**JSS COLLEGE OF ARTS, COMMERCE AND SCIENCE**

**(Autonomous)**

**B N ROAD, MYSURU- 570 025**

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 **NEP-UG Syllabus**

 **For B.A Programmes**

* **History, Political Science (HP)**
* Journalisum,Political science**(JP)**

 **2021-22**

 **2022-23 onwards**

 **DEPARTMENT OF POLITICAL SCIENCE**

**NEP Syllabus for BA-HP& JP2021-2022**

**(I sem-II sem)**

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| **Sem** | **Course No C1/C2** | **combination** | **Course Code** | **Title of the course** | **Course Type** | **Credit Pattern L:T:P** | **Total Credit** | **Teaching hrs/week** | **Evaluation Pattern** |
| **C1** | **C2** |  **C3** | **Total Marks** |
| **I/II** |  |  |  |  | **DSC/AECC/SEC** |  |  |  |  |  |  |  |
| I | C1 | HP | FHA47032 | Basic concepts of Political science | DSC1 | 3:0:0 | 3 | 3 | 20 | 20 | 60 | 100 |
| I | C1 | JP | FHA47035 | Basic concepts of Political science | DSC1 | 3:0:0 | 3 | 3 | 20 | 20 | 60 | 100 |
| I | C2 | HP | FHA48032 | Political theory | DSC2 | 3:0:0 | 3 | 3 | 20 | 20 | 60 | 100 |
| I | C2 | JP | FHA48035 | Political theory | DSC2 | 3:0:0 | 3 | 3 | 20 | 20 | 60 | 100 |
| I |  |  | FHA860 | Human Rights | OE1 | 3:0:0 | 3 | 3 | 20 | 20 | 60 | 100 |
|  |  |  | FHA870 | Administration in India |
| II | C1 | HP | FHB47032 | Western Political Thought | DSC3 | 3:0:0 | 3 | 3 | 20 | 20 | 60 | 100 |
| II | C1 | JP | FHB47035 | Western Political Thought | DSC3 | 3:0:0 | 3 | 3 | 20 | 20 | 60 | 100 |
| II | C2 | HP | FHB48032 | Indian National Movement and Constitutional Development | DSC4 | 3:0:0 | 3 | 3 | 20 | 20 | 60 | 100 |
| II | C2 | JP | FHB48035 | Indian National Movement and Constitutional Development | DSC4 | 3:0:0 | 3 | 3 | 20 | 20 | 60 | 100 |
| II |  |  | FHB860 | India Polity: Issues and Concerns | OE2 | 3:0:0 | 3 | 3 | 20 | 20 | 60 | 100 |
|  |  |  | FHB 870 | International Relations |

**Proposed Structure for Political Science Discipline**

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

# Structure for Political Science Discipline

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

### 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 Arthashatra 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 andanunderstandingofthecitizensdutiesandresponsibilitiesinthe3rdsemester.
* 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 hy bridised 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 makeit 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** |

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| **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 / Reports on field visits / Seminars | 10 |
| **Total** | **40** |

**SEMESTER -I**

#  BASIC CONCEPTS IN POLITICAL SCIENCE

## DSC-1

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| **Course Title**: **BASIC CONCEPTS IN POLITICAL SCIENCE** |
| Total Contact Hours: **45** | Course Credits: **3** |
| No. of Teaching Hours/Week: **3+1=4(L+T)** | Duration of ESA/Exam: **3Hours** |
| Formative Assessment Marks: **40** | Summative Assessment Marks: **60+40=100** |

###  Course Objective:

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

### Learning Outcome:

At the end of the course the students shall understand -

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

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| **Unit** | **Contents of Course- 1** | **45 Hours** |
| **Unit-I** | **Chapter -1** Meaning, Nature, Scope and Importance of Political Science, Approaches – Philosophical, Historical, Observational, Comparative and Experimental. Emergence of Political Science as a Discipline.**Chapter- 2** 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**Chapter-3** Civil Society- Meaning and Importance**.** | **15 Hours** |
| **Unit-II** | **Chapter-4** Meaning, Characteristics, and Kinds of Sovereignty. | **15 Hours** |
|  | **Chapter-5**: Austin’s Concept of Sovereignty and Pluralistic Critique, Pluralistic Theory of Sovereignty, Challenges to the State Sovereignty in the age of Globalization.**Chapter-6,** Law meaning, Sources, Relations between Law and Liberty , law and Justice. |  |
| **Unit- III** | **Chapter-7** Liberty: Meaning and Kinds; Positive and Negative**Chapter-8** Equality: Meaning and Kinds (Social, Economic and Political)**Chapter-9** Power and Justice: Meaning and kinds, PoliticalObligation: Nature AND Importance, Grounds of Political Obligation. | **15 Hours** |

**Exercise:**

1.List out the modern elements of State

 2.List out the countries and identify the issues related to equality

 3.Identify an issue and discuss the role of civil society

**Suggested Readings:**

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

###  Pedagogy:

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

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| **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 / Reports on field visits / Seminars | 10 |
| **Total** | **40** |

# POLITICAL THEORY

## DSC-2

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| **Course Title**: **POLITICAL THEORY** |
| Total Contact Hours: **45** | Course Credits: **3** |

###  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.

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| **Unit** | **Contents of Course- 2** | **45 Hours** |
| **Unit-I** | **Chapter-1** Meaning, Nature and Importance of Political Theory,**Chapter-2** Modern Approaches- Behavioral, Post-Behavioral, David Easton’s Political System and Marxian Approach**Chapter-3** Relevance of Political Theory, Decline and Resurgence of Political Theory | **15 Hours** |
| **Unit-II** | **Chapter-4** Liberalism: J.S Mill**Chapter-5** Neo- Liberalism: John Rawls**Chapter-6** Libertarianism: Robert Nozick | **15 Hours** |
| **Unit- III** | **Chapter-7** Communitarianism and Multiculturalism: Indian perspective, Colonial Discourse and Post Colonialism, Post Colonial Response and its Limitations**Chapter-8** Proponents of Secularism – Nehru, Gandhi, Moulana Azad.**Chapter-9-** Dmocracy and Liberalism- Dr.B.R.Ambedker, Lohia, Jaya Prakash Narayan**.****.** | **15 Hours** |

### Exercise:

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

### Suggested Readings:

1. Ahmed. V, Theory: Classes, Nations Literatures.: Verso, London, 1992.
2. Arendt. H., On Revolution*,* Viking, New York, 1963
3. Ahmed. V, Theory: Classes, Nations Literatures.: Verso, London, 1992.

##  HUMAN RIGHTS

### Open Elective OE-1

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| **Course Title**: **HUMAN RIGHTS** |
| Total Contact Hours: **45** | Course Credits: **3** |

 **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.

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| **Unit** | **Contents of Course- OE-1** | **45Hours** |
| **Unit-I** | **Chapter-1** Meaning, nature, scope and Classification of Human Rights**Chapter-2** The Human Rights of First generation (Civil and Political Rights), Second generation (Economic, Social and Cultural Rights), Third generation (Collective Rights) and Fourth generation (Subjective Rights)**Chapter-3** Universal Declaration of Human Rights, RTI as Human Right. | **15Hours** |
| **Unit-II** | **Chapter-4** Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties in India**Chapter- 5** National Human Rights Commission (NHRC) - Composition and its function**Chapter-6** Karnataka State Human Rights Commissions (KSHRCs) – Composition and its functions | **15Hours** |
| **Unit-III** | **Chapter -7** National Commission for SCs/STs, Minorities’ Commission, Women’ Commission**Chapter-8** Major issues and concerns of Human Rights- Discrimination and violence against women, children, Dalits and Minorities, Child Labour and Bonded Labour**Chapter-9** Challenges to Human Rights | **15Hours** |

### 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&JulieHarrelson- Stephen,“InternationalHuman Rights

## ADMINISTRATION IN INDIA

###  Open Elective OE-2

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| **Course Title**: **ADMINISTRATION IN INDIA** |
| 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.

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

### 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

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| **Course Title**: **WESTERN POLITICAL THOUGHT** |
| Total Contact Hours: **45** | Course Credits: **3** |

 **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.

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| **Unit** | **Contents of Course-3** | **45 Hours** |
| **Unit-I** | **Chapter -1** Salient Features of the Greek Political Thought, **Plato:** Theory of Justice, Philosopher King, **Aristotle:** State and Its Classification, Theory of Revolution**Chapter -2** Salient Features of Medieval - Political Thought, Christian Tradition, **St. Thomas Aquinas:** Church v/s State, St**. Augustine:** Theory of Two Swords**Chapter -3**, **Machiavelli:** On Politics and State Craft, Views on ends and means | **15 Hours** |
| **Unit-II** | **Chapter -1 Hobbes**: Theory of Sovereignty, **Locke**: Social Contract and Theory of Government, Tolerance; **Rousseau**: Social Contract, General Will**Chapter -2 Bentham: Theory of Utilitarianism** **Chapter -3 J.S. Mill: Views on Liberty** | **15 Hours** |
| **Unit- III** | **Chapter -1 .** Karl Marx – Historical Materialism,Class Struggle, Surples theory And Revolution.Classless and stateless society**Chapter -2** Jurgen Habermas- Communicative action, Public Sphere, Theory of truth and knowledge**Chapter -3** Noam Chomsky- Responsibility of Intellectuals, Manufacturing consent. | **15 Hours** |

### Exercise:

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

###  Suggested Readings:

1. A. Hacker, Political Theory: Philosophy, Ideology, Science New York, Macmillan, 1961.
2. G.H. Sabine. A History of Political Theory. New Delhi: Oxford and IBH, 1937

## INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT DSC-4

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| **Course Title**: **INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT** |
| Total Contact Hours: **45** | Course Credits: **3** |

###  Course Objective:

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

### Learning Outcome:

At the end of the course the students shall -

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

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| **Unit** | **Contents of Course-4** | **45 Hours** |
| **Unit-I** | **Chapter-1** Indian National Movement: Features, The Liberal, The Extremist and Revolutionary Phase**Chapter-2** The Gandhian Phase: Non-Cooperation movement, Civil Disobedience Movement and the Quit India **movement.****Chapter-3** Political Issues during National movement- Swaraj, Reservation, Gandhian Swadeshi Concept. | **15 Hours** |
| **Unit-II** | **Chapter-4** Morley-Minto Reform Act of 1909, Montague Chelmsford Act of 1919: main provisions and Dyarchy, Simon Commission, The Nehru Report.**Chapter-5-** Round Table Conferencess, Government of India Act of 1935: main provisions:, provincial Autonomy and federal system**Chapter-6-** Cabinet Mission Plan, Indian Independence Act of1947: main provisions.Constituent Assembly Debates on | **15 Hours** |
| **Unit-III** | **Chapter-7** Citizenship and State Structure**Chapter-8** Minority Rights, Fundamental Rights. **Chapter-9** Language and National Integration.(The above three should be discussed in the context ofConstituent Assembly Debates) | **15 Hours** |

##  INDIAN POLITY: ISSUES AND CONCERNS

### Open Elective OE-2

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| **Course Title**: **INDIAN POLITY AND CONCERNS** |
| Total Contact Hours: **45** | Course Credits: **3** |

 **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.

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| **Unit** | **Contents of Course-OE-2** | **45 Hours** |
| **Unit-I** | **Chapter-1 National Integration and Social Harmony** - Meaning and importance of National Integration and Essentials of National Integration.**Chapter-2 Society and Politics in India**: Caste, Class, Ethnicity and Gender, role and Impact on Indian Polity.**Chapter-3 Language**- Role and Constitutional Provisions, Issues | **15 Hours** |
| **Unit-II** | **Chapter-4** Religion and Traditions - Role and Constitutional Provisions**Chapter-5** Development and Inclusiveness: Issues and Concerns**Chapter-6** Regionalism – Reasons for the Growth, Forms and Measures | **15 Hours** |
| **Unit- III** | **Chapter-7** Corruptions- Causes and Measures**Chapter-8** Terrorism- Types, Causes and Measures**Chapter-9** Celebrating Diversity – Consensus and Challenges | **15 Hours** |

**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

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| **Course Title**: **International Relations** |
| Total Contact Hours: **45** | Course Credits: **3** |

**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

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

1. Palmer and Perkins-International Relations.
2. H.J Morgenthau, Politica 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.

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| **Unit** | **Contents of Course-5** | **45 Hours** |
| **Unit-I** | **Chapter-1**: Indian Politics: Approaches to study of State and politics in India (Liberal, Marxist and Gandhian).**Chapter-2:** Constituent Assembly- Composition and Major Debates regarding the Structure of Indian State.**Chapter-3:** Preamble and Salient Features of Indian Constitution. | **15 Hours** |
| **Unit-II** | **Chapter-4:** The Union Executive: The President, Vice- President, Prime Minister and the Council of Ministers**.****Chapter-5:**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).**Chapter-6:** Judiciary and Judicial Review, Appellate Authority. | **15 Hours** |
| **Unit- III** | **Chapter-7:** Nature of Indian Political System, Union-State Relations (Commissions and Committees), President’s Rule: Processes and politics.**Chapter-8:** Political parties and party system in India Coalition Politics and Elections in Indian Politics.**Chapter-9:** Issues in Indian Democracy: Casteism, Communalism, Regionalism, Criminalization, Social and Distributive Justice. | **15 Hours** |

### Exercise:

* Debate on the ‘basic structure of Indian Constitution’ and the need for changes in the constitution,functioningoftheConstitution-CasesregardtoGovernorandPresident’sRule.
* 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,influenceof 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,AnIntroductiontotheConstitutionofIndia,NewDelhi, PrenticeHall,1980.
4. GranvilleAustin,TheIndianConstitution:CornerStoneofaNation,OxfordUniversity Press, India,1966.
5. C.P.Bhambhari,TheIndian State,FiftyYears,NewDelhi,Shipra,1997.

V. Pylee, Constitutional Government in India, Bombay, Asia Publishing House,1977

1. J. C.Johri, Indian Government and Politics, Vol. 1, Shoban Lal and Company, India, 2012.
2. Weiner, Party Politics in India, Princeton University Press,1957.
3. A. G. Noorani, Constitutional Questions in India: The President, Parliament and the States, Delhi, Oxford University Press,2000.
4. A.S.Narang,IndianGovernmentandPolitics,GeetanjaliPublishingHouse,NewDelhi, 1996.
5. Bidyut Chakrabarty & Rajendra Kumar Pandey, Indian Government and Politics, SAGE, New Delhi,2008
6. D.D.Basu,AnIntroductiontotheConstitutionofIndia,25thEdition,LexisNexis,India,
7. M.P. Singh & Rekha Saxena, Indian Politics: Contemporary issues and Concerns, Prentice Hall of India, Delhi,2008.
8. M. V.Pylee,AnIntroductiontotheConstitutionofIndia,NewDelhi, Vikas,1998.

 NirjaGopalJayal&PratapBhanu Mehta,TheOxfordCompaniontoPoliticsinIndia

 **DSC-6**

**PARLIAMENTARY PROCEDURES IN INDIA**

**Course Objective:**

 The course attempts to make the students familiar with legislative practices in India with anorientation 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.
	+ Understandtheworkingofcommittees,budgetaryas pectsanddeliberativemechanism within the parliament.

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| **Unit** | **Contents of Course-6** | **45 Hours** |
| **Unit-I** | **Chapter-1:** Elections to the Legislatures: Parliament and State Legislatures.**Chapter-2**: Powers, Functions of People's Representatives - Members of Parliament and State Legislature.**Chapter-3:** Legislative Procedures of the Parliament: Articles107-122. |  |
| **Unit-II** | 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, Consentby 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 |
| **Unit-III** | 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’srepresentatives.
	+ 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.
3. SH.Belavadi,TheoryandPracticeofParliamentaryProcedureinIndia,1988.
4. Dr. K. S. Chauhan, Parliament Powers Functions And Privileges, LexisNexis, India, 2013.
5. Ajit Ranjan Mukharjea, Parliamentary Procedure in India, Oxford University Press, 1958.
6. M N. Kaul, Parliamentary Institutions and Procedures, National Publishing House, 1978.
7. Jalan, India’s Politics, Penguin, New Delhi,2007.
8. Abbas, H., Kumar, R. & Alam M. A., Indian Government and Politics, Pearson, New Delhi,2011.
9. Chakravarty, B. & Pandey, K. P, Indian Government and Politics, Sage, New Delhi, 2006.
10. 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.

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

### Exercise:

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

### Suggested Readings

1. P.K.SwaibandS.N.Tripathy,“UnequalTreatmenttoWomenandGender”,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 21stcentury”, Rawat Publications, New Delhi,2009.
7. U. Kalpagam,“GenderandDevelopmentinIndia:CurrentIssues”,RawatPublication, 2011.
8. B.N.Singh,“RuralWomenandEducation,”vistaInternationalPublishingHouse,Delhi, 2016.

 9.MeeraKosambi,“WomenwritingGender”,PermanentBlockPublication,NewDelhi,

 **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.
	+ KnowthepositionofGandhionissueslikeHindu-Muslimrelations,genderquestion, cow protection, caste and untouchability questions.
	+ Answer his reason for his choice of Swadeshi and his critique of modern Civilization

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| **Unit** | **Contents of Course- OE-3.2** | **45 Hours** |
| **Unit-I** | **Chapter-1:** Background Influences: Historical: South Africa, Intellectual: Thoreau, Ruskin and Tolstoy.**Chapter-2:** Gandhian Experiments: Satyagraha, Non-Violence, Truth, Movements led by Gandhi- Champaran, Bardoli, Khilafat, Non- Cooperation, Salt Satayagraha.**Chapter-3:** Social Movements- Ahmedabad Mill Strike, Vaikom Satyagraha, Forest, Health and Naturopathy, Sustainable Development. | **15 Hours** |
| **Unit-II** | Chapter-4: Gandhi as a Leader: Gandhi as a model, Gandhian Methodology: Prayer, Consensus Building and Fasting.Chapter-5: Gandhian Views on Politics: Role of Ethics, Morality, Religion and Service.Chapter-6: Gandhi’s critique on English Parliament, Gandhi on Nation and Nationalism. | 15 Hours |
| **Unit- III** | Chapter-7: Gandhion Swadeshi and Swaraj, Critique onModern Civilization, Modern Education and Machines.Chapter-8: Gandhion Violence (Doctrine of the Sword) Gandhi and Sins, Gandhi’s views on Women and Sustainable Development.Chapter-9 Gandhias Political Strategist, Gandhi's Views on Hindu-Muslim Unity, Untouchability . | 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 literatureonGandhiancritiquesstudentscandiscussthestrengthsand weakness of Gandhian Philosophy and his relevance in 21stcentury.

### Suggested Readings

1. Lal, V, The Gandhi Everyone Loves to Hate, Economic and Political Weekly, 43(40), 2008, pp. 55-64.

**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.
* Demonstratepro-socialbehaviourtowardsothers,includingthosebelongingtoadifferentrace, ethnicity, culture, colour, gender or nationality.
* Understand and appreciate rights and privacy of other fellow citizens.

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| **Unit** | **Contents of Course- OE- 3.3** | **45 Hours** |
| **Unit-I** | **Chapter-1**:**Concept of Citizen:** Subject- Slave-Citizen: a Comparison.**Chapter-2: Citizenship in India: Milestones-** Citizenship and Partition of India (Nehru and Liyaqat Ali Khan Pact) The Citizenship Act, 1955, The Citizenship (Amendment) Act, 1986, The Citizenship (Amendment) Act, 2003 and 2005, National Register of Citizens (NRC) with reference to North - East **Chapter-3:Citizens and Constitutional Provisions:**Fundamental Rights and Duties, Socio-Economic and Cultural Rights | **15 Hours** |
| **Unit-II** | Chapter-4: Citizenship Issues in India: Laws for Immigrants, Laws for Migrants and Asylum seekers, Process of acquiring Citizenship.Chapter-5: Dual Citizenship: Needs and Demands- Impact of Globalization, Advantages of Dual Citizenship.Chapter-6: IPC and Citizens Rights: First Information Report, Arrest, Detention, Bail Provisions, Sedition Act, Citizen and Civic Culture. | 15 Hours |
| Unit- III | Chapter-7: Citizen and His Responsibility: Constitutional Provisions, Right to Privacy.Chapter-8: Citizen and Discrimination: Caste, Gender (LGBTQ), language, Race, Color, Place of Birth.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. | 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. MarcusRaskin,‘NationBuildingandCitizenship:Studiesofour Changingorder’ 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. AnupamaRoy,‘MappingCitizenshipinIndia’,(OxfordIndia shortintroductions),Oxford University Press, New Delhi,2012.
	6. Nirag Gopal Jayal, ‘Citizenship and its Discontents’, Harvard University Press,2013.
	7. Ornit Shani, ‘How India become a democratic citizenship and making of the Universal Franchise’, Cambridge University Press, New Delhi,2017.
	8. Koenig Lion, ‘Cultural Citizenship in India; Politics Power and Media’, Oxford University Press, New Delhi,2016.
	9. Blog.mygov.in/we-the-people-we-the-citizen.
	10. Subrata .K. Mitra, ‘Citizenship as cultural flow, structure agency and flow’, e-Book, 2013, springerlink.

 **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 theory esandtheirrelevancetochangingtimes.

### 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.

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| **Unit** | **Contents of Course- DSC 7** | **45 Hours** |
| **Unit-I** | **Chapter-1:Sources ofEarly Indian Thought:** Sources and Limitations: Pre and Post Colonial.**Chapter-2: Perspectives:** Orientalists, Nationalists, Marxian (Asiatic Mode of Production) andGandhiji on Varnashrama Dharma.**Chapter-3**:**Indian Culture**: M a x M u l l e r , S w a m i V i v e k a n a n d a , Dr. Radhakrishan | **15 Hours** |
| **Unit-II** | **Chapter-4: Socio-Political Ideas in the Early Indian Thought:** Dharma,Rajadharma, Dandaniti, Nyaya, Vaisheshika, Shunya, Ratnin Ceremony, Varnadharma, and Ashramadharma.**Chapter**-5: **Kingship**: Origin, Nature and Structure.**Chapter-6**: **Functions of Institutions**: Sabha, Samiti, Vidhata, Paura-Janapada. | **15 Hours** |
| **Unit- III** | **Chapter-7**: **Ganasanghas:** Nature, Structure, Functions**Chapter-8: Ramayana (Valmiki)**: Ramarajya,**Chapter-9: Mahabharata (Vyasa):** Rajadharma in Shantiparva, Idea of war and Peace –values in Thirukural, Manu Smruthi (Caste) | **15 Hours** |

###  Exercise:

* + Closereadingsessionstobeorganisedtounderstandtheancienttextinitsoriginalcontext 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 criticsand enact dramas and costumes.

### Suggested Readings

1. Alterkar A.S, State andGovernment 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, Culcutta,1923.
5. Kangle R.P, Kautilya’s Arthasastra, Motilal Banarsidass Publishers Pvt.Ltd, New Delhi, 1986.
6. BhandarkarD.D,SomeAspectsofAncientIndianCulture,Madras,UniversityofMadras, 1940.
7. Romila Thaper. From Lineage to State, Oxford University Press, United Kingdom,1984.
8. R.S.Sharma, Shudaras in Ancient India, Motilal Banarsidass, Delhi,1957.
9. Sharma,R. 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 Lawarence, “Formation of the state”, Prentice Hall, United State,1968.
12. Kosambi.D.D,“IntroductiontotheStudyofIndianHistory”,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 Manoharial Publishers Private Limited, New Delhi,1989.
23. Bandyopadhya 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 withinthem.
* BefamiliarwiththePhenomenonofpoliticsandvariousexplanationsrelatingtotheinfluences 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.

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| . **Unit** | **Contents of Course: DSC-8** | **45 Hours** |
| **Unit-I** | **Chapte-1** Genesis and Emergence of Modern Political Analysis, Modern Political Analysis -Meaning, Nature, Scope and Goals**Chapter-2** Political System-Types, similarities and differences, classification.**Chapter-3** Approaches – Traditional- Philosophical, Historical Institutional, Modern- Behavioral, Systems, Game. | **15 Hours** |
| **Unit-II** | **Chapter-4** Talcott Parson's General Systems theory- Pattern of Inter Relationship, Hierarchical order, Integration.**Chapter-5** David Easton’s Input-Output model of Political System, Features, Functions and Critical Evaluation.**Chapter-6** Power-Meaning, significance, and measurement, difference between Power, Authority, Legitimacy and Influence, Harold Lasswell’s contribution. | **15 Hours** |
| **Unit- III** | **Chapter-7** Almondon Structural – Functional Analysis Karl Deutsch’s Communication Theory.**Chapter-8** Richard C Snyder’s Decision Making Theory,**Chapter - 9** Political Development **-** Concept of Political Development - its variables, Theory of Lucian Pye. | **15 Hours** |

###  Exercise:

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

### Suggested Readings

1. Almond, G. and Coleman. J.S. “The politics of the Developing Areas”, Princeton University Press, Princeton NJ,1960.
2. Almond, G.A. and Verba, S, “The Civic Culture: political Attitudes and Democracy in Five Nations”, Princeton NJ, Princeton University Press,1963.
3. Amin, S, “Accumulation on an old Scale: A Critique of the Theory of Underdevelopment”, Monthly Review Press, New York,1974.

**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 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 aperspectiveofchangingmodesofGovernancewiththeexamplesdrawnfromcentral and state Governments.
* Appreciate the participation of citizens in day to day Administration through a charter and other programmes like Sakala, Bhoomietc,.

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| **Unit** | **Contents of Course: OE-4.1** | **45 Hours** |
| **Unit-I** | **Chapter- 1** Meaning, Characteristics, Elements, Growth and need for Good Governance.**Chapter-2** Theories and Concepts of Governance- Public Choice and Public Value Theory,Good Governance andGlobalization. **Chapter-3** Corporate Governance- Networking and collaborative Governance. | **15 Hours** |
| **Unit-II** | **Chapter-4** Public Service Guarantee Act 2011: Features, Provisions and Impact, Right to Information Act- Meaning, Characteristics and Importance.**Chapter-5** E-Governance - Meaning, Characteristics, Importance and E Governance Policy, ICT and Governance.**Chapter-6** Citizens Charter, Digital India, Gender and Governance. | **15 Hours** |
| **Unit- III** | **Chapter-7** Sakala Project, BhoomiYojana, SWAYAM and eKissan, eCourt.**Chapter-8** People’s Participation and Role of Civil Society, Ethics and Accountability in Governance.**Chapter-9** Challenges before good governance in India. | **15 Hours** |

###  Exercise:

* + Students and the department can undertake survey regarding causes and consequences of failed administration.
	+ Through activities they can visit their respective villages and prepare papers regarding the working of programmes like Sakala, Bhoomietc,.
	+ 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.
* Beabletoappreciateandsensitizehisviewsondemocracy,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.

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

### Exercise:

* + Students and teachers collectively debate on the issues of Reservation, Constitutional provisions of reservation, reservation within reservation, creamy layer theory,etc,.
	+ Give assignments to students to visit colonies of Scheduled Caste and Scheduled Tribes and discuss it in the group about the perception that they have carried.
	+ Debate on the need for social reform, inclusiveness, changing the cultural and religious outlook among the Indian citizens keeping the view inhuman practice like un touchability, exploitation. And further visit courts, police stations, etc, to understand conflict resolution mechanisms.
	1. Ambdekar, B.R. "What Congress and Gandhi have Done Untouchables"<http://www.ambedkar.org/ambcd/41A.What%20Congress%20and%20Gand> hi%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. MarcusRaskin,‘NationBuildingandCitizenship:Studiesofour Changingorder’ Rutledge India, New Delhi,1996.
	6. Atul Kolhi, ‘Democracy and Discontent: India’s growing crises of Governability, Cambridge University Press,1991.
	7. Atul Kolhi, The Success of Indian Democracy, CambridgeUniversity 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 ofReligion, 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. ofIndia.

Available at: https://mea.gov.in/Images/attach/amb/Volume\_08.pdf.

* 1. 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

**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.

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| . **Unit** | **Contents of Course- OE-4.3** | **45 Hours** |
| **Unit-I** | **Chapter-1:** Defining Political Journalism, Traditional and Modern views about State and Politics.**Chapter-2**: Understanding of Political Development: Caste, Religion, Linguistic and Party Perspectives.**Chapter-3:** Defining the Role of Mass Media- Print, Electronic**and Web (Social Media).** | **15 Hours** |
| **Unit-II** | **Chapter-4: Political Culture- Shared Beliefs,Values, Ideologies and Norms, Process of Socialisation.****Chapter-5: Political Participation –Modes of participation, Political Apathy.****Chapter- 6: Methods of Political Journalism- Interviews, Political Debates, Commentary on Legislations.** | **15 Hours** |
| **Unit- III** | **Chapter-7: Communication-Defining Communication, Shaping Public Opinion, Encoding and Decoding.****Chapter-8: Skills of Writing - Vocabulary, Epitomizing, Punctuation.****Chapter-9: Report Writing-Journalistic Writing Skills, Yellow Journalism, Use of Facts and Figures and Interpretations.** | **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 And Public Life, Erlbaum Associates, London,2004.

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

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| **Ability Enhancement Compulsory Courses (AECC)** |
| **Course Title**: **CONSTITUTION OF INDIA** |
| Total Contact Hours: **24** | Course Credits: 2 |
| No. of Teaching Hours/Week:2 | Duration of ESA/Exam: 1 **Hours** |
| Formative Assessment Marks: 2**0** | Summative Assessment Marks: **30+20=50** |

**Course Objective:**

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

### Learning Outcomes:

After completing this course students will be able to-

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

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| **Unit** | **Contents of Course:** | **24 Hours** |
| **Unit-I** | **Chapter- 1Making of Indian Constitution** : Constituent Assembly- Composition, Objectives, Preamble and Salient features of the Indian Constitution.**Chapter-2** Fundamental Rights, Fundamental Duties, Directive Principles. | **8 Hours** |
| **Unit-II** | **Chapter-3 Union Government**-President, Prime Minister and Cabinet.**Chapter-4 State Government**- Governor, Chief Minister andCabinet. | **8 Hours** |
| **Unit-III** | **Chapter-5Judiciary**- Supreme Court and High Court:Composition, Powers and Functions.**Chapter-6Electoral Process**: Election Commission- Composition, Powers and Functions, Electoral Reforms. | **8 Hours** |

### 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](http://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf)
5. K B Merunandan, Bharatada Samvidhana Ondu Parichaya, Bangalore, Meragu Publications, 2015.

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| **Formative Assessment** |
| **Assessment Occasion/ type** | **Weightage in Marks** |
| Assessment Test-1 | 5 |
| Seminar/Presentation/Group Discussion | 5 |
| Assessment Test-2 | 5 |
| Assignment | 5 |
| **Total** | **20** |

**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

1. **Theory Examination** **Max.Marks 60**

Theory question paper pattern

Theory question paper for Itoiv Semester ( 2 papers) will have 1 parts

**Question Paper Pattern**

**Theory (3 Credits)**

 **Time :2 Hours Max.Marks:60**

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

**1……………………………………………….**

**2……………………………………………………**

**3………………………………………………….**

**4…………………………………………………**

**5……………………………………………………**

**6………………………………………………..**

**7…………………………………………………**

**8………………………………………………….**

**9………………………………………………….**

**10……………………………………………….**

 **Indian constitution**

 **Pattern of Question Paper**

1. International Assessment

Each paper will have an internal assessment component for **20** marks out of the maximum **50** marks

1. **Theory Examination** **Max.Marks 30**

Theory question paper pattern

Theory question paper for I Semester ( 2 papers) will have 3 parts

**Question Paper Pattern**

**Theory (3 Credits)**

 **Time :2 Hours Max.Marks:30**

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

**1……………………………………………….**

**2……………………………………………………**

**3………………………………………………….**

**4…………………………………………………**

**5……………………………………………………**

**6………………………………………………..**