



UNION CHRISTIAN COLLEGE (AUTONOMOUS) ALUVA

Affiliated to Mahatma Gandhi University, Kottayam, India
NAAC Accredited with A++ Grade in Vth cycle
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DEPARTMENT OF ECONOMICS



UG Political Science (Single Faculty) Syllabus 2025

UNDERGRADUATE (HONOURS) PROGRAMMES {UCC UGP (HONOURS)}

Adopted from THE MAHATMA GANDHI UNIVERSITY
UNDER GRADUATE PROGRAMMES
(HONOURS) SYLLABUS
MGU-UGP (Honours)
(2024 Admission Onwards)

UNION CHRISTIAN COLLEGE ALUVA

UNDERGRADUATE PROGRAMMES (HONOURS) SYLLABUS

UCC-UGP (Honours) (2025 Admission Onwards)



Faculty : Social Sciences

BoS: Economics

Subject: Political Science (Single Faculty)

CONTENTS

PREAMBLE

Union Christian College, Aluva (Autonomous) was conferred with the Autonomous status as per **UGC No.F.2-10/2023(AC-Policy) Dtd. 04/10/2024, Mahatma Gandhi University U.O.No.1041/AC B7/2025/ MGU. Dtd.30/01/2025 and Notification No.77733/AC B7-2/2021/AC B7 dtd 03/02/2025**

Union Christian College (Autonomous) is proud to introduce the new regulations for the Undergraduate Programme (Honours) 2025, in alignment with the Mahatma Gandhi University syllabus under the New Curriculum and Credit Framework. This forward-thinking curriculum is designed to foster a dynamic academic environment that nurtures intellectual growth, personal development, and societal responsibility. By integrating theoretical knowledge with practical skills, our programme seeks to empower students to become proficient professionals and ethical leaders. Through a multidisciplinary approach, we encourage critical thinking, innovation, and the application of sustainable practices. Our goal is to equip graduates with the competencies and values needed to thrive in a globalized world, while upholding the principles of inclusivity, social justice, and integrity. This academic journey at Union Christian College aims to shape individuals who are not only skilled and knowledgeable but also compassionate and committed to making meaningful contributions to society.

PREFACE

Union Christian College (Autonomous), Aluva, is pleased to introduce its Undergraduate Programmes (Honours) under the New Curriculum and Credit Framework, 2024. This initiative is in line with the latest reforms by the UGC and the Kerala Higher Education Reforms Commission. The new curriculum not only complies with the guidelines of the National Education Policy (NEP) but also incorporates its principles, ensuring a comprehensive approach that emphasizes academic flexibility, interdisciplinary learning, and the holistic development of students.

The University Grants Commission (UGC) has introduced the Curriculum and Credit Framework for Undergraduate Programmes 2023 (CCFUP), which offers a flexible choice-based credit system, a multidisciplinary approach, and multiple entry and exit options. It defines three primary pathways: (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours with Research).

Furthermore, the Kerala Higher Education Reforms Commission has recommended significant reforms for the undergraduate curriculum starting from the 2023-24 academic year. These reforms advocate for the implementation of 4-year undergraduate programmes, aligning Kerala's education system with internationally acclaimed standards.

In response to the Kerala State Curriculum Committee for Higher Education's guidelines, the Kerala State Higher Education Curriculum Framework (KSHECF) for Undergraduate Education has been introduced. Union Christian College, Aluva, following the directives of the Kerala State Higher Education Council, has designed and adopted its own curriculum framework.

An Academic Committee at Union Christian College was formed to implement these regulations, leading to the development of the Union Christian College Undergraduate Programmes (Honours) Regulations, 2025 {UCC-UGP(Honours)} under the New Curriculum and Credit Framework, 2025.

These regulations will apply to students admitted from the Academic Year 2024-25 onward. The proposed Four-Year Undergraduate Programme represents a significant shift in structure and methodology compared to the existing curriculum. The current three-year programme will continue until all enrolled students have completed their courses as per the previous regulations.

Board of Studies, Economics

SL.NO	NAME	POSITION
01	Dr.G Geethia Assistant Professor (Political Science) Union Christian College, Aluva – 683102	Member
02	Dr. Alex Thomas, Assistant Professor of Economics, Azim Premji University, Bengaluru (Contact: 91 8903139790; alex.thomas@apu.edu.in)	Member
03	Dr. Pleasa Serin Abraham, Assistant Professor, Shiv Nadar University, Bengaluru (Contact: 91 8722718437; pleasasa@snuchennai.edu.in)	Member
04	Ashish Ommen, Senior Marketing Manager, OHSOGO, Bengaluru (Contact: 9741350224; email- aashishbenjamin@gmail.com)	Member
05	Dr Nithin Thomas, Assistant Professor, BMC, Trikkakkara.(Contact: 9847560235; nithinthomas@bharatamatacollege.in)	Member
06	Mr Eljo Joseph, Assistant Professor,s St Thomas College,Trissur (91 8714546670; eljojoseph20@gmail.com)	Member
Subject Expert (Political Science: Single Faculty)		
01	Dr Surya Aravindakshan, Associate Professor, Dept of Political Science, Maharaja's College. (Contact: 9447165276; suryaaravindm@gmail.com)	Member
02	Dr. Reshmi H. Fernandez, Assistant Professor, Dept of Political Science, Maharaja's College. (Contact: 9895767630, reshmifernandez@maharajas.ac.in)	Member

Syllabus Index

Name of Subject: **Political Science**

Semester: 1

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc	Credit	Hours/ week	Hour Distribution / Week			
					L	T	P	O
UC1DSCPOL100	Everyday Politics	DSC A	4	5	3		2	
UC1MDCPOL100	Introduction to India's Foreign Policy	MDC (Any one)	3	4	2		2	
UC1MDCPOL101	Ecological Governance		3	4	2		2	
UC1MDCPOL102	Cyber Politics		3	4	2		2	

L — Lecture, T — Tutorial, P — Practical/Practicum , O — Others

Semester: 2

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc	Credit	Hours/ week	Hour Distribution / Week			
					L	T	P	O
UC2DSCPOL100	Introduction to Indian Constitution	DSC A	4	5	3		2	
UC2MDCPOL100	Introduction to Intellectual Property Rights	MDC	3	4	2		2	
UC2MDCPOL101	Politics of Human Security		3	4	2		2	

Semester: 3

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc	Credit	Hours/ week	Hour Distribution / Week			
					L	T	P	O
UC3DSCPOL202	Green Politics	DSC B(Any one)	4	5	3		2	
UC3DSCPOL203	Human Rights in India		4	5	3		2	
UC3MDCPOL200	Politics and Philosophy of Technology	MDC (Any one)	3	4	2		2	
UC3MDCPOL201	Sustainable Development and India's Energy Policy		3	4	2		2	
UC3VACPOL200	Secularism and Cultural Diversity							

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Semester: 4

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution / Week			
					L	T	P	O
UC4DSCPOL202	Constitutional and Statutory Bodies in India	DSC C(Any one)	4	5	3		2	
UC4DSCPOL203	Global Affairs: Concepts and Contemporary Issues in International Relations		4	5	3		2	
UC4DSCPOL204	Politics of Global Risks		4	5	3		2	
UC4VACPOL200	Legal Literacy and Legal Awareness	VAC	3	3	3			
UC4SECPOL200	Disaster Management	SEC	3	3	3			

SEMESTER I

Programme	Political Science					
Course Name	Everyday Politics					
Type of Course	DSC A					
Course Code	UC1DSCPOL100					
Course Level	100-199					
Course Summary	This course aims to equip students with a broad understanding of political science encouraging students to connect theoretical concepts with real world events, while exploring pressing contemporary issues, thereby, fostering critical thinking.					
Semester	1	Credits			4	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students shall be able to understand the key principles of governance, nature, scope and concepts of the discipline of political science	K, U	6
CO2	Students shall be able to comprehend the fundamental components of a state, government, citizenship and rights.	K, U	1
CO3	Students shall be able to understand key concepts related to climate, digital, and pandemic politics and explain how these issues shape the 21st-century political landscape	K, U	1,3,6,7
CO4	Students shall be able to comprehend and analyse the current trends in civic engagement in social movements.	U, A	1,6,7, 10
* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transactions (Units)

Module	Units	Course description	Hrs	PO No.
1	Understanding Politics			
	1.1	Politics as the art of Governance	3	1,3
	1.2	Politics as Compromise and Consensus	3	1,3
	1.3	Politics as Power	3	1,6
	1.4	Politics beyond Borders	3	1,7
	1.5	Field Visit-Municipality/Panchayath	10	10
2	Building Blocks of Politics			
	2.1	State and Government	4	1,3
	2.2	Citizenship and Rights	4	1,3
	2.3	Foundations of Democracy	4	1
	2.4	Law and Justice	3	1
	2.5	Case Study on any recent legislation on law and Justice E.g. RTI Act 2005, Women Reservation Act. 2023	10	10
3	Politics in 21st Century			
	3.1	Personal is Political	3	5,7
	3.2	Climate Politics	3	6
	3.3	Digital Democracy	2	6,7
	3.4	Pandemic Politics	2	6,7
4	Conceptualising Everyday Politics			
	4.1	Black Lives Matter	2	5,7
	4.2	Me-too Movement	2	6,7
	4.3	Standing Protest	2	5,7
	4.4	Fridays for Future	2	6,7
	4.5	Documentation and Presentation of any movement	10	10
5		Teacher Specific Content (Internal Evaluation Only)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)																			
	Classroom Lectures and Authentic Learning: The course will be delivered through a combination of teaching-learning tools including ICT-enabled lectures, group discussions, multimedia presentations, documentaries/video contents and group activities fostering student engagement.																			
	Course Delivery Method CD1- ICT enabled Lectures. CD2- Assignments and SeminarsCD3- Documentary Reviews CD4- Peer group Discussions																			
	Module 1- Understanding Politics Unit 1.1 to 1.4- Inculcate an understanding of the nature and scope of political sciences as a discipline through interactive lectures and discussions.																			
	Module 2- Building Blocks of Politics Unit 2.1 to 2.4- Introduce the key concepts of political science through lectures based on selected core texts, analyse the structure and functions of the State, compare different forms of government, conduct simulation exercises to understand civic processes, facilitate debates and panel discussions to encourage students to understand the nuances of law and justice.																			
	Module 3- Politics in the 21st Century Unit 3.1 to 3.4- Along with a comprehensive discussion on referral texts, this module will be dealt with by organising workshops to review various case studies, and conducting debates on the challenges and issues related to the topics in each unit.																			
Assessment Types	Module 4- Conceptualising Everyday Politics Unit 4.1. to 4.4- This module is envisaged as an open session encouraging the students to understand contemporary issues using prescribed audio-visual inputs and make presentations that will help the students develop critical thinking capacity for concrete political situations.																			
	MODE OF ASSESSMENT																			
	A. Continuous Comprehensive Assessment (CCA0: 30 marks) (Practicum components will be evaluated under CCA)																			
	Fieldwork Case Study Documentation and Presentation																			
	B. End Semester Evaluation																			
	<table><tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr><tr><td>MCQ</td><td>NA</td><td>20</td><td>1x20=20</td></tr><tr><td>Short Answer</td><td>50 Words</td><td>10 out of 15</td><td>2x10=20</td></tr><tr><td>Essay</td><td>500 Words</td><td>2 out of 4</td><td>15x2=30</td></tr><tr><td colspan="3">Total</td><td>70</td></tr></table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50 Words	10 out of 15	2x10=20	Essay	500 Words	2 out of 4	15x2=30	Total		
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Essay	500 Words	2 out of 4	15x2=30																	
Total			70																	

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For the transcript and video of the speech- <https://www.npr.org/2019/09/23/763452863/transcript-greta-thunbergs-speech-at-the-u-n-climate-action-summit>

Programme	Political Science					
Course Name	Introduction to India’s Foreign Policy					
Type of Course	MDC					
Course Code	UC1MDCPOL100					
Course Level	100-199					
Course Summary	This course aims to provide a comprehensive understanding of India's foreign policy dynamics from the Cold War to the Post-Cold War era. Students will grasp the fundamental concepts, objectives, and principles underlying India's foreign policy, along with its domestic and international determinants. The course will also delve into India's participation in multilateral forums such as the UN, WTO, and COP, offering a nuanced understanding of India's stance on global issues within these platforms.					
Semester	1	Credits			3	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		2	0	1	0	
Pre-requisites,if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understand the basic concept of foreign policy	U	1,2,3
2	To understand and remember the basic determinants of India's foreign policy	U, K	1,2,3
3	To understand the relevance of geopolitics in determining the foreign policy of a nation.	U, An	1,2,3
4	To understand the relevance of geo-economics in a nation's foreign policy behaviour.	U, An	1,2,3,6,10
5	To analyse India's foreign policy in the Cold War and post-Cold War era.	U	1,2, 3,6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transactions (Units)

Module	Units	Course description	Hrs	PO No.
1	Understanding Foreign policy			
	1.1	Meaning, Objectives	2	1, 6
	1.2	Principles	2	1,2, 6
	1.3	Domestic and International Determinants of India's Foreign Policy	3	1,2, 6
	1.4	Interview with a Diplomat/Foreign Policy expert	10	10
India's Foreign Policy: Cold War to Post Cold War Era				
2	2.1	Non-Alignment and Beyond: Concepts, Policy and Relevance	3	3
	2.2	India and Russia	3	3
	2.3	India and USA	3	1,2,3.
India and the Neighbourhood				
3(a)	3.1	India and Pakistan	2	3
	3.2	India and China	2	3
	3.3	The Neighbourhood First Policy	2	3
	3.4	Documentation of significant Diplomatic initiatives between India and her neighbours.	10	3, 10
India and Multilateral Forums				
3(b)	3.5	India and the UN	3	1, 2
	3.6	India and the WTO	3	1, 2
	3.7	India and the Conference of Parties (COP)	2	1, 2
	3.8	A Case study has to be conducted on India's stand in any Multilateral forum (UN, IMF, WTO...etc) on any issue.	10	10
4		Teacher Specific Content (Internal Evaluation Only)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge. Active-interactive learning, brainstorming, seminars, and group activities foster student engagement through interactive class discussions. Course Delivery Method CD1- Lecture by use of boards/LCD projectors, etc. CD2- Book and Film Reviews by students as assignments CD3- Seminars on assigned topics CD4- Peer group Discussions																							
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA): 25 marks (Practicum components will be evaluated under CCA)Interview Case study evaluation Documentation report																							
	B. End Semester Evaluation <table><tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr><tr><td>MCQ</td><td>NA</td><td>15</td><td>1x15=15</td></tr><tr><td>Short Answer</td><td>100 Words</td><td>5 out of 8</td><td>3x5=15</td></tr><tr><td>Essay</td><td>350 Words</td><td>2 out of 4</td><td>10x2=20</td></tr><tr><td colspan="3">Total</td><td>50</td></tr></table>				Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	15	1x15=15	Short Answer	100 Words	5 out of 8	3x5=15	Essay	350 Words	2 out of 4	10x2=20	Total			50
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References

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Policy” (New Delhi: Academic Foundation, 2018)

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Programme	Political Science					
Course Name	Ecological Governance					
Type of Course	MDC					
Course Code	UC1MDCPOL101					
Course Level	100-199					
Course Summary	This course examines climate change as a problem of practical politics at the international, national, and local levels. This course explores the complex interplay between politics and global change, examining the political, economic, social, and environmental factors that shape the contemporary world. Through a multi- disciplinary approach, students will analyze the challenges and opportunities associated with it.					
Semester	1	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2	0	1	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO No
1	Students shall be able to understand climate issues and create a report on cutting emissions.	U, C	1,2,6
2	Students shall be able to learn about global efforts to combat climate change and grasp key policies.	K, U	2,6,3,10
3	Students shall be able to gain insights into international climate meetings, evaluate the Ministry's work, and adapt low-emission strategies.	K, E	7, 6,3,10
4	Students shall be able to explore climate solutions, analyze policy gaps, and report on NGO activities during a field visit.	An	2,6,3,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transactions (Units)

Module	Units	Course description	Hrs	PO No.
1	Politics of Climate Discourse			
	1.1	Epistemology of Climate Regime <ul style="list-style-type: none"> • Environmental equity • Climate Refugee • Climate diplomacy 	3	1
	1.2	Ecological crisis <ul style="list-style-type: none"> • Global Warming • Biodiversity loss • Pollution • Deforestation • Marine ecosystem decline 	3	1
	1.3	Effects of Climate Change on Economy, Health and Society	2	2
	1.5	Sustainable development; practices and projects	2	7
	1.5	Preparation of Statistical report on emission reduction.	10	2
2	Greenhouse Effect and Mitigation - International Policy Framework			
	2.1	Greenhouse Effect: Global Initiatives- <ul style="list-style-type: none"> • Paris Agreement, • UNFCC, • IPCC, • Kyoto protocol • Global Climate Action Summit 	2	2, 3
	2.2	Sources and Carbon sinks of greenhouse gases <ul style="list-style-type: none"> • Urban Heat Islands • Ozone layer depletion • Issues and advance research to protect the Ozone layer and consequences 	3	2, 3
	2.3	Corporate Sustainability and Carbon Neutrality - strategies and programmes	2	3
3(a)	Conference of Parties (CoP)			
	3.1	Overview of Conference of Parties (CoP) (Main climate change negotiations evolved over the past years and highlights of some key issues relevant to future climate change regime.)	2	3
	3.2	International adaptation initiatives and programmes.	3	3
	3.3	Low Emission Development Strategies.	2	3

	3.4	Evolution of Ministry of Environment, Forest and Climate Change , Government of India: schemes and programmes Interview with administrators in the ministry online or offline	10	10
3(b)	Biodiversity; Natural Defense Against Climate Change			
	3.5	Biological diversity or biodiversity; impact of climate change on biodiversity Convention on Biodiversity (CBD)	2	6, 10
	3.6	Kunming-Montreal Global Biodiversity Framework and Aichi Biodiversity Targets	2	6, 10
	3.7	Biological Diversity Act 2002 and Biodiversity Initiatives	2	6, 10
	3.8	Field visit to Biological hotspots	10	10
4		Teacher Specific Content (Internal Evaluation Only)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Module 1 Discussion, extra reading, assignments from journals, videos, field visit. Module II Assignments from journals, videos, discussion, extra reading, Module III Survey of regional climate change issues, Discussion Module IV Discussion, Minor project, extra reading																						
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA): 25 Marks (P practicum components will be evaluated under CCA) Evaluation Report Field Visit Statistical Report																						
	C. End Semester Evaluation <table border="1"> <thead> <tr> <th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>MCQ</td><td>NA</td><td>15</td><td>1x15=15</td></tr> <tr> <td>Short Answer</td><td>100 Words</td><td>5 out of 8</td><td>3x5=15</td></tr> <tr> <td>Essay</td><td>350 Words</td><td>2 out of 4</td><td>10x2=20</td></tr> <tr> <td colspan="3">Total</td><td>50</td></tr> </tbody> </table>			Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	15	1x15=15	Short Answer	100 Words	5 out of 8	3x5=15	Essay	350 Words	2 out of 4	10x2=20	Total			50
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Total			50																				

References

1. Abhishek Tiwary and Jerem Colls, 2010. Air Pollution: Measurement, Modelling and Mitigation. III Edition, Routledge Publication.
2. Donald Ahrens. 2008. Essentials of Meteorology: An Invitation to the Atmosphere. Cengage Learning publication.
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Programme	Political Science					
Course Name	Cyber Politics					
Type of Course	MDC					
Course Code	UC1MDCPOL102					
Course Level	100-199					
Course Summary	The purpose of the course is to enable the students to approach cyber political engagements with objectivity and clear political intent. It also aims to transform the student into a responsible citizen through proper digital media literacy and ethics.					
Semester	1	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2	0	1	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand cyber politics, media's role, and use social media respectfully, culminating in the preparation of an evaluatory report on Cyberdome activities.	K, U, An, C	1,6
2	Analyze the evolution of media, identify misinformation, practice fact-checking, and report on fact-checking mechanisms used by media.	U, An, C	2,10
3	Differentiate E-governance, memorize IT Act key points, grasp digital issues, classify data concepts, and conduct a fieldvisit to report on the digital divide.	K, U, An, C	3
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S),Interest (I) and Appreciation (Ap)			

Module	Units	Course description	Hrs	PO No.
Cyber Politics				
1	1.1	Understand Cyber Politics: Its Meaning, Nature and importance	2	1
	1.2	Know the concepts: Cyber World, Cyber space, Cybernetics, Cyber Activism and Cyber-crimes	3	2
	1.3	Identify the Role of Media as a Fourth Estate	2	2
	1.4	Use of social media to engage in a multicultural society and interact respectfully while – Blogging, Vlogging, Chatting and Tweeting	3	3
	1.5	Prepare an evaluatory report on the activities undertaken by Cyberdome	10	10
Media and Citizen				
2	2.1	Recall the Changes in the Information Eco-system: From Newspaper to <i>Radio, Tele-Vision, ICT to AI</i>	2	6
	2.2	Identify and distinguish Misinformation, Dis-information and Political Polarization	2	6
	2.3	Critically analyse the information and understand the use and Importance of fact-checking and Fact Checking Tools	2	6
	2.4	Need of Scientific Temper and Critical Reading while engaging Media (including Social Media)	2	6, 10
	2.5	Identify Mechanism and Prepare report on mechanism available for fact checking by media institutions.	10	3, 10
Cyber Laws, Politics and Ethics				
3	3.1	Enabling Digital Empowerment: Understand and differentiate E-governance, E-Democracy and E-Participation	3	2
	3.2	Memorizing IT Act 2000 and its Amendments in 2008 and 2023	3	3
	3.3	Become socially competent by understanding the Digital Divide, Surveillance, Right to Privacy and Cyber Security	3	3
	3.4	Become capable to classify and describe Data, BigData, Data Science and Data Manipulation	3	6
	3.5	Field visit- prepare a survey report on digital divide visiting rural area/schools/colleges...etc	10	10
4		Teacher Specific Content (Internal Evaluation only)		

Content for Classroom transaction (Units)

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecture – Discussion, Session, Debate Focussed Reading, Critical Reading and Discussion Module I Provide an understanding of cyber politics by explaining its meaning,nature and importance Module II Provide comprehensive understanding of Media and Citizens Module III Generate awareness regarding cyber laws, politics and ethics																							
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA): 25 Marks (Practicum components will be evaluated under CCA) Evaluatory Report Minor project Field Visit/Report																							
	B. End Semester Evaluation <table><tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr><tr><td>MCQ</td><td>NA</td><td>15</td><td>1x15=15</td></tr><tr><td>Short Answer</td><td>100 Words</td><td>5 out of 8</td><td>3x5=15</td></tr><tr><td>Essay</td><td>350 Words</td><td>2 out of 4</td><td>10x2=20</td></tr><tr><td colspan="3">Total</td><td>50</td></tr></table>				Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	15	1x15=15	Short Answer	100 Words	5 out of 8	3x5=15	Essay	350 Words	2 out of 4	10x2=20	Total			50
Descriptive Type	Word Limit	Number of questions to be answered	Marks																					
MCQ	NA	15	1x15=15																					
Short Answer	100 Words	5 out of 8	3x5=15																					
Essay	350 Words	2 out of 4	10x2=20																					
Total			50																					

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SEMESTER: 2

Programme	Political Science				
Course Name	Introduction to Indian Constitution				
Type of Course	DSC A				
Course Code	UC2DSCPOL100				
Course Level	100-199				
Course Summary	The key objective of this course is to empower the students to understand the basics of the Indian Constitution in a critical, analytical and scientific manner. The course aims to enhance the rationality, dignity, humanity, inclusivity and the innovative spirit of the participants by providing factual knowledge on rights and duties provided by the constitution. The ultimate aim of the course is to enable learners to analyse and distinguish the role, powers and functions of various organs of the government.				
Semester	2	Credits			Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	
		3	0	1	0
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand and assess the Constitution's preamble, demonstrating its role in shaping responsible citizenship	K,U	6,7,8
2	Apply critical thinking to grasp the unique features of the Indian Constitution, promoting rationality and global citizenship.	A	1,8
3	Differentiate parliamentary roles, comprehend constitutional amendments, and analyze executive control over legislation.	An	1, 6,7
4	Critically evaluate the judiciary's constitutional position, including the Supreme Court's role and its contribution to democracy through activism and public interest litigation.	E	1,6,7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	Making of the Constitution			
	1.1	Constitution: Role, significance and Types	2	1
	1.2	Historical Background: Government of India Act 1919, 1935, Indian Independence Act 1947	3	1
	1.3	Working of the Constituent Assembly: Composition, Committees and Role	3	1
	1.4	Salient Features: Uniqueness of the Constitution	2	1
	1.5	A biographical Sketch of Women members participated in constituent Assembly	5	6
2	Ideology of the Constitution			
	2.1	Preamble (A Critical evaluation of the Philosophy of the Constitution)	3	1,6
	2.2	Fundamental Rights	3	1,6
	2.3	Directive Principles of State Policy	2	1,6
	2.4	Fundamental Duties	1	1,6
	2.5	Conduct a random survey on constitutional literacy	10	6
3	Democracy and the Role of Parliament			
	3.1	Parliament: Lok Sabha, Rajya Sabha and the President (Understand the Parliament as a space of democracy and representation)	5	6
	3.2	Parliamentary Procedures (Identify various steps in the Law-making process and Authority of Parliament over Constitution Amendment and the Role of Opposition)	5	6
	3.3	Executive-Legislature Relations: The Role of Prime Minister and Council of Ministers	4	6
	3.4	Executive Control Over Legislation (Interpret and distinguish the position and power of Executive heads (President and Governor) over Legislation)	3	6
	3.5	Conduct a mock Parliament/Visit to Legislature/ Visit to nearest court to understand the live proceedings	15	10
4	Single Integrated Judicial System			
	4.1	Recognise the Constitutional position of the Independent and Impartial Judicial System in a critical Manner	2	7

	4.2	Understand the role of the Supreme Court and the Basic structure Doctrine	2	7
	4.3	High Courts and subordinate courts	3	8
	4.4	Role of Judicial Review, Judicial Activism	2	8
5		Teacher Specific Content (internal evaluation only)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Module:1 Lecture and discussion on the factors that lead to the formation of the Constitution (important historical instances), discussion on Constituent Assembly debates and make the students to understand the meaning and importance of the constitution. And a comprehensive discussion on the Preamble of the Constitution. Module 2 Classroom lecture by providing adequate space to students to think and analyse Fundamental Rights, Duties and DPSP in a critical and rational manner. Group discussion by students to develop their perspectives on various aspects of rights and duties. Module 3 Classroom lecture on the structure, power and functions of Parliament. Discussion by the students by distinguishing the role of Legislature and Executive. Seminars by students on various procedures, role and functions of Parliament. Module:4 Class-room lecture by providing adequate space to the students to critically understand the role and significance of the Indian judicial system. Discussion and debates on the role of judiciary in strengthening democracy by interpreting Judicial Activism and Public Interest Litigation.																							
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA) Biographical Sketch Mock parliament/Visit to Legislature/ Visit to nearest court to understandthe live proceedings Random survey																							
	B. End Semester Evaluation <table><tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr><tr><td>MCQ</td><td>NA</td><td>20</td><td>1x20=20</td></tr><tr><td>Short Answer</td><td>50 Words</td><td>10 out of 15</td><td>2x10=20</td></tr><tr><td>Essay</td><td>500 Words</td><td>2 out of 4</td><td>15x2=30</td></tr><tr><td colspan="3">Total</td><td>70</td></tr></table>				Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50 Words	10 out of 15	2x10=20	Essay	500 Words	2 out of 4	15x2=30	Total			70
Descriptive Type	Word Limit	Number of questions to be answered	Marks																					
MCQ	NA	20	1x20=20																					
Short Answer	50 Words	10 out of 15	2x10=20																					
Essay	500 Words	2 out of 4	15x2=30																					
Total			70																					

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Programme	Political Science					
Course Name	Introduction to Intellectual Property Rights					
Type of Course	MDC					
Course Code	UC2MDCPOL100					
Course Level	100-199					
Course Summary	Intellectual property (IP) rights are the legal rights that protect the creations of the human intellect, such as inventions, literary and artistic works, designs, and symbols. This course is of great importance: it encourages innovation and creativity. By granting exclusive rights to creators, IPRs provide an incentive for people to come up with new ideas and express themselves in new ways. They promote fair competition. IPRs help to level the playing field by preventing others from benefiting from someone else's work without permission. They support economic growth. IPRs are essential for the development and commercialization of new products and services.					
Semester	2	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2	0	1	0	
Pre-requisites,if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students shall be able to comprehend the basics of Intellectual Property Rights, including its introduction, origin, and early conventions like GATT/WTO and TRIPS	U	1,3
2	Students shall be able to learn about different types of Intellectual Property Rights such as Copyright, Patents, Industrial Designs, Geographical Indications, and Trademarks. Develop Practicum skills by preparing a mock patent application	K	1,2,9
3	Students shall be able to explore Intellectual Property Rights in India, understand regulations, and analyze associated issues and challenges and also apply knowledge through a case study on WTO discussions and engage in a debate on Copyright and Copy Left.	U	2,4,6
4	Students shall be able to comprehend on recent trends in Intellectual Property Rights, explore WIPO's role globally, understand IP laws, and gain Practicum insights through interviews with specialists in Intellectual Property Rights.	U	6,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S),Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	Origin of IPR Regimes			
	1.1	Introduction to Intellectual Property Regime	3	1
	1.2	Genesis and Growth of IPR	2	2,3
	1.3	Early conventions : GATT/WTO and TRIPS	3	1
2	Building Blocks of IPR			
	2.1	Types of Intellectual Property Rights	2	3
	2.2	Copyright and related rights Patents Industrial designs	3	3
	2.3	Geographical indications and Trademarks	2	3
	2.4	Prepare Mock Patent Application	10	
3(a)	IPR in Indian Context			
	3.1	Intellectual Property Rights and India	3	2, 3
	3.2	IPR Regulations	2	3
	3.3	IPR Regulations issues and Challenges	3	2
	3.4	A Case study on Various Rounds of WTOs discussion on IPR/Conduct a Debate on Copy Right and Copy Left.	10	3, 4
3(b)	Contemporary Trends in IPR Regimes			
	3.5	Recent trends in IPR Regime	3	3
	3.6	WIPO	2	3
	3.7	IP laws	2	3
	3.8	Conduct an interview with a specialist in IPR	10	10
4	Teacher Specific Content (Internal evaluation only)			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Module 1 Discussion, extra reading, assignments. Module II Assignments from journals, discussion, extra reading, Module III Case study, review of journals, minor project and discussion. Module IV Minor project and discussion.
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA)-25 Marks (Practicum components will be evaluated under CCA) Mock patent Application Case Study Interview

	B. End Semester Evaluation			
	Descriptive Type	Word Limit	Number of questions to be answered	Marks
	MCQ	NA	15	1x15=15
	Short Answer	100 Words	5 out of 8	3x5=15
	Essay	350 Words	2 out of 4	10x2=20
	Total			50

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Programme	Political Science					
Course Name	Politics of Human Security					
Type of Course	MDC					
Course Code	UC2MDCPOL101					
Course Level	100-199					
Course Summary	This course explores the multifaceted concept of human security, examining its theoretical foundations, practical applications, and contemporary challenges. Students will get an opportunity to critically analyse various dimensions of humansecurity, especially the political aspects.					
Semester	2	Credits			3	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		2	0	1	0	
Pre-requisites,if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students shall be able to comprehend Human Security principles and analyze media portrayals through a Media Analysis project.	R, An	1,4,6
CO2	Students shall be able to explore global concerns impacting Human Security, focusing on conflicts, economic disparities, and connections to human rights.	An	2,6
CO3	Students shall be able to comprehend Human Security challenges related to public health, environment, and climate change, and summarise this in a Practicum community project.	U, An	6,5,10
CO4	Students shall be able to apply Human Security principles, addressing ethical dilemmas, developing conflict resolution strategies, and proposing policies for specific issues.	A,C	6,3,9
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	H r s	PO No.
1	Introduction to Human Security			
	1.1	Definition and Evolution of the Concept and its Key Principles	2	1
	1.2	International Legal Frameworks, Governance and Human Security	2	1,2
	1.3	Politics and Human Security-understanding the intersection	2	1,2
	1.4	Project -Prepare a Media Analysis project on how Media portrays Human Security?	10	1
2	Global Concerns and Human Security-I			
	2.1	Conflicts, Human Rights, Democracy and Human Security	3	2
	2.2	Economic Disparities, Development Policies and Human Security	3	1,6
	2.3	Cybersecurity and Human Security	3	6
3(a)	Global Concerns and Human Security-II			
	3.1	Public Health Challenges, Pandemics and Implications for Human Security	3	4
	3.2	Environmental Degradation, Food Security and Human Security	3	4
	3.3	Climate change, Sustainable Development Goals and Human Security	3	3
	3.4	Design and implement a Community Engagement Project related to human security (coastal erosion, resource depletion...etc)	15	3, 4
3(b)	Human Security in Practice			
	3.5	Technology, Politics and Human Security	2	2,3
	3.6	Ethical Dilemmas in Humanitarian Interventions	2	6
	3.7	Conflict resolution strategies, role of global cooperation and governance in enhancing human security	2	9
	3.8	Identify a Human Security issue and develop a policy proposal to address it.	5	10
4		Teacher Specific Content (Internal Evaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge. Active-interactive learning, brainstorming, seminars, and group activities foster student engagement through interactive class discussions.</p> <p>Course Delivery Method</p> <p>CD1- ICT enabled Lectures</p> <p>CD2- Assignments and Seminars</p> <p>CD3- reviewing case studies CD4- Peer group Discussions</p> <p>Module 1 Conceptual notes and definitions to introduce the concept of humansecurity in a political perspective.</p> <p>Unit 1.1. Introduce the history, evolution and key definitions of the concept of health security. The lecture can be followed by discussions allowing students to share their understanding, perspectives, and examples related to human security.</p> <p>Unit. 1.2 Analyse relevant legal documents, identifying provisions related to human security. Discuss their significance and limitations.</p> <p>Unit. 1.3 Analyse how political dynamics influence public understanding of human security concerns</p> <p>Module 2 and 3 aims to expose the students to some of the contemporary global concerns that have implications on human security.</p> <p>Unit 2.1 to 3.3 Introduce how the recent public health challenges intersect with human security. Guest lectures and debates would help students grasp the Practicum dimensions and real-time issues related to public health and human security. Through interactive classes help the students to understand the complexities of climate-related security risks, including displacement, adaptation measures etc. Assign students to analyse economic data related to disparities, policies addressing the same. Analyse recent cyber-attacks, focusing on their effects on human security, privacy and ethical implications. The aim is to understand the complexities of cybersecurity and its impact on human security.</p> <p>Module 4 is an attempt to understand the latest scenario in human security.</p> <p>Unit 3.1 analyses how technology can help address the threats to human security. The unit shall encourage students to analyse the balance between technological advancements and ethical considerations.</p> <p>Unit 3.2. aims to help students to understand the real-world ethical dilemmas in humanitarian interventions, through debates and reviews.</p> <p>Unit 3.3 analyse various conflict resolution strategies aimed at promoting global cooperation for human security. Discuss their effectiveness and limitations.</p>
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA): 25 Marks (Practicum components will be evaluated under CCA)</p> <p>Mini Project</p> <p>Policy Proposal</p> <p>Community Engagement Project</p>

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ	NA	15	1x15=15
Short Answer	100 Words	5 out of 8	3x5=15
Essay	350 Words	2 out of 4	10x2=20
Total			50

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Semester 3

Programme	Political Science				
Course Name	Green Politics				
Type of Course	DSC B				
Course Code	UC3DSCPOL202				
Course Level	200-299				
Course Summary	The paper is designed to understand major environmental challenges pertaining to our existence and how the social and political system responds to it. Students will be able to understand the anthropocentric impacts and possible way out to save earth.				
Semester	3	Credits			Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture 3	Tutorial 0	Practicum 1	Others 0
Pre-requisites,if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome Students are able to	Learning Domains *	PO No
CO1	Students will be able to acquire a comprehensive understanding of Environmentalism concepts and themes, applying this knowledge through the Practicum implementation of a Green Campus Campaign.	U, An, A	1,5 6
CO2	Students will be able to explore and analyze international, regional, and national environmental initiatives, gaining Practicum insights through a field visit to assess local project impacts.	An	1,2,9
CO3	Students will be able to examine legislative and judicial interventions in Indian environmental protection, including constitutional provisions and key movements, and develop Practicum skills in ecotourism planning and identifying greentechnology	An, C	3,6,9, 10
CO4	Students will be able to analyze major environmental challenges, including climate change, biodiversity loss, and deforestation, gaining insights into policy initiatives and ecological solutions..	U, An	1,2,7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S),Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	Environmentalism			
	1.1	Concepts and Themes: I <ul style="list-style-type: none"> • Green politics • Sustainable Development, • Conservation • Deep and shallow ecology, • Ecological Footprint 	5	1,2,6,9
	1.2	Concepts and themes: II <ul style="list-style-type: none"> • Polluter Pays Principle • Precautionary Principle • Public Trust doctrine Net Zero 	5	3
	1.3	Design and implement a green campus campaign	10	5
2	International, Regional and National Initiatives			
	2.1	Global initiatives: <ul style="list-style-type: none"> • Stockholm Conference 1972, • Earth Summit 1992, • COP 1995, • Kyoto Protocol 1997, • World Summit on Sustainable Development 2002, • Paris Agreement 2015 	5	3
	2.2	Regional initiatives: <ul style="list-style-type: none"> • European Green Deal, • Farm to Fork Strategy, • Green Wall Initiative, • Green Growth in South Asia 	5	3
	2.3	Indian Initiatives: <ul style="list-style-type: none"> • National Action Plan on Climate Change • National Biodiversity Action Plan • National Clean Energy Programme • National Mission for Green India 	5	3,5
	2.4	Conduct a field visit for assess the environmental impacts of a local project.	10	6,9
3	Legislative and judicial interventions in india			

	3.1	Indian constitution and protection of environment: <ul style="list-style-type: none"> • Supreme Court and conservation • National Green Tribunal (NGT) • Environmental (Protection) Act 1986 • Water (Prevention and Control of Pollution) Act 1974 • Air (Prevention and Control of Pollution) Act 1981 	5	5
	3.2	<ul style="list-style-type: none"> • Chipko Movement • Silent Valley Movement • <i>Narmada Bachao Andolan</i> (NBA) • Plachimada Struggle 	4	9
	3.3	Design an ecotourism plan/identify the green technology in various fields.	10	10
4	Major Environmental Problems			
	4.1	Causes and Effects of Climate Change	5	3
	4.2	Biodiversity and Policy Initiatives for the Protection	3	7
	4.3	Deforestation and Ecological Challenges	3	7
5		Teacher Specific Content		
Teaching and Learning Approach		Classroom Procedure (Mode of transaction) Classroom Lectures and Authentic Learning: Traditional lectures plus active- interactive learning, brainstorming, seminars, and group activities foster student engagement through interactive class discussions. Course Delivery Method CD1- Lecture by use of boards/LCD projectors, etc. CD2- Book and Film Reviews by students as assignments CD3- Seminars on assigned topics CD4- Peer group Discussions Module 1 Conceptual notes and definitions to provide authentic academic knowledgein contemporary theories of green politics Module 2 aims to generate an awareness of various transnational, regional and domestic initiatives for the conservation of environment Module 3 module devoted to Indian initiatives for the protection and conservation of environment in India. Module 4 it helps students to understand major environmental challenges and their effects in their life.		
Assessment Types		MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA) Green Campus campaign Field Visit Design an ecotourism plan/identify the green technology in various fields		

	B. End Semester Evaluation			
	Descriptive Type	Word Limit	Number of questions to be answered	Marks
	MCQ	NA	20	1x20=20
	Short Answer	50 Words	10 out of 15	2x10=20
	Essay	500 Words	2 out of 4	15x2=30
	Total			70

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Programme	Political Science					
Course Name	Human Rights in India					
Type of Course	DSC B					
Course Code	UC3DSCPOL203					
Course Level	200-299					
Course Summary	This course provides a foundational understanding of human rights in the Indian context. It explores the historical development of human rights, core concepts, legal frameworks, and contemporary challenges. Through lectures, discussions, and case studies, students will develop critical thinking skills and a commitmentto promoting human rights for all.					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	
Pre-requisites, ifany						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to define and differentiate between various definitions of human rights and trace the historical development of human rights globally, identifying key milestones and figures that shaped the modern human rights movement.	K, U, An	1,6,7, 8
2	Students will be able to critically analyze the fundamental rights provisions enshrined in the Indian constitution and evaluate the role of the judiciary in upholding human rights.	U, An	1,5, 6,7
3	Students will be able to understand and critically evaluate the specific challenges faced by vulnerable groups in India in the context of human rights. This includes identifying legal and social barriers that impede the enjoyment of human rights for these groups and evaluating the effectiveness of existing legal instruments in addressing the human rights concerns of these groups.	U, E	1,6,7
4	Students will be able to Identify and analyze a range of contemporary human rights challenges and evaluate the effectiveness of civil society organisations in addressing these issues.	An, E	1,6,7, 10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S),Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	An Introduction to Human Rights			
	1.1	Meaning, definition, and evolution of Human Rights (Magna Carta, Glorious Revolution, French Revolution, US Bill of Rights)	4	1
	1.2	Approaches to Human Rights: Liberal, Marxian, Dalit, Feminist and other Perspectives	3	1
	1.3	UN and Human Rights: UDHR	3	1
	1.4	Evolution of Human Rights in India: Ram Mohan Roy, Pandita Rama Bhai, Phule, Gandhi, Ambedkar, Periyar	4	6
	1.5	Study real-life cases of human rights violations in India and analyze the situation, identify the rights violated, and propose possible solutions.	5	10
2	Human Rights in India			
	2.1	Human rights provisions in Indian constitution The Preamble, Fundamental Rights and DPSP	4	7
	2.2	Police and human rights (Torture, custodial deaths and extra judicial killings)	3	7
	2.3	The Judiciary and Human Rights Enforcement (Judicial review and judicial activism)	3	5
	2.4	NHRC, SHRC, Human Rights Courts	3	6
	2.5	Organize mock trials where students play different roles such as lawyers, judges, and witnesses to understand legal procedures and advocacy in cases related to human rights violations.	10	10
3	Human Rights of Vulnerable groups			
	3.1	Human rights of Women and Children and Transgenders	3	1
	3.2	Human rights of Minorities, Dalits and Tribes	3	5
	3.3	Human Rights of the Migrants, the Elderly people, Differently Abled persons	3	1
	3.4	Legal mechanism pertaining to vulnerable groups	2	6
	3.5	Field visits to local human rights organizations, NGOs, or government bodies working on human rights issues to give students practical exposure	10	10
4	Human Rights Issues in India			
	4.1	Right to Privacy	1	5, 8

	4.2	Human Rights and Organised Violence in India (Terrorism, Communal Riots, Ethnic Conflicts, Mob Violence, Caste Violence)	3	5,8
	4.3	Human Rights and Environment	1	8
	4.4	Human Rights in Crisis-Role of civil society organizations	2	8
	4.5	Debates or discussions on controversial human rights issues in India	5	10
5		Teacher Specific Content (Internal evaluation only)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) A combination of lectures, discussions, case studies, guest lectures from experts, mock trials, field visits, and interactive activities like debates and role-playing exercises would be effective in engaging them and deepening their understanding of human rights issues in India.			
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA)-30 Marks (Practicum components will be evaluated under CCA)Case Study Debate/Discussion Field Visit Mock Trial			
	B. End Semester Evaluation			
	Descriptive Type	Word Limit	Number of questions to be answered	Marks
	MCQ	NA	20	1x20=20
	Short Answer	50 Words	10 out of 15	2x10=20
	Essay	500 Words	2 out of 4	15x2=30
	Total			70

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Programme	Political Science						
Course Name	Peace and Conflict Studies						
Type of Course	DSC B						
Course Code	UC3DSCPOL204						
Course Level	200-299						
Course Summary	The course delves into the multifaceted field of Peace and Conflict Studies, tracing its evolution from historical epochs to contemporary paradigms. It explores the dichotomy between violence and peace, dissecting structural and cultural underpinnings. Pioneers like Galtung and Gandhi inform diverse approaches, from feminist to political economy lenses. Understanding conflict's sources—material, ideational—sets the stage for comprehensive conflict resolution frameworks. Theories ranging from liberal to Gandhian perspectives enrich the discourse, culminating in strategies like mediation and truth commissions for peace-making. Through this journey, students gain insight into the complexities of conflict management and the pursuit of lasting peace.						
Semester	3		Credits			4	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning		Lecture	Tutorial	Practicum	Others	
			3	0	1	0	
Pre-requisites, if any							

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will comprehend the origins, phases, pioneers, traditions, and sources of conflicts, aligning with the programme's goals of historical awareness and understanding the foundations of peace and conflict .	U	1
2	Through the exploration of key concepts like peacekeeping, conflict management, and the various forms of violence, students will gain a Practicum understanding of peace and conflict.	C	3, 6, 7
3	Students will be able to analyze various perspectives on peace and conflict, including liberal, Marxist, Gandhian, and Nehruvian perspectives.	An	1,3
4	Students will be able to develop Practicum skills in peace- making strategies, through the examination of actors, approaches, processes, and post-conflict peacebuilding.	C	10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S),Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	Origins and Development of Peace and Conflict Studies			
	1.1	Understanding Peace and Conflict: Violence vs Peace, Structural and Cultural Violence, Culture of Peace	3	1
	1.2	Phases: Evolutionary Phase (1648-1914), Post- evolutionary Phase (1914-1945), Institutional Developments (1945-1990), Contemporary Phase (Post1990)	3	1
	1.2	Pioneers: Johan Galtung, John Burton, Abraham Maslow, Mahatma Gandhi, Martin Luther King Jr.	3	1
	1.3	Approaches to Peace and Conflict: Feminist Approach, The Political Economy Approach, The Environmental Approach	3	3
	1.4	Sources of Conflict: Material, Ideational and others	3	6
	1.5	Prepare a report on sustainable development projects implemented in the local community which emphasises environmental stewardship and economic justice	10	7
2	Basic Concepts of Peace and Conflict Resolution			
	2.1	Peace keeping, Peace Making, Peace Building, Peace Enforcement	3	1
	2.2	Conflict Management, Conflict Settlement, Conflict Prevention, Conflict Regulation, Conflict Resolution, Conflict Transformation	4	3
	2.3	Inter and Intra-State War, Pogrom, Genocide,	3	3
	2.4	Non-State Actors Violence, Modernity and the State System	3	3
	2.5	Break the class into groups and assign each group a different case study related to the topics mentioned. Case studies could include historical events like the Rwandan Genocide, the Israeli-Palestinian conflict, or more recent events such as the conflict in Syria or the peace process in Colombia. Each group would analyze their assigned case study, identifying the key factors that contributed to the conflict, efforts at resolution or peacebuilding, and lessons learned.	10	10
3	Theories of Peace and Conflict			
	3.1	Liberal and Constructivist Perspective	2	1
	3.2	Marxist Perspective	2	1
	3.3	Gandhian Perspective	2	1
	3.4	Need Based Approach	2	1
	Strategies of Peace Making			
	4.1	Actors – Individuals, Institution, and State	3	10
	4.2	Approaches – Facilitation, Mediation, and Arbitration	2	3

4	4.3	Processes – Negotiations, Post-Conflict Peace Building	2	1
	4.4	Truth and Reconciliation Commissions	2	1
	4.5	Organize negotiation sessions where participants representing different stakeholders engage in dialogue to address the conflict. They can use negotiation techniques to find common ground, resolve differences, and reach agreements on issues such as power-sharing, resource allocation, and transitional justice mechanisms.	10	10
5		Teacher Specific Content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction): Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge. Active-interactive learning, brainstorming, seminars, and group activities foster student engagement through interactive class discussions.</p> <p>CD1- Focused Reading CD2-Classroom Lecture CD3-Seminars on Assigned Topics CD4-Peer group Discussion</p> <p>Module:1 Generate in students awareness regarding origins and development of peace and conflict studies Module 2 To provide understanding regarding Conflict Management, Conflict Settlement, Conflict Prevention, Conflict Regulation, Conflict Transformation etc Module 3 Through discussions and notes students get awareness regarding theories of Peace and Conflict Module 4 Through book review, film review etc students get awareness regarding Strategies of Peace Making.</p>																						
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) (Pacticum components will be evaluated under CCA) Report Case Study Debate/Discussions/Negotiation</p>																						
	<p>B. End Semester Evaluation</p> <table border="1"> <thead> <tr> <th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>MCQ</td><td>NA</td><td>20</td><td>1x20=20</td></tr> <tr> <td>Short Answer</td><td>50 Words</td><td>10 out of 15</td><td>2x10=20</td></tr> <tr> <td>Essay</td><td>500 Words</td><td>2 out of 4</td><td>15x2=30</td></tr> <tr> <td colspan="3">Total</td><td>70</td></tr> </tbody> </table>			Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50 Words	10 out of 15	2x10=20	Essay	500 Words	2 out of 4	15x2=30	Total			70
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References

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Programme	Political Science					
Course Name	Politics and Philosophy of Technology					
Type of Course	MDC					
Course Code	UC3MDCPOL200					
Course Level	200-299					
Course Summary	This course aims to illuminate the complex intersection between politics and technology, emphasizing ethical considerations and a nuanced analysis of contemporary philosophical perspectives. Key areas of exploration include ethical dimensions related to surveillance, privacy, the transformative influence of artificial intelligence, and the growing role of technology in shaping political systems. Delving into these issues from diverse theoretical viewpoints, the course incorporates various historical and cultural perspectives. Its overarching objective is to prompt students to cultivate critical thinking skills and ethical reflections, fostering a deeper understanding of the societal ramifications arising from a spectrum of technological advancements.					
Semester	3	Credits			3	Total Hours
Course Details		Lecture	Tutorial	Practicum	Others	
		3	0	0	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	At the end of the course students will be able to understand the evolution of technology and will analyse the complex intersection between politics and technology.	U/An	1
2	Students will analyse and evaluate issues related to surveillance, privacy, artificial intelligence, and technology's role in shaping political systems	An/E	2
3	Students will develop the ability to comprehend Artificial Intelligence critically and its societal implications and ethical dimensions of automation impacting the economy and employment	U, An	3
4	Students will be able to comprehend and analyse role of technology in democratic process	U,An	4,6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S),Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Foundations of Technological Politics and Philosophy			
	1.1	Evolution of Technology: philosophical and historical perspectives	4	1,2
	1.2	Political Theories and Technology: political ideas and their relations with technological advancement and role of technology in governance	4	1,2
	1.3	Ethical Frameworks in Technology: ethical theories relevant to technology	4	2,3
2	Surveillance Society			
	2.1	Surveillance Technologies and its implications for Privacy: State and Corporate Surveillance Practices	4	2,3
	2.2	Privacy in the Digital Age: Philosophical discussions on the concept of Privacy Legal frameworks and debates concerning digital privacy rights	4	4,5
	2.3	Power Dynamics in Technology: understanding power structures in technological systems Critiques of technological determinism and its societal impacts	4	6
3(a)	Artificial Intelligence and Society			
	3.1	AI ethics and philosophy: ethical considerations in AI, Philosophical perspectives on the ethical use of AI	4	4,5
	3.2	Bias and Fairness in AI: Bias in AI algorithms and other societal implications	3	4,5
	3.3	AI and the future of work: impact of AI on economy and employment, Ethical dimensions of Automation	3	5
	Democracy and Technology			
	3.4	Digital Democracy: understanding the role of technology in democratic processes	4	1

3(b)	3.5	Technology and Political Activism; case studies on the use of technology in political activism	4	2
	3.6	Internet governance and Freedom: Internet governance structures Freedom of expression and censorship	3	3,4
4		Teacher Specific Content (for internal evaluation only)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none">• The teaching and learning approach for this course is designed to foster a deep understanding of the subject matter while promoting critical thinking, analytical skills, and an appreciation for understanding of the societal ramifications arising from a spectrum of technological advancements.• Interactive lectures and classroom engagements (through readings and discussions, debates) will encourage student participation and generating questions.• Seminars discussion will help students to discuss specific topics, present their research, and engage in critical debates.• Inviting guest speakers, and practitioners in the field to share their experience and insights on technological advancements and its implications for political life• Evaluate students understanding of both theoretical concepts and their ability to apply them in real world political situation through presentation, essays, case studies• Integrate multimedia resources like documentaries, podcasts, interviews related to philosophy of technology• Reading foundational texts and contemporary articles, undertaking group projects and bringing real-world issues to illustrate theoretical concepts																							
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA): 25 Marks Formative Assessment (FA): Oral presentations; Viva voce; In-classdiscussions; Tutorial works; Reflection writing assignments; Peer Assessments Summative Assessment (SA): Written test; MCQs; Problem basedassignments; reports; Seminars; Literature survey; Case study																							
	B. End Semester Evaluation <table><tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr><tr><td>MCQ</td><td>NA</td><td>15</td><td>1x15=15</td></tr><tr><td>Short Answer</td><td>100 Words</td><td>5 out of 8</td><td>3x5=15</td></tr><tr><td>Essay</td><td>350 Words</td><td>2 out of 4</td><td>10x2=20</td></tr><tr><td colspan="3">Total</td><td>50</td></tr></table>				Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	15	1x15=15	Short Answer	100 Words	5 out of 8	3x5=15	Essay	350 Words	2 out of 4	10x2=20	Total			50
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MCQ	NA	15	1x15=15																					
Short Answer	100 Words	5 out of 8	3x5=15																					
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Total			50																					

References

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Programme	Political Science					
Course Name	Sustainable Development and India’s Energy Policy					
Type of Course	MDC					
Course Code	UC3MDCPOL201					
Course Level	200-299					
Course Summary	The objective of the course is to sensitize the student to the role of energy in society, the multiple means of meeting energy service demands, global energy linkages, emerging scenarios of vulnerability and the instruments and tools available for effective energy policy formulation. At the end of the course, the student will have an enhanced understanding of the need for an integrated energy policy and the impact of alternative policies on the energy security of a country and its populace.					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to understand the multidimensional aspects of energy security and its impact on sustainable development goals.	U	1, 3, 7
2	Students will be able to understand energy securityDimensions and Geopolitical Implications	U	1
3	Students will be able to analyze the evolution of energy policyin india	An	1
4	Students will be able to evaluate global Initiatives and Policy Frameworks on sustainable development	E	2
5.	At the end of the course students will have a comprehensive understanding of the intricate relationship between energy security and sustainable development, equipped with the knowledge to evaluate policy frameworks and initiatives aimed at achieving a sustainable energy future.	U	1
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	Sustainable Development and Energy Security: Major Concepts			
	1.1	Traditional and Non Traditional security	2	1, 3, 7
	1.2	Human Security, Sustainable Development, Sustainable Energy, Energy Poverty, Clean Energy	3	7
	1.3	Energy and Sustainable development Linkages: <ul style="list-style-type: none"> • Economic development • Environment • Health • Gender • Agriculture • Livelihood 	5	3
2	Sustainable Development			
	2.1	Club of Rome- <i>The Limits to Growth</i> , Stockholm Conference 1972, The Brundtland Commission Report, Rio Conference- <i>Agenda 20</i>	4	7
	2.2	From Millennium Development Goals (MDG) to Sustainable Development Goals (SDG)	4	3, 7
	2.3	UN SDG Goal 7- <i>Ensure access to affordable, reliable, sustainable and modern energy</i>	2	2
3(a)	Energy Security			
	3.1	Energy Security: Meaning and Dimensions	2	3
	3.2	Geopolitics associated with energy security concerns	2	3
	3.3	Climate Change and Energy Security: The Transition to Clean Energy Sources and Technologies	3	2, 3
3(b)	Energy Policy and Sustainable Development in India			
	3.4	Evolution of Energy Policy in India: Pre Reform <ul style="list-style-type: none"> • National Committee on Science and Technology • Commission on Additional Energy Sources • Department of Non-Conventional Energy Sources • Indian Renewable Energy Development Agency • 'Ministry' of Non-Conventional Energy Sources 	6	2, 3, 7
	3.5	Post Reforms <ul style="list-style-type: none"> • Energy Conservation Act 2001 • the Electricity Act 2003 • Bureau of Energy Efficiency • Integrated Energy Policy 2006 • Renewable Energy Act 2015 	6	2, 3, 7

	3.6	Sustainable Energy Missions <ul style="list-style-type: none"> • The National Action Plan on Climate Change (NAPCC)2008 • India's Intended Nationally Determined Contributions(INDC) • Faster Adoption of Mobility through Electric Vehicles (FAME) • The Energy Conservation Building Code (ECBC) 2007 	6	2, 3, 7
4		Teacher Specific Content (for internal evaluation only)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Module 1 Discussion, extra reading, assignments. Module II Assignments from journals, discussion, extra reading, Module III Case study, review of journals, minor project and discussion. Module IV Minor project and discussion.																						
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA): 25 Marks (Practicum components will be evaluated under CCA, if any) Formative Assessment (FA): Oral presentations; Viva voce; In-class discussions; Tutorial works; Reflection writing assignments; Peer Assessments Summative Assessment (SA): Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study																						
	B. End Semester Evaluation <table><tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr><tr><td>MCQ</td><td>NA</td><td>15</td><td>1x15=15</td></tr><tr><td>Short Answer</td><td>100 Words</td><td>5 out of 8</td><td>3x5=15</td></tr><tr><td>Essay</td><td>350 Words</td><td>2 out of 4</td><td>10x2=20</td></tr><tr><td colspan="3">Total</td><td>50</td></tr></table>			Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	15	1x15=15	Short Answer	100 Words	5 out of 8	3x5=15	Essay	350 Words	2 out of 4	10x2=20	Total			50
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Total			50																				

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Programme	Political Science					
Course Name	Secularism and Cultural Diversity					
Type of Course	VAC					
Course Code	UC3VACPOL200					
Course Level	200-299					
Course Summary	The course aims to make the students comprehend about the necessity to celebrate the rich and diverse cultural wealth of India and to grow in a strong secular fabric. The course also purports to enable the students to critically respond to the efforts of miscreant elements in the society to divide the Indian society.					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students will have a comprehensive understanding of secularism, its historical development, and the process of secularization, fostering critical awareness and analytical skills	U	1,4
CO2	Students will learn various dimensions of culture, and critically analyze the dynamics of celebrating diversity versus imposing homogeneity, fostering cultural sensitivity and awareness	K, U, An	1,4,6
CO3	Students will be able to understand the interconnections between secularism, federalism, and cultural diversities in India and will be able to evaluate the constitutional aspects, and analyze the role of media and political parties in promoting secularism and preserving cultural diversities	U, An, E	4,6,7, 8,9
4	Students will be able to critically analyze the politics of linguism, ethnicity, casteism, communalism, Aryanization, Dravidian politics, Dalit politics, gender, LGBTQIA+, minorities, and tribes, developing a nuanced understanding of political dynamics, social inclusion, and exclusivity	An, C	1,2, 3,4,6, 7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	Understanding the Concepts of Secularism			
	1.1	Secularism: Concept and Historical Development, Process of Secularisation	3	1, 4
	1.2	Secularism in the Indian Context: Emergence and Confluence of Religions	5	4, 6
2	Culture and Diversity			
	2.1	Dimensions of Culture: Language, Religion, Caste, Colour, Creed, Customs and Traditions, Art Forms, Food Habits, Popular Culture	5	1, 4, 6
	2.2	Celebrating Diversities and Inclusivity versus Imposing Homogeneity- A Critical Analysis	5	1, 4, 6
3(a)	Interconnecting Secularism and Culture			
	3.1	Federalism, Secularism and Cultural diversities in India: Interconnections	4	7, 8
	3.3	Evaluating the Constitutional Aspects of Secularism and Cultural Identities	5	9
	3.4	Secularism and Cultural Diversities: Role of Media and Political Parties.	4	3, 6
3(b)	Politics of Inclusivity and Exclusivity			
	3.5	Politics of Linguism, Ethnicity Casteism and Communalism	6	4, 6, 7
	3.6	Aryanization, Dravidian Politics, and Dalit Politics	3	1, 4
	3.7	Politics of Gender and LGBTQIA+	2	2, 4, 6
	3.8	Politics of Minorities and Tribes	3	1, 4, 6
5		Teacher Specific Content (for internal evaluation only)		

Content for Classroom transaction (Units)

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Module:1 Classroom lecture and discussion on the concept, historical development and the process of secularism and secularization. Enable the students to understand secularism in the Indian context, Its emergence and confluence of religions in particular. Module 2 Classroom lecture and debate on various aspects of culture such as Language, Religion, Caste, Colour, Creed, Customs and Traditions, Art Forms, Food Habits, Popular Culture etc. Empower the students to understand and address the cultural diversities in the context of homogeneity and inclusivity by providing classroom lectures along with book/article reviews and news analysis. Module 3 Assignments on federalism, secularism and cultural diversities in India and its Interconnections. Seminar presentations by the students evaluating the Constitutional aspects of secularism and cultural identities and role of media and political parties. Module:4 Group discussions and debates on politics of linguism, ethnicity, casteism and communalism. Classroom lecture on Aryanization, Dravidian Politics, and Dalit Politics. Empower the students to debate, discuss and present their perspectives on gender politics, LGBTQIA+ and politics of minorities and tribes.			
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA): 25 Marks Formative Assessment (FA): Oral presentations/In-class discussions/ writing assignments/Peer Assessments Summative Assessment (SA): Awareness Campaign			
	B. End Semester Evaluation			
	Descriptive Type	Word Limit	Number of questions to be answered	Marks
	MCQ	NA	15	1x15=15
	Short Answer	100 Words	5 out of 8	3x5=15
	Essay	350 Words	2 out of 4	10x2=20
	Total			50

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Semester 4

Programme	Political Science					
Course Name	Constitutional and Statutory Bodies in India					
Type of Course	DSC C					
Course Code	UC4DSCPOL202					
Course Level	200-299					
Course Summary	This course provides an in-depth understanding of the Constitutional and statutory bodies in India, their roles, functions, and significance in upholding the democratic structure of the country. The students will explore the diverse range of constitutional bodies and their contributions to governance, accountability and the protection of citizens’ rights.					
Semester	4	Credits			4	Total Hours
Course Details	Authentic learning Collaborative learningPeer group learning	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students will be able to develop a comprehensive understanding of the Indian Constitutional Framework, its historical evolution, and amendments related to constitutional bodies, fostering critical thinking and analytical reasoning skills.	U, An	1
CO2	Students will be able to develop a deep insight into the roles of crucial bodies such as the Election Commission, Comptroller and Auditor General (CAG), Union Public Service Commission (UPSC), and National Commission for SC and ST, fostering a multidisciplinary approach to governance.	An	3,
CO3	Students will be able to acquire knowledge about various specialized bodies, including statutory bodies and regulatory bodies.	K,U	4,6,7
CO4	Explore the interrelations between Constitutional Bodies, the Indian Parliament, and judiciary, understanding the autonomy, checks, and balances within a democratic framework, while critically evaluating the challenges these bodies face, aligning with scientific reasoning and social responsibility.	A, An	2,6,7, 10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	Foundations of Constitutional Bodies			
	1.1	Historical background of Constitutional Bodies in India	3	1
	1.2	Constitutional Bodies: -Features and Characteristics	3	2
	1.3	Functions of Constitutional Bodies in Good Governance	3	2
	1.4	Key Principles: -Independence, Accountability, Representations, Mandates, Checks and Balances	3	2
2	Key Constitutional Bodies			
	2.1	Election Commission of India and State Election Commissions	3	3
	2.2	Comptroller and Auditor General (CAG)	3	3
	2.3	Union Public Service Commission (UPSC)	2	3
	2.4	National Commission for SC and ST	3	4
	2.5	Field visit to any of the above commissions or its subordinates offices.	10	10
3	Other Specialised Bodies			
	3.1	Statutory Bodies <ul style="list-style-type: none"> • National Human Rights Commission (NHRC) • National Commission for Women (NCW) • National Commission for Minorities (NCM) 	4	6
	3.2	Regulatory Bodies-Reserve Bank of India	2	6
	3.3	Advisory Body-NITI Aayog	2	6
	3.4	Quasi- Judicial Bodies-National Green Tribunal	3	6
	3.5	Prepare a report on the status of prisoners or women, or minorities with support of data provided by the institutions concerned or record individual experience of any activist/journalist etc who are directly encountered with above institutions.	10	10
4	Constitutional Bodies and India's Democratic Future			
	4.1	Changing Nature of Constitutional and Statutory Bodies	2	6
	4.2	Interactions with Global Society-Adoption of Norms, Standards, and Cooperation	3	7
	4.3	Possibilities: - Public Engagements, Legal Reforms, Transparency and Accountability, Capacity Building, Collaborative Partnerships	3	7
	4.4	Challenges: - Political Interference, Resource Constraints, Legal and Regulatory Frameworks	3	7
	4.5	Performance Assessment of any of the institutions or Implementation of RTI Act. 2005	10	10
5		Teacher Specific Content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge. Active-interactive learning, brainstorming, seminars, and group activities foster student engagement through interactive class discussions. Course Delivery Method CD1- ICT enabled Lectures CD2- Assignments & Seminars CD3- reviewing case studies CD4- Peer group Discussions Module 1. Foundations of Constitutional Bodies. Unit 1.1 to 1.4. This unit provides a comprehensive understanding of the Indian constitutional framework, tracing its evolution and historical background. It also emphasizes the pivotal role constitutional bodies play in promoting good governance Module 2 Key Constitutional Bodies Unit 2.1 to 2.4. This module provides a foundation for students to grasp the constitutional intricacies of these bodies and their vital roles in the Indian democratic framework.it develops a comprehensive understanding of key constitutional bodies in India. This unit enhances knowledge of constitutional provisions related to governance and accountability. Module 3 Other Specialised Bodies Unit 3.1 to 3. 4. aims to provide students with a comprehensive understanding of the diverse specialised bodies in India’s governance structure, enabling them to critically analyse their roles, functions, and contributions to societal development. Module 4 Constitutional Bodies and India’s Democratic Future Unit 4.1 to 4.4 will help the student to study about the current situation in India. In this part aims to explain the relationship between the institutional aspects of democracy, the constitutional framework in which they are expected to function. It evaluates the autonomy and checks and balances within a democratic framework.				
	Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA) Formative Assessment (FA): In-class discussions Summative Assessment (SA): Field Visit Reports, Case Study			
		B. End Semester Evaluation			
		Descriptiv eType	Word Limit	Number of questions to beanswered	Marks
		MCQ	NA	20	1x20=20
Short Answer	50 Words	10 out of 15	2x10=20		
Essay	500 Words	2 out of 4	15x2=30		
	Total			70	

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10. Singh, R.K. (2010). Role of Constitutional bodies in good Governance, Indian Journal of Governance, 15(3), 102-117.
11. Smith, J. (2020). Constitutional Bodies and India's democratic future, Journal of Political Science, 25(3), 123-145.
12. Smith, J. A, Empowering Minorities: A review of the national Commission for minorities, Journal of Social Equity, 8(2), 123-145.
13. Smith, J.A (2005), Constitutional Evolution in India, Academic press
14. Smith, J.A. (2010). Constitutional Bodies and Democratic governance in India. ABC publishers
15. Subhash C. Kashyap (2022), Constitution of India A handbook for students, Vitasta publication Reprint
16. Subramanian, L, (2018). Constitutional Law of India. Oxford University Press.
17. Tahir Mahmood, (2016). Minorities Commission 1978-2015 – Minor role in major affairs, universal Law (second revised edition).

Programme	Political Science					
Course Name	Global Affairs: Concepts and Contemporary Issues in International Relations					
Type of Course	DSC C					
Course Code	UC4DSCPOL203					
Course Level	200-299					
Course Summary	This course provides a comprehensive overview of international relations, covering key concepts, historical evolution, major actors, and interdisciplinary approaches. Through interdisciplinary synthesis, students gain insights into analyzing and addressing complex global challenges in their respective fields.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Student will be able to demonstrate a comprehensive understanding of key concepts and theories in international relations, including realism, liberalism, constructivism, and other relevant theoretical approaches, allowing them to analyze and interpret global dynamics effectively.	U	1,3, 6
2	Student will be able to critically analyze and apply theoretical perspectives to contemporary issues in international relations, evaluating the strengths and limitations of different approaches and providing insightful analysis and interpretation of complex global phenomena.	An	2
3	Student will possess the ability to identify and analyze major actors and institutions in international relations, understanding their roles, interests, and interactions within the global system, and effectively assessing their impact on global governance and security paradigms.	An	1
4	Student will be able to demonstrate proficiency in analyzing security paradigms, threats, and conflict dynamics at various levels, including global, regional, and local, and will be equipped with the knowledge and skills to propose and evaluate approaches to conflict resolution, peace building, and post- conflict reconstruction.	An	1

5	Student will be able to exhibit awareness of contemporary issues and emerging trends in international relations, including both traditional and non-traditional challenges such as globalization, climate change, human rights, terrorism, migration, and technological advancements, and will be able to engage in informed debate and reflection on these issues from an interdisciplinary perspective.	E	4, 5, 10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	Foundations of International Relations			
	1.1	Understanding International Relations as a Discipline: Concepts, and Approaches	3	1
	1.2	Historical context and evolution of the international system (Treaty of Westphalia-1648, The Congress of Vienna -1814, WW-I and the Inter-war period)	3	6
	1.3	Identification and analysis of major actors and institutions in international relations (State and Non-State Actors)	3	2
	1.4	Introduction to interdisciplinary approaches and their relevance to understanding global dynamics	3	3
2	Theoretical Perspectives and Global Governance			
	2.1	Exploration of key theoretical approaches (e.g., realism, liberalism, constructivism)	3	1, 6
	2.2	Application of theories to analyze contemporary issues in international relations	3	10
	2.3	Critique and debate on the strengths and limitations of different theoretical perspectives	3	10
	2.4	Major Actors in Global Governance (International Organisations, INGOs, Soft Power (Religion, Culture etc)	3	4, 5, 6
	2.5	Research report: Each group would conduct in-depth research on their chosen issue, exploring its historical context, underlying causes, and current manifestations. They would then apply the theoretical frameworks of realism, liberalism, and constructivism to analyze the issue from different perspectives, considering factors such as power dynamics, interdependence, norms, and identity.	10	10

3	Security, Conflict, and Cooperation			
	3.1	Analysis of security paradigms and threats in the contemporary international system(realism and Neo realism-emphasis on military power and state centric security; nontraditional security paradigm's such as human security and environmental security; interstate conflict nuclear proliferation)	3	6
	3.2	Causes and dynamics of conflicts at the global, regional,and local levels	3	6
	3.3	Approaches to conflict resolution, peacebuilding, andpost-conflict reconstruction	3	3, 6
	3.4	Discussion on pressing global challenges such as terrorism, migration, and technological advancements	3	10
	3.5	Conduct a case study on contemporary security threats(e.g., terrorism, cyber warfare, climate change)	10	10
4	Contemporary Issues and Future Trends			
	4.1	Trend of regionalisation in IR	3	6
	4.2	Understanding North-south Debate (Global South)	2	6
	4.3	Debate on contemporary issues such as globalization, climate change, and human rights	2	3
	4.4	Reflection on the interdisciplinary nature of international relations and its relevance to students' respective fields of study Synthesis and application of interdisciplinary perspectives to analyze global challenges	2	3
	4.5	Conduct a Discussion/Debate on Pressing Global Challenges such as Terrorism, Migration, and Technological Advancements	10	10
5		Teacher specific Content		
Teaching and Learning Approach		Classroom Procedure (Mode of transaction)		
		<ul style="list-style-type: none"> • The course will primarily be conducted through a combination of lectures, seminars, discussions, and practicums. • Lectures will provide foundational knowledge on key concepts, theories, and historical events, supplemented by readings and multimedia resources. • Seminars will encourage student participation through discussions, debates, and group activities, fostering critical thinking and analytical skills. • Practicum activities such as research report, case studies, and debate/discussions will provide hands-on learning experiences and opportunities for students to apply theoretical concepts to real-world scenarios. • Assessment will be based on a combination of class participation, individual assignments, group projects, and examinations, allowing students to demonstrate their understanding and analytical abilities in various formats 		

Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA) Research Report Case study Debate/discussion																						
	B. End Semester Evaluation <table><tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr><tr><td>MCQ</td><td>NA</td><td>20</td><td>1x20=20</td></tr><tr><td>Short Answer</td><td>50 Words</td><td>10 out of 15</td><td>2x10=20</td></tr><tr><td>Essay</td><td>500 Words</td><td>2 out of 4</td><td>15x2=30</td></tr><tr><td colspan="3">Total</td><td>70</td></tr></table>				Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50 Words	10 out of 15	2x10=20	Essay	500 Words	2 out of 4	15x2=30	Total		
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Short Answer	50 Words	10 out of 15	2x10=20																				
Essay	500 Words	2 out of 4	15x2=30																				
Total			70																				

References

1. "Man, the State, and War: A Theoretical Analysis" Author: Kenneth N. Waltz (1959) [This classic work by Waltz explores the three images of international relations: the individual, the state, and the international system.]
2. "Power and Interdependence: World Politics in Transition" Authors: Robert O. Keohane and Joseph S. Nye Jr. (1977) [This influential work explores the role of power and interdependence in shaping international relations, challenging traditional realist perspectives.]
3. "The Anarchical Society: A Study of Order in World Politics" : Hedley Bull (1977)[Bull's seminal work examines the concept of anarchy in international relations and the potential for order in the absence of a central authority.]
4. "The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It by Paul Collier" [Collier focuses on the challenges faced by the world's poorest countries and proposes strategies for addressing global poverty]
5. "The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It" by Paul Collier[Collier focuses on the challenges faced by the world's poorest countries and proposes strategies for addressing global poverty]
6. "The Clash of Civilizations and the Remaking of World Order" Author: Samuel P. Huntington (1996)[Huntington argues that future conflicts will be based on cultural and civilizational differences rather than ideological or economic factors.]
7. "The Clash of Civilizations and the Remaking of World Order" Author: Samuel P. Huntington (1996)[Huntington argues that future conflicts will be based on cultural and civilizational differences rather than ideological or economic factors.]
8. "The Twenty Years' Crisis, 1919-1939: An Introduction to the Study of International Relations" Author: E.H. Carr (1939) [Carr's work challenges the utopian assumptions of liberal internationalism and discusses power politics and the role of morality in international relations.]

9. Alexei Yurchak, *Everything Was Forever, Until It Was No More: The Last Soviet Generation* (Princeton UP, 2005)
10. Anthony Pagden, *Lords of the World: Ideologies of Empire in Britain, Spain and France, 1500- 1800* New Haven: Yale University Press, 1996
11. B. Heywood. 2015. *Key Concepts in Politics and International Relations*. London: PalgraveMacmillan
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16. *Globalization and Its Discontents: Navigating the New World Order* Author(s): Joseph E. Stiglitz (Year: 2020)
17. H. Nau, et.al. 2020. *Perspectives on International Relations: Power, Institutions, Ideas*. London: Sage CQ Press.
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21. Mearsheimer, J. J. (2001). *The Tragedy of Great Power Politics*. W. W. Norton and Company "Man, the State, and War: A Theoretical Analysis" Author: Kenneth N. Waltz (1959) [This classic work by Waltz explores the three images of international relations: the individual, the state, and the international system.]
22. *Post-COVID-19 International Relations: Resilience and Transformation* Author(s): Iver B. Neumann (Year: 2021)
23. S. McGlinchey. Eds. 2022. *Foundations of International Relations*. Bloomsbury Academic. Mearsheimer, J. J. (2001).
24. *Soft Power and Public Diplomacy: The Role of Culture and Communication* Author(s): Joseph S. Nye Jr. (Year: 2020)
25. *The Impact of Technology on International Security* Author(s): Richard A. Clarke (Year: 2022)
26. *The Rise of Authoritarianism in International Politics* Author(s): Fareed Zakaria (Year: 2021) *International Trade Wars: Economic Nationalism in a Globalized World* Author(s): Robert E Lighthizer (Year: 2020)

Programme	Political Science					
Course Name	Politics of Global Risks					
Type of Course	DSC C					
Course Code	UC4DSCPOL204					
Course Level	200-299					
Course Summary	The course offers a comprehensive exploration of the multifaceted challenges and uncertainties that characterize our interconnected world. Grounded in an interdisciplinary approach, this course examines the diverse spectrum of global risks, encompassing geopolitical, economic, environmental, technological, health, and social-cultural dimensions.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	
Pre-requisites, if any						

COURSE OUTCOMES

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students shall be able to acquire knowledge of global risks, their analysis, and control methods, with a focus on the role of international organizations through real-world case studies.	K, U, An	1, 3
CO2	Students shall be able to understand and assess social, political, and environmental risks, developing strategies to mitigate their impacts based on real-world examples.	U, An, C	2, 6
CO3	Students shall be able to explain technological threats, ethical considerations, and governmental approaches to address risks through public policies.	U	2, 4
CO4	Students shall be able to identify environmental risks, sustainable practices, and renewable energy, fostering an understanding of creating a secure and sustainable future.	U	7,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	Understanding Global Risks			
	1.1	Definition and categorization of global risks, Historical evolution and contemporary dynamics of global risks	3	1
	1.2	Understanding risk analysis, Qualitative and Quantitative risk analysis.	3	2
	1.3	Risk control methods and techniques	2	7
	1.4	Role of international organizations in mitigating risks	3	2
	1.5	Conduct a case study on any Global Risk with a real world example	10	2, 3, 6, 10
2	Social and Political Instability			
	2.1	Analysis of contemporary geopolitical landscapes, Political instabilities	3	1
	2.2	Failure of National Governance, Supply Chain Disruption, Global Terrorism, Nuclear proliferation	3	1, 2, 3
	2.3	Global health challenges, Pandemics and their impact on societies	3	6
	2.4	Financial crises, resource scarcity (water, energy and minerals), Migration and displacement	3	3, 10
	2.5	Develop an appropriate strategy to mitigate of various impacts of risks associated with pandemics/resource scarcity/displacement and submit a report in not less than five hundred words	10	3, 10
3	Technological Threats			
	3.1	Autonomous systems, Artificial Intelligence and ethical considerations.	3	2
	3.2	Cyber security threats, Piracy and Cyber terrorism	3	2, 3
	3.3	Role of emerging technologies in global risk landscapes	2	2, 6

	3.4	Technological disruptions and their consequences	2	2, 6
	3.5	Prepare an Evaluative report on How Governments mitigating various risks by public policies: Addressing Specific Global Risk	10	10
4	Environmental Risks			
	4.1	Climate change, Extreme weather events and Biodiversity loss	3	2
	4.2	Environmental degradation, Pollution and environmental contamination	3	2, 6
	4.3	Natural disasters and its impact on societies	3	6, 10
	4.4	Renewable energy, Sustainable practices, Sustainable energy future	3	2, 3
5		Teacher Specific Content (Internal evaluation only)		

Classroom Procedure (Mode of transaction)

Teaching and Learning Approach	<p>Module:1 Classroom lecture and discussion on definition, categorization and evolution of global risks, and contemporary dynamics of global risks. Enable the students to understand various risk analysis and risk control methods and techniques. Group discussion by the students about the role of international organizations in mitigating risks.</p> <p>Module 2 Lecture on contemporary geopolitical landscapes and Political instabilities. Debate and discussion on failure of national governance and nuclear proliferation. Seminars and discussion by the students about global health challenges, pandemics and their impact on societies. Enable the students to prepare assignments on financial crises, resource scarcity (water, energy and minerals) and migration and displacement followed by classroom discussion.</p> <p>Module 3 Class-room lecture and discussion on autonomous systems, Artificial Intelligence, ethical considerations, cyber security threats and cyber terrorism. Lecture and discussion on role of emerging technologies in global risk landscapes by empowering students to understand the technological disruptions and their consequences.</p> <p>Module:4 Seminar presentations by the students on climate change, extreme weather events, biodiversity loss, environmental degradation, pollution and environmental contamination. Group discussion by students on natural disasters, renewable energy, sustainable practices and Sustainable energy future.</p>
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assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA) Formative Assessment (FA): In- class discussions Summative Assessment (SA): Field Visit Evaluatory Reports Case study																				
	B. End Semester Evaluation <table><tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr><tr><td>MCQ</td><td>NA</td><td>20</td><td>1x20=20</td></tr><tr><td>Short Answer</td><td>50 Words</td><td>10 out of 15</td><td>2x10=20</td></tr><tr><td>Essay</td><td>500 Words</td><td>2 out of 4</td><td>15x2=30</td></tr><tr><td colspan="3">Total</td><td>70</td></tr></table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50 Words	10 out of 15	2x10=20	Essay	500 Words	2 out of 4	15x2=30	Total			70
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References

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4. Gore, A. (2006). An Inconvenient Truth: The Planetary Emergency of Global Warming and What We Can Do About It.
5. Kolbert, E. (2014). The Sixth Extinction: An Unnatural History.
6. Clarke, R., and Knake, R. K. (2010). *Cyber War: The Next Threat to National Security and What to Do About It*.
7. Schwab, K. (2016). The Fourth Industrial Revolution.
8. Renn, O., Walker, K., and Caspersen, G. (Eds.). (2008). Global Risk Governance: Concept and Practice Using the IRGC Framework: 1 (International Risk Governance Council Bookseries). Springer.
9. Arcala, Rosalie, Compel, Radomir (Eds.). (2021). *Security and Safety in the Era of Global Risks* (Routledge Advances in International Relations and Global Politics) Routledge
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Programme	Political Science					
Course Name	Legal Literacy and Legal Awareness					
Type of Course	VAC					
Course Code	UC4VACPOL200					
Course Level	200-299					
Course Summary	The course provides an overview of Constitutional Law, its Principles and Mechanisms and how Constitutional law seeks to ensure justice and equity. It also provides students an opportunity to apply constitutional principles to tackle current legal challenges					
Semester	4	Credits			3	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students will comprehend the historical evolution and sources of law, aligning with the programme's goals of historical awareness and an understanding of legal structures.	U	1,4
CO2	Students will be able to develop analytical skills through a comparative analysis of constitutional frameworks, and understand legal, political structures and constitutional thoughts.	U, An	1,4,5
CO3	Students will be able to explore the rights of women and children, marginalized communities, environmental laws affecting indigenous people, and the intersection of freedom of speech, media, and citizens' rights.	K	3,7,6
CO4	Students will be able to apply legal concepts in everyday life.	An	2,4, 8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	Understanding Law			
	1.1	Historical evolution of law and its sources	3	1, 5, 7
	1.2	Overview of legal systems in India	3	7
	1.3	Rule of Law	4	6
2	Citizens' Rights in India			
	2.1	Fundamental Rights	4	6
	2.2	Judicial activism and judicial review	3	8, 6
	2.3	<ul style="list-style-type: none"> • Legal Services Authorities Act, 1987 • Right to Free Legal Aid (Art. 39 A) • Alternative Dispute Resolution in India (ADR) 	4	6, 8
3	Rights of Women, Childrens and Vulnerable sections in India			
	3.1	Rights of women <ul style="list-style-type: none"> • The Protection of Women from Domestic Violence Act, 2005 • The Dowry Prohibition Act, 1961 • The Indecent Representation of Women (Prohibition) Act, 1986 • The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 • <i>Jana Jagartha Samithi</i> in Kerala 	5	6
	3.2	Rights of Children <ul style="list-style-type: none"> • The Protection of Children from Sexual Offences Act (POCSO), 2012 • The Prohibition of Child Marriage Act, 2006 • The Child Labour (Prohibition and Regulation) Act, 1986 	5	6, 7
	3.3	Rights of Vulnerable sections <ul style="list-style-type: none"> • The Protection of Civil Rights Act, 1976 • The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989 	4	7, 8

	3.4	<p>Laws for Everyday life</p> <ul style="list-style-type: none"> • Right to information Act 2005 • Consumer Protection Act 2019 • Information Technology Act 2000 <p>New Labour code:</p> <ol style="list-style-type: none"> 1. The Code on Wages, 2019, 2. The Industrial Relations Code, 2020, 3. The Code on Social Security, 2020 4. The Occupational Safety, Health and Working Conditions Code, 2020 	10	2
4		Teacher specific content		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction) Classroom Lectures and Authentic Learning: Conventional lectures can provide factual knowledge. Interactive learning, seminars, and group discussion promote student engagement.</p> <p>Course Delivery Method CD1- Lecture by use of boards/LCD projectors, etc. CD2- Book and Document Reviews by students as assignments CD3- Seminars on assigned topics CD4- Peer group Discussions</p> <p>Module 1 Conceptual definitions and notes enable students to understand Constitutional Law Unit 1.1 to 1.4 Provides an elaborate sketch of Constitutional Jurisprudence, how Constitutional Thought evolved, justice and its application in constitutional jurisprudence</p> <p>Module 2 Unit 2.1 to 2.4 Introduces Comparative analysis of constitutional framework, laying special emphasis on Inter-sectionality and equal protection. Case studies from various Jurisdictions will provide clarity to students regarding the concept.</p> <p>Module 3 Unit 3.1 to 3.4 Aims at introducing students to fundamental Rights and Constitutional Remedies and above all interpretation of Constitution and powers and functions of Judiciary</p> <p>Module 4 Unit 4.1 to 4.4 Lays emphasis on Constitutionalism and rule of law, with special reference to Rule of Law and emerging issues in constitutional jurisprudence</p>
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Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA): 25 Marks (Practicum components will be evaluated under CCA, if any) Formative Assessment (FA): Oral presentations/In-class discussions/ writing assignments/Peer Assessments Summative Assessment (SA): Awareness Campaign among high school and higher secondary students																						
	B. End Semester Evaluation <table><tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr><tr><td>MCQ</td><td>NA</td><td>15</td><td>1x15=15</td></tr><tr><td>Short Answer</td><td>100 Words</td><td>5 out of 8</td><td>3x5=15</td></tr><tr><td>Essay</td><td>350 Words</td><td>2 out of 4</td><td>10x2=20</td></tr><tr><td colspan="3">Total</td><td>50</td></tr></table>				Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	15	1x15=15	Short Answer	100 Words	5 out of 8	3x5=15	Essay	350 Words	2 out of 4	10x2=20	Total		
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References

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- Case Studies in Media and Democratization in Developing Countries. Thousand Oaks, California: SAGE Publications.
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 21. Singh, P. (2022). The Struggle for Police Reforms in India: Ruler's Police to People's Police. New Delhi: Rupa Publications India.
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 24. Wacks, R. (2008). *Law: A Very Short Introduction*. Oxford, United Kingdom: Oxford University Press.
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Programme	Political Science				
Course Name	Disaster Management				
Type of Course	SEC				
Course Code	UC4SECPOL200				
Course Level	200-299				
Course Summary	The course aims to acquaint students with the fundamental concepts, terminologies, and advancements within the realm of Disaster Management. It also seeks to enlighten them on the potential career path of a Disaster Manager, emphasizing the understanding of Disaster Risk and Disaster Management. The curriculum enables a student in identifying disaster risks and to adopt prevention strategies, involving the analysis of hazard characteristics and methods to mitigate its impact.				
Semester	4	Credits			Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	
		3	0	0	0
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Acquire a solid understanding of fundamental concepts and terminologies related to Disaster Management.	U	3, 6
2	Gain insights into the role and responsibilities of a Disaster Manager as a potential career path.	K	5
3	Develop a nuanced comprehension of Disaster Risk and Disaster Management.	K	6, 4
4	Understand the ethical considerations involved in disaster management	U	8, 10
5	Recognizing the responsibilities and moral implications of decision-making in crisis situations.	U	6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	1.1	Understanding key concepts in Disaster Management: <ul style="list-style-type: none"> • Hazards, • Disasters, • Vulnerability, • Resilience 	3	3
	1.2	<ul style="list-style-type: none"> • Disaster Management, • Disaster Cycle, • Risk, prevention, • Mitigation, • Relief and response, • Recovery and rehabilitation etc 	5	5
	1.3	Brief history of disaster management in India and world- The emerging field of disaster management- Multidisciplinary Approach to Disaster Management-DM as an applied discipline. Community Based Disaster Risk Reduction (CBDRR)	5	3
2	2.1	Types of Disasters: Natural Disasters : Meteorological Disasters; (Flood, Cyclone, Drought, Heat wave, Lightning) Geological Disasters; (Earthquake, Landslide, Tsunami, Volcanic Eruption, Soil piping)	5	3
	2.2	Man-made Disasters: (Stampede, Biological- Chemical threats, Accidents, Dam Collapse, War)	3	3
	2.3	Case studies of some disasters: Examples: Kerala Floods, Stampedes in Kerala	3	6
3(a)	3.1	International and National Framework in Disaster Management Sendai Framework for Disaster Risk Reduction (Priorities and Targets), DM Act 2005, National Policy on Disaster Management	3	6
	3.2	Institutional Framework of Disaster Management in India:- Roles and Responsibilities <ul style="list-style-type: none"> • National Disaster Management Authority (NDMA) • State Disaster Management Authority (SDMA) • District Disaster Management Authority (DDMA) 	3	8, 10
	3.3	<ul style="list-style-type: none"> • Disaster Management Plans, • Climate Change and Disaster Management, • Disaster Management in Environmental Strategic Assessment 	3	5

3(b)	3.4	<ul style="list-style-type: none"> Disaster Response and Mitigation: Strategies 	3	4
	3.5	<ul style="list-style-type: none"> Disaster Risk Reduction Crisis Communication Capacity Building and Training Skills in managing public relations and media 	4	4
	3.6	<ul style="list-style-type: none"> Providing mental support Medical and First Aid Skills involving the community in disaster preparedness Decision making under pressure 	5	4
4		Teacher specific content		

Teaching and Learning Approach	Classroom Procedure (Mode of transactions) Module 1 Discussion, extra reading, assignments from journals, Video presentations. Module II Visit to disaster management authority offices, practical classes (govt agencies), Module III CPR, first aid, mock drills, Module IV Discussion, extra reading, assignments from journals, micro project.																							
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA): 25 Marks (Practicum components will be evaluated under CCA, if any) Formative Assessment (FA): Oral presentations/In-class discussions/ writing assignments/Peer Assessments Summative Assessment (SA): Awareness Campaign/Case Study/field Visit																							
	B. End Semester Evaluation <table><tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr><tr><td>MCQ</td><td>NA</td><td>15</td><td>1x15=15</td></tr><tr><td>Short Answer</td><td>100 Words</td><td>5 out of 8</td><td>3x5=15</td></tr><tr><td>Essay</td><td>350 Words</td><td>2 out of 4</td><td>10x2=20</td></tr><tr><td colspan="3">Total</td><td>50</td></tr></table>				Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	15	1x15=15	Short Answer	100 Words	5 out of 8	3x5=15	Essay	350 Words	2 out of 4	10x2=20	Total			50
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Reference.

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Programme	Political Science					
Course Name	Intellectual Property Rights and Generative Artificial Intelligence					
Type of Course	SEC					
Course Code	UC4SECPOL201					
Course Level	200-299					
Course Summary	This course explores the complex and evolving relationship between Intellectual Property Rights (IPR) and Artificial Intelligence (AI). Participants will gain insights into the legal, ethical, and Practicum challenges associated with protecting and managing intellectual property in the context of AI technologies.					
Semester	4	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	
Pre-requisites,if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Define and differentiate between various forms of intellectual property (patents, copyrights, trademarks, trade secrets) and their relevance to AI.	U	1
2	Understand how AI technologies impact intellectual property creation, ownership, and infringement.	K	2
3	Analyze copyright implications for AI-generated content, including issues related to authorship, ownership, and fair use.	U	7
4	Explore the use of trademarks in the AI context, including branding, product identification, and potential challenges.	U	1
5	Discuss the evolving landscape of AI and intellectual property, anticipating future challenges and opportunities.	An	7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	1.1	Understand the Basics of Intellectual Property	3	7
	1.2	Understand the various forms of intellectual property (patents, copyrights, trademarks, trade secrets) and their relevance to AI	5	7
	1.3	Examine how AI technologies impact intellectual property creation, ownership, and infringement.	3	1
2	2.1	Copyright Issues in AI: copyright implications for AI-generated content, including issues related to authorship, ownership, and fair use.	5	2
	2.2	Trade Secrets and AI: Understand the protection of AI-related trade secrets, including strategies for safeguarding proprietary algorithms and datasets.	3	1
	2.3	Ethical Considerations in the development and use of AI, including the ethical implications of IP protection in AI technologies.	5	7
3(a)	3.1	Ethical Dimensions of AI and IP	5	7
	3.2	The ethical implications of IP protection in AI technologies.	3	9
	3.3	Global Perspectives on IP Protection for AI	3	7
3(b)	3.4	International Perspectives on AI and IP	2	7
	3.5	Global perspectives on AI and IP, including international treaties, agreements, and challenges in enforcing IP rights globally.	3	1
	3.6	Explore current and emerging regulations and policies related to AI and intellectual property at national and international levels.	5	7
4		Teacher specific content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Module 1 Lectures: Interactive lectures providing theoretical foundations. Assignments, Module II Case Studies: Analyzing real-world examples to apply concepts., Lectures Module III
	Discussions: Engaging discussions on ethical and legal dilemmas Module IV Group Projects: Collaborative projects exploring AI and IP issues, Lectures

Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA)- 25 Marks (Practicum components will be evaluated under CCA, if any) Formative Assessment (FA): Oral presentations-5 MarksIn-class discussions Summative Assessment (SA): Problem based assignments-5 marks Reports Seminars																						
	B. End Semester Evaluation <table><tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr><tr><td>MCQ</td><td>NA</td><td>15</td><td>1x15=15</td></tr><tr><td>Short Answer</td><td>100 Words</td><td>5 out of 8</td><td>3x5=15</td></tr><tr><td>Essay</td><td>350 Words</td><td>2 out of 4</td><td>10x2=20</td></tr><tr><td colspan="3">Total</td><td>50</td></tr></table>				Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	15	1x15=15	Short Answer	100 Words	5 out of 8	3x5=15	Essay	350 Words	2 out of 4	10x2=20	Total		
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References

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