Gangadhar Meher University
SAMBALPUR, ODISHA

CURRICULUM FOR THREE YEAR DEGREE COURSE IN

POLITICAL SCIENCE

(WITH MULTIPLE ENTRY/EXIT OPTION)

Based on N.E.P.-2020

(2026-2029)

SCHOOL OF POLITICAL SCIENCE

GANGADHAR MEHER UNIVERSITY

AMRUTA VIHAR, SAMBALPUR, ODISHA,
PIN-768001

VISION

Our vision is to set the benchmark for Political Science teaching and research in the state and country, resulting in a transformative impact on society via innovation and creativity.

MISSION

M-1-: To succeed in offering high-quality political skills to undergraduate students.

M-2-: To address the institute and community's political demands.

M-3-: Offer great courses and rigorous training to UG students, enabling them to realise their future goals.

M-4-: Encourage students to gain exposure to diverse research contexts in India and overseas.

PROGRAMME OBJECTIVES

- The four-year Political Science syllabus at Higher Education of Odisha aims to instructs the students to demonstrate a systematic, extensive and coherent knowledge and understanding of Political Science as a subject as a whole and its applications and links to disciplinary areas of the study; including critical understanding of the established theories, principles and concepts of a number of advanced and emerging issues in the field of Political Science.
- Develop knowledge of theories, concepts, and research methods in the humanities and social sciences and apply them in the subject of Political Science
- To assess how global, national and regional developments affect society and to theorize these experiences
- To train the students with a unique multidisciplinary approach in social sciences and prepare them for further academic study and for careers in the public and private sectors.
- To train the students applying subject knowledge for sustainable development practices and other areas where the knowledge of Political Science is used in the field.

PROGRAMME OUTCOMES (PO's)

Attributes of Political Science graduates under the outcome-based teaching-learning framework may encompass the following:

- **PO-1: Core Competency:** Political Science graduates are expected to know the fundamental concepts of Political Science. These fundamental concepts would reflect the latest understanding of the field, and therefore, are dynamic in nature and require frequent and time-bound revisions.

- **PO-2: Communication Skills:** Political Science graduates are expected to possess a minimum standard of communication skills expected of a graduate in the country. They are expected to read and understand documents with in-depth analyses and logical arguments. Graduates are expected to be well-versed in speaking and communicating their ideas/findings/concepts to a wider audience.

- **PO-3: Critical Thinking:** Political Science graduates are expected to know the basics of cognitive biases, mental models, logical fallacies, scientific methodology and constructing cogent scientific arguments.

- **PO-4: Psychological Skills:** Political Science Graduates are expected to possess basic psychological skills required to face the world at large, as well as the skills to deal with individuals and students of various socio-cultural, economic and educational levels. Psychological skills may include feedback loops, self-compassion, self-reflection, goal-setting, interpersonal relationships, and emotional management.

- **PO-5: Problem-solving:** Political Science Graduates are expected to be equipped with problem-solving philosophical approaches that are pertinent across the disciplines.

- **PO-6: Analytical reasoning:** Political Science Graduates are expected to formulate persuasive arguments and spot logical flaws, inconsistencies, circular reasoning, etc.

- **PO-7: Research Skills:** Political Science Graduates are expected to be keenly observant about what is going on in their natural surroundings to awaken their curiosity. Political Science Graduates are expected to carry out research in contemporary issues of global and national politics.

- **PO-8: Teamwork:** Political Science Graduates are expected to be team players, with productive cooperation involving members from diverse socio-cultural backgrounds.

- **PO-9: Digital Literacy:** Political Science Graduates are expected to be digitally literate and increase their core competency via e-learning resources such as MOOCs and other digital tools for lifelong learning. Political Science Graduates should be able to spot data fabrication and fake news by applying rational skepticism and analytical reasoning.

- **PO-10: Moral and Ethical Awareness:** Political Science Graduates are expected to be responsible citizens of India and be aware of the moral and ethical baseline of the country and the world. They are expected to define their core ethical virtues well enough to distinguish what is construed as illegal and criminal as per the laws of the country. Emphasis should be given on academic and research ethics, including fair Benefit Sharing, Plagiarism, Scientific Misconduct and so on.

- **PO-11: Leadership Readiness:** Political Science Graduates are expected to be familiar with the decision-making process and basic managerial skills to become better leaders. Skills may include defining objectives, vision and mission and how to become a charismatic, inspiring leader and so on.

PROGRAMME SPECIFIC OUTCOMES (PSO):

The student graduating with a Degree in B. A (Honours) in Political Science should be able to acquire

PSO1: Core competency: Students will acquire core competency in the subject Political Science, and in allied subject areas with a systematic and coherent understanding of the fundamental concepts in Political Science and all other related arts and humanities. Students will be able to demonstrate the new techniques and methods of their area of specialization in Political Science.

PSO2: Interdisciplinary knowledge and skill: A graduate student is expected to be capable of demonstrating comprehensive knowledge and understanding in various fields of Political Science.

PSO3: Skilled Communicator: The course curriculum incorporates both basic and advanced training to equip graduate students with the skills to express their subject matter effectively through technical writing and oral presentation.

PSO4: Critical Thinker and Problem Solver: The course curriculum also includes components that can help graduate students develop critical thinking skills by solving problems numerically using basic Political Science knowledge and concepts.

PSO5: Sense of inquiry: The course curriculum will develop an inquisitive characteristic among the students to write clearly and with purpose on issues of international and domestic politics and public policy; participate as an engaged member of society with a civic sense; Analyse political and policy problems and formulate policy options.

PSO6: Team player: The course curriculum has been designed to provide an opportunity to act as a team player by contributing to field-based research. Apply quantitative problem-solving skills to social questions in a scientific way.

PSO7: Skilled Project Manager: The course curriculum has been designed in such a manner as to enable a graduate student to become a skilled project manager by acquiring knowledge about modern social science research, including competency in statistics and qualitative analysis.

PSO8: Digital literacy: The course curriculum has been designed to impart a good working knowledge in understanding and carrying out data analysis, use of library search tools, and use of Statistical software like SPSS, R and related computational work.

MATCHING

Matching Percentage	Level Indicator
>70%	3
= 60%	2
< 50%	1

MISSION TO PO MAPPING

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
M1	3	3	3	3	3	3	3	3	3	3	3
M2	3	2	3	3	3	2	2	3	3	3	3
M3	3	2	2	3	2	2	3	2	2	2	2
M4	1	2	1	3	1	1	1	2	2	2	2

PSO TO PO MAPPING

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
PSO1	3	3	2	3	3	3	3	2
PSO2	1	3	3	2	3	3	2	3
PSO3	3	2	2	2	2	3	3	3
PSO4	1	2	3	3	3	2	1	3

THREE-YEAR DEGREE COURSE WITH SINGLE MAJOR AND TWO MINORS

COURSE STRUCTURE OF UG POLITICAL SCIENCE HONOURS UNDER N.E.P.-2020						
Sl No	Semester	Course	Type	Paper Code	Nomenclature	Credit
1	I	Core	Major	Major-I-P-I	Fundamentals of Political Science	4
2		Core	Major	Major-I-P-II	Introduction to the Constitution of India	4
3		Core	Minor	Minor-I-P-I	Introduction to the Constitution of India	4
4		Multidisciplinary Course	Multidisciplinary	MDC-I	Human Rights	3
5		Ability Enhancement Courses	Compulsory	AEC-I	Odia/Hindi/Sanskrit	4
6		Value Added Course	Compulsory	VAC-I	Environmental Studies and Disaster Management	3
					Total	22
7	II	Core	Major	Major-I-P-III	Introduction to Political Theory	4
8		Core	Major	Major-I-P-IV	Comparative Governments	4
9		Core	Minor	Minor-II-P-I	Comparative Governments	4
10		Multidisciplinary Course	Multidisciplinary	MDC-II	Understanding Gandhi and Ambedkar	3
11		Ability Enhancement Courses	Compulsory	AEC-II	English	4
12		Skill Enhancement Courses	Compulsory	SEC-I	Electoral Studies and Public Opinion Poll	3
					Total	22
13	III	Core	Major	Major-I-P-V	Colonialism and Nationalism in India	4
14		Core	Major	Major-I-P-VI	International Relations	4
15		Core	Major	Major-I-P-VII	Western Political Thought-I	4
16		Core	Minor	Minor-I-P-II	Colonialism and Nationalism in India	4
17		Multidisciplinary Course	Multidisciplinary	MDC-III	Gender and Politics	3
18		Value Added Course	Compulsory	VAC-II	Ethics and Values	3
					Total	22

Sl No	Semester	Course	Type	Paper Code	Nomenclature	Credit
19	IV	Core	Major	Major-I-P-VIII	Indian Politics	4
20		Core	Major	Major-I-P-IX	Western Political Thought-II	4
21		Core	Major	Major-I-P-X	Public Administration	4
22		Core	Minor	Minor-II-P-II	Indian Politics	4
23		Community Engagement & Services/Field Work/ Internship	CES/FW/Internship		Internship at the Local NGOs	4
				‘ Total		20
24	V	Core	Major	Major-I-P-XI	Global Politics	4
25		Core	Major	Major-I-P-XII	Comparative Politics	4
25		Core	Major	Major-I-P-XIII	Indian Political Ideas-I	4
27		Core	Minor	Minor-I-P-III	Indian Political Ideas: I	4
28		Skill Enhancement Course	Compulsory	SEC-II	Political Journalism	3
29		Value Added Course	Compulsory	VAC-III	Introduction to Artificial Intelligence: Concepts, Applications, and Ethics	3
				Total		22
30	VI	Core	Major	Major-I-P-XIV	India’s Foreign Policy	4
31		Core	Major	Major-I-P-XV	Government and Politics in Odisha	4
32		Core	Minor	Minor-II-P-III	Government and Politics in Odisha	4
33		Skill Enhancement Course	Compulsory	SEC-III	Data Journalism	3
34		Value Added Course	Compulsory	VAC-IV	Understanding India	3
				Total		18
		Grand Total				126

Green -: Major Course
Blue -: Minor Course
Dark Red-: Multidisciplinary Course

Purple-: Ability Enhancement Course
Red: Value Added Course
Black-: Skill Enhancement Course

NOTE: It is mandatory to take one internship of 4 credits in any one of the semesters during the first three years in FYUGP or before exit at any of the exit points if a student wishes to opt for the same.

SEMESTER-I

Fundamentals of Political Science (Major-I-P-I)

Credit Point-: 4 **Full Marks-: 100** **Total Hours-: 48**

Course Objectives

This course will familiarize students with the basic normative concepts in political theory and encourage them to understand how these concepts manifest in social practices. The course will also help students learn how we make use of these concepts in organizing our social living. The main objective is to project the plural, interdisciplinary orientation of political theory and to emphasise its deep engagement with the political process.

Course Content:

Unit-I: Introduction **(12 Hours)**

a) What is Political?

b) Political Philosophy, Political Theory, Political Science

c) Politics and Society
- Correlation between Society and Politics
- Role of Media
- Political Institutions and Social Structures,
- Political Participation and Civic Engagement,

d) Politics and Economy
- Interplay between political and economic systems,
- Power distribution within society and its impact upon economic outcomes,
- Key characteristics.
- Political Economy Model.

Unit-II: State **(12 Hours)**

a) State: Meaning, Origin and Development

b) Implications of Globalization on Sovereignty

Unit-III: Concepts **(12 Hours)**

a) Power, Authority, and Legitimacy

b) Rights and Freedom

c) Equality and Justice

Unit-IV: Democracy **(12 Hours)**

a) Meaning of Democracy
b) Models of Democracy: Representative, Participatory, Deliberative
c) Pluralism, Diversity, and Democracy

Essential Readings:

1. *Bhargava, R. (2008). "What is Political Theory", in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. Pearson Longman. pp. 2-16*
2. *Heywood, A. (2022). Political Theory: An Introduction. Bloomsbury Publishing.*
3. *McKinnon, C. (2019). Introduction: Issues in Political Theory. Oxford University Press.*
4. *Menon, K. (2008). "Justice", in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. Pearson Longman. pp. 74-86.*
5. *Srinivasan, J. (2008). "Democracy", in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. Pearson Longman. pp. 106-128.*
6. *Talukdar, P.S. (2008) "Rights", in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. Pearson Longman. pp. 88-104.*
7. *Vinod, M. J. and Deshpande Meena. (2013). Contemporary Political Theory. PHI Learning Pvt Ltd, Delhi*

Additional Readings:

- ✓ *Bhargava, R. (2008). Why do we need Political Theory, in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. Pearson Longman, pp. 17-36*
- ✓ *Dahl, R. A. (2000). On Democracy. Yale University Press.*
- ✓ *Gauba, O. P. (2023). An Introduction to Political Theory. National Publication.*
- ✓ *Mookherjee, M. (2008) "Multiculturalism", in McKinnon, C. (ed), Issues in Political Theory. Oxford University Press. pp. 218-240.*
- ✓ *Seglow, J. (2003) "Multiculturalism", in Bellamy, Richard and Mason, Andrew (eds), Political Concepts. Manchester University Press. pp. 156-168.*
- ✓ *Wolf, J. (2021) "Social Justice", in McKin*non, C. (ed). *Issues in Political Theory. Oxford University Press. pp. 172-193.*

Internet Resources:

The internet resources include online articles and e-content published on websites, blogs, e-newspapers, online magazines, scholarly journals, digital repositories, and audio-visual content.

1. CEC. (2015). *What is Political Theory*?. YouTube. https://www.youtube.com/watch?v=fdTNlx52Weg
2. Jha, Mithilesh Kumar. (2018). Introduction to Political Theory. NPTEL. https://archive.nptel.ac.in/courses/109/103/109103141/
3. Basu, Sibaji Pratim. (2020). *MOOC on Introduction to Political Theory*. SWAYAM. https://onlinecourses.SWAYAM2.ac.in/cec20_hs28/preview

Activities to do:

1. Students can participate in a debate on a philosophical or theoretical concept related to politics, such as the nature of power, the principles of equality and justice, which will encourage critical thinking, argumentation skills, and the ability to analyze complex concepts from multiple perspectives.
2. Organize a simulation exercise where students assume different roles in a hypothetical political system or scenario and could simulate the functioning of a democratic government, with students taking on roles like legislators, activists, lobbyists, or members of the media. This activity will allow students to experience and understand the dynamics of political processes and decision-making.
3. Students can conduct literature review, prepare a draft and analyse primary sources on any topic mentioned in this course.

Course Outcomes

The course would provide students with a rudimentary understanding of political concepts, theories, and their application in contemporary society and their interplay with societal and economic factors. The unit-wise outcomes are given below.

CO1: Upon completion of this Unit, students will have acquired a comprehensive understanding of the multifaceted nature of politics, its theoretical underpinnings across disciplines, and its intricate interplay with societal and economic spheres.

CO2: After completing this Unit, students' understanding of the state as a political entity will be deepened and students will be able to critically examine its relationship with sovereignty, governing structures, and the multifaceted challenges posed by globalization.

CO3: Upon completion of Unit III, students will be able to critically analyse and synthesize the intricate concepts of power, authority, and legitimacy, as well as the interrelated notions of

rights, freedoms, equality, and justice, thereby enabling them to comprehend the theoretical underpinnings that shape socio-political constructs and inform discourse on contemporary issues.

CO4: Upon completion of this Unit, students would have developed a nuanced and multidimensional understanding of democracy along with its models, and the critical roles played by pluralism and diversity in shaping democratic ideals, practices, and discourse. This will deepen democratic values among students.

CO-PO Mapping (Major-I-P-I)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	2	2	2
CO2	3	1	3	2	2	1	2	3	3	3	3
CO3	2	3	3	3	2	2	3	2	2	2	2
CO4	2	2	3	2	3	2	2	3	3	3	3

Programme articulation Matrix row for Major-I-P-I

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Major-I-P-I	3	2	3	2	3	2	3	2	2	2	2

CO-PSO Mapping (Major-I-P-I)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	3	3	3	3	3	3	3
CO2	3	2	3	2	2	3	2	3
CO3	3	3	3	3	2	3	3	3
CO4	2	3	3	2	3	2	3	3

Introduction to The Constitution of India (Major-I-P-II)

Credit Point-: 4 **Full Marks-: 100** **Total Hours-: 48**

Course Objectives:

This course introduces students to the Constitution of India – the supreme law of the land. The primary objective of this course is to provide students with a comprehensive understanding of the constitutional framework and political institutions in India. Through a critical examination of the constitutional design, the learners will explore the foundational principles of the Indian Constitution. By tracing the historical contestations surrounding the incorporation of these values into the Constitution and their practical manifestations, learners will develop an appreciation for the intricate interplay between institutional practices and political contexts. Furthermore, the course aims to cultivate an understanding of the institutional dynamics within the Indian governance matrix, characterized by both conflict and cooperation, asymmetrical federal arrangements, and mechanisms for safeguarding vulnerable populations against discrimination. Additionally, students will gain insight into the powers and functions of key governmental figures such as the President, Prime Minister, and Chief Minister and other constitutional and non-constitutional bodies, while also delving into the intricacies of Union-State relations.

Course Content:

Unit-I: Basic Structure of the Indian Constitution (12 Hours)

a) Making of the Indian Constitution: Formation and Working of Constituent Assembly
b) Preamble: Nature of State and Constitutional Values
c) Fundamental Rights, Directive Principles of State Policy, Fundamental Duties

Unit-II: Legislature and Executive in Union and State (12 Hours)

a) Structure of the Parliament and Legislative procedures; State Legislatures
b) President; Governor
c) Prime Minister and Council of Ministers; Chief Minister

Unit-III: Judiciary (12 Hours)

a) Supreme Court of India: Structure and Functions
b) High Courts: Structure and Functions
c) Judicial Review and Basic Structure Doctrine, Public Interest Litigation (PIL), Judicial Activism

Unit-IV: Union-State Relationship **(12 Hours)**

a) Division of Power: Administrative, Legislative and Financial
b) Election Commission, Finance Commission, CAG
c) NITI Ayog, Inter-State Council, GST Council

Essential Readings:

- ✓ *Austin, Granville (1999). The Constitution of India: Cornerstone of a Nation. Oxford University Press.*
- ✓ *Bakshi, P.M. (2023). The Constitution of India. Universal Law Publishing.*
- ✓ *Basu, D. D. (2022). Introduction to the Constitution of India. Educational Printed;26th Edition, Lexis Nexis.*
- ✓ *Chakrabarty, Bidyut (2017). Indian Constitution: Text, Context and Interpretation. Sage Publication India Private Limited.*
- ✓ *Kashyap, Subhash (2021). Our Constitution. National Book Trust.*
- ✓ *Khosla, Madhav, Mehta, Pratap Bhanu and Choudhry, Sujit (Eds). (2016). The Oxford Handbook of the Indian Constitution. Oxford University Press.*
- ✓ *Pai, Sudha (2020). Constitutional and Democratic Institutions in India: A Critical Analysis. Orient Blackswan.*

Additional Readings:

1. *Bhargava, Rajeev (2009). Politics and Ethics of the Indian Constitution. Oxford University Press.*
2. *Chandra, Bipan, Mukherjee, Aditya and Mukherjee, Mridula. (2008). India Since Independence. Penguin Books.*
3. *Ghosh, Peu (2021). Indian Government and Politics, PHI Learning.*
4. *Gupta, D.C. (2023). Indian government and Politics. Vikas Publishing House Pvt. Ltd.*
5. *Jain, M.P. (2018), Indian Constitutional Law, LexisNexis.*
6. *Jayal, Niraja Gopal and Mehta, Pratap Bhanu (2011). The Oxford Companion to Politics in India. Oxford University Press.*
7. *Kumar, Avinash and Pai, Sudha (2017). The Indian Parliament: A Critical Appraisal. Orient Blackswan Pvt Limited.*
8. *Pylee, M.V. (2023). India's Constitution. S. Chand Publishing.*

9. *Shivhare, Nitin (2023). Indian Polity and Governance. S. Chand Publishing.*
10. *Shukla, V.N. (2019). Constitution of India. Eastern Book Company.*
11. *Subramanian, S.G. (2022). Indian Constitution and Polity. Pearson Education.*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-newspapers, online magazines, or scholarly journals, digital repositories, and audio-visual content.

1. Digital Sansad. *Historical Debates: Constituent Assembly Draft Making Debates*. https://sansad.in/ls/debates/historical?1
2. Ghosh, Sujit. (2018). *Indian Judiciary: Organizational structure and Jurisdiction*. National Judicial Academy. https://nja.gov.in/Concluded_Programmes/2017-18/SE-13_PPTs/6.Judiciary%20organization%20HC%20and%20SC.pdf
3. Goel, Anupama. *Advanced Constitutional Law*. SWAYAM. https://onlinecourses.SWAYAM2.ac.in/cec20_hs22/preview
4. NIOS. *Political Science*: *Aspects of the Constitution of India*. National Institute of Open Schooling. https://nios.ac.in/online-course-material/sr-secondary-courses/political-science-(317).aspx
5. NITI Aayog. https://www.niti.gov.in/. National Institution for Transforming India

Activities to do:

1. Watch ***Constitution Assembly Speeches*** from News on Official YouTube [https://www.youtube.com/watch?v=0W9L6rFljF0] and organize a discussion on various themes with two groups of learners debating on issues discussed by the Constituent Assembly.
2. Watch ***Constitution of India – A Journey*** from Prasar Bharati Archives on YouTube[https://www.youtube.com/playlist?list=PLqtVCj5iilH4hOskMihD3woXA5C_58B0y] and stage a short play depicting the essence of this journey.
3. Read the biographies of freedom fighters and founding fathers of Indian Constitution.
4. Study important judgements passed by Supreme Court of India on Basic Structure Doctrine and assess its impact on the functioning of the Constitution.
5. Study a Report prepared by NITI Ayog and evaluate its significance.
6. Organize community outreach programme to aware people about their rights and duties as citizens.

Course Outcomes:

This course endeavours to equip students with the necessary knowledge and analytical tools to engage critically with the constitutional structures and processes that underpin Indian democracy. The unit-wise outcomes are given below.

CO1: The learners would gain a basic understanding of the Indian Constitution and its underlying values. This would enable them to analyse the operation of the Constitution of India from a policy perspective, and in the context of social and cultural diversity. This would strengthen the foundation of constitutional ethics among the learners.

CO2: The learners would develop awareness regarding the basic structures and processes of government at both the union and state levels, with a specific focus on the power and responsibilities of the highest constitutional dignitaries. This will help them to acquire administrative skills and political insights for engaging in various institutions.

CO3: The learners would be familiar with the judicial structures and procedures in India. Further, the awareness about Writs, Judicial Review, PIL, and Basic Structure Doctrine would enable them to develop an understanding about their rights and entitlements as citizens and methods to secure these within the legal framework, in case of violation.

CO4: The learners would understand the division of power between the Union and States with a focus on different constitutional bodies. This would enable them to understand and analyse the manner in which the Indian federal system functions.

CO-PO Mapping (Major-I-P-II)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	3	3	3
CO2	3	1	3	2	2	1	2	2	2	2	2
CO3	2	3	3	3	2	2	3	3	3	2	3
CO4	2	2	3	2	3	2	2	3	2	3	3

Programme articulation Matrix row for Major-I-P-II

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Major-I-P-II	3	2	3	2	3	2	3	3	3	3	3

CO-PSO Mapping (Major-I-P-II)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	3	3	3	3	3	3	3
CO2	3	2	3	2	2	2	2	2
CO3	3	3	3	3	2	3	2	3
CO4	2	3	3	2	3	2	3	3

Introduction to The Constitution of India (Minor-I-P-I)

Credit Point-: 4 **Full Marks-: 100** **Total Hours-: 48**

Course Objectives:

This course introduces students to the Constitution of India – the supreme law of the land. The primary objective of this course is to provide students with a comprehensive understanding of the constitutional framework and political institutions in India. Through a critical examination of the constitutional design, the learners will explore the foundational principles of the Indian Constitution. By tracing the historical contestations surrounding the incorporation of these values into the Constitution and their practical manifestations, learners will develop an appreciation for the intricate interplay between institutional practices and political contexts. Furthermore, the course aims to cultivate an understanding of the institutional dynamics within the Indian governance matrix, characterized by both conflict and cooperation, asymmetrical federal arrangements, and mechanisms for safeguarding vulnerable populations against discrimination. Additionally, students will gain insight into the powers and functions of key governmental figures such as the President, Prime Minister, and Chief Minister and other constitutional and non-constitutional bodies, while also delving into the intricacies of Union-State relations.

Course Content:

Unit-I: Basic Structure of the Indian Constitution (12 Hours)

a) Making of the Indian Constitution: Formation and Working of Constituent Assembly
b) Preamble: Nature of State and Constitutional Values
c) Fundamental Rights, Directive Principles of State Policy, Fundamental Duties

Unit-II: Legislature and Executive in Union and State (12 Hours)

a) Structure of the Parliament and Legislative procedures; State Legislatures
b) President; Governor
c) Prime Minister and Council of Ministers; Chief Minister

Unit-III: Judiciary (12 Hours)

a) Supreme Court of India: Structure and Functions
b) High Courts: Structure and Functions

c) Judicial Review and Basic Structure Doctrine, Public Interest Litigation (PIL)

Unit-IV: Union-State Relationship (12 Hours)

a) Division of Power: Administrative, Legislative and Financial
b) Election Commission, Finance Commission, CAG
c) NITI Ayog, Inter-State Council, GST Council

Essential Readings:

- ✓ *Austin, Granville (1999). The Constitution of India: Cornerstone of a Nation. Oxford University Press.*
- ✓ *Bakshi, P.M. (2023). The Constitution of India. Universal Law Publishing.*
- ✓ *Basu, D. D. (2022). Introduction to the Constitution of India. Educational Printed;26th Edition, Lexis Nexis.*
- ✓ *Chakrabarty, Bidyut (2017). Indian Constitution: Text, Context and Interpretation. Sage Publication India Private Limited.*
- ✓ *Kashyap, Subhash (2021). Our Constitution. National Book Trust.*
- ✓ *Khosla, Madhav, Mehta, Pratap Bhanu and Choudhry, Sujit (Eds). (2016). The Oxford Handbook of the Indian Constitution. Oxford University Press.*
- ✓ *Pai, Sudha (2020). Constitutional and Democratic Institutions in India: A Critical Analysis. Orient Blackswan.*

Additional Readings:

1. *Bhargava, Rajeev (2009). Politics and Ethics of the Indian Constitution. Oxford University Press.*
2. *Chandra, Bipan, Mukherjee, Aditya and Mukherjee, Mridula. (2008). India Since Independence. Penguin Books.*
3. *Ghosh, Peu (2021). Indian Government and Politics, PHI Learning.*
4. *Gupta, D.C. (2023). Indian government and Politics. Vikas Publishing House Pvt. Ltd.*
5. *Jain, M.P. (2018), Indian Constitutional Law, LexisNexis.*
6. *Jayal, Niraja Gopal and Mehta, Pratap Bhanu (2011). The Oxford Companion to Politics in India. Oxford University Press.*
7. *Kumar, Avinash and Pai, Sudha (2017). The Indian Parliament: A Critical Appraisal. Orient Blackswan Pvt Limited.*

8. *Pylee, M.V. (2023). India's Constitution. S. Chand Publishing.*
9. *Shivhare, Nitin (2023). Indian Polity and Governance. S. Chand Publishing.*
10. *Shukla, V.N. (2019). Constitution of India. Eastern Book Company.*
11. *Subramanian, S.G. (2022). Indian Constitution and Polity. Pearson Education.*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-newspapers, online magazines, or scholarly journals, digital repositories, and audio-visual contents.

1. Digital Sansad. *Historical Debates: Constituent Assembly Draft Making Debates*. https://sansad.in/ls/debates/historical?1
2. Ghosh, Sujit. (2018). *Indian Judiciary: Organizational structure and Jurisdiction*. National Judicial Academy. https://nja.gov.in/Concluded_Programmes/2017-18/SE-13_PPTs/6.Judiciary%20organization%20HC%20and%20SC.pdf
3. Goel, Anupama. *Advanced Constitutional Law*. SWAYAM. https://onlinecourses.SWAYAM2.ac.in/cec20_hs22/preview
4. NIOS. *Political Science*: *Aspects of the Constitution of India*. National Institute of Open Schooling. https://nios.ac.in/online-course-material/sr-secondary-courses/political-science-(317).aspx
5. NITI Aayog. https://www.niti.gov.in/. National Institution for Transforming India

Activities to do:

1. Watch ***Constitution Assembly Speeches*** from News on Official YouTube [https://www.youtube.com/watch?v=0W9L6rFljF0] and organize a discussion on various themes with two groups of learners debating on issues discussed by the Constituent Assembly.
2. Watch ***Constitution of India – A Journey*** from Prasar Bharati Archives on YouTube[https://www.youtube.com/playlist?list=PLqtVCj5iilH4hOskMihD3woXA5C_58B0y] and stage a short play depicting the essence of this journey.
3. Read the biographies of freedom fighters and founding fathers of the Indian Constitution.
4. Study important judgements passed by Supreme Court of India on Basic Structure Doctrine and assess its impact on the functioning of the Constitution.

5. Study a Report prepared by NITI Ayog and evaluate its significance.
6. Organize community outreach programme to aware people about their rights and duties as citizens.

Course Outcomes:

This course endeavours to equip students with the necessary knowledge and analytical tools to engage critically with the constitutional structures and processes that underpin Indian democracy. The unit-wise outcomes are given below.

CO1: The learners would gain a basic understanding of the Indian Constitution and its underlying values. This would enable them to analyse the operation of the Constitution of India from a policy perspective, and in the context of social and cultural diversity. This would strengthen the foundation of constitutional ethics among the learners.

CO2: The learners would develop awareness regarding the basic structures and processes of government at both the union and state levels, with a specific focus on the power and responsibilities of the highest constitutional dignitaries. This will help them to acquire administrative skills and political insights for engaging in various institutions.

CO3: The learners would be familiar with the judicial structures and procedures in India. Further, the awareness about Writs, Judicial Review, PIL, and Basic Structure Doctrine would enable them to develop an understanding about their rights and entitlements as citizens and methods to secure these within the legal framework, in case of violation.

CO4: The learners would understand the division of power between the Union and States with a focus on different constitutional bodies. This would enable them to understand and analyse the manner in which the Indian federal system functions.

CO-PO Mapping (Minor-I-P-I)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	3	3	3
CO2	3	1	3	2	2	1	2	3	2	2	2
CO3	2	3	3	3	2	2	3	2	3	2	3
CO4	2	2	3	2	3	2	2	3	2	3	3

Programme articulation Matrix row for Minor-I-P-I

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Minor-I-P-I	3	2	3	2	3	2	3	2	3	3	3

CO-PSO Mapping (Minor-I-P-I)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	3	3	3	3	3	3	3
CO2	3	2	3	2	2	2	2	2
CO3	3	3	3	3	2	3	2	3
CO4	2	3	3	2	3	2	3	3

Human Rights (MDC-I)

Credit Point-: 3 **Full Marks-: 100** **Total Hours-: 48**

Course Objectives:

The course on Human Rights aims to provide a comprehensive understanding of the concept, evolution, and theoretical foundations of human rights, emphasizing their significance in contemporary society. It explores the historical development of human rights and examines various theories, including Natural, Legal, Utilitarian, and Marxist perspectives, to enable students to make a broad examination of issues and policies, taking into account diverse perspectives. The course delves into the universality of human rights amidst cultural diversity and assesses key international human rights instruments such as the Universal Declaration of Human Rights and subsequent international covenants and protocols. The course seeks to enable students to critically analyse the role of major international institutions like the UN, UNHRC, and UNOHCHR and their functions in promoting and protecting human rights. The course addresses contemporary issues and multidimensional threats to human rights to sensitize students on human rights issues in the local contexts. In the Indian context, it highlights the foundational principles of human rights, the institutional frame works along with the role of NGOs and civil society in human rights movements. Through this course, students will gain critical insights and analytical skills necessary to understand and address human rights challenges globally and within India.

Unit I: Understanding Human Rights **(12 Hours)**

a) Connotation of 'Rights'; Meaning, Nature and Significance of Human Rights. Evolution and Historical Development of Human Rights.
b) Theories of Human Rights: Natural, Legal, Utilitarian and Marxist;

Unit II: International Human Rights **(12 Hours)**

a) International Covenants on Human Rights: Universal Declaration of Human Rights; International Covenants: Civil and Political Rights-1966, Economic, Social and Cultural Rights 1966; Optional Protocols-1976 and 1989, World Conference on Human Rights: Tehran 1968 and Vienna 1993.
b) Institutional Framework: UN, UN Human Rights Council (UNHRC), UN office of the High Commissioner for Human Rights (UNOHCHR).

Unit III: Contemporary issues and Multidimensional aspects of threats to Human Rights.

(12 Hours)

a) Atrocities against Women, Children, SCs, STs, Minorities, Differently abled people.
b) Impact of Globalisation on Human Rights; Environment and Human rights Issues.
c) Refugee crisis and Migrations, Displacement, Bonded Labour, Custodial abuse, War crimes.

Unit IV: Human Rights in India **(12 Hours)**

a) Underlying Human rights Principles of Indian society: Dharma, Nyaya, Neeti, Ahimsa.
b) Institutional Framework: Constitutional provisions, NHRC, SHRC; Judicial Activism.
c) Human Rights Movements in India: Engagement of NGOs and Civil Society in Protecting Human Rights.

Essential Readings:

- ✓ *Alan, B. (2017). Human rights and the environment: where next? In Challenges in International Human Rights Law (pp. 765-794). Routledge.*
- ✓ *Barkin, J. S. (1998). The evolution of the constitution of sovereignty and the emergence of human rights norms. Millennium, 27(2), 229-252.*
- ✓ *Beitz, C. R. (2009). The idea of human rights. OUP Oxford.*
- ✓ *Cerna, C. M. (1994). Universality of human rights and cultural diversity: Implementation of human rights in different socio-cultural contexts. Hum. Rts. Q., 16, 740.*
- ✓ *Das, A. K., & Mohanty, P. K. (2007). Human rights in India. Sarup & Sons.*
- ✓ *Donnelly, J., & Whelan, D. J. (2020). International human rights. Routledge.*
- ✓ *Freeman, M. (2022). Human rights. John Wiley & Sons.*
- ✓ *Gready, P. (2004). Conceptualising globalisation and human rights: boomerangs and borders. The International Journal of Human Rights, 8(3), 345-354.*
- ✓ *Gudavarthy, A. (2008). Human rights movements in India: State, civil society and beyond. Contributions to Indian Sociology, 42(1), 29-57.*
- ✓ *Henkin, L. (1989). The universality of the concept of human rights. The Annals of the American Academy of Political and Social Science, 506(1), 10-16.*
- ✓ *Henkin, L. (1995). Human rights and state sovereignty. Ga. J. Int'l & Comp. L., 25, 31.*
- ✓ *Ishay, M. (2008). The history of human rights: From ancient times to the globalization era. Univ of California Press.*

- ✓ *Kennedy, D. (2002). International human rights movement: Part of the problem? Harv. Hum. Rts. J., 15, 101.*
- ✓ *Kurki, M. (2011). Human Rights and Democracy Promotion: reflections on the contestation in, and the politico-economic dynamics of, rights promotion. Third World Quarterly, 32(9), 1573-1587.*
- ✓ *Langlois, A. J. (2002). Human rights: the globalisation and fragmentation of moral discourse. Review of International Studies, 28(3), 479-496.*
- ✓ *Merry, S. E. (2009). Human rights and gender violence: Translating international law into local justice. University of Chicago Press.*
- ✓ *Ray, A. K. (2003). Human rights movement in India: A historical perspective. Economic and Political Weekly, 3409-3415.*
- ✓ *Shelton, D. (2006). Human rights and the environment: what specific environmental rights have been recognized. Denv. J. Int'l L. &Pol'y, 35, 129.*
- ✓ *Sripati, V. (2000). India's National Human Rights Commission: A Shackled Commission. BU Int'l LJ, 18, 1.*

Additional Readings:

- ✓ *Cole, W. M. (2005). Sovereignty relinquished? Explaining commitment to the international human rights covenants, 1966-1999. American sociological review, 70(3), 472-495.*
- ✓ *Nyamu, C. I. (2000). How should human rights and development respond to cultural legitimization of gender hierarchy in developing countries. Harv. Int'l. LJ, 41, 381.*
- ✓ *Oestreich, J. E. (2017). Development and Human Rights: rhetoric and reality in India. Oxford University Press.*
- ✓ *Schmitz, H. P. (2014). Non-state actors in human rights promotion. The SAGE Handbook of Human Rights, 1, 352-71.*

Internet Sources

1. Human Rights Course study materials in MA Political science.https://www.distanceeducationju.in/pdf/404%20HUMAN%20RIGHTS.pdf
2. International Human Rights document, charters etc available at https://csometer.info/international-human-rights-documents
3. Defining Human Rights: Harper Lecture, The University of Chicago.https://youtu.be/2nYdTV9wuGI?si=EbZBuZvHR5ggl5

4. Reflections on the Origins of Human Rights (Talal Asad Lecture), Berkeley Centre https://youtu.be/Vd7P6bUKAWs?si=KIeG2rwRqvgxjCh6

Activities to Do

1. Students should be encouraged and facilitated to visit NHRC or SHRC office to learn the functioning of the commission.
2. Conduct lecture on contemporary issues on Human rights in India.
3. Arrange a movie session for the students on issues of Human Rights. Movies like 13th (2016), The Whistleblower (2010), Mandela: Long Walk to Freedom (2013), Jai Bhim (2021).
4. Conduct community outreach programmes to spread awareness on Human Rights Day.

Course Outcome

After the completion of this course, the students would be competent in the following skills and acquire adequate knowledge on the issues of Human Rights.

CO1: They would understand the significance of human rights and their evolution over time. Also, they would learn different human rights theories and the connotation of human rights across cultures.

CO2: This unit would make them familiar with international covenants on Human rights; the changing dynamics of the state and the role of global organisations working for the cause of Human Rights.

CO3: After learning this unit, they would be aware about the multidimensional nature of human rights violations.

CO4: This unit will enlighten students on the Indian perspective of Human rights, drawing upon ancient philosophy, contemporary human rights issues in India, and the institutional framework for addressing these issues.

CO-PO Mapping (MDC-I)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	3	3	3
CO2	3	1	3	2	2	1	2	3	2	2	2
CO3	2	3	3	3	2	2	3	2	3	3	3
CO4	2	2	3	2	3	2	2	3	3	3	3

Programme articulation Matrix row for MDC-I

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Minor-I-P-I	3	2	3	2	3	2	3	2	2	3	3

CO-PSO Mapping MDC-I

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	3	3	3	3	1	1	2
CO2	3	2	3	2	2	1	2	3
CO3	3	3	3	3	2	2	3	2
CO4	2	3	3	2	3	2	2	3

SEMESTER-II

Introduction To Political Theory (Major-I-P-III)

Credit Point-: 4 **Full Marks-: 100** **Total Hours-: 48**

Course Objectives:

The course seeks to foster a comprehensive and nuanced understanding of political theory, its significance within the discipline of Political Science, and its profound influence on conceptualizing and interpreting various facets of social life. Through a critical examination of influential traditions and perspectives, students will gain insights into how theoretical frameworks shape debates and discourses on socio-political issues. Furthermore, the course aims to equip learners with the ability to critically analyse and deconstruct contemporary theories and perspectives that delve into the intricate interplay between politics and social constructs. It begins with an overview of why we study political theory and what are the approaches and forms of political theory. It then proceeds to elaborate in a detailed manner on the key concepts in political theory, such as "Liberty", "Equality", "Rights", "Justice", „Democracy". It will also focus on recent trends in Political Theory. Each concept is explained through the thoughts and writings of noted theorists who have deliberated at length on that particular issue, with emphasis given on readings of original writings.

Course Content:

Unit-I: Introduction **(12 Hours)**

a) What is Political Theory? Why do we need Political Theory?
b) Approaches to Political Theory: Normative and Empirical
c) Modernity and Political Theory

Unit-II: Traditions **(12 Hours)**

a) Liberalism: John Locke, J.S. Mill
b) Neo-Liberalism: Friedrich Hayek, Milton Friedman,
c) Marxism: Karl Marx
d) Neo-Marxism: Theodor W. Adorno, Louis Althusser

Unit-III: Recent Trends **(12 Hours)**

a) Feminism
b) Post-Modernism
c) Green Political Theory
d) Multiculturalism

Unit-IV: Concepts **(12 Hours)**

a) Citizenship
b) Civil Society
c) Welfare State
d) Idea of Swaraj

Essential Readings:

- ✓ *Adams, I. (2001). Political Ideology Today. United Kingdom: Manchester University Press.*
- ✓ *Bhargava, Rajeev, and Acharya, Ashok (2008). Political Theory: An Introduction, New Delhi: Pearson Longman.*
- ✓ *Farrelly, Colin, (2003). Contemporary Political Theory, A Reader, Sage Publications*
- ✓ *Goodin, Robert E. and Philip Pettit edited (1997). Contemporary Political Philosophy, Oxford, Blackwell Publishers.*
- ✓ *Kymilika, Will. (2014). Contemporary Political Philosophy. New Delhi, Oxford*
- ✓ *Miller, David and Larry Siedentop (edited). (1983). The Nature of Political Theory, Oxford, Clarendon Press.*
- ✓ *Ramaswamy, Sushila. (2014). Political Theory: Ideas and Concepts. PHI Learning Pvt Ltd.*
- ✓ *Rawls, John, (1971). A Theory of Justice. Oxford, Oxford University Press.*
- ✓ *Sandel, Michael, (2002). Liberalism and The Limits of Justice. Cambridge University Press.*
- ✓ *Vinod, M.J. and Deshpande, Meena. (2013). Contemporary Political Theory. PHI Learning Private Limited, Delhi.*

Additional Readings:

- ✓ *Arblaster, A. (3rd Edition). (2002). Democracy. Open University Press.*
- ✓ *Bakshi, Om (1988). The Crisis of Political Theory, Oxford University Press.*

- ✓ *Bellamy, Richards (1993). Theories and Concepts of Politics, Manchester University Press, New York.*
- ✓ *Heywood, Andrew (2022). Political Theory: An Introduction.* Bloomsbury Publication.
- ✓ *Kukathas, Ch. and Gaus, G. F. (2004) (eds.). Handbook of Political Theory. Sage.*
- ✓ *Mckinnon, C. (ed.) (2008). Issues in Political Theory. Oxford University Press.*
- ✓ *Parekh, B. (2005). Rethinking Multiculturalism: Cultural Diversity and Political Theory. Macmillan Press.*
- ✓ *Ramaswamy, Sushila. (2014). Political Theory: Ideas and Concepts. PHI Learning Pvt Ltd.*
- ✓ *Sen Amartya (2000). Development as Freedom. Oxford University Press.*
- ✓ *Vincent, A. (2004). The Nature of Political Theory. Oxford University Press.*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-newspapers, online magazines, or scholarly journals, digital repositories, and audio-visual contents.

1. eGyankosh. *What is Political Theory*. IGNOU. https://egyankosh.ac.in/bitstream/123456789/57829/1/Unit1.pdf
2. O Connor, J. (2010). Marxism and the Three Movements of Neoliberalism. *Critical Sociology. 36*(5) 691-715. https://journals.sagepub.com/doi/pdf/10.1177/0896920510371389
3. University of Mumbai. *Political Theory*. University of Mumbai. https://archive.mu.ac.in/myweb_test/M.A.(Part%20-%20I)%20Political%20Science%20Paper%20-%20I%20-%20Political%20Theory%20(Eng)%20-%20Rev.pdf
4. Veeravalli, A. (2011). Swaraj and Sovereignty. *Economic and Political Weekly. 46*(5). 65-69. https://www.jstor.org/stable/27918091

Activities to do:

1. Identify some of the political activities with an explanation. Please exclude voting-related activities.

2. Identify the liberal/Marxist elements of the Indian state
3. Try to analyse some major policies of your locality putting it in a liberal and Marxist or any other theoretical framework.
4. Identify some of the major religious communities in your locality and try to build a theory based on their living experience.

Course Outcomes:

This course aims to cultivate a sophisticated understanding of the theoretical foundations that inform and shape the ever-evolving political landscape. The unit-wise outcomes are given below.

CO1: This unit familiarizes the students with the basic concepts of political theory, how political theory has evolved as well as the nature of political theory. It also introduces the students to the normative and empirical dimensions of political theory. The necessity of values and the importance of empirical investigation in the theory-building exercise are the primary objectives of this unit. This unit also makes an attempt to explain how modernity influenced the theory-building exercise and how it reshaped some of the important debates on politics and society.

CO2: This unit makes an attempt to study important traditions in political theory. These traditions influence our political decisions. Ever since the evolution of the Industrial Revolution, nation-state, political questions and debates have revolved around the concepts of liberalism and Marxism. Students will be exposed to various debates in each of these traditions and their importance in the present-day context.

CO3: Political theory, fifty years back, was only concerned about liberalism and Marxism. Of late, with the advancement of society and our understanding of society, new ideas have emerged. They have expanded the horizon of political theory. New theories have evolved and they have thrown new challenges to society. Modernity encouraged societies to engage in a building exercise. The emergence of postmodernity challenged the grand narratives and encouraged all of us to have a micro perspective and challenge everything as modern. Similarly, new theories emerged challenging the existing power structure of the state and society. The understanding of a monocultural society has also changed with people shifting their choice of living from one country to another country. This unit promises to throw many interesting ideas at the students of political science.

CO4: This unit makes an attempt to understand some of the important political ideas within the nation state framework. Once nation state is strongly established, it is important to

understand the political concepts in detail. Even though concepts like citizenship and civil society are old yet these concepts need some sort of redefinition in the modern context. Similarly, the emergence of the welfare state in a political system has also reinforced its presence in the modern context. A student of Political Science needs to take concepts like the welfare state and swaraj seriously, as they throw many new challenges to the already existing political ideas.

CO-PO Mapping (Major-I-P-III)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	3	3	3
CO2	3	1	3	2	2	1	2	2	2	2	2
CO3	2	3	3	3	2	2	3	3	3	3	3
CO4	2	2	3	2	3	2	2	3	3	3	3

Programme articulation Matrix row for Major-I-P-III

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Major-I-P-III	3	2	3	2	3	2	3	3	3	3	3

CO-PSO Mapping (Major-I-P-III)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	3	3	3	3	1	1	2
CO2	3	2	3	2	2	1	2	3
CO3	3	3	3	3	2	2	3	2
CO4	2	3	3	2	3	2	2	3

Comparative Governments (Major-I-P-IV)

Credit Point-: 4 **Full Marks-: 100** **Total Hours-: 48**

Course Objectives:

This course will familiarize the students with the basic concepts and approaches to the study of comparative governments. It enables the students to critically examine politics in historical and contemporary perspectives while engaging with various themes of comparative analysis in developed and developing countries. This course is designed to address the various elements of constitutional systems in the world, including political parties, interest groups, election process, in addition to an analysis of the dominant executive, legislature and judicial systems all over the world.

Course Content:

Unit-I: Introduction **(12 Hours)**

a) Comparative Government: Meaning and Evolution
b) Institutionalism and Neo-Institutionalism
c) Comparing Democratic and Authoritarian Regimes

Unit-II: Legislature, Executive and Bureaucracy **(12 Hours)**

a) Legislatures: Functions, Structures, Legislature in Democratic and Authoritarian States
b) Executive: Presidential and Parliamentary Forms, Executive in Democratic and Authoritarian States
c) Bureaucracy: Organisation, New Public Management, Bureaucracy in Democratic and Authoritarian States

Unit-III: Constitution, Judiciary and Multi-level Governments **(12 Hours)**

a) Constitutionalism and New-Constitutionalism; Constitution in Democratic and Authoritarian States
b) Judiciary: Concepts, Judicial Review, Judicial Activism, Judicial Independence, Judiciary in Democratic and Authoritarian States
c) Multi-level Governments: Unitary and Federal, Local Government

Unit-IV: Elections, Political Parties and Interest Groups (12 Hours)

a) Elections: Role and Importance, Types; First-Past-the-Post System and Proportional Representation, Elections in Democratic and Authoritarian States
b) Political Parties: Concept, Origin and Role, Party System, Parties in Democratic and Authoritarian States
c) Interest Groups: Concept, Role of Interest Groups in Democratic and Authoritarian States

Essential Readings:

- ✓ *Alford, R. R., Friedland, R. (1985). Powers of Theory: Capitalism, the State, and Democracy. Cambridge University Press.*
- ✓ *Allbrow, Martin. (1996). The Global Age: State and Society: Beyond Modernity. Cambridge.*
- ✓ *Cantori, L.J and A. H. Ziegler. (edited). (1988). Comparative Politics in the Post-Behaviouralist Era. Lynne Rienner.*
- ✓ *Chilcote, Ronald. (1994). Theories of Comparative Politics: The Search for a Paradigm Reconsidered. Westview Press.*
- ✓ *Hardt, Michael and Antonio, Negri. (2001). Empire. Harvard University Press.*
- ✓ *Manor, James. (edited). (1991). Rethinking Third World Politics. Longman.*
- ✓ *Sartori, G., (2016). Parties and Party Systems: A Framework for Analysis. Cambridge University Press.*

Additional Reading:

- ✓ *Ellwood, W. (2010). The No-nonsense Guide to Globalization. New Internationalist.*
- ✓ *Heywood, A. (2002) "Representation, Electoral and Voting", in Politics. Palgrave.*
- ✓ *Rahnema, Majid (ed). (1997). The Post-Development Reader. The University Press.*
- ✓ *Rutland, P. (2014) "Britain", in J. Kopstein and M. Lichbach. (eds.) Comparative Politics: Interest, Identities and Institutions in a Changing Global Order. Cambridge University Press*
- ✓ *Stephan, Alfred. (2001). Arguing Comparative Politics. Oxford University Press.*
- ✓ *Tornquist, O. (1999). Politics and development. A Critical Introduction. Sage Tor*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. **Encyclopaedia Britannica**: Website: https://www.britannica.com/
2. **The United Nations Development Programme (UNDP)**: Website: https://www.undp.org/
3. **The Parliament of the United Kingdom**: Website: https://www.parliament.uk/
4. **The United States House of Representatives**: Website: https://www.house.gov/
5. **The World Bank**: Website: https://www.worldbank.org/
6. **The International Monetary Fund (IMF)**: Website: https://www.imf.org/
7. **The Constitution Center**: Website: https://constitutioncenter.org/
8. **The International Court of Justice (ICJ)**: Website: https://www.icj-cij.org/en
9. **The Federalism Project**: Website: https://federalism.org/
10. **The American Political Science Association (APSA)**: Website: https://www.apsanet.org/

Activities to do:

1. **Case Study Analysis**: Divide the students into groups and assign each group a case study of a democratic and authoritarian regime. Ask them to analyze the structure and functioning of legislatures, executives, and bureaucracies in each regime, considering factors such as power distribution, accountability mechanisms, and institutional constraints.
2. **Debate**: Organize a debate on the merits of democratic and authoritarian regimes, with students taking on different roles representing each perspective. Encourage the students to present arguments based on theories of institutionalism and neo- institutionalism, discussing the strengths and weaknesses of each regime type.
3. **Case Analysis**: Provide case studies of legislatures, executives, and bureaucracies in democratic and authoritarian states. Ask the students to analyze the functions, structures, and roles of each institution, comparing how they operate in different political contexts and identifying patterns of institutional behaviour.
4. **Mock Trial**: Encourage students to organize a mock trial activity where student's role-play as lawyers, judges, and witnesses in a legal case. Students can explore concepts of judicial review, judicial activism, and judicial independence, analyzing how the judiciary operates in democratic and authoritarian states.

5. **Campaign Simulation**: Organize a campaign simulation where students role-play as candidates, campaign managers, and voters in a mock election. Students can explore different electoral systems, campaign strategies, and the role of political parties and interest groups in shaping electoral outcomes.

Course Outcomes:

This course would enable the students to understand concepts and various approaches relevant to the study of comparative politics. The students would familiarise themselves with a vast range of relevant political concepts and processes, which is supposed to train their critical thinking to understand comparative politics and government. The unit-wise outcomes are given below.

CO1: This will help students to engage with the topics of comparative government, institutionalism, neo-institutionalism, and the comparison of democratic and authoritarian regimes comprehensively and critically.

CO2: This unit will make students aware about a structured framework for engaging with the concepts, theories, and empirical research associated with comparative government, institutionalism, neo-institutionalism, and the comparison of democratic and authoritarian regimes.

CO3: This unit will help students in developing a comprehension skill on the working of legislatures, the executive branch, and bureaucracies in political systems, including their structures, functions, and dynamics in both democratic and authoritarian states.

CO4: This unit will enhance the analogical capacities and critical thinking about elections, political parties, and interest groups in political systems, including their roles, dynamics, and implications for democratic governance in both democratic and authoritarian contexts.

CO-PO Mapping (Major-I-P-IV)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	2	3	2
CO2	3	1	3	2	2	1	2	3	2	3	2
CO3	2	3	3	3	2	2	3	1	3	2	3
CO4	2	2	3	2	3	2	2	3	3	3	2

Programme articulation Matrix row for Major-I-P-IV

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Major-I-P-IV	3	2	3	2	3	2	2	3	2	3	2

CO-PSO Mapping (Major-I-P-IV)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	3	3	3	3	1	1	2
CO2	3	2	3	2	2	1	2	3
CO3	3	3	3	3	2	2	3	1
CO4	2	3	3	2	3	2	2	3

Comparative Governments (Minor-II-P-I)

Credit Point-: 4 **Full Marks-: 100** **Total Hours-: 48**

Course Objectives:

This course will familiarize the students with the basic concepts and approaches to the study of comparative governments. It enables the students to critically examine politics in historical and contemporary perspectives while engaging with various themes of comparative analysis in developed and developing countries. This course is designed to address the various elements of constitutional systems in the world, including political parties, interest groups, the election process, in addition to an analysis of the dominant executive, legislature and judicial systems all over the world.

Course Content:

Unit-I: Introduction **(12 Hours)**

a) Comparative Government: Meaning and Evolution
b) Institutionalism and Neo-Institutionalism
c) Comparing Democratic and Authoritarian Regimes

Unit-II: Legislature, Executive and Bureaucracy **(12 Hours)**

a) Legislatures: Functions, Structures,
b) Executive: Presidential and Parliamentary Forms,
c) Bureaucracy: Organisation, New Public Management,

Unit-III: Constitution, Judiciary and Multi-level Governments **(12 Hours)**

a) Constitutionalism and New-Constitutionalism; Constitution in Democratic and Authoritarian States
b) Judiciary: Concepts, Judicial Review, Judicial Activism, Judicial Independence, Judiciary in Democratic and Authoritarian States
c) Multi-level Governments: Unitary and Federal, Local Government

Unit-IV: Elections, Political Parties and Interest Groups **(12 Hours)**

a) Elections: Role and Importance, Types; First-Past-the-Post System and Proportional Representation, Elections in Democratic and Authoritarian States

b) Political Parties: Concept, Origin and Role, Party System

c) Interest Groups: Concept, Role of Interest Groups

Essential Readings:

- ✓ *Alford, R. R., Friedland, R. (1985). Powers of Theory: Capitalism, the State, and Democracy. Cambridge University Press.*
- ✓ *Allbrow, Martin. (1996). The Global Age: State and Society: Beyond Modernity. Cambridge.*
- ✓ *Cantori, L.J and A. H. Ziegler. (edited). (1988). Comparative Politics in the Post-Behaviouralist Era. Lynne Rienner.*
- ✓ *Chilcote, Ronald. (1994). Theories of Comparative Politics: The Search for a Paradigm Reconsidered. Westview Press.*
- ✓ *Hardt, Michael and Antonio, Negri. (2001). Empire. Harvard University Press.*
- ✓ *Manor, James. (edited). (1991). Rethinking Third World Politics. Longman.*
- ✓ *Sartori, G., (2016). Parties and Party Systems: A Framework for Analysis. Cambridge University Press.*

Additional Reading:

- ✓ *Ellwood, W. (2010). The No-nonsense Guide to Globalization. New Internationalist.*
- ✓ *Heywood, A. (2002) „Representation, Electoral and Voting", in Politics. Palgrave.*
- ✓ *Rahnema, Majid (ed). (1997). The Post-Development Reader. The University Press.*
- ✓ *Rutland, P. (2014) „Britain", in J. Kopstein and M. Lichbach. (eds.) Comparative Politics: Interest, Identities and Institutions in a Changing Global Order. Cambridge University Press*
- ✓ *Stephan, Alfred. (2001). Arguing Comparative Politics. Oxford University Press.*
- ✓ *Tornquist, O. (1999). Politics and development. A Critical Introduction. Sage Tor*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-newspapers, online magazines, or scholarly journals, digital repositories, and audio-visual contents.

- **Encyclopaedia Britannica**: Website: https://www.britannica.com/
- **The United Nations Development Programme (UNDP)**:
  Website: https://www.undp.org/
- **The Parliament of the United Kingdom**: Website: https://www.parliament.uk/

- **The United States House of Representatives**: Website: https://www.house.gov/
- **The World Bank**: Website: https://www.worldbank.org/
- **The International Monetary Fund (IMF)**: Website: https://www.imf.org/
- **The Constitution Center**: Website: https://constitutioncenter.org/
- **The International Court of Justice (ICJ)**: Website: https://www.icj-cij.org/en
- **The Federalism Project**: Website: https://federalism.org/
- **The American Political Science Association (APSA)**:
  Website: https://www.apsanet.org/

Activities to do:

✓**Case Study Analysis**: Divide the students into groups and assign each group a case study of a democratic and authoritarian regime. Ask them to analyze the structure and functioning of legislatures, executives, and bureaucracies in each regime, considering factors such as power distribution, accountability mechanisms, and institutional constraints.

✓**Debate**: Organize a debate on the merits of democratic and authoritarian regimes, with students taking on different roles representing each perspective. Encourage the students to present arguments based on theories of institutionalism and neo-institutionalism, discussing the strengths and weaknesses of each regime type.

✓**Case Analysis**: Provide case studies of legislatures, executives, and bureaucracies in democratic and authoritarian states. Ask the students to analyze the functions, structures, and roles of each institution, comparing how they operate in different political contexts and identifying patterns of institutional behaviour.

✓**Mock Trial**: Encourage students to organize a mock trial activity where students role-play as lawyers, judges, and witnesses in a legal case. Students can explore concepts of judicial review, judicial activism, and judicial independence, analyzing how the judiciary operates in democratic and authoritarian states.

✓**Campaign Simulation**: Organize a campaign simulation where students role-play as candidates, campaign managers, and voters in a mock election. Students can explore different electoral systems, campaign strategies, and the role of political parties and interest groups in shaping electoral outcomes.

Course Outcomes:

This course would enable the students to understand concepts and various approaches relevant to the study of comparative politics. The students would familiarise themselves with a vast range of relevant political concepts and processes, which is supposed to train their critical thinking to understand comparative politics and government. The unit-wise outcomes are given below.

CO1: This will help students to engage with the topics of comparative government, institutionalism, neo-institutionalism, and the comparison of democratic and authoritarian regimes comprehensively and critically.

CO2: This unit will make students aware about a structured framework for engaging with the concepts, theories, and empirical research associated with comparative government, institutionalism, neo-institutionalism, and the comparison of democratic and authoritarian regimes.

CO3: This unit will help students in developing a comprehension skill on the working of legislatures, the executive branch, and bureaucracies in political systems, including their structures, functions, and dynamics in both democratic and authoritarian states.

CO4: This unit will enhance the analogical capacities and critical thinking about elections, political parties, and interest groups in political systems, including their roles, dynamics, and implications for democratic governance in both democratic and authoritarian contexts.

CO-PO Mapping (Minor-II-P-I)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	2	3	2
CO2	3	1	3	2	2	1	2	3	2	2	3
CO3	2	3	3	3	2	2	3	1	2	3	1
CO4	2	2	3	2	3	2	2	3	2	2	3

Programme articulation Matrix row for Minor-II-P-I

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Major-I-P-IV	3	2	3	2	3	2	2	3	2	3	2

CO-PSO Mapping (Minor-II-P-I)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	3	3	3	3	1	1	2
CO2	3	2	3	2	2	1	2	3
CO3	3	3	3	3	2	2	3	1
CO4	2	3	3	2	3	2	2	3

UNDERSTANDING GANDHI AND AMBEDKAR (MDC-II)

Credit Point-: 3 **Full Marks-: 100** **Total Hours-: 48**

Course objectives:

The primary objective of this course is to offer a thorough understanding of the lives and philosophies of Mahatma Gandhi and Dr. B.R. Ambedkar. Students will gain insight into the political and social ideologies of both leaders, allowing for a deeper appreciation of their contributions to Indian society and thought. The course aims to critically analyze Gandhi and Ambedkar's perspectives on crucial issues such as caste and religion, highlighting their differing approaches and solutions. Additionally, it will explore Gandhi's concept of Swadeshi and his critique of modern industrial civilization, providing a comprehensive overview of his vision for a self-sufficient and ethical society. Through this course, students will develop a nuanced understanding of these influential figures and their lasting impact on contemporary social and political discourse.

Unit I: Key points of Gandhian philosophy **(12 Hours)**

a) Truth and Non-violence
b) Satyagraha
c) Hind Swaraj
d) Swadeshi
e) Critique of modern civilization

Unit II: Ideas of Ambedkar **(12 Hours)**

a) Ambedkar's view on democracy
b) Socialism vs. Social Justice
c) Views on Caste

Unit III: Gandhi and Ambedkar's view on caste **(12 Hours)**

a) Dalit vs Harijan.
b) Varna Vs Caste
c) Possibility of change in Hindu social order
d) Poona Pact

Unit IV: Gandhi and Ambedkar's views on Politics and religion **(12 Hours)**

a) Gandhi's views on Hindu, Muslim, and Christianity
b) Ambedkar's views on Hindu, Muslim, and Buddhism
c) Planning & Development

d) Land & Labour

e) Women's Question

Essential Readings:

- ✓ Ambedkar, B. R. (1945). *What Congress and Gandhi have done to the Untouchables*. Thacker.
- ✓ Gandhi, M. K. (1938). *Hind Swaraj or Indian Home Rule*. Navajivan Publishing House.
- ✓ Jaffrelot, C. (2005). *Dr. Ambedkar and Untouchability: Fighting the Indian Caste System*. Columbia University Press.
- ✓ Kumar, A. (2015). *Radical Equality: Ambedkar, Gandhi, and the Risk of Democracy*. Stanford University Press.
- ✓ Parekh, B. (2001). *Gandhi: A Very Short Introduction*. Oxford University Press.
- ✓ Parel, A. J. (Ed.). (1997). *Gandhi: 'Hind Swaraj' and other writings*. Cambridge University Press.
- ✓ Rodrigues, V. (2011). Reading Texts and Traditions: The Ambedkar-Gandhi Debate. *Economic and Political Weekly*, 56-66.
- ✓ Rodrigues, V. (Ed.). (2002). *The Essential Writings of B. R. Ambedkar*. Oxford University Press.
- ✓ Roy, A. (2017). *The doctor and the saint: Caste, Race, and Annihilation of caste: The Debate between B. R. Ambedkar and MK Gandhi*. Haymarket Books+ ORM.
- ✓ Thakur, R. (2022). *Gandhi and Ambedkar: Understanding Their Relations.* Aakar Books

Additional Readings:

1. Barua, A. (2019). Revisiting the Gandhi–Ambedkar debates over 'Caste': the multiple resonances of varṇa. *Journal of Human Values*, *25*(1), 25-40.
2. Bayly, C. A. (2011). *Recovering Liberties: Indian Thought in the Age of Liberalism and Empire*. Cambridge University Press.
3. Omvedt, G. (2004). *Ambedkar: Towards an Enlightened India*. Penguin Books.
4. Ranjan, R. (2015). Gandhi and Ambedkar on Human Dignity. *Bombay Sarvodaya Mandal & Gandhi Research Foundation, Adapted from Gandhi Marg*,

37(2).

5. Singh, A. (2014). Gandhi and Ambedkar: Irreconcilable Differences? *International Journal of Hindu Studies*, 18(3), 413-449.

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-newspapers, online magazines, or scholarly journals, digital repositories, and audio-visual content.

1. Gandhi Heritage Portal. *Collected Works of Gandhi*. www.gandhiheritageportal.org
2. Columbia University lecture on Ambedkar. www.columbia.edu/cu/lweb/indiv/southasia/cuvl/Ambedka html
3. Gandhi Serve Foundation. www.gandhiserve.org
4. Ambedkar Foundation. www.ambedkarfoundation.nic.in

Activities to do:

1. **Lectures and Discussions:** In-depth lectures on Gandhi's and Ambedkar's philosophies, followed by group discussions are to be organised.
2. **Documentary Screenings:** Watching documentaries and biopics related to Gandhi and Ambedkar could be conducted. For instance: "MAHATMA – Life of Gandhi 1869-1948" - full version available at https://www.youtube.com/watch?v=uibI7s5URiU;Gandhi; movie: https://www.youtube.com/watch?v=9BEU8A_JZPU;Special documentary on Dr. B.R. Ambedkar. https://www.youtube.com/watch?v=JrEjcNI60tk; Bhimrao Ambedkar's iconic interview from 1955: https://www.youtube.com/watch?v=Wf3VJCpNMqI .
3. **Critical Essays:** Writing essays analyzing specific aspects of Gandhi's and Ambedkar's thoughts.
4. **Debates:** Organizing debates on topics such as Swadeshi vs. Modern Civilization and Socialism vs. Social Justice.
5. **Presentations:** Students will give presentations on selected topics such as the Poona Pact, Dalit vs. Harijan, and Gandhi's and Ambedkar's views on religion.
6. **Field Visits:** Visiting places of historical importance related to Gandhi and Ambedkar, such as Sabarmati Ashram and Ambedkar Memorial.

Course Outcome

CO1: The purpose of this unit is to make students understand the basic philosophy of

Mahatma Gandhi. The philosophical principles of Mahatma Gandhi need to be understood in a proper context. Students will also have a detailed understanding of the lives of Gandhi and Ambedkar, which will aid in comprehending their philosophies.

CO2: Students will be familiarised with the ideas of Ambedkar, starting from caste to democracy.

CO3: Students will be able to explain the political and social ideas of Gandhi and Ambedkar.

CO4: Students will be able to articulate the ideas of Gandhi and Ambedkar and will be able to analyse why Gandhi favoured Swadeshi and his critique of modern industrial civilization

CO-PO Mapping (MDC-II)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	3	3	2
CO2	3	1	3	2	2	1	2	3	2	2	3
CO3	2	3	3	3	2	2	3	3	2	2	3
CO4	2	2	3	2	3	2	2	3	2	3	3

Programme articulation Matrix row for MDC-II

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course MDC-II	3	2	3	2	3	2	3	2	3	3	2

CO-PSO Mapping (MDC-II)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	3	3	3	3	1	1	2
CO2	3	2	3	2	2	1	2	3
CO3	3	3	3	3	2	2	3	3
CO4	2	3	3	2	3	2	2	3

Electoral Studies and Public Opinion Poll (SEC-I)

Credit Point-: 3 **Full Marks-: 100** **Total Hours-: 36**

Course Objectives:

Democracy will be truly functional when the citizens would be informed about the electoral politics and exercise their choice independently without being influenced by any vested interest. Thus, the Media plays a crucial role in shaping popular opinion and intern affects electoral politics. The course thus attempts to make the learners understand the significance of public opinion in electoral politics. It also reflects on the role and function of the Election Commissioner in ensuring free and fair elections. The political parties are also to be studied to have a comprehensive understanding of electoral dynamics of political parties, media and public opinion.

Course Content:

Unit I: **(9 Hours)**
What is Public Opinion, Agents of formulating Public Opinion, Ways of developing healthy public opinion

Unit II: **(9 Hours)**
Meaning of Electoral Studies. Representation of People's Act 1951, What is a Constituency, National and Regional Political Parties

Unit III: **(9 Hours)**
Composition and Powers of Election Commission in India, State Election Commission, Media and Election Model Code of Conduct.

Unit IV: **(9 Hours)**
Different stages of Election analysis, Opinion Poll, Exit Poll, Methods of analysing electoral Data, Analysing Media Reports.

Essential Readings:

- *Verma, R., & Sardesai, S. (2014). Does media exposure affect voting behaviour and political preferences in India? Economic and political weekly, 82-88. Kanungo, N. T. (2015). India's digital poll battle: Political parties and social media in the 16th Lok Sabha elections. Studies in Indian Politics, 3(2), 212-228.*

- *Rai, P. (2021). Psephological fallacies of public opinion polling. Economic & Political Weekly, 56(28), 51.*

- *Fisher, J., Fieldhouse, E., Franklin, M. N., Gibson, R. K., Cantijoch, M., & Wlezien, C.*

(Eds.). (2018). The Routledge handbook of elections, voting behavior and public opinion (pp. 280-292). London: Routledge.

- *Morwitz, V. G., & Pluzinski, C. (1996). Do polls reflect opinions or do opinions reflect polls? The impact of political polling on voters' expectations, preferences, and behavior. Journal of Consumer Research, 23(1), 53-67.*

- *Traugott, M. W. (2014). Public opinion polls and election forecasting. PS: Political Science & Politics, 47(2), 342-344.*

- **Additional Readings:**

  - *Rai, P. (2021). Demystifying the Bandwagon Effect of Election Opinion Polls in India. Academia Letters, 2.*
  - *Lang, K., & Lang, G. E. (1984). The impact of polls on public opinion. The Annals of the American Academy of Political and Social Science, 472(1), 129-142.*

Internet Sources:

- Representative of People's Act, 1951. Available at https://ceodelhi.gov.in/WriteReadData/ManualElectionLaw/REPRESENTATION%20OF% 20THE%20PEOPLE%20ACT,%201950.pdf

- ADR Recommendations on Electoral reforms https://adrindia.org/sites/default/files/ADR_and_NEWs_recommendations_for_electoral_an d_political_reforms_Final_April_20_2011.pdf

- Model Code of Conduct https://www.eci.gov.in/mcc/

- Model code of conduct https://deo.dnh.gov.in/Download/OldUpdates/Model_Code_of_Conduct.pdf

- The Theodore H. White Lecture on Press and Politics: "The Press and the Polls" https://youtu.be/rKQWvnUOGa4?si=H6jtDKGfFqlQ7mjU

Activities to do:

1. Students are recommended to observe and note the difference between opinion poll and exit poll and study the factors behind this.
2. Students are encouraged to have a comparative assessment of exit polls conducted by different media houses and find out if it has been reflected in the election result.
3. Students can visit the voters and conduct a study to find out if the opinion poll affect the public opinion and if it actually changes the vote preferences.

Model Questions:

1. When was the People's Representative Act enacted? [1 Mark]
2. What is the difference between Opinion Poll and Exit poll? [2 Marks]
3. What is the impact of opinion poll on vote preference in India? [5 Marks]

4. Election commission is the watch dog of Indian Democracy. Comment. [8 Marks]

Course Outcome:

After studying this course, learners would acquire practical skills in electoral studies. The unit wise learning outcomes are given below:

CO1: Learners would be aware of the significance of public opinion in electoral politics.

CO2: Learners would be aware of the Representation of the People's Act, constituency and the dynamics of political parties in electoral politics.

CO3: This unit would enable the students to be informed about the Election Commission, election code of conduct with respect to the electoral politics.

CO4: The learners would know opinion polls, exit polls, their impact on electoral results and analysis of electoral data which would infuse pragmatic understanding about the electoral behaviour in them.

CO-PO Mapping (SEC-I)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	3	2	2	1	1	2	3	3	2
CO2	3	1	2	2	2	1	2	3	2	2	2
CO3	2	3	3	3	2	2	3	3	1	2	2
CO4	3	1	2	2	2	1	2	3	3	2	1

Programme articulation Matrix row for SEC-I

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course SEC-I	3	2	3	2	3	2	3	2	3	3	2

CO-PSO Mapping (SEC-I)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	3	3	3	3	1	1	2
CO2	3	2	3	2	2	1	2	3
CO3	3	3	3	3	2	2	3	3
CO4	3	1	2	2	2	1	2	3

SEMESTER-III

Colonialism And Nationalism In India (Major-I-P-V)

Credit Point-: 4 **Full Marks-: 100** **Total Hours-: 48**

Course Objectives:

The purpose of this course is to help the students understand India's colonial past, the shaping of the nationalist ideology and the unfolding of the national movement. Integral to the course is understanding the ideas of democracy and freedom, along with corresponding social relations, as well as political and institutional practices that took shape in the context of the anti-colonial struggles. The institutions of the state, its policies, and the social and economic structures that exist today, reflect the imprint of the colonial experience and the manner in which they have been transformed in the course of social struggles and the national movement.

Course Content:

Unit-I: Colonialism and Nationalism **(12 Hours)**

a) Main Perspectives on Colonialism: Liberalism, Marxism, Post-colonialism
b) Approaches to the study of Nationalism in India: Liberal Nationalist, Religious Nationalist, Marxist and Subaltern

Unit-II: Colonial Rule in India and Impact **(12 Hours)**

a) Colonial Ideology and Civilizing Mission: Assertion of Cultural and Racial Superiority
b) Agriculture, Land relations, Industry and Ecology
c) Constitutional Development and the Colonial State

Unit-III: Reform and Resistance **(12 Hours)**

a) Religious Reform Movements: Shuddhi Movement, Aligarh Movement, Singh Sabha Movement
b) Other Social Reform Movements: Anti-Caste Movements and Women's Emancipation Initiatives
c) Tribal, Peasants and Working-Class Resistance
d) Education and the rise of the New-middle Class

Unit-IV: Nationalist Politics and Expansion of its Social Base (12 Hours)

a) Nationalist Movement: Formation of Indian National Congress, Liberal Constitutionalist, Swadeshi and the Radicals, Muslim League and Hindu Mahasabha
b) M.K. Gandhi and Mass Mobilisation, Non-cooperation, Civil Disobedience and Quit India Movement
c) Revolutionaries: Communists, Socialists and INA
d) Two-Nation Theory, Partitions and India's Independence

Essential Readings:

1. Treanor, P. (1997). Structures of Nationalism. *Sociological Research Online*, *2*(1), 60–72. https://doi.org/10.5153/sro.70
2. Alter, P. (1994). *Nationalism* (2nd ed.). Edward Arnold.
3. Chakrabarty, D. (2002). A small history of subaltern studies. In D. Chakrabarty, *Habitations of modernity: Essays in the wake of subaltern studies* (pp. 3-19). Permanent Black.
4. Chandra, B. (1999). *Essays on colonialism*. Orient Longman Ltd. [Chapter 1: Colonialism: Some basic aspects, pp. 1-22].
5. Islam, S. (2006). The origins of Indian nationalism. In *Religious dimensions of Indian nationalism* (pp. 71-103). Media House.
6. Thapar, R. (2000). Interpretations of colonial history: Colonial, nationalist, post-colonial. In P. R. de Souza (Ed.), *Contemporary India: Transitions* (pp. 25-36). Sage Publications.

Additional Readings:

- ✓ *Bandyopadhyay, S. (2016).* From Plassey to Partition and after: A history of modern India*. Orient Blackswan Private Limited.*
- ✓ *Bose, S., & Jalal, A. (2011).* Modern South Asia: History, culture, political economy. *Routledge.*
- ✓ *Chandra, B. (2019).* History of modern India*. Orient Blackswan.*
- ✓ *Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (1989).* India's struggle for independence*. Penguin Books India.*
- ✓ *Desai, A. R. (1959).* Social background of Indian nationalism *(3rd ed.). Popular Book Depot.*

- ✓ *Sarkar, S. (2014).* Modern India. *Pearson Education India.*
- ✓ *Sharma, S. L., & Oomm*en, T. K. (Eds.). (2001). *Nation and national identity in South Asia*. Orient Longman.

Internet Sources:

1. Thapar, Romila. *Shaping Identity: Nationalism, Secularism and Democracy*. Ajim Premji University lecture. https://youtu.be/-LxPzkeLBOo?si=QjLM7DHUilLCexGN
2. eGyanKosh. *Imperialism, Colonialism and Nationalism*. IGNOU. https://egyankosh.ac.in/handle/123456789/17829
3. OSOU. *Social and political thought in modern India*. OSOU https://drive.google.com/file/d/1c9yHWd2SXFmqV3TwqB2wS7v1nllFqB3e/view
4. BBC. *India's partition: The Forgotten History*. BBC. https://www.bbcselect.com/watch/indias-partition-the-forgotten-story/

Activities to do:

1. Organize Special Talks/Lectures on the occasion of the birth anniversary of the great Leaders of the Indian National Movement.
2. Visit to the nearby places related to the Indian National Movement or read about these places and submit a report about the significance of the place.
3. Write a short report on the life and contribution of the Nationalist Leaders of your District/Region/nearby locality and submit to the course instructor.

Course Outcomes:

This course will enable the learners to understand India's colonial history and the shaping of its identity as a nation. The students would be well versed with the major streams of socio-political thought as well as socio-political and religious reform movements, which contributed to our nation building. The unit-wise outcomes are given below.

CO1: This unit will give the students a conceptual understanding of colonialism from different perspectives as well as an analysis of Indian nationalism through various approaches.

CO2: This unit helps the students to develop a critical understanding of colonial ideology and its civilizing mission based on an assertion of cultural superiority. It will also help the students to assess the various impacts of colonialism on society, economy, polity and agrarian structure.

CO3: This unit will give an understanding about various reform movements as well as various

types of resistance during the first century of British rule in India.

CO4: This unit will help the students will learn about the historical context in which the nationalist movement emerged in India and took different forms in subsequent periods. It will also provide a broad understanding about the role, ideologies and contributions of great nationalist leaders and organisations in nationalist struggle till the achievement of independence.

CO-PO Mapping (Major-I-P-V)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	3	1	1	2	1	1	2	3	3	2
CO2	3	2	3	2	2	1	2	3	2	1	3
CO3	2	3	3	3	2	2	3	3	2	1	2
CO4	2	1	3	2	3	2	2	2	2	3	3

Programme articulation Matrix row for Major-I-P-V

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Major-I-P-V	3	2	3	2	3	2	2	3	3	3	2

CO-PSO Mapping (Major-I-P-V)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	3	3	3	3	1	1	2
CO2	3	2	3	2	2	1	2	3
CO3	3	3	3	3	2	2	3	3
CO4	2	3	3	2	3	2	2	2

International Relations (Major-I-P-VI)

Credit Point-: 4 **Full Marks-: 100** **Total Hours-: 48**

Course Objectives:

This paper seeks to equip students with the basic intellectual tools for understanding International Relations and its major theories. The course begins by historically contextualizing the evolution of the international state system before discussing the agency-structure problem through the levels-of- analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn the economic relation between developed and under developed nations and emerging world order after globalization.

Course Content:

Unit-I: Study of International Relations **(12 Hours)**

a) Meaning, Nature & Scope
b) Evolution of state system: Thirty years of Religious War, Treaty of Westphalia and Post West Phalia

Unit-II: Theoretical Perspectives **(12 Hours)**

a) Idealism, classical Realism, Realism, Neo-Realism
b) Liberalism and Neo- Liberalism
c) Marxist and Feminist perspectives

Unit-III: An Overview of 20th Century International History-I **(12 Hours)**

a) World War- I: Causes and Consequences, League of Nations- Formation, Aims & Objectives, Criticism
b) Bolshevik Revolution and the formation of the USSR
c) Rise of Fascism and Nazism
d) World War- II: Causes and Consequences, UN - Aims, Objectives, Organs and Relevance.

Unit-IV: An Overview of 20th Century International History-II **(12 Hours)**

a) Cold War: Phases, End of Cold War & post-Cold War world order.

b) Emergence of Third World, New Economic World Order, North- South Cooperation, Theories of Development and Under-Development Dependency Theory, World System Theory

c) Globalisation and Emerging World Order

Essential Readings:

- ✓ *Basu, R. (Ed.). (2017).* International politics: Concepts, theories and issues. *Sage.*
- ✓ *Baylis, J., & Smith, S. (Eds.). (2002).* The globalization of world politics *(4th ed.). Oxford University Press.*
- ✓ *Bello, W. (2008).* Deglobalization. *Zed Books.*
- ✓ *Heywood, A. (2023).* Global politics. *Bloomsbury Publishing.*
- ✓ *Ghosh, P. (2020).* International relations *(5th ed.). New Delhi.*
- ✓ *Goldstein, S. J., & Pevehouse, J. (2007).* International relations. *Pearson Longman.*
- ✓ Petere Calvocorcees-1993, "The Cold War as Episode"

Additional Readings:

- ✓ *Behera, N. C. (Ed.). (2008). International relations in South Asia: Search for an alternative paradigm. Sage.*
- ✓ *Burchill, S., et al. (2009). Theories of international relations (3rd ed.). Palgrave Macmillan.*
- ✓ *Carr, E. H. (1981). The twenty years' crisis: 1919-1939. Macmillan.*
- ✓ *Chilcote, R. H. (1984). Theories of development and underdevelopment. Westview Press.*
- ✓ *Brown, C., & Ainley, K. (2005). Understanding international relations (3rd ed.). Palgrave Macmillan.*
- ✓ *Cox, R., & Sinclair, T. (1996). Approaches to world order. Cambridge University Press.*
- ✓ *Morgenthau, H. (Revised by Kenneth W. Thompson). (2007). Politics among nations. (6th Edition). Kalyani Publishers*
- ✓ *Smith, S., Booth, K., & Zalewski, M. (Eds.). (1996). International theory: Positivism and beyond. Cambridge University Press.*
- ✓ *Waltz, K. (1979). Theory of international politics. Addison-Wesley Publishing.*

Internet sources:

The internet resources include online articles and e-contents published on websites, blogs, e-

newspapers, online magazines, or scholarly journals, digital repositories, and audio-visual contents.

- eGyanKosh. *Development of State System*. IGNOU https://egyankosh.ac.in/handle/123456789/24796
- The Hindu. (2023, July 6). *Feminist approaches to international relations*. The Hindu. https://www.thehindu.com/specials/text-and-context/feminist-approaches-to-international-relations/article67016933.ece
- History.com (Editors). *Russian Revolution.* History. https://www.history.com/topics/european-history/russian-revolution
- Sharma, A. (2018). Globalisation and the new world order. *ResearchGate*. https://www.researchgate.net/publication/323812397_GLOBALISATION_AND_THE_NEW_WORLD_ORDER

Activities to do:

1. The students should present a paper on different themes of international relations.
2. Workshop and Seminar for students so that they will get more insights into the different issues of international relations.
3. Debates on current international events or topics such as financial institutions, role of the United Nations and the international world order.

Course Outcome:

This course would enable the learners to understand international relations and major theories. Also, this course would make students aware about major political and historical phenomenon occurred in 20th century which have shaped the International Relations. The unit-wise outcomes are given below.

CO1: This unit would provide fundamental ideas to the students about International Relations & evolution of state system with reference to pre- Westphalia, Westphalia & post- Westphalia.

CO2: This unit would help the students to familiarise with the basic theoretical perspectives of International Relations.

CO3: This unit would make students understand about the causes & consequence of World War I & II. It also makes the students understand about the creation of League of Nation and

UNO and the formation of former USSR, Fascism & Nazism.

CO4: This unit would familiarise the students with different dimensions of Cold War & the contemporary ideas like the third world, new economic world order, north- south co- operation, development & under-development, globalisation & emerging world order.

CO-PO Mapping (Major-I-P-VI)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	3	2	2
CO2	3	1	3	2	2	1	2	3	3	2	3
CO3	2	3	3	3	2	2	3	1	2	3	1
CO4	2	2	3	2	3	2	2	2	2	2	1

Programme articulation Matrix row for Major-I-P-VI

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Major-I-P-VI	3	2	3	2	3	2	2	3	3	2	2

CO-PSO Mapping (Major-I-P-VI)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	3	3	3	3	1	1	2
CO2	3	2	3	2	2	1	2	3
CO3	3	3	3	3	2	2	3	1
CO4	2	3	3	2	3	2	2	2

Western Political Thought-I (Major-I-P-VII)

Credit Point-: 4 **Full Marks-: 100** **Total Hours-: 48**

Course Objectives:

This course deals with the classical thinkers and themes of western political philosophy. It will probe the key concerns of political thought such as the good ideal and possible regimes; citizenship and civil virtues; contract, consent and trust as the alternative bases of political obligation; the relative autonomy of politics vis-à-vis philosophy or economy; and concepts such as justice, liberty, and rights. There will be an attempt to understand thinkers and texts from both philosophical and historical perspectives. The main objective is to train students in the foundational texts and thinkers of Political Science.

Course Content:

Unit-I: Greek Political Thought **(12 Hours)**

a) **Plato:** Theory of Justice, Concept of Education, Philosopher king, concept of communism, Concept of Ideal State
b) **Aristotle:** State and Its Classification, concept of Law and Justice, Citizenship, Theory of Revolution

Unit-II: Renaissance and the Rise of Modernism **(12 Hours)**

a) **Machiavelli:** Human Nature, Child of Renaissance, Politics and State Craft, Views on ends and means, Separation of Religion and politics.
b) **Hobbes:** Human Nature, State of Nature and Social contract, Theory of Absolute sovereignty (Leviathan)

Unit-III: Individualism and Collectivism **(12 Hours)**

a) **Locke:** Human Nature, State of Nature and social contract, Theory of Natural Rights: Life, Liberty and property, Constitutionalism
b) **Rousseau:** Human Nature, State of Nature and Inequality, Social Contract; Concept of General Will

Unit-IV: Utilitarianism **(12 Hours)**

a) **Bentham:** Theory of Utilitarianism as the basis of moral and jurisprudence, State and Government
b) **J.S. Mill:** Revision of Utilitarianism, Views on Liberty, Representative Government, Subjugation of Women

Essential Readings:

- ✓ *Boucher, D. & Kelly, P. (2017).* Political Thinkers: From Socrates to the Present. *Oxford University Press.*
- ✓ *Jha, Shefali. (2018).* Western political thought: From the ancient Greeks to modern times *(2nd ed.). Pearson.*
- ✓ *Mishra, R. K. (1957). Political Legacy of Plato and Aristotle. Kitab Mahal Publication.*
- ✓ *Mukherjee, S., & Ramaswamy, S. (2004).* Western political thought. *PHI Learning.*
- ✓ *Nelson, B. R. (2006).* Western political thought. *Pearson Education India.*
- ✓ *Russel, B. (2005).* History of Western Philosophy. *Routledge.*
- ✓ *Sabine, G. H. (2018).* History of political theory. *Oxford and IBH Publishers.*
- ✓ *Skinner, Q. (2002).* The foundations of modern political thought (Vol. 1, The Renaissance). *Cambridge University Press.*
- ✓ *Wayper, C. L. (2007).* Teach yourself political thought. *Surjeet Publication.*

Additional Readings:

- ✓ *Brett, A. and Tully, J. (Eds.). (2006). Rethinking the foundations of modern political thought. Cambridge University Press.*
- ✓ *Browning, G. (2016). A history of modern political thought: The question of interpretation. Oxford University Press.*
- ✓ *Gingell, J., Little, A. and Winch, C. (Eds.). (2000). Modern political thought: A reader. Routledge.*
- ✓ *Hampsher-Monk, I. (2008). A history of modern political thought: Major political thinkers from Hobbes to Marx. Blackwell Publ.*
- ✓ *Heywood, A. (2004). Political theory: An introduction. Palgrave Macmillan.*
- ✓ *McLellan, D. (1979). Marxism after Marx. Palgrave Macmillan.*
- ✓ *Rawls, J. (2009). A theory of justice. Harvard University Press.*
- ✓ *Wootton, D. (1996). Modern political thought: Readings from Machiavelli to Nietzsche. Hackett Publishing Company Inc.*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. Stanford Encyclopedia of Philosophy (For different political thinkers and their philosophy). https://plato.stanford.edu/
2. Prof. Mithilesh Kumar Jha.(2021). *Introduction to Western Political Thought* [Online course]. SWAYAM. https://onlinecourses.nptel.ac.in/noc21_hs101/preview
3. eGyanKosh. *Western Political Thought: Plato to Marx* (MPSE-003). IGNOU https://egyankosh.ac.in/handle/123456789/24354

Activities to do:

1. Read original books and biographies of the author of your choice.
2. Make a list of Western Political Thinkers along with their affiliation to different strands of political thought.
3. Conduct group discussions on concepts like state, justice, and equality from the perspective of different thinkers mentioned in this course.
4. Collect the portraits of different thinkers, make a photographic diary and write down their important concepts.

Course Outcomes:

The course will familiarize students with the questions, ideas and values of political philosophy addressed by political thinkers and contextualize the same to contemporary political thinking. This will enhance their comprehension and analytical capacities to read and decode the classics and use them to engage contemporary socio-political issues and clearly present their own arguments and thoughts about contemporary issues and develop ideas to engage with the latter. The unit-wise outcomes are given below.

CO1: Students would gain a comprehensive understanding of the foundational ideas and frameworks proposed by the seminal thinkers of ancient Greece. Thus, students could make an appraisal of the enduring influence of these pioneering thinkers on subsequent political discourse and the evolution of socio-political ideologies.

CO2: Upon completion of this Unit, students will be able to critically examine the transformative ideas that emerged during this pivotal period in intellectual history. Through the

exploration of Renaissance and early modern political thought, students will gain insights into the paradigm shifts that reshaped the understanding of power, authority, and the role of the state, laying the foundations for subsequent political philosophies and ideologies. This will enable them to connect with historically written texts and their interpretations.

CO3: Through this Unit, students will gain a nuanced understanding of the tension between individualistic and collectivist ideologies and will develop critical thinking in assessing the impact of social contract theories on shaping subsequent political discourse, governance structures, and societal norms.

CO4: Through this exploration of utilitarian thought, students will gain a comprehensive understanding of the principles underlying this utilitarianism, its potential applications in governance and policymaking, as well as its limitations and criticisms.

CO-PO Mapping (Major-I-P-VII)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	2	2	2
CO2	3	1	3	2	2	1	2	3	3	3	2
CO3	2	3	3	3	2	2	3	3	3	2	2
CO4	2	2	3	2	3	2	2	3	3	3	3

Programme articulation Matrix row for Major-I-P-VII

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Major-I-P-VII	3	2	3	2	3	2	3	3	2	2	2

CO-PSO Mapping (Major-I-P-VII)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	3	3	3	3	1	1	2
CO2	3	2	3	2	2	1	2	3
CO3	3	3	3	3	2	2	3	3
CO4	2	3	3	2	3	2	2	3

Colonialism And Nationalism In India (Minor-I-P-II)

Credit Point-: 4 **Full Marks-: 100** **Total Hours-: 48**

Course Objectives:

The purpose of this course is to help the students understand India's colonial past, the shaping of the nationalist ideology and the unfolding of the national movement. Integral to the course is understanding the ideas of democracy and freedom, along with corresponding social relations, as well as political and institutional practices that took shape in the context of the anti-colonial struggles. The institutions of the state, its policies, and the social and economic structures that exist today, reflect the imprint of the colonial experience and the manner in which they have been transformed in the course of social struggles and the national movement.

Course Content:

Unit-I: Colonialism and Nationalism (12 Hours)

a) Main Perspectives on Colonialism: Liberalism, Marxism, Post-colonialism
b) Approaches to the study of Nationalism in India: Liberal Nationalist, Religious Nationalist, Marxist and Subaltern

Unit-II: Colonial Rule in India and Impact (12 Hours)

a) Colonial Ideology and Civilizing Mission: Assertion of Cultural and Racial Superiority
b) Agriculture, Land relations, Industry and Ecology
c) Constitutional Developments: 1919 Act, 1935 Act, Indian Independence Act

Unit-III: Reform and Resistance (12 Hours)

a) Religious Reform Movements: Shuddhi Movement, Aligarh Movement, Singh Sabha Movement
b) Other Social Reform Movements: Anti-Caste Movements and Women's Emancipation Initiatives
c) Tribal, Peasants and Working-Class Resistance
d) Education and the rise of the New-middle Class

Unit-IV: Nationalist Politics and Expansion of its Social Base (12 Hours)

a) Nationalist Movement: Formation of Indian National Congress, Liberal Constitutionalist, Swadeshi and the Radicals, Muslim League and Hindu

Mahasabha

b) M.K. Gandhi and Mass Mobilisation, Non-cooperation, Civil Disobedience and Quit India Movement

c) Revolutionaries: Communists, Socialists and INA

d) Two-Nation Theory, Partitions and India's Independence

Essential Readings:

1. Treanor, P. (1997). Structures of Nationalism. *Sociological Research Online*, *2*(1), 60–72. https://doi.org/10.5153/sro.70
2. Alter, P. (1994). *Nationalism* (2nd ed.). Edward Arnold.
3. Chakrabarty, D. (2002). A small history of subaltern studies. In D. Chakrabarty, *Habitations of modernity: Essays in the wake of subaltern studies* (pp. 3-19). Permanent Black.
4. Chandra, B. (1999). *Essays on colonialism*. Orient Longman Ltd. [Chapter 1: Colonialism: Some basic aspects, pp. 1-22].
5. Islam, S. (2006). The origins of Indian nationalism. In *Religious dimensions of Indian nationalism* (pp. 71-103). Media House.
6. Thapar, R. (2000). Interpretations of colonial history: Colonial, nationalist, post-colonial. In P. R. de Souza (Ed.), *Contemporary India: Transitions* (pp. 25-36). Sage Publications.

Additional Readings:

a. *Bandyopadhyay, S. (2016).* From Plassey to Partition and after: A history of modern India. *Orient Blackswan Private Limited.*

b. *Bose, S., & Jalal, A. (2011).* Modern South Asia: History, culture, political economy. *Routledge.*

c. *Chandra, B. (2019).* History of modern India. *Orient Blackswan.*

d. *Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (1989).* India's struggle for independence. *Penguin Books India.*

e. *Desai, A. R. (1959).* Social background of Indian nationalism *(3rd ed.). Popular Book Depot.*

f. *Sarkar, S. (2014).* Modern India. *Pearson Education India.*

g. *Sharma, S. L., & Oomm*en, T. K. (Eds.). (2001). *Nation and national identity in South Asia*. Orient Longman.

Internet Sources:

1. Thapar, Romila. *Shaping Identity: Nationalism, Secularism and Democracy*. Ajim Premji University lecture. https://youtu.be/-LxPzkeLBOo?si=QjLM7DHUilLCexGN
2. eGyanKosh. *Imperialism, Colonialism and Nationalism*. IGNOU. https://egyankosh.ac.in/handle/123456789/17829
3. OSOU. *Social and political thought in modern India*. OSOU https://drive.google.com/file/d/1c9yHWd2SXFmqV3TwqB2wS7v1nllFqB3e/view
4. BBC. *India"s partition: The Forgotten History*. BBC. https://www.bbcselect.com/watch/indias-partition-the-forgotten-story/

Activities to do:

1. Organize Special Talks/Lectures on the occasions of birth anniversary of great Leaders of Indian National Movement.
2. Visit to the nearby places related to Indian National Movement or read about these places and submit a report about the significance of the place.
3. Write a short report on the life and contribution of the Nationalist Leaders of your District/Region/nearby locality and submit to the course instructor.

Course Outcomes:

This course will enable the learners to understand India's colonial history and the shaping of its identity as a nation. The students would be well versed with the major streams of socio-political thought as well as socio-political and religious reform movements, which contributed to our nation-building. The unit-wise outcomes are given below.

CO1: This unit will give the students a conceptual understanding of colonialism from different perspectives as well as an analysis of Indian nationalism through various approaches.

CO2: This unit helps the students to develop a critical understanding of colonial ideology and its civilizing mission based on an assertion of cultural superiority. It will also help the students to assess the various impacts of colonialism on society, economy, polity and agrarian structure.

CO3: This unit will give an understanding about various reform movements as well as various types of resistance during the first century of British rule in India.

CO4: This unit will help the students will learn about the historical context in which the

nationalist movement emerged in India and took different forms in subsequent periods. It will also provide a broad understanding about the role, ideologies and contributions of great nationalist leaders and organisations in the nationalist struggle till the achievement of independence.

CO-PO Mapping (Minor-I-P-II)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	3	2	2
CO2	3	1	3	2	2	1	2	3	3	2	3
CO3	2	3	3	3	2	2	3	1	2	3	1
CO4	2	2	3	2	3	2	2	2	2	2	1

Programme articulation Matrix row for Minor-I-P-II

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Minor-I-P-II	3	2	3	2	3	2	2	3	3	3	2

CO-PSO Mapping (Minor-I-P-II)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	3	3	3	3	1	1	2
CO2	3	2	3	2	2	1	2	3
CO3	3	3	3	3	2	2	3	3
CO4	2	3	3	2	3	2	2	2

Gender and Politics (MDC-III)

Credit Point-: 3 **Full Marks-: 100** **Total Hours-: 48**

Course Objectives:

This course intends to study politics from the perspective of gender by examining the ways in which women shape and are shaped by politics. This begins with a theoretical understanding of gender and the deconstruction of 'Gender' as an identity. Then, it goes on to reflect on the conscious attempt to redefine the political space which has been historically entrenched within the patriarchal structure. The course intends to evaluate women as political actors by reflecting upon the changing contours of women's participation in politics and their relationship with the state. It attempts to analyse women's political rights and politics of representation, situating them in electoral politics and beyond. The course also incorporates human rights in its attempt to understand Women's rights through the prism of human rights. It studies the international organisations and international agreements/conventions for their pertinent role in protecting women's rights. The learners will critically assess the participation of women in terms of electoral politics, development initiatives, and socio-political movements. The course provides for women's participation in the grassroots institutions, highlighting the pivotal role catalysed by the 73rd and 74th Constitutional Amendments in reshaping political leadership and also delves into the issues and challenges emanating from political engagements of women in different spheres. Further, to examine the actual functioning of women's leadership, gender norms, participation of women in the implementation of the policies and programmes, this course envisages active learning by the learners through conducting empirical studies on various local governance practices at the ground level. This course endeavours to equip learners with the necessary knowledge and analytical tools to understand and explain the nuanced interrelationship of gender and politics and propose ways to overcome challenges faced by women due to gender disparity.

Course Content:

Unit-I: Introducing Gender and Politics **(12 Hours)**

a) Concept, Meaning and scope of Gender; Women, Civic activity, and Construction of Identity, Redefining the Political.

b) Women as Political Actors: Politics, and political participation, Women's political participation in 19th and early 20th century, Feminist Perspective on Political Participation.

c) Gender and State; Gendering the Welfare State.

Unit-II: Women's Political Rights and International Conventions (12 Hours)

a) Women in electoral politics, Women Political parties and Electoral Representation, Issues of Representation in politics.
b) Concept of Human Rights and women, Universal Declaration of Human Rights, Women's Rights as Human Rights.
c) International Organizations and Women's Rights; International Women's Bill of Rights: Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Beijing Action Plan.

Unit-III: Women and Governance (12 Hours)

a) The Impact of Women on Political Outcomes: Women as political leader; Women's participation in Legislature; Women led movements; Women led development initiatives.
b) Women participation in local self-government; 73rd and 74th Constitutional Amendment.
c) Women in Grassroot Institutions: Issues and challenges.

Unit-IV: Empirical findings on selected topics (12 Hours)

a) Women's political behaviour during elections
b) Women's participation in Gram Sabha
c) Evaluation of Women centric welfare policies
d) Women's participation in Self-Help Groups
e) Women's participation in policy-implementation
f) Women's participation in local protest movements

Essential Readings:

- ✓ *Akerkar, S. (1995). Theory and Practice of Women's Movement in India: A Discourse Analysis.EconomicandPoliticalWeekly.30(17).WS2–WS23.* http://www.jstor.org/stable/4402686
- ✓ *Hans, A., Patel, A., Mohanty, B., & Tripathy, S. (2021). Women Reinventing Development. Routledge.*
- ✓ *Jayal, N.G. & Mehta, P. B. (2010). Oxford Companion to Politics in India. Oxford*

University Press.

- ✓ *Klein, E. (1984). Gender Politics. Harvard University Press, USA.*
- ✓ *Mazumdar, V. (1994). Women's Studies and the Women's Movement in India: An Overview. Women'sStudiesQuarterly.22(3/4).42–54. http://www.jstor.org/stable/40004254.*
- ✓ *Menon, N. (2008) 'Gender'. In R. Bhargava and A. Acharya (Eds), Political Theory: An Introduction. Pearson. pp. 224-233.*
- ✓ *Menon, N. (2001). Gender and Politics in India. Oxford University Pres.*
- ✓ *Rath, N. and Majumdar, G. (2016). Women in Indian Politics: Traditions, Transitions and Transformations. Mittal Publication.*
- ✓ *Reingold, B., Haynie, K. L., & Widner, K. (2021). Race, Gender, and Political Representation. Oxford University Press.*
- ✓ *SIRD&PR (2018). Gender & Development: Perspective to Practice. Government of Odisha. https://sirdodisha.nic.in/download/Genderdevelopment.pdf*

Additional Readings:

- ✓ *Agnihotri, I. and Mazumdar, V. (1997). Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s. Economic and Political Weekly.30 (29). pp. 1869-1878.*
- ✓ *Beauvoir, S. de. (2015). The second sex. Vintage Classics.*
- ✓ *Gandhi, N. and Shah, N. (1992). The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India. South Asia Books.*
- ✓ *Pateman, Carole (1983). Feminist Critiques of the Public/Private Dichotomy. In S. Benn and G. Gaus (eds.) Public and Private in Social Life. Croom Helm. 281-303*
- ✓ *Paxton, P. M., & Hughes, M. M. (2017). Women, Politics and Power. CQ Press.*
- ✓ *Phillips, A. (1998). The Politics of Presence. Oxford.*
- ✓ *Wilson, M. S., & Clerkin, C. (2017). Elevating Women's Leadership in India: Issues and Insights.NHRDNetworkJournal.10(4).55-65. https://doi.org/10.1177/0974173920170412*

Internet Sources:

The internet resources include online articles and e-contents published on websites, blogs, e-newspapers, online magazines, or scholarly journals, digital repositories, and audio-visual contents.

1. eGyanKosh. Gender (Unit -8). IGNOU. https://egyankosh.ac.in/handle/123456789/53967
2. Engles, F. (1902). The Origin of the Family, Private Property and the State. C. H. Kerr & Company. http://readingfromtheleft.com/PDF/EngelsOrigin.pdf
3. Gaur, Rashmi. Contextualizing Gender. SWAYAM. https://onlinecourses.nptel.ac.in/noc22_hs51/preview
4. Harvard University. (2017, March 11). *Jennifer Finney Boylan. Gender, Politics, and Imagination.Radcliffe Institute*. YouTube. https://www.youtube.com/watch?v=R3z4143mA9s
5. ICWA (2023). Pushing the Frontiers of Women-led Development. ICWA. https://www.icwa.in/pdfs/IndiasG20PresidencyWeb.pdf
6. Krishnamurthy, Mathangi. Feminism: Concepts and Theories. SWAYAM. https://onlinecourses.nptel.ac.in/noc22_hs26/preview#:~:text=This%20course%20will%20evaluate%20the,mandate%2C%20and%20its%20contemporary%20import
7. Millet, K. (1968). Sexual Politics. http://www.marxists.org/subject/women/authors/millett-kate/sexual-politics.htm
8. Rahman, Anisur & Tarannum, Shahla. Gender/Women Studies. SWAYAM. https://onlinecourses.SWAYAM2.ac.in/arp19_ap54/preview

Activities to do:

1. Conduct sessions on movie/documentary (e.g., *Becoming, Suffragette, Knock down the house, The Devine Order, Lapata Ladies*) portraying stories of women leaders, women led movements, development initiatives led by women.
2. Watch Documentary: *100 Years of Women's Voting Rights*. Available at https://youtu.be/hnKuDIp09UY?si=FrwJE3a1-podKDrJ
3. Attend Gram Sabha in your locality to observe the participation of women leaders at the grassroots level.

4. Interact with members of women-led self-help groups and write a report on their achievements and issues they confront.

Course Outcomes:

On completion of the course, learners would attain the following competencies.

CO1: This unit would provide the learners with a conceptual understanding of gender from a political perspective, the redefining of political space. Learners could reflect on women as political actors, their participation in politics as well as their changing relationship with the state.

CO2: Learners would be able to understand the politics of representation from a feminist perspective, and could reflect on the emerging issues and challenges. They would also be aware about the international organizations, international agreements/conventions protecting women's rights.

CO3: Students could assess the differences made by the women leaders with their participation in electoral politics as legislators and the development initiatives led by them. They would be competent to evaluate the transforming impact of women's leadership in local governance after the enactment of the 73rd and 74th constitutional amendments.

CO4: The learners are expected to actively undertake empirical studies on topics given in this unit to gain practical insights on women as political leaders, their participation in formal and informal politics, and centric welfare policies.

CO-PO Mapping (MDC-III)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	2	3	2	1	1	2	2	2	1
CO2	3	1	3	2	2	1	2	3	2	2	3
CO3	2	3	3	3	2	2	3	3	3	3	2
CO4	2	2	3	2	3	2	2	3	2	3	2

Programme articulation Matrix row for MDC-III

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course MDC-III	3	2	3	2	3	2	3	2	2	2	1

CO-PSO Mapping (MDC-III)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	2	2	3	2	1	1	2
CO2	3	1	3	2	2	1	2	3
CO3	2	3	3	3	2	2	3	3
CO4	2	2	3	2	3	2	2	3

SEMESTER-IV

Indian Politics (Major-I-P-VIII)

Credit Point-: 4 **Full Marks-: 100** **Total Hours-: 48**

Course Objectives:

The course adopts a historical-analytical framework to foster a critical understanding of the Constitutional design and governmental institutional framework in India, along with insights into the changing nature of the state, situating them within historical political processes. It seeks to acquaint students with the multifaceted manifestations of politics in India, examining the diverse mechanisms through which power is wielded and distributed across societal dimensions of caste, class, ethnicity, gender, region, language, and religion. It aims at elucidating how social power shapes and mediates the political processes. Learners would explore the interplay between caste, religion, and politics, as well as constitutional provisions for self-governance, autonomy, and development, particularly for tribal communities under the Fifth and Sixth Schedules. The course also elucidates the legal and constitutional mechanisms aimed at empowering marginalized groups. Further, the course delves into the complex interplay between political parties, electoral systems, and governance structures in India's democratic landscape to render useful insights on the dynamics of Indian Politics.

Course Content:

Unit-I: Major Contestations in Indian Politics **(12 Hours)**

a) Nation Building: Processes & Challenges
b) Changing Nature of Indian State: Social Base of Power- Class, Caste, Ethnicity, & Gender; Welfare State & Neo-liberal State
c) Social Justice and Affirmative Action Policies

Unit-II: Identity Politics – I **(12 Hours)**

a) Caste in Politics and Politicization of Caste, Dalits, and Backward Castes
b) Tribe: Constitutional Provisions- Fifth & Sixth Schedules, Development and Displacement, Forest Rights Act& Challenges
c) Gender: Participation and Representation of women in democratic institutions

Unit-III: Identity Politics – II **(12 Hours)**

a) Religion: Debates on Secularism and Communalism, Minority Rights
b) Region and Regionalism: Autonomy and Statehood movements
c) Language: Linguistic Diversity and Constitutional Provisions, Linguistic Reorganization of States

Unit-III: Party System and Electoral Process (12 Hours)

a) Indian party system: National and State parties, Trends in party system, Politics of Defection, Coalition Politics
b) Electoral process in India- Legal provisions, challenges, Trends in voting Behaviour, Electoral Reform
c) Electoral politics- Role of caste, language, Religion and Gender

Essential Readings:

- ✓ *Chandhoke, Neera and Priyadarshi, Praveen (2009). Contemporary India: Economy, Society, Politics. Pearson.*
- ✓ *Chandra, Bipan, Mukherjee, Mridula, & Mukherjee, Aditya. (2000). India After Independence, 1947-2000. Penguin. (Chapter 6: The Initial Years, pp. 68-82, Chapter 7: Consolidation of India as a Nation, pp. 83-97).*
- ✓ *Jayal, Niraja Gopal and Mehta, Pratap Bhanu (2011). The Oxford Companion to Politics in India. Oxford University Press.*
- ✓ *Pai, Sudha (ed.) (2013). Handbook of Politics in Indian States: Region, Parties, and Economic Reforms. Oxford University Press, India.*
- ✓ *Pai, Sudha (2000). State Politics: New Dimensions (Party System, Liberalisation and Politics of Identity). Shipra.*
- ✓ *Singh, M. P. (2008). Reorganization of States in India. Economic and Political Weekly. 43(11), 70-75.*
- ✓ *Yadav, Yogendra & Palshikar, Suhas (2006). Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence in P. R. DeSouza & E. Sridharan (Eds.), India's Political Parties. Sage.*

Additional Readings:

- ✓ *Chaube, S. K. (1973). Constituent Assembly of India. People's Publishing House. (Chapter 1: The Indian Problem, pp. 5-16, Chapter 2: Constituent Assembly as the Answer, pp. 17-29, Chapter 3: Birth of the Constituent Assembly, pp. 30-45, Chapter 17: Conclusions, pp. 270-281, Epilogue, 283-285)*
- ✓ *Jayal, Niraja Gopal. (2019). Re-forming India: The Nation Today. Penguin Random House India Private Limited.*
- ✓ *Kothari, Ashish & Pathak Broome, Neema & Bose, Arshiya. (2011). „Forests, Rights and Conservation: FRA Act 2006, India", in Henry Scheyvens (Ed.) Critical Review of*

Selected Forest-Related Regulatory Initiatives. Institute for Global Environmental Strategies.

- ✓ *Kothari, Rajni. (1970). Caste in Indian Politics. Orient Longman.*
- ✓ *Kumar, Avinash and Pai, Sudha. (2017). The Indian Parliament: A Critical Appraisal. Orient Blackswan Pvt Limited.*
- ✓ *Majeed, Akhtar. (2005). Working of the Indian Federal System. Federal Studies Orientation Series, Centre for Federal Studies, Hamdard University, New Delhi.*
- ✓ *Menon, Nivedita. (1999). Gender and Politics in India. Oxford University Press.*
- ✓ *Sarangi, Asha. (2010). Language and Politics in India. Oxford University Press.*
- ✓ *Sarkar, Sumit. (2017). Modern India. Pearson India.*

Internet Resources

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. Aijaz Ashraf Wani. Indian Government and Politics. SWAYAM. https://onlinecourses.SWAYAM2.ac.in/cec20_hs38/preview
2. eGyankosh. Political Process in India (BPSC- 104). IGNOU. https://egyankosh.ac.in/bitstream/123456789/66623/1/Block-1.pdf
3. Institute For Rural Development & Panchayati Raj (2018). Gender & Development: Perspective to Practice. PR & DW Department, Govt. of Odisha. https://sirdodisha.nic.in/download/Genderdevelopment.pdf
4. Jhumpa Mukherjee. Political Process in India. SWAYAM. https://onlinecourses.SWAYAM2.ac.in/cec24_hs33/preview
5. Virtual Tutorial Project. Political Process in India (Core-IV). https://vtputkal.odisha.gov.in/subjectwise/political-process-in-india-core-iv/

Activities to do:

1. Go through the manifestos of different political parties and form several groups and organise debates on contemporary issues among these groups representing these parties.
2. Make posters on the conduct of free and fair elections and raise awareness among the local people regarding the judicious use of their voting rights.

3. Go through the twitter and media campaigns of different political parties and make a comparative analysis together with your friends.
4. Make a field visit to any Court near your locality and write a report on the proceedings of a court.
5. Stage a short play on communal harmony, depicting the essence of unity in diversity in India.

Course Outcomes:

The course would develop among students a critical and comprehensive understanding of India's nation-building process, identity politics, political parties, and electoral process. This would enable them to analyse state policies, socio-political contexts, and democratic participation across diverse segments of Indian society. The unit-wise course outcome is given below.

CO1: The learners would be familiarised with the process of nation-building and the changing dynamics of the state in terms of policy intervention for vulnerable groups. Further, the complex understanding of the social cleavages would enable them to critically assess the state's response within the broader socio-political context of India.

CO2: The learners would develop awareness of different social groups like caste, tribe, gender, their sense of self, persistence, and demand for recognition in the broader socio-political and historical contexts in India. Further, the complex understanding of identity politics, constitutional safeguards, issues of privileges, discrimination, mobilisation, and politicization in the context of these sections of society would enable them to develop insights for policy formulation and identify gaps in effective policy making.

CO3: The learners would gain a comprehensive understanding of the debates surrounding secularism, communalism, minority rights, regionalism, language diversity and demand for separate statehood. This will enable them to critically analyse the dynamics of Indian politics and the interplay of these identities in shaping the political process in India. This will harness their domain skills for future engagement in the public sector.

CO4: The learners would demonstrate knowledge of political parties and party system in India. The awareness of the manner in which representation and electoral competition play out in Indian politics will enable them to evolve critical insights on voting behaviour and democratic participation of different segments of the population.

CO-PO Mapping (Major-I-P-VIII)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	3	2	1
CO2	3	1	3	2	2	1	2	3	3	1	3
CO3	2	3	3	3	2	2	3	3	2	3	3
CO4	2	2	3	2	3	2	2	3	2	2	3

Programme articulation Matrix row for Major-I-P-VIII

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Major-I-P-VIII	3	2	3	2	3	2	3	2	3	2	1

CO-PSO Mapping (Major-I-P-VIII)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	2	1	1	2	1	1	2
CO2	3	1	3	2	2	1	2	3
CO3	2	3	3	3	2	2	3	3
CO4	2	2	3	2	3	2	2	3

Western Political Thought-II (Major-I-P-IX)

Credit Point-: 4 **Full Marks-: 100** **Total Hours-: 48**

Course Objectives: In continuation with the first course of Western Political Thought, the structure of this course is designed in such a way as to enable the students to understand the continuity in Western Political Thought. This paper focuses on thinkers and themes of Western political philosophy of the medieval and modern periods. An attempt has been made to understand thinkers and texts from both philosophical and historical perspectives. The main objective is to train students in the foundational texts and thinkers of Western political philosophy. Taking forward from the earlier thinkers belonging to Western Political Thought, this course highlights the modern advances in political philosophies ranging from socialism, critical theory, feminism, and so on.

Course Content:

Unit- I: Idealism and Socialism **(12 Hours)**

a) **Hegel:** Dialectical Idealism; Concept of State; Theory of Freedom

b) **Karl Marx:** Dialectical Materialism, Historical Materialism, Concept of Class; Capitalist exploitation, Alienation, Class Struggle

Unit-II: Critical Theories **(12 Hours)**

a) **Gramsci:** Power, Hegemony and Civil Society, Role of Intellectuals, Types of War

b) **Jurgen Habermas:** Legitimation Crisis, Theory of Communicative Action

Unit- III: Feminist Thinkers **(12 Hours)**

a) **Mary Wollstonecraft**: Men's right and Women's freedom, Idea of Women's Education

b) **Carole Pateman:** The Sexual Contract; Democracy, Participation and Obligation; Patriarchy, Contract and Property

Unit- IV: Contemporary Liberalism & Its Critics **(12 Hours)**

a) **John Rawls:** Justice as Fairness, Original Position, Veil of Ignorance

b) **Michel Foucault:** Power and Freedom, Governmentality and Ethics

Essential Readings:

- ✓ *Heywood, A. (2004).* Political Theory: An Introduction. *Palgrave Macmillan.*
- ✓ *Mukherjee, S., & Ramaswamy, S. (2004).* A History of Political Thought: Plato to Marx. *PHI Learning.*
- ✓ *Nelson, B. R. (2006).* Western political thought. *Pearson Education India.*
- ✓ *Russell, B. (2005).* History of Western philosophy. *Routledge.*
- ✓ *Sabine, G. H. (2018).* History of Political Theory. *Oxford and IBH Publishers.*
- ✓ *Skinner, Q. (2002).* The Foundations of Modern Political Thought (Vol. 1, The Renaissance). *Cambridge University Press.*
- ✓ *Wayper, C. L. (2007).* Teach Yourself Political Thought. *Surjeet Publication.*

Additional Reading:

- ✓ *Hampsher-Monk, I. W. (1981).* Modern political thought from Hobbes to Marx. *Basil Blackwell.*
- ✓ *McLellan, D. (1979).* Marxism after Marx. *Palgrave Macmillan.*
- ✓ *Mehta, V. R. (1968).* Hegel and the modern state: An introduction to Hegel's Political Thought. *Associated Publishing House.*
- ✓ *Rawls, J. (1993). Political Liberalism. Columbia University Press.*

Internet Resources

1. Collin McLear. (2021). *Thought's Dialectic- PHIL 4/880*. Collin McLear. https://phil880.colinmclear.net/materials/handouts/week-13-hegel-dialectic.pdf
2. Rosen, Michael. *Marx, Karl.* Harvard University. https://scholar.harvard.edu/files/michaelrosen/files/karl_marx.pdf
3. eGyanKosh. *Mary Wollstonecraft's "A Vindication of the Rights of Woman": With Strictures on Political and Moral Subject*. IGNOU https://www.egyankosh.ac.in/bitstream/123456789/83771/1/Unit-2.pdf
4. Phillips, Anne & Medearis, John & O'Neill, Daniel. (2010). Profile: The Political Theory of Carole Pateman. *Political Science & Politics*. DOI: 10.1017/S1049096510001629. https://www.researchgate.net/publication/259403214_Profile_The_Political_Theory_of_Carole_Pateman
5. Ukanga, Lambert. (2018). A Study of John Rawls' " Political Morality". *ResearchGate*. https://www.researchgate.net/publication/327871226_A_STUDY_OF_JOHN_RAWLS'

_POLITICAL_MORALITY

6. eGyanKosh. *Michel Foucault*. IGNOU https://egyankosh.ac.in/bitstream/123456789/5004/1/MWG-007B2E-U4.pdf

Activities to do:

1. Ask the students to pick ideas of the thinkers which they find relevant in the contemporary world and give a presentation on them. For instance, Karl Marx and technology as a tool for alienation.
2. Arrange a movie session on biopics made on these above thinkers and ask the students to write summaries on the same.
3. Refer to the original writings of these thinkers and read a book review and share your thoughts with other students and teachers.

Course Outcome: After going through the seminal and perennial ideas of the political thinkers, the learners would be able to understand various political ideas and constructs influencing and shaping society. They would be informed about the key debates across different streams of political thought. The unit-wise outcomes are given below.

CO1: This unit analyses the contribution of Hegel and Karl Marx to ideas related to the state, dialectic process, freedom, history, class, exploitation, and revolution.

CO2: This unit explains about the critical theory with the contributions of Gramsci and Jurgen Habermas.

CO3: This unit broadly discusses about the role of Mary Wollstonecraft and Carole Pateman in the development of Feminism.

CO4: This unit will give an understanding of the concepts of John Rawls and Michel Foucault.

CO-PO Mapping (Major-I-P-IX)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	2	3	2
CO2	3	1	3	2	2	1	2	3	2	1	2
CO3	2	3	3	3	2	2	3	3	3	2	3
CO4	2	2	3	2	3	2	2	3	2	2	2

Programme articulation Matrix row for Major-I-P-IX

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Major-I-P-IX	3	2	3	2	3	2	2	2	2	3	2

CO-PSO Mapping (Major-I-P-IX)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	2	1	1	2	1	1	2
CO2	3	1	3	2	2	1	2	3
CO3	2	3	3	3	2	2	3	3
CO4	2	2	3	2	3	2	2	3

Public Administration (Major-I-P-X)

Credit Point-: 4 **Full Marks-: 100** **Total Hours-: 48**

Course Objectives:

This course aims at familiarizing the learners with the foundation of Public Administration as a discipline and identify its core concepts and theories. In addition to a conceptual understanding of public administration, this course will enable learners to analyze various administrative theories and identify the key principles of organization. Highlighting the advantages and disadvantages of these principles may help the learners to contextualize the administrative system in the present system of governance and note the changes in the application of such principles in the Indian administrative system. The learners will also be introduced to the concepts of Good Governance, New Public Management, and New Public Administration as developments in the discipline to meet the changing demands of society. Through the study of traditional binaries- such as politics-administration dichotomy, public-private administration, along with the emerging issues of public-private partnership, the ideas of e-Governance, and the changing role of state and market will enable the students to note the changes in objectives and processes of administration. Further, the students will have an understanding of the structure and processes of the civil service system in India.

Course Content:

Unit-I: Introduction to Public Administration (12 Hours)

a) Public Administration as a Discipline: Meaning, Nature & Scope, Evolution
b) Politics-Administration Dichotomy, Public vs. Private Administration
c) New Public Administration, New Public Management & Good Governance

Unit-II: Principles of Administration (12 Hours)

a) Organizations: Formal & Informal, Line and staff organizations
b) Principles of Organization: Hierarchy, Span of Control, Unity of Command, Delegation, Decentralization, Coordination

Unit-III: Administrative Theories (12 Hours)

a) Administrative Management theory, Bureaucratic Theory
b) Scientific Management Theory, Human Relations Theory

Unit-IV: Public Administration in India (12 Hours)

a) Bureaucracy: Structure& Processes; Recruitment, Training, Ethics in Administration

b) Contemporary challenges & Perspectives: e-Governance, Public-Private Partnership, State vs Market Debate

Essential Readings:

- ✓ *Arora, R.K., & Goyal, R. (1995). Indian Public Administration. New Age International.*
- ✓ *Avasthi, A., & Maheshwari, S. (2020). Public Administration. L.N. Agarwal Books.*
- ✓ *Basu, Rumki. (1990). Introduction to public administration. Sterling Publishers Private.*
- ✓ *Bhattacharya, Mohit. (2011). New horizons of public administration. Jawahar Publishers & Distributors.*
- ✓ *Chakrabarty, Bidyut & Chand, Prakash. (2020). Public administration in a globalizing world: Theories and practices. Sage Publications.*

Additional Readings:

- ✓ *Arora, Ramesh K. (Ed). (2004). Public administration: Fresh perspectives, Aalekh Publishers.*
- ✓ *Basu, Rumki (2019). Public administration in the 21st century. Taylor & Francis.*
- ✓ *Chakrabarty, B., & Bhattacharya, M. (2006). Public administration: A reader. Oxford University Press.*
- ✓ *Dunsire, A. (1999). Then and Now Public Administration, 1953–1999. Political Studies, 47(2), 360-378. https://doi.org/10.1111/1467-9248.00205*
- ✓ *Fadia B.L., & Fadia, Kuldeep (2009). Public administration: Administrative Theories. Sahitya Bhawan.*
- ✓ *Henry, N. (1975). Paradigms of Public Administration. Public Administration Review, 35(4), 378–386. https://doi.org/10.2307/974540*
- ✓ *Henry, Nicholas (2007). Public administration and public affairs. Pearson/Prentice Hall.*
- ✓ *Jayal, N.G., & Mehta, P.B. (2011). The Oxford companion to politics in India. Oxford University Press.*
- ✓ *Prasad, D.R., Prasad, V.S., & Satyanarāyaṇa, P. (1991). Administrative thinkers. Sterling Publishers Private Ltd.*
- ✓ *Singh, Hoshiar. (2005). Expanding horizons of public administration. Aalekh Publishers.*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-newspapers, online magazines, or scholarly journals, digital repositories, and audio-visual contents.

1. egyankosh: https://egyankosh.ac.in/handle/123456789/25205
2. epgpathshala on Public Administration: Modules with e-Text, Self-Learning Material: https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=88V8C8jJgAPSNBjF8NZMRA==
   For Videos only:
   https://www.youtube.com/playlist?list=PLnl4bzqH5QqLj2Q1RIgmX66fJiLLVFE8H
3. United Nations Public Administration Network (UNPAN) E-Learning Resources: https://sdghelpdesk.unescap.org/e-learning
4. Virtual Tutorial Project, Govt. of Odisha: Lecture Series on Public Administration https://vtputkal.odisha.gov.in/subjectwise/introduction-to-public-administrationcore-06-2/

Activities to do:

1. Carry out a community outreach programme to raise awareness among people about the Government's initiatives on e-Governance.
2. Make an assessment report on the performance/achievement of any scheme or project, or organization working in a public-private partnership.
3. Develop a set of Good Governance indicators, following international standards and assess your educational institution based on feedback from employees and students.
4. Conduct a study on any government department or organization examining the applications of the principles of organizations. Discuss your findings with your class.

Course Outcomes:

The course will equip the students with a theoretical understanding of the core principles of public administration as well as enable them to examine the practical functioning of the administrative system in India. The topics are divided into four units, with each unit dealing with a unique aspect of the discipline of public administration.

CO1: The learners will be introduced to the origin and evolution of the discipline of public administration. This unit will discuss the debates over the politics-administration dichotomy and help the learners identify the different characteristics of public and private administration. By noting the various interventions in the discipline, the learners will be able to reflect on the changing goals of administration through different periods.

CO2: This unit is designed to familiarize the learners with the core principles of organization and enable them to differentiate between different types of organization. The learners will be able to understand the significance of principles like hierarchy, unity of command, delegation, etc., while noting their advantages and disadvantages.

CO3: This unit will offer alternative models of organizational management through analysis of dominant organizational theories. An understanding of these theories will enable the learners to evaluate the effectiveness of current structural and procedural principles and deliberate on alternative solutions to meet the contemporary challenges.

CO4: After going through this unit, the learners will have a basic understanding of the prevailing administrative system in India. By studying the recruitment and training procedures of civil servants and steps to incorporate ethics in the Indian administrative system, the learners will gain insights into the working of the bureaucratic system in India. The learners will also be encouraged to deliberate on the emerging issues and challenges in governance in India.

CO-PO Mapping (Major-I-P-X)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	2	2	1
CO2	3	1	3	2	2	1	2	3	3	1	3
CO3	2	3	3	3	2	2	3	3	2	1	3
CO4	2	2	3	2	3	2	2	2	2	3	3

Programme articulation Matrix row for Major-I-P-X

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Major-I-P-X	3	2	3	2	3	2	2	3	2	2	1

CO-PSO Mapping (Major-I-P-X)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	2	1	1	2	1	1	2
CO2	3	1	3	2	2	1	2	3
CO3	2	3	3	3	2	2	3	3
CO4	2	2	3	2	3	2	2	2

Indian Politics (Minor-II-P-II)

Credit Point-: 4 **Full Marks-: 100** **Total Hours-: 48**

Course Objectives:

The course adopts a historical-analytical framework to foster a critical understanding of the Constitutional design and governmental institutional framework in India, along with insights into the changing nature of the state, situating them within historical political processes. It seeks to acquaint students with the multifaceted manifestations of politics in India, examining the diverse mechanisms through which power is wielded and distributed across societal dimensions of caste, class, ethnicity, gender, region, language, and religion. It aims at elucidating how social power shapes and mediates the political processes. Learners would explore the interplay between caste, religion, and politics, as well as constitutional provisions for self-governance, autonomy, and development, particularly for tribal communities under the Fifth and Sixth Schedules. The course also elucidates the legal and constitutional mechanisms aimed at empowering the marginalized groups. Further, the course delves into the complex interplay between political parties, electoral systems, and governance structures in India's democratic landscape to render useful insights on the dynamics of Indian Politics.

Course Content:

Unit-I: Major Contestations in Indian Politics **(12 Hours)**

a) Nation Building: Processes & Challenges

b) Changing Nature of Indian State: Social Base of Power- Class, Caste, Ethnicity, & Gender; Welfare State & Neo-liberal State

c) Social Justice and Affirmative Action Policies

Unit-II: Identity Politics – I **(12 Hours)**

a) Caste in Politics and Politicization of Caste; Dalits, and Backward Castes

b) Tribe: Constitutional Provisions- Fifth & Sixth Schedules, Development and Displacement, Forest Rights Act& Challenges

c) Gender: Participation and Representation of women in democratic institutions

Unit-III: Identity Politics – II **(12 Hours)**

a. Religion: Debates on Secularism and Communalism, Minority Rights

b. Region and Regionalism: Autonomy and Statehood movements

c. Language: Linguistic Diversity and Constitutional Provisions, Linguistic Reorganization of States

Unit-III: Party System and Electoral Process (12 Hours)

a. Indian party system: National and State parties, Trends in party system, Politics of Defection, Coalition Politics
b. Electoral process in India- Legal provisions, challenges, Trends in voting Behaviour, Electoral Reform
c. Electoral politics- Role of caste, language, Religion and Gender

Essential Readings:

- ✓ *Chandhoke, Neera and Priyadarshi, Praveen (2009). Contemporary India: Economy, Society, Politics. Pearson.*
- ✓ *Chandra, Bipan, Mukherjee, Mridula, & Mukherjee, Aditya. (2000). India After Independence, 1947-2000. Penguin. (Chapter 6: The Initial Years, pp. 68-82, Chapter 7: Consolidation of India as a Nation, pp. 83-97).*
- ✓ *Jayal, Niraja Gopal and Mehta, Pratap Bhanu (2011). The Oxford Companion to Politics in India. Oxford University Press.*
- ✓ *Pai, Sudha (ed.) (2013). Handbook of Politics in Indian States: Region, Parties, and Economic Reforms. Oxford University Press, India.*
- ✓ *Pai, Sudha (2000). State Politics: New Dimensions (Party System, Liberalisation and Politics of Identity). Shipra.*
- ✓ *Singh, M. P. (2008). Reorganization of States in India. Economic and Political Weekly. 43(11), 70-75.*
- ✓ *Yadav, Yogendra & Palshikar, Suhas (2006). Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence in P. R. DeSouza & E. Sridharan (Eds.), India's Political Parties. Sage.*

Additional Readings:

- ✓ *Chaube, S. K. (1973). Constituent Assembly of India. People's Publishing House. (Chapter 1: The Indian Problem, pp. 5-16, Chapter 2: Constituent Assembly as the Answer, pp. 17-29, Chapter 3: Birth of the Constituent Assembly, pp. 30-45, Chapter 17: Conclusions, pp. 270-281, Epilogue, 283-285)*
- ✓ *Jayal, Niraja Gopal. (2019). Re-forming India: The Nation Today. Penguin Random House India Private Limited.*

- ✓ *Kothari, Ashish & Pathak Broome, Neema & Bose, Arshiya. (2011). „Forests, Rights and Conservation: FRA Act 2006, India", in Henry Scheyvens (Ed.) Critical Review of Selected Forest-Related Regulatory Initiatives. Institute for Global Environmental Strategies.*
- ✓ *Kothari, Rajni. (1970). Caste in Indian Politics. Orient Longman.*
- ✓ *Kumar, Avinash and Pai, Sudha. (2017). The Indian Parliament: A Critical Appraisal. Orient Blackswan Pvt Limited.*
- ✓ *Majeed, Akhtar. (2005). Working of the Indian Federal System. Federal Studies Orientation Series, Centre for Federal Studies, Hamdard University, New Delhi.*
- ✓ *Menon, Nivedita. (1999). Gender and Politics in India. Oxford University Press.*
- ✓ *Sarangi, Asha. (2010). Language and Politics in India. Oxford University Press.*
- ✓ *Sarkar, Sumit. (2017). Modern India. Pearson India.*

Internet Resources

The internet resources include online articles and e-contents published on websites, blogs, e-newspapers, online magazines, or scholarly journals, digital repositories, and audio-visual contents.

1. Aijaz Ashraf Wani. Indian Government and Politics. SWAYAM. https://onlinecourses.SWAYAM2.ac.in/cec20_hs38/preview
2. eGyankosh. Political Process in India (BPSC- 104). IGNOU. https://egyankosh.ac.in/bitstream/123456789/66623/1/Block-1.pdf
3. Institute For Rural Development & Panchayati Raj (2018). Gender & Development: Perspective to Practice. PR & DW Department, Govt. of Odisha. https://sirdodisha.nic.in/download/Genderdevelopment.pdf
4. Jhumpa Mukherjee. Political Process in India. SWAYAM. https://onlinecourses.SWAYAM2.ac.in/cec24_hs33/preview
5. Virtual Tutorial Project. Political Process in India (Core-IV). https://vtputkal.odisha.gov.in/subjectwise/political-process-in-india-core-iv/

Activities to do:

1. Go through the manifesto of different political parties and form several groups and organise debates on contemporary issues among these group representing these parties.
2. Make posters on conduct of free and fair elections and aware the local people regarding

judicious use of their voting rights.

3. Go through the twitter and media campaigns of different political parties and make a comparative analysis together with your friends.
4. Make a field visit to any Court near your locality and write a report on the proceeding of a court.
5. Stage a short play on communal harmony, depicting the essence of unity in diversity in India.

Course Outcomes:

The course would develop among students a critical and comprehensive understanding of India's nation-building process, identity politics, political parties, and electoral process. This would enable them to analyse state policies, socio-political contexts, and democratic participation across diverse segments of Indian society. The unit-wise course outcome is given below.

CO1: The learners would be familiarised with the process of nation-building and the changing dynamics of the state in terms of policy intervention for vulnerable groups. Further, the complex understanding of the social cleavages would enable them to critically assess state's response within the broader socio-political context of India.

CO2: The learners would develop awareness of different social groups like caste, tribe, gender, their sense of self, persistence, and demand for recognition in the broader socio-political and historical contexts in India. Further, the complex understanding of identity politics, constitutional safeguards, issues of privileges, discrimination, mobilisation, and politicization in the context of these sections of society would enable them to develop insights for policy formulation and identify gaps in effective policymaking.

CO3: The learners would gain a comprehensive understanding of the debates surrounding secularism, communalism, minority rights, regionalism, language diversity and demand for separate statehood. This will enable them to critically analyse the dynamics of Indian politics and the interplay of these identities in shaping the political process in India. This will harness their domain skills for future engagement in the public sector.

CO4: The learners would demonstrate knowledge of political parties and the party system in India. The awareness of the manner in which representation and electoral competition play out in Indian politics will enable them to evolve critical insights into voting behaviour and democratic participation of different segments of the population.

CO-PO Mapping (Minor-II-P-II)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	3	2	1
CO2	3	1	3	2	2	1	2	3	3	1	3
CO3	2	3	3	3	2	2	3	3	2	3	3
CO4	2	2	3	2	3	2	2	3	2	2	3

Programme articulation Matrix row for Minor-II-P-II

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Minor-II-P-II	3	2	3	2	3	2	3	2	3	2	1

CO-PSO Mapping (Minor-II-P-II)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	2	1	1	2	1	1	2
CO2	3	1	3	2	2	1	2	3
CO3	2	3	3	3	2	2	3	3
CO4	2	2	3	2	3	2	2	3

SEMESTER-V

Global Politics (Major-I-P-XI)

Credit Point-: 4 **Full Marks-: 100** **Total Hours-: 48**

Course Objectives: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements, while analysing the changing nature of the relationship between the state and transnational actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

Course Content:

UNIT-I: Globalisation: Perspectives **(12 Hours)**

a) Globalisation: Meaning, Features and critical analysis of globalisation

b) Global Economy: Its significance and anchors of global political economy; Role and function of IMF, World Bank, WTO, TNCs

c) Political Debates on Sovereignty & Territoriality

UNIT-II: Globalisation: Issues & Dimensions **(12 Hours)**

a) Cultural &Technological Dimensions

b) Gender and Human Rights

c) Ecological Issues– climate change, International Agreements

UNIT-III: Issues of Global Commons **(12 Hours)**

a) Proliferation of Nuclear Weapons: NPT, CTBT

b) International Terrorism& Counter Terrorism Measures

c) Crisis of Human Security: Refugee & Migration

UNIT-IV: Global Multilateral Governance (12 Hours)

a) Sustainable Development Goals (SDGs): Food Security & Poverty Alleviation
b) Climate Summit, Energy Security& Solar Alliance
c) Management of Epidemic &Natural Disaster

Essential Readings:

- ✓ *Carter, N. (2007).* The politics of environment: Ideas, activism, policy. *Cambridge University Press.*
- ✓ *Dicken, P. (2007).* Global shift: Mapping the changing contours of the world economy. *The Guilford Press.*
- ✓ *Goldstein, J. (2006).* International relations. *Pearson.*
- ✓ *Heywood, A. (2011).* Global politics. *Palgrave-Macmillan.*
- ✓ *Kumar, A., & Messner, D. (Eds.). (2010).* Power shifts and global governance: Challenges from South and North. *Anthem Press.*
- ✓ *Narlikar, A. (2005).* The World Trade Organization: A very short introduction. *Cambridge University Press.*
- ✓ *O Brien, R., Williams, M., Cottle, D., & Erskine, T. (2000).* Contesting global governance: Multilateral economic institutions and global social movements. *Cambridge University Press.*
- ✓ *Ritzer, G. (2010).* Globalization: A basic text. *Wiley-Blackwell.*
- ✓ *Steger, M. B. (2009).* Globalization: A very short introduction. *Oxford University Press.*
- ✓ *Viotti, P., & Kauppi, M. (2007).* International relations. *Pearson.*

Additional Readings:

- ✓ *Baylis, J., Smith, S., & Owens, P. (Eds.). (2011).* Globalization of World Politics: An Introduction to International Relations. *Oxford University Press.*
- ✓ *Beynon, J., & Dunkerley, D. (Eds.). (2012).* Globalisation: The Reader. *Rawat Publications.*
- ✓ *Cohn, T. H. (2009).* Global Political Economy. *Pearson.*
- ✓ *Ellwood, W. (2005).* The No-nonsense Guide to Globalization. *NI-Rawat Publications.*
- ✓ *Held, D., McGrew, A., Goldblatt, D., & Perraton, J. (1999).* Global Transformations: Politics, Economics and Culture. *Stanford University Press. (Original work published 1999).*

- ✓ *Lechner, F., & Boli, J. (Eds.). (2004).* The globalization reader. *Blackwell.*
- ✓ *Shimko, K. (2005).* International Relations: Perspectives and Controversies. *Houghton Mifflin.*
- ✓ *Vanaik, A. (Ed.). (2004).* Globalization and South Asia: Multidimensional Perspectives. *Manohar Publications.*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. Global Policy Forum. https://www.globalpolicy.org/globalization.html
2. International Monetary Fund. (2002). Globalization: Threat or Opportunity?. IMF. https://www.imf.org/external/np/exr/ib/2000/041200to.htm
3. World Bank Group. World Bank. https://www.worldbank.org/en/region/globaloverview
4. WTO. Documents and Resources. https://www.wto.org/english/res_e/res_e.htm
5. United Nations Educational, Scientific and Cultural Organization (UNESCO). https://en.unesco.org/
6. United Nations Environment Programme (UNEP). https://www.unep.org/
7. Human Rights Watch. https://www.hrw.org/

Activities to do:

1. **Debate**: Divide students into groups and assign them different perspectives on globalization (e.g., neoliberal, anti-globalization, Marxist) and make them present their arguments in a debate format.
2. **Case Study Analysis**: Provide students with case studies of globalization's impact on different regions or industries. Ask them to analyse the positive and negative effects from various perspectives.
3. **Guest Speaker**: Invite a guest speaker who can provide firsthand insights into the effects of globalization on a specific community or industry.
4. **Multimedia Project:** Ask students to create multimedia presentations (videos, podcasts, infographics) highlighting the interconnectedness of globalization with cultural diversity, technological innovation, gender equality, and environmental

sustainability.

5. **Field Trip or Virtual Tour:** Arrange a field trip or virtual tour to a local cultural centre, technology hub, gender rights organization, or environmental conservation site. Allow students to observe real-world examples and interact with practitioners in these fields.

Course Outcomes:

The course intends to equip students with a comprehensive understanding of contemporary global issues, fostering critical thinking skills and analytical capabilities essential for engaging with complex international dynamics and contributing to informed decision-making in global contexts.

CO1: Learners would gain a comprehensive understanding of international relations, global power dynamics, and the political debates surrounding sovereignty and territoriality and the various factors influencing global political processes.

CO2: Learners would develop insights into cultural diversity and its impact on global interactions and conflicts and how technological advancements influence political, economic, and social structures globally.

CO3: This unit will make learners aware about the objectives and provisions of the NPT (Non-Proliferation Treaty) and CTBT (Comprehensive Nuclear-Test-Ban Treaty) and the impact of these treaties on global security and nuclear disarmament. This would also enable learners to understand the causes, types, and impacts of international terrorism.

CO4: This unit would expand learners' knowledge about the goals related to food security and poverty alleviation within the SDG framework and the objectives and outcomes of major climate summits (e.g., COP meetings) and principles and practices of managing epidemics and natural disasters, as well as strategies for preparedness, response, and recovery in the face of epidemics and natural disasters.

CO-PO Mapping (Major-I-P-XI)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	2	1	2	2	3	2	2	3	3
CO2	3	3	3	2	2	3	2	3	2	3	2
CO3	2	3	2	2	3	3	3	3	2	3	3
CO4	2	1	3	2	2	2	3	3	2	2	2

Programme articulation Matrix row for Major-I-P-XI

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Major-I-P-XI	3	3	3	3	3	2	2	2	2	3	3

CO-PSO Mapping (Major-I-P-XI)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	2	2	1	2	2	3	2
CO2	3	3	3	2	2	3	2	3
CO3	2	3	2	2	3	3	3	3
CO4	2	1	3	2	2	2	3	3

Comparative Politics (Major-I-P-XII)

Total Credit-: 4 **Total Hours-: 48** **Full Mark-: 100**

Course Objectives:

This course aims to familiarise students with basic concepts, methods and scope of comparative politics, different approaches with their strengths and weaknesses. The objective is to provide a deeper understanding of the structures and functions of institutions in a comparative perspective. The course will examine politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries. The historical context of the modern state, constitutional development and its political economy could be understood through an analysis of the modern state and its processes of communication and culture.

Course Content:

Unit: I: Introduction **(12 Hours)**

a) Approaches: Institutional and Neo-Institutional Approaches
   Behavioural Approach: Systems Theory and Structural Functionalism
   Rational Choice Approach, Interpretative Approach
b) Colonialism in Comparative Perspective, Decolonization

Unit: II: States and Nations **(12 Hours)**

a) Modern Nation State in the West
   State Theories: Constitutional, Ethical and Moral, Conflict and Pluralist
b) The Welfare State: Emergence, Development and Challenges
c) The State in the Developing World; Ethnicity and Nationalism, Nation building in the Developing World

Unit: III: Culture and Communication **(12 Hours)**

a) Political Culture: Overview
   The Civic Culture, Political Trust and Social Capital
   Post Materialism, Huntington's Clash of Civilizations

b) Political Communication, Mass Media and Democracy: Media influence, Social Media, impact of new technology

Unit- IV: Democratization and Development (12 Hours)

a) Democratization: Regime Transformation, Democracy and Democratization, Waves of Democratization, Democratic consolidation, Role of Civil society in democracy
b) Theories of Development and Under-development: Political Development, Modernization, Under-development and Dependency, Globalization and Development

Essential Readings:

- ✓ *Howard, R. M. (2009). Culture in comparative political analysis. In M. Lichbach & A. Zuckerman (Eds.),* Comparative politics: Rationality, culture, and structure *(pp. 134-161). Cambridge University Press.*
- ✓ *Kopstein, J., & Lichbach, M. (Eds.). (2005).* Comparative politics: Interests, identities, and Institutions in a Changing Global Order. *Cambridge University Press.*
- ✓ *Landman, T. (2008).* Issues and methods in Comparative Politics: An Introduction. *Routledge.*
- ✓ *Mohanty, M. (1975). Comparative Political Theory and Third World Sensitivity. In* Teaching Politics. *pp. 22-38.*
- ✓ *Pennington, M. (2009). Theory, institutional and comparative politics. In J. Bara & M. Pennington (Eds.).* Comparative politics: Explaining democratic systems. *(pp. 13-40). Sage Publications.*
- ✓ *Rosamond, B. (2005). Political culture. In B. Axford, et al. (Eds.),* Politics. *(pp. 57-81). Routledge.*

Additional Readings:

- ✓ *Almond, G. A., Bingham Powell, G., Dalton, R. J., & Strom, K. (2009).* Comparative Politics Today: A World View *(9th ed.). Pearson India. ISBN: 978-0205585960.*
- ✓ *Andrews, W. G. (1961).* Constitutions & Constitutionalism. *D. Van Nostrand Company Inc.*
- ✓ *Bara, J. (2000). Methodologies for comparative analysis. In J. Bara, M. Pennington, D. S. Bell, J. A. J. Evans, C. Needham, B. O Duffy, & D. Robertson (Eds.),*

Comparative Politics: Explaining Democratic Systems. *SAGE Publications India Pvt Ltd.*

- ✓ *Bhambhri, C. P. (1975). Contemporary frameworks of comparative politics: A critique.* The Indian Journal of Political Science. 36*(4). 414-430.*
- ✓ *Burney, S. (2012). Chapter Two: Edward Said and postcolonial theory: Disjunctured identities and the subaltern voice.* Counterpoints. 417. *41-60.* *http://www.jstor.org/stable/42981699*
- ✓ *Caramani, D. (Ed.). (2023).* Comparative Politics *(6th ed.). Oxford University Press. ISBN: 978-0192846051.*
- ✓ *Carnes, M. E., & Mares, I. (2007). The welfare state in global perspective. In C. Boix & S. C. Stokes (Eds.),* The Oxford Handbook of Comparative Politics. *Oxford University Press.*
- ✓ *Hislope, R., & Mughan, A. (2012).* Introduction to Comparative Politics: The State and Its Challenges. *Cambridge University Press.*
- ✓ *Kamrava, M. (2008).* Understanding comparative politics: A framework for analysis. *Routledge. ISBN: 978-0415773041.*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-newspapers, online magazines, or scholarly journals, digital repositories, Audio- Visual content.

1. Dr. Raghu B T. *Introduction to Comparative Government and Politics*. SWAYAM. https://onlinecourses.swayam2.ac.in/cec24_hs50/preview
2. Dr. Aijaz Ashraf Wani. *Political Processes and Institutions in Comparative Perspective.* SWAYAM. https://onlinecourses.swayam2.ac.in/cec24_hs98/preview
3. Kim, Y. C. (1964). The Concept of Political Culture in Comparative Politics. *The Journal of Politics. 26*(2). 313–336. https://doi.org/10.2307/2127599
4. eGyanKosh. *Comparative Politics: Issues and Trends*. *(MPS004).* IGNOU. https://egyankosh.ac.in/handle/123456789/43906

Activities to do:

1. Ask the students to give a summary or book reviews on any topic from this course.
2. Conduct Seminars/workshops on the topics mentioned in the course.
3. The students could be asked to give comparative essays or Multimedia presentation on different countries or different aspects of countries.

Course Outcomes:

After the completion of the course, the learners will be able to understand the concept of comparative politics, different methods and approaches used to study comparative politics and also to evaluate some of the major policies in India. They would be aware about different development approaches and political regimes which distinguish the political culture of developing countries from that of the developed countries. The unit-wise outcomes are given below.

CO1: This unit will aware the students about political systems, institutions, and their influence on behaviour, governance, and policy outcomes. It covers voting, public opinion, decision-making processes, rational choice theory, and the Interpretative Approach in comparative politics. Students will also learn about colonialism and decolonization, their historical, political, social, and cultural dynamics, and their significance in comparative politics.

CO2: The students can develop a comprehensive understanding of the modern nation-state in the Western context and its significance in comparative politics, including its political, economic, social, and cultural dimensions. Pupils can gain a thorough grasp of the Welfare State and its relevance in comparative politics, covering its evolution, challenges in the modern world, ideological underpinnings, historical antecedents, and policy implications. It helps the students to develop a comprehensive understanding of the state, ethnicity, nationalism, and nation-building in the developing world, including their historical roots, contemporary dynamics, and implications for governance, stability, and development.

CO3: The students may gain a comprehensive understanding of political culture, civic culture, political trust, social capital, post-materialism, and the thesis of Huntington's clash of civilizations. This unit may enable the students to understand political communication, the mass media's role in democratic societies, and the media's influence on political attitudes and outcomes.

CO4: This unit explores democratization, a process of regime transformation from authoritarian to democratic systems, analysing key features, drivers, and challenges, and identifying factors facilitating or hindering democratization. The students can develop a comprehensive understanding of the theoretical frameworks and debates surrounding development and under-development, and their implications for policies and practices aimed at promoting global development and social justice.

CO-PO Mapping (Major-I-P-XII)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	3	2	3	2	3	1
CO2	3	3	3	2	2	1	2	3	2	3	3
CO3	2	3	3	3	2	2	3	3	3	3	2
CO4	2	2	3	2	3	2	2	2	3	2	3

Programme articulation Matrix row for Major-I-P-XII

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Major-I-P-XII	3	2	3	2	3	2	2	2	2	3	1

CO-PSO Mapping (Major-I-P-XII)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	2	1	1	2	3	2	3
CO2	3	3	3	2	2	1	2	3
CO3	2	3	3	3	2	2	3	3
CO4	2	2	3	2	3	2	2	2

Indian Political Ideas-I (Major-I-P-XIII)

Total Credit-: 4 **Total Hours-: 48** **Full Mark-: 100**

Course objective:

This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of the study is on individual thinkers whose ideas are however framed by specific themes and within specific contexts. The course as a whole is meant to provide a sense of the broad streams of Indian thought while giving an understanding about specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class.

Course Content:

Unit-I **(12 Hours)**

a) **Manu:** Social Laws and Dharmic Government

b) **Kautilya:** Theory of State; Statecraft and Government

Unit-II **(12 Hours)**

a) Barani: Theory of Kingship, Ideal Polity

b) Abul Fazl: Monarchy, Views on Administration

Unit-III **(12 Hours)**

a) **Ram Mohan Roy**: Liberalism and Social Reforms

b) **Pandita Ramabai**: Gender and Social Reforms

Unit-IV **(12 Hours)**

a) Swami Vivekananda: Ideal Society, Ideas on Hinduism

b) V. D. Savarkar: Hindutva, Nationalism

Essential Readings:

- ✓ *Altekar, A. S. (2002).* State and Government in Ancient India. *(3rd ed.). Motilal Banarsidass.*
- ✓ *Bayly, C. (2010). Rammohan and the advent of constitutional liberalism in India 1800-1830. In S. Kapila (Ed.),* An Intellectual History for India. *Cambridge University Press.*

- ✓ *Chakrabarty, Bidyut and Pandey, Rajendra K. (2009). Modern Indian Political Thought: Text and Context. SAGE Publications.*
- ✓ *Deutsch, Kenneth L. and Pantham, Thomas. (1986). Political Thought in Modern India. SAGE Publications.*
- ✓ *Guha, Ramachandra.(2013). Makers of Modern India. Harvard University Press.*
- ✓ *Habib, I. (1998). Ziya Barni's vision of the state.* The Medieval History Journal, 2*(1).*
- ✓ *Kangle, R. P. (1997).* Arthashastra of Kautilya-Part-III: A study. *Motilal Banarsidass.*
- ✓ *Mehta, V. R. (1996). Foundations of Indian Political Thought: An Interpretation from Manu to the Present Day. Manohar Publishers.*
- ✓ *Olivelle, P. (2006). Introduction. In* Manu's code of law: A critical edition and translation of the Manava-Dharmasastra*. Oxford University Press.*
- ✓ *Pantham, Thomas and Mehta, V.R. (2006). Political Ideas in Modern India: Thematic Explorations. SAGE Publications.*
- ✓ *Roy, Himanshu and Singh, M.P. (2017). Indian Political Thought. Pearson India.*
- ✓ *Sharma, R. S. (1991).* Aspects of Political Ideas and Institutions in Ancient *India. Motilal Banarsidass.*

Additional Readings:

- ✓ *Chakravarti, U. (2007).* Pandita Ramabai – a Life and a Time*. Critical Quest.*
- ✓ *Hess, L., & Singh, S. (Eds.). (2002).* The Bijak of Kabir *(pp. 3-35). Oxford University Press.*
- ✓ *Ramabai, P. (2000). Woman's place in religion and society. In M. Kosambi (Ed.),* Pandita Ramabai through her own words: Selected works*. Oxford University Press.*
- ✓ *Sarkar, S. (Ed.). (1985).* A critique on colonial India*. Papyrus.*
- ✓ *Spellman, J. (1964). Principle of statecraft. In J. Spellman (Ed.),* Political theory of ancient India: A study of kingship from the earliest time to circa AD 300 *(pp. 132- 170). Clarendon Press.*
- ✓ *Vivekananda. (2007). The real and the apparent man. In S. Bodhasarananda (Ed.),* Selections from the complete works of Swami Vivekananda*. Kolkata: Advaita Ashrama.*

Internet Resources:

1. Yadav, N. Ziauddin Barani's Ideal Sultan and Ideal Polity. *Academia.edu.* http://www.academia.edu/37809718/Ziauddin-Baranis_Ideal-Sultan-and-Ideal-Polity
2. Savarkar, V.D. *Essentials of Hindutva*. Savarkar.org. https://savarkar.org/en/encyc/2017/5/23/2_12_12_04_essentials_of_hindutva.v001.pdf_1.pdf
3. Prof. Jha, Mithilesh Kumar. *Introduction to Modern Indian Political Thought.* SWAYAM. https://onlinecourses.nptel.ac.in/noc22_hs15/preview
4. Mukherjee, Jhumpa. (2021). *Indian Political Thought*. SWAYAM. https://onlinecourses.swayam2.ac.in/cec21_hs41/preview
5. eGyanKosh. *Indian Political Thought- I (BPSC- 112).* IGNOU. https://egyankosh.ac.in/handle/123456789/84756
6. eGyanKosh. *Indian Political Thought- II (BPSC- 114).* IGNOU.https://egyankosh.ac.in/handle/123456789/89372

Activities to do:

1. Conduct seminars and lectures on seminal ideas propagated by the thinkers mentioned.
2. Arrange movie session to show biopics on the above thinkers and ask students to write a summary of that.
3. Conduct group discussions on the relevance of the ideas of the above-mentioned thinkers in the present day. For instance, Manu's ideas are regressive and outdated for the present-day Indian society."

Course Outcome:

This course will enable students to gain a comprehensive understanding of the evolution of Indian political thought, its historical and contemporary relevance, and its role in shaping the socio-political landscape of the nation. This knowledge will enable them to critically engage with the complex and dynamic nature of Indian politics and contribute to the ongoing discourse on the country's democratic and developmental trajectories.

CO1: The students will be able to understand and evaluate the political ideas and theories of Manu including his social laws and Kautilya with a focus on his theory of the state and foreign policy

CO2: This unit would familiarize the students about the political ideas of Barani, particularly the theory of kingship and Abul Fazal's ideas on monarchy, and will enable

them to evaluate their contributions to the Indian political thought.

CO3: This unit will enhance the understanding of students of the political and social ideas of Ram Mohan Roy and Pandita Ramabai and their contributions in the field of social reforms.

CO4: This unit will enable students to critically analyse the ideas of spiritual nationalism and universalism of Vivekananda, and Savarkar's concept of Hindutva.

CO-PO Mapping (Major-I-P-XIII)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	3	2	2	1	1	2	3	2	2
CO2	3	1	2	2	2	1	2	2	3	1	3
CO3	2	3	2	3	2	2	3	3	2	3	3
CO4	2	1	3	2	3	2	2	3	2	2	3

Programme articulation Matrix row for Major-I-P-XIII

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Major-I-P-XIII	3	2	3	2	3	2	2	3	3	2	2

CO-PSO Mapping (Major-I-P-XIII)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	2	3	2	2	1	1	2
CO2	3	1	2	2	2	1	2	2
CO3	2	3	2	3	2	2	3	3
CO4	2	1	3	2	3	2	2	3

Indian Political Ideas-I (Minor-I-P-III)

Total Credit-: 4 **Total Hours-: 48** **Full Mark-: 100**

Course Objective

This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of the study is on individual thinkers whose ideas are however, framed by specific themes and within specific contexts. The course as a whole is meant to provide a sense of the broad streams of Indian thought while giving an understanding about specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class.

Course Content:

Unit-I **[12 Hours]**

a) **Manu**: Social Laws and Dharmic Government

b) **Kautilya**: Theory of State; Statecraft and Government

Unit- II **[12 Hours]**

a) **Barani:** Theory of Kingship, Ideal Polity

b) **Abul Fazl:** Monarchy, Views on Administration

Unit- III **[12 Hours]**

a) Ram Mohan Roy: Liberalism and Social Reforms

b) **Pandita Ramabai:** Gender and Social Reforms

Unit – IV **[12 Hours]**

a) **Swami Vivekananda:** Ideal Society, Ideas on Hinduism

b) **V.D. Savarkar:** Hindutva, Nationalism

Essential Readings:

- ✓ *Altekar, A. S. (2002).* State and Government in Ancient India. *(3rd ed.). Motilal Banarsidass.*
- ✓ *Bayly, C. (2010). Rammohan and the advent of constitutional liberalism in India 1800-1830. In S. Kapila (Ed.),* An Intellectual History for India. *Cambridge University Press.*
- ✓ *Chakrabarty, Bidyut and Pandey, Rajendra K. (2009). Modern Indian Political Thought: Text and Context. SAGE Publications.*

- ✓ *Deutsch, Kenneth L. and Pantham, Thomas. (1986). Political Thought in Modern India. SAGE Publications.*
- ✓ *Guha, Ramachandra.(2013). Makers of Modern India. Harvard University Press.*
- ✓ *Habib, I. (1998). Ziya Barni's vision of the state.* The Medieval History Journal, 2*(1).*
- ✓ *Kangle, R. P. (1997).* Arthashastra of Kautilya-Part-III: A study. *Motilal Banarsidass.*
- ✓ *Mehta, V. R. (1996). Foundations of Indian Political Thought: An Interpretation from Manu to the Present Day. Manohar Publishers.*
- ✓ *Olivelle, P. (2006). Introduction. In* Manu's code of law: A critical edition and translation of the Manava-Dharmasastra*. Oxford University Press.*
- ✓ *Pantham, Thomas and Mehta, V.R. (2006). Political Ideas in Modern India: Thematic Explorations. SAGE Publications.*
- ✓ *Roy, Himanshu and Singh, M.P. (2017). Indian Political Thought. Pearson India.*
- ✓ *Sharma, R. S. (1991).* Aspects of Political Ideas and Institutions in Ancient *India. Motilal Banarsidass.*

Additional Readings:

- ✓ *Chakravarti, U. (2007).* Pandita Ramabai – a Life and a Time*. Critical Quest.*
- ✓ *Hess, L., & Singh, S. (Eds.). (2002).* The Bijak of Kabir *(pp. 3-35). Oxford University Press.*
- ✓ *Ramabai, P. (2000). Woman's place in religion and society. In M. Kosambi (Ed.),* Pandita Ramabai through her own words: Selected works*. Oxford University Press.*
- ✓ *Sarkar, S. (Ed.). (1985).* A critique on colonial India*. Papyrus.*
- ✓ *Spellman, J. (1964). Principle of statecraft. In J. Spellman (Ed.),* Political theory of ancient India: A study of kingship from the earliest time to circa AD 300 *(pp. 132- 170). Clarendon Press.*
- ✓ *Vivekananda. (2007). The real and the apparent man. In S. Bodhasarananda (Ed.),* Selections from the complete works of Swami Vivekananda*. Kolkata: Advaita Ashrama.*

Internet Resources:

1. Yadav, N. Ziauddin Barani's Ideal Sultan and Ideal Polity. *Academia.edu.* http://www.academia.edu/37809718/Ziauddin-Baranis_Ideal-Sultan-and-Ideal-Polity

2. Savarkar, V.D. *Essentials of Hindutva*. Savarkar.org. https://savarkar.org/en/encyc/2017/5/23/2_12_12_04_essentials_of_hindutva.v001.pdf_1.pdf
3. Prof. Jha, Mithilesh Kumar. *Introduction to Modern Indian Political Thought*. SWAYAM. https://onlinecourses.nptel.ac.in/noc22_hs15/preview
4. Mukherjee, Jhumpa. (2021). *Indian Political Thought*. SWAYAM. https://onlinecourses.swayam2.ac.in/cec21_hs41/preview
5. eGyanKosh. *Indian Political Thought- I (BPSC- 112)*. IGNOU. https://egyankosh.ac.in/handle/123456789/84756
6. eGyanKosh. *Indian Political Thought- II (BPSC- 114)*. IGNOU.https://egyankosh.ac.in/handle/123456789/89372

Activities to do:

- Conduct seminars and lectures on seminal ideas propagated by the thinkers mentioned.
- Arrange a movie session to show biopics on the above thinkers and ask students to write a summary of that.
- Conduct group discussions on the relevance of the ideas of the above-mentioned thinkers in the present day. For instance, "Manu's ideas are regressive and outdated for the present-day Indian society".

Course Outcome:

This course will enable students to gain a comprehensive understanding of the evolution of Indian political thought, its historical and contemporary relevance, and its role in shaping the socio-political landscape of the nation. This knowledge will enable them to critically engage with the complex and dynamic nature of Indian politics and contribute to the ongoing discourse on the country's democratic and developmental trajectories.

CO1: The students will be able to understand and evaluate the political ideas and theories of Manu including his social laws and Kautilya with a focus on his theory of the state and foreign policy

CO2: This unit would familiarize the students about the political ideas of Barani, particularly the theory of kingship and Abul Fazal's ideas on monarchy, and will enable them to evaluate their contributions to the Indian political thought.

CO3: This unit will enhance the understanding of students of the political and social ideas of Ram Mohan Roy and Pandita Ramabai and their contributions in the field of social reforms.

CO4: This unit will enable students to critically analyse the ideas of spiritual nationalism and universalism of Vivekananda, and Savarkar's concept of Hindutva.

CO-PO Mapping (Minor-I-P-III)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	3	2	2	1	1	2	3	2	2
CO2	3	1	2	2	2	1	2	2	3	1	3
CO3	2	3	2	3	2	2	3	3	2	3	3
CO4	2	1	3	2	3	2	2	3	2	2	3

Programme articulation Matrix row for Minor-I-P-III

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Minor-I-P-III	3	2	3	2	3	2	2	3	3	2	2

CO-PSO Mapping (Minor-I-P-III)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	2	3	2	2	1	1	2
CO2	3	1	2	2	2	1	2	2
CO3	2	3	2	3	2	2	3	3
CO4	2	1	3	2	3	2	2	3

Political Journalism SEC-II

Total Credit-: 3 **Total Hours-: 36** **Full Mark-: 100**

Course Objective:

Media, being the 4th pillar of democracy, has vital role to make people vigilant. The strength of democracy to a great extent depends upon the impartiality and autonomy of the media. With the growing commercialisation of the media houses, it has actually emerged as a grave concern across the globe. The media ought to be the watchdog in a democracy, making people vigilant and informing them about governance. The course attempts to study journalism and the principles underlying reporting. It then reflects on the vested interest and political propaganda that attempt to influence the journalism of the day. It intends to train the learners to develop writing skills in featured articles on political subjects, as well as enhance their analytical skills to analyse the prevailing political events.

Course Content:

Unit 1: **[9 Hours]**

Meaning of Journalism, Ideal principles of Reporting,

Unit 2: **[9 Hours]**

Political propaganda and vested interest in Journalism: Yellow journalism and TRP; Funding of media houses, Paid news. Types of Reporting Political issues, Making Posters on Political Issues.

Unit 3: **[9 Hours]**

Writing skills for Features articles on political issues.

Unit 4: **[9 Hours]**

Analytical skills to analyse the political events.

Essential Readings

1. Maheshwari, S., & Sparks, C. (2021). Political elites and journalistic practices in India: A case of institutionalized heteronomy. Journalism, 22(1), 231-247. https://doi.org/10.1177/1464884918761630

2. McNair, B. (2009). Journalism and democracy. In *The handbook of journalism studies* (pp. 257-269). Routledge.

Course Outcome:

The course would inform the learners about the basics of journalising and reporting and their dynamics with respect to politics. The unit-wise outcomes are given below:

CO1: It would introduce the students to the basics of journalism and reporting.

CO2: The students would be aware of the vested interests and propaganda in influencing the media reports and the funding of media houses.

CO3: The unit would enhance the writing skills of the learners to write feature articles on political issues.

CO4: This would enhance the analytical skills of the learners and train them to analyse the political events.

CO-PO Mapping (SEC-II)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	2	3	2
CO2	3	1	3	2	2	1	2	3	3	3	2
CO3	2	3	3	3	2	2	3	3	1	2	3
CO3	2	3	3	3	2	2	3	3	3	3	2
CO4	2	3	3	3	2	2	3	3	2	3	3

Programme articulation Matrix row for SEC-II

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course SEC-II	3	2	3	2	3	2	3	2	2	3	2

CO-PSO Mapping (SEC-II)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	2	1	1	2	1	1	2
CO2	3	1	3	2	2	1	2	3
CO3	2	3	3	3	2	2	3	3
CO4	2	3	3	3	2	2	3	3

SEMESTER-VI

India's Foreign Policy (Major-I-P-XIV)

Total Credit-: 4 **Total Hours-: 48** **Full Mark-: 100**

Course Objectives:

This course has been designed to provide the students with critical insights into the different Determinants, the fundamental goals, and numerous dimensions of India's foreign policy. It engages in the areas of economic, political, diplomatic, and strategic relations with major powers like the USA, Russia, and China. It aims to highlight the need for promoting peace and stability in the South Asian countries. The ambition to become a global power can never be accomplished without having strong ties with the regional organizations. Further, India's presence in different regional organizations has not only strengthened its global presence but it has also enhanced diplomatic possibilities. To further enhance India's aim to pursue strategic autonomy, this course attempts to study India's foreign policy, such as SAARC, BIMSTEC, G20+, QUAD, and SCO.

Course Content:

Unit-I: India's Foreign Policy in a Changing World (12 Hours)

a) Evolution of India's Foreign Policy
b) Major Bases & Determinants
c) Idealism, Realism, and pragmatism in India's Foreign Policy

Unit-II: Relationship with Major Powers (Political, Economic, Strategic) in a bipolar, unipolar & multipolar world (12 Hours)

a) India's relationship with USSR/Russia
b) India's relationship with USA
c) India's relationship with China

Unit-III: Relationship with South Asian Countries (12 Hours)

a) Relationship with Pakistan
b) Relationship with Nepal & Bangladesh

c) Relationship with Sri Lanka & Afghanistan

Unit-IV: India and Regional Organisations (12 Hours)

a) SAARC, BIMSTEC
b) BRICS, SCO
c) QUAD, G20+

Essential Readings:

- ✓ Bishwakarma, J. K., & Hu, Z. (2022). Problems and prospects for the South Asian Association for Regional Cooperation (SAARC). *Politics & Policy*, *50*(1), 154- 179.
- ✓ Dutt, V. P. (2009). *India's Foreign Policy in a Changing World*. Vikas Publishing House.
- ✓ Ganguli, S. (2019) *India's Foreign Policy*. Oxford University Press.
- ✓ Ghosh, P. (2020). *International Relations*. PHI learning pvt. Ltd.
- ✓ Jaishankar, S. (2020). *The India way: Strategies for an uncertain world*. HarperCollins Publishers, India.
- ✓ Khana V. N. (2018). *Foreign policy of India*. Vikas Publishing House.
- ✓ Khurshid, I. (2023). Modi's US foreign policy: Strategic autonomy redefined. *Journal of Asian and African Studies.* https://doi.org/10.1177/00219096231173395
- ✓ Malone, D. M. (2011). *Does the Elephant Dance? Contemporary Indian Foreign Policy*. Oxford University Press.
- ✓ Melone, D.M., Mohan, C.R., Raghavan, S. (2017). *The Oxford Handbook of India's Foreign policy.* OUP Oxford.
- ✓ *Muni, S. D. (2020). India's "Neighbourhood First" Policy and the Chinese Challenge: The cases of Bangladesh, Nepal, and Sri Lanka. In India's Great Power Politics (pp. 103-121). Routledge India.*
- ✓ *Nehru, J. (1963). Changing India. Foreign Affairs, 41(3), 453-465.*
- ✓ *Sikri, R. (2014). Challenge and strategy: rethinking India's foreign policy. Indian Foreign Affairs Journal, 9(1), 56-69.*
- ✓ *Singh, P. (2022). International Relations. McGraw Hill.*
- ✓ *Stuenkel, O. (2020). The BRICS and the future of global order. Rowman & Littlefield.*
- ✓ *Tharoor, S. (2013). Pax Indica: India and the world of the twenty-first century. Penguin UK.*

Additional Readings:

- ✓ *Gupta, S., Mullen, R. D., Basrur, R., Hall, I., Blarel, N., Pardesi, M. S., & Ganguly, S. (2019). Indian foreign policy under Modi: a new brand or just repackaging? International Studies Perspectives, 20(1), 1-45.*
- ✓ *Jaishankar, D. (2020). The Australia-India Strategic Partnership: Accelerating Security Cooperation in the Indo-Pacific. Lowy Institute.*
- ✓ *Mukherjee, R., & Malone, D. M. (2011). Indian foreign policy and contemporary security challenges. International Affairs, 87(1), 87-104.*
- ✓ *Nayak, S. (2024). A Sub-Regional Resuscitation in South Asia: Enlivening the BIMSTEC. In The Routledge Handbook of South Asia (pp. 311-325). Routledge India.*
- ✓ *O'Donnell, F., & Papa, M. (2021). India's Multi-Alignment Management and The Russia–India–China (RIC) Triangle. International Affairs, 97(3), 801-822.*
- ✓ *Pardesi, M. S., & Ganguly, S. (2020). India and energy security: A foreign policy priority. In Indian Foreign Policy in a Unipolar World (pp. 99-127). Routledge India.*
- ✓ *Sajjanhar, A. (2022). India and Shanghai Cooperation Organization. Indian Foreign Affairs Journal, 17(3/4), 190-204.*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-newspapers, online magazines, or scholarly journals, digital repositories, and audio-visual contents.

1. For distinguished lectures, visit by diplomats and foreign policy experts, policy documents and documentaries, visit https://www.mea.gov.in/
2. India's relationship with Pakistan. https://www.britannica.com/place/Kashmir-region-Indian-subcontinent/The-Kashmir-problem
3. G20. https://www.g20.org/en/about-the-g20
4. Ignousoss. (2021, August 11). *Approaches to the Study of India's Foreign Policy* [Video]. YouTube. https://www.youtube.com/watch?v=tXfIF2unIvM
5. CEC. (2015a, January 7). *Determinants, Principles & Objectives of India's Foreign Policy* [Video]. YouTube. https://www.youtube.com/watch?v=czhhd4uUxfc

Activities to do:

1. Seminar & workshop- Organise different seminars and workshops on different dimensions of India's Foreign Policy.

2. Debate on current development- Conduct debate among the students on current development issues relating to India's foreign policy.
3. Project work –Ask the students to gather information from different sources for the preparation and presentation of the project paper.
4. Enlist the foreign policy thinktanks active in India.

Course Outcomes: After completion of the course, students will be able to understand the foreign policy of India in the changing time, its relationship with major powers as well as its engagement with the neighbours and regional powers. The unit-wise outcomes are given below.

CO1: This unit would benefit the students by providing a background understanding about the evolution of India's foreign policy & also about some pivotal factors that play a very significant role in the formulation of India's foreign policy.

CO2: This unit would make the students understand about different dimensions of India's relationship with the major powers.

CO3: This unit is meant to provide broad ideas to the students about India's relationship with prominent South Asian nations in the field of culture, trade & politics.

CO4: This unit, with an emphasis on the existence and relevance of important regional organisations, will help the students to understand the significant role of India in the global context in coordinating the member states.

CO-PO Mapping (Major-I-P-XIV)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	2	3	3
CO2	3	1	3	2	2	1	2	2	2	3	2
CO3	2	3	3	3	2	2	3	3	1	2	3
CO4	2	2	3	2	3	2	2	3	3	3	2

Programme articulation Matrix row for Major-I-P-XIV

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Major-I-P-XIV	3	2	3	2	3	2	3	2	2	3	3

CO-PSO Mapping (Major-I-P-XIV)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	2	1	1	2	1	1	2
CO2	3	1	3	2	2	1	2	2
CO3	2	3	3	3	2	2	3	3
CO4	2	2	3	2	3	2	2	3

Government And Politics In Odisha (Major-I-P-XV)

Total Credit-: 4 **Total Hours-: 48** **Full Mark-: 100**

Course Objectives:

This course aims to provide students with a comprehensive understanding of the political landscape at the provincial level, focusing on the state of Odisha. By delving into the socio-political history of the region, including resistance movements for provincial autonomy, learners will grasp the contextual background shaping contemporary politics. The course attempts to study the political structure and process in Odisha, while reflecting on the role of the CM in Odisha politics. Additionally, it seeks to analyze the growth and development of political parties, coalition politics, and electoral trends in Odisha. The course investigates the intricate interplay of caste, class, gender, and tribe in Odisha's political arena to sharpen the understanding of inclusive development in the context of Odisha. Further, the course critically examines grassroots movements led by marginalized communities, offering insights into their agency within the political landscape of Odisha.

Course Content:

Unit-I: Background of Odisha Politics **(12 Hours)**

a) Land and the People: Demography and Economy
b) Odia Nationalism and Emergence of Odisha as a separate province
c) Odisha in Nationalist movement, Praja Mandal movement, Communist and Socialist movements

Unit-II: Political Structure and Process in Odisha **(12 Hours)**

a) Role of Chief Minister in Odisha Politics
b) Growth and development of political parties: National and Regional parties, Pattern of Coalition politics in Odisha, Regionalism in Odisha Politics
c) Electoral Trends and patterns of electoral behaviour in Odisha

Unit-III: Social Structure, Development and Politics **(12 Hours)**

a) Role of Class, Caste, Tribe, and Gender in Politics
b) Role of State in Development: Industrial and Mining Policies
c) Social Welfare policies in Odisha: Poverty alleviation programmes, Self-Help Groups

Unit IV: Dynamics of People's Movements in Odisha (12 Hours)

a) Tribal Development: Tribal Advisory Council, Integrated Tribal Development Agency, Implementation of Forest Right Act, 2006
b) Development and Dispossession: Anti-displacement movements, Naxalite movement
c) Women's Movement, Dalit Movement and Tribal Movement

Essential Readings:

- ✓ *Das, B. (2022). Political history of Modern Odisha. BK publication,*
- ✓ *Ghosh, S. (1979). Odisha in Turmoil: A Study of Political Developments. Book land International, Bhubaneswar.*
- ✓ *Jena, B. B. and Baral, J.K. (1988). Government and politics in Odisha. Print House (India).*
- ✓ *Mohanty, M. (2004). Caste, Class and Gender. SAGE Publications.*
- ✓ *Nanda, S. (1979). Coalition Politics in Odisha. Sterling Publishers.*
- ✓ *Padhi, A.P. (1985). Indian State politics: A case study of Odisha. B.R. Publishing Corporation.*
- ✓ *Rout, B.C. (2006). The State govt and administration in Odisha. Panchashila publication.*

Additional Readings:

- ✓ *Bhuyan, D. (2010). Orissa Politics from 1936 to Contemporary Politics. Mangalam Publications.*
- ✓ *Das, H. and Choudhury, B.C. (1990). Federal and State Politics in India. Discovery Publication.*
- ✓ *De Haan, A. & Dubey, A. (2005). Poverty, disparities or the development of underdevelopment in Orissa. Economic & Political Weekly,40(22–23), 2321–2329.*
- ✓ *Mishra, P. (2020). Language and the Making of Modern India: Nationalism and the Vernacular in Colonial Odisha. Cambridge University Press.*
- ✓ *Narain, I. (ed.) (1967). State Politics in India. Meenakshi Prakashan.*
- ✓ *Pai, S. (2000). State Politics: New Dimensions. Shipra Publishers.*
- ✓ *Pai, S. (Ed.) (2013). Handbook of Politics in Indian states regions, Parties and Economic Reform. Oxford University Press.*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. Behera, M., & Padhi, S. R. (2022). Tribal Movements against Mining-induced Displacement in Odisha: The Case of Dongria Kondh's Niyamgiri Movement. *The Oriental Anthropologist*. https://doi.org/10.1177/0972558X221096265
2. Das, B. C. (1978). Government and Politics in Orissa Since Independence- An Overview. *The Indian Journal of Political Science*, *39*(3), 438–457. http://www.jstor.org/stable/41854862
3. Dash, S. C. (1965). Government and Politics in Orissa. *The Indian Journal of Political Science*, *26*(4), 83-100. http://www.jstor.org/stable/41854126
4. Government of Odisha. *Brief History of Odisha Assembly*. Government of Odisha.https://cms.neva.gov.in/FileStructure_OR/FooterCommonContent/77d847da-136e-4a65-a0cf-a281e154ac84.pdf
5. Jena, B. B. (1994). Orissa Politics. *The Indian Journal of Political Science*, *55*(3), 285–298. http://www.jstor.org/stable/41855700

Activities to do:

1. Explore the assembly debates, questions asked, various committee reports on Odisha
2. E-Vidhan Application available at https://odisha.neva.gov.in/Home/DigitalLibrary
3. Conduct ground-level interviews to learn about the consciousness of people about various welfare policies and programmes.
4. Conduct Model assembly in your classrooms to understand the working of the state legislative assembly and working of the government.
5. Conduct story/documentaries sessions on the Founding Fathers of Odisha, People's movements, success of women Self Help Groups in Odisha

Course Outcomes:

The course intends to develop a nuanced understanding of political dynamics and political leadership in Odisha, fostering critical insights into its socio-economic fabric and governance

paradigms which shape the discourse of development in Odisha. The unit-wise outcomes are given below.

CO1: This unit would help in developing a basic understanding of the demographic and economic profile of the state. Further, the awareness about the creation of Odisha as a separate province and other political movements in the pre-independence period would enable the learners to gain critical insights into political developments in Odisha in the post-independence period.

CO2: The understanding of political leadership along with the political parties, electoral trends and patterns, regionalism, coalition politics etc. would enable learners to critically analyze the political dynamics and political culture in Odisha.

CO3: The knowledge of social cleavages e.g., Class, Caste, Tribe and Gender and their role in shaping the larger spectrum of politics as well as the state's response to the aspirations of people through various interventions and policy initiatives would develop learners' capacity to analyze socio-political factors and the government's role on the path of inclusive development.

CO4: This unit would enable the learners to understand the significance of people's movement in shaping the state politics. This will enable them to appreciate the engagement of people in the democratic framework and the role of dissent in preserving the voices from the margins. Further, it will equip them with insights to formulate policies catering to the needs and aspirations of every section of society.

CO-PO Mapping (Major-I-P-XV)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	3	2	3	3
CO2	3	1	3	2	2	1	2	3	1	3	3
CO3	2	3	3	3	2	2	3	3	3	2	3
CO4	2	2	3	2	3	2	2	2	1	3	3

Programme articulation Matrix row for Major-I-P-XV

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Major-I-P-XV	3	2	3	2	3	2	3	2	2	3	3

CO-PSO Mapping (Major-I-P-XV)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	2	1	1	2	1	1	3
CO2	3	1	3	2	2	1	2	3
CO3	2	3	3	3	2	2	3	3
CO4	2	2	3	2	3	2	2	2

Government And Politics In Odisha (Minor-II-P-III)

Total Credit-: 4 **Total Hours-: 48** **Full Mark-: 100**

Course Objectives:

This course aims to provide students with a comprehensive understanding of the political landscape at the provincial level, focusing on the state of Odisha. By delving into the socio-political history of the region, including resistance movements for provincial autonomy, learners will grasp the contextual background shaping contemporary politics. The course attempts to study the political structure and process in Odisha, while reflecting on the role of the CM in Odisha politics. Additionally, it seeks to analyze the growth and development of political parties, coalition politics, and electoral trends in Odisha. The course investigates the intricate interplay of caste, class, gender, and tribe in Odisha's political arena to sharpen the understanding of inclusive development in the context of Odisha. Further, the course critically examines grassroots movements led by marginalized communities, offering insights into their agency within the political landscape of Odisha.

Course Content:

Unit-I: Background of Odisha Politics (12 Hours)

a) Land and the People: Demography and Economy
b) Odia Nationalism and Emergence of Odisha as a separate province
c) Odisha in Nationalist movement, Praja Mandal movement, Communist and Socialist movements

Unit-II: Political Structure and Process in Odisha (12 Hours)

a) Role of Chief Minister in Odisha Politics
b) Growth and development of political parties: National and Regional parties, Pattern of Coalition politics in Odisha, Regionalism in Odisha Politics

Unit-III: Social Structure, Development and Politics (12 Hours)

a) Role of Class, Caste, Tribe, and Gender in Politics
b) Social Welfare policies in Odisha: Poverty alleviation programmes, Self-Help Groups

Unit IV: Dynamics of People's Movements in Odisha (12 Hours)

a) Tribal Development: Tribal Advisory Council, Integrated Tribal Development Agency, Implementation of Forest Right Act, 2006

b) Development and Dispossession: Anti-displacement movements, Naxalite movement
c) Women's Movement, Dalit Movement and Tribal Movement

Essential Readings:

- ✓ *Das, B. (2022). Political history of Modern Odisha. BK publication,*
- ✓ *Ghosh, S. (1979). Odisha in Turmoil: A Study of Political Developments. Book land International, Bhubaneswar.*
- ✓ *Jena, B. B. and Baral, J.K. (1988). Government and politics in Odisha. Print House (India).*
- ✓ *Mohanty, M. (2004). Caste, Class and Gender. SAGE Publications.*
- ✓ *Nanda, S. (1979). Coalition Politics in Odisha. Sterling Publishers.*
- ✓ *Padhi, A.P. (1985). Indian State politics: A case study of Odisha. B.R. Publishing Corporation.*
- ✓ *Rout, B.C. (2006). The State govt and administration in Odisha. Panchashila publication.*

Additional Readings:

- ✓ *Bhuyan, D. (2010). Orissa Politics from 1936 to Contemporary Politics. Mangalam Publications.*
- ✓ *Das, H. and Choudhury, B.C. (1990). Federal and State Politics in India. Discovery Publication.*
- ✓ *De Haan, A. & Dubey, A. (2005). Poverty, disparities or the development of underdevelopment in Orissa. Economic & Political Weekly,40(22–23), 2321–2329.*
- ✓ *Mishra, P. (2020). Language and the Making of Modern India: Nationalism and the Vernacular in Colonial Odisha. Cambridge University Press.*
- ✓ *Narain, I. (ed.) (1967). State Politics in India. Meenakshi Prakashan.*
- ✓ *Pai, S. (2000). State Politics: New Dimensions. Shipra Publishers.*
- ✓ *Pai, S. (Ed.) (2013). Handbook of Politics in Indian states regions, Parties and Economic Reform. Oxford University Press.*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-newspapers, online magazines, or scholarly journals, digital repositories, and audio-visual contents.

1. Behera, M., & Padhi, S. R. (2022). Tribal Movements against Mining-induced Displacement in Odisha: The Case of Dongria Kondh's Niyamgiri Movement. *The Oriental Anthropologist*. https://doi.org/10.1177/0972558X221096265
2. Das, B. C. (1978). Government and Politics in Orissa Since Independence- An Overview. *The Indian Journal of Political Science*, *39*(3), 438–457. http://www.jstor.org/stable/41854862
3. Dash, S. C. (1965). Government and Politics in Orissa. *The Indian Journal of Political Science*, *26*(4), 83-100. http://www.jstor.org/stable/41854126
4. Government of Odisha. *Brief History of Odisha Assembly*. Government of Odisha.https://cms.neva.gov.in/FileStructure_OR/FooterCommonContent/77d847da-136e-4a65-a0cf-a281e154ac84.pdf
5. Jena, B. B. (1994). Orissa Politics. *The Indian Journal of Political Science*, *55*(3), 285–298. http://www.jstor.org/stable/41855700

Activities to do:

- Explore the assembly debates, questions asked, and various committee reports on Odisha
- E-Vidhan Application available at https://odisha.neva.gov.in/Home/DigitalLibrary
- Conduct ground-level interviews to learn about the consciousness of people about various welfare policies and programmes.
- Conduct Model assembly in your classrooms to understand the working of the state legislative assembly and working of the government.
- Conduct story/documentaries sessions on the Founding Fathers of Odisha, People's movements, success of women Self Help Groups in Odisha

Course Outcomes:

The course intends to develop a nuanced understanding of political dynamics and political leadership in Odisha, fostering critical insights into its socio-economic fabric and governance paradigms which shape the discourse of development in Odisha. The unit-wise outcomes are given below.

CO1: This unit would help in developing a basic understanding of the demographic and

economic profile of the state. Further, the awareness about the creation of Odisha as a separate province and other political movements in the pre-independence period would enable the learners to gain critical insights into political developments in Odisha in the post-independence period.

CO2: The understanding of political leadership along with the political parties, electoral trends and patterns, regionalism, coalition politics etc. would enable learners to critically analyze the political dynamics and political culture in Odisha.

CO3: The knowledge of social cleavages e.g., Class, Caste, Tribe and Gender and their role in shaping the larger spectrum of politics as well as the state's response to the aspirations of people through various interventions and policy initiatives, would develop learners' capacity to analyze socio-political factors and the government's role on the path of inclusive development.

CO4: This unit would enable the learners to understand the significance of people's movement in shaping the state politics. This will enable them to appreciate the engagement of people in the democratic framework and the role of dissent in preserving the voices from the margins. Further, it will equip them with insights to formulate policies catering to the needs and aspirations of every section of society.

CO-PO Mapping (Minor-II-P-III)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	3	2	3	3
CO2	3	1	3	2	2	1	2	3	1	3	3
CO3	2	3	3	3	2	2	3	3	3	2	3
CO4	2	2	3	2	3	2	2	2	1	3	3

Programme articulation Matrix row for Minor-II-P-III

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course Minor-II-P-III	3	2	3	2	3	2	3	2	2	3	3

CO-PSO Mapping (Minor-II-P-III)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	2	1	1	2	1	1	3
CO2	3	1	3	2	2	1	2	3
CO3	2	3	3	3	2	2	3	3
CO4	2	2	3	2	3	2	2	2

Data Journalism (SEC-III)

Total Credit-: 3 **Full Mark-: 100** **Total Hours-: 36**

Course Description

Proficiency with gathering, analysing and visualizing data is essential in journalism today as commodity content becomes increasingly ineffective in both serving the public interest and engaging audiences. This course introduces the use of data as a source and "interviewing" datasets using quantitative analysis and data visualization tools. This syllabus focuses on core concepts and principles in data journalism, exploring how data enhances reporting and giving an overview of tools for producing data visualizations. Topics include analyzing and structuring data, combining data from multiple data sets, and developing engaging visualizations.

Course Objectives:

- To understand the fundamentals of Data Journalism.
- To understand the steps involved in the reporting process for data driven journalism.
- To identify, gather and explore a dataset for an investigative data story.
- To present data in appropriate visual formats such as tables, charts and maps.

Course Content:

Unit-I **[9 hours]**

Introduction to Data Journalism, Data Journalism: Meaning, Definition and Importance, Data journalism defined; building a "data frame of mind", How Data is Used for Public Interest Stories, How to Find a Story in Data, Sector-Specific Data Stories, From Data to Stories

Unit-II **[9 hours]**

Common Data Formats, Types of data; data pitfalls; data sources, Finding Data Online, Acquiring data from websites and PDFs (Tableau, Cometdocs), Alternative Data Sources, Find a data set that interests you.

Unit-III **[9 hours]**

Planning a Data Story: Hypothesis and Questions, Enriching Stories with Data, Analyzing Fact Sheets, Organizing Data, Verifying Data, Summarizing and Simplifying Data Insights, Essential Statistics, Evaluating Data Interpretation, Data Privacy

Unit-IV **[9 hours]**

Data Visualization, Purpose of Data Visualization, Matching Data and Graph Types, Design and Color Basics, Map Theory, Visual Storytelling, reaching your Audience, Data Driven Interviews. Anatomy of a Data Story, Data-Driven Leads, Data-Driven Writing, Ethics of Data Visualization.

Suggested Books

- ✓ The Data Journalism Handbook: How Journalists Can Use Data to Improve the News by Jonathan Gray, Lucy Chambers and Liliana Bounegru
- ✓ The Data Journalist: Getting the Story by David McKie and Fred Vallance-Jones
- ✓ Data-Driven Storytelling by Christophe Hurter, Nathalie Henry Riche, Nicholas Diakopoulos, Sheelagh Carpendale
- ✓ Finding Stories in Spreadsheets by Paul Bradshaw
- ✓ Data for Journalists: A Practical Guide for Computer-Assisted Reporting by Brant Houston
- ✓ The Data Journalism Handbook: Towards A Critical Data Practice by Liliana Bounegru, Jonathan Gray
- ✓ Data Literacy: A User's Guide by David Herzog Facts Are Sacred by Simon Rodgers
- ✓ The Functional Art: An Introduction to Information Graphics and Visualization by Alberto Cairo
- ✓ Data Journalism and the Regeneration of News by Alfred Hermida
- ✓ Data Journalism: Mapping the Future by Richard Keeble & John Mair

Course Outcomes:

Upon course completion, students will be able to: Develop a "data frame of mind" by demonstrating proficiency in:

CO1: Finding stories in data and finding data to report stories.

CO2: Evaluating the strengths and weaknesses of data sources and methods and acquiring data through public sources and by scraping websites and PDFs.

CO3: Cleaning (fix mistakes in) data through Open Refine, Excel and Access and analyzing data to find patterns and avoid erroneous conclusions.

CO4: Joining and analyzing geographic data, creating basic data visualizations using Excel, Google Fusion and Tableau and publishing a meaningful story based on acquiring and analyzing data.

CO-PO Mapping (SEC-III)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	3	2	3
CO2	3	1	3	2	2	1	2	3	2	3	3
CO3	2	3	3	3	2	2	3	3	2	2	3
CO4	2	3	3	3	2	2	3	3	2	3	2

Programme articulation Matrix row for SEC-III

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course SEC-III	3	2	3	2	3	2	3	2	3	2	3

CO-PSO Mapping (SEC-III)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	2	1	1	2	1	1	2
CO2	3	1	3	2	2	1	2	3
CO3	2	3	3	3	2	2	3	3
CO4	2	3	3	3	2	2	3	3

Understanding India (VAC-IV)

Credit point: 3 **Full mark -100** **Total Hours: 45**

Objectives

The objective of this paper is to familiarize the students with the history, culture, geography, polity and economy of India, to enable them to gain a basic understanding of India to prepare for various competitive examinations both at national and state level. UGC under NEP 2020 has suggested a course on understanding India under the Value-Added Course

Course Contents

Unit I: Geography of India **[11 hours]**

- Physiographic divisions of India, Drainage, Climate of India
- Characteristics of Indian Agriculture,
- Major Crops: production and distribution of rice and wheat, cotton, sugarcane
- Major Industries and minerals: iron ore, coal, petroleum, natural gas
- Demographic structure: Distribution and growth, census in India

Unit- II Unity In Diversity **[12 hours]**

- Ethnic, linguistic, geographic, religious and cultural diversity and unity of India.
- The Idea of India: Jambudipa Bharat Varsha, Uttar Patha, Dakhina Patha, Hindustan and India and 'Bharat'
- Evolution of Syncretic Indian culture during 1000 CE to 1800 CE : Religion (Suffi/Bhakti), Art and Architecture, Music and literature
- Socio-economic, Political and Cultural impact of British Rule: An outline of India's freedom struggle(1857-1947)

Unit- III Indian Polity and Its Political Identity **[11 hours]**

- Salient features of Indian constitution (Republic, Federal, Parliamentary, Democracy, Secular, Separation of power, Centre-State Relationship, Panchayat- Raj
- Fundamentals Rights and duties, Directive Principles of State Policy and Affirmative Action

- India's Foreign Policy, International Trade Policy and Global Standing

Unit- IV Indian Economy **[11 hours]**

- Concept of development: Core Values of development, Sustainable development and social development
- Poverty: Poverty line, concepts of absolute and relative poverty, MDPI and Poverty alleviation-measures
- Social Sector Initiatives: Quality education, human capital development, health care, rural development
- Economic growth since independence in Agricultural, Industrial and Service Sectors and Sectorial contribution to GDP in India
- Regional Imbalance: An analytical approach (Convergence/Divergence approach)
- Fiscal Federalism: System of Devolution of Funds
- Economic challenges of 21st century

Text Books

1. Unity in Diversity, R.K. Mukherjee
2. Freedom struggle of India, Barun De, Bipan Chandra and Amle Tripathy, NBT, Govt. of India
3. An Advanced History of India, Roychoudhury Dutt and Majumdar
4. Indian Economy, Mishra and Puri, Himalaya Publication
5. India Year Book, Govt. of India, Publication Division
6. Indian Economy- *Dutta and Sundaam*
7. An Introduction to the Constitution of India- *D.D. Basu*
8. Indian Economy by Uma Kapila
9. Indian Polity, M. Laxmikanth, Tata McGraw-Hill

Sample Question

1. Who used the term "Bharat Varsha" in an inscription for the first time in India's history? [1 mark]
2. State the course of R. Ganga by identifying at least 4 states of India through which it passes. [2 marks]
3. Enumerate and explain the major challenges faced in the 21st century by India.[5marks]
4. Write a critical essay on the State Relationship in India. [8 marks]

N: B

- ✓ *A single text book covering all aspects is not readily available. It shall be developed by OSHEC/DDCE Utkal University/OSOU/ OTBP & P and similar other organization.*
- ✓ *VTP lectures shall be prepared.*

Course Outcome:

CO1: To familiarize the learner with the geographic features of India.

CO2: To enable the students to understand how India is a plural and multidiversified society. To make the students aware of how diversity has been a source of strength for nationalism in India, both Pre and Post-Independence periods.

CO3: To know about the Indian polity and its distinctive features.

CO4: To familiarize students with hurdles to development and to analyze the mechanism of economic transformation in India.

CO-PO Mapping (VAC-IV)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
CO1	3	2	1	1	2	1	1	2	3	2	3
CO2	3	1	3	2	2	2	1	3	3	2	2
CO3	2	2	3	2	2	2	3	2	3	2	3
CO4	1	2	2	3	3	2	2	3	3	1	3

Programme articulation Matrix row for VAC-IV

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Course VAC-IV	2	3	2	3	2	3	2	2	3	2	3

CO-PSO Mapping (VAC-IV)

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8
CO1	3	2	1	1	2	1	1	2
CO2	3	1	3	2	2	2	1	3
CO3	2	2	3	2	2	2	3	2
CO4	1	2	2	3	3	2	2	3