

**DEPARTMENT OF POLITICAL SCIENCE
SARBATI DEVI WOMEN'S COLLEGE, RAJGANGPUR
PO, CO, PSO- NEP-2020**

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

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

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

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

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 willlearn 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

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 20th 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

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

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.

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

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

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

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

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

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+

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 sociopolitical 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 postindependence 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

Multi-Disciplinary Course - SEMESTER-I

Paper-VI: Political Process in India (Political Science)

Course Objectives:

- *To impart quality of knowledge about Political Theory.*
- *It helps the students to know about the Meaning and Theories of Democracy.*
- *To increase awareness among students about the Rights and Duties of a Citizen.*

Course outcomes (COs):

After completing this course satisfactorily, a student will be able to:

- *Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts.*
- *Integrate knowledge of the diversity of cultures and peoples*
- *Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in the discipline of the Political Science*
- *Demonstrate capacity for reflection, planning, ethical decision making and inter - disciplinary team work in diverse contexts of community engagement.*

Unit I

- *Origin and Development of the Indian party system Nature and trends of Indian party system Regional parties: role and significance in Indian federalism*
- *Political defection in India Coalition politics and parties Role of opposition parties in Indian parliamentary system*
- *Determinants of voting behaviour: Populism Caste as a determinant of voting behavior*

Unit II

- *Ethnicity Region & Language as determinants of voting behaviour*

- *Class as a determinant of voting behaviour Gender as a determinant of voting behaviour Voting behaviour of Rural-Urban India*
- *Religion and voting behaviour Determinants of voting behaviour:*
- *Cult/Charisma/Personality Regionalism in India: a conceptual analysis Regionalism and Indian federalism*

Unit III

- *Accommodation of regional aspirations—Linguistic reorganization Regional aspirations: Case study of Northeast India Autonomy and secessionism: Case of*

Punjab and Nagaland Statehood and Sub regional movements: Jharkhand, Chhattisgarh, and Uttarakhand.

- *Autonomy movements: Bodo homeland movement and the Gorkhaland movement Impact of globalization on regional movements: Telangana Exploring the nature of identity politics in India Meaning and nature of communalism*
- *Variants of communal politics in post independent India Factors responsible for the growth of communal politics in India Hindu nationalism: a historical analysis*
- *Rise of Hindutva politics in India: contemporary scenario*

Unit IV

- *Indian aspect of secularism Religion-State relationship: implications for right to equality Caste as an identity in India Dominant and entrenched caste and their role in Indian politics: a contemporary scenario Caste and Indian constitutional provisions*
- *Electoral politics and the changing nature of caste Political mobilization of caste identities in India caste and politics: a changing scenario*
- *Affirmative Action Policies in India: Sources, directions and implications for class, caste and tribes A case of Affirmative Action in favour of the Adivasis: The Forest Rights Act. The Reservation Policy in India Affirmative Action for women*

Multi-Disciplinary Course - SEMESTER-III

Paper-IV: Human Rights (Political Science)

Course Objectives:

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

Expected Learning Outcome:

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

Unit I: *They would understand the significance of human rights and its evolution over the period of time. Also, they would learn different human right theories and connotation of human rights across cultures.*

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

Unit III: *After learning this unit, they would be aware about the multidimensional nature of human rights violation.*

Unit IV: *This unit would enlighten the students on Indian perspective of Human rights drawing upon ancient philosophy, Human rights issues in contemporary India, the institutional framework to address the human rights issues.*

Unit I: Understanding Human Rights

a) Connotation of 'Rights'; Meaning, Nature and Significance of Human Rights. Evolution and Historical Development of Human Rights.

b) Theories of Human Rights: Natural, Legal, Utilitarian and Marxist;

c) Universality of Human Rights and cultural diversity.

Unit II: International Human Rights

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

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

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

Unit III: Human Rights in India

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