



# **KANNUR UNIVERSITY**

## **FOUR-YEAR UNDERGRADUATE PROGRAMME (KU-FYUGP)**

### **SYLLABUS**

### **POLITICAL SCIENCE**

**Effective from 2025 admissions**

# **KANNUR UNIVERSITY**

## **VISION AND MISSION STATEMENTS**

### **Vision**

To establish a teaching, residential and affiliating University and to provide equitable and just access to quality higher education involving the generation, dissemination and a critical application of knowledge with special focus on the development of higher education in Kasaragod and Kannur Revenue Districts and the Mananthavady Taluk of Wayanad Revenue District.

### **Mission**

- To produce and disseminate new knowledge and to find novel avenues for application of such knowledge.
- To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- To uphold democratic, multicultural, secular, environmental and gender sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavours.
- To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards.
- To associate with the local self-governing bodies and other statutory as well as non-governmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

## **PROGRAMME OUTCOMES**

PO1: Critical Thinking and Problem-Solving-Apply critical thinking skills to analyze information and develop effective problem-solving strategies for tackling complex challenges.

PO2: Effective Communication and Social Interaction-Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections.

PO3: Holistic Understanding-Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues.

PO4: Citizenship and Leadership-Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society.

PO5: Global Perspective-Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalized world.

PO6: Ethics, Integrity and Environmental Sustainability-Uphold high ethical standards in academic and professional endeavours, demonstrating integrity and ethical decision-making. Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being.

PO7: Lifelong Learning and Adaptability-Cultivate a commitment to continuous self-directed learning, adapting to evolving challenges, and acquiring knowledge throughout life.

## INTRODUCTION

The Higher Education System in Kerala has entered a new phase with the implementation of the Four-Year Undergraduate Programme (FYUGP). This program aims to completely change the existing higher education system in the state, driven by both international and national influences. Its main objective is to make the curriculum and courses more student-centric and industry-centric. Aligned with the Kerala Higher Education Regulations and Curriculum Framework, the Kannur University Four-Year Undergraduate Programme emphasizes a more holistic and multidisciplinary education to develop all aspects of human capacity.

The Board of Studies (BoS) in Political Science at Kannur University has introduced the curriculum and syllabus for the four-year undergraduate program with the intention of nurturing critical thinking and problem-solving skills, while also fostering qualities such as citizenship, leadership, and a global perspective among learners.

The BoS in Political Science organised workshop and many rounds of formal and informal discussions with experts to prepare curriculum and syllabus for FYUGP in Political Science. The BoS hopes that once the program is completed, learners will acquire essential skills like critical thinking, problem-solving, a comprehensive understanding of complex issues, citizenship and leadership qualities, and the ability to understand diverse issues and perspectives. On behalf of the Board of Studies, and myself being Chairperson of the BoS, I express my immense and heartfelt thanks to all teachers who have co-operated with this academic exercise. I also express my sincere thanks to Dr B Bindu, Professor, Department of Anthropology, Kannur University, Dr G. Geethika, Assistant Professor, Union Christian College, Aluva to their co-operation to the Board of Studies in syllabus preparation.

**Dr Sudheesh K M**  
**Chairperson**

Board of Studies, Political Science  
Kannur University

### **Board of Studies in Political Science**

| <b>Sl. No</b> | <b>Name</b>                      | <b>Designation</b>  |
|---------------|----------------------------------|---|
| <b>1.</b>     | Dr. Sudheesh K M<br>Chairperson  | Assistant Professor<br>Department of Political Science<br>Payyanur College, Payyanur                      |
| <b>2.</b>     | Dr. Sreejith S<br>Member         | Assistant Professor<br>Department of Political Science<br>N S S College, Changanassery                    |
| <b>3.</b>     | Mrs. Sreekala V P<br>Member      | Assistant Professor<br>Department of Political Science, K M M<br>Government Women's College, Kannur       |
| <b>4.</b>     | Dr. Abdul Nazer K<br>Member      | Associate Professor<br>Department of Political Science<br>Government College, Madappally                  |
| <b>5.</b>     | Dr Dinesan D A<br>Member         | Associate Professor<br>Department of Political Science, Payyanur<br>College, Payyanur                     |
| <b>6.</b>     | Dr. Biju B L<br>Member           | Associate Professor<br>Department of Political Science, University of<br>Hyderabad, Gachibowli, Telangana |
| <b>7.</b>     | Mr. Sreenish T V<br>Member       | Assistant Professor<br>Department of Political Science<br>S N College, Kannur                             |
| <b>8.</b>     | Mr. Abhilash T<br>Member         | Assistant Professor<br>Department of Political Science<br>S N College, Chempazhanthu                      |
| <b>9.</b>     | Dr Vivek Jacob Abraham<br>Member | Assistant Professor<br>Department of Political Science<br>Catholicate College, Pathanamthitta             |

### **Programme Specific Outcome**

PSO-1. Understand key socio-political theories, ideologies, concepts, human rights, and global and Indian socio-political events and issues.

PSO-2. Analyze socio-political phenomena, theories, and policies, identifying patterns, relationships, and implications in diverse contexts.

PSO-3. Critically evaluate socio-political events and policies, identifying strengths, weaknesses, and proposing alternative perspectives or solutions.

PSO-4. Integrate knowledge from different disciplines to address contemporary socio-political challenges, informing policy-making and advocacy efforts.

PSO-5. Conduct independent research on socio-political issues, demonstrating proficiency in research methods and ethical standards.

PSO-6. Communicate political ideas and research findings effectively through various mediums to diverse audiences.

PSO-7. Participate in civic discourse, community engagement, and leadership roles, advocating for democratic principles, social justice, and responsible governance.

## DETAILS OF COURSES OFFERED

| SEMESTER                                     | COURSE CODE  | COURSE NAME   | MARKS |     |       | CREDITS | HOURS/<br>WEEK |
|--|--------------|---|-------|-----|-------|---------|----------------|
|  |              |   | CA    | ESE | TOTAL |         |                |
| 1. LIST OF DISCIPLINE-SPECIFIC COURSES (DSC) |              |   |       |     |       |         |                |
| I  | KU1DSCPOL101 | Foundations of Political Science                      | 30    | 70  | 100   | 4       | 4              |
|  | KU1DSCPOL102 | Understanding Indian Constitution                     | 30    | 70  | 100   | 4       | 4              |
|  | KU1DSCPOL103 | Fundamentals of Political Science                     | 30    | 70  | 100   | 4       | 4              |
| II   | KU2DSCPOL104 | Indian Constitution: An Introduction                  | 30    | 70  | 100   | 4       | 4              |
|  | KU2DSCPOL105 | Indian Constitution: Institutions and Processes       | 30    | 70  | 100   | 4       | 4              |
|  | KU2DSCPOL106 | Ideas and Concepts in Political Science               | 30    | 70  | 100   | 4       | 4              |
| III  | KU3DSCPOL201 | Western Political Thought: Ancient and Medieval       | 30    | 70  | 100   | 4       | 4              |
|  | KU3DSCPOL202 | State and Politics in India                           | 30    | 70  | 100   | 4       | 4              |
|  | KU3DSCPOL203 | Introduction to International Politics                | 30    | 70  | 100   | 4       | 4              |
|  | KU3DSCPOL204 | Political Ideologies                                  | 30    | 70  | 100   | 4       | 4              |
| IV   | KU4DSCPOL205 | Theorising Political Concepts                         | 30    | 70  | 100   | 4       | 4              |
|  | KU4DSCPOL206 | Western Political Thought: Modern Tradition           | 30    | 70  | 100   | 4       | 4              |
|  | KU4DSCPOL207 | Theories and Concepts in International Relations      | 30    | 70  | 100   | 4       | 4              |
| V  | KU5DSCPOL301 | Comparative Politics                                  | 30    | 70  | 100   | 4       | 4              |
|  | KU5DSCPOL302 | Public Administration                                 | 30    | 70  | 100   | 4       | 4              |
|  | KU5DSCPOL303 | Issues in International Relations                     | 30    | 70  | 100   | 4       | 4              |
| VI   | KU6DSCPOL304 | State and Politics in Kerala                          | 30    | 70  | 100   | 4       | 4              |
|  | KU6DSCPOL305 | Human Rights  | 30    | 70  | 100   | 4       | 4              |
|  | KU6DSCPOL306 | Indian Political Thought                              | 30    | 70  | 100   | 4       | 4              |
| VII  | KU7DSCPOL401 | Indian Administration                                 | 30    | 70  | 100   | 4       | 4              |
|  | KU7DSCPOL402 | Contemporary Political Thought                        | 30    | 70  | 100   | 4       | 4              |
|  | KU7DSCPOL403 | Philosophy and Practice of Political Science Research | 30    | 70  | 100   | 4       | 4              |
|  | KU7DSCPOL404 | Public Policy   | 30    | 70  | 100   | 4       | 4              |
|  | KU7DSCPOL405 | Peace and Conflict Studies                            | 30    | 70  | 100   | 4       | 4              |

|             |              |  |    |    |     |   |   |
|-------------|--------------|--|----|----|-----|---|---|
| <b>VIII</b> | KU8DSCPOL406 | Contemporary Trends in Centre State Relations in India | 30 | 70 | 100 | 4 | 4 |
|             | KU8DSCPOL407 | Advanced Political Theory                              | 30 | 70 | 100 | 4 | 4 |
|             | KU8DSCPOL408 | South Asian Politics                                   | 30 | 70 | 100 | 4 | 4 |

## 2. DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)

|             |              |   |    |    |     |   |   |
|-------------|--------------|---|----|----|-----|---|---|
| <b>V</b>    | KU5DSEPOL301 | Philosophy of Social Sciences                         | 30 | 70 | 100 | 4 | 4 |
|             | KU5DSEPOL302 | Decentralised Democracy in India                      | 30 | 70 | 100 | 4 | 4 |
|             | KU5DSEPOL303 | India's Foreign Policy                                | 30 | 70 | 100 | 4 | 4 |
|             | KU5DSEPOL304 | Political Sociology                                   | 30 | 70 | 100 | 4 | 4 |
| <b>VI</b>   | KU6DSEPOL305 | International Organisations and Regional Arrangements | 30 | 70 | 100 | 4 | 4 |
|             | KU6DSEPOL306 | Financial Administration in India                     | 30 | 70 | 100 | 4 | 4 |
|             | KU6DSEPOL307 | Environmental Politics                                | 30 | 70 | 100 | 4 | 4 |
|             | KU6DSEPOL308 | Political Ideologies                                  | 30 | 70 | 100 | 4 | 4 |
| <b>VIII</b> | KU8DSEPOL401 | Political Anthropology                                | 30 | 70 | 100 | 4 | 4 |
|             | KU8DSEPOL402 | New Social Movement                                   | 30 | 70 | 100 | 4 | 4 |
|             | KU8DSEPOL403 | Politics of Media                                     | 30 | 70 | 100 | 4 | 4 |
|             | KU8DSEPOL404 | Intellectual Property Rights                          | 30 | 70 | 100 | 4 | 4 |

## 3. INTERNSHIP

|  |              |   |    |    |    |   |   |
|--|--------------|---|----|----|----|---|---|
|  | KU6INTPOL301 | (Credit for internship to be awarded only at the end of Semester 6) | 15 | 35 | 50 | 2 | - |
|--|--------------|---|----|----|----|---|---|

## 4. RESEARCH PROJECT

|  |              |                                |    |     |     |    |   |
|--|--------------|--------------------------------|----|-----|-----|----|---|
|  | KU8RPHPOL401 | Project (in Honours Programme) | 60 | 140 | 200 | 8  | - |
|  | KU8RPHPOL402 | Research Project               | 90 | 210 | 300 | 12 | - |

## 5. MULTI DISCIPLINARY COURSE (MDC)

|           |              |                        |    |    |    |   |   |
|-----------|--------------|------------------------|----|----|----|---|---|
| <b>I</b>  | KU1MDCPOL101 | Media & Politics       | 25 | 50 | 75 | 3 | 3 |
| <b>II</b> | KU2MDCPOL102 | Environmental Politics | 25 | 50 | 75 | 3 | 3 |

## 6. VALUE ADDED COURSE (VAC)

|            |              |  |    |    |    |   |   |
|------------|--------------|--|----|----|----|---|---|
| <b>III</b> | KU3VACPOL201 | Constitutional Values  | 25 | 50 | 75 | 3 | 3 |
|            | KU3VACPOL202 | Artificial Intelligence, Ethics & Constitutional Values in the Digital Age | 25 | 50 | 75 | 3 | 3 |



|           |              |                    |    |    |    |   |   |
|-----------|--------------|--------------------|----|----|----|---|---|
| <b>IV</b> | KU4VACPOL203 | Electoral Literacy | 25 | 50 | 75 | 3 | 3 |
|           | KU4VACPOL204 | Human Rights       | 25 | 50 | 75 | 3 | 3 |

#### **7. SKILL ENHANCEMENT COURSE (SEC)**

|           |              |                                    |    |    |    |   |   |
|-----------|--------------|------------------------------------|----|----|----|---|---|
| <b>IV</b> | KU4SECPOL201 | Disaster Management                | 25 | 50 | 75 | 3 | 3 |
| <b>V</b>  | KU5SECPOL301 | Psephology                         | 25 | 50 | 75 | 3 | 3 |
| <b>VI</b> | KU6SECPOL302 | Legislative Practices & Procedures | 25 | 50 | 75 | 3 | 3 |

## SEMESTERWISE COURSE DISTRIBUTION

| SEMESTER | COURSE CODE  | COURSE NAME  | MARKS |     |       | CREDITS | HOURS / WEEK |
|----------|--------------|--|-------|-----|-------|---------|--------------|
|          |              |  | CA    | ESE | TOTAL |         |              |
| I        | KU1DSCPOL101 | Foundations of Political Science   | 30    | 70  | 100   | 4       | 4            |
|          | KU1DSCPOL102 | Understanding Indian Constitution  | 30    | 70  | 100   | 4       | 4            |
|          | KU1DSCPOL103 | Fundamentals of Political Science  | 30    | 70  | 100   | 4       | 4            |
|          | KU1MDCPOL101 | Media and Politics   | 25    | 50  | 75    | 3       | 3            |
| II       | KU2DSCPOL104 | Indian Constitution: An Introduction                                       | 30    | 70  | 100   | 4       | 4            |
|          | KU2DSCPOL105 | Indian Constitution: Institutions and Processes                            | 30    | 70  | 100   | 4       | 4            |
|          | KU2DSCPOL106 | Ideas and Concepts in Political Science                                    | 30    | 70  | 100   | 4       | 4            |
|          | KU2MDCPOL102 | Environmental Politics   | 25    | 50  | 75    | 3       | 3            |
| III      | KU3DSCPOL201 | Western Political Thought: Ancient and Medieval                            | 30    | 70  | 100   | 4       | 4            |
|          | KU3DSCPOL202 | State and Politics in India  | 30    | 70  | 100   | 4       | 4            |
|          | KU3DSCPOL203 | Introduction to International Politics                                     | 30    | 70  | 100   | 4       | 4            |
|          | KU3DSCPOL204 | Political Ideologies   | 30    | 70  | 100   | 4       | 4            |
|          | KU3VACPOL201 | Constitutional Values  | 25    | 50  | 75    | 3       | 3            |
|          | KU3VACPOL202 | Artificial Intelligence, Ethics & Constitutional Values in the Digital Age | 25    | 50  | 75    | 3       | 3            |
| IV       | KU4DSCPOL205 | Theorising Political Concepts  | 30    | 70  | 100   | 4       | 4            |
|          | KU4DSCPOL206 | Western Political Thought: Modern Tradition                                | 30    | 70  | 100   | 4       | 4            |
|          | KU4DSCPOL207 | Theories and Concepts in International Relations                           | 30    | 70  | 100   | 4       | 4            |
|          | KU4VACPOL203 | Electoral Literacy   | 25    | 50  | 75    | 3       | 3            |
|          | KU4VACPOL204 | Human Rights   | 25    | 50  | 75    | 3       | 3            |
|          | KU4SECPOL201 | Disaster Management  | 25    | 50  | 75    | 3       | 3            |
| V        | KU5DSCPOL301 | Comparative Politics   | 30    | 70  | 100   | 4       | 4            |
|          | KU5DSCPOL302 | Public Administration  | 30    | 70  | 100   | 4       | 4            |
|          | KU5DSCPOL303 | Issues in International Relations  | 30    | 70  | 100   | 4       | 4            |
|          | KU5DSEPOL301 | Philosophy of Social Sciences  | 30    | 70  | 100   | 4       | 4            |
|          | KU5DSEPOL302 | Decentralised Democracy in India   | 30    | 70  | 100   | 4       | 4            |
|          | KU5DSEPOL303 | India's Foreign Policy   | 30    | 70  | 100   | 4       | 4            |

|             |               |  |    |     |     |    |   |
|-------------|---------------|--|----|-----|-----|----|---|
|             | KU5DSEPOL304  | Political Sociology                                    | 30 | 70  | 100 | 4  | 4 |
|             | KU5SECPOL301  | Psephology   | 25 | 50  | 75  | 3  | 3 |
| <b>VI</b>   | KU6DSCPOL304  | State and Politics in Kerala                           | 30 | 70  | 100 | 4  | 4 |
|             | KU6DSCPOL305  | Human Rights   | 30 | 70  | 100 | 4  | 4 |
|             | KU6DSCPOL306  | Indian Political Thought                               | 30 | 70  | 100 | 4  | 4 |
|             | KU6DSEPOL305  | International Organisations and Regional Arrangements  | 30 | 70  | 100 | 4  | 4 |
|             | KU6DSEPOL306  | Financial Administration in India                      | 30 | 70  | 100 | 4  | 4 |
|             | KU6DSEPOL307  | Environmental Politics                                 | 30 | 70  | 100 | 4  | 4 |
|             | KU6DSEPOL308  | Political Ideologies                                   | 30 | 70  | 100 | 4  | 4 |
|             | KU6SECPOL 302 | Legislative Practices & Procedures                     | 30 | 70  | 100 | 3  | 3 |
|             | KU6INTPOL301  | Internship   | 15 | 35  | 50  | 2  | - |
| <b>VII</b>  | KU7DSCPOL401  | Indian Administration                                  | 30 | 70  | 100 | 4  | 4 |
|             | KU7DSCPOL402  | Contemporary Political Thought                         | 30 | 70  | 100 | 4  | 4 |
|             | KU7DSCPOL403  | Philosophy and Practice of Political Science Research  | 30 | 70  | 100 | 4  | 4 |
|             | KU7DSCPOL404  | Public Policy  | 30 | 70  | 100 | 4  | 4 |
|             | KU7DSCPOL405  | Peace and Conflict Studies                             | 30 | 70  | 100 | 4  | 4 |
| <b>VIII</b> | KU8DSCPOL406  | Contemporary Trends in Centre State Relations in India | 30 | 70  | 100 | 4  | 4 |
|             | KU8DSCPOL407  | Advanced Political Theory                              | 30 | 70  | 100 | 4  | 4 |
|             | KU8DSCPOL408  | South Asian Politics                                   | 30 | 70  | 100 | 4  | 4 |
|             | KU8DSEPOL401  | Political Anthropology                                 | 30 | 70  | 100 | 4  | 4 |
|             | KU8DSEPOL402  | New Social Movements                                   | 30 | 70  | 100 | 4  | 4 |
|             | KU8DSEPOL403  | Politics of Media                                      | 30 | 70  | 100 | 4  | 4 |
|             | KU8DSEPOL404  | Intellectual Property Rights.                          | 30 | 70  | 100 | 4  | 4 |
|             | KU8RPHPOL401  | Project (Honours Programme)                            | 60 | 140 | 200 | 8  | - |
|             | KU8RPHPOL402  | Research Project (Honours with Research)               | 90 | 210 | 300 | 12 | - |

## WORK AND CREDIT COURSE DISTRIBUTION

| SEMESTER | COURSE CODE   | Instructional Hours/week |   |       | Credit | ESE Duration (Hour) | MARKS |     |       | Total Credit |
|----------|---|--------------------------|---|-------|--------|---------------------|-------|-----|-------|--------------|
|          |   | L/T                      | P | Total |        |                     | CA    | ESE | TOTAL |              |
| I        | AEC English   |                          |   |       | 3      | 1.5                 |       |     |       | 21           |
|          | AEC Other Languages   |                          |   |       | 3      | 1.5                 |       |     |       |              |
|          | KU1DSCPOL101 Foundations of Political Science   | 4                        |   | 4     | 4      | 2                   | 30    | 70  | 100   |              |
|          | KU1DSCPOL102 Understanding Indian Constitution  | 4                        |   | 4     | 4      | 2                   | 30    | 70  | 100   |              |
|          | KU1DSCPOL103 Fundamentals of Political Science  | 4                        |   | 4     | 4      | 2                   | 30    | 70  | 100   |              |
|          | KU1MDCPOL101 Media and Politics   | 3                        |   | 3     | 3      | 1.5                 | 25    | 50  | 75    |              |
|          |   |                          |   |       |        |                     |       |     |       |              |
| II       | AEC English   |                          |   |       | 3      | 1.5                 |       |     |       | 21           |
|          | AEC Other Languages   |                          |   |       | 3      | 1.5                 |       |     |       |              |
|          | KU2DSCPOL104 Indian Constitution: An Introduction                                       | 4                        |   | 4     | 4      | 2                   | 30    | 70  | 100   |              |
|          | KU2DSCPOL105 Indian Constitution: Institutions and Processes                            | 4                        |   | 4     | 4      | 2                   | 30    | 70  | 100   |              |
|          | KU2DSCPOL106 Ideas and Concepts in Political Science                                    | 4                        |   | 4     | 4      | 2                   | 30    | 70  | 100   |              |
|          | KU2MDCPOL102 Environmental Politics   | 3                        |   | 3     | 3      | 1.5                 | 25    | 50  | 75    |              |
|          |   |                          |   |       |        |                     |       |     |       |              |
| III      | KU3DSCPOL201 Western Political Thought: Ancient and Medieval                            | 4                        |   | 4     | 4      | 2                   | 30    | 70  | 100   | 22           |
|          | KU3DSCPOL202 State and Politics in India  | 4                        |   | 4     | 4      | 2                   | 30    | 70  | 100   |              |
|          | KU3DSCPOL203 Introduction to International Politics                                     | 4                        |   | 4     | 4      | 2                   | 30    | 70  | 100   |              |
|          | KU3DSCPOL204 Political Ideologies   | 4                        |   | 4     | 4      | 2                   | 30    | 70  | 100   |              |
|          | KU3MDC Kerala Specific  |                          |   |       | 3      | 1.5                 |       |     |       |              |
|          | KU3VACPOL201 Constitutional Values  | 3                        |   | 3     | 3      | 1.5                 | 25    | 50  | 75    |              |
|          | KU3VACPOL202 Artificial Intelligence, Ethics & Constitutional Values in the Digital Age | 3                        |   | 3     | 3      | 1.5                 | 25    | 50  | 75    |              |
|          |   |                          |   |       |        |                     |       |     |       |              |

|    |  |   |  |   |   |     |     |    |     |    |   |    |
|----|--|---|--|---|---|-----|-----|----|-----|----|---|----|
| IV | KU4DSCPOL205 Theorising Political Concepts                         | 4 |  | 4 | 4 | 2   | 30  | 70 | 100 | 21 |   |    |
|    | KU4DSCPOL206 Western Political Thought: Modern Tradition           | 4 |  | 4 | 4 | 2   | 30  | 70 | 100 |    |   |    |
|    | KU4DSCPOL207 Theories and Concepts in International Relations      | 4 |  | 4 | 4 | 2   | 30  | 70 | 100 |    |   |    |
|    | KU4VACPOL203 Electoral Literacy                                    | 3 |  | 3 | 3 | 1.5 | 25  | 50 | 75  |    |   |    |
|    | KU4VACPOL204 Human Rights  | 3 |  | 3 | 3 | 1.5 | 25  | 50 | 75  |    |   |    |
|    | KU4SECPOL201Disaster Management                                    | 3 |  | 3 | 3 | 1.5 | 25  | 50 | 75  |    |   |    |
|    |  |   |  |   |   |     |     |    |     |    |   |    |
| V  | KU5DSCPOL301 Comparative Politics                                  | 4 |  | 4 | 4 | 2   | 30  | 70 | 100 | 23 |   |    |
|    | KU5DSCPOL302 Public Administration                                 | 4 |  | 4 | 4 | 2   | 30  | 70 | 100 |    |   |    |
|    | KU5DSCPOL303 Issues in International Relations                     | 4 |  | 4 | 4 | 2   | 30  | 70 | 100 |    |   |    |
|    | KU5DSEPOL301 Philosophy of Social Sciences                         | 4 |  | 4 | 4 | 2   | 30  | 70 | 100 |    |   |    |
|    | KU5DSEPOL302Decentralised Democracy in India                       | 4 |  | 4 | 4 | 2   | 30  | 70 | 100 |    |   |    |
|    | KU5DSEPOL303 India’s Foreign Policy                                | 4 |  | 4 | 4 | 2   | 30  | 70 | 100 |    |   |    |
|    | KU5DSEPOL304 Political Sociology                                   | 4 |  | 4 | 4 | 2   | 30  | 70 | 100 |    |   |    |
|    | KU5SECPOL301 Psephology.   | 3 |  | 3 | 3 | 1.5 | 25  | 50 | 75  |    |   |    |
|    |  |   |  |   |   |     |     |    |     |    |   |    |
| VI | KU6DSCPOL304 State and Politics in Kerala                          | 4 |  | 4 | 4 | 2   | 30  | 70 | 100 | 23 |   |    |
|    | KU6DSCPOL305 Human Rights  | 4 |  | 4 | 4 | 2   | 30  | 70 | 100 |    |   |    |
|    | KU6DSCPOL306 Indian Political Thought                              | 4 |  | 4 | 4 | 2   | 30  | 70 | 100 |    |   |    |
|    | KU6DSEPOL305 International Organisations and Regional Arrangements | 4 |  | 4 | 4 | 2   | 30  | 70 | 100 |    |   |    |
|    | KU6DSEPOL306 Financial Administration in India                     | 4 |  | 4 | 4 | 2   | 30  | 70 | 100 |    |   |    |
|    | KU6DSEPOL307 Environmental Politics                                | 4 |  | 4 | 4 | 2   | 30  | 70 | 100 |    |   |    |
|    | KU6DSEPOL308 Political Ideologies                                  | 4 |  | 4 | 4 | 2   | 30  | 70 | 100 |    |   |    |
|    | KU6SECPOL 302 Legislative Practices & Procedures                   | 4 |  | 4 | 3 | 1.5 | 25  | 50 | 75  |    |   |    |
|    | KU6INTPOL301-Internship  |   |  |   | 2 |     | 152 | 35 | 50  | 15 | 2 | 35 |
|    |  |   |  |   |   |     |     |    |     |    |   |    |

|             |   |   |  |   |    |   |    |     |     |    |
|-------------|---|---|--|---|----|---|----|-----|-----|----|
| <b>VII</b>  | KU7DSCPOL401 Indian Administration                                  | 4 |  | 4 | 4  | 2 | 30 | 70  | 100 | 20 |
|             | KU7DSCPOL402 Contemporary Political Thought                         | 4 |  | 4 | 4  | 2 | 30 | 70  | 100 |    |
|             | KU7DSCPOL403 Philosophy and Practice of Political Science Research  | 4 |  | 4 | 4  | 2 | 30 | 70  | 100 |    |
|             | KU7DSCPOL404 Public Policy  | 4 |  | 4 | 4  | 2 | 30 | 70  | 100 |    |
|             | KU7DSCPOL405 Peace and Conflict Studies                             | 4 |  | 4 | 4  | 2 | 30 | 70  | 100 |    |
|             |   |   |  |   |    |   |    |     |     |    |
| <b>VIII</b> | KU8DSCPOL406 Contemporary Trends in Centre State Relations in India | 4 |  | 4 | 4  | 2 | 30 | 70  | 100 | 24 |
|             | KU8DSCPOL407 Advanced Political Theory                              | 4 |  | 4 | 4  | 2 | 30 | 70  | 100 |    |
|             | KU8DSCPOL408 South Asian Politics                                   | 4 |  | 4 | 4  | 2 | 30 | 70  | 100 |    |
|             | KU8DSEPOL401 Political Anthropology                                 | 4 |  | 4 | 4  | 2 | 30 | 70  | 100 |    |
|             | KU8DSEPOL402 New Social Movements                                   | 4 |  | 4 | 4  | 2 | 30 | 70  | 100 |    |
|             | KU8DSEPOL403 Politics of Media                                      | 4 |  | 4 | 4  | 2 | 30 | 70  | 100 |    |
|             | KU8DSEPOL404 Intellectual Property Rights                           | 4 |  | 4 | 4  | 2 | 30 | 70  | 100 |    |
|             | KU8RPHPOL401 Project (Honours Programme)                            |   |  |   | 8  |   | 60 | 140 | 200 |    |
|             | KU8RPHPOL402 Research Project (Honours with Research)               |   |  |   | 12 |   | 90 | 210 | 300 |    |

## SEMESTER I

| Course Code  | Course Name                       | CE | ESE | Total | Credit | Hour |
|--------------|-----------------------------------|----|-----|-------|--------|------|
| KU1DSCPOL101 | Foundations of Political Science  | 30 | 70  | 100   | 4      | 4    |
| KU1DSCPOL102 | Understanding Indian Constitution | 30 | 70  | 100   | 4      | 4    |
| KU1DSCPOL103 | Fundamentals of Political Science | 30 | 70  | 100   | 4      | 4    |
| KU1MDCPOL101 | Media and Politics (MDC-1)        | 25 | 50  | 75    | 3      | 3    |

### KU1DSCPOL101 FOUNDATIONS OF POLITICAL SCIENCE

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 1                               | DSC                   | 100-199      | KU1DSCPOL101       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2 hrs                   |

#### Course Description:

This course aims to impart foundational concepts of political science to learners. It helps learners understand the meaning, definition, nature, and scope of the discipline. Additionally, the course clarifies the difference between politics and political science. The course explores various perspectives of power in politics and provides insights into different approaches within political science. It also covers the meaning and definition of the state, along with the evolution of the modern nation-state. Learners will gain an understanding of the major elements that constitute the state. The course further explores the branches of government, including their definitions, organization, and functioning. In addition, it distinguishes between constitution and constitutionalism, unitary and federal governments, and various types of democracy.

#### Course Outcomes:

| C No. | Expected Outcome  | Learning Domains |
|-------|---|------------------|
| 1     | Learners will be able to define the key concepts, nature, and scope of political science and distinguish it from the study of politics.   | U                |
| 2     | Learners will gain the ability to evaluate various perspectives on the concept of power and its role in political processes.  | An               |
| 3     | Learners will be able to distinguish between the concepts of constitution and constitutionalism, unitary and federal governments, and the various types of democracy.                   | E                |
| 4     | Learners will develop an understanding of the evolution of the modern nation-state and its essential components.  | U                |
| 5     | Learners will be able to describe and analyze the definitions, organization, and functions of the branches of government, as well as understand their interrelationships in governance. | An               |

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



### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       |       |       | ✓     |       |       |       |
| CO 3 |       |       |       |       |       | ✓     |       |
| CO 4 |       | ✓     |       |       |       |       |       |
| CO 5 |       |       |       | ✓     |       |       |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODUL<br>E | UNIT                | DESCRIPTION   | HOURS     |
|------------|---------------------|---|-----------|
| <b>1</b>   | <b>Introduction</b> |   | <b>12</b> |
|            | 1                   | Meaning, Definition & Nature of Political Science; Politics Vs Political Science.                               |           |
|            | 2                   | Definition of Politics: The Art of Government, The Public Affairs, The Compromise and Consensus, and The Power. |           |
|            | 3                   | Perspectives on Political Power: Biological, Psychological, Rational, and Irrational.                           |           |
|            | 4                   | Historical Origin of Discipline of Political Science & Scope of Political Science.                              |           |
| <b>2</b>   | <b>Approaches</b>   |   | <b>12</b> |
|            | 1                   | Normative Tradition I: Ancient and Medieval Thinkers, The Contractualists & Marxists Theories.                  |           |
|            | 2                   | Normative Tradition II: Critical Approaches: Neo-Marxism, Post Modernism & Post Structuralism.                  |           |
|            | 3                   | Empirical Tradition-I: Behavioralism, Post Behavioralism.   |           |
|            | 4                   | Empirical Tradition-II: Models: System Theory, Structural Functionalism, Decision Making Theory.                |           |

|   |                             |   |           |
|---|-----------------------------|---|-----------|
| 3 | <b>State and Government</b> |   | <b>12</b> |
|   | 1                           | Meaning, and Definition of the State; Growth of Modern Nation State, and Elements of Modern State.  |           |
|   | 2                           | Branches of Government:<br>1) Legislature: Definition, Types, Functions<br>2) Executive: Definition, Types: Parliamentary Vs Presidential, Nominal Vs Real, Functions<br>3) Judiciary: Definition, and Organization of Judiciary. |           |
|   | 3                           | Constitutionalism: Meaning, Definition, Characteristics.<br>Constitution: Types.  |           |
|   | 4                           | Sovereignty: Meaning, Characteristics & Types.  |           |
| 4 | <b>Key Concepts</b>         |   | <b>12</b> |
|   | 1                           | Law: Meaning, Definition, Sources & Types.<br>Liberty: Definition & Types.  |           |
|   | 2                           | Rights & Equality: Definition & Types.  |           |
|   | 3                           | Justice: Definition & Types.<br>Citizenship: Definition & Elements.   |           |
|   | 4                           | Democracy: Meaning, Definition, and Types of Democracy: Direct & Indirect.  |           |

|   |  |  |           |
|---|--|--|-----------|
| 5 | <b>Teacher Specific Module</b>   |  | <b>12</b> |
|   | <i>Directions</i>  |  |           |
|   | Organize debates on different interpretations of politics or approaches to political science.<br>Assign case studies analyzing the relationship between politics and other social sciences.<br>Facilitate group discussions on the significance of studying the state and civil society. |  |           |

#### **Essential Readings**

1. Heywood, Andrew (2022). *Politics* (5<sup>th</sup> Edition). New Delhi: Bloomsbury India.
2. Roskin, Michael G. et al. (2012). *Political science: An Introduction*. (14<sup>th</sup> Edition). New Delhi: Pearson.
3. Roskin, Michael G. (2025). *Historical Development in Political Science*. Online Edition Britannica. <https://www.britannica.com/topic/political-science>
4. Gauba, O. P. (2021). *An Introduction to Political Theory* (9<sup>th</sup> Edition). New Delhi: National Paperbacks.
5. Mukhopadhyay, Amal Kumar (2020), *Western Political Thought: From Ancient Greeks to Modern Political Scientists*. New Delhi: Sage Texts.

**Suggested Readings:**

1. Grigsby, Ellen. (2012). *Analyzing Politics: An Introduction to Political Science* (Fifth Edition). University of Mexico
2. Tansey, Stephen, D. (2008), *Politics the Basics* (fourth edition). New York: Routledge.
3. Barker, E. (1976). *Principles of Social & Political Theory*. Calcutta: Oxford University Press.
4. Held, David (1989). *Political Theory & Modern State*, Cambridge: Polity Press.
5. Laski, H. J (2006). *Grammar of Politics*. New Delhi: Surjeeth Publications.
6. Ramswamy, Suseela (2002). *Political Theory: Ideas & Concepts*. Delhi: Macmillan.
7. Verma, S.P(1983). *Modern Political Theory*, Vikas: New Delhi.
8. Appadorai, A. (2002). *Substance of Politics*, New Delhi: Oxford University Press.

**Assessment Rubrics:**

| Evaluation Type         |   | Marks |
|-------------------------|---|-------|
| End Semester Evaluation |   | 70    |
| Continuous Evaluation   |   | 30    |
| a)                      | Test Paper- 1   | 10    |
| b)                      | Test Paper-2/Quiz   | 10    |
| c)                      | Assignment/Seminar/Book/ Article<br>Review/Field Report/Viva Voce/<br>Group Discussion (Any of the two) | 10    |
| Total                   |   | 100   |

**Employability for the Course:** This course enhances employability by equipping students with critical thinking, analytical, and research skills essential for various careers in government, public administration, international organizations, political analysis, policy research, advocacy, and academia. Additionally, interdisciplinary knowledge gained in this course prepares students for diverse professional opportunities in fields such as law, journalism, diplomacy, and non-profit organizations.

**KU1DSCPOL102: UNDERSTANDING INDIAN CONSTITUTION**

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 1                               | DSC                   | 100-199      | KU1DSCPOL102       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2 Hrs                   |

**Course Description:** The course has been designed to disseminate the fundamental principles and provisions of the Constitution of India. It addresses the conceptual underpinnings of the Indian Constitution while placing special emphasis on its historical evolution. It familiarizes the learners with the constitutional structure, institutions and their functions and mutual relationship and engagements. The course also covers Fundamental Rights, Directive Principles and Fundamental Duties. It will provide a detailed understanding of the purpose behind their presence in the constitution.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | To understand the philosophical and historical values embodied in the constitution of India   | U                |
| 2      | To identify the importance of Fundamental Rights, Fundamental Duties and Directive Principles and as envisaged by the constitution. | An               |
| 3      | To provide a comprehensive understanding of the structure and functions of the various organs of the government.                    | U                |
| 4      | To comprehend the composition and processes of state government   | U                |
| 5      | To analyse the working of the Constitution and issues related to constitution and governance in India.                              | An               |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       |       |       | ✓     |       |       |       |
| CO 3 |       | ✓     |       |       |       |       |       |
| CO 4 |       | ✓     |       |       |       |       |       |
| CO 5 |       |       |       | ✓     |       |       |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE   | UNIT                     | DESCRIPTION  | HOURS     |
|----------|--------------------------|--|-----------|
| <b>1</b> | <b>Introduction</b>      |  | <b>12</b> |
|          | 1                        | Structure and Working of the Constituent Assembly.           |           |
|          | 2                        | Role of Major Committees formed by the Constituent Assembly. |           |
|          | 3                        | Philosophy of Indian Constitution- Preamble.                 |           |
|          | 4                        | Salient Features of the Constitution.                        |           |
| <b>2</b> | <b>State and Citizen</b> |  | <b>12</b> |
|          | 1                        | Citizenship-Constitutional Provisions-Part II.               |           |
|          | 2                        | Civil and Political Rights-Fundamental Rights                |           |
|          | 3                        | Social Welfare-Directive Principles of State Policy.         |           |
|          | 4                        | Political Obligation-Fundamental Duties.                     |           |

|          |   |   |           |
|----------|---|---|-----------|
| <b>3</b> | <b>Political Structure -Union Government.</b> |   | <b>12</b> |
|          | 1   | Union Legislature.: Constitutional Status, and Union Parliament-Structure and Functions                     |           |
|          | 2   | Union Executive: President, Prime Minister and Council of Ministers.  |           |
|          | 3   | Supreme Court of India- Jurisdiction.   |           |
|          | 4   | Provisions for Amending the Constitution; Comptroller and Auditor General, Union Public Service Commission. |           |
| <b>4</b> | <b>Political Structure-State</b>              |   | <b>12</b> |
|          | 1   | State Legislature – Constitutional status, State Legislature-Structure and Functions.                       |           |
|          | 2   | State Executive-Governor, Chief Minister and Council of Ministers.  |           |
|          | 3   | High Courts- Jurisdiction and Lower Courts.   |           |
|          | 4   | State Public Service Commission.  |           |

|          |   |  |           |
|----------|---|--|-----------|
| <b>5</b> | <b>Teacher Specific Module</b>  |  | <b>12</b> |
|          | <i>Directions</i>   |  |           |
|          | <p>Organize debates on the philosophical and historical values embodied in the Indian Constitution.</p> <p>Conduct quizzes focusing on fundamental rights, duties, and directive principles to reinforce understanding and retention of key concepts.</p> <p>Assign case studies exploring landmark constitutional cases related to fundamental rights, directive principles, and governance issues</p> <p>Facilitate a simulation activity where students role-play as members of the Constituent Assembly or drafting committee to draft a constitution</p> <p>Ask students to write review essays analyzing recent constitutional amendments, court judgments, or government policies in light of constitutional principles.</p> |  |           |

### Essential Readings:

1. Basu, Durga Das. (2013). *An Introduction to the Constitution of India*, New Delhi: Prentice Hall.
2. Laxmikanth, M. (2019). *Indian Polity*. New Delhi: McGraw Hill Education (India).

### Suggested Readings:

1. Chaube, S.K. (2000). *Constituent Assembly of India – Spring Board of Revolution*, New Delhi, Manohar Publishers.
2. Austin, G. (2000). *Working a Democratic Constitution – The Indian Experience* Delhi: Oxford University Press.
3. Agarwal, R. (2009). *Constitutional Development and National Movement of India*. New Delhi: S. Chand.
4. Jayal, N.G (2013). *Citizenship and Discontent: An Indian History*. New Delhi: Harward University Press
5. Sharma, B. K. (2022). *Introduction to the Constitution of India*. (11<sup>th</sup> Ed.). Hariyana: PHI Learning Pvt Ltd.
6. Choudhry, S., Khosla, M., & Mehta, P. (2016). *The Oxford Handbook of the Indian Constitution*. New Delhi: Oxford University Press.
7. Noorani, A. G. (2003). *Constitutional Questions in India: The President, Parliament and the States*. New Delhi: Oxford University Press.

#### Assessment Rubrics

| Evaluation Type         |  | Marks      |
|-------------------------|--|------------|
| End Semester Evaluation |  | <b>70</b>  |
| Continuous Evaluation   |  | <b>30</b>  |
| a)                      | Test Paper- 1  | 10         |
| b)                      | Test Paper-2/Quiz  | 10         |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10         |
| <b>Total</b>            |  | <b>100</b> |

### KU1DSCPOL103 FUNDAMENTALS OF POLITICAL SCIENCE

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 1                               | DSC                   | 100-199      | KU1DSCPOL103       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2 Hrs                   |

#### Course Description:

This course provides a foundational understanding of key concepts and approaches in political science. Students explore the meaning and definitions of politics, the distinction between politics as an art and a science, the historical development of political studies, and the scope of political science. Through simple explanations, students learn about various approaches to studying political science, including philosophical, behavioral, Marxist, and feminist perspectives. The course also examines the relationship between political science and other social sciences such as history, economics, and sociology, fostering interdisciplinary understanding. By the end of the course, students develop a solid foundation in political science concepts and methodologies.

#### Course Outcomes:

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Define the meaning of politics and its scope                                 | U                |
| 2      | Compare and contrast different approaches to the study of political science  | An               |
| 3      | Explain the relationship between political science and other social sciences | U                |
| 4      | Analyze the concepts of state and civil society                              | An               |
| 5      | Evaluate the significance of studying politics and the state                 | E                |

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

#### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       |       | ✓     |       |       |       |       |
| CO 3 |       | ✓     |       |       |       |       |       |
| CO 4 |       |       | ✓     |       |       |       |       |
| CO 5 |       |       |       |       | ✓     |       |       |



## COURSE CONTENTS

### Contents for Classroom Transaction

| MODULE | UNIT   | DESCRIPTION   | HOURS     |
|--------|--|---|-----------|
| 1      | <b>Introduction</b>                          |   | <b>12</b> |
|        | 1  | Meaning, Definitions, Nature, and Scope of Political Science.   |           |
|        | 2  | Historical evolution of discipline of Political Science.  |           |
|        | 3  | Difference between Politics, and Political Science.   |           |
|        | 4  | Relation with History, Economics, Sociology, and Anthropology.  |           |
| 2      | <b>Approaches</b>                            |   | <b>12</b> |
|        | 1  | Normative I: Philosophical, Historical, Legal, and Institutional.                                     |           |
|        | 2  | Normative II- Marxian, Communitarian, and Feminist.   |           |
|        | 3  | Empirical Tradition-I: Behavioralism, Post Behavioralism, New Institutionalism, and Rationale Choice. |           |
|        | 4  | Empirical Tradition-II: Models: System Theory, and Structural Functionalism.                          |           |
| 3      | <b>Constitution, State &amp; Sovereignty</b> |   | <b>12</b> |
|        | 1  | Constitution: Definition, Functions, & Types.   |           |
|        | 2  | State: Definition, Elements, Rise and Growth of Modern Nation State.                                  |           |
|        | 3  | Branches of Government: Legislature, Executive, and Judiciary- Definitions, Types, and Functions.     |           |
|        | 4  | Sovereignty: Meaning, Definition, Characteristics, and Types.   |           |
| 4      | <b>Core Concepts</b>                         |   | <b>12</b> |
|        | 1  | Law: Meaning, Definition, Sources, and Types.   |           |
|        | 2  | Rights & Liberty: Definition, and Types.  |           |
|        | 3  | Equality & Justice: Definition, and Types.  |           |
|        | 4  | Citizenship.  |           |

|   |   |           |
|---|---|-----------|
| 5 | <b>Teacher Specific Module</b>  | <b>12</b> |
|   | <i>Directions</i>   |           |
|   | Organize debates on the meaning and scope of politics or different approaches to political science<br>Concept Mapping: Ask students to create concept maps illustrating the relationship between political science and other social sciences.<br>Assign research projects exploring key concepts such as the state, civil society, or political ideologies<br>Provide case studies examining historical events or contemporary issues related to politics, state, and civil society |           |

#### Essential Readings

1. Andrew Heywood (2002). *Politics* (Second Edition), New Delhi: Palgrave Macmillan.
2. Roskin, Michael G. (2012). *Political science An Introduction* (Twelfth Edition). New Delhi: Pearson.
3. Gauba, O. P. (2021). *An Introduction to Political Theory*. 9<sup>th</sup> Edition. New Delhi: National Paperback.
4. Roskin, Michael G. (2025). *Historical Development in Political Science*. Online Edition Britannica. <https://www.britannica.com/topic/political-science>
5. Almond, Gabriel A. (1996). *Political Science: The History of the Discipline* in "New Hand Book of Political Science". Robert E Goodin & Hans Dieter Klingemann. pp:50-97, New Delhi: Oxford.

#### Suggested Readings:

1. Gilchrist, R.N.(2002). *Principles of Political science*. London: Longmans.
2. Kapur, Anup Chand. (1997). *Principles of Political Science*. New Delhi: S. Chand.
3. Tansey, Stephen, D. (2008), *Politics the Basics* (fourth edition), Routledge, Newyork
4. Barker, E. (1976). *Principles of Social & Political Theory*. Calcutta: Oxford University Press.
5. Held, David (1989). *Political Theory & Modern State*, Cambridge: Polity Press.
6. Laski, H. J (2006). *Grammar of Politics*. New Delhi: Surjeeth Publications.
8. Ramswamy, Suseela (2002). *Political Theory: Ideas & Concepts*. Delhi: Macmillan.
9. Verma, S.P(1983). *Modern Political Theory*, Vikas: New Delhi.
10. Appadorai, A. (2002). *Substance of Politics*, New Delhi: Oxford University Press.
11. Lasswell, H. D. (1936). *Politics: Who Gets What, When and How* (1950 (Reprint, Peter Smith, New York) ed.). New York: McGraw Hill.

#### Assessment Rubrics:

| Evaluation Type         |  | Marks      |
|-------------------------|--|------------|
| End Semester Evaluation |  | <b>70</b>  |
| Continuous Evaluation   |  | <b>30</b>  |
| a)                      | Test Paper- 1  | 10         |
| b)                      | Test Paper-2/Quiz  | 10         |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10         |
| <b>Total</b>            |  | <b>100</b> |

### KU1MDCPOL101: MEDIA AND POLITICS

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 1                               | MDC                   | 100-199      | KU1MDCPOL101       |     | 3       | 45                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 3                               | -                     | -            | 25                 | 50  | 75      | 1.5                     |

#### Course Description:

This course designed as Multi - Disciplinary Course (MDC) for Undergraduate students. It helps to understand and evaluate the role of media in contemporary society. The students from any discipline can choose this course and it provides a basic understanding on the concept of media, different types of media and its role in politics. It also portrays the role of media in political communication and how media influences to mould public opinion and policymaking. It deals the role of state to control and regulate the media likewise it assesses the significance of right to freedom and right to privacy in the contemporary scenario. It critically evaluates the media landscape and its role for creating and extracting political contestations.

**Course Prerequisite:** Nil

#### Course Outcomes:

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | To understand and define the concept of media and its interconnection with the everyday life of citizens.  | U                |
| 2      | The course analyses the significance of political communication in a democratic polity and give an overview on different types of media for political communication such as print, visual and digital media. | An               |
| 3      | Describes the cooperative and conflictual relation with state and media with a historical outlook and evaluate the regulative mechanisms of state to control the media and importance of right to freedom.   | U                |
| 4      | Evaluate the critical role played by the media in political contestations and impact of new media in making political movement and political leadership.   | E                |
| 5      | This multi-disciplinary course helps to critically understand and evaluate the diverse relationship between media and politics for all students.   | U, An            |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       | ✓     |       |       |       |
| CO 2 |       | ✓     |       |       | ✓     |       |       |
| CO 3 |       |       | ✓     |       |       |       | ✓     |
| CO 4 |       |       | ✓     |       |       | ✓     |       |
| CO 5 | ✓     |       |       | ✓     |       |       |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODUL<br>E | UNI<br>T                       | DESCRIPTION   | HOURS    |
|------------|--------------------------------|---|----------|
| <b>1</b>   | <b>Introduction</b>            |   | <b>9</b> |
|            | 1                              | Media: Meaning, and Definition;<br>Media Vs Mass Media, and Concept of Fourth Estate in Politics.   |          |
|            | 2                              | Types of Media: I- Print, Audio and Visual;<br>II-State, Private, and Social  |          |
|            | 3                              | Role of Media: Liberal Democracies, Communist, Military, and<br>Authoritarian Regimes   |          |
|            | 4                              | Mass Media: A means for strengthening, and destabilising democracy.   |          |
| <b>2</b>   | <b>Politics and Mass Media</b> |   | <b>9</b> |
|            | 1                              | Political Communication: Definition, Functions, Agencies, and Types.  |          |
|            | 2                              | Public Opinion: Definition, Characteristics, Importance, and Role of the<br>Media in Elections.   |          |
|            | 3                              | Propaganda: Definition, Characteristics, Functions, and Propaganda in the<br>different Political Regimes.                                 |          |
|            | 4                              | Making Leadership: Leadership-Definition & Importance. Political<br>Leadership, and Conditions for the emergence of Political leadership. |          |

|   |   |   |          |
|---|---|---|----------|
| 3 | <b>Media and State Regulation</b>   |   | <b>9</b> |
|   | 1   | Media and Constitutional Protection in India: Media Rights, Restrictions on Media, and Threat to Media.   |          |
|   | 2   | State Censorship: Meaning, Legal and other Mechanisms of State Censorship, Types, Positive, and Negative views on the State Censorship.   |          |
|   | 3   | Social Vigilantism: Definition, Reasons, Positive, and Negative Impacts.  |          |
|   | 4   | Media and Right to Privacy: Meaning of Right Privacy, Rights covered under Right to Privacy, Violations of Right to Privacy, Legal Protections, and Ethical Guidelines to Prevent Right to Privacy. |          |
| 4 | <b>Media and Political Contestations</b>  |   | <b>9</b> |
|   | 1   | Media and Power Structure: Definition, Key Elements, and Perspectives on Power Structure-Liberal, Marxian, Communitarian & Feminists; Interaction of Media with Power Structure.                    |          |
|   | 2   | Media and Civil Society: Definition, Organisations, and the role of the Civil Society in Politics; Relationship between Media, and Civil Society.   |          |
|   | 3   | Free Media: Definition, Key Elements, and Challenges.   |          |
|   | 4   | Citizen Journalism: Definition, Benefits, and Challenges.   |          |
| 5 | <b>Teacher Specific Module</b>  |   | <b>9</b> |
|   | <i>Directions</i>   |   |          |
|   | During the course teacher can ask students to conduct a field work on impact of social media/ news/audio/visual media on voters to shape their political views/ voting. |   |          |

#### **Essential Readings:**

1. Dahlgren, P. (2009). *Media and Political Engagement: Citizens, Communications and Democracy*. UK: Cambridge University Press.
2. Hall, Jane. (2021). *Politics and The Media: Intersections and New Directions*. First Edition. New Delhi: Sage Publication.
3. H, Boomgaarden. & R, Beck, Schmitt (2018). *The Media and Political Behavior*. UK: Oxford University Press.
4. Helfert, D. L. (2018). *Political Communication in Action: From Theory to Practice*, Boulder: Lynne Reiner Publishers.
5. Iyengar, Shanto. (2019). *Media Politics: A Citizen's Guide*. W.W Norton,
6. Louw, Eric. (2010). *The Media and Political Process*. London: Sage Publication (Second Edition).
7. Oates, Sarah. (2008). *Introduction to Media and Politics*. New Delhi: Sage Publications.
8. Perloff, R. M. (2021). *The Dynamics of Political Communication: Media and Politics in a Digital Age*. New York: Routledge.
9. Sreet, John. (2010). *Mass Media, Politics and Democracy*, New York: Palgrave Mac Millian.
10. Kumar, S. (2023). *Democracy, Media and Indian Society*, Noida: Blue Rose Publishers.

**Suggested Readings:**

- 1 A, K, Jharotia. (2021). 'Paid news or fake news: Media ethics', *International Journal of Advanced Mass Communication and Journalism*.
- 2 Padhiyar Raj. (2019) *Social Media & Politics in India: How this secret weapon transforming politics in India*, New Delhi: Educreation Publishing.
- 3 Wolfsfeld, Gadi. (2022). *Making sense of media and politics: Five Principles in Political communication*, New York: Routledge.
- 4 Purakayastha, Sekhar Anindya , Dutta Manas , Ghosh Tirthankar. (2022). *Social Movements, Media And Civil Society In Contemporary India: Historical Trajectories Of Public Protest And Political Mobilisation*. New York: Palgrave MacMillian.
- 5 V. K, Ananth. (2020). *Between Freedom and Unfreedom: The Press in independent India*. Gurgon: Alcove Publications.

**Assessment Rubrics:**

| Evaluation Type         |  | Marks |
|-------------------------|--|-------|
| End Semester Evaluation |  | 50    |
| Continuous Evaluation   |  | 25    |
| a)                      | Test Paper- 1  | 5     |
| b)                      | Test Paper-2/ Quiz   | 5     |
| c)                      | Assignment/Seminar/Book/Article<br>Review/Group Discussion/Viva-Voce<br>(Any of the two) | 10    |
| g)                      | Field Report   | 5     |
| Total                   |  | 75    |

**Employability for the Course:**

Student can join the media firm as news reporter, news analyst and political commentator.  
To be able to work as freelance journalist and influencer in open media and digital media.  
To work as public relation officer in government sector and corporate world.

## SEMESTER II

| Course Code         | Name of the Course                                     | CE        | ESE       | Total      | Credit   | Hour     |
|---------------------|--|-----------|-----------|------------|----------|----------|
| <b>KU2DSCPOL104</b> | <b>Indian Constitution: An Introduction</b>            | <b>30</b> | <b>70</b> | <b>100</b> | <b>4</b> | <b>4</b> |
| <b>KU2DSCPOL105</b> | <b>Indian Constitution: Institutions and Processes</b> | <b>30</b> | <b>70</b> | <b>100</b> | <b>4</b> | <b>4</b> |
| <b>KU2DSCPOL106</b> | <b>Ideas and Concepts in Political Science</b>         | <b>30</b> | <b>70</b> | <b>100</b> | <b>4</b> | <b>4</b> |
| <b>KU2MDCPOL102</b> | <b>Environmental Politics (MDC-2)</b>                  | <b>25</b> | <b>50</b> | <b>75</b>  | <b>3</b> | <b>3</b> |

**KU2DSCPOL104 INDIAN CONSTITUTION: AN INTRODUCTION**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 2        | DSC         | 100-199      | KU2DSCPOL104 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | -                     | 1        | 30                 | 70  | 100   | 2 Hrs                   |

**Course Description:**

The course has been designed to provides an in-depth study of the fundamental principles and provisions of the Constitution of India. It addresses the conceptual underpinnings of the Indian Constitution while placing special emphasis on its historical evolution. It familiarizes the learners with the constitutional structure, institutions and their functions and mutual relationship and engagements. The course also covers Fundamental Rights, Directive Principles and Fundamental Duties It will provide a detailed understanding of the purpose behind their presence in the constitution.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | To understand the evolution, philosophical and historical background of the constitution of India. Identifies basic principles, values, and structures of the Indian Constitution.  | U                |
| 2      | To identify and interpret the key importance of Fundamental Rights, Fundamental Duties and Directive Principles envisaged in the constitution and explain the application of theory of separation of powers and its implications. | U&E              |
| 3      | Illustrate the role of citizens in observing and safeguarding the ideals of Indian Constitution and involve in the path of promoting democratic values, processes.  | A                |
| 4      | Explain the facets of constitutional governance and describe aspects of protection of rights, the rule of law, and the responsibilities of citizens and the state.  | E                |
| 5      | Appraise the core values and ideals of Indian constitution, empowering students to evaluate and involve critically with socio political issues and make democracy meaningful.   | An               |

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

**Mapping of Course Outcomes to PSOs**

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       | ✓     |       |       |       |       |
| CO 2 |       | ✓     | ✓     |       |       |       |       |
| CO 3 |       |       | ✓     |       |       |       | ✓     |
| CO 4 |       |       | ✓     |       |       |       | ✓     |
| CO 5 | ✓     |       |       |       |       |       | ✓     |



## COURSE CONTENTS

### Contents for Classroom Transaction:

| MODULE | UNIT                             | DESCRIPTION  | HOURS     |
|--------|----------------------------------|--|-----------|
| 1      | <b>Introduction</b>              |  | <b>12</b> |
|        | 1                                | Constitutional Development in the Colonial Period (1909 to 1935).  |           |
|        | 2                                | Constituent Assembly: Formation, Social Basis, Working & Major Criticisms.   |           |
|        | 3                                | Salient Features of the Constitution.  |           |
|        | 4                                | Philosophy of the Indian Constitution- Preamble, & State Vs Citizen: Fundamental Rights and Directive Principles and Duties. |           |
| 2      | <b>Union Government</b>          |  | <b>12</b> |
|        | 1                                | Union Parliament-Structure and Functions.  |           |
|        | 2                                | Union Executive: President, Prime Minister, Council of Ministers.  |           |
|        | 3                                | Supreme Court of India- Jurisdiction.  |           |
|        | 4                                | Centre- State Relations: Legislative, Administrative, & Financial.   |           |
| 3      | <b>State Government</b>          |  | <b>12</b> |
|        | 1                                | State Legislature-Structure and Functions.   |           |
|        | 2                                | State Executive-Governor, Chief Minister and Council of Ministers  |           |
|        | 3                                | High Courts- Jurisdiction.   |           |
|        | 4                                | Lower-Level Courts   |           |
| 4      | <b>Constitutional Mechanisms</b> |  | <b>12</b> |
|        | 1                                | Constitutional Amendment Provisions.   |           |
|        | 2                                | Comptroller and Auditor General: Powers and Functions.   |           |
|        | 3                                | Election Commission: Role, Functions, and Recent Debates on the role of Election Commission.                                 |           |
|        | 4                                | Recruitment Mechanisms at the Centre & State levels: UPSC & PSC  |           |
| 5      | <b>Teacher Specific Module</b>   |  | <b>12</b> |
|        | <i>Directions</i>                |  |           |

### Essential Readings:

1. Basu, D.D. (2014). *Introduction to the constitution of India*. New Delhi: Prentice Hall.
2. Laxmikanth, M. (2019). *Indian Polity*. New Delhi: McGraw Hill Education (India).
3. Fadia, B.L. (2010). *Indian Government and Politics*. New Delhi: Sahitya Bhavan Publications.
4. Pylee, M.V. (1967). *India's Constitution*. Bombay: Asia Publishing House.
5. Avasthi, A P. (2012). *Indian Government and Politics*. New Delhi: LakshmiNarayan Agarwal.
6. Austin, Granville. (2000). *Working of a Democratic Constitution*, Delhi: Oxford.

**Suggested Readings:**

1. Choudhury, S, M. Khosla & P.B. Mehta. (2016). *Oxford Handbook of Indian Constitution*, (Eds.). New Delhi: Oxford University Press.
2. Bakshi, P. N. (2008). *The Constitution of India*. Allahabad: Allahabad Law Publishers.
3. Pandey, J. N. (2010). *The Constitutional Law of India*. Allahabad: Central Law Agency.
4. Fadia and Fadia. (2012). *Indian Administration*, Agra: Sahitya Bhavan Publications.
5. Johari, J.C. (2008). *Indian Political System*. New Delhi: Anmol Publications,
6. Chakrabarthy, Bidyut & Rajendra Kumar Pandey. (2008). *Indian Government and Politics*. New Delhi: Sage.
7. Austin, G. (2010). *The Indian Constitution: Cornerstone of a Nation*. New Delhi: Oxford University Press.
8. S. Chaube (2009). *The Making and Working of the Indian Constitution*. New Delhi: National Book Trust.
9. Singh, M. & R. Saxena. (2011). *Indian Politics: Constitutional Foundations and Institutional Functioning* (eds.). Delhi: PHI Learning.
10. H. Abbas, Kumar, R. & A lam, M. A. (2011). *Indian Government and Politics*. New Delhi: Pearson.

**Assessment Rubrics:**

| Evaluation Type         |  | Marks |
|-------------------------|--|-------|
| End Semester Evaluation |  | 70    |
| Continuous Evaluation   |  | 30    |
| a)                      | Test Paper- 1  | 10    |
| b)                      | Test Paper-2/Quiz  | 10    |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10    |
| Total                   |  | 100   |

**KU2DSCPOL105: INDIAN CONSTITUTION: INSTITUTIONS AND PROCESSES**

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 2                               | DSC                   | 100-199      | KU2DSCPOL105       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2 hrs                   |

**Course Description:**

The course provides a detailed account of working of state and politics in India. It helps the student to understand the polity and society in India with an extensive coverage of federalism, party system and political economy of Indian state. The course demonstrates India's economic development from Nehruvian period to Neoliberal period. In addition, it examines the impact of globalization on India's political economy.

**Course Prerequisite: NIL****Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | To understand the federal features of Indian politics with a special focus to centre state relations and recent trends of federalism in India. | U                |
| 2      | The course equips the students with the knowledge of the dynamics of electoral politics and changing nature of party system in India.          | An               |
| 3      | To understand the political economy of Indian state since post-independence period.  | U                |
| 4      | To critically evaluate the major challenges of Indian politics like casteism, communalism, regionalism and criminalization of politics.        | E                |
| 5      | To evaluate political events and trends in India by using theoretical frameworks and empirical evidence.                                       | E                |

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

**Mapping of Course Outcomes to PSOs**

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       | ✓     |       |       |       |
| CO 2 |       | ✓     |       |       | ✓     |       |       |
| CO 3 |       |       | ✓     |       |       |       | ✓     |
| CO 4 |       |       | ✓     |       |       | ✓     |       |
| CO 5 | ✓     |       |       | ✓     |       |       |       |

## COURSE CONTENTS

### Contents for Classroom Transaction:

| MODULE | UNIT                               | DESCRIPTION   | HOURS     |
|--------|------------------------------------|---|-----------|
| 1      | <b>Indian Federalism</b>           |   | <b>12</b> |
|        | 1                                  | Federalism: History and Typology.   |           |
|        | 2                                  | Indian Federalism: History  |           |
|        | 3                                  | Centre State Relations - Division of Powers.  |           |
|        | 4                                  | Nature and Trends in Indian Federalism  |           |
| 2      | <b>Electoral Politics in India</b> |   | <b>12</b> |
|        | 1                                  | Types of Electoral System in Democracies  |           |
|        | 2                                  | Electoral System in India: The Representation of Peoples Act 1951; FPTP System  |           |
|        | 3                                  | Party System: Types & Party System in India: Features of Indian Party System, Types of Political Parties (National/ Regional, Ideological Parties/ Mass Parties). |           |
|        | 4                                  | Coalition Politics: Definition, Types & Coalition Politics in India Features and its evolution.   |           |
| 3      | <b>Political Economy of India</b>  |   | <b>12</b> |
|        | 1                                  | Indian Economy: Characteristic Features   |           |
|        | 2                                  | Planned Economic Development :1950-1991   |           |
|        | 3                                  | Economic Liberalisation: 1991 to the Present  |           |
|        | 4                                  | Development and Discontents   |           |
| 4      | <b>Issues in Indian Politics</b>   |   | <b>12</b> |
|        | 1                                  | Casteism  |           |
|        | 2                                  | Communalism   |           |
|        | 3                                  | Regionalism   |           |
|        | 4                                  | Criminalisation of Politics   |           |

|   |   |           |
|---|---|-----------|
| 5 | <b>Teacher Specific Module</b>  | <b>12</b> |
|   | <i>Directions</i>   |           |
|   | Student shall conduct field visits to the offices of political parties and interviews office-bearers at district level. They can conduct a real time surveys and interviews on issues like inequality, castiesm, communalism and corruption at grassroot level. |           |

#### Essential Readings:

1. Kohli, Atul and Singh, Perna. (Ed.). (2016). *Routledge Handbook of Indian Politics*. New York: Routledge (Taylor & Francis).
2. Austin, Granville. (1999). *Working a Democratic Constitution: The Indian Experience*. New Delhi: Oxford University Press.
3. Kapur, Devesh. (2012). The Political Economy of the State. *In The Oxford Companion To Politics in India*. By Niraja Gopal Jayal and Pratap Bhanu Mehta. New Delhi: OUP. Pp: 443-458.
4. Bardhan, K, Pranab. (1998). *The Political Economy of Development in India*. New Delhi: Oxford university Press.
5. Oommen, M.A. (2023). Indian Development and Its Discontents. *Social Change*, 53(4),448-468. <https://doi.org/10.1177/00490857231203411>
6. Brass, R, Paul, (2001), *The Politics of India Since Independence*. London: Cambridge University Press.
7. Laskar, Ali, Mokbul. (2015). *Dynamics of Indian Federalism: A Comprehensive Historical Overview*. Chennai: Notion Press.
8. Laxmikanth, M. (2023). *Indian Polity*, 7<sup>th</sup> Edition. New Delh: McGrew Hill.
9. Kothari, Rajni. (2005). *Politics in India*, New Delhi: Orient Longman.
10. Kothari, Rajni. (Ed.). (2004). *Caste in Indian Politics*, Hyderabad: Orient Longman.

#### Suggested Readings:

1. Kaviraj, Sudipta. (2010). *Imaginary Institution of India: Politics and Ideas*, New York: Cambridge University Press.
2. Khilnani, Sunil. (2004). *The Idea of India*, New Delhi: Penguin Books.
3. Drez, Jean and Sen Amartya. (2023). *An Uncertain Glory: India and Its Contradictions*, Penguin Books.
4. Jeffrolet, Christophe. (2003). *India's Silent Revolution, The Rise of Low Castes in North Indian Politics*, London: Hust & Company.
5. Rudolph & Lyod I. (1998). *In Pursuit of Lakshmi: The Political economy of Indian state*, New Delhi: Orient Longman.

#### Assessment Rubrics:

| Evaluation Type  | Marks      |
|--|------------|
| End Semester Evaluation  | <b>70</b>  |
| Continuous Evaluation  | <b>30</b>  |
| a) Test Paper- 1   | 10         |
| b) Test Paper-2/Quiz   | 10         |
| c) Assignment/Seminar/Book/ Article<br>Review/Field Report/Viva Voce/<br>Group Discussion (Any of the two) | 10         |
| <b>Total</b>   | <b>100</b> |

**KU2DSCPOL106: IDEAS AND CONCEPTS IN POLITICAL SCIENCE**

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 2                               | DSC                   | 100-199      | KU2DSCPOL106       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2hrs                    |

**Course Description:**

This course provides a comprehensive introduction to the study of political science, delving into its historical evolution, theoretical frameworks, interdisciplinary connections, and the fundamental dynamics of governance and civil society.

**Course Prerequisite: NIL****Course Outcome:**

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Students will analyze different views on politics and its various aspects   | R                |
| 2      | Students will compare different approaches to studying political science  | U                |
| 3      | Students will demonstrate how political science connects with other social sciences by combining key concepts from these fields.            | A                |
| 4      | Students will analyze the origin, development, and components of the state, as well as the relationship between the state and civil society | An               |
| 5      | Students will evaluate the recent developments of the states and generate the knowledge for solving problems                                | E&C              |

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

**Mapping of Course Outcomes to PSOs**

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       |       |       |       |
| CO 2 |       | ✓     |       |       |       |       |       |
| CO 3 |       |       | ✓     |       |       |       |       |
| CO 4 |       |       |       | ✓     |       |       |       |
| CO 5 |       |       |       |       |       | ✓     | ✓     |

## COURSE CONTENTS

### Contents for Classroom Transaction:

| MODULE | UNIT                                    | DESCRIPTION  | HOURS     |
|--------|---|--|-----------|
| 1      | <b>Modern Systems of Political Rule</b> |  | <b>12</b> |
|        | 1                                       | Modern Systems of Political Rule I: Western Liberal Democracies, and Illiberal Democracies.                              |           |
|        | 2                                       | Modern Systems of Political Rule II: East Asian Regimes, Islamic Regimes, and Military Regimes.                          |           |
|        | 3                                       | Nationalism: Meaning & Definition, and Debates on Nationalism: Nations as Cultural Communities Vs Political Communities. |           |
|        | 4                                       | Types of Nationalism: Liberal, Conservative, Expansionist, and Anti-Colonial and Post Colonial.                          |           |
| 2      | <b>Representation &amp; Elections</b>   |  | <b>12</b> |
|        | 1                                       | Representation: Meaning, Definition, and Mode of Representation.   |           |
|        | 2                                       | Election: Meaning, Definition, and Functions of Election.  |           |
|        | 3                                       | Types of Electoral System-Majoritarian: First Past the Post System, Second Ballot System, and Alternative Vote System    |           |
|        | 4                                       | Types of Electoral System-Proportional Representation Single Transferable Vote System, and List System.                  |           |
| 3      | <b>Democracy and Party System</b>       |  | <b>12</b> |
|        | 1                                       | Democracy: Meaning, Definition, Growth, Defects, and Conditions for the Success.   |           |
|        | 2                                       | Types of Democracy: Direct & Indirect Democracy.   |           |
|        | 3                                       | Political Parties: Definition, Functions, and Types.   |           |
|        | 4                                       | Party Systems.   |           |
| 4      | <b>Power Dynamics</b>                   |  | <b>12</b> |
|        | 1                                       | Power, Authority and Legitimacy.   |           |
|        | 2                                       | Governments: Parliamentary Vs Presidential System; Unitary vs Federal.   |           |
|        | 3                                       | Groups: Meaning, Definition, and Types.  |           |
|        | 4                                       | New Social Movements, Definition, Features, Typology, and Old Social Movements Vs New Social Movements-Key Differences.  |           |

|   |                                |           |
|---|--------------------------------|-----------|
| 5 | <b>Teacher Specific Module</b> | <b>12</b> |
|   | <i>Directions</i>              |           |

### Essential Readings

1. Andrew Heywood (2022), *Politics* (5th Edition). New Delhi: Bloomsbury.
2. Andrew Heywood (2018), *An Introduction to Political Theory* (4th Edition), Palgrave Macmillan.
3. Gauba, O. P. (2009), *An Introduction to Political Theory*, 9<sup>th</sup> Edition. New Delhi: National Paperbacks.
4. Ramswamy, S. (2002) - *Political Theory: Ideas & Concepts*, Delhi, Macmillan,
5. Johari.J C.(2005), *Principles of Political Science*, PHI Publications, New Delhi.

### Suggested Readings:

1. Roskin, Michael G (2012), *Political Science An Introduction* (12<sup>th</sup> Edition), Pearson.
2. Grigsby, Ellen (2012), *Analyzing Politics: An Introduction to Political Science* (5<sup>th</sup> Edition), University of Mexico.
3. Tansey, Stephen. D. (2008), *Politics the Basics* (4<sup>th</sup> edition), Routledge, New York.
4. Barker E., *Principles of Social & Political Theory* (1976), Calcutta, Oxford University. Press.
5. Benn . S. I. & Peters R. S & Allen, George, (1959.) *Social Principles & Democratic State*, London.
6. Carnoy. M., (1987) *The State & Political Theory*, Princeton NJ, Princeton Uni. Press.
7. Held. D.(1989 ), *Political Theory & Modern State*, Cambridge, Polity Press,
8. Laski H. J (2006)., *Grammar of Politics*, Surjeeth Publications, New Delhi.
9. Verma, S. P.,( 1983) *Modern Political Theory*, New Delhi, Vikas,.
10. Appadorai A, (2002) *Substance of Politics*, Oxford University Press, New Delhi.

### Assessment Rubrics:

| Evaluation Type         |  | Marks      |
|-------------------------|--|------------|
| End Semester Evaluation |  | <b>70</b>  |
| Continuous Evaluation   |  | <b>30</b>  |
| a)                      | Test Paper- 1  | 10         |
| b)                      | Test Paper-2/Quiz  | 10         |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10         |
| <b>Total</b>            |  | <b>100</b> |



### KU1MDCPOL102-ENVIRONMENTAL POLITICS

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 2                               | MDC                   | 100-199      | KU1MDC POL102      |     | 3       | 45                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 3                               | -                     | -            | 25                 | 50  | 75      | 1.5 Hrs                 |

**Course Description:** This course explores how environmental issues intersect with politics. Students learn about major environmental problems like global warming and pollution, and how they affect society and government. They also study different environmental movements and how they promote sustainable development. The course covers global initiatives like the Paris Agreement and the Kyoto Protocol. Through basic comprehension skills, students understand the environment's components and their significance in politics.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Define and differentiate the components of the environment and their significance in relation to life and politics.                   | U & A            |
| 2      | Identify and classify major environmental issues such as global warming, biodiversity loss, climate change, and pollution.            | U                |
| 3      | Evaluate and compare various environmental movements and sustainable developmental practices.   | E                |
| 4      | Analyze and assess global initiatives like the Paris Agreement, UNFCCC & IPCC, Kyoto Protocol, and Global Climate Action Summit.      | An               |
| 5      | Synthesize information from different sources to propose potential solutions and actions towards addressing environmental challenges. | C                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     | ✓     |       |       |       |       |
| CO 2 |       | ✓     |       |       |       |       |       |
| CO 3 |       |       |       |       |       | ✓     |       |
| CO 4 |       |       |       | ✓     |       |       |       |
| CO 5 |       |       |       |       |       |       | ✓     |

## COURSE CONTENTS

### Contents for Classroom Transaction

| MODULE | UNIT   | DESCRIPTION  | HOURS    |
|--------|--|--|----------|
| 1      | <b>Introduction</b>  |  | <b>9</b> |
|        | 1  | Definition, Functions, and Types of Environments.  |          |
|        | 2  | Relationship between Environment and Politics.   |          |
|        | 3  | Broad Streams of Environmentalism I: Eco-Centrism, and Anthro-po-Centrism.                               |          |
|        | 4  | Broad Streams of Environmentalism II-Eco-Feminism, and Eco Socialism.                                    |          |
| 2      | <b>Resources &amp; Major Environmental Issues</b>                    |  | <b>9</b> |
|        | 1  | Resources: Definition, Significance, Usage, and Types: Forest, Land, Mineral, Food, Energy, and Water.   |          |
|        | 2  | Biodiversity loss: Definition of Biodiversity, Significance, Loss of Biodiversity, Reasons, and Impacts. |          |
|        | 3  | Climate Change: Definition, Reasons, Types of Climate Change, and Impacts.                               |          |
|        | 4  | Pollution: Definition, Reasons, Types, and Impacts.  |          |
| 3      | <b>Environment Movements and Sustainable Developmental Practises</b> |  | <b>9</b> |
|        | 1  | Green Movements.   |          |
|        | 2  | Green Parties.   |          |
|        | 3  | Sustainable Development.   |          |
|        | 4  | Millenium Development Goals, and Sustainable Development Goals.  |          |
| 4      | <b>Global Initiatives</b>  |  | <b>9</b> |
|        | 1  | UNFCCC, and IPCC.  |          |
|        | 2  | Kyoto Protocol.  |          |
|        | 3  | Paris Agreement.   |          |
|        | 4  | Global Climate Action Summit.  |          |

|   |   |          |
|---|---|----------|
| 5 | <b>Teacher Specific Module</b>  | <b>9</b> |
|   | <i>Directions</i>   |          |
|   | Visit near river/ hill/ in your area and make report on how it impacted on different species in the ecology, critically examines measures adopted by the local institutions to preserve it and make necessary suggestions to preserve and protect it. |          |

**Essential Readings:**

1. Dobson, Andrew. (2016). *Environmental politics: A very short introduction*. Vol. 457. Oxford University Press.
2. Doyle, T., McEachern, D., & MacGregor, S. (2015). *Environment and politics*. Routledge.
3. Cunningham, William P., and Cunningham, Mary Ann. (2019). *Environmental Science: Principles and Practice*, McGraw-Hill Education.

**Suggested Readings:**

1. Arnold, David and Ramchandra Guha. (1995). *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*, Delhi: Oxford University Press.
2. Rosenbaum, Walter A. (1991). *Environmental Politics and Policy*, New Delhi: East-West Press Pvt. Ltd, 1991.
3. Krishna, Sumi. (1996). *Environmental Politics: Peoples Lives and Choices*, New Delhi: Sage Publications.

**Assessment Rubrics:**

| Evaluation Type         |  | Marks     |
|-------------------------|--|-----------|
| End Semester Evaluation |  | <b>50</b> |
| Continuous Evaluation   |  | <b>25</b> |
| a)                      | Test Paper- 1  | 10        |
| b)                      | Test Paper-2/Quiz  | 5         |
| c)                      | Assignment/Seminar/Book/Article<br>Review/Field Report/Viva Voce,<br>Group Discussion (Any of the two) | 10        |
| <b>Total</b>            |  | <b>75</b> |

**Employability for the Course:** This course enhances employability by teaching problem-solving and critical thinking, which are valuable skills in various careers, including environmental policy, advocacy, and sustainability management.

### SEMESTER-III

| Course Code  | Course Title   | CE | ESE | Total | Credit | Hour |
|--------------|--|----|-----|-------|--------|------|
| KU3DSCPOL201 | Western Political Thought: Ancient and Medieval                            | 30 | 70  | 100   | 4      | 4    |
| KU3DSCPOL202 | State and Politics in India  | 30 | 70  | 100   | 4      | 4    |
| KU3DSCPOL203 | Introduction to International Politics                                     | 30 | 70  | 100   | 4      | 4    |
| KU3DSCPOL204 | Political Ideologies   | 30 | 70  | 100   | 4      | 4    |
| KU3VACPOL201 | Constitutional Values (VAC-1)  | 25 | 50  | 75    | 3      | 3    |
| KU3VACPOL202 | Artificial Intelligence, Ethics & Constitutional Values in the Digital Age | 25 | 50  | 75    | 3      | 3    |

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**KU3DSCPOL201: WESTERN POLITICAL THOUGHT: ANCEINT & MEDIEVAL**

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 3                               | DSC                   | 200-299      | KU3DSCPOL201       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2 hrs                   |

**Course Description:**

This course offers students a comprehensive understanding of Western Ancient and Medieval Thought, focusing on the intellectual foundations that shaped political ideas and institutions during these periods. Students will explore the evolution of political theory, governance, and societal structures, gaining insights into how these ideas significantly influenced the development of Western civilization. Additionally, students will critically examine the political institutions, their workings, and key features of these periods. By studying the works of prominent philosophers, political theorists, and the historical contexts that influenced their thinking, students will develop a deeper understanding of the intellectual roots of modern Western political thought.

**Course Prerequisite: NIL****Course Outcomes:**

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Understand the key historical events and contexts that influenced ancient and medieval political thought.   | R                |
| 2      | Comprehend the foundational concepts and theories proposed by ancient and medieval political thinkers.  | U                |
| 3      | Critically examine the evolution of political thought and its impact on Western civilization.   | A                |
| 4      | Apply theoretical frameworks to analyze and evaluate political structures, and governance systems, prevalent in ancient and medieval civilizations. | An               |
| 5      | Assess the contributions of ancient and medieval political thought to contemporary political discourse and governance practices.                    | E                |

**\*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)**

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       |       |       |       |
| CO 2 |       | ✓     |       |       |       |       |       |
| CO 3 |       |       | ✓     |       |       |       |       |
| CO 4 |       |       |       | ✓     |       |       |       |
| CO 5 |       |       |       |       |       | ✓     |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE   | UNIT   | DESCRIPTION  | HOURS     |
|----------|--|--|-----------|
| <b>1</b> | <b>Ancient Political Thought: The Context</b>          |  | <b>12</b> |
|          | 1  | Historical Origin of Ancient Political Ideas in Greece.  |           |
|          | 2  | Historical Origin of Ancient Political Ideas in Rome.  |           |
|          | 3  | Political and Institutional Setting of Ancient World in Greece   |           |
|          | 4  | Political and Institutional Setting of Ancient World in Rome   |           |
| <b>2</b> | <b>Ancient Political Thought- Thinkers &amp; Ideas</b> |  | <b>12</b> |
|          | 1  | Greek Thinkers: Plato- Idealist Philosophy, Theory of Justice, and Ideal State.  |           |
|          | 2  | Aristotle: Theory of Origin of State, Slavery, Property, Citizenship, Sovereignty, Justice, Governments & their Classifications, and Revolution. |           |
|          | 3  | Roman Thinkers: Polybius: Classification of Government, and Mixed Constitution.  |           |
|          | 4  | Marcus Tullis Cicero: Equality, Justice, Commonwealth & Mixed government.  |           |

|   |   |   |           |
|---|---|---|-----------|
| 3 | <b>Medieval Political Thought-The Context, Thinkers &amp; Ideas</b>         |   | <b>12</b> |
|   | 1   | Historical origin of Medieval Political Ideas   |           |
|   | 2   | Political and Institutional Settings of Medieval World  |           |
|   | 3   | St. Augustine: Two Cities & Justice & Peace   |           |
|   | 4   | St. Thomas Aquinas: Faith & Reason, Origin of Society & State, and Theory of Law.                 |           |
| 4 | <b>Transition from Medieval to Modern-The Context, Thinkers &amp; Ideas</b> |   | <b>12</b> |
|   | 1   | Transition from Medieval to Modern- Renaissance   |           |
|   | 2   | Marsilio of Padua: Pope vs Emperor, and Theory of secular political authority.                    |           |
|   | 3   | Machiavelli: The Beginnings of Modern Political Thought. Human Nature, and Theory of State Power. |           |
|   | 4   | Rise of Liberal Democratic Ideas.   |           |
| 5 | <b>Teacher Specific Module</b>  |   | <b>12</b> |
|   | <i>Directions</i>   |   |           |

**Essential Readings:**

1. Jha, Shefali. (2022). *Western Political Thought: From the Ancient Greeks to Modern Times* (Second Edition). Noida: Pearson.
2. Mukhopadhyay, Amal Kumar. (2020). *Western Political Thought: From Ancient Greeks to Modern Political Scientists*. New Delhi: Sage.
3. Gauba, O.P. (2011). *Western Political Thought* (Second Edition). New Delhi: Mayur Paperbacks.

**Suggested Readings:**

1. Nelson, Brian R. (2000). *Western Political Thoughts: From Socrates to the Age of Ideology* (Second Edition). Noida: Pearson.
2. Chaurasia, R.S. (2001). *History of Political Thought (Vol. I & II)*. New Delhi: Atlantic Publishers.
3. Jayapalan, N. (2011). *Comprehensive History of Political Thought*. New Delhi: Atlantic.
4. Singh, Sukhbir. (2021). *History of Political Thought (Volume II)* (15th Edition), Rastogi Publications, New Delhi.
5. Roberts, Peri & Peter Sutch. (2012). *An Introduction to Political Thought: A Conceptual toolkit (2nd Revised edition)*. Edinburgh: Edinburgh University Press.
6. Harmon, M Judd. (1996). *Political Thought: From Plato to Present*. New Delhi: McGraw Hill Book Company.
7. Sabine, G.H. (2004). *History of Political Theory*. New Delhi: Prentice Hall.
8. Ebenstein, William. (1969). *Great Political Thinkers*, New Delhi: Oxford India.

**Assessment Rubrics:**

| Evaluation Type         |  | Marks |
|-------------------------|--|-------|
| End Semester Evaluation |  | 70    |
| Continuous Evaluation   |  | 30    |
| a)                      | Test Paper- 1  | 10    |
| b)                      | Test Paper-2/Quiz  | 10    |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10    |
| Total                   |  | 100   |

**Employability for the Course:**

Studying this course equips students with enhanced historical analysis and research skills applicable in fields such as academia, historical research, and museum curation, strong critical thinking and problem-solving abilities valuable for roles in policy analysis, government agencies, and think tanks, and effective communication skills essential for presenting complex ideas and engaging in debates, beneficial for careers in law, public relations, and diplomacy.



### KU3DSCPOL202: STATE AND POLITICS IN INDIA

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 3                               | DSC                   | 200-299      | KU3DSCPOL202       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2 hrs                   |

#### Course Description:

This course helps to familiarize students about some vital institutions and political processes in India. The course begins with the significance and meaning of the concept of federalism. It assists to identify the issues which are related to federalism in India. The course helps to detect the importance and functions of election commission as the keystone of democracy in the nation, ensuring the sanctity and fairness of elections. It also gives in depth knowledge in the role of political parties as an indispensable actor in India's democratic framework, shaping political discourse, driving policy agendas, and mediating between citizens and the state. Students can identify the vital device for democratic governance and inclusive development at the grassroots level in India, the Panchayati Raj system. This course as whole gives understanding about major constitutional institutions in India and their crucial roles in upholding democracy, maintaining governance, and ensuring the rule of law.

**Course Prerequisite:** Nil

#### Course Outcomes:

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Describe the concept of federalism and evaluating the nature of Indian Federalism with focus on Union-State Relations   | A                |
| 2      | Explain role of Election Commission of India in protecting and promoting democracy and upholding free and fair elections.   | E                |
| 3      | Estimate Decentralized form of governance in India, intended to grassroots-level administration and development.  | E                |
| 4      | Identifies the significance of judicial institutions and processes in India and compare it with other countries.  | E                |
| 5      | Differentiate various institutions constitute the pillars of India's democratic framework, ensuring the separation of powers, checks and balances, and accountability in governance | An               |

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

#### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       | ✓     |       |       |       |       |
| CO 2 |       | ✓     | ✓     |       |       |       |       |
| CO 3 | ✓     |       | ✓     |       |       |       | ✓     |
| CO 4 |       |       | ✓     |       |       |       | ✓     |
| CO 5 | ✓     |       |       |       |       |       | ✓     |

## COURSE CONTENTS

### Contents for Classroom Transaction:

| MODUL<br>E | UNIT  | DESCRIPTION   | HOURS     |
|------------|---|---|-----------|
| 1          | <b>Indian State</b>                         |   | <b>12</b> |
|            | 1   | Indian State- History of State Formation: Colonialism and National Movement |           |
|            | 2   | Indian State: Liberal Perspectives  |           |
|            | 3   | Indian State: Marxian Perspective   |           |
|            | 4   | Indian State- Gandhian Perspective  |           |
| 2          | <b>State and Development</b>                |   | <b>12</b> |
|            | 1   | Indian Political Economy: Characteristics and Features                      |           |
|            | 2   | Planned Economic Development (1950-1991)                                    |           |
|            | 3   | Economic Liberalisation (1991- to present)                                  |           |
|            | 4   | Development and Discontents   |           |
| 3          | <b>State and Society</b>                    |   | <b>12</b> |
|            | 1   | Casteism, and Marginalisation   |           |
|            | 2   | Ethnicity, Regionalism and Demand for Autonomy                              |           |
|            | 3   | Communalism: Majority & Minority  |           |
|            | 4   | Politics of Reservation   |           |
| 4          | <b>State and Working of the Institution</b> |   | <b>12</b> |
|            | 1   | Parliament  |           |
|            | 2   | The President   |           |
|            | 3   | The Supreme Court   |           |
|            | 4   | The Civil Service   |           |
| 5          | <b>Teacher Specific Module</b>              |   | <b>12</b> |
|            | <i>Directions</i>                           |   |           |

### Essential Readings:

1. Aggarwal, Shivali & Gyanaranjan Swain. (2012). *India Politics and the Nature of the State in India: Liberal, Marxist, and Gandhian Approaches*. In *The Indian Political System* (Eds). By Mahendra Prasad Singh & Subhendra Ranjan Raj. New Delhi: Pearson.
2. Pankaj, Ashok K. (2012). *Strategies of the Development in India Since Independence*. In *The Indian Political System* (Eds). By Mahendra Prasad Singh & Subhendra Ranjan Raj. New Delhi: Pearson.

3. Jayal, Niraja Gopal & Pratap Bhanu Mehta (2012). *Oxford Companion to Politics in India*. New Delhi: OUP.
4. Kapur, Daves, Pratap Bhanu Mehta & Milan Vaishnav (2017). *Public Institutions in India*: New Delhi: OUP.
5. Oommen, M.A. (2023). Indian Development and its Discontents. *Social Change*. 53(4),448-468.

#### **Suggested Readings:**

1. Austin, Granville. (2000). *Working of a Democratic Constitution*, Delhi: Oxford.
2. Choudhury, S., M. Khosla & P.B. Mehta, (2016). *Oxford Handbook of Indian Constitution*, New Delhi: Oxford University Press.
3. Bakshi, P.N. (2008). *The Constitution of India*. Allahabad: Allahabad Law Publishers.
4. Pandey, J.N.(2010). *The Constitutional Law of India*, Allahabad: Central Law Agency.
5. Fadia. & Fadia. (2012). *Indian Administration*. Sahitya Bhavan Publications, Agra.
6. Johari, J.C. (2008). *Indian Political System*. New Delhi: Anmol Publications.
7. Chakrabarthy, Bidyut. & RajendraKumar Pandey. (2008). *Indian Government and Politics*. New Delhi: Sage.
8. Austin, G. (2010). *The Indian Constitution: Cornerstone of a Nation*. New Delhi: Oxford University Press.
9. Chaube. S. (2009). *The Making and Working of the Indian Constitution*. New Delhi: National Book Trust.
10. Sing, M. & R. Saxena. (2011). *Indian Politics: Constitutional Foundations and Institutional Functioning*, Delhi: PHI Learning Private Ltd.
11. Abbas, H., Kumar, R. & Alam, M. A. (2011). *Indian Government and Politics*. New Delhi: Pearson.

#### **Assessment Rubrics:**

| Evaluation Type         |  | Marks      |
|-------------------------|--|------------|
| End Semester Evaluation |  | <b>70</b>  |
| Continuous Evaluation   |  | <b>30</b>  |
| a)                      | Test Paper- 1  | 10         |
| b)                      | Test Paper-2/Quiz  | 10         |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10         |
| <b>Total</b>            |  | <b>100</b> |

### KU3DSCPOL203:INTRODUCTION TO INTERNATIONAL POLITICS

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 3        | DSC         | 200-299      | KU3DSCPOL203 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | -                     | 1        | 30                 | 70  | 100   | 2 hrs                   |

#### Course Description:

The paper covers traditional, modern and post-modern approaches of studying International Politics. The course is to enable the students to learn key concepts in international relations.

**Course Prerequisite: NIL**

#### Course Outcomes:

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Understanding various theories in International Politics                            | U                |
| 2      | Analysing various types of war  | An               |
| 3      | Evaluating power mechanisms in International Politics                               | E                |
| 4      | Identifying the needs and importance of international law in international politics | A                |
| 5      | Analysing various concepts in international politics                                | An               |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       | ✓     |       |       |       |
| CO 2 |       | ✓     |       |       | ✓     |       |       |
| CO 3 |       |       | ✓     |       |       |       | ✓     |
| CO 4 |       |       | ✓     |       |       | ✓     |       |
| CO 5 | ✓     |       |       | ✓     |       |       |       |

## COURSE CONTENTS

### Contents for Classroom Transaction:

| MODUL<br>E | UNIT  | DESCRIPTION  | HOURS     |
|------------|---|--|-----------|
| 1          | <b>Introduction</b>                             |  | <b>12</b> |
|            | 1   | Meaning, Nature, and Scope of International Politics   |           |
|            | 2   | International to Global Politics   |           |
|            | 3   | Corollaries of the State System  |           |
|            | 4   | Evolution of Modern State System: Treaty of Westphalia, Decolonisation, and Post Cold War.   |           |
| 2          | <b>Theories of International Relations</b>      |  | <b>12</b> |
|            | 1   | Liberal Tradition I: Liberal Idealism & Neo Liberal Idealism.  |           |
|            | 2   | Liberal Tradition II-Realism, and Neo Realism  |           |
|            | 3   | Marxian Traditions-Dependency Theory and World System Theory   |           |
|            | 4   | Non-Marxian: Feminism  |           |
| 3          | <b>Major Concept of International Relations</b> |  | <b>12</b> |
|            | 1   | National Power- Meaning, and Elements.   |           |
|            | 2   | National Interest: Definition, Instruments for the promotion of the National Interest.   |           |
|            | 3   | Diplomacy: Definition, Kinds of Diplomacy.   |           |
|            | 4   | Foreign Policy: Definition, Determinants of Foreign Policy   |           |
| 4          | <b>Global Organizations</b>                     |  | <b>12</b> |
|            | 1   | League of Nations: Structure, Functions and Success  |           |
|            | 2   | United Nations Organisations: Structure, Functions, Working, Success,  |           |
|            | 3   | Global Financial Institutions: World Bank & International Monetary Fund: Evolution, Structure, Functions, Working, and Criticisms. |           |
|            | 4   | World Trade Organisation: Evolution, Structure, Functions, Working, and Criticisms.  |           |
| 5          | <b>Teacher Specific Module</b>                  |  | <b>12</b> |
|            | <i>Directions</i>                               |  |           |

### Essential Readings:

1. Neuman, Stephanie G., 1998, *International Relations Theory and the Third World*, London: Macmillan.
2. Basu, Rumki (Eds), 2012, *International Politics: Concepts, Theories and Issues*. New Delhi: Sage Publications.

3. Heywood Andrew, 2014, *Global politics*. Palgrave Macmillan
4. Palmer and Perkins, 2002, *International Relations*, Revised Indian edition, New Delhi: A.I.T.B.S Publisher's
5. John Baylis, Steve Smith (ed), 2008, *The Globalization of World Politics: An Introduction to International Relations*, 4th edition, New York: Oxford University Press
6. Jackson and Sorensen, G., 2008, *Introduction to International Relations: Theories and Approaches*, New Delhi: Oxford University Press.
7. S Goldstein Joshua, 2017, *International Relations*, Pearson.

#### **Suggested Readings:**

1. Holsti, K.J. 1991, *International Politics: A Framework for Analysis*, New Delhi: Prentice Hall of India
2. Charles W. Kegley, et.al (ed), 2000, *World Politics: Trends and Transformation*, New York: St: Martins Publications
3. Aron, Raymond, 1973, *Peace and War: A Theory of International Relations*, New York, Anchor Books.

#### **Assessment Rubrics:**

| Evaluation Type         |  | Marks      |
|-------------------------|--|------------|
| End Semester Evaluation |  | <b>70</b>  |
| Continuous Evaluation   |  | <b>30</b>  |
| a)                      | Test Paper- 1  | 10         |
| b)                      | Test Paper-2/Quiz  | 10         |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10         |
| <b>Total</b>            |  | <b>100</b> |

### KU3DSCPOL204: POLITICAL IDEOLOGIES

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 3                               | DSC                   | 200-299      | KU3DSCPOL204       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2hrs                    |

#### Course Description:

This course provides a profound insight into diverse ideas and ideologies that facilitates to see how individuals and societies interpret political events, formulate policies, and navigate the complexities of governance. Course will say the central role of ideologies in shaping political systems and influencing the direction of social and economic development. It helps to identify how individuals and societies make sense of the world around them, navigate complex political issues, and make informed decisions about governance and public policy.

#### Course Prerequisite: Nil

#### Course Outcomes:

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Comprehend the meaning of political ideology. Compare and contrast different political ideologies.                                    | U & E            |
| 2      | Generalise the understanding of liberalism as a political ideology and the core principles of liberalism.                             | E                |
| 3      | Modifies the understanding of socialism and identify the socialist ideas and their implications for contemporary politics and society | A                |
| 4      | Identify the core principles of other ideologies like fascism, feminism, green ideologies.  | An               |
| 5      | Comprehensive understanding and analysis of major political ideologies.   | An               |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       | ✓     |       |       |       |
| CO 2 | ✓     | ✓     |       |       |       |       |       |
| CO 3 |       |       | ✓     |       |       |       | ✓     |
| CO 4 |       |       | ✓     |       |       |       | ✓     |
| CO 5 | ✓     |       |       |       |       |       | ✓     |

## COURSE CONTENTS

### Contents for Classroom Transaction:

| MODULE                               | UNIT                             | DESCRIPTION  | HOURS     |
|--------------------------------------|----------------------------------|--|-----------|
| <b>1</b>                             | Understanding Political Ideology |  | <b>12</b> |
|                                      | 1                                | Ideology- Definition, and Features   |           |
|                                      | 2                                | Perspectives on Ideology: Marxist, Liberal, and Conservative.              |           |
|                                      | 3                                | Types of Political Ideology: Right, Centre, and Left.                      |           |
|                                      | 4                                | Traditions of Ideology: Classical & Modern, and Debate on End of ideology. |           |
| <b>Liberalism &amp; Conservatism</b> |                                  |  | <b>12</b> |
| <b>2</b>                             | 1                                | Origin and Development of Liberalism                                       |           |
|                                      | 2                                | Key Features   |           |
|                                      | 3                                | Traditions: Classical, Modern, and Neoliberal                              |           |
|                                      | 4                                | Conservatism: Origin, and Development- Key Features and Traditions.        |           |
| <b>3</b>                             | <b>Socialism</b>                 |  | <b>12</b> |
|                                      | 1                                | Origin and Development   |           |
|                                      | 2                                | Types: Utopian Socialism/Philanthropic                                     |           |
|                                      | 3                                | Marxian Socialism: Classical, and Neo                                      |           |
|                                      | 4                                | Democratic Socialism, and Social Democracy                                 |           |
| <b>4</b>                             | <b>Other Ideologies</b>          |  | <b>12</b> |
|                                      | 1                                | Anarchism  |           |
|                                      | 2                                | Fascism  |           |
|                                      | 3                                | Gandhism   |           |
|                                      | 4                                | Feminism   |           |
| <b>5</b>                             | <b>Teacher Specific Module</b>   |  | <b>12</b> |



**Essential Readings:**

1. Heywood, Andrew. (2022). *Politics* 5<sup>th</sup> Edition. New Delhi: Bloomsbury.
2. Heywood, Andrew. (2017). *Political Ideologies: An Introduction*. 5<sup>th</sup> Edition. New Delhi: Palgrave-Mac Millan.
3. Gauba, O.P. (2023). *An Introduction to Political Theory*, New Delhi: Lauren Asher.

**Suggested Readings:**

1. Schwarzmantel, J. (2008). *Ideology and Politics*. London: SAGE Publications.
2. Appadorai, A. (2002). *Substance of Politics*. Oxford: Oxford University Press.
3. Ball, Alan R. (2008). *Modern Politics and Government*. New York: Palgrave Macmillan.
4. Heywood, Andrew. (2007). *Key Concepts in Politics*, New York: Palgrave Macmillan.
5. Mahajan.V.D. (2009). *Political Theory*, New Delhi: Chand & Company.
6. Varma.S.P. (1984). *Modern Political Theory*. New Delhi: Vikas.
7. Shukla, Rachana. (2023). *Definitive Guide to Political Ideologies*, Scholastic.
8. Freedon, Michael. (2015). *Liberalism: A Very Short Introduction*, New Delhi: Oxford University Press.
9. Newman, Michael. (2020). *Socialism: A Very Short Introduction*. (2nd edn). New Delhi: Oxford University Press.

**Assessment Rubrics:**

| Evaluation Type         |  | Marks |
|-------------------------|--|-------|
| End Semester Evaluation |  | 70    |
| Continuous Evaluation   |  | 30    |
| a)                      | Test Paper- 1  | 10    |
| b)                      | Test Paper-2/Quiz  | 10    |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10    |
| Total                   |  | 100   |

### KU3VACPOL201: CONSTITUTIONAL VALUES

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 3                               | VAC                   | 200-299      | KU3VACPOL201       |     | 3       | 45                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 3                               | -                     | -            | 25                 | 50  | 75      | 1.5 hrs                 |

#### Course Description:

This course aims to provide students with a comprehensive understanding of the values enshrined in the constitution. Through an exploration of historical contexts, ideologies, and contemporary applications, students will delve into the significance of constitutional values in shaping societies and governance systems. The course will analyze key constitutional principles such as justice, liberty, equality, fraternity, dignity, responsibility, secularism, cultural diversity, democratic dissent, and tolerance.

#### Course Prerequisite: NIL

#### Course Outcomes:

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Recall the foundational principles and values outlined in the constitution.   | R                |
| 2      | Grasp the historical background, ideologies, and significance of constitutional values in shaping governance systems.   | U                |
| 3      | Apply constitutional values to analyze contemporary issues and challenges, and identifying their relevance.   | A                |
| 4      | Critically assess the implementation of constitutional values in state practices.   | An               |
| 5      | Assess the impact of constitutional values on fostering inclusive societies, addressing disparities, and mitigating conflicts, proposing strategies for enhancing their implementation and enforcement. | E                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       |       |       |       |
| CO 2 |       | ✓     |       |       |       |       |       |
| CO 3 |       |       | ✓     |       |       |       |       |
| CO 4 |       |       |       |       | ✓     |       |       |
| CO 5 |       |       |       |       |       | ✓     |       |

## COURSE CONTENTS

### Contents for Classroom Transaction:

| MODULE   | UNIT                                     | DESCRIPTION  | HOURS    |
|----------|--|--|----------|
| <b>1</b> | <b>Introduction</b>                      |  | <b>9</b> |
|          | 1  | Constitution, and Constitutionalism-Key features.    |          |
|          | 2  | Functions of the Constitution, and Constitutionalism |          |
|          | 3  | Constituent Assembly                                 |          |
|          | 4  | Preamble   |          |
| <b>2</b> | <b>Constitutional Values of India- I</b> |  | <b>9</b> |
|          | 1  | Sovereignty- Popular Sovereignty                     |          |
|          | 2  | Democracy and Republicanism.                         |          |
|          | 3  | Procedure Established by Law and Due Process of Law. |          |
|          | 4  | Directive Principles of State Policy                 |          |
| <b>3</b> | <b>Constitutional Values-II</b>          |  | <b>9</b> |
|          | 1  | Secularism and Cultural diversity                    |          |
|          | 2  | Federalism   |          |
|          | 3  | Fundamental Rights                                   |          |
|          | 4  | Fundamental Duties                                   |          |
| <b>4</b> | <b>Constitutional Values-III</b>         |  | <b>9</b> |
|          | 1  | Justice  |          |
|          | 2  | Liberty  |          |
|          | 3  | Equality   |          |
|          | 4  | Fraternity and Dignity                               |          |

|   |  |          |
|---|--|----------|
| 5 | <b>Teacher Specific Module</b>   | <b>9</b> |
|   | <i>Directions</i>  |          |
|   | <p>Organize a debate where students argue for or against the prioritization of certain constitutional values in specific scenarios.</p> <p>Provide case studies highlighting real-world challenges related to constitutional values such as caste discrimination, communalism, or majoritarianism. Divide students into groups to analyze these cases, identify the constitutional values at stake, and propose solutions or actions based on those values.</p> <p>Invite experts in constitutional law, social activism, or public policy to give lectures or participate in panel discussions on specific constitutional values or contemporary issues related to governance and societal norms.</p> |          |

#### Essential Readings:

1. Bellamy, R. (2023, August 2). Constitutionalism. Encyclopaedia Britannica. <https://www.britannica.com/topic/constitutionalism>
2. Spiro, H. John (2024, May 30). constitution. Encyclopaedia Britannica. <https://www.britannica.com/topic/constitution-politics-and-law>.
3. Basu, D D (2015), Introduction to the Constitution of India. Gurgaon: LexisNexis.
4. Laxmikanth, M (2018). Constitution of India. New Delhi: MC Graw Hill.
5. Agrawal, P K & Virag Gupta (2023). The Constitution of India Bare Act. New Delhi: Prabhat.

#### Suggested Readings:

1. Sharma, B. K. (2022). *Introduction to the Constitution of India*. (11<sup>th</sup> Ed.). Hariyana: PHI Learning Pvt Ltd.
2. Choudhry, S., Khosla, M., & Mehta, P. (2016). *The Oxford Handbook of the Indian Constitution*. New Delhi: Oxford University Press.

#### Assessment Rubrics:

| Evaluation Type         |  | Marks     |
|-------------------------|--|-----------|
| End Semester Evaluation |  | <b>50</b> |
| Continuous Evaluation   |  | <b>25</b> |
| a)                      | Test Paper- 1  | 10        |
| b)                      | Test Paper-2/Quiz  | 5         |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10        |
| <b>Total</b>            |  | <b>75</b> |

**KU3VACPOL202: Artificial Intelligence, Ethics & Constitutional Values in the Digital Age**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| Third    | VAC         | 200-299      | KU3VACPOL202 | 3       | 45          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 3                               | -                     | -        | 25                 | 50  | 75    | 1.5 hrs                 |

**Course Description:**

This course examines the ethical and societal implications of Artificial Intelligence (AI) through the lens of constitutional values like justice, equality, and privacy. Students will learn core AI concepts, analyze biases in algorithms (caste, gender, race), and study AI's impact on democracy (elections, deepfakes). Using case studies like COMPAS and Aadhaar, the course explores data protection laws (GDPR, DPDP Act) and ethical frameworks for responsible AI use in governance, healthcare, and social justice. Through debates and practical exercises, students will develop skills to critically assess AI's challenges and propose solutions aligned with constitutional principles.

**Course Prerequisite: NIL****Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Recall the fundamental concepts of AI, its applications in social sciences, and key constitutional values in the digital age.                                      | R                |
| 2      | Understand the ethical implications of AI, including biases (caste, race, gender) and their societal impact through case studies like COMPAS and Aadhaar           | U                |
| 3      | Apply constitutional and ethical frameworks to analyze real-world challenges posed by AI, such as deepfakes, election manipulation, and data privacy concerns      | A                |
| 4      | Critically assess the role of AI in democracy, evaluating its threats (e.g., echo chambers) and opportunities (e.g., fact-checking tools) for informed governance. | An               |
| 5      | Design awareness campaigns or debate frameworks to advocate for privacy rights, bias mitigation, and ethical AI usage in society.                                  | C                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       |       |       |       |
| CO 2 |       | ✓     |       |       |       |       |       |
| CO 3 |       |       | ✓     |       |       |       |       |
| CO 4 |       |       |       |       | ✓     |       |       |
| CO 5 |       |       |       |       |       |       |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE   | UNIT                  | DESCRIPTION                                       | HOURS    |
|----------|-----------------------|---|----------|
| <b>1</b> | <b>Introduction</b>   |   | <b>9</b> |
|          | 1                     | AI-Meaning, Definition, and Evolution             |          |
|          | 2                     | AI and it's use in Social Science                 |          |
|          | 3                     | Constitutional Values in Digital age              |          |
|          | 4                     | Ethics and AI                                     |          |
| <b>2</b> | <b>AI and Justice</b> |   | <b>9</b> |
|          | 1                     | Justice- Meaning, Definition, and Types           |          |
|          | 2                     | Relation between Justice and AI                   |          |
|          | 3                     | Bias in AI- Caste, and Gender                     |          |
|          | 4                     | Case Study: COMPAS Algorithm and Aadhar Exclusion |          |

|          |  |  |          |
|----------|--|--|----------|
| <b>3</b> | <b>AI and Democracy</b>  |  | <b>9</b> |
|          | 1  | Meaning and Definition of Democracy                            |          |
|          | 2  | Importance of Elections in a Democracy                         |          |
|          | 3  | Challenges to Elections: Deepfake, and Electoral manipulations |          |
|          | 4  | Need for Proper usage of AI for Elections                      |          |
| <b>4</b> | <b>AI and Ethics</b>   |  | <b>9</b> |
|          | 1  | Ethics: Meaning, and Definition.                               |          |
|          | 2  | Importance of Ethics while using AI                            |          |
|          | 3  | Data protection laws   |          |
|          | 4  | Ethical Standards to be used While Using AI                    |          |
| <b>5</b> | <b>Teacher Specific Module</b>   |  | <b>9</b> |
|          | <i>Directions</i>  |  |          |
|          | Organize a debate on Right to Privacy<br>Provide case studies highlighting real-world challenges related to AI and Data Protection<br>Lecture on Ethics While using AI |  |          |

**Essential Readings:**

1. Russell, S., & Norvig, P. (2021). Artificial Intelligence: A Modern Approach(4th ed.). Pearson.
2. Eubanks, V. (2018). Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor. St. Martin's Press.
3. Sunstein, C. (2017). Republic: Divided Democracy in the Age of Social Media. Princeton UP.
4. Zuboff, S. (2019). The Age of Surveillance Capitalism. PublicAffairs.
5. Bostrom, N. (2014). Superintelligence: Paths, Dangers, Strategies. Oxford UP.
6. Angwin, J., et al. (2016). "Machine Bias," ProPublica.
7. Chesney, R. & Citron, D. (2019). "Deep Fakes: A Looming Challenge for Privacy, Democracy, and National Security," California Law Review.
8. Government of India. (2023). Digital Personal Data Protection (DPDP) Act.
9. European Commission. (2018). General Data Protection Regulation (GDPR).
10. Ramanathan, U. (2017). "Aadhaar: A Biometric History of India's 12-Digit Revolution,"

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |  | <b>Marks</b> |
|-------------------------|--|--------------|
| End Semester Evaluation |  | <b>50</b>    |
| Continuous Evaluation   |  | <b>25</b>    |
| a)                      | Test Paper- 1  | 10           |
| b)                      | Test Paper-2/ Viva-Voce  | 5            |
| c)                      | Assignment/ Seminar/ Book/<br>Article Review/ Field Report<br>(Any of the two) | 10           |
| <b>Total</b>            |  | <b>75</b>    |



## SEMESTER IV

| Course Code  | Courses  | CE | ESE | Total | Credit | Hour |
|--------------|--|----|-----|-------|--------|------|
| KU4DSCPOL205 | Theorising Political Concepts                    | 30 | 70  | 100   | 4      | 4    |
| KU4DSCPOL206 | Western Political Thought: Modern Tradition      | 30 | 70  | 100   | 4      | 4    |
| KU4DSCPOL207 | Theories and Concepts in International Relations | 30 | 70  | 100   | 4      | 4    |
| KU4VACPOL203 | Electoral Literacy                               | 25 | 50  | 75    | 3      | 3    |
| KU4VACPOL204 | Human Rights                                     | 25 | 50  | 75    | 3      | 3    |
| KU4SECPOL201 | Disaster Management                              | 25 | 50  | 75    | 3      | 3    |

### KU4DSCPOL205 THEORISING POLITICAL CONCEPTS

| Semester                        | Course Type           | Course Level   | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|----------------|--------------------|-----|---------|-------------------------|
| 4                               | DSC                   | <b>200-299</b> | KU4DSCPOL205       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |                | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial       | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1              | 30                 | 70  | 100     | 2 hrs                   |

#### Course Description:

This course provides an in-depth exploration of political theory and examines the foundational ideas and key concepts that have shaped political thought and practice throughout history. Through close reading of primary texts and engagement with contemporary issues, students will develop a critical understanding of the diverse perspectives that enlighten political discourse. This course begins with an overview of the theoretical frameworks of political theory. Special attention will be given to state and sovereignty – diverse theories regarding the origin of state, citizenship, democracy - its forms and theories. Throughout the course, students will engage in critical discussions and debates on various concepts and theories.

**Course Prerequisite:** NIL

#### Course Outcomes:

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | It provides a deep understanding of political theory, ideology and philosophy and enhances critical thinking and analytical skills into evolving nature of political theory and its relevance to contemporary issues. | <b>U</b>         |
| 2      | Studying the concept of state enable the students to critically analyse political structures and apply this knowledge to contemporary political issues and debates.   | <b>A</b>         |
| 3      | It helps the students to foster a sense of civic duty and active engagement in political processes.   | <b>A</b>         |
| 4      | While understanding the concepts of democracy, students should be able to analyse the functioning of democratic institutions and practices.   | <b>E</b>         |

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

#### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       | ✓     |       |       |       |
| CO 2 |       | ✓     |       |       | ✓     |       |       |
| CO 3 |       |       | ✓     |       |       |       | ✓     |
| CO 4 |       |       | ✓     |       |       | ✓     |       |
| CO 5 | ✓     |       |       | ✓     |       |       |       |

## COURSE CONTENTS

### Contents for Classroom Transaction:

| MODU<br>LE | UNIT   | DESCRIPTION  | HOURS     |
|------------|--|--|-----------|
|            | <b>Introduction</b>                            |  | <b>12</b> |
| <b>1</b>   | 1  | Political Theory: Meaning, Definition, Nature and Scope.   |           |
|            | 2  | Types of Political Theory: Explanatory, Normative, and Contemplative.  |           |
|            | 3  | Political Philosophy, Political Ideology, and Political Theory.  |           |
|            | 4  | Debate on Decline and Revival of Political Theory.   |           |
|            | <b>State &amp; Sovereignty</b>                 |  | <b>12</b> |
| <b>2</b>   | 1  | Theories of the Origin of the State: Divine Right Theory, Social Contract Theory, Evolutionary Theory, Class Theory, Utilitarian Theory. |           |
|            | 2  | Rival Theories of the State: the pluralist, the capitalist, the leviathan & the patriarchal.   |           |
|            | 3  | Theories on the Role of the State: Minimal State, Social-Democratic, Neo-Liberal State, Collectivized, Totalitarian & Religious.         |           |
|            | 4  | Theories of Sovereignty: Monism and Pluralism  |           |
|            | <b>Rights, Liberty, Justice &amp; Equality</b> |  | <b>12</b> |
| <b>3</b>   | 1  | Theories of Right: Natural Rights, Legal, Libertarian, and Marxian.  |           |
|            | 2  | Theories of Liberty: Liberal, Marxian, Libertarian & Feminist.   |           |
|            | 3  | Theories of Justice: Utilitarian, Libertarian, Egalitarian, Communitarian, and Feminist.   |           |
|            | 4  | Theories of Equality: Liberals, Marxists & Feminists   |           |

|          |  |   |           |
|----------|--|---|-----------|
| <b>4</b> | <b>Power, Democracy, Citizenship &amp; Civil Society</b> |   | <b>12</b> |
|          | 1  | Theories of Power: Liberal, Marxian, Elitist, Feminist & Post Modern. |           |
|          | 2  | Democracy: Elitist, Pluralist, and Marxist.                           |           |
|          | 3  | Citizenship: Liberal, Libertarian, Communitarian, & Marxist.          |           |
|          | 4  | Theories of Civil Society: Liberal and Marxian                        |           |
| <b>5</b> | <b>Teacher Specific Module</b>                           |   | <b>12</b> |
|          | <b>Directions</b>  |   |           |
|          | 1. Prepare a note on different forms of democracy        |   |           |

### Essential Readings:

1. Bhargava, Rajeev. (2008). *What is Political Theory*. In Political Theory: An Introduction (Eds). By Rajeev Bhargava & Ashok Acharya. Pearson: New Delhi.
2. Bhargava, Rajeev. (2008). *Why Do We Need Political Theory*. In Political Theory: An Introduction (Eds). By Rajeev Bhargava & Ashok Acharya. Pearson: New Delhi.
3. Heywood, Andrew. (2021). *Politics* (5<sup>th</sup> Edi.). New Delhi: Bloomsbury.
4. Ramswamy, S. (2021). *Political Theory: Ideas and concepts*, 2<sup>nd</sup> Edition. Delhi: PHI Learning.
5. Gauba, O P. (2021). *An Introduction to Political Theory*. 9<sup>th</sup> Edition. New Delhi: National Paperbacks.
6. Neera Chandhoke (2024), *State and Civil Society: Explorations in Political Theory*, Atlantic Publishers

### Suggested Readings:

1. Verma, S.P. (1983). *Modern Political Theory*. New Delhi: Vikas.
2. Pant, S.C. (1998). *Political Science Theory*. Luknow: Prakash Kendra.
3. Dubey, S.N. (2002). *Political Science Theory*. Agra: Prentice-Hall of India Pvt. Ltd.
4. Hoffman, John & Paul Graham (2015). *Introduction to Political Theory*. London: Pearson.
5. Barker, E (1976). *Principles of Social & Political Theory*. Calcutta: Oxford University Press
6. Brecht. (1965). *Political Theory: The Foundations of Twentieth Century Political Thought*. Bombay: The Times of India Press.
8. Carnoy, M. (1987). *The State & Political Theory*. Princeton NJ,: Princeton Uni. Press.
9. Held, D. (1989). *Political Theory & Modern State*. California: Cambridge University Press.
10. Laski, H. J. (2006) *Grammar of Politics*. Surjeet Publications. New Delhi.
12. Appadorai, A. (2002). *Substance of Politics*. Oxford University Press. New Delhi.
13. Heywood, Andrew. (2008). *Political Theory: An Introduction*, New York: Palgrave Macmillan.
14. Held, David. (1987). *Models of Democracy*. Stanford University Press. Cambridge.
15. Barry, N.P. (1995). *Introduction to Modern Political Theory*. London: Macmillan.
16. Dahl, Robert A. (1991). *Modern Political Analysis*, New Delhi: Princeton University Press.

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |  | <b>Marks</b> |
|-------------------------|--|--------------|
| End Semester Evaluation |  | <b>70</b>    |
| Continuous Evaluation   |  | <b>30</b>    |
| a)                      | Test Paper- 1  | 10           |
| b)                      | Test Paper-2/Quiz  | 10           |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10           |
| <b>Total</b>            |  | <b>100</b>   |

## KU4DSCPOL206 WESTERN POLITICAL THOUGHT: MODERN TRADITION

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 4                               | DSC                   | 200-299      | KU4DSCPOL206       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2 hrs                   |

### Course Description:

This course offers a comprehensive investigation of diverse streams within Modern Western Political Thought. It introduces students to fundamental concepts, theories, and key debates that have shaped Western political discourse. Through the study of influential political thinkers, students will gain insight into how their ideas have influenced the development of modern political institutions. By analyzing diverse ideologies, students will examine their impact on governance and society, fostering a clear understanding of contemporary political dynamics.

### Course Prerequisite: NIL

### Course Outcomes:

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Students will be able to understand fundamental concepts, theories, and debates within Modern Western Political Thought, including the Social Contract Tradition, Idealism, Modern Conservatism, Marxism, and Positive Liberalism. | U                |
| 2      | Examine the ideas of influential political thinkers such as Hobbes, Locke, Rousseau, Bentham, Mill, Hegel, Burke, Marx, Lenin, Gramsci, and T. H. Green and analyzing their contributions to political theory and governance.      | A                |
| 3      | Critically assess the impact of diverse ideologies on governance and society, identifying strengths, weaknesses, and implications for contemporary political dynamics.   | E                |
| 4      | Apply theoretical frameworks and concepts to address modern political challenges, informing policy-making and advocacy efforts.  | A                |
| 5      | Synthesize knowledge from various streams of Modern Western Political Thought to propose innovative solutions and strategies for promoting democratic principles, social justice, and responsible governance.                      | C                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       |       | ✓     |       |       |       |       |
| CO 3 |       |       |       |       |       | ✓     |       |
| CO 4 |       |       | ✓     |       |       |       |       |
| CO 5 |       |       |       |       |       |       | ✓     |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE   | UNIT  | DESCRIPTION  | HOURS     |
|----------|---|--|-----------|
| <b>1</b> | <b>Social Contract Tradition</b>              |  | <b>12</b> |
|          | 1   | Social Contract Theory- Key ideas, and Criticisms  |           |
|          | 2   | Thomas Hobbes: Human Nature, Social Contract, and Absolute Sovereign.  |           |
|          | 3   | John Locke: Natural Rights, Social Contract, Limited Government, and Political Obligation.   |           |
|          | 4   | Jean Jacques Rousseau: Human Nature, Social Contract, and General Will.  |           |
| <b>2</b> | <b>Utilitarianism and Modern Conservatism</b> |  | <b>12</b> |
|          | 1   | Utilitarianism- Key Ideas, and Criticisms  |           |
|          | 2   | Jeremy Bentham-Utilitarian Philosophy, Critique of Social Contract, Hedonism, and Economic Doctrine.   |           |
|          | 3   | John Stuart Mill-Qualitative Utilitarianism, On Liberty, Representative Government, and Women Freedom.   |           |
|          | 4   | Conservatism: Key Ideas, Burke: Critique of French Revolution, Critique of Idea of Natural Rights and Social Contract, Opposition to Democracy and its Institutions. |           |

|   |                               |   |           |
|---|-------------------------------|---|-----------|
| 3 | <b>Idealism</b>               |   | <b>12</b> |
|   | 1                             | Idealism-Key Ideas  |           |
|   | 2                             | Immanuel Kant: Freedom, Sovereignty, and Law  |           |
|   | 3                             | George Wilhem Frederick Hegel- Dialectical Idealism, Theory of State, Theory of Freedom, and Critique of Representative Government. |           |
|   | 4                             | T H Green: Theory of Political Obligation, Theory of Positive Freedom and Positive view State                                       |           |
| 4 | <b>Marxism</b>                |   | <b>12</b> |
|   | 1                             | Karl Marx & Frederick Engels: Dialectical Materialism, Historical Materialism, Labour Theory of Value, and Alienation.              |           |
|   | 2.                            | Lenin: State & Revolution, and Imperialism.   |           |
|   | 3                             | Rosa Luxemburg: Role of the Communist Party, and Reform & Revolution.   |           |
|   | 4                             | Mao: Cultural Revolution, and New Democracy   |           |
| 5 | <b>Teacher Specific Modul</b> |   | <b>12</b> |
|   | <i>Directions</i>             |   |           |

#### **Essential Readings:**

1. Mukhopadhyay, Amal Kumar. (2020). *Western Political Thought: From Ancient Greeks to Modern Political Scientists*. New Delhi: Sage.
2. Jha, Shefali. (2022). *Western Political Thought: From the Ancient Greeks to Modern Times* (Second Edition). Noida: Pearson.
3. Gauba, O.P. (2011). *Western Political Thought* (Second Edition). New Delhi: Mayur Paperbacks.

#### **Suggested Readings:**

1. Nelson, Brian R. (2000). *Western Political Thoughts: From Socrates to the Age of Ideology* (Second Edition). Noida: Pearson.
2. Chaurasia, R.S. (2001). *History of Political Thought (Vol. I & II)*. New Delhi: Atlantic Publishers.
3. Jayapalan, N. (2011). *Comprehensive History of Political Thought*. New Delhi: Atlantic.
4. Singh, Sukhbir. (2021). *History of Political Thought (Volume II)* (15th Edition), Rastogi Publications, New Delhi.
5. Roberts, Peri & Peter Sutch. (2012). *An Introduction to Political Thought: A Conceptual toolkit (2nd Revised edition)*. Edinburgh: Edinburgh University Press.
6. Harmon, M Judd. (1996). *Political Thought: From Plato to Present*. New Delhi: McGraw Hill Book Company.
7. Sabine, G.H. (2004). *History of Political Theory*. New Delhi: Prentice Hall.
8. Ebenstein, William. (1969). *Great Political Thinkers*, New Delhi: Oxford India.



**Assessment Rubrics:**

| Evaluation Type         |   | Marks |
|-------------------------|---|-------|
| End Semester Evaluation |   | 70    |
| Continuous Evaluation   |   | 30    |
| a)                      | Test Paper- 1   | 10    |
| b)                      | Test Paper-2/Quiz   | 10    |
| c)                      | Assignment/Seminar/Book/ Article<br>Review/Field Report/Viva Voce/ Group<br>Discussion (Any of the two) | 10    |
| Total                   |   | 100   |

**Employability for the Course:**

Studying this course equips students with enhanced critical thinking and analytical skills applicable in roles such as policy analysis, political consultancy, and research, deep understanding of political theories and ideologies valuable for careers in academia, think tanks, and international relations, ability to assess and adapt to evolving political landscapes beneficial for roles in public administration, advocacy, and diplomacy, proficiency in synthesizing complex ideas and communicating effectively, essential for leadership positions in government, non-profit organizations, and civil society, and transferable skills in research, writing, and strategic planning applicable across diverse professional fields, enhancing employability in competitive job markets.

### KU4DSCPOL207: THEORIES AND CONCEPTS IN INTERNATIONAL RELATIONS

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 4                               | DSC                   | 200 -299     | KU4DSCPOL207       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2 hrs                   |

#### Course Description:

The course is to enable the students to learn the basics concept and ideas of international relations and also analyses the issues involved in the study and research in international relations.

**Course Prerequisite:** NIL

#### Course Outcomes:

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Understanding International Relations   | U                |
| 2      | Analysing various concepts in international Relations                             | An               |
| 3      | Evaluating certain fundamental issues in International Relations                  | E                |
| 4      | Identifying the needs and importance of international law in international arena. | A                |
| 5      | Analysing global security issues and its mechanisms                               | An               |

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

#### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       | ✓     |       |       |       |
| CO 2 |       | ✓     |       |       | ✓     |       |       |
| CO 3 |       |       | ✓     |       |       |       | ✓     |
| CO 4 |       |       | ✓     |       |       | ✓     |       |
| CO 5 | ✓     |       |       | ✓     |       |       |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE | UNIT                | DESCRIPTION   | HOURS     |
|--------|---------------------|---|-----------|
| 1      | <b>Introduction</b> |   | <b>12</b> |
|        | 1                   | Meaning, nature, scope of International Relations.  |           |
|        | 2                   | Evolution of the International State System   |           |
|        | 3                   | Approaches: Liberal Tradition- Realism, Neorealism and Liberal Idealism & Neo liberal idealism. |           |
|        | 4                   | Approaches- Alternative Approaches: Marxism, Critical Theory, Post Colonialism, and Feminism.   |           |

|   |                                |   |           |
|---|--------------------------------|---|-----------|
| 2 | <b>Major Actors</b>            |   | <b>12</b> |
|   | 1                              | Actors of International Politics: State and Non-State                                 |           |
|   | 2                              | Corollaries of the State System   |           |
|   | 3                              | Globalisation and State Sovereignty   |           |
|   | 4                              | International Law: Definition, Evolution, Development, and Sources                    |           |
| 3 | <b>Major Concepts-I</b>        |   | <b>12</b> |
|   | 1                              | Power: Definition; National Power- Definition & Sources of National Power             |           |
|   | 2                              | National Interest: Definition and Sources of National Interest                        |           |
|   | 3                              | Balance of Power: Meaning, Definition, Types & Methods of Initiating Balance of Power |           |
|   | 4                              | Collective Security: Meaning, Definition & Principles                                 |           |
| 4 | <b>Major Concepts-II</b>       |   | <b>12</b> |
|   | 1                              | Arms race, Arms Control & Disarmament, and Nuclear Proliferation                      |           |
|   | 2                              | Foreign Policy: Meaning, Definition & Determinants.                                   |           |
|   | 3                              | Diplomacy: Meaning, Definition, and Types & Functions and Privileges of Diplomat.     |           |
|   | 4                              | Colonialism & Imperialism: Definition, Characteristics, Reasons, and Differences      |           |
| 5 | <b>Teacher Specific Module</b> |   | <b>12</b> |

### Essential Readings:

1. Heywood Andrew, 2014, *Global politics*. Palgrave Macmillan
2. Palmer and Perkins, 2002, *International Relations*, Revised Indian edition, New Delhi: A.I.T.B.S Publisher's
3. Holsti, K.J. 1991, *International Politics: A Framework for Analysis*, New Delhi: Prentice Hall of India
4. Robert Jackson and George Sorenson(2013), *Introduction to International Relations: Theories and Approaches*, Fifth Edition, Oxford University Press.
5. John Baylis, Steve Smith (ed),2008, *The Globalization of World Politics: An Introduction to International Relations*, 4th edition, New York: Oxford University Press.

### Suggested Readings:

1. Charles W. Kegley, et.al (ed), 2000, *World Politics: Trends and Transformation*, New York: St:Martins Publications.
2. Jackson and Sorensen, G., 2008, *Introduction to International Relations: Theories and Approaches*, New Delhi: Oxford University Press.

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |  | <b>Marks</b> |
|-------------------------|--|--------------|
| End Semester Evaluation |  | <b>70</b>    |
| Continuous Evaluation   |  | <b>30</b>    |
| a)                      | Test Paper- 1  | 10           |
| b)                      | Test Paper-2/Quiz  | 10           |
| c)                      | Assignment/Seminar/Book/Article<br>Review/Field Report/Viva Voce/<br>Group Discussion (Any of the two) | 10           |
| <b>Total</b>            |  | <b>100</b>   |

**KU4VACPOL203: ELECTORAL LITERACY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 4        | VAC         | 200-299      | KU4VACPOL203 | 3       | 45          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 3                               | -                     | -        | 25                 | 50  | 75    | 1.5 Hrs                 |

**Course Description:**

The course aimed to provide electoral literacy among the learners. In a democracy citizens elect their representative by their choice. The success of the democracy depends on participation of the people in electoral process. Therefore, knowledge on electoral process is very essential for widening electoral participation. The course helps learners to different types governing system, electoral systems in democracy, need and importance election in democracy. Various agencies involved in the electoral processes in India and procedure for elections.

**Course Prerequisite: NIL****Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Students will be able to understand significance of democratic elections, including the rationale behind holding elections and the various types of elections conducted in democratic societies.   | U                |
| 2      | Students will be able to explain the role and functions of electoral institutions such as the Election Commission of India and State Election Commissions, understanding their constitutional status, powers, and responsibilities in ensuring free and fair elections.        | U                |
| 3      | Students will be able to analyze voting trends in India, identifying factors influencing electoral participation.  | A                |
| 4      | Students will be able to analyze the intricacies of the election process, including the delimitation of electoral constituencies, the procedures for declaration of elections, nomination, scrutiny, campaigning, and the use of electoral technology such as EVMs and VVPATs. | An               |
| 5      | Students will be able to evaluate the significance and reliability of election surveys in predicting electoral outcomes, assessing their methodologies, sampling techniques, and the role they play in shaping political strategies and public opinion.                        | E                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       | ✓     |       |       |       |
| CO 2 |       | ✓     |       |       | ✓     |       |       |
| CO 3 |       |       | ✓     |       |       |       | ✓     |
| CO 4 |       |       | ✓     |       |       | ✓     |       |
| CO 5 | ✓     |       |       | ✓     |       |       |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MOD<br>ULE | UNIT                                   | DESCRIPTION  | HOURS    |
|------------|--|--|----------|
| <b>1</b>   | <b>Election and Democracy</b>          |  | <b>9</b> |
|            | 1                                      | Liberal Democratic States-Features   |          |
|            | 2                                      | Political Representation: Definition, and Functions                            |          |
|            | 3                                      | Election: Definition, and Functions.   |          |
|            | 4                                      | Types Electoral Systems: First Past Post System & Proportional Representation. |          |
| <b>2</b>   | <b>Electoral Institutions in India</b> |  | <b>9</b> |
|            | 1                                      | Electoral System in India-Peoples Representation Act-1951.                     |          |
|            | 2                                      | Election Commission of India.  |          |
|            | 3                                      | Criticisms on the functioning of the Election Commission                       |          |
|            | 4                                      | Debates on Reforming Electoral System in India                                 |          |
| <b>3</b>   | <b>Voters and voting in India</b>      |  | <b>9</b> |
|            | 1                                      | Universal Adult Franchise  |          |
|            | 2                                      | Determinants of voting   |          |
|            | 3                                      | Types of Voters and Electoral Participation                                    |          |
|            | 4                                      | Poling rates & Voting Trends   |          |

|   |  |   |          |
|---|--|---|----------|
| 4 | <b>Election Process</b>  |   | <b>9</b> |
|   | 1  | Electoral Constituencies & Delimitation, Preparation of Electoral Roll.         |          |
|   | 2  | Declaration of Election, Code of Conduct, Nomination, Scrutiny, and Campaigning |          |
|   | 3  | Ballot, Booth, EVM, VVPAT, Voting, Counting & Declaration of Results            |          |
|   | 4  | Exit Poll- Pre and Post Poll.   |          |
| 5 | <b>Teacher Specific Module</b>   |   | <b>9</b> |
|   | <p>Enrolment in Voters List.</p> <p>Organize a mock election in the classroom, assigning roles such as candidates, election officers, and voters. This hands-on activity to help students understand the election process practically.</p> <p>Organize a field trip to observe a local election process, such as voter registration drives or polling station setup. After the trip, facilitate a reflection session where students can discuss their observations and lessons learned.</p> <p>Arrange a guest lecture by a local election official or politician to share their experiences and insights into the practical aspects of conducting elections.</p> <p>Organize a panel discussion on the role of social media in shaping electoral outcomes. Encourage students to analyze case studies and share their perspectives on the influence of digital platforms on voter opinions.</p> <p>Conduct a debate on the importance of different types of elections (e.g., national, state, local) in strengthening democracy. Encourage students to research and present arguments supporting their viewpoint.</p> |   |          |

### Essential Readings:

1. Basu, Durga Das (2012). *Introduction to the Constitution of India* (20<sup>th</sup> Edi.). Nagpur: LexiNexis.
2. Ray, S.N (2021). *Modern Comparative Politics: Approaches, Methods & Issues*. Delhi: PHI.
3. Laxmikant, M. (2023). *Indian Polity*. New Delhi: McGraw Hill.
4. Arzheimer, Kai, Jocelyn Evans & Michael S. Lewis-Beck (2017). *The Sage Handbook of Electoral Behaviour*. New Delhi: Sage.
5. India, Election Commission. Systematic Voter's Education and Electoral Participation: <https://www.eci.gov.in/voter-education>.
6. Gibbins, R. , Eulau, . Heinz and Webb, Paul David (2024, May 24). lection. Encyclopedia Britannica. <https://www.britannica.com/topic/election-political-science>

### Suggested Readings:

1. Quraishi, S.Y.(2014). *An Documented Wonder: The Great Indian Election*. Rain & Light.
2. Evans, Jocelyn (2004). *Voting & Voters*: London: Sage.
3. Orissa, State Election Commission of. *Electronic Voting Machine Instruction Manual* <https://sec.odisha.gov.in/wp-content/uploads/2020/02/EVM-INSTRUCTION-MANUALMODEL-CU-7510-BU-7407.pdf>
4. India, Election Commission of (2018 July). *Manual on Electronic Voting Machine and VVPAT*.

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |   | <b>Marks</b> |
|-------------------------|---|--------------|
| End Semester Evaluation |   | <b>50</b>    |
| Continuous Evaluation   |   | <b>25</b>    |
| a)                      | Test Paper- 1   | 10           |
| b)                      | Enrol as a voter  | 5            |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion/ (Any of the two) | 10           |
| <b>Total</b>            |   | <b>75</b>    |



### KU4VACPOL204: HUMAN RIGHTS

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 4                               | VAC                   | 200-299      | KU4VACPOL204       |     | 3       | 45                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 3                               | -                     | 1            | 25                 | 50  | 75      | 1.5                     |

**Course Description:**

This course examines human rights, aiming to grasp their meaning, how they've evolved over time, and why they're important today. The course explores the ideas behind human rights, look at how organizations protect them, and discuss the rights of different groups like migrants, LGBTQ+ individuals, older and disabled people, and women and children. The focus of the course is helping learners understand and value human rights.

**Course Prerequisite: NIL**

**Course Outcomes:**

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Understand and differentiate between rights and human rights.   | U                |
| 2      | Analyze the evolution and ideological basis of human rights.  | An               |
| 3      | Evaluate the effectiveness of institutional and non-institutional mechanisms in promoting human rights.   | E                |
| 4      | Critically examine group rights, including rights of migrants, sexual minorities, elderly, disabled, women, and children.                       | An               |
| 5      | Synthesize a comprehensive understanding of human rights and articulate informed perspectives on contemporary debates surrounding human rights. | C                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       |       |       | ✓     |       |       |       |
| CO 3 |       |       |       |       |       | ✓     |       |
| CO 4 |       |       |       | ✓     |       |       |       |
| CO 5 |       |       |       |       |       |       | ✓     |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE | UNIT                                   | DESCRIPTION  | HOURS     |
|--------|--|--|-----------|
| 1      | <b>Understanding Human Rights</b>      |  | <b>12</b> |
|        | 1                                      | Meaning and Definition, Characteristics and Significance.                |           |
|        | 2                                      | Rights Vs Human Rights, and Debate on the status of the human rights     |           |
|        | 3                                      | Evolution of the Human Rights  |           |
|        | 4                                      | Three Generations of Rights  |           |
| 2      | <b>United Nations and Human Rights</b> |  |           |
|        | 1                                      | Universal Declaration of Human Rights: Genesis and Features              |           |
|        | 2                                      | Human Rights Commission: History, Structure, Powers and Functions.       |           |
|        | 3                                      | International Criminal Court: History, Structures, Powers and Functions. |           |
|        | 4                                      | Other UN Mechanisms: ICCPR & ICSECR                                      |           |

|          |                                      |  |           |
|----------|--------------------------------------|--|-----------|
| <b>3</b> | <b>Non- Institutional Mechanisms</b> |  | <b>12</b> |
|          | 1                                    | Amnesty International                    |           |
|          | 2                                    | Human Rights Action Centre               |           |
|          | 3                                    | Human Rights Watch                       |           |
|          | 4                                    | Human Rights without Frontiers (HRWF)    |           |
| <b>4</b> | <b>Group Rights</b>                  |  | <b>12</b> |
|          | 1                                    | Rights Migrants & Refugees               |           |
|          | 2                                    | Socially Marginalised: Dalits & Adivasis |           |
|          | 3                                    | Rights of Old and Disabled               |           |
|          | 4                                    | Rights of Women, Children & LGBT         |           |

|          |  |  |          |
|----------|--|--|----------|
| <b>5</b> | <b>Teacher Specific Module</b>   |  | <b>5</b> |
|          | <ol style="list-style-type: none"> <li>1. Visit nearest old age home, understand their issues, critically evaluate policies taken by the government, and prepare a report with suggestions to improve their conditions.</li> </ol> |  |          |

### Essential Readings

1. Renteln, Alison Dundes. (1990). International Human Rights: Universalism versus Relativism. California: Sage publication.
2. Clapham, Andrew. (2007). Human Rights: A very short introduction. Oxford: Oxford University press.
3. Gauba, O.P. (2021). An Introduction to Political Theory. New Delhi: National Paperbacks.
4. Rhona K.M. Smith. (2022). International Human Rights Law. Oxford: Oxford University press.
5. Donnelly, Jack. (2013). International Human rights. Colorado: Westview Press.
6. Mapp, Sussan C. (2014). Human Rights and Social Justice in a global perspective: An introduction to International Social Work. Newyork: Oxford University Press.
7. Goodhart, Miachael. (2020). Human rights: Politics and Practice. Oxford University Press.

### Suggested Readings:

1. Alston, P., & Mégret, F. (1992). The United Nations and Human Rights: A Critical Appraisal. OUP.
2. Brown, G. (2016). The Universal Declaration of Human Rights in the 21st Century: A Living Document in a Changing World. Global Citizenship Commission. Open Book.
3. Chakrabarty, B., & Pandey, R. K. (2008). Indian Government and Politics. Sage.
4. Donnelly, J. (2019). The Concept of Human Rights. Routledge.
5. Evans, T. (2019). International Human Rights Law. Oxford University Press.
6. Freeman, M. (2011). Human Rights: An Interdisciplinary Approach. Polity Press.

7. Halme-tuomisaari, M., & Slotte, P. (Eds.). (2015). Revisiting the Origins of Human Rights. Cambridge University Press.
8. Ishay, M. (2008). The History of Human Rights: From Ancient Times to the Globalization Era. University of California Press.
9. International Journal of Human Rights. Routledge, Taylor & Francis Group.
10. Journal of Human Rights. Routledge, Taylor & Francis Group.
11. Moyn, S. (2014). Human Rights and the Uses of History. Verso Books.
12. Quataert, J., & Wildenthal, L. (2019). The Routledge History of Human Rights. Routledge.

**Assessment Rubrics:**

| Evaluation Type         |  | Marks |
|-------------------------|--|-------|
| End Semester Evaluation |  | 50    |
| Continuous Evaluation   |  | 25    |
| a)                      | Test Paper- 1  | 10    |
| b)                      | Test Paper-2/Quiz  | 5     |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10    |
| Total                   |  | 75    |

### KU4SECPOL201: DISASTER MANAGEMENT

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 4                               | SEC                   | 200-299      | KU4SECPOL201       |     | 3       | 45                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 3                               | -                     | -            | 25                 | 50  | 75      | 1.5 Hrs                 |

#### Course Description:

The course Disaster Management aimed to inculcate awareness and perception of Disaster (environmental, technological, biological, man-made etc), Disaster Management, Mitigation of Disaster and preparing for, responding to, and recovering from disasters. It will implant the notion and the urgency of want of awareness and training in the field of Disaster Management among the students. Students can assess and achieve the Strategies and measures for individuals, communities, and organisations to respond effectively to disasters. Finally, this inclusive course will foster a wide-ranging understanding of disaster management principles, strategies and practices, enabling students to contribute effectively to disaster preparedness, response, and recovery efforts in their communities or organisations.

#### Course Prerequisite: NIL

#### Course Outcomes:

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Identify various kinds of disasters, and identification of risk and challenges accompanying with disasters.  | An               |
| 2      | Assess and gage the impending effects of disasters on communities, infrastructure, and the environment.  | E                |
| 3      | Formulate emergency preparedness arrangements, involving starting communication outlets, evacuation techniques, and resource management strategies.                        | C                |
| 4      | Synthesize the skills and talents in coordinating and managing disasters and Develop skills to engage with local stakeholders, and supporting community-based initiatives. | E                |
| 5      | Infer to effectively prepare for, respond to, and recover from disasters, contributing to the overall resilience and well-being of communities and societies.              | E & C            |

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

#### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     | ✓     |       |       |       |       |
| CO 2 |       | ✓     | ✓     |       |       |       |       |
| CO 3 |       |       | ✓     | ✓     |       |       | ✓     |
| CO 4 |       |       | ✓     |       |       |       | ✓     |
| CO 5 |       |       | ✓     | ✓     |       |       | ✓     |

## COURSE CONTENTS

### Contents for Classroom Transaction:

| MODULE | UNIT  | DESCRIPTION  | HOURS |
|--------|---|--|-------|
| 1      | <b>DISASTER MANAGEMENT- INTRODUCTION</b>      |  | 9     |
|        | 1   | Disaster – Meaning & Definition                      |       |
|        | 2   | Types: Geological, Biological and Man-Made Disasters |       |
|        | 3   | Natural Disasters in India                           |       |
|        | 4   | Man-Made Disasters in India                          |       |
| 2      | <b>DISASTER MANAGEMENT</b>                    |  | 9     |
|        | 1   | Disaster Management: Meaning                         |       |
|        | 2   | Disaster Prevention                                  |       |
|        | 3   | Disaster Preparedness                                |       |
|        | 4   | Disaster Mitigation                                  |       |
| 3      | <b>NATIONAL DISASTER MANAGEMENT FRAMEWORK</b> |  | 9     |
|        | 1   | The Disaster Management Act 2005                     |       |
|        | 2   | National Disaster Management Authority (NDMA)        |       |
|        | 3   | India Meteorological Department (IMD)                |       |
|        | 4   | Community Based Disaster Management (CBDM)           |       |
| 4      | <b>REHABILITATION</b>                         |  | 9     |
|        | 1   | Concepts of Rehabilitation                           |       |
|        | 2   | Types of Rehabilitation                              |       |
|        | 3   | Resource Mobilisation                                |       |
|        | 4   | Civil Society Initiative for Relief                  |       |
| 5      | Teacher Specific Module                       |  | 9     |

### Essential Readings:

1. Sharma S. C. (2022). *Disaster management*. 2<sup>nd</sup> Edition. New Delhi: Khanna Publishing.
2. Subramanian R. (2018). *Disaster Management*. New Delhi: Vikas Publishing House.
3. Pandey, Mrinalini (2023). *Disaster Management*. 2<sup>nd</sup> Edition. Wiley.
4. Savindra Singh, Jeetendra Singh (2016). *Disaster Management*, Allahabad: Pravalika Publications.
5. Mukta Girdhar (2019), *Natural Disasters*, New Delhi: Amy Publication.
6. Gupta, M.C., Vinod K. Sharma, L.C. Gupta, B.K. Tamani (Eds). (2001). *Manual on Natural Disaster Management in India*, National Centre for Disaster Management, New Delhi: IIPA.

**Suggested Readings:**

1. Carter, W. Nick, 1991, Disaster Management: A Disaster Manager's Handbook, Asian Development Bank, Manila
2. Kumar. P, Disaster Management -Second Edition, OakBridge Publishing Private Limited, 2023.
3. Lt. Col. (Dr.) Satish Dhage, GKP Disaster Management in India : Issues, Perspectives & Concerns for Civil Services Examinations (Preliminary & Mains) GK Publications,2024.
4. R. B. Singh, Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications,2006.
5. Brian Tomaszewski , Geographic Information Systems (GIS) for Disaster Management- CRC Press, 2014.
6. Talwar,Arun Kumar,Juneja and satish, Encyclopedia of Disaster management(10 volumes)-saujanya books, Delhi,2008.
7. Keith Smith, Environmental Hazards: Assessing Risk and Reducing Disaster. Routledge Publication,2004
8. Alexander David, Introduction in Confronting Catastrophe, Oxford University Press,2000.
9. Govt. of India: Disaster Management Act 2005, Government of India, New Delhi.
10. Bryant Edwards ,Natural Hazards, Cambridge University Press, U.K.2005

**Assessment Rubrics:**

| Evaluation Type         |  | Marks |
|-------------------------|--|-------|
| End Semester Evaluation |  | 50    |
| Continuous Evaluation   |  | 25    |
| a)                      | Test Paper- 1  | 10    |
| b)                      | Test Paper-2/Quiz  | 5     |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10    |
| Total                   |  | 75    |

## SEMESTER V

| Sem | Course Code  | Course Title                      | CE | ESE | Total | Credits | Hrs. | Page No |
|-----|--------------|-----------------------------------|----|-----|-------|---------|------|---------|
| V   | KU5DSCPOL301 | Comparative Politics              | 30 | 70  | 100   | 4       | 4    | 88-92   |
|     | KU5DSCPOL302 | Public Administration             | 30 | 70  | 100   | 4       | 4    | 93-96   |
|     | KU5DSCPOL303 | Issues in International Relations | 30 | 70  | 100   | 4       | 4    | 97-99   |
|     | KU5DSEPOL301 | Philosophy of Social Sciences     | 30 | 70  | 100   | 4       | 4    | 100-103 |
|     | KU5DSEPOL302 | Decentralised Democracy in India  | 30 | 70  | 100   | 4       | 4    | 104-107 |
|     | KU5DSEPOL303 | India's Foreign Policy            | 30 | 70  | 100   | 4       | 4    | 108-111 |
|     | KU5DSEPOL304 | Political Sociology               | 30 | 70  | 100   | 4       | 4    | 112-115 |
|     | KU5SECPOL301 | Psephology                        | 25 | 50  | 75    | 3       | 3    | 116-119 |



### KU5DSCPOL301 COMPARATIVE POLITICS

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 5                               | DSC                   | 300-399      | KU5DSCPOL301       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2 Hrs                   |

**Course Description:** This course provides a comprehensive introduction to the field of comparative politics, focusing on theoretical frameworks, methodological approaches, and the analysis of political systems across different countries. Students will explore various dimensions of political systems, including constitutions, governments, political actors, and processes, with a critical lens towards understanding the complexities and details of comparative analysis.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Students will be able to define the scope of comparative politics, understanding its evolution over time and its relevance in contemporary political analysis.            | R                |
| 2      | Students will be able to analyze and compare various methodological approaches used in comparative politics to understand how political systems are studied and compared. | An               |
| 3      | Students will be able to critically evaluate major theoretical approaches in comparative politics.  | E                |
| 4      | Students will be able to compare features of constitutions and governments.   | An               |
| 5      | Students will assess the typologies and features of political parties, party systems, and electoral systems, identifying emerging trends.                                 | E                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       |       |       | ✓     |       |       |       |
| CO 3 |       |       |       |       |       | ✓     |       |
| CO 4 |       |       |       | ✓     |       |       |       |
| CO 5 |       |       |       |       |       | ✓     |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MOD<br>ULE | UNIT  | DESCRIPTION   | HOURS     |
|------------|---|---|-----------|
| <b>1</b>   | <b>Introduction</b>                                   |   | <b>12</b> |
|            | 1   | Definition, Nature, Scope, Evolution, and Significance.   |           |
|            | 2   | Why Compare? & Methods of Comparison: How and What to Compare?  |           |
|            | 3   | Approaches-Traditional Approaches, and Modern Approaches.   |           |
|            | 4   | Political Culture & New Institutional Approach.   |           |
| <b>2</b>   | <b>Comparing Powers and Functions of Institutions</b> |   | <b>12</b> |
|            | 1   | Comparing Constitutions: Un written-Britain, Written-USA & India  |           |
|            | 2   | Powers of Legislative Institutions & Legislative Processes: Britain, USA, Switzerland, and China.   |           |
|            | 3   | Forms of Government in Liberal Democracies: Parliamentary-UK, Presidential-USA, Collegiate System- Switzerland, and Chinese Model of Government.            |           |
|            | 4   | Judicial Organisations and Features: Britian- Single Integrated Judiciary, USA- Dual Court Systems, France- Administrative Law and Judicial System in China |           |

|          |   |   |           |
|----------|---|---|-----------|
| <b>3</b> | <b>States and Political Regimes</b>   |   | <b>12</b> |
|          | 1   | Classification of States: Aristotle's Classification; Effective, Weak and Failed States.  |           |
|          | 2   | Features of Unitary and Federal Systems.  |           |
|          | 3   | Working of Unitary Systems -Britain, and France- and its Defects and Working of Federal Systems -USA, Canada and India and its Defects. |           |
|          | 4   | Types of Regimes: Features of Liberal Representative Democracy (UK, USA & India), Totalitarianism, and Authoritarianism.                |           |
| <b>4</b> | <b>Political Representation, Voting, Electoral Systems &amp; Party Dynamics</b> |   | <b>12</b> |
|          | 1   | Representation: Definition, Evolution and Theories of Representation.   |           |
|          | 2   | Electoral Systems: Definition, and Methods.   |           |
|          | 3   | Party and Party System.   |           |
|          | 4   | Interest groups and Politics: the USA, the UK and India.  |           |
| <b>5</b> | <b>Teacher Specific Module</b>  |   | <b>12</b> |
|          | <i>Directions</i>   |   |           |

**Essential Readings:**

1. Singh, Pusha. (2019). *Introduction: Understanding Comparative Politics*, in Pusha Singh & Chetna Sharma (2019), *Comparative Government and Politics*, New Delhi: Sage.
2. Verma, Babita. (2019). *Party and Party Systems*. in Pusha Singh & Chetna Sharma (2019), *Comparative Government and Politics*. pp: 258-267. New Delhi: Sage.
3. Singh, Pusha. (2019). *Political Representation, Voting and Electoral Systems in Comparative Perspective*. in Pusha Singh & Chetna Sharma (2019), *Comparative Government and Politics*. Pp: 245-249. New Delhi: Sage.
4. Roskin, Michael G et al (2022). *Political Science: An Introduction*. 14<sup>th</sup> Edition. New Delhi: Pearson.
5. Ray, S.N (2021). *Modern Comparative Politics*. Delhi: PHI Learning Private Limited.

### Suggested Readings:

1. Chilcote, Ronald H. (2018). Theories of Comparative Politics: The Search for Paradigm Reconsidered. (2nd Edition). London: New York: Routledge.
2. Adam Przeworski (2007). Is the Science of Comparative Politics Possible? Above Essay is an adaption from: Henry Tueneand Adam przeworski (1970). The knowledge of Comparative Social Inquiry. New York: Wiley Interscience.
3. Almond, G.A. et., 2000: Comparative Politics: A World View, New York: Harper/ Collins.
4. Bara, J and Pennington, M. (eds.). (2009) Comparative Politics. New Delhi: Sage.
5. Caramani, D. (ed.). (2008) Comparative Politics. Oxford: Oxford University Press.
6. Daniele Caramani (2017). Comparative Politics. (4th ed.). United Kingdom: Oxford University Press.
7. Dirk Berg-Schlosser (2012). Mixed Methods in Comparative Politics, Principles and Applications. London: Palgrave Macmillan.
8. Gabriel Abraham Almond and James Smoot Coleman (2015). The Politics of Developing Areas. New Jersey: Princeton University Press.
9. Goran Hyden (2006). African Politics in Comparative Perspective. Cambridge: Cambridge University Press.
10. Hague, R. and Harrop, M. (2010) Comparative Government and Politics: An Introduction. (Eight Edition). London: Palgrave Macmillan.
11. Hague, Rod and Martin Harrop. (2013). Comparative Government and Politics - An Introduction. (9th ed.). Basingstoke: Palgrave Macmillan.
12. Ishiyama, J.T. and Breuning, M. (eds.). (2011) 21st Century Political Science: A Reference Book. Los Angeles: Sage.
13. Johari, J.C., 2006: New Comparative Government, New Delhi: Lotus Press
14. Jorgen Rasmussen (2009). The Process of Politics. A Comparative Approach. New Jersey: Transaction Publishers.
15. Kenneth newton and Jan W. Van Deth (2016). Foundations of Comparative Politics- Democracies of the Modern World. Cambridge: Cambridge University Press.
16. Mark Kesselman, et al. (2018). Introduction to Comparative Politics: Political Challenges and Changing Agendas. Australia: Cengage.
17. O'Neil, P. (2009) Essentials of Comparative Politics. (Third Edition). New York: WW. Norton and Company, Inc.
18. Palekar, S.A., 2009: Comparative Politics and Government, New Delhi, PHI Learning Pvt. Ltd.
19. Wiarrds, H. J. (2005). Comparative Politics: Critical Concepts in Political Science. London: Rutledge.

### Assessment Rubrics:

| Evaluation Type         |  | Marks |
|-------------------------|--|-------|
| End Semester Evaluation |  | 70    |
| Continuous Evaluation   |  | 30    |
| a)                      | Test Paper- 1  | 10    |
| b)                      | Test Paper-2/Quiz  | 10    |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10    |
| Total                   |  | 100   |

### KU5DSCPOL302: PUBLIC ADMINISTRATION

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 5                               | DSC                   | 300-399      | KU5DSCPOL302       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2 hrs                   |

**Course Description:** Public Administration is a comprehensive course designed to introduce students to the principles, theories, and practices that underpin the functioning of government and public organizations. This course aims to equip students with a deep understanding of how public agencies are managed and functioned. It covers both traditional and contemporary approaches to public administration, emphasizing the evolving nature of the field in response to global and local challenges.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | To understand the administrative theories and concepts to make sense of administrative practices.   | U                |
| 2      | To Understand the difference between traditional form of Administration and the concept of Governance.  | U                |
| 3      | To have necessary knowledge, skills, and competency required for understanding conceptual and practical dimensions of administrative process.   | U & R            |
| 4      | To acquire practical skills in public sector management, including strategic planning, human resource management, and organizational behaviour. | A                |
| 5      | To equipped with critical thinking and problem-solving skills to make effective decisions in complex and dynamic public sector environments.    | R & An           |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ?     |       |       | ?     |       |       |       |
| CO 2 |       | ?     |       |       | ?     |       |       |
| CO 3 |       |       | ?     |       |       |       | ?     |
| CO 4 |       |       | ?     |       |       | ?     |       |
| CO 5 | ?     |       |       | ?     |       |       |       |

### COURSE CONTENTS

**Contents for Classroom Transaction:**

| MODUL<br>E | UNIT   | DESCRIPTION  | HOURS     |
|------------|--|--|-----------|
| 1          | <b>Introduction</b>  |  | <b>12</b> |
|            | 1  | Meaning, Definition, Scope & Evolution of Public Administration.   |           |
|            | 2  | Public Vs Private Administration   |           |
|            | 3  | Theories: Scientific Management (FW Taylor), Human Relations (Elton Mayo), Rational Choice & New Public Management.                      |           |
|            | 4  | Emerging Trends: Governance, Good Governance & E-Governance.   |           |
| 2          | <b>Principles of Organisation</b>                            |  | <b>12</b> |
|            | 1  | Organization; Definition and Meaning   |           |
|            | 2  | Bases of Organization-(4 Ps)   |           |
|            | 3  | Principles of Organisation: Hierarchy, Span of Control, Unity of command, Delegation, Coordination, Centralisation and Decentralisation. |           |
|            | 4  | Line, Staff & Auxiliary Agencies   |           |
| 3          | <b>Personnel Administration</b>                              |  | <b>12</b> |
|            | 1  | Bureaucracy-Meaning, Characteristics & Functions.  |           |
|            | 2  | Bureaucracy-Marx Webber & Karl Marx  |           |
|            | 3  | Recruitment: Definition, Methods & Issues  |           |
|            | 4  | Training: Definition, Methods & Types  |           |
| 4          | <b>Control over Administration &amp; Recent Developments</b> |  | <b>12</b> |
|            | 1  | Legislative Control  |           |
|            | 2  | Issue of Transparency- Right to Information Act  |           |
|            | 3  | Implications of Liberalisation on Administration: Government to Governance   |           |
|            | 4  | Digital Governance   |           |
| 5          | <b>Teacher Specific Module</b>                               |  | <b>12</b> |
|            | <i>Directions</i>  |  |           |

### Essential Readings:

1. Fadia, B. L., & Fadia, K. (2024). Public Administration: Administrative Theories (17 Revised ed.). Sahitya Bhawan Publications.
2. Laxmikanth. (2022). Public Administration (2 ed.). McGraw Hill Education.
3. Maheshwari, S. R. (2000). Administrative Theory: An Introduction. Macmillan.
4. Naidu, S. P. (2005). Public Administration: Administrative Theories and Concepts. New Age International.
5. Prasad, R., Prasad, V. S., & Satyanarayana, P. (2018). Administrative Thinkers (Revised ed.). Sterling Publishers Private Limited.
6. Rumki, B. (2014). Public Administration: Concepts and Theories (5 ed.). Sterling Publishers Pvt. Ltd.

#### **Suggested Readings:**

1. Denhardt, J. V., & Denhardt, R. B. (2007). The New Public Service: Serving, Not Steering. M.E. Sharpe.
2. Holzer, M., & Schweser, R. W. (2015). Public Administration: An Introduction. Routledge.
3. Shafritz, J. M., & Hyde, A. C. (Eds.). (2012). Classics of Public Administration. Wadsworth/Cengage.

#### **Assessment Rubrics:**

| Evaluation Type         |  | Marks      |
|-------------------------|--|------------|
| End Semester Evaluation |  | <b>70</b>  |
| Continuous Evaluation   |  | <b>30</b>  |
| a)                      | Test Paper- 1  | 10         |
| b)                      | Test Paper-2/Quiz  | 10         |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10         |
| <b>Total</b>            |  | <b>100</b> |

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 5        | DSC         | 300-399      | KU5DSCPOL303 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | -                     | 1        | 30                 | 70  | 100   | 2 Hrs                   |

#### Course Description:

The course provides visions into major issues that are largely the legacies of the Cold War era and also identifies some of the other new problem areas that need critical consideration in the study of current International Relations.

**Course Prerequisite: NIL**

**Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Understanding various actors in International Relations                        | U                |
| 2      | Analysing the role of regional organisation in International Relations         | An               |
| 3      | Evaluating certain fundamental issues in International Relations               | E                |
| 4      | Identifying the needs and importance of the UN in new world order              | A                |
| 5      | Analysing security paradigms, threats, and conflict dynamics at various levels | An               |

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

#### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ?     |       |       | ?     |       |       |       |
| CO 2 |       | ?     |       |       | ?     |       |       |
| CO 3 |       |       | ?     |       |       |       | ?     |
| CO 4 |       |       | ?     |       |       | ?     |       |
| CO 5 | ?     |       |       | ?     |       |       |       |

### COURSE CONTENTS

**Contents for Classroom Transaction:**



| <b>MO<br/>DU<br/>LE</b> | <b>UNI<br/>T</b>                                   | <b>DESCRIPTION</b>  | <b>HOURS</b> |
|-------------------------|--|---|--------------|
| <b>1</b>                | <b>Shifting Power Equations in Global Politics</b> |   | <b>12</b>    |
|                         | 1  | Uni-Polar to Bi-Polar, and Multi-Polarism                     |              |
|                         | 2  | Brexit and Future of European Union.                          |              |
|                         | 3  | Crisis in Europe: Russia-Ukraine War and involvement of NATO. |              |
|                         | 4  | Crisis in Middle East: Isreal and Palestine Conflict.         |              |

|          |  |   |           |
|----------|--|---|-----------|
| <b>2</b> | <b>International-Regional and Multi-lateral Institutions</b> |   | <b>12</b> |
|          | 1  | United Nations Organisations  |           |
|          | 2  | World Bank, International Monetary Fund & World Trade Organisation              |           |
|          | 3  | Regional Organizations – ASEAN, European Union, and African Economic Groupings. |           |
|          | 4  | Multilateral Economic Initaitves: BRICS, and Belt and Road Initiatives.         |           |

|          |   |   |           |
|----------|---|---|-----------|
| <b>3</b> | <b>Global Security Issues: Traditional and Non-Traditional</b>          |   | <b>12</b> |
|          | 1   | Terrorism.                                    |           |
|          | 2   | Global Environmental Issues.                  |           |
|          | 3   | Weapons of Mass Destruction                   |           |
|          | 4   | Development and Security, and Refugee         |           |
|          | <b>Relevance of International Institutions in addressing the Issues</b> |   | <b>12</b> |
| <b>4</b> | 1   | Role and Relevance of U N                     |           |
|          | 2   | Peace Keeping- UN, and Climate Change: UNFCCC |           |
|          | 3   | Global Poverty-Role of IMF and World Bank.    |           |
|          | 4   | Global Trade- WTO                             |           |
| <b>5</b> | <b>Teacher Specific Module</b>  |   | <b>12</b> |

**Essential Readings:**

1. Basu, Rumki. (2012). *The Global Environment: Issues and Debates* (Eds). In International Politics: Concepts, Theories and Issues. By Rumki Basu. New Delhi: Sage. Pp:354-371.
2. Raju, Sugunakara S.R.T.P. (2012). *The Nation State System: National Power, Balance of Power and Collective Security* (Eds). In International Politics: Concepts, Theories and Issues. By Rumki Basu. New Delhi: Sage. pp:3-49.
3. Basu, Rumki. (2012). *Development and Security: Changing Paradigms*. (Eds). In International Politics: Concepts, Theories and Issues. By Rumki Basu. New Delhi: Sage. Pp:393-418.
4. Farooqui, Adnan. (2012). *Terrorism* (Eds). In International Politics: Concepts, Theories and Issues. By Rumki Basu. New Delhi: Sage. Pp:376-390.
5. Palmer and Perkins, 2002, *International Relations*, Revised Indian edition, New Delhi: A.I.T.B.S Publisher's
6. John Baylis, Steve Smith (ed), 2008, *The Globalization of World Politics: An Introduction to International Relations*, 4th edition, New York: Oxford University Press

#### **Suggested Readings:**

1. Charles W. Kegley, et.al (ed), 2000, *World Politics: Trends and Transformation*, New York: St: Martins Publications
2. Saxena K.P, 2003, *Reforming the United Nations, The Challenges and Relevance*, New Delhi: Sage, New Delhi.
3. Gulam Mohammed Dar, 2008, *An Introduction to International relations*, New Delhi : Rajath Publications.

#### **Assessment Rubrics:**

| Evaluation Type         |  | Marks      |
|-------------------------|--|------------|
| End Semester Evaluation |  | <b>70</b>  |
| Continuous Evaluation   |  | <b>30</b>  |
| a)                      | Test Paper- 1  | 10         |
| b)                      | Test Paper-2/Quiz  | 10         |
| c)                      | Assignment/Seminar/Book/Article<br>Review/Field Report/Viva Voce/ Group<br>Discussion (Any of the two) | 10         |
| <b>Total</b>            |  | <b>100</b> |

#### **KU5DSEPOL301 PHILOSOPHY OF SOCIAL SCIENCES**

| Semester | Course Type | Course Level | Course Code | Credits | Total Hours |
|----------|-------------|--------------|-------------|---------|-------------|
|----------|-------------|--------------|-------------|---------|-------------|

|                                 |                       |          |                    |     |       |                         |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| 5                               | DSE                   | 300-399  | KU5DSEPOL301       | 4   | 60    |                         |
| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | -                     | 1        | 30                 | 70  | 100   | 2 hrs                   |

#### Course Description:

The course aims to develop an understanding of what social sciences are, how they have evolved, the role of science within social sciences, and how they differ from natural sciences. It explores the relevance of social sciences in addressing social issues, introduces the various branches of social sciences, examines the debate on objectivity and subjectivity in social science research, and presents different research approaches. The course is designed to offer new perspectives on social issues and to equip learners with the skills to propose effective remedies.

#### Course Prerequisite: NIL

#### Course Outcomes:

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Describe the nature, scope, and historical evolution of social sciences and differentiate them from natural sciences. | R                |
| 2      | Explain the scientific principles within social sciences and their significance in understanding social phenomena.    | U                |
| 3      | Identify and categorize the major branches of social sciences and assess their relevance to real-world social issues. | E                |
| 4      | Critically analyze the debate on objectivity and subjectivity in social science research.                             | An               |
| 5      | Apply social science theories and approaches to evaluate social issues and propose appropriate remedies.              | A                |

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

#### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       |       |       |       |
| CO 2 |       | ✓     |       |       |       |       |       |
| CO 3 |       |       |       |       |       | ✓     |       |
| CO 4 |       |       |       | ✓     |       |       |       |
| CO 5 |       |       | ✓     |       |       |       |       |

## COURSE CONTENTS

### Contents for Classroom Transaction:

| MODULE   | UNIT                | DESCRIPTION   | HOURS     |
|----------|---------------------|---|-----------|
| <b>1</b> | <b>Introduction</b> |   | <b>12</b> |
|          | 1                   | Social Science, Definition; Emergence of the Social Science-Philosophical Foundations: Middle Ages, Renaissance, Enlightenment, and Development of Scientific Spirit. |           |
|          | 2                   | Theories of nature of society: Thomas Hobbes, John Locke, and Rousseau  |           |
|          | 3                   | Social Science Vs Natural Sciences.   |           |
|          | 4                   | Relevance of Social Sciences in Understanding and Solving Contemporary Problems   |           |

|          |                                    |   |           |
|----------|------------------------------------|---|-----------|
| <b>2</b> | <b>Branches of Social Sciences</b> |   | <b>12</b> |
|          | 1                                  | Social Science- Characteristics, Nature and Scope   |           |
|          | 2                                  | Branches of Social Sciences- Definition & Subject Matter of Sociology, Anthropology, Economics, Political Science, and History. |           |
|          | 3                                  | Interdisciplinary and Transdisciplinary Approaches in Social Sciences.  |           |
|          | 4                                  | Questioning Scientific Theories- Reason   |           |

|          |                                    |   |           |
|----------|------------------------------------|---|-----------|
| <b>3</b> | <b>Objectivity Vs Subjectivity</b> |   | <b>12</b> |
|          | 1                                  | Objectivity Vs Subjectivity- Meaning & Features |           |
|          | 2                                  | Limitation of Objectivity in Social Science.    |           |
|          | 3                                  | Issue of Subjectivity in Social Science         |           |
|          | 4                                  | Ethical Issues in Research                      |           |

|          |                                |               |           |
|----------|--------------------------------|---------------|-----------|
| <b>4</b> | <b>Approaches</b>              |               | <b>12</b> |
|          | 1                              | Normativism   |           |
|          | 2                              | Positivism    |           |
|          | 3                              | Materialism   |           |
|          | 4                              | Individualism |           |
| <b>5</b> | <b>Teacher Specific Module</b> |               | <b>12</b> |
|          | <i>Directions</i>              |               |           |

**Essential Readings:**

1. Kundu. Abhijit (2009). The Social Sciences: Methodology and Perspectives. Pearson: New Delhi.
2. Hollis, Martin (2002). The Philosophy of Social Sciences. New Delhi: Cambridge University Press.

**Suggested Readings:**

1. Colander, David C & Elgin F Hunt (2019). Social Sciences: An Introduction to the Society 17<sup>th</sup> Edition. New Delhi: Routledge.
2. Porta, Donatella Della, & Michael Keating (2008). Approaches and Methodologies in the Social Sciences: A Pluralistic Perspectives: New Delhi: Cambridge University Press.

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |  | <b>Marks</b> |
|-------------------------|--|--------------|
| End Semester Evaluation |  | <b>70</b>    |
| Continuous Evaluation   |  | <b>30</b>    |
| a)                      | Test Paper- 1  | 10           |
| b)                      | Test Paper-2/Quiz  | 10           |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10           |
| <b>Total</b>            |  | <b>100</b>   |

**KU5DSEPOL302 DECENTRALISED DEMOCRACY IN INDIA**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 5        | DSE         | 300-399      | KU5DSEPOL302 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | -                     | 1        | 30                 | 70  | 100   | 2 hrs                   |

**Course Description:**

The course titled 'Decentralised Democracy in India' aims to provide a comprehensive and critical understanding of decentralised democracy in India. The course introduces learners to the meaning, types, and theoretical debates surrounding the idea of democratic decentralisation. It also helps learners gain an in-depth understanding of the history and attempts at decentralised governance prior to 1992. Additionally, the course enables learners to understand and critically evaluate the 73rd and 74th Amendments of the Indian Constitution, along with their significance and limitations.

**Course Outcomes:**

| C No. | Expected Outcome   | Learning Domains |
|-------|--|------------------|
| 1     | By the end of this course, learners will be able to explain the meaning, types, and conceptual foundations of decentralised democracy in the Indian context.                   | U                |
| 2     | Learners will be analyze various theoretical perspectives and debates on democratic decentralisation.  | An               |
| 3.    | Learners will be able to evaluate the historical evolution and institutional attempts at decentralised governance in India before the 73rd and 74th Constitutional Amendments. | E                |
| 4     | Learners will be able to critically assess the provisions, significance, and limitations of the 73rd and 74th Amendments to the Indian Constitution.                           | An               |
| 5     | Learners will be able to demonstrate a comprehensive understanding of the role of decentralisation in deepening democracy and participatory governance in India.               | A                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       |       |       |       |
| CO 2 |       |       |       | ✓     |       |       |       |
| CO 3 |       |       |       |       |       | ✓     |       |
| CO 4 |       |       |       | ✓     |       |       |       |
| CO 5 |       |       | ✓     |       |       |       |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE   | UNIT                                  | DESCRIPTION  | HOURS     |
|----------|---------------------------------------|--|-----------|
| <b>1</b> | <b>Understanding Decentralisation</b> |  | <b>12</b> |
|          | 1                                     | Meaning, Definition, Evolution & Significance                                |           |
|          | 2                                     | Dimensions of Decentralisation-Administrative, Fiscal and Political          |           |
|          | 3                                     | Theoretical Perspectives: Liberal, Marxian, Radical Democratic and Gandhian. |           |
|          | 4                                     | Idea of Democratic Decentralisation  |           |

|          |  |  |           |
|----------|--|--|-----------|
| <b>2</b> | <b>History of Decentralised Democracy in India</b> |  | <b>12</b> |
|          | 1  | Colonial Period- Resolution of 1882 (Rippon Resolution), Royal Commission of 1901, Govt. of India Act of 1919 & Government of India Act of 1935. |           |
|          | 2  | Independent India: Balwant Rai Mehta Committee Report (1957)   |           |
|          | 3  | Ashok Mehta Committee Report (1977)  |           |
|          | 4  | L M Singhvi 1986 and 64 <sup>th</sup> & 65 <sup>th</sup> Constitutional Amendment Bills  |           |

|          |  |  |           |
|----------|--|--|-----------|
| <b>3</b> | <b>73<sup>rd</sup> Constitutional Amendment Act (1992)</b> |  | <b>12</b> |
|          | 1  | Significance, Features, and Limitations  |           |
|          | 2  | 11 <sup>th</sup> Schedule of the Constitution  |           |
|          | 3  | Resources for Panchayati Raj Institutions (PRIs)   |           |
|          | 4  | Types of Panchayati Raj Institutions- Grama Panchayat, Block Panchayat, Zilla Parishad: Powers, Functions. |           |

|          |  |  |           |
|----------|--|--|-----------|
| <b>4</b> | <b>74<sup>th</sup> Constitutional Amendment Act (1992)</b> |  | <b>12</b> |
|          | 1  | Significance, Features, and Limitations                            |           |
|          | 2  | 12 <sup>th</sup> Schedule  |           |
|          | 3  | Resources for Functioning  |           |
|          | 4  | Types: Municipalities & Municipal Corporations- Powers, Functions. |           |

|          |                                |  |           |
|----------|--------------------------------|--|-----------|
| <b>5</b> | <b>Teacher Specific Module</b> |  | <b>12</b> |
|----------|--------------------------------|--|-----------|

### Essential Readings

1. Joseph, T.M (2007). *Local Governance in India: Ideas, Challenges, and Strategies*. New Delhi: Concept Publishing Company.
2. Kumar, Girish (2006). *Local Democracy in India*, New Delhi: Sage Publications.
3. Mishra, Sweta (1994). *Democratic Decentralisation in India*, New Delhi. Mittal Publications.
4. Khanna, B.S (1994). *Panchayati Raj in India*, New Delhi: Deep and Deep Publications.
5. Basu, D.D. (2012). *Introduction to the Constitution of India*. 20<sup>th</sup> Edition: Reprint. Nagpur: LexisNexis Butterworths Wadhwa.

### Suggested Readings:

1. Mark Bevir (Ed.), *The Sage Handbook of Governance*, Sage, 2011
2. S. L Goel, *Good Governance – An Integral Approach*, New Delhi: Deep and Deep Publications Private Limited, 2007
3. Manor, James Manor, *The Political Economy of Democratic Decentralisation*, Washington DC, 1999
4. Mathew G and Jain L. C (Eds.). (2005), *Decentralisation and Local Governance*, New Delhi: Orient Blackswan. 2005
5. P. Sachdeva, *Local Government in India*, New Delhi: Pearson, 2011
6. B.S. Bhargava and Rama Rao, *Indian Local Government – A Study*, New Delhi: Minerva Associates, 1978
7. Neena: *Local Government Administration*, New Delhi, Alfa, 2008
8. Khanna and Khanna: *Rural Local Government in India and South Asia*, New Delhi: Deep and Deep, 1998



9. Lakshmi Narasaiah and Raju, Finances of Local Government, New Delhi, Sonali Publications, 2009
10. Kashyap, Subhash, 2003, "Institutionalisation of Grassroots Governance" Grassroots Evolution of Local Governance (Before 73rd and 74th) Amendment 217 Governance, Vol. I, No.1.
11. S.N. Mishra, Rural Development and Panchayati Raj, Concept Publishing, Company, New Delhi, 1981

**Assessment Rubrics:**

| Evaluation Type         |  | Marks      |
|-------------------------|--|------------|
| End Semester Evaluation |  | <b>70</b>  |
| Continuous Evaluation   |  | <b>30</b>  |
| a)                      | Test Paper- 1  | 10         |
| b)                      | Test Paper-2/Quiz  | 10         |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10         |
| <b>Total</b>            |  | <b>100</b> |

### KU5DSEPOL303 INDIA'S FOREIGN POLICY

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 5        | DSE         | 300-399      | KU5DSEPOL303 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | -                     | 1        | 30                 | 70  | 100   | 2 Hrs                   |

#### Course Description:

The core aim of this course is to provide a comprehensive understanding of India's foreign policy dynamics to learners. The course helps learners to grasp the objectives, principles, and domestic and international determinants of India's foreign policy. The course also helps the learner to critically evaluate change and continuity in India's foreign policy in the cold war and post-cold war period. The course helps learners to understand and analyse its relationship with Asian countries and to find out answers to many recent issues.

#### Course Outcomes:

| C No. | Expected Outcome   | Learning Domains |
|-------|--|------------------|
| 1     | Students will be able to grasp the objectives, principles, and domestic and international determinants of India's foreign policy.  | U                |
| 2     | Students will be able to critically evaluate change and continuity in India's foreign policy in post-cold war period especially in relation to USA and Russia (former Soviet Union). | E                |
| 3.    | Students will be able to analyse relevance of India's policy of non-alignment in the post-cold war period.   | An               |
| 4     | Students will be able to understand the historical contexts that shape India's relation with its neighbouring countries.   | U                |
| 5     | Students will be able to evaluate India's involvement in alliances like and BRICS & QUAD and its implications on India's relation with China.  | E                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       |       |       | ✓     |       |       |       |
| CO 3 |       | ✓     |       |       |       |       |       |
| CO 4 |       |       |       | ✓     |       |       |       |
| CO 5 |       |       |       |       | ✓     |       |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE   | UNIT  | DESCRIPTION                             | HOURS     |
|----------|---|---|-----------|
| <b>1</b> | <b>Understanding India's Foreign Policy</b> |   | <b>12</b> |
|          | 1   | Meaning, Definition and Objectives.     |           |
|          | 2   | Evolution of India's Foreign Policy.    |           |
|          | 3   | Basic Principles.                       |           |
|          | 4   | Determinants- National & International. |           |

|          |   |  |           |
|----------|---|--|-----------|
| <b>2</b> | <b>Foreign Policy in the Cold War and Post Cold War Era</b> |  | <b>12</b> |
|          | 1   | Non-Alignment- Meaning, Definition, Features.                |           |
|          | 2   | Practise of Non-Alignment in the Post Cold War Era.          |           |
|          | 3   | Changing India's Relation with USA in the Post Cold War era. |           |
|          | 4   | India's Relation with USSR and Russia: Change or Continuity. |           |

|   |   |   |           |
|---|---|---|-----------|
| 3 | <b>India's Relationship with Asian Countries &amp; Other Associations in Asia</b> |   | <b>12</b> |
|   | 1   | Relation with South Asian Countries: Pakistan, Bangladesh, Sri Lanka & Nepal. |           |
|   | 2   | India's Relationship with China and Japan.                                    |           |
|   | 3   | India's Relationship with SAARC.  |           |
|   | 4   | India's Relationship with ASEAN.  |           |

|   |                        |   |           |
|---|------------------------|---|-----------|
| 4 | <b>Changing Trends</b> |   | <b>12</b> |
|   | 1                      | India and United Nations.                   |           |
|   | 2                      | Nuclear Policy-NPT, CTBT and FMCT.          |           |
|   | 3                      | India's Soft Power and Cultural Diplomacy.  |           |
|   | 4                      | Commitment to Multi-polarity- BRICS & QUAD. |           |

|          |                                |  |           |
|----------|--------------------------------|--|-----------|
| <b>5</b> | <b>Teacher Specific Module</b> |  | <b>12</b> |
|----------|--------------------------------|--|-----------|

#### **Essential Readings**

1. Malone, David, Mohan. C Raja and Raghavan Sreenath (2017). *The Oxford Handbook of Indian Foreign Policy*. New Delhi: Oxford India Paper Backs.
2. Appadurai, A and Rajan M S. (1985). *India's Foreign Policy and Relations*. New Delhi: Asia Book Corp.
3. Ganguly, Sumit (2011). *India's Foreign Policy: Retrospect and Prospect*. New Delhi: Oxford India Paper Backs.
4. Alam, Mohammed Badruul. (2012). *Basic Determinants of India's Foreign Policy and Bilateral Relations*. In International Politics: Concepts, Theories and Issues (eds). By Rumki Basu. New Delhi: Sage. pp 425-482.
5. Dutt, V P. (2014). *India's Foreign Policy: Since Independence*. New Delhi: National Book Trust India.

#### **Suggested Readings:**

1. Pande, Aparna, "From Chankya to Modi: The Evolution of India's Foreign Policy" (New Delhi: Harper Collins, 2020).
2. Bajpai, P Kanti and Pant V Harsh "India's National Security: A Reader" (New Delhi: Oxford India Paper Backs, 2013).
3. Bajpai, Kanti "India versus China: Why they are not friends" (New Delhi: Juggernaut Publication, 2023)
4. Baru, Sanjay "India and the World: Essays on Geo Economics and Foreign Policy" (New Delhi: Academic Foundation, 2018)

5. Bhatnagar, Stuti “India’s Pakistan Policy: How Think Tanks are Shaping Foreign Relations” (New Delhi: Routledge India, 2020)
6. Jaishankar, S, “The India Way: Strategies for an Uncertain World” (New Delhi: Harper Collins India, 2020).
7. Khilani, Sunil, “The Idea of India” (New Delhi: Penguin India, 2004).
8. Mohan, C Raja, “Crossing the Rubicon: The Shaping of India’s New Foreign Policy” (New Delhi: Palgrave, 2003)
9. Menon, Shiv Shankar, “India and Asian Geopolitics: The Past, Present” (New Delhi: Penguin Allen Lane, 2021)

**Assessment Rubrics:**

| Evaluation Type         |  | Marks      |
|-------------------------|--|------------|
| End Semester Evaluation |  | <b>70</b>  |
| Continuous Evaluation   |  | <b>30</b>  |
| a)                      | Test Paper- 1  | 10         |
| b)                      | Test Paper-2/Quiz  | 10         |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10         |
| <b>Total</b>            |  | <b>100</b> |

### KU5DSEPOL304 POLITICAL SOCIOLOGY

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 5        | DSE         | 300-399      | KU5DSEPOL304 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | --                    | 1        | 30                 | 70  | 100   | 2 Hrs                   |

#### Course Description:

This course provides a comprehensive understanding of political sociology. The course helps learners to explore origin, development, and relevance of Political Sociology in contemporary society. Students explore the intellectual foundations and various approaches to political sociology, notably those of Karl Marx and Max Weber. Major concepts and theories such as power, authority, political socialization, and political culture are critically examined.

#### Course Outcomes:

| C No. | Expected Outcome   | Learning Domains |
|-------|--|------------------|
| 1     | Students will be able to grasp the foundations of political sociology, including its historical development and contemporary significance.   | U                |
| 2     | Students will be able to apply sociological concepts to real-world contexts, enabling them to assess political phenomena and societal dynamics with depth and precision.   | A                |
| 3.    | Students will be able to analyse diverse approaches to political sociology, focusing on key thinkers like Karl Marx and Max Weber, to comprehend varied perspectives on societal dynamics.                           | An               |
| 4     | Students will be able to interpret power structures within societies through the lens of elite theories, pluralist theory, and the Marxian perspective, enhancing their ability to analyze complex social phenomena. | An               |
| 5     | Students will be able to evaluate major concepts and theories such as power, authority, political socialization and political culture, fostering a critical understanding of their roles in shaping societies.       | E                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       |       |       | ✓     |       |       |       |
| CO 3 |       | ✓     |       |       |       |       |       |
| CO 4 |       |       |       | ✓     |       |       |       |
| CO 5 |       |       |       |       | ✓     |       |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE   | UNIT                                     | DESCRIPTION  | HOURS     |
|----------|--|--|-----------|
| <b>1</b> | <b>Understanding Political Sociology</b> |  | <b>12</b> |
|          | 1  | The concept of the State and Society                           |           |
|          | 2  | Relationship between Political Science and Political Sociology |           |
|          | 3  | Definition, Meaning & Origin                                   |           |
|          | 4  | Nature, Scope and Relevance                                    |           |

|          |  |  |           |
|----------|--|--|-----------|
| <b>2</b> | <b>Intellectual Foundations &amp; Approaches</b> |  | <b>12</b> |
|          | 1  | Intellectual Foundations- Karl Marx, and Marx Webber   |           |
|          | 2  | Liberal Approach I-Behavioural, and Post Behavioural   |           |
|          | 3  | Liberal Approach- System Theory & Structural Functionalism, Political Culture, and Political Socialisation.                        |           |
|          | 4  | Marxist Approaches-Base Super Structure, Concept of Relative Autonomy-Hegemony and Civil Society, and Ideological State Apparatus. |           |

|          |                                   |  |           |
|----------|-----------------------------------|--|-----------|
| <b>3</b> | <b>Major Concepts/ Theories-I</b> |  | <b>12</b> |
|          | 1                                 | Legitimacy: Webber, and Gramsci  |           |
|          | 2                                 | Elite Theorists: Vilfredo Pareto, Gaetano Mosca, Robert Michaels, and C Wright Mills |           |
|          | 3                                 | State Theory: Pluralist Theory, Marxist Theory, and Post Modern.                     |           |
|          | 4                                 | Political Modernisation, and Political Development and Decay                         |           |

|          |  |   |           |
|----------|--|---|-----------|
| <b>4</b> | <b>Interest groups, Pressure groups &amp; Social Movements</b> |   | <b>12</b> |
|          | 1  | Interest groups- Definition, Types, Functions, and Characteristics.   |           |
|          | 2  | Pressure groups-Definition, Functions, Characteristics, difference between interest and pressure groups, role of interest and pressure groups in democracies. |           |
|          | 3  | Social Movements- Definition, features, and types   |           |
|          | 4  | New Social Movements- Definition, features, types and difference between old and new social movements.  |           |

|          |                                |  |           |
|----------|--------------------------------|--|-----------|
| <b>5</b> | <b>Teacher Specific Module</b> |  | <b>12</b> |
|          | <i>Directions</i>              |  |           |

### Essential Readings

1. Dasgupta, Samir. (2011). Political Sociology. Delhi: Pearson.
2. Asharaf, Ali & L N Sharma. (2022). *Political Sociology: A New Grammar of Politics*. Hyderabad: University Press.
3. Chilcote, Ronald H. (2018). Theories of Comparative Politics: The Search for Paradigm Reconsidered. (2<sup>nd</sup> Edition). London: New York: Routledge.
4. Heywood, Andrew (2017). Politics, Palgrave: New Delhi. 4<sup>th</sup> Edition.

### Suggested Readings:

1. Bottomore, T. B (1980). *Political Sociology*, Bombay: B. I. Publications.
2. Dowse, Robert E. and John A Hughes. (1971). *Political Sociology*. New York: Basic Books.
3. Nash, Kate & Alan Scott. (2004). *The Blackwell Companion to Political Sociology*. London: Blackwell Publishers.
4. Mitra, Subrata. K., Matte Pehl & Clemene Spiess. (2010). *Political Sociology-The State of the Art*. Opladen and Farmington Hills: Barbara Budrich Publishers.



**Assessment Rubrics:**

| <b>Evaluation Type</b>  |  | <b>Marks</b> |
|-------------------------|--|--------------|
| End Semester Evaluation |  | <b>70</b>    |
| Continuous Evaluation   |  | <b>30</b>    |
| a)                      | Test Paper- 1  | 10           |
| b)                      | Test Paper-2/Quiz  | 10           |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10           |
| <b>Total</b>            |  | <b>100</b>   |

**KU5SECPOL301 PSEPHOLOGY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 5        | SEC         | 300          | KU5SECPOL301 | 3       | 45          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 3                               | -                     | -        | 25                 | 50  | 75    | 1.5 Hrs                 |

**Course Description:**

The course deal with science of poll surveys. It helps the learners to gain knowledge about history and significance of electoral studies, its evolution in India, contributions of Centre for Development Studies to popularise it, theories on voting behaviour, variables affecting voting pattern of voters and method of conducting electoral studies. The course impart skill on gaining necessary knowledge on analysing elections and forecast electoral outcomes effectively.

**Course Outcomes:**

| C No. | Expected Outcome   | Learning Domains |
|-------|--|------------------|
| 1     | Students will be able to gain understating history and significance of electoral studies.  | U                |
| 2     | Students will be able to gain knowledge on major theories on voting behaviour.             | U                |
| 3.    | Students will be able to examine and anlayse variables affecting voters.                   | An               |
| 4     | Students will be able to apply theories of voting behavior and evalule electoral outcomes. | E                |
| 5     | Students will be able to gain necessary skill to examine and forecast electoral outcomes.  | C                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       | ✓     |       |       |       |       |       |
| CO 3 |       |       |       | ✓     |       |       |       |
| CO 4 |       |       |       |       |       | ✓     |       |
| CO 5 |       |       |       |       |       |       | ✓     |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE   | UNIT                            | DESCRIPTION   | HOURS    |
|----------|---------------------------------|---|----------|
| <b>1</b> | <b>Understanding Psephology</b> |   | <b>9</b> |
|          | 1                               | Meaning and Definition  |          |
|          | 2                               | History & Significance of conducting electoral studies                                  |          |
|          | 3                               | Evolution of Psephology in India  |          |
|          | 4                               | Contribution of Lokniti- CSDS & National Election Studies to electoral studies in India |          |

|          |                                    |                                    |          |
|----------|------------------------------------|------------------------------------|----------|
| <b>2</b> | <b>Theories on Voting Behavior</b> |                                    | <b>9</b> |
|          | 1                                  | Psychosocial Model Theory          |          |
|          | 2                                  | Rational Choice Theory             |          |
|          | 3                                  | Humanistic Theory of Voting Action |          |
|          | 4                                  | Sociological Theory                |          |

|          |  |  |          |
|----------|--|--|----------|
| <b>3</b> | <b>Variables Affecting Voting Patter</b> |  | <b>9</b> |
|          | 1  | Gender, age, caste, class, religion, region, and ethnicity |          |
|          | 2  | Party Preferences, and Strategic Voting                    |          |
|          | 3  | Preference to Individual Candidates                        |          |
|          | 4  | Emotions and Social Networks                               |          |

|          |   |  |          |
|----------|---|--|----------|
| <b>4</b> | <b>Stages involved in conducting Election studies</b> |  | <b>9</b> |
|          | 1   | Method of Data Collection- Survey, and Interview |          |
|          | 2   | Selection of Population- Sampling                |          |
|          | 3   | Data Analysis and Data Interpretation            |          |
|          | 4   | Report Writing                                   |          |

|          |                                |  |           |
|----------|--------------------------------|--|-----------|
| <b>5</b> | <b>Teacher Specific Module</b> |  | <b>12</b> |
|----------|--------------------------------|--|-----------|

### Essential Readings

1. Arzheimer, K., Evans, J. J., & Lewis-Beck, M. S. (2012). The SAGE Handbook of Electoral Behaviour. Sage Publications.
2. Atkeson, L. R., & Alvarez, R. M. (Eds.). (n.d.). The Oxford Handbook of Polling and Survey Methods. Oxford University Press.
3. Clarke, H. D., Kavanagh, D., & Simpson, D. (2019). The Oxford Handbook of Electoral Systems. Oxford University Press.
4. Evans, J. A. J. (n.d.). Voters and Voting: An Introduction. Sage Publications.
5. Thakur, D. (1996). Psephology and Elections Forecasting.

### Suggested Readings:

1. Blais, A., & Indridason, I. H. (Eds.). (2015). Making Political Choices: Canada and the United States. University of Toronto Press.
2. Chawla, N. (2019). Every Vote Counts: The Story of India's Elections. HarperCollins India.
3. Johnston, R., & Pattie, C. (Eds.). (2018). The Routledge Handbook of Elections, Voting Behavior and Public Opinion. Routledge.
4. Lewis-Beck, M. S., & Rice, T. W. (1992). Forecasting Elections. Congressional Quarterly Press.
5. Lijphart, A. (1999). Patterns of Democracy: Government Forms and Performance in Thirty-six Countries. Yale University Press.
6. Moon, N. (1999). Opinion Polls: History, Theory and Practice. Manchester University Press.
7. Nadeau, R., Niemi, R. G., & Yoshinaka, A. (Eds.). (2012). Comparing Democracies 4: Elections and Voting in a Changing World. Sage.
8. Norpoth, H., & Lewis-Beck, M. S. (Eds.). (2003). The American Voter Revisited. University of Michigan Press.
9. Roy, J., Singh, S. P., & Fournier, P. (n.d.). The Power of Polls?: A Cross-National Experimental Analysis of the Effects of Campaign Polls. Cambridge University Press.

10. Roy, P., & Sopariwala, D. R. (2019). The Verdict: Decoding India's Elections. HarperCollins India.
11. Shah, A., & Lupu, N. (Eds.). (2016). The Oxford Handbook of Electoral Systems. Oxford University Press.
12. Yadav, Y. (2020). Making Sense of Indian Democracy: Theory in Practice. Permanent Black.

**Assessment Rubrics:**

| Evaluation Type         |  | Marks |
|-------------------------|--|-------|
| End Semester Evaluation |  | 50    |
| Continuous Evaluation   |  | 25    |
| a)                      | Test Paper- 1  | 10    |
| b)                      | Test Paper-2/Quiz  | 5     |
| c)                      | Assignment/Seminar/Book/Review/<br>Field Review/ Group<br>Discussion/Viva Voce | 10    |
| Total                   |  | 75    |

## SEMESTER VI

| Sem | Course Code  | Course Title  | CE | ESE | Total | Credit | Hrs. | Page No |
|-----|--------------|---|----|-----|-------|--------|------|---------|
| VI  | KU6DSCPOL304 | State and Politics in Kerala                          | 30 | 70  | 100   | 4      | 4    | 121-125 |
|     | KU6DSCPOL305 | Human Rights  | 30 | 70  | 100   | 4      | 4    | 126-129 |
|     | KU6DSCPOL306 | Indian Political Thought                              | 30 | 70  | 100   | 4      | 4    |         |
|     | KU6DSEPOL305 | International Organisations and Regional Arrangements | 30 | 70  | 100   | 4      | 4    | 130-133 |
|     | KU6DSEPOL306 | Financial Administration in India                     | 30 | 70  | 100   | 4      | 4    | 134-137 |
|     | KU6DSEPOL307 | Environmental Politics                                | 30 | 70  | 100   | 4      | 4    | 138-141 |
|     | KU6DSEPOL308 | Political Ideologies                                  | 30 | 70  | 100   | 4      | 4    | 142-144 |
|     | KU6SECPOL302 | Legislative Practices & Procedures                    | 25 | 50  | 75    | 3      | 3    | 145-147 |

### KU6DSCPOL304: STATE AND POLITICS IN KERALA

| Semester                        | Course Type              | Course Level | Course Code        | Credits | Total Hours                |
|---------------------------------|--------------------------|--------------|--------------------|---------|----------------------------|
| 6                               | DSC                      | 300-399      | KU6DSCPOL304       | 4       | 60                         |
| Learning Approach (Hours/ Week) |                          |              | Marks Distribution |         |                            |
| Lecture                         | Practical/<br>Internship | Tutorial     | CE                 | ESE     | Total                      |
| 4                               | -                        | 1            | 30                 | 70      | 100                        |
|                                 |                          |              |                    |         | Duration of<br>ESE (Hours) |
|                                 |                          |              |                    |         | 2 Hrs                      |

#### Course Description:

This course offers a comprehensive understanding of the society, economy, and politics of Kerala. It helps learners explore the history of Kerala from ancient times to the present. The course examines the unique caste-class structure of Kerala society, shedding light on the inequalities, suppression, and exploitation inherent in the caste system. Additionally, it discusses the role of social reformers, movements, and progressive political initiatives in shaping modern Kerala. The course also covers the progressive legislation that has made Kerala's development model unique, both within India and internationally. It further enables learners to understand the state's role in the social development of its people. Furthermore, the course addresses contemporary issues faced by the state, such as the fiscal crisis and the marginalization of certain communities from mainstream development.

#### Course Prerequisite: Nil

#### Course Outcomes:

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Learners will be able to develop a comprehensive understanding of Kerala's historical evolution   | U                |
| 2      | Learners will be able to analyse the caste-class structure of Kerala society.   | An               |
| 3      | Learners will be able to evaluate the impact of social reformers and progressive movements in shaping modern Kerala.                          | E                |
| 4      | Learners will be able to understand the progressive legislation and policies that have contributed to Kerala's distinctive development model. | U                |
| 5      | Learners will be able to identify and critically analyse pressing contemporary issues in Kerala   | E                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       |       |       |       |
| CO 2 |       |       |       | ✓     |       |       |       |
| CO 3 |       |       |       |       |       | ✓     |       |
| CO 4 |       | ✓     |       |       |       |       |       |
| CO 5 |       |       |       |       |       | ✓     |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE   | UNIT                           | DESCRIPTION  | HOURS     |
|----------|--------------------------------|--|-----------|
| <b>1</b> | <b>Making of Modern Kerala</b> |  | <b>12</b> |
|          | 1                              | Evolution of the Caste and Class Structure of the Kerala Society (Ancient to Early 20 <sup>th</sup> century).  |           |
|          | 2                              | Early Movements for Representation and Recognition - Malayali and Ezhava Memorials, NSS, SNDP, Sadhu Janaparipalana Sangham  |           |
|          | 3                              | Social Reformers: Chattampi Swamikal, Narayana Guru, Sahodaran Ayyappan, Ayyankali, Poykayil Appachan, VT Bhatathiripadu, Vakkom Moulavi   |           |
|          | 4                              | Colonialism and its impact on society, economy and politics- Introduction of centralised administration, introduction of English education, modernisation of agriculture, development of industries. |           |



|          |   |  |           |
|----------|---|--|-----------|
| <b>2</b> | <b>Struggle for Democratising Kerala Society and Politics</b> |  | <b>12</b> |
|          | 2.  | Struggle for Civil Rights- Temple Entry Struggles: Vaikom & Guruvayoor Struggles.<br>Struggle for Equality of Opportunity: Civil Right League.   |           |
|          | 2.  | Representation in the Legislature and Responsible Government in Travancore: Abstention Movement & Struggle for Responsible Government.   |           |
|          | 2.  | Nationalist Movement in Movement in Malabar.<br>Struggle against British Imperialism, Landlordism and Political Absolutism in Malabar & Travancore: Formation of the Communist Party of India, Activities, & Major Struggles: Karivellur, Kayyur, & Punnappra- Vayalar |           |
|          | 2.  | Aikya Kerala Movement: Reasons, Significance and Outcome   |           |

|          |   |   |           |
|----------|---|---|-----------|
| <b>3</b> | <b>Politics, Development and Resistance</b> |   | <b>12</b> |
|          | 1   | Foundations of Kerala Development: Kerala Govt. of 1957; Land Reforms, Educational Reforms & Liberation Struggle.   |           |
|          | 2   | Kerala Model of Development: Definition, features, agencies, question of sustainability, and critique of Kerala Model: Outlier tendencies: Dalits, Tribes, Fisherfolks & Women. |           |
|          | 3   | Politics of Decentralisation: Peoples Planning Campaign and aftermath., Women Empowerment: Kudumbasree  |           |
|          | 4   | Party System: evolution and features  |           |

|          |                                |   |           |
|----------|--------------------------------|---|-----------|
| <b>4</b> | <b>Contemporary Issues</b>     |   | <b>12</b> |
|          | 1                              | Economic Crisis: Unique Pattern of Development, Constraints on Industrialisation, Changes in Centre State Relations, Globalisation and Associated Issues. |           |
|          | 2                              | Casteism, Communalism, Gender Parity, and Issues of the Aged  |           |
|          | 3                              | Ecological Crisis   |           |
|          | 4                              | Land Issues   |           |
| <b>5</b> | <b>Teacher Specific Module</b> |   | <b>12</b> |

**Essential Readings:**

1. Department. Kerala State Gazetteers. (2024). Perspectives on Kerala History: The Second Millennium Vol. II, Thiruvananthapuram: Kerala Council for Historical Research.
2. Robin Jeffry (2013) Chapter 1, 3 & 4 in Decline of Nair Dominance, DC Books, Kottayam.
3. P. Sivanandan (1979) Caste, Class and Economic Opportunity in Kerala: An Empirical Analysis, *Economic and Political Weekly*, Vol. 14, no. 7/8, pp. 475-480.
4. A. Sreedhara Menon (1997) Kerala and Freedom Struggle, DC Books, Kottayam.
5. T. M. Thomas Isaac (1986) The National Movement and the Communist Party in Kerala, *Social Scientist*, Vol. 14, No. 8/9 pp. 59-80.
6. G. Gopa Kumar (1984) The Congress Party and State Politics, Deep and Deep Publications, New Delhi.
7. J. Prabhash (2020) Caste/Communal Politics and Democratic Order, in K N Panikkar (ed) Caste in Kerala, Primus Books, Delhi, pp. 238-254.
8. M. K. Das (2203) Kerala: Politics of Pressure Groups, *Economic and Political Weekly*, Vol-38, no.31, pp. 2334-3235.
9. George Mathew (1989) Communal Road to Secular Kerala, Concept Publishing, Delhi.
10. K. K. Kailash (2011) Political Outsourcing as a Coalition Strategy in Kerala,” in Gurpreet Mahajan (ed.). *Accommodating Diversity: Ideas and Institutional Practices*, OUP, New Delhi, pp.82-205.
11. Radhakrishnan, P (1981) Land Reforms in Theory and Practice: The Kerala Experience, *Economic and Political Weekly*, vol 16, no 52, pp. 129-137.
12. Ronald J Herring (1980) Abolition of Landlordism in Kerala- A Redistribution of Privilege, *Economic and Political Weekly*, Vol 15, no. 26, pp-59-69.
13. George Kurian, Amrutha Jose Pampackal (2017) Question of Land, Livelihood and Development: Tribal Resettlement and Development Mission, Kerala, *Economic and Political Weekly*, Vol. 52, Issue No. 7, pp. 99-106.
14. Rammohan. K. T (2008) Caste and Landlessness in Kerala: Signals from Chengara, *Economic & Political Weekly*, Vol. 43, no. 37 pp.14-16.
15. Parayil, Govindan (ed.) (2000): Kerala: The Development Experience, London: Zed Books

**Suggested Readings:**

1. Thomas Isaac and Franke (2000): Local Democracy and Development: People’s Campaign for Decentralized Planning in Kerala, Leftword, New Delhi.
2. Georges Kristoffel Lieten (1970) Progressive State Governments: An Assessment of First Communist Ministry in Kerala, *Economic and Political Weekly*, Vol. 14, no. 1 , pp. 29-39.

**Assessment Rubrics:**

| Evaluation Type         |  | Marks |
|-------------------------|--|-------|
| End Semester Evaluation |  | 70    |
| Continuous Evaluation   |  | 30    |
| a)                      | Test Paper- 1  | 10    |
| b)                      | Test Paper-2/Quiz  | 10    |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10    |
| Total                   |  | 100   |

### KU6DSCPOL305: HUMAN RIGHTS

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 6                               | DSC                   | 300-399      | KU6DSCPOL305       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2 Hrs                   |

#### Course Description:

This course explains about human rights theory, practice, and contemporary challenges on both a global and local scale with this comprehensive course. Explore the philosophical underpinnings, legal structures, and socio-political intricacies that form the foundation of human rights. Special attention is given to understanding how these rights are applied and actualized today. Through an interdisciplinary approach, students will gain the tools to critically examine historical shifts, modern dilemmas, and the various stakeholders influencing the ongoing discourse on human rights.

**Course Prerequisite: NIL**

#### Course Outcomes:

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Learners will be able to understand the philosophical underpinnings, legal structures, and socio-political intricacies that form the foundation of human rights                   | U                |
| 2      | Learners will be able to identify issues and problems relating to the realization of human rights.  | R                |
| 3      | Learners will be able to develop investigative and analytical skills in the field of human rights   | An               |
| 4      | Learners will be able to gain the tools to critically examine historical shifts, modern dilemmas, and the various stakeholders influencing the ongoing discourse on human rights. | An               |
| 5      | Learners will be able to critically assess the role and limitations of various agencies in promoting and protecting human rights.   | E                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 | ✓     |       |       |       |       |       |       |
| CO 3 |       |       |       | ✓     |       |       |       |
| CO 4 |       |       |       | ✓     |       |       |       |
| CO 5 |       |       |       |       |       | ✓     |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE   | UNIT   | DESCRIPTION   | HOURS     |
|----------|--|---|-----------|
| <b>1</b> | <b>Introduction to Human Rights</b>            |   | <b>12</b> |
|          | 1  | Human Rights: Meaning, Definitions, Characteristics, and Significance   |           |
|          | 2  | Theories of Human Rights: Liberal, Marxian, and Communitarian   |           |
|          | 3  | Evolution of Human rights &   |           |
|          | 4  | Three Generations of Human Rights: Civil and Political, Socio-Economic and Cultural & Group Rights.                       |           |
| <b>2</b> | <b>Perspectives on the Human Rights</b>        |   | <b>12</b> |
|          | 1  | Liberal perspective   |           |
|          | 2  | Marxian Perspective   |           |
|          | 3  | Feminist Perspective  |           |
|          | 4  | Post colonial and Critical Perspective  |           |
| <b>3</b> | <b>International Agencies and Human Rights</b> |   | <b>12</b> |
|          | 1  | The Universal Declaration (UDHR),   |           |
|          | 2  | ICCPR, ICESCR   |           |
|          | 3  | Other UN Mechanisms: The General Assembly, Security Council, International Criminal Court and Human Rights Council (HRC). |           |
|          | 4  | International Redcross, Amnesty International, Human Rights Watch, Medecins Sans Frontiers (MSF)                          |           |
| <b>4</b> | <b>Human Rights Issues</b>                     |   | <b>12</b> |
|          | 1  | Rights of marginalized groups: women, children  |           |
|          | 2  | LGBTQ+ Rights, Rights of indigenous peoples, and rights persons with disabilities.  |           |
|          | 3  | Displacement, Refugees and Human trafficking  |           |
|          | 4  | War, Terrorism, Armed Conflicts, and the humanitarian crisis  |           |
| <b>5</b> | <b>Teacher Specific Module</b>                 |   | <b>12</b> |

**Essential Readings:**

1. Manzar, Mehtab. (2012). *Human Rights and International Politics* (eds). In *International Politics: Concepts, Theories, and Issues*. By Rumki Baus. New Delhi: Sage. Pp: 336-353.
2. Gauba, O. P. (2021). *An Introduction to Political Theory*. 9<sup>th</sup> Edition. New Delhi: National Paperbacks.
3. Donnelly, J. (2019). *The Concept of Human Rights*. Routledge.

**Suggested Readings:**

1. Alston, P., & Mégret, F. (1992). *The United Nations and Human Rights: A Critical Appraisal*. OUP.
2. Alston, P. (2000). *Promoting Human Rights through Bills of Rights: Comparative Perspectives*. OUP.
3. An-Na'im, A. (2014). *Human Rights: Old Problems, New Possibilities*. The University of Chicago Press.
4. Boersema, D. (2018). *Philosophy of Human Rights: Theory and Practice*. Routledge.
5. Brown, G. (2016). *The Universal Declaration of Human Rights in the 21st Century: A Living Document in a Changing World*. Global Citizenship Commission. Open Book.
6. Chakrabarty, B., & Pandey, R. K. (2008). *Indian Government and Politics*. Sage.
7. Evans, T. (2019). *International Human Rights Law*. Oxford University Press.
8. Freeman, M. (2011). *Human Rights: An Interdisciplinary Approach*. Polity Press.
9. Halme-tuomisaari, M., & Slotte, P. (Eds.). (2015). *Revisiting the Origins of Human Rights*. Cambridge University Press.
10. Halder, D., Brahmabhatt, & Shrut, S. (2021). *Advancement of Human Rights in India: Contemporary and Emerging Challenges*. Sage.
11. Ignatieff, M. (2001). *Human Rights as Politics and Idolatry*. Princeton University Press.
12. Ishay, M. (2008). *The History of Human Rights: From Ancient Times to the Globalization Era*. University of California Press.
13. Krishna Iyer, V. R. (1980). *Minorities, Civil Liberties and Criminal Justice*. People's Publishing House.
14. Malik, L. (Ed.). (2020). *Judicial Review: Process, Powers, and Problems (Essays in Honour of Upendra Baxi)*. Cambridge University Press.
15. Manindranath, D. S. (2015). *Judicial Activism in Post-emergency Era*. Notion Press.
16. Mégret, F., & Alston, P. (2020). *The United Nations and Human Rights: A Critical Appraisal*. OUP.
17. Moyn, S. (2014). *Human Rights and the Uses of History*. Verso Books.
18. Mukherjee, R., Kumar, & Sumant. (2017). *Protection of Child Rights in India: An Uncertain Future*. S.K. Books.
19. Quataert, J., & Wildenthal, L. (2019). *The Routledge History of Human Rights*. Routledge.
20. Sudarshanam, G. (2019). *Human Rights in India: Prospective and Retrospective*. Rawat.
21. Thukral, E. G. (2002). *Children in Globalising India: Challenging Our Conscience*. HAQ Centre for Child Rights.

**Assessment Rubrics:**

| Evaluation Type         |  | Marks |
|-------------------------|--|-------|
| End Semester Evaluation |  | 70    |
| Continuous Evaluation   |  | 30    |
| a)                      | Test Paper- 1  | 10    |
| b)                      | Test Paper-2/Quiz  | 10    |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10    |
| Total                   |  | 100   |

**KU6DSCPOL306: INDIAN POLITICAL THOUGHT**

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 6                               | DSC                   | 300-399      | KU6DSCPOL306       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2                       |

**Course Description:**

This course provides a thorough understanding of Indian political thought, from ancient to modern times. It helps learners critically evaluate the debate on the originality of Indian political ideas and covers various traditions, such as nationalist, spiritual, liberal, and socialist thought. The course also equips students with the tools to engage critically with current Indian political issues.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Learners will be able to critically assess and analyze the originality and development of Indian political thought across different time periods.   | An               |
| 2      | Learners will gain a solid understanding of various political traditions in India, including nationalist, spiritual, liberal, and socialist thought, and their influence on modern political discourse. | U                |
| 3      | Learners will develop the ability to critically engage with and evaluate current political issues in India, applying insights from historical political thought.  | A                |
| 4      | Learners will be able to compare and contrast ancient and modern Indian political philosophies, understanding how they shape contemporary political practices.  | A & U            |
| 5      | Learners will be able to articulate and defend their perspectives on Indian political issues, demonstrating an ability to engage in informed political discussions and debates.                         | C                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       |       |       | ✓     |       |       |       |
| CO 2 |       | ✓     |       |       |       |       |       |
| CO 3 |       |       | ✓     |       |       |       |       |
| CO 4 | ✓     |       |       | ✓     |       |       |       |
| CO 5 |       |       |       |       |       |       | ✓     |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE   | UNIT   | DESCRIPTION  | HOURS     |
|----------|--|--|-----------|
| <b>1</b> | <b>Introduction</b>  |  | <b>12</b> |
|          | 1  | Debate on originality of Indian Thought  |           |
|          | 2  | Broad streams of Indian Thought I: Hindu, Buddhist Liberal, & Gandhian.                    |           |
|          | 3  | Broad streams of Indian Thought II: Marxist Dalit-Bahujan Post Colonial and Feminist       |           |
|          | 4  | Kautilya: Theory of State Craft  |           |
| <b>2</b> | <b>Reformist, Marginalised, and Spiritual Indian Thought</b> |  |           |
|          | 1  | Rajaram Mohan Roy: Reason and Liberty  |           |
|          | 2  | Pandita Ramabhai: Emancipation of Women  |           |
|          | 3  | Jyotirao Phule: Problems of Caste Slavery  |           |
|          | 4  | Spiritual Thought: Vivekananda: Vibrant Nation and, Aurobindo Gosh: Spiritual Nationalism. |           |

|   |   |   |           |
|---|---|---|-----------|
| 3 | <b>Nationalist, Cosmopolitan, Gandhian &amp; Liberal Indian Thought</b> |   | <b>12</b> |
|   | 1   | B. G. Tilak: Extremist Nationalism  |           |
|   | 2   | Rabindra Natha Tagore: Cosmopolitan Nationalism   |           |
|   | 3   | M K Gandhi: Satyagraha, Ahimsa, Swaraj, Sarvodaya, Trusteeship, & Critique of Modernity.        |           |
|   | 4   | Jawaharlal Nehru: Secular Nation  |           |
| 4 | <b>Dalit, Socialist and Radical Thought</b>                             |   | <b>12</b> |
|   | 1   | B R Ambedkar: Annihilation of Caste   |           |
|   | 2   | Jaya Prakash Narayan: Total Revolution & Rammanohar Lohia: New Socialism                        |           |
|   |   | Periyar E V Ramaswami: Self-Respect<br>Sree Narayana Guru: Human Emancipation and Social Reform |           |
|   | 3   | M N Roy: Integral Humanism & K. Damodaran   |           |
| 5 | <b>Teacher Specific Module</b>  |   | <b>12</b> |

### Essential Readings:

1. Aiyar, S.P (1972). *Some Aspects of the Study of the Modern Indian Political Thought*. Indian Journal of Indian Political Science. Vol.33, No.4.
2. Pantham, Thomas. & Kenneth L Deutsch (1986). *Political Thought in Modern India* (eds.). Sage: New Delhi.
3. Jafferlot, Christophe. (2007). *Hindu Nationalism: A Reader* (eds.). Princeton University Press: Delhi.
4. Chakrabarty, B. (2009). *Modern Indian Political Thought: Text and Context*.
5. Himanshu Roy & M.P.Singh (2017.), *Indian Political Thought*, Pearson, Second edition.
6. Jayal, N. G. (2007). *Political Ideas in Modern India: Thematic Explorations*. Economic and Political Weekly, 42(48), 57–65.

### Suggested Readings:

1. Ambedkar, B. R. (2002). *The Essential Writings of B.R. Ambedkar* (V. Rodrigues, Ed.).
2. Anand, S. (2004). Ambedkar, Gandhi, and the Political Legitimization of Untouchability. *The American Historical Review*, 109(2), 417–445. <https://doi.org/10.1086/530294>
3. Balasubramanian, R. (1970). The Social and Political Ideas of Swami Vivekananda. *Indian Philosophical Quarterly*, 1(3), 205–215. <https://www.jstor.org/stable/23439655>
4. Bhagavad Gita. (2nd century BCE - 2nd century CE). *The Bhagavad Gita*.
5. Bhargava, R. (1992). Medieval Indian Political Thought: An Overview. *History of Political Thought*, 13(1), 1–18.



6. Bhattacharya, S. (2011). Tagore's Political Philosophy: A Critical Evaluation. *Indian Philosophical Quarterly*, 38(1), 25–38. <https://www.jstor.org/stable/23439914>
7. Brown, J. M. (1977). Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928–34. *The Historical Journal*, 20(4), 931–951. <https://doi.org/10.1017/S0018246X00015583>
8. Chanakya. (1965). *The Arthashastra of Kautilya* (R.P. Kangle, Trans.).
9. Embree, A. T. (1950). M.K. Gandhi and Jawaharlal Nehru: A Study in Contrasts. *Pacific Affairs*, 23(2), 121–137. <https://www.jstor.org/stable/2752456>
10. Guhan, S. (1995). Changing Concept of Social Justice in Indian Political Thought. *Economic and Political Weekly*, 30(20), 1117–1124.
11. Manusmriti. (2nd century BCE - 3rd century CE). *The Laws of Manu*.
12. Nehru, J. (1946). *Discovery of India*.
13. Olivelle, P. (1993). Dharma and the State in Ancient Indian Thought. *Journal of Indian Philosophy*, 21(4), 307–323. <https://doi.org/10.1007/BF01099205>
14. Olivelle, P. (1999). Politics and Ethics in Kautilya's Arthashastra. *Journal of Indian Philosophy*, 27(4), 323–354. <https://doi.org/10.1023/A:1004452504234>
15. Weber, T. (1998). Interpreting Gandhian Political Philosophy. *Political Theory*, 26(3), 373–394. <https://doi.org/10.1177/0090591798026003001>.
16. V. R. Mehta (1992) Introduction, in *Foundation of Indian Political Thought*, Delhi, Manohar, pp. 1–11.

#### Assessment Rubrics:

| Evaluation Type         |  | Marks |
|-------------------------|--|-------|
| End Semester Evaluation |  | 70    |
| Continuous Evaluation   |  | 30    |
| a)                      | Test Paper- 1  | 10    |
| b)                      | Test Paper-2/Quiz  | 10    |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10    |
| Total                   |  | 100   |

**KU6DSEPOL305: INTERNATIONAL ORGANISATIONS AND REGIONAL ARRANGEMENTS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 6        | DSE         | 300-399      | KU6DSEPOL305 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | -                     | 1        | 30                 | 70  | 100   | 2 Hrs                   |

**Course Description:** This course provides an in-depth understanding of international organizations and regional arrangements, their roles in global governance, and their impact on international relations. The course will explore the history, structure, functions, and contemporary issues faced by these institutions.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | To understand the historical evolution and theoretical foundations of international organizations and regional arrangements.                 | U                |
| 2      | Illuminate the diverse frameworks for contemplating the complexities of international politics.  | R                |
| 3      | Grasp the profound significance of state sovereignty and national interest in the realm of International Relations                           | R                |
| 4      | To cultivate critical thinking skills by delving into the analysis of case studies and current events related to international organizations | C                |
| 5      | Assess the merits and limitations of diverse approaches to interpreting, comprehending, and appraising contemporary international politics   | E                |

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

**Mapping of Course Outcomes to PSOs**

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       | ✓     |       |       |       |
| CO 2 |       | ✓     |       |       | ✓     |       |       |
| CO 3 |       |       | ✓     |       |       |       | ✓     |
| CO 4 |       |       | ✓     |       |       | ✓     |       |
| CO 5 | ✓     |       |       | ✓     |       |       |       |

## COURSE CONTENTS

### Contents for Classroom Transaction:

| MODUL<br>E | UNI<br>T   | DESCRIPTION   | HOURS     |
|------------|--|---|-----------|
| 1          | <b>Introduction to International Organizations</b> |   | <b>12</b> |
|            | 1  | Origins and development of international organizations, Key milestones in the evolution of global governance, and Treaty of Westphalia  |           |
|            | 2  | League of nations-Principles- Objectives- Structure, and The League of Nations: Successes and Failures                                  |           |
|            | 3  | Post-World War II Developments: Evolution of UN, Purposes, Principles, and Main Organs  |           |
|            | 4  | Subsidiary Organs of UN & Evaluation of UN activities   |           |
| 2          | <b>Regionalism and Regional Organisations</b>      |   | <b>12</b> |
|            | 1  | Regionalism - Origin and Growth   |           |
|            | 2  | Regional Groupings- South Asian Association for Regional Cooperation (SAARC), European Union (EU), and African Union (AU)               |           |
|            | 3  | Association of South East Asian Nation (ASEAN) and Shanghai Cooperation Organisation (SCO)  |           |
|            | 4  | Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC) and Indian Ocean Rim Association (IORA)        |           |
| 3          | <b>Security and Regional Associations</b>          |   | <b>12</b> |
|            | 1  | NATO and Five Eyes Alliance.  |           |
|            | 2  | SEATO and Collective Security Council.  |           |
|            | 3  | Organisation for Security and Co-operation in Europe. (OSCE), and AU Peace and Security Council.  |           |
|            | 4  | Global Security Initiative, and Quadrilateral Security Dialogue (QUAD)  |           |
| 4          | <b>New World Order</b>                             |   | <b>12</b> |
|            | 1  | Bretten wood Institutions- IMF Objectives, Functions, Role of IMF in facilitating liberalisation and deregulation, and Major Criticisms |           |
|            | 2  | World bank – Objectives, Functions, Role of World Bank in facilitating liberalisation and deregulation and Major Criticisms             |           |
|            | 3  | GATT, WTO- Objectives, Functions, and Criticisms.   |           |
|            | 4  | New International Economic order (NIEO) & G-20  |           |
| 5          | <b>Teacher Specific Module</b>                     |   | <b>12</b> |

**Essential Readings:**

1. Barkin, J. S. (2006). International Organizations: Theories and Institutions. Palgrave Macmillan.
2. Baylis, John; Steve Smith; Patricia Owens (2008). The Globalization of World Politics. Oxford University Press.
3. Borzel, T., & Hullen, V. v. (Eds.). (2015). Governance Transfer by Regional Organizations: Patching Together a Global Script. Palgrave Macmillan.
4. Engelbrekt, K. (2016). High-Table Diplomacy: The Reshaping of International Security Institutions. Georgetown University Press.
5. Frederking, B., & Diehl, P. F. (2015). Politics of Global Governance: International Organizations in an Interdependent World. Lynne Rienner Publishers.
6. Heywood, A. (2011). Global Politics. Palgrave Macmillan.
7. Kumar, M. (2020). Theoretical Aspects in International Politics (7th edition ed.). Shiva Lal Agarwala & Company.
8. Morgenthau, H. J. (2005). Politics Among Nations. McGraw-Hill Higher Education.
9. Palmer, & Perkins. (2002). International Relations (Revised Indian ed.). New Delhi: A.I.T.B.S Publisher's.

**Suggested Readings:**

1. Agarwal, H. O. (2021). International Organisations (3 ed.). Central Law Publications.
2. Armstrong, D., Lloyd, L., & Redmond, J. (2004). International Organisation in World Politics. Red Globe Press.
3. Friedman. (1965). An Introduction to World Politics. Macmillan.
4. Hanhimaki, J. M. (2008). The United Nations: A Very Short Introduction. Oxford.

**Assessment Rubrics:**

| Evaluation Type         |  | Marks      |
|-------------------------|--|------------|
| End Semester Evaluation |  | <b>70</b>  |
| Continuous Evaluation   |  | <b>30</b>  |
| a)                      | Test Paper- 1  | 10         |
| b)                      | Test Paper-2/Quiz  | 10         |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10         |
| <b>Total</b>            |  | <b>100</b> |

### KU6DSEPOL306: FINANCIAL ADMINISTRATION IN INDIA

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 6                               | DSE                   | 300-399      | KU6DSEPOL306       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | --                    | 1            | 30                 | 70  | 100     | 2 Hrs                   |

#### Course Description:

This course provides an in-depth understanding of the financial administration system in India, focusing on its structure, processes, and policies. It examines the role of various governmental bodies, institutions, and stakeholders in managing public finances. The course also explores the challenges and reforms in India's financial administration.

#### Course Prerequisite: NIL

#### Course Outcome:

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Learners will be able to explain the principles and practices of financial administration in India                                  | E                |
| 2      | Learners will be able to analyse budgetary documents, fiscal policies, and financial reports.                                       | An               |
| 3      | Learners will be able to critically assess the challenges and reforms in India's financial administration.                          | C                |
| 4      | Learners will be able to apply theoretical knowledge to analyse real-world financial issues and policies.                           | A                |
| 5      | Learners will be able to critically evaluate by changes brought about by the liberalisation in the Indian Financial Administration. | E                |

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

#### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       |       |       |       |       | ✓     |       |
| CO 2 |       |       |       | ✓     |       |       |       |
| CO 3 |       |       |       |       |       |       | ✓     |
| CO 4 |       |       | ✓     |       |       |       |       |
| CO 5 |       |       |       |       |       | ✓     |       |

## COURSE CONTENTS

### Contents for Classroom Transaction:

| MODULE | UNIT  | DESCRIPTION   | HOURS     |
|--------|---|---|-----------|
| 1      | <b>Financial Administration- An Introduction</b>  |   | <b>12</b> |
|        | 1   | Concept, Scope, and importance of the Financial Administration.   |           |
|        | 2   | Evolution of the Financial Administration.  |           |
|        | 3   | Processes and Agents involved in the Financial Administration.  |           |
|        | 4   | Evolution of the Financial Administration in India, Fiscal Vs Monetary Policies   |           |
| 2      | <b>Budgetary Process and Fiscal Policy in India</b>   |   | <b>12</b> |
|        | 1   | Budget: Meaning, Evolution, & Significance  |           |
|        | 2   | Types of Budgets: Surplus, Zero-Based, and Deficit Budget.  |           |
|        | 3   | Budget Preparation: Agencies involved in the Budget Preparation   |           |
|        | 4   | Presentation and Passage in the Indian Parliament   |           |
| 3      | <b>Agencies involved in the Implementation and Monitoring in the Indian Financial Administration.</b> |   | <b>12</b> |
|        | 1   | Finance Ministry: Tax Collection  |           |
|        | 2   | Finance Commission & NITI Ayog: Allocation of Financial Resources, and Issues related tax devolution.                         |           |
|        | 3   | Parliamentary Control Over Public Expenditure- Estimates Committee-Public Accounts Committee-Committee on Public Undertaking, |           |
|        | 4   | Other Mechanisms: Comptroller and Auditor General   |           |
| 4      | <b>Issues related to Financial Administration</b>   |   | <b>12</b> |
|        | 1   | Economic Liberalization and Financial Sector Reforms.   |           |
|        | 2   | Goods and Services Tax (GST) and Fiscal Federalism.   |           |
|        | 3   | Public Debt Management and Fiscal Deficit: Fiscal Responsibility Act.   |           |
|        | 4   | Challenges in Financial Administration: Corruption, Accountability, and Transparency.   |           |
| 5      | <b>Teacher Specific Module</b>  |   | <b>12</b> |

### Essential Readings:

1. Bhattacharya, B. B., & Chakrabarti, R. (2018). *Financial Management: Principle and Applications*. New Delhi: Pearson India.
2. Mahajan, Kumar Sanjeev and Puri Anupama Mahajan. (2014). *Financial Administration in India*. New Delhi: PHI Learning Private Limited.
3. R K Gupta and P K Saini. (2008). *Financial Administration in India: Changing Contours and Emerging Challenges*. New Delhi. Deep & Deep Publications.
4. Johri, J. C. (2019). *Financial Administration in India*. New Delhi: New Age International.
5. Pandey, I. M. (2018). *Financial Management*. New Delhi: Vikas Publishing House.
6. Sharma, R. (2019). *Public Finance*. New Delhi: Pearson Education India.

**Suggested Readings:**

1. Ahluwalia, M. S., & Debroy, B. (2002). *Economic reforms in India: Agenda for the next decade*. Oxford University Press.
2. Chelliah, R. J. (1985). *Tax Reforms in India*. New Delhi: Oxford University Press.
3. Das, A. K. (2017). *Public finance in India: Analysis, Policies, and Institutions*. New Delhi: Oxford University Press.
4. Das, G. (2016). *Public Administration: Concepts and Theories*. New Delhi: Sterling Publishers Pvt. Ltd.
5. Datta, K. K., & Sundharam, K. P. M. (2019). *Indian Economy*. New Delhi: S. Chand & Company Ltd.
6. Deolalikar, A. B. (Ed.). (2002). *India Development Report*. New Delhi: Oxford University Press.
7. Joshi, V. (2006). *Public Finance*. New Delhi: Pearson Education India.
8. Maheshwari, S. N. (2019). *Public Finance*. New Delhi: Vikas Publishing House.
9. Nagaraj, R. (Ed.). (2008). *India Development Report*. New Delhi: Oxford University Press.
10. Singh, B. (2016). *Public Finance*. New Delhi: S. Chand & Company Ltd.
11. Singh, S.K. 2001. *Public Finance in Theory and Practice*. New Delhi: S. Chand & Company Ltd.
12. Tiwari, P. N., & Gupta, D. R. (2016). *Public Finance*. New Delhi: S. Chand & Company Ltd.

**Assessment Rubrics:**

| Evaluation Type         |  | Marks |
|-------------------------|--|-------|
| End Semester Evaluation |  | 70    |
| Continuous Evaluation   |  | 30    |
| a)                      | Test Paper- 1  | 10    |
| b)                      | Test Paper-2/Quiz  | 10    |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10    |
| Total                   |  | 100   |

**KU6DSEPOL307-ENVIRONMENTAL POLITICS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 6        | DSE         | 300-399      | KU6DSEPOL307 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | -                     | 1        | 30                 | 70  | 100   | 2 Hrs                   |

**Course Description:** This course is designed to provide a comprehensive understanding of the environment. It helps learners grasp the need and purpose of studying the environment, along with various theoretical perspectives on the relationship between humans and their ecosystems, including the intersection between the environment and politics. The course also enables learners to understand different sources of resources provided by the environment and addresses major issues related to the overexploitation of natural resources by humans. Additionally, the course explores initiatives by environmentalists, movements, political parties, and global institutions such as the UN to protect nature. Furthermore, it helps learners examine environmental issues in India, including related initiatives, legislation, and adjudications. The course also critically evaluates the measures taken by the Indian state to protect and promote environmental justice.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Learners will be able to explain the significance and purpose of studying the environment, recognizing its impact on human life and society.  | U                |
| 2      | Learners will be able to critically examine various theoretical perspectives on the relationship between humans and their ecosystems, and understand the intersection between environmental issues and politics.                | An               |
| 3      | Learners will be able to identify and assess the major environmental issues arising from the overexploitation of natural resources, and understand the consequences of human activity on nature.                                | E                |
| 4      | Learners will be able to evaluate the roles of environmental movements, political parties, and global institutions, such as the UN, in protecting the environment, as well as understand their impact on global sustainability. | E                |
| 5      | Learners will be able to analyze the environmental initiatives, legislations, and adjudications in India, critically evaluating the measures taken by the Indian state to promote environmental justice and sustainability.     | An               |

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



### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       |       |       | ✓     |       |       |       |
| CO 3 |       |       |       |       |       | ✓     |       |
| CO 4 |       |       |       |       |       | ✓     |       |
| CO 5 |       |       |       | ✓     |       |       |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE | UNIT   | DESCRIPTION   | HOURS     |
|--------|--|---|-----------|
| 1      | <b>Introduction</b>                              |   | <b>12</b> |
|        | 1  | Definition, Scope & Importance of studying environment  |           |
|        | 2  | Environment: Significance, relation between politics & environment  |           |
|        | 3  | Eco System: concept, structure, and functions; types of eco system-forest eco system, grassland eco-system, desert eco system, aquatic eco system (ponds, streams, lakes, rivers, oceans); producers, consumers & decomposers; energy flow into eco system, |           |
|        | 4  | Theories Eco-Centrism & Anthro-Centrism, Eco-Feminism, & Eco Socialism  |           |
| 2      | <b>Resources in the Environment &amp; Issues</b> |   | <b>12</b> |
|        | 1  | Renewable & Renewable Resources-I: Forest, Land, Mineral, Food, Energy and Water  |           |
|        | 2  | Bio Diversity and its conservation: Definition; Types: Genetic, Species, and Plants; Value of Bio diversity; Threats to Bio-diversity: habitat loss, poaching of wild life, and man and wild life conflict, and conservation of bio diversity.              |           |
|        | 3  | Pollution: Definition; Causes; Effects, and Types: Air, Water, Soil, Marine, Noise, Thermal, and nuclear hazards;   |           |
|        | 4  | Climate Change: Definition; Causes; and Types: Global Warming, Acid Rain, Ozone Layer Depletion, nuclear Accidents and holocaust  |           |

|   |  |  |           |
|---|--|--|-----------|
| 3 | <b>Environment Movements &amp; Sustainable Developmental Practises</b>         |  | <b>12</b> |
|   | 1  | Individual Initiatives:  |           |
|   | 2  | Green Movements & Parties  |           |
|   | 3  | Global Initiatives: UNFCCC & IPCC; Kyoto Protocol; Paris Agreement; Global Climate Action Summit   |           |
|   | 4  | Sustainable Development & Sustainable Development Practises  |           |
| 4 | <b>Environmental Issues and Mechanisms to protect the Environment in India</b> |  | <b>12</b> |
|   | 1  | Major Environmental Issues: Topography of India; Floods, Drought, Landslide, and Heatwave.   |           |
|   | 2  | Individual & Movements:<br>Environmentalists: Medha Patkar, Sunder Lal Bahuguna, Salim Ali & Johnsy Jacob.<br>Movements: Chipko, Silent Valley, Narmada Bachao Andolan, and Sastra Sahitya Parishad.   |           |
|   | 3  | Legislations: Environmental Protection Act, Air Pollution (Prevention and Control) Act, Wildlife Protection Act, Forest Conservation Act & Limitations of these Acts.<br>Sustainable Development Practises: Surya Ghar, Waste Management Practises- Swachh Bharat Mission, Maliniya Muktha Kerala and, Haritha Karma Sena. |           |
|   | 4  | Adjudication Mechanism: National Green Tribunal: Origin, Functions   |           |
| 5 | <b>Teacher Specific Module</b>   |  | <b>12</b> |

### Essential Readings:

1. UGC, Erach. (2004). *Text Book for Environmental Studies for UG Students in Undergraduate courses*. UGC. New Delhi.  
<https://www.ugc.gov.in/oldpdf/modelcurriculum/env.pdf>
2. Gauba, O P (2016). *Western Political Thought*, Mayur Paperbacks. Delhi.
3. Dobson, Andrew. (2016). *Environmental politics: A very short introduction*. Vol. 457. Oxford University Press.
4. Shah, Ghanashyam (2004), *Social Movements in India: A Review*. Sage, New Delhi.
5. Raj, Subhendu Ranjan (2012), *India's Environmental Policy*. In Indian Political System (eds). By Mahendra Prasad Singh & Subhendu Ranjan Raj, Pearson: Delhi.
6. Kanwal, Poonam, (2012), *Environmental Movements in India*. In Indian Political System (eds). By Mahendra Prasad Singh & Subhendu Ranjan Raj, Pearson: Delhi.

### Suggested Readings:

1. Arnold, David and Ramchandra Guha. (1995). *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*, Delhi: Oxford University Press.
2. Rosenbaum, Walter A. (1991). *Environmental Politics and Policy*, New Delhi: East-West Press Pvt. Ltd, 1991.
3. Doyle, T., McEachern, D., & MacGregor, S. (2015). *Environment and politics*. Routledge.

4. Cunningham, William P., and Cunningham, Mary Ann. (2019). *Environmental Science: Principles and Practice*, McGraw-Hill Education.
5. Krishna, Sumi. (1996). *Environmental Politics: Peoples Lives and Choices*, New Delhi: Sage Publications.

**Assessment Rubrics:**

| Evaluation Type         |  | Marks      |
|-------------------------|--|------------|
| End Semester Evaluation |  | <b>70</b>  |
| Continuous Evaluation   |  | <b>30</b>  |
| a)                      | Test Paper- 1  | 10         |
| b)                      | Test Paper-2/Quiz  | 10         |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10         |
| <b>Total</b>            |  | <b>100</b> |

**KU6DSEPOL308: POLITICL IDEOLOGIES**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 6        | DSE         | 300-399      | KU6DSEPOL308 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | -                     | 1        | 30                 | 70  | 100   | 2 Hrs                   |

**Course Description:**

This course offers students a thorough understanding of major political ideologies. It offers critical insights into how ideas shape everyday politics and the administrative systems in which we live. The course explores the science behind ideology and examine its various types of ideologies. It gives thorough understanding about the emergence of major ideologies, their central ideas, and the diverse currents within them. Additionally, students will learn to critically evaluate how political parties apply political ideology in their daily activities.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Students will be able to understand major political ideologies and their impact on everyday politics and administrative systems.  | U                |
| 2      | Students will be able to understand the historical origins of major ideologies, grasp their central ideas, and recognize the diverse currents within each ideological framework.                          | U                |
| 3      | Identify and distinguish between various types of ideologies, exploring their fundamental principles and real-world applications.   | U                |
| 4      | Analyze the influence of ideas on political landscapes and governance structures, gaining critical insights into how ideology shapes society.   | An               |
| 5      | Students will be able to critically assess how political parties apply ideology in their daily activities, fostering a refined understanding of the relationship between ideology and political practice. | E                |

**\*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)**

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       | ✓     |       |       |       |       |       |
| CO 3 |       | ✓     |       |       |       |       |       |
| CO 4 |       |       |       | ✓     |       |       |       |
| CO 5 |       |       |       |       |       |       |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE   | UNIT                                    | DESCRIPTION  | HOURS     |
|----------|---|--|-----------|
| <b>1</b> | <b>UNDERSTANDING POLITICAL IDEOLOGY</b> |  | <b>12</b> |
|          | 1                                       | Role of Ideas in Politics  |           |
|          | 2                                       | Meaning, Definition & Features of Ideology   |           |
|          | 3                                       | Ideological Spectrum: Right, Centre & Left   |           |
|          | 4                                       | Dabate on End of Ideology  |           |
| <b>2</b> | <b>Liberalism</b>                       |  | <b>12</b> |
|          | 1                                       | Origins and Development  |           |
|          | 2                                       | Central Themes   |           |
|          | 3                                       | Liberal Democracy: Origin, Development and Features.   |           |
|          | 4                                       | Currents of Liberalism: Classical Liberalism- Key features, Positive Liberalism- Key features & Neo Liberalism- Key features |           |

|          |   |   |           |
|----------|---|---|-----------|
| <b>3</b> | <b>Socialism</b>                                  |   | <b>12</b> |
|          | 1   | Origins and Development   |           |
|          | 2   | Central Themes  |           |
|          | 3   | Revolutionary Socialism- Marxism: Key Principles, Currents<br>Marxism: Orthodox Marxism and Neo Marxism |           |
|          | 4   | Evolutionary Socialism: Social Democracy, Ethical,<br>Revisionist and Neo Revisionism (Third Way)       |           |
| <b>4</b> | <b>Conservatism, Fascism &amp; Post Modernism</b> |   | <b>12</b> |
|          | 1   | Conservatism: Origins & Development   |           |
|          | 2   | Central Themes, Currents of Conservatism: Authoritarian,<br>Paternalist, Libertarian and New Right      |           |
|          | 3   | Fascism: Origins, Development, and Central Themes   |           |
|          | 4   | Post Modernism: Origin, Development, and Central Themes   |           |
| <b>5</b> | <b>Teacher Specific Module</b>                    |   | <b>12</b> |

#### **Essential Readings:**

1. Heywood, Andrew. (2021). *Political Ideologies: An Introduction*. New Delhi: Bloomsbury Academic.
2. Wetherly, P. (2017). *Political Ideologies*. Oxford: Oxford University Press.
3. Shukla, Rachana. (2023). *Definitive Guide to Political Ideologies*, Scholastic.
4. Freedman, Michael. (2015). *Liberalism: A Very Short Introduction*, New Delhi: Oxford University Press.
5. Newman, Michael. (2020). *Socialism: A Very Short Introduction*. (2nd edn). New Delhi: Oxford University Press.

#### **Suggested Readings:**

1. Schwarzmantel, J. (2008). *Ideology and Politics*. London: SAGE Publications.
2. Heywood, Andrew. (2007). *Key Concepts in Politics*, New York: Palgrave Macmillan.
3. Mahajan.V.D. (2009). *Political Theory*, New Delhi: Chand & Company.
4. Varma.S.P. (1984). *Modern Political Theory*. New Delhi: Vikas.
5. Heywood, Andrew. (2023). *Political Theory: An Introduction* (Fifth Edition) New Delhi: Bloomsbury Academic.
6. Gauba, O.P. (2023). *An Introduction to Political Theory*, New Delhi: Lauren Asher.
7. Robertson, David. (2017). *The Routledge Dictionary of Politics*. New Delhi: Routledge.

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |  | <b>Marks</b> |
|-------------------------|--|--------------|
| End Semester Evaluation |  | <b>70</b>    |
| Continuous Evaluation   |  | <b>30</b>    |
| a)                      | Test Paper- 1  | 10           |
| b)                      | Test Paper-2/Quiz  | 10           |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10           |
| <b>Total</b>            |  | <b>100</b>   |

### KU6SECPOL302 LEGISLATIVE PRACTICES & PROCEDURES

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 6        | SEC         | 300-399      | KU6SECPOL302 | 3       | 45          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 3                               | -                     | -        | 25                 | 50  | 75    | 1.5 Hrs                 |

**Course Description:** This course offers a thorough understanding of parliamentary systems and practices in India. Its primary goal is to cultivate vital skills and knowledge in legislative processes and practices within India. Participants will gain valuable insights into how laws are crafted, executed, and, how Indian parliament oversees administration.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Learners will be able to understand the fundamental principles underlying legislative practices in India.  | U                |
| 2      | Learners will be able to develop proficiency in the legislative process, including the procedure for convening parliamentary sessions and the functioning of parliamentary committees  | U                |
| 3      | Learners will be able to gain competence in the budgetary process, including analyzing the annual financial statement and understanding the relationship between parliamentary systems and budgeting.  | An               |
| 4      | Learners will be able to gain mastery in parliamentary practices aimed at controlling administration, such as raising parliamentary questions, addressing urgent public issues, and understanding parliamentary privileges.  | U                |
| 5      | Learners will be able to develop an awareness of the challenges and reforms in Indian parliamentary practices, allowing them to critically analyze current practices and contribute to initiatives aimed at improving legislative processes and governance in India. | An               |

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



### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       | ✓     |       |       |       |       |       |
| CO 3 |       |       |       | ✓     |       |       |       |
| CO 4 |       | ✓     |       |       |       |       |       |
| CO 5 |       |       |       |       | ✓     |       |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE   | UNIT  | DESCRIPTION   | HOURS     |
|----------|---|---|-----------|
| <b>1</b> | <b>Fundamentals of Parliamentary System &amp; Practices</b> |   | <b>12</b> |
|          | 1   | Parliamentary System of Governance: Evolution       |           |
|          | 2   | Significance of Parliamentary Practices             |           |
|          | 3   | Evolution of Parliamentary System in India          |           |
|          | 4   | Significance of Procedures and Conventions in India |           |
| <b>2</b> | <b>Parliamentary Procedure: Law Making &amp; Committees</b> |   | <b>12</b> |
|          | 1   | Procedure for convening Parliamentary Sessions      |           |
|          | 2   | Legislative Process                                 |           |
|          | 3   | Parliamentary Committees: Role and Functions        |           |
|          | 4   | Debate on declining status of Parliament            |           |
| <b>3</b> | <b>Budgetary Process</b>                                    |   | <b>12</b> |
|          | 1   | Annual Financial Statement                          |           |
|          | 2   | Parliamentary System & Budget                       |           |
|          | 3   | Budgetary Process in India                          |           |
|          | 4   | Budgetary Committees                                |           |

|          |  |   |           |
|----------|--|---|-----------|
| <b>4</b> | <b>Parliamentary Practises to Control Administration</b> |   | <b>12</b> |
|          | 1  | Parliamentary Questions                                   |           |
|          | 2  | Procedure for raising urgent public important issues      |           |
|          | 3  | Parliamentary Privileges                                  |           |
|          | 4  | Challenges and Reforms in Indian Parliamentary Practises. |           |
| <b>5</b> | <b>Teacher Specific Module</b>                           |   |           |

#### Essential Readings:

Kaul, M N & S L Shakhder. (2016). Practice and Procedure of Parliament (7<sup>th</sup> Edition) Editor: Anoop Mishra, Lok Sabha Secretariat.

Website

#### Weblinks

[https://eparlib.nic.in/bitstream/123456789/762633/1/Practice\\_and\\_Procedure\\_of\\_Parliament\\_7th\\_ed\\_2016\\_English.pdf](https://eparlib.nic.in/bitstream/123456789/762633/1/Practice_and_Procedure_of_Parliament_7th_ed_2016_English.pdf)

- [https://loksabhadocs.nic.in/bpstnew/Study\\_Material/Study\\_Material\\_final.pdf](https://loksabhadocs.nic.in/bpstnew/Study_Material/Study_Material_final.pdf)
- Ministry of Parliamentary Affairs (2016), Manual of Parliamentary Procedures in the Government of India, Government of India,  
[https://mpa.gov.in/sites/default/files/Manual2018\\_0\\_0.pdf](https://mpa.gov.in/sites/default/files/Manual2018_0_0.pdf)

#### Assessment Rubrics:

| Evaluation Type         |  | Marks     |
|-------------------------|--|-----------|
| End Semester Evaluation |  | <b>50</b> |
| Continuous Evaluation   |  | <b>25</b> |
| a)                      | Test Paper- 1  | 10        |
| b)                      | Test Paper-2/Quiz  | 5         |
| c)                      | Assignment/Seminar/Book/Article Review/Field Report/Viva Voce/ Group Discussion (Any of the two) | 10        |
| <b>Total</b>            |  | <b>75</b> |

## SEMESTER VII

| Sem        | Course Code  | Course Title  | CE | ESE | Total | Credit | Hrs. | Page No. |
|------------|--------------|---|----|-----|-------|--------|------|----------|
| <b>VII</b> | KU7DSCPOL401 | Indian Administration                                 | 30 | 70  | 100   | 4      | 4    | 160-163  |
|            | KU7DSCPOL402 | Contemporary Political Thought                        | 30 | 70  | 100   | 4      | 4    | 164-168  |
|            | KU7DSCPOL403 | Philosophy and Practice of Political Science Research | 30 | 70  | 100   | 4      | 4    | 169-173  |
|            | KU7DSCPOL404 | Public Policy   | 30 | 70  | 100   | 4      | 4    | 174-177  |
|            | KU7DSCPOL405 | Peace and Conflict Studies                            | 30 | 70  | 100   | 4      | 4    | 178-181  |

**KU7DSCPOL401: INDIAN ADMINISTRATION**

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 7                               | DSC                   | 300          | KU7DSCPOL401       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | --                    | 1            | 30                 | 70  | 100     | 2 Hrs                   |

**Course Description:**

This course offers an in-depth understanding of Indian administration, covering the evolution of the independent Indian administrative system and the institutions involved in policymaking and implementation at various levels. It also enables learners to critically assess the challenges faced by Indian administration. Additionally, the course explores technology-driven mechanisms that bring administration closer to citizens and provides insights into grievance redressal mechanisms. Learners will also critically evaluate the effectiveness and limitations of the Indian administrative system and its grievance redressal processes.

**Course Prerequisite: NIL**

**Course Outcome:**

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Learners will be able to understand Indian administration, covering the evolution of the independent Indian administrative system and the institutions involved in policymaking and implementation at various levels. | U                |
| 2      | Learners will be able to critically assess the challenges faced by Indian administration  | E                |
| 3      | Learners will be able to understand technology-driven mechanisms that bring administration closer to citizens.  | U                |
| 4      | Learners will be able understand grievance redressal mechanisms available to the citizens.  | A                |
| 5      | Learners will be able to critically evaluate the effectiveness and limitations of the Indian administrative system and its grievance redressal processes.   | E                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       |       |       |       |       |       |       |
| CO 2 |       |       |       |       |       | ✓     |       |
| CO 3 |       | ✓     |       |       |       |       |       |
| CO 4 |       |       | ✓     |       |       |       |       |
| CO 5 |       |       |       |       |       | ✓     |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b> | <b>DESCRIPTION</b>   | <b>HOURS</b> |
|--|----------------------------|--|--------------|
| <b>1</b>                               |                            | <b>Evolution of India Administration</b>   | <b>12</b>    |
|  | 1                          | Ancient Indian Administration-Vedic Period, Mauryan Administration and Kautilya  |              |
|  | 2                          | Medieval Indian Administration- Mughal Period  |              |
|  | 3                          | Colonial Administration: East India Company, Govt. of India Act 1858, Minto- Morely Reforms, Montague Chelmsford Reforms and Govt. of India Act 1935 |              |
|  | 4                          | Post Independent Indian Administration- Features   |              |
| <b>2</b>                               |                            | <b>Administration at the Union</b>   | <b>12</b>    |
|  | 1                          | Departmental Organisation- Public Services   |              |
|  | 2                          | All India Civil Service: Recruitment, Types & Functions  |              |
|  | 3                          | Cabinet Secretariate & Cabinet Secretary   |              |
|  | 4                          | PMO- Origin, Organisation and Structure  |              |

|          |  |   |           |
|----------|--|---|-----------|
| <b>3</b> | <b>Administration at the State, District &amp; Rural levels</b>    |   | <b>12</b> |
|          | 1  | State Secretariate: Organisation & Role   |           |
|          | 2  | Chief Secretary: Role and Functions   |           |
|          | 3  | District Administration: Collector  |           |
|          | 4  | Local governance: Rural and Urban   |           |
| <b>4</b> | <b>Issues, Challenges &amp; Prospects of Indian Administration</b> |   | <b>12</b> |
|          | 1  | Issues: Minister-Civil Servants Relations, Generalist Vs Specialists, Issues between Lateral Entrant Vs Bureaucrats.                                  |           |
|          | 2  | Issue of Corruption, Redressal Mechanisms & Limitations: Lokpal, Lokayukta, Right to Information Act, Central Vigilance Commission                    |           |
|          | 3  | Reforms in Indian Administration: Recommendations of First Administrative Reforms Commission (1966) & Second Administrative Reforms Commission (2005) |           |
|          | 4  | Shift to government to governance, E-governance, M-governance and Issues of E-governance.   |           |
| <b>5</b> | <b>Teacher Specific Module</b>                                     |   | <b>12</b> |
|          | <i>Directions</i>  |   |           |

### Essential Readings:

1. Arora, Ramesh. K & Rajani Goyal (2007). Indian Public Administration: Institution & Issues. New Age International: New Delhi.
2. Bussell, Jenniffer (2012). Corruption and Reform in India: Public Service in the Digital Age. Cambridge University Press: New Delhi.
3. Jain, R.B.(2001). Public Administration in India:21<sup>st</sup> Century Challenges for Good Governance. Deep & Deep Publications: New Delhi.
4. Maheswari, Sriram. (2006). Public Administration in India: The Higher Civil Service. Oxford University Press: New Delhi.
5. Maheswari, S.R. (2005). Indian Administration. Orient Longman: New Delhi.
6. Sarkar,Siuli (2010). Public Administration in India. PHI Learning Pvt. Ltd: New Delhi.
7. Sharma. M (2004). Indian Administration. Anumol Publications: New Delhi.
8. Singh. Hoshier and Pandey Singh. (2011). Indian Administration. Pearson: New Delhi.
9. Eames, E. & Saran, P. (1988). District Administration in India. New Delhi, India: Vikas Publication.
10. Ram, D. S. (1996). Dynamics of District Administration: A New Perspective. New Delhi, India: Kanishka Publishers.
11. Sapru, R. (2018). Indian Administration: A Foundation of Governance. New Delhi, India: Sage.
12. Sen, S.N. (1999). Ancient Indian History and Civilization. New Delhi, India: New Age International.

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                                   | <b>Marks</b> |
|-------------------------|-----------------------------------|--------------|
| End Semester Evaluation |                                   | <b>70</b>    |
| Continuous Evaluation   |                                   | <b>30</b>    |
| a)                      | Test Paper- 1                     | 5            |
| b)                      | Test Paper-2/Viva Voce            | 5            |
| c)                      | Assignment/Seminar                | 10           |
| e)                      | Book/ Article Review/Field Report | 10           |
| <b>Total</b>            |                                   | <b>100</b>   |

**KU7DSCPOL402 CONTEMPORARY POLITICAL THOUGHT**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 7        | DSC         | 400-499      | KU7DSCPOL402 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | -                     | 1        | 30                 | 70  | 100   | 2 hrs                   |

**Course Description:**

This course aims to introduce learners to the ideas of contemporary political thinkers. It helps students understand the political theories of thinkers from different traditions, ranging from post-colonialism to neoliberalism. The course also encourages learners to critically analyze and evaluate contemporary state policies based on the ideas of these thinkers. Furthermore, it enables students to understand the limitations of contemporary political policies and propose alternative solutions. Additionally, the course provides a strong theoretical foundation to support learners in their further research studies.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Learners will be able to understand the political ideas of contemporary thinkers from various ideological traditions, including neoliberalism, post-colonialism, and others.        | U                |
| 2      | Learners will be able to develop the ability to critically analyse and evaluate contemporary political policies using the perspectives of major political thinkers.                 | An & E           |
| 3      | Learners will be able to identify and assess the limitations of contemporary state policies and propose alternative solutions grounded in theoretical frameworks.                   | R& C             |
| 4      | Learners will be able to apply the ideas of political thinkers to contemporary political issues, demonstrating an ability to bridge theory and practice.                            | A                |
| 5      | The course will enhance students' research skills, equipping them with the theoretical foundation necessary for further academic inquiry into political science and related fields. | C                |

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



### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       |       |       |       |
| CO 2 |       |       |       | ✓     |       | ✓     |       |
| CO 3 | ✓     |       |       |       |       |       | ✓     |
| CO 4 |       |       | ✓     |       |       |       |       |
| CO 5 |       |       |       |       |       |       | ✓     |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE   | UNIT   | DESCRIPTION  | HOURS     |
|----------|--|--|-----------|
| <b>1</b> | <b>Liberal Tradition &amp; Communitarian</b> |  | <b>12</b> |
|          | 1  | Robert Nozick (Distributive Justice and Entitlement Theory of Justice, and Individual Autonomy)<br>F W Hayek (Individualism) |           |
|          | 2  | John Rawls (Theory of Justice- Justice as Fairness)<br>Amartya Sen (Social Justice and Ethics, Capability Approach)          |           |
|          | 3  | Michael Sandel (Communitarianism)<br>Michael Walzer (Spheres of Justice)   |           |
|          | 4  | Will Kymlicka and Charles Tylor (Multiculturalism)   |           |
| <b>2</b> | <b>Marxian Tradition</b>                     |  | <b>12</b> |
|          | 1  | Gramsci (Ideology, Hegemony and state and Civil Society)   |           |
|          | 2  | Miliband (On state) & Poulantzas (Relative autonomy of state)  |           |
|          | 3  | Clause Off, and Louis Althusser (Structural Marxism & Theory of Ideology)  |           |
|          | 4  | Hebert Marcus (One Dimensional Man), and Habermas (Public Sphere & Principle of Democracy)                                   |           |

|          |                                |   |           |
|----------|--------------------------------|---|-----------|
| <b>3</b> | <b>Feminism</b>                |   | <b>12</b> |
|          | 1                              | First Wave Feminism: Betty Friedan  |           |
|          | 2                              | Second Wave Feminism: Shela Rowbatham                                     |           |
|          | 3                              | Third Wave Feminism: Simone de Beauvoir                                   |           |
|          | 4                              | Sex and Gender: Judith Butler   |           |
| <b>4</b> | <b>Post Colonialism</b>        |   | <b>12</b> |
|          | 1                              | Frantz Fanon: (The problem of Blackness & The Wretched of the Earth)      |           |
|          | 2                              | Edward Said: Orientalism  |           |
|          | 3                              | Gayatri Chakravorty Spivak (Post Colonialism and Can the subaltern speak) |           |
|          | 4                              | Homi K. Bhabha (Post Colonialism and Concept of Hybridity)                |           |
| <b>5</b> | <b>Teacher Specific Module</b> |   | <b>12</b> |

### Essential Readings

1. Steven Wall (2007), *The Cambridge Companion to Liberalism*, Cambridge: Cambridge University Press.
2. Ralph Miliband (1977), *Marxism and Politics*, Oxford: Oxford University Press.
3. Bell hooks (1984), *Feminist Theory: From Margin to Center*, Boston: South End Press.
4. Robert J.C. Young (2003), *Postcolonialism: A Very Short Introduction*, Oxford: Oxford University Press.
5. Andrew Heywood (2012), *Political Ideologies: An Introduction*, London: Palgrave Macmillan.

### Suggested Readings:

1. John Rawls (1971), *A Theory of Justice*, Cambridge, MA: Harvard University Press.
2. Michael Walzer (1983), *Spheres of Justice: A Defense of Pluralism and Equality*, New York: Basic Books.
3. Robert Nozick (1974), *Anarchy, State, and Utopia*, New York: Basic Books.
4. Antonio Gramsci (1971), *Selections from the Prison Notebooks*, New York: International Publishers.
5. Ralph Miliband (1969), *The State in Capitalist Society*, New York: Basic Books.
6. Nicos Poulantzas (1973), *Political Power and Social Classes*, London: New Left Books.
7. Louis Althusser (1965), *For Marx*, London: Verso.
8. Betty Friedan (1963), *The Feminine Mystique*, New York: W.W. Norton & Company.
9. Simone de Beauvoir (1949), *The Second Sex*, New York: Alfred A. Knopf.

10. Shulamith Firestone (1970), *The Dialectic of Sex*, New York: William Morrow and Company.
11. Judith Butler (1990), *Gender Trouble: Feminism and the Subversion of Identity*, New York: Routledge.
12. Frantz Fanon (1961), *The Wretched of the Earth*, New York: Grove Press.
13. Edward Said (1978), *Orientalism*, New York: Pantheon Books.
14. Gayatri Chakravorty Spivak (1999), *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*, Cambridge, MA: Harvard University Press.
15. Homi K. Bhabha (1994), *The Location of Culture*, London: Routledge.

#### Assessment Rubrics:

| Evaluation Type         |                                   | Marks      |
|-------------------------|-----------------------------------|------------|
| End Semester Evaluation |                                   | <b>70</b>  |
| Continuous Evaluation   |                                   | <b>30</b>  |
| a)                      | Test Paper- 1                     | 5          |
| b)                      | Test Paper-2/Quiz                 | 5          |
| c)                      | Assignment/Seminar                | 10         |
| d)                      | Book/ Article Review/Field Report | 10         |
| <b>Total</b>            |                                   | <b>100</b> |

**KU7DSCPOL403: PHILOSOPHY AND PRACTICE OF POLITICAL SCIENCE RESEARCH**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 7        | DSC         | 400-499      | KU7DSCPOL403 | 4       | 4           |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | -                     | 1        | 30                 | 70  | 100   | 2 hrs                   |

**Course Description:**

The course is designed to introduce learners to the methodology of conducting research in political science. It helps students understand the meaning and definition of research, as well as the major differences between research in the natural sciences and the social sciences. Students will also gain insights into the importance and need for conducting research in political science. The course will provide an understanding of the distinctions between qualitative and quantitative research methods. Additionally, the course equips students with the skills to identify political issues, conduct in-depth studies on these issues in a systematic and scientific manner, and propose solutions to these problems. Furthermore, the course prepares students to approach real-world issues and find solutions in their future careers. **Course Prerequisite: NIL**

**Course Outcomes:**

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Students will be able to define research, differentiate between research in natural sciences and social sciences, and explain the unique characteristics of political science research. | R                |
| 2      | Students will gain a comprehensive understanding of the differences between qualitative and quantitative research and will be able to apply both methods to political science research. | U & A            |
| 3      | Students will develop the ability to identify current political issues, analyze them systematically, and understand their significance in the context of political science.             | R& An            |
| 4      | Students will be able to independently conduct thorough and well-structured research on political topics, utilizing appropriate methods, data, and analysis.                            | E                |
| 5      | Students will be able to offer informed, scientifically grounded solutions to political issues and demonstrate the application of research in addressing societal problems.             | C                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       |       |       |       |
| CO 2 |       | ✓     | ✓     |       |       |       |       |
| CO 3 | ✓     |       |       | ✓     |       |       |       |
| CO 4 |       |       |       |       |       | ✓     |       |
| CO 5 |       |       |       |       |       |       | ✓     |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE   | UNIT                            | DESCRIPTION  | HOURS     |
|----------|---------------------------------|--|-----------|
| <b>1</b> | <b>Introduction to Research</b> |  | <b>12</b> |
|          | 1                               | Research: Meaning, Definition, Significance and Characteristics of good research.  |           |
|          | 2                               | Difference between Research in Science & Social Sciences   |           |
|          | 3                               | Nature and Significance of Research in Political Science   |           |
|          | 4                               | Types of Research in Political Science: Quantitative & Qualitative   |           |
| <b>2</b> | <b>Stages of Research-1</b>     |  | <b>12</b> |
|          | 1                               | Review of Literature: Definition, Need and Significance &. Identification of Problem   |           |
|          | 2                               | Statement of the Problem: The need and its significance & Formulate Research Objectives: need and characteristics of good research objectives. |           |
|          | 3                               | Hypothesis: Significance, & Types, Characteristics, Research Question  |           |
|          | 4                               | Research Design, Synopsis  |           |

|          |   |   |           |
|----------|---|---|-----------|
| <b>3</b> | <b>Data Collection</b>                                  |   | <b>12</b> |
|          | 1   | Sources of Data Collection: Primary & Secondary   |           |
|          | 2   | Methods of Data Collection: Quantitative and Qualitative Methods.   |           |
|          | 3   | Quantitative Methods: Survey (Preparation of Questionnaire: characteristics of good questionnaire, types of questions in questionnaire, merits and demerits.<br><br>Sampling Techniques: Types, Pilot Study |           |
|          | 4   | Qualitative Methods: Observation, Interview & Ethnography   |           |
| <b>4</b> | <b>Data Processing, Analysis and Issues in Research</b> |   | <b>12</b> |
|          | 1   | Data Processes and Analysis: Use of Software- SPSS  |           |
|          | 2   | Writing Report: Style of Report Writing, Citation Styles, References.   |           |
|          | 3   | Research Ethics   |           |
|          | 4   | Plagiarism  |           |
| <b>5</b> | <b>Teacher Specific Module</b>                          |   | <b>12</b> |

### Essential Readings

1. McNaab, David E (2010). *Research Methods for Political Science: Quantitative and Qualitative Approach*. New Delhi: Routledge.
2. Denzin N.K. (2011). *The Sage Handbook of Qualitative Research*. New Delhi: Sage.
3. Johnson, J B & H T Reynolds (2012). *Political Science Research Methods*. New Delhi: CQ Press Publications.
4. Kumar, Ranjit (2010). *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Sage.
5. Kothari C R. (2008). *Research Methodology: Methods and Techniques*. New Delhi: Age International.

### Suggested Readings:

1. W Lawrence Neuman, *Social Research Methods – Qualitative and Quantitative Approaches*, (Boston: Allyn and Bacon Pub, 2000).
2. Strauss, Anselm L.; Corbin, Juliet M., *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, (London: Sage Publications, Inc., 1996).
3. Bruce J. Caldwell, *Beyond Positivism: Economic Methodology in the Twentieth Century*, (London: Rutledge, 1994).
4. Earl Babbie, *The Basics of Social Research (Fifth Edition)*, (Belmont: Wadsworth, 2011).

5. Gareth Morgan and Linda Smirch, "The Case for Qualitative Research," *The Academy of Management Review*, Oct., 1980, Vol. 5, No. 4 (Oct., 1980), pp.491-500.
6. John W Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (LA: Sage, 2009) .
7. Alan Bryman, *Social Research Methods* (Oxford: Oxford University Press, 2012)
8. Alan Bryman, *Quantity and Quality in Social Research*, (London: Routledge, 1988)
9. Alan Bryman and Robert Burgess (eds.) *Analyzing Qualitative Data*(London: Routledge, 2002)
10. Malcolm Williams and Tim May, *Introduction to the Philosophy of Social Research* (London: UCL Press Limited, 1996)
11. Donald Polkinghorne, *Methodology for the Human Sciences: Systems of Inquiry* (Albany: State University of New York Press, 1983)

#### Assessment Rubrics:

| Evaluation Type         |                                   | Marks      |
|-------------------------|-----------------------------------|------------|
| End Semester Evaluation |                                   | <b>70</b>  |
| Continuous Evaluation   |                                   | <b>30</b>  |
| a)                      | Test Paper- 1                     | 5          |
| b)                      | Test Paper-2/                     | 5          |
| c)                      | Assignment/Seminar                | 10         |
| e)                      | Book/ Article Review/Field Report | 10         |
| <b>Total</b>            |                                   | <b>100</b> |

### KU7DSCPOL404 PUBLIC POLICY

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 7                               | DSC                   | 400-499      | KU7DSCPOL404       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | --                    | 1            | 30                 | 70  | 100     | 2 hrs                   |

#### Course Description:

This course is designed to provide a thorough understanding on meaning, nature, characteristics need, types and evolution of Public Policy. It introduces key theories on decision-making and helps learners to identify and differentiate various models of decision making. The course helps learners understand stages involved and actors influences decision making process. It also opens new avenues for research and critical inquiry into social transformation.

**Prerequisite:** NIL

#### Course Outcomes:

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Learners will be able to explain meaning, nature, characteristics need, types and evolution of Public Policy  | R                |
| 2      | Learners will be able to analyse key theories on decision-making  | An               |
| 3      | Learners will be able compare various models of decision making and reach a conclusion on most suitable model of decision-making model.                                       | R& An            |
| 4      | Learners will be able to understand stages involved and actors influences decision making process and evaluate role of various actors.  | E                |
| 5      | Learners will be equipped with the conceptual tools and critical perspective to pursue further research in the field of public policy and contribute to knowledge production. | C                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       |       |       |       |
| CO 2 |       |       |       | ✓     |       |       |       |
| CO 3 | ✓     |       |       | ✓     |       |       |       |
| CO 4 |       |       |       |       |       | ✓     |       |
| CO 5 |       |       |       |       |       |       | ✓     |



## COURSE CONTENTS

### Contents for Classroom Transaction:

| MODULE   | UNIT  | DESCRIPTION  | HOURS     |
|----------|---|--|-----------|
| <b>1</b> | <b>Introduction</b>                         |  | <b>12</b> |
|          | 1   | Meaning, Nature and Characteristics of Public Policy                                       |           |
|          | 2   | Scope and Challenges of Public Policy  |           |
|          | 3   | Types of Public Policy   |           |
|          | 4   | Evolution of Public Policy & Policy Science  |           |
| <b>2</b> | <b>Theories of the Decision-Making</b>      |  | <b>12</b> |
|          | 1   | Rational Actor Models.   |           |
|          | 2   | Incremental Models.  |           |
|          | 3   | Bureaucratic Organisation Models.  |           |
|          | 4   | Belief System Models.  |           |
| <b>3</b> | <b>Stages in the Policy Process</b>         |  | <b>12</b> |
|          | 1   | Policy Initiation and Policy Formulation   |           |
|          | 2   | Policy Implementation: Key Elements  |           |
|          | 3   | Factors influencing Policy Implementation (Political, Administrative, Economic and Social) |           |
|          | 4   | Policy Evaluation: Administrative and Ethical Considerations in Policy Evaluation          |           |
| <b>4</b> | <b>Determinants of Public Policy Making</b> |  | <b>12</b> |
|          | 1   | Policy Regimes: (Democracy, Military and Theocracy)  |           |
|          | 2   | Political Parties & Ideology   |           |
|          | 3   | Interest Groups, Pressure Groups, and Civil Society Organizations                          |           |
|          | 4   | Public Opinion and Mass Media  |           |

|          |                                |           |
|----------|--------------------------------|-----------|
| <b>5</b> | <b>Teacher Specific Module</b> | <b>12</b> |
|----------|--------------------------------|-----------|

#### **Essential Readings:**

1. Kraft, M. E., and Furlong, S. R. (2020). Public Policy: Politics, Analysis, and Alternatives. CQ Press.
2. Sabatier, P. A., and Weible, C. M. (Eds.). (2014). Theories of the Policy Process. Westview Press.
3. Birkland, T. A. (2015). An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making. Routledge.
4. Dunn, W. N. (2017). Public Policy Analysis. Routledge.
5. Hill, M., and Varone, F. (2017). The Public Policy Process. Routledge
6. Weible, C. M., and Workman, S. (Eds.). (2022). Methods of the Policy Process. Routledge.
7. Chakrabarti, R., and Sanyal, K. (2016). Public Policy in India. Oxford.
8. Heywood, Andrew. (2022). Politics. 5<sup>th</sup> Edition. New Delhi: Bloomsbury.

#### **Suggested Readings:**

1. Bardach, E., and Patashnik, E. M. (2020). A Practicum Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. CQ Press.
2. Stone, D. (2011). Policy Paradox: The Art of Political Decision Making. W. W. Norton and Company.
3. Layard, R and Glaister, S (Eds.). (2009). Cost-benefit analysis in public policy. Cambridge University Press
4. Torres, R., Yao, J., Maltby, E., Rocha, R., and Udani, A. (2023). Crossed wires: Understanding policy feedback in varying policy environments. Journal of Public Policy1
5. Ladi, S., Moury, C., and Stolfi, F. (2023). Sociopolitical reputation and the reform of pharmacies in Greece and Portugal. Journal of Public Policy1
6. Song, Y., and Li, Y. (2023). How are policy pilots managed? Findings from the New Rural Cooperative Medical Scheme in China. Journal of Public Policy1
7. Neubauer-Shani, M., and Lepicard, E. (2023). Policymaking in a plural society: the case of human experiments in medicine in Israel. Journal of Public Policy1
8. Guo, J., and Feng, M. (2023). Social media exposure's effects on public support toward three child policy in China: Role of cognitive elaboration, perceived negative effects, and institutional trust. Journal of Public Policy

#### **Assessment Rubrics:**

| <b>Evaluation Type</b>               | <b>Marks</b> |
|--------------------------------------|--------------|
| End Semester Evaluation              | <b>70</b>    |
| Continuous Evaluation                | <b>30</b>    |
| a) Test Paper- 1                     | 5            |
| b) Test Paper-2/Viva Voce            | 5            |
| c) Assignment/Seminar                | 10           |
| d) Book/ Article Review/Field Report | 10           |
| <b>Total</b>                         | <b>100</b>   |

**KU7DSCPOL405 PEACE AND CONFLICT STUDIES**

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 7                               | DSC                   | 400-499      | KU7DSCPOL405       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2 hrs                   |

**Course Description:**

This course is designed to provide a comprehensive understanding of Peace and Conflict. It helps learners understand the scientific meaning and definition of peace and conflict, as well as explore Western and Indian perspectives on conflict. The course also covers the sources, types, and methods of conflict management. Students will examine various methods of peacekeeping and gain an understanding of the challenges faced by the contemporary world in maintaining peace. Finally, the course enables learners to critically evaluate the role of the United Nations in conflict management and maintaining global peace.

**Course Prerequisite: NIL**

**Course Outcomes:**

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Students will be able to define peace and conflict from a scientific perspective and recognize the different interpretations in different contexts        | R                |
| 2      | Students will gain a thorough understanding of the sources, types, and dynamics of conflict.  | U                |
| 3      | Learners will be able to identify and apply various methods of conflict management, including negotiation, mediation, and diplomacy.                      | R                |
| 4      | Students will critically examine different peacekeeping methods and their effectiveness in resolving conflicts at both national and international levels. | An               |
| 5      | Learners will evaluate the role of the United Nations in conflict management and its effectiveness in promoting and maintaining global peace.             | E                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       |       |       |       |       |       |       |
| CO 2 |       | ✓     |       |       |       |       |       |
| CO 3 | ✓     |       |       |       |       |       |       |
| CO 4 |       |       |       | ✓     |       |       |       |
| CO 5 |       |       |       |       |       |       | ✓     |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE   | UNIT  | DESCRIPTION   | HOURS     |
|----------|---|---|-----------|
| <b>1</b> | <b>Introduction to Peace and Conflict Studies</b>             |   | <b>12</b> |
|          | 1   | Meaning, Definition & Scope.  |           |
|          | 2   | Origin and Development of Peace and Conflict Studies: Phases, Pioneers & Traditions |           |
|          | 3   | Theories of Conflict I- Liberal, Marxian & Feminist                                 |           |
|          | 4   | Theories of Conflict II- Gandhian, Kwame Nkrumah, and Yassir Arafath                |           |
| <b>2</b> | <b>Basic Concepts of Peace and Theories in Peace Building</b> |   | <b>12</b> |
|          | 1   | Conflicts: Sources, Typology & Nature   |           |
|          | 2   | Conflict Management, Conflict Resolution and Conflict Transformation                |           |
|          | 3   | Liberal, Idealist, Realist and Structural Theory of Peace Building                  |           |
|          | 4   | Sustainable and Alternative theory of Peace Building                                |           |

|          |   |   |           |
|----------|---|---|-----------|
| <b>3</b> | <b>Peace Building Strategies</b>                    |   | <b>12</b> |
|          | 1   | Reconciliation, Reconstruction & Development  |           |
|          | 2   | Demilitarisation & Demobilisation   |           |
|          | 3   | Actors and Post Conflict Reconstruction   |           |
|          | 4   | Peace Agreement & Role of UN in Peace Building  |           |
| <b>4</b> | <b>Peace and Security in the Contemporary World</b> |   | <b>12</b> |
|          | 1   | Traditional and Non-traditional Threats International Conflicts to Intra State Conflicts Ethnic Conflicts and Terrorism |           |
|          | 2   | Conventional and Non-Conventional notion of Security  |           |
|          | 3   | Human Security: Nuclear Security, Cyber Security, Climate Security  |           |
|          | 4   | Human Security and Development  |           |
| <b>5</b> | <b>Teacher Specific Module</b>                      |   | <b>12</b> |

#### Essential Readings

1. Jeong, Ho-Won (2001), *Peace and Conflict Studies: An Introduction*, Ashgate.
2. Bercovitch, J., & Jackson, R. (2009). *Conflict resolution in the twenty-first century: Principles, methods, and approaches*. Ann Arbor, MI: University of Michigan Press.
3. Barsh and C. Webel, (2009) *Peace and Conflict Studies*, London Sage Publications PP. 91-117.
4. P. Wallentein, (2007) *Understanding conflict Reselution* (2<sup>nd</sup> -Ed.) London: Sage Publications.
5. Pruitt, D.G. and S.H. Kim. (2004). *Social Conflict: Escalation, Stalemate, and Settlement*. Boston: McGrawHills,
6. Barash, D. (2000), *Approaches to Peace. A Reader in Peace Studies*. Oxford: Oxford University Press.
7. Featherstone, A. (2000), "Peacekeeping, Conflict Resolution and Peace building: A Reconsideration of Theoretical Frameworks", *International Peacekeeping* 7 (1):190-218.
8. Galtung, J. (1969) "Violence, Peace, and Peace Research", *Journal of Peace Research* 6 (3):167-191.
9. Gawerc, M. (2006), "Peace-Building: Theoretical and Concrete Perspectives", *Peace and Change*, 31 (4):435-478. Jeong, H. (2005), *Peace Building in Post conflict Societies, Strategy and Process*. Boulder, CO/London:
10. Lynne Rienner. Lederach, J. P. (1997), *Building Peace. Sustainable Reconciliation in Divided Societies*, Washington, D.C.: United States Institute of Peace Press.
11. Buzan B., Waever O., & de Wilde. J. (1998), *Security: A New Framework Analysis*
12. Croft. S.m Terrif T. (eds), (2000), *Critical Reflections on Security and Change*, London, Frank Cass.
13. Newman E, (2010), *Critical Human Security Studies, Review of International Studies*, 36(1), 77-94.

**Suggested Readings:**

1. O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict', in Contemporary Conflict Resolution, (Third Edition), Cambridge: Polity Press, pp.94-122.
2. S. AyseKdyificOrellana, (2009), Ethno-Relious Conflicts, Exploring the Role of Religion in Conflict Resolution, In J. Bercovitch, V.Kremenyuk and I. Zartman (eds.) the Sage Hands Book of Conflict Resolution, London: Sage Publications, PP. 264-284.
3. Lederach, J.P. The Moral Imagination: The Art and Soul of Building Peace. Boston: Oxford University Press.

**Assessment Rubrics:**

| Evaluation Type         |                                   | Marks      |
|-------------------------|-----------------------------------|------------|
| End Semester Evaluation |                                   | <b>70</b>  |
| Continuous Evaluation   |                                   | <b>30</b>  |
| a)                      | Test Paper- 1                     | 5          |
| b)                      | Test Paper-2/Viva Voce            | 5          |
| c)                      | Assignment/Seminar                | 10         |
| e)                      | Book/ Article Review/Field Report | 10         |
| <b>Total</b>            |                                   | <b>100</b> |

## SEMESTER VIII

| Sem  | Course Code  | Course Title   | CE | ESE | Total | Credit | Hrs. | Page No. |
|------|--------------|--|----|-----|-------|--------|------|----------|
| VIII | KU8DSCPOL406 | Contemporary Trends in Centre State Relations in India | 30 | 70  | 100   | 4      | 4    | 183-186  |
|      | KU8DSCPOL407 | Advanced Political Theory                              | 30 | 70  | 100   | 4      | 4    | 187-190  |
|      | KU8DSCPOL408 | South Asian Politics                                   | 30 | 70  | 100   | 4      | 4    | 191-195  |
|      | KU8DSEPOL401 | Political Anthropology                                 | 30 | 70  | 100   | 4      | 4    | 196-198  |
|      | KU8DSEPOL402 | New Social Movements                                   | 30 | 70  | 100   | 4      | 4    | 200-203- |
|      | KU8DSEPOL403 | Politics of Media                                      | 30 | 70  | 100   | 4      | 4    | 204-208  |
|      | KU8DSEPOL404 | Intellectual Property Rights.                          | 30 | 70  | 100   | 4      | 4    | 209-211  |
|      | KU8RPHPOL401 | Project (Honours Programme)                            | 60 | 140 | 200   | 8      | -    |          |
|      | KU8RPHPOL402 | Research Project (Honours with Research)               | 90 | 210 | 300   | 12     | -    |          |

**KU8DSCPOL406 CONTEMPORARY TRENDS IN CENTRE-STATE RELATIONS IN INDIA**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 8        | DSC         | 400-499      | KU8DSCPOL406 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | -                     | 1        | 30                 | 70  | 100   | 2 Hrs                   |

**Course Description:**

This course aims to develop a comprehensive and in-depth understanding of Indian federalism. It helps learners understand the context and evolution of the idea of federalism and examine the merits and demerits of both federal and unitary systems. The course also enables learners to evaluate the nature of Indian federalism and critically analyze the intersection between politics and federalism in its evolution. Furthermore, it examines how the Union government encroaches upon state subjects, thereby curtailing the autonomy of states. Overall, the course provides a strong foundation for further research in the area of Indian federalism.

**Course Prerequisite: NIL****Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Learners will be able to explain the historical context and theoretical foundations of federalism, with a special focus on its evolution in India. | U                |
| 2      | Learners will be able to critically assess the merits and demerits of federal and unitary systems of governance, using comparative examples.       | An               |
| 3      | Learners will be able to evaluate the structure and functioning of Indian federalism, identifying its unique features and challenges.              | E                |
| 4      | Learners will be able to critically analyze how political factors have influenced the development and functioning of federalism in India.          | An               |
| 5      | Learners will be able to investigate how and why the Union government may encroach on state subjects and assess the impact on state autonomy.      | E                |

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



### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       |       |       | ✓     |       |       |       |
| CO 3 |       |       |       |       |       | ✓     |       |
| CO 4 |       |       |       | ✓     |       |       |       |
| CO 5 |       |       |       |       |       | ✓     |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MOD<br>ULE | UNI<br>T | DESCRIPTION  | HOURS     |
|------------|----------|--|-----------|
| 1          |          | <b>Introduction</b>  | <b>12</b> |
|            | 1        | Federalism Vs Unitary System: Definition, Characteristics, and Merits and Demerits.  |           |
|            | 2        | Origin of Federalism and Types of Federalism: Dual Federalism, Co-operative, Competitive, Fiscal federalism, and New Federalism.                   |           |
|            | 3        | Historical Origin of Indian Federalism: Govt. of India Act 1935 & Constituent Assembly Debates   |           |
|            | 4        | Basis & Nature of Indian Federalism: Constitutional Provision- 7 <sup>th</sup> Schedule, Complementary & Contradictory nature of Indian Federalism |           |
| 2          |          | <b>Evolution of Indian Federalism</b>  | <b>12</b> |
|            | 1        | Union-State Relations- 1952-1967 (Hegemonic Party System)  |           |
|            | 2        | Union-State Relations- 1967-1987 (Decline of Congress Hegemony in States but Continued Dominance at the Union)                                     |           |
|            | 3        | Union-State Relations -1987-2014 (Federalisation India Party Politics and its impact on centre state relations)                                    |           |
|            | 4        | Union -State Relations-2014 and after (Revisit of one-party dominant system)   |           |

|   |  |  |    |
|---|--|--|----|
| 3 | <b>Major Institutional Mechanisms:</b> |  | 12 |
|   | 1                                      | Finance Commission- Tax Devolution   |    |
|   | 2                                      | National Development Council, Planning Commission, and NITI Ayog   |    |
|   | 3                                      | Interstate Councils, Dispute Settle Mechanisms & Commissions Report on Centre-State Relations- Sarkaria Commission & Punchi Commission   |    |
|   | 4                                      | GST Council  |    |
| 4 | <b>Emerging issues</b>                 |  | 12 |
|   | 1                                      | Unilaterally expanding Union and Concurrent List.  |    |
|   | 2                                      | Appointment and working of governors in the state  |    |
|   | 3                                      | Sharing Resources: Imposing unilateral conditions on resource allocation to the states- Finance Commission & Centrally Sponsored Schemes & Issue of political patronage sharing resources. |    |
|   | 4                                      | Use of Central Agencies- CBI, ED etc-against opposition leaders.   |    |
| 5 | <b>Teacher Specific Module</b>         |  | 12 |
|   | <i>Directions</i>                      |  |    |

#### **Essential Readings:**

1. Rozell, Mark J. & Clyde Wilcox. (2019). *Federalism: Very Short Introduction*. New Delhi: Oxford.
2. Michael Burges. (2006). *Comparative Federalism: Theory and Practise*. London: Routledge.
3. Lasakar, Mokabul Ali (2015). *Dynamics of Indian Federalism: A Comprehensive Review*. Chennai: Notion Press.
4. Tillin, Louis (2019). *Indian Federalism*. Oxford. New Delhi
5. Khan, Naseer Ahammed. (2018). *Challenges and Issues in Indian Fiscal Federalism (eds.)*. Hyderabad: Springer.

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                                   | <b>Marks</b> |
|-------------------------|-----------------------------------|--------------|
| End Semester Evaluation |                                   | <b>70</b>    |
| Continuous Evaluation   |                                   | <b>30</b>    |
| a)                      | Test Paper- 1                     | 5            |
| b)                      | Test Paper-2/Viva-Voce            | 5            |
| c)                      | Assignment/Seminar                | 10           |
| d)                      | Book/ Article Review/Field Report | 10           |
| <b>Total</b>            |                                   | <b>100</b>   |

### KU8DSCPOL407 ADVANCED POLITICAL THEORY

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 8        | DSC         | 400-499      | KU8DSCPOL407 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | -                     | 1        | 30                 | 70  | 100   | 2 Hrs                   |

**Course Description:**

This course helps learners become familiar with contemporary theoretical debates on key political and social concepts such as State, Power, Freedom, Justice, Representation, the Public Sphere, and Democracy. It enables learners to apply this knowledge to analyze current issues and suggest appropriate solutions. The course also helps students build a strong foundation in major debates within the social science discipline.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Learners will be able to define and explain concepts such as State, Power, Freedom, Justice, and Democracy in contemporary theoretical contexts.   | U                |
| 2      | Learners will develop the ability to critically evaluate with ongoing academic debates in political and social theory.   | E                |
| 3      | Learners will apply theoretical frameworks to analyze current political and social problems and propose thoughtful solutions.  | An               |
| 4      | Learners will assess the significance of representation and the public sphere in modern democratic societies.  | E                |
| 5      | Learners will develop a strong foundation in the core debates in the political science and enables them to apply this knowledge in the social issues around them and to suggest solutions. | C                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       |       |       |       |
| CO 2 |       |       |       |       |       | ✓     |       |
| CO 3 |       |       |       | ✓     |       |       |       |
| CO 4 |       |       |       |       |       | ✓     |       |
| CO 5 |       |       |       |       |       |       | ✓     |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MOD<br>ULE | UNI<br>T | DESCRIPTION   | HOURS     |
|------------|----------|---|-----------|
| <b>1</b>   |          | <b>State &amp; Power</b>  | <b>12</b> |
|            | <b>1</b> | Liberal Pluralism- Robert Dahl                                    |           |
|            | <b>2</b> | Multitude- Antonio Negri  |           |
|            | <b>3</b> | Bio Politics- Foucault  |           |
|            | <b>4</b> | Intersectional Analysis of Power- Kimberlé Crenshaw               |           |
| <b>2</b>   |          | <b>Freedom &amp; Justice:</b>                                     | <b>12</b> |
|            | <b>1</b> | Freedom & Capacity-Martha Nussbaum                                |           |
|            | <b>2</b> | Capability-Amartya Sen  |           |
|            | <b>3</b> | Reification- George Lukacs & One-Dimensional Man- Herbert Marcuse |           |
|            | <b>4</b> | Post-Development Theory-Arturo Escobar                            |           |

|          |   |  |           |
|----------|---|--|-----------|
| <b>3</b> | <b>Representation</b>                             |  | <b>12</b> |
|          | 1   | Representation & Recognition- Nancy Frazer     |           |
|          | 2   | Multi-Cultural Citizenship: Will Kymlica       |           |
|          | 3   | Culture and Communication- Raymond Williams    |           |
|          | 4   | Representation and the Body: Judith Butler     |           |
| <b>4</b> | <b>Public Sphere &amp; Deliberative Democracy</b> |  | <b>12</b> |
|          | 1   | Public Sphere- Habermas                        |           |
|          | 2   | Deliberative Democracy-Iris Marion Young       |           |
|          | 3   | An Economic Theory of Democracy- Anthony Downs |           |
|          | 4   | Cosmopolitan Democracy- David Held             |           |
| <b>5</b> | <b>Teacher Specific Module</b>                    |  | <b>12</b> |

#### Essential Readings:

1. Farrelly, Colin (2004). *An Introduction to Contemporary Political Theory*. London. Sage.
2. Gaus, Gerald, Chandran Kulkatha (eds). (2004). *Handbook of Political Theory*. London: Sage.
3. Ramaswamy, Sushila (2021). *Political Theory Ideas and Concepts*. 2<sup>nd</sup> Edition. Delhi: PHI Learning Private Limited.
4. Gauba. O P. (2021). *An Introduction to Political Theory*. 9<sup>th</sup> Revised Edition: New Delhi. National Paperbacks.
5. Gauba. O P. (2016). *Western Political Thought*. New Delhi. Mayur Paperbacks.
6. Heywood, Andrew. (2018). *Political Theory: An Introduction*. 4<sup>th</sup> Edition. New Delhi: Palgrave.

#### Assessment Rubrics

| Evaluation Type         |                                   | Marks      |
|-------------------------|-----------------------------------|------------|
| End Semester Evaluation |                                   | <b>70</b>  |
| Continuous Evaluation   |                                   | <b>30</b>  |
| a)                      | Test Paper- 1                     | 5          |
| b)                      | Test Paper-2/Viva-Voce            | 5          |
| c)                      | Assignment/Seminar                | 10         |
| d)                      | Book/ Article Review/Field Report | 10         |
| <b>Total</b>            |                                   | <b>100</b> |

### KU8DSCPOL408: SOUTH ASIAN POLITICS

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 8                               | DSC                   | 400          | KU8DSCPOL 408      |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2 Hrs                   |

**Course Description:** This course examines the political landscape of South Asian countries and provides an exploration of the political systems, culture and contemporary issues in South Asia. It aims to equip students with a comprehensive understanding of the historical and contemporary political dynamics of this diverse and strategically significant region. Through studying this course, students will gain a nuanced understanding of the complexities and dynamics shaping South Asian politics today. Key themes include the colonial legacy, regional cooperation, internationalism and contemporary challenges.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | It helps the students to understand the historical foundations of South Asian Political Systems.  | U                |
| 2      | Students will be able to assess the functioning of democratic institutions and authoritarian regimes in the region.   | An               |
| 3      | It helps the students to identify the regional and international dimensions of South Asian politics including relations with major powers and regional organisations. | U                |
| 4      | It provides the opportunity to compare and contrast the political systems and governance structures of South Asian countries.   | C                |
| 5      | It helps the students to critically evaluate the challenges to democracy in South Asian countries.  | E                |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       | ✓     |       |       |       |
| CO 2 |       | ✓     |       |       | ✓     |       |       |
| CO 3 |       |       | ✓     |       |       |       | ✓     |
| CO 4 |       |       | ✓     |       |       | ✓     |       |
| CO 5 | ✓     |       |       | ✓     |       |       |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T | DESCRIPTION   | HOURS     |
|----------------------------|------------------|---|-----------|
| <b>1</b>                   |                  | <b>Introduction</b>   | <b>12</b> |
|                            | 1                | Understanding South Asia: Features  |           |
|                            | 2                | Colonial Legacies and independent movements   |           |
|                            | 3                | Post-colonial developments and the formation of modern nation – states  |           |
|                            | 4                | Geopolitics of South Asia   |           |
|                            |                  | <b>Politics of South Asia</b>   | <b>12</b> |
| <b>2</b>                   | 1                | Liberal Democracy: India, Bangladesh (Parliamentary), Sri Lanka (Semi Presidential) & Maldives (Presidential) |           |
|                            | 2                | Military and civilian rule-Pakistan   |           |
|                            | 3                | Transition from monarchy to republic: Nepal   |           |
|                            | 4                | Constitutional monarchy and democratisation process- Bhutan   |           |
|                            |                  | <b>Regionalism &amp; Internationalism</b>   | <b>12</b> |
| <b>3</b>                   | 1                | SAARC- Origin, Objectives, Organs, & Functions, & SAFTA   |           |
|                            | 2                | Issues in Regional Integration: Lack of Confidence & Arms Race  |           |
|                            | 3                | South Asia's strategic importance in global affairs   |           |
|                            | 4                | South Asia's role in international organisations: UNO, WTO, G20   |           |



|          |  |   |           |
|----------|--|---|-----------|
| <b>4</b> | <b>Issues and Challenges</b>   |   | <b>12</b> |
|          | 1  | Security issues: Terrorism, Insurgency, Border Conflicts, Refugee Crisis                        |           |
|          | 2  | Challenges to democracy: Corruption, Political instability, & Authoritarian tendencies          |           |
|          | 3  | Poverty and Economic disparities  |           |
|          | 4  | Intervention of Big Powers: USA, China, & Russia, and Prospects for Strong regional integration |           |
|          | <b>Teacher Specific Module</b>   |   | <b>12</b> |
| <b>5</b> | <i>Prepare a note on the major challenges to democracy in South Asia</i> |   |           |
|          | <i>Make a note on South Asia's role in global politics</i>               |   |           |

#### **Essential Readings:**

1. Sugata Bose & Ayesha Jalal. 2011. *Modern South Asia: History, Culture, Political Economy*. London: Routledge.
2. Subrata K Mitra. 2008. *The Politics of South Asia*. London: Routledge.
3. Ayesha Jalal. 1995. *Democracy and Authoritarianism in South Asia*. Cambridge: Cambridge University Press.
4. Devin T. Hagerty. 2005. *South Asia in World Politics*. Maryland: Rowman & Littlefield.
5. David Ludden. 2002. *Contemporary South Asia: A Survey of Politics, Economics, Society and Culture*. New Delhi: Pearson.
6. Susan S. Wadley. 2008. *South Asia in the World: An Introduction*. New York: M.E. Sharpe.

#### **Suggested Readings:**

1. Amin Saikal .2012. *Modern Afghanistan: A history of struggle and survival*. I.B.Tauris: London
2. Hamza Alavi & John Harriss eds. 1987. *The Sociology of Developing States: South Asia*. Macmillan Houndsmill.
3. Basrur M. Rajesh ed. 2001 *Security in the New Millennium: Views from South Asia*. India Research Press: New Delhi.
4. Craig Baxter .2002. *Government and Politics in South Asia*, Perseus Books, New York.
5. Gary K. Bertsch, Seema Gahlaut and Anupama Srivastava .1999. *Engaging India: US Strategic Relations with the World's Largest Democracy*. Routledge: New York.
6. Surendra Bhandari. 2014. *Self-Determination & Constitution Making in Nepal: Constituent Assembly, Inclusion and Ethnic Federalism*. Springer: Singapore.
7. Hewitt, V. 1992. *Introduction in the International Politics of South Asia*. Manchester: Manchester University Press.
8. Hewitt, V. 2010. *International Politics of South Asia*. Routledge Handbook of South Asian Politics. London: Routledge.
9. Muni, S.D. 2003. *South Asia as a Region*. South Asian Journal, 1(1), August-September.
10. Paul R. Brass .2010. *South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal* .Routledge: London.
11. Mario Esteban Carranza .2009. *South Asian Security and International Nuclear Order*. Aldershot: Ashgate.
12. Bhumitra Chakma ed. 2011. *The Politics of Nuclear Weapons in South Asia*. Aldershot: Ashgate.
13. P. R. Chari ed. 2001. *Security and Governance in South Asia*. Manohar: New Delhi.
14. Brian Cloughley .2006. *A History of the Pakistan Army*. Oxford University Press: Karachi.
15. Stephen P. Cohen .2005. *The Idea of Pakistan*. Oxford University Press: New Delhi.

16. Stephen P. Cohen .2001. India: Emerging Power. Brookings Institution Press: Washington D.C.
17. Neil De Votta .2016. An Introduction to South Asian Politics. Routledge: Abingdon.
18. Lowell Dittmer ed. 2014. South Asia's Nuclear Security Dilemma: India, Pakistan, and China. Routledge: New York.
19. Sagarika Dutt & Bansal Alok eds. 2012. South Asian Security 21st Century Discourse. Routledge: London.
20. Sebastian Von Einsiedel, David M. Malone and Suman Pradhan eds. 2012. Nepal in Transition. Cambridge University Press: New Delhi.
21. Sumit Ganguly and S Paul Kapur .2009. India, Pakistan, and the Bomb: Debating Nuclear Stability in South Asia. Columbia University Press: New York.
22. Shelton U. Kodikara ed. 1993. External Compulsion of South Asian Politics. Sage: New Delhi.
23. Atul Kohli & Perna Singh ed.2013. Routledge Handbook of Indian Politics. Routledge: Oxon.
24. Veena Kukreja .2005. Contemporary Pakistan: Political Processes, Conflicts and Crises. Sage: New Delhi.
25. David Ludden .2006. India and South Asia: A Short History. One World Publication: Oxford.
26. Haider K. Nizamani.2001.The Roots of Rhetoric: Politics of Nuclear Weapon in India and Pakistan. India Research Press: New Delhi.
27. Robert W. Stern 1990. Democracy and Dictatorship in South Asia. India Research Press: New Delhi.

#### **Assessment Rubrics:**

| <b>Evaluation Type</b>  |                                   | <b>Marks</b> |
|-------------------------|-----------------------------------|--------------|
| End Semester Evaluation |                                   | <b>70</b>    |
| Continuous Evaluation   |                                   | <b>30</b>    |
| a)                      | Test Paper- 1                     | 5            |
| b)                      | Test Paper-2/Viva-Voce            | 5            |
| c)                      | Assignment/Seminar                | 10           |
| d)                      | Book/ Article Review/Field Report | 10           |
| <b>Total</b>            |                                   | <b>100</b>   |

### KU8DSEPOL401 POLITICAL ANTHROPOLOGY

| Semester 1 | Course type | Course level | Course Code  | Credits | Total hours |
|------------|-------------|--------------|--------------|---------|-------------|
| VIII       | DSE         | 400-499      | KU8DSEPOL401 | 4       | 60          |

| Learning Approach (Hours/ Week) |                      |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/Internship | Tutorial | CE                 | ESR | Total | 2hrs                    |
| 4                               | -                    | 1        | 30                 | 70  | 100   |                         |

#### Course description

This course introduces students to the fundamental concepts and approaches in the field of Political Anthropology. Topics include the origin and growth of Political Anthropology, its significance, Evolution of political society, political organization and social institutions, Social control and customary law, Role of authority and legitimacy, and classification of political systems in different societies.

#### Course Outcomes

| C No. | Expected Outcome  | Learning Domains |
|-------|---|------------------|
| 1     | Define the nature of political organizations in different societies.                  | U                |
| 2     | Compare different approaches to the study of political Anthropology.                  | An               |
| 3     | Explain the conflict resolution mechanisms in simple societies                        | C                |
| 4     | Explain global and indigenous conflict resolution mechanisms                          | A                |
| 5     | Evaluate the significance of the study of democratization and Socio-political Changes | E                |

\*Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       |       |       |       |       |       |       |
| CO 2 |       |       |       | ✓     |       |       |       |
| CO 3 |       | ✓     |       |       |       |       |       |
| CO 4 |       |       |       | ✓     |       |       |       |
| CO 5 |       |       |       |       | ✓     |       |       |

## COURSE CONTENTS

### Contents for Classroom Transaction

| MODULE | UNIT  | DESCRIPTION  | HOURS     |
|--------|---|--|-----------|
| 1      | <b>Introduction</b>   |  | <b>12</b> |
|        | 1   | Origin and growth of Political Anthropology                      |           |
|        | 2   | Approaches to the study of Political Anthropology                |           |
|        | 3   | Significance of Political Anthropology as an academic discipline |           |
|        | 4   | Political organization and social institutions                   |           |
| 2      | <b>Political society and Social Institutions</b>            |  | <b>12</b> |
|        | 1   | Evolution of political society                                   |           |
|        | 2   | Anthropology of Power in Stateless societies                     |           |
|        | 3   | Social control and customary law                                 |           |
|        | 4   | Conflict and resolution  |           |
| 3      | <b>Conflict resolution in simple societies</b>              |  | <b>12</b> |
|        | 1   | Role of authority and legitimacy                                 |           |
|        | 2   | Role of law and justice  |           |
|        | 3   | Sacred legitimacy and Divine resistance                          |           |
|        | 4   | Gender and Power   |           |
| 4      | <b>Political Anthropology in Cross Cultural Perspective</b> |  | <b>12</b> |
|        | 1   | Preindustrial political systems                                  |           |
|        | 2   | Anthropology of Power in State societies                         |           |
|        | 3   | Democratization and Socio-political Changes                      |           |
|        | 4   | Political Anthropology in Cross Cultural Perspective             |           |
| 5      | <b>Teacher Specific Module</b>                              |  | <b>12</b> |
|        | <i>Directions</i>   |  |           |

|  |   |  |
|--|---|--|
|  | Organize debates<br>Assign case studies<br>Preparation of write up<br>Conduct group discussions |  |
|--|---|--|

### Essential Readings

1. Lewis Henry Morgan. 1985. Ancient Society. University of Arizona Press
2. Roseberry, William. 1989. Anthropologies and Histories: Essays in Culture, History, and Political Economy. Rutgers University Press.
3. Lewellen, Ted C. 1992. Political anthropology: An introduction. Westport, CT: Bergin & Garvey.
4. Nugent, David, and Joan Vincent, eds. 2004. A companion to the anthropology of politics. Oxford: Blackwell.
5. Swartz, Mark, Victor Turner, and Arthur Tuden, eds. 1966. Political anthropology. Chicago: Aldine.
6. Vincent, Joan. 1978. Political anthropology: Manipulative strategies. Annual Review of Anthropology 7:175–194.
7. Vincent, Joan. 1990. Anthropology and politics: Visions, traditions, and trends. Tucson: Univ. of Arizona Press.
8. <https://egyankosh.ac.in/bitstream/123456789/65632/1/Block-2.pdf>
9. <https://mahabubjnu.files.wordpress.com/2013/09/59811078-lewellen-political-anthropology.pdf>
10. [https://www.researchgate.net/publication/272871783\\_Political\\_Anthropology\\_and\\_Anthropology\\_of\\_Politics\\_An\\_Overview](https://www.researchgate.net/publication/272871783_Political_Anthropology_and_Anthropology_of_Politics_An_Overview)

### Suggested Readings

1. <https://ebooks.inflibnet.ac.in/antp02/chapter/development-of-political-anthropology/>
2. <https://www.britannica.com/science/anthropology/Political-and-legal-anthropology>
3. <https://www.sciencedirect.com/topics/social-sciences/political-anthropology>
4. <https://anthroholi.com/political-anthropology>
5. [https://www.researchgate.net/publication/351482456\\_Political\\_Anthropology](https://www.researchgate.net/publication/351482456_Political_Anthropology)
6. Vincent, Joan, ed. 2002. The anthropology of politics: A reader in ethnography, theory, and critique. Oxford: Blackwell.

### Assessment Rubrics

| Evaluation Type                      | Marks      |
|--------------------------------------|------------|
| End Semester Evaluation              | <b>70</b>  |
| Continuous Evaluation                | <b>30</b>  |
| a) Test Paper- 1                     | 5          |
| b) Test Paper-2/Viva-Voce            | 5          |
| c) Assignment/Seminar                | 10         |
| d) Book/ Article Review/Field Report | 10         |
| <b>Total</b>                         | <b>100</b> |

### KU8DSEPOL402 NEW SOCIAL MOVEMENT

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 8                               | Core                  | 400-499      | KU8DSEPOL402       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2 hrs                   |

#### Course Description:

This course is designed to provide a thorough understanding of New Social Movements (NSMs), their historical context, how they differ from old social movements, and the major debates surrounding their nature. It introduces key theorists, various types of NSMs, and significant examples of such movements in India. The course helps learners identify the distinctions between old and new social movements and raises awareness about the issues faced by marginalized and oppressed groups—issues often overlooked by mainstream political parties and movements. It also opens up new avenues for research and critical inquiry into social transformation.

#### Course Prerequisite: NIL

#### Course Outcomes:

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Learners will be able to explain the origins, context, and distinguishing features of New Social Movements compared to old social movements.                 | R                |
| 2      | Learners will be able to engage with major theories and theorists that have shaped the understanding of NSMs.  | An               |
| 3      | Learners will be able to recognize and categorize various types of New Social Movements globally and in the Indian context.                                  | R                |
| 4      | Learners will be able to critically assess how NSMs address the concerns of marginalized and oppressed groups that are often ignored by mainstream politics. | E                |
| 5      | Learners will be equipped with the conceptual tools and critical perspective to pursue further research in the field of social movements and social change.  | A                |

**\*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)**

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       |       |       | ✓     |       |       |       |
| CO 3 | ✓     |       |       |       |       |       |       |
| CO 4 |       |       |       |       |       | ✓     |       |
| CO 5 |       |       | ✓     |       |       |       |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE   | UNIT  | DESCRIPTION  | HOURS     |
|----------|---|--|-----------|
| <b>1</b> | <b>Introduction to Peace and Conflict Studies</b> |  | <b>12</b> |
|          | 1   | Meaning, Definition, & Characteristics   |           |
|          | 2   | The Origin & Back ground, Significance and Impact.                                   |           |
|          | 3   | Distinction between Old and New Social Movements                                     |           |
|          | 4   | Debates on the Nature of the NSMs: Pro-Capitalist or Anti-Capitalist                 |           |
| <b>2</b> | <b>Major Theoreticians on NSMs</b>                |  | <b>12</b> |
|          | 1   | Alain Touraine   |           |
|          | 2.  | Alberto Melucci  |           |
|          | 3   | Ernesto Laclau & Chantal Mouffe  |           |
|          | 4   | Immanuel Wallerstein   |           |
| <b>3</b> | <b>NSMs Types</b>                                 |  | <b>12</b> |
|          | 1   | Identity Movements- Women, LGBTQ Movements,  |           |
|          | 2   | Human Rights Movements- Civil Liberty Movements, Movement against Capital Punishment |           |
|          | 3   | Environmental Movement- Green Movements  |           |
|          | 4   | Peace Movement- Anti Nuclear War Movement, Global Peace Movement                     |           |

|   |                                |  |           |
|---|--------------------------------|--|-----------|
| 4 | <b>NSMs in India</b>           |  | <b>12</b> |
|   | 1                              | Women Movement & LGBT  |           |
|   | 2                              | Dalit & Tribal Movement  |           |
|   | 3                              | Human Rights and Environmental Movements   |           |
|   | 4                              | Transparency Movement- Mazdoor Kisan Shakti Sangathan & Anti-corruption movement - India Against Corruption. |           |
| 5 | <b>Teacher Specific Module</b> |  | <b>12</b> |

#### Essential Readings

1. Buechler, Steven M (1995), *New Social movement Theories*, The Sociological Quarterly, Vol.36, 1995 pp:441-464.
2. Melucci, Alberto (1980), *The New Social Movement: A Theoretical Approach*, Social Science Information, 19:2, pp:199-228.
3. Wallerstein, Immanuel (2002) *New Revolt Against the System*. New Left Review, Vol.18. Issue: November.
4. Laclau, E & C Mouffe (1987), *Post Marxism without apologies*, New Left Review, Vol. 166, Issue: Nov- December, pp:106.
5. Seth, D L(2004), *Globalisation and New Politics of Micro-Movements*, EPW, Vol.39, No.1, pp:45-58.
6. Shah, Ghanashyam (2004), *Social Movements in India: A Review*. Sage, New Delhi.
7. Omvedt, Gail(1994), *Peasants, Dalits, and Women: Democracy and India's New Social Movement*, Journal of Contemporary Asia. Vol.24.
8. Nilsen, Alf Gunvaig (2007), *On New Social Movements and the 'Reinvention of India'*. Forum for Development Studies, Vol.34, Issue-2, 2007.
9. Singh, Mahendra Prasad & Subhendu Ranjan Raj (2012). *The Indian Political System* (Eds), Pearson: New Delhi.

#### Assessment Rubrics:

| Evaluation Type         |                                   | Marks      |
|-------------------------|-----------------------------------|------------|
| End Semester Evaluation |                                   | 70         |
| Continuous Evaluation   |                                   | 30         |
| a)                      | Test Paper- 1                     | 5          |
| b)                      | Test Paper-2/Viva-Voce            | 5          |
| c)                      | Assignment/Seminar                | 10         |
| d)                      | Book/ Article Review/Field Report | 10         |
| <b>Total</b>            |                                   | <b>100</b> |



**KU8DSEPOL403: POLITICS OF MEDIA**

| Semester                        | Course Type           | Course Level | Course Code        |     | Credits | Total Hours             |
|---------------------------------|-----------------------|--------------|--------------------|-----|---------|-------------------------|
| 8                               | DSE                   | 400-499      | KU8DSEPOL403       |     | 4       | 60                      |
| Learning Approach (Hours/ Week) |                       |              | Marks Distribution |     |         | Duration of ESE (Hours) |
| Lecture                         | Practical/ Internship | Tutorial     | CE                 | ESE | Total   |                         |
| 4                               | -                     | 1            | 30                 | 70  | 100     | 2 Hrs                   |

**Course Description:**

This course helps to understand and critically evaluate the role of media in contemporary society. The course helps the learners to get an understanding about the concept of media, different types of media and its role in politics. It also portrays the role of media in political communication and how media influences to mould public opinion and policymaking in different regimes. Students will study the historical development of media, the structure and functioning of media institutions, and the impact of media in democracy and governance. It deals the role of state to control and regulate the media likewise it assesses the significance of right to freedom and right to privacy in the contemporary scenario. It critically evaluates the media landscape and its role for creating and extracting political contestations. The course aims to provide a comprehensive understanding of the media's role in shaping political discourses and governance structures.

**Course Prerequisite:** Nil

**Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Learners will be able to understand and define the concept of media and its interconnection with the everyday life of citizens.  | U                |
| 2      | Learners will be able to understand role of media in generating public opinion and shapes public policies and it also helps learners to critically analyse the role of Media in different regimes.     | An               |
| 3      | Learners will be able to critically evaluate critical role it played infringe privacy of the individual, promotion of fake news, split the society and spreading false and half-truths in the society. | E                |
| 4      | Learners will be able to evaluate economic interest of media.  | E                |
| 5      | Learners will be able to understand the contestation between media, state, and society.  | U, AN            |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       | ✓     |       |       |       |
| CO 2 |       | ✓     |       |       | ✓     |       |       |
| CO 3 |       |       | ✓     |       |       |       | ✓     |
| CO 4 |       |       | ✓     |       |       | ✓     |       |
| CO 5 | ✓     |       |       | ✓     |       |       |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE | UNIT                           | DESCRIPTION  | HOURS    |
|--------|--------------------------------|--|----------|
| 1      | <b>Introduction</b>            |  | <b>9</b> |
|        | 1                              | Definition, Types of Media: Print, Audio-Visual, Digital & social media  |          |
|        | 2                              | Theories of Media: The Pluralist Model, The Dominant Ideology, The Elite-values model, and the Market Model                                |          |
|        | 3                              | Role of Media: Political Communication, Making Public Opinion, tool of Propaganda, and making Leadership.                                  |          |
|        | 4                              | Role of Media in different regimes: Liberal Democracy, Authoritarian Liberal Democracies, Communist, Authoritarian, Military Dictatorship. |          |
| 2      | <b>Issues related to Media</b> |  | <b>9</b> |
|        | 1                              | Media and Right to Privacy   |          |
|        | 2                              | Fake News & Role of Media in elections   |          |
|        | 3                              | Media and Communalism  |          |
|        | 4                              | Post Truth   |          |

|                                  |   |   |           |
|----------------------------------|---|---|-----------|
| 3                                | <b>Political Economy of Media: Emerging Concerns</b>  |   | <b>9</b>  |
|                                  | 1   | Expansion and Diversification of Media House                |           |
|                                  | 2   | Concentration of Media Ownership & Free Media               |           |
|                                  | 3   | Commercialisation of Media and Media Ethics                 |           |
|                                  | 4   | Manufacturing Consent & Agenda Setting                      |           |
| <b>State, Society, and Media</b> |   |   |           |
| 4                                | 1   | Democracy and Media: Importance & Need for Legal Protection |           |
|                                  | 2   | Legal and Constitutional Protection in India                |           |
|                                  | 3   | State Censorship  |           |
|                                  | 4   | Social Vigilantism  |           |
| 5                                | <b>Teacher Specific Module</b>  |   | <b>12</b> |
|                                  | <i>Directions</i>   |   |           |
|                                  | During the course student shall conduct experiments in content writing and news reporting with locally available resources. Teacher can suggest to make and broadcast news videos and news analyses on digital platforms like YouTube, Face Book and Instagram pages with the help of classroom activities. |   | 12        |

#### Essential Readings:

1. Dahlgren, P. (2009). *Media and Political Engagement: Citizens, Communications and Democracy*. UK: Cambridge University Press.
2. Hall, Jane. (2021). *Politics and The Media: Intersections and New Directions*. First Edition. New Delhi: Sage Publication.
3. H, Boomgaarden. & R, Beck, Schmitt (2018). *The Media and Political Behavior*. UK: Oxford University Press.
4. Helfert, D. L. (2018). *Political Communication in Action: From Theory to Practice*, Boulder: Lynne Reiner Publishers.
5. Iyengar, Shanto. (2019). *Media Politics: A Citizen's Guide*. W.W Norton,
6. Louw, Eric. (2010). *The Media and Political Process*. London: Sage Publication (Second Edition).
7. Oates, Sarah. (2008). *Introduction to Media and Politics*. New Delhi: Sage Publications.
8. Perloff, R. M. (2021). *The Dynamics of Political Communication: Media and Politics in a Digital Age*. New York: Routledge.
9. Sreet, John. (2010). *Mass Media, Politics and Democracy*, New York: Palgrave Mac Millian.
10. Kumar, S. (2023). *Democracy, Media and Indian Society*, Noida: Blue Rose Publishers.

**Suggested Readings:**

1. A, K, Jharotia. (2021). 'Paid news or fake news: Media ethics', *International Journal of Advanced Mass Communication and Journalism*
2. Padhiyar Raj. (2019) *SocialMedia & Politics in India: How this secret weapon transforming politics in India*, New Delhi: Educreation Publishing.
3. Wolfsfeld, Gadi. (2022). *Making sense of media and politics: Five Principles in Political communication*, New York: Routledge.
4. Purakayastha, Sekhar Anindya , Dutta Manas , Ghosh Tirthankar. (2022). *Social Movements, Media And C*
5. *ivil Society In Contemporary India: Historical Trajectories Of Public Protest And Political Mobilisation*. New York: Palgrave MacMillian.
6. V. K, Ananth. (2020). *Between Freedom and Unfreedom: The Press in independent India*. Gurgon: Alcove Publications.

**Assessment Rubrics:**

| Evaluation Type         |                                   | Marks      |
|-------------------------|-----------------------------------|------------|
| End Semester Evaluation |                                   | 70         |
| Continuous Evaluation   |                                   | 30         |
| a)                      | Test Paper- 1                     | 5          |
| b)                      | Test Paper-2/Viva-Voce            | 5          |
| c)                      | Assignment/Seminar                | 10         |
| d)                      | Book/ Article Review/Field Report | 10         |
| <b>Total</b>            |                                   | <b>100</b> |

**Employability for the Course:**

Student can join the media firm as news reporter, news analyst and political commentator. To be able to work as freelance journalist and influencer in open media and digital media. To work as public relation officer in government sector and corporate world.

### KU8DSEPOL404 INTELLECTUAL PROPERTY RIGHTS

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 8        | DSE         | 400-499      | KU8DSEPOL404 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | ---                   | 1        | 30                 | 70  | 100   | 2 Hrs                   |

**Course Description:** This course aims to understand the conceptualisation of intellectual property by discussing the philosophical and empirical reasonings of the knowledge economy and the genesis of the IPR regime. The course further explores the nature and scope of the different types of IPRs, laws pertaining to each and their multifaceted implications. Special emphasis has been given to evaluate the challenges arising out of the new post-TRIPS IPR regime on the developing countries, especially India.

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | To understand the historical evolution and theoretical foundations of the concept of intellectual property rights.   | R,U              |
| 2      | Explore the nature and scope of types of IPRs and the various related laws/treaties.   | R,U              |
| 3      | Grasp the implications of the changing IPR regime, especially the WTO-TRIPS regime on national sovereignty & international political economy.  | A, An            |
| 4      | To cultivate critical thinking skills about the challenges raised by the TRIPS & post-TRIPS regime on vital aspects of development such as technology, health, biodiversity, traditional knowledge etc and the opportunities and options for developing countries. | An, E            |
| 5      | Assess how far India has succeeded in engaging with the IPR regime.  | An, E            |

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

### Mapping of Course Outcomes to PSOs

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 | ✓     | ✓     |       |       |       |       |       |
| CO 3 |       |       | ✓     | ✓     |       |       |       |
| CO 4 |       |       |       | ✓     | ✓     |       |       |
| CO 5 |       |       |       | ✓     | ✓     |       |       |

## COURSE CONTENTS

### Contents for Classroom Transaction:

| MODULE | UNIT  | DESCRIPTION   | HOURS     |
|--------|---|---|-----------|
| 1      | <b>Conceptualising Intellectual Property</b>        |   | <b>12</b> |
|        | 1   | Intellectual Property as Property- Definition, Historical Overview, Objectives & Characteristics of Intellectual Property, and Understanding Knowledge as Power |           |
|        | 2   | Theoretical justifications- Utilitarian, Labour, Personality & Social Planning Theory, and IPR as asset v. public good  |           |
|        | 3   | Early IP Regulations, WIPO, PCT   |           |
|        | 4   | GATT-Uruguay Negotiations & WTO-TRIPS Agreement   |           |
|        |   |   |           |
| 2      | <b>Types of Intellectual Property Rights</b>        |   | <b>12</b> |
|        | 1   | Copyright & Related Rights  |           |
|        | 2   | Industrial Property- Patents, Trademarks & Industrial Designs   |           |
|        | 3   | Community Rights- Geographical Indications & Plant Variety Rights   |           |
|        | 4   | Criticisms on Intellectual Property Rights  |           |
| 3      | <b>Trips &amp; the New IPR regime- Implications</b> |   |           |
|        | 1   | TRIPS- General Provisions, Basic Principles & Flexibilities   |           |
|        | 2   | TRIPS Compliance and the Developing Countries-bane or boon  |           |
|        | 3   | Post-TRIPS IPR Regime   |           |
|        | 4   | IPR as tool of Innovation & impact on Human Security  |           |
| 4      | <b>Intellectual Property Rights in India</b>        |   |           |
|        | 1   | IPR system in India- brief history, main statutes & institutions  |           |
|        | 2   | TRIPS Compliance, changing IPR Laws in India & National IPR Policy 2016   |           |
|        | 3   | IPR, Innovation & Issues- Section 3(d), Compulsory Licensing, Data Exclusivity, Copyright Enforcement etc   |           |
|        | 4   | IPR Related Issue   |           |
| 5      | <b>Teacher Specific Module</b>                      |   | <b>5</b>  |
|        | <i>Directions</i>                                   |   |           |

**Essential Readings:**

1. Ahuja, V.K. (2023), *Law Relating to Intellectual Property Rights*, New Delhi: LexisNexis.
2. Reddy, Sudhakar K. (2020), *Intellectual Property Laws*, Mumbai: Himalaya Publishing House.
3. Babel, Rajeev (2021), *Laws Relating to Intellectual Property Rights in India*, New Delhi: Bloomsbury India.
4. Acharya, N.K. (2020), *Textbook on Intellectual Property Rights*, Hyderabad: Asia Law House.
5. Durafe, Asha Vijay and Toradmalle, Dhanashree K. (2021), *Intellectual Property Rights*, New Delhi: Wiley India.
6. Nithyananda, K.V. (2019), *Intellectual Property Rights: Protection and Management*, Bengaluru: Cengage Learning India.
7. Halder, Bikash Kumar (2021), *Intellectual Property Rights in India: Challenges and Opportunities*, Kolkata: Independent Publication via Indian Economic Review Journal.
8. Ahuja, V.K. (2023), *Intellectual Property Rights in India*, New Delhi: LexisNexis.
9. Gopalakrishnan, N.S., and Agitha, T.G. (2009), *Principles of Intellectual Property*, Lucknow: Eastern Book Company.
10. Basheer, Shamnad (Ed.) (2015), *Intellectual Property and Innovation: Essays in Honour of P. Narayanan*, New Delhi: LexisNexis.

**Suggested Readings:  
Assessment Rubrics**

| Evaluation Type         |                                   | Marks |
|-------------------------|-----------------------------------|-------|
| End Semester Evaluation |                                   | 70    |
| Continuous Evaluation   |                                   | 30    |
| a)                      | Test Paper- 1                     | 5     |
| b)                      | Test Paper-2/Viva-Voce            | 5     |
| c)                      | Assignment/Seminar                | 10    |
| d)                      | Book/ Article Review/Field Report | 10    |
| Total                   |                                   | 100   |

### Syllabus Workshop Participants

| Sl No | Name                                 | Designation   |
|-------|--------------------------------------|---|
| 1.    | Dr. Sudheesh K M<br>BoS Chairperson  | Assistant Professor<br>Department of Political Science<br>Payyanur College, Payyanur                        |
| 2.    | Dr. Sreejith S<br>BoS Member         | Assistant Professor<br>Department of Political Science<br>N S S College, Changanassery                      |
| 3.    | Ms. Sreekala V P<br>Bos Member       | Assistant Professor<br>Department of Political Science, K M M<br>Government Women's College, Kannur         |
| 4.    | Dr. Abdul Nazer K<br>Bos Member      | Associate Professor<br>Department of Political Science<br>Government College, Madappally                    |
| 5.    | Dr Dinesan D A<br>BoS Member         | Assistant Professor<br>Department of Political Science, Payyanur<br>College, Payyanur                       |
| 6.    | Dr. Biju B L<br>BoS Member           | Associate Professor<br>Department of Political Science, University of<br>Hyderabad, Gachibolwi, Telangana   |
| 7.    | Mr. Sreenish T V<br>BoS Member       | Assistant Professor<br>Department of Political Science<br>S N College, Kannur                               |
| 8.    | Abhilash T<br>BoS Member             | Assistant Professor<br>Department of Political Science<br>S N College, Chembazhanthi.                       |
| 9.    | Dr Vivek Jacob Abraham<br>BoS Member | Assistant Professor<br>Department of Political Science<br>Catholicate College, Pathanamthitta               |
| 10.   | Dr Ajithkumar P                      | Assistant Professor & Head<br>Department of Political Science, Payyanur<br>College, Payyanur                |
| 11.   | Dr Shyna V V                         | Assistant Professor<br>Department of Political Science, Payyanur<br>College, Payyanur                       |
| 12.   | Dr Ganesan D A                       | Assistant Professor & HoD<br>Department of Political Science, EKNM Govt.<br>College, Elerithattu.           |
| 13.   | Mr Pramesh A                         | Assistant Professor<br>Department of Political Science, Government<br>College, Kasargod                     |
| 14.   | Mr Deepak Joseph                     | Assistant Professor (On Contract)<br>Department of Political Science<br>Nirmalagiri College, Koothuparamba. |



