ST THOMAS COLLEGE PALAI

AUTONOMOUS | ESTD. 1950 | REACCREDITED BY NAAC WITH A++ GRADE

VITA LUX AMOR

UNDERGRADUATE PROGRAMMES (HONOURS) SYLLABUS

STCP-UGP (HONOURS)
(2024 ADMISSION ONWARDS)

FACULTY : SOCIAL SCIENCES

PROGRAMME : B.A. (HONOURS) POLITICAL SCIENCE

ST THOMAS COLLEGE PALAI AUTONOMOUS
ARUNAPURAM P.O., PALA, KOTTAYAM - 686 574
KERALA, INDIA

ST THOMAS COLLEGE PALAI AUTONOMOUS

UNDERGRADUATE PROGRAMMES (HONOURS)

SYLLABUS

STCP-UGP (Honours)

(2024 Admission Onwards)

Faculty: Social Sciences

BoS: Political Science

Programme: Bachelor of Arts (Honours) Political Science

St Thomas College Palai Autonomous

Arunapuram, Kottayam-686574

Kerala, India

CONTENTS

Course 5.5- Society and Politics in Kerala
Course 5.6- Political Sociology of Modern India
Course 5.7- Women and Spatiality in Kerala
Course 5.8- Emerging Trends in Indian Administration
Course 5.9- Area Studies in International Relations
Course 5.10- Survey Method in Political Science

8.   **Semester 6**
Course 6.1- Western Political Thought
Course 6.2- Introduction to Philosophy of Social Science
Course 6.3- Issues in Indian Politics
Course 6.4- Contemporary Global Politics
Course 6.5- Civil Society and Social Movements in Kerala
Course 6.6- Caste and Politics in India
Course 6.7-India's Foreign Policy
Course 6.8- Global Environmental Governance
Course 6.9- Political Journalism
Course 6.10-Social Exclusion and Inclusive Policy

9.   **Semester 7**
Course 7.1- Methodology of Research in Political Science
Course 7.2- Politics of Social Justice
Course 7.3- Strategic Thinking and Security Studies
Course 7.4- Centre State Relations and Cooperative Federalism in India
Course 7.5- Biodiversity Governance
Course 7.6- Politics of Global South

10.   **Semester 8**
Course 8.1- Public Policy Analysis
Course 8.2- Federal Dynamics of Economic Reforms in India
Course 8.3- Political Psychology
Course 8.4- Decentralisation and Local Governance in Kerala
Course 8.5- Politics of Organised Violence

11.   **Internship Evaluation**

12.   **Project Evaluation**
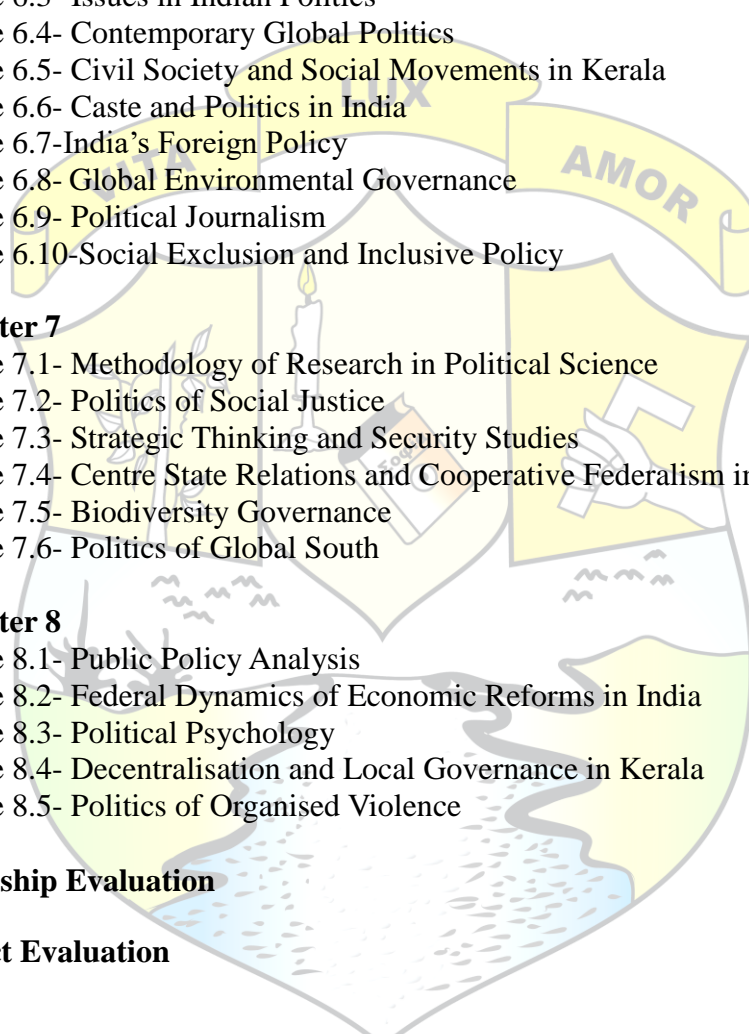
Preface

Political science is a vital discipline that studies the nature, functions, and impact of political systems, institutions, and processes. It helps us comprehend how governments are formed, how they operate, and how they affect society and examine how power is distributed, exercised, and maintained, enabling us to grasp the intricacies of decision-making processes. Political science investigates how policies are created, implemented, and evaluated, shedding light on their consequences for citizens. By studying political science, we become informed citizens, equipped to participate in democratic processes, exercise our rights, and hold leaders accountable. It investigates international relations, conflict resolution, and global governance, providing insights into addressing pressing issues like climate change, inequality, and human rights. In essence, political science empowers us to navigate the complexities of politics, fostering informed decision-making, effective citizenship, and a deeper understanding of the world around us.

The emergence of the Information Age has sparked radical changes in the political arena, making established models outdated and necessitating the development of new strategies to deal with new problems. Political science is important because it may provide people with the critical thinking skills and analytical tools they need to manage a world that is becoming more linked and changing quickly. Students will explore the many facets of politics through this curriculum, from theoretical frameworks to Practicum applications, developing a sophisticated understanding of power relations, governance, and sociopolitical phenomena.

Political science is also connected to other areas of knowledge, such as economics, philosophy, history, sociology, law, technology, international relations, and so forth, because of its interdisciplinary nature. This program will enable students to address complicated topics from numerous sides, overcoming disciplinary silos and creating creative solutions to urgent global problems by encouraging interdisciplinary discourse and collaboration. Studying political science promotes civic engagement and a sense of civic responsibility beyond the classroom. Developing an informed and engaged citizenry is crucial to the health of democratic societies in an era where there is a general lack of trust in political institutions and procedures. Students will have the chance to put their knowledge into practice in real-world settings through internships, community engagement programs, and experiential

learning opportunities. This will help students connect theory and practice and strengthen their commitment to democratic and social justice values.

St Thomas College Palai Autonomous was conferred autonomous status by the UGC on 19 January 2024 and subsequently Mahatma Gandhi University, Kottayam after due procedure, notified it only on May 7, 2024, which resulted in the delay of the constitution of various statutory bodies (Governing Body, Academic Council and Board of Studies) of our College. Therefore, the first Academic Council of St Thomas College Palai Autonomous held on 10 June 2024 decided to adopt the syllabus of Mahatma Gandhi University for the UG programmes of our college for the academic year 2024–25.
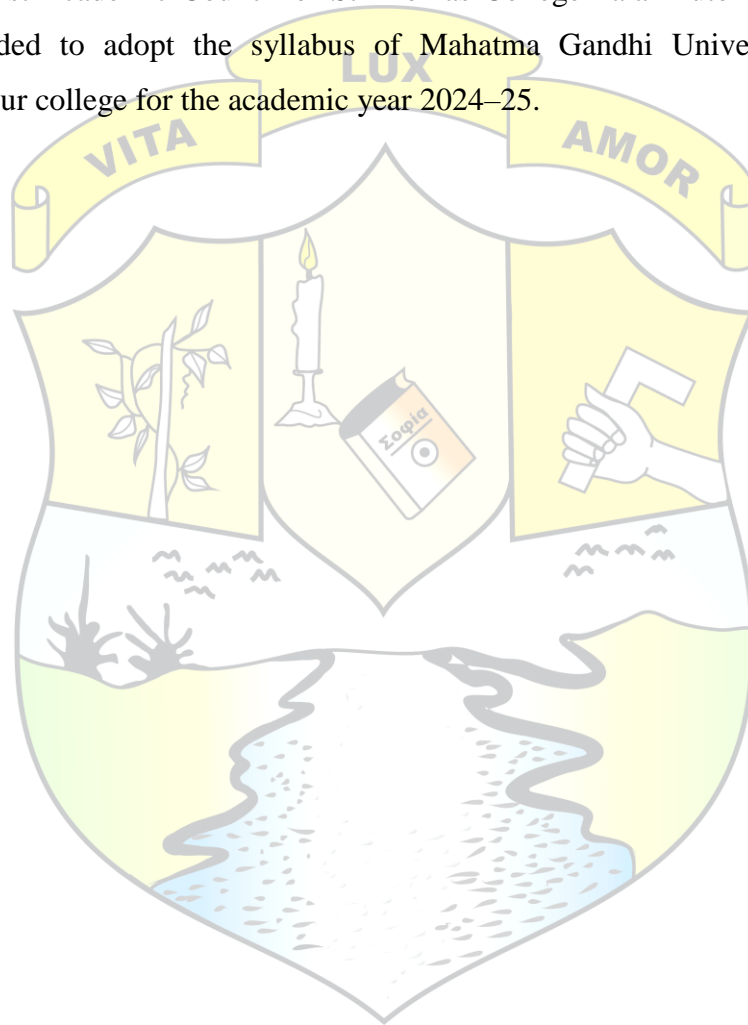
Syllabus Index

Name of the Major: Political Science

Semester: 1

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credits	Hours/ week	Hour Distribution /week			
					L	T	P	O
24U1POLDSC100	Everyday Politics	**DSC A**	4	5	3	0	2	0
	Any One of the following							
24U1POLMDC100	Introduction to India's Foreign Policy	**MDC**	3	4	2	0	2	0
24U1POLMDC101	Ecological Governance		3	4	2	0	2	0
24U1POLMDC102	Cyber Politics		3	4	2	0	2	0

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

Semester: 2

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credits	Hours/ week	Hour Distribution /week			
					L	T	P	O
24U2POLDSC100	Introduction to Indian Constitution	**DSC A**	4	5	3	0	2	0
	Any One of the following							
24U2POLMDC100	Introduction to Intellectual Property Rights	**MDC**	3	4	2	0	2	0
24U2POLMDC101	Politics of Human Security		3	4	2	0	2	0

Semester: 3

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credits	Hours/ week	Hour Distribution /week			
					L	T	P	O
24U3POLDSC200	Introduction to Political Philosophy	**DSC A**	4	5	3	0	2	0
24U3POLDSC201	Introduction to International Relations	**DSC A**	4	5	3	0	2	0
24U3POLDSE200	State Nation and Nationalism	**DSE** Any one	4	4	4	0	0	0
24U3POLDSE201	Politics of Space		4	4	4	0	0	0
24U3POLDSC202	Green Politics	**DSC B** Any One	4	5	3	0	2	0
24U3POLDSC203	Human Rights in India		4	5	3	0	2	0
24U3POLDSC204	Peace and Conflict Studies		4	5	3	0	2	0
24U3POLMDC200	Politics and Philosophy of Technology	**MDC** Any one	3	3	3	0	0	0
24U3POLMDC201	Sustainable Development and India's Energy Policy		3	3	3	0	0	0
24U3POLVAC200	Secularism and Cultural Diversity	**VAC**	3	3	3	0	0	0

Semester: 4

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credits	Hours/ week	Hour Distribution /week			
					L	T	P	O
24U4POLDSC200	Political Theory	**DSC A**	4	5	3	0	2	0
24U4POLDSC201	Themes in Indian Politics	**DSC A**	4	5	3	0	2	0
24U4POLDSE200	Public Administration	**DSE**	4	4	4	0	0	0
24U4POLDSE201	Multilateral Institutions and Global Governance	Any one	4	4	4	0	0	0
24U4POLDSC202	Constitutional and Statutory Bodies in India	**DSC C** Any one	4	5	3	0	2	0
24U4POLDSC203	Global Affairs: Concepts and Contemporary Issues in International Relations		4	5	3	0	2	0
24U4POLDSC204	Politics of Global Risks		4	5	3	0	2	0
24U4POLVAC200	Legal Literacy and Legal Awareness	**VAC**	3	3	3	0	0	0
24U4POLSEC200	Disaster Management	**SEC**	3	3	3	0	0	0
24U4POLSEC201	Intellectual Property Rights and Generative Artificial Intelligence	Any One	3	3	3	0	0	0
24U4POLINT200	Internship		2					

Semester: 5

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credits	Hours/ week	Hour Distribution /week			
					L	T	P	O
24U5POLDSC300	Indian Political Thought	**DSC A**	4	5	3	0	2	0
24U5POLDSC301	Theories of International Relations	**DSC A**	4	5	3	0	2	0
24U5POLDSC302	Comparative Politics	**DSC A**	4	4	4	0	0	0
24U5POLDSE300	Human Rights	**DSE**	4	4	4	0	0	0
24U5POLDSE301	Society and Politics in Kerala	Any Two	4	4	4	0	0	0
24U5POLDSE302	Political Sociology of Modern India		4	4	4	0	0	0
24U5POLDSE303	Women and Spatiality in Kerala		4	4	4	0	0	0
24U5POLDSE304	Emerging Trends in Indian Administration		4	4	4	0	0	0
24U5POLDSE305	Area Studies in International Relations		4	4	4	0	0	0
24U5POLSEC300	Survey Method in Political Science	**SEC**	3	3	3	0	0	0

Semester: 6

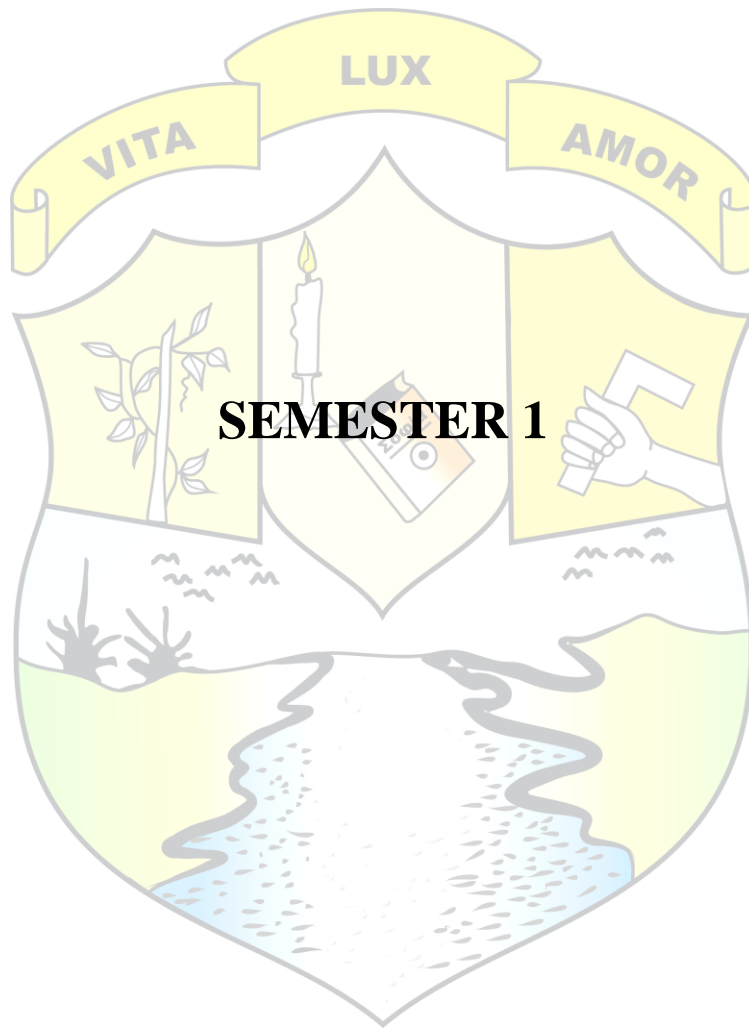| Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credits	Hours/ week	Hour Distribution /week			
					L	T	P	O
24U6POLDSC300	Western Political Thought	**DSC A**	4	5	3	0	2	0
24U6POLDSC301	Introduction to Philosophy of Social Science	**DSC A**	4	5	3	0	2	0
24U6POLDSE300	Issues in Indian Politics	**DSE** Any One	4	5	3	0	2	0
24U6POLDSE301	Contemporary Global Politics		4	5	3	0	2	0
24U6POLDSE302	Civil Society and Social Movements in Kerala		4	5	3	0	2	0
24U6 POLDSE303	Caste and Politics in India	**DSE** Any One	4	4	4	0	0	0
24U6POLDSE304	India's Foreign Policy		4	4	4	0	0	0
24U6POLDSE305	Global Environmental Governance		4	4	4	0	0	0
24U6POLSEC300	Political Journalism	**SEC**	3	3	3	0	0	0
24U6POLVAC300	Social Exclusion and Inclusive Policy	**VAC**	3	3	3	0	0	0
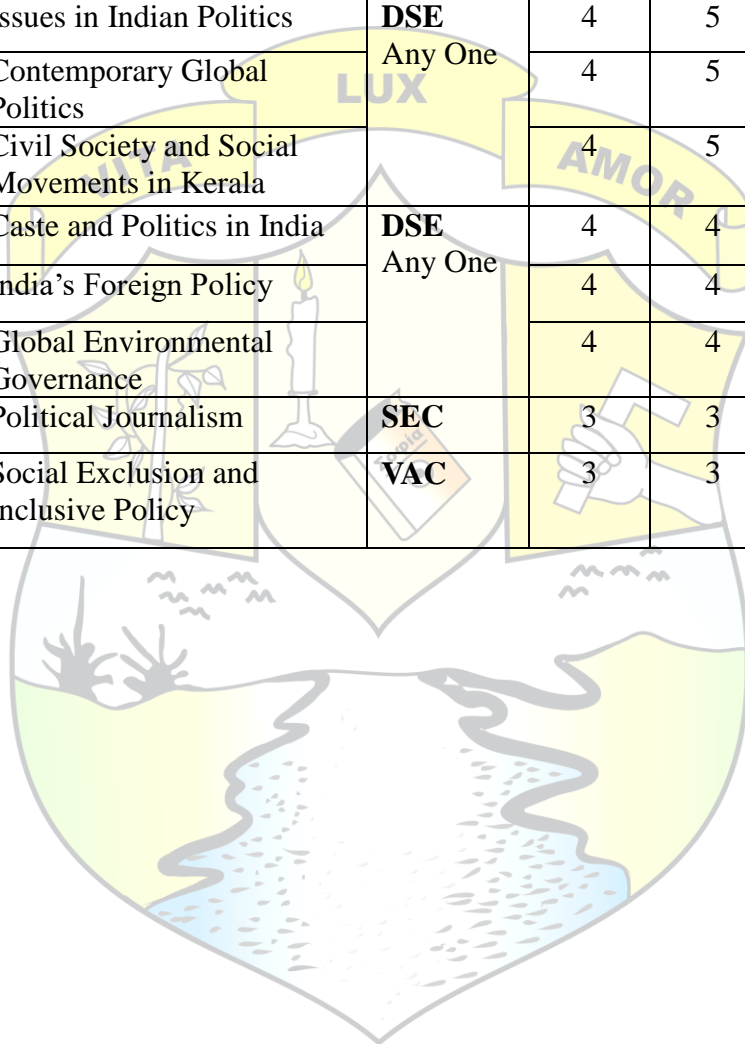
Semester: 7

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credits	Hours / week	Hour Distribution /week			
					L	T	P	O
24U7POLDCC400	Methodology of Research in Political Science	**DCC**	4	5	3	0	2	0
24U7POLDCC401	Politics of Social Justice	**DCC**	4	4	4	0	0	0
24U7POLDCC402	Strategic Thinking and Security Studies	**DCC**	4	4	4	0	0	0
24U7POLDCE400	Centre State Relations and Cooperative Federalism in India	**DCE**	4	4	4	0	0	0
24U7POLDCE401	Bio-Diversity Governance	**DCE**	4	4	4	0	0	0
24U7POLDCE402	Politics of Global South	**DCE**	4	4	4	0	0	0

Semester: 8

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credits	Hours/ week	Hour Distribution /week			
					L	T	P	O
24U8POLDCC400	Public Policy Analysis	**DCC**	4	5	3	0	2	0
24U8POLDCC401	Federal Dynamics of Economic Reforms in India	**DCC**	4	5	3	0	2	0
24U8POLDCE400	Political Psychology	**DCE**	4	5	3	0	2	0
24U8POLDCE401	Decentralisation and Local Governance in Kerala	**DCE**	4	5	3	0	2	0
24U8POLDCE402	Politics of Organised Violence	**DCE**	4	5	3	0	2	0
24U8POLPRJ400	Project of Honours/ Honours with Research	PRJ	12					

SEMESTER 1

St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Everyday Politics
Type of Course	DSC A
Course Code	24U1POLDSC100
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)		
		Ideological Flux and Current Conflicts		
	5.1	Populism vs. Liberal Democracy	3	2, 8
	5.2	Nationalism vs. Globalism	3	7, 8
	5.3	Religious Fundamentalism vs. Secularism	4	6, 8
	5.4	Identity Politics vs. Universalism	2	6, 8
	5.5	Interactions with leaders of political parties, elected representatives, civil servants, and NGOs	10	10

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 Seminars CD3- 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 science 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. **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)

	CCA	Marks
1	Internal Assessment Tests	15
2	Assignments	5
3	Oral Presentation	5
4	Literature Survey	5
	Total	30

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**

*(Left column label: **Assessment Types**)*

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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Introduction to India's Foreign Policy
Type of Course	MDC
Course Code	24U1POLMDC100
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	60
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)		

	Classroom Procedure (Mode of transaction)
Teaching and Learning Approach	**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

MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA): 25 marks

(Practicum components will be evaluated under CCA)

	CCA	Marks
1	Internal Assessment Tests	15
2	Assignments	5
3	Oral Presentation	5
4	Literature Survey	5
	Total	30

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	**Ecological Governance**
Type of Course	**MDC**
Course Code	**24U1POLMDC101**
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**	**60**
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** • Environmental equity • Climate Refugee • Climate diplomacy	3	1
	1.2	**Ecological crisis** • 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- • Paris Agreement, • UNFCC, • IPCC, • Kyoto protocol • Global Climate Action Summit	2	2, 3
	2.2	Sources and Carbon sinks of greenhouse gases • 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 Defence 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 hot spots	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, filed 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
	      (Practicum components will be evaluated under CCA)

	CCA	Marks
1	Internal Assessment Tests	15
2	Assignments	5
3	Oral Presentation	5
4	Literature Survey	5
	Total	30

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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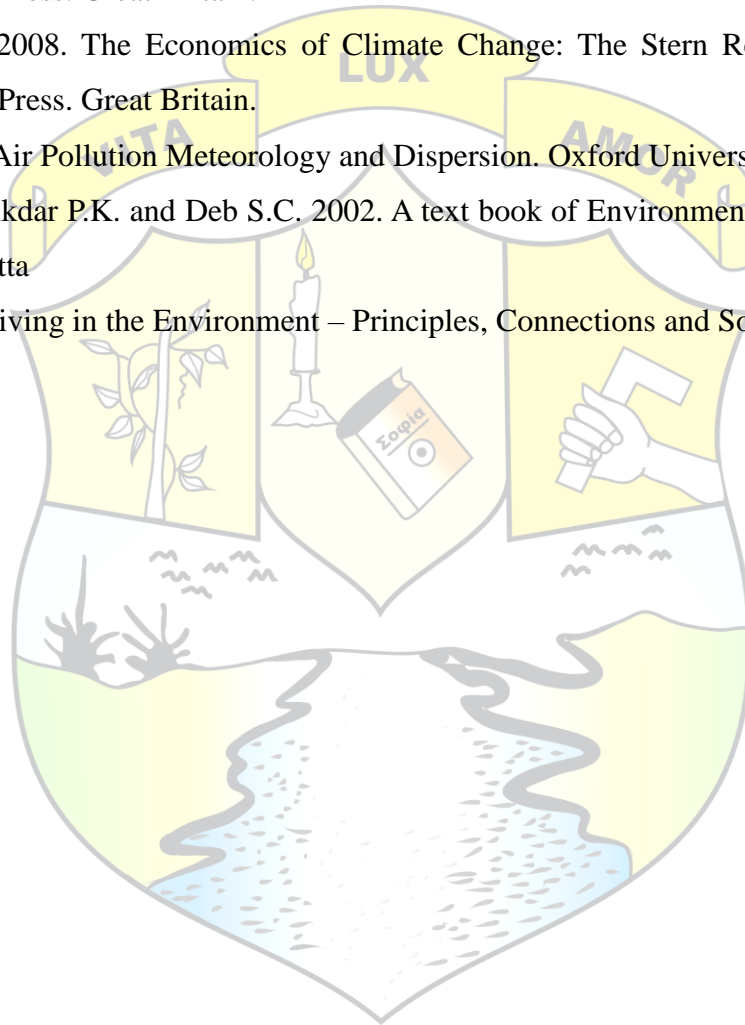
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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Cyber Politics
Type of Course	MDC
Course Code	24U1POLMDC102
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	60
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 field visit 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 News Paper to *Radio, Tele-Vision, ICT to AI*	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, Big Data, Data Science and Data Manipulation**	3	6
	3.5	Filed 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): 30 Marks
	  (Practicum components will be evaluated under CCA)

	CCA	Marks
1	Internal Assessment Tests	15
2	Assignments	5
3	Oral Presentation	5
4	Literature Survey	5
	Total	30

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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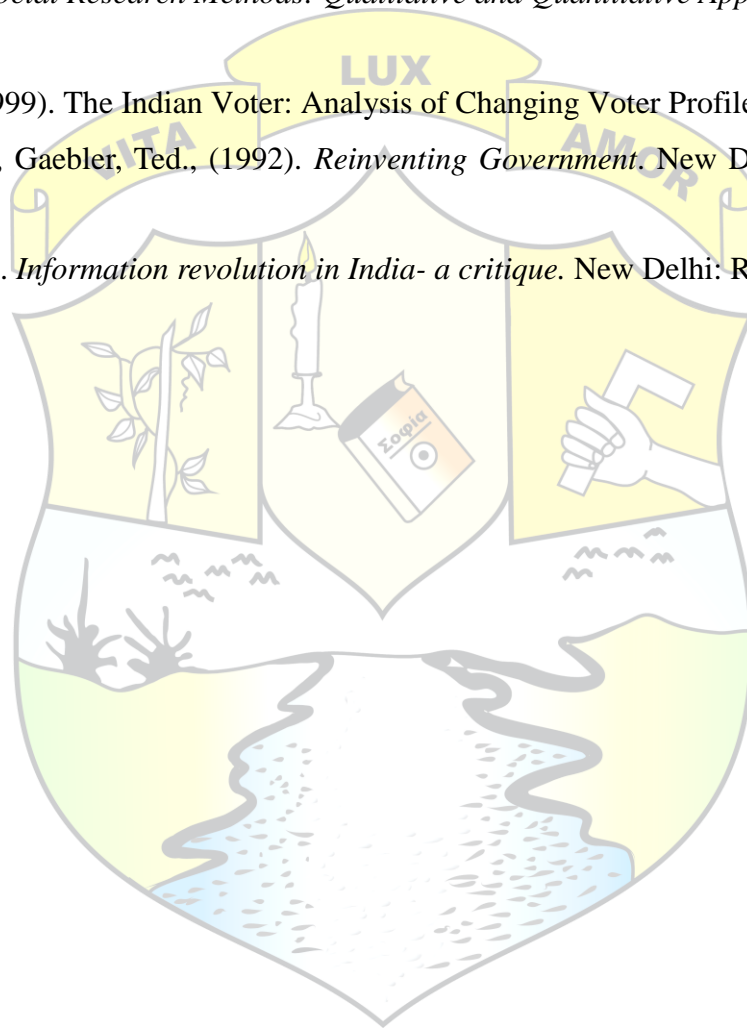Soule, M. E. (1985). What is conseration biology? *Bio science*, 727-734.

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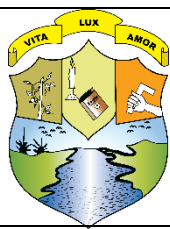Osborne, David., Gaebler, Ted., (1992). *Reinventing Government.* New Delhi: Prentice hall of India.

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SEMESTER 2

St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Introduction to Indian Constitution
Type of Course	DSC A
Course Code	24U2POLDSC100
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			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	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
	2.4	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)			
	Major Constitutional Amendments			
	5.1	42nd Amendment		
	5.2	52nd & 91st Amendment		
	5.3	73rd & 74th Amendments		
	5.4	106th Amendment		
	5.5	Interaction with a Jurist		

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)
	<table><tr><td></td><td>**CCA**</td><td>**Marks**</td></tr><tr><td>1</td><td>Internal Assessment Tests</td><td>15</td></tr><tr><td>2</td><td>Assignments</td><td>5</td></tr><tr><td>3</td><td>Oral Presentation</td><td>5</td></tr><tr><td>4</td><td>Literature Survey</td><td>5</td></tr><tr><td></td><td>**Total**</td><td>30</td></tr></table>

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Introduction to Intellectual Property Rights
Type of Course	MDC
Course Code	24U2POLMDC100
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	60

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

	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.		
4		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
	3.5	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**			
	3.6	Recent trends in IPR Regime	3	3
	3.7	WIPO	2	3
	3.8	IP laws	2	3
	3.9	Conduct an interview with a specialist in IPR	10	10
4		**Teacher Specific Content** (Internal evaluation only)		4

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)-30 Marks
	  (Practicum components will be evaluated under CCA)	

	CCA	Marks
1	Internal Assessment Tests	15
2	Assignments	5
3	Oral Presentation	5
4	Literature Survey	5
	Total	30

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Politics of Human Security
Type of Course	MDC
Course Code	24U2POLMDC101
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 human security, 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	60

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	Hrs	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
	1.5	**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)		

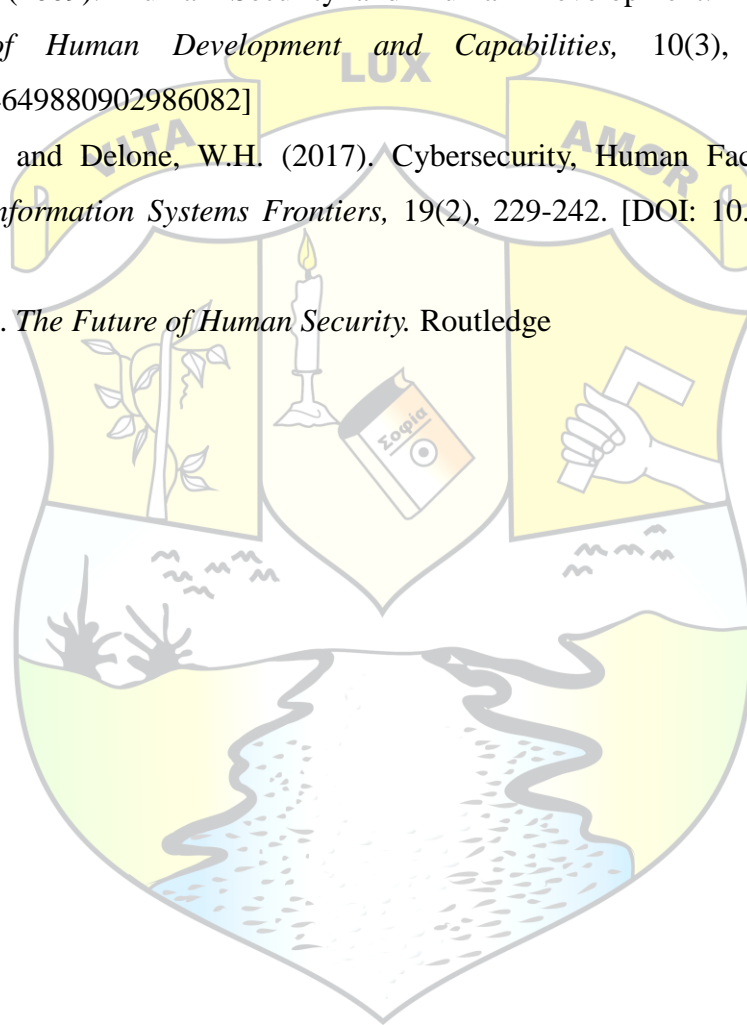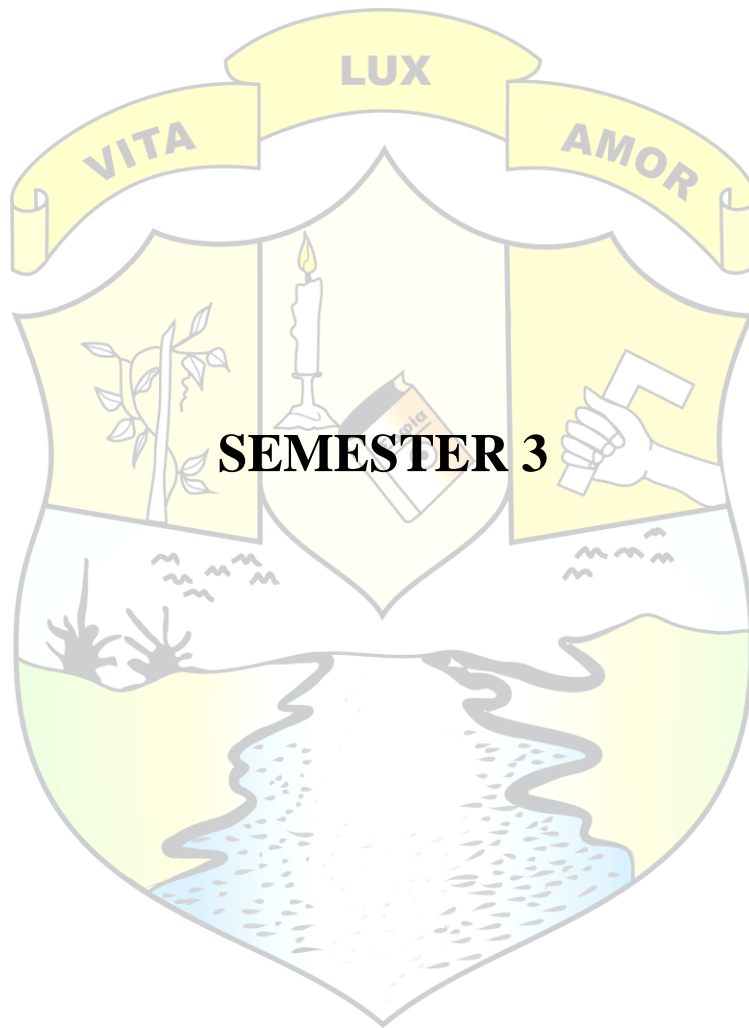|	
Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Classroom Lectures and Authentic Learning:** Traditional lectures can provide solid factual knowledge. Active-interactive learning, brainstorming, seminars, and group activities foster student engagement through interactive class discussions. Course Delivery Method CD1- ICT enabled Lectures CD2- Assignments and Seminars CD3- reviewing case studies CD4- Peer group Discussions Module 1 Conceptual notes and definitions to introduce the concept of human security in a political perspective. 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. Unit. 1.2 Analyse relevant legal documents, identifying provisions related to human security. Discuss their significance and limitations. Unit. 1.3 Analyse how political dynamics influence public understanding of human security concerns Module 2 and 3 aims to expose the students to some of the contemporary global concerns that have implications on human security. 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. Module 4 is an attempt to understand the latest scenario in human security. 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. Unit 3.2. aims to help students to understand the real-world ethical dilemmas in humanitarian interventions, through debates and reviews. Unit 3.3 analyse various conflict resolution strategies aimed at promoting global cooperation for human security. Discuss their effectiveness and limitations.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 Marks** (Practicum components will be evaluated under CCA) <table><tr><td></td><td>**CCA**</td><td>**Marks**</td></tr><tr><td>1</td><td>Internal Assessment Tests</td><td>15</td></tr><tr><td>2</td><td>Assignments</td><td>5</td></tr><tr><td>3</td><td>Oral Presentation</td><td>5</td></tr><tr><td>4</td><td>Literature Survey</td><td>5</td></tr><tr><td></td><td>**Total**</td><td>30</td></tr></table>

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 3

St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Introduction to Political Philosophy
Type of Course	DSC A
Course Code	24U3POLDSC200
Course Level	200-299
Course Summary	This course aims to facilitate a comprehensive grasp of fundamental political concepts and prominent political philosophies within the context of the contemporary world. By delving into crucial themes such as state, justice, liberty, authority, equality, and rights, participants will establish a robust foundation in political philosophy. The course is designed to equip students with the skills necessary for the analysis, critique, and active contribution to discussions surrounding political ideas. Complementing philosophical readings with real-life examples and case studies, the course fosters the development of critical thinking and philosophical perspectives. Through this approach, students are encouraged to enhance their abilities to read, understand, and interpret various texts and traditions within the realm of political philosophy.

Semester	3	Credits			4	Total Hours
Course Details		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	Students shall be able to comprehend the essence of Political Philosophy by defining its nature, purpose, and exploring the fundamental questions it seeks to answer about the life.	U, An	1,6
2	Students shall be able to classify key concepts in Political Philosophy, including Liberty and Rights, Equality and Justice, and the roles of the State and Governance.	An	1,2,7
3	Students shall be able to justify political authority by exploring philosophical justifications for political rule and delving into the concepts of Political Legitimation and different theories on the nature of the State.	E	2,3,5

Module	Units	Course description	Hrs	PO No.
4		Students shall be able to Apply Political Philosophy to contemporary global issues, addressing challenges such as Human Rights, Global Justice, and Global Governance, fostering an understanding of its relevance in today's world.	A	4,10

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	**Defining Political Philosophy**			
	1.1	What is Political Philosophy?	3	1,2
	1.2	Why do we need political philosophy?: nature and purpose	3	1,2,3
	1.3	Good Life: Fundamental questions that political philosophy seeks to answer	3	1,2,3
2	**Key Concepts in Political Philosophy**			
	2.1	Liberty and Rights	4	2,3
	2.2	Equality and Justice	4	2,3
	2.3	State and Governance	4	2,3
	2.4	Analyzing historical and contemporary case studies to understand how political theories are applied in practice. **OR** Conduct debates/discussions on controversial issues related to governance, such as affirmative action, freedom of speech, and the role of government in redistributive policies.	10	10
3	**Justifying Political Authority**			
	3.1	Philosophical justification of political authority Why individuals should submit to political rule?	5	4,5,6
	3.2	Concept of Political Legitimation: Legitimation of Political Authority	4	4,5,6
	3.3	Theories on the nature of State	4	4,5,6
	3.4	Organizing debates on the legitimacy of political authority, with students arguing from different philosophical perspectives. **or** Conducting Socratic dialogues to critically examine key questions such as "Why should individuals submit to political rule?" and "What are the moral obligations of citizens towards the state?"	10	10

4	**Contemporary Challenges in Political Philosophy**				
	4.1	Political Philosophy in the context of Global issues: applying political philosophy in contemporary global issues	5	5,6,7
	4.2	Human Rights	2	5,6,7,
	4.3	Global Justice	2	5,6,7,
	4.4	Global Governance	2	5,6,7, 10
	4.5	Collaborating with local organizations or grassroots movements to address global issues such as refugee rights, environmental justice, or economic inequality. **or** Designing and implementing advocacy campaigns aimed at raising awareness and mobilizing support for global justice and human rights causes.	10	10
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • 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 the historical and cultural contexts. • Interactive lectures and classroom engagements (through readings and discussions, debates) will encourage participation of students generating questions. • Incorporate relevant films and documentaries that explore political thought, ideologies, or historical events. • Seminars discussion will help students to discuss specific topics, present their research, and engage in critical debates. • Integrate current events analysis into the course and engage students in role-playing exercises where they embody historical figures or represent specific political ideologies. • Inviting guest speakers, and practitioners in political philosophy to share their experience and insights • 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 life and career of different political philosophers

Assessment Types	**MODE OF ASSESSMENT**
	    A. Continuous Comprehensive Assessment (CCA): 30 Marks
	    (Practicum components will be evaluated under CCA)
	    Case Study/Debate/ Discussion
	    Advocacy campaigns

B. End Semester Examination			
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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Introduction to International Relations
Type of Course	DSC A
Course Code	24U3POLDSC201
Course Level	200-299
Course Summary	The course aims to provide a comprehensive understanding of the historical foundations and contemporary dynamics of international relations. Furthermore, the course addresses critical contemporary issues including human security, nuclear non-proliferation, terrorism, sustainable development, and climate change, highlighting their significance in the context of global governance and diplomacy

Semester	3	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	Understand the historical foundations of the modern state system, including the emergence of nation-states through events such as the Thirty Years' War and the Treaty of Westphalia (1648).	U	1, 3, 6
2	Analyze the major geopolitical shifts leading up to World War I, including key revolutions and diplomatic events such as the American Revolution, French Revolution, and Congress of Vienna.	An	1, 7
3	Examine the causes, course, and effects of both World War I and World War II, as well as the establishment of international institutions like the League of Nations and the United Nations.	E	8, 10

4	Analyse the development of International Relations as an academic discipline, including its meaning, nature, scope, and evolving theories on topics such as international politics, state and non-state actors, power dynamics, and concepts like multilateralism and balance of power.	An	1, 3	
5	Examine the contemporary global issues such as human security, nuclear non-proliferation, terrorism, sustainable development, and climate change, considering their implications for international relations and the role of collective action, international regimes, and norms in addressing these challenges.	E	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	**International Relations**			
	1.1	Emergence of Modern State System -Thirty Years' War; Treaty of Westphalia (1648); Nation-States	3	6, 8
	1.2	World Prior the World War I - American Revolution (1776-1783); French Revolution (1789-1791); Latin American Revolutions (1800-1825); Congress of Vienna (1814-1815); Revolutions of 1848	4	6
	1.3	The First World War – Causes, Course and Effects; The League of Nations.	3	6
	1.4	The Second World War - Causes, Course and Effects; The United Nations Organisation.	3	6
2	**The Development of International Relations as a Field**			
	2.1	Meaning, Nature, Scope and Importance	3	1
	2.2	Evolution of International Relations as a discipline	3	1
	2.3	International Politics and International Relations	2	1
	2.4	State and Non-state actors in international politics	3	1
	2.5	Individual or group research projects on specific topics related to international relations, such as the impact of globalization on state sovereignty, the role of non-state actors in terrorism, or the effectiveness of international development aid. Students can then present their findings and propose policy recommendations based on their analysis, fostering critical thinking, research skills, and policy advocacy abilities.	10	10

3		**Concepts**			
	3.1	Power: Meaning and nature; National Power – nature, features and elements of national power.	3	1
	3.2	Multilateralism, Multi-polarity, Poly-centricity	3	3
	3.3	Geo-Economics; Globalisation; International Regimes and Norms	3	3
	3.4	Balance of Power, Collective Security	3	1
	3.5	Design a crisis simulation exercise where students are tasked with responding to a fictional international crisis scenario, such as a humanitarian disaster, a security threat, or a geopolitical conflict. Students will work in teams to analyze the situation, formulate policy responses, and negotiate with other actors, including other student teams representing different countries or international organizations.	10	10
4		**Issues**			
	4.1	Traditional and Non-Traditional Security	2	3
	4.2	Nuclear Non Proliferation, Disarmament and Weapons of Mass Destruction	2	3
	4.3	Terrorism and Violent Radicalisation	2	3
	4.4	Sustainable Development; Climate Change and the Environment	3	7
	4.5	Conduct a policy analysis project on a specific international issue or problem, such as nuclear non-proliferation, climate change mitigation, or counterterrorism strategies. Students will research the background and current state of the issue, analyze relevant international relations theories and concepts, assess existing policies and their effectiveness, and propose recommendations for future action.	10	10
5		**Teacher Specific Content** (for internal evaluation only)			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Lectures- Begin with introductory lectures to provide a theoretical foundation and framework for understanding the themes and concepts of international relations Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to international relations. Conduct class discussions to explore different viewpoints and encourage critical thinking. Guest Lectures -Invite guest speakers with expertise in the field, such as researchers, policymakers, or practitioners, to share real-world insights and experiences.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 Marks** (Practicum components will be evaluated under CCA) Policy Analysis Project Case study/crisis simulation exercise Individual or group research project

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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"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.]

"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.]

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"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.]

Soft Power and Public Diplomacy: The Role of Culture and Communication *Author(s): Joseph S. Nye Jr. (Year: 2020)*

"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.]

"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]

The Impact of Technology on International Security *Author(s): Richard A. Clarke (Year: 2022)*

"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.]

Globalization and Its Discontents: Navigating the New World Order *Author(s): Joseph E. Stiglitz (Year: 2020)*

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)*

Post-COVID-19 International Relations: Resilience and Transformation *Author(s): Iver* B. Neumann (Year: 2021)

Alexei Yurchak, Everything Was Forever, Until It Was No More: The Last Soviet Generation (Princeton UP, 2005).

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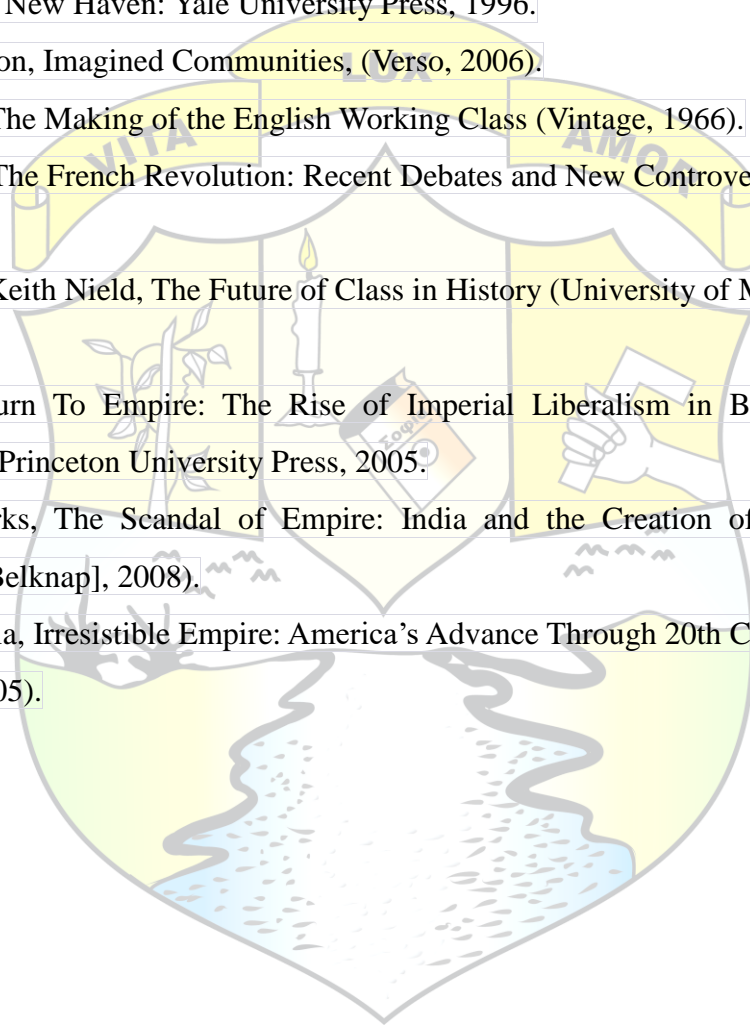E.P Thompson, The Making of the English Working Class (Vintage, 1966).

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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	State Nation and Nationalism
Type of Course	DSE
Course Code	24U3POLDSE200
Course Level	200-299
Course Summary	This course delves into the multifaceted dynamics of the state, nationalism, and globalization. It explores the historical evolution and socio-economic dimensions of the state, alongside theories from liberal, Marxist, and feminist perspectives. The course offers a comprehensive understanding of statehood, nationalism, and their intersections with globalization in contemporary societies.

Semester	3		Credits		4		Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others		
		4	0	0	0	60	

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students shall be able to understand the history and dynamics of the state, analyze various state theories, compare how states are built in different societies, and explore how globalization affects the meaning of sovereignty.	K, U, An	3, 4
2	Students will learn about Hegelian ideas on history and nations, and understand how national self-determination is seen in today's world	K, U	4
3	Students shall be able to be equipped with understanding of nationhood, fostering critical thinking skills, and providing insights relevant to contemporary challenges related to national identity and self-determination.	U, A, An	3

4		Students will gain the ability to assess the multifaceted influences of globalization on national identities, cross-cultural understanding and an informed perspective on contemporary issues in a global context.	U, A, An	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	**The Idea of *State***			
	1.1	Defining State-Historical Evolution, Socio economic and ethnic dimension Changing Dynamics	4	6
	1.2	Theories of State- Liberal, Marxist, Feminist perspectives	4	4
	1.3	State building process -a comparative survey of developed and transitional societies	4	7
	1.4	Globalisation and redefining the notion of sovereignty	3	3
2	**Theories on Nation and Nationalism**			
	2.1	Theorising nation-Primordialism; Perennialism: Ethno-symbolism; Modernism	4	6
	2.2	Hegel, Earnest Gellner, Anthony D Smith, Bendict Anderson, Eric Hobsbawm, Kevin B. Anderson	5	3
	2.3	Problematising Hegelian concept of historical and ahistorical nation	3	6
	2.4	Concept of national self-determination and its current manifestations	3	6
3	**Changing Contours of Nationalism**			
	3.1	Defining nationalism, historical, cultural and political dimensions	4	3
	3.2	Ethnic nationalism, sub nationalism and subaltern critic of nationalism	4	3
	3.3	Nationalism as a political construct-role of nationalism in state building and nation building process	4	6
	3.4	Patriotism, national chauvinism and fascist manifestation of nationalism	4	7
	Role of State in a Globalised Era			

4	4.1	Globalisation and transformation of national identities.	3	3
	4.2	Transnationalism, multiculturalism, hybrid identity and global citizenship	4	7
	4.3	Regionalism, Free-trade agreements and supra nationalism, Post nationalism	4	6, 7
	4.4	New protectionism, New Right Movements and consolidation of Neo- conservative ideologies	3	7
5		**Teacher Specific Content** (for internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Lectures: Begin with introductory lectures to provide a theoretical foundation and framework for understanding the concepts state, nation and nationalism Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to state, nation and nationalism. Conduct class discussions to explore different viewpoints and encourage critical thinking. Guest Lectures -Invite guest speakers with expertise in the field, such as researchers, policymakers, or practitioners, to share real-world insights and experiences. Module I Provides an understanding of state, it's historical evolution and changing Dynamics Module II Aims to generate an understanding of nation, its historical evolution, Socio economic and ethnic dimension Module III Intends to discuss role of nationalism in state building and nation building process Module IV Create an understanding regarding globalisation and transformation of national identities
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 Marks** **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/ field reports/Seminars/Literature review/survey/Case study

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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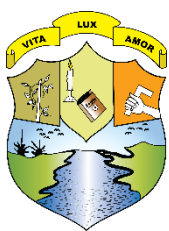
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	# St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Politics of Space
Type of Course	DSE
Course Code	24U3POLDSE201
Course Level	200-299
Course Summary	The course aims to provide students with a comprehensive understanding of the politics of space from interdisciplinary perspectives, including critical, feminist, and subaltern theories. By the end of the course, students will possess the capability to critically analyse power dynamics and spatial relations across diverse contexts, while also scrutinizing the intersectionality of space with various identity axes and social hierarchies. They will have refined methodological skills necessary for studying spatial phenomena and will have explored a range of strategies employed by marginalized communities to resist and reimagine space. Furthermore, students will be adept at applying interdisciplinary approaches to tackle real-world challenges related to spatial justice and inequality. Through engaging with these objectives, students will gain the ability to communicate effectively about spatial issues, engage in ethical research and activism, and appreciate the interconnectedness of space with broader social, economic, and political phenomena.

Semester	3	Credits			4	Total Hours
Course Details		Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Critically analyse the politics of space in diverse social, cultural, and geographical contexts.	U/An	1,2,3
2	Identify and evaluate strategies for addressing spatial injustice and marginalization.	An/E	1,2,3
3	Communicate effectively about spatial issues using interdisciplinary approaches and methodologies.	An/E	1,2,3,4
4	Engage in ethical and reflexive research and activism related to the politics of space.	An/E	6,7,8
5	Demonstrate awareness of the interconnectedness of space with other social, economic, and political phenomena.	E	6,7,8
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.
		Introduction to Politics of Space	17	
1	1.1	**Understanding Space:** • Concepts and Theories: Spatial Turn in Social Sciences • Critical Geographies • Feminist Geographies • Postcolonial Perspectives on Space	5	1,2
	1.2	**Power Dynamics and Spatial Relations** • Spatial Hierarchies • Power Structures in Urban and Rural Spaces • Spatial Justice and Inequality	4	1,2
	1.3	**Intersectionality and Space** • Gendered Spaces • Racialized and Caste based Spaces • LGBTQ+ Spaces • Class and Spatial Exclusion	4	2,3
	1.4	**Methodological Approaches in Studying Politics of Space** • Ethnography • GIS Mapping • Participatory Action Research • Critical Discourse Analysis	4	2,3
2		**Subaltern Spatialities and Marginalization**	16	
	2.1	**Subaltern Spatial Theories** • Subaltern Urbanism • Spatial Violence and Oppression • Everyday Practices of Resistance	4	1,2,3
	2.2	**Marginalized Communities and Spatial Exclusion** • Slum Dwellers and Informal Settlements • Indigenous Peoples and Land Rights • Migrant Communities and Transnational Spaces	4	1,2,3
	2.3	**Colonial Legacies and Spatial Injustice** • Legacy of Colonial Urban Planning • Land Dispossession and Displacement • Postcolonial Urbanism	4	1,2,3
	2.4	**Intersectional Analysis of Marginalization in Space** • Gendered Experiences of Spatial Marginalization • Ethnic and Racial Segregation in Urban Spaces • Class-based Spatial Inequality	4	1,2,3

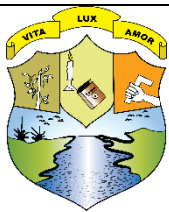|		Contesting and Reimagining Space	12	
3	3.1	**Social Movements and Spatial Politics** • Right to the City Movements • Environmental Justice Movements • Indigenous Land Rights Movements	3	1,2,3,
	3.2	**Participatory Urban Planning and Design** • Community-Led Development Projects • Co-Design and Co-Creation of Public Spaces • Tactical Urbanism and Temporary Interventions	3	2,3,4
	3.3	**Counter-Mapping and Spatial Narratives** • Alternative Mapping Practices • Digital Storytelling and Spatial Justice • Memory and Identity in Mapping	3	6,7,8
	3.4	**Imagining Utopian Spaces** • Radical Urban Imaginaries • Decolonizing Spatial Imaginations	3	6,7,8
4		**Interdisciplinary Applications of Politics of Space**	15	
	4.1	**Politics of Space in Policy Making** • Urban Planning and Policy • Environmental Policy and Spatial Justice • Housing and Land Use Policies	4	2,3
	4.2	**Spatial Dimensions of Conflict and Peacebuilding** • Geopolitics and Territorial Disputes • Peace Parks and Transboundary Conservation • Reconciliation and Memory in Post-Conflict Spaces	4	3,4,6,7,8
	4.3	**Economic Geographies and Spatial Inequality** • Globalization and Uneven Development • Gentrification and Displacement • Spatial Dimensions of Capitalism and Neoliberalism	4	1,2,3
	4.4	**Health, Well-being, and Spatial Justice** • Access to Healthcare and Spatial Disparities • Environmental Health and Toxic Spaces • Healing Practices and Spatial Justice	3	1,2,3,8
5		**Teacher Specific Content** (for internal evaluation only)		

	Classroom Procedure (Mode of transaction)
Teaching and Learning Approach	- Conduct interactive lectures that introduce key concepts, theories, and case studies related to the politics of space. Encourage critical thinking and active participation through discussions, debates, and reflections on the material presented. - Utilize case studies, documentaries, and multimedia presentations to illustrate real-world examples of spatial dynamics, marginalization, and resistance. Engage students in analysing and discussing these cases to deepen their understanding of theoretical concepts and their practical applications. - Assign group projects that involve researching and analysing specific spatial issues or conflicts. Encourage students to apply interdisciplinary perspectives and methodologies to their research and present their findings to the class. This fosters collaboration, peer learning, and the development of presentation skills. - Organize field trips or virtual fieldwork experiences to explore spatial dynamics and social inequalities in real-world settings. This could involve visiting urban neighbourhoods, rural communities, or marginalized areas to observe and document spatial practices, identities, and struggles firsthand. Encourage students to reflect on their experiences and relate them to course concepts. - Conduct workshops and practical exercises to develop methodological skills for studying the politics of space. This could include mapping exercises, participatory - Research techniques, or data analysis workshops using GIS software. Provide hands-on training and opportunities for students to apply these skills to their own research projects. - Invite guest speakers, including scholars, activists, and practitioners working in fields related to the politics of space, to share their expertise and insights with the class. Organize panel discussions on topics such as spatial justice, community organizing, or urban planning, allowing students to engage with diverse perspectives and learn from practitioners' experiences.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 Marks** **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/ field reports/Seminars/Literature review/survey/Case study

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Green Politics
Type of Course	DSC B
Course Code	24U3POLDSC202
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			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 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	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 green technology	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** • Green politics • Sustainable Development, • Conservation • Deep and shallow ecology, • Ecological Footprint	5	1,2,6,9
	1.2	**Concepts and themes: II** • 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:** • 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:** • European Green Deal, • Farm to Fork Strategy, • Green Wall Initiative, • Green Growth in South Asia	5	3
	2.3	**Indian Initiatives:** • 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

		Legislative and judicial interventions in India		
3	3.1	Indian constitution and protection of environment: • 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	• Chipko Movement • Silent Valley Movement • *Narmada Bachao Andolan* (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 knowledge in 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 initiates 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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Human Rights in India
Type of Course	DSC B
Course Code	24U3POLDSC203
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 commitment to promoting human rights for all.

Semester	3		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	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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Saksena, K.P. (ed.), Human Rights and the Constitution: Vision and the Reality (2003)

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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Peace and Conflict Studies
Type of Course	DSC B
Course Code	24U3POLDSC204
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	75
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

	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
4			

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 (Post 1990)	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

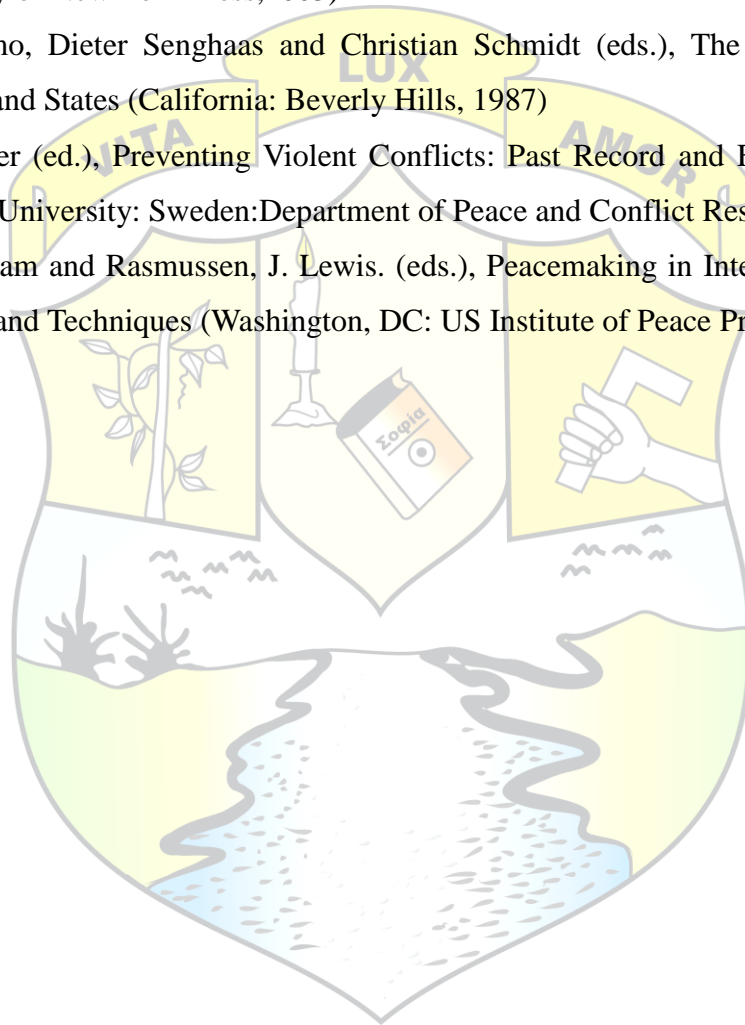|		Theories of Peace and Conflict			
3	3.1	Liberal and Constructivist Perspective	2	1
	3.2	Marxist Perspective	2	1
	3.3	Gandhian Perspective	2	1
	3.4	Need Based Approach	2	1
		Strategies of Peace Making			
4	4.1	Actors – Individuals, Institution, and State	3	10
	4.2	Approaches – Facilitation, Mediation, and Arbitration	2	3
	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	**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. CD1- Focused Reading CD2-Classromm Lecture CD3-Seminars on Assigned Topics CD4-Peer group Discussion **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**.**

Assessment Types	MODE OF ASSESSMENT **A. Continuous Comprehensive Assessment (CCA)** (Practicum components will be evaluated under CCA) Report Case Study Debate/Discussions/Negotiation			
	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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Management and Transformation of Conflicts (Cambridge: Polity Press, 1999).

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Wallensteen, Peter (ed.), Preventing Violent Conflicts: Past Record and Future Challenges, (Uppsala University: Sweden:Department of Peace and Conflict Resolution, 1998).

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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Politics and Philosophy of Technology
Type of Course	MDC
Course Code	24U3POLMDC200
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	45

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.
	Foundations of Technological Politics and Philosophy			
1	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(b)	3.4	Digital Democracy: understanding the role of technology in democratic processes	4	1
	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)** • 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-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 | Descriptive Type	Word Limit	Number of questions to be answered	Marks
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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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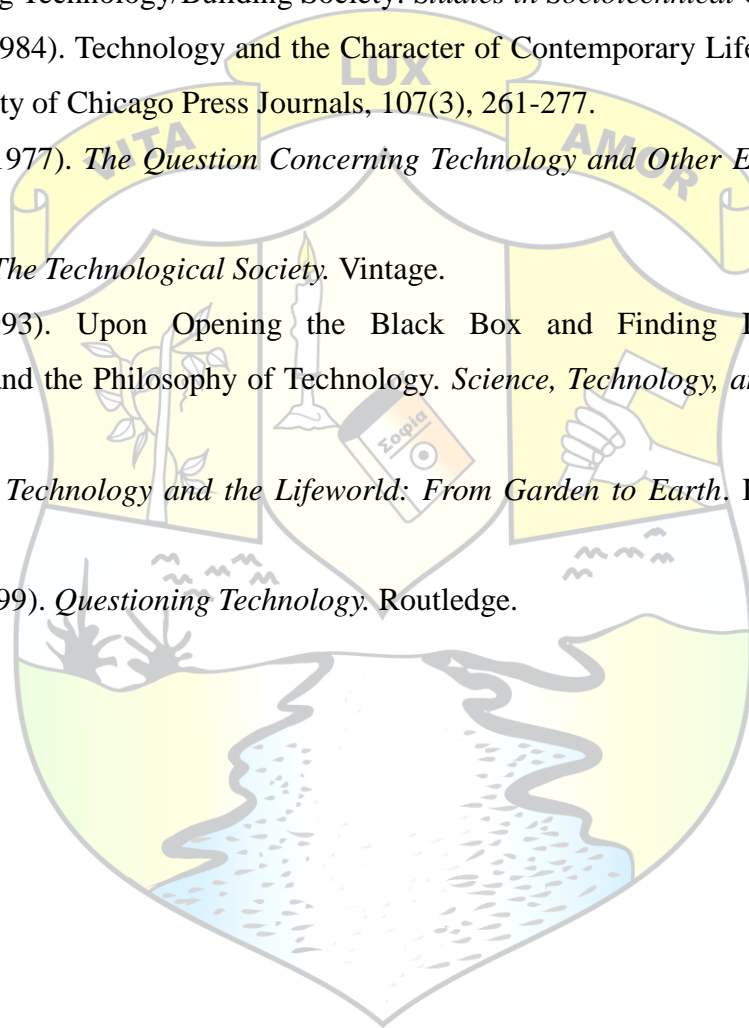
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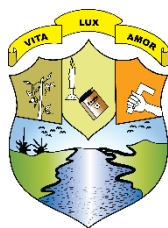
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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Sustainable Development and India's Energy Policy
Type of Course	MDC
Course Code	24U3POLMDC201
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	45
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 security Dimensions and Geopolitical Implications	U	1
3	Students will be able to analyze the evolution of energy policy in 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: • Economic development • Environment • Health • Gender • Agriculture • Livelihood	5	3
2	**Sustainable Development**			
	2.1	Club of Rome-*The Limits to Growth*, Stockholm Conference 1972, The Brundtland Commission Report, Rio Conference-*Agenda 20*	4	7
	2.2	From Millennium Development Goals (MDG) to Sustainable Development Goals (SDG)	4	3, 7
	2.3	UN SDG Goal 7-*Ensure access to affordable, reliable, sustainable and modern energy*	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 • 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 • 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	6	2, 3, 7
		• 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		
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			
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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Sovacool, B. K. (2014). *The Routledge Handbook of Energy Security*. Routledge.

St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Secularism and Cultural Diversity
Type of Course	VAC
Course Code	24U3POLVAC200
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	45
Pre-requisites, if any						

COURSE OUTCOME

CO No.	Expected Course Outcome	Learning	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
CO4	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)			
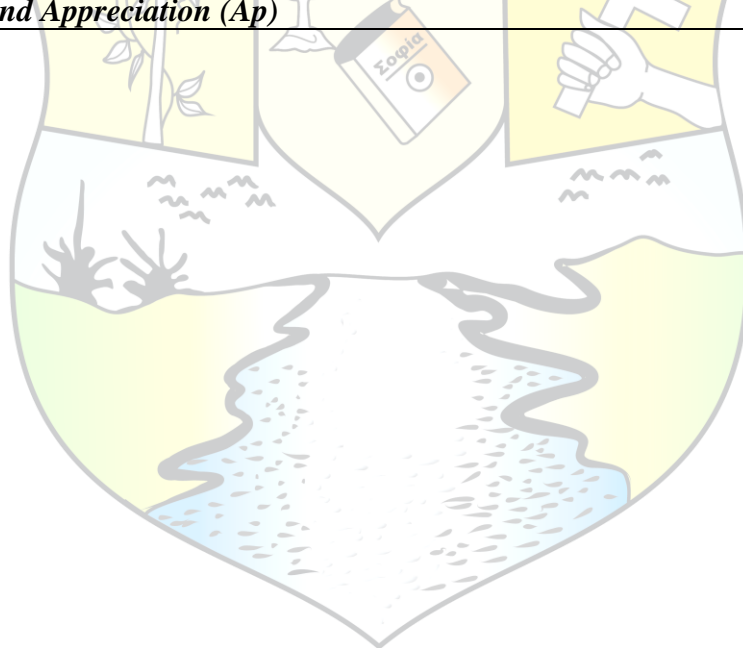
COURSE CONTENT
Content for Classroom transaction (Units)

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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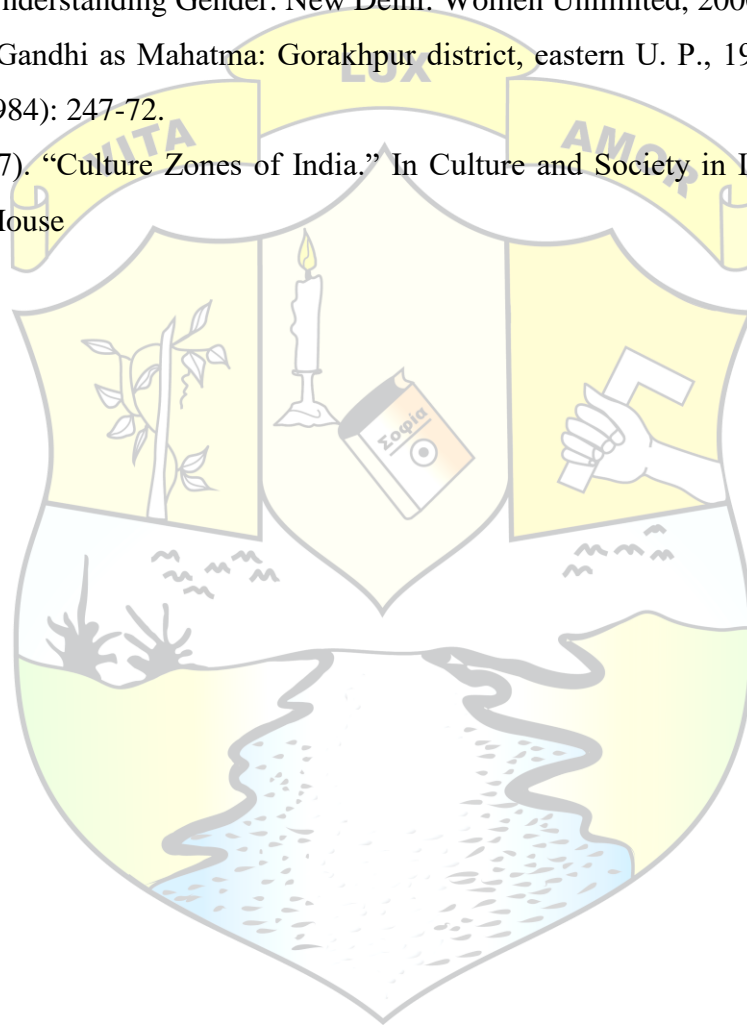
SEMESTER 4

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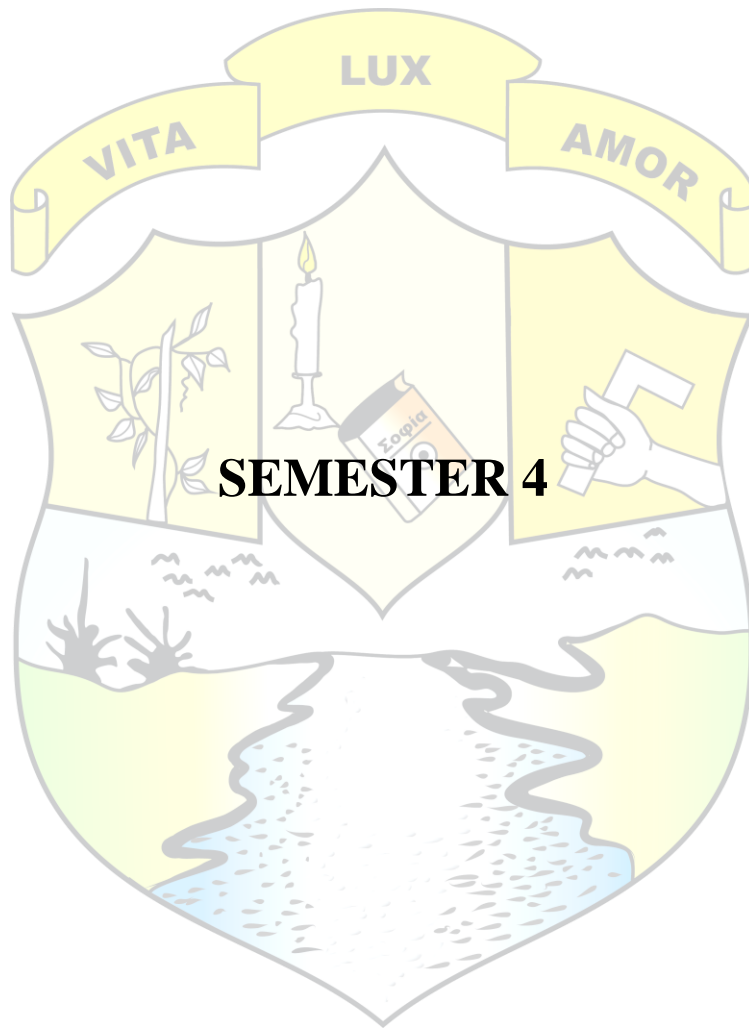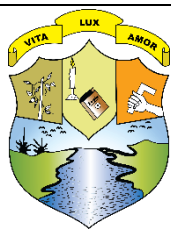| Programme	BA (Hons) Political Science
Course Name	Political Theory
Type of Course	DSC A
Course Code	24U4POLDSC200
Course Level	200-299
Course Summary	This course provides familiarity with the ideas or concepts of Political Theory. It will help the students to understand different perspectives and approaches to State, Politics, Government, Sovereignty, Citizenship and so on. It also provides different ideological standpoints with regard to various concepts and theories.

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	Students will be able to understand basics of political theory and different ideological traditions; differentiate between normative and empirical approaches	U,K, An	2,7
2	Students will learn about the origin and nature of the state and its theories of evolution, differentiate between monistic and pluralistic sovereignty, and analyze its contemporary role	U, An	1, 2, 6,7,
3	Students will be able to comprehend fundamental political concepts such as liberty, equality, justice, and rights, explore power dynamics, understand nationalism and citizenship, and analyze democratic principles	U, A, An	6, 7, 8
4	Students will be able to comprehend issues of representation, aspects of multiculturalism, Post covid civil society and evaluate the significance of queer politics in contemporary political theory.	U, A, An, 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	**Introduction to Political Theory**			
	1.1	Meaning Nature and Scope of Political Theory	2	1
	1.2	Approaches to Political Theory - Normative and Empirical	3	2
	1.3	Traditions of Political Theory- Liberal Marxist and Feminist	3	2
	1.4	Decline and Revival of Political Theory	2	6
	1.5	Assign students to select case studies from contemporary political events or historical contexts, such as civil rights movements, globalization, or environmental activism or any local issues involving political values. Students should analyze these case studies using the theoretical frameworks discussed in class, highlighting normative considerations (e.g., justice, rights) and empirical evidence (e.g., socio-economic factors, power dynamics).	10	1, 6
2	**State and Civil Society**			
	2.1	State: Concept and its Origin	3	6
	2.2	Sovereignty: Monistic and Pluralistic	3	6
	2.3	Changing role of State in Contemporary Era	2	6
	2.4	Civil Society: Conceptions	2	6
	2.5	Assign research projects that allow students to explore specific aspects of state-civil society relations in depth, such as the impact of social movements on policy outcomes, the role of NGOs in governance, or the influence of transnational advocacy networks.	10	1, 6
3	**Key Concepts in Political Theory**			
	3.1	Liberty, Equality, Justice and Rights	5	8
	3.2	Power, Authority and Legitimacy	4	6
	3.3	Nationalism, Citizenship	5	6, 7
	3.4	Democracy	3	6

4		**Emerging Trends in Political Theory**		
	4.1	Issues of Representation	2	7
	4.2	Multiculturalism	2	7
	4.3	Third sphere Civil society in Post Covid Era	2	6
	4.4	Queer Politics	2	6,7
	4.5	Conduct a comprehensive literature review on emerging trends in political theory, particularly focusing on issues of representation, multiculturalism, civil society, and queer politics in the post-COVID era. This will provide students with a solid theoretical foundation.	10	1
5		**Teacher Specific Content** (for internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture • Focused Reading and Reflection • Field Visit • Write up and Make Seminar Presentation **Module I** Through lectures and discussions students get awareness regarding meaning and scope of political theory and various approaches to political theory **Module II** Through focussed reading and reflection students get an understanding about state, sovereignty and changing role of state in contemporary era. **Module III** Through lectures and discussions students get an understanding regarding various concepts in political Theory **Module IV** Through write ups and notes students are familiarised about emerging trends in political theory

Assessment Types	**MODE OF ASSESSMENT**
	   A. **Continuous Comprehensive Assessment (CCA)-30 Marks**
	      (Practicum components will be evaluated under CCA)
	      MCQ
	      Case Studies
	      Report
	      Literature Review

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**

B. End Semester Evaluation

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Programme	BA (Hons) Political Science
Course Name	Themes in Indian Politics
Type of Course	DSC A
Course Code	24U4POLDSC201
Course Level	200-299
Course Summary	The course explores the complexities of Indian nationhood, democracy, development, secularism, social justice, federalism, and decentralization. It delves into the origins and context of the Indian national movement, debates on the name of the nation, and various perspectives on Indian nationalism. It also examines the evolution of constitutional democracy, the role of the Congress system, challenges such as the Emergency period and the rise of regional parties, and the transition from a mixed economy to a liberalized one. Furthermore, it discusses the interplay between religion and politics, debates on secularism, constitutional provisions for social justice, affirmative action, federalism's features, cooperative federalism, recent trends, and constitutional amendments related to decentralization.

Semester	4		Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	75

Pre-requisites, if any	Foundation Course in Indian Constitution

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will comprehend the origins, the Constituent Assembly Debates, and varied perspectives on the idea of India, fostering foundational knowledge.	U	1,2,3
2	Students will critically analyze the evolution of constitutional democracy, the Congress system, the Emergency period, and the shift to a liberalized economy in India.	An	6
3	Students will engage in debates on secularism, comprehend constitutional provisions for social justice, and understand the intricate relationship between religion and politics in India.	E	1,7,6,8

	Students will comprehend the federal features of the Indian Constitution, explore cooperative federalism, analyze recent trends, and understand the significance of the 73rd and 74th Amendment	U	1, 10
4			

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		**The Development of Nationalism in India**		
	1.1	Origins and context of the idea of India-National Movement	3	1, 3
	1.2	Constituent assembly Debates- Politics of the name of the nation	3	6
	1.3	Conceptualising the idea of Indian Nation: Different Perspectives	3	6, 7
	1.4	Secular and Religious Nationalism	3	7, 8
	1.5	Organise a discussion on naming of the Indian Republic (e.g. India vs Bharath Debate)	10	1
2		**Democracy and Development**		
	2.1	Democratic system in India	3	6, 8
	2.2	Party Politics	3	6
	2.3	Emergency and Decline of "Congress System"	3	1, 6
	2.4	Development and Nation Building: Mixed Economy to Liberalised Economy	3	2, 3, 6
	2.5	A Document Analysis of *Bombay Plan*	5	1, 6
3		**Secularism and Social Justice**		
	3.1	Religion and Politics in India	3	6, 10
	3.2	Debates on Secularism; Minority and Majority Communalism	3	6,
	3.3	Constitutional Provisions for Social Justice	3	7
	3.4	Affirmative Action-Social Educational and Economic Backwardness	3	7
	3.5	Organise a debate on Intercommunal Harmony	5	6
4		**Federalism and Decentralisation**		
	4.1	Federal and Unitary Features of Indian Constitution	2	7

	4.2	Cooperative Federalism	2	7
	4.3	Recent Trends in Indian Federalism	2	7
	4.4	73rd and 74th Amendments and Indian Federalism	3	6, 7
	4.5	Field Trip cum Study Report on visit to Panchayat, Municipality, Corporation etc.	10	10
5		**Teacher Specific Content** (for internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Lectures**: Introduce the major themes of Indian Politics by beginning with the idea of Indian nation and nationalism in India. Proceed further the thematic discussions on Democracy and Development, Secularism and Social Justice and Federalism and Decentralisation. **Book reviews, Discussions and seminars**- Assign readings from academic articles, books, and reports related to the syllabus. Conduct class discussions to explore different viewpoints and encourage critical thinking. **Guest Lectures** -Invite guest speakers with expertise in the field, such as researchers, policymakers, or practitioners, to share real-world insights and experiences.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)-30 Marks** (Practicum components will be evaluated under CCA) Debate Discussion Document Analysis Field Trip/Study Report
	B. End Semester Evaluation {{TABLE}}

B. End Semester Evaluation

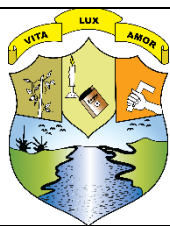| Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ	NA	20	1x20=20
Short Answer	50 Words	10 out of 15	2x10=20
Essay	500 Words	2 out of 4	15x2=30
		Total	**70**

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Programme	BA (Hons) Political Science
Course Name	Public Administration
Type of Course	DSE
Course Code	24U4POLDSE200
Course Level	200-299
Course Summary	This comprehensive Public Administration programme initiates by examining the meaning, scope, and diverse approaches within the field, progressing seamlessly into the study of organizational theories, principles, and Practicum governance applications. It culminates by exploring the foundational elements of modern governance, aiming to equip students with vital knowledge essential for proficient management within the public sector.

Semester	4		Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will understand the meaning, nature, and importance of public administration, including ecological and public choice approaches.	K ,U	1, 6
2	Students will comprehend organizational principles along with exploring New Public Management and Development Administration	K ,U, E	1, 2, 6, 7
3	Students will be able to analyse major organizational theories in public administration, including scientific management, bureaucratic theory, human relations theory, and motivation theories	An	4, 6, 7
4	Students shall be able to apply the knowledge in Practicum scenarios through understanding organizational bases, chief executive roles, and the recruitment, training, and promotion processes.	A	3, 5

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

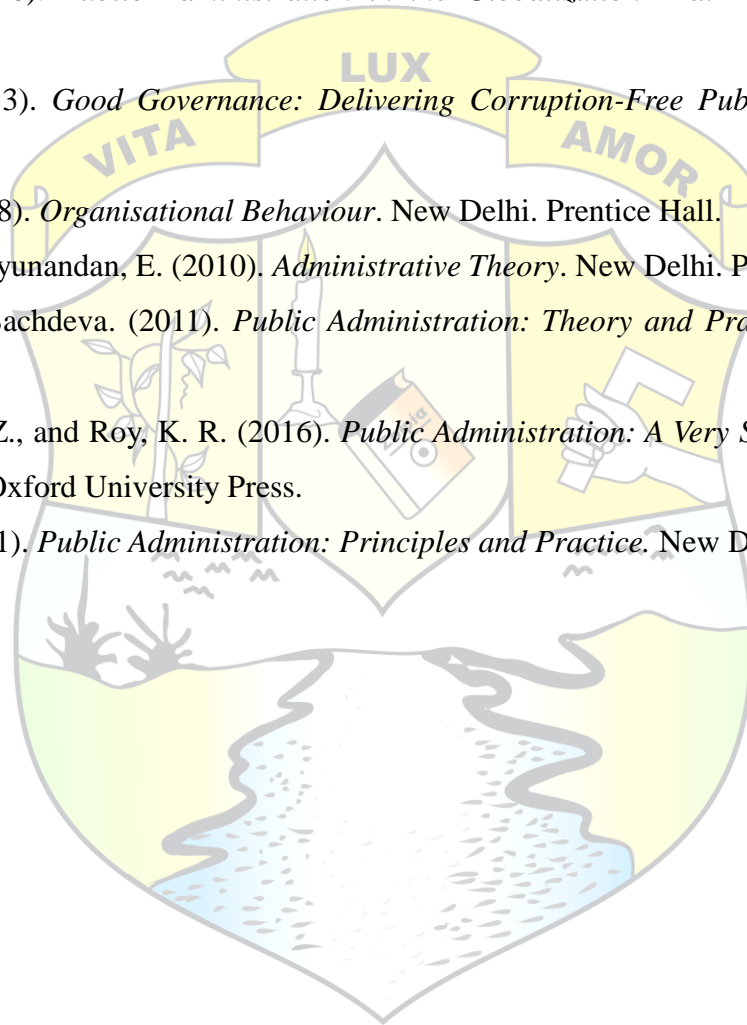**COURSE CONTENT**
Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1		**Insights into Public Administration**		
	1.1	Meaning, Nature, Scope and Importance of Public Administration	5	1
	1.2	Approaches to Public Administration Ecological Approach- New Public Management	5	2
	1.3	New Public Administration	3	4
	1.4	Principles of Organization Hierarchy- Span of control -Unity of Command	5	5
2		**Exploring Organizational Theories**		
	2.1	**Exploring Organizational Theories** Scientific Management Theory (F W Taylor)	3	2
	2.2	Bureaucratic Theory (Max Weber)	4	4
	2.3	Human Relations Theory (Elton Mayo)	4	3
	2.4	Motivation Theory (Maslow, McGregor)	4	6
3		**Public Administration in Practice**		
	3.1	Bases of Organization - 4ps.	3	6
	3.2	Line, Staff and Auxiliary agencies.	3	5
	3.3	Chief Executive: Types, Powers and Functions.	4	7
	3.4	Recruitment, Training and Promotion.	3	7
4		**Foundations of Modern Governance**		
	4.1	Budget: Principles - Preparation	4	5
	4.2	Development Administration	3	5
	4.3	E-Governance and Smart Governance	3	3
	4.4	Concept of Transparency and Accountability	4	7
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Lecture, Debates, Discussion, Quiz Module I Through lectures students will be provided an understanding of Nature, Scope and Importance of Public Administration and various approaches in Public Administration Module II Generate awareness in students regarding organizational theories and bureaucratic theories. Module III Through discussions students will be provided opportunity to experience Public administration in practice Module IV Generate awareness regarding modern governance
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 Marks** Oral presentations In-class discussions Written test Problem based assignments Seminars

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	BA (Hons) Political Science
Course Name	Multilateral Institutions and Global Governance
Type of Course	DSE
Course Code	24U4POLDSE201
Course Level	200-299
Course Summary	The course is designed to provide a critical overview of multilateralism, its key principles the structures supporting it, understand the dynamics influencing global governance and the decision-making processes. The course aims to build critical perspectives on plurilateral international relations and global cooperation and its challenges and limitations.

Semester	4		Credits		4	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students will be able to comprehend the meaning and evolution of multilateralism, principles and values including sovereignty, equality, and collective decision-making, and the idea and principles of global governance.	U	1,4
CO2	Students will be able to analyse the historical and political context, changing dynamics of multilateral institutions like G-20 and EU, and regional integration.	A,	1,4,5,6
CO3	Students will be able to analyze the legal framework, power dynamics, emerging dimensions like human rights, environment, and global security, the role of rising powers in the transformation of the development agenda, and dispute settlement and conflict resolution.	An	1, 3, 4

CO4	students will develop a critical awareness and understanding socio-political changes through an examination of issues such as peacekeeping, poverty, migration, human rights, global health governance, environmental governance, climate change, and the future of global governance.	An, C	1,4,5,6

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		**Overview of Multilateralism and Global Governance**		
	1.1	Understanding the meaning and evolution of Multilateralism	3	1
	1.2	Principles and Values of Multilateralism-Sovereignty, Equality and Collective Decision Making	3	1,4
	1.3	Idea and Principles of Global Governance: Global Civil Society Perspective	3	3
	1.4	Theoretical framework of Global Governance-Liberal Internationalism, Realism, Marxist and Constructivism,	3	1, 5
2		**Multilateral institutions in Action**		
	2.1	Practice of Multilateral Governance and Regional Integration	5	1
	2.2	Role and Functions of UNO and Bretton woods System (IMF, World Bank, WTO)	5	5
	2.3	Regionalism: EU, ASEAN	5	5
	2.4	New Groupings: G-20, BRICS, SCO	5	4
3		**Dynamics of Global Governance**		
	3.1	Traditional vs Emerging Dimensions (international law, financial governance, human rights, environment, sustainable development, global security)	4	1,3
	3.2	Power dynamics of multilateralism- issues of representation, accountability and effectiveness	4	5,6
	3.3	Emerging Powers and Global Governance	4	6
	3.4	Dispute Settlement and Conflict Resolution	4	5,6

		Global Governance and Multilateralism		
4	4.1	Peace Keeping, Poverty, Migration and Human Security	3	6
	4.2	Pandemic and Global Health Governance	3	3, 5,6
	4.3	Climate Change and Environmental Governance	3	5
	4.4	Future of Global Governance in a multilateral Framework- Reform and Adaptability	3	6
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Classroom Lectures and Authentic Learning:** The judicious conduct of the course necessitates a combination of teaching methods including lectures and active debates, brainstorming, seminars, and group activities. Course Delivery Method CD1- ICT enabled Lectures CD2- Assignments and Seminars CD3- Peer group Discussions Module 1 Unit 1.1 to 1.4- Introduce the conceptual framework of multilateralism, the principles with special emphasis to understand the idea of sovereignty, equality etc., evaluate the principles of global governance and conduct discussion on the theoretical framework. Module 2 Unit 2.1 to 2.4- Encourage the students to read on the historical and political context of development of multilateral institutions globally and initiate discussions or seminars to understand the scenario. Students may be assigned to explore the changing dynamics and the new institutions. ICT enabled lecture on the aspects of regional integration and its impact on multilateral governance. Module 3 Unit 3.1 to 3.4- The units can be taught using a combination of lectures, review of the readings and detailed discussion. Module 4 Unit 4.1 to 4.4- The module intends to assess and evaluate the challenges and critiques associated with changing dynamics of global governance and multilateralism. A combination of lecture and seminar can be used to cover the topics.

Assessment Types	MODE OF ASSESSMENT **A. Continuous Comprehensive Assessment (CCA): 30 Marks** **Formative Assessment (FA):** Oral presentations/Viva voce/In-class discussions/Reflection writing assignments/Peer Assessments **Summative Assessment (SA):** Written test; MCQs/ Problem based assignments/ reports/ Seminars/ Literature survey/ Case study

<table>
<tr><td colspan="4" align="center">B. End Semester Evaluation</td></tr>
<tr><td>Descriptive Type</td><td>Word Limit</td><td>Number of questions to be answered</td><td>Marks</td></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" align="right">Total</td><td>70</td></tr>
</table>

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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Constitutional and Statutory Bodies in India
Type of Course	DSC C
Course Code	24U4POLDSC202
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 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 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

	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
CO4			

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 • 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. 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

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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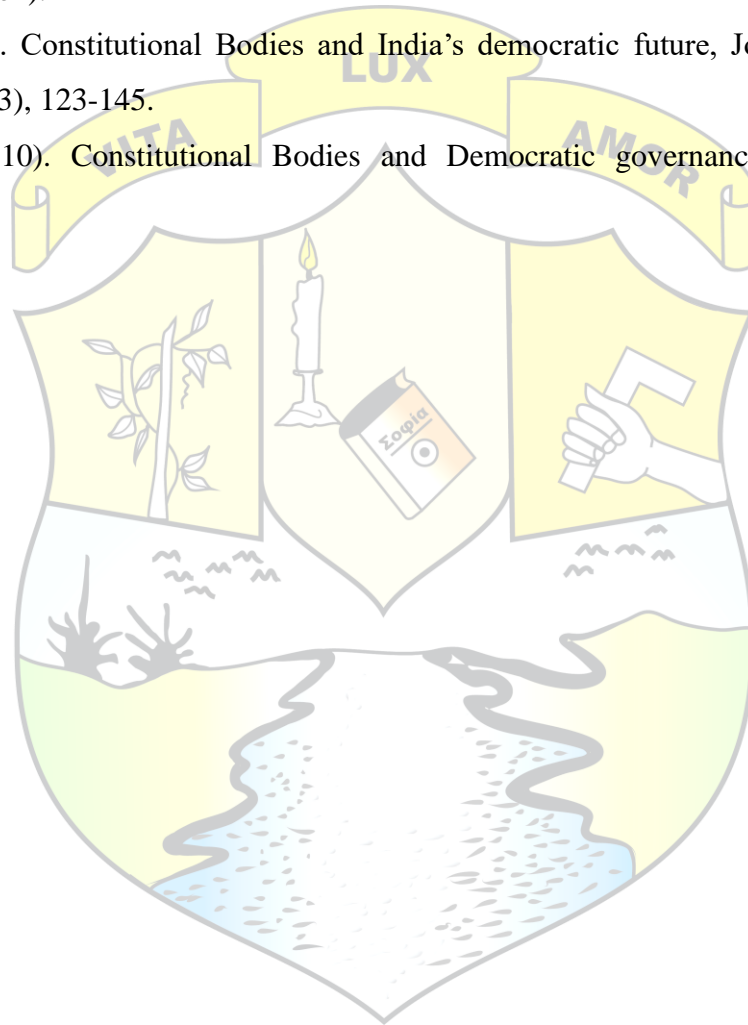
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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Global Affairs: Concepts and Contemporary Issues in International Relations
Type of Course	DSC C
Course Code	24U4POLDSC203
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, peacebuilding, 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, and post-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)** • 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

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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"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.]

"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.]

Jervis, R. (1978). Cooperation Under the Security Dilemma. *World Politics, 30*(2), 167-214. https://doi.org/10.2307/2009958

"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.]

Soft Power and Public Diplomacy: The Role of Culture and Communication *Author(s): Joseph S. Nye Jr. (Year: 2020)*

"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.]

"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]

The Impact of Technology on International Security *Author(s): Richard A. Clarke (Year: 2022)*

"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.]

Globalization and Its Discontents: Navigating the New World Order *Author(s): Joseph E. Stiglitz (Year: 2020)*

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)*

Post-COVID-19 International Relations: Resilience and Transformation *Author(s): Iver B. Neumann (Year: 2021)*

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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Politics of Global Risks
Type of Course	DSC C
Course Code	24U4POLDSC204
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	75
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

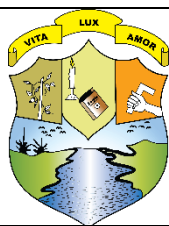|				
	3.4	Technological disruptions and their consequences	2	2, 6
	3.5	Prepare an Evaluative report on How Governments mitigating various risks by public policies: Addressing Specific Global Risk	10	10
4	**Environmental Risks**			
	4.1	Climate change, Extreme weather events and Biodiversity loss	3	2
	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)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **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. **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. **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. **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.

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

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Legal Literacy and Legal Awareness
Type of Course	VAC
Course Code	24U4POLVAC200
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	• 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 • 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	5	6
	3.2	Rights of Children • 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 • The Protection of Civil Rights Act, 1976 • The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989	4	7, 8

	3.4	Laws for Everyday life	10	2
		• Right to information Act 2005 • Consumer Protection Act 2019 • Information Technology Act 2000 **New Labour code:** 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		
4		**Teacher specific content**		

Teaching and Learning Approach	**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. 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 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 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. 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 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

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

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	**BA (Hons) Political Science**
Course Name	**Disaster Management**
Type of Course	**SEC**
Course Code	**24U4POLSEC200**
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			**3**	Total Hours
Course Details	Learning Approach	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
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: • Hazards, • Disasters, • Vulnerability, • Resilience	3	3
	1.2	• 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 • National Disaster Management Authority (NDMA) • State Disaster Management Authority (SDMA) • District Disaster Management Authority (DDMA)	3	8, 10

	3.3	• Disaster Management Plans, • Climate Change and Disaster Management, • Disaster Management in Environmental Strategical Assessment	3	5
3(b)	3.4	• Disaster Response and Mitigation: Strategies	3	4
	3.5	• Disaster Risk Reduction • Crisis Communication • Capacity Building and Training • Skills in managing public relations and media	4	4
	3,6	• Proving 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>

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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Intellectual Property Rights and Generative Artificial Intelligence
Type of Course	SEC
Course Code	24U4POLSEC201
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	45

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**		

	Classroom Procedure (Mode of transaction)
Teaching and Learning Approach	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 Marks
	    In-class discussions
	Summative Assessment (SA):
	    Problem based assignments-5 marks
	    Reports
	    Seminars

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

References

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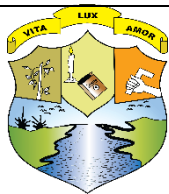
St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Internship
Summary	The objectives of an internship in BA (Hons) Political Science includes the followings 1. Practicum application of theoretical knowledge. 2. Skill Development 3. Professional development 4. Experiential learnings 5. Career Exploration 6. Networking 7. Personal Growth

Course Code	24U4POLINT200	Credits			2	Total Hours
Course Details		Lecture	Tutorial	Practicum	Others	
		0	0	0		

Potential Areas of Internship Opportunities

Government Agencies (National, State and local level institutions)- provide exposure to the Interns about the working of government institutions, policy development processes, legislation etc. Internes may assist with research policy analysis programme implementation etc.

Non-Profit Agencies- Pollical Advocacy, Human Rights, Social Justice, Child Rights, Women's Rights, Community Development, Environment etc. Internes get opportunities to engage in grass root level organisation, advocacy campaigns, research projects, programme evaluation. Internes may work on issues such as civil liberties environmental sustainability's, poverty alleviations, gender justice etc.

Think Tanks and Research Institutes (Global, National and State level-Public Policy, Foreign Policy, Peace Studies, Defence and Strategic Studies, Climate Security, Legal research etc.):- Interne with these institutions provide exposure to policy briefing, research project, conferences, publications etc. Internes may contribute to develop research papers, data analysis, literature reviews and policy recommendations.

Media Outlets (Vernacular, National and International): Interne with media institutions offer opportunities to gain experience in pollical journalism, media production, reporting, editing etc. Internes may cover political events conducts interviews, write articles, produce multimedia contents).

Academic Institutions (State and Central Universities, Autonomous Research Institutions): - Interne with these institutions provide opportunities to support faculty research assist with course development, engaging academic publishing etc. Internes may assist with data collections, survey design, conducting literature review, planning.

SEMESTER 5

St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	**Indian Political Thought**
Type of Course	**DSC A**
Course Code	**24U5POLDSC300**
Course Level	**300-399**
Course Summary	This course endeavours to furnish students with a comprehensive understanding of Indian political thought, encompassing a thorough examination of pivotal political thinkers, seminal texts, and enduring traditions. Emphasizing fundamental political concepts such as state, nationalism, non-violence, democracy, rights, justice, equality, freedom, humanism, secularism, and cosmopolitanism, the course integrates classical and primary texts with modern interpretations and secondary readings. Through this multifaceted approach, students are encouraged to engage in critical thinking and scholarly discourse, fostering an analytical exploration of various facets of Indian political thought. The overarching goal is to facilitate an in-depth comprehension of the intricate interplay between politics and culture across different historical epochs and the contemporary period.

Semester	5	Credits			4	Total Hours
Course Details		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	Students will comprehend various Indian political thoughts including liberal, Gandhian, Dalit-Bahujan, Hindutva, Marxist, and feminist perspectives.	U	1,3
2	Students will be able to evaluate the Pre-colonial Indian traditions, colonial-era thinkers like Rammohan Roy, Jyotirao Phule, and Pandita Ramabhai, understand socio-political changes.	U,E	1, 6
3	Students will analyse nationalist thoughts from Vivekananda to Jawaharlal Nehru, understanding the diversity of perspectives from spiritual nationalism to secular nationhood.	An	7, 3, 10

		Students will be able to analyse the thoughts of B. R Ambedkar, Mahatma Gandhi, M. N Roy, and Rabindra Nath Tagore, students will develop analytical skills (PO 1) and understand the concepts of social democracy and cosmopolitanism.	An	4,5, 6, 8
4				

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 Political Thought in India**		
	1.1	Understanding Indian Political Thought: • Liberal • Gandhian • Dalit-Bahujan • Marxist • Post-Colonial • Hindutva • Feminist perspectives	6	1, 4
	1.2	Traditions of Political Thought in pre-colonial India: • Brahmanic and Shramanic traditions: • Manu-Social Laws • Kautilya-Theory of Statecraft • Buddha: Non-Violence and Compassion	6	1, 3
	1.3	Islamic and Syncretic Traditions: • Ziauddin Barani: Ideal Polity • Abul Fazal: Monarchy • Kabir: Syncretism	4	1,3
	1.4	Case study of Nationalist Movements and Articulation of Political Concepts	10	10
2		**Colonialism and Social Reforms and Modern Political Thought**		
	2.1	Rammohan Roy: Reason and Liberty	3	1, 6
	2.2	Jyotirao Phule: Problems of Caste Slavery	3	1, 6
	2.3	Pandita Ramabhai: Emancipation of Women	3	1, 6
3		**Nationalist Thought in Modern India**		
	3.1	Vivekananda: Vibrant Nation Aurobindo Gosh: Spiritual Nationalism	3	1, 6
	3.2	B. G. Tilak: Extremist Nationalism Muhammad Iqbal: Islamic Nation	3	1, 6

	3.3	E V Ramsamy Pariyar: Nation and Self-Respect Jawaharlal Nehru: Secular Nation	3	6,7
	3.4	Conduct a random survey on how overwhelming nationalism influences political choices in the elections	10	10
4	**Freedom, Social Democracy and Cosmopolitanism in Indian Thought**			
	4.1	B. R Ambedkar: Annihilation of Caste and Social Democracy Mahatma Gandhi: Swaraj and Satyagraha	4	5,6,7
	4.2	M. N Roy: Radical Humanism Rammanohar Lohia: New Socialism	3	4,5
	4.3	Sri Narayana Guru: Oneness of Humanity Rabindra Nath Tagore: Cosmopolitanism	4	7,8
	4.4	Organise a debate based on political concepts (e.g. Gandhi Ambedkar debate on untouchability and caste **or** Documentation of dialogues between Narayana Guru and Tagore)	10	10
5	5.1	**Teacher Specific Content** (Internal evaluation only)		

	Classroom Procedure (Mode of transaction)
Teaching and Learning Approach	• 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 the historical and cultural contexts. • Interactive lectures and classroom engagements (through readings and discussions, debates) will encourage student participation and generating questions. • Incorporate relevant films and documentaries that explore political thought, ideologies, or historical events. • Foster a comparative approach by encouraging students to compare Indian political thought with other global political philosophies. • Seminars discussion will help students to discuss specific topics, present their research, and engage in critical debates. • Integrate current events analysis into the course and engage students in role-playing exercises where they embody historical figures or represent specific political ideologies. • Inviting guest speakers, such as politicians and scholars of Indian political thought will help to provide insights and different perspectives.

Assessment Types	MODE OF ASSESSMENT Continuous Comprehensive Assessment (CCA)-**30 Marks** **A. Continuous Comprehensive Assessment (CCA)** (Practicum components will be evaluated under CCA) Case Study Random Survey Debate/Discussion			
	B. End Semester Examination (ESE)			
	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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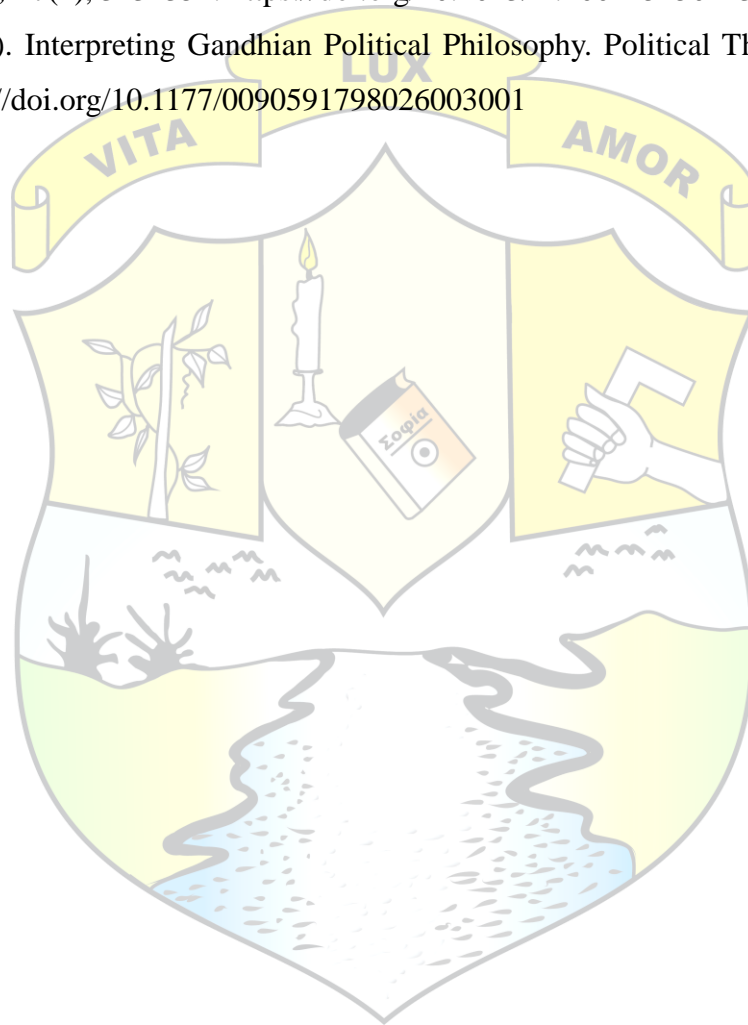
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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Theories of International Relations
Type of Course	DSC A
Course Code	24U5POLDSC301
Course Level	300-399
Course Summary	This paper is designed to understand the basic concepts, theories and perceptions of International Relations, its origins and major concepts. It also emphasis on the growth and development of International as an academic discipline.

Semester	5	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
1	Students will be able to understand the historical evolution of international relations from the growth of the sovereign state system to the great debates shaping the discipline	K,U	1, 2
2	Students will be able to evaluate traditional theories like Idealism and Realism alongside contemporary perspectives such as Neo-Realism and Neo-Liberalism	U, An, E	1
3	Students will be able to critically analyze post-positivist theories like Constructivism and Feminism, while examining Marxist and Postcolonial approaches, enabling a deeper insight into diverse perspectives shaping global relations.	An, E	1, 3, 6, 7
4	Students will be able to explore crucial concepts such as power, hegemony, geopolitics, and regionalism, providing a comprehensive grasp of the fundamental forces that influence the international stage.	An, E	1, 3, 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	**Building Blocks of IR Theory**			
	1.1	Nature and Scope of International Relations Theory	3	1
	1.2	Epistemological and Ontological Assumption IR theory	3	1, 3
	1.3	Great Debates in International Relations	3	6
	1.4	Shift from International to Global Politics	2	1
	1.5	**Case Study Analysis:-** Divide students into small groups and assign each group a case study focusing on a significant event or issue in international relations. Students will analyze their assigned case study through the lens of different theoretical perspectives, identifying how each perspective would interpret and explain the events or phenomena involved	10	10
2	**Mainstream Theories in IR**			
	2.1	Realism and Neo-Realism (Structural Realism) Idealism/Liberalism and Neo-Liberalism	3	3
	2.2	System Theory, Game Theory, Decision Making Theory, Communication Theory	4	2
	2.3	Functionalism and Neo-Functionalism	2	1
	2.4	International Society/English School	2	3,
	2.5	**Simulation Exercises:** Design a scenario where students must analyze and strategize within a complex international system. Apply game theory principles to understand decision-making in competitive environments.	10	10
3	**Post-Positivist Theories**			
	3.1	Critical Theory and Constructivism	3	1, 2
	3.2	Post Modernism	2	1,7
	3.3	Feminism	3	7
	3.4	Post-Colonialism	3	7
4	**Political Economy Approach**			
	4.1	Dependency and World System Analysis-A. Frank and Wallerstein	3	1
	4.2	Complex Interdependency- Keohane and Nye	3	3
	4.3	International Political Economy Approach-Robert Gilpin	3	3
	4.4	Time Space Compressions-David Harvey	3	3

	4.5	**Debates and Discussions:** Organize debates or panel discussions where students can debate the pros and cons of globalization, considering different perspectives and theoretical frameworks. Encourage students to apply the theories learned to assess the implications of globalization on various stakeholders.	10	10
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction):** Focused Reading and Reflection:Inorder to get a birds eye view on the discipline of international relations it is highly recommend reading basic writings on the subject. Active-interactive learning, brainstorming, seminars, and group activities foster students engagement through interactive class discussion. CD1- Focused Reading CD2-Classromm Lecture CD3-Seminars on Assigned Topics CD4-Peer group Discussion

Assessment Types	**MODE OF ASSESSMENT**
	    A. Continuous Comprehensive Assessment (CCA)
	    (Practicum components will be evaluated under CCA)
	
	    Case Study
	    Simulation Exercises
	    Debates and Discussions

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Comparative Politics
Type of Course	DSC A
Course Code	24U5POLDSC302
Course Level	300-399
Course Summary	The general aim of this course is to help the students to attain the basic idea and understanding about comparative politics. students will be able to understand its usefulness in Political Science. This course will help to understand basic concepts and principles of comparative politics, highlighting the value of comparison in political studies, become familiar with the methods of comparative politics, educating you about how to analyse contemporary political issues using comparative method. This will help the students to understand and analyse various political systems and working of structures with in that.

Semester	5	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to understand the essence of comparative politics and applying analytical approaches such as Neo-Realism, Political Economic Approach, and the System approach.	K, U, An,	3
2	Students will be able to differentiate between parliamentary and presidential forms of government in India and the US	U, An	1, 2
3	Students will critically analyze judicial systems in India, the US, and China, comprehend local self-governance in India, the UK, and Finland, and evaluate the roles of NGOs in India and the US.	U,E	1, 6, 7
4	Students will be able to conduct comprehensive studies on women's political representation and assess ethnic minority representation and analyze the evolving nature of the state amidst the forces of globalization.	U, An, 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		**Introduction to Comparative Politics**		
	1.1	Meaning, Nature, Evolution of Comparative Politics as a discipline	5	3
	1.2	Approaches: Poltical Economy Approach	2	3
	1.3	System Approach	2	1,3
	1.4	Developmental Approach, Cultural Theory Approach	4	3
2		**Party System and Constitutional Development**		
	2.1	The Emergence of Party system	3	1, 2
	2.2	Biparty-Multi Party- Totalitarian Party system	4	1, 3
	2.3	Constitution and Constitutionalism	2	1, 2
	2.4	Development of Constitution in Britain, USA, France and China	5	1
3		**Constitutions and Forms of Government**		
	3.1	Features of Constitutional systems in UK, USA, France and China	5	6
	3.2	Forms of government: Unitary and Federal, Parliamentary	4	6
	3.3	Presidential, Semi Presidential	3	2, 3
	3.4	Plural Executive, Totalitarian system	3	7
4		**Structure of Government**		
	4.1	Legislature: Unicameral - French Parliament, The National People's Congress	4	2
	4.2	Bicameral-British Parliament, American Congress	4	2, 6
	4.3	French President, Council of Ministers and the Prime Minister Chinese President and the State Council	5	7
	4.4	Executive: British Monarch, Council of Ministers and the Prime Minister American President, Cabinet, Vice President	5	6, 7
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Lectures**: The instructor could start each section with a lecture providing an overview of the topic, including key concepts, historical background, and theoretical frameworks. **Discussions**: Following the lectures, students could engage in discussions to deepen their understanding of the material. This could involve analyzing case studies, debating different perspectives, and applying theoretical concepts to real-world examples. **Readings**: Assignments could include readings from textbooks, academic articles, and primary sources relevant to each topic. Students would be expected to read these materials before class to facilitate informed discussions. **Multimedia Presentations**: In addition to lectures, multimedia presentations such as videos, documentaries, and interactive simulations could be used to enhance students' learning experience and provide different perspectives on key issues. **Group Activities**: Incorporating group activities, such as case studies or role-playing exercises, can encourage collaboration and critical thinking skills among students. **Assessments**: Assessments could include quizzes, essays, presentations, and exams to evaluate students' understanding of the material and their ability to apply theoretical concepts to different contexts.

Assessment Types	**MODE OF ASSESSMENT**
	   A. Continuous Comprehensive Assessment (CCA): 30 Marks
	   Formative Assessment (FA): Oral presentations/Viva voce/In-class discussions/Reflection writing assignments/Peer Assessments-
	
	   Summative Assessment (SA): Written test/MCQs/Problem based assignments/reports/Seminars

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Human Rights
Type of Course	DSE
Course Code	24U5POLDSE300
Course Level	300-399
Course Summary	The course provides an introduction to basic human rights philosophy, principles, instruments and institutions, and also an overview of current issues and debates. This course aims to explore some aspects of the diverse and increasingly complex body of international law of human rights that has both national and international application.

Semester	5		Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to comprehend about the history and basic concepts of human rights, exploring different perspectives and addressing modern challenges like those posed by technology and privacy.	K, U, An	1,6,7, 8
2	Students will be able to explore the global landscape of human rights, emphasizing the crucial roles of the United Nations, the Universal Declaration of Human Rights, international organizations, and legal treaties in protecting and promoting human rights	U	1,5, 6,7

3	Students will be able to gain insights into how human rights are embedded in the Indian Constitution, learn about key national institutions like NHRC and SHRC, and understand legal tools such as human rights courts and relevant acts.	U, An	1,6,7	
4	Students will be able to analyse human rights concerns like gender disparities, Dalit issues, the impact of war crimes and refugee crises, and the connection between development projects and human rights, fostering awareness of critical challenges in the field.	An, 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		**An Introduction to Human Rights**		
	1.1	Meaning and emergence of Human Rights	3	1
	1.2	Generations of Human rights- • First Generation (Civil and Poltical Rights) • Second Generation Rights (Social and Economic Rights) • Third Generation Rights (Group Rights) • Fourth Generation (Identity rights) • Fifth Generation Rights (ICT Revolution)	4	1
	1.3	Approaches to Human Rights- • Liberal • Marxian • Third World • Feminist	4	1
	1.4	Challenges to Human Rights: Artificial Intelligence and Privacy concerns	4	6
2		**Human Rights in Universal Context**		
	2.1	UN Covenants and Treaties • Universal Declaration of Human Rights (UDHR, 1948) • International Covenant on Civil and Political Rights (ICCPR, 1966) • International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966)	4	7

	2.2	• Human Rights Treaties: The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW, 1979) • The United Nations Convention on the Rights of the Child (UNCRC) • The Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (UNCAT)	4	7
	2.3	• The United Nations Network on Racial Discrimination and Protection of Minorities (OHCR and Minorities) • Convention on the Rights of Persons with Disabilities (CRPD, 2022) • The International Convention for the Protection of All Persons from Enforced Disappearance (ICPPED) • The Committee on the Protection of the Rights of All Migrant Workers and Members of their Families (CMW)	4	5
	2.4	UN Organisation and NGOs • The United Nations Human Rights Council (UNHRC), • The Office of the United Nations High Commissioner for Refugees (UNHCR) • Amnesty International (AI) • International Committee of the Red Cross (ICRC) • Human Rights Watch (HRW)	3	7
3	**Human Rights in National Context**			
	3.1	Human Rights and Indian Constitution	4	1
	3.2	Institutions for Human Rights in India- • Human Rights Protection Act. 1993, • National Human Rights Commission (NHRC) • State Human Rights Commission (SHRC)	4	5
	3.3	Human Rights Court and NGOs- • People's Union for Civil Liberties (PUCL), • People's Union for Democratic Rights (PUDR)	3	5
	3.4	• Public Interest Litigation • Protection of Civil Rights Act. 1955 • Domestic Violence Act. 2005	4	6
4	**Issues and Concerns**			
	4.1	Gender disparities – LGBTIQA+	4	5, 8
	4.2	Dalit and Adivasi Issues	3	5,8
	4.3	War Crimes and Refugee Crisis (case of Rohingya..etc)	4	8
	4.4	Internally Displaced People (case of Moolampally..etc)	4	8
5		**Teacher Specific Contents** (Internal evaluation only)		

	Classroom Procedure (Mode of transaction)
Teaching and Learning Approach	1. **Lectures**: The instructor would provide foundational knowledge on the meaning and emergence of human rights, the different generations of human rights, approaches to human rights, challenges faced, and the universal context of human rights. This would include discussing key concepts, historical developments, and contemporary issues. 2. **Discussions**: Class discussions would be encouraged to explore different perspectives on human rights, analyze case studies, and debate ethical dilemmas. Students might be assigned readings or given prompts to stimulate discussion on topics such as the role of technology in human rights, the effectiveness of international treaties, or the intersectionality of human rights issues. 3. **Group Activities**: Students could work in small groups to research specific human rights topics, prepare presentations, or develop solutions to hypothetical human rights challenges. This would encourage collaboration, critical thinking, and communication skills. 4. **Multimedia Presentations**: Videos, documentaries, guest speakers, and other multimedia resources could be used to complement lectures and readings, providing real-life examples and personal testimonies to illustrate human rights issues in different contexts around the world. 5. **Assignments**: Students may be assigned written essays, research papers, or projects on specific human rights topics to deepen their understanding and develop their analytical and writing skills. 6. **Assessment**: Assessment methods could include quizzes, exams, participation in discussions, presentation evaluations, and the quality of written assignments.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)-30Marks** Book Reviews Seminars on assigned topics Peer group Discussions Internal Test

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Society and Politics in Kerala
Type of Course	DSE
Course Code	24U5POLDSE301
Course Level	300-399
Course Summary	The course seeks to give the students an insight into the society and political process in Kerala. The course provides a detailed analysis of the socio-political evolution, political processes, structures and social movements in the state of Kerala.

Semester	5		Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students will be able to comprehend the key elements of Kerala's social origins, delving into Dravidian influences, cultural exchanges, caste structures, and socio-cultural changes during the colonial era.	K,U	1, 3, 6, 7
CO2	Students will be able to understand the democratization process, key movements like the Malabar rebellion and social reforms, and the structure of Kerala's state legislature and Panchayati Raj System.	K,U	6, 7
CO3	Students will be able to analyze Kerala's post-independence politics and how major movements played a lead role in development process	An	1, 5, 6, 7
CO4	students will be able to understand major political parties, analyse social engineering concepts, elections and voting behavior, and the diaspora in shaping Kerala's political landscape.	K, U, An	5, 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		**Historical Formation of Kerala Society**		
	1.1	Precolonial Settings: Understanding Social Economic, and Political Formations	3	1
	1.2	Slavery and Feudalism in Kerala (Medieval)	2	1, 7
	1.3	Colonial Interventions and Missionary Activities	2	6,7
	1.4	Malabar-Travancore-Cochin: Regional and Political Milieu	2	1,3,6,7
	1.5	Caste, Class and Gender in the 19th Century Kerala	3	1
2		**Social Reforms Movements in Kerala**		
	2.1	Struggle Against Caste and Social Oppression and Untouchability • Channar Agitation • Vaikom Satyagraha • Guruvayoor Satyagraha	3	6, 7
	2.2	Social Reforms: Leaders and Movements • Ayyankali: Demand for Civil Rights • Sree Narayana Guru: Humanism and Secularism • Poykayil Appachan: Narrations of Slavery • V T Bhhathiripadu-Critique of Brhamanical Patriarchy • Vakkom Abdul Khader Maulavi-Rationalism and Progress • Chattambi Swamikal- Democratisation of Knowledge • Kuriyakose Elias-Education and Empowerment	10	6, 7
	2.3	Demand for Representation and Representative Institutions • Malayali Memorial • Ezhava Memorial • Civic Rights League • Abstention Movement • Sreemoolam Prajasabha	8	6, 7
	2.4	Agrarian and Peasant Movements • Malabar Rebellion • Kayyur Revolts • Punnapra-Vayalar Uprising	3	6
3		**Political Process in Post Independent Kerala**		
	3.1	Aikya Kerala Movement and Formation of United Kerala	4	6
	3.2	Agrarian Relation Bill 1957, The Kerala Education Bill, 1957	3	6, 7
	3.3	Liberation Struggle	3	6, 7
	3.4	Coalition Politics in Kerala	2	6, 7

		Development and New Social Movements in Kerala		
4	4.1	• Kerala Model of Development: Features and Challenges • Changing Dynamics of Migration and Its Impact on Kerala	3	5
	4.2	Environmental Movements: • Silent Valley • Plachimada Agitation • Endosulfan Tragedy	3	5,6,7
	4.3	Dalit and Adivasi Land Struggles • Muthanga Land Struggle • Aralam Farm Protest • Chengara land Struggle	3	6,7
	4.4	Movements for Gender Justice: • Women's Movements • LGBTQ+ Movements	3	6
5		**Teacher Specific Content** (Internal evaluation only)		

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, Documentary and Film reviews by students as assignments CD3- Seminars on assigned topics CD4- Debates and Peer group discussions CD5- Legislative Assembly Visit as field study Module 1: Conceptual notes, definitions, and theories to provide authentic academic knowledge in genesis of Kerala society. Module 2: aims to provide an awareness of Democratization and Social Reform process in Kerala. Module 3: This module is assigned to analyse the Coalition politics, major agitations and movements, historical bills, and social welfare measures in post independent Kerala. Module 4: it helps students to understand major political parties, social engineering and voting behaviour, socio-political equations, and role of diaspora equations in current Kerala politics.

Assessment Types	MODE OF ASSESSMENT
	A. Continuous Comprehensive Assessment (CCA): 30 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 (Problem based seminar presentation/assignment; assignments; reports; Seminars; Literature survey; Case study

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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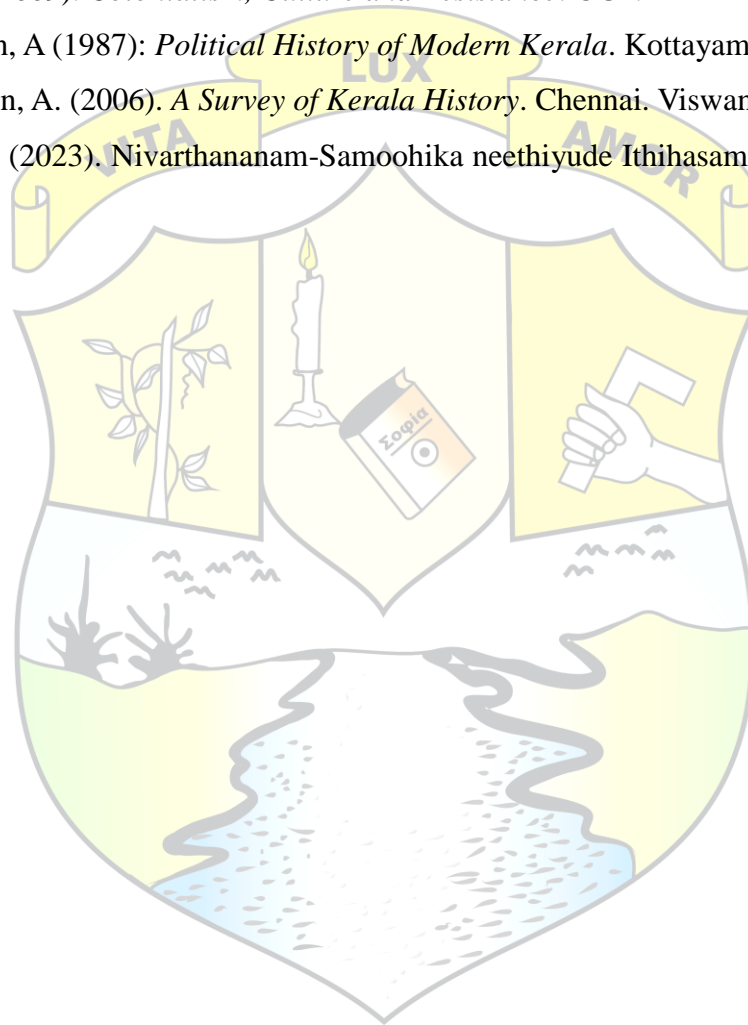Namboodirippadu, E.M.S. (1984). *Kerala Society and Politics –A historical survey*. New Delhi. NBC.

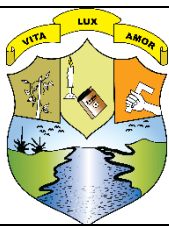Oommen, M. A. (1971). *Land Reform and Socio- Economic Changes in Kerala*.

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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Political Sociology of Modern India
Type of Course	DSE
Course Code	24U5POLDSE302
Course Level	300-399
Course Summary	This course provides a comprehensive examination of the political and sociological dynamics shaping modern India. Focusing on the period from the late 19th century to the present day, the course explores the intricate interplay between political structures, social forces, and cultural factors that have defined India's political landscape.

Semester	5		Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to understand major concepts such as caste, class, gender, and power, as well as classical and contemporary theories in political sociology, cultivating critical thinking and analytical skills.	U, An	1
2	Students will be able to examine the challenges associated with transitioning from tradition to modernity, fostering a comprehensive understanding of the complexities of societal transformation.	U, An	2, 10
3	Students will be able to analyse regional disparities and identity movements, including tribal, linguistic, and ethnic dimensions, along with the examination of social unrest in India, encompassing workers' and peasants' movements, trade unions, ecological movements, and political insurgency, enhancing the ability to analyze diverse sociopolitical phenomena.	An	3,6,7

		Students will be able to examine the impact of neoliberal changes in the Indian State, addressing issues such as the state-corporate connection, governance challenges, agrarian distress, informal labor, declining public trust in elections, and the role of media in populist politics, to gain insights into contemporary democratic challenges.		
4			E	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	Political Sociology: An Introduction			
	1.1	Political Sociology: Meaning Nature and Scope	3	3
	1.2	Approaches: Liberal, Marxian, Structural	3	1, 2
	1.3	Basic Concepts in Political Sociology	2	1, 2
	1.4	Historical Evolution Political Sociology of India	3	1, 2
	1.5	Major Themes: Indian Political Sociology	3	3
2	**Social Stratification**			
	2.1	Religion and Ethnicity	3	6
	2.2	Caste and Class	5	6
	2.3	Gender	3	6, 7
	2.4	Language	3	6, 7
3	**Social Movements and Collective Actions**			
	3.1	Dalit and Adivasi Movements	4	6, 7
	3.2	Women and Agrarian Movements	4	7
	3.3	Movements for Democratisation and Transparency	4	7
	3.4	New Media Activism	3	7
4	**State and Globalization**			
	4.1	State and Social Transformation	5	3
	4.2	Welfare Policies	3	3
	4.3	Migration	4	3
	4.4	Political Economy of Globalization	5	3
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Lectures**: Begin with introductory lectures to provide a theoretical foundation and framework for understanding the political economy of the informal sector. **Book reviews, Discussions and seminars**- Assign readings from academic articles, books, and reports related to the class, caste, marginalised communities, social unrest, agrarian communities, state corporate nexus etc. Conduct class discussions to explore different viewpoints and encourage critical thinking. **Guest Lectures** -Invite guest speakers with expertise in the field, such as researchers, policymakers, or practitioners, to share real-world insights and experiences.

Assessment Types	**MODE OF ASSESSMENT**
	    A. Continuous Comprehensive Assessment (CCA): 30 Marks
	    Oral presentations
	    In-class discussions
	    Reflection writing assignments
	    Written test
	    Literature survey

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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St Thomas College Palai Autonomous	

Programme	BA (Hons) Political Science
Course Name	**Women and Spatiality in Kerala**
Type of Course	**DSE**
Course Code	**24U5POLDSE303**
Course Level	**300-399**
Course Summary	This course aims to provide students with an advanced understanding of spatial dynamics, preparing them for critical roles in spatial research, planning and policy development, A combination of theoretical exploration and independent research students gain the skill and knowledge necessary for addressing challenges in diverse contexts in Kerala.

Semester	5		Credits		4	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any	Audio-visual tools					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students will be able to understand the idea of space, explore the connection between gender and space, and analyze theoretical frameworks like feminist geography, spatial justice, and intersectionality.	U	1,3
CO2	Students will be able to analyse and gain a Practicum understanding of women's experiences through examining the historical and cultural context of societal structures, urban-rural spatial dynamics, and the influence of caste and religion on gender and spatiality,	An	2,4,5,6
CO3	Students will be able to analyse socio-cultural dynamics of mobility, access to resources, spatial power dynamics, and workplace arrangements.	An	1,4

CO4	Students will be able to develop Practicum skills in assessing challenges and advocating for empowerment through exploring the impact of technology, modernity, and barriers to inclusive spaces, and understanding the spatial experiences of marginalized women	An, C	2,6

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		**Introduction to Gender and Spatiality in Keala**		
	1.1	Idea of Space	2	1
	1.2	Understanding gender and space	3	5
	1.3	Theoretical framework of spatiality-feminist geography, spatial justice, intersectionality	5	1,2
	1.4	Changing perspectives of socio-cultural dimensions of spatiality	4	1
2		**Women and spatiality: Kerala Context**		
	2.1	Historical and cultural context of societal structures	4	1
	2.2	Urban and rural spatial dynamics	4	5
	2.3	Public and private spaces-access and inclusion	4	4
	2.4	Influence of caste and religion on gender and spatiality	3	6
3		**Women and spatiality in Kerala - Manifestations**		
	3.1	Socio-cultural dynamics of mobility	4	5
	3.2	Access to resources and ownership	4	3
	3.3	Spatiality of power and political participation	4	5
	3.4	Workplace Arrangements	4	6
4		**Challenges and Future of Spatiality of Women in Kerala**		
	4.1	Technology, modernity and women's spaces in Kerala	3	7
	4.2	Barriers to inclusive space-health, education and employment	4	6
	4.3	Spatial experiences of marginalized women	4	6
	4.4	Advocacies, movements and narratives of empowerment	4	7

5		**Teacher Specific Content** (Internal evaluation only)		
Teaching and Learning Approach		**Classroom Procedure S(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 Seminars CD3- Documentary Reviews CD4- Peer group Discussions Module 1- Introduction gender and Spatiality in Kerala Unit 1.1 to 1.4-Gendered spatial dynamics in Kerala, Explore the foundational concepts of space within Kerala examining societal values and norms. The combination of teaching learning aims to create interactive lectures and discussions. Through a combination of theoretical exploration, case studies, and Practicum applications students will develop a comprehensive and critical perspective on the dynamic relationship between gender and space. Module 2- Women and spatiality in Kerala- contextual understanding Unit 2.1 to 2.4- Evaluate the gendered specific access to resources emphasising the disparities in ownership and the influence of societal norms on the distribution of spatial privileges. Investigate the dichotomy between public and private space in Kerala Module 3 Women and spatiality in Kerala - manifestations Unit 3.1 to 3.4- start by introducing the concept of gender role in society Discuss how traditional roles influence transportation choices, health behaviours and spatial segregation. Geographical and occupational distribution which influence the career choice and opportunities for women.		

Assessment Types	MODE OF ASSESSMENT

	A. Continuous Comprehensive Assessment (CCA) : 30 marks
	
	Students will be assessed through research projects presentations and discussions requiring them to apply theoretical framework to real world example within the Kerala context, examinations will test their understanding of the intricate relationship between space, societal norms and gender dynamics in Kerala
	
	    o Oral presentations
	    o In-class discussions
	    o Reflection writing assignments
	    o Written test
	    o Literature survey

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	**Emerging Trends in Indian Administration**
Type of Course	**DSE**
Course Code	**24U5POLDSE304**
Course Level	**300-399**
Course Summary	This course conducts an in-depth study of India's administrative structures and mechanisms, commencing with a comprehensive exploration of the nation's administrative evolution from pre-colonial to post-colonial times. It critically examines transparency and accountability by analysing the impactful mechanisms fostering governance integrity. Furthermore, it delves into the complexities of State and Local Administration, unravelling the nuanced structures and functions underlying Rural and Urban Governance. Through this holistic approach, students gain an extensive understanding of contemporary administrative frameworks and their profound impact on shaping governance paradigms.

Semester	5	Credits		4	Total Hours

Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to understand and evaluate the impact of historical influences on the contemporary Indian administrative structure, recognizing the evolution under pre-colonial and colonial influences.	U, E	1
2	Students will be able to critically assess the effectiveness of key institutions like RTI, CAG, Lokpal, and CBI in promoting transparency and accountability in governance.	An	5, 3
3	Students will be able to utilize knowledge of the 73rd and 74th Amendments to analyze the structures and functions of rural and urban governance in India.	A, An	1, 7
4	Assess the effectiveness of new administrative initiatives, including Digital India and PPP, in addressing contemporary challenges and improving governance in India.	Evaluate	3

Module	Units	Course description	Hrs	PO No.
5		Students will be able to develop a comprehensive understanding of the administrative landscape in India by synthesizing information on initiatives like Haritha Kerala Mission and Dam Safety Authority, demonstrating the ability to propose strategic measures for sustainable governance.	C	5

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		**Administrative Structure in India**		1
	1.1	Evolution of Indian Administration-Pre- colonial and Colonial influences Development of Indian Administration-British Influence-Administrative Reforms-Appleby Report	15	
	1.2	Central Administration-Cabinet Secretariat- Central Secretariat		5
	1.3	PMO and NITI Aayog		5
	1.4	UPSC and SPSC		3
2		**Transparency and Accountability in Administration**		3
	2.1	CAG- PAC	15	3
	2.2	Lokpal– Lok Ayukta		3
	2.3	Central Vigilance Commission (CVC)		5
	2.4	RTI Act. 2005, Citizens Charter		3
		State and Local Administration		5
	3.1	State Secretariat of Kerala – E -Office	15	
	3.2	District Collector – E - District		5
	3.3	Structures and Functions of Rural Governance		3
	3.4	Structures and Functions of Urban Governance		3
		New Administrative Initiatives		5
	4.1	Digital India	15	
	4.2	National E – Governance Plan		7
	4.3	PPP - BOT		7
	4.4	Akshaya E-Kendra		7
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	Lecture, Debates, Discussion, Quiz
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 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 (Problem based seminar presentation/assignment; assignments; reports; Seminars; Literature survey; Case study

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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St Thomas College Palai Autonomous

Programme	**BA (Hons) Political Science**
Course Name	**Area Studies in International Relations**
Type of Course	**DSE**
Course Code	**24U5POLDSE305**
Course Level	**300-399**
Course Summary	This interdisciplinary course provides a comprehensive exploration of Area Studies in International Relations, tracing its historical development and addressing emerging trends and challenges. Delving into specific regions, it analyses political institutions, economies, and security dynamics in South and South-East Asia, West Asia, Central Asia, Africa, Europe, and the Americas. From the complexities of democratic governance to regional conflicts and economic transformations, students examine diverse geopolitical landscapes. Special attention is given to contemporary issues such as migration, terrorism, and socio-political movements, offering insights into global dynamics shaping the 21st century.

Semester	5		Credits		4	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the interdisciplinary nature and scope of Area Studies in International Relations, including its historical development as a field within Political Science.	U	1
2	Analyze the political institutions and dynamics in South and South-East Asia, with a focus on the contrasting systems of democracy and non-democracies, and post-colonial rivalries	An	2
3	Evaluate the political economy of South Asia, assessing the	E	10

	region's challenges and opportunities for human development, alongside examining economic reforms and growth patterns.		
4	Examine the contemporary politics, economic community contours, and security dispositions in East Asia, including ASEAN's relations with major powers like China and India.	An	10
5	Critically analyze regional issues and state dynamics in West Asia, Central Asia, and Africa, such as the Israel-Palestine conflict, state fragility, economic diversification efforts, and the role of regional organizations like the Organisation of African Unity.	An	2

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.
	Area Studies in International Relations			
1	1.1	Introduction to Area Studies: Definition, scope, and interdisciplinary nature	2	1
	1.2	Historical development of Area Studies as a field within Political Science and International Relations	2	1
	1.3	Emerging Trends and Future Directions	1	1, 2
	1.4	Exploration of emerging trends and challenges in Area Studies	1	2
	South and South-East Asia			
2	2.1	Political Institutions in South Asia: Democracy vs Non-Democracies, Post Colonial Rivalry in South Asia	3	6
	2.2	Political Economy of South Asia: South Asia as a Human development challenge and opportunity, Economic Reforms and Growth in South Asia	3	3
	2.3	East Asia: Contemporary ASEAN Politics, Economic Community Contours, Security Disposition, ASEAN Relations with China, India	3	3
	2.4	Maritime Contestations in the East China and South China Seas, Multilateral Economic Regionalism (RCEP vis-à-vis TPP); Strategic Community Building (APEC' and EAS' Communities); Indo-Pacific	3	3
	West Asia, Central Asia and the Africa			
3	3.1	West Asia: The Regional State System (Monarchies, Authoritarian/Militaristic Regimes, Democratic Exceptionalism)	4	3, 6

	3.2	Global and Regional Issues: Israel-Palestine Conflict, Fragile/Failing States (Iraq, Syria, Yemen) Diversification to Non-Oil Economic Profile (Saudi Arabia's Mission 2030 project).	4	6
	3.3	Central Asian Republics (CARs'): 'CARs' Engagements with Major, Rising and Regional Powers, 21st Century Strategic Portfolios in Central Asia: Energy Security & Connectivity; Terrorism and Radicalism	3	3, 6
	3.4	Organisation of African Unity: Agenda and Roles Issues in 21st Century Africa: State Collapse and Failure, Resource Wars, Ethnic Wars	3	3, 6
4	**The Europe and the American Studies**			
	4.1	European Integration: EEC and EC to Economic Union (EU), Post Cold War/21st Century Enlargement	2	3, 6
	4.2	European Union and Regional Issues: Refugee/Migration, Terrorism, Far Right Movements, The Catalan struggle for independence	4	3, 6
	4.3	Politics in America: A "nation" of immigrants, The two-party system, Role of the US President, Isolationism vs Internationalism?, The foreign policy Decision Making structures, American Perspectives on World Politics	3	3, 6, 10
	4.4	Latin American Governments: Constitutional Structure, The Rise of Military-Authoritarianism, Democracy and the Rise of New Left in Latin America (Pink Tide), Poltical-Socio Issues: Indigenous Peoples, Guerrilla Movements, Narco-Terrorism and Social Impact, Landless Peoples Movement	4	3, 6, 10
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction):** **Lectures**: The course would likely begin with traditional lectures where the professor introduces the overarching concepts, historical background, and key theories relevant to each region. This would include defining area studies, discussing its interdisciplinary nature, and tracing the historical development of the field within political science and international relations. **Interactive Discussions**: Following lectures, there would be interactive discussions where students engage with the material, ask questions, and explore different perspectives. This could involve analyzing case studies, debating current issues, and discussing emerging trends and challenges in area studies. **Guest Speakers**: Inviting guest speakers who are experts in specific regions or topics can provide students with real-world insights and experiences. These speakers could be scholars, diplomats, or practitioners working in government, NGOs, or international organizations. **Case Studies**: Incorporating case studies allows students to apply theoretical concepts to real-world situations. For example, examining the political institutions in South Asia could involve analyzing the dynamics of democracy and non-democracy in countries like India, Pakistan, and Bangladesh. **Group Projects**: Assigning group projects allows students to conduct research, collaborate with peers, and present their findings. For instance, students could explore the political economy of South Asia by researching the human development challenges and economic reforms in the region. **Simulations**: Simulations provide students with hands-on experience in diplomatic negotiations and decision-making processes. This could involve simulating a regional summit to address maritime contestations in the East and South China Seas or negotiating trade agreements like the Regional Comprehensive Economic Partnership (RCEP) and the Trans-Pacific Partnership (TPP). **Debates:** Organizing debates and role-playing activities encourages students to critically evaluate different perspectives and develop their argumentation skills. For example, students could debate the merits of European integration and the challenges posed by issues like migration and terrorism. **Research Papers and Presentations**: Assigning research papers allows students to delve deeper into specific topics of interest within area studies. They can then present their research findings to the class, fostering critical thinking and communication skills. **Assessment**: Assessment methods may include exams, quizzes, essays, presentations, participation in discussions, and the quality of group projects. This ensures that students are evaluated on their understanding of course material, analytical skills, and ability to articulate their ideas effectively.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 Marks** **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 o Oral presentations o In-class discussions o Reflection writing assignments o Written test o Literature survey

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Survey Method in Political Science
Type of Course	SEC
Course Code	24U5POLSEC300
Course Level	300-399
Course Summary	This course covers the basic principles of survey design and methods and introduces the necessary components of a good quality survey. The course discusses designs, modes of data collection and their effects on the cognitive processes involved in answering survey questions and their impact on questionnaire design, pretesting methods and post-data collection processing.

Semester	5		Credits		3	Total Hours

Course Details	Learning Approach	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
1	Students will comprehend what surveys are and its importance, and their limitations in Political Science	U	10
2	Students will be able to comprehend at survey procedures, and how to design and prepare questionnaires and it will help students to gain Practicum skills in conducting surveys, enhancing methodological expertise.	U, An	3, 10
3	Students will gain hands-on experience by conducting pilot studies, going on field visits, and analyzing and presenting survey data and focuses on translating theoretical knowledge into Practicum skills for real-world political scenarios	An, C	2, 10

4		Students will apply their knowledge by conducting Practicum sessions and the Practicum application of survey techniques, preparing students for real-world engagement in political research	An, C	1, 2

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.
	Introduction to Survey Method			
1	1.1	Concept of Survey	2	10
	1.2	Objectives of Survey	3	3
	1.3	Importance and Scope of Survey in Political Science	3	2, 10
	Procedure of Survey in Political Science			
2	2.1	Types and Methods of Survey	3	10
	2.2	Instruments of Survey	3	2, 3, 10
	2.3	Designing and Preparation of Questionnaire	4	1, 2
	Experiencing Survey: Theory and Practice			
3(a)	3.1	Pilot Study	4	2, 3
	3.2	Field Survey	4	2, 3
	3.3	Analysis and Presentation	4	2, 3
	Hands on Training			
3(b)	3.4	Basic training in Statistical Analysis	5	1, 2
	3.5	Analysis of Case studies of CSDS-Lokniti.	5	1, 2
	3.6	Conduct a survey on the political behaviour of students in the campus/village	5	1, 2
4		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture • Focused Reading and Reflection • Field Visit • Write up and Make Seminar Presentation Module I Provide understanding about iimportance and limitations of Survey in Political Science Module II Focussed reading and reflection on procedure of survey in political science Module III Experiencing survey through pilot study, field visit and analysis and presentation Module IV Provide Practicum sessions on conduct of survey
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)-25 Marks** (Practicum components will be evaluated under CCA, if any) Internal test (MCQ) Viva Voce Field Survey
	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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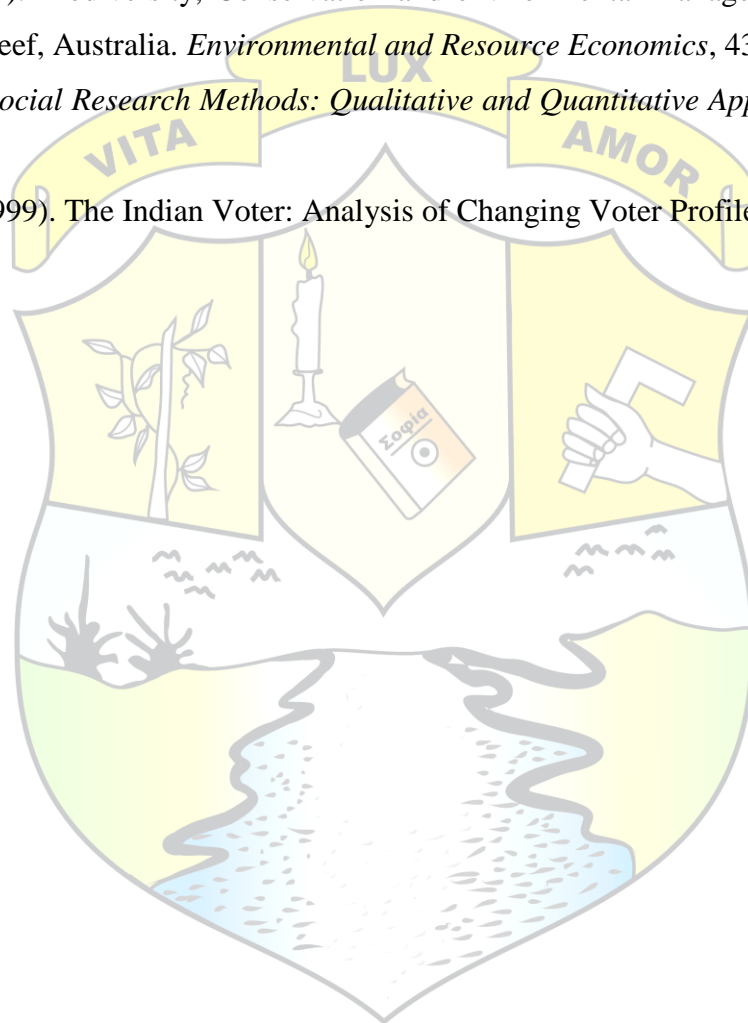Primack, R. B. (2010). *Essentials of conservation Biology.* London: Sinauer Associates.

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SEMESTER 6

St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Western Political Thought
Type of Course	DSC
Course Code	24U6POLDSC300
Course Level	300-399
Course Summary	This course intends to introduce the students to the concepts, theories and key debates in Western political thought. With this, the learner should gain interest and ability to read and interpret the works of classical thinkers along with the context in which they have written. It is also hoped that this course will enable the student to make sense of and interpret the debates and discussions in any contemporary society and polity.

Semester	6		Credits		4	Total Hours

Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	75

Pre-requisites, if any	Nil

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to gain a foundational understanding of Western Political Thought, examining basic features and methods, and analyzing classical thinkers' perspectives on key concepts such as virtue, justice, and citizenship	K,(U),An	1, 4, 6
2	Students will be able to comprehend the historical evolution from medieval political thought to social contractualist ideas and analyzing their perspectives on statecraft, social contract, and human nature.	U,(An)	2, 3, 6, 7
3	Students will gain a nuanced understanding of diverse philosophical traditions through Bentham and Mill's and idealist thought presented by Green and Hegel, with focus on legitimacy, dialectics, and civil society.	(U),An	1, 6, 7

4	Students will develop the ability to critically examine Marxian political thought, analyse feminist perspectives by Wollstonecraft on women's rights, and understand Gramsci's concepts of civil society and hegemony	U, An	1, 6, 7, 10
5	Students will be able to use critical thinking to compare diverse perspectives in Western Political Thought, developing a nuanced understanding of the historical, social, and philosophical aspects of political ideas	An, C	1, 5, 7, 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.
		Understanding Western Political Thought		
1	1.1	Introduction to Western Political Thought: Approaches and Methods	3	1
	1.2	**Socrates**: Virtue, Knowledge	3	3
	1.3	**Plato**: Justice, Education, Ideal State	3	3
	1.4	**Aristotle**: State, Revolution, Citizenship	3	3
	1.5	Undertake a case study on contemporary notions on citizenship	10	10
2		**Realist and Social Contract Thinkers**		
	2.1	Machiavelli: Statecraft and Republicanism	3	2
	2.2	Hobbes: Social Contract, Absolutism	3	2
	2.3	Locke: Human Nature, Limited Government, Natural Rights	3	5
	2.4	Rousseau: General Will, Popular Sovereignty	3	5
	2.5	Organize a role-playing exercise based on the life and ideas any individual thinker	10	10
		Utilitarian and Idealist Thinkers		
	3.1	Jeremy Bentham: Felicific Calculus	3	5
3	3.2	John Stuart Mill: Revision of Utilitarianism, Concept of Liberty	2	5
	3.3	T. H Green: Political Obligation and Rights	2	5
	3.4	W. F. Hegel: Dialectics, Civil Society, State	3	5
	3.5	Prepare a YouTube Video based on the contribution of the any of the thinker	10	10

		Marxian and Feminist Thinkers		
4	4.1	Karl Marx: Dialectical Materialism, Class Struggle	3	4,7
	4.2	V. I. Lenin: Imperialism, Democratic Centralism	3	7
	4.3	Antonio Gramsci: Civil Society, Hegemony	3	4,7
	4.4	Mary Wollstonecraft: Rights of Women	2	6
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Module I Through lectures students are provided an Understanding regarding Western Political Thought Module II Through focused reading and reflection students will be familiarised regarding Medieval and Social Contractualists Module III Through Write up and Seminar Presentation students will be provided understanding of Utilitarian and Idealist Thinkers Module IV Through lectures and notes students will be given awareness regarding Marxian and Feminist Thinkers

Assessment Types	**MODE OF ASSESSMENT**
	A. Continuous Comprehensive Assessment (CCA): 30 Marks
	(Practicum components will be evaluated under CCA)
	    Case Study
	    Role Playing
	    Content creation
	    Internal test (MCQ)
	    Article/Book Review

	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" align="right">Total</td><td>70</td></tr></table>

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Introduction to Philosophy of Social Science
Type of Course	DSC A
Course Code	24U6POLDSC301
Course Level	300-399
Course Summary	This course aims to provide students with a comprehensive grasp of foundational concepts and ideas within the realm of philosophy of social science. By delving into major theories and significant debates in the field, the course is organized around fundamental themes such as epistemology, ontology, objectivity, subjectivity, causation, explanation and interpretation, research ethics, and the nature of social entities. The logical progression of these topics facilitates the construction of a cohesive understanding. Through this structured approach, the course cultivates critical thinking and analytical skills that are directly applicable to social research. In addition to theoretical readings in the philosophy of social science, the course incorporates case studies from diverse social sciences to demonstrate how philosophical conceptions are employed in real-world research and social and political analysis. By drawing insights from various disciplines, the course underscores the interdisciplinary nature inherent in the philosophy of social sciences.

Semester	6	Credits		4	Total Hours
Course Details		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	Students will be able to learn the foundations of social scientific inquiry, explore various epistemological approaches, and engage in debates concerning the nature of social science knowledge.	U, An	1, 3, 4
2	Students will be able to develop analytical skills and understand socio-scientific changes through an examination of ontology, the social construction of reality, and different ontological positions	An, C	1,4,5,6
3	Students will be able to evaluate research methods, validity in social science, methodological holism, methodological individualism, and	An,E	2,4,5,6

	the strengths and limitations of quantitative and qualitative approaches.		
4	students will be able to develop ethical reasoning and understanding socio-scientific changes through an examination of ethical considerations in social science research, research ethics principles and practices, and strategies for addressing ethical dilemmas,	An,C	4,5,6,8, 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		**Introduction to the Philosophy of Social Science**		
	1.1	Foundations of Social Scientific inquiry	5	1, 2
	1.2	Epistemological Underpinnings: different approaches	5	1,2
	1.3	Debates concerning the Nature of Social Science Knowledge: positivism, post-positivism, critical realism, feminism	5	1, 2, 3
	1.4	Field visits to scientific institutions, laboratories, or museums where students can see firsthand how scientific knowledge is produced, communicated, and interpreted	15	10
2		**Ontological Considerations in Social Science**		
	2.1	Ontology and Reality in Social Science	3	4
	2.2	Social Construction of Reality	3	4
	2.3	Different Ontological Positions: implications for social science research	4	4
	2.4	Engage students in exploring the historical development of scientific theories and methodologies.	5	10
3		**Methodological Debates in Social Science**		
	3.1	Research Methods and Validity in Social Science	3	4,5
	3.2	Methodological Holism and Methodological Individualism	3	4,5
	3.3	Quantitative and Qualitative Approaches: strength and limitations	5	4,5
	3.4	Organize debates or discussion panels where students can critically examine philosophical questions related to social science	5	10
4		**Ethics and Values in Social Science**		
	4.1	Ethical considerations in social science research	3	4,5,6

	4.2	What is Research Ethics: understanding principles and practices	3	4,5,6
	4.3	Ethical Dilemmas in Social research: strategies for addressing ethical challenges	3	4,5,6
	4.4	Design any scientific experiments while reflecting on the philosophical assumptions underlying their methodology.	5	10
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • 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 the rational reconstruction of philosophy of social science • Interactive lectures and classroom engagements (through readings and discussions, debates) will encourage student participation and raise questions. • Incorporate relevant podcasts and documentaries that explore the philosophy of social science • Seminars discussion will help students to discuss specific topics, present their study, and engage in critical debates. • Inviting guest speakers and experts in the field of philosophy of social science to share their thoughts, experience and insights • Evaluate students understanding of both theoretical concepts and their ability to apply them in real world political situation through presentation, essays, case studies

Assessment Types	**MODE OF ASSESSMENT**
	   A. Continuous Comprehensive Assessment (CCA): 30 Marks
	   (Practicum components will be evaluated under CCA)
	   Field Visit
	   Report
	   Debate/Discussion
	   Designing any scientific experiments

	B. End Semester Evaluation | Descriptive Type	Word Limit	Number of questions to be answered	Marks
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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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Issues in Indian Politics
Type of Course	DSE
Course Code	24U6POLDSE300
Course Level	300-399
Course Summary	This course explores regionalism and secessionism in India, focusing on the formation of Indian states post-independence, demands for state reorganization, and questions of autonomy. It delves into issues like regionalism, linguism, and examines Centre-State relations. Additionally, it covers democratic processes, including the role of the Election Commission of India, factors influencing electoral politics, and electoral reforms. Major issues in India such as casteism, communalism, terrorism, ethnic violence, and gender politics are discussed. Social movements including Dalit, tribal, peasant, labour, women's, LGBTQI, and environmental movements are also examined within the context of Indian society.

Semester	6	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any	Foundation Course in Indian Constitution					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will comprehend the formation of Indian states since independence, analyze demands for state reorganisation and autonomy, explore the nuances of regionalism and linguism, and understand the complexities of Centre-State relations,	U, An	1,4,2
2	students will be able to develop analytical skills through an examination of the Election Commission of India, factors influencing electoral politics, voting behavior, and electoral reforms, and understand socio-political changes .	An	1,4,5,6
3	Students will be able to analyze major issues such as casteism, communalism, terrorism, ethnic violence, and gender politics.	An	1,4,5,6, 10

		Students will be able to develop an understanding of social movements through the examination of Dalit and Tribal movements, peasant and labour movements, women's movements, LGBTQI movements, and environmental movements.		
4			An	1,3,10

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT
Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1		**Regionalism and Secessionism**		
	1.1	Formation of Indian States since Independence.	3	1, 2
	1.2	Demand for State Reorganisation and the Question of Autonomy	3	2
	1.3	Regionalism and Linguism	3	2
	1.4	Centre-State Relations	3	3
	1.5	Conduct a survey on linguistic minorities	10	10
2		**Democratic Processes and Electoral Politics**		
	2.1	Factors influencing Electoral Politics	3	4
	2.2	Voting Behaviour	3	5
	2.3	Electoral Reforms	2	5
	2.4	Party Politics	3	5
	2.5	Corporate Power in Politics	2	1
	2.6	Conduct a survey on determinants of voting behaviour	10	10
3		**Major Issues in India**		
	3.1	Casteism	3	6
	3.2	Communalism	3	6
	3.3	Terrorism and Ethnic Violence	3	6
	3.4	Gender and Patriarchy	3	6
	3.5	Case study of casteism in public places	10	10
4		**Social Movements in India**		
	4.1	Dalit and Tribal Movements	2	6
	4.2	Peasant and Labour Movements	2	6
	4.3	Women and LGBTQI Movements	2	6
	4.4	Environmental Movements	2	6
5		**Teacher Specific Contents** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Lectures: Introduce the major issues in Indian Politics by beginning with the formation of Indian states since independence. Proceed further the discussions on regionalism and secessionism, democratic processes and electoral politics, major issues in India and the social movements in India. Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. Conduct class discussions to explore different viewpoints and encourage critical thinking. Guest Lectures -Invite guest speakers with expertise in the field, such as researchers, policymakers, or practitioners, to share real-world insights and experiences. **Study Tour:** This specific course recommends conducting a study tour of a maximum of five working days excluding the journey time. The study tour aims to understand grassroot socio-political issues which shapes the political landscape of a particular state. The study tour also can be made to law making bodies at the central and state level by which students can attain firsthand experience of law making procedure which are affecting the nation. 1. The primary aim of the study tour is to introduce the political landscape of India, and values of a democratic society. 2. It will help the students to understand and comprehend rural society at the grassroots level. 3. The study tour gives an opportunity to interact with many local and eminent political leaders from various political parties.

Assessment Types	**MODE OF ASSESSMENT**
	    A. Continuous Comprehensive Assessment (CCA)
	    (Practicum components will be evaluated under CCA)
	    Two Surveys
	    Case Study

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Contemporary Global Politics
Type of Course	DSE
Course Code	24U6POLDSE301
Course Level	300-399
Course Summary	This course delves into the complexities of the contemporary international system, covering key topics such as globalization, geopolitical tensions, economic contradictions, security challenges including cybersecurity, environmental issues, race, gender, and power shifts. It emphasizes understanding diverse perspectives, examining global responses to ecological issues, and analyzing the role of international organizations and alliances. Practicum components include conducting a cyber security awareness survey, field visits to fragile ecological areas, and case studies on conflicts' impact on women and children. Overall, the course aims to foster a holistic understanding of global dynamics and challenges in governance.

Semester	6	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	Students will understand globalization and diverse perspectives analyse geopolitical tensions, explore neo colonialism and cyber security in the international system.	U, An, E	1, 3
2	Students will comprehend and analyse global challenges like climate change, racial divides, gender-based violence, and issues of migration and humanitarian intervention..	U, An	2, 5, 6, 7
3	Students will explore global power shifts, economic alliances, weapons, terrorism and the role of global civil society and non-state actors.	K, U, An	10

		Students will learn about international organizations and challenges to global governance and examine regionalism through organizations like EU, ASEAN, G20, and BRICS.	U, An	1
4				

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		**Globalization and the Contemporary International System**		
	1.1	Exploring Globalization and Diverse Perspectives	10	1
	1.2	Geo-Political Tensions – Supranationalism and State Sovereignty		3
	1.3	Contradictions in International Economic System – Neocolonialism, North-South Divide		1, 3
	1.4	Traditional and Non-Traditional Security - Cybersecurity		6
	1.5	Conduct a survey on cyber security awareness in the campus	10	10
2		**Environment, Race and Gender**		
	2.1	Ecological Issues and Global Responses: Climate Change, Tragedy of the Commons	13	6
	2.2	Racial Divides, Xenophobia and Ethnic Conflicts		6
	2.3	Gender-Based Violence in Conflict Situations – Gender Wage Gap – Barriers to Women Political Participation		6, 7
	2.4	International Migration, Refugee Crises, Humanitarian Intervention		6
	2.5	Conduct a field visit to ecologically fragile areas and prepare a report	10	10
3		**Global Shifts: Power and Governance**		
	3.1	Rising Global Powers – Economic Alliances – Trade Blocs	10	3
	3.2	Weapon of Mass Destruction (WMD) – Terrorism - Counterterrorism		6
	3.3	Great Power Politics: US-China Rivalry		3
	3.4	Global Civil Society and Non-State Actors		5
	3.5	Case study on Women/Children in Armed Conflicts	10	10

		International and Regional Organizations and Groupings			
4				12	
	4.1	UN and the Changing Context of Global Politics			5
	4.2	Pillars of the Global Economic Order – IMF, World Bank, WTO			5
	4.4	Regionalism and Security Alliance in international Politics EU, ASEAN, SAARC, BIMSTEC, African Union, and NATO and SCO			3, 5
	4.5	Challenges to Global Governance			5
5		**Teacher Specific Content** (Internal evaluation only)			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Module I Through lectures students will be provided awareness regarding globalization and the contemporary international system Module II Through debates and discussion students will be provided understanding regarding environment, race and gender Module III Through seminars students will be provided opportunity to understand Global Shifts in power and governance Module IV Through Lectures and notes students will be given awareness regarding International organisations and groupings
Assessment Types	**A. Continuous Comprehensive Assessment (CCA)** (Practicum components will be evaluated under CCA) Survey Field Visit Case Study
	B. End Semester Evaluation

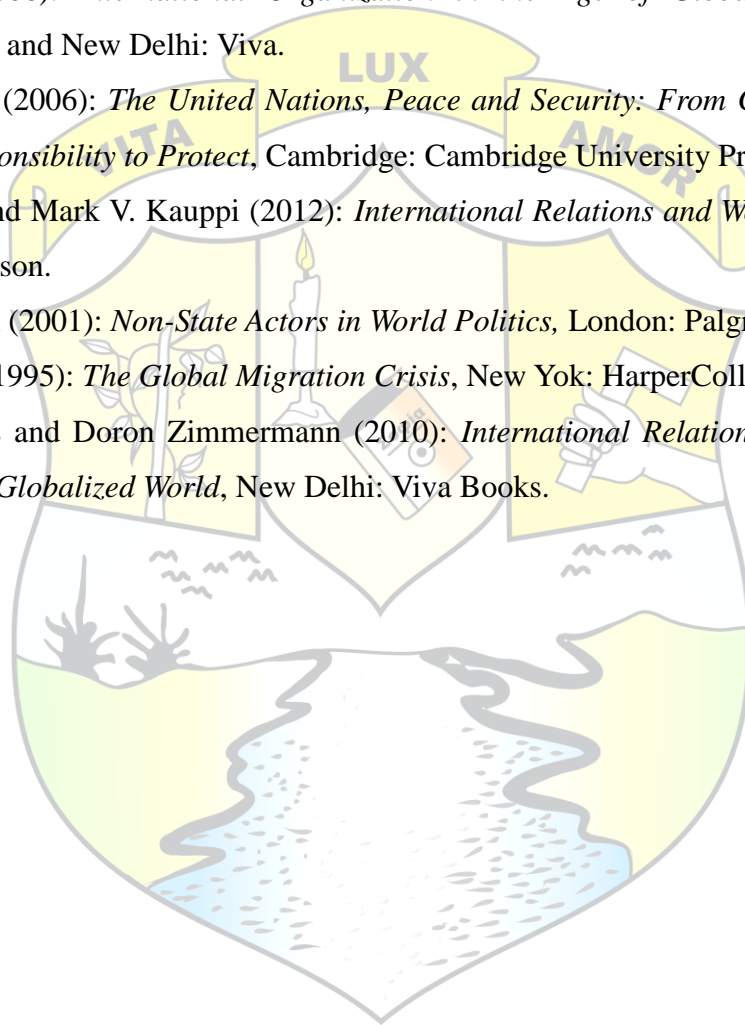| Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ	NA	20	1x20=20
Short Answer	50 Words	10 out of 15	2x10=20
Essay	500 Words	2 out of 4	15x2=30
		Total	**70**

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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Civil Society and Social Movements in Kerala
Type of Course	DSE
Course Code	24U6POLDSE302
Course Level	300-399
Course Summary	This course introduces students of Political Science to the collective efforts of people to bring transformations in human society. It deals with nature, characteristics, structure and processes of social movements besides its emergence, dynamics, theories and arena of social movements.

Semester	6	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to comprehend role of civil society and its role in Kerala's social movements, differentiate between types of social movements, and apply this knowledge to understand their impact on social change.	U, A, An	1, 6, 7
2	Students will be able to carefully study old ideas about how societies work to understand how civil society and online activism interact.	U, A, An	1, 8
3	Students will understand Kerala's historical social movements, analyze their impact and the diverse dimensions of social movements in the Kerala context.	An, E	3, 6, 7
4	Students will identify civil society initiatives and their contributions in Kerala, evaluate challenges in the post-globalized era, and synthesize understandings to propose solutions for fostering prospects in civil society within Kerala.	U, An, E, C	8, 9, 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 Civil Society and Social Movements**		
	1.1	Meaning , Nature and importance of Civil Society and Social Capital	3	1
	1.2	Role of civil society in Social Movements in Kerala	2	1
	1.3	Meaning and Types of Social Movements	2	1
	1.4	Social Movement and Social Change	2	3
	1.5	Conduct case studies of prominent new social movements in contemporary Kerala, such as the environmental movements, land struggles etc. OR Screening of documentaries or films depicting contemporary social movements in Kerala	10	10
2		**Conceptualising Civil Society in Kerala**		
	2.1	Formation of Civil Society in Kerala: Colonialism and Social Reforms	3	6
	2.2	Civil Society and Citizenship in Kerala	3	6
	2.3	Civil Society Development and Democracy	2	8
	2.4	Civil Society and Digital Activism	2	7
	2.5	Field visits to local social organisations and organizations involved in social movements in Kerala	10	10
3		**Social Movements in Kerala**		
	3.1	New Social Movements: Features and Characteristics	2	7
	3.2	Peasant Movement Labour Movement Fish Workers Movement in Coastal Kerala	4	7
	3.3	Dalit-DHRM Women Movements Environmental movements Anti-Nuclear Peace Movements	5	3
	3.4	Anti Dowry Campaign	1	8
	3.5	Initiate small-scale community engagement projects for addressing local social issues	5	10
4		**Sectors of Civil Society**		
	4.1	Interest Groups and Pressure Groups-Caste and Community Organizations, Resident Associations	4	6

	4.2	Non-Governmental Organisations (NGOs), Community Based Organisations (CBOs), Charity and Professional Groups	3	6
	4.3	Kudumbasree, Sasthra Sahithya Parishad, Library Movement, Co-operative Movement	4	8,9
	4.4	Civil Society and Social Movements in Kerala: Challenges and Prospectus in Post Globalised Era	3	8,9
	4.5	Organize debates or discussions on contemporary issues related to civil society and social movements in Kerala	5	10
5	5.1	**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
	   Module I
	   Through lectures students will be provided awareness regarding civil society and social movements
	   Module II
	   Through Focused Reading and Reflection students will be provided understanding regarding theoretical framework of civil society and social movements
	   Module III
	   Through Field Visit students will be provided understanding regarding Social movements in Kerala
	   Module IV
	Through Write up and Seminar Presentations students will be provided opportunity to understand civil society initiatives

Assessment Types	**MODE OF ASSESSMENT**
	   A. Continuous Comprehensive Assessment (CCA)
	     (Practicum components will be evaluated under CCA)
	   Case Study/Documentary
	   Filed Visit
	   Community engagement project
	   Debate/Discussion

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science				
Course Name	Caste and Politics in India				
Type of Course	DSE				
Course Code	24U6POLDSE303				
Course Level	300-399				
Course Summary	Provide a comprehensive understanding of caste politics and its theoretical foundations with a special focus on contemporary insights into caste, social stratification, political power, social democracy, and the contributions of B.R. Ambedkar.				
Semester	6		Credits		4	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to outline the historical development of the caste system in India, including its origins, evolution, and the role it has played in shaping social and political hierarchies.	U	1, 6
2	Students will demonstrate the ability to analyze how caste affects political participation, representation, policymaking, and party politics in India, with an emphasis on the strategies political parties use to mobilize caste groups.	A,E	2, 5
3	Students will gain a deep understanding of B.R. Ambedkar's contributions to the discourse on caste and politics, including his critique of the caste system and his vision for social and political equality in India.	U	7

Module	Units	Course description	Hrs	PO No.
4		Students will be able to critically assess the objectives, strategies, and outcomes of Dalit and Bahujan movements, including their efforts to challenge caste-based discrimination and their impact on the Indian political landscape.	An, I	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		**Theorizing Caste**		
	1.1	Social Stratification in India	4	1,6
	1.2	Caste and Political Power	4	7
	1.3	Foundations of Social Democracy	4	1, 2
	1.4	B.R. Ambedkar's Perspectives on the Origin of Caste and Political Power, Dalit Political Assertions	4	5, 7
2		**Historical Genesis of Anti-caste movements**		
	2.1	Jyotirao Phule	3	1, 5
	2.2	E. V Ramawamy Naicker	3	1, 5
	2.3	Iyothee Thass	3	1, 5
	2.4	Ayyankali	3	1, 5
3		**Theorizing Dalit Politics Today**		
	3.1	Kancha Ilaiah: Anti Brahminism	3	1, 5
	3.2	Gopal Guru: Theorizing Humiliation	3	1, 5
	3.3	Public Sphere and Political Power	3	1, 5
	3.4	Dalit Civil Activism	3	1, 5
4		**Dalit Political Movements**		
	4.1	Ambedkarite Ideology of Political Mobilization and Republican Party of India (RPI), All India Scheduled Caste Federation	5	7
	4.2	Dalit Panther Movement and Radical Politics in the 1970s	5	5
	4.3	Bahujan Samaj Party (BSP): Alliance of SC/ST/OBC	5	1,7
	4.4	Dalit-Minority wider Alliance: Perspectives and Challenges	5	1
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction):** CD1- Focused Reading CD2-Classromm Lecture CD3-Seminars on Assigned Topics CD4-Peer group Discussion

Assessment Types	**MODE OF ASSESSMENT**
	    A. Continuous Comprehensive Assessment (CCA)
	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.
	    A. Continuous Comprehensive Assessment (CCA): 30 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; Literature Review; reports; Seminars; Literature survey; Case study

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	India's Foreign Policy
Type of Course	DSE
Course Code	24U6POLDSE304
Course Level	300-399
Course Summary	The course seeks to give the students a theoretical and analytical understanding of India's Foreign Policy. The course provides a detailed analysis of perspectives on India's Foreign Policy, relations with major powers and neighbourhood, engagement with multipolar world and recent trends and challenges.

Semester	6	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students will be able to comprehend the basics of India's foreign policy, including its postcolonial identity and the various factors shaping its diplomatic decisions.	U	1
CO2	Students will be able to explore India's relations with major powers like the USA, China, and Russia, along with regional initiatives and challenges, giving insight into its strategic engagements	An	2
CO3	Students shall be able to learn about India's interactions with global entities such as the European Union, BRICS, ASEAN, and its negotiation strategies in international forums like the United Nations..	K, U, An	3
CO4	Students will be able to equip with a deep understanding of contemporary issues in India's foreign policy, fostering their ability to critically analyze and respond to the dynamic global affairs landscape.	U, An, E	1,10
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	**Perspectives on India's Foreign Policy**			
	1.1	India's Identity as a postcolonial State	3	1
	1.2	Genesis and Determinants of Foreign Policy- Historical, Geo-Political, Economic, Domestic and Strategic	5	1
	1.3	Non-Alignment, Strategic Autonomy, Multi Alignment	5	1
	1.4	India's Foreign Policy Strategy, Defence Strategy, India as an Emerging Power	3	3
2	**India's relations with major powers and Neighbourhood**			
	2.1	India and the USA: Post-Cold War Period	3	3, 10
	2.2	India and China: Geopolitical dynamics, Diplomatic relations and Contemporary issues	3	3, 10
	2.3	India and Russia: Diplomatic relations and Defence cooperation, Contemporary opportunities and Challenges	3	3, 10
	2.4	Defence through Cooperation (Nehru), Indira Doctrine, Gujral doctrine, Neighbourhood First, Extended Neighbourhood- Look East/Act East, Look West, Connect Central Asia and SAGAR	5	3, 10
	2.5	Pakistan, Afghanistan, Sri Lanka, Bangladesh, Nepal, Bhutan and Maldives: Challenges and Prospects	5	3, 10
3	**India's Engagement with multipolar world**			
	3.1	India's relations with European Union, BRICS, ASEAN, Gulf Cooperation Council, Quadrilateral Security Dialogue (Quad), RIC, SCO	4	3
	3.2	India's Strategic Partnership: US Russia and Israel	3	3
	3.3	India's Negotiation Strategies in International Regimes: The United Nations, WTO, IMF, Intergovernmental Panel on Climate Change	4	3

4		**Recent trends and challenges**		
	4.1	Paradiplomacy: Opportunities and Challenges	3	2
	4.2	Indo-Pacific Strategy	3	2
	4.3	International Terrorism and counter terrorism strategy	3	2
	4.4	Non-Traditional Security Challenges	5	2
5		**Teacher Specific Content** (Internal evaluation only)		

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 Journal article reviews by students as assignments CD3- Seminars on assigned topics CD4- Debates and Peer group discussions CD5- Discussions with experienced diplomats and scholars Module 1: Conceptual notes, definitions, and theories to provide authentic academic knowledge about Indian Foreign policy. Module 2: Aims to provide an awareness of India's relations with major powers like the USA, Russia, China and the Neighbourhood. Module 3: By focusing on multilateral organisations and India's negotiation strategies in international regimes, this module is assigned to analyse India's engagement with multipolar world in general. Module 4: it helps students to understand India's Para diplomacy experiences and its opportunities and challenges, Indo-Pacific policies, international terrorism and counter terrorism strategies and recent Non-traditional security threats.

Assessment Types	MODE OF ASSESSMENT **B. Continuous Comprehensive Assessment (CCA): 30 Marks** **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; Literature Review; reports; Seminars; Literature survey; Case study

C. 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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Global Environmental Governance
Type of Course	DSE
Course Code	24U6POLDSE305
Course Level	300-399
Course Summary	The paper is designed to understand the close link between ecological issues and political movements from the social ecology perspective. The course covers the origin of eco-political movements in Europe and India.

Semester	6	Credits		4	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students will comprehend key environmental concepts and themes	U	1,4,5,6
CO2	Students will be able to analyse Global and regional environmental initiatives	An	1,4
CO3	Students will comprehend Understanding Legislative and Judicial Interventions in India	U	1,4
CO4	Students will be able to analyze the causes and effects of climate change, biodiversity issues, deforestation initiatives, and the nationally determined contributions in the context of the Paris Agreement.	An	2,4,6, 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		**Environmentalism**		
	1.1	**Concepts and themes I:** • Ecologism, environmental justice • Sustainable development goals • Eco-politics and green politics • Deep and shallow ecology discourse • Ecological footprint	10	1,2, 6
	1.2	**Concepts and themes II:** • Global commons • Carbon credit • Polluter pays principle • Precautionary Principle • Public Trust doctrine • Red list • Net Zero • Conference of Parties	5	6
2		**Global initiatives**		
	2.1	• Stockholm Conference 1972 • Earth Summit 1992 • COP • Kyoto Protocol 1997 • World summit on sustainable development 2002 • Copenhagen Accord 2009 • Paris agreement 2015	5	4, 6
	2.2	**Regional initiatives:** • European green deal • Farm to fork strategy • Green wall initiative • Green Growth in South Asia	5	2
	2.3	**Indian Initiatives:** • National Action Plan on climate change • National Biodiversity Action Plan • National Clean Energy Programme • Swachh Bharat Mission • National Mission for Green India	5	2,5

3		**Legislative and judicial interventions in India**		
	3.1	• Article 253 and changes in Domestic policy • Fifth Plan document - The National Committee on • Environment Planning and Co-ordination • 42nd Amendment (Article 51 A(g) and 48 A • M.C. Mehta v. Kamal Nath Case / • Vellore Citizens Welfare Forum v. Union of India • Environmental (Protection) Act 1986 • Water (Prevention and Control of Pollution) Act 1974 • Air (Prevention and Control of Pollution) Act 1981	6	5
	3.2	International Solar Alliance (ISA) 2015, Coalition for Disaster Resilient Infrastructure (CDRI) 2019, The Sustainable Blue Economy Partnership 2022	4	6
	3.3	Visit to ESAs to understand the importance of conservation and endemism	10	6, 10
4		**Environmental challenges**		
	4.1	Causes and effects of climate change	2	6
	4.2	Biodiversity and policy initiatives for the protection	3	6
	4.3	Deforestation initiatives	2	6
	4.4	Nationally determined Contributions and Paris Agreement	3	6
5		**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 Module 1 Conceptual notes and definitions to provide authentic academic knowledge in contemporary theories of eco-politics. Module 2 aims to generate an awareness of contemporary issues and policy objectives in Ecopolitics. Module 3 aims to generate a historical understanding of the genesis and development of ecological movements in India. Module 4 thoroughly explains contemporary challenges connected with ecology and market capitalism.

Assessment Types	**MODE OF ASSESSMENT**
	  A. Continuous Comprehensive Assessment (CCA): 30 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 (Problem based seminar presentation/assignment, assignments; reports; Seminars; Literature survey; Field Visit, Case study

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Political Journalism
Type of Course	SEC
Course Code	24U6POLSEC300
Course Level	300-399
Course Summary	The course covers fundamental concepts and skills essential for reporting on political affairs. Additionally, the course addresses the concept of freedom of the press and its limitations, highlighting the intricate relationship between media, the state, and democracy. Moreover, students learn strategies for political reporting in deadline situations and reporting on political campaigns.

Semester	6		Credits		3	Total Hours
Course Details	Learning Approach	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
1	Students will comprehend the definition, purpose, and ingredients of news, types of mass media, the meaning and nature of political reporting, and the structure of the Indian political system.	U	1,4
2	Students will be able to analyse the Intersection of Media, State, and Democracy	An	1,4,5,6
3	Students will develop skills related to news sources, news gathering methods including beat reporting, interviews, and reporting on events like accidents, deaths, disasters, and elections.	C	2,4, 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	**Introduction to Political Reporting**			
	1.1	Defining political journalism and its core principles	3	1
	1.2	News: Different types of Mass Media	3	2
	1.3	Meaning and Nature of Political Reporting	3	5
	1.4	Freedom of press and its limitations	3	4
2	**Media, State and Democracy**			
	2.1	Informational Democracy: Manuel Castells	3	4
	2.2	Political Communication- Media and propaganda - politics of spin Media and Populism	4	5
	2.3	Media, Democracy and Human Rights: Role of Fourth Estate	3	6
	2.4	News reporting for the electronic media	3	6
	2.5	Influence of media ownership structures on political coverage	3	
3	**Political Reporting Skills**			
	3.1	Sources of news – Major News Agencies	3	6
	3.2	News gathering methods – Beat, Interviews, speeches, court proceedings, press conferences, accident, death, disaster, elections etc. Reporting legislative affairs, court, elections and governmental affairs.	5	10
	3.3	Reporting on Political Campaigns.	3	10
	3.4	Verifying information and employing fact-checking techniques	3	
	3.5	Digital mediation of politics	3	10
4		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Lectures**: Introduce the major themes of Political Reporting and the structure of Indian Political System. Proceed further the discussions on media, state and democracy and Political Reporting Skills. **Book reviews, Discussions and seminars**- Assign readings from academic articles, books, and reports related to the syllabus. Conduct class discussions to explore different viewpoints and encourage critical thinking. **Guest Lectures** -Invite guest speakers with expertise in the field, such as journalists, researchers, policymakers, to share the real experiences and insights. **Practicum-** Field visits and prominent media house visits are a part of the practicum component. News Production including news story writing, editing and publishing a news magazine on Political Issues and producing a Political Report in a digital format are included as Practicum component. Interviewing prominent political figures, Legislative Assembly visit and Report Writing, attending Press Conferences and Political Leaders' meeting etc. can also be included.

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 Problem based seminar presentation/assignment, assignments; reports; Seminars; Literature survey; Case study; field visits:

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Social Exclusion and Inclusive Policy
Type of Course	VAC
Course Code	24U6POLVAC300
Course Level	300-399
Course Summary	The course is designed to foster in students a respect for science as well as a scientific temperament and perspective. In a broad sense the course covers the emergence and institutionalization of science, its various sources of origins and ethical aspects. Here science is presented as a cognitive field of study having connections to all facets of society and the human experience. The course uses to critically situate science's knowledge foundations in relation to the complexities of social life, while acknowledging the essential role that science has played in the gradual advancement of human history.

Semester	6	Credits		3	Total Hours
Course Details	Learning Approach	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
1	Students will be able to understand the various aspects of intersecting inequalities and also the reproduction of inequalities.	U	1, 3, 6, 7
2	Students will categorize contemporary trends in social exclusion and the impact of new economic policies, fostering a nuanced perspective on exclusionary dynamics.	An	1, 7
3	Students will critically engage with diverse theoretical perspectives on social exclusion and inclusion.	An	1, 8
4	Students will learn about the rules in our constitution that support fairness and inclusivity giving them a basic understanding of how the law promotes inclusiveness.	U	7

Module	Units	Course description	Hrs	PO No.
5		Students will be able to understand and examine government programmes aiming to improve the lives of backward class, marginalised, minorities.	U,An	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		**Meaning and Concepts**		
	1.1	Social Exclusion	3	1, 6
	1.2	Humiliation	2	1, 6
	1.3	Untouchability	2	1, 6
	1.4	Deprivation	2	1, 6
	1.5	Social Inclusion	2	1, 6
2		**Categories and Contemporary Trends of Social Exclusion**		
	2.1	Caste: SC, ST, OBCs	3	7, 8
	2.2	Gender and Transgender	2	7, 8
	2.3	Minorities: Religious and Linguistic	3	7, 8
	2.4	Class	2	7, 8
	2.5	Indigenous/Adivasi	2	7, 8
	2.6	New Economics Policies: Liberalization, Privatization, Globalization	3	1, 3
3(a)		**Social Exclusion and Inclusion: Theoretical Positions**		
	3.1	Marxian	2	1
	3.2	Liberal	2	1
	3.3	Feminist	2	1
	3.4	Subaltern	2	1
3(b)		**Locating Constitutional Provisions and Legal Protection**		
	3.5	Reservations for SC, ST, OBC and Minorities	3	6
	3.6	Constitutional Provisions to Protect the Rights of Women and Children	2	6
	3.7	Anti-Discriminatory Laws and provisions for Scheduled caste, Scheduled tribes and Minorities in India	2	6
	3.8	Commissions -SC, ST and Minorities	2	6
	3.9	Affirmative Actions	2	6

4		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Lecturing method can provide solid factual knowledge on the areas which the syllabus covering. Brainstorming sessions and seminars shall foster the student engagement through interactive class discussions. Course Delivery Method includes lecture by using boards and LCD projectors, seminar presentations on assigned themes and peer group discussions. While module 1 is aimed at imparting knowledge on the evolution of modern science and its methods, module 2 tries to make a paradigmatic analysis on the roots and nature of the epistemological foundations of science. Module 3 is an open session to explore the students critical thinking capacity for concrete opinion expression and creation. The course shall be delivered in a way pointing towards the universality and interconnectedness of all forms of knowledge irrespective of the compartmentalized nature.

Assessment Types	**MODE OF ASSESSMENT**
	    A. Continuous Comprehensive Assessment (CCA): 25 Marks
	    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

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**

References
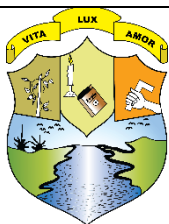
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SEMESTER 7

	St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Methodology of Research in Political Science
Type of Course	DCC
Course Code	24U7POLDCC400
Course Level	400-499
Course Summary	The primary goal of this course is to empower participants with the knowledge and skills essential for engaging in systematic, rigorous, and ethical research. By providing exposure to diverse research methodologies, the course aims to equip individuals with a comprehensive skill set necessary for the preparation and execution of research endeavours. The ultimate objective is to prepare participants for advanced academic pursuits, ensuring they are proficient in contributing meaningfully to their respective fields through well-informed and impactful research practice

Semester	7	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	Students shall be able to Gain a comprehensive understanding of social science research, covering the basics such as research methods, methodology, ethical considerations, terminology, and the research process	U	1, 2, 3
2	Students shall be able to comprehend proficiency in data collection from diverse sources and develop skills in data processing, analysis, and presentation through tabulation and diagrammatic representations.	U, An, C	4, 5
3	Students shall be able to develop analytical skills in both qualitative and quantitative data analysis.	An, C	1,7
4	Students will be able to use not only statistical tools to grasp the meaning, utility, and limitations of statistics in research but also demonstrate creativity by developing and implementing innovative approaches to address research challenges.	A,C	2, 9, 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.
Understanding Social Science Research				
1	1.1	• Meaning, scope, characteristics and significance of Social Science Research • Research: Method and Methodology • Classification of Research on the basis of Objectives, outcome, logic, process, Inquiry mode, Idea/concept • Scientific Methods in Research • Ethical Considerations in Research	5	1,2
	1.2	• Basic terminologies in Research • Operationalisation of concepts, variables and its types • Measurement of Variables	3	2
	1.3	• Research Process (Stages or steps involved in research Process)-an overview	2	2
	1.4	**Selection and Formulation of a Research Problem** • Identification of Research Problem: Types of Problem • Research Question: Types of Questions • Literature Review: Importance, Framing of literature review • Meaning, types, Importance and construction of Objectives, Hypothesis	4	2
	1.5	Prepare a research proposal (not less than in 1000 words)	10	10
Data Collection				
2	2.1	• Sources (Library, E Books E journals, Web Portals and search engines)	1	3
	2.2	• Types of Data (primary, secondary, qualitative, Quantitative)	2	3
	2.3	• Method (Survey, Observation, Interview) and • Tools of Data Collection (questionnaire, schedule, Checklist, Rating Scale, Opionaire) • Pre Test and Pilot study **Qualitative Method:** • Participant Observation • Ethnography • Focussed Group Discussion, • Participatory Learning Action (PLA)	4	4,9
	2.4	• Sampling techniques (Probability and non-probability Sampling)	2	5
	2.5	Prepare a report on the basis of data collected (Conduct a survey, if required) (not less than in 500 words)	10	10

		Data Processing and Analysis			
3	3.1	• Data Processing: Editing, Coding, Classification, Tabulation of data	3	5
	3.2	• Data Analysis: Qualitative and quantitative data Coding and Content Analysis in quantitative and Qualitative research	3	7
	3.3	• Research Report Writing (Structure and Format) • Plagiarism • Citation and Referencing System	2	7
	3.4	• Preparing a Research proposal	2	9
		Statistical Methods for Data Analysis			
4	4.1	• Social Statistics: • Statistics- Meaning, use and its limitations in Social Research	2	1,10
	4.2	• Descriptive Statistics: Central Tendency Measures (Mean, Median and Mode) • Measures of Dispersion: Range, Quartile Deviation, Standard deviation and co-efficient of variation. • Tests of significance: "t" test and chisquare test	4	10
	4.3	• Correlation: Meaning, types and use	2	10
	4.4	• Computer Applications: Use and application of computer in Social Work research • Introducing Statistical Package for Social Sciences (SPSS).	4	10
	4.5	Prepare a report based on data analysis (not less than in 500 words)	10	10
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Module:1** Lecture-Discussion :Session for discussing the meaning and characteristics of research and developing insights into Research Methods and its types and basic research terminologies. Focused Reading and Reflection: As the research process involves various stages, students could benefit from focused readings on each stage, followed by reflective exercises either individually or in small groups. **Module 2** Collaborative/Small Group Learning: Small group learning can be beneficial for discussing and understanding different data collection methods, sources, and tools as well as sampling techniques.

	Module 3 Seminar: Students can undertake thematic or topical study related to data analysis, prepare write-ups, present and discuss their findings, enhancing their skills in structuring and presenting research reports. This approach enhances their knowledge and presentation skills Projects: Practicum projects can serve as an effective mode for students to apply their knowledge and skills gained throughout the course. **Module:4** Focused Reading and Reflection: Given the complexity of statistical methods, focused reading and reflective exercises can help students grasp these concepts.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 Marks** (Practicum components will be evaluated under CCA) Research proposal Data Collection Data Analysis

B. End Semester Evaluation

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

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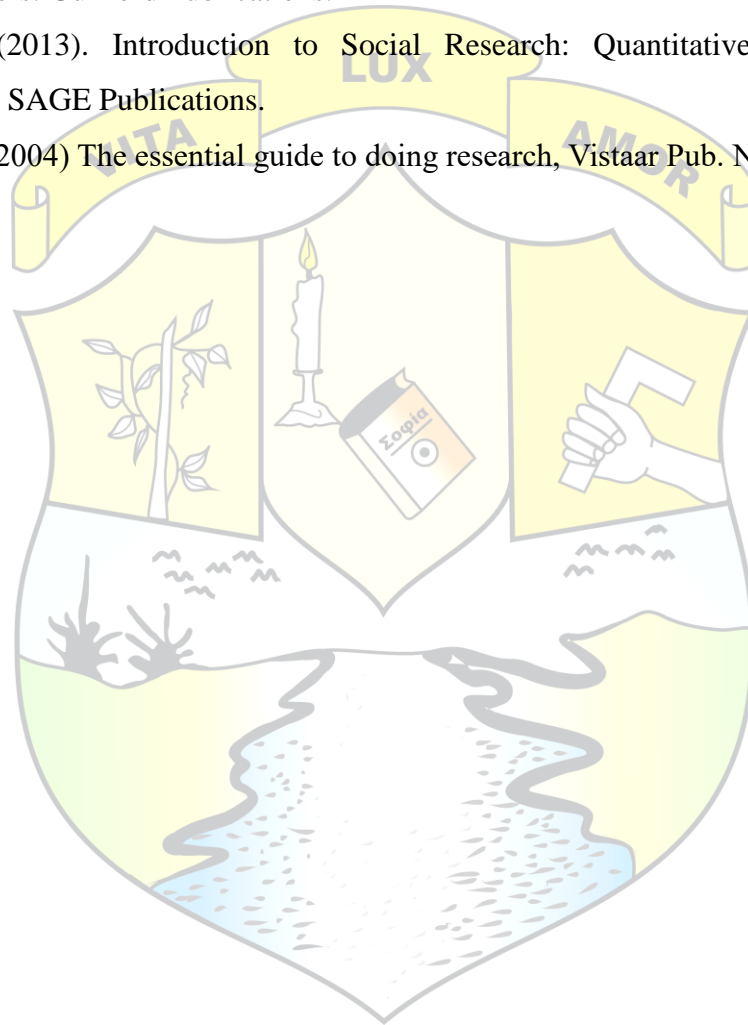
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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Politics of Social Justice
Type of Course	DCC
Course Code	24U7POLDCC401
Course Level	400-499
Course Summary	The course provides an introductory study of theories, concepts and strategies of social justice including individual action, policy and collective action. It will help the students to develop a critical analysis from their own experiences. The course focuses on studying various forms of oppressions and method of resistance. It enables the students to analyse and find solutions for challenges in liberalised society faced by the vulnerable sections in society.

Semester	7		Credits		4		Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others		
		4	0	0	0		60

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
1	Students will be able to comprehend what social justice means, understand its principles, and explore theories by people like John Rawls, Karl Marx, and Dr. B R Ambedkar.	K, U, An	7, 8
2	Students will be able to understand the rules in our constitution that support social justice and how different parts of our government, like the Legislature and the Judiciary, play a role.	U,An	6, 7,3
3	Students will critically examine contemporary social and economic issues and analyze the implications of social justice in the globalized era and the societal impact of pandemics.	U,An,	1, 7
4	Students will gain Practicum insights into governmental policies promoting social inclusion and various schemes for the welfare of marginalized groups and how these policies contribute to social justice and inclusive practices.	An, S, C	1, 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		**Social Justice: Concepts and Theories**		
	1.1	Conceptualising Social Justice	3	1, 7
	1.2	Key Principles-Equity, Fairness, Inclusion, Solidarity	3	1, 8
	1.3	John Rawls-*Justice as Fairness* Amartya Sen-*Capability Approach*	4	1, 8
	1.4	Karl Marx-Economic Justice	3	1, 8
	1.5	Jyothi Rao Phule-Social Emancipation	3	1, 5, 8
	1.6	B R Ambedkar-Social Justice	4	1, 5, 8
2		**Legal Framework and Social Justice**		
	2.1	Constitutional Provisions and Social Justice: Women and Children, SC/ST, OBCs, EWS, Women, and Minorities	5	6
	2.2	Protection of Differently Abled	5	6
	2.3	Legal provisions for the protection of Transgender	3	10
	2.4	Legal protection for Unorganized Workers	3	10
3		**Contemporary Issues**		
	3.1	Caste and Untouchability	3	4,7
	3.2	Communalism: Majority and Minority	3	4
	3.3	New Economic Policies and Social Justice	3	4
	3.4	Environment and Social Justice	3	4,6
4		**State Initiatives for the Protection of Social Justice**		
	4.1	Domestic Violence (Prevention) Act. 2005	1	6
	4.2	The Protection of Children from Sexual Offences Act, 2012	4	10
	4.3	The Rights of Persons with Disabilities Act, 2016	3	1
	4.4	State Policy for Transgender Persons in Kerala, 2015 The Transgender Persons (protection of Rights) Act, 2019	4	3
5		**Teacher Specific Content** (Internal evaluation only)		

	Classroom Procedure (Mode of transaction)
Teaching and Learning Approach	**Lectures**: Begin with introductory lectures to provide a theoretical foundation and framework for understanding the politics of social justice **Book reviews, Discussions and seminars**- Assign readings from academic articles, books, and reports related to social justice. Encourage open and honest discussions about social justice issues. Create a space where students feel comfortable sharing their perspectives and experiences **Guest Lectures** -Invite guest speakers with expertise in the field, such as researchers, policymakers, or practitioners, to share real-world insights and experiences. **Community Engagement**-Connect classroom learning to real-world issues by engaging with the local community or participating in service-learning projects
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 Marks** **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

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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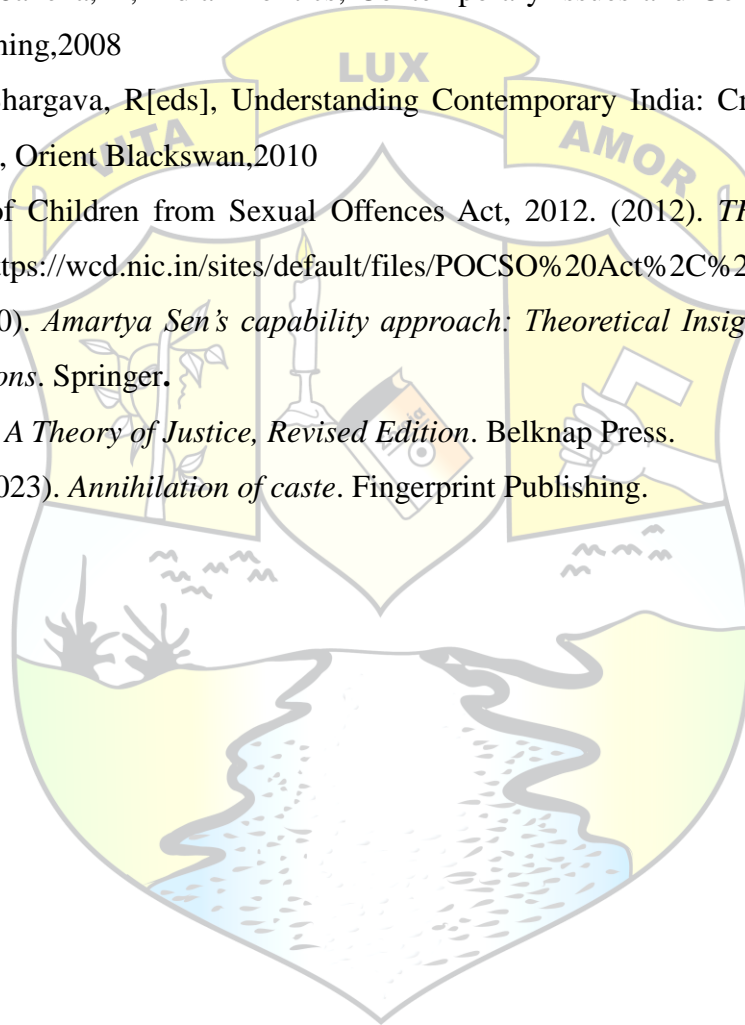   PHI Learning,2008

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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Strategic Thinking and Security Studies
Type of Course	DCC
Course Code	24U7POLDCC402
Course Level	400-499
Course Summary	This course delves into the evolution of strategic thinking from ancient civilizations to modern times, exploring classical and contemporary military thought. It covers security studies approaches, emphasizing realist, liberal, and constructivist perspectives. Concepts such as national, regional, and comprehensive security are analyzed alongside military strategy, balance of power, and collective security. Traditional and non-traditional security threats including WMD proliferation, cyber security, and environmental concerns are examined, with a focus on global dynamics in the 21st century, including great power rivalry, the role of middle powers, and security dynamics in the Indo-Pacific region, especially maritime security in the Indian Ocean.

Semester	7	Credits			4	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to comprehend Strategic Thinking evolution and thinkers.	U	1,2
2	Students will be able to analyze the concepts and different dimensions of Security.	An	1,3, 4
3	Students will be able to distinguish Traditional and Nontraditional Security.	E	1,6, 7
4	Students will be able to analyze the changing dynamics of global security in the 21st century.	An	1, 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		**Strategic Thinking: Ancient to Modern**		
	1.1	**Strategic Thinking: Historical Evolution** (Chinese, Indian Tradition, Greek Tradition, Roman Tradition, Ottoman Tradition,)	4	1
	1.2	**Classical Thinkers:** Military thoughts of Thucydides (*The Peloponnesian War*), Sun Tzu (*The Art of War*), Kautilya (*Arthashastra*).	4	1
	1.3	**Modern Thinkers:** Military thoughts of Niccolo Machiavelli (*The Prince*), Antoine-Henri Jomini (*The Art of War*), Carl Von Clausewitz (*On War*-Trinity of War), Liddell Hart (The doctrine of limited liability), Mao Tse Tung (Chinese Concept of War)	4	1
	1.4	**Meaning and Approaches to Security Studies** (Realist, Liberal, Constructivist, Marxist, Copenhagen School, Critical Security Studies approaches)	5	1
2		**Concepts of Security**		
	2.1	National Security, Regional Security, Comprehensive Security	4	6
	2.2	Military Strategy (Offensive, Defence, Compellent, Deterrence)	3	6
	2.3	Balance of Power	2	6
	2.4	Collective Security	3	6
3		**Traditional vs Non-Traditional Security**		
	3.1	Introduction to Traditional and Non-Traditional Security	2	3
	3.2	WMD Proliferation, Transnational Terrorism, Cyber Security	3	2
	3.3	Civil Wars, Genocide, Refugee Crisis	4	10
	3.4	Sustainable Development, Environmental and Energy Security, Health Security	4	7, 10
4		**Changing Dynamics of Global Security in 21ˢᵗ Century**		
	4.1	Great Power Rivalry (United Sates of America, China and Russia)	4	3
	4.2	Middle Powers (India, Japan, France, Germany, South Africa and Brazil)	4	3
	4.3	Security Dynamics of Indo-Pacific Region	4	3
	4.4	Maritime Security: Geo-strategic importance of Indian Ocean Region and Littoral States	4	3
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction):** CD1- Focused Reading CD2-Classromm Lecture CD3-Seminars on Assigned Topics CD4-Peer group Discussion **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.

Assessment Types	**MODE OF ASSESSMENT**
	    A. Continuous Comprehensive Assessment (CCA): 30 Marks
	    (Practicum components will be evaluated under CCA, if any)
	Book Review
	Case Studies
	Peer group Discussions
	Internal Test

	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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Centre State Relations and Cooperative Federalism in India
Type of Course	DCE
Course Code	24U7POLDCE400
Course Level	400-499
Course Summary	This course aims to provide students with a comprehensive understanding of the intricate relationship between the central and state governments in India. It delves into the constitutional framework, historical evolution, and contemporary issues surrounding centre-state relations, emphasizing the principles and challenges of cooperative federalism

Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO No
1	Students shall be able to understand theoretical understanding of centre-state relations and constitutional provisions, including amendments, grounded in Liberal Democratic, communitarian, and Legal theories.	U	1,2, 3
2	Students shall be able to analyze the dimensions of Indian Federalism.	An	1, 4,
3	Students shall be able to examine recent trends in Fiscal Federalism within neo-liberal regimes and evaluating the impact on regional disparities and autonomy of states	An, E	6, 7, 8
4	Students shall be able to assess the impact of constitutional amendments on cooperative federalism, analyzing recent policies like NITI Aayog, Inter-State Council, and Zonal Councils.	An, E	8, 9

		Students shall be able to evaluate the role of tribunals and commissions in inter-state dispute resolution, referencing reports such as the Sarkaria Commission and Punchhi Commission, and propose necessary reforms for effective cooperative federalism.	E,C	8
5				

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	Mapping debates on Centre State relations	4	1
	1.2	The Sarkaria Commission	3	1
	1.3	The Punchhi Commission	3	1
	1.4	Neo-Liberalism and New dimensions in Centre State Relations	3	6
2	2.1	Division of Power among centre and state and Administrative powers	3	4
	2.2	Legislative Powers	2	3
	2.3	Executive Powers	2	2
	2.4	Landmark judgements related to centre state relations: Keshvanda Bharthi vs State of Kerala 1973, S R Bommai vs. Union of India 1994, S R Choudhari vs State of Punjab 2001	4	6
3	3.1	Centre-state relations and institutional mechanisms	3	9
	3.2	NDC and NITI AAYOG	2	4
	3.3	Finance Commission and Tax Allocation	4	6
	3.4	GST Council	2	1
4	4.1	Inter State disputes and redress mechanism- Role of various tribunals and commissions	3	7
	4.2	Interstate Council	2	8
	4.3	Horizontal Federalism	2	8
	4.4	Assessment of Co-operative Federalism in India	3	7
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Lectures**: Begin with introductory lectures to provide a theoretical foundation and framework for understanding centre state relations **Book reviews, Discussions and seminars**- Assign readings from academic articles, books, and reports related to centre state relations. Conduct class discussions to explore different viewpoints and encourage critical thinking. **Guest Lectures** -Invite guest speakers with expertise in the field, such as researchers, policymakers, or practitioners, to share real-world insights and experiences.

Assessment Types	**MODE OF ASSESSMENT**
	    A. Continuous Comprehensive Assessment (CCA)
	    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

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Biodiversity Governance
Type of Course	DCE
Course Code	24U7POLDCE401
Course Level	400-499
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	7		Credits		4	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome Students are able to	Learning Domains *	PO No
CO1	Students will comprehend biodiversity fundamentals	U	1,2
CO2	Students will analyze Historical Perspectives and Protocols in Biodiversity	An	1,3
CO3	Students will evaluate Human-Wildlife Interactions and Conservation Techniques	E	1,3, 4,6
CO4	Students will be able to propose conservation initiatives by engaging in activities related to biodiversity boards, Panchayat-level initiatives for the protection and conservation of biodiversity, field visits to biodiversity hotspots, and conducting awareness programmes for the public with documentation.	C	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	1.1	Meaning and importance of biodiversity	3	1
	1.2	Different forms of biodiversity	3	3
	1.3	Techniques of Mapping biodiversity	3	2
	1.4	Ecological footprint Sustainable development Endemism Ecological Sensitive Zones	3	7
2	2.1	Historical perspectives on Biodiversity	3	1
	2.2	Protocols associated with biodiversity	3	4
	2.3	International frameworks	3	7
	2.4	National initiatives	3	7
3	3.1	Human wildlife Conflicts	3	10
	3.2	Free market techniques to conserve biodiversity	3	10
	3.3	Indigenous techniques to conserve biodiversity (interaction with local experts and preparation of reports)	4	6
4	4.1	Biodiversity boards	3	6
	4.2	Panchayat level initiatives for the protection and conservation of Biodiversity	3	7
	4.3	Field visit to biodiversity hot spots	10	10
	4.4	Conduct awareness programmes for the public and documentation	10	10
5		**Teacher Specific Content** (Internal evaluation only)		

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 knowledge in 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 initiates 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)
	     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

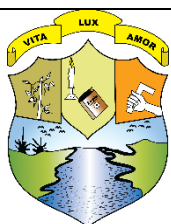| Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ	NA	20	1x20=20
Short Answer	50 Words	10 out of 15	2x10=20
Essay	500 Words	2 out of 4	15x2=30
		Total	**70**

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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Politics of Global South
Type of Course	DCE
Course Code	24U7POLDCE402
Course Level	400-499
Course Summary	The course typically focuses on the countries and regions that are economically and socially less developed compared to the 'Global North'. Discussions will be made on the important political issues faced by the global south and examine the relevant areas fostering South-South cooperation.

Semester	7		Credits		4		Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others		
		4	0	0	0	60	
Pre-requisites, if any							

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students will be able to understand the genesis and definitions of the Global South, address unequal power narratives, define key terms such as development, poverty, and inequality, and identify geopolitical and economic commonalities.	U	1,4
CO2	Students will be able to develop analytical skills and understand socio-political changes through an exploration of historical pathways.	An	1,6,7,8
CO3	Students will analyze challenges to the development of the Global South, the impact of neoliberal global regimes, economic burdens of climate change, and intra-state conflicts.	An	1,6,8
CO4	students will develop critical thinking skills and understand global governance structures through an understanding of redefined world order	C	1,5, 7,8
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 Global South**		
	1.1	The Idea of Global South: Genesis	3	1
	1.2	Imagining South: Theoretical Perceptions a. Decolonialisation (Gandhi and Fanon) b. Underdevelopment-Andre Gunder Frank, Immanuel Wallerstein¸ Samir Amin c. Cultural Imperialism-E. Said, Ashish Nandy	6	4
	1.3	North-South Divide: Economic, Political, Social, Technological Dimensions	4	1
2		**Historical Pathways**		
	2.1	European colonialism and the resultant socio-economic transformations of the South • Historical Foundations of European Colonialism • Cultural Dynamics and Economic Exploitation • Transformations, Resistance, and Contemporary Implications	8	6
	2.2	Newly Independent Countries and Euro-Centric Development Paradigm (1950-1990) • Decolonization and Emerging Nations • Euro-Centric Development Paradigm • Political Transformations in Newly Independent Countries • Economic Development Strategies • Social Dynamics and Cultural Transformations • Assessing the Legacy and Future Trajectories	8	7,8
3		**Economic Underdevelopment**		
	3.1	Globalization and Challenges to the Global South: (1990 onwards)	5	6
	3.2	Bretton Woods Institutions and Representation of Global South International Monetary Fund (IMF), World Bank (WB), General Agreement on Tariffs and Trade (GATT) and WTO	5	8
	3.3	New International Economic Order (NIEO)	3	7
4		**Global South and the Redefined World Order**		
	4.1	**Case studies** • Asia: Sri Lankan Debt Crisis • Africa: Ethnic Conflicts in Nigeria • Latin America: Environmental Crisis in Brazil	10	5

	4.2	Resource Pooling from South to North (Foreign Aid, Foreign Direct Investment-FID)	4	6,7
	4.3	South-South Cooperation, Sustainable Development, Social Innovations and Digital Inclusion	4	7
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Module I Through lecture and notes students get an understanding of global South Module II Through discussion students get accustomed to Historical Pathways Module III Students are provided awareness regarding challenges to the development of the Global South Module IV Through write ups and seminars students get an understanding of Global South and the Redefined World Order

Assessment Types	**MODE OF ASSESSMENT**
	    A. Continuous Comprehensive Assessment (CCA): 30 Marks
	    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>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" align="right">Total</td><td>70</td></tr></table>

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SEMESTER 8

	St Thomas College Palai Autonomous

Programme	**BA (Hons) Political Science**
Course Name	**Public Policy Analysis**
Type of Course	**DCC**
Course Code	**24U8POLDCC400**
Course Level	**400-499**
Course Summary	This course introduces and discusses the basics of public policy and the key actors and institutions involved in the policymaking process. Students will be introduced to theories concerning the process through which policy is developed, implemented, and changed. Students will also be introduced to framework for analyzing and assessing public policy decision-making, and the tools that are used to address policy problems. Substantive areas of public policy will be introduced to students through various case studies

Semester	8	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	Students shall be able to understand the essential elements of public policy.	U	10
2.	Students shall be able to Understand the process of developing and implementing public policy, and the various strategies available to government for addressing policy problems	U	1
2	Students shall be able to identify and map the interests, stakeholders, institutions, and political cultures that surround policy issues	U	3
3	Students shall be able to apply policy analysis tools to compare the potential trade-offs of different policy approaches to address a particular policy problem;	An	2

4	Students shall be able to summarize and describe the stages of policy development, and explain how public policy theory relates to real world issues;	U,E	4, 5
5	Students shall be able to evaluate different perspectives on policy issues using evidence and public policy concepts	E	1, 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.
Module 1: Introduction to the Fundamentals of Public Policy				
1	1.1	Public Policy: Meaning and Concepts	2	1
	1.2	The Policy-Making Process (Policy Brief Discussion-Problem Definition-Agenda Setting and Issue Framing- Policy Tools)	3	1
	1.3	Policy Cycles- Policy Formulation, Policy Execution, and Policy evaluation	3	1, 3
	1.4	Determinants of Public Policy Making: Policy Regimes, Political Parties, Ideology, Public Opinion, Interest Groups, pressure Groups, Civil Society Organizations	4	10
	1.5	Globalisation and Public Policy Making	2	10
	1.6	An evaluation of any policy on the basis of a project implemented by LSG or any public agency in your locality-Prepare a statement on your understanding of the Policy (not less than in 500 words)	10	10
Module 2: Policy Actors and Institution				
2	2.1	Role of Government in Policy Making (Formal policy actors: The Courts, The Bureaucracy, and State and Local Governments)	3	2,3
	2.2	Informal Policy Actors: Interest groups, Lobbying, Public Opinion, media	3	2,3
	2.3	Policy Networks	2	2,3
	2.4	Prepare an evaluation report of Execution of Project linked to the policy (not less than in 500 words)	10	10
Module 3: Policy Tools and Analysis				
3	3.1	Steps in policy analysis: ● Regulatory Tools ● Economic Tools ● Informational Tools	4	3,4, 10

	3.2	Policy Analysis Methods ● Cost-Benefit Analysis ● Cost-Effectiveness Analysis ● Multi-Criteria Analysis	4	3,4
Module 4: Case Studies and Policy Evaluation				
4	4.1	Substantive areas and Case Studies in Public Policy (Kerala) ● Health Policy ● Environmental Policy ● Education Policy ● Social Policy	7	5
	4.2	Policy Evaluation ● Evaluation Methods ● Policy Impact Assessment ● Policy Failure and Success	8	5
	4.3	Prepare an evaluation report of the project and make policy suggestions (not less than in 500 words)	10	10
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Classroom lectures Module 1: Introduce the students to the fundamentals of public policy through lectures and presentations Module 2: Introduce the actors(both formal and informal) that create public policy, types and importance of the same via lectures and presentations. Module 3: Familiarize the students with the public policy tools through lectures, presentations Module 4: The last module introduces the students with different case studies from different sectors in Kerala/ India. There can be comparative studies between state policies or global cases.

Assessment Types	**MODE OF ASSESSMENT**
	    A. Continuous Comprehensive Assessment (CCA)
	      (Practicum components will be evaluated under CCA)
	
	      Policy Evaluation
	      Two Evaluation Reports

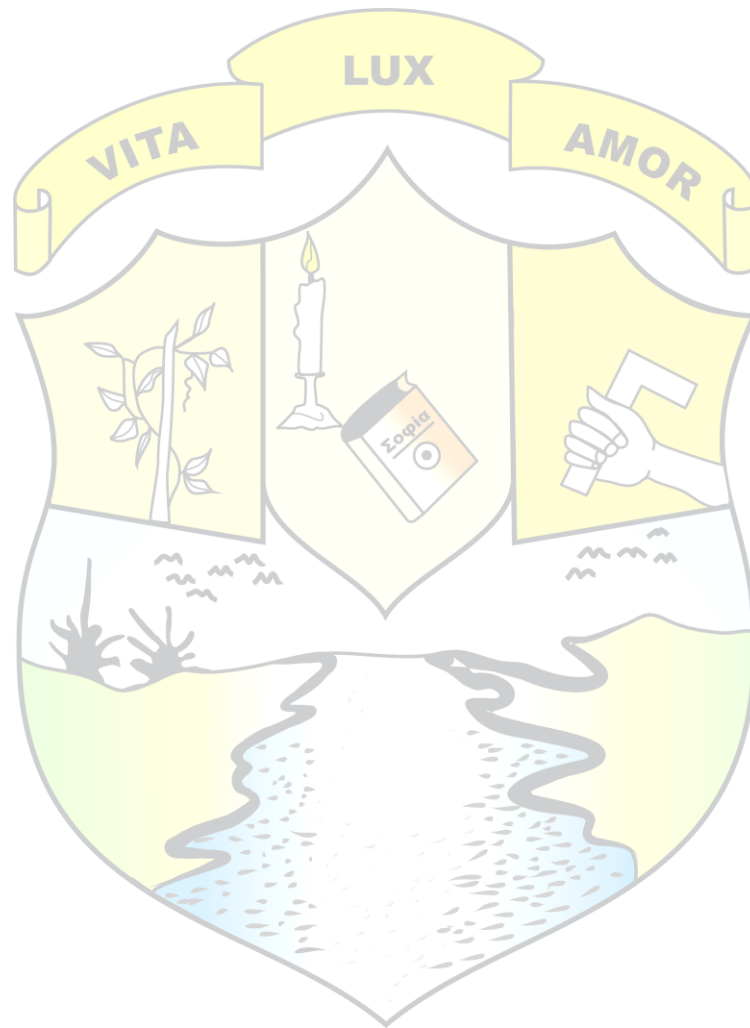| B. End Semester Evaluation			
Descriptive Type	**Word Limit**	**Number of questions to be answered**	**Marks**
MCQ	NA	20	1x20=20
Short Answer	50 Words	10 out of 15	2x10=20
Essay	500 Words	2 out of 4	15x2=30
		Total	**70**

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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	**Federal Dynamics of Economic Reforms in India**
Type of Course	**DCC**
Course Code	**24U8POLDCC401**
Course Level	**400-499**
Course Summary	This course delves into the intricate mechanisms of federalism in India, exploring its conceptual foundations, historical evolution, economic implications, and evolving dynamics in intergovernmental relations. Students will gain a nuanced understanding of the constitutional framework, economic reforms, intergovernmental cooperation, and the evolving role of institutions like the Finance Commission.

Semester	**8**	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	Gain a comprehensive understanding of federal dynamics in India, including the conceptualization of federalism with a focus on symmetric and asymmetric aspects, as well as insights into the debates surrounding federalism during the Constitutional Assembly.	U, An	1
2	Analyze the evolution of federalism in India in relation to economic reforms, exploring its dynamics both before and after liberalization, and understanding its implications on political economy, fiscal federalism, political representation, and regional disparities.	U, A, An	1, 2
3	Evaluate the intricacies of intergovernmental relations within the Indian federal system, considering the impact of globalization, economic interdependence, and various mechanisms for conflict resolution and negotiation, while also examining policy innovation and adaptation in governance, economic development, and social welfare.	U, An, E	3, 6, 7

	Critically assess the changing role of the Finance Commission in India, examining its recommendations and shifts in focus from equity and redistribution to fiscal decentralization and incentives for reforms, as well as analyzing criteria for resource allocation, performance-based incentives, and addressing vertical imbalance and regional disparity within the federal structure		
4		An, E	2, 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 Federal Dynamics in India**			
	1.1	Conceptualising Federalism-Symmetric and Asymmetric Aspects	3	2
	1.2	Constitutional Assembly Debates on Federalism	3	1
	1.3	Constitutional provisions on Division of Powers	2	1
	1.4	Competitive and Cooperative Federalism	2	2
2	**Federalism and Economic Reforms**			
	2.1	Federalism in the Pre-liberalization Period	2	1
	2.2	Federalism in the Post-liberalization Period	2	1
	2.3	Political Economy of Federalism-Fiscal Federalism, Poltical Representation, Regional Disparity	3	1
	2.4	Finance Commission-Approaches and Trends in the pre and post liberalization period	3	6
	2.5	Bring out an analytical report on any aspects of Indian federalism Prepare a statement on constitutional and statutory provisions affecting federalism (not less than 500 words).	10	10
3	**Federalism and Intergovernmental Relations**			
	3.1	Inter-Governmental Relations-Globalisation and Economic Interdependence	3	7
	3.2	Intergovernmental Cooperation-Infrastructure Development, foreign Investment and Environmental Protection	3	3
	3.3	Mechanism for Conflict Resolution and Negotiations-Interstate Council, Zonal Council, National Development Council and Judiciary	4	7
	3.4	Policy Innovation and Adaptation-Governance, Economic Development and Social Welfare	3	7

	3.5	Bring out an analytical report on any aspects of Indian federalism Prepare a statement on actual working of constitutional and statutory provisions affecting federalism (not less than 500 words).		10	10
4		**Changing role of Finance Commission**			
	4.1	Finance Commission's Recommendations-shift from equity and redistribution to Fiscal Decentralization and incentives for reforms		3	3
	4.2	Criteria for Resource Allocation-Population, Income Levels and Fiscal Capacity		3	6
	4.3	Idea of Performance based Incentives-Fiscal Discipline and Governance Reforms		3	1, 7
	4.4	Vertical Imbalance and Regional Disparity		3	7
	4.5	Bring out an analytical report on any aspects of Indian federalism Prepare a statement on critical evaluation of constitutional and statutory provisions affecting federalism (not less than in 500 words)		10	10
5		**Teacher Specific Content** (Internal evaluation only)			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Lectures**: Begin with introductory lectures to provide a theoretical foundation and framework for understanding federalism and the federal dynamics of economic reforms in India. **Book reviews, Discussions and seminars**- Assign readings from academic articles, books, and reports related to the implementation of economic reforms in the context of federalism. Conduct class discussions to explore different viewpoints and encourage critical thinking. **Field Visits**- organize voluntary field visits to project areas where there is significant involvement of union or state governments. **Guest Lectures** -Invite guest speakers with expertise in the field, such as researchers, policymakers, or practitioners, to share real-world insights and experiences.

Assessment Types	**MODE OF ASSESSMENT**
	    A. Continuous Comprehensive Assessment (CCA)
	    (Practicum components will be evaluated under CCA)
	    Analytical Report
	    Case Studies
	    Evaluation Report

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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St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Political Psychology
Type of Course	DCE
Course Code	24U8POLDCE400
Course Level	400-499
Course Summary	This course endeavours to comprehend and dissect the impact of psychological factors on political behaviour and political life. Central themes in political psychology, such as political socialization, attitudes, ideologies, leadership, group dynamics, and political communication, are identified and explored to elucidate the reasons and mechanisms through which various psychological elements shape political decision-making. The course incorporates diverse perspectives and case studies, fostering a comprehensive global understanding of political psychology and its intersection with political viewpoints.

Semester	8	Credits		4	Total Hours
Course Details		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	Students will understand the foundational concepts of political psychology, including the introduction to political mindsets, principles, and theories,	U	1,4
2	Students will be able to comprehend and analyse Political Socialisation and Identity Formation	U	1,3
3	Students will analyse emotive forces in politics, their impact on political discourses, and determinants of voting behaviour	An	1,2,4
4	Students will be able to articulate and apply psychological themes and insights into the real-life contexts through a study of the psychology of power, leadership and political behaviour,	A	1,5, 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 Political Psychology**		
	1.1	Introduction to Political Mindsets	4	1,2
	1.2	Principles and Theories of Political Psychology	4	1,2
	1.3	Psychological Foundations of Political Behaviour	3	6
2		**Political Socialisation and Identity Formation**		
	2.1	Shaping Political Perspectives	4	3,4
	2.2	Political Socialisation	3	7
	2.3	Primary and secondary agents: Family-Religion-Education-Cultural factors	4	6, 7
	2.4	Conduct a survey on development of political attitudes, political behaviour and social behaviour	10	10
3		**Emotions and Political Decision-Making**		
	3.1	Emotive Forces in Politics: shaping political discourses	4	5
	3.2	Politics of Behaviour	3	1,2
	3.3	Voting Behaviour: determinants	4	7
	3.4	Conduct an interview with persons involved in political/social activism, policy activism or community organisations	10	10
4		**Power, Leadership and Political Behaviour**		
	4.1	Psychology of Power in Politics	3	3
	4.2	Leadership styles; Charisma and Rhetoric	4	6
	4.3	Case study: psychological effects of Political decisions (Reservation policies in India)	5	6,7
	4.4	Organise filed trips to political rallies, political protest, political events, and documentation of social interactions and power dynamics	10	10
5		**Teacher Specific Content** (Internal evaluation only)		

	Classroom Procedure (Mode of transaction)
Teaching and Learning Approach	• 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 the psychological forces in political behaviour and decision-making • Interactive lectures and classroom engagements (through readings and discussions, debates) will encourage student participation and generating questions. • Incorporate relevant podcasts and documentaries that explore different aspects of emotions, political leadership, charisma, ideologies etc. • Seminars discussion will help students to discuss specific topics, present their research, and engage in critical debates. • Invite guest speakers and experts in political psychology to share their experience and insights in connection with various political structures and processes • Evaluate students understanding of both theoretical concepts and their ability to apply them in real world political situation through presentation, essays, case studies
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** (Practicum components will be evaluated under CCA) Survey Interview Field trip

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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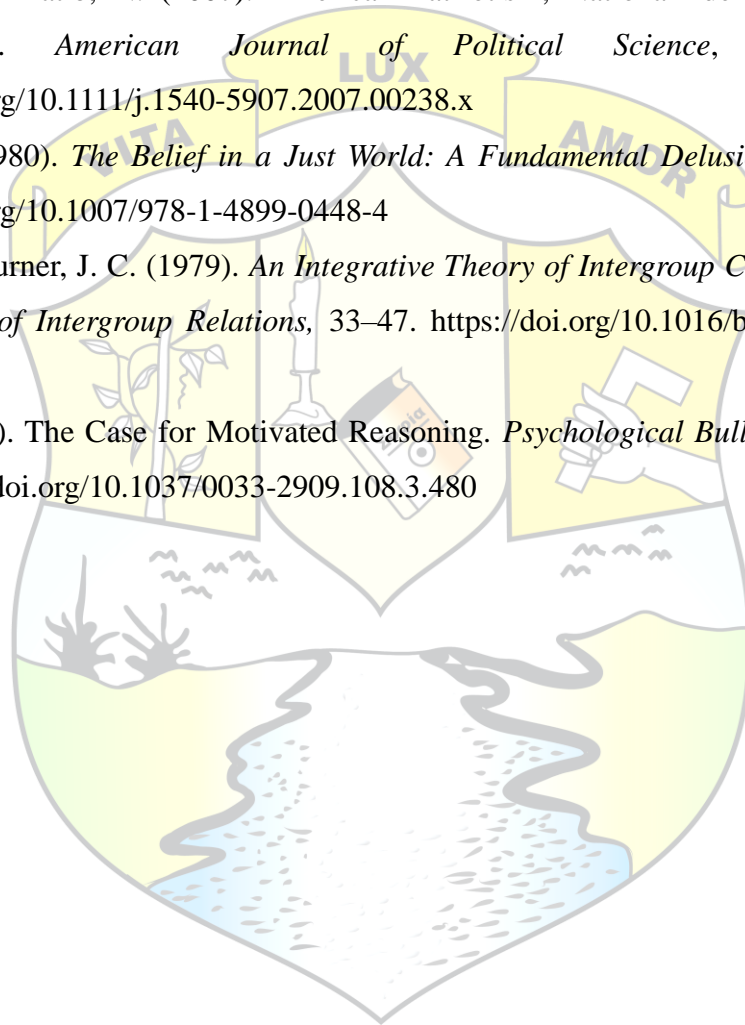
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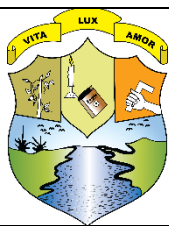Huddy, L., and Khatib, N. (2007). American Patriotism, National Identity, and Political Involvement. *American Journal of Political Science*, 51(1), 63–77. https://doi.org/10.1111/j.1540-5907.2007.00238.x

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St Thomas College Palai Autonomous
Arunapuram, Kottayam

Programme	BA (Hons) Political Science
Course Name	Decentralisation and Local Governance in Kerala
Type of Course	DCE
Course Code	24U8POLDCE401
Course Level	400-499
Course Summary	The course on decentralised governance in Kerala offers a comprehensive exploration of the evolution and implementation of local governance models, spanning from ancient civilizations to modern systems. The course also assesses the nature and scope of Local Self-Government (LSG) institutions, their functions, and the delivery of public services, with emphasis on participatory forums and social capital. Additionally, it examines rural governance and development in Kerala, addressing issues of marginalization, poverty, gender mainstreaming, and the management of natural resources. Throughout, the course emphasizes the significance of decentralized governance in promoting inclusive development and participatory democracy.

Semester	8		Credits		4	
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	Total Hours
		3	0	1	0	75

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students will be able to understand the concept of decentralization in governance, including its administrative, fiscal, and political dimensions, and how it aligns with the idea of democratic decentralization.	U, I	1
CO2	Students will be able to analyze different theoretical perspectives on decentralization, such as liberal, Marxian, socialist, and Gandhian views, to grasp the diverse ideological underpinnings of this concept.	I,U,K	1,3
CO3	Students will be able to explore pre-colonial historical perspectives on local administration in India, including Janapadhas, Mahajanapadhas, tribal councils, guilds, and associations, as well as the influence of the Delhi Sultanate and Mughals.	U, A	1,3
CO4	Students will be able to examine the impact of British colonialism on local administration in India, focusing on key historical events such as Ripon's Resolution 1884, the Royal Commission of 1901, and the Government of India Acts of 1919 and 1935.	A	7,10

CO5	Students will be able to evaluate the institutionalization of Panchayat Raj and fiscal decentralization in Kerala, analyzing the Kerala Model of Development and the Kerala Panchayat Raj Act 1994, with a focus on democratic decentralization, people's planning, and fiscal issues in decentralization.	E	6,10

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

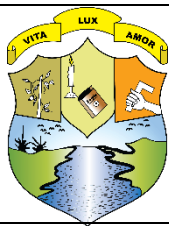## COURSE CONTENT
Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Decentralised Governance: An Introduction**			
	1.1	Decentralization: Meaning and Dimensions-Administrative, Fiscal, and Political. Idea of Democratic Decentralization	3	1
	1.2	Theoretical Perspectives on Decentralization: Liberal, Marxian, Socialist, Gandhian views	2	1
	1.3	Pre-Colonial-Historical Perspectives: Janapadhas, Mahajanapadhas, Tribal Councils, Guilds and Associations, Local administration under Delhi Sulthanate and Mughals	3	3
	1.4	British Colonialism on local Administration- Ripon's Resolution 1884, Royal Commission of 1901- Government of India Act of 1919- and Government of India Act of 1935	3	3
2	**Institutionalisation of Panchayath Raj and Fiscal Decentralisation in Kerala**			
	2.1	Decentralization and Kerala Model Development	2	6
	2.2	Kerala Panchayat Raj Act 1994¸Democratic Decentralisation, Peoples Planning: Planning from below	3	10
	2.3	Fiscal Decentralisation in Kerala- Panchayat Finance- Issues in Fiscal Decentralisation	3	7, 10
	2.4	Resource Generation-Budget procedure and Transfer of Funds-Planning and Implementation	3	7, 10
	2.5	Field visit to Local Government Institutions or Conduct a community mapping scheme identifying local resources and needs	10	10
3	**Local Self Government System in Kerala**			
	3.1	Nature and Scope of LSG institutions-Grama Sabha, Grama Panchayath, Block Panchayat and District Panchayath	4	1
	3.2	Urban Local Bodies: Corporation, Municipal, Nagar Panchayath	3	3
	3.3	Changing Landscape of decentralised Governance-Civil Society, Market, Social Capital, and NGOs	3	3

	3.4	New Institutional Mechanisms-E Governance, RTI, Citizens Charter¸ Social Audit, Participatory Rural Appraisal	3	3
	3.5	Conduct a mock local council meeting or Design and implement small scale community project aimed at improving the life of the people (resource conservation, waste management…etc)	10	10
4	**Rural and Urban Development in Kerala**			
	4.1	Marginalisation, Poverty and Decentralisation- PRIs and Social Security- Gender and Governance in Rural Kerala- Kudumbashree and SHGs, Community Development Societies (CDS), Jana Jagaratha Samithi	3	1
	4.2	Gender Mainstreaming Programmes- Gender Responsive Budgeting, Ayankali Urban Employment Guarantee Scheme	3	3
	4.3	Panchayati Raj Institutions (PRIs) and Management of Natural Resources, Rural initiatives in Kerala for the Development of Weaker Sections	3	10
	4.4	Women in Local Governance: Women's Reservation and Political Participation	1	10
	4.5	Involve in a community project as a volunteer implemented by LSG or Conduct panel discussion and guest lecturers by inviting Local Government officials	10	10
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**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. 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 Module 1: This module introduces the concept of decentralization and its various dimensions: administrative, fiscal, and political. It discusses the idea of democratic decentralization, which emphasizes the devolution of power to local communities and elected representatives. Module 2: This module examines the Kerala Model of Development, emphasizing the Kerala Panchayat Raj Act of 1994, which facilitated democratic decentralization and grassroots planning through initiatives like People's Planning Campaign. Module 3: It analyses the current landscape of decentralized governance in Kerala, including the nature and scope of Local Self Government (LSG) institutions, the role of civil society, market forces, and NGOs, as well as the integration of new institutional mechanisms like e-Governance and participatory approaches such as Social Audit and Participatory Rural Appraisal (PRA). Module4: It explores the role of PRIs and social security, gender dynamics in governance, initiatives like Kudumbashree and SHGs, gender mainstreaming programmes, natural resource management by PRIs, and women's participation in local governance.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** (Practicum components will be evaluated under CCA) Field Visit Mock Local Council Meeting Community Project
	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" align="right">Total</td><td>70</td></tr></table>

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        New Delhi, 1981

St Thomas College Palai Autonomous

Programme	BA (Hons) Political Science
Course Name	Politics of Organised Violence
Type of Course	DCE
Course Code	24U8POLDCE402
Course Level	400-499
Course Summary	This course is designed to delve into the historical and contemporary manifestations of organized violence within the global society. Drawing upon political and sociological theories, the curriculum aims to elucidate the causes and dynamics underlying acts of violence. Through analysis, the course seeks to understand the roles played by both state and non-state actors in perpetuating organized violence across different historical periods and in the present. Additionally, the course explores various theories and strategies related to conflict resolution, peacekeeping, post-conflict reconstruction, and reconciliation. Ethical considerations surrounding violence, as well as the impact of media and propaganda on shaping perceptions of organized violence in diverse contexts, are critically examined. The application of theoretical frameworks to specific case studies forms an integral part of the course, enabling students to derive Practicum insights into the intricate politics of organized violence.

Semester	8	Credits			4	Total Hours
Course Details		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	Students will gain a comprehensive understanding of various forms of organized violence, its global evolution, and the underlying causes..	U	1,3
2	students will develop analytical skills and an interdisciplinary approach through the examination of non-state actors, state-sponsored violence, media's role, and case studies on recruitment and radicalization,	An	1,3
3	Students will analyse theoretical frameworks of conflict resolution, mediation, negotiation, and peace-building strategies, enhancing critical thinking	An	1,2

Module	Units	Course description	Hrs	PO No.
4		students will develop ethical reasoning and an understanding of human rights by delving into the ethical dimensions of organized violence, international humanitarian law, and truth and reconciliation commissions,	U,C	7,8, 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	**Introduction to Organised Violence**			
	1.1	Organised Violence and its various Forms	3	1
	1.2	Evolution of Organised Violence globally: causes and motivations behind organised violence-role of ideologies and ideas	4	1
	1.3	Types of Organised Violence: Genocide, Terrorism, Communal Riots	4	1, 3
2	**Actors and Strategies in Organised Violence**			
	2.1	State sponsored Violence: Militias and Paramilitary Forces	3	1
	2.2	Role of Non-State Actors: Rebel groups, Militia, Terrorist organisations	4	1
	2.3	Role of media and propaganda Recruitment and Radicalisation: case studies	4	7
	2.4	Conduct a filed visit to conflict zones (Caste or communal violence)	10	10
3	**Conflict Resolution and Peacebuilding**			
	3.1	Understanding Conflict Resolution and peacebuilding: theoretical frameworks	4	1, 3
	3.2	Mediation and Negotiation in resolving conflicts: case studies of successful and unsuccessful peace process	4	7
	3.3	Peace-Building strategies and Post-conflict Reconstruction: challenges and transitions from violence to peace	4	2
	3.4	Case study analysis (Caste, Political, Race Resource, Gender, Man Animal)	10	10
4	**Ethics, Human Rights and Accountability**			
	4.1	Ethical Dimensions of Organised Violence: impact on human rights	3	8, 10
	4.2	Mechanisms for Accountability and Justice: international humanitarian law and its applications	3	8

	4.3	Truth and Reconciliation Commissions (South Africa and Rwanda)	5	8,
	4.5	Conduct a debate on conflict resolution strategies or Media analysis of conflict coverage or an analysis of report of various truth and Reconciliation Commission Report (Rwanda)	10	10
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • 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 obligation for understanding the ethical issues in organised violences • Interactive lectures and classroom engagements (through readings and discussions, debates) will encourage student participation and generating questions. • Incorporate relevant films and documentaries that explore different forms of organised violence in the global society • Seminars discussion will help students to discuss specific topics, present their research, and engage in critical debates. • Inviting expert speakers in organised violence and practitioners in conflict-resolution to share their experience and insights • Evaluate students understanding of both theoretical concepts and their ability to apply them in real world political situation through presentation, essays, case studies • Provide diverse range of readings, reports on organised violence and conduct field visits/ trips to the sites of organised violence

Assessment Types	**MODE OF ASSESSMENT**
	   A. Continuous Comprehensive Assessment (CCA)
	   (Practicum components will be evaluated under CCA)
	     Filed visit
	     Case study
	     Debate/Discussion

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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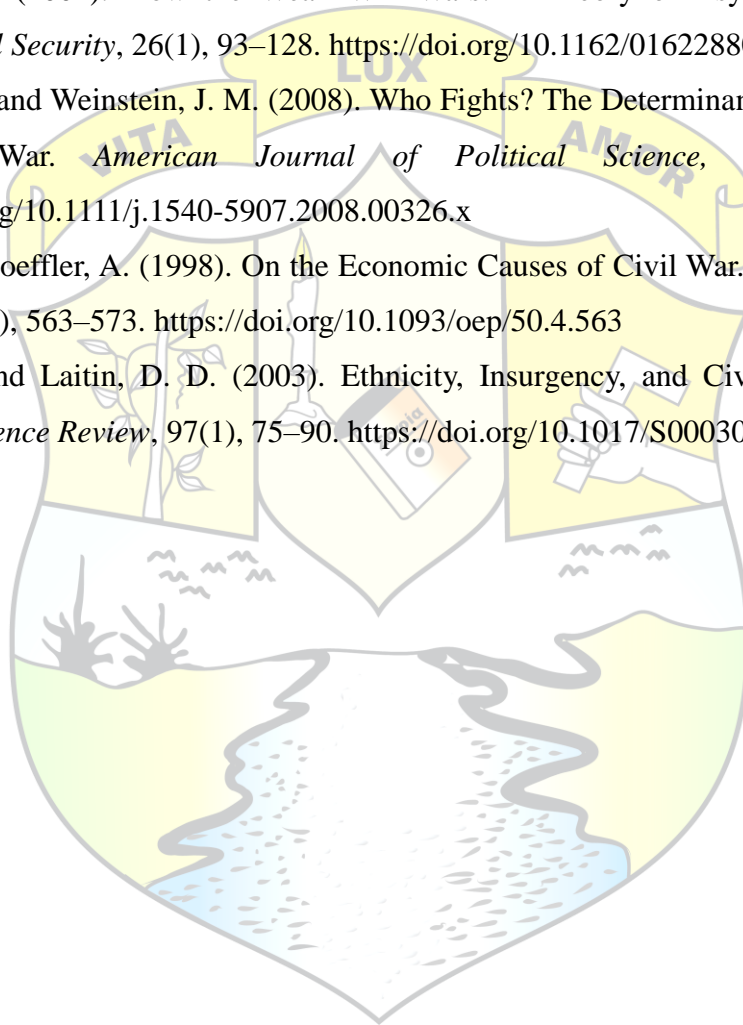
Internship Guidelines and Evaluation (24U4POLINT200)

- The Department shall approve the institution where every student is planning for internship. Internal mentors shall be assigned to the students for necessary guidance.

- The nature of the work shall depend on the type of organisation selected. The area of internship can be fields relating to Government Agencies (National, State and local level institutions) Non-Profit Agencies Think Tanks and Research Institutes (Global, National and State level-Public Policy, Foreign Policy, Peace Studies, Defence and Strategic Studies, Climate Security, Legal research etc) Media Outlets (Vernacular, National and International) Academic Institutions (State and Central Universities, Autonomous Research Institutions). Any area which provides practical insights for the students and improves their employability skills shall be considered. Online internship can be permitted depending on the nature of the work. The internship shall be 60 to 120 hours duration after the fourth semester.

- The student shall prepare a Daily Work Record and submit the same to the department periodically as decided by the internal mentor. At the end of the Internship tenure, an Internship Report with the outcomes along with the certificate of attendance shall also be submitted.

- Evaluation Criteria

  CCA (15 marks) shall be based on the Daily work record. It shall be evaluated by the internal mentor & the Head of the Department.

  For the End Semester Evaluation (35 marks),

        (a) Internship Report Evaluation (15 marks) and

        (b) Presentation and Viva (20 marks)

  The evaluation of the report and presentation/viva shall be done by a Board of Internsal Examiners as decided in the Department Council.

Project Evaluation Guidelines (24U8POLPRJ400)

1. All students should prepare and submit project reports as part of the programme. The project has to be undertaken on an individual basis.

2. The general guidelines of the Regulations shall apply for both Internal and External Evaluations of Project Report.

3. The Project shall be done under the supervision and guidance of faculty of the department.

4. Students shall submit the report in the prescribed format at least three weeks before the commencement of end semester examination of the eighth semester. Internal assessment shall be based on completion of the project, following the norms prescribed in general guidelines.

5. The area of the project shall be related to political issues pertaining to local; state; national; international etc, including empirical studies. Topics shall also be selected with the help of linkages with policy making bodies.

6. The student shall submit copies of the project report, either printed or typed. There shall be a minimum of 40 pages and a maximum of 75 pages. The report may be hard bound or soft bound or spirally bound and the printing can be either double sided or single sided. A softcopy of the report shall also be submitted to the department.

7. The report shall contain the following:

   ➢ Title page with topic, details of the student with register number, supervisor details and month and year of submission.

   ➢ Certificate from Supervising teacher and counter signed by the Head of the Department with department seal.

   ➢ Declaration by the student which shall include plagiarism details also. The relevant guidelines issued by the UGC, and the University shall be strictly adhered to.

   ➢ Acknowledgement

   ➢ Contents

   ➢ Preferably 5 chapters with Chapter 1 presenting Introduction and Methodology, Chapter 2 Literature Review, Chapter 3 Theoretical review, Chapter 4 Analysis and Interpretation and Chapter 5 Findings, Conclusion, Suggestions etc. Guidelines regarding chapterisation are not absolute and may be altered according to topic/ presentation convenience.

- ➤ Appendix (Questionnaire/Schedule, Secondary data used for analysis, Statistical calculation details etc)
- ➤ Bibliography (References may be presented in latest APA style)

8. The student shall do progress presentation and pre-submission presentations. The first two presentation – progress presentation shall be evaluated by the Guide and the Head of the Department. The department shall decide the dates of the progress presentations. The final pre-submission presentation shall be an open presentation with the help of audio-visual aids and shall be evaluated by a Board of Internal Examiners including the Guide and the Head of the Department, Final submission of the project report shall be based on the suggestions of the open presentation. The student must produce a certificate before the Viva Board from the Head of the Department stating that the progress and open presentation was done for the purpose of Internal Evaluation.

9. The End Semester Evaluations shall be done by an external examiner and the Head of the Department/the nominee of the HoD. There shall be a vivo voce.

10. It is the responsibility of the student to put earnest effort into the completion of the project. The consequences of plagiarism beyond permissible level in project work may result in failure of the course, in addition to other consequences.
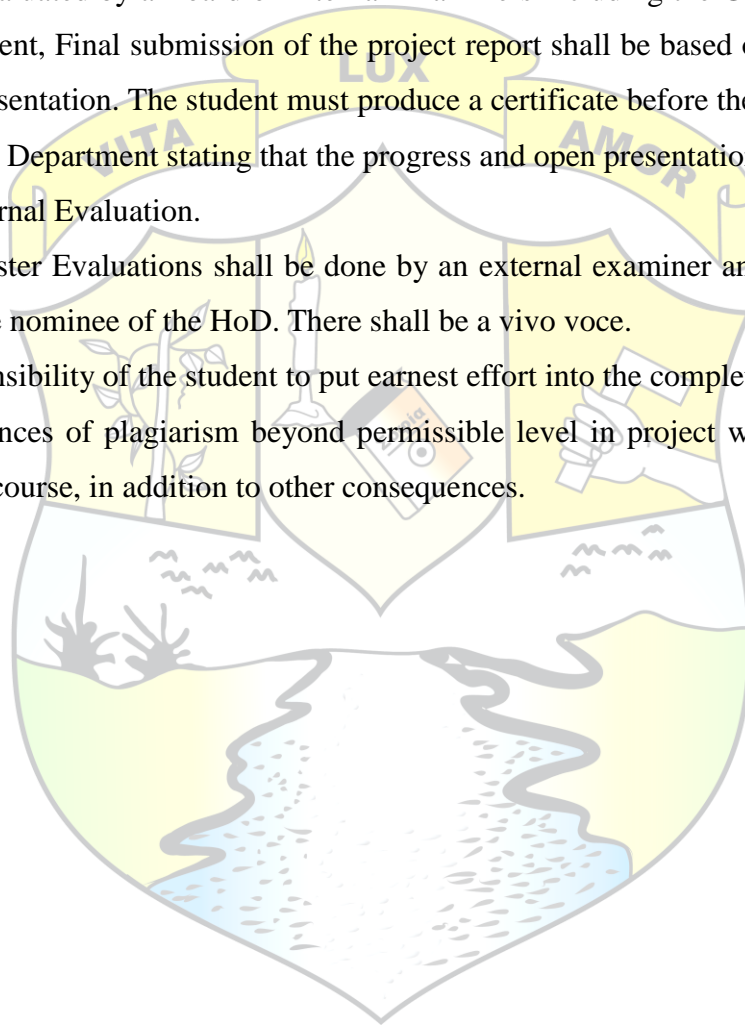
Evaluation Criteria: Total Marks – 200 (CCA- 60 and ESA- 140)

CCA- 60 marks

1. Progress Presentation 1 – 10 marks

2. Progress Presentation 2- 10 marks

3. Pre-submission presentation – 40 marks

ESA- 140 marks

1. Report- 80 marks

    a. Topic and Relevance- 10 marks

    b. Methodology- 15 marks

    c. Review of Literature- 20 marks

    d. Analysis and Recommendations- 20 marks

    e. Style of Presentation- 15 marks

2. Viva Voce- 60 marks

    a. Presentation (with audio visual aids) – 30 marks

    b. Understanding of the work – 20 marks.

    c. Articulation skills- 10 marks