



BANGALORE UNIVERSITY

Department of Political Science

SYLLABUS

B.A POLITICAL SCIENCE

**Submitted to
Faculty of Arts**

CHOICE BASED CREDIT SYSTEM

**EFFECTIVE FROM
THE ACADEMIC YEAR 2021-2022**

**Submitted by
Department of Political Science**

September 2021-22

PREAMBLE

Education is critical for realizing one's full potential, creating a more just and equal community, and advancing national progress. In terms of economic growth, social fairness and equality, scientific advancement, national integration, and cultural preservation, ensuring universal access to high-quality education is critical to India's continuing rise and leadership on the world arena. In this context, universal high-quality education is the most effective path ahead for developing and exploiting our country's vast skills and resources for the benefit of individuals, community, country, and globe. Over the next decade, India will have the world's largest young population, and our capacity to offer them with high-quality education and employment opportunities will decide the future of the country.

The Government of India accepted and approved (July 2020) the implementation of National Education Policy (NEP), which was drafted under the Chairmanship of well known Educationist and Scientist Dr Kasturirangan. The key objectives of the NEP are to: (a) revise and revamp all aspects of the education structure, regulation & governance. (b) create a new system aligned with inspirational goals of 21st century education, including the 2015 Sustainable Development Goals (Goal-4). (c) Development of the creative potential of each individual. (d) Equip the students with critical thinking & problem solving, social, ethical, emotional capacities and dispositions, which are need of hour to build better India.

The Government of Karnataka became the first State to set up the NEP Task Force, which submitted its report in November 2020 and was accepted by the Cabinet (December 2020). As a result, Bangalore University, Bengaluru is also taken necessary steps to implement the NEP goals (2020-2021 academic year) and also to go far beyond the traditional information creation and dissemination by incorporating them for a breakthrough with wider social and economic consequences.

The Board of Studies (BOS) in Political Science (UG), Bangalore University intends to make substantial changes to its undergraduate and graduate programmes in order to satisfy the needs of students with a diverse set of talents, aspirations, and professional objectives. In this context, the syllabus is prepared to equip the students to understand Political Science discipline in term of the basics concepts, thoughts and theories; critically relate the theoretical aspects of Political Science to the socio-economic and political realities, and to enhance the knowledge of the students on regional, national and global politics.

Program Objectives in Political Science

- To understand the importance of concepts in Political Science.
- To familiarize the students with the basic ideas thoughts and theories in Political Science.
- To help them to understand and make distinction among Political Theory, Political Philosophy and Political Science and help them to understand the importance of these in the national and global contexts.
- To help them to understand the emergence and growth of modern States and give them an idea of their functioning and relate them to the political realities.
- To equip them to critically relate the theoretical aspects of Political Science to the socio economic and political realities of our times.

Program Learning Outcomes in Political Science:

At the end of the successful completion of the course, the students will be able to-

- Acquire domain knowledge.
- Study and analyze political contexts from critical and constructive prospective.
- Have a better understanding of the working of various political institutions including decentralized institutions state legislatures and parliament and relate this functioning to the greater cause of nation building as a responsible citizen.
- Assess how global national and regional development affect polity and society.
- To gain critical thinking and develop the ability to make logical inferences about socio-economic and political issues, on the basis of comparative and contemporary political discourses in India.
- Contemplate about national and international issues involving States having different political ideologies and historical contexts.
- Pursue higher education such as Post Graduate Studies and Research in Political Science and in other interdisciplinary areas to provide qualitative insights to create a better world.

Model Curriculum

Name of the Degree Program: BA

Discipline Core: Political Science

Total Credits for the Program:

Starting year of implementation: 2021-22

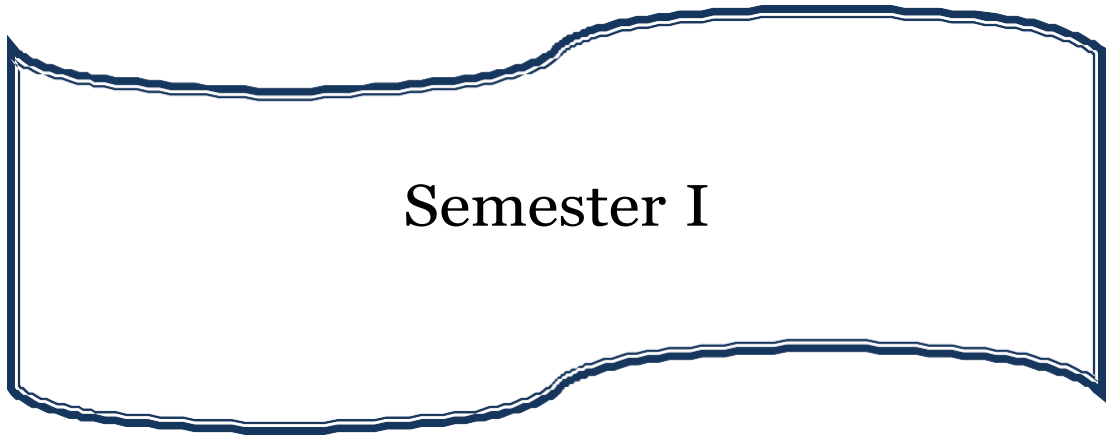
Program Outcomes:

By the end of the program the students will be able to:

- Acquire domain knowledge.
- Study and analyze political contexts from critical and constructive prospective.
- Have a better understanding of the working of various political institutions including decentralized institutions state legislatures and parliament and relate this functioning to the greater cause of nation building as a responsible citizen.
- Assess how global national and regional development affect polity and society.
- To gain critical thinking and develop the ability to make logical inferences about socio-economic and political issues, on the basis of comparative and contemporary political discourses in India.
- Contemplate about national and international issues involving States having different political ideologies and historical contexts.
- Pursue higher education such as Post Graduate Studies and Research in Political Science and in other interdisciplinary areas to provide qualitative insights to create a better world.

Proposed Structure for Political Science Discipline

Semester I				
Course	Paper	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment
Discipline Core-1	Basic Concepts in Political Science	3	3	100 (70+30)
Discipline Core--2	Political Theory	3	3	100 (70+30)
Open Elective-1	Human Rights	3	3	100 (70+30)
Semester II				
Discipline Core -3	Western Political Thought	3	3	100 (70+30)
Discipline Core -4	Indian National Movement and Constitutional Development	3	3	100 (70+30)
Open Elective—2	Indian Polity: Issues and Concerns	3	3	100 (70+30)
SEC	Skill Enhancement courses			



Semester I

BASIC CONCEPTS IN POLITICAL SCIENCE**DSC-1**

Course Title: BASIC CONCEPTS IN POLITICAL SCIENCE	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective:

Develop an understanding about the nature and philosophy of Political Science and its interface with society. Enable the students to develop qualities of responsible and active citizens in a democracy.

Learning Outcome:

At the end of the course the students shall understand -

- Political Science, theoretically and will gain knowledge to explain and analyze politics at large.
- The dynamics of politics.
- To inculcate the democratic spirit.

Unit	Contents of Course- 1	45 Hours
Unit-I	<p>Chapter -1 Meaning of Politics, Nature, Scope and Importance of Political Science, Approaches to the study of Political Science, Emergence of the idea of Political Domain</p> <p>Chapter- 2 Meaning, Definitions and Elements of State, Difference between State and Government, State and Society, State and Association, Theories of State- Idealist Theory, Liberal, Neo-Liberal Theory, Marxist and Gandhian Theory of State Nature Challenges State</p> <p>Chapter-3 Civil Society- Meaning, Nature, Scope, Importance and Challenges.</p>	15 Hours

Unit-II	<p>Chapter-4 Emergence, Meaning and Characteristics of Sovereignty</p> <p>Chapter-5.Sovereignty: Kinds theories -Monistic, Pluralistic, Challenges to the State Sovereignty in the age of Globalization</p> <p>Chapter-6 .Law: Meaning, Source of Law and kinds.</p>	15 Hours
Unit- III	<p>Chapter-7 Liberty: Meaning and Kinds; Positive and Negative</p> <p>Chapter-8 Equality: Meaning and Kinds (Social, Economic and Political)</p> <p>Chapter-9 Power and Justice: Meaning and kinds, Political Obligation: Meaning and nature</p>	15 Hours

Exercise:

1. List out the modern elements of State
2. List out the countries and identify the issues related to equality
3. Identify an issue and discuss the role of civil society

Suggested Readings:

1. Political Theory: Ideas & Concepts, S. Ramswamy, Delhi, Macmillan, 2002.
2. Modern Political Theory, S. P. Verma, New Delhi, Vikas, 1983.
3. Principles of Modern, Political Science, JC Johri, Sterling Publishers Pvt. Ltd. 1995.
4. Principles of Political Science, AC Kapur, New Delhi, Sultan Chand and Sons, 2004.
5. Principles of Political Science, N.N Agarwal, Vidya Bhushan, Vishnoo Bhawan, R. Chand & Co, New Delhi, 1998.
6. Political Science Theory, S.C Pant, Prakashan Kendra, Lucknow, 1998.
7. Political Science Theory, S. N Dubey, Lakshmi Narain Agarwal, Agra, 2002.
8. Principle of Modern Political Science, J C Johari, Sterling Publications, New York, 2009.
9. Principles of Political Science, Anup Chand Kapur, S Chand & Co Ltd, 2010.

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion/Field visit	5
Assessment Test-2	10
Assignment	5
Total	30

POLITICAL THEORY**DSC-2**

Course Title: POLITICAL THEORY	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Outcome:

This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

Learning Outcomes:

At the end of the course the students shall understand -

- The nature and relevance of Political Theory.
- The different concepts like Liberty, Equality, Justice and Rights.
- To reflect upon some of the important debates in Political Theory.

Unit	Contents of Course- 2	45 Hours
Unit-I	Chapter-1 Meaning, Nature and Importance of Theory and Political Theory, Traditional Approaches to Political Theory- Normative, Historical, Philosophical, Institutional & Legal Chapter-2 Modern Approaches- Behavioral, Post-Behavioral, David Easton's Political System and Marxian Approach Chapter-3. Political Theory; Decline and Resurgence Relevance	15 Hours
Unit-II	Chapter-4 Liberalism: J.S Mill Chapter-5 Neo- Liberalism: John Rawls Chapter-6 Libertarianism: Robert Nozick	15 Hours

Unit- III	<p>Chapter-7 Communitarianism and Multiculturalism: Indian perspective, Colonial Discourse and Post Colonialism, Post Colonial Response and its Limitations</p> <p>Chapter-8 Proponents of Secularism: Gandhi , Jawaharlal Nehru and Rajiv Bhargav</p> <p>Chapter-9 Critique of Secularism: Ashish Nandy, T.N. Madan and Partha chatterjee.</p>	15 Hours
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Exercise:

- Write about the Myth and Reality on Communitarianism in India
- Compare the concept of Liberty, Equality and Justice to the Modern world
- Write the understanding of secularism in India

Suggested Readings:

1. Ahmed. V, Theory: Classes, Nations Literatures.: Verso, London, 1992.
2. Arendt. H., On Revolution, Viking, New York, 1963
3. Ashcroft. B, The Post-Colonial Studies Reader, Rout ledge London, 1995
4. Bryson. V, Feminist political Theory, Macmillan, London, 1992.
5. Christopher Butler. Postmodernism: A very Short Introduction, OUP Oxford, 2002.
6. Christopher Norris, The Truth about Postmodernism.: Wiley- Blackwell, New Jersey, 1993.
7. Connolly. W, Identity/Difference: Democratic Negotiations, Cornell University Press, NY, 1991.
8. Edward Said, Orientalism, Pantheon Books, New York, 1978.
9. Elshtain. J. B, Public Man, Private Man: women in Social and Political Thought, Princeton University Press, Princeton NJ, 1981.
10. Fanon. F. Black skin, white Masks, translated by C. L. Markham, Grove Press, New York, 1967.
11. Jean Francis Lyotard. The Postmodern Condition- A report on Knowledge. Parris: Minuit, 1979.
12. Balagangadhara, S.N., and Jakob De Roover, “The Secular State and “Religious Conflict: Liberal neutrality and the Indian Case of Pluralism”. The Journal of Political Philosophy 15, no. 1: 67-92, 2007.
13. Bhargava, Rajeev. ed. Secularism and Its Critics, Oxford University Press, New Delhi, 1998.

14. Veena Das, Dipankar Gupta and Patricia. eds.. Tradition, Pluralism and Identity, Uberoi New Delhi, 1999.
15. Nehru, Jawaharlal. 1946. The Discovery of India. Jawaharlal Nehru Memorial Fund, Oxford University Press, New Delhi, 1988.
16. Rochana Bajpai, The conceptual vocabularies of secularism and minority rights in India, Journal of Political Ideologies, 2002.
17. ರಾಜಾರಾಮ ಹೆಗಡೆ ಮತ್ತ ಸದಾನಂದ ಜಿ.ಎಸ್. (ಸಂ) "ಪೂರ್ವಾವಲಕನ", ವಸಂತ ಪರ ಕೂಶನ, ಬೆಂಗಳೂರು, 2016

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling

Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	5
Assessment Test-2	10
Assignment	5
Total	30

HUMAN RIGHTS**Open Elective OE-1**

Course Title: HUMAN RIGHTS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective:

This course aims to introduce the students to basic concepts and practices of Human Rights in the global and local domain. This course also exposes them to certain recent issues confronting the Human Rights debates.

Learning Outcomes:

After completing this course students will be able to-

- Explain the basic concept of Human Rights and its various formulations.
- Have necessary knowledge and skills for analyzing, interpreting, and applying the Human Rights standards and sensitize them to the issues.
- Develop ability to critically analyse Human Rights situations around them.

Unit	Contents of Course- OE-1	45 Hours
Unit-I	<p>Chapter-1 Meaning, nature, scope and Classification of Human Rights</p> <p>Chapter-2 The Human Rights of First generation (Civil and Political Rights), Second generation (Economic, Social and Cultural Rights), Third generation (Collective Rights) and Fourth generation (Subjective Rights)</p> <p>Chapter-3 Universal Declaration of Human Rights</p>	15 Hours
Unit-II	<p>Chapter-4 Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties in India</p> <p>Chapter- 5 National Human Rights Commission (NHRC) – Composition, functions, performance and challenges</p> <p>Chapter-6 Karnataka State HumanRights Commissions (KSHRCs) – Composition, functions, performance and challenges</p>	15 Hours

Unit- III	<p>Chapter -7 National Commission and Committees for SCs/STs, Minorities' Commission, Women' Commission, there composition of functions.</p> <p>Chapter-8 Major issues and concerns of Human Rights- Discrimination and violence against women, children, Dalits and Minorities, PwD and Transgender</p> <p>Chapter-9 Challenges to Human Rights</p>	15 Hours
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Exercise:

- Group Discussion on Human Rights and its types (comparison of Western and Eastern concept of Human Rights).
- Students can be asked to do collage making and present the same.
- Find out the different types of complaints received by NHRC and bring out the end results on any one of such case.
- In order to make it more participatory learning, the students are required to visit the website of NHRC (www.nhrc.nic.in), wherein at the left-hand side, a link is provided to the 'instructions. After going through the guidelines issued by NHRC's, briefly explain the guidelines on – Custodial death/rape, Encounter death, and Guidelines on arrest.

Suggested Readings:

1. Baxi Upendra (ed.), The Right to be Human, Lancer International, Crawford, New Delhi, 1987.
2. James(ed.), The Rights of People, Oxford, New York, 1988.
3. Craston, M. What are Human Rights, Bodely Head, London, 1973
4. Rhonda L.Callaway& Julie Harrelson- Stephens, "International Human Rights", Published by viva books private limited, New Delhi, 2010.
5. Janusz Symonides, "Human Rights Concept and Standards", Rawat Publications, New Delhi, 2019.
6. Sunil Deshta and KiranDeshta, "Fundamental Human Rights", Deep and Deep Publications, New Delhi, 2011.
7. ಡಾ.ಕಮಲಾಕ್ಷಿ .ತಡಸದ, "ಮಾನವ ಹಕ್ಕುಗಳ ಚಾರಿತ್ರಿಕದರ್ಶನ ಹಾಗೂ ಸಿದ್ಧಾಂತಗಳು", ಪ್ರಸಾರಾಂಗ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ 2015.

8. Donnelly, Jack and Rhoda Howard (ed.), International Handbook of Human Rights, Westport, Connecticut: Greenwood Press,1987.
9. Donnelly, Jack, Universal Human Rights in Theory and Practice, New Delhi, Manas, 2005.
10. Dr.Tapan Biswal, “Human Rights Gender and Environment”, Viva Books Private Limited Publishers, New Delhi 2006
11. Satya.P. Kanan, “Human Rights Evolution and Development”, Wisdom Press, New Delhi 2012.
12. Gerwith, Human Rights: Essays on Justification and Application, University of Chicago Press, Chicago,1982.
13. Khan, Mumtaz Ali, Human Rights and the Dalits, Uppal Publishing House, New Delhi, 1995.
14. V.T.Patil,“Human Rights Developments in South Asia”, Authors Press Publishers, Delhi 2003.
15. Dr.S.K. Gupta, “Statewise Comprehensive Information on Human Right Violation”, Published by ALP Books, Delhi. 2009
16. Acharya, B.C. A Handbook of Wome;s Human Rights, Wisdom Press, New Delhi, 2011.
17. South Asia Human Rights Documentation Centre, Introducing Human Rights, Oxford, New Delhi, 2006.
18. Lillich, R. International Human Rights: Law Policy and Practice, Boston: Little Brown and Co., 1991 2ndEdn.
19. ಅರ್ಜುನ್ ದೇವ್, ಇಂದಿರಾ ಅರ್ಜುನ್ ದೇವ್, ಸುಪ್ರಾದಾಸ್ ಸಂಪಾದಕರು, ಅನುವಾದಕರು ಕೆ. ಎಚ್. ಶ್ರೀನಿವಾಸ್, ಮಾನವ ಹಕ್ಕುಗಳು: ಒಂದು ಆಕರಗ್ರಂಥ, ನ್ಯಾಷನಲ್ ಬುಕ್ ಟ್ರಸ್ಟ್, ಇಂಡಿಯಾ.

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	5
Seminar/Presentation/Group Discussion/Field visit	10
Assessment Test-2	10
Assignment	5
Total	30



Semester II

WESTERN POLITICAL THOUGHT

DSC-3

Course Title: WESTERN POLITICAL THOUGHT	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective: The Syllabus is designed to understand Political Philosophy, traditions that evolved in Europe from Ancient to the beginning of modern era. To examine the contributions of the Greek, Medieval and early Modern thinker's Philosophical thought.

Learning Outcomes:

At the end of the course the students shall understand -

- And get an introduction to the Schools of Political Thought and Theory making in the West.
- And introduce the richness and variations in the political perceptions of Western Thinkers.
- And familiarize themselves to the Thought and Theory of Western Philosophy.

Unit	Contents of Course-3	45 Hours
Unit-I	Chapter -1 Salient Features of the Greek Political Thought, Plato: State and Theory of Justice, Philosopher King, Aristotle: State and Its Classification, Theory of Revolution Chapter -2 Salient Features of Medieval - Political Thought, Christian Tradition Chapter -3 St. Thomas Aquinas: Church v/s State, St. Augustine: Theory of Two Swords, Machiavelli: On Politics and State Craft, Views on ends and means	15 Hours
Unit-II	Chapter -4 Thomas Hobbes: Social contract Theory of Sovereignty, John Locke: Social Contract and Theory of Government, Tolerance; J J Rousseau: Social Contract, General Will Chapter -5 Jeremy Bentham: Theory of Utilitarianism Chapter -6 J.S. Mill: Views on Liberty	15 Hours

Unit- III	Chapter -7 Hegel - Dialectical Materialism, Karl Marx - Classless and stateless society Chapter -8 Jurgen Habermas- Communicative action, Public Sphere, Theory of truth and knowledge Chapter -9 Hannah Arendt- Theory of Action, Modernity, Conception of Citizenship.	15 Hours
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Exercise:

- Compare Greek State with the Roman state and make points
- Imagine the present situation with that of Contractualist's Social Contract Theory and write the summary
- Can we have a classless society in the modern world? Comment

Suggested Readings:

1. A. Hacker, Political Theory: Philosophy, Ideology, Science New York, Macmillan, 1961.
2. G.H. Sabine. A History of Political Theory. New Delhi: Oxford and IBH, 1937.
3. C.L. Wayper. Political Thought. Bombay: B.I. Publications, 1977.
4. Ernest Barker, Greek Political Theory: Plato and his Predecessors. London: Methuen & Co., 1970.
5. M. Butterfield, The State Craft of Machiavelli, New York: The Macmillan Company, 1956.
6. O.P. Bakshi; Politics and Prejudice: Notes on Aristotle's Political Theory. Delhi: The Delhi University Press, 1975.
7. M.A. Shepard, "Sovereignty at the Crossroads: A Study of Bodin", Political Science Quarterly XLV, pp.580-603.
8. L. Colleti. From Rousseau to Lenin. New Delhi: Oxford University Press, 1969.
9. G.H. Sabine. A History of Political Theory. New Delhi: J.L. Thorson, Oxford and IBH, 1937.
10. C.E. Vanhan. The Political Writings of Jean Jacques Rousseau, 2 Vols. New York, John Wiley, 1962.
11. C.L. Wayper, Political Thought. Bombay: B.I. Publication, 1977.
12. H. Warrender. The Political Philosophy of Hobbes: His Theory of Obligation, Oxford: Clarendon Press, 1957.
13. A. Hacker, Political Theory: Philosophy, Ideology Science. New York: Macmillan, 1961.

14. D. Boucher and P. Kelly, (eds) 'Political Thinkers: From Socrates to the Present', Oxford, Oxford University Press. 2009
15. J. Coleman, 'A History of Political Thought: From Ancient Greece to Early Christianity, Oxford, Blackwell Publishers, 2000.
16. Mukherjee, Subrato and Susheela Ramaswamy, 'History of political Thought: Plato to Marx', PHI Publishers, New Delhi, 2011.
17. A. Skoble and T. Machan, 'Political Philosophy: Essential Selections', New Delhi, Pearson Education, 2007.

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	5
Assessment Test-2	10
Assignment	5
Total	30

INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT**DSC-4**

Course Title: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3 Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective:

- To familiarize the students with the ideas of Nationalism and contemplate on how colonial rule was overthrown by the Indian Nationalists.
- To acquaint the students with the problems of Independent India.
- To enable the students to understand the role of India in World affairs and the contributions of great men towards freedom.

Learning Outcome:

At the end of the course the students shall -

- Understand how the colonial rule was overthrown by the Indian nationalists.
- Appreciate the ideals and values of Gandhi that resulted in freedom.
- Examine the problem of Independent India and the role played by great leaders in solving them.

Unit	Contents of Course-4	45 Hours
Unit-I	<p>Chapter-1 Indian National Movement: Features, The Liberal, The Extremist and Revolutionary Phase</p> <p>Chapter-2 The Gandhian Phase: Non-Cooperation movement Civil Disobedience Movement and the Quit India movement.</p> <p>Chapter-3 Constitutional Development: 1773 Regulation Act, 1833 charters Act, 1858- Queens proclamation</p>	15 Hours

Unit-II	<p>Chapter-4 Morley-Minto Reform Act of 1909, Montague Chelmsford Act of 1919: main provisions and Dyarchy, The Nehru Report and Jinnah's 14-point Formula</p> <p>Chapter-5 Government of India Act of 1935: main provisions of Round Table, Conference provincial Autonomy and federal system</p> <p>Chapter-6 Indian Independence Act of 1947: main provisions, Cabinet Mission Plan</p>	15 Hours
Unit- III	<p>Constituent Assembly Debates on</p> <p>Chapter-7 State structure, citizenship Universal Adult Franchise</p> <p>Chapter-8 Minority Rights, Uniform Civil Code</p> <p>Chapter-9 Language and Union of States (The above three should be discussed in the context of Constituent Assembly Debates)</p>	15 Hours

Exercise:

- Think over a situation in India and identify at least two political and socio-economic conditions that are present and two that are not present in Indian democracy
- List out in a table giving some democratic roles of a citizen, explore yourself how democratic you are.
- Write some good qualities required in a citizen

Suggested Readings

1. Bandopadhyay, S. From Plassey to Partition: A History of Modern India. New Delhi: Orient Longman, 2004.
2. Thapar, R. 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in DeSouza, P.R. (ed.) Contemporary India: Transitions. New Delhi: Sage Publications, 2000.
3. Sarkar, S. Modern India (1885-1847). New Delhi: Macmillan, 1983.
4. Jalal, A. and Bose, S. Modern South Asia: History, Culture, and Political Economy. New Delhi: Oxford University Press, 1997.
5. Smith, A.D. Nationalism. Cambridge: Polity Press, 2001.
6. Islam, S. 'The Origins of Indian Nationalism', in Religious Dimensions of Indian Nationalism. New Delhi: Media House, 2004.
7. Chatterjee, P. 'A Brief History of Subaltern Studies', in Chatterjee, Partha Empire & Nation: Essential Writings (1985-2005). New Delhi: Permanent Black, 2010.
8. Mani, B.R. Debrahmanising History, Dominance and Resistance in Indian Society. New Delhi: Manohar Publishers, 2005.

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	5
Assessment Test-2	10
Assignment	5
Total	30

INDIAN POLITY: ISSUES AND CONCERNS**Open Elective OE-2**

Course Title: INDIAN POLITY ISSUES	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective: To make the students aware on different issues that exists in Indian polity. Through this paper students need to understand the emerging issues and their causes to the Indian Democracy.

Learning Outcome:

At the end of the course the students shall -

- Understand the reasons behind the causes of these issues and also the constitutional provisions that existed.
- Familiarize with the debates that emerged.
- Be able to suggest the measures to control such issues.

Unit	Contents of Course-OE-2	45 Hours
Unit-I	<p>Chapter-1 National Integration and Social Harmony - Meaning and Need of National Integration and Suggestions for securing National Integration</p> <p>Chapter-2 Society and Politics in India: Caste and its Impact on Indian society and Polity</p> <p>Chapter-3 Language- Role and Constitutional Provisions,Issues</p>	15 Hours

Unit-II	Chapter-4 Religion and Local Traditions - Role and Constitutional Provisions Chapter-5 Development and Inclusiveness: Issues and Concerns Chapter-6 Regionalism – Reasons for the Growth, Forms and Measures	15 Hours
Unit- III	Chapter-7 Corruptions- Causes and Measures Chapter-8 Terrorism- Types, Causes and Measures Chapter-9 Celebrating Diversity – Consensus and Challenges	15 Hours

Exercise:

- Classify the major factors which are an impediment to National Integration and give your suggestions
- Identify the terrorist's group in the world
- Make a point on 2011 Anti- Corruption movement in India

Suggested Readings:

1. M. Galanter, 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India's Living Constitution: Ideas, Practices, Controversies, New Delhi: Permanent Black, 2002.
2. C. Jaffrelot, 'The Politics of the OBCs', in Seminar, Issue, 2005.
3. Singh, M.P. & Saxena, R. Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning, 2008.
4. Vanaik, A. & Bhargava, R. (eds.) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan, 2010.
5. Dunkin Jalaki "Bharatadalli Jativyavste ideye?", Malladahalli Publication, Malladahalli.

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	5
Assessment Test-2	10
Assignment	5
Total	30

Bangalore University
Jnana Bharathi, Bengaluru

Political Science Discipline
Core Subject Syllabus

Under NEP-2020
(BA III & IV Semester)

Department of Political Science
Bangalore University
Bengaluru-560056



BANGALORE UNIVERSITY
Department of Political Science
Jnanabharathi Campus, Bangalore- 560 056

Dr.Veenadevi
Professor and Chairperson

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Date: 19 July 2022

PROCEEDINGS OF THE MEETING OF THE BOARD OF STUDIES IN
POLITICAL SCIENCE (UG) 2021-22

The meeting of the 'Board of Studies in Political Science (UG) 2021-22 was convened in the Chamber of Chairperson, Dept. of Political Science, Bangalore University, Bengaluru held on **18th & 19th July 2022 at 11.30 AM.**

The following members were present at the meeting:

Sl. No	Name	Designation	Signature
1	Dr. Veenadevi	Chairperson	<i>Veenadevi</i>
2	Smt. Kishwar Sulthana GFGC, Bidadi	Member	<i>Kishwar</i>
3	Sri.Muddeeraih GFGCW, Ramanagar	Member	<i>Muddeeraih</i>
4	Dr.Anjana M.S., GFGC, Anekal	Member	— Absent —
5	Dr.Chennamma M, GFGC, Channapatna	Member	<i>Chennamma</i>
6	Dr.Jayaramaiah G.M., GFGC, Kadugudi	Member	<i>Jayaramaiah</i>
7	Sri.Shivaprasad B.C, GFGC, Magadi	Member	<i>Shivaprasad</i>
8	Dr.Muthuraju S.H, GFGC, Kanakapura	Member	<i>Muthuraju</i>
9	Dr.S.Ameer Pasha, GFGC, Sulibele	External Member	<i>S.Ameer Pasha</i>
10	Dr.Nagaraju M.S., GFGC, Doddaballpura	External Member	<i>Nagaraju</i>

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**Sd/-
Chairperson, BOS**

Structure for Political Science Discipline

Semester III				
Course	Paper	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment
DSC-5	Indian Government and Politics	3	3	100 (60+40)
DSC-6	Parliamentary Procedures in India	3	3	100 (60+40)
OE-3	3.1 Gender and Politics	3	3	100 (60+40)
	3.2 Understanding Gandhi	3	3	100 (60+40)
	3.3 Citizen, Citizenship and the Indian Constitution	3	3	100 (60+40)
Semester IV				
DSC-7	Ancient Indian Political Ideas and Institutions	3	3	100 (60+40)
DSC-8	Modern Political Analysis	3	3	100 (60+40)
OE-4	4.1 Good Governance in India	3	3	100 (60+40)
	4.2 Understanding Dr. B R.Ambedkar	3	3	100 (60+40)
	4.3 Political Journalism	3	3	100 (60+40)
Ability Enhancement Compulsory Courses (AECC)	Constitution of India	2	2	50(30+20)

NOTE:

- The College/University can offer more than two Open Elective (OE) in a semester, provided there are minimum Ten (10) students opting for each of the OE paper.

- The Ability enhancement compulsory courses (AECC) paper – “Constitution of India” (a) should be taught only by the Political Science/Law teachers. (b) This paper should be offered in IIIrd semester for B.Com/BBA courses. In the IVth Semester, this paper should be offered to BA/BSc/BFA/BCA/BHM/BSW and other all UG courses.

Political Science Model Curriculum (III & IV Semester)

Name of the Degree Program: BA/BSc./BCom/BBA/BCA... Without Practical Course

Discipline Core: Political Science

Total Credits for the Program:

Starting year of implementation: 2021-22

Program Outcomes:

By the end of the program the students will be able to:

- Not only upgrade the learning of Political Science as a contemporary discipline but also to inculcate the Indian political ethos and the moral standards of functioning of political institutions in India. These in fact, brought laurels to our acumen in politics and Kautilya's Arthashastra stands as a proof of this.
- Understand voluminously about the dimensions of Indian Government, its Parliamentary Procedures, the concerns of Gender in Politics, Gandhian Philosophy and an understanding of the citizens duties and responsibilities in the 3rd semester. Understand the papers such as Ancient Indian Political Ideas and Institutions throws light on the wisdom of Indian Political Thought bringing along its side the Modern Political Analysis which is skill based paper.
- Understand the papers which are hybridised like Political Journalism and focused papers like Good Governance and Understanding Dr.B.R.Ambedkar which will bring to the fore facts and normative ways of running governments.
Thus, these semesters represent both knowledge and skill components and making it contemporary in its content. Learning among the students will thus make it interesting and lively.

Assessment:**Weightage for assessments (in percentage)**

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	40	(60+40) =100
Practical	-	-
Projects	-	-
Experiential Learning (Internships etc.)	-	-
AECC	20	(30+20)=50



Semester III

**INDIAN GOVERNMENT AND POLITICS
DSC-5**

Course Title: INDIAN GOVERNMENT AND POLITICS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40= 100

Course Objective:

The course will explain the functioning of the Indian government and the performance of both the union and the state governments. It discusses the philosophy of our constitution and the commitment of the Indian state to its citizenry. It will help the students to develop interest in politics and grasp the dynamics/nuances of the politics, dynamics of leadership and the role of socio-economic, religious and lingual issues.

Learning Outcome:

At the end of the course the students shall -

- Learn how the governments both at the union as well state level operates and what are its challenges.
- Understand the characteristics of power structures in India and the response of the political parties to the socio-political dynamics.
- Measure and understand the effects of judicial decisions on policy making and social development in India.

Unit	Contents of Course-5	45 Hours
Unit-I	<p>Chapter-1 : Indian Politics: Approaches to study of State and politics in India (Liberal, Marxist and Gandhian).</p> <p>Chapter-2: Constituent Assembly- Composition and Major Debates regarding the structure of Indian State</p> <p>Chapter-3: Preamble and Salient Features of Indian Constitution.</p>	15 Hours

Unit-II	<p>Chapter-4: The Union Executive: The President, Vice-President, Prime Minister and the Council of Ministers.</p> <p>Chapter-5: Parliament: Powers and Functions of Lok Sabha and Rajya Sabha, Amendment Process and Major Amendments (73rd, 74th, 86th, 101st).</p> <p>Chapter-6: Judiciary and Judicial Review, Appellate Authority Public Interest Litigation (PIL).</p>	15 Hours
Unit- III	<p>Chapter-7: Nature of Indian Political System, Union-State Relations (Sarkaria Commissions and ARC Committees), Governor and President's Rule: Processes and politics.</p> <p>Chapter-8: Ideology of - National Political Parties, Regional Political Parties, Coalition Politics</p> <p>Chapter-9: Issues in Indian Democracy: Caste, Gender Religion, Communalism, Regionalism, Criminalization and Terrorism.</p>	15 Hours

Exercise:

- Debate on the 'basic structure of Indian Constitution' and the need for changes in the constitution, functioning of the Constitution-Cases regard to Governor and President's Rule.
- List out the major amendments to the constitution, Commission and committee to review power sharing.
- Examine the functioning of various political parties, its inclusive approaches, influence of dynasties on their performance.

Suggested Readings

1. Iqbal Narain, State Politics in India, Meenakshi Prakashan, New Delhi, 1967.
2. Rajani Kothari, Politics in India, Orient Longman, 1970.
3. D. Basu, An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1980.
4. Granville Austin, The Indian Constitution: Corner Stone of a Nation, Oxford University Press, India, 1966.
5. C. P. Bhambhari, The Indian State, Fifty Years, New Delhi, Shipra, 1997.
6. V. Pylee, Constitutional Government in India, Bombay, Asia Publishing House, 1977.
7. J. C. Johri, Indian Government and Politics, Vol. 1, Shoban Lal and Company, India, 2012.
8. Weiner, Party Politics in India, Princeton University Press, 1957.
9. A. G. Noorani, Constitutional Questions in India: The President, Parliament and the States, Delhi, Oxford University Press, 2000.
10. A.S. Narang, Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996.
11. Bidyut Chakrabarty & Rajendra Kumar Pandey, Indian Government and Politics, SAGE, New Delhi, 2008
12. D.D. Basu, An Introduction to the Constitution of India, 25th Edition, LexisNexis, India, 2021.
13. M.P. Singh & Rekha Saxena, Indian Politics: Contemporary issues and Concerns, Prentice Hall of India, Delhi, 2008.
14. M. V. Pylee, An Introduction to the Constitution of India, New Delhi, Vikas, 1998.
15. Nirja Gopal Jayal & Pratap Bhanu Mehta, The Oxford Companion to Politics in India, Oxford University Press, New Delhi, 2010.
16. Sunder Raman. Indian Government and Politics, Allied Publishers, New Delhi, 1988.
17. C. P. Bhambhari, The Indian State Since Independence: 70 Years, New Delhi, Shipra, 2017.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-

Chairperson, BOS

PARLIAMENTARY PROCEDURES IN INDIA
DSC-6

Course Title: PARLIAMENTARY PROCEDURES IN INDIA	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

The course attempts to make the students familiar with legislative practices in India with an orientation to equip them with the adequate skills of participation in deliberative processes and democratic decision making. This aims at providing the basic understanding of the constitutional provisions relating to parliamentary procedures and the accessories of the same. This will help the students to understand the working of democracy through an institutional mechanism.

Learning Outcome:

At the end of the course the students shall -

- Aim at understanding the procedural aspects of parliamentary system of governments.
- Learn about the privileges of people's representatives and match it with their performance.
- Understand the working of committees, budgetary aspects and deliberative mechanism within the parliament.
-

Unit	Contents of Course-6	45 Hours
Unit-I	Chapter-1: Election Commission: Powers and Functions Elections to the Legislatures: Parliament and State Legislatures. Chapter-2: Powers, Functions and Privileges of People's Representatives - Members of Parliament and State Legislature. Chapter-3: Legislative Procedures of the Parliament: Articles 107-122.	

Unit-II	<p>Chapter-4: Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills.</p> <p>Chapter-5: Drafting of the Bill, First Reading and Departmental Standing Committee, Second Reading, Third Reading, Passage of the Bill, Consent by the President, Gazette Notifications.</p> <p>Chapter-6: Parliamentary Committees: Composition and Functioning (Departmental Standing Committees, Select Committees, Joint Parliamentary Committees, Public Accounts Committee on Privilege Business, Advisory Committee, Ethics Committee).</p>	15 Hours
Unit-III	<p>Chapter-7: Motions and Hours in the House: Question Hour, Zero Hour, Half an Hour Discussion, Calling Attention Motion, Adjournment Motion, Privilege motion, Censure motion, 'No-confidence' motion, Cut motion.</p> <p>Chapter-8: Parliamentary Questions: Types, Starred and Unstarred Questions, Questions Addressed to Private Members and Short Notice Questions.</p> <p>Chapter-9: Parliamentary Privileges: Constitutional Provisions, Codification of Privileges, Privileges of Parliamentarians and Legislators, Breach of Privilege.</p>	15 Hours

Exercise:

- The college can organise mock parliaments and teach students the etiquettes of parliamentary behaviour.
- Can organise debates on the codification of privileges and match it with the performance of people's representatives.
- Can organise special lectures by inviting officers/bureaucrats to deliberate on the procedural aspects of democracy.

Suggested Readings

1. M.N. Kaul and S.L. Shakhder, Practice and Procedure of Parliament, Metropolitan, New Delhi, 1968.
2. Subhash C. Kashyap, Our Parliament, National Book Trust, New Delhi, 2021.
3. S H. Belavadi, Theory and Practice of Parliamentary Procedure in India, 1988.
4. Study Material on Parliamentary Practices and Procedures. Lok Sabha Secretariat Parliamentary Research and Training Institute for Democracies (Erstwhile BPST), New Delhi.
5. Apoorva Shankar and Shreya Singh, Parliamentary Procedures A Primer Rajya Sabha, PRS Legislative Research, 2015.
6. ಅನಂತರಾಮಯ್ಯ , ಅನುವಾದಕರು, ನಮಮ ಸಂಸತ್ತ ಸುಭಾಷ ಕಶ್ಯಪ್ ಪತ್, ಆರಂಭಲತ್, National Book Trust, India, 2015.
7. Dr. K. S. Chauhan, Parliament Powers Functions And Privileges, LexisNexis, India, 2013.
8. Ajit Ranjan Mukharjea, Parliamentary Procedure in India, Oxford University Press, 1958.
9. M N. Kaul, Parliamentary Institutions and Procedures, National Publishing House, 1978.
10. Jalan, India's Politics, Penguin, New Delhi, 2007.
11. Abbas, H., Kumar, R. & Alam M. A., Indian Government and Politics, Pearson, New Delhi, 2011.
12. Chakravarty, B. & Pandey, K. P, Indian Government and Politics, Sage, New Delhi, 2006.
13. K. Sanyal, Strengthening Parliamentary Committees, PRS, Centre for Policy Research, New Delhi, 2011.
Available at:
<http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf>.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Resources (OER) as reference materials, and Mock Parliaments as Practical Exercises, Assignments, Seminars, Group Discussions, Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-

Chairperson, BOS

GENDER AND POLITICS**Open Elective- OE- 3.1**

Course Title: GENDER AND POLITICS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

The course provides an overview of political participation of women in general and specifically in India. It enables students to understand the issues related to women leadership, participation and governance and how they have progressively become integrated into political science to inform and shape contemporary social sciences. It helps in sensitizing the patriarchal society to improve the relationship between men and women removing the obstacles of exploitation, violation of her rights, bringing into focus the need for the education and empowerment.

Learning Outcomes:

At the end of the course the students shall -

- Answer how ideologies have shaped the women in politics
- Bring awareness of the relevance of gender issues in politics.
- Through discussions on women and governance understand the ground realities about politics in relation to women.

Unit	Contents of Course-OE-3.1	45 Hours
Unit-I	<p>Chapter-1: Defining Gender, Significance of Gender Studies, Difference between Gender Studies and Women Studies, Feminist Perspectives (with reference to India).</p> <p>Chapter-2: Gender Imbalance in Political Representation and Electoral Process, Gender Discrimination in Indian Politics – including LGBTQ, Feminist Critique of Politics.</p> <p>Chapter-3: Governance and Gender Structures, Gender Budgeting and Gender Issues in Governance.</p>	15 Hours

Unit-II	<p>Chapter-4: Gender and Empowerment Process: Education, Economic, Political and Socializing and sensitizing gender issues.</p> <p>Chapter-5: Gender Differentiation in Political Parties and Leadership, Challenging Gender Stereotypes in Socio-Political sphere.</p> <p>Chapter-6: Capacity Building and Role of Women in Karnataka Politics, Women Representation in Local Governments.</p>	15 Hours
Unit- III	<p>Chapter-7: Women and Poverty, Women and Health, Women and wealth creation, Violence against Women, Women and Armed Conflict.</p> <p>Chapter-8: Women and Literature, Women and the Media, Women and the Environment.</p> <p>Chapter-9: Women and Societal Challenges: Dowry, Sexual Harassment, Girl Child - Programmes of the Governments for the uplift of Women, Educating male child and socio-religious taboos including patriarchy.</p>	15 Hours

Exercise:

- Conduct one day workshop and make an assessment of role of women in politics.
- Collage making, short films and video watching can be done by the students and measures can be discussed to minimise the gender gap.
- Students can make field visits to understand the persistent of patriarchal values and traditions.

Suggested Readings

1. P.K.Swaib and S.N.Tripathy, "Unequal Treatment to Women and Gender", Bias, Sonali Publications, New Delhi, 2006.
2. Malashrilal, Chandra Mohan, Enakshi K.Sharma, Devika Khanna Narula and Amrit Kaur Basra, "Gender and Diversity", Rawat Publications, Jaipur, 2015.
3. Andrew Heywood, "Global Politics", Palgrave Macmillan Publication, New York, 2014.
4. Kranti Rana, "Modern Working Women and the Development Debate", Kanishka Publishers, New Delhi, 1998.
5. Dr.Tanuja Trivedi, "Encyclopedia of Women's Empowerment", Janapada Prakashan, New Delhi, 2012.
6. Bhaswati Das and VimalKhawas, "Gender Issues in Development –Concerns for the 21st century", Rawat Publications, New Delhi, 2009.
7. U. Kalpagam, "Gender and Development in India: Current Issues", Rawat Publication, 2011.
8. B.N.Singh, "Rural Women and Education," vista International Publishing House, Delhi, 2016.
9. Meerakosambi, "Women writing Gender", Permanent Block Publication, New Delhi, 2012.
10. Brush, Lisa D., Gender and Governance, Rawat Publications, New Delhi, 2007.
11. Sangeeta Bharadwaj, "Gender, Social Structure and Empowerment Status Report of Women in India", Rawat Publication, 2009.
12. Dr.Tapan Biswal, "Human Rights Gender and Environment", Viva Books Private Ltd, New Delhi, 2006.
13. Dr. S. Murty, "Women and Employment", RBSA Publishers, Jaipur, 2001.
14. Singh, Narpat, 'Changing Status of Women' Vista International Publishing House, Delhi, 2008.
15. Anuradhamathu, "Gender and Development in India", Kalpaz Publication, Delhi, 2008.
16. M.Bahati Kumba, "Gender and Social Movements", Rawat Publication, New Delhi, 2003.
17. Saxena, Alka, Women and Political Leadership, Altar Publishing House, New Delhi, 2011.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Resources (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions, Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-

Chairperson, BOS

UNDERSTANDING GANDHI**Open Elective – OE- 3.2**

Course Title: UNDERSTANDING GANDHI	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

The course objective is to bring to the attention of the younger generation the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India. This paper covers a wide range of issues including politics, economics, social reconstruction, religion and issues of sustainable development which provides insight into the idea of what Gandhi propagated as a political thinker. His ideas of Hindu-Muslim relations or critique of modern society, Swadeshi etc., makes Gandhi relevant to the current political discourses.

Learning Outcome:

At the end of the course the students shall -

- Be able to explain the idea of truth and non-violence which is the foundation of Gandhian Philosophy.
- Know the position of Gandhi on issues like Hindu- Muslim relations, gender question, cow protection, caste and untouchability questions.
- Answer his reason for his choice of Swadeshi and his critique of modern Civilization.

Unit	Contents of Course- OE-3.2	45 Hours
Unit-I	<p>Chapter-1: Background Influences: Historical: South Africa, Intellectual: Thoreau, Ruskin and Tolstoy.</p> <p>Chapter-2: Gandhian Experiments: Truth, Non-Violence, Satyagraha, Movements led by Gandhi- Champaran, Bardoli, Khilafat, Non- Cooperation, Salt Satyagraha.</p> <p>Chapter-3: Social Movements- Ahmedabad Mill Strike, Vaikom Satyagraha, Forest, Health and Naturopathy, Sustainable Development.</p>	15 Hours
Unit-II	<p>Chapter-4: Gandhi as a Leader: Gandhi as a model, Gandhian Methodology: Prayer, Consensus Building and Fasting.</p> <p>Chapter-5: Gandhian Views on Politics: Role of Ethics, Morality, Religion and Service.</p> <p>Chapter-6: Gandhi's critique on British Parliament, Gandhi on Nation and Nationalism.</p>	15 Hours
Unit- III	<p>Chapter-7: Gandhi on Swadeshi and Swaraj, Critique on Modern Civilization, Modern Education and Machines.</p> <p>Chapter-8: Gandhi on Violence (Doctrine of the Sword) Gandhi and Sins, Gandhi's views on Women and Sustainable Development.</p> <p>Chapter-9 Gandhi as Political Strategist, Gandhi's Views on Hindu-Muslim Relation, Cow Protection, Untouchability and Caste Question.</p>	15 Hours

Exercise:

- Students shall have a group reading of Gandhiji's texts like Hindswarj, My Experiment with truth, Sarvodaya, etc.,
- Shall conduct the group discussion on the significance of Satyagraha, Sustainable Development, Swadeshi, etc.
- By reviewing literature on Gandhian critiques students can discuss the strengths and weakness of Gandhian Philosophy and his relevance in 21st century.

Suggested Readings

1. Lal, V, The Gandhi Everyone Loves to Hate, Economic and Political Weekly, 43(40), 2008, pp. 55-64.
2. Power, P, Towards a Re-Evaluation of Gandhi's Political thought. The Western Political Quarterly, 16(1), 1963, pp. 99-108.
3. Gandhi, M. K, Hind Swaraj, Navajivan Publishing House, Ahmedabad, 1939, pp 49-55.
4. Indian Council for Historical Research, The Logic of Gandhian Nationalism Civil Disobedience and the Gandhi- Irwin Pact, 1930-31, Indian Historical Review, 1976.
5. Dey, A. Islam and Gandhi: A Historical Perspective. Social Scientist, 41(3/4), 2013, pp. 19- 34.
6. Chandra, B, Gandhiji, Secularism and Communalism. Social Scientist, 32(1/2), 2004, pp. 3-29.
8. Parekh, B, The Critique of Modernity In Gandhi: A Brief Insight, Sterling Publishing Company, Delhi, 1997. pp. 63-74.
9. Heredia, R, Interpreting Gandhi's Hind Swaraj, Economic and Political Weekly, 34(24), 1999. pp. 1497-1502.
10. Parel, A. J. (Ed.), Introduction. In: Gandhi, freedom and Self Rule, Vistaar Publication, Delhi, 2002.
11. Kumar, R. Class, Community or Nation? Gandhi's Quest for a popular consensus in India, Modern Asian Studies, 3(4), 1969, 357-376.
12. Parel, A.J. (Ed), Introduction. In: Gandhi, Freedom and Self Rule, Vistaar Publication, Delhi, 2002.
15. Sarah Claerhout Gandhi, Conversion, and the Equality of Religions: more experiments with truth, Numen-International Review for the History of Religions, 61(1), 2014, p.53-82.
16. Collected Works of Mahatma Gandhi Hindu-Muslim Tension: Its Cause and Cure, Young India, 1924, pp. 58-59.
17. Collected Works of Mahatma Gandhi: Save the Cow, Young India, 1921.
18. <http://www.gandhiashramsevagram.org/gandhi-literature/mahatma-gandhi-collected-works-volume-23.pdf>.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions, Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-**Chairperson, BOS**

CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION**Open Elective OE- 3.3**

Course Title: CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

This course aims at understanding the concept of citizenship. This course supports to develop an understanding of mindfulness, empathy and compassion and use these as tools to enhance one's emotional wellbeing and social relationships within a society. It further helps nation building by inculcating responsible citizenship among the students.

Learning Outcome:

At the end of the course the students shall -

- Take part in social reconstruction as responsible individuals and will learn to develop own identities.
- Demonstrate pro-social behaviour towards others, including those belonging to a different race, ethnicity, culture, colour, gender or nationality.
- Understand and appreciate rights and privacy of other fellow citizens.

Unit	Contents of Course- OE- 3.3	45 Hours
Unit-I	<p>Chapter-1: Concept of Citizen: Subject- Slave-Citizen: a Comparison, Aspirational Citizenship.</p> <p>Chapter-2: Citizenship in India: Milestones- Citizenship and Partition of India (Nehru and Liyaqat Ali Khan Pact) The Citizenship Act, 1955, The Citizenship (Amendment) Act, 1986, The Citizenship (Amendment) Act, 2003, 2005 and National Register of Citizens (NRC).</p> <p>Chapter-3: Citizens and Constitutional Provisions: Fundamental Rights and Duties, Socio-Economic and Cultural</p>	15 Hours

	Rights.	
Unit-II	<p>Chapter-4: Citizenship Issues in India: Laws for Immigrants, Laws for Migrants, Refugees and Asylum seekers, Process of acquiring Citizenship.</p> <p>Chapter-5: Dual Citizenship: Needs and Demands- Impact of Globalization, Advantages of Dual Citizenship.</p> <p>Chapter-6: IPC and Citizens Rights: First Information Report, Arrest, Detention, Bail Provisions, Sedition Act, Citizen and Civic Culture.</p>	15 Hours
Unit- III	<p>Chapter-7: Citizen and Responsibility: Constitutional Provisions, Local Acts, Right to Privacy, Role of NGO's.</p> <p>Chapter-8: Citizen and Discrimination: Caste, Gender (LGBTQ), language, Race, Color, Place of Origin.</p> <p>Chapter-9: Protection of Citizens: Women and Property Rights, Rights of Forest Dwellers, and Displaced People (War, Natural Calamities and Rehabilitation), Universal Declaration of Human Rights.</p>	15 Hours

Exercise:

- Students and teachers collectively work towards building communication network among vulnerable citizens who have no knowledge about their own rights.
- Through activities they may form empowering groups and support immigrants/ migrants resolve their legal issues with authorities like police and government.
- They may visit courts, police stations, regional passport offices and spread the laws relating to migrants, immigrants regarding their rights.

Suggested Readings

1. Marcus Raskin, 'Nation Building and Citizenship: Studies of our Changing order' Rutledge India, New Delhi, 1996.
2. Atul Kolhi, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
3. Atul Kolhi, The success of India Democracy, Cambridge University Press, 2001.
4. Savitaha Rao, India's Positive Citizen Building- A Great Nation One Action At A Time, Wings Publishing, Bangalore, 2020.
5. Anupama Roy, 'Mapping Citizenship in India', (Oxford India short introductions), Oxford University Press, New Delhi, 2012.
6. Nirag Gopal Jayal, 'Citizenship and its Discontents', Harvard University Press, 2013.
7. Ornit Shani, 'How India become a democratic citizenship and making of the Universal Franchise', Cambridge University Press, New Delhi, 2017.
8. Koenig Lion, 'Cultural Citizenship in India; Politics Power and Media', Oxford University Press, New Delhi, 2016.
9. Blog.mygov.in/we-the-people-we-the-citizen.
10. Subrata .K.Mitra, 'Citizenship as cultural flow, structure agency and flow', e-Book, 2013, springer link.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions, Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

**Sd/-
Chairperson, BOS**



Semester IV

ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS
DSC - 7

Course Title: ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

The paper aims at developing an understanding of the Social and political philosophy of ancient India to assess the modern notions about socio-political arrangements. Further it helps to analyze the process of decolonizing Indian minds related to India's glorious past. The objective thus being to throw light on the indigenous political theories and their relevance to changing times.

Learning Outcome:

At the end of the course the students shall -

- Reflect on the native concepts like Dharma, Rajadharma, Nyaya, Viveka etc., in the light of their modern connotations.
- Understand the role of texts and stories in the Indian context by reflecting upon our own experiences.
- Revisit our own socio-political structures through the textual and non-textual sources from the early Indian period in order to quell the European representation of Indian Society and heritage.

Unit	Contents of Course- DSC 7	45 Hours
Unit-I	<p>Chapter-1: Sources of Early Indian Thought: Sources and Limitations: Pre and Post Colonial.</p> <p>Chapter-2: Perspectives: Orientalists, Nationalists, Marxian (Asiatic Mode of Production) and Gandhiji on Varnashrama Dharma, Dr. Radhakrishnan perspective.</p> <p>Chapter-3: Indian Culture: Colonial Narratives (William Jones, Macaulay) and Contemporary Discourses (Dharampal and Edward Said).</p>	15 Hours
Unit-II	<p>Chapter-4: Socio-Political Ideas in the Early Indian Thought: Dharma, Rajadharma, Dandaniti, Nyaya, Varnadharma, and Ashramadharma.</p> <p>Chapter-5: Kingship: Origin Stories, Gopati to Bhupati, Nature and Structure.</p> <p>Chapter-6: Functions of Institutions: Sabha, Samiti, Vidhata, Paura-Janapada.</p>	15 Hours
Unit- III	<p>Chapter-7: Ganasaghas: Nature, Structure, Functions Role of Stories in Indian Tradition and its Relevance</p> <p>Chapter-8: Ramayana (Valmiki): Ramarajya, Subaltern and Adhyatmic perspective and its Relevance</p> <p>Chapter-9: Mahabharata (Vyasa): Rajadharma in Shantiparva, Idea of war and Peace and its Relevance</p>	15 Hours

Exercise:

- Close reading sessions to be organised to understand the ancient text in its original context by way of discussions.
- Students shall visit the nearby historical places and collect artifacts, stories, and other relics with the help of the native people.
- Students shall respond to accommodate the important criticisms of Ramayana and Mahabharata by its critics and enact dramas and costumes.

Suggested Readings

1. Alterkar A.S, State and Government in Ancient India, Motilal Banarsidass, Chowk Banaras, 1949.
2. R.S. Sharma, Early Indian Social and Political Thought and Institutions (Aspects of the Political Ideas and Institutions in Ancient India, Motilal Banarsidass, Delhi, 1991.
3. Jayaswal K.P, Hindu Polity, Bangalore Printing and Publishing Co. LTD, Bangalore, 1943.
4. Goshal U.N, History of Hindu Political Theory, Oxford University Press, Calcutta, 1923.
5. Kangle R.P, Kautilya's Arthashastra, Motilal Banarsidass Publishers Pvt.Ltd, New Delhi, 1986.
6. Bhandarkar D.D, Some Aspects of Ancient Indian Culture, Madras, University of Madras, 1940.
7. Romila Thaper. From Lineage to State, Oxford University Press, United Kingdom, 1984.
8. R.S.Sharma, Shudaras in Ancient India, Motilal Banarsidass, Delhi, 1957.
9. Sharma,R. SIndia's, Ancient Past, Oxford University Press, New Delhi, 2006.
10. Sharma,R. S, Rethinking India's Past, Oxford University Press, New Delhi, 2010.
11. Kraedar Lawrence, "Formation of the state", Prentice Hall, United State, 1968.
12. Kosambi. D.D, "Introduction to the Study of Indian History", Popular Prakashan, Mumbai, 1956.
13. Said Edward, Orientalism, Pantheon Books, USA, 1978.
14. Misra Vibhuti Bhushan, From the Vedas to the Manusamhita, City/Country Brill Academic, United States, 1982.
15. Sircar D.C, Studies in the Religious life of Ancient and Medieval India, Motilal Banarsidass, Delhi, 1971.
16. Aiyangar K.R, Ancient Indian Polity, Oriental Books Agency, Poona, 1941.
17. Pargiter R, Ancient Indian Historical Tradition, Oxford University Press, London, 1922.
18. Levin G.M, Bongard, A Complex Study of Ancient India – Multidisciplinary Approach, American Oriental Society, USA, 1989.
19. Kumar S, "Role of State in Ancient India Economy", Ramanand Vidya Bhawan, Delhi, 1986.
20. Sircar D.C, Political and Administrative System of Ancient and Medieval India. Motilal Banarsidass, Delhi, 1975.
21. Maity S. K and Upendra Thakur, Indological Studies. Abhinav Publications, New Delhi, 1991.
22. Mukherjee Shobha, The Republican trends in Ancient India. Munshiram Manoharal Publishers Private Limited, New Delhi, 1989.
23. Bandyopadhyaya N.C, Development of Hindu Polity and Political Theories, Munshiram Manoharlal Publishers, New Delhi, 1980.
24. Chattopadhyaya D. Lokayata, Peoples Publishing House, New Delhi, 1959.

25. Kosambi D.D, The Culture and Civilization of Ancient India and Historical Outline, Vikas Publishing House Pvt. Ltd, Noida, 1965.
26. Majumdar R. C, History and Culture of Indian People, Vol.I, Dacca University, Bangladesh, 1977.
27. Kulke, Hermen (Ed), State in India, 1000 to 17000, Oxford University Press, Delhi, 1995.
28. Kane P.V, History of Dharmashastras, Vol-1-5, Bhandarkar Institute Press, Poona, 1930.

Pedagogy:

The course shall be taught through the lecture, tutorial, interactive sessions, self-guided learning materials, Open Educational Resources (OER) as reference materials, Close-Reading Sessions of texts, assignments, seminars, group discussions, Field Visit and week-end seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-

Chairperson, BOS

**MODERN POLITICAL ANALYSIS
DSC-8**

Course Title: MODERN POLITICAL ANALYSIS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

The objective is to equip students to develop insights into political institutional functioning keeping in insight both the normative and empirical ways of understanding. This paper also throws light on value laden functioning and value neutral aspects of systems output that will help students to understand and evaluate Governments. It aims at scientifically assessing the functioning of the government as result oriented institutions.

Learning Outcome:

At the end of the course the students shall -

- Understand the key concepts of Political Institutional working and science within them.
- Be familiar with the Phenomenon of politics and various explanations relating to the influences that mould the decision making process.
- Help the students to visualize the working of political institutions and the process of decision making through diagrammatic presentations.

. Unit	Contents of Course: DSC-8	45 Hours
Unit-I	<p>Chapte-1 Genesis and Emergence of Modern Political Analysis, Modern Political Analysis -Meaning, Nature, Scope and Goals</p> <p>Chapter-2 Political System-Types, similarities and differences, classification- Aristotle and Webber.</p> <p>Chapter-3 Approaches – Traditional- Philosophical, Historical Institutional, Modern- Behavioral, Systems, Game.</p>	15 Hours

Unit-II	<p>Chapter-4 Talcott Parson's General Systems theory- Pattern of Inter Relationship, Hierarchical order, Integration.</p> <p>Chapter-5 David Easton's Input-Output model of Political System, Features, Functions and Critical Evaluation.</p> <p>Chapter-6 Power-Meaning, significance, and measurement, difference between Power, Authority, Legitimacy and Influence, Harold Lasswell's contribution.</p>	15 Hours
Unit- III	<p>Chapter-7 Almond on Structural – Functional Analysis Karl Deutsch's Communication Theory.</p> <p>Chapter-8 Richard C Snyder's Decision Making Theory, Arthur F. Bentley and David Truman Group theory of Politics.</p> <p>Chapter - 9 Political Development - Concept of Political Development - its variables, Development syndrome, Theory of Lucian Pye.</p>	15 Hours

Exercise:

- The department can lead the students to a nearby political institution and explain to them the process of administrative decision making.
- The department may invite functionaries of these institutions to deliberate upon issues of redundancy and simplifying administration.
- Assignments can be given to the students to innovate methods of simplification of administrative procedures in offices of Governments and offer consultancy.

Suggested Readings

1. Almond, G. and Coleman. J.S. "The politics of the Developing Areas", Princeton University Press, Princeton NJ, 1960.
2. Almond, G.A. and Verba, S, "The Civic Culture: political Attitudes and Democracy in Five Nations", Princeton NJ, Princeton University Press, 1963.
3. Amin, S, "Accumulation on an old Scale: A Critique of the Theory of Underdevelopment", Monthly Review Press, New York, 1974.
4. Apter, D.E, "The Politics of Modernization", University of Chicago Press, Chicago, 1965.
5. Gabriel Almond, "Cooperative Politics: A Development approach" Little Brown, Boston, 1966.
6. Hannah Arendt, "The Origins of Totalitarianism", Harcourt Press, New York, 1951.
7. Johari, J.C, "Comparative Government and Politics", Sterling Publishers Private Limited, New Delhi, 1982.
8. Powell, G.B, Russell J.D, and Kaare Strom, "Comparative Political Today, A World View". London Press, New York, 1970.
9. Rod Hague. Martin Harrop, Shaun Breslin, "Comparative Government and Politics", Palgrave Macmillan press, UK, 1992.
10. Verba S and Almond, "The Civic Culture Revisited", little Brown, Boston, 1980.
11. Dahl, Robert A, Modern Political Analysis, Prentice Hall of India, New Delhi, 1981.
12. U.R.Ghai- Contemporary Political Analysis

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions, Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-

Chairperson, BOS

GOOD GOVERNANCE IN INDIA
Open Elective OE - 4.1

Course Title: GOOD GOVERNANCE IN INDIA	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

The course directed to familiarize the student to understand the elements of Good Governance which has the effect on day today life. The purpose is to show to them that states are changing their approach to Administration giving importance to stakeholders. Some of the programs mentioned in the syllabi exemplifies the same. The aim is to help students to link the theory in the class room with realities in the outside world.

Learning Outcome:

At the end of the course the students shall -

- Understand the difference between traditional form of Administration and the concept of Governance
- Get a perspective of changing modes of Governance with the examples drawn from central and state Governments.
- Appreciate the participation of citizens in day to day Administration through a charter and other programmes like Sakala, Bhoomi etc.,.

Unit	Contents of Course: OE-4.1	45 Hours
Unit-I	<p>Chapter- 1 Meaning, Characteristics, Elements, Growth and need for Good Governance.</p> <p>Chapter-2 Theories and Concepts of Governance- Public Choice and Public Value Theory, Good Governance and</p>	15 Hours

	Globalization. Chapter-3 Corporate Governance- Networking and collaborative Governance.	
Unit-II	Chapter-4 Public Service Guarantee Act 2011: Features, Provisions and Impact, Right to Information Act- Meaning, Characteristics and Importance. Chapter-5 E-Governance - Meaning, Characteristics, Importance and E Governance Policy, ICT and Governance. Chapter-6 Citizens Charter, Digital India, Gender and Governance.	15 Hours
Unit- III	Chapter-7 Sakala Project, Bhoomi Yojana, SWAYAM and E-Kissan, E-Court. Chapter-8 People's Participation and Role of Civil Society, Ethics and Accountability in Governance. Chapter-9 Challenges before good governance in India.	15 Hours

Exercise:

- Students and the department can undertake survey regarding causes and consequences of failed administration.
- Through activities they can visit their respective villages and prepare papers regarding the working of programmes like Sakala, Bhoomi etc,.
- The department may invite officers connected to Governance projects and have interaction with the students.

Suggested Readings

1. Kanak Kanti Bagchi, Good Governance and Development, Abhijeet Publications, New Delhi, 2009,
2. C.P Bharthwal Ed. Good Governance in India, Deep and Deep, New Delhi, 2003.
3. Dhameja Alka Ed, Contemporary Debates in Public Administration, Prentice Hall of India, New Delhi, 2003.
4. World Bank, Governance and Development, Washington, DC, 1992.
5. Niraja Gopal Jayal, Ed, Democratic Governance in India, Sage, New Delhi, 2003.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions, Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-**Chairperson, BOS**

UNDERSTANDING Dr. B.R. AMBEDKAR
Open Elective OE -4.2

Course Title: UNDERSTANDING Dr. B.R. AMBEDKAR	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

This course is designed to familiarize the students with arguments and position of Dr. B.R. Ambedkar on key social, political, constitutional and democratic issues in India and enable them to critically examine his perceptions. Besides the constitutional questions and fight for the oppressed communities which are largely popular in academic and political discourses, has been designed to make students to understand his ideas. On the partition of the country and the Indian historiography his views have been valuable and this paper intends to bring to the reach of the students.

Learning Outcome:

At the end of the course the students shall -

- Be able to understand his life, mission, vision and his key role in the making of the Indian Constitution.
- Be able to appreciate and sensitize his views on democracy, citizenship, freedom, equality equal treatment and justice.
- Understand his views on the some of the important debates like Aryan Invasion Theory, Uniform Civil Code, Islam and partition of India.

. Unit	Contents of Course OE 4.2	45 Hours
Unit-I	<p>Chapter:1- Dr. B. R. Ambedkar's Journey of Life and Experiences.</p> <p>Chapter:2- Dr. B. R. Ambedkar's perception on Hindu Social Order, Caste and Untouchability (refer Annihilation of Caste). His views on Manusmriti</p>	15 Hours

	Chapter-3- Dr. B. R. Ambedkar's Initiatives: Mahad Satyagraha, Kalaram Temple Entry Movement.	
Unit-II	<p>Chapter: 4- Dr. B. R. Ambedkar and Round Table Conference: His Memorandum, Communal Award and Poona Pact.</p> <p>Chapter: 5- Dr. B.R. Ambedkar's contribution as the Chairman of the Drafting Committee.</p> <p>Chapter 6 - Dr. B. R. Ambedkar's deliberations on key issues in the Constituent Assembly (Article 40, Article 370, Uniform Civil Code, Shariyat Laws, Hindu Code Bill, and Affirmative Action).</p>	15 Hours
Unit- III	<p>Chapter:7- Dr. B. R. Ambedkar's Political Ideas: Democracy, Citizenship, Equality, Freedom and Justice.</p> <p>Chapter:8: Dr. B. R. Ambedkar's views: on Islam, Buddhism, on Religious Conversion, on Aryan Invasion Theory.</p> <p>Chapter: 9- Dr. B. R. Ambedkar Views on Language Question, Education, Women Empowerment and Nationalism.</p>	15 Hours

Exercise:

- Students and teachers collectively debate on the issues of Reservation, Constitutional provisions of reservation, reservation within reservation, creamy layer theory, etc.,
- Give assignments to students to visit colonies of Scheduled Caste and Scheduled Tribes and discuss it in the group about the perception that they have carried.
- Debate on the need for social reform, inclusiveness, changing the cultural and religious outlook among the Indian citizens keeping the view inhuman practice like untouchability, exploitation. And further visit courts, police stations, etc, to understand conflict resolution mechanisms.

Suggested Readings

1. Ambedkar, B.R. "What Congress and Gandhi have Done Untouchables" <http://www.ambedkar.org/ambcd/41A.What%20Congress%20and%20Gandhi%20Preface.htm>.
2. Ambedkar Annihilation of Caste, Navayana, 11th Edition, 2015.
3. Dhanjaya Keer, Dr.Ambedkar-Life and Mission, Popular Prakashana, Bombay, 1964.
4. Valerian Rodrigues, Essential Writings on Ambedkar, OUP, New Delhi, 2003.
5. Marcus Raskin, 'Nation Building and Citizenship: Studies of our Changing order' Rutledge India, New Delhi, 1996.
6. Atul Kolhi, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
7. Atul Kolhi, The Success of Indian Democracy, Cambridge University Press, 2001.
8. Savitaha Rao, India's Positive Citizen Building- A Great Nation One Action At A Time, Wings Publishing, Bangalore, 2020.
9. Nirag Gopal Jayal, 'Citizenship and its Discontents', Harvard University Press, 2013.
10. Koenig Lion, 'Cultural Citizenship in India; politics power and media', Oxford University Press, New Delhi, 2016.
11. Subrata K. Mitra, 'Citizenship as cultural flow; structure agency and flow', e-Book, Springer link, 2013.
12. Sharma, A, Dr. B.R. Ambedkar on the Aryan Invasion and the Emergence of the Caste System in India, Journal of the American Academy of Religion, 73(3), 2005, pp. 843-870.
13. Ambedkar, B. R. (1946). Pakistan or The Partition of India, In Narke, H. (2nd ed.), 2014.
14. Dr. B. R. Ambedkar Writing and Speeches, Vol. 8. Delhi: Dr. Ambedkar Foundation, Ministry of Social Justice & Empowerment, Govt. of India.
Available at: https://mea.gov.in/Images/attach/amb/Volume_08.pdf.
15. Misra, J., & Mishra, J. Dr. B.R. Ambedkar and The Constitution - Making In India, Proceedings of the Indian History Congress, 1991, 52, pp. 534-541.
16. Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, CAD Vol. VII, Lok Sabha Secretariat, Government of India, 3rd Print, pp. 31-41.
17. Ambedkar, B. R. Thoughts on Linguistic States. Bombay: Ramakrishna Press, 1955.
18. Dr. Babasaheb Ambedkar Writings & Speeches – Vol.1, to Vol. 17- Published by Social Justice and Empowerment, Govt. of India and Ambedkar Foundation, New Delhi, 2015.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-**Chairperson, BOS**

POLITICAL JOURNALISM
Open Elective OE- 4.3

Course Title: POLITICAL JOURNALISM	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

The objective is to equip students to develop insights into political reporting with an understanding of writing skills supported by grammatical strength and economy of words. Further to provide a broad overview of the nuances of interpreting the political phenomena that takes place in political institutions starting from the grassroots to the parliament.

Learning Outcome:

At the end of the course the students shall -

- Understand the skills of reporting and research insights about the system and its structural contours focusing on Politics.
- Carry out political reporting covering Government and Governance, campaigns and candidates, tactics and strategies and policy issues in the public arena.
- Develop writing and interpretative skills.

. Unit	Contents of Course- OE-4.3	45 Hours
Unit-I	<p>Chapter-1: Defining Political Journalism, Traditional and Modern views about State and Politics.</p> <p>Chapter-2: Understanding of Political Development: Caste, Gender, Religion, Linguistic and Party Perspectives.</p> <p>Chapter-3: Defining the Role of Mass Media- Print, Electronic and Web (Social Media).</p>	15 Hours

Unit-II	<p>Chapter-4: Political Culture- Shared Beliefs, Values, Ideologies and Norms, Process of Socialisation.</p> <p>Chapter-5: Political Participation –Modes of participation, Political Apathy.</p> <p>Chapter- 6: Methods of Political Journalism- Interviews, Political Debates, Commentary on Legislations.</p>	15 Hours
Unit- III	<p>Chapter-7: Communication- Defining Communication, Shaping Public Opinion, Encoding and Decoding.</p> <p>Chapter-8: Skills of Writing - Vocabulary, Epitomizing, Punctuation.</p> <p>Chapter-9: Report Writing- Journalistic Writing Skills, Yellow Journalism, Ethics in Journalism, Use of Facts, Figures and Interpretations.</p>	15 Hours

Exercise:

- Conducting classroom Common seminars on Media and Politics
- Making students to read and write newspaper headlines focusing on politics,
- Visit to media houses and talks with senior political news room heads.

Suggested Readings

1. Iorio, Sharon Hartin. Qualitative Research In Journalism, Erlbaum Associates, London, 2004.
2. Merritt, Davis, Public Journalism And Public Life, Erlbaum Associates, London, 2004.
3. Kuhn, Raymond, Political Journalism New Challenges, New Practices, Rutledge, New York, 2003.
4. Sedorkin, Gail, & McGregor, Judy. Interviewing – A Guide For Journalist And Writers, Crows Nest, Allen and Unwin, N.S.W, 2002.
5. McNair, Brian, Journalism And Democracy, Rutledge, London, 2000.
6. Bovie, Waxen G, Discovering Journalism, Greenwood Press, West Port CT, 1999.
7. Winch, Samuel P, Mapping The Cultural Space Of Journalism, Praeger, West Port CT, 1997.
8. Jangam, R.T. (et al), Political Analysis, Oxford and IBH Publication, New Delhi, 1997.
9. Johari, J.C, Comparative Politics, Sterling Publishers, New Delhi, 1982.
10. Dahl, Robert A, Modern Political Analysis, Prentice Hall of India, New Delhi, 1981.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-

Chairperson, BOS

CONSTITUTION OF INDIA

Ability Enhancement Compulsory Courses (AECC) III Sem B.Com/BBA and IV Sem BA/B.SC/BCA/BHM/BSW and other Courses	
Course Title: CONSTITUTION OF INDIA	
Total Contact Hours: 24	Course Credits: 2
No. of Teaching Hours/Week: 2	Duration of ESA/Exam: 1 Hours
Formative Assessment Marks: 20	Summative Assessment Marks: 30+20=50

Course Objective:

The purpose of the course is to familiarize the students with the key elements of Indian constitution. The course has been designed to cover the journey of the India from its emergence as a Republic. This will enable the students to understand various political Institutions that are operationalised under the Indian Constitution.

Learning Outcomes:

After completing this course students will be able to-

- Understand the philosophy of the Constitution and its structure.
- Measure the powers and functions of various offices under the Constitution.
- Appreciate the role of Constitution in a Democracy

Unit	Contents of Course:	24 Hours
Unit-I	Chapter- 1 Making of Indian Constitution : Constituent Assembly- Composition, Objectives, Preamble and Salient features of the Indian Constitution. Chapter-2 Fundamental Rights, Fundamental Duties, Directive Principles.	8 Hours
Unit-II	Chapter-3 Union Government -President, Prime Minister and Council of Ministers Chapter-4 State Government - Governor, Chief Minister and Council of Ministers	8 Hours

Unit- III	<p>Chapter-5 Judiciary- Supreme Court and High Court: Composition, Powers and Functions and Judicial Review.</p> <p>Chapter-6 Electoral Process: Election Commission- Composition, Powers and Functions, Electoral Reforms.</p>	8 Hours
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Exercise:

- Department can debate on the role of Constitution in the country's development.
- Students can empirically evidence the effectiveness of concepts like –Freedom, Equality, Justice, Rights and Duties by conducting surveys.
- Can hold special lectures on various provisions of Constitution like working of Election Commission, Art 246, 356 etc.

Kindly Note:

- The Ability enhancement compulsory courses (AECC) paper – “Constitution of India” (a) should be taught only by the Political Science/Law teachers. (b) This paper should be offered in IIIrd semester for B.Com/BBA courses. In the IVth Semester, this paper should be offered to BA/BSc/BFA/BCA/BHM/BSW and other all UG courses.

Suggested Readings:

1. Durga Das Basu, Introduction to the Constitution of India, Gurgaon; LexisNexis, (23rd edn.) 2018.
2. M.V. Pylee, India's Constitution, New Delhi; S. Chand Pub., (16th edn.) 2017.
3. J.N. Pandey, The Constitutional Law of India, Allahabad; Central Law Agency, (55th edn.) 2018.
4. Constitution of India (Full Text), India.gov.in., National Portal of India, https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf
5. K B Merunandan, Bharatada Samvidhana Ondu Parichaya, Bangalore, Meragu Publications, 2015.
6. ಪ್ರೊ. ಎಚ್. ಎಂ. ರಾಜಶೇಖರ ಭಾರತ ಸರ್ಕಾರ ಮತ್ತು ರಾಜಕೀಯ, ಕಿರಣಪ್ರಕಾಶನ, ಮೈಸೂರು 2020.
7. K. Sharma, Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2002.
8. P.M Bakshi, Constitution of India, Universal Law Publishing House, New Delhi, 1999.
9. D. C. Gupta, Indian Government and Politics, Vikas publishing House, New Delhi, 1975.
- 10.S. N. Jha, Indian Political System,: Historical Developments, Ganga Kaveri Publishing House, Varanasi, 2005.
- 11.Arora & Mukherji, Federalism in India, Origin and Developments, Vikas Publishing House, New Delhi, 1992.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	5
Seminar/Group Discussion/Field Visit	5
Assessment Test-2	5
Assignment	5
Total	20

Sd/-**Chairperson, BOS**

General Pattern of Political Science Question Paper (NEP- 2020)

I. Term End Examination for Discipline Specific Core (DSC) and Discipline Specific Elective (DSE) Papers

Each paper will be for maximum of 60 mark. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

Note: Duration of Examination for Discipline Specific Core (DSC) and Discipline Specific Elective (DSE) Papers is **2 hours**.

Question paper pattern for **Discipline Specific Core (DSC) and Discipline Specific Elective (DSE) Papers** –

Section A: Two Marks Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

All Questions are Compulsory (2x10=20)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Section B: Short Answer Questions (5x4=20)

Answer any Two questions. Answer the following questions in not more than 500 words

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

Section C: Long Answer Questions (2X10=20)

Answer any Two questions. Answer the following questions in not more than 800 words

- 17.
- 18
- 19.
- 20

II. Term End Examination for Open Elective Papers (OE)

Each paper will be for maximum of 60 mark. The minimum mark to pass the examination is 40% (24 marks) in each theory paper.

Note: Duration of Examination for **Open Elective Papers (OE)** is **2 hours**.

Question paper pattern for **Open Elective Papers** –

Section A: Two Marks Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

All Questions are Compulsory (2x10=20)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Section B: Short Answer Questions (5x4=20)

Answer any Two questions. Answer the following questions in not more than 500 words

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

Section C: Long Answer Questions (2X10=20)

Answer any Two questions. Answer the following questions in not more than 800 words

- 17.
- 18
- 19.
- 20

III. Term End Examination for Constitution of Indian (IC)

Paper will be for maximum of 30 mark. The minimum mark to pass the examination is 40% (12 marks).

Note: Duration of Examination for **Indian Constitution (IC)** is **1 hour.**

Question paper pattern for **Indian Constitution** –

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

All Questions are Compulsory (10x1=10)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Section B: Short Answer Questions (2x5=10)

Answer any Two questions. Answer the following questions in not more than 3-5 sentences.

- 11.
- 12.
- 13.

Section C: Long Answer Questions (1x10=10)

Answer any One question. Answer the following question in not more than 500 words

- 14.
- 15.