Specialization (CC)		76	2280
Core	76		
Core Elective (Inc Specialization)	0		
Minor (MC) + Open Elective (OE)	15	15	450
Research / Design / Internship / Project (RDIP)		28	840
Internship / Design Project / Startup / NGO	6		
Internship / Research / Thesis	22		
<b>Total</b>		<b>172</b>	<b>5160</b>

<b>Semester wise Course Credit Distribution Under Various Categories (BA Hons.)</b>										
Category	Semester									
	I	II	III	IV	V	VI	VII	VIII	Total	%
Ability Enhancement Courses - AEC	2	2	2	2	0	0	0	0	8	5
Value Added Courses - VAC	2	2	0	0	0	4	0	0	8	5
Skill Enhancement Courses - SEC	2	3	2	2	3	3	0	0	15	9
Foundation / Interdisciplinary Courses - FIC	14	8	0	0	0	0	0	0	22	13
CC / SE / CE / TE / DE / HSS	0	4	16	16	16	16	16	8	92	53
Minor / Open Elective - OE	0	3	3	3	3	3	0	0	15	9
(Research / Design / Industrial Practice / Project / Thesis / Internship) - RDIP	0	0	2	0	4	0	0	6	12	7
<b>Grand Total</b>	<b>20</b>	<b>22</b>	<b>25</b>	<b>23</b>	<b>26</b>	<b>26</b>	<b>16</b>	<b>14</b>	<b>172</b>	<b>100</b>

<b>Semester wise Course Credit Distribution Under Various Categories (B.A. Hons. with Research)</b>										
Category	Semester									
	I	II	III	IV	V	VI	VII	VIII	Total	%
Ability Enhancement Courses - AEC	2	2	2	2	0	0	0	0	8	5
Value Added Courses - VAC	2	2	0	0	0	4	0	0	8	5
Skill Enhancement Courses - SEC	2	3	2	2	3	3	0	0	15	9
Foundation / Interdisciplinary Courses - FIC	14	8	0	0	0	0	0	0	22	13
CC / SE / CE / TE / DE / HSS	0	4	16	16	16	16	8	0	76	44
Minor / Open Elective - OE	0	3	3	3	3	3	0	0	15	9
(Research / Design / Industrial Practice / Project / Thesis / Internship) - RDIP	0	0	2	0	4	0	8	14	28	16
<b>Grand Total</b>	<b>20</b>	<b>22</b>	<b>25</b>	<b>23</b>	<b>26</b>	<b>26</b>	<b>16</b>	<b>14</b>	<b>172</b>	<b>100</b>

**Note: L-T/D-P/Pr and the class allocation is as follows.**

- a) Learning Hours : 30 learning hours are equal to 1 credit.
- b) Lecture/Tutorial : 15 contact hours (60 minutes each) per semester are equal to 1 credit.
- c) Discussion : 30 contact hours (60 minutes each) per semester are equal to 1 credit.
- d) Practical : 30 contact hours (60 minutes each) per semester are equal to 1 credit.
- e) Project : 30 project hours (60 minutes each) per semester are equal to 1 credit.

SEMESTER - I								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	U AEC	AEC 101	Art of Listening, Speaking and Reading	1	0	1	2
2	VAC	U VAC	VAC 101	Environmental Science	2	0	0	2
3	SEC	S SEC	SEC 102	Digital Literacy	1	1	0	2
4	FIC	S FIC	FIC 123	Understanding Indian Society(ies): Myths and Realities	3	1	0	4
5	FIC	S FIC	FIC 122	Understanding the Indian Constitution	3	0	1	4
6	FIC	S FIC	FIC 121	Understanding Human Minds	3	0	1	4
7	FIC	S FIC	FIC 101	Emerging Technologies	2	0	0	2
Semester Total					15	2	3	20

SEMESTER - II								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	U AEC	AEC 107	Effective Writing and Presentation skills	1	0	1	2
2	VAC	U VAC	VAC 102	Universal Human Values and Ethics	2	0	0	2
3	SEC	S SEC	SEC 114	Analytical Reasoning and Aptitude Skills- Basics	0	2	1	3
4	FIC	S FIC	FIC 115	Economics in Everyday Life	4	0	0	4
5	FIC	S FIC	FIC 116	Data Analytics for Social Sciences	4	0	0	4
6	Core	CC	POL101	Introduction to Politics	3	1	0	4
7	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					18	2	2	22



SEMESTER - III								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	S AEC	AEC 104	Creativity and Critical thinking Skills	1	0	1	2
2	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2*
3	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
4	SEC	S SEC	SEC 103	Entrepreneurial Mindset	2	0	0	2
5	Core	CC	POL 201	Colonialism and Nationalism in India	3	1	0	4
6	Core	CC	POL 202	Understanding Constitution and Democracy in India	3	1	0	4
7	Core	CC	POL 203	Political Theory: Concepts and Debates	3	1	0	4
8	Core	CC	POL 204	Indian State and Politics: An Introduction	3	1	0	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
10	RDIP	RDIP		Summer Immersion: Liberal Arts	0	0	2	2
Semester Total					18	4	7	25

SEMESTER - IV								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	S AEC	AEC 102	Leadership and Teamwork	1	0	1	2
2	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2*
3	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
4	SEC	S SEC	SEC 108	Social Entrepreneurship	1	1	0	2
5	Core	CC	POL 205	Indian Political Thought: Classical and Modern	3	1	0	4
6	Core	CC	POL 206	Comparative Government and Politics	3	1	0	4
7	Core	CC	POL 207	Introduction to Research Methods	3	1	0	4
8	Core	CC	POL 208	State Politics in India	3	1	0	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					17	5	5	23

SEMESTER - V								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2*
2	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
3	SEC	E SEC		Career Skills - I	3	0	0	3
4	Core	CC	POL 301	Western Political Thought: Classical and Modern	3	1	0	4
5	Core	CC	POL 302	India's Foreign Policy	3	1	0	4
6	Core	CC	POL 303	Foundations of Public Policy	3	1	0	4
7	Core	CC	POL 304	Perspectives on International Relations and World History	3	1	0	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
9	RDIP	RDIP	POL 305	Summer Internship	0	0	4	4
Semester Total					18	4	8	26

SEMESTER - VI								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2
2	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2
3	SEC	E SEC		Career Skills - II	3	0	0	3
4	Core	CC	POL 306	Public Administration: Theory and Practice	3	1	0	4
5	Core	CC	POL 307	Religion and State	3	1	0	4
6	Core	CC	POL 308	Global Politics	3	1	0	4
7	Core	CC	POL 309	Understanding Human Rights	3	1	0	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					18	4	4	26

<b>SEMESTER – VII (B.A. Hons.)</b>								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Core	CC	POL 401	Advanced Research Methods	3	1	0	4
2	Core	CC	POL 402	International Organisations	3	1	0	4
3	Core	CC	POL 403	Issues in Political Theory	3	1	0	4
4	Core	CC	POL 404	Citizenship in a globalised world	3	1	0	4
<b>Semester Total</b>					<b>12</b>	<b>4</b>	<b>0</b>	<b>16</b>

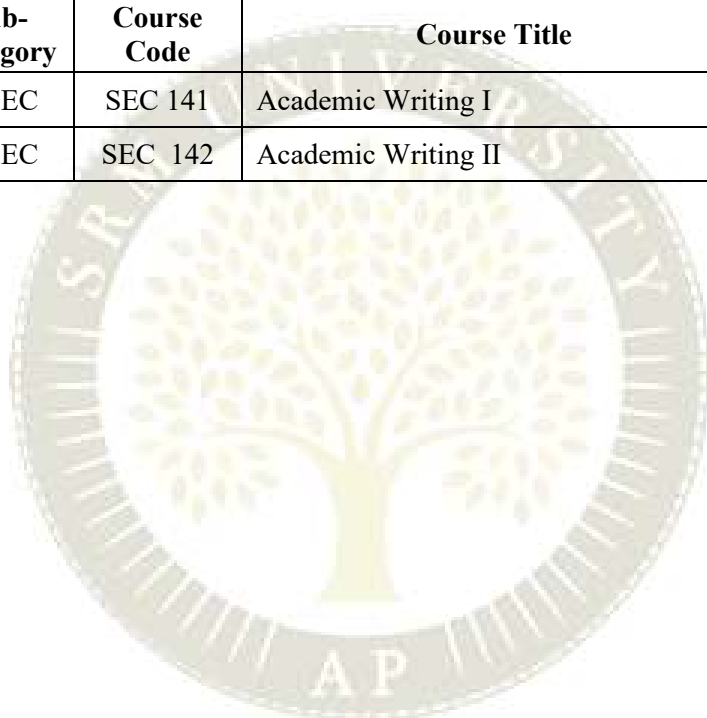
<b>SEMESTER – VII (B.A. Hons. with Research)</b>								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Core	CC	POL 401	Advanced Research Methods	3	1	0	4
2	Core	CC	POL 402	International Organisations	3	1	0	4
3	RDIP	RDIP	POL 405	Minor Research Project	0	0	8	8
<b>Semester Total</b>					<b>6</b>	<b>2</b>	<b>8</b>	<b>16</b>

<b>SEMESTER – VIII (B.A. Hons.)</b>								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Core	CC	POL 406	Governance in India: Issues and Challenges	4	0	0	4
2	Core	CC	POL 407	The Politics of Climate Change	4	0	0	4
3	RDIP	RDIP	POL 408	Dissertation	0	0	6	6
<b>Semester Total</b>					<b>8</b>	<b>0</b>	<b>6</b>	<b>14</b>

<b>SEMESTER – VIII (B.A. Hons. with Research)</b>								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	RDIP	RDIP	POL 409	Dissertation	0	0	14	14
<b>Semester Total</b>					<b>0</b>	<b>0</b>	<b>14</b>	<b>14</b>

Open Electives								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Elective	OE	POL 241	Democracy: Theory and Practice	3	0	0	3
2	Elective	OE	POL 242	Public Policy and E- Governance	3	0	0	3
3	Elective	OE	POL 243	United Nations Organizations and Global Conflicts	3	0	0	3
4	Elective	OE	POL 244	Theories of Nationalism	3	0	0	3
5	Elective	OE	POL 245	Texts in Political Philosophy	3	0	0	3

Carrer Skill Courses								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	SEC	E SEC	SEC 141	Academic Writing I	3	0	0	3
2	SEC	E SEC	SEC 142	Academic Writing II	3	0	0	3



### The Art of Listening, Speaking and Reading Skills

Course Code	AEC 101	Course Category					L	T	P	C
							1	0	1	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	Literature and Languages	Professional / Licensing Standards								

#### Course Objectives / Course Learning Rationales (CLRs)

- To develop and enhance students' proficiency in listening, speaking, and reading skills,
- To help the participants understand the purpose and differentiate various types of audience.
- To prepare the students to produce Language in various contexts be it Oral or Written form.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Develop advanced listening skills, to comprehend and respond to a wide range of spoken language varieties, accents, and contexts with increased accuracy and fluency.	2	90%	90%
<b>Outcome 2</b>	Articulate ideas and thoughts clearly and effectively in both informal and formal settings, utilizing appropriate vocabulary, grammar, and speech delivery techniques.	3	90%	90%
<b>Outcome 3</b>	Enhance their reading comprehension and critical analysis abilities, enabling them to understand complex texts, extract key information, and critically evaluate the content within various genres and subjects.	3	70%	70%
<b>Outcome 4</b>	Engage in effective and meaningful conversations, demonstrating improved listening skills, oral communication abilities, and comprehension of written texts, thereby enhancing their overall language proficiency and communication competence	2	60%	60%

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

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

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Augmenting Listening skills</b>	<b>9</b>		
	Course introduction and objectives: Importance of LSRW	1	1	1 a
	Listening - Barriers to active listening and steps to Overcome	2	1	1 b
	Listening Comprehension How to take/ make notes (different ways)	2	1	1b, 2a, 2c
	Listening practice: Identifying main ideas, supporting details, and inferences and summarizing key points	2	1	1b, 2a, 2c
	Practice sessions: memory games, Chinese whisper	2	1	NA
<b>Unit 2</b>	<b>Developing Speaking Skills</b>	<b>9</b>		
	Strategies for good speech, Basics of grammatically correct speech	1	2	1a, 2 a, b, c
	Basics of phonetics and intonation	2	2	1a
	Oral presentations: do's and don'ts	1	2	1a
	Speaking Practice: Just a minute/ Impromptu, Story-telling/ Story starters Group discussions,	5	2	NA
<b>Unit 3</b>	<b>Communication and Persuasion</b>	<b>9</b>		
	Verbal Communication and Nonverbal Communication	2	2, 3	1a
	The art of persuasive communication (Ethos, pathos, Logos)	2	2, 3	1a
	Practice sessions (Convince the other Role plays, Self-introduction, Pitching, extempore, public speaking)	5	2, 3	NA
<b>Unit 4</b>	<b>Reading</b>	<b>9</b>		
	Reading strategies (Skimming and scanning, extensive and intensive)	2	2	1c
	Reading and analyzing various texts, including articles, essays, and academic papers	3	2	1c
	Reading Comprehension Practice	4	2	1c, 2a
<b>Unit 5</b>	<b>Integrated Skills and Real-World Application</b>	<b>9</b>		
	Engaging in discussions and debates on current issues	2	3	NA
	Real-world application of language skills (e.g., job interviews, social interactions)	2	3	NA
	Pitching Presentation	5	3	NA
	Total contact hours	45		
	Notional hours	15		
	<b>Total Learning Hours</b>	<b>60</b>		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Project (40%)
		CLA-1 20%	Mid-1	CLA-2 20%	CLA-3 20%	
Level 1	Remember	20%			40%	30%
	Understand					
Level 2	Apply	60%		40%	40%	30%
	Analyse					
Level 3	Evaluate	20%		60%	20%	40%
	Create					
Total		100%		100%	100%	100%

### Recommended Resources

1a. Shoba, L. (2017). Communicative English: A Workbook. U.K: CambridgeUniversity Press.

1b. Leonardo, N. (2020) Active Listening Techniques: 30 Practical Tools to Hone Your Communication Skills. Rockridge Press

1c. Williams, A.J. (2014) Reading Comprehension: How To Drastically Improve Your Reading Comprehension and Speed Reading Fast! (Reading Skills, Speed Reading)

2a. <https://learnenglishteens.britishcouncil.org/>

2b. <https://www.bbc.co.uk/learningenglish/>

2c. <https://www.ted.com/?geo=hi>

### Other Resources

1. -

### Course Designers

1. -

### Environmental Science

Course Code	VAC 101	Course Category	Value Added Course		L	T	P	C
					2	0	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Environmental Science and Engineering	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

- To describe the environmental concepts from ecology and earth science to address real-world problems.
- To interpret the complex interactions within and between environmental systems and to evaluate evolving environmental problems

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Comprehend the environmental challenges that need attention.	1	80%	70%
<b>Outcome 2</b>	Summarize the types of environmental pollutions and possible effects to society	2	80%	70%
<b>Outcome 3</b>	Classify the natural environmental resources, present state, rate of depletion and future perspectives	2	80%	70%
<b>Outcome 4</b>	Articulate a project-based learning on existing local to global environmental issues	2	80%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1	-	1	1	-	1	1	1	2	1	-	1	-	-	-
Outcome 2	1	-	1	1	-	1	2	1	2	1	-	1	-	-	-
Outcome 3	1	-	1	2	1	1	3	2	2	1	-	1	-	-	-
Outcome 4	1	-	1	2	2	1	3	3	2	2	1	1	-	-	-
Average	1	-	1	1.5	1.5	1	2.25	1.75	2	1.25	1	1	-	-	-



**Course Unitization Plan**

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
<b>Unit 1</b>	<b>Human, Environmental Issues, and Climate Change</b>	<b>6</b>	<b>1</b>	<b>1,2,3</b>
	The man-environment interaction	1	1	1,2,3
	Environmental issues and scales	1	1	1,2,3
	Land use and Land cover change	2	1	1,2,3
	Ozone layer depletion	1	1	1,2,3
	Understanding climate change and adaptation	1	1	1,2,3
<b>Unit 2</b>	<b>Environmental Pollution and Health</b>	<b>7</b>	<b>2</b>	<b>1,2,3</b>
	Understanding pollution; Definitions, sources, impacts on human health and ecosystem	2	2	1,2,3
	Air pollution	1	2	1,2,3
	Water pollution	1.5	2	1,2,3
	Soil pollution	1	2	1,2,3
	Solid waste	1.5	2	1,2,3
<b>Unit 3</b>	<b>Ecosystems, Biodiversity Conservation, and Sustainable Development</b>	<b>9</b>	<b>3</b>	<b>1,2,3</b>
	Ecosystems and ecosystem services	1	3	1,2,3
	Biodiversity and its distribution	1	3	1,2,3
	Threats to biodiversity and ecosystems	1	3	1,2,3
	Overview of natural resources	1	3	1,2,3
	Biotic resources	1	3	1,2,3
	Water resources; Soil and Energy resources	2	3	1,2,3
	Introduction to Sustainable Development Goals (SDGs)- targets and indicators	2	3	1,2,3
<b>Unit 4</b>	<b>Environmental Management, Treaties and Legislation</b>	<b>8</b>	<b>4</b>	<b>1,2,3</b>
	Introduction to environmental laws and regulation	2	4	1,2,3
	Environmental management system	2	4	1,2,3
	Pollution control and management	2	4	1,2,3
	Major International Environmental Agreements; Major Indian Environmental Legislations	2	4	1,2,3
<b>Total Contact Hours</b>		<b>30</b>		

### Learning Assessment

Bloom’s Level of Cognitive Task		Continuous Learning Assessments (50 %)								End Semester Exam (50 %)	
		CLA-1 (15 %)		CLA-2 (15 %)		CLA-3 ( __%)		Mid Term (20 %)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	60%		40%				40%		30%	
	Understand										
Level 2	Apply	40%		60%				60%		70%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		100%		100%				100%		100%	

### Recommended Resources

1. Rajagopalan, R. (2016) Environmental Studies (3rd edition), Oxford University Press.
2. Sharma, P. D. (2018) Ecology and environment. Rastogi Publications.
3. Anil K. Dey. (2016). Environmental Chemistry. New Age Publisher International Pvt Ltd. ISBN: 9789385923890, 9385923897

### Other Resources

1. -

### Course Designers

### Digital Literacy

Course Code	SEC 102	Course Category	SEC	L	T	P	C
				1	1	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	ITKM	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Introduce basic digital skills that are needed in today's 21st century work environment.
2. develop the skills that they need to effectively integrate technology into their respective professional practices.
3. Learn practical-oriented and will have a lot of hands-on exercises.
4. Understand basic and practical digital skills.
5. learn and use software and hardware systems, including the basic troubleshooting.
6. Learn issues pertaining to emerging technologies and creating digital identity in various platforms.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Discuss the importance of Digital Literacy	2	75%	80%
<b>Outcome 2</b>	Compare and Contrast collaborative features in digital platforms	3	70%	70%
<b>Outcome 3</b>	Create digital identity profile on LinkedIn	3	75%	75%
<b>Outcome 4</b>	Demonstrate best practices of digitally managed workspace on MS office 365 and G Suite	3	70%	75%
<b>Outcome 5</b>	Identify relevant information from authentic data sources	3	70%	75%

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

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

**Course Unitization Plan**

Unit No.	Syllabus Topics	Required Contact Hours	COs Addressed	References Used
<b>Unit No. 1</b>	<b>Introduction - Digital Literacy</b>	<b>2</b>	<b>1</b>	1,2,3
	About Digital Literacy	0.5	1	1,2,3
	Importance of digital literacy	0.5	1	1,2,3
	Overview of Computing Systems and Platforms	0.5	1	1,2,3
	Digital Proficiency for Career prospects and Everyday living	0.5	1	1,2,3
<b>Unit No. 2</b>	<b>Know your computer</b>	<b>3</b>	<b>1</b>	1,2,3
	Types of computing	0.5	1	1,2,3
	Accessories & peripherals	0.5	1	1,2,3
	System upkeep & maintenance	0.5	1	1,2,3
	Basic Troubleshooting	0.5	1	1,2,3
	Operating Systems	1	1	1,2,3
<b>Unit No. 3</b>	<b>Microsoft Office Automation software</b>	<b>5</b>	<b>4</b>	1,2,3
	Word Processing	1	4	1,2,3
	Excel - Data Analysis	1	4	1,2,3
	PowerPoint Presentations	1	4	1,2,3
	Digital software tools	1	4	1,2,3
	Best practices	1	4	1,2,3
<b>Unit No. 4</b>	<b>Google Automation Software</b>	<b>3.5</b>	<b>4</b>	1,2,3
	Word Processing	1	4	1,2,3
	Spreadsheet	1	4	1,2,3
	Presentations	1	4	1,2,3
	Best practices	0.5	4	1,2,3
<b>Unit 5</b>	<b>Digital Communication tools</b>	<b>4</b>	<b>2</b>	1,2,3
	Emails Systems - Gmail, MS Outlook, Zimbra, etc	0.5	2	1,2,3
	Calendar Functionality	0.5	2	1,2,3
	Drive - Access Permissions - Best practices	1	2	1,2,3
	Chat functionality and Use	1	2	1,2,3
	Zoom, MS Teams, Google meet, Jiomeet,	1	2	1,2,3
<b>Unit No. 6</b>	<b>Network and Internet</b>	<b>3</b>	<b>1</b>	1,2,3
	Basics of Network	1	1	1,2,3
	Types of browsers, Safety measures, bookmarks	1	1	1,2,3
	Search engines	1	1	1,2,3
<b>Unit No. 7</b>	<b>Digital Identity for Professional Connect activities</b>	<b>5</b>	<b>3</b>	1,2,3
	Social media	1	3	1,2,3
	Dos and Don'ts handling Social Media Accounts	2	3	1,2,3
	Digital Profile	3	3	1,2,3
<b>Unit No. 8</b>	<b>Cybersecurity</b>	<b>1.5</b>	<b>1</b>	1,2,3
	Introduction to Cybersecurity	0.5	1	1,2,3
	Strategies to protect the personal and professional data	0.5	1	1,2,3
	Awareness on various Cyber Attacks	0.5	1	1,2,3
	Security measures for Email, Personal computing systems		1	1,2,3
<b>Unit No. 9</b>	<b>Information and Data Literacy</b>	<b>4</b>	<b>5</b>	1,2,3
	Information & Data Mining Strategies	1	5	1,2,3
	Online resources	2	5	1,2,3
	Understanding on Plagiarism	1	5	1,2,3
<b>Total Contact Hours</b>		<b>30</b>		

### **Learning Assessment**

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Exam (40%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	CLA-3 (15%)	
Level 1	Remember	70%	40%	30%	30%	30%
	Understand					
Level 2	Apply	30%	60%	70%	70%	70%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

### **Recommended Resources**

1. Digital Literacy (20210401) Kindle Edition by Mandy Reininger (Author), Darrel Karbginsky (Author) Format: Kindle Edition
2. Digital Literacies: Concepts, Policies and Practices (New Literacies and Digital Epistemologies) New Edition by Colin Lankshear (Editor), Michele Knobel (Editor)
3. Read the World: Rethinking Literacy for Empathy and Action in a Digital Age Illustrated Edition by Kristin Ziemke (Author), Katie Muhtaris (Author)

### **Other Resources**

### **Course Designers**

### Understanding Indian Society (ies): Myths and Realities

Course Code	FIC 123	Course Category	FIC	L	3	T	1	P	0	C	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)		Progressive Course(s)							
Course Offering Department	Liberal Arts	Professional / Licensing Standards									

#### Course Objectives / Course Learning Rationales (CLRs)

1. To introduce students to the study of India as a colonial exercise(s) and its critique
2. To orient the students towards deconstructing the myth of the Indian village as a homogeneous, unchanging unit and its relationship with the Urban.
3. To introduce the students to the building blocks of society in India
4. To introduce the idea of centrality of politics in constituting Indian social.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe and critique colonial study of India	2	70%	80%
<b>Outcome 2</b>	Illustrate a critical understanding of changing Indian villages	2	70%	70%
<b>Outcome 3</b>	Define the nature of stratification in India	2	70%	80%
<b>Outcome 4</b>	Define and analyse the inter relationship between caste, class, gender and tribe in India	2	70%	70%
<b>Outcome 5</b>	Describe and Critical post-colonial Indian Social	2	70%	80%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	2	1	3	1	2	3	2	3	2	2	2	3	3
Outcome 2	2	2	2	1	3	1	2	3	2	3	2	2	2	3	3
Outcome 3	2	1	2	1	3	1	2	3	2	3	2	2	3	3	3
Outcome 4	2	2	3	1	3	1	2	3	2	3	2	2	3	3	3
Outcome 5	2	1	2	3	1	1	2	3	2	3	2	2	3	3	3
Average	2.2	1.6	2.2	1.4	2.6	1	2	3	2	3	2	2	2.6	3	3

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Introduction</b>	<b>12</b>	<b>1</b>	
	History, Anthropology and Colonialism			<b>5,10</b>
	Critics of Colonial Constriction of Indian Society and Culture			<b>4,5</b>
<b>Unit 2</b>	<b>Villages Studies and Urban studies in India</b>	<b>12</b>	<b>2</b>	
	Understanding of Indian Villages: Anthropologists and Sociologists			<b>6</b>
	Revisiting Indian village Studies			<b>21, 22</b>
	Key Concepts: Urban, Urbanism and the City			<b>7,14, 19</b>
	Gender and the City			
<b>Unit 3</b>	<b>Social Stratification in India- Caste and Class</b>	<b>14</b>	<b>3</b>	
	Social Stratification			<b>6,7</b>
	The Book View and The Field View of Caste			<b>6,7</b>
	Understanding Class with special reference to the Middle Class in India			<b>6,7,9</b>
<b>Unit 4</b>	<b>Tribes and Nomads</b>	<b>12</b>	<b>4</b>	
	Tribal Cultures			<b>2</b>
	Nomadic and Semi-Nomadic Communities in India			<b>3</b>
	Developmental Policies for Tribes, Nomadic and Semi-Nomadic Communities			<b>2</b>
<b>Unit 5</b>	<b>Indian State and Society</b>	<b>10</b>	<b>5</b>	
	Colonial State and Indian Social			<b>10</b>
	Postcolonial Indian Social			<b>11</b>
	<b>Total contact Hours</b>	<b>60</b>		

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid (15%)	CLA-2 (10%)	CLA-3 (15%)	
		Theory	Theory	Theory	Theory	
Level 1	Remember	40%	40%	40%	40%	40%
	Understand					
Level 2	Apply	50%	50%	50%	50%	50%
	Analyse					
Level 3	Evaluate	10%	10%	10%	10%	10%
	Create					
Total		100%	100%	100%	100%	100%

## Recommended Resources

1. Alm, Bjorn. (2010). Creating Followers, Gaining Popularity: leadership Strategies in a Tamil Nadu Village, in Pamela Price and A R Rudd (eds) Power and Influence in India: Bosses, Lords and Captains. Delhi: Routledge: 1-20.
2. Betteille, A. (1991). Society and Politics in India: Essays in a Comparative Perspective: London: The Athlone Press. (Chapter 3, The Concept of Tribes with special reference to India). (pp. 57-78).
3. Bokil, M (2002). De-Notified and Nomadic Tribes: A Perspective. Economic and Political Weekly, 37(2), pp.148–154.
4. Cohn. B.S. (1996). Notes On the History of The Study of Indian Society and Culture. In Structure and Changes in Indian Society (Milton Singer and Bernard S. Cohn eds). Jaipur: Rawat Publication. (pp.1-27).
5. Cohn. B.S. (1996). Colonialism and Its Forms of Knowledge: The British India, New Jersey: Princeton University Press. (Introduction. pp.1-15).
6. Crompton, R. (1998). Class and Stratification: An Introduction to Current Debates. Cambridge: Polity Press, 2nd Edition 5
7. Das, V. Ed. (2003). The Oxford India Companion to Sociology and Social Anthropology, Vol.I and II. Delhi: Oxford University Press (Sections 3 and 9 respectively).6
8. Deshpande, S. (2003). Contemporary India: A Sociological understanding. New Delhi: Penguin Books.7
9. Fernandes, L. (2006). India's New Middle Class: Democratic politics in an Era of Economic Reform. Minnesota: University of Minnesota Press.
10. Fuller C. J. (1977). British India or Traditional India? An Anthropological Problem, Ethnos, 42:3-4, pp.95-12.
11. Gottdiener, M. & Budd, L. (2005). Key Concepts in Urban Studies. London: Sage Publication.
12. Gupta, D. (Ed.) (1991). Social Stratification. Delhi: Oxford University Press
13. Hansen, T. (2017). On Law, Violence, and Jouissance in India, in Cultural Anthropology, 1 Nov.<https://culanth.org/fieldsights/on-law-violence-and-jouissance-in-india>
14. Harvey, D. (2010). 'The Right to the City: From Capital surplus to Accumulation by Dispossession' in Swapna Banerjee-Guha (ed.): Accumulation by Dispossession: Transformative Cities in the New Global Order (17-32). New Delhi: Sage
15. Jauregui, B. (2014). Provisional Agency in India: Jagaad and Legitimation in India, in American Ethnologist, Vol 41, No 1: 76-91
16. Mani, L. (1989). Contentious Traditions: Debate on Sati in Colonial India, in Sudesh V. & Kumkum, S. (ed) Recasting Women. Delhi: Kali for Women.
17. Metcalf, T. (1995). Ideologies of the Raj (chap 1). New York: Cambridge University Press.
18. Michelutti, L. (2014) Kingship without King in Northern India, In Patronage as Politics in South Asia, Anastasia Piliavsky (Ed) Cambridge University Press: 283-302
19. Patel, S. (2006). 'Introduction' in Sujata Patel and Kushal Deb (eds.): Urban Studies (1-38). New Delhi: Oxford University Press
20. Phadke, S, Khan, S and Ranade, S. (2011). Why Loiter? Women and Risk on Mumbai Streets, New Delhi: Penguin Books
21. Simpson, and Tilche, A and Sbriccoli, T and Jeffery, P and Otten, T (2018) A Brief History of Incivility in Rural Postcolonial India: Caste, Religion and Anthropology. Comparative Studies in Society and History, (60) 1, pp 58-89.
22. Srinivas M. N. (1987). The Indian Village: Myth and Reality. In Dominant Caste and Other Essays. Delhi: Oxford University Press. (pp.1-59).
23. Xaxa. V (1999). Transformation of Tribes in India: Terms of Discourse. Economic and Political Weekly, 34(24), pp.1519–1524.
24. Witsoe, J. (2012). Everyday Corruption and the Political Mediation of the Indian State, in EPW, Feb 11, Vol. XLVII, No. 6: 47-54

## Course Designers

1. Dr. Bikku, Assistant Professor, Department of Liberal Arts. ESLA, SRM University, AP.
2. Dr. Ipsita Pradhan, Assistant Professor, Department of Liberal Arts,ESLA, SRM University, AP.
3. Prof. Vishnupad. Dean of Easwari School of Liberal Arts, SRM University, AP.



### Understanding the Indian Constitution

Course Code	FIC 122	Course Category	FIC	L	T	P	C
				3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	History	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. To locate the plurality of ideas in the Indian constitution
2. To appreciate the importance of dialogue in the making and the extension of the Indian constitution.
3. To develop a multidisciplinary approach in understanding the functioning of Indian democracy.
4. To critically interrogate the concepts of equality, liberty, justice, and non-discrimination

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe the need of having a constitution.	2	80%	70%
<b>Outcome 2</b>	Define the concept of liberty and non-discrimination.	1	90%	80%
<b>Outcome 3</b>	Review key institutions of Indian democracy.	2	80%	70%
<b>Outcome 4</b>	Examine the tradition of consensus and discontent in Indian democracy.	4	70%	60%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	1	2	1	2	1	-	2	2	2	2	2	2	2	2
<b>Outcome 2</b>	2	1	2	1	1	1	-	3	2	2	2	2	3	2	3
<b>Outcome 3</b>	2	2	2	1	2	1	-	2	2	2	2	3	2	2	2
<b>Outcome 4</b>	2	2	3	2	3	1	-	3	2	2	2	3	3	2	3
<b>Average</b>	<b>2</b>	<b>1.5</b>	<b>2.25</b>	<b>1.25</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>2.5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2.5</b>	<b>2.5</b>	<b>2</b>	<b>2.5</b>

**Course Unitization Plan**

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
<b>Unit No. 1</b>	<b>Making of the Indian Constitution</b>	<b>14</b>	<b>1,2</b>	
	Why do we need a constitution?	2		<b>1,2</b>
	Beginning of constitutionalism in India: Colonial and Anti-colonial legacies	2		<b>2,7</b>
	Locating constituent Assembly debate: Consensus and Discontent.	3		<b>2,3</b>
	Reading the preamble of the Indian constitution.	2		<b>2,6</b>
<b>Unit No. 2</b>	<b>Fundamental Rights and Directive Principles-Ideas of Equality, Justice and Liberty</b>	<b>13</b>	<b>2,3</b>	
	Right to Equality	2		<b>1,7</b>
	Six Freedoms	2		<b>1,5,7</b>
	Religious Freedom	3		<b>4,7</b>
	Minority Rights	2		<b>3,4</b>
	Directive Principles: Goals to establish a social and economic Democracy	2		<b>4,5</b>
	The primacy of Rights over Directive Principles	2		<b>4,7</b>
<b>Unit No. 3</b>	<b>Asymmetrical Federalism: Centre-State Relations</b>	<b>13</b>	<b>3,4</b>	
	What is federalism?	1		<b>3,6</b>
	Constitutional provisions related to federalism	2		<b>3,7</b>
	Relationship between State and Centre	3		<b>3,7</b>
	Deliberative Ambiguities of Indian Federalism	2		<b>1,7</b>
	Special Provisions for Jammu and Kashmir, Himachal Pradesh, Northeastern states, and tribal areas.	3		<b>3,7</b>
	AFSPA and suspension of Indian democracy	2		<b>3,7</b>
<b>Unit No. 4</b>	<b>Foundation of Governance</b>	<b>11</b>	<b>3</b>	
	Division of Power: Legislative, Executive, and Judiciary	3		<b>3,7</b>
	Parliamentary form of government in India	2		<b>3,7</b>
	Government of the Union and Government of the State	3		<b>1,6</b>
	Role of Supreme Court and Judicial Activism in India	3		<b>1,2</b>
<b>Unit No. 5</b>	<b>Constitution as a living document</b>	<b>9</b>	<b>1,4</b>	
	Constitution as a dialogue	2		<b>3,4</b>
	Constitutional Amendments and the basic structure of the Indian Constitution	3		<b>1,3,7</b>
	Insertion of the 9 <sup>th</sup> schedule in the constitution	2		<b>1,5</b>
	The role of the judiciary and citizens in defending, negotiating and interpreting the constitution	2		<b>3,7</b>

### Learning Assessment

Bloom’s Level of Cognitive Task		Continuous Learning Assessments ( __ %)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (10%)		Mid Term (20%)			
		Th	Prac	Th	Prac	Th	Pr.	Th	Prac	Th	Prac
Level 1	Remember	30%		20%				40%		20%	
	Understand	70%		80%				60%		60%	
Level 2	Apply										
	Analyse						100%			20%	
Level 3	Evaluate										
	Create										
Total		100%		100%			100%	100%		100%	

### Recommended Resources

1. Austin, G. (1996). The Indian Constitution: Cornerstone of a Nation, Oxford: OUP.
2. Bhargava, R. (ed) (2008), Ethics and Politics of the Indian Constitution, New Delhi: OUP.
3. Choudhry, S. et al. (2017). The Oxford Handbook of the Indian Constitution, New Delhi: OUP
4. Hassan, Z., Sridharan, E. & Sudarshan, R. (eds). (2002). India's Living Constitution: Ideas Practices, Controversies. New Delhi: Permanent Black.
5. Kannabiran, K. (2012). Tools of Justice: Non- Non-discrimination and the Indian Constitution, Routledge,
6. Kashyap, C.S. (2011). Our Constitution, New Delhi: National Book Trust.
7. Thiruvengadam, K.A. (2017). The Constitution of India: A Contextual Analysis, India: Hart Publishing

### Recommended Online Resources

1. Armed Forces (Special Powers) Acts 1958  
([https://www.mha.gov.in/sites/default/files/armed\\_forces\\_special\\_powers\\_act1958.pdf](https://www.mha.gov.in/sites/default/files/armed_forces_special_powers_act1958.pdf))
2. Dr. Ambedkar's Last Speech in the Constituent Assembly on Adoption of the Constitution (November)  
(<https://main.sci.gov.in/AMB/pdf/Closing%20speech%2025%20Nov%201949.pdf>)

### Course Designers

1. Dr. Maanvender Singh, Assistant Professor, Dept. of History, SRM University-AP.
2. Dr. Aqsa Agha, Assistant Professor, Dept. of History, SRM

### Understanding Human Minds

Course Code	FIC 121	Course Category	FIC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Psychology	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. To understand the different approaches to the study of psychology
2. To understand the fundamental processes underlying human behaviour
3. To make applications of various psychological concepts

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Explain various perspectives in psychology	2	80%	70%
<b>Outcome 2</b>	Understand the fundamental psychological processes	2	70%	65%
<b>Outcome 3</b>	Apply the understanding in different settings and contexts	4	75%	60%
<b>Outcome 4</b>	Understand and differentiate the basic theories in Psychology and its applications	5	70%	60%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1							1					3		
Outcome 2		2	2	1		1		1				1		3	
Outcome 3		2	2	2			2	2	1	1	1	2		2	2
Outcome 4	2	2		2	2	2		1	2	2	2	2			3
Average	1.5	2	2	2	2	1.5	2	1.5	1.5	1.5	1.5	2	3	2.5	2.5

**Course Unitization Plan**

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References
<b>Unit 1</b>	<b>Nature of Psychology</b>		1 & 2	2
	Definition and goals of psychology	3		
	Nature of Psychology: Art or science	3		
	Traditional schools of thought in psychology	6		
<b>Unit 2</b>	<b>Sensation and Perception</b>		1, 3 & 4	1 & 3
	Sensation and its types	3		
	Absolute and differential threshold; Signal detection theory	3		
	Perception: Understanding perception, Gestalt laws of organization	3		
	Perceptual constancy, depth perception, perception of movement	3		
<b>Unit 3</b>	<b>Motivation</b>		1 & 3	1 & 3
	Definition and types (Intrinsic and Extrinsic motivation)	3		
	Psychological aspects of various forms of motivation (Physiogenic motives, Psychogenic motives, Sociogenic motives)	3		
	Theories of motivation: drive theory, arousal theory, expectancy theory, goal-setting theory, Maslow's hierarchy of needs	6		
<b>Unit 4</b>	<b>Emotion</b>		2 & 3	1 & 2
	Definition and types of emotions	3		
	Autonomic Nervous System (ANS) and Emotions	3		
	Expression of emotions	3		
	Correlates of emotions: cognition and culture	3		
<b>Unit 5</b>	<b>Intelligence</b>		1 & 2	1 & 2
	Definitions and nature of intelligence	3		
	Theories of intelligence: Cattell's theory of intelligence, Spearman's two-factor theory, Thurstone's mental ability , Sternberg's triarchic theory, Gardner's theory of multiple intelligences	6		
	Measuring intelligence and tests of intelligence	3		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 20%	Mid-1 20%	CLA-2 20%	CLA-3 20%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total			100%	100%	100%	100%

### Recommended Resources

1. Baron, R. A. (2001). Psychology. 5th Ed. New Delhi: Pearson Education India.
2. Nolen-Hoeksema, S., Fredrickson, B.L. & Loftus, G.R. (2014). Atkinson & Hilgard's Introduction to Psychology. 16th Ed. United Kingdom: Cengage Learning.

### Other Resources

1. Morgan, C. T., King, R. A., & Schopler, J. (2004). Introduction to Psychology. New Delhi: Tata McGraw Hill.

### Course Designers

### Emerging Technologies

Course Code	FIC 101	Course Category	FIC	L	2	T	0	P	0	C	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)							
Course Offering Department	ECE	Professional / Licensing Standards									

#### Course Objectives / Course Learning Rationales (CLRs)

1. Foster a comprehensive grasp of diverse emerging technologies and their transformative impacts on society and industries.
2. Cultivate critical thinking skills to analyze challenges, opportunities, and applications within each technological domain.
3. Develop practical skills through hands-on experiences and assignments, translating theoretical concepts into real-world applications.
4. Raise awareness of ethical considerations, particularly in the context of Artificial Intelligence, and Machine Learning, IoT, Electric Vehicles, and Semiconductor Technology.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Exhibit a thorough understanding of quantum computing principles, including superposition, entanglement, and interference.	1	80%	90%
<b>Outcome 2</b>	Illustrate understanding by explaining the history, synthesis, and applications of nanomaterial and green hydrogen.	1	80%	90%
<b>Outcome 3</b>	Understand and classify 3D printing technologies.	2	75%	85%
<b>Outcome 4</b>	Demonstrate understanding of the evolution, classification, and applications of UAVs.	2	75%	85%
<b>Outcome 5</b>	Apply knowledge of Artificial Intelligence and Machine Learning, IoT, Electric Vehicles, and Semiconductor Technology.	2	75%	85%

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

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

**Course Unitization Plan**

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
<b>Unit No. 1</b>	Quantum Computer and early ideas, classical and quantum computing approaches, superposition, entanglement, and interference in quantum computing.	1	1	1
	QUBITS and their types; representation of data in quantum mechanics.	1	1	1
	Shor's Algorithm, Grover's search algorithm.	1	1	1
	Quantum programming languages; Obstacles in building quantum computers.	1	1	1
	Applications of quantum computers; Opportunities in the field of quantum computing.	1	1	1
	Introduction of quantum communication pillars, quantum network, Heisenberg's uncertainty principle and QKD.	1	1	1
	Challenges in QKD, National Quantum Mission, Future perspectives.	1	1	1
<b>Unit No. 2</b>	Introduction to the nanometer scale. history of nanomaterials	1	2	2
	Synthesis of nanomaterials: Bottom-up and Top-down approach	1	2	2
	Tools & techniques to characterize nanomaterials. Applications of nanomaterials.	1	2	2
	Green Technology: Definition, types of Green Technologies, Green Hydrogen production.	1	2	2
	Challenges involved in the storage of Green Hydrogen produced from PEM based electrolysis.	1	2	2
	Applications of Green Hydrogen.	1	2	2
<b>Unit No. 3</b>	Introduction to 3D printing and additive manufacturing	1	3	3
	Capabilities of 3D printing	1	3	3
	Applications of 3D printing	1	3	3
	Classification based on ASTM	1	3	3
	Working principles of 3D printing technologies	1	3	3
<b>Unit No. 4</b>	Introduction to the evolution of drones	1	4	4
	Classification of drones	1	4	4
	Basic components of drones	1	4	4
	Principles of flight	1	4	4
	Applications of drones	1	4	4
	Drones rules in India, Challenges and future scope.	1	4	4
<b>Unit No. 5</b>	Introduction to Artificial Intelligence, Machine Learning, and Deep learning; applications	1	5	5
	Introduction to the Internet of Things (IoT)	1	5	6
	Applications of IoT	1	5	6
	Basic architecture of the Electric Vehicles (EVs)	1	5	7
	Trends and challenges in EVs	1	5	7
	Introduction to semiconductor mission and chip fabrication	1	5	8



### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)				
		CLA-1 20%	CLA-2 20%	CLA-3 20%	CLA-4 20%	CLA-5 20%
Level 1	Remember	90 %	90 %	80 %	75 %	85 %
	Understand					
Level 2	Apply	10 %	10 %	20 %	25 %	15 %
	Analyse					
Level 3	Evaluate	0%	0%	0%	0%	0%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Quantum Computation and Quantum Information by Michael A. Nielsen, Isaac L. Chuang, 2010.
2. Nanotechnologies: Principles, Applications, Implications and Hands-on Activities – A compendium for educators by Luisa Filippini and Duncan Sutherland, European Commission Research and Innovation, 2013.
3. Additive manufacturing: Principles, Technologies and applications by C.P. Paul and A.N. Jinoop, 2021.
4. Make: Getting Started with Drones - Build And Customize Your Own Quadcopter by Terry Kilby and Belinda Kilby, 2016.
5. Artificial Intelligence: A Modern Approach by Stuart Russell and Peter Norvig, 2010.
6. Fundamentals of Internet of Things: For Students and Professionals by F. John Dian, 2022.
7. Electric Vehicle Engineering by Per Enge, Nick Enge, and Stephen Zoepf, 2021.
8. Fundamentals of Semiconductor Manufacturing and Process Control by Gary S. May and Costas J. Spanos, 2006.

### Course Designers

1. Dr. Sunil Chinnadurai, Associate Professor, ECE Department.
2. Dr. Pardha Saradhi Maram, Associate Professor, Chemistry Department.
3. Dr. Sangjukta Devi, Assistant Professor, Mechanical Engineering Department.
4. Dr. Harish Puppala, Assistant Professor, Civil Engineering Department.
5. Dr. Pranav RT Peddinti, Assistant Professor, Civil Engineering Department.
6. Dr. Ravi Kumar, Assistant Professor, Physics Department.
7. Dr. Sujith Kalluri, Associate Professor, ECE Department.

### Effective Writing and Presentation Skills

Course Code	AEC 107	Course Category					
			L 1	T 0	P 1	C 2	
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Literature and Languages	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

- Demonstrate proficiency in written communication, including the ability to compose clear, grammatically structured and organized written documents, as well as deliver well-structured and engaging presentations
- Critically analyse and synthesize information from various sources, conduct research, and effectively use evidence to support their arguments in both written assignments and oral presentations, that will enhance their critical thinking and research skills
- Through a combination of theoretical knowledge and practical exercises, the course aims to enhance students' ability to express ideas clearly, engage an audience, and deliver persuasive and impactful messages in both written and spoken formats.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Develop coherent and well-structured written communication by generating clear and concise written content with logical organization, appropriate grammar	2	90%	90%
<b>Outcome 2</b>	Recognize and analyse the expectations of specific target audiences by adjusting tone, language and style to suit the intended purpose of the audience of written communication and tailoring written content to various formats such as reports, essays, emails, and professional correspondence.	3	90%	90%
<b>Outcome 3</b>	Demonstrate confident Public Speaking with the ability to deliver structured, well-organized, and persuasive presentations by employing visual and interactive aids, storytelling techniques.	3	70%	70%
<b>Outcome 4</b>	Develop strong critical thinking and research skills, enabling them to evaluate information critically, synthesize sources effectively, and provide well-reasoned arguments in their written work and presentations.	2	60%	60%

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

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

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Basics of Grammatically correct writing</b>	<b>9</b>	1	
	SVO	1	1	1a, 2a,b
	Punctuation	3	1	1a, 2a,b
	Articles and Preposition	2	1	1a, 2a, b
	Tense and Apostrophe	1	1	1a, 2a, b
	Subject-Verb-Agreement	2	1	1a, 2a, b
<b>Unit 2</b>	<b>Categories of Writing</b>	<b>9</b>		
	Emails – different types (Official mails : Requesting Leave/ Enquiring vacancy/ Resigning from job/ requesting internship etc.)	3	1, 2	1b, c
	Notice and Agenda,	2	1, 2	1b, c
	Minutes of Meeting	2	1, 2	1b, c
	Paragraph writing	2	1, 2	1b, c
<b>Unit 3</b>	<b>Advanced Writing</b>	<b>9</b>		
	Writing Cover Letters	3	1, 2	1e
	Resume writing	2	1, 2	1d
	SOP, Abstract	2	1, 2	1g
	Project Report Writing	2	1, 2	2, d
<b>Unit 4</b>	<b>Effective Presentation Techniques</b>	<b>9</b>		
	Understanding the elements of successful presentations – Non-verbal communication in presentaions	3	2,3, 4	1f, 2c
	Creating engaging PPTs	2	2,3, 4	1f, 2c
	Structuring presentations for clarity and impact - Logical flow of topics and connected writing in line with storyboard	2	2, 3, 4	1f, 2c
	Handling Questions and Answers	2	2, 3, 4	1f, 2c
<b>Unit 5</b>	<b>Project Based Learning</b>	<b>15</b>		
	Community Based Project	15	1, 2, 3, 4	NA
	<b>Total Learning Hours</b>	<b>60</b>		

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments 60%				End Semester Project 40%
		CLA-1 20%	Mid-1	CLA-2 20%	CLA-3 20%	
Level 1	Remember	20%		20%		50%
	Understand					
Level 2	Apply	40%		40%	50%	50%
	Analyse					
Level 3	Evaluate	40%		40%	50%	
	Create					
Total		100%		100%	100%	100%

## Recommended Resources

- 1a) Swan, M. (2005). Practical English usage (Vol. 688). Oxford: Oxford university press.
- 1b) Fenning, C. (2023). Effective Emails: The secret to straightforward communication at work: 1 (Business CommunicationSkills): Sanage Publishing University Press.
- 1c) Talbot, F. (2009). How to Write Effective Business English: The Essential Toolkit for Composing Powerful Letters, Emails and More, for Today's Business Needs. Kogan Page Publishers
- 1d) Yate, M. (2016). Knock'em Dead Resumes: A Killer Resume Gets More Job Interviews! Simon and Schuster.
- 1e) Yate, M. J. (2018). Ultimate Cover Letters: Master the Art of Writing the Perfect Cover Letter to Boost Your Employability (Vol. 5). Kogan Page Publishers.
- 1f) Carnegie, D. (2013). The Art of Public Speaking. Wyatt North Publishing, LLC.
- 2a. <https://learnenglishteens.britishcouncil.org/>
- 2b. <https://www.bbc.co.uk/learningenglish/>
- 2c. <https://www.ted.com/?geo=hi>
- 2d. [https://www.tifr.res.in/~cccf/data/InternDocs/How\\_to\\_write\\_a\\_structured\\_Project\\_Report.pdf](https://www.tifr.res.in/~cccf/data/InternDocs/How_to_write_a_structured_Project_Report.pdf)

## Other Resources

## Course Designers

### Universal Human Values and Ethics

Course Code	VAC 102	Course Category	VAC		L	T	P	C
					2	0	0	2
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA			
Course Offering Department	Psychology Department	Professional / Licensing Standards	NA					

#### Course Objectives / Course Learning Rationales (CLRs)

- To cultivate deep understanding of human values by teaching students the core principles of universal human values and their significance.
- To promote ethical decision-making skills by equipping the students with the ability to make ethical choices in life, work, and society.
- To foster a diverse and inclusive ethical perspective by sensitizing the students to diversity, equity, inclusion, gender, and cultural differences.
- To highlight the relevance of ethics in society and professions by showcasing the practical importance of ethics in personal, societal, and professional contexts.
- To address common challenges by preparing the students to overcome obstacles to ethical behaviour, fostering a commitment to universal values.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Evaluate the significance of value inputs in formal education and start applying them in their life and profession	1	70%	80%
<b>Outcome 2</b>	Students will foster diverse and inclusive perspectives, contributing to more equitable and harmonious communities and workplaces	2	70%	70%
<b>Outcome 3</b>	Students will be able to apply ethical principles effectively in their personal and professional lives, leading to improved relationships and ethical practices in society	3	60%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1			3		2		2	3	3	1	1	3			
Outcome 2			3		2		1	3	3	1	1	3			
Outcome 3			3		2		2	3	3	1	1	3			
Average			3		2		1.6	3	3	1	1	3			

**Course Unitization Plan**

<b>Unit No.</b>	<b>Syllabus Topics</b>	<b>Required Contact Hours</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Fundamentals of Human Values and Ethics</b>	<b>7</b>	<b>1</b>	<b>1, 2, 3, 4, 5</b>
	Introduction to human values and ethics.	1		
	Theory of wellbeing	2		
	Purpose and relevance of human values	4		
<b>Unit 2</b>	<b>Culture and Ethical Principles</b>	<b>5</b>	<b>2</b>	<b>1, 2, 3, 4, 5</b>
	Culture and ethics.	2		
	Ethics in the community and society	3		
<b>Unit 3</b>	<b>Ethics and Inclusivity</b>	<b>6</b>	<b>2</b>	<b>1, 2, 3, 4, 5</b>
	Ethics and diversity & inclusion	3		
	Equity, equality, and addressing violence	3		
<b>Unit 4</b>	<b>Ethics in various life spheres</b>	<b>6</b>	<b>3</b>	<b>1, 2, 3, 4, 5</b>
	Ethics in family, society, and workplace	4		
	Ethics in IPR and plagiarism	2		
<b>Unit 5</b>	<b>Overcoming ethical challenges</b>	<b>6</b>	<b>3</b>	<b>1, 2, 3, 4, 5</b>
	Identifying common challenges	3		
	Strategies to overcome challenges	3		

**Learning Assessment**

<b>Bloom's Level of Cognitive Task</b>		<b>Continuous Learning Assessments (50%)</b>		
		<b>CLA-1 (10%)</b>	<b>CLA 2 (20%)</b>	<b>CLA-3 (20%)</b>
		<b>Theory</b>	<b>Theory</b>	<b>Theory</b>
Level 1	Remember	50%	50%	50%
	Understand			
Level 2	Apply	50%	50%	50%
	Analyse			
Level 3	Evaluate			
	Create			
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>

### **Recommended Resources**

1. Landau, RS. (2019). Living Ethics. New York: Oxford University Press.
2. Nagarajan, R.S. (2022). A Text book on Professional Ethics and Human Values. New Delhi: New Age International Publisher.
3. Rachels, J., & Rachels, S. (2012). The elements of moral philosophy 7e. McGraw Hill.
4. Singer, P. (1986). Applied Ethics. Oxford: Oxford University Press.
5. Gensler, H., Spurgin, E., & Swindal, J. (2004). Ethics: contemporary readings. Routledge.

### **Course Designers**

1. Department of Psychology, SLASS, SRM University-AP

### Analytical Reasoning and Aptitude Skills - Basics

Course Code	SEC 114	Course Category	SEC	L	T	P	C
				0	2	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Mathematics	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. To categorize, apply and use thought process to distinguish between concepts of quantitative methods.
2. To prepare and explain the fundamentals related to various possibilities.
3. To critically evaluate numerous possibilities related to puzzles.
4. Explore and apply key concepts in logical thinking to business problems.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Use logical thinking and analytical abilities to solve quantitative aptitude questions from company specific and other competitive tests.	1	70%	60%
<b>Outcome 2</b>	Solve questions related to Time and Distance and Time and work from company specific and other competitive tests.	3	65%	70%
<b>Outcome 3</b>	Understand and solve puzzle questions from specific and other competitive tests	1	60%	60%
<b>Outcome 4</b>	Make sound arguments based on mathematical reasoning and careful analysis of data.	1	65%	70%

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

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



### Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No.1	Speed Maths and Simplification	1	1,2	1,2
	Basics of Number system – Different types of numbers and their properties, Problems on finding unit digit, finding number of divisors and their application, LCM and HCF and their applications	6	1,2	1,2
	Basics of Linear equations	2	1,2	1,2
Unit No.2	Basics of Percentage calculations, Profit and Loss, Simple interest and Compound interest, True Discount	6	1,4	1,2
	Basics of Ratio and Proportion, Average, Alligation and Mixtures	4	1,2	1,2
Unit No.3	Basics of Time and Work, Pipes and Cisterns, Problems on Chain Rule	4	1,4	1,2
	Basics of Time, Speed and Distance, Problems on Trains, Boats and Streams, Problems on Races and Games and Escalators.	6	1,4	1,2
Unit No.4	Basics of counting techniques, Permutations and Combinations, Probability	5	1.2.4	1,2
	Basic introduction of Progressions, Quadratic Equations, Inequalities	4	1.2	1,2
Unit No.5	Number Series, Alphabet series, odd man out, Finding the Wrong Number, Non-Verbal Series.	4	1.2	3,4
	Analogies, Coding and decoding	3	1,3	3,4

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments ( %)								End Semester Exam (_50%)	
		CLA-1 (_10%)		CLA-2 (_15%)		CLA-3 ( _10%)		Mid Term ( _15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	20%		25%		20%		25%		25%	
	Understand	20%		25%		20%		25%		25%	
Level 2	Apply	30%		25%		30%		25%		25%	
	Analyse	30%		25%		30%		25%		25%	
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

### Recommended Resources

1. Arun Sharma – How to prepare for CAT Quantitative Aptitude, Tata McGraw Hill.
2. CAT Quantitative Aptitude – Nishit K. Sinha
3. R.S. Agarwal – Reasoning. Reasoning for competitive exams – Agarwal.
4. Logical Reasoning and Data Interpretation for CAT, By Nishit K. Sinha

### Other Resources

1. Geeks for Geeks
2. Indiabix.
3. M4maths.com

### Course Designers

1. Mr. Naresh Adapa – Quantitative Aptitude Trainer, Department of CR&CS SRM University AP.
2. Mr. Shaik Mohammed Musa Kaleemullah, Verbal Ability Trainer, Department of CR&CS, SRM University AP.
3. Dr. Fouzul Atik – Assistant Professor, Department of Mathematics, SRM University AP.

### Economics for Everyday Life

Course Code	FIC 115	Course Category	FIC			L	T	P	C
						4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Economics	Professional / Licensing Standards							

#### Course Objectives / Course Learning Rationales (CLRs)

1. To obtain an overview of the fundamental concepts of economics.
2. To discuss various alternative theories of an economy in the short run, and the role of policy in this context.
3. To understand the application of important theories related to an open economy.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Distinguish between different economic systems as they relate to contemporary social, and political contexts.	2	70%	65%
<b>Outcome 2</b>	Apply simple mathematical methods to illustrate basic relationships between fundamental economic measures and variables.	3	70%	65%
<b>Outcome 3</b>	Demonstrate awareness of the market system and the role of government policy in different contexts.	3	70%	65%
<b>Outcome 4</b>	Apply various microeconomic and macroeconomic concepts to real-life situations	3	70%	65%

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

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

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Learning hours</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit I</b>	<b>Introduction</b>	<b>10</b>		
	What is Economics?	3	1	1
	Basic Concepts of Economics	3	1	1
	Ten Principles of Economics	2	1	1
<b>Unit II</b>	<b>Microeconomic Concepts</b>	<b>23</b>		
	Demand Function	4	2	1
	Supply Function	4	2	1
	Market Equilibrium	3	2	1
	Elasticity	4	2	1
	Determinants of Elasticity	4	2	1
	Competition and Types of Markets	4	2	1
<b>Unit III</b>	<b>Macroeconomic Concepts</b>	<b>20</b>		
	National Income	4	3	2
	Unemployment	4	3	2
	Inflation	4	3	2
	AD-AS Curve	4	3	2
	Introduction to Fiscal and Monetary Policies	4	3	2
<b>Unit IV</b>	<b>Application of Microeconomic and Macroeconomic concepts</b>	<b>7</b>		
	Applications of Supply and Demand curves	4	4	3
	Application of AD-AS curve	3	4	2
<b>Total Learning hours</b>		<b>60</b>		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	60%	60%	40%	40%	50%
	Understand					
Level 2	Apply	40%	40%	60%	60%	50%
	Analyze					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Mankiw, N. G. Principles of Microeconomics, (2007).
2. Mankiw, N. G. (2013). Macroeconomics fifth edition.
3. <https://open.umn.edu/opentextbooks/textbooks/32>

### Other Resources

### Course Designers

1. Dr Adviti Devaguptapu, Assistant Professor, SRM University-AP.

### Data Analytics for Social Science

Course Code	FIC 116	Course Category	FIC	L	T	P	C
				4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Economics	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Understand the skill sets and technologies required for data science.
2. Gain knowledge of data science process and basic tools for Exploratory Data Analysis
3. Learn various data science algorithms and its application domain.
4. Understand the implement recommendation system using fundamental mathematical and algorithmic ingredients.
5. Understand the use of data visualization tool

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Demonstrate statistical measures to fit a model to a data.	2	75%	70%
<b>Outcome 2</b>	Apply data science algorithms such as Linear Regression, k-Nearest Neighbours (k-NN), k-means, and Naive Bayes to solve the given problems.	5	75%	70%
<b>Outcome 3</b>	Apply Feature Selection algorithms such as Filters, Wrappers, Decision Trees and Random Forests to solve a given problem	3	70%	60%
<b>Outcome 4</b>	Compute Recommendation Systems using Visualization tools based on the acquired data	4	70%	60%

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

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

**Course Unitization Plan**

Unit No.	Unit Name	Required Learning hours	CLOs Addressed	References Used
<b>Unit 1</b>		<b>9</b>		
	Introduction: What is Data Science? - Big Data and Data Science hype – and getting past the hype - Why now?	2	1	1,2,3,6,8
	Datafication- Current landscape of perspectives	1	1	1,2,3,5,9,10
	Skill sets needed	1	1	1,2
	Statistical Inference - Populations and samples	1	1	1,2,6,9
	Statistical modelling,	1	1	1,2,6,9
	probability distributions,	1	1	1,2,6,9
	fitting a model	1	1	1,2,6,9
	Introduction to R	1	1	1,2,8
<b>Unit 2</b>		<b>9</b>		
	Exploratory Data Analysis and the Data Science Process	2	1	1,2,3
	Philosophy of EDA - The Data Science Process	2	1	1,2,3
	The Data Science Process	1	1	1,2,6
	Three Basic Machine Learning Algorithms – Introduction	1	1, 2	1,10
	Linear Regression	1	1, 2	5,7
	K-Nearest Neighbours (K-NN)	1	1, 2	5,7
	K-means	1	1, 2	5,7
<b>Unit 3</b>		<b>9</b>		
	One More Machine Learning Algorithm and Usage in Applications	1	2	5,7
	Motivating application: Filtering Spam - Why Linear Regression and k-NN are poor choices for Filtering Spam	1	1, 2	5,7,9,10
	Naive Bayes and why it works for Filtering Spam	1	1, 2	5,7
	Data Wrangling: APIs and other tools for scrapping the Web	1	1, 2	4,10
	Feature Generation and Feature Selection (Extracting Meaning from Data)	1	3	4,10
	Motivating application: user (customer) retention	1	3	4,10
	Feature Generation (brainstorming, role of domain expertise, and place for imagination) -	1	3	4,10
	Feature Selection algorithms	1	3	4,10
	Filters; Wrappers; Decision Trees; Random Forests	1	3	4,10
<b>Unit 4</b>		<b>9</b>		
	Recommendation Systems: Building a User-Facing Data Product	2	4	1,2,8
	Algorithmic ingredients of a Recommendation Engine	1	4	1,2,8
	Dimensionality Reduction	2	4	8,9
	Singular Value Decomposition - Principal Component Analysis -	1	4	8,9
	Mining Social-Network Graphs	1	4	8,9
	Clustering of graphs - Direct discovery of communities in graphs	1	4	8,9
	Partitioning of graphs - Neighbourhood properties in graphs	1	4	8,9
<b>Unit 5</b>		<b>9</b>		
	Data Visualization	1	4	1,2,3,6
	Basic principles, ideas, and tools for data visualization	2	4	1,2,3,6
	Examples of inspiring (industry) projects -	2	4	1,2,3,6

	Data Science and Ethical Issues	1	4	1,2,3,6
	Discussions on privacy, security, ethics	1	4	1,2,3,6
	A look back at Data Science	1	4	1,2,3,6
	Next-generation data scientists	1	4	1,2,3,6
<b>Total Learning hours</b>		<b>45</b>		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	70%	40%	30%	30%	30%
	Understand					
Level 2	Apply	20%	40%	50%	40%	50%
	Analyze					
Level 3	Evaluate	10%	20%	20%	30%	20%
	Create					
<b>Total</b>		100%	100%	100%	100%	100%

### Recommended Resources

1. Joel Grus, Data Science from Scratch: First Principles with Python, Second Edition O'Reilly, Paperback – 5 May 2019
2. Jake VanderPlas, Python Data Science Handbook: Essential Tools for Working with Data Paperback – 2016
3. Cathy O'Neil and Rachel Schutt. Doing Data Science, Straight Talk from The Frontline. O'Reilly. 2014.
4. Jure Leskovek, Anand Rajaraman and Jeffrey Ullman. Mining of Massive Datasets. v2.1, Cambridge University Press. 2014. (free online)
5. Kevin P. Murphy. Machine Learning: A Probabilistic Perspective. ISBN 0262018020. 2013.
6. Foster Provost and Tom Fawcett. Data Science for Business: What You Need to Know about Data Mining and Data-analytic Thinking. ISBN 1449361323. 2013.
7. Trevor Hastie, Robert Tibshirani and Jerome Friedman. Elements of Statistical Learning, Second Edition. ISBN 0387952845. 2009. (free online)
8. Avrim Blum, John Hopcroft and Ravindran Kannan. Foundations of Data Science. (Note: this is a book currently being written by the three authors. The authors have made the first draft of their notes for the book available online. The material is intended for a modern theoretical course in computer science.)
9. Mohammed J. Zaki and Wagner Miera Jr. Data Mining and Analysis: Fundamental Concepts and Algorithms. Cambridge University Press. 2014.
10. Jiawei Han, Micheline Kamber and Jian Pei. Data Mining: Concepts and Techniques, Third Edition. ISBN 0123814790. 2011.

### Other Resources

### Course Designers

1. Dr Rajiv Senapati, Assistant Professor, Computer Science Engineering, SRM University – AP.





### Introduction to Politics

Course Code	POL 101	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Political Science	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. To illustrate various aspects of politics.
2. To analyse various concepts in state.
3. To examine the practice of power.
4. To explain the concepts of citizenship and sovereignty

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe the meaning and dimensions of politics	1	70%	80%
<b>Outcome 2</b>	Discuss the theories of state	2	70%	70%
<b>Outcome 3</b>	Illustrate the concept of power	3	60%	70%
<b>Outcome 4</b>	Examine the aspects of sovereignty	3	60%	60%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	-	-	3	2	-	2	3	2	2	-
Outcome 2	2	2	2	-	-	-	-	2	-	-	-	2	-	2	-
Outcome 3	3	2	3	-	3	-	-	3	-	2	-	3	-	-	2
Outcome 4	2		2	-	2	-	-	2	2	-	2	2	-	-	-
Average	2.4	2	2.4	-	2.5	-	-	2.4	2	2	2	2.4	2	2	2

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours (60 Hrs)</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Introduction</b>	12	1,2	1,2,3
	Politics-Meaning, nature and significance			
	Activity and academic discipline			
	Traditional and modern approaches to study politics			
<b>Unit 2</b>	<b>Politics, government and state</b>	12	2,3	4,5,6
	Politics-The art of government, Public affairs, Power and resources			
	Forms of government			
	State: Meaning, Nature and Elements of State. Theories of Origin of State: Evolutionary Divine, Social Contract. State and Civil Society			
<b>Unit 3</b>	<b>Citizenship</b>	12	3,4	5,6,7
	Nature of Citizenship; Components of Citizenship: Civil, Political and Social Rights; Theories of Citizenship—Liberal Theory, Libertarian			
	Theory, Communitarian Theory, Marxist Theory, Pluralist Theory; Critiques of Citizenship—Feminist Critique, Subaltern Critique			
<b>Unit 4</b>	<b>Sovereignty</b>	12	3,4	1,2,3,5
	Meaning and characteristics			
	Popular sovereignty			
	Monistic and pluralistic views			
<b>Unit 5</b>	<b>Power</b>	12	4	1,2,3
	Nature and Significance of Power; Power, Authority and Legitimacy—Paul-Michel Foucault's and Weber's Analysis; Different Forms of Power—Political Power, Economic Power, Ideological Power; The Structure of Power; Class Perspective—			
	Power and Hegemony (Gramsci's Analysis); Elite Theory (Pareto, Mosca, Michel, C. Wright Mills); Gender Perspective (Feminist Theory); Group Perspective (Pluralist Theory); Constructive View of Power (Hannah Arendt)			

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Gauba, O.P. (2003). An Introduction to Political Theory, New Delhi: Macmillan.
2. Ramaswamy, S. (2014). Political Theory: Ideas and Concepts, New Delhi: PHI Learning Ltd
3. Johari, J.C. (2012). Contemporary Political Theory. New Delhi: Sterling.
4. Sabine, G.H. and Thorson, T.L. (1973). A History of Political Theory. New Delhi: OUP and IBH.
5. Mc Kinnon, C. (2008). Issues in Political Theory. New York: OUP.
6. Bhargava, R. & Acharya, A. (eds.) (2008). Political Theory: An Introduction. New Delhi: Pearson Longman.
7. Heywood, A. (2015). Political Theory: An Introduction, London: Palgrave Macmillan

### Course Designers

### Creativity and Critical Thinking Skills

Course Code	AEC 104	Course Category	AEC		L	T	P	C
					1	0	1	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Literature & Languages	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. Identify key concepts associated with creative problem-solving and critical analysis.
2. Interpret and summarize various models and frameworks used in fostering creative and critical thinking skills
3. Apply divergent thinking methods to generate innovative solutions to multifaceted problems.
4. Assess and compare the strengths and weaknesses of various critical thinking approaches in decision-making.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Define and describe fundamental concepts and theories related to creativity and critical thinking.	1	80%	80%
<b>Outcome 2</b>	Explain the significance of creativity and critical thinking in problem-solving and decision-making processes.	2	80%	60%
<b>Outcome 3</b>	Implement critical thinking strategies to analyse and evaluate information and arguments effectively.	3	80%	70%
<b>Outcome 4</b>	Analyse and assess the effectiveness of specific creative thinking methods in addressing real-world problems.	4	80%	70%

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

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

### Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
<b>Unit 1</b>	<b>Introduction to Creativity and Critical Thinking</b>	<b>6</b>		
	Introduction to key concepts	2	1,3	1
	Importance in personal and professional contexts	2	1,3	1,2
	Understanding the differences	1	2,3	1,4
	Real-world applications	1	1,3	1,3
<b>Unit 2</b>	<b>Overcoming Mental Blocks</b>	<b>6</b>		
	Identifying and addressing barriers	3	1	14
	Exercises for mental flexibility	3	4	1,2
<b>Unit 3</b>	<b>Critical Thinking Skills</b>	<b>6</b>		
	Recognizing common pitfalls	1	1,3	1,2
	Examples and group discussion	1	2,3	1,2
	Techniques for assessing information credibility	2	1,3	1
	Case studies and research exercises	2	1,3	3
<b>Unit 4</b>	<b>Application of Creative Solutions</b>	<b>6</b>		
	Practical problem-solving exercises	1	1,3	1,4
	Group projects and case studies	2	2,3	2,3
	Integrating ethics into creative and critical thinking	1	1,3	1
	Discussions on ethical dilemmas and decision-making	2	1,3	3
<b>Unit 5</b>	<b>Application of Creative Solutions</b>	<b>6</b>		
	Quizzes on concepts and techniques	1	1,3	1,2
	Individual and group assignments	1	2,3	1,2
	Applying creativity and critical thinking to a real-world scenario	2	1,3	1
	Presentation and peer evaluation	2	1,3	3
<b>Total Contact Hours</b>		<b>30</b>		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (75%)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	Project Work (45%)
Level 1	Remember	30%		10%	
	Understand				
Level 2	Apply	70%	100%	90%	100%
	Analyse				
Level 3	Evaluate				
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Recommended Resources

1. Creative Confidence: Unleashing the Creative Potential Within Us All by Tom Kelley and David Kelley
2. Critical Thinking: An Introduction by Alec Fisher
3. Think Like a Freak: The Authors of Freakonomics Offer to Retrain Your Brain by Steven D. Levitt and Stephen J. Dubner
4. Creative Intelligence: Harnessing the Power to Create, Connect, and Inspire by Bruce Nussbaum

### Course Designers

1. Dr. Sayantan Thakur, Assistant Professor, Department of Literature and Languages, SRM University-AP.

Course Code	SEC 103	Course Category	SEC				L	T	P	C
			2	0	0	2				
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA					
Course Offering Department	Management	Professional / Licensing Standards	NA							

- To develop the Entrepreneurial Mindset of Students
- To provide tools and techniques for navigating the uncertain path of entrepreneurship

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Recall the key entrepreneurship and innovation concepts	1	80	80
<b>Outcome 2</b>	Identify Entrepreneurial Opportunity and ideate solutions	2	80	70
<b>Outcome 3</b>	Develop innovative business plans with sound entrepreneurial concepts.	3	70	70
<b>Outcome 4</b>	Recall concepts of Startup Funding and Pitching	4	80	80

[illegible]

**Course Unitization Plan**

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
<b>UNIT-1</b>	<b>Introduction to Entrepreneurship</b>	2		
	What and Why of Entrepreneurship		1	1,2
	Need of Entrepreneurship		1	1,2
	Entrepreneurship at SRM-AP		1	1,2
<b>UNIT-2</b>	<b>Entrepreneurial Orientation</b>	4		
	Characteristics of successful entrepreneurs		1,2	1,2
	Mindset shifts: from an employee to an entrepreneur		1,2	1,2
	Overcoming challenges and dealing with failures		1,2	1,2
<b>UNIT-3</b>	<b>Entrepreneurial Skills</b>	4		
	Skillsets of an Entrepreneur		1,2	1,2
	Design Thinking, Growth Mindset		1,2	1,2
	Design Thinking		1,2	1,2
<b>UNIT-4</b>	<b>Entrepreneurial Opportunity &amp; Ideation</b>	2		
	Difference between idea and opportunity		1,2	1,2
	Opportunities in Vibrant Indian Entrepreneurial Ecosystem		1,2	1,2
	Opportunity Recognition (Sources of Opportunity)		1,2	1,2
	Idea Generation		1,2	1,2
<b>UNIT-5</b>	<b>Business Model Canvas</b>	2		
	Why BMC		3	1,2
	Value Proposition		3	1,2
	Customer Discovery		3	1,2
	Customer Relationship		3	1,2
	Channels		3	1,2
	Key Partners		3	1,2
	Key Activities		3	1,2
	Key Resources		3	1,2
	Revenue Structure		3	1,2
	Cost Structure		3	1,2
<b>UNIT-6</b>	<b>Startup Financing &amp; Pitching</b>	2		
	Stages of Fundraising		4	1,2
	Mode of Investment		4	1,2
	Startup Valuation		4	1,2
	From Pitch to Hitch (Pitch Deck)		4	1,2
<b>UNIT-7</b>	<b>Growth Mindset and Sales Ability</b>	2		
	Importance of Sales skill for Entrepreneur		3	1,2
	Sales Techniques		3	1,2
	Developing Growth Mindset		3	1,2
<b>UNIT-8</b>	<b>Developing the Business Plan</b>	12	3,4	1,2
	<b>Total Hours</b>	30		

### **Learning Assessment**

<b>Bloom's Level of Cognitive Task</b>		<b>Continuous Learning Assessments (100%)</b>			<b>End Semester Exam (40%)</b>
		<b>CLA-1 (10%)</b>	<b>CLA-2 (20%)</b>	<b>CLA-3 (30%)</b>	
Level 1	Remember		20%	20%	100%
	Understand				
Level 2	Apply	100%	80%	80%	
	Analyse				
Level 3	Evaluate				
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### **Recommended Resources**

1. Bruce R. Barringer, R. Duane Ireland. Entrepreneurship Successfully Launching New Ventures, Pearson; 2020
2. Robert D. Hasrich, Dean A. Shepherd, Michael P. Peters, Entrepreneurship, McGraw Hill, 2021

### **Course Designers**

1. Mr Aftab Alam, Assistant Professor, Paari School of Business, SRM University-AP
2. Mr Udayan Bakshi, Associate Director, Directorate of Entrepreneurship, SRM University-AP
3. Mr Sidharth Tripathi, Director, Directorate of Entrepreneurship, SRM University-AP



### Colonialism and Nationalism in India

Course Code	POL 201	Course Category	CC			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Political Science	Professional / Licensing Standards							

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain theories and concepts about colonialism and nationalism
2. Discuss the nature of Indian society and economy at the eve of colonialism
3. Assess the complex nature of changes brought about by colonialism in different aspects of Indian society
4. Evaluate the rise of nationalism and its multiple strains during the freedom struggle in India
5. Evaluate the power of nationalism as a vehicle of inclusive social change

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe the impact of colonialism in India	1	80%	70%
<b>Outcome 2</b>	Discuss how Indian society changed through colonial contact	2	80%	70%
<b>Outcome 3</b>	Examine the rise of nationalism and anti-colonialism as a social force	3	80%	70%
<b>Outcome 4</b>	Analyse power of nationalism as a vehicle of inclusive social change	3	80%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Problem Analysis	Design and Development	Analysis, Design and Research	Modern Tool and ICT Usage	Society and Multicultural Skills	Environment and Sustainability	Moral, and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Project Management and Finance	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	-	-	2	2	2	3	2	2	-	2	2	2	2
Outcome 2	2	3	-	-	2	2	2	3	2	2	-	2	2	2	2
Outcome 3	1	2	-	-	2	2	2	3	2	2	-	2	2	2	2
Outcome 4	2	2	-	-	2	2	2	3	2	3	-	2	2	2	2
Average	2	2	-	-	2	2	2	3	2	2	-	2	2	2	2

**Course Unitization Plan**

Unit No.	Unit Name	Required Contact Hours (60 hrs)	CLOs Addressed	References Used
1	<b>Pre Colonial India: An Introduction</b>	8	1,2,3	1,2,3
	Mughal India and its central institutions			
	Regional economies and kingdoms, Political and Social ideas, Elites and Peasants in pre colonial India			
2	<b>Orientalism, Liberalism, East India Company</b>	8	1,2,3	4,5,6
	The 17 <sup>th</sup> and 18 <sup>th</sup> centuries in India			
	Dutch, French and Portuguese in India			
	The British gain leverage over other Europeans, The East India Company, loot and plunder, Orientalism and its scholarship			
3	<b>The Colonial Transition – High Imperialism</b>	20	1,2,3	5,6
	The 19 <sup>th</sup> century in India and the World			
	1857 – The first War of Independence, 1859 – Indigo Revolt			
	Telegraphs, Railways and Industrial development			
	Drain of Wealth			
4	<b>National Movement and the making of a Nation</b>	20	2,3	1,2,3,5,7
	Partition of Bengal, Swadeshi and Boycott movements			
	Mahatma Gandhi, Khilafat and Non-Cooperation movements, Civil Disobedience movement			
	Role of Women in the national movement			
	Critiques of Caste, Ambedkar, Non-Brahman movement, Self-Rule, Quit India Movement, The Muslim Question, Refugees and the Partition of India			
5	<b>Conclusion and Reflections</b>	4	2	1,2,3
	Multifaceted Impact of Colonialism, Religious and Caste Divides, Tribal Questions, A Fractured Republic is Born. Colonial Ideology and Liberalism – A Critique			
	<b>Total Contact Hours</b>	<b>60</b>		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Irfan, H. (2013). The Agrarian System of Mughal India (1556-1707). New Delhi: Oxford University Press.
2. Mishra, S. (2021). Peasants, Colonialism and Sovereignty: The Garo Rebellions in Eastern India. Modern Asian Studies. 55(5): 1681-1717.
3. Dharampal, G. (2017). Essential Writings of Dharampal. India: Publications Division Ministry of Information & Broadcasting.
4. Metcalf, T. R. (1995). The New Cambridge History of India: Ideologies of the Raj. United Kingdom: Cambridge University Press.
5. Bowen, H. V. (2008). The Business of Empire: The East India Company and Imperial Britain. New Delhi: Cambridge University Press.
6. Stokes, E. (1989). The English Utilitarians and India. New Delhi: Oxford University Press. New Delhi.
7. Dharampal (2021). Civil Disobedience and Indian Tradition. India: Rashtrottthana sahitya.

### Course Designers

### Understanding Constitution and Democracy in India

Course Code	POL 202	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Political Science	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. To explain the Indian constitution as well as the democratic institutions.
2. To explain and analyse key features of the Indian constitution.
3. To illustrate the workings of Indian democracy.
4. To illustrate and analyse the link between democratic ideals enshrined in the Indian constitution and their relationship with democratic practice in everyday governance.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe the origin and evolution of the Indian constitution.	1	70%	80%
<b>Outcome 2</b>	Elaborate the basic philosophy of the Constitution of India	2	70%	70%
<b>Outcome 3</b>	Examine the workings of Indian democracy	3	60%	70%
<b>Outcome 4</b>	Analyse the linkage between constitutional values and democratic practice in India	3	60%	60%

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

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

**Course Unitization Plan**

Unit No.	Unit Name	Required Contact Hours (60 hrs)	CLOs Addressed	References Used
Unit 1	Introduction and Historical Background	10	1,2,3	1,2,3
	Necessity of the Constitutions	2		
	The Constitution as a Statement of Indian Identity	2		
	Origins and Creation of the Constitution Assembly	6		
Unit 2	The Core Features of the Indian Constitution	15	1,2,3	4,3
	The Preamble	5		
	Fundamental Rights	6		
	Directive Principles of State Policy	4		
Unit 3	The Key Debates of the Indian Constitution	15	1,2,3	8,9,5,7,15
	Citizenship	3		
	Reservation Policy	3		
	Emergency Power	3		
	Separation of Power	3		
	Secularism	3		
Unit 4	Indian Democracy	10	4,5	10,11,12,6
	Indian Model of Democracy	2		
	The Institutional Context	2		
	Regional Mobilization	3		
	Democratic Mobilization for Social Justice	3		
Unit 5	Criticisms and Challenges of Indian Democracy	10	4,5	12,13,14,15
	Democracy and Social Inequality	3		
	The Dalit Critique of Indian Democracy	3		
	Issue of Majoritarianism	2		
	Paradox, Diversion and Distortions	2		
Total Contact Hours		60		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Bhargava, R. (2008). 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press
2. Parekh, B. (2008). 'The Constitution as a Statement of Indian Identity', in R. Bhargava (ed.) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press.
3. Austin, G. (2010). The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press
4. Rathore, A. S. (2020). Ambedkar's Preamble: A Secret History of the Constitution of India. Penguin Random House India.
5. Jaffrelet, C. (2008). 'The Constituent Assembly and the Reservation Policy', in R. Bhargava (ed.) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press.
6. Jaffrelet, C. (2003). India's silent revolution: the rise of the lower castes in North India. India: Orient Blackswan.
7. Choudhry, S., Khosla, M., & Mehta, P. B. (Eds.). (2016). The Oxford Handbook of the Indian constitution. India: Oxford University Press.
8. Rodrigues, V. (2008). 'Citizenship and the Indian Constitution', in R. Bhargava (ed.) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press, pp.164-188.
9. Roy, A. (2016). Citizenship in India. New Delhi: Oxford University Press, Ch.1 and Ch.2
10. Palshikar, S. (2017). Indian Democracy. New Delhi: Oxford University Press.
11. Vora, R., & Palshikar, S. (Eds.). (2004). Indian democracy: Meanings and Practices. India: Sage.
12. Omvedt, G. (1994). Dalits and the democratic revolution: Dr Ambedkar and the Dalit movement in colonial India. New Delhi: SAGE Publications India.
13. Drèze, J., & Sen, A. (2002). Democratic practice and social inequality in India. Journal of Asian and African Studies, 37(2), 6-37.
14. Guru, G. (2011). Liberal democracy in India and the Dalit critique. Social Research: An International Quarterly, 78(1), 99-122.
15. Alam, J. (2004). Who wants democracy? India: Orient Blackswan.
16. Jayal, N. G., & Mehta, P. B. (2010). The Oxford companion to politics in India. New Delhi: Oxford University Press.

### Course Designers

**Political Theory: Concepts and Debates**

Course Code	POL 203	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Political Science	Professional / Licensing Standards						

**Course Objectives / Course Learning Rationales (CLRs)**

1. To understand basic political concepts and main perspectives on politics
2. To analyse politics through different approaches.
3. To apply political concepts in real-life situations.
4. To understand debates in classical and contemporary political theory

**Course Outcomes / Course Learning Outcomes (CLOs)**

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe politics from different perspectives	1	70%	80%
<b>Outcome 2</b>	Discuss various approaches to the study of politics	2	70%	70%
<b>Outcome 3</b>	Examine the core political concepts like liberty and equality	3	60%	70%
<b>Outcome 4</b>	Explain the political concepts by connecting it with everyday politics.	3	60%	60%
<b>Outcome 5</b>	Summarise the structure, functioning and challenges of democracy	2	70%	70%

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

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

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours (60 Hrs)</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Introduction</b>	12	1,2	1,2
	What is politics?			
	How to study politics? Normative, Historical and Empirical Approaches.			
	Behaviouralism and Post-Behaviouralism Debate			
<b>Unit 2</b>	<b>Perspectives of Political Theory</b>	12	3	1,2,3
	Liberal and Marxist			
	Anarchist and Conservative			
	Feminist and Post-modern			
<b>Unit 3</b>	<b>Core Political Concepts-1</b>	12	2,3	3,4
	Liberty- Negative and Positive Liberty			
	Equality- Equality of opportunity and affirmative action			
	Justice- Procedural and Substantive			
<b>Unit 4</b>	<b>Core Concepts- 2</b>	10	3,4	5,6
	Rights- Moral, Legal and Natural Rights			
	Political Obligation			
<b>Unit 5</b>	<b>Democracy</b>	14	4,5	6,7
	Democracy: Evolution, Types: Direct and Representative (Territorial, Minority, Proportional, Functional)			
	Challenges before Democracy			



### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Gauba, O.P. (2003). An Introduction to Political Theory, New Delhi: Macmillan.
2. Ramaswamy, S (2014). Political Theory: Ideas and Concepts, New Delhi: PHI Learning Ltd
3. Johari, J.C. (2012). Contemporary Political Theory. New Delhi: Sterling.
4. Sabine, G.H. and Thorson, T.L. (1973). A History of Political Theory. New Delhi: OUP and IBH.
5. Mc Kinnon, C. (2008). Issues in Political Theory. New York: OUP.
6. Bhargava, R. & Acharya, A. (eds.) (2008). Political Theory: An Introduction. New Delhi: Pearson Longman.
7. Heywood, A. (2015). Political Theory: An Introduction, London: Palgrave Macmillan

### Course Designers

### Indian State and Politics: An Introduction

Course Code	POL 204	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Political Science	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. To illustrate various dimensions of the Indian state.
2. To analyse the federalism in India.
3. To explain the Indian legislature, executive and judiciary.
4. To examine the party system in India

#### Course Outcomes / Course Learning Outcomes (CLOs)

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

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

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

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours (60 Hrs)</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Introduction</b>	12	1	1,2
	Development of State Politics in India			
	Approaches to the Study State Politics			
<b>Unit 2</b>	<b>Federalism</b>	12	2	3,4,5
	Concept and practice			
	Union-State Relations- Legislative, Economic and Administrative			
	Interstate relations			
	State Autonomy			
<b>Unit 3</b>	<b>Institutional Functioning: Legislature, Executive and Judiciary</b>	12	1,4,5	3,4
	Legislature-Features, composition, function of parliament			
	Executive-President, Prime Minister, council of ministers			
	Judiciary-Supreme Court, Judicial review, Judicial Activism			
	Governor, Chief Minister and High Court			
<b>Unit 4</b>	<b>Political process in India</b>	12	3,4	4,5,6,7
	Political Parties			
	Politics and culture			
	Political mobilisation			
	Political leadership			
	Local Politics			
<b>Unit 5</b>	<b>Grassroot democracy</b>	12	4	2,3,4
	Local Self-Government in India, panchayat raj and municipality			
	73rd and 74th Constitutional Amendment, Challenges and Prospects			

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Awasthy, S. S. (1999). Indian Government and Politics. India: Har-Anand Publications.
2. Kothari, R. (1970). Politics in India. New Delhi: Orient BlackSwan.
3. Singh, M. P., & Raj, S.R. (2012). The Indian Political System. India: Pearson Education India.
4. Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). Contemporary India: economy, society, politics. India: Pearson Education India.
5. Jayal, N. G., & Mehta, P.B. (2010). The Oxford Companion to Politics in India. New Delhi: Oxford University Press.
6. Chakrabarty, B. (2008). Indian Politics and Society since Independence. London: Routledge.
7. Kohli, A., & Singh, P. (2013). Routledge Handbook of Indian Politics. London: Routledge

### Course Designers

### Summer Immersion: Liberal Arts

Course Code		Course Category	RDIP		L	T	P	C
					0	0	2	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)	Summer Internship			
Course Offering Department	Sociology/Anthropology	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. To provide students with real-world experience in understanding the challenges faced by communities working towards social development.
2. To help students analyze the efforts of organizations driving inclusive development in rural and urban areas.
3. To enhance students' practical skills in problem-solving and community engagement for social impact.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Identify social and developmental issues encountered by communities in both rural and urban settings.	1,2	70	80
<b>Outcome 2</b>	Explain the effectiveness of interventions and strategies used by organizations to promote inclusive social change.	2	70	80
<b>Outcome 3</b>	Apply critical thinking skills to develop solutions for the challenges observed during their field immersion.	3	70	80
<b>Outcome 4</b>	Examine the functioning of civil society and development related organisations.	4	70	80

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	0	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	0	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	0	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	0	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Average	0	2	1	2	3	3	1	2	2	3	3	3	2	2	2

Category	Description	CLOs addressed
Fieldwork Experience	Students engage with communities to identify social and developmental issues in rural and urban settings.	1,2
Organizational Analysis	Students explain the effectiveness of interventions and strategies used by organizations to promote inclusive social change.	2
Problem-Solving Exercises	Students apply critical thinking to develop solutions for challenges observed during their field immersion.	3
Civil Society Assessment	Students examine the functioning of civil society and development-related organizations during their engagement.	4

### Learning Assessment

Bloom's Level of Cognitive Task		Progress Report (Daily reflection Journal) (30%)	Internship Report/Video Documentary (40%)	Viva (Presentation) (30%)
Level 1	Remember	30%	25%	25%
	Understand			
Level 2	Apply	50%	50%	25%
	Analyse			
Level 3	Evaluate	20%	25%	50%
	Create			
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>

### Course Designers

1. Dr Vandana Swami, Associate Dean and Professor, Eswari School of Liberal Arts, SRM University AP
2. Dr. Vineeth Thomas, Assistant Professor and Head, Department of Political Science, SRM University AP

### Asian Cities

Course Code	AEC 111	Course Category				
			L	T	P	C
			2	1	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	ESLA	Professional / Licensing Standards				

### Course Objectives / Course Learning Rationales (CLRs)

1. Discuss the geography of the contemporary urban Asia
2. Discuss the political economy of the urban Asia
3. Summarize the major intellectual influences of different disciplines on urban Asia
4. Analyse the urban experience of different groups

### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Discuss the main theories of urban development in Asia	1	70%	80%
<b>Outcome 2</b>	Discuss the policies that shaped urban development in Asia	1	70%	70/%
<b>Outcome 3</b>	Summarize the main challenges faced by mega cities of Asia	1	70%	80%
<b>Outcome 4</b>	Analyse the water scarcity, climate change and migration challenges India	2	80%	90%

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

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

### Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Changing Demographics of Urbanization in Asia	7	1	1,2,
Unit 2	Models, Frameworks and Metaphors in Asian Urbanization:	10	2	3,4,5
	The Contributions of Geertz, Friedmann, Lewis, McGee and their role in our knowledge and understanding of the Asian urban context			
Unit 3	Contemporary Indian Urbanization: Major Patterns, Conundrums and Policy Challenges.	10	3	6,7,8
Unit 4	Rural-Urban Migration: Migrants in India and China	7	4	9,10,11
Unit 5	The Water crisis in historical perspective	11	5	12,13,14,15,16

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments 100%				End Semester Exam 0%
		CLA-1 25%	CLA 2 25%	CLA-3 25%	CLA-4 25%	
Level 1	Remember	60%	60%	50%	40%	
	Understand					
Level 2	Apply	40%	40%	50%	60%	
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	

### Recommended Resources

1. Patricia McCarney and Richard Stren (2016) Urbanization as a transformative force. Chapter 2 in World Cities Report. Pg. 27-45.
2. S Jaishankar (2024). Chapters (2,5,7) on Quercus.
3. The Lewis model explained: <https://www.youtube.com/watch?v=1cgvYrGBW6w>
4. Financial Times: China Migration at a turning point. <http://www.ft.com/cms/s/2/767495a0-e99b-11e4-b863-00144feab7de.html#axzz4JmWVQoJO>
5. The Economist: The largest migration in history. <https://www.youtube.com/watch?v=KNXg-kYk->
6. Asian experience and alternative approaches. Oxford, England, Pergamon, 1978. 163-92
7. Om Mathur et al 2022. Symposium on the State of the Cities: India Report. Urban Affairs Forum. March 15, 2022.
8. The Economist 2023. How to fix India's decrepit cities. August 14<sup>th</sup>
9. Ananya Roy 2009. Why India cannot plan its cities. Informality, Insurgence and the Idiom of Urbanization. Planning Theory. Volume: 8; Issue: 1; Page: 76-87 ( available online)
10. Om Mathur 2017 How urban is India. Financial Express, November 1<sup>st</sup>.
11. Liza Weinstein: Demolition and Dispossession, 2013 "Toward an Understanding of State Violence in Millennial Mumbai". Studies in Comparative International Development. 48: 285-307 (to be made available online, also available via the Robarts library website)
12. Chan, Kam Wing, 2015. "Five Decades of the Chinese Hukou System," in Robyn R. Iredale and Fei Guo (eds.), Handbook On Chinese Migration, Identity and Wellbeing, Edward Elgar Publishing Ltd, Cheltenham, UK, pp.23-47 ( to be made available online the U of T portal, also available via the Robarts library website ).
13. Tirthankar Roy, 2022. Monsoon Economies: India's History in a Changing Climate: MIT Press. Chapters 1,3 and 5.
14. Harini Nagendra and Seema Mundoli 2023. Shades of Blue: Connecting the drops in India's Cities. Chapters 1,2,3.
15. Harini Nagendra and Seema Mundoli 2023. Shades of Blue: Connecting the drops in India's Cities. Chapters 5 & 17

### Other Resources

### Course Designers

1. Prof. Bharat Punjabi, University of Toronto
2. Co-ordinated by Idris Bhat, Political Science, SRM University.



### Social Entrepreneurship

Course Code	SEC 108	Course Category	SEC	L	T	P	C
				2	0	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Management	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. To Equip Students with the Knowledge and Skills to Address Social Challenges through Entrepreneurial Solutions
2. To Foster Practical Experience and Ethical Leadership in Social Entrepreneurship

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Discuss the Concept and Importance of Social Entrepreneurship	2	90%	80%
<b>Outcome 2</b>	Identify social problems and entrepreneurial opportunities	3	80%	80%
<b>Outcome 3</b>	Develop the Business Model for a Social Enterprise	3	70%	70%
<b>Outcome 4</b>	Prepare a plan to Manage and Scale Social Enterprises for Sustainable Impact	4	60%	60%

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

CLOs	Program Learning Outcomes (PLO)												PSO 1	PSO 2	PSO 3
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning			
<b>Outcome 1</b>		2					2	2				2			
<b>Outcome 2</b>		2	3				2	2	3		3	3			
<b>Outcome 3</b>		3	3				2	2	3		3	3			
<b>Outcome 4</b>		3	3				3	2	3		3	3			
<b>Average</b>		2.5	2.25				2.25	2	2.25		2.25	2.75			

**Course Unitization Plan**

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
UNIT-1	<b>Introduction to Social Entrepreneurship</b>	2		
	Define social entrepreneurship and its importance	0.25	1	1,2
	Identify key challenges in addressing social issues	0.5	1	1,2
	Explore historical context and evolution of the field	0.25	1	1,2
	Analyze root causes of social issues	0.5	1	1,2
	Explore ethical considerations in social innovation	0.25	1	1,2
	Understand the importance of sustainability	0.25	1	1,2
UNIT-2	<b>Identifying Social Problems and Opportunities</b>	4		
	Identify pressing social problems and Methods for assessing community needs	1	2	1,2
	Techniques for spotting opportunities for social change	2	2	1,2
	Analyzing existing solutions and gaps in the market	1	2	1,2
UNIT-3	<b>Developing a Social Enterprise Concept</b>	10		
	Understand the role of empathy in social entrepreneurship	1	1,2	1,2
	Conduct needs assessments and market research	2	2	1,2
	Define a clear social mission and vision	1	2	1,2
	Business Model Canvas	6	2	1,2
UNIT-4	<b>Managing Social Entrepreneurship</b>	6		
	Role of leadership in driving social change	1	3	1,2
	Building a values-driven organization	1	3	1,2
	Explore legal structures for social enterprises	1	3	1,2
	Develop a marketing plan for social enterprises	1	2	1,2
	Understand the role of storytelling in impact	1	2,3	1,2
	Ethical marketing practices	1	1,2	1,2
UNIT-5	<b>Funding &amp; Scaling of Social Entrepreneurship</b>	6		
	Explore investment options for social enterprises	1	3,4	1,2
	Identify funding sources and strategies	1	3,4	1,2
	Develop a fundraising strategy	1	3,4	1,2
	Importance of adaptability and learning	1	3,4	1,2
	Pitching for Social Impact	1	3,4	1,2
	Strategies for scaling social enterprises	1	3,4	1,2
UNIT-6	<b>Challenges and Future Trends in Social Entrepreneurship</b>	2	1	1,2
	<b>Total Hours</b>	<b>30</b>		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (70%)			End Semester Exam (30%)
		Mid Term Exam (20%)	CLA-1 (20%)	CLA 2 (30%)	
Level 1	Remember	80%	60%	70%	40%
	Understand				
Level 2	Apply	20%	40%	30%	60%
	Analyse				
Level 3	Evaluate				
	Create				
Total		100%	100%	100%	100%

### Recommended Resources

1. Social Entrepreneurship: What Everyone Needs to Know" by David Bornstein and Susan Davis
2. "Social Entrepreneurship: Theory and Practice" by Ryszard Praszquier and Andrzej Nowak
3. "Lean Impact: How to Innovate for Radically Greater Social Good" by Ann Mei Chang

### Other Resources

1. <https://www.coursera.org/specializations/social-entrepreneurship-cbs>

### Course Designers

1. Dr. Aftab Alam, Assistant Professor, Paari School of Business, SRM University-AP

### Indian Political Thought: Classical and Modern

Course Code	POL 205	Course Category	CC			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Political Science	Professional / Licensing Standards							

#### Course Objectives / Course Learning Rationales (CLRs)

1. To analyse Classical Indian Political Thought.
2. To examine Modern Indian Political Thought.
3. To explore the contributions of various political thinkers.
4. To evaluate the relevance of classical and modern Indian political thought in contemporary society.

#### Course Outcomes / Course Learning Outcomes (CLOs)

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

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	1	-	3	-	-	-	3	-	-	2
Outcome 2	2	2	2	-	-	-	2	2	-	2	-	2	-	2	-
Outcome 3	3	2	3	-	3	-	-	3	-	-	-	3	2	-	-
Outcome 4	2		2	-	2	-	2	2	-	2	-	2	-	-	2
Outcome 5	2	2	2	-	2	1	-	2	-	-	-	2	2	2	-
Course Average	2.4	2	2.4		2.5	2	2	2.4		2		2.4	2	2	2

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours (60 hrs)</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Introduction to Indian Political Thought</b>	6	1,2	1,2,3
	Understanding the scope and significance of Indian political thought			
	Key concepts and terminology			
	Historical context and major periods in Indian political thought			
<b>Unit 2</b>	<b>Classical Indian Political Thinkers</b>	15	2,3	1,2,3
	Manu			
	Kautilya			
	Buddha			
<b>Unit 3</b>	<b>Modern Indian Political Thinkers I</b>	24	3,4	4,5,6
	Gandhi			
	Jawaharlal Nehru			
	Ambedkar			
	RM Lohia			
<b>Unit 4</b>	<b>Modern Indian Political Thinker II</b>	15	3,4	4,5,6
	VD Savarkar			
	Aurobindo Ghosh			
	Pandita Ramabai			
	M.N. Roy			
<b>Total Contact Hours</b>		<b>60</b>		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Chakrabarty, B. & Pandey, R.K. (2009). Modern Indian Political Thought: Text and Context, New Delhi: Sage.
2. Chakravarti, U. (2007). Pandita Ramabai - A Life and a Time, New Delhi: Critical Quest. pp. 1- 40.
3. Mehta, V. & Pantham, T. (eds.) (2006). Political ideas in modern India: Thematic Explorations, New Delhi: Sage.
4. Roy, H., & Singh, M.P. (2011). Indian Political Thought: Themes and Thinkers, New Delhi: Pearson.
5. Chatterjee, P. (1986). 'The Moment of Arrival: Nehru and the Passive Revolution', in Nationalist Thought and the Colonial World: A Derivative Discourse? London: Zed Books.
6. Mehta, V. (1992). Foundations of Indian Political Thought, Delhi: Manohar Publications.

### Course Designers

### Comparative Government and Politics

Course Code	POL 206	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Political Science	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. Describe the concepts, ideas, and disputes in comparative politics
2. Analyse the major approaches of the comparative political system.
3. Discuss the ways to address political issues confronted by the major countries in the world.
4. Examine comparative political process and electoral politics

#### Course Outcomes / Course Learning Outcomes (CLOs)

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

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	-	-	3	-	-	-	3	1	-	-
Outcome 2	2	2	2	-	-	-	2	2	-	2	-	2	-	2	-
Outcome 3	3	2	3	-	3	-	-	3	-	-	-	3	-	2	-
Outcome 4	2	-	2	-	2	-	2	2	-	2	-	2	-	-	3
Outcome 5	2	2	2	-	2	-	-	2	-	-	-	2	1	2	-
Average	2.4	2	2.4		2.5		2	2.4		2		2.4	1	2	3

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours (60 Hrs)</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Introduction</b>	12	1,2,	1,2,3
	Meaning, Evolution			
	Nature and Scope of comparative political system			
<b>Unit 2</b>	<b>Approaches</b>	12	1,2,3	2,3
	Institutional approach			
	Behavioural approach			
	Structural approach			
	Rational choice approach			
	Interpretive approach			
<b>Unit 3</b>	<b>Forms of Government</b>	12	3,4	4,5
	Unitary and Federal Systems			
	Democratic Governments: Parliament and Presidential			
	Non-Democratic: Authoritarianism and Totalitarianism			
<b>Unit 4</b>	<b>Comparative Political Process</b>	12	3,4	4,5,6
	Legislature-India, UK, USA			
	Executive-India, UK, USA			
	Judiciary-India, UK, USA			
<b>Unit 5</b>	<b>Electoral Politics</b>	12	3,4	5,6
	Political Culture, Political Participation- India, UK, USA			
	Political Parties, Elections- India, UK, USA			



### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Calvert, P. (2002). Comparative Politics: An introduction, New Delhi: Pearson.
2. Caramani, D. (Ed.), (2010). Comparative politics, United Kingdom: Oxford University Press.
3. Chatterji, R. (2006). Introduction to Comparative Political Analysis, Sarat Books.
4. Chilcote, R. H. (2018). Theories Of Comparative Politics: The Search For A Paradigm Reconsidered, Second Edition. United Kingdom: Taylor & Francis.
5. Mukherjee, S., Ramaswamy, S. (2017). Theoretical Foundations of Comparative Politics. India: Orient BlackSwan.
6. McCormick, J., Hague, R., Harrop, M. (2019). Comparative Government and Politics: An Introduction. United Kingdom: Bloomsbury Publishing.

### Course Designers

### Introduction to Research Methods

Course Code	POL 207	Course Category	CC			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Political Science	Professional / Licensing Standards							

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain the importance and impact of ethical considerations in research.
2. Summarize the steps of designing a research project, including identifying a research topic, conducting a literature search, developing a research question, and conducting data collection and analysis.
3. Employ basic research methods in practical, hands-on exercises.
4. Demonstrate familiarity with software such as MS Excel, Jamovi, and Zotero for data analysis and reference management.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe principles of ethics in planning a research project	1	70%	80%
<b>Outcome 2</b>	Discuss a research project by identifying a broad research topic, conducting a systematic literature search, developing a research question, and performing data collection and analysis.	2	70%	70%
<b>Outcome 3</b>	Examine various research methods, including quantitative (survey), qualitative (in-depth interviews, focus group discussions, informal conversations, observation), and mixed-methods, during fieldwork.	3	60%	70%
<b>Outcome 4</b>	Explain the software for quantitative data analysis and reference management, such as MS Excel, Jamovi, and Zotero.	2	60%	60%

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

CLOs	Program Learning Outcomes (PLO)															
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3	
	Outcome 1	3	2	3	-	3	-	-	3	-	-	-	3	1	-	-
	Outcome 2	2	2	2	-		-	-	2	-	-	-	2	-	1	-
	Outcome 3	3	2	3	-	3	-	-	3	-	-	-	3	-	-	1
	Outcome 4	2	-	2	-	2	-	-	2	-	-	-	2	-	-	-
Average	2.5	2	2.5		2.7			2.5				2.5	1	1	1	

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours (60 hrs)</b>	<b>CLOs addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Ethics and Research</b>	10	1,2	1,2
	Introduction to Research- Epistemology			
	What is ethics and why is it important in research?			
	Basic principles of ethics			
	Historical experiences that gave rise to ethical principles			
<b>Unit 2</b>	<b>Steps of designing a research project</b>	20	2,3	1,2
	Identifying a research topic			
	Basics of systematic literature search – referencing (Zotero), plagiarism			
	Framing a research question			
	Research design – experimental, longitudinal, cross-sectional, ethnography, case study			
	Principles of data collection and analysis			
<b>Unit 3</b>	<b>Quantitative methods</b>	15	3,4	2,3
	Basic concepts – population, sample, sampling frame, parameter, statistic, estimate, variable			
	Sample size and sampling techniques			
	Designing a questionnaire/interview schedule			
	Data entry, descriptive analysis using MS excel, Jamovi			
<b>Unit 4</b>	<b>Qualitative methods</b>	15	1,4	2,3
	Sampling			
	In-depth interviews, focus group discussions (FGDs), observations, informal discussion			
	Designing interview guide, FGD guide			
	Transcription, coding, and thematic analysis			

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Bulmer, M. (2001). Researching Social Life. India: SAGE Publications, pp. 45-57.
2. Bryman, A. (2016). Social research methods. United Kingdom: Oxford university press.
3. Kothari, C. R. (2004). Research methodology: Methods and techniques. India: New Age International.

### Course Designers

### State Politics in India

Course Code	POL 208	Course Category	CC			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Political Science	Professional / Licensing Standards							

#### Course Objectives / Course Learning Rationales (CLRs)

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

#### Course Outcomes / Course Learning Outcomes (CLOs)

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

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	-	-	3	-	-	-	3	1	-	-
Outcome 2	2	2	2	-	-	-	-	2	-	-	-	2	-	2	-
Outcome 3	3	2	3	-	3	-	2	3	-	-	-	3	2	-	3
Outcome 4	2	-	2	-	2	2	-	2	-	-	-	2	-	2	1
Outcome 5	2	2	2	-	2	-	-	2	-	-	-	2	-	1	-
Average	2.4	2	2.4	-	2.5	2	2	2.4	-	-	-	2.6	1.5	1.7	2

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours (60 hrs)</b>	<b>CLOs addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Nature of Indian State</b>	12	1.2	1,2,3
	Colonial-nationalist legacy			
	Liberal-democratic			
	Socialist-Welfare			
	Neo Liberal			
<b>Unit 2</b>	<b>Socio Political Movements in India</b>	12	3.4	1,3
	Socio Political Movements in India. Dalit Movement - Backward classes Movement - Feminist Movement			
	Peasant Movement - Labour Movement - Tribal Movements			
	Environmental Movement - Human Rights Movement			
<b>Unit 3</b>	<b>Identity politics in India</b>	12	1.3	3,5
	Class and Politics			
	Caste and Politics			
	Gender and Politics			
	Minorities and Politics			
	Ethnicity and Politics			
<b>Unit 4</b>	<b>Contestations in Indian democracy</b>	12	2.4	1,3,5
	Secularism			
	Nationalism			
	Regionalism			
	Communalism			
<b>Unit 5</b>	<b>Indian Political Economy</b>	12	2.3.4	6,7
	Economic Planning Process since independence			
	State development models			
	Politics and redistribution			
	Issues in Indian Political Economy			

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Awasthy, S. S. (1999). Indian Government and Politics. Har-Anand Publ.
2. Kothari, R. (1970). Politics in India. New Delhi: Orient BlackSwan.
3. Singh, M. P., & Raj, S. R. (2012). The Indian Political System. Pearson Education India.
4. Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). Contemporary India: economy, society, politics. Pearson Education India.
5. Jayal, N. G., & Mehta, P.B. (2010). The Oxford Companion to Politics in India. New Delhi: Oxford University Press.
6. Bidyut, C. (2008). Indian Politics and Society since Independence. London: Routledge.
7. Kohli, A., & Singh, P. (2013). Routledge Handbook of Indian Politics. London: Routledge

### Course Designers

### Western Political Thought- Classical and Modern

Course Code	POL 301	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Political Science	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. To analyse Classical Western Political Thought.
2. To analyse Modern Western Political Thought.
3. To examine the contributions of various political thinkers.
4. To examine the relevance of political thinkers in the contemporary world

#### Course Outcomes / Course Learning Outcomes (CLOs)

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

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	1	-	3	-	-	-	3	-	-	2
Outcome 2	2	2	2	-	-	-	2	2	-	2	-	2		2	
Outcome 3	3	2	3	-	3	1	-	3	-	-	-	3	2	-	2
Outcome 4	2		2	-	2		2	2	-	2	-	2	2	-	-
Outcome 5	2	2	2	-	2	1	-	2	-	-	-	2	-	-	-
Course Average	2.4	2	2.4		2.5	1	2	2.4		2		2.4	2	2	2



**Course Unitization Plan**

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

### **Learning Assessment**

<b>Bloom's Level of Cognitive Task</b>		<b>Continuous Learning Assessments (50%)</b>				<b>End Semester Exam (40%)</b>
		<b>CLA-1 15%</b>	<b>Mid-1 15%</b>	<b>CLA-2 15%</b>	<b>CLA-3 15%</b>	
<b>Level 1</b>	Remember	30%	40%	30%	40%	50%
	Understand					
<b>Level 2</b>	Apply	35%	30%	35%	30%	25%
	Analyse					
<b>Level 3</b>	Evaluate	35%	30%	35%	30%	25%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### **Recommended Resources**

1. Mukherjee, S., & Ramaswamy, S. (2011). A History of Political Thought: Plato to Marx, India: PHI Learning.
2. Nelson, R.B. (2008). Western Political Thought. New York: Pearson Longman
3. Jha, S. (2018). Western Political Thought, New Delhi: Pearson.
4. Sabine, G. H. (1961). A History of Political Theory, New York: Holt Rinehart and Winston.

### **Course Designers**

### India's Foreign Policy

Course Code	POL 302	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Political Science	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. To understand evolution of India's Foreign Policy
2. To illustrate India's relationships with Major Powers.
3. To analyse India's role in its neighbourhood.
4. To understand India's position on global issues

#### Course Outcomes / Course Learning Outcomes (CLOs)

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

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	-	-	3	-	-	-	3	2	-	-
Outcome 2	2	2	2	-	-	-	-	2	-	-	-	2	-	2	2
Outcome 3	3	2	3	-	3	-	-	3	-	-	-	3	-	2	-
Outcome 4	2	-	2	-	2	-	-	2	-	-	-	2	-	2	-
Outcome 5	2	2	2	-	2	-	-	2	-	-	-	2	3	-	-
Course Average	2.4	2	2.4		2.5			2.4				2.4	2.5	2	2

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours (60 hrs)</b>	<b>CLOs addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>India's Foreign Policy- An Overview</b>	12	1,2	1,2,3
	Evolution of Foreign Policy of India			
	Determinants, Objectives and Principles of Foreign Policy of India			
	Institutions and Mechanism to make Foreign Policy of India			
<b>Unit 2</b>	<b>India and Major Powers</b>	12	2,3	4,5,6
	India's USA Policy			
	India's Russia Policy			
	India's China Policy			
<b>Unit 3</b>	<b>India in South Asia</b>	12	3,4	7
	India's Policy towards Pakistan			
	India's Policy towards Neighbours			
<b>Unit 4</b>	<b>India and the Regions</b>	12	3,4	3,4,5
	India's Policy towards Central and West Asia			
	India's Act East Policy			
	India's Policy towards Africa and Latin America			
<b>Unit 5</b>	<b>India and Global Issues</b>	12	2,4	8,9,10
	India and Environmental Issues			
	India and nuclear weapons			
	India and Global Political Conflicts			

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Ganguly, S., & Pardesi, M. S. (2009). Explaining sixty years of India's foreign policy. India Review, 8(1), 4-19.
2. Ch. Ogden, (2011). 'International 'Aspirations' of a Rising Power', in David Scott (ed.), Handbook of India's International Relations, London: Routledge.
3. W. Anderson, (2011). 'Domestic Roots of Indian Foreign Policy', in W. Anderson, Trusts with Democracy: Political Practice in South Asia, Anthem Press: University Publishing Online.
4. Mehrotra, S.K. (1990). 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in India and the Soviet Union: Trade and Technology Transfer, Cambridge: Cambridge University Press.
5. Hathaway, R. (2003). 'The US-India Courtship: From Clinton to Bush', in S. Ganguly (ed.), India as an Emerging Power, Frank Cass: Portland. H. Pant.
6. Scott, D. (Ed.). (2011). Handbook of India's international relations. U.K. Routledge.
7. Tellis, A. J., & Mirski, S. (2013). Crux of Asia: China, India, and the emerging global order. Washington: Carnegie Endowment for International Peace.
8. Muni, S. D. (2003). Problem areas in India's neighbourhood policy. South Asian Survey, 10(2), 185-196.
9. Dubash, N. (2012). The Politics of Climate Change in India: Narratives of Enquiry and Co-benefits, Working Paper, New Delhi: Centre for Policy Research.
10. Jayaprakash, N. D. (2000). Nuclear Disarmament and India. Economic and Political Weekly, 35 (7), 525-533.

### Course Designers

### Foundations of Public Policy

Course Code	POL 303	Course Category	CC			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Political Science	Professional / Licensing Standards							

#### Course Objectives / Course Learning Rationales (CLRs)

1. To illustrate various dimensions of public policy in theory and practice.
2. To analyse and understand various concepts in public policy
3. To examine public policy process
4. To explain the policies related to health, education and environment

#### Course Outcomes / Course Learning Outcomes (CLOs)

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

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	-	-	3	2	1	-	3	-	1	1
Outcome 2	2	2	2	-	-	-	-	2	-	-	-	2	2	-	-
Outcome 3	3	2	3	-	3	-	-	3	1	2	-	3	-	-	-
Outcome 4	2		2	-	2	-	-	2	-	2	-	2	2	2	2
Outcome 5	2	2	2	-	2	-	-	2	-	-	-	2	-	-	-
Average	2.4	2	2.4		2.5			2.4	1.5	1.7		2.4	2	1.5	1.5

**Course Unitization Plan**

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
<b>Unit 1</b>	<b>Key Concepts and Theories of Public Policy</b>	12	1,2,3	1,2,3,5
	Introduction to Public Policy: Meaning, definitions and fundamental concepts			
	classification of public policy			
	nature, scope and significance			
<b>Unit 2</b>	<b>Approaches to Public Policy: Major Theories and Perspectives</b>	12	1,2,3	1,2,3,5
	Stages in Public Policy Process			
	Public Policy formulation; Role of different actors and challenges			
	Public Policy Implementation; approaches, actors and challenges			
	Public Policy Evaluation: Types, barriers and evaluating agencies			
	Role of local, regional, national and global factors in the public policy process, Globalisation and public policy			
<b>Unit 3</b>	<b>Environment and Health Policy</b>	12	1,2,3	1,2,3,5
	Environment Policy: Environmental Issues, Environmental Pollution, Constitutional and legal safeguards, Environment administration, Judicial Responses, Civil society and environment preservation in India.			
	Health Policy: Features, Health Policy in colonial India, Bhore Committee Report, National Health Policy in Neoliberal phase, National Health Rural and Urban Mission			
	Case Study on the environment and health policy			
<b>Unit 4</b>	<b>Policy on Population, Education and Social Welfare</b>	12	4,5	1,2,3,5
	Population Policy: Effects of population explosion, Progression, National Population Policy			
	Education Policy: Evolution of education system, Constitutional Vision, Educational administration, New Education Policy			
	Education commissions and committees, Right to education, Issues and challenges before Indian Education			
	Welfare Policies-Women Empowerment (Self Help Group movement), MGNREGA, National Food Security Act Case Studies on education and welfare policies			
<b>Unit 5</b>	<b>Ethics in Public Policy</b>	12	4,5	4,8,9
	Essence, determinants and consequences of Ethics in-human actions; dimensions of ethics; ethics - in private and public relationships.			
	Ethical Concerns and Dilemmas in governance Aptitude and foundational values for Civil Service: integrity, impartiality and non-partisanship, objectivity, dedication to public service, empathy, tolerance and compassion towards the weaker-sections			
	Probity in Governance: Concept of public service, Right to Information, Codes of Ethics, Codes of Conduct, Citizen's Charters, Work culture, Quality of service delivery, Utilization of public funds, challenges of corruption Case Studies on ethics in public policy			

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Chakrabarty, B., Chand, P. (2016). Public Policy: Concept, Theory and Practice. India: SAGE Publications.
2. Parsons, W. (1995). Public Policy: An Introduction to the Theory and Practice of Policy Analysis. United Kingdom: Edward Elgar.
3. Vaidyanatha Ayyar, R. V. (2009). Public Policymaking in India. India: Pearson Longman.
4. Upadhyay, R. (2019). Ethics, Integrity, and Aptitude in Governance (First ed.). India: SAGE Publications
5. Kumar, N. (2020). Lexicon for Ethics, Integrity & Aptitude - 6th Paper Edition. Chronicle books.
6. Basu, R. (2020). Democracy and Public Policy in the Post-COVID-19 World: Choices and Outcomes. United Kingdom: Routledge.
7. Arora, R.K. (2008). Ethics in Governance: Innovations, Issues and Instrumentalities, Jaipur: Rawat Publications
8. Reddy, N. K., & Ajmera, S. (2015). Ethics, Integrity and Aptitude. India: McGraw-Hill Education.
9. Sheeran, P. J. (1993). Ethics in public administration: A philosophical approach. United States: Greenwood Publishing Group.

### Course Designers



### Perspectives on International Relations and World History

Course Code	POL 304	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Political Science	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. To explore various dimensions of international relations in theory and practice.
2. To analyse and understand various international issues.
3. To understand concepts like foreign policy and diplomacy.
4. To understand world history.

#### Course Outcomes / Course Learning Outcomes (CLOs)

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

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	-	-	3	-	-	-	3	2	-	-
Outcome 2	2	2	2	-	-	-	-	2	-	-	-	2		-	-
Outcome 3	3	2	3	-	3	-	-	3	-	-	-	3		2	
Outcome 4	2	-	2	-	2	-	-	2	-	-	-	2	2	-	-
Outcome 5	2	2	2	-	2	-	-	2	-	-	-	2	2	-	2
Course Average	2.4	2	2.4		2.5			2.4				2.4	2	2	2

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours (60 hrs)</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>International Relations: Introduction</b>	10	1,2	1,2,3
	Understanding International Relations			
	History and International Relations: Emergence of the Global State System			
<b>Unit 2</b>	<b>Approaches to the study of International Relations</b>	14	3,4	3,4,5
	Liberalism and Neoliberalism			
	Realism and Neorealism			
	Marxist theories			
	Feminist perspectives			
<b>Unit 3</b>	<b>Twentieth Century International Relations History</b>	12	1,4	6,7
	World War I: Causes and Consequences; Bolshevik Revolution; Rise of Fascism / Nazism			
	World War II: Causes and Consequences; Cold War: Different Phases; Post-Cold War Developments and Emergence of Other Centres of Power			
	The emergence of the Third World; The collapse of the USSR and the End of the Cold War			
<b>Unit 4</b>	<b>Foreign Policy</b>	12	2,4	7,8
	Foreign Policy and National Interest: Meaning, elements, Nature and Objectives of foreign policy			
	National Security, determinants and formulation of Foreign Policy Instruments of Foreign Policy: Diplomacy – Nature, Functions, Privileges and Immunities. Types of Diplomacy			
<b>Unit 5</b>	<b>Issues in international relations</b>	12	1,3	1
	Environmental Issues, Human rights,			
	Terrorism, Nuclear proliferation			

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Jackson, R. H., & Sørensen, G. (2007). Introduction to international relations: theories and approaches. United Kingdom: Oxford University Press.
2. Baylis, J. & Smith, S. (2008). The Globalization of World Politics. An Introduction to International Relations. 4th edn. Oxford: Oxford University Press.
3. Brown, C., & Ainley, K. (2009). Understanding International Relations. United Kingdom: Palgrave Macmillan.
4. Mansbach, R. W., & Taylor, K. L. (2013). Introduction to Global Politics. United Kingdom: Routledge
5. Mingst, K. A., & Arreguín-Toft, I. M. (2011). Essentials of International Relations. United Kingdom: W.W. Norton & Company.
6. Hobsbawm, E. (1995). Age of Extreme: The Short Twentieth Century, 1914—1991. London: Abacus
7. Carr, E.H. (2004). International Relations between the Two World Wars: 1919-1939. New York: Palgrave
8. Ganguly, S., & Pardesi, M. S. (2009). Explaining sixty years of India's foreign policy. India Review, 8(1), 4-19.

### Course Designers

### Summer Internship

Course Code	POL 305	Course Category	RDIP			L	T	P	C
						0	0	4	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Political Science	Professional / Licensing Standards							

#### Course Objectives / Course Learning Rationales (CLRs)

1. Identify the key concepts and practices relevant to the industry.
2. Explain the processes and workflows within the organization.
3. Apply theoretical knowledge to practical tasks and projects in the workplace.
4. Evaluate the effectiveness of different strategies and approaches used by the organization.

#### Course Outcomes / Course Learning Outcomes (CLOs)

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

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	0	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	0	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	0	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	0	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Course Average	0	2	1	2	3	3	1	2	2	3	3	3	2	2	2

Category	Description	CLOs
Industry Orientation	Students engage in activities that help them recognize and recall fundamental industry-specific concepts and practices.	1
Process Analysis	Students interpret and describe the organizational processes and workflows observed during their internship.	2
Practical Application	Students implement theoretical knowledge by completing practical tasks and projects within the internship setting.	3
Strategy Evaluation	Students assess and critique the effectiveness of strategies and methodologies employed by the organization during their internship.	4

### **Learning Assessment**

		Progress Report (30%)	Internship Report (40%)	Viva (30%)
Level 1	Remember	30%	25%	25%
	Understand			
Level 2	Apply	50%	50%	25%
	Analyse			
Level 3	Evaluate	20%	25%	50%
	Create			
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>

### **Course Designers**

### CO-CURRICULAR ACTIVITIES

Course Code	VAC 103	Course Category	VAC		L	T	P	C
					0	0	2	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	SA	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. Develop essential skills, including leadership, communication, and teamwork, among students.
2. Offer opportunities for students to apply academic concepts in practical, real-world scenarios.
3. Promote self-exploration, confidence-building, and social responsibility.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Demonstrate confidence in leading group activities, communicate clearly, and collaborate effectively with diverse teams.	2	80%	75%
<b>Outcome 2</b>	Apply theories to practical tasks by solving problems and adapting concepts to real-life situations through cocurricular activities	2	80%	70%
<b>Outcome 3</b>	Develop new experiences with an open approach through guided reflection to assess personal growth, skills, and learning for holistic development.	3	80%	70%

#### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments 100%			
		CLA-1 25%	CLA-2 25%	CLA-3 25%	CLA-4 25%
<b>Level 1</b>	Remember				
	Understand				
<b>Level 2</b>	Apply	15%	15%	15%	15%
	Analyse				
<b>Level 3</b>	Evaluate	10%	10%	10%	10%
	Create				
<b>Total</b>		<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

### COMMUNITY SERVICE AND SOCIAL RESPONSIBILITY

Course Code	VAC 104	Course Category	VAC			L	T	P	C
						0	0	2	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	CEL	Professional / Licensing Standards							

#### Course Objectives / Course Learning Rationales (CLRs)

1. Encourage initiatives that address local needs, foster self-sufficiency, and promote environmental sustainability within the community.
2. Equip participants with a deeper understanding of social issues and a sense of responsibility towards marginalized communities.
3. Inspire active participation in community service programs and foster a culture of giving back among individuals and organizations.
4. Develop and implement programs that contribute to skill development, economic empowerment, and equal opportunities for underprivileged sections of society.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Develop effective strategies for identifying and addressing community needs.	3	80%	80%
<b>Outcome 2</b>	Demonstrate empathy and cultural sensitivity when engaging with diverse community groups.	4	80%	75%
<b>Outcome 3</b>	Implement sustainable solutions and evaluate their impact on social well-being.	5	90%	85%
<b>Outcome 4</b>	Collaborate effectively within teams to design and lead community service projects.	6	90%	80%

#### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments 50%				End Semester Exam 50%
		CLA-1 20%	Mid-1 20%	CLA-2 20%	CLA-3 20%	
<b>Level 1</b>	Remember	10%	10%			20%
	Understand					
<b>Level 2</b>	Apply		10%	10%		20%
	Analyse					
<b>Level 3</b>	Evaluate				10%	10%
	Create					
<b>Total</b>		<b>10%</b>	<b>20%</b>	<b>10%</b>	<b>10%</b>	<b>50%</b>

**Public Administration: Theory and Practice**

Course Code	POL 306	Course Category	CC				L	T	P	C
							3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	Political Science	Professional / Licensing Standards								

**Course Objectives / Course Learning Rationales (CLRs)**

1. To explore various dimensions of public administration in theory and practice.
2. To analyse and understand various concepts in public administration
3. To explain financial and Indian administration
4. To examine the evolution of public administration

**Course Outcomes / Course Learning Outcomes (CLOs)**

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe the meaning and dimensions of public administration as a discipline and practice.	1	70%	80%
<b>Outcome 2</b>	Discuss the theories of public administration	2	70%	70%
<b>Outcome 3</b>	Examine the functioning of public administration	3	60%	70%
<b>Outcome 4</b>	Analyse the aspects of Indian administration.	2	60%	60%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3			3		2		3	2		
Outcome 2	2	2	2					2	2			2		2	
Outcome 3	3	2	3		3			3	2			3			2
Outcome 4	2		2	2	2		2	2			2	2		1	
Average	2.5	2	2.5	2	3	2	2	2.5	2	2	2	2.5	2	1.5	2



**Course Unitization Plan**

Unit No.	Unit Name	Required Contact Hours (60 hrs)	CLOs Addressed	References Used
Unit 1	Public Administration as a discipline	10	1,2,3	1,2,3,4
	Meaning, Scope and Significance.	2		
	Evolution and Status of the Discipline	2		
	Public and Private Administration	4		
	Case study on public and private administration	2		
Unit 2	Basic concepts and principles	15	1,2,3	1,2,3,4
	Organization. Hierarchy. Unity of Command. Span of Control. Authority and Responsibility. Centralization and Decentralization	4		
	Delegated Legislation. Chief Executive. Line, Staff and Auxiliary Agencies.	4		
	Public Enterprises. Independent Regulatory Commissions.	4		
	Case study on various concepts and principles of administration	3		
Unit 3	Theories of administration	15	1,2,3	3,4,5
	Taylor’s Scientific Management. Fayol’s Classical Theory; Elton Mayo’s Theory of Human Relations.	6		
	Bureaucratic Theory. Systems Approach; Feminism and administration	6		
	Case study on theories of administration	3		
Unit 4	Financial and local administration	8	4	1,2,3
	Budget – Meaning, Significance, Principles. Budgetary Process - Formulation, Enactment, Execution. Line-Item vs Performance	4		
	Budget. Incremental vs Zero-Based Budget. Sunset Legislation. Rural and Urban Governance in India	4		
Unit 5	Growth and trends in public administration	12	4,5	1,2,3,4,5,6
	Control over Administration. Comparative Public Administration. Development Administration. New Public Administration.	7		
	State vs Market Debate and Public-Private Partnership. Ombudsmen in India: CVC, Lok Pal and LokAyuktha., Case study on growth and trends in public administration	5		
Total Contact Hours		60		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Bhattacharya, M. (2008). New Horizons of Public Administration, 5th Revised Edition. New Delhi: Jawahar Publishers
2. Basu, R. (2008). Public Administration: Concepts and Theories. New Delhi: Sterling Publishers
3. Shafritz, J. M., Hyde, A. C., Parkes, S. J. (2004). Classics of Public Administration. 5th Edition. United Kingdom: Wadsworth/Thomson Learning.
4. Prasad, D. R., Prasad, V. S., & Satyanarāyaṇa, P. (eds.). (1991). Administrative thinkers. New Delhi: Sterling Publishers.
5. Maheshwari, S. (2009). Administrative Thinkers, New Delhi: Macmillan.
6. Singh, A. (2002). Public Administration: Roots and Wings. New Delhi: Galgotia Publishing Company.

### Course Designers

### Religion and State

Course Code	POL 307	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Political Science	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. To explore the historical evolution of religion-state relations.
2. To examine current challenges and debates within religion-state interactions.
3. To develop the ability to compare and contrast different models of religion-state dynamics globally.
4. To evaluate potential future trends and challenges concerning religion and state relations

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe important issues and debates arising in the academic study of relations between religion and state	1	70%	80%
<b>Outcome 2</b>	Discuss advanced critical thinking skills in evaluating and analysing theories, conflicts, and intersections between religion, identity, and politics.	2	70%	70%
<b>Outcome 3</b>	Examine diverse perspectives on secularization, clashes between civilizations	3	60%	70%
<b>Outcome 4</b>	Analyse approaches to resolving religious conflicts, promoting a nuanced understanding of global viewpoints.	2	60%	60%
<b>Outcome 5</b>	Evaluate real-world instances of religion-state interactions, violence, and peace efforts, demonstrating the practical application of learned concepts.	3	70%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	1	-	3	-	-	-	3	-	-	2
Outcome 2	2	2	2	-	-	-	2	2	-	2	-	2		2	
Outcome 3	3	2	3	-	3	1	-	3	-	-	-	3	2		2
Outcome 4	2	-	2	-	2	1	2	2	-	2	-	2	2	-	-
Outcome 5	2	2	2	-	2	1	-	2	-	-	-	2		-	-
Average	2.4	2	2.4		2.5	1	2	2.4		2		2.4	2	2	2

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours (60 hrs)</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Introduction to the Study of Religion and State</b>	10	1,2	1,2,3
	Overview of Religion and State Relations			
	The Politics of Church and State			
	Religion and Democracy			
<b>Unit 2</b>	<b>Modernity, Secularization, and the Persistence of Religion</b>	15	3,4	3,4,5
	The Clash Between Religion and Modernity			
	Types of Secularism			
	Secularization Theory and Its Critics			
	Rethinking Secularization			
<b>Unit 3</b>	<b>Religion and Identity Politics</b>	20	4,5	5,6
	Religion, Identity, and Conflict			
	Religion, Diversity and Tolerance			
<b>Unit 4</b>	<b>Religion, Violence, and the Clash of Civilizations</b>	15	3,5	5,6
	The Clash of Civilizations and Responses to the Clash of Civilizations			
	Religion and Violence			
	Religion and Peace making			
	Religion and Caste			
	Case study-UCC, Hindutva			

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Moyser, G. (2005). Religion and politics. In John R. Hinnells (ed.), The Routledge companion to the study of religion (pp. 435-450). New York: Routledge.
2. Dreisbach, D. (2002). Thomas Jefferson and the Wall of Separation between Church and State. New York: New York University Press.
3. Bakunin, M. (1970). God and the State. New York: Dover Publications.
4. Stepan, A. C. (2000). Religion, democracy, and the "twin tolerations". Journal of democracy, 11(4), 37-57.
5. Bhargava, R. (Ed.). (1999). Secularism and its Critics. New Delhi: Oxford University Press.
6. Minkenberg, M. (2007). Democracy and religion: theoretical and empirical observations on the relationship between Christianity, Islam and liberal democracy. Journal of Ethnic and Migration Studies, 33(6), 887-909.

### Course Designers

### Global Politics

Course Code	POL 308	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Political Science	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. To explore various approaches to understand globalization.
2. To analyse and understand structure of global economy.
3. To understand structure and significance of United Nations Organization and League of Nations
4. To understand various international issues and politics of those issues

#### Course Outcomes / Course Learning Outcomes (CLOs)

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

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	-	-	3	-	-	-	3	3	-	-
Outcome 2	2	2	2	-	-	-	-	2	-	-	-	2		2	-
Outcome 3	3	2	3	-	3	-	-	3	-	-	-	3	-	-	1
Outcome 4	2	-	2	-	2	-	-	2	-	-	-	2	-	-	-
Outcome 5	2	2	2	-	2	-	-	2	-	-	-	2		1	2
Average	2.4	2	2.4		2.5			2.4				2.4	3	1.5	1.5

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours (60 hrs)</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Introduction to Globalization</b>	12	1,2	1,2,3
	Understanding Globalization: Radical and Liberal Appro			
	Debates on Sovereignty and Territoriality			
<b>Unit 2</b>	<b>World Economy</b>	14	2,3	2,3,4
	Evolution of Global Economy			
	Post war Economic System- IMF, WTO, and World Bank			
	Critique of Global Capitalism			
<b>Unit 3</b>	<b>International Governmental Organisations</b>	12	3,4	1,2
	League of Nations- Structure and Role			
	United Nations Organization: Structure and Role			
<b>Unit 4</b>	<b>Global Issues</b>	22	5	1,3,
	Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate			
	Proliferation of nuclear weapons			
	Migration			
	International Terrorism: Non-state actors and state terrorism			

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Ritzer, G. (2010). Globalization: A Basic Text. United Kingdom: Wiley.
2. Strager, M. (2009). Globalization: A Very Short Introduction. London: Oxford University Press.
3. Keohane, R. O., & Nye, J. S. (2000). Globalization: What's New? What's Not? (And So What?). Foreign Policy, 118, 104–119.
4. Heywood, A. (2011). Global Politics. New York: Palgrave-McMillan

### Course Designers



### Understanding Human Rights

Course Code	POL 309	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Political Science	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. To define and explore the multifaceted concept of what it means to be human.
2. To explain the meaning of “rights” in both legal and moral contexts.
3. To examine significant moments in the expansion of human rights globally.
4. To analyse the application of human rights at local, national, and international levels

#### Course Outcomes / Course Learning Outcomes (CLOs)

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

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	-	2	2	2	2	3	3	3	2	2	1	2	2	2	2
Outcome 2	-	2	2	2	2	3	2	3	2	2	1	2	2	2	2
Outcome 3	-	2	2	2	2	3	2	3	2	2	1	2	2	2	2
Outcome 4	-	2	2	2	2	3	2	3	2	2	1	2	2	2	2
Outcome 5	-	2	2	2	2	3	2	3	2	2	1	2	2	2	2
Average		2	2	2	2	3	2.2	3	2	2	1	2	2	2	2

**Course Unitization Plan**

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

### **Learning Assessment**

<b>Bloom's Level of Cognitive Task</b>		<b>Continuous Learning Assessments (60%)</b>				<b>End Semester Exam (40%)</b>
		<b>CLA-1 15%</b>	<b>Mid-1 15%</b>	<b>CLA-2 15%</b>	<b>CLA-3 15%</b>	
<b>Level 1</b>	Remember	30%	40%	30%	40%	50%
	Understand					
<b>Level 2</b>	Apply	35%	30%	35%	30%	25%
	Analyse					
<b>Level 3</b>	Evaluate	35%	30%	35%	30%	25%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### **Recommended Resources**

1. Steiner, H. J., & Alston, P. (2000). International Human Rights in Context: Law, Politics, Morals: Text and Materials. United Kingdom: Oxford University Press.
2. O'Byrne, D. (2014). Human Rights: An Introduction. United Kingdom: Taylor & Francis.
3. Nicholas, J. W. & Dunne, T. (1999). Human Rights in Global Politics. Cambridge: Cambridge University Press.
4. Darity, W. A. (2008). International encyclopedia of the social sciences. USA: Emerald Insight, MacMillan
5. Duner, B. (ed.) (1998). An End to Torture: Strategies for Its Eradication. United Kingdom: Zed Books.

### **Course Designers**

### Advanced Research Methods

Course Code	POL 401	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Political Science	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. Provide students with knowledge of the philosophical underpinnings of research.
2. Familiarize students with different methods (Qualitative and Quantitative) of social research at an in-depth level.
3. Familiarize students with understanding the importance of the researcher's location in society.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe methods and methodologies	1	70%	80%
<b>Outcome 2</b>	Discuss ethical and practical issues in research	2	70%	70%
<b>Outcome 3</b>	Explore various research designs.	3	60%	70%
<b>Outcome 4</b>	Examine method and methodology in social science research	3	60%	60%
<b>Outcome 5</b>	Summarise the key features and benefits ethnographic methods	1	70%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	1	3	2	2	3	2	2	2	3	3	2	2
Outcome 2	2	2	2	2	2	3	2	2	2	2	3	2	3	3	2
Outcome 3	3	2	3	2	3	2	2	3	2	2	3	3	3	3	2
Outcome 4	2	2	2	1	2	2	3	2	1	2	3	2	2	2	2
Outcome 5	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2
Average	2.4	2	2.4	1.6	2.4	2.2	2.2	2.4	1.6	2	2.6	2.6	2.6	2.6	2

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours (60 hrs)</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Introduction to Social Science Research</b>	10	1,2,3	1,2,3
	Positivism			
	Empiricism			
	Inductive and Deductive			
<b>Unit 2</b>	<b>Quantitative and Qualitative Research Methods</b>	20	2,3	1,2,3
	Comparative study of quantitative, qualitative, and mixed methods approaches			
	Sampling			
	Longitudinal, cross- sectional and trend studies			
	Participant observation and non-participant observation			
	Interviews- Structured, Semi-structured, Unstructured			
	Focus group discussion, Ethnography, Case Study, Genealogy			
<b>Unit 3</b>	<b>Issues in Research Methods</b>	10	4,5	1,2,3
	Research Ethics			
	Reflexivity			
	Reliability and Validity in Social Sciences			
<b>Unit 4</b>	<b>Writing Research Proposal</b>	20	4,5	1,2,3
	Abstract and Table of Contents			
	Introduction			
	Aims and Objectives			
	Background and Significance			
	Literature Review			
	Methodology, Objectives, Research Questions, Hypothesis			
	Conclusion, Bibliography			

### **Learning Assessment**

<b>Bloom's Level of Cognitive Task</b>		<b>Continuous Learning Assessments (60%)</b>				<b>End Semester Exam (40%)</b>
		<b>CLA-1 15%</b>	<b>Mid-1 15%</b>	<b>CLA-2 15%</b>	<b>CLA-3 15%</b>	
<b>Level 1</b>	Remember	30%	40%	30%	40%	50%
	Understand					
<b>Level 2</b>	Apply	35%	30%	35%	30%	25%
	Analyse					
<b>Level 3</b>	Evaluate	35%	30%	35%	30%	25%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### **Recommended Resources**

1. Bulmer, M. (2001). Researching Social Life. India: SAGE Publications, pp. 45-57.
2. Bryman, A. (2016). Social research methods. United Kingdom: Oxford university press.
3. Kothari, C. R. (2004). Research methodology: Methods and techniques. India: New Age International.

### **Course Designers**

### International Organisations

Course Code	POL 402	Course Category	CC			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Political Science	Professional / Licensing Standards							

#### Course Objectives / Course Learning Rationales (CLRs)

1. To Analyse the structure and decision-making processes of international organisations.
2. To examine the contributions of international organisations in addressing global challenges.
3. To illustrate the functioning and role of regional organisations
4. To analyse current challenges and debates surrounding international organisations.

#### Course Outcomes / Course Learning Outcomes (CLOs)

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

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	-	-	3	-	-	-	3	1	-	-
Outcome 2	2	2	2	-	-	-	-	2	2	-	-	2	2	-	-
Outcome 3	3	2	3	-	3	-	-	3	-	-	-	3	-	2	-
Outcome 4	2		2	-	2	-	-	2	-	-	-	2	-	2	-
Outcome 5	2	2	2	-	2	-	-	2	-	-	-	2	-		2
Average	2.4	2	2.4		2.5			2.4	2			2.4	1.5	2	2

### Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours (60hrs)	CLOs Addressed	References Used
Unit 1	<b>Introduction</b>	<b>8</b>	1,2,3	1,2,3,4
	Definition	2		
	Characteristics and Classification of international Organisations	2		
	Theories of International Organisations	4		
Unit 2	<b>Historical Progression</b>	<b>8</b>	1,2,3	1,2,3,4
	Origins of International Institutions	2		
	Treaty of Westphalia, Congress of Vienna	3		
	League of Nations, Evolution of Bretton wood Institutions	3		
Unit 3	<b>Global Governance</b>	<b>15</b>	1, 2,3	1,2,3,4
	UNO	5		
	WTO	3		
	IMF, WHO, ILO	7		
Unit 4	<b>Regional Organisations</b>	<b>15</b>	1, 2,3	2,4
	EU, BRICS, SCO	7		
	GCC, SAARC ASEAN, BIMSTEC	8		
Unit 5	<b>Contemporary Issues and Future of International Organisations</b>	<b>14</b>	4,5	6,8,9
	Contemporary Challenges Facing International Organisations	5		
	Relevance and Legitimacy of International Organisations	4		
	Future Trends and Prospects for International Organisations	5		
<b>Total Contact Hours</b>		<b>60</b>		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Recommended Resources

1. Karns, M. P., Mingst, K. A., Stiles, K. W. (2015). International Organizations: The Politics and Processes of Global Governance. United Kingdom: Lynne Rienner Publishers, Incorporated.
2. Archer, C. (2011). International Organisations, 3rd eds. London: Routledge.
3. Barnett M. & Finnemore, M. (2004). Rules for the World: International Organisations in Global Politics. Ithaca: Cornell UP.
4. Spandler, K. (2018). Regional Organizations in International Society: ASEAN, the EU and the Politics of Normative Arguing. Switzerland: Springer International Publishing.
5. Zweifel, T. D. (2006). International Organizations and Democracy: Accountability, Politics, and Power. United Kingdom: L. Rienner.
6. Claude, I. L. (1971). Swords into plowshares: the problems and progress of international organization. New York: Random House.
7. Weiss, T. G., & Daws, S. (Eds.). (2018). The Oxford Handbook on the United Nations. United Kingdom: Oxford University Press.
8. Metzger, M. (Ed.). (2000). Challenges for International Organizations in the 21st Century: Essays in Honour of Klaus Hüfner. United Kingdom: Palgrave Macmillan Limited.
9. Hosli, M. O., Garrett, T., Niedecken, S., & Verbeek, N. (Eds.). (2021). The Future of Multilateralism: Global Cooperation and International Organizations. (2021). United Kingdom: Rowman & Littlefield Publishers.

### Course Designers



### Issues in Political Theory

Course Code	POL 403	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Political Science	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. To illustrate various dimensions of multi-culturalism.
2. To analyse the various facets of populism
3. To examine the nature of climate change and challenges it presents
4. To describe the theories of just war.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe the main aspects of multiculturalism.	1	70%	80%
<b>Outcome 2</b>	Analyse the rise of populism in the contemporary times.	2	70%	70%
<b>Outcome 3</b>	Examine the paths to attain global justice	3	60%	70%
<b>Outcome 4</b>	Illustrate the main effects of climate change for the world	1	60%	60%
<b>Outcome 5</b>	Explain the main arguments of the just war tradition	1	70%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	-	-	3	-	-	-	3	1	-	-
Outcome 2	2	2	2	-		-	-	2	-	-	-	2	-	2	
Outcome 3	3	2	3	-	3	-	2	3	-	-	-	3	2	-	3
Outcome 4	2	-	2	-	2	2	-	2	-	-	-	2	-	2	1
Outcome 5	2	2	2	-	2	-	-	2	-	-	-	2	-	1	-
Average	2.4	2	2.4		2.5	2	2	2.4				2.4	1.5	2.5	2

**Course Unitization Plan**

Unit No.	Unit Name	Required Contact Hours (60 hrs)	CLOs Addressed	References Used
<b>Unit 1</b>	<b>Multiculturalism</b>	12	1,2	1,2
	Multi-culturalism: Thick or Thin?			
	Liberalism and Cultural Rights			
	Do Cultural Rights Oppress the Oppressed?			
	Case Study of Muslim Veil			
<b>Unit 2</b>	<b>Global Justice</b>	12	1,2,3	2,3
	Rawls' Law of Peoples			
	Critical Responses to Rawls' Law of Peoples			
	Global Governance			
<b>Unit 3</b>	<b>Populism</b>	12	3,4,5	3,4
	Right Wing Populism			
	Left Wing Populism			
	Main features of Populism			
	Liberal Democracies and Populism			
<b>Unit 4</b>	<b>Climate Change</b>	12	4,5	4,5,6
	Global Commons			
	Potential Danger of Climate Change			
	International Efforts to Prevent Warming of the Planet			
	Future			
<b>Unit 5</b>	<b>War and Intervention</b>	12	5	1,3,7
	Introduction			
	The Just war Tradition			
	Problems with Jus ad Bellum (JAB) and jus in Bellio (JIB)			
	Case Study: Iraq			

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. McKinnon, C. (Ed.). (2012). Issues in political theory. USA: Oxford University Press.
2. Barry, B. (2002). Culture and Equality: An Egalitarian Critique of Multiculturalism. United States: Harvard University Press.
3. Kymlicka, W. (2002). Contemporary political philosophy: an introduction. Oxford: Oxford University Press.
4. Caney, S. (2005). Justice Beyond Borders: A Global Political Theory. United Kingdom: Oxford University Press.
5. Held, D. (2013). Global Covenant: The Social Democratic Alternative to the Washington Consensus. Germany: Polity Press.
6. Mernissi, F. (1991). The Veil and The Male Elite: A Feminist Interpretation Of Women's Rights In Islam. London: Basic Books.
7. Daponte-Smith, N. A. (2023). Geographic Truths: Local Communities and Politics in the 21st Century (Doctoral dissertation, Harvard University).

### Course Designers

### Citizenship in a globalised world

Course Code	POL 404	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Political Science	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. To illustrate various dimensions of citizenship.
2. To analyse citizenship and nation state.
3. To examine citizenship and global justice.
4. To explain citizenship and diversity

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Discuss the meaning and dimensions of citizenship.	1	70%	80%
<b>Outcome 2</b>	Analyse citizenship and nation state.	2	70%	70%
<b>Outcome 3</b>	Explain the functioning of citizenship and global justice.	3	60%	70%
<b>Outcome 4</b>	Illustrate the aspects of citizenship and diversity	1	60%	60%
<b>Outcome 5</b>	Examine citizenship in a globalised world	3	70%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3	-	3	-	-	3	2	1	-	3	-	1	1
Outcome 2	2	2	2	-		-	-	2	-	-	-	2	2	-	-
Outcome 3	3	2	3	-	3	-	-	3	1	2	-	3	-	-	-
Outcome 4	2	-	2	-	2	-	-	2	-	2	-	2	2	2	2
Outcome 5	2	2	2	-	2	-	-	2	-	-	-	2	-	-	-
Average	2.4	2	2.4		2.5			2.4	1.5	1.7		2.4	2	1.5	1.5

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact hours (60 hrs)</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Historical Development of Citizenship</b>	12	1,2,3	1,2
	Origins of citizenship			
	Evolution of liberal theory of citizenship			
	Citizenship and Rights			
<b>Unit 2</b>	<b>Citizenship and National Identity</b>	12	3,4	3,4
	Nation State and nationalism			
	Approaches to nationalism			
	Forms of national identity			
	Relationship between national identity and citizenship			
<b>Unit 3</b>	<b>Citizenship and diversity</b>	12	4	5,6
	Dimensions of citizenship ad diversity			
	Minority groups			
	Ways and challenges of respecting diversity			
<b>Unit 4</b>	<b>Citizenship and globalisation</b>	12	5	4,5,6
	Globalisation and nation state			
	Globalisation and citizenship			
	Inclusion of 'other'			
<b>Unit 5</b>	<b>Citizenship and global justice</b>	12	1,5	4,5,6
	Global disparities			
	Global justice			
	Global governance			

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Acharya, A. (2011). Citizenship in a Globalizing World. India: Pearson.
2. Barbalet, J. M., (1988). Citizenship. Milton Keynes: Open University Press.
3. Heater, D. (2004). A Brief History of Citizenship. United Kingdom: NYU Press.
4. Anderson, B. (1991). Imagined communities: Reflections on the Origin and Spread of Nationalism. London: Verso.
5. Breuilly, J. (1982). Nationalism and the state. Manchester: Manchester University Press.
6. Isin, E. F., & Wood, P. K. (1999). Citizenship and Identity. India: SAGE Publications

### Course Designers

### Minor Research Project

Course Code	POL 405	Course Category	RDIP			L	T	P	C
						0	0	8	8
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Political Science	Professional / Licensing Standards							

#### Course Objectives / Course Learning Rationales (CLRs)

1. Identify and describe key concepts, theories, and methodologies relevant to the research topic.
2. Explain the significance of existing literature and how it relates to the research question.
3. Develop and execute a research plan, including data collection and analysis, using appropriate methods.
4. Evaluate the research findings in the context of existing knowledge and theoretical frameworks.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe key concepts, theories, and methodologies relevant to the research topic.	1	70	80
<b>Outcome 2</b>	Interpret existing literature to contextualize the research question.	2	70	80
<b>Outcome 3</b>	Illustrate a research project, including data collection and analysis, using appropriate methodologies.	1	70	80
<b>Outcome 4</b>	Examine research findings and integrate them with existing theoretical frameworks.	3	70	80

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	-	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	-	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	-	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	-	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Course Average		2	1	2	3	3	1.5	2	2	3	3	3	2	2.8	2.5

Category	Description	CLOs
Conceptual Framework	Students describe key concepts, theories, and methodologies relevant to their research topic.	1
Literature Review	Students interpret existing literature to contextualize their research question effectively.	2
Research Design	Students illustrate their research project, including data collection and analysis using appropriate methodologies.	3
Findings Integration	Students examine research findings and integrate them with existing theoretical frameworks to provide a comprehensive understanding	4

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)			Viva (40%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	Viva
		Theory	Theory	Theory	
Level 1	Remember	30%	30%	20%	25%
	Understand				
Level 2	Apply	40%	30%	50%	25%
	Analyse				
Level 3	Evaluate	30%	40%	30%	50%
	Create				
Total		100%	100%	100%	100%

### Course Designers



### Governance in India: Issues and Challenges

Course Code	POL 406	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Political Science	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. To illustrate various dimensions of governance.
2. To analyse and understand various issues in Indian governance.
3. To examine challenges in Indian governance
4. To explain the decentralized governance in India

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Discuss the meaning and dimensions of governance.	1	70%	80%
<b>Outcome 2</b>	Analyse various issues in Indian governance.	2	70%	70%
<b>Outcome 3</b>	Explain the challenges in Indian governance	3	60%	70%
<b>Outcome 4</b>	Illustrate the decentralized governance in India	1	60%	60%
<b>Outcome 5</b>	Examine the good governance initiatives in India	3	70%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	3	-	3	-	-	3	2	1	-	3	-	1	1
<b>Outcome 2</b>	2	2	2	-		-	-	2	-	-	-	2	2	-	-
<b>Outcome 3</b>	3	2	3	-	3	-	-	3	1	2	-	3	-	-	-
<b>Outcome 4</b>	2	-	2	-	2	-	-	2	-	2	-	2	2	2	2
<b>Outcome 5</b>	2	2	2	-	2	-	-	2	-	-	-	2	-	-	-
<b>Average</b>	2.4	2	2.4		2.5			2.4	1.5	1.7		2.4	2	1.5	1.5

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours (60 hrs.)</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Government and Governance: Concepts</b>	12	1,2	1,2,3
	Governance: Conceptual Dimensions			
	Governance Framework in India			
	Stakeholders in Governance			
<b>Unit 2</b>	<b>Governance and Development</b>	12	1,2,3	1,2
	Changing Dimensions of Development			
	Strengthening Democracy through “Good Governance”			
<b>Unit 3</b>	<b>Governance: Emerging Perspectives</b>	12	3,4	3,4,5
	Governance Challenges and Changing Role of Bureaucracy			
	People's Participation in Governance			
	Information and Communication Technology and Governance			
	Role of Media			
	Corporate Governance			
<b>Unit 4</b>	<b>Local Governance</b>	12	4,5	4,5
	Democratic Decentralisation			
	Inclusive and Participative Governance			
<b>Unit 5</b>	<b>Good Governance Initiatives in India: Best Practices</b>	12	5	5,6
	Public Service Guarantee Act,			
	Electronic Governance			
	Citizens Charter & Right to Information			
	Corporate Social Responsibility			

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Chakrabarty, B., & Bhattacharya, M. (1998). The Governance Discourse. New Delhi: Oxford University Press.
2. Chakrabarty, B., & Chand, P. (2017). Public Administration from Government to Governance. Hyderabad: Orient BlackSwan.
3. Panda, S. M., (2008). Engendering Governance Institutions: State, Market, and Civil Society. India: Sage.
4. Sundar, P. (2013). Business and Community: The Story of Corporate Social Responsibility in India. India: SAGE Publications India Pvt, Limited.
5. Chaudhuri, B. (2014). E-Governance in India: Interlocking Politics, Technology and Culture. United Kingdom: Routledge.
6. Mishra, R. K., Geeta, P. (2015). Enhancing Accountability in Public Service Delivery Through Citizens' Charters: The Indian Experience. India: Academic Foundation

### Course Designers

### The Politics of Climate Change

Course Code	POL 407	Course Category	CC				L	T	P	C
							3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	Political Science	Professional / Licensing Standards								

#### Course Objectives / Course Learning Rationales (CLRs)

1. To illustrate various dimensions of climate policy in theory and practice.
2. To analyse and understand various concepts in climate change
3. To examine climate change process
4. To explain the policies related to environment preservation

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Discuss the meaning and dimensions of politics of climate change	1	70%	80%
<b>Outcome 2</b>	Analyse the climate change process	2	70%	70%
<b>Outcome 3</b>	Explain the functioning of climate change policy	3	60%	70%
<b>Outcome 4</b>	Illustrate the aspects of climate change	1	60%	60%
<b>Outcome 5</b>	Examine the policies related to environment preservation	3	70%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	3	-	3	-	-	3	2	1	-	3	-	1	1
<b>Outcome 2</b>	2	2	2	-		-	-	2	-	-	-	2	2	-	-
<b>Outcome 3</b>	3	2	3	-	3	-	-	3	1	2	-	3	-	-	-
<b>Outcome 4</b>	2	-	2	-	2	-	-	2	-	2	-	2	2	2	2
<b>Outcome 5</b>	2	2	2	-	2	-	-	2	-	-	-	2	-	-	-
<b>Average</b>	<b>2.4</b>	<b>2</b>	<b>2.4</b>		<b>2.5</b>			<b>2.4</b>	<b>1.5</b>	<b>1.7</b>		<b>2.4</b>	<b>2</b>	<b>1.5</b>	<b>1.5</b>

**Course Unitization Plan**

Unit No.	Unit Name	Required Contact Hours (60 hrs.)	CLOs Addressed	References Used
<b>Unit 1</b>	<b>Introduction: Governing climate change</b>	12	1,2,3	1,2
	The governance challenge			
	Climate change: an international problem?			
	Global governance perspectives			
<b>Unit 2</b>	<b>Governing climate change: A brief history</b>	12	1,2	1,2,3
	Making policy on climate change			
	Climate becomes political: science and climate governance			
	The poverty of climate governance: North–South politics			
	The marketization of climate governance			
<b>Unit 3</b>	<b>Equity, justice, and the politics of sustainable development</b>	12	3,4	3,4,5
	Whose responsibility? Global warming in an unequal world			
	Who pays?			
	Who bears the costs?			
<b>Unit 4</b>	<b>Governing climate change transnationally</b>	12	4,5	3,4
	Transnational governance and climate change			
	Comparing types of transnational climate change governance			
	Governance issues and challenges			
<b>Unit 5</b>	<b>The private governance of climate change</b>	12	4,5	4,5
	Business and climate change			
	Private governance			
	Private regulation			

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Exam (40%)
		CLA-1 15%	Mid-1 15%	CLA-2 15%	CLA-3 15%	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	35%	30%	35%	30%	25%
	Analyse					
Level 3	Evaluate	35%	30%	35%	30%	25%
	Create					
Total		100%	100%	100%	100%	100%

### Recommended Resources

1. Bulkeley, H., Newell, P. (2023). Governing Climate Change. United Kingdom: Routledge.
2. Shaw, K. (2011). Climate deadlocks: the environmental politics of energy systems. Environmental Politics, 20(5), 743–763.
3. Hurrell, A. (1992). International Politics of the Environment, Oxford: Clarendon Press.
4. Nunan, F., (ed). (2017). Making Climate Compatible Development Happen. London: Routledge.
5. Adow, M. (2020). The climate debt: what the West owes the rest. Foreign Affairs, 99, 60.

### Course Designers

### Dissertation

Course Code	POL 408	Course Category	RDIP		L	T	P	C
					0	0	6	6
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Political Science	Professional / Licensing Standards						

### Course Objectives / Course Learning Rationales (CLRs)

1. Identify and describe key concepts, theories, and methodologies relevant to the research topic.
2. Explain the significance of existing literature and how it relates to the research question.
3. Develop and execute a research plan, including data collection and analysis, using appropriate methods.
4. Evaluate the research findings in the context of existing knowledge and theoretical frameworks.

### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe key concepts, theories, and methodologies relevant to the research topic.	1	70	80
Outcome 2	Interpret existing literature to contextualize the research question.	2	70	80
Outcome 3	Create a research project, including data collection and analysis, using appropriate methodologies.	3	70	80
Outcome 4	Examine research findings and integrate them with existing theoretical frameworks.	3	70	80

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
	Outcome 1	-	2	1	2	3	3	2	2	3	3	3	2	3	3
	Outcome 2	-	2	1	2	3	3	2	2	3	3	3	2	3	2
	Outcome 3	-	2	1	2	3	3	1	2	3	3	3	1	3	3
	Outcome 4	-	2	1	2	3	3	1	2	3	3	3	3	2	2
	Course Average		2	1	2	3	3	1.5	2	2	3	3	3	2	2.8

Category	Description	CLOs
Conceptual Framework	Students describe key concepts, theories, and methodologies relevant to their research topic.	1
Literature Review	Students interpret existing literature to contextualize their research question effectively.	2
Research Design	Students illustrate their research project, including data collection and analysis using appropriate methodologies.	3
Findings Integration	Students examine research findings and integrate them with existing theoretical frameworks to provide a comprehensive understanding	4

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)			Viva (40%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	Viva
		Theory	Theory	Theory	
Level 1	Remember	30%	30%	20%	25%
	Understand				
Level 2	Apply	40%	30%	50%	25%
	Analyse				
Level 3	Evaluate	30%	40%	30%	50%
	Create				
Total		100%	100%	100%	100%

### Course Designers



### Dissertation

Course Code	POL 409	Course Category	RDIP			L	T	P	C
						0	0	14	14
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)					
Course Offering Department	Political Science	Professional / Licensing Standards							

### Course Objectives / Course Learning Rationales (CLRs)

1. Identify the key concepts and practices relevant to the industry.
2. Explain the processes and workflows within the organization.
3. Apply theoretical knowledge to practical tasks and projects in the workplace.
4. Evaluate the effectiveness of different strategies and approaches used by the organization.

### Course Outcomes / Course Learning Outcomes (CLOs)

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

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	-	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	-	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	-	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	-	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Course Average		2	1	2	3	3	1.5	2	2	3	3	3	2	2.8	2.5

Category	Description	CLOs
Conceptual Framework	Students describe key concepts, theories, and methodologies relevant to their research topic.	1
Literature Review	Students interpret existing literature to contextualize their research question effectively.	2
Research Design	Students illustrate their research project, including data collection and analysis using appropriate methodologies.	3
Findings Integration	Students examine research findings and integrate them with existing theoretical frameworks to provide a comprehensive understanding	4

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			Viva (50%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (10%)	Viva
		Theory	Theory	Theory	
Level 1	Remember	30%	30%	20%	25%
	Understand				
Level 2	Apply	40%	30%	50%	25%
	Analyse				
Level 3	Evaluate	30%	40%	30%	50%
	Create				
Total		100%	100%	100%	100%

### Course Designers

### Academic Writing - I

Course Code	SEC 141	Course Category	SEC	L	T	P	C
				3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Political Science	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Discuss the basics steps in the process of writing.
2. Discuss the general structure of a paper.
3. Construct reasonable arguments.
4. Critically evaluate and apply revision technique

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Identify and understand the basic structure of a paper, including introduction, body, and conclusion.	1	70%	80%
<b>Outcome 2</b>	Analyse the importance of selecting an appropriate topic, knowing the intended audience, and defining the purpose of the writing.	2	70%	70%
<b>Outcome 3</b>	Critically examine the arguments within a text to assess their effectiveness and validity.	3	60%	70%
<b>Outcome 4</b>	Develop thesis statements.	3	60%	60%
<b>Outcome 5</b>	Construct effective paragraphs and clear sentences	3	70%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3			3				3	2		
Outcome 2	2	2	2	2				2				2		3	
Outcome 3	3	2	3		3			3				3			2
Outcome 4	2		2		2			2			2	2		3	
Outcome 5	2	2	2		2			2				2	2		
Average	2.4	2	2.4	2	2.5			2.4				2.4	2	3	2

### Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
<b>Unit 1</b>	<b>The Writing Process</b>	<b>10</b>	2,	1,2
	Discuss Purpose of Writing	3		
	Explore Subjects	5		
	Prepare thesis statements	7		
<b>Unit 2</b>	<b>The structure of a Paper</b>	<b>20</b>	2,4	2,3
	Draft an Introduction	10		
	Draft the Body	5		
	Draft a Conclusion	5		
<b>Unit 3</b>	<b>Revisions</b>	<b>15</b>	6	4
	Big Revision: Revise Arguments	5		
	Revise Paragraphs	3		
	Revise and Edit Sentences	7		
		<b>45</b>		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)			End Semester Exam (0%)
		CLA-1 (20%)	CLA 2(30%)	CLA-3 ( 50%)	
		Theory	Theory	Theory	Theory
Level 1	Remember	20%	20%	20%	
	Understand				
Level 2	Apply	30%	30%	20%	
	Analyse				
Level 3	Evaluate	50%	50%	60	
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>0</b>

### Recommended Resources

1. D. Hacker and N. Sommers, (2018) Rules for Writers, 9th Edition, Bedford/St Martins, P. 1-50.
2. Gerald Graff and Cathy Birkenstein (2018). They Say / I Say: The Moves That Matter in Academic Writing, W.W. Norton & Company, Chapter 1 and 3.
3. Hayot, E. (2014). The Elements of Academic Style: Writing for the Humanities. Columbia University Press, Introduction.
4. D. Hacker and N. Sommers, (2018) Rules for Writers, 9th Edition, Bedford/St Martins, P. 23-66

### Other Resources

### Course Designers

### Academic Writing - II

Course Code	SEC 142	Course Category	SEC	L	T	P	C
				3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Political Science	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Discuss the process of reading texts.
2. Summarize the main arguments of texts.
3. Analyze arguments of the texts and discuss basics of research.
4. Create papers in Chicago, MLA and APA style

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Identify the main arguments of texts.	2	70%	80%
<b>Outcome 2</b>	Discuss the basic steps involved in conducting research	2	60%	70%
<b>Outcome 3</b>	Critique main arguments of texts.	3	70%	70%
<b>Outcome 4</b>	Develop a paper in APA/MLA/Chicago Style	3	60%	70%

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

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3			3				3	2		
Outcome 2	2	2	2	2				2				2		3	
Outcome 3	3	2	3		3			3				3			2
Outcome 4	2		2		2			2			2	2		3	
Average	2.4	2	2.4	2	2.5			2.4			2	2.4	2	3	2

### Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Critical Reading and Writing	15	2	1
	Active Reading	5		
	Summarizing Texts	5		
	Analyzing Texts	5		
Unit 2	Research	10	5,6	2,3
	Conducting Research	5		
	Evaluating Sources	5		
Unit 3	Citation Styles	20	5,6	4
	Chicago	5		
	MLA	5		
	APA	5		
	Develop one article Chicago/MLA/APA	5		
		45		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)			End Semester Exam (0%)
		CLA-1 (20%)	CLA 2(30%)	CLA-3 ( 50%)	
		Theory	Theory	Theory	Theory
Level 1	Remember	20%	20%	20%	
	Understand				
Level 2	Apply	30%	30%	20%	
	Analyse				
Level 3	Evaluate	50%	50%	60	
	Create				
Total		100%	100%	100%	0

### Recommended Resources

1. D. Hacker and N. Sommers, (2018) . Rules for Writers, 9th Edition, Bedford/St Martins, P. 70-80.
2. Gerald Graff and Cathy Birkenstein (2018). They Say / I Say: The Moves That Matter in Academic Writing, W.W. Norton & Company, Chapter 6- 8.
3. Badke, W. (2017). Research strategies: Finding your way through the information fog (6th ed.). iUniverse, Chapter 8, 9 and 10.
4. D. Hacker and N. Sommers, (2018). Rules for Writers, 9th Edition, Bedford/St Martins, P. 533-578.

### Other Resources

### Course Designers