



MAHATMA GANDHI UNIVERSITY

Name of course - Integrated Masters Programme in Social Sciences

Integrated Masters Programme in Social Sciences

(Under Graduate Component)

2022- Admission onwards

Course Code	Common/Core/Open/Complimentary Course/Elective	Course Title	Credit
Semester I			
IS G21 C 01	Common- Compulsory	English-1-Reading Literature	4
IS G21 C 02	Common- Compulsory	Malayalam-1-ജന സംസ്കാര പഠനം	4
IS G21 C 03	Common- Compulsory	Major Concepts and Theories in Social Sciences	4
IS G21 M 04 IS G21 M 05 IS G21 M 06	Core (Major)	History of Economic Thought Understanding Historiography Introduction to Political Science	4
IS G21 E 07 IS G21 E 08 IS G21 E 09	Elective	Environmental Studies Understanding Social Justice Constitutionalism, Legality and Justice in India	4
Semester II			
IS G21 C 10	Common- Compulsory	English-2- Introduction to Cultural Theory	4
IS G21 C 11	Common- Compulsory	Malayalam-2- ദൃശ്യകലാസാഹിത്യം	4
IS G21 C 12	Common- Compulsory	Basics of Research Methodology in Social Science	4
IS G21 M 13 IS G21 M 14 IS G21 M 15	Core (major)	Microeconomics Emergence of Modern World Comparative Government & Politics	4
IS G21 S 16 IS G21 S 17 IS G21 S 18 IS G21 S 19	Complimentary (Subsidiary)	General Economics-1 Emergence of Modern World Principles of Political Science History & Theory in Anthropology	4



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Semester III

IS G21 C 20	Common- Compulsory	English-3 Postcolonial Studies	4
IS G21 C 21	Common- Compulsory	Malayalam-3-സാഹിത്യ പഠനം	4
IS G21 M 22	Core (major)	Macroeconomics	4
IS G21 M 23		Economic History of India	
IS G21 M 24		Public Policy and Governance	
IS G21 M 25	Core (major)	Economic Growth and Development	4
IS G21 M 26		Social formation in Pre-Modern Kerala	
IS G21 M 27		Government and Politics in India	
IS G21 O 31	Open (For Science Disciplines)	Human Rights: Concepts and Frameworks	4
IS G21 O 45	Open	From Science Disciplines	2
IS G21 O 46			
IS G21 O 47			
IS G21 O 48			
IS G21 O 49			

Semester IV

IS G21 C 34	Common- Compulsory	English-4 -Literature and the Social	4
IS G21 C 35	Common- Compulsory	Malayalam-4-അനുഭവാവ്യയനങ്ങൾ	4
IS G21 M 36	Core (major)	Indian Economy	4
IS G21 M 55		Making of Modern Kerala	
IS G21 M 38		Indian Political Thought	
IS G21 S 41	Complimentary (Subsidiary)	Evolution of Indian Political Economy	4
IS G21 S 42		Making of Modern Kerala	
IS G21 S 43		International Relations/Public Policy & Governance	
IS G21 S 44		Anthropology	
IS G21 B 28	Choice Based Course	International Relations	4
IS G21 B 29		Development Studies	
IS G21 B 30		Peace and Conflict Resolution Studies	
IS G21 B 31		Human Rights	
IS G21 B 32		Public Policy and Governance	
IS G21 B 33		Social Medicine And Community	



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		Health	
IS G21 C 50	Common- Compulsory	Guided Field Work	2
Semester V			
IS G21 M 51 IS G21 M 52 IS G21 M 53	Core (Major)	Statistics for Economics National Movement in India Political Theory	<u>4</u>
IS G21 M 54 IS G21 M 37 IS G21 M 56	Core	Public Economics Dalit, Tribal and Agrarian Movements in Kerala Kerala Politics	4
IS G21 C 57 IS G21 C 58 IS G21 C 59 IS G21 C 60 IS G21 C 61	Common Compulsory	Language other than English- French German Sanskrit Arabic Tamil	4
IS G21 C 62 IS G21 C 63	Common Compulsory	Fundamentals of Gandhian Thought Kerala Studies	4
IS G21 C 64	Common- Compulsory	Social Statistics	4
Semester VI			
IS G21 M 65 IS G21 M 66 IS G21 M 67	Core (major)	Mathematical Economics and Econometrics Environmental History of India International Relations	4
IS G21 M 68 IS G21 M 69 IS G21 M 70	Core (major)	International Economics Archeology Continental Political Thought	4
IS G21 C 72	Common- Compulsory	Academic Writing	4
IS G21 C 73	Common- Compulsory	Digital Humanities	4
IS G21 C 74	Common-Compulsory	Project/ Practice-based output	4
		Total Credits	120



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1. Core (Major)-M
2. Common Compulsory-C
3. Complimentary/Subsidiary-S
4. Elective-E
5. Choice-Based Courses-B
6. Open-O



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PROGRAMME SPECIFIC OUTCOMES

After successful completion of the Programme, the learner will be able to;	
1	Understand basic concepts and theories common to social sciences and specific social science disciplines
2	Apply sound concepts, themes, methodologies and theories in various social sciences in relevant contexts
3	Analyse concepts, principles and processes in social sciences to solve imminent social issues
4	Evaluate the epistemology of social sciences
5	Create ideas, concepts, hypotheses and theories based on insights developed out of themes in various social sciences
6	Develop proper Attitudes and Values pertinent to social world
7	Develop specific interpersonal, communication, academic, language and problems solving Skills relevant to social sciences
8	Appreciate various themes in social sciences and creative writing in languages



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Semester I



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School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Reading Literatures		
Type of Course	Common Compulsory		
Course Code	IS G21 C 01		
Course Summary & Justification	The course is designed with the purpose of creating a broader understanding of literature in specific socio-cultural contexts. The readings have the purpose of exposing students to the variety and range of contemporary literatures. The main purpose of this course is to equip students to appreciate different genres of literature and to develop a critical understanding of texts.		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Preliminary Knowledge and understanding about literature learned at school level		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to</i>		
1	List important contemporary writers and their works	Understand	1
2	Distinguish different genres of Literature	Understand	1
3	Illustrate the politics of literary narration	Understand	1



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4	Make use of different approaches and methods for reading literature	Apply	2
5	Categorise various authors and their literary contributions with respect to their contexts	Analyse	3
6.	Criticise the politico-aesthetic nature of literature	Evaluate	4

COURSE CONTENT	Hours	CO No.
Module 1 – Reading Fiction	25	1,3,4,6
Wole Soyinka: Chronicles from the Land of the Happiest People on Earth Gabriel Garzia Marquez: One Hundred Years of Solitude C. V. Balakrishnan: The Book of passing Shadows		
Module 2 – Reading Short Story	20	1,3,4,6
C Ayyappan: Spectral Speech Ben Okri: Lunatics, Lovers and Poets Krithika Panday: The Great Indian Tea and Snakes George Luice Borhes: Garden of Forking Paths Clarice Lispector: Looking for Some Dignity		
Module 3 – Reading Drama	17	3,4,6
William Shakespeare: Julius Caesar Manjula Padmanabhan: Harvest		



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Module 4 – Reading Poetry	10	1,3,6
Seamus Heaney: Potato Diggers Sylvia Plath: Daddy Carol Ann Duffy : Syntax R. Cheran: Second Sunrise Faiz Ahmad Faiz: A Prison Evening Yona Wallach: Hebrew Gabriela Mistral: Tiny Feet Wislawa Szymborska: Little Girl Tugs at the Table Cloth		

Mode of Transaction	Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Seminar, Group Assignments, Library work and Group discussion, Presentation by individual student.
Mode of Assessment	1. Continuous Internal Assessment (CIA) 2. Response sheets from students 3. Internal Test – extended answer type 4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar 5. End Semester examination

For Further Reading



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David, Wheatley. Ed. *Contemporary British Poetry* MacMillan Education UK, 2014


Robinson , Peter. Ed. *The Oxford Handbook of Contemporary British and Irish Poetry*. OUP, 2016.

Bradbury, Malcom and David Palmer. Eds. *Contemporary English Novel*. Edward Arnold Press, 1979.

Armstrong, Nancy. *Desire and Domestic Fiction: A Political History of the Novel*. Oxford University Press, 1987.

Parrinder, Patrick. *Nation and Novel: The English Novel from Its Origins to the Present Day*. Oxford University Press, 2006.

[De Zapata](#), Celia Correias. Ed. *Short Stories by Latin American Women: The Magic and the Real*. 1990.

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School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	ജനസംസ്കാര പഠനം		
Type of Course	Common Compulsory		
Course Code	IS G21 C 02		
Course Summary & Justification	<p>അന്തർവൈജ്ഞാനിക വിഷയമെന്ന നിലയിൽ ഫോക്ലോറിനെ അതിന്റെ ചരിത്ര സാമൂഹിക ജീവിതത്തിലൂന്നി അറിയുക സമകാലിക കേരളീയ ജീവതത്തിലെ കല, സാഹിത്യം ഉൾപ്പെടെയുള്ള വിവിധ സാംസ്കാരികവിഷ്കരണങ്ങളെ മുൻ നിർത്തി ഫോക്ലോറിന്റെ സമീപസ്ഥവും വിദൂരസ്ഥവുമായ വികാസധാരയെ വിദ്യാർത്ഥി കൾക്ക് പരിചയപ്പെടുത്തുക.</p>		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	ജനസംസ്കാര പഠനത്തിന്റെ ചരിത്രവും വിവിധ വിജ്ഞാനശാഖകളുമായുള്ള പാരമ്പര്യവും പ്രാഥമികമായി മനസ്സിലാക്കുക		

COURSE OUTCOMES (CO)



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CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	ജനസംസ്കാര പഠനത്തിന്റെ ഉത്ഭവവികാസ പരിണാമവും സവിശേഷതകളും മനസ്സിലാക്കുക	Understand	1
2	ജനസംസ്കാര പഠനത്തിന്റെ സമകാല സങ്കല്പങ്ങളെ മുൻനിർത്തി ഫോക്ലോർ ജനുസുകളെ മനസ്സിലാക്കുക	Understand	1
3	ജനസംസ്കാര പഠനത്തിന്റെ ഭാഗമായി രൂപപ്പെട്ട സിദ്ധാന്തങ്ങൾ ഫോക്ലോർ വ്യൂഹങ്ങളെ മനസ്സിലാക്കുന്നതിനും വിശകലനം ചെയ്യുന്നതിനും ഉപയോഗിക്കുക	Understand Analyse	1, 3
4	ജനസംസ്കാര പഠനത്തിൽ ഉൾച്ചേർന്ന വിവിധ വൈജ്ഞാനിക സമീപനങ്ങളെയും സംവർഗ്ഗങ്ങളെയും മനസ്സിലാക്കുക.	Understand	1
5	ജനസംസ്കാര പഠനത്തിലെ അന്തർ വൈജ്ഞാനികവും ബഹു വൈജ്ഞാനികവുമായ ധാരകളെ പരിചയപ്പെടുക.	Understand	1
6	ഫോക്ലോർ പഠനങ്ങളിൽ രൂപപ്പെട്ട നൂതന സങ്കല്പങ്ങളും സിദ്ധാന്തങ്ങളും വിലയിരുത്തുക.	Analyse	3
7	ഉചിതമായ സിന്താധങ്ങളും സങ്കല്പങ്ങളും ഉപയോഗിച്ച് ജനസംസ്കാര പഠനങ്ങൾ നിർവ്വഹിക്കുക	Apply	2

COURSE CONTENT	Hours	CO. NO



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<p>Module 1-</p> <p>ജനസംസ്കാര പഠനം ഉൽഭവം, വികാസം, പരിണാമം</p>	<p>25</p>	<p>1,2,3</p>
<ul style="list-style-type: none"> • ഫോക്ലോർ നിർവ്വചനങ്ങൾ - ഉത്ഭവ വികാസ പരിണാമങ്ങൾ • ഫോക്ലോർ പഠന മേഖല- ജനസംസ്കാര പഠനം • കേരളീയ ജനസംസ്കാര പഠനങ്ങൾക്ക് ഒരാമുഖം • ഫോക്ലോറും സാമൂഹിക സംസ്കാരിക - രാഷ്ട്രീയ രൂപാന്തരീകരണങ്ങളും • നവോത്ഥാനവും ദേശീയതയും വ്യവസായികരണവും നഗരവത്കരണ പ്രക്രിയയും • വിവിധ ഫോക്ലോർസ്കൂളുകൾ കേരളീയപശ്ചാത്തലത്തിലുള്ള വൈജ്ഞാനികാനുഷ്ഠനങ്ങൾ, ചരിത്രവും വർത്തമാനവും, ഫോക്ലോർ നിർവ്വചനങ്ങൾ- ഉത്ഭവ വികാസ പരിണാമങ്ങൾ • ഫോക്ലോർ പഠന മേഖല- ജനസംസ്കാര പഠനം • കേരളീയ ജനസംസ്കാര പഠനങ്ങൾക്ക് ഒരാമുഖം • ഫോക്ലോറും സാമൂഹിക സംസ്കാരിക - രാഷ്ട്രീയ രൂപാന്തരീകരണങ്ങളും • നവോത്ഥാനവും ദേശീയതയും വ്യവസായികരണവും നഗരവത്കരണ പ്രക്രിയയും • വിവിധ ഫോക്ലോർസ്കൂളുകൾ കേരളീയപശ്ചാത്തലത്തിലുള്ള വൈജ്ഞാനികാനുഷ്ഠനങ്ങൾ, ചരിത്രവും വർത്തമാനവും 		
<p>Module 2</p>	<p>20</p>	<p>1,3,6</p>
<ul style="list-style-type: none"> • ഫോക് സാഹിത്യവും ഫോക് ജനസൂക്തും • വാമൊഴി വഴക്കങ്ങൾ, ജീവിത വഴക്കങ്ങൾ • ഫോക് ലോറും ദൃശ്യകലകളും • ഇതര വിജ്ഞാന സമ്പ്രദായങ്ങളും ജനസംസ്കാര പഠനവും • വാമൊഴി വഴക്കത്തിലെ കഥകൾ, പാട്ടുകൾ, ആചാരാനുഷ്ഠാനങ്ങൾ, വൈദ്യം, പുരാവൃത്തം ഐതീഹ്യം പഴഞ്ചൊല്ലുകൾ 		
<p>Module 3</p>	<p>20</p>	<p>1,3,4</p>



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<ul style="list-style-type: none"> • കുട്ടായു സമൂഹം, ലോകവീക്ഷണം • സാമൂഹിക കർമ്മങ്ങൾ, പെരുമാറ്റചട്ടങ്ങൾ • ജനസംസ്കാരവും പ്രാദേശികതയും കർത്യത്തവും • പ്രകൃതി, ജീവിതാവബോധം, സ്വത്വബോധം • ഗോത്രസങ്കല്പവും ദേശീയാധുനികതയും • പൗരത്വം, ജനാധിപത്യം, അവകാശങ്ങൾ 		
<p>Module 4</p>	<p>10</p>	<p>5,7</p>
<ul style="list-style-type: none"> • ജനസംസ്കാര പഠനവും സംസ്കാര പഠനത്തിന്റെ വിവിധ സ്തൂലുകളും • ജനസംസ്കാര പഠനത്തിലെ അന്തർവൈജ്ഞാനികവും ബഹു വൈജ്ഞാനികവുമായ സമീപനങ്ങൾ, തുറവികൾ • പ്രദേശിക ചരിത്ര രചനാരീതികളും ഉപദാനങ്ങളും, മാതൃകകളും • മാർസിക്സം, ഘടനാവാദം, പോസ്റ്റ് കോളോണിയലിസം, പോസ്റ്റ്മോഡേണിസം, വിചാരമാതൃകകൾ: സങ്കല്പങ്ങളും സമീപനങ്ങളും 		

<p>Mode of Transaction</p>	<p>അത്യാധുനികമായ ബോധനസമ്പ്രദായ രീതികൾ ഉപയോഗിച്ചുകൊണ്ട് സംവാദാത്മകമായ പഠനാന്തരീക്ഷവും സൈദ്ധാന്തികാടിത്തറയും വിമർശാവബോധവും വളർത്തുന്ന രീതി അവലംബിക്കേണ്ടതുണ്ട് അറിവനുഭവങ്ങളുടെ അവലോകനത്തിനായി ജനസംസ്കാര പഠന മേഖലയിലുള്ള ഗവേഷകരുടെയും വിഷയപരിജ്ഞാനമുള്ളവരുടെയും സേവനം ഉപയുക്തമാക്കുക. വിവിധ ഫോക് കുട്ടായു കളുമായി ഇടപെട്ട് പാരമ്പര്യ അറിവുകൾ ശേഖരിക്കുക. അനുബന്ധ പഠന വിശകലനങ്ങൾക്ക് അവസരമൊരുക്കുക. ഫീൽഡ് വർക്കുകൾ സിംപോസിയം സെമിനാറുകൾ എന്നിവ സംഘടിപ്പിക്കുക. വാമൊഴി അറിവുകൾ, പാട്ടുകൾ, കഥകൾ, പഴയൊല്ലുകൾ എന്നിവ സമാഹരിക്കുക. പ്രദേശിക ചരിത്ര രചനയ്ക്കാവശ്യമായ പരിശീലനവും പ്രയോഗികാവസരവും നൽകുക. ഒരു വൈജ്ഞാനിക വിഷയമെന്ന നിലയിൽ ജനസംസ്കാര പഠന മേഖലയിലെ ഗവേഷണ രീതിശാസ്ത്രത്തിന്റെ വിവിധ</p>
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	<p>വശങ്ങളെക്കുറിച്ചുള്ള ഉൾക്കാഴ്ച വികസിപ്പിക്കുന്നതിനും അവസരങ്ങൾ നൽകുന്നു.</p> <p>ജനസംസ്കാരവുമായി ബന്ധപ്പെട്ട അടിസ്ഥാന സങ്കല്പങ്ങളും സിദ്ധാന്തങ്ങളും മനസ്സിലാക്കുന്നതിനാവശ്യമായ വിധം വിദ്യാർത്ഥികൾ സൂക്ഷ്മവും കേന്ദ്രീകൃതവുമായ വായനകളും അറിവുശേഖരണങ്ങളും വ്യക്തികളെന്ന നിലയിലും ഒരു ഗ്രൂപ്പെന്ന നിലയിലും നടത്തേണ്ടതുണ്ട്.</p> <p>വിദ്യാർത്ഥികൾ ഗ്രൂപ്പുകളായോ വ്യക്തികളായോ ഫീൽഡ് വർക്കുകൾ പ്രബന്ധങ്ങൾ, അഭിമുഖസംഭാഷണങ്ങൾ എന്നിവ നിർവ്വഹിക്കുകയും അവ പ്രസിദ്ധീകരിക്കുകയും അവതരിപ്പിക്കുകയും ചെയ്യാവുന്നതാണ്. ഫോക്ലോറുമായി ബന്ധപ്പെട്ട വിവിധ വിഷയത്തിൽ/ വിഷയങ്ങളിൽ, സെമിനാർ പ്രബന്ധം തയ്യാറാക്കി ഒരു പൊതുസദസ്സിൽ അവതരിപ്പിക്കുകയും അതിന് സംവാദങ്ങൾ രൂപപ്പെടുത്തുകയും ചെയ്യുക. ഇത് കുട്ടികളുടെ വിഷയത്തിലുള്ള അവഗാഹം വർദ്ധിപ്പിക്കുന്നതിനും നൈപുണികൾ വികസിപ്പിക്കുന്നതിനും സഹായിക്കുന്നതാണ്.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test – extended answer type (20 Marks) 2. Assignment – every students to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p>

വിശദ പഠനത്തിന്:

1. ഇടനാടൻ പാട്ടിലെ ആദ്യത്തെ നൂറുവരികൾ (നാടൻപാട്ട്) (ഇടനാടൻപാട്ട്, കെ.ആർ.സജിത (എഡിറ്റർ), താരതമ്യപഠനസംഘം, കറൻറ് ബുക്സ്, കോട്ടയം.)
 2. സിനിമ, ഫോക്ലോർ: ചില സിംബയോട്ടിക് രാസവിദ്യകൾ (ലേഖനം) അജു.കെ.നാരായണൻ, ചെറി ജേക്കബ്, സിനിമ മുതൽ സിനിമ വരെ, സാഹിത്യ പ്രവർത്തക സഹകരണസംഘം, കോട്ടയം. മൊഡ്യൂൾ മൂന്ന്
- മുഖ്യാധാര സാംസ്കാരിക ചരിത്രം - പഠനം - വിവിധ സ്കൂളുകളും സിദ്ധാന്ത - രീതി ശാസ്ത്രങ്ങളും - പ്രാദേശിക ചരിത്രരചന



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വ്യവഹാരങ്ങളും ആഖ്യാനവഴികളും - വാമൊഴിയും ഓർമ്മകളും - ചരിത്ര ഉപദാനങ്ങൾ തെളിവുസാമഗ്രികളും വസ്തുനിഷ്ഠചരിത്രവും - വാമൊഴിപാരമ്പര്യം പ്രതിരോധം - അതിജീവനം - ഭാവനകളും സ്ഥല-കാല-പാഠഭേദങ്ങളും ചരിത്ര രചനയിലെ വിച്ഛേദങ്ങൾ - പ്രാദേശിക ചരിത്രരചനയുടെ ഉപദാനങ്ങൾ - പ്രാദേശിക രചനയുടെ മികച്ച മാതൃകകൾ

വിശദ പഠനത്തിന്:

1. പ്രാദേശിക ചരിത്രം എന്ത്? എന്തിന്? (ലേഖനം)
(ഡോ. കെഗോപാലൻകുട്ടി, കൊങ്ങൻപട, ഓണം, തൊപ്പി: ചരിത്രത്തിലെ അടയാളപ്പെടുത്തലുകൾ, സാഹിത്യപ്രവർത്തക സഹകരണസംഘം. കോട്ടയം)

3. മഞ്ചാടിക്കരി : നൂറ് ഓർമ്മകൾ

റഫൻസ് - സഹായകഗ്രന്ഥങ്ങൾ
ചേലനാട് അച്യുതമേനോൻ, ബാലസ് ഓഫ് നോർത്ത് മലബാർ, മദ്രാസ് യൂണിവേഴ്സിറ്റി.
അജു നാരായണൻ, കേരളത്തിലെ ബുദ്ധമതപാരമ്പര്യം നാട്ടറിവുകളിലൂടെ, ഡി.സി.ബുക്സ് കോട്ടയം.
കെ.എം.അനിൽ ഫോക്ലോർ സിദ്ധാന്തം ജനുസ്സ് രാഷ്ട്രീയം, കോഴിക്കോട്, പാപ്പിയോൺ.
അപ്പുണ്ണി നായർ. എം.സി (സമ്പാ.) വടക്കൻപാട്ടുകൾ, എസ്.പി.സി.എസ് കോട്ടയം.
ആർ.സി. കരിപ്പത്ത്, ചെയ്യ പ്രബഞ്ചം, കൈരളി ബുക്സ്, കണ്ണൂർ.
ഭക്തവൽസലറൈസി (എഡി.) ഫോക്ലോർ പഠനം, സിദ്ധാന്തരലം, ഫോക്ലോർ സൊസൈറ്റി ഓഫ് സൗത്ത് ഇന്ത്യൻ ലാംഗ്വേജ്, തിരുവനന്തപുരം
ജനാർദ്ദനൻ പുതുശ്ശേരി, നാട്ടുവാദ്യങ്ങളും നാടൻകലകളും, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം.
ചുമ്മാർ ചുമ്മൽ, മുടിയേറ്റ്, ഫോക്ലോർ അക്കാദമി, തൃശ്ശൂർ.
ബാലകൃഷ്ണൻ കൊച്ചാൽ, നമ്മുടെ കലകൾ, കേരള ഫോക്ലോർ അക്കാദമി, തൃശ്ശൂർ
കെ.എം.ഭരതൻ ഫോക്ലോർ സിദ്ധാന്തവും പ്രയോഗവും, എഫ്.എഫ്. പബ്ലിഷേഴ്സസ്, പയന്നൂർ.
ജി. ഭാർഗ്ഗവൻപിള്ള, ഫോക്ലോർ, സങ്കേതങ്ങളും സങ്കല്പനങ്ങളും, എഫ്. എഫ്. പബ്ലിഷേഴ്സസ്, പയന്നൂർ



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പി.വസന്തകുമാരി, ഫോക്ലോർ സ്ട്രീസപത്വ നിർമ്മിതി, എഫ്. എഫ്. പബ്ലിക്കേഷൻസ്, പയ്യന്നൂർ.

വിദ്യാസാഗർ. കെ, അനുഷ്ഠാനം പുരാവൃത്തം പൊരുൾ, എഫ്. എഫ്. പബ്ലിക്കേഷൻസ് പയ്യന്നൂർ.

വിഷ്ണു നമ്പൂതിരി, എം.വി നാടോടി വിജ്ഞാനീയം ഡി.സി.ബുക്സ് കോട്ടയം.

ശശിധരൻ ക്വാരി, കേരളീയ കലാനിഘണ്ടു, ഒലിവ് പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്.

സന്തോഷ് എച്ച്. കെ, ഫോക്ലോർ വഴിയും പൊരുളും, സംസ്കൃതി പബ്ലിക്കേഷൻസ്, പരിയാരം.

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School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Major Concepts and Theories in Social Sciences		
Type of Course	Common Compulsory		
Course Code	IS G21 C 03		
Course Summary & Justification	This course is designed with the purpose of creating a broader understanding of social sciences. This is designed as a Core course for students to learn the fundamental concepts and theories in Social Science. The main purpose of this course is to provide a foundation for the students from different disciplinary background as an entry point to learn social sciences		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Preliminary Knowledge about social sciences learned at school level		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
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	<i>Upon completion of this course, students will be able to;</i>		
1	Distinguish the characteristics of Social Sciences and science	Understand	1
2	Utilize Key Concepts in social sciences to understand currents social issues and processes	Analyse	3
3	Make use of different Theoretical Traditions and Approaches in Social Science inquiry	Apply	2
4	Categories various Approaches of organising knowledge in social sciences	Analyse	3
5	Illustrate Disciplinary, Inter-disciplinary, Multi-disciplinary and Trans-disciplinary knowledge in Social Sciences	Understand	1
6	Appraise concepts and theories and concepts in social sciences	Evaluate	4
7	Theorise Social issues using appropriate paradigms in social sciences	Create	5

COURSE CONTENT	Hours	CO NO.
Module 1 – Perspectives of Social Sciences	25	1,2,3



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<ul style="list-style-type: none"> • Emergence of Social Sciences- Renaissance, Enlightenment and Development of Scientific spirit • Major distinction between Science and Social Science • Objectivity and Subjectivity • Positivism, Phenomenology and Critical Thinking • Epistemology and Ontology in Social Science • Knowledge, Power and Representation 		
Module 2 – Key Concepts	20	1,2,3
<ul style="list-style-type: none"> • Community, society, Social world • Social Action, Social Behaviour • Structure and Agency • Nationalism, Ethnicity • State, Citizenship, Population, Democracy • Minorities, Civil Society 		
Module 3 – Major Approaches	10	4,5,6
<ul style="list-style-type: none"> • Disciplinarity • Inter-Disciplinarity • Multi-disciplinarity • Transdisciplinarity 		
Module 4 – Theoretical Frameworks	17	2,3,5,7
<ul style="list-style-type: none"> • Liberalism • Marxism • Structuralism • Postcolonialism 		



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- Postmodernism

Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences and Knowledge, develop insights into the disciplinary knowledge on Research Methodology and its various aspects.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various concepts and theories in social sciences with questions inviting reflections either individually or in small groups.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on various issues in social science and demonstrate their understanding.</p> <p>Seminar: Students will undertake thematic/topical study from various topics in Social Sciences, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Film screening. Films relevant to themes of the course will be screened and discussion session will be followed</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none">1. Internal Test – One MCQ based and one extended answer type (10 Marks)



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2. Assignment – every students to submit an assignment **(10 Marks)**
 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar **(10 Marks)**
 4. book and film reviews, practice based outputs **(10 Marks)**
- Semester End examination (60 Marks)**

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- Marx, Karl and Engels, Freidrch (2018) (With a foreword by Andrew Austin) *The Communist Manifesto* (New York: Clydedale Press)
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MAHATMA GANDHI UNIVERSITY

Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	History of Economic Thought		
Type of Course	Core		
Course Code	IS G21 M 04		
Course Summary & Justification	History of Economic thought is an intellectual inventory of economic ideas of thinkers and social scientists from time immemorial till today. A course in the History of Economic Thought enlightens scholars with a broader view of the development of Economics. It also gives an account of policy shifts as proposed by economists responding to the economic problems confronted in their lifetime. In brief, it is a basic course required in a study programme of Economics.		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Preliminary Knowledge of Economics at the school level		

COURSE OUTCOMES (CO)




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Name of course - Integrated Masters Programme in Social Sciences


CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe the meaning, purpose, scope of the history of Economic thought	Understand	1
2	Differentiate classical school and neoclassical school of thought	Understand	1
3	Describe the concept of intuitionism	Understand	1
4	Illustrate the Socialist economics	Understand	1
5	Examine the Indian Economic thought	Analyse	3
6	Make use of various economic thoughts in the current scenario.	Apply	2
7	Appraise concepts and theories in Economics	Evaluate	4

COURSE CONTENT	Hours	CO No.
Module 1	20	1,4
<ul style="list-style-type: none"> Economic Thought of Ancients, Medieval Scholars and Mercantilist Pamphleteers- The Greeks-Plato and Aristotle, the Romans, Hebrews, the Indians-Buddhist, Vedic and Kautilya- Scholastics- St.Thomas Aquinas- Mercantilists –Thomas Mun. 		
Module 2	20	1,2,7
<ul style="list-style-type: none"> Physiocrats, classical and Neo-classical schools- Francois Quesnay- Classicists- Adam Smith, David Ricardo, Thomas Robert Malthus, J.B. Say and J.S.Mill - Neo-classicists: Alfred Marshall, A.C.Pigou and the Marginalists- Jevons, Walras, Menger. 		

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Module 3	15	3,7
<ul style="list-style-type: none"> Economic Thought of Socialists, Institutionalists and Keynesians. Utopian Socialists: St. Simon, Prudhon and Robert Owen- Scientific Socialists- Marx and Engels – Institutionalists: Thorstein Veblen, J.R Commons and Mitchell, John Maynard Keynes and the formations of Macro Economics. 		
Module 4	17	5,6
<ul style="list-style-type: none"> Modern Indian Economic Thought- Dadabhai Naoroji, Mahatma Gandhi, JC Kumarappa, Jawaharlal Nehru, Amartya Sen, Prabhat Patnaik, Utsa Patnaik, and Abhijit Banarjee 		

Mode of Transaction	<p>Lecture-Discussion Session: The teacher provides a platform for reviewing experiences and knowledge and developing insights into the disciplinary knowledge on Economics and its various aspects.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on Economics with questions inviting reflections either individually or in small groups.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on various Methods and techniques used to understand.</p> <p>Seminar: Students will undertake thematic/topical study from various topics in the history of economic thoughts, prepare write-up and make seminar presentation followed by an open-house discussion with a view to enhance their knowledge base and repertory of skills in</p>
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	<p>the area of presentation.</p> <p>Poster presentation: Poster presentation related to the topics discussed in the course.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test – One MCQ based and one extended answer type (10 Marks) 2. Assignment – every student to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) 4. Classroom participation (10 Marks) <p>Semester End examination (60 Marks)</p>

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Name of course - Integrated Masters Programme in Social Sciences

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Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Understanding Historiography		
Type of Course	Core		
Course Code	IS G21 M 05		
Course Summary & Justification	This course aims to create a critical awareness of the traditions and approaches utilized by historians to account for continuity and change in history.		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	There are no formal entry qualifications, but you should have a lively interest the past, and some experience of .		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Identify and describe the contours and stakes of	Understand	1



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	conversations among historians within defined historiographical fields		
2	Apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it.	Apply	2
3	Acquire basic historical research skills, including the effective use of libraries, archives, and databases	Apply	2
4	Organize and express their thoughts clearly and coherently both in writing and orally.	Create	5
5	Gather and contextualize information in order to convey both the particularity of past lives and the scale of human experience.	Understand, Analyse	1,3
6	Recognize history as an interpretative account of the human past – one that historians create in the present from surviving evidence.	Understand	1
7	Formulate historical knowledge and historical thinking to contemporary issues	Create	5
8	Develop positions that reflect deliberation, cooperation, and diverse perspectives	Understand	1

COURSE CONTENT	Hours	CO No.
Module 1-	10	1,2
<ul style="list-style-type: none"> • Definitions, nature and scope of History • Historiography • Greek Historiography • Roman Historiography • Medieval Christian Historiography • Medieval Muslim Historiography 		
Module 2 –	10	1,2,3,8



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<ul style="list-style-type: none"> • Renaissance Historiography • Enlightenment Historiography • Romanticism • Positivism • Classical Marxism • Scientific History • Historical Relativism 		
Module 3 –	25	1,4,5,6,7,8
<ul style="list-style-type: none"> • Marxist School • Annals School • Frankfurt School • History from below • Postmodernism • Postcolonial Theory and History 		
Module 4 –	27	1,3,4,5,6,7,8
<ul style="list-style-type: none"> • Gender in History • History and Memory • Hermeneutics, semiotics and the history of meanings and symbols • Micro History, Regional History/Local History • History of Art • Clues and Scientific Method in History • History of Music 		



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- | | |
|---|--|
| <ul style="list-style-type: none"> History through tangible things | |
|---|--|

<p>Mode of Transaction</p>	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences and Knowledge, develop range of skills it takes to decode the historical record because of its incomplete, complex, and contradictory nature.</p> <p>Focused Reading and Reflection: Students would be led into focused readings to evaluate historical arguments, explaining how they were constructed and might be improved.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups to Collect, sift, organize, question, synthesize, and interpret complex material.</p> <p>Seminar: Individually students will evaluate the ethical historical inquiry of a historian by analysing any work of him/her.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test – extended answer type (20 Marks) 2. Assignment – every students to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p>

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Name of course - Integrated Masters Programme in Social Sciences

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	MAHATMA GANDHI UNIVERSITY
	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Introduction to Political Science		
Type of Course	Core		
Course Code	IS G21 M 06		
Course Summary & Justification	This course tries to provide the students with a basic overview of Political Science. It covers evolution, development and significance of Political Science.		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	There are no formal entry qualifications, but students should have a genuine interest and curiosity in Political Science		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Develop an idea of approaches and theories used by political scientists to understand political phenomena and develop critical thinking.	Understand	1
2	Enable the Students to analyse different political ideas and Philosophy	Create	5



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3	Students will be able to distinguish various theories and concepts of Political Theory.	Understand	1
4	Students will be able to work with the approaches and theories used by political scientists to understand political phenomena.	Apply	2
5	Make Use of Different theoretical ideas and approaches to their studies and Research Works	Apply	2

COURSE CONTENT	Hours	CO No.
Module 1- Introduction MODULE – I-Introduction to Political Science	10	1,4,5
<ul style="list-style-type: none"> ● What is Politics? - Politics and Political Science- Nature and Scope of Political Science- ● Different Perspectives on Political Science ● Political Science and its relations with other Social Sciences ● Need and significance of Political Science 		
Module 2 – MODULE - II Approaches to the study of Political Science:	15	1,2,,5
<ul style="list-style-type: none"> ● Traditional and Contemporary Approaches-Positivist and post-positivist approaches ● (Behaviouralism and post-behaviouralism)- Normative and Empirical Approaches ● Critical perspectives (Marxist, Post-Marxist, Postcolonial, Feminist, Ecological) 		
Module 3 – Perspectives on State and Sovereignty	27	1,2,5




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<ul style="list-style-type: none"> • State: Concept-Elements of State- Instrumentalist Vs Structuralist view • Diverse Perspectives on State :Idealist, Liberal, Marxist, Welfare, Postcolonial .andGandhian • State and Civil Society • Sovereignty:- Meaning and Characteristics-Types Theories ofSovereignty- Legal and Pluralist • Forms of Government: Parliamentary and Presidential, Unitary and Federal • State Sovereignty in the era of globalization 		
<p>Module 4 – MODULE - IV Key Concepts in Political Science</p>	20	1,2,4,5
<ul style="list-style-type: none"> • Democracy: Liberal, Deliberative and Representative, Dissent and Democracy • Power-Concept, Varieties of power, alternative notions of power-Foucault n power • Freedom- Negative and Positive freedom (Rossueu and Issihah Berlin), Liberal and Marxist concepts of freedom. • Justice-Procedural, substantiative and distributive, Critique of justice-Communitarian, libertarian and feminist 		

<p>Mode of Transaction</p>	<p>Lecture-Discussion Session: Teacher provides a platform for discussions and debates on different political Principles and ideas.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on Classical Texts in Political Science .</p> <p>Collaborative/Small Group Learning: Students will work together in</p>
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	<p>small groups on different Political theories and try to relate with the contemporary political Phenomena.</p> <p>Seminar: Students will undertake study on various themes within scope of this course, prepare research report and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and presentation skills and other soft skills.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test –extended answer type (20 Marks) 2. Assignment – every student to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p>

References


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Name of course - Integrated Masters Programme in Social Sciences

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	MAHATMA GANDHI UNIVERSITY
	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated masters program in social science		
Course Name	Understanding Social justice		
Type of Course	Core course		
Course Code	IS G21 E 08		
Course Summary & Justification	<p>In this course, students will be encouraged to reflect critically and expansively about the social relations and social hierarchies, intersectional issues of human identities and the question of equality and justice. The course will be facilitated through various readings, film screening, Participatory learning sections, lectures, student presentations, class room discussions, and other relevant course assignments.</p>		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A basic understanding of society and hierarchies		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be</i>		



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	<i>able to;</i>		
1	List diversity of forms of social justice issues that exist globally, nationally and in particular with Kerala context.	Understand	1
2	Explain and identify key concepts and theoretical frame works in social justice	Understand	1
3	Make use of knowledge social justice in promoting activism and social change and	Apply	2
4	Categorise about how social power relations works and how it impacts on individual life	Analyse	3
5	Assess intersectional relations of different oppressive systems	Evaluate	4
6	Judge the social policies and laws envisioned to promote (and maintain) social justice in India	Evaluate	4
7	Solve -Will learn ability to critically analyse and problem solve around the social justice topics that we explore	Evaluate	4



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COURSE CONTENT	Hours	CO No.
Module 1 - Unit 1 Social justice – The basics	10	1,2
1.1 What is social justice 1.2 Historical evolution of the idea of social justice 1.3 Basic principles of Social justice 1.4 International and National organisations and Policies 1.5 Positive discrimination and special measures ensuring social justice		
Module 2 - Theoretical Approaches to the Understanding of Social Justice	20	1,2,3,4
.1 Key Concepts and theories of social justice Conflict theory -Utilitarianism -Feminism – Ambedkar’s- Gandhian Thought-Black Theory-Queer Theory 2.2 Key concepts in social justice Equity, Equality, Participation, Representation, Difference, Sex, Gender, Privilege, vulnerability Intersectionality		
Module 3 - Debates on social justice in India	25	2,3,4
3. 1 Evolution of social justice in Ancient India		



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<p>Varna and caste system – Brahmanical supremacy – customary and religious Practices</p> <p>3.2 Social justice in the British period Idea of colonial modernity, administrative and legal reforms, Reform movements</p> <p>3.3 Social justice in Post Independent India Gandhi and Ambedkar debate – Poona pact</p> <p>3.4 Challenges to social Justice Post Mandal debates – debates on Rohit Vemula – Sabarimala verdict</p>		
<p>Module 4</p> <p>Movements for social justice</p>	<p>17</p>	<p>4,5,6,7</p>
<p>4.1. Anti –caste, Dalit and Adivasi movements in India Phule , Dravidian movement , Ambedkar movement , Post Ambedkar movements</p> <p>4.2 Women’s /feminist movement Women and left politics, legal debates, Debate on sexual harassment</p> <p>4.3 Queer movements, homophobia, Decriminalization of 377, violence against queer people</p> <p>4.5 Situating Kerala Debates on Social justice in Reformation Period- educational rights, widow -remarriage Contemporary debates on caste, gender, sexuality and minority issues</p>		



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Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences, develop insights into the disciplinary knowledge on social justice and its various praxis</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real-life educational experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Students will undertake thematic/topical study from various topics on social justice , prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Case Study: An in-depth and comprehensive study of a single or few cases on autonomous /independent movements would be taken up and submit a study report.</p>
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Mode of Assessment

Internal Assessment

1. Internal Test – One MCQ based and on extended answer type **(15 Marks each)**
 2. Book review – every student to review a seminal work in the area of social justice and submit a report **(10 Marks)**
 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar **(15 Marks)**
- Semester End examination (60 Marks)**

Suggested reading

Unit 1

1. **Adams, Marianne and Blumenfeld, Warren.** *Readings for Diversity and Social Justice (Routledge; 3 edition).*
2. **Adams, Paul and Novak, Michael.** *Social Justice Isn't What You Think It Is (Encounter Books, November 2015).*
3. Barny, Brian, 'Why social justice matter', (London: Polity ,2005.)
4. Miller, David, 'Principles of social justice', Harvard university press ,1999
5. **Clayton, Matthew and Williams, Andrew.** *Social Justice (Wiley-Blackwell, February 13, 2004).*
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Unit 2

1. Ahir, D.C. The Legacy of Dr. Ambedkar. Delhi: B.R. Publishing, 1990.



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2. Ahmad, Irfan. *Islamism and Democracy in India: The Transformation of Jamaat-e-Islamic*. Princeton, NJ: Princeton University Press, 2009.
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Unit 3

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Unit 4 and 5


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	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS
Programme	Integrated Masters Programme in Social Sciences
Course Name	Constitutionalism, Legality and Justice in India
Type of Course	ELECTIVE
Course Code	IS G21 E 09
Course Summary & Justification	<p>The concept of constitutionalism, like almost all other social sciences concepts, has always been subject to or part of an evolutionary process. Therefore, we cannot point out any specific time or event that led to its creation or emergence, though a succession of such events may have led to shaping and acquisition of an image as an outcome of the totality of those events or processes. Generally, they are shaped in the context of paradigm shifts in social and political structures.</p> <p>A constitution that ignores such accommodation and respect for diversity and plurality in a society fails to meet the requirement of constitutionalism. Several older constitutions which ignored this aspect of constitutionalism have introduced it either through amendments or judicial interpretation or appropriate legislation and constitutional application. The ones which have failed to do so lack in an important aspect of constitutionalism, even if they guarantee equality of treatment to all individuals. Instances of such failure may be found even in the constitutions of very advanced societies while attention must be drawn to increasing diversity in modern times in the process of increasing globalisation.</p> <p>our Constitution draws a decent balance in political and legal constitutionalism by commanding the state to refrain from certain acts or exercise of powers affecting the basic rights and liberties of the people and requiring it to extend positive support to those who have been left behind through deliberate action or neglect of the state or the dominant sections of the society. Thus, not only</p>



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	negative refrains of the state in terms of legal constitutionalism but also the positive participation of all sections of the society in the making and running the state on democratic lines has been ensured in our Constitution. Hence, the Constitution of India ensures equal participation in democratic process of all sections of the society which is considered a better guarantee of constitutionalism than mere enumeration of certain rights to the people in the constitution.					
Name of the Academic Staff and Qualification	Dr. ARATHI P.M Assistant Professor LLM, PhD					
Semester	1		Credit			4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	42	5	10	15	72
Pre-requisite	As per the requirement of the course					
<i>Others- Library, seminar and assignment preparations, test paper, journal, discussion, case law discussion, model synopsis writing etc</i>						

COURSE OUTCOMES (CO)

Integrated Masters Programme in Social Sciences



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Name of course - Integrated Masters Programme in Social Sciences

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Critically understand the nature and salient features of constitution of India	Understand	1
2	Constructively develop the historical analysis of the evolution and making of Indian constitution	Apply	2
3	Develop a deeper understanding about different doctrine in the Indian constitution	Understand	1
4	Familiarise the processes for the amendment of Indian constitution	Understand	1
5	Exposure to Fundamental Rights and landmark judicial verdicts related to that	Understand	1
6	Develop and improve the skill to read judicial verdicts of constitutional courts and analyse case laws	Apply	2
7	Develop a critical mind and practical sense towards judicial process in constitutional law	Apply	2
8	Developing conceptual and practical understanding on transformative constitutionalism and develop a comparative analysis of different constitutions across the world	Apply	2

COURSE CONTENT	Hrs	CO.No.
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Name of course - Integrated Masters Programme in Social Sciences

UNIT 1 Historic Evolution and Nature of Indian Constitution		10 Hrs	
1.1	Constitution – Its meaning and nature- Salient features of the Indian Constitution	2	1,2,3
1.2	The Constituent Assembly Debates and framing of the Indian constitution	2	1,2,3
1.3	History and Evolution of the Constitution	2	1,2,3
1.4	The nature and significance of preamble in the interpretation of the Constitution- Tools used by judiciary for interpretation of Constitution	2	1,2,3
1.5	Concept of Transformative constitutionalism and its contemporary relevance	2	1,2,3
UNIT 2 –Constitutional Doctrines and Principles		10 Hrs	
2.1	The concept of Affirmative Action and Discriminative Justice in Indian Constitution	2	4
2.2	The genesis of Fundamental Rights and their incorporation in the Constitution Concept of State Action – definition of State – violation of fundamental rights by State action and their consequence	2	4
2.3	Doctrine of Eclipse and rule of severability, The doctrine of ultra virus	2	4
2.4	The doctrine of Basic structure	1	4
2.5	Judicial Review – Meaning of Law and Law in Force’– Waiver of fundamental Rights (Art 12 and 13).	2	4, 8
2.6	Constitutional Amendment – The power and procedure to amend the Constitution – The scope of amending power of Parliament – – Judicial Review of Constitutional Amendment, Constitutional Amendment and Fundamental Rights	1	4, 8




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UNIT 3- Fundamental Right and Directive Principles of State Policy		10 Hrs	
3.1	The spirit and philosophy behind fundamental rights and directive principles of State Policy; Evolution of the interrelationship between the two	4	5,6
3.2	Right to Equality (Art 14-18); Right to freedom under Art.19	2	5,6,7
3.3	Transition of right to property from a fundamental right to that of a Constitutional right; right to personal freedom (Art 20-22)	2	6,7
3.4	The right to free and compulsory education; Right against Exploitation (Art 23-24)	2	5,6
3.5	Religious freedom (Art 25-28); Minority Rights (Art 29-30);	2	5,6,7
3.6	Right to judicial Remedy to redress violation of fundamental Right; Nature and Scope of writ jurisdiction of Supreme Court under Article 32-The role of Supreme court as guardian of Fundamental Rights – a critical view- judicial accountability	3	
UNIT 4 – Comparative Constitutionalism		10 Hrs	
4.1	Duties of the State and citizens- The nature and scope of Fundamental duties- Art 51A	2	6,7,8
4.2	Types of Constitution-Rigid & Flexible- Comparative Constitutions- U.K, USA,UAE, Australia, South Africa	4	7,8
4.3	International Human Rights Documents and Indian Constitution-	2	8
4.4	Constitutional Justice and Everyday Life in Contemporary India	2	6,7,8

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Authentic learning, case-based learning, collaborative learning, seminar, group activities, case law analysis, model synopsis writing.
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	Name of course - Integrated Masters Programme in Social Sciences

Assessment Types	Mode of Assessment
	1. Continuous Internal Assessment (CIA)
	2. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar
	3. Assignments
	A. End semester examination

Reference

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5. Arvind Elangovan, "The Making of the Indian Constitution: A Case for a Non-Nationalist Approach", *History Compass* 12, no. 1 (2014), pp. 1-10.
6. Ayesha Jalal. 1995. *Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective* (Cambridge: CUP).
7. B. Keith. 1969. *A Constitutional History of India, 1600-1935* (London: Methuen and Co.,).
8. B. R. Ambedkar, *States and Minorities: What are their Rights and how to Secure them in the Constitution of Free India: Memorandum on the Safeguards for the Scheduled Castes Submitted to the Constituent Assembly on behalf of the All India Scheduled Castes Federation* (Published: 1947)



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9. B. Shiva Rao: 1968, *The Framing of India's Constitution: Select Documents*, Vol. IV (New Delhi: Indian Institute of Public Administration).
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11. H.M. Seervai, *Constitutional Law of India*, N.M. Tripathi Pvt. Ltd., Bombay
12. Hari Chand, "Class Character of the Indian Constitution", *Social Scientist* 3, no. 8 (Mar. 1975), pp. 54-62.
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18. M.P. Jain, *Indian Constitutional Law*, Wadhwa, Agra
19. Madhav Khosla, *India's Founding Moment: The Constitution of a Most Surprising Democracy* (Cambridge: Harvard University Press, 2020).
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22. Nivedita Menon, "Citizenship and the Passive Revolution: Interpreting the First Amendment", *Economic and Political Weekly* 39, no. 18 (May 1-7, 2004), pp. 1812-1819.
23. Ornit Shani. 2008. *How India Became Democratic: Citizenship and the Making of Universal Franchise* (Cambridge: Cambridge University Press).



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24. P. B. Mehta. 2002. "The Inner Conflict of Constitutionalism" in Zoya Hasan (ed.) *India's Living Constitution* (New Delhi: Permanent Black).
25. Partha Chatterjee. 1993. *The Nation and its fragments: colonial and postcolonial histories* (Princeton: Princeton University Press).
26. Ran Hirschl, *The Rise of Comparative Constitutional Law: Thoughts on Substance and Methods*, *Indian Journal of Constitutional Law*, (2008).
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35. Upendra Baxi, “Emancipation as Justice: Legacy of Babasaheb Ambedkar” in Upendra Baxi and Bhikhu Parekh (eds.). 1995. *Crisis and Change in Contemporary India* (New Delhi: Sage).
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37. Upendra Baxi, Saint Granville’s Gospel: Reflections, *Economic and Political Weekly* 36, no. 11 (Mar. 17-23, 2001), pp. 921-923+925-930.
38. V.N. Shukla, *Constitution of India*, Eastern Book Co., Lucknow



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Semester II

	MAHATMA GANDHI UNIVERSITY
	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Introduction to Cultural Studies		
Type of Course	Common Compulsory		
Course Code	IS G21 C 10		
Course Summary & Justification	The course is designed with the purpose of creating a broader understanding of the key concepts in cultural studies. The syllabus tries to familiarize the students with the nature, scope, concepts, theory, method and strategies of Cultural Studies. It intends to bring forth the interdisciplinary nature of cultural studies and to unravel the ideological assumptions underlying cultural practices. It also aims at showing how culture implies the cultural politics of identity and differences.		
Semester	2	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Preliminary knowledge and understanding about literature, society and culture learned at school level		

COURSE OUTCOMES (CO)



MAHATMA GANDHI UNIVERSITY

Name of course - Integrated Masters Programme in Social Sciences

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Distinguish the paradigms of literary studies and cultural studies.	Understand	1
2	Explain the politics of difference.	Understand	1
3	Utilize cultural theory to understand the social processes.	Analyse	3
4	Make use of key concepts in cultural studies to understand identity, power and subjectivity.	Apply	2
5	Examine various theorists and their contributions to the development of cultural studies as a discipline.	Analyse	3
6	Examine the plurality of strategies adopted by the discipline.	Analyse	3
7	Assess the relationship between culture and power, and the patterns of cultural and economic circuits.	Evaluate	4

COURSE CONTENT	Hours	CO No.
Module 1 Key Concepts	25	1,2



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Name of course - Integrated Masters Programme in Social Sciences

<p>Culture, Ideology, High culture/ Low culture, Mass Culture and Popular Culture, Culture Industry, Cultural Capital, Cultural Imperialism, Cultural Materialism. Cultural Mapping, Cross culture, Trans Culture, Folk Culture, Counter culture, Consumerist culture, Cultural politics, Multiculturalism, Technoculture, Cyber space and cyber culture, Subculture, Ethnic Culture, Identity Politics, Politics of Difference. Cultural resistance, Museums/ Archives/Heritage/Heritage Industry. Oral, print and visual culture. Visual semiotics, visual pleasure, race, caste, gender, sexuality, gaze.</p>		
Module 2 Reading texts	20	4,5
<p>Terry Eagleton : <i>The Idea of Culture (Introduction)</i> Fredric Jameson : "On Cultural Studies" Raymond Williams- "Introduction", <i>Culture and Society</i> Adorno : <i>The Culture Industry(Introduction)</i> Edward Said : <i>Culture and Imperialism (Introduction)</i> :<i>Culture and Resistance (Introduction)</i></p>		
Module 3 Reading texts	17	5,6
<p>Roland Barthes - "Toys" Bill Ashcroft -"Introduction" to <i>The Empire Writes Back</i> Elaine Showalter- "<i>Towards a Feminist Poetics</i>" Paul Gilroy : "Cultural Studies and Ethnic Absolutism"</p>		
Module 4 Reading texts	10	4,5,6,7



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<p>Laura Mulvey-<i>Visual Pleasure and Narrative Cinema</i></p> <p>Stuart Hall, "Introduction", <i>The Multicultural Question</i></p> <p>Lev Manovich, <i>The Language of New Media</i></p> <p>Barthes, "The World of Wrestling." in <i>Mythologies</i></p> <p>Cornel West, "The New Cultural Politics of Difference."</p> <p>Bell Hooks, <i>Reel to Real: Race, Class and Sex at the Movies.</i></p> <p>Laura V Marks, " Eyes to See With"</p>		

For Further Reading

Simon During : *The Cultural Studies Reader*

A. Appandurai : *The Social Life of Things Commodities in Cultural Perspective*

Chris Barker and Emma A. Jane, *Cultural Studies: Theory and Practice*

M. Bakhtin : *The Dialogic imagination*

R. Barthes : *The Pleasure of the Text*

Andrew Edgar and Peter Sedgwick (ed.), *Key Concepts in Cultural Theory*

Chris Barker : *Making of Sense of Cultural Studies*

Chris Jenks : *Visual Culture*

Chris Barker and Emma A. Jane, *Cultural Studies: Theory and Practice*

John Storey, *Cultural Theory and Popular Culture: An Introduction*

Brian Longhurst et. al, *Introducing Cultural Studies*

Angela McRobbie, *The Uses of Cultural Studies: A Textbook*




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Jeff Lewis, *Cultural Studies: The Basics*
 Ziauddin Sardar, *Introducing Cultural Studies: A Graphic Guide*
 P. Chatterjee : *The Nation and its Fragments*
 J. Collins : *Uncommon Cultures: Popular Culture and Post Modernism.*
 T. Eagleton : *Ideology: an Introduction*
 J. Ellis : *Visible Fictions: Cinema, Television, Video*
 J. Fiske : *Understanding Popular Culture*
 M. Foucault : *The Order of Things: An Archeology of the Human Sciences.*
 Paul Gilroy : *There Ain't Any Black in the Union Jack*
 Stuart Hall et.al. : *Culture, Media and Language*
 John Hartley : *A Short History of Cultural Studies*
 Andrew Edgar and Sedgwick : *Key Concepts in Cultural Theory*
 Raymond Williams : *Culture*
 Raymond Williams : *Culture and Society*
 Raymond Williams : *Key words*
 J. Frow : *Cultural Studies and Cultural Value*

Mode of Transaction	Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Seminar, Group Assignments, Library work and Group discussion, Presentation by individual student
Mode of Assessment	1. Continuous Internal Assessment (CIA) 2. Response sheets from students 3. Internal Test - extended answer type 4. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar 5. End Semester examination

	MAHATMA GANDHI UNIVERSITY		
	Name of course - Integrated Masters Programme in Social Sciences		

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	ദൃശ്യകലാസാഹിത്യം		
Type of Course	Common Compulsory		
Course Code	IS G21 C 11		
Course Summary & Justification			
Semester	2	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	കേരളത്തിലെ ദൃശ്യകലകളുടെ ചരിത്രവും സാഹിത്യവും സംബന്ധിച്ച അവബോധം		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	കേരളത്തിൻ്റെ ദൃശ്യകലകളുടെ	Understand	1



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	ആവിർഭാവം, വൈവിധ്യങ്ങൾ എന്നിവയെ ചരിത്ര സാംസ്കാരിക പശ്ചാത്തലത്തിൽ മനസ്സിലാക്കുക.		
2	ക്ലാസ്സിക്കൽ ഫോക് എന്ന വിഭജനത്തിൻറെ കോളനീകരണ/ ദേശീയ യുക്തികളെ സിദ്ധാന്തപരവും രീതിശാസ്ത്രപരവുമായി അവലോകനം ചെയ്യുന്നു.	Analyse	3
3	ആധുനിക ദൃശ്യഭാഷാ പഠനത്തിനായി അവലംബിക്കുന്ന സൈദ്ധാന്തികവും സങ്കല്പന പരവും രീതിശാസ്ത്രപരവുമായ മാപകങ്ങൾ ഉപയോഗിച്ച് ദൃശ്യകലകളുടെ ദൃശ്യഭാഷയെ വിശകലനം ചെയ്യുക	Analyse	3
4	ദൃശ്യകലയുടെ സാഹിത്യ പഠനങ്ങളിൽ വന്ന് ഭവിച്ച വൈജ്ഞാനികമായ സമീപനങ്ങളെയും രീതികളെയും പരിചയപ്പെടുക	Understand	1
5	ദൃശ്യകലാസാഹിത്യ പഠനത്തിലെ പശ്ചാത്യപൗരസ്ത്യ സങ്കല്പനങ്ങളെയും നൂതന ധാരകളെയും സിദ്ധാന്തങ്ങളെയും മനസ്സിലാക്കുക.	Understand	1
6	ദൃശ്യകലയുടെ സാഹിത്യതയിലും ദൃശ്യഭാഷാ വ്യന്യാസത്തിലും വരുന്ന പരിണാമങ്ങളെ സൂക്ഷ്മതലത്തിൽ വിലയിരുത്തുക.	Analyse	3
7	ദൃശ്യകലാസാഹിത്യ പഠനത്തിലും ദൃശ്യഭാഷാ പഠനത്തിലും രൂപപ്പെട്ട്	Apply	2



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	<p>നൂതനവും വേറിട്ടതുമായ വിശകലന രീതികൾ ഉപയോഗിച്ച് പുതിയ പഠനങ്ങളും പ്രബന്ധങ്ങളും രൂപപ്പെടുത്തുക.</p>		
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COURSE CONTENT	Hours	CO No.
Module 1-	10	1,3,4,5,6,7
<ul style="list-style-type: none"> • കേരളത്തിലെ ദൃശ്യകലാ പാരമ്പര്യത്തിന്റെ ചരിത്രം - ആവിർഭാവം, വികാസം, പാഠരൂപീകരണങ്ങൾ • ദൃശ്യകലകളുടെ അരങ്ങ് സന്ദർഭം- ഇതിവൃത്തം, ചമയം, അഭിനയം, സംഗീതം • നാടോടി നാടകങ്ങൾ നാട്ടരങ്ങുകളുടെ ദേശവഴികൾ • ആധുനികതയും പ്രദേശികതയും, ഫോക്/ക്ലാസ്സിക്കൽ സൗന്ദര്യ ശാസ്ത്ര വിക്ഷണങ്ങളും സാമൂഹിക വിഷയങ്ങളും 		
Module 2	20	1,2
<ul style="list-style-type: none"> • ക്ലാസ്സിക്കൽ തീയറ്റർ / ഫോക്തീയറ്റർ എന്ന വിഭജനത്തിന്റെ - ചരിത്ര - ശില്പ സംഗീത - മേള നൃത്ത <li style="padding-left: 40px;">ആയോധന പാട്ടുകലാപാരമ്പര്യങ്ങളുടെ പ്രദേശികവും ബഹുസ്വരവുമായ വഴികൾ. <li style="padding-left: 40px;">കേരളത്തിലെ നാട്യശാസ്ത്ര ഗ്രന്ഥങ്ങൾ, പാശ്ചാത്യ, 		



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<p>പൗരസ്ത്യ നാടക വേദികളുടെയും സങ്കല്പനങ്ങളുടെയും കലർപ്പുകൾ, ഫോക് - ക്ലാസ്സിക്കൽ നാടക വേദിയുടെ കലർപ്പും വികാസവും നിർവ്വഹണവും.</p>		
Module 3	20	3,4,5,6,7
<ul style="list-style-type: none"> • നാടകം, സിനിമ എന്നീ കലാമാധ്യമങ്ങളുടെ സവിശേഷതകൾ • ലോകസിനിമ, ഇന്ത്യൻ സിനിമകളുടെ ദൃശ്യാഖ്യാന ചരിത്രത്തിലെ രൂപാന്തരീകരണങ്ങൾ • മലയാള സിനിമ ദേശം, ദേശീയത, കാഴ്ച, പ്രതിനിധാനം • നാടകം, നവോത്ഥാനവും, പൗരാവകാശങ്ങളും, തുല്യനീതിയും, പൊളിറ്റിക്കൽ തിയേറ്ററും, സമുദായ ഭാവനയും, അരങ്ങും സാമൂഹനിർമ്മിതിയും • ദേശീയ പുരുഷനും ദേശരാഷ്ട്രഭാവനയും • ലിംഗ-ലൈംഗിക ബന്ധങ്ങൾ, സ്ത്രീപക്ഷ നാടകവേദി • ചരിത്രവും സാംസ്കാരവും ദൃശാഭാഷാഖ്യാനങ്ങളിൽ പ്രതിനിധാന വിഷയ വിഷയങ്ങളുടെ പുനർവായനകൾ. 		



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<p>Mode of Transaction</p>	<p>ദൃശ്യകലകൾ എന്ന നിലയിൽ ക്ലാസ്സിക്കൽ ഫോക് കലാരൂപങ്ങളും സിനിമ/ നാടകം എന്നീ ദൃശ്യോദ്യാനങ്ങളെയും അവയുടെ ദൃശ്യോദാഷാ പരിചരണത്തെയും സങ്കേതങ്ങളെയും ശൈലികളെയും ഉൾപ്പെടെ സമഗ്രമായി വിശകലനം ചെയ്യുന്ന പഠന രീതി അവലംബിക്കുന്നു. ദൃശ്യ ഭാഷയുടെ ആഖ്യാനത്തെ മുൻനിർത്തി അവയുടെ സവിശേഷതകളും ശൈലിഭേദങ്ങളും സൗന്ദര്യശാസ്ത്ര പദ്ധതികളും അനുശീലന രീതികളും വിശകലനം ചെയ്യുകയും സംവാദാത്മകമായി അവ പങ്കുവെയ്ക്കുകയും ചെയ്യുന്നു. ഈ മേഖലയിൽ പ്രവർത്തിക്കുന്ന കലാകാരന്മാർ, അക്കാദമിഷ്യന്മാർ, ഉൾപ്പെടെയുള്ളവരെ സംഘടിപ്പിച്ച് സെമിനാറുകൾ, അഭിമുഖസംഭാഷണങ്ങൾ, ഡെമോൺസ്ട്രേഷൻ എന്നിവ സംഘടിപ്പിക്കുന്നു.</p> <p>പശ്ചാത്യവും പൗരസ്ത്യവുമായ നാട്യസിദ്ധാന്തങ്ങൾ, ഫോക്/ ക്ലാസ്സിക്കൽ ദൃശ്യകലാസങ്കല്പനങ്ങൾ, സിദ്ധാന്തങ്ങൾ, സിനിമയെന്ന ആഗോള ദൃശ്യകലാരൂപത്തിന്റെ രൂപാന്തരീകരണ ചരിത്രം, ഇന്ത്യൻ സിനിമയുടെ പശ്ചാത്തലത്തിൽ പ്രാദേശിക ഭാഷകളിൽ വിശേഷിച്ചും മലയാള ചരിത്രത്തിൽ രൂപപ്പെട്ട ദൃശ്യഭാഷയുടെ പരിണാമ സന്ദർഭങ്ങളും നൂതനത്വവും ഉൾപ്പെടെ വ്യക്തിപരമായി മനസിലാക്കുന്നതിനും അവ പഠനപ്രക്രിയയിലും ഗ്രൂപ്പ് സംവാദങ്ങളിലൂടെയും വികസിപ്പിക്കുന്നതിനും ശ്രദ്ധിക്കുന്നു.</p>
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	<p>ഫോക്/ക്ലാസ്സിക്കൽ ദൃശ്യകലകളുടെ ചരിത്രപരമായ സവിശേഷതകളെ വിലയിരുത്തുന്നു. ഒപ്പം നാടകം, സിനിമ എന്നിവയുടെ ചരിത്ര ഘട്ടങ്ങളെ മനസ്സിലാക്കുന്നു. സിനിമയുടെയും നാടകത്തിൻറെയും ഗ്രന്ഥപാഠത്തെയും ദൃശ്യ പാഠത്തെയും മുൻനിർത്തി സംവാദങ്ങളുടെ സെമിനാറുകളും സംഘടിപ്പിക്കുകയും അവ പ്രബന്ധരൂപത്തിൽ പ്രസിദ്ധീകരിക്കുന്നതിനും ശ്രമിക്കുക. ഫോക്/ക്ലാസ്സിക്കൽ രംഗകലാരൂപങ്ങളെ സംബന്ധിച്ച് അല്ലെങ്കിൽ സിനിമ, നാടകം എന്നീ ദൃശ്യശാസ്ത്ര കാലാരൂപങ്ങളിൽ ചരിത്രപരവും സാംസ്കാരികവുമായി രൂപപ്പെട്ട പുതിയ പ്രവണതകൾ സാങ്കേതികമായ മുന്നേറ്റങ്ങൾ, സൗന്ദര്യശാസ്ത്രപരവും പ്രത്യയശാസ്ത്രപരവുമായ വിച്ഛേദങ്ങൾ, പ്രതിനിധാന ശബ്ദരൂപീകരണ ശ്രമങ്ങൾ എന്നിവയെ സംബന്ധിച്ച പ്രാഥമികമായ അവഗാഹം ലഭിക്കുന്നതിനാവശ്യമായ ഫിലിം പ്രദർശനങ്ങൾ, പരിശീലന ക്ലേശികൾ എന്നിവ സംഘടിപ്പിക്കുകയും സൈദ്ധാന്തികവും രീതിശാസ്ത്രപരമായ സമകാല സമീപനങ്ങൾ പരിചയപ്പെടുന്നതിലൂടെ ഈ കലാരൂപങ്ങളുടെ അനുശീലനം, ആസ്വാദനം, വിലയിരുത്തൽ എന്നിവയ്ക്കാവശ്യമായ ഗവേഷണസംബന്ധിയായ ഉൾക്കാഴ്ച വികസിപ്പിക്കുന്നതിനും സഹായിക്കുന്നു.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test –extended answer type (20 Marks) 2. Assignment – every student to submit an assignment (10



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	<p>Marks)</p> <p>3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>Semester End examination (60 Marks)</p>
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മൊഡ്യൂൾ ഒന്ന്

കേരളത്തിലെ നാട്ടറിവുകൾ - ദൃശ്യകലാപാരമ്പര്യത്തിന്റെ പ്രാരംഭഘട്ടങ്ങൾ - അരങ്ങ് - സന്ദർഭം - ഇതിവൃത്തം - ചമയം - അഭിനയം - സംഗീതം തുടങ്ങിയ ഘടകങ്ങളുടെ സവിശേഷതകൾ - നാടോടിനാടകങ്ങളുടെയും നാട്ടരങ്ങുകളുടെയും ദേശവഴികൾ - പടയണി, തെയ്യം, മുടിയേറ്റ്, കാക്കാരിശ്ശിനാടകം, പാങ്കളി തുടങ്ങിയവയെപ്പറ്റിയുള്ള സാമാന്യപഠനം.

വിശദപഠനം.

1. പൊറാട്ടുനാടകം

പൊറാട്ടുനാടകവും മറ്റും, സമ്പാദനം: ജി. ഭാർഗവൻപിള്ള

മൊഡ്യൂൾ രണ്ട്

ഫോക്-ക്ലാസിക് എന്ന വേർതിരിവിനെ വംശീയ ദൃശ്യകലകളുടെയും ഗ്രാമീണ ദൃശ്യകലകളുടെയും നരവംശസാസ്ത്രപരമായ സമകാല അന്വേഷണങ്ങളുടെയും പഠനങ്ങളുടെയും വെളിച്ചത്തിൽ വിശകലനം ചെയ്യുക. സംഘകാല ദൃശ്യകലകൾ - കേരളത്തിലെ ചിത്രശില്പ-സംഗീത-മേള-നൃത്ത-ആയോധന പാട്ടുകലാപാരമ്പര്യങ്ങൾ - നാട്യശാസ്ത്രവും തൊൽകാപ്പിയവും - കേരളത്തിലെ നാട്യശാസ്ത്ര ഗ്രന്ഥങ്ങൾ - ദേശി മാർഗപാരമ്പര്യങ്ങൾ - ഫോക് - ക്ലാസിക്



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നാടകവേദിയുടെ കലർപ്പുകൾ - തുള്ളൽ - ക്ലാസിക്കൽ നാടകവേദിയുടെ വികാസം, നിർവ്വഹണം, പകർന്നാട്ടം പോലുള്ള തനതായ ആഖ്യാനവഴികൾ - പാശ്ചാത്യ പാഷ്ഠിനാടകം - തമിഴ് സംഗീതനാടകം ഉൾപ്പെടെയുള്ളവയുടെ സ്വാധീനത.

വിശദപഠനത്തിന്

- 1. കല്യാണസൗഗന്ധികം ശീതങ്കൻതുള്ളൽ

ആദ്യത്തെ 150 വരികൾ

- 2. നളചരിതം ആട്ടക്കഥ

നളചരിതം രണ്ടാം ദിവസത്തിലെ ഇന്ദ്രൻ-കലി സംവാദം.

മൊഡ്യൂൾമൂന്ന്

നാടകം ചലച്ചിത്രം എന്നീ കലാമാധ്യമങ്ങളുടെ സാമാന്യചരിത്രവും സവിശേഷതകളുമാണിവിടെ പഠനലക്ഷ്യം. ലോക സിനിമാവേദി - ഇന്ത്യൻ സിനിമ - മലയാള സിനിമ- ദേശം - ദേശീയത - ദേശരാഷ്ട്രഭാവനകൾ - കാഴ്ചയുടെ രാഷ്ട്രീയവും ദൃശ്യാഖ്യാനങ്ങളും ദേശീയപൗരനും മലയാള സിനിമയും - ലിംഗ - ലൈംഗികബന്ധങ്ങൾ - ചരിത്രം - സംസ്കാരം - പ്രതിനിധാന രൂപീകരണം.

വിശദപഠനത്തിന്

- 1. മധ്യവേനൽ പ്രണയരാവ് (നാടകം) പി. ബാലചന്ദ്രൻ

- 2. കൊടിയേറ്റം (തിരക്കഥ/സിനിമ) അടൂർ ഗോപാലകൃഷ്ണൻ

സഹായകഗ്രന്ഥങ്ങൾ

ആറ്റൂർ കൃഷ്ണപിഷാരടി - കോട്ടയം കഥകളി

ഏ.ആർ.രാജരാജവർമ്മ - നളചരിതം

കാന്താരതാരകം

വ്യാഖ്യാനം



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- എൻ. കൃഷ്ണപിള്ള - കൈരളിയുടെ കഥ
- കലാമണ്ഡലം കൃഷ്ണൻ നായർ - നളചരിതം ആട്ടപ്രകാരം
- കലാമണ്ഡലം പത്മനാഭൻ നായർ - ചൊല്ലിയാട്ടം
- കലാമണ്ഡലം രാമൻ നായർ - തിരനോട്ടം
- കലാമണ്ഡലം ഹൈദരാലി - ഓർത്താൽ വിസ്മയം
- കാട്ടുമാടം - മലയാള നാടക ചരിത്രം
- കിള്ളിമംഗലം വാസുദേവൻ
- നമ്പൂതിരിപ്പാട് - കർത്യപാഠം
- കലാമണ്ഡലം
- എം.പി.എസ് നമ്പൂതിരി ചരിത്രം - കഥകളിയുടെ രംഗപാഠം
- കെ.പി.എസ് മോനോൻ - കഥകളിരംഗം
- ജി. ശങ്കരക്കുറിപ്പ് - മലയാള നാടകസാഹിത്യചരിത്രം
- മടവൂർ ഭാസി - മലയാള നാടകവേദിയുടെ കഥ
- അരവിന്ദൻ വല്ലച്ചിറ, തിരക്കഥ സിനിമയുടെ ബ്ലൂപ്രിൻറ്, എസ്.പി.സി.എസ്, കോട്ടയം.
- ആകാശവാണി പ്രക്ഷേപണം ചെയ്ത വിവിധ അഭിമുഖങ്ങൾ അടൂർഗോപാല കൃഷ്ണൻ, സിനിമയുടെ ലോകം, മാതൃഭൂമി ബുക്സ്, കോഴിക്കോട്.
- ചേലങ്ങാട് ഗോപാലകൃഷ്ണൻ, ലോകസിനിമയുടെ ചരിത്രം, കറൻറ് ബുക്സ്, തൃശ്ശൂർ.



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കെ. ഗോപിനാഥൻ സ്മൃതിവാദവും മലയാള സിനിമയും, സാഹിത്യലോകം (ജനുവരി - ഫെബ്രുവരി - 1996)

ചന്ദ്രൻ. കെ.കെ. ഒരു സിനിമ എങ്ങനെ ഉണ്ടാകുന്നു, ചിന്ത പബ്ലിക്കേഷൻസ്, തിരുവനന്തപുരം.

ദിവാകരൻ ആർ.വി.എം. കഥയും തിരക്കഥയും ഒലിവ്, പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്.

ദിവാകരൻ ആർ.വി.എം., മലയാള തിരക്കഥ വളർച്ചയും വർത്തമാനവും, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം.

മലയാള സിനിമയുടെ 75 വർഷങ്ങൾ (സി.ഡി. റോം), കേരള സംസ്ഥാന ചലച്ചിത്ര അക്കാദമി.

മധു ഇറവങ്കര, മലയാള സിനിമയും സാഹിത്യവും, ഡി.സി. ബുക്സ്, കോട്ടയം.

പി.എസ്. രാധാകൃഷ്ണൻ ദൃശ്യവർഷങ്ങളുടെ സമയരേഖകൾ, എസ്.പി.സി.എസ്., കോട്ടയം.


ജി.പി. രാമചന്ദ്രൻ സിനിമയും മലയാളിയുടെ ജീവിതവും, എൻ.ബി.എസ്, കോട്ടയം.

വിജയകൃഷ്ണൻ, മലയാള സിനിമയുടെ കഥ, മാത്യുഭൂമി ബുക്സ്, കോഴിക്കോട്.

സി.എസ്. വെങ്കിടേശ്വരൻ മലയാള സിനിമാപഠനങ്ങൾ ഡി.സി. ബുക്സ്, കോട്ടയം.

കെ.വി. ശശി മലയാളചലച്ചിത്ര ഗാനം : ഓമന, ശരീരം, ദേശം, എസ് പി സി എസ്, കോട്ടയം.

സജീഷ് എൻ.പി. തിരമലയാളത്തിന്റെ അവസ്ഥാന്തരങ്ങൾ ഭാഷാഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം

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School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Basic Research Methodology in Social Sciences		
Type of Course	Common Compulsory		
Course Code	IS G21 C 12		
Course Summary & Justification	This course is designed as a foundational course for developing understandings about the research methods in social sciences. The course provides fundamental information about meaning characteristics, types and processes of research which will be helpful for learners as a pre requisite for learning advanced courses in both quantitative and qualitative research paradigms.		
Semester	2	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Preliminary Knowledge of nature social science inquiry		

COURSE OUTCOMES (CO)



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CO No.	Expected Course Outcome	Learning Domains	PSO No.
	Upon completion of this course, students will be able to;		
1	Describe the meaning, purpose, scope and types of research in social science.	Understand	1
2	Differentiate types of research in social sciences.	Understand	1
3	Conduct a literature search for research	Apply	2
4	Formulate a research problem	Create	5
5	Establish hypotheses for a research	Analyse	3
6	Develop a sampling design appropriate for a research study	Create	5
7	Constructs tool, design and procedure for collection of data	Create	5
8	Select and explain the method appropriate for a research study	Understand	1
9	Prepare research proposal	Create	5

COURSE CONTENT	Hours	CO No
Module 1 - Introduction to Research in Social Sciences	10	1,2,,3



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<ul style="list-style-type: none"> • Meaning, purpose and scope of research in social sciences • Characteristics of Research in Social Sciences • Major Stages in Research Proces 		
Module 2 - Types of Research	10	2,3,4, 5
<ul style="list-style-type: none"> • Classification based on purpose: Basic , Applied and Action • Classification based on Time : Cross-sectional, Longitudinal • Classification based on Research paradigms in Social Sciences: quantitative and qualitative 		
Module 3 - Methods of Research in Social Sciences	25	2,4,5
<ul style="list-style-type: none"> • Experimental Research • Ex post Facto Research • Survey • Case Study • Historical • Ethnography • Content analysis 		
Module 4 - Major Processes in Research	27	5,6,7, 8,9
<ul style="list-style-type: none"> • Identification of a Research Problem -Sources of research problems • Review of the literature -purpose and sources- primary and secondary • Formulation of Hypotheses: Need, sources and functions; different ways 		



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of stating hypotheses; criteria for a good hypothesis

- Sampling - Techniques of Sampling
- Tools and Techniques of research –Observation, interview, questionnaires, tests and scales
- Research Reporting
- Preparation of research proposal

Mode of Transaction


Lecture-Discussion Session: Teacher provides a platform for review of experiences and Knowledge, develop insights into the disciplinary knowledge on Research Methodology and its various aspects.

Focused Reading and Reflection: Students would be led into focused readings on various types and processes in social science research with questions inviting reflections either individually or in small groups.

Collaborative/Small Group Learning: Students will work together in small groups on various Methods and techniques of social research and demonstrate their understanding.

Seminar: Students will undertake thematic/topical study from various topics in Social Sciences, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.

Workshops: hands on experience will be given to write a research title, hypotheses, design sample and tools and preparing research

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	proposal.
Mode of Assessment	Internal Assessment (40 Marks) <ol style="list-style-type: none"> 1. Internal Test – One MCQ based and one extended answer type (10 Marks) 2. Assignment – every students to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) 4. Preparation of a research proposal (10 Marks) Semester End examination (60 Marks)

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Walliman, N. (2011). Your Research Project. New Delhi: Sage



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School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Microeconomics		
Type of Course	Core		
Course Code	IS G21 M 13		
Course Summary & Justification	<p>‘Microeconomics’ may be considered as a foundation one in an Integrated Five Year Study Programme in Economics. Microeconomics deals with the economic behaviour of individual representative units like the consumer and the firm and their interaction in the market. As relative prices and markets constitute the core of this branch of Economics, it is also called Price Theory and Market Economics. It helps to explore the working of a capitalist economy. Further, critiquing ‘capitalism’ also requires an understanding of microeconomics. Most of the basic concepts in economics evolved with the advancement of Micro Economics. Even Modern Macroeconomics now resorts to ‘micro foundations’ to build up.</p>		
Semester	2	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Preliminary Knowledge about Economics learned at the school level		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe the fundamental concepts of microeconomics	Understand	1
2	Acquire the technical ability to illustrate the cost	Apply	2



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	and revenue functions.		
3	Make use of price-output determination in the different market structure	Apply	2
4	Critically evaluate the theory of distribution	Create	5
5	Examine the various theories of welfare economics	Analyse	3
6	Appraise concepts and theories and concepts in microeconomics	Evaluate	4
7	Make use of various microeconomic theories the current scenario.	Apply	2

COURSE CONTENT	Hours	CO No.
Module 1 - Demand Analysis	10	1,7
<ul style="list-style-type: none"> Cardinal and Ordinal utility approaches in Demand Analysis- Marshallian laws in demand- Law of Diminishing Marginal Utility, Law of Equi Marginal Utility, Law of Demand, the concept of Consumer's surplus, elasticity of demand- J.R Hicks'- indifference Curve approach in demand analysis- Samuelson's Revealed Preference Theorem- Neumann-Morgenstern Game-theoretic approach in Demand Analysis 		
Module 2 - Supply and Cost Analysis	10	2,3
<ul style="list-style-type: none"> Production, production function, supply and supply function- The Law of Supply- elasticity of supply- the Law of diminishing marginal returns and the law of variable proportions- the iso-quant- iso- cost analysis and the law of returns to scale. Short-run and long-run cost concepts and cost curves- Revenue function and Revenue Curves 		



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Module 3 - The Theory of Markets	25	1,3,6,7
<ul style="list-style-type: none"> Value and Price- Major theories on value: Labour theory of value, Cost of production theory of value, Marginal Utility theory of value and the Dual theory of value- Various Market Structures and equilibrium analysis in these markets: pure and perfect competition; Cob-web theorem; Pure monopoly and Discriminating monopoly; Monopolistic Competition and Imperfect competition- Oligopoly Models: the kinked demand model, sales maximization and oligopoly behaviour, Oligopoly and Game theory. 		
Module 4 - The Theory of Distribution	17	1,5,7
<ul style="list-style-type: none"> Personal and Functional Distribution- the Marginal Productivity Theory of distribution. The Ricardian theory of rent, Marshall's 'quasi- rent'- Joan Robinson's Modern theory of rent- the Iron Law of wages- wages fund theory- the Marginal productivity theory of wages- Wage Differentials and Collective bargaining in wage determination - the classical theory of interest- the loanable funds theory and the liquidity preference theory. 		
Module 5 - The Operation of the Price System and Economic Efficiency	10	6,7
Pareto criterion and its corollaries- markets and efficient production, markets and consumers' sovereignty, markets and aggregative efficiency, markets and dynamic efficiency- the social value of economic efficiency		



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Mode of Transaction	<p>Lecture-Discussion Session: The teacher provides a platform for reviewing experiences and developing insights into the disciplinary knowledge on microeconomics and its various aspects.</p> <p>Focused Reading and Reflection: Students would be led into focused readings in microeconomics</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on various problems related to the microeconomics and demonstrate their understanding.</p> <p>Seminar: Students will undertake thematic/topical study from various topics in on-demand analysis, cost analysis, Pareto optimality and market structure.</p> <p>Poster presentation: Poster presentation related to the topics discussed in the course.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none">1. Internal Test - One MCQ based and one extended answer type (10 Marks)2. Assignment - every student have to submit an assignment (10 Marks)3. Seminar Presentation - students have to identify one a theme (relevant to the course), prepare a report and present it as a seminar (10 Marks)4. Classroom participation (10 Marks) <p>Semester End examination (60 Marks)</p>

References



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School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Emergence of the Modern World		
Type of Course	Core		
Course Code	IS G21 M 14		
Course Summary & Justification	This course acquaints students with fundamental knowledge of the History of the World.		
Semester	2	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	There are no formal entry qualifications, but you should have a lively interest the past, and some experience of .		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe development of the human experience	Understand	1



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	through the lens of a historian.		
2	Practice visual culture methods in studying history and map reading	Apply	2
3	Interpret sources, using evidence, corroborate sources, and evaluate multiple perspectives of history	Analyse	3
4	Problem-solving skills in analysing contemporary and historical events.	Create	5
5	Formulate theses and use evidence to support or refute positions	Understand	1
6	Develop good skills in historical research, analysis, and presentations	Apply	2
7	Analyse cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations	Understand	1

COURSE CONTENT	Hours	CO No.
Module 1	10	1,2
<ul style="list-style-type: none"> • Invention of Printing Press • Fall of Constantinople • Unification of Spain, conquest of Granada • Geographical Discoveries 		



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<ul style="list-style-type: none"> • Renaissance • Reformation, Counter Reformation • Rise of Nation States 		
Module 2	10	3,4,5
<ul style="list-style-type: none"> • Scientific Revolution <ul style="list-style-type: none"> • Industrial Revolution, Colonialism and Imperialism • English Revolution • American War of Independence • French Revolution • Unifications of Germany and Italy • Meiji Restoration 		
Module 3	25	3,5,6,7
<ul style="list-style-type: none"> • World War I • Arab Revolts • Easter Rising • Russian Revolution • League of Nations • The Great Depression of 1929-33 • Spanish Civil War • Rise of Fascism and Nazism 		




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Module 4 -	27	2,3,4,5,6,7
<ul style="list-style-type: none"> • World War II • Holocaust • Anti-Colonial Struggles and collapse of Empires • Israel and Zionism • Cold War • Neo Colonialism • Decline of Soviet Union and the Eastern Block • Globalization 		

Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences and Knowledge, develop insights into physical and natural environment, and explain how the environment has affected and been affected by historical developments.</p> <p>Focused Reading and Reflection: Students would be led into focused readings to assess the significant key turning points in world history.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on major discoveries, inventions, and scientific achievements, and assess their impact on society.</p> <p>Seminar: Students will undertake thematic/topical study on various themes within World History to showcase research that</p>
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	exemplifies the possibilities of a new global history.
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <p>1. Internal Test –extended answer type (20 Marks)</p> <p>2. Assignment - every students to submit an assignment (10 Marks)</p> <p>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>Semester End examination (60 Marks)</p>

References

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- Anthony Wood, *Europe 1815 - 1945*, Longman, 1984.
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- D.F. Fleming, *The Cold War and its Origins, 1917-1960*, Routledge, 1961.
- Dilip Hiro, *Inside The Middle East*, Routledge, 2014.
- E.J. Hobsbawn, *Age of Empire*, London, Weidnfeld & Nicholson, 2010.
- E.J. Hobsbawn, *Age of Extremes*, London, Michel Joseph, 1994.
- E.J. Hobsbawn, *Nation and Nationalism*, Cambridge, 2012.
- Harold M Vinacke, *A History of Far East in Modern Times*, Allen & Unwin, 1959



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Name of course - Integrated Masters Programme in Social Sciences

Judith Coffin, Robert Stacey, Joshua Cole and Carol Symes, *Western Civilizations*, 17th Edition, New York, W. W. Norton & Company, New York, 2011.

L J Halle, *The Cold war as History*, Harper & Row, 1967.

Marx and Engels, *On Colonialism*, University Press of Pacific, 2001.

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Wallbank and Taylor, *Civilization: Past and Present*, Harpercollins, 1992

Wallerstain Emmanuel, *The Modern World System*, University of California Press, 2011.



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Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	COMPARATIVE GOVERNMENT AND POLITICS		
Type of Course	Core		
Course Code	IS G21 M 15		
Course Summary & Justification	The course intends to give provide a conceptual understanding of the major themes and approaches to the study of Comparative Politics. The course aims to familiarise the students with different constitutional traditions.		
Semester	2	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	There are no formal entry qualifications, but it is ideal to have basic ideas on major constitutions around the world.		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Define and describe major ideas in comparative politics such as Constitutionalism, Comparative	Understand	1




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	Politics and Different Approaches on Comparative Politics.		
2	Examine different constitutions in different political systems.(USA,UK,France,China,Switzerland)	Understand	1
3	Distinguish forms of Government :Presidential, Parliamentarian forms and Democratic, Authoritarian and Totalitarian Systems	Understand	1
4	Enable the students will be able to comprehend the dynamics of Political Process, Pressure Groups and Political Parties	Apply	2
5	Make Use of knowledge on different constitutional traditions and approaches in their studies and research reports	Apply	2

COURSE CONTENT	Hours	CO No.
MODULE - I Nature and scope of Comparative Politics	10	1,2,3,5
Evolution of Comparative Politics Major Approaches to the study Comparative Politics- Traditional Vs. Modern Comparative Politics-Normative, Historical, Structural Functional, Liberal and Marxist		
MODULE -II Political Systems	20	1,2,4
Constitutions and Constitutionalism (Comparative Study of basic features of the constitutions of UK,USA,Switzerland, France and China) Democratic, Authoritarian and Totalitarian Systems		
Module 3 – Comparative Governmental Process (UK ,USA, India, Switzerland, and China)	22	2,3,4,5

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<p>Rule Making Process Rule Application Rule Adjudication Judicial Review, Rule of Law and Administrative law.</p>		
Module 4 Political Process	20	
<p>Forms of Government-Federal and Unitary Interest articulation and interest aggregation Pressure Groups and Interest Groups: Meaning, Nature and Function Party Systems: Meaning Nature and Functions of Political Parties- Single Party, Bi Party Multiparty Systems Political Development, Political Culture, Political Modernization, Political Socialization, Political Communication.</p>		

Mode of Transaction	<p>Lecture-Discussion Session: Discussions and debates on different political systems and its merits and demerits will be analysed.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on major Constitutions</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on different Government Systems.</p> <p>Seminar: Students will undertake study on various themes within scope of this course, prepare research report and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and presentation skills and other soft skills.</p>
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Mode of Assessment	Internal Assessment (40 Marks) <ol style="list-style-type: none"> 1. Internal Test –extended answer type (20 Marks) 2. Assignment – every students to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) Semester End examination (60 Marks)
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References

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Bhagwan Vishnoo, Rajani R Shirur & Bhushan Vidya, *World Constitutions*, Sterling, 1997. Boulder, 1996.

Chilcote, Ronald H, *Theories of Comparative Politics: The Search for a Paradigm Reconsidered*, Westview Press,

Dogen, Mattei and Pelassy Dominique, *How to Compare Nations: Strategies in Comparative Politics*, Vision Books, New Delhi, 1988.

Gabriel Almond, B. Bingham Powell, Jr., Karen Strom and Russell Dalton, *Comparative Politics*, Seventh Edition, (New York: Harpers, 1999). Hague, Rod & Martin Harrop, *Comparative Government and Politics: An Introduction*, Palgrave, New York, 2004

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Name of course - Integrated Masters Programme in Social Sciences


Palgrave, New York, 2004.

Petess, B.Guy, *Comparative Politics: Theories and Methods*, Macmillan, London, 1996.

Rathod, P B, Chaturvedi B K & Richard E Wolfe, *Comparative Political Systems*, Common Wealth Publishers, 2011.

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Wheare, K.C. *Modern Constitutions*, Oxford University Press, 1966

	MAHATMA GANDHI UNIVERSITY
	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	General Economics-1		
Type of Course	Complimentary (Subsidiary)		
Course Code	IS G21 S 16		
Course Summary & Justification	Economics studies social relations in production and distribution. But economic relations cannot be insulated from other social relations. They are mutually connected. Hence a course in economics is extremely significant for all other social science students. This course in 'General Economics' is proposed to give a broader understanding of the subject rather than an in-depth study of the science.		
Semester	2	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Preliminary knowledge about social sciences learned at the school level		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe the fundamental concepts of Economics	Understand	1
2	Make use of price-output determination in the different market structure	Apply	2
3	Explain the Socialist economics	Understand	1




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4	Appraise the monetary economics	Evaluate	4
5	Examine the Keynesian economics	Analyse	3
6	Illustrate the fiscal and monetary policy	Understand	1

COURSE CONTENT	Hours	CO No.
Module 1	10	1
<ul style="list-style-type: none"> Introducing Economics-Oikonomia and the political economy of the ancient Greeks- the intellectual contributions of scholastic doctors and mercantile pamphleteers-European Enlightenment and the formation of economic science. The basic economic problem and Modern Economic Systems.- 		
Module 2	20	1,2
<ul style="list-style-type: none"> Microeconomic Analysis of Market and Price-Value and price-Demand and supply as market forces- Behind demand and supply - utility and costs- Market Structures- pure and perfect competition, monopoly, imperfect competition and monopolistic competition, oligopoly- Factor pricing for distribution of income. 		
Module 3	25	1.3
<ul style="list-style-type: none"> Socialist economics and Economics of Planning- Economics of utopian socialists and Fabian Socialists- Marxian economics- planning experience in the modern world. 		

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Module 4	17	3,4,5,6
<ul style="list-style-type: none"> Macro Economics, Monetary Economics and Public Economics- Keynesian critique of 'classical economics' - Income and Employment Determination model of Keynes- the importance of fiscal policy in Keynesian analysis- monetary economics- monetary policy and its limitations. Public economics as a study on the revenue and expenditure of the government. 		


Mode of Transaction	<p>Lecture-Discussion Session: The teacher provides a platform for reviewing experiences and knowledge and developing insights into the disciplinary knowledge on Economics and its various aspects.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on Economics</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on the meta-analysis of the literature on the application of economics.</p> <p>Seminar: Students will undertake thematic/topical study from various topics on pillars of classical macroeconomics, Keynesian cross and Market structure.</p> <p>Poster presentation: Poster presentation related to the topics discussed in the course.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <p>1. Internal Test – One MCQ based and one extended answer type (10 Marks)</p> <p>2. Assignment – every student have to submit an assignment</p>

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	<p>(10 Marks) 3.Seminar Presentation – students have to identify one a theme (relevant to the course), prepare a report and present it as a seminar (10 Marks)</p> <p>4. Classroom participation (10 Marks)</p> <p>Semester End examination (60 Marks)</p>
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References

- Mankiw, N.Gregory(2007): Principles of Economics, Thomson, South- Western
- Burningham, David (1994) (ed.): Teach Yourself Economics, London: Hodder &Stoughton
- James, Clifford, L (1956): Principles of Economics, New York: Barnes & Noble books
- Robinson, Joan (1967): An Essay on Marxian Economics, London: Macmillan
- Meadows, Donella H.etal (1972): The Limits to Growth, Club of Rome
- UN Commission on Environment and Development (1987): The Brundt land Commission Report
- Stiglitz, Joseph (2003): Globalization and its Discontents, New Delhi: Penguin
- Sen, Amartya (2000): Development As Freedom, New Delhi: OUP
- Salvatore, Dominick (2018): international Economics, New Delhi: Wiley Cleaver,
- Tony (2013): Understanding The World Economy, London: Routledge
- Sachs, Wolfgang(ed.)(1997): The Development Dictionary, Hyderabad: Orient Longman Limited
- Seligson, Mitchell and Passe-Smith, John T(ed)(2014): Development and Underdevelopment, The Political Economy of Global Inequality
- Fukuda-Parr and Shivakumar, A.K (ed.)(2010): Hand book of Human Development – Concepts, Measures and Policies, New Delhi: OUP

	MAHATMA GANDHI UNIVERSITY
	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Emergence of the Modern World		
Type of Course	Complimentary (Subsidiary)		
Course Code	IS G21 S 17		
Course Summary & Justification	This course acquaints students with fundamental knowledge of the History of the World.		
Semester	2	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	There are no formal entry qualifications, but you should have a lively interest the past, and some experience of .		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe development of the human experience	Understand	1



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Name of course - Integrated Masters Programme in Social Sciences

	through the lens of a historian.		
2	Practice visual culture methods in studying history and map reading	Apply	2
3	Interpret sources, using evidence, corroborate sources, and evaluate multiple perspectives of history	Analyse	3
4	Problem-solving skills in analysing contemporary and historical events.	Create	5
5	Formulate theses and use evidence to support or refute positions	Understand	1
6	Develop good skills in historical research, analysis, and presentations	Apply	2
7	Analyse cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations	Understand	1

COURSE CONTENT	Hours	CO No.
Module 1	10	1,2
<ul style="list-style-type: none"> • Invention of Printing Press • Fall of Constantinople • Unification of Spain, conquest of Granada • Geographical Discoveries • Renaissance 		



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<ul style="list-style-type: none"> • Reformation, Counter Reformation • Rise of Nation States 		
Module 2	10	3,4,5
<ul style="list-style-type: none"> • Scientific Revolution <ul style="list-style-type: none"> • Industrial Revolution, Colonialism and Imperialism • English Revolution • American War of Independence • French Revolution • Unifications of Germany and Italy • Meiji Restoration 		
Module 3	25	3,5,6,7
<ul style="list-style-type: none"> • World War I • Arab Revolts • Easter Rising • Russian Revolution • League of Nations • The Great Depression of 1929-33 • Spanish Civil War • Rise of Fascism and Nazism 		
Module 4 -	27	2,3,4,5,6,7




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Name of course - Integrated Masters Programme in Social Sciences

- World War II
- Holocaust
- Anti-Colonial Struggles and collapse of Empires
- Israel and Zionism
- Cold War
- Neo Colonialism
- Decline of Soviet Union and the Eastern Block
- Globalization

<p>Mode of Transaction</p>	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences and Knowledge, develop insights into physical and natural environment, and explain how the environment has affected and been affected by historical developments.</p> <p>Focused Reading and Reflection: Students would be led into focused readings to assess the significant key turning points in world history.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on major discoveries, inventions, and scientific achievements, and assess their impact on society.</p> <p>Seminar: Students will undertake thematic/topical study on various themes within World History to showcase research that exemplifies the possibilities of a new global history.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment (40 Marks)</p>

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	<p>1. Internal Test –extended answer type (20 Marks)</p> <p>2. Assignment – every students to submit an assignment (10 Marks)</p> <p>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>Semester End examination (60 Marks)</p>
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References

- A.J.P. Taylor, *The First World War*, Penguin Books, New York, 1963.
- Anthony Wood, *Europe 1815 - 1945*, Longman, 1984.
- C D M Ketelby, *A History of Modern Times*, Oxford University Press, 1997.
- D.F. Fleming, *The Cold War and its Origins, 1917-1960*, Routledge, 1961.
- Dilip Hiro, *Inside The Middle East*, Routledge, 2014.
- E.J. Hobsbawn, *Age of Empire*, London, Weidnfeld & Nicholson, 2010.
- E.J. Hobsbawn, *Age of Extremes*, London, Michel Joseph, 1994.
- E.J. Hobsbawn, *Nation and Nationalism*, Cambridge, 2012.
- Harold M Vinacke, *A History of Far East in Modern Times*, Allen & Unwin, 1959
- Judith Coffin, Robert Stacey, Joshua Cole and Carol Symes, *Western Civilizations*, 17th Edition, New York, W. W. Norton & Company, New York, 2011.
- L J Halle, *The Cold war as History*, Harper & Row, 1967.
- Marx and Engels, *On Colonialism*, University Press of Pacific, 2001.
- Norman Lowe, *Modern World History*, New York, Palgrave Macmillan, 2013.



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Name of course - Integrated Masters Programme in Social Sciences

Peter Calvorressi, *World Politics Since 1945*, Longman, 2008.


R.R. Palmer, *History of the Western World*, McGraw Hill, 1995.

Raul Hilberg, *The Destruction of the European Jews*, Holmes & Meier, 1985

Recharad Overy, *The Times Complete History of The World*, Times Books, 2007

Wallbank and Taylor, *Civilization: Past and Present*, Harpercollins, 1992

Wallerstain Emmanuel, *The Modern World System*, University of California Press, 2011.

	MAHATMA GANDHI UNIVERSITY
	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Principles of Political Science		
Type of Course	Complimentary (Subsidiary)		
Course Code	IS G21 S 18		
Course Summary & Justification	Provide the students with a basic understanding of the nature of politics and Political System. Familiarize them with foundations of Political Science		
Semester	II	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	There are no formal entry qualifications, but students should have a genuine interest and curiosity on Political Science		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		



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Name of course - Integrated Masters Programme in Social Sciences

1	Develop an idea about the functions of institutional structures and how they drive individual and organizational behaviors	Understand	1
2	Enable the Students to differentiate political ideas and Philosophy	Apply	2
3	Distinguish the Nature of Political Science and Different theories associated with Origin of States	Understand	1
4	Students will be able to work with the approaches and theories used by political scientists to understand political phenomena	Apply	2
5	Make Use of Different theoretical traditions and approaches in their studies and research works	Apply	2

COURSE CONTENT	Hours	CO No.
Module 1- Introduction	10	1,2
a) Definition-Meaning, nature and scope of Political Science b) Political Science and other Social Sciences (History, Economics, Sociology, Philosophy and Geography)		
Module 2 - Approaches to Political Science	22	1,2



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<p>a) Traditional –Philosophical, Historical, Legal, Institutional</p> <p>b) Modern- Behavioural, Post-Behavioural, System and Structural and Functional</p> <p>c) Marxian and Post- Marxian Approaches</p> <p>d) Postmodern Approach</p>		e)
Module 3 - State, Sovereignty and Citizenship	20	1,2,3
<p>a) State- Elements of State, Theories of Origin of State - Perspectives on State-Ideal, Liberal and Marxian</p> <p>b) Sovereignty-Monism and Pluralism, and Legal conceptions - Changing nature of Sovereignty in Globalization</p> <p>C) Citizenship- Citizenship in the age of Globalization</p>		
Module 4 - Governmental Structures	20	4,5
<p>a) Forms of Government-Theory of Separation of Powers</p> <p>b) Organs of Government-Legislature, Executive and Judiciary: Rule Making-Legislature- Functions -Types, Rule Application-Executive-Functions -Types ,Rule Adjudication- Judiciary-Functions -Types.</p> <p>c) Judicial Review-Rule of Law-Administrative Law</p> <p>d) Comparative analysis of India, USA, UK</p>		



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Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for discussions and debates on different political Principles and ideas</p> <p>Focused Reading and Reflection: Students would be led into focused readings on Classical Texts in Political Science</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on different Political theories and try to relate with the contemporary political Phenomena</p> <p>Seminar: Students will undertake study on various themes within scope of this course, prepare research report and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and presentation skills and other soft skills.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none">1. Internal Test -extended answer type (20 Marks)2. Assignment - every student to submit an assignment (10 Marks)3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p>

References

Andrew Heywood, Political Theory: an Introduction, Palgrave Macmillan, New York, 2008

Andrew Heywood, Politics, 3rd edition, Palgrave Macmillan, New York, 2007.

Appadorai A, Substance of Politics, Oxford University Press, New Delhi, 2002.



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Name of course - Integrated Masters Programme in Social Sciences

Brecht, Political Theory: The foundations of Twentieth Century Political Thought, Bombay, The Times of India Press, 1965.

D. Held, Models of Democracy, Cambridge, Polity Press, 1987.

D. Held, Political Theory & Modern State, Cambridge, Polity Press, 1989.

E. Barker, Principles of Social & Political Theory, Calcutta, Oxford University. Press, 1976.

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S. I. Benn & R. S. Peters, Social Principles & Democratic State, London, Geogre & Allen, 1959.

S. P. Verma , Modern Political Theory, New Delhi, Vikas, 1983.

S. Ramswamy - Political Theory: Ideas & Concepts, Delhi, Macmillan, 2002

Suggested Reading

Classical Texts of Plato, Aristotle, Rousseau, Machiavelli.

	MAHATMA GANDHI UNIVERSITY
	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	History and Theory in Anthropology (Undergraduate Level)		
Course Type	Complimentary (Subsidiary)		
Course Code	IS G21 S 19		
Semester	2	Credit	4
Description	<p>This is an introductory level course to anthropology with a focus on historical evolution of the scholarly pursuit and anthropological methods like, field surveys, ethnographic descriptions, participant observation and extended case. The present course is the first of the larger course that is spread into two semesters, the next one being a more advanced level course</p>		
Course Objectives	<p>The objectives to this introductory course (two semesters) at undergraduate level is to survey historical contexts as well as the key debates within the field of anthropology.</p> <p>The way to do this is to go through the genealogies of the theories as well as the schools of thought. The students will get familiar with some of the precursors to disciplinary evolution like: evolutionism, diffusionism, functionalism or structural thought.</p> <p>The key objective is providing a background from where the method of structural thinking, Marxist thought, post structural anthropology as well as further significant developments in social/cultural anthropology ensued in subsequent years.</p> <p>Semester two will be introductory and the next semester course opens up some key debates within.</p>		



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CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	To familiarize students with some of the specific episodes in the historical evolution of anthropology	Understand	1
2	To engage with the field and emergent theories of precursors	Apply	2
3	To know the specific backgrounds of the distinct fields within modern anthropology	Understand	1
4	To understand the contemporary institutional context of social and cultural anthropology	Understand	1

COURSE CONTENT	Hours	CO No.
Module - I Precursors to Anthropology	15	1,3,4
c) Natural Law and Social Contract/ Definitions of Humanity in Eighteenth Century/ Sociological and Anthropological Thought (Montesquieu/ Polygenesis/ Monogenesis)/ Perspectives on Society and History/ Perspectives on Evolution/ Diffusionism and Culture Area studies		
Module - II The Four Fields of Anthropology	20	2,3
a) Biological Anthropology, Archaeology, Anthropological Linguistics and Cultural/Social Anthropology Marxian and		



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Module – III Theory and Ethnography		18	1,3,4
Questions, Assumptions, Methods, and Evidence in theory/ Practice of Ethnography/ Diachronic, Synchronic and Interactive perspectives			
Module - IV – Paradigms in Anthropology		19	3,4
Processual and Marxist Perspectives/ Structuralism (Linguistics to Anthropology)/ Post Structuralists and Feminists/ Interpretative Approaches			
Pedagogic Methods	Lectures, Seminars (Small Research Outputs/ Field Reports/ Readings), Tutorials		
Evaluation	(Broadly): 40 percent continuous assessment based on small research and writeups/ 60 percent external examination that is premised both on the basic ethnographic frames and comprehension as well as field analysis		

Suggested Reference

Astuti, R. J. Parry & C. Stafford (eds) (2007). Questions of Anthropology. Berg.
 Barnard, Alan (2000) History and Theory in Anthropology. Cambridge.
 Benedict, Ruth (1935) Patterns of Culture. Routledge.



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Name of course - Integrated Masters Programme in Social Sciences

Dumont, Louis (1966) Homo Hierarchicus. Chicago.

Eriksen Thomas Hylland, and F.S. Nielsen, A History of Anthropology. Pluto.

Eriksen, Thomas Hylland (2004). What is Anthropology? Pluto.

Eriksen, Thomas Hylland (2015). Small Places, Large Issues: An Introduction to Social Anthropology (4th ed.). Pluto.

Evans-Pritchard, E. E. (1937) Witchcraft, Oracles and Magic among the Azande. Oxford.

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Geertz, Clifford (1975) The Interpretation of Cultures. Hutchinson.

Keessing, Roger (1984) Cultural Anthropology: a Contemporary Perspective. Holt,

Layton , Bob (1997) An Introduction to Theory in Anthropology. Cambridge.

Lienhardt, R.G. (1961) Divinity and Experience: the Religion of the Dinka. Oxford.

Malinowski, Bronislaw (1932) Argonauts of the Western Pacific. Routledge.

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Rinehart and Winston.

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Turner, Victor (1967) The Forest of Symbols. Cornell.



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Name of course - Integrated Masters Programme in Social Sciences

Semester III



MAHATMA GANDHI UNIVERSITY

Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Postcolonial Studies		
Type of Course	Common Compulsory		
Course Code	IS G21 C 20		
Course Summary & Justification	This course on Postcolonial Studies covers a variety of issues such as migration, slavery, suppression, resistance, representation, difference, race, gender and place. It takes into consideration various ways in which responses to the master discourses of imperial Europe such as history, philosophy and linguistics are articulated. More importantly, this field of enquiry emphasises the fundamental experiences and location of speaking and writing by which all the above mentioned issues come into being.		
Semester	3	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Preliminary Knowledge of history, nation and colonialism learned at school level		

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe significant issues and concepts in Postcolonial Studies	Understand	1
2	Explain how literary productions negotiate issues of	Analyse	3



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	colonialism, power and oppression		
3	Make out how the postcolonial national culture and colonial past are inextricably linked	Understand	1
4	Make use of theoretical approaches to understand contemporary issues of power, oppression and resistance	Apply	2
5	Discuss how continuing presence of colonial interests operate in intercultural relations	Analyse	3
6	Critique cultural productions from a postcolonial perspective	Evaluate	4

COURSE CONTENT	Hours	CO no.
Module 1 – Critical Essays (From <i>Postcolonial Studies Reader</i>)	25 hours	1,2,3
1. “Postcolonial Literatures and Counter Discourse” by Helen Tiffin 2. “Colonialist Criticism” by Chinua Achebe 3. “National Culture” by Frantz Fanon 4. “The Myth of Authenticity” by Gareth Griffiths 5. “Decolonizing the Map” by Graham Huggan 6. “Aboriginal Place” by Bob Hodge and Vijay Mishra		
Module 2 – Fiction	20 hours	2,4,
1. Chinua Achebe: <i>Things Fall Apart</i> 2. Bapsi Sidhwa: <i>Cracking India</i> 3. Amitav Ghosh: <i>The Shadow Lines</i>		
Module 3 – Poetry	17 hours	2,5,6



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<ul style="list-style-type: none"> • Derek Walcott: : “A Far Cry from Africa” • Mikey Smith: “Mi Cyaan Believe It” (Dub poem from Jamaica) • Lorna Goodison: “Nanny” • Jayanta Mahapatra: “Hunger” • Rafeef Ziadah: “Shades of Anger” 		
Module 4 – Drama	10 Hrs	2,5
Manjula Padmanabhan: <i>Harvest</i>		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Seminar, Group Assignments, Library work and Group discussion, Presentation by individual student
Assessment Types	Mode of Assessment <ol style="list-style-type: none"> 1. Continuous Internal Assessment (CIA) 2. Internal Test – One MCQ based and on extended answer type 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar 4. Response sheets 5. End Semester examination

For Further Reading

Frantz Fanon: *The Wretched of the Earth* (1961)

Edward Said: “Introduction” to *Orientalism* (1978)

Kamau Brathwaite: *History of the Voice* (1984)

Bill Ashcroft, Gareth Griffiths and Helen Tiffin (ed.): *The Empire Writes Back: Theory and Practice in Postcolonial Literatures* (1989)

--- (ed.): *The Postcolonial Studies Reader* (1995)



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--- (ed.): *Postcolonial Studies: The Key Concepts* (1998)

Homi Bhabha: *The Location of Culture* (1994)

Ania Loomba: *Colonialism, Postcolonialism* (1998)

Robert Young: *Postcolonialism* (2001)

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School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	സാഹിത്യപഠനം		
Type of Course	Common Compulsory		
Course Code	IS G21 C 21		
Course Summary & Justification	<p>ആധുനിക മലയാള സാഹിത്യരൂപങ്ങളും മലയാള സാഹിത്യ വിമർശനത്തിന്റെ ചരിത്രവും വർത്തമാനവും മനസ്സിലാക്കുകയാണ് കോഴ്സിന്റെ പ്രാഥമിക ലക്ഷ്യം. സാഹിത്യ വിമർശനത്തിന്റെ വിവിധ ചരിത്ര ഘട്ടങ്ങൾ സിദ്ധാന്ത തലത്തിലും പ്രയോഗിക തലത്തിലും പരിശോധിക്കുകയും പരിചയപ്പെടുകയും ചെയ്യുന്നു.</p>		
Semester	3	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	മലയാള സാഹിത്യ രൂപങ്ങളെയും (Genre) മലയാള സാഹിത്യ വിമർശനത്തിന്റെ ചരിത്രവും വർത്തമാനവും പാഠരൂപങ്ങളെയും സിദ്ധാന്തങ്ങളെയും മുൻനിർത്തി പ്രാഥമികമായി മനസ്സിലാക്കുക.		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	ആധുനികതയുടെ പിറവിയും ഗദ്യപദ്യ	Understand	1



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	മാതൃകകളുടെ വികാസചരിത്രവും പുതിയ സാഹിത്യ രൂപങ്ങളുടെ ആവിർഭാവവും സാമൂഹിക-സാംസ്കാരിക പശ്ചാത്തലത്തെ മുൻനിർത്തി മനസ്സിലാക്കുക.		
2	പൂർവ്വകാല സാഹിത്യ രൂപങ്ങളും ആധുനികാനന്തര സാഹിത്യ രൂപങ്ങളും വിലയിരുത്തുന്നു. വിലാപ കാവ്യ പ്രസ്ഥാനം പച്ചമലയാളം, ഖണ്ഡകാവ്യം, കീർത്തനസാഹിത്യം എന്നിവയെ വിശകലനം ചെയ്യുക.	Analyse	3
3	ആദ്യകാല സാഹിത്യ നിരൂപണത്തിന്റെ മാതൃകകൾ മുൻനിർത്തി മലയാള സാഹിത്യ നിരൂപണത്തിൽ വിവിധ ചരിത്രഘട്ടങ്ങളിലുണ്ടായ രൂപാന്തരീകരണ പ്രക്രിയയെ കണ്ടെത്തുക.	Understand	1
4	മലയാള സാഹിത്യ പഠനത്തിൽ രൂപപ്പെട്ട പുതിയ വിമർശനരീതികളെ വിമർശനബുദ്ധ്യ മനസ്സിലാക്കുക	Understand	1
5	സാഹിത്യപഠനത്തിൽ രൂപപ്പെട്ട പാശ്ചാത്യവും പൗരസ്ത്യവുമായ സൗന്ദര്യ ശാസ്ത്ര പദ്ധതികളും പ്രയോഗ രീതികളെയും മനസ്സിലാക്കുക.	Understand	1
6	സാഹിത്യപഠനങ്ങളിൽ വന്ന പുതുപ്രവണതകളുടെ പശ്ചാത്തലത്തിൽ പുതുവിഷയങ്ങളും വിഷയങ്ങളും തിരിച്ചറിയുക.	Understand	1
7	സാഹിത്യ പഠനത്തിൽ രൂപപ്പെട്ട പുതിയ സിദ്ധാന്തങ്ങളും വിശകലനരീതികളും സങ്കല്പങ്ങളും ഉപയോഗിച്ച് അക്കാദമിക പ്രബന്ധങ്ങളും പഠനങ്ങളും	Apply	2



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	നിർവ്വഹിക്കുക. സെമിനാറുകൾ സംഘടിപ്പിക്കുക.		
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COURSE CONTENT	Hours	CO No.
Module 1-	25	1,2
<p>ആധുനികതയുടെ പിറവി - അച്ചടി - ഗദ്യപദ്യമാതൃകകളുടെ ചരിത്രം - പ്രാസവാദം - പുതിയ കാവ്യരൂപങ്ങൾ - ചരിത്രം - ആവിർഭാവം. കേരളവർമ്മ - രാജരാജവർമ്മ - വെൺമണികവിത - പച്ചമലയാള കവിത- വിലാപകാവ്യപ്രസ്ഥാനം - മഹാകാവ്യ - ഖണ്ഡകാവ്യപ്രസ്ഥാനം. കവിത്രയം - നവോത്ഥാനാധുനികതയും മലയാളകാവ്യഭാവനയും - ആധുനികതയും ദേശീയതയും - മലയാള വിമർശ പാരമ്പര്യത്തിന്റെ നടപ്പാതകൾ - ഉത്തരാധുനികതവരെ.</p> <p>വിശദപഠനം</p> <p>മലയവിലാസം - ഏ. ആർ. രാജരാജവർമ്മ ഒരു വിലാപം - പി.സി. ബാലകൃഷ്ണപണിക്കർ നാരായണ ഗുരു - അനുകമ്പാദശകം പൊയ്ക്കയിൽ അപ്പച്ചൻ - പള്ളിയോടുപള്ളി സഹോദരൻ അയ്യപ്പൻ - സ്വാതന്ത്ര്യഗീതം പണ്ഡിറ്റ് കെ.പി. കുറുപ്പൻ - ജാതിക്കുമ്മി കുമാരനാശാൻ - ചണ്ഡാല ഭിക്ഷുകി ഉള്ളൂർ - പിംഗല വള്ളത്തോൾ - മഴലനമറിയം എസ്. ജോസഫ് - വൈകിയെത്തുന്നവരോട് ബിനു. എം. പള്ളിപ്പാട് - നാടോടിവിജ്ഞാനീയം അലീന ആകാശമിറായി - അടക്കളയിലില്ലാത്ത പാത്രങ്ങൾ</p>		



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Module 2	25	3,4
<p>മലയാള നോവൽ, ചെറുകഥാ പ്രസ്ഥാനങ്ങളുടെ ആവിർഭാവ - വികാസചരിത്രത്തെയും ഭാവുകത്വപരമായ പരിണാമദശകളെയും പ്രാഥമികമായി തിരിച്ചറിയുകയും മനസ്സിലാക്കുകയും ചെയ്യുകയെന്നതാണ് കോഴ്സിന്റെ ലക്ഷ്യം. നോവൽ - ചെറുകഥ - നിർവ്വചനം - ഉൽഭവം - സാമാന്യചരിത്രം - പാശ്ചാത്യ മാതൃകകൾ - കൊളോണിയൽ ആധുനികത - അച്ചടി - അക്ഷരാധുനികത - ആനുകാലികങ്ങൾ - നോവൽ - ചെറുകഥ പൂർവ്വകാല മാതൃകകൾ - പുരോഗമന പ്രസ്ഥാനം - സോഷ്യൽ റിയലിസം മുതൽ ഉത്തരാധുനികത വരെ.</p> <p>വിശദപഠനം</p> <p>പൊത്തേരി കുഞ്ഞമ്പു - സരസ്വതി വിജയം എം.ടി.വാസുദേവൻ നായർ - മഞ്ജൻ ബെന്യാമിൻ - ആടുജീവിതം വേങ്ങയിൽ കുഞ്ഞുരാമൻ - ദ്വാരക സരസ്വതിയമ്മ - പെൺബുദ്ധി ബഷീർ - ഒരു ഭഗവത്ഗീതയും കുറേ മൂലകളും ഉറുബ് - രാച്ചിയമ്മ സി. അയ്യപ്പൻ - പ്രേതഭാഷണം സിത്താര - അഗ്നി കെ.പി.രാമനൂണി - ശരീരദൂരം</p>		
Module 3	22	4,5, 6,7
<p>നിരൂപണം മലയാള സാഹിത്യ വിമർശനത്തിന്റെ വിവിധ ഘട്ടങ്ങളെ അവയുടെ വൈവിധ്യത്തിലും വൈപുല്യത്തിലും വിമർശാധിഷ്ഠിതമായി പരിശോധിക്കുകയും തിരിച്ചറിയുകയും ചെയ്യുകയെന്നതാണ് കോഴ്സിന്റെ ലക്ഷ്യം. ഒപ്പം വിമർശന പാരമ്പര്യത്തിലെ വിവിധ സ്കൂളുകളെയും നൂതനപ്രവണതകളെയും പരിചയപ്പെടുക.</p> <p>വിശദപഠനത്തിന്</p> <p>1. ജോസഫ് മുണ്ടശ്ശേരി - കാളിദാസനും കാലത്തിന്റെ ദാസൻ 2. സാനാ ജോസഫ് - നമ്മുടെ അടുക്കളകൾ തിരിച്ചു പിടിക്കുക. 3. പി.പവിത്രൻ - മാർക്സ് ഗാന്ധി അംബേദ്കർ ആധുനികതാവാദത്തിന്റെ രാഷ്ട്രീയ സൗന്ദര്യശാസ്ത്രം</p>		




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4.	സൗന്ദര്യവും അധികാരവും -	കെ.സച്ചിദാനന്ദൻ	
5.	സരസ്വതി വിജയം -	പ്രദീപൻ	
	പാമ്പിരിക്കുന്ന്		
6.	അക്ഷരവും ആധുനികതയും -		
	ഇ.വി.രാമകൃഷ്ണൻ		
7.	മലളയാള സാഹിത്യത്തിലെ തായ്കൂലം-	ജെ.ദേവിക	

<p>Mode of Transaction</p>	<p>അത്യാധുനികമായ ബോധന സമ്പ്രദായ രീതികൾ ഉപയോഗിച്ചുകൊണ്ട് അക്കാദമികവും വിമർശാവബോധത്തിൽ ഊന്നിയതുമായ പഠനരീതി അവലംബിക്കുന്നു. ഫീൽഡ് വർക്കുകൾ സെമിനാറുകൾ സിംബോസിയം എന്നിവ സംഘടിപ്പിക്കുന്നു. ജനസംസ്കാരപഠന മേഖലയിലെ പുതിയ ഗവേഷണങ്ങളെയും പഠനങ്ങളെയും പരിചയപ്പെടുത്തുന്നു. ഇതുവഴി ലഭിക്കുന്ന സിദ്ധാന്തപരവും രീതിശാസ്ത്രപരവുമായ ഉൾക്കാഴ്ചകൾ ഉപയോഗിച്ച് സ്വതന്ത്രമായ അന്വേഷണങ്ങൾക്കും പഠനങ്ങൾക്കും അവസരമൊരുക്കുന്നു.</p> <p>ആധുനിക പുർവ്വ-ആധുനികാനന്തര സാഹിത്യരൂപങ്ങളെയും അവയെ മുൻനിർത്തി രൂപപ്പെട്ട സാഹിത്യ പഠനങ്ങളെയും സാഹിത്യപാരമ്പര്യങ്ങൾ മുൻനിർത്തി മനസ്സിലാക്കുന്നതിനും വിലയിരുത്തുന്നതിനും ഊന്നൽ നൽകുക.</p> <p>ആധുനിക പുർവ്വ-ആധുനികാനന്തര സാഹിത്യ രൂപങ്ങളുടെ സവിശേഷതകൾ വിലയിരുത്തുന്നതിനും കവിത, ചെറുകഥ നോവൽ എന്നീ സാഹിത്യ രൂപങ്ങളിൽ വന്ന രൂപഭാവ പരിണാമങ്ങൾ</p>
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	<p>മനസ്സിലാക്കുന്നതിനും സാഹിത്യ പഠനങ്ങളെയും അനുബന്ധമായി രൂപപ്പെട്ട സംവാദങ്ങളെയും സാഹിത്യനിരൂപണ പദ്ധതികളെയും മുൻനിർത്തി സംവാദങ്ങൾ, പ്രബന്ധങ്ങൾ സെമിനാറുകൾ എന്നിവ സംഘടിപ്പിക്കുന്നതിനും സാഹിത്യ പഠനങ്ങൾ പ്രസിദ്ധീകരിക്കുന്നതിനും ശ്രമിക്കുന്നു. സാഹിത്യപഠന പരിശീലനക്കളരികൾ സംഘടിപ്പിക്കുക. വിവിധ സാഹിത്യരൂപങ്ങളുമായി ബന്ധപ്പെട്ട പഠനക്കളരികൾ സംഘടിപ്പിക്കുക. സാഹിത്യ പഠനത്തിനാവശ്യമായ സിദ്ധാന്ത മാതൃകകളും രീതിശാസ്ത്രവും, സങ്കല്പനങ്ങളും മനസ്സിലാക്കുന്നതിനാവശ്യമായ പഠനക്കളരികൾ രൂപപ്പെടുത്തുക.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test –extended answer type (20 Marks) 2. Assignment – every student to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p>

സഹായകഗ്രന്ഥങ്ങൾ

ചാത്തനാത്ത് അച്യുതനുണ്ണി, സാഹിത്യമീമാസ, താരതമ്യ പരിപ്രേക്ഷ്യം, കറൻറ് ബുക്സ്, തൃശ്ശൂർ

അയ്യപ്പപണിക്കർ, ഇന്ത്യൻ സാഹിത്യ സിദ്ധാന്തം പ്രസക്തിയും സാധ്യതയും, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം.

കുറ്റിപ്പുഴ കൃഷ്ണപിള്ള, കുറ്റിപ്പുഴയുടെ പ്രബന്ധങ്ങൾ, കേരളസാഹിത്യ അക്കാദമി, തൃശ്ശൂർ.

കെ.എൻ.എഴുത്തച്ഛൻ, തെരെഞ്ഞെടുത്ത പ്രബന്ധങ്ങൾ (വാ. ഒന്ന്), കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ

കുട്ടിക്കൃഷ്ണമാരാർ, കല ജീവിതം തന്നെ, മാതൃഭൂമി ബുക്സ്, കോട്ടയം



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കൃഷ്ണചൈതന്യ, സംസ്കൃത സാഹിത്യത്തിലെ തത്വചിന്ത (1,2 ഭാഗങ്ങൾ)എസ്.പി.സി.എസ്. കോട്ടയം.

ഗോവിന്ദൻ.എം., ഗോവിന്ദൻറെ ഉപന്യാസങ്ങൾ, എസ്.പി.സി.എസ്, കോട്ടയം.

ഗുപതൻനായർ. എസ്, തെരെഞ്ഞെടുത്ത പ്രബന്ധങ്ങൾ, എസ്.പി.സി.എസ്. കോട്ടയം.

ജോസഫ് മുണ്ടശ്ശേരി, മുണ്ടശ്ശേരി കൃതികൾ (മൂന്നു ഭാഗം), ഡി.സി.ബുക്സ്, കോട്ടയം

ദാമോദരൻ കെ.സാഹിത്യനിരൂപണം, പ്രഭാത് ബുക്ഹൗസ്, കോഴിക്കോട്.

ഇ.എം.എസ്. നമ്പൂതിരിപ്പാട്, തെരെഞ്ഞെടുത്ത പ്രബന്ധങ്ങൾ, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ.

നരേന്ദ്രപ്രസാദ്, എൻറെ സാഹിത്യ നിരൂപണങ്ങൾ, ഡി.സി.ബുക്സ്, കോട്ടയം.

പി.കെ.നാരായണപിള്ള, പഞ്ചാനനൻറെ വിമർശനത്രയം, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ.

പി.കെ. പോക്കർ, ആധുനികോത്തരതയുടെ കേരളീയ പരിസരം, എസ്.പി.സി.എസ്, കോട്ടയം.

എം.പി. പോൾ, സാഹിത്യവിചാരം, പൂരാണ പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്.

ടി.ടി. പ്രഭാകരൻ, സി.പി അച്യുതമേനോൻറെ വിമർശങ്ങൾ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം.

പി.കെ ബാലകൃഷ്ണൻ, ചന്തുമേനോൻ ഒരു പഠനം, എസ്.പി.സി.എസ്. കോട്ടയം.

കവിയൂർ മുരളി, ദലിത്സാഹിത്യം, ഡി.സി ബുക്സ് കോട്ടയം.

കെ.കെ. കൊച്ചു. ദലിത് നേർക്കാഴ്ചകൾ, റെയ്ൻ പബ്ലിക്കേഷൻസ്, തിരുവനന്തപുരം.

പ്രദീപൻ പാമ്പിരിക്കുന്ന് ദലിത് സൗന്ദര്യശാസ്ത്രം, ഡി.സി ബുക്സ്, കോട്ടയം.

ഇ.പി രാജഗോപാലൻ ഇന്ദുലേഖ വായനയുടെ ദിശകൾ, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ.



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ബി.രാജീവൻ, വാക്കുകളും വസ്തുക്കളും, ഡി.സി ബുക്സ്, കോട്ടയം.

സി. രാജേന്ദ്രൻ, സൗന്ദര്യദർശനം, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം.

ഇ.വി. രാമകൃഷ്ണൻ, വാക്കിലെ സമൂഹം, ഡി.സി ബുക്സ്, കോട്ടയം.

ഇ.വി രാമകൃഷ്ണൻ, അക്ഷരവും ആധുനികതകയും, എസ്.പി.സി.എസ്, കോട്ടയം.

പി.സി രാജൻ, ആധുനികോത്തരത, വിശകലവും വിമർശനവും, എസ്.പി.സി.എസ്, കോട്ടയം.


വി.സി. ശ്രീജൻ, അർത്ഥാനന്തരന്യാസം, കറൻറ് ബുക്സ്, തൃശ്ശൂർ.

സുകുമാരൻ അഴീക്കോട്, മലയാള സാഹിത്യ വിമർശനം, ഡി.സി ബുക്സ്, കോട്ടയം.

സച്ചിദാനന്ദൻ മുഹൂർത്തങ്ങൾ, ഡി.സി. ബുക്സ്, കോട്ടയം.

ടി.എം. യേശുദാസൻ ബലിയാടുകളുടെ വംശാവലി, പ്രഭാത് ബുക്സ് ഹൗസ്, തിരുവനന്തപുരം.

വി.സി ഹാരിസ്, എഴുത്തും പഠിച്ചിലും, വി.സി ഹാരിസ് സംസ്കാരികസമിതി, കോട്ടയം.

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School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Macroeconomics		
Type of Course	Core		
Course Code	IS G21 M 22		
Course Summary & Justification	This course aims to introduce the students to fundamental economic ideas and the economy's operation as a whole. This syllabus covers basic macroeconomic concepts such as Classical macroeconomics, Keynesian revolution, Monetarism, the role of government, the national income accounting, GDP, consumption and saving function and investment.		
Semester	3	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Preliminary Knowledge about social sciences learned at school level		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe the fundamental concepts from classical macroeconomics	Understand	1
2	Acquire the technical ability to illustrate the simultaneous equilibrium in goods as well as money market	Apply	2
3	Select and explain various theories of Consumption and Investment and analyze the	Understand	1



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	competing hypotheses		
4	Critically evaluate the macroeconomics concept such as inflation and monetary policy	Create	5
5	Explain the various theories of the post-Keynesian school of economics	Analyse	3
6	Appraise concepts and theories and concepts in macroeconomics	Evaluate	4

COURSE CONTENT	Hours	CO No.
Module 1 - Classical Macroeconomics	10	1,6
<ul style="list-style-type: none"> • Say's Law of Markets- • Classical theory of employment and output determination -Wage-price flexibility and full employment equilibrium-Classical theory of interest- • Quantity theory of money- transactions and Cash balances approaches • Classical dichotomy and neutrality of money • Keynes criticism of the classical theory 		
Module 2 - Keynesian Revolution	10	1,2,3
<ul style="list-style-type: none"> • Keynesian Revolution -Main postulates of the General theory- Fundamental psychological law of consumption- Savings function-graphical, algebraic and numerical illustrations of Average Propensity to Consume, Average Propensity to Save, Marginal Propensity to Consume, and Marginal Propensity to Save - Determinants of investment- Marginal Efficiency of Capital and Marginal Efficiency of Investment and the role of expectations- 		



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<p>Principle of effective demand- Two sector Keynesian cross model of income determination - Algebraic derivation- Fiscal and Monetary policy in the IS-LM context (closed economy only)- Multiplier analysis-Static and dynamic multiplier- three-sector Keynesian Cross model-The effects of changes in taxes and public expenditure on income- Keynesian liquidity preference theory and interest rate determination-Liquidity trap-Keynes effect. Balanced budget multiplier- foreign trade multiplier- Four sector Keynesian Cross model - Mundell- Fleming model.</p>		
Module 3 - Post-Keynesian Consumption and investment theories	25	3,5
<ul style="list-style-type: none"> • Kuznets's consumption puzzle-Conflict between short-run and long-run consumption functions- Relative income hypothesis- Permanent income hypothesis- Lifecycle hypothesis - Pigou effect- Real balance effect -Habit persistence hypothesis • Theory of capital and theory of investment- Present Value Criterion- Accelerator theory of Investment- Tobin's q theory of investment. 		
Module 4 - Money and Monetary policy	17	1,4,5
<ul style="list-style-type: none"> • Supply of money- High-powered money- Money multiplier • Measures of money supply in India • Inflation: types - Demand-pull and cost-push inflation - Inflationary and deflationary gap-causes and effects of inflation - GDP deflator- WPI -CPI-Inflation targeting • Types of unemployment- Okun's law-inflation and unemployment- the Phillips curve-Stagflation- Neoliberalism-long-run Phillips curve-Natural rate of unemployment 		




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<ul style="list-style-type: none"> • Trade cycles- Types and phases- Stabilization policies-Active or passive; monetary policy objectives and targets- Financial Crises and Regulatory response • Monetarism- Monetarist propositions and the Restatement of Quantity Theory 		
Module 5 - Post-Keynesian Macroeconomic thought	10	1,5,6
<p>New Classical economics -The rational expectation hypothesis- Continuous market clearing-Lucas aggregate supply function- New Keynesian economics- Sticky price model - Wage price rigidity - Small menu cost model- Real business cycle school-intertemporal substitution- Supply-side economics- Laffer curve.</p>		

<p>Mode of Transaction</p>	<p>Lecture-Discussion Session: The teacher provides a platform for reviewing experiences and developing insights into the disciplinary knowledge on Macroeconomics and its various aspects.</p> <p>Focused Reading and Reflection: Students would be led into focused readings in macroeconomics</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on various meta-analyses of literature on monetary policy and inflation targeting in India.</p> <p>Seminar: Students will undertake thematic/topical study from various topics in on pillars of classical macroeconomics, Keynesian cross/ IS-LM analysis concerning India</p> <p>Poster presentation: Poster presentation related to the topics</p>
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	discussed in the course.
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. 1.Internal Test - One MCQ based and one extended answer type (10 Marks) 2. 2.Assignment - every student have to submit an assignment (10 Marks) 3. 3.Seminar Presentation - students have to identify one a theme (relevant to the course), prepare a report and present it as a seminar (10 Marks) 4. Classroom participation (10 Marks) <p>Semester End examination (60 Marks)</p>

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School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Economic History of India		
Type of Course	Core		
Course Code	IS G21 M 23		
Course Summary & Justification	This course aims to develop competency in students to interpret the nuances of how the institutional changes brought by colonialism transformed agriculture, industry, capital formation and business in India.		
Semester	3	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	There are no formal entry qualifications, but you should have a lively interest on modern Indian History, and some experience of economic history.		

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Distinguish different theories of development and historiographical debates on economic history of modern India with their ideological underpinnings.	Understand	1
2	Assess critically structural (in)capabilities of Indian economy before colonialism to situate the divergence ensued since then.	Apply	2
3	Interpret the nuances of how the institutional changes brought by colonialism transformed agriculture, industry, capital formation and business in India.	Understand	1
4	Grasp the complexity of historical processes, - to understand concepts, principles and issues drawn from the social and economic sciences	Understand	1
5	Appreciate the constant interplay of economic systems, institutions, social and cultural dimensions.	Understand	1
6	Develop adequate knowledge of the main factors and stages of Indian economic development	Create	5



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COURSE CONTENT	Hours	CO No.
Module 1-	15	1,2,3
<ul style="list-style-type: none"> • Necessity of Economic history • Economic development as a contested terrain • Debate on India's economic development during the colonial times • Colonial, Nationalist, Aligarh, Cambridge and Clio-metric Neo-Classicals /Neo- Cambridge school 		
Module 2 –	25	2,3,4
<ul style="list-style-type: none"> • India during the Mughal Empire (18th - early 19th centuries) • Impact of colonialism • Divergence debate • South India in the Early Modern World Economy • Early British polity in North-East India 		
Module 3 –	15	3,4,5,5,6
<ul style="list-style-type: none"> • Commercialisation of Agriculture • De-industrialisation of India • Business and entrepreneurship in colonial India • Land tenure under British • Legal and labour reforms 		
Module 4 –	17	1,2,4,5,6
<ul style="list-style-type: none"> • Health and population mobility in colonial India • Space and gender in Indian development • Environment and Ecology • Urbanisation and Engendering of labour 		



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<ul style="list-style-type: none"> • Development and well-being 	
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<p>Mode of Transaction</p>	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences and Knowledge, develop insights into historical background of Indian economy.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes of economic history.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on different theories of development and historiographical debates on economic history of modern India.</p> <p>Seminar: Students will undertake thematic/topical study on various themes within Economic history of a particular region in India, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test –extended answer type (20 Marks) 2. Assignment – every students to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p>

References



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Name of course - Integrated Masters Programme in Social Sciences

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MAHATMA GANDHI UNIVERSITY

Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Public Policy and Governance		
Type of Course	Core		
Course Code	SSIG IIIM 20 24		
Course Summary & Justification	This course aims at making the students familiarized with the key concepts and theories of public policy. The main objective of this foundation course is to provide an opportunity to the student to learn the basic areas of public policy. At the end of the course, students would be in a position to understand as to why certain issues emerge as policy issues for the government to act upon, how different actors play their role in shaping and influencing the policy process, how policies are implemented and what are the outcomes.		
Semester	III	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A Basic idea on Public Administration		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		




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1	Develop an idea of the nature and scope of Public Policy and Governance.	Understand	1
2	Distinguish different theories and approaches to study public policy and governance.	Understand	1
3	Comprehend different typologies of governance and public policy	Understand	1
4	Make an acquaintance with various issues and problems involved in public policy making in India.	Apply	2
5	Asses the behaviour of various actors and institutions involved in the process of public policy making.	Analyze	3

COURSE CONTENT	Hours	CO No.
Module 1- Introduction Public Policy: Key Concepts	15	1,2,3,4
<ul style="list-style-type: none"> • Public Policy: Meaning, Scope and Importance • Evolution of Public Policy and Policy Science • Types of Public Policy • Public Policy and Development 		
Module 2 -Theories and Approaches to the Understanding of Public Policy	15	1,4,5
<ul style="list-style-type: none"> • Group Approach- • Process Approach • Incremental theory • Public Choice Theory 		
Module 3 -Policy Typologies	20	2,,4,5
<ul style="list-style-type: none"> • Distributive Policies • Regulatory Policies • Re distributive Policies • Substantive vs procedural policies 		

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<ul style="list-style-type: none"> Public Policy Cycle (Stages of Public policy making) 		
Module 4 - Public Policy and Good Governance in India	22	3,5
<ul style="list-style-type: none"> Governance and Good Governance. – concept- features Digital Technology- e- governance and SMART Government. Globalisation and Public Policy Good governance Initiatives in India 		

Mode of Transaction	<p>Lecture-Discussion Session: Lectures on theories and discussions on Public Policy and Governance</p> <p>Focused Reading and Reflection: Students would be led into focused readings on texts in Public Policy and Governance</p> <p>Collaborative/Small Group Learning: Students will conduct case studies in groups and conduct discussions and make reports on issues related with Governance.</p> <p>Seminar: Students will undertake study on various themes within scope of this course, prepare articles on different Policy issues and Problems make seminar and case study analyse to develop the research aptitude</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1.Internal Test –extended answer type (20 Marks) 2.Assignment - every student to submit an assignment (10 Marks) 3.Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)

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	Semester End examination (60 Marks)
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	MAHATMA GANDHI UNIVERSITY
	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Economic Growth and Development		
Type of Course	Core		
Course Code	IS G21 M 25		
Course Summary & Justification	This is the first course of Development Economics aimed at undergraduate students. The course aims to provide an overview of the vast field of Development Economics. This course would lay the foundation for a deeper understanding of the problems of development faced by developing economies. It is introductory rather than a complete course and would equip students for further specialization in related fields		
Semester	3	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Preliminary knowledge about social sciences learned at the school level		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Illustrate the economic development is a multi-dimensional concept	Understand	1
2	Appraise the development theories	Evaluate	4
3	Examine problems pertaining to population and	Analyse	3




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Name of course - Integrated Masters Programme in Social Sciences


	development		
4	Assess the problem of poverty and inequality	Evaluate	4
5	Appraise concepts and theories and concepts in economic growth	Evaluate	4
6	Illustrate the role of institutions in economic growth	Understand	1

COURSE CONTENT	Hours	CO No.
Module 1 - Economic Growth	15	1,5
<ul style="list-style-type: none"> Historical experience of economic growth- The Harrod-Domar model- The Solow model- Convergence and Divergence- Technical Progress - Human capital- Externalities- Total Factor Productivity 		
Module 2 - Economic Development and Transformation	15	1,2
<ul style="list-style-type: none"> Growth and development- concept and measures of Economic Development- Historical Experience of Economic Development- Economic Development Stages: Rodan, Rostow, Marx- Dependency theories- The Dual Sector Models-The Migration Models-Structural Transformation Models-The capabilities approach 		
Module 3 - Population and Economic Development	10	3,5
<ul style="list-style-type: none"> Demographic structure and transition, Demographic dividend- Human development, human development index-Health, education -Rural-Urban Differences- Migration- Malthusian and neo-Malthusian theories 		

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Module 4 - Poverty and Inequality	17	4,5
<ul style="list-style-type: none"> Inequality, income, and growth; The inverted-U hypothesis- Inequality and development: Human capital- Poverty and Undernutrition- poverty measurement- The functional impact of poverty-The global counter on poverty- Poverty and environment -Industrialisation and environment -Climate change and development 		
Module 5- Institutional Economics and the State in Economic Development	15	1,6
<ul style="list-style-type: none"> History, expectations and path dependence- Informal and formal institutions- State as an institution-Political Economy of Economic Development -Institutional failures - Consequences of institutional failure 		

Mode of Transaction	<p>Lecture-Discussion Session: The teacher provides a platform for reviewing experiences and developing insights into the disciplinary knowledge on the growth and economic development and its various aspects.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various concepts and theories in growth and economic development with questions inviting reflections either individually or in small groups.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on various issues in economic development and demonstrate their understanding.</p> <p>Seminar: Students will undertake thematic/topical study from various topics in economic development, prepare write-up and</p>
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	<p>make seminar presentation followed by an open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Poster presentation: Poster presentation related to the topics discussed in the course.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test - One MCQ based and one extended answer type (10 Marks) 2. Assignment - every student to submit an assignment (10 Marks) 3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) 4. Classroom participation (10 Marks) <p>Semester End examination (60 Marks)</p>

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	MAHATMA GANDHI UNIVERSITY
	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Social formation in Pre-Modern Kerala		
Type of Course	Core		
Course Code	IS G21 M 26		
Course Summary & Justification	This course is designed to acquaints students with fundamental knowledge of the history of Kerala. The course aims to build research skills in students based on critical analysis of primary and secondary sources.		
Semester	3	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	There are no formal entry qualifications, but you should have a lively interest in the localities and communities of the past, and some experience of local history.		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able</i>		



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	<i>to;</i>		
1	Describe cultural heritage in a local context.	Understand	1
2	Apply theories on local history to understand and evaluate concrete studies	Apply	2
3	Work with primary and secondary sources and critically assess competing historical arguments.	Evaluate	4
4	Formulate persuasive arguments based on a historiographical engagement	Create	5
5	Engage with visual evidence to understand human activity of the recent and distant past.	Understand	1
6	Develop their proficiency in historical literacy —the substantial knowledge, skills, concepts, methods and habits of mind specific to the discipline of history.	Create	5

COURSE CONTENT	Hours	CO No.
Module 1- Physiographical Features and Pre-History of Kerala	10	1,2
<ul style="list-style-type: none"> • Geographical and Environmental features of Kerala • Prehistoric cultures of Kerala • The Stone Age monuments • Iron Age societies and their artefacts • Megalithic cultures • Typology and Extent of Megaliths • Material Culture 		
Module 2 – Early History of Kerala	10 hours	1,2,3



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<ul style="list-style-type: none"> • Early Chieftains and Kings • Polity and Society in Sangham literature • Eco-systems and Socio-Economic Geography • Trade and Transmarine Contacts 		
<p>Module 3 – Emergence of State</p>	25	1,2,3,4
<ul style="list-style-type: none"> • Perumals of Mahodayapuram • Brahmin migrations and settlements • Urala, bramasvam and devasvam and land relations • Brahmin temple and agrarian system • Bhakti movement and social implications of bhakti cults • Devadasi system • Trade guilds and land grants 		
<p>Module 4 – Formation of <i>Nadus</i> and <i>Swarupams</i>, rise of kingdoms and syncretic culture</p>	27	4,5,6
<ul style="list-style-type: none"> • <i>Kuruvazhicha</i> and <i>Naduvazhi Swaroopam</i> • Emergence of village communities • <i>Manipravalam</i> literature • <i>Angadies</i>, Inland trade and Chinese and Arab trade in spices • Kerala at the time of the coming of Portuguese • Maritime trade and expansion of spice cultivation • Emergence of kingdoms of Calicut, Kochi and Travancore • Folk deity worship, Brahmanism, Islam, Christianity, Judaism and 		




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Name of course - Integrated Masters Programme in Social Sciences

syncretic culture	
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Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences and Knowledge, develop insights into the interdisciplinary knowledge on various aspects of history of Kerala.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes in the history of Kerala based in primary and secondary sources either individually or in small groups.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on various Methods to uncover local histories of Kerala and demonstrate their understanding.</p> <p>Seminar: Students will undertake thematic/topical study on various themes in Kerala History, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Workshops: hands on experience will be given to write essays on local history in general and history of Kerala in particular.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <p>1.Internal Test –extended answer type (20 Marks)</p> <p>2.Assignment – every students to submit an assignment (10 Marks)</p>

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	Name of course - Integrated Masters Programme in Social Sciences

	<p>3.Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>Semester End examination (60 Marks)</p>
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MAHATMA GANDHI UNIVERSITY

Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Government and Politics in India		
Type of Course	Core		
Course Code	IS G21 M 27		
Course Summary & Justification	This course is designed to make the students to understand the development of the Indian constitution, the rights, principles and duties referred in or guaranteed by the constitution. It helps them comprehend the nature of Executive, Legislature and Judiciary in India. Towards the end of the course, the students will also be aware of Federal Politics and Electoral system in India.		
Semester	III	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	There is no formal entry qualification, but the students should have a basic ideas on Indian Polity.		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Make the students familiarise with the development of Indian constitution, the rights, principles and duties referred or guaranteed in the constitution.	Understand	1
2	Enable the Students to critically assess the strength	Apply	2



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	and weakness of Indian constitution.		
3	Make the students aware of the functioning of Executive, Legislature and Judiciary in India.	Understand	1
4	Asses the dynamics of Indian political system functioning through electoral process and party system.	Evaluate	4
5	Make use of the knowledge of constitution and Indian political system to explain contemporary political issues.	Apply	2

COURSE CONTENT	Hours	CO No.
Module 1-Introdcution: Constitutional Development in India	20	1
<ul style="list-style-type: none"> • Evolution of Indian Constitution -1909 Act ,1919 Act ,1935Act. • Philosophy of the Constitution, the Preamble, and Features of the Constitution • Fundamental Rights, Directive Principles of State Policy, Fundamental Duties 		
Module 2 – Union Government	15	1,2,4
<ul style="list-style-type: none"> • Executive: The President, Vice President; Prime Minister and the Council of Ministers • Legislature: Composition and functions of Parliament (Lok Sabha and Rajya Sabha) • Judiciary: Supreme Court- Composition and Powers, Judicial Review, Judicial Activism 		
Module 3 – Electoral Politics and Party System	27	3,5
<ul style="list-style-type: none"> • Political Parties, Pressure Groups, Public Opinion • Electoral Politics in India • Election Commission of India • National and regional political system & Recent trends in party system. 		



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Module 4 – Federal Politics	10	3,4,5
<ul style="list-style-type: none"> • Union- State Relations: Legislative, Administrative, Financial • Recent trends in Union - State Relations 		

Mode of Transaction	<p>Lecture-Discussion Session: Through series of Lectures teacher will provide a strong base and clarity on ideas of Indian Constitution.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on Indian Polity and Constitution.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on and try to relate with the contemporary political Phenomena and issues in the light of Indian constitution.</p> <p>Seminar: Students will undertake study on various themes within scope of this course, prepare research report and make seminar presentation/Case Study followed by open-house discussion with a view to enhance their knowledge base and presentation skills and other soft skills.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test –extended answer type (20 Marks) 2. Assignment – every student to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p>

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Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	HUMAN RIGHTS: Concepts and Frameworks		
Type of Course	Open Course		
Course Code	IS G21 O 31		
Course Summary & Justification	<p>As the course title suggests this course offers certain basic introductions to benchmarks of Human Rights. It will discuss diversities in which human rights as an idea is perceived temporally and spatially.</p> <p>Another important aspect of this course is to provide the students with sufficient understanding to undertake further research in their mainstream disciplines, this is achieved through certain hands on experiences based on field work as well as collaborative academic activities leading to publications and public discussions.</p>		
Semester	4	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		

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Pre-requisite	There are no formal entry qualifications, but students should have a basic idea on Human Rights
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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Develop an understanding of nature, evolution and scope of Human Rights.	Understand	1
2	Enable the students to assess different types of rights, generations of rights.	Apply	2
3	The students will be able to differentiate between third world view, western view ,liberal view and Marxian view of Human Rights.	Understand	1
4	The students will be able to work with the approaches and theories used to conduct case studies on Human Right issues .	Apply	2
5	Make use of knowledge to undertake further research in mainstream disciplines, this is achieved through certain hands on experiences based on field work as well as collaborative academic activities leading to publications and public discussions.	Apply	2

COURSE CONTENT	Hours	CO
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		No.
Module 1- Human Rights: Concept and Significance	20	1,3
a) Evolution of Human rights: space, time, experience Dimensions b) Human Rights: Critical Historiography - Land-Labour , Human and Rights. Slave to Citizen. c) Nature of Human Rights. Natural rights to Human rights. Human Rights Perspectives: Religion, State and Non-State. d) Political Identities and Human Rights-, Individual Dignity, Approaches - Liberal, Marxian and Global South		
Module 2 - MODULE - II- State and Human Rights In India	20	1,2,4, 5
a) Fundamental Rights, Directive Principles of State Policies b) NHRC - Organization, Powers and Functions c) Role of judiciary -Writs, judicial activism, Public Interest Litigation, Human Rights courts, d) Important Judicial Interventions.		
Module 3 -The U.N. and Human Rights	15	1,2,4, 5



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<p>a) Role of the UN -UDHR and Generations of Human Rights.</p> <p>b) Interventions of the agencies of the UN: Treaty Body Mechanisms, Country reporting and Shadow reporting, Humanitarian Interventions</p> <p>c) Human Rights Movements, INGOs and NGOs -Amnesty International, Human Rights Watch</p> <p>PUCL</p> <p>d) RTI Campaign in India and other Human Right movement</p>		
<p>Module 4 - MODULE IV-Human Rights Issues in India</p>	<p>15</p>	<p>2,4,5</p>
<p>a) Human Rights of the socially excluded groups: Refugees, Migrants and Minorities</p> <p>b) Human Rights issues of the Marginalised - Dalits, Women, Children, economically weaker, LGBTQ</p> <p>c) Contemporary Debates in Human Rights - Right to Privacy, Surveillance by Agencies, Social Media, Climate Change, Environment.</p> <p>d) POCSO, Prevention of Domestic Violence Act etc. Prohibition of Sexual Atrocities at Work</p> <p>Place.</p>		



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Mode of Transaction	<p>Lecture-Discussion Session: Lectures on theories and discussions on Human Rights issues and debates on different National and international Human Rights violations.</p> <p>Documentaries : Documentaries depicting Human Right violations, Holocausts will be introduced</p> <p>Focused Reading and Reflection: Students would be led into focused readings on Human Rights, UDHR, Charters etc</p> <p>Collaborative/Small Group Learning: Students will work together in small groups and conduct case studies on human right issues</p> <p>Seminar: Students will undertake study on various themes within scope of this course, prepare research report and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and presentation skills and other Presentation skills.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <p>1. Internal Test -extended answer type (20 Marks)</p> <p>2. Assignment - every students to submit an assignment (10 Marks)</p> <p>3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>Semester End examination (60 Marks)</p>

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V.R. Krishna Iyer (1990): Human Rights and Inhuman Wrongs, New Delhi: B.R. Publishing

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Semester IV

	MAHATMA GANDHI UNIVERSITY
	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Literature and the Social		
Type of Course	Common Compulsory		
Course Code	IS G21 C 34		
Course Summary & Justification	The course is designed with the purpose of establishing the link between literature and society. The readings have the purpose of exposing students to the variety and range of socio-cultural issues and literary responses. The main purpose of this course is to inculcate, through literature, a socially oriented sensibility among students		
Semester	IV	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Preliminary Knowledge of history, nation and colonialism learned at school level		

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Explain the relation between literature and society	Understand	1
2	Outline the politico-aesthetic nature of literature	Understand	1
3	Illustrate the politics of literary narration	Understand	1
4	Make use of different approaches to read literature produced across the world so as to come to terms	Apply	2



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	with how literature engages society		
5	Categorise various authors and their literary contributions with respect to their political locations	Analyse	3
6	Assess literature as a critique of space and time	Evaluate	4

COURSE CONTENT	Hours	CO No.
Module 1 – Critical Essays (From <i>Postcolonial Studies Reader</i>)	25	1,2,3
1. Jonathan Culler: ‘What is Literature and does it matter?’ From <i>Literary Theory: A Very Short Introduction</i> (Oxford, 1997) 2. Jonathan Culler: ‘What Is Literature Now?’ In <i>New Literary History</i> 38.1 (2007) 3. George Orwell, “Why I Write” (1946) 4. bell hooks: ‘Justice: Childhood Love Lessons’ in <i>All About Love: New Visions</i>		
Module 2 –Poetry	20	4,5,6
5. Langston Hughes – The Negro Speaks of Rivers & Cubes 6. Angelina Weld Grimke: ‘The Black Finger’ & ‘Tenebris’ 7. Pablo Neruda: ‘I Am Explaining A Few Things’ 8. Jagannath Prasad Das: ‘Kalahandi’ 9. Meena Kandasamy: ‘Mascara’ 10. S. Joseph: ‘Identity Card’ & Mahmoud Darwish: ‘Identity Card’		
Module 3 – Fiction and short story	17	5,6
11. Toni Morrison: <i>Beloved</i> 12. Sherwood Anderson: ‘Hands’ 13. Susan Glaspell: ‘A Jury of Her Peers’ 14. John Henrik Clarke: ‘The Boy Who Painted Christ Black’ 15. C. Ayyappan: ‘Spectral Speech’		



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Module 4 – Drama	10	1,2,6
16. Vijay Tendulkar: <i>Silence! The Court Is In Session</i> 17. Sajitha Madathil: <i>Matsyagandhi</i>		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Seminar, Group Assignments, Library work and Group discussion, Presentation by individual student
Assessment Types	Mode of Assessment <ol style="list-style-type: none"> 1. Continuous Internal Assessment (CIA) 2. Internal Test – One MCQ based and on extended answer type 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar 4. Response sheets End Semester examination

For Further Reading

- Raymond Williams: 'Literature' in *Marxism and Literature* (Oxford, 1977), 45-54.
 Terry Eagleton: 'What is Literature?' from *Literary Theory: An Introduction* (Minnesota, 1983), 1-16
- Frederick Jameson: 'On Interpretation: Literature as a Socially Symbolic Act' from *The Political Unconscious*
- Harriet Beecher Stowe: *Uncle Tom's Cabin*
- Mary Wollstonecraft: *Maria, or The Wrongs of Woman*
- Suzanne Keen: *Empathy and the Novel* (2007)
- Anne Jurecic, *Illness as Narrative*



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Toni Morrison, *Playing in the Dark: Whiteness and the Literary Imagination*

Natasha Trethewey, “‘Why I Write’: Poetry, History & Social Justice” (2010) [Youtube]

Raymond Williams, “Culture is Ordinary” (1959).


Tillie Olsen, *Yonnondio*

Emma Goldman, “Marriage and Love” (1910)

Walt Whitman, “Song of Myself” and “A Song for Occupations” from *Leaves of Grass*

Rita Felski, *Uses of Literature* (2008)

Margaret Atwood: *The Edible Woman*

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School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	അനുഭവാഖ്യാനങ്ങൾ		
Type of Course	Common Compulsory		
Course Code	IS G21 C 35		
Course Summary & Justification	<p>ആത്മകഥ, ജീവചരിത്രം, യാത്രാവിവരണം എന്നിവ ആധുനിക ഗദ്യമാതൃകകൾ എന്നതുപോലെ ആഖ്യാനരൂപം കൂടിയാണ്. ഈ ആഖ്യാനരൂപങ്ങളെ ഏതാനും മാതൃകകൾ മുൻനിർത്തി സൂക്ഷ്മവും സവിശേഷവുമായി വിശകലനം ചെയ്യുന്നു. ഇവ ഒരേ സമയം ദേശീയവും അന്തർദേശീയവും പ്രാദേശികവുമായ ചരിത്ര -സാമൂഹിക പ്രക്രിയകളുടെ ചരിത്രവും സാഹിത്യവുമെന്ന നിലയിൽ പരിശോധിക്കാവുന്നതാണ്. സാഹിത്യം എന്ന വ്യവഹാരമണ്ഡലത്തെ വിപുലീകരിക്കുകയും പുനർനിർമ്മിക്കുകയും ചെയ്ത ഏതാനും അനുഭവാഖ്യാനങ്ങളെ മുൻനിർത്തിയുള്ള വായനയും വിശകലനവുമാണ് കോഴ്സിന്റെ ലക്ഷ്യം.</p>		
Semester	4	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	അനുഭവാഖ്യാനങ്ങളുടെ മാതൃകകളെ ഇതര സാഹിത്യ രൂപങ്ങളുടെ സവിശേഷതയെ മുൻനിർത്തി പ്രാഥമികമായി തിരിച്ചറിയുക		

COURSE OUTCOMES (CO)



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CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	അനുഭവാവ്യായനങ്ങൾ എന്ന നിലയിൽ ജീവചരിത്രം, ആത്മകഥ, യാത്രാവിവരണം, സ്മരണിക, സമീക്ഷ എന്നിവയുടെ വിവധ ചരിത്ര ഘട്ടങ്ങളിലെ സവിശേഷതയും പ്രാധാന്യവും തിരിച്ചറിയുക	Understand, Analyse	1, 3
2	അനുഭവാവ്യായനങ്ങളുടെ മണ്ഡലത്തിൽ രൂപപ്പെട്ട പുതിയ വിഷയങ്ങളെയും സാംസ്കാരികവും രാഷ്ട്രീയവുമായ ഉള്ളടക്കവും വിശകലനം ചെയ്യുക	Analyse	3
3	വിവധ വിജ്ഞാനശാഖകളും അനുഭവാവ്യായനങ്ങളും തമ്മിലുള്ള കോടുകൂടെ വാങ്ങലുകൾ മാതൃകയാക്കി സാഹിത്യ-സംസ്കാര പഠനങ്ങളിൽ അവയെ ഉപയോഗിക്കുക	Apply	2
4	അനുഭവാവ്യായനങ്ങൾ എന്ന നിലയിൽ പഠിക്കുന്നതിനായി അവലംബിച്ചിട്ടുള്ള ആഖ്യാന രൂപങ്ങളുടെ സാജാത്യ വൈജാത്യങ്ങളെ തിരിച്ചറിയുക	Understand	1
5	പ്രാദേശികവും, ദേശീയവും അന്തർദേശീയവുമായ അനുഭവാവ്യായന മാതൃകകളെ മുൻനിർത്തി അവയുടെ ഘടന ശൈലി ഉള്ളടക്കം എന്നിവ പരിചയപ്പെടുക	Understand	1
6	അനുഭവാവ്യായനങ്ങളിൽ കടന്നുവന്ന നൂതനധാരകൾ തിരിച്ചറിയുക	Understand	1
7	അനുഭവാവ്യായനങ്ങൾ സംസ്കാര പഠനം, സാഹിത്യചരിത്രപഠനം ഉള്പ്പെടെയുള്ള വിജ്ഞാന ശാഖകളുടെ പഠനങ്ങൾക്ക് അവലംബമാക്കുക.	Apply	2

COURSE CONTENT	Hours	CO No
Module 1-	25	1,2
<p>ആത്മകഥ ജീവചരിത്രം മലയാളത്തിലെ ആദ്യകാല ആത്മകഥകൾ - കൊളനിയായുനികത-ദേശീയാധുനികതയുടെ സ്വാധീനത- അക്ഷരാധുനികതയും ആത്മാവ്യായനങ്ങളും - സാംസ്കാരിക-രാഷ്ട്രീയ വിഭാവനകൾ-ആത്മകഥാഖ്യാനവും ഡയറിക്കുറിപ്പുകളും-സ്വകാര്യകയും സാമൂഹികതയും-പ്രതിനിധാനവും പ്രതിഫലനങ്ങളും-ചരിത്രവും പുനസ്മൃതിയും-ജീവചരിത്രത്തിന്റെ പ്രാരംഭകാല മാതൃകകൾ-ആധുനികതയുടെ സ്വരഭേദങ്ങൾ-ദേശീയ പ്രസ്ഥാനം- ദേശീയതയും</p>		



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<p>സാംസ്കാരിക വൈവിധ്യങ്ങളും-സ്മരണകൾ-വ്യുത്പാദനകഥനങ്ങൾ - പരിസ്ഥിതിവാദവും കീഴാളമുന്നറ്റങ്ങളും</p> <p>വിശദപഠനത്തിന്</p> <ol style="list-style-type: none"> 1. കണ്ടൽക്കാടുകൾക്കിടയിൽ എൻറെ ജീവിതം-കല്ലേൻ പൊക്കുടൻ 2. മഞ്ജുതരം -കലാമണ്ഡലം ഹൈദരാലി 3. അക്ഷമ ചെറിയാൻ - ആർ. പാർവ്വതി ദേവി 4. ജാനു: സി. കെ ജാനുവിന്റെ ജീവിതകഥ- സി.കെ ജാനു 		
Module 2	20 Hours	3
<p>യാത്രാവിവരണം</p> <p>ആദ്യകാലഗദ്യമാതൃകകൾ-വിദേശസഞ്ചാരികൾ- ഡയറിക്കുറിപ്പുകൾ - മിഷണറി ആഖ്യാനങ്ങൾ - ആദ്യകാല യാത്രാവിവരണങ്ങൾ-പ്രാദേശിക ചരിത്രവും സാംസ്കാരിക സ്വത്വനിർമ്മിതിയും-അധിനവേശവും- രാഷ്ട്രീയ ഭൂമിശാസ്ത്രവും-പ്രാരംഭകാല ജീവചരിത്രമാതൃകകൾ-റോമായാത്ര-വർത്തമാനപുസ്തകം-ഊർശ്ലോം</p> <p>യാത്രാവിവരണം, സഞ്ചാര സാഹിത്യ കാവ്യങ്ങൾ-അച്ചടി അക്ഷരാധുനികത മുതൽ ഡിജിറ്റൽ യാത്രാവാവരണം വരെ സമൂഹം-ചരിത്രം-സംസ്കാരം-യാത്രാവിവരണങ്ങളുടെ വിക്ഷണസ്ഥാനങ്ങളും വിമർശനവായനകളും</p> <p>വിശദപഠനത്തിന്</p> <ol style="list-style-type: none"> 1 ബംബം ഹരഹര ബംബം ബോൽ (സക്കറിയ) 2 നിളയുടെ തീരങ്ങളിലൂടെ (ആലങ്കോട് ലീലാകൃഷ്ണൻ) 		
Module 3	20 Hours	3,4
<p>സ്മരണസമീക്ഷ</p> <p>സ്മരണ-സമീക്ഷ എന്നിവയാൽ പ്രതിഫലിക്കുന്ന രാഷ്ട്രീയം സംസ്കാരം-ചരിത്രം എന്നിവ- കാവ്യാത്മകത-കാല്പനകീത-സാംസ്കാരവിമർശം - വൈയക്തിക - സാമൂഹിക - ഓർമ്മകൾ-പ്രതിനിധാന ലോകങ്ങൾ-രൂപകങ്ങൾ - ഭാഷാമാതൃകകൾ-ആഖ്യാന ഭേദങ്ങൾ</p> <p>വിശദപഠനത്തിന്</p> <ol style="list-style-type: none"> 1 മഹാനടൻ (ബാലചന്ദ്രൻ ചുള്ളിക്കാട്, ചിദംബര 		



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സ്മരണകൾ)
2 ചെമ്പരത്തിപുവായി വിരിഞ്ഞും തുടുത്തും കൊഴിഞ്ഞും
(ഇ.പി.രാജഗോപാലൻ, ദേശാഭിമാനി വാർഷികപതിപ്പ്, 2019)

Mode of Transaction

അനുഭവാഖ്യാനങ്ങളുടെ രൂപത്തിലും ഉള്ളടക്കത്തിലും ഉള്പ്പെടെ വരുന്ന വ്യതിരക്തതകള് ഏതാനും മാതൃകകളെ മുൻനിർത്തി വിശകലനം ചെയ്യുക ആത്മകഥകള് ജീവചരിത്രയാത്രാവിവരണം സ്മരണകള് എന്നിവയുടെ അധിക വായനയ്ക്കായി മാർഗ്ഗനിർദ്ദേശങ്ങളുണ്ട് നല്ലൂക. അനുഭവാഖ്യാന രചനയ്ക്കാവശ്യമായ പരിശീലനങ്ങളും നിർദ്ദേശങ്ങളും നല്ലൂക.

അനുഭവാഖ്യാനങ്ങൾ എന്ന നിലയിൽ ജീവചരിത്രം, ആത്മകഥ, യാത്രാവിവരണം, സ്മരണസമീക്ഷ എന്നീ ആഖ്യാനരൂപങ്ങളുടെ ഘടന ശൈലി ഉള്ളടക്കം ഉള്പ്പെടെയുള്ള സവിശേഷതകൾ സൂക്ഷ്മമായി വിശകലനം ചെയ്യുകയും മനസ്സിലാക്കുകയും ചെയ്യുന്നു.

ഓരോ അനുഭവാഖ്യാനങ്ങളുടെയും സ്വഭാവ സവിശേഷതകൾക്കനുസൃതമായി യാത്രാവിവരണങ്ങൾ ജീവചരിത്രം എന്നിവയുള്പ്പെടെ രചിക്കുന്നതിനായി പരിശ്രമിക്കുക. വ്യക്തികൾക്കും ഗ്രൂപ്പിനും പരിശീലന കളരികൾ പങ്കാളിത്തം ഉറപ്പാക്കുക. അനുഭവാഖ്യാനങ്ങൾ രചിച്ചിട്ടുള്ള വ്യക്തികളുമായി അഭിമുഖ സംഭാഷണങ്ങൾ സംഘടിപ്പിക്കുക.

അനുഭവാഖ്യാനങ്ങളുമായി ബന്ധപ്പെട്ട വിഷയത്തിൽ പ്രബന്ധം തയ്യാറാക്കി പൊതുസമൂഹത്തിൽ അവതരിപ്പിക്കുക, സംവാദങ്ങൾ രൂപപ്പെടുത്തുക. ഇത് വിജ്ഞാനരൂപങ്ങളിലും ശാഖകളിലുമുള്ള അവഗാഹം വർദ്ധിപ്പിക്കുന്നതിനും നൈപുണീവികസനത്തിനും




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	സഹായിക്കുന്നു.
Mode of Assessment	Internal Assessment (40 Marks) 1. Internal Test –extended answer type (20 Marks) 2. Assignment – every student to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) Semester End examination (60 Marks)

സഹായകഗ്രന്ഥങ്ങൾ

1. കെ.എം.ജോർജ്ജ്, ജീവചരിത്രസാഹിത്യം; 1982 എൻ.ബി.എസ്, കോട്ടയം
2. ജി.കുമാരപിള്ള 'ജീവചരിത്ര സാഹിത്യം: തത്വവിചാരം, പി.കെ.പരമേശ്വരൻ നായരും ജീവചരിത്രവും,
3. പന്മന രാമചന്ദ്രൻനായർ' (എ.ഡി), 1992, പി.കെ.പരമേശ്വരൻനായർ, മെമ്മോറിയൽ ട്രസ്റ്റ്, തിരുവനന്തപുരം
- 4.നടുവട്ടം ഗോപാലകൃഷ്ണൻ, ആത്മകഥാ സാഹിത്യം മലയാളത്തിൽ 1985, ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം.
5. സമ്പൂർണ്ണ മലയാള സാഹിത്യ ചരിത്രം (എ.ഡി) പന്മനരാമചന്ദ്രൻ നായർ, കെ.എം.ജോർജ്ജ്
6. സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ, ഡി.സി. ബുക്സ്, കോട്ടയം
7. പന്മനരാമചന്ദ്രൻനായർ (എ.ഡി) സമ്പൂർണ്ണ മലയാള സാഹിത്യ ചരിത്രം 1970, കറൻറ് ബുക്സ്, കോട്ടയം

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School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Indian Economy		
Type of Course	Core		
Course Code	IS G21 M 36		
Course Summary & Justification	The course intends to provide an overview of the Indian economic policy and performance. The analytical exposition of the Indian economy would be from the received theories in Economics. At the end of the course, the student would be able to analytically connect the various features of the Indian economy as part of the development process. The student would also be able to have a historical sense of the Post-independence of the Indian Economy.		
Semester	4	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Preliminary Knowledge about Indian economy		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Illustrate the role of economic planning in India's development	Understand	1
2	Utilize the policies of India and its impact on various sectors es	Analyse	3



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3	Outline the role of agriculture in the Indian economy	Understand	1
4	Examine issues related to factor markets in India	Analyse	3
5	Illustrate the concepts of poverty and inequality	Understand	1
6	Appraise the problem of development in an environment	Evaluate	4

COURSE CONTENT	Hours	CO No.
Module 1 – Indian Economy and Planning	15	1,2
<ul style="list-style-type: none"> Indian economy at the time of Independence-The Early planning process in India, its objectives, goals, structure and functions Evaluation of Five Year Plans- Mahalanobis model- NITI Aayog and its Vision Documents- Welfare programmes announced in the last two Union Budgets-The shift in policy from Import substitution to Export promotion-The end of the Plan Era and planning for development- Planning and economic development 		
Module 2 – Macro-Economic Performance and Policies	20	2,3
<ul style="list-style-type: none"> Agriculture and Economic Development -Land size, land ownership; Productivity and profitability-Agrarian relations -Industry and Economic Development- Trade policies, protectionist- Interlinkages between agriculture and Industry- problems faced by the agriculture sector-Investment, Savings (including public sector) and Growth trends -Fiscal, Financial, Monetary and Trade Trends and Policies - Sectoral performance and Policies: -Agriculture: policy and performance- Industry: policies and performance; Industrial institutions and industrial relations -Service sector policies and performance, Service-oriented growth in India 		
Module 3 – Economic Reforms: Markets	10	1,4



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<ul style="list-style-type: none"> Features of input and output markets: Land, Labour, Capital, Credit and Output - Absence, incompleteness and market failures. -Issues of access, prices, performance and policies to correct market failures 		
Module 4 – Social Sector	17	5
<ul style="list-style-type: none"> Trends in poverty and inequality; State policy and performance -Trends in unemployment; State policy and performance -Trends in Population, Health and Education- policies and programmes related – Development, poverty alleviation and employment generation programmes in India 		
Module 5– Institutions and Institutional failures	10	2,5,6
<ul style="list-style-type: none"> Informal institutions of Caste, Tribe, Gender, religion, ethnicity -Formal institutions of State, innovation, learning, law and governance- Decentralization and governance- Corruption and Crime-Conflicts on property and resources 		

<p>Mode of Transaction</p>	<p>Lecture-Discussion Session: The teacher provides a platform for reviewing experiences and developing insights into the disciplinary knowledge on the Indian economy and its various aspects.</p> <p>Focused Reading and Reflection: Students would be led to focused readings on various concepts related to the Indian economy, inviting reflections either individually or in small groups.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on various issues related to the Indian economy and demonstrate their understanding.</p> <p>Seminar: Students will undertake thematic/topical study from various topics in the Indian economy, prepare write-up and make seminar presentation followed by an open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Debate- Debates are very relevant to the Indian economy</p>
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Mode of Assessment	Internal Assessment (40 Marks) 1. Internal Test – One MCQ based and one extended answer type (10 Marks) 2. Assignment – every student to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) 4. Book review and Classroom participation (10 Marks) Semester End examination (60 Marks)
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References

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Basu, K., Maertens, A. (2007). The pattern and causes of economic growth in India. Oxford Review of Economic Policy, 23, 143-167.

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De, S. (2012). Fiscal policy in India: Trends and trajectory. Ministry of Finance Working Paper.58



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Kumar, N. (2015). FDI and portfolio investment flows and development: A perspective on Indian experience. In U. Kapila (ed.): Indian economy since independence, 26th ed. Academic Foundation.

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School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Dalit, Tribal and Agrarian Movements in Kerala		
Type of Course	Core		
Course Code	IS G21 M 37		
Course Summary & Justification	Students enrolled in this course will gain a better understanding of Kerala's Dalit, Tribal, and Agrarian Movements		
Semester	3	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	There are no formal entry qualifications, but you should have a lively interest the past, and some experience of .		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Comprehend the diverse concepts, ideologies, and historical contexts that shaped the emergence of these movements.	Understand	1
2	Debate and discuss about the numerous articulations,	Apply	2



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	movements, and politics that have been developed in this area		
3	Describe the role of women in Kerala's Dalit, Tribal, and Agrarian Movements.	Understand	1
4	Analyse the concerns, challenges, and alternative approaches that ultimately culminated in the establishment of contemporary Kerala society through this course.	Analyse	3
5	Develop an understanding of the various phases of the Dalit, Tribal, and Agrarian Movements, as well as its strategies, issues, and political aspirations.	Understand	1

COURSE CONTENT	Hours	CO No.
Module 1- Key concepts, Theories and Historical Context	15	1,2
<ul style="list-style-type: none"> Theories of self and contexts for identity formation Humiliation and creation of political subjectivities Social Movements and Marginalized Groups Ideology: Dalit/Tribal/Agrarian Politics Kerala before the Land Reforms – Land Reforms in Kerala - Impact of Land Reforms on Dalits, Tribals and Agricultural Labourers. 		
Module 2 – Dalit Articulation, Movements and Politics	20	1,2,3
<ul style="list-style-type: none"> Caste System in Kerala Dalit Movements in Pre independent Kerala British Interventions and Social Reform Movements in Kerala Dalit Protest Movements Ayyankali and SJPS- Poykayil Yohannan and PRDS, Pampady John Joseph and TCMS 		



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<ul style="list-style-type: none"> • Early Dalit Movements: SEEDIAN,NDLF • Major Dalit Movements in Post Independent era • Caste Based Organizations in Kerala • Dalit Political Parties in Kerala 		
Module 3 – Tribal Movements in Kerala	20	1,2,3
<ul style="list-style-type: none"> • Concept and Definition of Tribe • Approaches towards Tribal development during pre-colonial, colonial and postcolonial period • Geographical distribution of tribes in Kerala • Tribal Movements in Kerala(Kurichya, Chengeri, Panavalli, Kannur, Muthanga, Aralam Farm Protest, Chengara, Arippa, Puyamkutti, AWF, Perinchamkutty, ACFS, Silent Valley Movement, Athirappilly Movement etc) • Tribal Organizations in Kerala (AGMS and C K Janu, Aikya Mala Araya Mahasabha etc) • Tribal perspective on ‘Development’: Major debates and discussions 		
Module 4 – Agrarian Movements in Kerala	17	3,4,5
<ul style="list-style-type: none"> • Role of agriculture in Kerala economy • Historical context and Various phases of Agrarian Movement in Kerala • Farmer’s Movement as a Social Movement • Politically inspired Farmer Movements and Independent Agrarian Movements 		



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<ul style="list-style-type: none"> • Farmer oriented political parties and Farmer Movement sponsored political parties • Agrarian Movements in Kerala (Malabar Rebellion, Kisan Sabha, Elleringi agitation, Kayyur riot, Morazha incident, Karivallur and Kavumpai agitations, Punnapra Vayalar agitation) • Peasant women in organized struggles 	
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Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences and Knowledge, to gain a better understanding of Kerala's Dalit, Tribal, and Agrarian Movements.</p> <p>Focused Reading and Reflection: Students would be led into focused readings to comprehend the diverse concepts, ideologies, and historical contexts that shaped the emergence of these movements.</p> <p>➤ Collaborative/Small Group Learning: Students will work together in small groups and present their team works as seminar themed on various phases of the Dalit, Tribal, and Agrarian Movements, as well as its strategies, issues, and political aspirations.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test –extended answer type (20 Marks) 2. Assignment – every students to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p>



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Name of course - Integrated Masters Programme in Social Sciences

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Name of course - Integrated Masters Programme in Social Sciences

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Name of course - Integrated Masters Programme in Social Sciences

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MAHATMA GANDHI UNIVERSITY


Name of course - Integrated Masters Programme in Social Sciences

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	MAHATMA GANDHI UNIVERSITY
	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Indian Political Thought		
Type of Course	Core		
Course Code	IS G21 M 38		
Course Summary & Justification	This core course tries to introduce diverse traditions of Indian political thought in the ancient, medieval and modern periods. It along with introducing major thinkers and their political ideas, examines the scope and limitations of studying political thought in India.		
Semester	IV	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A basic understanding of political thoughts and ideas emerged in India.		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Map the evolution of political thought in India and list major thinkers who contributed to the development of it.	Understand	1
2	Develop an idea of the specific political and social situation in which these thoughts emerged.	Understand	1



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Name of course - Integrated Masters Programme in Social Sciences

3	Enable the students to make use of these thoughts in examining various political phenomena in India	Apply	2
4	Asses the effectiveness of various ideas and theories emerged in India in explaining situations	Apply	2
5	Make an acquaintance with the new directions in India political thought	Understand	1

COURSE CONTENT	Hours	CO No.
Module 1- Ancient Indian Political Thought	15	1,2,3
<ul style="list-style-type: none"> • Brahmanic and Sharmanic • Geeta, Manu Smriti • Charvaka philosophy • Kautlya and Saptanga Theory • Shukracharya • Buddhist and Jainist traditions 		
Module 2 Medieval and Early Modern Traditions	20	1,2,3,5
<ul style="list-style-type: none"> • Islamic and Syncretic Traditions • Abul Fazal: Monarchy • Kabir: Syncretism • Raja Ram Mohan Roy: Liberty and Rights • Jyothirao Phule : Caste Slavery • Pandita Ramabhai : Emancipation of Women 		
Module 3 – Modern Traditions	20	2,3,5




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Name of course - Integrated Masters Programme in Social Sciences

<ul style="list-style-type: none"> • Mahatma Gandhi: Swaraj and Non-Violence • Jawaharlal Nehru: Secularism and Development • B.R. Ambedkar: Social Justice and Dignity • M.N.Roy : Radical Humanism, New Humanism • Ram Manohar Lohia: Socialism • Jayaprakash Narayan: Total Revolution 		
Module 4 – Modern Traditions	15	2,3,4,5
<ul style="list-style-type: none"> • Rabindranath Tagore: Universalism and Critique of Nationalism • Savarkar: Hinutwa • Muhammad Iqbal: Religion and Modernism • Narayana Guru: Humanity and Fraternity • E.V.Ramaswamy Naiker : Rationalism and Self-Respect • Rajani Kothari: Rethinking Democracy and Development • Rajiv Bhargava: Secularism and its Critics • Gopal Guru: Humiliation and Political Subjectivity • Partha Chaterjee: Popular Sovereignty 		

<p>Mode of Transaction</p>	<p>Lecture-Discussion Session: Lectures on theories and discussions on Indian Political Thought</p> <p>Focused Reading and Reflection: Students would be led into focused readings on texts in Indian Political Thought</p> <p>Collaborative/Small Group Learning: Students will work together in small groups and conduct discussions and debates on ideas on different thinkers to enhance critical thinking.</p> <p>Seminar: Students will undertake study on various themes within</p>
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	scope of this course, prepare articles on different philosophical schools and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and presentation skills and other soft skills.
Mode of Assessment	Internal Assessment (40 Marks) <ol style="list-style-type: none"> 1. Internal Test –extended answer type (20 Marks) 2. Assignment – every student to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) Semester End examination (60 Marks)

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References:

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Name of course - Integrated Masters Programme in Social Sciences

Thomas Pantham and Kenneth L. Deustch eds., (1986): Political Thought in Modern India, NewDelhi, Sage Pub.

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India: Thematic Explorations', History of Science, Philosophy and Culture in Indian Civilization Vol. 10, Part: 7, New Delhi: Sage Publications.

V.P Varma (1989): Ancient and medieval Indian Political Thought, Agra: Lakshmi Narain Agarwal.

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MAHATMA GANDHI UNIVERSITY

Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Evolution of Indian Political Economy		
Type of Course	Complimentary		
Course Code	IS G21 S 41		
Course Summary & Justification	This course provides an introduction to the political economy of India. It examines the interplay of politics and economics in this large sub-continental country from the village level to the international level. It begins by discussing India's economy during the colonial period, looks at the challenges it has faced since independence, and then focuses on the transformations since liberalization in the 1990s. Some of the key themes to be explored are globalization, economic reform, poverty, redistribution, federalism, gender, and ethnic politics. Although this course focuses specifically on India, a number of the themes discussed in this course are central to an analysis of developing countries in general.		
Semester	4	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Preliminary Knowledge about Indian economy at school level		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	Upon completion of this course, students will be able to;		



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Name of course - Integrated Masters Programme in Social Sciences

1	Distinguish the characteristics of the Indian economy	Understand	1
2	Illustrate arguments for and against liberalization	Understand	1
3	Make use of fundamentals of Economic planning in India	Apply	2
4	Utilize Key Concepts in Indian economy understand currents social issues and processes	Analyse	3
5	Evaluate Washington Consensus	Analyse	3

COURSE CONTENT	Hours	CO No
Module 1 – Indian Economy During Colonial Period	25	1
<ul style="list-style-type: none"> • India’s economy in the pre-colonial and colonial period • The key concept's in political Economy – Colonial India: Agriculture sector- Traditional industry -Foreign Trade - Asiatic mode of production 		
Module 2 – Economic Planning in India	20	1,2,3
<ul style="list-style-type: none"> • Planning and economic development-Objectives of planning- Techniques of planning- Achievements of planning- Bottom-up and Stepdown approach in planning- Evaluation of Five Year Plans- Mahalanobis model- Nationalisation of Banks- NITI Aayog and its Vision Documents 		
Module 3 – Political Economy of Liberalisation	10	3,4,5




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<ul style="list-style-type: none"> Background of economic reforms-Global India- Consequences of Liberalization - The Politics of Liberalization- Industrial policy reforms- Trade policy reforms- Fiscal policy reforms- Financial sector reforms - Kerala Development Experience (Kerala model of development)- India's Federal System- Labour and Class Politics- Democracy and Class Politics- Trade Unions 	
Module 4 – Post -Independent Political Economy of India	17
<ul style="list-style-type: none"> The Post-Independence Political Economy- The Green Revolution- Economic growth in India- National income-related aggregates- Structural change and contribution of different sectors to GVA- Agriculture – Industry- Manufacturing sectors- Migration, diaspora and remittance – Regional disparity in growth and development- Analysis of poverty, unemployment and inequality in India- 	1,2,4

Mode of Transaction	<p>Lecture-Discussion Session: The teacher provides a platform for reviewing experiences and developing insights into the disciplinary knowledge on the evolution of the Indian economy and its various aspects.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various concepts and theories related to the Indian economy with questions inviting reflections either individually or in small groups.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on various issues related to the Indian economy and demonstrate their understanding.</p> <p>Seminar: Students will undertake thematic/topical study from various topics in the Indian economy, prepare write-up and make seminar presentation followed by an open-house discussion with a view to</p>
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	<p>enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Poster presentation: Poster presentation related to the topics discussed in the course</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test – One MCQ based and one extended answer type (10 Marks) 2. Assignment – every student have to submit an assignment (10 Marks) 3. Seminar Presentation – students have to identify one a theme (relevant to the course), prepare a report and present it as a seminar (10 Marks) 4. Classroom participation (10 Marks) <p>Semester End examination (60 Marks)</p>

References

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Name of course - Integrated Masters Programme in Social Sciences

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	MAHATMA GANDHI UNIVERSITY
	Name of course - Integrated Masters Programme in Social Sciences

Name of the School	Institute for Multidisciplinary Programmes in Social Sciences (IMPSS)		
Programme	Integrated Masters Programmes in Social Sciences		
Course Name	Making of Modern Kerala		
Type of Course	Core		
Course Code	IS G21 S 42		
Course Summary & Justification	This course has the prime objective of exploring some of the epistemological and methodological directions that represent contemporary Kerala Studies from different vantage points.		
Semester	4	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basic understanding of history and politics of Kerala		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List different theories and intellectual traditions linked with understanding modern Kerala	Understand	1
2	explain various approaches in understanding the socio-political economic developments in Kerala	Understand	1



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Name of course - Integrated Masters Programme in Social Sciences

3	make familiarize with different methods skills, styles developed with the study of modern Kerala.	Apply	2
4	analyse various types of works and institutional interventions contributed in assessing the social, political situations in modern Kerala.	Analyse	3
5	assess the strength and weakness of different approaches in understanding the socio-political economic developments in Kerala.	Evaluate	4
6	judge critically various approaches in studying social, economic and political developments in Kerala in a matured academic manner.	Evaluate	4
7	solve some theoretical and methodological issues related to the study of modern Kerala.	Evaluate	4

COURSE CONTENT	Hours	CO No.
Module 1 – Social and Political Setting	17	1,2
<ul style="list-style-type: none"> • Politics-Party System, Coalition Politics • Religious Communities- formation, reform • Caste and gender • Political Economy of Kerala 		
Module 2 – Intellectual Traditions	25	3,4,5



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Name of course - Integrated Masters Programme in Social Sciences

<ul style="list-style-type: none"> • Narayana Guru • Poikayil Appachan • Vakkom Maulawi • Sohodaran Ayyappan • Kesari Balakrishna Pillai • EMS Nampoodirippad • K. Damodaran • M. Govindan • Poulouse Mar Gregorious • Dakshayani Velayudhan • Lalitambika Antharjanam • K Saradmoni 		
Module 3 – New Directions in understanding the process of making modern Kerala	20	2,3,4,5
<ul style="list-style-type: none"> • Kerala Model of Development • Critiques from New Social Movements-Dalit, Adivasi, Environmental ,Fish workers. • Feminist criticism • Academic interventions-Major sociological and anthropological studies • New directions in cultural and film studies • Developments in the studies of Kerala’s maritime past 		
Module 4- Reading Seminal texts	15	5,6,7
<ul style="list-style-type: none"> • <i>Jati Vyavastayum Kerala Charitravum</i>- P.K. Balakrishnan 		



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Name of course - Integrated Masters Programme in Social Sciences

- *Social Revolution in a Kerala Village- A Aiyappan*
- *Keralam Malayalikalude Mathrubhumi-EMS Nampoodirippad*
- *The Decline of Nair Dominance-Robin Jeffrey*
- *Dalithan – K K Kochu*
- *Kulasthreyum Chanthappennum Undayathengane?- J. Devika*
- *Writing the First Person-Udaya Kumar*


Mode of Transaction

Through Lectures, in-class discussions: Teacher offers lectures and enrolled students are required to attend classes and study extensively on their own and prepare non-assessed work regularly. In-class discussions are to be conducted towards the end of each session.

Seminars: Additional seminars are to be offered in order to explain certain topics covered in the course content further.

Assignments: Students would be given regular assignments to prepare detailed notes on certain topics covered in the course content.

Students' Presentations: Students have to choose a topic of their choice from a broader list provided by the course instructor, prepare a research paper on that theme and present it in the class. The presentation will be followed by an open discussion. The entire exercise is designed to augment research, writing and presentation skills of the students.

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Mode of Assessment	<p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – One MCQ based and on extended answer type (10 Marks each) 2. Book review – every student has to prepare a review of a major work related to the course and submit it (10 Marks) 3. Seminar Presentation – a theme is to be identified, discuss it with the course instructor and present in the in-class seminar (10 Marks) 4. Practice-based output-production of video related to any topic covered in the syllabus (10 Marks) <p>Semester End examination (60 Marks)</p>
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Reading List

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- Aiyappan, A. (1965). *Social Revolution in a Kerala Village: A Study in Culture Change*. Asia Publishing House.
- Arunima, G. (2003). *There Comes Papa': Colonialism and the Transformation of Matriliney in Kerala, Malabar c.1850-1940*, Orient Longman.
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- Dileep, R. (2020), "Adhunikatha Palavicharangaal", *Sahityalokam*, May-June.
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MAHATMA GANDHI UNIVERSITY

Name of course - Integrated Masters Programme in Social Sciences

Sahakaranasangham.

Parayil, Govindan (2000), [Kerala: the development experience: reflections on sustainability and replicability](#), Zed Books.

Gregorios, Paulos Mar (1989), *Enlightenment, East & West: Pointers in the Quest for India's Secular Identity*, Indian Institute of Advance Study in association with B.R. Pub. Corp.

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MAHATMA GANDHI UNIVERSITY

Name of course - Integrated Masters Programme in Social Sciences

Tharakan, Michael (2006), Kerala Model Revisited: New Problems, Fresh Challenges, Working Paper No. 15, Centre for Socio-economic & Environmental Studies (CSES)

Tharamangalam, Joseph (ed.) (2006). *Kerala: Paradoxes of Public Action and Development*. Orient Longman, Delhi

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Venkiteswaran, C.S.(2011), *Malayala Cinema Padanangal* , DC Books,



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Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	International Relations (Complimentary)		
Type of Course	Complimentary		
Course Code	IS G21 S 43		
Course Summary & Justification	Upon completion of the course, students will be able to: know the nature of international politics, scope of the study of International Relations and understand how the discipline IR developed through various approaches. The students will also be able to critically evaluate international issues objectively.		
Semester	IV	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	There are no formal entry qualifications, but students should have a genuine interest on International Relations		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Develop an idea, how the discipline IR developed through various approaches.	Understand	1
2	Identify and explain the traditional, modern and post-positivist theories in understanding IR.	Understand	1
2	Enable the students to assess the effectiveness of	Analyse	3




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	different theories in IR.		
4	Make the students able to work with various approaches and theories used by the scholars in making sense of issues and phenomena in international politics.	Apply	2
5	Make use of Different theoretical traditions and approaches in their studies and Research Works	Apply	2

COURSE CONTENT	Hours	CO No.
Module 1- Introduction	15	1,2
Definition and nature of IR Evolution of the discipline Scope of IR- significance of theorising IR- levels of analysis: individual, state and international		
Module 2 – Theoretical Approaches	25	2,3
Traditional-Realism, Idealism, Neo Realism Scientific/Behavioural Approaches- System Theory, Communications Theory, Decision Making Theory Marxist and Neo-Marxist-Dependency Theory, World System Theory Constructivism Critical Approaches-Feminist, Postcolonial. Environmental and Sociological Approaches		
Module 3- Emergence of Modern World System	20	1,2,3,4
Pre-modern world systems, Oriental Globalization Emergence of Modern State System, Westphalian sovereignty Rise of Nation-State actors Evolution of supranational organizations, The League of Nations and the UN The Cold War The Impact of globalization on IR		

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Module 4- Major Concepts	12	1,2,3,4
Sovereignty Power Uni-polarity, bipolarity and multi-polarity Security Intervention Hegemony Balance of power Nuclear deterrence		

Mode of Transaction	<p>Lecture-Discussion Session: Lectures on theories and discussions on international issues and debates on different international affairs and Problems.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on International Relations</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on international issues and theories.</p> <p>Seminar: Students will undertake study on various themes within scope of this course, prepare research report and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and presentation skills and other soft skills.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test –extended answer type (20 Marks) 2. Assignment – every student to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)

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	Marks) Semester End examination (60 Marks)
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Baldwin, David A. (ed.) (1993): Neo-Realism and Neo-liberalism: The Contemporary Debate, New York: Columbia University Press.

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Tickner, J. Ann and Laura Sjoberg (eds.) (2011): *Twenty Years of Feminist International Relations: A Conversation about the Past, Present and Future*, London and New York: Routledge.



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Name of course - Integrated Masters Programme in Social Sciences

Course Code	IS G21 S 44
Name of the Course	Domains of Anthropology (Undergraduate Level- Course 2) Semester Four
Course Type	Complimentary
Course Credits	Four
Description	This is the second in the two-level ethnography/anthropology programme for social science students at undergraduate level. After the first course that focused at an introductory level on historical evolution of the scholarly pursuit and anthropological methods, the present one engages with certain broad domains of anthropology. These domains are only dealt with at an introductory level, also to throw light on some of the key debates. The two courses together aim to provide the young researcher/ student a launch pad for focused Masters level programme or advanced fieldwork.
Course Objectives	<ul style="list-style-type: none"> • The objectives to this introductory course (second in the two courses) at under graduate level is to familiarize students to some of the broad domains of contemporary ethnography. • The way to do this is to go through marking out domains like state, space/place, development, globalisation, city, ecology and technology. • The key objective is providing a background from where processes could be understood from the ground and theory actively engaged with. • Semester four opens up some of the key debates in anthropology through an active but preliminary engagement with domains.
Learning Outcomes	The intended outcome of the course is: <ol style="list-style-type: none"> 1. To familiarize students with some of the broad domains in contemporary anthropological enquiries 2. To engage with the specific cases 3. To analyse the key categories that emerge from field 4. To design preliminary research frames that refer back to the broad domains
Pedagogic	Lectures will be based on readings, Field based Seminars, Field research,



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Methods	Design workshops and Tutorials.	
Evaluation	(Broadly): 40 percent continuous assessment based on small research, participation in group discussions and writeups/ 60 percent external examination that is premised both on the analysis and comprehension of select domains, marking out of debates, comprehension as well as field analysis	
Content through Modules	Module - I Anthropology of State Ethnography of state- Coordinates for studying the state- institutions, spaces, ideas, practices, and representations that constitute the “state”- State in the context of transformations- state effects- seeing like state- governmentality- graduated sovereignty.	CO No. 1
	Module - II Anthropology of Space and Place Conceptual and material dimensions of space- Space as produced- Idea of place- Space and place in the production of social life- Public Space and Public Sphere- Aesthetics of space	2
	Module – III Anthropology of Development Classical origins of market and free market- Genealogies of globalisation and development- Knowledge, consumption, environment, gender, international networks, global institutions, the collapse of socialism, and the language of development- Post developmentalism.	3
	Module – IV Anthropology of Ecology and Landscape Ecology and current environmental understandings from the points of view in anthropology- the meaning imputed by local people to their cultural and physical surroundings- landscape and ecology as located between place and space, inside and outside, image and representation. – Political ecology key ideas	3,4
	Module – V Anthropology of the City Genealogy of Cities -attributes of the city-changing forms- urbanisation	1,4



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	and capital- idea of security, displacement, social justice, and privatization -City and space- Urbanisation as social configuration- city as experience and every day.	
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Extended Readings (Select):

Bonneuil, C. & J.-B. Fressoz 2016. The shock of the Anthropocene: the earth, history and us. London: Verso.

Coleman, Simon, and Peter Collins, eds. 2006. Locating the field: Space, place and context in anthropology. Oxford: Berg.

Dawson, Allan Charles, Laura Zanotti, and Ismael Vaccaro, eds. 2014. Negotiating territoriality: Spatial dialogues between state and tradition. New York: Routledge.

Escobar. Arturo. 1995, Encountering Development Princeton: Princeton University Press .

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Ingold, Tim. 2000. The perception of the environment: Essays on livelihoods. New York

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	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	International Relations (Choice Based)		
Type of Course	Choice Based Course		
Course Code	IS G21 B 28		
Course Summary & Justification	Upon completion of the course, students will be able to: know the nature of international politics, scope of the study of International Relations and understand how the discipline IR developed through various approaches. The students will also be able to critically evaluate international issues objectively.		
Semester	4	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	There are no formal entry qualifications, but students should have a genuine interest on International Relations		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
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<i>Upon completion of this course, students will be able to;</i>			
1	Develop an idea, how the discipline IR developed through various approaches.	Understand	1
2	Identify and explain the traditional, modern and post-positivist theories in understanding IR.	Understand	1
2	Enable the students to assess the effectiveness of different theories in IR.	Analyse	3
4	Make the students able to work with various approaches and theories used by the scholars in making sense of issues and phenomena in international politics.	Apply	2
5	Make use of Different theoretical traditions and approaches in their studies and Research Works	Apply	2

COURSE CONTENT	Hours	CO No.
Module 1- Introduction	15	1,2
Definition and nature of IR Evolution of the discipline Scope of IR- significance of theorising IR- levels of analysis: individual, state and international		
Module 2 – Theoretical Approaches	22	3,4,5



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<p>Traditional-Realism, Idealism, Neo Realism</p> <p>Scientific/Behavioural Approaches- System Theory, Communications Theory, Decision Making Theory</p> <p>Marxist and Neo-Marxist-Dependency Theory, World System Theory</p> <p>Constructivism</p> <p>Critical Approaches-Feminist, Postcolonial.</p> <p>Environmental and Sociological Approaches</p>		
Module 3- Emergence of Modern World System	22	3,4
<p>Pre-modern world systems, Oriental Globalization</p> <p>Emergence of Modern State System, Westphalian sovereignty</p> <p>Rise of Nation-State actors</p> <p>Evolution of supranational organizations, The League of Nations and the UN</p> <p>The Cold War</p> <p>The Impact of globalization on IR</p>		
Module 4- Major Concepts	13	2,3,4,5
<p>Sovereignty</p> <p>Power</p> <p>Uni-polarity, bipolarity and multi-polarity</p> <p>Security</p> <p>Intervention</p> <p>Hegemony</p> <p>Balance of power</p> <p>Nuclear deterrence</p>		



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Mode of Transaction	<p>Lecture-Discussion Session: Lectures on theories and discussions on international issues and debates on different international affairs and Problems.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on International Relations</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on international issues and theories.</p> <p>Seminar: Students will undertake study on various themes within scope of this course, prepare research report and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and presentation skills and other soft skills.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none">1. Internal Test –extended answer type (20 Marks)2. Assignment – every student to submit an assignment (10 Marks)3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p>

References

Aron, Raymond (1973): Peace and War: A Theory of International Relations, New York: Anchor Books.

Baldwin, David A. (ed.) (1993): Neo-Realism and Neo-liberalism: The Contemporary Debate, New York: Columbia University Press.

Baylis, John and Steve Smith (eds.) (2001): The Globalization of World Politics, Oxford: Oxford University Press.

Bromley, Simon William Brown and Suma Athreya, (eds.) (2004): Ordering the International: History, Change and Transformation, London: Pluto Press with The Open



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Brooks, Stephen G. and William C. Wohlforth (2000-01): "Power, Globalization, and the End of the Cold War: Reevaluating a Landmark Case for Ideas", *International Security*, Vol. 25(3): 5-53.

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Bull, Hedley (2002): *The Anarchical Society: A Study of Order in World Politics*, 3rd Edn, Basingstoke: Palgrave.

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Huntington, Samuel P. (1993): "The Clash of Civilizations?", *Foreign Affairs*, Vol. 72(3): 22-42.

Kautilya (1993): *Arthashastra*, Penguin Classics.

Keohane, Robert O. (1989): *International Institutions and State Power: Essays in International Relations Theory*, Boulder, CO: Westview Press.

Mearsheimer, John (1990): "Back to the Future: Instability in Europe After the Cold War", *International Security*, Vol. 15(1): 5-56.

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Singer, J. David (1961): "The Level-of-Analysis Problem in International Relations," *World Politics*, Vol. 14 (01): 77-92.

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Tickner, J. Ann and Laura Sjoberg (eds.) (2011): *Twenty Years of Feminist International Relations: A Conversation about the Past, Present and Future*, London and New York: Routledge.



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Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Development Studies		
Type of Course	Choice Based Course		
Course Code	IS G21 B 29		
Course Summary & Justification	<p>This course is designed with the aim of giving a thorough knowledge of development studies and their importance in the developing economies of the world. The course is divided into 2 sections. The first section discusses the empirical part of global development discourse, its measurement and assessment at the level of policy-makers and institutions. This part gives a detailed understanding of the various real indicators of development and its configuration in the world's rich and poor countries. This section focuses on development issues related to poverty and inequity, human resources, environmental issues and economic growth dimensions associated with globalisation and economic liberalization in developing nations. The second part addresses the theory underlying the development issues identified in Section 1. Since this course begins from the real world development scenario to its theoretical dimensions, students obtain curiosity in understanding various concepts of developments from a practical perspective. The second part of the course extensively covers the theoretical aspects of classical political economy to gender and sustainable development..</p>		
Semester	4	Credit	4
Total Student Learning Time/Instructional hours for	72 Instructional hours and 18 hours for assessment and tutorials		



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theory, practical and assessment	
Pre-requisite	Preliminary Knowledge of development

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand, analyse and measure various development indicators related to poverty and inequality, human resources, economic growth and development, economic reforms and globalization, and environmental issues and sustainable development using the real world data.	Analyse	3
2	Assess the development model of rich and poor nations using multidimensional development indicators.	Evaluate	4
3	To illustrate the classical political and economic theories concerning markets, the division of labour, the accumulation of capital and its relation to the wealth of nations	Understand	1
4	Summarise development theories related to modernity, structural changes and stages of economic growth	Understand	1
5	Explain theories of dependent development and the world system.	Understand	1
6	Compare the development theories of Neoclassicism and Neo-institutionalism	Understand	1
7	Illustrate the development theories related to Post-	Understand	1



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	colonialism and Post-development		
8	Outline the fundamentals of feminist theories in development studies.	Understand	1
9	Explain the fundamentals of sustainability theories in development	Understand	1

COURSE CONTENT	Hours	CO No.
<ul style="list-style-type: none"> Section 1 – Where the world's poorest and richest people live today and how this is measured and assessed by policymakers. 	35	1,2,3,4
<p>1. Poverty and Inequality Poverty, prosperity, consumption, income distribution</p> <p>2. Human Resources Population, education, labor, health, gender</p> <p>3. Environmental Issues and Sustainable Development Agriculture, climate change, energy, biodiversity, water, sanitation</p> <p>4. Economic Growth and Development Growth, economic structure, income and savings, trade, labor productivity</p> <p>5. Economic Reforms and Globalisation Stock markets, military, technology, debt, trade, aid dependency, tourism, migration, remittances</p>		
Section 2 – How do the theories perceive why some countries are wealthy and other poor?	37	4,5,6,7,8,9



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Name of course - Integrated Masters Programme in Social Sciences

1 Classical Political Economy

Markets, division of labour, accumulation of capital and its connection with the wealth of nations.

2. Modernisation Theory

Modernity, structural change and stages of economic growth

3.Dependency Theory

International trade, global north-south divide and dependent development of the world system.

4.Neoclassicism and Neo-institutionalism

Social and institutional context of international economic relations.

5.Post-colonialism and Post-development

Western political dominance and cultural hegemony over other nations.

6.Feminist theories

Male bias in the development process and emerging feminist methodologies in development.

7.Theories of sustainable development

Ecological degradation, resource issues and the emerging notion of sustainable development.

Mode of Transaction

Lecture-Discussion Session: Teacher provides a platform for review of experiences and Knowledge, develop insights into the disciplinary knowledge on Development and its various aspects.

Focused Reading and Reflection: Students would be led into focused readings on various types and processes in economic development with



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	<p>questions inviting reflections either individually or in small groups.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on various Methods and techniques for their understanding.</p> <p>Seminar: Students will undertake thematic/topical study from various topics in development studies, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Poster presentation: Poster presentation related to the topics discussed in the course</p>
<p>Mode of Assessment</p>	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test – One MCQ based and one extended answer type (10 Marks) 2. Assignment – every students to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) 4. Brief Research Paper (10 Marks) <p>Semester End examination (60 Marks)</p>

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De Soto, H. (2001). The mystery of capital. Finance & Development, 38(001).

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Name of course - Integrated Masters Programme in Social Sciences

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Pearson, R. (2005). The rise and rise of gender and development. *A radical history of development studies: individuals, institutions and ideologies*, 157-179.

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Rostow, W. W., & Rostow, W. W. (1990). *The stages of economic growth: A non-communist manifesto*. Cambridge university press.

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Name of course - Integrated Masters Programme in Social Sciences

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Wilber, C. K. (1988). The political economy of development and underdevelopment. Random House, Business Division.

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Name of course - Integrated Masters Programme in Social Sciences

Name of the School	Institute for Multidisciplinary Programmes in Social Sciences		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Peace and Conflict Resolution Studies		
Type of Course	Choice Based Course		
Course Code	IS G21 B 30		
Course Summary & Justification	The major intention of this course is to strengthen the students' understanding of key issues related to the theories of peace and conflict and practices of peace-building. The course also aims to develop the ability of students to independently analyse major sources of violence and conflict in each society.		
Semester	4	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basic understanding of ideas like peace, conflict and conflict resolution.		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List various ideas and concepts related to the field of peace studies and conflict resolution,	Understand	1



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2	explain different approaches to the understanding of peace and conflict, conflict prevention, management and transformation.	Understand	1
3	make use of different methods and skills in peacebuilding	Apply	2
4	Categorise different methods in conflict resolution.	Analyse	3
5	assess the strength and weakness approaches in conflict resolution.	Evaluate	4
6	judge How efficiently each approach in peacebuilding works in conflict zones.	Evaluate	4
7	Solve real life issues that people encounter in conflict zones.	Apply	2

COURSE CONTENT	Hours	CO No.
Module 1 – Defining Concepts	10	1,2,3
<ul style="list-style-type: none"> • Meaning and Dimensions of Peace • Negative and Positive Peace • Peace Studies, Peace Education-Origin, Various Approaches • Peace Building & Peace keeping 		



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Module 2 – Major Conflicts	25	2,3,4,5,7
<ul style="list-style-type: none">• Different Types of Conflict• The Question of Palestine• Sri Lankan issue• Balkan Crisis• Kashmir Issue		
Module 3 – Development and Displacement	20	5,6,7
<ul style="list-style-type: none">• Displacement• State and Violence• Resistance and New Social Movements• Biopolitics		
Module 4 – Gender, Caste and Violence	17	
<ul style="list-style-type: none">• Structural Violence• Sexuality and Violence• Patriarchy and Violence• Caste Hierarchy and Violence		



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Mode of Transaction	<p>Through Lectures, in-class discussions: Teacher offers lectures and enrolled students are required to attend classes and study extensively on their own and prepare non-assessed work regularly. In-class discussions are to be conducted towards the end of each session.</p> <p>Seminars: Additional seminars are to be offered in order to explain certain topics covered in the course content further.</p> <p>Assignments: Students would be given regular assignments to prepare detailed notes on certain topics covered in the course content.</p> <p>Students' Presentations: Students have to choose a topic of their choice from a broader list provided by the course instructor, prepare a research paper on that theme and present it in the class. The presentation will be followed by an open discussion. The entire exercise is designed to augment research, writing and presentation skills of the students.</p>
Mode of Assessment	<p>Internal Assessment</p> <ol style="list-style-type: none">1. Internal Test – One MCQ based and on extended answer type (10 Marks each)2. Book review – every student has to prepare a review of a major work related to the course and submit it (10 Marks)3. Seminar Presentation – a theme is to be identified, discuss it with the course instructor and present in the in-class seminar (10 Marks)4. Practice-based output-production of a video based on a conflict (10 Marks) <p>Semester End examination (60 Marks)</p>




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Name of course - Integrated Masters Programme in Social Sciences

Reading List

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2. Agamben, Giorgio, *State of exception* (Chicago: University of Chicago Press, 2005)
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	MAHATMA GANDHI UNIVERSITY
	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	HUMAN RIGHTS: Concepts and Frameworks		
Type of Course	Choice Based Course		
Course Code	IS G21 B 31		
Course Summary & Justification	<p>As the course title suggests this course offers certain basic introductions to benchmarks of Human Rights. It will discuss diversities in which human rights as an idea is perceived temporally and spatially.</p> <p>Another important aspect of this course is to provide the students with sufficient understanding to undertake further research in their mainstream disciplines, this is achieved through certain hands on experiences based on field work as well as collaborative academic activities leading to publications and public discussions.</p>		
Semester	4	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	There are no formal entry qualifications, but students should have a basic idea on Human Rights		

COURSE OUTCOMES (CO)



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Name of course - Integrated Masters Programme in Social Sciences

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Develop an understanding of nature, evolution and scope of Human Rights.	Understand	1
2	Enable the students to assess different types of rights, generations of rights.	Apply	2
3	The students will be able to differentiate between third world view, western view ,liberal view and Marxian view of Human Rights.	Understand	1
4	The students will be able to work with the approaches and theories used to conduct case studies on Human Right issues .	Apply	2
5	Make use of knowledge to undertake further research in mainstream disciplines, this is achieved through certain hands on experiences based on field work as well as collaborative academic activities leading to publications and public discussions.	Apply	2

COURSE CONTENT	Hours	CO No.
Module 1- Human Rights: Concept and Significance	20	1,3
b) Evolution of Human rights: space, time, experience Dimensions b) Human Rights: Critical Historiography – Land-Labour , Human and Rights. Slave to Citizen. c) Nature of Human Rights. Natural rights to Human rights. Human Rights Perspectives: Religion, State and Non-State. d) Political Identities and Human Rights-, Individual Dignity, Approaches –Liberal, Marxian and Global South		
Module 2 – MODULE - II- State and Human Rights In India	20	1,2,4, 5



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b) Fundamental Rights, Directive Principles of State Policies b) NHRC – Organization, Powers and Functions c) Role of judiciary –Writs, judicial activism, Public Interest Litigation, Human Rights courts, d) Important Judicial Interventions.		
Module 3 –The U.N. and Human Rights	15	1,2,4, 5
c) Role of the UN -UDHR and Generations of Human Rights. d) Interventions of the agencies of the UN: Treaty Body Mechanisms, Country reporting and Shadow reporting, Humanitarian Interventions c) Human Rights Movements, INGOs and NGOs –Amnesty International, Human Rights Watch PUCL d) RTI Campaign in India and other Human Right movement		
Module 4 – MODULE IV-Human Rights Issues in India	15	2,4,5
a) Human Rights of the socially excluded groups: Refugees, Migrants and Minorities b) Human Rights issues of the Marginalised - Dalits, Women, Children, economically weaker, LGBTQ c) Contemporary Debates in Human Rights – Right to Privacy, Surveillance by Agencies, Social Media, Climate Change, Environment. d) POCSO, Prevention of Domestic Violence Act etc. Prohibition of Sexual Atrocities at Work Place.		

Mode of Transaction	Lecture-Discussion Session: Lectures on theories and discussions on Human Rights issues and debates on different National and international Human Rights violations. Documentaries : Documentaries depicting Human Right violations,
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	<p>Holocausts will be introduced</p> <p>Focused Reading and Reflection: Students would be led into focused readings on Human Rights, UDHR, Charters etc</p> <p>Collaborative/Small Group Learning: Students will work together in small groups and conduct case studies on human right issues</p> <p>Seminar: Students will undertake study on various themes within scope of this course, prepare research report and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and presentation skills and other Presentation skills.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none">1. Internal Test – extended answer type (20 Marks)2. Assignment – every students to submit an assignment (10 Marks)3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p>

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Asha Bajpai (2003): Child Rights in India: Law, Policy and Practice, New Delhi: Oxford University Press.

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Name of course - Integrated Masters Programme in Social Sciences

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P.L. Metha and Varma Neena (1999): Human Rights under the Indian Constitution, New Delhi:

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Rajendar Sachar (2004): Human Rights: Perspectives and Challenges, New Delhi: Gyan Publishing House.

R P Remanan (2014): Human Rights: Concepts and Concerns, Kottayam: Current Books.

R P Remanan (2015): Mnushyavakasangal, Kottayam: Current Books.

S.K. Kapoor, (2001): Human Rights Under International Law and Indian Law, Allahabad: Central

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Upendra Baxi, ed., (1987): The Right to be Human, Delhi: Lancer.

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Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Public Policy and Governance		
Type of Course	Choice Based Course		
Course Code	IS G21 B 32		
Course Summary & Justification	This course aims at making the students familiarized with the key concepts and theories of public policy. The main objective of this foundation course is to provide an opportunity to the student to learn the basic areas of public policy. At the end of the course, students would be in a position to understand as to why certain issues emerge as policy issues for the government to act upon, how different actors play their role in shaping and influencing the policy process, how policies are implemented and what are the outcomes.		
Semester	4	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A Basic idea on Public Administration		




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Name of course - Integrated Masters Programme in Social Sciences

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Develop an idea of the nature and scope of Public Policy and Governance.	Understand	1
2	Distinguish different theories and approaches to study public policy and governance.	Understand	1
3	Comprehend different typologies of governance and public policy	Understand	1
4	Make an acquaintance with various issues and problems involved in public policy making in India.	Apply	2
5	Asses the behaviour of various actors and institutions involved in the process of public policy making.	Analyze	3

COURSE CONTENT	Hours	CO No.
Module 1- Introduction Public Policy: Key Concepts	15	1
<ul style="list-style-type: none"> • Public Policy: Meaning, Scope and Importance • Evolution of Public Policy and Policy Science • Types of Public Policy • Public Policy and Development 		
Module 2 -Theories and Approaches to the Understanding of Public Policy	15	1,2
<ul style="list-style-type: none"> • Group Approach- • Process Approach • Incremental theory • Public Choice Theory 		
Module 3 –Policy Typologies	20	1,2,3

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<ul style="list-style-type: none"> • Distributive Policies • Regulatory Policies • Re distributive Policies • Substantive vs procedural policies • Public Policy Cycle (Stages of Public policy making) 		
Module 4 – Public Policy and Good Governance in India	22	3,4,5
<ul style="list-style-type: none"> • Governance and Good Governance. – concept- features • Digital Technology- e- governance and SMART Government. • Globalisation and Public Policy • Good governance Initiatives in India 		

Mode of Transaction	<p>Lecture-Discussion Session: Lectures on theories and discussions on Public Policy and Governance</p> <p>Focused Reading and Reflection: Students would be led into focused readings on texts in Public Policy and Governance</p> <p>Collaborative/Small Group Learning: Students will conduct case studies in groups and conduct discussions and make reports on issues related with Governance.</p> <p>Seminar: Students will undertake study on various themes within scope of this course, prepare articles on different Policy issues and Problems make seminar and case study analyse to develop the research aptitude</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test –extended answer type (20 Marks) 2. Assignment – every student to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p>

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MAHATMA GANDHI UNIVERSITY

Name of course - Integrated Masters Programme in Social Sciences

Reading List:

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	MAHATMA GANDHI UNIVERSITY
	Name of course - Integrated Masters Programme in Social Sciences

School Name	INSTITUTE FOR MULTIDISCIPLINARY PROGRAMMES IN SOCIAL SCIENCES
Programme	Integrated- Masters Programme in Social Sciences
Course Name	Social Medicine and Community Health
Type of Course	Choice Based Course
Course Code	IS G21 B 33
Course Summary & Justification	<p>The dominant notion of public health is individual-centric and heavily focused on distribution of health services. However, the eminent concern of social medicine is unquestionably been the development of epidemiological methods and their application to the investigation of disease. It has entered into a productive relationship with social sciences and statistics to be able to elucidate the role of social factors in disease aetiology. The course intends to develop analytical skills to understand the impact of socio- economic inequalities in determining the nature of public health in India. An in-depth understanding on the historical evolution, structure and function of Indian health service system ensures in this course.</p> <p>In the time of pandemic this course enables to develop a deeper understanding about the interlinkages between corporate interests, role of international organisations and the health and nutrition policies developed by the nation states. The critical approach to global health and a comparative perspective about the contemporary health policies are the focus of the course.</p>



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Name of course - Integrated Masters Programme in Social Sciences

Name of the Academic Staff and Qualification	Dr. ARATHI P.M Assistant Professor LLM, PhD					
Semester	4		Credit		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning	40	5	10	17	72
	Collaborative learning					
	Case based learning					
Pre-requisite	As per the requirement of the course					
<i>Others- Library, seminar and assignment preparations, test paper, journal, discussion, film screening, field visits etc.</i>						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		



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1	Identify the basic health and health services in India	Understand	1
2	Establish the co-relation between society, health and health services	Analyse	3
3	Correlate between illness and socio - economic inequalities	Understand	1
4	Explain basic concepts of epidemiology	Understand	1
5	Develop historical framework on health service structure in India	Create	5
6	Appraise the impact of social determinants on contemporary public health	Evaluate	4
7	Develop a critical mind and practical sense towards the trends in health and nutrition policies in India	Create	5
8	Develop conceptual and practical understanding on global health and develop a comparative analysis of different health systems	Create	5

COURSE CONTENT		Hrs	CO.No
UNIT 1 Approaches to Health and Health Services		10 Hrs	
	Biomedical and social perspectives in health	2	1,2,3



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	Interlinkages between- Society, Health and Health Services	2	1,2,3
	Epidemiological Perspective of Illness in India: Communicable and non-communicable diseases	2	1,2,3
	Pluralist system of medicine in India: Traditional healing system and alternate medicine and care	2	1,2,3
	Health as a constitutional right	2	1,2,3
UNIT 2 - India's Health Services Structure: History and Evolution		10 Hrs	
	History of Indian Public Health Services	2	4
	Description of India's Health Services Structure (public, private and non-governmental)	2	4
	Current Structure and Function of Health Services	1	4
	National Statistics; Critique of national data on public health	1	4
	Approaches, Policies and challenges- Challenges and shift in policies: Health Sector Reforms, National Rural Health Mission (NRHM), National Health Mission (NHM), Public-Private Partnerships (PPPs) Rashtriya Swasthya Bima Yojana (RSBY) and other insurance schemes	3	4, 8
	Conceptual understanding of Primary Health care and Universal Health Care	1	4, 8
UNIT 3- Social Determinants of Health and Health Services		10 Hrs	
	Social stratifications as social determinants of health	2	5,6
	Socio- Economic Inequalities in accessibility, availability and affordability of health services	2	5,6,7



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	Basic amenities and infrastructure as SDH	2	6,7
	Discrimination, Dignity and Rights as SDH	2	5,6
	Trends and patterns of Nutrition	2	5,6,7
UNIT 4 - Global Public Health		10 Hrs	
	Debates in Global Public Health	2	6,7,8
	Role of donor agencies and corporate interests in framing national policies	2	7,8
	Changing role of World Health organization	2	8
	Comparatives Health Care System: Brazil, Britain, Indonesia and China	4	6,7,8

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Authentic learning, case-based learning, collaborative learning, seminar, group activities, field research exposure.
Assessment Types	Mode of Assessment 4. Continuous Internal Assessment (CIA) 5. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar 6. Assignments B. End semester examination

REFERENCES



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Name of course - Integrated Masters Programme in Social Sciences

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Rajib Dasgupta et.al (2013) What the Good Doctor Said: A Critical Examination of Design Issues of the RSBY Through Provider Perspectives in Chhattisgarh, India Social Change June 43: 227-243,

Sunita Reddy and Immaculate Mary(2013) Aarogyasri Scheme in Andhra Pradesh, India: Some Critical Reflections Social Change June 43: 245-261

Imrana Qadeer (2013) Universal Health Care: The Trojan Horse of Neoliberal Policies, Social Change June 43: 149-164

	MAHATMA GANDHI UNIVERSITY
	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Guided Field work		
Type of Course	Common Core		
Course Code	IS G21 C 50		
Course Summary & Justification	This course is intended to familiarise the techniques field work in guided discovery mode. This will be helpful for learner to develop practical knowledge of applying various tools and techniques of collecting and analysing field based data to understand social phenomena.		
Semester	IV	Credit	2
Total Student Learning Time/Instructional hours for theory, practical and assessment	One week guided field based experience will consist of content weight and hours equivalent to 2 credits		
Pre-requisite	Theoretical knowledge in field based practices		

COURSE OUTCOMES (CO)




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Name of course - Integrated Masters Programme in Social Sciences

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Make use of various theoretical knowledge into practice through guided field work	Apply	2
2	Design procedure for field work	Create	5
3	Utilise various tools and techniques of data collection	Apply	2
4	Develop skills writing field work report	Create	5
5	Infer from data collected from primary and secondary sources	Apply	2
6	Select appropriate social phenomena, site and field work strategies	Apply	2

COURSE DESCRIPTION

The course work will be planned and conducted selecting an appropriate social phenomenon, field work site and designing instruments and strategies for collecting information. The entire procedure will be completed under the guidance of faculty members nominated for the purpose. The themes selected for the field work must be from interdisciplinary area so as to help all the students of three disciplinary area of the programme. The field work may be organised in groups assigning different tasks to different groups of students. Each student shall keep a field diary and required to submit along with the field work report.

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Mode of Transaction	Close mentorship and guidance under a supervisor allotted by the Director
Mode of Assessment	The assessment of filed work must be done at two levels internally. The first phase is during the process of field work, observing the skill and competencies in taking part of the process and the second phase is evaluating the Field work diary and final report submitted by the students. The score for the field work shall be 50

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Semester V



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Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Statistics for Economics		
Type of Course	Core		
Course Code	IS G21 M 51		
Course Summary & Justification	The study of economics requires a large variety of quantitative skills. Therefore, mathematical skills are an essential element in the toolkit for higher education in Economics and allied fields. This course aims to introduce the basics of mathematics concepts and enable them to study economic theory, including microeconomic theory, macroeconomic theory, statistics, and econometrics at the undergraduate level.		
Semester	5	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Preliminary knowledge about statistics at the school level		



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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Illustrate fundamental Mathematical concepts for economic analysis	Apply	2
2	Acquire the technical ability to illustrate and examine the set theory and matrix operations	Apply	2
3	Make use of application of index numbers in Economics	Apply	2
4	Utilise the various measures of central tendency and their applications	Apply	2
5	Illustrate the application of regression and correlation in Economics	Apply	2
6	Appraise the knowledge on inferential statistics	Evaluate	4

COURSE CONTENT	Hours	CO No.
Module 1 - Basic Concepts	15	1,6
<ul style="list-style-type: none"> Basic Mathematics for Economic Analysis – Basic concepts: variables, constants, parameters, equations, exponents and logarithms, sequences and progressions - Arithmetic and Geometric. Applications of progressions in economics: problems relating to simple interest, compound interest, depreciation of assets and Net Present Value. The real number system: properties of real numbers and types of numbers -limitation 		



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Module 2 – Set theory and Matrix	10	2,6
<ul style="list-style-type: none"> • Set theory - types of sets -set operations – Venn diagrams. • Relations and functions: ordered pairs and Cartesian product. Functions: Types - Important economic functions. Linear and Quadratic-Solution to the system of equations up to three unknowns- • Matrices-Types, Matrix manipulations and their rules, Order of Matrix, Transpose of Matrix-Determinants up to order 3x3- Properties and Value of determinant, Minor and Cofactor, Inverse and Cramer's Rule. 		
Module 3 – Index Numbers	10	3,6
<ul style="list-style-type: none"> • Index Numbers – Different types – Importance and limitations, Problems in construction – Weighted and Unweighted price index numbers – Different methods of constructing price indices– Simple aggregative, simple average of price relatives, Weighted aggregative: Laspeyres, Paasche's, Fisher's and Marshall Edgeworth's indices, the weighted average of price relatives methods. Cost of living index numbers: significance, uses and methods of construction – aggregate expenditure method and family budget methods-WPI- Tests of index numbers. 		
Module 4 – Statistical Methods for Economic Analysis	20	4,6
<ul style="list-style-type: none"> • Central tendency: Various Measures - Properties, merits and demerits of Arithmetic mean, median, mode, geometric mean and harmonic mean – applications in economics. • Dispersion: Various Measures, absolute and relative measures – Range, quartile deviation, mean deviation, standard deviation –population Moments, Skewness and Kurtosis -Lorenz curve, Gini coefficient and measures of income inequality. • Correlation and Regression Analysis: Correlation- significance and types– measurement: scatter diagram, Karl Pearson's correlation coefficient (for ungrouped data only) and Rank correlation • Regression- properties of regression- meaning and significance-regression equations/regression lines- the line of best fit – prediction based on regression equations- Relation between correlation and regression 		
Module 5 – Theory of Probability	17	1,5,6




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- Theory of Probability - Scope of probability in Economics- the case of uncertainty - Concepts -Rules of probability (addition and multiplication theorem - statement only) - Different approaches - Important terms related to probability (Random experiments, sample space, events,) - Continuous and discrete random variables, Probability distribution function and probability density function, cumulative probability - Simple economic problems based on probability theorems - Probability distributions - Conditional probability and Bayes theorem- binomial and normal - estimation of probabilities using binomial theorem standard normal table - their properties and uses and applications in Economics.

<p>Mode of Transaction</p>	<p>Lecture-Discussion Session: The teacher provides a platform for reviewing experiences and knowledge, developing insights into the practical knowledge on statistics.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various mathematics concepts and enable them to study economic theory, including microeconomic theory, macroeconomic theory, statistics, and econometrics at the undergraduate level</p> <p>Collaborative/Small Group Learning: Students will work together in small groups to solve the statistical problems.</p> <p>Seminar: Students will undertake thematic/topical study from various topics in quantitative skills, prepare write-up and make seminar presentation followed by an open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Practice problems: Practice problems from the topic covered during the course</p>
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	Name of course - Integrated Masters Programme in Social Sciences

Mode of Assessment	Internal Assessment (40 Marks) <ol style="list-style-type: none"> 1. Internal Tests – One MCQ based and one extended answer type (10 Marks) 2. Assignment – every student to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) 4. Practice problems (10 Marks) Semester End examination (60 Marks)
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Chiang A.C. (2005). Fundamental methods of mathematical Economics. McGraw Hill.

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	Name of course - Integrated Masters Programme in Social Sciences		

Lind, Douglas A., William G. Marchal, and Samuel A. Wathen. (2017). Statistical techniques in business & economics. McGraw-Hill Education.

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	National Movement in India		
Type of Course	Core		
Course Code	IS G21 M 52		
Course Summary & Justification	Students in this course will learn to distinguish the making of Indian Nationalism from its Western ‘original’ with its philosophical and ideological origins.		
Semester	5	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		

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	Name of course - Integrated Masters Programme in Social Sciences

Pre-requisite	There are no formal entry qualifications, but you should have a lively interest learning national movement in India, and some experience of modern history.
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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe different historiographies of Indian Nationalism with their underlying political thoughts and visions	Understand	1
2	Debate on various forms of burgeoning anti-colonial resistances from the margins	Apply	2
3	Assess how the social reform movements were forerunners of Indian Nationalism	Understand	1
4	Distinguish various phases of Indian Nationalism, with their strategies, issues and political vision.	Analyse	3
5	Realise the harmful effects of communalism and racism	Understand	1



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Name of course - Integrated Masters Programme in Social Sciences

COURSE CONTENT	Hours	CO No.
Module 1- Theories on Nationalism	10	1,2
<ul style="list-style-type: none"> • Nationalism and modernity • Nationalism as a Western Import • Claims of Nationalist ideology • The Nation as constructed and an ‘imagined’ community • Nationalist writings • Historiography of Indian Nationalism. 		
Module 2	20	3,4,5
<ul style="list-style-type: none"> • Land revenue settlements in British India • Commercialization of agriculture • Dislocation of Traditional Trade and Commerce • Invention of ‘martial’ races and their utilization for the military • Telegraph, railways and bureaucracy • Early Resistance Movements 		
Module 3	20	2,3,4
<ul style="list-style-type: none"> • Western education and growth of the press • Emergence of middle class • Socio-religious movements • Early political associations • Moderate Phase of Indian Nationalism • Dadabai Naroji and economic critique of colonialism • Emergence of middle class • Socio-religious reform movements • Indian National Congress 		




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Module 4	22	1,3,4,5
<ul style="list-style-type: none"> • The extremist phase of Indian Nationalism • Swadeshi movement and the coming of Gandhi • Gandhi and the emergence of the national movement as a mass movement • The Great Depression and Civil Disobedience Movement • Emergence of the 'Right' and 'Left' wings in nationalist politics • World War II, I.N.A and Quit India Movement • Impact of mainland Indian National Movement in North-East India • Towards Independence of India • Nationalism responses from south India-Dravidian and anti-caste movements • Sub nationalism in post-independent India 		

Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences and Knowledge, develop insights into various aspects of history of Modern India.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes in the history of Nationalist Movement in India.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on various aspects of Nationalist movement across India and demonstrate their findings.</p> <p>Seminar: Students will undertake thematic/topical study on various themes within Nationalist movements across India, prepare write-up</p>
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	and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.
Mode of Assessment	Internal Assessment (40 Marks) <ol style="list-style-type: none"> 1. Internal Test –extended answer type (20 Marks) 2. Assignment – every students to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) Semester End examination (60 Marks)

Essential Readings

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Arnold, David. ‘Touching the Body: Perspectives on the Indian Plague, 1896-1900,’ in Ranajit Guha, ed, *Subaltern Studies*, Volume V, Delhi: Oxford University Press, 1987: 55-90.

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Name of course - Integrated Masters Programme in Social Sciences

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Goswami, Manu. 'From Swadeshi to Swaraj: Nation, Economy, Territory in Colonial South

Hafeez Malik, 'Sir Sayyid Ahmed Khan's Contribution to the Development of Muslim Nationalism in India,' *Modern Asian Studies*, 4(2): 1970: 129-47.

Heimsath, Charles H. 'The Origin and Enactment of the Indian Age of Consent Bill, 1891,' *Journal of Asian Studies*, 21(4), 1962: 491-504.



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Joshi, Sanjay (ed), *The Middle Class in Colonial India*, New Delhi: Oxford University Press, 2010.

Kosambi, Meera. "Indian Response to Christianity, Church and Colonialism: Case of Pandita Ramabai," *Economic and Political Weekly*, 27(43-44), 1992: WS63+WS65-WS71

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Name of course - Integrated Masters Programme in Social Sciences

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Name of course - Integrated Masters Programme in Social Sciences

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Sudipta Kaviraj. 'The Imaginary Institution of India,' in Partha Chatterjee, Gyanendra Pandey(eds), *Subaltern StudiesVII*, New Delhi: Oxford University Press, 1992: 1-39.

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Tripathi, Amitava. *Indian national Congress and the struggle for freedom, 1885-1947*, New Delhi: Oxford University Press, 2014.

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Suggested Readings

Bipin Chandra, *History of Modern India*, Orient Blackswan, 2012.

-----, *Rise and growth of Economic Nationalism in India*, Anamika, 2016.

-----, *India's Struggle for Independence*, OUP, 1989.

-----, *Nationalism and Colonialism in Modern India*, Orient Blackswan, 1981

-----, *Communalism in Modern India*, Har Anand, 2008.

-----, *Indian National Movement: The Long Term Dynamics*, Har Anand, 2008.

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Name of course - Integrated Masters Programme in Social Sciences

Paul Brass, *The Politics of Indian Since Independence*, Cambridge, 1994.

Ranjith Guha(Ed.), *A Subaltan Studies Reader*, OUP, 1997.

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School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Political Theory		
Type of Course	Core		
Course Code	IS G21 M 53		
Course Summary & Justification	The main aim of the course is to introduce key aspects in political theory and equip the students to develop necessary skills required to engage in debates and application of the concepts.		
Semester	V	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A basic understanding of political theory		



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Name of course - Integrated Masters Programme in Social Sciences

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Develop an idea of nature and scope of political theory and equip students to comprehend different concepts like Liberty, Equality, Justice and Rights.	Understand	1
2	Make familiarize the students with various theories, major proponents and the contexts they emerged.	Understand	1
3	Assess different theories and ideas and to reflect upon some of the important debates in Political Theory.	Analyze	3
4	Make acquaintance with the use of theories in understanding various political phenomena.	Apply	2
5	Assess the effectiveness of each theory in explaining political phenomena.	Apply	2

COURSE CONTENT	Hours	CO No.
Module 1- Introduction Introduction to Political theory	20	1,2,3
Meaning, Nature and Importance of Theory and Political Theory Traditional Approaches to Political Theory- Normative, Historical, Philosophical, Institutional & Legal Modern Approaches - Behavioral, Post-Behavioral, David Easton's Political System and Marxian Approach Political Theory- Decline, Resurgence and Relevance		



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Module 2 Module-II: Core Concepts	20	1,2,3,4
<p>Justice - Concept of Justice, 'Distributive Justice' and 'Global Justice'</p> <p>Equality - Concept of Equality, 'Equality of Opportunity' and 'Equality of Resources'</p> <p>Freedom - Positive and Negative Freedom; Freedom as Emancipation and Development</p> <p>Rights –'Rights as Trumps' (Ronald Dworkin) and 'Natural Rights (H.L.A.Hart)</p>		
Module 3 – New Directions	15	2,3,4,5
<p>Neo- Liberalism</p> <p>Libertarianism</p> <p>Green Political Theory</p> <p>Feminism and Political theory</p>		
Module 4 –Contemporary Debates	17	1,2,3,4, 5
<p>Communitarianism and Multiculturalism: Indian perspective, Colonial Discourse and Postcolonialism, Postcolonial Response and its Limitations</p> <p>Identity Politics, Cosmopolitanism and Market Socialism</p> <p>Proponents of Secularism: M K Gandhi, Jawaharlal Nehru</p> <p>Critique of Secularism: Rajiv Bharghava, Ashish Nandy, T.N. Madan and Partha Chatterjee</p>		



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Mode of Transaction	<p>Lecture-Discussion Session: Lectures on theories and discussions on Western Thought</p> <p>Focused Reading and Reflection: Students would be led into focused readings on Classical texts in Politics</p> <p>Seminar: Students will undertake study on various themes within scope of this course, prepare articles on Prominent Political theories</p> <p>Debates: Debates on Political theories with a view of Constructive criticism.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none">1. Internal Test –extended answer type (20 Marks)2. Assignment – every student to submit an assignment (10 Marks)3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p>

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Reading List:

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Arendt. H., On Revolution, Viking, New York, 1963

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Bryson. V, Feminist political Theory, Macmillan, London, 1992.



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Name of course - Integrated Masters Programme in Social Sciences

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	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Public Economics		
Type of Course	Core		
Course Code	SS IG V M 20 54		
Course Summary & Justification	Public economics analyzes the impact of public policy on the allocation of resources and the distribution of income in the economy. In modern times, the activities of the State have considerably increased, and the theoretical understanding of different State activities through the budgetary and extra-budgetary mechanisms are essential for running an economic system. Therefore, the objective of the course is interwoven with the working of public economics, including the finance and policy analysis to gain knowledge on the working of the Indian public economics.		
Semester	5	Credit	4
Total Student Learning	72 Instructional hours and 18 hours for assessment and tutorials		

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Time/Instructional hours for theory, practical and assessment	
Pre-requisite	Preliminary Knowledge about social sciences learned at the school level

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Outline the characteristics of Fiscal Function in India	Understand	1
2	Make use of Budget Study of RBI & Recent Central and State Budget	Apply	2
3	Utilize the Public Expenditure Review Reports and Rationalizations to Students	Apply	2
4	Appraise the trends and Patterns of Devolution of Fund from Centre to State to Local Bodies	Evaluate	4
5	Familiarise the concept of public goods and private goods	Understand	1


COURSE CONTENT	Hours	CO No.
Module 1 - Introduction to Public Economics	25	1,5



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Name of course - Integrated Masters Programme in Social Sciences

<ul style="list-style-type: none"> • Meaning and subject matter of Public Economics – Public and Private Economics and Finance – Fiscal Policy – Fiscal Functions – Allocation, Distribution and Stabilization – Principles of Maximum Social Advantage: Dalton, Musgrave • Public Goods: Pure and Impure Public Goods, Free rider problem. Private Goods, Mixed Goods and Merit Goods -Market failure and role of government. 		
<p>Module 2 – Public Revenue</p>	20	2,3
<ul style="list-style-type: none"> • Sources of public revenue – Tax and non-tax revenue-Classification of Taxes – Canons of Taxation, Principles of Taxation-Ability, Benefit and cost of service- Impact, Incidence and shifting of Tax Burden – Effects of Taxation – Measurement of Deadweight loss -Taxable Capacity- Laffer curve- Major Taxes in India and its impact- Value Added Tax in India – Goods and Service Tax – Budget and its role – Zero Base Budgeting – Gender Budgeting - Classification of budget Concepts: Revenue Account, Capital Account, Fiscal Deficit, Revenue Deficit, Primary Deficit,- Budgetary Procedure in India 		
<p>Module 3 – Public Expenditure</p>	10	2,3,4
<ul style="list-style-type: none"> • Canon's of Public Expenditure – Plan and Non-plan Expenditure – Developmental and Non-developmental expenditure – Wagner's Hypothesis, Peacock – Wiseman Hypothesis, critical limit hypothesis – Effects of Public Expenditure – Public expenditure in India: Its pattern and growth – Public Debt – Types – debt redemption –the burden of public debt – public debt in India 		

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Module 4 - Federal Finance	17	4,5
<ul style="list-style-type: none"> • Meaning - Principles of Federal Finance- vertical and horizontal equity in fiscal federalism - fiscal federalism in India - Panchayati Raj institutions - Decentralized Financing - Finance commission - Current Finance Commission - Theory of Grants and Aid - resource transfer from Union to States and Local Bodies - Criteria for transfer of resources - State Finance Commission 		

Mode of Transaction	<p>Lecture-Discussion Session: The teacher provides a platform for reviewing experiences and developing insights into the disciplinary knowledge on public economics and its various aspects.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various concepts and theories in public economics with questions inviting reflections either individually or in small groups.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on various issues in public economics and demonstrate their understanding.</p> <p>Seminar: Students will undertake thematic/topical study from various topics in public finance, prepare write-up and make seminar presentation followed by an open-house discussion with a view to enhance their knowledge base and repertory of skills in</p>
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	<p>the area of presentation.</p> <p>Budget discussion: on the basis of both centre and state government budgets, a symposium will be conducted</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test - One MCQ based and one extended answer type (10 Marks) 2. Assignment - every student to submit an assignment (10 Marks) 3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) 4. Classroom participation (10 Marks) <p>Semester End examination (60 Marks)</p>

References

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John Cullis, Philip Jones. (2009). Public finance and public choice. (Third edition). New Delhi: Oxford University Press.

Stiglitz, Joseph E. (2000). Economics of the public sector.). (Third edition). New York: Norton.

Harbar, Bernard. P. (Fifth edition). Modern public finance. Richard Irvin Inc.

Bagchi, Amaresh (ed.). Readings in public finance. New Delhi: Oxford University Press

Ulbrich, Holley H. Public Finance in Theory and Practice. Thomson South-Western.



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Name of course - Integrated Masters Programme in Social Sciences

Singh. S.K. (Ninth edition) Public Finance in Theory and Practice. New Delhi: S Chand Publications.

Dalton. H. (eleventh edition). Principles of Public finance. Routledge Library Editions.

Taylor, Philip E. Economics of public finance. MacMillan.

Gupta, Janak. (2nd Revised & Enlarged edition). Public economics in India: Theory and practice. Atlantic.

Name of the School	Institute for Multidisciplinary Programmes in Social Sciences (IMPSS)		
Programme	Integrated Masters Programmes in Social Sciences		
Course Name	Making of Modern Kerala		
Type of Course	Core		
Course Code	IS G21 M 55		
Course Summary & Justification	This course has the prime objective of exploring some of the epistemological and methodological directions that represent contemporary Kerala Studies from different vantage points.		
Semester	5	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basic understanding of history and politics of Kerala		

COURSE OUTCOMES (CO)

CO	Expected Course Outcome	Learning	PSO
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Name of course - Integrated Masters Programme in Social Sciences

No.	Upon completion of this course, students will be able to;	Domains	No.
1	List different theories and intellectual traditions linked with understanding modern Kerala	Understand	1
2	explain various approaches in understanding the socio-political economic developments in Kerala	Understand	1
3	make familiarize with different methods skills, styles developed with the study of modern Kerala.	Apply	2
4	analyse various types of works and institutional interventions contributed in assessing the social, political situations in modern Kerala.	Analyse	3
5	assess the strength and weakness of different approaches in understanding the socio-political economic developments in Kerala.	Evaluate	4
6	judge critically various approaches in studying social, economic and political developments in Kerala in a matured academic manner.	Evaluate	4
7	solve some theoretical and methodological issues related to the study of modern Kerala.	Evaluate	4

COURSE CONTENT	Hours	CO No.
Module 1 – Social and Political Setting	10	1,2
<ul style="list-style-type: none"> • Politics-Party System, Coalition Politics • Religious Communities- formation, reform • Caste and gender • Political Economy of Kerala 		
Module 2 – Intellectual Traditions	25	3,4,5
<ul style="list-style-type: none"> • Narayana Guru • Poikayil Appachan • Vakkom Maulawi • Sohodaran Ayyappan • Kesari Balakrishna Pillai • EMS Nampoodirippad • K. Damodaran • M. Govindan 		




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<ul style="list-style-type: none"> • Poulouse Mar Gregorious • Dakshayani Velayudhan • Lalitambika Antharjanam • K Saradmoni 		
Module 3 – New Directions in understanding the process of making modern Kerala	21	3,4,5
<ul style="list-style-type: none"> • Kerala Model of Development • Critiques from New Social Movements-Dalit, Adivasi, Environmental Fish workers. • Feminist criticism • Academic interventions-Major sociological and anthropological studies • New directions in cultural and film studies • Developments in the studies of Kerala’s maritime past 		
Module 4- Reading Seminal texts	16	5,6,7
<ul style="list-style-type: none"> • <i>Jati Vyavastayum Kerala Charitram</i>- P.K. Balakrishnan • <i>Social Revolution in a Kerala Village</i>- A Aiyappan • <i>Keralam Malayalikalude Mathrubhumi</i>-EMS Nampoodirippad • <i>The Decline of Nair Dominance</i>-Robin Jeffrey • <i>Dalithan</i> – K K Kochu • <i>Kulasthreyum Chanthappennum Undayathengane?</i>- J. Devika • <i>Writing the First Person</i>-Udaya Kumar 		

Mode of Transaction	<p>Through Lectures, in-class discussions: Teacher offers lectures and enrolled students are required to attend classes and study extensively on their own and prepare non-assessed work regularly. In-class discussions are to be conducted towards the end of each session.</p> <p>Seminars: Additional seminars are to be offered in order to explain certain topics covered in the course content further.</p> <p>Assignments: Students would be given regular assignments to prepare detailed notes on certain topics covered in the course</p>
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	Name of course - Integrated Masters Programme in Social Sciences

	<p>content.</p> <p>Students' Presentations: Students have to choose a topic of their choice from a broader list provided by the course instructor, prepare a research paper on that theme and present it in the class. The presentation will be followed by an open discussion. The entire exercise is designed to augment research, writing and presentation skills of the students.</p>
Mode of Assessment	<p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – One MCQ based and on extended answer type (10 Marks each) 2. Book review – every student has to prepare a review of a major work related to the course and submit it (10 Marks) 3. Seminar Presentation – a theme is to be identified, discuss it with the course instructor and present in the in-class seminar (10 Marks) 4. Practice-based output-production of video related to any topic covered in the syllabus (10 Marks) <p>Semester End examination (60 Marks)</p>

Reading List

- Ansari, M.T. (2020) *Malabaril Desiyathayude Idapadukal*. DC Books.
- Aiyappan, A. (1965). *Social Revolution in a Kerala Village: A Study in Culture Change*. Asia Publishing House.
- Arunima, G. (2003). *There Comes Papa': Colonialism and the Transformation of Matriliney in Kerala, Malabar c.1850-1940*, Orient Longman.
- Balakrishnapilla, Kesari A. (1985). *Charithrathinte Adiverukal*. Kerala Sahithya Accademi.
- Devika J. (2011) *Kulasthreyeyum Chanthappennum Undayathengane?* Centre for Development Studies.
- Dileep, R. (2020), "Adhunikatha Palavicharangal", *Sahityalokam*, May-June.
- Eapen, Mridul and Kodoth Praveena (2001), *Demystifying the "high status" of women in Kerala : an attempt to understand the contradiction in social development*, Centre for Development Studies.
- Govindan, M (1986). *M. Gōvindante Upanyasangal*, Sahityapravarttaka Sahakaranasangham.
- Parayil, Govindan (2000), *Kerala: the development experience: reflections on sustainability and replicability*, Zed Books.



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Name of course - Integrated Masters Programme in Social Sciences


- Gregorios, Paulos Mar (1989), *Enlightenment, East & West: Pointers in the Quest for India's Secular Identity*, Indian Institute of Advance Study in association with B.R. Pub. Corp.
- Gouri, K.R. (2020) *Athmakadha*, Mathrubhumi Books.
- Jeffrey, Robin (2020) *The Decline of Nair Dominance: Society and Politics in Travancore 1847-1908*. Manohar.
- Keezhaniyil, George Varghese (2003). "Globalisation Traumas and New Social Imaginary: Visvakarma Community of Kerala," *Economic and Political Weekly* xxxviii(45).
- Kesavan.C (2015). *Jeevitha Samaram*, DC Books.
- Kochu, K.K. (2019) *Dalithan*. DC Books
- Maulawi, Vakkom (1979). *Vakkom Maulawiyude Thrinjedutha Krithikal*, Vakkom Maulawi Publications.
- Miller, R.E. (1991). *Mappila Muslims of Kerala: A Study in Islamic Trends*, Orient Longman.
- Rammohan, K.T. (2000) "Assessing Reassessment of Kerala Model", *Economic and Political Weekly*, Vol. 35, No. 15 (Apr. 8-14), pp. 1234-1236.
- Raj, Rekha, (2017), *Dalit Stree Idapedalukal*, DC Books.
- Saradmoni, K. (ed). (1985). *Women's Work and Society*, Indian Statistical Institute.
- Saradmoni, K (1999): *Stree, Streevadam, Streevimochanam*, D C Books, Kottayam.
- Sreekumar, T. T. (2003), *Katha Ithu vare: Kerala Vikasana Samvadangal*, D C Books.
- Sreekumar, T. T. (2011), *Navasamoothikatha: Sasthram, Charithram, Rashtreeyam*. Pratheeksha Books.
- Tharakan, Michael (2006), *Kerala Model Revisited: New Problems, Fresh Challenges*, Working Paper No. 15, Centre for Socio-economic & Environmental Studies (CES)
- Tharamangalam, Joseph (ed.) (2006). *Kerala: Paradoxes of Public Action and Development*. Orient Longman, Delhi
- Udaya Kumar (2016). *Writing the First Person: Literature, History and Autobiography in Modern Kerala*. Permanent Black.
- Velayudhan, Meera (1999): 'Growth of Political Consciousness among Women in Modern Kerala' in P J Cheriyan (ed), *Perspectives on Kerala History*, Kerala State Gazetteer, Vol 2, Part I, Government of Kerala, pp 486- 511.
- Venkiteswaran, C.S. (2011), *Malayala Cinema Padanangal*, DC Books,



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Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Kerala Politics		
Type of Course	Core		
Course Code	IS G21 M 56		
Course Summary & Justification	This course has the prime objective of exploring some of the epistemological and methodological directions that represent contemporary Kerala Studies from different vantage points.		
Semester	5	Credit	4
Total Student Learning Time/Instructional hours for	72 Instructional hours and 18 hours for assessment and tutorials		

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theory, practical and assessment	
Pre-requisite	Basic understanding of history and politics of Kerala

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List different theories and intellectual traditions linked with understanding modern Kerala	Understand	1
2	explain various approaches in understanding the socio-political economic developments in Kerala	Understand	1
3	make familiarize with different methods skills, styles developed with the study of modern Kerala.	Apply	2
4	analyse various types of works and institutional interventions contributed in assessing the social, political situations in modern Kerala.	Analyse	3
5	assess the strength and weakness of different approaches in understanding the socio-political economic developments in Kerala.	Evaluate	4
6	judge critically various approaches in studying social, economic and political developments in Kerala in a matured academic manner.	Evaluate	4
7	solve some theoretical and methodological issues related to the study of modern Kerala.	Evaluate	4


COURSE CONTENT	Hours	CO No.
Module 1 – State Formation and Political Development	10	1,2



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Name of course - Integrated Masters Programme in Social Sciences

<ul style="list-style-type: none"> • National Movement and political development in Kerala (Travancore, Cochin, Malabar). • Peasants and Working Class movement in Kerala • Anti-caste movements role in developing a political consciousness • Formation of Political Parties-Congress, Communist and socialist parties • Trade Unionism • Marxist-Leninist movements in Kerala 		
Module 2 – Legislative Process and Judicial Interventions	15	2,3,4
<ul style="list-style-type: none"> • Role of Legislature • Land reforms • Educational Bills-Responses-Liberation Struggle • Adivasi Land Bills • Major judicial Interventions 		
Module 3 – Electoral Politics and Coalition Dynamics	20	3,4,5
<ul style="list-style-type: none"> • Electoral Behaviour • Transformation of Party System • Dynamics of Coalition Politics • Coalition dispensation and Regional Parties • Politics of religious Minorities 		
Module 4- Decentralization and Participatory Planning	16	1,2,3,4,5
<ul style="list-style-type: none"> • Local governance • Panchayat Raj System • People’s Planning 		
Module 5 New Social Movement and Kerala Politics	10	1,2,3,5,6,7
<ul style="list-style-type: none"> • Emergence of Identity politics • Dalit and Adivasi movements • Land Struggles-Chengara and Muthanga • Women’s Movement and important interventions 		

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	Name of course - Integrated Masters Programme in Social Sciences

<ul style="list-style-type: none"> • <i>Environmental Movements-Silent Valley, Plachimada agitation</i> • <i>Single issue-oriented human rights movements</i> 	
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References

Bijuraj, R.K. (2021) *Keralathinte Rashtreeya Charithram*, Kottayam: D C Books.

Ajitha, K. (2003), *Ormakurippukal*, Kottayam, Kottayam: D C Books

Chakraborty Achin (2005) “Kerala's Changing Development Narratives”, *Economic and Political Weekly*, 40(6) February, pp. 541-547.

Heller P. (1999) *The Labour of Development: Workers and the Transformation of Capitalism in Kerala, India*, Ithaca, Cornell University Press.

Isaac, T.M. Thomas and Richard W. Franke (2000) *Local Democracy and Development: People’s Campaign for Decentralised Planning in Kerala*, Delhi: Left Word Books.

Jeffrey, Robin, (2001) *Politics, Women and Well Being: How Kerala became a ‘Model’*, Oxford University Press, New Delhi.

Kannan, K.P., (1998) ‘Political Economy of Labour and Development in Kerala’, *Economic and Political Weekly*, 33(52): L61-70.

Namboothiripad, E.M.S., 1968, *Kerala: Yesterday, Today and Tomorrow*, Calcutta, National Book Agency.

Bhaskaran (2004) *Mother Forest: The Unfinished Story of C.K. Janu*, (Trans. By N. Ravi Shankar), New Delhi, Kali for Women and Women Unlimited.

Bhattatiripad V.T. (1983) *Veettiyude Jeevita Smaranakal (VT: Life-memories)*, Kottayam, SPCS.

Bijoy, C.R. and Raman, K.R. (2003) *Muthanga: The Real Story: Adivasi Movement to Recover Land*, *Economic and Political Weekly*, 38(20): 1975-82.



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Name of course - Integrated Masters Programme in Social Sciences

Devika, J. (2007) "Fears of Contagion? Depoliticisation and Recent Conflicts over Politics in Kerala", *Economic and Political Weekly*, 42(25) 23 June, pp. 2464-2470. • Devika, J. (2007) *En-Gendering Individuals: the Language of Re-forming in Early Twentieth Century Kerala*, Hyderabad, Orient Longman.

Heller P. (2005) 'Reinvesting Public Power in the Age of Globalization: Decentralization and the Transformation of Movement Politics in Kerala' in R. Ray and M.F. Katzenstein (eds.) *Social Movements in India: Poverty, Power, and Politics*, Oxford University Press, New Delhi. 44

Kodoth Praveena. and U. S. Mishra (2011) "Gender Equality in Local Governance in Kerala", *Economic and Political Weekly*, 46(38), 17 September, pp. 36-43.

Menon, Dilip (1994) *Caste Nationalism and Communism in South India* University Press, Cambridge. Raman Ravi, (2004) *Muthanga: A Spark of Hope*, *Social Analysis*, 48: 126-35.

Nampoothirippad, E M S (2005), *Indian Communist Prasthanam 1920-1998*, Thiruvananthapuram: Chinta Publishers

Philip, Cherian (1995), *Kalnootand*, Kottayam: DC Books.


Raman Ravi, K., (2008), 'Environmental Ethics, Livelihood and Human Rights: Subaltern-Driven Cosmopolitanism?', *Nature and Culture*, 3(1): 82-97.

Seethi, K.M. (2001), Kerala - Grasim: Polluter Does Not Pay, Vol. 36, Issue No. 29, 21 Jul.

Seethi, K.M., (2016), A Verdict for 'Social Re-engineering': Left Front Victory in Kerala, Vol. 51, Issue No. 22, 28 May.


Sreekumar T.T. and G. Parayil (2006) "Interrogating Development: New Social Movements, Democracy and Indigenous People's Struggles in Kerala", in Kerala: Paradoxes of Public Action and Development, (ed.) Tharamangalam, J: 56-80: Orient Longman, New Delhi.

Suresh, T. G. (2009) "Understanding Grassroots Power and Excluded Communities in Kerala", in B S Baviskar and George Mathew (eds.), *Inclusion and Exclusion in Local Governance: Field Studies from Rural India*, , Sage, New Delhi, pp. 199-228.

	MAHATMA GANDHI UNIVERSITY		
	Name of course - Integrated Masters Programme in Social Sciences		

Zachariah K.C., Mathew, E.T. and Irudaya Rajan S. (2003) Dynamics of Migration in Kerala. Dimensions, Differentials and Consequences, Orient Longman, Hyderabad.

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Fundamentals of Gandhian Thought		
Type of Course	Common Compulsory		
Course Code	IS G21 C 62		
Course Summary & Justification	This course seeks to develop a broader understanding of the life and achievements of Mahatma Gandhi. The main objective of this core course is to create a critical awareness about Mahatma Gandhi to those who prefer Mahatma Gandhi for their higher studies. The course will be helpful for the learner to have insights towards various current issues in the society and to make use of Gandhian alternative suggestions to solve those imminent problems.		
Semester	5	Credit	4

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Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials
Pre-requisite	A basic understanding of Mahatma Gandhi

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List the important historical events in the life of Mahatma Gandhi	Remember	1
2	Explain the concepts of Truth and Non-violence in a scientific way	Understand	1
3	Make use of different social thoughts of Gandhiji in the current scenario	Apply	2
4	Categories Gandhian cardinal principles with his life and achievements	Analyse	4



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5	Assess the contributions of Gandhi to the social, political, educational, economic and moral planes of society	Evaluate	5
6	Judge the Foundations of Gandhian Thought in various contexts	Evaluate	4
7	Synthesise the knowledge and experiences derived from the inclusive approach of Mahatma Gandhi	Create	5

COURSE CONTENT	Hours	CO No.
Module 1 – Life and Experiments of Mahatma Gandhi	16	1,2,3
<ul style="list-style-type: none"> • Early Life & Influences • Experiments in South Africa • Gandhi & Freedom struggle • Dimensions of Gandhi’s Philosophy 		
Module 2 – Basic Concepts	21	1,2,3,4
<ul style="list-style-type: none"> • Indian Philosophical Background • Truth • Non-Violence • Satyagraha 		




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Module 3 – Moral & Religious Thought of Mahatma Gandhi	18	4,5,6
<ul style="list-style-type: none"> • Human Goals • Views on Religion • Gandhian Ethics • Man & Nature 		
Module 4 – Sarvodaya World Order	17	4,5,6,7
<ul style="list-style-type: none"> • Social Thought of Mahatma Gandhi • Economic Ideas of Mahatma Gandhi • Political Ideas of Mahatma Gandhi • Gandhi’s Views on Education & Peace 		

Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences, develop insights into the disciplinary knowledge of various perspectives of Gandhi</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life academic experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Students will undertake thematic/topical study from various topics on Gandhian alternative thoughts, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p>
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	<p>Case Study: An in-depth and comprehensive study of a single or few cases on alternative Gandhian Thought and Practices would be taken up and submit a study report.</p> <p>Field visits: an institution with demonstrated experience of practicing Gandhian thought could be identified and visit to make a detailed report</p>
Mode of Assessment	<ol style="list-style-type: none"> 1. Internal Test – two tests, one MCQ based and on extended answer type (10 Marks each) 2. Book review – every students to review a book related to Gandhian philosophy and submit a report (10 Marks)/ An assignment on a relevant topic 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p>

References


1. The collected works of Mahatma Gandhi (All volumes)
2. Relevant edited/compiled works of Gandhi.
3. Bhikhu Parekh – Gandhi, A very short Introduction.
4. Manmohan Chandhuri – Exploring Gandhi
5. C.F Andrews – Mahatma Gandhi's ideas.
6. N.K. Bose – studies in Gandhism
7. J.B. Kripalani – Gandhi His Life and Thought.
8. RR. Diwakar – The Saga of Safy agraha
9. Margarat Challevjee – Gandhians Religions Thought.
10. M.P. Mathai – Mahatma Gandhi's world view.
11. Surendra Varma – Physical Foundations of Mahatma Gandhis Thought.
12. Datta D.M – The philosophy of Mahatma Gandhi.



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Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Kerala Studies		
Type of Course	Common Compulsory		
Course Code	IS G 21 C 63		
Course Summary & Justification	This course makes the students familiar with different approaches, schools and movements emerged in understanding the socio-economic development in Kerala. The focus has been given to individual perspectives and institutional approaches. Some seminal views and texts have been discussed here to understand the debates in the study of Kerala in detailed manner.		
Semester	5	Credit	4
Total Student Learning Time/Instructional hours for	72 Instructional hours and 18 hours for assessment and tutorials		

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	Name of course - Integrated Masters Programme in Social Sciences

theory, practical and assessment	
Pre-requisite	There are no formal entry qualifications, but you should have an imaginative interest in the past

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Make familiarize with different perspectives and approaches in understanding the socio-economic development in Keralam.	Understand	1
2	facilitate to enquire questions like, how did Keralam negotiate its encounter with modernity	Evaluate	4
3	assess the strength and weakness of different approaches in understanding the socio-political economic developments in Kerala.	Evaluate	4
4	analyse various types of works and institutional interventions produced in the field of Kerala studies.	Analyze	3
5	Study critically the methods skills, styles developed so far in Kerala studies.	Evaluate	4
6	solve some theoretical and methodological issues related to the study of Kerala.	Evaluate	4

COURSE CONTENT	Hours	CO No.
Module 1: Kerala Modernity Studies :Shift in Methodology	25	1,2



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<p>In this module the student will be facilitated to enquire questions like, how did Kerala negotiate its encounter with modernity? How does one understand the philosophical works, literary expressions and life practices in and through which such negotiation occurred? How does caste, gender, religion, sexuality and other vectors of power mediate these practices? What does one gain from using the term colonial modernity? Can we continue to take modernity as a viable project?</p> <ul style="list-style-type: none"> • Beyond ‘Renaissance’: Problems in the exceptionalist claims (Critiques by J.Devika and Udaya Kumar) • New ideas of work, time, leisure, thrift, family life, adoption of new practices in food, clothing, housing etc. Ideas of freedom, cleanliness and equality. (Approaches of Sanal Mohan and Dilip M Menon) • Circle of representation between the triad, community, modernity and tradition (frameworks of Nizar Ahmed M. Muralidharan and Dinesan Vadakkiniyil) • Issue of non-modern others-Dalits and Muslims (Arguments by M.T.Ansari, M.Kunjaman, K.K.Kochu and K.M.Saleemkumar, K. T. Hussain) 		
Module 2: Major Debates	15	2,3
<p>In this module students will be introduced to selected debates in historiographical discourses.</p> <ul style="list-style-type: none"> • Debate around Matriliney (Janaki Nair, G.Arunima, Praveena Kodoth, Meera Velayudhan) • Debate around clothing (J.Devika, Sanal Mohan, Udaya Kumar) • Debate around maritime past (Mahmood Kuria, Pius Malenkandathil) • Debate around slavery (Sanal Mohan, Vinil Paul) 		
Module 3: Texts and Contexts	20	1,2,4



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Name of course - Integrated Masters Programme in Social Sciences

In this module the students will gain a basic familiarity to the methods of recording and interpretation in archaeology. They will be introduced to selected case studies by the instructor to form an understanding of the range of material that the archaeologist work with and how they make sense of these:

- Sreenarayana Guru and His relation to Modernity (Udaya Kumar, Nizar Ahmed)
- Literature as Theory : C.Ayyappan, Madhavikkutti, Johny Miranda
- Debate around early Novels (V.C.Harris, G.Arunima, Udaya Kumar, Dilip M Menon, E.V.Ramakrishnan)
- Focus on autobiographies (Udaya Kumar, Sharmila Sreekumar)


Module 4: Beyond Modernity?

17 hours

1,4,5,6

- Problem of citizenship and exclusions (Rekharaj, M.T.Ansari, Sunny M Kapicadu)
- Problem of Archive (S.Raju, Sanal Mohan, Dinesan Vadakkiniyil)
- Land, Ocean and Hills: Problematising Kerala historiography (Dilip M Menon, S.Raju, J.Devika, K. N.Ganesh, Dinesan Vadakkiniyil)

Mode of Transaction	<p>Lecture-Discussion Sessions: The instructor gives an overview of the topics and orients the students understand archaeological evidence through interactive sessions.</p> <p>Focused Reading and Reflection: Students will do focused readings to understand archaeological reports/ interpretative studies.</p> <p>Seminar: Students will undertake topical study on an archaeological site or monument or a theme, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Assignment – joint/individual assignment based on collaborative/ small group learning(20 Marks) 2. Seminar Presentation – a theme is to be discussed and

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	identified to prepare a paper and present in the seminar (20 Marks) Semester End examination (60 Marks)
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- Kodoth, Praveena. (2001). Courting Legitimacy or Delegitimizing Custom? Sexuality, Sambandham, and Marriage Reform in Late Nineteenth century Kerala. *Modern Asian Studies*. 35 (2), 349-384.
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Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Social Statistics		
Type of Course	Common Compulsory		
Course Code	IS G21 C 64		
Course Summary & Justification	This course is envisaged to familiarise the basic aspects of statistical techniques in social sciences. The course will be helpful for the learners to understand and apply various methods of data organisation and analysis of data collected from various contexts in social sciences. This course familiarise the basics of Descriptive and Inferential Statistical Techniques in Social Sciences.		
Semester	5	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Knowledge of basic mathematical knowledge and fundamental understanding of basic nature of social inquiry		



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CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Explain the use of Different Quantitative Techniques in Social Sciences	Understand	1
2	Appraise the usefulness of Quantitative Techniques in Social Research	Evaluate	4
3	Make use of different Statistical Techniques to analyse data	Apply	2
4	Categories Descriptive, Inferential, Parametric and Non Parametric Statistical Techniques	Analyse	3
5	Utilise different Statistical Techniques Appropriate for Data Collected and Nature of Variables	Apply	2
6	Interpret the results of various values arrived out of statistical analysis	Apply	2
7	Infer from results arrived out of applications of normal distribution	Apply	2
8	Judge uses of Statistics for presenting analysing and interpreting social data	Create	5



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Name of course - Integrated Masters Programme in Social Sciences

COURSE CONTENT	Hours	CO No.
Module 1 – Introduction to Social Statistics	7	1,2
<ul style="list-style-type: none"> • Meaning, and purpose of Statistics • Need and importance of Statistics in Social Sciences • Types of Variables and Measurement 		
Module 2 – Organizing Data	10	1,3,8
<ul style="list-style-type: none"> • Statistical Tables • Ungrouped Data and Frequency Distribution • Cumulative frequency and cumulative percentage frequency distributions 		
Module 3 – Graphical Representation of Data	15	1,3,8
<ul style="list-style-type: none"> • Graphical Representation of Ungrouped Data – Bar Diagram, Pie Diagram, Pictogram and Line Graph • Graphical Representation of Grouped Data – Histogram, Frequency Polygon, Frequency Curve and Ogive 		
Module 4 – Descriptive Statistics	20	4,5,8
<ul style="list-style-type: none"> • Measures of Central Tendency – Mean Median and Mode – Uses, Advantages and Limitations • Measures of Variability – Range, Mean Deviation and Standard Deviation • Percentiles and Percentile Ranks • Linear Correlation – Rank Correlation and Product moment Correlation 		

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Module 5 – Inferential Statistics	22	5,6,7
<ul style="list-style-type: none"> • Idea of Normality • Skewness and Kurtosis • Applications of Normal Distribution 		

Mode of Transaction	<p>Lecture-Discussion Session: This mode will be essential for delivering basic conceptual understanding about various Statistical Techniques in Social Sciences</p> <p>Hands on experience and working out of Practice problems: for making use of Statistical Techniques in Social Sciences, Teacher will provide practice sets on various techniques as guided problem solving tasks and practice assignments.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on problem solving tasks through which students can help each other in a peer tutoring manner.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test – One MCQ based and one extended answer type (10 Marks) 2. Follow up problems solving tasks for module 2 to 5 (4X 5 =20 Marks) 3. Assignment – collection and presentation of data from census reports (10 Marks) <p>Semester End examination (60 Marks)</p>

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Name of course - Integrated Masters Programme in Social Sciences

Semester VI



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Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Mathematical Economics and Econometrics		
Type of Course	Core		
Course Code	IS G21 M 65		
Course Summary & Justification	<p>Mathematical economics is an approach to analyze economic theories with the help of mathematical symbols and theorems. Modern economics is analytical and mathematical in nature. Thus, the language of mathematics has deeply influenced the whole body of the science of economics. Every student of economics must possess a good proficiency in the fundamental methods of mathematical economics. One of the significant developments in Economics is the increased application of quantitative methods and econometrics. Therefore, a reasonable understanding of econometric principles is indispensable for further studies in economics.</p>		
Semester	6	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Preliminary knowledge about probability, random variables, theoretical distributions, basic microeconomics and macroeconomic theory.		



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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Examine problems pertaining to calculus	Analyse	3
2	Make use of estimation of definite and indefinite integrals into producer and consumer surplus	Apply	2
3	Utilise with the concepts and application of cross-section, time series and panel data analysis	Apply	2
4	Equip real-life data with the help of econometric tools	Apply	2
5	Make use of dummy variables in analysing the data with qualitative variables	Apply	2

COURSE CONTENT	Hours	CO No.
Module 1 - Economic application of Calculus	14	1,2
<ul style="list-style-type: none"> Calculus- Limits & Continuity, Derivatives: Meaning and significance - Rules of differentiation - First-order and second-order derivatives - Maxima and Minima of functions. Applications in economics- Relative Extrema and Optimization. - Marginal Concepts, Marginal Cost, Marginal Utility, Marginal Revenue, Marginal Productivity- Optimising Economic Functions- Constrained -optimisation with Lagrange Method 		
Module 2 - Definite integral and indefinite integral	15	2



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<ul style="list-style-type: none"> • Functions of several variables - Partial differentiation- Optimization of Multivariable functions- constrained optimization with Lagrangian multipliers-Consumers and producers equilibrium using constrained optimization Differentials- Total and Partial derivatives- Total derivatives- Rules of integration- Definite integral, Economic Applications of Integral Calculus: Total Cost, Total Revenue, Total Utility. Consumer Surplus and Producer's Surplus 		
Module 3 - Introduction to Econometrics	17	3,4
<ul style="list-style-type: none"> • Classical Linear Regression Model – Meaning and methodology – Modern interpretation of econometrics – Population regression function (PRF) – The concept of linearity in econometrics – stochastic – interpretation and its significance – Sample regression function (SRF) – Estimation of PRF • The method of OLS – Advantages of OLS – Numerical Properties of OLS estimators – Statistical properties of OLS – Gauss - Markov Theorem and the assumptions of Classical Linear Regression Model- Evaluation of SRF – Goodness of the Fit – R Squared – Reliability and Precision of OLS estimators – Standard Error of the OLS Estimator and the Estimate • Time-series: meaning, definition, uses, components - additive and multiplicative models, measurement of the trend- freehand method, semi average, moving average and least square methods 		
Module 4 - Violation of CLRM Assumption	13	4
<ul style="list-style-type: none"> • Autocorrelation- Heteroskedsticity - Multicollinearity - Specification errors- Errors of measurement- Nature, Consequences Test and Remedial measures 		
Module 5 -Dummy Variable Regression Models	13	4,5
<ul style="list-style-type: none"> • Dummy Variable Technique and its Applications - Comparing two regressions, interaction effects, seasonal analysis, piece-wise linear regression- Regression analysis using software packages (R/Python/EViews/MS Excel/ STATA) 		



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Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences and knowledge, develop insights into the practical knowledge on Mathematical economics and econometric principles</p> <p>Focused Reading and Reflection: Students would be led into focused problem-solving in Econometrics either individually or in small groups.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on various issues in Econometrics and demonstrate their understanding.</p> <p>Seminar: Students will undertake thematic/topical study from various topics in Econometrics, prepare and solve using soft wares in seminar presentation, followed by an open-house discussion to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Hands-on training. A hands-on training programme is relevant to the themes of the course.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none">1. Internal Test - One MCQ based and one extended answer type (10 Marks)2. Assignment - every student to submit an assignment (10 Marks)3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)4. Econometrics lab (10 Marks) <p>Semester End examination (60 Marks)</p>

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Srivastava U.K et.al. Quantitative techniques for managerial decisions. New Delhi: New Age International Publishers.

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Name of course - Integrated Masters Programme in Social Sciences

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Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Environmental History of India		
Type of Course	Core		
Course Code	IS G21 M 66		
Course Summary & Justification	This course aims to familiarize the students with major themes and debates in the emerging field of environmental history.		
Semester	6	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	There are no formal entry qualifications, but you should have a lively interest the past, and some experience of .		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe environmental issues within a social history framework to understand the historically formed linkages between nature and society.	Analyse	3



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2	Analyse how does the problem of uneven access to natural resources produced ecological predicaments that the contemporary world encounter	Understand	1
3	Work on issues related to climate change in an environmental justice perspective	Apply	2
4	Acquaint with historical perspectives to the solutions to environmental problems within a framework of greater democratisation of resource use	Create	5

COURSE CONTENT	Hours	CO No.
Module 1-	10	1,2
<ul style="list-style-type: none"> • Anthropocentrism and Studying History • The idea of nature in history • Anthropocentrism and critiquing the notion of human centered history • Ecocentric History • Posthumanism and Environmental History 		
Module 2 –	20	1,2
<ul style="list-style-type: none"> • Human-Animal Interactions • Animal as Source of Energy: Agro-Pastoral Societies • Animal and Transportation in pre-industrial societies • Animal as a source of entertainment- Zoological Parks • Animals in cultural imaginations and religions 		
Module 3 –	17	2,3




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<ul style="list-style-type: none"> • Ecological Imperialism • Colombian Exchange • Diseases and Migration • Imperial Botany and Botanical Gardens • South Asian Context of Ecological Imperialism 		
<p>Module 4 –</p>	25	4
<ul style="list-style-type: none"> • Colonialism and Issues of Environmental Justice • Commercial Forestry and livelihood issues • Industrial Agriculture • Gendered access to natural resources • Cities and issues of Environmental Justice • Climate Change and Studying History • Fossil Fuel and Industrial Energy Regime • Fuel Consumption and Global Environmental Issues • Climate change and writing ecological histories • Debating the Anthropocene 		

<p>Mode of Transaction</p>	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences and Knowledge, develop insights into emerging field of environmental history.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes of environmental history.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on issues related to climate change and other environmental issues within a social history framework.</p> <p>Seminar: Students will undertake thematic/topical study on various</p>
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	<p>themes within Environmental history of a particular region in India, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test –extended answer type (20 Marks) 2. Assignment – every students to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p>

Essential Readings

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- Bauer, Jordan and Melosi, Martin V. (2012). “Cities and the Environment” in J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*. Oxford: Blackwell. pp. 360-376.
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- Moore Jason W. (ed.,) (2016) *Anthropocene or Capitalocene?: Nature, History and the Crisis of Capitalism*. Oakland: PM Press.
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Suggested Readings:

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- Chakrabarty, Dipesh. (2016). "Whose Anthropocene? A Response" In: "Whose Anthropocene? Revisiting Dipesh Chakrabarty's 'Four Theses,'" Robert Emmett and Thomas Lekan, eds., *RCC Perspectives: Transformations in Environment and Society*. No. 2, pp.103–113.
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- Lübken, Uwe. (2012). "Chasing a Ghost? Environmental Change and Migration in History". *Global Environment: A Journal of History and Natural and Social Sciences*, No.9 pp. -25.
- Malm, Andreas. (2016), 'In the Heat of the Past: Towards a History of the Fossil Economy' in Andres Malm, *The Rise of Steam Power and the Roots of Global Warming*. London: Verso, pp. 1-32.
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Name of course - Integrated Masters Programme in Social Sciences

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- Tucker, Richard. (2007). 'The Tropical Cost of the Automotive Age: Corporate Rubber Empires and the Rainforest', in Richard Tucker, *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World*. Plymouth: Rowman & Littlefield Publishers. pp. 113-50.
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Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	International Relations		
Type of Course	Core		
Course Code	IS G21 M 67		
Course Summary & Justification	Upon completion of the course, students will be able to: know the nature of international politics, scope of the study of International Relations and understand how the discipline IR developed through various approaches. The students will also be able to critically evaluate international issues objectively.		
Semester	6	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	There are no formal entry qualifications, but students should have a genuine interest on International Relations		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Develop an idea, how the discipline IR developed through various approaches.	Understand	1
2	Identify and explain the traditional, modern and post-positivist theories in understanding IR.	Understand	1
3	Enable the students to assess the effectiveness of	Analyse	3



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	different theories in IR.		
4	Make the students able to work with various approaches and theories used by the scholars in making sense of issues and phenomena in international politics.	Apply	2
5	Make use of Different theoretical traditions and approaches in their studies and Research Works	Apply	2

COURSE CONTENT	Hours	CO No
Module 1- Introduction	7	1,2
Definition and nature of IR Evolution of the discipline Scope of IR- significance of theorising IR- levels of analysis: individual, state and international		
Module 2 – Theoretical Approaches	25	1,2
Traditional-Realism, Idealism, Neo Realism Scientific/Behavioural Approaches- System Theory, Communications Theory, Decision Making Theory Marxist and Neo-Marxist-Dependency Theory, World System Theory Constructivism Critical Approaches-Feminist, Postcolonial. Environmental and Sociological Approaches		
Module 3- Emergence of Modern World System	25	2,3
Pre-modern world systems, Oriental Globalization Emergence of Modern State System, Westphalian sovereignty Rise of Nation-State actors Evolution of supranational organizations, The League of Nations and the UN The Cold War The Impact of globalization on IR		
Module 4- Major Concepts	15	3,4,5



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<p>Sovereignty Power Uni-polarity, bipolarity and multi-polarity Security Intervention Hegemony Balance of power Nuclear deterrence</p>	
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<p>Mode of Transaction</p>	<p>Lecture-Discussion Session: Lectures on theories and discussions on international issues and debates on different international affairs and Problems.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on International Relations</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on international issues and theories.</p> <p>Seminar: Students will undertake study on various themes within scope of this course, prepare research report and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and presentation skills and other soft skills.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test –extended answer type (20 Marks) 2. Assignment – every student to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p>



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Name of course - Integrated Masters Programme in Social Sciences

References

Books for Reference:

Aron, Raymond (1973): Peace and War: A Theory of International Relations, New York: Anchor Books.

Baldwin, David A. (ed.) (1993): Neo-Realism and Neo-liberalism: The Contemporary Debate, New York: Columbia University Press.

Baylis, John and Steve Smith (eds.) (2001): The Globalization of World Politics, Oxford: Oxford University Press.

Bromley, Simon William Brown and Suma Athreya, (eds.) (2004): Ordering the International: History, Change and Transformation, London: Pluto Press with The Open University

Brooks, Stephen G. and William C. Wohlforth (2000-01): "Power, Globalization, and the End of the Cold War: Reevaluating a Landmark Case for Ideas", International Security, Vol.

25(3): 5-53.

Brown, Chris (1992): International Relations Theory: New Normative Approaches, Hamel Hamstead: Harvester Wheatsheaf.

Brown, Chris with Kirsten Ainley (2005): Understanding International Relations, 3rd Ed., Palgrave Macmillan.

Bull, Hedley (2002): The Anarchical Society: A Study of Order in World Politics, 3rd Edn, Basingstoke: Palgrave.

Burchill, Scott et al. (2005)(Eds): Theories of International Relations 3rd Ed, Basingstoke:



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Palgrave Macmillan.

Carlsnaes,W, et al. (eds.) (2006), Handbook of International Relations, London, Sage,.

Carr, E.H. (1981): The Twenty Years Crisis: 1919-1939, London: Macmillan.

Cox, Robert (1981) "Social Forces, States and World Order: Beyond International Relations

Theory", Millennium, Vol. 10 (2): 126-155.

Cox, Robert with T. Sinclair (1996): Approaches to World Order, Cambridge: Cambridge

University Press. Derian, Der James and Michael Shapiro (eds.) (1989): International/ Intertextual Relations:

Postmodern Readings of World Politics, New York: Lexington Books.

Dunne, Tim M. Kurki Steve Smith (2007): International Relations. Discipline and Diversity, Oxford University Press.

Giddens, Anthony (1991): The Consequences of Modernity, London: Polity Press

Huntington, Samuel P. (1993): "The Clash of Civilizations?", Foreign Affairs, Vol. 72(3): 22-42.

Kautilya (1993): Arthashastra, Penguin Classics.

Keohane, Robert O. (1989): International Institutions and State Power: Essays in International Relations Theory, Boulder, CO: Westview Press.

Mearsheimer, John (1990): "Back to the Future: Instability in Europe After the Cold War", International Security, Vol. 15(1): 5-56.

Morgenthau, Hans J. (1948): Politics Among Nations: The Struggle for Power and Peace, New York: Knopf.



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Rebecca Grant and Newland, eds. (1991): Gender and International Relations, Buckingham:


Open University Press and Millennium Press.

Singer, J. David (1961): "The Level-of-Analysis Problem in International Relations," World Politics, Vol. 14 (01): 77–92.

Smith, Steve Ken Booth and Marysia Zalewski, (eds.) (1996): International Theory: Positivism and Beyond, Cambridge: Cambridge University Press.

Tickner, Arlene B. and Ole Wever, (eds.) (2009): International Relations Scholarship Around the World, London: Routledge.

Tickner, J. Ann and Laura Sjoberg (eds.) (2011): Twenty Years of Feminist International Relations: A Conversation about the Past, Present and Future, London and New York: Routledge.

	MAHATMA GANDHI UNIVERSITY
	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	International Economics		
Type of Course	Core		
Course Code	IS G21 M 68		
Course Summary & Justification	To understand the basic concepts and theories of international trade and enable the students to have basic views and perspectives on emerging trends, issues and policies in the global economic scenario. Therefore, term Paper is essential from all modules to apply for the course practically.		
Semester	6	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Preliminary knowledge about social sciences learned at the school level		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Illustrate the basis of gainful trade between countries	Understand	1
2	Examine the concepts related to the balance of payment	Analyse	3
3	Discover problems pertaining foreign exchange	Analyse	3



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	market		
4	Make use of the different theories of commercial policy	Apply	2
5	familiarise the concept of devaluation	Understand	1

COURSE CONTENT	Hours	CO No.
Module 1 - Theories of International Trade	25	1,3
<ul style="list-style-type: none"> International Economics origin and evolution - Mercantilism and Physiocrats - Classical theory: Absolute and Comparative Advantage theories - Terms of trade - offer curve - community indifference curve - the concept of opportunity cost - Heckscher-Ohlin theory- Leontief Paradox - Gains from trade: static and dynamic gains- Foreign trade multiplier - Trade as an engine of growth 		
Module 2 - Balance of Payment	20	2,4
<ul style="list-style-type: none"> Balance of Payments - Components - Accounting framework - disequilibrium - causes - measures to correct disequilibrium - automatic and deliberate measures - Devaluation - Effects of devaluation -Marshall -Lerner condition - J Curve effect - Absorption approach - FDI, FII and MNC. 		
Module 3 - Foreign Exchange	10	2,3,4




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<ul style="list-style-type: none"> Exchange rate determination - mint parity theory - purchasing power parity theory - BOP theory- Exchange rate systems - fixed and flexible exchange rates, managed floating system- nominal, real and effective exchange rate- forward rate- spot rate-- Foreign exchange risks - hedging and speculation - IMF and International liquidity management. 		
Module 4 - Theory of Commercial Policy	17	2,4
<ul style="list-style-type: none"> Commercial policy - free trade vs protection - tariff barriers - the impact of tariff- optimum tariff- Non-tariff barriers- Quantitative Restrictions. Economic Integrations - rationale and objectives - forms of economic integrations - Free Trade Area - Customs Union- Common Market - Economic Union - Economic Integration - EU - Regionalism Vs Multilateralism - WTO and its objectives. 		

<p>Mode of Transaction</p>	<p>Lecture-Discussion Session: The teacher provides a platform for review of experiences to develop insights into the disciplinary knowledge on International Economics and its various aspects.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various concepts and theories in International Economics with questions inviting reflections either individually or in small groups.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on various issues in International Economics and demonstrate their understanding.</p> <p>Seminar: Students will undertake thematic/topical study from various topics in International Economics, prepare write-up and make seminar presentation followed by an open-house discussion with a view to enhance their knowledge base and repertory of</p>
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	<p>skills in the area of presentation.</p> <p>Poster presentation: Poster presentation related to the topics discussed in the course.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test – One MCQ based and one extended answer type (10 Marks) 2. Assignment – every student to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) 4. Classroom participation (10 Marks) <p>Semester End examination (60 Marks)</p>

References

- Soderstein, B O and Geffry Reed (2006): International Economics, Palgrave Mc Milan.
- Apple yard, Dennis R (2014): International Economics, 5th ed, TMH, New Delhi
- Salvatore, Dominic(2012): International Economics, John Wiley and Sons
- Chacholides, Miltiades(2012): International Economics, 5th ed, TMH,New Delhi
- Carbugh, Robert J(2008): International Economics,11 th ed, Cengage Learning.
- Barbara Ingham (2004): International Economics, Prentice Hall, New York
- Cherunilam, Francis (2012): International Economics, Tata McGraw Hill, New Delhi.
- Lindert, Peter H (1995): International Economics, Richard Irwin, New Delhi
- Sawyer, W Charles and Richard L Sprinkle (2013): International Economics, PHI, Delhi
- Gerber, James (2014): International Economics, 6th ed, Pearson Education.
- Krugman, Paul, Maurice Obstfeld, and Marc Melitz. "International Economics: Theory and Policy, the latest edition." (2017).



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Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Archaeology		
Type of Course	Core		
Course Code	IS G21 M 69		
Course Summary & Justification	The aim of this course is to introduce the students to the discipline of archaeology and to the importance of material culture in understanding societies, especially past societies. The student will attain a basic familiarity with the field methods and theoretical developments in archaeology. The ways in which it interacts with other disciplines and with the present will bring out the possibilities of archaeology as a field of study.		
Semester	6	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	There are no formal entry qualifications, but you should have an imaginative interest in the past		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Acquire an understanding of the relevance of material culture in understanding societies, especially past societies, and the ways in which archaeology makes this possible.	Understand	1
2	Familiarize with the development of archaeology as a	Understand	1



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	discipline globally and in the subcontinent.		
3	Understand the field practices in archaeology such as explorations and excavations supplemented with simple field exercises and site visits	Understand Apply	1,2
4	Understand the different kinds of archaeological records and how archaeologists make sense of material culture.	Understand Analyze	1,3
5	Identify and distinguish the steps involved in carrying out research in archaeology using available library and internet resources, and archaeological reports as well as primary material.	Analyze Evaluate Create	3
6	Appreciate the ways in which archaeology interacts with other disciplines and the new tendencies in the field.	Understand	1

COURSE CONTENT	Hours	CO No.
<p>Module 1: What is Archaeology? Formation of the Discipline</p> <p>In this module the student will be introduced to the history of formation of archaeology as a discipline. They will have an overview of the historical antecedents of archaeology globally and also its institutional history in India/ Kerala. Instructors may use selected examples to introduce each sub topic.</p> <ul style="list-style-type: none"> • Material Culture and the Study of the Past • Antecedents of Archaeology: Antiquarianism • Development of Archaeology as a discipline • Colonialism and Archaeology- Archaeological Survey of India • Archaeology in India in the Post-Independence Period • Development of Archaeology in Kerala 	15	1,2



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<p>Module 2: Doing Archaeology</p> <p>What makes an archaeologist different from a collector or a treasure hunter? In this module the instructor will familiarize the student with the principal field methods in archaeology. Lectures will be supplemented with field visits ongoing archaeological fieldwork/ instructional videos.</p> <ul style="list-style-type: none"> • Archaeological Site formation • Identification of Archaeological Sites • Survey Methods • Stratigraphy and the Archaeological Context • Types of Archaeological Excavations • Single Context Excavation and the Harris Matrix 	<p>19</p>	<p>2,3</p>
<p>Module 3: How does the archaeologist think?</p> <p>In this module the students will gain a basic familiarity to the methods of recording and interpretation in archaeology. They will be introduced to selected case studies by the instructor to form an understanding of the range of material that the archaeologist work with and how they make sense of these</p> <ul style="list-style-type: none"> • Documenting an archaeological Site- Examples • Types of Archaeological Evidence- Ceramics, Stone tools, Bones, Architectural remains etc. • Case Studies from Kerala: Eg. Pattanam, Anakkara, Kottapuram • Context and Interpretation • Archaeological Dating Methods 	<p>20</p>	<p>3,4</p>




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<ul style="list-style-type: none"> • Is archaeology a science? • Interpretative archaeologies 		
<p>Module 4: Types of Archaeology and Interdisciplinarity in Archaeology</p> <p>The aim of the module is for the student to appreciate the scope of archaeology. They will understand how archaeology interacts with other social sciences and sciences and get acquainted with some of the emergent disciplinary subfields. The instructor will select 4 to 6 areas from the broad themes below.</p> <ul style="list-style-type: none"> • Archaeology and History • Archaeology and Anthropology / Ethno-archaeology • Archaeology and the Sciences (Archaeochemistry, Forensic Archaeology, Zoo Archaeology, Archaeology and GIS etc.) • Types of Archaeologies (Maritime/ Landscape/ Experimental/Battlefield etc.) • Recent Perspectives in Archaeology (Public Archaeology, Community Archaeology, Gender Archaeology etc.) 	18	3,4,5,6

<p>Mode of Transaction</p>	<p>Lecture-Discussion Sessions: The instructor gives an overview of the topics and orients the students understand archaeological evidence through interactive sessions.</p> <p>Focused Reading and Reflection: Students will do focused readings to understand archaeological reports/ interpretative studies.</p> <p>Field Visit: The students will visit archaeological sites or museum collections of archaeological material.</p> <p>Collaborative/Small Group Learning: Students will work together in</p>
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	<p>small groups on selected themes based on a focused set of readings/ field visit and submit joint/individual assignments.</p> <p>Seminar: Students will undertake topical study on an archaeological site or monument or a theme, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <p>1. Assignment – joint/individual assignment based on collaborative/ small group learning (20 Marks)</p> <p>2. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (20 Marks)</p> <p>Semester End examination (60 Marks)</p>

Suggested Readings

Module 1

- Archaeological Survey of India. “History of Archaeological Survey of India,” September 26, 2012. http://asi.nic.in/asi_aboutus_history.asp.
- Flatman, Joe. *Archaeology: A Beginner’s Guide*. Oneworld Publications, 2015. Chapter 1
- Ghosh A. (ed.). *An Encyclopaedia of Indian Archaeology, 2 Vols. 4t. Vol I. ‘Introduction’*
- Lucas, Gavin. *Critical Approaches to Fieldwork: Contemporary and Historical Archaeological Practice*. London ; New York: Routledge, 2001. Chapter 1
- Premkumar G. ‘Kerala Samsthana Puravastuvakupp’ in *Samskarikam: Keralathile Samskarika Sthapanangal: Oru Reference Grantham*. Thiruvananthapuram: Kerala Samskara sarvavijnanakosham Institute. 2013
- Trigger, Bruce G. *A History of Archaeological Thought*. 2. ed., Repr. Cambridge: Cambridge Univ. Press, 2009. Ch.1-6

Module 2&3

- Drewett, Peter. *Field Archaeology: An Introduction*. 2nd ed. Abingdon, Oxon ; New York: Routledge, 2011.



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- Flatman, Joe. *Archaeology: A Beginner's Guide*. Oneworld Publications, 2015.
- Gamble, Clive. *Archaeology: The Basics*. 2nd ed. Abingdon and New York: Routledge: Taylor and Francis Group, 2008.
- Grant, Jim, Sam Gorin, and Neil Fleming. *The Archaeology Coursebook: An Introduction to Themes, Sites, Methods and Skills*. 3rd ed. London ; New York: Routledge, 2008.
- Harris, Edward C. *Principles of Archaeological Stratigraphy*. 2. ed., 3. print. London: Academic Pr, 1997.
- Hester, Thomas R, Harry J Shafer, and Kenneth L Feder. *Field Methods in Archaeology*. Abingdon, Oxon; New york, NY: Routledge, 2016. Ch.1- 10; 14
- Johnson, Matthew. *Archaeological Theory: An Introduction*. 2nd ed. Chichester, West Sussex, UK ; Malden, MA: Wiley-Blackwell, 2010.
- Rajan, K., *Archaeology: Principles and Methods*, Thanjavur: ManooPathippakam, 2002.
- [Instructor should choose 2 to 3 archaeological reports or published field based articles to illustrate the topics. Some examples are listed in the extended reading list]

Module 4

[The instructor will identify a maximum of 2 introductory readings per subtopic. The extended reading list gives certain possible readings]

Extended Readings

General

- Daniel, Glyn. *150 Years of Archaeology*. Revised edition. London: Gerald Duckworth & Co Ltd, 1975.
- Holtorf, Cornelius. "Notes on the Life History of a Pot Sherd." *Journal of Material Culture* 7, no. 1 (March 2002): 49–71.

Examples of Archaeological Reports and Field- based Publications [For Modules 2 and 3]

- Achan, Anujan P. 1948. *Annual Report of the Archaeological Department: Cochin State for the Year 1122 M.E. (1946–1947 A.D.)*. Ernakulam: Cochin Government Press.
- Begley, Vimala, *The Ancient Port of Arikamedu: New Excavations and Researches, 1989-1992*. Pondichéry : Centre d'histoire et d'archéologie, École française d'Extrême-Orient, 1996.
- Cherian, P. J., and Jaya Menon. *Unearthing Pattanam: Histories, Cultures, Crossings*. KCHR, Thiruvananthapuram and National Museum, New Delhi, 2014.



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- Khalil, Emad, and Lucy Blue. *A Multidisciplinary Approach to Alexandria's Economic Past: The Lake Mareotis Research Project*, 2011. [For Survey Practices]
- Marshall, John. *Taxila: An Illustrated Account of Archaeological Excavations*. 3 Volumes. Reissue edition. Cambridge: Cambridge University Press, 2013.
- Nandagopal, Prabhakar & Majid, Jaseera. (2014). Preliminary Results of Excavation at Karanpura, a Harappan Settlement in District Hanumangarh, Rajasthan. XXXIX. 13-41.
- Project, Çatalhöyük Research. "Çatalhöyük Research Project." Text. Çatalhöyük Research Project. Accessed November 15, 2021. <http://www.catalhoyuk.com/>.
- Selvakumar, V., K. P. Shajan, and P. K. Gopi. 2005. "Trial Excavation at Pattanam: A Preliminary Report." *Journal of the Centre for Heritage Studies* 2: 57–66.
- Shajan, K & V., Selvakumar & Radhika, P & Rajesh, K & Damodaran, Sreelatha. (2014). Archaeological Excavation at the Megalithic Site of Anakkara, Palakkad Dt, Kerala, South India: A Preliminary Report of 2008 Season.

Suggested Readings for sub themes- Module 4

- Flatman, Joe. *Archaeology: A Beginner's Guide*. Oneworld Publications, 2015. Ch. 5
- Hester, Thomas R, Harry J Shafer, and Kenneth L Feder. *Field Methods in Archaeology*. Abingdon, Oxon; New York, NY: Routledge, 2016. Ch 11-13.
- Gilchrist, Roberta. *Gender and Archaeology: Contesting the Past*. 1st edition. London ; New York: Routledge, 1999.(Ch.1&2)
- Gero, Joan M., ed. *Engendering Archaeology: Women and Prehistory*. Repr. Social Archaeology. Oxford: Blackwell, 1998.
- Marshall, Yvonne. "What Is Community Archaeology?" *World Archaeology* 34, no. 2 (October 1, 2002): 211–19.
- Merriman, Nick. *Public Archaeology*. London; New York: Routledge, 2004.Ch.1
- Selvakumar, V. "Public Archaeology in India: Perspectives from Kerala." *India Review* 5, no. 3–4 (2006): 417–46)
- Tripathi, S. & Gaur, A.s & , Sundaresh. (1997). *Marine Archaeology in India*. Man and Environment. 29.
- Sauer, Eberhard W. *Archaeology and Ancient History: Breaking down the Boundaries*. London: Routledge, 2004.Ch1 &2
- Renfrew, Colin, and Paul G Bahn. *Archaeology: The Key Concepts*, 2013.
- Cox, Margaret. *Forensic Archaeology*. Hoboken: Taylor & Francis Ltd., 2005. Ch.1
- Garrow, Duncan, and Thomas Yarrow, eds. *Archaeology and Anthropology*. Oxford, UK ; Oakville, CT: Oxbow Books, 2010.
- Fagan, Brian M., ed. *The Oxford Companion to Archaeology*. 1st edition. New York: OUP USA, 1997.



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Name of course - Integrated Masters Programme in Social Sciences

Archaeology in Kerala

- A Brief Report on Archaeological Excavation at Kottapuram Fort. Thiruvananthapuram : Publication Division, Department of Archaeology, Government of Kerala. 2014
- George, K.M. and R.N. Mehta.(1974) *Megaliths at Machad and Pazhayannur, Talappally Taluka, Trichur District, Kerala State*. Vadodara: Department of Archaeology and Ancient History, Faculty of Arts, M. S. University, Baroda. 1974
- Gurukkal, Rajan, and Raghava Varier, eds. *Cultural History of Kerala Volume 1*. Thiruvananthapuram: Department of Cultural Publications, Government of Kerala, 1999.
- Mathpal. Yashodhar. *Rock Art in Kerala*. New Delhi:IGNCA.1998
- Nair, M.V., V. Selvakumar, and P. K. Gopi. 2004. "Excavation of a Unique Sailboat at Kadakkarappally, Kerala." *Current Science* 86 (5): 709–12.
- Sathyamurthy T. *The Iron Age in India: A Report on Mangaduu Excavation*. Thiruvananthapuram: Department of Archaeology, Government of Kerala, 1992.
- *Journal: Heritage : Journal of Multi-disciplinary Studies in Archaeology*, University of Kerala, Trivandrum.

Development and Practice of Archaeology in India

- Chadha, Ashish. "Visions of Discipline: Sir Mortimer Wheeler and the Archaeological Method in India (1944-1948)." *Journal of Social Archaeology* 2, no. 3 (2002): 378–401.
- Chakrabarti, Dilip K. "The Development of Archaeology in the Indian Subcontinent." *World Archaeology* 13, no. 3 (February 1, 1982): 326–44.
- Ghosh, A. (ed.). *An Encyclopaedia of Indian Archaeology, 2 Vols. 4t. Vol I: Subject Vol II: Gazetteer of Explored and Excavated Sites in India*. Reprint. New Delhi, India: Munshiram Manoharlal Publishers Pvt. Ltd., 2013.
- Singh, Upinder. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Pearson Education India, 2008.
- *Indian Archaeology: A Review- Annual Publication of the ASI*



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Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Continental Political Thought		
Type of Course	Core		
Course Code	IS G21 M 70		
Course Summary & Justification	<p>The purpose of this course is to help the students understand the fundamental texts and traditions of Western political thought. The course tries to introduce various reading strategies like textual, contextual, and hermeneutic methods for analyzing, interpreting and evaluating political thinkers/texts of different periods. The course seeks to recognize the continuity and change in the grand traditions of political thought in the Western world. It further engages with the central ideas and values of political texts and also traces the empirical and normative justifications provided by various political thinkers in the case of state, authority, justice, equality, political obligation and so on.</p>		
Semester	VI	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A basic understanding of political thought		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able</i>		



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	to;		
1	Make familiarize the students with the origin, evolution and different directions in continental political thought.	Understand	1
2	Identity different movements of thought and major debates attached to each movement.	Understand	1
3	Critically examine each direction in the development of continental political thought	Evaluate	4
4	Make use of different schools of thought in explaining a political phenomenon	Apply	2
5	Enable the students to read canonical texts in political thought and interpret them according to the context.	Apply	2

COURSE CONTENT	Hours	CO No.
Module 1 Introduction	15	1,2
Major features of the Greek Political Thought <ul style="list-style-type: none"> • Plato- Republic an overview Theory of Forms-Justice-Ideal State-Communism-Philosopher King. • Aristotle-State-Classification of Governments-Citizenship-Revolution, Slavery. 		
Module 2 Major Directions in Continental Political Thought	20	2,3,4
<ul style="list-style-type: none"> • St. Thomas Aquinas's- Classification of Laws, Scholastic Philosophy. • Niccolò Machiavelli- Human Nature and Political Power. • Thomas Hobbes-Human Nature-State of Nature and Absolute Authority. • John Locke-Human Nature-Right to Property- Limited Government. • Jean Jacques Rousseau-Human Nature-Social Contract Theory- General Will. 		
Module 3 –Modern Political Thought	12	1,3,4,5



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<ul style="list-style-type: none"> • Jeremy Bentham-Felicific Calculus-Morals and Legislation. • John Stuart Mill-Revision of Utilitarianism-Liberty-Subjection of Women. • Idealist Traditions –George Wilhelm Frederic HegelDialectical Method-Civil Society and State. • Modernity, Origin of Modern State , Individualism 		
Module 4 – Socialist - Marxist Traditions	15	1,3,4,5
<ul style="list-style-type: none"> • Karl Marx and Frederic Engels -Materialist Interpretation of History-Class Struggle-Surplus Value-Alienation-Revolution and Classless Society. • Vladimir Illich Lenin-Imperialism-State and Revolution. • Antonio Gramsci-Civil Society and Hegemony. 		
Module 5- Critical Theory: An Introduction	20	
Critical Theory: An Introduction Jurgen Habermas: Communicative Action Post Structuralism, Feminism. Michel Foucault: Theory of Body and Sexuality		

Mode of Transaction	<p>Lecture-Discussion Session: Lectures on theories and discussions on Western Thought</p> <p>Focused Reading and Reflection: Students would be led into focused readings on Classical texts in western thought.</p> <p>Seminar: Students will undertake study on various themes within scope of this course, prepare articles on Prominent Philosophers.</p>
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Mode of Assessment	Internal Assessment (40 Marks) <ol style="list-style-type: none">1. Internal Test –extended answer type (20 Marks)2. Assignment – every student to submit an assignment (10 Marks)3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) Semester End examination (60 Marks)
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	Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Academic Writing		
Type of Course	Common- Compulsory		
Course Code	IS G21 C 72		
Course Summary & Justification	This course has the prime objective of developing the academic writing skills of the students. Distinguishing academic writing from popular writing is the major issue that the students of social sciences face. An exclusive course in academic writing would enhance the capability of students to design research papers, write and present them in a matured academic fashion.		
Semester	VI	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basic understanding of research paper		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List various issues related to the preparation of research papers	Understand	1
2	explain different concepts associated with academic writing and their relevance in the scheme of writing	Understand	1
3	make use of different methods skills, styles in academic writing	Apply	2



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4	categorise various types of academic writing based on their nature and content.	Analyse	3
5	assess the strength and weakness of a research paper.	Evaluate	4
6	judge whether a research paper succeeds in organizing the arguments and substantiating them in a serious academic manner.	Evaluate	4
7	solve some common issues which the students of social sciences encounter at different stages of writing research papers.	Evaluate	4

COURSE CONTENT	Hours	CO No.
Module 1 – What is Academic Writing?	10	1,2
<ul style="list-style-type: none"> • Academic Writings • Popular Writing • Technical Writing 		
Module 2 – Types of Academic Writing	24	1,2,3
<ul style="list-style-type: none"> • Essays • Research Proposals • Project Reports • Dissertations • Theses • Book Reviews • Conference papers & Presentations 		
Module 3 – Stages of Academic Writing	20	1,2,3,4
<ul style="list-style-type: none"> • Developing Ideas • Review of Literature and Using Sources • Identifying primary and secondary sources • Data collection and analysis • Summarising and Paraphrasing • Presenting Research Findings and Substantiating Arguments • Writing Process (pre-writing, writing and re-writing) 		




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<ul style="list-style-type: none"> • Originality Check 		
Module 4 – Components of an Academic Work	18 Hrs	3,4,5,6,7
<ul style="list-style-type: none"> • Introduction, Body and Conclusion • Styles of Referencing • Food Note/ End Note • Bibliography 		

Mode of Transaction	<p>Through Lectures, in-class discussions: Teacher offers lectures and enrolled students are required to attend classes and study extensively on their own and prepare non-assessed work regularly. In-class discussions are to be conducted towards the end of each session.</p> <p>Seminars: Additional seminars are to be offered in order to explain certain topics covered in the course content further.</p> <p>Assignments: Students would be given regular assignments to prepare detailed notes on certain topics covered in the course content.</p> <p>Students’ Presentations: Students have to choose a topic of their choice from a broader list provided by the course instructor, prepare a research paper on that theme and present it in the class. The presentation will be followed by an open discussion. The entire exercise is designed to augment research, writing and presentation skills of the students.</p>
Mode of Assessment	<p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – One MCQ based and on extended answer type (10 Marks each) 2. Book review – every student has to prepare a review of a

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	<p>major work related to the course and submit it (10 Marks)</p> <p>3. Seminar Presentation – a theme is to be identified, discuss it with the course instructor and present in the in-class seminar (10 Marks)</p> <p>4. Sample research paper – each student has to prepare a sample research proposal making use of the skills acquired from the class room (10 Marks)</p> <p>Semester End examination (60 Marks)</p>
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Reading List

Arbor, Ann (ed.) (2012), *Academic Writing For Graduate Students : Essential Tasks And Skills* (Michigan: The University of Michigan Press)

Bailey, S. (2011), *Academic Writing - A Handbook for International Student*, (3rd ed.). New York: Routledge).

Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, T.M., & Swann, J. (2005). *Teaching Academic Writing - A toolkit for higher education* (New York: Routledge)

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Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Digital Humanities		
Type of Course	Common- Compulsory		
Course Code	IS G21 C 73		
Course Summary & Justification	This course prepares students from Social Sciences to cope with the evolving challenges in the digital world. It enables the students to advance competencies that will allow them to add digital dimensions to their own domain expertise..		
Semester	6	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Preliminary Knowledge of social science		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able</i>		



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	to;		
1	To explain the role of technological change and innovation in propagating digital technologies in human life.	Understand	1
2	To illustrate the basics of social informatics and its significance for social life	Understand	1
3	To illustrate the relationship between humanities and computing.	Understand	1
4	To develop the application of digital technologies in social science research and teaching.	Apply	2
5	To explain , aggregate, analyze, interpret, visualize and disseminate digital information in the forms of texts, numbers, images and videos.	Understand	1
6	To outline the principles and uses of text manipulation programs;	Understand	1
7	To follow a design thinking process to creatively approach a self-initiated problem statement that is relevant to a contemporary cultural or social context.	Apply	2
8	To learn data modelling and interpretation using modern computing tools.	Understand	1
9	To build competencies in computational thinking, with an emphasis on algorithmic thinking.	Create	5
10	To learn the basics of modern scripting and programming languages.	Understand	1
11	Interpret the major intellectual virtues in Human-Computer Interaction from classical HCI to modern and contemporary HCI	Analyse	3
12	Identify the interdisciplinarity of the field and evaluate how disciplines as computer sciences, psychology and social sciences have shaped this amalgam of perspectives, opinions, viewpoints and methods.	Understand	2
13	To learn social network analysis	Understand	1



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14	To learn scientific literature analysis and understanding of documented knowledge by doing Bibliometrics and Scientometrics	Understand	1
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COURSE CONTENT	Hours	CO No.
Module 1 – INTRODUCTION TO SOCIAL INFORMATICS AND DIGITAL LIFE	10	1,2,3,4,5,11 14
<ul style="list-style-type: none"> • Evolving Technologies and Changing Social Paradigms • Social Construction of Technology • Historical and Evolutionary Aspects of Information and Communication Technologies • Digitization of Text and Images • Geographic Information Systems • Crowd Sourcing and User Generated Content – Social, Cultural, Political and Economic Impacts • Digital Technologies in Educational Systems • Social Media, Hashtag Activism, E-democracy, Cyberbullying, Internet Security 		
Module 2 – COMPUTATIONAL THINKING AND HUMAN-COMPUTER INTERACTION (HCI)	10	3,4,5,6,7
<ul style="list-style-type: none"> • Introduction to Deep learning and Artificial Intelligence • Computational and Algorithmic Thinking • Methodological Approaches in Design, Evaluation and Implementation of Interactive Computing Systems for Human Use • Design Thinking • Human-Computer Interaction and Paradigms • User-Centred Design Principles, Processes and Methods • The Future of Human-Computer Interaction and Evolving 		



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Technologies		
<ul style="list-style-type: none"> The Life in 4th Industrial Revolution: Robotics, Artificial Intelligence, Internet of Things, Block Chain and Cryptocurrencies 		
Module 3 – INTRODUCTION TO DATA, SCRIPTING AND PROGRAMMING LANGUAGES	25	7,8,9,10
<ul style="list-style-type: none"> Data, Databases, and Metadata Standards Modelling Data: Structured, Semi-Structured, and Unstructured Data; Entities, Schemas, And Mappings; Relational Model Methodological, Ethical and Legal Challenges: Privacy, Data Protection, and Security Introduction to Modern Programming Languages Introduction to Data Analysis and Interpretation skills 		
Module 4 – APPLICATION TOOLS FOR THE DIGITAL HUMANITIES	27	2,3,9,10,11, 12,13,14
<ul style="list-style-type: none"> Basics of Data Mining and Textual Analysis Introduction to Data Visualization Concepts Introduction to Social Network Analysis Basics of Bibliometrics and Scientometrics 		

Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences and Knowledge, develop insights into the disciplinary knowledge on digital humanities and its various aspects.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various types and processes in digital humanities with</p>
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	<p>questions inviting reflections either individually or in small groups.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on various Methods and techniques of digital humanities and demonstrate their understanding.</p> <p>Seminar: Students will undertake thematic/topical study from various topics in digital humanities, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Workshops: hands on experience will be given to digital humanities</p>
<p>Mode of Assessment</p>	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test – One MCQ based and one extended answer type (10 Marks) 2. Assignment – every students to submit an assignment (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) 4. Preparation of a data visualisation (10 Marks) <p>Semester End examination (60 Marks)</p>

References

Module – 1

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7. Nyhan, J., & Flinn, A. (2016). *Computation and the Humanities. Towards an Oral History of Digital Humanities*. Springer.
8. Pietrobelli, C. and Rabellotti, R. 2011. "Global Value Chains Meet Innovation Systems: Are There Learning Opportunities for Developing Countries?" *World Development*, Vol. 39, No. 7, pp. 1261-1269.
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Module – 2



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1. Barr, A., Feigenbaum, E. A., & Cohen, P. R. (Eds.). (1981). The handbook of artificial intelligence (Vol. 1, No. 2). Reading, MA: Addison-wesley.
2. Brown, T., & Wyatt, J. (2010). Design thinking for social innovation. *Development Outreach*, 12(1), 29-43.
3. Carroll, J. (2003). Introduction: Toward a multidisciplinary science of human-computer interaction. In *HCI models, theories, and frameworks: Toward a multidisciplinary science* (pp. 1-9). Elsevier Inc.
4. Catalini, C., & Gans, J. S. (2016). Some simple economics of the blockchain (No. w22952). National Bureau of Economic Research. Available at: <https://www.nber.org/papers/w22952.pdf>
5. Doleck, T., Bazalais, P., Lemay, D. J., Saxena, A., & Basnet, R. B. (2017). Algorithmic thinking, cooperativity, creativity, critical thinking, and problem solving: exploring the relationship between computational thinking skills and academic performance. *Journal of Computers in Education*, 4(4), 355-369.
6. Ioannou, I., & Angeli, C. (2016). A Framework and an Instructional Design Model for the Development of Students' Computational and Algorithmic Thinking. In *MCIS* (p. 19).
7. Nakamoto, S. (2008). Bitcoin: A peer-to-peer electronic cash system. Available at: <https://bitcoin.org/bitcoin.pdf>
8. Narayanan, A., Bonneau, J., Felten, E., Miller, A., & Goldfeder, S. (2016). Bitcoin and cryptocurrency technologies: A comprehensive introduction. Princeton University Press. Available at: https://d28rh4a8wqoiu5.cloudfront.net/bitcointech/readings/princeton_bitcoin_book.pdf?a=1
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12. Schwab, Klaus. The fourth industrial revolution. Currency, 2017.

Module – 3

1. Baca, M. (Ed.). (2016). Introduction to metadata. Getty Publications.
2. Benoit, K., Watanabe, K., Wang, H., Nulty, P., Obeng, A., Müller, S., & Matsuo, A. (2018). quanteda: An R package for the quantitative analysis of textual data. *Journal of Open Source Software*, 3(30), 774.
3. Cummings, J. (2013). The text encoding initiative and the study of literature. A companion to digital literary studies.
4. McKinney, W. (2010, June). Data structures for statistical computing in python. In *Proceedings of the 9th Python in Science Conference (Vol. 445, pp. 51-56)*.
5. Renear, A. H. (2004). Text encoding. *A companion to digital humanities*, 218-239.
6. Rouvroy, A. (2008). Privacy, data protection, and the unprecedented challenges of ambient intelligence. *Studies in ethics, law, and technology*, 2(1).
7. Vetterli, T., Vaduva, A., & Staudt, M. (2000). Metadata standards for data warehousing: open information model vs. common warehouse metadata. *ACM Sigmod Record*, 29(3), 68-75.
8. Weber, R. H. (2010). Internet of Things–New security and privacy challenges. *Computer law & security review*, 26(1), 23-30.

Module – 4

1. Freeman, L. (2004). The development of social network analysis. *A Study in the Sociology of Science*, 1, 687.
2. Grinstein, U. M. F. G. G., & Wierse, A. (2002). *Information visualization in data mining and knowledge discovery*. Morgan Kaufmann.



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Name of course - Integrated Masters Programme in Social Sciences

School Name	IMPSS		
Programme	Integrated Masters Programme in Social Sciences		
Course Name	Project		
Type of Course	Common Compulsory		
Course Code	IS G21C 74		
Course Summary & Justification	This core course is conceived as the culmination of understandings developed in Courses learned in the programmes on Research Methodology and social statistics. It is visualized as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a miniature research, and write a report. It is also a space where students come to see and draw linkages between Theories in Social Sciences (transacted through taught courses) and research methodology as well as social stistics.		
Semester	6	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 hours for the Project work excluding assessment and external examination		
Pre-requisite	Theoretical knowledge acquired from the courses related with research methodology and Social Statistics along with subject competency in different taught courses of the programme		



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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Make use of various theoretical knowledge into practice through a miniature piece of research	Apply	2
2	Design Research Proposals	Create	5
3	Utilise various tools and techniques of data collection	Apply	2
4	Develop skills writing research report	Create	5
5	Infer from data collected form primary and secondary sources	Apply	2
6	Select appropriate sample, instrument and data analysis techniques to carry out research	Apply	2

COURSE DESCRIPTION

The students under the guidance of the guide allotted based on students core subject and availability of faculty members, carry out research on Problem preferably based on the candidate's field of specialization or in the areas introduced in the Courses of the programmes. This has the following phases: preparation of the research proposal, Formulation Research Questions and Hypotheses, Designing techniques for collecting data, data collection, data analysis and writing of the research report. The report may be prepared with a maximum of 10,000 words (of about 50 pages) depending on the nature of the topic. Three copies of the report will have to be submitted along with a soft copy. Students shall submit the report on or before the last working day of 6th semester. Candidates shall not be permitted to submit a report of his/her project on which a degree

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or diploma has already been conferred on him by the university or any other institution.

Mode of Transaction	Close mentorship and guidance under a supervisor allotted by the Director in consultation with the faculty members considering specialisation of the candidates and faculty members
Mode of Assessment	<ul style="list-style-type: none"> • The project report will be internally evaluated by the supervisor concerned (40 Marks) • External Evaluation by a panel of examiners consisting of faculty members of the school and at least one external examiner appointed by the director and the evaluation will be done through assessment of the report and conduct of Viva Voce (60 Marks). <p><i>The Evaluation of project report must be based on a specific criteria set for the purpose by the appropriate body.</i></p>