

**(Abstract)**

MA Governance and Politics Programme - Scheme, Syllabus and Model Question Paper under Choice Based Credit and Semester System (in Outcome Based Education System-OBE) in Affiliated Colleges -Implemented with effect from 2025 Admission - Orders issued

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**ACADEMIC C SECTION**

Acad/C1/1601/2021

Dated: 04.07.2025

- Read:-1. U.O No Acad C1/21246/2019 dtd: 09/08/2023 and 15/10/2024  
2. Minutes of the meeting of BoS in Political Science (cd) dtd: 22.05.2025  
3. E-mail dtd: 29.05.2025 from the Chairperson, BoS, Political Science (cd)  
4. Minutes of the meeting of all Deans of Faculties held online on 04.06.2025  
5. Orders of Vice Chancellor in file No. ACAD C/ ACAD C3/2948/2025 dtd: 04/06/2025

**ORDER**

- 1.The revised Regulations for Post Graduate Programmes under Choice Based Credit Semester System (in OBE- Outcome Based Education system) in Affiliated Colleges under the University was approved and implemented w.e.f.2023 admission and certain modifications were effected thereafter vide paper read (1) above.
- 2.In the circumstance of nonexistence of Board of Studies at that time, the Syllabus of New Generation Programme viz, MA Governance and Politics, implemented in the University w.e.f.2020 admission was not revised in line with new PG Regulations implemented w.e.f.2023 admission.
3. Subsequently, after the formation of the Board of Studies (BoS), the Board of Studies in Political Science (cd) finalized the draft Scheme and Syllabus of the M A Governance and Politics programme and the Chairperson vide paper read (3) above submitted the same for approval and implementation w.e.f.2025 admission, along with the minutes of the Board of Studies in this regard.
- 4.The Syllabus, submitted by the Chairperson was forwarded to the Dean, Faculty of Social Science for verification.
5. The combined meeting of Dean of Faculties held on 04.06.2025 vide paper read 4, recommended to approve the Syllabus of M A Governance and Politics programme.
- 6.The Vice Chancellor, after considering the recommendation of Dean of Faculties and in exercising the powers of the Academic Council conferred under Section 11(1), Chapter III of the Kannur University Act 1996, ***approved the Scheme, Syllabus and Model question paper of the MA Governance and Politics programme under Choice Based Credit and Semester system (in OBE- outcome Based Education system) and accorded sanction to implement the same in Affiliated Colleges under the University w.e.f. 2025 Admission, subject to***



**reporting to the Academic Council.**

7.The Scheme, Syllabus and Model Question Paper of MA Governance and Politics programme under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) in Affiliated Colleges under the University with effect from 2025 admission are appended with this U.O. and uploaded in the University website.

Orders are issued accordingly.

Sd/-

**Bindu K P G**


**DEPUTY REGISTRAR (ACADEMIC)**

For REGISTRAR

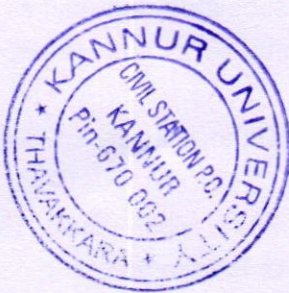
To: 1. The Controller of Examinations (through PA)  
2. The Principals of Affiliated College offering MA Governance and Politics programme

Copy To: 1. PA to CE (to circulate to the section, concerned).  
2. PS to VC/PA to R  
3. DR/AR (Acad)  
4. EXCI/ EG II/ AR II/ AR I/ JR II (Exam)  
5.The IT Cell, Computer Programmer  
6. Web Manager (for uploading in the website)  
7. Chairperson BoS in Political Science (cd)  
8. SF/DF/FC

Forwarded / By Order

  
SECTION OFFICER





**KANNUR UNIVERSITY**

**Syllabus for**

**MA GOVERNANCE AND POLITICS**

**2025 Admission onwards**



## **Introduction**

The M.A. in Governance and Politics is a new-generation postgraduate programme launched by Kannur University in 2020. It is designed with the objective of promoting interdisciplinary learning, while equipping students with the skills and competencies required to pursue successful careers in diverse professional sectors. The initial curriculum, syllabus, and course scheme were developed by the Expert Panel for Curriculum Design, and subsequently finalized by the Board of Studies in Political Science (Cd). The programme was implemented from the 2020 admission onwards under the Kannur University Credit-Based Semester System (KUCBSS).

In 2023, Kannur University adopted its revised Postgraduate Regulation for the academic year 2023–24, and transitioned to an Outcome-Based Education (OBE) framework. In line with this shift, the Board of Studies in Political Science has redesigned the M.A. in Governance and Politics to align with the new PG regulations and the principles of OBE. The restructured syllabus is intended to help learners critically understand, evaluate, and interpret political processes from an interdisciplinary perspective. It aims to provide a robust academic foundation that connects theoretical knowledge with practical insights, preparing students to meet the demands of a dynamic socio-political environment.

As the Chairperson of the Board of Studies in Political Science (Cd), I express my sincere gratitude to all the members of the Board who actively contributed to the preparation and redesign of the syllabus. Their valuable insights, dedicated efforts, and collaborative spirit have been instrumental in shaping a curriculum that meets academic standards and responds to contemporary educational needs.

Dr Sudheesh K M  
Chairperson  
BoS in Political Science (Cd)

### **Board of Studies in Political Science (Cd)**

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

### **Credit Distribution**

<b>No</b>	<b>Courses</b>	<b>Credit</b>
<b>1</b>	<b>Core (Including Project &amp; Course Viva Voce)</b>	<b>68</b>
<b>2.</b>	<b>Elective</b>	<b>12</b>
<b>Total</b>		<b>80</b>

### **Semesterwise Course Details**



**Semester I**

SI No	Course Code	Title of Courses	Internal Marks	External Marks	Total Marks	Course Credit	Weekly Hours
<b>CORE COURSES</b>							
1	MAGAP01C01	Debates in Political Theory	15	60	75	4	5
2	MAGAP01C02	Human Rights	15	60	75	4	5
3	MAGAP01C03	Theories and Concepts of International Politics	15	60	75	4	5
4	MAGAP01C04	Comparative Political Analysis	15	60	75	4	5
<b>ELECTIVE COURSES</b>							
1	MAGAP01E01	Gender and Politics	15	60	75	4	5
2	MAGAP01E02	Digital Governance	15	60	75	4	5
			75	300	375	20	25

**Semester II**

SI No	Course Code	Title of Courses	Internal Marks	External Marks	Total Marks	Course Credit	Weekly Hours
<b>CORE COURSES</b>							
1	MAGAP02C05	Indian Polity and Governance	15	60	75	4	5
2	MAGAP02C06	Public Administration: Theories and Concepts	15	60	75	4	5
3	MAGAP02C07	Western Political Thought	15	60	75	4	5
4	MAGAP02C08	Rural and Urban Governance in India	15	60	75	4	5
<b>ELECTIVE</b>							
1	MAGAP02E03	Public Policy Analysis	15	60	75	4	5
2	MAGAP02E04	Technology, Society and Politics	15	60	75	4	5
			75	300	375	20	25

**Semester III**



Sl. No	Course Code	Title of Courses	Internal Marks	External Marks	Total Marks	Course Credit	Weekly Hours
<b>CORE COURSES</b>							
1	MAGAP03C09	Themes in Indian Political Thought	15	60	75	4	5
2	MAGAP03C10	Public Institutions and Governance	15	60	75	4	5
3	MAGAP03C11	Debates in Indian Politics	15	60	75	4	5
4	MAGAP03C12	Research Methodology in Political Science	15	60	75	4	5
<b>ELECTIVE COURSES</b>							
1	MAGAP03E05	Environment and Politics	15	60	75	4	5
2	MAGAP03E06	Media and Governance	15	60	75	4	5
			75	300	375	20	25

### Semester IV

Sl. No	Course Code	Title of Courses	Internal Marks	External Marks	Total Marks	Course Credit	Weekly Hours
<b>CORE COURSES</b>							
1	MAGAP04C13	Polity and Governance in Kerala	15	60	75	4	6
2	MAGAP04C 14	Issues in International Politics	15	60	75	4	6
3	MAGAP04C15	India and the World	15	60	75	4	6
<b>PROJECT &amp; COURSE VIVA</b>							
4	MAGAP04C16	Project	20	80	100	5	7
5	MAGAP04C17	Course Viva	-	50	50	3	-
			65	310	375	20	25
Grant Total			290	1210	1500	80	100

## LIST OF CORE COURSES

SI No	Course Code	Course Title	Hrs/Week	Credits
1	MAGAP01C01	Debates in Political Theory	5	4
2	MAGAP01C02	Human Rights	5	4
3	MAGAP01C03	Theories and Concepts of International Politics	5	4
4	MAGAP01C04	Comparative Political Analysis	5	4
5	MAGAP02C05	Indian Polity and Governance	5	4
6	MAGAP02C06	Public Administration: Theories and Concepts	5	4
7	MAGAP02C07	Western Political Thought	5	4
8	MAGAP02C08	Rural and Urban Governance in India	5	4
9	MAGAP03C09	Themes in Indian Political Thought	5	4
10	MAGAP03C10	Public Institutions and Governance	5	4
11	MAGAP03C11	Debates in Indian Politics	5	4
12	MAGAP03C12	Research Methodology in Political Science	5	4
13	MAGAP04C13	Polity and Governance in Kerala	6	4
14	MAGAP04C14	Issues in International Politics	6	4
15	MAGAP04C15	India and the World	6	4
16	MAGAP04C16	Project	7	5
17	MAGAP04C17	Course Viva-Voce		3
				68

### LIST OF ELECTIVE COURSES

SI No	Course Code	Course Title	Hrs/Week	Credits
1	MAGAP01E01	Gender and Politics	5	4
2	MAGAP01E02	Digital Governance		
3	MAGAP02E03	Public Policy Analysis	5	4
4	MAGAP02E04	Technology, Society and Politics		
5	MAGAP03E05	Environment and Politics	5	4
6	MAGAP03E06	Media and Governance		
Total				12

Note: It is mandatory that learners have to select at least one elective course from basket of elective courses in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Semesters to acquire required credit (68 +12=80) to obtain M A Degree.

### **Semester I**

SI No	Course Code	Title of Courses	Internal Marks	External Marks	Total Marks	Course Credit	Weekly Hours
<b>CORE COURSES</b>							
1	MAGAP01C01	Debates in Political Theory	15	60	75	4	5
2	MAGAP01C02	Human Rights	15	60	75	4	5
3	MAGAP01C03	Theories and Concepts of International Politics	15	60	75	4	5
4	MAGAP01C04	Comparative Political Analysis	15	60	75	4	5
<b>ELECTIVE COURSES</b>							
1	MAGAP01E01	Gender and Politics	15	60	75	4	5
2	MAGAP01E02	Digital Governance	15	60	75	4	5
			75	300	375	20	25

### **MAGAP01C01- DEBATES IN POLITICAL THEORY**

#### **Course Description.**

The major objective of the course is to build upon a foundational understanding of the nature and significance of theoretical inquiry in politics. Political theory begins with a few fundamental questions that concern the good life and the ways in which individuals and



societies strive to achieve it collectively. Theoretical inquiry and debate form the foundation of later social structures and political systems. This course helps learners develop insight into how political philosophy evolves and how concepts of a good society and individual are shaped.

**Course Objectives:**

1. To introduce students to the fundamental questions and concerns that guide political theory and philosophical inquiry.
2. To explore key philosophical debates about the nature of the good life, justice, power, freedom, and authority.
3. To examine the relationship between political thought and the development of social and political institutions.
4. To foster critical thinking and analytical skills through engagement with classical and contemporary political theorists.

**Course Outcomes**

1. Students will be able to identify and explain core questions in political theory and their relevance to contemporary political life.
2. Students will demonstrate an understanding of major political philosophers and their contributions to ideas of the good life and the just society.
3. Students will analyze how theoretical debates influence the formation of political institutions and public life.
4. Students will develop the ability to critically evaluate normative arguments and construct their own reasoned positions on political and ethical issues.

MODULE	UNIT	Course Content
1	<b>Political Theory- An Introduction</b>	
	1	Definition, Nature, Need, and Evolution.
	2	Classical Political Theory& Modern Political Theory.
	3	Debates on Decline and Revival of Political.

	4	Political Theory in Contemporary times.
2	<b>Democracy and Citizenship</b>	
	1	Democracy: The Concept, Types: Direct Participatory Democracy & Representative Democracy.
	2	Perspectives on Democracy: Socialist, Feminist, Deliberative; Key Debates in Democratic Theory.
	3	Citizenship: Meaning, and Historical Development, Equal and Universal Citizenship-T H Marshal, and Limits of Citizenship.
	4	Alternative Conceptions: Marxists and Feminists, Impact of Multiculturalism and Globalisation on Citizenship.
3	<b>Liberty and Justice</b>	
	1	Negative vs. Positive Liberty (Berlin, MacCallum), Freedom and the Market (Libertarians), Freedom as Development (Sen).
	2	Critique of Liberal Freedom: Marxian, Feminists and Communitarian.
	3	Justice as Fairness (Rawls) & Critique of Justice (Nozick).
	4	Marxian & Communitarian Critique.
4	<b>Power, Authority &amp; State</b>	
	1	Power: Meaning, Definition and Types of Power
	2	Conceptions of Power: Liberals, Marxists, Feminist & Foucault.
	3	State: Meaning, Definition & Typologies of State.
	4	Conceptions of State: Liberal-Democratic, Libertarian, Conservative, Marxists, Feminists & Post Colonial Perspectives.

### Reading List

1. Bhargava, Rajeev. (2008). *What is Political Theory*. In Political Theory: An Introduction
2. Bhargava, Rajeev. (2008). *Why Do We Need Political Theory?* In Political Theory: An Introduction (Eds). By Rajeev Bhargava & Ashok Acharya. Pearson: New Delhi: pp:18-31.
3. Sreenivasan, Janaki. (2008). *Democracy*. In Political Theory: An Introduction (Eds). By Rajeev Bhargava & Ashok Acharya. Pearson: New Delhi: pp:106-128.
4. Roy, Anupama. (2008). *Citizenship* In Political Theory: An Introduction (Eds). By Rajeev Bhargava & Ashok Acharya. Pearson: New Delhi: pp:130-146.
5. Heywood, Andrew. (2018). *Political Theory: An Introduction*. 4<sup>th</sup> Edition. Palgrave: New Delhi: pp:196-201 & 237-246.

6. Gauba, O.P. (2021). *Political Theory: An Introduction* 9<sup>th</sup> Edition. National Paperbacks: New Delhi: pp:415-445,501-515 & 520-541.
7. Menon, Nivedita. (2008). *Power*. In *Political Theory: An Introduction* (Eds). By Rajeev Bhargava & Ashok Acharya. Pearson: New Delhi: pp:148-157.
8. Ramaswamy, Sushila. (2021). *Political Theory: Ideas and Concepts*. PHI Learning:Delhi: pp:82-112.
9. Anderson, Elizabeth S, 1999, "What Is the Point of Equality?" *Ethics* 109/2: 287–337.
10. Arneson, R, 1989, 'Equality and Equal Opportunity for Welfare', *Philosophical Studies*, 56 (1): 77-93.
11. Berlin, I., 1969, 'Two Concepts of Liberty', in I. Berlin, *Four Essays on Liberty*, London: Oxford University Press: 118-72.
12. Cohen, G. A., 2008, *Rescuing Justice and Equality*, Harvard University Press: 1-14; 229-371.
13. Dryzek, John S, Bonnie Honig, and Anne Philips, 2006, "Introduction" in Dryzek, Honig and Philips (Eds.), *The Oxford Handbook of Political Theory*, Oxford University Press: 3-41.
14. Dworkin, Ronald, 1981, 'What is Equality? Part I: Equality of Welfare'; 'Part II: Equality of Resources', *Philosophy and Public Affairs*, Vol. 10.
15. Habermas, Jurgen (1989): *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Burgeois Society*, Cambridge, MA: MIT Press.
16. Haugaard, Mark, 2002, *Power: A Reader*, Manchester University Press: 1-66; 181-204. Lukes, Steven. *Power: A Radical View*. London: Macmillan Press, 1974.
17. Kymlicka, Will, 2002, *Contemporary Political Philosophy: An Introduction* (Oxford University Press).
18. MacCallum, G. C. Jr., 1967, 'Negative and Positive Freedom', *Philosophical Review*, 76, pp. Nelson, E., 2005, 'Liberty: One Concept Too Many?' *Political Theory*, 33, pp. 58-78.
19. Mckinnon, Catriona, 2008, "Introduction" in Mckinnon, Catriona (ed), *Issues in Political Theory*, New York: Oxford University Press.
20. Okin, Susan M, 1987, "Justice and Gender", *Philosophy & Public Affairs* 16/1: 42-72.
21. Putnam, Robert (1993): *Making Democracy Work*, Princeton: Princeton University Press.
22. Rawls, John, 2001, *Justice as Fairness: a restatement*, Cambridge, MA: Harvard University Press. (excerpts)
23. Sen, Amartya, 1980, "Equality of What?" in *Tanner Lectures on Human Values, Volume I*, ed. S. McMurrin, Cambridge: Cambridge University Press.
24. Sen, Amartya, 2000, *Development as Freedom*, Delhi: OUP: Introduction, Ch. 1: 3-34.
25. Skinner, Q., 2002, 'A Third Concept of Liberty', *Proceedings of the British Academy*, 117, no. 237, pp. 237-68.
26. Taylor, C., 1979, 'What's Wrong with Negative Liberty', in A. Ryan (ed.), *The Idea of Freedom*, Oxford: Oxford University Press.

27. Walzer, M, 1983, *Spheres of Justice*, New York: Basic Books.

### **MAGAP01C02: HUMAN RIGHTS**

#### **Course Description:**

The course enables students to critically understand the concept of human rights, its significance, and the context of its origin. It examines human rights both as a conceptual framework and in terms of its practical application through various state and international mechanisms. The course also focuses on the roles of state movements and social groups in protecting the rights of individuals. Additionally, it helps learners critically analyze the concept of human rights as incorporated in the Indian Constitution, the mechanisms available for their protection, and the limitations of these mechanisms.



**Course Objectives:**

1. To introduce students to the historical and philosophical foundations of human rights.
2. To analyze the role of national and international institutions in the promotion and protection of human rights.
3. To examine the role of state actions and social movements in influencing human rights practices.
4. To critically assess the human rights provisions in the Indian Constitution and evaluate the effectiveness of existing protection mechanisms.

**Course Outcome:**

By the end of the course, students will be able to:

1. Explain the origin, development, and significance of the concept of human rights.
2. Evaluate the effectiveness of state and international mechanisms in safeguarding human rights.
3. Analyze the impact of state policies and civil society movements on human rights protection.
4. Critically assess constitutional provisions and legal frameworks related to human rights in India, identifying their strengths and limitations.

MODUL E	UNIT	Course Content
1	<b>Human Rights-An Introduction</b>	
	1	Meaning, Definition, Nature, Significance.
	2	Evolution of Human rights.
	3	Theories of Human Rights,
	4	Three Generations of Human Rights and Debates on the status of the Human Rights.
2	<b>Human Rights- Global</b>	

	1	UN and Human Rights Protection: Universal Declaration of Human Rights (UDHR), and UN Covenants on Human Rights.
	2	United Nations Human Rights Council, and and UN Conventions of Human Rights: Vienna Declaration 1993.
	3	Role of Non-Governmental Organisations in Protecting Human Rights, and limitations.
	4	Amnesty International, Human Rights Watch, and International Red Cross.
3	<b>Human Rights in India</b>	
	1	Constitutional Provision for Human Rights-Fundamental Fights
	2	Directive Principles of State Policy
	3	Protection of Human Rights Act (1993), and National Human Rights Commission & State Human Rights Commission
	4	National Commission for Women, National Commission for Scheduled Tribes, National Commission for Minorities, National Commission for Scheduled Castes, and National Commission for Protection of Child Rights.
4	<b>Human Rights: Social Groups &amp; Debates</b>	
	1	Human Rights of Women, LGBTQ, and Children.
	2	Human Rights of Minorities, Differently and Refugees
	3	Human Rights and Media, Police, and Civil Society.
	4	Capital Punishment and Mercy Killing

### Reading List:

1. Clapham, Andrew (2015). *Human Rights: A Very Short Introduction*. Oxford University Press: New Delhi.
2. Gauba, O.P (2021). An Introduction to Political Theory. (9<sup>th</sup> Edition). National Paperbacks: New Delhi.pp:372-410.
3. Byrne, Darren J O'. (2014). *Human Rights: An Introduction*. New Delhi: Routledge.
4. Williams, M. E. (1998). *Human Rights: Opposing Viewpoints* (eds). United States: Greenhaven Press.
5. Manzar, Mehtab. (2012). *Human Rights and International Politics* (Eds.). In *International Politics: Concepts, Theories, and Issues*. By Rumki Basu. New Delhi: Sage.pp336-351).
6. A.P. Vijapur and Kumar Suresh, *Perspectives on Human Rights*, Manak, New Delhi, 1999. Agarwal H.O. (1983) *Implementation of Human Rights Covenants with Special Reference to India*, Allahabad, Kitab Mahal.
7. Agarwal R.S. (1978) *Human Rights in the Modern World*, NewDelhi: Chetna Publications.
8. Ashishkumar Das (2007) *Human Rights in India*, New Delhi, Sarup Sons
9. Babu Brijesh (2010) *Human Rights and Social Justice*, New Delhi, Global publications.

10. Bajpai, Asha (2003): Child Rights in India: Law, Policy and Practice, New Delhi: Oxford University Press
11. Chiranjivi, Nirmal J. (2002): Human Rights in India: Historical, Social and Political Perspectives, New Delhi: Oxford University Press.
12. Darren O'Byrne (2007) Human Rights: An Introduction, New Delhi, Pearson.
13. Desai A.R. (ed.) (1990) Repression and Resistance in India, Bombay, Popular Prakashan.
14. Falk, Fernandez Walter (1991) Caste and Conversion Movements in India: Religion and Human Rights, New Delhi, Indian Social Institute.
15. Forsythe David. P. (ed.) (1989) Human Rights and Development: International Views, London, Macmillan.
16. Iyer, V. R. Krishna (1990): Human Rights and Inhuman Wrongs, New Delhi: B.R. Publishing Company.
17. Iyer, V.R. Krishna (1990) Human Rights and the Law, Indore, Vedpal Law House.
18. Iyer, V.R. Krishna (1999) The Dialectics and Dynamics of Human Rights in India: Yesterday, Today and Tomorrow, Calcutta, ELH
19. Jadhav, P.B. (2010) Dalits and Human Rights: Emerging Scenario, Jaipur, Vital Publications.
20. Jayapalan N. (2000) Human Rights, New Delhi, Atlantic Publishers.
21. Kazai Farced (1987) Human Rights: Myth and Reality, New Delhi, International Publishing
22. Kerr Joanna (ed.) (1993) Ours by Right: Women's Rights as Human Rights London: Zed Books.
23. Khare Subhas Chandra (1977) Human Rights and UN, New Delhi: Metropolitan Books
- Macfarlane L.J. (1985) The Theory and Practice of Human Rights, London, Maurice Temple South. House.
24. Michel R. Anderson and Sumit Guha (2006) Changing Concepts of Rights and Justice in South Asia, New Delhi, OUP.
25. Monshipouri Mahmood, Englehart Neil, Nathan J. Andrew, Philip Kavita (eds.) (2004) Perry Michael J. (1998) The Idea of Human Rights, New York, OUP.
26. Oliver Mendelson and Upendra Baxi, The Rights Of The Subordinate People, Oxford University Press, Delhi, 2000.
27. Rao Venketeswaran D. (2004) Child Rights: A Perspective on International and National Law, New Delhi, Manak Publication.
28. Ray, Arun (2004): National Human Rights Commission of India: Formation, Functioning And Future Prospects, New Delhi: Atlantic.
29. Remanan. R.P. (2014) Human Rights Concept and Concerns, Kottayam, Current Books
30. Sastry. T.S.N. (2005) India and Human Rights: Reflections, New Delhi, Concept Publishing Company.
31. Singh B.P (2008), Human Rights in India, Problems and Perspectives, New Delhi, Deep and Deep.
32. Singh Segal B.P. (ed.) (2008) Human Rights in India, New Delhi, Deep & Deep Publications. Sinha P.C. (2002) Encyclopaedia of Human Rights, New Delhi, Anmol Publishers.

33. South Asia Human Rights Documentation Ce (2010) Oxford Hand Book of Human Rights and Criminal Justice in India, New York, OUP.
34. Sukumaran Nair P. (ed.) (2011) Human Rights in a Changing World, New Delhi, Kalpaz Publications.
35. Surya Yadav (2009) Human Rights in the 21<sup>st</sup> Century, New Delhi, JamamdaPrakasam.
36. Syed Mehartaj Begum (2000) Human Rights in India: Issues and Perspectives, New Delhi, APH Publishing

### **MAGAP01C03. THEORIES AND CONCEPTS OF INTERNATIONAL POLITICS**

#### **Course Description:**

A clear understanding of the approaches and concepts in international relations is essential for the critical evaluation of global events and issues. This course introduces Master's students to a range of theoretical traditions in International Relations (IR), encompassing both explanatory and normative paradigms. It is designed to provide a comprehensive background in the major schools of IR theory and the debates among them. These debates center on differing perspectives regarding the nature of international politics and how it should be conceptualized, understood, and evaluated—while taking into account their geo-cultural specificities.

#### **Course Objectives**

1. To introduce students to major theoretical approaches in International Relations, including both explanatory and normative frameworks.



2. To explore the historical and philosophical foundations of different IR theories and their geo-cultural contexts.
3. To examine key debates among IR schools regarding the interpretation of international political phenomena.
4. To encourage critical thinking about the conceptual tools used in analyzing international politics.

**Course Outcomes:**

1. Students will demonstrate a clear understanding of diverse theoretical traditions in International Relations.
2. Students will be able to critically assess global political events using various IR theoretical lenses.
3. Students will understand the philosophical and cultural underpinnings that shape different schools of IR thought.
4. Students will develop the analytical skills necessary to engage with academic and policy debates in international politics.

MODULE	UNIT	Course Content
<b>1</b>	<b>Introduction</b>	
	1	International Politics: Meaning and Scope.
	2	Approaches: Liberalism & Neoliberalism, and Realism & Neo Realism.
	3	Model Theories: System, Decision Making, Communication, Game Theory.
	4	Alternative Theories: Marxism, Feminism, Post Modernism & Constructivism.
<b>2</b>	<b>Concepts in International Politics.</b>	
	1	Nation State: Evolution and Features of the Nation State system.

	2	Globalisation and the State System.
	3	Multi- National Corporations, and Trans National Corporations.
	4	International organizations, and Intergovernmental Organisations
3	<b>Power and Global Politics.</b>	
	1	National Power: Meaning, Definition, & Elements, and National Interest- Meaning and Definition, and Instruments for the promotion of the National Interest.
	2	Balance of Power: Conditions of success of Balance of Power, and Methods to maintain balance of power, and Collective Security: Meaning & Definition, and Principles.
	3	International Law: Features, Sources & Limitation, and Diplomacy: Meaning and Definition, Kinds of Diplomacy, Functions of Diplomat.
	4	Foreign Policy: Meaning, Definition and determinants of foreign policy, and Imperialism and Neo colonialism: Meaning and Definition, and Factors.
4	<b>Global Governance</b>	
	1	United Nations: Evolution, Structure, Functions, and Major Organs.
	2	Subsidiary Organisations of the UN and Evaluation of the working of the UN.
	3	Global Economic Governance: IMF, and WB: Structure, Functions & Criticisms.
	4	Global Trade Regime WTO: Structure, Functions & Issues.

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### Reading List.

1. Hollis, Martin and Smith, Steve (1991) Explaining and Understanding International Relations, New York, Clarendon Press Oxford,
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## **MAGAP01C04 COMPARATIVE POLITICAL ANALYSIS**

### **Course Description:**

The aim of this course is to familiarize learners with the significance of comparing the politics of different countries. It introduces the meaning, definition, and evolution of comparative politics. The course also highlights the importance and advantages of studying political systems comparatively. Learners will explore various approaches and methods used to analyze political processes across countries. The course enables students to critically compare and evaluate key political features such as constitutions, forms of government, electoral systems, party systems, and political culture in countries including the UK, USA, France, Canada, Switzerland, India, China, and North Korea.

### **Course Objectives:**

1. To introduce students to the foundational concepts and evolution of comparative politics.
2. To develop an understanding of the significance and methodologies of comparing political systems.
3. To examine and critically evaluate key political institutions and processes across selected countries.

4. To foster analytical thinking by comparing different political cultures and ideologies.

### Course Outcomes:

By the end of this course, students will be able to:

1. Define and explain key concepts and the historical development of comparative politics.
2. Identify and apply major approaches and methods used in the comparative study of political systems.
3. Compare and critically assess constitutions, governments, electoral systems, and party structures in diverse countries.
4. Analyze the influence of political culture and ideology in shaping political behavior across different regimes.

MODULE	UNIT	Course Content
1	<b>Comparative Politics: Approaches</b>	
	1	Comparative Politics: Meaning, Definition, Evolution, and Scope.
	2	Comparative Government and Comparative Politics.
	3	Approaches to Comparative Politics- Institutional, Neo Institutionalism, and Dependency Theory,
	4	Systems Approach – Input-Output Analysis and Structural Functional Analysis.
2	<b>Comparing Political Regimes</b>	
	1	Comparison of Unitary Systems in Britain, France, and China.
	2	Comparison of Federalism in US, Switzerland, and India.
	3	Comparing Legislative-Executive Relationship- US, France, and Switzerland.
	4	Comparing Legislative-Executive Relationship- Britain, India, and China.
3	<b>Electoral Dynamics &amp; Party System in Comparative Perspective</b>	
	1	Electoral System: Definition, and Types of Electoral Systems.



	2	Comparing Electoral Systems in USA, India, and Switzerland.
	3	Typology of Party System: Classification of Maurice Duverger.
	4	Comparing Party Systems in USA, UK, India, France, and China.
4	<b>State Forms, Regime Types, and Political Culture in Comparative Perspective</b>	
	1	State and Regime Typologies: Failed State (Somalia & Yemen), and Deep State (Pakistan).
	2	State and Regime Typologies: Pariah State (North Korea), and Polyarchy (USA).
	3	Political Culture: Civic Culture (U K).
	4	Multiculturalism (Canada & India).

### Reading List:

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2. Almond, Gabriel and B. Powell (2004): *Comparative Politics Today*, New Delhi: Pearson. Almond, Gabriel and Sidney Verba (2015): *The Civic Culture: Political Attitudes and Democracy in Five Nations*, Princeton: Princeton University Press.
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23. Putnam, Robert (1993): *Making Democracy Work*, Princeton: Princeton University Press.
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26. Sartori, Giovanni (1970): Concept Misinformation in Comparative Politics, *American Political Science Review*, 64; 1033-1053.
27. Scott, James C (1985): *Weapons of the Weak: Everyday Forms of Peasant Resistance*, New Haven: Yale University Press.

## **MAGAP01E01 GENDER AND POLITICS**

### **Course Description**

The course Gender and Politics enables learners to explore the complex relationship between gender, sexuality, and patriarchy. It examines how the concept of gender is socially constructed and how these constructions impact the body. The course encourages critical engagement with the ways in which gender consciousness and patriarchy are institutionalized through marriage, family, and other social structures. Additionally, it familiarizes students with the ramifications of gender hierarchies across various domains such as politics, law, and development.

### **Course Objectives:**

1. To analyze the interrelationship between gender, sexuality, and patriarchy in socio-political contexts.
2. To understand the social construction of gender and its influence on identity, body, and agency.
3. To critically examine how institutions such as marriage and family reinforce gender norms and patriarchal structures.
4. To explore the impact of gender hierarchies on political participation, legal frameworks, and development discourse.

### **Course Outcomes:**

1. Critically engage with theoretical and empirical debates on gender, sexuality, and patriarchy.
2. Demonstrate an understanding of how gender is socially constructed and its implications on individual and collective identities.
3. Analyze the role of key social institutions in sustaining or challenging gender-based inequalities.

4. Assess the impact of gender hierarchies in political, legal, and developmental frameworks using a gender-sensitive lens.

MODULE	UNIT	Course Content
1	<b>Introduction</b>	
	1	Concept of Gender: Meaning, Definition, and Evolution Gender Politics.
	2	Social Construction of Femininity Vs Masculinity.
	3	Politics of Body.
	4	LGBTQ.
2	<b>Theories</b>	
	1	Liberal Feminism.
	2	Socialist, and Marxist Feminism.
	3	Radical Feminism, and Black Feminism
	4	Queer Theory
3	<b>Gender, Society, Politics and Development.</b>	
	1	Patriarchy
	2	Violence and Law.
	3	Political Representation, and Division of Labour
	4	Division of Labour, and Exploitation

4	<b>Gender Issues</b>	
	1	Gender and Civil Society.
	2	Gender and Media.
	3	Gender and Judiciary.
	4	Gender- Market and Technology.

### Reading List:

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10. Connell R. W. (2005) Masculinities, California, University of California Press.
11. Cudd, Ann E. and Robin O. Andreasen (eds.), 2005, *Feminist Theory: A Philosophical Anthology*, Malden, MA: Blackwell Publishing.
12. Davis, Angela, 1983, *Women, Race and Class*, New York: Random House.
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24. Kasturi, L. (1995). *Development, Patriarchy, and Politics: Indian Women in the Political Process, 1947-1992*. New Delhi : CWDS.
25. Klein, R. D. (1983). How to do what we want to do: Thoughts about feminist methodology. In G. Bowles & R. D. Klein (Eds.), *Theories on women's studies* (pp. 88-104). London, UK: Routledge.
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## **MAGAP01E02-DIGITAL GOVERNANCE**

### **Course Description**

Digital Governance represents a dynamic and evolving domain within public administration, intersecting all facets of governmental operations. Emerging in the context of globalization, it integrates neo-liberal principles with the frameworks of New Public Management (NPM) and modern governance theories. The increasing emphasis on transparency, accountability, and administrative responsiveness has positioned Information and Communication Technologies (ICTs) as critical enablers of effective governance. This course explores how the digital turn reconfigures the role of the state, transforming institutional processes and redefining citizen–state relations through the adoption of technology-driven, online governance models.

### **Course Objectives**

1. To examine the theoretical foundations of Digital Governance, including its emergence from globalization, neo-liberalism, and New Public Management.
2. To critically analyze the role of ICTs in enhancing transparency, accountability, and responsiveness in public administration.
3. To evaluate the institutional and structural changes in governance brought about by digital transformation.
4. To explore the evolving dynamics of citizen–state interaction in the context of digital platforms and e-governance models.

### **Course Outcome**

1. Demonstrate a comprehensive understanding of the conceptual and theoretical underpinnings of Digital Governance.
2. Assess the impact of ICT-based innovations on the efficiency and effectiveness of public service delivery.
3. Analyze case studies of digital governance reforms to identify patterns, challenges, and best practices.
4. Critically engage with contemporary debates on digital inclusion, data ethics, and the transformation of public accountability in the digital age.

MODULE	UNIT	Course Content
1	<b>Digital Governance- Introduction</b>	
	1	Digital Governance: Meaning, Definition, and Evolution.
	2	Governance Vs Digital Governance.
	3	Digital Governance & SMART Government; and Significance of Digital Technology in Governance
	4	Politics of Digital Technology, Big Data and Artificial Intelligence.
2	<b>Digital Governance: Models and Phases</b>	
	1	Stages: Presence, Interaction, Transaction, and Transformation.
	2	Internet Governance- ITU, ICAAN, IGF.
3	<b>Digital Governance in India: Policies and Cases</b>	
	1	IT Policy of Government of India, National e-Governance Plan, and Telecom Policy.
	2	ND Digital India and e-Kranti.
	3	E-Governance in Indian States: Akshaya in Kerala, BHOOMI in Karnataka - Digitalization of Land Records, e-district project - Automizing District Administration,
	4	IT @ School, and Bangalore One-Service at Convenience, and E-Seva in Andhra Pradesh.

4	<b>Issues and Challenges.</b>	
	1	Digital Divide, and Cyber Crimes.
	2	Digital Privacy and Digital Security, and Net Neutrality.

### Reading List

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20. Sreekumar, T. T. (2007). Cyber Kiosks and Dilemmas of Social Inclusion in Rural India. *Media Culture Society*, 29(6), 869–889.

21. Subramanian, C. (1992). *India and the Computer*. New Delhi: Oxford University Press. Witheford, N. D. (2015). *Cyber-Proletariat*. Toronto: Pluto Press.

## Semester II

Sl. No	Course Code	Title of Courses	Internal Marks	External Marks	Total Marks	Course Credit	Weekly Hours
<b>CORE COURSES</b>							
1	MAGAP02C05	Indian Polity and Governance	15	60	75	4	5
2	MAGAP02C06	Public Administration: Theories and Concepts	15	60	75	4	5
3	MAGAP02C07	Western Political Thought	15	60	75	4	5
4	MAGAP02C08	Rural and Urban Governance in India	15	60	75	4	5
<b>ELECTIVE</b>							
1	MAGAP02E03	Public Policy Analysis	15	60	75	4	5
2	MAGAP02E04	Technology, Society and Politics	15	60	75	4	5
			75	300	375	20	25

## **MAGAP02C05 - INDIAN POLITY AND GOVERNANCE**

### **Course Description:**

The course *Indian Polity and Governance* aims to provide a comprehensive understanding of the structural and institutional features of India's governing system. It covers the evolution and development of the Indian Constitution, the nature of the Indian state, and the powers and functions of various branches of government. The course also examines landmark constitutional cases that have addressed the balance of power between the legislature and the judiciary, and how these tensions have been resolved within the framework of the Indian Constitution.

Course Objectives:

### **Course Objectives:**

1. To understand the historical evolution and foundational principles of the Indian Constitution.
2. To examine the structure, powers, and functions of the major organs of the Indian state: the legislature, executive, and judiciary.
3. To analyze key constitutional debates and landmark judicial decisions shaping the balance of power in Indian governance.
4. To explore the dynamic relationship between constitutional ideals and institutional practices in contemporary India.

### **Course Outcomes**

By the end of the course, students will be able to:

1. Demonstrate a nuanced understanding of the origins and development of the Indian Constitution and its core values.
2. Critically assess the roles and interrelations of the legislative, executive, and judicial branches within the Indian political system.
3. Interpret and evaluate significant constitutional cases related to separation of powers and institutional supremacy.
4. Apply constitutional principles to contemporary governance issues, recognizing the evolving nature of Indian democracy.



MODULE	UNIT	Course Content
1	<b>Ideological Perspectives and Making of the Constitution</b>	
	1	Legacy of the National Movement, and the Indian Constitution.
	2	Historical Antecedents: Government of India Act 1919, 1935 and Indian Independence Act 1947.
	3	Making of the Indian Constitution: Constituent Assembly, Drafting of the Constitution, Constituent Assembly Debates, Adoption of the Indian Constitution.
	4	Debates on the Nature of the Indian Constitution.
2	<b>Functional Principles and Core Values</b>	
	1	Major Features of the Constitution, Philosophy of the Constitution: Preamble, Fundamental Rights-Question of Reasonable Restrictions and Black Laws.
	2	Directive Principles and Fundamental Duties.
	3	Nature of Indian Federalism, and Centre-State Relations: Legislative, Administrative, and Financial Relations.
	4	Recommendations of Sarkaria and Punchhi Commission on Centre-State Relations.
3	<b>Legislature and Executive</b>	
	1	Union Level: Parliament: Composition, Structure, and Powers.
	2	Executive: President, Prime Minister, and Council of Ministers.
	3	State Level: Legislature: Composition, Structure and Powers.
	4	Executive: Governor, Chief Minister and Council of Ministers.
4	<b>Judiciary &amp; Constitutional Amendments</b>	
	1	Judiciary: Supreme Court of India- Powers and Functions.
	2	Hight Courts-Powers and Functions.

3	Procedure for Amendment
4	Debate on Judicial Supremacy vs. Parliamentary Sovereignty: A.K Gopalan Vs of State of Madras, Golaknath Vs State of Punjab, Kesavananda Bharati v. State of Kerala, and Indira Sawhney & Others v. Union of India.

### Reading List:

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2. Ananth, V. Krishna (2015): *The Indian Constitution and Social Revolution: Right to Property since Independence*, New Delhi: Sage.
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4. Basu, Durga Das (2002): *Introduction to the Constitution of India*, New Delhi: Wadhwa and Co. Bhargava, Rajeev (ed.) (2010): *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press.
5. Bhatia, Gautam (2019): *The Transformative Constitution: A Radical Biography in Nine Acts*, New Delhi: Harper Collins.
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## **MAGAP02C06-PUBLIC ADMINISTRATION: THEORIES AND CONCEPTS**

### **Course Description:**

This course offers postgraduate students a foundational and critical understanding of the structure and functioning of public institutions. It introduces key theoretical approaches, core concepts, and contemporary issues in the field of public administration. Furthermore, the course equips students with the knowledge and skills necessary to manage administrative systems effectively, while highlighting the significance of financial management within the public sector.

### **Course Objectives:**

1. To develop a comprehensive understanding of the structure and functioning of public institutions.
2. To introduce students to key theories, concepts, and approaches in public administration.
3. To equip students with the ability to analyze and manage administrative systems effectively.
4. To highlight the importance of public financial management and its role in governance.

### **Course Outcome:**

On successful completion, students will be able to:

1. Critically evaluate the organization and operations of public institutions at various levels of government.
2. Apply theoretical frameworks to understand and address administrative issues in real-world contexts.
3. Demonstrate practical skills in managing public administration processes, including policy implementation and service delivery.
4. Analyze financial reports, budgets, and resource allocation strategies within public sector institutions.

MODULE	UNIT	Course Content
1	<b>Understanding Public Administration.</b>	
	1	Meaning Definition, and Evolution of Public Administration.
	2	New Trends: New Public Administration.
	3	Development Administration.
	4	New Public Management, and New Public Service.
2	<b>Theories of Administration.</b>	
	1	Classical Theory: Gullick, and Urwick.
	2	Scientific Management: Taylor and Fayol.
	3	Bureaucratic Theory: Max Weber and Karl Marx.
	4	Human Relation Theory: Elton Mayo.
3	<b>Managing Organizations</b>	
	1	Leadership: Likert, and Peter Druker.
	2	Motivation: Maslow.
	3	Conflict-Resolution: M P Follett.
	4	D. Theory X and Theory Y – McGregor.
4	<b>Personnel &amp; Financial Administration.</b>	
	1	Bureaucracy: Role, Types, and Neutrality.
	2	Generalist vs. Specialist debate.
	3	Recruitment, Training and Promotion.
	4	Financial Administration: Budgetary- Types and Process

**Reading List:**

1. Basu, Rumki.,(1990). Public Administration: Concepts and Theories, New Delhi: Sterling Publishers Pvt. Ltd.
2. Bhattacharya, Mohit (RPA), (1997) Restructuring Public Administration, New Delhi: Jawahar Publishers
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6. Chakrabarty, Bidyut. (2012). Public Administration in a Globalizing World: Theories and Practices, New Delhi:Sage.
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12. Laxmikant, M. (2011). Public Administration, New Delhi: Tata McGraw Hill.
13. Maheshwari S.R., (1998). Administrative Theory: An Introduction, New Delhi: Macmillan
14. Shafritz Jay M. and Hyde, Albert C. (ed.), (1987). Classics of Public Administration, Chicago, Illinois: The Dorsey Press.
15. Svara, James H. "The Myth of the Dichotomy: Complementarity of Politics and Administration in the Past and Future of Public Administration." Public Administration Review, vol. 61, no. 2, 2001, pp. 176–183.

**Course Description:**

Western Political Thought offers a comprehensive exploration of political theory from classical antiquity to the modern era. Beginning with foundational thinkers such as Plato and Aristotle, and extending to contemporary theorists like Louis Althusser, the course situates political ideas within their historical and intellectual contexts. Students will engage critically with key texts and concepts, gaining insight into the evolution of political institutions, authority, justice, and power. By the end of the course, learners will be equipped to apply theoretical frameworks to analyze and evaluate contemporary political systems and processes.

**Course Objectives:**

1. To introduce students to major political thinkers and schools of thought from ancient Greece to the contemporary era.
2. To analyze the historical and social contexts in which key political ideas and theories were developed.
3. To examine core concepts in political thought such as justice, authority, liberty, power, and the state.
4. To develop critical thinking and interpretive skills through engagement with primary texts and scholarly interpretations.

**Course Outcome:**

1. Demonstrate an understanding of major political theories and the contributions of key thinkers from Plato to Althusser.
2. Critically assess political institutions and ideas using classical and modern theoretical frameworks.
3. Draw connections between historical political theories and contemporary political issues.
4. Communicate complex political ideas effectively, both orally and in writing, using appropriate academic conventions.



MODULE	UNIT	Course Content
1	<b>Classical Greek Political Thought</b>	
	1	Nature, and Significance of Western Political Thought.
	2	Features, Origin, Development, and Decline of Greek Political Thought.
	3	Plato: Philosophical Foundations-Justice and State, Allegory, and Contribution to Western Political Thought
	4	Aristotle: Philosophical Foundation and Methodology, Ideal Constitution, Revolution, Justice, and Contribution to Western Political Thought.
2	<b>Roman and Medieval European Political Tradition</b>	
	1	Roman Political Thought-Features, Origin, Development, and Decline.
	2	Cicero- Common Wealth.
	3	Features, Origin, Development, and Decline of Medieval Political Thought.
	4	St. Augustine and Aquinas-Scholasticism-Faith and Reason, Church State Relations, and Machiavelli: Methodology, Universal Egoism, Doctrine of Aggrandizement, Secularism and Realism.
3	Modern Political Thought: Liberal Tradition.	
	1	Features of Liberal Political Tradition, and Origin, Development, and significance of Social Contract Theory.
	2	Social Contractualist-Hobbes: Scientific Materialism, Human Nature and natural Rights, Leviathan, Contract, Individualism and Absolutism. John Locke: Social Contract and Civil Society, Resistance and Toleration, Contributions to liberal Tradition, and Theory of Property, Rousseau: Critique of Civil Society, Social Contract, and Theory of General Will.
	3	Utilitarianism: Features, Origin, Development and Significance
	4	Bentham-Quantitative Utilitarianism, and Panopticon and Legal Reforms. J S Mill- Qualitative Utilitarianism, Liberty and Representative Government and Women Question.
4	<b>Idealist &amp; Marxian Tradition</b>	
	1	Idealist Tradition: Features, Origin, and Development.
	2	Hegel- Idealism and Dialectical Method, Theory of State and Freedom.

	3	Marxist Tradition: Origin and Development, and Significance
	4	Key Thinkers: Karl Marx- Philosophical Foundations Dialectical Materialism, Historical Materialism, Theory of Alienation, and Theory of Surplus Value; Antonio Gramsci: Theory of Civil Society and Hegemony. Louis Althusser: Ideological State Apparatus

### Readings List:

1. Aristotle (1984): *Politics*, edited by C. Lord, Chicago: University of Chicago Press.
2. Brian R. Nelson (2008), *Western Political Thought*, Pearson Education, New Delhi.
3. Carew Hunt, (1988). *The Theory and practice of Communism*, The World Press, Calcutta.
4. Chaurasia, R. (2001): *History of Western Political Thought (Vol. 2)*, New Delhi: Atlantic.
5. Chaurasia, R. (2003): *History of Political Thought*, New Delhi: Atlantic Publishers.
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10. Hollander, S. (2008). *The Economics of Karl Marx: Analysis and Application*. Cambridge: Cambridge University Press.
11. Jha, Shefali (2012): *Western Political Thought: From Plato to Marx*, New Delhi: Pearson
12. Jha, Shefali (2018): *Western Political Thought: From the Ancient Greeks To Modern Times*, New Delhi: Pearson India.
13. Jones, Tudor (2012): *Modern Political Thinkers and Ideas: An Historical Introduction*, London: Routledge.
14. Kirk, R. (1967): *Edmund Burke: A Genius Reconsidered*, New York: Open Road Media.
15. Klosko, George (ed.) (2011): *The Oxford Handbook of the History of Political Philosophy*, Oxford: Oxford University Press.
16. Kolakowsky, Leszek (2008): *Main Currents of Marxism*, London: WW Norton.
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18. Locke, John (1988): *Two Treatises of Government*, edited by P.Laslett, Cambridge: Cambridge University Press.
19. Maxey C.C (2007) *Political Philosophies*, Surjeet Publications, Delhi.
20. Plato, *Republic* (1941): edited by F.M. Cornford, Oxford: Oxford University Press.
21. Rousseau (1997): *The Social Contract*, edited by V.Gourevitch, Cambridge: Cambridge University Press.
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23. Schumpeter (1942). *Capitalism, Socialism and Democracy*. New York: Harper and Brothers.,
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25. Wayper.C.L (1967). *Political Thought*, English University Press, London, 1967.
26. William Ebenstein. *Great Political Thinkers* (Plato to present), Sterling Publishers, New Delhi.

## **MAGAP02C08- - RURAL AND URBAN GOVERNANCE IN INDIA**

### **Course Description:**

This course is designed to develop a comprehensive understanding of decentralized governance mechanisms in both rural and urban areas of India. It enables postgraduate learners to critically engage with various theoretical perspectives on decentralization, trace the evolution of decentralized governance in India, and examine its constitutional foundations. The course provides in-depth analysis of the powers, functions, and institutional frameworks of Panchayati Raj Institutions (PRIs) and Urban Local Bodies (ULBs). In addition to theoretical insights, students will gain practical exposure to the functioning of decentralized institutions—particularly in the state of Kerala—through an integrated internship component.

### **Course Objectives:**

1. To provide a conceptual and theoretical understanding of decentralization and its various models, particularly in the Indian context.
2. To trace the historical evolution and constitutional development of decentralized governance in India, including key policy milestones and reforms.
3. To critically examine the structure, powers, and functions of rural and urban local bodies under the Indian federal framework.
4. To offer practical exposure to decentralized governance mechanisms through field-based learning, with a focus on Kerala's model.

### **Couse Outcomes:**

1. Analyze and compare different theoretical perspectives on decentralization and their application in the Indian governance system.
2. Evaluate the effectiveness of rural and urban decentralized institutions, using constitutional provisions and real-world case studies.
3. Demonstrate practical understanding of local governance mechanisms, especially through field engagement or internships.
4. Apply critical thinking and policy analysis skills to assess challenges and propose improvements in decentralized governance practices.

<b>MODULE</b>	<b>UNIT</b>	<b>Course Content</b>
<b>1</b>	<b>Introduction</b>	

	1	Meaning, Definition, Features, and Concept of Decentralisation.
	2	Evolution of the Decentralised mode of governance
	3	Definition, characteristics, and features of Urban-Rural governance.
	4	Types of Decentralisation-Political, Administrative and Fiscal.
2	<b>Decentralised Governance in India</b>	
	1	History and Evolution of Local Governance in India: The Colonial era, post-independence era (1947-1992), and Committees Reports on Decentralisation.
	2	Views on Decentralisation: Gandhian Vs neoliberal.
	3	Background and Features of 73rd and 74th Constitutional Amendments.
	4	11th and 12th Schedules.
3	<b>Rural Bodies</b>	
	1	Grama Sabha, Powers, and Functions.
	2	Grama Panchayat- Composition, Structure, powers, functions, resource base, and major limitations.
	3	Block Panchayat- Composition, Structure, powers, functions, resource base, and major limitations.
	4	District Panchayat- Composition, Structure, powers, functions, resource base, and major limitations.
4	<b>Urban Local Bodies</b>	
	1	Municipality: Composition, Structure, powers, functions, resource base, and major limitations.
	2	Municipal Corporation: Composition, Structure, powers, functions, resource base, and major limitations.

### Reading List:

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2. Bhatnagar (1978): *Rural Development in India*, New Delhi: Light and Life Publishers.
3. Bhattacharya, Mohit (1976): *Management of Urban Government in India*, New Delhi: Uppal. Burns, Danny et al. (1994): *The Politics of Decentralization: Revitalizing Local Democracy*, London: Macmillan.

4. Chaturvedi, T.N. and Abhijit Datta (1984): *Local Government*, New Delhi: IIPA. Concept.
5. Devas, Nick (2004): *Urban Governance Voice and Poverty in the Developing World*, New York:
6. George, Jose (2003): *Decentralized Administration and Participatory Planning in Kerala*, Mumbai: Himalaya Publishing House.
7. Golahait, S.B. (2010): *Rural Development Programmes in India: Problems and Prospects*, New Delhi: Altar.
8. Hooja, Rakesh and K.K. Parnani (eds.) (2006): *Development Administration and Rural Development*, New Delhi: Aalekh.
9. Isaac, T.M.Thomas (2000): *Local Democracy and Development: People's Campaign for Decentralized Planning in Kerala*, New Delhi: Leftword.
10. Jain, Gopal Lal (1997): *Rural Development*, New Delhi: Mangaldeep.
11. Jain, S. P. (ed.) (2001): *Emerging Institutions for Decentralized Rural Development*, Hyderabad: NIRD.
12. Maheshwari, S R (1984): *Local Government in India*, New Delhi: Orient Longman.
13. Manohar K. Murali, Seetharama Rao and Janardhan Rao (ed.) (1994): *Political Economy of Rural Development*, New Delhi: Kanishka.
14. Misra, Harekrishna (2011): *Governance of Rural Information and Communication Technologies*:
15. Mohanty, Manoranjan, et al. (eds.) (2007): *Grassroots Democracy in India and China*, New Delhi: Sage.
16. Narasaiah, Lakshmi (2003): *Approaches to Rural Development*, New Delhi: Discovery.
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18. Oakley Peter, et. al (1984): *Approaches to Participation in Development*, Geneva: ILO.
19. Oakley, Peter (1991): *Projects with People: The Practice of Participation in Rural Development*, Geneva: ILO.
20. Palanithurai, G. (2009): *Decentralization in India; Critical Issues from the Field*, New Delhi: Palgrave MacMillan.
21. Pierre, Jon (2011): *The Politics of Urban Governance: Rethinking the Local State*, London:
22. Raghunandan, T.R. (2012): *Decentralization and Local Governments: The Indian Experience*, New Delhi: Orient Blackswan.
23. Rao, C. Nagaraja (2007): *Accountability of Urban Local Governments in India*, New Delhi: Routledge Sage.
24. Singh, Hoshier (1995): *Administration of Rural Development in India*, New Delhi: Sterling.
25. Singh, Katar (2009): *Rural Development: Principles, Policies and Management*, New Delhi:
26. Singh, Satyajit and Pradeep Sharma (2007): *Decentralization: Institutions and Politics in Rural India*, New Delhi: Oxford University Press.
27. Sivaramakrishnan K.C., et al. (1993): *Urbanisation in India: Basic Services and People's Participation*, New Delhi: ISS. Uppal.

## **MAGAP02E03 PUBLIC POLICY ANALYSIS**

### **Course Description**

This course is designed to develop a comprehensive understanding of public policy-making processes among postgraduate students. As policy-making is a core function of government, the course explores its various stages—from agenda-setting to evaluation—and the diverse

range of actors involved, including state institutions, interest groups, civil society, and international organizations. Learners will critically analyze the formulation, implementation, and impact of public policies within different political and administrative contexts. The course also equips students with the skills to compare and contrast policy approaches across sectors and regions, fostering a nuanced and analytical perspective on governance and public administration.

### **Course Objectives:**

1. To introduce students to the foundational concepts and stages of the public policy-making process, from agenda-setting to policy evaluation.
2. To examine the roles and interactions of various actors—including governmental institutions, interest groups, civil society, and international bodies—in shaping public policy.
3. To enable critical analysis of public policies in terms of their formulation, implementation, and impact across different sectors.
4. To develop comparative perspectives by analyzing public policies across different countries, regions, and governance models.

### **Course Outcomes:**

By the end of the course student will be able to:

1. Identify and explain key stages and components of the public policy-making process.
2. Critically assess the roles of different policy actors and the dynamics of their influence within various political contexts.
3. Analyze the nature, outcomes, and effectiveness of specific public policies using established frameworks and case studies.
4. Apply comparative analysis skills to evaluate policy differences and similarities across sectors and political systems.

<b>MODULE</b>	<b>UNIT</b>	<b>Course Content</b>
<b>1</b>	<b>Key Concepts</b>	
	1	Public Policy: Meaning, Definitions, and Scope.
	2	Rationale for the Study of Public Policy.
	3	Evolution of Public Policy.



	4	Policy Analysis as Art and Craft
2	<b>Public Policy Theories</b>	
	1	Group theory, and Elite theory.
	2	Institutional Theory
	3	Process theory, and Incremental theory.
	4	Public Choice Theory.
3	Policy Typology and Instruments	
	1	Distributive, Regulatory, and Redistributive Policies
	2	Substantive vs procedural policies, and public vs private policies
4	<b>Public Policy Cycle</b>	
	1	Agenda Setting, Policy Formulation, and Policy Legitimation (policy approval).
	2	Policy Implementation, and Policy Evaluation.

### Readings List

1. Amy, Douglas J., 1984, "Why policy analysis and ethics are incompatible." Journal of Policy Analysis and Management. Vol. 3, No. 4 (Summer). pp. 573-591.
2. Anderson, James E. 2011, Public policymaking: an introduction, 7th edn., Wardsworth, Boston. Chapter. 1, pp.1-33.
3. Bickers, Kenneth N. and Williams, John T. 2001, Public policy analysis: a political economy approach, Houghton Mifflin Harcourt Publishing Company, Chapter. 2, pp. 17-33.
4. Birkland, Thomas A. 2010, An introduction to the policy process: theories, concepts and models of public policymaking, 3rd edn , ME Sharpe, New York. Chapter 1.
5. Dunn, William N. 2004, Introduction to public policy analysis, 3rd edn, Prentice Hall, New York.
6. Dye, Thomas R. 2013, Understanding public policy, 14th ed, Pearson, Boston. Chapter 1, pp. 113.
7. Fischer, Frank; Miller, Gerald; and Sidney, Mara S 2006, Handbook of public policy analysis: theory, politics and methods, CRC Press, Boca Raton. Chapter 1 (pp 3-11) and Chapters 4 to 7 (pp 41-88).
8. Fischer, Frank 2003, Reframing public policy: discursive politics and deliberative practices, Oxford University Press, UK.
9. Hodgson, Susan M and Irving Zoe 2007, Policy Reconsidered: meanings, politics and practices, The policy Press, Great Britain. Chapter 1 (pp 21-36).
10. Nallari, Raja; Yusuf, Shahij; Griffith, Brede and Bhattacharya, Rwitwika 2011, Frontiers in development policy, World Bank, Washington DC.

11. Sabatier, Paul. A. 2007, *Theories of the policy process*, 2nd edn, Westview Press, Colorado. Chapter 3, pp 93-128
12. Birkland, Thomas A. 2010, *An introduction to the policy process: theories, concepts and models of public policymaking*, 3rd edn, ME Sharpe, New York. pp. 202- 228.
13. Papanagnou, Georgios 2011, *Social science and policy challenges: democracy, values and capacities*, UNESCO Publishing, Paris.
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17. Howlett, Michael, M.Ramesh and Perl, Anthony 2009, *Studying public policy: policy cycle*, 3rd edn, Oxford University Press, Ontario. Chapters 4, 5, 6, 7 and 8, pp 92-176.
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22. Ervik, Rune; Kildal, Nanna; and Nilssen, Even (Eds), 2009, *The role of international organizations in social policy: ideas, actors and impact*, Edward Cheltenham. Chapter 1 (Pp 119) and Chapter 10 (pp 212-246).
23. Kennett, Patricia (Ed) 2008, *Governance, globalization and public policy*, Edward Elgar, Cheltenham. Chapter 2, pp 19-34.
24. Laver, Michael (Ed) 2013, *Estimating the policy position of political actors*, Routledge. Chapters 1 and 2.
25. Ayyar, Vaidyanatha R. V (2011): *Public Policy Making in India*, New Delhi: Pearson.
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38. House, Peter W. (1982): *The Art of Public Policy Analysis*, New Delhi: Sage.
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42. Moran, Michael et al. (eds.) (2018): *The Oxford Handbook of Public Policy*, Oxford: Oxford University Press.
43. Nagel, Stuart S. (2018): *India's Development and Public Policy*, London: Routledge.
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45. Nimushakavi, Vasanthi (2006): *Constitutional Policy and Environmental Jurisprudence in India*, Delhi: Macmillan.
46. Parsons, Wayne (1995): *Public Policy: An Introduction to the Theory of Policy Analysis*, Cheltenham: Edward Elgar.
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48. Peter, John (2012): *Analyzing Public Policy*, London: Routledge.
49. Peter, Knoepfe (2007): *Public Policy Analysis*, Bristol: The Policy Press.
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#### **MAGAP02E04- TECHNOLOGY, SOCIETY, AND POLITICS**

##### **Course Description:**

This course helps students explore how technology has changed over time and how it affects society and politics. It introduces different ways of thinking about technology, including Liberal and Marxian perspectives. The course also covers important modern ideas such as the network society and post-industrial society. Students will learn to examine and discuss how technology influences social life, political systems, and everyday experiences. The course encourages critical thinking and helps students develop the skills to evaluate both the positive and negative effects of technology on the world around us.

##### **Course Objectives:**

1. To examine the historical development of technology and its role in shaping society and politics.
2. To introduce key theoretical perspectives on technology, including Liberal and Marxian views.
3. To explore modern concepts such as the network society and post-industrial society.
4. To develop students' ability to critically analyse the impact of technology on social and political life.

### **Course Outcome**

1. Describe major historical changes in technology and explain how they have influenced society and politics.
2. Compare and apply different theoretical approaches to understanding technology and its social impact.
3. Explain key ideas related to modern technological society, such as the network society and post-industrial society.
4. Critically evaluate the effects of technology on political systems, social relationships, and everyday life.

<b>MODULE</b>	<b>UNIT</b>	<b>Course Content</b>
<b>1</b>	<b>Introduction</b>	
	1	Technology and society-Historical background and Scientific revolution, industrial revolution and fourth Industrial revolution.
	2	Globalization and Technology.
<b>2</b>	<b>Theories of Technology</b>	

	1	Liberal, Marxist, and Gandhian perspectives on Technology.
	2	Major Philosophies of Technology- Martin Heidegger, Network Society- Manuel Castells, and Post-Industrial Society-Daniel Bell.
3	<b>Technology and State</b>	
	1	Changing nature of state in technology, and Technology as a social and political construction.
	2	Towards a 'new' politics? Political leadership, legislation and representation in new age, The changing face of governance—Increased accountability and transparency- Role of Market.
4	<b>Technology, Democracy, and Society</b>	
	1	Social media and new revolutions: Global Civil Society, and Arab springs.
	2	Issues and Concerns: Technologies of Surveillance and deep state, Panoticism and Surveillance, Comfort Revolutions and sustainability, Digital divide and new inequality, and Populism and social media.

### Reading List

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### **Semester III**

Sl. No	Course Code	Title of Courses	Internal Marks	External Marks	Total Marks	Course Credit	Weekly Hours
<b>CORE COURSES</b>							
1	MAGAP03C09	Themes in Indian Political Thought	15	60	75	4	5
2	MAGAP03C10	Public Institutions and Governance	15	60	75	4	5
3	MAGAP03C11	Debates in Indian Politics	15	60	75	4	5
4	MAGAP03C12	Research Methodology in Political Science	15	60	75	4	5

<b>ELECTIVE COURSES</b>							
1	MAGAP03E05	Environment and Politics	15	60	75	4	5
2	MAGAP03E06	Media and Governance	15	60	75	4	5
			75	300	375	20	25

### **MAGAP03C09 - Themes in Indian Political Thought**

#### **Course Description:**

The course introduces different political thinkers and ideologues of modern India and their views and analysis vis-à-vis specific themes which have been constantly a part of political contestations, policy-making, and administrative decisions. Unit 1 presents the historical background of modern political thought in India and surveys theoretical and methodological issues in understanding Indian political thought. The remaining units discuss the reflections of the spokespersons of different thoughts and ideologies around four significant themes – nation and nationalism, secularism and communalism, caste question, and state and development. Every political idea suggested in this course emerges from historical circumstances replete with many forms of social divisions and unequal relations of power. Therefore, their conflicting intellectual perspectives and thought processes necessitate a thorough understanding of the socio-cultural and economic structures of politics of the time. The thinkers indicated against each theme espouse different ideologies, showing the political field's vast diversity and multiple frictions and



fractions. Thus, comparative learning about these thoughts would help students understand the political schisms around specific political themes and develop an academic critique.

### Course Objectives:

1. To introduce students to the historical background and key debates in modern Indian political thought.
2. To explore major political thinkers and ideologues in India and their perspectives on core political themes.
3. To analyse how themes like nationalism, secularism, caste, and development have been interpreted and contested in Indian political discourse.
4. To develop students' ability to critically compare and evaluate different ideological approaches within their historical and socio-political contexts.

### Course Outcomes:

By the end of this course, students will be able to:

1. Explain the historical and theoretical foundations of modern Indian political thought.
2. Identify and discuss the contributions of key Indian political thinkers to major political themes.
3. Analyse differing ideological perspectives on nationalism, secularism, caste, and development in India.
4. Critically compare and assess political ideas in relation to their historical context and socio-economic conditions.

MODULE	UNIT	Course Content
1	<b>Modern Political Thought in India: An Introduction</b>	
	1	The Historical Background: Colonialism, Renaissance and the National Movement
	2	Approaches to the study of Indian political thought: Key Debates- Inclusiveness Authenticity Intellectual history tradition vs. social history tradition Capacity for theory building and explanation The role of political thoughts in protests, power struggles, and social transformation

2	<b>Nation and Nationalism in Modern Political Thought: A Critique</b>	
	1	Liberal, secular, cosmopolitan, and inclusive nationalism (MK Gandhi, Rabindranath Tagore, Jawaharlal Nehru, BR Ambedkar).
	2	Hindutva” and “Hindu Rashtra” (VD Savarkar and MS Golwalkar), Muslims and nationalism: Two Opposite Visions (Maulana Azad and Muhammad Ali Jinnah), Dravidian nationalism (Periyar), and Socialist perspectives on nationalism (Rammanohar Lohia and EMS Namboodiripad)
3	<b>Secularism, Communalism, and Critical Perspectives on Caste Question.</b>	
	1	Gandhian secularism& Nehruvian secularism.
	2	Critical Perspectives on Caste Question: Against untouchability: MK Gandhi, Annihilation of caste: BR Ambedkar, Confronting caste problematique: Sree Narayana Guru, and Caste and class: Rammanohar Lohia and BT Ranadive
4	<b>State and Development</b>	
	1	MK Gandhi: “Grama Swaraj”
	2	Jawaharlal Nehru: Centralised state, mixed economy and planning, & MN Roy: The “People’s Plan”

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25. Christophe Jeffrelet (2007): "Vinayak Damodar Savarkar– Extracts from 'Hindutva: Who is a Hindu,'" in *Hindu Nationalism: A Reader*, Princeton: Princeton University Press.
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### **MAGAP03C10 Public Institutions and Governance**

**Course Description:** This course introduces students to the structure, functioning, and significance of public institutions in India. It helps learners critically understand key concepts such as governance and good governance, and how these are applied in various social and political settings. The course examines the role of public institutions in promoting economic growth and social development, highlighting their impact on citizens' everyday lives. It also offers a critical lens to study how the role and functioning of these institutions have evolved in the context of neoliberal reforms and changing state-society relations. Through this course, students will develop the analytical skills to evaluate the performance and transformation of public institutions in contemporary India.

#### **Course Objectives:**

1. To introduce students to the structure and functioning of key public institutions in India.
2. To explore the concepts of governance and good governance and their relevance in different socio-political contexts.
3. To examine the role of public institutions in advancing economic and social development.
4. To critically analyse the changing role of public institutions in the context of neoliberal reforms.

#### **Course Outcomes:**

1. Describe the major public institutions in India and explain how they function.
2. Understand and apply the concepts of governance and good governance in analysing institutional performance.
3. Evaluate the contribution of public institutions to the development and welfare of Indian citizens.

4. Critically assess the impact of neoliberalism on the structure, role, and effectiveness of public institutions.

MODULE	UNIT	Course Content
1	<b>Public Institutions</b>	
	1	Meaning, Characteristics and Types of Public Institutions.
	2	Principles for Institutional Design, Public Institutions & Human Development.
2	<b>Governance</b>	
	1	Concept, Meaning and Dimension, Nature, and Characteristics of Governance in Developed, Developing and Least Developed Countries.
	2	Role of Legislature, Executive and Judiciary in Governance, Government by design, and Governance and <i>Governmentality</i> (Foucault).
3	<b>Good Governance</b>	
	1	Meaning, Elements of Good Governance, Implications for the Poor and Marginalized, Good Governance and Economic Growth.
	2	People-Centric Governance, and Democratic Decentralization, Participatory Governance, Institutional Analysis and Development framework (IAD) of Elinor Ostrom,
4	<b>Changing Role of Institutions in India</b>	
	1	Bureaucracy and Civil Service, and Accountability of Public Institutions, Public Institutions and Economic Growth in India, Neoliberal developmental strategy and Public Institutions, and Emergence of Urban Private Governance.

	2	Public Enterprises: Meaning, Objective and Forms, Role of PEs in Developing Countries, and Evolution of Public Enterprises, Restructuring of Public Enterprises.
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### **MAGAP03C11 DEBATES IN INDIAN POLITICS**

#### **Course Description:**

This course introduces students to important debates and discussions that shape Indian politics. It helps learners understand how the study of Indian politics has developed over time and explores different ways of looking at political issues in the country. The course offers a closer look at how key political institutions work—such as the Parliament, the federal system, the judiciary, and other bodies set up by the Constitution. It also looks at how caste and class influence both politics and the economy in India. By the end of the course, students will gain a deeper and more critical understanding of how Indian politics functions. The course also encourages students to think independently and take up research in this field.

#### **Course Objectives:**

1. To introduce students to major debates in Indian politics and their historical development.
2. To help students understand the roles and functioning of key political institutions in India.
3. To examine the influence of caste and class on Indian politics and the economy.
4. To encourage critical thinking and research on contemporary political issues in India.

#### **Course Outcomes:**

1. Identify and explain key debates and ideas that have shaped Indian political thought.
2. Analyze the structure and functioning of major political institutions like the Parliament, federal government, and judiciary.
3. Evaluate how caste and class dynamics influence political processes and economic policies.
4. Apply critical thinking skills to current political issues and design independent research projects in Indian politics.



MODULE	UNIT	Course Content
1	<b>Understanding Indian Politics</b>	
	1	History of the Study of Indian Politics, and Approaches to the study of Indian Democratic Process: Liberal, Marxian, Post Colonial, and Dalit.
	2	Debates on the Nature of Indian State: Liberal, Marxian, Dalit, and Post Colonial
2	<b>Institutional setting and political processes in Indian Politics</b>	
	1	Working of political institutions: Parliament, Executive, Judiciary, Federalism, Local Governance and Election Commission.
	2	Social and Political Dynamics: Party System, Coalition Politics, Political Culture, and Secularism and Communalism.
3	<b>Caste and Class in Indian Politics</b>	
	1	Politics of Class, Caste and Minorities
	2	Capitalists and nature of Indian Development.
4	<b>Regionalism and Identity Politics</b>	
	1	Regionalism and Secessionism
	2	Gender and Politics

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## **MAGAP03C12 RESEARCH METHODOLOGY IN POLITICAL SCIENCE**

### **Course Description.**

This course teaches a student how to conduct research in political issues and governance themes. From that perspective, the course introduces both theoretical framework and practical lessons of conducting research. Philosophical discourse and its understanding is fundamental aspect of social science research skills. This course introduces key practical lessons for field research. So both quantitative and qualitative aspects of researching social life are discussed in the course. Once finished, a student will be in a position to conduct research one's own.

### **Course Objectives:**

1. To introduce students to key theoretical and philosophical foundations of social science research, with a focus on political and governance issues.
2. To develop students' understanding of both quantitative and qualitative research methodologies and their application in studying political phenomena.
3. To equip students with practical skills required for field research, including research design, data collection, and ethical considerations.
4. To enable students to independently conceptualize and conduct research projects on political issues using appropriate methods and tools.

### **Course Outcomes:**

By the end of this course, students will be able to:

1. Critically analyze different philosophical approaches to social science research and apply them to political and governance studies.
2. Design a research project by identifying a problem, formulating questions/hypotheses, and selecting suitable methodologies.
3. Apply both qualitative and quantitative methods (e.g., interviews, surveys, content analysis) in real-world research settings.
4. Produce an independent research report demonstrating competence in data analysis, interpretation, and academic writing.

MODULE	UNIT	Course Content
1	<b>Introduction</b>	
	1	Research: Meaning and Definition, Difference between Method and Methodology, and Ontology, Epistemology and Metaphysics
	2	Types of Social Research: Quantitative and Qualitative Researches, and the purpose of research in political science.
2	<b>Approaches and Techniques of Enquiry</b>	
	1	Objective and Subjective Techniques, Deductive and Inductive Approaches, Deductive Method and Hypothesis, and Inductive Method and Data Analysis
	2	Positivist and Interpretive Research Approaches, and Steps in the Research Process (Quantitative and Qualitative)
3	<b>Positivism and Quantitative Research &amp; Post-Positivism and Qualitative Research</b>	
	1	Positivist Ontology and Assumptions on Reality, Strategies of Positivist Research (Experiment, Survey, Case Study), Choices of Positivist Approaches (Mono-method, Mixed-method, Multi-method), Time Horizons (Cross-Sectional and Longitudinal), Research Plan/Design, Types of Data (Primary and Secondary), Methods of Data Collection, Types of Sampling, and Data Processing.
	2	Ontological Assumptions on Reality Social Processes and the Impersonality of Human Reason: a) Grounded Theory b) Ethnography c) Ethnography in Political Science Research d) Action Research- Models of Action Research e) Discourse Analysis f) Narrative Analysis
4	<b>Preparing the Research Report</b>	
	1	Analysis of Quantitative and Qualitative Data, Structure and components of the report, and Identification of the Limitations of Evidence
	2	Style of Writing (Classical and Self-Reflective), Research and Ethics-Applying ethics in the Research Process, Referencing Style, and Research Publication..

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## **MAGAP03E05 ENVIRONMENT AND POLITICS**

### **Course Description:**

This course introduces key themes that border political science and environment. This is an interdisciplinary course being offered as an elective. The student comes across fundamental assumptions of man and environment from the perspectives of social sciences.

### **Course Objectives:**

1. To introduce students to the interconnections between political systems, governance, and environmental issues through an interdisciplinary lens.
2. To explore foundational social science assumptions about the relationship between humans and the environment.
3. To analyze how political ideologies, institutions, and policy processes shape environmental outcomes.
4. To encourage critical thinking about environmental governance and sustainability from political science and broader social science perspectives.

### **Course Outcomes:**

1. Explain key theoretical and conceptual frameworks that link political science with environmental studies.
2. Critically assess various social science perspectives on human-environment interactions.
3. Evaluate environmental policies and governance mechanisms using political science tools and interdisciplinary insights.
4. Formulate informed arguments on environmental issues that reflect an understanding of both political and ecological dimensions.

MODULE	UNIT	Course Content
1	<b>Basics of Environmentalism</b>	
	1	Evolution of the Idea of Environmentalism, Relationship between Political Science and Environmental Studies, and Green Politics and Grassroots Democracy
	2	Deep and Shallow Ecology, Environmental Justice, Ecological Footprint, Sustainable Development, Millennium Development Goals, and Sustainable Development Goals
2	<b>Critical Perspectives</b>	
	1	Natural Capital: Meaning, Importance and Features, Anthropocentrism, Ecological Modernization.
	2	Gandhian Critique, Marxian Critique, and Feminist Critique.
3	<b>Political Implications of Environment</b>	
	1	UN Conference on Human Environment 1972; UNEP- World Commission on Environment and Development 1987, World Summit on Sustainable Development 2002, and Climate agreements under the UNFCCC – COP 21.
	2	Non-Governmental organization - Sierra Club Foundation - Greenpeace – World Wildlife Fund,
4	<b>Environmental Politics in India</b>	
	1	Constitutional Provisions for Environmental Conservation, National Environmental Policies: Environmental Protection Act 1986, National Environment policy 2006 and Green Tribunal Act 2010: Structure and Functions.
	2	Major Environmental Movements in India: <ul style="list-style-type: none"> <li>a) Bishnoi Movement,</li> <li>b) Chipko Movement,</li> <li>c) Appiko Movement,</li> <li>d) Silent Valley Movement,</li> <li>e) Narmada Bachavo Andolan,</li> <li>f) Plachimada Struggle</li> <li>g) Chaliar Agitation</li> <li>h) Navadhanya Movement</li> </ul>

### Reading List



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## **MAGAP03E06 MEDIA AND GOVERNANCE**

### **Course Description**

This course intends to introduce to a student the synergy between media and society with a perspective on governance. The course exposes student to the basic and fundamental theories of media, theoretical models to study media language and how that manifests in power in the society, relationship between media and society in its broader framework, as well various issues related to media governance such as collective action and media, censorship, fake news and post truth. Once finished, the course enables a student to understand how power is created in society by those who create agenda through media. It helps a student to acquire skill to critically evaluate media in society.

### **Course Objectives:**

1. To introduce students to foundational media theories and models, with a focus on how media shapes and reflects power dynamics in society.
2. To explore the relationship between media, governance, and power, analyzing the role of media in shaping political agendas and societal norms.
3. To critically examine contemporary issues in media governance, including censorship, fake news, post-truth narratives, and collective action.
4. To equip students with skills to critically evaluate media content and its impact on society, politics, and governance, fostering informed media literacy.

### **Course Outcomes:**

By the end of this course, students will be able to:

1. Explain key theories and models of media, and assess their relevance to understanding media's role in society and governance.
2. Analyze the influence of media on power structures in society, including how agendas are set, public opinion is shaped, and policies are influenced.
3. Critically evaluate contemporary issues in media governance, such as fake news, censorship, and the post-truth phenomenon, and their implications for democratic processes.
4. Apply critical thinking skills to assess and deconstruct media messages, understanding how media content influences societal perceptions and governance outcomes.

MODULE	UNIT	Course Content
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1	<b>Evolution of Modern Communication</b>	
	1	Media and Digital Media, and Understanding Media.
	2	Public Opinion, and the Gutenberg Galaxy.
2	<b>Media Theories and Power</b>	
	1	Theories of Representation, Semiotics, Structuralism.
	2	Power and Media Industries, Cultural industries, Media Effects, and End of Audience' Theories.
3	<b>Media and Democracy</b>	
	1	The Mass Media, Democracy and the Public Sphere, and Media Democracy.
	2	Social Media and Activism, Digital Impact on Social Movements, post truth and Democracy.
4	<b>Media and Civil Society</b>	
	1	Media Control, Liberty and the News.
	2	Digital Culture and Social Media, Affective Publics, Sentiment, Technology.

## Reading List

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2. Tonny Bennet. Theories of the Media, Theories of Society, in Michael Gurevitch. Culture Society and Media. London. 1982.
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### Semester IV

Sl.	Course Code	Title of Courses	Internal	External	Total	Course	Weekly
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No			Marks	Marks	Marks	Credit	Hours
<b>CORE COURSES</b>							
1	MAGAP04C13	Polity and Governance in Kerala	15	60	75	4	6
2	MAGAP04C 14	Issues in International Politics	15	60	75	4	6
3	MAGAP04C15	India and the World	15	60	75	4	6
<b>PROJECT &amp; COURSE VIVA</b>							
4	MAGAP04C16	Project	20	80	100	5	7
5	MAGAP04C17	Course Viva	-	50	50	3	-
			65	310	375	20	25

### **MAGAP04C13 Polity and Governance in Kerala**

#### **Course Description:**

This paper intends to develop a critical understanding of socio-political and economic factors that shape modern Kerala. It discusses various actors, processes, organisations, social classes,

movements, civil society initiatives, etc., contributed and wished to build a democratic society in the state. The political parties and the major interest groups, which actively engage in influencing and forming the policies and laws are also discussed in this course. The session that discusses the major sectors of Kerala economy, important laws that brought fundamental changes, the impact of labour migration, new development initiatives, etc, plan to provide a critical idea about the economic life of the state. The course also looks at the issues of some neglected social groups and ideological currents in the socio-political milieu of Kerala and their emerging significance in politics and policy making. The course would provide critical insight into the various stages and factors that contributed to the formation of modern Kerala and its contemporary challenges. This understanding would support students to be active partners in the socio-political development of the state.

### **Course Objectives:**

1. To develop a critical understanding of the socio-political, economic, and historical factors that have shaped modern Kerala.
2. To explore the role of various actors, such as political parties, interest groups, social movements, and civil society initiatives, in building Kerala's democratic society.
3. To analyze the economic sectors of Kerala, focusing on the key policies, laws, and development initiatives that have influenced the state's economic growth and transformation.
4. To examine the issues faced by marginalized social groups and ideological currents in Kerala's socio-political environment, and their emerging significance in politics and policymaking.

### **Course Outcomes:**

By the end of this course, students will be able to:

1. Critically assess the socio-political and economic factors that contributed to the development of modern Kerala and understand the historical processes involved.
2. Evaluate the roles of political parties, interest groups, and civil society initiatives in shaping Kerala's democratic processes and policies.
3. Analyze the impact of key economic sectors, labor migration, and development policies on Kerala's economic landscape, and understand the implications of these factors for its future.
4. Identify and critically assess the issues faced by marginalized social groups, and understand their role in contemporary political and policy debates in Kerala.

<b>MODULE</b>	<b>UNIT</b>	<b>Course Content</b>
<b>1</b>	<b>Making of Modern Kerala</b>	

	1	Caste and Class Structure from 19th Century to the Present & Impact of Colonialism and Role of Missionaries.
	2	Social Reform in Kerala & Movements for Representation and Recognition, Equality and Democratisation in Kerala - Malayali and Ezhava Memorial, Temple Entry and Abstention Movements
2	<b>Political Processes and Formation of Kerala</b>	
	1	Rise of Representative Institutions & Emergence of National Movement, Trade Unions, Peasant Movements, Communist Parties.
	2	Aikya Kerala Movement & 1957 Government and Vimochana Samaram.
3	<b>Political Parties and Interest Groups</b>	
	1	Political Parties in Kerala, and Interest Groups: Caste, Religious and Community Groups.
	2	Electoral Politics – Coalition Politics – Emerging Trends & Peoples Planning Programme.
4	<b>Political Economy of Kerala</b>	
	1	Land Reforms, Land Question in Contemporary Kerala; Movements - Muthanga, Chengara, and Kerala Economy – Major Sectors – Emerging Trends, Kerala Model of Development: Features, Challenges and Criticisms, Socio-Economic Issues of Dalits Adivasis, and Fisherfolks.
	2	Labour Migration from Kerala, Migrant Labour to Kerala: Implications, Poverty Alleviation: Kudumbasree; Social, Environmental Movements & Issues in Kerala

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## **MAGAP04C14 Issues in International Politics**

### **Course Description**

International Politics is undergoing profound transformations. One of the current preoccupations of the discipline is Global Governance. Issues in International Politics and Global Governance, a course on this emerging area, instructs students with concepts, theories, actors, issues and dimensions of the concept travels of International Politics in to Global Governance.

Three sub units of Unit I acquaints students with meaning, and evolution of the concept, conceptual transitions of International Politics, and the reinvention of global governance agenda in the traditional concepts in International politics such as diplomacy, international political economy, international law, new public sphere, global civil society and public policy.

A student needs to approach Global Governance with theoretical frameworks, and the sub unit A of Unit II instructs theoretical frameworks to approach the discipline, but confines the scope only to four major debates -1] Liberalism, 2] Realism, 3] Marxist, 4] Critical Theory, let alone a discussion in sub unit B which includes critical engagements with the topics.

In Unit III, students can critically engage with actors, but the scope of discussion is limited to UN, WB, IMF, and WTO. The student is advised to discuss them through Global Governance perspectives that provide insights in to the changing roles of these actors in the current world. Unit IV instructs students to critically engage with the literatures on growing attempt to reorient security concepts and reconfigure peace and security as public good that needs to be managed with global governance agenda. Sub unit A instructs 1] Changing perspectives about Security 2] Security as a human agenda 3] Global Governance, Human Security and Cosmopolitan World and the sub unit B deals with idea of Governing Humanity. Here themes like Humanitarian Intervention, Idea of Responsibility to Protect, Peace Keeping operations, Post-conflict Peace building are instructed to students.

Unit V, the last unit; instructs students with Governance Agenda for Global Problems. Trade, resources, communication and technology and finally global risks are suggested for discussion. Students are advised to approach these global problems through global governance literature and critically engage with select literature suggested. The last sub unit on global risks covers five themes- nuclear non-proliferation, climate security, refugees and migration, health security, and global weapons proliferation. Five readings are suggested for the sub unit that covers each of the topics.

Once the course is finished, students are expected to have critical engagements with conventional preoccupations of international politics such as peace, trade, resource management, and global risks through the lens of global governance. Making sense of global governance and themes related to it is vital for critical citizenship and global outlook, the instructional contents of the course sheds light on those aspects.

### **Course Objectives:**

1. To introduce students to the evolution and meaning of Global Governance, examining how traditional concepts of International Politics have expanded to include new dimensions such as global civil society, international law, and public policy.
2. To provide students with theoretical frameworks to critically analyze global governance, focusing on the major debates in International Politics such as Liberalism, Realism, Marxism, and Critical Theory.
3. To enable students to engage critically with key global actors (e.g., UN, WB, IMF, WTO), understanding their changing roles within the context of global governance.
4. To equip students with the tools to analyze contemporary global issues, including security, humanitarian intervention, peacekeeping, and global risks (e.g., nuclear non-proliferation, climate security), through the lens of global governance literature.

## Course Outcomes:

By the end of this course, students will be able to:

1. Demonstrate an understanding of the evolution of Global Governance, identifying how it has transformed traditional concepts in International Politics, such as diplomacy, international political economy, and international law.
2. Critically engage with key theoretical debates in global governance, including Liberalism, Realism, Marxism, and Critical Theory, and apply these frameworks to contemporary global issues.
3. Analyze the roles and influence of global actors, including international organizations like the UN, IMF, World Bank, and WTO, in shaping the global governance agenda and their changing functions in addressing global challenges.
4. Evaluate global challenges and risks such as security, humanitarian intervention, climate security, and global health, and discuss them in terms of governance structures, policies, and practices designed to address these issues.

MODULE	UNIT	Course Content
1	<b>International Politics and Global Governance: Changing frameworks and perspectives.</b>	
	1	<b>Global Governance: Meaning, and Evolution, and the conceptual transition from International Politics and Global Governance.</b>
	2	<b>Governance Agenda in Traditional Concepts of International Relations- Diplomacy, International Political Economy, International Law, New Public Sphere, Global Civil Society and Public Policy.</b>
2	<b>Theorizing Global Governance</b>	
	1	<b>Approaching Global Governance: Different Views- 1] Liberalism, 2] Realism, 3] Constructivism 4} Marxist, and 5] Critical Theory.</b>
	2	<b>Theoretical Understanding of Global Governance: 1] Global Governance and Our Future 2] Elements of the Theory Global Governance, and Critical Perspectives on Crisis of Global Governance.</b>
3	<b>Institutions and Actors</b>	



	1	<b>UN System. Reforming the UN through global governance perspective- 1] Security Council, 2] Peace Operations, 3] Development, 4] Human Rights.</b>
	2	W T O. Reframing WTO through global governance agenda, & I M F & World Bank. - Reframing I M F and World Bank through global governance agenda.
4	<b>Conceptualizing Peace and Security in Global Governance Agenda</b>	
	1	Global Governance and Changing Perspectives about Security: 1] Changing perspectives about Security 2] Security as a human agenda 3] Global Governance, Human Security and Cosmopolitan World,
	2	Securing the World, Governing Humanity: Humanitarian Intervention, Idea of Responsibility to Protect, and Peace Building & Peace Keeping operations, Post-conflict Peace building

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## **MAGAP04C15 INDIA AND THE WORLD**

### **Course Description:**

This course is about India's relation with the world by focusing on state and non-state actors. It helps the students comprehensively understand and critically analyze the history, major shifts, and challenges of India's engagement with the world. Besides providing an advanced understanding of India's foreign policy and its key factors, the course will help the students look up the facets of India's foreign policy such as NAM, Gujral Doctrine, Looks East Policy, and Act East Policy both historically and critically. The first unit is an entry point for the student to capture the historical background of India's engagement with the world. Unit II explores India's relationship with neighboring states by focusing on the immediate neighborhood (South Asia) and the distant neighborhood (Central Asia, West Asia/Middle East, and South East Asia). The linkage with the major powers is still a significant factor in changing global politics. India's relationship with them is a major concern of foreign policymaking, which is the focus of Unit III. Regional and economic cooperation is also important in studying India's interaction with the world, especially in the post-cold war scenario, which is the theme for learning in Unit IV. Unit V describes India's friendliness and friction with the global and national civil society actors. It also helps the students critically understand the rising significance of non-state actors in shaping the interaction of India with the world.

**Course Objectives:**

1. To provide a historical understanding of India's foreign policy, focusing on key moments, shifts, and developments in its engagement with the world.
2. To critically analyze India's foreign policy strategies including major doctrines such as the Non-Aligned Movement (NAM), Gujral Doctrine, Look East Policy, and Act East Policy.
3. To explore India's relationships with its neighboring states, both immediate (South Asia) and distant (Central Asia, West Asia, South East Asia), and the implications of these relationships for regional and global stability.
4. To examine the role of non-state actors, including civil society organizations, in shaping India's foreign policy, and the significance of regional and economic cooperation in the post-Cold War context.

**Course Outcomes:**

1. Analyze the historical evolution of India's foreign policy, understanding key phases and shifts in its international engagements and global positioning.
2. Critically assess key foreign policy doctrines and strategies, such as NAM, Gujral Doctrine, Look East, and Act East Policies, and their impact on India's diplomatic and security posture.
3. Evaluate India's relationships with its neighboring countries and major global powers, and understand how these relationships influence regional stability and global geopolitics.
4. Understand the growing influence of non-state actors, such as civil society organizations and economic entities, in shaping India's global interactions and foreign policy decisions.

MODULE	UNIT	Course Content
1	<b>India's Relation with the World: Key features, challenges, and Potentials</b>	
	1	Historical Legacy (Colonial Period), Key Factors (Ideology, Political, Geo-Politics), Central Feature (Non –Alignment) & India's Foreign Policy in the Post-Cold War –Strategic Autonomy
	2	India's Foreign Policy: Different Facets (Indira Gandhi's Foreign Policy- Hard Realism, No First Use Policy, Gujral Doctrine, Look East Policy, Act East Policy, Neighborhood First Policy) & India as an emerging world power -Hard Power and Soft Power Capability
2	<b>India and Its Neighbours</b>	
	1	Immediate Neighborhood – South Asia (Pakistan, Bangladesh, Nepal, Sri Lanka)
	2	Distant Neighborhood- Central Asia (Afghanistan), West Asia/Middle East (Iran –Israel), South East Asia (Singapore, Australia)
3	<b>India and Major Powers</b>	
	1	India's relations with Western Powers: India and USA – Nuclear and Strategic Partnership, India and Russia – Ideological and Military Relations
	2	India's Relations with Asian Powers: India and China – Border relations and Economic imbalances & India and Japan: Strategic Relationship.
4	<b>India's Engagement with International Organisations, and Civil Society Actors</b>	
	1	International Organisation – UNO, WTO
	2	Regional, and Economic Cooperation – SAARC, ASEAN, EU, SCO, BRICS, G20
	3	India and International NGOs & Indian NGOs and Foreign Policy
	4	Indian Diaspora and Foreign Policy

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## **PROJECT WORK**

### **Course Code – MAGAP04C16**

In the IV semester there shall be a Project Work and a comprehensive viva voce. The project report or dissertation amounts to 5 credits.

#### **I) Arrangement of Contents**

The project should be arranged as follows-

- 1.Cover page and Title page
- 2.Bonafide Certificate/s
- 3.Declaration by the student
- 4.Acknowledgement
- 5.Table of contents
- 6.List of tables
- 7.List of figures
- 8.List of symbols, abbreviations and nomenclature
9. Chapters
- 10.Appendices
- 11.References

## **II) Page dimension and typing instructions**

The dimension of the Project report should be in A4 size. The project report should be printed in bond paper and bound using flexible cover of the thick white art paper or spiral binding. The general text of the report should be typed with 1.5 line spacing. The general text shall be typed in the font style 'Times New Roman' and font size 12. Paragraphs should be arranged in justified alignment with margin 1.25" each on top. Portrait orientation shall be there on Left and right of the page. The content of the report shall be around 40 pages.

## **III) A typical specimen of Bonafide Certificate**

### **KANNUR UNIVERSITY**

<Font style Times New Roman- size 18>

### **BONAFIDE CERTIFICATE**

<Font Style Times New Roman – size 16>

<Font Style Times New Roman – size 14>

Certified that this project report “.....**TITLE OF THE PROJECT**.....”is the bonafide work of “ .....**NAME OF THE CANDIDATE**.....” who carried out the project work under my supervision.

<<Signature of HoD>><<Signature of Supervisor/co-supervisor>>

SIGNATURE

<<Name>>

HEAD OF THE DEPARTMENT

<<Academic Designation>>

<<Department>>

<<Seal with full address of the Dept.&college>>

SIGNATURE

<<Name>>

SUPERVISOR

<<Academic Designation>

<<Department>>

<< Seal with full address>>

**DECLARATION**

I,.....,hereby declare that the Project work entitled.....(Title of the project).....has been prepared by me and submitted to Kannur University in partial fulfilment of requirement for the award of Bachelor of.....is a record of original work done by me under the supervision of Dr/Prof.....of Department of.....college/(Name of the institution).

I also declare that this Project work has not been submitted by me fully or partly for the award of any Degree, Diploma, Title recognition before any authority.

Place

Signature of the student

Date

(Reg. No.)

**IV) Project Evaluation: Project involves Internal and External Components respectively. The details of internal and external evaluation is given in the Kannur University P G Regulation Clause No.6.5**

**Course Code – MAGAP04C17**

**Course Viva-Voce 3 Credits**

The objective of comprehensive viva-voce is to assess the overall knowledge of the student in the relevant field of Governance and Politics acquired over 2 years of study in the post graduate programme. Contents of the viva shall normally cover the subjects taught in all the semesters of the programme.

# QUESTION PAPER PATTERN

## Question Pattern for End Semester Examination

No	Type of Question	Marks each	Number of questions	Total Marks
1	Essay	10	2/4	20
2	Short Essay	5	5/7	25
3	Paragraph	3	5/8	15
Total				60

**I Semester MA Degree (CBCSS – OBE Regular)**  
**MAGAP01C01- DEBATES IN POLITICAL THEORY**

### Model Question Paper

Time 3 Hours

Max. Marks 60



### **Section A**

(Essay Type Question)

Answer **any two** questions. Each question carries 10 marks.

- 1.
- 2.
- 3.
- 4.

(2x10=20 marks)

### **Section B**

(Short Essay Questions)

Answer **any five** questions. Each question carries 5 marks.

- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.

(5x5=25 marks)

### **Section C**

(Paragraph questions)

Answer **any five** questions: Each question carries 3 marks.

- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.

(5x3=15 marks)

