

**SREENARAYANAGURU**  
**O P E N U N I V E R S I T Y**

**MASTER OF ARTS IN POLITICAL SCIENCE**

**SCHEME & SYLLABUS**

**(Semester I, II, III & IV)**

**2024 ADMISSION ONWARDS**

**SREENARAYANAGURU OPEN UNIVERSITY**  
**POST GRADUATE PROGRAMME IN POLITICAL SCIENCE**

**COURSE CODING SCHEME**

**Course Coding Index**

<b>Degree</b>	<b>Scheme Year</b>	<b>Discipline</b>	<b>Course Number</b>	<b>Course Category</b>
Masters	2023	Political Science	01	Discipline Core
<b>M</b>	<b>23</b>	<b>PS</b>	<b>01</b>	<b>DC</b>

Table- A			Table -B	
No.	Discipline	Code	Course Category	Code
1	Commerce	CO	Discipline Core	DC
2	Business Administration	BA	Discipline Elective	DE
3	Mathematics	MT	Ability Enhancement Compulsory Courses (Discipline Specific & Institution Specific)	AC (DS&IS)
4	Computer Science	CS		
5.	Malayalam	ML	Skill Enhancement Compulsory Courses	SC
4	English	EG	Internship	IN
5	Hindi	HD	Dissertation / Project Work and Viva Voce	DP
6	Arabic	AR	Cross border Discipline Courses	CB
7	Sanskrit	SN		
8	History	HS		
9	Political Science	PS		
10	Sociology	SO		
11	Economics	EC		
12	Library and Information Science	LB		
13	Public Administration	PA		

**SREENARAYANAGURU OPEN UNIVERSITY**  
**POST GRADUATE PROGRAMME IN POLITICAL SCIENCE**

**Programme Structure and Course Distribution**

<b>Sem</b>	<b>Discipline Core Course (4 Credit each)</b>	<b>Discipline Specific Elective Course (4 Credit each)</b>	<b>Ability Enhancement Compulsory Course-Discipline Specific AC (DS) (2 Credit each)</b>	<b>Ability Enhancement Compulsory Course-Institution Specific AC (IS) (2 Credit each)</b>	<b>Skill Enhancement Course (SC) (2 Credit) Compulsory/ Internship</b>	<b>Dissertation/ Project Work and Viva Voce (DP) (4 Credit)</b>	<b>Cross border Discipline Course (CB) (4 Credit) (Optional)</b>	<b>Total Credit per Semester</b>
<b>I</b>	<b>M23PS01DC</b>						<b>M21CM01CB M21EG01CB M21ML01CB M21SO01CB</b>	<b>18</b>
	<b>M23PS02DC</b>		<b>M23PS01AC (DS)</b>					
	<b>M23PS03DC</b>							
	<b>M23PS04DC</b>							
<b>II</b>	<b>M23PS05DC</b>			<b>M21UC01A C (IS)</b>				
	<b>M23PS06DC</b>							
	<b>M23PS07DC</b>							

	M23PS08DC						M23AR01CB	18
III	M23PS09DC	M23PS01DE M23PS02DE M23PS03DE M23PS04DE (Any two)			M23PS01SC		M23HD01CB M23CA01CB M21HS01CB M23PH01CB M23SN01CB M23PA01CB	18
	M23PS10DC							
IV	M23PS11DC	M23PS05DE M23PS06DE M23PS07DE (Any one)			M23PS02SC	M23PS01DP	(Any two from the list in any two semesters)	18
	M23PS12DC							
Total	12	3	1	1	2	1	8	72-80

**SREENARAYANAGURU OPEN UNIVERSITY**  
**POST GRADUATE PROGRAMME IN POLITICAL SCIENCE**

**Programme Structure and Course Distribution**

<b>Sem</b>	<b>Discipline Core Course (4 Credit each)</b>	<b>Discipline Specific Elective Course (4 Credit each)</b>	<b>Ability Enhancement Compulsory Course- Discipline Specific AC (DS) (2 Credit each)</b>	<b>Ability Enhancement Compulsory Course- Institution Specific AC (IS) (2 Credit each)</b>	<b>Skill Enhancement Course (SC) (2 Credit) Compulsory/ Internship</b>	<b>Dissertatio n/ Project Work and Viva Voce (DP) (4 Credit)</b>	<b>Cross border Discipline Course (CB) (4 Credit) (Optional)</b>	<b>Total Credit per Semester</b>
<b>I</b>	<b>M23PS01DC</b>						<b>M21CM01CB M21EG01CB M21ML01CB M21SO01CB M23AR01CB</b>	<b>18</b>
	<b>M23PS02DC</b>		<b>M23PS01AC (DS)</b>					
	<b>M23PS03DC</b>							
	<b>M23PS04DC</b>							
<b>II</b>	<b>M23PS05DC</b>			<b>M23PS02AC (IS)</b>				<b>18</b>
	<b>M23PS06DC</b>							
	<b>M23PS07DC</b>							
	<b>M23PS08DC</b>							

<b>III</b>	<b>M23PS09DC</b>	<b>M23PS01DE</b> <b>M23PS02 DE</b> <b>M23PS03DE</b>			<b>M23PS01SC</b>		<b>M23HD01CB</b> <b>M23CA01CB</b> <b>M21HS01CB</b> <b>M23PH01CB</b> <b>M23SN01CB</b> <b>M23PA01CB</b>	<b>18</b>
	<b>M23PS10DC</b>	<b>M23PS04DE</b> <b>(Any two)</b>						
<b>IV</b>	<b>M23PS11DC</b>	<b>M23PS05DE</b> <b>M23PS06DE</b> <b>M23PS07DE</b> <b>(Any one)</b>			<b>M23PS02SC</b>	<b>M23PS01</b> <b>DP</b>	<b>(Any two</b> <b>from the list in</b> <b>any two</b> <b>semesters)</b>	<b>18</b>
	<b>M23PS12DC</b>							
<b>Total</b> <b>1</b>	<b>12</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>72-80</b>

**SREENARYANAGURU OPEN UNIVERSITY**  
**POST-GRADUATE PROGRAMME IN POLITICAL SCIENCE**  
**SEMESTER-WISE DISTRIBUTION OF COURSES**

<b>SEMESTER I</b>				
<b>Sl. No.</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit</b>
1.	Discipline Core Course	M23PS01DC	State and Politics in India	4
2.	Discipline Core Course	M23PS02DC	Introduction to Political Theory	4
3.	Discipline Core Course	M23PS03DC	Public Administration	4
4.	Discipline Core Course	M23PS04DC	Ancient and Medieval Political Thought	4
5.	Ability Enhancement Compulsory Course (Discipline Specific)	M23PS01AC (DS)	Sustainable Development	2
<b>SEMESTER II</b>				
<b>Sl. No.</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit</b>
1.	Discipline Core Course	M23PS05DC	Issues in Indian Politics	4
2.	Discipline Core Course	M23PS06DC	Modern Western	4



			<b>Political Thought</b>	
<b>3.</b>	<b>Discipline Core Course</b>	<b>M23PS07DC</b>	<b>Comparative Politics</b>	<b>4</b>
<b>4.</b>	<b>Discipline Core Course</b>	<b>M23PS08DC</b>	<b>Theories of International Relations</b>	<b>4</b>
<b>5.</b>	<b>Ability Enhancement Compulsory Course (Institution Specific)</b>	<b>M21UC01AC (IS)</b>	<b>Foundational Skills for Research and Writing</b>	<b>2</b>

<b>SEMESTER III</b>				
<b>Sl. No.</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit</b>
<b>1.</b>	<b>Discipline Core Course</b>	<b>M23PS09DC</b>	<b>Indian Political Thought</b>	<b>4</b>
<b>2.</b>	<b>Discipline Core Course</b>	<b>M23PS10DC</b>	<b>Research Methodology</b>	<b>4</b>
<b>3.</b>	<b>Discipline Specific Elective Course (Choose any two)</b>	<b>M23PS01DE</b>	<b>Human Rights</b>	<b>4</b>
		<b>M23PS02DE</b>	<b>Social Exclusion: Theory and Practice</b>	<b>4</b>
		<b>M23PS03DE</b>	<b>Public Policy in India</b>	<b>4</b>
		<b>M23PS04DE</b>	<b>Peace and Conflict Resolution</b>	<b>4</b>
<b>4.</b>	<b>Skill Enhancement Compulsory Course</b>	<b>M23PS01SC</b>	<b>Public Opinion and Field Research</b>	<b>2</b>

## SEMESTER IV

Sl. No.	Course Type	Course Code	Course Name	Credit
1.	Discipline Core Course	M23PS11DC	Issues in International Relations	4
2.	Discipline Core Course	M23PS12DC	State, Society and Politics in Kerala	4
3.	Discipline Specific Elective Course  (Choose any one)	M23PS05DE	Foreign Policy of India	4
		M23PS06DE	Environment and Politics	4
		M23PS07DE	Decentralisation and Local Self Governance in Kerala	4
4.	Skill Enhancement Compulsory Course	M23PS02SC	Financial Administration	2
5.	Dissertation/Project work and Viva Voce	M23PS01DP	Dissertation	4

**Cross Border Discipline Courses (SEMESTER I/II/III/IV)**

Sl.No.	Course Type	Course Code	Course Name	Credit
1.	<b>Cross Border Discipline Courses</b>	<b>M21CM01CB</b>	<b>Organisational Behaviour</b>	<b>4</b>
2.	<i>(It is optional for learners who want to pursue courses in other disciplines over and above the mandatory courses for the admitted PG programme) *a maximum of 2 courses with 4 credits each not exceeding 1 per semester</i>	<b>M21EG01CB</b>	<b>Romantics and Victorians</b>	<b>4</b>
3		<b>M23AR01CB</b>	<b>Arabic for All</b>	<b>4</b>
4.		<b>M23CA01CB:</b>	<b>Machine Learning for All</b>	<b>4</b>
5.		<b>M23HD01CB</b>	<b>Beginner's Hindi</b>	<b>4</b>
6.		<b>M23SN01CB</b>	<b>Samskrutha Varthani</b>	<b>4</b>
7.		<b>M21HS01CB</b>	<b>Struggle for Indian Independence</b>	<b>4</b>
8.		<b>M23PH01CB</b>	<b>Social Ethics</b>	<b>4</b>
9.		<b>M21ML01CB</b>	<b>കവിതയും കഥയും (Kavithayum Kadhayum)</b>	<b>4</b>
10.		<b>M21SO01CB</b>	<b>Criminology</b>	<b>4</b>
11.		<b>M21EC01CB</b>	<b>General Economics</b>	<b>4</b>
12		<b>M23PA01CB</b>	<b>Human Rights</b>	<b>4</b>

**Evaluation:**

The evaluation of the programme will be based on two aspects:

- Continuous Internal Evaluation (CIE)
- End Semester Examination (ESE)
- CIE and ESE will be in the ratio 30:70
- CIE contains two Assignments and each carry 15 marks

**ESE has four sections carrying 70 marks as follows**

- Single sentence Questions, 10 out of 12 (10x2 marks) =20 marks
- short answer/Note questions, 3 out of 5(3 x 5 marks) = 15 marks
- Annotation/Explanatory note, 3 out of 5(3x5 marks) = 15 marks.
- Essay type questions, 2 out of 4 (2 x 10 marks) = 20 marks

# Semester - I

## **COURSE I: STATE AND POLITICS IN INDIA [M23PS01DC] Credits: 4**

### **Course Objectives**

Upon completion of this course, the learners will be able to familiarize themselves with the evolution and development of the Indian political system from colonial times to the present. The course will analyse the functioning and inter-relationships of key governance institutions in India and examine the dynamics of federalism and its impact on Centre-State relations. The course will enable learners to explore the foundational principles and core values enshrined in the Indian Constitution and understand the roles and interactions of the Legislature, Executive, and Judiciary within the Indian political framework. Additionally, learners will assess the role and impact of various governance and regulatory institutions in India.

### **Course Learning Outcomes**

- Learners will be able to critically analyze the historical evolution of the Indian political system.
- Learners will gain an understanding of the structure and functioning of India's legislative, executive, and judicial branches.
- Learners will develop insights into the complexities and challenges of Indian federalism.
- Learners will be able to evaluate the effectiveness of key governance and regulatory institutions in India.
- Learners will enhance their ability to engage with and critique the major debates and issues in Indian politics.

### **Course Outline**

- Block I: Indian Political System: Evolution and Development
- Block II: Institutions of Governance: Functioning and Inter-Relationships
- Block III: Federalism: Process and Operation Dynamics
- Block IV: Governance and Regulatory Institutions

**Block I: Indian Political System: Evolution and Development**

- Unit I: Colonialism to Modern State and the Formation of Constituent Assembly
- Unit II: Selected Debates: Secularism and the Role of Governor
- Unit III: Foundational principles and Core values of the Constitution: Fundamental Rights and Directive Principles of State Policy

**Block II: Institutions of Governance: Functioning and Inter-Relationships**

- Unit I: Legislature: Composition and Functioning
- Unit II: Executive: Relationship between President, Prime Minister and the Council of Ministers
- Unit III: Judiciary: Appointments, Accountability and Independence, Public Interest Litigation and Judicial Activism, Judicial Review and Basic Structure Doctrine

**Block III: Federalism: Process and Operation Dynamics**

- Unit I: Features of Indian federalism and Constitutional Provisions
- Unit II: Conflicts and issues in Centre-State relations
- Unit III: Challenges, Continuity and Change in Indian Federalism

**Block IV: Governance and Regulatory Institutions**

- Unit I: Planning Commission to NITI Ayog
- Unit II: Finance Commission, Inter-State Council, Lok Pal and Lokayukta
- Unit III: Election Commission of India

**References**

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- Chandra, B., Mukherjee, M., & Mukherjee, A. (2008). *India After Independence: 1947-2000*. Penguin Books.
- Chakrabarty, B., & Pandey, R. K. (2008). *Indian Government and Politics*. Sage Publications.

- Chaube, S. K. (2000). *The Making and Working of the Indian Constitution*. National Book Trust.
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- Pylee, M. V. (2013). *India's Constitution*. S. Chand Publishing.
- Saxena, R. (2013). *Federalism in India: Towards a Fresh Balance of Power*. Sage Publications.
- Sharma, B. A. V. (2001). *Judicial Review of Legislative Acts*. Deep & Deep Publications.



## **COURSE II: INTRODUCTION TO POLITICAL THEORY [M23PS02DC] Credits: 4**

### **Course Objectives**

This course aims to provide a comprehensive introduction to the field of political theory, exploring its fundamental concepts, debates, and thinkers. Learners will understand the nature and significance of political theory, examining its relevance and evolution over time. The course will equip them with a solid foundation to understand and critically analyze various perspectives on freedom, justice, and democracy. Through an in-depth study of key thinkers and original texts, learners will gain insight into the rich diversity of ideologies and viewpoints within the modern Indian and Western intellectual traditions. They will develop the ability to critically evaluate arguments, identify underlying assumptions, and formulate their own informed opinions on complex political issues.

### **Course Learning Outcomes**

- Define and explain the nature and significance of political theory as a field of study.
- Analyze and compare different conceptions of freedom, including negative and positive liberty, swaraj, and the relationship between freedom and the market.
- Critically examine various theories of justice, such as justice as fairness, communitarian concepts, and global justice.
- Differentiate and evaluate different forms of democracy, including direct participatory democracy, liberal and representative democracy, and cosmopolitan democracy.
- Interpret and discuss selected excerpts from original texts by political thinkers, understanding how they construct their arguments.
- Demonstrate critical thinking skills by evaluating the strengths and weaknesses of various political theories and their practical implications.
- Apply theoretical concepts to contemporary political issues and debates.

### **Course Outline:**

- Block I: Political Theory: Nature and Significance
- Block II: Concepts of Freedom
- Block III: Justice
- Block IV: Democracy

## **Block I: POLITICAL THEORY: NATURE AND SIGNIFICANCE**

- Unit I: What is Political Theory?
- Unit II: Why do we need Political Theory
- Unit III: Debate in Political Theory: Decline or Resurgence?

## **Block II: CONCEPTS OF FREEDOM**

- Unit I: Negative vs. Positive Liberty (Isaiah Berlin)
- Unit II: Freedom as Swaraj (Mahatma Gandhi)
- Unit III: Freedom and the market (Robert Nozick and Friedrich Hayek)

## **Block III: JUSTICE**

- Unit I: Justice as Fairness (John Rawls)
- Unit II: Communitarian Concepts (Michael Walzer and Michael Sandel)
- Unit III: Global Justice (Thomas Pogge)

## **Block IV: DEMOCRACY**

- Unit I: Direct Participatory Democracy
- Unit II: Liberal and Representative form of Democracy
- Unit III: Cosmopolitan Form of Democracy

## **References**

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- Kukathas, Ch. and Gaus, G. F. (2004) (eds.). 'Handbook of Political Theory'. New Delhi, Sage.

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- Stephen K. White & J. Donald Moon (ed.), *What is Political Theory*, Sage, New Delhi, 2004
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- Pogge, T., and M. Sengupta, 2016, “Assessing the sustainable development goals from a human rights perspective,” *Journal of International and Comparative Social Policy*, 32(2): 83–97.
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- Walzer, M. (2007). *Thinking politically: Essays in political theory*. Yale University Press.

## **COURSE III: PUBLIC ADMINISTRATION [M23PS03DC] Credits: 4**

### **Course Objectives**

This course aims to provide a comprehensive understanding of public administration, emphasizing both theoretical concepts and practical applications. It explores the role and significance of information and communication technology (ICT) in governance, highlighting its impact on efficiency and transparency. Additionally, the course focuses on effective strategies for delivering citizen services, ensuring that learners gain insights into contemporary approaches and challenges in public administration. By the end of the course, learners will be equipped with the knowledge and skills necessary to navigate and contribute to the field of public administration effectively.

### **Course Learning Outcomes**

- Conceptualize the origin and evolution of Public Administration
- Comprehend various approaches and concepts in Public Administration
- Examine the recent developments in the domain of Public Administration
- Understand contemporary discourses in Public Administration
- Critically evaluate the role of Information Technology in Public Administration
- Analyze the role of Information Technology in delivering citizen's services

### **Course Outline**

- Block 1: Concepts in Public Administration
- Block 2: Public Administration in Practice and Approaches
- Block 3: Role of ICT in Governance
- Block 4: Delivering Citizens Services

### **BLOCK 1: CONCEPTS IN PUBLIC ADMINISTRATION**

- Unit 1: Defining Public Administration
- Unit 2: Evolution of Public Administration
- Unit 3: Recent Trends in Administration

## **BLOCK 2: PUBLIC ADMINISTRATION IN PRACTICE AND APPROACHES**

- Unit 1: Importance of Public Administration
- Unit 2: Interdisciplinary Approaches to the Study of Public Administration Relationship with other social sciences - Sociology, Political Science, Psychology, Economics, Management, Law
- Unit 3: Various Approaches to the Study of Public Administration

## **BLOCK 3: ROLE OF ICT IN GOVERNANCE**

- Unit 1: ICT Concept and Implementation
- Unit 2: E-governance- Concept, Legal and Policy framework
- Unit 3: Significance of E-governance

## **BLOCK 4: D CITIZEN CENTRIC E-SERVICE DELIVERY**

- Unit 1: Areas of ICT Intervention
- Unit 2: Rural Development Initiatives
- Unit 3: E-Governance Initiatives in Kerala

## **References**

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- Osborn, David and Ted Gaebler (1992) Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector, New Delhi, Prentice Hall of India

## **COURSE IV: ANCIENT AND MEDIEVAL POLITICAL THOUGHT [M23PS04DC]**

**Credits: 4**

### **Learning Objectives**

By the end of the course on Ancient and Medieval Political Thought, learners will be able to identify and describe the contributions of key philosophers such as Plato, Aristotle, Augustine, and Aquinas; explain core concepts such as justice, authority, and the nature of the state; conduct comparative analyses of political theories from ancient Greece and medieval Europe; contextualize these theories within their historical and cultural settings; and apply these historical ideas to modern political issues, demonstrating their relevance and impact on contemporary political thought.

### **Course Learning Outcomes**

- Learners will identify and describe the contributions of major ancient and medieval political philosophers
- Learners will core political concepts such as justice, authority, and the nature of the state from ancient and medieval perspectives
- Learners will compare and contrast political theories from ancient Greece and medieval Europe
- Learners will analyze how historical and cultural contexts influenced ancient and medieval political thought.

### **Course Outline**

- Block I: Socrates, Plato and Aristotle
- Block II: Kautilya, Manu and Buddhist and Jainist Tradition
- Block III: St. Augustine, Thomas Aquinas and Machiavelli
- Block IV: Abul Fazal, Jean Bodin and Hugo Grotius

### **Block I: Socrates, Plato and Aristotle**

- Unit I: Socratic Dialectic Method and Legacy
- Unit II: Plato's Allegory of Cave, Philosopher King and Idea of Justice
- Unit III: Aristotle: Polis and Good Life, Constitution and Political Authority, Theory of Revolution



## **Block II: Kautilya, Manu and Buddhist and Jainist Traditions**

- Unit I: Kautilya's Theories of State: Saptang and Rajamandala
- Unit II: Manu: Social Order and Laws; Conception of Justice
- Unit III: Buddhist and Jainist Traditions

## **Block III: St Augustine, Thomas Aquinas and Machiavelli**

- Unit I: St Augustine: State, Justice and Slavery
- Unit II: Thomas Aquinas: Church, State and Law
- Unit III: Machiavelli: Separation of Politics and Ethics; Strategies and tactics of consolidating power

## **Block IV: Abul Fazal, Jean Bodin and Hugo Grotius**

- Unit I: Abul Fazal: Monarchy
- Unit II: Jean Bodin: Sovereignty
- Unit III: Hugo Grotius: International Law

## **References**

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- Machiavelli, N. (1998). *The Prince* (H. C. Mansfield, Trans.). University of Chicago Press. (Original work published 1532)
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- Alfarabi. (2001). *Political Regime (The Book of Opinions of the People of the Virtuous City)* (F. M. Najjar, Trans.). Islamic Translation Series, Brigham Young University Press.

**Ability Enhancement Compulsory Course- Discipline Specific AC (DS)**  
**SUSTAINABLE DEVELOPMENT [M23PS01AC (DS)] Credits: 2**

**Course Objectives**

The course aims to provide learners with a comprehensive understanding of sustainable development principles, challenges, and strategies. Learners will explore the interconnections between economic, social, and environmental aspects of development, and the need for a balanced and holistic approach. The course also examines the global initiatives, policies, and frameworks that promote sustainable development goals.

**Course Outcomes**

- Analyze the concepts of sustainable development
- Evaluate the global initiatives, policies, and frameworks that promote sustainable development goals
- Explore the challenges and trade-offs associated with sustainable development
- Understand sustainability issues in various contexts, and propose innovative solutions for achieving long-term, equitable, and environmentally responsible development.

**Course Outline**

- BLOCK 1 Concept of Sustainable Development
- BLOCK 2 Development, Sustainability and Climate Change

**BLOCK 1 Concept of Sustainable Development**

Unit 1 Meaning, Nature and Scope of Sustainable Development

Unit 2 Major Components and Goals of Sustainable Development

Unit 3 Approaches to Sustainable Development

**BLOCK 2 Development, Sustainability and Climate Change**

Unit 1 Interrelationship among Development, Sustainability and Climate Change

Unit 2 International Conventions on Sustainable Development

Unit 3 Concept of Global Commons and Climate Change

**References**

- Sharma, B. K. (Ed.). (2018). Sustainable Development Goals: Perspectives from India. Springer.

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# Semester - II

## **COURSE I: ISSUES IN INDIAN POLITICS [M23PS05DC] Credits: 4**

### **Course Objectives**

After the completion of the course, learners will be able to examine the dynamics of identity politics in India, focusing on caste, class, and gender. They will understand the various dimensions and causes of marginalisation in India, and analyze the social and ideological bases of political parties, as well as the evolution of the party system. The course will familiarise learners with the patterns and implications of coalition politics and the role of regional parties. Additionally, learners will study electoral politics, including political participation, representation issues, and electoral reforms. Finally, they will assess the impact of affirmative action policies on marginalised communities in India.

### **Course Learning Outcomes**

- Learners will gain a comprehensive understanding of identity politics in India and its impact on governance and society.
- Learners will be able to identify and analyze the factors contributing to the marginalization of various social groups in India.
- Learners will understand the structure and dynamics of political parties and the party system in India.
- Learners will develop insights into electoral behavior, issues of political representation, and the necessity for electoral reforms.
- Learners will be able to evaluate the effectiveness and challenges of affirmative action policies in addressing social inequalities in India.

### **Course Outline**

- Block I: Identity Politics in India
- Block II: Marginalization in India
- Block III: Parties and the Party System in India
- Block IV: Electoral Politics

### **Block I: Identity Politics in India**

- Unit I: Politics of Caste,
- Unit II: Politics of Class
- Unit III: Politics of Gender

### **Unit II: Marginalization in India**

- Unit I: Marginalization of Dalits and Adivasis
- Unit II: Marginalization of women, Sexual Minorities, Disabled and Children
- Unit III: Politics of Affirmative Action

### **Block II: Parties and the Party System in India**

- Unit I: Social and Ideological Base of the Political Parties
- Unit II: Coalition Politics in India
- Unit III: Regional Political Parties

### **Block IV: Electoral Politics**

- Unit I: Political Participation and Electoral Behaviour
- Unit II: Issues of Representation
- Unit III: Electoral Reforms

### **References**

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- Bhargava, R. (2010). *Politics and Ethics of the Indian Constitution*. Oxford University Press.
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- Chatterjee, P. (1997). *State and Politics in India*. Oxford University Press.
- Hasan, Z. (Ed.). (2002). *Parties and Party Politics in India*. Oxford University Press.
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- Palshikar, S., & Yadav, Y. (2014). *Electoral Politics in India: Resurgence of the Bharatiya Janata Party*. Routledge.
- Sathyamurthy, T. V. (Ed.). (1999). *Social Change and Political Discourse in India: Structures of Power, Movements of Resistance*. Oxford University Press.
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- Zoya, H. (2009). *Politics of Inclusion: Castes, Minorities, and Affirmative Action*. Oxford University Press.



## **COURSE II: MODERN WESTERN POLITICAL THOUGHT [M23PS06DC] Credits:4**

### **Course Objectives**

This course aims to familiarize learners with the major political ideas, theories, and ideologies that have shaped modern political thought. It examines the historical context, key thinkers, and their contributions to the development of political philosophies such as liberalism, conservatism, socialism, feminism, etc. Learners will critically analyze the impact of these ideas on contemporary political systems, governance, and social movements, fostering an understanding of the complex interrelationship between theory and practice in the political realm.

### **Course Learning Outcomes**

- Analyze the historical context and evolution of modern political thought.
- Evaluate the key concepts and principles of major political ideologies.
- Examine the contributions of prominent political thinkers and their impact on contemporary politics.
- Understand the relationship between political theory and practice in governance and social movements.

### **Course Outline**

- Block I: Realist and Social Contract Tradition
- Block II: Utilitarian and Idealist Tradition
- Block II: Utilitarian and Idealist Tradition
- Block IV: Contemporary Liberals

#### **Block I: Realist and Social Contract Tradition**

- Unit I: Nicholas Macquivelli
- Unit II: Thomas Hobbes and John Locke
- Unit III: Jean Jacques Rousseau

#### **Block II: Utilitarian and Idealist Tradition**

- Unit I: Bentham
- Unit II: John Stuart Mill

- Unit III: W. H. Hegel

### **Block III: Socialist and Marxian Tradition:**

- Unit I: Marx and Engels
- Unit II: Lenin and Mao
- Unit III: Althusser and Gramsci

### **Block IV: Contemporary Liberals**

- Unit I: John Rawls
- Unit II: Robert Nozick
- Unit III: Fredrich Hayek

### **References**

- Sabine, G. H., & Thorson, T. L. (2019). *A History of Political Theory* (4th ed.). Dryden Press.
- Mukherjee, S., & Ramaswamy, S. (Eds.). (2021). *Political Theory: Readings from the Indian Tradition*. Oxford University Press.
- Parekh, B. (2020). *Rethinking Multiculturalism: Cultural Diversity and Political Theory* (3rd ed.). Palgrave Macmillan.
- Pantham, T., & Deutsch, K. L. (Eds.). (2019). *Political Thought in Modern India*. SAGE Publications.
- Chatterjee, P. (2020). *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton University Press.
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- Nozick, R. (2019). *Anarchy, State, and Utopia*. Basic Books.
- Narain, V., & Narain, A. K. (Eds.). (2020). *An Introduction to Political Theory*. Pearson Education.
- Bajpai, R. (2022). *Debating the Political Thought of the Late Medieval Period in India*. Routledge

## **Course III: COMPARATIVE POLITICS [M23PS07DC] Credits: 4**

### **Course Objective**

The course introduces the concept of comparative analysis to examine the institutions and their functioning across diverse contexts. It explores different themes for comparison: Constitutionalism, Federalism, Political Parties and Party System and Forms of Government. The selection of countries for comparative study allows for comprehending substantial variation among countries in terms of forms of government and state, federal features, and party systems. The course highlights the significance of adopting a comparative lens in comprehending politics across different socio-political and cultural contexts

### **Course Learning Outcomes**

- To understand the meaning, nature of comparative politics.
- To study the contemporary trends in comparative politics.
- To understand different forms government in major countries.
- To familiarize the learners about the constitutional framework and Federal and Unitary Political Systems.
- To understand the political parties and party systems in major countries in the world.

### **Course Outline**

- Block I: Comparative Politics and Approaches
- Block II: Forms of State and Regime Types
- Block III: Comparative Constitutionalism and Federalism
- Block IV: Parties and Party Systems- UK, USA and India

#### **Block I: Comparative Politics and Approaches**

- Unit I: Meaning, Nature and Scope
- Unit II: Institutionalism; Political Economy; Political Culture
- Unit III: Contemporary Trends

#### **Block II: Forms of State and Regime Types**

- Unit I: Democratic
- Unit II: Authoritarian and Military Regime

- Unit III: Postcolonial

### **Block III: Comparative Constitutionalism and Federalism**

- Unit I: USA Canada and India
- Unit II: Britain and India
- Unit III: Switzerland, France and India

### **Block IV: Parties and Party Systems- UK, USA and India**

- Unit I: Party System: Comparative Perspectives
- Unit II: Major Political Parties
- Unit III: Transformation in Electoral Politics

### **Suggested Readings:**

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- Almond, G. & Powell, B.(1996), Comparative Politics: A Development Approach, New Delhi, Oxford & IBH Publishing Company.
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- Curtis M , Blondel,J. (1997).Introduction to Comparative Government, London, Longman
- Ghai, U.R. (2001), Comparative Politics & Government, Jalandhar, New Academic Publishing House.
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- Bobler, A and J. Seroaka (eds.). (1990). Contemporary Political System: Classification

and Typologies, Boulder Colorado, Lynne Rienner Publishers.

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- Ray S.N. (2005). Modern Comparative Politics: Approaches, Methods and Issues, New Delhi, Prentice Hall of India.
- Larry Diamond and Lipset (eds), (1988). Democracy in Developing countries Vol.I-IV, Colorado
- Maheswari S. R. (2002). Comparative Government and Politics, Agra.

## **COURSE IV: THEORIES OF INTERNATIONAL RELATIONS [M23PS08DC]**

**Credits: 4**

### **Course Objectives**

This postgraduate course on Theories of International Relations aims to provide a comprehensive understanding of the theoretical foundations that shape the study and practice of international relations. Through a rigorous examination of the evolution of the discipline, its nature and scope, and the major theoretical debates, learners will develop a solid grasp of the diverse perspectives that inform our understanding of global politics and international affairs.

The course will delve into both classical and contemporary theories, exploring their underlying assumptions, strengths, and limitations. Learners will critically engage with structural aspects such as balance of power, collective security, armament, and disarmament, as well as theoretical frameworks like realism, liberalism, world system theory, and dependency theory. Additionally, the course will introduce learners to contemporary approaches like the English School, post-colonialism, feminism, and green theory, fostering a nuanced and multidimensional understanding of international relations.

### **Course Learning Outcomes**

- Demonstrate a comprehensive understanding of the evolution, nature, and scope of the discipline of international relations.
- Critically analyze and evaluate the major theoretical debates and perspectives within the field of international relations.
- Examine and assess the strengths, weaknesses, and practical implications of various classical and contemporary theories of international relations.
- Explore and critically examine the structural aspects of international relations, such as balance of power, collective security, armament, and disarmament.
- Develop advanced analytical and critical thinking skills by synthesizing and evaluating diverse theoretical frameworks in international relations.

### **Course Outline**

- Block I: Introduction to IR

- Block II: Structural Aspects
- Block III: Classical Theories
- Block IV: Contemporary Theories

### **Block I: Introduction to IR**

- Unit I: Evolution of the Discipline
- Unit II: Nature and Scope of International Relations
- Unit III: Major theoretical Debates: Summary

### **Block II: Structural Aspects**

- Unit I: Balance of Power
- Unit II: Collective Security
- Unit III: Armament and Disarmament

### **Block III: Classical Theories**

- Unit I: Realism and Neo Realism
- Unit II: Liberalism and Neo Liberalism
- Unit III: World System Theory and Dependency Theory

### **Block IV: Contemporary Theories**

- Unit I: English School
- Unit II: Post Colonialism
- Unit III: Feminism and Green Theory

### **References**

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- Burchill Scott et al, (2019). Theories of International Relations, New York: Palgrave.
- Dougharty James E. and Robert L Pfaltgraff Jr. (2012). Contending Theories of International Relations, New York: Longman
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- Roach, Steven C, *Critical Theory and International Relations: A Reader*, Routledge, New York, 2008.
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- Spergele, Roger D., *Political Realism in International Theory*, Cambridge, CUP, 1996.
- Strange, Susan, *The Retreat of the State: The Diffusion of Power in the World Economy*, Cambridge: CUP, 1996.
- Krasner, Stephen D., *Power, the State, and Sovereignty: Essays on International Relations*, Rutledge, New York, 2009
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- Roach, Steven C, *Critical Theory of International Politics: Complementarity, Justice and Governance*, Rutledge, New York, 2013
- Roach, Steven C, *Critical Theory and International Relations: A Reader*, Rutledge, New York, 2008
- Seth, Sanjay, *Postcolonial Theory and International Relations: A Critical Introduction*, Rutledge, New York, 2013
- Tickner, J. Ann and Laura Sjoberg, *Feminism and International Relations: Conversations about Past, Present and Future*, Rutledge, New York, 2013
- Alexander Wendt, *Social Theory of International Politics*, Cambridge University Press, New York, 1999



**ABILITY ENHANCEMENT COMPULSORY COURSE (INSTITUTION SPECIFIC)**  
**FOUNDATIONAL SKILLS FOR RESEARCH AND WRITING [M21UC01AC (IS)]**

**Credits: 2**

**Course Objectives**

- To introduce the learners to the fundamentals of research and writing.
- To provide the learners insights into research, methods of reviewing literature and identifying research gaps.
- To acquaint the learners with the different writing formats including synopsis, abstract, thesis, research papers etc.
- To give the learners an understanding of research ethics, plagiarism, publication procedures and benchmark for publication.

**Course Outline:**

- Block 1: Understanding Research
- Block 2: Writing Formats

**Block 1: Understanding Research**

- Unit 1: Distinguishing Research from Inquiry - Causative premises of inquiry - formal and informal inquiry - questions and answers.
- Unit 2: Research - primary and secondary - research etymology - driving reasons and questions for organised research - significance and steps - design of research.
- Unit 3: Bibliographic sources for research and annotation - locating sources for a bibliography.
- Unit 4: Reviewing Literature - primary & secondary sources - convergence and divergence - identifying research gaps - establishing significance of research.

**Block 2: Writing Formats**

- Unit 1: Synopsis - executive summary - abstract writing - conventions and practices
- Unit 2: Citing and citation styles - managing references - different style sheets.
- Unit 3: Research ethics - intellectual property rights - copyrights & plagiarism.
- Unit 4: Publication procedures - benchmarks for publication - research gate & Scopus.

## References

- Ballenger, Bruce, P. (2012). *The Curious Researcher: A Guide to Writing Research Papers*. 7th edition. Boston, M.A.: Pearson.
- Booth, Wayne, C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup and William T. Fitzgerald (2016). *The Craft of Research*. Chicago: The University of Chicago Press.
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<https://doi.org/10.1016/j.busres.2019.07.039>

# Semester - III

## **COURSE I: INDIAN POLITICAL THOUGHT [M23PS09DC] Credits: 4**

### **Course Objectives**

This postgraduate course on Indian Political Thought aims to provide an in-depth exploration of the diverse and influential perspectives that have shaped India's political landscape. Through a rigorous examination of primary sources and original texts, learners will gain a nuanced understanding of the complex debates surrounding nation and nationalism, democracy, and the ideas of freedom that have defined India's intellectual and political discourse. The course will take a chronological approach, tracing the evolution of Indian political thought from the Age of Renaissance to contemporary times. By critically engaging with the works of influential thinkers such as Raja Ram Mohan Roy, Dayananda Saraswati, Bal Gangadhar Tilak, Mahatma Gandhi, Jawaharlal Nehru, Dr. B.R. Ambedkar, and others, learners will develop a deep appreciation for the richness and complexity of Indian political thought and its enduring relevance in the modern world.

### **Course Learning Outcomes**

- Demonstrate an advanced understanding of the key themes, debates, and ideological underpinnings within Indian political thought.
- Critically analyze and evaluate the ideas and contributions of influential Indian thinkers across various historical periods, assessing their strengths, weaknesses, and contextual influences.
- Interpret and critically engage with selected excerpts from original texts by Indian political thinkers, demonstrating a deep understanding of their arguments and philosophical foundations.
- Explore and critically examine the diverse perspectives on nation and nationalism, democracy, and the ideas of freedom within the Indian intellectual tradition.
- Develop advanced critical thinking and analytical skills by synthesizing and evaluating various viewpoints within Indian political thought.
- Appreciate the enduring relevance and significance of Indian political thought in contemporary socio-political contexts, and its potential contributions to global discourses.

## **Course Outline**

- Block I: Age of Renaissance
- Block II: Nation and Nationalism
- Block III: Democratic Tradition
- Block IV: Ideas of Freedom

### **Block I: Age of Renaissance**

- Unit I: Rajaram Mohan Roy
- Unit II: Dayananda Saraswathy
- Unit III: Jyothirao Phule

### **Block II: Nation and Nationalism**

- Unit I: Bal Gangadhar Tilak
- Unit II: V D Savarkar
- Unit III: Mohammed Ali Jinnah

### **Block III: Democratic Tradition**

- Unit I: Mahatma Gandhi
- Unit II: Jawaharlal Nehru
- Unit III: Dr.B R Ambedkar

### **Block IV: Ideas of Freedom**

- Unit I: Swamy Vivekananda
- Unit II: Mahatma Gandhi
- Unit III: Jayaprakash Narayanan

## **References**

- Mantena, Karuna. "On Gandhi's Critique of the State: Sources, Contexts, and Conjunctures." *Modern Intellectual History*, Vol. IX, no, 3 (2012): 535.563.
- Aishwary Kumar. 'Ambedkar's Inheritances in Modern Intellectual History, 7, 2 (2010).
- Aishwary Kumar, 'The Ellipsis of Touch', *Public Culture*, 23:2, 2011.

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- Chakrabarthy, Bidyut & R. K Pandey, Modern Indian Political Thought: Text and Context, Sage, New Delhi 2009.
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- Cosimo Zene (ed), The Political Philosophies of Antonio Gramsci and B.R. Ambedkar, Routledge, Oxon, 2013.
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- Rodrigues, Vlaerian, ed., The Essential Writings of Ambedkar, OUP, New Delhi, 2004
- Jalal, Ayesha, The Sole Spokesman: Jinnah, the Muslim League and the Demand, Britain, Cambridge University Press, 1994
- Prashant More, J. B. Muhammad Ali Jinnah: A Journey from India to Pakistan, Niyogi Books, New Delhi, 2019

## **RESEARCH METHODOLOGY [M23PS10DC] Credits: 4**

### **Course Objectives**

Throughout this course, learners will gain proficiency in social science research methodologies. They will be introduced to the principles and practices underlying research, covering fundamental concepts and functions. With a focus on research design, learners will learn to develop effective research plans. Additionally, the course will delve into sampling techniques and data analysis methods, facilitating systematic data collection and analysis in research projects.

### **Course Learning Outcome:**

- Comprehend the nature and purpose of social science research
- Clearly define essential research concepts and understand its functions and importance
- Develop comprehensive research designs, including selecting appropriate methodology and tools for data collection
- Address potential challenges in research design and propose strategies to mitigate them
- Understand and apply different sampling techniques
- Develop skills in writing and presenting research reports, ensuring clarity and coherence

### **Course Outline**

- Block 1: Introduction to Research
- Block 2: Research Design and Sampling
- Block 3: Data Analysis and Interpretation
- Block 4: Writing and Ethics in Research
- Block 1: Introduction to Research

### **Block 1: Introduction to Research**

#### **Unit 1: Basics of Research**

- Definition and importance of research
- Types of research: Basic, applied, and action research
- Characteristics of good research

## **Unit 2: Research Process**

- Steps in the research process
- Identifying and formulating a research problem
- Setting objectives and hypotheses

## **Unit 3: Literature Review**

- Importance of reviewing existing literature
- Sources of literature: Books, journals, and online databases
- How to conduct a literature review

## **Block 2: Research Design and Sampling**

### **Unit 1: Research Design**

- Definition and purpose of research design
- Types of research design: Exploratory, descriptive, and experimental
- Selecting an appropriate research design

### **Unit 2: Sampling Methods**

- Population and sample: Definitions
- Probability sampling methods: Random, stratified, and cluster sampling
- Non-probability sampling methods: Convenience and quota sampling

### **Unit 3: Data Collection Methods**

- Primary data collection: Surveys, interviews, and observations
- Secondary data collection: Using existing data
- Designing questionnaires and interview schedules

## **Block 3: Data Analysis and Interpretation**

### **Unit 1: Data Preparation**

- Data coding, editing, and cleaning
- Organizing data for analysis
- Using spreadsheets and software for data management

### **Unit 2: Data Analysis Techniques**

- Descriptive statistics: Mean, median, mode, and standard deviation



- Introduction to inferential statistics
- Basics of qualitative data analysis

#### Unit 3: Interpreting and Presenting Data

- Making sense of data: Interpretation
- Visual presentation: Charts, graphs, and tables
- Writing a research report: Structure and key components

### **Block 4: Writing and Ethics in Research**

#### Unit 1: Writing a Research Proposal

- Purpose and components of a research proposal
- Steps in writing a proposal
- Tips for successful proposal writing

#### Unit 2: Research Ethics

- Importance of ethics in research
- Ethical issues: Informed consent, confidentiality, and plagiarism
- Guidelines for ethical research conduct

#### Unit 3: Finalizing the Research Report

- Organizing the research report
- Referencing and citation styles
- Revising and proofreading the report

### **References**

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- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Sage Publications.
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- Neuman, W. L. (2014). Social Research Methods: Qualitative and Quantitative Approaches (7th ed.). Pearson Education.
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# **Semester – III**

## **Electives**

## **COURSE I ELECTIVE: HUMAN RIGHTS [M23PS01DE] Credits: 4**

### **Course Objectives**

By the end of the course on Human Rights, learners will be able to identify and describe key human rights principles and documents, such as the Universal Declaration of Human Rights; explain the historical development and philosophical foundations of human rights; analyze and compare different human rights frameworks across cultures and legal systems; evaluate the effectiveness of various international and national human rights institutions; and apply human rights concepts to contemporary global issues, demonstrating their relevance and impact on current societal challenges.

### **Course Learning Outcomes**

- Learners will identify and explain the core principles and key documents of human rights, such as the Universal Declaration of Human Rights
- Learners will describe the historical evolution and philosophical foundations of human rights
- Learners will analyze and compare human rights frameworks across different cultures and legal systems
- Learners will evaluate the effectiveness of various international and national human rights institutions
- Learners will apply human rights concepts to analyze and address contemporary global issues, demonstrating their impact and relevance.

### **Course Outline**

- Block I: An Introduction to Human Rights
- Block II: Approaches to Human Rights
- Block III: Human Rights at Global Level
- Block IV: Human Rights in India

### **Block I: AN INTRODUCTION TO HUMAN RIGHTS**

- Unit I: Human Rights: Nature and Scope
- Unit II: Evolution of Human Rights

- Unit III: Types of human rights

## **Block II: APPROACHES TO HUMAN RIGHTS**

- Unit I: Western and Liberal
- Unit II: Socialist and Third world
- Unit III: Feminist and Black Rights

## **Block III: HUMAN RIGHTS AT GLOBAL LEVEL**

- Unit I: United Nations and UDHR
- Unit II: International Covenants
- Unit III: Amnesty International and Human Rights Watch

## **Unit IV: HUMAN RIGHTS IN INDIA**

- Unit I: Fundamental Rights and Directive Principle
- Unit II: National and State human rights commission-
- Unit III: Human rights of Women, Children, SC and ST's, Minorities (Sexual and Cultural)and Disabled

## **References**

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- Goodhart, M. E. (Ed.). (2016). *Human Rights: Politics and Practice* (3rd ed.). Oxford University Press.
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- Rehman, J. (2010). *International Human Rights Law* (2nd ed.). Pearson Education Limited.
- Muralidhar, S. (2004). *Law, Poverty, and Legal Aid: Access to Criminal Justice*.

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## **COURSE II ELECTIVE: SOCIAL EXCLUSION: THEORY AND PRACTICE**

### **[M23PS02DE] Credits: 4**

#### **Course Objectives**

This course aims to provide learners with a comprehensive understanding of the concept of social exclusion and its various dimensions in the Indian context. It will equip them with the theoretical knowledge and practical insights needed to analyze and address the complex issues of marginalization and discrimination faced by various groups in society.

The course will enable learners to critically examine the social, economic, political, and cultural factors that contribute to the exclusion of certain communities. It will also explore the constitutional and institutional mechanisms in place to promote inclusion and affirmative action. Additionally, the course will delve into emerging trends and challenges related to social exclusion, such as the experiences of migrants, LGBTQ+ communities, and the digital divide.

#### **Course Learning Outcomes**

- Define and critically analyze the concept of social exclusion from various theoretical perspectives.
- Understand the historical and contemporary dynamics of marginalization in India, including its social, economic, and political dimensions.
- Evaluate the constitutional and institutional frameworks designed to address social exclusion and promote inclusivity.
- Analyze the specific challenges and experiences of exclusion faced by different groups, such as caste, gender, religious minorities, and economically weaker sections.
- Examine emerging trends and issues related to social exclusion, such as the experiences of migrants, LGBTQ+ communities, and the digital divide.

#### **Course Outline**

- Block I: Social Exclusion: Conceptualization

- Block II: Dimensions of Social Exclusion in India
- Block III: Social Exclusion and Affirmative Action
- Block IV: Social Exclusion: Emerging Trends

### **Block I: Social Exclusion: Conceptualization**

- Unit I: Social Exclusion: Theories, Debates, and Issues
- Unit II: Marginalization: Social, Economic and Political Perspectives
- Unit III: Constitutional and Institutional Mechanism

### **Block II: Dimensions of Social Exclusion in India**

- Political and Economic
- Caste and Gender
- Religion, Socio-Spatial Dynamics

### **Social Exclusion and Affirmative Action:**

- Unit I: Caste, Gender and Religion
- Unit II: Economic dimension (EWS)
- Unit III: Issue of Representation

### **Block IV Social Exclusion: Emerging Trends**

- Unit I: Migrants
- Unit II: LGBTQ+
- Unit III: Digital Divide

### **Suggested Readings:**

- Amartya Sen, "Social Exclusion: Concept, Application, and Scrutiny" (Social Development Papers No. 1, Office of Environment and Social Development, Asian Development Bank, 2000).
- Naila Kabeer, "Social Exclusion, Poverty and Discrimination: Towards an Analytical Framework" (IDS Bulletin, Vol. 31, No. 4, 2000).



- Sukhadeo Thorat and Nidhi Sadana Sabharwal, "Caste and Social Exclusion: Issues Related to Concept, Indicators and Measurement" (Working Paper Series, Indian Institute of Dalit Studies, 2010).
- Gopal Guru, "Humiliation: Claims and Context" (Oxford University Press, 2009).
- Satish Deshpande, "Mapping the 'Text' of Discrimination" (Economic and Political Weekly, Vol. 41, No. 30, 2006).
- Karin Kapadia, "Gender, Caste, and the Politics of Social Protection in India" (Commonwealth & Comparative Politics, Vol. 48, No. 3, 2010).
- Christophe Jaffrelot, "Religion, Caste and Politics in India" (Oxford University Press, 2011).
- Gerry Rodgers, "Inclusive Development? Migration, Employment and Poverty in the Indian Metropolis" (International Labour Review, Vol. 144, No. 1, 2005).
- Akshay Khanna, "Taming the Norm: Surveying the Queer Movement in India" (Economic and Political Weekly, Vol. 44, No. 22, 2009).
- Revi Arivn, "Idleness, Distance, and Desire: The Challenges of Digital Inclusion" (Economic and Political Weekly, Vol. 54, No. 48, 2019).
- Sukhadeo Thorat and Paul Attewell, "The Legacy of Social Exclusion: A Correspondence Study of Job Discrimination in India" (Economic and Political Weekly, Vol. 42, No. 41, 2007).
- Jayati Ghosh, "Mobility and Exclusion" (Oxford University Press, 2016).

## **COURSE III ELECTIVE: PUBLIC POLICY IN INDIA [M23PS03DE] Credits: 4**

### **Course Objectives**

The course aims to provide learners with a comprehensive understanding of public policy formulation, implementation, and evaluation in the Indian context. It explores the political, economic, social, and cultural factors that shape public policy decisions in India. Learners will examine the roles of various stakeholders, including the government, civil society, and private sectors, in policy processes.

### **Course Learning Outcomes**

- Analyze the theoretical foundations and frameworks of public policy in India.
- Evaluate the roles and influences of various stakeholders in public policy processes.
- Assess the formulation, implementation, and evaluation of specific public policies in India.
- Understand the challenges and opportunities in addressing key policy issues in the Indian context.

### **Course Outline**

- Block I: Nature, Scope, and Importance of Public Policy
- Block II: Major Approaches to the Study of Public Policy
- Block III: Stages of Public Policy
- Block IV: Actors in Public Policy Making

#### **Block I: Nature, Scope, and Importance of Public Policy**

- Unit I: Public Policy: Nature, scope and significance
- Unit II: Evolution of public policy analysis
- Unit III: Types of Public Policy

#### **Block II: Major Approaches to the Study of Public Policy**

- Unit I Approaches: System Approach, Elite theory and Group Theory
- Unit II: Approaches: Political Economy Approach and Incremental Approach,

- Unit II: Rational Approach and Cost-Benefit Analysis approaches

### **Block III: Stages of Public Policy**

- Unit I: Policy Initiation; Policy Deliberation and Policy Making,
- Unit II: Agencies for Public Policy Making
- Unit III: Policy Evaluation, Monitoring and feedback

### **UNIT IV: Actors in Public Policy Making**

- Unit I: Legislature, Executive and Judiciary
- Unit II: Political Parties and Interest Groups
- Unit III: Bureaucracy, Media and NGOs

### **References**

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- Srivastava, S., & Mehta, P. B. (Eds.). (2021). Public Policy in India. SAGE Publications.
- Dutta, P. K., & Sundaram, K. V. (2020). Indian Economy (8th ed.). S. Chand Publishing.
- Chhotray, V., & Stoker, G. (2020). Governance Theory and Practice: A Cross-Disciplinary Approach. Palgrave Macmillan.
- Guhan, S., & Kapoor, R. (Eds.). (2019). Public Policy and Policy Analysis in India. SAGE Publications.
- Mitra, S. K. (2020). The Puzzle of India's Governance: Culture, Paradoxes and Possibilities. Routledge.
- Jain, M. P., & Kumari, S. (2021). Public Policy in India: Theory and Practice. Routledge.
- Chakrabarty, B., & Chand, R. (Eds.). (2019). Public Policy and Sustainable Development in India. Routledge.

- Mehta, P. B., & Singh, A. (Eds.). (2020). Targeting Equity: Public Policy in India. Oxford University Press.

## **COURSE IV: PEACE AND CONFLICT RESOLUTION [M23PS04DE] Credits: 4**

### **Course Learning Objectives**

This course aims to provide learners with a comprehensive understanding of the concepts, theories, and practices related to peace and conflict resolution. It will equip them with the knowledge and analytical skills necessary to examine the causes, dynamics, and consequences of conflicts at various levels, ranging from interpersonal to international. Additionally, the course will explore various approaches and mechanisms for conflict resolution, reconciliation, and post-conflict reconstruction.

Through a multidisciplinary approach, the course will enable learners to critically analyze the complex interplay of sociopolitical, economic, cultural, and psychological factors that contribute to the emergence and perpetuation of conflicts. It will also introduce them to the Gandhian philosophy of non-violence, satyagraha, and passive resistance, which have significantly influenced global peace movements and conflict resolution strategies.

### **Course Learning Outcomes**

- Trace the origin and evolution of peace studies as a distinct field of inquiry and its significance in contemporary times.
- Differentiate between the concepts of positive and negative peace, and understand the notions of structural and cultural violence.
- Define conflict and analyze its various forms, causes, and stages through the lens of different theoretical perspectives.
- Evaluate the strengths and limitations of various conflict handling mechanisms, such as conflict suppression, conflict management, conflict resolution, and reconciliation.
- Appreciate the role of civil society groups and non-governmental organizations in conflict resolution and post-conflict reconstruction efforts.
- Develop critical thinking skills and the ability to analyze real-world conflicts and propose contextually relevant strategies for conflict resolution and peace building.

## **Course Outline**

- Block I: Prologue to Peace Studies
- Block II: Anatomy of Conflict
- Block III: Conflict Handling Mechanism
- Block IV: Gandhian Approach to Peace

### **Block I: Prologue to Peace Studies**

- Unit I: Origin & Evolution of Peace Studies
- Unit II: Positive and Negative Peace
- Unit III: Structural and Cultural Violence

### **Block II: Anatomy of Conflict**

- Unit I: Meaning & Definitions of Conflict
- Unit II: Theories of Conflict
- Unit III: Issues and Stages of Conflict

### **Block III: Conflict Handling Mechanism**

- Unit I: Conflict Suppression - Conflict Management
- Unit II: Conflict resolution and Reconciliation
- Unit III: Role of Civil Society groups – Post conflict Reconstruction

### **Block IV: Gandhian Approach to Peace**

- Unit I: Ahimsa
- Unit II: Satyagraha
- Unit III: Passive Resistance

## **Suggested Readings:**

- Johan Galtung, "Peace by Peaceful Means: Peace and Conflict, Development and Civilization" (Sage Publications, 1996).
- John Paul Lederach, "Building Peace: Sustainable Reconciliation in Divided Societies" (United States Institute of Peace Press, 1997).

- Louis Kriesberg, "Constructive Conflicts: From Escalation to Resolution" (Rowman & Littlefield Publishers, 2003).
- Ramachandra Guha, "Gandhi: The Years That Changed the World, 1914-1948" (Knopf, 2018).
- Judith Ann Maybury-Lewis, "Gandhi and Nonviolence" (Peace Review, Vol. 9, No. 3, 1997).
- Arun Gandhi, "The Forgotten Woman: The Untold Story of Kastur Gandhi, Wife of the Mahatma" (Penguin, 2019).
- Oliver Richmond, "Peace in International Relations" (Routledge, 2008).
- Hugh Miall, Oliver Ramsbotham, and Tom Woodhouse, "Contemporary Conflict Resolution" (Polity, 2011).
- Peter Wallensteen, "Understanding Conflict Resolution" (Sage Publications, 2018).
- Rama Mani, "Conflict Resolution, Democracy and Human Rights: Putting the People into Peace" (Routledge, 2020).
- Michael Nagler, "The Search for a Nonviolent Future: A Promise of Peace for Ourselves, Our Families, and Our World" (New World Library, 2004).
- David Cortright, "Peace: A History of Movements and Ideas" (Cambridge University Press, 2008).

## **SKILL ENHANCEMENT COMPULSORY COURSE**

### **PUBLIC OPINION AND FIELD RESEARCH [M23PS01SC] CREDITS: 2**

#### **Course Objectives**

- Identify the debates, principles and practices of public opinion polling in the context of democracies with special reference to India.
- Understand how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

#### **Block 1: Public Opinion: The Concept and Role**

- Unit 1: Definition and characteristics of public opinion
- Unit 2: Debates about its role in a democratic political system
- Unit 3: Uses of opinion poll in democratic process

#### **Block 2: Measuring Public Opinion: Tools and Techniques**

- Unit 1: Measuring Public Opinion: Sampling Method for measuring public opinion
- Unit 2: Tools and Techniques: Interviewing and Questionnaire
- Unit 3: Prediction in polling research: possibilities and pitfalls.

#### **References**

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- Kothari, C. R., *Research Methodology*, New Delhi, PHI, 2004.
- Kalton, G., *Introduction to Survey Sampling* Beverly Hills, Sage Publication, 1983.
- Asher, H., 'Chapters 3 and 5', in *Polling and the Public: What Every Citizen Should Know*, Washington DC: Congressional Quarterly Press, 2001.



- Kumar, S. and Rai, P. ‘Chapter 1’, in *Measuring Voting Behaviour in India*, New Delhi, Sage, 2013.

# SEMESTER IV

## **COURSE I: ISSUES IN INTERNATIONAL RELATIONS [M23PS11DC]**

### **Course Objectives**

The course aims to provide learners with a comprehensive understanding of the critical issues and challenges in contemporary international relations. It examines the complex relationship of political, economic, security, and cultural factors that shape international affairs. Learners will explore topics such as globalization, conflict and conflict resolution, human rights, environmental issues, and the role of international organizations.

### **Course Learning Outcomes**

- Analyze the key theories and concepts in international relations.
- Evaluate the impact of globalization on international affairs.
- Examine issues such as conflict, human rights, and maritime security challenges in the global context.
- Understand the changing power dynamics and the role of international organizations in addressing global issues.

### **Course Outline**

- Block I: Post Cold war Era, UN and Changing Global order
- Block II: Global Security issues
- Block III: Contemporary Practices
- Block IV: Global Governance

#### **Block I: Post Cold war Era, UN and Changing Global order**

- Unit I: Bipolar to Multipolar World
- Unit II: American Hegemony
- Unit III: Role of UN in Multipolar World

#### **Block II: Global Security issues**

- Unit I: Terrorism, Cyber Security
- Unit II: Climate Change Refugee Crisis,

- Unit III: Maritime Security and Ocean Governance

### **Block III: Contemporary Practices**

- Unit I: Neo Colonialism and Neo Imperialism
- Unit II: International Non-Governmental Organizations
- Unit III: Conflict and Peace Resolutions

### **Block IV: Global Governance**

- Unit I: International Institutions
- Unit II: Climate Governance, Economic Grouping and Security Groupings
- Unit III: Regional Organization and Governance

### **References**

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- Muppidi, H. (2020). *The World Disorder: Global Issues in the Twenty-First Century*. Oxford University Press.
- Khanna, P. (2019). *The Future is Asian: Commerce, Conflict, and Culture in the 21st Century*. Simon & Schuster.
- Chatterjee, S. K. (2021). *International Relations Today: Concepts and Applications* (3rd ed.). Pearson Education.
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- Sridharan, E. (Ed.). (2019). *International Relations Theory and South Asia* (Vols. 1-2). Oxford University Press.
- Naidu, G. V. C. (2019). *International Relations and Foreign Policies of Major Powers*. Allied Publishers.
- Pant, H. V. (2022). *India's Changing Role in the International System*. Routledge.

- Ganguly, S., & Pardesi, M. S. (2021). *India's Pathway to Power: Strategy in a World Adrift*. Oxford University Press.
- Sibal, K. (2020). *Shaping the Emerging World: India and the Multilateral Order*. Rupa Publications

## **COURSE II: STATE, SOCIETY AND POLITICS IN KERALA [M23PS12DC] Credits: 4**

### **Course Objective**

The course aims at enabling the student to have a deep knowledge of the history and politics of Kerala. The course introduces different aspects of the state politics of Kerala such as historical background, social and political movements, the process of democratization and institutional developments, and issues in state politics. The course also explores the development trajectory followed by Kerala.

### **Course Learning Outcomes**

- To understand historical background of Modern Kerala and the contributions made by the social reformers to the emergence of the present-day Kerala society.
- To familiarize the learners about the socio-political movements and its impacts on Kerala society.
- To study the process of democratic transition and institutional development in Kerala.
- To understand unique features of Kerala Model of Development.
- To analyze the major issues in state politics and its impact on development.

### **Course Outline**

- Block I: Historical Background
- Block II: Political and Social Movements
- Block III: Institutionalization of Democracy
- Block IV: Development and Issues in State Politics

### **Block I: Historical Background**

- Unit I: Traditional Society, Economy and Power structure
- Unit II: Impact of Colonialism
- Unit III: Contributions of Social Reformers (Sreenarayana Guru, Chattampi Swamikal, Ayyankali, V.T.Bhattathiripad)

### **Block II: Political and Social Movements**

- Unit I: Movement for Aikya Keralam and Civil Rights Movement (Malayali

Memorial, Struggle for Responsible Government in Travancore and Cochin)

- Unit II: Nationalist, Peasant and Trade Union Movements
- Unit III: Socialist and Communist Movements

### **Block III: Institutionalization of Democracy**

- Unit I: Land Reforms and Socio-economic Changes
- Unit II: Political Parties and Electoral Politics
- Unit III: Panchayat Raj experiment and People's Planning

### **Block IV: Development and Issues in State Politics**

- Unit I: Kerala Model of Development:
- Unit II: Coalition Politics
- Unit III: Social Exclusion: Women, Dalit, Adivasis

### **References**

- Balakrishnan Nair A. (1994) The Government and Politics of Kerala, Thiruvananthapuram.
- Chandrika C.S. (1998) Keralathile Sthree Munneettangalude Charithram (Mal.), Kerala Sahithya Academy, Thrissur.
- Das Jaya Deva (1983) Working Class Politics in Kerala, Lily Publishers, Trivandrum.
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- Jose Chander N. (1981) Legislative Process in Kerala, Trivandrum, The Kerala Academy of Political Science.
- Kusuman K. K. (1976) The Abstention Movement, The Kerala Historical Society, Trivandrum, Kerala History Association.
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- K. N. Panicker (1989) Against Lord and State: Religion and Peasant Uprisings in Malabar(1936 42), New Delhi, Oxford.
- Prabash J.(2000) Affirmative Action, Anmol, Delhi.
- Raman Pillai, K. (ed.) (2000) Kerala Rashtriyathinte Andhardharakal (Mal.), Thiruvananthapuram, Kerala Bhasha Institute.
- Sreedhara Menon (1993) Kerala Charithram (Mal) Kottayam, SPSS.
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## **COURSE II: FOREIGN POLICY OF INDIA [M23PS05DE] Credits: 4**

### **Course Objectives**

This postgraduate course on Foreign Policy of India aims to provide learners with a comprehensive understanding of the historical, ideological, and institutional factors that shape India's foreign policy. Through a critical examination of the country's foreign policy approaches, decision-making processes, and regional and global aspirations, learners will develop a nuanced understanding of India's evolving role in the international arena.

The course will explore the historical and ideological determinants of India's foreign policy, such as anti-colonialism, non-alignment, and the Panchsheel principles. Learners will examine the Nehruvian and post-liberalization phases, analyzing the continuities and shifts in India's foreign policy objectives and strategies. Additionally, the course will delve into the foreign policy-making process, including the roles of parliament, the Prime Minister's Office, the Ministry of External Affairs, the National Security Council, diplomats, and think tanks.

### **Course Learning Outcomes**

- Demonstrate a comprehensive understanding of the historical, ideological, and institutional factors that influence India's foreign policy.
- Critically analyze and evaluate the various approaches to the study of foreign policy and their relevance to India's context.
- Examine and assess the evolution of India's foreign policy objectives, strategies, and priorities across different phases, such as the Nehruvian and post-liberalization eras.
- Explore and critically evaluate India's foreign policy-making process, including the roles of different institutions, actors, and stakeholders.
- Develop advanced analytical and critical thinking skills by synthesizing and evaluating India's regional and global aspirations, such as its role as an Asian power, its engagement with the Indo-Pacific region, and its participation in multilateral forums like BRICS.
- Analyze and interpret contemporary global events, policies, and international relations phenomena from the perspective of India's foreign policy interests and objectives.

## **Course Outline**

- Block I: Introduction
- Block II: Foreign policy making Process
- Unit III: India as a Regional Power
- Block IV: India's Evolution as a Potential Global Power

### **Block I: Introduction**

- Unit I: Approaches to the study of Foreign Policy
- Unit II: Historical and Ideological determinants of foreign Policy (Anti Colonialism, Non-Alignment and Panchasheel)
- Unit III: Nehruvian and Post Liberalization Phases in Foreign Policy

### **Block II: Foreign policy making Process**

- Unit I: Parliament
- Unit II: PMO, Ministry of External Affairs and National Security Council
- Unit III: Role of Diplomats and Think Tanks

### **Unit III: India as a Regional Power**

- Unit I: India as an Asian Power
- Unit II: India and Indo Specific
- Unit III: India and BRICS

### **Block IV: India's Evolution as a Potential Global Power**

- Unit I: Maritime Policy
- Unit II: Nuclear policy
- Unit III: Soft Power

## **References**

- Harshe, Rajen and K.M. Seethi, Engaging with the World: Critical Reflections on India's Foreign Policy, Orient Longman, New Delhi, 2005.
- Kanti P. Bajpai and Harsh V. Pant (eds), India's Foreign Policy: A Reader, OUP, New Delhi, 2013

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- Nayar, Raj Baldev & T.V. Paul., India in the World Order: Searching for Major Power Status, Cambridge University Press, New York, 2003.
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- Prasad, Bimal, Origins of India's Foreign Policy, Bookland, Calcutta, 196

## **COURSE III ELECTIVE: ENVIRONMENT AND POLITICS [M23PS06DE] Credits: 4**

### **Learning Objective**

By the conclusion of the course on Environment and Politics, learners will be equipped to identify and articulate key intersections between environmental issues and political dynamics, elucidating the ways in which political systems influence environmental policies and vice versa. They will understand the historical evolution of environmental politics and the development of key concepts such as sustainability and environmental justice. Learners will analyze the roles of various stakeholders, including governments, NGOs, and international bodies, in shaping environmental policy agendas and outcomes. Moreover, they will critically assess the effectiveness of different governance models and policy approaches in addressing environmental challenges, and they will be able to apply this knowledge to propose informed solutions to contemporary environmental issues.

### **Course Learning Outcomes**

- Recognizing the relationship between environmental issues and political systems.
- Tracing the development of environmental politics and key concepts.
- Analyzing the roles of governments, NGOs, and international bodies in shaping environmental policies.
- Critically assessing the effectiveness of governance models in addressing environmental challenges.
- Applying knowledge to propose solutions for current environmental problems.

### **Course Outline**

- Block I: Environmental Philosophy, Politics and Ethics
- Block II: Environment, Institutions and Governance: Global Context
- Block III: Environment and Development
- Block IV: Environmental Management and Sustainability

### **Block I: Environmental Philosophy, Politics and Ethics:**

- Unit I: Environment, Ecology and Green Politics: Concepts
- Unit II: Types of Environmentalism I: Gandhian, Socialist and Marxian Environmentalism,

- Unit III: Types of Environmentalism: Eco Feminism, Liberal and Free Market Environmentalism

## **Block II: Environment, Institutions and Governance: Global Context**

- Unit I: UN Agencies
- Unit II: International Conferences
- Unit III: Role of INGOs and Think Tanks

## **Block III: Environment and Development:**

- Unit I: Land and Displacement: Key Issues
- Unit II: Displacement and Resettlement
- Unit III: Resistance Movements

## **Block IV: Environmental Management and Sustainability**

- Unit I: Community, Institutions and local Management
- Unit II: Indigenous Knowledge Tradition: Different Models
- Unit III: Local Self Government and Environmental Protection

## **Reference**

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- Carter, N. (2018). *The Politics of the Environment: Ideas, Activism, Policy* (3rd ed.). Cambridge University Press.
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## **COURSE IV: DECENTRALIZATION AND LOCAL SELF-GOVERNANCE IN KERALA [M23PS07DE] Credits: 4**

### **Course Objectives**

After the completion of the course, learners will be able to provide an overview of the evolution and framework of local governance in Kerala. They will understand the constitutional provisions and legal framework governing decentralisation in Kerala and explore the significance of community participation in local governance. Learners will examine the role of fiscal decentralisation and resource management in empowering weaker sections and analyze the impact of technology on improving transparency and efficiency in local governance. Additionally, they will evaluate the prospects and challenges in implementing decentralisation policies in Kerala.

### **Course Learning Outcomes**

- Learners will gain an understanding of the historical evolution and institutional framework of local governance in Kerala.
- Learners will be able to critically assess the constitutional and legal provisions that support decentralisation in Kerala.
- Learners will understand the importance and impact of community involvement in local governance processes.
- Learners will be equipped to analyse the mechanisms of fiscal decentralization and its role in resource management for marginalised communities.
- Learners will develop insights into the role of technology in enhancing the efficiency and transparency of local governance.
- Learners will be able to identify, analyse, and propose solutions to the challenges faced in the implementation of decentralisation policies in Kerala.

### **Course Outline**

- Block I: Introduction to Local Governance in Kerala
- Block II: Participatory Governance and Community Involvement
- Block III: Role of Technology in Strengthening Local Governance
- Block IV: Prospects and Challenges in Implementing Decentralization Policies

**Block I: Introduction to Local Governance in Kerala**

- Unit I: Introduction to Decentralization and Governance in Kerala: Evolution
- Unit II: Constitutional Provisions and Legal Framework
- Unit III: Decentralization in Kerala: Institutions; Structures and Functions

**Block II: Participatory Governance and Community Involvement**

- Unit I: The importance of community participation in local governance
- Unit II: Fiscal Decentralization and Resource Management for Weaker Sections
- Unit III: Empowerment of Marginalized Communities through Local Governance

**Block III: Role of Technology in Strengthening Local Governance**

- Unit I: Examination of the role of technology in improving transparency and efficiency in local governance
- Unit II: Study of e-governance initiatives and their impact on the delivery of public services
- Unit III: Comparative Analysis with Selected Indian States

**Block IV: Prospects and Challenges in Implementing Decentralization Policies**

- Unit I: Identification and analysis of challenges in the effective implementation of decentralization policies in Kerala
- Unit II: Case studies on governance-related obstacles and solutions
- Unit III: Success Stories and Best Practices in Kerala

**References**

- Baviskar, B. S., & Mathew, G. (2009). *Inclusion and Exclusion in Local Governance: Field Studies from Rural India*. Sage Publications.
- Chaudhuri, S., & Heller, P. (2003). *The Politics of Decentralisation: Participatory Democracy in Kerala*. Oxford University Press.
- Dreze, J., & Sen, A. (2013). *An Uncertain Glory: India and its Contradictions*. Princeton University Press.
- Fung, A., & Wright, E. O. (2003). *Deepening Democracy: Institutional Innovations in Empowered Participatory Governance*. Verso.



- Gopalakrishnan, S. (2018). *Kerala's Economic Development: Performance and Problems in the Post-Liberalisation Period*. Sage Publications.
- Isaac, T. M. T., & Franke, R. W. (2000). *Local Democracy and Development: The Kerala People's Campaign for Decentralized Planning*. Rowman & Littlefield.
- Jha, S. K. (2012). *Decentralization and Local Governance in India: Reconceptualizing Panchayati Raj*. Vikas Publishing.
- Johnson, C. (2003). *Decentralisation in India: Poverty, Politics and Panchayati Raj*. Overseas Development Institute.
- Mathew, G. (Ed.). (2000). *Status of Panchayati Raj in the States and Union Territories of India*. Concept Publishing Company.
- Mohanakumar, S., & Rammohan, K. T. (Eds.). (2009). *Kerala's Development Experience: Contributions to Indian Social Science*. Routledge.
- Oommen, M. A. (2008). *Fiscal Decentralisation to Local Governments in India*. Cambridge Scholars Publishing.
- Parayil, G. (2000). *Kerala: The Development Experience*. Zed Books.
- Samuel, P. (2007). *Kerala: Politics and Development*. Oxford University Press.
- Singh, M. P., & Saxena, R. (2010). *Indian Politics: Constitutional Foundations and Institutional Functioning*. PHI Learning.
- Veron, R. (2001). *The New Kerala Model: Lessons for Sustainable Development*. World Development.

**SKILL ENHANCEMENT COMPULSORY COURSE**  
**FINANCIAL ADMINISTRATION [M23PS02SC] CREDITS: 2**

**Course Objectives**

The course aims to provide learners with a comprehensive understanding of financial administration principles and practices in the public sector. Learners will gain theoretical knowledge and practical skills in areas such as public finance, budgeting, revenue administration, expenditure management, fiscal federalism, and financial accountability mechanisms. The course will emphasize the importance of transparency, accountability, and effective utilization of public resources.

**Course Outcomes**

- Analyze the principles of public finance, budgeting techniques, and fiscal policy implications
- Evaluate revenue administration and taxation systems
- Explore the expenditure management and control mechanisms, public procurement practices.
- Develop an understanding of fiscal federalism, financial accountability mechanisms, transparency and efficiency in financial administration.

**Course Outline**

- BLOCK 1 Fundamentals of Financial Administration
- BLOCK 2 Advanced Topics in Financial Administration

**BLOCK 1: Fundamentals of Financial Administration**

- Unit 1 Introduction to Financial Administration- Definition Scope and Importance
- Unit 2 The Budget: Meaning, Budget cycle
- Unit 3 Role of the legislature and executive in budgeting

**BLOCK 2: Advanced Topics in Financial Administration**

- Unit 1 Sources of Public Revenue

- Unit 2 Principles and types of public expenditure
- Unit 3: Ensuring accountability: Public Accounts Committee and the Office of CAG

## References

- Prasad, R. S., & Mukherjee, B. (2018). Public Financial Management. Indian Institute of Management Calcutta.
- Acharya, S. (2011). Public Financial Management in India. Concept Publishing Company.
- Panda, P. K. (2018). Public Financial Management in India: Policies and Practices. Oxford University Press.
- Ghuman, B. S., & Aima, S. (Eds.). (2021). Public Financial Management: Concepts and Practices in India. Sage Publications.
- Chakrabarti, S., & Roy, S. (2020). Fiscal Federalism in India: Theory and Practice. Oxford University Press.



# **CROSS BORDER COURSES**

## **SEMESTER - I/II/III/IV - CROSS BORDER DISCIPLINE COURSE**

**M21EG01CB: ROMANTICS AND VICTORIANS**

**(PG Regulations 2021)**

**Credits: 04**

### **Course Objectives:**

The objectives of this course are to:

1. understand the socio-cultural, political and intellectual contexts that nourished Romantic and Victorian Literature.
2. evaluate critically the different phases of Romanticism, the change in mood and temper in the Victorian era and the conflict between science and religion at the turn of the century.
3. enable the learners to evaluate critically the English mind-set in the context of rapid social transformations in the nineteenth century.
4. identify and explain the features of the different kinds of literary texts in terms of the literary movements.

### **Course Outcomes:**

At the end of the course, learners will be able to:

1. relate the texts selected for study to the genres they belong to and identify and explain the structural, formal, stylistic and literary features.
2. display an awareness of the contributions of the poets, novelists and prose writers.
3. explain and analyze the similarities and differences between the different types of novels of the Romantic and Victorian ages
4. understand the social and literary changes that influenced drama in the century.

### **Block I - Socio-political and Literary Contexts**

#### **Unit - 1**

The French Revolution and its impact – the Industrial Revolution – urbanisation and unemployment – the Luddite Riots – Peterloo Massacre – the Reform Act of 1832 – Corn Laws – the Hungry Forties – the Oxford Movement.

Change in mood and temper in the Victorian age – the spread of science and technology – the conflict between science and religion – Parliamentary reform and political stability – Utilitarianism – Charles Darwin – Karl Marx and Sigmund Freud – Methodism – the rise of education – Public school system- changes in social life – politics of colonization – the Victorian Dilemma – the Victorian Compromise – Victorian Morality.

#### Unit - 2

**Poetry:** The Romantic Revival and Revolt – William Wordsworth and Samuel Taylor Coleridge - the *Lyrical Ballads* – Wordsworth's theory of poetry – different phases of Romanticism – the younger Romantics – John Keats, Percy Bysshe Shelley, Lord Byron – Women poets of the Romantic age – Anna Laetitia Barbauld, Elizabeth Benger, Charlotte Smith – Fleshly school of poetry – Aestheticism - Decadent poetry – Contemplative poetry, love poetry, elegy, dramatic monologue – Alfred Lord Tennyson, Matthew Arnold, A.H. Clough, Robert Browning, Elizabeth Barrett Browning – Pre-Raphaelites – D.G .Rossetti, Christina Rossetti, Algernon Swinburne, William Morris – Precursors to Modernist poetry – Thomas Hardy – Gerard Manley Hopkins, Rudyard Kipling – Symbolism – Arthur Symons

#### Unit - 3

**Drama:** Verse drama in the Romantic age –closet drama – Samuel Taylor Coleridge – William Wordsworth – George Gordon Byron – Percy Bysshe Shelley– John Keats – Lord Tennyson – the decline of drama in the Romantic and Victorian ages – causes – dramatists of transition – T.W. Robertson and Stage Naturalism – spectacular theatre and melodrama– Pinero and Jones and the problem play – Oscar Wilde and Comedy of Manners.

#### Unit - 4

**Prose and Fiction:** The rise of the modern review and magazines – Essay writing and criticism – Thomas De Quincey and J.G. Lockhart – Charles Lamb – the personal essay – William Hazlitt – Leigh Hunt – Coleridge's prose writings – Mary Wollstonecraft – the development of the English Novel in the first half of the nineteenth century –Walter Scott – the Historical Novel – Jane Austen – Horace Walpole, Mary Shelley – the Gothic Novel

The prose in the age of Tennyson – Thomas Carlyle – Arnold's essays – other prose writers – Walter Pater, Leslie Stephen, Thomas Huxley and John Henry Newman – Age of Fiction – Charles Dickens and the Humanitarian Movement – William Thackeray – George Eliot – the – the Bronte sisters, George Meredith, R.L. Stevenson – Hardy and the Wessex novels.

**Recommended Reading:**

Choudhury, Bibhash. *English Social and Cultural History: An Introductory Guide and Glossary*. New Delhi: PHI, 2005. Print.

Daiches, David. *A Critical History of English Literature*. Vol. 2. London: Secker & Warburg, 1961. Print. Ford, Boris. *The Pelican Guide to English Literature*. Vol. 5 and Vol. 6. Penguin Books, 1980. Print.

Sampson, George. *The Concise Cambridge History of English Literature*. 1941. Cambridge: Cambridge UP, 2004. Print.

**Block II - Poetry and Drama Prescribed Texts****Unit - 1**

Detailed Study

**Poetry**

William Wordsworth "Ode: Intimations of Immortality" Samuel Coleridge "Dejection: An Ode"

P. B Shelley "Ode to a Skylark" John Keats "Ode on a Grecian Urn" Lord Tennyson "The Lotus-Eaters"  
Robert Browning "My last Duchess" Matthew Arnold "Dover Beach"

G. M Hopkins "Pied Beauty"

**Unit - 2****Detailed Study Drama**

Oscar Wilde *The Importance of Being Earnest*

**Unit - 3****Non-detailed Study Poetry**

Lord Byron "She Walks in Beauty"

Robert Southey "My Days among the Dead are Past"

Charlotte Smith Sonnet VIII "To Spring"; Sonnet XLIV "Written in the Churchyard at Middleton Sussex"

Emily Bronte "No Coward Soul is Mine"

D. G Rossetti "The Blessed Damozel" Christina Rossetti "In an Artist's Studio"

Elizabeth Barrett Browning *Sonnets from the Portuguese* –14 and 22

#### **Unit - 4**

##### **Non-detailed Study Drama**

P. B Shelley *Cenci*

#### **Block III- Prose and Fiction**

##### **Prescribed Texts**

##### **Unit - 1**

Detailed Study Prose

Charles Lamb “Oxford in the Vacation”

William Hazlitt “On Familiar Style” John Ruskin “On Books and Reading”

##### **Unit - 2**

##### **Non-detailed Study Prose**

Matthew Arnold “Sweetness and Light,” *Culture and Anarchy*, Chapter I. Pages:1-19.

##### **Unit - 3**

##### **Non-detailed Study Prose**

Walter H. Pater “Preface” and “Conclusion” from *Studies in the History Of The Renaissance*.

##### **Unit - 4**

##### **Non-detailed Study Fiction**

Charlotte Bronte *Jane Eyre*

Charles Dickens *Great Expectations*

George Eliot *Silas Marner*

Thomas Hardy *The Mayor of Casterbridge*



## **Block IV - Critical Responses**

This is a set of critical responses to texts in modules 2 and 3. These are to be used as critical tools for the analysis of primary texts. No annotations are to be asked from the following texts.

### References.

- Abrams, M. H. "Introduction: Orientation of Critical Theories." *The Mirror and the Lamp: Romantic Theory and the Critical Traditions*. 1953. Oxford: Oxford UP, 1971.3-29. Print.
- Bloom, Harold. "Prometheus Rising: The Backgrounds of Romantic Poetry." *The Visionary*

**MASTER OF ARTS**

**ARABIC**

**M23AR01CB**

**ARABIC FOR ALL**

**Credit - 4**

**Objectives**

1. To be acquainted with Arabic vocabularies and phrases related to everyday life.
2. To develop communication skills for various situations.
3. To make the learners able to communicate easily with Arab natives and make cultural exchanges with them.

**Course Outcome:**

1. Develop basic conversational techniques and skills in Arabic.
2. Acquire communication skills for various situations.
3. To familiarize with Arabic vocabularies and phrases.
4. Communicate easily with Arab natives and make cultural exchanges with them.

**Outline of the Course:**

**Block 1: Arabic for Everyday Life**

**Unit 1:** Conversations: Greetings, self introduction and introducing others

**Unit 2:** Conversation among family members

**Unit 3:** Conversation at public places

**Unit 4:** Time and Date

**Block 2: Arabic for Travel and Tourism**

**Unit1:** Dialogues in journey

**Unit 2:** Conversation on health, visa and Passport

**Unit3:** Tourism related expressions and conversations

### **Block 3: Arabic for Workplaces**

**Unit 1:** Conversations at offices and institutions

**Unit2:** Telephonic talks

**Unit 3:** Conversation at educational institutions

### **Block 4: Arabic for Commercial Establishments**

**Unit 1:** Conversation at hotels

**Unit 2:** Conversation at flats

**Unit 3:** Conversation at shops and markets

**Unit 4:** Conversation at banks and financial institutions.

### **References:**

- Dr Abdurahman ibnu Ibrahim Fouzan and Others: *Al Arabiya Baina Yadaik A Level 1-2* Published by Arabic for All , Riyadh , K .S.A.
- Prof Dr Shafeeque Ahamed Khan Nadwi and Others: *Functional Arabic* Vol 1-4, NCPU, New Delhi.
- Nasif Mustafa Abdul Azeez and Muhyudheen Swalih : *Al Arabiya Lil Hayat*, Vol: 1, King Saud University . KSA.
- DrMahmood Ismail Sweeni: *Al Arabiya Linnasheen*, Ministry of Education, KSA.
- Dr S.K. Bahmani: *Easy Steps to Functional Arabic*
- Mohd Alesh: *Ahlan Wa Sahlan – Functional Modern Standard Arabic for Beginners*, Yale University Press, London and Amazon books.
- Dr VP Abdul Hameed: *The Commercial Arabic: A textbook on Functional Arabic*, Al Huda Book Stall Calicut
- Abdul Hameed V P and Abdul Haleem N K, *Arabic for Various Situations*, Al Huda Book Stall Calicut
- Veeran Mohyideen, *Functional Arabic*, Arabnet Calicut
- Dr Syed Ali. , *Arabic for Beginners*, Arabic Publications of India; 7th edition Chennai.

**MASTER OF COMPUTER APPLICATION**

**CROSS BORDER COURSE-1**

**M23CA01CB**

**MACHINE LEARNING FOR ALL**

**Credits:4**

**Course Description:**

This course provides an introduction to the field of Machine Learning, which is a subfield of Artificial Intelligence. Students will learn the basic concepts and techniques of Machine Learning, including supervised learning, unsupervised learning, and reinforcement learning.

**Course Objectives:**

1. To introduce the basic concepts and techniques of Machine Learning.
2. To teach learners how to apply Machine Learning algorithms to real-world problems.
3. To help students understand the strengths and limitations of Machine Learning.
4. To develop the ability to analyze and evaluate Machine Learning algorithms.
5. To provide hands-on experience with Machine Learning tools and software.

**Course Outcomes:**

1. Students will be able to understand the basic concepts and techniques of Machine Learning.
2. Students will be able to apply Machine Learning algorithms to real-world problems.
3. Students will be able to analyze and evaluate Machine Learning algorithms.

<b>M23CA01CB: MACHINE LEARNING FOR ALL</b>	
<b>Block I: Introduction to Machine Learning</b>	
<b>Unit 1</b>	Overview of Machine Learning
<b>Unit 2</b>	Types of Machine Learning paradigms
<b>Unit 3</b>	Familiarization of Jupyter Notebook, Python libraries: NumPy, SciPy, Pandas, Matplotlib, Scikit-Learn (Practice Session)
<b>Unit 4</b>	Pandas Familiarization – Loading and Dealing data-Data preprocessing techniques (Practice Session)
<b>Block II: Supervised Learning</b>	
<b>Unit 1</b>	Regression Techniques- Linear Regression, Logistic Regression.
<b>Unit 2</b>	Concept of Artificial Neural Network, Prediction using perceptron - Feed Forward Neural Network
<b>Unit 3</b>	Support Vector Machine
<b>Unit 4</b>	Performance Evaluation Metrics: Classification, Confusion Matrix, ROC curves, Precision, Recall
<b>Block III: Unsupervised Learning and Ensemble Techniques</b>	
<b>Unit 1</b>	Unsupervised Learning - Partition based approaches
<b>Unit 2</b>	Hierarchical Clustering methods
<b>Unit 3</b>	Density based clustering

<b>Unit 4</b>	Ensemble Models
<b>Block IV: Feature Selection and Dimensionality Reduction</b>	
<b>Unit 1</b>	Feature Selection
<b>Unit 2</b>	Dimensionality Reduction – Principal Component Analysis (PCA)
<b>Unit 3</b>	Dimensionality Reduction – LDA
<b>Unit 4</b>	KMeans after PCA (Practice Session)

#### References:

- Machine Learning, Tom M. Mitchell, McGraw Hill.
- K. P. Murphy, “Machine Learning: A probabilistic perspective”, MIT Press, 2012.
- Stephen Marsland, “Machine Learning An Algorithmic Perspective”, CRC Press.

**MASTER OF ARTS**

**HINDI**

**Cross Border Course**

**M23HD01CB**

**BEGINNER'S HINDI**

**Credit - 4**

**Objectives**

1. This course covers Structure of Hindi, Communicative Contexts of Hindi, Development of Vocabulary , Syntax and Discourse, Indian Language Computing, Technological Contexts of Hindi Computing.
2. Translation of Simple Sentences from English to Hindi, Origin and Development of Hindi language.
3. Introduction to Hindi Poetry, Introduction to Hindi Prose, Hindi in the International Scene.

**Course Outcome**

1. Acquire capability in spoken and written Hindi- Pronunciation, Script and Spelling, Spoken Skills, Comprehension. Understand the basics of Hindi Script and spelling and will be able to develop the right pronunciation and speaking skills of the language. Develop the writing and speaking skill through acquiring a thorough knowledge of the language that aims in attaining the language proficiency.
2. Comprehend applied Hindi grammar- Structure of Hindi- Communicative Contexts of Hindi- Parts of Speech. Acquire the basics of grammatical structure of Hindi comprising of parts of speech and other communicative contexts offered through applied Hindi grammar that promotes their communicative skill thus emphasizing the accountability of the language.
3. Develop the Vocabulary, Syntax and Discourse and Hindi Computing- Indian Language Computing- Technological Contexts of Hindi- Computing. Understand and acquire progress in the language through the enrichment of the vocabulary, Syntax and Discourse development and comprehend the dimensions of Hindi Computing and its reliability with technological aspects.

4. To familiarize the translation of Simple Sentences from English to Hindi and vice versa.
5. Understand Hindi Literature- Origin and Development of Hindi Language. Introduction to Hindi Poetry, Introduction to Hindi Prose. Acquire the basics of Hindi literature mainly in poetry and prose and get accustomed to it by recognizing its relevance in the development of Hindi language.
6. Understand Hindi in the International Scene- Technology and Hindi- Hindi in the field of advertisement – Usage of Hindi in various scenarios. Explore the benefits of Hindi language in the field of technology, advertisement and usage of Hindi in various scenarios thereby attaining a clear idea of relevance of Hindi in vivid fields taking into account its International acceptance too.

## **Course Content**

### **Module 1: Spoken and Written Hindi**

Unit 1: Pronunciation, Script and Spelling, Spoken Skills, Comprehension.

### **Module 2: Applied Hindi Grammar**

Unit 1: Structure of Hindi

Unit 2: Communicative Contexts of Hindi and Parts of Speech.

### **Module 3: Practice of Translation**

**Unit 1:** Translation of Simple Sentences from English to Hindi and vice versa.

### **Module 4: Hindi in the International Scene**

Unit 1: Technology and Hindi

Unit 2: Hindi in the field of Advertisement

Unit 3: Usage of Hindi in various scenarios.

## **References**

- Vyavaharik Hindi Vyakaran Anuvad Tatha Rachna – Dr.H. Parameswaran
- Bhasha Aur Proudhyogiki – Vinod Kumar Prasad, Vani Prakashan, New Delhi



**MASTER OF ARTS**  
**HISTORY**  
**CROSS BORDER DISCIPLINE**  
**M21HS01CB: STRUGGLE FOR INDIAN INDEPENDENCE**  
**(Credits: 04)**

**Course Objectives:**

- To gain insight into the nature of colonial intervention in India
- To familiarise the impact of colonialism in the Indian context
- To familiarise the growth of nationalism in India
- To assess the characteristics of the Indian independence movement

**Course Outcomes:**

- Understand the nature of colonialism in India
- Examine the consequences of colonial exploitation in India
- Analyse the growth of nationalism in India

**Course Structure:**

**BLOCK-I-COLONIAL INTERVENTION**

**Unit 1 -Colonial Intervention in India:** Administration- Economy- Agrarian Settlements- Commercialization of Agriculture

**Unit 2 -Impact of Colonial intervention and Resistance:** Impact on indigenous crafts- Drain of wealth- Deindustrialisation - Famine- Early resistance movement- 1857 revolt

**Unit 3- Reform Movements** Colonial modernity in India- Social and Cultural policy- Socio-Religious Reform movements- Methods of reform- Weaknesses and limitations

## **BLOCK-2 -EMERGENCE OF INDIAN NATIONALISM AND THE BEGINNING OF NATIONAL MOVEMENT**

**Unit 1 - Emergence of Indian Nationalism:** Factors for the growth of Indian nationalism- Early Political Associations- Emergence of Indian National Congress- Theories on the foundation of Indian National Congress- Safety Valve theory- Role of A.O Hume

**Unit 2- Moderate Phase of the Congress:** Nature of function- Moderate leaders of the Congress- Major demands- British attitude towards the Congress- Achievements and drawbacks

**Unit 3- Emergence of Extremism:** Partition of Bengal and the Swadeshi movement- Ideological basis of Extremism-Cancellation of Partition of Bengal

## **BLOCK-3-IMPACT OF FIRST WORLD WAR AND GANDHIAN INTERVENTION**

**Unit 1- First World War and Indian Nationalism:** National Movement during the time of First World War- Home Rule League-Revolutionary movements in India and abroad- Congress League Scheme-Reunion between Moderates and the Extremists

**Unit 2- Emergence of Gandhi in Indian Politics:** South African experiments- Gandhian techniques of Satyagraha- Champaran Satyagraha- Ahmedabad and Kheda -Rowlatt Act - Jallianwala Bagh Tragedy- Khilafat Issue-Non-Cooperation Movement and its Nature

**Unit 3- Swarajist Interlude and after:** Swarajist interlude and the progress of National movement- Swarajist experiments- Simon Commission 1927- Nehru report- Lahore Session and Purna Swaraj Resolution

## **BLOCK-4 STRUGGLE FOR SWARAJ**

**Unit 1 -Civil Disobedience Movement and other developments:** Civil Disobedience Movement- Round Table Conferences- Three Round Table Conferences- White Paper- Poona

Pact- Government of India Act of 1935- Congress in Office- Outbreak of Second World War- Cripps Mission- Quit India Movement

**Unit 2 -Emergence of Socialist ideas:** Trade Union Movement- Bardoli Satyagraha- Growth of Peasant Movements-Women in Revolutionary Movement- Kalpana Dutta- Bina Das- Preethy Latha Vadedar

**Unit 3 -Communal Politics and Partition of India:** Two Nation Theory of Jinnah-Cabinet Mission-Direct Action Day- Wavell Plan- Simla Conference- Subhash Chandra Bose and INA- RIN Mutiny- Partition and Independence

References:

1. A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, Delhi ,1987
2. Anil Seal, *The Emergence of Indian Nationalism*, Cambridge University Press, 1968
3. Antony. D. Smith, *The Antiquity of Nations*, Polity Press, Cambridge, 2004
4. Bipan Chandra, *Communalism in Modern India*, Har Anand Pub, 2008
5. Bipan Chandra, *India's Struggle for Independence*, Penguin Books 1998
6. Bipan Chandra, *Modern India*-NCERT Books, New Delhi, 2000
7. Bipan Chandra, *Nationalism and Colonialism in Modern India*, Orient Longman,1987
8. Ernst Gellner, *Nation and Nationalism*, Basil Blackwell OUP, 1983
9. Irfan Habib, *Indian Economy-1858-1914*, Manohar Pub., 2006
10. Jaswant Singh, *Jinnah: India- Partition- Independence*, Rupa Pub, 2001
11. Jawaharlal Nehru, *An Autobiography*, Teen Murti House, Delhi,1936
12. Judith Brown, *Modern India: The Origins of an Asian Democracy (Short Oxford History of the Modern World)*, OUP, 1994
13. K.N. Panikkar, *Culture, Ideology Hegemony: Intellectual and Social Consciousness in Colonial India*, People's Pub House,1990
14. Mohandas Karamchand Gandhi, *My Experiments with Truth*, Crossland Pub., 2009
15. Partha Chatterjee, *Wages of Freedom*, OUP, 1999

16. R.C. Majumdar, *History of Freedom Movement in India*, South Asia Books, 1998
17. Ramachandra Guha, *India After Gandhi*, Picador India, 2008
18. S.C. Gosh, *History of Education in Modern India*, UBS Pub, Delhi, 2009
19. Sumit Sarkar, *Modern India, 1887-1947*, McMillan, Madras, 1983
20. Tara Chand, *History of Freedom Movement in India (3Vols)*, Pub. Division, 1961

**MASTER OF ARTS**

**M21ML01CB**

**CREDITS: 4**

**കവിതയും കഥയും**

**(Kavithayum Kadhayum)**

**Objectives**

1. മലയാള കവിതയുടെ ചരിത്രം മനസ്സിലാക്കുക
2. മലയാള കവിതയിലെ കാൽപ്പനിക നവകാൽപ്പനിക പ്രവണതകളെക്കുറിച്ച് അറിവ് നേടുക
3. സമകാലിക മലയാളകവിത അഭിസംബോധന സൂക്ഷ്മരാഷ്ട്രീയങ്ങളെക്കുറിച്ച് ധാരണ നേടുക
4. ഇരുപതാം നൂറ്റാണ്ടിന്റെ ആരംഭം മുതലുള്ള മലയാള ചെറുകഥാചരിത്രത്തെക്കുറിച്ച് ധാരണ നേടുക
5. ആധുനിക - ആധുനികാനന്തര കവിതകളുടെയും കഥകളുടെയും സവിശേഷതകൾ തിരിച്ചറിയുക
6. പരിസ്ഥിതി -ഭൂമി - സ്ത്രീപക്ഷ രചനകളുടെ രാഷ്ട്രീയം മനസ്സിലാക്കുക

**Course outcomes**

1. മലയാള കവിതയുടെ ചരിത്രത്തെക്കുറിച്ച് സാമാന്യമായ ധാരണ ലഭിക്കുന്നു

2. ആധുനിക കവിതയിലെ വ്യത്യസ്ത ധാരകൾ പരിചയപ്പെടുന്നു
3. ഉത്തരാധുനിക കാലത്തിന്റെ സവിശേഷതകൾ മനസ്സിലാക്കുന്നു.
4. ദളിത് -സ്ത്രീപക്ഷരചനകളുടെ രാഷ്ട്രീയം വിശകലനം ചെയ്യുന്നു
5. മലയാള ചെറുകഥയുടെ ഭാവകത്വ പരിണാമചരിത്രത്തെക്കുറിച്ച് അറിവ് നേടുന്നു
6. സമകാല കവിതയുടെയും ചെറുകഥയുടെയും സവിശേഷതകൾ കണ്ടെത്തുന്നു

## Course Details

ബ്ലോക്ക് ഒന്ന്

പാട്ട് - മണിപ്രവാളം - നിർവചനങ്ങൾ - ചെറുശ്ലോകം - കൃഷ്ണഗാഥ - ഭക്തിപ്രസ്ഥാനം - പുരാണകഥാപുനരാഖ്യാനം - എഴുത്തച്ഛനും കൃതികളും - കുഞ്ചൻ നമ്പ്യാർ - തുള്ളൽ പ്രസ്ഥാനം - പൂന്താനം - ശ്രീനാരായണഗുരു - വിലാപകാവ്യപ്രസ്ഥാനം - മലയാള കവിതയിലെ കാല്പനികത - കവിത്രയം

വിശദപഠനം:

യൂണിറ്റ് - 1

- |               |   |                           |
|---------------|---|---------------------------|
| 1. ചെറുശ്ലോകം | - | അക്രൂരാഗമനം (290 വരികൾ)   |
| 2. എഴുത്തച്ഛൻ | - | ലക്ഷ്മണോപദേശം (126 വരികൾ) |

യൂണിറ്റ് - 2

1. കുഞ്ചൻ നമ്പ്യാർ - ഘോഷയാത്ര
2. ശ്രീനാരായണഗുരു - ദൈവദശകം

യൂണിറ്റ് - 3

1. വി. സി. ബാലകൃഷ്ണപ്പണിക്കർ - ഒരു വിലാപം (ആദ്യത്തെ 12 ശ്ലോകം)
2. കുമാരനാശാൻ - വീണപൂവ്

യൂണിറ്റ് - 4

1. വള്ളത്തോൾ - അച്ഛനും മകളും
2. ഉള്ളൂർ - ഭൂതക്കണ്ണാടി

**ബ്ലോക്ക് രണ്ട്**

കവിത കവിത്രയത്തിനുശേഷം - കാല്പനികതയുടെ മുന്നേറ്റം -  
പിൽക്കാല കാല്പനികത -ഭാവഗീതങ്ങൾ - മിസ്സിസിസ്കം - സിംബലിസം -  
മറ്റു പ്രസ്ഥാനങ്ങൾ - കാവ്യഭാഷയുടെ പരിവർത്തനം - മലയാള  
കവിതയിലെ ആധുനികത - നവീനകവിത - എൻ. വി. കുറുപ്പുവാര്യർ -  
അക്കിത്തം - അയ്യപ്പപ്പണിക്കർ - കടമ്മനിട്ട - സച്ചിദാനന്ദൻ - കെ. ജി.  
ശങ്കരപ്പിള്ള - ആധുനികനന്തരമലയാള കവിത - കവിതയുടെ  
രൂപപരമായ മാറ്റങ്ങൾ - ദളിത് - പരിസ്ഥിതി - പെണ്ണെഴുത്ത്

വിശദപഠനം:

യൂണിറ്റ് - 1

1. ബാലാമണിയമ്മ - മഴുവിൻറെ കഥ
2. ചങ്ങമ്പുഴ - മനസ്സിനി
3. വൈലോപ്പിള്ളി - കന്നിക്കൊയ്ത്ത്

യൂണിറ്റ് - 2

1. ജി. ശങ്കരക്കുറുപ്പ് - സൂര്യകാന്തി
2. ഇടശ്ശേരി - ഹനുമത് സേവ തുഞ്ചൻ പറമ്പിൽ
3. വയലാർ രാമവർമ്മ - സർഗ്ഗസംഗീതം

യൂണിറ്റ് - 3

1. അയ്യപ്പപ്പണിക്കർ - മൃത്യുപൂജ
2. എ. അയ്യപ്പൻ - അത്താഴം
3. സച്ചിദാനന്ദൻ - ഇവനെക്കൂടി

യൂണിറ്റ് - 4

1. കുര്യപ്പുഴ ശ്രീകുമാർ - ഇഷ്ടമുടിക്കായൽ



2. അനിത തമ്പി - ആലപ്പുഴ വെള്ളം
3. എം. ആർ. രേണുകുമാർ - കൊതിയൻ
4. വി. എം. ഗിരിജ - കുന്തി

ബ്ലോക്ക് മൂന്ന്

ചെറുകഥ: നിർവചനം - വിദേശ സ്വാധീനം - ആദ്യകാല ചെറുകഥകൾ - വ്യത്യസ്ത പ്രമേയങ്ങൾ - വേങ്ങയിൽ കുഞ്ഞിരാമൻ നായനാർ - നവോത്ഥാന കഥകൾ - സാമൂഹിക ചലനങ്ങൾ - റിയലിസം - തക്ഷി - എസ്. കെ. പൊറ്റക്കാട് - കേശവദേവ് - വൈക്കം മുഹമ്മദ് ബഷീർ - ലളിതാംബിക അന്തർജനം - പൊൻകുന്നം വർക്കി - കാരൂർ - ദരിദ്രരുടെയും അധഃസ്ഥിതരുടെയും കഥകൾ

യൂണിറ്റ് - 1

1. ലളിതാംബിക അന്തർജനം - ധീരേന്ദു മജുന്ദാരുടെ അമ്മ
2. തക്ഷി ശിവശങ്കരപ്പിള്ള - കൃഷിക്കാരൻ

യൂണിറ്റ് - 2

1. എസ്. കെ. പൊറ്റക്കാട് - ഒട്ടകം
2. വൈക്കം മുഹമ്മദ് ബഷീർ - പൂവമ്പഴം

യൂണിറ്റ് - 3

1. കാരൂർ നീലകണ്ഠപ്പിള്ള - മോതിരം

2. ഉറുബ്

- രാച്ചിയമ്മ

യൂണിറ്റ് - 4

1. എം. ടി. വാസുദേവൻ നായർ - കറുത്ത ചന്ദ്രൻ

2. ടി. പരമനാഭൻ - കാലദൈവൻ

3. എൻ. മോഹനൻ - കൊച്ചുകൊച്ചു മോഹങ്ങൾ

ബ്ലോക്ക് നാല്

ആധുനിക - ആധുനികാനന്തര കഥകൾ - കഥയും അന്തർഭാവവും -  
സമകാല ചെറുകഥ - ആഖ്യാനത്തിലെ മാറ്റങ്ങൾ -  
ആഗോളവൽക്കരണം - സ്വത്വരാഷ്ട്രീയം - സ്ത്രീ - പരിസ്ഥിതി -  
ദളിത് കഥകൾ

വിശദപഠനം:

യൂണിറ്റ് - 1

1. മാധവിക്കുട്ടി - ശർക്കര കൊണ്ടൊരു തുലാഭാരം

2. സി. വി. ശ്രീരാമൻ - വാസ്കുഹാര

യൂണിറ്റ് - 2

1. എം. മുകുന്ദൻ - പ്രഭാതം മുതൽ പ്രഭാതം വരെ

2. സക്കറിയ - ആർക്കറിയാം

### യൂണിറ്റ് - 3

1. സി. അയ്യപ്പൻ - ഭ്രാന്ത്
2. കെ. ആർ. മീര - കൃഷ്ണഗാഥ
3. സന്തോഷ് ഏച്ചിക്കാനം - കൊമാല

### യൂണിറ്റ് - 4

1. ഇ. സന്തോഷ് കുമാർ - സങ്കടമോചനത്തിന് ഒരു കൈപ്പുസ്തകം
2. ജി. ആർ. ഇന്ദുഗോപൻ - ചട്ടമ്പിസദ്യ

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5. ജോർജ്ജ്, കെ. എം. ഡോ., (എഡി.), 2002, *ആധുനിക മലയാള സാഹിത്യചരിത്രം*

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6. പ്രസാദ്, സി. ആർ. ഡോ., 2005, *മലയാള കവിത ആധുനികാനന്തരം*, ചെങ്ങന്നൂർ,

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കേരള സാഹിത്യ അക്കാദമി.

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10. മിനി പ്രസാദ്, ഡോ., 2015, *പെൺകഥകളുടെ ഫെമിനിസ്റ്റ് വായന*,  
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## MASTER OF ARTS

### SANSKRIT

#### M23SN01CB SAMSKRUTHA VARTHANI CREDIT: 4

##### Objectives

- संस्कृतभाषायाः अध्ययनाय अलब्धावसराणां अनायासेन संस्कृतप्रवेशाय अवसरप्रदानम्।
- काव्यास्वादनक्षमतोत्पादनम्।
- नाट्यप्रयोगपरिज्ञानम् ।

##### Learning Outcomes

- संस्कृताध्ययनस्य प्रारंभाय अवश्यमध्येतव्यानां सुबन्तानां तिङन्तानाञ्च परिचयप्रदानम्।
- छात्राणां पदसम्पदः प्रवृद्धिः ।
- अन्यासां भारतीयभाषाणामपि पदसम्पदां अवगमने सौकर्यप्रदानम्
- भारतीयसंस्कृतेः महिमातिरेकं अवगन्तुं, तस्या वाहिनीरूपाया अस्या भाषाया अध्ययनेन छात्रान् प्रभावयितुम् ।
- सुसम्पन्ने संस्कृतसाहित्ये परिचयप्रदानम्।

##### Block: 1 सुबन्त - तिङन्त - पदपरिचयः।

**Unit - 1** पुंलिङ्ग - नपुंसकलिङ्गशब्दाः- बाल, हरि, गुरु, पितृ, राजन् (पुंलिङ्गे)।  
फल, वारि, दधि, मधु, जगत् (नपुंसकलिङ्गे)।

**Unit - 2.** स्त्रीलिङ्गशब्दाः सर्वनामशब्दाश्च -लता, मति, नदी, स्त्री, मातृ, भास् -  
स्त्रीलिङ्गशब्दाः। अस्मत्, युष्मत्, तत्, एतत्, किम् - सर्वनामशब्दाः (तत्, एतत्,  
किं-

त्रिषु लिङ्गेषु)

**Unit - 3.** तिङन्तपरिचयः (Conjugations) - भूधातुः (परस्मैपदी) दशलकारेषु।

**Unit - 4** वदि (वन्द्) धातुः (आत्मनेपदी) - दशलकारेषु। एधधातुः लिटि केवलम् -  
अनुप्रयोगलिटः अवगमनाय)

**Block:2 काव्यपरिचयः - श्रीकृष्णविलासकाव्यम् (सुकुमारकविः)**

**प्रथमसर्गः 1 – 28 श्लोकाः।**

- Unit - 1** श्लोकाः 1 - 7  
**Unit - 2** श्लोकाः 8 - 14  
**Unit - 3** श्लोकाः 15 - 21  
**Unit - 4** श्लोकाः 22 - 28

**Block : 3 काव्यपरिचयः - श्रीकृष्णविलासकाव्यम् (सुकुमारकविः)**

**प्रथमसर्गः 29– 54 श्लोकाः।**

- Unit - 1** श्लोकाः 29 - 35  
**Unit - 2** श्लोकाः 36 - 42  
**Unit - 3** श्लोकाः 43 - 48  
**Unit - 4** श्लोकाः 49 - 54

**Block :4 भासस्य कर्णभारः।**

- Unit - 1** कर्णभारे कर्णस्य प्रवेशः ।  
**Unit - 2** कर्णस्य अस्त्रवृत्तान्तः ।  
**Unit - 3** कर्णभारे शक्रस्य प्रवेशः ।  
**Unit - 4** कर्णस्य कवचकुण्डलदानम् ।

**Reference**

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2. शब्दमञ्जरी – विद्यासागर के. एल्. वी. शास्त्री R.S.Vadyar and Sons, Kalpathy, Palghat.
3. धातुरूपमञ्जरी - विद्यासागर के. एल्. वी. शास्त्री R.S.Vadyar and Sons, Kalpathy, Palghat.
4. सुकुमारकविविरचितं श्रीकृष्णविलासकाव्यम् (प्रथमसर्गः)  
(With Sanskrit commentary “Vilasini” by Ramapanivada and Malayalam commentary “Prasadam” by Prasad Anchal – Published by M. K. Ponnammamma, Chithralayam, Anchal P.O.

**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS**

**CROSS BORDER DISCIPLINE**

**SOCIOLOGY -M21SO01CB: CRIMINOLOGY**

**(PG Regulations 2021)**

**(Credits: 04)**

**Course Objectives:**

The course introduces basic concepts in criminology and criminal administration. It helps the government, correction institutes and administrators to understand the societal elements in cultivating crimes and criminals in the society.

**Course Outcomes:**

- Acquaint the learners with concepts of criminology for the promotion of welfare and co-operation in society.
- Give exposure to the learners about different types of crime prevailing in society.
- Familiarize the learners criminal justice system and different ways of preventing crime in society.

**BLOCK 1: CRIME AND PERSPECTIVES**

**UNIT I: Crime and Criminology**

Definitions: Crime, Criminology and Criminal Justice, Differences between concepts: Sin, Crime, Vice & Wrong; Meaning: Deviance and Delinquency, Historical Development of criminology - Nature and Scope- Criminology



## UNIT II:

**Conceptual approaches to crime:** legal, behavioral, sociological, deviance, crime and delinquency

## UNIT III:

**Perspectives on crime causation:** classical and positivist school of criminology, Psychological, sociological (Marxian, structural functional and symbolic interactionism)

## BLOCK II: TYPES OF CRIME

### UNIT I:

**Typology of Crimes:** Crimes against Human body and Crimes against Property, Crimes against vulnerable groups: Crimes against women and children

### UNIT II:

**Types of Crime:** Economic and violent crime, white collar and corporate crime, organized and cybercrime.

### UNIT III:

Changing socio-economic profile of criminals in contemporary India

## BLOCK III: CRIMINAL JUSTICE SYSTEM

### UNIT I: Introduction to CJS

CJS: Meaning, Purpose and Social Relevance; Legislative Process in CJS.

International Perspective: American, British, Chinese, French and Islamic CJS.

### UNIT II: POLICE SYSTEM

**Historical overview of Police system in India and its function;** Police Act 1861, Organization set up of Indian Police in Modern Society. Objective of Police System: Maintenance of Law and Order, Investigation of Crimes, Protection of Life, Protection of Property Rights, Prevention of Crime.

### UNIT III: JUDICIAL & PROSECUTION SYSTEM

**Judicial Administration in India:** Structure and Functions of Criminal Courts. Modern Judicial Systems: Fast Track Court, Children Court, JJB. Salient Features of Indian Judicial System: Independence, Public and Fair Trial. Fundamental Elements in Judicial Functioning: Due Process, Speedy Trials and Access to Justice. Prosecution System

### BLOCK IV: PUNISHMENT AND CORRECTIVE METHODS

#### UNIT I:

**Punishment in Relation to Crime:** types of punishment, penology in India, Indian Penal Code, retributive and reformatory theory, deterrent theory

#### UNIT II:

**Correction:** significance and forms of correction, history of prison reforms in India, national policy on prisons, correctional programmes- educational, vocational, psychiatric, meditation, recreation, problems of correctional administration

#### UNIT III:

**Alternative to Imprisonment:** probation, parole, open prisons, after-care and rehabilitation, victimological perspective

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**MASTER OF ARTS**  
**PHILOSOPHY**  
**CROSS BORDER DISCIPLINE**  
**M23PH01CB: SOCIAL ETHICS**  
**(Credits: 04)**

**Course Outcomes:**

- Knowing social ethics and various themes and issues in it
- Understanding moral frameworks which address our day-to-day issues affecting social and professional relationships and practices.
- Explore the moral/ethical dimensions of our day-to-day encounters with rights, information, internet, society and state

**Course Outline**

Block 1- Introduction to Ethics

Block 2 - Information, Technology and Internet Ethics

Block 3- Social Issues Related to Rights

Block 4 - Individual and Social Issues Related to State

**Block 1- Introduction to Ethics**

Unit 1: Ethics: Nature and Scope

Definition, Voluntary and involuntary actions, Right and Wrong, Introduction to various normative ethical theories

Unit 2: Relation of Ethics to Psychology, Sociology and Religion

### Unit 3: Social Ethics: An Introduction

Social ethics as a branch of ‘applied ethics,’ the application of ethical reasoning to social problems

## **Block 2 – Information, Technology and Internet Ethics**

### Unit 1 - Information Communication Ethics

Ethics and politics of production, utilization and communication of information

Impact of fake news/misinformation and miscommunication on Social-psychological-political-legal spheres.

Ethical, legal and societal aspects of using information and communication technologies

### Unit 2 – Ethics of Cyber-warfare

Cyber-attacks on digital infrastructure and social-political-national-global impact

### Unit 3 – Internet Ethics

Access to internet, Privacy, big data, net neutrality

## **Block 3 - Social Issues Related to Rights**

### Unit 1 – Contraception and Abortion

Moral status of the fetus

### Unit 2 - Self-determination and Suicide

Suicide as an individual right which society has no right to intervene in

versus

Suicide as a social justice issue which we have social obligation to prevent from

### Unit 3 – Euthanasia

### Unit 4 - Capital Punishment

## **Block 4- Individual and Social Issues Related to State**

### Unit 1: Nature and Justification of State

Social Contract theory: Thomas Hobbes, John Locke and Jean-Jacques Rousseau

Justification of democracy

### Unit 2: Nature and Scope of Freedom in Society

Individual versus social freedom. Duties and responsibilities

### Unit 3: Equality and Social Justice

Equality before the law/ equal protection of the laws, Affirmative action, Protection from social exclusion, labour exploitation, bonded labour, and slavery, Access to health care, equal pay, housing, employment opportunities, Criminal justice ethics/ Ethics of social reform in Crime and Punishment

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**Cross Border Discipline Course**  
**(Offered to Other Disciplines by Department of Economics)**

**M23EC01CB**

**GENERAL ECONOMICS**

**Course Objectives:**

1. To understand the discipline of economics in general
2. To be familiarised with the major branches of economics
3. To be able to distinguish between growth and development
4. To be aware of exchange rate mechanism under trade
5. To get introduced to the basic features of Indian economy and examine various issues and crisis experienced in the economy

**Course Outcomes:**

1. Learners will be able to get an understanding of the scope of economics and basic concepts of micro and macroeconomics.
2. They will be able to get an understanding of the functions of money and monetary policy.
3. They will be able to develop preliminary knowledge about the scope of public economics and fiscal policy instruments.
4. They will be able to know the basic structure of the Indian economy and understand economic reforms since 1991.

**COURSE OUTLINE**

Block 1: Micro and Macroeconomics

Block 2: Development and International Economics



Block 3: Money and Public Economics

Block 4: Indian Economy

## **COURSE DETAILS**

### **BLOCK 1: Micro and Macroeconomics**

**Unit 1:** Economics as a social science - Subject matter and scope of Economics - Different economic systems - Micro-Macro distinction - Scope of Microeconomics -The basic economic problems and solutions

**Unit 2:** Demand function - Law of demand - Supply Function - Law of Supply - Concept of Equilibrium - Concept of Utility - Production function -Short-run Vs Long-run

**Unit 3:** Macroeconomics - Definition, and Scope- Macroeconomic Variables - Stock and Flow, Exogenous and Endogenous Variables - Circular Flow (two sectors)

**Unit 4:** National Income Concepts - Methods of Measurement - Difficulties in the measurement of National Income

### **BLOCK 2: Development and International Economics**

**Unit 1:** Growth and Development - Indicators of economic development - PCY - PQLI - HDI - HPI - Multidimensional Poverty Index - Inequalities in income distribution -Lorenz curve

**Unit 2:** BOP – Exchange Rate - Exchange Rate determination – Purchasing Power Parity Theory - Devaluation – Revaluation - Depreciation - Appreciation

**Unit 3:** International Financial Institutions – IMF, World Bank, WTO, ADB, AIIB, IIB, IFC, IDA

### **BLOCK 3: Monetary and Public Economics**

**Unit 1:** Concept of Money - Functions - Inflation- Types of inflation - Impact of inflation - Measures to regulate inflation

**Unit 2:** Banking and Capital Market - Types of Deposits - Monetary Policy (Concept Only) - RBI Instruments - Concepts of Capital Market - Shares, Bonds, Stock Market, SENSEX, NIFTY

**Unit 3:** Public Revenue and Public Expenditure- Sources of public revenue-Tax, Non-Tax sources -Types of public expenditure

**Unit 4:** Budget - Concept and significance - Classification of the budget - Revenue and capital accounts - Fiscal deficit - Fiscal Policy (Concept only)

#### **BLOCK 4: Indian Economy**

**Unit 1:** Characteristics of Indian economy- Role of Agriculture, Industry, and Service sectors in Indian Economy

**Unit 2:** Poverty and Unemployment – Measures of Poverty - Poverty rate in India - Unemployment – Measures of employment – Rural-Urban and Female-Male Unemployment Trends - Causes of Unemployment in India

**Unit 3:** Economic Crisis of 1991- Economic Reforms of 1991- Liberalisation, Privatisation, and Globalisation

**Unit 4:** Recent Reforms - Planning Commission to NITI Aayog - Introduction of GST – Fiscal Federalism and GST - Demonetisation of rupee

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MASTER OF ARTS  
PUBLIC ADMINISTRATION  
CROSS BORDER DISCIPLINE  
M23PA01CB: HUMAN RIGHTS

Credits: 04

Course objectives

The course "Human Rights" aims to provide students with a comprehensive understanding of the concept, development, and implementation of human rights globally and within India, with a special focus on Kerala. Students will explore the historical evolution of human rights, the international and regional human rights frameworks, and the specific provisions within the Indian Constitution that safeguard these rights. Through this course, students will gain insights into the key human rights issues faced by various communities, particularly in Kerala, and the role of human rights institutions and civil society in addressing these challenges. Additionally, the course will address contemporary and emerging human rights issues, such as digital rights and environmental justice, preparing students to critically analyse and engage with these topics in their future careers and civic life. By the end of the course, students will be equipped with the knowledge and skills to advocate for and contribute to the protection and promotion of human rights in diverse contexts.

Course outcomes

Upon completion of the course, learners will be able to –

- understand the fundamental concepts and historical development of human rights.
- analyse international and regional human rights frameworks and their implementation.
- gain insight into the Indian constitutional provisions and institutions dedicated to human rights protection.
- critically examine human rights challenges and initiatives specific to Kerala.
- develop the ability to address and advocate for contemporary human rights issues globally and locally.

Course outline

Block 1: Introduction to Human Rights

Block 2: Human Rights in India

Block 3: Kerala-Specific Human Rights Issues

Block 4: Contemporary Human Rights Issues and Future Challenges

Block 1: Introduction to Human Rights

Unit 1: Understanding Human Rights

- Definition and concept of human rights
- Historical development of human rights
- Key principles and characteristics of human rights

#### Unit 2: International Human Rights Framework

- United Nations and human rights
- Universal Declaration of Human Rights (UDHR)
- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)

#### Unit 3: Regional Human Rights Systems

- European Convention on Human Rights (ECHR)
- Inter-American System of Human Rights
- African Charter on Human and Peoples' Rights

### Block 2: Human Rights in India

#### Unit 1: Constitutional Framework

- Fundamental Rights and Directive Principles of State Policy
- Protection and enforcement of human rights in India
- Role of the judiciary in upholding human rights

#### Unit 2: Key Human Rights Issues in India

- Right to equality and non-discrimination
- Right to life and personal liberty
- Socio-economic rights: Right to education, health, and livelihood

#### Unit 3: Human Rights Institutions in India

- National Human Rights Commission (NHRC)
- State Human Rights Commissions
- Role of non-governmental organizations (NGOs)

### Block 3: Kerala-Specific Human Rights Issues

#### Unit 1: Historical Context of Human Rights in Kerala

- Social reform movements in Kerala
- Influence of leaders like Sree Narayana Guru and Ayyankali

- Impact of the Kerala Renaissance on human rights

#### Unit 2: Current Human Rights Challenges in Kerala

- Rights of marginalized communities: Dalits, Adivasis, and fishermen
- Gender rights and issues: Women and LGBTQ+ community
- Environmental rights and issues: Land, water, and ecological concerns

#### Unit 3: Human Rights Initiatives and Movements in Kerala

- Role of the Kerala State Human Rights Commission
- Grassroots human rights movements and organizations
- Case studies of significant human rights interventions

### Block 4: Contemporary Human Rights Issues and Future Challenges

#### Unit 1: Emerging Human Rights Issues

- Digital rights and privacy concerns
- Human rights in the context of globalization
- Rights of refugees and migrants

#### Unit 2: Human Rights and Development

- Intersection of human rights and sustainable development
- Human rights-based approach to development
- Role of international development organizations

#### Unit 3: Future Challenges and Opportunities

- Addressing climate change and human rights
- Strengthening global human rights mechanisms
- Advocacy and activism in the digital age

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