

MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous -Affiliated to MG University, Kottayam)
UNDERGRADUATE PROGRAMMES (HONOURS)
SYLLABUS

MCE-UGP (Honours)

(2024 Admission Onwards)



Faculty: Social Sciences

BoS: Political Science

Programme: Political Science
(Honours)

Maharaja's College, Ernakulam
(Govt. Autonomous)
Park Avenue Road, Marine Drive
Ernakulam– 682011, Kerala, India

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Preface

In the dynamic landscape of the 21st century, the relevance of Political Science has transcended conventional boundaries, evolving into a pivotal discipline that shapes polities, societies, policies, and global interactions. Recognizing the imperative for a comprehensive understanding of political dynamics, the Board of Studies (UG) in Political Science, Maharaja's College is proud to introduce a four-year undergraduate programme in Political Science. This initiative stems from the profound conviction that education in this field is instrumental in fostering informed citizenship, promoting social justice, and navigating the complexities of contemporary governance.

The philosophy of outcome-based education (OBE) in Political Science centres on the belief that the primary aim of education is to equip students with the knowledge, skills, and competencies necessary to achieve specific, measurable outcomes. In the case of Political Science, OBE emphasizes the development of critical thinking abilities, analytical skills, and a deep understanding of political institutions, processes, and ideologies. Rather than focusing solely on the dissemination of information, OBE prioritizes active engagement, Practicum application, and the attainment of desired learning outcomes. By emphasizing the acquisition of tangible skills and competencies, OBE in Political Science aims to empower students to become informed, engaged citizens capable of effecting positive change in their communities and contributing meaningfully to the broader political discourse.

The advent of the Information Age has catalysed transformative shifts in the political sphere, rendering traditional models obsolete and demanding new approaches to address emerging challenges. In this context, the significance of Political Science lies in its capacity to equip individuals with the analytical tools and critical perspectives necessary to navigate an increasingly interconnected and rapidly changing world. Through this programme, students will delve into the multifaceted dimensions of politics, from theoretical frameworks to Practicum applications, fostering a nuanced understanding of governance, power dynamics, and socio-political phenomena.

At the heart of this endeavour is the recognition of Political Science as a catalyst for societal transformation. In an era marked by unprecedented global challenges, ranging from climate change to socioeconomic inequality, the need for ethical, visionary leadership has never been more pressing. By engaging with diverse perspectives and engaging in rigorous inquiry, students will cultivate the skills and insights needed to contribute meaningfully to the advancement of their communities and the broader world.

Moreover, the interdisciplinary nature of Political Science positions it in connection with various fields of knowledge, including economics, philosophy, history, sociology, law, technology, international relations and so on. By fostering interdisciplinary dialogue and collaboration, this programme will empower students to approach complex issues from multiple angles, transcending disciplinary silos and fostering innovative solutions to pressing global problems.

Beyond academic pursuits, the study of Political Science nurtures civic engagement and fosters a sense of civic responsibility. In an age characterized by widespread disillusionment with political institutions and processes, cultivating an informed and active citizenry is essential for the vitality of democratic societies. Through experiential learning opportunities, community engagement initiatives, and internships, students will have the opportunity to apply their knowledge in real-world settings, thereby bridging the gap between theory and practice and fostering a commitment to social justice and democratic principles.

In conclusion, the introduction of a four-year undergraduate programme in Political Science represents a commitment to excellence in education and a recognition of the pivotal role that Political Science plays in shaping the 21st century. By equipping students with the knowledge, skills, and ethical values needed to navigate complex political landscapes, this programme will empower future leaders, activists, and changemakers to build a more just, equitable, and sustainable world. We invite students to embark on this transformative journey and join us in shaping the future of political and action.

Dr. Surya Aravindakshan
Associate Professor
BoS, Chairperson
Department of Political Science

Board of Studies (UG) Department of Political Science Maharaja's College, Ernakulam			
SL No	NAME	DESIGNATION AND ADDRESS	STATUS
1	Dr. Surya Aravindakshan	Associate Professor, Department of Political Science, Maharaja's College, Ernakulam	Chairperson
2	Dr. C.R. Pramod	Associate Professor, Department of Political Science, Sree Kerala Varma College, Thrissur, University of Calicut	External Member
3	Dr. Uma Purushothaman	Associate Professor; Jawaharlal Nehru University, New Delhi	External Member
4	Mr. T Jayachandran	CICC Book House, Ernakulam	External Member (industry)
5	Dr. Sabu Thomas	Professor, Department of Political Science, Calicut University	External Member(Vice Chancellor Nominee)
6	Dr. Joby Verghese	Associate Professor, Department of Political Science, Maharaja's College, Ernakulam	Internal Member
7	Dr. Sathese Chandra Bose	Assistant professor, Department of Political Science, Maharaja's College, Ernakulam	Internal Member
8	Dr. Reshmi H Fernandez	Assistant professor, Department of Political Science, Maharaja's College, Ernakulam	Internal Member
9	Dr. Priyesh CU	Assistant professor, Department of Political Science, Maharaja's College, Ernakulam	Internal Member
10	Dr. Antony Dawson D'silva	Assistant professor, Department of Political Science, Maharaja's College, Ernakulam	Internal Member
11	Ms. Jumanath PJ	Assistant professor, Department of Political Science, Maharaja's College, Ernakulam	Internal Member
12	M K Shinemon	Additional Director, Department of General Education, Govt of Kerala	Meritorios Alumnus

Expert Committee			
1	Dr. Sabu Thomas	Professor, Department of Political Science, Calicut University	External Member (Vice Chancellor Nominee)
2	Dr. C.R. Pramod	Associate Professor, Department of Political Science, Sree Kerala Varma College, Thrissur, University of Calicut	External Member
3	Dr. Uma Purushothaman	Associate Professor; Jawaharlal Nehru University, New Delhi	External Member
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5	M K Shinemon	Additional Director, Department of General Education, Govt. of Kerala	Meritorious Alumnus

Curricular Structure of the MCE – UG (Honours) Programme

3 Year UG Degree – 6 Semesters

No.	Course Type	No. of Courses	Total Credits
1	Foundation: Ability Enhancement Courses (AEC)	4	12
2	Foundation: Multi – disciplinary Courses (MDC)	3	9
3	Foundation: Skill Enhancement Courses (SEC)	3	9
4	Foundation: Value Addition Courses (VAC)	3	9
5	Discipline Specific Courses: Major (DSC A/DSE)	17	68

6	Discipline Specific Courses: Minor (DSC B & C)	6	24
7	Internship		2
	Total	36	133

4 Year UG Degree (Honours) – 8 semesters

4 Year UG Degree (Honours with Research) – 8 Semesters

No.	Course Type	No. of Courses	Total Credits
1	Foundation: Ability Enhancement Courses (AEC)	4	12
2	Foundation : Multi – disciplinary Courses (MDC)	3	9
3	Foundation: Skill Enhancement Courses (SEC)	3	9
4	Foundation: Value Addition Courses (VAC)	3	9
5	Discipline Specific Courses: Major (DSC A/DSE)	17	68
6	Discipline Specific Courses: Minor (DSC B & C)	6	24
7	Discipline Capstone Courses: Major (DCC/DCE)	8	32
8	Research Project		12/8
9	Internship		2

	Total	44	177
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Programme Outcomes (POs)

PO1	Critical Thinking and Analytical Reasoning
PO2	Scientific Reasoning and Problem Solving
PO3	Multidisciplinary/Interdisciplinary/Trans disciplinary Approach
PO4	Communication Skills
PO5	Leadership Skills
PO6	Social Consciousness and Responsibility
PO7	Equity, Inclusiveness and Sustainability
PO8	Moral and Ethical Reasoning
PO9	Networking and Collaborating
PO10	Lifelong Learning

Evaluation Scheme

Components	Marks (4 Credit)	Marks (3 Credit)
Continuous Internal Assessment (CIA)	30	25
End Semester Examination	70	50
Total	100	75

Syllabus Index

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
MCE1DSCP OL100	Introduction to Political Science	DSC-A	4	5	3	0	2	0
MCE1MDC POL100	Introduction to Indian Constitution	MDC	3	4	2	0	2	0

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
MCE2DSC POL100	Introduction to Political Theory	DSC-A	4	5	3	0	2	0
MCE2MDC POL100	Human Rights	MDC	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
MCE3DSCP OL200	Structure of Indian Political System	DSC-A	4	5	3	0	2	0
MCE3DSCP OL201	Issues in Indian Politics	DSC-A	4	5	3	0	2	0
MCE3DSEP OL200	Political Sociology	DSE Any one	4	4	4	0	0	0
MCE3DSEP OL201	State, Nation and Nationalism		4	4	4	0	0	0
DSC-B								
MCE3DSCP OL202	Human Rights in India	DSC-B Any One	4	5	3	0	2	0
MCE3DSCP OL203	Introduction to Contemporary World Politics		4	5	3	0	2	0
MCE3MDCP OL200	Political Ideologies and Shaping of the Modern World	MDC	3	3	3	0	0	0

MCE3MDCP OL201	State, Society and Political Process in Kerala	Any One	3	3	3	0	0	0
MCE3VACP OL200	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
MCE4DSCP OL200	Western Political Thought	DSC-A	4	5	3	0	2	0
MCE4DSCP OL201	Introduction to Comparative Politics	DSC-A	4	5	3	0	2	0
MCE4DSEP OL200	Public Administration	DSE Any one	4	4	4	0	0	0
MCE4DSEP OL201	Gender and Politics		4	4	4	0	0	0
MCE4DSCP OL202	Constitutional and Statutory Bodies in India	DSC-C	4	5	3	0	2	0
MCE4VACP OL200	Gandhi and the Contemporary World	VAC	3	3	3	0	0	0
MCE4SECP OL200	Disaster Management	SEC	3	3	3	0	0	0
MCE4INTPO L200	Internship	INT	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
MCE5DSCP OL300	International Relations: Historical and Theoretical Perspectives	DSC-A	4	5	3	0	2	0
MCE5DSCP OL301	Comparative Political Systems	DSC-A	4	5	3	0	2	0
MCE5DSCP OL302	Modern Indian Political Thought	DSC-A	4	5	3	0	2	0
MCE5DSEP	Green Politics		4	4	4	0	0	0

OL300		DSE Any Two						
MCE5DSEP OL301	Human Rights: Theory and Practice		4	4	4	0	0	0
MCE5DSEP OL302	Emerging Trends in Indian Administration		4	4	4	0	0	0
MCE5SECP OL300	Public Opinion and Survey Research	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
MCE6DSCPO L300	Conceptualizing Global Politics	DSC-A	4	5	3	0	2	0
MCE6DSCPO L301	Politics of Social Justice	DSC-A	4	5	3	0	2	0
MCE6DSEPO L300	India's Foreign Policy	DSE Any Two	4	5	3	0	2	0
MCE6DSEPO L301	Society and Political Process in Kerala		4	5	3	0	2	0
MCE6DSEPO L302	Decentralisation and Local Governance in Kerala		4	5	3	0	2	0
MCE6SECPO L300	Legal Literacy and Legal Awareness	SEC	3	3	3	0	0	0
MCE6VACPO L300	Social and Political Thoughts of Ambedkar	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
MCE7DCCPO L400	Methodology of Research in Political Science	DCC	4	5	3	0	2	0
MCE7DCCPO L401	Marxism and Post-Marxism	DCC	4	4	4	0	0	0
MCE7DCCPO L402	Understanding Inclusion: Women, Children, And Disadvantaged Sections in India	DCC	4	4	4	0	0	0


MCE7DCEPO L400	Centre State Relations and Cooperative Federalism in India	DCE	4	4	4	0	0	0
MCE7DCEPO L401	Bio-Diversity Governance	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
MCE8DCC POL400	Critical Theory	DCC	4	5	3	0	2	0
MCE8DCC POL401	Political Parties in India: History, Structure, and Ideology	DCC	4	5	3	0	2	0
MCE8DCE POL400	Introduction to Philosophy of Social Science	DCE	4	5	3	0	2	0
MCE8DCE POL401	Artificial Intelligence and International Relations Theories	DCE	4	5	3	0	2	0
MCE8DCE POL402	Modernity: History and Theory	DCE	4	5	3	0	2	0
MCE8DCE POL403	Regionalism, Diplomacy and Politics in South Asia	DCE	4	5	3	0	2	0
	Project of Honours		8	Mandatory for Honours Degree				
MCE8PRJ POL400	Research Project of Honours with Research	PRJ	12	Applicable only for Honours with Research				

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
MCE1DSCP OL100	Introduction to Political Science	DSC-A	4	5	3	0	2	0
MCE1MDC POL100	Introduction to Indian Constitution	MDC	3	4	2	0	2	0

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Programme	BA (Hons) Political Science					
Course Name	INTRODUCTION TO POLITICAL SCIENCE					
Type of Course	DSC-A					
Course Code	MCE1DSCPOL100					
Course Level	100-199					
Course Summary	This course aims to equip students with a basic understanding of political science encouraging students to connect theoretical concepts with real world events, while exploring pressing contemporary issues, thereby, fostering analytical skill.					
Semester	1	Credits			4	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	1	0	75

Pre-requisites, if any	
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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	understand the basic aspects of politics including the nature, scope, and concepts of the discipline of political science.	K, U	6
2	comprehend the basic approaches to the study of political science.	K, U	1
3	understand key elements in political science and encourages students to evaluate Laws and the lawmaking process.	K, U	1,3,6,7
4	comprehend the basic concepts in political science and enables students to analyse the social and political events and movements.	U, A	1,6,7, 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	CO No.
1	Understanding Politics			
	1.1	Defining Politics and Political Science	3	1,3
	1.2	Politics as art of governance	3	1,3
	1.3	Politics as Power	3	1,6
	1.4	Politics as Consensus	3	1,7
	1.5	Review George Orwell's Animal Farm	10	10
2	Approaches to the Study of Political Science			

	2.1	Philosophical Approach	4	1,3
	2.2	Empirical Approach	4	1,3
	2.3	Behavioural Approach	4	1
	2.4	Marxian Approach	3	1
	State, Sovereignty and Citizenship			
3	3.1	State and its Elements,	3	5,7
	3.2	Theories of State: Liberal, Marxist, Social Contract, Evolutionary	3	6
	3.3	Sovereignty: Legal, Political, Internal, External	2	6,7
	3.4	Citizenship	2	6,7
	3.5	Case Study on any recent legislation on Rights of Citizens E.g. Citizenship Amendment Act, RTI Act 2005, Women Reservation Act. 2023	10	10
	Basic Concepts			
4	4.1	Law and Liberty	2	5,7
	4.2	Rights and Duties	2	6,7
	4.3	Equality	2	5, 7
	4.4	Justice	2	6, 7, 8
	4.5	Documentation and Presentation of any socio-political movement based on the ideas discussed above	10	10

Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>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.</p> <p>Course Delivery Method</p>
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	<p>CD1- ICT enabled Lectures. CD2- Assignments and Seminars CD3- Documentary Reviews CD4- Peer group discussions</p> <p>Module 1- Understanding Politics Unit 1.1 to 1.4- Inculcate an understanding of the nature and scope of political sciences as a discipline through interactive lectures and discussions. This module focuses on “why” study of everyday political processes is important.</p> <p>Module 2- Approaches to the Study of Political Science Unit 2.1 to 2.4- This module deals with the approaches to the study of political science. This module explains “how” political science is studied systematically and scientifically. Method of teaching is through lectures based on selected core texts.</p> <p>Module 3- State, Sovereignty and Citizenship Unit 3.1 to 3.4- This module deals with the fundamental aspects of political science. Along with a comprehensive discussion on referral texts, this module will be dealt with review various case studies, and conducting debates on the challenges and issues related to the topics in each unit.</p> <p>Module 4- Basic Concepts Unit 4.1. to 4.4- This module is designed to introduce the basic concepts in political science to enable students to understand contemporary issues and develop perspectives based on the political concepts discussed here.</p>																				
<p>Assessment Types</p>	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA0: 30 marks</p> <p>(Practicum components will be evaluated under CCA) Fieldwork-10 Marks Case Study- 10 Marks Documentation and Presentation-10 Marks</p>																				
	<p>A. Semester End examination</p> <table border="1" data-bbox="320 1469 1329 1720"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>20</td> <td>1x20=20</td> </tr> <tr> <td>Short Answer</td> <td>50 Word</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" style="text-align: right;">Total</td> <td>70</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50 Word	10 out of 15	2x10=20	Essay	500 Words	2 out of 4	15x2=30	Total			70
Descriptive Type	Word Limit	Number of questions to be answered	Marks																		
MCQ	NA	20	1x20=20																		
Short Answer	50 Word	10 out of 15	2x10=20																		
Essay	500 Words	2 out of 4	15x2=30																		
Total			70																		

References

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2. Almond G.A.(1989): A Discipline Divided: Schools and Sects In Political Science, New Delhi: Sage.
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MAHARAJA'S COLLEGE, ERNAKULAM
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Programme	BA (Hons) Political Science					
Course Name	INTRODUCTION TO INDIAN CONSTITUTION					
Type of Course	MDC					
Course Code	MCE1MDCPOL100					
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 aim of the course is to enable learners to analyse and distinguish the role, powers and functions of various organs of the government.					
Semester	1	Credits			3	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		2	0	1	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
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	CO No.
1	Making of the Constitution			
	1.1	Historical Background: Government of India Act 1919, 1935, Indian Independence Act 1947	4	1
	1.2	Working of the Constituent Assembly	4	1
	1.3	Salient Features of Indian Constitution	4	1
	1.4	A biographical Sketch of Women members participated in Constituent Assembly	5	6
2	Philosophy of the Constitution			
	2.1	Preamble	3	1, 6
	2.2	Fundamental Rights	3	1, 6
	2.3	Directive Principles of State Policy	3	1, 6
	2.4	Fundamental Duties	2	1, 6
3	Democracy and the Role of Parliament			
	3.1	Parliament: Lok Sabha, Rajya Sabha	5	6

		and the President		
	3.2	Executive-Legislature Relations	5	6
	3.3	The Role of Prime Minister and Council of Ministers	4	6
	3.4	Visit to nearest Court to understand the live proceedings	5	10
4	Judicial System in India			
	4.1	Independent and Impartial Judiciary	3	7
	4.2	The Supreme Court and the Basic structure Doctrine	4	7
	4.3	High Courts and Subordinate Courts	3	8
	4.4	Judicial Review and Judicial Activism	3	8

Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Module:4 Class-room lecture by providing adequate space to the students to critically understand the role and significance of the Indian judicial system.</p>
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	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): 25 marks (Practicum components will be evaluated under CCA) Case study evaluation Documentation report B. End Semester Evaluation																				
	B. Semester End examination																				
	<table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>15</td> <td>1x15=15</td> </tr> <tr> <td>Short Answer</td> <td>100 Word</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" style="text-align: right;">Total</td> <td>50</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	15	1x15=15	Short Answer	100 Word	5 out of 8	3x5=15	Essay	350 Words	2 out of 4	10x2=20	Total			50
Descriptive Type	Word Limit	Number of questions to be answered	Marks																		
MCQ	NA	15	1x15=15																		
Short Answer	100 Word	5 out of 8	3x5=15																		
Essay	350 Words	2 out of 4	10x2=20																		
Total			50																		

References

1. Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. New Delhi: Oxford University Publications.
2. Bakshi, P. M. (2005). *The Constitution of India*. New Delhi: Universal Publications.
3. Austin, G. (2004). *Working of a Democratic Constitution of India: A History of the Indian Experience*. New Delhi: Oxford.
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6. Choudhry, Sujit et al. (eds) (2016). *The Oxford Handbook of the Indian Constitution*. UK: Oxford University Press.
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12. Sikri, S.L. (2002). *Indian Government and Politics*. New Delhi: Kalyani Publishers.
13. Tyagi, B.S. (2002). *Judicial Activism in India*. New Delhi: Srishti Publishers and Distributor.

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
MCE1DSC POL100	Introduction to Political Theory	DSC-A	4	5	3	0	2	0
MCE1MDC POL100	Human Rights	MDC	3	4	2	0	2	0

		MAHARAJA'S COLLEGE, ERNAKULAM (Govt. Autonomous)					
Programme	BA (Hons) Political Science						
Course Name	INTRODUCTION TO POLITICAL THEORY						
Type of Course	DSC-A						
Course Code	MCE2DSCPOL100						
Course Level	100-199						
Course Summary	The course intends to familiarise the basic theories and major concepts that are essential to analyse the functions of government. It also aims to impart basic orientation about the working of a political system.						
Semester	2	Credits			4	Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others		
Pre-requisites, if any							
		3	0	1	0	75	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	familiarizing students with the major theories of Political Science and introducing them to the major modern concepts of the field.	K, U	1, 4
2	imparting students with a basic orientation about how political systems function	A	1,8
3	acquire knowledge and understanding, students will be able to critically analyse real-world political issues.	An	1, 6,7
4	equipped to participate in informed discussions and debates about political matters	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)

Mod ule	Units	Course description	Hrs	PO No.
1	Government			
	1.1	Unitary and Federal	3	1, 2
	1.2	Parliamentary and Presidential	3	1, 2
	1.3	Legislature	2	1, 2
	1.4	Executive	2	1, 2
	1.5	Judiciary	2	1, 2
2	Institutions			
	2.1	Political Parties	2	1, 2, 6, 5
	2.2	Interest Groups	2	1, 2, 6
	2.3	Pressure Groups	2	1, 2, 6
	2.4	Bureaucracy	2	1, 3
		Evaluate how these institutions functioned in the previous election and prepare and submit a report based on findings.	15	1, 3, 10
3	Political System			
	3.1	Political System	2	1, 4
	3.2	Input – Output Analysis	4	1, 2, 4

	3.3	Structural Functional Analysis	4	1, 2, 3
	3.4	Communication Theory	3	1, 3
	3.5	Decision Making Theory	3	1, 3
4	Modern Concepts			
	4.1	Power- Influence	3	1, 6, 8
	4.2	Legitimacy – Authority	3	1, 6, 8
	4.3	Political Culture- Political Socialisation	4	1, 6, 7, 8
	4.4	Political Modernisation – Political Development	4	1, 6, 7, 8
5		Examine how political decisions and policies are made in a political system and evaluate the role of public opinion in this process.	10	1, 6, 7, 8, 10

Teaching and Learning Approach	<p>Classroom Procedure</p> <ul style="list-style-type: none"> • Lecture • Focused Reading and Reflection • Write up and Make Seminar Presentation <p>Module I Through lectures and discussions students get awareness regarding government and its major organs, constituting one of the central concerns of political theory.</p> <p>Module II Through focussed reading and reflection students get an understanding about political parties, interest groups, pressure groups and bureaucracy in contemporary era.</p> <p>Module III Through lectures and discussions students get an understanding regarding various concepts in political system.</p> <p>Module IV Through write ups and notes students are familiarised about modern concepts in political theory.</p>
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA): 30 Marks(Practicum components will be evaluated under CCA)</p> <p>Biographical Sketch -5 Marks</p> <p>Mock parliament/Visit to Legislature/ Visit to nearest court to understand the live proceedings -15 Marks</p> <p>Random survey-10 Marks</p>
	<p>C. Semester End examination</p>

	Descriptiv eType	Word Limit	Number of questions to beanswered	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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MAHARAJA'S COLLEGE, ERNAKULAM
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Programme	BA (Hons) Political Science					
Course Name	HUMAN RIGHTS					
Type of Course	MDC					
Course Code	MCE2MDCPOL100					
Course Level	100-199					
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	2	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
Pre-requisites, if any		2	0	1	0	60

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	define and differentiate 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	1,6,7,8
2	to understand different international conventions and organizational mechanisms and their structure, functions, and objectives.	K, U, An	1,6,7
3	Students will be able to understand and critically evaluate the specific challenges faced by vulnerable groups across the world.	U, E	1,6,7
4	critically analyze the fundamental rights provisions enshrined in the Indian constitution and evaluate the role of the judiciary in upholding human rights.	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	CO No.
1	Introduction to Human Rights			
	1.1	Meaning, Definition and Evolution of Human Rights	4	1,6
	1.2	Natural Law and Cultural Relativism	3	1, 2
	1.3	Approaches to Human Rights: Liberal, Marxian, Feminist	3	1, 7
	1.4	Conduct a study on Human Rights and Organised Violence in India (Communal Riots, Ethnic Conflicts, Violence against Dalits, Women and Minorities)	5	10
2	International Human Rights Institutions and Mechanisms			
	2.1	Universal Declaration of Human Rights (UDHR)	5	6,7
	2.2	International Covenant on Civil and Political Rights (ICCPR)	5	1, 6
	2.3	International Covenant on Economic, Social, and Cultural Rights (ICESCR)	4	6
	2.4	United Nations Human Rights Council	4	6
	2.5	Conduct a study or classroom debate on any international human rights issue.	5	10
3	Contemporary Human Rights Issues			
	3.1	Refugee Rights, War Crimes	3	6, 7
	3.2	Development and Human Rights	3	6, 7
	3.3	Climate Change and Human Rights	3	1, 6, 7
	3.4	Digital Surveillance and Right to Privacy	2	1, 6, 7
4	Human Rights in India			
	4.1	Fundamental Rights and Directive Principles	4	1, 6
	4.2	The Judiciary and Human Rights Enforcement (Judicial Review and Judicial Activism)	4	1, 6

	4.3	NHRC, SHRC, Human Rights Courts	3	6
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Module 5	Teacher Specific Content	Hrs	
	(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): 25 marks (Practicum components will be evaluated under CCA) Case study evaluation Documentation report B. End Semester Evaluation		
	Semester End examination		
	Descriptive Type	Word Limit	Number of questions to be answered
	MCQ	NA	15
	Short Answer	100 Word	5 out of 8
	Essay	350 Words	2 out of 4
	Total		50


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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
MCE3DSCP OL200	Structure of Indian Political System	DSC-A	4	5	3	0	2	0
MCE3DSCP OL201	Issues in Indian Politics	DSC-A	4	5	3	0	2	0
MCE3DSEP OL200	Political Sociology	DSE Any one	4	4	4	0	0	0
MCE3DSEP OL201	State, Nation and Nationalism		4	4	4	0	0	0
DSC-Minor (B)								
MCE3DSCP OL202	Human Rights in India	DSC-B Any One	4	5	3	0	2	0
MCE3DSCP OL203	Introduction to Contemporary World Politics		4	5	3	0	2	0
MCE3MDCP OL200	Political Ideologies and Shaping of the Modern World	MDC Any One	3	3	3	0	0	0
MCE3MDCP OL201	State, Society and Political Process in Keralam		3	3	3	0	0	0
MCE3VACP OL200	Secularism and Cultural Diversity	VAC	3	3	3	0	0	0

	MAHARAJA'S COLLEGE, ERNAKULAM (Govt. Autonomous)
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Programme	BA (Hons) Political Science
Course Name	THE STRUCTURE OF INDIAN POLITICAL SYSTEM
Type of Course	DSC-A
Course Code	MCE3DSCPOL200
Course Level	200-299
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	3	Credits			4	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	1	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Explore and evaluate the historical evolution of the Indian constitution.	U	1
2	Understand and assess the Preamble of the constitution, demonstrating its role in shaping responsible citizenship.	K,U	6,7,8
3	Apply critical thinking to grasp the unique features of the Indian Constitution, promoting rationality and global citizenship.	A	1,8
4	Differentiate parliamentary roles, comprehend constitutional amendments, and analyze executive control over legislation.	An	1,6,7
5	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	CO No.
1	Making of the Constitution			
	1.1	Constitution: Role, Significance and Types	2	1,2
	1.2	Historical Background: Government of India Act 1919, 1935, Indian Independence Act 1947	2	1
	1.3	Working of the Constituent Assembly: Composition,	3	1

		Committees and Role		
	1.4	Salient Features of the Indian Constitution	5	1,2
2	Philosophical and Ideological Base of the Constitution			
	2.1	The Preamble of the Constitution	3	1,6
	2.2	Fundamental Rights and Fundamental Duties	4	1,6
	2.3	Directive Principles of State Policy	3	1,6
	2.4	Prepare a study report on the challenges to the Fundamental rights in India. Use Case-study approach.	10	1,6,7
3	Democracy and the Role of Legislature			
	3.1	Parliament: Lok Sabha, Rajya Sabha and the Role of the Speaker-the President.	5	6
	3.2	Parliamentary Procedures: Law making Procedure- Ordinary Bill, Money Bill, Power of the Speaker, Committee system- Constitution Amendment Bill- the Role of the Opposition.	5	1,6
	3.3	Executive-Legislative Relations: The Role of Prime Minister and the Council of Ministers –Emergency Provisions	5	6
	3.4	Legislature at the State: State Legislature- Role of the Governor –the Chief Minister.	5	6
	3.5	Visit Your Nearest Local-Self Governing Institution and Make a Report on Its Functioning.	10	10
4	Judicial System in India			
	4.1	Independence of Judiciary, Supreme Court– Powers and Functions.	4	7
	4.2	High Courts and subordinate courts-Powers and Functions	3	7
	4.3	Judicial Review, Judicial Activism, PIL	3	8
	4.4	Need for Judicial Reforms	3	6, 8

Module 5	Teacher Specific Content	Hrs	
	(InternalEvaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure(Mode of transaction)</p> <p>Module: 1 Lecture and discussion on the significance and types of constitution, the historical background of the making of the Indian Constitution, the working of the Constituent Assembly and a comprehensive discussion on the salient features of the Constitution.</p> <p>Module 2 Comprehensive discussion on the Preamble of the Constitution. Classroom lecture by providing adequate space to students to think and analyse of our Fundamental Rights, Fundamental Duties and DPSP in a critical and rational manner. Group discussion by students to develop their perspectives on various aspects of rights and duties.</p> <p>Module 3 Classroom lecture on the structure, power and functions of Parliament and State Legislature. Discussion on the role of Executive both at the union and state level. Seminars on various Parliamentary procedures to be followed.</p> <p>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.</p>																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA)</p> <p>Preparing a study report using Case-study approach-15 Marks Visit to a LSGI and report making--15 Marks</p>																				
	<p style="text-align: center;">D. Semester End examination</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Descriptive Type</th> <th style="text-align: center;">Word Limit</th> <th style="text-align: center;">Number of questions to be answered</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">MCQ</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">20</td> <td style="text-align: center;">1x20=20</td> </tr> <tr> <td style="text-align: center;">Short Answer</td> <td style="text-align: center;">50 Word</td> <td style="text-align: center;">10 out of 15</td> <td style="text-align: center;">2x10=20</td> </tr> <tr> <td style="text-align: center;">Essay</td> <td style="text-align: center;">500 Words</td> <td style="text-align: center;">2 out of 4</td> <td style="text-align: center;">15x2=30</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td style="text-align: center;">70</td> </tr> </tbody> </table>	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
Descriptive Type	Word Limit	Number of questions to be answered	Marks																		
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Total			70																		

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Programme	BA (Hons) Political Science					
Course Name	ISSUES IN INDIAN POLITICS					
Type of Course	DSC-A					
Course Code	MCE3DSCPOL201					
Course Level	200-299					
Course Summary	<p>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. 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.</p>					
Semester	3	Credits			4	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	1	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Comprehend the formation of Indian states since independence, analyze demands for state reorganisation and autonomy, explore the nuances of	U, An	1,4,2

	regionalism and linguism, and understand the complexities of Centre-State relations.		
2	Develop analytical skills through an examination of the Election Commission of India, factors influencing electoral politics, voting behaviour, and understand socio-political changes.	An	1,4,5,6
3	Analyze major issues such as casteism, communalism, terrorism, ethnic violence, and gender politics.	An	1,4,5,6,10
4	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.	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	CO No.
1	Regionalism and Secessionism			
	1.1	Formation of Indian States since Independence	4	1,2
	1.2	Demand for State Reorganisation and the Question of Autonomy	4	2
	1.3	Regionalism and Linguism	4	2
	1.4	Centre-State Relations	4	3
	1.5	Conduct a survey on linguistic minorities	10	10
2	Democratic Processes and Electoral Politics			
	2.1	Factors influencing Electoral Politics	4	4
	2.2	Voting Behaviour	3	5
	2.3	National Parties (INC, BJP), Regional Parties	3	5
	2.4	Coalition Politics	5	5

	2.5	Conduct a survey on determinants of voting behaviour	2	1
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	3	6
	4.2	Peasant and Labour Movements	3	6
	4.3	Women and LGBTQI Movements	2	6
	4.4	Environmental Movements	2	6

Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>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.</p> <p>Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.</p> <p>Conduct class discussions to explore different viewpoints and encourage critical thinking.</p> <p>Guest Lectures -Invite guest speakers with expertise in the field, such as researchers, policymakers, or practitioners, to share real-world insights and experiences.</p>
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Assessment Types	MODE OF ASSESSMENT			
	A. Continuous Comprehensive Assessment (CCA)			
	Case study-10 Marks			
	Two survey -20 Marks			
	A. Semester End examination			
	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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MAHARAJA'S COLLEGE, ERNAKULAM (Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	POLITICAL SOCIOLOGY					
Type of Course	DSE					
Course Code	MCE3DSEPOL200					
Course Level	200-299					
Course Summary	Political sociology delves into the intricate relationship between social structures and political processes. This course offers a critical examination of how power is distributed, contested, and exercised within societies. It will explore how social inequalities, cultural values, and political institutions shape and are shaped by one another.					
Semester	3	Credits			4	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	understand the emergence and development of Political Sociology as a multidisciplinary subject.	U	1, 3
2	define and explain key concepts in political sociology, such as power, authority, legitimacy, and social movements.	K, U	1, 3, 6
3	examine political system and its functions and various political systems (democracy, authoritarianism) and institutions.	A, E	1, 3, 6, 8
4	understand and evaluate the social systems and political processes in a critical manner.	U, E	3, 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	CO No.
1	Introduction to Political Sociology			
	1.1	Emergence of Political Sociology	4	6
	1.2	Definition, Nature, and Scope of Political Sociology	4	1, 6
	1.3	Society, Power, and Resistance	4	1, 6
2	Theoretical Perspectives			
	2.1	Karl Marx: Class	4	1, 2, 6
	2.2	Max Weber: Authority	4	1, 2, 6
	2.3	Pareto: Circulation of Elites	4	1, 2, 6
	2.4	C Wright Mills: Power Elites	4	1, 2, 6
3	Political System			
	3.1	Political System: Definition	4	6
	3.2	Input-Output, Structural Functional Approach	4	1, 6
	3.3	Democracy	4	6
	3.4	Totalitarianism	4	6
4	Society and Political Process			
	4.1	Political Culture	4	1, 6
	4.2	Political Socialisation	4	1, 6
	4.3	Political Modernisation	4	1, 6
	4.4	Political Development	4	1, 6


Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lectures: Begin with introductory lectures to provide a theoretical foundation and framework for understanding the political sociology.</p> <p>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.</p> <p>Guest Lectures -Invite guest speakers with expertise in the field, such as researchers, policymakers, or practitioners, to share real-world insights and</p>
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	experiences.																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA): 30 Marks Oral presentations: 5 Marks In-class discussions: 5 Marks Reflection writing assignments: 5 Marks Written test; 10 Marks Literature survey: 5 Marks</p>																				
	<p>E. Semester End examination</p> <table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>20</td> <td>1x20=20</td> </tr> <tr> <td>Short Answer</td> <td>50 Word</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" style="text-align: right;">Total</td> <td>70</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50 Word	10 out of 15	2x10=20	Essay	500 Words	2 out of 4	15x2=30	Total			70
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	MAHARAJA'S COLLEGE, ERNAKULAM (Govt. Autonomous)
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Programme	BA (Hons) Political Science					
Course Name	STATE, NATION AND NATIONALISM					
Type of Course	DSE					
Course Code	MCE3DSEPOL201					
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	
Pre-requisites, if any		4	0	0	0	60

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	Perspectives on Nationalism			
	1.1	State, Nation and Nationalism	2	1, 6
	1.2	Historical Evolution of Nationalism	3	6
	1.3	State: Liberal and Marxian Perspectives	4	1, 6, 7
	1.4	Defining Nationalism: Ernest Gellner, Anthony D. Smith, and Benedict Anderson	5	
2	Foundations of Nationalism			
	2.1	Ethnicity, Race and Nationalism	4	1, 6
	2.2	Sub-nationalism: Language, Religion and Culture	5	1, 3, 6
	2.3	Subaltern Nationalism: Question of Marginality and Inclusion	3	6
	2.4	National Chauvinism and Fascism	3	1, 6, 7
3	Different Dimensions of Nationalism			
	3.1	Internationalism, Transnationalism and Cosmopolitanism	4	3, 6
	3.2	Nationalism and Multiculturalism	5	6
	3.3	Hybrid Identity and Global Citizenship	4	6
	3.4	Migrants, Immigrants and Citizens: New Challenges to National Identity	5	6, 7
4	Globalisation and Nationalism			
	4.1	Globalisation and Transformation of National Identities	4	1, 3
	4.2	Regionalism, Free-trade Agreements and Supranationalism	5	1, 3, 6

	4.3	New Protectionism, New Right Movements and Neo- conservatism	4	6, 7
5		Teacher Specific Content (for internal evaluation only)		

Teaching and Learning Approach	<p>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, its 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</p>			
Assessment Types	<p>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-20 Marks Summative Assessment (SA): Written test/MCQs/Problem based assignments/field reports/Seminars/Literature review/survey/Case study- 10 Marks</p>			
	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

Reference

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MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	HUMAN RIGHTS IN INDIA					
Type of Course	DSC-B					
Course Code	MCE3DSCPOL202					
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	Practical/ Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Students will be able to define and differentiate 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	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.	K, 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	CO No.
1	An Introduction to Human Rights			
	1.1	Meaning, Definition and Evolution of Human Rights	3	1,6
	1.2	Approaches to Human Rights: Liberal, Marxian, Feminist	3	1,2
	1.3	U N and Human Rights- UDHR, ICCPR, ICESCR	8	7
	1.4	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	Constitution of India and Human Rights Provisions: The Preamble, Fundamental Rights and Directive Principles	4	1,5
	2.2	Human Rights Violations and State Machinery Police and Security Forces	3	6
	2.3	The Judiciary and Human Rights Enforcement (Judicial review and judicial activism)	3	1
	2.4	NHRC, SHRC, Human Rights Courts	4	6,7
	2.5	Conduct a classroom debate on any human rights issue.	5	10
3	Human Rights and Vulnerable Groups			
	3.1	Women, Children and Transgenders	3	1
	3.2	Minorities, Dalits and Tribes	4	5

	3.3	Migrants, Aged People and Differently Abled Persons	4	1
	3.4	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	2	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	3	8
	4.4	Human Rights and Civil Society	3	8
	4.5	Debates or discussions on controversial human rights issues in India.	5	10

Module 5	Teacher Specific Content	Hrs	
	(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 (Practicum components will be evaluated under CCA) Case Study-5 Debate/Discussion-5 Field Visit-10 Mock Trial-10																							
	<ul style="list-style-type: none"> Semester End examination <table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>20</td> <td>1x20=20</td> </tr> <tr> <td>Short Answer</td> <td>50 Word</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" style="text-align: right;">Total</td> <td>70</td> </tr> </tbody> </table>				Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50 Word	10 out of 15	2x10=20	Essay	500 Words	2 out of 4	15x2=30	Total			70
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References

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20. Praveen Vadkar, *Concepts, Theories and Practice of Human Rights*, Rajat Publications, New Delhi, 2000
21. R.C. Paul, *Situation of Human Rights in India*, Commonwealth Publishers, 2000
22. Richard Falk, *Human Rights and the State Sovereignty*, Halmes and Meiser Publishers, New York, 1981
23. S.E. Peter, *Human Rights: Perspective and Challenges*, Lancers Books, New Delhi, 1994
24. Satvinder Juss, *Human Rights in India*, Rutledge, New York, 2020
25. Simon Caney and Peter Jones (eds.), *Human Rights and Global Diversity*, Routledge, London, 2001
26. Smita Narula, *Broken People: Caste Violence Against India's "untouchables"*, Human Rights Watch, 1999
27. Sônia Regina da Cal Seixas, João Luiz de Moraes Hoefel (eds), *Environmental Sustainability: Sustainable Development Goals and Human Rights*, CRC Press, Boca Raton, 2021
29. Subrata Sankar Bagchi, Arnab Das, *Human Rights and the Third World: Issues and Discourses*, Lexington Books, Plymouth, UK, 2013
30. Sumudu Atapattu and Andrea Schapper, *Human Rights and the Environment: Key Issues*, Routledge, New York, 2019
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MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	INTRODUCTION TO CONTEMPORARY WORLD POLITICS					
Type of Course	DSC-B					
Course Code	MCE3DSCPOL203					
Course Level	200-299					
Course Summary	This course introduces the major themes, actors, and challenges shaping the contemporary international political landscape. Through lectures, discussions, and critical analysis of current events, students will gain a deeper understanding of the forces that influence global politics in the 21st century.					
Semester	3	Credits			4	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	1	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	analyse the historical context of contemporary world politics, including the rise and fall of the Cold War.	U, An	6
2	identify and evaluate the role of key actors in international relations, such as nation-states, international organizations, and non-state actors.	U, E	1, 6

3	critically examine major global challenges, including security threats, environmental issues, and the impact of globalization.	U, E	1, 6
4	develop critical thinking and research skills to analyse complex international issues.	An, E, A	1, 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	CO No.
1	Foundations of Global Politics			
	1.1	Power and Order in the International System	5	1, 6
	1.2	The Rise and Fall of the Cold War: Bipolarity	4	1, 6
	1.3	Emergence of New World Order: Unipolarity, Multipolarity, Hegemony	5	1, 6
2	Actors in Global Politics			
	2.1	Nation-States: Sovereignty, National Interest, Foreign Policy	5	6
	2.2	International Organizations: UNO	4	6
	2.3	Non-State Actors: Multinational Corporations	4	6
	2.4	The Rise of Regional Powers: EU and BRICS	4	6
	2.5	Conduct a study and submit report on the changing world order and the role of international organisations	10	10
3	Global Security Challenges			
	3.1	Traditional Security Threats: Nuclear Proliferation	4	1, 6
	3.2	Non-Traditional Security Threats: Cybersecurity, Terrorism	5	1, 6

	3.3	Environmental Issues: Climate Change	3	1, 6
4	Contemporary Global Issues			
	4.1	Poverty, Development and Hunger	4	1, 6
	4.2	Migration and Refugees	4	1, 6
	4.3	The Changing Character of war	4	1, 6
	4.4	Conduct a study and submit report and recommendations on emerging challenges to world peace and security	10	10
Module 5	Teacher Specific Content		Hrs	
	(Internal Evaluation Only)			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction) Lectures: Provide foundational knowledge and introduce key concepts. Discussions: Encourage critical thinking and engagement with course material. Case Studies: Analyze real-world examples of political events. Guest Speakers: Provide insights from practitioners in the field of international relations.</p>																							
Assessment Types	<p>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 (15Marks) Summative Assessment (SA): Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study (10 Marks)</p>																							
	<p>F. Semester End examination</p> <table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>15</td> <td>1x15=15</td> </tr> <tr> <td>Short Answer</td> <td>100 Word</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" style="text-align: right;">Total</td> <td>50</td> </tr> </tbody> </table>				Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	15	1x15=15	Short Answer	100 Word	5 out of 8	3x5=15	Essay	350 Words	2 out of 4	10x2=20	Total			50
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MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	POLITICAL IDEOLOGIES AND SHAPING OF THE MODERN WORLD					
Type of Course	MDC					
Course Code	MCE3MDCPOL200					
Course Level	200-299					
Course Summary	This course examines the major political ideologies that have shaped the modern world. We will explore the historical context of their emergence, delve into their core principles, and analyse their ongoing relevance and critiques. Through critical thinking and analysis, you will gain a deeper understanding of the political landscape and your own place within it.					
Semester	3	Credits			3	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	0	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	analyse the historical context and key thinkers underlying the emergence of modern political ideologies. Student will be able to explain the factors that led to the development of liberalism, communism, fascism, and Nazism.	U, An, E	1, 6
2	critically evaluate the core principles of liberalism. Student will be able to explain concepts like individual	U, An, E	1, 2, 6

	liberty, social contract, limited government, and economic freedom.		
3	comprehend the tenets of communism and left-wing politics. Student will be able to explain concepts like class struggle, collective ownership, and the pursuit of a classless society.	U, An, E	1, 6
4	distinguish between fascism and Nazism while recognizing their core features. Student will be able to define Nazism and Fascism and their emphasis on nationalism, authoritarianism, racial ideology, and anti-Semitism.	U, An, E	1, 6, 8
5	apply knowledge of ideologies to contemporary political issues. Student will be able to use understanding of these ideologies to analyse current political systems, events, debates, and policies.	K, U, An, E	1, 6, 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	CO No.
1	The Emergence of Modern Political Ideologies			
	1.1	Defining Ideology	2	1, 3
	1.2	The Rise of Modern Ideologies: The Enlightenment and the Challenge to Tradition	3	1, 3, 8
	1.3	Emergence of Nation-States	3	1, 6
2	Liberalism and Democracy			
	2.1	Classical Liberalism: Individual Rights, Limited Government, and Free Market	4	1, 2, 6
	2.2	Liberal Democracy	3	1, 6, 8
	2.3	Critiques of Liberalism and the Rise of Welfare States	3	1, 3, 6
3	Communism and Left Politics			
	3.1	Marxism and Critique of Liberalism	4	1, 3, 6

	3.2	The Rise of Communism in Russia and China	4	1, 6, 7
	3.3	Cold War Ideologies: Liberal Capitalism vs. Communism and the Global Struggle for Power	4	1,8, 3,
4	Fascism and Nazism			
	4.1	The Interwar Period: Causes Of Fascism and the Rise of Totalitarian Regimes	4	1, 6, 8
	4.2	Fascism: Ultrationalism, Statism, and The Cult of Personality	4	1, 3, 6
	4.3	Nazi Ideology: Aryan Supremacy, Antisemitism, and the Holocaust	4	1, 3, 6, 8
	4.4	The Re-emergence of Far-Right Politics in Contemporary World	3	1, 6, 8

Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction) Class Discussions: Schedule regular discussions where students analyse primary sources, discuss key concepts, and debate ideological positions. Encourage respectful dialogue and participation from all.</p> <p>Activities: Incorporate activities like simulations, debates, or group presentations to make learning interactive.</p> <p>Assignments: Assign short answer questions or reflection prompts after readings to encourage critical thinking and engagement.</p> <p>Digital Presentations: Allow students to incorporate multimedia elements like images, videos, or podcasts into presentations.</p> <p>Quiz: Use online quizzes to check for understanding, gauge student opinions, and promote active participation.</p>
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA): 25 Marks Formative Assessment (FA): Oral presentations; Viva voce; In-class</p>

	discussions; Tutorial works; Reflection writing assignments; Peer Assessments (15Marks) Summative Assessment (SA): Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study (10 Marks)		
	G. Semester End examination		
	Descriptive Type	Word Limit	Number of questions to be answered
	MCQ	NA	15
	Short Answer	100 Word	5 out of 8
	Essay	350 Words	2 out of 4
	Total		50

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MAHARAJA'S COLLEGE, ERNAKULAM (Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	STATE, SOCIETY AND POLITICAL PROCESS IN KERALAM					
Type of Course	MDC					
Course Code	MCE3MDCPOL201					
Course Level	200-299					
Course Summary	The course attempts to locate Gandhi in a global frame and seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.					
Semester	3	Credits			3	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	analyse the history of Keralam, focusing on caste, slavery, Feudalism, and colonialism.	U	1, 6
2	understand and examine the features of Kerala Renaissance, leaders, and intellectual traditions.	E	1, 6
3	examine and analyse various social and political movements in Keralam.	U, A	1, 6
4	Analyse and evaluate the historical formation and development of modern Keralam	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	CO No.
1	History of Modern Keralam			
	1.1	Caste, Slavery and Feudalism	4	1, 3, 6
	1.2	Colonialism, Missionary Activities	3	1, 6, 7
	1.3	Malabar-Cochin-Travancore	4	1
2	Kerala Renaissance			
	2.1	Ayyankali: Villuvandi Samaram	2	6, 7
	2.2	Narayana Guru: Humanism and Secularism	2	6, 7
	2.3	Chattampi Swamikal: Critique of Brahminism	2	6, 7
	2.4	Poykayil Appachan: Slavery and History	2	6, 7
	2.5	Vakkom Abdul Khader Moulavi: Renaissance	2	6, 7
3	Social Reform Movements			
	3.1	Channar Agitation	2	1, 6, 7
	3.2	Malayali and Ezhava Memorial	2	1, 6, 7
	3.3	Temple Entry Movements – Vaikom and Guruvayoor	2	1, 6, 7
	3.4	Abstention movement	2	1, 6, 7
	3.5	National movement, Peasant movements, Trade Union Movements	3	1, 6, 7
4	Formation and Development of Modern Keralam			
	4.1	Aikya Kerala Movement, Land Reforms, Vimochana Samaram	3	6, 7, 8
	4.2	Coalition Politics - Emerging Trends	3	1, 6, 7, 8
	4.3	Kerala Model of Development- Features and Challenges	4	1, 6, 7
	4.4	Environmental Movements in Kerala – Silent Valley and Plachimada	3	1, 10

Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

Teaching and Learning Approach	<p>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- Classroom Lectures with the help of interactive boards/LCD projectors, etc. CD2- Book, Articles, Documentaries and Film reviews by students as assignments CD3- Seminars on assigned topics CD4- Debates and Peer group discussions</p>		
Assessment Types	<p>MODE OF ASSESSMENT Continuous Comprehensive Assessment (CCA): 25 Marks Formative Assessment (FA): Oral presentations/In-class discussions/ Writing assignments/Peer Assessments (25 Marks)</p>		
	A. End Semester Evaluation		
	Descriptive Type	Word Limit	Number of questions to be answered
	MCQ	NA	15
	Short Answer	100 Word	5 out of 8
	Essay	350 Words	2 out of 4
	Total		50

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MAHARAJA'S COLLEGE, ERNAKULAM

(Govt. Autonomous)

Course Name	SECULARISM AND CULTURAL DIVERSITY					
Type of Course	VAC					
Course Code	MCE3VACPOL200					
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 OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students will have a comprehensive understanding of secularism, its historical development, and the process of secularization, fostering critical awareness and analytical skills	U	1,4
CO2	Students will learn various dimensions of culture, and critically analyze the dynamics of celebrating diversity versus imposing homogeneity, fostering cultural sensitivity and awareness	K, U, An	1,4,6
CO3	Students will be able to understand the interconnections between secularism, federalism, and cultural diversities in India and will be able to evaluate the constitutional aspects, and analyze the role of media and political parties in promoting secularism and preserving cultural diversities	U, An, E	4,6,7,8,9

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, European Concept	4	1, 4
	1.2	Theories of Secularisation: Weber, Durkheim, Marx	5	1, 3, 6
2	Diversity and Secularism in India			
	2.1	Role of Reform Movements in the Emergence of Secularism in India	4	1, 4, 6
	2.2	Secularism and Modernisation: Gandhi and Nehru	4	1, 6
	2.3	Communalism and Electoral Politics in India	4	1, 4,6
	2.4	Secularism and Pluralism in Language and Culture	5	1, 6
3	Secularism and Political System in India			
	3.1	Federalism and Secularism in India	3	7, 8
	3.2	Secularism in the Indian Context: Constitutional Provisions and Practices	6	1, 6
	3.3	Secularism and Judiciary in India	3	1, 6
4	Challenges to Secularism			
	4.1	Religious Fundamentalism and Revivalism	3	6,7
	4.2	Globalization and Cultural Homogenization	2	1, 6, 7
	4.3	Challenges in Secular Education	2	1, 6, 7

Content for Classroom transaction (Units)

<p>Teaching and Learning Approach</p>	<p>Classroom Procedure (Mode of transaction)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>																				
<p>Assessment Types</p>	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA): 25 Marks</p> <p>Formative Assessment (FA): Oral presentations/In-class discussions/ writing assignments/Peer Assessments (20 Marks)</p> <p>Summative Assessment (SA): Awareness Campaign (5 Marks)</p>																				
	<p>B. End Semester Evaluation</p> <table border="1" data-bbox="496 1317 1485 1559"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>15</td> <td>1x15=15</td> </tr> <tr> <td>Short Answer</td> <td>100 Word</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" style="text-align: right;">Total</td> <td>50</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	15	1x15=15	Short Answer	100 Word	5 out of 8	3x5=15	Essay	350 Words	2 out of 4	10x2=20	Total			50
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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
MCE4DSC POL200	Western Political Thought	DSC-A	4	5	3	0	2	0
MCE4DSC POL201	Introduction to Comparative Politics	DSC-A	4	5	3	0	2	0
MCE4DSE POL200	Public Administration	DSE Any one	4	4	4	0	0	0
MCE4DSE POL201	Gender Politics		4	4	4	0	0	0
MCE4DSC POL202	Constitutional and Statutory Bodies in India	DSC-C	4	5	3	0	2	0
MCE4VAC POL200	Gandhi and the Contemporary World	VAC	3	3	3	0	0	0
MCE4SEC POL200	Disaster Management	SEC	3	3	3	0	0	0

	MAHARAJA'S COLLEGE, ERNAKULAM (Govt. Autonomous)					
Programme	BA (Hons) Political Science					
Course Name	WESTERN POLITICAL THOUGHT					
Type of Course	DSC - A					
Course Code	MCE4DSCPOL200					
Course Level	200-299					
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	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	75

Pre-requisites, if any	Nil
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COURSE OUTCOMES (CO)

CONo.	Expected Course Outcome	Learning Domains*	PO No
1	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	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	gain a nuanced understanding of diverse philosophical traditions.	(U),An	1, 6, 7
4	develop the ability to critically examine Marxian political thought, and understand Gramsci's concepts of civil society and hegemony.	U,An	1, 6, 7, 10
5	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 Class room transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	Understanding Western Political Thought			
	1.1	Introduction to Western Political Thought	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 any of the contemporary notions on citizenship.	5	10
2	Medieval Political Thinkers			
	2.1	St. Thomas Aquinas: The State and Government, The Classification of Laws	3	
	2.2	Dante: Theory of Universal Monarchy	3	2

	2.3	Machiavelli: Human Nature, Views on Ethics and Politics, Concept of Power	3	2
	2.4	Prepare a YouTube Video based on the contribution of any of the Medieval Political thinkers.	3	10
3	Social Contractualists			
	3.1	Hobbes: Human Nature, Social Contract, Attributes of Sovereignty	4	5
	3.2	Locke: Human Nature, Limited Government, Natural Rights	4	
	3.3	Rousseau: Human Nature, General Will, Popular Sovereignty	4	
	3.4	Prepare an assignment comparing and contrasting between any of the two Social Contractualists.	10	10
4	Utilitarian and Marxist Thinkers			
	4.1	Jeremy Bentham: Pleasure – Pain Theory, Felicific Calculus John Stuart Mill: Modifications on Bentham's philosophy, Concept of Liberty	4	
	4.2	Karl Marx: Basic Principles of Marxism.	4	
	4.3	Lenin: Imperialism, Democratic Centralism	2	5
	4.4	Antonio Gramsci-Cultural Hegemony Althusser- Over Determination	4	5
	4.5	Review an article or a book of one of your favourite Political Thinkers	10	10
5	5.1	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 familiarized regarding certain Medieval political thinkers and their insights.
	Module III Through Write ups and Seminar Presentations, students will be provided understanding of the Social Contract Theorists.
	Module IV Through lectures and discussions, students will be familiarized about the Utilitarian philosophy and Marxian Thought.

Assessment Types	MODE OF ASSESSMENT			
	A. Continuous Comprehensive Assessment (CCA):30 Marks			
	(Practicum components will be evaluated under CCA) Case Study-5 Marks Content creation for a You Tube Channel-5 Marks Assignment Writing- 5 Marks Internal test (MCQ)-10 Marks Article/Book Review-5 Marks			
	B. End Semester Evaluation			
	Descriptive Type	Word Limit	Number of questions to be answered	Marks
	MCQ	NA	20	1x20=20
	Short Answer	50Word	10 out of 15	2x10=20
	Essay	500Words	2 out of 4	15x2=30
	Total			70

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**MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)**

Programme	BA (Hons) Political Science					
	INTRODUCTION TO COMPARATIVE POLITICS					
Type of Course	DSC-A					
Course Code	MCE4DSCPOL201					
Course Level	200-299					
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. This will help the students to understand and analyse various political systems and working of structures with in that.					
Semester	4	Credits			4	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the theoretical evolution and approaches to the study of Comparative Politics.	K,U	1,3
2	The historical backgrounds of the individual constitutions are emphasized to gain an understanding of its evolution.	An, E	1,2,3
3	It helps to understand explanations regarding political development in the third world countries.	U, A	2,3,7
4	Enable to comprehend specifically some of the major paradigms of development, underdevelopment and change in the study of Comparative Politics.	A, An, E	2,3,7
*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	CO No.
1	An Overview of Comparative Politics			
	1.1	Meaning, Nature, and Scope of Comparative Politics	3	3
	1.2	Evolution of Comparative Politics	3	2,3
	1.3	Traditional Approaches	4	1,2
	1.4	Modern Approaches: System, Behavioural, Post-Behavioural, Decision Making, Communication and Marxist	7	1,2,3
2	Constitutionalism and Constitutional Development			
	2.1	Constitutional development in United States of America	4	1,2,3,7
	2.2	Constitutional development in United Kingdom	4	1,2,3,7
	2.3	Constitutional development in China	4	1,2,3,7
	2.4	Constitutional development in France	4	1,2,3,7
3	Classification of Governments			
	3.1	Presidential and Parliamentary	4	1,2,3
	3.2	Unitary and Federal	4	1,2,3
	3.3	Collegiate System	2	1,2,3
	3.4	Totalitarian, Liberal and Democratic Governments	3	1,2,3
	3.5	Prepare a research paper based on comparative analysis of different forms of governments in the world, focusing on merits and demerits of different systems.	10	1,2,3,8
4	Politics in Developing Countries			
	4.1	Significance and Features of Developing Nations	3	1,2,3,7
	4.2	Globalisation and its impact on Developing Nations	3	1,2,3,7
	4.3	The changing role of the state	3	1,2,3,7
	4.4	Prepare and present a research paper by analysing		

		the Indian situation after the implementation of liberalisation policies and its impact on India's development	10	1,2,3,7,10
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Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lectures: The instructor could start each section with a lecture providing an overview of the topic, including key concepts, historical background, and theoretical frameworks.</p> <p>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.</p> <p>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.</p> <p>Group Activities: Incorporating group activities, such as case studies or role playing exercises, can encourage collaboration and critical thinking skills among students.</p> <p>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.</p>																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA): 30 Marks</p> <p>Research Paper Writing 15 Marks</p> <p>Research Paper writing and Presentation 15 Marks</p>																				
	<p>H. Semester End examination</p> <table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>20</td> <td>1x20=20</td> </tr> <tr> <td>Short Answer</td> <td>50 Word</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" style="text-align: right;">Total</td> <td>70</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50 Word	10 out of 15	2x10=20	Essay	500 Words	2 out of 4	15x2=30	Total			70
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MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	PUBLIC ADMINISTRATION					
Type of Course	DSE					
Course Code	MCE4DSEPOL200					
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	Practical/ Practicum	Others	
Pre-requisites, if any		4	0	0	0	60

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	understand the meaning, nature, and importance of public administration, including ecological and public choice approaches.	K,U	1,6
2	comprehend organizational principles along with exploring New Public Management and Development Administration.	K,U,E	1,2,6,7
3	analyse major organizational theories in public administration, including scientific management, bureaucratic theory, human relations theory, and motivation theories	AN	4,6,7
4	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	CO 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 Organisational Theories			
	2.1	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 – 4 'P's.	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

Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

Teaching and Learning Approach	<p>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.</p>																				
Assessment Types	<p>MODE OF ASSESSMENT (A. Continuous Comprehensive Assessment (CCA): 30 Marks Oral presentations-5 Marks In-class discussions- 5 Marks Written test-10 Marks Problem based assignments-5 Marks Seminars-5 Marks</p>																				
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Total			70																		

References

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**MAHARAJA'S COLLEGE, ERNAKULAM
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Programme	BA (Hons) Political Science					
Course Name	GENDER AND POLITICS					
Type of Course	DSE					
Course Code	MCE4DSEPOL201					
Course Level	200-299					
Course Summary	Study of Politics from a gender perspective. introduction of basic concepts of gender, theoretical approaches to analyse how citizenship is gendered. It examines the ways in which women shape and are shaped political affairs of the state. The course will help to gain a unique insight into the relationship between gender and politics.					
Semester	4	Credits			4	Total Hours
Course Details	Authentic learning	Lecture	Tutorial	Practical/ Practicum	Others	
	Collaborative learning					
	Peer group learning	2	0	1	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	to understand students to the relationship between gender and politics and to enable them to understand the notion of patriarchy, power, gender empowerment.	K, U	1
2	comprehend the basic approaches and waves of gender studies.	An	3

3	understand key elements in political science and encourages students to evaluate Laws and the lawmaking process.	E,C	4,6,7
4	Inculcate the basic spirit of gender equality and disseminates the knowledge regarding application of Protective Laws. .	A, C, S,	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	CO No.
1	Understanding Gender Politics			
	1.1	Define Sex and Gender, Types of Gender	4	1
	1.2	Gender Roles and Gender Division of Labour	3	2, 3
	1.3	Conceptualising Masculinity, Femininity and Patriarchy	3	1, 6,7
	1.4	Marginalization and Exclusion	3	7
	1.5	Conduct a Discussion/Debate on Gender and Sex Or Write an Assignment on Gender Discrimination	5	10
2	Different Waves and Theories of Feminism			
	2.1	First, Second and Third Waves of Feminism	4	2, 3
	2.2	Liberal Feminism	2	5
	2.3	Marxist & Socialist Feminism	2	5
	2.4	Radical, Black and Third World Approaches	3	8
	2.5	Review a Book of any Feminist Thinker	10	10
3	New Trends in Feminist Theory			
	3.1	Postmodern Feminism	3	1, 3
	3.2	Queer Theory	2	6
	3.3	Dalit Feminism	2	6

	3.4	Ecofeminism	2	2, 5
	3.5	Intersectional Feminism	2	
	Women and Law in India			
	4.1	Political Participation of Women in India	3	10
	4.2	Women and Panchayati Raj Institutions	2	4, 5
4	4.3	Gender, Law and Public Policy	2	7
	4.4	Protection of Women from Domestic Violence Act, 2005; Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013	3	6, 2

Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction) Module:1 Classroom lecture and discussion on Sex and gender, evolution of Feminist Theories.</p> <p>Enable the students to understand issues related with gender roles and discrimination.</p> <p>Module 2 Lecture on different waves of feminist movements and its contemporary relevance.</p> <p>Seminars and discussion by the students on challenges faced by women in different parts of the world.</p> <p>Module 3 Class-room lecture and discussion on gender, law and Public Policy. Lecture and discussion on role of women in policy making.</p> <p>Module:4 Seminar presentations by the students on Law on Protection of women Rights. Group discussion by students for recommending reforms in existing laws.</p>
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA) Research Report-10 Marks Case study-10 Marks</p>

	Debate/discussion-10 Marks		
	• Semester End examination		
	Descriptive Type	Word Limit	Number of questions to beanswered
	MCQ	NA	20
	Short Answer	50 Word	10 out of 15
	Essay	500 Words	2 out of 4
			Total
			70

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MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	CONSTITUTIONAL AND STATUTORY BODIES IN INDIA					
Type of Course	DSC-C					
Course Code	MCE4DSCPOL202					
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 3	Tutorial 0	Practicum 1	Others 0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students will be able to develop a comprehensive understanding of the Indian Constitutional Framework, its historical evolution, and amendments related to constitutional bodies, fostering critical thinking and analytical reasoning skills.	U, An	1
CO2	Students will be able to develop a deep insight into the roles of crucial bodies such as the Election Commission, Comptroller and Auditor General (CAG), Union Public Service Commission (UPSC), and National Commission for SC and ST, fostering a multidisciplinary approach to governance.	An	3,
CO3	Students will be able to acquire knowledge about various specialized bodies, including statutory bodies and regulatory bodies.	K,U	4,6,7

CO4	Explore the interrelations between Constitutional Bodies, the Indian Parliament, and judiciary, understanding the autonomy, checks, and balances within a democratic framework, while critically evaluating the challenges these bodies face, aligning with scientific reasoning and social responsibility.	A, An	2,6,7, 10
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**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 subordinate offices.	10	10
3	Other Specialised Bodies			
	3.1	Statutory Bodies <ul style="list-style-type: none"> • National Human Rights Commission (NHRC) • National Commission for Women (NCW) • National Commission for Minorities (NCM) 	4	6
	3.2	Regulatory Bodies-Reserve Bank of India	2	6
	3.3	Advisory Body-NITI Aayog	2	6
	3.4	Quasi- Judicial Bodies-National Green Tribunal	3	6
	3.5	Conduct a study on the effectiveness of any of the above bodies.	10	10
4	Constitutional Bodies and India's Democratic Future			
	4.1	Changing Nature of Constitutional and Statutory Bodies	4	6
	4.2	Challenges: - Political Interference, Resource Constraints, Legal and Regulatory Frameworks	4	7

	4.4	Constitutional Bodies and Possibilities of Reform	3	7
	4.5	Performance Assessment of any of the institutions or Implementation of RTI Act. 2005	10	10

<p>Teaching and Learning Approach</p>	<p>Classroom Procedure (Mode of transaction) Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge. Active-interactive learning, brainstorming, seminars, and group activities foster student engagement through interactive class discussions. 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.</p>
<p>Assessment Types</p>	<p>MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA): 30 Marks(Practicum components will be evaluated under CCA) Formative Assessment (FA): In-class discussions-5 Summative Assessment (SA):Field Visit-10 Reports-5 Case study-10</p>

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

Reference

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MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	GANDHI AND THE CONTEMPORARY WORLD					
Type of Course	VAC					
Course Code	MCE4VACPOL200					
Course Level	200-299					
Course Summary	The course attempts to locate Gandhi in a global frame and seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.					
Semester	4	Credits			3	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	gain a comprehensive understanding of Gandhi's core principles like Satyagraha (truth force), Ahimsa (non-violence), and Swaraj (self-rule).	U, An	1, 7, 8
2	cultivate a deep understanding and significance of non-violent resistance as a powerful tool for social change. Students can explore how Gandhian principles have inspired social movements around the world.	U, Ap	1, 2, 6, 7, 8
3	apply Gandhian ideas to contemporary problems like social justice, environmental degradation, and political conflicts, students can develop innovative solutions. This will enable them to critically evaluate their applicability in addressing contemporary issues.	U, A, An, E	5, 6, 7, 8
4	critically evaluate the relevance of Gandhi's ideas in the complex and rapidly changing world of the 21st century.		

	This can lead to a deeper understanding of his lasting legacy.	K, A, 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	CO No.
1	Gandhi on Modern Civilization and Ethics of Development			
	1.1	Conception of Modernity	3	1, 3
	1.2	Gandhi's Critique of Modern Civilisation	4	1, 3, 7
	1.3	Alternative Modernity	3	1,2
2	Gandhian Thought: Theory and Action			
	2.1	Satyagraha and Ahimsa	4	1, 2, 6
	2.2	Idea of Trusteeship	3	6, 7, 8
	2.3	Temple Entry and Critique of Caste	4	6, 7
	2.4	Secularism and Communal Unity	4	7, 8
3	Gandhi on Development and Empowerment			
	3.1	Gandhi on Women Empowerment	3	6, 7, 8
	3.2	Gandhi and Technology	3	2, 6, 7
	3.3	Gandhi on Education	2	1, 2, 3, 7
	3.4	Gandhi on Environment	2	1, 6, 8
4	Political Ideas of Gandhi			
	4.1	Swaraj	3	6, 7, 8
	4.2	Swadeshi	3	1, 6, 7, 8
	4.3	Sarvodaya	2	5, 6, 7
	4.4	Khadi	2	9, 10
Module 5	Teacher Specific Content		Hrs	
	(Internal Evaluation Only)			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Module:1 Classroom lecture and discussion on the concepts, historical development, and the process of modernisation. Enable the students to understand modernity in the larger context, and its major critique.</p> <p>Module: 2 Classroom lecture and debate on various aspects of Gandhian ideas such as secularism and harmony. Empower the students to understand and evaluate the Gandhian methods and its relevant in the Indian context.</p> <p>Module: 3 Classroom lecture and discussions on social issues and Gandhian methods in the light of contemporary issues and questions of marginality.</p> <p>Module: 4 Focuses on political ideas of Gandhi, emphasising on historical and contemporary issues and movements. It deals with Gandhian perspectives and solutions to questions of freedom, self-realisation and dignity of labour.</p>																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>B. Continuous Comprehensive Assessment (CCA): 25 Marks Formative Assessment (FA): Oral presentations/In-class discussions/ writing assignments/Peer Assessments (20 Marks) Summative Assessment (SA): Awareness Campaign (5 Marks)</p>																				
	<p>C. End Semester Evaluation</p> <table border="1" data-bbox="339 1037 1329 1312"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>15</td> <td>1x15=15</td> </tr> <tr> <td>Short Answer</td> <td>100 Word</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" style="text-align: right;">Total</td> <td>50</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	15	1x15=15	Short Answer	100 Word	5 out of 8	3x5=15	Essay	350 Words	2 out of 4	10x2=20	Total			50
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References

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MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	DISASTER MANAGEMENT					
Type of Course	SEC					
Course Code	MCE4SECPOL200					
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: <ul style="list-style-type: none"> • Hazards, • Disasters, • Vulnerability, • Resilience 	3	3
	1.2	<ul style="list-style-type: none"> • Disaster Management, • Disaster Cycle, • Risk, prevention, • Mitigation, • Relief and response, • Recovery and rehabilitation etc 	5	5
	1.3	Brief history of disaster management in India and world- The emerging field of disaster management- Multidisciplinary Approach to Disaster Management- DM as an applied discipline. Community Based Disaster Risk Reduction (CBDRR)	5	3
2	2.1	Types of Disasters: Natural Disasters: Meteorological Disasters; (Flood, Cyclone, Drought, Heat wave, Lightning) Geological Disasters; (Earthquake, Landslide, Tsunami, Volcanic Eruption, Soil piping)	5	3
	2.2	Man-made Disasters: (Stampede, Biological- Chemical threats, Accidents, Dam Collapse, War)	3	3
	2.3	Case studies of some disasters: Examples: Kerala Floods, Stampedes in Kerala	3	6
3	3.1	International and National Framework in Disaster Management Sendai Framework for Disaster Risk Reduction (Priorities and Targets), DM Act 2005, National Policy on Disaster Management	3	6
	3.2	Institutional Framework of Disaster Management in India:- Roles and Responsibilities <ul style="list-style-type: none"> • National Disaster Management Authority (NDMA) • State Disaster Management Authority (SDMA) • District Disaster Management Authority (DDMA) 	3	8, 10

	3.3	<ul style="list-style-type: none"> Disaster Management Plans, Climate Change and Disaster Management, Disaster Management in Environmental StrategicalAssessment 	3	5
4	4.1	<ul style="list-style-type: none"> Disaster Response and Mitigation: Strategies 	3	4
	4.2	<ul style="list-style-type: none"> Disaster Risk Reduction Crisis Communication Capacity Building and Training Skills in managing public relations and media 	4	4
	4.3	<ul style="list-style-type: none"> Providing mental support Medical and First Aid Skills involving the community in disaster preparedness Decision making under pressure 	5	4

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 (10 Marks) Summative Assessment (SA): Awareness Campaign/Case Study/field Visit (15Marks)																							
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Reference

1. Bankoff, G., Frerks, G., & Hilhorst, D. (Eds.). (2004). *Mapping Vulnerability: Disasters, Development, and People*. London: Earthscan.
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**MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)**

Programme	BA (Hons) Political Science					
Course Name	INTERNSHIP					
Summary	<p>The objectives of an internship in BA (Hons) Political Science includes the followings</p> <ol style="list-style-type: none"> 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	MCE4INTPOL200	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- Poltical 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 poltical 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): - Interns with these institutions provide opportunities to support faculty research assist with course development, engaging academic publishing etc. Interns may assist with data collections, survey design, conducting literature review, planning.

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
MCE5DSC POL300	International Relations: Historical and Theoretical Perspectives	DSC-A	4	5	3	0	2	0
MCE5DSC POL301	Comparative Political Systems	DSC-A	4	5	3	0	2	0
MCE5DSC POL302	Modern Indian Political Thought	DSC-A	4	4	4	0	0	0
MCE5DSE POL300	Green Politics	DSE Any Two	4	4	4	0	0	0
MCE5DSE POL301	Human Rights: Theory and Practice		4	4	4	0	0	0
MCE5DSE POL302	Emerging Trends in Indian Administration		4	4	4	0	0	0
MCE5SEC POL300	Public Opinion and Survey Research	SEC	3	3	3	0	0	0



MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)

Programme	BA (Hons) Political Science
Course Name	INTERNATIONAL RELATIONS: HISTORICAL AND THEORETICAL PERSPECTIVES
Type of Course	DSC-A
Course Code	MCE5DSCPOL300
Course Level	300-399
Course Summary	This course introduces students to the fundamental concepts, theories, and historical developments that shape international relations. It examines the evolution of the international system, explores major theoretical frameworks, analyses key contemporary global issues, and introduces critical perspectives on

	power, security, and global governance.					
Semester	5	Credits			4	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	identify and explain the core concepts and theoretical frameworks used to analyse international relations.	K, U	1, 2
2	critically evaluate the historical development of the international system and its impact on contemporary global politics.	U, An, E	1, 2, 3
1, 3	apply theoretical frameworks to analyse current global challenges and propose potential solutions.	U, E, A	1, 2, 3, 8
4	identify and critically assess the role of different actors in the international system, including states, international organizations, and non-state actors.	A, E	1, 2, 8
5	appreciate the diverse perspectives on international relations and the importance of critical thinking in understanding world politics.	E, Ap	1, 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	CO No.
1	Conceptual Premises of International Relations			
	1.1	International System at the end of World War II	2	1, 6

	1.2	Cold War: Different Phases – The beginnings of the Cold War: 1945-53	3	1, 6
	1.3	The Cold War Spreads:1953-69	2	1, 6
	1.4	Détente and the “Second” Cold War: 1969-85	3	1, 6
	1.5	The End of the Cold War: 1985-91	2	1, 6
	1.6	Conduct a study on India’s historical role in the Non-Aligned Movement and its current foreign policy approach	10	1, 6, 10
	Basic Concepts in International Relations			
2	2.1	Power, National Power, Elements of National Power, Balance of Power-Definitions-Assumptions-Basic Norms-Conditions	4	1, 6
	2.2	Collective Security-Definitions- Assumptions Collective Security and Balance of Power: Similarities and Differences	4	1, 6
	2.3	Collective Security Under League of Nations	3	1, 6, 8
	2.4	Collective Security under the United Nations	4	1, 6
	Contemporary Global Politics			
3	3.1	Actors in Global Politics: Traditional and Non-traditional	3	1, 3, 6
	3.2	Contemporary Globalisation and the Category of Nation State	2	1, 6
	3.3	Regionalism: EU, ASEAN, African Union, and Arctic Council	4	1, 6
	3.4	The Rise of New Actors: China, BRICS countries	4	1, 6
	3.5	Students will choose a specific contemporary global issue and research its impact		

		on India. They will present their findings and propose policy recommendations for the Indian government.	15	1, 6, 8, 10
4	Critical Perspectives			
	4.2	Lenin: Imperialism	2	1, 2, 6
	4.3	Immanuel Wallerstein: World Systems Theory	2	1, 2, 6
	4.4	A.G Frank: Dependency Theory	2	1, 2, 6
	4.5	Robert Cox: Hegemony	2	1, 2, 6
	4.6	Feminist Theory	2	1, 2, 6

Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Interactive Lectures: Each class will begin with a concise lecture introducing key concepts and historical context. This will be followed by open discussion and Q&A.</p> <p>Group Discussions: Students will be divided into groups to discuss specific cases, theories, or current events related to the week's topic.</p> <p>Guest Speakers: Throughout the semester, we will invite guest speakers, such as international relations practitioners or regional experts, to share their perspectives.</p> <p>Film/documentary screening: Analyse a documentary or film relevant to a contemporary global issue, followed by class discussion.</p> <p>Debates: Students will participate in a structured debate on a controversial global issue, representing different viewpoints.</p>																						
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA) Case Study-10 Term paper-10 Seminar-10</p>																						
	<p>I. Semester End examination</p> <table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>20</td> <td>1x20=20</td> </tr> <tr> <td>Short Answer</td> <td>50 Word</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" style="text-align: right;">Total</td> <td>70</td> </tr> </tbody> </table>			Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50 Word	10 out of 15	2x10=20	Essay	500 Words	2 out of 4	15x2=30	Total			70
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Reference

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MAHARAJA'S COLLEGE, ERNAKULAM (Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	COMPARATIVE POLITICAL SYSTEMS					
Type of Course	DSC-A					
Course Code	MCE5DSCPOL301					
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	
		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 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: Political 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
	2.5	Conduct a comparative study on different party systems existing in different countries and evaluate the major merits and demerits.	15	10
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)		

<p>Teaching and Learning Approach</p>	<p>Classroom Procedure (Mode of transaction)</p> <p>Lectures: The instructor could start each section with a lecture providing an overview of the topic, including key concepts, historical background, and theoretical frameworks.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Group Activities: Incorporating group activities, such as case studies or role-playing exercises, can encourage collaboration and critical thinking skills among students.</p> <p>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.</p>																				
<p>Assessment Types</p>	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA): 30 Marks</p> <p>Formative Assessment (FA): Oral presentations/Viva voce/In-class discussions/Reflection writing assignments/Peer Assessments- 20 Marks</p> <p>Summative Assessment (SA): Written test/MCQs/Problem based assignments/reports/Seminars- 10 Marks</p>																				
	<p>B. End Semester Evaluation</p> <table border="1" data-bbox="501 1442 1506 1688"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>20</td> <td>1x20=20</td> </tr> <tr> <td>Short Answer</td> <td>50 Word</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" style="text-align: right;">Total</td> <td>70</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50 Word	10 out of 15	2x10=20	Essay	500 Words	2 out of 4	15x2=30	Total			70
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MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	MODERN INDIAN POLITICAL THOUGHT					
Type of Course	DSC-A					
Course Code	MCE5DSCPOL302					
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	Practical/ Practicum	Others	
		3	0	1	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	evaluate the Pre-colonial Indian traditions, colonial-era thinkers like Rammohan Roy, Jyotirao Phule, and Pandita Ramabhai, understand socio-political changes.	U	1,3
2	analyse nationalist thoughts from Vivekananda to Jawaharlal Nehru, understanding the diversity of perspectives from spiritual nationalism to secular nationhood.	U, E	1, 6
3	examine various trends in nationalist thought in India	An	7, 3, 10

	including the moderate, extremist and composite forms.		
4	analyse the development of socialist tradition in Indian political thought and help students to develop analytical skills and understand Indian society from different perspectives.	An	4,5, 6, 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	CO No.
1	Indian Renaissance			
	1.1	Rammohan Roy: Reason and Liberty and Rights	4	1, 2, 3
	1.2	Pandita Ramabai: Emancipation of Women	3	1, 2, 3
	1.3	Jyotirao Phule: Problems of Caste Slavery	3	1, 2, 3
	1.4	Sree Narayana Guru: Secularism, Humanism, Universalism	4	1, 2, 3
2	Nationalist Thought			
	2.1	Spiritual Nationalism: Vivekananda	3	1, 6
	2.2	Moderate Nationalism: G. K. Gokhale	3	1, 6, 7
	2.3	Extremist Nationalism: B. G. Tilak	3	1, 6
	2.4	Composite Nationalism: Gandhi and Azad	4	1, 6
	2.5	Swaraj, Swadeshi, Sarvodaya and Satyagraha: Gandhian Perspective	4	1, 6, 7
		Conduct a survey on the development of political ideas in India and evaluate how those ideas contribute to the imagination of modern nation in India	10	10
3	Secular and Democratic Thought			
	3.1	Jawaharlal Nehru: Secularism and Scientific Temper	4	1, 6

	3.2	Dr. B.R. Ambedkar- Views on Caste system-Hinduism-Social Democracy	4	1, 6
	3.3	Pariyar E. V. Ramaswamy: Nation and Self-Respect	3	1, 6
4	Socialist and Communist Thought			
	4.1	M.N. Roy- New Humanism	4	5, 6, 7
	4.2	Ram Manohar Lohia- New Socialism, Wheel of History	3	1,2, 6
	4.3	Jayaprakash Narayanan-Total Revolution	3	1, 2, 6
	4.4	E.M.S. Namboodiripad: The Relevance of Marxist-Leninist Thought in India, On National Unity	3	1, 2, 6
		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

Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ol style="list-style-type: none"> 1. 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. 2. Interactive lectures and classroom engagements (through readings and discussions, debates) will encourage student participation and generating questions. 3. Incorporate relevant films and documentaries that explore political thought, ideologies, or historical events. 4. Foster a comparative approach by encouraging students to compare Indian political thought with other global political philosophies. 5. Seminars discussion will help students to discuss specific topics, present their research, and engage in critical debates. 6. Integrate current events analysis into the course and engage students in role-playing exercises where they embody historical figures or represent specific political ideologies. 7. Inviting guest speakers, such as politicians and scholars of Indian political thought will help to provide insights and different perspectives.
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Assessment Types	MODE OF ASSESSMENT			
		<p>A. Continuous Comprehensive Assessment (CCA) (Practicum components will be evaluated under CCA) Case Study-10 Random Survey-10 Debate/Discussion-10</p>		
	J. Semester End examination			
	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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MAHARAJA'S COLLEGE, ERNAKULAM

(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	GREEN POLITICS					
Type of Course	DSE					
Course Code	MCE5DSEPOL300					
Course Level	300-399					
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	5	Credits			4	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture 4	Tutorial 0	Practicum 0	Others 0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	Environmentalism			
	1.1	Concepts and Themes: I <ul style="list-style-type: none"> • Green Politics • Sustainable Development • Conservation • Deep and Shallow Ecology • Ecological Footprint 	6	1,2,6,9
	1.2	Concepts and themes: II <ul style="list-style-type: none"> • Polluter Pays Principle • Precautionary Principle • Public Trust Doctrine Net Zero 	4	3, 6
2	International, Regional and National Initiatives			
	2.1	Global initiatives: <ul style="list-style-type: none"> • Stockholm Conference 1972, • Earth Summit 1992, • COP 1995, • Kyoto Protocol 1997, • World Summit on Sustainable Development 2002, • Paris Agreement 2015 	6	1, 3, 6
	2.2	Regional initiatives: <ul style="list-style-type: none"> • European Green Deal • Farm to Fork Strategy • Green Wall Initiative • Green Growth in South Asia 	4	1, 3, 6

	2.3	Indian Initiatives: <ul style="list-style-type: none"> • National Action Plan on Climate Change • National Biodiversity Action Plan • National Clean Energy Programme • National Mission for Green India 	8	3,5
3	Legislative and Judicial interventions and Environment Movements in India			
	3.1	Indian Constitution and Protection of Environment: <ul style="list-style-type: none"> • Supreme Court and Environment 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 	9	1, 3, 6
	3.2	<ul style="list-style-type: none"> • Chipko Movement • Silent Valley Movement • <i>Narmada Bachao Andolan</i> (NBA) • Plachimada Struggle 	12	9
4	Major Environmental Problems			
	4.1	Human-Wildlife Conflict	3	3
	4.2	Causes and Effects of Climate Change	3	7
	4.3	Biodiversity and Policy Initiatives for the Protection	3	7
	4.4	Deforestation and Ecological Challenges	2	6

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 initiatives for the protection and conservation of environment in India. Module 4 it helps students to understand major environmental challenges and their effects in their life.																				
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA) Green Campus campaign-10 Marks Field Visit-10 Marks Design an ecotourism plan/identify the green technology in various fields-10																				
	<p style="text-align: center;">A. End Semester Evaluation</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Descriptive Type</th> <th style="text-align: left;">Word Limit</th> <th style="text-align: left;">Number of questions to be answered</th> <th style="text-align: left;">Marks</th> </tr> </thead> <tbody> <tr> <td>CQ</td> <td>NA</td> <td>20</td> <td>1x20=20</td> </tr> <tr> <td>Short Answer</td> <td>50 Word</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" style="text-align: right;">Total</td> <td>70</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	CQ	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
Descriptive Type	Word Limit	Number of questions to be answered	Marks																		
CQ	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																		

Reference

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2. Aerthayil, M. (2000). *Fishworker's Movement in Kerala (1977-1994): The Role of Non-Party Political Organisations in Social Transformation in India*. New Delhi: Indian Social Institute.
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12. Dobson, A. (1990). *Green Political Thought: An Introduction*. London: Unwin Hyman.
13. Fernandes, W. (Ed.). (1985). *Social Activists and Peoples Movements*. New Delhi: Indian Social Institute.
14. Giddens, A. (1994). *Beyond Left and Right: The Future of Radical Politics*. Stanford: Stanford University Press.
15. Hocking, B. (1993). *Localizing Foreign Policy: Non-Central Government and Multilayered Diplomacy*. New York: St. Martins Press Inc.
16. Karns, M. P., & Mingst, K. A. (2010). *International Organizations: The Politics and Process of Global Governance*. New Delhi: Viva Books.
17. Keil, R., Bell, D., Peng, P., & Fawcett, L. (1996). *Political Ecology: Global and Local*. London: Routledge.
18. Krishna, S. (1996). *Environmental Politics: People's Lives and Choices*. New Delhi: Sage Publications.
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MAHARAJA'S COLLEGE, ERNAKULAM

(Govt. Autonomous)

Programme	BA(Hons) Political Science					
Course Name	HUMAN RIGHTS: THEORY AND PRACTICE					
Type of Course	DSE					
Course Code	MCE5DSEPOL301					
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.	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.	U, An	1,6,7

	Institutions like NHRC and SHRC and understand legal tools such as human rights courts and relevant acts.		
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.		1,6,7
*Remember(K), Understand(U), Apply(A), Analyse(An), Evaluate(E), Create(C), Skill(S), Interest(I) and Appreciation(Ap)			

COURSECONTENT

Content for Class room transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	An Introduction to Human Rights			
	1.1	Meaning and Importance of Human Rights	3	1
	1.2	Evolution of Human Rights	4	1
	1.3	Generations of Human rights - <ul style="list-style-type: none"> • First Generation (Civil and Political Rights) • Second Generation Rights (Social and Economic Rights) • Third Generation Rights (Group Rights) 	4	1
	1.4	Approaches to Human Rights- <ul style="list-style-type: none"> • Liberal • Marxian • Third World • Feminist 	4	6
2	Human Rights in Universal Context			
	2.1	UN Charter and Human Rights	4	7
	2.2	Universal Declaration of Human Rights, 1948 UDHR)	4	7
	2.3	International Covenants on Human Rights- <ul style="list-style-type: none"> • Civil and Political, Economic • Social and Cultural 	4	5
	2.4	UNO and NGOs <ul style="list-style-type: none"> • Amnesty International (AI) • Human Rights Watch(HRW) 	3	7
3	Human Rights in National Context			
	3.1	Human Rights and Indian Constitution- <ul style="list-style-type: none"> • Preamble • Fundamental Rights • Directive Principles of State Policy 	4	1

	3.2	Institutions for Human Rights Protection in India- • Human Rights Protection Act. 1993, • National Human Rights Commission (NHRC) • State Human Rights Commission (SHRC)	4	5
	3.3	Human Rights and NGOs- People's Union for Civil Liberties (PUCL)	3	5
	3.4	Judiciary and Human Rights- • Public Interest litigations • Judicial Activism	4	6
4	Issues and Concerns			
	4.1	Human Rights of Vulnerable Sections- • Women • Children	4	5 8
	4.2	Dalit and Adivasi Issues	3	5,8
	4.3	Human Rights and Differently Abled- • RPWD Act 2016	4	8
	4.4	Human Rights of Internally Displaced People	4	8
5	5.1	Teacher Specific Contents (Internal evaluation only)		
Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ol style="list-style-type: none"> 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. Discussions: Class discussions would be encouraged to explore different perspectives on human rights, analyse 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. 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. 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. 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)-30 Marks Assignment Writing 15 Marks Seminar Presentation 15 Marks			
	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

Reference

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14. Stone, R. (2012). *Civil Liberties and Human Rights*. Oxford University Press.
15. Vincent, A. (2010). *The Politics of Human Rights*. New Delhi: Oxford University Press.



MAHARAJA'S COLLEGE, ERNAKULAM

(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	EMERGING TRENDS IN INDIAN ADMINISTRATION					
Type of Course	DSE					
Course Code	MCE5DSEPOL302					
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	60
		4	0	0	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to understand 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.	E	3
5	Students will be able to develop a comprehensive understanding of the administrative landscape in India by	C	5

	synthesizing		
	information on initiatives like Haritha Kerala Mission and Dam Safety Authority, demonstrating the ability to propose strategic measures for sustainable governance.		
*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		15	1
	1.1	Evolution of Indian Administration Development of Indian Administration-Legacy of British Influence-Administrative Reforms Commissions		5
	1.2	Central Administration-Cabinet Secretariat- Central Secretariat		5
	1.3	PMO and NITI Aayog		3
	1.4	UPSC and SPSC		3
2	Transparency and Accountability in Administration		15	3
	2.1	CAG- PAC		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		15	5
	3.1	State Secretariat of Kerala – E -Office		5
	3.2	District Collector – E - District		3
	3.3	Structures and Functions of Rural Governance		3
	3.4	Structures and Functions of Urban Governance		3
	New Administrative Initiatives		15	5
	4.1	Digital India		7
	4.2	National E – Governance Plan		7
	4.3	PPP - BOT		7
	4.4	Akshaya E-Kendra		7
5	5.1	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 15 Marks Summative Assessment (SA): Written test; MCQs; Problem based (Problem based seminar presentation/assignment; assignments; reports; Seminars; Literature survey; Case study 15 Marks			
	C. 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

Reference

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MAHARAJA'S COLLEGE, ERNAKULAM

(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	PUBLIC OPINION AND SURVEY RESEARCH					
Type of Course	SEC					
Course Code	MCE5SECPOL300					
Course Level	300-399					
Course Summary	This Course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special references to India. It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to develop basic skills pertaining to the collection, analysis and utilization of quantitative data.					
Semester	5	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
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	U, An, A	2, 10

	questionnaires and it will help students to gain Practicum skills in conducting surveys, enhancing methodological expertise.		
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	4, 5
4	Students will apply their knowledge by conducting Practicum sessions and the Practicum application of survey	An, C, S	2,3,7
*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	Public Opinion and Democracy			
	1.1	Definition and Characteristics of Public Opinion	3	1,2,7
	1.2	Basic Concepts and Characteristics	2	3,7
	1.3	The role of Public Opinion in Democracy	2	1,6,7
	1.4	Uses of Opinion Poll	1	3,10
2	Representation and Sampling			
	2.1	Sampling Significance of Sampling, Sample Design	3	3,6
	2.2	Sampling Error and Non-Response	2	3
	2.3	Types Of Sampling: Non-random Sampling (Quota, Purposive and Snowball Sampling)	2	3
	2.4	Random Sampling: Simple and Stratified	2	2,3.
	2.5	Conduct a Survey on The Political Behaviour of Students in The Campus/Village	4	5,6
3	Survey Research			

	3.1	Different Types of Interview Method	3	2
	3.2	Pitfalls of Interview Techniques	2	2
	3.3	Questionnaire	2	1,4
	3.4	Question Wording; Fairness and Clarity	2	4,7
	Data Analysis and Interpretation			
4	4.1	Introduction to Quantitative Data Analysis	3	1,2
	4.2	Basic Concepts: Correlational Research, Causation and Prediction, Descriptive and Inferential Statistics	2	2,3
	4.3	Prediction in Polling Research: Possibilities and Pitfalls	3	5
	4.4	Politics of Interpreting Polling	2	2
	4.5	Groups of students to collect examples of and discuss various sample-based studies across many fields: e.g. consumer behaviour, unemployment rates, educational standards, elections, etc.	5	5

Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lecture • Focused Reading and Reflection • Field Survey and Data Collection by Students • Write up and Make Seminar Presentation
	<p>Module I Provide understanding about importance and limitations of Survey in Political Science</p> <p>Module II Focussed reading and reflection on procedure of survey in political science</p> <p>Module III Experiencing survey through pilot study, field visit and analysis and presentation</p>


	Module IV Provide practicum sessions on conduct of survey			
Assessment Types	MODE OF ASSESSMENT			
	<p>A. Continuous Comprehensive Assessment (CCA)-25 Marks (Practicum components will be evaluated under CCA, if any) Internal test (MCQ)-10 Marks Viva Voce-5 Marks Field Survey-10 Marks</p>			
	B. End Semester Evaluation			
	Descriptive Type	Word Limit	Number of questions to be answered	Marks
	MCQ	NA	15	1x15=15
	Short Answer	100 Word	5 out of 8	3x5=15
	Essay	350 Words	2 out of 4	10x2=20
	Total			50

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- Erikson, R., & Tedin, K. (2011). *American Public Opinion* (8th ed.). New York: Pearson Longman Publishers, pp. 40-46.
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- Karandikar, R., Pyne, C., & Yadav, Y. (2002). Predicting the 1998 Indian Parliamentary Elections. *Electoral Studies*, 21, 69-89.
- McDermott, M., & Frankovic, K. A. (2003). Horserace Polling and Survey Methods Effects: An Analysis of the 2000 Campaign. *Public Opinion Quarterly*, 67, 244-264.
- Warren, K. (2001). Chapter 2. In *In Defense of Public Opinion Polling*. Boulder: Westview Press, pp. 45-80.
- Cochran, W. (2007). Chapter 1. *Sampling Techniques*. John Wiley & Sons.
- Gallup, G. (1948). *A Guide to Public Opinion Polls*. Princeton: Princeton University Press.
- Rowntree, D. (2000). *Statistics Without Tears: An Introduction for Non-Mathematicians*. Harmondsworth: Penguin.

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
MCE6DSCP OL300	Conceptualizing Global Politics	DSC-A	4	5	3	0	2	0
MCE6DSCP OL301	Politics of Social Justice	DSC-A	4	5	3	0	2	0
MCE6DSEP OL300	India's Foreign Policy	DSE Any Two	4	5	3	0	2	0
MCE6DSEP OL301	Society and Political Process in Kerala		4	5	3	0	2	0
MCE6DSEP OL302	Democracy and Decentralisation in India		4	5	3	0	2	0
MCE6SECP OL300	Legal Literacy and Legal Awareness	SEC	3	3	3	0	0	0
MCE6VACP OL300	Social and Political Thoughts of Ambedkar	VAC	3	3	3	0	0	0

	MAHARAJA'S COLLEGE, ERNAKULAM (Govt. Autonomous)
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Programme	BA (Hons) Political Science			
Course Name	CONCEPTUALIZING GLOBAL POLITICS			
Type of Course	DSC			
Course Code	MCE6DSCPOL300			
Course Level	300-399			
Course Summary	<p>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 analysing 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.</p>			
Semester	6	Credits	4	Total Hours

Course Details		Lecture	Tutorial	Practical/ 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
4	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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Globalization and the Contemporary International System			
	1.1	Early Global Institutional Order: Religious; Enlightenment; Colonization	3	1
	1.2	Meaning of Contemporary Globalization: Characteristics and Dimensions	3	1, 3
	1.3	Globalization and its Impact on Third World; North-South Divide	3	6
	1.4	Global Economic Crisis	3	6
	1.5	Conduct a study on the impact of globalization on the developing countries.	10	10
2	Globalization and International Political Economy			
	2.1	Post War Global Institutional Order: UN and the Changing	3	1, 8

		Context of Global Politics		
	2.2	Pillars of the Global Economic Order – IMF, World Bank, WTO,	3	1, 6, 8
	2.3	Neoliberalism to Global Processes: From Fordism to Flexibility	3	6, 8
	2.4	Regionalism in International Politics EU, ASEAN, G20, BRICS	3	6, 8, 10
3	Global Political Concerns			
	3.1	Humanitarian Intervention in World Politics.	3	6
	3.2	Race, Ethnicity, Terrorism Xenophobia	2	6
	3.3	Multiculturalism	3	6
	3.4	Gender in Contemporary Global Politics	3	6
	3.5	Ecology in Contemporary Global Politics	3	6
	3.6	Conduct a study on any relevant issue in International Politics and present a report	10	10
4	Global Shifts: Culture, Power, and Governance			
	4.1	Consumerism and Culture: McDonaldisation	2	1, 6
	4.2	Neo-Colonialism: Corporate Hegemony	3	1, 6
	4.3	Traditional and Non-Traditional Security - Cybersecurity	2	1, 6
	4.4	International Law and Human Rights	3	1, 6
	4.5	Conduct a study on the Globalization and its impact on Market and Culture	10	10
Module 5	Teacher Specific Content		Hrs	
	(Internal Evaluation Only)			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction) Lectures: Introductions to key concepts, theoretical frameworks, and current events. Class Discussions: Facilitate exploration of different perspectives and encourage critical analysis. Group Activities: Collaborative exercises to analyze case studies and apply theories. Guest Lectures: Invite experts to share their insights on specific topics. Film/Documentary Screenings and Analysis: Use documentaries and films to explore contemporary issues.</p>																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) (Practicum components will be evaluated under CCA) Assignment Writing - 10 Marks Seminar Presentation-10 Marks Case Study-10 Marks</p>																				
	<p>B.Semester End examination</p> <table border="1" data-bbox="320 853 1331 1099"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>20</td> <td>1x20=20</td> </tr> <tr> <td>Short Answer</td> <td>50 Word</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" style="text-align: right;">Total</td> <td>70</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50 Word	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	POLITICS OF SOCIAL JUSTICE					
Type of Course	DSC-A					
Course Code	MCE6DSCPOL301					
Course Level	300-399					
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	6	Credits			4	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	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	1, 7, 8

2	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	3, 6, 7
3	critically examine contemporary social and economic issues and analyse the implications of social justice in the globalized era and the societal impact of pandemics.	U, An,	1, 7
4	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, 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	CO No.
1	Theories of Social Justice			
	1.1	John Rawls: Justice as Fairness	5	1, 8
	1.2	Amartya Sen and 'Idea of Justice'	5	1, 8
	1.3	Ambedkar: Social Democracy	4	1, 7, 8
	1.4	Karl Marx-Economic Justice	3	1, 2, 8
	1.5	Feminism and Social Justice	3	1, 8
2	The Idea and Practice of Social Justice in Indian Constitution			
	2.1	Fundamental Rights and Directive Principles	4	6, 7
	2.2	Affirmative Action in India – Special provisions relating to certain classes (Arts. 330-342)	5	6, 7
	2.3	Decentralised Governance and Politics of Inclusion:	4	6,7

		73rd and 74th Constitutional Amendments		
	2.4	Conduct a study on affirmative action in India and theoretically substantiate it.	10	1, 2
3	Contemporary Issues in Social Justice			
	3.1	Domestic Violence (Prevention) Act. 2005	4	1, 6, 7
	3.2	The Protection of Children from Sexual Offences Act, 2012	4	1, 6, 7
	3.3	The Rights of Persons with Disabilities Act, 2016	4	1, 6, 7
	3.4	State Policy for Transgender Persons in Kerala, 2015 The Transgender Persons (protection of Rights) Act, 2019	4	1, 6, 7
4	Contemporary Issues			
	4.1	Globalisation and Social Justice	2	1, 6
	4.2	Environment and Social Justice	2	1, 6
	4.3	Artificial Intelligence and Social Justice	2	1, 6
	4.4	Conduct a study on any disadvantaged sections in the society and analyse how far the existing laws enhance their rights.	10	1, 2

Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

<p>Teaching and Learning Approach</p>	<p>Classroom Procedure (Mode of transaction) Lectures: Begin with introductory lectures to provide a theoretical foundation and framework for understanding the politics of social justice</p> <p>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</p> <p>Guest Lectures -Invite guest speakers with expertise in the field, such as researchers, policymakers, or practitioners, to share real-world insights and experiences.</p> <p>Community Engagement-Connect classroom learning to real-world issues by engaging with the local community or participating in service-learning projects</p>																				
<p>Assessment Types</p>	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA): 30 Marks Formative Assessment (FA): Oral presentations; Viva voce; In-class discussions; Tutorial works; Reflection writing assignments; Peer Assessments: 15 Marks Summative Assessment (SA): Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study 15 Marks</p>																				
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Programme	BA (Hons) Political Science					
Course Name	INDIA'S FOREIGN POLICY					
Type of Course	DSE					
Course Code	MCE6DSEPOL300					
Course Level	300-399					
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 with in the forms.					
Semester	6	Credits			4	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture 3	Tutorial 0	Practicum 1	Others 0	
Pre-requisites, if any						

COURSE OUTCOMES(CO)

CONo.	Expected Course Outcome	Learning Domains*	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	understand the region's social, cultural, economic and political development.	U	1,2,3
2	understand and remember the basic determinants of India's foreign policy.	U,K	1,2,3
3	understand the relevance of geo politics in determining the foreign policy of a nation.	U, An	123
4	understand the relevance of geo-economics in a nation's foreign policy behaviour.	U, An	1,2,3,6,10
5	provide a comprehensive analysis of the India's role in shaping the policy relations in the changing world.	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	3	1, 6
	1.2	Principles	3	1, 2, 6
	1.3	Domestic and International Determinants of India's Foreign Policy	4	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	India's Foreign Policy; Foreign Policy Basic Determinants - Geopolitics		
	2.2	Non-Alignment and Beyond: Concepts, Policy, and Relevance	4	3
	2.3	India and Russia	4	3
	2.4	India and USA	4	1, 2, 3.
India and the Neighbours				
3	3.1	India and Pakistan	4	3
	3.2	India and China	4	3
	3.3	India's Look East Policy (relations with Southeast Asia)	3	3
	3.4	India and West Asia	3	3
	3.5	Documentation of significant diplomatic initiatives between India and her neighbours.	10	3, 10
India and Multilateral Forums				
4	4.1	India and the UN	3	1, 2
	4.2	India and the WTO	3	1, 2
	4.3	India and the Conference of Parties (COP)	3	1, 2
	4.4	A Case study has to be conducted on India's stand in any multilateral forum (UN, IMF, WTO etc) on any issue.	10	10
5	5.1	Teacher Specific Content (Internal Evaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge. Active-interactive learning, brainstorming, seminars, and group activities foster student engagement through interactive class discussions.</p> <p>Course Delivery Method 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</p>																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA):30 marks (Practicum components will be evaluated under CCA)</p> <p>Interview-10 Marks Case study evaluation- 10 Marks Assignment-10 Marks</p>																				
	<p>L. End Semester Evaluation</p> <table border="1" data-bbox="325 869 1353 1144"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>20</td> <td>1x20=20</td> </tr> <tr> <td>Short Answer</td> <td>50 Word</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" style="text-align: right;">Total</td> <td>70</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50 Word	10 out of 15	2x10=20	Essay	500 Words	2 out of 4	15x2=30	Total			70
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MAHARAJA'S COLLEGE, ERNAKULAM

(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	SOCIETY AND POLITICAL PROCESS IN KERALAM					
Type of Course	DSE					
Course Code	MCE6DSEPOL301					
Course Level	300-399					
Course Summary	The course seeks to give the students an insight into the society and political process in Keralam. The course provides a detailed analysis of the socio-political evolution, political processes, structures & social movements in the state of Keralam.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
CO1	analyse the historical development of society and Politics in Kerala.	U	1,2
CO2	understand key events, movements, and figures that have shaped Kerala's political landscape.	U	1, 2
CO3	Evaluate the functioning of state legislature and local self-government institutions	E	1, 2

CO4	Evaluate the role of social movements and progressive ideas in bringing forth social change	E	1, 6, 7
CO5	Analyse the political party system in Kerala	An	1, 2
CO6	Enhance skills to investigate complex social and political issues	An	1, 2, 3, 6
CO7	Students will be able to develop skills in policy analysis related to social and political issues in Kerala.	S	1, 2, 6, 7
CO8	Make students understand the social ecosystem in Kerala	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	CO No.
1	Historical Formation of Kerala Society			
	1.1	Slavery and Feudalism in Kerala	4	1, 2, 3
	1.2	Colonial Interventions and Missionary Activities	4	1, 2, 3
	1.3	Malabar-Travancore-Cochin: Regional and Political Differences	3	1, 2, 3
	1.4	Caste and Society in the 19 th Century Kerala	3	1, 2, 3,
2	Social Reforms and Nationalist Movements in Keralam			
	2.1	Struggle Against Caste Oppression and Untouchability a) Channar Agitation b) Vaikom Satyagraha c) Guruvayoor Satyagraha	3	1, 2, 6
	2.2	Intellectual Foundation of Social Reform a) Ayyankali: Demand for Civil Rights	4	1, 6, 7, 8

		<ul style="list-style-type: none"> b) Narayana Guru: Humanism and Secularism c) Poykayil Appachan: Narrations of Slavery 		
	2.3	Demand for Representation and Emergence of Representative Institutions <ul style="list-style-type: none"> a) Malayali Memorial b) Ezhava Memorial c) Civic Rights League and Abstention Movement 	4	1, 6, 7
	2.4	Agrarian and Communist Movements <ul style="list-style-type: none"> a) Malabar Rebellion b) Kayyur and Karivellur Uprisings c) Punnapra-Vayalar Uprising 	4	1, 6
	2.5	Conduct a study on caste and slavery in Kerala's history. Or conduct a study on any of the movements discussed above.	10	10
	Political Process in Post Independent Keralam			
3	3.1	Aikya Kerala Movement and Formation of United Kerala	3	1, 2, 6, 7
	3.2	Agrarian Relation Bill 1957, The Kerala Education Bill, 1957	4	1, 2, 6, 7
	3.3	Liberation Struggle	3	1, 2
	3.4	Coalition Politics in Kerala	3	1, 2, 6, 8
	Development and New Social Movements in Keralam			
4	4.1	Kerala Model of Development: Features and Challenges	4	1, 2, 3, 7

	4.2	Environmental Movements: a) Silent Valley b) Endosulfan Tragedy	4	1, 2, 3, 7, 8
	4.3	Adivasi Land Struggles a) Muthanga Land Struggle b) Aralam Farm Protest	3	1, 2, 3, 7, 8
	4.4	Changing Dynamics of Migration and its Impact on Keralam	2	1, 6
	4.5	Conduct a study and prepare a report on any of the above discussed movements.	10	10

<p>Teaching and Learning Approach</p>	<p>Classroom Procedure (Mode of transaction)</p> <p>Classroom Lectures and Authentic Learning: Traditional lectures plus active-interactive learning, brainstorming, seminars and, group activities foster student engagement through interactive class discussions.</p> <p>Course Delivery Method CD1- Classroom Lectures with the help of interactive boards/LCD projectors, etc. CD2- Book, Articles, Documentaries and Film reviews by students as assignments CD3- Seminars on assigned topics CD4- Debates and Peer group discussions</p> <p>Module 1: Historical formation of Kerala: It provides authentic academic knowledge about the genesis of Kerala society. Module 2: It aims to provide an in-depth understanding of Democratization and Social Reform in Kerala. Module 3: This module is assigned to analyse the political process and the major policy interventions in post independent Kerala. Module 4: It helps to understand the Kerala Model of Development and new social movements that influence the political processes in Kerala.</p>
<p>Assessment Types</p>	<p>MODE OF ASSESSMENT</p> <p>Continuous Comprehensive Assessment (CCA): 30 Marks</p> <p>(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 20 Marks</p> <p>A. Summative Assessment (SA): Written test; MCQs; Problem based (Problem based seminar presentation/assignment; assignments; reports; Seminars; Literature survey; Case study 10 Marks</p>

B. Semester End examination			
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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MAHARAJA'S COLLEGE, ERNAKULAM

(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	DECENTRALISATION AND LOCAL GOVERNANCE IN KERALA					
Type of Course	DSE					
Course Code	MCE6DSEPOL302					
Course Level	300-399					
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	6	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
<i>Upon the completion of the course, student will be able to:</i>			
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, Idea of Democratic Decentralization	3	1
	1.2	Theoretical Perspectives on Decentralization: Liberal, Marxian, Socialist, Gandhian views	5	1
	1.3	Decentralisation and Constitution of India	3	3
2	Institutionalisation of Panchayath Raj and Fiscal Decentralisation in Kerala			
	2.1	Decentralization in Kerala	2	6
	2.2	Kerala Panchayat Raj Act 1994, Democratic Decentralisation, Peoples Planning Programme	3	10
	2.3	Fiscal Decentralisation in Kerala	3	7, 10
	2.4	Resource Generation-Budget procedure	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	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	3	1

		Kerala-Kudumbashree and SHGs, Community Development Societies (CDS), Jana Jagaratha Samithi		
	4.2	Gender Mainstreaming Programmes- Gender Responsive Budgeting, Ayyankali Urban Employment Guarantee Scheme	3	3
	4.3	Panchayati Raj Institutions (PRIs) and 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 lectures by inviting Local Government officials	10	10
5		Teacher Specific Content (Internal evaluation only)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)			
	<p>Classroom Lectures and Authentic Learning: Conventional lectures can provide factual knowledge. Interactive learning, seminars, and group discussion promote student engagement.</p> <p>Course Delivery Method</p> <p>CD1- Lecture by use of boards/LCD projectors, etc.</p> <p>CD2- Book and Document Reviews by students as assignments</p> <p>CD3- Seminars on assigned topics</p> <p>CD4- Peer group Discussions</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>Module 4: 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.</p>			
Assessment Types	MODE OF ASSESSMENT			
	<p>A. Continuous Comprehensive Assessment (CCA) (Practicum components will be evaluated under CCA)</p> <p>Field Visit-10 Marks</p> <p>Mock Local Council Meeting-10 Marks</p> <p>Community Project-10 Marks</p>			
	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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MAHARAJA'S COLLEGE, ERNAKULAM

(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	LEGAL LITERACY AND LEGAL AWARENESS					
Type of Course	SEC					
Course Code	MCE6SECPOL300					
Course Level	300-399					
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	6	Credits			3	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

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

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	Understanding Law			
	1.1	Historical Evolution of Law and its Sources	3	1, 5, 7
	1.2	Overview of legal Systems in India	3	7
	1.3	Rule of Law	4	6
2	Citizens' Rights in India			
	2.1	Fundamental Rights	4	6
	2.2	Judicial Activism and Judicial Review	3	8, 6
	2.3	<ul style="list-style-type: none"> • Legal Services Authorities Act, 1987 • Right to Free Legal Aid (Art. 39 A) • Alternative Dispute Resolution in India (ADR) 	4	6, 8
3	Rights of Women, Children and Vulnerable Sections in India			
	3.1	Rights of women <ul style="list-style-type: none"> • The Protection of Women from Domestic Violence Act, 2005 • The Dowry Prohibition Act, 1961 • The Indecent Representation of Women(Prohibition) Act, 1986 • The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 • <i>Jana Jagartha Samithi</i> in Kerala 	5	6
	3.2	Rights of Children <ul style="list-style-type: none"> • The Protection of Children from Sexual Offences Act (POCSO), 2012 • The Prohibition of Child Marriage Act, 2006 • The Child Labour (Prohibition and Regulation) Act, 1986 	5	6, 7
	3.3	Rights of Vulnerable sections <ul style="list-style-type: none"> • The Protection of Civil Rights Act, 1976 • The Scheduled Castes and Scheduled Tribes(Prevention of Atrocities) Act, 1989 	4	7, 8
	3.4	Laws for Everyday life <ul style="list-style-type: none"> • Right to information Act 2005 • Consumer Protection Act 2019 • Information Technology Act 2000 New Labour code: <ol style="list-style-type: none"> 1. The Code on Wages, 2019, 2. The Code on Social Security, 2020 	10	2

<p>Teaching and Learning Approach</p>	<p>Classroom Procedure (Mode of transaction) Classroom Lectures and Authentic Learning: Conventional lectures can provide factual knowledge. Interactive learning, seminars, and group discussion promote student engagement.</p> <p>Course Delivery Method CD1- Lecture by use of boards/LCD projectors, etc. CD2- Book and Document Reviews by students as assignments CD3- Seminars on assigned topics CD4- Peer group Discussions</p> <p>Module 1 Conceptual definitions and notes enable students to understand Constitutional Law Unit 1.1 to 1.4 Provides an elaborate sketch of Constitutional Jurisprudence, how Constitutional Thought evolved, justice and its application in constitutional jurisprudence</p> <p>Module 2 Unit 2.1 to 2.4 Introduces Comparative analysis of constitutional framework, laying special emphasis on Inter-sectionality and equal protection. Case studies from various Jurisdictions will provide clarity to students regarding the concept.</p> <p>Module 3 Unit 3.1 to 3.4 Aims at introducing students to fundamental Rights and Constitutional Remedies and above all interpretation of Constitution and powers and functions of Judiciary</p> <p>Module 4 Unit 4.1 to 4.4 Lays emphasis on Constitutionalism and rule of law, with special reference to Rule of Law and emerging issues in constitutional jurisprudence</p>																				
<p>Assessment Types</p>	<p>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 (5 Marks) Summative Assessment (SA): Conduct Legal Awareness Campaign (20 Marks)</p>																				
	<p>B. End Semester Evaluation</p> <table border="1" data-bbox="443 1507 1433 1753"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>15</td> <td>1x15=15</td> </tr> <tr> <td>Short Answer</td> <td>100 Word</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" style="text-align: right;">Total</td> <td>50</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	15	1x15=15	Short Answer	100 Word	5 out of 8	3x5=15	Essay	350 Words	2 out of 4	10x2=20	Total			50
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MCQ	NA	15	1x15=15																		
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Total			50																		

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**MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)**

Programme	BA (Hons) Political Science					
Course Name	SOCIAL AND POLITICAL THOUGHTS OF AMBEDKAR					
Type of Course	VAC					
Course Code	MCE6VACPOL300					
Course Level	300-399					
Course Summary	This course examines the life and works of Dr. B.R. Ambedkar, a pivotal figure in modern Indian history. We will explore his social and political thought, focusing on his critique of the caste system, his vision for social democracy, his advocacy for affirmative action, and his conversion to Buddhism as a path towards social emancipation. Through primary and secondary sources, the course will analyse Ambedkar's contribution to the Indian Constitution and his lasting influence on contemporary Indian society.					
Semester	6	Credits			3	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	analyse the historical and social context that shaped Dr. B.R. Ambedkar's social and political thought, including the impact of the caste system and the Indian independence movement.	K, U, An, E	1, 6, 7
2	critically evaluate Ambedkar's critique of the caste system and Hinduism, examining its origins, structure, and impact on social justice.	U, An, E	1, 6, 7, 10
3	explain Ambedkar's vision for social democracy and its emphasis on individual rights, minority protection, and affirmative action.	U, An, E, Ap	6, 7, 8

4	assess the role of Buddhism in Ambedkar's thought and its potential for achieving social emancipation for marginalized communities.	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	CO No.
1	Social Context of Ambedkar's Thought			
	1.1	Caste System in India: Origins, Structure, and Practices	3	1, 3, 6
	1.2	Untouchability: Lived Experiences and Social Exclusion	3	1, 3, 6, 7
	1.3	Colonialism and Social Reforms in 19th Century India	3	1, 6
	1.4	Influences on Ambedkar's Thought: Phule, Ranade, and Western Liberalism	4	1, 6
2	Critique of Caste and Hinduism			
	2.1	Ambedkar's Theory of Caste: Varna and Caste System, Graded Inequality	3	1, 3, 6
	2.2	Critique of Brahminism: Ritual Purity, Social Domination	2	1, 6, 10
	2.3	Hinduism and Untouchability: Religious Sanction and Social Practice	2	1, 6, 8
	2.4	Limits of Reform within Hinduism: The Poona Pact and its Aftermath	2	1, 3, 6
3	Social Democracy and Affirmative Action			
	3.1	Ambedkar's Vision of Indian Democracy: Liberty, Equality, Fraternity	3	1, 2, 8
	3.2	Individual Rights vs Group Rights: The Question of Minorities	2	1, 6
	3.3	Social Justice: Reservations and Affirmative Action	4	1, 6, 7, 8

	3.4	Rise and Fall of Hindu Women; Hindu Code Bill	3	1, 2, 6
4	Ambedkar's Vision on Buddhism and Social Emancipation			
	4.1	Conversion to Buddhism: A Search for Dignity and Equality	3	1, 6, 7, 8
	4.2	Buddhist Principles and Social Transformation: Non-Violence, Morality, Equality	3	6, 7, 8
	4.3	Navayana: Ambedkar's Reinterpretation of Buddhism	3	6, 7
	4.4	Buddha and Karl Marx: Thoughts on Emancipation	2	1, 2, 3

Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction) Interactive Lectures: The instructor will present key concepts and arguments, followed by open discussions. Group Discussions: Students will discuss assigned readings in small groups, fostering critical engagement with the material. Document Analysis: Students will analyse primary sources like Ambedkar's writings and historical documents, developing analytical skills. Presentations: Students will present their research on specific topics related to the course, refining communication skills. Film Screenings and Debates: Films exploring caste, social justice, and Ambedkar's legacy will be screened, followed by facilitated debates.</p>																						
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA): 25 Marks Formative Assessment (FA): Oral presentations/In-class discussions/ writing assignments/Peer Assessments (20 Marks) Summative Assessment (SA): Awareness Campaign (5 Marks)</p>																						
	<p>M. Semester End examination</p> <table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>15</td> <td>1x15=15</td> </tr> <tr> <td>Short Answer</td> <td>100 Word</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" style="text-align: right;">Total</td> <td>50</td> </tr> </tbody> </table>			Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	15	1x15=15	Short Answer	100 Word	5 out of 8	3x5=15	Essay	350 Words	2 out of 4	10x2=20	Total			50
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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
MCE7DCCPOL400	Methodology of Research in Political Science	DCC	4	5	3	0	2	0
MCE7DCCPOL401	Marxism and Post-Marxism	DCC	4	4	4	0	0	0
MCE7DCCPOL402	Understanding Inclusion: Women, Children, And Disadvantaged Sections in India	DCC	4	4	4	0	0	0
MCE7DCEPOL400	Centre State Relations and Cooperative Federalism in India	DCE	4	4	4	0	0	0
MCE7DCEPOL401	Bio-Diversity Governance	DCE	4	4	4	0	0	0

	MAHARAJA'S COLLEGE, ERNAKULAM (Govt. Autonomous)					
Programme	BA(Hons) Political Science					
Course Name	METHODOLOGY OF RESEARCH IN POLITICAL SCIENCE					
Type of Course	DCC					
Course Code	MCE7DCCPOL400					
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	
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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)*

COURSECONTENT

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	5	1,2
	1.2	Research :Method and Methodology-Types of Research (Pure and Applied)	3	2
	1.3	Research Process (Steps in social science Research)	3	2
	1.4	Selection and Formulation of a Research Problem • Identification of Research Problem • Literature Review: Importance	4	2
	1.5	Prepare a research proposal (not less than in 1000 words)	10	10
Research design				

2	2.1	Research design, meaning, importance and types.	4	3
	2.2	Meaning, types, Importance, and construction of Objectives – Hypothesis, types, sources and importance.	3	3
	2.3	Scientific study of Political science, Major Approaches	4	4,9
	2.4	Difference between Natural Science Research and Social Science research.	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
Scientific Techniques of Research				
3	3.1	Types of Data (primary, secondary, qualitative, Quantitative)	4	5
	3.2	Methods of Data Collection (Survey, Observation, Interview, questionnaire)	4	7
	3.3	Sampling Techniques (Probability and non-probability Sampling) Plagiarism; Citation and Referencing System	2	7
	3.4	How to Prepare a Research Proposal	2	9
Data Processing and Analysis				
4	4.1	Processing of Data, Coding and Tabulation	2	1,10
	4.2	Classification of Data and Analysis of Data	4	10
	4.3	Final Report	2	10
	4.4	Use of Computers and Internet in Social Science Research	4	10
5		Teacher Specific Content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>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.</p>
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	<p>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.</p> <p>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.</p> <p>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.</p> <p>Module: 4 Focused Reading and Reflection: Given the complexity of statistical methods, focused reading and reflective exercises can help students grasp these concepts.</p>																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA):30 Marks</p> <p>(Practicum components will be evaluated under CCA)</p> <p>Research proposal-10 Marks Data Collection-10 Marks Data Analysis-10 Marks</p>																				
	<p>B. End Semester Evaluation</p> <table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>20</td> <td>1x20=20</td> </tr> <tr> <td>Short Answer</td> <td>50Word</td> <td>10 out of 15</td> <td>2x10=20</td> </tr> <tr> <td>Essay</td> <td>500Words</td> <td>2 out of 4</td> <td>15x2=30</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td>70</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50Word	10 out of 15	2x10=20	Essay	500Words	2 out of 4	15x2=30	Total			70
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MAHARAJA'S COLLEGE, ERNAKULAM (Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	MARXISM AND POST-MARXISM					
Type of Course	DCC					
Course Code	MCE7DCCPOL401					
Course Level	400-499					
Course Summary	The course on Marxism and Post-Marxism critically examines the genesis and evolution of Marxist thought. The course deals with issues of power, ideology, and social change in the context of capitalism, democracy, and Fascism. It explores the post-Marxist critiques, which challenge many aspects of classical Marxism while still seeking social change.					
Semester	7	Credits			4	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	grasp the philosophical foundations of Marxism, including dialectical thought of Hegel.	U, An	1, 6
2	grasp the core ideas of Marxism, including dialectical materialism, class, and historical materialism.	U, An	1, 6
3	understand critically the development of capitalism and productive forces in the society with the help of analytical tools developed by Marx and Marxist thinkers.	An, E	1, 6, 10
4	develop theoretical understanding of post-Marxist thought and their implications in analysing social change.	An, E, A	1, 6, 10

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C),**

Skill (S), Interest (I) and Appreciation (Ap)
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COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Hegel			
	1.1	Dialectics; The Master-Slave Dialectic	5	1, 6
	1.2	Thesis, Antithesis, Synthesis	5	1, 3, 6
	1.3	Importance of Contradiction in Social Change	5	1, 6
2	Marx			
	2.1	Critique of Capitalism and Alienation of Labor	5	1, 3, 6
	2.2	Class Analysis: Bourgeoisie and Proletariat	5	1, 6
	2.3	The Dialectic of History and Class Struggle	5	1, 6
3	Lenin and Mao			
	3.1	Lenin: Theory of Imperialism	5	1, 6
	3.2	Mao: On Contradiction	5	1, 6
	3.3	Rosa Luxemburg: Mass Strike	5	1, 6
4	Post-Marxism			
	4.1	Gramsci: Hegemony	5	1, 6
	4.2	Althusser: Ideology and Ideological State Apparatuses	5	1, 6
	4.3	Georg Lukacs: Reification Theory	5	1, 6

Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

<p>Teaching and Learning Approach</p>	<p>Classroom Procedure (Mode of transaction)</p> <ol style="list-style-type: none"> 1. The teaching and learning approach for this course is designed to foster a deep understanding of Marxist and post Marxist thought while promoting critical thinking, analytical skills, and an appreciation for the historical and cultural contexts. 2. Interactive lectures and classroom engagements (through readings and discussions, debates) will encourage student participation and generating questions. 3. Incorporate relevant films and documentaries that explore political thought, ideologies, or historical events. 4. Seminars discussion will help students to discuss specific topics, present their research, and engage in critical debates. 																				
<p>Assessment Types</p>	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Formative Assessment (FA): Oral presentations; Viva voce; In-class discussions; Tutorial works; Reflection writing assignments; Peer Assessments 15 Marks Summative Assessment (SA): Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study 15 Marks</p>																				
	<p>N. Semester End examination</p> <table border="1" data-bbox="320 1064 1329 1310"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>20</td> <td>1x20=20</td> </tr> <tr> <td>Short Answer</td> <td>50 Word</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" style="text-align: right;">Total</td> <td>70</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50 Word	10 out of 15	2x10=20	Essay	500 Words	2 out of 4	15x2=30	Total			70
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References

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MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	UNDERSTANDING INCLUSION: WOMEN, CHILDREN AND DISADVANTAGED SECTIONS IN INDIA					
Type of Course	DCC					
Course Code	MCE7DCCPOL402					
Course Level	400-499					
Course Summary	This course examines the concept of inclusion within the Indian context, focusing on the experiences of women, children, and disadvantaged sections of society. Students will explore historical and contemporary issues related to gender, child rights, and social inequalities. The course will equip students with critical thinking skills to analyse policies and initiatives aimed at achieving inclusive development in India.					
Semester	7	Credits			4	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Comprehend the concept of social inclusion and exclusion.	U, K	1,3,6
2	Critically evaluate the issues and problems related to gender, child rights and inequalities in Indian society.	A, An	1,2,3,6, 7
3	Identify the interplay of various factors that disable the women, children and the other marginalised sections in Indian society from enjoying equality.	A, An, E	1,2,3,6, 8
4	Identify and assess the pros and cons of policies and programmes aimed to bring about social inclusion in India.	U, A, An, Ap	1,2,3,6, 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	CO No.
1	Conceptualizing Inclusion			
	1.1	Meaning and Scope of Inclusion: Defining inclusion, social justice, equality, Social Exclusion	3	1,2
	1.2	Theoretical Perspectives on Inclusion: Different theoretical frameworks for understanding inclusion (Feminist theory, Postcolonial theory, and Critical disability studies)	3	2,3
	1.3	The Indian Constitution and Inclusion: Constitutional provisions related to Social inclusion (Fundamental rights, Directive Principles of State Policy, Affirmative Actions)	4	1,2,6
	1.4	Challenges to Inclusion in Indian society: Major Social, cultural, economic, and political barriers	3	1,2,3,6,7
2	Historical and Contemporary Status of Women in India			
	2.1	Patriarchy and Gender Inequality	3	1,2,3,6
	2.2	Women's Movements and Social Reform	3	1,2
	2.3	Education, Employment, and Economic Empowerment of Women	4	1,2,3,6
	2.4	Violence Against Women: Understanding different forms of violence against women (domestic violence, sexual harassment, etc.) and legal and social responses.	3	1,2,6
	2.5	Representation of Women in Politics and Public Life: Women's participation in political decision-making and public sphere in India.	3	1,3,6,7
3	Rights of the Children and its implementation in India			
	3.1	The Convention on the Rights of the Child (CRC): Core	3	1,2

		principles of the CRC and its relevance to India.		
	3.2	Child Rights in Indian Constitution and Major Child Rights Specific Legislations (Juvenile Justice Care and Protection of Children Act 2015-Protection of Children from Sexual Offences Act, 2012-Right of Children to Free and Compulsory Education Act, 2009-The Prohibition of Child Marriage Act, 2006)	4	1,2,6,7
	3.3	Role of Institutions in Protecting Child Rights: Role of government agencies, NGOs, and civil society	3	1,3,6
	3.4	Emerging Issues in Child Rights: Child online safety and mental health issues among children.	3	1,2,3,6,7
	Status of Disadvantaged Sections in India			
	4.1	Caste System and Social Exclusion: Caste, its historical roots in India, and its impact on social exclusion.	4	1,3,6,7
	4.2	Tribal Communities and Indigenous Rights: Challenges faced by tribal communities, their struggle for land rights and social justice.	3	1,3,6,7
4	4.3	Religious Minorities and Issues of Inclusion	4	1,3,6,7
	4.4	Disability and Inclusive Education: Understanding the concept of disability and the need for inclusive education practices in India, RPWD Act 2016.	4	1,3,6,7
	4.5	LGBTQ+ Rights and Inclusion: Various legal and social issues and promoting inclusive spaces.	3	1,3,6,7
Module 5	Teacher Specific Content		Hrs	
	(Internal Evaluation Only)			

Teaching and Learning	Classroom Procedure(Mode of transaction)
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Approach	<p>Module: 1 Lecture and discussion on the concept of Social inclusion, equality, exclusion. Comprehensive discussion on the various constitutional provisions such as Preamble of the Constitution, Fundamental Rights, DPSP etc in ensuring social equality. Group discussion by students to develop their perspectives on various aspects of rights and duties.</p> <p>Module 2 Lecture and discussions on the status of women in Indian society, the interplay of various factors that hinder women's inclusion at various levels, the contribution of women's movement in social reform. Selected videos and documentaries can be featured in order to offer students with a critical outlook.</p> <p>Module 3 Classroom lecture on the rights of children, various instrumentalities to protect them and the challenges that they face during their advancement. Peer discussions on various topics shall be of great help to the students.</p> <p>Module: 4 Lectures, Seminar presentations, discussions, invited talks, featuring of related documentaries.</p>																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA): 30 Marks</p> <p>Formative Assessment (FA): Oral presentations; Viva voce; In-class discussions; Tutorial works; Reflection writing assignments; Peer Assessments 15 Marks</p> <p>Summative Assessment (SA): Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study 15 Marks</p>																				
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MAHARAJA'S COLLEGE, ERNAKULAM

(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	CENTRE STATE RELATIONS AND COOPERATIVE FEDERALISM IN INDIA					
Type of Course	DCE					
Course Code	MCE7DCEPOL400					
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

5	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
*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	Centre-State Relations in Federalism			
	1.1	Mapping Debates on Centre State Relations	5	1
	1.2	The Sarkaria Commission	4	1
	1.3	The Punchhi Commission	4	1
	1.4	Neo-Liberalism and New Dimensions in Centre State Relations	4	6
2	Division of Power in Federalism			
	2.1	Division of Power among Centre and State and Administrative Powers	4	4
	2.2	Legislative Powers	3	3
	2.3	Executive Powers	3	2
	2.4	Landmark judgements related to centre-state relations: Kesvananda Bharthi vs State of Kerala 1973, S R Bommai vs. Union of India 1994, S R Choudhari vs State of Punjab 2001	5	6
3	Institutional Mechanisms in Federalism			
	3.1	Centre-state Relations and Institutional Mechanisms	4	9
	3.2	NDC and NITI AAYOG	3	4
	3.3	Finance Commission and Tax Allocation	4	6
	3.4	GST Council	3	1
4	Federalism and Inter-state Relations			
	4.1	Inter-State Disputes and Redress Mechanism- Role of Various Tribunals and Commissions	4	7
	4.2	Interstate Council	3	8
	4.3	Horizontal Federalism	3	8
	4.4	Assessment of Co-operative Federalism in India	4	7

5	Teacher Specific Content (Internal evaluation only)																						
Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lectures: Begin with introductory lectures to provide a theoretical foundation and framework for understanding centre-state relations</p> <p>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.</p> <p>Guest Lectures - Invite guest speakers with expertise in the field, such as researchers, policymakers, or practitioners, to share real-world insights and experiences.</p>																						
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA)</p> <p>Formative Assessment (FA): Oral presentations; Viva voce; In-class discussions; Tutorial works; Reflection writing assignments; Peer Assessments 15 Marks</p> <p>Summative Assessment (SA): Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study 15 Marks</p>																						
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MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	BIODIVERSITY AND GOVERNANCE					
Type of Course	DCE					
Course Code	MCE7DCEPOL401					
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	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
Pre-requisites, if any		4	0	0	0	60

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
Upon the completion of the course, student will be able to:			
1	Students will comprehend biodiversity fundamentals	U	1,2
2	Students will analyze Historical Perspectives and Protocols in Biodiversity.	An	1,3
3	Students will evaluate Human-Wildlife Interactions and Conservation Techniques	E	1,3,4,6
4	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	CO No.
1	Biodiversity: Introduction			
	1.1	Meaning and Importance of Biodiversity	4	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	Protocols and Frameworks			
	2.1	Historical perspectives on Biodiversity	3	1
	2.2	Protocols of Biodiversity	3	4
	2.3	International frameworks	3	7
	2.4	National Initiatives	3	7
3	Conservation of Biodiversity			
	3.1	Human wildlife Conflicts	3	10
	3.2	Free market Techniques to Conserve Biodiversity	3	5
	3.3	Indigenous Techniques to Conserve Biodiversity (Interaction with local experts and preparation of reports)	3	1
4	Biodiversity: New Themes and Practices			
	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 Hotspots	10	10
	4.4	Conduct awareness programmes for the public and documentation	10	10

Module 5	Teacher Specific Content	Hrs	
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	(Internal Evaluation Only)		

Learning and Approach	<p>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 initiatives for the protection and conservation of environment in India. Module 4 it helps students to understand major environmental challenges and their effects in their life..</p>																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>(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; Assessments 15 Marks Summative Assessment (SA): Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study 15 Mark</p>																				
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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
MCE8DC CPOL400	Critical Theory	DCC	4	5	3	0	2	0
MCE8DC CPOL401	Political Parties in India: History, Structure, and Ideology	DCC	4	5	3	0	2	0
MCE8DC EPOL400	Introduction to Philosophy of Social Science	DCE	4	5	3	0	2	0
MCE8DC EPOL401	Artificial Intelligence and International Relations Theories	DCE	4	5	3	0	2	0
MCE8DC EPOL402	Modernity: History and Theory	DCE	4	5	3	0	2	0
MCE8DC EPOL403	Regionalism, Diplomacy and Politics in South Asia	DCE	4	5	3	0	2	0
	Project of Honours		8	Mandatory for Honours Degree				
MCE8PRJ POL400	Research Project of Honours with Research	PRJ	12	Applicable only for Honours with Research				



MAHARAJA'S COLLEGE, ERNAKULAM (Govt. Autonomous)

Programme	BA (Hons) Political Science
Course Name	CRITICAL THEORY
Type of Course	DCC
Course Code	MCE8DCCPOL400
Course Level	400-499
Course Summary	this course is an introduction to the major thinkers and concepts within Marxism and Critical Theory. It explores the foundations of critical theory with Hegel and Marx, focusing on dialectics, contradiction, and class analysis. We will then delve into the Frankfurt School's critique of modernity and the "culture industry". Later, Habermas' concept of the public sphere and its decline, alongside the "colonization of the lifeworld" will be examined. Finally, the course will expand the scope of critical theory by considering the work of Foucault and Butler, introducing their unique

	contributions to understanding power, knowledge, and identity.					
Semester	8	Credits			4	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	understand the historical context of the evolution of the Frankfurt school and Critical Theory in the 20 th century.	K, U	1, 2, 7
2	examine the Frankfurt School's critique of instrumental rationality and the commodification of society within capitalism.	U, An	1, 3, 8
3	develop the ability to distinguish between various strands of critical theory and to apply the concepts of critical theory to analyse and critique social, political, and cultural phenomena in the contemporary world.	U, An, A	1, 2, 3, 6
4	enhance critical thinking skills by questioning dominant ideologies and power structures, fostering a capacity for independent thought and analysis.	E, An, I	1, 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	CO No.
1	The Frankfurt School and the Dialectic of Enlightenment			
	1.1	The Historical Context of the Emergence of the Frankfurt School	5	6
	1.2	Horkheimer & Adorno:	5	1, 7, 8

		Critique of Modernity		
	1.3	Adorno: Culture Industry	5	1, 3, 7
	1.4	Herbert Marcuse: One Dimensional Man	5	1, 6, 8
2	Habermas: Public Sphere, Colonization of the Lifeworld			
	2.1	The Public Sphere and Democracy	5	1, 4, 6
	2.2	The Rise and Fall of Public Sphere and Rational Discourse	5	1, 4, 7, 9
	2.3	System and the Colonization of the Lifeworld	5	1, 3, 7
	2.4	Prepare a terms paper on the context of formation and relevance of critical theory.	10	10
3	Expanding Critical Theory: Michel Foucault			
	3.1	The Concept of Discourse	5	1, 2, 5, 7
	3.2	Discipline and Power	5	1, 2, 5, 7
	3.3	Panopticon and the Internalization of Surveillance	5	1, 7, 8
4	Expanding Critical Theory: Judith Butler			
	4.1	Gender and Sexuality	5	1, 6, 7, 8
	4.2	Gender and the Performance of Identity	5	1, 6, 7, 8
	4.3	The Critique of Essentialism and the Possibility of Agency	5	1, 6, 7, 8

Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>CD1- Focused Reading CD2-Classroom Lecture CD3-Seminars on Assigned Topics CD4-Peer group Discussion</p> <p>Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge. Active-interactive learning, brainstorming, seminars, and group activities foster student engagement through interactive class discussions.</p>
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Assessment Types	MODE OF ASSESSMENT			
	<p>A. Continuous Comprehensive Assessment (CCA) (Practicum components will be evaluated under CCA, if any) Book Review (10 marks) Case Studies (5 Marks) Peer group Discussions (5 Marks) Internal Test (10 marks)</p>			
	O. Semester End examination			
	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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MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	POLITICAL PARTIES IN INDIA: HISTORY, STRUCTURE, AND IDEOLOGY					
Type of Course	DCC					
Course Code	MCE8DCCPOL401					
Course Level	400-499					
Course Summary	This course examines the evolution of political parties in India, from their early roots in the 18 th century to the contemporary political landscape. Through four modules, we will explore the historical development, internal structures, and ideological underpinnings of various party formations. We will analyse how parties have responded to major events like independence, social movements, and economic reforms. The course will equip students with a critical understanding of the role of political parties in India's vibrant democracy.					
Semester	8	Credits			4	Total Hours
Course Details	Lecture	Tutorial	Practical/ Practicum	Others	75	
	3	0	1	0		
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Explain the historical development of political parties in India, analysing their role in the independence struggle and post-colonial era.	K,U	3
2	Critically evaluate the organizational structures of Indian political parties, including membership, leadership and internal decision-making processes.	E, An	1
3	Identify and differentiate between the core ideologies of major Indian political parties, including their stances on social, economic and political issues.	A, An,I	6,7
4	Analyse the impact of factors like caste, religion and regionalism on Indian political parties and their strategies.	U, I	6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Foundations of Indian Political Parties (18th - Early 20th Century)			
	1.1	Emergence of Early Political Associations (Pre-Congress Era): Bombay Association and the Calcutta Society against British rule.	3	1,2
	1.2	The Indian National Congress: Formation, ideology, and leadership	4	3,5
	1.3	The Rise of Nationalism and Freedom Struggle: INC's strategy-Moderate and radical factions, in the context of the freedom movement.	3	6,7

	1.4	Birth of Other Political Formations: Muslim League, Socialist movements in India	3	2,3
2	Consolidation and Realignment (Post-Independence - 1980s)			
	2.1	The Congress System: Its dominance in the early decades of post-independent India	6	2,3
	2.2	Regional Parties: DMK and TDP	6	3
	2.3	The Communist Movement in India: History and ideological contributions of the Communist Party of India (CPI) and the Communist Party of India (Marxist) (CPI-M)	6	6,7
	2.4	Challenges and Realignments (1970s-1980s): The rise of social movements and political challenges during the Emergency- Janata Party	6	6,8
3	Changing Dynamics (1980s - 2000)			
	3.1	The Rise of the Bharatiya Janata Party (BJP): The ideology, strategies, and social base	6	3
	3.2	Mandal Politics and Social Justice Movements: Janata Dal	6	7
	3.3	The rise of Dalit-Bahujan politics and parties in India: BSP	6	6,7
	3.4	Economic Liberalization and its Political Ramifications: Economic reforms in the 1990s and its impact on party system and political discourse in India.	6	1,3
	3.5	Conduct a study on the changing nature of party system in India	15	10
Module 5	Teacher Specific Content		Hrs	
	(InternalEvaluation Only)			

<p>Teaching and Learning Approach</p>	<p>Classroom Procedure (Mode of transaction)</p> <p>Module: 1 Lecture and discussion on the evolution of political parties in India in pre-independent era. Seminar presentations by students also can contribute to develop their perspectives.</p> <p>Module 2 Class Lecture and discussions on the political discourse till 1980s. Seminar presentations by students also can contribute.</p> <p>Module 3 Classroom lecture and Peer discussions on various topics shall be of great help to the students.</p> <p>Module: 4 Lectures, Seminar presentations, discussions, invited talks, featuring of related documentaries.</p>																				
<p>Assessment Types</p>	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA): 30 Marks</p> <p>Formative Assessment (FA): Oral presentations; Viva voce; In-class discussions; Tutorial works; Reflection writing assignments; Peer Assessments 15 Marks</p> <p>Summative Assessment (SA): Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study 15 Marks</p>																				
	<p>B. End Semester examination</p> <table border="1" data-bbox="320 1115 1331 1361"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>20</td> <td>1x20=20</td> </tr> <tr> <td>Short Answer</td> <td>50Word</td> <td>10 out of 15</td> <td>2x10=20</td> </tr> <tr> <td>Essay</td> <td>500Words</td> <td>2 out of 4</td> <td>15x2=30</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td>70</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50Word	10 out of 15	2x10=20	Essay	500Words	2 out of 4	15x2=30	Total			70
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MAHARAJA'S COLLEGE, ERNAKULAM

(Govt. Autonomous)

Programme	BA (Hons) Political Science					
Course Name	INTRODUCTION TO PHILOSOPHY OF SOCIAL SCIENCE					
Type of Course	DCE					
Course Code	MCE8DCEPOL400					
Course Level	400-499					
Course Summary	<p>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.</p>					
Semester	8	Credits			Total Hours	
Course Details		Lecture	Tutorial	Practicum		Others
		3	0	1		0
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will 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 the strengths and limitations of quantitative and qualitative approaches.	An,E	2,4,5,6
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	Social Science: Definition of the Idea	5	1, 2
	1.2	Social Science and Natural Science	5	1, 2
	1.3	Introduction to Philosophy of Social Sciences	5	1, 2, 3
2	Approaches in Social Sciences			
	2.1	Positivism and Post-positivism	3	1, 3, 6
	2.2	Interpretivism	3	1, 3, 6
	2.3	Critical Realism	4	1, 3, 6
	2.4	Prepare a term paper (not less than 600 words) on the relevance of empirical and positivist approach in social science research.	20	10
3	Debates in Philosophy of Social Science			
	3.1	Thomas Kuhn: Paradigm	3	1, 3, 6
	3.2	Karl Popper: Conjectures and Refutations	4	1, 3, 6
	3.3	Paul Feyerabend: Against Method	5	1, 3, 6
	3.4	Analyze the debates in the philosophy of social sciences and examine philosophical questions addressed.	5	10
4	Methods in Philosophy of Social Science			
	4.1	Methodological Individualism and Holism	5	4,5,6

	4.2	Functionalism and Structuralism	6	4,5,6
	4.3	Social Ontology	3	2, 6, 7
5		Teacher Specific Content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • The teaching and learning approach for this course is designed to foster a deep understanding of the subject matter while promoting critical thinking, analytical skills, and an appreciation for 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	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA) Report-15 Marks Debate/Discussion-5 marks Designing any scientific experiments-10 Marks</p>																							
	<p>B. End Semester Evaluation</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Descriptive Type</th> <th style="text-align: left;">Word Limit</th> <th style="text-align: left;">Number of questions to be answered</th> <th style="text-align: left;">Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>20</td> <td>1x20=20</td> </tr> <tr> <td>Short Answer</td> <td>50 Word</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" style="text-align: right;">Total</td> <td>70</td> </tr> </tbody> </table>				Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50 Word	10 out of 15	2x10=20	Essay	500 Words	2 out of 4	15x2=30	Total			70
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Reference

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**MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)**

Programme	BA (Hons) Political Science					
Course Name	ARTIFICIAL INTELLIGENCE AND INTERNATIONAL RELATIONS					
Type of Course	DCE					
Course Code	MCE8DCEPOL401					
Course Level	400-499					
Course Summary	This course examines the intersection of Artificial Intelligence (AI) and International Relations (IR) theory. It will explore how AI is transforming the landscape of international security, global politics, and the future of international relations. By analysing AI through the lens of established IR theories, students will gain a deeper understanding of the potential challenges and opportunities presented by this rapidly evolving technology.					
Semester	8	Credits			4	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	explain the fundamental concepts of artificial intelligence and their implications for international relations.	K, U	1, 3
2	analyse the impact of AI on international security dynamics, including arms races, proliferation, and decision-making.	U, An	1, 6
3	evaluate the influence of AI on global power structures,	U, An, E	1, 6, 7

	economic competition, and diplomatic relations.		
4	critically assess the ethical and legal challenges posed by AI in the international arena.	An, E	1, 2, 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	CO No.
1	Foundations of AI and IR			
	1.1	Technology and Society: Historical Context	5	1, 3, 6
	1.2	Introduction to International Relations Theory: Realism, Liberalism, Constructivism	10	1, 3
	1.3	Introduction to AI: AI and Other Emerging Technologies	5	1, 3
2	AI and Global Politics			
	2.1	AI and Global Power Shifts	5	1, 6
	2.2	Technology and War	5	6
	2.3	Cyberwarfare and AI	5	6, 8
	2.4	AI and Intelligence Gathering: The use of AI in surveillance and data analysis for national security	6	6, 8
3	AI, Economy, and Governance			
	3.1	Technology and Regional Integration	5	6, 9
	3.2	Infrastructure, Industrialisation and Development	6	6
	3.3	Diplomatic Engagement and Technology	5	6
	3.5	The Role of Ethics in the Future International Relations	5	10
	3.6	Conduct a case study on the		

		influence and importance of AI in international relations	15	10

Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction) Interactive lectures with multimedia presentations. Class discussions and debates on current events related to AI and IR. Group projects focusing on specific case studies. Short quizzes and assignments to assess understanding. Film/Documentaries</p>																							
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Formative Assessment (FA): Oral presentations; Viva voce; In-class discussions; Tutorial works; Reflection writing assignments; Peer Assessments 15 Marks Summative Assessment (SA): Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study 15 Marks</p>																							
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**MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)**

Programme	BA (Hons) Political Science					
Course Name	MODERNITY: HISTORY AND THEORY					
Type of Course	DCE					
Course Code	MCE8DCEPOL402					
Course Level	400-499					
Course Summary	This course delves into the multifaceted concept of modernity, exploring its historical emergence, core tenets, and ongoing critiques. Through various theoretical frameworks, the course examines the social, political, economic, and cultural transformations that define the modern world.					
Semester	8	Credits			4	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	able to identify the key historical events, intellectual movements, and social changes that led to the emergence of the modern world.	K, U	6
2	gain a nuanced understanding of central themes like reason, science, progress, individualism, and secularization, along with their ongoing critiques.	U, An	1, 3, 6
3	utilize various theoretical lenses, such as Marxism, feminism, and postcolonialism, to examine the social, political, and economic structures of modernity.	U, An	1, 6

4	critically analyse the ongoing debates surrounding globalization, technological advancement, and the future of the modern world.	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	CO No.
1	Historical Context			
	1.1	Modernity: Historical Context and Key Features	6	3, 6
	1.2	The Enlightenment Project: Reason, Science, Progress, and Individualism	6	6
	1.3	The Industrial Revolution and Rise of Capitalism	6	6
2	Theorizing Modernity			
	2.1	Karl Marx: Critique of Capitalism and Alienation	6	1, 3, 6
	2.2	Max Weber: Rationalization and Disenchantment	6	1, 3, 6
	2.3	Michel Foucault: Power, Governmentality	6	1, 3, 6
	2.4	Habermas: Public Sphere, Modernity as Unfinished Project	6	1, 3, 6
3	Experiences of Modernity			
	3.1	Changing Gender Roles	4	6, 7
	3.2	Modernity and Colonialism	4	6, 7
	3.3	Urbanization and Technology	4	6, 7
	3.4	Development and Ecological Crisis	5	6, 7
4	Critique of Eurocentrism			
	4.1	Postmodernity	4	1, 6
	4.2	Multiple Modernities	4	1, 6

	4.3	Alternative Modernities	4	1, 6
	4.4	Regional Modernities	4	1, 6

Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction) Classroom Participation: This course will prioritize active learning through class discussions, debates, and group activities. Reading and Writing: Regular reading assignments and written analysis will hone your critical thinking and communication skills. Multimedia integration: The course will incorporate multimedia resources like documentaries, films, and visual art to enhance understanding. Presentations: Students will have opportunities to present their research and analysis through individual or group projects.</p>																							
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA): 30 Marks Formative Assessment (FA): Oral presentations/Viva voce/In-class discussions/ Tutorial works/Reflection writing assignments/Peer Assessments-20 Marks Summative Assessment (SA): Written test/MCQs/Problem based assignments/ field reports/Seminars/Literature review/survey/Case study-10 Marks</p>																							
	<p>Q. Semester End examination</p> <table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>20</td> <td>1x20=20</td> </tr> <tr> <td>Short Answer</td> <td>50 Word</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" style="text-align: right;">Total</td> <td>70</td> </tr> </tbody> </table>				Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	20	1x20=20	Short Answer	50 Word	10 out of 15	2x10=20	Essay	500 Words	2 out of 4	15x2=30	Total			70
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References

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**MAHARAJA'S COLLEGE, ERNAKULAM
(Govt. Autonomous)**

Programme	BA (Hons) Political Science					
Course Name	REGIONALISM, DIPLOMACY AND POLITICS IN SOUTH ASIA					
Type of Course	DSE					
Course Code	-					
Course Level	400-499					
Course Summary	This course explores the complexities of regionalism in South Asia, focusing on diplomatic interactions, political dynamics, and cooperation among the countries in the region. It will explore the historical context, evolving dynamics, challenges, and opportunities of regional cooperation in the subcontinent. The course will enable students to critically analyse historical contexts, contemporary challenges, and prospects for regional integration.					
Semester	8	Credits			4	Total Hours
Course Details		Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	have a comprehensive understanding of the historical, theoretical, and contemporary dimensions of regionalism in South Asia.	K, U	1, 3
2	critically analyse bilateral and multilateral relations, regional cooperation initiatives, and emerging challenges in the region.	U, An	1, 6
3	assess the policy implications of regionalism for the countries of South Asia and for the region as a whole.	U, An, E	1, 6, 7
4	integrate knowledge from various disciplines, including history, political science, economics, sociology, and	An, E	1, 2, 6, 10

	international relations, to understand regionalism in South Asia.		
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Historical Context and Evolution of Regionalism			
	1.1	Colonial legacy and Formation of Independent Nations and Early Regional Initiatives	6	1, 3
	1.2	Geopolitical Significance of South Asia	6	1, 3
	1.3	Security Challenges and the Role of Major Powers (India, Pakistan) in Regional Security	6	1, 6
2	Diplomatic Relations and Conflict Resolution			
	2.1	India's Role as a Regional Power	5	1, 6
	2.2	Pakistan's Diplomatic Challenges (Kashmir issue; Balancing of regional interests)	6	2, 6
	2.3	Bangladesh, Nepal, and Bhutan (Bilateral relations with India)	6	6
	2.4	Sri Lanka and the Maldives (Maritime security and Indian Ocean; Maldives' vulnerability to climate change)	6	6, 8
3	Regional Organizations and Initiatives			
	3.1	SAARC: Achievements and Limitations	5	6
	3.2	Role of BIMSTEC in South Asian Regionalism	5	6, 9
	3.3	BBIN (Bangladesh-Bhutan-India-Nepal) and BCIM (Bangladesh-China-India-Myanmar)	5	6
	3.4	China's Role in South Asian Regionalism	4	6
	3.5	Prepare a term paper and present a seminar on India's	15	10

		role in co-operation and security in South Asia		
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Module 5	Teacher Specific Content	Hrs	
	(Internal Evaluation Only)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Interactive lectures with multimedia presentations. Class discussions and debates on current events related to South Asian regional politics Group projects focusing on specific case studies. Short quizzes and assignments to assess understanding. Film/Documentaries																						
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 15 Marks Summative Assessment (SA): Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study 15 Marks																						
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INTERNSHIP GUIDELINES AND EVALUATION

- 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 Internal Examiners as decided in the Department Council.

Project Evaluation Guidelines

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 (maximum 10% similarity index in plagiarism checking software) 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