SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Master of Political Science, Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	**P2A01NCPOS01**	Politics of Gujarat: State Formation and Early Dynamics	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Explain the historical processes and movements that led to the formation of Gujarat as a separate state.

CLO2: Analyze the early party structures and governance patterns during the foundational years of the state.

CLO3: Evaluate the causes and impacts of mass movements and periods of political instability in Gujarat's history.

CLO4: Examine the role of social engineering and the impact of caste-based conflicts on the state's political landscape.

CLO5: Critically assess the intersection of regional history with broader national political trends.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Formation of Gujarat State** 1.1 Bombay Presidency Division: The States Reorganization Commission and linguistic debates. 1.2 Mahagujarat Movement: Key leaders (like Indulal Yagnik) and mass protests (1956–1960). 1.3 Birth of Gujarat (1960): Establishing the new capital, administration, and early challenges.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Reflective Practices (RP)	CLO1
II	**Early Party Politics and Governance** 2.1 Congress Dominance: Early leadership (Jivraj Mehta) and internal party factions. 2.2 Rise of Swatantra Party: Patidar influence, agrarian interests, and the conservative opposition. 2.3 Early Development Models: Land reforms, early industrialization, and the AMUL cooperative movement.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated)	CLO2

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III	**Mass Movements and Political Instability** 3.1 Navnirman Andolan (1974): Student protests, anti-corruption drives, and the fall of the government. 3.2 The Emergency (1975-1977): Its impact on Gujarat's press, politics, and democratic resistance. 3.3 Janata Morcha Experiment: The formation and legacy of Gujarat's first non-Congress coalition.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Inquiry-Based Learning (IBL),	CLO3
IV	**Social Engineering and Caste Conflicts** 4.1 The KHAM Strategy: Madhavsinh Solanki's coalition of Kshatriyas, Harijans, Adivasis, and Muslims. 4.2 Upper Caste Marginalization: The political and social backlash from excluded dominant castes. 4.3 Anti-Reservation Agitations: The violent protests of 1981 and 1985, and deepening social divides.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Research-Oriented Learning (ROL)	CLO4, CLO5

- **(*) Learning Pedagogies/Methods**

Note: The abbreviation used in above are mentioned here.

(a) Classroom Lecture (CL)
(b) Seminars (Student-led and Faculty-moderated)
(c) Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)
(d) Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping)
(e) Inquiry-Based Learning

- **Assessment Methodologies**

(A) Internal Assessment

a. Internal Formative assessment 20 marks

(a) Assignment
(b) Group Discussion
(c) Term paper
(d) Poster Making
(e) Seminar & Presentation
(f) Attendance

b. Internal Summative Assessment 30 marks

(a) Mid-term tests

(B) External test 50 marks

(C) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	**CLO1**	30	1	1	11	13
II	**CLO2**	30	1	1	10	12
III	**CLO3**	30	1	1	10	12
IV	**CLO4, CLO5**	30	1	1	11	13
		120	**04**	**04**	**42**	**50**

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Assignment, Teams work/Group Discussion, Term paper, Poster Making, Seminar & Presentation, Attendance, Class Regularity Mid-term tests	**50%**
2	End-Semester Examination	Written Exam	**50%**

(D) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	1	-	-	-	-	-	-	1	2
CLO2	3	2	-	-	2	-	-	-	2	-
CLO3	3	1	1	-	2	-	2	2	1	2
CLO4	3	-	2	-	1	-	3	-	2	1
CLO5	3	1	2	1	2	-	1	-	2	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	*The Formation of Gujarat*	G. D. Patel		Ahmedabad
2	*Politics in Gujarat*	Ghanshyam Shah		Ajanta Publications
3	*Caste, Class and Democracy*	Achyut Yagnik		Penguin Books India
4	The Shaping of Modern Gujarat: Plurality, Hindutva, and Beyond	Achyut Yagnik, Suchitra Sheth		2005 Penguin Books
5	Gujarat nu Rajkaran (Congress Pakshni Bhumika)	Dr. Baldev Agja		2004 Parshva Publication, Ahmedabad
6	Religion, Caste, and Politics in India (Detailed analysis of the KHAM strategy)	Christophe Jaffrelot		2011 Primus Books
7	Social Movements in India: A Review of Literature (Covers Navnirman & Anti-Reservation)	Ghanshyam Shah		2nd Ed. 2004 SAGE Publications
8	Images of Transformation Gujarat Pravin Sheth 2007 Team Spirit (India) Pvt. Ltd.	Pravin Sheth		2007 Team Spirit (India) Pvt. Ltd.
9	The Idea of Gujarat: History, Ethnography and Text	Edward Simpson, Aparna Kapadia		2010 Orient Blackswan
10	Development and Deprivation in Gujarat: In Honour of Jan Breman	Indira Hirway, Amita Shah, Ghanshyam Shah		2002 SAGE Publications

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Archives of the Mahagujarat Movement	[Gujarat Vidhyapith Library]
2	Election Commission of India (Gujarat Historical Data)	[eci.gov.in]
3	JSTOR: Political Sociology of Gujarat	[jstor.org]

SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Master of Political Science, Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	**P2A01NCPOS02**	International Relations: Theory, Economy and Global Politics (Theory)	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Explain the fundamental concepts, scope, and evolution of International Relations as a discipline.

CLO2: Compare and contrast major IR theories, including Realism, Liberalism, and Constructivism, to analyze global events.

CLO3: Evaluate contemporary power dynamics (Soft, Hard, and Smart power) and emerging challenges in Cyber and AI Governance.

CLO4: Analyze the Global Political Economy using World Systems Theory and assess the impact of economic liberalization on developing nations.

CLO5: Critique India's shifting role in global alliances, specifically the transition from Non-Alignment to Multi-Alignment

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Global Order in International relations** 1.1 Introduction to International Relations: meaning, nature, scope 1.2 Theories → Realism, Liberalism, Constructivism, Feminism, neo realism, neo liberalism 1.3 Key actors: state, non-state actors	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Case-Based Learning (CBL)	CLO1, CLO2
II	**Contemporary Concepts in International Relations** 2.1 Concepts → Soft Power, hard power and Smart Power, Global Governance, Cyber & AI Governance 2.2 Security Concepts-Traditional vs. Non-traditional Security, Collective Security 2.3 Major world war- causes and impact	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Simulation and Role-Play (SRP)	CLO3

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III	**Global Political Economy in International Relations** 3.1 Globalization 3.2 world system theory-Core (developed, rich countries), Periphery (poor, exploited countries), Semi-periphery (in-between) 3.3 International Trade system, Economic Liberalization	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated)	CLO4
IV	**Geopolitics and Global Alliances** 4.1 Geopolitics and Emerging Alliance Systems 4.2 Military vs Economic Alliances 4.3 India's role in global alliances- from Non-Alignment to Multi-Alignment 4.4 Case Studies and Contemporary Issues.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) ICT-Enabled Learning	CLO5

- **(*) Learning Pedagogies/Methods**

Note: The abbreviation used in above are mentioned here.

(f) Classroom Lecture (CL)
(g) Seminars (Student-led and Faculty-moderated)
(h) Case-Based Learning (CBL)
(i) Simulation and Role-Play (Academic, Professional, or Policy-based Scenarios)
(j) ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars)

- **Assessment Methodologies**

(E) Internal Assessment

a. Internal Formative assessment 20 marks

(g) Assignment
(h) Teams work/Group Discussion
(i) Term paper
(j) Poster Making
(k) Seminar & Presentation
(l) Attendance

b. Internal Summative Assessment 30 marks

(a) Mid-term tests

(F) External test 50 marks

(G) Weightage of Learning Efforts for External Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	**CLO1 CLO2**	30	1	1	11	13
II	**CLO3**	32	1	1	10	12
III	**CLO4**	28	1	1	10	12
IV	**CLO5**	30	1	1	11	13
		120	**04**	**04**	**42**	**50**

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Assignment, Teams work/Group Discussion, Term paper, Poster Making, Seminar & Presentation, Attendance, Class Regularity Mid-term tests	**50%**
2	End-Semester Examination	Written Exam	**50%**

(H) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	1	-	2	2	-	-	-	-	1	3
CLO2	-	-	1	2	-	-	-	-	1	3
CLO3	-	2	-	2	2	1	-	3	-	-
CLO4	1	-	2	2	-	1	1	-	3	1
CLO5	2	-	-	3	2	-	-	-	2	-

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

Master of Political Science, Semester-I

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Publisher
1	**Global Politics** / વૈશ્વિક રાજકારણ	Andrew Heywood / એન્ડ્રુ હેવુ ડ	Palgrave Macmillan
2	**The Globalization of World Politics** / વિશ્વ રાજકારણનું વૈશ્વિકીકરણ	Baylis, Smith & Owens / બેયલિસ, સ્મિથ અને ઓવેન્સ	Oxford University Press
3	**International Relations** / આંતરરાષ્ટ્રીય સંબંધો	V. N. Khanna / વી. એન. ખન્ના	Vikas Publishing
4	**Antarrashtriya Sambandho (IR)** / આંતરરાષ્ટ્રીય સંબંધો	Dr. P. G. Korat / ડૉ. પી. જી. કોરાટ	Liberty Publications
5	**International Politics** / આંતરરાષ્ટ્રીય રાજકારણ	University Granth Nirman Board	UGNB, Gujarat
6	**INTERNATIONAL RELATIONS, FIFTH EDITION**	GHOSH, PEU	Published by Asoke k. Ghosh
7	**The Anarchical Society.**	Bull, Hedley	New York: Columbia University Press. (1995).
8	**Globalisation and International Relations Theory.**	Clark, Ian	Oxford: Oxford University Press (1993).
9	**Man, the State and War: A Theoretical Analysis.**	Waltz, Kenneth	New York: Columbia University Press. (1959).
10	**Theory of International Politics.**	Waltz, Kenneth	London: Addison-Wesley Publishing (1979).

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	E International Relations	https://www.e-ir.info/
2	Courser/Yale: moral foundations of politics	courser.org
3	Ministry of external affairs (MEA); India's foreign policy	mea.gov.in
4	SWAYAM/NPTEL: international relations and politics	swayam.gov.in

SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Master of Political Science, Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	**P2A01NCPOS03**	Politics of India: Independence to 1990	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Analyze the historical challenges of nation-building, including partition, integration of princely states, and the framing of the Constitution.

CLO2: Evaluate the "Congress System" and the socio-economic impact of the Nehruvian era on India's democratic foundations.

CLO3: Critically examine the factors leading to the Emergency (1975-77) and its consequences for Indian democracy and civil liberties.

CLO4: Assess the rise of regionalism and the shift from single-party dominance to the era of coalition politics.

CLO5: Explain the evolution of India's political economy and democratic institutions from independence through 1990.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	**Nation-Building and the Republic (1947 to 1952)** 1.1 Partition and Integration: The challenges of refugee resettlement and the integration of princely states. 1.2 The Constitution: Key debates in the Constituent Assembly and establishing democratic values. 1.3 First General Elections (1951-52): The implementation of universal adult franchise and setting up the electoral system.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Case-Based Learning (CBL)	CLO1
II	**The Nehruvian Era and Congress Dominance (1952 to 1964)** 2.1 The Congress System: The electoral dominance and "umbrella" character of the Congress party. 2.2 Linguistic Reorganization: The States Reorganization Commission (1956) and mass language movements. 2.3 State and Economy: Democratic institution-building, secularism, and planned economic development (Five-Year Plans).	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Reflective Practices (RP)	CLO2
III	**Populism, Crisis, and the Emergency (1964 to 1977)** 3.1 Leadership Transition & Split: Post-Nehru successions and the historic 1969 Congress split. 3.2 Populism and Mass Protests: Indira Gandhi's "Garibi Hatao" mandate, economic discontent, and the nationwide JP Movement. 3.3 The Emergency (1975-1977): The suspension of civil liberties, centralization of power, and democratic crisis.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Inquiry-Based Learning (IBL)	CLO3, CLO5

IV	**Coalitions, Regionalism, and Transition (1977 to 1990)** 4.1 The Janata Experiment (1977-1980): India's first non-Congress central government and its internal contradictions. 4.2 Rise of Regional Movements: Demands for state autonomy and political crises in Punjab and Assam. 4.3 The 1989 Transition: The decline of Congress dominance, the National Front government, and the start of coalition politics.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Collaborative Learning (ColL)	CLO4, CLO5

- **() Learning Pedagogies/Methods**

Note: The abbreviation used in above are mentioned here.

(k) Classroom Lecture (CL)
(l) Seminars (Student-led and Faculty-moderated)
(m) Case-Based Learning (CBL)
(n) Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)
(o) Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping)

- **Assessment Methodologies**

(I) Internal Assessment

a. Internal Formative assessment 20 marks

(m) Assignment
(n) Group Discussion
(o) Term paper
(p) Seminar & Presentation
(q) Poster making
(r) Attendance

b. Internal Summative Assessment 30 marks

(b) Mid-term tests

(J) External test 50 marks

(K) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	**CLO1**	30	1	1	11	13
II	**CLO2**	30	1	1	10	12
III	**CLO3, CLO5**	30	1	1	10	12
IV	**CLO4 CLO5**	30	1	1	11	13
		120	**04**	**04**	**42**	**50**

Master of Political Science, Semester-I

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Assignment, Teams work/Group Discussion, Term paper, Poster Making, Seminar & Presentation, Attendance, Class Regularity Mid-term tests	**50%**
2	End-Semester Examination	Written Exam	**50%**

(L) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	1	2	2	-	-	2	-	1	2
CLO2	3	2	-	2	2	-	-	-	2	2
CLO3	3	2	1	-	2	-	3	2	1	2
CLO4	3	2	-	-	1	-	1	-	2	1
CLO5	3	2	2	1	2	1	1	1	2	2

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Publisher
1	**India After Gandhi** / ગાંધી પછીનું ભારત	Ramachandra Guha / રામચંદ્ર ગુહા	HarperCollins / Echo
2	**The Politics of India Since Independence** / આઝાદી પછીનું ભારતનું રાજકારણ	Paul R. Brass / પોલ આર. બ્રાસ	Cambridge University Press
3	**Politics in India** / ભારતમાં રાજકારણ	Rajni Kothari / રજની કોઠારી	Orient Blackswan
4	**Bharatnu Bandharan and Rajkaran** / ભારતનું બંધારણ અને રાજકારણ	Dr. P. G. Korat / ડૉ. પી. જી. કોરાટ	Liberty Publications
5	**Adhunik Bharatno Itihas** / આધુનિક ભારતનો ઇતિહાસ	Bipin Chandra / બિપિન ચંદ્ર	University Granth Nirman Board

6	**"Role of Economic Planning in India in the 1990s and Beyond"**	V.M. Dandekar	Economic and Political Weekly, June 11, 1994.
7	**Indian Polity**	M Laxmikanth	Mac Graw Hill Publication, Chennai, 2019
8	**The Burden of Democracy** **લોકશાહીનો બોજ**	Pratap Bhanu Mehta	Penguin Books
9	**Coalition Politics in India (Crucial for the National Front, United Front, NDA, and UPA eras)**	Bidyut Chakrabarty	2006 Oxford University Press
10	**Ideology and Identity: The Changing Party Systems of India**	Pradeep K. Chhibber, Rahul Verma	2018 Oxford University Press

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	**Digital library of India: historiacla political document**	ndl.gov.in
2	**Sodhagnaga research theses on Indian political transition**	Shodhganga.inflibnet.ac.in
3	**Pradhanmantri series season 1**	ABP News
4	**Constitution of inida**	https://www.constitutionofindia.net/

Master of Political Science, Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSE	**P2A01NEPOS01**	Political Economy of India (Theory)	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Explain the theoretical approaches to political economy and the relationship between political order and economic change.

CLO2: Compare the evolution of India's planning process from the Planning Commission to the NITI Aayog.

CLO3: Analyze the technical and political aspects of the budgetary process, including planning, execution, and assessment.

CLO4: Evaluate the impact of Liberalization, Privatization, and Globalization (LPG) on the Indian economy and contemporary political issues.

CLO5: Apply analytical frameworks to critique public policy-making and administrative reforms in the context of India's political economy

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Introduction to Political Economy** 1.1 Approaches- Theoretical approaches to understanding political economy. 1.2 Political Order-The structures and dynamics of political order. 1.3 Economic Change- Different phases of economic change in india	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated)	CLO1
II	**Planning Process in India** 2.1 Planning Commission –Role and functioning of the Planning Commission. 2.2 NITI Aayog-Structure and objectives of the NITI Aayog. 2.3 Process of Economic Planning- Stages involved in economic planning in India.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Case-Based Learning (CBL)	CLO2
III	**Budget** 3.1 Planning-The formulation and preparation stages of the budget. 3.2 Execution- Executing process of the Budget 3.3 Assessment - The evaluation process of Budget	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated)	CLO3

IV	**Liberalization in India** 4.1 LPG in India-The introduction and policies of Liberalization, Privatization, and Globalization. 4.2 Impact of LPG on Economy-Analyzing how these reforms altered India's economic landscape. 4.3 Major Issues in contemporary Political Economy	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Problem-Based Learning (PBL)	CLO4, CLO5

(*) Learning Pedagogies/Methods
Note: The abbreviation used in above are mentioned here.

(p) Classroom Lecture (CL)
(q) Seminars (Student-led and Faculty-moderated)
(r) Case-Based Learning (CBL)
(s) Problem-Based Learning (PBL)

- **Assessment Methodologies**

(M) Internal Assessment

a. Internal Formative assessment 20 marks

(s) Assignment
(t) Teams work/Group Discussion
(u) Term paper
(v) Poster Making
(w) quiz
(x) Seminar & Presentation
(y) Attendance

b. Internal Summative Assessment 30 marks

(c) Mid-term tests

(N) External test 50 marks

(O) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	**CLO1**	30	1	1	11	13
II	**CLO2**	32	1	1	10	12
III	**CLO3**	28	1	1	10	12
IV	**CLO 4,5**	30	1	1	11	13
		120	**04**	**04**	**42**	**50**

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Assignment, Teams work/Group Discussion, Term paper, Poster Making, Seminar & Presentation, Attendance, Class Regularity, mid-term exam	**50%**
2	End-Semester Examination	Written Exam	**50%**

(P) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**
CLO1	2	-	-	-	-	-	-	-	3	2
CLO2	2	2	-	-	2	-	-	-	3	-
CLO3	-	2	-	-	3	-	-	2	3	-
CLO4	2	-	-	2	2	1	1	-	3	2
CLO5	-	2	2	-	3	-	-	2	3	-

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Publisher
1	**Indian Economy** / ભારતીય અર્થતંત્ર	Ramesh Singh / રમેશ સિંહ	McGraw Hill
2	**The Political Economy of Development in India** / ભારતમાં વિકાસનું રાજકીય અર્થતંત્ર	Pranab Bardhan / પ્રણબ બર્ધન	Oxford University Press
3	**India's Economic Reforms** / ભારતના આર્થિક સુધારા	Jagdish Bhagwati / જગદીશ ભગવતી	Oxford

Master of Political Science, Semester-I

4	**Indian Economy & Public Finance** / ભારતીય અર્થતંત્ર અને જાહેર નાણાં	Dr. P. G. Korat / ડૉ. પી. જી. કોરાટ	Liberty Publications
5	**Bharatnu Arthtantra** / ભારતનું અર્થતંત્ર	University Granth Nirman Board	UGNB, Gujarat
6	**Bhartiya Arthtantra**	Shah Hemant	Ved Vyas Peeth Publisher, 2019
7	**The Indian Economy**	NILANJAN BANIK	SAGE Publications
8	**INDIAN ECONOMY**		MADHYA PRADESH BHOJ (OPEN) UNIVERSITY – BHOPAL
9	**Indian Economy**	Aggarwal, A.N.	Vishwa Prakashan, 2003.
10	**Jaherniti ane Jaher Vahivat**	Pandya Hasmukh	Anada Publication, 2019

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	NITI Ayog	niti.gov.in
2	Union Budget	https://www.indiabudget.gov.in/
3	e-PG Pathshala	https://epgp.inflibnet.ac.in
4	RBI Database	dbie.rbi.org.in

SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Master of Political Science, Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSE	**P2A01NEPOS02**	Gender and Caste politics in India	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Analyze the theoretical foundations of caste and the transition from traditional social hierarchies to modern political mobilization.

CLO2: Evaluate the evolution of feminist movements and the emerging role of women as a distinct political vote bank in India.

CLO3: Critique the intersections of caste and patriarchy, focusing on the specific political and social struggles of subaltern groups.

CLO4: Assess the impact of legislative reforms, such as women's reservations and caste census demands, on the Indian democratic landscape.

CLO5: Appraise the legal and policy frameworks intended to address caste-based and gender-based violence and discrimination.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**The Foundations of Caste Politics** 1.1 **Theories of Caste:** Understanding Varna vs. Jati, and the foundational political perspectives of Ambedkar, Gandhi, and Phule. 1.2 **Caste in Early Democracy:** The transition of caste from a traditional social hierarchy to a modern tool for vote-bank mobilization. 1.3 **The Mandal Revolution:** The implementation of the Mandal Commission (OBC quotas) and the resulting transformation of North Indian politics.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Case-Based Learning (CBL), Research-Oriented Learning, ICT-Enabled Learning	CLO1
II	**Gender, State, and Society** 2.1 **Feminist Movements:** The evolution of the Indian women's movement from early social reform to contemporary intersectional activism 2.2 **Women as a Vote Bank:** The recent surge in female voter turnout and the impact of welfare-driven voting **(labharthi**	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated),	CLO2

	politics) on elections. 2.3 **Barriers to Representation:** The structural, patriarchal, and financial hurdles preventing women from taking leadership roles in political parties.	Case-Based Learning (CBL), Research-Oriented Learning, ICT-Enabled Learning	
III	**Intersectionality and Subaltern Assertions** 3.1 **Dalit Feminism:** Understanding the specific intersection of caste and patriarchy, and the unique political struggles of Dalit women. 3.2 **Bahujan Political Mobilization:** The rise of subaltern political parties (like the BSP) and grassroots Dalit-Bahujan assertion. 3.3 **Violence as a Political Tool:** Caste-based atrocities, gender-based violence, and the state's legal responses (e.g., SC/ST Prevention of Atrocities Act).	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Case-Based Learning (CBL), Research-Oriented Learning, ICT-Enabled Learning	CLO3, CLO5
IV	**Contemporary Debates and Policy Shifts** 4.1 **The Caste Census:** State-level surveys (e.g., Bihar), the inclusion of caste enumeration in the upcoming 2027 Census, and demands to breach the 50% quota cap. 4.2 **Women's Reservation Legislation:** The passage of the **Nari Shakti Vandan Adhiniyam** (106th Amendment) and the ongoing debates regarding its implementation timeline. 4.3 **Quotas within Quotas:** The political and legal debates surrounding the sub-categorization of SC/ST/OBCs and the impact of Economically Weaker Section (EWS) reservations.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Case-Based Learning (CBL), Research-Oriented Learning, ICT-Enabled Learning	CLO4

- **(*) Learning Pedagogies/Methods**

Note: The abbreviation used in above are mentioned here.

(t) Classroom Lecture (CL)
(u) Seminars (Student-led and Faculty-moderated)
(v) Case-Based Learning (CBL)
(w) Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)
(x) ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars)

- **Assessment Methodologies**

(Q) Internal Assessment

a. Internal Formative assessment 20 marks

(z) Assignment
(aa) Group Discussion
(bb) Term paper
(cc) Poster Making
(dd) Seminar & Presentation
(ee) Attendance

b. Internal Summative Assessment 30 marks

(d) Mid-term tests

(R) External test 50 marks

(S) Weightage of Learning Efforts for External Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	**CLO1**	30	1	1	11	13
II	**CLO2**	32	1	1	10	12
III	**CLO3 CLO5**	28	1	1	10	12
IV	**CLO4**	30	1	1	11	13
		120	**04**	**04**	**42**	**50**

- **Assessment and Evaluation**

Sr.No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Assignment, Teams work/Group Discussion, Term paper, Poster Making, Seminar & Presentation, Attendance, Class Regularity Mid-term tests	**50%**
2	End-Semester Examination	Written Exam	**50%**

(T) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2	1	-	-	-	-	2	-	1	3
CLO2	1	-	-	-	1	1	3	-	-	2
CLO3	-	-	2	-	2	-	3	-	1	2
CLO4	2	2	-	-	3	-	2	2	1	1
CLO5	-	2	2	-	2	-	3	2	-	-
CLO6	2	1	-	-	-	-	2	-	1	3

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Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Publisher
1	**Caste and Democratic Politics in India**	**Ghanshyam Shah**	Anthem Press
2	**Politics of Inclusion: Castes, Minorities, and Affirmative Action**	Zoya Hasan	Oxford University Press.
3	**Seeing Like a Feminist**	Nivedita Menon	Penguin Books
4	**The Shaping of Modern Gujarat**	Achyut Yagnik & Sheth	Penguin (for regional context).
5	**India's Silent Revolution: The Rise of the Lower Castes in North India**	Christophe Jaffrelot	2003 Permanent Black
6	**Dalits and the Democratic Revolution: Dr Ambedkar and the Dalit Movement in Colonial India**	Gail Omvedt	1994 SAGE Publications
7	**Writing Caste/Writing Gender: Reading Dalit Women's Testimonios**	Sharmila Rege	2006 |Zubaan Books
8	**Gendering Caste: Through a Feminist Lens**	Uma Chakravarti	2003 SAGE Publications
9	**he History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990**	Radha Kumar	1993 Zubaan Books
10	**The Grammar of Caste: Economic Discrimination in Contemporary India**	Ashwini Deshpande	2011 Oxford University Press
11	**Competing Equalities: Law and the Backward Classes in India (Classic text for understanding quotas and reservations)**	Marc Galanter	1984 Oxford University Press

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	**Economic and Political Weekly (EPW) - Engage:* Crucial open-access commentary for contemporary debates on the caste census, sub-categorization of quotas, and the Women's Reservation Bill. |**	**https://www.epw.in/engage**
2	**ound Table India:* An essential open-source platform for articles and debates centered on Bahujan, Dalit, and Adivasi perspectives, covering intersectionality and anti-caste movements. |**	**https://roundtableindia.co.in**
3	**Lokniti-CSDS:* The best resource for data-driven reports on electoral behavior, specifically analyzing women as a vote bank, the labharthi phenomenon, and caste-based voting dynamics. |**	**https://www.lokniti.org/**
4	**e-PG Pathshala (UGC):* Postgraduate modules in Political Science and Women's Studies. Look for papers on "Political Processes in India" which have dedicated units on gender, caste, and affirmative action. | https://epgp.inflibnet.ac.in/**	**https://epgp.inflibnet.ac.in/**

Master of Political Science, Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSE	**P2A01NEPOS03**	Public Policy making and Policy Analysis	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Define and explain the fundamental concepts, relevance, and theoretical models of public policy making.

CLO2: Analyze the roles and functions of various government institutions and external factors influencing the policy process.

CLO3: Evaluate the techniques for successful policy formulation and the conditions necessary for effective implementation.

CLO4: Compare policy-making challenges across developed and developing nations while assessing the role of citizen participation.

CLO5: Apply analytical tools to evaluate public policy outcomes and identify areas for administrative reform.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Public Policy: An Introduction** 1.1 Concept, Nature and Relevance of Public Policy Making 1.2 Models of Policy Making 1.3 Critics of models of public policy	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)	CLO1
II	**Process of Policy Making** 2.1 factors affecting the process of Public Policy Making 2.2 role of Government institution in Public Policy Making 2.3 functions of various Government institution in Public Policy	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Case-Based Learning (CBL) Research-	CLO2

		Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)	
III	**Public Policy Implementation** 3.1 Public Policy formulation 3.2 Public Policy Implementation 3.3 Techniques and conditions for successful implementation of Public Policy	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) Problem-Based Learning (PBL)	CLO3
IV	**Challenges to Public Policy** 4.1 Public Policy formulation in developed and developing countries 4.2 People's participation in Public Policy making 4.3 Public Policy evaluation	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping)	CLO4, CLO5

- **(*) Learning Pedagogies/Methods**

Note: The abbreviation used in above are mentioned here.

(y) Classroom Lecture (CL)
(z) Seminars (Student-led and Faculty-moderated)
(aa) Case-Based Learning (CBL)
(bb) Problem-Based Learning (PBL)
(cc) Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)
(dd) Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)
(ee) Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping)

- **Assessment Methodologies**

(U) Internal Assessment

a. Internal Formative assessment 20 marks

(ff) Assignment
(gg) Group Discussion
(hh) Term paper
(ii) Poster Making
(jj) Seminar & Presentation
(kk) Attendance

b. Internal Summative Assessment 30 marks

(e) Mid-term tests

(V) External test 50 marks

(W) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	**CLO1**	30	1	1	11	13
II	**CLO2**	32	1	1	10	12
III	**CLO3**	28	1	1	10	12
IV	**CLO4 CLO5**	30	1	1	11	13
		120	**04**	**04**	**42**	**50**

- **Assessment and Evaluation**

Sr.No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Assignment, Teams work/Group Discussion, Term paper, Poster Making, Seminar & Presentation, Attendance, Class Regularity Mid-term tests	**50%**
2	End-Semester Examination	Written Exam	**50%**

(X) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	1	2	1	-	2	-	-	-	1	3
CLO2	2	3	-	-	3	-	1	2	2	-
CLO3	-	3	-	-	3	-	2	2	2	-
CLO4	2	1	2	3	2	1	2	-	1	2
CLO5	-	2	3	-	3	1	1	2	2	-

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Publisher
1	**Public Policy: Concepts and Models / જાહેર નીતિ: ખ્યાલો અને મોડેલો**	R. K. Sapru / આર. કે. સપ્રુ	Sterling Publishers
2	**Public Policy in India / ભારતમાં જાહેર નીતિ**	Rajesh Chakrabarti / રાજેશ ચક્રવર્તી	Oxford University Press
3	**Public Administration & Policy / જાહેર વહીવટ અને જાહેર નીતિ**	B. K. Gokhale / બી. કે. ગોખલે	Himalaya Publishing
4	**Principles of Public Administration / જાહેર વહીવટના સિદ્ધાંતો**	Dr. P. G. Korat / ડૉ. પી. જી. કોરાટ	Liberty Publications
5	**Public Policy Perspectives and choices**	Cochran, Charles L. and Malone Eloise F.	Lynne Rienner Publications Inc.
6	**Public Policy; formulation, implementation & evaluation. Sterling**	Sapru, RK	New Page 3 of 4 Delhi, 1994
7	**Public Policy and Analysis in India.**	Ganapathy, R.S.	Sage, New Delhi, 1985
8	**Pubic Administration**	Fadia BL	Sahitya Bhavan Publication, Agra, 2009

9	**Public Policy and Public Administration**	Pandya Hasmukh	Anada Publication, Ahmedabad, 2017
10	**Jaher Vahivat**	Kazi Shehzad	Kiswa Publication, 2016

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	e-PG Pathshala: Public Policy (MHRD)	epgp.inflibnet.ac.in
2	NITI Aayog: Policy Reports and Analysis	niti.gov.in
3	IGNOU: Public Policy Analysis Material	egyankosh.ac.in
4	MyGov Gujarat: Citizen Participation Portal	gujarat.mygov.in

Master of Political Science, Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSE	**P2A01NEPOS04**	Major Amendments in the Indian Constitution	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Analyze the early constitutional revisions, including the creation of the 9th Schedule and linguistic reorganization of states.

CLO2: Evaluate the transformation of the Constitution during and after the Emergency, specifically the impact of the 42nd and 44th Amendments.

CLO3: Critically examine the Basic Structure Doctrine as a judicial limit on parliamentary amending powers.

CLO4: Appraise the impact of decentralization (73rd/74th Amendments) and the evolution of social justice through reservation-related amendments.

CLO5: Critique contemporary shifts in fiscal federalism and legislative representation, including the GST and Women's Reservation acts.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Early Revisions and the 9th Schedule** 1.1 **The 1st Amendment (1951):** Restrictions on free speech and the creation of the 9th Schedule to protect land reforms. 1.2 **The 7th Amendment (1956):** The linguistic reorganization of states and the abolition of Part A/B/C state categories. 1.3 **The 24th Amendment (1971):** The conflict over Parliament's supreme power to amend Fundamental Rights.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Case-Based Learning (CBL) ICT-Enabled Learning	CLO1
II	**The Emergency and its Reversal** 2.1 **The 42nd Amendment (1976):** The "Mini-Constitution," adding Secular/Socialist terms, and introducing Fundamental Duties. 2.2 **The 44th Amendment (1978):** Restoring democratic safeguards and deleting the Right to Property from Fundamental Rights. 2.3 **The Basic Structure Doctrine:** The **Kesavananda Bharati** ruling as a permanent judicial limit on amending powers.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Case-Based Learning (CBL) ICT-Enabled Learning	CLO2 CLO3

III	**Democratic Decentralization and Social Justice** 3.1 **Anti-Defection Laws:** The 52nd (Tenth Schedule) and 91st Amendments aimed at curbing political defections. 3.2 **Local Self-Government:** The historic 73rd and 74th Amendments empowering Panchayats and Municipalities. 3.3 **Expanding Reservations:** The 93rd (OBCs in higher education) and 103rd (Economically Weaker Sections – EWS) Amendments.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Case-Based Learning (CBL) ICT-Enabled Learning	CLO4
IV	**Contemporary Shifts and Representation** 4.1 **Fiscal Federalism:** The 101st Amendment introducing the Goods and Services Tax (GST) and reshaping center-state finance. **4.2 Legislative Representation:** The 104th Amendment extending SC/ST quotas and abolishing Anglo-Indian nominated seats. 4.3 **Women's Reservation:** The 106th Amendment (Nari Shakti Vandan Adhiniyam) mandating 33% quotas for women in legislatures.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) Case-Based Learning (CBL) ICT-Enabled Learning	CLO5

- **(*) Learning Pedagogies/Methods**

Note: The abbreviation used in above are mentioned here.

(ff) Classroom Lecture (CL)
(gg) Seminars (Student-led and Faculty-moderated)
(hh) Case-Based Learning (CBL)
(ii) ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars)

- **Assessment Methodologies**

(Y) Internal Assessment

a. Internal Formative assessment 20 marks

(ll) Assignment
(mm) Teams work/Group Discussion
(nn) Term paper
(oo) quiz
(pp) Poster Making
(qq) Seminar & Presentation
(rr) Attendance

b. Internal Summative Assessment 30 marks

(f) Mid-term tests

(Z) External test 50 marks

Master of Political Science, Semester-I

(AA) Weightage of Learning Efforts for External Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1	30	1	1	11	13
II	CLO2 CLO3	32	1	1	10	12
III	CLO4	28	1	1	10	12
IV	CLO5	30	1	1	11	13
		120	**04**	**04**	**42**	**50**

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Assignment, Teams work/Group Discussion, Term paper, Poster Making, Seminar & Presentation, Attendance, Class Regularity Mid-term tests	**50%**
2	End-Semester Examination	Written Exam	**50%**

(BB) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2	2	-	-	1	-	1	-	1	2
CLO2	3	2	-	-	1	-	2	1	-	2
CLO3	2	1	1	-	2	-	-	-	-	3
CLO4	2	3	-	-	2	-	3	2	1	1
CLO5	1	1	-	1	3	-	2	2	2	-

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

Master of Political Science, Semester-I

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Publisher
1	**Indian Polity**	M. Laxmikanth	McGraw Hill.
2	**The Indian Constitution: Cornerstone of a Nation**	Granville Austin	LexisNexis.
3	**Bharatnu Bandharan and Rajkaran**	Dr. P. G. Korat	
4	**Introduction to the Constitution of India**	|Durga Das Basu	26th Ed. 2024 LexisNexis
5	**Working a Democratic Constitution: A History of the Indian Experience**	Granville Austin	2003 Oxford University Press
6	**Constitutional Law of India**	J.N. Pandey	60th Ed. 2023 Central Law Agency
7	**Our Constitution: An Introduction to India's Constitution and Constitutional Law**	Subhash C. Kashyap |	5th Ed. 2019 National Book Trust
8	**Sixteen Stormy Days: The Story of the First Amendment of the Constitution of India**	Tripurdaman Singh	2020 Vintage Books
9	**The Kesavananda Bharati Case: The Untold Story of Struggle for Supremacy by Supreme Court and Parliament**	T.R. Andhyarujina	2011 Universal Law Publishing
10	**Local Government in India (For 73rd and 74th Amendments)**	Shriram Maheshwari	2002 Lakshmi Narain Agarwal

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Legislative Department (Ministry of Law and Justice):* The official government portal providing the updated Constitution of India and the exact bare act texts of all Constitution Amendment Acts. |	https://legislative.gov.in/
2	Supreme Court Observer (SCO):* Open-source database tracking key constitutional cases. Essential for studying the Basic Structure Doctrine (Kesavananda Bharati) and recent amendment challenges (like EWS and GST). |	https://www.scobserver.in/

Master of Political Science, Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
Skill	**P2A01NSPOS01**	Report Writing and Viva Voce on Public Policy	1-1-0	**60**	02

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Differentiate between academic essays and professional policy reports to cater to specific government and stakeholder audiences.

CLO2: Synthesize reliable data and real-world case studies while upholding strict research ethics and academic integrity.

CLO3: Structure a comprehensive policy report featuring an executive summary, rigorous analysis, and clear, actionable recommendations.

CLO4: Design and deliver engaging presentations using digital tools and effective communication techniques.

CLO5: Defend policy findings and recommendations confidently during a professional viva voce or panel defense.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	**Writing the Policy Report** 1.1 **Policy Writing Basics:** Understanding the difference between academic essays and policy reports, identifying your audience, and choosing the right format. 1.2 **Gathering Evidence:** Finding reliable data, integrating real- world case studies, and maintaining research ethics (avoiding plagiarism). 1.3 **Report Structure:** Drafting the executive summary, organizing the main analysis, and writing clear, actionable recommendations.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)	CLO1, CLO2, CLO3
II	**Defending the Policy (Viva Voce)** **2.1 Presentation Skills:** Summarizing your written report into an engaging presentation using effective slides and confident body language. **2.2 Viva Preparation:** Understanding the examiners' expectations and learning how to anticipate and prepare for likely questions. **2.3 Mock Defense:** Practicing your defense, handling difficult questions calmly, and learning from panel feedback.	CL, Seminars, Simulation and Role-Play, Collaborative Learning.	CLO4, CLO5

- **Learning Pedagogies/Methods**

Note: The abbreviation used in above are mentioned here.

(jj) Classroom Lecture (CL)
(kk) Seminars (Student-led and Faculty-moderated)
(ll) Case-Based Learning (CBL)
(mm) Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)
(nn) Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)

- **Assessment Methodologies**

(CC) Internal Assessment (25 Marks)

a. Internal Formative assessment (10 marks)

(ss) Assignment
(tt) Term paper
(uu) Seminar/Presentation
(vv) Attendance
(ww) Academic report

b. Internal Summative Assessment (15 marks)

(g) Mid-term tests

(DD) External Assessment (25 Marks)

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Assignment, Term paper, Seminar & Presentation, Attendance Academic report, Class Regularity Mid-term tests	**50%**
2	External Assessment	Paper Writing	**50%**

(EE) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**
CLO1	1	2	2	-	3	-	-	1	2	1
CLO2	-	-	3	1	2	2	2	-	1	-
CLO3	1	2	2	-	3	1	1	1	2	-
CLO4	-	1	1	1	2	-	-	3	-	-
CLO5	1	2	2	1	3	-	-	-	-	-

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Publisher
1	**A Practical Guide for Policy Analysis** / પોલિસી એનાલિસિસ માટેની વ્યવહારુ માર્ગદર્શિકા	Eugene Bardach	CQ Press
2	**Writing Public Policy** / જાહેર નીતિનું લેખન	Catherine F. Smith	Oxford University Press
3	**The Policy Officer's Handbook** / પોલિસી ઓફિસરની હેન્ડબુક	Andrew Shea	Allen & Unwin
4	**Public Policy: Art and Craft of Policy Analysis** / જાહેર નીતિ :નીતિ વિશ્લેષણની કલા અને કૌશલ્ય	R.K. Sapru	Sage Publications
5	**Aheval Lekhan: Ek Margdarshika** / અહેવાલ લેખન :એક માર્ગદર્શિકા	Dr. Shantilal Shah	University Book Production Board (Guj.)
6	**The CQ Press Writing Guide for Public Policy**	Andrew Pennock	2018 CQ Press
7	**The Craft of Research**	Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams	4th Ed. 2016 University of Chicago Press
8	**How to Survive Your Viva: Defending a Thesis in an Oral Examination**	Rowena Murray	3rd Ed. 2015 Open University Press
9	**Academic Writing: A Handbook for International Students**	Stephen Bailey	5th Ed. 2017 Routledge
10	**Presentation Skills for Students**	Joan van Emden, Lucinda Becker	3rd Ed. 2016 Palgrave Macmillan

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	**ODI policy brief toolkit**	https://odi.org/
2	**Skill you need**	https://www.skillsyouneed.com/
3	**MyGov.in- policy documents**	https://www.mygov.in/
4	**The writing centre-policy brief**	https://writingcenter.unc.edu/