Proposed Structure for Political Science Discipline

Semester I				
Course	**Paper**	**Credits**	**No. of Teaching Hours/Week**	**Total Marks/ Assessment**
Discipline Core-1	Basic Concepts in Political Science	3	3	100(60+40)
Discipline Core--2	Political Theory	3	3	100(60+40)
Open Elective-1	Human Rights	3	3	100(60+40)
Semester II				
Discipline Core -3	Western Political Thought	3	3	100(60+40)
Discipline Core -4	Indian National Movement and Constitutional Development	3	3	100(60+40)
Open Elective—2	Indian Polity: Issues and Concerns	3	3	100(60+40)
SEC	Skill Enhancement courses			

Semester I

BASICCONCEPTSINPOLITICALSCIENCE

DSC-1

Course Title: BASIC CONCEPTS IN POLITICALSCIENCE	
Total Contact Hours: **45**	CourseCredits:**3**
No. of Teaching Hours/Week:**3**	Duration of ESA/Exam:**3Hours**
FormativeAssessmentMarks:**40**	SummativeAssessmentMarks:**60+40=100**

Course Objective:

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

Learning Outcome:

At the end of the course the students shall understand-

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

Unit	ContentsofCourse-1	45Hours
Unit-1	**Chapter -1** Meaning of Politics and Political Science, Nature, Scope and Importance of Political Science, Approaches to the study of Political Science – Historical, liberal and Marxian. Emergence of the idea of Political Domain **Chapter-2** Meaning, Definitions and Elements of State, Difference between State and Government, State and Society, State and Association, Theories of State-Idealist Theory, Liberal, Neo-Liberal Theory, Marxist and Gandhian Theory of Scope Nature Challenges State **Chapter-3** Civil Society- Meaning, Nature, Importance and Challenges.	**15Hours**

Unit-II	**Chapter-4** Emergence, Meaning and Characteristics of Sovereignty **Chapter-5. Sovereignty:** Kinds, theories-Monistic, Pluralistic, Challenges to the State Sovereignty in the age of Globalization **Chapter-6.** Law: Meaning, Source and of Law and kinds.	**15Hours**
Unit-III	**Chapter-7** Liberty: Meaning and Kinds; Positive and Negative **Chapter-8** Equality: Meaning and Kinds(Social, Economic and Political) **Chapter-9** Power and Justice: Meaning and kinds, Political Obligation: Meaning and nature	**15Hours**

Exercise:

1. List out the modern elements of State

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

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

Suggested Readings:

1. Political Theory: Ideas & Concepts, S. Ramswamy, Delhi, Macmillan,2002.

2. Modern Political Theory, S.P. Verma, New Delhi,Vikas,1983.

3. Principles of Modern, Political Science, JC Johri, Sterling Publishers Pvt. Ltd. 1995.

4. Principles of Political Science, AC Kapur, New Delhi, Sultan Chand and Sons, 2004.

5. Principles of Political Science, N.N Agarwal, Vidya Bhushan, Vishnoo Bhawan, R.Chand & Co, New Delhi,1998.

6. Political Science Theory, S.C Pant, Prakashan Kendra, Lucknow,1998.

7. Political Science Theory, S.N Dubey, Lakshmi Narain Agarwal, Agra, 2002.

8. Principle of Modern Political Science, J C Johari, Sterling Publications, New York, 2009.

9. Principles of Political Science, Anup Chand Kapur, S Chand& CoLtd, 2010.

Pedagogy:

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

Formative Assessment	
Assessment Occasion/type	**Weight age in Marks**
AssessmentTest-1	10
Seminar/Presentation/Group Discussion/Field visit	10
AssessmentTest-2	10
Assignment	10
Total	**40**

POLITICALTHEORY

DSC-2

Course Title: POLITICAL THEORY	
Total Contact Hours: **45**	Course Credits: **3**
No. of Teaching Hours/Week:**3**	Duration of ESA/Exam:**3Hours**
Formative Assessment Marks:**40**	Summative Assessment Marks: **60+40=100**

Course Outcome:

This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

Learning Outcomes:

At the end of the course the students shall understand-

- The nature and relevance of Political Theory.
- The different concepts like Liberty, Equality, Justice and Rights.
- To reflect upon some of the important debates in Political Theory.

Unit	Contents of Course-2	45Hours
Unit-I	**Chapter-1** Meaning, Nature and Importance of Theory and Political Theory, Traditional Approaches to Political Theory-Historical, Philosophical, Institutional **Chapter-2** Modern Approaches- Behavioral, Post-Behavioral, David Easton's Political System and Marxian Approach **Chapter-3.Political Theory;** Decline and Resurgence Relevance	**15Hours**
Unit-II	**Chapter-4** Liberalism: J.S Mill **Chapter-5** Neo-Liberalism: John Rawls **Chapter-6** Libertarianism: Robert Nozick	**15Hours**

Unit-III	**Chapter-7** Communitarianism and Multiculturalism: Indian perspective. Colonial Discourse and Post Colonialism, Post-Colonial Response and its Limitations **Chapter-8 Proponents** of Secularism: Gandhi , Jawaharlal Nehru and Rajiv Bhargav **Chapter-9** Critique of Secularism: Ashish Nandy, T.N. Madan And Balagangadhara	**15Hours**

Exercise:

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

Suggested Readings:

1. Ahmed. V, Theory: Classes, Nations Literatures: Verso, London,1992.
2. Arendt. H., On Revolution, Viking, New York, 1963
3. Ashcroft. B, The Post-Colonial Studies Reader, Routled ge London,1995
4. Bryson. V, Feminist Political Theory, Macmillan, London,1992.
5. Christopher Butler. Post modernism: A very Short Introduction, OUP Oxford, 2002.
6. Christopher Norris, The Truth about Post modernism: Wiley-Black well, NewJersey,1993.
7. Connolly. W, Identity / Difference: Democratic Negotiations, Cornell University Press, NY,1991.
8. Edward Said, Orientalism, Panthe on Books, NewYork,1978.
9. Elshtain. J. B, Public Man, Private Man: women in Social and Political Thought, Princeton University Press, Princeton NJ, 1981.
10. Fanon. F. Blackskin, white Masks, translated by C .L. Markham, Grove Press, New York, 1967.
11. Jean Francis Lyotard. The Post modern Condition- Are port on Knowledge. Parris: Minuit, 1979.
12. 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.
13. Bhargava, Rajeev. ed. Secularism and Its Critics, Oxford University Press, New Delhi, 1998.

14. Veena Das, Dipankar Gupta and Patricia. eds..Tradition, Pluralism and Identity, Uberoi New Delhi, 1999.

15. Nehru, Jawaharlal. 1946. The Discovery of India. Jawaharlal Nehru Memorial Fund, Oxford University Press, New Delhi,1988.

16. Rochana Bajpai, The conceptual vocabularies of secularism and minority rights in India, Journal of Political Ideologies, 2002.

17. ರಾಮಹೆಗಡೆ ಮತ್ತು ಸದಾನಂದ ಜಿ.ಎಸ್ .(ಸಂ)" ಪೂರ್ವಲಕನ", ವಸಂತ ಪ್ರಕಾಶನ. ಬೆಂಗಳೂರು,2016

Pedagogy:

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

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

HUMAN RIGHTS

Open Elective OE-1

Course Title: HUMAN RIGHTS	
Total Contact Hours: **45**	CourseCredits:3
No. of Teaching Hours/Week:**3**	Duration of ESA/Exam:**3Hours**
Formative Assessment Marks:**40**	Summative Assessment Marks:**60+40=100**

Course Objective:

This course aims to introduce the students to basic concepts and practices of Human Rights in the global and local domain. This course also exposes them to certain recent issues confronting the Human Rights debates.

Learning Outcomes:

After completing this course students will be able to-

- Explain the basic concept of Human Rights and its various formulations.
- Have necessary knowledge and skills for analyzing, interpreting, and applying the Human Rights standards and sensitize them to the issues.
- Develop ability to critically analyse Human Rights situations around them.

Unit	ContentsofCourse-OE-1	45Hours
Unit-I	**Chapter-1** Meaning, nature, significance and Classification of Human Rights **Chapter-2** The Human Rights of First generation (Civil and Political Rights), Second generation (Economic, Social and Cultural Rights), Third generation (Collective Rights) and Fourth generation (Subjective Rights) **Chapter-3** Universal Declaration of Human Right	**15Hours**
Unit-II	**Chapter-4** Human Rights and Fundamental Rights- Distinction Fundamental Rights and Duties in India **Chapter-5** National Human Rights Commission (NHRC)– Composition, functions, performance and challenges **Chapter-6** Karnataka State Human Rights Commission (KSHRC)– Composition, functions, performance and challenges	**15Hours**

Unit-III	**Chapter -7** National Commission for Scheduled Castes and Scheduled Tribes, Minorities' Commission, Women' Commission, there composition of functions. **Chapter-8** Major issues and concerns of Human Rights-Discrimination and violence against women, children, Dalits and Minorities, PWD and Transgender **Chapter-9** Challenges to Human Rights	**15Hours**

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 endresultson any one of such case.
- In order 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 guideline son–Custodial death/rape, Encounter death, and Guide lines on arrest.

Suggested Readings:

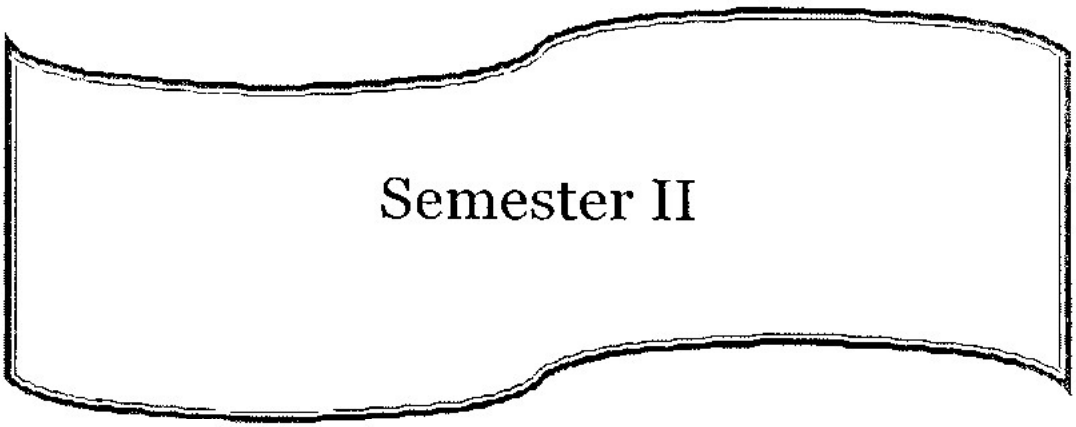
1. BaxiUpendra(ed.),The Right to be Human, Lancer International, Crawford, New Delhi, 1987.
2. James(ed.),The Rights of People, Oxford, New York, 1988.
3. Craston, M. What are Human Rights, Bodely Head, London,1973
4. Rhonda L. Callaway & Julie Harrelson- Stephens, "International Human Rights", Published by viva books private limited, New Delhi, 2010.
5. Janusz Symonides, "Human Rights Concept and Standards", Rawat Publications, New Delhi , 2019.
6. Sunil Deshta and Kiran Deshta, "Fundamental Human Rights", Deep and Deep Publications, New Delhi, 2011.
7. ಡಾ.ಕಮಲಾಕ್ಷಿ .ತಡಸದ, "ಮಾನವ ಹಕ್ಕುಗಳ ಚಾರಿತ್ರಿಕ ದರ್ಶನ ಹಾಗೂ ಸಿದ್ಧಾಂತಗಳು", ಪ್ರಸಾರಾಂಗ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ 2015.
8. Donelly, Jackand Rhoda Howard(ed.), International Hand book of Human Rights, Westport, Connecticut: Green wood Press, 1987.

9. Donelly, Jack, Universal Human Rights in Theory and Practice, New Delhi, Manas, 2005.
10. Dr.Tapan Biswal, "Human Rights Gender and Environment", Viva Books Private Limited Publishers, New Delhi 2006
11. Satya.P. Kanan, "Human Rights Evolution and Development", Wisdom Press, New Delhi2012.
12. Gerwith, Human Rights: Essayson Justification and Application, University of Chicago Press, Chicago, 1982.
13. Khan, Mumtaz Ali, Human Rights and the Dalits, Uppal Publishing House, New Delhi, 1995.
14. V.T.Patil, "Human Rights Developments in South Asia", Authors Press Publishers, Delhi 2003.
15. Dr.S.K.Gupta, "State wise Comprehensive Information on Human Right Violation", Published by ALP Books, Delhi. 2009
16. Acharya, B.C. AH and book of Womens Human Rights, Wisdom Press, New Delhi, 2011.
17. South Asia Human Rights Documentation Centre, Introducing Human Rights, Oxford, New Delhi, 2006.
18. Lillich,R. International Human Rights: Law Policy and Practice, Boston: Little Brown and Co., 1991 2nd Edn.
19. ಅರ್ಜುನ್‌ದೇವ್, ಇಂದಿರಾ ಅರ್ಜುನ್ ದೇವ್, ಸುಖ್ತಾದಾಸ್ ಸಂಪಾದಕರು, ಅನುವಾದಕರು ಕೆ. ಎಚ್. ಶ್ರೀನಿವಾಸ್, ಮಾನವ ಹಕ್ಕುಗಳು: ಒಂದು ಆಕರಗ್ರಂಥ, ನ್ಯಾಷನಲ್ ಬುಕ್‌ಟ್ರಸ್ಟ್, ಇಂಡಿಯಾ.

Pedagogy:

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

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
AssessmentTest-1	10
Seminar/Presentation/Group Discussion/Field visit	10
AssessmentTest-2	10
Assignment	10
Total	**40**


Semester II

WESTERN POLITICAL

THOUGHTDSC-3

Course Title: WESTERN POLITICAL THOUGHT	
Total Contact Hours: **45**	Course Credits:**3**
No. of Teaching Hours/Week:**3**	Duration of ESA/Exam:**3Hours**
Formative Assessment Marks:**40**	Summative Assessment Marks:**60+40=100**

Course Objective: The Syllabus is designed to understand Political Philosophy, traditions that evolved in Europe from Ancient to the beginning of modern era. To examine the contributions of the Greek, Medieval and early Modern thinker's Philosophical thought.

Learning Outcomes:

At the end of the course the students shall understand-

- And get an introduction to the Schools of Political Thought and Theory making in the West.
- And introduce the richness and variations in the political perceptions of Western Thinkers.
- And familiarize themselves to the Thought and Theory of Western Philosophy.

Unit	ContentsofCourse-3	45Hours
Unit-I	**Chapter -1** Salient Features of the Greek Political Thought, **Plato:** State and Theory of Justice, Philosopher King, **Aristotle:** State and its Classification, Theory of Revolution **Chapter -2** Salient Features of Medieval - Political Thought, Christian Tradition **Chapter -3 St. Thomas Aquinas:** Church v/s State, St. **Augustine:** Theory of Two Swords, **Machiavelli:** On Politics and State Craft, Views on ends and means	**15Hours**
Unit-II	**Chapter -4 Thomas Hobbes**: Social contract Theory of Sovereignty, John **Locke**: Social Contract and Theory of Government, Tolerance; J J **Rousseau**: Social Contract, General Will **Chapter-5 Jeremy Bentham**: Theory of Utilitarianism **Chapter-6 J.S. Mill**: View son Liberty	**15Hours**

Unit-III	**Chapter-7 Hegel** –Dialectical Materialism, **Karl Marx-** Classless and stateless society **Chapter -8 Jurgen Habermas-** Communicative action, Public Sphere, Theory of truth and knowledge **Chapter -9 Hannah Arendt-** Theory of Action, Modernity, Conception of Citizenship.	**15Hours**

Exercise:

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

Suggested Readings:

1. A.Hacker, Political Theory: Philosophy, Ideology, Science New York, Macmillan,1961.

2. G.H.Sabine. A History of Political Theory. New Delhi: Oxford and IBH, 1937.

3. C.L.Wayper. Political Thought. Bombay: B.I. Publications, 1977.

4. Ernest Barker, Greek Political Theory: Plato and his Predecessors. London: Metheun &Co.. 1970.

5. M. Butterfield, The State Craft of Machiavelli, New York: The Macmillan Company,1956.

6. O.P.Bakshi; Politics and Prejudice: Note son Aristotle's Political Theory. Delhi: The Delhi University Press, 1975.

7. M.A. Shepard, "Sovereignty at the Crossroads: A Study of Bodin", Political Science Quarterly XLV,pp.580-603.

8. L.Colleti. From Rousseauto Lenin. New Delhi: Oxford University Press, 1969.

9. G.H.Sabine. A History of Political Theory. New Delhi: J. L. Thorson, Oxford and IBH, 1937.

10. C. E. Vanghan. The Political Writings of Jean Jacques Rousseau, 2Vols. New York, Jojn Wiley, 1962.

11. C.L.Wayper, Political Thought. Bombay: B.I. Publication, 1977.

12. H.Warrender. The Political Philosophy of Hobbes: His Theory of Obligation, Oxford: Clarendon Press, 1957.

13. A.Hacker, Political Theory: Philosophy, Ideology Science. New York: Macmillan,1961.

14. D.Boucherand P.Kelly, (eds) 'Political Thinkers: From Socrates to the Present', Oxford,

Oxford University Press. 2009

15. J.Coleman,'A History of Political Thought: From Ancient Greece to Early Christianity, Oxford, Blackwell Publishers, 2000.

16. Mukherjee, Subrato and Susheela Ramaswamy, 'History of political Thought: Platoto Marx', PHI Publishers, New Delhi, 2011.

17. A.Skoble and T.Machan, 'Political Philosophy: Essential Selections'. New Delhi, Pearson Education, 2007.

Pedagogy:

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

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

INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT

DSC-4

Course Title: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT	
Total Contact Hours: **45**	Course Credits:**3**
No. of Teaching Hours/Week:**3**	Duration of ESA/Exam:**3 Hours**
Formative Assessment Marks:**40**	Summative Assessment Marks: **60+40=100**

Course Objective:

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

Learning Outcome:

At the end of the course the students shall-

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

Unit	ContentsofCourse-4	45Hours
Unit-I	**Chapter-1** Indian National Movement: Features, The Liberal, The Revolutionary Phase **Chapter-2** The Gandhian Phase: Non-Cooperation movement Civil Disobedience Movement and the Quit India movement. **Chapter-3** Constitutional Development: 1773 Regulation Act, 1833 charters Act, 1858- Queens proclamation	**15Hours**

Unit-II	**Chapter-4** Morley-Minto Reform Act of 1909, Montague Chelmsford Act of 1919: main provisions and Dyarchy, The Nehru Report and Jinnah's 14-point Formula **Chapter-5** Government of India Act of 1935: main provisions of Round Table, Conference provincial Autonomy and federal system **Chapter-6** Indian Independence Act of 1947: main provisions, Cabinet Mission Plan	**15Hours**
Unit-III	**Constituent Assembly Debates on Chapter-7** State structure. citizenship, Universal Adult Franchise **Chapter-8** Minority Rights, Uniform Civil Code **Chapter-9** Language and Union of States **(The above three should be discussed in the context of Constituent Assembly Debates)**	**15Hours**

Exercise:

- Think over a situation in India and identify at least two political and socio-economic conditions that are present and two that are not present in Indian democracy
- List out in at able giving some democratic roles of a citizen, explore yourself how democratic you are.
- Write some good qualities required in a citizen

Suggested Readings

1. Bandopadhyay, S. From Plassey to Partition: A History of Modern India. New Delhi: Orient Longman, 2004.
2. Thapar, R. 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in DeSouza, P.R.(ed.) Contemporary India: Transitions. New Delhi: Sage Publications, 2000.
3. Sarkar, S. Modern India (1885-1847). New Delhi: Macmillan, 1983.
4. Jalal, A. and Bose, S. Modern South Asia: History, Culture, and Political Economy. New Delhi: Oxford University Press, 1997.
5. Smith, A.D. Nationalism. Cambridge: Polity Press,2001.
6. Islam, S. 'The Origins of Indian Nationalism', in Religious Dimensions of Indian Nationalism. New Delhi: Media House, 2004.
7. Chatterjee, P. 'A Brief History of Subaltern Studies', in Chatterjee, Partha Empire & Nation : Essential Writings (1985-2005). New Delhi: Permanent Black, 2010.
8. Mani, B.R. Debrahmanising History, Dominance and Resistance in Indian Society. New Delhi: Manohar Publishers, 2005.

Pedagogy:

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

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

INDIANPOLITY: ISSUES AND CONCERNS

Open Elective OE-2

Course Title: INDIAN POLITYISSUES	
Total Contact Hours: **45**	CourseCredits:**3**
No. of Teaching Hours/Week:**3**	Duration of ESA/Exam:**3Hours**
Formative Assessment Marks:**40**	Summative Assessment Marks: **60+40=100**

Course Objective: To make the students aware on different issues that exists in Indian polity. Through this paper students need to understand the emerging issues and their causes to the Indian Democracy.

Learning Outcome:

At the end of the course the students shall-

- Understand the reasons behind the causes of these issues and also the constitutional provisions that existed.
- Familiarize with the debates that emerged.
- Be able to suggest the measures to control such issues.

Unit	ContentsofCourse-OE-2	45Hours
Unit-I	**Chapter-1 National Integration and Social Harmony-** Meaning and Need of National Integration and Suggestions for securing National Integration **Chapter-2 Society and Politics in India**: Caste and its Impact on Indian society and Polity **Chapter-3 Language-** Role and Constitutional Provisions, Issues	**15Hours**

Unit-II	**Chapter-4 Religion and Local Traditions** - Role and Constitutional Provisions **Chapter-5 Development and Inclusiveness:** Issues and Concerns- marginalized, women and tribals **Chapter-6 Regionalism**–Reasons for the Growth, Forms and Measures	**15Hours**
Unit-III	**Chapter-7 Corruptions**- Causes and Measures to comb at corruption **Chapter-8 Terrorism**- Types, Causes and Measures **Chapter-9** Celebrating Diversity –Consensus and Challenges	**15Hours**

Exercise:

- Classify the major factors which are an impediment to National Integration and give your suggestions
- Identify the terrorist's group in the world
- Make appoint on 2011Anti-Corruptionmovement in India

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. C. Jaffrelot, 'The Politics of the OBCs', In Seminar, Issue,2005.

3. Singh, M.P. & Saxena, R. Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning, 2008.

4. Vanaik, A. & Bhargava, R.(eds.) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Black swan, 2010.

5. Dunkin Jalaki "Bharatadalli Jativyavsteideye?",Malladahalli Publication, Malladahalli.

Pedagogy:

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

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

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Semester III

INDIANGOVERNMENTANDPOLITICS
DSC-5

Course Title: **INDIAN GOVERNMENT AND POLITICS**	
TotalContactHours:**45**	Course Credits: **3**
No. of Teaching Hours/Week:**3**	Duration of ESA/Exam:**2 Hours**
Formative AssessmentMarks:**40**	Summative Assessment Marks: **60+40=100**

Course Objective:

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

Learning Outcome:

At the end of the course the students shall-

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

Unit	Contents of Course-5	45Hours
Unit-I	**Chapter-1**:Indian Politics: Approaches to study of State and politics in India (Liberal, Marxist and Gandhian). **Chapter-2:**Constituent Assembly-Composition and Major Debates regarding the structure of Indian State **Chapter-3:** Preamble and Salient Features of Indian Constitution.	**15Hours**

Unit-II	**Chapter-4:**The Union Executive: The President, Vice-President, Prime Minister and the Council of Ministers. **Chapter-5:** Parliament: Powers and Functions of LokSabha and Rajya Sabha, Amendment Process and Major Amendments 73rd, 74th ,86th,101st). **Chapter-6:** Judiciary and Judicial Review, Appellate Authority Public Interest Litigation (PIL).	**15Hours**
Unit- III	**Chapter-7**:Nature of Indian Political System, Union-State Relations (Sarkaria Commissions and ARC Committees), Governor and President's Rule: Processes and politics. **Chapter-8:** Ideology of - National Political Parties, Regional Political Parties, Coalition Politics **Chapter-9:**Issues in Indian Democracy: Caste, Gender Religion, Communalism, Regionalism, Criminalization and Terrorism.	**15Hours**

Exercise:

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

Suggested Readings

1. Iqbal Narain, State Politics in India, Meenakshi Prakashan, New Delhi,1967.
2. RajaniKothari,PoliticsinIndia,Orient Longman,1970.
3. D. Basu,AnIntroductiontotheConstitutionofIndia, NewDelhi,PrenticeHall, 1980.
4. GranvilleAustin,TheIndianConstitution:CornerStoneofaNation,OxfordUniversityPress,India,1966.
5. C. P.Bhambhari, TheIndianState,FiftyYears,NewDelhi,Shipra, 1997.
6. V. Pylee,ConstitutionalGovernmentinIndia, Bombay,AsiaPublishingHouse, 1977.
7. J.C.Johri,IndianGovernmentandPolitics,Vol.1,ShobanLalandCompany,India,2012.
8. Weiner,PartyPoliticsinIndia,PrincetonUniversityPress,1957.
9. A.G.Noorani,ConstitutionalQuestionsinIndia:ThePresident,ParliamentandtheStates,Delhi,OxfordUniversityPress,2000.
10. A.S.Narang,IndianGovernmentandPolitics,GeetanjaliPublishingHouse,NewDelhi,1996.
11. BidyutChakrabarty&RajendraKumarPandey,IndianGovernmentandPolitics,SAGE,New Delhi,2008
12. D.D.Basu, AnIntroductiontotheConstitutionofIndia,25th Edition,LexisNexis, India,2021.
13. M.P.Singh&RekhaSaxena,IndianPolitics:ContemporaryissuesandConcerns,Prentice HallofIndia,Delhi,2008.
14. M. V.Pylee,AnIntroductiontotheConstitutionofIndia,NewDelhi,Vikas,1998.
15. NirjaGopalJayal&PratapBhanuMehta,TheOxfordCompaniontoPoliticsinIndia,OxfordUniversityPress,New Delhi,2010.
16. SunderRaman.IndianGovernmentandPolitics,AlliedPublishers,NewDelhi,1988.
17. C.P.Bhambhari,TheIndianStateSinceIndependence:70Years,NewDelhi,Shipra,2017.

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

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
AssessmentTest-1	10
Seminar/Group Discussion/Field Visit	10
AssessmentTest-2	10
Assignment	10
Total	**40**

Sd/-
Chairperson, BOS

PARLIAMENTARYPROCEDURESIN INDIA

DSC-6

Course Title: **PARLIAMENTARY PROCEDURES IN INDIA**	
TotalContactHours:**45**	Course Credits: **3**
No. of Teaching Hours/Week:**3**	Duration of ESA/Exam:**2 Hours**
Formative AssessmentMarks:**40**	Summative Assessment Marks:**60+40=100**

Course Objective:

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

Learning Outcome:

At the end of the course the students shall-

- Aim at understanding the procedural aspects of parliamentary system of governments.
- Learn about the privileges of people's representatives and match it with their performance.
- Understand the working of committees, budgetary aspects and deliberative mechanism within the parliament.
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Unit	**Contents of Course-6**	**45 Hours**
Unit-I	Chapter-1: Election Commission: Powers and Functions Elections to the Legislatures: Parliament and State Legislatures. **Chapter-2**: Powers, Functions and Privileges of People's Representatives-Members of Parliament and State Legislature. **Chapter-3:**Legislative Procedures of the Parliament: Articles 107-122.	

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

Exercise:

- The college can organize 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 organize special lectures by inviting officers / bureau crats to deliberate on the procedural aspects of democracy.

Suggested Readings

1. M.N. Kaul and S.L. Shakdher, Practice and Procedure of Parliament, Metropolitan, New Delhi,1968.
2. Subhash C. Kashyap,Our Parliament, National Book Trust, New Delhi, 2021.
3. S H. Belavadi, Theoryand Practice of Parliamentary Procedure in India,1988.
4. StudyMaterialonParliamentaryPracticesandProcedures.LokSabhaSecretariatParliamentary Research and Training Institute for Democracies (Erstwhile BPST), NewDelhi.
5. Apoorva Shankar and Shreya Singh, Parliamentary Procedures A Primer RajyaSabha,PRSLegislativeResearch,2015.
6. C£ÁvgÁªÄAiÄ, C£ÄªÁzPgÄ, £ªÄªÄ ¸Á¸v ¸Ä¨ÁµÀ P±AiÄ¥ Dgï J¯ï
   National Book Trust, India, 2015.
7. Dr.K.S. Chauhan,ParliamentPowers Functions AndPrivileges,LexisNexis,India,2013.
8. AjitRanjanMukharjea,ParliamentaryProcedureinIndia,OxfordUniversityPress,1958.
9. MN.Kaul,ParliamentaryInstitutionsandProcedures,NationalPublishingHouse,1978.
10. Jalan,India'sPolitics,Penguin,NewDelhi,2007.
11. Abbas,H.,Kumar,R.&AlamM.A.,IndianGovernmentandPolitics,Pearson,NewDelhi,2011.
12. Chakravarty,B.&Pandey,K.P,IndianGovernmentandPolitics,Sage,NewDelhi,2006.
13. K.Sanyal,StrengtheningParliamentaryCommittees,PRS,CentreforPolicyResearch,New Delhi,2011.
    Available at:http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf.

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

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
AssessmentTest-1	10
Seminar/Group Discussion/Field Visit	10
AssessmentTest-2	10
Assignment	10
Total	**40**

Sd/-
Chairperson, BOS

GENDER AND POLITICS

Open Elective-OE-3.1

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

Course Objective:

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

Learning Outcomes:

At the end of the course the students shall-

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

Unit	**ContentsofCourse-OE-3.1**	**45Hours**
Unit-I	**Chapter-1:** Defining Gender, Significance of Gender Studies, Difference between Gender Studies and Women Studies, Feminist Perspectives (with reference to India). **Chapter-2:** Gender Imbalance in Political Representation and Electoral Process, Gender Discrimination in Indian Politics– including LGBTQ, Feminist Critique of Politics. **Chapter-3:** Governance and Gender Structures, Gender Budgeting and Gender Issues in Governance.	**15Hours**

Unit-II	**Chapter-4:**Gender and Empowerment Process: Education, Economic, Political and Socializing and sensitizing gender issues. **Chapter-5:** Gender Differentiation in Political Parties and Leadership, Challenging Gender Stereotype sin Socio-Political sphere. **Chapter-6:** Capacity Building and Role of Women in Karnataka Politics, Women Representation in Local Governments.	**15Hours**
Unit- III	**Chapter-7:**Women and Poverty, Women and Health, Women and wealth creation, Violence against Women, Women and Armed Conflict. **Chapter-8:** Women and Literature, Women and the Media, Women and the Environment. **Chapter-9**: Women and Societal Challenges: Dowry, Sexual Harassment, Girl Child - Programmes of the Governments for the uplift of Women, Educating male child and socio-religious taboos including patriarchy.	**15Hours**

Exercise:

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

Suggested Readings

1. P.K.SwaibandS.N.Tripathy,"UnequalTreatmenttoWomenandGender",Bias,SonaliPublications,NewDelhi,2006.
2. Malashrilal,ChandraMohan,EnakshiK.Sharma,DevikaKhannaNarulaandAmritKaurBasra,"GenderandDiversity",RawatPublications,Jaipur,2015.
3. AndrewHeywood,"GlobalPolitics",PalgraveMacmillanPublication,NewYork,2014.
4. KrantiRana,"ModernWorkingWomenandtheDevelopmentDebate",KanishkaPublishers, NewDelhi,1998.
5. Dr.TanujaTrivedi,"EncyclopediaofWomen'sEmpowerment",JanapadaPrakashan,New Delhi,2012.
6. BhaswatiDasandVimalKhawas,"GenderIssuesinDevelopment–Concernsforthe21st century",RawatPublications,NewDelhi,2009.
7. U.Kalpagam,"GenderandDevelopmentinIndia:CurrentIssues",RawatPublication,2011.
8. B.N.Singh,"RuralWomenandEducation,"vistaInternationalPublishingHouse,Delhi,2016.
9. Meerakosambi,"WomenwritingGender",PermanentBlockPublication,NewDelhi,2012.
10. Brush,LisaD.,GenderandGovernance,RawatPublications,NewDelhi,2007.
11. SangeetaBharadwaj,"Gender,Social StructureandEmpowermentStatusReportofWomeninIndia",RawatPublication,2009.
12. Dr.TapanBiswal,"HumanRightsGenderandEnvironment",VivaBooksPrivateLtd,New Delhi,2006.
13. Dr.S. Murty, "WomenandEmployment",RBSAPublishers,Jaipur, 2001.
14. Singh,Narpat,'ChangingStatusofWomen'VistaInternationalPublishingHouse,Delhi,2008
15. Anuradhamathu,"GenderandDevelopmentinIndia",KalpazPublication,Delhi,2008.
16. M.BahatiKumba,"GenderandSocialMovements",RawatPublication,NewDelhi,2003.
17. Saxena,Alka,WomenandPoliticalLeadership,AltarPublishingHouse,NewDelhi,2011.

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

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
AssessmentTest-1	10
Seminar/Group Discussion/ Field Visit	10
AssessmentTest-2	10
Assignment	10
Total	**40**

Sd/-
Chairperson, BOS

UNDERSTANDING GANDHI

Open Elective– OE-3.2

Course Title: **UNDERSTANDING GANDHI**	
Total Contact Hours:**45**	Course Credits: **3**
No. of Teaching Hours/Week:**3**	Duration of ESA/Exam:**2 Hours**
Formative Assessment Marks:**40**	Summative Assessment Marks:**60+40=100**

Course Objective:

The course objective is to bring to the attention of the younger generation the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India. This paper covers a wide range of issues including politics, economics, social reconstruction, religion and issues of sustainable development which provides insight into the idea of what Gandhi propagated as a political thinker. His ideas of Hindu-Muslim relations or critique of modern society, Swadeshi etc., makes Gandhi relevant to the current political is courses.

Learning Outcome:

At the end of the course the students shall-

- Be able to explain the idea of truth and non-violence which is the foundation of Gandhian Philosophy.
- Know the position of Gandhi on issues like Hindu-Muslim relations, gender question, cow protection, caste and untouchability questions.
- Answer his reason for his choice of Swadeshi and his critique of modern Civilization.

Unit	Contents of Course-OE-3.2	45 Hours
Unit-I	**Chapter-1:** Background Influences: Historical: South Africa, Intellectual: Thoreau, Rusk in and Tolstoy. **Chapter-2:** Gandhian Experiments: Truth, Non-Violence, Satyagraha, Movements led by Gandhi- Champaran, Bardoli, Khilafat, Non-Cooperation, Salt Satayagraha. **Chapter-3:** Social Movements-Ahmedabad MillStrike, Vaikom Satyagraha, Forest, Health and Naturopathy, Sustainable Development.	**15 Hours**
Unit-II	**Chapter-4:** Gandhi as a Leader: Gandhi as a model, Gandhian Methodology: Prayer, Consensus Building and Fasting. **Chapter-5:** Gandhian Views on Politics: Role of Ethics, Morality, Religion and Service. **Chapter-6:**Gandhi'scritiqueon British Parliament, Gandhi on Nation and Nationalism.	**15Hours**
Unit- III	**Chapter-7:** Gandhi on Swadeshi and Swaraj, Critique on Modern Civilization, Modern Education and Machines. **Chapter-8:** Gandhi on Violence (Doctrine of the Sword) Gandhi and Sins, Gandhi's views on Women and Sustainable Development. **Chapter-9:** Gandhi as Political Strategist, Gandhi's Views on Hindu-Muslim Relation, Cow Protection, Untouchability and Caste Question.	**15Hours**

Exercise:

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

Suggested Readings

1. Lal, V, The Gandhi Everyone Lovesto 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. Islamand Gandhi: A Historical Perspective. Social Scientist, 41(3/4),2013, pp. 19-34.
6. Chandra, B,Gandhiji, Secularism and Communalism. Social Scientist, 32(1/2), 2004, pp. 3-29.
8. Parekh, B, The Critique of Modernity In Gandhi: A Brief Insight, Sterling Publishing Company, Delhi, 1997. pp. 63-74.
9. Heredia, R, Interpreting Gandhi's Hind Swaraj, Economic and Political Weekly, 34(24), 1999.pp.1497-1502.
10. Parel, A. J. (Ed.), Introduction. In:Gandhi, freedom and Self Rule, Vistaar Publication, Delhi, 2002.
11. Kumar, R. Class, Community or Nation? Gandhi"s Quest for a popular consensus in India, Modern Asian Studies, 3(4), 1969, 357-376.
12. Parel,A.J.(Ed), Introduction. In: Gandhi, Freedom and Self Rule, Vistaar Publication, Delhi, 2002.
15. Sarah Claerh out Gandhi, Conversion, and the Equality of Religions: more experiments with truth, Numen-International Review for the History of Religions, 61(1), 2014, p.53-82.
16. Collected Works of Mahatma Gandhi Hindu-Muslim Tension: Its Cause and Cure, Young India, 1924, pp.58-59.
17. Collected Works of Mahatma Gandhi: Save the Cow, Young India,1921.
18.http://www.gandhiashramsevagram.org/gandhi-literature/mahatma-gandhi-collected-worksvolume-23.pdf.

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

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
AssessmentTest-1	10
Seminar/Group Discussion/ Field Visit	10
AssessmentTest-2	10
Assignment	10
Total	**40**

Sd/-
Chairperson, BOS

CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION

Open Elective OE-3.3

Course Title: CITIZEN, CITIZENSHIPAND THE INDIAN CONSTITUTION	
Total Contact Hours:**45**	Course Credits: **3**
No. of Teaching Hours/Week:**3**	Duration of ESA/Exam:**2 Hours**
Formative Assessment Marks:**40**	Summative Assessment Marks:**60+40=100**

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

Learning Outcome:

At the end of the course the students shall-

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

Unit	Contents of Course-OE-3.3	45Hours
Unit-I	**Chapter-1:Concept of Citizen:** Subject-Slave-Citizen: a Comparison, Aspirational Citizenship. **Chapter-2: Citizenship in India: Milestones-** Citizenship and Partition of India (Nehru and Liyaqat Ali Khan Pact) The Citizenship Act, 1955, The Citizenship (Amendment) Act, 1986, The Citizenship (Amendment) Act, 2003, 2005 and National Register of Citizens (NRC). **Chapter-3: Citizens and Constitutional Provisions:** Fundamental Rights and Duties, Socio-Economic and Cultural Rights.	**15Hours**

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

Exercise:

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

Suggested Readings

1. Marcus Raskin, 'Nation Building and Citizenship: Studies of our Changing order' RutledgeIndia,NewDelhi,1996.
2. AtulKolhi,'DemocracyandDiscontent:India'sgrowingcrisesofGovernability,Cambridge UniversityPress,1991.
3. AtulKolhi,ThesuccessofIndiaDemocracy,CambridgeUniversityPress,2001.
4. SavitahaRao,India'sPositiveCitizenBuilding-AGreatNationOneActionAtATime,WingsPublishing,Bangalore,2020.
5. AnupamaRoy,'MappingCitizenshipinIndia',(OxfordIndiashortintroductions),OxfordUniversityPress,NewDelhi,2012.
6. NiragGopalJayal, 'CitizenshipanditsDiscontents', HarvardUniversityPress, 2013.
7. OrnitShani,'HowIndiabecomeademocraticcitizenshipandmakingoftheUniversalFranchise', CambridgeUniversityPress,NewDelhi,2017.
8. KoenigLion,'CulturalCitizenshipinIndia;PoliticsPowerandMedia',OxfordUniversityPress,NewDelhi,2016.
9. Blog.mygov.in/we-the-people-we-the-citizen.
10. Subrata.K.Mitra,'Citizenshipasculturalflow,structureagencyandflow',e-Book,2013,springerlink.

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

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

Sd/-
Chairperson, BOS

SemesterIV

ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS
DSC- 7

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

Course Objectives:

The paper aims at developing an understanding of the Social and political philosophy of ancient India to assess the modern notions about socio-political arrangements. Further it helps to analyze the process of decolonizing Indian minds related to India's glorious past. The objective thus being to throw light on the indigenous political theories and the irrelevance to changing times.

Learning Outcome:
At the end of the course the students shall-

- Reflection the native concepts like Dharma, Rajadharma, Nyaya, Viveka etc., in the light of their modern connotations.
- Understand the role of texts and stories in the Indian context by reflecting upon our own experiences.
- Revisit our own socio-political structures through the textual and non-textual sources from the early Indian period in order to quell the European representation of Indian Society and heritage.

Unit	ContentsofCourse-DSC7	45Hours
Unit-I	**Chapter-1: Sources of Early Indian Thought:** Sources and Limitations: Pre and Post-Colonial. **Chapter-2: Perspectives:** Orientalists, Nationalists, Marxian (Asiatic Mode of Production) and Gandhiji on Varna shrama Dharma, Dr. Radhakrishan perspective. **Chapter-3**:**IndianCulture**: Colonial Narratives (William Jones, Macaulay) and Contemporary Discourses (Dharampal and Edward Said).	**15Hours**
Unit-II	**Chapter-4: Socio-Political Ideas in the Early Indian Thought:** Dharma, Rajadharma, Dandaniti, Nyaya, Varnadharma, and Ashramadharma. **Chapter-**5: **Kingship**: Origin Stories, Gopati to Bhupati, NatureandStructure. **Chapter-6**: **Functions of Institutions**: Sabha, Samiti, Vidhata, Paura-Janapada.	**15Hours**
Unit- III	**Chapter-7**: **Ganasaghas:** Nature, Structure, Functions Role ofStoriesinIndianTradition and its Relevance **Chapter-8:Ramayana(Valmiki)**:Ramarajya, Subaltern and Adhyatmic perspective and its Relevance **Chapter-9:Mahabharata(Vyasa):**Rajadharma in Shantiparva, Idea of war and Peace and its Relevance	**15Hours**

Exercise:

- Closer eading sessions to be organized to understand the ancient extinits original context by way of discussions.
- Students shall visit the nearby historical places and collect artifacts, stories, and other relics with the help of the native people.
- Students shall respond to accommodate the important criticisms of Ramayana and Mahabharata by its critics and enact dramas and costumes.

Suggested Readings

1. AlterkarA.S,StateandGovernmentinAncientIndia,MotilalBanarsidass,ChowkBanaras,1949.
2. R.S.Sharma,EarlyIndianSocialandPoliticalThoughtandInstitutions(AspectsofthePoliticalIdeasand Institutionsin AncientIndia,MotilalBanarsidass,Delhi,1991.
3. JayaswalK.P,HinduPolity,BangalorePrintingandPublishingCo.LTD,Bangalore,1943.
4. GoshalU.N,HistoryofHinduPoliticalTheory,OxfordUniversityPress,Culcutta, 1923.
5. KangleR.P,Kautilya'sArthasastra,MotilalBanarsidassPublishersPvt.Ltd,NewDelhi,1986.
6. BhandarkarD.D,SomeAspectsofAncientIndianCulture,Madras,University of Madras,1940.
7. RomilaThaper.FromLineagetoState,OxfordUniversityPress, UnitedKingdom,1984.
8. R.S.Sharma,ShudarasinAncient India,MotilalBanarsidass, Delhi,1957.
9. Sharma,R.SIndia's,AncientPast,OxfordUniversityPress,NewDelhi,2006.
10. Sharma,R. S,RethinkingIndia'sPast, OxfordUniversityPress,NewDelhi, 2010.
11. KraedarLawarence,"Formationofthestate",PrenticeHall,United State,1968.
12. Kosambi.D.D,"IntroductiontotheStudyofIndian History",PopularPrakashan,Mumbai,1956.
13. SaidEdward, Orientalism,PantheonBooks,USA,1978.
14. MisraVibhutiBhushan,FromtheVedastotheManusamhita,City/CountryBrillAcademic,UnitedStates,1982.
15. SircarD.C,StudiesintheReligiouslifeofAncientandMedievalIndia,MotilalBanarsidass,Delhi, 1971.
16. AiyangarK.R,AncientIndianPolity,OrientalBooksAgency, Poona,1941.
17. PargiterR,AncientIndianHistoricalTradition, OxfordUniversityPress,London,1922.
18. LevinG.M,Bongard,AComplexStudyofAncientIndia– MultidisciplinaryApproach,AmericanOrientalSociety,USA,1989.
19. KumarS,"RoleofStateinAncientIndiaEconomy",RamanandVidyaBhawan,Delhi,1986.
20. SircarD.C,Political andAdministrative System of Ancientand Medieval India.MotilalBanarsidass,Delhi,1975.
21. MaityS.KandUpendraThakur,IndologicalStudies.AbhinavPublications,NewDelhi,1991.
22. MukherjeeShobha,TheRepublicantrendsinAncientIndia.MunshiramManoharialPublishersPrivateLimited,New Delhi,1989.
23. BandyopadhyaN.C,DevelopmentofHinduPolityandPoliticalTheories,MunshiramManoharlal Publishers,NewDelhi,1980.
24. ChattopadhyayaD. Lokayata, PeoplesPublishing House,NewDelhi,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.

Pedagogy:

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

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
AssessmentTest-1	10
Seminar/Group Discussion/ Field Visit	10
AssessmentTest-2	10
Assignment	10
Total	**40**

Sd/-
Chairperson, BOS

MODERN POLITICAL ANALYSIS
DSC-8

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

Course Objective:

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

Learning Outcome:

At the end of the course the students shall-

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

.Unit	Contents of Course: DSC-8	45 Hours
Unit-I	**Chapte-1** Genesis and Emergence of Modern Political Analysis, Modern Political Analysis-Meaning, Nature, Scope and Goals **Chapter-2** Political System-Types, similarities and differences, classification-Aristotle and Webber. **Chapter-3**Approaches–**Traditional**-Philosophical, Historical Institutional, Modern-Behavioral, Systems, Game.	**15 Hours**

Unit-II	**Chapter-4** Talcott Parson's General Systems theory-Pattern of Inter Relationship, Hierarchical order, Integration. **Chapter-5** David Easton's Input-Output model of Political System, Features, Functions and Critical Evaluation. **Chapter-6** Power-Meaning, significance, and measurement, difference between Power, Authority, Legitimacy and Influence, Harold Lass well's contribution.	**15Hours**
Unit- III	**Chapter-7**Almondon Structural–Functional Analysis Karl Deutsch's Communication Theory. **Chapter-8** Richard C Snyder's Decision Making Theory, Arthur F. Bentley and David Truman Group theory of Politics. **Chapter-9** Political Development-Concept of Political Development- its variables, Development syndrome, Theory of Lucian Pye.	**15Hours**

Exercise:

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

Suggested Readings

1. Almond,G.andColeman.J.S."ThepoliticsoftheDevelopingAreas",PrincetonUniversityPress,PrincetonNJ,1960.
2. Almond,G.A.and Verba,S,"The Civic Culture: political Attitudesand Democracy in FiveNations",PrincetonNJ,PrincetonUniversityPress,1963.
3. Amin,S,"AccumulationonanoldScale:ACritiqueoftheTheoryofUnderdevelopment",MonthlyReviewPress,NewYork,1974.
4. Apter, D.E,"ThePoliticsofModernization",UniversityofChicagoPress,Chicago,1965.
5. GabrielAlmond,"CooperativePolitics:ADevelopmentapproach"LittleBrown,Boston,1966.
6. HannahArendt,"TheOriginsofTotalitarianism",HarcourtPress,NewYork,1951.
7. Johari, J.C, "Comparative Government and Politics", Sterling Publishers Private Limited, NewDelhi,1982.
8. Powell,G.B,RussellJ.D,andKaareStrom,"ComparativePoliticalToday,AWorldView".LondonPress,NewYork, 1970.
9. RodHague.MartinHarrop,ShaunBreslin,"ComparativeGovernmentandPolitics",PalgraveMacmillanpress,UK,1992.
10. VerbaSandAlmond,"TheCivicCultureRevisited",littleBrown,Boston, 1980.
11. Dahl, RobertA,ModernPoliticalAnalysis,PrenticeHallofIndia,NewDelhi,1981.
12. U.R.Ghai- Contemporary Political Analysis

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

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

Sd/-
Chairperson, BOS

GOODGOVERNANCE ININDIA

Open Elective OE-4.1

Course Title: GOOD GOVERNANCE IN INDIA	
Total Contact Hours:**45**	Course Credits: **3**
No. of Teaching Hours/Week:**3**	Duration of ESA/Exam:**2 Hours**
Formative Assessment Marks:**40**	Summative Assessment Marks:**60+40=100**

Course Objective:

The course directed to familiarize the student to understand the elements of Good Governance which has the effect on day today life. The purpose is to show to them that states are changing their approach to Administration giving importance to stake holders. Some of the programs mentioned in the syllabi exemplifies the same. The aim is to help students to link the theory in the class room with realities in the outside world.

Learning Outcome:

At the end of the course the students shall-

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

Unit	Contents of Course:OE-4.1	45Hours
Unit-I	**Chapter-1** Meaning, Characteristics, Elements, Growth and need for Good Governance. **Chapter-2** Theories and Concepts of Governance-Public Choice and Public Value Theory, Good Governance and	**15Hours**

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

Exercise:

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

Suggested Readings

1. KanakKantiBagchi,GoodGovernanceandDevelopment,AbhijeetPublications,NewDelhi,2009,
2. C.PBharthwalEd.GoodGovernanceinIndia,DeepandDeep,NewDelhi,2003.
3. DhamejaAlka Ed, Contemporary Debates in Public Administration, Prentice Hall of India, NewDelhi,2003.
4. WorldBank,GovernanceandDevelopment,Washington,DC, 1992.
5. NirajaGopalJayal,Ed,DemocraticGovernance inIndia,Sage,NewDelhi,2003.

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

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
AssessmentTest-1	10
Seminar/Group Discussion/ Field Visit	10
AssessmentTest-2	10
Assignment	10
Total	**40**

Sd/-
Chairperson, BOS

UNDERSTANDING Dr. B. R. AMBEDKAR
Open ElectiveOE-4.2

Course Title: UNDERSTANDING Dr. B.R.AMBEDKAR	
TotalContactHours:**45**	Course Credits: **3**
No. of Teaching Hours/Week:**3**	Duration of ESA/Exam:**2Hours**
Formative Assessment Marks:**40**	Summative Assessment Marks:**60+40=100**

Course Objective:

This course is designed to familiarize the students with arguments and position of Dr. B.R. Ambedkar on key social, political, constitutional and democratic issues in India and enable them to critically examine his perceptions. Besides the constitutional questions and fight for the oppressed communities which are largely popular in academic and political discourses, has been designed to make students to understand his ideas. On the partition of the country and the Indian historiography his views have been valuable and this paper intends to bring to the reach of the students.

Learning Outcome:

At the end of the course the students shall-

- Be able to understand his life, mission, vision and his key role in the making of the Indian Constitution.
- Be able to appreciate and sensitize his views on democracy, citizenship, freedom, equality equal treatment and justice.
- Understand his views on the some of the important debates like Aryan Invasion Theory, Uniform Civil Code, Islam and partition of India.

.Unit	Contents of Course OE4.2	45Hours
Unit-I	**Chapter:1-** Dr. B .R. Ambedkar's Journey of Life and xperiences. **Chapter:2-**Dr.B.R.Ambedkar's perception on Hindu Social Order, Caste and Untouchability, Annihilation of Caste, His views on Manusmriti	**15Hours**

	Chapter-3- Dr. B. R. Ambedkar's Initiatives: Mahad Satyagraha, Kalaram Temple Entry Movement.	
Unit-II	**Chapter: 4-** Dr. B. R. Ambedkar and Round Table Conference: His Memorandum, Communal Award and Poona Pact. **Chapter:5-** Dr.B.R.Ambedkar's contribution as the Chairman of the Drafting Committee. **Chapter:6-** Dr.B.R.Ambedkar's deliberations on key issues in the Constituent Assembly (Article 40, Article 370, Uniform Civil Code, Shariyat Laws, Hindu Code Bill, and Affirmative Action).	**15Hours**
Unit- III	**Chapter:7-**Dr.B.R.Ambedkar's Political Ideas: Democracy, Citizenship, Equality, Freedom and Justice. **Chapter:8:**Dr.B.R.Ambedkar'sviews:onIslam,Buddhism,onReligiousConversion,onAryanInvasionTheory. **Chapter: 9-** Dr.B.R.AmbedkarViews on Language Question, Education, Women Empowerment and Nationalism.	**15Hours**

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 tovisit colonies of Scheduled Caste and Scheduled Tribes and discuss it in the group about the perception that they have carried.
- Debate on the need for social reform, inclusiveness, changing the cultural and religious outlook among the Indian citizens keeping the view inhuman practice like untouchability, exploitation. And further visit courts, police stations, etc, to understand conflict resolution mechanisms.

Suggested Readings

1. Ambdekar, B.R. "What Congress and Gandhi have Done Untouchables "http://www.ambedkar.org/ambcd/41A.What%20Congress%20and%20Gandhi%20Preface.htm.
2. AmbedkarAnnihilationofCaste,Navayana,11thEdition,2015.
3. DhanjayaKeer,Dr.Ambedkar-LifeandMission,PopularPrakashana,Bombay,1964.
4. ValerianRodrigues,EssentialWritingsonAmbedkar,OUP,NewDelhi, 2003.
5. Marcus Raskin, 'Nation Building and Citizenship: Studies of our Changing order' RutledgeIndia,NewDelhi,1996.
6. AtulKolhi,'DemocracyandDiscontent:India'sgrowingcrisesofGovernability,Cambridge UniversityPress,1991.
7. AtulKolhi,The SuccessofIndianDemocracy,CambridgeUniversityPress,2001.
8. SavitahaRao,India'sPositiveCitizenBuilding-AGreatNationOneActionAtATime,WingsPublishing,Bangalore,2020.
9. NiragGopalJayal, 'CitizenshipanditsDiscontents', HarvardUniversityPress, 2013.
10. KoenigLion,'CulturalCitizenshipinIndia;politicspowerandmedia',OxfordUniversityPress,NewDelhi,2016.
11. SubrataK.Mitra,'Citizenshipasculturalflow;structureagencyandflow',e-Book,Springerlink,2013.
12. Sharma,A,Dr.B.R.AmbedkarontheAryanInvasionandtheEmergenceoftheCasteSysteminIndia,JournaloftheAmericanAcademyofReligion,73(3),2005, pp.843-870.
13. Ambedkar,B.R.(1946).PakistanorThePartition ofIndia,InNarke,H.(2nd ed.),2014.
14. Dr.B.R.AmbedkarWritingandSpeeches,Vol.8.Delhi:Dr.AmbedkarFoundation,MinistryofSocialJustice&Empowerment,Govt. ofIndia. Availableat:https://mea.gov.in/Images/attach/amb/Volume_08.pdf.
15. Misra,J.,& Mishra,J.Dr. B.R.Ambedkarand TheConstitution -Making In India,ProceedingsoftheIndianHistoryCongress,1991, 52,pp.534-541.
16. ConstituentAssemblyDebates,Ambedkar'sspeechonDraftConstitutionon4thNovember 1948, CAD Vol. VII, LokSabha Secretariat, Government of India, 3rd Print, pp.31-41.
17. Ambedkar, B.R.ThoughtsonLinguisticStates.Bombay:RamakrishnaPress,1955.
18. Dr. BabasahebAmbedkar Writings & Speeches – Vol.1, to Vol. 17- Published by SocialJusticeand Empowerment,Govt.ofIndiaandAmbedkar Foundation,NewDelhi,2015.

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

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
AssessmentTest-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-2	10
Assignment	10
Total	**40**

Sd/-
Chairperson, BOS

POLITICAL JOURNALISM

Open Elective OE-4.3

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

Course Objective:

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

Learning Outcome:

At the end of the course the students shall-

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

.Unit	Contents of Course-OE-4.3	45Hours
Unit-I	**Chapter-1:** Defining Political Journalism, Traditional and Modern views about State and Politics. **Chapter-2**:Understanding of Political Development: Caste, Gender, Religion, Linguistic and Party Perspectives. **Chapter-3:** Defining the Role of Mass Media-Print, Electronic and Web (Social Media).	**15Hours**

Unit-II	**Chapter-4: Political Culture-** Shared Beliefs, Values, Ideologies and Norms, Process of Socialization. **Chapter-5:Political Participation**–Modes of participation, Political Apathy. **Chapter- 6:Methods of Political Journalism-** Interviews, Political Debates, Commentary on Legislations.	**15Hours**
Unit- III	**Chapter-7: Communication-** Defining Communication, Shaping Public Opinion, Encoding and Decoding. **Chapter-8: Skills of Writing-**Vocabulary, Epitomizing, Punctuation. **Chapter-9: Report Writing-** Journalistic Writing Skills, Yellow Journalism, Ethics in Journalism, Use of Facts, Figures and Interpretations.	**15Hours**

Exercise:

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

Suggested Readings

1. Iorio,SharonHartin.QualitativeResearchInJournalism,ErlbaumAssociates,London, 2004.
2. Merritt,Davis,PublicJournalismAndPublicLife,ErlbaumAssociates,London,2004.
3. Kuhn,Raymond,PoliticalJournalismNewChallenges,NewPractices,Rutledge,NewYork,2003.
4. Sedorkin,Gail,&Mcgregor,Judy.Interviewing–
AGuideForJournalistAndWriters,CrowsNest,AllenandUnwin,N.S.W,2002.
5. Mcnair,Brian,JournalismAndDemocracy,Rutledge,London,2000.
6. Bovie,WaxenG,DiscoveringJournalism,GreenwoodPress,WestPortCT,1999.
7. Winch, SamuelP,MappingTheCulturalSpaceOfJournalism,Praeger,WestPortCT,1997.
8. Jangam,R.T.(etal),PoliticalAnalysis,OxfordandIBHPublication,NewDelhi, 1997.
9. Johari,J.C,ComparativePolitics,SterlingPublishers, NewDelhi,1982.
10. Dahl, RobertA,ModernPoliticalAnalysis, PrenticeHallofIndia,NewDelhi,1981.

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

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
AssessmentTest-1	10
Seminar/Group Discussion/ Field Visit	10
AssessmentTest-2	10
Assignment	10
Total	**40**

Sd/-
Chairperson, BOS

CONSTITUTION OF INDIA

Ability Enhancement Compulsory Courses(AECC) III Sem B.Com/BBA and IV Sem BA/B.SC/BCA/BHM/BSW and other Courses	
Course Title: CONSTITUTION OF INDIA	
Total Contact Hours:**24**	Course Credits:2
No. of Teaching Hours/Week:2	Duration of ESA/Exam:1**Hours**
Formative Assessment Marks:2**0**	Summative Assessment Marks:**30+20=50**

Course Objective:

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

Learning Outcomes:
After completing this course students will be able to-

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

Unit	Contents of Course:	24Hours
Unit-I	**Chapter- 1 Making of Indian Constitution** : Constituent Assembly-Composition, Objectives, Preamble and Salient features of the Indian Constitution. **Chapter-2** Fundamental Rights, Fundamental Duties, Directive Principles.	**8Hours**
Unit-II	**Chapter-3 Union Government-**President, Prime Minister and Council of Ministers **Chapter-4 State Government-**Governor, Chief Minister and Council of Ministers	**8Hours**

Unit- III	**Chapter- 5 Judiciary-**Supreme Court and High Court: Composition, Powers and Functions and Judicial Review. **Chapter-6 Electoral Process**: Election Commission- Composition, Powers and Functions, Electoral Reforms.	**8Hours**

Exercise:

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

Kindly Note:

- The Ability enhancement compulsory courses (AECC) paper – "'Constitution of India'' (a) should be taught only by the Political Science/Law teachers. (b) This paper should be offered in IIIrd semester for B.Com/BBA courses. In the IVth Semester, this paper should be offered to BA/BSc/BFA/BCA/BHM/BSW and other all UG courses.

Suggested Readings:

1. DurgaDasBasu,IntroductiontotheConstitutionofIndia,Gurgaon;LexisNexis,(23rdedn.) 2018.
2. M.V.Pylee,India'sConstitution,NewDelhi;S.ChandPub.,(16thedn.) 2017.
3. J.N.Pandey,TheConstitutionalLawofIndia,Allahabad;CentralLawAgency,(55thedn.) 2018.
4. Constitution of India (Full Text), India.gov.in., National Portal of India, https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf
5. KBMerunandan,BharatadaSamvidhanaOnduParichaya,Bangalore,MeraguPublications, 2015.
6. ¥ÆÃ.JZï.JA.gÁd±ÃRg|¨Ág|v|¸|PÁð g|ªÄvÄgÁdQÃAiÄ,Qg|t ¥PÁ±£|,ªÄÉ¸|ÆgÄ2020.
7. K. Sharma, IntroductiontotheConstitutionofIndia,PrenticeHallofIndia,NewDelhi,2002.
8. P.MBakshi, ConstitutionofIndia,UniversalLawPublishingHouse, NewDelhi,1999.
9. D.C.Gupta,IndianGovernmentandPolitics,VikaspublishingHouse, NewDelhi, 1975.
10. S.N.Jha,IndianPoliticalSystem,:HistoricalDevelopments,GangaKaveriPublishingHouse, Varanasi,2005.
11. Arora&Mukherji,FederalisminIndia,OriginandDevelopments,VikasPublishingHouse,New Delhi,1992.

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

Formative Assessment	
Assessment Occasion/type	**Weightage in Marks**
AssessmentTest-1	5
Seminar/Group Discussion/Field Visit	5
AssessmentTest-2	5
Assignment	5
Total	**20**

Sd/-
Chairperson, BOS