



**KANNUR UNIVERSITY**  
കണ്ണൂർ സർവകലാശാല

**(Abstract)**

FYUG - Political Science Programme -Modified Scheme and Syllabus for the Fourth Semester-Approved & Implemented w.e.f 2024 Admission - Orders issued

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**ACADEMIC C SECTION**

ACAD C/ACAD C4/22015/2024

Dated: 30.12.2025

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Read:-1.U.O No.ACAD C/ACAD C4/22015/2024 dated.22.11.2024.  
2.U.O No.ACAD C/ACAD C4/22015/2024 dated.28.07.2025  
3.The Minutes of the meeting of the Board of Studies in Political Science (Cd) held on 14.11.2025.  
4.E-mail dtd. 15.11.2025 from the Chairperson, Board of Studies in Political Science (Cd)  
5.The Minutes of the Meeting of the standing committee of the Academic council held on 05.12.2025  
6.Orders of the Vice Chancellor dtd.24.12.2025 in file No.ACAD C/ACAD C4/22323/2024

**ORDER**

1.The Scheme and Syllabus (First to Eighth Semesters) of the Political Science Programme (FYUGP) were approved and implemented in affiliated colleges w.e.f. 2024 admission , as per papers read as (1)& (2) above.

2.The Board of Studies in Political Science (Cd), in its meeting held on **14.11.2025**, recommended the inclusion of the following five new courses in the course basket of the Fourth Semester w.e.f. 2024 admission:

- 1. KU4DSCPOL208 – Political Theory**
- 2.KU4DSCPOL209 – Modern Western Political Thought**
- 3.KU4SECPOL202 –Political Leadership: Concept and Practice**
- 4.KU4VACPOL206 – Women and Politics**
- 5.KU4VACPOL205 – Indian Political Philosophy**

3.The syllabus and minutes of the meeting submitted by the Chairperson, vide email dated **15.11.2025**, were forwarded to the Dean, Faculty of Social Sciences and the Dean, after vetting the syllabus and minutes, recommended to approve the modifications.

4.The Vice-Chancellor, after examining the matter in detail, ordered to place the modified Scheme and Syllabus, along with the minutes of the Board of Studies meeting and the remarks of the Dean, before the Standing Committee of the Academic Council for consideration.

5.The Standing Committee of the Academic Council, at its meeting held on **05.12.2025**, considered the modified Scheme and Syllabus for the Fourth Semester of the FYUG Political Science



Programme and recommended for the approval of the same.

6.The Vice-Chancellor, after considering the recommendation of the Standing Committee of the Academic Council and in exercise of the powers of the Academic Council conferred under Section 11(1), Chapter III of the Kannur University Act, 1996, and other enabling provisions read together, **approved the modified Scheme and Syllabus for the Fourth Semester of the Political Science (FYUGP) Programme and accorded sanction to implement the same with effect from 2024 admission in the affiliated colleges under the University, subject to reporting to the Academic Council.**

7.The modified Scheme and Syllabus for the Fourth Semester of the FYUG Political Science Programme is appended with this U.O and uploaded in the University website ([www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in)).

Orders are issued accordingly

Sd/-

**Jisha K P**  
**Assistant Registrar II**  
For REGISTRAR

To: 1.The Controller of Examinations( through the PA )  
2.The Principals of Arts and Science Colleges affiliated to Kannur University  
3.The Chairperson, Board of Studies in Political Science (Cd)

Copy To: 1. PS to VC / PA to PVC / PA to R/PA to FO/PA to CE (to circulate among the section concerned)  
2. DR / AR (Acad) / AR I, AR II Exam/JR II Exam  
3. Computer Programmer/EXC I/AR VII (Exam)  
4. Web Manager (for uploading in the website)  
5. SF/DF/FC

Forwarded / By Order

*goyal*  
SECTION OFFICER



## 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
KU4DSCPOL208	Political Theory	30	70	100	4	4
KU4DSCPOL209	Modern Western Political Thought	30	70	100	4	4
KU4VACPOL203	Electoral Literacy	25	50	75	3	3
KU4VACPOL204	Human Rights	25	50	75	3	3
KU4VACPOL205	Indian Political Philosophy	25	50	75	3	3
KU4VACPOL206	Women, and Politics	25	50	75	3	3
KU4SECPOL201	Disaster Management	25	50	75	3	3
KU4SECPOL202	Political Leadership: Concept And Practice	25	50	75	3	3

### KU4DSCPOL205 THEORISING POLITICAL CONCEPTS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU4DSCPOL205	4	60
Learning Approach (Hours/ Week)			Marks Distribution		
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total
4	-	1	30	70	100
Duration of ESE (Hours)					
					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.	U
2	Studying the concept of state enable the students to critically analyse political structures and apply this knowledge to contemporary political issues and debates.	A
3	It helps the students to foster a sense of civic duty and active engagement in political processes.	A
4	While understanding the concepts of democracy, students should be able to analyse the functioning of democratic institutions and practices.	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:

MODU LE	UNIT	DESCRIPTION	HOURS
	<b>Introduction</b>		<b>12</b>
1	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>
2	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>
3	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>Power, Democracy, Citizenship &amp; Civil Society</b>		<b>12</b>
<b>4</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>Teacher Specific Module</b>		<b>12</b>
<b>5</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. Appadurai, 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		
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
1	<b>Social Contract Tradition</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.	
2	<b>Utilitarianism and Modern Conservatism</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 Contact, 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 Frederich Hegel- Dialectical Idealism, Theory of State, Theory of Freedom, and Critique of Representative Government.	
4	4	T H Green: Theory of Political Obligation, Theory of Positive Freedom and Positive view State	
	<b>Marxism</b>		<b>12</b>
	1	Karl Marx & Frederich Engles: Dialectical Materialism, Historical Materialism, Labour Theory of Value, and Alienation.	
	2.	Lenin: State & Revolution, and Imperialism.	
5	3	Rosa Luxemburg: Role of the Communist Party, and Reform & Revolution.	
	4	Mao: Cultural Revolution, and New Democracy	
	<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:**

<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>

**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		
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total
4	-	1	30	70	100
Duration of ESE (Hours)					
					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>		
	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	
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 Miniating Balance of Power	
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.	
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 Review/Field Report/Viva Voce/ Group Discussion (Any of the two)	10
<b>Total</b>		<b>100</b>

### **KU4DSCPOL208: POLITICAL THEORY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU4DSCPOL208	4	60
Learning Approach (Hours/ Week)			Marks Distribution		
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total
4	-	1	30	70	100
Duration of ESE (Hours)					
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	U

	and its relevance to contemporary issues.	
2	Studying the concept of state enable the students to critically analyse political structures and apply this knowledge to contemporary political issues and debates.	A
3	It helps the students to foster a sense of civic duty and active engagement in political processes.	A
4	While understanding the concepts of democracy, students should be able to analyse the functioning of democratic institutions and practices.	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>Introduction</b>		<b>12</b>
1	1	Political Theory: Meaning, Definition, Nature and Scope.	
	2	Types of Political Theory: Normative, and Empirical	
	3	Political Philosophy, Political Ideology, and Political Theory.	
	4	Debate on Decline of Political Theory	
	<b>State &amp; Sovereignty</b>		<b>12</b>
2	1	Theories of the Origin of the State: Divine origin Theory, Social Contract Theory,	
	2	Evolutionary Theory of state	
	3	Theories on the Role of the State: Minimal State, Neo-Liberal State, Totalitarian, Marxist perspective of state	
	4	Sovereignty: Monism and Pluralism, Changing nature of sovereignty in globalization	

	<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. Justice as fairness	
	4	Theories of Equality: Liberals, Marxists & Feminists	
	<b>Power, Democracy, Citizenship &amp; Civil Society</b>		<b>12</b>
<b>4</b>	1	Defining, Power, Power and elites	
	2	Democracy: Elitist, Pluralist, and Marxist.	
	3	Citizenship: Liberal, Libertarian, Communitarian, & Marxist.	
	4	Theories of Civil Society: Liberal and Marxian	
	<b>Teacher Specific Module</b>		<b>12</b>
<b>5</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:**

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>

**KU4DSCPOL209 MODERN WESTERN POLITICAL THOUGHT**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU4DSCPOL209	4	60
Learning Approach (Hours/ Week)			Marks Distribution		
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total
4	-	-	30	70	100
Duration of ESE (Hours)					
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	A

	their contributions to political theory and governance.	
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
1	<b>Social Contract Tradition</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.	
2	<b>Utilitarianism and Modern Conservatism</b>		
	1	Utilitarianism- Key Ideas, and Criticisms	12

	2	Jeremy Bentham-Utilitarian Philosophy, Critique of Social Contract, Hedonism,	
	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.	
	<b>Idealism</b>		<b>12</b>
3	1	Idealism-Key Ideas	
	2	Immanuel Kant: Freedom, Sovereignty, and Law	
	3	George Wilhem Frederich 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	
	<b>Marxism</b>		<b>12</b>
4	1	Karl Marx-Dialectical Materialism, Historical Materialism, Labour Theory of Value, Alienation, Class and class war, Withering away of state	
	2.	Lenin: State & Revolution, and Imperialism.	
	3	Rosa Luxemburg: Role of the Communist Party, 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:**

<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>

**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.

**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:**

MODULE	UNIT	DESCRIPTION	HOURS
1	<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.	
2	<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	
3	<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>
1.	Enrolment in Voters List.		
2.	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.		
3.	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.		
4.	Arrange a guest lecture by a local election official or politician to share their experiences and insights into the practical aspects of conducting elections.		
5.	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.		
6.	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.

### **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		
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total
3	-	1	25	50	75
<b>Course Description:</b> 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>		
	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>Non- Institutional Mechanisms</b>	<b>12</b>
<b>3</b>	1      Amnesty International	
	2      Human Rights Action Centre	
	3      Human Rights Watch	
	4      Human Rights without Frontiers (HRWF)	
	<b>Group Rights</b>	<b>12</b>
<b>4</b>	1      Rights Migrants & Refugees	
	2      Socially Marginalised: Dalits & Adivasis	
	3      Rights of Old and Disabled	
	4      Rights of Women, Children & LGBT	

	<b>Teacher Specific Module</b>	<b>5</b>
<b>5</b>	1. <i>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.</i>	

### 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:**

<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/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>

### **KU4VACPOL205: INDIAN POLITICAL PHILOSOPHY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	VAC	200-299	KU4VACPOL205	3	45
Learning Approach (Hours/ Week)			Marks Distribution		
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total
3	-	-	25	50	75
<b>Course Description:</b> This course explores Indian political Philosophy from ancient to modern times through a value-based perspective. It examines the ethical, spiritual, and philosophical foundations of Indian political ideas as reflected in diverse traditions such as Hindu, Buddhist, Liberal, Marxist, Dalit-Bahujan, and Feminist. Emphasizing moral and social values such as <i>dharma</i> , justice, equality, and human dignity, the course highlights how these traditions contributed to shaping India's political and ethical consciousness. Through the study of key thinkers such as Kautilya, Manu, Mahatma Gandhi, B.R. Ambedkar, and Jawaharlal Nehru. Students will critically engage with the principles of governance, social reform, and moral duty that define India's political legacy. By connecting ancient wisdom with modern democratic ideals, the course enables students to appreciate how Indian political philosophy continues to inspire value-based citizenship, ethical leadership, and inclusive nation building					

#### **Course Prerequisite: NIL**

#### **Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the nature and scope of Indian Political Philosophy, recognizing its ethical foundations and value-based orientation rooted in <i>dharma</i> , justice, and social harmony.	U
2	Explain the major features and moral-philosophical traditions of ancient and classical Indian political philosophy, highlighting their emphasis on duty, welfare, and righteous governance.	U
3	Analyse the ideas of key pre-colonial and early modern Indian philosophers, interpreting their role in promoting ethical consciousness and socio-political transformation.	An
4	Evaluate the contributions of modern Indian thinkers during the colonial and national movements in shaping democratic ideals, moral leadership, and	E

	value-centred reform.	
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\*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					✓		

## COURSE CONTENTS

### Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1	<b>Introduction</b>		
	1	Introduction to Indian Political Philosophy	9
	2	Debate on the originality of Indian Political Thought	
	3	Features and characteristics of Indian Political Thought	
	4	Streams of Thought I – Hindu, Buddhist, Liberal, and Gandhian	
2	<b>Streams and Traditions</b>		
	1	Streams of Thought II – Marxist, Dalit-Bahujan, Postcolonial, and Feminist	9
	2	Core concepts: Dharma, Justice, and Authority	
	3	Relationship between individual and community in Indian thought	
	4	Concepts of Freedom and Rights in Indian context	

	<b>Early Modern Thinkers</b>	<b>9</b>
<b>3</b>	1 Raja Rammohan Roy: Rights and Reform	
	2 Pandita Ramabai: Emancipation of Women	
	3 Jyotirao Phule: Caste, Slavery, and Social Equality	
	4 Dadabhai Naoroji: Drain Theory and Economic Nationalism	
	<b>Modern Thinkers and Political Ideals</b>	<b>9</b>
<b>4</b>	1 Ambedkar: Social Justice and Equality	
	2 Nehru: Secularism and Democratic Vision	
	3 B. G. Tilak: Extremist Nationalism	
	4 M. K. Gandhi: Satyagraha, Ahimsa, Swaraj, Sarvodaya, Trusteeship, and Critique of Modernity	
	<b>Teacher Specific Module</b>	<b>9</b>
<b>5</b>	<i>Directions</i>	
	<ol style="list-style-type: none"> <li>1. Organize a debate where students discuss the relevance of ancient and modern Indian political ideas in today's democratic context.</li> <li>2. Provide short case studies or scenarios on issues such as caste, gender equality, or governance. Students will identify which Indian thinkers' ideas (e.g., Ambedkar, Gandhi, or Phule) offer solutions to these issues.</li> <li>3. Conduct a guided reading session on primary texts such as <i>Hind Swaraj</i>, or <i>Annihilation of Caste</i> to enhance critical interpretation skills.</li> <li>4. Encourage students to write a reflective note connecting the ideas of Indian thinkers with contemporary governance or social issues.</li> </ol>	

#### **Essential Readings:**

1. V.R. Mehta (1992), *Foundations of Indian Political Thought*, Manohar Publishers.
2. Bidyut Chakrabarty & Rajendra Kumar Pandey (2009), *Modern Indian Political Thought: Text and Context*, Sage Publications.
3. Thomas Pantham & K.L. Deutsch (eds.) (1986), *Political Thought in Modern India*, Sage.
4. A. Appadorai (2008), *Indian Political Thinking Through the Ages*, Khanna Publishers.
5. Ramachandra Guha (2018), *Makers of Modern India*, Penguin Books.

#### **Suggested reading**

1. Altekar, A. S. (2021). *State and Government in Ancient India*. Delhi: Motilal Banarsi Dass.
2. Ramaswamy, S. (2010). *Political Thought in Modern India: The Themes of Freedom and Justice*. Oxford University Press.
3. Ambedkar, B. R. (1936). *Annihilation of Caste*.
4. Gandhi, M. K. (1909). *Hind Swaraj or Indian Home Rule*.
5. Phule, Jotirao (1873). *Slavery (Gulamgiri)*. Pune: Education Society Press.
6. Nehru, Jawaharlal (1946). *The Discovery of India*.
7. Vivekananda, Swami. *Selected Speeches and Writings*.

**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/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>

**KU4VACPOL206: WOMEN AND POLITICS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours

4	VAC	200-299	KU4VACPOL206		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 provides a brief academic introduction to the study of women and gender as central categories in social and political analysis, with a strong emphasis on value formation and ethical understanding. It encourages students to appreciate how ideas of womanhood, femininity, and gender roles have evolved through history, theory, and cultural practices, and how these continue to influence the lives and status of women in India today. Through key feminist perspectives, the course nurtures values of equality, justice, empathy, and respect for diversity. It helps students develop a critical awareness of social, political, and economic inequalities, including issues such as gender-based discrimination, violence, underrepresentation, and economic disparity while fostering sensitivity to both public and private spheres of life. Furthermore, the course introduces an understanding of the ethical responsibilities of citizenship by exploring the role of the Indian State, constitutional rights, legal safeguards, and policy measures aimed at ensuring gender justice and women's empowerment. Finally, it seeks to build not only knowledge but also values of social responsibility, inclusivity, and human dignity among students.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Explain major theoretical approaches to gender and patriarchy, fostering critical thinking, empathy, and awareness of how power and inequality shape gender relations in society.	U
2	Identify key social and political challenges faced by women in India, developing a sense of justice, equality, and moral responsibility toward addressing gender-based discrimination and exclusion.	U
3	Analyse economic inequalities and structural barriers affecting women's status, cultivating values of fairness, dignity of labour, and social sensitivity toward marginalized groups.	An
4	Evaluate state initiatives, legal measures, and strategies for advancing gender equality, promoting ethical citizenship, respect for human rights, and	E

	commitment to social transformation	
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\*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				✓			

### COURSE CONTENTS

#### Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1	<b>Introduction</b>		
	1	Concept of Gender: distinction between sex and gender; understanding patriarchy	
	2	Feminist theories: Liberal, Socialist, Marxist & Radical	
	3	Gender as a social construct: culture, identity, and power relations	
	4	Intersectionality – linking gender with class and ethnicity	
2	<b>Social and Political Challenges in India</b>		
	1	Gender based violence: domestic violence &honour killings	
	2	Social practices: child marriage, discrimination in family and education	
	3	Women's political representation – barriers and progress	
	4	Gender and media – portrayal, stereotypes	

	<b>Economic Dimensions of Gender Inequality</b>		<b>9</b>
<b>3</b>	1	Women and labour: wage gap & , unpaid work	
	2	Gender and poverty: access to credit, and property rights	
	3	Health and reproductive rights – access, autonomy, and awareness	
	4	Impact of globalization on women's economic roles	
	<b>State Initiatives, Legal Frameworks, and Way Forward</b>		<b>9</b>
<b>4</b>	1	Legal protections for women – constitutional rights and key legislations (Domestic Violence Act, POSH Act, Dowry Prohibition Act, etc.)	
	2	Government programs for women's welfare and empowerment	
	3	NGOs, and social movements in gender justice	
	4	Building gender equality – education, awareness and policy reform	
	<b>Teacher Specific Module</b>		<b>9</b>
	<i>Directions</i>		
<b>5</b>	<p>5. Organize class discussions or debates on gender equality, women's empowerment, and the influence of social norms on gender roles.</p> <p>6. Conduct short presentations on landmark legislations or movements related to women's rights, such as the Domestic Violence Act, the Sexual Harassment of Women at Workplace Act, or the Women's Reservation Bill.</p> <p>7. Assign mini-projects or field studies on government or NGO initiatives promoting women's welfare, gender inclusion, and equal opportunities in education, employment, and politics.</p> <p>8. Encourage creative activities such as poster-making, documentary reviews, or awareness campaigns focusing on gender sensitivity and women's rights.</p>		

#### **Essential Readings:**

1. Kamla Bhasin (2014) – *Understanding Gender*
2. Nivedita Menon (2012) – *Seeing Like a Feminist*
3. Neera Desai & Maithreyi Krishnaraj (2009) – *Women and Society in India*
4. Leela Dube (2000) – *Gender and Kinship: Essays Toward a Unified Analysis*

5. Vina Mazumdar (1985) – *Emergence of the Women's Question in India*
6. Government of India (2001) – *National Policy for the Empowerment of Women*
7. National Commission for Women Reports – Various issues and policy briefs
8. Sharmila Rege (2006) – *Writing Caste, Writing Gender: Reading Dalit Women's Testimonies*

#### Additional Suggested Readings

- ✓ Uma Chakravarti (2003) – *Gendering Caste: Through a Feminist Lens*
- ✓ Gail Omvedt (1993) – *Reinventing Revolution: New Social Movements and the Socialist Tradition in India*
- ✓ Bina Agarwal (1994) – *A Field of One's Own: Gender and Land Rights in South Asia*
- ✓ Tara Bai Shinde (1882; reprinted) – *A Comparison Between Men and Women* (early feminist writing in India)
- ✓ Mary E. John (2014) – *Women's Studies in India: A Reader*
- ✓ Devaki Jain (2005) – *Women, Development and the UN: A Sixty-Year Quest for Equality and Justice*
- ✓ Nandita Gandhi & Nandita Shah (1991) – *The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*
- ✓ Vibhuti Patel (2010) – *Gender Equality and Women's Empowerment in India*

#### 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>

### 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		
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:**

<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/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>

## **KU4SECPOL202 POLITICAL LEADERSHIP: CONCEPT AND PRACTICE**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	SEC	200-299	KU4SECPOL202	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

This course aims to provide students with conceptual understanding and practical insights into the nature of political leadership and governance. It introduces leadership theories, explores the role of political leaders in democratic governance, develops essential leadership skills, and analyses charisma and its influence in politics. Leadership is not merely a position of power but a dynamic process of influencing, inspiring, and guiding individuals and institutions toward collective goals. The course explores both conceptual and practical dimensions of leadership.

**Course Prerequisite: NIL**

**Course Outcomes:**

C No.	Expected Outcome	Learning

		Domains
1	Students will be able to understand the concept, theories leadership and types of leadership	R
2	Understand the role of leadership in political administration, particularly how effective leadership contributes to policy formulation, decision-making, institutional efficiency.	U
3.	Understand the interrelation between political leadership and governance	U
4	To develop essential skills and competencies required for effective political leadership	A
5	Analyse the role of charisma and personality in shaping political authority and influence, with reference to relevant historical and contemporary case studies.	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>Concept of Leadership</b>	9
	1	Meaning and Nature of Leadership	█
	2	Types of Leadership: Democratic, Autocratic and	

		Bureaucratic	
	3	Classical Theory of Leadership-Trait Theory	
	4	Modern Theory of Leadership-Participative Leadership Theory	
	<b>Political Leadership</b>		
2	1	Political Leadership: Meaning, Features and Importance	
	2	Role of Political Leadership in Democracy	
	3	Member of Parliament (MP), Member of Legislative Assembly (MLA) and their role in Policy Making	
	4	Panchayath President and Ward Member/ Councillor in Decentralised Administration	
	<b>Skills for Political Leadership</b>		
3	1	Communication Skills	
	2	Public Speaking Skills	
	3	Team Building, Motivation and Emotional Intelligence	
	4	Decision-Making and Crisis Management Skills	
4	<b>Case Studies in Political Leadership</b>		
	1	Mahatma Gandhi: Organisational and Mobilizational Skills (Non-Cooperation Movement & Quit India Movement)	
	2	Martin Luther King Jr. Communication and Oratory Skill (Birmingham Campaign)	
	3	Jawaharlal Nehru: Public Speaking Skill (Tryst with Destiny)	
	4	A P J Abdul Kalam: Motivational Skill ('Wings of Fire'-Autobiography)	
5		Teacher Specific Module	9

### **Essential Readings**

1. Abdul Kalam. APJ.(1999). Wings of Fire : An Autobiography, Universities Press, New Delhi

2. Adair, J. (2009). Effective Leadership: How to Be a Successful Leader. Pan Macmillan.
3. Bass, Bernard M. *Bass and Stogdill's Handbook of Leadership: Theory, Research, and Managerial Applications*. Free Press, 2008.
4. Cooper. K. Steven(2019). Leaders who changed the world, Jaico Publishing House, New Delhi.
5. Damodaran A K, Jawaharlal Nehru: A Communicator and Democratic Leader, Primus Books, New Delhi.
6. Jayapalan, N. *Leadership and Political Development*. Atlantic Publishers, 2002.
7. Jha, Pankaj. *Leadership in India: Theory and Practice*. Sage Publications, 2018.
8. Kumarasamy Anand (2006).Gandhi on Personal Leadership, Jaico Publishing House, New Delhi.
9. Leftwich, Adrian. *Governance, Democracy and Development in the Third World*. Lynne Rienner Publishers, 1993.
10. Madan Mohan Ghosh. (1989) *Political Leadership in India*. Meenakshi Prakashan, Meerut.
11. Northouse G Peter(2021). Leadership: Theory and Practice, 9<sup>th</sup> Edition, Sage Publications.
12. Press. Northouse, P. G. (2015). Leadership: Theory and Practice. Sage.
13. Rost, J. C. (1991). Leadership in the Twenty-First Century. Praeger.
14. Wiseman Liz (2023). Multipliers: How the best leaders make everyone smarter, Harper Business.

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	10
b)	Test Paper-2	
c)	Assignment/Case Studies	5
d)	Seminar	5
e)	Communication Skills	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>75</b>