

Government of Karnataka  
Department of Collegiate Education  
Government College ( Autonomous ), Kalaburagi.

-----Department of Political Science (UG)-----

## Syllabus-NEP-2020

### Table of Contents

SI No	<b>Content</b>	Page No
1	List of BOS Committee Members	
2	Program Learning Outcomes	
3	Proposed structure for Political science Discipline	
4	Model Curriculum Design	
5	Curriculum Structure for the UG Degree Programme (BA,BSc & Bcom)	
6	Semester -1	
7	Semester -2	

### *List of BOS Committee Members*

Sl No	Names	Designation	Position	Address
1	Dr.Shrimanth B.Holkar	Asst Professor	<b>Chairman</b>	Govt College(Autonomous), Kalaburagi-5
2	Dr.Shobhadevi.T	Asst Professor	Member	Govt College(Autonomous), Kalaburagi-5
3	Dr.Geeta Patil	Asst Professor	Member	Govt College(Autonomous), Kalaburagi-5
4	Dr.Suhasini.B	Asst Professor	Member	Govt College(Autonomous), Kalaburagi-5
5	Dr.G Sreeramulu	Professor	Member <b>University Nominee</b>	Gulbarga University, Kalaburagi.
6	Dr.Manohar G Metre	Asst Professor	Member <b>Other Than Parent University</b>	Govt FG College For Women's Bidar. <b>(Karnataka State Akka Mahadevi Women's University, Vijayapur.)</b>
7	Dr. Basant Sagar	Asst Professor	Member <b>Other Than Parent University</b>	Govt FG College, Shahapur.Dist.Yadagiri <b>(Raichur University, Raichur.)</b>
8	Sri.Revansiddappa Doddamani	Industrialist	Member	Badepur Colony,Kalaburagi-5
9	Kumari. Kashibai Guttedar.	Alumni	Member	R/o Pala Tq & Dist.Kalaburagi

## 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.

Proposed Structure for Political Science Discipline

*Semester - I*

<b>Course</b>	<b>Paper</b>	<b>Credits</b>	<b>No. of Teaching Hours/Week</b>	<b>Total Marks/ Assessment</b>
DSC-1	Basic Concepts in Political Science	3	3	100 (60 + 40)
DSC-2	Political Theory	3	3	100 (60+40)
OE-1	Human Rights	3	3	100 (60+40)

*Semester - II*

<b>Course</b>	<b>Paper</b>	<b>Credits</b>	<b>No. of Teaching Hours/Week</b>	<b>Total Marks/ Assessment</b>
DSC-3	Western Political Thought	3	3	100 (60 + 40)
DSC-4	Indian National Movement and Constitutional Development	3	3	100 (60+40)
OE-2	Indian Polity : Issues and Concerns	3	3	100 (60+40)

## Model Curriculum

Name of the Degree Program : **BA/BSc/BCom...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:**

- 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.

**Assessment :**

Weightage for assessments (In percentage)

<b>Types of Course</b>	<b>Formative Assessment/IA</b>	<b>Summative Assessment</b>
<b>Theory</b>	<b>40</b>	<b>60+40=100</b>
<b>Practical</b>	--	--
<b>Project</b>	--	--
<b>Experiential Learning (Internship etc)</b>	--	--

# Curriculum Structure for the Undergraduate Degree Program

## BA / BSc/BCom.

**Total Credits for the Program:**

**Starting year of implementation: 2021-22**

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

**Discipline/Subject: Political Science**

### Program Articulation Matrix: Core Courses

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses may be listed separately .

Semester	Title/Name of the Course	Program outcomes that the course address(Not more than 3 per course)	Prerequisite Course(s)	Pedagogy	Assessments
1	<b><i>Basic concepts in Political Science</i></b>	1.Political Science, theoretically and will gain knowledge to explain and analyze politics at large. 2.The dynamics of politics. 3.To inculcate the democratic spirit.		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 Weekend Counseling Classes.	

	<b>Political Theory</b>	1.The nature and relevance of Political Theory. 2.The different concepts like Liberty, Equality, Justice and Rights. 3.To reflect upon some of the important debates		-do-	60+40=100
		Political Theory			
2	<b>Western Political Thought</b>	1.And get an introduction to the Schools of Political Thought and Theory making in the West. 2.And introduce the richness and variations in the political perceptions of Western Thinkers. 3.And familiarize themselves to the Thought and Theory of Western Philosophy.		-do-	60+40=100
	<b>Indian National Movements And Constitutional Development</b>	1.Understand how the colonial rule was overthrown by the Indian nationalists. 2.Appreciate the ideals and values of Gandhi that resulted in freedom. 3.Examine the problem of Independent		-do-	60+40=100

		India and the role played by great leaders in solving them.			
--	--	---	--	--	--

### Program Articulation Matrix: Elective Course

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses may be listed separately

Semester	Title /Name of the Course	Program outcomes that the course addresses ( Not more than 3 per week)	Pre-requisite course(s)	Pedagogy	Assessment
1	<b><i>Human Rights</i></b>	1.Explain the basic concept of Human Rights and its various formulations. 2.Have necessary knowledge and skills for analyzing, interpreting, and applying the Human Rights standards and sensitize them to the issues. 3.Develop ability to critically analyse Human Rights situations around them		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 Weekend Counseling Classes.	60+40=100
2	<b><i>Indian Polity</i></b> :	1.Understand the reasons behind the			



	<b><i>Issues and Concerns</i></b>	causes of these issues and also the constitutional provisions that existed. 2.Familiarize with the debates that emerged. 3.Be able to suggest the measures to control such issues.			
--	-----------------------------------	---	--	--	--

# Semester -1

## BASIC CONCEPTS IN POLITICAL SCIENCE

### DSC-1

#### Course Title : BASIC CONCEPTS IN POLITICAL SCIENCE

<b>Total Contact Hours : 45</b>	<b>Course Credits-3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 3Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

#### 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 the Course-1	45 Hours
<b>Unit-I</b>	<b>Chapter -1</b> Meaning of Politics, Nature, Scope and Importance of Political Science, Approaches to the study of Political Science <b>Chapter- 2</b> 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 <b>Chapter-3</b> Civil Society- Meaning and Importance.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b> Emergence, Meaning and Characteristics of Sovereignty and Law  <b>Chapter-5</b> Kinds of Sovereignty: Austin's Concept of Sovereignty and Pluralistic Critique  <b>Chapter-6</b> Theories of Sovereignty -Monistic, Pluralistic, Historical, Philosophical, Pluralism Theory.	<b>15 Hours</b>

<b>Unit-III</b>	<b>Chapter-7</b> Liberty: Meaning and Kinds; Positive and Negative <b>Chapter-8</b> Equality: Meaning and Kinds (Social, Economic and Political) <b>Chapter-9</b> Power and Justice: Meaning and kinds, Political Obligation: Nature and Theories	<b>15 Hours</b>
-----------------	--	-----------------

**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 Resources (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

**Formative Assessment**

<b>Assessment Occasions / Type</b>	<b>Weightage in Marks</b>
<b>Assessment Test-1</b>	<b>15</b>
<b>Seminar /Presentation /Group Discussion</b>	<b>05</b>
<b>Assessment Test-2</b>	<b>15</b>
<b>Assessment</b>	<b>05</b>
<b>Total</b>	<b>40</b>

## POLITICAL THEORY

### DSC-2

#### Course Title : POLITICAL THEORY

<b>Total Contact Hours : 45</b>	<b>Course Credits-3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 3Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

#### 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
<b>Unit-I</b>	<p><b>Chapter-1</b> Meaning, Nature and Importance of Political Theory, Traditional Approaches to Political Theory Normative, Historical, Philosophical, Institutional</p> <p><b>Chapter-2</b> Modern Approaches- Behavioral, Post-Behavioral, David Easton's Political System and Marxian Approach</p> <p><b>Chapter-3</b> Relevance of Political Theory, Decline and Resurgence of political Theory</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4</b> Liberalism: J.S Mill</p> <p><b>Chapter-5</b> Neo- Liberalism: Rawls</p> <p><b>Chapter-6</b> Libertarianism: Nozick</p>	<b>15 Hours</b>
<b>Unit-III</b>	<p><b>Chapter-7</b> Communitarianism and Multiculturalism: Indian perspective, Colonial Discourse and Post Colonialism,</p> <p><b>Chapter-8</b> Proponents of Secularism – Nehru, Gandhi.</p> <p><b>Chapter-9</b> Theory of Social Justice – Basaveshwara and Dr.B R Ambedkar</p>	<b>15 Hours</b>

**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. Paris: 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.
16. ರಾಜಾರಾಮ ಹೆಗಡೆ ಮತ್ತು ಸದಾನಂದ ಜಿ.ಎಸ್. (ಸಂ) "ಪೂರ್ವಾಪಲೋಕನ", ವಸಂತ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2016

**Pedagogy:**

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

**Formative Assessment**

<b>Assessment Occasions / Type</b>	<b>Weightage in Marks</b>
<b>Assessment Test-1</b>	<b>15</b>
<b>Seminar /Presentation /Group Discussion</b>	<b>05</b>
<b>Assessment Test-2</b>	<b>15</b>
<b>Assessment</b>	<b>05</b>
<b>Total</b>	<b>40</b>

## Human Rights

### Open Elective OE-1

#### Course Title : HUMAN RIGHTS

<b>Total Contact Hours : 45</b>	<b>Course Credits-3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 3Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

#### 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.

<b>Unit</b>	<b>Contents of Course</b>	<b>45 Hours</b>
<b>Unit-I</b>	<b>Chapter-1</b> Meaning, nature, scope and Classification of Human Rights <b>Chapter-2</b> 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) <b>Chapter-3</b> Universal Declaration of Human Rights	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b> Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties in India <b>Chapter- 5</b> National Human Rights Commission (NHRC) Composition and its function <b>Chapter-6</b> Karnataka State Human Rights Commissions (KSHRCs) – Composition and its functions	<b>15 Hours</b>
<b>Unit-III</b>	<b>Chapter -7</b>	<b>15 Hours</b>



	National Commission and Committees for SCs/STs, Minorities' Commission, Women' Commission <b>Chapter-8</b> Major issues and concerns of Human Rights Discrimination and violence against women, children, Dalits and Minorities, Trafficking, Child Labour and Bonded Labour <b>Chapter-9</b> Challenges to Human Rights	
--	---	--

### 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](http://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. Donnelly, Jack and Rhoda Howard (ed.), International Handbook of Human Rights, Westport, Connecticut: Greenwood Press,1987.
8. Donnelly, Jack, Universal Human Rights in Theory and Practice, New Delhi, Manas, 2005.
9. Dr.Tapan Biswal, “Human Rights Gender and Environment”, Viva Books Private Limited Publishers, New Delhi 2006
10. Satya.P. Kanan, “Human Rights Evolution and Development”, Wisdom Press, New Delhi 2012.
11. Gerwith, Human Rights: Essays on Justification and Application, University of Chicago Press, Chicago,1982. 12. Khan, Mumtaz Ali, Human Rights and the Dalits, Uppal Publishing House, New Delhi, 1995.

12. V.T.Patil, "Human Rights Developments in South Asia", Authors Press Publishers, Delhi 2003.
14. Dr.S.K. Gupta, "Statewise Comprehensive Information on Human Right Violation", Published by ALP Books, Delhi. 2009
13. Acharya, B.C. A Handbook of Wome;s Human Rights, Wisdom Press, New Delhi, 2011.
16. South Asia Human Rights Documentation Centre, Introducing Human Rights, Oxford, New Delhi, 2006.
17. Lillich, R. International Human Rights: Law Policy and Practice, Boston: Little Brown and Co., 1991 2<sup>nd</sup> Edn

**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**

<b>Assessment Occasions / Type</b>	<b>Weightage in Marks</b>
<b>Assessment Test-1</b>	<b>15</b>
<b>Seminar /Presentation /Group Discussion</b>	<b>05</b>
<b>Assessment Test-2</b>	<b>15</b>
<b>Assessment</b>	<b>05</b>
<b>Total</b>	<b>40</b>

## Semester-II

### Western Political Thought

#### DSC-3

#### Course Title : Western Political Thought

<b>Total Contact Hours : 45</b>	<b>Course Credits-3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 3Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

#### 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

<b>Unit</b>	<b>Contents of Course – 3</b>	<b>45 Hours</b>
<b>Unit – I</b>	<b>Chapter -1</b> Salient Features of the Greek Political Thought, Plato: Theory of Justice, Philosopher King, Aristotle: State and Its Classification, Theory of Revolution <b>Chapter -2</b> Salient Features of Medieval - Political Thought, Christian Tradition <b>Chapter -3</b> St. Thomas Aquinas: Church v/s State, St. Augustine: Theory of Two Swords, Machiavelli: On Politics and State Craft, Views on ends and means	<b>15 Hours</b>
<b>Unit – II</b>	<b>Chapter -1</b> Hobbes: Theory of Sovereignty, Locke: Social Contract and Theory of Government, Tolerance; Rousseau: Social Contract, General Will <b>Chapter -2</b> Bentham: Theory of Utilitarianism <b>Chapter -3</b> J.S. Mill: Views on Liberty	<b>15 Hours</b>
<b>Unit – III</b>	<b>Chapter -1</b> A. Hegel - Dialectical Materialism B. Karl Marx - Classless and stateless society	<b>15 Hours</b>

	<b>Chapter -2</b> Jurgen Habermas- Communicative action, Public Sphere, Theory of truth and knowledge <b>Chapter -3</b> Hannah Arendt- Theory of Action, Modernity, Conception of Citizenship	
--	---	--

**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.

**Pedagogy:**

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

**Formative Assessment**

<b>Assessment Occasions / Type</b>	<b>Weightage in Marks</b>
<b>Assessment Test-1</b>	<b>15</b>
<b>Seminar /Presentation /Group Discussion</b>	<b>05</b>
<b>Assessment Test-2</b>	<b>15</b>
<b>Assessment</b>	<b>05</b>
<b>Total</b>	<b>40</b>

## DSC-4

Course Title :

### Indian National Movement and Constitutional Development

<b>Total Contact Hours : 45</b>	<b>Course Credits-3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 3Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

#### 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 these problems

#### Contents of Course – 4

<b>Unit</b>	<b>Contents of Course-4</b>	<b>45 Hours</b>
<b>Unit – I</b>	<i>Chapter-1</i> Indian National Movement: Features, The Liberal, The Extremist and Revolutionary Phase <i>Chapter-2</i> The Gandhian Phase: Non-Cooperation movement <i>Chapter-3</i> Civil Disobedience Movement and the Quit India movement .	<b>15 Hours</b>
<b>Unit-II</b>	<i>Chapter-4</i>	<b>15 Hours</b>

	<p>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><b>Chapter-5</b> Government of India Act of 1935: main provisions: Round Table, provincial Autonomy and federal system</p> <p><b>Chapter-6</b> Indian Independence Act of 1947: main provisions, Simon Commission and Cabinet Mission Plan</p>	
<b>Unit- III</b>	<p><b>Constituent Assembly Debates on</b></p> <p><b>Chapter-7</b> Citizenship State Structure</p> <p><b>Chapter-8</b> Minority Rights, UCC v/s Personal Law</p> <p><b>Chapter-9</b> Language and Union of States <b>(The above three should be discussed in the context of Constituent Assembly Debates)</b></p>	<b>15 Hours</b>

### 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**

<b>Assessment Occasions / Type</b>	<b>Weightage in Marks</b>
<b>Assessment Test-1</b>	<b>15</b>
<b>Seminar /Presentation /Group Discussion</b>	<b>05</b>
<b>Assessment Test-2</b>	<b>15</b>
<b>Assessment</b>	<b>05</b>
<b>Total</b>	<b>40</b>



## Open Elective OE- 2

### Course Title : Indian Polity : Issues and Concerns

<b>Total Contact Hours : 45</b>	<b>Course Credits-3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 3Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

#### 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.

<b>Unit</b>	<b>Contents of Course-OE-2</b>	<b>45 Hours</b>
<b>Unit –I</b>	<b>Chapter-1</b> National Integration and Social Harmony - Meaning and Need of National Integration and Suggestions for securing National Integration <b>Chapter-2</b> Society and Politics in India: Caste and Its Impact, Problems in understanding caste system as a social system in India, and Role of Caste and its Impact on Indian Polity. <b>Chapter-3</b> Language- Role and Constitutional Provisions, Issues .	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b>	<b>15 Hours</b>

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

### 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 Occasions / Type	Weightage in Marks
Assessment Test-1	15

<b>Seminar /Presentation /Group Discussion</b>	<b>05</b>
<b>Assessment Test-2</b>	<b>15</b>
<b>Assessment</b>	<b>05</b>
<b>Total</b>	<b>40</b>

-----\*\*\*\*\*-----

# **Political Science Discipline**

## **Syllabus**

( III & IV Semester)

Submitted to

**Principal**

**Government College, Kalaburagi**

(An Autonomous Institution )

**Sedam Road, Kalaburagi -585105 Karnataka India**

Submitted by

**Chairman and Members**

**BOS, Dept of UG Studies in Political Science**

## **Table of Content**

<b>Sl.No</b>	<b>Content</b>	<b>Page No</b>
<b>1</b>	<b>List of BOS Members</b>	
<b>2</b>	<b>Structure for Political Science Discipline</b>	
<b>3</b>	<b>Political Science Model Curriculum Design</b>	
<b>4</b>	<b>Semester - III</b>	
<b>5</b>	<b>Semester - IV</b>	
<b>6</b>	<b>General Pattern of Political Science Question Paper</b>	

Sd/-

**BOS Committee Chairperson**

### *List of BOS Committee Members*

Sl No	Names	Designation	Position	Address
1	Dr.Shrimanth B.Holkar	Asst Professor	<b>Chairman</b>	Govt College, (Autonomous) Kalaburagi-5
2	Dr.Geeta Patil	Asst Professor	<b>Member</b>	Govt College, (Autonomous) Kalaburagi-5
3	Dr.Suhasini.B	Asst Professor	<b>Member</b>	Govt College, (Autonomous) Kalaburagi-5
4	Dr.G Sreeramulu	Professor	<b>Member University Nominee</b>	Gulbarga University, Kalaburagi.
5	Dr.Manohar G Metre	Asst Professor	<b>Member Other Than Parent University</b>	Govt FG College For Women's Bidar. (Karnataka State Akka Mahadevi Women's University, Vijayapur.)
6	Dr. Basant Sagar	Asst Professor	<b>Member Other Than Parent University</b>	Govt FG College, Shahapur.Dist.Yadagiri (Raichur University, Raichur.)
7	Sri.Revansiddappa Doddamani	Industrialist	<b>Member</b>	Badepur Colony,Kalaburagi-5
8	Kumari. Kashibai Guttedar.	Alumni	<b>Member</b>	R/o Pala Tq & Dist. Kalaburagi

## Structure for Political-Science Discipline

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

## 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)

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

## **SEMESTER – III**

## **INDIAN GOVERNMENT AND POLITICS**

**DSC – 5**

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

### **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 the Course – 5	45 Hours
<b>Unit – I</b>	<b>Chapter – 1 :</b> Indian Politics : Approaches to Study of State and Politics in India ( Liberal, Marxist and Gandhian) <b>Chapter- 2 :</b> Constituent Assembly – Composition and Major regarding the Structure of Indian State. <b>Chapter- 3 :</b> Preamble and Salient Features of Indian Constitution	<b>15 Hours</b>
<b>Unit- II</b>	<b>Chapter- 4 :</b> The Union Executive : The President , Vice President ,Prime Minister and the Council of Ministers. <b>Chapter-5:</b> Parliament : Power and Functions of Lok Sabha and Rajya Sabha, Relationship between the two Chambers, Amendment Process and Major Amendments ( 42 <sup>nd</sup> ,73 <sup>rd</sup> ,74 <sup>th</sup> 86 <sup>th</sup> and 101 <sup>st</sup> ) <b>Chapter- 6:</b> Judiciary and Judicial Review, Appellate Authority ,Basic Structure of the Indian Constitution and debates	<b>15 Hours</b>
<b>Unit – III</b>	<b>Chapter- 7 :</b> Nature of Indian Political System , Union – State Relations ( Commission and Committees), President’s Rule : Processes and Politics <b>Chapter – 8:</b> Ideology of – National Political Parties , Regional Political Parties , Coalition Politics and Elections in Indian Politics. <b>Chapter-9 :</b> Issues in Indian Democracy : Caste, Religion , Communalism, Regionalism, Criminalization, Terrorism, Social and Distributive Justice .	<b>15 Hours</b>

**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

☐ 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, MeenakshiPrakashan, 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, ShobanLal 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. BidyutChakrabarty&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 &RekhaSaxena, 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&PratapBhanu 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 and Week-end Counselling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion / Type</b>	<b>Weightage in Marks</b>
Assessment Test – 1	10
Seminar/ Presentation / Group Discussion	10
Assessment Test- 2	10
Assignment	10
<b>Total</b>	<b>40</b>

DSC- 6

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

**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

<b>Unit</b>	<b>Contents of Course -6</b>	<b>45 Hours</b>
-------------	------------------------------	-----------------

<b>Unit-I</b>	<p><b>Chapter-1:</b> Elections to the Legislatures: Parliament and State Legislatures.</p> <p><b>Chapter-2:</b> Powers, Functions and Privileges of People's Representatives - Members of Parliament and State Legislature.</p> <p><b>Chapter-3:</b> Legislative Procedures of the Parliament: Articles 107-122.</p>	
<b>Unit-II</b>	<p><b>Chapter-4:</b> Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills.</p> <p><b>Chapter-5:</b> 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><b>Chapter-6:</b> Parliamentary Committees: Composition and Functioning (Departmental Standing Committees, Select Committees, Joint Parliamentary Committees, Public Accounts Committee on Privilege Business, Advisory Committee, Ethics Committee).</p>	<b>15 Hours</b>
<b>Unit-III</b>	<p><b>Chapter-7:</b> Motions and Hours in the House : Question Hour, Zero Hour, Half an Hour Discussion, Calling Attention Motion, Adjournment Motion, Privilege motion, Censure motion, 'Noconfidence' motion, Cut motion. <b>Chapter-8:</b> Parliamentary Questions: Types, Starred and Unstarred Questions, Questions Addressed to Private Members and Short Notice Questions. <b>Chapter-9:</b> Parliamentary Privileges: Constitutional Provisions, Codification of Privileges, Privileges of Parliamentarians and Legislators, Breach of Privilege.</p>	<b>15 Hours</b>

#### 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. Shaktiher, 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. ಅತಮಯ, ಅದಕ, ನಮ ಸ ಷ ಕಶ, ಆವ, National Book Trust, India, 2015.
7. Dr. K. S. Chauhan, Parliament Powers Functions And Privileges, LexisNexis, India, 2013.
8. AjitRanjan 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/Strengthenin%20Parliamentary%20Committees.pdf>.

**Pedagogy:**

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, and Mock Parliaments as 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	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

## GENDER AND POLITICS

Open Elective- OE- 3.1

<b>Course Title: GENDER AND POLITICS</b>	
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.

<b>Unit</b>	Contents of Course – OE – 3.1	<b>45 Hours</b>
-------------	-------------------------------	-----------------

<b>Unit – I</b>	<b>Chapter-1:</b> Defining Gender, Significance of Gender Studies, Difference between Gender Studies and Women Studies, Feminist Perspectives (with reference to India), Opportunities and Constraints (Party Choices of Candidates, Social Taboos and Stereotypes). <b>Chapter-2:</b> Gender Imbalance in Political Representation and Electoral Process, Gender Discrimination in Indian Politics including LGBTQ, Feminist Critique of Politics. <b>Chapter-3:</b> Governance and Gender Structures, Gender Budgeting and Gender Issues in Governance.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Gender and Empowerment Process: Education, Economic, Political and Socializing and sensitizing gender issues. <b>Chapter-5:</b> Gender Differentiation in Political Parties and Leadership, Challenging Gender Stereotypes in Socio-Political sphere. <b>Chapter-6:</b> Capacity Building and Role of Women in Karnataka Politics, Women Representation in Local Governments.	<b>15 Hours</b>
<b>Unit- III</b>	<b>Chapter-7:</b> Women and Poverty, Women and Health, Women and wealth creation, Violence against Women, Women and Armed Conflict. <b>Chapter-8:</b> Women and Literature, Women and the Media, Women and the Environment. <b>Chapter-9:</b> Women and Societal Challenges: Dowry, Domestic Violence, Girl Child - Programmes for Empowerment of Women, Educating children and socio-religious taboos including patriarchy.	<b>15 Hours</b>

**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, EnakshiK.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. KrantiRana, "Modern Working Women and the Development Debate", Kanishka Publishers, New Delhi, 1998.
5. Dr.Tanuja Trivedi, "Encyclopedia of Women's Empowerment", JanapadaPrakashan, 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. SangeetaBharadwaj, "Gender, Social Structure and Empowerment Status Report of Women in India", Rawat Publication, 2009.
12. Dr.TapanBiswal, "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", Kalpaz Publication, Delhi, 2008.
16. M.BahatiKumba, "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 Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
<b>Assessment Test – 1</b>	<b>10</b>
<b>Seminar/Presentation/Group Discussion</b>	<b>10</b>
<b>Assessment Test-2</b>	<b>10</b>
<b>Assignment</b>	<b>10</b>
<b>Total</b>	<b>40</b>

**UNDERSTANDING GANDHI**

Open Elective – OE- 3.2

<b>Course Title: UNDERSTANDING GANDHI</b>	
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 2 Hours</b>

<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>
---------------------------------------	--

### 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
<b>Unit - I</b>	<p><b>Chapter-1:</b> Background Influences: Historical: South Africa, Intellectual: Thoreau, Ruskin and Tolstoy.</p> <p><b>Chapter-2:</b> Gandhian Experiments: Satyagraha, Non-Violence, Truth, Movements led by Gandhi- Champaran, Bardoli, Khilafat, Non-Cooperation, Salt Satayagraha.</p> <p><b>Chapter-3:</b> Social Movements- Ahmedabad Mill Strike, Vaikom Satyagraha, Forest, Health and Naturopathy, Sustainable Development.</p>	<b>15 Hours</b>
<b>Unit - II</b>	<p><b>Chapter-4:</b> Gandhi as a Leader: Gandhi as a model, Gandhian Methodology: Prayer, Consensus Building and Fasting.</p> <p><b>Chapter-5:</b> Gandhian Views on Politics: Role of Ethics, Morality, Religion and Service.</p> <p><b>Chapter-6:</b> Gandhi's critique on English Parliament, Gandhi on Nation and Nationalism.</p>	<b>15 Hours</b>
<b>Unit - III</b>	<p><b>Chapter-7:</b> Gandhi on Swadeshi and Swaraj, Critique on Modern Civilization, Modern Education and Machines.</p>	<b>15 Hours</b>

	<p><b>Chapter-8:</b> Gandhi on Violence (Doctrine of the Sword) Gandhi and Sins, Gandhi's views on Women and Sustainable Development.</p> <p><b>Chapter-9 :</b> Gandhi as Political Strategist, Gandhi's Views on Hindu-Muslim Relation, Cow Protection, untouchability and Caste Question.</p>	
--	---	--

**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.
13. 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.
14. Collected Works of Mahatma Gandhi Hindu-Muslim Tension: Its Cause and Cure, Young India, 1924, pp. 58-59.
15. Collected Works of Mahatma Gandhi: Save the Cow, Young India, 1921.
16. <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 and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
<b>Assessment Test – 1</b>	<b>10</b>
<b>Seminar/Presentation/Group Discussion</b>	<b>10</b>
<b>Assessment Test-2</b>	<b>10</b>

<b>Assignment</b>	<b>10</b>
<b>Total</b>	<b>40</b>

## **CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION**

Open Elective OE- 3.3

Course Title: <b>CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION</b>	
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</b>

<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**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.

<b>Unit</b>	Contents of Course – OE- 3.3	<b>45 Hours</b>
<b>Unit – I</b>	<b>Chapter-1:</b> Concept of Citizen: Subject- Slave-Citizen: a Comparison, As pirational Citizenship. <b>Chapter-2:</b>	<b>15 Hours</b>

	<p>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 and 2005, National Register of Citizens (NRC).</p> <p><b>Chapter-3:</b> Citizens and Constitutional Provisions: Fundamental Rights and Duties, Socio-Economic and Cultural Rights.</p>	
<b>Unit-II</b>	<p>Chapter-4: Citizenship Issues in India: Laws for Immigrants, Laws for Migrants 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><b>Chapter-6:</b> IPC and Citizens Rights: First Information Report, Arrest, Detention, Bail Provisions, Sedition Act, Citizen and Civic Culture. Provisions, Sedition Act, Citizen and Civic Culture.</p>	<b>15 Hours</b>
<b>Unit – III</b>	<p><b>Chapter-7:</b> Citizen and His Responsibility: Constitutional Provisions, Local Acts, Right to Privacy, Role of NGO's.</p> <p><b>Chapter-8:</b> Citizen and Discrimination: Caste, Gender (LGBTQ), language, Race, Color, Place of Origin.</p> <p><b>Chapter-9:</b> Protection of Citizens: Women and Property Rights, Rights of Forest Dwellers, and Displaced People (War, Natural Calamities and Rehabilitation) and Universal Declaration of Human Rights.</p>	<b>15 Hours</b>

### 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. AtulKolhi, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.

3. AtulKolhi, 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 and Week-end Counseling Classes

<b>Formative Assessment</b>
-----------------------------

<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
<b>Assessment Test – 1</b>	<b>10</b>
<b>Seminar/Presentation/Group Discussion</b>	<b>10</b>
<b>Assessment Test-2</b>	<b>10</b>
<b>Assignment</b>	<b>10</b>
<b>Total</b>	<b>40</b>

## SEMESTER – IV

## ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS

DSC - 7

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

### 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.

<b>Unit</b>	<b>Contents of Course- DSC- 7</b>	<b>45 Hours</b>
-------------	-----------------------------------	-----------------



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

**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, MotilalBanarsidass, 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, MotilalBanarsidass, 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, MotilalBanarsidass 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, MotilalBanarsidass, 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. 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, MotilalBanarsidass, 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. MotilalBanarsidass, 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.

**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 and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
<b>Assessment Test – 1</b>	<b>10</b>
<b>Seminar/Presentation/Group Discussion</b>	<b>10</b>
<b>Assessment Test-2</b>	<b>10</b>
<b>Assignment</b>	<b>10</b>
<b>Total</b>	<b>40</b>

## **MODERN POLITICAL ANALYSIS**

DSC-8

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

**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.

<b>Unit</b>	Contents of Course: DSC-8	<b>45 Hours</b>
-------------	---------------------------	-----------------

<b>Unit –I</b>	<p><b>Chapte-1:</b> Genesis and Emergence of Modern Political Analysis, Modern Political Analysis -Meaning, Nature, Scope and Goals</p> <p><b>Chapter-2:</b> Political System-Types, similarities and differences, classification- Aristotle and Weber.</p> <p><b>Chapter-3 :</b> Approaches – Traditional- Philosophical, Historical Institutional, ModernBehavioral, Systems, Game.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4 :</b> Talcott Parson's General Systems theory- Pattern of Inter Relationship, Hierarchical order, Integration.</p> <p><b>Chapter-5 :</b> David Easton's Input-Output model of Political System, Features, Functions and Critical Evaluation.</p> <p><b>Chapter-6 :</b> Power-Meaning, significance, and measurement, difference between Power, Authority, Legitimacy and Influence, Harold Lasswell's contribution.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Almondon Structural – Functional Analysis Karl Deutsch's Communication Theory.</p> <p><b>Chapter-8 :</b> Richard C Snyder's Decision Making Theory, Arthur F. Bentley and David Truman Group theory of Politics.</p> <p><b>Chapter – 9:</b> Political Development - Concept of Political Development - its variables, Development syndrome, Theory of Lucian Pye.</p>	<b>15 Hours</b>

#### 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.

**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 and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
<b>Assessment Test – 1</b>	<b>10</b>
<b>Seminar/Presentation/Group Discussion</b>	<b>10</b>
<b>Assessment Test-2</b>	<b>10</b>
<b>Assignment</b>	<b>10</b>
<b>Total</b>	<b>40</b>

Open Elective OE - 4.1

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

**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,.

<b>Unit</b>	<b>45 Hours</b>
-------------	-----------------



	<b>Contents of Course: OE-4.1</b>	
<b>Unit – I</b>	<p><b>Chapter- 1 :</b> Meaning, Characteristics, Elements, Growth and need for Good Governance.</p> <p><b>Chapter-2 :</b> Theories and Concepts of Governance- Public Choice and Public Value Theory, Good Governance and Globalization.</p> <p><b>Chapter-3 :</b> Corporate Governance- Networking collaborative Governance.</p>	<b>15 Hours</b>
<b>Unit – II</b>	<p><b>Chapter-4:</b> Public Service Guarantee Act 2011: Features, Provisions and Impact, Right to Information Act- Meaning, Characteristics and Importance.</p> <p><b>Chapter-5 :</b> E-Governance - Meaning, Characteristics, Importance and E Governance Policy, ICT and Governance.</p> <p><b>Chapter-6 :</b> Citizens Charter, Digital India, Gender and Governance.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7 :</b> Sakala Project, BhoomiYojana, SWAYAM and eKissan, eCourt.</p> <p><b>Chapter-8:</b> People’s Participation and Role of Civil Society, Ethics and Accountability in Governance.</p> <p><b>Chapter-9:</b> Challenges before good governance in India.</p>	<b>15 Hours</b>

#### **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, Bhoomietc,.
- ☐ 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 and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
<b>Assessment Test – 1</b>	<b>10</b>
<b>Seminar/Presentation/Group Discussion</b>	<b>10</b>
<b>Assessment Test-2</b>	<b>10</b>
<b>Assignment</b>	<b>10</b>
<b>Total</b>	<b>40</b>

## UNDERSTANDING Dr. B.R. AMBEDKAR

Open Elective OE -4.2

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

### 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.

<b>Unit</b>	<b>Contents of Course OE 4.2</b>	<b>45 Hours</b>
<b>Unit- I</b>	<p><b>Chapter: 1:</b> Dr. B. R. Ambedkar's Journey of Life and Experiences.</p> <p><b>Chapter: 2:</b> Dr. B. R. Ambedkar's perception on Hindu Social Order, Caste and Untouchability (refer Annihilation of Caste).</p> <p><b>Chapter-3:</b> Dr. B. R. Ambedkar's Initiatives: Mahad Satyagraha, Kalaram Temple Entry Movement.</p>	<b>15 Hours</b>
<b>Unit – II</b>	<p><b>Chapter: 4:</b> Dr. B. R. Ambedkar and Round Table Conference: His Memorandum, Communal Award and Poona Pact.</p> <p><b>Chapter: 5:</b> Dr. B. R. Ambedkar on Partition of India, Dr. B. R. Ambedkar's contribution as the Chairman of the Drafting Committee.</p> <p><b>Chapter 6 :</b> 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>	<b>15 Hours</b>
<b>Unit – III</b>	<p><b>Chapter: 7:</b> Dr. B. R. Ambedkar's Political Ideas: Democracy, Citizenship, Equality, Freedom and Justice.</p> <p><b>Chapter: 8:</b> Dr. B. R. Ambedkar's views: on Islam, Buddhism, on Religious Conversion, on Aryan Invasion Theory.</p> <p><b>Chapter: 9:</b> Dr. B. R. Ambedkar and Language Question, Dr. B. R. Ambedkar on Education and Women Empowerment and Nationalism.</p>	<b>15 Hours</b>

### **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. DhanjayaKeer, 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. AtulKolhi, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
7. AtulKolhi, 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](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. Baba sahebAmbedkar 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 and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
<b>Assessment Test – 1</b>	<b>10</b>
<b>Seminar/Presentation/Group Discussion</b>	<b>10</b>
<b>Assessment Test-2</b>	<b>10</b>
<b>Assignment</b>	<b>10</b>
<b>Total</b>	<b>40</b>

## **POLITICAL JOURNALISM**

Open Elective OE -4.3

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

### **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
<b>Unit –I</b>	<p><b>Chapter-1:</b> Defining Political Journalism, Traditional and Modern views about State and Politics.</p> <p><b>Chapter-2:</b> Understanding of Political Development: Caste, Religion, Linguistic and Party Perspectives.</p> <p><b>Chapter-3:</b> Defining the Role of Mass Media- Print, Electronic and Web (Social Media).</p>	<b>15 Hours</b>
<b>Unit - II</b>	<p><b>Chapter-4:</b> Political Culture- Shared Beliefs, Values, Ideologies and Norms, Process of Socialisation.</p> <p><b>Chapter-5:</b> Political Participation –Modes of participation, Political Apathy.</p> <p><b>Chapter- 6:</b> Methods of Political Journalism- Interviews, Political Debates, Commentary on Legislations.</p>	<b>15 Hours</b>
<b>Unit -III</b>	<p><b>Chapter-7:</b> Communication- Defining Communication, Shaping Public Opinion, Encoding and Decoding.</p> <p><b>Chapter-8:</b> Skills of Writing - Vocabulary, Epitomizing, Punctuation. 15 Hours</p> <p><b>Chapter-9:</b> Report Writing- Journalistic Writing Skills, Yellow Journalism, Use of Facts and Figures and Interpretations.</p>	<b>15 Hours</b>

**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.

**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 and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
<b>Assessment Test – 1</b>	<b>10</b>
<b>Seminar/Presentation/Group Discussion</b>	<b>10</b>
<b>Assessment Test-2</b>	<b>10</b>
<b>Assignment</b>	<b>10</b>
<b>Total</b>	<b>40</b>

## CONSTITUTION OF INDIA

(Common Syllabus for all the UG Courses)

<b>Ability Enhancement Compulsory Courses (AECC)</b>	
<b>Course Title: CONSTITUTION OF INDIA</b>	
<b>Total Contact Hours: 24</b>	<b>Course Credits: 2</b>
<b>No. of Teaching Hours/Week:2</b>	<b>Duration of ESA/Exam: 1 Hours</b>
<b>Formative Assessment Marks: 20</b>	<b>Summative Assessment Marks: 30+20=50</b>

### 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.

<b>Unit</b>	<b>Contents of Course:</b>	<b>24 Hours</b>
<b>Unit- I</b>	<b>Chapter- 1:</b> Making of Indian Constitution : Constituent Assembly- Composition, Objectives, Preamble and Salient features of the Indian Constitution. <b>Chapter-2 :</b> Fundamental Rights, Fundamental Duties, Directive Principles.	<b>08 Hours</b>
<b>Unit- II</b>	<b>Chapter-3:</b> Union Government-President, Prime Minister and Cabinet. <b>Chapter-4:</b> State Government- Governor, Chief Minister and Cabinet.	<b>08 Hours</b>
<b>Unit – III</b>	<b>Chapter-5:</b> Judiciary- Supreme Court and High Court: Composition, Powers and Functions. <b>Chapter-6 :</b> Electoral Process: Election Commission- Composition, Powers and Functions, Electoral Reforms.	<b>08 Hours</b>

#### **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 and Week-end Counseling Classes.

Formative Assessment Assessment Occasion/ type Weightage in Marks Assessment Test-1 5  
Seminar/Presentation/Group Discussion 5 Assessment Test-2 5 Assignment 5 Total 20 Sd/-  
Subject Committee Chairperson

#### **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.

**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](https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf)
5. K B Merunandan, BharatadaSamvidhanaOnduParichaya, Bangalore, Meragu Publications, 2015.
6. K. Sharma, Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2002.
7. P.M Bakshi, Constitution of India, Universal Law Publishing House, New Delhi, 1999.
8. D. C. Gupta, Indian Government and Politics, Vikas publishing House, New Delhi, 1975.
9. S. N. Jha, Indian Political System, : Historical Developments, Ganga Kaveri Publishing House, Varanasi, 2005.
10. Arora & Mukherji, Federalism in India, Origin and Developments, Vikas Publishing House, New Delhi, 1992.

# **Political Science Discipline**

## **Syllabus**

**( V & VI Semester)**

Submitted to

*Principal*

*Government College, Kalaburagi*

*(An Autonomous Institution )*

*Sedam Road, Kalaburagi -585105. Karnataka India*

Submitted by

**Chairman and Members**

**Department of UG Studies in Political Science**

## Table of Content

Sl No	Content	Page No
01	List of BOS Members	03
02	Structure for Political Science Discipline	04
03	Semester – V	05
04	Semester – VI	19
05	General Pattern of Political Science Question Paper	25

Sd/-  
BOS Committee Chairperson

## List of BOS Committee Members

SI NO	Name	Designation	Position	Address
1	Dr.Shrimanth B.Holkar	Associate Professor	Chairman	Govt College, (Autonomous) Kalaburagi
2	Dr.Geeta Patil	Associate Professor	Member	Govt College, (Autonomous) Kalaburagi
3	Dr.Suhasini.B	Assistant Professor	Member	Govt College, (Autonomous) Kalaburagi
4	Dr.G Sreeramulu	Professor	Member	University Nominee Gulbarga University, Kalaburagi
5	Dr.Manohar G Metre	Assistant Professor	Member	Other Than Parent University Govt FG College For Women's Bidar. (Karnataka State Akka Mahadevi Women's University, Vijayapur.)
6	Dr. Basant Sagar	Assistant Professor	Member	Other Than Parent University Govt FG College, Shahapur.Dist.Yadagiri (Raichur University, Raichur.)
7	Sri.Revansiddappa Doddamani	Industrialist	Member	Badepur Colony,Kalaburagi
8	Kumari. Kashibai Guttedar.	Alumni	Member	R/o Pala Tq & Dist. Kalaburagi



## Structure for Political-Science Discipline

<b>Semester – V</b>									
<b>Sl.No</b>	<b>Course Code</b>	<b>Title of the course</b>	<b>Category of Courses</b>	<b>Teaching Hours Per Week</b>	<b>Exam Duration</b>	<b>SEE</b>	<b>IA</b>	<b>Total Marks</b>	<b>Credits</b>
<b>1</b>	<b>BA 5.1</b>	<b>International Relations – Basic Concepts</b>	<b>DSC</b>	<b>4 Hours</b>	<b>2 Hours</b>	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
<b>2</b>	<b>BA 5.2</b>	<b>Comparative Government and Politics</b>		<b>4 Hours</b>	<b>2 Hours</b>	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
<b>3</b>	<b>BA 5.3</b>	<b>Karnataka Government and Politics</b>		<b>4 Hours</b>	<b>2 Hours</b>	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
<b>Semester – VI</b>									
<b>1</b>	<b>BA 6.1</b>	<b>International Relations- Theoretical Aspects</b>	<b>DSC</b>	<b>4 Hours</b>	<b>2 Hours</b>	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
<b>2</b>	<b>BA 6.2</b>	<b>Public Policy Analysis</b>		<b>4 Hours</b>	<b>2 Hours</b>	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
<b>3</b>	<b>BA 6.3</b>	<b>Modern Indian Political Thinkers</b>		<b>4 Hours</b>	<b>2 Hours</b>	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>

# ***SEMESTER -V***

Government of Karnataka  
**Model Curriculum Course**

<b>Course Title: International Relations-Basic Concepts</b>	
Semester: V	Course Code: POL-Sc 5.1
Total Contact Hours: 60	Course Credits: 4
No of Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

**Course Objectives:**

This course aims at acquainting to the students the usefulness of studying International Relations as a discipline. It will help them to explain and express the consequences of good relations with the neighbouring nations and far of nations, the economic, cultural, industrial and technological benefits one can reap through meaningful relationships between nations. Functionally, it helps them to experience the meaning of national power and sovereignty.

**Learning Outcome:**

At the end of the course the students shall –

- Be in a position describe National interest, National power and the significance of sovereignty.
- The students will get the basic knowledge of the practical political world, including the operating institutions, processes, and policies.
- The students will be in a position to describe the nuances of balance of power, collective security and diplomacy.

Contents of Course- POL-Sc 5.1		
Unit	<b>International Relations-Basic Concepts</b>	60 Hours
Unit-I	<p><b>Chapter-1:</b> International Relations and International Politics- Meaning, Nature, Scope of International Relations.</p> <p><b>Chapter-2:</b> Evolution of International Relations (From City state to Modern Nation State System).</p> <p><b>Chapter-3:</b> Development of International Relations as an academic discipline.</p>	15 Hours
Unit-II	<p><b>Chapter-4:</b> World War I and II: Causes and Consequences and its impact on world politics.</p> <p><b>Chapter-5:</b> Cold War: Origin of Cold War, Causes and Effects of Cold War, End of Cold War and Collapse of Soviet Union.</p> <p><b>Chapter-6:</b> National Interest – Meaning, Elements, Kinds and Instruments for Promotion of National Interests.</p>	15 Hours
Unit-III	<p><b>Chapter-7:</b> National Power Meaning, Nature, Forms, Elements, Limitations and Evaluation of National Power.</p> <p><b>Chapter-8:</b> Balance of Power – Meaning, Nature, Techniques of Maintaining the Balance of Power and Relevance of Balance of Power in Modern Age.</p> <p><b>Chapter-9:</b> Collective security, National Security and Diplomacy (Old and New).</p>	15 Hours
Unit-IV	<p><b>Chapter-10:</b> Arms Race, Arms control and Nuclear Disarmament and Deterrence.</p> <p><b>Chapter-11:</b> Peaceful Settlement of Disputes, Conflict Resolution theories. <b>Chapter-12:</b> World order – Unipolar, Bi-Polar and Multi-Polar.</p>	15 Hours

**Exercise:**

- Invited lectures by diplomats.
- Mock diplomatic meetings.
- Debates about conflict resolution, peace and disarmament.

### **Suggested Readings**

1. Burchill Scott et al, Theories of International Relations 3rd edition, Basingstoke: Palgrave Macmillan, 2005.
2. Aron, Raymond, Peace and War: A Theory of International Relations, New York, Anchor Books, 1973.
3. Baylis, J. and Smith, S. (eds.), The Globalization of World Politics, Oxford, Oxford University Press, 2001.
4. Ganguly, Sumit , India's Foreign Policy: Retrospect and Prospect, New Delhi, Oxford University Press, 2012.
5. William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) Classic Readings of International Relations. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.
6. Appadorai and Rajan, M. S. (eds.), India's Foreign Policy and Relations. New Delhi, South Asian Publishers, 1985.
7. Vanaik, A. India in a Changing World: Problems, Limits and Successes of Its Foreign Policy. New Delhi: Orient Longman, 1995.
8. Mewmillians, W.C. and Piotrowski, H., The World since 1945: A History of International Relations, Lynne Rienner Publishers.
9. Morgenthau Hans J., Revised by Kenneth W. Thompson, "Politics Among Nations", Kalyani Publisher, New Delhi.
10. Kenneth Waltz, "The Theory of International Politics", Waveland Press, 2010.
11. Perkins, Palmer, "International Relations", C.B.S. Publishers and Distributors, (Reprinted 2001), New Delhi.

**Pedagogy:** The course shall be taught through the Close-Reading Sessions of texts, group discussions and week-end seminars.

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

Course Title:	
<b>Comparative Government and Politics (With special reference to UK, USA and China)</b>	
Semester : V	Course Code: POL-Sc 5.2
Total Contact Hours : 60	Course Credits : 4
No of Teaching Hours/ Week : 4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks : 40	Summative Assessment Marks : 60+40 = 100

**Course Objectives:** In this paper the functioning of the governments (UK, USA and China) are to be compared and analyzed. It deals with the mixture of presidential, parliamentary and federal system of governments. The study aims to help students to understand and debate various matters pertaining to the working of these systems. This paper aims at equipping students with knowledge and critical understanding of different political systems and institutions in the world.

**Learning Outcome:**

At the end of the course the students shall –

- grasp and understand the working of constitutional systems of these countries.
- compare and evaluate the working of the governments concerned.
- understand and explain different forms of executive and their functioning

Content of Course – POL-Sc – 5.2		
Unit	<b>Comparative Government and Politics (With special reference to UK, USA and China)</b>	60 Hours
Unit-I	<p><b>Chapter-1:</b> Comparative Government and Politics: Meaning, Nature, Scope and Importance of Comparative Government and Politics.</p> <p><b>Chapter-2:</b> Approaches to the study of Comparative Government and Politics Traditional (Philosophical, Historical, Legal and Institutional) and Modern Approaches (System, Structural Functional, Communication and Decision Making).</p> <p><b>Chapter-3:</b> Types of Government and Politics: Parliamentary, Unitary, Presidential and Federal Government.</p>	15 Hours
Unit - II	<p><b>Chapter-4:</b> Method of representation: Direct, Indirect, Proportional, Functional.</p> <p><b>Chapter-5:</b> Constitutionalism- Meaning, Principles (separation of powers, responsibility and accountability, popular sovereignty, Rule of Law, Judicial independence, Individual rights, civilian control over military) Problems and Prospects of Constitutionalism.</p> <p><b>Chapter-6:</b> Political Party and Pressure Groups: Definition and classification based on ideology (Single to Multi party systems, Republican-Democratic, Labour-Conservative, Communist, Pressure Group-Definition, role and Characteristics).</p>	15 Hours
Unit -III	<p><b>Chapter-7:</b> Political Process: Political Socialisation, Political Culture and Political Representation.</p> <p><b>Chapter-8:</b> Legislature (USA, UK and China).</p> <p><b>Chapter-9:</b> Executive (USA, UK and China).</p>	15 Hours
Unit - IV	<p><b>Chapter-10:</b> Judicial System (USA, UK and China).</p> <p><b>Chapter-11:</b> Party System ((USA, UK and China).</p> <p><b>Chapter-12:</b> Election Process (USA, UK and China).</p>	15 Hours

**Exercise:**

- Students can have a debate on working of the organs of governments.
- Students can evaluate the merits and demerits of these systems.
- Debate on which of the countries functioning of the government is better with reasons.

### **Suggested Readings**

1. A. Appadorai, *The Substance of Politics*, OUP, New Delhi, 2008 (latest edition).
2. Bara, J & Pennington, M. (eds.). *Comparative Politics*. New Delhi: Sage, 2009.
3. Caramani, D. (ed.). *Comparative Politics*. Oxford: Oxford University Press, 2008.
4. Hague, R. and Harrop, M. *Comparative Government and Politics: An Introduction*. (Eighth Edition). London: Palgrave MacMillan, 2010.
5. Ishiyama, J.T. and Breuning, M. (eds.). *21st Century Political Science: A Reference Book*. Los Angeles: Sage, 2011.
6. SudhirKrishnaswamy, *Democracy and Constitutionalism in India*, OUP, New Delhi, 2009.
7. Pierre, Jon and B. Peters (Eds.), *Governance, Politics and the State*, London, Macmillian, 2000.
8. Rajeev Bhargav& Ashok Acharya (eds), *Political Theory: An Introduction*, Longman Pearson, New Delhi, 2008.
9. Newton, K. and Deth, Jan W. V. *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, 2010.
10. O'Neil, P. *Essentials of Comparative Politics*. (Third Edition). New York: WW. Norton & Company, Inc, 2009.



**Pedagogy:** The course shall be taught through the lecture, interactive sessions, assignments, group discussions and week-end seminars.

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

Course Title: <b>Karnataka Government and Politics</b>	
Semester: V	Course Code: POL-Sc 5.3
Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

**Course Objectives:**

The course will help to understand the political transformation Karnataka State from princely State of Mysore. It aims at understanding of the social bases and the major issues that confronted the evolution of Karnataka politics within the domain of national politics.

**Learning Outcome:**

At the end of the course the students shall –

- Understand the social and political conditions of Mysore under colonial rule.
- Develop perspectives on the important persons and organisations that were involved in the process of unification.
- Analyse the issues related to regionalism, polarisation, identity politics, water, language, and border issues.

Unit	Content of Course POL-Sc 5.3 <b>Karnataka Government and Politics</b>	60 Hours
Unit- I	<b>Chapter-1:</b> State Politics in India: Nature and Importance. <b>Chapter-2:</b> Princely State of Mysore: Evolution of Legislature, Mysore Representative Assembly. <b>Chapter-3:</b> Administration and Governance in the Princely State and Reorganisation of State.	15 Hours
Unit-II	<b>Chapter-4:</b> Unification Movement: Factors Responsible, Role of Vidyavardhaka Sangha and Kannada Sahitya Parishat. <b>Chapter-5:</b> Contributions: Alur Venkatarao: Karnatakatva, Deputy Channabasappa, Gudleppa Hallikere, Siddappa Kambli. <b>Chapter-6:</b> 1924 Belgaum Conference, Hardekar Manjappa: Concept of Swadeshi and Nationalism, Huilgol Narayan Rao.	15 Hours
Unit-III	<b>Chapter-7:</b> Caste and Politics: Dominant Caste, Backward Class Movement and AHINDA, Caste and Identity Politics, Religion and Politics. <b>Chapter-8:</b> Regionalism, Dr. Nanjundappa Report, Regional Disparities. <b>Chapter-9:</b> Language and Politics, Water and Border Disputes, Peasant Issues, Gender Politics and Karnataka's Relations with Center.	15 Hours
Unit - IV	<b>Chapter-10:</b> Era of Coalitions in Karnataka (2004 and 2018): its effects on policy making, administration and party politics <b>Chapter-11:</b> Politics of Polarisation: Growth of Polarisation in Karnataka politics and its impact. <b>Chapter-12:</b> Demands for separate state, Art 371J and Special status, challenges of development in Kittur and Kalyana Karnataka, Kodagu- (Coorg Case study)	15 Hours

**Exercise:**

- Students can write a note on one of the issues concerning Administration of Deewan's.
- Initiate a group discussion on different stages of unification movement in Karnataka.
- Analyse the electoral results through statistics taking one of the constituencies of their convenience.

## Suggested Readings

1. Harish Ramaswamy and S. S. Patagundi(Ed.) (2007). Karnataka- Government and Politics. Delhi: Concept Publishing Company.
2. Raghavendra Rao, K. (2000). Imagining Unimaginable Communities. Hampi: Prasranga, Kannada University.
3. Hayavadana Rao, M. (1946).Mysore gazetteer. Bangalore: The Govt Press.
4. Halappa, G. S. (1963). Studies in State Administration. Dharwad: Karnataka University.
5. Raghavendra Rao, K., (2005), Karnataka AikeekaranadhaNaalwaruChinthakaru, (In Kannada). Dharvada :ManoharaGrantha Mala.
6. Muthanna, M. (1977).Karnataka -History, Administration and Culture. Mysore: Usha Press.
7. James Manor. (1978). Political Change in an Indian State-Mysore. New Delhi: South Asia Books.
8. Prasad, G. K.,Jeevan Kumar and K. C Suri.(1995). The Angry voter. Madras: Shanti Publications.
9. Sandeep Shastri. (1995). Towards explaining the voters' Mandate: An analysis of the Karnataka Assembly Elections-1994. Michigan University press.
10. Bjorn Hettne.(1978). The Political Economy of indirect Rule, Mysore 1881-1947. UK: Curzon Press.
11. Rajan, M. A. S. (1986). Land reforms in Karnataka. New Delhi: South Asia Books.
12. Nadkarni, M.V (1987). Farmers' Movements in India. Hyderabad : Allied Publishers.
13. AtulKohli. 2006 (1987).The State and Poverty in India. Cambridge: Cambridge University Press. 14. Marc Galanter. (1984). Competing inequalities: Law and Backward Classes in India. New Delhi: Oxford University Press.
15. Kuppuswamy.(1978). Backward Classes Movement in Karnataka, Bangalore: Bangalore University:

16. George Mathew (ed). (1984). Shift in Indian Politics, New Delhi: Concept Publishing Company.
17. Chandrashekar, S. (1985), Dimensions of Socio-Political Change in Mysore-1918 To 1940. New Delhi: Ashish Publishing House.
18. Krishana Rao M. &G.S.Halappa. (1962). History of Freedom Movement in Karnataka. Mysore: Government of Mysore.
19. Ramaiya. P. R. (1961). Mysore's Political Evolution. Bangalore: Jayagowri Publications.
20. Arun P. Bali. (2001). Refashioning the New Economic Order- Karnataka in Transition. Jaipur: Rawat Publications.
21. Diwakar, R.R. (1992). "The Story of Karnataka Unification". (Kannada). Bangalore: Lokashikshana Trust.
22. Karnataka Patrika. (2001). Academy (In Kannada), "Karnataka Parampare". Karnataka Press Academy.
23. Gopal Rao, H.S. (1996). "The History of Karnataka Unification". Bangalore: Navakarnataka Publications.
24. Kumar,Jeevan and Subramanya, Susheela. (2000). "Vision Karnataka 2025, Strategies and Action Plans for Sustainable Development". Southern Economics.
25. Hasan, Zoya. (2004). "Politics of Inclusion: Caste, Minority, and Representation inIndia". Oxford University Press.
26. Gubbannavar, Shivananda. (1985). "Karnataka RajyadalitaKrama". (In Kannada). Bangalore: IBH Prakashan.
27. Bali,Arun. P. (2001). "Refashioning the New Economic order, Karnataka in transition". New Delhi: Rawat Publishers.
28. AlurVenkatarao. 1941. Nanna JeevanadaSmruthigalu, Daravada: KalasindhuMudranalaya.
29. Rani, Midatala. And Jayakumar. H. (1998). Karnataka Government and Politics. Mysore: Chethana Book House.

## Semester - VI

Semester – VI

Course Title: <b>International Relations- Theoretical Aspects</b>	
Semester: VI	Course Code: Pol Sc- 6.1
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

**Course Objectives:**

The objective is to give an outline of the conceptual approaches to the discipline of International Relations and illustrate the major theoretical orientations. It explains the prominent debates in International Relations and vividly shows how they can be operationalised.

**Learning Outcome:**

At the end of the course the students shall –

- Make presentations on theories identifying them with examples, which are both critical and reflective in a live engaging class.
- Explain theories by relating them to contemporary events across the globe.
- Interpret world affairs in the light of theories which will serve as a key intellectual tool for them explains the events with rational basis.

Unit	Content of Course- Pol Sc 6.1	60 Hours
	<b>International Relations- Theoretical Aspects</b>	
Unit-I	<b>Chapter-1:</b> Meaning, Nature, Functions and importance of Theories in International Relations. <b>Chapter-2:</b> Classical v/s Scientific – Debate. <b>Chapter-3:</b> Realism and Neo-Realism Theories.	13 Hours
Unit-II	<b>Chapter-4:</b> Liberal, Neo-Liberalism, Marxist theory and Neo-Marxist Theory. <b>Chapter-5:</b> Game Theory, Bargaining and Decision-Making Theory. <b>Chapter-6:</b> Systems Theory-Meaning, Nature and importance and World Systems Theory.	16 Hours
Unit-III	<b>Chapter-7:</b> Communication Theory and Decision Making Theory. <b>Chapter-8:</b> Dependency theory and Self-Reliance theory.	16 Hours

	<b>Chapter-9:</b> Theory of Clash of Civilisations of Samuel P Huntington.	
Unit-IV	<b>Chapter-10:</b> Power Cycle theory and Feminist Theory. <b>Chapter-11:</b> Theory building in International Relations, stages of theory building. <b>Chapter-12:</b> Future of International Relations Theory and Challenges.	15 Hours

### Exercise:

- Look at major global developments/issues from theoretical points of view and to comprehend the underlying forces /thinking.
- Take up a nation and apply any suitable theory for evaluate.
- List out the need for future theories of International relations.

### Suggested Readings

1. Cochran Molly, Normative Theory in International Relations: A Pragmatic Approach, Cambridge University Press, Cambridge, 2004.
2. Devetak, Richard, Post Modernism, Scott Burchill, Andrew Linklater, et al, eds. Theories of International Relations, Palgrave, Hampshire, 2005.
3. Hurd, Ian, Constructivism, Cristian, Christian Reus - Smit and Duncan Snidal, eds. Oxford Handbook of International Relations, Oxford University Press, Oxford, 2008.
4. Kumar Mahendra, Theoretical Aspects of International Politics, Shivalal Agarwal and Company, New Delhi, 2017.
5. Morgenthau, Hans J. Politics Among Nations, Alfred A Knopf, New York, 1948.
6. Robert Keohane, Joseph Nye Jr. Power and Independence, Pearson 4th edition, 2011.
7. Shapcott Richard, Critical Theory, Oxford University Press, Oxford, 2008.
8. Sorensen, Robert Jackson and Georg, Introduction to International Relations: Theories and Approaches, Oxford University Press, 2015.
9. Tickner Ann, Gender in International Relations, Columbia University Press, New York, 1992.
10. Waltz, Kenneth N, Theory of International Politics, New York, 1979

**Pedagogy:**

The course shall be taught through the interactive sessions, Close-Reading Sessions of texts, assignments and seminars.

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

Course Title: <b>Public Policy Analysis</b>	
Semester: VI	Course Code: Pol Sc- 6.2
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

**Course Objectives:**

The course is designed to help students to understand the need for policies and the methods of their formulation. It gives them an opportunity to analyse policies and their impact. It helps them to know the processes and research that goes in to policy making by which the students can prepare themselves to be tomorrow's policy makers.

**Learning Outcome:**

At the end of the course the students shall –

- Know the constitutional and legal positions of policy making.
- Understand the role of legislature and executive in policy making and implementation.
- Learn about the role of research institutions in policy making and the politics involved in it.



Content of The Course – Pol Sc – 6.2		
Unit-	<b>Public Policy Analysis</b>	60 Hours
Unit-I	<b>Chapter-1:</b> Introduction to Public Policy: Concept, its evolution - a Historical perspective. <b>Chapter-2:</b> Public Policy - Meaning, definition and need for Public Policy. <b>Chapter-3:</b> Public Policy - Constitutional and cultural basis in formulating Public Policy.	15 Hours
Unit-II	<b>Chapter-4:</b> Approaches to Public Policy Making- unified, integrated and sectoral <b>Chapter-5:</b> Formulation of Public Policy - Role of Legislature, Parliament, Cabinet and NITI Ayog. <b>Chapter-6:</b> Role of Research and Research institutions in Public Policy Making (ISEC, IPP, NIRD).	15 Hours
Unit-III	<b>Chapter-7:</b> Linkage between Public Policy and Planning - Agenda setting, Selection of Goals, Cost Estimation, Implementation and Evaluation. <b>Chapter-8:</b> Federal Political System and Planning Process, Coordination and Cooperation between Centre and State. <b>Chapter-9:</b> Decentralised Planning, Role of Panchayati Raj and People's Participation, monitoring and evaluation.	15 Hours
Unit-IV	<b>Chapter-10:</b> Public Policy implementation- top down approach, Bottom up approach, incremental model, strategic planning. <b>Chapter-11:</b> Resolving problems in implementation- Defining problem, identification of issues, preparing problem statement, policy alternatives and resetting goals. <b>Chapter-12:</b> Measuring policy impact-cost benefit analysis, MBO, PERT and CPM.	15 Hours

**Exercise:**

- Arrange for lectures from Bureaucrats.
- Visit government secretariat and get first hand information on policy making.
- Have discussions in classroom on policies of government and its impact on society.

### Suggested Readings

1. RimliBasu, 'Public Administration: Concept and Theories', Sterling Publishers, 2004, N. Delhi.
2. Mohit Bhattacharya, 'New Horizons of Public Administration', Jawahar Publishers, 7 th Revised Edition, 2018, N.Delhi.
3. Nicholas Henry, 'Public Administration and Public Affairs', Pearson, 12th Edition, New Jersey.
4. Mohit Bhattacharya, 'Restructuring Public Administration: A New Look, Jawahar Publishers, 2012 N.Delhi.
5. D. Ravindra Prasad, Y. Pardhasaradhi, V. Prasad, P.Satyanarayan, ' Administrative Thinkers', Sterling Publishers, 3rd Edition, 2021, New Delhi.
6. BidyutChakrabarty, Prakash Chand, 'Public Policy: Concept, Theory and Practice', Sage Publication, 2016, New Delhi.
7. S.P Naidu, 'Public Administration: Concept and Theories', New Age International Publishers, 1998.
8. Moran Mitchel and Robert Goodin, The Oxford Handbook of Public Policy, Oxford University Press, New York, 2006.

**Pedagogy:** The course shall be taught through the lecture, self-guided learning materials, assignments and week-end seminars.

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

Course Title: <b>Modern Indian Political Thinkers</b>	
Semester: VI	Course Code: Pol Sc – 6.3
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

### Course Objectives:

The aim is to make students understand the major ideas of Modern Indian Political Thinkers and their impact on making of modern India and her Political System. It helps to know the phases and different schools of the Political ideas in Modern India. It is also motivates the students reflect about the contemporary political scenario and think about political solutions to the existing socio-political problems in India.

### Learning Outcome:

At the end of the course the students shall –

- Know the background political ideas of making modern Indian Political System.
- Understand the different shades of political ideas in Modern India.
- Learn about the role political thinking in resolving socio-political problems of the country.

Unit	Content of Course – Pol Sc 6.3 <b>Modern Indian Political Thinkers</b>	60 Hours
Unit- I	<b>Chapter-1:</b> Early Social Reformers: Raja Ram Mohan Roy, Jyotiba Phule. <b>Chapter-2:</b> Spiritual Nationalism: Swami Vivekananda, Dayananda Saraswati. <b>Chapter-3:</b> Moderate Nationalists: Dadabai Naoroji and M.G.Ranade.	15 Hours
Unit- II	<b>Chapter-4 :</b> Extremist Nationalists: Arabindo and Bal GangadharTilak. <b>Chapter-5:</b> Emancipatory Phase: Sir Syed Ahamed Khan and M. Iqbal. <b>Chapter-6:</b> Views on Caste System and Social Justice: Dr.B.R.Ambedkar and Ramaswamy Naicker.	15 Hours
Unit- III	<b>Chapter-7:</b> Shades of Nationalism I- Mahatma Gandhi <b>Chapter-8:</b> Shades of Nationalism II - Jawaharlal Nehru. <b>Chapter-9:</b> National Integration: Vallabhbhai Patel and Critique of Nationalism: Rabindranath Tagore.	15 Hours
Unit- IV	<b>Chapter-10:</b> Socialist thoughts: Jayaprakash Narayan and Ram Manohar Lohiya.	15 Hours

	<b>Chapter-11:</b> Volunteerism and Bhoodhan Movement- VinobhaBhave and Thoughts on Tribes: Jaipal Singh.	
	<b>Chapter-12:</b> Self Respect Movement: E. V. Ramaswami and Feminist thought: Pandita Ramabai	

**Exercise:** • Arrange for Movies and Videos of eminent above Indian Political Thinkers. • Conduct debates on different viewpoints of political thinkers about Indian Polity and Society.

• Have discussions in classroom on different schools of Political Thought in India.

### **Suggested Readings**

1. C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800-1830', in Sh. Kapila (ed.), An intellectual History for India, New Delhi: Cambridge University Press, pp. 18- 34.
2. T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) Political Thought in Modern India, New Delhi: Sage, pp.32-52.
3. A.V.Rathna Reddy: The Political Philosophy of Swami Vivekananda, New Delhi: Sterling Publishers, 1984.
4. Alhuwalia, B. and Alhuwalia, M., Raja Ram Mohan Roy and the Indian Renaissance, New Delhi, Mittal Publications, 1991.
5. Anderson, Walter and Shridhar D. Damle, The Brotherhood in Saffron: The RSS and Hindu Revivalism, New Delhi, Sage Publications, 1987.
6. Appadorai, A., Indian Political Thinking in the 20th century, New Delhi, South Asian Publishers, 1987.
7. Bhattacharjee, Arun, The Prophets of Modern Indian Nationalism, Delhi, Ashish Publishing House, 1993.
8. Cashman, R.L., Myth of LokmanyaTilak and Mass Politics in India, Berkeley, University of California Press, 1975.
9. Chakaravati, G., Gandhi: A Challenge to the Hindu Muslim Problem, New Delhi, Eastern Books, 1991.
10. Dallmayr, Fred and Devy G.N. (Eds.), Between Tradition and Modernity: India's search for identity, New Delhi, Sage Publications, 2000. Desai, A.R., Social Background of Indian Nationalism, Bombay, Popular Prakashan, 1996.
11. Farquhar, J.N., Modern Religious Movements in India. Delhi, MunshiramManoharlal, 1967. Ganguly, S.M., Leftism in India: MN Roy and. Indian Politics 1920 1948, Calcutta, Minerva Publications, 1984.
12. Ghose, Sankar, Modern Indian Political Thought, New Delhi, Allied Publishers. 1984.

13. Gore, M.S., *The Social Context of an Ideology: Ambedkar's Political and Social thought*, New Delhi, Sage Publications, 1993.
14. Graham, B.D., *Hindu Nationalism and Indian Politics*, Cambridge, Cambridge University Press, 1993.
16. Griffiths, Percival, *The British Impact on India*, London, Macdonald, 1952.
15. Ingham, Kenneth, *Reformers in India*, Cambridge, Cambridge University Press, 1956.
16. Kapoor, S., *Sri Aurobindo Ghosh and Bal Gangadhar Tilak*, New Delhi, Deep and Deep Publications, 1991.
17. Masselos, Jim, *Indian Nationalism: An History*, New Delhi, Sterling Publishers, 1996.
18. Mehta, N.C., *Lohia A Study*, Delhi, Atma Ram and Sons, 1975.
19. Mehta, V.R., *Foundations of Indian Political Thought*, New Delhi, Manohar Publishers, 1992.
20. Pantham, Thomas and Kenneth L. Deutsch (Eds.), *Political Thought in Modern India*, New Delhi, Sage Publications, 1986.
21. Parekh, Bhiku, *Gandhi's Political Philosophy: A Critical Examination*, Hampshire, Macmillan Press, 1989.
22. Prasad, Bimal, J.P. and *Social Change*, New Delhi, Radiant Publishers, 1992.
23. Sathé, Shanta, *Lokamanya Tilak: His Social and Political Thoughts*, Delhi, Ajanta Publications, 1994.
24. Seervaj, H.M., *Partition of India: Legend and Reality*. Bombay, Emmenem Publications, 1989.
25. Selbourne, David (Ed.), *In Theory and Practice: Essays on the Politics of J P.*, Delhi, Oxford University Press, 1985.
26. Singh, Chandrakant, *Socialism in India: Rise, growth and Prospect*, New Delhi, D.K. Publishers, 1986.
27. Terchek, Ronald J., *Gandhi: Struggling for Autonomy*, New Delhi, Vistaar Publications, 2000.
28. Trehan, J., *Veer Savarkar: Thought and Action*, New Delhi, Deep and Deep Publishers, 1991.
29. Verma, V.P., *The Political Philosophy of Sri Aurobindo*, Bombay, Asia Publishing House, 1960.

## **General Pattern of Political Science Question Paper**

### **Term End Examination for Discipline Specific Core ( DSC) Papers**

Each Paper will be for maximum of **60 marks**. The minimum marks to Pass the Examination is 40% ( 24 Marks) in Each theory Paper.

Note : Duration of Examination in for Discipline Specific Core(DSC) Papers is **2 Hours**

Question Paper Pattern for **Discipline Specific Core (DSC) Papers –**

**Section A: 2-3 sentences Answer Questions**

**Section B: Short Answer Questions**

**Section C: Long Answer Questions**

**Section A : 2-3 sentences Answer Questions Any 10 Questions Out of 12**

**10 Questions are Compulsory ( 10x2=20)**

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

**Section B: Short Answer Questions (4x5=20)**

**Answer Any 4 Questions. Answer the Following questions in not more than 250 Words**

- 1
- 2
- 3

4

5

6

**Section C: Long Answer Questions (2x10=20)**

**Answer Any 2 Questions. Answer the Following questions in not more than 500 Words**

1

2

3

4