



H .K. E. SOCIETY'S

**SMT. CHINNAMMA BASAPPA PATIL ARTS
AND COMMERCE DEGREE COLLEGE
CHINCHOLI**



DEPARTMENT OF POLITICAL SCIENCE

The Curriculum is as follows

National Education Policy (NEP SYLLABUS) Syllabus 2021-22

| B A | | | | |
|---------------|----|--------|---|--|
| Semester | I | Paper- | DSC-1 Basic Concepts in Political Science | DSC-2 Political Theory |
| Open Elective | | | OEC-1- Human Rights | |
| Semester | II | Paper- | DSC-3 Western Political Thought | DSC-4- Indian National Movement & Constitutional Development |
| Open Elective | | | OEC-2-Indian Polity: Issues and Concerns | |

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|----------|-----|-----------------------------|---|--|
| Semester | III | GE-1 DSC:1-C | Gandhi and Political Thought Comparative Politics & Government | |
| Semester | IV | GE-2 DSC:1-D | Human Rights & Gender Interdiction to International Relation | |
| Semester | V | SEC:1 DSC:1 DSC:2 | Legislative Support Indian Political Thought/OR/ Theme in Comparative Political Thought | |
| Semester | VI | SEC:2 DSC:3 | Public Opinion And Survey Research Administration and | |

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| | | DSC:4 | Public Policy /OR/ Local Government in India | |
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**SMT. CHINNAMMA BASAPPA PATIL ARTS
AND COMMERCE DEGREE COLLEGE**

CHINCHOLI



DEPARTMENT OF POLITICAL SCIENCE (NEP SYLLABUS)

Political Science

Syllabus w.e.f 2021-22

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-1 | <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 | Chapter-4 Emergence, Meaning and Characteristics of Sovereignty Chapter-5.Sovereignty: Kinds theories -Monistic, Pluralistic, Challenges to the State Sovereignty in the age of Globalization Chapter-6 .Law: Meaning, Source of Law and kinds. | 15 Hours |
| Unit- III | Chapter-7 Liberty: Meaning and Kinds; Positive and Negative Chapter-8 Equality: Meaning and Kinds (Social, Economic and Political) Chapter-9 Power and Justice: Meaning and kinds, Political Obligation: Meaning and nature | 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, J.C. Johri, Sterling Publishers Pvt. Ltd. 1995.
4. Principles of Political Science, A.C. 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 |

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|------------------|--|-----------------|
| 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 |
|------------------|--|-----------------|

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.

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, their 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 |
|------------------|--|-----------------|

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 ಕಡಸದ, "ಮಾನವ ಹಕ್ಕುಗಳ ಚರಿತ್ರಿಕದರ್ಶನ ಪಾಠ್ಯ ಪಠ್ಯಪುಸ್ತಕಗಳು", 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. ಆರ್ಜನ್‌ದೇವ್, ಇಂದಿರಾಆರ್ಜನ್‌ದೇವ್, ಸುಪ್ರಾದಾಸ್ ಸಂಪಾದಕರು, ಅನುವಾದಕರು ಕೆ. ಎಚ್. ಶ್ರೀನಿವಾಸ್, ಮಾನವ ಹಕ್ಕುಗಳು: ಒಂದು ಆಕರಗ್ರಂಥ, ನ್ಯಾಷನಲ್ ಬುಕ್‌ಟ್ರಸ್ಟ್, 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 |

WESTERN POLITICAL THOUGHT

DSC-3

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|--|--|
| 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 |
|------------------|---|-----------------|

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. Vaghan. The Political Writings of Jean Jacques Rousseau, 2 Vols. New York, Jojn 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 |

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 | Chapter-1 Indian National Movement: Features, The Liberal, The Extremist and Revolutionary Phase Chapter-2 The Gandhian Phase: Non-Cooperation movement Civil Disobedience Movement and the Quit India movement. Chapter-3 Constitutional Development: 1773 Regulation Act, 1833 charters Act, 1858- Queens proclamation | 15 Hours |

| | | |
|------------------|--|-----------------|
| Unit-II | 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 Chapter-5 Government of India Act of 1935: main provisions of Round Table, Conference provincial Autonomy and federal system Chapter-6 Indian Independence Act of 1947: main provisions, Cabinet Mission Plan | 15 Hours |
| Unit- III | Constituent Assembly Debates on Chapter-7 State structure, citizenship Universal Adult Franchise Chapter-8 Minority Rights, Uniform Civil Code Chapter-9 Language and Union of States (The above three should be discussed in the context of Constituent Assembly Debates) | 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 |



Semester III

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.

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 | 45Hours |
|---------------|--|----------------|
| 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> | 15Hours |

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| 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> | 15Hours |
| 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> | 15Hours |

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, Lexis Nexis, 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 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 |
| AssessmentTest-1 | 10 |
| Seminar/Group Discussion/Field Visit | 10 |
| AssessmentTest-2 | 10 |
| Assignment | 10 |
| Total | 40 |

Sd/-
Chairperson, BOS

PARLIAMENTARY PROCEDURES IN INDIA
DSC-6

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| 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 | <p>Chapter-1: Election Commission: Powers and Functions Elections to the Legislatures: Parliament and State Legislatures.</p> <p>Chapter-2: Powers, Functions and Privileges of People's Representatives-Members of Parliament and State Legislature.</p> <p>Chapter-3: Legislative Procedures of the Parliament: Articles 107-122.</p> | |

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|-----------------|--|----------------|
| 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> | 15Hours |
| 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> | 15Hours |

Exercise:

- The college can organize 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 organize special lectures by inviting officers / bureau crats to deliberate on the procedural aspects of democracy.

Suggested Readings

1. M.N. Kaul and S.L. Shakdher, 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. *संसदीय प्रणाली: संसदीय प्रणाली, संसदीय प्रणाली* Dgti J.T 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 in g%20Parliamentary%20Committees.pdf](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**

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|--|--|
| 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 | Content of Course-OE-3.1 | 45Hours |
|---------------|--|----------------|
| 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> | 15Hours |

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|------------------|--|----------------|
| 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 Stereotype sin Socio-Political sphere.</p> <p>Chapter-6: Capacity Building and Role of Women in Karnataka Politics, Women Representation in Local Governments.</p> | 15Hours |
| 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> | 15Hours |

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. Swai 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 Vimal Khawas, "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 Black Publication, New Delhi, 2012.
10. Brush, Lisa D., "Gender and Governance", Rawat Publications, New Delhi, 2007.
11. Sangeceta 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, Narpal, "Changing Status of Women", Vista International Publishing House, Delhi, 2008.
15. Anuradhamathu, "Gender and Development in India", Kalpa 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 |
| AssessmentTest-1 | 10 |
| Seminar/Group Discussion/ Field Visit | 10 |
| AssessmentTest-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 is courses.

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 MillStrike, 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> | 15Hours |
| 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> | 15Hours |

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 Lovesto 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, Islamand 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-worksvolume-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 |
| AssessmentTest-1 | 10 |
| Seminar/Group Discussion/ Field Visit | 10 |
| AssessmentTest-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 behavior 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 | 45Hours |
|---------------|--|----------------|
| 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 Rights.</p> | 15Hours |

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|------------------|--|----------------|
| | | |
| 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> | 15Hours |
| 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, Colour, 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> | 15Hours |

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' RutledgeIndia, New Delhi, 1996.
2. Atul Kohli, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
3. Atul Kohli, '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 became 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, springerlink.

Pedagogy:

The courses 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



SemesterIV

**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: 2 Hours |
| 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 the irrelevance to changing times.

Learning Outcome:

At the end of the course the students shall-

- Reflection 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 | ContentsofCourse-DSC7 | 45Hours |
|------------------|---|----------------|
| 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 Varna shrama Dharma, Dr. Radhakrishnan perspective.</p> <p>Chapter-3: Indian Culture: Colonial Narratives (William Jones, Macaulay) and Contemporary Discourses (Dharampal and Edward Said).</p> | 15Hours |
| 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, NatureandStructure.</p> <p>Chapter-6: Functions of Institutions: Sabha, Samiti, Vidhata, Paura-Janapada.</p> | 15Hours |
| Unit- III | <p>Chapter-7: Ganasaghas: Nature, Structure, Functions Role ofStoriesinIndianTradition 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> | 15Hours |

Exercise:

- Closer ending sessions to be organized to understand the ancient extinits 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 Thapar, From Lineage to State, Oxford University Press, United Kingdom, 1984.
8. R.S.Sharma, Shudras in Ancient India, Motilal Banarsidass, Delhi, 1957.
9. Sharma, R. S, India's Ancient Past, Oxford University Press, New Delhi, 2006.
10. Sharma, R. S, Rethinking India's Past, Oxford University Press, New Delhi, 2010.
11. Kraedler Lawrence, "Formation of the state", Prentice Hall, United States, 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 Manoharlal Publishers Private Limited, New Delhi, 1989.
23. Bandyopadhyay 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.

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 Thapar, From Lineage to State, Oxford University Press, United Kingdom, 1984.
8. R.S.Sharma, Shudras in Ancient India, Motilal Banarsidass, Delhi, 1957.
9. Sharma, R. S, India's Ancient Past, Oxford University Press, New Delhi, 2006.
10. Sharma, R. S, Rethinking India's Past, Oxford University Press, New Delhi, 2010.
11. Kraedler Lawrence, "Formation of the state", Prentice Hall, United States, 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 Manoharlal 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 1700, 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-ends 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-3Approaches–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 Lass well's contribution.</p> | 15Hours |
| Unit- III | <p>Chapter-7 Almondon 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> | 15Hours |

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 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 stake holders. 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 today Administration through a charter and other programmes like Sakala, Bhoomi etc.,

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

| | | |
|------------------|--|----------------|
| | 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 EGovernance Policy, ICT and Governance. Chapter-6 Citizens Charter, Digital India, Gender and Governance. | 15Hours |
| 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. | 15Hours |

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. KanakKantiBagchi, GoodGovernanceandDevelopment, AbhijeetPublications, NewDelhi, 2009.
2. C.PBharthwalEd. GoodGovernanceinIndia, DeepandDeep, NewDelhi, 2003.
3. DhamejaAlka Ed, Contemporary Debates in Public Administration, Prentice Hall of India, NewDelhi, 2003.
4. WorldBank, GovernanceandDevelopment, Washington, DC, 1992.
5. NirajaGopalJayal, Ed, DemocraticGovernance inIndia, Sage, NewDelhi, 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 |
| AssessmentTest-1 | 10 |
| Seminar/Group Discussion/ Field Visit | 10 |
| AssessmentTest-2 | 10 |
| Assignment | 10 |
| Total | 40 |

Sd/-
Chairperson, BOS

UNDERSTANDING Dr. B. R. AMBEDKAR
Open ElectiveOE-4.2

| | |
|---|--|
| Course Title: UNDERSTANDING Dr. B.R.AMBEDKAR | |
| TotalContactHours: 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 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 OE4.2 | 45Hours |
|---------------|---|----------------|
| Unit-I | Chapter:1- Dr. B .R. Ambedkar's Journey of Life and experiences. Chapter:2- Dr.B.R.Ambedkar's perception on Hindu Social Order, Caste and Untouchability, Annihilation of Caste, His views on Manusmriti | 15Hours |

| | | |
|------------------|--|----------------|
| | 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> | 15Hours |
| 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: onIslam,Buddhism,onReligiousConversion,onAryanInvasionTheory.</p> <p>Chapter: 9- Dr.B.R.AmbedkarViews on Language Question, Education, Women Empowerment and Nationalism.</p> | 15Hours |

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 tovisit 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 Kohli, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
7. Atul Kohli, 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, Springerlink, 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 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

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 grass roots 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 | 45Hours |
|---------------|--|----------------|
| 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> | 15Hours |

| | | |
|------------------|--|----------------|
| Unit-II | <p>Chapter-4: Political Culture- Shared Beliefs, Values, Ideologies and Norms, Process of Socialization.</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> | 15Hours |
| 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> | 15Hours |

Exercise:

- Conducting class room 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. (etal), 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 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

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: 1Hours |
| 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: | 24Hours |
|----------------|---|---------------|
| 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. | 8Hours |
| Unit-II | Chapter-3 Union Government -President, Prime Minister and Council of Ministers Chapter-4 State Government -Governor, Chief Minister and Council of Ministers | 8Hours |

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

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, 356etc.

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. DurgaDasBasu, 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. KB Merunandan, Bharatada Samvidhana Ondu Parichaya, Bangalore, Meragu Publications, 2015.
6. ~~यह है~~ JI.JA.gAd+Rgl Agv, PAogF MbAd0AAiA Oglt YBa+El^o N, Egl 2020.
7. K. Sharma, Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2002.
8. P.MBakshi, 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 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 |
| AssessmentTest-1 | 5 |
| Seminar/Group Discussion/Field Visit | 5 |
| AssessmentTest-2 | 5 |
| Assignment | 5 |
| Total | 20 |

Sd/-
Chairperson, BOS