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-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	**P2A02NCPOS01**	Contemporary Politics of Gujarat: Transitions and New Equations (1990 to Present)	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Analyze the factors leading to the decline of the KHAM coalition and the subsequent rise of the BJP in Gujarat.

CLO2: Evaluate the "Gujarat Model" of development by comparing economic growth markers with human development indicators.

CLO3: Critique the impact of social movements, such as the Patidar Agitation, on the state's electoral dynamics.

CLO4: Assess the role of urban governance and mega-projects like GIFT City in shaping contemporary Gujarat.

CLO5: Examine the influence of civil society and judicial activism on environmental and human rights issues in the state.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Political Transitions of the 1990s** 1.1 Decline of the Congress: Leadership vacuums, factionalism, and the collapse of the KHAM coalition. 1.2 Rise of the BJP: The impact of the Ram Janmabhoomi movement and grass-roots mobilization. 1.3 Shift to Identity Politics: The transition from caste-based voting to consolidated Hindutva politics.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated),	CLO1
II	**The "Gujarat Model" of Development** 2.1 Industrialization and Investment: "Vibrant Gujarat" summits and pro-business policies. 2.2 Agrarian and Rural Economy: Commercial farming, land acquisition debates, and the rural-urban divide. 2.3 Growth vs. Welfare: Comparing high economic growth with Human Development Indicators (health, education).	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Case-Based Learning (CBL), Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)	CLO2

Master of Political Science, Semester-II

III	**New Social Movements and Electoral Dynamics** 3.1 Patidar Agitation (2015): Causes and electoral impacts of the dominant caste's demand for quotas. 3.2 Subaltern Assertions: Grassroots mobilization and new leadership among Dalit, OBC, and Tribal communities. 3.3 Minorities in Politics: The political representation and socio-economic status of minority groups today.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Field Visit	CLO3
IV	**Governance, Urbanization, and Civil Society** 4.1 Civil Society's Role: The impact and challenges of NGOs, human rights groups, and judicial activism. 4.2 Urban Governance: Mega-projects, smart cities (like GIFT City), and urban inequalities. 4.3 Environmental Politics: Coastal regulations, industrial pollution, and Sardar Sarovar Dam disputes.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Case Studies	CLO4, CLO5

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

Note: The abbreviation used above are mentioned here.

(a) Classroom Lecture (CL)
(b) Seminars (Student-led and Faculty-moderated)
(c) Case-Based Learning (CBL)
(d) Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)

- **Assessment Methodologies**

(A) Internal Assessment

a. Internal Formative assessment 20 marks

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

b. Internal Summative Assessment 30 marks

(a) Mid-term tests

c. External test 50 marks

(B) 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%**

(C) CLOs – PLOs Matrix

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

Master of Political Science, Semester-II

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Publisher
1	**Politics in Gujarat: Inequality and Development** / ગુજરાતનું રાજકારણ: અસમાનતા અને વિકાસ	Achyut Yagnik & Suchitra Sheth	Routledge / Penguin
2	**The Shaping of Modern Gujarat** / આધુનિક ગુજરાતનું ઘડતર	Achyut Yagnik & Suchitra Sheth	Penguin Books
3	**Gujarat Beyond Gandhi** / ગાંધી પછીનું ગુજરાત	N. Rajaram & Ghanshyam Shah	Sage Publications
4	**Democracy and Development in India (Gujarat Case Study)** / ભારતમાં લોકશાહી અને વિકાસ	Ghanshyam Shah	Popular Prakashan
5	**State Politics in India** / ભારતમાં રાજ્ય સ્તરનું રાજકારણ	Myron Weiner	Princeton University Press
6	**Gujarat: A Political Analysis** / ગુજરાત: એક રાજકીય વિશ્લેષણ	Pravin Sheth	University Book Production Board
7	**Images of Transformation Gujarat & Narendra Modi**	Pravin Sheth	
8	**21mi Sadinu Gujarat: Grassroots to NRG**	Pravin Sheth, BaldevAgja	
9	**Poverty amidst Prosperity: Essays on the Trajectory of Development in Gujarat**	Atul Sarma, Charuma U.	2015 Aakar Books
10	**Aarthik VrudhiniBramakBhavyata, Dhrej-SennoVikasno Vimarsh**	Rohit Shukla Yagna	Prakashan, Vadodara

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	**Electoral Data (1990–Present)**: Detailed data on Gujarat Assembly elections including seat sharing and voter turnout.	
2	**Political Power Shift Study**: Academic analysis of the transition from Congress (KHAM strategy) to BJP dominance since the mid-1990s.	https://ijsi.in/wp-content/uploads/2025/12/18.02.017.20251004.pdf

Master of Political Science, Semester-II

3	**Vibrant Gujarat Global Summit**: Official brochures and reports detailing the "Gujarat Model" of industrialization and investment.	https://www.vibrantgujarat.com/
4	**Patidar Reservation Agitation**: Comprehensive summary of the 2015 social movement and its electoral impacts in Gujarat.	https://en.wikipedia.org/wiki/Patidar_reservation_agitation
5	**GIFT City & Urban Governance**: Technical and administrative overview of India's first operational smart city and financial hub.	https://www.giftgujarat.in/
6	**Narmada Pipeline Project Analysis**: Scholarly paper on the political functions of major infrastructure and the "developmental state" in Gujarat.	https://www.water-alternatives.org/index.php/alldoc/articles/vol10/v10issue2/352-a10-2-2/file
7	**Gujarat Model Critique**: Open-access article analyzing the impact of neoliberal policies on various social groups in Gujarat.	https://www.tandfonline.com/doi/pdf/10.1080/00856401.2024.2350889
8	**Regional Election Analysis**: Lokniti-CSDS data providing region-wise results for Gujarat elections (e.g., Saurashtra, Central, South).	https://www.lokniti.org/

Master of Political Science, Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	**P2A02NCPOS02**	Fundamentals of Public Administration	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Define the core concepts, nature, and scope of Public Administration and distinguish it from private administration.

CLO2: Evaluate various theoretical approaches to Public Administration, including Structural Functional and Public Choice approaches.

CLO3: Analyze the paradigms of Governance and Good Governance in the contemporary administrative landscape.

CLO4: Critique the evolution of the discipline from New Public Administration (NPA) to New Public Management (NPM).

CLO5: Examine the mechanisms of legislative and judicial control over administration to ensure public accountability.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**An Introduction** 1.1 Public Administration: Meaning, Nature, Scope and Significance, 1.2 Difference between Public and Private Administration. 1.3 Relationship of Public Administration with other Social Sciences, Public Administration as an Art or Science.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Industrial Visit/Field Visit/Institutional Visit	CLO1
II	**Approaches to study Public Administration** 2.1 Approaches of Public Administration: Structural Functional System Approach, Behavioural Approach, Public Choice Approach 2.2 The concept of Governance; 2.3 Good Governance	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Case-Based Learning	CLO2, CLO3
III	**New Public Administration** 3.1 New Public Administration, 3.2 New Public Management Perspective, 3.3 Public Choice Theory	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Research-Oriented Learning	CLO4

IV	**Administrative Control** 4.1 Legislative Control 4.2 Judicial Control 4.3 Public Accountability	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Simulation and Role-Play	CLO5

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

Note: The abbreviation used in above are mentioned here.

(e) Classroom Lecture (CL)
(f) Seminars (Student-led and Faculty-moderated)
(g) Case-Based Learning (CBL)
(h) Industrial Visit/Field Visit/Institutional Visit
(i) Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)
(j) Simulation and Role-Play (Academic, Professional, or Policy-based Scenarios)

(D) Internal Assessment

a. Internal Formative assessment 20 marks

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

b. Internal Summative Assessment 30 marks

(b) Mid-term tests

(E) External test 50 marks

(F) 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%**

(G) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**
CLO1	3	3	-	-	-	2	-	-	2	-
CLO2	3	2	3	-	-	-	-	2	-	-
CLO3	2	3	-	-	2	3	-	-	3	2
CLO4	2	3	2	-	-	2	-	-	3	-
CLO5	1	3	-	-	-	2	-	-	3	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	**Public Administration** / જાહેર વહીવટ	M. Laxmikanth	McGraw Hill
2	**Public Administration: Theory and Practice** / જાહેર વહીવટ : સિદ્ધાંત અને વ્યવહાર	M.P. Sharma & B.L. Sadana	Kitab Mahal
3	**Administrative Thinkers** / વહીવટી વિચારકો	Prasad & Prasad	Sterling Publishers
4	**Public Administration in India** / ભારતમાં જાહેર વહીવટ	S.R. Maheshwari	Macmillan
5	**New Public Administration** / નૂતનજાહેર વહીવટ	H. George Frederickson	University of Alabama Press

6	**Public Administration**	A. Awasthi and S.R.Maheshwari Laxmi Narain Aggarwal,	Agra,2004.
7	**Public Administration: Administration Theories and Concepts**	B.L. Fadia and Kuldip Fabia	Sahitya Bhawan Publication, Agra, 2000.
8	**Public Administration: Structure, Process and Behaviour.**	Mohit Bhattacharya	
9	**New Horizons of Public Administration,**	Mohit Bhattacharya	Jawahar Publisher and Distributors, New Delhi, 2001.
10	**Public Administration in India: 21st Century Challenges for Good**	R.B. Jain	

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	e-pathshala comprehensive modules on public administration theories and good governance	epgp.inflibnet.ac.in
2	IGNOU study material detailed notes on new public management and administrative control	egyankosh.ac.in
3	DARPG reports	darpg.gov.in
4	IIPA digital repository	iipa.org.in

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

Master of Political Science, Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	**P2A02NCPOS03**	Research Methods in Social Science	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Explain the fundamental concepts of social science research, including the importance of objectivity and ethical considerations.

CLO2: Identify and differentiate between various research types and methods, such as surveys, case studies, and field studies.

CLO3: Conduct a systematic review of literature and formulate research problems and hypotheses effectively.

CLO4: Design a robust research plan and select appropriate data collection tools for social science inquiry.

CLO5: Organize data analysis and draft a formal research report following standard academic formats and evaluation criteria.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Social Science Research :** 1.1 What is Research 1.2 Social Science research 1.3 Objectivity 1.4 Limitations of Social Science research 1.4 Ethics in Social Science research	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)	CLO1
II	**Types and Methods of Research** 2.1 Analytical Study 2.2 Surveys 2.3 Case Study 2.4 Field Study 2.5 Steps in Research	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)	CLO2
III	**Review of Literature and Planning of Research** 3.1 Literature Search Procedure 3.2 Source of Literature 3.3 Planning Process 3.4 Selection of a Problem for Research 3.5 Hypothesis 3.6 Research Design	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)	CLO3, CLO4

IV	**Data Collection and Report Writing** 4.1 Sources of Data 4.2 Data Analysis 4.3 Research Report format 4.4 Writing the Report 4.5Evaluation of a Research report	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)	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) Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)
(n) ICT Based Data.

- **Assessment Methodologies**

(H) 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

(I) External test 50 marks

(J) 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%**

(K) CLOs – PLOs Matrix

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

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Publisher
1	**Research Methodology: Methods and Techniques** / સંશોધન પદ્ધતિ :પદ્ધતિઓ અને તકનીકો	C.R. Kothari	New Age International
2	**Social Research Methods** / સામાજિક સંશોધન પદ્ધતિઓ	Alan Bryman	Oxford University Press
3	**Methodology of Social Research** / સામાજિક સંશોધનની કાર્યપદ્ધતિ	Dilip Shah	University Book Production Board (Guj.)
4	**The Practice of Social Research** / સામાજિક સંશોધનનો અભ્યાસ	Earl Babbie	Cengage Learning
5	**Scientific Social Surveys and Research** / વૈજ્ઞાનિક સામાજિક સર્વેક્ષણો અને સંશોધન	P.V. Young	Prentice Hall

6	**Samajik Sanshodhan Paddhti**	Pandar, Subhash	Academics Publication, 2018
7	**Sanshodhan Paddhatiyo Ane Pravidhio**	Desai, Haribhai Grulababha, Desai, Krunakat Gopalji	Uni. Granthnirman Board,
8	**methodology of political research**	Chattopadhyaya H.P	global vision publication house, 2005
9	**Research Methodology in Social Science**	Krishan Kumar Singh	K.K. Publications, 15 Jan 2022
10	**The SAGE Handbook of Social Research Methods**	Pertti Alasuutari, Leonard Bickman, Julia Brannen	SAGE Publications

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	SAGE Research Methods	https://methods.sagepub.com/
2	e-PG Pathshala	https://epgp.inflibnet.ac.in/
3	CESSDA resource centre	https://www.cessda.eu/
4	Sodhganaga	https://shodhganga.inflibnet.ac.in/

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

Master of Political Science, Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSE	**P2A02NEPOS01**	Comparative Politics Modern Approach	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Analyze the behavioral approach and systems theory as foundational modern frameworks for studying comparative politics.

CLO2: Evaluate the relationship between political modernization and development and their socio-political consequences.

CLO3: Examine the role of political culture and socialization in maintaining or changing political systems.

CLO4: Critique various channels of political communication and the impact of social media on the formation of public opinion.

CLO5: Apply communication theories to assess the flow of information and feedback within diverse political environments.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Modern Approach to study Comparative Politics** 1.1 Behavioural approach 1.2 Social and Political System 1.3 Political Development	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), SDL, ROL	CLO1
II	**Political Modernization** 2.1 Political Modernization: a concept and definition 2.2 Political modernization and development 2.3 Consequences of political modernization	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Case Studies	CLO2
III	**Political Culture** 3.1 Culture and political culture and its importance 3.2 Political culture and socialization 3.3 Political culture and change	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Collaborative Learning	CLO3
IV	**Political Communication** 4.1 channel of communication 4.2 factors influencing formation of public opinion specially social media 4.3 communication theories (source and assessment)	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), ICT-Enabled Learning	CLO4, CLO5

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

Note: The abbreviation used in above are mentioned here.

(o) Classroom Lecture (CL)
(p) Seminars (Student-led and Faculty-moderated)
(q) Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)
(r) Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)
(s) Simulation and Role-Play (Academic, Professional, or Policy-based Scenarios)
(t) ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars)
(u) Self-Directed Learning (Guided Readings, Concept Exploration Tasks)

- **Assessment Methodologies**

a. Internal Formative assessment 20 marks

(m) Assignment
(n) Teams work/Group Discussion
(o) Term paper
(p) Poster Making
(q) Seminar & Presentation
(r) Attendance

b. Internal Summative Assessment 30 marks

(b) Mid-term tests

(L) External test 50 marks

(M) 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%**

(N) CLOs – PLOs Matrix

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

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Publisher
1	**Comparative Politics Today: A World View** / તુલનાત્મક રાજકારણ: એક વૈશ્વિક દ્રષ્ટિકોણ	Gabriel A. Almond & G. Bingham Powell	Pearson Education
2	**Modern Political Analysis** / આધુનિક રાજકીય વિશ્લેષણ	Robert A. Dahl	Prentice Hall
3	**Comparative Politics** / તુલનાત્મક રાજકારણ	J.C. Johari	Sterling Publishers
4	**The Civic Culture** / નાગરિક સંસ્કૃતિ	Gabriel Almond & Sidney Verba	Princeton University Press
5	**Political Development** / રાજકીય વિકાસ	Lucian Pye	Little, Brown
6	**Comparative Politics** / તુલનાત્મક રાજનીતિ	Dr. B.C. Rout	S. Chand
7	**Theories of Comparative Politics: The Search for a Paradigm Reconsidered**	Ronald H. Chilcote	2nd Ed. 1994 Westview Press
8	**Comparative Political Analysis**	J.C. Johari	2011 Sterling Publishers
9	**The Politics of Modernization**	David E. Apter	1965 University of Chicago Press

10	**Aspects of Political Development**	Lucian W. Pye	1966 Little, Brown and Company

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Structural functionalism & System theory	e-PG Pathdhala (UGC)
2	Political culture & socialization	MIT opencourseware
3	Digital democracy & Social Media	Pew research centre
4	World values survey	World values survey

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-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSE	**P2A02NEPOS02**	Major Political Ideologies	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Define and explain the core tenets of foundational ideologies like Liberalism, Conservatism, and Socialism.

CLO2: Contrast radical and totalitarian visions, such as Marxism and Fascism, with democratic and anarchist alternatives.

CLO3: Analyze the impact of identity-based movements, including Feminism, Multiculturalism, and Ecologism, on modern political discourse.

CLO4: Evaluate contemporary debates surrounding Nationalism, Postmodernism, and Religious Fundamentalism in a globalized context.

CLO5: Synthesize ideological theories to interpret current socio-political events and institutional frameworks.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**The Foundational Ideologies** 1.1 Liberalism: Core values of individual liberty, free markets, and the modern welfare state. 1.2 Conservatism: The importance of tradition, social order, authority, and neo-conservatism. 1.3 Socialism: Critiques of inequality, the rise of democratic socialism, and state welfare.	Classroom Lecture (CL) Seminars ICT-Enabled Learning Research-Oriented Learning	CLO1
II	**Radical and Totalitarian Visions** 2.1 Marxism: Historical materialism, class struggle, and the critique of capitalism. 2.2 Fascism: Extreme nationalism, totalitarian state control, and the rejection of democracy. 2.3 Anarchism: The absolute rejection of state authority and belief in voluntary associations.	Classroom Lecture (CL) Seminars ICT-Enabled Learning Research-Oriented Learning	CLO2
III	**Identity and New Social Movements** 3.1 Feminism: Critiques of patriarchy, gender equality, and the evolution of intersectional feminism. 3.2 Ecologism (Green Politics): Deep vs. shallow ecology, sustainable development, and climate justice. 3.3 Multiculturalism: Managing diversity, minority rights, and the rise of identity politics.	Classroom Lecture (CL) Seminars ICT-Enabled Learning Research-Oriented Learning	CLO3

Master of Political Science, Semester-II

IV	**Contemporary Ideological Debates** 4.1 Nationalism: Civic vs. ethnic nationalism and the impact of post-colonial identities. 4.2 Postmodernism: The rejection of absolute truths, "grand narratives," and the focus on power dynamics. 4.3 Religious Fundamentalism: The intersection of religion and state power, and its challenge to secular ideologies.	Classroom Lecture (CL) Seminars ICT-Enabled Learning Research-Oriented Learning	CLO4 CLO5

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

Note: The abbreviation used in above are mentioned here.

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

(O) Internal Assessment

a. Internal Formative assessment 20 marks

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

b. Internal Summative Assessment 30 marks

(c) Mid-term tests

(P) External test 50 marks

(Q) 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	12	14
II	**CLO2**	32	1	1	10	12
III	**CLO3**	28	1	1	10	12
IV	**CLO4 CLO5**	30	1	1	12	14
		120	**04**	**04**	**34**	**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%**

(R) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**
CLO1	1	-	-	1	-	-	2	-	2	3
CLO2	2	-	-	2	-	-	1	-	2	3
CLO3	1	-	1	1	2	3	3	-	1	3
CLO4	2	-	1	3	2	1	2	-	2	3
CLO5	2	1	2	2	2	2	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)	Publisher
1	**Political Ideologies: An Introduction**	Andrew Heywood	7th Ed. 2021 Palgrave Macmillan
2	**An Introduction to Political Theory**	O.P. Gauba	8th Ed. 2019 Macmillan Education
3	**Political Theory: Ideas and Concepts**	Sushila Ramaswamy	2nd Ed. 2014 PHI Learning
4	**Political Ideologies: Their Origins and Impact**	Leon P. Baradat, John A. Phillips	12th Ed. 2016 Routledge
5	**Ideologies and Political Theory: A Conceptual Approach**	Michael Freeden	1996 Oxford University Press
6	**Contemporary Political Ideologies**	Roger Eatwell, Anthony Wright	(Eds.) 2nd Ed. 1999 Continuum

Master of Political Science, Semester-II

7	**Feminism is for Everybody**		bell hooks
8	**The Communist Manifesto**	Karl Marx & Friedrich Engels	
9	**Evolutionary Socialism**	Eduard Bernstein	
10	**Reflections on the Revolution in France**	Edmund Burke	

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Stanford Encyclopedia of Philosophy (SEP):* The premier open-access academic philosophy resource. Essential for deep, authoritative readings on the philosophical roots of Liberalism, Marxism, Feminism, Multiculturalism, and Postmodernism. |	https://plato.stanford.edu/
2	IGNOU eGyanKosh:* Master's level study material. Look for the course "Political Theory" (MPS-001), which offers foundational blocks detailing the historical context of foundational, radical, and contemporary ideologies. |	https://egyankosh.ac.in/
3	Internet Encyclopedia of Philosophy (IEP):* A peer-reviewed, open-access academic resource highly useful for exploring the specific ideological tenets of Anarchism, Fascism, and Ecologism. |	https://iep.utm.edu/

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-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	**P2A02NEPOS03**	Politics of India: 1990 to Present	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Analyze the socio-economic impacts of the 1991 LPG reforms and the Mandal Commission on Indian society and politics.

CLO2: Evaluate the evolution and management of coalition governments in India from the National Front to the UPA era.

CLO3: Examine the shift toward rights-based governance and the role of civil society in anti-corruption movements.

CLO4: Critique the emergence of the BJP as a dominant party and its impact on the contemporary federal structure and NITI Aayog.

CLO5: Assess modern institutional challenges related to electoral processes, including EVMs, Electoral Bonds, and the Election Commission.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	**The Era of Transition & Instability (1990 to 1998)** 1.1 Economic **& Social Shifts:** The 1991 LPG Economic Reforms and the Mandal Commission (OBC quotas). 1.2 **Rise of Identity Politics:** The Ram Janmabhoomi movement and the assertion of Dalit-Bahujan politics. 1.3 **Early Coalition Politics:** Political instability and the short-lived National Front and United Front governments.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), SDL	CLO1, CLO2
II	**Stabilization of Coalitions (1998 to 2004)** 2.1 **The NDA Experiment:** Atal Bihari Vajpayee's leadership and managing a stable multi-party alliance. 2.3 **Nationalism and Elections:** The political impact of Pokhran-II (nuclear tests) and the Kargil War. 2.3 **Rise of Regional Satraps:** The growing bargaining power of regional parties in national politics.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Case-Based Learning	CLO2
III	**Welfare Politics and Civil Society (2004 to 2014)** 3.1 **The UPA Era:** Coalition management under Manmohan Singh and the role of the National Advisory Council. 3.2 **Rights-Based Governance:** The shift to welfare laws like RTI (Information) and MGNREGA (Employment). 3. **Anti-Corruption** **3.3 Movements:** Civil society protests (2011), the Jan Lokpal demand, and policy paralysis debates.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Research-Oriented Learning	CLO3

Master of Political Science, Semester-II

IV	**The New Dominant Party System (2014 to Present)** 4.1 **Return of Majority Rule:** The 2014 and 2019 elections, and the BJP's emergence as the new dominant party. 4.2 **Restructuring Federalism:** The replacement of the Planning Commission with NITI Aayog, and GST politics. 4.3 **Contemporary Institutional Debates:** Controversies surrounding Electoral Bonds, EVMs, and the Election Commission.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), ICT-Enabled Learning	CLO4, CLO5

- **() Learning Pedagogies/Methods**

Note: The abbreviation used in above are mentioned here.

(z) Classroom Lecture (CL)
(aa) Seminars (Student-led and Faculty-moderated)
(bb) Case-Based Learning (CBL)
(cc) Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)
(dd) ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars)
(ee) Self-Directed Learning (Guided Readings, Concept Exploration Tasks)

- **Assessment Methodologies**

a. Internal Formative assessment 20 marks

(y) Assignment
(z) Teams work/Group Discussion
(aa) Term paper
(bb) Poster Making
(cc) Seminar & Presentation
(dd) Attendance

b. Internal Summative Assessment 30 marks

(d) Mid-term tests

(S) External test 50 marks

(T) 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%**

(U) CLOs – PLOs Matrix

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

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Publisher
1	**Oxford Companion to Politics in India** / ઓક્સફોર્ડ કમ્પેનિયન ટુ પોલિટિક્સ ઇન ઇન્ડિયા	Niraja Gopal Jayal & Pratap Bhanu Mehta	Oxford University Press
2	**The Burden of Democracy** / લોકશાહીનો બોજ	Pratap Bhanu Mehta	Penguin Books
3	**Politics in India** / ભારતમાં રાજકારણ	Rajni Kothari	Orient Blackswan
4	**Indian Government and Politics** / ભારતીય સરકાર અને રાજકારણ	B.L. Fadia	Sahitya Bhawan
5	**Bharatnu Bandharan ane Rajkaran** / ભારતનું બંધારણ અને રાજકારણ	Shahezad Kazi	Akshar Publication

Master of Political Science, Semester-II

6	**Indian Democracy**	Rajendra Vora & Suhas Palshikar	Sage Publications Delhi, 2004
7	**Indian Political System**	J. C. Johari	Anmol Publications Pvt. Ltd., New Delhi, 2007
8	**Bharat nu Rajkaran (translated by Pravin Sheth and Dinesh Shukla),**	Kothari Rajni	University Granth Nirman Board, 2016
9	**Bhartiya Rajkaran**	Shukla Gajendra	New Popular Publication, 2011
10	**Bhartiya Shasan evam Rajniti,**	Fadia BL	Sahitya Bhavan Publication, Agra, 2002

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Lokniti-CSDS: National Election Studies (NES) data and reports on Indian voting behavior since 1996.	https://www.lokniti.org/
2	NITI Aayog: Official documents regarding the transition from Planning Commission to NITI Aayog.	https://www.niti.gov.in/
3	PRS Legislative Research: Analysis of rights-based laws like MGNREGA and RTI.	https://prsindia.org/
4	Election Commission of India: Historical results and contemporary reforms regarding EVMs/VVPATs.	https://www.eci.gov.in/

Master of Political Science, Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	**P2A02NEPOS04**	Party System in India and Electoral Politics	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Trace the historical evolution of the Indian party system, from the period of one-party dominance to the modern era of new dominance.

CLO2: Analyze the ideological foundations and social bases of national, regional, and identity-based political parties.

CLO3: Identify and explain the key determinants of electoral behavior, including caste, religion, and the influence of charismatic leadership.

CLO4: Evaluate the functions, autonomy, and challenges faced by the Election Commission of India in maintaining democratic integrity.

CLO5: Examine contemporary issues in electoral politics, such as campaign finance, criminalization, and the impact of voting technology (EVMs/VVPATs)

Unit	Course Content	Learning Pedagogies	CLO(s)
I	**Evolution of the Party System** 1.1 One-Party Dominance: The early "Congress System," its social base, and its eventual decline. 1.2 The Era of Coalitions: The rise of multi-party alliances (NDA and UPA) and regional bargaining. 1.3 The New Dominance: The post-2014 shift back to a single-party majority system.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Case-Based Learning (CBL), Problem-Based Learning, Research-Oriented Learning, Collaborative Learning, ICT-Enabled Learning	CLO1

Master of Political Science, Semester-II

II	**Political Parties and Ideologies** 2.1 National Parties: The core ideologies and social bases of the BJP, Congress, and Left parties. 2.2 Regional Parties: The rise of state-level parties and their impact on national federalism. 2.3 Identity-Based Parties: Dalit and Bahujan political mobilization (e.g., BSP, SP).	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Case-Based Learning (CBL), Problem-Based Learning, Research-Oriented Learning, Collaborative Learning, ICT-Enabled Learning	CLO2
III	**Electoral Behavior and Voting Trends** 3.1Determinants of Voting: How caste, religion, and class dynamics influence voter choices. 3.2 Leadership and Welfare: The impact of charismatic leaders and welfare-driven voting (labharthis). 3.3 Women Voters: The emergence of women as an independent voting bloc and gendered election trends.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Case-Based Learning (CBL), Problem-Based Learning, Research-Oriented Learning, Collaborative Learning, ICT-Enabled Learning	CLO3
IV	**Electoral Institutions and Reforms** 4.1 The Election Commission: Its powers, autonomy, and enforcement of the Model Code of Conduct. 4.2 Electoral Finance: Campaign funding, Electoral Bonds debates, and the criminalization of politics. 4.3 Voting Technology: The transition to EVMs, the role of VVPATs, and current technological debates.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated), Case-Based Learning (CBL), Problem-Based Learning, Research-	CLO4 CLO5

		Oriented Learning, Collaborative Learning, ICT-Enabled Learning	

- **(*) 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) Problem-Based Learning (PBL)
(jj) Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)
(kk) Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)
(ll) ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars)

- **Assessment Methodologies**

(V) Internal Assessment

a. Internal Formative assessment 20 marks

(ee) Assignment
(ff) Teams work/Group Discussion
(gg) Term paper
(hh) Poster Making
(ii) Seminar & Presentation
(jj) Attendance

b. Internal Summative Assessment 30 marks

(e) Mid-term tests

(W) External test 50 marks

(X) 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%**

(Y) CLOs – PLOs Matrix

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

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	Parties and Party Politics in India	Zoya Hasan	(Ed.) 2002 Oxford University Press
2	Ideology and Identity: The Changing Party Systems of India	Pradeep K. Chhibber, Rahul Verma	2018 Oxford University Press
3	Electoral Politics in India: The Resurgence of the Bharatiya Janata Party	Suhas Palshikar, Sanjay Kumar, Yogendra Yadav	2017 Routledge
4	When Crime Pays: Money and Muscle in Indian Politics	Milan Vaishnav	2017 HarperCollins India
5	The Verdict: Decoding India's Elections	Prannoy Roy, Dorab Sopariwala	2019 Penguin Random House India
6	Politics in India	Rajni Kothari	2nd Ed. 2012 Orient Black Swan
7	Why Ethnic Parties Succeed: Patronage and Ethnic Head Counts in India	Kanchan Chandra	2004 Cambridge University Press

8	Coalition Politics in India (Crucial for the National Front, United Front, NDA, and UPA eras)	Bidyut Chakrabarty	2006 Oxford University Press
9	India After Gandhi: The History of the World's Largest Democracy	Ramachandra Guha	3rd Ed. 2023 Pan Macmillan India

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Lokniti-CSDS:* The premier research program for empirical studies on Indian elections, voting behavior, the impact of welfare (labharthis), and women voters. |	https://www.lokniti.org/
2	Association for Democratic Reforms (ADR):* Essential open-source database for tracking candidate affidavits, the criminalization of politics, and electoral funding (including Electoral Bonds). |	https://adrindia.org/
3	PRS Legislative Research:* Helpful for accessing policy briefs, legal analyses of electoral reforms, and debates surrounding campaign finance laws. |	https://prsindia.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-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
Skill	**P2A02NSPOS01**	Crafting Proposal-research proposal design	1-1-0	**60**	02

- **Course Learning Outcomes (CLOs)**

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

CLO1: Formulate and refine a workable research question in political science through critical brainstorming and problem identification.

CLO2: Demonstrate the ability to synthesize existing literature to identify research gaps and justify the need for a new study.

CLO3: Design a feasible research methodology, including the selection of appropriate tools like surveys or interviews.

CLO4: Apply professional academic writing standards and proper citation techniques to draft a structured research proposal.

CLO5: Present and defend a research pitch before a committee, showcasing effective oral communication and public speaking skills.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	**Planning and Organizing the Proposal (Critical Thinking & Management)** 1.1 **Framing the Problem:** The skill of brainstorming and clearly defining a workable political science research question (e.g., analyzing local governance or state political trends). 1.2 **Synthesizing Information:** The ability to quickly read, summarize, and logically connect existing literature to identify gaps in current research. **1.3 Project Design:** Organizing a practical methodology, choosing the right tools (surveys, interviews), and assessing whether the project is actually feasible.	Classroom Lecture (CL), Seminars (Student-led and Faculty-moderated) ROL, SDL.	CLO1, CLO2, CLO3
II	**Drafting and Pitching (Communication & Presentation)** **2.2 Professional Drafting:** Writing clearly and objectively, structuring the document logically, and applying proper academic citations without getting bogged down in jargon. **2.2 Time & Ethics Management:** Setting realistic timelines For fieldwork, organizing a research schedule, and understanding strict academic integrity. 2.3 **The Proposal Pitch:** Developing the oral communication and public speaking skills required to present and gracefully defend the proposal before a Research Development Committee (RDC).	CL, Seminars, Simulation, Peer Discussion.	CLO4, CLO5

- **() Learning Pedagogies/Methods**

Note: The abbreviation used in above are mentioned here.

(mm) Classroom Lecture (CL)
(nn) Seminars (Student-led and Faculty-moderated)
(oo) Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)
(pp) Self-Directed Learning (Guided Readings, Concept Exploration Tasks)

- **Assessment Methodologies**

(Z) Internal Assessment (25 Marks)

a. Internal Formative assessment (10 marks)

(kk) Assignment
(ll) Presentation.
(mm) Attendance
(f) Submission of research proposal

b. Internal Summative Assessment (15 marks)

Mid-term test

(Z1) External Assessment (25 Marks)

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Assignment, Presentation, Attendance, Submission of research proposal, Mid-term test	**50%**
2	External Assessment	Paper Writing	**50%**

(AA) CLOs – PLOs Matrix

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

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-II

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Publisher
1	**Proposing Empirical Research** / અનુભવજન્ય સંશોધનનો પ્રસ્તાવ	Daryl R. Bruce	Pyrczak Publishing
2	**The Research Proposal: A Guide** / સંશોધન પ્રસ્તાવ :એક માર્ગદર્શિકા	Enid Barron	Open University Press
3	**Developing a Research Proposal** / સંશોધન પ્રસ્તાવ તૈયાર કરવો	Mauch & Park	Marcel Dekker
4	**Shodhnibandh Lekhan ane Paddhati** / શોધનિબંધલેખન અને પદ્ધતિ	Dr. R.D. Nayak	University Book Production Board (Guj.)
5	**Social Science Research Design** / સામાજિક વિજ્ઞાન સંશોધનડિઝાઇન	P.V. Young	Prentice Hall
6	**Samajik Sanshodhan Paddhti**	Pandar, Subhash	Academics Publication, 2018
7	**Sanshodhan Paddhatiyo Ane Pravidhio**	Desai, Haribhai Grulababha, Desai, Krunakat Gopalji	Uni. Granthnirman Board,
8	**methodology of political research**	Chattopadhyaya H.P	global vision publication house, 2005
9	**Research Methodology in Social Science**	Krishan Kumar Singh	K.K. Publications, 15 Jan 2022
10	**The SAGE Handbook of Social Research Methods**	Pertti Alasuutari, Leonard Bickman, Julia Brannen	SAGE Publications

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	The Research Clinic	https://ori.hhs.gov/research-clinic
2	Purdue OWL	https://owl.purdue.edu/
3	SAGE Project Planner	https://methods.sagepub.com/
4	UGC-CARE List	https://ugccare.unipune.ac.in/apps1/home/index