

# Model Curriculum for Three/Four Year Degree Course

(With Multiple Entry /Exit Option)

Based on NEP-2020

## Political Science



**Odisha State Higher Education Council, Bhubaneswar**

**Government of Odisha**

**MMU, Bhawanipatna**

**2026-27**

*Handwritten signatures and dates:*  
6/8/26  
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## **Programme Objectives & Outcomes**

### **ABOUT THE PROGRAMME OBJECTIVES AND OUTCOMES**

We as human beings are all political. In recent past, the understanding of Political Science has changed. There was a time, when Political Science used to be understood in terms of State and Government. The definition of Political Science has changed with the gradual progress of society. The purpose of the course in Political Science at B.A. level is to make the students aware about the importance of their association with the state and also to expose them to the global political affairs in order to make them best suitable for various competitive examinations. Political Science explores the concerns and issues that animate public life. Using both humanistic and scientific approaches, it studies how political communities attempt to reconcile the conflicting claims of justice, power, liberty, and authority. Drawing on history, law, economics, psychology, sociology, and philosophy, Political Science is a broadly based social science that shares the traditional aims of liberal arts and education while attempting to come to grips with the major public issues of our time.

B.A. in Political Science with Learning Outcomes aims at offering a general framework within which Political Science teaching may be organized. It serves the twin goals of responding to the needs of students to grow as competent, self-reflective learners with relevant academic and professional skills while at the same time prepare them as contributors to the growing discipline. This framework is intended to help maintaining the standards of teaching, its periodic review against graduate attributes, qualification descriptors, program learning outcomes and course level learning outcomes. It is viewed in the spirit of innovation in teaching-learning process and adopted according to local conditions, regional priorities, national and global needs along with the availability of the expertise.

Looking at the diversity and complexity of the subject and diversified students' background along with subject dynamism, the curriculum is developed considering various aspects such as: -

- Entry level expectations of students coming from various Board of examination (CBSE/ICSE/CHSE/State Boards) and their socio-economic background
- General expectations from a three-year undergraduate honours training.
- The changing profile of undergraduate students

Keeping the above aspect in mind the learning objectives and outcomes have been adapted to the local, regional and linguistic diversities with the changing academic scenario and conditions. Further, the learning objectives and outcomes have been framed with a projected scope on the basis of the extent of academic facilities available (e.g. availability of faculty and their expertise, resources and opportunities for field training).

## **Nature and Extent of the Programme:**

The programme is designed in such a way that students have the option to exit even after one year completion of the course. If a student completes one year, she is entitled to get a certificate; after completion of two years, she is entitled for a diploma certificate. Similarly, in case of three year and four year course, the students have multiple choices. We have explained the structure of the syllabus in detail in the following pages. Each semester is for 16 weeks. There are two reading lists. First one contains most important essential reading list, while a relatively long list of reference books for additional information is included in the second list. We have also tried to provide links of E resources particularly from reliable Government sources. At the end of the syllabus, we have suggested activities to be done while reading any particular paper.

## **Programme Objectives (PO: Four Year Course):**

**PO-1:** 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.

**PO-2:** Develop knowledge of theories, concepts, and research methods in humanities and social sciences and apply them in the subject of Political Science

**PO-3:** To assess how global, national and regional developments affect society and to theorize these experiences

**PO-4:** To train the students with a unique multidisciplinary approach in social sciences and prepares them for further academic study and for careers in the public and the private sector.

**PO 5:** 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 (PSO):**

The student graduating with the 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 of in various fields of Political Science.

**PSO3: Skilled Communicator:** The course curriculum incorporates basics and advanced training in order to make a graduate student capable of expressing the subject through technical writing as well as through oral presentation.

**PSO4: Critical Thinker and Problem Solver:** The course curriculum also includes components that can be helpful to graduate students to develop critical thinking ability by way of solving problems/numerical 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 opportunity to act as team player by contributing in 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 so designed to impart a good working knowledge in understanding and carrying out data analysis, use of library search tools, and use of Statistical software's like SPSS, R and related computational work.

## **GRADUATE ATTRIBUTES IN POLITICAL SCIENCE**

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

- **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.
- **Communication Skills:** Political Science graduates are expected to possess minimum standards 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.
- **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.
- **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.
- **Problem-solving:** Political Science Graduates are expected to be equipped with problem-solving philosophical approaches that are pertinent across the disciplines.
- **Analytical reasoning:** Political Science Graduates are expected to acquire formulate persuasive arguments and spot logical flaws, inconsistencies, circular reasoning etc.

- **Research Skills:** Political Science Graduates are expected to be keenly observant about what is going on in the natural surroundings to awake their curiosity. Political Science Graduates are expected to carryout research in contemporary issues of global and national politics.
- **Teamwork:** Political Science Graduates are expected to be team players, with productive cooperations involving members from diverse socio-cultural backgrounds.
- **Digital Literacy:** Political Science Graduates are expected to be digitally literate and increase their core competency via e-learning resources such as MOOC and other digital tools for lifelong learning. Political Science Graduates should be able to spot data fabrication and fake news by applying rational scepticism and analytical reasoning.
- **Moral and Ethical Awareness:** Political Science Graduates are expected to be responsible citizen of India and be aware of moral and ethical baseline of the country and the world. They are expected to define their core ethical virtues good enough to distinguish what construes as illegal and crime as per the laws of the country. Emphasis be given on academic and research ethics, including fair Benefit Sharing, Plagiarism, Scientific Misconduct and so on.
- **Leadership Readiness:** Political Science Graduates are expected to be familiar with decision making process and basic managerial skills to become a better leader. Skills may include defining objectives, vision and mission and how to become charismatic inspiring leader and so on.

**Core I**

**Semester-I**

**Fundamentals Of Political Science**

**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.

**Expected Learning 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.

**Unit-I:** 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.

**Unit-II:** After completing this Unit, student's understanding on the state as a political entity will be deepened and students would be able to critically examine its relationship with sovereignty, governing structures, and the multifaceted challenges posed by globalization.

**Unit-III:** 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.

**Unit-IV:** 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.

**Course Content:**

**Unit-I: Introduction**

- a) What is Political?
- b) Political Philosophy, Political Theory, Political Science
- c) Politics and Society, Politics and Economy

**Unit-II: State**

- a) State: Meaning, Origin and Development
- b) State and Sovereignty
- c) State and Government
- d) State and Globalization

**Unit-III: Concepts**

- a) Power, Authority, and Legitimacy
- b) Rights and Freedom
- c) Equality and Justice

**Unit-IV: Democracy**

- 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 McKinnon, C. (ed). *Issues in Political Theory*. Oxford University Press. pp. 172-193.

### **Internet Resources:**

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, 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](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.

## **Core II**

### **Introduction To The Constitution Of India**

#### **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.

#### **Expected Learning 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.

**Unit-I:** The learners would gain basic understanding of 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.

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

**Unit-III:** The learners would be familiar with the judicial structures and procedures in India. Further, the awareness about Writs, Judicial Review, PIL, 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.

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

**Course Content:**

**Unit-I: Basic Structure of the Indian Constitution**

- 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**

- 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**

- 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**

- 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; 26<sup>th</sup> 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-Newspaper, online magazines, or scholarly journals, digital repositories, 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](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](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](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](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.

**Core III****SEMESTER II****Introduction To Political Theory****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 of 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.

**Expected Learning 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.

**Unit-I:** This unit familiarises 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 is the primary objective 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.

**Unit-II:** This unit makes an attempt to study important traditions in political theory. These traditions influence our political decisions. Even since the evolution of industrial revolution, nation state, political questions and debates have revolved round 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.

**Unit-III:** 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 the society. Modernity encouraged societies to engage in theory building exercise. The emergence of post modernity challenged the grand narratives and encouraged all of us to have 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 to the students of political science.

**Unit-IV:** 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 welfare state in a political system also has reinforced its presence in the modern context. A student of Political Science needs to take concepts like welfare state and swaraj seriously as it throws many new challenges to the already existing political ideas.

### **Course Content:**

#### **Unit-I: Introduction**

- 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**

- a) Liberalism
- b) Neo-Liberalism
- c) Marxism
- d) Neo-Marxism

### **Unit-III: Recent Trends**

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

### **Unit-IV: Concepts**

- 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. (3<sup>rd</sup> 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-Newspaper, online magazines, or scholarly journals, digital repositories, 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](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.](#)

## **Core IV**

### **Comparative Governments**

#### **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.

#### **Expected Learning Outcomes:**

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

**Unit-I:** This will help students to engage with the topics of comparative government, institutionalism, neo-institutionalism, and the comparison of democratic and authoritarian regimes in a comprehensive and critical manner.

**Unit-II:** This unit will aware students 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.

**Unit-III:** This unit will help students in developing a comprehending 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.

**Unit-IV:** 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.

**Course Content:**

**Unit-I: Introduction**

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

**Unit-II: Legislature, Executive and Bureaucracy**

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

**Unit-III: Constitution, Judiciary and Multi-level Governments**

- 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**

- 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 behavior.
4. **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.
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.

## **Core V**

## **Semester-III**

### **Colonialism And Nationalism In India**

#### **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.

#### **Expected Learning Outcomes:**

This course will enable the learners to understand India's colonial history and 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.

**Unit-I:** 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.

**Unit-II:** This unit help 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.

**Unit-III:** 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.

**Unit-IV:** 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.

**Course Content:**

**Unit-I: Colonialism and Nationalism**

- 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**

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

**Unit-III: Reform and Resistance**

- a) Religious Reform Movements
- b) Other Social Reform Movements: Anti-Caste Movements and Women 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**

- 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., & Oommen, 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.

## **Core VI**

### **International Relations**

#### **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.

#### **Expected Learning Outcome:**

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

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

**Unit-II:** This unit would help the students to familiarise with the basic theoretical perspectives of International Relations.

**Unit-III:** 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.

**Unit-IV:** 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.

**Course Content:**

**Unit-I: Study of International Relations**

- a) Meaning, Nature & Scope
- b) Evolution of state system: pre-Westphalia, Westphalia & post-Westphalia

**Unit-II: Theoretical Perspectives**

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

**Unit-III: An Overview of 20th Century International History-I**

- a) World War- I: Causes & Consequences, League of Nations
- b) Bolshevik Revolution and the formation of USSR
- c) Rise of Fascism and Nazism
- d) World War- II: Causes & Consequences, United Nations

**Unit-III: An Overview of 20th Century International History-II**

- 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
- 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.

**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*. (6<sup>th</sup> 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-Newspaper, online magazines, or scholarly journals, digital repositories, 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](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 on the different issues of international relations.
3. Debates on current international events or topics such as financial institutions, role of united nation and international world order.

## **Core VII**

### **Western Political Thought-I**

#### **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 both from philosophical and historical perspectives. The main objective is to train students in the foundational texts and thinkers of Political Science.

#### **Expected Learning 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 comprehending 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.

**Unit-I:** Students would gain 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.

**Unit-II:** 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.

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

**Unit-IV:** 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.

### **Course Content:**

#### **Unit-I: Greek Political Thought**

- a) **Plato:** Concept of Ideal State, Theory of Justice, Philosopher King, Concept of Communism, Concept of Education
- b) **Aristotle:** State and Its Classification, Theory of Revolution, Concept of Law and Justice, Citizenship

#### **Unit-II: Renaissance and the Rise of Modernism**

- a) **Machiavelli:** Politics and State Craft, Views on ends and means, Separation Morality and Politics
- b) **Hobbes:** State of Nature and Contract; Theory of Absolute Sovereignty

### Unit-III: Individualism and Collectivism

- a) **Locke:** State of Nature and Contract; Theory of Natural Rights: Life, Liberty and Property, Concept of Limited Government,
- b) **Rousseau:** State of Nature and Contract; General Will, Concept of Popular Sovereignty

### Unit-IV: Utilitarianism

- a) **Bentham:** Theory of Utilitarianism as the basis of moral and jurisprudence
- 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](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 strings of political thought.
3. Make group discussions on concepts like state, justice, 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.

**Core VIII**

**Semester-IV**

**Indian Politics**

**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 the insight on the changing nature of 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.

**Expected Learning 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.

**Unit-I:** The learners would be familiarised with the process of nation building and the changing dynamics of 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.

**Unit-II:** The learners would develop awareness on 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 the society would enable them to develop insights for policy formulation and identify gaps in effective policy making.

**Unit-III:** The learners would gain 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.

**Unit-IV:** 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.

#### **Course Content:**

##### **Unit-I: Major Contestations in Indian Politics**

- 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**

- 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**

- 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**

- a) Indian party system: National and State parties, Trends in party system, Politics of Defection, Coalition Politics
- b) Electoral Process in India: Electoral reforms, Trends in voting behaviour
- c) Electoral Politics: Participation, Representation, and Mobilisation of different sections.

### **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](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](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 nearby 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.

## **Core IX**

### **Western Political Thought-II**

**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 both from philosophical and historical perspective. 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.

**Expected Learning 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 the society. They would be informed about the key debates across different streams of political thought. The unit-wise outcomes are given below.

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

**Unit - II:** This unit explains about the critical theory with the contributions of Gramsci and Jurgen Habermas.

**Unit-III:** This unit broadly discusses about the role of Marry Wollstonecraft and Carole Pateman in the development of Feminism.

**Unit-IV:** This unit will give an understanding related to the concepts of John Rawls and Michel Foucault

### **Course Content:**

#### **Unit- I: Idealism and Socialism**

- a) **Hegel:** Dialectical Idealism; Concept of State; Theory of Freedom
- b) **Karl Marx:** Dialectical Materialism; Historical Materialism; Concept of Class; Capitalist exploitation, State; and Revolution

#### **Unit-II: Critical Theories**

- 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**

- a) **Marry Wollstonecraft:** Men's right and women's freedom, Idea of Women Education
- b) **Carole Pateman:** The Sexual Contract; Democracy, Participation and Obligation; Patriarchy, Contract and Property

#### **Unit- IV: Contemporary Liberalism & Its Critics**

- 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 McLearn. (2021). *Thought's Dialectic- PHIL 4/880*. Collin McLearn. <https://phil880.colinmcleary.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](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](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](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 contemporary world and give a presentation on it. 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 among other students and teachers.

**Core X**

**Public Administration**

**Course Objectives:**

This course aims at familiarizing the learners with the foundation of Public Administration as a discipline and identifying its core concepts and theories. In addition to a conceptual understanding of public administration, this course will enable the 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 application of such principles in Indian administrative system. The learners will also be introduced to the concepts of Good Governance, New Public Management, and New Public Administration as the 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 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 civil service system in India.

**Expected Learning Outcomes:**

The course will equip the students with theoretical understanding of the core principles of public administration as well as enable them in examining 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.

**Unit-I:** The learners will be introduced to the origin and evolution of the discipline of public administration. This unit will discuss the debates over 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.

**Unit-II:** 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.

**Unit-III:** 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.

**Unit-IV:** 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 Indian administrative system, the learners will gain insights into the working of bureaucratic system in India. The learners will also be encouraged to deliberate on the emerging issues and challenges in governance in India.

**Course Content:**

**Unit-I: Introduction to Public Administration**

- 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**

- 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**

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

## **Unit-IV: Public Administration in India**

- 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 21<sup>st</sup> 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-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. egyankosh: <https://egyankosh.ac.in/handle/123456789/25205>
2. epgpshala 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 aware 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 public-private partnership.

3. Develop a set of Good Governance indicators, following international standards and make an assessment of your educational institution on its basis through 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.

## **Core XI**

## **Semester-V**

### **Global Politics**

**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 relationship between the state and trans- national 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.

#### **Expected Learning 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.

**Unit -I:** 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.

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

**Unit-III:** This unit will aware learners 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.

**Unit- IV:** 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.

**Course Content:**

**UNIT-I: Globalisation: Perspectives**

- a) Understanding Globalisation and its alternative perspectives
- b) Global Economy: its significance & anchors of global political economy; IMF, World Bank, WTO, TNCs
- c) Political Debates on Sovereignty & Territoriality

**UNIT-II: Globalisation: Issues & Dimensions**

- a) Cultural & Technological Dimensions
- b) Gender and Human Rights
- c) Ecological Issues

**UNIT-III: Issues of Global Commons**

- 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**

- 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](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.

## **Core XII**

### **Comparative Politics**

#### **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 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 modern state, constitutional development and their political economy could be understood through an analysis of modern state and its processes of communication and culture.

#### **Expected Learning 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 distinguishes the political culture of

developing countries from that of the developed countries. The unit-wise outcomes are given below.

**Unit-I:** 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.

**Unit-II:** 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.

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

**Unit-IV:** 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.

### **Course Content:**

#### **Unit: I: Introduction**

- 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**

- 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**

- a) Political Culture: Overview

The Civic Culture, Political Trust and Social Capital

Post Materialism, Huntington's Clash of Civilization

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

### **Unit- IV: Democratization and Development**

- 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-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. Dr. Raghu B T. *Introduction to Comparative Government and Politics*. SWAYAM. [https://onlinecourses.swayam2.ac.in/cec24\\_hs50/preview](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](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*. (MPS-004). IGNOU. <https://egyankosh.ac.in/handle/123456789/43906>

#### **Activities to do:**

1. Ask the students to give 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.

#### **Core XIII**

### **Indian Political Ideas-I**

#### **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.

#### **Expected Learning 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.

**Unit-I:** 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

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

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

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

**Course Content:**

**Unit-I**

- a) **Manu:** Social Laws and Dharmic Government
- b) **Kautilya:** Theory of State; Statecraft and Government

**Unit-II**

- a) **Barani:** Theory of Kingship, Ideal Polity
- b) **Abul Fazl:** Monarchy, Views on Administration

**Unit-III**

- a) **Ram Mohan Roy:** Liberalism and Social Reforms
- b) **Pandita Ramabai:** Gender and Social Reforms

**Unit-IV**

- 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](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](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](https://onlinecourses.nptel.ac.in/noc22_hs15/preview)
4. Mukherjee, Jhumpa. (2021). *Indian Political Thought*. SWAYAM. [https://onlinecourses.swayam2.ac.in/cec21\\_hs41/preview](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 relevance of ideas of the above-mentioned thinkers in the present days. For instance, "Manu's ideas are regressive and outdated for the present-day India society".

**Core XIV**

**Semester-VI**

**India's Foreign Policy**

**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, 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 like SAARC, BIMSTEC, G20+, QUAD, SCO.

**Expected Learning 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.

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

**Unit-II:** This unit would make the students understand about different dimension of India's relationship with the major powers.

**Unit-III:** 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.

**Unit-IV:** This unit, with an emphasis on 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.

**Course Content:**

**Unit-I: India's Foreign Policy in a Changing World**

- 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**

- 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**

- a) Relationship with Pakistan
- b) Relationship with Nepal & Bangladesh
- c) Relationship with Sri Lanka & Afghanistan

**Unit-IV: India and Regional Organisations**

- 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-Newspaper, online magazines, or scholarly journals, digital repositories, 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 project paper.
4. Enlist the foreign policy thinktanks active in India.

## **Core XV**

### **Government And Politics In Odisha**

#### **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 CM in Odisha politics. Additionally, it seeks to analyze the growth and development of political parties, coalition politics, 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 on inclusive development in the context of Odisha. Further, the course critically examines grassroot movements led by marginalized communities, offering insights into their agency within the political landscape of Odisha.

#### **Expected Learning 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.

**Unit-I:** 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 on political developments in Odisha in the post-independence period.

**Unit-II:** 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.

**Unit-III:** 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 state's response to the aspirations of people through various interventions and policy initiatives would develop learners' capacity to analyze socio-political factors and government's role on the path of inclusive development.

**Unit-IV:** 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 the society.

**Unit-I: Background of Odisha Politics**

- 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**

- 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**

- 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**

- 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/10.1177/09725558X221096265>
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](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 E-Vidhan Application available at <https://odisha.neva.gov.in/Home/DigitalLibrary>
2. Conduct ground-level interviews to learn about the consciousness of people about various welfare policies and programmes.

3. Conduct Model assembly in your classrooms to understand the working of the state legislative assembly and working of the government.
4. Conduct story/documentaries sessions on the Founding Fathers of Odisha, People's movements, success of women Self Help Groups in Odisha.

#### **Core XVI**

#### **Semester -VII**

### **Contemporary Political Theory**

#### **Course Objectives:**

The time we live in is truly fascinating. Political theory is what we turn to in order to make sense of and possibly even alter our times. The ideas and guidelines we employ to analyse, interpret, and assess political events are laid forth in political theory. This course attempts to construct those political ideas which explain the problems of contemporary times and address those problems. First, it intends to make students aware of the political issues which emerge from the interaction between individual and community. Community and identity politics are two important aspects of political life. This course familiarizes students with political ideas in a community context. New forms of political communication have significantly affected societies. For example, impact of AI on political decisions, impact of technology in election management are something that traditional political actors like state and individual just cannot imagine. The course then proceeds to analyse the changing dimensions of freedom and justice in the context of a new technocratic society. Further, the issues of climate change and how it needs to be part of any theory building exercise is something that a student of political science should be aware of. Traditionally justice was seen as one of the most important aspects of any political study. However, justice was always understood in the

context of the state. With large scale migration and the evolution of a global society, the traditional justice framework needs to change.

**Expected Learning Outcome:**

The course would enable students to 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.

**Unit-I:** The students will be able to understand, explain and analyse the dynamic interaction between individual and community and how different contesting political ideas are settled in a political system

**Unit-II:** This will cultivate analytical skills among students on new forms of communication and technological development affect the issues of freedom and justice.

**Unit-III:** The students will be able to explain emerging political issues like citizenship, pandemics in a global context

**Unit-IV:** The students will develop understanding on the framework of justice in a global perspective.

**Course Content:**

**Unit-I: Individual and Community**

- a) Individualism and Claims of Community
- b) Politics of Identity
- c) Demands for Equality, Recognition and Group Rights
- d) Politics of Difference

**Unit-II: Emerging Issues in Freedom and Justice**

- a) AI and its impact on Political Community
- b) Technology and its impact on Election and Democratic Process
- c) Digital Technologies and its control over individual's freedom and justice

**Unit-III: Global Challenges**

- a) Anthropomorphism and the politics of Global Climate Change
- b) Citizenship and State Boundaries
- c) The Politics of Global pandemics

#### **Unit-IV: Global Justice**

- a) Cosmopolitanism and Justice
- b) Distributive Justice at Home and Abroad

#### **Essential Readings:**

- ✓ Bhargava, R., & Acharya, A. (Eds.). (2008). *Political theory: An introduction*. New Delhi: Pearson Longman.
- ✓ Casal, P., & William, A. (2008). *Equality*. In C. McKinnon (Ed.), *Issues in Political Theory* (pp. 149-165). Oxford University Press.
- ✓ Jha, M. (2001). *Ramabai: Gender and caste*. In M. P. Singh & H. Roy (Eds.), *Indian Political Thought: Themes and Thinkers*. Pearson.
- ✓ Menon, N. (2008). *Gender*. In R. Bhargava & A. Acharya (Eds.), *Political theory: An introduction* (pp. 224-235). New Delhi: Pearson Longman.
- ✓ Riley, J. (2008). *Liberty*. In C. McKinnon (Ed.), *Issues in political theory* (pp. 103-125). New York: Oxford University Press

#### **Additional Readings:**

- ✓ Isin, F. E., & Turner, B. S. (Eds.). (2002). *Handbook of citizenship studies*. Sage Publications.
- ✓ Rawls, J. (1971). *A Theory of Justice*. Oxford University Press.
- ✓ Sandel, M. (1982). *Liberalism and the Limits of Justice*. Cambridge University Press.
- ✓ Sen, A. (1999). *Development as freedom*. New Delhi: 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. Sicakkan, Hakan. (2005). *Politics of Identity and Modes of Belonging. An Overview of the Conceptual and Theoretical Challenges*. ResearchGate. [https://www.researchgate.net/publication/273316580\\_Politics\\_of\\_Identity\\_and\\_Mode\\_s\\_of\\_Belonging\\_An\\_Overview\\_of\\_the\\_Conceptual\\_and\\_Theoretical\\_Challenges](https://www.researchgate.net/publication/273316580_Politics_of_Identity_and_Mode_s_of_Belonging_An_Overview_of_the_Conceptual_and_Theoretical_Challenges)

2. Wirtschafter, Valerie. (2024, January 30). The impact of generative AI in a global election year. *Brookings*. <https://www.brookings.edu/articles/the-impact-of-generative-ai-in-a-global-election-year/>
3. [PhilArchive Articles on Philosophy](https://philarchive.org/). <https://philarchive.org/>

**Activities to do:**

1. Students are encouraged to visit any tribal village to know how they understand their rights. They are expected to write their opinion on questions like, “Is there any difference between our understanding and their understanding of rights?”
2. Let the students explore new ideas and present those through multimedia presentations. For instance: Identifying the technologies affecting the election process in India; Studying how technology has compromised privacy and permeated their individual space; Mentioning the changes witnessed in the society and politics because of the multinational companies; Whether the state control has increased in the private spheres of individuals and if yes, let them explain how it is evident in different aspects of life.
3. Let the students conduct surveys on how the COVID-19 pandemic has changed their lives, livelihoods, and the state’s response to it. Let them identify the gaps between poor and rich households as well as rural and urban households in accessing education, health, and other amenities during the COVID-19 lockdown.

## **Core XVII**

### **Research Methodology**

#### **Course Objectives:**

This course establishes a foundational understanding of the fundamental concepts and methodologies integral to the study of research methodology. It helps to acquaint students with the basics of research methods, techniques, and approaches and to assist in the accomplishment of exploratory as well as result-oriented research studies. The students will be able to identify the research problem and start asking the right questions with the aim of improving their ability to make logical arguments. In addition to familiarizing the students to learn various research techniques (qualitative and quantitative), the course will also train the students in the process of writing various academic and popular writings.

**Expected Learning Outcomes:** This course would train the students in shaping and developing their research skills through a systematic learning framework. The unit-wise outcomes are given below.

**Unit-I:** This unit will give the students a basic understanding about research, its nature and characteristics, types as well as the relevance of research in general and social science research in particular.

**Unit-II:** After reading this unit, the students will learn about the basic components of a research such as identification of research area, Review of Literature, formulation of Hypothesis, variables etc. which are minimum requirement of any research.

**Unit-III:** This unit will introduce the students to the practical aspect of the research by making them familiar with sampling and its various types as well as various techniques of data collection.

**Unit-IV:** The students will develop their analytical skill when they engage in analysis of different types of data collected from both primary and secondary sources by using different tools like tabulation, graph charts etc. The students will also learn about Report Writing, Referencing Style and Citation Style that will be helpful during their higher studies.

**Course Content:**

**Unit-I: Understanding Research**

- a) Philosophy of Social Science Research
- b) Characteristics of Scientific Research
- c) Types of Research: Quantitative and Qualitative, Content Analysis

**Unit-II: Research Design**

- a) Identification of Research Problem
- b) Review of Literature
- c) Formulation of Hypothesis
- d) Variables, Types of Variables

**Unit-III: Sampling and Data Collection**

- a) Probability Sampling: Simple Random Sampling, Stratified Random Sampling, Cluster Sampling
- b) Non-probability Sampling: Quota Sampling, Accidental Sampling, Judgmental Sampling or Purposive Sampling, Expert Sampling, Snowball Sampling
- c) Data Collection Methods: Observation, Questionnaire, Interview and Focus Group Discussion

**Unit-IV: Data Analysis and Report Writing**

- a) Quantitative and Qualitative Data analysis
- b) Tabulation and Co-relation

c) Report Writing, Citation Style

**Essential Readings:**

- ✓ Ahuja, R. (2001). *Research Method*. Rawat Publication.
- ✓ Dhiman, A. K., & Dhiman, S. C. (2002). *Research Methodology*. Ess Ess Publication.
- ✓ Goode, W. J., & Hatt, P. K. (1952). *Methods in Social Research*. McGraw-Hill.
- ✓ Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques (4th ed.)*. New Age International Publisher.
- ✓ Kumar, R. (2023). *Research Methodology: A Step-by-Step Guide for Beginners (4th ed.)*. Sage Publications.

**Additional Readings:**

- ✓ Babu, G. R. (2008) *Research Methodology in Social Sciences*. Concept Publishing Company Pvt. Ltd.
- ✓ Gerring, J. (2004). *What is a case study and what is it good for?* *American Political Science Review*, 98(2), 341-352.
- ✓ Gupta, M., & Gupta, D. (2011). *Research Methodology*. PHI Publications.
- ✓ Kuhn, T. (2012). *The Structure of Scientific Revolutions (50th ed.)*. University of Chicago Press.
- ✓ Mishra, S. B., & Alok, S. (2011). *Handbook of Research Methodology: A Compendium for Scholars & Researchers*. Educreation Publishing.
- ✓ Patil, S. A. (2016). *Research Methodology in Social Sciences*. New India Publishing Agency.
- ✓ Priya, L. S., & Easwari, S. R. (n.d.). *Research Methodology*. Charulatha Publications.
- ✓ Ramachandra, P. (1971). *Training in Research Methodology in Social Sciences in India*. Tata Institute of Social Sciences.
- ✓ Thakur, H. K. (n.d.). *Research Methodology in Social Sciences (A Short Manual)*. Covette Press.

**Activities to do:**

1. Assign different topics to the students and ask to do Review of Literature by identifying relevant literature from their Text Books.
2. Students can be asked to collect data about observation of socio-cultural/political events by local communities in their locality using observation method.
3. Ask the students to write a report on any major problem of your locality and submit an assessment report on the same.

## **Core XVIII**

### **Public Policy And Governance In India**

#### **Course Objectives:**

This course aims at providing a basic understanding of public policy, policy making process and institutions involved in public policy making in India. Public Policies reflect the objectives and directions of the government. An organized and integrated policy structure symbolizes an efficient and effective governance system. The learners will gain insights into the development of public policy as a major determinant of Governance, understand various theories and approaches towards policy making, identify different types and stages of public policy, and note the emerging trends and goals in public policy in current times. The course is designed to offer theoretical knowledge of policy process as well as a practical opportunity to apply the tools and models in analysis of a prevailing public policy.

#### **Expected Learning Outcomes:**

This course will enable the learners to analyse various approaches to policy making, examine the policy processes and also evaluate some of the major policies in India. The unit-wise outcomes are given below.

**Unit-I:** This unit dealing with an introduction to public policy, different approaches and theories in policy making will enable the learners to have a theoretical understanding of what

and how of public policy. The learners will be able to locate the public policy mechanism within the overall governance system.

**Unit-II:** After going through this unit, the learners will have a comprehensive idea on policy cycle and various types of public policy. Identifying the processes involved at each stage, the learners should be able to examine the current policy structure and analyse different policies against an ideal policy making model.

**Unit-III:** This unit will highlight the agencies involved in process of policy formulation and implementation in India. The learners will assess the roles of various governmental and non-governmental agencies in public policy in India and identify the strengths and gaps in Indian governance system. Analytical tools like Cost-Benefit Analysis, SWOT analysis will strengthen critical and objective insights towards policy analysis.

**Unit-IV:** This unit is designed to offer the learners a practical experience in policy analysis. By the completion of the earlier units, the learners are expected to have sufficient theoretical knowledge to attempt analysis of a selected policy from given sectors. Through this unit, the learners will have the opportunity to apply the analytical tools and models in evaluating a policy under the guidance of a teacher. It will polish their analytical skills and prepare them for opportunities in industry and research organizations involving similar activities.

### **Course Content:**

#### **Unit-I: Introducing Public Policy**

- a) Public Policy: Meaning, Definitions, and Significance
- b) Approaches to Public Policy: Lasswell's Policy Science, Lindblom's Incrementalism, Dror's Normative-Optimum Approach
- c) Public Policy Theories: Elite Theory, Systems Theory, Rational-Choice Theory

#### **Unit-II: Policy Cycle and Analysis**

- a) Types of Public Policy: Regulatory, Distributive, Redistributive, Constitutional, and Substantial Public Policies
- b) Stages of Public Policy: Agenda Setting, Formulation, Adoption, Implementation, and Evaluation
- c) Policy Analysis: Cost-Benefit, SWOT, Stakeholder Analysis

#### **Unit-III: Public Policy in India**

- a) Institutions for Policy Formulation: Legislature, Executive and Judiciary  
Agenda Setters: Corporate Sector, Civil Society Organizations, International Agencies
- b) Policy Implementation: Bureaucracy, Local Bodies, Non-Governmental Organisations
- c) Impact of Global Goals on Public Policy: MDGs, SDGs, HDI, GDI

#### **Unit-IV: Experiential Learning in Public Policy**

- a) Poverty Alleviation Programmes: MGNREGA
- b) Citizen-centric Accountability: RTI, Citizens' Charter, ORTPS
- c) E-Governance Initiatives: Jana Seva Kendra
- d) Public Health: ASHA
- e) Promoting Civil Society Initiatives: Mission Shakti

#### **Essential Readings:**

- ✓ *Arora, R. K. (2006). Public Administration in India: Continuity and Change. Rajat Publications.*
- ✓ *Chakrabarti, R., & Sanyal, K. (2016). Public policy in India. Oxford India.*
- ✓ *Chakrabarty, B., & Chand, P. (2015). Public policy: Concept, Theory and practice. SAGE.*
- ✓ *Mathur, K. (2015). Public policy and Politics in India: How Institutions Matter. Oxford University Press.*
- ✓ *Sapru, R. K., & Sapru, Y. (2019). Public policy: Formulation, Implementation and Evaluation. Sterling Publications.*

#### **Additional Readings:**

- ✓ *Anderson, J. E. (2006). Public Policy-making: An introduction. Houghton.*
- ✓ *Dahl, R., & Lindblom, C. (1976). Politics, Economics and Welfare. Harper.*
- ✓ *Drèze, J. (Ed.). (2016). Social policy. Orient Blackswan.*
- ✓ *Drèze, J., & Sen, A. (2013). An Uncertain Glory: India and Its Contradictions. Penguin Books Limited.*
- ✓ *Ganapathy, R. S. (Ed.). (1985). Public Policy and Policy Analysis in India. Sage Publications.*

- ✓ *Kapur, D., Mehta, P. B., & Vaishnav, M. (2017). Rethinking public institutions in India. Oxford University Press.*
- ✓ *Malhotra, R. (2014). India public policy report 2014: Tackling Poverty, Hunger and Malnutrition. Oxford University Press.*
- ✓ *Mathur, K. (2019). Recasting Public Administration in India: Reform, Rhetoric and Neo-Liberalism. Oxford University Press.*
- ✓ *Moran, M., Rein, M., & Goodin, R. E. (Eds.). (2008). The Oxford Handbook of Public Policy. Oxford University Press.*
- ✓ *Stone, D. (2012). Policy paradox: The Art of Political Decision Making. WW Norton.*
- ✓ *Waterman, R., & Wood, B. (1993). Policy Monitoring and Policy Analysis. Journal of Policy Analysis and Management, 12(4), 685-699.*

#### **Internet Resources:**

1. NITI. Best practices in social sector. A Compendium 2023.  
<https://www.niti.gov.in/sites/default/files/2023-05/Best-Practices.pdf>
2. Curriculum on Governance for the Sustainable Development Goals-UNPAN:  
<https://unpan.un.org/capacity-development/curriculum-on-governance-for-the-SDGs>
3. IGNOU session on Introduction to Public Policy:  
[https://www.youtube.com/watch?v=GM0S1dGD3JY&ab\\_channel=IGNOUHelp](https://www.youtube.com/watch?v=GM0S1dGD3JY&ab_channel=IGNOUHelp)
4. Self-Learning Material, Distance Education, University of Jammu:  
<https://www.distanceeducationju.in/pdf/405%20PUBLIC%20POLICY.pdf>
5. MOOCs on Public Policy offered through SWAYAM  
Public Policy-An Introduction.  
[https://onlinecourses.SWAYAM2.ac.in/ugc19\\_hs45/preview](https://onlinecourses.SWAYAM2.ac.in/ugc19_hs45/preview)
6. Public Policy & Governance. SWAYAM  
[https://onlinecourses.SWAYAM2.ac.in/cec23\\_hs02/preview](https://onlinecourses.SWAYAM2.ac.in/cec23_hs02/preview)

#### **Activities to do:**

1. Choose a specific scheme/ project of the government and prepare a report assessing its success in your locality.
2. Organize a community outreach programme collaborating with a local NGO and sensitize people on RTI Act.

3. Make an assessment of any policy/project of the government through policy analysis models you learned in this course.
4. Conduct an interview of an ASHA from your locality and write a note on the interview specifying experiences, challenges, and significance of the activists.

## **Core XIX**

### **Indian Political Ideas-II**

#### **Course Objective:**

This section of the Indian Political Traditions course aims to provide students with a comprehensive understanding of the dynamics and contemporary relevance of political thought and practices in India. This course aims to examine the evolution of Indian political thought in the modern era, focusing on key thinkers who have contributed to shaping India's political landscape. Through critical analysis of their ideas, students will gain insights into contemporary political debates and challenges facing Indian society.

#### **Expected Learning Outcome:**

This course will help the learners explore the ideas of the modern political thinkers whose ideas have shaped the modern India. They would also get insights on Odia nationalism, reforms in Odia society and socio-economic ideas propagated by eminent Odia political thinkers. The unit-wise outcomes are given below.

**Unit-I:** This unit evaluates and critically analyzes the political ideas and perspectives of Rabindranath Tagore's views on education, nationalism and Internationalism vis-à-vis Sri Aurobindo's concept of nationalism.

**Unit-II:** This unit analyzes and evaluate the political ideas of Mohandas Karamchand Gandhi, Bhim Rao Ambedkar

**Unit-III:** This Unit throws light on the political ideas of Jawaharlal Nehru and on modern education and social reforms, democratic socialism, and socialism & M.N. Roy's Marxism and new humanism.

**Unit-IV:** This unit dives into the Odia nationalism and socio-economic ideas depicted in the work s of Madhusudan Das and Gopabandhu Das.

### **Course Content:**

#### **Unit -I:**

- a) **R N Tagore:** Education, Views on Nationalism and Internationalism
- b) **Sri Aurobindo:** Spiritual Nationalism, Political Goal and Techniques

#### **Unit -II:**

- a) **M.K. Gandhi:** Nonviolence, Swaraj, Satyagraha, Trusteeship
- b) **B.R. Ambedkar:** Annihilation of Caste, Social Justice and Social Democracy

#### **Unit -III:**

- a) **M.N. Roy:** Marxism and New-Humanism
- b) **J.L. Nehru:** Socialism, Secularism, Internationalism

#### **Unit -IV:**

- a) **Madhusudan Das:** Odia Nationalism, Socio-economic Ideas
- b) **Gopabandhu Das:** Nationalism, Reforms and Education

### **Essential Readings:**

- ✓ **Ambedkar, B.** (1991). 'Constituent Assembly Debates', in S. Hay (Ed.). Sources of Indian Tradition, Vol. 2. (Second Edition). *Penguin*, pp. 342-347.
- ✓ **Dalton, D.** (1982) Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore. *The Academic Press*, pp. 154-190.

- ✓ **Gandhi, M.** (1991) '*Satyagraha: Transforming Unjust Relationships through the Power of the Soul*', in *S. Hay (ed.)*, Sources of Indian Tradition, Vol. 2. Second Edition. *Penguin*, pp. 265-270.
- ✓ **Mungekar, B.** (2007). '*Quest for Democratic Socialism*', in *S. Thorat and Aryana (eds.)*, Ambedkar in Retrospect - Essays on Economics, Politics and Society. *IIDS and Rawat Publications*, pp. 121-142.
- ✓ **Nehru, J.** (1991). '*Selected Works*', in *S. Hay (ed.)*, Sources of Indian Tradition, Vol. 2. (Second Edition). *Penguin*, pp. 317-319.
- ✓ **Parel, A. (ed.)** (2002). '*Introduction*', in *Gandhi, Freedom and Self Rule*, *Delhi: Vistaar Publication*.
- ✓ **Radhakrishnan, M., and Debasmitha** (2003) '*Nationalism is a Great Menace: Tagore and Nationalism*', in *P. Hogan, Colm and L. Pandit (eds.)*, Rabindranath Tagore: Universality and Tradition. *Rosemont Publishing and Printing Corporation*, pp. 29-39.
- ✓ **Rodrigues, V.** (2007). '*Good society, Rights, Democracy Socialism*', in *S. Thorat and Aryama (eds.)*, Ambedkar in Retrospect - Essays on Economics, Politics and Society. *IIDS and Rawat Publications*.
- ✓ **Sharma, J.** (2003). *Hindutva: Exploring the Idea of Hindu Nationalism*. *Penguin*, pp. 124-172.
- ✓ **Tagore, R.** (1994). '*The Nation*,' in *S. Das (ed.)*, The English Writings of Rabindranath Tagore, Vol. 3. *Sahitya Akademi*, pp. 548-551.

#### **Additional Readings:**

- ✓ **Keer, D. H.** (1966). Veer Savarkar. *Popular Prakashan*, pp. 223-250.
- ✓ **Mehta, V., and Pantham, T. (eds.)** (2006). Political ideas in modern India: Thematic Explorations. *Sage*, pp. 73-92.
- ✓ **Nandy, A.** (1994). '*Rabindranath Tagore & Politics of Self*', in *Illegitimacy of Nationalism*. *Oxford University Press*, pp. 1-50.
- ✓ **Panthams, T., and Deutsch, K. (eds.)** (1986). Political Thought in Modern India. *Sage Publications*.
- ✓ **Terchek, R.** (2002). '*Gandhian Autonomy in Late Modern World*', in *A. Parel (ed.)*, *Gandhi, Freedom and Self Rule*, *Delhi: Sage*, pp. Pages.

**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. The Politics of Oriya Nationalism, 1866-1936, available at:  
[http://www.academia.edu/45089284/The-Politics-of-Oriya Nationalism-1866-1936](http://www.academia.edu/45089284/The-Politics-of-Oriya-Nationalism-1866-1936)
2. Selected works of Jawaharlal Nehru. <https://nehruselectedworks.com/>
3. Collected Works of Mahatma Gandhi. <https://www.mkgandhi.org/cwmng.htm> ;
4. Complete works of Rabindranath Tagore.  
<https://www.rljdmcdavpselibrary.com/books/rabindranath.pdf>
5. Works of Baba Saheb Ambedkar. <http://gbl.bbau.ac.in/index.php/our-services/collected-works-of-dr-ambedkar>

**Activities to do:**

1. Let the students read the original writings of the above-mentioned thinkers on various issue and give a presentation on the same.
2. Conduct Seminars and lectures on the seminal ideas of the above mentioned thinkers.
3. Arrange movie sessions to show them the biopics made on the above thinkers and ask them to write the summaries.
4. Students should be encouraged to visit museums/Ashrams portraying the ideas and life of these thinkers.

**Core XX**

**Semester VIII**

**Social And Political Movements In Contemporary India**

**Course Objectives:**

Under the influence of globalization, developmental processes in India have produced spaces of advantage and disadvantage and new geographies of power. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space vital to the formulation of a critical consensus. This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and examine their bearings on the retrieval of democratic voice of citizens. It introduces the Social and Political movements in the Post-independent India with special reference to mobilization politics like movements for the formation of separate states, agrarian movements, tribal movements, anti-caste movements and movements related to development projects. It will help the students develop an

understanding of the perspectives on three ideological strands represented by agrarian movements, anti-caste movements, and women's movement.

**Expected Learning Outcomes:**

This course will enable the learners to understand the issues of socio-political conflicts in India and locate these conflicts in broader theories of social movements. After completion of this course, the learners will be able to trace the origin and types of various socio-political movements in India, examine the issues of leadership, organization, and mobilization through selected movements in India. The unit-wise outcomes are given below.

**Unit-I:** This unit deals with a conceptual explanation of social movements, various theories related to the movements, along with an analysis of socio-political movements in India. Laying the foundation of these movements, this unit explores the diverse social and political issues in India and enables the learners to acquaint with the historical and emerging debates.

**Unit-II:** This unit will help the learners to identify various peasant movements and tribal movements in Indian history. In addition to understand the genesis and growth of such movements, the learners will be able to understand the dynamics and socio-political implications for Indian society. Dealing with two of the major social groups in India, i.e. peasants and tribal, the unit will also highlight the issues and challenges faced by them.

**Unit-III:** The learners will be able to familiarize themselves with the issues related to caste and gender in Indian society through this unit. Emergence of gender and caste movements from discriminations to political mobilization through leadership and participation of various social groups will shape the understanding of Indian society for the learners. Identifying the challenges to these movements, the learners are expected to investigate the various socio-political developments in India.

**Unit-IV:** This unit, discussing the environmental movements in India, will help the learners to familiarize themselves with the influence of rising global concerns over ecological movements in India. It further helps the learners to understand the changing role of state and civil society in relation to the social movements in India.

**Course Content:**

## **Unit-I**

- a) Social and Political Movements: Concepts, Theories and Types
- b) Social and Political Movements in India: Background, History and Debates

## **Unit-II**

- a) Peasants' Movements: Genesis and Growth
- b) Tribal Movements: Issues and Dynamics

## **Unit-III**

- a) Dalit and Backward Caste Movements: Issues, Leadership and organizations.
- b) Women's Movement: Gender Justice and Empowerment
- c) Challenges to Women's Movement- Fundamentalism, Caste, Violence, and Moral Policing

## **Unit-IV**

- a) Environmental Movements: Chipko Movement, Silent Valley Movement & Narmada Bachao Andolan.
- b) State, Civil Society, and Social Movements in India

## **Essential Readings:**

- ✓ Basu, A. (ed). (2018). *The Challenge of Local Feminism: Women's Movements in Global Perspective*. Taylor & Francis.
- ✓ Gail, O. (1993). *Reinventing Revolution: New Social Movements and the Socialist*. Routledge Publications.
- ✓ Mohanty, M. (ed) (2004). *Caste, Class and Gender*. Sage Publications.
- ✓ Oommen, T.K. (ed). (2010). *Social Movements (Vol I and Vol II)*. OUP.
- ✓ Shah, G (2002). *Social Movements and the State*. Sage Publications.

## **Additional Readings:**

- ✓ Ghosh, A. (ed.) (1999). *Dalits and Peasants: The Emerging Caste-Class Dynamics*. Gyan Sagar Publication.
- ✓ Jaffrelot, C. (2011). *India's Silent Revolution: The Rise of the Low Castes in North Indian Politics*. Permanent Black.

- ✓ Oommen, T.K. (2004). *Nation, Civil Society and Social Movements*. Sage Publications.
- ✓ Shah, G. (2008). *Caste and Democratic Politics in India*. Permanent Black.
- ✓ Singh, R. (ed.) (2001). *Social Movement, Old and New: A Post-Modern Critique*. Sage Publishers.

### **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. NCERT Textbook on Social Movements: <https://ncert.nic.in/textbook/pdf/lesy208.pdf>
2. Reading Material of Directorate of Distance Education, Tripura University [https://www.tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Social\\_Movements\\_and\\_Politics\\_in\\_India\\_MA\\_CRC\\_18092017.pdf](https://www.tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Social_Movements_and_Politics_in_India_MA_CRC_18092017.pdf)
3. IGNOU Study Material available at: <https://www.egyankosh.ac.in/bitstream/123456789/19361/1/Unit-17.pdf>

### **Activities to do:**

1. Identify the issues of conflicts among various social groups in your surroundings and examine the causes and implications.
2. Explore the issues taken up by CSOs in your area with regard to gender and caste discriminations.
3. Assess the political and social awareness among people with regard to major movements in post-independent India.

## **Core XXI**

### **CLIMATE CHANGE AND POLITICS**

#### **Course Objectives:**

This course aims to provide a comprehensive understanding of the intricate relationship between climate change and politics, both globally and within India. By exploring the political dimensions of climate change, the course seeks to equip learners with knowledge about the key drivers and impacts of climate change, the global and national political responses, and the strategies for adaptation and mitigation. Students will gain insights into the theoretical frameworks, policy debates, and practical challenges in addressing climate change through a political lens. Further, the sensitization regarding climate change and policy action will enable the learners to deliver their future roles in public policy making and finding innovative ways to address climate change.

#### **Expected Learning Outcomes:**

This course will enable the learners to comprehensively understand the issue of climate change, analyse the politics of climate change and various debates on this issue both at the global and national level and examine various policy initiatives for addressing this issue. The unit-wise learning outcomes are given below.

**Unit-I:** By the end of this unit, learners will be able to explain the phenomena of climate change and its causes, assess its impacts, and analyse the politics surrounding it, including political ecology and climate justice.

**Unit-II:** Upon concluding this unit, learners will be able to comprehend the concepts of climate diplomacy, climate justice, and the geopolitical dynamics of climate change. They will be able to assess the importance of global climate negotiations and agreements and their agenda as well as debates surrounding them. Furthermore, they will be able to critically examine the emergence of climate capitalism, alongside the operational aspects of carbon markets, carbon footprints, and carbon trading.

**Unit-III:** Upon completion of this unit, learners will proficiently recognize climate-induced challenges, assess adaptation and mitigation strategies, and evaluate the role of various stakeholders in climate action.

**Unit-IV:** Upon completion of this unit, learners will be able to analyse climate change politics in India, critically assess its international stance and leadership, and comprehend its institutional frameworks and policy initiatives. This will harness their analytical skills in observing the climate change phenomenon in their locality and suggest measures through appropriate climate action.

### **Course Content:**

#### **Unit I: Understanding the Politics of Climate Change**

- a) Climate change: Meaning, Relevance; Factors influencing climate change: Natural and Anthropogenic
- b) Impacts of climate change: Environmental and Socio-economic

- c) Ecologism vs Environmentalism, Forms of Ecologism and its Critics; 'Climate Change and Politics' to 'Politics of Climate Change'

## **Unit II: Climate Change and Global Politics**

- a) Climate diplomacy and Climate Justice; Global commons and differentiated responsibilities, Geopolitics of climate change
- b) Climate change negotiation at the Global forums: IPCC, Earth Summit, North-South Divide, Climate Change and Sustainable development; Issues of scarcity and carrying capacity, Intragenerational and inter-generational equity and justice
- c) Climate Capitalism: Rise of Carbon Markets, Carbon Footprints and Carbon Trading.

## **Unit III: Climate Change: Issues and Adaptation strategies**

- a) Climate induced disasters, Forced Migration, Food security, Poverty, and Inequality; Relational vulnerability of women, children, poor and indigenous community
- b) Adaptation and Mitigation Strategy: Green economy, Energy efficiency, Indigenous Knowledge System, Sustainable consumption Practices, Climate resilient agriculture, Technology, and Innovation for climate change
- c) Stakeholders Engagement for Climate Action: Community, Political parties, Private sector, Non-Governmental Organisations

## **UNIT IV: Climate Change and Politics in India**

- a) Politics of Climate change in India: Climate change and Environmental movements of India; Climate induced poverty and inequality in India. Difficulties in Combating Climate Change
- b) India and Global Politics of Climate Change: India's stance and leadership in international climate change negotiations; India's climate change targets.
- c) Institutional framework and policy initiatives to address climate Change: Formulation of Climate Policy; the National Environmental Policy, 2006; PM's Council on Climate Change; National Action Plan on Climate Change (NAPCC); National Missions on Climate Change; Indian knowledge system.

## **Essential Readings**

- ✓ Barnett, J. (2007). *The geopolitics of climate change. Geography compass*, 1(6), 1361-1375.

- ✓ Dietz, M., & Garrelts, H. (2014). *Routledge Handbook of the Climate Change Movement*. Routledge.
- ✓ Dubash, N. K. (Ed). (2012). *Handbook of Climate Change and India: Development, Politics and Governance*. Earthscan.
- ✓ Giddens, A. (2009). *Politics of Climate Change*. Polity.
- ✓ Gupta, J. (2000). North-South aspects of the climate change issue: Towards a negotiating theory and strategy for developing countries. *International Journal of Sustainable Development*, 3(2), 115-135.
- ✓ Heywood, A. (2022) *Political Ideologies*. 7<sup>th</sup> Edition. Bloomsbury Publication.
- ✓ Keohane R.O. (2015) *The Global Politics of Climate Change: Challenge for Political Science*. *PS: Political Science & Politics*.48(1),19-26.
- ✓ Lever-Tracy, C. (2010). *Routledge Handbook of Climate Change and Society*. Routledge.
- ✓ Lovins, L. H., & Cohen, B. (2011). *Climate Capitalism: Capitalism in the Age of Climate Change*. Hill and Wang.
- ✓ Makondo, C. C., & Thomas, D. S. (2018). Climate change adaptation: Linking indigenous knowledge with western science for effective adaptation. *Environmental Science & Policy*, 88, 83-91.
- ✓ Michaelowa, K., & Michaelowa, A. (2012). India as an emerging power in international climate negotiations. *Climate Policy*. 12(5). 575-590
- ✓ Roberts, J. T., & Parks, B. (2006). *A climate of injustice: Global inequality, north-south politics, and climate policy*. MIT press.
- ✓ Schlosberg, D., & Collins, L. B. (2014). From environmental to climate justice: climate change and the discourse of environmental justice. *Wiley Interdisciplinary Reviews: Climate Change*, 5(3), 359-374.
- ✓ Terry, G. (2009). No climate justice without gender justice: an overview of the issues. *Gender & Development*, 17(1), 5-18.

#### **Additional Readings:**

- ✓ Carter, A. (2013). *A Radical Green Political Theory*. Routledge
- ✓ Dalby, S. (2013). *The Geopolitics of Climate Change*. *Political Geography*, 37, 38-47.
- ✓ Dawson, A. (2010). Climate Justice: The Emerging Movement Against Green Capitalism. *South Atlantic Quarterly*, 109(2), 313-338.

- ✓ Eriksen, S. H., Nightingale, A. J., & Eakin, H. (2015). *Reframing Adaptation: The Political Nature of Climate Change Adaptation*. *Global Environmental Change*, 35, 523-533.
- ✓ Goodin, R. E. (2013). *Green Political Theory*. John Wiley & Sons.
- ✓ Klein, N. (2015). *This Changes Everything: Capitalism Vs. The Climate*. Simon and Schuster.
- ✓ Newell, P., & Paterson, M. (2011). *Climate capitalism*. In *After Cancun: Climate Governance or Climate Conflicts* (pp. 23-44). Wiesbaden: VS Verlag für Sozialwissenschaften.
- ✓ Shue, H. (2014). *Climate justice: Vulnerability and protection*. Oxford University Press.

#### **Internet Sources:**

1. DW Documentary. (2023, July 13). “*Climate change - Averting catastrophe*”. YouTube. <https://youtu.be/pEt6-jA2UE4?si=9v56-TdG1OGW0SU6>
2. Harvard Office of the VPAL. (2024, January 22). “*Climate Change: Climate Politics and the Energy Transition*”. <https://youtu.be/QGJ7LiZQYlQ?si=v4gMf2r2NANcRxzt>
3. MoEFCC. *Climate Change*. Government of India. <https://moef.gov.in/moef/division/environment-divisions/climate-changeccc-2/documents-publications/index.html>
4. PIB. *NAPCC*. Government of India. <https://moef.gov.in/wp-content/uploads/2018/04/Pg0152.pdf>
5. University of California Television. (2017, April 13). “*Climate Change and Post Truth Politics*”. YouTube. [https://youtu.be/Tiq\\_XcsikYE?si=LX2uaVXwVt-hMqyw](https://youtu.be/Tiq_XcsikYE?si=LX2uaVXwVt-hMqyw)

#### **Activities to do:**

1. Assign a Project/multimedia presentation to the students on the topics mentioned in the syllabus.
2. Arrange a movie session to watch movies on issues of climate. For example: Don't Look Up (2021), A Life on Our Planet (2020), Eating Our Way to Extinction (2021), Kadvi Hawa (2017), Kokoli: Fish out of water (2021), Kalira Atita (2020)
3. Do Street plays on climate change to sensitize people.
4. Do community outreach activities like plantation drives, cleaning etc.

## **Core XXII**

### **Social Exclusion And Inclusive Policies In India**

#### **Course Objectives:**

This course provides students with enhanced opportunities to delve into both theoretical principles and practical applications of social exclusion. It is structured to offer comprehensive exposure not only to various dimensions of social exclusion but also to a range of tools and mechanisms for inclusion. The specific objectives of this course include conceptualizing discrimination, exclusion, and inclusion based on caste/ethnicity, religion, gender, and disability; developing a thorough understanding of the dynamics of discrimination and exclusion; critically contextualizing issues related to discrimination, exclusion, and inclusion; gaining empirical insights into discrimination; and formulating policies aimed at protecting the rights of marginalized groups and addressing the challenges of exclusion and discrimination.

**Expected Learning Outcome:**

**Unit-I:** This would cultivate broad understanding of the concept and approaches of social inclusion and exclusion among students.

**Unit-II:** This unit will enable students to understand the framework of social exclusion and inclusion on from various perspectives.

**Unit-III:** This unit will enable students to identify various forms of social exclusion exist in Indian society like caste, class, migrant, ethnicity, and disability which will empower them to adopt stands against such marginalisation.

**Unit-IV:** This unit will harness the legal knowledge base of social inclusion in India among students.

**Course Content:****Unit-I: Social Exclusion- Concept, Approaches and Forms**

- a) Understanding Social Exclusion & Inclusion from historical overview
- b) Types of exclusion: social, economic and political, untouchability, humiliation,
- c) Theoretical understanding of discrimination, deprivation and marginalization

**Unit-II: Theories of Social Exclusion and Inclusive Policies**

- a) Emile Durkheim's notion of stigma, Mike Oliver's concept of social model of disability, Louis Dumont's concept of caste and its social implication
- b) Gandhi's views on social justice, Ambedkar's views on untouchability, Buddhist philosophy on social inclusion
- c) Amartya Sen's Capability based approaches, Rawls' theory of justice, Mary Wollstonecraft's concept of rights of women

**Unit-III: Forms of Social Exclusion**

- a) Religion, Race, Caste, Class, Gender
- b) Indigenous/Adivasi, Disability
- c) Migrants and Refugees, Language and Ethnicity

**Unit-IV: Institutional Framework for Inclusive Policies of Minorities**

- a) Minorities: Rights and Inclusive Policy; Scheduled Castes: Rights and Inclusive Policy; Scheduled Tribes: Rights and Inclusive Policy.
- b) Disability: Rights and Inclusive Policy; Transgender: Rights and inclusive policy.

- c) Women: Rights and Inclusive Policy; Gender beyond Binaries: Rights and Inclusive Policy.

### **Essential Readings:**

- ✓ **Atal, Y.** (2017). Indian Tribes in Transition: The Need for Reorientation. *Routledge India*.
- ✓ **Byrne, D.** (2005). Social Exclusion. *New Delhi: Rawat Publications*.
- ✓ **Chakravarti, U.** (2018). Gendering Caste: Through a Feminist Lens (Theorizing Feminism). *Sage Publications*.
- ✓ **Krishnan, P.S.** (2017). Social Exclusion and Justice in India. *Routledge India*.
- ✓ **Oliver, M.** (1996). Understanding disability: From Theory to Practice. *Basingstoke, Hampshire: Macmillan*.
- ✓ **Sen, A.** (2010). The Idea of Justice. *Penguin Publications*.

### **Additional Reading:**

- ✓ **Basu, A. and Kohli, A. eds.** (1998). Community Conflicts and the State in India. *Oxford University Press*.
- ✓ **Brass, P. R.** (1991). Ethnicity and Nationalism: Theory and Comparison. *Sage Publications*.
- ✓ **Kabeer, N.** (2000). 'Social Exclusion, Poverty and Discrimination: Towards an Analytical Framework'. IDS Bulletin, 31(4), *Institute of Development Studies, Brighton*.
- ✓ **Kahn, J. S.** (2001). Modernity and Exclusion. *London: Sage*.
- ✓ **Oliver, M.** (2018). *Understanding disability: From Theory to Practice*. *Bloomsbury Publishing*.

### **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. Idea of justice  
<https://www.adb.org/sites/default/files/publication/29778/social-exclusion.pdf>
2. Reinterpreting Buddhism: Ambedkar on the politics of social action, EPW December 4, vol no-49.

- [https://www.researchgate.net/publication/216828688\\_Buddhist\\_notion\\_of\\_social\\_justice](https://www.researchgate.net/publication/216828688_Buddhist_notion_of_social_justice)
3. The Individual and Social Models of Disability by Mike Oliver available at:  
<https://disability-studies.leeds.ac.uk/wp-content/uploads/sites/40/library/Oliver-in-soc-dis.pdf>
  4. Vindication of the Rights of Woman, Mary Wollstonecraft  
<https://core.ac.uk/download/pdf/36679668.pdf>
  5. The basis of Caste Hierarchy.  
<https://egyankosh.ac.in/bitstream/123456789/21600/1/Unit-17.pdf>
  6. Homo Hierarchicus: The Caste System and its implications by Louis Dumont .  
<http://www.faculty.fairfield.edu/dcrawford/dumont.pdf>
  7. Social Stigma. [https://www.academia.edu/8000221/Social\\_stigma\\_Welcome\\_to](https://www.academia.edu/8000221/Social_stigma_Welcome_to).

**Activities to do:**

1. Conduct workshops on social exclusion and send students to nearby areas to get first-hand experience about social exclusion.
2. Ask the students to write a report on the basis of their practical experience.
3. Engage the students in community projects promoting diversity, such as awareness campaigns or collaborative events.

### **Core XXIII**

#### **Democratic Decentralization In India**

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

The course aims to provide a comprehensive understanding of the principles, processes, and challenges associated with decentralized governance in the Indian context. To understand the nuances of democratic decentralisation and participation of the citizens at the grassroot level, it is essential for the learners to familiarise with the institutional and the constitutional framework of local governance. Through a scholarly lens, the course delves into the theoretical underpinnings of democratic decentralization and also provides a space for enquiry into the emerging developments e.g., glocalization and new localism. It seeks to examine the evolution and functioning of rural and urban local self-government in India, tracing its historical trajectory from pre-independence initiatives to contemporary constitutional provisions and legislative frameworks. Through using these concepts and analytical frameworks informed by the scholarly literature on the subject buttressed by empirical details, the course aims at providing learners with the requisite domain and

functional skills to enable them to engage in employment in rural and urban governance sector as well as Non-Governmental Organisations. Further, to examine the actual functioning of the local governing bodies, effective implementation of the policies and programmes and emerging issues and challenges in the local governance, this course envisages active learning by the learners through conducting studies on various local governance practices at the ground level. Overall, the course endeavors to equip participants with the knowledge and analytical tools necessary to navigate the complexities of democratic decentralization in the Indian context and contribute effectively to decentralized governance processes.

**Course Learning Outcomes:**

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

**Unit-I:** This unit would inculcate fundamental understanding about democratic decentralisation among the learners. It would familiarise them with different theoretical roots of civic engagements and its several dimensions.

**Unit- II:** This unit would enable the learners to understand the evolution of Panchayati raj institutions in India, the institutional frameworks of rural local governance, the constitutional provisions, and reflect on the emerging issues and challenges of rural local governance.

**Unit-III:** Engaging with this unit will facilitate a comprehensive understanding of the constitutional provisions and institutional frameworks underpinning urban local governance. This would enable learners with critical insights on contemporary urban issues and the formulation of informed strategies for effective municipal management.

**Unit-IV:** The learners would examine the working of the local government institutions, efficacy of various constitutional provisions, policies and programmes, and emerging issues and challenges of local governance, through engaging themselves at the ground level study in their preferred locality. The learners are expected to prepare a report individually, on their observation, analysis, or assessment of their study on any topic provided in this unit, for the purpose of internal evaluation.

**Course Content:**

### **Unit-I: Democratic Decentralization: A Conceptual Understanding**

- a) Meaning and Significance of Democratic Decentralization
- b) Theoretical roots of Civic Engagement in Governance: Liberal and Gandhian
- c) Dimensions of participation: Constitutional, Political and Administrative
- d) Local Self Government in the Era of Globalisation: New Localism, Glocalization

### **Unit-II: Rural Local Self Government in India**

- a) Evolution of Panchayati Raj Institutions in India, Main Provisions and working of 73rd Constitutional Amendment Act, 1992.
- b) Organization & Working of Panchayati Raj Institutions in Odisha, Legislations for PRIs in Odisha, State Election Commission
- c) Issues and Challenges of Rural local governance: Autonomy and Financial devolution

### **Unit- III: Urban Local Self Government in India**

- a) Historical trajectories of Urban Local Governance in India, Main Provisions and working of 74th Constitutional Amendment Act, 1992; Urban local bodies in India: Municipal corporation, Municipalities, Notified Area Committee, Town Area Committee, Cantonment Board, Township, Port Trust, Special Purpose Agency
- b) Organization & Working of Urban Local Government in Odisha, State Finance Commission
- c) Issues and challenges in Urban local Governance: Urbanisation, structural, spatial, and administrative challenges, Financial devolution

### **Unit-IV: Local Governance in Practice**

- a) Functioning of Gram Sabha
- b) Participation of Women in Gram Panchayat
- c) Social Audit
- d) Tribal Governance in 5<sup>th</sup> Schedule Area
- e) Panchayat and Forest Right Act
- f) PESA

### **Essential Readings:**

- ✓ Chakraborty, B and Pandey, R.K. (2019). *Local Governance in India*. Sage Publications.
- ✓ Maheshwari, S. (2004). *Local Government in India*. Lakshmi Narain Agarwal Publications.
- ✓ Manor, J. (2010). *Local Governance*. In P.B. Mehta and N.G. Jayal (Eds.) *The Oxford Companion to Politics in India*, Oxford University Press, 61-79.
- ✓ Mathur, K. (2013). *Panchayati Raj*. Oxford India Short Introductions. Oxford University Press.
- ✓ Mohanty, B. (2012). *Glimpses of Local Governance*. Kunal Books
- ✓ Venkatesu, E. (Ed.) (2016). *Democratic Decentralization in India: Experience, Issues and Challenges*. Taylor and Francis.

#### **Additional Readings:**

- ✓ Ahluwalia, I.J. (2019). *Urban governance in India*, *Journal of Urban Affairs*, 41(1), 83-102. DOI: 10.1080/07352166.2016.1271614
- ✓ Baviskar, B.S. and Mathew, G. (Eds.). (2009). *Inclusion and Exclusion in Local Governance: Field Studies from Rural India*. Sage Publications
- ✓ Chakrabarty, B. (2017). *Localizing Governance in India*. Routledge.
- ✓ DeSouza, P. (2002). *Decentralization and Local Government: The Second Wind of Democracy in India*. In Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*. Permanent Black. pp. 370-404.
- ✓ Dreze, J. and Sen, A. (2002). *India: Development and Participation*, Oxford University Press.
- ✓ Manor, J. (2002). *Democratic Decentralisation in Two Indian States: Past and Present*. *The Indian Journal of Political Science*, 63(1), 51–71.  
<http://www.jstor.org/stable/42743574>
- ✓ Mishra, S.N. & Mishra, S. (2002). *Decentralised Governance*. Shipra.
- ✓ Pal, M. (2004). *Panchayati Raj and Rural Governance: Experiences of a Decade*. *Economic and Political Weekly*, 39(2), 137–143.  
<http://www.jstor.org/stable/4414491>

#### **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. eGyanKosh. Democratic Decentralisation, IGNOU.  
<https://egyankosh.ac.in/handle/123456789/53022>
2. Malik, Ajmer Singh. State and Local Governance: Machinery & Processes. SWAYAM. [https://onlinecourses.SWAYAM2.ac.in/cec20\\_hs20/preview](https://onlinecourses.SWAYAM2.ac.in/cec20_hs20/preview)
3. Ministry of Urban Affairs. **Capacity building scheme for urban local bodies.** Ministry of Urban Affairs, Government of India.  
<https://mohua.gov.in/upload/uploadfiles/files/CBULB17.pdf>
4. National Institute of Rural Development & Panchayati Raj. Centre for Panchayati Raj, Decentralised Planning and Social Service Delivery. Government of India.  
<http://nirdpr.org.in/cpr.aspx>

**Activities to do:**

1. Observe a Gram Sabha meeting in your locality and write report on its proceedings.
2. Write a report on the schemes implemented by the Panchayats or Urban Local Bodies of your locality.
3. Watch movies and TV series on Local Governance and make a report assessing the depiction of local political leaders in media.
4. Make community outreach programme for effective participation of people in local governance.
5. Prepare a note on the engagements of NGOs situated in your locality working with PRIs.

