

# **Political Science**

# **Discipline Syllabus**

**(III&IV Semester)**

**Submitted to**

**The Registrar  
Vidya Sangam  
Rani Channamma University  
Belagavi**

**Submitted by**

**Chairman and Members  
Of U G BOS – IIIrd & IVth Semester (NEP)**



## **RANI CHANNAMMA UNIVERSITY, BELAGAVI**

**PROGRAM /COURSE STRUCTURE AND SYLLABUS**  
**As per the Choice Based Credit System (CBCS) designed in**  
**accordance with Learning Outcomes-Based Curriculum**  
**Framework (LOCF) of National Education Policy (NEP) 2020**  
**For Undergraduate Program in**  
**POLITICAL SCIENCE**  
**(BA/BSc/BCom/BSW/BBA/BCA and other faculties)**

**w.e.f.**  
**Academic Year 2021-22 and onwards**

## PREAMBLE

Education empowers Mankind. A holistic education paradigm will effectively focus on developing knowledge, employable skill sets, appropriate attitudes and an overall personality. NEP is focused towards imparting such an education system.

India's first education policy of the 21st century is 'National Education Policy 2020' proposes the revision and revamping of all aspects of the education structure, including its regulation and governance. It seeks to create a new system that is aligned with the developmental aspirations & goals of 21st century education, including SDG4, while building upon India's traditions and value systems.

NEP aims for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background and seeks to ***"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030.***

### **Vision of the National Education Policy 2020**

- ✓ An education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all.
- ✓ Develops a deep sense of respect towards the fundamental rights, duties and Constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world.
- ✓ Instills skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

As India is enjoying the demographic dividend, which will last till 2055 and to reap the benefits, a good education policy was the need of the hour. Hence there is lot of hopes on the NEP, which has come as cure the edu-ailments and to plug the shortcomings of the education system which marred for 36 years and strengthen our education system. An expectation on NEP is high. As every good policy success lies in the implementation and active participation of its stake holders, so is the NEP. The success or failure of NEP lies in all our hands. Hence let all of us join our hands in making the NEP successful.

As enshrined in the National Education Policy-2020 vision of introducing course curriculum for undergraduate studies under Choice Based Credit System (CBCS), the main objective of framing this curriculum of BA/B.Sc. (Basic/Hons) in Political Science is to impart the students a holistic understanding of the subject giving substantial weight age to the core contents, skill, value-based and ability enhancement. The syllabus has given due importance on the main streams of the body of knowledge on Political Science" with due recognition of its wide spectrum. The ultimate goal of the syllabus is to enable the students to have an in- depth knowledge on the subject and enhance their scope of employment at every level of exit. Adequate emphasis has been given on the new and emerging techniques and understanding of the subject under the changing regime and global context.

There is a need to strengthen the students to understand essential aspects of political Science in diverse subject areas not only in social sciences, but also among other natural and physical sciences. The curriculum lays focus on creating new knowledge, acquiring new skills and capabilities in Political Science producing an intelligent human resource serving the Political objectives and the society.

**Board of Studies: Political Science (UG)**

01	<b>Prof. Kamalaxi G Tadasad</b> Department of Studies in Political Science, Rani Chanamma University, Belagavi.	Chairman
02	<b>Dr. S. H. Patil</b> R P D College, Belagavi.	Member
03	<b>Dr. B. M. Turadagi</b> J S S College, Gokak	Member

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**Sd/-**  
**Subject Committee Chairperson**

## **List of Committee Members**

### **Chairman**

**Dr. Harish Ramaswamy**, Vice Chancellor, Raichur University, Raichur.

### **Member Convener**

**Dr. K. Prasanna Kumar**, Special Officer, Karnataka State Higher Education Council.

### **Members**

1. **Dr. Muzaffar Hussain Assadi**, Professor, University of Mysore, Mysuru.
2. **Dr. Chandrakant M Yatanoor**, Professor, Gulbarga University, Kalaburgi
3. **Dr. P L Dharma**, Professor, Mangalore University, Konaje
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7. **Dr. Kamalakshi Tadasad**, Professor, Rani Channamma University, Belagavi.
8. **Dr. Shanmukhan A**, Professor, Kuvempu University, Shankaraghatta.
9. **Dr. Suresh K C**, Associate Professor, Tumkur University, Tumkuru.
10. **Dr. K C Vidya**, Associate Professor, Maharani Cluster University, Bengaluru.
11. **Shri. Bharatraj**, Associate Professor, GFGC, Channapatna.
12. **Dr. Shivaputra Bedjirge**, Associate Professor, GFGC, Jewargi Colony, Kalaburagi.
13. **Shri. S R Mulla**, Associate Professor, GFGC, Nesargi, Bailhongala Tq.
14. **Shri. H M Krishna**, Associate Professor, Government Arts College, Bengaluru.
15. **Dr. Rabia Begum**, Associate Professor, Govt. Women's First Grade College, Jewargi Colony, Kalaburagi.
16. **Dr. B. Saroja**, Associate Professor, SSA Govt. First Grade College (Autonomous), Ballari,
17. **Dr. S Ananth**, Associate Professor, GFGC, Koppa, Chikamangaluru Dist.
18. **Dr. Basavarajeshwari R Patil**, Assistant Professor, Govt. First Grade College, Kalagahtagi.

### Structure for Political Science Discipline

<b>Semester III</b>				
<b>Course</b>	<b>Paper</b>	<b>Credits</b>	<b>No. of Teaching Hours/Week</b>	<b>Total Marks/ Assessment</b>
<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 the 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)**

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



## Semester III

**INDIAN GOVERNMENT AND POLITICS****DSC-5**

<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.

<b>Unit</b>	<b>Contents of Course-5</b>	<b>45 Hours</b>
<b>Unit-I</b>	<b>Chapter-1:</b> Constituent Assembly-Composition and Debates on the structure of Indian State  <b>Chapter-2:</b> Preamble and Salient Features of Indian Constitution  <b>Chapter-3</b> Fundamental Rights, Duties, Directive Principles of State Policy	<b>15 Hours</b>

<b>Unit-II</b>	<p><b>Chapter-4:</b> The Union Executive: The President, Vice-President, Prime Minister and the Council of Ministers.</p> <p><b>Chapter-5:</b> Parliament: Powers and Functions of Lok Sabha and Rajya Sabha, Amendment Process and features of Major Amendments (73<sup>rd</sup>, 74<sup>th</sup>, 86<sup>th</sup>, 101<sup>st</sup>).</p> <p><b>Chapter-6:</b> Judiciary-Composition, Functions, Judicial Review, and Doctrine of Basic structure</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Nature of Indian Federal System, Union-State Relations (Sarkaria and Punchhi Commissions Recommendations)</p> <p><b>Chapter-8:</b> Ideology of - National Political Parties, Regional Political Parties, and Coalition Politics.</p> <p><b>Chapter-9:</b> Issues in Indian Politics: Caste, Criminalization, Terrorism, and Distributive Justice.</p>	<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 sharing.
- Examine the functioning of various political parties, its inclusive approaches, influence of dynasties on their performance.

**Suggested Readings**

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

**Pedagogy:**

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

Sd/-

**Subject Committee Chairperson**

## PARLIAMENTARY PROCEDURES IN INDIA

### DSC-6

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

Unit	Contents of Course-6	45 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> Conceptualising Parliamentary Procedure-Meaning, Objectives and Importance.</p> <p><b>Chapter-2:</b> Powers and Functions of People' Representatives - Parliament and State Legislature.</p>	

	<b>Chapter-3:</b> Parliamentary Procedures in Lok Sabha and Rajya Sabha.	
<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, 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, 'No-confidence' motion, Cut motion.</p> <p><b>Chapter-8:</b> Parliamentary Questions: Types, Starred and Unstarred Questions, Questions Addressed to Private Members and Short Notice Questions.</p> <p><b>Chapter-9:</b> Parliamentary Privileges: Constitutional Provisions, Codification of Privileges, Privileges of Parliamentarians and Legislators.</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. Shakdher, Practice and Procedure of Parliament, Metropolitan, New Delhi, 1968.
2. Subhash C. Kashyap, Our Parliament, National Book Trust, New Delhi, 2021.
3. S H. Belavadi, Theory and Practice of Parliamentary Procedure in India, 1988.
4. Study Material on Parliamentary Practices and Procedures. Lok Sabha Secretariat Parliamentary Research and Training Institute for Democracies (Erstwhile BPST), New Delhi.
5. Apoorva Shankar and Shreya Singh, Parliamentary Procedures A Primer Rajya Sabha, PRS Legislative Research, 2015.
6. ಅನಂತರಾಮಯ್ಯ, ಅನುವಾದಕರು, ನಮ್ಮ ಸಂಸತ್ತು ಸುಭಾಷ ಕಶ್ಯಪ್, ಆರ್ಎಲ್, National Book Trust, India, 2015.
7. Dr. K. S. Chauhan, Parliament Powers Functions And Privileges, LexisNexis, India, 2013.
8. Ajit Ranjan Mukharjea, Parliamentary Procedure in India, Oxford University Press, 1958.
9. M N. Kaul, Parliamentary Institutions and Procedures, National Publishing House, 1978.
10. Jalan, India's Politics, Penguin, New Delhi, 2007.
11. Abbas, H., Kumar, R. & Alam M. A., Indian Government and Politics, Pearson, New Delhi, 2011.
12. Chakravarty, B. & Pandey, K. P, Indian Government and Politics, Sage, New Delhi, 2006.
13. K. Sanyal, Strengthening Parliamentary Committees, PRS, Centre for Policy Research, New Delhi, 2011.

Available at: [http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthenin g %20Parliamentary%20Committees.pdf](http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthenin%20g%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.

<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>

Sd/-

**Subject Committee Chairperson**

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

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

**Course Objective:****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>	<b>Contents of Course-OE-3.1</b>	<b>45 Hours</b>
<b>Unit-I</b>	<p><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.</p> <p><b>Chapter-2:</b> Gender Imbalance in Political Representation and Electoral Process, Gender Discrimination in Indian Politics –</p>	<b>15 Hours</b>

	including LGBTQ, Feminist Critique of Politics.  <b>Chapter-3:</b> Governance and Gender Structures, Gender Budgeting and Gender Issues in Governance.	
<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 - Programs for Empowerment of Women,	<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, Enakshi K.Sharma, Devika Khanna Narula and Amrit Kaur Basra, "Gender and Diversity", Rawat Publications, Jaipur, 2015.
3. Andrew Heywood, "Global Politics", Palgrave Macmillan Publication, New York, 2014.
4. Kranti Rana, "Modern Working Women and the Development Debate", Kanishka Publishers, New Delhi, 1998.
5. Dr.Tanuja Trivedi, "Encyclopedia of Women's Empowerment", Janapada Prakashan, New Delhi, 2012.
6. Bhaswati Das and VimalKhawas, "Gender Issues in Development –Concerns for the 21<sup>st</sup> 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. Meera Kosambi, "Women writing Gender", Permanent Block Publication, New Delhi, 2012.
10. Brush, Lisa D., Gender and Governance, Rawat Publications, New Delhi, 2007.
11. Sangeeta Bharadwaj, "Gender, Social Structure and Empowerment Status Report of Women in India", Rawat Publication, 2009.
12. Dr.Tapan Biswal, "Human Rights Gender and Environment", Viva Books Private Ltd, New Delhi, 2006.
13. Dr. S. Murty, "Women and Employment", RBSA Publishers, Jaipur, 2001.
14. Singh, Narpat, 'Changing Status of Women' Vista International Publishing House, Delhi, 2008.
15. Anuradhamathu, "Gender and Development in India", Kalpaz Publication, Delhi, 2008.
16. M.Bahati Kumba, "Gender and Social Movements", Rawat Publication, New Delhi, 2003.
17. Saxena, Alka, Women and Political Leadership, Altar Publishing House, New Delhi, 2011.

**Pedagogy:**

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational 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>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

Sd/-

**Subject Committee Chairperson**

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

<b>Course Title: UNDERSTANDING GANDHI</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>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 by Gandhi- Champaran, Bardoli, Khilafat, Non- Cooperation, Salt Satyagraha.</p> <p><b>Chapter-3:</b> Social Movements- Ahmedabad Mill Strike, Vaikom Satyagraha.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Gandhi as a Leader: Gandhian Methodology: Prayer, Consensus Building and Fasting.</p> <p><b>Chapter-5:</b> Gandhian Views on Politics: 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.</p> <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, and Untouchability.</p>	<b>15 Hours</b>

**Exercise:**

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

### **Suggested Readings**

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

**Pedagogy:**

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

**Sd/-****Subject Committee Chairperson**

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

<b>Course Title: CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>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>	<b>Contents of Course- OE- 3.3</b>	<b>45 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1: Concept of Citizen:</b> Subject- Slave-Citizen: a Comparison, Constitutional Provisions</p> <p><b>Chapter-2: Citizenship in India: Milestones-</b> Citizenship and Partition of India (Nehru and Liyaqat Ali Khan Pact) The Citizenship Act, 1955, The Citizenship (Amendment) Act, 2003 and 2005, National Register of Citizens (NRC).</p> <p><b>Chapter-3: Citizens and Constitutional Provisions:</b> Fundamental Rights and Duties, Socio-Economic and Cultural</p>	<b>15 Hours</b>

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

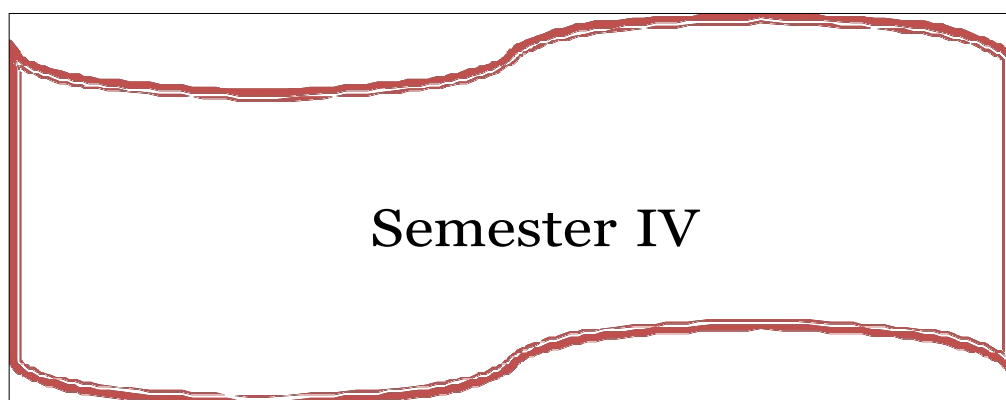
1. Marcus Raskin, 'Nation Building and Citizenship: Studies of our Changing order' Rutledge India, New Delhi, 1996.
2. Atul Kolhi, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
3. Atul Kolhi, The success of India Democracy, Cambridge University Press, 2001.
4. Savitaha Rao, India's Positive Citizen Building- A Great Nation One Action At A Time, Wings Publishing, Bangalore, 2020.
5. Anupama Roy, 'Mapping Citizenship in India', (Oxford India short introductions), Oxford University Press, New Delhi, 2012.
6. Nirag Gopal Jayal, 'Citizenship and its Discontents', Harvard University Press, 2013.
7. Ornit Shani, 'How India become a democratic citizenship and making of the Universal Franchise', Cambridge University Press, New Delhi, 2017.
8. Koenig Lion, 'Cultural Citizenship in India; Politics Power and Media', Oxford University Press, New Delhi, 2016.
9. [Blog.mygov.in/we-the-people-we-the-citizen](http://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>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

**Sd/-****Subject Committee Chairperson**



**ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS****DSC - 7**

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

Unit	Contents of Course- DSC 7	45 Hours
<b>Unit-I</b>	<p><b>Chapter-1: Sources of Early Indian Thought:</b> Sources and Pre and Post-Colonial Period.</p> <p><b>Chapter-2: Perspectives:</b> Orientalists, Nationalists, Gandhiji on Varnashrama Dharma, Dr. Radhakrishnan perspective.</p> <p><b>Chapter-3: Indian Culture:</b> Colonial Narratives (William Jones, Macaulay) v/s Post-Colonial ( Edward Said, and S.N. Balagangadhar)</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4: Socio-Political Ideas in the Early Indian Thought:</b> Dharma, Rajadharma, Dandaniti, Nyaya, Vaisheshika, Shunya, Ratnin Ceremony, Varnadharma, and Ashramadharma, values in Thirukural.</p> <p><b>Chapter-5: Kingship:</b> Origin Stories, Gopati to Bhupati, Nature and Structure.</p> <p><b>Chapter-6: Functions of Institutions:</b> Sabha, Samiti, Vidhata, Paura-Janapada.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7: Ganasanghas:</b> Nature, Structure, Functions Role of Stories in Indian Tradition.</p> <p><b>Chapter-8: Ramayana (Valmiki):</b> Ramarajya, Subaltern and Adhyatmic perspective.</p> <p><b>Chapter-9: Mahabharata (Vyasa):</b> 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, Motilal Banarsidass, Chowk Banaras, 1949.
2. R.S. Sharma, Early Indian Social and Political Thought and Institutions (Aspects of the Political Ideas and Institutions in Ancient India, Motilal Banarsidass, Delhi, 1991.
3. Jayaswal K.P, Hindu Polity, Bangalore Printing and Publishing Co. LTD, Bangalore, 1943.
4. Goshal U.N, History of Hindu Political Theory, Oxford University Press, Calcutta, 1923.
5. Kangle R.P, Kautilya's Arthashastra, Motilal Banarsidass Publishers Pvt.Ltd, New Delhi, 1986.
6. Bhandarkar D.D, Some Aspects of Ancient Indian Culture, Madras, University of Madras, 1940.
7. Romila Thaper. From Lineage to State, Oxford University Press, United Kingdom, 1984.
8. R.S.Sharma, Shudras in Ancient India, Motilal Banarsidass, Delhi, 1957.
9. Sharma,R. S India's, Ancient Past, Oxford University Press, New Delhi, 2006.
10. Sharma,R. S, Rethinking India's Past, Oxford University Press, New Delhi, 2010.
11. Kraedar Lawrence, "Formation of the state", Prentice Hall, United State, 1968.
12. Kosambi. D.D, "Introduction to the Study of Indian History", Popular Prakashan, Mumbai, 1956.
13. Said Edward, Orientalism, Pantheon Books, USA, 1978.
14. Misra Vibhuti Bhushan, From the Vedas to the Manusamhita, City/Country Brill Academic, United States, 1982.
15. Sircar D.C, Studies in the Religious life of Ancient and Medieval India, Motilal Banarsidass, Delhi, 1971.
16. Aiyangar K.R, Ancient Indian Polity, Oriental Books Agency, Poona, 1941.
17. Pargiter R, Ancient Indian Historical Tradition, Oxford University Press, London, 1922.
18. Levin G.M, Bongard, A Complex Study of Ancient India – Multidisciplinary Approach, American Oriental Society, USA, 1989.
19. Kumar S, "Role of State in Ancient India Economy", Ramanand Vidya Bhawan, Delhi, 1986.
20. Sircar D.C, Political and Administrative System of Ancient and Medieval India. Motilal Banarsidass, Delhi, 1975.
21. Maity S. K and Upendra Thakur, Indological Studies, Abhinav Publications, New Delhi, 1991.
22. Mukherjee Shobha, The Republican trends in Ancient India. Munshiram Manoharlal Publishers Private Limited, New Delhi, 1989.
23. Bandyopadhyaya N.C, Development of Hindu Polity and Political Theories, Munshiram Manoharlal Publishers, New Delhi, 1980.
24. Chattopadhyaya D. Lokayata, Peoples Publishing House, New Delhi, 1959.

25. Kosambi D.D, The Culture and Civilization of Ancient India and Historical Outline, Vikas Publishing House Pvt. Ltd, Noida, 1965.
26. Majumdar R. C, History and Culture of Indian People, Vol.I, Dacca University, Bangladesh, 1977.
27. Kulke, Hermen (Ed), State in India, 1000 to 17000, Oxford University Press, Delhi, 1995.
28. Kane P.V, History of Dharmashastras, Vol-1-5, Bhandarkar Institute Press, Poona, 1930.
29. Balagangadhara S.N, Purvavalokana, (Translated and Edited - Rajaram Hegde and J. S. Sadanand) Vasanta Prakashana, Bangalore, 2016. (2010).

### Pedagogy:

The course shall be taught through the lecture, tutorial, interactive sessions, self-guided learning materials, Open Educational Recourses (OER) as reference materials, Close-Reading Sessions of texts, assignments, seminars, 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
<b>Total</b>	<b>40</b>

Sd/-

Subject Committee Chairperson

**MODERN POLITICAL ANALYSIS  
DSC-8**

<b>Course Title: MODERN POLITICAL ANALYSIS</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>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>	<b>Contents of Course: DSC-8</b>	<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</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 Modern- Behavioral, Systems approach</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.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7</b> Almond on 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 - 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 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>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

Sd/-

**Subject Committee Chairperson**

**GOOD GOVERNANCE IN INDIA****Open Elective OE - 4.1**

<b>Course Title: GOOD GOVERNANCE IN INDIA</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>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>Contents of Course: OE-4.1</b>	<b>45 Hours</b>
<b>Unit-I</b>	<b>Chapter- 1</b> Meaning, Characteristics, and need for Good Governance.  <b>Chapter-2</b> Theories and Concepts of Governance- Public Choice and Public Value Theory, Good Governance and	<b>15 Hours</b>

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

The department may invite officers connected to Governance projects and have interaction with the students.

**Suggested Readings**

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

**Pedagogy:**

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

**Sd/-****Subject Committee Chairperson**

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

<b>Course Title: UNDERSTANDING Dr. B.R.AMBEDKAR</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>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>	<b>15 Hours</b>

	<b>Chapter-3-</b> Dr. B. R. Ambedkar's Initiatives: Mahad Satyagraha, Kalaram Temple Entry Movement.	
<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 370, Uniform Civil Code, 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, Equality, Freedom and Justice.</p> <p><b>Chapter: 8:</b> Dr. B. R. Ambedkar's views: on Islam, Buddhism, on Religious Conversion.</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. Dhanjaya Keer, Dr. Ambedkar-Life and Mission, Popular Prakashana, Bombay, 1964.
4. Valerian Rodrigues, Essential Writings on Ambedkar, OUP, New Delhi, 2003.
5. Marcus Raskin, 'Nation Building and Citizenship: Studies of our Changing order' Rutledge India, New Delhi, 1996.
6. Atul Kohli, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
7. Atul Kohli, The Success of Indian Democracy, Cambridge University Press, 2001.
8. Savitaha Rao, India's Positive Citizen Building- A Great Nation One Action At A Time, Wings Publishing, Bangalore, 2020.
9. Nirag Gopal Jayal, 'Citizenship and its Discontents', Harvard University Press, 2013.
10. Koenig Lion, 'Cultural Citizenship in India; politics power and media', Oxford University Press, New Delhi, 2016.
11. Subrata K. Mitra, 'Citizenship as cultural flow; structure agency and flow', e-Book, 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. Babasaheb Ambedkar Writings & Speeches – Vol.1, to Vol. 17- Published by Social Justice and Empowerment, Govt. of India and Ambedkar Foundation, New Delhi, 2015.

**Pedagogy:**

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

**Sd/-**

**Subject Committee Chairperson**

## POLITICAL JOURNALISM

### Open Elective OE- 4.3

Course Title: POLITICAL JOURNALISM	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>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>	<b>Chapter-1:</b> Defining Political Journalism, Traditional and Modern views about State and Politics. <b>Chapter-2:</b> Understanding of Political Development: Caste, Religion, Linguistic and Party Perspectives. <b>Chapter-3:</b> Defining the Role of Mass Media- Print, Electronic	<b>15 Hours</b>

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

10. Dahl, Robert A, Modern Political Analysis, Prentice Hall of India, New Delhi, 1981.

**Pedagogy:**

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

Sd/-

Subject Committee Chairperson

**CONSTITUTION OF INDIA (Common Syllabus for all the UG Courses)**

<b>Ability Enhancement Compulsory Courses (AECC)</b>	
<b>Course Title: CONSTITUTION OF INDIA</b>	
Total Contact Hours: <b>24</b>	Course Credits: 2
No. of Teaching Hours/Week:2	Duration of ESA/Exam: 1 <b>Hours</b>
Formative Assessment Marks: <b>20</b>	Summative Assessment Marks: <b>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 Making of Indian Constitution :</b> Constituent Assembly- Composition, Objectives, Preamble and Salient features of the Indian Constitution.  <b>Chapter-2</b> Fundamental Rights, Fundamental Duties, Directive Principles.	<b>8 Hours</b>
<b>Unit-II</b>	<b>Chapter-3 Union Government-</b> President, Prime Minister and Cabinet.  <b>Chapter-4 State Government-</b> Governor, Chief Minister and Cabinet.	<b>8 Hours</b>

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

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

**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)
6. K B Merunandan, Bharatada Samvidhana Ondu Parichaya, Bangalore, Meragu Publications, 2015.
7. ಪ್ರೊ. ಎಚ್. ಎಂ. ರಾಜಶೇಖರ ಭಾರತ ಸರ್ಕಾರ ಮತ್ತು ರಾಜಕೀಯ, ಕಿರಣ ಪ್ರಕಾಶನ, ಮೈಸೂರು 2020.
8. K. Sharma, Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2002.
9. P.M Bakshi, Constitution of India, Universal Law Publishing House, New Delhi, 1999.
10. D. C. Gupta, Indian Government and Politics, Vikas publishing House, New Delhi, 1975.
11. S. N. Jha, Indian Political System, Historical Developments, Ganga Kaveri Publishing House, Varanasi, 2005.
12. Arora & Mukherji, Federalism in India, Origin and Developments, Vikas Publishing House, New Delhi, 1992.

**Pedagogy:**

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions 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
<b>Total</b>	<b>20</b>

**Sd/-****Subject Committee Chairperson**

**General Pattern of Political Science Question Paper (NEP- 2020)****I. Term End Examination for Discipline Specific Core (DSC) and Discipline Specific Elective(DSE) Papers**

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

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

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

**Section A: Multiple Choice Questions**

**Section B: Short Answer Questions**

**Section C: Long Answer Questions**

**Section A: Multiple Choice Questions**

**All Questions are Compulsory (10x1=10)**

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

**Section B: Short Answer Questions (2x10=20)**

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

- 11.
- 12.
13. 13.

**Section C: Long Answer Questions (2x15=30)**

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

14. 14.

15. 15.

16. 16.

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

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

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

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

- Section A: Multiple Choice Questions**
- Section B: Short Answer Questions**
- Section C: Long Answer Questions**
- Section D: Essay type Answer Questions**

### **Section A: Multiple Choice Questions**

**All Questions are Compulsory (10x1=10)**

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

### **Section B: Short Answer Questions (3x5=15)**

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

- 11.
- 12.
- 13.
- 14.

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

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

15.

16.

17. 17.

**Section D: Essay type Answer Questions (1x15=15)**

**Answer any One question. Answer the following question in not more than 1000 words**

18. 18.

19. 19.

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

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

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

Question paper pattern for **Indian Constitution** –

**Section A: Multiple Choice Questions**

**Section B: Short Answer Questions**

**Section C: Long Answer Questions**

#### **Section A: Multiple Choice Questions**

**All Questions are Compulsory (10x1=10)**

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

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

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

- 11.
- 12.
- 13.

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

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

- 14.
- 15.