



# **DEPARTMENT OF POLITICAL SCIENCE**

## **Syllabus of Bachelor's Degree in Political Science**

### **CHOICE BASED CREDIT SYSTEM SEMESTER SCHEME UNDER NEW EDUCATION POLICY 2020 2021-22 ONWARDS**

**BOS meeting held on 17-08-2023  
Academic Council meeting, held on 02-09-2023**

# **POLITICAL SCIENCE AS A DISCIPLINE**

## **Preamble**

Political Science is a branch of social science that deals with the theory and practice and the description and analysis of political systems and political behavior. Political science has several subfields, including: international relations, political theory, public policy, public administration, national politics, comparative politics and a host of related fields.

The study of Political Science can illuminate an important dimension of human experience and makes graduates better prepared for intelligent participation in the political community. The study of politics can provide a useful background for work in government organizations of all kinds (administrative and research positions); educational institutions (Schools, colleges, and universities); political organizations (Parties, movements, groups); and the media. It provides a good foundation for further study in law, international relations, public administration, community planning, urban studies, environmental studies and the like.

## **POLITICAL SCIENCE**

### **Program Objectives in Political Science**

- To understand the importance of concepts in Political Science.
- To familiarize the students with the basic ideas thoughts and theories in Political Science.
- To help them to understand and make distinction among Political Theory, Political Philosophy and Political Science and help them to understand the importance of these in the national and global contexts.
- To help them to understand the emergence and growth of modern States and give them an idea of their functioning and relate them to the political realities.
- To equip them to critically relate the theoretical aspects of Political Science to the socio economic and political realities of our times.
- To familiarize the students with the basic ideas, thoughts, institutions and processes of the political system and enable them to grasp the principles and forces at work.

- To inculcate among students the value and spirit of citizenship, universal brotherhood and democracy for a humane, vibrant and inclusive social and political order.
- To acquaint students with the national and international political settings and prepare them to explore different career options including that of civil services and for responsible positions at different levels.
- To equip students with the necessary skills and knowledge for meaningful political participation and to critically reflect on issues related to governance.

### **Program Learning Outcomes in Political Science:**

At the end of the successful completion of the program, the students will be able to-

- Acquire domain knowledge.
- Study and analyze political contexts from critical and constructive prospective.
- Have a better understanding of the working of various political institutions including decentralized institutions state legislatures and parliament and relate this functioning to the greater cause of nation building as a responsible citizen.
- Assess how global national and regional development affect polity and society.
- To gain critical thinking and develop the ability to make logical inferences about socio-economic and political issues, on the basis of comparative and contemporary political discourses in India.
- Contemplate about national and international issues involving States having different political ideologies and historical contexts.
- Pursue higher education such as Post Graduate Studies and Research in Political Science and in other interdisciplinary areas to provide qualitative insights to create a better world.
- 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 infact, brought laurels to our acumen in politics and Kautilya's Arthashastra stands as a proof of this.
- Understand voluminously about the dimensions of Indian Government, its Parliamentary Procedures, the concerns of Gender in Politics, Gandhian Philosophy and an understanding of the citizens duties and responsibilities in the 3rd semester.

- Understand the papers such as Ancient Indian Political Ideas and Institutions throws light on the wisdom of Indian Political Thought bringing along its side the Modern Political Analysis which is skill based paper.
- Understand the papers which are hybridised like Political Journalism and focused papers like Good Governance and Understanding Dr.B.R.Ambedkar which will bring to the fore facts and normative ways of running governments.

Thus, these semesters represent both knowledge and skill components and making it contemporary in its content. Learning among the students will thus make it interesting and lively.

- A nuanced understanding of the theoretical perspectives and basic aspects related to the political system and comprehend its dynamics.
- Acquired and internalized the socially relevant values of harmony, democracy, citizenship for national progress, and contribute to the public good with responsibility and sensitivity.
- An ability to analytically reflect on national and international processes and have the necessary skill, confidence and knowledge for making appropriate career choices including that of civil services and politics, and to shoulder responsibilities at different levels.
- Necessary skills and knowledge to critically analyse and participate constructively in the political process, face the societal reality and challenges with knowledge and confidence, and offer insightful suggestions for the public good.

## Curriculum

### Structure (Core and open Electives) Semesters- I to VI

<b>SEM</b>	<b>DSC</b>	<b>Core Papers</b>
<b>Sem-1</b>	1	Basic Concepts in Political Science
	2	Political Theory
<b>Sem-2</b>	3	Western Political Thought
	4	Indian National Movement and Constitutional Development
<b>Sem-3</b>	5	Indian Government and Politics
	6	Parliamentary Procedures in India
<b>Sem-4</b>	7	Ancient Indian Political Ideas and Institutions
	8	Modern Political Analysis
<b>Sem-5</b>	9	International Relations-Basic Concepts
	10	Comparative Government and Politics
	11	Karnataka Government and Politics
<b>Sem-6</b>	12	International Relations Theoretical Aspects
	13	Political Economy of India
	14	Modern Indian Political Thinkers

### Open Electives

<b>Semester</b>	<b>Title of the courses</b>
First Semester	Human Rights
Second Semester	Indian Polity: Issues and Concerns
Third Semester	Gender and Politics
Fourth Semester	Gender and Politics

### Ability Enhancement Compulsory Courses (AECC)

<b>Third/Fourth Semester</b>	<b>Constitution of India</b>
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## BA Political Science Programme offered from the Academic year 2022-23

### Programme Structure

#### First Semester

Course Code	Code	Course Title	Credits	Teaching Hrs/Week	Total Marks/ Assessment*
DSC-1	PSCT101	Basic Concepts in Political Science	3	3	100 (60+40)
DSC-2	PSCT102	Political Theory	3	3	100 (60+40)
OE-1	PSOE101	Human Rights	3	3	100 (60+40)

#### Second Semester

DSC-3	PSCT151	Western Political Thought	3	3	100 (60+40)
DSC-4	PSCT152	Indian National Movement and Constitutional Development	3	3	100 (60+40)
OE-2	PSOE151	Indian Polity: Issues and Concerns	3	3	100 (60+40)

#### Third Semester

DSC-5	PSCT201	Indian Government and Politics	3	3	100 (60+40)
DSC-6	PSCT202	Parliamentary Procedures in India	3	3	100 (60+40)
OE-3	PSOE201	Gender and Politics	3	3	100 (60+40)
Ability Enhancement Compulsory Courses (AECC)	COIF201	Constitution of India	2	2	50(30+20)

### Fourth Semester

DSC-7	PSCT251	Ancient Indian Political Ideas and Institutions	3	3	100 (60+40)
DSC-8	PSCT252	Modern Political Analysis	3	3	100 (60+40)
OE-3	PSOE251	Gender and Politics	3	3	100 (60+40)
Ability Enhancement Compulsory Courses (AECC)	COIF251	Constitution of India	2	2	50(30+20)

### Fifth Semester

DSC-9	PSCT301	International Relations-Basic Concepts	4	4	100(60+40)
DSC-10	PSCT302	Comparative Government and Politics	4	4	100(60+40)
DSC-11	PSCT303	Karnataka Government and Politics	4	4	100(60+40)

### Sixth Semester

DSC-12	PSCT351	International Relations Theoretical Aspects	4	4	100(60+40)
DSC-13	PSCT352	Political Economy of India	4	4	100(60+40)
DSC-14	PSCT353	Modern Indian Political Thinkers	4	4	100(60+40)

\* Total marks for each course is 100. This would consist of an internal assessment for 40 marks and end semester examination for 60 marks.

## I Semester

### DSC-1: BASIC CONCEPTS IN POLITICAL SCIENCE - PSCT101

Course Title: BASIC CONCEPTS IN POLITICAL SCIENCE	
Course Code: <b>PSCT101</b>	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of End Sem. Exam: 3 Hours
Total Contact Hours: 45	Assessment (Marks): 60 (Theory) + 40 (IA) =100

#### Course Objective:

1. To introduce students to the concepts, categories, theories, and constructs of Political Science
2. To inculcate among students values and essentials of responsible and active citizenship.
3. To enable students to comprehend the values and principles underlying political order and to reflect constructively on the issues of governance.
4. To enable students to understand the interface between politics and society, and the complexities in political choices.

#### Learning Outcome:

At the end of the course, the students will -

1. Have an understanding of the fundamental concepts and aspects related to Political Science.
2. Have an appreciation and internalization of the values of responsible and active citizenry.
3. Be prepared for constructive engagement with the political system with an awareness of the core values and principles of sound political order.
4. Have a nuanced understanding of the dimensions of politics - society linkages, and the priorities and concerns essential in complex political choices.

**Pedagogy:** Lectures/Tutorials/Interactive Sessions/Open Educational Resources (as reference materials), practical exercises/Assignments/ Seminars/Group discussions and counseling.



## **DSC-1: BASIC CONCEPTS IN POLITICAL SCIENCE**

### **Unit 1**

15 hours

Meaning of Politics; Nature, Scope and Importance of Political Science; Approaches to the study of Political Science (Philosophical, Behavioural and Marxian); Emergence of the idea of Political Domain.

Meaning, Definitions and Elements of State; Difference between State and Government, State and Society, State and Association; Theories of State - Idealist, Liberal, Neo-Liberal, Marxist and Gandhian.

Civil Society- Meaning and Importance.

### **Unit 2**

15 hours

Emergence, Meaning and Characteristics of Sovereignty

Kinds of Sovereignty; Theories of Sovereignty- Monistic, Pluralistic, Historical, Philosophical

Pluralistic Critique of Austin's Concept of Sovereignty; Challenges to the State Sovereignty in the Age of Globalization

### **Unit 3**

15 hours

Liberty: Meaning and Kinds; Positive and Negative Liberty

Equality: Meaning and Kinds (Social, Economic and Political)

Power and Justice- Meaning and Kinds; Political Obligation- Meaning and SignificanceExercise:

- ✓ List out the priorities and concerns of politics.
- ✓ List out the modern elements of State.
- ✓ List out the countries and identify the issues related to equality.
- ✓ Identify an issue and discuss the role of civil society.

### **Basic readings:**

1. Anup Chand Kapur, *Principles of Political Science*, Delhi; S Chand & Co Ltd, 2010
2. Amal Ray and Mohit Bhattacharya, *Political Theory Ideas & Institutions*, Kolkatta; The World Press Pvt. Ltd., 2013
3. M.J. Vinod and Meena Deshpande, *Contemporary Political Theory*, Delhi: PHI Learning, 2013
4. S. Ramaswamy, *Political Theory: Ideas & Concepts*, Delhi; Macmillan, 2002.

5. Atlantic Research Division, *Understanding Political Theory*, New Delhi; Atlantic Pub., 2021

**Suggested Readings:**

1. S. P. Verma, *Modern Political Theory*, New Delhi, Vikas, 1983.
2. N.N. Agarwal, Vidya Bhushan, Vishnoo Bhawan, R., *Principles of Political Science*, New Delhi; S. Chand & Co.,1998.
3. Atlantic Research Division, *Political Theory Concepts and Debates*, New Delhi; Atlantic Pub., 2021
4. S.C Pant, *Political Science Theory*, Prakashan Kendra, Lucknow,1998.
5. S. N Dubey, *Political Science Theory*, Lakshmi Narain Agarwal, Agra,2002.
6. J C Johari, *Principle of Modern Political Science*, New York, Greater Noida: Sterling Pub., 2009.
7. Anup Chand Kapur, *Principles of Political Science*, Delhi; S Chand & Co Ltd,2010
8. O.P. Gauba, *An Introduction to Political Theory*, Delhi; National Publishing House, 2019
9. Eddy Asirvatham and K K Misra, *Political Theory*, Delhi; S. Chand& Co., 2010

**I Semester**  
**DSC-2: POLITICAL THEORY - PSCT102**

Course Title: POLITICAL THEORY	
Course Code: <b>PSCT102</b>	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of End Sem. Exam: 2 Hours
Total Contact Hours: 45	Assessment (Marks): 60 (Theory) +40 (IA) =100

**Course Objectives:**

1. To introduce the students to the concepts and constructs in political theory.
2. To enable students to evolve a comparative perspective on ideas and ideologies.
3. To help students understand the politico-normative issues with conceptual clarity and to apply it in practice.
4. To equip students to handle complex and abstract arguments in political theory.

**Learning Outcomes**

At the end of the course, the students will-

1. Have a nuanced understanding of the aspects and constructs of Political Theory.
2. Develop a conceptual framework and a capacity to grasp political ideas and issues from a normative perspective.
3. Comprehend the logic, ideological foundations and implications of the political ideas and issues backed by theoretical insights and apply the insights in practice.
4. Have an ability to formulate and construct logical arguments with an awareness of the ontological premises of the argument.

**Pedagogy:** Lectures/Tutorials/Interactive sessions/Open Educational Resources (as reference materials), practical exercises/Assignments/Seminars/Group discussions and counselling.

## **DSC-2: POLITICAL THEORY**

### **Unit 1**

15 hours

Meaning, Nature and Importance of Theory and Political Theory; Traditional Approaches to Political Theory- Normative, Historical, Philosophical, Institutional  
Modern Approaches-Behavioural, Post-Behavioural, David Easton's Political System and Marxian  
Relevance of Political Theory; Decline and Resurgence of Political Theory

### **Unit 2**

15 hours

- 2.1 Liberalism: J.S Mill
- 2.2 Neo-Liberalism: Rawls
- 2.3 Libertarianism: Nozick

### **Unit 3**

15 hours

Communitarianism and Multiculturalism-Meaning and Indian perspectives; Post Colonialism, and its Limitations  
Proponents of Secularism: Nehru, Gandhi, Rajiv Bhargav

**Critics of Secularism: Ashish Nandy, T.N. Madan, S.N. Balagangadha**

#### **Exercise:**

- ✓ Write about the Myth and Reality of Communitarianism in India
- ✓ Compare the concept of Liberty, Equality and Justice in the Modern world
- ✓ Write the understanding of secularism in India

#### **Essential Readings:**

1. M.J. Vinod and Meena Deshpande, *Contemporary Political Theory*, Delhi: PHI Learning, 2013
2. Michael Dusche, *Identity politics in India and Europe*, New Delhi; Sage, 2010
3. Andrew Heywood, *Political Theory An Introduction*, Palgrave Macmillan, 2015
4. Rajeev Bhargava and Ashok Acharya, eds., *Political Theory An Introduction*, New Delhi: Pearson Longman, 2008
5. John S. Dryzek, et al., *Oxford Handbook of Political Theory*, Oxford; OUP, 2006
6. Balagangadhara, S.N., and Jakob De Roover, "The Secular State and "Religious Conflict: Liberal neutrality and the Indian Case of Pluralism". *The Journal of Political Philosophy* 15, no. 1: 67-92, 2007.
7. Rajeev Bhargava, ed. *Secularism and Its Critics*, Oxford University Press, New Delhi, 1998.

### Suggested Readings:

1. Sushila Ramaswamy, *Political Theory Ideas and Concepts*, Delhi; PHI Learning, 2015
2. Ashcroft. B, *The Post-Colonial Studies Reader*, Rout ledge London, 1995
3. Bhikhu Parekh, *Rethinking Multiculturalism: Cultural Diversity and Political Theory*, London: Macmillan, 2000
4. N. Manu Chakravarthy, ed., *Selected writings by K.V. Subbanna, Along with Interviews and Tributes*, Shimoga: AksharaPrakashana, 2009
5. Ahmed. V, *Theory: Classes, Nations Literatures*, Verso, London, 1992.
6. G.N. Devy, *After Amnesia Tradition and Change in Indian Literary criticism*, Hyderabad; Orient Longman, 1995
7. Christopher Butler, *Postmodernism: A Very Short Introduction*, OUP Oxford, 2002.
8. H. Arendt., *On Revolution*, Viking, New York, 1963
5. V. Bryson, *Feminist political Theory*, Macmillan, London, 1992.
6. Norris Christopher, *The Truth about Postmodernism*, Wiley- Blackwell, New Jersey, 1993.
7. W. Connolly, *Identity/Difference: Democratic Negotiations*, Cornell University Press, NY, 1991.
8. Edward Said, *Orientalism*, Pantheon Books, New York, 1978.
9. Elshtain. J. B, *Public Man, Private Man: women in Social and Political Thought*, Princeton University Press, Princeton NJ, 1981.
10. Fanon. F., *Black skin, White Masks*, translated by C. L. Markham, Grove Press, New York, 1967.
11. Jean Francis Lyotard. *The Postmodern Condition- A report on Knowledge*. Parris: Minuit, 1979.
12. Veena Das, Dipankar Gupta and Patricia. eds., *Tradition, Pluralism and Identity*, New Delhi, Uberoi, 1999.
13. Jawaharlal Nehru, *The Discovery of India*, Jawaharlal Nehru Memorial Fund, Oxford University Press, New Delhi, 1988.
14. Rochana Bajpai, "The conceptual vocabularies of secularism and minority rights in India", *Journal of Political Ideologies*, 2002.

## OE-1: HUMAN RIGHTS - PSOE101

(Open Elective)

Course Title: HUMAN RIGHTS	
Course Code: <b>PSOE101</b>	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of End Sem. Exam: 2 Hours
Total Contact Hours: 45	Assessment (Marks): 60 (Theory) +40 (IA) =100

### Course objectives

1. To enable students to understand the significance and foundations of the idea of human rights.
2. To familiarise students with the major texts and provisions governing human rights and mechanisms for monitoring and enforcing human rights.
3. To equip students with the responsibility to respect, defend and promote human rights.
4. To make students comprehend, sensitise and analyze the trends and contemporary challenges to human rights.

### Learning Outcomes

At the end of the course, the students will-

1. Understand and appreciate the value and basis of human rights.
2. Have necessary knowledge of the legal provisions and requirements for effective implementation of human rights as well as mechanisms available for implementation of human rights.
3. Be able to identify, contextualise and use knowledge about human rights in a given situation.
4. Have the knowledge and skill to analyse the trends and challenges to human rights, and to apply human rights standards to societal issues with a solution to overcome the problem.

**Pedagogy:** Lectures/Tutorials/Interactive sessions/Open Educational Resources (as reference materials), practical exercises/Assignments/Seminars/Group discussions and counselling.

## **OE-1: HUMAN RIGHTS**

**Unit 1** 15 hours

### **Meaning, nature, scope and classification of Human Rights**

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)  
Universal Declaration of Human Rights

**Unit 2** 15 hours

### **Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties in India**

National Human Rights Commission (NHRC) – Composition and functions  
Karnataka State Human Rights Commission (KSHRC) – Composition and functions

**Unit 3** 15 hours

### **National Commission and Committees for SCs/STs; National Commission for Minorities; National Commission for Women.**

Major issues and Concerns of Human Rights – Discrimination and violence against women, children, Dalits and Minorities, Trafficking, Child Labour and Bonded Labour Challenges to Human Rights

#### **Exercise:**

- ✓ Group Discussion on Human Rights and its types (comparison of Western and Eastern concept of Human Rights).
- ✓ Students can be asked to do collage making and present the same.
- ✓ Find out the different types of complaints received by NHRC and bring out the results on any one of such cases.
- ✓ To make it more participatory learning, the students are required to visit the website of NHRC ([www.nhrc.nic.in](http://www.nhrc.nic.in)), wherein at the left-hand side, a link is provided to the instructions. After going through the guidelines issued by NHRC's, briefly explain the guidelines on– Custodial death/rape, Encounter death, and Guidelines on the arrest.





### Essential Readings:

1. Aftab Alam, ed., *Human Rights in India: Issues and Challenges*, Delhi; Raj Publications, 2012.
2. S.M. Begum, ed., *Human Rights in India: Issues and Perspectives*, New Delhi: APH, 2000.
3. Andrew Clapham, *Human Rights A Very Short Introduction*, Oxford; OUP, 2015.
4. Upendra Baxi (ed.), *The Right to be Human*, Lancer International, Crawford, New Delhi, 1987.
5. Darren J. O'Byrne, *Human Rights An Introduction*, New York; Routledge, 2013.

### Suggested Readings

1. James (ed.), *The Rights of People*, Oxford, New York, 1988.
2. Craston, M. *What are Human Rights*, Bodely Head, London, 1973.
3. Rhonda L. Callaway & Julie Harrelson-Stephens, "International Human Rights", Viva books, New Delhi, 2010.
4. Janusz Symonides, *Human Rights Concept and Standards*, Rawat, New Delhi, 2019.
5. Asish Kumar Das and Prasant Kumar Mohanty, *Human Rights in India*, New Delhi; Sarup & Sons, 2007.
6. "Protect Human Rights", <http://www.un.org/en/sections/what-we-do/protect-human-rights/index.html>
7. K.S. Pavithran, *Human Rights in India: Discourses and Contestations*, New Delhi; Gyan Pub., 2018.
8. Sunil Deshta and Kiran Deshta, *Fundamental Human Rights*, Deep and Deep, New Delhi, 2011.
9. Jack Donnelly and Rhoda Howard (ed.), *International Handbook of Human Rights*, Westport, Connecticut: Greenwood Press, 1987.
10. Jack Donnelly, *Universal Human Rights in Theory and Practice*, New Delhi, Manas, 2005.
11. Tapan Biswal, *Human Rights Gender and Environment*, Viva Books, New Delhi 2006.
12. Satya.P. Kanan, *Human Rights Evolution and Development*, Wisdom Press, New Delhi 2012.
13. Gerwith, *Human Rights: Essays on Justification and Application*, University of

Chicago Press, Chicago, 1982.

14. Khan, Mumtaz Ali, *Human Rights and the Dalits*, Uppal Publishing House, New Delhi, 1995.
15. V.T. Patil, *Human Rights Developments in South Asia*, Authors Press Publishers, Delhi 2003.
16. S.K. Gupta, *State-wise Comprehensive Information on Human Right Violation*, ALP Books, Delhi. 2009
17. B.C. Acharya, *A Handbook of Women's Human Rights*, Wisdom Press, New Delhi, 2011.
18. South Asia Human Rights Documentation Centre, *Introducing Human Rights*, Oxford, New Delhi, 2006.
19. Lillich, R. *International Human Rights: Law Policy and Practice*, Boston: Little Brown and Co., 1991

## II Semester

### DSC-3: WESTERN POLITICAL THOUGHT - PSCT151

Course Title: WESTERN POLITICAL THOUGHT	
Course Code: <b>PSCT151</b>	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of End Sem. Exam: 2Hours
Total Contact Hours: 45	Assessment (Marks): 60 (Theory) + 40 (IA) =100

#### Course Objectives:

1. To familiarise students with western foundations of political thought and critically engage with the rational and/or material universe of the west.
2. To identify and evaluate the changes and continuity in western political thought
3. To expose students to the divergent perspectives on politics, state and its arrangements within the western political tradition
4. To create an understanding among students on western engagements with issues of governance and political order

#### Learning Outcomes:

At the end of the course, the students will –

1. Have an understanding of the distinct features and diverse intellectual traditions of the west.
2. Identify the main currents in western political thought and their impact on the shaping of western political values
3. Grasp the society-state-politics interface and institutional arrangements in western political tradition and its implications.
4. Develop a critical perspective on the western political thought on governance and political order

**Pedagogy:** Lectures/Tutorials/Interactive sessions/Open Educational Resources (as reference materials), practical exercises/Assignments/Seminars/Group discussions and counselling.

## **DSC-3: WESTERN POLITICAL THOUGHT**

Unit 1 15 Hours

Salient Features of the Greek Political Thought; Plato: Theory of Justice, Philosopher King; Aristotle: State and Its Classification, Citizenship  
Salient Features of Medieval - Political Thought  
St. Thomas Aquinas: Church v/s State; St. Augustine: Theory of Two Swords; Machiavelli: On Politics and State Craft

Unit 2 15 Hours

Hobbes: Social contract and State Sovereignty; Locke: Social Contract and Theory of Government, Tolerance; Rousseau: Social Contract and General Will  
Bentham: Theory of Utilitarianism  
J.S. Mill: Views on Liberty and representative government

Unit 3 15 Hours

Hegel –Dialectical Materialism; Karl Marx- Capitalism and Communism  
Jurgen Habermas- Communicative action, Public Sphere, Theory of truth and knowledge  
Hannah Arendt- Theory of Action, Modernity, Conception of Citizenship

### **Exercise:**

- ✓ Compare Greek State with the Roman state and make points
- ✓ Reflect on separation of religion and politics
- ✓ Analyse the relevance of social contract theory in contemporary times
- ✓ Can we have a classless society in the modern world? Comment

### **Essential Readings:**

1. G.H. Sabine. *A History of Political Theory*, 4<sup>th</sup> edn., New Delhi: Oxford and IBH, 2019.
2. William Ebenstein, *Great Political Thinkers Plato to the Present*, New Delhi: Oxford, 1970
3. Subrato Mukherjee and Susheela Ramaswamy, *History of Political Thought: Plato to Marx*, PHI Publishers, New Delhi, 2014
4. Sukhbir Singh, *History of Political Thought*, Vol 1 & 2, Meerut; Rastogi Pub., 2006

5. Boucher, D., and Kely, P., ed., *Political Thinkers From Socrates to the Present*, Oxford: Oxford University Press, 2009
6. Coleman J., *A History of Political Thought*, Oxford: Blackwell, 2000
7. <https://plato.stanford.edu/>

**Suggested Readings:**

1. A. Hacker, *Political Theory: Philosophy, Ideology, Science* New York, Macmillan, 1961.
2. C.L. Wayper. *Political Thought*, Bombay: B.I. Publications, 1977.
3. Quentin Skinner, *The Foundations of Modern Political Thought*, Cambridge: OUP, 1978
4. Ernest Barker, *Greek Political Theory: Plato and his Predecessors*. London: Methuen & Co., 1970.
5. M.J. Vinod and Meena Deshpande, *Contemporary Political Theory*, Delhi: PHI Learning, 2013
6. M. Butterfield, *The State Craft of Machiavelli*, New York: The Macmillan Company, 1956.
7. O.P. Bakshi; *Politics and Prejudice: Notes on Aristotle's Political Theory*. Delhi: The Delhi University Press, 1975.
8. M.A. Shepard, "Sovereignty at the Crossroads: A Study of Bodin", *Political Science Quarterly XLV*, pp. 580-603.
9. L. Colletti. *From Rousseau to Lenin*, New Delhi: Oxford University Press, 1969.
10. Colin Farrelly, *Introduction to Contemporary Political Theory*, London, Sage, 2004
11. Robert E. Goodin, Philip Pettit and Thomas Pogge, eds., *Companion to Contemporary Political Philosophy*, Oxford, Blackwell, 2007
12. J. Coleman, *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford, Blackwell Publishers, 2000.

## II Semester

### DSC-4: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT -PSCT152

Course Title: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT	
Course Code: DSC-4	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of End Sem. Exam: 2 Hours
Total Contact Hours: 45	Assessment (Marks): 60 (Theory) + 40 (IA) =100

#### Course Objectives

1. To endow students with a historical perspective on the rise and growth of nationalism and the making of the Indian Constitution.
2. To enable students to comprehend the influence of diverse perspectives and values articulated during the national movement that influenced the making of the Indian political system.
3. To enable students to understand the milestones, contestations and settings that shaped the Indian political system.
4. To help students to understand the motives and visions of Constitution-makers in the incorporation of novel aspects in the Indian Constitution.

#### Learning outcomes

At the end of the course, the students will –

1. Be able to reflect on the nature of Indian nationalism and the Constitution with historical perspectives and insights
2. Understand and appreciate the values and design of the Indian Constitution resulting from the diverse intellectual traditions, ideas, and concerns of freedom fighters
3. Have a nuanced understanding of the stages and settings in which Constitutional measures and reforms were initiated, contested and modified culminating in the making of the Indian Constitution
4. Have a lucid understanding of the intentions and visions of Constitution makers in the design and inclusion of distinct aspects in the Indian Constitution

**Pedagogy:** Lectures/Tutorials/Interactive sessions/Open Educational Resources (as reference materials), practical exercises/Assignments/Seminars/Group discussions and counselling.

#### **DSC-4: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT**

##### **Unit 1**

15 Hours

Indian National Movement- Features; The Liberal, The Extremist and Revolutionary Phase

The Gandhian Phase: Non-Cooperation movement

Civil Disobedience Movement and the Quit India movement

##### **Unit 2**

15 Hours

Morley-Minto Reform Act of 1909; Montague Chelmsford Act of 1919: Main provisions and

Dyarchy; The Nehru Report and Jinnah's 14-point Formula

Simon Commission, Round Table Conferences; Government of India Act of 1935- Main provisions, Provincial Autonomy and federal system

Cabinet Mission Plan; Indian Independence Act of 1947- Main provisions

##### **Unit 3**

15

Hours

Constituent Assembly Debates on -

Citizenship, State Structure

Minority Rights, Uniform Civil Code (UCC) v/s Personal Law

Language and Union of States

(The above three should be discussed in the context of Constituent Assembly Debates)

**Exercise:**

- ✓ Identify any two political and socio-economic conditions in India that are present and two that are not present in Indian democracy
- ✓ List out in a table giving some democratic roles of a citizen, explore yourself how democratic you are.
- ✓ Identify the good qualities of a citizen

**Essential Reading**

1. Peter Heehs, *India's Freedom Struggle 1857-1947 A Short History*, New Delhi: OUP, 1988
2. Udit Bhatia, *The Indian Constituent Assembly Deliberations on Democracy*, Oxfordshire: Taylor & Francis, 2019
3. Bipin Chandra et al., *India's Struggle for Independence 1857-1947*, New Delhi; Penguin, 2016
4. Bipin Chandra, *Nationalism and Colonialism in Modern India*, Hyderabad: Orient Blackswan, 1984
5. Austin Granville, *The Indian Constitution: Cornerstone of a nation*, New Delhi; OUP, 2014
6. S. Sarkar, *Modern India (1885-1947)*. New Delhi: Macmillan, 1983.
7. S. Bandopadhyay, *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, 2004



## Suggested Reading

1. [https://www.constitutionofindia.net/constitution\\_assembly\\_debates](https://www.constitutionofindia.net/constitution_assembly_debates)
2. Parliament of India, Lok Sabha Digital Library, *Constituent Assembly Draft making debates*, <https://eparlib.nic.in/handle/123456789/760448>
3. Romila Thapar, *India Another Millennium*, New Delhi; Penguin, 2000
4. Rajiv Bhargava, *Politics and Ethics of the Indian Constitution*, New Delhi; OUP, 2015
5. Durga Das Basu, *Introduction to the Constitution of India*, Nagpur; LexisNexis, 2015
6. R. Thapar, 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P.R. DeSouza, (ed.) *Contemporary India: Transitions*. New Delhi: Sage Publications, 2000.
7. A. Jalal and S. Bose, *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, 1997.
8. A.D. Smith, *Nationalism*. Cambridge: Polity Press, 2001.
9. M.P. Jain, *Outlines of Indian Legal and Constitutional History*, Nagpur; LexisNexis, 2014
10. S. Islam, 'The Origins of Indian Nationalism', in *Religious Dimensions of Indian Nationalism*. New Delhi: Media House, 2004.
11. P. Chatterjee, 'A Brief History of Subaltern Studies', in Partha Chatterjee, *Empire & Nation: Essential Writings (1985-2005)*. New Delhi: Permanent Black, 2010.
12. Mani, B.R. *Debrahmanising History, Dominance and Resistance in Indian Society*. New Delhi: Manohar, 2005.

## II Semester

### OE-2: INDIAN POLITY: ISSUES AND CONCERNS - PSOE151

(Open Elective)

Course Title: INDIAN POLITY: ISSUES AND CONCERNS	
Course Code: <b>PSOE151</b>	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of End Sem. Exam: 2 Hours
Total Contact Hours: 45	Assessment (Marks): 60 (Theory) + 40 (IA) =100

#### Course Objectives

1. To enable students to grasp the complex relationship/ linkages between politics and society.
2. To comprehend the dynamics and forces at work in shaping the political process.
3. To enable students to recognize the nature and trends in Indian politics.
4. To enable students to identify and critically reflect on the major issues confronting Indian politics.

#### Learning outcomes

At the end of the course, the students will –

1. Have perceptive thinking on the interconnectedness between politics and society, and its larger implications.
2. Grasp the dynamics and forces that influence the polity.
3. Be able to identify and critically reflect on the nature and trends in Indian politics.
4. Have a concerned and critical understanding of the major issues of Indian polity with insights for solutions.

**Pedagogy:** Lectures/Tutorials/Interactive sessions/Open Educational Resources (as reference materials), practical exercises/Assignments/Seminars/Group discussions and counselling.

## **OE-2: INDIAN POLITY: ISSUES AND CONCERNS**

### **Unit 1**

15 Hours

National Integration and Social Harmony- Meaning and Need; Suggesting for securing National Integration.

Society and Politics in India: Caste and its social impact; Problems in understanding caste system as a social system; Role of caste and its impact on Indian Polity.

Language – Role and Constitutional provisions, Issues.

### **Unit 2**

15 Hours

- 2.1 Religion and Local Traditions – Role and Constitutional provisions.
- 2.2 Development and Inclusiveness: Issues and concerns.
- 2.3 Regionalism – Forms and Reasons for its growth.

### **Unit 3**

15 Hours

Corruption – Causes and Measures.

Terrorism- Types, Causes and Measures.

Celebrating Diversity – Consensus and Challenges.

**Exercise:**

- ✓ Classify the major factors which impede National Integration and give your suggestions.
- ✓ Analyse the forms and impact of Terrorism.
- ✓ Make a point on the 2011 Anti-Corruption movement in India.

**Essential Readings:**

1. Atul Kohli, ed., *The Success of India's Democracy*, Cambridge: CUP, 2001.
2. Atul Kohli, *Democracy and Discontent: India's growing crisis of governability*, Cambridge: CUP, 1991.
3. Nirja Gopal Jayal and Pratap Bhanu Mehta, *The Oxford Companion to Politics in India*, New Delhi: OUP, 2012
4. T.V. Sathiyamurthy, *Social Change and Political Discourse in India: Structures of Power, Movements of Resistance*, Vol. 4, Oxford: OUP, 1996.
5. Myron Weiner, *The Indian Paradox: Essays in Indian Politics*, New Delhi: Sage, 1989.
6. Partha Chatterjee, (ed.) *State and Politics in India*, New Delhi: OUP, 1998.
7. James Manor, *Politics and State-society Relations in India*, London: Hurst, 2017
8. M.P. Singh, & R. Saxena, *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning, 2008.

**Suggested Readings**

1. M. Galanter, 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices, Controversies*, New Delhi: Permanent Black, 2002.
2. Marc Gallanter, *Competing Equalities, Law and Backward classes in India*, New Delhi: OUP, 1984
3. Atul Kohli, and Prema Singh, ed., *Routledge Handbook of Indian Politics*, London: Routledge, 2013
4. Paul Brass R., *Routledge Handbook of South Asian Politics, India, Pakistan, Bangladesh, Sri Lanka and Nepal*, New York: Routledge, 2010.
5. Dipankar Gupta, *Political Sociology in India Contemporary trends*, New Delhi: Orient Longman, 1996
6. T.K. Oommen, *Nation, Civil Society and Social Movements, Essays in Political Sociology*, New Delhi: Sage, 2004

7. S. Khilnani, *The Idea of India*, London: Hamish Hamilton, 1997.
  8. Shashi Tharoor, *The Battle of Belonging: On Nationalism, Patriotism, And What it Means to be Indian*, New Delhi; Aleph Book Company, 2020
  9. Shefali Roy, *Society and Politics in India Understanding Political Sociology*, Delhi: PHI Learning, 2014
  10. Marilynn B Brewer, "The Psychology of Prejudice: Ingroup Love or Outgroup Hate?" *Journal of Social Issues* 55 (3): 429-44, 1999.
  11. Ashutosh Varshney, *Ethnic Conflict and Civic Life: Hindus and Muslims in India*, Delhi: Oxford University Press, 2002
  12. Ashutosh Varshney, *Battles Half Won India's improbable democracy*, New Delhi; Penguin, 2013
  13. Bikhu Parekh, *A New Politics of Identity Political principles for an Interdependent World*, New York: Palgrave Macmillan, 2008
  14. C. Jaffrelot, 'The Politics of the OBCs', in *Seminar*, Issue 2005.
  15. P. Karat, *Language and Nationality Politics in India*, Bombay: Orient Longman, 1973.
  16. Atul Kohli, *Democracy and Development in India: From Socialism to Pro-Business*, New Delhi: Oxford University Press, 2009
  17. Madan, T.N., *Modern Myths, Locked Minds: Secularism and Fundamentalism in India*, New Delhi: OUP, 1997.
  18. Rajani Kothari, *Politics in India*, New Delhi: Orient Longman, 1970.
  19. Sudipta Kaviraj, ed., *Politics in India*, New Delhi, OUP, 1997.
  20. M.P. Singh, & R. Saxena, *Indian Politics: Contemporary Issues and Concerns*, New Delhi: PHI Learning, 2008.
  21. M.P. Singh, and Himanshu Roy,, *Indian Political System: Structure, Policies, Development*, New Delhi: GanandaPrakashan, 1998
  22. A. Vanaik, & R. Bhargava, (eds.) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan, 2010.
  23. Dunkin Jalaki, ed., "Bharatadalli Jativyavste ideye?", *Anandakanda Granthamale*, Malladahalli Publication, 2012.
- P. Datta, *Major issues in the Development Debate: Lessons in Empowerment from India*, New Delhi: Kaniska, 1998

### III Semester

#### DSC-5 INDIAN GOVERNMENT AND POLITICS - PSCT201

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

Formative Assessment

Marks: **40**

#### Course Objective:

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

#### Learning Outcome:

At the end of the course the students shall -

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

<b>Unit</b>	<b>Contents of Course-5</b>	<b>45 Hours</b>
<b>Unit-I</b>	<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 (42<sup>nd</sup>, 73<sup>rd</sup>, 74<sup>th</sup>, 86<sup>th</sup>, 101<sup>st</sup>).</p> <p><b>Chapter-6:</b> Judiciary and Judicial Review, Appellate Authority. Basic Structure of the Indian Constitution and debates.</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>Ideology of - National Political Parties, Regional Political Parties, Coalition Politics and Elections in Indian Politics.</p> <p><b>Chapter-9:</b> Issues in Indian Democracy: Caste, Religion, Communalism, Regionalism, Criminalization, Terrorism, 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, LexisNexis, India, 2021.
13. M.P. Singh & Rekha Saxena, Indian Politics: Contemporary issues and Concerns, Prentice Hall of India, Delhi, 2008.
14. M. V. Pylee, An Introduction to the Constitution of India, New Delhi, Vikas, 1998.
15. Nirja Gopal Jayal & Pratap Bhanu Mehta, The Oxford Companion to Politics in India, Oxford University Press, New Delhi, 2010.
16. Sunder Raman. Indian Government and Politics, Allied Publishers, New Delhi, 1988.
17. C. P. Bhambhari, The Indian State Since Independence: 70 Years, New Delhi, Shipra, 2017.



**Pedagogy:**

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

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

**Sd/-**

**Subject Committee Chairperson**

### III Semester

#### DSC-6- PARLIAMENTARY PROCEDURES IN INDIA- PSCT202

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

#### Course Objective:

The course attempts to make the students familiar with legislative practices in India with an orientation to equip them with the adequate skills of participation in deliberative processes and democratic decision making. This aims at providing the basic understanding of the constitutional provisions relating to parliamentary procedures and the accessories of the same. This will help the students to understand the working of democracy through an institutional mechanism.

#### Learning Outcome:

At the end of the course the students shall -

- Aim at understanding the procedural aspects of parliamentary system of governments.
- Learn about the privileges of people's representatives and match it with their performance.
- Understand the working of committees, budgetary aspects and deliberative mechanism within the parliament.

Unit	Contents of Course-6	45 Hours
<b>Unit-I</b>	<b>Chapter-1:</b> Elections to the Legislatures: Parliament and State Legislatures.	
	<b>Chapter-2:</b> Powers, Functions and Privileges 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>	<b>Chapter-4:</b> Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills. <b>Chapter-5:</b> Drafting of the Bill, First Reading and Departmental Standing Committee, Second Reading, Third Reading, Passage of the Bill, Consent by the President, Gazette Notifications. <b>Chapter-6:</b> Parliamentary Committees: Composition and Functioning (Departmental Standing Committees, Select Committees, Joint Parliamentary Committees, Public Accounts Committee on Privilege Business, Advisory Committee, Ethics Committee).	<b>15 Hours</b>
<b>Unit-III</b>	<b>Chapter-7:</b> Motions and Hours in the House : Question Hour, Zero Hour, Half an Hour Discussion, Calling Attention Motion, Adjournment Motion, Privilege motion, Censure motion, 'No- confidence' motion, Cut motion. <b>Chapter-8:</b> Parliamentary Questions: Types, Starred and Unstarred Questions, Questions Addressed to Private Members and Short Notice Questions. <b>Chapter-9:</b> Parliamentary Privileges: Constitutional Provisions, Codification of Privileges, Privileges of Parliamentarians and Legislators, Breach of Privilege.	<b>15 Hours</b>

**Exercise:**

- The college can organise mock parliaments and teach students the etiquettes of parliamentary behaviour.
- Can organise debates on the codification of privileges and match it with the performance of people's representatives.
- Can organise special lectures by inviting officers/bureaucrats to deliberate on the procedural aspects of democracy

## **Suggested Readings**

1. M.N. Kaul and S.L. Shakdher, Practice and Procedure of Parliament, Metropolitan, New Delhi, 1968.
2. Subhash C. Kashyap, Our Parliament, National Book Trust, New Delhi, 2021.
3. S H. Belavadi, Theory and Practice of Parliamentary Procedure in India, 1988.
4. Study Material on Parliamentary Practices and Procedures. Lok Sabha Secretariat Parliamentary Research and Training Institute for Democracies (Erstwhile BPST), New Delhi.
5. Apoorva Shankar and Shreya Singh, Parliamentary Procedures A Primer Rajya Sabha, PRS Legislative Research, 2015.
6. Dr. K. S. Chauhan, Parliament Powers Functions And Privileges, LexisNexis, India, 2013.
7. Ajit Ranjan Mukharjea, Parliamentary Procedure in India, Oxford University Press, 1958.
8. M N. Kaul, Parliamentary Institutions and Procedures, National Publishing House, 1978.
9. Jalan, India's Politics, Penguin, New Delhi, 2007.
10. Abbas, H., Kumar, R. & Alam M. A., Indian Government and Politics, Pearson, New Delhi, 2011.
11. Chakravarty, B. & Pandey, K. P, Indian Government and Politics, Sage, New Delhi, 2006.
12. K. Sanyal, Strengthening Parliamentary Committees, PRS, Centre for Policy Research, New Delhi, 2011.

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

**Pedagogy:**

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

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

**Sd/-**

**Subject Committee Chairperson**

**III Semester**  
**GENDER AND POLITICS PSOE201**  
**Open Elective- OE- 3.1**

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

**Course Objective:**

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

**Learning Outcomes:**

At the end of the course the students shall -

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

<b>Unit</b>	<b>Contents of Course-OE-3.1</b>	<b>45 Hours</b>
<b>Unit-I</b>	<b>Chapter-1:</b> Defining Gender, Significance of Gender Studies, Difference between Gender Studies and Women Studies, Feminist Perspectives (with reference to India), Opportunities and Constraints (Party Choices of Candidates, Social Taboos and Stereotypes).	<b>15 Hours</b>

	<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>Unit-II</b>	<p><b>Chapter-4:</b> Gender and Empowerment Process: Education, Economic, Political and Socializing and sensitizing gender issues.</p> <p><b>Chapter-5:</b> Gender Differentiation in Political Parties and Leadership, Challenging Gender Stereotypes in Socio-Political sphere.</p> <p><b>Chapter-6:</b> Capacity Building and Role of Women in Karnataka Politics, Women Representation in Local Governments.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Women and Poverty, Women and Health, Women and wealth creation, Violence against Women, Women and Armed Conflict.</p> <p><b>Chapter-8:</b> Women and Literature, Women and the Media, Women and the Environment.</p> <p><b>Chapter-9:</b> Women and Societal Challenges: Dowry, Domestic Violence, Girl Child - Programmes for Empowerment of Women, Educating children and socio-religious taboos including patriarchy.</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 persistent of patriarchal values and traditions.

## Suggested Readings

1. P.K.Swaib and S.N.Tripathy, "Unequal Treatment to Women and Gender", Bias, Sonali Publications, New Delhi, 2006.
2. Malashrilal, Chandra Mohan, Enakshi K.Sharma, Devika Khanna Narula and Amrit Kaur Basra, "Gender and Diversity", Rawat Publications, Jaipur, 2015.
3. Andrew Heywood, "Global Politics", Palgrave Macmillan Publication, New York, 2014.
4. Kranti Rana, "Modern Working Women and the Development Debate", Kanishka Publishers, New Delhi, 1998.
5. Dr.Tanuja Trivedi, "Encyclopedia of Women's Empowerment", Janapada Prakashan, New Delhi, 2012.
6. Bhaswati Das and VimalKhawas, "Gender Issues in Development –Concerns for the 21<sup>st</sup> century", Rawat Publications, New Delhi, 2009.
7. U. Kalpagam, "Gender and Development in India: Current Issues", Rawat Publication, 2011.
8. B.N.Singh, "Rural Women and Education," vista International Publishing House, Delhi, 2016.
9. Meera Kosambi, "Women writing Gender", Permanent Block Publication, New Delhi, 2012.
10. Brush, Lisa D., Gender and Governance, Rawat Publications, New Delhi, 2007.
11. Sangeeta Bharadwaj, "Gender, Social Structure and Empowerment Status Report of Women in India", Rawat Publication, 2009.
12. Dr.Tapan Biswal, "Human Rights Gender and Environment", Viva Books Private Ltd, New Delhi, 2006.
13. Dr. S. Murty, "Women and Employment", RBSA Publishers, Jaipur, 2001.
14. Singh, Narpal, 'Changing Status of Women' Vista International Publishing House, Delhi, 2008.
15. Anuradhamathu, "Gender and Development in India", Kalpaz Publication, Delhi, 2008.
16. M.Bahati Kumba, "Gender and Social Movements", Rawat Publication, New Delhi, 2003.
17. Saxena, Alka, Women and Political Leadership, Altar Publishing House, New Delhi, 2011.



**Pedagogy:**

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

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

**Sd/-**

**Subject Committee Chairperson**

## IV Semester

### DSC – 7 -ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS - PSCT251

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

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

#### 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, Culcutta, 1923.
5. Kangle R.P, Kautilya's Arthasastra, Motilal Banarsidass Publishers Pvt.Ltd, New Delhi, 1986.
6. Bhandarkar D.D, Some Aspects of Ancient Indian Culture, Madras, University of Madras, 1940.
7. Romila Thaper. From Lineage to State, Oxford University Press, United Kingdom, 1984.
8. R.S.Sharma, 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 Lawrence, "Formation of the state", Prentice Hall, United State, 1968.
12. Kosambi. D.D, "Introduction to the Study of Indian History", Popular Prakashan, Mumbai, 1956.
13. Said Edward, Orientalism, Pantheon Books, USA, 1978.
14. Misra Vibhuti Bhushan, From the Vedas to the Manusamhita, City/Country Brill Academic, United States, 1982.
15. Sircar D.C, Studies in the Religious life of Ancient and Medieval India, Motilal Banarsidass, Delhi, 1971.
16. Aiyangar K.R, Ancient Indian Polity, Oriental Books Agency, Poona, 1941.
17. Pargiter R, Ancient Indian Historical Tradition, Oxford University Press, London, 1922.
18. Levin G.M, Bongard, A Complex Study of Ancient India – Multidisciplinary Approach, American Oriental Society, USA, 1989.
19. Kumar S, "Role of State in Ancient India Economy", Ramanand Vidya Bhawan, Delhi, 1986.
20. Sircar D.C, Political and Administrative System of Ancient and Medieval India. Motilal Banarsidass, Delhi, 1975.



21. Maity S. K and Upendra Thakur, Indological Studies, Abhinav Publications, New Delhi, 1991.
22. Mukherjee Shobha, The Republican trends in Ancient India. Munshiram Manoharlal Publishers Private Limited, New Delhi, 1989.
23. Bandyopadhyaya N.C, Development of Hindu Polity and Political Theories, Munshiram Manoharlal Publishers, New Delhi, 1980.
24. Chattopadhyaya D. Lokayata, Peoples Publishing House, New Delhi, 1959.
25. Kosambi D.D, The Culture and Civilization of Ancient India and Historical Outline, Vikas Publishing House Pvt. Ltd, Noida, 1965.
26. Majumdar R. C, History and Culture of Indian People, Vol.I, Dacca University, Bangladesh, 1977.
27. Kulke, Hermen (Ed), State in India, 1000 to 17000, Oxford University Press, Delhi, 1995.
28. Kane P.V, History of Dharmashastras, Vol-1-5, Bhandarkar Institute Press, Poona, 1930.
29. Balagangadhara S.N, Purvavalokana, (Translated and Edited - Rajaram Hegde and J. S. Sadanand) Vasanta Prakashana, Bangalore, 2016. (2010).

### **Pedagogy:**

The course shall be taught through the lecture, tutorial, interactive sessions, self-guided learning materials, Open Educational Recourses (OER) as reference materials, Close-Reading Sessions of texts, assignments, seminars, group discussions and week-end seminars.

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

**Sd/-**

**Subject Committee Chairperson**

## IV Semester

### DSC-8- MODERN POLITICAL ANALYSIS - PSCT252

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

#### Course Objective:

The objective is to equip students to develop insights into political institutional functioning keeping in insight both the normative and empirical ways of understanding. This paper also throws light on value laden functioning and value neutral aspects of systems output that will help students to understand and evaluate Governments. It aims at scientifically assessing the functioning of the government as result oriented institutions.

#### Learning Outcome:

At the end of the course the students shall -

- Understand the key concepts of Political Institutional working and science within them.
- Be familiar with the Phenomenon of politics and various explanations relating to the influences that mould the decision making process.
- Help the students to visualize the working of political institutions and the process of decision making through diagrammatic presentations.

Unit	Contents of Course: DSC-8	45 Hours
Unit-I	<b>Chapte-1</b> Genesis and Emergence of Modern Political Analysis, Modern Political Analysis -Meaning, Nature, Scope and Goals	<b>15 Hours</b>
	<b>Chapter-2</b> Political System-Types, similarities and	

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

#### Exercise:

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

#### Suggested Readings

1. Almond, G. and Coleman. J.S. "The politics of the Developing Areas", Princeton University Press, Princeton NJ, 1960.
2. Almond, G.A. and Verba, S, "The Civic Culture: political Attitudes and Democracy in Five Nations", Princeton NJ, Princeton University Press, 1963.



3. Amin, S, "Accumulation on an old Scale: A Critique of the Theory of Underdevelopment", Monthly Review Press, New York, 1974.
4. Apter, D.E, "The Politics of Modernization", University of Chicago Press, Chicago, 1965.
5. Gabriel Almond, "Cooperative Politics: A Development approach" Little Brown, Boston, 1966.
6. Hannah Arendt, "The Origins of Totalitarianism", Harcourt Press, New York, 1951.
7. Johari, J.C, "Comparative Government and Politics", Sterling Publishers Private Limited, New Delhi, 1982.
8. Powell, G.B, Russell J.D, and Kaare Strom, "Comparative Political Today, A World View". London Press, New York, 1970.
9. Rod Hague. Martin Harrop, Shaun Breslin, "Comparative Government and Politics", Palgrave Macmillan press, UK, 1992.
10. Verba S and Almond, "The Civic Culture Revisited", little Brown, Boston, 1980.
11. Dahl, Robert A, Modern Political Analysis, Prentice Hall of India, New Delhi, 1981.

### **Pedagogy:**

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

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

## **V Semester**

### **DSC-9 INTERNATIONAL RELATIONS-BASIC CONCEPTS - PSCT301**

<b>Course Title: International Relations-Basic Concepts</b>	
<b>Semester: V</b>	<b>Course Code: PSCT301</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 of nations, the economic, cultural, industrial and technological benefits one can reap through meaningful relationships between nations. Functionally, it helps them to experience the meaning of national power and sovereignty.

#### **Learning Outcome:**

At the end of the course the students shall -

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

<b>Unit</b>	<b>Contents of Course- POL C9</b>	<b>60 Hours</b>
<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>15 Hours</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.</p> <p><b>Chapter-6:</b> National Interest – Meaning, Elements, Kinds and Instruments for Promotion of National Interests.</p>	<b>15 Hours</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>15 Hours</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>15 Hours</b>

#### **Exercise:**

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

### Suggested Readings

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

### Pedagogy:

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

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

**V Semester**  
**DSC-10 COMPARATIVE GOVERNMENT AND POLITICS**  
**(With special reference to UK, USA and China) - PSCT302**

<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: PSCT302</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

<b>Unit</b>	<b>Contents of Course- POL C10</b>	<b>60 Hours</b>
<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>15 Hours</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>15 Hours</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>15 Hours</b>
<b>Unit-</b>	<p><b>Chapter-10:</b> Judicial System (USA, UK and China). <b>Chapter-11:</b> Party System ((USA, UK</p>	<b>15 Hours</b>

<b>IV</b>	and China). <b>Chapter-12:</b> Election Process (USA, UK and China).	
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### 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 Bhargav & Ashok Acharya (eds), Political Theory: An Introduction, Longman Pearson, New Delhi, 2008.
9. Newton, K. and Deth, Jan W. V. Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press, 2010.
10. O'Neil, P. Essentials of Comparative Politics. (Third Edition). New York: WW. Norton & Company, Inc, 2009.

**Pedagogy:**

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

<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>



**V Semester**  
**DSC-11 KARNATAKA GOVERNMENT AND POLITICS - PSCT303**

<b>Course Title: Karnataka Government and Politics</b>	
<b>Semester: V</b>	<b>Course Code: PSCT303</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 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.

<b>Unit</b>	<b>Contents of Course- POL C11</b>	<b>60 Hours</b>
<b>Unit-I</b>	<b>Chapter-1:</b> State Politics in India: Nature and Importance. <b>Chapter-2:</b> Princely State of Mysore: Evolution of Legislature, Mysore Representative Assembly. <b>Chapter-3:</b> Administration and Governance in the Princely State and Reorganisation of State.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Unification Movement: Factors Responsible, Role of Vidyavardhaka Sangha and Kannada Sahitya	<b>15 Hours</b>

	<p>Parishat.</p> <p><b>Chapter-5:</b> Contributions: Alur Venkatarao: Karnatakatva, Deputy Channabasappa, Gudleppa Hallikere, Siddappa Kambli.</p> <p><b>Chapter-6:</b> 1924 Belgaum Conference, Hardekar Manjappa: Concept of Swadeshi and Nationalism, Huilgol Narayan Rao.</p>	
<b>Unit- III</b>	<p><b>Chapter-7:</b> Caste and Politics: Dominant Caste, Backward Class Movement and AHINDA, Caste and Identity Politics, Religion and Politics.</p> <p><b>Chapter-8:</b> Regionalism, Dr.Nanjundappa Report, Regional Disparities.</p> <p><b>Chapter-9:</b> Language and Politics, Water and Border Disputes, Peasant Issues, Gender Politics and Karnataka's Relations with Center.</p>	<b>15 Hours</b>
<b>Unit- IV</b>	<p><b>Chapter-10:</b> Era of Coalitions in Karnataka (2004 and 2018): its effects on policy making, administration and party politics</p> <p><b>Chapter-11:</b> Politics of Polarisation: Growth of Polarisation in Karnataka politics and its impact.</p> <p><b>Chapter-12:</b> Demands for separate state, Art 371J and Special status, challenges of development in Kittur and Kalyana Karnataka, Kodagu- (Coorg Case study)</p>	<b>15 Hours</b>

#### Exercise:

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

### **Suggested Readings**

1. Harish Ramaswamy and S. S. Patagundi(Ed.) (2007). Karnataka-Government and Politics. Delhi: Concept Publishing Company.
2. Raghavendra Rao, K. (2000). Imagining Unimaginable Communities. Hampi: Prasranga, Kannada University.
3. Hayavadana Rao, M. (1946).Mysore gazetteer. Bangalore: The Govt Press.
4. Halappa, G. S. (1963). Studies in State Administration. Dharwad: Karnataka University.
5. Raghavendra Rao, K., (2005), Karnataka 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). Towards explaining the voters' Mandate: An analysis of the Karnataka Assembly Elections-1994. Michigan University press.
10. Bjorn Hettne.(1978). The Political Economy of indirect Rule, Mysore 1881-1947. UK: Curzon Press.
11. Rajan, M. A. S. (1986). Land reforms in Karnataka. New Delhi: South Asia Books.
12. Nadkarni, M.V (1987). Farmers' Movements in India. Hyderabad : Allied Publishers.
13. 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. Kuppuswamy.(1978). Backward Classes Movement in Karnataka, Bangalore: Bangalore University:
16. Georage Mathew (ed). (1984). Shift in Indian Politics, New Delhi: Concept Publishing Company.

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

### **Pedagogy:**

The course shall be taught through the interactive sessions, Open Educational Recourses (OER) as reference materials, assignments and seminars.

<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>

**VI Semester**  
**DSC-12 INTERNATIONAL RELATIONS- THEORETICAL ASPECTS -**  
**PSCT351**

<b>Course Title: International Relations- Theoretical Aspects</b>	
<b>Semester: VI</b>	<b>Course Code: POL C13</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 objective is to give an outline of the conceptual approaches to the discipline of International Relations and illustrate the major theoretical orientations. It explains the prominent debates in International Relations and vividly shows how they can be operationalised.

**Learning Outcome:**

At the end of the course the students shall –

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

<b>Unit</b>	<b>Contents of Course- POL C13</b>	<b>60 Hours</b>
<b>Unit-I</b>	<b>Chapter-1:</b> Meaning, Nature, Functions and importance of Theories in International Relations. <b>Chapter-2:</b> Classical v/s Scientific – Debate. <b>Chapter-3:</b> Realism and Neo-Realism Theories.	<b>13 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Liberal, Neo-Liberalism, Marxist theory and Neo- Marxist Theory. <b>Chapter-5:</b> Game Theory, Bargaining and Decision-Making Theory. <b>Chapter-6:</b> Systems Theory-Meaning, Nature and importance and World Systems Theory.	<b>16 Hours</b>
<b>Unit- III</b>	<b>Chapter-7:</b> Communication Theory and Decision Making Theory. <b>Chapter-8:</b> Dependency theory and Self-Reliance theory. <b>Chapter-9:</b> Theory of Clash of Civilisations of Samuel P Huntington.	<b>16 Hours</b>
<b>Unit- IV</b>	<b>Chapter-10:</b> Power Cycle theory and Feminist Theory. <b>Chapter-11:</b> Theory building in International Relations, stages of theory building. <b>Chapter-12:</b> Future of International Relations Theory and Challenges.	<b>15 Hours</b>

**Exercise:**

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

### Suggested Readings

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

### Pedagogy:

The course shall be taught through the lecture, Open Educational Recourses (OER) as reference materials, seminars and group discussions.

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



**VI Semester**  
**DSC-13 POLITICAL ECONOMY OF INDIA - PSCT352**

<b>Course Title: Political Economy of India</b>	
<b>Semester: VI</b>	<b>Course Code: PSCT352</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 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.

**Learning Outcome:**

At the end of the course the students shall –

- Learn about the political dimension of economics and provides them the skills to manage the economy.
- Be exposed to inter disciplinary thinking and helps 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 impacts political economy.

<b>Unit</b>	<b>Contents of Course- POL C14</b>	<b>60 Hours</b>
<b>Unit-I</b>	<b>Understanding Political Economy</b> <b>Chapter-1:</b> Meaning, definition, and scope of Political Economy. <b>Chapter-2:</b> Approaches to Political Economy, Traditional Approach, Pre-reform India: Liberalism Marxism and Gandhian approach. <b>Chapter-3:</b> Post reforms in India: New Liberal Economic Reforms, Liberalisation, Privatisation and Globalisation (LPG Model).	<b>15 Hours</b>
<b>Unit-II</b>	<b>State, Economy, and Market</b> <b>Chapter-4:</b> Development Planning and Challenges, Grants and Aids: IMF and World Bank. <b>Chapter-5:</b> Market and the Changing Institutions of Governance. <b>Chapter-6:</b> NITI <i>Ayog</i> , Make in India, Labour Policy and Social security.	<b>15 Hours</b>
<b>Unit- III</b>	<b>Growth and Redistribution</b> <b>Chapter-7:</b> Surplus and Labour, Growth as Redistribution. <b>Chapter-8:</b> Fiscal Policy: Taxation and Revenue Generation, Distribution of Revenue between Centre and State (GST) Finance Commission. <b>Chapter-9:</b> Indian Agricultural Policy: Politics of Land Reforms, Food Policies in India, Green Revolution.	<b>15 Hours</b>
<b>Unit- IV</b>	<b>Challenges of Indian Political Economy Chapter-10:</b> Gender, Racial and Ethnic Problems. <b>Chapter-11:</b> Migration, Displacement. <b>Chapter-12:</b> Banking Crisis, Parallel Economy, Black Money.	<b>15 Hours</b>

**Exercise:**

- Arrange for lectures from industrialists.
- Make assessments and analysis of budgets.
- Get hands on experience through internships in banking as to how 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.
6. Chandavarkar, R., 1994, The Origins of Industrial Capitalism in India: Business Strategies and the working classes in Bombay, 1900-1940. Cambridge University Press, Cambridge.
7. Corbridge, S. and Harriss, J., 2000, Reinventing India, Polity, London.
8. Dreze, 1., and A. Sen, (eds.) 1995, India: Economic Development and Social Opportunity, Delhi, Oxford University Press.
9. Basu, Kaushik,(ed.) 2004, India's Emerging Economy: Performance and Prospects in the 1990s and beyond. Oxford University Press, New Delhi.
10. Roy, Tirthankar, 2001, The Economic History of India; 1857-1947, New Delhi, Oxford University Press.
11. Dandekar, V.M. and Rath, N., 1971, Poverty in India, Indian School of Political Economy, Poona. 14.
12. Jha, P. K. 1997, Agricultural Labour in India, Vikas, New Delhi.

13. Jhabvala, R. And Subramanyam, R.K.A., (eds) 2000, The Unorganised Sector: Work security and Social Protection, Sage, New Delhi.
14. Joshi, V. And Little, I.M., 1994, India: Macroeconomics and Political Economy:1964- 91, Oxford University Press, New Delhi.
15. Joshi, P.C., 1996, India's Economic Reforms: 1991-2001, Oxford University Press, New Delhi.
16. Harriss-White, B., 2004, India Working: Essays on Society and Economy. Cambridge University press, Foundation Books, New Delhi.
17. Byres, T.J. (ed.) 1998, The Indian Economy: Major debates since independence, Oxford University Press, Delhi.
18. Byres, T.J. 1996, The State, Development Planning and Liberalisation in India. Oxford University Press, New Delhi.
19. Bose, S. And Jalal, A. (eds.) 1997, Nationalism, Democracy and Development: State and Politics of development, Oxford University Press, Delhi.
20. Mitra, Ashok, 1977, The Terms of Trade and Class relations, Cass, London.
21. Satyamurthy, T.V., 1995, Industry and Agriculture in India since Independence. Oxford University Press, New Delhi.

### **Pedagogy:**

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

<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>

## VI Semester

### DSC-14 MODERN INDIAN POLITICAL THINKERS - PSCT353

Course Title: Modern Indian Political Thinkers	
Semester: VI	Course Code: PSCT353
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

#### Course Objectives:

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

#### Learning Outcome:

At the end of the course the students shall –

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

Unit	Contents of Course- POL C16	60 Hours
Unit-I	<b>Introduction to Modern Indian Political Thought</b>	<b>15 Hours</b>
	<b>Chapter-1:</b> Early Social Reformers: Raja Ram Mohan Roy, Jyotiba Phule.	
	<b>Chapter-2:</b> Spiritual Nationalism: Swami Vivekananda, Dayananda Saraswati.	
	<b>Chapter-3:</b> Moderate Nationalists: Dadabai Naoroji and M.G.Ranade.	
Unit-II	<b>Chapter-4 :</b> Extremist Nationalists: Arabindo and Bal Gangadhar Tilak.	<b>15 Hours</b>
	<b>Chapter-5:</b> Emancipatory Phase: Sir Syed Ahamed Khan	

	and M. Iqbal. <b>Chapter-6:</b> Views on Caste System and Social Justice: Dr.B.R.Ambedkar and Ramaswamy Naicker.	
<b>Unit- III</b>	<b>Chapter-7:</b> Shades of Nationalism I- Mahatma Gandhi <b>Chapter-8:</b> Shades of Nationalism II - Jawaharlal Nehru. <b>Chapter-9:</b> National Integration: Vallabhbhai Patel and Critique of nationalism: Rabindranath Tagore.	<b>15 Hours</b>
<b>Unit- IV</b>	<b>Chapter-10:</b> Socialist thoughts: Jayaprakash Narayan and Ram Manohar Lohiya. <b>Chapter-11:</b> Volunteerism and Bhudhan Movement- Vinobha Bhave and Thoughts on Tribes: Jaipal Singh. <b>Chapter-12:</b> Self Respect Movement: E. V. Ramaswami and Feminist thought: Pandita Ramabai	<b>15 Hours</b>

### Exercise:

- Arrange for Movies and Videos of eminent above Indian Political Thinkers.
- Conduct debates on different viewpoints of political thinkers about Indian Polity and Society.
- Have discussions in classroom on different schools of Political Thought in India.

### Suggested Readings

1. C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800- 1830', in Sh. Kapila (ed.), An intellectual History for India, New Delhi: Cambridge University Press, pp. 18- 34.
2. T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) Political Thought in Modern India, New Delhi: Sage, pp.32-52.
3. A.V.Rathna Reddy: The Political Philosophy of Swami Vivekananda, New Delhi: Sterling Publishers, 1984.
4. Alhuwalia, B. and Alhuwalia, M., Raja Ram Mohan Roy and the Indian Renaissance, New Delhi, Mittal Publications, 1991.
5. Anderson, Walter and Shridhar D. Damle, The Brotherhood in Saffron: The RSS and Hindu Revivalism, New Delhi, Sage Publications, 1987.

6. Appadorai, A., Indian Political Thinking in the 20th century, New Delhi, South Asian Publishers, 1987.
7. Bhattacharjee, Arun, The Prophets of Modern Indian Nationalism, Delhi, Ashish Publishing House, 1993.
8. Cashman, R.L., Myth of 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.
12. Ganguly, S.M., Leftism in India: MN Roy and Indian Politics 1920-1948, Calcutta, Minerva Publications, 1984.
13. Ghose, Sankar, Modern Indian Political Thought, New Delhi, Allied Publishers. 1984.
14. Gore, M.S., The Social Context of an Ideology: Ambedkar's Political and Social thought, New Delhi, Sage Publications, 1993.
15. Graham, B.D., Hindu Nationalism and Indian Politics, Cambridge, Cambridge University Press, 1993.
16. Griffiths, Percival, The British Impact on India, London, Macdonald, 1952.
16. Ingham, Kenneth, Reformers in India, Cambridge, Cambridge University Press, 1956.
17. Kapoor, S., Sri Aurobindo Ghosh and Bal Gangadhar Tilak, New Delhi, Deep and Deep Publications, 1991.
18. Masselos, Jim, Indian Nationalism: An History, New Delhi, Sterling Publishers, 1996.
19. Mehta, N.C., Lohia A Study, Delhi, Atma Ram and Sons, 1975.
20. Mehta, V.R., Foundations of Indian Political Thought, New Delhi, Manohar Publishers, 1992.
21. Pantham, Thomas and Kenneth L. Deutsch (Eds.), Political Thought in Modern India, New Delhi, Sage Publications, 1986.

22. Parekh, Bhiku, Gandhi's Political Philosophy: A Critical Examination, Hampshire, Macmillan Press, 1989.
23. Prasad, Bimal, J.P. and Social Change, New Delhi, Radiant Publishers, 1992.
24. Sathe, Shanta, Lokamanya Tilak: His Social and Political Thoughts, Delhi, Ajanta Publications, 1994.
25. Seervaj, H.M., Partition of India: Legend and Reality. Bombay, Emmenem Publications, 1989.
26. Selbourne, David (Ed.), In Theory and Practice: Essays on the Politics of J P., Delhi, Oxford University Press, 1985.
27. Singh, Chandrakant, Socialism in India: Rise, growth and Prospect, New Delhi, D.K. Publishers, 1986.
28. Terchek, Ronald J., Gandhi: Struggling for Autonomy, New Delhi, Vistaar Publications, 2000.
29. Trehan, J., Veer Savarkar: Thought and Action, New Delhi, Deep and Deep Publishers, 1991.
30. 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>



**Ability Enhancement Compulsory Course (AECC)**  
**CONSTITUTION OF INDIA - COIF 251**

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

**Course Objectives:**

1. To familiarize the students with the key elements of the Indian constitution.
2. To enable students to grasp the constitutional provisions and values.
3. To acquaint the students with the powers and functions of various constitutional offices and institutions.
4. To make students understand the basic premises of Indian politics and role of constitution and citizen oriented measures in a democracy.

**Learning Outcome:**

At the end of the course the students will-

1. Understand the key aspects of the Indian Constitution.
2. Comprehend the structure and philosophy of the Constitution
3. Understand the power and functions of various constitutional offices and institutions.
4. Realize the significance of the constitution and appreciate the role of constitution and citizen oriented measures in a democracy.

<b>Unit-I</b>	<b>Indian Constitution: Making and basic premise</b>	<b>10 Hours</b>
<b>1.1</b>	Meaning and Significance of Constitution.	
<b>1.2</b>	Constituent Assembly- Composition, Objectives.	
<b>1.3</b>	Preamble and Salient features of the Indian Constitution.	
<b>1.4</b>	Fundamental Rights, Fundamental Duties. Directive Principles.	

<b>Unit-II</b>	<b>Union and State Government</b>	<b>11 Hours</b>
<b>2.1</b>	President of India- Election, Powers and functions.	
<b>2.2</b>	Prime Minister and Cabinet – Structure and functions.	
<b>2.3</b>	Governor- Powers and functions.	
<b>2.4</b>	Chief Minister and Council of Ministers – Functions.	
<b>Unit- III</b>	<b>Legislature and Judiciary</b>	
<b>3.1</b>	Parliament – Lok Sabha and Rajya Sabha– Composition and powers.	<b>12 Hours</b>
<b>3.2</b>	State Legislative Assembly and Legislative Council Composition and powers.	
<b>3.3</b>	Judicial System in India – Structure and feature.	
<b>3.4</b>	Supreme Court and High Court: Composition, Jurisdiction.	
<b>Unit-IV</b>	<b>Governance and Constitution</b>	
<b>4.1</b>	Federalism in India – Features.	<b>12 Hours</b>
<b>4.2</b>	Local Government -Panchayats –Powers and functions; 73 <sup>rd</sup> and 74 <sup>th</sup> amendments.	
<b>4.3</b>	<b>Judicial</b> System in India – Structure and features.	
<b>4.4</b>	Citizen oriented measures – RTI and PIL – Provisions and significance.	

### **Pedagogy:**

Lectures, Tutorials, Interactive Sessions, Self-guided Learning Materials, Open Educational Resources (as reference materials), Practical Exercises, Assignments, Seminars, Group Discussions and Counselling.

### **Exercise**

- Department can debate on the role of Constitution in the country's development.
- Students can empirically find evidence on 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.

**Assessment:**

<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>

**II. Term End Examination: End semester examination will be for 60 marks.**

The minimum mark to pass the examination is 35% (21 marks).

Formative Assessment (I A) = 40

End Semester Examination = 60

Total = 100 marks

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

Sd/-

**Subject Committee Chairperson**

**Question Paper Patterns**  
**POLITICAL SCIENCE**  
**CONSTITUTION OF INDIA**  
**Question Paper Pattern**  
(Model)

**Section - A**

(2 x 5=10)

Answer any **Five** of the following:

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

**Section - B**

(5 x 6=30)

Answer any **Six** of the following:

- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

**Section - C**

(10 x 2=20)

Answer any **Two** of the following:

- 17.
- 18.
- 19.
- 20.

**Term End Examination for DSC Core and Open Elective Papers (OE)**

# **POLITICAL SCIENCE**

(TITLE OF THE PAPER)

Time: 3 Hours

Max. Marks:

60

## **SECTION – A**

(5 x 3 =15)

Instructions: Answer any three of the following, each not exceeding two pages

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

## **SECTION – B**

(15

x 3 =45)

Instructions: Answer any three of **the** following questions, each not exceeding four pages 6.

- 7.
- 8.
- 9.
- 10.
- 11.

## **Internal Test for DSC Core and Open Elective Papers (OE)**

### **POLITICAL SCIENCE**

**(TITLE OF THE PAPER)**

Time: 1 Hours

Max. Marks: 25

#### **SECTION – A**

**(10 x 1 =10)**

Instructions: Answer any one of the following, each not exceeding one page

- 1.
- 2.

#### **SECTION – B**

**(15 x 1 =15)**

Instructions: Answer any one of the following questions, each not exceeding two pages

- 3.
- 4.