

**Anekant Education Society's**  
**TuljaramChaturchand College of Arts, Science & Commerce, Baramati.**  
**(Autonomous College)**



**Revised Syllabus for the M.A. part-II**

**(Semester- III & IV)**

**Year : 2023 – 24**

**Programme:-M.A.**

**Political Science**

**CBCS Pattern**

**Credit Based Semester System**

**(Revised Syllabus with effect from 2023)**

**Department of Political Science**  
**Syllabus**  
**Course Structure for M.A., Political Science**  
**Semester-III & IV**  
**CBCS Pattern**

**Ability Enhancement Compulsory Course (AECC)**

**Skill Enhancement Compulsory Course**  
**Semester- III**

<b>Course Code</b>	<b>Course Name</b>	<b>Maximum Marks</b>		<b>Total</b>	
		<b>External</b>	<b>Internal</b>	<b>Marks</b>	<b>Credits</b>
<b>PAPO SEC-1</b>	<b>Active Citizenship</b>	50	-	50	02
<b>PAPO SEC -2</b>	<b>Quantitative Research Methods and Data Analysis</b>	50	-	50	02

(50 pattern to be Implemented from 2023-2024)

## Department of Political Science

### Syllabus

#### Course Structure for M.A. Political Science (w.e. from June, 2023)

Academic Year 2023 – 2024

Class	: M.A. Part-II, Semester-III
Semester	: III
Paper Code	: PAPO SEC-I
Title of Paper	: Active Citizenship
Paper	: 1
Credit	: 2
No. of Lectures	: 32

#### Syllabus for M.A. (Extra Credit)

(50 pattern to be Implemented from 2023-2024)

#### PROGRAM OUTCOME:

##### **PO1: Research-Related Skills and Scientific temper:**

Infer scientific literature, build a sense of enquiry and be able to formulate, test, analyse, interpret and establish hypothesis and research questions; and to identify and consult relevant sources to find answers. Able to plan and write a research paper/project while emphasizing on academics and research ethics, scientific conduct and creating awareness about intellectual property rights and issues of plagiarism.

##### **PO2: Effective Citizenship and Ethics:**

Demonstrate empathetic social concern and equity centred national development and act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility

##### **PO3: Social competence and communication skills:**

Demonstrate ability to accommodate the views of others and present their own opinions and complex ideas, in written or oral form, in a clear and concise manner in group settings. Exhibit thoughts and ideas effectively in writing and orally; communicate with others using appropriate media, build effective interactive and presenting skills to meet global competencies. Elicit views of others, present complex information in a clear and concise and help reach conclusion in group settings.

**PO4: Disciplinary Knowledge:** Demonstrate comprehensive knowledge and a strong theoretical grounding in their area of work.

##### **PO5: Personal and professional competence:**

Perform independently and also collaboratively as a part of a team to meet defined objectives and carry out work across interdisciplinary fields. Execute interpersonal relationships, self-motivation and adaptability skills and commit to professional ethics.

##### **PO6: Self-directed and Life-long learning:**

Demonstrate attitudes of being a life-long learner who passionately pursues self determined goals in the broadest context of socio-technological changes. Acquire the ability to engage in independent and life-long learning in the broadest context of socio technological changes.

##### **PO7: Environment and Sustainability:**

Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.

##### **PO8: Critical Thinking and Problem solving:**

Identify problems by closely examining the situations around them and think holistically about the phenomena and generate viable solutions to these problems. Exhibit the skill of critical thinking and understand scientific texts and place scientific statements and themes in contexts and also evaluate them in terms of generic conventions. Identify the problem by observing the situation closely, take actions and apply lateral thinking and analytical skills to design the solutions.

## Course Outcomes:

**CO1: Understanding of Civic Responsibility:** Students should develop an understanding of their civic responsibilities and the role they play in contributing to the well-being of their community and society at large.

**CO2: Knowledge of Government and Social Systems:** A course on active citizenship may provide students with knowledge about how government and social systems work. This can include an understanding of political structures, legal frameworks, and social institutions.

**CO3: Critical Thinking and Analytical Skills:** Active citizenship often involves critical thinking and analysis of societal issues. A course could aim to enhance students' ability to think critically, evaluate information, and form informed opinions.

**CO4: Communication and Advocacy Skills:** Effective communication is crucial for active citizenship. Students may learn how to express their ideas, engage in constructive dialogue, and advocate for causes important to them.

**CO5: Awareness of Global Issues:** Active citizenship is not limited to local communities. A course might broaden students' perspectives by introducing global issues, encouraging them to think about their role in the world and fostering a sense of global citizenship.

**CO6: Community Engagement and Volunteerism:** An outcome of the course could be increased involvement in community activities and volunteer work. Students might develop a sense of responsibility toward their community and actively seek opportunities to contribute.

**CO7: Ethical Decision-Making:** Active citizenship involves making ethical decisions that consider the well-being of the community. A course could emphasize the importance of ethical behavior and decision-making in various contexts.

**CO8: Empowerment and Self-Efficacy:** A course on active citizenship may aim to empower individuals by helping them recognize their ability to effect change. This can lead to increased self-efficacy and a sense of agency.

## Topics and Learning Points

Semester- III

Teaching Hours

Unit No.	Content	No. of Lectures
I	Citizen and citizenship - Role of the Citizen in the State and Society.	08
II	Indian Constitution and Citizenship – Economic and Political Justice – Right to Information Act, Service Guarantee Law	08
III	Humanitarianism and Citizenship – Social and Gender Equality – Responsibility for the society and Family – Life and living, the path for Human.	08
IV	Democracy and Home.	08

## References:

1. Acosta Arcarazo, D. (2015) 'Civic Citizenship Reintroduced? The Long-Term Residence Directive as a Post-National Form of Membership', *European Law Journal*, 21(2): 200–19.
2. Act LXXVII on the Rights of National and Ethnic Minorities 1993 (Hungary)
3. Available at: <https://www.refworld.org/docid/4c3476272.html> (accessed: 14 September 2020).
4. Act CLXXIX on the Rights of Nationalities of Hungary 2011 (Hungary). Available at: [https://www.venice.coe.int/WebForms/documents/default.aspx?pdffile=CDL-REF\(2012\)014-e](https://www.venice.coe.int/WebForms/documents/default.aspx?pdffile=CDL-REF(2012)014-e) (accessed: 14 September 2020). Act on National and Ethnic Minorities and on Regional Languages 2005 (Poland). Available at: [http://ksng.gugik.gov.pl/english/files/act\\_on\\_national\\_minorities.pdf](http://ksng.gugik.gov.pl/english/files/act_on_national_minorities.pdf) (accessed: 14 September 2020). Act on Rights of Members of National Minorities 2001 (273) (Czech Republic). Available at: [https://www.legislationline.org/download/id/7669/file/Czech\\_Act\\_rights\\_national\\_minorities\\_2001\\_en.pdf](https://www.legislationline.org/download/id/7669/file/Czech_Act_rights_national_minorities_2001_en.pdf) (accessed: 14 September 2020).
5. Albert, G. (2019) 'Children are the Future – and What Will It Look Like?' In M. Kaleja, E. Nyklová and M. Vítková (eds.) *Rodina, škola a přátelé na cestě ke kvalitnímu společnému vzdělávání: recenzovaný sborník příspěvků z mezinárodní vědecké a odborné conference*, pp. 43–6. Available at: <https://www.slu.cz/file/cul/94ac4d0f-0294-4158-8df6-5e480c35c323> (accessed: 1 December 2020).
6. Alderson, P., Hawthorne, J. and Killen, M. (2005) 'Are Premature Babies Citizens with Rights? Provision Rights and the Edges of Citizenship', *Journal of Social Sciences*, 9: 71–81. Alliance Against Antigypsyism (2017) *Antigypsyism: A Reference Paper*. Available at: <http://antigypsyism.eu/> (accessed: 22 September 2020).
7. Althusser, L. (1971) *Lenin and Philosophy and Other Essays*. London: NLB. Altman, J. C. and Hinkson, M. (2007) *Coercive Reconciliation: Stabilise, Normalise, Exit Aboriginal Australia*. North Carlton, Victoria: Arena Publications.
8. Anderson, B. (2016) 'Why the EU–Turkey Migrant Deal is a Moral Disaster', *Fortune*, 17 March. Available at: <https://fortune.com/2016/03/17/eu-turkey-migrant-crisis-deal-disaster/> (accessed: 22 September 2020).

## Mapping of Program Outcomes with Course Outcomes

**Class:** M.A. Part-II, Sem-III  
**Course:** Active Citizenship

**Subject:** Political Science  
**Course Code:** PAPO SEC-1

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Programme Outcomes (POs)								
Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO 8
CO 1	2	2	1	1	2	2	1	1
CO 2	1	2	1	2	1	1	1	1
CO 3	3	1	3	1	2	2	2	3
CO 4	1	1	2	2	1	1	1	2
CO 5	1	1	2	1	3	2	3	2
CO 6	2	2	2	1	2	3	2	1
CO 7	2	3	3	1	3	2	3	2
CO 8	3	2	1	2	2	2	1	3

### Justification For the Mapping

**PO1: Research-Related Skills and Scientific Temper with CO3 Critical Thinking and Analytical Skills:**

**Justification:** The research-related skills emphasized in PO1, such as formulating hypotheses and research questions, align with CO3, which focuses on enhancing critical thinking and analytical skills. Both outcomes emphasize the importance of evaluating information, thinking holistically, and generating viable solutions to problems.

**PO2: Effective Citizenship and Ethics with CO1 Understanding of Civic Responsibility and CO7 Ethical Decision-Making:**

**Justification:** PO2 highlights the importance of ethical behavior, moral awareness, and commitment to professional ethics. This aligns with CO1, which emphasizes understanding civic responsibilities, and CO7, which underscores ethical decision-making in the context of active citizenship.

**PO3: Social Competence and Communication Skills with CO4 Communication and Advocacy Skills and CO6 Community Engagement and Volunteerism:**

**Justification:** PO3 focuses on effective communication skills and the ability to accommodate diverse views. This aligns with CO4, which emphasizes communication and advocacy skills, and CO6, which aims to foster community engagement and volunteerism. Both sets of outcomes contribute to the development of well-rounded individuals capable of expressing ideas and actively participating in community activities.

**PO4: Disciplinary Knowledge with CO2 Knowledge of Government and Social Systems:**

**Justification:** PO4 emphasizes comprehensive knowledge and a strong theoretical grounding. This aligns with CO2, which focuses on providing students with knowledge about government structures, legal frameworks, and social systems. Both outcomes contribute to a deeper understanding of societal structures.

**PO5: Personal and Professional Competence with CO8 Empowerment and Self-Efficacy:**

**Justification:** PO5 emphasizes personal and professional competence, including the ability to work independently and collaboratively. This aligns with CO8, which focuses on empowerment and self-efficacy. Both outcomes contribute to individuals recognizing their ability to effect positive change.

**PO6: Self-Directed and Life-Long Learning with CO5 Awareness of Global Issues:**

**Justification:** PO6 emphasizes being a lifelong learner and engaging in independent learning. This aligns with CO5, which introduces global issues, encouraging students to think about their role in the world and fostering a sense of global citizenship. Both outcomes contribute to continuous learning and a broader perspective.

**PO7: Environment and Sustainability with CO5 Awareness of Global Issues:**

**Justification:** PO7 emphasizes understanding the impact of scientific solutions in societal and environmental contexts. This aligns with CO5, which broadens perspectives by introducing global issues. Both outcomes contribute to an awareness of global challenges and the need for sustainable development.

**PO8: Critical Thinking and Problem Solving with CO3 Critical Thinking and Analytical Skills:**

**Justification:** PO8 focuses on critical thinking and problem-solving skills. This aligns with CO3, which specifically addresses critical thinking and analytical skills. Both outcomes emphasize the ability to identify problems, think holistically, and generate viable solutions.

**Department of Political Science**  
**Syllabus**

**Course Structure for M.A. Political Science (w.e. from June, 2023)**

**Academic Year 2023 – 2024**

<b>Class</b>	<b>: M.A. Part-II, Semester-III</b>
<b>Semester</b>	<b>: III</b>
<b>Paper Code</b>	<b>: PAPO SEC-II</b>
<b>Title of Paper</b>	<b>: Quantitative Research Methods and Data Analysis</b>
<b>Paper</b>	<b>: 2</b>
<b>Credit</b>	<b>: 2</b>
<b>No. of Lectures</b>	<b>: 32</b>

**Syllabus for M.A. (Extra Credit)**  
**(50 pattern to be Implemented from 2023-2024)**

**PROGRAM OUTCOME:**

**PO1: Research-Related Skills and Scientific temper:**

Infer scientific literature, build a sense of enquiry and be able to formulate, test, analyse, interpret and establish hypothesis and research questions; and to identify and consult relevant sources to find answers. Able to plan and write a research paper/project while emphasizing on academics and research ethics, scientific conduct and creating awareness about intellectual property rights and issues of plagiarism.

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## Course Outcomes:

### **CO1: Understanding Research Design:**

Define and differentiate between various research designs. Identify the key components of a research study, including variables, hypotheses, and research questions.

### **CO2: Sampling Techniques:**

Understand different sampling methods and their implications. Demonstrate the ability to select appropriate sampling techniques for specific research questions.

### **CO3: Data Collection Methods:**

Evaluate different data collection methods, such as surveys, experiments, and observational studies. Design and critique data collection instruments.

### **CO4: Basic Statistical Concepts:**

Understand fundamental statistical concepts, including measures of central tendency, variability, and correlation. Interpret basic descriptive statistics.

### **CO5: Hypothesis Testing:**

Comprehend the principles of hypothesis testing. Conduct and interpret t-tests, chi-square tests, and analysis of variance (ANOVA).

### **CO6: Regression Analysis:**

Understand linear regression models.

Apply regression analysis to explore relationships between variables.

### **CO7: Ethical Considerations:**

Recognize and address ethical issues related to quantitative research. Understand the importance of informed consent, confidentiality, and data security.

### **CO8: Critical Thinking and Interpretation:**

Develop critical thinking skills in evaluating research studies. Interpret and communicate research findings effectively.

## Topics and Learning Points

### Semester- III

### Teaching Hours

#### **Unit.1.Introduction to Social Research**

(8 L)

- 1.1. Definition and purpose of social research
- 1.2. Types of social research (quantitative, qualitative, mixed-methods)
- 1.3. The research process (problem formulation, research design, data collection, Analysis and reporting)
- 1.4. Ethics in social research

#### **Unit.2. Research Design**

(8 L)

- 2.1. Research questions and hypotheses
- 2.2. Literature review
- 2.3. Conceptualization and operationalization
- 2.4. Sampling techniques and sample size determination
- 2.5. Experimental and non-experimental research designs

#### **Unit.3.Quantitative Research Methods**

(8 L)

- 1.1. Types of quantitative research (survey research, experimental research, Quasi-Experimental research, etc.)
- 3.2. Data collection techniques (surveys, experiments, secondary data analysis, etc.)
- 3.3. Data analysis techniques (descriptive statistics, inferential statistics, regression analysis, etc.)

#### **Unit.4.Mixed-Methods Research**

(8 L)

- 4.1. Definition and purpose of mixed-methods research
- 4.2. Integration of qualitative and quantitative data
- 4.3. Data analysis techniques in mixed-methods research

## References:

1. G.L. Ray and S. Mondal, "*Research Methods in Social Sciences and Extension Education*", Kalyani Publishers (1 January 2014).
2. William Goode and Paul Hatt, "*Methods in Social Research*", Surjeet Publications (1 January 2019)
3. Veena Tucker, "*Research Methods in Social Sciences*", Pearson Education; First edition (30 July 2019)
4. Ramirez Adam, "*Excel Formulas and Functions: Step-By-Step Guide with Examples*", Caprioru (22 September 2019)
5. Lokesh Lalwani, "*Excel 2019 All-In-One*", BPB Publications; 1st edition (1 January 2019)
6. Kabir Das, "*Microsoft Excel: Shortcut keys and Formulas*", Notion Press; 1st edition 20 December 2021

## Mapping of Program Outcomes with Course Outcomes

**Class:** M.A. Part-II, Sem-III

**Subject:** Political Science

**Course:** Quantitative Research Methods and Data Analysis

**Course Code:** PAPO SEC-II

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Programme Outcomes (POs)								
Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO 8
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CO 2	2	1	1	1	1	1	1	1
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CO 5	3	1	1	2	1	2	1	3
CO 6	3	1	1	1	3	3	1	2
CO 7	3	1	2	1	1	1	2	2
CO 8	3	2	3	1	1	2	1	3

### Justification For the Mapping

**PO 1: Research-Related Skills and Scientific Temper:**

Course Outcome (CO) 1: Understanding Research Design

**Justification:** CO1 contributes to PO1 by providing students with the ability to define and differentiate various research designs, essential for formulating and testing hypotheses as mentioned in PO1.

**CO2: Sampling Techniques:**

**Justification:** Understanding different sampling techniques is crucial for students to infer scientific literature and formulate research questions (PO1).

**CO3: Data Collection Methods:**

**Justification:** CO3 aligns with PO1 as it enables students to evaluate and design data collection methods, emphasizing the importance of consulting relevant sources and maintaining research ethics.

**CO4: Basic Statistical Concepts:**

**Justification:** Understanding fundamental statistical concepts (CO4) is essential for analyzing and interpreting research data, contributing to the ability to analyze and establish hypotheses (PO1).

**CO5: Hypothesis Testing:**

**Justification:** CO5 directly aligns with PO1, as it involves comprehending and conducting hypothesis testing, a critical aspect of research-related skills and scientific temper.

**CO6: Regression Analysis:**

**Justification:** CO6 contributes to PO1 by enhancing students' ability to explore relationships between variables through regression analysis, a key aspect of formulating and testing hypotheses.

**CO7: Ethical Considerations:**

**Justification:** CO7 directly aligns with PO1, emphasizing ethical considerations in research, promoting scientific conduct, and creating awareness about intellectual property rights, plagiarism, and research ethics.

**CO8: Critical Thinking and Interpretation:**

**Justification:** CO8 complements PO1 by focusing on developing critical thinking skills and interpreting research findings effectively, crucial for analyzing, interpreting, and establishing hypotheses.