



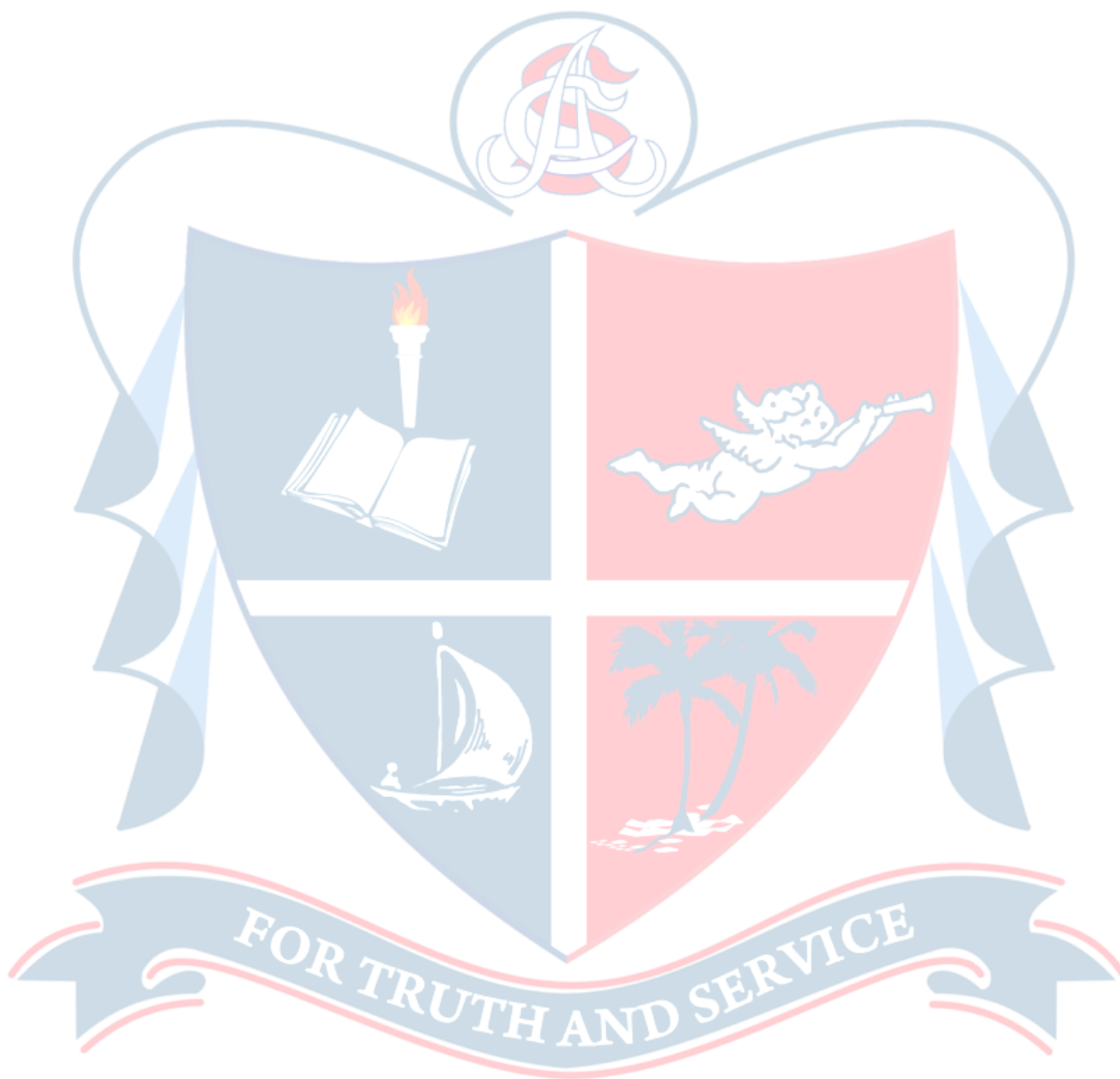
**ST. ALBERT'S COLLEGE (AUTONOMOUS)  
ERNAKULAM**

**Affiliated to Mahatma Gandhi University, Kottayam, Kerala**

**SYLLABUS FOR UNDERGRADUATE PROGRAMMES**

**BACHELOR OF ARTS (HONOURS) IN  
ECONOMICS**

**SACA – UGP  
(WITH EFFECT FROM 2024 ADMISSION)**



## Syllabus of BA Economics

Prepared by the Board of Studies on 28<sup>th</sup> February 2024



**Dr. Neeraja James**

Chairman, Board of Studies

Approved by the Academic Council on 14<sup>th</sup> March 2024



**Dr. Bijoy V.M., Principal**

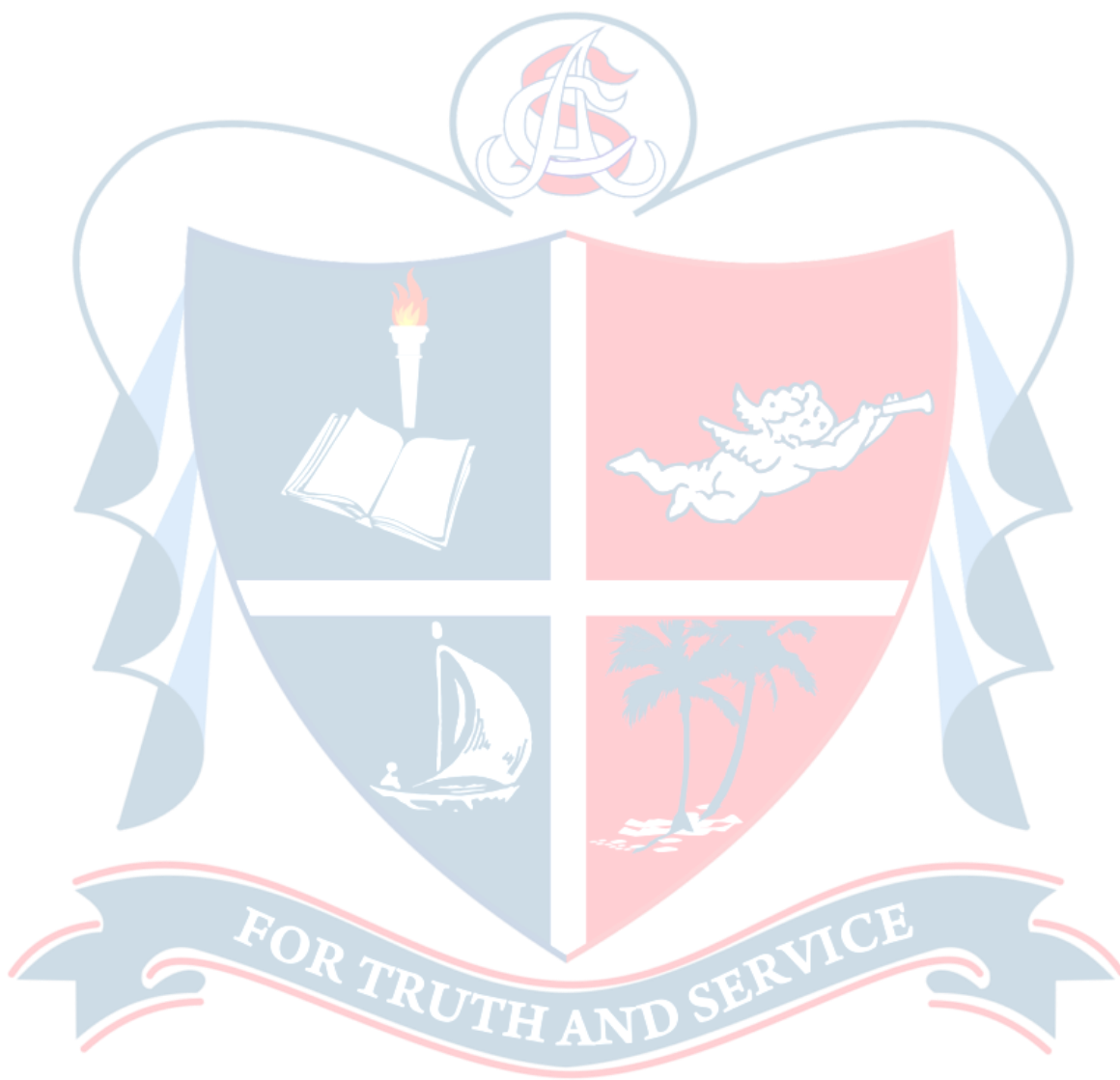
Chairman, Academic Council

Approved by the Governing Council on 27<sup>th</sup> March 2024

FOR TRUTH AND SERVICE

**Fr. Dr. Antony Thoppil**

Chairman, Governing Council



## Board of Studies

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1	Dr. Neeraja James	Head, Department of Economics St. Albert's College ( Autonomous) Ernakulam	Ph D
<b>b) Teachers:</b>			
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2	Dr. Francis M.C.	Assistant Professor, Department of Economics St. Albert's College ( Autonomous) Ernakulam	Ph D
3	Dr. Linda George	Assistant Professor, Department of Economics St. Albert's College ( Autonomous) Ernakulam	Ph D
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8	Dr. Manoj P.K.	Assistant Professor, Department of Applied Economics Cochin University of Science & Technology	Ph D

		Kalamassery	
9	Dr. Mary Liya	Assistant Professor, Department of Economics St. Teresa's College (Autonomous) Ernakulam	Ph D
10	Dr. Reshmi Fernandez ( Political Science)	Assistant Professor, Department of Political Science Maharaja's College (Autonomous) Ernakulam	Ph D
11	Dr. Jenee Peter (History)	Associate Professor Department of History UC College, Aluva	Ph D
<b>c) Two Subject Experts:</b>			
1	Dr. P. Arunachalam	Emeritus Professor, Indian Institute of Advanced Study, Shimla	Ph D
2	Dr. Anupa Jacob	Assistant Professor, Department of Economics St. Teresa's College (Autonomous) Ernakulam	Ph D
<b>d) Nominee of Vice Chancellor:</b>			
1	Dr. Ancy V.P.	Associate Professor Department of Applied Economics Cochin University of Science & Technology Kalamassery	Ph D
<b>e) Placement Representative:</b>			
1	Mr. Shinoy Antony	Assistant HR, Elite Food Products	M.A.
<b>f) Meritorious alumnus:</b>			
1	Dr. Justin George	Assistant Professor, Department of Economics St. Paul's College Kalamassery	M.A.
<b>g) The Chairman, Board of Studies, with the approval of the Principal of the college, co-opt:</b>			
<b>a) Co-opted Special Experts from outside</b>			
1	Dr. Sindhu P.J.	Assistant Professor, Department of Economics St. Xavier's College Kalamassery	M.A.

2	Dr. Berry Holaday M.G.	Assistant Professor, Department of Economics Aquinas College Edacochin	Ph D
<b>b) Other members of staff of the same faculty:</b>			
1	Ms. Ashna C.A.	Assistant Professor ( History) Guest Lecturer Department of Economics St. Albert's College ( Autonomous) Ernakulam	M Phil



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## Preface

In today's fast-paced world, education serves as the foundation of modern civilization. Recognizing its significance, India's higher education sector is undergoing a transformative overhaul. The revised undergraduate economics program at St. Albert's College (Autonomous) embodies the National Education Policy (NEP) 2020's vision for a holistic, multidisciplinary education.

The four-year degree program offers numerous benefits:

1. **Flexibility and Choice:** Students can select from a range of electives, SEC, and VAC courses, allowing them to tailor their education to suit their interests and career goals.
2. **In-Depth Learning:** The four-year program provides ample time for students to delve deeper into their chosen subjects, fostering a more comprehensive understanding.
3. **Research and Skill Development:** Integrated research projects, internships, and skill-oriented courses enhance employability and research aptitude.
4. **Interdisciplinary Approach:** Combining humanities, arts, and STEM (Science, Technology, Engineering and Mathematics) disciplines encourages creativity, critical thinking, and problem-solving.
5. **Experiential Learning:** Practical components, lab work, and real-world applications bridge the gap between theory and practice.
6. **Exit-Entry Flexibility:** Students can exit with a certificate, diploma, or degree, depending on their duration of study.

The revised curriculum offers numerous advantages to students such as Enhanced career prospects, Developed research and analytical skills, Increased adaptability and flexibility, Improved critical thinking and problem-solving abilities and Better preparedness for higher education and research. It also empowers employers and society by producing , Skilled and knowledgeable workforce, Innovative and entrepreneurial mindset, Effective problem-solving and critical thinking, Adaptability to emerging challenges and technologies, Contribution to national progress and development

The Economics Board of Studies (BoS) of St. Albert's College (Autonomous) by following UG Economics Board of Studies (BoS) Mahatma Gandhi University Kottayam ,has carefully designed the four-year program to address emerging challenges and opportunities. By incorporating cutting-edge courses, interdisciplinary approaches, and experiential learning, the program aims to produce well-rounded, creative individuals equipped to excel in an ever-evolving world.

This emphasis on the four-year degree program highlights its transformative potential in shaping the future of education and the workforce. BoS extends gratitude to contributors and hopes the revised curriculum will benefit students and contribute to national progress.

Dr. Neeraja James

Chairman, BoS Economics

## **THE ST. ALBERTS COLLEGE (AUTONOMOUS) UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024**

### **SACA-UGP (Honours)**

#### **PREAMBLE**

The University Grants Commission (UGC) has issued the Curriculum and Credit Framework for Undergraduate Programmes 2023 (CCFUP) which would provide a flexible choice-based credit system, multidisciplinary approach, multiple entry and exit options, and establish three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and 4-year UG Degree (Honours with Research).

The Kerala Higher Education Reforms Commission has recommended a comprehensive reform in the undergraduate curriculum for the 2023-24 academic year, adopting 4-year undergraduate programmes to bring Kerala's undergraduate education at par with well acclaimed universities across the globe.

The Kerala State Curriculum Committee for Higher Education has been constituted and have proposed a model Kerala State Higher Education Curriculum Framework (KSHECF) for Undergraduate Education. Further, an Executive Committee and various sub committees were constituted for the implementation of the Regulations. Further, MGU has framed the Rules and Regulations based on this namely: THE MAHATMA GANDHI UNIVERSITY UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024 {MGU-UGP (Honours)} under the New Curriculum and Credit Framework, 2024. Being an Autonomous college affiliated to MG University, St. Albert's College is adopting all the major components of MGU UGP (Honours) 2024 in the title SACA-UGP (Honours) to our UG curriculum from the academic year (2024-25) onwards.

#### **1. Short Title and Commencement**

- i.** The Regulations will be called as “**THE ST. ALBERT'S COLLEGE (AUTONOMOUS) UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024 {SACA-UGP (Honours)}**” under the New Curriculum and Credit Framework 2024.
- ii.** These Regulations will come into effect from the academic year 2024-2025 and will have prospective effect.

## 2. Scope, Application

- i. These Regulations shall apply to all undergraduate programmes (except B. Voc.) of ST. ALBERT'S COLLEGE (AUTONOMOUS) for the Admissions commencing in the academic year 2024-2025.
- ii. Every programme conducted under the SACA-UGP shall be monitored by the SACA-UGP Academic Committee (Academic Council).

## 3. Definitions

Unless context otherwise required,

- i. FYUGP means Four Year Undergraduate Programme.
- ii. Academic Year: Two consecutive (one odd and one even) semester followed by a vacation in one academic year.
- iii. Academic Coordinator/Nodal Officer: Academic Coordinator/Nodal Officer is a faculty nominated by the College Council to co-ordinate the effective conduct of the FYUGP including Continuous Comprehensive Assessment (CCA) undertaken by various departments within the College. She/ he/ they shall be the convenor for the College level Academic Committee.
- iv. Academic Week: A unit of five working days in which the distribution of work is organized, with five contact hours of one-hour duration on each day.
- v. Academic Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week in a semester. It is defined both in terms of student efforts and teacher's efforts. A course which includes one hour of lecture or tutorial or minimum 2 hours of lab work/ practical work/ field work per week is given one credit hour. Accordingly, one credit is equivalent to one hour of lecture or tutorial or two hours of lab work/ practical work/ field work/ practicum and learner engagement in terms of course related activities (such as seminar preparation, submitting assignments, group discussion, recognized club-related activities etc.) per week. Generally, a one credit course in a semester should be designed for 15 hours lecture/ tutorials or 30 hours of practical/ fieldwork/ practicum and 30 hours learner engagement.
- vi. Academic Bank of Credits (ABC): An academic service mechanism as a digital/ virtual entity established and managed by Government of India to facilitate the learner

to become its academic account holders and facilitating seamless learner mobility, between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible process of teaching and learning. This will facilitate the learner to choose their own learning path to attain a Degree/ Diploma/ Certificate, working on the principle of multiple entry and exit, keeping to the doctrine of anytime, anywhere, and any level of learning.

- vii. Credit Accumulation: The facility created by ABC in the Academic Credit Bank Account (ABA) opened by the learner across the country in order to transfer and consolidate the credits earned by them by undergoing courses in any of the eligible HEIs.
- viii. Credit Recognition: The credits earned through eligible/ partnering HEIs and transferred directly to the ABC by the HEIs concerned.
- ix. Credit Redemption: The process of commuting the accrued credits in the ABC of the learner for the purpose of fulfilling the credits requirements for the award of various degrees. Total credits necessary to fulfil the criteria to get a degree shall be debited and deleted from the account concerned upon collecting a degree by the learner.
- x. Credit Transfer: The mechanism by which the eligible HEIs registered with ABC are able to receive or provide prescribed credits to individuals registered with ABA in adherence to the UGC credit norms for the course(s) registered by the learner in any HEIs within India.
- xi. Credit Cap: Maximum number of credits that a student can take per semester, which is restricted to 30.
- xii. Continuous Comprehensive Assessment (CCA): The mechanism of evaluating the learner by the course faculty at the institutional level.
- xiii. End Semester Evaluation (ESE): The mechanism of evaluating the learner at the end of each semester.
- xiv. Audit Course: A course that the learner can register without earning credits and is not mandatory for completing the SACA-UGP. The student has the option not to take part in the CCA and ESE of the Audit Course. If the student has 75% attendance in an Audit Course, he/ she/ they are eligible for a pass in that course, without any credit (zero-credit).

- xv. Courses: Refer to the papers which are taught and evaluated within a programme, which include lectures, tutorials, laboratory work, studio activity, fieldwork, project work, vocational training, viva, seminars, term papers, presentations, assignments, self-study, group discussion, internship, etc., or a combination of some of these elements.
- xvi. Choice Based Credit System (CBCS) means the system wherein students have the option to select courses from the prescribed list of courses.
- xvii. College-level Academic Committee: Is a committee constituted for the FYUGP at the College level comprising the Principal as the Chairperson, the Academic Co-ordinator/ Nodal Officer as its convenor.
- xviii. Academic Co-ordinator/ Nodal Officer: A senior faculty member nominated by the College Council.
- xix. Course Faculty: A faculty member nominated by the Head of the Department shall be in charge of offering a particular course in a particular semester of FYUGP.
- xx. Department means any teaching department in a college offering a course of study approved by the Governing body and statutory bodies of the College.
- xxi. Senior Faculty Advisor (SFA) is a faculty nominated by a Department Council to coordinate all the necessary work related to FYUGP undertaken in that department, including the Continuous Comprehensive Assessment.
- xxii. Department Council means the body of all teachers of a department in a college.
- xxiii. Faculty Advisor (FA) means a teacher from the parent department nominated by the Department Council to advise students in academic matters.
- xxiv. Graduate Attributes means the qualities and characteristics to be obtained by the graduates of a programme of study at the College, which include the learning outcomes related to the disciplinary areas in the chosen field of learning and generic learning outcomes. The graduate attributes for its programmes will be specified.
- xxv. Programme means the entire duration of the educational process including the evaluation leading to the award of a degree.
- xxvi. Programme Pathway: Combination of courses that can be chosen by a student that give options to pursue interesting and unconventional combinations of courses drawn from different disciplinary areas, like the sciences and the social sciences/ humanities. The

pathways could be in terms of major- minor options with different complementary/allied disciplines.

- xxvii. Regulatory Body means University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Council for Teacher Education (NCTE), Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Council for Agricultural Research (ICAR), Bar Council of India, Council of Architecture, National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) etc.
- xxviii. Signature Courses: Signature courses are the specialized Discipline Specific Elective courses or skill enhancement/value addition courses offered by the regular/ ad hoc/visiting/ emeritus/ adjunct faculty member of a particular Department with the prior recommendation of the BoS and the approval of Academic Council of the College.
- xxix. Letter Grade or simply 'Grade' in a course is a letter symbol (O, A+, A, B+, B, C, P, F, and Ab). Grade shall mean the prescribed alphabetical grade awarded to a student based on their performance in various examinations. The Letter grade that corresponds to a range of CGPA.
- xxx. Grade Point: Each letter grade is assigned a 'Grade point' (G) which is an integer indicating the numerical equivalent of the broad level of performance of a student in each course. Grade Point means point given to a letter grade on 10-pointscale.
- xxxi. Semester Grade Point Average (SGPA) is the value obtained by dividing the sum of credit points obtained by a student in the various courses taken in a semester by the total number of credits in that semester. SGPA shall be rounded off to two decimal places. SGPA determines the overall performance of a student at the end of a semester.
- xxxii. Credit Point (P) of a course is the value obtained by multiplying the grade point (G) by the credit (C) of the course:  $P = G \times C$
- xxxiii. Cumulative Grade Point Average (CGPA) is the value obtained by dividing the sum of credit points in all the semesters earned by the student for the entire programme by the total number of credits in the entire programme and shall be rounded off to two decimal places
- xxxiv. Grade Card means the printed record of students' performance, awarded to them.
- xxxv. Words and expressions used and not defined in this regulation but defined in the M. G.

University Act and Statutes, and College handbook shall have the meaning assigned to them in the Act and Statutes and handbook

#### 4. Features and Objectives of SACA-UGP 2024

The features and objectives of the SACA-UGP 2024 shall be:

- i. The features, meaning, and purpose of FYUGP shall be as stipulated by the UGC and as adapted by the Kerala State Higher Education Curriculum Framework (KSHECF) and MGU-UGP (Honours) for undergraduate education.
- ii. The practice of lateral entry of students to various semesters exists, but an exit with a Degree shall be awarded only upon successful completion of 133 credits as per the conditions stipulated in this regulation.
- iii. FYUGP shall have three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours with Research).
- iv. Students who choose to exit after 3 years shall be awarded UG Degree in their respective Discipline/ Disciplines after the successful completion of the required minimum Courses with 133 credits.
- v. A 4-year UG Degree (Honours) in the Discipline/ Disciplines shall be awarded to those who complete the SACA-UGP with a specific number of Courses with 177 credits including 12 credits from a capstone level graduate project/dissertation. Those students who are not doing capstone project shall do three courses at the level 400 or above or three vocational training courses or internships for 12 credits.
- vi. Students who acquire minimum 75% in their graduation (upto 6<sup>th</sup> semester) are eligible for Honours with Research Programme. However, if necessary, College may conduct screening test for the honours with research programme in accordance with University and College Regulations time to time.
- vii. 4-year UG Degree (Honours with Research): Students who aspire to pursue research as a career may opt for 4-year UG Degree Honours with Research stream under FYUGP with a specific number of Courses with 177 credits including 12 credits from a research project in their major discipline.
- viii. The recognized research departments or departments with at least two faculty members having PhD shall offer the Honours with Research programme. Minimum 2 students (mentees) should be allotted to a faculty member (Mentor).

- ix. Students who have chosen the honours with research stream shall do their entire fourth year under the mentorship of a mentor.
- x. The mentor shall prescribe suitable advanced level/capstone level courses for a minimum of 20 credits to be taken within the institutions along with the courses on research methodology, research ethics, and research topic-specific courses for a minimum of 12 credits which may be obtained either within the institution or from other recognized institutions, including online and blended modes. Students shall also be allowed to pursue these three courses of 12 credits from suitable interdisciplinary/ transdisciplinary/ multidisciplinary/ vocational areas of their choice.
- xi. Students who have opted for the honours with research should successfully complete a research project under the guidance of the mentor and should submit a research report for evaluation. They need to successfully defend the research project to obtain 12 credits under a faculty member of the University/ College/Recognized Research Institute. The research shall be in the Major/ allied discipline.
- xii. The research outcomes of their project work may be published in peer-reviewed journals or presented at conferences or seminars or patented.
- xiii. The proposed FYUGP curriculum comprises three broad parts: a) Foundation Components, b) Discipline Specific Pathway components (Major/ Minor), and c) Discipline Specific Capstone Components.
- xiv. The Foundation component of the FYUGP shall consist of a Set of General Foundation Courses and a Set of Discipline Specific Foundation Courses.
- xv. General Foundation Courses shall be grouped into 4 major baskets as Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value Addition Courses (VAC), and Multi-Disciplinary Courses (MDC).
- xvi. Ability Enhancement Courses shall be designed specifically to achieve competency in English, other languages as per the student's choice with special emphasis on language and communication skills.
- xvii. English or other language courses shall be designed to enable the students to acquire and demonstrate the core linguistic skills, including critical reading, academic and expository writing skills as well as the cultural and intellectual heritage of the language chosen. Separate courses will be designed for Science, Humanities and Commerce streams.

- xviii. Multi-Disciplinary Courses (MDC) shall be so designed as to enable the students to broaden their intellectual experience by understanding the conceptual foundations of Science, Social Sciences, Humanities, and Liberal Arts. Students shall not be eligible to take the MDC in the same discipline that they have studied during their Plus Two. Third semester MDC can be Kerala specific content. Each BoS can prepare basket of courses under MDC.
- xix. Skill Enhancement Courses (SEC) shall be designed to enhance 21<sup>st</sup> century workplace skills such as creativity, critical thinking, communication, and collaboration.
- xx. Discipline Specific Courses shall include Discipline Specific Pathway Courses, both Major and Minor streams, enabling students to gain basic knowledge in the chosen discipline.
- xxi. Discipline Specific Foundation Courses shall focus on foundational theories, concepts, perspectives, principles, methods, and critical thinking essential for taking up advanced/ Capstone Courses. Practical courses shall be included in discipline specific foundation courses.
- xxii. The curriculum of the SEC should be designed in a manner that at the end of year-1, year-2, year-3, and year-4 students are able to meet the level descriptors for levels 5, 6, 7, and 8 of the UGC Guidelines on National Skills Qualifications Framework (NSQF).
- xxiii. Value Addition Courses (VAC) shall be so designed as to empower the students with personality development, perspective building, and self-awareness.
- xxiv. Discipline Specific Pathway Components (Major/Minor) shall provide the students with an opportunity to pursue in-depth study of a particular subject or discipline and develop competency in that chosen area, which includes Discipline Specific Core (DSC) courses and Discipline Specific Elective (DSE) courses as Major and Minor courses.
- xxv. Major components consist of three types: Discipline Specific Core or the Discipline Specific Elective Courses, and the research/laboratory/fieldwork.
- xxvi. Minor Courses can be selected from any discipline. A student who completes 12 credits in a particular stream will be eligible for a minor.
- xxvii. Students who complete a sufficient number of Courses in a discipline or an interdisciplinary area of study other than their chosen Major shall qualify for a Minor in that discipline or in a chosen interdisciplinary area of study.

- xxviii. Major Components shall be the main focus of study. By selecting a Major, the student shall be provided with an opportunity to pursue an in-depth study of a particular discipline.
- xxix. Each Board of Studies (BoS) shall identify specific Courses or baskets of Courses towards Minor Course credits. Students shall have the option to choose Courses from disciplinary/ interdisciplinary minors and skill-based courses related to a chosen programme.
- xxx. Students can opt for a change of Major at the end of the second semester to any Minor discipline studied among the foundation level courses. Students can also opt for a change of Major at the end of the second semester to any MDC.
- xxxi. Students should opt their 5<sup>th</sup> and 6<sup>th</sup> semester VAC and SEC from their Major disciplines only.
- xxxii. Course cum Credits Certificate: After the successful completion of a semester, this certificate is essential as proof for re-entry to another institution. This will help the learner for preserving the credits in the Academic Bank of Credits.
- xxxiii. The Advanced Level/ Capstone Level Courses shall be designed in such a manner as to enable students to demonstrate their cumulative knowledge in their main field of study, which shall include advanced thematic specialization or internships or community engagement or services, vocational or professional training, or other kinds of work experience.
- xxxiv. Advanced/ Capstone level Major Specialization shall include Courses focused on a specific area of study attached to a specific Major, which could be an Elective Course. They shall include research methodology as well.
- xxxv. The student has the option to register for and attend a course without taking part in the CCA and ESE of that course. Such a course is called the Audit Course. If the student has 75% attendance in an Audit Course, he/she/they is eligible for a pass in that course, without any credit (zero-credit). The Audit Course will be recorded in the final grade card of the student.
- xxxvi. All students shall undergo Summer Internship or Apprenticeship in a Firm, Industry or Organization; or Training in labs with faculty and researchers or other Higher Education Institutions (HEIs) or Research Institutions. A separate guideline for Internship Programmes will be published.

- xxxvii. Students will be provided the opportunities for internships with local industries, business organizations, agriculture, health and allied sectors, Local Government institutions (such as panchayats, municipalities), State Planning Board, State Councils/Boards, Research Institutions, Research Labs, Library, elected representatives to the parliament/state assembly/panchayath, media organizations, artists, crafts persons etc. These opportunities will enable the students to actively engage with the practical aspects of their learning and improve their employability.
- xxxviii. The College will assist in providing opportunities for field-based learning/minor Projects enabling them to understand the different socio-economic and development-related issues in rural and urban settings. The College will assist in providing the students with opportunities for Community engagement and services, exposing them to socio-economic issues to facilitate theoretical learning in real-life contexts.
- xxxix. Additional Credits will be awarded for those who actively participate in Social Activities, which may include participation in National Service Scheme (NSS), Sports and Games, Arts, participation in University/ college union related activities (for respective elected/nominated members), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students, and engaging in similar social service organizations that deemed appropriate to the College.
- xl. Grace marks shall be awarded to a student for meritorious achievements in co-curricular activities (in Sports/ Arts/ NSS/ NCC etc.). Such a benefit is applicable in the same academic year spreading over two semesters, in which the said meritorious achievements are earned. The Academic Council will decide from time to time the eligibility and other rules of awarding the grace marks.
- xli. Options will be made available for students to earn credit by completing quality-assured remote learning modes, including Online programmes offered on the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) or other Online Educational Platforms approved by the competent body from time to time.
- xlii. Students shall be entitled to gain credits from courses offered by other recognized institutions directly as well as through distance learning.
- xliii. For the effective operation of the FYUGP, a system of flexible academic transaction timings shall be implemented for the students and teachers.
- xliv. Specialization: Student will have the option to achieve specialization within their Major by securing 12 credits from a disciplinary/interdisciplinary area. By choosing atleast 3 courses from discipline specific elective basket under a chosen field

(preferably one from 200 level course and two 300 level courses) student will be awarded specialization in that particular area of study. Each student will have the option to achieve two specializations at a time from the institution.

### **5. Eligibility for Admission and Reservation of Seats**

- i. The eligibility for admissions and reservation of seats for various FYUG Degree Programmes shall be in accordance with the norms/ rules made by the Government/University/College from time to time.
- ii. No student shall be eligible for admission to FYUG Degree Programmes in any of the disciplines unless he/she/they have successfully completed the examination conducted by a Board/University at the Plus Two level of schooling or its equivalent.
- iii. Students shall be admitted and enrolled in the respective programmes solely based on the availability of the academic and physical facilities within the institution. The College shall provide all students with a brochure detailing the Courses offered by the various departments under the various Programmes and the number of seats sanctioned for each Programme.
- iv. During the time of admission each student may be provided with a unique higher education student ID which may be linked with the Aadhar number of the students so that his ID can be transferred if required to other higher education institutions as well.
- v. The students at the end of second semester may be permitted to change their major programme of study to any course/ institution/ university across the state. Based on the availability of seats and other facilities, the students may be permitted to opt any discipline which he/she/they had studied during the first two semesters as Discipline Specific Foundation courses/ Multidisciplinary Foundation courses. If ranking is required, it will be in the order of the highest-grade points secured in the discipline to which the switching of Major is sought.
- vi. Students shall be allowed to change their major programmes, if required, to a maximum of 10% of the sanctioned strength of that particular programmes depending upon the academic and infrastructural facilities available in the Institution.
- vii. Depending upon the availability of academic and infrastructural facilities, the Institution may also admit a certain number of students who are registered for particular programmes in each semester by transfer method, if required, from other Institutions subject to conditions as may be issued by the University.

- viii. A student who has already successfully completed a First-Degree Programme and is desirous of and academically capable of pursuing another First-Degree Programme may also be admitted with the prior approval of the University as per the conditions regarding programme requirements specified by the University.
- ix. A Student can also be admitted for an additional major/ second major/ additional minor and on completion of the required credits he/she/they can be awarded a second major/ additional major/ minor. He/she/they may be exempted from minor pathway and general foundation course requirement.
- x. The HEIs can also enrol students in certain courses as per their choice depending upon the availability of infrastructure and other academic facilities from other recognized HEIs who are already registered for a particular programme there either through regular/online/distance mode irrespective of the nature of programme (Govt/ Aided/ Self- finance/ Autonomous). On successful completion of the course the credits may be transferred through the Academic Bank of Credit (ABC), against the unique higher education ID provided by the College at the time of admission.

## 6. Academic Monitoring and student Support

The academic monitoring and student support shall be in the following manner, namely

- i. College should appoint a Senior Faculty member as Academic Co-ordinator/Nodal officer for the smooth conduct of FYUGP.
- ii. Advisory System: There shall be one Senior Faculty Advisor (SFA) for each department and one Faculty Advisor (FA) for 20 to 30 students of the class to provide advice in all relevant matters. The Head of the Department, in consultation with the SFA, shall assign FA for each student.
- iii. The documents regarding all academic activities of students in a class shall be kept under the custody of the FA/SFA.
- iv. All requests/ applications from a student or parent to higher offices are to be forwarded/recommended by FA/SFA.
- v. Students shall first approach their FA/ SFA for all kinds of advice, clarifications, and permissions on academic matters.
- vi. It is the official responsibility of the institution to provide the required guidance, clarifications, and advice to the students and parents strictly based on the prevailing academic regulations.

- vii. The SFA shall arrange separate or combined meetings with FA, faculty members, parents, and students as and when required and discuss the academic progress of students.
- viii. The FA/SFA shall also offer guidance and help to solve the issues on academic and non-academic matters, including personal issues of the students.
- ix. Regular advisory meetings shall be convened immediately after the commencement of the semester and immediately after announcing the marks of the Continuous Comprehensive Assessment (CCA).
- x. The CCA related results shall be uploaded on the College portal only after displaying the same on the department notice board/other official digital platforms of the college at least for two working days.
  - i. Any concern raised by the students regarding CCA shall be looked into in the combined meetings of advisors, HoD, course faculty, and the students concerned.
  - ii. If the concerns are not resolved at the advisor's level, the same can be referred to the properly constituted department-level grievance redressal committees
  - iii. The HOD shall ensure the proper redressal of the concerns raised by the students regarding CCA.
  - iv. If the students raise further concerns about the issue, the Principal shall refer the issue to the College-level grievance committee with proper documents and minutes of all the committees.
- xi. The FA/SFA shall be the custodian of the minutes and action taken reports of the advisory meetings. The SFA shall get the minutes and action taken reports of advisory meetings approved by the Head of Department and the Principal. It shall be the duty of the HoD and the Principal to produce them before the Governing body of the College as and when required.
- xii. The Principal shall inform/forward all regulations, guidelines, communications, announcements, etc. issued by the University regarding student academic and other matters to the HODs/ SFA for information and timely action.
- xiii. It shall be the official responsibility of the Principal to extend the required administrative and financial support to the HODs, SFAs and FAs to arrange necessary orientation programmes for students regarding student counselling, the prevailing

College norms, regulations, guidelines and procedures on all academic and other College related matters.

- xiv. An integrated educational planning and administration software will be made available by the College to manage the academic information of all students. Which include student admissions and registration, managing student personal and academic information, course registrations, attendance management, all process related to assessments including regular & online examinations, grading, publishing of results, supplementary examinations, LMS, stakeholders' feedback, etc.
- xv. Faculty, staff, students, and parents shall be allowed to access this software system over a highly secure authenticated mechanism from within the campus and outside the campus.

## 7. Course Registration

- i. Each department shall publish well in advance the relevant details of courses offered, such as the name, academic level, expected outcomes, time slot, and course faculty members.
- ii. Students shall be allowed to visit and interact with respective faculty members during the first week of each semester, to gather more information about the courses and the availability of seats.
- iii. Based on consultations and advice from the faculty adviser, each student shall complete course registration within one week from the commencement of each semester.
- iv. The number of credits that a student can take in a semester is governed by the provisions in these Regulations, subject to a minimum of 16 and a maximum of 30 Credits.
- v. A student can opt out of a Course or Courses registered, subject to the minimum Credit/ Course requirement, if he/she/they feel that he/she/they has registered for more Courses than he/she/they can handle, within 30 days from the commencement of the semester. An option can be given to the student to convert this course as audit course if he/she/they wishes to do so.
- vi. The college shall publish a list of the students registered for each course including audit course, if any, along with the chosen Programmes, repeat/reappearance courses, if any, and shall forward the same to the university.

- vii. The higher education institutions shall admit candidates not only for programmes, but also for courses.

## 8. Re-admission and Scheme Migration

- i. Students who opt out before the completion of the third year shall be provided with a 'Course cum Credits Certificate' after the successful completion of a semester as proof for re-entry to another institution.
- ii. Students who have successfully completed a particular programme pathway maybe permitted to take an additional minor or second major.
- iii. Those students who are opting for a second major are eligible for getting certain credit transfer/ credit exemption from their previous minor programs of study, subject to the prior recommendation of the BoS that, those credits are relevant for the present major programme of study.

## 9. Duration of Programmes, Credits Requirements and Options

- i. Students will be offered the opportunity to take breaks during the programme and resume after the break, but the total duration for completing the FYUG programme shall not exceed 7 years.
- ii. Students who wish to complete the undergraduate programmes faster may do so by completing different courses equivalent to the required number of credits and fulfilling all other requirements in N-1 semesters, where N is the number of semesters in the FYUGP.
- iii. Provided further that the students may complete the undergraduate programme in slower pace, they may pursue the three years or six semester programme in 4 to 5 years (8 to 10 semesters), and four years, or eight semester programme in 5 to 6 years (10 to 12 semesters) without obtaining readmission.
- iv. For students who crossed 6 semesters at a slower pace, the requirement of 16 credits per semester from the institutions where they enrolled may be relaxed.

## 10. Credit Structure

The proposed number of credits per course and the credit distribution of them for the FYUG Programmes are given below-

- i. An academic year shall consist of 200 working days; one semester consists of 90

working days; and an academic year consists of two semesters.

- ii. Ten working days in a semester shall be used for extracurricular activities. One semester consists of 18 weeks with 5 working days per week. In each semester, 15 days (3 weeks) should be kept aside for End Semester Evaluation (ESE) and CCA.
- iii. The maximum number of available weeks for curriculum transactions should be fixed at 15 in each semester. A minimum of 5 teaching or tutorial hours could be made available for a day in a 5-day week.
- iv. A course that includes one hour of lecture/ tutorial or two hours of lab work/practical work/fieldwork/practicum per week is given one credit hour.
- v. One credit in a semester should be designed for 15 hours of lectures/ tutorials or 30 hours of lab work/ practical work/ field work/ practicum and 30 hours of learner engagement in terms of course-related activities such as seminar preparation, assignment submission, etc.
- vi. A one-credit seminar or internship or studio activities or field work/ projects or community engagement and service will have two-hour engagements per week (30 hours of engagement per semester).
- vii. A course can have a combination of Lecture (L)/ Tutorial (T)/ Practicum or Practical (P)/ & Others (O) credits.
- viii. Minimum credit for one Course should be 2 (Two), and the maximum credit should be 4 (Four).
- ix. All Discipline Specific Major/Minor Courses shall be of 4 (Four) credits.
- x. For all Discipline Specific Major/Minor Courses, there may be practical/ practicum.
- xi. All Courses under the Multi-Disciplinary, Ability Enhancement, Value Addition and Skill Enhancement categories are of 3 credits. Practical/Practicum credits can also be included in this category.
- xii. Summer Internship, Apprenticeship, Community Outreach activities, etc. may require sixty hours (or as appropriate) of engagement for acquiring one credit.
- xiii. A student shall be able to opt for a certain number of extra credits over and above the requirements for the award of a degree.

- xiv. Maximum number of credits that a student can earn per semester shall be restricted to 30. Hence, a student shall have the option of acquiring credits to a maximum of 180 credits for a 3-year (6-semester) UG programmes and 240 credits for a 4-year (8-semester) programmes.
- xv. Each faculty member shall offer a maximum of 16 credits per semester. However, those who are offering both practical and theory courses shall offer a maximum of 12-16 credits per semester.
- xvi. For a four-credit theory course, 60 hours of lecture/ tutorial class shall be assured as a mandatory requirement for the completion of that course.

### 11. Course Structure of the SACA-UGP Programmes

The SACA-UGP consists of the following categories of courses and the minimum credit requirements for pathway option-one shall be as follows:

Sl. No.	Categorization of Courses for all Programmes	Minimum Number of Credit Required	
		3-yearUG	4-yearUG
1	Major	68	88
2	Minor	24	24+12*
3	Multi-Disciplinary Courses (MDC)	9	9
4	Skill Enhancement Courses (SEC)	9	9
5	Ability Enhancement Courses (AEC)	12	12
6	Value Addition Courses (VAC)	9	9
7	Summer Internship, field-based learning etc.	2	2
8	Research Project/Dissertation		12**
	<b>Total Credits</b>	<b>133</b>	<b>177</b>

\*The students can acquire advanced/capstone level courses with 12 credits from their DSC/ DSE/ Minor courses depending upon their pathway choice. The Minor courses can be of level 300 or above.

\*\* The students pursuing the 4-year honours with research have to complete a capstone project with 12 credits and for the 4-year honours degree students have to complete a

project with 12 credits. Those honours students who are not doing capstone project shall do three courses at the level 400 or above or three vocational training courses or internships for 12 credits.

- i. 20% syllabus of each course will be prepared by the teacher as 'Teacher Specific Content' and will be evaluated under CCA.
- ii. In case of MDC, SEC, VAC courses coming under 3<sup>rd</sup> & 4<sup>th</sup> semester, college should make necessary arrangements to give adequate preference to courses designed by language departments. MDC in the 3<sup>rd</sup> semester can be Kerala Specific Content.

## 12. Academic Levels of Pathway Courses

Semester	Difficulty level	Nature of Course
1&2	100-199	Foundation level or introductory courses
3&4	200-299	Intermediate level courses
5&6	300-399	Higher level courses
7&8	400-499	Advanced/Capstone level courses

## 13. Signature Courses

- i. With a prior recommendation of BoS and the approval of academic council, each faculty member can design and offer at least one signature course in every semester, which may be offered as DSE/SEC/VAC.
- ii. College may publish a list of their signature courses in DSE/ SEC/ VAC offered by their faculty members with a prior recommendation of BoS and the approval of Academic Council.
- iii. College may empanel distinguished individuals who have excelled in their field of specialization like science and technology, industry, commerce, social research, media, literature, fine arts, civil services etc. as adjunct faculty as per the UGC guidelines with the approval of the University/College. With a prior recommendation of BoS and the approval of academic council, the adjunct faculty can offer SEC/VAC as signature course.
- iv. Adhoc/ Guest faculty/ Visiting faculty/ Visiting Scholars can also offer DSE/SEC/

VAC as signature courses with a prior recommendation of BoS and the approval of academic council.

- v. The faculty concerned may design the particular course and it should be forwarded to the BoS after the approval of department council.
- vi. The examinations and evaluation of the signature courses designed by the faculty shall be conducted by the faculty themselves and an external expert faculty chosen by the college from a panel of experts submitted by the faculty and recommend by the BoS concerned.

#### 14. Programme Pathways and Curriculum Structure

Students who have joined for any programme under these regulations shall have the option to choose the following pathways for their UG degree and Honours programme.

- i. **Degree with single Major:** A student pursuing the FYUG programme in a specific discipline shall be awarded a Major degree if he secures at least 50% of the total credits in the specific discipline required for the award of the Degree in that Discipline.

Example: Physics Major/Economics Major/Commerce Major

- ii. **Degree Major with Minor:** If a student pursuing the FYUG Programme is awarded a Major Degree in a particular discipline, he/she/they are eligible to be awarded a Minor in another discipline of his choice, if he earns a minimum of 32 credits (approximately 25% of credit required for the three-year programme) from 8 pathway courses in that discipline.

Example: Physics Major with Chemistry Minor/ Chemistry Major with English Minor/ Commerce Major with Economics Minor/ English Major with Functional English Minor/Hindi Major with Malayalam Minor etc.

- iii. **Major with Multiple Disciplines of Study:** This pathway is recommended for students who wish to develop core competencies in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/ subjects. If a student pursuing FYUG Degree Programme is awarded a major Degree in a particular discipline, he/she/they are eligible to get mentioned his core competencies in other disciplines of his choice if he has earned 12 credits from the pathway courses of that discipline.

Example: Physics Major with Minors in Chemistry and Mathematics, Economics Major with Minors in History and English, Commerce Major with Minors in Economics and Statistics.

iv. **Interdisciplinary Major:** For these programme pathways, the credits for the major and minor pathways shall be distributed among the constituent disciplines/subjects to attain core competence in the inter disciplinary programme.

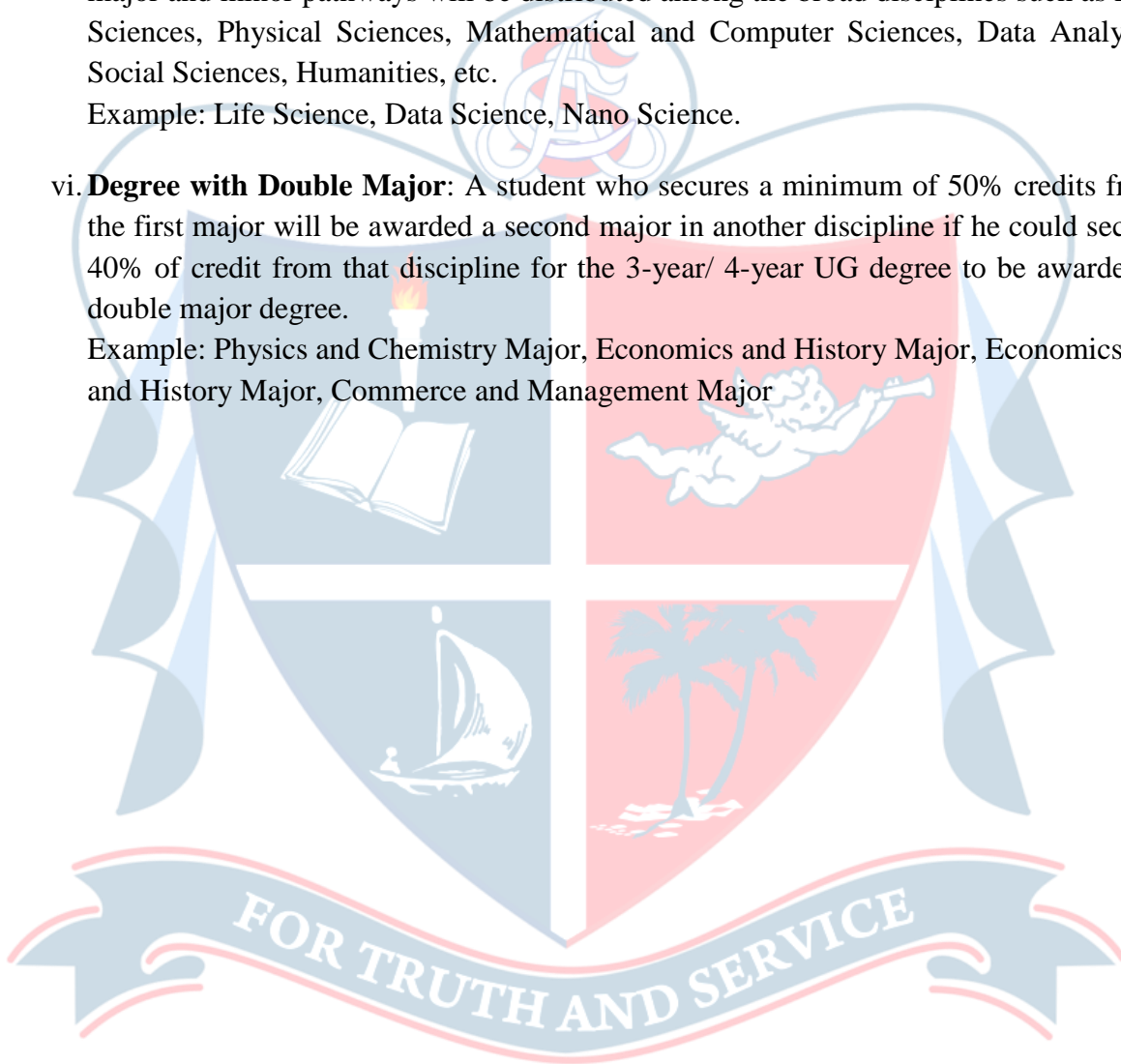
Example: Econometrics Major, Global Studies Major, Biostatistics Major.

v. **Multi-Disciplinary Major:** For multidisciplinary major pathways, the credits for the major and minor pathways will be distributed among the broad disciplines such as Life Sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc.

Example: Life Science, Data Science, Nano Science.

vi. **Degree with Double Major:** A student who secures a minimum of 50% credits from the first major will be awarded a second major in another discipline if he could secure 40% of credit from that discipline for the 3-year/ 4-year UG degree to be awarded a double major degree.

Example: Physics and Chemistry Major, Economics and History Major, Economics and History Major, Commerce and Management Major



**Pathway Option1-Degree Major or Major with Multiple Disciplines of Study**

Course Components	No. of Courses											
	Semester 1	Semester 2	Semester 3	Semester 4	Internship of 2 Credits	Semester 5#	Semester 6#	Total	Remarks	Semester 7	Semester 8	Total
DSCA (4 Credit/ Course)	1(P)	1(P)	3 (2P)	3 (2P)			5	4	17	7 Out of 17 can be opted as DSE	3	2
DSCB&C (4 Credit /Course)	2(P)	2(P)	1(P) (BorC)	1(P) (CorB)				6		3		9
Multidisciplinary Courses (MDC) (3 Credit/ Course)	1(P)	1(P)	1*					3	*Cannot opt from DSC			3
Ability Enhancement Courses (AEC) (3 Credit/ Course)	1 (English) 1 (OL)	1 (English) 1 (OL)						4				4
Skill Enhancement Courses (SEC) (3 Credit/ Course)				1*		1**	1**	3	*Cannot opt from DSCA **From DSCA only			3
Value Addition Courses (VAC) (3 Credit/ Course)			1*	1*			1**	3	*Cannot opt from DSCA **From DSCA only			3
Project/ Dissertation 12 credits for Honours with Research & 8 for Honours											12 (1 DSC /DSE for Honours)	
<b>Total Courses</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>		<b>6</b>	<b>6</b>	<b>36</b>		<b>6</b>	<b>2+1</b>	
<b>Total Credits</b>	<b>21</b>	<b>21</b>	<b>22</b>	<b>22</b>	<b>2</b>	<b>23</b>	<b>22</b>		<b>Total Credits 133</b>	<b>24</b>	<b>20</b>	<b>Total Credits 177</b>
<b>Total Hours per Week</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>		<b>25</b>	<b>25</b>		<b>Exit option available</b>	<b>25</b>	<b>25</b>	

**Pathway Option 2 – Major with Minor**

Course Components	No. of Courses											Total	
	Semester 1	Semester 2	Semester 3	Semester 4	Internship of 2 Credits	Semester 5#	Semester 6#	Total	Remarks	Semester 7	Semester 8		Total
DSCA (4Credit/ Course)	1(P)	1(P)	3 (2P)	3 (2P)			4	3	15	7 Out of 15 can be opted as DSE	3	2	22
DSCB (4Credit/ Course)	2(P)	2(P)	1(P)	1(P)			1	1	8	1 Out of 8 can be opted as DSE	3		11
Multidisciplinary Courses (MDC)/ (3Credit/ Course)	1(P)	1(P)	1*						3	*Cannot opt from DSC			3
Ability Enhancement Courses (AEC) (3Credit/ Course)	1 (English) 1 (OL)	1 (English) 1 (OL)							4				4
Skill Enhancement Courses (SEC) (3Credit/ Course)				1*			1**	1**	3	*Cannot opt from DSCA **From DSCA only			3
Value Addition Courses (VAC) (3 Credit/ Course)			1*	1*				1**	3	*Cannot opt from DSCA **From DSCA only			3
Project/ Dissertation 12 credits for Honours with Research & 8 for Honours												12 (1DSC/ DSE for Honours	
<b>Total Courses</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>			<b>6</b>	<b>6</b>	<b>36</b>		<b>6</b>	<b>2+1</b>	
<b>Total Credits</b>	<b>21</b>	<b>21</b>	<b>22</b>	<b>22</b>		<b>2</b>	<b>23</b>	<b>22</b>		<b>Total Credits 133</b>	<b>24</b>	<b>20</b>	<b>Total Credits 177</b>
<b>Total Hours per Week</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>		<b>25</b>	<b>25</b>		<b>Exit option available</b>	<b>25</b>	<b>25</b>		

**Pathway Option 3 – Double Major**

Course Components	No. of Courses											
	Semester 1	Semester 2	Semester 3	Semester 4	Internship of 2 Credits	Semester 5#	Semester 6#	Total	Remarks	Semester 7	Semester 8	Total
DSC A (4 Credit/ Course)	1(P)	1(P)	2(2P)	2(1P)			4	3	13	7 Out of 13 can be opted as DSE	3	2
DSC B (4 Credit/ Course)	2(P)	2(P)	2(1P)	2(2P)		1	1	10	2 Out of 10 can be opted as DSE	3		13
Multidisciplinary Courses (MDC) (3 Credit/ Course)	1(P)	1(P)	1*					3	*Cannot opt from DSC			3
Ability Enhancement Courses (AEC) (3 Credit/ Course)	1 (English) 1 (OL)	1 (English) 1 (OL)						4				4
Skill Enhancement Courses (SEC) (3 Credit/ Course)				1		1	1	3				3
Value addition Courses (VAC) (3 Credit/ Course)			1	1			1	3				3
Project/Dissertation 12 credits for Honours with Research & 8 for Honours											12 (1 DSC/DSE for Honours)	
<b>Total Courses</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>		<b>6</b>	<b>6</b>	<b>36</b>		<b>6</b>	<b>2+1</b>	
<b>Total Credits</b>	<b>21</b>	<b>21</b>	<b>22</b>	<b>22</b>	<b>2</b>	<b>23</b>	<b>22</b>		<b>Total Credits 133</b>	<b>24</b>	<b>20</b>	<b>Total Credits 177</b>
<b>Total Hours per Week</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>		<b>25</b>	<b>25</b>		<b>Exit option available</b>	<b>25</b>	<b>25</b>	

### **15. Guidelines for Acquiring Credit from Other Institutions/Online/Distance Mode**

- i. A student shall register to a minimum of 16 credit per semester from the college/ department where he/ she/ they is officially admitted for a particular programme. However, students enrolled for a particular programme in one institution can simultaneously enrol for additional credits from other HEIs within the University or outside the University subject to a maximum of 30 credits per semester including the 16 institutional credits.
- ii. The College shall publish a list of courses that are open for admission for students from other institutions well in advance before the commencement of each semester.
- iii. Each BoS shall prepare and publish a list of online courses at different levels before the commencement of each semester offered in various online educational platforms recognized by the academic council of the College, which can be opted by the students for acquiring additional credits.
- iv. Each BoS shall prepare and publish a list of allied/relevant pathway courses before the commencement of each semester offered by other Board of Studies that can be considered as pathway courses for major/minor for their disciplines at different levels.
- v. At the end of each, the semester College will include the credit acquired by the student through online courses in their semester grade cards subject to a maximum of 30 credits.

### **16 Attendance**

- i. A student shall be permitted to register for the end-semester evaluation of a specific course to acquire the credits only if he/ she has completed 75% of the prescribed classroom activities in physical, online, or blended modes, including any other activities as specified by the faculty coordinator of that particular course.
- ii. A student is eligible for attendance as per the existing university and government orders which includes participation in a meeting, or events organized by the college or the university, a regularly scheduled curricular or extracurricular activity prescribed by the college or the university. Due to unavoidable or other legitimate circumstances such as illness, injury, family emergency, care-related responsibilities, bad or severe weather conditions, academic or career-related interviews, students are eligible for authorized absence. Apart from this, all other eligible leave such as maternity leave, and menstrual leave shall also be treated as authorized absences.
- iii. The condonation facility can be availed as per the College norms.

## 17. Workload

- i. The workload of a faculty who offers only lecture courses during an academic year shall be 32 credits.
- ii. The workload of a faculty offering both practical courses and theory courses may be between 24-32 credits per academic year.
- iii. An academic year shall consist of two semesters.
- iv. To protect the existing language workload, college should make necessary arrangements to give adequate preference to those courses designed by language departments coming under MDC, SEC and VAC of 3<sup>rd</sup> & 4<sup>th</sup> semester.
- v. Programme wise workload calculation will be as per the FYUGP workload ordinance 2024.
- vi. The teachers given the administrative responsibilities in the department and college level may give a relaxation in their workload as specified in the UGC regulations 2018.

## 18. Credit Transfer and Credit Accumulation

- i. College will establish a digital storage (DIGILOCKER) of academic credits for the credit accumulation and transfer in line with ABC.
- ii. The validity of credits earned shall be for a maximum period of seven (7) years or as specified in the university/UGC regulations.
- iii. The students shall be required to earn at least 50% of the credits from the College.
- iv. Students shall be required to earn the required number of credits as per any of the pathway structure specified in this regulation for the award of the degree

## 19. Outcome Based Approach

The curriculum will be designed based on Outcome Based Education (OBE) practices. The Graduate Attributes (GA) and Programme Outcomes (PO) are provided in appendix-1. The OBE based syllabus template is provided in appendix-2.

## 20. Assessment and Evaluation

- i. The assessment shall be a combination of Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).
- ii. 30% weightage shall be given for CCA. The remaining 70% weight shall be for the ESE.
- iii. Teacher Specific Content will be evaluated under CCA.
- iv. CCA will have two subcomponents: Formative Assessment (FA) and Summative Assessment (SA). Each of these components will have equal weightage and must be conducted by the course faculty/course coordinator offering the course.
- v. FA refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, module or course. FA is to encourage students to build on their strengths rather than fixate or dwell on their deficits. FA can help to clarify and calibrate learning expectations of students. FA will help students become more aware of their learning needs, strengths, and interests so they can take greater responsibility for their educational growth. FA will be the prerogative of the course faculty/course coordinator based on specific requirement of the student.
- vi. Suggested methods of FA are as follows: (any one or in combination could be followed as decided by the course faculty/course coordinator)
  - a. Practical assignment
  - b. Observation of practical skills
  - c. Viva voce
  - d. Quiz
  - e. Interview
  - f. Oral presentations
  - g. Computerized adaptive testing
  - h. In-class discussions
  - i. Group tutorial work
  - j. Reflection writing assignments
  - k. Home assignments
  - l. Self and peer Assessments

- m. Any other method as may be required for specific course/student by the Course faculty/course coordinator
- vii. Summative Assessments (SA) are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, module, course or semester. SA may be class tests, assignments, or project, used to determine whether students have learned what they were expected to learn. It will be based on evidence, collected using single or multiple ways of assessment. The systematically collected evidence should be kept in record by course faculty/course coordinator and the marks should be displayed on the college notice board/ other official digital platforms of the college before the end semester examinations
- viii. The method of SA will be as follows: (any one as decided by the course faculty/course coordinator)
- Written test
  - Open book test
  - Laboratory report
  - Problem based assignments
  - Individual project report
  - Case study report
  - Team project report
  - Literature survey
  - Standardized test
  - Any other pedagogic approach specifically designed for a particular course by the course faculty/course coordinator.
- ix. A student may repeat SA only if there are any compulsive reasons due to which the student could not attend the assessment
- x. The prerogative of arranging a CCA lies with the course faculty/course coordinator with the approval of SACA-UGP Academic Committee based on justified reasons
- xi. The course faculty/ course coordinator shall be responsible for evaluating all the components of CCA. However, the university may involve any other person (External or Internal) for evaluation of any or all the components as decided by the Vice-

Chancellor/Pro-Vice Chancellor from time to time in case any grievances are raised.

- xii. Written tests shall be precisely designed using a variety of tools and processes (e.g., constructed responses, open-ended items, multiple-choice), and the students should be informed about the evaluation modalities before the commencement of the course.
- xiii. The course faculty may provide options for students to improve their performance through continuous assessment mechanism.
- xiv. There shall be theory and practical examinations at the end of each semester.
- xv. Regarding evaluation, one credit may be evaluated for 25 marks in a semester; thus, a 4-credit course will be evaluated for 100 marks; and 2-credit courses for 50 marks. However, for tabulation purpose course with 1-credit will be evaluated for 50 marks and will be converted to 25 marks
- xvi. Odd semester examinations will be conducted by the institution and will be evaluated at the institution level. However, even semester examinations will be conducted and evaluated by internal and external faculty.
- xvii. Individual Learning Plans (ILPs) and/ or specific assessment arrangements may be put in place for differently abled students. Suitable evaluation strategies including technology assisted examinations/alternate examination strategies will be designed and implemented for differently abled students.
- xviii. Distribution of CCA & ESE will be as given below

<b>Credit</b>	<b>CCA</b>	<b>ESE</b>
4	30	70
3	25	50
2	15	35

## 21. Practical Examination

- i. The end semester practical examination will be conducted and evaluated by the institution.
- ii. There shall be a CCA of practical courses conducted by the course faculty course coordinator.

iii. The scheme of evaluation of practical courses will be as given below:

Components for the Evaluation of Practical Courses	Weightage
CCA of practical/practicum.	30%
ESE conducted under the supervision of internal examiner	70%

iv. Those who have completed the CCA alone will be permitted to appear for the ESE.

v. For grievance redressal purposes, the university shall have the right to call for all the records of CCA.

vi. Duration of Examination

Questions shall be set as per the defined Outcome. The question setter shall ensure that there will be Time and Mode (T & M) flexibility for all External Examinations. BoS can recommend the T&M from the following list.

Mode	Time (in Hours)	
	Minimum	Maximum
Written Examination	1	2
Multiple Choice	1	1.5
Open Book	1	2
Any Other Mode	1	2

## 22. Evaluation of Project/Dissertation

The evaluation of project work shall be CCA with 30% and ESE 70%. The scheme of evaluation of the Project is given below

Components of Evaluation of Internship	Weightage	Marks for Internship 2 Credits / 50Marks
CCA	30%	15
ESE	70%	35

The department council may decide any mode for the completion of the Internship. If in case evaluation is not specified in any of the selected internship programme, institution can adopt a proper evaluation method as per the weightage specified in the table above.

### 23. Letter Grades and Grade Points

A Mark system is followed for evaluating each question. For each course in the semester, letter grades and grade points are introduced in a 10-point indirect grading system as per the guidelines given below,

- i. The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative Grade Point Average (CGPA) is based on the grades in all courses taken after joining the programme of study.
- ii. Based on the marks obtained, the weighted grade point will be mentioned in the student's grade cards.

Letter Grade	Grade Point	Percentage of Marks (Both Internal & External Marks put together)	Class
O (Outstanding)	10	95% and above	First Class with Distinction
A+ (Excellent)	9	Above 85% and below 95%	
A (Very good)	8	Above 75% and below 85%	
B+ (Good)	7	Above 65% and below 75%	First Class
B (Above average)	6	Above 55% and below 65%	
C (Average)	5	Above 45% and below 55%	Second Class
P(Pass)	4	Above 35% and below 45% Aggregate (external and internal put together) with a minimum of 30% in external	Third Class
F(Fail)	0	Below an aggregate of 35% or Below 30% in external evaluation	Fail
Ab (Absent)	0		Fail

- iii. When students take audit courses, they may be given pass (P) or fail (F) grade without any credits

## 24. Computation of SGPA and CGPA

The following method is recommended to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undertaken by a student in the semester, i.e.

$$SGPA(S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

Where  $S_i$  is the SGPA in the  $i^{\text{th}}$  semester,  $C_i$  is the number of credits of the  $i^{\text{th}}$  course and  $G_i$  is the grade point scored by the student in the  $i^{\text{th}}$  course.

$$SGPA = \frac{\text{Sum of the credit points of all the courses in a semesters}}{\text{Total Credits in that semester}}$$

### Illustration–Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit Grade)
I	DSC A	4	A	8	4x8=32
I	DSC B	4	B+	7	4x7=28
I	DSC C	4	B	6	4x6=24
I	MDC	3	B	6	3x6=18
I	AEC 1	3	O	10	3x10=30
I	AEC 2	3	C	5	3x5=15
	Total	21			147
	SGPA				147/21=7

- ii. The CGPA is also calculated in the same manner considering all the courses undertaken by a student over all the semesters of a programme i.e.

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

Where  $S_i$  is the SGPA in the  $i^{\text{th}}$  semester,  $C_i$  is the total number of credits in the  $i^{\text{th}}$  semester.

*CGPA*

$$= \frac{\text{Sum of the credits of all the courses in six/eight semesters}}{\text{Total Credits in Six(133)/Eight(177) semesters}}$$

- iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

## 25. Committees to be Constituted for the Implementation and Monitoring of SACA-UGP

- i. There shall be a college level SACA-UGP Academic Co-ordinator/Nodal Officer, academic committee and SACA-UGP department committee in each department.
- ii. The tenure of the college level committees will be 4 years.

### SACA-UGP Academic Committee

- i. The Principal (Chairman)
- ii. Academic Co-ordinator/Nodal Officer (Convenor)
- iii. All the Heads of Departments in the college
- iv. Four teachers of the college representing different discipline nominated by the college council by rotation
- v. Not less than four experts/academicians from outside the college representing areas such as Industry, Commerce, Education, Sciences etc., to be nominated by the college council preferably from the alumni of the college
- vi. Three nominees of the affiliating University (not less than the designation of associate professor in a college/university department)

### **Functions of SACA-UGP Academic Committee**

- i. Scrutinize, approve, and recommend to the University all the proposals submitted by the department committee with regard to the SACA-UGP such as, academic pathway, allowed syllabi enrichment/update, details of elective courses, Online courses, blended teaching, courses offering to the students of other HEIs, panel of examiners, summative and formative evaluation tools proposed by the concerned course faculty, new courses and syllabus proposed by the faculty members as signature courses etc. The Academic Committee can differ on any proposal, and it shall have the right to return the matter for reconsideration to the concerned Department committee or reject it, after giving sufficient reasons to do so.
- ii. Scrutiny of all documents related to Teacher Specific Content.
- iii. Recommend to the College Governing Body for starting innovative programmes using the flexibility and holistic nature of the SACA-UGP curriculum framework

### **SACA-UGP Department Committee**

- i. Head of the Department concerned (Chairman)
- ii. The entire faculties of the Department
- iii. Two subject experts from outside the college to be nominated by the MGU-UGP Academic Committee
- iv. One representative from industry/ corporate sector/ allied area relating to placement
- v. One meritorious alumnus of the department to be nominated by the department council
- vi. The department council of the SACA-UGP, may with the approval of the principal of the college, co-opt:
  - (a) Experts from outside the college whenever special courses of studies are to be formulated.
  - (b) Other faculty members of the same Faculty within the college

### **Functions of SACA-UGP Department Committee**

- i. Prepare teacher specific content of syllabi for various courses keeping in view the objectives of the SACA-UGP and submit the same for the approval of the academic committee.
- ii. Scrutinize the signature course content and its evaluation techniques.
- iii. Suggest methodologies for innovative teaching and evaluation techniques.
- iv. Suggest panel of examiners to the academic committee.
- v. Coordinate research, teaching, extension and other academic activities in the department/college.

### **26. Proposed Options for Higher Studies for the Students of SACA-UGP**

The following higher studies options at the level of post-graduation/research was described by UGC in the national higher education qualification framework;

- i. The two-year master programme will continue (with an option of having the second year devoted entirely to research) for those who have completed a 3-year UG programme under the SACA-UGP regulations.
- ii. For students who have completed a 4-year honours degree could complete their master programme within one year by acquiring the required credits as per the Post Graduate curriculum framework requirement.
- iii. For enrolling in a PhD programme the candidate should have acquired a master degree or a 4-year honours degree with research.

### **28. Power to Remove Difficulties**

If any difficulty arises in giving effect to the provisions of these Regulations, the Principal may by order make such provisions not inconsistent with the Act, Statutes, Ordinances or other Regulations, which appears to him to be necessary or expedient for removing the difficulty. Every order made under this rule shall be subject to ratification by the Governing body.

### **29. Modifications to the Regulations**

Not with standing anything contained in these Regulations, any amendments or modifications issued or notified by the University Grants Commission or the State Government, from time to time, shall be deemed to have been incorporated into these Regulations and shall constitute an integral part thereof.

## Appendix-1

### Graduate Attributes (GA) of St. Albert's College (Autonomous)

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that, higher education qualifications are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme outcomes and course outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. The graduate attributes of St. Albert's College (Autonomous) are:

#### GA1: Critical thinking and Analytical reasoning

Capability to analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories to develop knowledge and understanding; critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

#### GA2: Scientific reasoning and Problem solving

Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective; capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

#### GA3: Multidisciplinary / interdisciplinary / trans disciplinary Approach

Acquire interdisciplinary / multidisciplinary / transdisciplinary knowledge base as a consequence of the learning they engage with their programme of study; develop a collaborative – multidisciplinary / interdisciplinary / transdisciplinary-approach to formulate constructive arguments and rational analysis for achieving common goals and objectives.

#### GA4: Intra and Interpersonal skills

Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team; lead the team to guide people to the right destination, in a smooth and efficient way.

**GA5: Digital literacy**

Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

**GA6: Global citizenship**

Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

**GA7: Social Competency**

Ability to contemplate on the impact of research findings on conventional practices, and a clear understanding of responsibility towards societal needs, and reaching the targets for attaining inclusive and sustainable development.

**GA8: Equity, Inclusiveness and Sustainability**

Appreciate equity, inclusiveness and sustainability and diversity; acquire ethical and moral reasoning and values of unity, secularism and national integration to enable to act as dignified citizens; able to understand and appreciate diversity (caste, ethnicity, gender and marginalization), managing diversity and use of an inclusive approach to the extent possible.

**GA9: Lifelong Learning**

Ability to acquire knowledge and skills, including learning how to gain knowledge, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of workplace through knowledge / skill development/ reskilling.

**Programme Outcomes (PO)****PO1: Critical thinking and Analytical reasoning**

Capability to analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories to develop knowledge and understanding; critical sensibility to lived experiences, with self-awareness and reflexivity of both the self and the society.

**PO2: Scientific reasoning and Problem solving**

Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned

perspective; capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

**PO3: Multi-disciplinary/interdisciplinary/transdisciplinary Approach**

Acquire interdisciplinary/multidisciplinary/transdisciplinary knowledge base, as a result of the learning they engage within their programme of study; develop a collaborative-multidisciplinary/interdisciplinary/transdisciplinary-approach to formulate constructive arguments and rational analysis for achieving common goals and objectives.

**PO4: Communication Skills**

Ability to express thoughts and ideas effectively in writing and in speech; communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.

**PO5: Leadership Skills**

Ability to work effectively and lead respectfully with diverse teams; setting direction, formulating an inspiring vision, building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

**PO6: Social Consciousness and Responsibility**

Ability to contemplate on the impact of research findings on conventional practices, and a clear understanding of responsibility towards societal needs and reaching the targets for attaining inclusive and sustainable development.

**PO7: Equity, Inclusiveness and Sustainability**

Appreciate equity, inclusiveness and sustainability and diversity; acquire ethical and moral reasoning and values of unity, secularism and national integration to enable to act as dignified citizens; able to understand and appreciate diversity (caste, ethnicity, gender and marginalization), managing diversity and use of an inclusive approach to the extent possible.

**PO8: Moral and Ethical Reasoning**

Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour.

**PO9: Networking and Collaboration**

Acquire skills to be able to collaborate and network with educational institutions, research organisations and industrial units in India and abroad.

**PO10: Lifelong Learning**

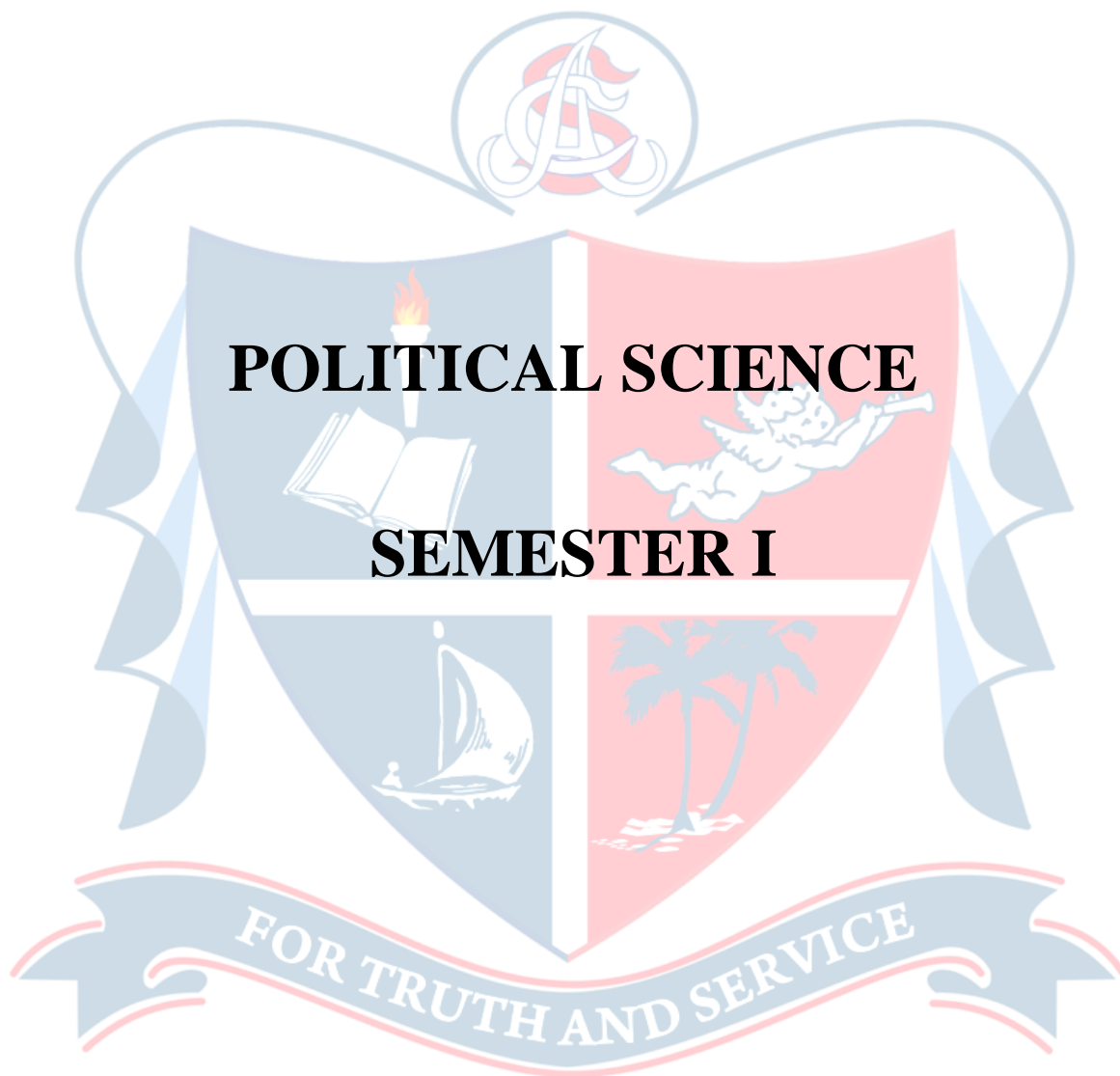
Ability to acquire knowledge and skills, including “learning how to learn”, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of workplace through knowledge/skill development/reskilling.



**Syllabus Index**Name of Minor: **Political Science**

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc	Credit	Hours/ week	Hour Distribution / Week			
					L	T	P	O
<b>Semester I</b>								
24SACPLT1DB101	Everyday Politics	DSC B (Minor)	4	5	3		1	
24SACPLT1MD101	Ecological Governance	MDC (Political Science)	3	4	2		1	
<b>Semester II</b>								
24SACPLT2DB101	Introduction to Indian Constitution	DSC B (Minor)	4	5	3		1	
24SACPLT2MD101	Fundamentals of Indian Constitution	MDC (Political Science)	3		3		1	
<b>Semester III</b>								
24SACPLT3DB201	Human Rights in India	DSC B (Minor)	4	5	3		1	
24SACPLT3MD201	Sustainable Development and India's Energy Policy	MDC (Political Science)	3	3	3			
<b>Semester IV</b>								
24SACPLT4DB201	Constitutional and Statutory Bodies in India	DSC B (Minor)	4	5	3		1	

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



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<b>Programme</b>	<b>BA (HONS) ECONOMICS</b>					
<b>Course Name</b>	<b>EVERYDAY POLITICS</b>					
<b>Type of Course</b>	<b>DSC B</b>					
<b>Course Code</b>	<b>24SACPLT1DB101</b>					
<b>Course Level</b>	<b>100-199</b>					
<b>Course Summary</b>	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.					
<b>Semester</b>	1	Credits			4	Total Hours
<b>Course Details</b>	Authentic learning	Lecture	Tutorial	Practicum	Others	75
	Collaborative learning Peer group learning	3	0	1	0	
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
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
<b>* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

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

Module	Units	Course description	Hrs	PO No.
1	<b>Understanding Politics</b>			
	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	<b>Building Blocks of Politics</b>			
	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	<b>Politics in 21<sup>st</sup> Century</b>			
	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	<b>Conceptualising Everyday Politics</b>			
	4.1	Black Lives Matter	2	5,7
	4.2	Me-too Movement	2	6,7
	4.3	Standing Protest	2	5,7

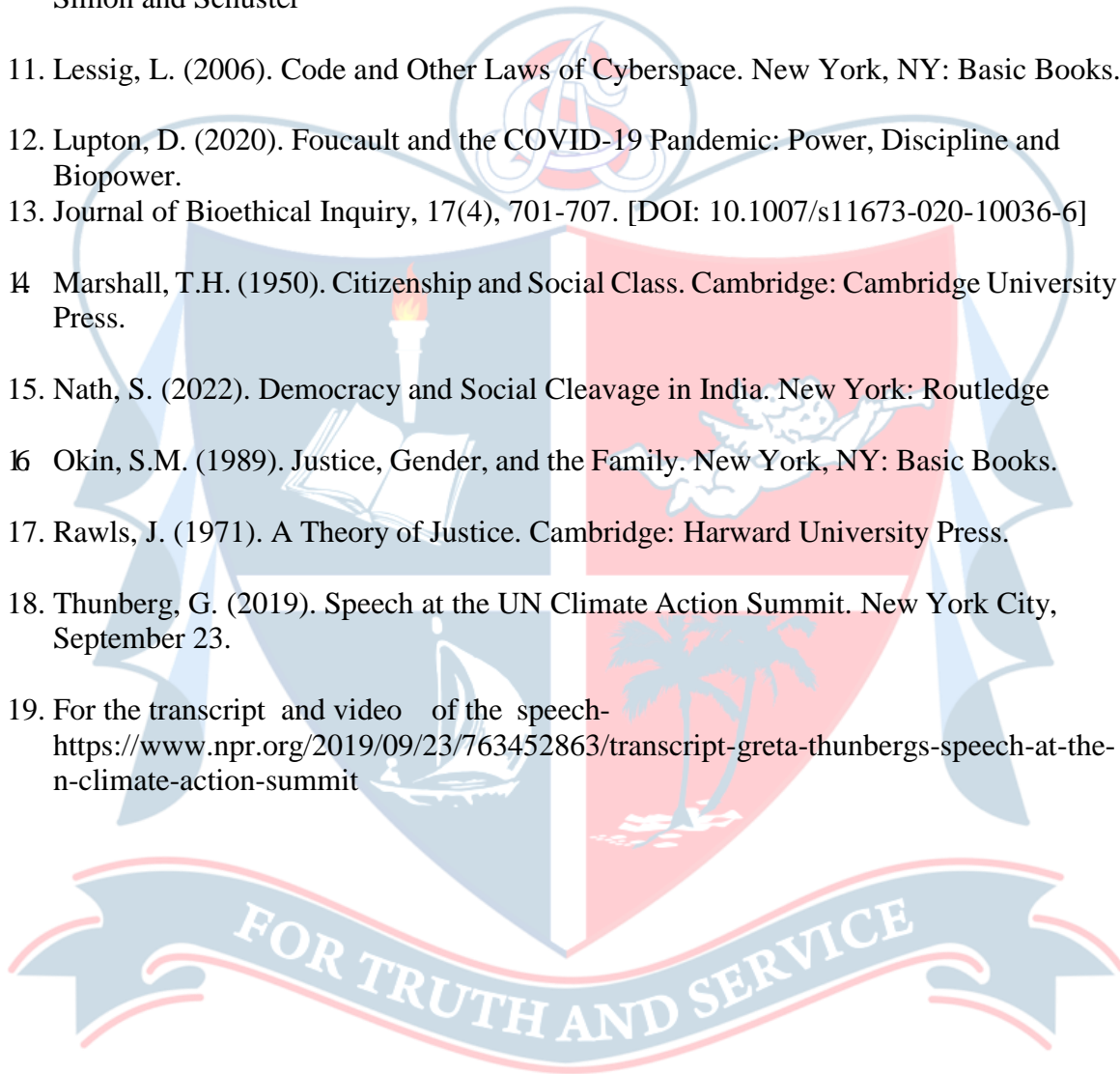
	4.4	Fridays for Future	2	6,7
	4.5	Documentation and Presentation of any movement	10	10
5	<b>Teacher Specific Content</b> (Internal Evaluation Only)			
<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>			
	<p><b>Classroom Lectures and Authentic Learning:</b> The course will be delivered through a combination of teaching-learning tools including ICT-enabled lectures, group discussions, multimedia presentations, documentaries/video contents and group activities fostering student engagement.</p>			
	<b>Course Delivery Method</b>			
	<ul style="list-style-type: none"> <li>▪ CD1- ICT enabled Lectures.</li> <li>▪ CD2- Assignments and Seminars</li> <li>▪ CD3- Documentary Reviews</li> <li>▪ CD4- Peer group Discussions</li> </ul>			
	<b>Module 1- Understanding Politics</b>			
<p>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.</p>				
<b>Module 2- Building Blocks of Politics</b>				
<p>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.</p>				
<b>Module 3- Politics in the 21<sup>st</sup> Century</b>				
<p>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.</p>				
<b>Module 4- Conceptualising Everyday Politics</b>				
<p>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.</p>				

<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>			
	<p><b>A. Continuous Comprehensive Assessment (CCA): 30 marks</b> (Practicum components will be evaluated under CCA)</p> <p>Fieldwork-10 Marks Case Study- 10 Marks Documentation and Presentation-10 Marks</p> <p><b>B. End Semester Evaluation</b></p>			
	<b>Descriptive Type</b>	<b>Word Limit</b>	<b>Number of questions to be answered</b>	<b>Marks</b>
	MCQ	NA	20	1x20=20
	Short Answer	50 Word	10 out of 15	2x10=20
	Essay	500 Words	2 out of 4	15x2=30
	<b>Total</b>			<b>70</b>

**References**

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<b>Programme</b>	<b>BA (HONS) ECONOMICS</b>					
<b>Course Name</b>	<b>ECOLOGICAL GOVERNANCE</b>					
<b>Type of Course</b>	<b>MDC</b>					
<b>Course Code</b>	<b>24SACPLT1MD101</b>					
<b>Course Level</b>	<b>100-199</b>					
<b>Course Summary</b>	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.					
<b>Semester</b>	<b>1</b>	Credits			<b>3</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>60</b>
<b>Pre-requisites, if any</b>						

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

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

Module	Units	Course description	Hrs	PO No.
1	<b>Politics of Climate Discourse</b>			
	1.1	Epistemology of Climate Regime <ul style="list-style-type: none"> <li>• Environmental equity</li> <li>• Climate Refugee</li> <li>• Climate diplomacy</li> </ul>	3	1
	1.2	Ecological crisis <ul style="list-style-type: none"> <li>• Global Warming</li> <li>• Biodiversity loss</li> <li>• Pollution</li> <li>• Deforestation</li> <li>• Marine ecosystem decline</li> </ul>	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	<b>Greenhouse Effect and Mitigation - International Policy Framework</b>			
	2.1	Greenhouse Effect: Global Initiatives- <ul style="list-style-type: none"> <li>• Paris Agreement,</li> <li>• UNFCC,</li> <li>• IPCC,</li> <li>• Kyoto protocol</li> <li>• Global Climate Action Summit</li> </ul>	2	2, 3
	2.2	Sources and Carbon sinks of greenhouse gases <ul style="list-style-type: none"> <li>• Urban Heat Islands</li> <li>• Ozone layer depletion</li> <li>• Issues and advance research to protect the Ozone layer and consequences</li> </ul>	3	2, 3
	2.3	Corporate Sustainability and Carbon Neutrality - strategies and programmes	2	3
3	<b>Conference of Parties (CoP)</b>			
	3.1	Overview of Conference of Parties (CoP) (Main	2	3

		climate change negotiations evolved over the past years and highlights of some key issues relevant to future climate change regime.)		
	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
	<b>Biodiversity; Natural Defence Against Climate Change</b>			
4	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	<b>Teacher Specific Content</b> (Internal Evaluation Only)		

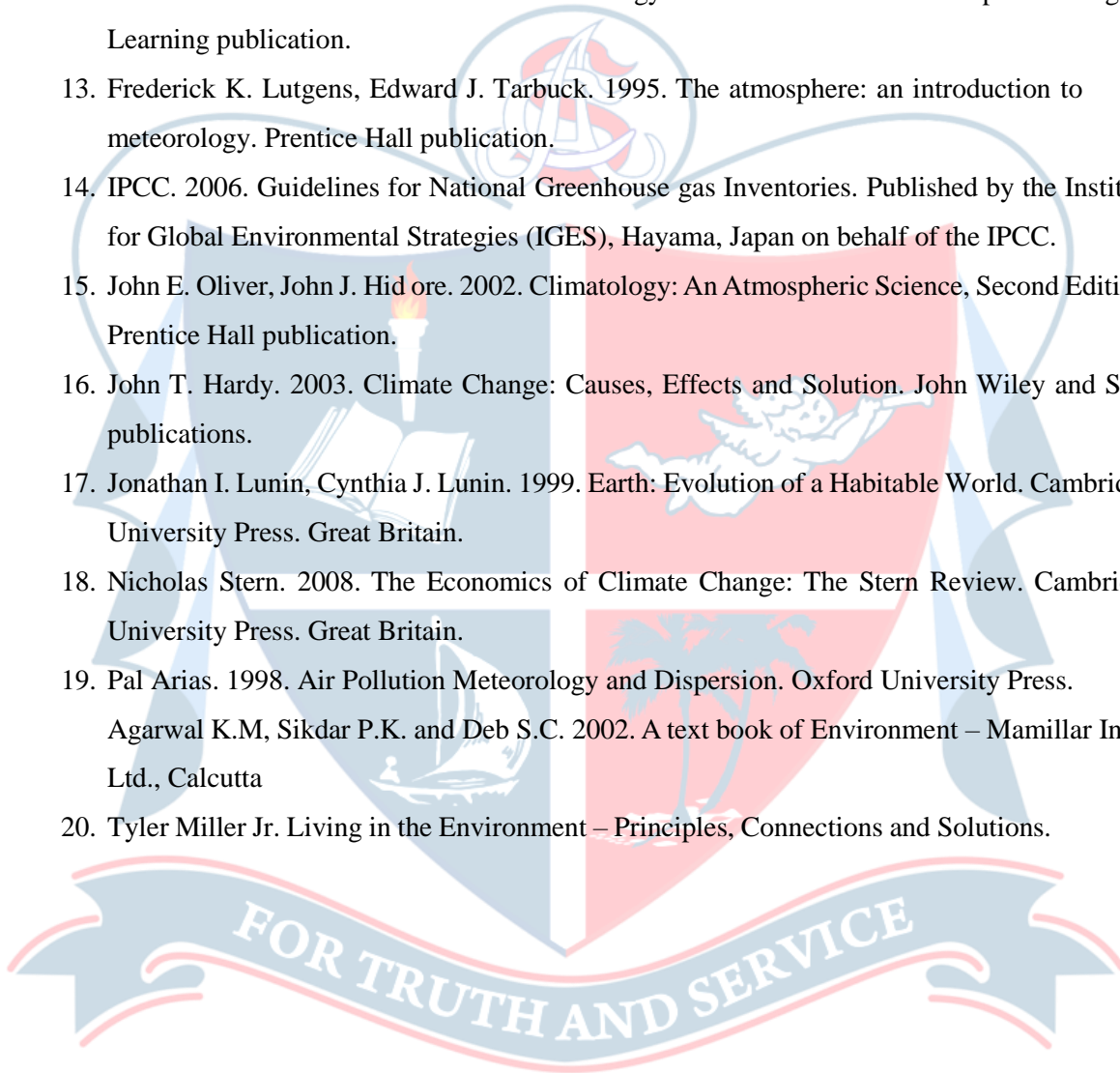
<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ul style="list-style-type: none"> <li>▪ Module I Discussion, extra reading, assignments from journals, videos, field visit.</li> <li>▪ Module II Assignments from journals, videos, discussion, extra reading,</li> <li>▪ Module III Survey of regional climate change issues, Discussion.</li> <li>▪ Module IV Discussion, Minor project, extra reading</li> </ul>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA): 25 Marks</b> (Practicum components will be evaluated under CCA) Evaluation Report-5 Marks Field Visit-10 Marks Statistical Report-10 Marks</p>

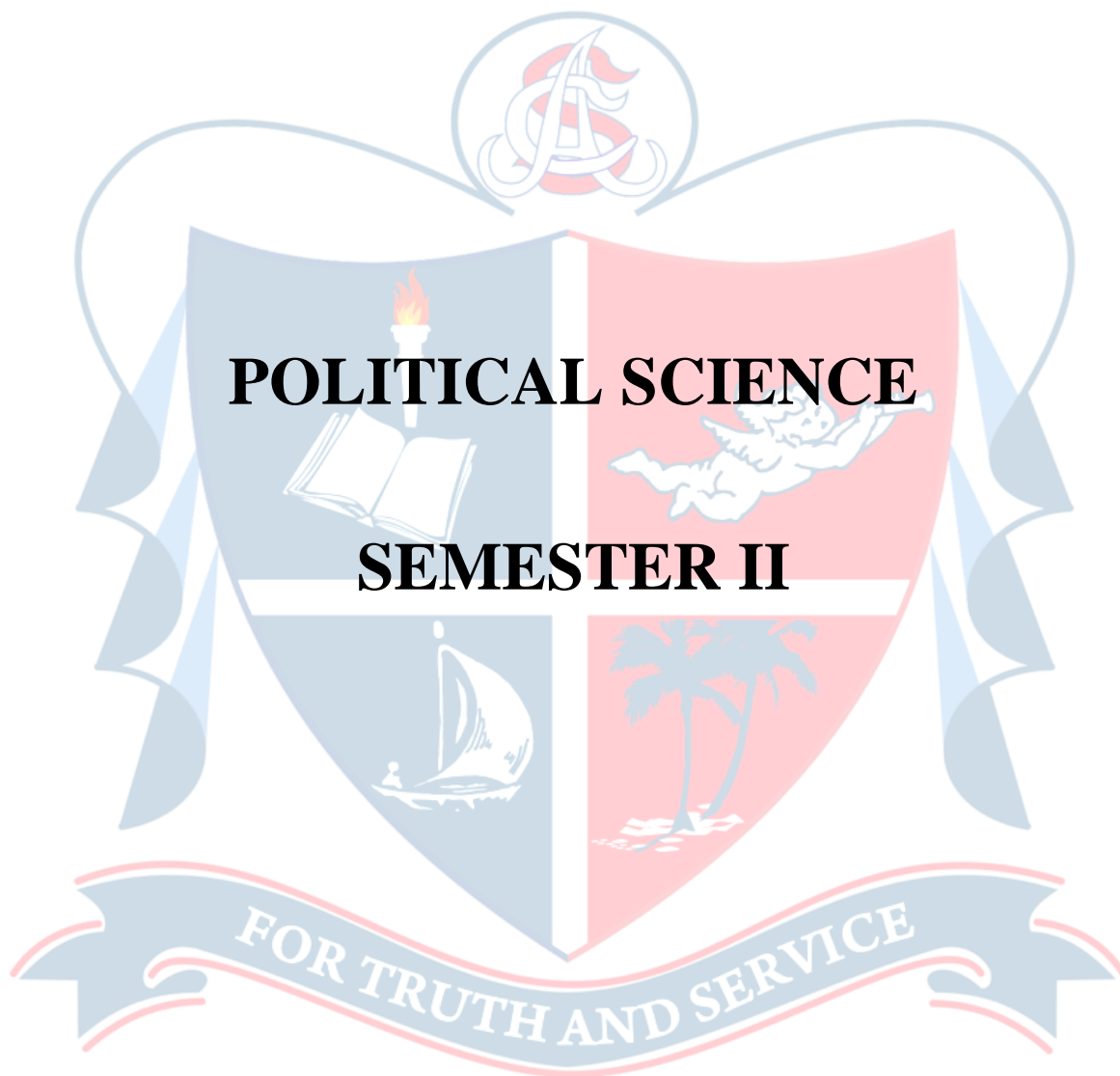
<b>B. End Semester Evaluation</b>			
<b>Descriptive Type</b>	<b>Word Limit</b>	<b>Number of questions to be answered</b>	<b>Marks</b>
MCQ	NA	15	1x15=15
Short Answer	100 Word	5 out of 8	3x5=15
Essay	350 Words	2 out of 4	10x2=20
<b>Total</b>			<b>50</b>

### References

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	<b>DEPARTMENT OF ECONOMICS</b> <b>ST.ALBERT'S COLLEGE (AUTONOMOUS)</b> <b>ERNAKULAM</b>
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<b>Programme</b>	<b>BA (HONS) ECONOMICS</b>					
<b>Course Name</b>	<b>INTRODUCTION TO INDIAN CONSTITUTION</b>					
<b>Type of Course</b>	<b>DSC B</b>					
<b>Course Code</b>	<b>24SACPLT2DB101</b>					
<b>Course Level</b>	<b>100-199</b>					
<b>Course Summary</b>	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.					
<b>Semester</b>	2	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture 3	Tutorial 0	Practicum 1	Others 0	
<b>Pre-requisites, if any</b>						

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

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	PO No.
1	<b>Making of the Constitution</b>			
	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	<b>Ideology of the Constitution</b>			
	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	<b>Democracy and the Role of Parliament</b>			
	3.1	Parliament: Lok Sabha, Rajya Sabha and the President (Understand the Parliament as a space of democracy and representation)	5	6
	3.2	Parliamentary Procedures (Identify various steps in the Law-making process and Authority of Parliament over Constitution Amendment and the Role of Opposition)	5	6
	3.3	Executive-Legislature Relations: The Role of Prime Minister and Council of Ministers	4	6
		Executive Control Over Legislation (Interpret	3	6

	3.4	and distinguish the position and power of Executive heads(President and Governor) over Legislation)		
	3.5	Conduct a mock Parliament/Visit to Legislature/ Visitto nearest court to understand the live proceedings	15	10
	<b>Single Integrated Judicial System</b>			
4	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 theBasic structure Doctrine)	2	7
	4.3	High Courts and subordinate courts	3	8
	4.4	Role of Judicial Review, Judicial Activism	2	8
5		<b>Teacher Specific Content</b> (internal evaluation only)		

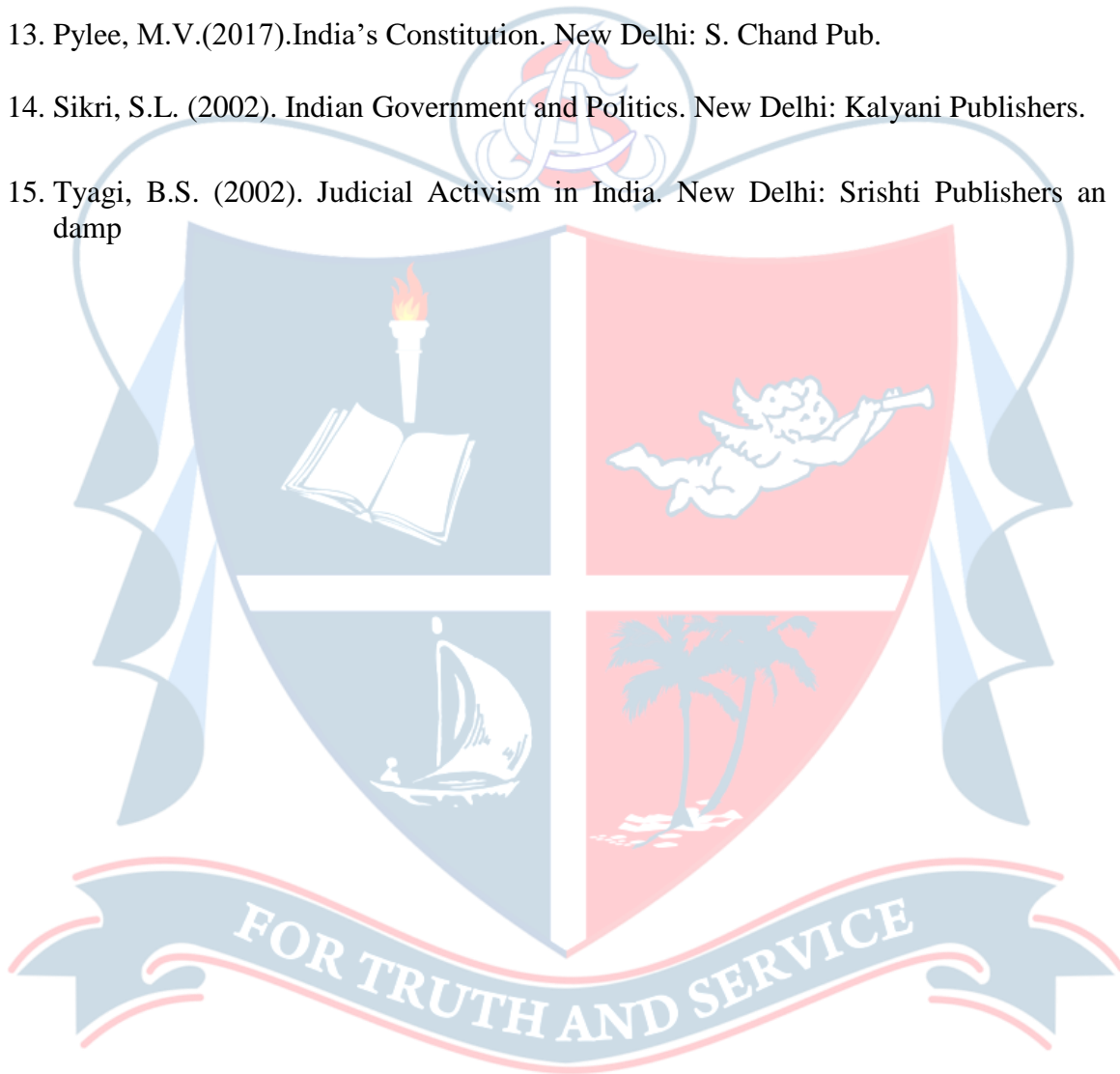
<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Module 1:</b> Lecture and discussion on the factors that lead to the formation of the Constitution (important historical instances), discussion on Constituent Assembly debates and make the students to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

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<b>Programme</b>	<b>BA (HONS) ECONOMICS</b>					
<b>Course Name</b>	<b>FUNDAMENTALS OF INDIAN CONSTITUTION</b>					
<b>Type of Course</b>	<b>MDC</b>					
<b>Course Code</b>	<b>24SACPLT2MD101</b>					
<b>Course Level</b>	<b>200</b>					
<b>Course Summary</b>	This course aims to impart knowledge about the ideological framework of the Indian Constitution. It also aims to provide basic understanding of fundamental rights, duties and the political institutions in India					
<b>Semester</b>	2	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2		1		45
<b>Pre-requisites, if any</b>	Students shall not be eligible to take the MDC in the same discipline that they have studied during their +2					

### COURSE OUTCOMES

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understand the objectives of the Indian constitution and its impulses of liberty law and justice	U	PO1
2	To create awareness about one's own rights and duties as well as a sense of respect and protection of others' rights	C	PO6, PO7
3	To analyse the importance of Directive principles of state policy in a constitutional democracy	An	PO1
4	To examine the functioning of political institutions and its relationship to each other in the political processes that are crucial for making sense of the democratic practices of the state	An	PO5
5	To understand the Indian judicial system and recent	U	PO2

	developments		
6	To discuss the importance of PIL in democratizing justice to all	C	PO2,PO5 PO6
7	To evaluate the judicial protection of human rights	E	PO1, PO8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Evolution of Indian Constitution: Role of Constituent Assembly	3	CO1
	1.2	Philosophy of Indian Constitution: Preamble	3	CO1
	1.3	Salient features of Indian Constitution	3	CO1
2	2.1	Fundamental Rights	4	CO2
	2.2	Fundamental Duties- Importance of Fundamental Duties	2	CO2
	2.3	Directive Principles of State Policy	3	CO3
3.	3.1	Union Executive: President, Prime Minister and Council of Ministers	4	CO4
	3.2	Union Parliament: Powers and functions of Rajya Sabha, Lok Sabha and Speaker	4	CO4
	3.3	Panchayati Raj System in India	2	CO4
	3.4	Field Visit- Panchayat/ Municipality	8	CO4
4.	4.1	Indian Judiciary: Supreme Court, High Court	4	CO5

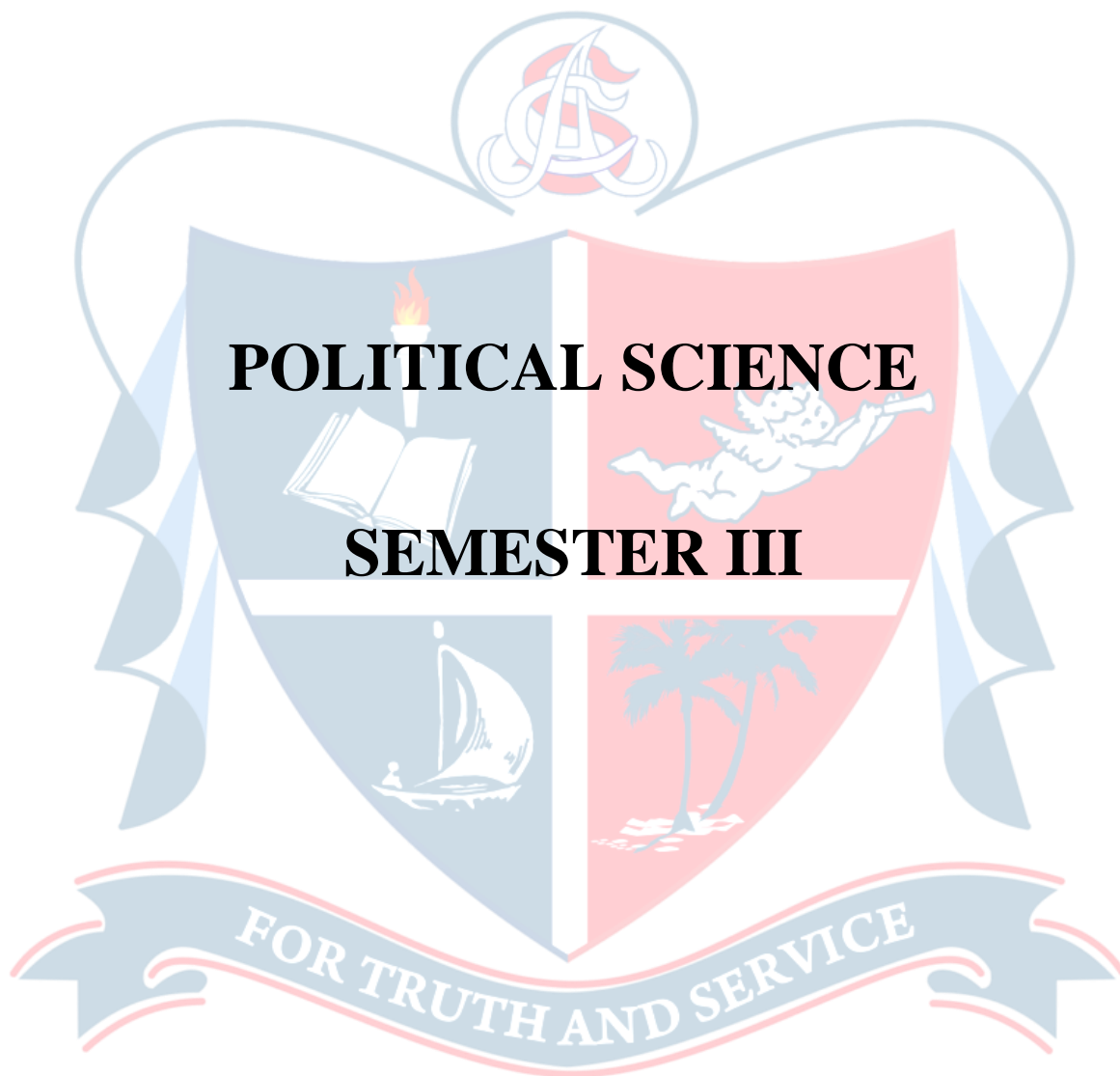
	4.2	Judicial Review, Public Interest Litigation	2	CO6
	4.3	Judiciary and Human Rights	3	CO7

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Lectures and Tutorials</li> <li>2. ICT</li> <li>3. Brainstorming</li> <li>4. GD</li> <li>5. Debates</li> <li>6. LMS</li> <li>7. Visits to democratic institutions</li> </ol>												
<p><b>Assessment Types</b></p>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <ol style="list-style-type: none"> <li>1. In-class discussion</li> <li>2. Quiz</li> <li>3. Newspaper analysis</li> <li>4. Moot Court</li> </ol> <p><b>B. End Semester Evaluation- 2 Hours Exam</b></p> <table border="1" data-bbox="467 1262 1354 1608"> <thead> <tr> <th>Type</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>25</td> <td>1x25=25 Marks</td> </tr> <tr> <td>Short Answer</td> <td>5 out of 8</td> <td>5x5=25 Marks</td> </tr> <tr> <td><b>Total Marks</b></td> <td></td> <td><b>50</b></td> </tr> </tbody> </table>	Type	Number of questions to be answered	Marks	MCQ	25	1x25=25 Marks	Short Answer	5 out of 8	5x5=25 Marks	<b>Total Marks</b>		<b>50</b>
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Short Answer	5 out of 8	5x5=25 Marks											
<b>Total Marks</b>		<b>50</b>											

### References

1. Bakshi, P.M. (2005). The Constitution of India, New Delhi, Universal Publications.
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3. Constitution of India (Full Text), India.gov.in., National Portal of India
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<b>Programme</b>	<b>BA (HONS) ECONOMICS</b>					
<b>Course Name</b>	<b>HUMAN RIGHTS IN INDIA</b>					
<b>Type of Course</b>	<b>DSC B</b>					
<b>Course Code</b>	<b>24SACPLT3DB201</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	This course provides a foundational understanding of human rights in the Indian context. It explores the historical development of human rights, core concepts, legal frameworks, and contemporary challenges. Through lectures, discussions, and case studies, students will develop critical thinking skills and a commitment to promoting human rights for all.					
<b>Semester</b>	3	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	75
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	Students will be able to define and differentiate between various definitions of human rights and trace the historical development of human rights globally, identifying key milestones and figures that shaped the modern human rights movement.	K, U, An	1,6,7, 8

2	Students will be able to critically analyze the fundamental rights provisions enshrined in the Indian constitution and evaluate the role of the judiciary in upholding human rights.	U, An	1,5, 6,7
3	Students will be able to understand and critically evaluate the specific challenges faced by vulnerable groups in India in the context of human rights. This includes identifying legal and social barriers that impede the enjoyment of human rights for these groups and evaluating the effectiveness of existing legal instruments in addressing the human rights concerns of these groups.	U, E	1,6,7
4	Students will be able to Identify and analyze a range of contemporary human rights challenges and evaluate the effectiveness of civil society organisations in addressing these issues.	An, E	1,6,7, 10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

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

Module	Units	Course description	Hrs	PO No.
1	<b>An Introduction to Human Rights</b>			
	1.1	Meaning, definition, and evolution of Human Rights (Magna Carta, Glorious Revolution, French Revolution, US Bill of Rights)	4	1
	1.2	Approaches to Human Rights: Liberal, Marxian, Dalit, Feminist and other Perspectives	3	1
	1.3	UN and Human Rights: UDHR	3	1
	1.4	Evolution of Human Rights in India: Ram Mohan Roy, Pandita Rama Bhai, Phule, Gandhi, Ambedkar, Periyar	4	6
	1.5	Study real-life cases of human rights violations in India and analyze the situation, identify the rights violated, and propose possible solutions.	5	10
2	<b>Human Rights in India</b>			
	2.1	Human rights provisions in Indian constitution-The Preamble, Fundamental Rights and DPSP	4	7

	2.2	Police and human rights (Torture, custodial deaths and extra judicial killings)	3	7
	2.3	The Judiciary and Human Rights Enforcement (Judicial review and judicial activism)	3	5
	2.4	NHRC, SHRC, Human Rights Courts	3	6
	2.5	Organize mock trials where students play different roles such as lawyers, judges, and witnesses to understand legal procedures and advocacy in cases related to human rights violations.	10	10
	<b>Human Rights of Vulnerable groups</b>			
3	3.1	Human rights of Women and Children and Transgenders	3	1
	3.2	Human rights of Minorities, Dalits and Tribes	3	5
	3.3	Human Rights of the Migrants, the Elderly people, Differently Aabled persons	3	1
	3.4	Legal mechanism pertaining to vulnerable groups	2	6
	3.5	Field visits to local human rights organizations, NGOs, or government bodies working on human rights issues to give students practical exposure	10	10
	<b>Human Rights Issues in India</b>			
4	4.1	Right to Privacy	1	5, 8
	4.2	Human Rights and Organised Violence in India (Terrorism, Communal Riots, Ethnic Conflicts, Mob Violence, Caste Violence)	3	5, 8
	4.3	Human Rights and Environment	1	8
	4.4	Human Rights in Crisis-Role of civil society organizations	2	8
	4.5	Debates or discussions on controversial human rights issues in India	5	10
5	<b>Teacher Specific Content</b> (Internal evaluation only)			

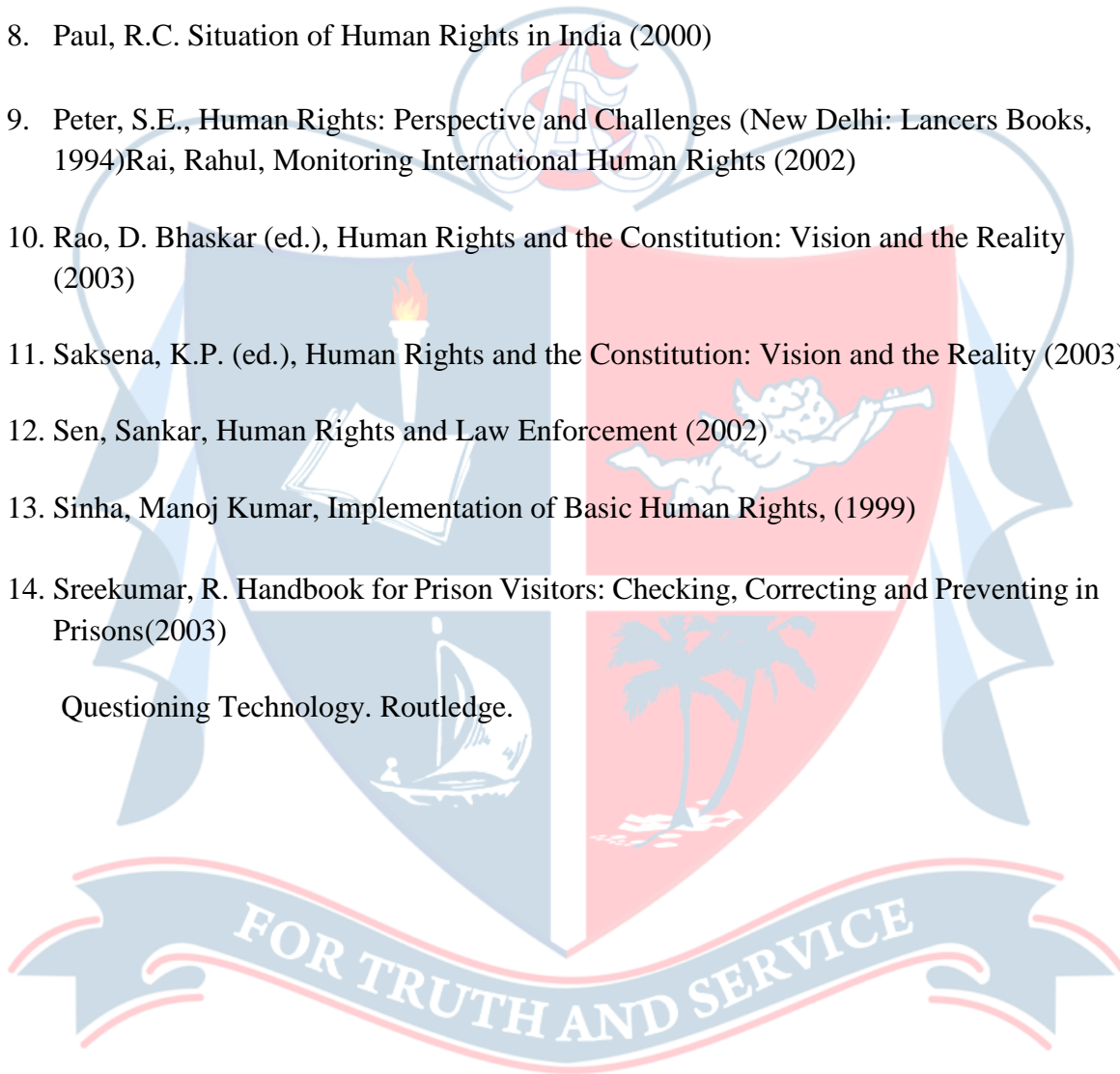
<b>Teaching and Learning Approach</b>	<p style="text-align: center;"><b>Classroom Procedure (Mode of transaction)</b></p> <p>A combination of lectures, discussions, case studies, guest lectures from experts, mock trials, field visits, and interactive activities like debates and role-playing exercises would be effective in engaging them and deepening their understanding of human rights issues in India.</p>																						
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)-30 Marks</b> (Practicum components will be evaluated under CCA) Case Study-5 Debate/Discussion-5 Field Visit-10 Mock Trial-10</p>																						
	<p><b>B. End Semester Evaluation</b></p>																						
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<b>Programme</b>	<b>BA (HONS) ECONOMICS</b>					
<b>Course Name</b>	<b>SUSTAINABLE DEVELOPMENT AND INDIA'S ENERGY POLICY</b>					
<b>Type of Course</b>	<b>MDC</b>					
<b>Course Code</b>	<b>24SACPLT3MD201</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	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.					
<b>Semester</b>	<b>3</b>	<b>Credits</b>			<b>3</b>	<b>Total Hours</b>
<b>Course Details</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practicum</b>	<b>Others</b>	
<b>Pre-requisites, if Any</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>45</b>

#### COURSE OUTCOMES (CO)

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
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
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

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

Module	Units	Course description	Hrs	PO No.
1	<b>Sustainable Development and Energy Security: Major Concepts</b>			
	1.1	Traditional and Non Traditional security	2	1, 3, 7
	1.2	Human Security, Sustainable Development, Sustainable Energy, Energy Poverty, Clean Energy	3	7
	1.3	Energy and Sustainable development Linkages: <ul style="list-style-type: none"> <li>• Economic development</li> <li>• Environment</li> <li>• Health</li> <li>• Gender</li> <li>• Agriculture</li> <li>• Livelihood</li> </ul>	5	3
2	<b>Sustainable Development</b>			
	2.1	Club of Rome- <i>The Limits to Growth</i> , Stockholm Conference 1972, The Brundtland Commission Report, Rio Conference- <i>Agenda 20</i>	4	7
	2.2	From Millennium Development Goals (MDG)	4	3, 7
	2.3	UN SDG Goal 7- <i>Ensure access to affordable, reliable, sustainable and modern energy</i>	2	2
3	<b>Energy Security</b>			
	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

	<b>Energy Policy and Sustainable Development in India</b>			
4	4.1	Evolution of Energy Policy in India: Pre Reform <ul style="list-style-type: none"> <li>• National Committee on Science and Technology</li> <li>• Commission on Additional Energy Sources</li> <li>• Department of Non-Conventional Energy Sources</li> <li>• Indian Renewable Energy Development Agency</li> <li>• 'Ministry' of Non-Conventional Energy Sources</li> </ul>	6	2, 3, 7
	4.2	Post Reforms <ul style="list-style-type: none"> <li>• Energy Conservation Act 2001</li> <li>• the Electricity Act 2003</li> <li>• Bureau of Energy Efficiency</li> <li>• Integrated Energy Policy 2006</li> <li>• Renewable Energy Act 2015</li> </ul>	6	2, 3, 7
	4.3	Sustainable Energy Missions <ul style="list-style-type: none"> <li>• The National Action Plan on Climate Change (NAPCC) 2008</li> <li>• India's Intended Nationally Determined Contributions (INDC)</li> <li>• Faster Adoption of Mobility through Electric Vehicles (FAME)</li> <li>• The Energy Conservation Building Code (ECBC) 2007</li> </ul>	6	2, 3, 7
<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> 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.			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA): 25 Marks</b> (Practicum components will be evaluated under CCA, if any)  <b>Formative Assessment (FA):</b> Oral presentations; Viva voce; In-class discussions; Tutorial works; Reflection writing assignments; Peer Assessments <b>(15 Marks)</b>			

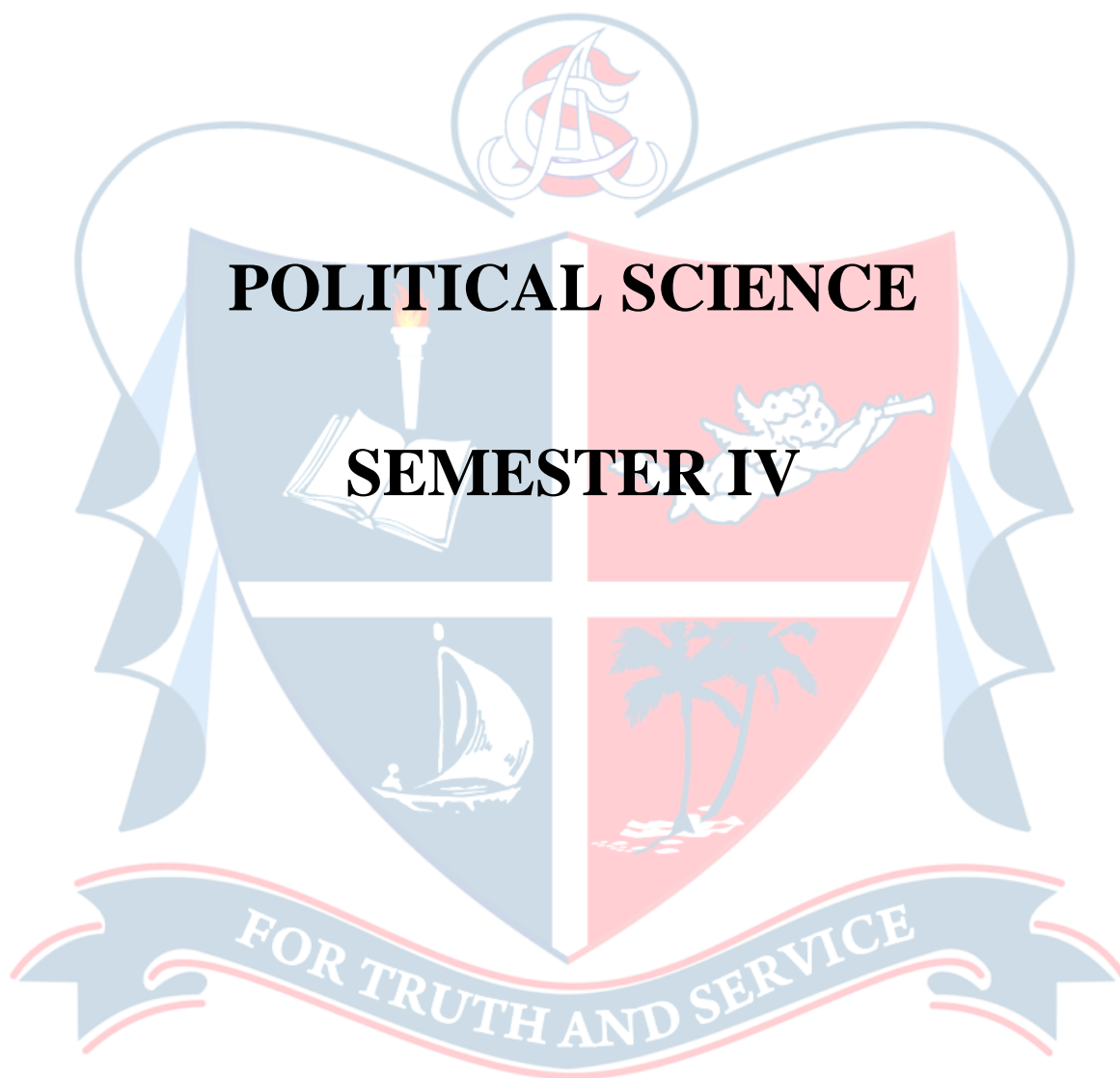
	<b>Summative Assessment (SA):</b> Written test; MCQs; Problem based assignments; reports; Seminars; Literature survey; Case study ( <b>10 Marks</b> )																						
	<b>B. End Semester Evaluation</b>																						
	<table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ</td> <td>NA</td> <td>15</td> <td>1x15=15</td> </tr> <tr> <td>Short Answer</td> <td>100 Word</td> <td>5 out of 8</td> <td>3x5=15</td> </tr> <tr> <td>Essay</td> <td>350 Words</td> <td>2 out of 4</td> <td>10x2=20</td> </tr> <tr> <td colspan="3" style="text-align: right;"><b>Total</b></td> <td><b>50</b></td> </tr> </tbody> </table>			Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ	NA	15	1x15=15	Short Answer	100 Word	5 out of 8	3x5=15	Essay	350 Words	2 out of 4	10x2=20	<b>Total</b>			<b>50</b>
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<b>Total</b>			<b>50</b>																				

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	<b>DEPARTMENT OF ECONOMICS</b> <b>ST. ALBERT'S COLLEGE (AUTONOMOUS)</b> <b>ERNAKULAM</b>
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<b>Programme</b>	<b>BA (HONS) ECONOMICS</b>					
<b>Course Name</b>	<b>CONSTITUTIONAL AND STATUTORY BODIES IN INDIA</b>					
<b>Type of Course</b>	<b>DSC B</b>					
<b>Course Code</b>	<b>24SACPLT4DB201</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	This course provides an in-depth understanding of the Constitutional and statutory bodies in India, their roles, functions, and significance in upholding the democratic structure of the country. The students will explore the diverse range of constitutional bodies and their contributions to governance, accountability and the protection of citizens' rights.					
<b>Semester</b>	4	Credits			4	Total Hours
<b>Course Details</b>	Authentic learning Collaborative learning Peer group learning	Lecture 3	Tutorial 0	Practicum 1	Others 0	
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO1	Students will be able to develop a comprehensive understanding of the Indian Constitutional Framework, its historical evolution, and amendments related to constitutional bodies, fostering critical thinking and analytical reasoning skills.	U, An	1

CO2	Students will be able to develop a deep insight into the roles of crucial bodies such as the Election Commission, Comptroller and Auditor General (CAG), Union Public Service Commission (UPSC), and National Commission for SC and ST, fostering a multidisciplinary approach to governance.	An	3
CO3	Students will be able to acquire knowledge about various specialized bodies, including statutory bodies and regulatory bodies.	K,U	4,6,7
CO4	Explore the interrelations between Constitutional Bodies, the Indian Parliament, and judiciary, understanding the autonomy, checks, and balances within a democratic framework, while critically evaluating the challenges these bodies face, aligning with scientific reasoning and social responsibility.	A, An	2,6,7, 10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

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

Module	Units	Course description	Hrs	PO No.
1	<b>Foundations of Constitutional Bodies</b>			
	1.1	Historical background of Constitutional Bodies in India	3	1
	1.2	Constitutional Bodies: -Features and Characteristics	3	2
	1.3	Functions of Constitutional Bodies in Good Governance	3	2
	1.4	Key Principles: -Independence, Accountability, Representations, Mandates, Checks and Balances	3	2
2	<b>Key Constitutional Bodies</b>			
	2.1	Election Commission of India and State Election Commissions	3	3
	2.2	Comptroller and Auditor General (CAG)	3	3
	2.3	Union Public Service Commission (UPSC)	2	3

	2,4	National Commission for SC and ST	3	4
	2.5	Field visit to any of the above commissions or its subordinates offices.	10	10
	<b>Other Specialised Bodies</b>			
3	3.1	Statutory Bodies <ul style="list-style-type: none"> <li>• National Human Rights Commission (NHRC)</li> <li>• National Commission for Women (NCW)</li> <li>• National Commission for Minorities (NCM)</li> </ul>	4	6
	3.2	Regulatory Bodies-Reserve Bank of India	2	6
	3.3	Advisory Body-NITI Aayog	2	6
	3.4	Quasi- Judicial Bodies-National Green Tribunal	3	6
	3.5	Prepare a report on the status of prisoners or women, or minorities with support of data provided by the institutions concerned or record individual experience of any activist/journalist etc who are directly encountered with above institutions.	10	10
	<b>Constitutional Bodies and India's Democratic Future</b>			
4	4.1	Changing Nature of Constitutional and Statutory Bodies	2	6
	4.2	Interactions with Global Society-Adoption of Norms,Standards, and Cooperation	3	7
	4.3	Possibilities: - Public Engagements, Legal Reforms, Transparency and Accountability, Capacity Building, Collaborative Partnerships	3	7
	4.4	Challenges: - Political Interference, Resource Constraints, Legal and Regulatory Frameworks	3	7
	4.5	Performance Assessment of any of the institutions <b>or</b> Implementation of RTI Act. 2005	10	10

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Classroom Lectures and Authentic Learning:</b> Traditional lectures can provide solid factual knowledge. Active-interactive learning, brainstorming, seminars, and group activities foster student engagement through interactive class discussions.</p> <p>Course Delivery Method          CD1- ICT enabled Lectures          CD2- Assignments &amp; Seminars          CD3- reviewing case studies          CD4- Peer group Discussions</p> <p>Module 1. Foundations of Constitutional Bodies.</p> <p>Unit 1.1 to 1.4. This unit provides a comprehensive understanding of the Indian constitutional framework, tracing its evolution and historical background. It also emphasizes the pivotal role constitutional bodies play in promoting good governance</p> <p>Module 2 Key Constitutional Bodies</p> <p>Unit 2.1 to 2.4. This module provides a foundation for students to grasp the constitutional intricacies of these bodies and their vital roles in the Indian democratic framework. It develops a comprehensive understanding of key constitutional bodies in India. This unit enhances knowledge of constitutional provisions related to governance and accountability.</p> <p>Module 3 Other Specialised Bodies</p> <p>Unit 3.1 to 3.4. aims to provide students with a comprehensive understanding of the diverse specialised bodies in India's governance structure, enabling them to critically analyse their roles, functions, and contributions to societal development.</p> <p>4 Constitutional Bodies and India's Democratic Future</p> <p>Unit 4.1 to 4.4 will help the student to study about the current situation in India. In this part aims to explain the relationship between the institutional aspects of democracy, the constitutional framework in which they are expected to function. It evaluates the autonomy and checks and balances within a democratic framework.</p>
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Assessment Types	MODE OF ASSESSMENT			
	<p><b>A. Continuous Comprehensive Assessment (CCA): 30 Marks</b>            (Practicum components will be evaluated under CCA)  <b>Formative Assessment (FA):</b> In-class discussions-5  <b>Summative Assessment (SA):</b> Field Visit-10            Reports-5 Case study-10</p>			
<b>B. End Semester Evaluation</b>				
	<b>Descriptive Type</b>	<b>Word Limit</b>	<b>Number of questions to be answered</b>	<b>Marks</b>
	MCQ	NA	20	1x20=20
	Short Answer	50 Word	10 out of 15	2x10=20
	Essay	500 Words	2 out of 4	15x2=30
	<b>Total</b>			<b>70</b>

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