

MANGALORE UNIVERSITY
POLITICAL SCIENCE

BA Political Science Programme offered from the Academic year 2021-22

Programme Structure

First Semester

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

Second Semester

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

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

Programme Objectives:

1. 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.
2. To inculcate among students the value and spirit of citizenship, universal brotherhood and democracy for a humane, vibrant and inclusive social and political order.
3. 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.
4. To equip students with the necessary skills and knowledge for meaningful political participation and to critically reflect on issues related to governance.

Programme Outcomes:

At the end of the successful completion of the course, students will have -

1. A nuanced understanding of the theoretical perspectives and basic aspects related to the political system and comprehend its dynamics.
2. Acquired and internalized the socially relevant values of harmony, democracy, citizenship for national progress, and contribute to the public good with responsibility and sensitivity.
3. 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.
4. 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.

DSC-1: BASIC CONCEPTS IN POLITICAL SCIENCE

Course Title: BASIC CONCEPTS IN POLITICAL SCIENCE	
Course Code: DSC-1	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 internalisation 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 counselling.

DSC-1: BASIC CONCEPTS IN POLITICAL SCIENCE

- Unit 1 15 hours
- 1.1 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.
 - 1.2 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.
 - 1.3 Civil Society- Meaning and Importance.
- Unit 2 15 hours
- 2.1 Emergence, Meaning and Characteristics of Sovereignty
 - 2.2 Kinds of Sovereignty; Theories of Sovereignty- Monistic, Pluralistic, Historical, Philosophical
 - 2.3 Pluralistic Critique of Austin's Concept of Sovereignty; Challenges to the State Sovereignty in the Age of Globalization
- Unit 3 15 hours
- 3.1 Liberty: Meaning and Kinds; Positive and Negative Liberty
 - 3.2 Equality: Meaning and Kinds (Social, Economic and Political)
 - 3.3 Power and Justice- Meaning and Kinds; Political Obligation- Meaning and Significance

Exercise:

- ✓ 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

DSC-2: POLITICAL THEORY

Course Title: POLITICAL THEORY	
Course Code: DSC-2	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of End Sem. Exam: 3Hours
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
- 1.1 Meaning, Nature and Importance of Theory and Political Theory; Traditional Approaches to Political Theory- Normative, Historical, Philosophical, Institutional
 - 1.2 Modern Approaches-Behavioural, Post-Behavioural, David Easton's Political System and Marxian
 - 1.3 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
- 3.1 Communitarianism and Multiculturalism-Meaning and Indian perspectives; Post Colonialism, and its Limitations
 - 3.2 Proponents of Secularism: Nehru, Gandhi, Rajiv Bhargav
 - 3.3 Critics of Secularism: Ashish Nandy, T.N. Madan, S.N. Balagangadhara

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.
15. ರಾಜೇಂದ್ರ ಚೆನ್ನಿ, ದೇಶೀವಾದ, ಬೆಂಗಳೂರು; ಅಭಿನವ, 2017.
16. ರಾಜಾರಾಮ ಹೆಗಡೆ ಮತ್ತು ಸದಾನಂದಜಿ.ಎಸ್. (ಸಂ) "ಪೂರ್ವಾವಲೋಕನ", ವಸಂತಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2016

OE-1: HUMAN RIGHTS

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Course Title: HUMAN RIGHTS	
Course Code: OE-1	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of End Sem. Exam: 3Hours
Total Contact Hours: 45	Assessment (Marks): 60 (Theory) +40 (IA) =100

Elective)

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
1.1	Meaning, nature, scope and classification of Human Rights
1.2	The Human Rights of First generation (Civil and Political Rights), Second generation (Economic, Social and Cultural Rights), Third generation (Collective Rights) and Fourth generation (Subjective Rights)
1.3	Universal Declaration of Human Rights
Unit 2	15 hours
2.1	Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties in India
2.2	National Human Rights Commission (NHRC) – Composition and functions
2.3	Karnataka State Human Rights Commission (KSHRC) – Composition and functions
Unit 3	15 hours
3.1	National Commission and Committees for SCs/STs; National Commission for Minorities; National Commission for Women.
3.2	Major issues and Concerns of Human Rights – Discrimination and violence against women, children, Dalits and Minorities, Trafficking, Child Labour and Bonded Labour
3.3	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), 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, NewDelhi, 1987.
5. Darren J. O'Byrne, *Human Rights An Introduction*, New York; Routledge, 2013.

Suggested Readings

1. James (ed.), *The Rights of People*, Oxford, NewYork, 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
20. ಅರ್ಜುನ್ ದೇವ್, ಇಂದಿರಾ ಅರ್ಜುನ್ ದೇವ್, ಸುಪ್ರಾ ದಾಸ್ ಸಂಪಾದಕರು, ಅನುವಾದಕರು ಕೆ. ಎಚ್. ಶ್ರೀನಿವಾಸ್, *ಮಾನವ ಹಕ್ಕುಗಳು: ಒಂದು ಆಕರ ಗ್ರಂಥ*, ನ್ಯಾಷನಲ್ ಬುಕ್ ಟ್ರಸ್ಟ್, ಇಂಡಿಯಾ.
21. ಡಾ. ಕಮಲಾಕ್ಷಿ ತಡಸದ, *ಮಾನವ ಹಕ್ಕುಗಳ ಚಾರಿತ್ರಿಕ ದರ್ಶನ ಹಾಗೂ ಸಿದ್ಧಾಂತಗಳು*, ಪ್ರಸಾರಾಂಗ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ 2015.

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

DSC-3: WESTERN POLITICAL THOUGHT

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. T
o expose students to the divergent perspectives on politics, state and its arrangements within the western political tradition
4. T
o 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

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

Unit 2

15 Hours

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

Unit 3

15 Hours

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

Exercise:

- ✓ Compare Greek State with the Roman state and makepoints
- ✓ 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*, 4thedn., 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. Colleti. *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.

DSC-4: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT

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: 3 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
1.1	Indian National Movement- Features; The Liberal, The Extremist and Revolutionary Phase
1.2	The Gandhian Phase: Non-Cooperation movement
1.3	Civil Disobedience Movement and the Quit India movement
Unit 2	15 Hours
2.1	Morley-Minto Reform Act of 1909; Montague Chelmsford Act of 1919: Main provisions and Dyarchy; The Nehru Report and Jinnah's 14-point Formula
2.2	Simon Commission, Round Table Conferences; Government of India Act of 1935- Main provisions, Provincial Autonomy and federal system
2.3	Cabinet Mission Plan; Indian Independence Act of 1947- Main provisions
Unit 3	15 Hours
	Constituent Assembly Debates on -
3.1	Citizenship, State Structure
3.2	Minority Rights, Uniform Civil Code (UCC) v/s Personal Law
3.3	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
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.

OE-2: INDIAN POLITY: ISSUES AND CONCERNS

(Open Electi ve)	Course Title: INDIAN POLITY: ISSUES AND CONCERNS	
	Course Code: OE-2	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 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
1.1 National Integration and Social Harmony- Meaning and Need; Suggesting for securing National Integration.	
1.2 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.	
1.3 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
3.1 Corruption – Causes and Measures.	
3.2 Terrorism- Types, Causes and Measures.	
3.3 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 Jativyavaste ideye?", *Anandakanda Granthamale*, Malladahalli Publication, 2012.
24. P. Datta, *Major issues in the Development Debate: Lessons in Empowerment from India*, New Delhi: Kaniska, 1998

25.

MANGALORE UNIVERSITY

~~(Question paper pattern)~~

First/ Second Semester BA Degree Examination, (Month, Year)

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.

MANGALORE UNIVERSITY
POLITICAL SCIENCE

BA Political Science Programme offered from the Academic year 2021-22

Programme Structure

Third Semester

Course Code	Course Title	Credits	Teaching Hrs/Week	Total Marks/ Assessment*
DSC-5	Indian Government and Politics	3	3	100 (60+40)
DSC-6	Parliamentary procedures in India	3	3	100 (60+40)
OE-3.1	Gender and Politics	3	3	100 (60+40)
OE-3.2	Understanding Gandhi	3	3	100 (60+40)
OE-3.3	Citizen, Citizenship and the Indian Constitution	3	3	100 (60+40)

Fourth Semester

DSC-7	Ancient Indian Political Ideas and Institutions	3	3	100 (60+40)
DSC-8	Modern Political Analysis	3	3	100 (60+40)
OE-4.1	Good governance in India	3	3	100 (60+40)
OE-4.2	Understanding Dr. B.R. Ambedkar	3	3	100 (60+40)
OE-4.3	Political Journalism	3	3	100 (60+40)

* Total marks for each course is 100. This would consist of an Internal Assessment (IA) for 40 marks and end semester examination for 60 marks.

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POLITICAL SCIENCE

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OE-4.1	Good governance in India	3	3	100 (60+40)
OE-4.2	Understanding Dr. B.R. Ambedkar	3	3	100 (60+40)
OE-4.3	Political Journalism	3	3	100 (60+40)

* Total marks for each course is 100. This would consist of an Internal Assessment (IA) for 40 marks and end semester examination for 60 marks.

Programme Objectives:

1. Upgrade the learning of Political Science and to familiarise students with the functioning of political institutions both in contemporary and ancient India, and to inculcate values and moral ethos for effective governance.
2. To acquaint students of the dimensions of Indian government, parliamentary procedures, gender concerns in Politics, Gandhian philosophy and citizen responsibilities.
3. To enable students to understand and assess the influence of ancient Indian political ideas and institutions on the later Indian political thought and political analysis.
4. To analytically reflect upon the nature of emerging hybridised themes like Political Journalism and good governance and its role.
5. To understand the ideas and actions of Dr. B.R. Ambedkar and to assess his contribution to the making of modern India.

Learning Outcome: The courses comprise both knowledge and skill components and at the end of the programme students will have –

1. A nuanced understanding of the functioning of the political institutions both in contemporary and ancient India, and internalise the values and moral ethos relevant from Indian point of view for political participation and governance.
2. A fair understanding of the dimensions of Indian government, parliamentary procedures, gender concerns in politics, Gandhian philosophy and Citizen Duties and responsibilities.
3. An ability to grasp and evaluate the influence of ancient Indian political ideas and institutions on the later Indian political thought and modern political analysis.
4. An understanding of the nature of hybridised themes like Political Journalism and good governance with an ability to evaluate their role and significance.
5. A comprehension of the ideas, acts, vision and mission of Dr. B.R. Ambedkar and will assess his contribution to the making of modern India.

INDIAN GOVERNMENT AND POLITICS
(DSC – 5)

Course Title: INDIAN GOVERNMENT AND POLITICS	
Course Code: DSC - 5	Semester: III
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To provide students an understanding of the functioning of the Indian Government and Politics.
2. To make students understand the philosophy of Indian constitution and its commitment towards citizens.
3. To provide students necessary knowledge to assess the performance of the Union and state governments.
4. To help students to develop interest in politics and grasp the dynamics/nuances of the politics, leadership and the role of socio-economic, religious and lingual issues.

Learning Outcome:

At the end of the course students will -

1. Have an understanding of the functioning of the Indian Government and Politics.
2. Have an comprehension of the philosophy of Indian constitution
3. Grasp the performance of both the Union and state governments and the challenges they confront.
4. Comprehend the power structures, response of the political parties and the effects of judicial decisions on policy making and social development in India.

DSC-5: INDIAN GOVERNMENT AND POLITICS**Unit 1: The Framework** (15 hours)

- 1.1 Indian Politics: Approaches to study of State and politics in India (Liberal, Marxist and Gandhian).
- 1.2 Constituent Assembly- Composition and major debates regarding the structure of Indian State.
- 1.3 Preamble and salient features of Indian Constitution

Unit: Organs of the Government (15 hours)

- 2.1 The Union Executive: The President, Vice-President, Prime Minister and the Council of Ministers
- 2.2 Parliament: Powers and Functions of Lok Sabha and Rajya Sabha; Relationship between the two Chambers: Amendment Process and Major Amendments (42nd, 73rd, 74th, 86th, 101st).
- 2.3 Judiciary and Judicial Review; Appellate Authority: Basic Structure of the Indian Constitution and debates.

Unit: Political process (15 hours)

- 3.1 Nature of Indian Political System, Union-State Relations (Commissions and Committees), President's Rule: Processes and politics.
- 3.2 Ideologies of National and Regional Political Parties; Coalition Politics and Elections in Indian Politics.
- 3.3 Issues in Indian Democracy: Caste, Religion, Communalism, Regionalism, Criminalization, Terrorism, Social and Distributive Justice.

Pedagogy:

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

Exercise:

- Debate on the ‘basic structure of Indian Constitution’ and the need for changes in the Constitution, functioning of the Constitution; Cases with regard to Governor and President’s rule.
- List out the major amendments to the constitution, Commission and Committees to review power sharing.
- Examine the functioning of various political parties, its inclusive approaches, influence of dynasties on their performance

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

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, 25th 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. Niraja 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.

PARLIAMENTARY PROCEDURES IN INDIA**(DSC – 6)**

Course Title: PARLIAMENTARY PROCEDURES IN INDIA	
Course Code: DSC - 6	Semester: III
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To provide a basic understanding of the parliamentary system of governments and the constitutional provisions relating to the parliamentary procedures in India.
2. To familiarise students with the legislative procedures and practices in India.
3. To impart the students adequate skills for participation in deliberative processes and democratic decision making.
4. To enable students to understand the working of democracy through an institutional mechanism.

Learning Outcome:

At the end of the course students will –

1. Have a basic understanding of parliamentary system of governments and the constitutional provisions relating to the parliamentary procedures in India.
2. Become familiar with the legislative procedures and practices in India as well as the working of Committees, budgetary aspects and deliberative mechanism within parliament.
3. Have adequate skills for participation in deliberative processes and democratic decision making with a keen understanding of parliamentary procedures and requirements.
4. Have an understanding of the institutional mechanism for working of democracy, learn about the privileges of people's representatives and will be able to assess their performance.

DSC-6: PARLIAMENTARY PROCEDURES IN INDIA

- Unit 1: Constitutional provisions** (15 hours)
- 1.1 Elections to the Legislatures: Parliament and State Legislatures.
 - 1.2 Powers, Functions and Privileges of People's Representatives – Members of Parliament and State Legislature
 - 1.3 Legislative Procedures of the Parliament: Articles 107-122.
- Unit 2: Making of Law** (15 hours)
- 2.1 Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills
 - 2.2 Drafting of the Bill, First Reading and Departmental Standing Committee, Second Reading, Third Reading, Passage of the Bill, Consent by the President, Gazette Notifications.
 - 2.3 Parliamentary Committees: Composition and Functioning (Departmental Standing Committees, Select Committees, Joint Parliamentary Committees, Public Accounts Committee on Privilege Business, Advisory Committee, Ethics Committee).
- Unit 3: Parliamentary procedures and practices** (15 hours)
- 3.1 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.
 - 3.2 Parliamentary Questions: Types, Starred and Unstarred Questions, Questions Addressed to Private Members and Short Notice Questions.
 - 3.3 Parliamentary Privileges: Constitutional Provisions, Codification of Privileges, Privileges of Parliamentarians and Legislators, Breach of Privilege.

Pedagogy:

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

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.

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

Suggested Readings

1. M.N. Kaul and S.L. Shakhder, 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.
7. Dr. K. S. Chauhan, Parliament Powers Functions and Privileges, LexisNexis, India, 2013.
8. Ajit Ranjan Mukharjea, Parliamentary Procedure in India, Oxford University Press, 1958.
9. M N. Kaul, Parliamentary Institutions and Procedures, National Publishing House, 1978.
10. Jalan, India's Politics, Penguin, New Delhi, 2007.
11. Abbas, H., Kumar, R. & Alam M. A., Indian Government and Politics, Pearson, New Delhi, 2011.
12. Chakravarty, B. & Pandey, K. P, Indian Government and Politics, Sage, New Delhi, 2006.
13. K. Sanyal, Strengthening Parliamentary Committees, PRS, Centre for Policy Research, New Delhi, 2011. Available at: [http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening %20Parliamentary%20Committees.pdf](http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf).

GENDER AND POLITICS
(Open Elective- OE- 3.1)

Course Title: GENDER AND POLITICS	
Course Code: OE – 3.1	Semester: III
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To provide an overview of political participation of women in general and specifically in India.
2. To enable the students to understand the issues related to women leadership, participation and governance.
3. To understand how gender issues are progressively integrated into political science and social sciences.
4. To sensitise students about the patriarchal society and help to improve the relationship between men and women, remove exploitation and violation of women's rights and to bring to focus the need for the education and empowerment.

Learning Outcomes:

At the end of the course the students will –

1. Have an understanding of the political participation of women in general and specifically in India.
2. Be aware of the relevance of gender issues in politics.
3. To grasp the forces and values that condition power and significance of gender in the understanding of political science.
4. Become aware of the values and operation of patriarchal society and ground realities of women's participation in politics that would sensitise them to positively contribute to the women's empowerment.

OE- 3.1: GENDER AND POLITICS

- Unit 1: Gender: A framework** (15 hours)
- 1.1 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).
 - 1.2 Gender Imbalance in Political Representation and Electoral Process, Gender Discrimination in Indian Politics – including LGBTQ, Feminist Critique of Politics.
 - 1.3 Governance and Gender Structures, Gender Budgeting and Gender Issues in Governance.
- Unit 2: Gender and Politics** (15 hours)
- 2.1 Gender and Empowerment Process: Education, Economic, Political and Socializing and sensitizing gender issues.
 - 2.2 Gender Differentiation in Political Parties and Leadership, Challenging Gender Stereotypes in Socio-Political sphere.
 - 2.3 Capacity Building and Role of Women in Karnataka Politics, Women Representation in Local Governments.
- Unit 3: Gender and society** (15 hours)
- 3.1 Women and Poverty, Women and Health, Women and wealth creation, Violence against Women, Women and Armed Conflict.
 - 3.2 Women and Literature, Women and the Media, Women and the Environment.
 - 3.3 Women and Societal Challenges: Dowry, Domestic Violence, Girl Child - Programmes for Empowerment of Women, Educating children and socio-religious taboos including patriarchy.

Pedagogy:

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

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.

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

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 21st century", Rawat Publications, New Delhi, 2009.
7. U. Kalpagam, "Gender and Development in India: Current Issues", Rawat Publication, 2011.
8. B.N.Singh, "Rural Women and Education," vista International Publishing House, Delhi, 2016.
9. Meera Kosambi, "Women writing Gender", Permanent Block Publication, New Delhi, 2012.
10. Brush, Lisa D., Gender and Governance, Rawat Publications, New Delhi, 2007.
11. Sangeeta Bharadwaj, "Gender, Social Structure and Empowerment Status Report of Women in India", Rawat Publication, 2009.
12. Dr.Tapan Biswal, "Human Rights Gender and Environment", Viva Books Private Ltd, New Delhi, 2006.
13. Dr. S. Murty, "Women and Employment", RBSA Publishers, Jaipur, 2001.
14. Singh, Narpat, 'Changing Status of Women' Vista International Publishing House, Delhi, 2008.
15. Anuradhamathu, "Gender and Development in India", Kalpaz Publication, Delhi, 2008.
16. M.Bahati Kumba, "Gender and Social Movements", Rawat Publication, New Delhi, 2003.
17. Saxena, Alka, Women and Political Leadership, Altar Publishing House, New Delhi, 2011.

UNDERSTANDING GANDHI
(Open Elective – OE- 3.2)

Course Title: UNDERSTANDING GANDHI	
Course Code: OE – 3.2	Semester: III
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To enable students to understand the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India.
2. To familiarise students on the Gandhian ideas on wide range of issues including politics, economics, social reconstruction, religion and issues of sustainable development.
3. To acquaint the students on the ideas of Gandhi on social relations and issues.
4. To assess the relevance of Gandhi on the current political discourses through the analysis of his ideas on modern society, Swadeshi etc.

Learning Outcome:

At the end of the course the students will-

1. Grasp the core ideas of Gandhi, in particular the idea of truth and non-violence.
2. Understand the Gandhian ideas on wide range of issues including politics, economics, social reconstruction, religion and issues of sustainable development.
3. Comprehend the position of Gandhi on issues like Hindu- Muslim relations, gender question, cow protection, caste and untouchability questions.
4. Be able to understand the Gandhian reasoning in favour of Swadeshi and his critique of modern Civilization.

OE-3.2: UNDERSTANDING GANDHI

Unit 1: Gandhi: Background (15 hours)

- 1.1 Background Influences: Historical: South Africa, Intellectual: Thoreau, Ruskin and Tolstoy.
- 2.1 Gandhian Experiments: Satyagraha, Non-Violence, Truth, Movements led by Gandhi- Champaran, Bardoli, Khilafat, Non- Cooperation, Salt Satayagraha.
- 3.1 Social Movements- Ahmedabad Mill Strike, Vaikom Satyagraha, Forest, Health and Naturopathy, Sustainable Development.

Unit 2: Gandhi and Politics (15 hours)

- 2.1 Gandhi as a Leader: Gandhi as a model, Gandhian Methodology: Prayer, Consensus Building and Fasting.
- 2.2 Gandhian Views on Politics: Role of Ethics, Morality, Religion and Service.
- 2.3 Gandhi's critique on English Parliament, Gandhi on Nation and Nationalism.

Unit 3: Gandhi and society (15 hours)

- 3.1 Gandhi on Swadeshi and Swaraj, Critique on Modern Civilization, Modern Education and Machines.
- 3.2 Gandhi on Violence (Doctrine of the Sword) Gandhi and Sins, Gandhi's views on Women and Sustainable Development.
- 3.3 Gandhi as Political Strategist, Gandhi's Views on Hindu-Muslim Relation, Cow Protection, Untouchability and Caste Question.

Pedagogy:

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

Exercise:

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

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

Suggested Readings

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

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

Course Title: CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION	
Course Code: OE – 3.3	Semester: III
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To comprehend the concept of citizenship
2. To realise the significance of mindfulness, empathy and compassion and to be responsible citizen.
3. To be sensitive and apply socially relevant values for emotional wellbeing and social relationship.
4. To support nation building by inculcating responsible citizenry.

Learning Outcome:

At the end of the course the students will -

1. Have a nuance understanding of the concept of citizenship
2. Understand the values and requirements to be a good citizen and take part in social reconstruction as responsible citizens.
3. Be socially sensitive to the identity of others including those belonging to a different race, ethnicity, culture, colour, gender or nationality and deal appropriately.
4. Be responsible citizen, understanding and appreciating the privacy of other fellow citizens.

OE- 3.3: CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION

- Unit 1: Citizenship: Foundations** (15 hours)
- 1.1 Concept of Citizen: Subject- Slave-Citizen: a Comparison, Aspirational Citizenship.
 - 1.2 Citizenship in India: Milestones- Citizenship and Partition of India (Nehru and Liyaqat Ali Khan Pact) The Citizenship Act, 1955, The Citizenship (Amendment) Act, 1986, The Citizenship (Amendment) Act, 2003 and 2005, National Register of Citizens (NRC).
 - 1.3 Citizens and Constitutional Provisions: Fundamental Rights and Duties, Socio-Economic and Cultural Rights.
- Unit 2: Citizenship: Issues** (15 hours)
- 2.1 Citizenship Issues in India: Laws for Immigrants, Laws for Migrants and Asylum seekers, Process of acquiring Citizenship.
 - 2.2 Dual Citizenship: Needs and Demands- Impact of Globalization, Advantages of Dual Citizenship.
 - 2.3 IPC and Citizens Rights: First Information Report, Arrest, Detention, Bail Provisions, Sedition Act, Citizen and Civic Culture.
- Unit 3: Citizenship: Concerns** (15 hours)
- 3.1 Citizen and His Responsibility: Constitutional Provisions, Local Acts, Right to Privacy, Role of NGO's.
 - 3.2: Citizen and Discrimination: Caste, Gender (LGBTQ), language, Race, Colour, Place of Origin.
 - 3.3 Protection of Citizens: Women and Property Rights, Rights of Forest Dwellers, and Displaced People (War, Natural Calamities and Rehabilitation) and Universal Declaration of Human Rights.

Pedagogy:

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

Exercise:

- Students and teachers collectively work towards building communication network among vulnerable citizens who have no knowledge about their own rights.
- Through activities they may form empowering groups and support immigrants/migrants resolve their legal issues with authorities like police and government.
- They may visit courts, police stations, regional passport offices and spread the laws relating to migrants, immigrants regarding their rights.

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

Suggested Readings

1. Marcus Raskin, 'Nation Building and Citizenship: Studies of our Changing order' Routledge India, New Delhi, 1996.
2. Atul Kolhi, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
3. Atul Kolhi, The success of India Democracy, Cambridge University Press, 2001.
4. Savitaha Rao, India's Positive Citizen Building- A Great Nation One Action at a Time, Wings Publishing, Bangalore, 2020.
5. Anupama Roy, 'Mapping Citizenship in India', (Oxford India short introductions), OxfordUniversity Press, New Delhi, 2012.
6. Nirag Gopal Jayal, 'Citizenship and its Discontents', Harvard University Press, 2013.
7. Ornit Shani, 'How India become a democratic citizenship and making of the UniversalFranchise', Cambridge University Press, New Delhi, 2017.
8. Koenig Lion, 'Cultural Citizenship in India; Politics Power and Media', Oxford UniversityPress, New Delhi, 2016.
9. Blog.mygov.in/we-the-people-we-the-citizen.
10. Subrata .K.Mitra, 'Citizenship as cultural flow, structure agency and flow', e-Book, 2013, Springer link.

ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS
(DSC – 7)

Course Title: ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS	
Course Code: DSC - 7	Semester: IV
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To provide students an understanding of the social and political philosophy of ancient India.
2. To facilitate assessment of modern notions on socio-political arrangements in the background of the study of Ancient India.
3. To enable critical reflection and to decolonise the mind-set related to India's past.
4. To focus and develop indigenous political theories relevant to changing times.

Learning Outcome:

At the end of the course students will -

1. Have a nuanced understanding of the social and political philosophy of ancient India.
2. Be able to assess modern notions on socio-political arrangements with an understanding of ancient India and its concepts like Dharma, Rajadharma, Nyaya, Viveka etc.
3. Have a critical reflection on the ideas and institutions of ancient India and appreciate the texts and stories that reflect upon our own experience.
4. Be able to revisit our own socio-political structures through understanding of the textual and non-textual sources related to early India, critically reflect upon the European representation of Indian Society and heritage, and develop indigenous political theories relevant to changing times.

DSC-7: ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS

Unit 1: The Framework (15 hours)

- 1.1 Sources of Early Indian Thought: Sources and Limitations: Pre and Post-Colonial.
- 1.2 Perspectives: Orientalists, Nationalists, Marxian (Asiatic Mode of Production) and Gandhiji on Varnashrama Dharma, Dr. Radhakrishnan perspective.
- 1.3 Indian Culture: Colonial Narratives (William Jones, Macaulay) v/s Post-Colonial (Dharampal and Edward Said, S.N. Balagangadhara).

Unit 2: Ideas, concepts and institutions (15 hours)

- 2.1 Socio-Political Ideas in the Early Indian Thought: Dharma, Rajadharma, Dandaniti, Nyaya, Vaisheshika, Shunya, Ratnin Ceremony, Varnadharma, and Ashramadharma, values in Thirukural.
- 2.2 Kingship: Origin Stories, Gopati to Bhupati, Nature and Structure.
- 2.3 Functions of Institutions: Sabha, Samiti, Vidhata, Paura-Janapada.

Unit 3: Governance (15 hours)

- 3.1 Ganasanghas: Nature, Structure, Functions Role of Stories in Indian Tradition.
- 3.2 Ramayana (Valmiki): Ramarajya, Subaltern and Adhyatmic perspective.
- 3.3 Mahabharata (Vyasa): Rajadharma in Shantiparva, Idea of war and Peace.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Close-Reading Sessions of texts/ Assignments/ Seminars/ Group Discussions and Week-end seminars.

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 artefacts, 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.

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

Suggested Readings

1. Alterkar A.S, State and Government in Ancient India, Motilal Banarsidass, Chowk Banaras, 1949.
2. R.S. Sharma, Early Indian Social and Political Thought and Institutions (Aspects of the Political Ideas and Institutions in Ancient India, Motilal Banarsidass, Delhi, 1991.
3. Jayaswal K.P, Hindu Polity, Bangalore Printing and Publishing Co. LTD, Bangalore, 1943.
4. Goshal U.N, History of Hindu Political Theory, Oxford University Press, Calcutta, 1923.
5. Kangle R.P, Kautilya's Arthashastra, Motilal Banarsidass Publishers Pvt.Ltd, New Delhi, 1986.
6. Bhandarkar D.D, Some Aspects of Ancient Indian Culture, Madras, University of Madras, 1940.
7. Romila Thaper. From Lineage to State, Oxford University Press, United Kingdom, 1984.
8. R.S.Sharma, 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 BrillAcademic, United States, 1982.
15. Sircar D.C, Studies in the Religious life of Ancient and Medieval India, Motilal Banarsidass, Delhi, 1971.
16. Aiyangar K.R, Ancient Indian Polity, Oriental Books Agency, Poona, 1941.
17. Pargiter R, Ancient Indian Historical Tradition, Oxford University Press, London, 1922.
18. Levin G.M, Bongard, A Complex Study of Ancient India – Multidisciplinary Approach, American Oriental Society, USA, 1989.
19. Kumar S, "Role of State in Ancient India Economy", Ramanand Vidya Bhawan, Delhi, 1986.
20. Sircar D.C, Political and Administrative System of Ancient and Medieval India. Motilal Banarsidass, Delhi, 1975.

21. Maity S. K and Upendra Thakur, *Indological Studies*, Abhinav Publications, New Delhi, 1991.
22. Mukherjee Shobha, *The Republican trends in Ancient India*. Munshiram Manoharial Publishers Private Limited, New Delhi, 1989.
23. 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).

MODERN POLITICAL ANALYSIS
(DSC – 8)

Course Title: MODERN POLITICAL ANALYSIS	
Course Code: DSC - 8	Semester: IV
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To equip students to understand the functioning of political institutions with a insights on both normative and empirical ways of understanding.
2. To enable students to grasp and evaluate the value laden and value neutral aspects of government functioning.
3. To enable students to scientifically assess the functioning of the governments as result oriented institutions.
4. To familiarise students with the process of decision making in political institutions.

Learning Outcome:

At the end of the course students will –

1. Have an understanding of the functioning of political institutions and key concepts involved.
2. Understand the political process and various influences operating thereupon.
3. Be able to assess the functioning of the governments and its output.
4. Be able to comprehend and visualise the process of decision making.

DSC – 8: MODERN POLITICAL ANALYSIS

Unit 1: Introduction (15 hours)

- 1.1 Genesis and Emergence of Modern Political Analysis, Modern Political Analysis - Meaning, Nature, Scope and Goals
- 1.2 Political System-Types, similarities and differences, classification- Aristotle and Weber.
- 1.3 Approaches – Traditional- Philosophical, Historical, Institutional, Modern- Behavioural, Systems, Game.

Unit 2: System and Power (15 hours)

- 2.1 Talcott Parson's General Systems theory- Pattern of Inter Relationship, Hierarchical order, Integration.
- 2.2 David Easton's Input-Output model of Political System, Features, Functions and Critical Evaluation.
- 2.3 Power-Meaning, significance, and measurement, difference between Power, Authority, Legitimacy and Influence

Unit 3: Political Process (15 hours)

- 3.1 Almond on Structural – Functional Analysis Karl Deutsch's Communication Theory.
- 3.2 Richard C Snyder's Decision Making Theory, Arthur F. Bentley and David Truman Group theory of Politics.
- 3.3 Political Development - Concept of Political Development - its variables, Development syndrome, Theory of Lucian Pye.

Pedagogy:

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

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.

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

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.

GOOD GOVERNANCE IN INDIA

(Open Elective OE - 4.1)

Course Title: GOOD GOVERNANCE IN INDIA	
Course Code: OE – 4.1	Semester: IV
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To make students understand the concept of Governance and its difference from traditional form of administration
2. To familiarise the students with the concept and elements of Good Governance.
3. To comprehend the changing approach of states to administration.
4. To help students to link the theory taught in the class room with the realities of outside world.

Learning Outcome:

At the end of the course the students will -

1. Understand the difference between traditional form of Administration and the concept of Governance.
2. Be familiar with the concept and elements of Good Governance.
3. Get a perspective of changing modes of Governance with the examples drawn from central and state Governments.
4. Link theory with practice and appreciate the participation of citizens in day to day administration through a charter and other programmes like Sakala, Bhoomi etc.

OE - 4.1: GOOD GOVERNANCE IN INDIA

- Unit 1: Introduction** (15 hours)
- 1.1 Meaning, Characteristics, Elements, Growth and need for Good Governance.
 - 1.2 Theories and Concepts of Governance- Public Choice and Public Value Theory, Good Governance and Globalization.
 - 1.3 Corporate Governance – Networking and Collaborative governance.
- Unit 2: Instruments of Governance** (15 hours)
- 2.1 Public Service Guarantee Act 2011: Features, Provisions and Impact, Right to Information Act- Meaning, Characteristics and Importance.
 - 2.2 E-Governance -Meaning, Characteristics, Importance and E Governance Policy, ICT and Governance.
 - 2.3 Citizens Charter, Digital India, Gender and Governance.
- Unit 3: Governance and society** (15 hours)
- 3.1 Sakala Project, Bhoomi Yojana, SWAYAM and eKissan, eCourt.
 - 3.2 People’s Participation and Role of Civil Society, Ethics and Accountability in Governance.
 - 3.3 Challenges before good governance in India.

Pedagogy:

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

Exercise:

- Students and the department can undertake survey regarding causes and consequences of failed administration.
- Through activities they can visit their respective villages and prepare papers regarding the working of programmes like Sakala, Bhoomi etc.,.
- The department may invite officers connected to Governance projects and have interaction with the students.

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

Suggested Readings

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

UNDERSTANDING Dr. B.R. AMBEDKAR

(Open Elective OE - 4.2)

Course Title: UNDERSTANDING Dr. B.R. AMBEDKAR	
Course Code: OE – 4.2	Semester: IV
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To acquaint students of the life, ideas and contribution of Dr. B.R. Ambedkar.
2. To familiarise students with the arguments and position of Dr. B.R. Ambedkar on key social, political, constitutional and democratic issues in India and enable them to critically examine his perceptions.
3. To understand and assess his contribution to modern India and to the making of Indian Constitution.
4. To make students aware of his views on partition of the country and Indian historiography.

Learning Outcome:

At the end of the course the students will -

1. Be able to understand his life, mission and vision.
2. Be sensitised and be able to appreciate his views on democracy, citizenship, freedom, equality, equal treatment and justice.
3. Be equipped to assess his contribution to modern India and to the making of Indian Constitution.
4. Understand his views on the some of the important debates like Aryan Invasion Theory, Uniform Civil Code, Islam and partition of India.

OE – 2: UNDERSTANDING Dr. B.R. AMBEDKAR**Unit 1: Life, social views and actions** (15 hours)

- 1.1 Dr. B. R. Ambedkar's Journey of Life and Experiences.
- 1.2 Dr. B. R. Ambedkar's perception on Hindu Social Order, Caste and Untouchability (refer Annihilation of Caste).
- 1.3 Dr. B. R. Ambedkar's Initiatives: Mahad Satyagraha, Kalaram Temple Entry Movement.

Unit 2: Dr. B. R. Ambedkar and Indian Politics (15 hours)

- 2.1 Dr. B. R. Ambedkar and Round Table Conference: His Memorandum, Communal Award and Poona Pact.
- 2.2 Dr. B. R. Ambedkar on Partition of India, Dr. B. R. Ambedkar's contribution as the Chairman of the Drafting Committee.
- 2.3 Dr. B. R. Ambedkar's deliberations on key issues in the Constituent Assembly (Article 40, Article 370, Uniform Civil Code, Shariat Laws, Hindu Code Bill, and Affirmative Action).

Unit 3: Ideas and vision (15 hours)

- 3.1 Dr. B. R. Ambedkar's Political Ideas: Democracy, Citizenship, Equality, Freedom and Justice.
- 3.2 Dr. B. R. Ambedkar's views: on Islam, Buddhism, on Religious Conversion, on Aryan Invasion Theory.
- 3.3 Dr. B. R. Ambedkar and Language Question, Dr. B. R. Ambedkar on Education and Women Empowerment and Nationalism.

Pedagogy:

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

Exercise:

- Students and teachers collectively debate on the issues of Reservation, Constitutional provisions of reservation, reservation within reservation, creamy layer theory, etc.,
- Give assignments to students to visit colonies of Scheduled Caste and Scheduled Tribes and discuss it in the group about the perception that they have carried.
- Debate on the need for social reform, inclusiveness, changing the cultural and religious outlook among the Indian citizens keeping the view inhuman practice like untouchability, exploitation and visit courts, police stations, etc, to understand conflict resolution mechanisms.

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

Suggested Readings

1. Ambedkar, B.R. "What Congress and Gandhi have Done Untouchables"
"<http://www.ambedkar.org/ambcd/41A.What%20Congress%20and%20Gandhi%20Preface.htm>.
2. Ambedkar Annihilation of Caste, Navayana, 11th Edition, 2015.
3. Dhanjaya Keer, Dr.Ambedkar-Life and Mission, Popular Prakashana, Bombay, 1964.
4. Valerian Rodrigues, Essential Writings on Ambedkar, OUP, New Delhi, 2003.
5. Marcus Raskin, 'Nation Building and Citizenship: Studies of our Changing order' Rutledge India, New Delhi, 1996.
6. Atul Kolhi, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
7. Atul Kolhi, The Success of Indian Democracy, Cambridge University Press, 2001.
8. Savitaha Rao, India's Positive Citizen Building- A Great Nation One Action At A Time, Wings Publishing, Bangalore, 2020.
9. Nirag Gopal Jayal, 'Citizenship and its Discontents', Harvard University Press, 2013.
10. Koenig Lion, 'Cultural Citizenship in India; politics power and media', Oxford University Press, New Delhi, 2016.
11. Subrata K. Mitra, 'Citizenship as cultural flow; structure agency and flow', e-Book, Springer link, 2013.
12. Sharma, A, Dr. B.R. Ambedkar on the Aryan Invasion and the Emergence of the Caste System in India, Journal of the American Academy of Religion, 73(3), 2005, pp. 843-870.
13. Ambedkar, B. R. (1946). Pakistan or The Partition of India, In Narke, H. (2nd ed.), 2014.
14. Dr. B. R. Ambedkar Writing and Speeches, Vol. 8. Delhi: Dr. Ambedkar Foundation, Ministry of Social Justice & Empowerment, Govt. of India.
Available at: https://mea.gov.in/Images/attach/amb/Volume_08.pdf.
15. Misra, J., & Mishra, J. Dr. B.R. Ambedkar and The Constitution - Making In India, Proceedings of the Indian History Congress, 1991, 52, pp. 534-541.
16. Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, CAD Vol. VII, Lok Sabha Secretariat, Government of India, 3rd Print, pp. 31-41.
17. Ambedkar, B. R. Thoughts on Linguistic States. Bombay: Ramakrishna Press, 1955.
18. Dr. Babasaheb Ambedkar Writings & Speeches – Vol.1, to Vol. 17- Published by Social Justice and Empowerment, Govt. of India and Ambedkar Foundation, New Delhi, 2015.

POLITICAL JOURNALISM**(Open Elective OE- 4.3)**

Course Title: POLITICAL JOURNALISM	
Course Code: OE – 4.3	Semester: IV
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To equip students to develop insights into political reporting.
2. To grasp the essentials of writing skills backed by proper use of grammar and economy of words.
3. To provide a broad overview of the nuances of interpreting the political phenomena from grassroots to the Parliament.
4. To consider seriously Media as a career option.

Learning Outcome:

At the end of the course the students will -

1. Understand the nature and skills required for reporting and have insights about the system and political contours.
2. Develop writing and interpretative skills.
3. Acquire skills for political reporting covering government and governance, campaigns and candidates, tactics and strategies and policy issues in the public arena.
4. Grasp the basics of reporting and develop interest in Media as a career option.

OE – 4.3: POLITICAL JOURNALISM

- Unit 1: Introduction** (15 hours)
- 1.1 Defining Political Journalism, Traditional and Modern views about State and Politics.
 - 1.2 Understanding of Political Development: Caste, Religion, Linguistic and Party Perspectives.
 - 1.3 Defining the Role of Mass Media- Print, Electronic and Web (Social Media).
- Unit 2: Political system and journalism** (15 hours)
- 2.1 Political Culture- Shared Beliefs, Values, Ideologies and Norms, Process of Socialisation.
 - 2.2 Political Participation –Modes of participation, Political Apathy.
 - 2.3 Methods of Political Journalism- Interviews, Political Debates, Commentary on Legislations.
- Unit 3: Essentials of Reporting** (15 hours)
- 3.1 Communication- Defining Communication, Shaping Public Opinion, Encoding and Decoding.
 - 3.2 Skills of Writing - Vocabulary, Epitomizing, Punctuation.
 - 3.3 Report Writing- Journalistic Writing Skills, Yellow Journalism, and Use of Facts and Figures and Interpretations.

Pedagogy:

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

Exercise:

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

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

Suggested Readings

1. Iorio, Sharon Hartin. *Qualitative Research In Journalism*, Erlbaum Associates, London, 2004.
2. Merritt, Davis, *Public Journalism And Public Life*, Erlbaum Associates, London, 2004.
3. Kuhn, Raymond, *Political Journalism New Challenges, New Practices*, Rutledge, New York, 2003.
4. Sedorkin, Gail, & McGregor, Judy. *Interviewing – A Guide For Journalist And Writers*, Crows Nest, Allen and Unwin, N.S.W, 2002.
5. McNair, Brian, *Journalism and Democracy*, Rutledge, London, 2000.
6. Bovie, Waxen G, *Discovering Journalism*, Greenwood Press, West Port CT, 1999.
7. Winch, Samuel P, *Mapping the Cultural Space Of Journalism*, Praeger, West Port CT, 1997.
8. Jangam, R.T. (et al), *Political Analysis*, Oxford and IBH Publication, New Delhi, 1997.
9. Johari, J.C, *Comparative Politics*, Sterling Publishers, New Delhi, 1982.
10. Dahl, Robert A, *Modern Political Analysis*, Prentice Hall of India, New Delhi, 1981.

Model Question Paper

MANGALORE UNIVERSITY

POLITICAL SCIENCE

(Title of the Course)

----- Semester BA Degree Examination, (Month & Year)

Time: 3 hours

Maximum Marks: 60

Section A

(5 x 3 = 15 marks)

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

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

Section B

(15x 3 = 45 marks)

Instruction: Answer **any three** of the following, each not exceeding four pages

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

MANGALORE UNIVERSITY

B A- PROGRAMME

Political Science Syllabus- V and VI Semester

Course Structure

Course Category	Core paper Code	Paper Title	Credit	No. of Teaching Hours/Week	Total Marks/ Assessment
V Semester					
DSC	POL C9	International Relations-Basic Concepts	4	4	100 (60+40)
	POL C10	Comparative Government and Politics	4	4	100 (60+40)
	POL C11	Karnataka Government and Politics	4	4	100 (60+40)
VI Semester					
DSC	POL C13	International Relations-Theoretical Aspects	4	4	100 (60+40)
	POL C14	Political Economy of India	4	4	100 (60+40)
	POL C16	Modern Indian Political Thinkers	4	4	100 (60+40)

Skill Enhancement Course

			3	3	
Total credits:			27		



Semester V

POL C9

Course Title: International Relations-Basic Concepts	
Semester: V	Course Code: POL C9
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:

1. Is to make students understand the importance of studying International Relations.
2. Is to make students realize the significance of relations with neighbouring states
3. Is to expose the students towards changing dimensions of national power
4. Is to make students understand the employment opportunities in Foreign Affairs

Learning outcomes:

At the end of the course the students shall:

1. Be in a position to describe National interest, National power and the significance of sovereignty.
2. The students will get the basic knowledge of the practical political world and operating institutions.
3. The students will be in a position to describe the nuances of balance of power, collective security and diplomacy.
4. Be in a position to understand the sources of employment in and around the foreign affairs of specific countries

Unit	Contents of Course- POL C9	60 Hours
Unit-I	<p>Chapter-1: International Relations and International Politics- Meaning, Nature, Scope of International Relations.</p> <p>Chapter-2: Evolution of International Relations (From city state to Modern Nation State System).</p> <p>Chapter-3: Development of International Relations as an academic discipline.</p>	15 Hours
Unit-II	<p>Chapter-4:World War I and II: Causes and Consequences and its impact on world politics.</p> <p>Chapter-5: Cold War: Origin of Cold War, Causes and Effects of Cold War, End of Cold War and Collapse of Soviet Union.</p> <p>Chapter-6: National Interest – Meaning, Elements, Kinds and Instruments for Promotion of National Interests.</p>	15 Hours
Unit- III	<p>Chapter-7: National Power Meaning, Nature, Forms, Elements, Limitations and Evaluation of National Power.</p> <p>Chapter-8: Balance of Power – Meaning, Nature, Techniques of Maintaining the Balance of Power and Relevance of Balance of Power in Modern Age.</p> <p>Chapter-9: Collective security, National Security and Diplomacy (Old and New).</p>	15 Hours
Unit- IV	<p>Chapter-10: Arms Race, Arms control and Nuclear Disarmament and Deterrence.</p> <p>Chapter-11: Peaceful Settlement of Disputes, Conflict Resolution theories.</p> <p>Chapter-12: World order – Unipolar, Bi-Polar and Multi-Polar.</p>	15 Hours

Exercise:

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

Suggested Readings

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

Pedagogy:

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

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

POL C10

Course Title: Comparative Government and Politics (With special reference to UK, USA and China)	
Semester: V	Course Code: POL C10
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:

1. To introduce students to the fundamentals of the study of comparative government and politics.
2. To compare and comprehend structural components of the democratic and non- democratic political systems.
3. To expose students to the functioning of the given political systems.
4. To equip students to acquire knowledge on the different political systems and compare them to make assessment on the right and wrong political decisions.

Learning outcomes:

At the end of the course the students shall –

1. Grasp and understand the working of constitutional systems of these countries.
2. Compare and evaluate the working of the governments concerned.
3. Understand and explain different forms of executive and their functioning
4. Understand and utilize the knowledge for facing the competitive examinations.

Unit	Contents of Course- POL C10	60 Hours
Unit-I	<p>Chapter-1: Comparative Government and Politics: Meaning, Nature, Scope and Importance of Comparative Government and Politics.</p> <p>Chapter-2: 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>Chapter-3: Types of Government and Politics: Parliamentary, Unitary, Presidential and Federal Government.</p>	15 Hours
Unit-II	<p>Chapter-4: Method of representation: Direct, Indirect, Proportional, Functional.</p> <p>Chapter-5: 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>Chapter-6: Political Party and Pressure Groups: Definition and classification based on ideology (Single to Multi party systems, Republican-Democratic, Labour-Conservative, Communist, Pressure Group-Definition, role and Characteristics).</p>	15 Hours
Unit- III	<p>Chapter-7: Political Process: Political Socialisation, Political Culture and Political Representation.</p> <p>Chapter-8: Legislature (USA, UK and China).</p> <p>Chapter-9: Executive (USA, UK and China).</p>	15 Hours
Unit- IV	<p>Chapter-10: Judicial System (USA, UK and China).</p> <p>Chapter-11: Party System ((USA, UK and China).</p> <p>Chapter-12: Election Process (USA, UK and China).</p>	15 Hours

Exercise:

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

Suggested Readings

1. A. Appadorai, *The Substance of Politics*, OUP, New Delhi, 2008 (latest edition).
2. Bara, J & Pennington, M. (eds.). *Comparative Politics*. New Delhi: Sage, 2009.
3. Caramani, D. (ed.). *Comparative Politics*. Oxford: Oxford University Press, 2008.
4. Hague, R. and Harrop, M. *Comparative Government and Politics: An Introduction*. (Eighth Edition). London: Palgrave MacMillan, 2010.
5. Ishiyama, J.T. and Breuning, M. (eds.). *21st Century Political Science: A Reference Book*. Los Angeles: Sage, 2011.
6. 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.

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

POL C11

Course Title: Karnataka Government and Politics	
Semester: V	Course Code: POL C11
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:

1. To make students to understand the significance of the study of state politics and to enlarge the understanding of federal relations in India.
2. To enable students to recognize the major transformations of state politics both in pre and post-independence era.
3. To make students to understand how the social factors influence the politics at the state level.
4. To expose students to the fundamental requirements of competitive examinations.

Learning outcomes:

At the end of the course the students shall –

1. Understand the methodology of understanding the state politics as well as federal relationships in India.
2. Understand the social and political conditions of Mysore under colonial rule.
3. Develop perspectives on the important persons and organizations involved in the process of unification.
4. Analyze the issues related to regionalism, polarization, identity politics, water, language, and border issues.
5. Use the materials for competitive examinations.

Unit	Contents of Course- POL C11	60 Hours
Unit-I	<p>Chapter-1: State Politics in India: Nature and Importance.</p> <p>Chapter-2: Politics (Political Development of) in Princely State of Mysore: Evolution of Legislature, Mysore Representative Assembly.</p> <p>Chapter-3: Administration and Governance in the Princely State and Reorganisation of State.</p>	15 Hours
Unit-II	<p>Chapter-4: Unification Movement: Factors Responsible, Role of Vidyavardhaka Sangha and Kannada Sahitya Parishat.</p> <p>Chapter-5: Contributions: Alur Venkatarao: Karnatakavta, Gudleppa Hallikere, Siddappa Kambli.</p> <p>Chapter-6: 1924 Belgaum Conference, Hardekar Manjappa: Concept of Swadeshi and Nationalism, Huilgol Narayan Rao.</p>	15 Hours
Unit- III	<p>Chapter-7: Caste and Politics: Dominant Caste, Backward Class Movement and AHINDA, Caste and Identity Politics, Religion and Politics.</p> <p>Chapter-8: Regionalism, Dr. Nanjundappa Report, Regional Disparities.</p> <p>Chapter-9: Language and Politics, Water and Border Disputes, Peasant Issues, Gender Politics and Karnataka's Relations with Center.</p>	15 Hours
Unit- IV	<p>Chapter-10: Era of Coalitions in Karnataka (2004 and 2018): its effects on policy making, administration and party politics</p> <p>Chapter-11: Politics of Polarisation: Growth of Polarisation in Karnataka politics and its impact.</p> <p>Chapter-12: Demands for separate state, Art 371J and Special status</p>	15 Hours

Exercise:

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

Suggested Readings

1. Harish Ramaswamy and S. S. Patagundi(Ed.) (2007). Karnataka- Government and Politics. Delhi: Concept Publishing Company.
2. Raghavendra Rao, K. (2000). Imagining Unimaginable Communities. Hampi: Prasranga, Kannada University.
3. Hayavadana Rao, M. (1946).Mysore gazetteer. Bangalore: The Govt Press.
4. Halappa, G. S. (1963). Studies in State Administration. Dharwad: Karnataka University.
5. Raghavendra Rao, K., (2005), Karnataka 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. Kuppaswamy.(1978). Backward Classes Movement in Karnataka, Bangalore: Bangalore University:
16. George Mathew (ed). (1984). Shift in Indian Politics, New Delhi: Concept Publishing Company.
17. Chandrashekar, S. (1985), Dimensions of Socio-Political Change in Mysore- 1918 To 1940. New Delhi: Ashish Publishing House.
18. Krishana Rao M. & G.S.Halappa. (1962). History of Freedom Movement in Karnataka. Mysore: Government of Mysore.
19. Ramaiya. P. R. (1961). Mysore's Political Evolution. Bangalore: Jayagowri Publications.
20. Arun P. Bali. (2001). Refashioning the New Economic Order- Karnataka in Transition. Jaipur: Rawat Publications.
21. Diwakar, R.R. (1992). "The Story of Karnataka Unification". (Kannada). Bangalore: Lokashikshana Trust.
22. Karnataka Patrika. (2001). Academy (In Kannada), "Karnataka Parampare". Karnataka Press Academy.
23. Gopal Rao, H.S. (1996). "The History of Karnataka Unification". Bangalore: Navakarnataka Publications.
24. Kumar,Jeevan and Subramanya, Susheela. (2000). "Vision Karnataka 2025, Strategies and Action Plans for Sustainable Development". Southern Economics.

25. Hasan, Zoya. (2004). "Politics of Inclusion: Caste, Minority, and Representation in 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 Resources (OER) as reference materials, assignments and seminars.

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



Semester VI

POL C13

Course Title: International Relations- Theoretical Aspects	
Semester: VI	Course Code: POL C13
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:

1. Is to introduce students to the larger theoretical positions of International relations.
2. Is to enable students to understand the importance of theories in academic debates
3. Is to make students familiarize the major transformations in theoretical positions.
4. Is to enlarge the learning capacity of students and apply the same for preparing for the competitive examination.

Learning outcomes:

At the end of the course the students shall –

1. Get exposed to theories and identify them with examples.
2. Explain theories by relating them to contemporary events across the globe.
3. Interpret world affairs in the light of theories which will serve as a key intellectual tool.
4. Utilize the knowledge in preparation for competitive examinations.

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

Exercise:

- Look at major global developments/issues from theoretical points of view and to comprehend the underlying forces /thinking.
- Take up a nation and apply any suitable theory for its evaluation.
- 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
Total	40

POL C14

Course Title: Political Economy of India	
Semester: VI	Course Code: POL C14
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:

1. To introduce students to the linkages between politics and economy
2. To make students understand the importance of the knowledge as to how economies operate within a given political system.
3. To enable students to understand various agencies shaping and defining the development at large.
4. To make students to realize the importance of this course in preparing for the competitive examinations.

Learning outcomes:

At the end of the course the students shall –

1. Learn about the political dimension of economics and provides them the skills to manage the economy.
2. Be exposed to inter disciplinary thinking and helps them to assess the relationship between policy and its impact on various areas like agriculture.
3. Experience practically the nature and the factors that influence growth in a given system.
4. Be in a position to practically apply the knowledge for employment.

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

Exercise:

- Arrange for lectures from industrialists / experience sharing.
- 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, I., 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.

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

POL C16

Course Title: Modern Indian Political Thinkers	
Semester: VI	Course Code: POL C16
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:

1. To make students to understand the major contributions to modern Indian Political Thought.
2. To enable students to engage with the immediate past and examine its impact today.
3. To introduce students to different schools of thought that shaped the underlying philosophy of modern India.
4. To prepare students to face the challenges at the level of cracking of competitive examinations.

Learning outcomes:

At the end of the course the students shall –

1. Know the political ideas contributed in making of modern Indian Political System.
2. Understand the different schools of political ideas in Modern India.
3. Learn about the role of political thinking in resolving socio-political problems of the country.
4. Be eligible to make use of the knowledge for becoming success in competitive examinations.

Unit	Contents of Course- POL C16	60 Hours
Unit-I	<p>Introduction to Modern Indian Political Thought</p> <p>Chapter-1: Early Social Reformers: Raja Ram Mohan Roy, Jyotiba Phule.</p> <p>Chapter-2: Spiritual Nationalism: Swami Vivekananda, Dayananda Saraswati.</p> <p>Chapter-3: Moderate Nationalists: Dadabai Naoroji and M.G.Ranade.</p>	15 Hours
Unit-II	<p>Chapter-4 : Extremist Nationalists: Arabindo and Bal Gangadhar Tilak.</p> <p>Chapter-5: Emancipatory Phase: Sir Syed Ahamed Khan and M. Iqbal.</p> <p>Chapter-6: Views on Caste System and Social Justice: Dr.B.R.Ambedkar and Ramaswamy Naicker.</p>	15 Hours
Unit- III	<p>Chapter-7: Shades of Nationalism I</p> <p>Chapter-8: Shades of Nationalism II- Mahatma Gandhi and Jawaharlal Nehru.</p> <p>Chapter-9: National Integration: Vallabhbhai Patel and Critique of nationalism: Rabindranath Tagore.</p>	15 Hours
Unit- IV	<p>Chapter-10: Socialist thoughts: Jayaprakash Narayan and Ram Manohar Lohiya.</p> <p>Chapter-11: Volunteerism and Bhoodhan Movement- Vinobha Bhave and Thoughts on Tribes: Jaipal Singh.</p> <p>Chapter-12: Self Respect Movement: E. V. Ramaswami and Feminist thought: Pandita Ramabai</p>	15 Hours

Exercise:

- Arrange for Movies and Videos of 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.
- Ganguly, S.M., *Leftism in India: MN Roy and Indian Politics 1920 1948*, Calcutta, Minerva Publications, 1984.
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Pedagogy:

The course shall be taught through the lecture, interactive sessions, Close-Reading Sessions of texts, assignments, 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
Total	40

General Pattern of Question Paper (NEP- 2020)

I. Term End Examination for Discipline Specific Core (DSC) Papers

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

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

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

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

All Questions are Compulsory (10x1=10)

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

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

Answer any Two of the following in not more than 500 words

- 11.
- 12.
- 13.

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

Answer any Two of the following in not more than 800 words

- 14.
- 15.
- 16.

