

**JSS COLLEGE OF ARTS, COMMERCE AND SCIENCE  
(Autonomous)  
B N ROAD, MYSURU- 570 025**



- NEP-UG Syllabus  
For B.A Programmes**
- **History, Political Science (HP)**
  - **Journalism, Political Science (JP)**

**2021-22**

**2022-23**

**2023-24 on wards**

**DEPARTMENT OF POLITICAL SCIENCE**

**NEP Syllabus for BA-HP& JP 2021-24**  
(I sem-VI sem)

Sem	Course No C1/C2	combination	Course Code	Title of the course	Course Type	Credit Pattern L:T:P	Total Credi t	Teaching hrs/week	Evaluation Pattern		
									C1	C2	C3
I/II					DSC/A ECC/S EC						
I	C1	HP	FHA47032	Basic concepts of Political science	DSC1	3:0:0	3	3	20	20	6
I	C1	JP	FHA47035	Basic concepts of Political science	DSC1	3:0:0	3	3	20	20	6
I	C2	HP	FHA48032	Political theory	DSC2	3:0:0	3	3	20	20	6
I	C2	JP	FHA48035	Political theory	DSC2	3:0:0	3	3	20	20	6
I			FHA860	Human Rights	OE1	3:0:0	3	3	20	20	6
			FHA870	Administration in India							
II	C1	HP	FHB47032	Western Political Thought	DSC3	3:0:0	3	3	20	20	6
II	C1	JP	FHB47035	Western Political Thought	DSC3	3:0:0	3	3	20	20	6
II	C2	HP	FHB48032	Indian National Movement and Constitutional Development	DSC4	3:0:0	3	3	20	20	6
II	C2	JP	FHB48035	Indian National Movement and Constitutional Development	DSC4	3:0:0	3	3	20	20	6
II			FHB860	India Polity: Issues and Concerns	OE2	3:0:0	3	3	20	20	6
			FHB 870	International Relations							
III	C1	HP	FHC47032	Indian Government and politics	DSC5	3:0:0	3	3	20	20	6
III	C1	JP	FHC47035	Indian Government and politics	DSC5	3:0:0	3	3	20	20	6
III	C2	HP	FHC48032	Parliamentary Procedures in India	DSC6	3:0:0	3	3	20	20	6
III	C2	JP	FHC48035	Parliamentary Procedures in India	DSC6	3:0:0	3	3	20	20	6
III		OE	FHC860 FHC870	Gender and politics Understanding Gandhi	OE3	3:0:0	3	3	20	20	6
IV	C1	HP	FHD47032	Ancient Indian politics ideas and institutions	DSC7	3:0:0	3	3	20	20	6
IV	C2	JP	FHD47035	Ancient Indian politics ideas and institutions	DSC7	3:0:0	3	3	20	20	6
IV	C1	HP	FHD47032	Modern political analysis	DSC8	3:0:0	3	3	20	20	6
IV	C2	JP	FHD47035	Modern political analysis	DSC8	3:0:0	3	3	20	20	6

IV		OE	FHD860	Good Governance in India UNDERSTANDING Dr.B.R.Ambedkar	OE3	3:0:0	3	3	20	20	6
III/IV	AEC C	BA.B com. Bsc.B voc	ICC140/IC D140	India and Indian constitution	AEEC	3:0:0	3	3	20	20	6
V		HP	FHE47032	International Relations-Basic Concepts	DSC9	3:0:0	3	3	20	20	6
V		JP	FHE47035	International Relations-Basic Concepts	DSC9	3:0:0	3	3	20	20	6
V		HP	FHE47232	Comparative Government and Politics	DSC10	3:0:0	3	3	20	20	6
V		JP	FHE47235	Comparative Government and Politics	DSC10	3:0:0	3	3	20	20	6
V		HP	FHE47432	Karnataka Government and politics	DSC11	3:0:0	3	3	20	20	6
V		JP	FHE47435	Karnataka Government and politics	DSC11	3:0:0	3	3	20	20	6
VI		HP	FHF47032	Political Economy of India	DSC12	3:0:0	3	3	20	20	6
VI		JP	FHF47035	Political Economy of India	DSC12	3:0:0	3	3	20	20	6
VI		HP	FHF47232	Public Policy Analysis	DSC13	3:0:0	3	3	20	20	6
VI		JP	FHF47235	Public Policy Analysis	DSC13	3:0:0	3	3	20	20	6
VI		HP	FHF47432	Modern Indian Political Thinkers	DSC14	3:0:0	3	3	20	20	6
VI		JP	FHF47435	Modern Indian Political Thinkers	DSC14	3:0:0	3	3	20	20	6

## Proposed Structure for Political Science Discipline

<b>Semester I</b>				
<b>Course</b>	<b>Paper</b>	<b>Credits</b>	<b>No. of Teaching Hours/Week (L+T+P)</b>	<b>Total Marks/ Assessment</b>
<b>DSC-1</b>	<b>Basic Concepts in Political Science</b>	<b>3</b>	<b>3+1+0=4</b>	<b>100(60+40)</b>
<b>DSC-2</b>	<b>Political Theory</b>	<b>3</b>	<b>3+1+0=4</b>	<b>100(60+40)</b>
<b>OE</b>	<b>1. Human Rights</b>	<b>3</b>	<b>3+1+0=4</b>	<b>100(60+40)</b>
	<b>2. Administration in India</b>	<b>3</b>	<b>3+1+0=4</b>	<b>100(60+40)</b>
<b>Semester II</b>				
<b>DSC-3</b>	<b>Western Political Thought</b>	<b>3</b>	<b>3+1+0=4</b>	<b>100(60+40)</b>
<b>DSC-4</b>	<b>Indian National Movement and Constitutional Development</b>	<b>3</b>	<b>3+1+0=4</b>	<b>100(60+40)</b>
<b>OE</b>	<b>1. Indian Polity: Issues and Concerns</b>	<b>3</b>	<b>3+1+0=4</b>	<b>100(60+40)</b>
	<b>2. International Relations</b>	<b>3</b>	<b>3+1+0=4</b>	<b>100(60+40)</b>

## 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>

Course Category	Core paper Code	Paper Title	Credit	No. of Teaching Hours/Week	Total Marks/Assessment
<b>Semester</b>					
DSC	POLC9	International Relations-Basic Concepts	4	4	<b>100(60+40)</b>
	POLC10	Comparative Government and Politics	4	4	<b>100(60+40)</b>
	POLC11	Karnataka Government and Politics	4	4	<b>100(60+40)</b>
	POLC12	Colonialism and Indian Politics	4	4	<b>100(60+40)</b>
DSE	POLE1 (Any one to be chosen)	A. Administrative Theories	3	3	<b>100(60+40)</b>
		B. Socio-Political Movements in Karnataka	3	3	<b>100(60+40)</b>
		C. Understanding Gandhi	3	3	<b>100(60+40)</b>
	Voc-1	<b>Media and Politics</b>			<b>100(60+40)</b>
		Internship	2		
<b>VI Semester</b>					
DSC	POLC13	International Relations-Theoretical Aspects	4	4	<b>100(60+40)</b>
DSC	POLC14	Political Economy Of India	4	4	<b>100(60+40)</b>
DSC	POLC15	Public Policy Analysis	4	4	<b>100(60+40)</b>
DSC	POLC16	Modern Indian Political Thinkers	4	4	<b>100(60+40)</b>
DSE	POLE2 (Anyone to be chosen)	A. Foreign Policy Of India	3	3	<b>100(60+40)</b>
		B. International And Regional	3	3	<b>100(60+40)</b>

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

**Discipline Core: Political Science**

**Total Credits for the Programme:**

**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 bridged 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	40	(60+40) =100

Formative Assessment		
Assessment Occasion/type		Weightage in Marks
C-1	Assessment Test-1	10
	Seminar/Presentation/Group Discussion/Assignment/Quiz	10
C-2	Assessment Test-2	10
	Assignment/Book reviews/Report on field visits/Seminars	10
<b>Total</b>		<b>40</b>



# **SEMESTER-I**

## BASIC CONCEPTS IN POLITICAL SCIENCE

### DSC-1

<b>Course Title: BASIC CONCEPTS IN POLITICAL SCIENCE</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3+1=4(L+T)</b>	Duration of ESA/Exam: <b>3 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>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 Course-1	45 Hours
<b>Unit-I</b>	<p><b>Chapter -1</b> Meaning, Nature, Scope and Importance of Political Science, Approaches – Philosophical, Historical, Observational, Comparative and Experimental. Emergence of Political Science as a Discipline.</p> <p><b>Chapter- 2</b> Meaning and Elements of State, Difference between State and Government, State and Society, State and Association, Theories on Origin of State- Historical Theory, Divine Rights Theory, Social Contract Theory, Marxist and Gandhian Theory of State</p> <p><b>Chapter-3</b> Civil Society- Meaning and Importance.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4</b> Meaning, Characteristics, and Kinds of Sovereignty.</p> <p><b>Chapter-5:</b> Austin's Concept of Sovereignty and Pluralistic Critique, Pluralistic Theory of Sovereignty, Challenges to the State Sovereignty in the age of Globalization.</p> <p><b>Chapter-6,</b> Law meaning, Sources, Relations between Law and Liberty, Law and Justice.</p>	<b>15 Hours</b>
<b>Unit-III</b>	<p><b>Chapter-7</b> Liberty: Meaning and Kinds; Positive and Negative</p> <p><b>Chapter-8</b> Equality: Meaning and Kinds (Social, Economic and Political)</p> <p><b>Chapter-9</b> Power and Justice: Meaning and kinds, Political Obligation: Nature AND Importance, Grounds of Political Obligation.</p>	<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. 95
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.

<b>Formative Assessment</b>		
<b>Assessment Occasion/type</b>		<b>Weightage in Marks</b>
<b>C-1</b>	<b>Assessment Test-1</b>	10
	Seminar/Presentation/Group Discussion/Assignment/Quiz	10
<b>C-2</b>	<b>Assessment Test-2</b>	10
	Assignment/Book reviews/Report on field visits/Seminars	10
<b>Total</b>		<b>40</b>

# POLITICAL THEORY

## DSC-2

<b>Course Title: POLITICAL THEORY</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</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>	<b>Chapter-1</b> Meaning, Nature and Importance of Political Theory, <b>Chapter-2</b> Modern Approaches- Behavioral, Post-Behavioral, David Easton's Political System and Marxian Approach <b>Chapter-3</b> Relevance of Political Theory, Decline and Resurgence of Political Theory	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b> Liberalism: J.S Mill <b>Chapter-5</b> Neo-Liberalism: John Rawls <b>Chapter-6</b> Libertarianism: Robert Nozick	<b>15 Hours</b>
<b>Unit-III</b>	<b>Chapter-7</b> Communitarianism and Multiculturalism: Indian perspective, Colonial Discourse and Post Colonialism, Post Colonial Response and its Limitations <b>Chapter-8</b> Proponents of Secularism – Nehru, Gandhi, Moulana Azad. <b>Chapter-9</b> Democracy and Liberalism- Dr. B.R. Ambedker, Lohia, Jaya Prakash Narayan.	<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. Ahmed. V, Theory: Classes, Nations Literatures.: Verso, London, 1992.

## HUMAN RIGHTS

### Open Elective OE-1

<b>Course Title: HUMAN RIGHTS</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</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.

Unit	Content of Course-OE-1	45 Hours
<b>Unit-I</b>	<p><b>Chapter-1</b> Meaning, nature, scope and Classification of Human Rights</p> <p><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)</p> <p><b>Chapter-3</b> Universal Declaration of Human Rights, RTI as Human Right.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4</b> Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties in India</p> <p><b>Chapter-5</b> National Human Rights Commission (NHRC) - Composition and its function</p> <p><b>Chapter-6</b> Karnataka State Human Rights Commissions (KSHRCs) – Composition and its functions</p>	<b>15 Hours</b>
<b>Unit-III</b>	<p><b>Chapter-7</b> National Commission for SCs/STs, Minorities' Commission, Women' Commission</p> <p><b>Chapter-8</b> Major issues and concerns of Human Rights- Discrimination and violence against women, children, Dalits and Minorities, Child Labour and Bonded Labour</p> <p><b>Chapter-9</b> Challenges to Human Rights</p>	<b>15 Hours</b>

**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. Rhond L. Callaway & Julie Harrelson- Stephen, "International Human Rights", New York, 1998.

## ADMINISTRATION IN INDIA

### Open Elective OE-2

<b>Course Title: ADMINISTRATION IN INDIA</b>	
Total Contact Hours: 45	Course Credits: 3

#### Course Objective:

This course aims to introduce the students to basic aspects of Administration in India. This course also exposes them to the working of Administrative system in India.

#### Learning Outcomes:

After completing this course students will be able to-

- Acquire General Knowledge required to competitive Examinations
- To have necessary knowledge and skills, Competency required for understanding Conceptual and Practical dimensions of Administrative process in India.

Unit	Contents of Course-OE-2	45 Hours
<b>Unit-I</b>	<b>Chapter-1</b> Meaning, Feature and Functions of Civil Service. <b>Chapter-2</b> Growth of Civil service in India, kinds of Civil services in India and Concept of Lateral Entry into Civil Services. <b>Chapter-3</b> UPSC, Staff Selection Commission, DPAR – Composition, Powers and Function.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b> Central Administration, PMO, Central Secretariat, Cabinet Secretary- role, Powers and Function. <b>Chapter-5</b> Ministry of Personnel and Personal Grievances, Ministry of Home affairs, Ministry of Defense, Ministry of Finance, powers and function <b>Chapter-6</b> State Administration – State secretariat and Chief Secretary. Role, Power and Function.	<b>15 Hours</b>
<b>Unit-III</b>	<b>Chapter-7</b> Deputy commissioner, role Powers and Functions, administrative Organization below the District level. <b>Chapter-8</b> Control over the Administration-Legislative, Executive, Judicial and Popular <b>Chapter-9</b> Good Governance and E-Governance - Meaning, features and Importance, Bhoomi, Panchatantra, Sakala, Khajane.	<b>15 Hours</b>

#### Exercise:

- Seminar and Group Discussion on Administration and its kinds.
- Students can be asked to go for field visit to know the working of Local Bodies and E-Governance Initiative.

#### Suggested Readings:

1. Central Administration – A. Avasthi
2. Indian Administration – S.R. Maheswari

# SEMESTER-II

**WESTERN POLITICAL THOUGHT  
DSC-3**

<b>Course Title: WESTERN POLITICAL THOUGHT</b>	
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</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>	<p><b>Chapter-1</b> Salient Features of the Greek Political Thought, <b>Plato:</b> Theory of Justice, Philosopher King, <b>Aristotle:</b> State and Its Classification, Theory of Revolution</p> <p><b>Chapter -2</b> Salient Features of Medieval - Political Thought, Christian Tradition, <b>St. Thomas Aquinas:</b> Church v/s State, <b>St. Augustine:</b> Theory of Two Swords</p> <p><b>Chapter -3, Machiavelli:</b> On Politics and State Craft, Viewson ends and means</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-1</b> <b>Hobbes:</b> Theory of Sovereignty, <b>Locke:</b> Social Contract and Theory of Government, Tolerance;</p> <p><b>Rousseau:</b> Social Contract, General Will</p> <p><b>Chapter-2</b> <b>Bentham:</b> Theory of Utilitarianism</p> <p><b>Chapter-3</b> <b>J.S. Mill:</b> Viewson Liberty</p>	<b>15 Hours</b>
<b>Unit-III</b>	<p><b>Chapter-1.</b> Karl Marx Historical Materialism, Class Struggle, Surplus theory And Revolution. Classless and stateless society</p> <p><b>Chapter-2</b> Jurgen Habermas- Communicative action, Public Sphere, Theory of truth and knowledge</p> <p><b>Chapter-3</b> Noam Chomsky- Responsibility of Intellectuals, Manu fracturing consent.</p>	<b>15 Hours</b>

**Exercise:**

- Compare Greek State with the Roman state and make points
- Imagine the presents 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



## INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENTS

### C-4

<b>Course Title: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENTS</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</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 Gandhiji that resulted in freedom.
- Examine the problem of Independent India and the role played by great leaders in solving them.

Unit	Contents of Course-4	45 Hours
<b>Unit-I</b>	<p><b>Chapter-1</b> Indian National Movement: Features, The Liberal, The Extremist and Revolutionary Phase</p> <p><b>Chapter-2</b> The Gandhian Phase: Non-Cooperation movement, Civil Disobedience Movement and the Quit India movement.</p> <p><b>Chapter-3</b> Political Issues during National movement- Swaraj, Reservation, Gandhian Swadeshi Concept.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4</b> Morley-Minto Reform Act of 1909, Montague Chelmsford Act of 1919: main provisions and Dyarchy, Simon Commission, The Nehru Report.</p> <p><b>Chapter-5</b> Round Table Conference, Government of India Act of 1935: main provisions: provincial Autonomy and federal system</p> <p><b>Chapter-6</b> Cabinet Mission Plan, Indian Independence Act of 1947: main provisions. Constituent Assembly Debates on</p>	<b>15 Hours</b>

<b>Unit-III</b>	<b>Chapter-7</b> CitizenshipandState Structure <b>Chapter-8</b> MinorityRights,FundamentalRights. <b>Chapter-9</b> LanguageandNationalIntegration. (Theabovethreeshouldbediscussedinthecontextof ConstituentAssemblyDebates)	<b>15Hours</b>
-----------------	---	----------------

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

<b>Course Title: INDIAN POLITY AND CONCERNS</b>	
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</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.

Unit	Content of Course-OE-2	45 Hours
<b>Unit-I</b>	<b>Chapter-1 National Integration and Social Harmony-</b> Meaning and importance of National Integration and Essentials of National Integration. <b>Chapter-2 Society and Politics in India:</b> Caste, Class, Ethnicity and Gender, role and Impact on Indian Polity. <b>Chapter-3 Language-</b> Role and Constitutional Provisions, Issues	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b> Religion and 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>15 Hours</b>
<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>

**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.

## International Relations

### Open Elective OE-2

<b>Course Title: International Relations</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>

#### Course Objective:

This course aims to introduce the students to basic concepts, Institutions and Issues of Global Politics. This course also exposes them to the Understanding OF Power Politics of Regional and Global level.

#### Learning Outcomes:

After completing this course students will be able to-

- Understand and reflect on basic concepts, Institutions and Issues of International Relations Global Politics
- Develop and deepen the sense of Cosmopolitanism.
- To acquire General knowledge for Competitive exam

Unit	Content of Course-OE-4	45 Hours
<b>Unit-I</b>	<b>Chapter-1</b> Meaning, Nature, scope and Importance of International Relations. <b>Chapter-2</b> Key Concepts- National Power, National interest, National Security, Diplomacy, Balance of Power, Collective security, Deterrence. <b>Chapter-3</b> India and her Neighbors- Pakistan and China.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b> World Organizations- UN, Principles and Objectives, Major Organs, Working of UN, Achievements and Failures. <b>Chapter-5</b> UNESCO, WHO, ILO, WB. <b>Chapter-6</b> Regionalism in World Politics- Meaning and Importance- SAARC, ASEAN, EU, OPEC, SHANGHAI COOPERATION Organization, BRICS,	<b>15 Hours</b>
<b>Unit-III</b>	<b>Chapter-7</b> Global Issues- Poverty, Development, Environment <b>Chapter-8</b> Military alliances- NATO, SEATO, NSG, QUAD (India, America, Japan, Australia), <b>Chapter-9</b> Pacific settlement of International Disputes.	<b>15 Hours</b>

#### Suggested Readings:

1. Palmer and Perkins- International Relations.
2. H.J. Morgenthau, Politics among Nations.
3. Mahendra Kumar, Theoretical Aspects of International Relations.
4. Prakash Chandra, International politics.

# SEMESTER-III

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

**Course Objective:**

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

**Learning Outcome:**

At the end of the course the students shall -

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

Unit	Contents of Course-5	45 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> Indian Politics: Approaches to study of State and politics in India (Liberal, Marxist and Gandhian).</p> <p><b>Chapter-2:</b> Constituent Assembly- Composition and Major Debates regarding the Structure of Indian State.</p> <p><b>Chapter-3:</b> Preamble and Salient Features of Indian Constitution.</p>	<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, Relationship between the two Chambers,Amendment Process and Major Amendments (42nd, 73rd, 74th , 86th , 101st).</p> <p><b>Chapter-6:</b> Judiciary and Judicial Review, Appellate Authority.</p>	<b>15 Hours</b>
<b>Unit-III</b>	<p><b>Chapter-7:</b> Nature of Indian Political System, Union-State Relations (Commissions and Committees), President’s Rule: Processes and politics.</p> <p><b>Chapter-8:</b> Political parties and party system in India Coalition Politics and Elections in Indian Politics.</p> <p><b>Chapter-9:</b> Issues in Indian Democracy: Casteism, Communalism, Regionalism, Criminalization, Social 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, Lexis Nexis, India.
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

## DSC-6

### PARLIAMENTARY PROCEDURES IN INDIA

#### 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>	<b>Chapter-1:</b> Elections to the Legislatures: Parliament and State Legislatures. <b>Chapter-2:</b> Powers, Functions of People's Representatives - Members of Parliament and State Legislature. <b>Chapter-3:</b> Legislative Procedures of the Parliament: Articles 107-122.	
<b>Unit-II</b>	Chapter-4: Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills. Chapter-5: Drafting of the Bill, First Reading and Departmental Standing Committee, Second Reading, Third Reading, Passage of the Bill, Consent by the President, Gazette Notifications. Chapter-6: Parliamentary Committees: Composition and Functioning (Departmental Standing Committees, Select Committees, Joint Parliamentary Committees, Public Accounts Committee on Privilege Business, Advisory Committee, Ethics Committee).	15 Hours
<b>Unit-III</b>	Chapter-7: Motions and Hours in the House : Question Hour, Zero Hour, Half an Hour Discussion, Calling Attention Motion, Adjournment Motion, Privilege motion, Censure motion, 'No-confidence' motion, Cut motion. Chapter-8: Parliamentary Questions: Types, Starred and Un starred Questions, Questions Addressed to Private Members and Short Notice Questions. Chapter-9: Parliamentary Privileges: Constitutional Provisions, Codification of Privileges, Privileges of Parliamentarians and Legislators, Breach of Privilege.	15 Hours



**Exercise:**

- The college can organise mock parliaments and teach students the etiquettes of parliamentary behaviour.
- Canorganisedebatesonthecodificationofprivilegesandmatchitwiththeperformance 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.KaulandS.L.Shakdher,PracticeandProcedureofParliament,Metropolitan,New Delhi,1968.
2. SubhashC.Kashyap,OurParliament,NationalBookTrust,NewDelhi,2021.
7. SH.Belavadi,TheoryandPracticeofParliamentaryProcedureinIndia,1988.
8. Dr. K. S. Chauhan, Parliament Powers Functions And Privileges, LexisNexis, India, 2013.
9. Ajit Ranjan Mukharjea, Parliamentary Procedure in India, Oxford University Press, 1958.
10. M N. Kaul, Parliamentary Institutions and Procedures, National Publishing House, 1978.
11. Jalan, India’s Politics, Penguin, New Delhi,2007.
12. Abbas, H., Kumar, R. &Alam M. A., Indian Government and Politics, Pearson, New Delhi,2011.
13. Chakravarty, B. & Pandey, K. P, Indian Government and Politics, Sage, New Delhi, 2006.
14. K.Sanyal,StrengtheningParliamentaryCommittees,PRS,CentreforPolicy Research, New Delhi,2011.

## GENDER AND POLITICS

### Open Elective- OE- 3.1

#### Course Objective:

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

#### Learning Outcomes:

At the end of the course the students shall -

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

Unit	Contents of Course-OE-3.1	45 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> Defining Gender, Significance of Gender Studies, Difference between Gender Studies and Women Studies, Feminist Perspectives</p> <p><b>Chapter-2:</b> Gender Imbalance in Political Representation and Electoral Process, Gender Discrimination in Indian Politics – including LGBTQ, Feminist Critique of Politics.</p> <p><b>Chapter-3:</b> Governance and Gender Structures, Gender Budgeting and Gender Issues in Governance.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p>Chapter-4: Gender and Empowerment Process: Education, Economic, Political and Socializing and sensitizing gender issues.</p> <p>Chapter-5: Gender Differentiation in Political Parties and Leadership, Challenging Gender Stereotypes in Socio-Political sphere.</p> <p>Chapter-6: Capacity Building and Role of Women in Karnataka Politics, Women Representation in Local Governments.</p>	15 Hours
<b>Unit - III</b>	<p><b>Chapter-7:</b> Women and Poverty, Women and Health, Women and wealth creation, Violence against Women,</p> <p>Chapter-8: Women and Literature, Women and the Media, Women and the Environment.</p> <p>Chapter-9: Women and Societal Challenges: Dowry, Domestic Violence, Girl Child - Programmes for Empowerment of Women, Educating children and socio-religious taboos including patriarchy.</p>	<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 persistence 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", JanapadaPrakashan, 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 Black Publication, New Delhi,

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

**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 Satyagraha.</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>Chapter-4: Gandhi as a Leader: Gandhi as a model, Gandhian Methodology: Prayer, Consensus Building and Fasting.</p> <p>Chapter-5: Gandhian Views on Politics: Role of Ethics, Morality, Religion and Service.</p> <p>Chapter-6: Gandhi's critique on English Parliament, Gandhi on Nation and Nationalism.</p>	15 Hours
<b>Unit- III</b>	<p>Chapter-7: Gandhian Swadeshi and Swaraj, Critique on Modern Civilization, Modern Education and Machines.</p> <p>Chapter-8: Gandhian Violence (Doctrine of the Sword) Gandhi and Sins, Gandhi's views on Women and Sustainable Development.</p> <p>Chapter-9 Gandhian Political Strategist, Gandhi's Views on Hindu-Muslim Unity, Untouchability .</p>	15 Hours

**Exercise:**

- Students shall have a group reading of Gandhiji's texts like Hindswarj, My Experiment with truth, Sarvodaya, etc,
- Shall conduct the group discussion on the significance of Satyagraha, Sustainable Development, Swadeshi, etc.
- By reviewing literature on Gandhian critiques students can discuss the strength 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.

## CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION

### Open Elective OE- 3.3

#### Course Objective:

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

#### Learning Outcome:

At the end of the course the students shall -

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

Unit	Contents of Course- OE- 3.3	45 Hours
<b>Unit-I</b>	<p><b>Chapter-1: Concept of Citizen:</b> Subject- Slave-Citizen: a Comparison.</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, 1986, The Citizenship (Amendment) Act, 2003 and 2005, National Register of Citizens (NRC) with reference to North - East</p> <p><b>Chapter-3: Citizens and Constitutional Provisions:</b> Fundamental Rights and Duties, Socio-Economic and Cultural Rights</p>	<b>15 Hours</b>
<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>Chapter-6: IPC and Citizens Rights: First Information Report, Arrest, Detention, Bail Provisions, Sedition Act, Citizen and Civic Culture.</p>	15 Hours
Unit-III	<p>Chapter-7: Citizen and His Responsibility: Constitutional Provisions, Right to Privacy.</p> <p>Chapter-8: Citizen and Discrimination: Caste, Gender (LGBTQ), language, Race, Color, Place of Birth.</p> <p>Chapter-9: 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>	15 Hours

**Exercise:**

- Students and teachers collectively work towards building communication network among vulnerable citizens who have no knowledge about their own rights.
- Through activities they may form empowering groups and support immigrants/ migrants resolve their legal issues with authorities like police and government.

They may visit courts, police stations, regional passport offices and spread the laws relating to migrants, immigrants regarding their rights.

**Suggested Readings**

1. Marcus Raskin, 'Nation Building and Citizenship: Studies of four Changing order' Rutledge India, New Delhi, 1996.
2. Atul Kohli, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
3. Atul Kohli, 'The success of India Democracy, Cambridge University Press, 2001.
4. Savitaha Rao, 'India's Positive Citizen Building- A Great Nation One Action At A Time, Wings Publishing, Bangalore, 2020.
5. Anupama Roy, 'Mapping Citizenship in India', (Oxford India short introductions), Oxford University Press, New Delhi, 2012.
6. Nirag Gopal Jayal, 'Citizenship and its Discontents', Harvard University Press, 2013.
7. Ornit Shani, 'How India 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, [springerlink](http://springerlink.com).

# ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS

## DSC - 7

### 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 Limitations: Pre and Post Colonial.</p> <p><b>Chapter-2: Perspectives:</b> Orientalists, Nationalists, Marxian (Asiatic Mode of Production) and Gandhiji on Varnashrama Dharma.</p> <p><b>Chapter-3: Indian Culture:</b> Max Muller, Swami Vivekananda, Dr. Radhakrishnan</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.</p> <p><b>Chapter-5: Kingship:</b> Origin, 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</p> <p><b>Chapter-8: Ramayana (Valmiki):</b> Ramarajya,</p> <p><b>Chapter-9: Mahabharata (Vyasa):</b> Rajadharma in Shantiparva, Idea of war and Peace – values in Thirukural, Manu Smruthi (Caste)</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 Thapar. From Lineage to State, Oxford University Press, United Kingdom, 1984.
8. R.S.Sharma, Shudras in Ancient India, Motilal Banarsidass, Delhi, 1957.
9. Sharma, R. S India's, Ancient Past, Oxford University Press, New Delhi, 2006.
10. Sharma, R. S, Rethinking India's Past, Oxford University Press, New Delhi, 2010.
11. 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



## MODERN POLITICAL ANALYSIS

### DSC-8

**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.
- Befamiliar with the Phenomenon of politics and various explanations relating to the influences that mould the decision making process.
- Help the students to visualize the working of political institutions and the process of decision making through diagrammatic presentations.

. Unit	Contents of Course: DSC-8	45 Hours
<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.</p> <p><b>Chapter-3</b> Approaches – Traditional- Philosophical, Historical Institutional, Modern- Behavioral, 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> Almond on Structural – Functional Analysis Karl Deutsch's Communication Theory.</p> <p><b>Chapter-8</b> Richard C Snyder's Decision Making Theory,</p> <p><b>Chapter - 9</b> Political Development - Concept of Political Development - its variables, 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 decisionmaking.
- 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.

## Open Elective OE - 4.1 Good Governance in India

### 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 outsideworld.

### Learning Outcome:

**At the end of the course the students shall -**

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

Unit	Contents of Course: OE-4.1	45 Hours
<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 and 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, Bhoomi Yojana, 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, Bhoomi etc.,
- The department may invite officers connected to Governance projects and have interaction with the students.

## UNDERSTANDING Dr. B.R. AMBEDKAR

### Open Elective OE -4.2

#### 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 some of the important debates like Aryan Invasion Theory, Uniform Civil Code, Islam and partition of India.

. Unit	Contents of Course OE 4.2	45 Hours
<b>Unit-I</b>	<b>Chapter: 1-</b> Dr. B. R. Ambedkar's Journey of Life and Experiences. <b>Chapter: 2-</b> Dr. B. R. Ambedkar's perception on Hindu Social Order, Caste and Untouchability (refer Annihilation of Caste). <b>Chapter-3-</b> Dr. B. R. Ambedkar's Initiatives: Mahad Satyagraha, Kalaram Temple Entry Movement.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter: 4-</b> Dr. B. R. Ambedkar and Round Table Conference: His Memorandum, Communal Award and Poona Pact. <b>Chapter: 5-</b> Dr. B. R. Ambedkar's contribution as the Chairman of the Drafting Committee. <b>Chapter 6 -</b> Dr. B. R. Ambedkar's deliberations on key issues in the Constituent Assembly (Article 40, Article 370, Uniform Civil Code, Hindu Code Bill, and on reservation)	<b>15 Hours</b>
<b>Unit- III</b>	<b>Chapter: 7-</b> Dr. B. R. Ambedkar's Political Ideas: Democracy, Citizenship, Equality, Freedom and Justice. <b>Chapter: 8:</b> Dr. B. R. Ambedkar's views: on Islam, Buddhism, on Religious Conversion, on Aryan Invasion Theory. <b>Chapter: 9-</b> Dr. B. R. Ambedkar and Language Question, Dr. B. R. Ambedkar on Education and Women Empowerment and Nationalism.	<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.

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 four 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).

# POLITICAL JOURNALISM

## Open Elective OE- 4.3

### Course Objective:

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

### Learning Outcome:

At the end of the course the students shall -

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

Unit	Contents of Course- OE-4.3	45 Hours
Unit-I	<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 and Web (Social Media).	15 Hours
Unit-II	<b>Chapter-4: Political Culture- Shared Beliefs, Values, Ideologies and Norms, Process of Socialisation.</b> <b>Chapter-5: Political Participation –Modes of participation, Political Apathy.</b> <b>Chapter- 6: Methods of Political Journalism- Interviews, Political Debates, Commentary on Legislations.</b>	15 Hours
Unit-III	<b>Chapter-7: Communication-Defining Communication, Shaping Public Opinion, Encoding andDecoding.</b> <b>Chapter-8: Skills of Writing - Vocabulary, Epitomizing, Punctuation.</b> <b>Chapter-9: Report Writing-Journalistic Writing Skills, Yellow Journalism, Use of Facts and Figures and Interpretations.</b>	15 Hours

### Exercise:

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

### Suggested Readings

1. Iorio, Sharon Hartin. Qualitative Research In Journalism, Erlbaum Associates, London,2004.
2. Merritt, Davis, Public Journalism AndPublic Life, Erlbaum Associates, London,2004.

# SEMESTER-V

<b>Course Title: International Relations- Basic Concepts</b>	
<b>Semester: V</b>	<b>Course Code: POLC9</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week: 4</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:**

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-off 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-

- Being 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.

Unit	Contents of Course-POLC9	60Hours
<b>Unit-I</b>	<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>	<b>15Hours</b>
<b>Unit-II</b>	<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. <b>Chapter-6:</b> National Interest – Meaning, Elements, Kinds and Instruments for Promotion of National Interests.</p>	<b>15Hours</b>
<b>Unit-III</b>	<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>	<b>15Hours</b>
<b>Unit-IV</b>	<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.</p> <p><b>Chapter-12:</b> World order – Unipolar, Bi-Polar and Multi-Polar.</p>	<b>15Hours</b>

**Exercise:**

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



<b>Course Title: Comparative Government and Politics</b> <b>(With special reference to UK, USA and China)</b>	
<b>Semester: V</b>	<b>Course Code: POLC10</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week: 4</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:**

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

Unit	Contents of Course-POLC10	60Hours
<b>Unit-I</b>	<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>	<b>15Hours</b>
<b>Unit-II</b>	<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>	<b>15Hours</b>
<b>Unit-III</b>	<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>	<b>15Hours</b>
<b>Unit-IV</b>	<p><b>Chapter-10:</b> Judicial System (USA, UK and China). <b>Chapter-11:</b> Party System ((USA, UK and China). <b>Chapter-12:</b> Election Process (USA, UK and China).</p>	<b>15Hours</b>

**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. Sudhir Krishnaswamy, *Democracy and Constitutionalism in India*, OUP, New Delhi, 2009.
7. Pierre, Jon and B. Peters (Eds.), *Governance, Politics and the State*, London, Macmillan, 2000.
8. Rajeev Bhargava & 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 courses shall be taught through the lecture, interactive sessions, assignments, group discussions and weekend seminars.

<b>Course Title: Karnataka Government and Politics</b>	
<b>Semester: V</b>	<b>Course Code: POLC11</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week: 4</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 course will help to understand the political transformation of 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	ContentsofCourse-POLC11	60Hours
Unit-I	<p><b>Chapter-1:</b>State Politics in India: Nature and Importance.</p> <p><b>Chapter-2:</b>PrincelyStateofMysore:EvolutionofLegislature,MysoreRepresentativeAssembly.</p> <p><b>Chapter-3:</b>Administration and Governance in the Princely State and Reorganization of State.</p>	15Hours
Unit-II	<p><b>Chapter-4:</b>UnificationMovement:FactorsResponsible,RoleofVidyavardhakaSanghaandKannadaSahityaParishat.</p> <p><b>Chapter-5:</b>Contributions:Alur Venkatarao:Karnatakava,DeputyChannabasappa,GudleppaHallikere,SiddappaKambli.</p> <p><b>Chapter-6:</b>1924BelgaumConference,HardekarManjappa:ConceptofSwadeshiandNationalism,HuilgolNarayanRao.</p>	15Hours
Unit-III	<p><b>Chapter-7:</b> Caste and Politics: Dominant Caste, Backward ClassMovementandAHINDA,CasteandIdentityPolitics,ReligionandPolitics.</p> <p><b>Chapter-8:</b>Regionalism,Dr.NanjundappaReport,RegionalDisparities.</p> <p><b>Chapter-9:</b> Language and Politics, Water and Border Disputes,Peasant Issues, Gender Politics and Karnataka's Relations withCenter.</p>	15Hours
Unit-IV	<p><b>Chapter-10:</b>Era of Coalitions in Karnataka(2004and2018):itseffectsonpolicymaking,administratio nandpartypolitics<b>Chapter-11:</b>PoliticsofPolarisation:GrowthofPolarisationinKarnatakapolitic sanditsimpact.</p> <p><b>Chapter-12:</b>Demands for separate state, Art 371J and Specialstatus,challengesofdevelopmentinKitturandKalyanaKarnataka,Kodagu-(Coorg Case study)</p>	15Hours

#### Exercise:

- StudentscanwriteanoteononeoftheissuesconcerningAdministrationofDeewan's.
- InitiateagrouppdiscussionondifferentstagesofunificationmovementinKarnataka.
- Analysetheelectoralresultsthroughstatisticstakingoneoftheconstituenciesoftheirconvenient

## 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: Prasangha, 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 Aikeekaranadha Naalwaru Chinthakaru, (In Kannada). Dharvada: Manohara Grantha 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). Toward 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. Atul Kohli. 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. Kuppaswamy. (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.
- Hasan, Zoya. (2004). "Politics of Inclusion:

# SEMESTER-VI

<b>CourseTitle: Political Economy of India</b>	
<b>Semester:VI</b>	<b>CourseCode:POLC12</b>
<b>TotalContactHours:60</b>	<b>CourseCredits:4</b>
<b>No.ofTeachingHours/Week:4</b>	<b>DurationofESA/Exam:2Hours</b>
<b>FormativeAssessmentMarks:40</b>	<b>SummativeAssessmentMarks:60+40=100</b>

### **CourseObjectives:**

This will guide the students to know about how economies operate within the domestic and international arena. It will help them to define how sharing resources, market economy and Ideologies like liberalism affect the nations. This paper also provides an opportunity to students explain what a fiscal policy is and how it contributes to the development of a nation.

### **LearningOutcome:**

At the end of the course the students shall–

- Learn about the political dimension of economics and provide them the skill to manage the economy.
- Be exposed to interdisciplinary thinking and help them to assess the relationship between policy and its impact on various areas like agriculture.
- It prepares the students to experience practically the nature and the factors that impact political economy.



Unit	Contents of Course-POLC12	60Hours
Unit-I	<p><b>Understanding Political Economy</b></p> <p><b>Chapter-1:</b> Meaning, definition, and scope of Political Economy.</p> <p><b>Chapter-2:</b> Approaches to Political Economy, Traditional Approach, Pre-reform India: Liberalism, Marxism and Gandhian approach.</p> <p><b>Chapter-3:</b> Post reforms in India: New Liberal Economic Reforms, Liberalisation, Privatization and Globalization (LPG Model).</p>	15Hours
Unit-II	<p><b>State, Economy, and Market</b></p> <p><b>Chapter-4:</b> Development Planning and Challenges, Grants and Aids: IMF and World Bank.</p> <p><b>Chapter-5:</b> Market and the Changing Institutions of Governance.</p> <p><b>Chapter-6:</b> NITI Aayog, Make in India, Labour Policy and Social Security.</p>	15Hours
Unit-III	<p><b>Growth and Redistribution</b></p> <p><b>Chapter-7:</b> Surplus and Labour, Growth as Redistribution.</p> <p><b>Chapter-8:</b> Fiscal Policy: Taxation and Revenue Generation, Distribution of Revenue between Centre and State (GST) Finance Commission.</p> <p><b>Chapter-9:</b> Indian Agricultural Policy: Politics of Land Reforms, Food Policies in India, Green Revolution.</p>	15Hours
Unit-IV	<p><b>Challenges of Indian Political Economy</b></p> <p><b>Chapter-10:</b> Gender, Racial and Ethnic Problems. <b>Chapter-11:</b> Migration, Displacement. <b>Chapter-12:</b> Banking Crisis, Parallel Economy, Black Money.</p>	15Hours

**Exercise:**

- Arrange for lectures from industrialists.
- Make assessment and analysis of budgets.
- Get hands-on experience through internships in banking to see how the economy operates and feel the role of money.

**Suggested Readings**

1. Ahluwalia, I.J. 1992, Productivity and Growth in Indian Manufacturing, Oxford University Press, New Delhi.
2. Bardhan, P. 1998, The Political Economy of Development in India: expanded edition with an Epilogue on the Political Economy of Reform in India, Oxford University Press, New Delhi.
3. Baru, S. 2000, Economic Policy and Development of Capitalism in India: The Role of Regional Capitalists and Political Parties, in (eds.) Frankel et al.
4. Bhaduri, A. 1983, The Economics of Backward Agriculture, Academic Press, New York.
5. Chandavarkar, R., 1996, Imperial Power and Personal Politics: Class Resistance and State in India, C. 1850-1951, Cambridge University Press, Cambridge.

<b>Course Title: Public Policy Analysis</b>	
<b>Semester: VI</b>	<b>Course Code: POLC12</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week: 4</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 course is designed to help students to understand the need for policies and the methods of their formulation. It gives them an opportunity to analyze policies and their impact. It helps them to know the processes and research that goes in to policymaking by which the students can prepare themselves to be tomorrow's policymakers.

### **Learning Outcome:**

At the end of the course the students shall-

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

Unit	Contents of Course-POLC15	60Hours
Unit-I	<p><b>Chapter-1:</b> Introduction to Public Policy: Concept, its evolution - a historical perspective.</p> <p><b>Chapter-2:</b> Public Policy- Meaning, definition and need for Public Policy.</p> <p><b>Chapter-3:</b> Public Policy- Constitutional and cultural basis in formulating Public Policy.</p>	15Hours
Unit-II	<p><b>Chapter-4:</b> Approaches to Public Policy Making- unified, integrated and sectorial.</p> <p><b>Chapter-5:</b> Formulation of Public Policy- Role of Legislature, Parliament, Cabinet and NITI Ayog.</p> <p><b>Chapter-6:</b> Role of Research and Research institutions in Public Policy Making (ISEC, IPP, NIRD).</p>	15Hours
Unit-III	<p><b>Chapter-7:</b> Linkage between Public Policy and Planning- Agendasetting, Selection of Goals, Cost Estimation, Implementation and Evaluation.</p> <p><b>Chapter-8:</b> Federal Political System and Planning Process, Coordination and Cooperation between Centre and State.</p> <p><b>Chapter-9:</b> Decentralised Planning, Role of Panchayati Raj and People's Participation, monitoring and evaluation.</p>	15Hours
Unit-IV	<p><b>Chapter-10:</b> Public Policy implementation- top down approach, Bottom up approach, incremental model, strategic planning.</p> <p><b>Chapter-11:</b> Resolving problems in implementation- Defining problem, identification of issues, preparing problem statement, policy alternatives and resetting goals.</p> <p><b>Chapter-12:</b> Measuring policy impact- cost benefit analysis, MBO, PERT and CPM.</p>	15Hours

#### Exercise:

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

#### Suggested Readings

1. Rimli Basu, 'Public Administration: Concept and Theories', Sterling Publishers, 2004, N. Delhi.
2. Mohit Bhattacharya, 'New Horizons of Public Administration', Jawahar Publishers, 7th 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

<b>Course Title: Modern Indian Political Thinkers</b>	
<b>Semester: VI</b>	<b>Course Code: POLC14</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week: 4</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 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 of political thinking in resolving socio-political problems of the country.

<b>Unit</b>	<b>Contents of Course-POLC14</b>	<b>60 Hours</b>
<b>Unit-I</b>	<p><b>Introduction to Modern Indian Political Thought Chapter-1:</b> Early Social Reformers: Raja Ram Mohan Roy, Jyotiba Phule.</p> <p><b>Chapter-2:</b> Spiritual Nationalism: Swami Vivekananda, Dayananda Saraswati.</p> <p><b>Chapter-3:</b> Moderate Nationalists: Dadabai Naoroji and M.G. Ranade.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4 :</b> Extremist Nationalists: Arabindo and Bal Gangadhar Tilak.</p> <p><b>Chapter-5:</b> Emancipatory Phase: Sir Syed Ahmed Khan and M. Iqbal.</p> <p><b>Chapter-6:</b> Views on Caste System and Social Justice: Dr. B.R. Ambedkar and Ramaswamy Naicker.</p>	<b>15 Hours</b>
<b>Unit-III</b>	<p><b>Chapter-7:</b> Shades of Nationalism I- Mahatma Gandhi</p> <p><b>Chapter-8:</b> Shades of Nationalism II- Jawaharlal Nehru.</p> <p><b>Chapter-9:</b> National Integration: Vallabhbhai Patel and Critique of nationalism: Rabindranath Tagore.</p>	<b>15 Hours</b>

<b>Unit-IV</b>	<p><b>Chapter-10:</b> Socialist thoughts: Jayaprakash Narayan and Ram Manohar Lohiya.</p> <p><b>Chapter-11:</b> Volunteerism and Bhudhan Movement- Vinobha Bhave and Thought on Tribes: Jaipal Singh.</p> <p><b>Chapter-12:</b> Self Respect Movement: E. V. Ramaswami and Feminist thought: Pandita Ramabai</p>	<b>15 Hours</b>
----------------	--	-----------------

### Exercise:

- Arrange for Movies and Videos of eminent 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. Pantham 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 Lokmanya Tilak 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, Munshiram Manoharlal, 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 D

14. Graham, B.D., Hindu Nationalism and Indian Politics, Cambridge, Cambridge University Press, 1993.
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. Sathe, 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.

### **Pedagogy:**

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

<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>

## **Department of Political science**

### **Pattern of Question Paper**

1. International Assessment

Each paper will have an internal assessment component for **40** marks out of the maximum **100** marks

2. **Theory Examination** **Max.Marks 60**

Theory question paper pattern

Theory question paper for I to VI Semester ( 2 papers) will have 1 parts

### **Question Paper Pattern**

**Theory (3 Credits)**

**Time :2 .30 Hours**

**Max.Marks:60**

**Answer any five questions each question carries 10 marks**

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

## India and Indian constitution

### Pattern of Question Paper

1. International Assessment

Each paper will have an internal assessment component for **40**marks out of the maximum **100** marks

2. **Theory Examination**Max.Marks **60**

Theory question paper pattern

Theory question paper for III&IV Semester will have 3 parts

### Question Paper Pattern

Theory (3 Credits)

**Time :2 Hours**

**Max.Marks:30**

**Answer the following Questions by choosing correct answer 5\*1=5**

- 1.
- 2.
- 3.
- 4.
- 5.

**Answer any five questions each question carries 5 marks 5\*5=25**

- 6.....
- 7.....
- 8.....
- 9.....
- 10.....
- 11.....
- 12.....

**Answer any five questions each question carries 10 marks 3\*10=30**

- 13.....
- 14.....
- 15.....
- 16.....