THE MAHATMA GANDHI UNIVERSITY

UNDERGRADUATE PROGRAMMES (HONOURS)

SYLLABUS

MGU-UGP (Honours)

(2024 Admission Onwards)

Faculty: Social Sciences

Combined BoS : Political Science & Journalism and Mass Communication

Programme: Bachelor of Arts (Honours) Political Science with Journalism and Mass Communication(Double Major Programme)

Mahatma Gandhi University

Priyadarshini Hills

Kottayam – 686560, Kerala, India

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Preface

This double major program in Political Science and Journalism and Mass Communication offers a unique opportunity to delve into the intricate relationship between power, information, and society. Designed for students passionate about understanding the political world and its communication landscape, this program equips you with the critical thinking, analytical, and communication skills necessary to navigate the complexities of the 21st century.

In today's rapidly evolving landscape, the line between politics and communication is increasingly blurred. Information technology has revolutionized how political actors communicate with the public, how political campaigns are waged, and how citizens engage with the political process. This program recognizes this interconnectedness and empowers you to understand both sides of the coin.

By studying Political Science, you will gain a comprehensive understanding of political institutions, ideologies, and processes. You will explore the theoretical underpinnings of power, analyze political behavior, and critically examine public policy issues. Simultaneously, Journalism and Mass Communication studies equip you with the knowledge and skills necessary to analyze media ecosystems, understand the impact of different media forms on public discourse, and explore the evolving ethical questions surrounding journalism and communication.

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Political Science courses will introduce you to various political systems, theories of power and governance, comparative politics, and international relations. You will gain insights into the historical development of political thought, examine contemporary political challenges, and explore potential solutions. Journalism courses will equip you with a foundational understanding of mass communication theory, the evolution of media platforms, and the critical analysis of media content. You will delve into the ethical considerations of communication, explore the power of media in shaping public opinion, and learn about new media technologies and their impact on society.

The four-year honours format offers several advantages compared to the traditional three-year structure. It allows for a more rigorous exploration of core journalistic principles, media theory, and practical skills. Students will have the opportunity to delve deeper into novel

and specialized areas of Political Science and Journalism, Mass Media and Communication. This expanded curriculum fosters a deeper understanding of the complex interplay between media, society, and technology. The multi-disciplinary approach in the programme design will enhance the capabilities of the student to excel in multiple arenas of knowledge. Also, there are a number of course components and course baskets like Discipline Specific Core and Electives (DSC and DSE), Discipline Specific Capstone Courses, Multi-Disciplinary Courses (MDC), Value Added Courses (VAC), Skill Enhancement Courses (SEC), Ability Enhancement Courses (AEC) which are intended to provide diverse aspects of the fields of study.

Furthermore, the honours program emphasizes practical application. Students will gain hands-on experience through a variety of courses, workshops, and internship opportunities. This ensures graduates are well-equipped to enter the dynamic media industry with a strong foundation in both theoretical knowledge and practical skills.

This syllabus document serves as a comprehensive guide to the B.A. (Hons) Political Science with Journalism and Mass Communication double major program. It details the MGU-UGP regulations, program structure, course descriptions, learning outcomes, and assessment methods. We are confident that this program will empower you to become a critical thinker, a skilled communicator, and a responsible media professional. This double major program offers a rich and interdisciplinary curriculum that goes beyond the confines of traditional political science and journalism courses.

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Board of Studies & External Experts

Board of Studies in Political Science

Sl No	Name	Designation
1.	Dr. Shibu M. George Chairperson	Assistant Professor Department of Political Science Baselius College, Kottayam
2.	Dr. George K. Alex Member	Associate Professor Department of Political Science St. Thomas College, Kozhencherry
3.	Dr. Riju Saimon Member	Professor Research and P.G Department of Political Science, Government College, Kottayam
4.	Dr. Biju Thomas Member	Associate Professor Department of Political Science Christian College, Chengannur
5.	Dr Surya Aravindakshan Member	Associate Professor and HoD Department of Political Science, Maharaja's College, Ernakulam
6.	Dr. Rigy Idicula Member	Associate Professor St. Thomas College, Ranni
7.	Mr. Chandran Komath Member	Assistant Professor Department of Political Science Government College, Kottayam
8.	Dr Sudheesh K. M Member	Assistant Professor Department of Political Science Payyannur College, Payyannur
9.	Ms. Tinchu P. James Member	Assistant Professor Department of Political Science St. Thomas College, Pala
10.	Dr. Priyesh C. U Member	Assistant Professor Department of Political Science Maharaja's College, Ernakulam
11.	Dr. Baby Sebastian Member	Associate Professor Department of Political Science St. George College, Aruvithura

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External Experts

Sl No	Name	Institution
1	**Prof. (Dr) Josukutty C. A.**	Department of Political Science University of Kerala, Kariavattom Campus, Trivandrum
2	**Prof. (Dr) C. Vinodan**	Director, School of International Relations and Politics, Mahatma Gandhi University, Kottayam
3	**Prof. (Dr) Biju Lekshman (Late)**	Director, School of Gandhian Thought and Development Studies, Mahatma Gandhi University, Kottayam

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Board of Studies & External Experts

Board of Studies in Journalism and Mass Communication (UG & PG)

Sl. No	Category	Member Details
1	BoS Chairman	Mr. Bibu V.N Assistant Professor, Dept. of Journalism St. Xavier's College Vaikom, Kottayam. PIN – 686 607
2	BoS Member	Dr. Shine P.S. Assistant Professor, Dept. of Journalism BPC College, Piravom
3	BoS Member	Dr. M.S Harikumar Assistant Professor Department of Communication and Journalism University of Kerala, Kariavattom P.O, Thiruvananthapuram
4	BoS Member	Ms. Parvathi Chandran Assistant Professor, Dept. of Journalism St. Xavier's College Vaikom, Kottayam. PIN – 686 607
5	BoS Member	Dr. P.P Shaju Associate Professor, Mary Matha Arts & Science College Mananthavady.
6	BoS Member	Mr. Suresh S Assistant Professor Department of Communication and Journalism University of Kerala, Kariavattom P.O, Thiruvananthapuram

External Experts

Sl. No	Name	Details
1.	Dr. P. Lal Mohan	Assistant Professor Dept. of Communication and Journalism University of Kerala, Kariavattom P.O, Thiruvananthapuram
2	Dr. Asha Achy Joseph	Dean, SH School of Communication Thevara, Kochi
3	Mr. B Sreejan External Expert (Industry)	Director – News The Fourth News Thiruvananthapuram

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Name of the Major**: Political Science with Journalism and Mass Communication(Double Major Programme)**

Semester: 1

Course Code	Title of the Course		Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
						L	T	P	O
MG1DSCPJM100	Everyday Politics		**DSC A**	4	5	3	0	2	0
MG1DSCPJM101	Introduction to Communication		**DSC B**	4	5	3	0	2	0
MG1DSCPJM102	Basics of News Reporting		**DSC B**	4	5	3	0	2	0
MG1MDCPJM100	Introduction to India's Foreign Policy	Opt one	**MDC A**	3	4	2	0	2	0
MG1MDCPJM101	Ecological Governance			3	4	2	0	2	0
MG1MDCPJM102	Cyber Politics			3	4	2	0	2	0
MG1MDCPJM103	Basics of Photography		**MDC B**	3	4	2	0	2	0
MG1MDCPJM104	Writing for Media			3	4	2	0	2	0

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

Semester: 2

Course Code	Title of the Course		Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
						L	T	P	O
MG2DSCPJM100	Introduction to Indian Constitution		**DSC A**	4	5	3	0	2	0
MG2DSCPJM101	News Editing		**DSC B**	4	5	3	0	2	0
MG2DSCPJM102	Digital Journalism and MOJO		**DSC B**	4	5	3	0	2	0
MG2MDCPJM100	Introduction to Intellectual Property Rights	Opt one	**MDC A**	3	4	2	0	2	0
MG2MDCPJM101	Politics of Human Security			3	4	2	0	2	0
MG2MDCPJM102	AI and Media		**MDC B**	3	4	2	0	2	0
MG2MDCPJM103	Digital Media Literacy			3	4	2	0	2	0

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Semester: 3

Course Code	Title of the Course		Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
						L	T	P	O
MG3DSCPJM200	Introduction to Political Philosophy		**DSC A**	4	5	3	0	2	0
MG3DSEPJM200	Introduction to International Relations		**DSE A**	4	5	3	0	2	0
MG3DSCPJM201	Advertising: Theory and Practice		**DSC B**	4	4	4	0	0	0
MG3DSCPJM202	Media Management		**DSC B**	4	5	3	0	2	0
MG3MDCPJM200	Politics and Philosophy of Technology	Opt one	**MDC A**	3	3	3	0	0	0
MG3MDCPJM201	Sustainable Development and India's Energy Policy			3	3	3	0	0	0
MG3MDCPJM202	Social Media Influencer Marketing		**MDC B**	3	3	3	0	0	0
MG3MDCPJM203	Branding for Startups			3	3	3	0	0	0
MG3VACPJM200	Secularism and Cultural Diversity	Opt one	**VAC A**	3	3	3	0	0	0
MG3VACPJM201	Citizen Journalism		**VAC B**	3	3	3	0	0	0

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Semester: 4

Course Code	Title of the Course		Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
						L	T	P	O
MG4DSCPJM200	Political Theory		**DSC A**	4	5	3	0	2	0
MG4DSEPJM200	Public Administration		**DSE A**	4	4	4	0	0	0
MG4DSCPJM201	Public Relations and Corporate Communication		**DSC B**	4	5	3	0	2	0
MG4DSCPJM202	Understanding Cinema		**DSC B**	4	5	3	0	2	0
MG4VACPJM200	Legal Literacy and Legal Awareness	Opt one	**VAC A**	3	3	3	0	0	0
MG4VACPJM201	Media and Human Rights		**VAC B**	3	3	3	0	0	0
MG4SECPJM200	Disaster Management		**SEC A**	3	3	3	0	0	0
MG4SECPJM201	Intellectual Property Rights and Generative Artificial Intelligence	Opt one		3	3	3	0	0	0
MG4SECPJM202	Social Media Content Development		**SEC B**	3	3	3	0	0	0
MG4SECPJM203	Understanding Photography			3	3	3	0	0	0
MG4INTPJM200	**Internship***		**INT**	**2**					

* Conducted at Summer Vacation

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Semester: 5

Course Code	Title of the Course		Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
						L	T	P	O
MG5DSCPJM300	Indian Political Thought		**DSC A**	4	5	3	0	2	0
MG5DSEPJM300	Theories of International Relations		**DSE A**	4	5	3	0	2	0
MG5DSCPJM301	Comparative Politics		**DSC A**	4	4	4	0	0	0
MG5DSEPJM301	Human Rights	Opt one	**DSE A**	4	4	4	0	0	0
MG5DSEPJM302	Society and Politics in Kerala			4	4	4	0	0	0
MG5DSEPJM303	Political Sociology of Modern India			4	4	4	0	0	0
MG5DSEPJM304	Women and Spatiality in Kerala			4	4	4	0	0	0
MG5DSEPJM305	Emerging Trends in Indian Administration			4	4	4	0	0	0
MG5DSEPJM306	Business Journalism	Opt one	**DSE B**	4	4	4	0	0	0
MG5DSEPJM307	Media, Culture and Society			4	4	4	0	0	0
MG5SECPJM300	Survey Method in Political Science	Opt one	**SEC A**	3	3	3	0	0	0
MG5SECPJM301	Translation and Creative Writing for Media		**SEC B**	3	3	3	0	0	0

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Semester: 6

Course Code	Title of the Course		Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
						L	T	P	O
MG6DSCPJM300	Western Political Thought		**DSC A**	4	5	3	0	2	0
MG6DSEPJM300	Introduction to Philosophy of Social Science		**DSE A**	4	5	3	0	2	0
MG6DSEPJM301	Issues in Indian Politics	Opt one	**DSE A**	4	5	3	0	2	0
MG6DSEPJM302	Contemporary Global Politics			4	5	3	0	2	0
MG6DSEPJM303	Civil Society and Social Movements in Kerala			4	5	3	0	2	0
MG6DSEPJM304	Development Communication	Opt one	**DSE B**	4	4	4	0	0	0
MG6DSEPJM305	Basics of Media Research			4	4	4	0	0	0
MG6VACPJM300	Social Exclusion and Inclusive Policy	Opt one	**VAC A**	3	3	3	0	0	0
MG6VACPJM301	Media for Social Change		**VAC B**	3	3	3	0	0	0
MG6SECPJM300	Political Journalism	Opt one	**SEC A**	3	3	3	0	0	0
MG6SECPJM301	Web Design and ICT Skills		**SEC B**	3	3	3	0	0	0

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Semester: 7

Course Code	Title of the Course		Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
						L	T	P	O
MG7DCCPJM400	Methodology of Research in Political Science		**DCC A**	4	5	3	0	2	0
MG7DCCPJM401	Politics of Social Justice		**DCC A**	4	4	4	0	0	0
MG7DCCPJM402	Strategic Thinking and Security Studies		**DCC A**	4	4	4	0	0	0
MG7DCEPJM400	Centre State Relations and Cooperative Federalism in India	Opt any three	**DCE A**	4	4	4	0	0	0
MG7DCEPJM401	Bio-Diversity Governance			4	4	4	0	0	0
MG7DCEPJM402	Politics of Global South			4	4	4	0	0	0
MG7DCEPJM403	Critical Media Theories		**DCE B**	4	4	4	0	0	0
MG7DCEPJM404	Inclusivity Studies and Media			4	4	4	0	0	0
MG7DCEPJM405	Media and Politics in the Contemporary			4	4	4	0	0	0

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Semester: 8

Course Code	Title of the Course		Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
						L	T	P	O
MG8DCCPJM400	Public Policy Analysis		**DCC A**	4	5	3	0	2	0
MG8DCCPJM401	Federal Dynamics of Economic Reforms in India		**DCC A**	4	5	3	0	2	0
MG8DCEPJM400	Political Psychology	Opt any three	**DCE A**	4	5	3	0	2	0
MG8DCEPJM401	Decentralisation and Local Governance in Kerala			4	5	3	0	2	0
MG8DCEPJM402	Politics of Organised Violence			4	5	3	0	2	0
MG8DCEPJM403	Film Theories		**DCE B**	4	5	3	0	2	0
MG8DCEPJM404	Media, Marginality and Sites of Resistance			4	5	3	0	2	0
MG8DCEPJM405	Environmental Journalism			4	5	3	0	2	0
MG8PRJPJM400	Project (Honours / with Research)			12					

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SEMESTER 1

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Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	EVERYDAY POLITICS					
Type of Course	**DSC A**					
Course Code	**MG1DSCPJM100**					
Course Level	**100-199**					
Course Summary	This course aims to equip students with a broad understanding of political science encouraging students to connect theoretical concepts with real world events, while exploring pressing contemporary issues, thereby, fostering critical thinking.					
Semester	**1**	Credits			**4**	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		3	0	**1**	0	**75**
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students shall be able to understand the key principles of governance, nature, scope and concepts of the discipline of political science	K, U	6
CO2	Students shall be able to comprehend the fundamental components of a state, government, citizenship and rights.	K, U	1
CO3	Students shall be able to understand key concepts related to climate, digital, and pandemic politics and explain how these issues shape the 21st-century political landscape	K, U	1,3,6,7

CO4	Students shall be able to comprehend and analyse the current trends in civic engagement in social movements.	U, A	1,6,7, 10
**** Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)***			

COURSE CONTENT

Content for Classroom transactions (Units)

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

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	4.3	Standing Protest	2	5,7
	4.4	Fridays for Future	2	6,7
	4.5	Documentation and Presentation of any movement	10	10
5		**Teacher Specific Content** (Internal Evaluation Only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Classroom Lectures and Authentic Learning:** The course will be delivered through a combination of teaching-learning tools including ICT-enabled lectures, group discussions, multimedia presentations, documentaries/video contents and group activities fostering student engagement. **Course Delivery Method** CD1- ICT enabled Lectures. CD2- Assignments and Seminars CD3- Documentary Reviews CD4- Peer group Discussions **Module 1- Understanding Politics** Unit 1.1 to 1.4- Inculcate an understanding of the nature and scope of political science as a discipline through interactive lectures and discussions. **Module 2- Building Blocks of Politics** Unit 2.1 to 2.4- Introduce the key concepts of political science through lectures based on selected core texts, analyse the structure and functions of the State, compare different forms of government, conduct simulation exercises to understand civic processes, facilitate debates and panel discussions to encourage students to understand the nuances of law and justice. **Module 3- Politics in the 21st Century** Unit 3.1 to 3.4- Along with a comprehensive discussion on referral texts, this module will be dealt with by organising workshops to review various case studies, and conducting debates on the challenges and issues related to the topics in each unit. **Module 4- Conceptualising Everyday Politics** Unit 4.1. to 4.4- This module is envisaged as an open session encouraging the students to understand contemporary issues using prescribed audio-visual inputs and make presentations that will help the students develop critical thinking capacity for concrete political situations.

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Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA0: 30 marks** (Practicum components will be evaluated under CCA) Fieldwork-10 Marks Case Study- 10 Marks Documentation and Presentation-10 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**

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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University

Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**
Course Name	INTRODUCTION TO COMMUNICATION
Type of Course	**DSC B**
Course Code	**MG1DSCPJM101**
Course Level	100-199
Course Summary	The purpose of this course is to categorize and explain various forms of communication. A thorough understanding of communication principles, models, and theories, as well as how they are applied in many communication contexts, are also provided by this course.

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

Pre-requisites, if any	Basic writing and reading skills, interest in communication and media.

MGU-UGP (HONOURS) Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the basic concepts of communication.	U	1,2,4
2	Explain the given models of communication and their relevance in specific communication contexts.	U	1,4
3	Analyse the theoretical concepts of communication in the context of real-life experience.	An	1,2,6,10
4	Assess the significance of semiotics in communication.	E	1,2
5	Create presentations based on communication and semiotics.	C	1,2,4,9

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	**Understanding Communication**	**20**	
1.1	Definition, Nature, Scope, Importance, Elements and process of communication, Barriers of communication.	3	1
1.2	Functions of communication, Levels of communication - Intrapersonal, Interpersonal, group, Organisational, Mass communication.	3	1
1.3	Types of communication - Verbal and Nonverbal communication.	2	1
1.4	Social functions of communication.	2	1
1.5	**Practicum:** Assign a communication activity to student groups in the classroom using the concepts of good listening and effective communication.	10	1
2	**Models of Communication**	**20**	
2.1	Meaning and definition, Process, Significance of communication models.	2	2
2.2	Types - Linear, Interactive and Transactional models.	2	2
2.3	Aristotle, Laswell, Shannon and Weaver, Berlo's SMCR, Newcomb's, Osgood and Schramm, Wesley and MacLean's conceptual model, Two- step-flow of Communication model, Gatekeeping model.	4	2
2.4	Process of encoding and decoding.	2	2
2.5	**Practicum:** Students' groups should prepare an analytical presentation on the evolution of communication models.	10	2
3	**Theories of Communication**	**15**	
3.1	Early communication theories, Development of mass communication theories.	2	2

MGU UGP (HONOURS) Syllabus

3.2	Communication theories – Major categories: Inter-personal communication theories, Media Effects Theories, Psychological theories, Sociological theories, Normative theories.	4	3
3.3	Major theories of mass communication - The magic bullet theory, Two-step flow theory, Multi - step flow theory, Uses and Gratification theory, and Cultivation theory.	4	3
3.4	Technological determinism, Critique of Marshall McLuhan's views on media and communication and Marxist approaches, Information and knowledge societies.	3	3
3.5	Indian traditions and approaches to communication.	2	3
4	**Semiotics in Communication**	**20**	
4.1	Basics of semiotics- Introduction, Signs, Signifier and Signified.	2	4
4.2	Signs, Meaning and Culture.	3	4
4.3	Ferdinand de Saussure's semiotic theory.	3	4
4.4	Semiotic analysis in communication.	2	4
4.5	**Practicum:** Undertake a semiotic analysis of the content of a popular TV advertisement.	10	4
5	**Teacher specific content** **(**Internal Evaluation Only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Class Room Lectures and other methods: A variety of teaching-learning techniques, such as multimedia presentations, ICT-enabled lectures, group discussions, documentaries and video content, and group activities that promote student participation, will be used to deliver the course. • Book reviews and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in - class discussions to explore different viewpoints and encourage critical thinking. • Guest Lectures -Invite guest speakers with expertise in the field, such as journalists, researchers, academicians, to share the real experiences and insights. • Practicum- 30 hours are assigned for practicum component. It consists of semiotic analysis of communication through various class activities and

	assignments.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks *Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation **Suggested activities to continuously assess the progress of the students** ● Analysis of media content through communication models. ● Role playing exercises focusing on effective communication in various contexts.

B. End Semester Evaluation

Written Exam - 70 Marks (2 Hours)

Descriptive Type	**Word Limit**	**Number of questions to be answered**	**Marks**
MCQ/One word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	**70**

MGU-UGP (HONOURS) Syllabus

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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University

Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**
Course Name	BASICS OF NEWS REPORTING
Type of Course	**DSC B**
Course Code	**MG1DSCPJM102**
Course Level	100-199
Course Summary	This course takes a structural approach to comprehensively cover the basics of news gathering, writing, reporting and designing by focusing on news writing techniques for all forms of media. This course is designed to get students introduced to the functional operations of news media and to give them a primer on print and electronic journalism.

Semester	**1**	Credits	**4**	Total Hours

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

Pre-requisites, if any	Strong command of language and writing skills, critical thinking and ability to verify information.

MGU-UGP (HONOURS) Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Interpret the concept of news.	U	1,2,3,4
2	Apply methods for news gathering using credible sources.	A	2,4,5
3	Distinguish different styles of writing for diverse media platforms.	An	1,2,6

4	Evaluate the sources, data and information relevant to specialised reporting.	E	1,2, 8,9

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	**News: What Is It?**	**10**	
1.1	Definition of News, News values, soft news and Hard news, other types of news. Elements of news – 5Ws and 1H.	3	1
1.2	News in Print, Broadcast and Online media, Differences in styles and structuring.	2	3
1.3	Functions and qualities of reporter. Rights, Responsibilities and role of reporter in modern society.	2	1
1.4	Ethical and legal considerations, Principles of news reporting and writing.	3	1
2	**News Reporting basics**	**20**	
2.1	News sourcing – Ideation, Source cultivation, Attribution, Source confidentiality, Source reliability and credibility.	2	2
2.2	Types of news sources – Beats, press releases, press conferences, Interviews, Official and unofficial sources, News agencies, RTI, Reports, Data analysis, Crowd sourcing, Online sources, Open-source media, social media, Citizen reporting.	3	2
2.3	News gathering techniques - Speeches, Conferences, Follow-up stories, Roundups. News interviews, Types and Methods.	3	2
2.4	Reporting court, Parliament and Legislature, Election reporting.	2	2
2.5	**Practicum:** Analyze and contrast a news article from two different newspapers on any political topic. Determine the sources each used, then compare the ways in which the meanings are expressed.	10	2
3	**Fundamentals of News writing**	**25**	
3.1	Principles of news writing – Standard usage, Simplicity, Meaningfulness, Inclusivity.	3	3

3.2	Structuring story – Inverted pyramid, Hourglass, Narrative story-telling. Writing leads and headlines. Feature stories: Definition, Characteristics, Treatment and feature leads. Types of features. content syndication services.	5	3
3.3	Specialized reporting, In-depth reporting - Investigative and Interpretative reporting. Genres of reporting - Sports, Business, Health, Development, Environment, Food, Travel, Fashion, Science and Technology, Culture, Crime, War, Disaster, Obituary.	5	4
3.4	News bureau management – Bureau chief, Chief reporter, Senior reporter, Correspondent, Special correspondent, foreign correspondent, Liners and Stringers, Freelance reporters.	2	4
3.5	**Practicum:** Take a story from a news agency's website and rewrite it. Examine the sources that are listed and think about other sources that may have been added to the story to make it a more objective and fair portrayal. Write a succinct report.	10	2
4	**Composing news stories for broadcast and online media**	**20**	
4.1	Reporting for radio - Introduction to radio writing, Importance of voice, Script writing techniques, Radio programme formats.	3	4
4.2	Reporting for TV- Introduction to TV writing, Script writing techniques, Writing for series and stand-alone episodes.	3	4
4.3	Reporting for new media - Introduction to new media, Writing styles for digital platform.	2	4
4.4	Blogging and content creation, Social media writing, Emerging trends in new media.	2	4
4.5	**Practicum:** Go to the closest town and watch what goes on there. Make an effort to generate three story concepts that you would like to expand into stories or features. Write and arrange the news for print, radio, and the web.	10	4
5	**Teacher specific content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures on introducing the news reporting process. Discussions on news reporting for various media forms like print, broadcast and digital. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct class discussions to explore different viewpoints and encourage critical thinking. • Guest Lectures -Invite guest speakers with expertise in the field, such as

<table>
<tr><td></td><td>journalists, researchers, academicians, to share the real experiences and insights.
• Practicum- 30 hours are assigned for practicum component. It consists of news analysis and creating news stories for different types of media through various class activities and assignments.</td></tr>
<tr><td>Assessment Types</td><td>MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA) – 30 Marks
(Practicum components will be evaluated under CCA)

Marks Division
*Assignments – 10 Marks
Class tests/Quiz – 10 Marks
**In -class Presentation – 10 Marks

*Group Project / Individual Project / Case Study
**Power Point / Audio-Visual Presentation / Oral Presentation

Suggested activities to continuously assess the progress of the students
• News stories/interviews/event coverage.
• Beat reporting
• Lab Journal/News Letter/Newspaper production

B. End Semester Evaluation
Written Exam - 70 Marks (2 Hours)
<table>
<tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr>
<tr><td>MCQ/One word</td><td>NA</td><td>20</td><td>20 x 1 = 20</td></tr>
<tr><td>Short Answer</td><td>50 Words</td><td>10 out of 15</td><td>10 x 2 = 20</td></tr>
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</table>
</td></tr>
</table>

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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	INTRODUCTION TO INDIA'S FOREIGN POLICY					
Type of Course	**Multi – Disciplinary Course - MDC A**					
Course Code	**MG1MDCPJM100**					
Course Level	**100-199**					
Course Summary	This course aims to provide a comprehensive understanding of India's foreign policy dynamics from the Cold War to the Post-Cold War era. Students will grasp the fundamental concepts, objectives, and principles underlying India's foreign policy, along with its domestic and international determinants. The course will also delve into India's participation in multilateral forums such as the UN, WTO, and COP, offering a nuanced understanding of India's stance on global issues within these platforms.					
Semester	**1**	Credits			**3**	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		2	**0**	**1**	0	**60**
Pre-requisites, if any	Nil					

MGU-UGP (HONOURS) Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understand the basic concept of foreign policy	U	1,2,3
2	To understand and remember the basic determinants of India's foreign policy	U, K	1,2,3
3	To understand the relevance of geopolitics in determining the foreign policy of a nation.	U, An	1,2,3
4	To understand the relevance of geo-economics in a nation's foreign policy behaviour.	U, An	1,2,3,6,10

5	To analyse India's foreign policy in the Cold War and post-Cold War era.	U	1,2, 3,6

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

COURSE CONTENT

Content for Classroom transactions (Units)

Module	Units	Course description	Hrs	PO No.
1	**Understanding Foreign policy**			
	1.1	Meaning, Objectives	2	1, 6
	1.2	Principles	2	1,2, 6
	1.3	Domestic and International Determinants of India's Foreign Policy	3	1,2, 6
	1.4	Interview with a Diplomat/Foreign Policy expert	10	10
	India's Foreign Policy: Cold War to Post Cold War Era			
2	2.1	Non-Alignment and Beyond: Concepts, Policy and Relevance	3	3
	2.2	India and Russia	3	3
	2.3	India and USA	3	1,2,3.
	India and the Neighbourhood			
3	3.1	India and Pakistan	2	3
	3.2	India and China	2	3
	3.3	The Neighbourhood First Policy	2	3
	3.4	Documentation of significant Diplomatic initiatives between India and her neighbours.	10	3, 10
	India and Multilateral Forums			
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)	2	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)		

MGU-UGP (HONOURS)

<table>
<tr><td>Teaching and Learning Approach</td><td>Classroom Procedure (Mode of transaction)

Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge. Active-interactive learning, brainstorming, seminars, and group activities foster student engagement through interactive class discussions.

Course Delivery Method

CD1- Lecture by use of boards/LCD projectors, etc.

CD2- Book and Film Reviews by students as assignments

CD3- Seminars on assigned topics

CD4- Peer group Discussions</td></tr>
<tr><td>Assessment Types</td><td>MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA): 25 marks
(Practicum components will be evaluated under CCA)

Interview-5 Marks

Case study evaluation- 10 Marks

Documentation report- 10 Marks</td></tr>
<tr><td></td><td>B. End Semester Evaluation

<table><tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr><tr><td>MCQ</td><td>NA</td><td>15</td><td>1x15=15</td></tr><tr><td>Short Answer</td><td>100 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">Total</td><td>50</td></tr></table></td></tr>
</table>

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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	ECOLOGICAL GOVERNANCE					
Type of Course	**Multi-Disciplinary Course - MDC A**					
Course Code	**MG1MDCPJM101**					
Course Level	**100-199**					
Course Summary	This course examines climate change as a problem of practical politics at the international, national, and local levels. This course explores the complex interplay between politics and global change, examining the political, economic, social, and environmental factors that shape the contemporary world. Through a multi-disciplinary approach, students will analyze the challenges and opportunities associated with it.					
Semester	**1**	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2	**0**	**1**	**0**	**60**
Pre-requisites, if any	Nil					

MGU-UGP (HONOURS) Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO No
1	Students shall be able to understand climate issues and create a report on cutting emissions.	U, C	1,2,6
2	Students shall be able to learn about global efforts to combat climate change and grasp key policies.	K, U	2,6,3,10

3	Students shall be able to gain insights into international climate meetings, evaluate the Ministry's work, and adapt low-emission strategies.	K, E	7, 6,3,10
4	Students shall be able to explore climate solutions, analyze policy gaps, and report on NGO activities during a field visit.	An	2,6,3,10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transactions (Units)

Module	Units	Course description	Hrs	PO No.
1	**Politics of Climate Discourse**			
	1.1	**Epistemology of Climate Regime** • Environmental equity • Climate Refugee • Climate diplomacy	3	1
	1.2	**Ecological crisis** • Global Warming • Biodiversity loss • Pollution • Deforestation • Marine ecosystem decline	3	1
	1.3	Effects of Climate Change on Economy, Health and Society	2	2
	1.5	Sustainable development; practices and projects	2	7
	1.5	Preparation of Statistical report on emission reduction.	10	2
2	**Greenhouse Effect and Mitigation - International Policy Framework**			
	2.1	**Greenhouse Effect**: Global Initiatives- Paris Agreement, UNFCC, IPCC, Kyoto protocol Global Climate Action Summit	2	2, 3
	2.2	Sources and Carbon sinks of greenhouse gases •Urban Heat Islands •Ozone layer depletion •Issues and advance research to protect the Ozone layer and	3	2, 3

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	2.3	Corporate Sustainability and Carbon Neutrality - strategies and programmes	2	3
3	**Conference of Parties (CoP)**			
	3.1	**Overview of Conference of Parties (CoP)** (Main climate change negotiations evolved over the past years and highlights of some key issues relevant to future climate change regime.)	2	3
	3.2	**International adaptation initiatives and programmes**.	3	3
	3.3	**Low Emission Development Strategies**.	2	3
	3.4	**Evolution of Ministry of Environment, Forest and Climate Change**, Government of India: schemes and programmes Interview with administrators in the ministry online or offline	10	10
4	**Biodiversity; Natural Defence Against Climate Change**			
	4.1	Biological diversity or biodiversity; impact of climate change on biodiversity Convention on Biodiversity (CBD)	2	6, 10
	4.2	Kunming-Montreal Global Biodiversity Framework and Aichi Biodiversity Targets	2	6, 10
	4.3	Biological Diversity Act 2002 and Biodiversity Initiatives	2	6, 10
	4.4	Field visit to Biological hot spots	10	10
5	5.1	**Teacher Specific Content** (Internal Evaluation Only)		

MGU-UGP (HONOURS) Syllabus

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Module 1 Discussion, extra reading, assignments from journals, videos, filed visit. Module II Assignments from journals, videos, discussion, extra reading,

<table>
<tr><td></td><td>Module III
Survey of regional climate change issues, Discussion
Module IV
Discussion, Minor project, extra reading</td></tr>
<tr><td>Assessment Types</td><td>MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA): 25 Marks
(Practicum components will be evaluated under CCA)
Evaluation Report-5 Marks
Field Visit-10 Marks
Statistical Report-10 Marks</td></tr>
<tr><td></td><td>B. End Semester Evaluation
<table>
<tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr>
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</table></td></tr>
</table>

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Syllabus

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MGU UGP (HONOURS) Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	CYBER POLITICS					
Type of Course	**Multi-Disciplinary Course - MDC A**					
Course Code	**MG1MDCPJM102**					
Course Level	**100-199**					
Course Summary	The purpose of the course is to enable the students to approach cyber political engagements with objectivity and clear political intent. It also aims to transform the student into a responsible citizen through proper digital media literacy and ethics.					
Semester	**1**	Credits			**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2	0	**1**	0	**60**
Pre-requisites	Nil					

COURSE OUTCOMES (CO)

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

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

MGU-UGP (HONOURS)

COURSE CONTENT

Content for Classroom transactions (Units)

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

	3.5	Filed visit- prepare a survey report on digital divide visiting rural area/schools/colleges…etc	10	10
4		**Teacher Specific Content** (Internal Evaluation only)		

Content for Classroom transaction (Units)

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Lecture – Discussion, Session, Debate Focussed Reading, Critical Reading and Discussion Module I Provide an understanding of cyber politics by explaining its meaning, nature and importance Module II Provide comprehensive understanding of Media and Citizens Module III Generate awareness regarding cyber laws, politics and ethics
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 25 Marks** (Practicum components will be evaluated under CCA) Evaluator Report- 5 Marks
	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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Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	BASICS OF PHOTOGRAPHY					
Type of Course	**Multi-Disciplinary Course – MDC B**					
Course Code	**MG1MDCPJM103**					
Course Level	100-199					
Course Summary	An interesting introduction to the principles of photography is given in this course. It covers camera operation, lighting, composition, and exposure management.					
Semester	**1**	Credits			**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2	0	**1**	0	**60**
Pre-requisites, if any	Passion to learn photography and keen interest in visual communication.					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the evolution of photography comparing various photographic styles.	U	6
2	Examine the roles and responsibilities of a photographer.	K	6,8

3	Identify essential camera typologies, components and their functions.	U	2, 3
4	Apply composition and lighting strategies for photography.	A	2, 3, 10
5	Describe the fundamental features of image editing software.	U	3,4,10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	**Evolution of Photography**	**10**	
1.1	History of photography - Invention of photographic process - Lithography - First photograph - Invention of camera.	3	1
1.2	Types of photography - Portrait, Landscape, Candid, Fashion, Product photography.	4	1
1.3	Latest trends & ethics in photography.	3	2
2	**Exploring Camera**	**10**	
2.1	Types of cameras - Polaroid camera - Point and shoot - SLR, DSLR, Mirrorless.	3	3
2.2	Familiarizing camera parts – Anatomy of still camera, Types of lenses: Wide, Zoom, and normal lens. Camera accessories.	5	3
2.3	Working mechanism of camera, Understanding Exposure - ISO, Shutter Speed, Aperture, WB.	2	3
3	**Understanding Composition and Lighting**	**40**	

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3.1	Elements of composition - Perspective and leading line - Rule of third - Grouping and organization - Space - Depth of Field - Colour - Light – Scale.	5	4
3.2	Lighting equipment - HMI, Fresnels, LED lights, Sungun, CFL, Soft light, Gobos. Lighting Accessories - Gels, Diffusers, Reflectors, Scrims, Barndoors. Lighting techniques - Three-point, Four-point, Butterfly, Rembrandt, Loop, Flat, Split.	3	4
3.3	Introduction to Image editing. Digital tools and image editing software.	2	4
3.4	**Practicum**: **Any two from assignment list.** **1.** Curate a collection of online photographs based on a specific theme and write an analysis explaining the selections. **2.** Take a specific scene (landscape, portrait) and capture it in manual mode, experimenting with aperture, shutter speed, and ISO. Present 5 different photographs with various exposure triangle settings. **3.** Choose a social issue or community event and document it photographically, considering ethical aspects and responsible representation.	30	
4	**Teacher-Specific content** (internal evaluation only)		

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Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures: sessions focusing on introducing the technique of photography. Discussions on photographic equipment, famous photographs, latest trends. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct class discussions to explore different viewpoints and encourage critical thinking. • Guest Lectures -Invite guest speakers with expertise in the field, such as Photojournalists, photographers, researchers, academicians, to share the real experiences and insights. • Practicum- 30 hours are assigned for practicum component. It consists of various class activities and assignments related to photography. As part of this, students are encouraged to create a thematic photo portfolio and a photography blog of their own.

Assessment Types	MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA) – 25 Marks

(Practicum components will be evaluated under CCA)

Marks Division

*Assignments	–	10 Marks
Class tests/Quiz	–	10 Marks
**In -class Presentation	–	5 Marks

**Group Project / Individual Project / Case Study*
***Power Point / Audio-Visual Presentation / Oral Presentation*

Suggested activities to continuously assess the progress of the students.
Students have to create a portfolio comprising works from the following concepts.

- Elements of composition
- Lighting techniques
- Types of Digital Images
- Photography genres

B. End Semester Evaluation

Written Exam - 50 Marks (1.5 Hours)

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

MGU - UCP (HONOURS) Syllabus

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MGU-UGP (HONOURS)
Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	WRITING FOR MEDIA					
Type of Course	**Multi-Disciplinary Course – MDC B**					
Course Code	**MG1MDCPJM104**					
Course Level	100-199					
Course Summary	The goal of this course is to become proficient in media writing. It also seeks to teach the fundamentals of successful storytelling in a variety of media platforms. Students will be able to compare the writing styles needed for different media.					
Semester	**1**		Credits		**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2	0	**1**	0	**60**
Pre-requisites, if any	Proficiency in language					

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Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the nuances of mass media and its multiple platforms.	U	3,9
2	Demonstrate the rudiments of writing for print and broadcast media.	A	4,5
3	Understand the fundamentals of writing for digital media.	U	4,9
4	Illustrate the fundamentals of writing for advertising.	U	3,4

5	Distinguish the difference between writing styles across mass media platforms.	An	1,2,3,4
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	**Introduction to Media Writing**	**15**	
1.1	Different media platforms: Features and characteristics.	5	1,2,3,4,5
1.2	Functions and significance of mass media.	3	1,4
1.3	Basic writing principles of media and the process of knowing the audience.	3	1.5
1.4	Ethical issues in mass media writing.	4	1,2
2	**Writing for Print and Broadcast Media**	**15**	
2.1	News; News values	2	1,2,5
2.2	Writing news stories; Different styles of news writing for print media- Inverted pyramid, Hour glass and Narrative style.	2	1,2,5
2.3	Lead - types of leads. Feature stories and types of features.	2	1,2,5
2.4	Writing for broadcast - Scripting for radio, Rudiments for writing for radio. Scripting for TV, Rudiments for writing for TV.	3	1,2,5
2.5	Writing for the web - Digital storytelling, Writing for social media, Content creation for blogs, Vlogs and Podcasts.	4	1,2,5
2.6	Copy writing for different media.	2	1,2,5

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MGU-UGP (HONOURS)
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3	**Practicum** ● Create a blog and post creative contents regularly. ● Prepare a podcast script for a series on a social issue and post it over a platform. ● Write a script for a television feature story.	**30**	
4	**Teacher -Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures: sessions focusing on introducing the writing techniques. • Discussions on scripting for various media, different approaches, latest trends. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct class discussions to explore different viewpoints and encourage critical thinking. • Guest Lectures -Invite guest speakers with expertise in the field, such as Script writers, directors, radio and television programme producers, academicians, to share the real experiences and insights.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 25 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 5 Marks *Group Project / Individual Project / Case Study* ***Power Point / Audio-Visual Presentation / Oral Presentation* **Suggested activities to continuously assess the progress of the students.** List of Practical Assignments • Write a Feature. • Prepare a News Script • Prepare Radio Script. • Letter to Editor • Prepare a Press Release. **B. End Semester Evaluation**

MEG 05P (HONOURS) Syllabus

Written Exam - 50 Marks (1.5 Hours)

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

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MGU-UGP (HONOURS) Syllabus

SEMESTER 2

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	INTRODUCTION TO INDIAN CONSTITUTION					
Type of Course	**DSC A**					
Course Code	**MG2DSCPJM100**					
Course Level	**100-199**					
Course Summary	The key objective of this course is to empower the students to understand the basics of the Indian Constitution in a critical, analytical and scientific manner. The course aims to enhance the rationality, dignity, humanity, inclusivity and the innovative spirit of the participants by providing factual knowledge on rights and duties provided by the constitution. The ultimate aim of the course is to enable learners to analyse and distinguish the role, powers and functions of various organs of the government.					
Semester	**2**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	**1**	0	**75**
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand and assess the Constitution's preamble, demonstrating its role in shaping responsible citizenship	K,U	6,7,8
2	Apply critical thinking to grasp the unique features of the Indian Constitution, promoting rationality and global citizenship.	A	1,8

3	Differentiate parliamentary roles, comprehend constitutional amendments, and analyze executive control over legislation.	An	1, 6,7
4	Critically evaluate the judiciary's constitutional position, including the Supreme Court's role and its contribution to democracy through activism and public interest litigation.	E	1,6,7
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Making of the Constitution**			
	1.1	**Constitution:** Role, significance and Types	2	1
	1.2	**Historical Background**: Government of India Act 1919, 1935, Indian Independence Act 1947	3	1
	1.3	**Working of the Constituent Assembly**: Composition, Committees and Role	3	1
	1.4	**Salient Features**: Uniqueness of the Constitution	2	1
	1.5	A biographical Sketch of Women members participated in constituent Assembly	5	6
2	**Ideology of the Constitution**			
	2.1	**Preamble (**A Critical evaluation of the Philosophy of the Constitution)	3	1,6
	2.2	**Fundamental Rights**	3	1,6
	2.3	**Directive Principles of State Policy**	2	1,6
	2.4	**Fundamental Duties**	1	1,6
	2.4	Conduct a random survey on constitutional literacy	10	6
3	**Democracy and the Role of Parliament**			
	3.1	**Parliament: Lok Sabha, Rajya Sabha and the President** (Understand the Parliament as a space of democracy and representation)	5	6

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	3.2	**Parliamentary Procedures** (Identify various steps in the Law-making process and Authority of Parliament over Constitution Amendment and the Role of Opposition)	5	6
	3.3	**Executive-Legislature Relations: The Role of Prime Minister and Council of Ministers**	4	6
	3.4	**Executive Control Over Legislation (**Interpret and distinguish the position and power of Executive heads (President and Governor) over Legislation)	3	6
	3.5	Conduct a mock Parliament/Visit to Legislature/ Visit to nearest court to understand the live proceedings	15	10
4	**Single Integrated Judicial System**			
	4.1	Recognise the Constitutional position of the Independent and Impartial Judicial System in a critical manner	2	7
	4.2	Understand the role of the Supreme Court and the Basic structure Doctrine	2	7
	4.3	High Courts and subordinate courts	3	8
	4.4	Role of Judicial Review, Judicial Activism	2	8
5		**Teacher Specific Content** (internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Module:1** Lecture and discussion on the factors that lead to the formation of the Constitution (important historical instances), discussion on Constituent Assembly debates and make the students to understand the meaning and importance of the constitution. And a comprehensive discussion on the Preamble of the Constitution. **Module 2** Classroom lecture by providing adequate space to students to think and analyse Fundamental Rights, Duties and DPSP in a critical and rational manner. Group discussion by students to develop their perspectives on various aspects of rights and duties. **Module 3** Classroom lecture on the structure, power and functions of Parliament. Discussion by the students by distinguishing the role of Legislature and Executive. Seminars by students on various procedures, role and functions of Parliament. **Module:4** Class-room lecture by providing adequate space to the students to critically understand the role and significance of the Indian judicial system. Discussion and debates on the role of judiciary in strengthening democracy by interpreting Judicial Activism and Public Interest Litigation.

<table>
<tr><td>Assessment Types</td><td>MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA): 30 Marks
(Practicum components will be evaluated under CCA)

Biographical Sketch -5 Marks

Mock parliament/Visit to Legislature/ Visit to nearest court to understand the live proceedings -15 Marks

Random survey-10 Marks</td></tr>
<tr><td></td><td>B. End Semester Evaluation
<table>
<tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr>
<tr><td>MCQ</td><td>NA</td><td>20</td><td>1x20=20</td></tr>
<tr><td>Short Answer</td><td>50 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></td><td></td><td>Total</td><td>70</td></tr>
</table></td></tr>
</table>

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Mahatma Gandhi University

Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**
Course Name	NEWS EDITING
Type of Course	**DSC B**
Course Code	**MG2DSCPJM101**
Course Level	100-199
Course Summary	This course focuses on the essential skills and principles of news editing, covering the entire process from raw content to polished news articles. Emphasis will be placed on grammar, style, fact checking and headline writing.

Semester	**2**	Credits	**4**	Total Hours

Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	**1**	0	**75**

Pre-requisites, if any	Foundational understanding of journalism and a strong command of language and writing skills, critical thinking and ability to verify information.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Interpret the basic concept and principles of editing.	A	1,2,3,4
2	Compare and contrast the organisational structure of print, broadcast and new media organisations.	An	2
3	Identify the responsibilities of editors and gain proficiency in digital editing tools.	U	1,2,6
4	Assess the legal and ethical aspects of editing.	E	1,2
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S),			

Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	**Fundamentals of News editing**	**10**	
1.1	Editing: concepts and significance, Levels of editing	3	1
1.2	Editing principles, Style book.	3	1
1.3	Approaches to news and views.	4	1
2	**Organisational Structure of Editorial Department**	**15**	
2.1	Structure of different news organisations, News bureau, News desk.	5	2
2.2	Roles of editors - Chief Editor, Managing Editor, News Editor, Chief Sub Editor, Senior Sub Editor, Sub Editor, Resident Editor, Wire Editor.	5	2
2.3	News Desk Management: News flow- News and Feature syndicates	5	2
3	**Editing Process and Tools**	**20**	
3.1	Editing process – Selection of news, checking facts, correction of language, Rewriting and condensation, Ensuring - Accuracy, Consistency, Readability, Objectivity, Fairness, Style. Localising news. Handling news agency copy and copies from correspondents and freelancers.	6	2
3.2	Headline writing, types and principles. Writing photo captions and cutlines. Approaches to editing Magazine, Radio, Television and Web content.	4	3
3.3	News translation – Principles and application.	2	3

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3.4	Photo editing, Digital editing tools and software for newsrooms. Newspaper Design: Page layout and make up, Write-Edit-Design: Information graphics.	3	3
3.5	Editorial page: Contents and layout.	2	4
3.6	Legal and ethical aspects of editing: Fact checking and verification, Editorial decision making, Gate keeping.	3	4
4	**Practicum**	**30**	
4.1	Each student should undertake an editing and newswriting project and should maintain a record book. • Students will have to do five exercises each in news editing, translation, article and feature editing, proof reading, headline writing and news analysis.		3
5	**Teacher-specific content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures: sessions focusing on introducing the editing and print media practices. Discussions on various stages of news editing are presented. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as journalists, designers, researchers, academicians, to share the real experiences and insights. • Practicum- 30 hours are assigned for practicum component. It consists of exercises in editing.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks **Group Project / Individual Project / Case Study* ***Power Point / Audio-Visual Presentation / Oral Presentation* The student will be assigned practical work related to relevant contents of the core

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course. The Practical work carried out by the students is needed to be maintained in a record file which will be required during the assessment.

List of Practical Assignments

- Everyday Newspaper reading class and discussion on current issues
- Rewriting news stories from newspapers
- Converting stories from newspapers for magazine, TV and Radio
- Editing features into a news story.
- Headlines writing exercises based on newspaper published stories.
- Writing caption/changing caption of the selected cartoons and photos.
- Writing two editorials.
- Translation of news from one language to another.
- News analysis

B. End Semester Evaluation

Written Exam - 70 Marks (2 Hours)

Descriptive Type	**Word Limit**	**Number of questions to be answered**	**Marks**
MCQ/One word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	**70**

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Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**				
Course Name	DIGITAL JOURNALISM AND MOJO				
Type of Course	**DSC B**				
Course Code	**MG2DSCPJM102**				
Course Level	100-199				
Course Summary	This course equips students with the theoretical and practical skills necessary for journalistic storytelling using mobile devices. Students will gain a comprehensive understanding of the evolving mobile media landscape and its application in contemporary journalism.				
Semester	**2**	Credits		**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		3	0	**1**	0
Pre-requisites, if any	Knowledge of using smart phones and basic mobile applications.				

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain basic concepts of mobile journalism and related ethical considerations.	U, An	2
2	Use tools for mobile storytelling, enhance multimedia abilities, and adapt to the evolving landscape of digital journalism.	A	2,4
3	Design e-zines and blogs which focus on developing skills in digital publishing and content creation.	C	4

4	Develop skills necessary to create, produce, and distribute engaging audio content.	C	2,3
5	Demonstrate skills in video content creation using mobile devices.	A	2
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	**Introduction to Digital Journalism and Mobile Journalism**	**10**	
1.1	The origin and development of digital journalism. Digital journalism and society. Digital journalism: concepts and practices. Digital journalism platforms. Online Communities – digital society - Media Convergence.	4	1
1.2	Mobile Journalism, Purpose of mobile journalism, Scope and reach of smartphones, Mobile journalism platforms.	3	1
1.3	MOJO's basic equipment, Hardware and software – Accessories - Lenses, Microphone, Apps, Camera mounts. MOJO and other ENG methods. Ethical use of technology - Cybersecurity concerns	3	1
2.	**E-zine & Blogging**	**10**	
2.1	E-zine, Content creation, Design and publishing. Understanding user-friendliness and utility value. Applications for layout and design.	3	3
2.2	Creating blog account. Customization.	2	3
2.3	Writing and formatting blog posts, Adding images, Videos, and links, Engaging with readers via mobile, Social media sharing, Utilizing mobile-friendly marketing strategies, Using analytics to improve content strategy.	5	3
3	**Podcasting and Audio Production**	**15**	
3.1	Understanding the podcasting landscape, crafting a podcast concept, structuring episodes and planning content, Incorporating storytelling techniques.	5	4

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3.2	Recording, mixing and editing audio with a mobile device.	5	4
3.3	Podcasting and branding, Hosting and distribution.	5	4
4	**Mobile Video Production**	**40**	
4.1	Explore camera settings and features on mobile device. External equipment and their use, Recording and mixing audio with a mobile device, Familiarize the video editing app's interface and features.	5	5
4.2	Stages of production - Uploading and sharing videos on various online platforms. Application of Augmented reality, Virtual Reality, Artificial Intelligence.	5	5
4.3	**Practicum**: **Select any two assignments from the list.** **1.** Video production: Conduct an interview of 5 minutes duration with a public figure with the help of mobile phone. Both the interviewer and interviewee should be clearly visible in the frames. **2.** Podcast production: Create a podcast series with 5 episodes with 5-minute duration each. **3.** Vlog creation: Create a 5-minute video story/vlog. Use mobile video editing tools and upload the video over social media platforms.	30	
5	**Teacher-specific content (**Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** ● Lectures: sessions focusing on introducing the mobile journalism. ● Discussions on various stages of mojo production are presented. ● Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. ● Conduct in-class discussions ● Guest Lectures -Invite guest speakers with expertise in the field, such as mojo practitioners, sound designers, video editors, researchers, academicians, to share the real experiences and insights. ● Practicum- 30 hours are assigned for practicum component. It consists of project in mojo production.

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Assessment Types	MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA) – 30 Marks

(Practicum components will be evaluated under CCA)

Marks Division

*Assignments – 10 Marks
Class tests/Quiz – 10 Marks
**In -class Presentation – 10 Marks

**Group Project / Individual Project / Case Study*
***Power Point / Audio-Visual Presentation / Oral Presentation*

Suggested practical assignments:

- Make two podcasts (one as an interview and one as a feature)
- Prepare a five-mins script for a mobile documentary.
- Create an e-zine covering the campus events. Max pages 10.
- Create a blog on campus events and update it regularly.
- Create a reel video of 1 minute duration about a topic of your choice and post it in a popular social media platform.

B. End Semester Evaluation

Written Exam - 70 Marks (2 Hours)

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/One word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	**70**

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Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	INTRODUCTION TO INTELLECTUAL PROPERTY RIGHTS					
Type of Course	**Multi-Disciplinary Course - MDC A**					
Course Code	**MG2MDCPJM100**					
Course Level	**100-199**					
Course Summary	Intellectual property (IP) rights are the legal rights that protect the creations of the human intellect, such as inventions, literary and artistic works, designs, and symbols. This course is of great importance: it encourages innovation and creativity. By granting exclusive rights to creators, IPRs provide an incentive for people to come up with new ideas and express themselves in new ways. They promote fair competition. IPRs help to level the playing field by preventing others from benefiting from someone else's work without permission. They support economic growth. IPRs are essential for the development and commercialization of new products and services.					
Semester	**2**	Credits			**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2	0	**1**	0	**60**
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Origin of IPR Regimes**			
	1.1	Introduction to Intellectual Property Regime	3	1
	1.2	Genesis and Growth of IPR	2	2,3
	1.3	Early conventions GATT/WTO and TRIPS	3	1
2	**Building Blocks of IPR**			
	2.1	Types of Intellectual Property Rights	2	3
	2.2	Copyright and related rights Patents Industrial designs	3	3
	2.3	Geographical indications and Trademarks	2	3
	2.4	Prepare Mock Patent Application	10	

3	**IPR in Indian Context**			
	3.1	Intellectual Property Rights and India	3	2, 3
	3.2	IPR Regulations	2	3
	3.3	IPR Regulations issues and Challenges	3	2
	3.5	A Case study on Various Rounds of WTOs discussion on IPR/Conduct a Debate on Copy Right and Copy Left.	10	3, 4
4	**Contemporary Trends in IPR Regimes**			
	4.1	Recent trends in IPR Regime	3	3
	4.2	WIPO	2	3
	4.3	IP laws	2	3
	4.4	Conduct an interview with a specialist in IPR	10	10
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Module 1 Discussion, extra reading, assignments. Module II Assignments from journals, discussion, extra reading, Module III Case study, review of journals, minor project and discussion. Module IV Minor project and discussion.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)-25 Marks** (Practicum components will be evaluated under CCA) Mock patent Application-10

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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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Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	POLITICS OF HUMAN SECURITY					
Type of Course	**Multi- Disciplinary Course - MDC A**					
Course Code	**MG2MDCPJM101**					
Course Level	**100-199**					
Course Summary	This course explores the multifaceted concept of human security, examining its theoretical foundations, practical applications, and contemporary challenges. Students will get an opportunity to critically analyse various dimensions of human security, especially the political aspects.					
Semester	**2**	Credits			**3**	Total Hours
Course Details	Authentic learning Collaborative learning	Lecture	Tutorial	Practicum	Others	
	Peer group learning	**2**	0	**1**	0	**60**
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

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CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students shall be able to comprehend Human Security principles and analyze media portrayals through a Media Analysis project.	R, An	1,4,6
CO2	Students shall be able to explore global concerns impacting Human Security, focusing on conflicts, economic disparities, and connections to human rights.	An	2,6
CO3	Students shall be able to comprehend Human Security challenges related to public health, environment, and climate change, and summarise this in a Practicum community project.	U, An	6,5,10

CO4	Students shall be able to apply Human Security principles, addressing ethical dilemmas, developing conflict resolution strategies, and proposing policies for specific issues.	A, C	6,3,9
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Introduction to Human Security**			
	1.1	Definition and Evolution of the Concept and its Key Principles	2	1
	1.2	International Legal Frameworks, Governance and Human Security	2	1,2
	1.3	Politics and Human Security-understanding the intersection	2	1,2
	1.5	**Project**-Prepare a Media Analysis project on how Media portrays Human Security?	10	1
2	**Global Concerns and Human Security-I**			
	2.1	Conflicts, Human Rights, Democracy and Human Security	3	2
	2.2	Economic Disparities, Development Policies and Human Security	3	1,6
	2.3	Cybersecurity and Human Security	3	6
3	**Global Concerns and Human Security-II**			
	3.1	Public Health Challenges, Pandemics and Implications for Human Security	3	4
	3.2	Environmental Degradation, Food Security and Human Security	3	4
	3.3	Climate change, Sustainable Development Goals and Human Security	3	3
	3.4	Design and implement a Community Engagement Project related to human security (coastal erosion, resource depletion…etc)	15	3, 4
4	**Human Security in Practice**			
	4.1	Technology, Politics and Human Security	2	2,3
	4.2	Ethical Dilemmas in Humanitarian Interventions	2	6

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	4.3	Conflict resolution strategies, role of global cooperation and governance in enhancing human security	2	9
	4.4	Identify a Human Security issue and develop a policy proposal to address it.	5	10
5		**Teacher Specific Content** (Internal Evaluation Only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Classroom Lectures and Authentic Learning:** Traditional lectures can provide solid factual knowledge. Active-interactive learning, brainstorming, seminars, and group activities foster student engagement through interactive class discussions. Course Delivery Method CD1- ICT enabled Lectures CD2- Assignments and Seminars CD3- reviewing case studies CD4- Peer group Discussions Module 1 Conceptual notes and definitions to introduce the concept of human security in a political perspective. Unit 1.1. Introduce the history, evolution and key definitions of the concept of health security. The lecture can be followed by discussions allowing students to share their understanding, perspectives, and examples related to human security. Unit. 1.2 Analyse relevant legal documents, identifying provisions related to human security. Discuss their significance and limitations. Unit. 1.3 Analyse how political dynamics influence public understanding of human security concerns Module 2 and 3 aims to expose the students to some of the contemporary global concerns that have implications on human security. Unit 2.1 to 3.3 Introduce how the recent public health challenges intersect with human security. Guest lectures and debates would help students grasp the Practicum dimensions and real-time issues related to public health and human security. Through interactive classes help the students to understand the complexities of climate-related security risks, including displacement, adaptation measures etc. Assign students to analyse economic data related to disparities, policies addressing

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	the same. Analyse recent cyber-attacks, focusing on their effects on human security, privacy and ethical implications. The aim is to understand the complexities of cybersecurity and its impact on human security. Module 4 is an attempt to understand the latest scenario in human security. Unit 3.1 analyses how technology can help address the threats to human security. The unit shall encourage students to analyse the balance between technological advancements and ethical considerations. Unit 3.2. aims to help students to understand the real-world ethical dilemmas in humanitarian interventions, through debates and reviews. Unit 3.3 analyse various conflict resolution strategies aimed at promoting global cooperation for human security. Discuss their effectiveness and limitations.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 25 Marks** (Practicum components will be evaluated under CCA) Mini Project-10 Marks Policy Proposal-5 Marks Community Engagement Project-10 Marks
	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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Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	AI AND MEDIA					
Type of Course	**Multi-Disciplinary Course - MDC B**					
Course Code	**MG2MDCPJM102**					
Course Level	100-199					
Course Summary	This course intends to deliver insights into the AI tools and empower students to navigate through AI domain in the media landscape. The course equips students with relevant skills in applying AI tools to create media content. The hands-on approach, ethical considerations, and real-world case studies ensure that students are not just knowledgeable but ready to thrive in AI-driven media environments.					
Semester	**2**	Credits			**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2	0	**1**	0	**60**
Pre-requisites, if any.	Basic computer knowledge and language skills.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the essentials of artificial intelligence and the latest tech trends in media.	U, An	2
2	Demonstrate hands-on skills using AI tools to create text, images, audio, and video.	U, An	2
3	Apply ethical principles when using AI in media, ensuring responsible and thoughtful deployment.	A	2

4	Analyse real-world applications of artificial intelligence in media, exploring diverse scenarios and industry use cases.	An	1, 2
5	Analyse diverse case studies thereby gaining an understanding of the multifaceted impact of AI integration in the media industry.	An	1, 2
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	**Introduction to AI**	**15**	
1.1	Artificial Intelligence, Overview of AI and its impact on media industries, Historical perspective and evolution of AI in media.	3	1
1.2	Types of artificial intelligence: ANI, AGI, ASI	3	1
1.3	Augmented Intelligence versus Artificial Intelligence.	3	4
1.4	Advantages and Disadvantages of Artificial Intelligence. Applications of AI, prospects, The potential risks and benefits of AI.	3	5
1.5	Ethical use of Artificial Intelligence - Originality of the content, emphasising uniqueness and avoiding plagiarism. Artificial intelligence governance and regulations. AI and the Future of Media, Generative AI.	3	**3, 4, 5**
2	**AI-driven content creation: AI for Text, Image, Audio and Video**	**15**	
2.1	AI for text, writing prompts for AI	3	2
2.2	Personalisation of content	2	2
2.3	Tools for AI text – Language models	3	2
2.4	AI for Image, Text-To-Image	2	2
2.5	AI for Audio - Text-to-Speech Tools, Audio Enhancer	3	2
2.6	AI for Video - Text in motion tools	2	2
3	**Practicum – Any two from the assignment list**	**30**	
3.1	1. Creation of AI-driven media content including text, image, audio, and video. 2. Creation of a portfolio showcasing the AI-driven media.		2

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	3. Write an analytical paper on the impact of AI on news gathering, content creation, and delivery.		
4	**Teacher-specific content** (internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** ● Lectures: sessions focusing on introducing the concepts in Artificial Intelligence. ● Discussions on various stages of AI-driven content are presented. ● Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. ● Conduct in-class discussions ● Guest Lectures -Invite guest speakers with expertise in the field, such as AI content creators, Generative AI professionals, video editors, researchers, academicians, to share the real experiences and insights. ● Practicum- 30 hours are assigned for practicum component. It consists of project in AI-driven content creation.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 25 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 5 Marks **Group Project / Individual Project / Case Study* ***Power Point / Audio-Visual Presentation / Oral Presentation* The student will be assigned practical work related to relevant contents of the core course. The Practical work carried out by the students is needed to be maintained in a record file which will be required during the assessment. Suggested practical assignments: 1. Examination of case studies highlighting the ethical challenges in using AI for news production 2. Hands-on practice with tools to extract and analyze news data from various Sources. 3. Analysis of the benefits, limitations, and implications of automated text, image, audio, video and multimedia generation in journalism. 4. Create a blog showcasing the AI-driven content portfolio. **Descriptive Type** | **Word Limit** | **Number of questions to be answered** | **Marks**

MCQ/One	NA	15	15 x 1 = 15
Short Answer	100 Words	5 out of 8	3 x 5 = 15
Essay	350 Words	2 out of 4	10 x 2 = 20
		Total	**50**

B. End Semester Evaluation

Written Exam - 50 Marks (1.5 Hours)

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Mahatma Gandhi University
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Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	DIGITAL MEDIA LITERACY					
Type of Course	**Multi-Disciplinary Course – MDC B**					
Course Code	**MG2MDCPJM103**					
Course Level	100-199					
Course Summary	To realize the growing societal significance of digital media literacy and undertake initiatives towards promoting critical media consumption is a prime responsibility of a public-spirited citizen. This course offers a comprehensive exposure to workings of digital media, dynamics of contemporary information ecosystem, different kinds of false information, idea of cyber citizenship and fact-checking initiatives across the globe.					
Semester	**2**		Credits		**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2	0	**1**	0	60
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Appreciate the benefits, risks and possibilities that digital technology can bring	Ap	1, 4
2	Understand the impact of human factors in the working of digital media	U, An	1, 3, 5
3	Distinguish between misinformation and disinformation	U, An	1, 2, 5

4	Understand how to protect oneself from threats to cyber wellness	U, An	2, 4
5	Demonstrate ability for debunking false content in digital media using fact checking tools	U, A	4, 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	Course description	Hrs	CO No.
1	**Elementary aspects of Digital Literacy**	**15**	
1.1	Workings of digital media: Digital foot prints	4	1
1.2	Basics of digital marketing and communication	3	1
1.3	Digital media and human factors	3	1
1.4	Cognitive bias, echo chambers and filter bubbles	5	1
2	**Dynamics of information ecosystem**	**15**	
2.1	Credibility of an information source- fact and opinion	3	2
2.2	Different types of fake news - Disinformation, Misinformation and mal- information	3	2
2.3	Fake news and deep fake, Fact checking tools	3	2
2.4	Conspiracy theories and micro-targeted political propaganda.	3	2
2.5	Fact checking tools, initiatives and campaigns	3	
3	**Practicum**	**30**	
3.1	1. Fact finding: Analyse case studies on fake news. Prepare a report. 2. Social Media Content Challenge: Select different social media platforms. Analyse how the platform's algorithm curates content and how it can create echo chambers. 3. Digital media and ethical practices: Visit a website with sponsored content and have them dissect its	10	3

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	purpose, target audience, and the advertiser's goals. Discuss ethical considerations and how to differentiate sponsored content from organic content.		
4	**Teacher-specific content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** ● Lectures: sessions focusing on digital media literacy practices. ● Discussions on various issues connected with media. ● Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. ● Conduct in-class discussions ● Guest Lectures -Invite guest speakers with expertise in the field, such as media practitioners, social activists, digital media experts, researchers, academicians, to share the real experiences and insights. ● Practicum- 30 hours are assigned for practicum component. It consists of projects in digital media literacy.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 25 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 5 Marks *Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation The student will be assigned practical work related to relevant contents of the core course. The Practical work carried out by the students is needed to be maintained in a record file which will be required during the assessment. **Suggested list of assignments**: 1. Commercialization of content 2. Fake news detection. 3. Privacy enhancement techniques. 4. Tracking copyright infringements over digital media. 5. Create a reel video of 1 minute duration about a media literacy and post it in a popular social media platform.

B. **End Semester Evaluation**

Written Exam - 50 Marks (1.5 Hours)

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

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SEMESTER 3

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Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	INTRODUCTION TO POLITICAL PHILOSOPHY					
Type of Course	**DSC A**					
Course Code	**MG3DSCPJM200**					
Course Level	**200-299**					
Course Summary	This course aims to facilitate a comprehensive grasp of fundamental political concepts and prominent political philosophies within the context of the contemporary world. By delving into crucial themes such as state, justice, liberty, authority, equality, and rights, participants will establish a robust foundation in political philosophy. The course is designed to equip students with the skills necessary for the analysis, critique, and active contribution to discussions surrounding political ideas. Complementing philosophical readings with real-life examples and case studies, the course fosters the development of critical thinking and philosophical perspectives. Through this approach, students are encouraged to enhance their abilities to read, understand, and interpret various texts and traditions within the realm of political philosophy.					
Semester	**3**	Credits			**4**	Total Hours
Course Details		Lecture	Tutorial	Practicum	Others	
		3	0	**1**	0	**75**
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students shall be able to comprehend the essence of Political Philosophy by defining its nature, purpose, and exploring the fundamental questions it seeks to answer about the life.	U, An	1,6

2	Students shall be able to classify key concepts in Political Philosophy, including Liberty and Rights, Equality and Justice, and the roles of the State and Governance.	An	1,2,7
3	Students shall be able to justify political authority by exploring philosophical justifications for political rule and delving into the concepts of Political Legitimation and different theories on the nature of the State.	E	2,3,5
4	Students shall be able to Apply Political Philosophy to contemporary global issues, addressing challenges such as Human Rights, Global Justice, and Global Governance, fostering an understanding of its relevance in today's world.	A	4,10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Defining Political Philosophy**			
	1.1	What is Political Philosophy?	3	1,2
	1.2	Why do we need political philosophy?: nature and purpose	3	1,2,3
	1.3	Good Life: Fundamental questions that political philosophy seeks to answer	3	1,2,3
2	**Key Concepts in Political Philosophy**			
	2.1	Liberty and Rights	4	2,3
	2.2	Equality and Justice	4	2,3
	2.3	State and Governance	4	2,3
	2.4	Analyzing historical and contemporary case studies to understand how political theories are applied in practice. **OR** Conduct debates/discussions on controversial issues related to governance, such as affirmative action, freedom of speech, and the role of government in redistributive policies.	10	10
3	**Justifying Political Authority**			
	3.1	Philosophical justification of political authority, why individuals should submit to political rule?	5	4,5,6

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	3.2	Concept of Political Legitimation: Legitimation of Political Authority	4	4,5,6
	3. 3	Theories on the nature of State	4	4,5,6
	3.4	Organizing debates on the legitimacy of political authority, with students arguing from different philosophical perspectives. **or** Conducting Socratic dialogues to critically examine key questions such as "Why should individuals submit to political rule?" and "What are the moral obligations of citizens towards the state?"	10	10
4	**Contemporary Challenges in Political Philosophy**			
	4.1	Political Philosophy in the context of Global issues: applying political philosophy in contemporary global issues	5	5,6,7
	4.2	Human Rights	2	5,6,7, 10
	4.3	Global Justice	2	5,6,7, 10
	4.4	Global Governance	2	5,6,7, 10
	4.5	Collaborating with local organizations or grassroots movements to address global issues such as refugee rights, environmental justice, or economic inequality. **or** Designing and implementing advocacy campaigns aimed at raising awareness and mobilizing support for global justice and human rights causes.	10	10
5		**Teacher Specific Content** (Internal evaluation only)		

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<table>
<tr><td>Teaching and Learning Approach</td><td>Classroom Procedure (Mode of transaction)

• The teaching and learning approach for this course is designed to foster a deep understanding of the subject matter while promoting critical thinking, analytical skills, and an appreciation for the historical and cultural contexts.
• Interactive lectures and classroom engagements (through readings and discussions, debates) will encourage participation of students generating questions.
• Incorporate relevant films and documentaries that explore political thought, ideologies, or historical events.
• Seminars discussion will help students to discuss specific topics, present their research, and engage in critical debates.
• Integrate current events analysis into the course and engage students in role-playing exercises where they embody historical figures or represent specific political ideologies.
• Inviting guest speakers, and practitioners in political philosophy to share their experience and insights
• Evaluate students understanding of both theoretical concepts and their ability to apply them in real world political situation through presentation, essays, case studies
• Integrate multimedia resources like documentaries, podcasts, interviews related to life and career of different political philosophers</td></tr>
<tr><td>Assessment Types</td><td>MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA): 30 Marks
(Practicum components will be evaluated under CCA)

Case Study/Debate/ Discussion-15 Marks

Advocacy campaigns-15 Marks</td></tr>
<tr><td></td><td>B. End Semester Examination
<table><tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr><tr><td>MCQ</td><td>NA</td><td>20</td><td>1x20=20</td></tr><tr><td>Short Answer</td><td>50 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">Total</td><td>70</td></tr></table></td></tr>
</table>

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Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	INTRODUCTION TO INTERNATIONAL RELATIONS					
Type of Course	**DSE A**					
Course Code	**MG3DSEPJM200**					
Course Level	**200-299**					
Course Summary	The course aims to provide a comprehensive understanding of the historical foundations and contemporary dynamics of international relations. Furthermore, the course addresses critical contemporary issues including human security, nuclear non-proliferation, terrorism, sustainable development, and climate change, highlighting their significance in the context of global governance and diplomacy.					
Semester	**3**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	**1**	0	**75**
Pre-requisites, if any	Nil					

MGU-UGP (HONOURS) Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the historical foundations of the modern state system, including the emergence of nation-states through events such as the Thirty Years' War and the Treaty of Westphalia (1648).	U	1, 3, 6
2	Analyze the major geopolitical shifts leading up to World War I, including key revolutions and diplomatic events such as the American Revolution, French Revolution, and Congress of Vienna.	An	1, 7

3	Examine the causes, course, and effects of both World War I and World War II, as well as the establishment of international institutions like the League of Nations and the United Nations.	E	8, 10
4	Analyse the development of International Relations as an academic discipline, including its meaning, nature, scope, and evolving theories on topics such as international politics, state and non-state actors, power dynamics, and concepts like multilateralism and balance of power.	An	1, 3
5	Examine the contemporary global issues such as human security, nuclear non-proliferation, terrorism, sustainable development, and climate change, considering their implications for international relations and the role of collective action, international regimes, and norms in addressing these challenges.	E	10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**International Relations**			
	1.1	Emergence of Modern State System -Thirty Years' War; Treaty of Westphalia (1648); Nation-States	3	6, 8
	1.2	World Prior the World War I - American Revolution (1776-1783); French Revolution (1789-1791); Latin American Revolutions (1800-1825); Congress of Vienna (1814-1815); Revolutions of 1848	4	6
	1.3	The First World War – Causes, Course and Effects; The League of Nations.	3	6
	1.4	The Second World War - Causes, Course and Effects; The United Nations Organisation.	3	6
2	**The Development of International Relations as a Field**			
	2.1	Meaning, Nature, Scope and Importance	3	1
	2.2	Evolution of International Relations as a discipline	3	1
	2.3	International Politics and International Relations	2	1
	2.4	State and non-state actors in international politics	3	1

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

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<table>
<tr><td>Teaching and Learning Approach</td><td>Classroom Procedure (Mode of transaction)

Lectures- Begin with introductory lectures to provide a theoretical foundation and framework for understanding the themes and concepts of international relations

Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to international relations.

Conduct class discussions to explore different viewpoints and encourage critical thinking.</td></tr>
<tr><td>Assessment Types</td><td>MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA): 30 Marks
(Practicum components will be evaluated under CCA)

Policy Analysis Project -10 Marks

Case study/crisis simulation exercise -10 Marks

Individual or group research project- 10 Marks</td></tr>
<tr><td></td><td>B. End Semester Evaluation

<table><tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr><tr><td>MCQ</td><td>NA</td><td>20</td><td>1x20=20</td></tr><tr><td>Short Answer</td><td>50 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></td><td></td><td>Total</td><td>70</td></tr></table></td></tr>
</table>

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- **"The Anarchical Society: A Study of Order in World Politics"** *: Hedley Bull (1977)[* Bull's seminal work examines the concept of anarchy in international relations and the potential for order in the absence of a central authority.]
- Jervis, R. (1978). Cooperation Under the Security Dilemma. *World Politics, 30*(2), 167-214. https://doi.org/10.2307/2009958
- **"The Twenty Years' Crisis, 1919-1939: An Introduction to the Study of International Relations"** *Author: E.H. Carr (1939) [*Carr's work challenges the utopian assumptions of liberal internationalism and discusses power politics and the role of morality in international relations.]
- **Soft Power and Public Diplomacy: The Role of Culture and Communication** *Author(s): Joseph S. Nye Jr. (Year: 2020)*
- **"Power and Interdependence: World Politics in Transition"** *Authors: Robert O. Keohane and Joseph S. Nye Jr. (1977) [*This influential work explores the role of power and interdependence in shaping international relations, challenging traditional realist perspectives.]
- **"The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It" by Paul Collier[**Collier focuses on the challenges faced by the world's poorest countries and proposes strategies for addressing global poverty]
- **The Impact of Technology on International Security** *Author(s): Richard A. Clarke (Year: 2022)*
- "The Clash of Civilizations and the Remaking of World Order" *Author: Samuel P. Huntington (1996)[*Huntington argues that future conflicts will be based on cultural and civilizational differences rather than ideological or economic factors.]
- **Globalization and Its Discontents: Navigating the New World Order** *Author(s): Joseph E. Stiglitz (Year: 2020)*
- **The Rise of Authoritarianism in International Politics** *Author(s): Fareed Zakaria (Year: 2021)*
- **International Trade Wars: Economic Nationalism in a Globalized World** *Author(s): Robert E. Lighthizer (Year: 2020)*
- **Post-COVID-19 International Relations: Resilience and Transformation** *Author(s): Iver B. Neumann (Year: 2021)*
- *Alexei Yurchak, Everything Was Forever, Until It Was No More: The Last Soviet Generation(Princeton UP, 2005).*
- *Anthony Pagden, Lords of the World: Ideologies of Empire in Britain, Spain and France, 1500-1800 New Haven: Yale University Press, 1996.*

- *Benedict Anderson, Imagined Communities, (Verso, 2006).*
- *E.P Thompson, The Making of the English Working Class (Vintage, 1966).*
- *Gary Kates, ed. The French Revolution: Recent Debates and New Controversies (Routledge,2006).*
- *Geoff Eley and Keith Nield, The Future of Class in History (University of Michigan Press,2007).*
- *Jennifer Pits, Turn To Empire: The Rise of Imperial Liberalism in Britain and France Princeton: Princeton University Press, 2005.*
- *Nicholas B. Dirks, The Scandal of Empire: India and the Creation of Imperial Britain (Harvard[Belknap], 2008).*
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Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	ADVERTISING: THEORY AND PRACTICE					
Type of Course	**DSC B**					
Course Code	**MG3DSCPJM201**					
Course Level	200 - 299					
Course Summary	This course provides a thorough understanding of the key elements of advertising. Its goal is to prepare students for future work in the field by helping them strengthen their communication and critical thinking skills. They will be competent in the creation of print, audiovisual, and digital advertisement concepts and copywriting.					
Semester	**3**		Credits		**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the concepts and principles of Advertising.	U, An	1
2	Identify and differentiate the various tools of advertising.	A, K	3
3	Explain the functioning of an advertising agency, its services and the skills required to be a part of this industry.	U, An	4
4	Examine the process of creating an advertising	K	3

5	Evaluate the ethical issues and regulatory imperatives in the advertising industry.	E	5
Remember (R), 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	Course description	Hrs	CO No.
1	**Introduction to Advertising**	**15**	
1.1	Definition - Importance – Scope & Functions.	3	1, 2
1.2	Historical foundations of advertising.	3	1, 2
1.3	Types / Classifications of advertising - Types of advertising appeals.	3	1, 2
1.4	AIDA model, DAGMAR model, Maslow's Hierarchy Model, Theories of advertising.	3	1, 2
1.5	Economic, cultural, psychological and social aspects of advertising.	3	1, 2
2	**Advertisement creation process**	**15**	
2.1	Creative brief, Research strategy planning, Conceptualization and Ideation.	3	4
2.2	Copywriting: Role and significance, Elements of advertising copy.	3	4
2.3	Visualization and art direction: Connotation and denotation in meaning creation - Visual appeal.	3	4
2.4	Illustrating the ad - Types of illustrations, Guidelines for using illustrations, Graphics, Typography.	3	4
2.5	Principles and components for Print, TV, Radio & Digital advertisements.	3	4
3	**Concept of Brands and Branding**	**18**	

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3.1	Product and branding - Brand positioning -Brand image – Brand personality.	4	1, 2, 4
3.2	Brand perceptual mapping – Repositioning- Brand extensions - Types of extensions - Brand identity and consistency.	6	1, 2, 4
3.3	Ad agencies- Organizational structure and types – Departments and functions.	4	1, 2, 3
3.4	Prominent advertising agencies and personalities.	4	1, 2, 3
4	**Ethical and Regulatory Guidelines**	**12**	
4.1	Advertising and ethics – Advertising and law.	5	5
4.2	Ethical & Regulatory aspects of advertising - Apex bodies in advertising – AAI, ASCI and their codes.	3	5
4.3	Advertising and children, product endorsements - stereotyping, cultural, religious and racial sensitivity. Obscenity in advertising.	4	1, 5
5	**Teacher-specific content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures on advertising concepts. • Discussions on various issues connected with advertising. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as ad film makers, ad designers, digital media experts, researchers, academicians, to share the real experiences and insights.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks

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Class tests/Quiz – 10 Marks
**In -class Presentation – 10 Marks

**Group Project / Individual Project / Case Study*
***Power Point / Audio-Visual Presentation / Oral Presentation*

The student will be assigned practical work related to relevant contents of the core course. The Practical work carried out by the students is needed to be maintained in a record file which will be required during the assessment.

Suggested assignments:

- Analyze 5 Print Advertisements and two TV ads - Critically evaluate print ads of competing brands two each from FMCG, Consumer Durables and Service Sector.
- Design display advertisement, classified & display classified (one each).
- Print advertising preparation – copywriting, designing, making posters.
- Writing TV commercials, developing script and storyboard.
- Advertising case studies.

B. End Semester Evaluation

Written Exam - 70 Marks (2 Hours)

Descriptive Type	**Word Limit**	**Number of questions to be answered**	**Marks**
MCQ/One word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	**70**

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- Dennison, Dell. (2003). *The Advertising Handbook*. Jaico Books
- Keeler, F. Y., & Haase, A. E. (2015). *The Advertising Agency: Procedure and Practice*. Routledge
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Mahatma Gandhi University

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Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**
Course Name	MEDIA MANAGEMENT
Type of Course	**DSC B**
Course Code	**MG3DSCPJM202**
Course Level	200-299
Course Summary	This course is designed to give students the tools they need to understand the workings of the media industry and to get them ready for careers in media management. The course gives students the special combination of business acumen, leadership qualities, and industry-specific knowledge they need to succeed in the fast-paced, cutthroat media sector.

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

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the concepts and systems of media management	U, An	1,4,5
2	Develop skills in strategic planning and decision making.	A	1,2,4,5
3	Analyse the aspects related to media economics.	An	1,2,3

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4	Examine the policy formulation and entrepreneurship possibilities in media industry.	K	1,2,8,10
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	Course description	Hrs	CO No.
1	**Basic concepts of management**	**10**	
1.1	Management: Concept and Functions.	4	1
1.2	Principles of management - Planning and Decision making, Organising, Directing and Controlling: Factors influencing good management. Contributions of Henri Fayol and other thinkers.	4	1
1.3	Media management: Meaning and Scope; Media as an industry and profession.	2	1
2	**Management of media organisations**	**20**	
2.1	Structure and characteristics of media organisations, Flow of communication in an organisation, Management decision in media.	6	2
2.2	Ownership patterns in media-Chain, Cross media, Conglomerate and Vertical integration.	6	2
2.3	Ownership Patterns of Mass media in India: sole proprietorship, partnership, Private limited companies, public limited companies, trusts, co-operatives, religious institutions (societies) and franchisees (chains).	4	2
2.4	Foreign Equity in Indian Media (including print media), Impact of Globalization.	4	2
3	**Media industry: Issues & Challenges**	**15**	
3.1	Business, legal and financial aspects of media organizations, market trends-revenue models in print, radio, television and online news media.	5	3
3.2	Management Information Systems	3	3
3.3	Planning and Control: problems, process and prospects of launching media ventures.	4	4

3.4	Media industry as manufacturers- Manufacturing Consent, news and Content Management. Market Forces, Performance Evaluation (TAM, TRP, BARC and HITS) and Market shifts Changing Ownership patterns.	3	4
4	**Practicum**	**30**	
4.1	1. The students must undertake a case study examination of the Indian and International media companies and examine their management strategies. 2. Prepare an analytical paper on Indian Media industry, market consolidation and media fragmentation.		4
5	**Teacher-specific content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures on media management concepts. • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as media professionals, management experts, media entrepreneurs, researchers, academicians, to share the real experiences and insights. • Visits to media companies.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks **Group Project / Individual Project / Case Study* ***Power Point / Audio-Visual Presentation / Oral Presentation* **B. End Semester Evaluation** **Written Exam - 70 Marks (2 Hours)**

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	Descriptive Type	Word Limit	Number of questions to be answered	Marks	
	MCQ/one word	NA	20	20 x 1 = 20	
	Short Answer	50 Words	10 out of 15	10 x 2 = 20	
	Essay	450 Words	2 out of 4	2 x 15 = 30	
	Total		32 out of 39	**70**	

REFERENCES

- Alan Albarran, Bozena Mierzejewska, Jaemin Jung. (2018). *Handbook of Media Management and Economics*. Routledge.
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SUGGESTED READINGS

- Jeffrey, Robin. (2000). *India's Newspaper Revolution*. Oxford University Press
- Jennifer Holt and Alisa Perren, (Edited). (2009). *Media Industries-History, Theory and Method*. Wiley- Blackwell.
- Khandekar, Vinita Kohli. (2010). *Indian Media Business*. Sage.
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Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	POLITICS AND PHILOSOPHY OF TECHNOLOGY					
Type of Course	**Multi-Disciplinary Course - MDC A**					
Course Code	**MG3MDCPJM200**					
Course Level	**200-299**					
Course Summary	This course aims to illuminate the complex intersection between politics and technology, emphasizing ethical considerations and a nuanced analysis of contemporary philosophical perspectives. Key areas of exploration include ethical dimensions related to surveillance, privacy, the transformative influence of artificial intelligence, and the growing role of technology in shaping political systems. Delving into these issues from diverse theoretical viewpoints, the course incorporates various historical and cultural perspectives. Its overarching objective is to prompt students to cultivate critical thinking skills and ethical reflections, fostering a deeper understanding of the societal ramifications arising from a spectrum of technological advancements.					
Semester	**3**	Credits			3	Total Hours
Course Details		Lecture	Tutorial	Practicum	Others	
		3	**0**	**0**	**0**	**45**
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	**Foundations of Technological Politics and Philosophy**			
	1.1	Evolution of Technology: philosophical and historical perspectives	4	1,2
	1.2	Political Theories and Technology: political ideas and their relations with technological advancement and role of technology in governance	4	1,2
	1.3	Ethical Frameworks in Technology: ethical theories relevant to technology	4	2,3
2	**Surveillance Society**			
	2.1	Surveillance Technologies and its implications for Privacy: State and Corporate Surveillance Practices	4	2,3
	2.2	Privacy in the Digital Age: Philosophical discussions on the concept of Privacy Legal frameworks and debates concerning digital privacy rights	4	4,5

	2.3	Power Dynamics in Technology: understanding power structures in technological systems Critiques of technological determinism and its societal impacts	4	6
3	**Artificial Intelligence and Society**			
	3.1	AI ethics and philosophy: ethical considerations in AI Philosophical perspectives on the ethical use of AI	4	4,5
	3.2	Bias and Fairness in AI: Bias in AI algorithms and other societal implications	3	4,5
	3.3	AI and the future of work: impact of AI on economy and employment Ethical dimensions of Automation	3	5
4	**Democracy and Technology**			
	4.1	Digital Democracy: understanding the role of technology in democratic processes	4	1
	4.2	Technology and Political Activism; case studies on the use of technology in political activism	4	2
	4.3	Internet governance and Freedom: Internet governance structures Freedom of expression and censorship	3	3,4

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<table>
<tr><td>Teaching and Learning Approach</td><td>Classroom Procedure (Mode of transaction)

• The teaching and learning approach for this course is designed to foster a deep understanding of the subject matter while promoting critical thinking, analytical skills, and an appreciation for understanding of the societal ramifications arising from a spectrum of technological advancements.
• Interactive lectures and classroom engagements (through readings and discussions, debates) will encourage student participation and generating questions.
• Seminars discussion will help students to discuss specific topics, present their research, and engage in critical debates.
• Inviting guest speakers, and practitioners in the field to share their experience and insights on technological advancements and its implications for political life
• Evaluate students understanding of both theoretical concepts and their ability to apply them in real world political situation through presentation, essays, case studies
• Integrate multimedia resources like documentaries, podcasts, interviews related to philosophy of technology
• Reading foundational texts and contemporary articles, undertaking group projects and bringing real-world issues to illustrate theoretical concepts</td></tr>
<tr><td>Assessment Types</td><td>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)</td></tr>
<tr><td></td><td>B. End Semester Evaluation

<table>
<tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr>
<tr><td>MCQ</td><td>NA</td><td>15</td><td>1x15=15</td></tr>
<tr><td>Short Answer</td><td>100 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">Total</td><td>50</td></tr>
</table>
</td></tr>
</table>

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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	SUSTAINABLE DEVELOPMENT AND INDIA'S ENERGY POLICY					
Type of Course	**Multi-Disciplinary Course - MDC A**					
Course Code	**MG3MDCPJM201**					
Course Level	**200-299**					
Course Summary	The objective of the course is to sensitize the student to the role of energy in society, the multiple means of meeting energy service demands, global energy linkages, emerging scenarios of vulnerability and the instruments and tools available for effective energy policy formulation. At the end of the course, the student will have an enhanced understanding of the need for an integrated energy policy and the impact of alternative policies on the energy security of a country and its populace.					
Semester	**3**	Credits			**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	**0**	**0**	**0**	**45**
Pre-requisites, if any	Nil					

MGU-UGP (HONOURS) Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to understand the multidimensional aspects of energy security and its impact on sustainable development goals.	U	1, 3, 7
2	Students will be able to understand energy security Dimensions and Geopolitical Implications	U	1
3	Students will be able to analyze the evolution of energy policy in india	An	1
4	Students will be able to evaluate global Initiatives and Policy Frameworks on sustainable development	E	2

5.	At the end of the course students will have a comprehensive understanding of the intricate relationship between energy security and sustainable development, equipped with the knowledge to evaluate policy frameworks and initiatives aimed at achieving a sustainable energy future.	U	1
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Sustainable Development and Energy Security: Major Concepts**			
	1.1	Traditional and Non-Traditional security	2	1, 3, 7
	1.2	Human Security, Sustainable Development, Sustainable Energy, Energy Poverty, Clean Energy	3	7
	1.3	Energy and Sustainable development Linkages: • Economic development • Environment • Health • Gender • Agriculture • Livelihood	5	3
2	**Sustainable Development**			
	2.1	Club of Rome-*The Limits to Growth*, Stockholm Conference 1972, The Brundtland Commission Report, Rio Conference-*Agenda 20*	4	7
	2.2	From Millennium Development Goals (MDG) to Sustainable Development Goals (SDG)	4	3, 7
	2.3	UN SDG Goal 7-*Ensure access to affordable, reliable, sustainable and modern energy*	2	2
3	**Energy Security**			
	3.1	Energy Security: Meaning and Dimensions	2	3
	3.2	Geopolitics associated with energy security concerns	2	3
	3.3	Climate Change and Energy Security: The Transition to Clean Energy Sources and Technologies	3	2, 3
	Energy Policy and Sustainable Development in India			

4	4.1	Evolution of Energy Policy in India: Pre Reform • National Committee on Science and Technology • Commission on Additional Energy Sources • Department of Non-Conventional Energy Sources • Indian Renewable Energy Development Agency • 'Ministry' of Non-Conventional Energy Sources	6	2, 3, 7
	4.2	Post Reforms • Energy Conservation Act 2001 • the Electricity Act 2003 • Bureau of Energy Efficiency • Integrated Energy Policy 2006 • Renewable Energy Act 2015	6	2, 3, 7
	4.3	Sustainable Energy Missions • The National Action Plan on Climate Change (NAPCC) 2008 • India's Intended Nationally Determined Contributions (INDC) • Faster Adoption of Mobility through Electric Vehicles (FAME) • The Energy Conservation Building Code (ECBC) 2007	6	2, 3, 7

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Module 1 Discussion, extra reading, assignments. Module II Assignments from journals, discussion, extra reading, Module III Case study, review of journals, minor project and discussion. Module IV Minor project and discussion.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 25 Marks** (Practicum components will be evaluated under CCA, if any) **Formative Assessment (FA):** Oral presentations; Viva voce; In-class discussions; Tutorial works; Reflection writing assignments; Peer Assessments **(15 Marks)** **Summative Assessment (SA):** Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study **(10 Marks)**

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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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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	SOCIAL MEDIA INFLUENCER MARKETING					
Type of Course	**Multi- Disciplinary Course – MDC B**					
Course Code	**MG3MDCPJM202**					
Course Level	200 - 299					
Course Summary	The course will equip students with essential skills in influencer marketing, emphasising brand collaboration, content creation, and ethical considerations. Through the hands-on approach, students will gain practical experience, preparing them for success in the evolving digital marketing landscape.					
Semester	**3**	Credits			**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	**45**
Pre-requisites	o Fundamental written and verbal communication skills to effectively convey ideas. o Proficiency in using computers and navigating digital platforms					

MGU-UCP (HONOURS) Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the influencer marketing ecosystem, including the roles of influencers, brands, and followers.	U	1,3,10
2	Develop analytical skills to assess the effectiveness of influencer-generated content.	C	1,2,3,10
3	Evaluate the impact of influencer marketing on brand perception.	E	1,2,3,10

4	Create engaging collaborative content by applying creative and strategic approaches.	C	1,2,3,10
5	Apply ethical influencer marketing strategies to real-world scenarios.	A	1,3,7.8,10
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	Course description	Hrs	CO No.
1	**Introduction to Influencer Marketing**	**10**	
1.1	Definition and Evolution of influencer marketing	2	1
1.2	Importance of influencer marketing within the digital marketing landscape	2	1
1.3	Overview of major social media platforms	2	1
1.4	Identifying target audiences on different platforms	2	1
1.5	Emerging trends in influencer marketing across platforms	2	1
2	**Branding and Influencers**	**15**	
2.1	Definition of branding and its significance	3	1
2.2	Evolution of influencer marketing in brand promotion	3	1
2.3	Components of brand identity (logos, colours, brand name, graphics, and images), Case studies on successful brand identities	3	3
2.4	Brand perception and consumer loyalty	3	3
2.5	Social media collaborations and Influencer-brand collaborations	3	2
3	**Content Creation for Social Media Influencers**	**20**	
3.1	Role of content in social media influencing	1	4
3.2	Audience analysis and segmentation: Identifying and defining your niche using various analytics tools available online.	3	4
3.3	Developing a personal brand style guide – use of online tools	3	4
3.4	Visual Storytelling and Aesthetics	3	4
3.5	Content Planning and Editorial Calendar	3	4

MGU-UGP (HONOURS) Syllabus

3.6	Video creation and editing basics: Storyboarding and scripting	3	4
3.7	Creating interactive content	2	4
3.8	Influencer Marketing Ethics and Compliance	2	**5**
4	**Teacher-specific content (**Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures. • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Practical workshops in videography, video editing and lighting. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as Social Media Influencers, Content creators, Digital Marketing exp, researchers, academicians, to share the real experiences and insights.

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Syllabus

Assessment Types

MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA) – 25 Marks
(Practicum components will be evaluated under CCA)

Marks Division

*Assignments	–	10 Marks
Class tests/Quiz	–	10 Marks
**In -class Presentation	–	5 Marks

**Group Project / Individual Project / Case Study*
***Power Point / Audio-Visual Presentation / Oral Presentation*

The student will be assigned practical work related to relevant contents of the core course. The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.
Suggested activities as part of the assignment

- Influencer Marketing content analysis
- Creation of engaging content
- Designing and execution an influencer marketing campaign

B. End Semester Evaluation

Written Exam - 50 Marks (1.5 Hours)

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

Syllabus

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- Hennessy, B. (2018). *Influencer: Building Your Personal Brand in the Age of Social Media*. Citadel Press.
- Kane, B. (2019). *One Million Followers*, Updated Edition: How I Built a Massive Social Following in 30 Days. Atria/Keywords Press.
- Kingsnorth, Simon. (2022). *Digital Marketing Strategy: An Integrated Approach to Online Marketing*. Kogan Page.
- Robbins, Ray. (2020). *Influencer Marketing Mastery Secrets*. Independently Published.
- Spencer, Santino. (2023). *Influencer Marketing*: *3-in-1 Guide to Master Social Media Influencers*, Viral Content Marketing, Mobile Memes & Reels. IngramSpark

SUGGESTED READINGS

- Case studies on campaigns (Daniel Wellington Watches and Nykaa campaigns, Luka Sabbat and Snapchat, Pepsi's "Swag").
- Falls, Jason. (2021). *Winfluence: Reframing Influencer Marketing to Ignite Your Brand*. Entrepreneur Press.
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MAHATMA GANDHI UNIVERSITY KOTTAYAM
विद्यया अमृतमश्नुते
MGU UGP (HONOURS)
Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	BRANDING FOR STARTUPS					
Type of Course	**Multi- Disciplinary Course – MDC B**					
Course Code	**MG3MDCPJM203**					
Course Level	200 - 299					
Course Summary	The course equips students with sufficient knowledge about branding a startup on their own. Real world examples and creating their own brand as an assignment will make them understand why certain brands succeed and others fail.					
Semester	**3**		Credits		**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	**45**
Pre-requisites, if any	Interest in advertising and branding. Good flair of language.					

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COURSE OUTCOMES (CO)

CO No./	Expected Course Outcome	Learning Domains *	PO No
1	Understand the core idea of branding and why people buy brands.	U	1, 2, 8
2	Create brand personality to build relationships with your customers.	C	1, 2, 4, 5, 7, 8, 9
3	Develop a beautifully designed brand identity.	C	1, 2, 4, 9, 10
4	Evaluate the techniques to market a brand using traditional and modern marketing methods, including social media.	E	1. 2, 3, 4, 5, 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	Course description	Hrs	CO No.
1	**Introduction to Branding for Startups.**	**15**	
1.1	Create Brand Identity, Brand Value & Brand Loyalty for a startup.	3	1
1.2	Brand Culture – Brand authors: companies, popular culture, customers & influencers.	3	1
1.3	Brands and Competitive advantages.	3	2
1.4	Consumer Psychology on branding.	3	2
1.5	Branding and Ethics	3	2
2	**Designing the brand strategy for startups**	**15**	
2.1	Steps of branding process: brand strategy, market research, developing brand identity, style guide, brand awareness.	4	3
2.2	Brand Personality	2	2
2.3	Unique selling point: How to be different?	2	3
2.4	Brand Story	2	3
2.5	Brand Positioning	2	1
2.6	Brand Presence and Marketing Research, brand evaluation, Marketing strategy, case studies	3	1, 4
3	**Verbal and visual elements of Branding**	**15**	
3.1	Brand Name Development	3	1
3.2	Key Checks & Domain, Tagline Creation, Brand Promise	3	3
3.3	Introducing Visual Expression	3	3
3.4	Building Your Brand Identity: Colour palette, Typography, Logo	3	1,3
3.5	Brand Mood Board, World Class Branding Examples	3	3.4

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4	**Teacher-specific content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as professionals from advertising and branding industry, Content creators, Branding experts, researchers, academicians, to share the real experiences and insights.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 25 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 5 Marks **Group Project / Individual Project / Case Study* ***Power Point / Audio-Visual Presentation / Oral Presentation* The student will be assigned practical work related to relevant contents of the core course. The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance. Suggested activities as part of the assignment o Branding case study analysis o Brand building exercises o Designing and execution an branding campaign **B. End Semester Evaluation** **Written Exam - 50 Marks (1.5 Hours)**

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/One word	NA	15	15 x 1 = 15
Short Answer	100 Words	5 out of 8	3 x 5 = 15

		Essay	350 Words	2 out of 4	10 x 2 = 20
				Total	**50**

REFERENCES

- Airey, David. (2020). *Identity Designed: The Definitive Guide to Visual Branding*. United States. Rockport Publishers.
- Barden, Phil. (2013). *Decoded: The Science Behind Why We Buy*. Wiley.
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- Sandel, Kady. (2019). *BrandFix: A Brand Strategy Guide for Busy Entrepreneurs.* Independently Published.
- Wheeler, Alina. (2012). *Designing Brand Identity: An Essential Guide for the Whole Branding Team*. Wiley.

SUGGESTED READINGS.

- Bertilsson, Jon, and Veronika Tarnovskaya. (2017). *Brand theories: Perspectives on brands and branding*. Studentlitteratur AB.
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- Pandey, Piyush. (2016). *Pandeymonium : Piyush Pandey on Advertising*. Penguin Random House India.
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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	SECULARISM AND CULTURAL DIVERSITY					
Type of Course	**VAC A**					
Course Code	**MG3VACPJM200**					
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	Nil					

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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)			

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COURSE CONTENT

Content for Classroom transaction (Units)

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

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Content for Classroom transaction (Units)

<table>
<tr><td>Teaching and Learning Approach</td><td>Classroom Procedure (Mode of transaction)

Module:1 Classroom lecture and discussion on the concept, historical development and the process of secularism and secularization. Enable the students to understand secularism in the Indian context, Its emergence and confluence of religions in particular.

Module 2 Classroom lecture and debate on various aspects of culture such as Language, Religion, Caste, Colour, Creed, Customs and Traditions, Art Forms, Food Habits, Popular Culture etc. Empower the students to understand and address the cultural diversities in the context of homogeneity and inclusivity by providing classroom lectures along with book/article reviews and news analysis.

Module 3 Assignments on federalism, secularism and cultural diversities in India and its Interconnections. Seminar presentations by the students evaluating the Constitutional aspects of secularism and cultural identities and role of media and political parties.

Module:4 Group discussions and debates on politics of linguism, ethnicity, casteism and communalism. Classroom lecture on Aryanization, Dravidian Politics, and Dalit Politics. Empower the students to debate, discuss and present their perspectives on gender politics, LGBTQIA+ and politics of minorities and tribes.</td></tr>
<tr><td>Assessment Types</td><td>MODE OF ASSESSMENT

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)</td></tr>
<tr><td></td><td>B. End Semester Evaluation

<table>
<tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr>
<tr><td>MCQ</td><td>NA</td><td>15</td><td>1x15=15</td></tr>
<tr><td>Short Answer</td><td>100 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">Total</td><td>50</td></tr>
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- Jawaharlal Nehru (2008).*Discovery of India*. Penguin India

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- Roda Ahluwalia.(2021).Reflections on Mughal Art and Culture (H.B). Niyogi Books Pvt. Ltd
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- Amin, Shahid. "Gandhi as Mahatma: Gorakhpur district, eastern U. P., 1921-22." Subaltern Studies 3 (1984): 247-72.
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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	CITIZEN JOURNALISM					
Type of Course	**Value Added Course - VAC B**					
Course Code	**MG3VACPJM201**					
Course Level	200 - 299					
Course Summary	The course aims to provide students with a clear understanding of the significance of citizen journalism in the 21st century. It covers techniques of effective storytelling employed in citizen journalism and equips learners to critically compare news sources, discern biases, and evaluate the reliability of information.					
Semester	**3**	Credits			**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	**45**
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the historical growth, importance and ethical concerns in citizen journalism	U	1,8
2	Develop the required skill sets for writing and broadcasting in various mass media	C	4
3	Utilize story publishing platforms for citizen journalism	A	4
4	Analysis of news originating from multiple media outlets for bias and reliability	An	1,8

5	Examine the importance of fact-checking in verifying information	An	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	Course description	Hrs	CO No.
1	**Introduction to Citizen Journalism**	**10**	
1.1	Citizen Journalism; history, growth and importance	3	1
1.2	Basic principles of journalism - truthfulness, accuracy and fact-based communications, objectivity, clarity	3	1
1.3	Role of ethics - bias, subjectivity, credibility, respect for others and public accountability, and framing while writing and reporting	4	1
2.	**Writing and Broadcasting in Citizen Journalism**	**25**	
2.1	Defining the news - writing, reporting, interviewing techniques.	10	2
2.2	Broadcasting techniques - filming; using mobile, multimedia editing; free video editing software- VN and Power director.	10	2
2.3	Publishing techniques - blogging, vlogging, podcast	5	2
3	**Citizen Journalism- a Realistic Perspective**	**10**	
3.1	PARI - role and importance.	2	3
3.2	Available publishing platforms in major news media outlets	2	3
3.3	Alternate Journalism - case studies	2	1
3.4	Knowing famous citizen journalists and their works	2	1
3.5	News analysis – insights into the politics of news production, role of fact checking, measures to curb fake news	2	4,5

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4	**Teacher-specific content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as Editors and Reporters, Content creators, social activists, researchers, academicians, to share the real experiences and insights.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 25 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 5 Marks **Group Project / Individual Project / Case Study* ***Power Point / Audio-Visual Presentation / Oral Presentation* The student will be assigned practical work related to relevant contents of the core course. The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance. **B. End Semester Evaluation** **Written Exam - 50 Marks (1.5 Hours)**

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

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SUGGESTED READINGS

- Cram, Ian. (2015). *Citizen Journalists: Newer Media, Republican Moments and the Constitution*. Elgar.
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Syllabus

SEMESTER 4

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	POLITICAL THEORY					
Type of Course	**DSC A**					
Course Code	**MG4DSCPJM200**					
Course Level	**200-299**					
Course Summary	This course provides familiarity with the ideas or concepts of Political Theory. It will help the students to understand different perspectives and approaches to State, Politics, Government, Sovereignty, Citizenship and so on. It also provides different ideological standpoints with regard to various concepts and theories.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	**0**	**1**	**0**	**75**
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to understand basics of political theory and different ideological traditions; differentiate between normative and empirical approaches	U, K, An	2,7
2	Students will learn about the origin and nature of the state and its theories of evolution, differentiate between monistic and pluralistic sovereignty, and analyze its contemporary role	U, An	1, 2, 6,7,
3	Students will be able to comprehend fundamental political concepts such as liberty, equality, justice, and rights, explore power dynamics, understand nationalism and citizenship, and analyze democratic principles	U, A, An	6, 7, 8
4	Students will be able to comprehend issues of representation, aspects of multiculturalism, Post covid civil society and evaluate the significance of queer politics in contemporary political theory.	U, A, An, E	1, 6, 7

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

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COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Introduction to Political Theory**			
	1.1	Meaning Nature and Scope of Political Theory	2	1
	1.2	Approaches to Political Theory - Normative and Empirical	3	2
	1.3	Traditions of Political Theory- Liberal Marxist and Feminist	3	2
	1.4	Decline and Revival of Political Theory	2	6
	1.5	Assign students to select case studies from contemporary political events or historical contexts, such as civil rights movements, globalization, or environmental activism or any local issues involving political values. Students should analyze these case studies using the theoretical frameworks discussed in class, highlighting normative considerations (e.g., justice, rights) and empirical evidence (e.g., socio-economic factors, power dynamics).	10	1, 6
2	**State and Civil Society**			
	2.1	State: Concept and its Origin	3	6
	2.2	Sovereignty: Monistic and Pluralistic	3	6
	2.3	Changing role of State in Contemporary Era	2	6
	2.4	Civil Society: Conceptions	2	6
	2.5	Assign research projects that allow students to explore specific aspects of state-civil society relations in depth, such as the impact of social movements on policy outcomes, the role of NGOs in governance, or the influence of transnational advocacy networks.	10	1, 6
3	**Key Concepts in Political Theory**			
	3.1	Liberty, Equality, Justice and Rights	5	8
	3.2	Power, Authority and Legitimacy	4	6
	3.3	Nationalism, Citizenship	5	6, 7

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	3.4	Democracy	3	6
4	**Emerging Trends in Political Theory**			
	4.1	Issues of Representation	2	7
	4.2	Multiculturalism	2	7
	4.3	Third sphere Civil society in Post Covid Era	2	6
	4.4	Queer Politics	2	6,7
	4.5	Conduct a comprehensive literature review on emerging trends in political theory, particularly focusing on issues of representation, multiculturalism, civil society, and queer politics in the post-COVID era. This will provide students with a solid theoretical foundation.	10	1

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lecture • Focused Reading and Reflection • Field Visit • Write up and Make Seminar Presentation **Module I** Through lectures and discussions students get awareness regarding meaning and scope of political theory and various approaches to political theory **Module II** Through focussed reading and reflection students get an understanding about state, sovereignty and changing role of state in contemporary era. **Module III** Through lectures and discussions students get an understanding regarding various concepts in political Theory **Module IV** Through write ups and notes students are familiarised about emerging trends in political theory
Assessment Types	**MODE OF ASSESSMENT** A. **Continuous Comprehensive Assessment (CCA)-30 Marks** (Practicum components will be evaluated under CCA) MCQ-5 Marks Case Studies-5 marks Report-5 Marks Literature Review-15 Marks

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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**

REFERENCES

- Alan R.Balland : Modern Politics and Government, Palgrave Macmillan, Guy Peters New York, 2008.
- Almond andPowell : Comparative Politics : A Developmental Approach, Amerind Publishing Company.
- Andrew Heywood : Key Concepts in Politics, Palgrave Macmillan, New York, 2007.
- Andrew Heywood : Political Theory, An Introduction, 3rd edition, Palgrave Macmillan, New York, 2008.
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- Handbook of Practicum Ethics. New York: Oxford University Press, pp. 705-733.
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- Peter B.Haris : *Foundations of Political Science*, Oxford IBH

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	PUBLIC ADMINISTRATION					
Type of Course	**DSE A**					
Course Code	**MG4DSEPJM200**					
Course Level	**200-299**					
Course Summary	This comprehensive Public Administration programme initiates by examining the meaning, scope, and diverse approaches within the field, progressing seamlessly into the study of organizational theories, principles, and Practicum governance applications. It culminates by exploring the foundational elements of modern governance, aiming to equip students with vital knowledge essential for proficient management within the public sector.					
Semester	**4**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	**0**	0	**60**
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will understand the meaning, nature, and importance of public administration, including ecological and public choice approaches.	K, U	1, 6
2	Students will comprehend organizational principles along with exploring New Public Management and Development Administration	K, U, E	1, 2, 6, 7

3	Students will be able to analyse major organizational theories in public administration, including scientific management, bureaucratic theory, human relations theory, and motivation theories	An	4, 6, 7
4	Students shall be able to apply the knowledge in Practicum scenarios through understanding organizational bases, chief executive roles, and the recruitment, training, and promotion processes.	A	3, 5
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Insights into Public Administration**			
	1.1	Meaning, Nature, Scope and Importance of Public Administration	5	1
	1.2	Approaches to Public Administration Ecological Approach- New Public Management	5	2
	1.3	New Public Administration	3	4
	1.4	Principles of Organization Hierarchy- Span of control -Unity of Command	5	5
2	**Exploring Organizational Theories**			
	2.1	**Exploring Organizational Theories** Scientific Management Theory (F W Taylor)	3	2
	2.2	Bureaucratic Theory (Max Weber)	4	4
	2.3	Human Relations Theory (Elton Mayo)	4	3
	2.4	Motivation Theory (Maslow, McGregor)	4	6
3	**Public Administration in Practice**			
	3.1	Bases of Organization - 4ps.	3	6
	3.2	Line, Staff and Auxiliary agencies.	3	5
	3.3	Chief Executive: Types, Powers and Functions.	4	7

	3.4	Recruitment, Training and Promotion.	3	7
4	**Foundations of Modern Governance**			
	4.1	Budget: Principles - Preparation	4	5
	4.2	Development Administration	3	5
	4.3	E-Governance and Smart Governance	3	3
	4.4	Concept of Transparency and Accountability	4	7

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Lecture, Debates, Discussion, Quiz Module I Through lectures students will be provided an understanding of Nature, Scope and Importance of Public Administration and various approaches in Public Administration Module II Generate awareness in students regarding organizational theories and bureaucratic theories. Module III Through discussions students will be provided opportunity to experience Public administration in practice Module IV Generate awareness regarding modern governance
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 Marks** Oral presentations-5 Marks, In-class discussions- 5 Marks, Written test-10 Marks, Problem based assignments-5 Marks, Seminars-5 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**

REFERENCES

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Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	PUBLIC RELATIONS AND CORPORATE COMMUNICATION					
Type of Course	**DSC B**					
Course Code	**MG4DSCPJM201**					
Course Level	200 - 299					
Course Summary	The goal of this course is to assist students who are interested in pursuing a career in corporate communication and strategic public relations in learning the theories and practices that are relevant in the industry.					
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)

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CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the core concepts, aspects, characters and organisations related to Public Relations.	U, An	1
2	Evaluate the tools of public relations depending on different media forms	E	3
3	Develop practical and professional skills in the field of PR.	C	4
4	Demonstrate and implement the strategic communication plans for PR campaigns	A	2
5	Examine media especially the trade media and its relevance to corporate communication practices	An	1

**Remember (R), 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	Course description	Hrs	CO No.
1	**Introduction to Public Relations**	**15**	
1.1	Concept and Definition, roles and functions of PR, basic principles. Growth and Development of PR in the world and India – Historical perspective	4	1
1.2	Difference and Similarities between PR, Publicity, Propaganda, Advertising and Lobbying.	3	1
1.3	PR as a tool of modern system management and governance. Different theories of PR - Rhetoric and persuasion, dialogic theory, systems theory, critical theory and structuration theory.	4	1
1.4	Ethics of PR – IPRA code – Code of ethics of PR Major Professional Organizations; IPRA, PRSI, PRCI, PIB, DPR, DAVP, Films Division	4	1
2	**Tools and Techniques of PR and Corporate Communications.**	**15**	
2.1	Preparing and planning house journals, Newsletters, Handouts, Brochures, press releases, Lobbying, press conferences, Annual meetings, Open houses, Exhibitions, Speeches, Seminars and Symposia, Demonstrations, conducted tours, Interviews, Publicity materials and corporate films, Types of Public Relations.	4	2
2.2	Selection of medium and message, Advertising and publicity types and techniques used in PR practice, Preparing publicity messages.	4	1, 2, 3
2.3	Definition, scope, nature and role of Corporate Communication. Evolution of Corporate Communication in India	3	5
2.4	Functions of Corporate Communication, Crisis communication, Corporate Social Responsibility.	4	5
3	**PR Agency and Campaigns**	**15**	
3.1	Organizational Structure - Basic Functions of a PR agency - Types of P R agencies	4	1, 2, 4

3.2	Role of PR in Crisis Communication	3	1, 2, 4
3.3	Attributes and skill set of a PR Manager - Structure of In-house PR Department -Limitations of In-house PR Department Communication flow-formal, informal - Vertical – Horizontal	4	1, 2, 4
3.4	PR Campaigns- Steps - Fact finding – Research – Planning - Implementing – Evaluation and Feedback. Branding and Brand management	4	3, 4
4	**Practicum**	**30**	
4.1	1. Press Release creation and conduction of mock-press conferences. 2. PR campaign planning and evaluation 3. Corporate advertisement creation.		3,4
5	**Teacher-specific content** **(**Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as Public Relations Managers, Corporate Communication Professionals, Journalists, Academicians, to share the real experiences and insights.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks **Group Project / Individual Project / Case Study* ***Power Point / Audio-Visual Presentation / Oral Presentation*

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The student will be assigned practical work related to relevant contents of the core course. The Practical work carried out by the students is needed to be maintained in a record file which will be required during the final assessment. The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.

Suggested list of Practical Assignments

Students are advised to undertake assignments from the following areas:

1. Writing exercises: press releases, press notes, speeches, memos and notices.
2. Event planning and publicity
3. Corporate advertisement planning
4. Design communication messages for a specific target group
5. Crisis communication
6. PR campaign: planning, execution and evaluation
7. Case study analysis

B. End Semester Evaluation

Written Exam - 70 Marks (2 Hours)

Descriptive Type	**Word Limit**	**Number of questions to be answered**	**Marks**
MCQ/one word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	**70**

REFERENCES

- Balan, K.R. (2010). Corporate Public Relations. Himalaya Publishing.
- Frank Butterworth, Jefkins. (1990). Public Relation Techniques. Heinmann Ltd.
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SUGGESTED READINGS

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- Gregory, Anne. (2010). Planning and Managing a Public Relations Campaign - a step by step guide. Kogan Page.
- Kaul, J.M. (1976), Public Relation in India. Naya Prokash.
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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	UNDERSTANDING CINEMA					
Type of Course	**DSC B**					
Course Code	**MG4DSCPJM202**					
Course Level	200 -299					
Course Summary	A thorough examination of film as a medium and a phenomenon is offered in this course. Students will analyze film form, narrative structure, and the theoretical and historical foundations that will inform critical cinema analysis. Students will acquire the language and critical thinking abilities required to analyze and comprehend the moving image through close readings of a variety of films.					
Semester	**4**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any	Interest in films analysis.					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the evolution and history of Cinema	U, An	1
2	Explain the basics of film language	U, An	3,5
3	Outline the basic techniques of filmmaking	U	4,5
4	Develop skills to analyse films	C	5
5	Analyze film as an art and as a form of communication	An	1,5,6,7

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	**History and Evolution of Cinema as Communication**	**15**	
1.1	Early attempts – Edward Muybridge, George Melies, Lumiere Brothers, D W Griffith, Edwin S. Porter. Silent to talkies, black & white to colour, Hollywood studio system, Reel to Digital, 2D to 3D, cinema to OTT	4	1, 2
1.2	The major cinema movements — German expressionism, Surrealism, Soviet montage, Italian neo-realism, French new wave, Avant Garde.	4	1, 2
1.3	The language of Cinema – Grammar and composition: Shot, Scene, Sequence, Cuts and Transitions, Mise- en-scene and Montage, The framed image, sound.	4	1, 2
1.4	Film Theories – Importance of Film theories, Ways of understanding cinema. Introduction to Feminist Film Theory, Auteur- Film Authorship. Film genres.	3	1, 2
2	**Understanding basic techniques of Filmmaking**	**15**	
2.1	Pre-production — Screenplay, Scheduling, Location hunt, Casting, Audition and Rehearsals, Budgeting and Estimation.	4	3
2.2	Production: Shots and takes, Action, Art direction, Costume, Make up, Location sound recording, Log and Data management	4	3
2.3	Post-production: Film editing, Sound editing and design, Dubbing and foley, Colour grading and VFX, Soundtrack and music, Final mixing and mastering.	4	3
2.4	Film Distribution	3	3
3	**Film analysis and appreciation**	**15**	
3.1	Film as an art; the nature of art, the ways of looking at art.	4	4,5
3.2	Introduction to film analysis: Semiotic analysis, Narrative structure analysis, Contextual analysis, Mise-en-scene analysis.	4	4,5
3.3	Film criticism and review writing.	4	4,5
3.4	Film society movements, Stardom, Fandom, Film festivals.	3	5

4	**Practicum**	**30**	
4.1	1. Film analysis and appreciation 2. Film review writing 3. Preparing a research paper on cinema		
5	**Teacher-specific content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as film makers, script writers, researchers, academicians, to share the real experiences and insights. • Movie screening and analysis.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks **Group Project / Individual Project / Case Study* ***Power Point / Audio-Visual Presentation / Oral Presentation* The student will be assigned practical work related to relevant contents of the core course. The Practical work carried out by the students is needed to be maintained in a record file which will be required during the final assessment. **Suggested list of practical assignments** 1. Scene analysis 2. Genre study 3. Script writing 4. Movie screening/presentation and critical review **B. End Semester Evaluation** **Written Exam - 70 Marks (2 Hours)**

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Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/one word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	**70**

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SUGGESTED READINGS (SCREENING)

- Rear Window (1954) Alfred Hitchcock
- Battleship Potemkin (1925) Sergei Eisenstein
- Man with a Movie Camera (1929) DzigaVertov
- Rome Open City (1945) by Roberto Rosselini
- Metropolis (1927) Fritz Lang
- City Lights (1931) Charles Chaplin
- Citizen Kane (1941) Orson Welles
- Double Indemnity (1944) Billy Wilder
- Rashomon(1950) Akira Kurosawa
- Breathless (1960) Jean Luc Godard

- Pather Panchali (1954) Satyajit Ray
- Eight and Half (1963) Federico Fellini
- Clips from the hour of the Furnaces (1968) by Fernando Solanas
- Battle of Algiers (1966) Gille Pontecorvo
- Chinatown (1974) Roman Polanski
- The Shining (1980) Stanley Kubrick
- Nishant (1975) Shyam Benegal
- Pyaasa (1957) Guru Dutt
- Mother India (1957) Mehboob Khan
- Taste of Cherry (1997) Abbas Kiarostami

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Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**				
Course Name	LEGAL LITERACY AND LEGAL AWARENESS				
Type of Course	**VAC A**				
Course Code	**MG4VACPJM200**				
Course Level	**200-299**				
Course Summary	The course provides an overview of Constitutional Law, its Principles and Mechanisms and how Constitutional law seeks to ensure justice and equity. It also provides students an opportunity to apply constitutional principles to tackle current legal challenges				
Semester	**4**	Credits		**3**	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others
		3	**0**	**0**	**0**	**45**
Pre-requisites, if any	Nil				

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students will comprehend the historical evolution and sources of law, aligning with the programme's goals of historical awareness and an understanding of legal structures.	U	1,4

CO2	Students will be able to develop analytical skills through a comparative analysis of constitutional frameworks, and understand legal, political structures and constitutional thoughts.	U, An	1,4,5
CO3	Students will be able to explore the rights of women and children, marginalized communities, environmental laws affecting indigenous people, and the intersection of freedom of speech, media, and citizens' rights.	K	3,7,6
CO4	Students will be able to apply legal concepts in everyday life.	An	2,4, 8
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Understanding Law**			
	1.1	Historical evolution of law and its sources	3	1, 5, 7
	1.2	Overview of legal systems in India	3	7
	1.3	Rule of Law	4	6
2	**Citizens' Rights in India**			
	2.1	Fundamental Rights	4	6
	2.2	Judicial activism and judicial review	3	8, 6
	2.3	• Legal Services Authorities Act, 1987 • Right to Free Legal Aid (Art. 39 A) • Alternative Dispute Resolution in India (ADR)	4	6, 8
3	**Rights of Women, Children and Vulnerable sections in India**			
	3.1	Rights of women • The Protection of Women from Domestic Violence Act, 2005 • The Dowry Prohibition Act, 1961 • The Indecent Representation of Women (Prohibition) Act, 1986 • The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 • *Jana Jagartha Samithi* in Kerala	5	6

	3.2	Rights of Children • The Protection of Children from Sexual Offences Act (POCSO), 2012 • The Prohibition of Child Marriage Act, 2006 • The Child Labour (Prohibition and Regulation) Act, 1986	5	6, 7
	3.3	Rights of Vulnerable sections • The Protection of Civil Rights Act, 1976 • The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989	4	7, 8
	3.4	Laws for Everyday life • Right to information Act 2005 • Consumer Protection Act 2019 • Information Technology Act 2000 **New Labour code:** 1. The Code on Wages, 2019, 2. The Industrial Relations Code, 2020, 3. The Code on Social Security, 2020 4. The Occupational Safety, Health and Working Conditions Code, 2020	10	2

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Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Classroom Lectures and Authentic Learning:** Conventional lectures can provide factual knowledge. Interactive learning, seminars, and group discussion promote student engagement. Course Delivery Method CD1- Lecture by use of boards/LCD projectors, etc. CD2- Book and Document Reviews by students as assignments CD3- Seminars on assigned topics CD4- Peer group Discussions Module 1 Conceptual definitions and notes enable students to understand Constitutional Law Unit 1.1 to 1.4 Provides an elaborate sketch of Constitutional Jurisprudence, how Constitutional thought evolved, justice and its application in constitutional jurisprudence Module 2 Unit 2.1 to 2.4 Introduces Comparative analysis of constitutional framework, laying special emphasis on Intersectionality and equal protection. Case studies from various Jurisdictions will provide clarity to students regarding the concept. Module 3 Unit 3.1 to 3.4 Aims at introducing students to fundamental Rights and Constitutional Remedies and above all interpretation of Constitution and powers and functions of Judiciary Module 4 Unit 4.1 to 4.4 Lays emphasis on Constitutionalism and rule of law, with special reference to Rule of Law and emerging issues in constitutional jurisprudence
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 25 Marks** (Practicum components will be evaluated under CCA, if any) **Formative Assessment (FA):** Oral presentations/In-class discussions/ writing assignments/Peer Assessments (5 Marks) **Summative Assessment (SA):** Awareness Campaign among high school and higher secondary students (20 Marks)

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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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Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	MEDIA AND HUMAN RIGHTS					
Type of Course	**Value Added Course – VAC B**					
Course Code	**MG4VACPJM201**					
Course Level	200 - 299					
Course Summary	This course provides a critical analysis of the major issues, theories, and arguments surrounding the interrelationship of media and human rights. In addition to media coverage of human rights issues, the course looks at media as a human right. It is imperative in these times to acknowledge the importance of the universal ideals of freedom of expression and the right to know, as well as the role that journalism and media play in upholding them.					
Semester	**4**		Credits		**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No.
1	Understand historical and intellectual foundations of human rights discourse	U	1, 5
2	Analyse the prospects and challenges of exercising media as a human right	An	1,2,5

3	Evaluate media coverage of human rights issues in the digital age	E	1,2,4,5
4	Analyse media's role in advancing the human rights of marginalized social groups	An	1,2,4,5
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	Course description	Hrs	CO No.
1	**Human rights: Historical and intellectual foundations**	**15**	1
1.1	Notion of Natural rights, Declaration of Rights of man and of the citizen	5	1
1.2	Vindication of the Rights of women	5	1
1.3	Role of UN-Universal declaration of Human rights 1948- Article 19. Globalization of human rights	5	1
2	**Media as human right**	**15**	2
2.1	Freedom of expression and communication as a human right, Legal instruments and foundations, Right to information – Aruna Roy RTI Act	5	2
2.2	Language of rights and ideas of dignity and personhood	5	2
2.3	Pathologies of human right-Humiliation and discrimination	5	2
3	**Media coverage of human rights issues**	**15**	3
3.1	Visual depiction of suffering, Digital activism, witnessing and human rights. Application of technology to document and monitor campaigns.	5	3
3.2	State surveillance and abuse of human rights, Citizen empowerment and e- governance.	5	3
3.3	Media and human rights of marginalized social groups- Class, Caste, Gender, Queer, Sr. citizens, disabled. Rights claiming movements and legal achievements- PUCL, Mazdoor Kisan Sakti Sangathan.	5	3
4	**Teacher-specific content**		

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Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as humsn rights activists, political activists, journalists from print, broadcast and online media, researchers, academicians, to share the real experiences and insights. • Case study analysis sessions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 25 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 5 Marks *Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance. **B. End Semester Evaluation** **Written Exam - 50 Marks (1.5 Hours)**

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/One word	NA	15	15 x 1 = 15
Short Answer	100 Words	5 out of 8	3 x 5 = 15
Essay	350 Words	2 out of 4	10 x 2 = 20

		Total	**50**

REFERENCES

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SUGGESTED READINGS

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- Freeman, M. (2011). *Human Rights*. Cambridge: Polity.
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Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	DISASTER MANAGEMENT					
Type of Course	**SEC A**					
Course Code	**MG4SECPJM200**					
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	Nil					

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

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3	Develop a nuanced comprehension of Disaster Risk and Disaster Management.	K	6, 4
4	Understand the ethical considerations involved in disaster management	U	8, 10
5	Recognizing the responsibilities and moral implications of decision-making in crisis situations.	U	6
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	1.1	Understanding key concepts in Disaster Management: • Hazards, • Disasters, • Vulnerability, • Resilience	3	3
	1.2	• Disaster Management, • Disaster Cycle, • Risk, prevention, • Mitigation, • Relief and response, • Recovery and rehabilitation etc	5	5
	1.3	Brief history of disaster management in India and world- The emerging field of disaster management- Multidisciplinary Approach to Disaster Management- DM as an applied discipline. Community Based Disaster Risk Reduction (CBDRR)	5	3
2	2.1	Types of Disasters: **Natural Disasters** : Meteorological Disasters; (Flood, Cyclone, Drought, Heat wave, Lightning) Geological Disasters; (Earthquake, Landslide, Tsunami, Volcanic Eruption, Soil piping)	5	3
	2.2	**Man-made Disasters**: (Stampede, Biological- Chemical threats, Accidents, Dam Collapse, War)	3	3

	2.3	Case studies of some disasters: Examples: Kerala Floods, Stampedes in Kerala	3	6
3	3.1	International and National Framework in Disaster Management Sendai Framework for Disaster Risk Reduction (Priorities and Targets), DM Act 2005, National Policy on Disaster Management	3	6
	3.2	Institutional Framework of Disaster Management in India: - Roles and Responsibilities • National Disaster Management Authority (NDMA) • State Disaster Management Authority (SDMA) • District Disaster Management Authority (DDMA)	3	8, 10
	3.3	• Disaster Management Plans, • Climate Change and Disaster Management, • Disaster Management in Environmental Strategical Assessment	3	5
4	4.1	• Disaster Response and Mitigation: Strategies	3	4
	4.2	• Disaster Risk Reduction • Crisis Communication • Capacity Building and Training • Skills in managing public relations and media	4	4
	4.3	• Proving mental support • Medical and First Aid Skills • involving the community in disaster preparedness • Decision making under pressure	5	4

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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)
	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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Mahatma Gandhi University
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Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	INTELLECTUAL PROPERTY RIGHTS AND GENERATIVE ARTIFICIAL INTELLIGENCE					
Type of Course	**SEC A**					
Course Code	**MG4SECPJM201**					
Course Level	**200-299**					
Course Summary	This course explores the complex and evolving relationship between Intellectual Property Rights (IPR) and Artificial Intelligence (AI). Participants will gain insights into the legal, ethical, and Practicum challenges associated with protecting and managing intellectual property in the context of AI technologies.					
Semester	**4**	Credits			**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Define and differentiate between various forms of intellectual property (patents, copyrights, trademarks, trade secrets) and their relevance to AI.	U	1
2	Understand how AI technologies impact intellectual property creation, ownership, and infringement.	K	2

3	Analyze copyright implications for AI-generated content, including issues related to authorship, ownership, and fair use.	U	7
4	Explore the use of trademarks in the AI context, including branding, product identification, and potential challenges.	U	1
5	Discuss the evolving landscape of AI and intellectual property, anticipating future challenges and opportunities.	An	7
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	1.1	Understand the Basics of Intellectual Property	3	7
	1.2	Understand the various forms of intellectual property (patents, copyrights, trademarks, trade secrets) and their relevance to AI	5	7
	1.3	Examine how AI technologies impact intellectual property creation, ownership, and infringement.	3	1
2	2.1	Copyright Issues in AI: copyright implications for AI-generated content, including issues related to authorship, ownership, and fair use.	5	2
	2.2	Trade Secrets and AI: Understand the protection of AI-related trade secrets, including strategies for safeguarding proprietary algorithms and datasets.	3	1
	2.3	Ethical Considerations in the development and use of AI, including the ethical implications of IP protection in AI technologies.	5	7
3	3.1	Ethical Dimensions of AI and IP	5	7
	3.2	The ethical implications of IP protection in AI technologies.	3	9
	3.3	Global Perspectives on IP Protection for AI	3	7
	4.1	International Perspectives on AI and IP	2	7

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4	4.2	Global perspectives on AI and IP, including international treaties, agreements, and challenges in enforcing IP rights globally.	3	1
	4.3	Explore current and emerging regulations and policies related to AI and intellectual property at national and international levels.	5	7

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Module 1 Lectures: Interactive lectures providing theoretical foundations. Assignments, Module II Case Studies: Analyzing real-world examples to apply concepts., Lectures Module III Discussions: Engaging discussions on ethical and legal dilemmas Module IV Group Projects: Collaborative projects exploring AI and IP issues, Lectures
Assessment Types	**MODE OF ASSESSMENT** **A.** Continuous Comprehensive Assessment (CCA)-**25 Marks** (Practicum components will be evaluated under CCA, if any) **Formative Assessment** (FA): Oral presentations-5 Marks In-class discussions-5 Marks **Summative Assessment** (SA): Problem based assignments-5 marks Reports-5 Marks Seminars-5 Marks

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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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Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	SOCIAL MEDIA CONTENT DEVELOPMENT					
Type of Course	**Skill Enhancement Course – SEC B**					
Course Code	**MG4SECPJM202**					
Course Level	200 - 299					
Course Summary	This course offers a thorough exploration of social media, encompassing its historical development, content production, analytical paradigms, ethical issues, and emerging developments. Learners acquire useful skills in content production, analytics, and profile administration, guaranteeing a comprehensive grasp of the social media environment.					
Semester	**4**	Credits			**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any	○ Good at expressing ideas through writing and speaking. ○ Know how to use computers and navigate online platforms well.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the Social Media Landscape.	U	1,3,10
2	Identify target audiences and emerging trends in the dynamic social media landscape.	K, U	1,3,10
3	Create various types of engaging social media content, including text, images, and videos.	C	1,3,4,10
4	Develop an understanding of social media jargon, key metrics and analytical tools.	C	1,3,10

5	Apply social media etiquette and best practices in content dissemination.	A	1,3,7,8,10
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	Course description	Hrs	CO No.
1	**Understanding the Social Media Landscape**	**15**	**1, 2, 4**
1.1	Introduction to Social Media, Historical Evolution of Social Media Platforms. Overview of Major Social Media Platforms.	5	1,2,4
1.2	Understanding Social Media Jargons: Engagement – Influencer - DM (Direct Message) -Hashtag – Trending – Analytics – Viral – Geotagging – Reach – Carousel – Stories – Filter etc.	5	1,2,4
1.3	Analysing audience behaviour on different platforms, Identifying target audiences and trends.	5	1,2,4
2	**Social Media Content Creation**	**15**	**3**
2.1	Creating and Managing Social Media Profiles: Setting up and Optimizing Social Media Profiles.	**5**	**3**
2.2	Types of Content on social media, Introduction to Hashtags and Trends.	5	3
2.3	Tools for text Creation, Video editing tools and techniques, Tools for images & Graphics, Tools for Scheduling, Tools for Surveys & Quizzes.	5	3
3	**Social Media Analytics and Insights**	**15**	**4**
3.1	Definition and Importance of Social Media Analytics, Overview of Key Metrics (Likes, Shares, Comments, Impressions, Reach).	5	4
3.2	Introduction to Analytics Tools, assessing content performance and audience engagement, Strategies for content optimisation based on analytics.	5	4
3.3	Case studies on successful social media content campaigns, Ethical considerations and Future Trends in Social Media Content.	5	4
4	**Teacher-specific content**		
	Classroom Procedure (Mode of transaction) • Lectures • Discussions and presentations.		

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<table>
<tr><td>Teaching and Learning Approach</td><td>

Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.
Conduct in-class discussions
Guest Lectures -Invite guest speakers with expertise in the field, such as social media and online media content developers, social media influencers, bloggers and vloggers, researchers, academicians, to share the real experiences and insights.
Social media content analysis.

</td></tr>
<tr><td>Assessment Types</td><td>
MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA) – 25 Marks
(Practicum components will be evaluated under CCA)

Marks Division
*Assignments – 10 Marks
Class tests/Quiz – 10 Marks
**In -class Presentation – 5 Marks

*Group Project / Individual Project / Case Study
**Power Point / Audio-Visual Presentation / Oral Presentation

The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.

Suggested list of assignments

Submit a project portfolio showcasing the students' creativity and proficiency in creating diverse content formats – text, images, and short videos – around a single theme. Use a preferred social media platform for submission.

B. End Semester Evaluation
Written Exam - 50 Marks (1.5 Hours)
<table>
<tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr>
<tr><td>MCQ/One word</td><td>NA</td><td>15</td><td>15 x 1 = 15</td></tr>
<tr><td>Short Answer</td><td>100 Words</td><td>5 out of 8</td><td>3 x 5 = 15</td></tr>
<tr><td>Essay</td><td>350 Words</td><td>2 out of 4</td><td>10 x 2 = 20</td></tr>
<tr><td colspan="3">Total</td><td>50</td></tr>
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MGU-UGP (HONOURS) Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**				
Course Name	UNDERSTANDING PHOTOGRAPHY				
Type of Course	**Skill Enhancement Course – SEC B**				
Course Code	**MG4SECPJM203**				
Course Level	200 - 299				
Course Summary	This course introduces students to the fundamental principles and practices of photography. Designed for those with little to no prior exposure, the course equips students with the technical and creative knowledge to capture compelling images.				
Semester	**4**	Credits		**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any	Basic computer skills, along with a genuine interest in photography and a willingness to learn and explore the subject matter.					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand typology and settings of camera	U	1,10
2	Apply essential skills to create visually compelling and aesthetically pleasing photographs.	A	2,4
3	Choose different lighting setups for various situations	C	1,2
4	Design and enhance created photos with industry-standard software	C	10

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	**Understanding photograph.**	**15**	
1.1	Overview of camera-types and their components.	3	1
1.2	Familiarizing camera parts - Lens, eyecup, hotshot, lcd display, shutter trigger, shutter, mirror, viewfinder, button interface, mode dial, job dial, communication ports, memory slot, battery compartment, tripod mount - types of lenses: wide, zoom, and normal lens	7	1
1.3	Basic camera setting- aperture, shutter speed, ISO, white balance, focusing.	5	1
2	**Composition Techniques.**	**15**	
2.1	Elements of composition - Perspective and leading line	5	2
2.2	Rule of third - Grouping and organization - Space - Depth of Field - Colour - Light - Scale	5	2
2.3	Apply composition techniques in different photos.	5	2
3	**Lighting Fundamentals and post processing basics**	**15**	
3.1	Natural and artificial lighting concepts Lighting techniques - three-point, four-point, butterfly, Rembrandt, loop, flat, split.	4	3
3.2	Technique for controlling light, shaping light, direction of light.	6	3
3.3	Introduction to photo editing software Basic retouching colour correction and enhancing images.	5	4

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4	**Teacher-specific content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures: sessions focusing on introducing the technique of photography. Discussions on photographic equipment, famous photographs, latest trends. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct class discussions to explore different viewpoints and encourage critical thinking. • Guest Lectures -Invite guest speakers with expertise in the field, such as Photojournalists, photographers, researchers, academicians, to share the real experiences and insights.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 25 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 5 Marks *Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation Suggested activities to continuously assess the progress of the students. Students have to create a portfolio comprising works from the following concepts. • Elements of composition • Lighting techniques • Types of Digital Images • Photography genres **B. End Semester Evaluation** **Written Exam - 50 Marks (1.5 Hours)**

Descriptive Type	Word Limit	Number of questions to be answered	Marks

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		MCQ/One word	NA	15	15 x 1 = 15	
		Short Answer	100 Words	5 out of 8	3 x 5 = 15	
		Essay	350 Words	2 out of 4	10 x 2 = 20	
				Total	**50**	

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SUGGESTED READINGS

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- Carroll, Henry. (2014). *Read This If You Want to Take Great Photographs*. Laurence King Publishing
- Freeman, Michael. (2007). *The Photographer's Eye: Composition and Design for Better Digital Photos.* Focal Press.
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Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	**Internship**					
Summary	The objectives of an internship in BA (Hons) Political Science with Journalism and Mass Communication (Double Major) includes the followings 1. The use of theoretical knowledge in real-world situations. 2. The development of skills 3. Advancement of the profession 4. Learning from experience 5. Career research 6. Networking skills 7. Personality development.					
Course Code	**MG4INTPJM200**	**Credits**			**2**	Total Hours
Course Details		Lecture	Tutorial	Practicum	Others	
		0	0	0	2	

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. Govt owned media establishments also provide exposure to the Interns about the governmental public relations departments, media wing, publicity bureaus, government media like Doordarshan, AIR etc. Internes may assist with programme research, programme production etc. **Non-Profit Agencies-** Pollical Advocacy, Human Rights, Social Justice, Child Rights, Women's Rights, Community Development, Environment etc. Internes get opportunities to engage in grass root level organisation, advocacy campaigns, research projects, programme evaluation. Internes may work on issues such as civil liberties environmental sustainability's, poverty alleviations, gender justice etc. **Think Tanks and Research Institutes** (Global, National and State level-Public Policy, Foreign Policy, Peace Studies, Defence and Strategic Studies, Climate Security, Legal research etc.):- Interne with

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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.

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

Media Outlets (Vernacular, National and International): Opportunities to obtain experience in journalism, media production, reporting, editing, etc. are provided by internships with media organizations. Internes can write articles, conduct interviews, cover events, and create multimedia content. Media outlets include print, broadcast and new media firms.

Advertising and Public Relations: Students may choose to intern at departments or agencies involved in corporate communication, public relations, or advertising. They will have the chance to receive training in the demanding fields of corporate communications, advertising and marketing communications.

Social Media Marketing: Interns can work for social media agencies, corporations, or non-profit organizations. They may be responsible for creating and managing social media content, developing social media strategies, and analyzing social media data.

Content Writing: Interns can work for content marketing agencies, websites, or businesses. They may be responsible for researching and writing blog posts, articles, website copy, or other types of content.

Event Management: Interns can work for event planning companies, corporations, or non-profit organizations. They may be responsible for helping to plan and execute events, such as conferences, trade shows, or product launches.

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SEMESTER 5

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Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	INDIAN POLITICAL THOUGHT					
Type of Course	**DSC A**					
Course Code	**MG5DSCPJM300**					
Course Level	**300-399**					
Course Summary	This course endeavours to furnish students with a comprehensive understanding of Indian political thought, encompassing a thorough examination of pivotal political thinkers, seminal texts, and enduring traditions. Emphasizing fundamental political concepts such as state, nationalism, non-violence, democracy, rights, justice, equality, freedom, humanism, secularism, and cosmopolitanism, the course integrates classical and primary texts with modern interpretations and secondary readings. Through this multifaceted approach, students are encouraged to engage in critical thinking and scholarly discourse, fostering an analytical exploration of various facets of Indian political thought. The overarching goal is to facilitate an in-depth comprehension of the intricate interplay between politics and culture across different historical epochs and the contemporary period.					
Semester	**5**	Credits			**4**	Total Hours
Course Details		Lecture	Tutorial	Practicum	Others	
		3	**0**	**1**	**0**	**75**
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will comprehend various Indian political thoughts including liberal, Gandhian, Dalit-Bahujan, Hindutva, Marxist, and feminist perspectives.	U	1,3
2	Students will be able to evaluate the Pre-colonial Indian traditions, colonial-era thinkers like Rammohan Roy, Jyotirao Phule, and Pandita Ramabhai, understand socio-political changes.	U,E	1, 6
3	Students will analyse nationalist thoughts from Vivekananda to Jawaharlal Nehru, understanding the diversity of perspectives from spiritual nationalism to secular nationhood.	An	7, 3, 10
4	Students will be able to analyse the thoughts of B. R Ambedkar, Mahatma Gandhi, M. N Roy, and Rabindra Nath Tagore, students will develop analytical skills (PO 1) and understand the concepts of social democracy and cosmopolitanism.	An	4,5, 6, 8
****Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)***			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Understanding Political Thought in India**			
	1.1	Understanding Indian Political Thought: • Liberal • Gandhian • Dalit-Bahujan • Marxist • Post-Colonial • Hindutva • Feminist perspectives	6	1, 4
	1.2	Traditions of Political Thought in pre-colonial India: • Brahmanic and Shramanic traditions: • Manu-Social Laws • Kautilya-Theory of Statecraft • Buddha: Non-Violence and Compassion	6	1, 3
	1.3	Islamic and Syncretic Traditions: • Ziauddin Barani: Ideal Polity • Abul Fazal: Monarchy • Kabir: Syncretism	4	1,3

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	1.4	Case study of Nationalist Movements and Articulation of Political Concepts	10	10
2	**Colonialism and Social Reforms and Modern Political Thought**			
	2.1	Rammohan Roy: Reason and Liberty	3	1, 6
	2.2	Jyotirao Phule: Problems of Caste Slavery	3	1, 6
	2.3	Pandita Ramabhai: Emancipation of Women	3	1, 6
3	**Nationalist Thought in Modern India**			
	3.1	Vivekananda: Vibrant Nation Aurobindo Gosh: Spiritual Nationalism	3	1, 6
	3.2	B. G. Tilak: Extremist Nationalism Muhammad Iqbal: Islamic Nation	3	1, 6
	3.3	E V Ramsamy Pariyar: Nation and Self-Respect Jawaharlal Nehru: Secular Nation	3	6,7
	3.4	Conduct a random survey on how overwhelming nationalism influences political choices in the elections	10	10
4	**Freedom, Social Democracy and Cosmopolitanism in Indian Thought**			
	4.1	B. R Ambedkar: Annihilation of Caste and Social Democracy Mahatma Gandhi: Swaraj and Satyagraha	4	5,6,7
	4.2	M. N Roy: Radical Humanism Rammanohar Lohia: New Socialism	3	4,5
	4.3	Sri Narayana Guru: Oneness of Humanity Rabindra Nath Tagore: Cosmopolitanism	4	7,8
	4.4	Organise a debate based on political concepts (e.g. Gandhi Ambedkar debate on untouchability and caste **or** Documentation of dialogues between Narayana Guru and Tagore)	10	10
5	5.1	**Teacher Specific Content** (Internal evaluation only)		

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

<table>
<tr><td></td><td>

The teaching and learning approach for this course is designed to foster a deep understanding of the subject matter while promoting critical thinking, analytical skills, and an appreciation for the historical and cultural contexts.
Interactive lectures and classroom engagements (through readings and discussions, debates) will encourage student participation and generating questions.
Incorporate relevant films and documentaries that explore political thought, ideologies, or historical events.
Foster a comparative approach by encouraging students to compare Indian political thought with other global political philosophies.
Seminars discussion will help students to discuss specific topics, present their research, and engage in critical debates.
Integrate current events analysis into the course and engage students in role-playing exercises where they embody historical figures or represent specific political ideologies.
Inviting guest speakers, such as politicians and scholars of Indian political thought will help to provide insights and different perspectives.

</td></tr>
<tr><td>Assessment Types</td><td>
MODE OF ASSESSMENT

Continuous Comprehensive Assessment (CCA)-30 Marks

A. Continuous Comprehensive Assessment (CCA)
(Practicum components will be evaluated under CCA)

Case Study-10

Random Survey-10

Debate/Discussion-10
</td></tr>
<tr><td></td><td>
B. End Semester Examination (ESE)
<table>
<tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr>
<tr><td>MCQ</td><td>NA</td><td>20</td><td>1x20=20</td></tr>
<tr><td>Short Answer</td><td>50 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">Total</td><td>70</td></tr>
</table>
</td></tr>
</table>

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विद्यया अमृतमश्नुते

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	THEORIES OF INTERNATIONAL RELATIONS					
Type of Course	**DSE A**					
Course Code	**MG5DSEPJM300**					
Course Level	**300-399**					
Course Summary	This paper is designed to understand the basic concepts, theories and perceptions of International Relations, its origins and major concepts. It also emphasis on the growth and development of International as an academic discipline.					
Semester	**5**	Credits			**4**	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		3	**0**	**1**	**0**	**75**
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to understand the historical evolution of international relations from the growth of the sovereign state system to the great debates shaping the discipline.	K, U	1, 2
2	Students will be able to evaluate traditional theories like Idealism and Realism alongside contemporary perspectives such as Neo-Realism and Neo-Liberalism	U, An, E	1
3	Students will be able to critically analyze post-positivist theories like Constructivism and Feminism, while examining Marxist and Postcolonial approaches, enabling	An, E	1, 3, 6, 7

	a deeper insight into diverse perspectives shaping global relations.		
4	Students will be able to explore crucial concepts such as power, hegemony, geopolitics, and regionalism, providing a comprehensive grasp of the fundamental forces that influence the international stage.	An, E	1, 3, 6, 7, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Building Blocks of IR Theory**			
	1.1	Nature and Scope of International Relations Theory	3	1
	1.2	Epistemological and Ontological Assumption IR theory	3	1, 3
	1.3	Great Debates in International Relations	3	6
	1.4	Shift from International to Global Politics	2	1
	1.5	**Case Study Analysis: -** Divide students into small groups and assign each group a case study focusing on a significant event or issue in international relations. Students will analyze their assigned case study through the lens of different theoretical perspectives, identifying how each perspective would interpret and explain the events or phenomena involved	10	10
2	**Mainstream Theories in IR**			
	2.1	Realism and Neo-Realism (Structural Realism) Idealism/Liberalism and Neo-Liberalism	3	3
	2.2	System Theory, Game Theory, Decision Making Theory, Communication Theory	4	2
	2.3	Functionalism and Neo-Functionalism	2	1
	2.4	International Society/English School	2	3,
	2.5	**Simulation Exercises:** Design a scenario where students must analyze and strategize within a complex international system. Apply game theory principles to understand decision-making in competitive environments.	10	10
3	**Post-Positivist Theories**			
	3.1	Critical Theory and Constructivism	3	1, 2

	3.2	Post Modernism	2	1,7
	3.3	Feminism	3	7
	3.4	Post-Colonialism	3	7
4	**Political Economy Approach**			
	4.1	Dependency and World System Analysis-A. Frank and Wallerstein	3	1
	4.2	Complex Interdependency- Keohane and Nye	3	3
	4.3	International Political Economy Approach-Robert Gilpin	3	3
	4.4	Time Space Compressions-David Harvey	3	3
	4.5	**Debates and Discussions:** Organize debates or panel discussions where students can debate the pros and cons of globalization, considering different perspectives and theoretical frameworks. Encourage students to apply the theories learned to assess the implications of globalization on various stakeholders.	10	10
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction):** Focused Reading and Reflection: In order to get a bird's eye view on the discipline of international relations it is highly recommend reading basic writings on the subject. Active-interactive learning, brainstorming, seminars, and group activities foster students' engagement through interactive class discussion. CD1- Focused Reading CD2-Classromm Lecture CD3-Seminars on Assigned Topics CD4-Peer group Discussion
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** (Practicum components will be evaluated under CCA) Case Study- 10 Marks Simulation Exercises-10 Marks Debates and Discussions-10 Marks

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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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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	COMPARATIVE POLITICS					
Type of Course	**DSC A**					
Course Code	**MG5DSCPJM301**					
Course Level	**300-399**					
Course Summary	The general aim of this course is to help the students to attain the basic idea and understanding about comparative politics. students will be able to understand its usefulness in Political Science. This course will help to understand basic concepts and principles of comparative politics, highlighting the value of comparison in political studies, become familiar with the methods of comparative politics, educating you about how to analyse contemporary political issues using comparative method. This will help the students to understand and analyse various political systems and working of structures with in that.					
Semester	**5**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any	Nil					

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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
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

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

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Lectures**: The instructor could start each section with a lecture providing an overview of the topic, including key concepts, historical background, and theoretical frameworks. **Discussions**: Following the lectures, students could engage in discussions to deepen their understanding of the material. This could involve analyzing case studies, debating different perspectives, and applying theoretical concepts to real-world examples. **Readings**: Assignments could include readings from textbooks, academic articles, and primary sources relevant to each topic. Students would be expected to read these materials before class to facilitate informed discussions. **Multimedia Presentations**: In addition to lectures, multimedia presentations such as videos, documentaries, and interactive simulations could be used to enhance students' learning experience and provide different perspectives on key issues. **Group Activities**: Incorporating group activities, such as case studies or role-playing exercises, can encourage collaboration and critical thinking skills among students. **Assessments**: Assessments could include quizzes, essays, presentations, and exams to evaluate students' understanding of the material and their ability to apply theoretical concepts to different contexts.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 Marks** **Formative Assessment (FA):** Oral presentations/Viva voce/In-class discussions/Reflection writing assignments/Peer Assessments- **20 Marks** **Summative Assessment (SA):** Written test/MCQs/Problem based assignments/reports/Seminars- **10 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**

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MGU UGP (HONOURS) Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	HUMAN RIGHTS					
Type of Course	**DSE A**					
Course Code	**MG5DSEPJM301**					
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	Nil					

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COURSE OUTCOMES (CO)

Syllabus

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to comprehend about the history and basic concepts of human rights, exploring different perspectives and addressing modern challenges like those posed by technology and privacy.	K, U, An	1,6,7, 8
2	Students will be able to explore the global landscape of human rights, emphasizing the crucial roles of the United Nations, the Universal Declaration of Human Rights, international organizations, and legal treaties in protecting and promoting human rights	U	1,5, 6,7
3	Students will be able to gain insights into how human rights are embedded in the Indian Constitution, learn about key national	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, fostering awareness of critical challenges in the field.	An, E	1,6,7
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**An Introduction to Human Rights**			
	1.1	Meaning and emergence of Human Rights	3	1
	1.2	Generations of Human rights- • First Generation (Civil and Political Rights) • Second Generation Rights (Social and Economic Rights) • Third Generation Rights (Group Rights) • Fourth Generation (Identity rights) • Fifth Generation Rights (ICT Revolution)	4	1
	1.3	Approaches to Human Rights- • Liberal • Marxian • Third World • Feminist	4	1
	1.4	Challenges to Human Rights: Artificial Intelligence and Privacy concerns	4	6
2	**Human Rights in Universal Context**			
	2.1	UN Covenants and Treaties • Universal Declaration of Human Rights (UDHR, 1948) • International Covenant on Civil and Political Rights (ICCPR, 1966) • International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966)	4	7

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

	4.3	War Crimes and Refugee Crisis (case of Rohingya..etc)	4	8
	4.4	Internally Displaced People (case of Moolampally..etc)	4	8
5		**Teacher Specific Contents** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. **Lectures**: The instructor would provide foundational knowledge on the meaning and emergence of human rights, the different generations of human rights, approaches to human rights, challenges faced, and the universal context of human rights. This would include discussing key concepts, historical developments, and contemporary issues. 2. **Discussions**: Class discussions would be encouraged to explore different perspectives on human rights, analyze case studies, and debate ethical dilemmas. Students might be assigned readings or given prompts to stimulate discussion on topics such as the role of technology in human rights, the effectiveness of international treaties, or the intersectionality of human rights issues. 3. **Group Activities**: Students could work in small groups to research specific human rights topics, prepare presentations, or develop solutions to hypothetical human rights challenges. This would encourage collaboration, critical thinking, and communication skills. 4. **Multimedia Presentations**: Videos, documentaries, guest speakers, and other multimedia resources could be used to complement lectures and readings, providing real-life examples and personal testimonies to illustrate human rights issues in different contexts around the world. 5. **Assignments**: Students may be assigned written essays, research papers, or projects on specific human rights topics to deepen their understanding and develop their analytical and writing skills. 6. **Assessment**: Assessment methods could include quizzes, exams, participation in discussions, presentation evaluations, and the quality of written assignments.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)-30Marks** Book Reviews (10 marks) Seminars on assigned topics (5 Marks) Peer group Discussions (5 Marks) Internal Test (10 marks)

MGU-UGP HONOURS Syllabus

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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MGU-UGP (HONOURS) Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	SOCIETY AND POLITICS IN KERALA					
Type of Course	**DSE A**					
Course Code	**MG5DSEPJM302**					
Course Level	**300-399**					
Course Summary	The course seeks to give the students an insight into the society and political process in Kerala. The course provides a detailed analysis of the socio-political evolution, political processes, structures and social movements in the state of Kerala.					
Semester	**5**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	**0**	**0**	**0**	**60**
Pre-requisites, if any	Nil					

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Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students will be able to comprehend the key elements of Kerala's social origins, delving into Dravidian influences, cultural exchanges, caste structures, and socio-cultural changes during the colonial era.	K, U	1, 3, 6, 7
CO2	Students will be able to understand the democratization process, key movements like the Malabar rebellion and social reforms, and the structure of Kerala's state legislature and Panchayati Raj System.	K, U	6, 7

CO3	Students will be able to analyze Kerala's post-independence politics and how major movements played a lead role in development process	An	1, 5, 6, 7
CO4	students will be able to understand major political parties, analyse social engineering concepts, elections and voting behavior, and the diaspora in shaping Kerala's political landscape.	K, U, An	5, 6, 7
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Historical Formation of Kerala Society**			
	1.1	Precolonial Settings: Understanding Social Economic, and Political Formations	3	1
	1.2	Slavery and Feudalism in Kerala (Medieval)	2	1, 7
	1.3	Colonial Interventions and Missionary Activities	2	6,7
	1.4	Malabar-Travancore-Cochin: Regional and Political Milieu	2	1,3,6,7
	1.5	Caste, Class and Gender in the 19th Century Kerala	3	1
2	**Social Reforms Movements in Kerala**			
	2.1	Struggle Against Caste and Social Oppression and Untouchability • Channar Agitation • Vaikom Satyagraha • Guruvayoor Satyagraha	3	6, 7
	2.2	Social Reforms: Leaders and Movements • Ayyankali: Demand for Civil Rights • Sree Narayana Guru: Humanism and Secularism • Poykayil Appachan: Narrations of Slavery • V T Bhhathiripadu-Critique of Brhamanical Patriarchy • Vakkom Abdul Khader Maulavi-Rationalism and Progress • Chattambi Swamikal- Democratisation of Knowledge • Kuriyakose Elias-Education and Empowerment	10	6, 7
	2.3	Demand for Representation and Representative Institutions • Malayali Memorial	8	

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		• Ezhava Memorial • Civic Rights League • Abstention Movement • Sreemoolam Prajasabha		6, 7
	2.4	Agrarian and Peasant Movements •Malabar Rebellion •Kayyur Revolts •Punnapra-Vayalar Uprising	3	6
3	**Political Process in Post Independent Kerala**			
	3.1	Aikya Kerala Movement and Formation of United Kerala	4	6
	3.2	Agrarian Relation Bill 1957, The Kerala Education Bill, 1957	3	6, 7
	3.3	Liberation Struggle	3	6, 7
	3.4	Coalition Politics in Kerala	2	6, 7
4	**Development and New Social Movements in Kerala**			
	4.1	• Kerala Model of Development: Features and Challenges • Changing Dynamics of Migration and Its Impact on Kerala	3	5
	4.2	Environmental Movements: • Silent Valley • Plachimada Agitation • Endosulfan Tragedy	3	5,6,7
	4.3	Dalit and Adivasi Land Struggles • Muthanga Land Struggle • Aralam Farm Protest • Chengara land Struggle	3	6,7
	4.4	Movements for Gender Justice: • Women's Movements • LGBTQ+ Movements	3	6
5		**Teacher Specific Content** (Internal evaluation only)		

MGU UGP (HONOURS) Syllabus

<table>
<tr><td>Teaching and Learning Approach</td><td>
Classroom Procedure (Mode of transaction)

Classroom Lectures and Authentic Learning: Traditional lectures plus active-interactive learning, brainstorming, seminars and group activities foster student engagement through interactive class discussions.

Course Delivery Method

CD1- Lecture by use of boards/LCD projectors, etc.

CD2- Book, Documentary and Film reviews by students as assignments

CD3- Seminars on assigned topics

CD4- Debates and Peer group discussions

CD5- Legislative Assembly Visit as field study

Module 1: Conceptual notes, definitions, and theories to provide authentic academic knowledge in genesis of Kerala society.

Module 2: aims to provide an awareness of Democratization and Social Reform process in Kerala.

Module 3: This module is assigned to analyse the Coalition politics, major agitations and movements, historical bills, and social welfare measures in post independent Kerala.

Module 4: it helps students to understand major political parties, social engineering and voting behaviour, socio-political equations, and role of diaspora equations in current Kerala politics.
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<tr><td>Assessment Types</td><td>
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 20 Marks

Summative Assessment (SA): Written test; MCQs; Problem based (Problem based seminar presentation/assignment; assignments; reports; Seminars; Literature survey; Case study 10 Marks
</td></tr>
<tr><td></td><td>
B. End Semester Evaluation
<table>
<tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr>
<tr><td>MCQ</td><td>NA</td><td>20</td><td>1x20=20</td></tr>
<tr><td>Short Answer</td><td>50 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">Total</td><td>70</td></tr>
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MGU-UGP (HONOURS) Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	POLITICAL SOCIOLOGY OF MODERN INDIA					
Type of Course	**DSE A**					
Course Code	**MG5DSEPJM303**					
Course Level	**300-399**					
Course Summary	This course provides a comprehensive examination of the political and sociological dynamics shaping modern India. Focusing on the period from the late 19th century to the present day, the course explores the intricate interplay between political structures, social forces, and cultural factors that have defined India's political landscape.					
Semester	**5**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	**0**	**0**	**0**	**60**
Pre-requisites, if any	Nil					

MGU-UGP (HONOURS) Syllabus

COURSE OUTCOMES (CO)

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

	encompassing workers' and peasants' movements, trade unions, ecological movements, and political insurgency, enhancing the ability to analyze diverse sociopolitical phenomena.		
4	Students will be able to examine the impact of neoliberal changes in the Indian State, addressing issues such as the state-corporate connection, governance challenges, agrarian distress, informal labor, declining public trust in elections, and the role of media in populist politics, to gain insights into contemporary democratic challenges.	E	6,7
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Political Sociology: An Introduction**			
	1.1	Political Sociology: Meaning Nature and Scope	3	3
	1.2	Approaches: Liberal, Marxian, Structural	3	1, 2
	1.3	Basic Concepts in Political Sociology	2	1, 2
	1.4	Historical Evolution Political Sociology of India	3	1, 2
	1.5	Major Themes: Indian Political Sociology	3	3
2	**Social Stratification**			
	2.1	Religion and Ethnicity	3	6
	2.2	Caste and Class	5	6
	2.3	Gender	3	6, 7
	2.4	Language	3	6, 7
3	**Social Movements and Collective Actions**			
	3.1	Dalit and Adivasi Movements	4	6, 7
	3.2	Women and Agrarian Movements	4	7
	3.3	Movements for Democratisation and Transparency	4	7
	3.4	New Media Activism	3	7
4	**State and Globalization**			
	4.1	State and Social Transformation	5	3
	4.2	Welfare Policies	3	3
	4.3	Migration	4	3
	4.4	Political Economy of Globalization	5	3

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

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Lectures**: Begin with introductory lectures to provide a theoretical foundation and framework for understanding the political economy of the informal sector. **Book reviews, Discussions and seminars**- Assign readings from academic articles, books, and reports related to the class, caste, marginalised communities, social unrest, agrarian communities, state corporate nexus etc. Conduct class discussions to explore different viewpoints and encourage critical thinking. **Guest Lectures** -Invite guest speakers with expertise in the field, such as researchers, policymakers, or practitioners, to share real-world insights and experiences.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 Marks** Oral presentations: 5 Marks In-class discussions: 5 Marks Reflection writing assignments: 5 Marks Written test; 10 Marks Literature survey: 5 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**

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Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	WOMEN AND SPATIALITY IN KERALA					
Type of Course	**DSE A**					
Course Code	**MG5DSEPJM304**					
Course Level	**300-399**					
Course Summary	This course aims to provide students with an advanced understanding of spatial dynamics, preparing them for critical roles in spatial research, planning and policy development, A combination of theoretical exploration and independent research students gain the skill and knowledge necessary for addressing challenges in diverse contexts in Kerala.					
Semester	**5**	Credits			**4**	Total Hours
Course Details	Authentic learning Collaborative learning	Lecture	Tutorial	Practicum	Others	
	Peer group learning	4	0	0	0	60
Pre-requisites, if any	Audio-visual tools					

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COURSE OUTCOMES (CO)

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

CO3	Students will be able to analyse socio-cultural dynamics of mobility, access to resources, spatial power dynamics, and workplace arrangements.	An	1,4
CO4	Students will be able to develop Practicum skills in assessing challenges and advocating for empowerment through exploring the impact of technology, modernity, and barriers to inclusive spaces, and understanding the spatial experiences of marginalized women	An, C	2,6
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Introduction to Gender and Spatiality in Keala**			
	1.1	Idea of Space	2	1
	1.2	Understanding gender and space	3	5
	1.3	Theoretical framework of spatiality-feminist geography, spatial justice, intersectionality	5	1,2
	1.4	Changing perspectives of socio-cultural dimensions of spatiality	4	1
2	**Women and spatiality: Kerala Context**			
	2.1	Historical and cultural context of societal structures	4	1
	2.2	Urban and rural spatial dynamics	4	5
	2.3	Public and private spaces-access and inclusion	4	4
	2.4	Influence of caste and religion on gender and spatiality	3	6
3	**Women and spatiality in Kerala - Manifestations**			
	3.1	Socio-cultural dynamics of mobility	4	5
	3.2	Access to resources and ownership	4	3
	3.3	Spatiality of power and political participation	4	5
	3.4	Workplace Arrangements	4	6
4	**Challenges and Future of Spatiality of Women in Kerala**			

	4.1	Technology, modernity and women's spaces in Kerala	3	7
	4.2	Barriers to inclusive space-health, education and employment	4	6
	4.3	Spatial experiences of marginalized women	4	6
	4.4	Advocacies, movements and narratives of empowerment	4	7
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Classroom Lectures and Authentic Learning:** The course will be delivered through a combination of teaching-learning tools including ICT-enabled lectures, group discussions, multimedia presentations, documentaries/video contents and group activities fostering student engagement. **Course Delivery Method** Module 1- Introduction gender and Spatiality in Kerala Unit 1.1 to 1.4-Gendered spatial dynamics in Kerala, Explore the foundational concepts of space within Kerala examining societal values and norms. The combination of teaching learning aims to create interactive lectures and discussions. Through a combination of theoretical exploration, case studies, and Practicum applications students will develop a comprehensive and critical perspective on the dynamic relationship between gender and space. Module 2- Women and spatiality in Kerala- contextual understanding Unit 2.1 to 2.4- Evaluate the gendered specific access to resources emphasising the disparities in ownership and the influence of societal norms on the distribution of spatial privileges. Investigate the dichotomy between public and private space in Kerala Module 3 Women and spatiality in Kerala - manifestations Unit 3.1 to 3.4- start by introducing the concept of gender role in society Discuss how traditional roles influence transportation choices, health behaviours and spatial segregation. Geographical and occupational distribution which influence the career choice and opportunities for women. Module 4- Challenges and future of Spatiality of women in Kerala Unit 4.1. to 4.4- Weekly reading and classroom discussion, Active participation in debates and case study analysis It studies on personal growth and understanding of political participation and representation, explore community -based strategies for increased participation, encourage students to consider future roles in reducing political inequality.

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Assessment Types	MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA) : 30 marks

Students will be assessed through research projects presentations and discussions requiring them to apply theoretical framework to real world example within the Kerala context, examinations will test their understanding of the intricate relationship between space, societal norms and gender dynamics in Kerala

- Oral presentations: 5 Marks
- In-class discussions: 5 Marks
- Reflection writing assignments: 5 Marks
- Written test; 10 Marks
- Literature survey: 5 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**

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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**				
Course Name	EMERGING TRENDS IN INDIAN ADMINISTRATION				
Type of Course	**DSE A**				
Course Code	**MG5DSEPJM305**				
Course Level	**300-399**				
Course Summary	This course conducts an in-depth study of India's administrative structures and mechanisms, commencing with a comprehensive exploration of the nation's administrative evolution from pre-colonial to post-colonial times. It critically examines transparency and accountability by analysing the impactful mechanisms fostering governance integrity. Furthermore, it delves into the complexities of State and Local Administration, unravelling the nuanced structures and functions underlying Rural and Urban Governance. Through this holistic approach, students gain an extensive understanding of contemporary administrative frameworks and their profound impact on shaping governance paradigms.				
Semester	**5**	Credits		**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial / Practicum	Others	
		4	**0** / **0**	**0**	**60**
Pre-requisites, if any	Nil				

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to understand and evaluate the impact of historical influences on the contemporary Indian administrative structure, recognizing the evolution under pre-colonial and colonial influences.	U, E	1

2	Students will be able to critically assess the effectiveness of key institutions like RTI, CAG, Lokpal, and CBI in promoting transparency and accountability in governance.	An	5, 3
3	Students will be able to utilize knowledge of the 73rd and 74th Amendments to analyze the structures and functions of rural and urban governance in India.	A, An	1, 7
4	Assess the effectiveness of new administrative initiatives, including Digital India and PPP, in addressing contemporary challenges and improving governance in India.	Evaluate	3
5	Students will be able to develop a comprehensive understanding of the administrative landscape in India by synthesizing information on initiatives like Haritha Kerala Mission and Dam Safety Authority, demonstrating the ability to propose strategic measures for sustainable governance.	C	5
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Administrative Structure in India**		15	1
	1.1	Evolution of Indian Administration-Pre- colonial and Colonial influences Development of Indian Administration-British Influence-Administrative Reforms-Appleby Report		
	1.2	Central Administration-Cabinet Secretariat- Central Secretariat		5
	1.3	PMO and NITI Aayog		5
	1.4	UPSC and SPSC		3
2	**Transparency and Accountability in Administration**			3
	2.1	CAG- PAC	15	3
	2.2	Lokpal– Lok Ayukta		3
	2.3	Central Vigilance Commission (CVC)		5
	2.4	RTI Act. 2005, Citizens Charter		3
	State and Local Administration			5
	3.1	State Secretariat of Kerala – E -Office		

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	3.2	District Collector – E - District	15	5
	3.3	Structures and Functions of Rural Governance		3
	3.4	Structures and Functions of Urban Governance		3
	New Administrative Initiatives			5
	4.1	Digital India	15	
	4.2	National E – Governance Plan		7
	4.3	PPP - BOT		7
	4.4	Akshaya E-Kendra		7
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Lecture, Debates, Discussion, Quiz
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 Marks** (Practicum components will be evaluated under CCA, if any) **Formative Assessment (FA):** Oral presentations; Viva voce; In-class discussions; Tutorial works; Reflection writing assignments; Peer Assessments **15 Marks** **Summative Assessment (SA):** Written test; MCQs; Problem based (Problem based seminar presentation/assignment; assignments; reports; Seminars; Literature survey; Case study **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**

REFERENCES

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Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	BUSINESS JOURNALISM					
Type of Course	**DSE B**					
Course Code	**MG5DSEPJM306**					
Course Level	300-399					
Course Summary	Offers a critical survey of the field of business and economic journalism in India. Beginning with a brief survey of India's post-independent economic journey, the course focuses on public finance, taxation, banking and company governance. It introduces critical perspective through a discussion of workings of gig economy, corporate malfeasance and crony capitalism. A course that addresses practical concerns of media students with regard to coverage of business and economic news is mandated.					
Semester	**5**		Credits		**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any	Interest in business affairs and business news.					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Appreciate media's role in India's post-independence economic journey	Ap	1,2,5
2	Understand key aspects of budget reporting	U	1,2,3,5
3	Create news reports based on developments in financial sector	C	1,2,4
4	Produce reports on the workings of informal sector in Indian economy	C	1,2,4,5

5	Create a news report based on the balance sheet of a company	C	1,2,3,4,5
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	Course description	Hrs	CO No.
1	**Media and Economic Policy Regime**	**15**	
1.1	Introducing micro and macro-economic concepts.	4	1
1.2	Major sectors of the economy.	4	1
1.3	Growth cycles in market economies.	3	1
1.4	India's post-independence economic journey, New Economic Policy and Indian media.	4	1
2	**Budget Reporting and Taxation**	**15**	
2.1	Understanding budget reporting.	3	2
2.2	Media and tax regime- GST.	4	2
2.3	Finance commissions and fiscal federalism.	4	2
2.4	Media reportage of credit rating agencies.	4	2
3	**Media and Financial sector**	**15**	
3.1	Fundamentals of banking, trade and finance.	3	3
3.2	Regulatory environment- RBI, SEBI.	4	3
3.3	Quantitative methods in business journalism.	4	3
3.4	Media and techniques of data visualization.	4	3

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4	**Beats in financial journalism**	**15**	
4.1	Reporting stock market.	4	4
4.2	Reporting company affairs.	4	4
4.3	Reporting retail, start-ups and financial technology.	4	4
4.4	Reporting informal economies- gig economy.	3	4
5	**Teacher-specific content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures: sessions focusing on business journalism. • In-class discussions. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct class discussions to explore different viewpoints and encourage critical thinking. • Guest Lectures -Invite guest speakers with expertise in the field, such as Business correspondents, journalists, economists, researchers, academicians, to share the real experiences and insights. • Business news analysis sessions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks **Group Project / Individual Project / Case Study* ***Power Point / Audio-Visual Presentation / Oral Presentation* **Suggested activities to continuously assess the progress of the students.** • Business news analysis • Budget analysis

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- Balance sheet analysis
- Business document analysis

B. End Semester Evaluation

Written Exam - 70 Marks (2 Hours)

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/one word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	**70**

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SUGGESTED READINGS

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Syllabus

Mahatma Gandhi University

Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	MEDIA, CULTURE AND SOCIETY					
Type of Course	**DSE B**					
Course Code	**MG5DSEPJM307**					
Course Level	300 - 399					
Course Summary	This course will examine the intersections of media, culture, and society. It enables students to apply a sociological and cultural perspective to the production, content, and reception of various media forms. Learners preparing themselves to become media professionals should understand how meaning is generated, disseminated, contested and is bound up with systems of power and control within a particular social formation.					
Semester	**5**		Credits		**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Examine the relationship between culture and communication	An	1,3,4,8,10
2	Perceive that human identities develop out of adaptation to cultural and social circumstances	E	1,2,3,6,7,8
3	Analyse media's role as fourth estate in the contexts of cultural diversity and diverse social institutions, systems and mass political movements	An	3,4,6,7,8,10
4	Appraise the relationship between media, culture and society and the ways in which they influence each other citing examples	Ap	1,2,3,4
5	Interpret the media content of television, film, social media, video games, photographs, and audio messages through the critical lens of media literacy	U	1,2,5,6,8,10
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	Course description	Hrs	CO No.
1	**Culture and communication**	**15**	
1.1	Media and perceptions of culture - Cultural elements.	3	1,2
1.2	Characteristics of culture, subcultures, high culture/low culture, popular culture, mass culture, counterculture, multiculturalism.	4	1,2
1.3	Cultural variables, cultural diversity, cultural hegemony, cultural identity, communication and culture, cultural imperialism, cultural pluralism.	4	1,2
1.4	Evolution of cultural studies, Typology of culture, cultural semiotics, major social institutions, culture as a social institution.	4	1,2
2	**Media and society**	**15**	2,3,4

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2.1	Concepts of society, community & group, media and social change -development, human rights, environmental awareness, national integration	4	2,3,4
2.2	Meanings of modernism, postmodernism, globalisation, capitalism, consumerism, socialism, secularism, fascism, Marxism, Gandhism, social movements.	4	2,3,4
2.3	Idea of mediation. Perceptions of media within social sciences.	3	2,3,4
2.4	Media and democracy - Media and civil society- Media as Fourth Estate.	4	2,3,4
3	**Media and culture**	**15**	4
3.1	Mass society, culture industry, cultural communication, media and cultural manufacturing.	4	4
3.2	Media and popular culture.	3	4
3.3	Media and consumer culture.	4	4
3.4	Medium as the message, technological transitions and communication industries.	4	4
4	**Interpreting Mass Media**	**15**	5
4.1	Media text and sub-text.	3	5
4.2	Media Literacy: Concepts of media literacy theory – competency, critical thinking, media constructions, media effects, agenda setting, framing, priming.	4	5
4.3	Marxist Approach to media analysis. Semiotics, Psychoanalysis, Rhetoric of image. Media myth.	4	5
4.4	Media representations of culture: analytical categories - gender, caste, ethnicity, marginalised, children, youth, aged.	4	5
5	**Teacher-specific content** (Internal evaluation only)		

MGU-UGP (HONOURS)

<table>
<tr><td>Teaching and Learning Approach</td><td>Classroom Procedure (Mode of transaction)

• Lectures
• Discussions and presentations.
• Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.
• Conduct in-class discussions
• Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights.
• Media content analysis.</td></tr>
<tr><td>Assessment Types</td><td>MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA) – 30 Marks
(Practicum components will be evaluated under CCA)

Marks Division
*Assignments – 10 Marks
Class tests/Quiz – 10 Marks
**In -class Presentation – 10 Marks

*Group Project / Individual Project / Case Study
**Power Point / Audio-Visual Presentation / Oral Presentation

The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.

B. End Semester Evaluation
Written Exam - 70 Marks (2 Hours)
<table>
<tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr>
<tr><td>MCQ/one word</td><td>NA</td><td>20</td><td>20 x 1 = 20</td></tr>
<tr><td>Short Answer</td><td>50 Words</td><td>10 out of 15</td><td>10 x 2 = 20</td></tr>
<tr><td>Essay</td><td>450 Words</td><td>2 out of 4</td><td>2 x 15 = 30</td></tr>
<tr><td>Total</td><td></td><td>32 out of 39</td><td>70</td></tr>
</table></td></tr>
</table>

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REFERENCES

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MAHATMA GANDHI UNIVERSITY KOTTAYAM
विद्यया अमृतमश्नुते
MGU-UGP (HONOURS)
Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	SURVEY METHOD IN POLITICAL SCIENCE					
Type of Course	**SEC A**					
Course Code	**MG5SECPJM300**					
Course Level	**300-399**					
Course Summary	This course covers the basic principles of survey design and methods and introduces the necessary components of a good quality survey. The course discusses designs, modes of data collection and their effects on the cognitive processes involved in answering survey questions and their impact on questionnaire design, pretesting methods and post-data collection processing.					
Semester	**5**	Credits			**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	**0**	**0**	**0**	**45**
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will comprehend what surveys are and its importance, and their limitations in Political Science	U	10
2	Students will be able to comprehend at survey procedures, and how to design and prepare questionnaires and it will help students to gain Practicum skills in conducting surveys, enhancing methodological expertise.	U, An	3, 10
3	Students will gain hands-on experience by conducting pilot studies, going on field visits, and analyzing and presenting survey data and focuses on translating theoretical knowledge into Practicum skills for real-world political scenarios	An, C	2, 10

MGU-UGP (HONOURS) Syllabus

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

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Introduction to Survey Method**			
	1.1	Concept of Survey	2	10
	1.2	Objectives of Survey	3	3
	1.3	Importance and Scope of Survey in Political Science	3	2, 10
2	**Procedure of Survey in Political Science**			
	2.1	Types and Methods of Survey	3	10
	2.2	Instruments of Survey	3	2, 3, 10
	2.3	Designing and Preparation of Questionnaire	4	1, 2
3	**Experiencing Survey: Theory and Practice**			
	3.1	Pilot Study	4	2, 3
	3.2	Field Survey	4	2, 3
	3.3	Analysis and Presentation	4	2, 3
4	**Hands on Training**			
	4.1	Basic training in Statistical Analysis	5	1, 2
	4.2	Analysis of Case studies of CSDS-Lokniti.	5	1, 2
	4.3	Conduct a survey on the political behaviour of students in the campus/village	5	1, 2
5		**Teacher Specific Content** (Internal evaluation only)		

MGU-UGP (HONOURS) Syllabus

<table>
<tr><td>Teaching and Learning Approach</td><td>Classroom Procedure (Mode of transaction)
Lecture
Focused Reading and Reflection
Field Visit
Write up and Make Seminar Presentation
Module I Provide understanding about iimportance and limitations of Survey in Political Science

Module II Focussed reading and reflection on procedure of survey in political science

Module III Experiencing survey through pilot study, field visit and analysis and presentation

Module IV Provide Practicum sessions on conduct of survey</td></tr>
<tr><td>Assessment Types</td><td>MODE OF ASSESSMENT

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</td></tr>
<tr><td></td><td>B. End Semester Evaluation

<table><tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr><tr><td>MCQ</td><td>NA</td><td>15</td><td>1x15=15</td></tr><tr><td>Short Answer</td><td>100 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">Total</td><td>50</td></tr></table></td></tr>
</table>

MGU-UGP (HONOURS)
Syllabus

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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**				
Course Name	TRANSLATION AND CREATIVE WRITING FOR MEDIA				
Type of Course	**SEC B**				
Course Code	**MG5SECPJM301**				
Course Level	300-399				
Course Summary	This course is designed to equip students with translation and creative writing skills for a career in the communication industry. Students will explore various translation techniques, and develop their ability to produce engaging and informative media content in both English and in their mother tongue.				
Semester	**5**	Credits		**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others
		3	0	0	0
Pre-requisites, if any	Good communication and writing skills				

MGU UGP (HONOURS) Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the basic concepts of translation and creative writing	U, An	1
2	Analyse the cultural and ethical considerations in translation	An	1,8
3	Apply the media translation techniques including subtitling	A	1,2,3,4,10
4	Develop the skill sets for creative writing for media	C	1,2,3,4,10
5	Develop content by translating creative works	C	1,2,3,4,10

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	**Introduction to Translation and Creative Writing**	**10**	
1.1	The role of translation and creative writing in the media industry, Essential concepts in translation theory.	2	1
1.2	Cultural sensitivity and ethical considerations in media translation.	4	2
1.3	Introduction to creative writing styles in media.	4	1
2	**Media Translation Techniques**	**20**	
2.1	Translating news articles, features, press releases, scripts and other media content.	10	3
2.2	Adapting creative content for different cultural contexts. Translation tools and technologies, Subtitling in media.	5	3
2.3	Ethical considerations in translating creative media content.	5	3
3	**Creative Writing for Media**	**15**	
3.1	Writing for different media formats, including scripts, articles, and social media posts.	10	4
3.2	Using language effectively to convey messages and evoke emotions among the target audience.	2	4
3.3	AI tools and creative writing.	3	4
4	**Teacher-specific content** (Internal evaluation only)		

MGU UGP (HONOURS) Syllabus

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • Hand-on-Training
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 25 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 5 Marks **Group Project / Individual Project / Case Study* ***Power Point / Audio-Visual Presentation / Oral Presentation* The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance. **Suggested list of assignments** ● Content translation – News stories, features, press releases, scripts etc. ● Image translation ● Headlines/slogan writing ● Translation/adaptation ● Collaborative story building **B. End Semester Evaluation** **Written Exam - 50 Marks (1.5 Hours)**

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

REFERENCES

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SUGGESTED READINGS

- Media Translation: Concepts, Practices, and Research" by Yves Gambier and Henrik Gottlieb
- Subtitling Norms for Television: An Exploration Focussing on Extralinguistic Cultural References" by Irene Ranzato
- The Anatomy of Story: 22 Steps to Becoming a Master Storyteller" by John Truby
- The Translation Studies Reader" edited by Lawrence Venuti
- Writing for Television, Radio, and New Media" by Robert L. Hilliard and Michael C. Keith

MAHATMA GANDHI UNIVERSITY KOTTAYAM
MGU-UGP (HONOURS)
Syllabus

SEMESTER 6

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	WESTERN POLITICAL THOUGHT					
Type of Course	**DSC A**					
Course Code	**MG6DSCPJM300**					
Course Level	**300-399**					
Course Summary	This course intends to introduce the students to the concepts, theories and key debates in Western political thought. With this, the learner should gain interest and ability to read and interpret the works of classical thinkers along with the context in which they have written. It is also hoped that this course will enable the student to make sense of and interpret the debates and discussions in any contemporary society and polity.					
Semester	**6**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	**0**	**1**	**0**	**75**
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to gain a foundational understanding of Western Political Thought, examining basic features and methods, and analyzing classical thinkers' perspectives on key concepts such as virtue, justice, and citizenship	K, (U), An	1, 4, 6
2	Students will be able to comprehend the historical evolution from medieval political thought to social contractualist ideas and analyzing their perspectives on statecraft, social contract, and human nature.	U, (An)	2, 3, 6, 7
3	Students will gain a nuanced understanding of diverse philosophical traditions through Bentham and Mill's and idealist thought presented by Green and Hegel, with focus on legitimacy, dialectics, and civil society.	(U), An	1, 6, 7
4	Students will develop the ability to critically examine Marxian political thought, analyse feminist perspectives by	U, An	1, 6, 7, 10

	Wollstonecraft on women's rights, and understand Gramsci's concepts of civil society and hegemony		
5	Students will be able to use critical thinking to compare diverse perspectives in Western Political Thought, developing a nuanced understanding of the historical, social, and philosophical aspects of political ideas	An, C	1, 5, 7, 8
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
	Understanding Western Political Thought			
1	1.1	Introduction to Western Political Thought: Approaches and Methods	3	1
	1.2	**Socrates**: Virtue, Knowledge	3	3
	1.3	**Plato**: Justice, Education, Ideal State	3	3
	1.4	**Aristotle**: State, Revolution, Citizenship	3	3
	1.5	Undertake a case study on contemporary notions on citizenship	10	10
2	**Realist and Social Contract Thinkers**			
	2.1	Machiavelli: Statecraft and Republicanism	3	2
	2.2	Hobbes: Social Contract, Absolutism	3	2
	2.3	Locke: Human Nature, Limited Government, Natural Rights	3	5
	2.4	Rousseau: General Will, Popular Sovereignty	3	5
	2.5	Organize a role-playing exercise based on the life and ideas any individual thinker	10	10
	Utilitarian and Idealist Thinkers			
	3.1	Jeremy Bentham: Felicific Calculus	3	5
3	3.2	John Stuart Mill: Revision of Utilitarianism, Concept of Liberty	2	5
	3.3	T. H Green: Political Obligation and Rights	2	5
	3.4	W. F. Hegel: Dialectics, Civil Society, State	3	5
	3.5	Prepare a YouTube Video based on the contribution of the any of the thinker	10	10
	Marxian and Feminist Thinkers			
4	4.1	Karl Marx: Dialectical Materialism, Class Struggle	3	4,7

	4.2	V. I. Lenin: Imperialism, Democratic Centralism	3	7
	4.3	Antonio Gramsci: Civil Society, Hegemony	3	4,7
	4.4	Mary Wollstonecraft: Rights of Women	2	6
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Module I Through lectures students are provided an Understanding regarding Western Political Thought Module II Through focused reading and reflection students will be familiarised regarding Medieval and Social Contractualists Module III Through Write up and Seminar Presentation students will be provided understanding of Utilitarian and Idealist Thinkers Module IV Through lectures and notes students will be given awareness regarding Marxian and Feminist Thinkers
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 Marks** (Practicum components will be evaluated under CCA) Case Study-5 Marks Role Playing-5 Marks Content creation-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	50 Word	10 out of 15	2x10=20
Essay	500 Words	2 out of 4	15x2=30
		Total	**70**

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- Wollstonecraft, Mary (1982): *A Vindication of the Rights of Women*, Harmondsworth: Penguin.

MGU-UGP (HONOURS) Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	INTRODUCTION TO PHILOSOPHY OF SOCIAL SCIENCE					
Type of Course	**DSE A**					
Course Code	**MG6DSEPJM300**					
Course Level	**300-399**					
Course Summary	This course aims to provide students with a comprehensive grasp of foundational concepts and ideas within the realm of philosophy of social science. By delving into major theories and significant debates in the field, the course is organized around fundamental themes such as epistemology, ontology, objectivity, subjectivity, causation, explanation and interpretation, research ethics, and the nature of social entities. The logical progression of these topics facilitates the construction of a cohesive understanding. Through this structured approach, the course cultivates critical thinking and analytical skills that are directly applicable to social research. In addition to theoretical readings in the philosophy of social science, the course incorporates case studies from diverse social sciences to demonstrate how philosophical conceptions are employed in real-world research and social and political analysis. By drawing insights from various disciplines, the course underscores the interdisciplinary nature inherent in the philosophy of social sciences.					
Semester	**6**	Credits			**4**	Total Hours
Course Details		Lecture	Tutorial	Practicum	Others	
		3	**0**	**1**	**0**	**75**
Pre-requisites, if any	Nil					

MGU-UGP (HONOURS) Syllabus

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	Foundations of Social Scientific inquiry	5	1, 2
	1.2	Epistemological Underpinnings: different approaches	5	1,2
	1.3	Debates concerning the Nature of Social Science Knowledge: positivism, post-positivism, critical realism, feminism	5	1, 2, 3
	1.4	Field visits to scientific institutions, laboratories, or museums where students can see firsthand how scientific knowledge is produced, communicated, and interpreted	15	10
2	**Ontological Considerations in Social Science**			
	2.1	Ontology and Reality in Social Science	3	4
	2.2	Social Construction of Reality	3	4
	2.3	Different Ontological Positions: implications for social science research	4	4
	2.4	Engage students in exploring the historical development of scientific theories and methodologies.	5	10

3	**Methodological Debates in Social Science**			
	3.1	Research Methods and Validity in Social Science	3	4,5
	3.2	Methodological Holism and Methodological Individualism	3	4,5
	3.3	Quantitative and Qualitative Approaches: strength and limitations	5	4,5
	3.4	Organize debates or discussion panels where students can critically examine philosophical questions related to social science	5	10
4	**Ethics and Values in Social Science**			
	4.1	Ethical considerations in social science research	3	4,5,6
	4.2	What is Research Ethics: understanding principles and practices	3	4,5,6
	4.3	Ethical Dilemmas in Social research: strategies for addressing ethical challenges	3	4,5,6
	4.4	Design any scientific experiments while reflecting on the philosophical assumptions underlying their methodology.	5	10
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • The teaching and learning approach for this course is designed to foster a deep understanding of the subject matter while promoting critical thinking, analytical skills, and an appreciation for the rational reconstruction of philosophy of social science • Interactive lectures and classroom engagements (through readings and discussions, debates) will encourage student participation and raise questions. • Incorporate relevant podcasts and documentaries that explore the philosophy of social science • Seminars discussion will help students to discuss specific topics, present their study, and engage in critical debates. • Inviting guest speakers and experts in the field of philosophy of social science to share their thoughts, experience and insights • Evaluate students understanding of both theoretical concepts and their ability to apply them in real world political situation through presentation, essays, case studies

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<table>
<tr><td>Assessment Types</td><td>MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA): 30 Marks
(Practicum components will be evaluated under CCA)

Field Visit-10 Marks

Report-5 Marks

Debate/Discussion-5 marks

Designing any scientific experiments-10 Marks</td></tr>
<tr><td></td><td>B. End Semester Evaluation
<table><tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr><tr><td>MCQ</td><td>NA</td><td>20</td><td>1x20=20</td></tr><tr><td>Short Answer</td><td>50 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">Total</td><td>70</td></tr></table></td></tr>
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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	ISSUES IN INDIAN POLITICS					
Type of Course	**DSE A**					
Course Code	**MG6DSEPJM301**					
Course Level	**300-399**					
Course Summary	This course explores regionalism and secessionism in India, focusing on the formation of Indian states post-independence, demands for state reorganization, and questions of autonomy. It delves into issues like regionalism, linguism, and examines Centre-State relations. Additionally, it covers democratic processes, including the role of the Election Commission of India, factors influencing electoral politics, and electoral reforms. Major issues in India such as casteism, communalism, terrorism, ethnic violence, and gender politics are discussed. Social movements including Dalit, tribal, peasant, labour, women's, LGBTQI, and environmental movements are also examined within the context of Indian society.					
Semester	**6**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	**0**	**1**	**0**	**75**
Pre-requisites, if any	Foundation Course in Indian Constitution					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will comprehend the formation of Indian states since independence, analyze demands for state reorganisation and autonomy, explore the nuances of regionalism and linguism, and understand the complexities of Centre-State relations,	U, An	1,4,2

2	students will be able to develop analytical skills through an examination of the Election Commission of India, factors influencing electoral politics, voting behavior, and electoral reforms, and understand socio-political changes.	An	1,4,5,6
3	Students will be able to analyze major issues such as casteism, communalism, terrorism, ethnic violence, and gender politics.	An	1,4,5,6, 10
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	PO No.
1	**Regionalism and Secessionism**			
	1.1	Formation of Indian States since Independence.	3	1, 2
	1.2	Demand for State Reorganisation and the Question of Autonomy	3	2
	1.3	Regionalism and Linguism	3	2
	1.4	Centre-State Relations	3	3
	1.5	Conduct a survey on linguistic minorities	10	10
2	**Democratic Processes and Electoral Politics**			
	2.1	Factors influencing Electoral Politics	3	4
	2.2	Voting Behaviour	3	5
	2.3	Electoral Reforms	2	5
	2.4	Party Politics	3	5
	2.5	Corporate Power in Politics	2	1
	2.6	Conduct a survey on determinants of voting behaviour	10	10
3	**Major Issues in India**			
	3.1	Casteism	3	6
	3.2	Communalism	3	6
	3.3	Terrorism and Ethnic Violence	3	6
	3.4	Gender and Patriarchy	3	6
	3.5	Case study of casteism in public places	10	10

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4	**Social Movements in India**			
	4.1	Dalit and Tribal Movements	2	6
	4.2	Peasant and Labour Movements	2	6
	4.3	Women and LGBTQI Movements	2	6
	4.4	Environmental Movements	2	6
5		**Teacher Specific Contents** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Lectures: Introduce the major issues in Indian Politics by beginning with the formation of Indian states since independence. Proceed further the discussions on regionalism and secessionism, democratic processes and electoral politics, major issues in India and the social movements in India. Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. Conduct class discussions to explore different viewpoints and encourage critical thinking. Guest Lectures -Invite guest speakers with expertise in the field, such as researchers, policymakers, or practitioners, to share real-world insights and experiences. **Study Tour:** This specific course recommends conducting a study tour of a maximum of five working days excluding the journey time. The study tour aims to understand grassroot socio-political issues which shapes the political landscape of a particular state. The study tour also can be made to law making bodies at the central and state level by which students can attain firsthand experience of law making procedure which are affecting the nation. 1. The primary aim of the study tour is to introduce the political landscape of India, and values of a democratic society. 2. It will help the students to understand and comprehend rural society at the grassroots level. 3. The study tour gives an opportunity to interact with many local and eminent political leaders from various political parties.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** (Practicum components will be evaluated under CCA) Two Surveys- 10 Marks each

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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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	CONTEMPORARY GLOBAL POLITICS					
Type of Course	**DSE A**					
Course Code	**MG6DSEPJM302**					
Course Level	**300-399**					
Course Summary	This course delves into the complexities of the contemporary international system, covering key topics such as globalization, geopolitical tensions, economic contradictions, security challenges including cybersecurity, environmental issues, race, gender, and power shifts. It emphasizes understanding diverse perspectives, examining global responses to ecological issues, and analyzing the role of international organizations and alliances. Practicum components include conducting a cyber security awareness survey, field visits to fragile ecological areas, and case studies on conflicts' impact on women and children. Overall, the course aims to foster a holistic understanding of global dynamics and challenges in governance.					
Semester	**6**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	**0**	**1**	**0**	**75**
Pre-requisites, if any	Nil					

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Globalization and the Contemporary International System**			
	1.1	Exploring Globalization and Diverse Perspectives		1
	1.2	Geo-Political Tensions – Supranationalism and State Sovereignty		3
	1.3	Contradictions in International Economic System – Neocolonialism, North-South Divide		1, 3
	1.4	Traditional and Non-Traditional Security - Cybersecurity	10	6
	1.5	Conduct a survey on cyber security awareness in the campus	10	10
2	**Environment, Race and Gender**			
	2.1	Ecological Issues and Global Responses: Climate Change, Tragedy of the Commons		6
	2.2	Racial Divides, Xenophobia and Ethnic Conflicts		6
	2.3	Gender-Based Violence in Conflict Situations – Gender Wage Gap – Barriers to Women Political Participation	13	6, 7
	2.4	International Migration, Refugee Crises, Humanitarian Intervention		6

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	2.5	Conduct a field visit to ecologically fragile areas and prepare a report	10	10
3	**Global Shifts: Power and Governance**			
	3.1	Rising Global Powers – Economic Alliances – Trade Blocs	10	3
	3.2	Weapon of Mass Destruction (WMD) – Terrorism - Counterterrorism		6
	3.3	Great Power Politics: US-China Rivalry		3
	3.4	Global Civil Society and Non-State Actors		5
	3.5	Case study on Women/Children in Armed Conflicts	10	10
4	**International and Regional Organizations and Groupings**			
	4.1	UN and the Changing Context of Global Politics	12	5
	4.2	Pillars of the Global Economic Order – IMF, World Bank, WTO		5
	4.4	Regionalism and Security Alliance in international Politics EU, ASEAN, SAARC, BIMSTEC, African Union, and NATO and SCO		3, 5
	4.5	Challenges to Global Governance		5
5		**Teacher Specific Content** (Internal evaluation only)		

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Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Module I Through lectures students will be provided awareness regarding globalization and the contemporary international system Module II Through debates and discussion students will be provided understanding regarding environment, race and gender Module III Through seminars students will be provided opportunity to understand Global Shifts in power and governance Module IV Through Lectures and notes students will be given awareness regarding international organisations and groupings
Assessment Types	**A. Continuous Comprehensive Assessment (CCA)** (Practicum components will be evaluated under CCA) Survey- 10 Marks Field Visit-10 Marks Case Study-10 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**

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MGU UGP (HONOURS) Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	CIVIL SOCIETY AND SOCIAL MOVEMENTS IN KERALA					
Type of Course	**DSE A**					
Course Code	**MG6DSEPJM303**					
Course Level	**300-399**					
Course Summary	This course introduces students of Political Science to the collective efforts of people to bring transformations in human society. It deals with nature, characteristics, structure and processes of social movements besides its emergence, dynamics, theories and arena of social movements.					
Semester	**6**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	**0**	**1**	**0**	**75**
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to comprehend role of civil society and its role in Kerala's social movements, differentiate between types of social movements, and apply this knowledge to understand their impact on social change.	U, A, An	1, 6, 7
2	Students will be able to carefully study old ideas about how societies work to understand how civil society and online activism interact.	U, A, An	1, 8
3	Students will understand Kerala's historical social movements, analyze their impact and the diverse dimensions of social movements in the Kerala context.	An, E	3, 6, 7
4	Students will identify civil society initiatives and their contributions in Kerala, evaluate challenges in the post-globalized era, and synthesize understandings to propose solutions for fostering prospects in civil society within Kerala.	U, An, E, C	8, 9, 10

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	PO No.
1	**Understanding Civil Society and Social Movements**			
	1.1	Meaning, Nature and importance of Civil Society and Social Capital	3	1
	1.2	Role of civil society in Social Movements in Kerala	2	1
	1.3	Meaning and Types of Social Movements	2	1
	1.4	Social Movement and Social Change	2	3
	1.5	Conduct case studies of prominent new social movements in contemporary Kerala, such as the environmental movements, land struggles etc. OR Screening of documentaries or films depicting contemporary social movements in Kerala	10	10
2	**Conceptualising Civil Society in Kerala**			
	2.1	Formation of Civil Society in Kerala: Colonialism and Social Reforms	3	6
	2.2	Civil Society and Citizenship in Kerala	3	6
	2.3	Civil Society Development and Democracy	2	8
	2.4	Civil Society and Digital Activism	2	7
	2.5	Field visits to local social organisations and organizations involved in social movements in Kerala	10	10
3	**Social Movements in Kerala**			
	3.1	New Social Movements: Features and Characteristics	2	7
	3.2	Peasant Movement, Labour Movement , Fish Workers Movement in Coastal Kerala	4	7
	3.3	Dalit-DHRM Women Movements Environmental movements Anti-Nuclear Peace Movements	5	3

	3.4	Anti Dowry Campaign	1	8
	3.5	Initiate small-scale community engagement projects for addressing local social issues	5	10
4	**Sectors of Civil Society**			
	4.1	Interest Groups and Pressure Groups-Caste and Community Organizations, Resident Associations	4	6
	4.2	Non-Governmental Organisations (NGOs), Community Based Organisations (CBOs), Charity and Professional Groups	3	6
	4.3	Kudumbasree, Sasthra Sahithya Parishad, Library Movement, Co-operative Movement	4	8,9
	4.4	Civil Society and Social Movements in Kerala: Challenges and Prospectus in Post Globalised Era	3	8,9
	4.5	Organize debates or discussions on contemporary issues related to civil society and social movements in Kerala	5	10
5	5.1	**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Module I -** Through lectures students will be provided awareness regarding civil society and social movements **Module II -** Through Focused Reading and Reflection students will be provided understanding regarding theoretical framework of civil society and social movements **Module III -** Through Field Visit students will be provided understanding regarding Social movements in Kerala **Module IV-** Through Write up and Seminar Presentations students will be provided opportunity to understand civil society initiatives.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** (Practicum components will be evaluated under CCA) Case Study/Documentary-5 Marks Filed Visit-10 Marks Community engagement project-10 Marks Debate/Discussion-5 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**

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MGU-UGP (HONOURS) Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	DEVELOPMENT COMMUNICATION					
Type of Course	**DSE B**					
Course Code	**MG6DSEPJM304**					
Course Level	300-399					
Course Summary	This course provides students with a thorough comprehension of how communication contributes to progressive social and economic transformations. It equips students with the knowledge to engage with and respond meaningfully to the pressing developmental issues of the present.					
Semester	**6**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
	Collaborative approach	4	0	0	0	60
Pre-requisites, if any	Understanding about media and social change					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Define key concepts related to development communication	K	1, 3
2	Critically evaluate the application of developmental theories in specific cultural and socio-economic contexts.	An	1, 3
3	Analyse developmental communication campaigns in post-independent India	An	1, 2, 3, 5

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4	Critically assess the impact of media and ICTs on development communication	An	1, 2, 3, 4
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	**Introduction to Development Communication**	**15**	**1**
1.1	Definition of development communication-Meaning, concept, characteristics. Communication for Development (C4D), Development Support Communication.	4	1
1.2	Development and social change: Historical perspectives, Role and relevance of Development communication	4	1
1.3	Approaches to development communication, development indicators, Problems of underdevelopment, Gap between developed and developing Societies.	4	1
1.4	Role of UN and other international agencies.	3	1
2	**Theories and Models of Development Communication**	**15**	**2**
2.1	Theories of development communications, dominant paradigm-alternative development -modernization approach.	4	2
2.2	Diffusion of innovation, Magic Multiplier, Localized Approach, Social Learning Theory	4	2
2.3	ICT for development, Digital divide and development.	3	2
2.4	Critical and multi-disciplinary approaches – Dependency, Gandhian thought, world-systems theory.	4	2
3	**Development communication in action**	**15**	**3**
3.1	Sustainability and development communication, Sustainable strategies in Development Communication.	3	3

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3.2	Critical appraisal of development communication programmes and government schemes: SITE, Krishi Darshan, Kheda, MNREGA, Swatch Bharat Mission.	4	3
3.3	Development support communication in India in the areas of: Agriculture, health & family welfare, poverty, literacy. Case studies.	4	3
3.4	Kerala model of development – People's Planning Campaign, Decentralisation and participatory democracy.	4	3
4	**Media and developmental issues**	**15**	**4**
4.1	Role and Responsibility of Media in Development, Media and Advocacy	4	4
4.2	Coverage of developmental issues concerning health, environment, child development, education, labour, women etc.	4	4
4.3	Development Journalism, Solution Journalism	3	4
4.4	Analysing Communication Plans, Planning and Drafting development campaigns.	4	4
5	**Teacher-specific content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as Social activists, development communication specialists, public communicators, bloggers and vloggers, journalists, politicians, govt. officials, researchers, academicians, to share the real experiences and insights. • Case study analysis. • Development communication campaign analysis

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Assessment Types	MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA) – 30 Marks

(Practicum components will be evaluated under CCA)

Marks Division

*Assignments	–	10 Marks
Class tests/Quiz	–	10 Marks
**In -class Presentation	–	10 Marks

**Group Project / Individual Project / Case Study*

***Power Point / Audio-Visual Presentation / Oral Presentation*

The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.

B. End Semester Evaluation

Written Exam - 70 Marks (2 Hours)

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/one word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	**70**

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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**				
Course Name	BASICS OF MEDIA RESEARCH				
Type of Course	**DSE B**				
Course Code	**MG6DSEPJM305**				
Course Level	300-399				
Course Summary	This course introduces the fundamental principles and methods of mass communication research. It covers various research approaches, including quantitative and qualitative methods, to explore the dynamics of mass media and communication processes.				
Semester	**6**	Credits		**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any	Research aptitude.					

MGU-UGP (HONOURS) Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the theoretical foundations of media research	U	1,3
2	Demonstrate various quantitative and qualitative methods of research	A	1,2,3
3	Discuss various research designs	U	1,2,8,9
4	Plan writing research papers and reports	C	2,4,8,9
5	Analyze new media research practices and digital ethics	An	6,7,8

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	**Foundations of Media Research**	**15**	
1.1	Research: Meaning and concepts—Definition, Sources of knowledge, Characteristics of scientific research	3	1
1.2	Elements of research—Variables, Hypothesis, Induction, deduction, Theoretical frameworks for media research	4	1
1.3	Research types and process, research problem, formulation, hypothesis. Stages of research.	4	1
1.4	Introduction to research Methods and methodology, Quantitative, qualitative and triangulation methods	4	1
2	**Quantitative Research Methods**	**15**	
2.1	Introduction to research design and hypothesis formulation	4	2,3
2.2	Survey research and questionnaire design	4	2,3
2.3	Data collection techniques (interviews, observations, official records) Big data and computational methods.	3	2,3
2.4	Basic statistical analysis and data visualization Ethical considerations in quantitative research	4	2,3
3	**Qualitative Research Methods**	**15**	
3.1	Interviewing techniques (one-on-one, focus groups)	4	2,3
3.2	Content study	4	2,3

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3.3	Narrative research and case studies	4	2,3
3.4	Ethnographic methods and observation Coding qualitative data and thematic analysis	3	2,3
4	**Writing research reports**	**15**	
4.1	Types of research reports	3	4
4.2	Structure of research report	4	4
4.3	Citations, in-text, end notes Bibliography, Styles – MLA, APA, IEEE,	4	4
4.4	Ethical considerations	4	5
5	**Teacher-specific content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • In-campus surveys and interviews.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks

MGU-UGP (HONOURS) Syllabus

Group Project / Individual Project / Case Study
***Power Point / Audio-Visual Presentation / Oral Presentation*

The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.

Suggested list of assignments

1. Short analysis of a chosen media text using a specific theoretical framework.
2. Developing a survey questionnaire on a relevant media topic
3. Conducting a short interview and analysing the obtained data.

B. End Semester Evaluation

Written Exam - 70 Marks (2 Hours)

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/one word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	**70**

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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	SOCIAL EXCLUSION AND INCLUSIVE POLICY					
Type of Course	**VAC A**					
Course Code	**MG6VACPJM300**					
Course Level	**300-399**					
Course Summary	The course is designed to foster in students a respect for science as well as a scientific temperament and perspective. In a broad sense the course covers the emergence and institutionalization of science, its various sources of origins and ethical aspects. Here science is presented as a cognitive field of study having connections to all facets of society and the human experience. The course uses to critically situate science's knowledge foundations in relation to the complexities of social life, while acknowledging the essential role that science has played in the gradual advancement of human history.					
Semester	**6**	Credits			**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	45
Pre-requisites	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to understand the various aspects of intersecting inequalities and also the reproduction of inequalities.	U	1, 3, 6, 7
2	Students will categorize contemporary trends in social exclusion and the impact of new economic policies, fostering a nuanced perspective on exclusionary dynamics.	An	1, 7
3	Students will critically engage with diverse theoretical perspectives on social exclusion and inclusion.	An	1, 8
4	Students will learn about the rules in our constitution that support fairness and inclusivity giving them a basic understanding of how the law promotes inclusiveness.	U	7
5	Students will be able to understand and examine government programmes aiming to improve the lives of backward class, marginalised, minorities.	U,An	6, 7
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Meaning and Concepts**			
	1.1	Social Exclusion	3	1, 6
	1.2	Humiliation	2	1, 6
	1.3	Untouchability	2	1, 6
	1.4	Deprivation	2	1, 6
	1.5	Social Inclusion	2	1, 6
2	**Categories and Contemporary Trends of Social Exclusion**			
	2.1	Caste : SC, ST, OBCs	3	7, 8
	2.2	Gender and Transgender	2	7, 8
	2.3	Minorities: Religious and Linguistic	3	7, 8
	2.4	Class	2	7, 8
	2.5	Indigenous/Adivasi	2	7, 8
	2.6	New Economics Policies: Liberalization, Privatization, Globalization	3	1, 3
	Social Exclusion and Inclusion: Theoretical Positions			

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3	3.1	Marxian	2	1
	3.2	Liberal	2	1
	3.3	Feminist	2	1
	3.4	Subaltern	2	1
4	**Locating Constitutional Provisions and Legal Protection**			
	4.1	Reservations for SC, ST, OBC and Minorities	3	6
	4.2	Constitutional Provisions to Protect the Rights of Women and Children	2	6
	4.3	Anti-Discriminatory Laws and provisions for Scheduled caste, Scheduled tribes and Minorities in India	2	6
	4.4	Commissions -SC, ST and Minorities	2	6
	4.5	Affirmative Actions	2	6
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Lecturing method can provide solid factual knowledge on the areas which the syllabus covering. Brainstorming sessions and seminars shall foster the student engagement through interactive class discussions. Course Delivery Method includes lecture by using boards and LCD projectors, seminar presentations on assigned themes and peer group discussions. While module 1 is aimed at imparting knowledge on the evolution of modern science and its methods, module 2 tries to make a paradigmatic analysis on the roots and nature of the epistemological foundations of science. Module 3 is an open session to explore the students critical thinking capacity for concrete opinion expression and creation. The course shall be delivered in a way pointing towards the universality and interconnectedness of all forms of knowledge irrespective of the compartmentalized nature.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 25 Marks** **Formative Assessment (FA):** Oral presentations; Viva voce; In-class discussions; Tutorial works; Reflection writing assignments; Peer Assessments **15 Marks** **Summative Assessment (SA):** Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study **10 Marks**

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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MGU UGP (HONOURS)
Syllabus

Mahatma Gandhi University

Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	MEDIA FOR SOCIAL CHANGE					
Type of Course	**VAC B**					
Course Code	**MG6VACPJM301**					
Course Level	300-399					
Course Summary	To equip the students with the knowledge and skills to leverage media as a catalyst for positive societal impact. The course is justified by its potential to empower students with the skills, knowledge and mindset needed to navigate and harness the power of media for the betterment of society.					
Semester	**6**		Credits		**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any	Proficiency in critical thinking, analytical skills and an understanding of how media influences society could also be beneficial.					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the historical evolution of media and its impact on societal changes	U	PO 1,6
2	Build the complex relationship between media, power structures and political processes	A	PO 1,6,7
3	Examine the impact of media narratives and imagery on self-perception and societal perceptions of identity	An	PO 1,6
4	Evaluate the influence of digital platforms on the visibility, reach and sustainability of social movements	E	PO 1,2,9
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	**Theories of media and social change**	**15**	
1.1	Media and social change: introduction to theoretical frameworks explaining the relationship between media dynamics and societal transformations.	6	1
1.2	Cultivation Theory, Social Learning Theory, Dependency Theory, Diffusion of innovation theory, Symbolic interactionism, media logic theory.	5	1
1.3	Transnational media and globalisation.	4	1
2	**Media, Power and politics**	**15**	
2.1	Analysing the intersection of media, political systems and power structures.	5	2
2.2	Political rhetoric and the media	5	3
2.3	New media and the promising power: gender equality-case study.	5	3
3	**Media, identity and social movements**	**15**	
3.1	Social Constructionism, media consumption and Identity. Media literacy and identity negotiation.	5	3

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3.2	Social movements and digital media.	5	4
3.3	Role of digital platforms and social media in organising, sustaining and amplifying social movements and activism.	5	4
4	**Teacher-specific content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • Media content analysis.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 25 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 5 Marks **Group Project / Individual Project / Case Study* ***Power Point / Audio-Visual Presentation / Oral Presentation* The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance. **B. End Semester Evaluation** **Written Exam - 50 Marks (1.5 Hours)**

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/One word	NA	15	15 x 1 = 15

		Short Answer	100 Words	5 out of 8	3 x 5 = 15	
		Essay	350 Words	2 out of 4	10 x 2 = 20	
				Total	**50**	

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MAHATMA GANDHI UNIVERSITY · KOTTAYAM · MGU-UGP (HONOURS) Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	POLITICAL JOURNALISM					
Type of Course	**SEC A**					
Course Code	**MG6SECPJM300**					
Course Level	**300-399**					
Course Summary	The course covers fundamental concepts and skills essential for reporting on political affairs. Additionally, the course addresses the concept of freedom of the press and its limitations, highlighting the intricate relationship between media, the state, and democracy. Moreover, students learn strategies for political reporting in deadline situations and reporting on political campaigns.					
Semester	**6**	**Credits**			**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will comprehend the definition, purpose, and ingredients of news, types of mass media, the meaning and nature of political reporting, and the structure of the Indian political system.	U	1,4
2	Students will be able to analyse the Intersection of Media, State, and Democracy	An	1,4,5,6
3	Students will develop skills related to news sources, news gathering methods including beat reporting,	C	2,4, 10

	interviews, and reporting on events like accidents, deaths, disasters, and elections.		
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Introduction to Political Reporting**			
	1.1	Defining political journalism and its core principles	3	1
	1.2	News: Different types of Mass Media	3	2
	1.3	Meaning and Nature of Political Reporting	3	5
	1.4	Freedom of press and its limitations	3	4
2	**Media, State and Democracy**			
	2.1	Informational Democracy: Manuel Castells	3	4
	2.2	Political Communication- Media and propaganda - politics of spin Media and Populism	4	5
	2.3	Media, Democracy and Human Rights: Role of Fourth Estate	3	6
	2.4	News reporting for the electronic media	3	6
	2.5	Influence of media ownership structures on political coverage	3	
3	**Political Reporting Skills**			
	3.1	Sources of news – Major News Agencies	3	6
	3.2	News gathering methods – Beat, Interviews, speeches, court proceedings, press conferences, accident, death, disaster, elections etc. Reporting legislative affairs, court, elections and governmental affairs.	5	10

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	3.3	Reporting on Political Campaigns.	3	10
	3.4	Verifying information and employing fact-checking techniques	3	
	3.5	Digital mediation of politics	3	10
4		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Lectures**: Introduce the major themes of Political Reporting and the structure of Indian Political System. Proceed further the discussions on media, state and democracy and Political Reporting Skills. **Book reviews, Discussions and seminars**- Assign readings from academic articles, books, and reports related to the syllabus. Conduct class discussions to explore different viewpoints and encourage critical thinking. **Guest Lectures** -Invite guest speakers with expertise in the field, such as journalists, researchers, policymakers, to share the real experiences and insights. **Practicum-** Field visits and prominent media house visits are a part of the practicum component. News Production including news story writing, editing and publishing a news magazine on Political Issues and producing a Political Report in a digital format are included as Practicum component. Interviewing prominent political figures, Legislative Assembly visit and Report Writing, attending Press Conferences and Political Leaders' meeting etc. can also be included.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 25 Marks** (Practicum components will be evaluated under CCA, if any) **Formative Assessment (FA):** Oral presentations; Viva voce; In-class discussions; Tutorial works; Reflection writing assignments; Peer Assessments **5 Marks** **Summative Assessment (SA):** Written test; MCQs; Problem based Problem based seminar presentation/assignment, assignments; reports; Seminars; Literature survey; Case study; field visits: **20 Marks**

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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Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	WEB DESIGN AND ICT SKILLS					
Type of Course	**SEC B**					
Course Code	**MG6SECPJM301**					
Course Level	300-399					
Course Summary	This course will provide a basic understanding and practical knowledge necessary for both professional development and personal growth in today's tech-driven world. Web design and ICT skills are in high demand in today's job market.					
Semester	**6**	Credits			**3**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any	Basic knowledge in computer and application software.					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the basics of web design	U	2,3,4
2	Illustrate basic concepts of multimedia	A	3,4
3	Develop websites that function well across various devices	S	1,2,3
4	Knowledge about cybersecurity threats, protective measures, and basic security practices.	E	3,6,8
5	Prepare an attracting web article for your newly designed blog	C	1,2,4

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

COURSE CONTENT

Module	Course description	Hrs	CO No.
1	**Introduction to Web Designing and publishing**	**15**	
1.1	Brief history of Internet- Creating a website - Web Standards. Audience requirement- Basic principles involved in developing a website.	4	1
1.2	Concept of website, its need and purpose -Types of websites: Static and dynamic website. Basics of Page design-Home Page Layout - Design Concept.	6	1
1.3	Introduction to Domain Naming System (DNS)- DNS Server - Domain Space Provider. Domain Name registration process and acquiring domain space - Website Hosting - Website publishing tools.	5	1
2	**Introduction to productivity software**	**15**	
2.1	Introduction of Free Blogger websites. Basics of website development.	4	1, 5
2.2	Making free account, making a webpage- Creating a web page in any of the free websites.	5	1, 5
2.3	Adding pages and multimedia files to web site. Basics of cyber security.	6	1, 2, 4
3	**Introduction to ICT**	**15**	
3.1	ICT Essentials- Basic computer operations and file management.	5	2
3.2	Multimedia Design- Multimedia Design and web development.	4	2
3.3	Compatible Multimedia file formats for Web Pages- Embedding Audio file- Embedding Video file. Optimizing graphics for web use.	6	2
4	**Teacher-specific content**		

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Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • Practical exercises.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 25 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 5 Marks **Group Project / Individual Project / Case Study* ***Power Point / Audio-Visual Presentation / Oral Presentation* The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance. **B. End Semester Evaluation** **Written Exam - 50 Marks (1.5 Hours)**

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

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SUGGESTED READINGS

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SEMESTER 7

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	METHODOLOGY OF RESEARCH IN POLITICAL SCIENCE					
Type of Course	**DCC A**					
Course Code	**MG7DCCPJM400**					
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	Research Aptitude					

MGU-UGP (HONOURS)

COURSE OUTCOMES (CO)

Syllabus

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	A,C	2, 9, 10

	meaning, utility, and limitations of statistics in research but also demonstrate creativity by developing and implementing innovative approaches to address research challenges.		
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
Understanding Social Science Research				
1	1.1	• Meaning, scope, characteristics and significance of Social Science Research • Research: Method and Methodology • Classification of Research on the basis of Objectives, outcome, logic, process, Inquiry mode, Idea/concept • Scientific Methods in Research • Ethical Considerations in Research	5	1,2
	1.2	• Basic terminologies in Research • Operationalisation of concepts, variables and its types • Measurement of Variables	3	2
	1.3	• Research Process (Stages or steps involved in research Process)-an overview	2	2
	1.4	**Selection and Formulation of a Research Problem** • Identification of Research Problem: Types of Problem • Research Question: Types of Questions • Literature Review: Importance, Framing of literature review • Meaning, types, Importance and construction of Objectives, Hypothesis	4	2
	1.5	Prepare a research proposal (not less than in 1000 words)	10	10
Data Collection				
2	2.1	• Sources (Library, E Books E journals, Web Portals and search engines)	1	3
	2.2	• Types of Data (primary, secondary, qualitative, Quantitative)	2	3

	2.3	• Method (Survey, Observation, Interview) and • Tools of Data Collection (questionnaire, schedule, Checklist, Rating Scale, Optionaire) • Pre-Test and Pilot study **Qualitative Method:** • Participant Observation • Ethnography • Focussed Group Discussion, • Participatory Learning Action (PLA)	4	4,9
	2.4	• Sampling techniques (Probability and non-probability Sampling)	2	5
	2.5	Prepare a report on the basis of data collected (Conduct a survey, if required) (not less than in 500 words)	10	10
Data Processing and Analysis				
3	3.1	• Data Processing: Editing, Coding, Classification, Tabulation of data	3	5
	3.2	• Data Analysis: Qualitative and quantitative data Coding and Content Analysis in quantitative and Qualitative research	3	7
	3.3	• Research Report Writing (Structure and Format) • Plagiarism • Citation and Referencing System	2	7
	3.4	• Preparing a Research proposal	2	9
Statistical Methods for Data Analysis				
4	4.1	• Social Statistics: • Statistics- Meaning, use and its limitations in Social Research	2	1,10
	4.2	• Descriptive Statistics: Central Tendency Measures (Mean, Median and Mode) • Measures of Dispersion: Range, Quartile Deviation, Standard deviation and co-efficient of variation. • Tests of significance: "t" test and chi-square test	4	10
	4.3	• Correlation: Meaning, types and use	2	10
	4.4	• Computer Applications: Use and application of computer in Social Work research • Introducing Statistical Package for Social Sciences (SPSS).	4	10
	4.5	Prepare a report based on data analysis (not less than in 500 words)	10	10

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

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Module:1** Lecture-Discussion: Session for discussing the meaning and characteristics of research and developing insights into Research Methods and its types and basic research terminologies. Focused Reading and Reflection: As the research process involves various stages, students could benefit from focused readings on each stage, followed by reflective exercises either individually or in small groups. **Module 2** Collaborative/Small Group Learning: Small group learning can be beneficial for discussing and understanding different data collection methods, sources, and tools as well as sampling techniques. **Module 3** Seminar: Students can undertake thematic or topical study related to data analysis, prepare write-ups, present and discuss their findings, enhancing their skills in structuring and presenting research reports. This approach enhances their knowledge and presentation skills Projects: Practicum projects can serve as an effective mode for students to apply their knowledge and skills gained throughout the course. **Module:4** Focused Reading and Reflection: Given the complexity of statistical methods, focused reading and reflective exercises can help students grasp these concepts.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 Marks** (Practicum components will be evaluated under CCA) Research proposal-10 Marks, Data Collection-10 Marks, Data Analysis-10 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**

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Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	POLITICS OF SOCIAL JUSTICE					
Type of Course	**DCC A**					
Course Code	**MG7DCCPJM401**					
Course Level	**400-499**					
Course Summary	The course provides an introductory study of theories, concepts and strategies of social justice including individual action, policy and collective action. It will help the students to develop a critical analysis from their own experiences. The course focuses on studying various forms of oppressions and method of resistance. It enables the students to analyse and find solutions for challenges in liberalised society faced by the vulnerable sections in society.					
Semester	**7**	**Credits**			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to comprehend what social justice means, understand its principles, and explore theories by people like John Rawls, Karl Marx, and Dr. B R Ambedkar.	K, U, An	7, 8
2	Students will be able to understand the rules in our constitution that support social justice and how different parts of our government, like the Legislature and the Judiciary, play a role.	U,An	6, 7,3

3	Students will critically examine contemporary social and economic issues and analyze the implications of social justice in the globalized era and the societal impact of pandemics.	U,An,	1, 7
4	Students will gain Practicum insights into governmental policies promoting social inclusion and various schemes for the welfare of marginalized groups and how these policies contribute to social justice and inclusive practices.	An, S, C	1, 4, 5, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Social Justice: Concepts and Theories**			
	1.1	Conceptualising Social Justice	3	1, 7
	1.2	Key Principles-Equity, Fairness, Inclusion, Solidarity	3	1, 8
	1.3	John Rawls-*Justice as Fairness* Amartya Sen-*Capability Approach*	4	1, 8
	1.4	Karl Marx-Economic Justice	3	1, 8
	1.5	Jyothi Rao Phule-Social Emancipation	3	1, 5, 8
	1.6	B R Ambedkar-Social Justice	4	1, 5, 8
2	**Legal Framework and Social Justice**			
	2.1	Constitutional Provisions and Social Justice: Women and Children, SC/ST, OBCs, EWS, Women, and Minorities	5	6
	2.2	Protection of Differently Abled	5	6
	2.3	Legal provisions for the protection of Transgender	3	10
	2.4	Legal protection for Unorganized Workers	3	10
3	**Contemporary Issues**			
	3.1	Caste and Untouchability	3	4,7
	3.2	Communalism: Majority and Minority	3	4
	3.3	New Economic Policies and Social Justice	3	4
	3.4	Environment and Social Justice	3	4,6
4	**State Initiatives for the Protection of Social Justice**			
	4.1	Domestic Violence (Prevention) Act. 2005	1	6
	4.2	The Protection of Children from Sexual Offences Act, 2012	4	10
	4.3	The Rights of Persons with Disabilities Act, 2016	3	1

	4.4	State Policy for Transgender Persons in Kerala, 2015 The Transgender Persons (protection of Rights) Act, 2019	4	3
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Lectures**: Begin with introductory lectures to provide a theoretical foundation and framework for understanding the politics of social justice **Book reviews, Discussions and seminars**- Assign readings from academic articles, books, and reports related to social justice. Encourage open and honest discussions about social justice issues. Create a space where students feel comfortable sharing their perspectives and experiences **Guest Lectures** -Invite guest speakers with expertise in the field, such as researchers, policymakers, or practitioners, to share real-world insights and experiences. **Community Engagement**-Connect classroom learning to real-world issues by engaging with the local community or participating in service-learning projects
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 Marks** **Formative Assessment (FA):** Oral presentations; Viva voce; In-class discussions; Tutorial works; Reflection writing assignments; Peer Assessments: **15 Marks** **Summative Assessment (SA):** Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study **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**

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Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	STRATEGIC THINKING AND SECURITY STUDIES					
Type of Course	**DCC A**					
Course Code	**MG7DCCPJM402**					
Course Level	**400-499**					
Course Summary	This course delves into the evolution of strategic thinking from ancient civilizations to modern times, exploring classical and contemporary military thought. It covers security studies approaches, emphasizing realist, liberal, and constructivist perspectives. Concepts such as national, regional, and comprehensive security are analyzed alongside military strategy, balance of power, and collective security. Traditional and non-traditional security threats including WMD proliferation, cyber security, and environmental concerns are examined, with a focus on global dynamics in the 21st century, including great power rivalry, the role of middle powers, and security dynamics in the Indo-Pacific region, especially maritime security in the Indian Ocean.					
Semester	**7**	Credits			**4**	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	**60**
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to comprehend Strategic Thinking evolution and thinkers.	U	1,2
2	Students will be able to analyze the concepts and different dimensions of Security.	An	1,3, 4
3	Students will be able to distinguish Traditional and Nontraditional Security.	E	1,6, 7
4	Students will be able to analyze the changing dynamics of global security in the 21st century.	An	1, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Strategic Thinking: Ancient to Modern**			
	1.1	**Strategic Thinking: Historical Evolution** (Chinese, Indian Tradition, Greek Tradition, Roman Tradition, Ottoman Tradition,)	4	1
	1.2	**Classical Thinkers:** Military thoughts of Thucydides (*The Peloponnesian War*), Sun Tzu (*The Art of War*), Kautilya (*Arthashastra*).	4	1
	1.3	**Modern Thinkers:** Military thoughts of Niccolo Machiavelli (*The Prince*), Antoine-Henri Jomini (*The Art of War*), Carl Von Clausewitz (*On War*-Trinity of War), Liddell Hart (The doctrine of limited liability), Mao Tse Tung (Chinese Concept of War)	4	1
	1.4	**Meaning and Approaches to Security Studies** (Realist, Liberal, Constructivist, Marxist, Copenhagen School, Critical Security Studies approaches)	5	1
2	**Concepts of Security**			
	2.1	National Security, Regional Security, Comprehensive Security	4	6
	2.2	Military Strategy (Offensive, Defence, Compellent, Deterrence)	3	6
	2.3	Balance of Power	2	6
	2.4	Collective Security	3	6

3	**Traditional vs Non-Traditional Security**			
	3.1	Introduction to Traditional and Non-Traditional Security	2	3
	3.2	WMD Proliferation, Transnational Terrorism, Cyber Security	3	2
	3.3	Civil Wars, Genocide, Refugee Crisis	4	10
	3.4	Sustainable Development, Environmental and Energy Security, Health Security	4	7, 10
4	**Changing Dynamics of Global Security in 21st Century**			
	4.1	Great Power Rivalry (United Sates of America, China and Russia)	4	3
	4.2	Middle Powers (India, Japan, France, Germany, South Africa and Brazil)	4	3
	4.3	Security Dynamics of Indo-Pacific Region	4	3
	4.4	Maritime Security: Geo-strategic importance of Indian Ocean Region and Littoral States	4	3
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction):** CD1- Focused Reading CD2-Classromm Lecture CD3-Seminars on Assigned Topics CD4-Peer group Discussion **Classroom Lectures and Authentic Learning:** Traditional lectures can provide solid factual knowledge. Active-interactive learning, brainstorming, seminars, and group activities foster student engagement through interactive class discussions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 Marks** (Practicum components will be evaluated under CCA, if any) Book Review (10 marks) Case Studies (5 Marks) Peer group Discussions (5 Marks) Internal Test (10 marks)

MGU-UGP (HONOURS)

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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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	CENTRE STATE RELATIONS AND COOPERATIVE FEDERALISM IN INDIA					
Type of Course	**DCE A**					
Course Code	**MG7DCEPJM400**					
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	Nil					

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

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

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	4.4	Assessment of Co-operative Federalism in India	3	7
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Lectures**: Begin with introductory lectures to provide a theoretical foundation and framework for understanding centre state relations **Book reviews, Discussions and seminars**- Assign readings from academic articles, books, and reports related to centre state relations. Conduct class discussions to explore different viewpoints and encourage critical thinking. **Guest Lectures** -Invite guest speakers with expertise in the field, such as researchers, policymakers, or practitioners, to share real-world insights and experiences.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Formative Assessment (FA):** Oral presentations; Viva voce; In-class discussions; Tutorial works; Reflection writing assignments; Peer Assessments **15 Marks** **Summative Assessment (SA):** Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study **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**

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Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	BIODIVERSITY GOVERNANCE					
Type of Course	**DCE A**					
Course Code	**MG7DCEPJM401**					
Course Level	**400-499**					
Course Summary	The paper is designed to understand major environmental challenges pertaining to our existence and how the social and political system responds to it. Students will be able to understand the anthropocentric impacts and possible way out to save earth.					
Semester	**7**	Credits			**4**	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome Students are able to	Learning Domains *	PO No
CO1	Students will comprehend biodiversity fundamentals	U	1,2
CO2	Students will analyze Historical Perspectives and Protocols in Biodiversity	An	1,3
CO3	Students will evaluate Human-Wildlife Interactions and Conservation Techniques	E	1,3, 4,6
CO4	Students will be able to propose conservation initiatives by engaging in activities related to biodiversity boards, Panchayat-level initiatives for the protection and	C	2,6, 7, 10

	conservation of biodiversity, field visits to biodiversity hotspots, and conducting awareness programmes for the public with documentation.		

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	1.1	Meaning and importance of biodiversity	3	1
	1.2	Different forms of biodiversity	3	3
	1.3	Techniques of Mapping biodiversity	3	2
	1.4	Ecological footprint Sustainable development Endemism Ecological Sensitive Zones	3	7
2	2.1	Historical perspectives on Biodiversity	3	1
	2.2	Protocols associated with biodiversity	3	4
	2.3	International frameworks	3	7
	2.4	National initiatives	3	7
3	3.1	Human wildlife Conflicts	3	10
	3.2	Free market techniques to conserve biodiversity	3	10
	3.3	Indigenous techniques to conserve biodiversity (interaction with local experts and preparation of reports)	4	6
4	4.1	Biodiversity boards	3	6
	4.2	Panchayat level initiatives for the protection and conservation of Biodiversity	3	7
	4.3	Field visit to biodiversity hot spots	10	10
	4.4	Conduct awareness programmes for the public and documentation	10	10
5		**Teacher Specific Content** (Internal evaluation only)		

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<table>
<tr><td>Teaching and Learning Approach</td><td>Classroom Procedure (Mode of transaction)

Classroom Lectures and Authentic Learning: Traditional lectures plus active-interactive learning, brainstorming, seminars, and group activities foster student engagement through interactive class discussions.

Course Delivery Method

CD1- Lecture by use of boards/LCD projectors, etc.

CD2- Book and Film Reviews by students as assignments

CD3- Seminars on assigned topics

CD4- Peer group Discussions

Module 1 Conceptual notes and definitions to provide authentic academic knowledge in contemporary theories of green politics

Module 2 aims to generate an awareness of various transnational, regional and domestic initiatives for the conservation of environment

Module 3 module devoted to Indian initiates for the protection and conservation of environment in India.

Module 4 it helps students to understand major environmental challenges and their effects in their life.</td></tr>
<tr><td>Assessment Types</td><td>MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA): 30 Marks
(Practicum components will be evaluated under CCA)

Formative Assessment (FA): Oral presentations; Viva voce; In-class discussions; Tutorial works; Reflection writing assignments; Peer Assessments 15 Marks

Summative Assessment (SA): Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study 15 Marks</td></tr>
<tr><td></td><td>B. End Semester Evaluation

<table>
<tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr>
<tr><td>MCQ</td><td>NA</td><td>20</td><td>1x20=20</td></tr>
<tr><td>Short Answer</td><td>50 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">Total</td><td>70</td></tr>
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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	POLITICS OF GLOBAL SOUTH					
Type of Course	**DCE A**					
Course Code	**MG7DCEPJM402**					
Course Level	**400-499**					
Course Summary	The course typically focuses on the countries and regions that are economically and socially less developed compared to the 'Global North'. Discussions will be made on the important political issues faced by the global south and examine the relevant areas fostering South-South cooperation.					
Semester	**7**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	**60**
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students will be able to understand the genesis and definitions of the Global South, address unequal power narratives, define key terms such as development, poverty, and inequality, and identify geopolitical and economic commonalities.	U	1,4
CO2	Students will be able to develop analytical skills and understand socio-political changes through an exploration of historical pathways.	An	1,6,7,8

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CO3	Students will analyze challenges to the development of the Global South, the impact of neoliberal global regimes, economic burdens of climate change, and intra-state conflicts.	An	1,6,8
CO4	students will develop critical thinking skills and understand global governance structures through an understanding of redefined world order	C	1,5, 7,8
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Understanding Global South**			
	1.1	The Idea of Global South: Genesis	3	1
	1.2	Imagining South: Theoretical Perceptions a. Decolonialisation (Gandhi and Fanon) b. Underdevelopment-Andre Gunder Frank, Immanuel Wallerstein, Samir Amin c. Cultural Imperialism-E. Said, Ashis Nandy	6	4
	1.3	North-South Divide: Economic, Political, Social, Technological Dimensions	4	1
2	**Historical Pathways**			
	2.1	European colonialism and the resultant socio-economic transformations of the South • Historical Foundations of European Colonialism • Cultural Dynamics and Economic Exploitation • Transformations, Resistance, and Contemporary Implications	8	6
	2.2	Newly Independent Countries and Euro-Centric Development Paradigm (1950-1990) • Decolonization and Emerging Nations • Euro-Centric Development Paradigm • Political Transformations in Newly Independent Countries • Economic Development Strategies • Social Dynamics and Cultural Transformations	8	7,8
	Economic Underdevelopment			

3	3.1	Globalization and Challenges to the Global South: (1990 onwards)	5	6
	3.2	Bretton Woods Institutions and Representation of Global South International Monetary Fund (IMF), World Bank (WB), General Agreement on Tariffs and Trade (GATT) and WTO	5	8
	3.3	New International Economic Order (NIEO)	3	7
4	**Global South and the Redefined World Order**			
	4.1	**Case studies** • Asia: Sri Lankan Debt Crisis • Africa: Ethnic Conflicts in Nigeria • Latin America: Environmental Crisis in Brazil	10	5
	4.2	Resource Pooling from South to North (Foreign Aid, Foreign Direct Investment-FID)	4	6,7
	4.3	South-South Cooperation, Sustainable Development, Social Innovations and Digital Inclusion	4	7
5		**Teacher Specific Content** (Internal evaluation only)		

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

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Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA): 30 Marks** **Formative Assessment (FA):** Oral presentations; Viva voce; In-class discussions; Tutorial works; Reflection writing assignments; Peer Assessments **15 Marks** **Summative Assessment (SA):** Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study **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**

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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	CRITICAL MEDIA THEORIES					
Type of Course	DCE B					
Course Code	**MG7DCEPJM403**					
Course Level	400 - 499					
Course Summary	The course delineates key approaches, themes, concepts and debates in critical media theories. From liberal tradition to cutting edge research in sensory studies through Marxian paradigm and concepts of post-structuralism, media's role as the critical voice in democracy is foregrounded. Exposure to intersections of media studies and critical theory will offer a robust foundation for undertaking interdisciplinary research and scholarship.					
Semester	**7**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any	Basic understanding of theoretical frameworks pertaining to media.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the media theories in liberal humanist paradigm	U	1,2,5,6
2	Analyse the diversity of critical approaches to media in Marxian intellectual tradition	An	1,2,5,7
3.	Apply the notion of public sphere in the mediatic context of India	A	1,2,4,5,6 ,8

4	Apply post-structuralist concepts of governmentality and control society in the post-colonial political context	A	1,2,5,8,9
5	Analyse transformation of media theories in the digital context	An	1,2,4,5,6
6	Appreciate new directions in critical media research such as affect studies and sensory studies	Ap	1,2,4,5,7 ,8
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	**Media and critical tradition**	**10**	
1.1	Media and Liberalism: John Stuart Mill, John Milton.	3	1
1.2	Approaches and traditions in critical media studies and communication studies.	3	1
1.3	Media as a process and produce- Analytical and descriptive paradigms.	4	1
2	**Media and Marxian paradigm**	**20**	
2.1	Frankfurt School, Walter Benjamin, Althusser, Gramsci, Raymond Williams- Culture industry, mechanical reproduction, ideological state apparatus, hegemony and media as technology and cultural form.	7	2,3
2.2	Arendt, Habermas and critics like Frazer and Warner - Banality of evil, public sphere and counter publics.	4	2,3
2.3	Roland Barthes and Stuart Hall- Birmingham school - Myth, decoding -encoding.	4	2,3
2.4	Pierre Bourdieu –Field Theory, symbolic capital, habitus.	5	2,3
3	**Media and post-structural thinking**	**15**	
3.1	Foucault-Governmentality, power/knowledge.	5	3

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3.2	Deluze and Guttari –rhizome, multiplicity and control society.	5	3
3.3	Baudrillard and Guy Debord- Simulacrum and society of the spectacle.	5	3
4	**Media and digital crossroads**	**15**	
4.1	Fuchs, Castells –Digital labour, Network society.	5	4,5
4.2	Affect theories, sensory studies.	5	4,5
4.3	Shoshana Zuboff –Surveillance Capitalism.	5	4,5
5	**Teacher-specific content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • Analytical exercises. • ICT tools
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks **Group Project / Individual Project / Case Study* ***Power Point / Audio-Visual Presentation / Oral Presentation*

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	The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance. **B. End Semester Evaluation – 70 Marks** **Descriptive Type** / **Word Limit** / **Number of questions to be answered** / **Marks** MCQ/one word / NA / 20 / 20 x 1 = 20 Short Answer / 50 Words / 10 out of 15 / 10 x 2 = 20 Essay / 450 Words / 2 out of 4 / 2 x 15 = 30 **Total** / 32 out of 39 / **70**

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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**				
Course Name	INCLUSIVITY STUDIES AND MEDIA				
Type of Course	**DCE B**				
Course Code	**MG7DCEPJM404**				
Course Level	400 - 499				
Course Summary & Justification	This course explores the dynamic relationship between media representation and issues of inclusivity in society. Students will gain a comprehensive understanding of the historical context of representation in media, the legal and social justice frameworks promoting inclusivity, and the theoretical foundations for analyzing media content through an intersectional lens.				
Semester	**7**	Credits		**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others
		4	0	0	0
Pre-requisites, if any	Social orientation and sensitivity				

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding the concept of inclusivity in different contexts and its relevance in social life.	U	1,2,3,6,7
2	Analysing the historical development of inclusivity.	An	1,2,3,4,5
3	Analyse the theoretical frameworks pertaining to inclusivity and the underlying principles of intersectionality.	An	1,2,6,8

4	Understand the legal and policy perspectives and the psychological and sociological perspectives related to inclusivity and the role of mass media.	C	1,2,5,6,8
5	Analyse the ethical considerations and the need for advocacy related to inclusivity.	An	2,6,8,10
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	Course description	Hrs	CO No.
1	**Definition and historical context**	**10**	
1.1	Definition and Scope: Meaning of inclusivity in different contexts, such as education, workplace, society, and interpersonal relationships.	5	1
1.2	Historical Context: Historical background of inclusivity, past movements, struggles, and advancements in promoting diversity and inclusion.	5	1
2	**Framework**	**20**	
2.1	Social Justice Frameworks: Theories and frameworks related to social justice, equity, and human rights forming the underlying principles of inclusivity.	10	2
2.2	Intersectionality: Multiple aspects of identity (such as race, gender, sexuality, disability, socio-economic status) that intersect and influence experiences of inclusion and exclusion.	10	2
3	**Perspectives**	**15**	
3.1	Legal and Policy Perspectives: laws, regulations, and policies related to inclusivity at local, national, and international levels, and their impact on society.	7	4
3.2	Psychological and Sociological Perspectives: Psychological and sociological theories that explain individual and group behaviours, attitudes, and perceptions related to inclusivity.	8	3

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4	**Communication and Advocacy**	**15**	**4**
4.1	Ethical Considerations: Ethical dilemmas and moral obligations related to inclusivity, such as balancing individual rights with collective well-being and navigating cultural relativism.	7	4
4.2	Communication and Advocacy: Effective communication strategies and advocacy efforts that promote inclusivity, raise awareness, and facilitate positive social change.	8	4
5	**Teacher-specific content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • Analytical exercises. • ICT tools
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks **Group Project / Individual Project / Case Study* ***Power Point / Audio-Visual Presentation / Oral Presentation* The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.

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Suggested activities

1. Analyzing case studies, examples, and real-world scenarios to understand how inclusivity is practiced in various settings and industries.

2. Self-reflection and journaling to examine personal biases, privileges, and contributions to inclusivity, and campaign identifying ways to actively promote inclusion in everyday life.

B. End Semester Evaluation

Written Exam - 70 Marks (2 Hours)

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/one word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	**70**

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- Choudrie, Jyoti. (Ed.). (2019). Social Inclusion and Usability of ICT-enabled Services. Routledge.
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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**				
Course Name	MEDIA AND POLITICS IN THE CONTEMPORARY				
Type of Course	**DCE B**				
Course Code	**MG7DCEPJM405**				
Course Level	400 - 499				
Course Summary	The course offers critical perspectives regarding expansion of media forms and its political ramifications in India. Majoritarian tendencies and populist turn in democracies across the globe is examined through the lens of the media. New media forms have emerged as critical agents of major dimensions of popular politics such as electioneering, governance and expression of dissent. Institutions of parliamentary democracy and functioning of judiciary are impacted by the paradox of authoritarian populism. Critical awareness of how media forms shape popular politics and citizenship is an imperative for learners across disciplines.				
Semester	**7**	Credits		**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding majoritarian tendencies in contemporary democratic politics and the role of media in them	U	1,2,3,6,7
2	Analyse the expansion of media and its political ramifications in India	An	1,2,3,4,5
3	Analyse media's role in the populist turn in democracies across the globe	An	1,2,6,8
4	Critique the phenomenon of centralized authority and its mass appeal in democratic politics	C	1,2,5,6,8
5	Analyse the role of electioneering and expression of popular will in democracies	An	2,6,8,10
6	Evaluate the growing role of digital media in popular politics compared to legacy media	E	3,4,7
7	Appreciate the role of the media in advancing egalitarian citizenship in democracies.	Ap	1,2,5,8
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	Course description	Hrs	CO No.
1	**Mediatisation of politics**	**15**	
1.1	Conceptual foundations: Mediatisation, hegemony.	4	1,2
1.2	Expansion of Media and transition of democracies - Evolution of the public sphere.	4	1,2
1.3	Media, majoritarianism and transformation of democratic politics.	3	1,2
1.4	Major political formations and their media strategies.	4	1,2
2	**Media and populist politics**	**15**	
2.1	Politics and performance.	4	3,4

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2.2	Media populism and fandom.	4	3,4
2.3	Media and electioneering.	4	3,4,5
2.4	Patterns of political communication.	3	3,4
3	**New media and digital politics**	**15**	
3.1	Crowd theory, public participation and informalization of media.	4	5,6
3.2	New media, popular will and political legitimization.	4	5,6
3.3	Fake news and conspiracy theories.	3	5,6
3.4	Data manoeuvring, lobbying and circulation of news.	4	5,6
4	**Media, shifting institutional context and contemporary Politics**	**15**	
4.1	Media and aspects of formal politics-Parliament, courts and state agencies.	4	6
4.2	Media and narrative building.	4	6
4.2	Case study: analysis of current SC judgements and their media reporting.	3	6,7
4.3	Case study: analysis of digital media's role in general elections..	4	6,7
5	**Teacher-specific content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions

MGU-UGP (HONOURS) Syllabus

	• Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • Analytical exercises. • ICT tools
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks **Group Project / Individual Project / Case Study* ***Power Point / Audio-Visual Presentation / Oral Presentation* The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance. **B. End Semester Evaluation** **Written Exam - 70 Marks (2 Hours)**

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/one word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	**70**

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Syllabus

SEMESTER 8

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	PUBLIC POLICY ANALYSIS					
Type of Course	**DCC A**					
Course Code	**MG8DCCPJM400**					
Course Level	**400-499**					
Course Summary	This course introduces and discusses the basics of public policy and the key actors and institutions involved in the policymaking process. Students will be introduced to theories concerning the process through which policy is developed, implemented, and changed. Students will also be introduced to framework for analyzing and assessing public policy decision-making, and the tools that are used to address policy problems. Substantive areas of public policy will be introduced to students through various case studies					
Semester	**8**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	**75**
Pre-requisites, if any	Nil					

MGU-UGP (HONOURS) Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students shall be able to understand the essential elements of public policy.	U	10
2.	Students shall be able to Understand the process of developing and implementing public policy, and the various strategies available to government for addressing policy problems	U	1

2	Students shall be able to identify and map the interests, stakeholders, institutions, and political cultures that surround policy issues	U	3
3	Students shall be able to apply policy analysis tools to compare the potential trade-offs of different policy approaches to address a particular policy problem;	An	2
4	Students shall be able to summarize and describe the stages of policy development, and explain how public policy theory relates to real world issues;	U,E	4, 5
5	Students shall be able to evaluate different perspectives on policy issues using evidence and public policy concepts	E	1, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
Module 1: Introduction to the Fundamentals of Public Policy				
1	1.1	Public Policy: Meaning and Concepts	2	1
	1.2	The Policy-Making Process (Policy Brief Discussion-Problem Definition-Agenda Setting and Issue Framing- Policy Tools)	3	1
	1.3	Policy Cycles- Policy Formulation, Policy Execution, and Policy evaluation	3	1, 3
	1.4	Determinants of Public Policy Making: Policy Regimes, Political Parties, Ideology, Public Opinion, Interest Groups, pressure Groups, Civil Society Organizations	4	10
	1.5	Globalisation and Public Policy Making	2	10
	1.6	An evaluation of any policy on the basis of a project implemented by LSG or any public agency in your locality-Prepare a statement on your understanding of the Policy (not less than in 500 words)	10	10
Module 2: Policy Actors and Institution				
2	2.1	Role of Government in Policy Making (Formal policy actors: The Courts, The Bureaucracy, and State and Local Governments)	3	2,3
	2.2	Informal Policy Actors: Interest groups, Lobbying, Public Opinion, media	3	2,3
	2.3	Policy Networks	2	2,3

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	2.4	Prepare an evaluation report of Execution of Project linked to the policy (not less than in 500 words)	10	10
Module 3: Policy Tools and Analysis				
3	3.1	Steps in policy analysis: ● Regulatory Tools ● Economic Tools ● Informational Tools	4	3,4, 10
	3.2	Policy Analysis Methods ● Cost-Benefit Analysis ● Cost-Effectiveness Analysis ● Multi-Criteria Analysis	4	3,4
Module 4: Case Studies and Policy Evaluation				
4	4.1	Substantive areas and Case Studies in Public Policy (Kerala) ● Health Policy ● Environmental Policy ● Education Policy ● Social Policy	7	5
	4.2	Policy Evaluation ● Evaluation Methods ● Policy Impact Assessment ● Policy Failure and Success	8	5
	4.3	Prepare an evaluation report of the project and make policy suggestions (not less than in 500 words)	10	10
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Classroom lectures Module 1: Introduce the students to the fundamentals of public policy through lectures and presentations Module 2: Introduce the actors(both formal and informal) that create public policy, types and importance of the same via lectures and presentations. Module 3: Familiarize the students with the public policy tools through lectures, presentations

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<table>
<tr><td></td><td>Module 4: The last module introduces the students with different case studies from different sectors in Kerala/ India. There can be comparative studies between state policies or global cases.</td></tr>
<tr><td>Assessment Types</td><td>MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA)
(Practicum components will be evaluated under CCA)

Policy Evaluation-10 Marks
Two Evaluation Reports-10 Marks Each</td></tr>
<tr><td></td><td>B. End Semester Evaluation
<table>
<tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr>
<tr><td>MCQ</td><td>NA</td><td>20</td><td>1x20=20</td></tr>
<tr><td>Short Answer</td><td>50 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></td><td></td><td>Total</td><td>70</td></tr>
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- Bardach, E., and Patashnik, E. M. (2020). A Practicum Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. CQ Press.
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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	FEDERAL DYNAMICS OF ECONOMIC REFORMS IN INDIA					
Type of Course	**DCC A**					
Course Code	**MG8DCCPJM401**					
Course Level	**400-499**					
Course Summary	This course delves into the intricate mechanisms of federalism in India, exploring its conceptual foundations, historical evolution, economic implications, and evolving dynamics in intergovernmental relations. Students will gain a nuanced understanding of the constitutional framework, economic reforms, intergovernmental cooperation, and the evolving role of institutions like the Finance Commission.					
Semester	**8**	Credits			**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	**75**
		3	0	1	0	
Pre-requisites, if any	Nil					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Gain a comprehensive understanding of federal dynamics in India, including the conceptualization of federalism with a focus on symmetric and asymmetric aspects, as well as insights into the debates surrounding federalism during the Constitutional Assembly.	U, An	1
2	Analyze the evolution of federalism in India in relation to economic reforms, exploring its dynamics both before and after liberalization, and understanding its implications on political	U, A, An	1, 2

	economy, fiscal federalism, political representation, and regional disparities.		
3	Evaluate the intricacies of intergovernmental relations within the Indian federal system, considering the impact of globalization, economic interdependence, and various mechanisms for conflict resolution and negotiation, while also examining policy innovation and adaptation in governance, economic development, and social welfare.	U, An, E	3, 6, 7
4	Critically assess the changing role of the Finance Commission in India, examining its recommendations and shifts in focus from equity and redistribution to fiscal decentralization and incentives for reforms, as well as analyzing criteria for resource allocation, performance-based incentives, and addressing vertical imbalance and regional disparity within the federal structure	An, E	2, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Understanding Federal Dynamics in India**			
	1.1	Conceptualising Federalism-Symmetric and Asymmetric Aspects	3	2
	1.2	Constitutional Assembly Debates on Federalism	3	1
	1.3	Constitutional provisions on Division of Powers	2	1
	1.4	Competitive and Cooperative Federalism	2	2
2	**Federalism and Economic Reforms**			
	2.1	Federalism in the Pre-liberalization Period	2	1
	2.2	Federalism in the Post-liberalization Period	2	1
	2.3	Political Economy of Federalism-Fiscal Federalism, Poltical Representation, Regional Disparity	3	1
	2.4	Finance Commission-Approaches and Trends in the pre and post liberalization period	3	6
	2.5	Bring out an analytical report on any aspects of Indian federalism Prepare a statement on constitutional and statutory provisions affecting federalism (not less than 500 words).	10	10
3	**Federalism and Intergovernmental Relations**			

MGU-UGP (HONOURS) Syllabus

	3.1	Inter-Governmental Relations-Globalisation and Economic Interdependence	3	7
	3.2	Intergovernmental Cooperation-Infrastructure Development, foreign Investment and Environmental Protection	3	3
	3.3	Mechanism for Conflict Resolution and Negotiations-Interstate Council, Zonal Council, National Development Council and Judiciary	4	7
	3.4	Policy Innovation and Adaptation-Governance, Economic Development and Social Welfare	3	7
	3.5	Bring out an analytical report on any aspects of Indian federalism Prepare a statement on actual working of constitutional and statutory provisions affecting federalism (not less than 500 words).	10	10
4	**Changing role of Finance Commission**			
	4.1	Finance Commission's Recommendations-shift from equity and redistribution to Fiscal Decentralization and incentives for reforms	3	3
	4.2	Criteria for Resource Allocation-Population, Income Levels and Fiscal Capacity	3	6
	4.3	Idea of Performance based Incentives-Fiscal Discipline and Governance Reforms	3	1, 7
	4.4	Vertical Imbalance and Regional Disparity	3	7
	4.5	Bring out an analytical report on any aspects of Indian federalism -Prepare a statement on critical evaluation of constitutional and statutory provisions affecting federalism (not less than in 500 words)	10	10
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Lectures**: Begin with introductory lectures to provide a theoretical foundation and framework for understanding federalism and the federal dynamics of economic reforms in India.

<table>
<tr><td></td><td>Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the implementation of economic reforms in the context of federalism.

Conduct class discussions to explore different viewpoints and encourage critical thinking.

Field Visits- organize voluntary field visits to project areas where there is significant involvement of union or state governments.

Guest Lectures -Invite guest speakers with expertise in the field, such as researchers, policymakers, or practitioners, to share real-world insights and experiences.</td></tr>
<tr><td>Assessment Types</td><td>MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA)
(Practicum components will be evaluated under CCA)

Analytical Report-10 marks

Case Studies- 10 Marks

Evaluation Report-10 Marks</td></tr>
<tr><td></td><td>B. End Semester Evaluation
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</table></td></tr>
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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**				
Course Name	POLITICAL PSYCHOLOGY				
Type of Course	**DCE A**				
Course Code	**MG8DCEPJM400**				
Course Level	**400-499**				
Course Summary	This course endeavours to comprehend and dissect the impact of psychological factors on political behaviour and political life. Central themes in political psychology, such as political socialization, attitudes, ideologies, leadership, group dynamics, and political communication, are identified and explored to elucidate the reasons and mechanisms through which various psychological elements shape political decision-making. The course incorporates diverse perspectives and case studies, fostering a comprehensive global understanding of political psychology and its intersection with political viewpoints.				
Semester	**8**	Credits		**4**	Total Hours
Course Details		Lecture	Tutorial	Practicum	Others
		3	0	1	0	75
Pre-requisites, if any					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will understand the foundational concepts of political psychology, including the introduction to political mindsets, principles, and theories,	U	1,4
2	Students will be able to comprehend and analyse Political Socialisation and Identity Formation	U	1,3
3	Students will analyse emotive forces in politics, their impact on political discourses, and determinants of voting behaviour	An	1,2,4
4	Students will be able to articulate and apply psychological themes and insights into the real-life contexts through a study of the psychology of power, leadership and political behaviour,	A	1,5, 6, 7, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Foundations of Political Psychology**			
	1.1	Introduction to Political Mindsets	4	1,2
	1.2	Principles and Theories of Political Psychology	4	1,2
	1.3	Psychological Foundations of Political Behaviour	3	6
2	**Political Socialisation and Identity Formation**			
	2.1	Shaping Political Perspectives	4	3,4
	2.2	Political Socialisation	3	7
	2.3	Primary and secondary agents: Family-Religion-Education-Cultural factors	4	6, 7
	2.4	Conduct a survey on development of political attitudes, political behaviour and social behaviour	10	10
3	**Emotions and Political Decision-Making**			
	3.1	Emotive Forces in Politics: shaping political discourses	4	5
	3.2	Politics of Behaviour	3	1,2
	3.3	Voting Behaviour: determinants	4	7

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	3.4	Conduct an interview with persons involved in political/social activism, policy activism or community organisations	10	10
4	**Power, Leadership and Political Behaviour**			
	4.1	Psychology of Power in Politics	3	3
	4.2	Leadership styles; Charisma and Rhetoric	4	6
	4.3	Case study: psychological effects of Political decisions (Reservation policies in India)	5	6,7
	4.4	Organise filed trips to political rallies, political protest, political events, and documentation of social interactions and power dynamics	10	10
5		**Teacher Specific Content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • The teaching and learning approach for this course is designed to foster a deep understanding of the subject matter while promoting critical thinking, analytical skills, and an appreciation for understanding the psychological forces in political behaviour and decision-making • Interactive lectures and classroom engagements (through readings and discussions, debates) will encourage student participation and generating questions. • Incorporate relevant podcasts and documentaries that explore different aspects of emotions, political leadership, charisma, ideologies etc. • Seminars discussion will help students to discuss specific topics, present their research, and engage in critical debates. • Invite guest speakers and experts in political psychology to share their experience and insights in connection with various political structures and processes • Evaluate students understanding of both theoretical concepts and their ability to apply them in real world political situation through presentation, essays, case studies
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** (Practicum components will be evaluated under CCA) Survey-10 Marks, Interview-10 Marks, Field trip-10 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**

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Indira Gandhi National Open University
MGU UGP (HONOURS)
Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	DECENTRALISATION AND LOCAL GOVERNANCE IN KERALA					
Type of Course	**DCE A**					
Course Code	**MG8DCEPJM401**					
Course Level	**400-499**					
Course Summary	The course on decentralised governance in Kerala offers a comprehensive exploration of the evolution and implementation of local governance models, spanning from ancient civilizations to modern systems. The course also assesses the nature and scope of Local Self-Government (LSG) institutions, their functions, and the delivery of public services, with emphasis on participatory forums and social capital. Additionally, it examines rural governance and development in Kerala, addressing issues of marginalization, poverty, gender mainstreaming, and the management of natural resources. Throughout, the course emphasizes the significance of decentralized governance in promoting inclusive development and participatory democracy.					
Semester	**8**	Credits			**4**	Total Hours
Course Details	Authentic learning Collaborative learning Peer group learning	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	**75**
Pre-requisites, if any	Nil					

MGU-UGP (HONOURS) Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students will be able to understand the concept of decentralization in governance, including its administrative, fiscal, and political dimensions, and how it aligns with the idea of democratic decentralization.	U, I	1
CO2	Students will be able to analyze different theoretical perspectives on decentralization, such as liberal, Marxian, socialist, and Gandhian views, to grasp the diverse ideological underpinnings of this concept.	I,U,K	1,3
CO3	Students will be able to explore pre-colonial historical perspectives on local administration in India, including Janapadhas, Mahajanapadhas, tribal councils, guilds, and associations, as well as the influence of the Delhi Sultanate and Mughals.	U, A	1,3
CO4	Students will be able to examine the impact of British colonialism on local administration in India, focusing on key historical events such as Ripon's Resolution 1884, the Royal Commission of 1901, and the Government of India Acts of 1919 and 1935.	A	7,10
CO5	Students will be able to evaluate the institutionalization of Panchayat Raj and fiscal decentralization in Kerala, analyzing the Kerala Model of Development and the Kerala Panchayat Raj Act 1994, with a focus on democratic decentralization, people's planning, and fiscal issues in decentralization.	E	6,10

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

MGU-UGP (HONOURS)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Decentralised Governance: An Introduction**			
	1.1	Decentralization: Meaning and Dimensions-Administrative, Fiscal, and Political. Idea of Democratic Decentralization	3	1
	1.2	Theoretical Perspectives on Decentralization: Liberal, Marxian, Socialist, Gandhian views	2	1
	1.3	Pre-Colonial-Historical Perspectives: Janapadhas, Mahajanapadhas, Tribal Councils, Guilds and Associations, Local administration under Delhi Sulthanate and Mughals	3	3
	1.4	British Colonialism on local Administration- Ripon's Resolution 1884, Royal Commission of 1901- Government of India Act of 1919- and Government of India Act of 1935	3	3

2	**Institutionalisation of Panchayath Raj and Fiscal Decentralisation in Kerala**			
	2.1	Decentralization and Kerala Model Development	2	6
	2.2	Kerala Panchayat Raj Act 1994¸Democratic Decentralisation, Peoples Planning: Planning from below	3	10
	2.3	Fiscal Decentralisation in Kerala- Panchayat Finance- Issues in Fiscal Decentralisation	3	7, 10
	2.4	Resource Generation-Budget procedure and Transfer of Funds-Planning and Implementation	3	7, 10
	2.5	Field visit to Local Government Institutions or Conduct a community mapping scheme identifying local resources and needs	10	10
3	**Local Self Government System in Kerala**			
	3.1	Nature and Scope of LSG institutions-Grama Sabha, Grama Panchayath, Block Panchayat and District Panchayath	4	1
	3.2	Urban Local Bodies: Corporation, Municipal, Nagar Panchayath	3	3
	3.3	Changing Landscape of decentralised Governance-Civil Society, Market, Social Capital, and NGOs	3	3
	3.4	New Institutional Mechanisms-E Governance, RTI, Citizens Charter¸ Social Audit, Participatory Rural Appraisal	3	3
	3.5	Conduct a mock local council meeting or Design and implement small scale community project aimed at improving the life of the people (resource conservation, waste management…etc)	10	10
4	**Rural and Urban Development in Kerala**			
	4.1	Marginalisation, Poverty and Decentralisation- PRIs and Social Security- Gender and Governance in Rural Kerala- Kudumbashree and SHGs, Community Development Societies (CDS), Jana Jagaratha Samithi	3	1
	4.2	Gender Mainstreaming Programmes- Gender Responsive Budgeting, Ayankali Urban Employment Guarantee Scheme	3	3
	4.3	Panchayati Raj Institutions (PRIs) and Management of Natural Resources, Rural initiatives in Kerala for the Development of Weaker Sections	3	10
	4.4	Women in Local Governance: Women's Reservation and Political Participation	1	10
	4.5	Involve in a community project as a volunteer implemented by LSG or Conduct panel discussion and guest lecturers by inviting Local Government officials	10	10

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

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Classroom Lectures and Authentic Learning:** Conventional lectures can provide factual knowledge. Interactive learning, seminars, and group discussion promote student engagement. Course Delivery Method CD1- Lecture by use of boards/LCD projectors, etc. CD2- Book and Document Reviews by students as assignments CD3- Seminars on assigned topics CD4- Peer group Discussions Module 1: This module introduces the concept of decentralization and its various dimensions: administrative, fiscal, and political. It discusses the idea of democratic decentralization, which emphasizes the devolution of power to local communities and elected representatives. Module 2: This module examines the Kerala Model of Development, emphasizing the Kerala Panchayat Raj Act of 1994, which facilitated democratic decentralization and grassroots planning through initiatives like People's Planning Campaign. Module 3: It analyses the current landscape of decentralized governance in Kerala, including the nature and scope of Local Self Government (LSG) institutions, the role of civil society, market forces, and NGOs, as well as the integration of new institutional mechanisms like e-Governance and participatory approaches such as Social Audit and Participatory Rural Appraisal (PRA). Module4: It explores the role of PRIs and social security, gender dynamics in governance, initiatives like Kudumbashree and SHGs, gender mainstreaming programmes, natural resource management by PRIs, and women's participation in local governance.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** (Practicum components will be evaluated under CCA) Field Visit-10 Marks Mock Local Council Meeting-10 Marks Community Project-10 Marks

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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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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**
Course Name	POLITICS OF ORGANISED VIOLENCE
Type of Course	**DCE A**
Course Code	**MG8DCEPJM402**
Course Level	**400-499**
Course Summary	This course is designed to delve into the historical and contemporary manifestations of organized violence within the global society. Drawing upon political and sociological theories, the curriculum aims to elucidate the causes and dynamics underlying acts of violence. Through analysis, the course seeks to understand the roles played by both state and non-state actors in perpetuating organized violence across different historical periods and in the present. Additionally, the course explores various theories and strategies related to conflict resolution, peacekeeping, post-conflict reconstruction, and reconciliation. Ethical considerations surrounding violence, as well as the impact of media and propaganda on shaping perceptions of organized violence in diverse contexts, are critically examined. The application of theoretical frameworks to specific case studies forms an integral part of the course, enabling students to derive Practicum insights into the intricate politics of organized violence.

Semester	**8**	Credits			**4**	Total Hours
Course Details		Lecture	Tutorial	Practicum	Others	
		3	**0**	**1**	**0**	**75**
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will gain a comprehensive understanding of various forms of organized violence, its global evolution, and the underlying causes..	U	1,3

2	students will develop analytical skills and an interdisciplinary approach through the examination of non-state actors, state-sponsored violence, media's role, and case studies on recruitment and radicalization,	An	1,3
3	Students will analyse theoretical frameworks of conflict resolution, mediation, negotiation, and peace-building strategies, enhancing critical thinking	An	1,2
4	students will develop ethical reasoning and an understanding of human rights by delving into the ethical dimensions of organized violence, international humanitarian law, and truth and reconciliation commissions,	U,C	7,8, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	**Introduction to Organised Violence**			
	1.1	Organised Violence and its various Forms	3	1
	1.2	Evolution of Organised Violence globally: causes and motivations behind organised violence-role of ideologies and ideas	4	1
	1.3	Types of Organised Violence: Genocide, Terrorism, Communal Riots	4	1, 3
2	**Actors and Strategies in Organised Violence**			
	2.1	State sponsored Violence: Militias and Paramilitary Forces	3	1
	2.2	Role of Non-State Actors: Rebel groups, Militia, Terrorist organisations	4	1
	2.3	Role of media and propaganda Recruitment and Radicalisation: case studies	4	7
	2.4	Conduct a filed visit to conflict zones (Caste or communal violence)	10	10
3	**Conflict Resolution and Peacebuilding**			
	3.1	Understanding Conflict Resolution and peacebuilding: theoretical frameworks	4	1, 3

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	3.2	Mediation and Negotiation in resolving conflicts: case studies of successful and unsuccessful peace process	4	7
	3.3	Peace-Building strategies and Post-conflict Reconstruction: challenges and transitions from violence to peace Case study analysis (Caste, Political, Race Resource, Gender, Man Animal)	4	2 10
4	**Ethics, Human Rights and Accountability**			
	4.1	Ethical Dimensions of Organised Violence: impact on human rights	3	8, 10
	4.2	Mechanisms for Accountability and Justice: international humanitarian law and its applications	3	8
	4.3 4.5	Truth and Reconciliation Commissions (South Africa and Rwanda) Conduct a debate on conflict resolution strategies or Media analysis of conflict coverage or an analysis of report of various truth and Reconciliation Commission Report (Rwanda)	5 10	8, 10
5		**Teacher Specific Content** (Internal evaluation only)		
Teaching and Learning Approach		**Classroom Procedure (Mode of transaction)** • The teaching and learning approach for this course is designed to foster a deep understanding of the subject matter while promoting critical thinking, analytical skills, and an obligation for understanding the ethical issues in organised violences • Interactive lectures and classroom engagements (through readings and discussions, debates) will encourage student participation and generating questions. • Incorporate relevant films and documentaries that explore different forms of organised violence in the global society • Seminars discussion will help students to discuss specific topics, present their research, and engage in critical debates. • Inviting expert speakers in organised violence and practitioners in conflict-resolution to share their experience and insights • Evaluate students understanding of both theoretical concepts and their ability to apply them in real world political situation through presentation, essays, case studies • Provide diverse range of readings, reports on organised violence and conduct field visits/ trips to the sites of organised violence		

MG UNIVERSITY KOTTAYAM
MGU UGP (HONOURS)
Syllabus

<table>
<tr><td>Assessment Types</td><td>MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA)
(Practicum components will be evaluated under CCA)

Filed visit-10 Marks
Case study-10 Marks
Debate/Discussion-10 Marks</td></tr>
<tr><td></td><td>B. End Semester Evaluation

<table>
<tr><th>Descriptive Type</th><th>Word Limit</th><th>Number of questions to be answered</th><th>Marks</th></tr>
<tr><td>MCQ</td><td>NA</td><td>20</td><td>1x20=20</td></tr>
<tr><td>Short Answer</td><td>50 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">Total</td><td>70</td></tr>
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Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**					
Course Name	FILM THEORIES					
Type of Course	**DCE B**					
Course Code	**MG8DCEPJM403**					
Course Level	**400**					
Course Summary	This syllabus provides a framework for a capstone-level undergraduate film theories course designed to deepen students' understanding of the critical analysis of cinema. Each module builds upon the previous, culminating in comprehensive projects demonstrating theoretical application.					
Semester	**8**		Credits		**4**	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
	Participatory	3	0	1	0	75
Pre-requisites, if any	Interest in film studies.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Critically analyse the foundations of film theory	An	1,2
2	Outline the various frameworks and film movements.	U	1,3
3.	Evaluate the contemporary film theories and their applications	E	1,2,3
4	Analyse the various case studies and research methods	An	1,2,3
5	Undertake projects and studies in film	C	1,2,3,4

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	**Foundations of Film Theory**	**10**	
1.1	Introduction to Film Studies: Defining film as art and medium, history and theory, its place in culture and society.	3	1
1.2	Formalism and Film Analysis: Close reading of film elements like mise-en-scene, editing, cinematography, and sound.	3	1
1.3	Classical Hollywood Cinema: Examining narrative conventions, star system, and genre theory within dominant Hollywood models.	2	1
1.4	Auteur Theory and Authorship: Debating the role of the director and individual artistic vision in film creation.	2	1
2	**Critical Frameworks & Movements**	**15**	
2.1	Marxist and Psychoanalytic Approaches: Exploring power dynamics, class struggles, and unconscious desires in film.	4	2
2.2	Feminist Film Theory: Analyzing representations of gender, sexuality, and the female gaze in cinema.	4	2
2.3	Postmodernism and Deconstruction: Examining fragmented narratives, subjectivity, and challenges to grand narratives. Queer theory	4	2
2.4	Genre Studies and Hybridity: Deconstructing and rethinking genre conventions, exploring subgenres and cross-genre influences.	3	2
3	**Contemporary Theories & Research Methods**	**20**	
3.1	Postcolonial Film Theory: Analyzing representations of race, ethnicity, and colonialism in film.	4	3

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3.2	Global Cinema and Transnationalism: Engaging with diverse film industries and international contemporary film movements.	4	3
3.3	Environmental Film Studies: Examining representations of nature, the Anthropocene, and sustainability in film.	4	3
3.4	Digital Cinema and New Media: Exploring the impact of digital technologies on film form and aesthetics.	3	3
3.5	Primary and Secondary Research: Introduction to critical film scholarship, research methodologies, and academic writing.	5	4
4	**Practicum – Select any two from the list**	**30**	
4.1	1. Applying Theories to Specific Films: Select a well-known film. Then choose a specific film theory (e.g., Auteur Theory, Psychoanalysis) and analyze the film through that lens. 2. Deconstructing a Scene: Select a specific scene from a film assigned in class. Analyze the scene using two different critical frameworks (e.g., Marxist vs. Feminist Film Theory). 3. Genre: Create a new film genre by combining elements from existing ones (e.g., Sci-Fi Noir Thriller). Then develop a short film synopsis (1-2 pages) that utilizes the newly formed genre.		4
5	**Teacher specific content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures • Collaborative Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real

	experiences and insights. • Analytical exercises. • Peer feedback on theoretical interpretations. • ICT tools • Workshops
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) – 30 Marks** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **Presentation – 10 Marks *Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance. **Suggested activities:** • Film screening and discussion. • Individual Research Project: Students choose a film/filmmaker/theme and apply various theories to conduct an in-depth analysis, culminating in a research paper or multimedia presentation. • Final Presentation and Defense: Public presentation of research findings, engaging in critical dialogue with classmates and faculty **B. End Semester Evaluation** **Written Exam - 70 Marks (2 Hours)**

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/one word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30

		Total		32 out of 39	**70**

REFERENCE

- Stam, Robert. (1999). *Film Theory: An Introduction*. Wiley-Blackwell.
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- Andrew, J. Dudley. (1976). *The Major Film Theories: An Introduction*. OUP.
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SUGGESTED READINGS

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- Beaver, Frank Eugene. (1998). Dictionary of Film Terms: The Aesthetic Companion to Film Art. Twayne Pub.
- Pearson, Roberta. (2000). Critical Dictionary of Film and Television Theory. Routledge.
- Hayward, Susan. (2022). Cinema Studies: Key Concepts. Routledge.
- Grant, Barry Keith. (2011). Film Genre: The Basics. Routledge-CRC Press.

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Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**				
Course Name	MEDIA, MARGINALITY AND SITES OF RESISTANCE				
Type of Course	**DCE B**				
Course Code	**MG8DCEPJM404**				
Course Level	400				
Course Summary	The course offers a critical look on how mainstream media simultaneously challenges and entrenches structures of oppression like class, caste, gender and religious orthodoxy. From analysing media coverage of economic deprivation and caste and gender questions to throwing light on how oppressed social groups leverage media technologies in their socio-political struggles, the course covers key themes, debates and issues related to media and marginality in India. A keen understanding of how contestations around structures of privilege and disadvantage play out in the site of media is imperative for a public-spirited media professional.				
Semester	08	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)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understand media's coverage of deprivation	U	1,2,5, 8,9

2	To analyse media's intersections with structures of oppression such as class, caste, gender and religion	An	1,2,5,7,8
3	To critique media's position with respect to lower caste's struggles for social justice	C	1,2,5,7,9
4	To compare media coverage of implementation of Mandal commission and reservation for economically weaker sections (EWS) in education and employment	U	1,2,4,5,9
5	To analyse the ways in which oppressed social groups leverage media for political fashioning.	An	1,2,4,5,8
6	To critique how media simultaneously challenge and reproduce already existing social privileges.	C	1,2,4,5,9, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	**Media and Economic Deprivation**	**15**	
1.1	Media and poverty.	5	1,2
1.2	Media and landlessness.	5	1,2
1.3	Media and institutional access.	5	1,2
2	**Media and structures of oppression**	**15**	
2.1	Media and Caste question.	5	2
2.2	Media and intra religious and inter religious domination.	4	2
2.3	Media and patriarchy.	3	2
2.4	Media and queerness.	3	2
3	**Media and struggles for social justice**	**15**	

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3.1	Media and affirmative action, Media and welfare schemes, Media and environmental issues.	5	3,4
3.2	Media and politics of the oppressed: Encounter of marginal social groups with Law, Media coverage of violence against Dalits, Media coverage of socio-political movements of the marginalized.	10	5,6
4	**Practicum: Select any two from the list**	**30**	3,4
4.1	1. Deconstructing Media Narratives: Select a current media representation of a marginalized group (e.g., news coverage of refugees, portrayal of a social class). Analyze the underlying messages and power dynamics within the representation. Prepare an analysis report (3-4 pages) which discusses the following: • The marginalized group and how they are represented. • The dominant ideological frames used in the representation. • How the representation reinforces or challenges existing structures of oppression. 2. Media Activism Case Study: Research a historical or contemporary case study of media activism. This could involve a social media campaign, an independent film, or a documentary used for social justice purposes. Prepare a multimedia presentation (5-10 minutes) that includes: • A background of the social justice issue addressed by the media activism. • An analysis of the media form and techniques used in the campaign. • An evaluation of the effectiveness of the media activism in promoting social change. 3. **Designing a Counter-Media Platform**: Design a proposal for a media platform specifically for a marginalized		

	community facing economic deprivation. Prepare a written proposal (4-5 pages) that outlines: • The target audience and their specific needs. • The platform's format (e.g., website, radio show, community newspaper). • The types of content the platform would offer. • How the platform would address economic inequalities and empower the community. Students should consider issues of accessibility and sustainability.		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • Analytical exercises. • ICT tools • Workshops
Assessment Types	**MODE OF ASSESSMENT** **B. Continuous Comprehensive Assessment (CCA) – 30 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks *Group Project / Individual Project / Case Study* ***Power Point / Audio-Visual Presentation / Oral Presentation*

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	The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance. **B. End Semester Evaluation** **Written Exam - 70 Marks (2 Hours)**

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	**70**

REFERENCES

- For case studies of violence against Dalits- Karamchedu, Kilvenmani,Tsundur, Khairlanji etc see Reference 6
- For case studies of socio-political struggles of the oppressed in Kerala- Muthanga, Chengara struggle etc see References 5,9,10

- Ambedkar, B. R. (2014). *Annihilation of Caste*. Navayana.
- Ambedkar, B.R. (2008). What Congress and Gandhi have Done to the Untouchables," In *Dr. Babasaheb Ambedkar Writings and Speeches* edited by Vasant Moon, vol.9. Education Department, Government of Maharashtra.
- Nagaraj. K, Nalini Rajan. (2017). *Poverty Matters: Covering Deprivation in India*. Orient Blackswan.
- Sainath. P. (2016). *Everyone Loves a Good Drought*. Penguin.
- Bejoy, C. R. and K Ravi Raman. "Muthanga the Real Story: Adivasi Movement to Recover Land." *Economic and Political Weekly* 38, no. 20, (May 17-23, 2003): 1975-1982
- Berg, Dag-Erik. (2020). *Dynamics of Caste and Law: Dalits, Oppression and Constitutional Democracy in India*. Cambridge University Press.
- Menon, Nivedita and Aditya Nigam. (2007). *Power and Contestation: India Since 1989*. Zed Books.
- Rajagopal, Arvind. (2004). *Politics after Television: Religious Nationalism and the Reshaping of the Indian Public.* Cambridge University Press.

- Steur, Luisa. (2017). *Indigenist Mobilization: Confronting Electoral Communism and Precarious Livelihoods in Post-Reform Kerala*. India: Orient Blackswan Private Ltd.
- Mohan, Sanal. (2015). *Modernity of Slavery*. Oxford University Press.

SUGGESTED READING

- Tharu, Susie and K. Satyanarayana. eds. (2011). *No Alphabet in Sight*: *New Dalit Writing from South India*. Penguin.
- Parayil, Sujith Kumar. "Visual Sense and Precarious Life: Madhuraj's Endosulphan Photography and the Sense of Being." *Tapasam* vol.16 Issue: 1-2, (2020): 75-102.
- Sen, A. (1999). *Development as Freedom*. Oxford University Press.
- Joseph, Ammu. Kalpana Sharma (eds.). (1994). *Who's News: Media and Women's Issues*. Sage.
- Bhargava, Rajeev. ed. (2008). *Politics and Ethics of the Indian Constitution*. Oxford University Press.

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Syllabus

Mahatma Gandhi University

Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**
Course Name	ENVIRONMENTAL JOURNALISM
Type of Course	**DCE B**
Course Code	**MG8DCEPJM405**
Course Level	400 - 499
Course Summary	This course explores into contemporary environmental issues, examining global, national, and regional perspectives to provide students with a detailed understanding of the dynamic field of environmental journalism. In response to escalating environmental challenges, climate change threats, and the critical need for well-informed policies, this course plays a pivotal role. It equips students with the knowledge and skills necessary to address environmental destruction and contribute to the development of effective policy frameworks for a sustainable future. Beyond academia, the course positions students for successful careers in non-governmental organizations (NGOs) and policymaking within Science and Environment sectors, fostering a generation ready to make impactful contributions to our shared environmental well-being.

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Semester	**8**		Credits			**4** Total Hours
Course Details	Learning Approach		Lecture	Tutorial	Practical/ Field visits	Others	
			3	0	1	0	75
Pre-requisites, if any	Foundational understanding of journalism and a strong command of language and writing skills, critical thinking and ability to verify information.						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Defining the role of journalists in Environment reporting	I	1,2,3,4
2	Develop a historical perspective on the development of Environment journalism.	A	2
3	Enhance the ability in field reporting and preparing investigative stories on and about issues of environment.	E	3,4
4	Analysing local environmental challenges and unique issues.	E	3,4
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	**Introduction to Environmental Journalism**	**10**	
1.1	Overview of Environmental Journalism: Definition and scope of environmental journalism, Importance of environmental journalism in the context of media and society.	6	1
1.2	Communication strategies for effective environmental reporting	4	1
2	**History and Evolution of environmental journalism**	**10**	*2*
2.1	Defining the role of journalists in Environmental communication.	3	2
2.2	Media and environmental journalism: Historical back ground	3	2
2.3	Media approaches towards fundamentals of Environmental Science. Ecosystems, biodiversity, and the interdependence of species.	4	2
3	**Scientific Concepts and policy frameworks**	**20**	2
3.1	Media interventions in: Climate change science: greenhouse gases, global warming, and climate variability Basics of pollution (Air, Water, Sound, Plastic,E-	4	2

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	waste etc,), Conservation and sustainable development, Effective waste management techniques. Techniques for interviewing scientists, researchers, and policymakers. Utilizing credible sources in Environmental journalism		
3.2	Understanding Climate Change: Causes, effects, and potential solutions to climate change Impact of climate change on vulnerable communities in India and Kerala	3	3
3.3	India's Biodiversity: Exploring the diverse flora and fauna in different regions of India, protected species of plants and animals, National parks and sanctuaries. Identifying biodiversity hotspots and conservation challenges	3	3
3.4	Conservation Initiatives: Reporting on successful conservation projects Challenges in biodiversity conservation specific to Kerala region. Kerala-specific Environmental Issues: unique ecosystems, Western ghats, rivers and marine diversity, Tribal land rights. Land deeds and forest encroachment.	3	3
3.5	Case studies on successful environmental initiatives in Kerala: Silent valley and Chaliyar protection struggles.	3	3
3.6	Policy frame work for Environmental protection: Madhav Gadgill, Kasthuri Rangan and Ommen V Ommen committee reports and aftermath. Laws and regulations related to environmental reporting Regulatory authorities and their role: Pollution control board, Bio diversity board Ministries of Environment and Forests and LSGs.	4	3
4	**Practicum:**	**30**	

4.1	1. Analyse local environmental challenges and prepare news article/report/feature on the issue. 2. Conduct field trips to key environmental sites and related scientific institutions in Kerala. 3. Developing and presenting a comprehensive environmental report on a Kerala-specific issue.		4
5	**Teacher specific content** (Internal evaluation only)		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • Analytical exercises. • ICT tools • Workshops • Field visits - Field trips to key environmental sites like national parks or sanctuaries in Kerala. Visits to major scientific research institutions related to Environmental science in Kerala.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks** (Practicum components will be evaluated under CCA) **Marks Division** *Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks **Group Project / Individual Project / Case Study* ***Power Point / Audio-Visual Presentation / Oral Presentation*

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	The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance. **B. End Semester Evaluation** **Written Exam - 70 Marks (2 Hours)**

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/one word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	**70**

REFERENCES

- Poornananda, D.S. (2022). *Environmental Journalism*. Sage.
- Singh, V. (2015). *The Human Footprint on Environment: Issues in India*. Laxmi Publications.
- Sachsman, David B. and Valenti, Joann Myer. (2022). *Routledge Handbook of Environmental Journalism*. Routledge.
- Angler, Martin. (2017). *Science Journalism*. Routledge.
- Gore, A. (2006). *An Inconvenient Truth: The Planetary Emergency of Global Warming and What We Can Do about it*. Rodale.

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SUGGESTED READINGS

- Carson, R. (1962). *Silent Spring*. Houghton Mifflin.
- Kolbert, E. (2014). *The Sixth Extinction: An Unnatural History*. Henry Holt and Company.
- Diamond, J. (2005). *Collapse: How Societies Choose to Fail or Succeed*. Viking.
- Mann, M. E. (2012). *The Hockey Stick and the Climate Wars: Dispatches from the Front Lines*. Columbia University Press.
- Wilson, E. O. (1992). *The Diversity of Life*. W. W. Norton & Company.

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 establishments (Vernacular, National and International), Advertisement and Public Relations agencies, Corporate Communication firms, Television production studios, Radio stations, Graphic Design companies, Media start-ups etc. Any area which provides practical insights for the students and improves their employability skills shall be considered. Online internship can be permitted depending on the nature of the work. The internship shall be 60 to 120 hours duration after the fourth semester.

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

Evaluation Criteria

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

For the End Semester Evaluation (35 marks),

(a) Internship Report Evaluation (15 marks) and

(b) Presentation and Viva (20 marks)

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

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Mahatma Gandhi University

Kottayam

Programme	**BA (Hons) Political Science with Journalism and Mass Communication (Double Major)**
Course Name	PROJECT (HONOURS/WITH RESEARCH)
Type of Course	**Project**
Course Code	**MG8PRJPJM400**

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. Students can select area which reflects media practices, processes and ideologies. Topics shall also be selected with the help of linkages with policy making bodies.
6. The student shall submit copies of the project report, either printed or typed. There shall be a minimum of 40 pages and a maximum of 75 pages. The report may be hard bound or soft bound or spirally bound and the printing can be either double sided or single sided. A softcopy of the report shall also be submitted to the department.
7. The report shall contain the following:
   - Title page with topic, details of the student with register number, supervisor details and month and year of submission.
   - Certificate from Supervising teacher and counter signed by the Head of the Department with department seal.
   - Declaration by the student which shall include plagiarism details also. The relevant guidelines issued by the UGC, and the University shall be strictly adhered to.

- Acknowledgement
- Contents
- Preferably 5 chapters with Chapter 1 presenting Introduction and Methodology, Chapter 2 Literature Review, Chapter 3 Theoretical review, Chapter 4 Analysis and Interpretation and Chapter 5 Findings, Conclusion, Suggestions etc. Guidelines regarding chapterisation are not absolute and may be altered according to topic/ presentation convenience.
- Appendix (Questionnaire/Schedule, Secondary data used for analysis, Statistical calculation details etc)
- Bibliography (References may be presented in latest APA style)

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

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

10. It is the responsibility of the student to put earnest effort into the completion of the project. The consequences of plagiarism beyond permissible level in project work may result in failure of the course, in addition to other consequences.

Evaluation Criteria: Total Marks – 200 (CCA- 60 and ESA- 140)

CCA- 60 marks

1. Progress Presentation 1 – 10 marks
2. Progress Presentation 2- 10 marks
3. Pre-submission presentation – 40 marks

ESA- 140 marks

1. **Report- 80 marks**
   a. Topic and Relevance- 15 marks
   b. Methodology- 30 marks
   c. Review of Literature- 20 marks
   d. Analysis and Recommendations- 40 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

Syllabus revision workshop participants – Political Science

Sl No	Name	Designation	Official Address
1.	Prof. (Dr) Sudhakaran K M	Member Syndicate	Mahatma Gandhi University, Kottayam
2.	Dr. Joby Varghese	Associate Professor	Maharaja's College, Ernakulam
3.	Dr. Sheeba M.	Associate Professor	Government College, Kottayam
4.	Dr. Mariamma Mathew	Associate Professor	Alphonsa College, Pala
5.	Dr. Rubymol Philip	Associate Professor	Alphonsa College, Pala
6.	Dr. Sheeja Kuriakose	Assistant Professor	Baselius College, Kottayam
7.	Dr. Thomas Mathew	Assistant Professor	St. George College, Aruvithara
8.	Dr. Sumesh N.	Assistant Professor	D.B. College, Thalayolaparambu
9.	Mr. Pushparanjan M. M	Assistant Professor	TMJM Govt College Manimalakunnu
10.	Dr. Varghese P. J.	Assistant Professor	Marthoma College, Thiruvalla
11.	Dr. Sony Achamma Thomas	Assistant Professor	Marthoma College, Thiruvalla
12.	Mr. Ashok Alex Luke	Assistant Professor	CMS College, Kottayam
13.	Dr. Girija R.	Assistant Professor	NSS Hindu College, Changanacherry
14.	Ms. Soumya S.	Assistant Professor	NSS Hindu College, Changanacherry
15.	Ms. Parvathy N. S.	Assistant Professor	NSS Hindu College, Changanacherry
16.	Dr. Sharon K. Sebastian	Assistant Professor	Baselius College, Kottayam
17.	Dr. George Varghese	Assistant Professor	Government College, Tripunithura
18.	Mr. Sijo Mathew	Assistant Professor	St. Thomas College, Pala
19.	Dr. Geethika G.	Assistant Professor	Union Christian College, Aluva
20.	Ms. Jocelyn Jose	Assistant Professor	St. Peters College, Kolencherry
21.	Ms. Sreeja G.	Assistant Professor	Sree Sankara College, Kalady
22.	Mr. Ashar S.	Assistant Professor	Government College, Kottayam
23.	Dr. Basil Mathew	Assistant Professor	St. Peters College, Kolencherry
24.	Mr. Rony K. Baby	Assistant Professor	St. Domonic's College, Kanjira pally
25.	Dr. Ajimon George	Assistant Professor	Government College, Kottayam
26.	Mr. Cyril Simon	Assistant Professor	St. George College, Aruvithara

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27.	Dr. Vinu J. George	Associate Professor	K. E. College, Manannam
28.	Dr. Manojkumar B	Associate Professor	Government College, Kottayam
29.	Dr. Vivek Jacob Abraham	Assistant Professor	Catholicate College, Pathanamthitta
30.	Mr. Roy Mathew	Assistant Professor	St. Xaviers College, Vaikom

The BoS of Political Science also extend its gratitude to Dr. Blessy Paul, Assistant Professor, Department of Political Science, St. Thomas College, Thrissur, Dr. Sreejesh N. P, Chief Minister Post Doctoral *Nava Kerala* Fellow, Dr. George Joseph, Assistant Professor, St. Thomas College, Pala (Chairperson, Board of Studies, Political Science, MGU), Lt. Renish Joseph, Assistant Professor, Department of Political Science, K. G College, Pampady, Dr. Aswathy Satheesh, Associate Professor, Department of Political Science, NSS Hindu College Changanacherry, Mr. Lijo Sebastian, Assistant Professor, Department of History, Baselius College, Kottayam (Convener, Subcommittee-Foundation Course, MGU UGP), Mr. Cyril Simon (St. George College, Aruvithara) and, Ms. Manju Joseph, B.K. College, Amalagiri for their valuable support and cooperation.

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Participants of the 5-Day syllabus restructuring residential workshop held from November 20th to 24th 2023 - Journalism and Mass Communication.

Sl. No	Name	Designation and Official Address
1	Sujith Narayanan	Assistant Professor, SH College Thevara.
2	Dr. Shine P.S.	Assistant Professor, B P C College Piravom.
3	Ashwin K.V. Namboodiri	Assistant Professor, St. Paul's College, Kalamassery
4	Divya. S. S.	Asst. Professor, Mannam Memorial N. S. S. College, Konni.
5	Surumi Salim	Assistant Professor, Jai Bharath Arts & Science College, Arakkapady.
6	Sonia John Markose	Assistant Professor, St.Xavier's College for Women, Aluva.
7	Asha. A.	Assistant Professor, Mar Baselios College, Adimali.
8	Julie John	Assistant Professor, St. George's College Aruvithura
9	Sheena K. Thomas	Assistant Professor, St. George's College Aruvithura
10	Devika Prasad	Assistant Professor, St. George's College Aruvithura
11	Krishnendu R.	Assistant Professor, St. Albert's College (Autonomous), Ernakulam.
12	Revathy.R.	Assistant Professor, VNS College of Arts and Science, Konni.
13	Seethal George	Assistant Professor, Al Ameen College, Edathala
14	Bibu V.N.	Assistant Professor, St. Xavier's College, Vaikom
15	Parvathi Chandran	Assistant Professor, St. Xavier's College, Vaikom
16	Sangeetha P. S.	Assistant Professor, SH College Thevara,
17	Gilbert A. R.	Assistant Professor, Bishop Speechly College for Advanced Studies, Pallom, Kottayam.
18	Bijith M Bhaskar	Assistant Professor, KMM College of Arts and Science, Thrikkakara.
19	Ajith Paul	Teaching Associate, Christ University, Bangalore.
20	Martina A. A.	Assistant Professor, RCMAS, Ernakulam.
21	Sunaina Yousuf	Assistant Professor, SH College Thevara.
22	Shanthi Mathai	Assistant Professor, SH College Thevara.
23	Sherin P Shaji	Assistant Professor, Marian College Kuttikkanam
24	Dr. Asha Achy Joseph	Dean, SH School of Communication, SH College Thevara.

The BoS also extend its gratitude to Dr. R. Anitha, Member Syndicate, M.G. University, Dr. Shibu. M. George, Chairperson – BoS in Political Science, Asst. Professor, Dept. of Political Science, Baselius College, Kottayam, Mr. Lijo Sebastian, Assistant Professor, Department of History, Baselius College, Kottayam (Convener, Subcommittee-Foundation Course, MGU UGP), Dr. Libin Kuriakose, Associate Professor, St. Thomas Collge, Palai (Master Trainer, MGU-UGP), Sri. Babu Joseph, Director, S.H School of Communication, SH College, Thevara, for their valuable support and cooperation.

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