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BE BOUNDLESS

BENGALURU CITY UNIVERSITY

CHOICE BASED CREDIT SYSTEM

**(Semester Scheme with Multiple Entry and Exit Options for
Under Graduate Course)**

**Syllabus for Political Science
(I & II Semester)**

2021-22 onwards

BENGALURU CITY UNIVERSITY, BENGALURU

BOS (UG) PROCEEDINGS IN POLITICAL SCIENCE

The meeting of the Board of Studies in Political Science (UG) is held on 29-09-2021 at 11 AM.
at the Administrative Block of Bengaluru City University, Bengaluru.

Members of the BOS in Political Science (UG)

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|---|----------|
| 1. Dr.Basavaraja G.
Professor and Chairman, Department of Studies and
Research in Political Science, Tumkur University, Tumakuru | Chairman |
| 2. Dr.AnuradhaRamanna
Assistant Professor,
Department of Political Science,
M S Ramaiah College of Arts, Science and Commerce,
M S Ramaiah Nagar, Bangalore | Member |
| 3. Dr.Suresh Kumar M N
Assistant Professor, Department of Political Science,
Government First Grade College for woman,
Chamarajpet, Bangalore -26 | Member |
| 4. Mrs.Rekha D L
Assistant Professor, Department of Political Science,
GFG College, Rajajinagar, Bengaluru- 10 | Member |
| 5. Mrs.Vanaja
Assistant Professor,
Department of Political Science, Government Arts College,
Dr.AmbedkarVeedi, Bangalore. | Member |
| 6. Dr.RajuNaik
Assistant Professor, Department of Political Science,
Government First Grade College,
Yalahanka, Bangalore-64 | Member |
| 7. Dr.Radhamani
Assistant Professor
Department of Political Science, Government Arts College,
Dr.AmbedkarVeedi, Bangalore-01 | Member |
| 8. Dr.Sujatha H
Assistant Professor, Department of Political Science,
Government First Grade College,
Malleshwaram, Bangalore-03 | Member |
| 9. Dr.Shivashankar Reddy A V
Assistant Professor, Department of Political Science,
Maharani Cluster University, Bangalore, 01 | Member |
| 10. Mrs.Helen NaliniPoul | Member |

Associate Professor, Department of Political Science,
Maharani Cluster University, Bengaluru-01


Agenda: Revise and approve the B.A. Degree I & II Semesters Political Science syllabus as per NEP 2020

The Board has approved the syllabus of political science with slight modifications to the syllabus framed by the state committee in Political Science. The Board met twice prior to this through virtual mode on October 25th, 2021, from 3.00 PM to 5.00 PM and October 28th, 2021, from 3.00PM to 5.00PM respectively and discussed the above said syllabus. Finally, the Board summons the meeting on 29.09.2021 at 11.00 AM in the Senate Hall of the University. The Board has finalised and submit the syllabus in hard and soft copies to the Registrar, Bengaluru City University, Bengaluru.

Members Present

1. Dr. Anuradha Ramanna
2. Dr. Suresh Kumar M N
3. Mrs. Rekha D L
4. Mrs. Vanaja
5. Dr. Raju Naik
6. Dr. Radhamani
7. Dr. Sujatha H
8. Dr. Shivashankar Reddy A V
9. Mrs. Helen Nalini Poul

signatures












BOS (UG) Chairman

Program Objectives in Political Science

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

Program Learning Out comes in Political Science:

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

- Acquired main knowledge.
- Study and analyze political contexts from critical and constructive prospective.
- Have a better understanding of the working of various political institutions including decentralized institutions state legislatures and parliament and relate this functioning to the greater cause of nation building as a responsible citizen.
- Assess how global national and regional development affects polity and society.
- To gain critical thinking and develop the ability to make logical inferences about socio-economic and political issues, on the basis of comparative and contemporary political discourses in India.
- Contemplate about national and international issues involving States having different political ideologies and historical contexts.
- Pursue higher education such as Post Graduate Studies and Research in Political Science and in other interdisciplinary areas to provide qualitative insights to create a better world.

Model Curriculum

Name of the Degree Program: BA

Discipline Core: Political Science

Total Credits for the Program:

Starting year of implementation: 2021-22

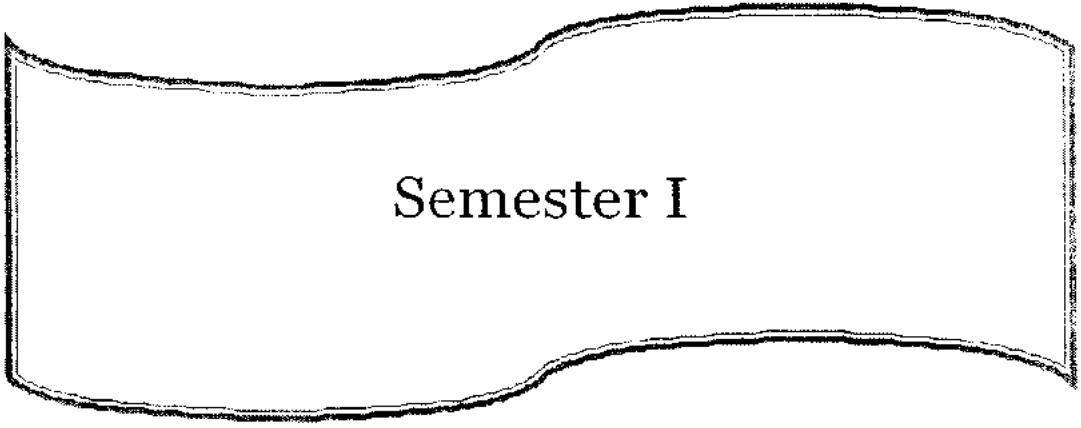
Program Outcomes:

By the end of the program the students will be able to:

- Acquire do main knowledge.
- Study and analyze political contexts from critical and constructive prospective.
- Have a better understanding of the working of various political institutions including decentralized institutions state legislatures and parliament and relate this functioning to the greater cause of nation building as a responsible citizen.
- Assess how global national and regional development affects polity and society.
- To gain critical thinking and develop the ability to make logical inferences about socio-economic and political issues, on the basis of comparative and contemporary political discourses in India.
- Contemplate about national and international issues involving States having different political ideologies and historical contexts.
- Pursue higher education such as Post Graduate Studies and Research in Political Science and in other interdisciplinary areas to provide qualitative insights to create a better world.

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

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

Course Title: BASIC CONCEPTS IN POLITICAL SCIENCE	
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:

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

Learning Outcome:

At the end of the course the students shall understand-

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

Unit	Contents of Course-1	45 Hours
Unit-1	<p>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</p> <p>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</p> <p>Chapter-3 Civil Society- Meaning, Nature, Importance and Challenges.</p>	15 Hours

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 & Co Ltd, 2010.

Pedagogy:

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

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

POLITICAL THEORY**DSC-2**

Course Title: POLITICAL THEORY	
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 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
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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*, Routledge 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*, Pantheon Books, NewYork,1978.
9. Elstain. 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- A report on Knowledge*. Paris: 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. ರಾಮಕೃಷ್ಣ ಮಠ ಸದಾನಂದ ಜಿ.ಎಸ್ .(ಸಂ)" ಪೂರ್ವಲೋಕನ", 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	Contents of Course-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	<p>Chapter -7 National Commission for Scheduled Castes and Scheduled Tribes, Minorities' Commission, Women' Commission, there composition of functions.</p> <p>Chapter-8 Major issues and concerns of Human Rights-Discrimination and violence against women, children, Dalits and Minorities, PWD and Transgender</p> <p>Chapter-9 Challenges to Human Rights</p>	15Hours
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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 end result on 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 on—Custodial death/rape, Encounter death, and Guide lines on arrest.

Suggested Readings:

1. Baxi Upendra(ed.), The Right to be Human, Lancer International, Crawford, New Delhi, 1987.
2. James(ed.), The Rights of People, Oxford, New York, 1988.
3. Craston, M. What are Human Rights, Bodely Head, London, 1973
4. 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 .ತಡಸವ, "ಮಾನವ ಹಕ್ಕುಗಳ ಜಾರಿತ್ರಿಕ ದರ್ಶನ ಹಾಗೂ ಸಿದ್ಧಾಂತಗಳು", ಪ್ರಸಾರಾಂಗ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ 2015.
8. Donelly, Jack and Rhoda Howard(ed.), International Hand book of Human Rights, Westport, Connecticut: Green wood Press, 1987.

9. Donnelly, 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 Delhi 2012.
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 2ndEdn.
19. ಅರ್ಜುನ್‌ದೇವ್, ಇಂದಿರಾ ಅರ್ಜುನ್ ದೇವ್, ಸುಪ್ರದಾಸ್ 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	Contents of Course-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
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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: Methuen &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. Vaghan. 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	Contents of Course-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 and Week-end Counseling Classes.

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

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-1	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 2011 Anti-Corruption movement 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

Members of the BOS(UG)

Chairman of the BOS(UG)

QUESTION PAPER PATTERN

Part A

Total Marks: 60

I Answer any TWO questions not exceeding four to five sentences 2x5 = 10

1.

2.

3.

4.

Part B

II Answer any TWO questions in ten to fifteen sentences 2x 10 = 20

7.

8.

9.

10

Part C

III Answer any TWO questions not exceeding three pages 2X15 = 30

12

13

14

15



BENGALURU CITY UNIVERSITY

CHOICE BASED CREDIT SYSTEM

**(Semester Scheme with Multiple Entry and Exit Options for
Under Graduate Course-as per NEP 2020)**

**Syllabus for Political Science
(III & IV Semesters)**

2022-23 onwards

Agenda: Revise and approve the B.A. Degree III & IV Semesters Political Science syllabus as per NEP 2020

The Board has approved the syllabus of political science with slight modifications to the syllabus framed by the state committee in Political Science. The Board summons the meeting on 27.09.2022 at 11.00 AM in the Senate Hall of the University. The Board has finalised and submit the syllabus in hard and soft copies to the Registrar, Bengaluru City University, Bengaluru.

Members Present

1. Dr.Anuradha Ramanna
2. Dr.Suresh Kumar M N
3. Mrs.Rekha D L
4. Mrs.Vanaja
5. Dr.Raju Naik N.
6. Dr.Radhamani
7. Dr.Sujatha H
8. Dr.Shivashankar Reddy A V
9. Mrs.Helen Nalini Paul

signatures



(Dr. Basavaraja G)

BOS (UG) Chairman

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5	Semester IV	28-49
6	General Pattern of Political Science Question Paper(NEP-2020)	50-54

**Sd/-
Chairperson, BOS**

Structure for Political Science Discipline

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

NOTE:

- The College/University can offer more than two Open Elective (OE) in a semester, provided there are minimum Ten (10) students opting for each of the OE paper.

- 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.

Political Science Model Curriculum (III & IV Semester)

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

Discipline Core: Political Science

Total Credits for the Program:

Starting year of implementation: 2021-22

Program Outcomes:

By the end of the program the students will be able to:

- Not only upgrade the learning of Political Science as a contemporary discipline but also to inculcate the Indian political ethos and the moral standards of functioning of political institutions in India. These in fact, brought laurels to our acumen in politics and Kautilya's Arthashastra stands as a proof of this.
- Understand voluminously about the dimensions of Indian Government, its Parliamentary Procedures, the concerns of Gender in Politics, Gandhian Philosophy and an understanding of the citizens duties and responsibilities in the 3rd semester. Understand the papers such as Ancient Indian Political Ideas and Institutions throws light on the wisdom of Indian Political Thought bringing along its side the Modern Political Analysis which is skill based paper.
- Understand the papers which are hybridised like Political Journalism and focused papers like Good Governance and Understanding Dr.B.R.Ambedkar which will bring to the fore facts and normative ways of running governments. Thus, these semesters represent both knowledge and skill components and making it contemporary in its content. Learning among the students will thus make it interesting and lively.

Assessment:**Weightage for assessments(in percentage)**

Type of Course	Formative Assessment /IA	Summative Assessment
Theory	40	(60+40) =100
Practical	-	-
Projects	-	-
Experiential Learning (Internships etc.)	-	-
AECC	20	(30+20)=50



Semester III

INDIAN GOVERNMENT AND POLITICS DSC-5

Course Title: INDIAN GOVERNMENT AND POLITICS	
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 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	<p>Chapter-1: Indian Politics: Approaches to study of State and politics in India (Liberal, Marxist and Gandhian).</p> <p>Chapter-2: Constituent Assembly-Composition and Major Debates regarding the structure of Indian State</p> <p>Chapter-3: Preamble and Salient Features of Indian Constitution.</p>	15Hours

Unit-II	<p>Chapter-4:The Union Executive: The President, Vice-President, Prime Minister and the Council of Ministers.</p> <p>Chapter-5: Parliament: Powers and Functions of Lok Sabha and Rajya Sabha, Amendment Process and Major Amendments 73rd, 74th, 86th, 101st).</p> <p>Chapter-6: Judiciary and Judicial Review, Appellate Authority Public Interest Litigation (PIL).</p>	15Hours
Unit- III	<p>Chapter-7:Nature of Indian Political System, Union-State Relations (Sarkaria Commissions and ARC Committees), Governor and President's Rule: Processes and politics.</p> <p>Chapter-8: Ideology of - National Political Parties, Regional Political Parties, Coalition Politics</p> <p>Chapter-9:Issues in Indian Democracy: Caste, Gender Religion, Communalism, Regionalism, Criminalization and Terrorism.</p>	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. 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, Lexis Nexis, India, 2021.
13. M.P. Singh & Rekha Saxena, Indian Politics: Contemporary issues and Concerns, Prentice Hall of India, Delhi, 2008.
14. M. V. Pylee, An Introduction to the Constitution of India, New Delhi, Vikas, 1998.
15. Nirja Gopal Jayal & Pratap Bhanu Mehta, The Oxford Companion to Politics in India, Oxford University Press, New Delhi, 2010.
16. Sunder Raman. Indian Government and Politics, Allied Publishers, New Delhi, 1988.
17. C.P. Bhambhari, The Indian State Since Independence: 70 Years, New Delhi, Shipra, 2017.

Pedagogy:

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

PARLIAMENTARY PROCEDURES IN INDIA

DSC-6

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

Learning Outcome:

At the end of the course the students shall-

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

Unit	Contents of Course-6	45 Hours
Unit-I	<p>Chapter-1: Election Commission: Powers and Functions Elections to the Legislatures: Parliament and State Legislatures.</p> <p>Chapter-2: Powers, Functions and Privileges of People's Representatives-Members of Parliament and State Legislature.</p> <p>Chapter-3: Legislative Procedures of the Parliament: Articles 107-122.</p>	

Unit-II	<p>Chapter-4: Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills.</p> <p>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.</p> <p>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).</p>	15Hours
Unit-III	<p>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.</p> <p>Chapter-8: Parliamentary Questions: Types, Starred and Unstarred Questions, Questions Addressed to Private Members and Short Notice Questions.</p> <p>Chapter-9: Parliamentary Privileges: Constitutional Provisions, Codification of Privileges, Privileges of Parliamentarians and Legislators, Breach of Privilege.</p>	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.

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.
6. CEAVGAA AAIa CEAAZPbA, EPAA A, MI, A'ApA PAIAAY A Dgi J - i National Book Trust, India, 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.

at:[http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthen
in g%20Parliamentary%20Committees.pdf](http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthen%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	<p>Chapter-1: Defining Gender, Significance of Gender Studies, Difference between Gender Studies and Women Studies, Feminist Perspectives (with reference to India).</p> <p>Chapter-2: Gender Imbalance in Political Representation and Electoral Process, Gender Discrimination in Indian Politics—including LGBTQ, Feminist Critique of Politics.</p> <p>Chapter-3: Governance and Gender Structures, Gender Budgeting and Gender Issues in Governance.</p>	15Hours

Unit-II	<p>Chapter-4: Gender and Empowerment Process: Education, Economic, Political and Socializing and sensitizing gender issues.</p> <p>Chapter-5: Gender Differentiation in Political Parties and Leadership, Challenging Gender Stereotype in Socio-Political sphere.</p> <p>Chapter-6: Capacity Building and Role of Women in Karnataka Politics, Women Representation in Local Governments.</p>	15Hours
Unit- III	<p>Chapter-7: Women and Poverty, Women and Health, Women and wealth creation, Violence against Women, Women and Armed Conflict.</p> <p>Chapter-8: Women and Literature, Women and the Media, Women and the Environment.</p> <p>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.</p>	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,NewDelhi,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,SocialStructureandEmpowermentStatusReportofWomeninIndia”,RawatPublication,2009.
12. Dr.TapanBiswal,“HumanRightsGenderandEnvironment”,VivaBooksPrivateLtd,NewDelhi,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	<p>Chapter-1: Background Influences: Historical: South Africa, Intellectual: Thoreau, Ruskin and Tolstoy.</p> <p>Chapter-2: Gandhian Experiments: Truth, Non-Violence, Satyagraha, Movements led by Gandhi- Champaran, Bardoli, Khilafat, Non-Cooperation, Salt Satyagraha.</p> <p>Chapter-3: Social Movements-Ahmedabad Mill Strike, Vaikom Satyagraha, Forest, Health and Naturopathy, Sustainable Development.</p>	15 Hours
Unit-II	<p>Chapter-4: Gandhi as a Leader: Gandhi as a model, Gandhian Methodology: Prayer, Consensus Building and Fasting.</p> <p>Chapter-5: Gandhian Views on Politics: Role of Ethics, Morality, Religion and Service.</p> <p>Chapter-6: Gandhi's critique on British Parliament, Gandhi on Nation and Nationalism.</p>	15Hours
Unit- III	<p>Chapter-7: Gandhi on Swadeshi and Swaraj, Critique on Modern Civilization, Modern Education and Machines.</p> <p>Chapter-8: Gandhi on Violence (Doctrine of the Sword) Gandhi and Sins, Gandhi's views on Women and Sustainable Development.</p> <p>Chapter-9: Gandhi as Political Strategist, Gandhi's Views on Hindu-Muslim Relation, Cow Protection, Untouchability and Caste Question.</p>	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 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.
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, CITIZENSHIP AND 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 inculcating responsible citizenship among the students.

Learning Outcome:

At the end of the course the students shall-

- Take part in social reconstruction as responsible individuals and will learn to develop own identities.
- Demonstrate pro-social 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	<p>Chapter-1: Concept of Citizen: Subject-Slave-Citizen: a Comparison, Aspirational Citizenship.</p> <p>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).</p> <p>Chapter-3: Citizens and Constitutional Provisions: Fundamental Rights and Duties, Socio-Economic and Cultural Rights.</p>	15Hours

Unit-II	<p>Chapter-4: Citizenship Issues in India: Laws for Immigrants, Laws for Migrants, Refugees and Asylum seekers, Process of acquiring Citizenship.</p> <p>Chapter-5: Dual Citizenship: Needs and Demands- Impact of Globalization, Advantages of Dual Citizenship.</p> <p>Chapter-6: IPC and Citizens Rights: First Information Report, Arrest, Detention, Bail Provisions, Sedition Act, Citizen and Civic Culture.</p>	15Hours
Unit- III	<p>Chapter-7: Citizen and Responsibility: Constitutional Provisions, Local Acts, Right to Privacy, Role of NGO's.</p> <p>Chapter-8: Citizen and Discrimination: Caste, Gender (LGBTQ), language, Race, Colour, Place of Origin.</p> <p>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.</p>	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, 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), Oxford University Press, New Delhi, 2012.
6. Nirag Gopal Jayal, 'Citizenship and its Discontents', Harvard University Press, 2013.
7. Ornit Shani, 'How India became a democratic citizenship and making of the Universal Franchise', Cambridge University Press, New Delhi, 2017.
8. Koenig Lion, 'Cultural Citizenship in India; Politics Power and Media', Oxford University Press, New Delhi, 2016.
9. Blog.mygov.in/we-the-people-we-the-citizen.
10. Subrata.K.Mitra, 'Citizenship as cultural flow, structure agency and flow', e-Book, 2013, springerlink.

Pedagogy:

The courses shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Resources (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	Contents of Course-DSC7	45Hours
Unit-I	<p>Chapter-1: Sources of Early Indian Thought: Sources and Limitations: Pre and Post-Colonial.</p> <p>Chapter-2: Perspectives: Orientalists, Nationalists, Marxian (Asiatic Mode of Production) and Gandhiji on Varna shrama Dharma, Dr. Radhakrishnan perspective.</p> <p>Chapter-3: Indian Culture: Colonial Narratives (William Jones, Macaulay) and Contemporary Discourses (Dharampal and Edward Said).</p>	15Hours
Unit-II	<p>Chapter-4: Socio-Political Ideas in the Early Indian Thought: Dharma, Rajadharma, Dandaniti, Nyaya, Varnadharma, and Ashramadharma.</p> <p>Chapter-5: Kingship: Origin Stories, Gopati to Bhupati, Nature and Structure.</p> <p>Chapter-6: Functions of Institutions: Sabha, Samiti, Vidhata, Paura-Janapada.</p>	15Hours
Unit- III	<p>Chapter-7: Ganasaghas: Nature, Structure, Functions Role of Stories in Indian Tradition and its Relevance</p> <p>Chapter-8: Ramayana (Valmiki): Ramarajya, Subaltern and Adhyatmic perspective and its Relevance</p> <p>Chapter-9: Mahabharata (Vyasa): Rajadharma in Shantiparva, Idea of war and Peace and its Relevance</p>	15Hours

Exercise:

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

Suggested Readings

1. Alterkar A.S, State and Government in Ancient India, Motilal Banarsidass, Chowk Banaras, 1949.
2. R.S.Sharma, Early Indian Social and Political Thought and Institutions (Aspects of the Political Ideas and Institutions in Ancient India), Motilal Banarsidass, Delhi, 1991.
3. Jayaswal K.P, Hindu Polity, Bangalore Printing and Publishing Co.LTD, Bangalore, 1943.
4. Goshal U.N, History of Hindu Political Theory, Oxford University Press, Calcutta, 1923.
5. Kangle R.P, Kautilya's Arthashastra, Motilal Banarsidass Publishers Pvt.Ltd, New Delhi, 1986.
6. Bhandarkar D.D, Some Aspects of Ancient Indian Culture, Madras, University of Madras, 1940.
7. Romila Thapar, From Lineage to State, Oxford University Press, United Kingdom, 1984.
8. R.S.Sharma, Shudras in Ancient India, Motilal Banarsidass, Delhi, 1957.
9. Sharma, R.S India's, Ancient Past, Oxford University Press, New Delhi, 2006.
10. Sharma, R. S, Rethinking India's Past, Oxford University Press, New Delhi, 2010.
11. Kraedar Lawrence, "Formation of the state", Prentice Hall, United States, 1968.
12. Kosambi D.D, "Introduction to the Study of Indian History", Popular Prakashan, Mumbai, 1956.
13. Said Edward, Orientalism, Pantheon Books, USA, 1978.
14. Misra Vibhuti Bhushan, From the Vedas to the Manusamhita, City/Country Brill Academic, United States, 1982.
15. Sircar D.C, Studies in the Religious life of Ancient and Medieval India, Motilal Banarsidass, Delhi, 1971.
16. Aiyangar K.R, Ancient Indian Polity, Oriental Books Agency, Poona, 1941.
17. Pargiter R, Ancient Indian Historical Tradition, Oxford University Press, London, 1922.
18. Levin G.M, Bongard, A Complex Study of Ancient India – Multidisciplinary Approach, American Oriental Society, USA, 1989.
19. Kumar S, "Role of State in Ancient India Economy", Ramanand Vidya Bhawan, Delhi, 1986.
20. Sircar D.C, Political and Administrative System of Ancient and Medieval India. Motilal Banarsidass, Delhi, 1975.
21. Maity S.K and Upendra Thakur, Indological Studies. Abhinav Publications, New Delhi, 1991.
22. Mukherjee Shobha, The Republican trends in Ancient India. Munshiram Manoharlal Publishers Private Limited, New Delhi, 1989.
23. Bandyopadhyaya N.C, Development of Hindu Polity and Political Theories, Munshiram Manoharlal Publishers, New Delhi, 1980.
24. Chattopadhyaya D. Lokayata, Peoples Publishing House, New Delhi, 1959.

25. Kosambi D.D, The Culture and Civilization of Ancient India and Historical Outline, Vikas Publishing House Pvt. Ltd, Noida, 1965.
26. Majumdar R.C, History and Culture of Indian People, Vol.I, Dacca University, Bangladesh, 1977.
27. Kulke, Hermen (Ed), State in India, 1000 to 17000, Oxford University Press, Delhi, 1995.
28. Kane P.V, History of Dharmashastras, Vol-1-5, Bhandarkar Institute Press, Poona, 1930.

Pedagogy:

The course shall be taught through the lecture, tutorial, interactive sessions, self-guided learning materials, Open Educational Resources (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
Assessment Test-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-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	<p>Chapte-1 Genesis and Emergence of Modern Political Analysis, Modern Political Analysis-Meaning, Nature, Scope and Goals</p> <p>Chapter-2 Political System-Types, similarities and differences, classification-Aristotle and Webber.</p> <p>Chapter-3 Approaches–Traditional-Philosophical, Historical Institutional, Modern-Behavioral, Systems, Game.</p>	15 Hours

Unit-II	<p>Chapter-4 Talcott Parson's General Systems theory-Pattern of Inter Relationship, Hierarchical order, Integration.</p> <p>Chapter-5 David Easton's Input-Output model of Political System, Features, Functions and Critical Evaluation.</p> <p>Chapter-6 Power-Meaning, significance, and measurement, difference between Power, Authority, Legitimacy and Influence, Harold Lass well's contribution.</p>	15Hours
Unit- III	<p>Chapter-7 Almondon Structural-Functional Analysis Karl Deutsch's Communication Theory.</p> <p>Chapter-8 Richard C Snyder's Decision Making Theory, Arthur F. Bentley and David Truman Group theory of Politics.</p> <p>Chapter-9 Political Development-Concept of Political Development- its variables, Development syndrome, Theory of Lucian Pye.</p>	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. 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 and Almond, "The Civic Culture Revisited", Little Brown, Boston, 1980.
11. Dahl, Robert A., Modern Political Analysis, Prentice Hall of India, New Delhi, 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

GOOD GOVERNANCE IN INDIA

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 E-Governance 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, Good Governance and Development, Abhijeet Publications, New Delhi, 2009,
2. C.PBharthwal Ed. Good Governance in India, Deep and Deep, New Delhi, 2003.
3. Dhameja Alka Ed, Contemporary Debates in Public Administration, Prentice Hall of India, New Delhi, 2003.
4. World Bank, Governance and Development, Washington, DC, 1992.
5. Niraja Gopal Jayal, Ed, Democratic Governance in India, Sage, New Delhi, 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 Elective OE-4.2

Course Title: UNDERSTANDING Dr. B.R.AMBEDKAR	
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 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	<p>Chapter:1- Dr. B .R. Ambedkar's Journey of Life and xperiences.</p> <p>Chapter:2-Dr.B.R.Ambedkar's perception on Hindu Social Order, Caste and Untouchability, Annihilation of Caste, His views on Manusmriti</p>	15Hours

	Chapter-3- Dr. B. R. Ambedkar's Initiatives: Mahad Satyagraha, Kalaram Temple Entry Movement.	
Unit-II	<p>Chapter: 4- Dr. B. R. Ambedkar and Round Table Conference: His Memorandum, Communal Award and Poona Pact.</p> <p>Chapter:5- Dr.B.R.Ambedkar's contribution as the Chairman of the Drafting Committee.</p> <p>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).</p>	15Hours
Unit- III	<p>Chapter:7-Dr.B.R.Ambedkar's Political Ideas: Democracy, Citizenship, Equality, Freedom and Justice.</p> <p>Chapter:8:Dr.B.R.Ambedkar's views: onIslam, Buddhism, onReligious Conversion, onAryan Invasion Theory.</p> <p>Chapter: 9- Dr.B.R.Ambedkar Views on Language Question, Education, Women Empowerment and Nationalism.</p>	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 to visit colonies of Scheduled Caste and Scheduled Tribes and discuss it in the group about the perception that they have carried.
- Debate on the need for social reform, inclusiveness, changing the cultural and religious outlook among the Indian citizens keeping the view inhuman practice like untouchability, exploitation. And further visit courts, police stations, etc, to understand conflict resolution mechanisms.

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. 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 Kohli, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
7. Atul Kohli, The Success of Indian Democracy, Cambridge University Press, 2001.
8. Savitaha Rao, India's Positive Citizen Building- A Great Nation One Action At A Time, Wings Publishing, Bangalore, 2020.
9. Nirag Gopal Jayal, 'Citizenship and its Discontents', Harvard University Press, 2013.
10. Koenig Lion, 'Cultural Citizenship in India: politics power and media', Oxford University Press, New Delhi, 2016.
11. Subrata K. Mitra, 'Citizenship as cultural flow; structure agency and flow', e-Book, Springerlink, 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 Writings 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. Thought 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.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Resources (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	<p>Chapter-1: Defining Political Journalism, Traditional and Modern views about State and Politics.</p> <p>Chapter-2: Understanding of Political Development: Caste, Gender, Religion, Linguistic and Party Perspectives.</p> <p>Chapter-3: Defining the Role of Mass Media-Print, Electronic and Web (Social Media).</p>	15Hours

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

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:20	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
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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, Introduction to the Constitution of India, Gurgaon; Lexis Nexis, (23rd edn.) 2018.
2. M.V.Pylee, India's Constitution, New Delhi; S.Chand Pub., (16th edn.) 2017.
3. J.N.Pandey, The Constitutional Law of India, Allahabad; Central Law Agency, (55th edn.) 2018.
4. Constitution of India (Full Text), India.gov.in., National Portal of India, https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf
5. KB Merunandan, Bharatada Samvidhana Ondu Parichaya, Bangalore, Meragu Publications, 2015.
6. ¥EÄJ Zi.JA.gÁd±ÄRgÄ' ÄgM, PÄÖgP ÄVÄgÁdQÄÄiÄ, OgÄt ¥BÄ±EÄ' ÄE, ÄEgÄ 2020.
7. K. Sharma, Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2002.
8. P.MBakshi, Constitution of India, Universal Law Publishing House, New Delhi, 1999.
9. D.C.Gupta, Indian Government and Politics, Vikas publishing House, New Delhi, 1975.
10. S.N.Jha, Indian Political System, : Historical Developments, Ganga Kaveri Publishing House, Varanasi, 2005.
11. Arora & Mukherji, Federalism in India, Origin and Developments, Vikas Publishing House, 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

General Pattern of Political Science Question Paper (NEP-2020)**I. Term End Examination for Discipline Specific Core (DSC) and Discipline Specific Elective (DSE) Papers**

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

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

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

Section A: Two Marks Questions

Section B: Short Answer Questions

Section C:LongAnswer Questions

Section A: Multiple Choice Questions

All Questions are Compulsory

(2x10=20)

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

Section B: Short Answer Questions (5x4=20)

Answer any Two questions. Answer the following questions in not more than 500 words

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

Section C: Long Answer Questions (2X10=20)

Answer any Two questions. Answer the following questions in not more than 800 words

- 17.
- 18
- 19.
- 20

II. Term End Examination for Open Elective Papers (OE)

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

Note: Duration of Examination for **Open Elective Papers (OE)** is **2hours**.

Question paper pattern for **Open Elective Papers** –

Section A: Two Marks Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

All Questions are Compulsory

(2x10=20)

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

Section B: Short Answer Questions (5x4=20)

Answer any Two questions. Answer the following questions in not more than 500 words

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

Section C: Long Answer Questions (2X10=20)

Answer any Two questions. Answer the following questions in not more than 800 words

- 17.
- 18
- 19.
- 20

III. Term End Examination for Constitution of Indian (IC)

Paper will be for maximum of 30 mark. The minimum mark to pass the examination is 40% (12marks).

Note: Duration of Examination for **Indian Constitution (IC)** is **1hour.**

Question paper pattern for **Indian Constitution**–

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 (2x5=10)

Answer any Two questions. Answer the following questions in not more than 3-5 sentences.

- 11.
- 12.
- 13.

Section C: Long Answer Questions (1x10=10)

Answer any One question. Answer the following question in not more than 500 words

- 14.
- 15.



BENGALURU CITY UNIVERSITY

CHOICE BASED CREDIT SYSTEM

**(Semester Scheme with Multiple Entry and Exit Options for
Under Graduate Course)**

**Syllabus for Political Science
(V & VI Semester)**

2023-24

BENGALURU CITY UNIVERSITY, BENGALURU

BOS (UG) PROCEEDINGS IN POLITICAL SCIENCE

The meeting of the Board of Studies in Political Science (UG) is held on 10-08-2023 at 11 AM. at the Administrative Block of Bengaluru City University, Bengaluru.

Members of the BOS in Political Science (UG)

- | | |
|--|----------|
| 1. Dr. Basavaraja G.
Professor and Chairman, Department of Studies and
Research in Political Science, Tumkur University, Tumakuru | Chairman |
| 2. Mrs. Rekha D L
Assistant Professor, Department of Political Science,
GFG College, Rajajinagar, Bengaluru- 10 | Member |
| 3. Mrs. Vanaja
Assistant Professor,
Department of Political Science, Government Arts College,
Dr. Ambedkar Veedi, Bangalore. | Member |
| 4. Dr. Raju Naik
Assistant Professor, Department of Political Science,
Government First Grade College,
Yalehanka, Bangalore-64 | Member |
| 5. Dr. Radhamani
Assistant Professor
Department of Political Science, Government Arts College,
Dr. Ambedkar Veedi, Bangalore-01 | Member |
| 6. Dr. Suresh Kumar M N
Assistant Professor, Department of Political Science,
Government First Grade College for woman,
Chamarajpet, Bangalore -26 | Member |
| 7. Dr. Sujatha H
Assistant Professor, Department of Political Science,
Government First Grade College,
Malleshwaram, Bangalore-03
Maharani Cluster University, Bangalore, 01 | Member |
| 8. Mrs. Helen Nalini Poul
Associate Professor, Department of Political Science,
Maharani Cluster University, Bengaluru-01 | Member |
| 9. Dr. Shivashankar Reddy A V
Assistant Professor, Department of Political Science, | Member |


Agenda: Preparation and approve the syllabus of B.A. Degree V & VI Semesters Political Science as per NEP 2020

The Board has prepared and approved the syllabus of political science with slight modifications to the syllabus framed by the state committee of Political Science. The Board summons the meeting on 10.08.2023 at 11.00 AM in the Senate Hall of the University. The Board has finalised and submit the above said syllabus in hard and soft copies to the Registrar, Bengaluru City University, Bengaluru.

Members Present

1. Mrs. Rekha D L
2. Mrs. Vanaja
3. Dr. Raju Naik
4. Dr. Radhamani
5. Dr. Suresh Kumar M N
6. Dr. Sujatha H
7. Mrs. Helen Nalini Poul
8. Dr. Shivashankar Reddy A V

signatures



10/08/2023
BOS (UG) Chairman

Bangalore City University Bangalore

V and VI Semester Model Syllabus for B A Political Science

Submitted to

The Registrar
BengaluruCityUniversity
Bengaluru,Karnataka-560009

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Sd/-

Subject Committee Chairperson

Structure for Political Science Discipline

Course Category	Core paper Code	Paper Title	Credit	No. of Teaching Hours/Week	Total Marks/Assessment
V Semester					
DSC	POLC9	International Relations-Basic Concepts	4	4	100(60+40)
	POLC10	Comparative Government and Politics	4	4	100(60+40)
	POLC11	Karnataka Government and Politics	4	4	100(60+40)
	SEC- 4	Employability Skills	2	2	
VI Semester					
DSC	POLC13	International Relations-Theoretical Aspects	4	4	100(60+40)
DSC	POLC15	Public Policy Analysis	4	4	100(60+40)
DSC	POLC16	Modern Indian Political Thinkers	4	4	100(60+40)
		Internship	2		

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs9-16)

Programe Outcome	POL C9	POL C10	POL C11	POL C13	POL C15	POL C16
Disciplinary knowledge	Y	Y	Y	Y	Y	Y
Professional skills	-	-	-	Y	Y	Y
Application of skills to chosen specialization	Y	Y	Y	Y	Y	Y
Experimental learning and critical thinking	Y	Y	-	Y	Y	Y
Application onto administration related problems	Y	Y	Y	Y	Y	Y
Knowledge of e-resources and social media	Y	Y	Y	Y	Y	-
Skills in scientific writing and effective presentation	Y	-	Y	Y	Y	-
Critical evaluation of theoretical approaches	Y	Y	Y	Y	Y	Y



Semester V

Course Title: International Relations-Basic Concepts	
Semester:V	Course Code:POLC9
Total Contact Hours:60	CourseCredits:4
No. of Teaching Hours/Week:4	Duration of ESA/Exam:2Hours
Formative Assessment Marks:40	Summative Assessment Marks:60+40=100

CourseObjectives:

This course aims at acquainting to the students the usefulness of studying International Relations as a discipline. It will help them to explain and express the consequences of good relations with the neighbouring nations and far of nations, the economic, cultural, industrial and technological benefits one can reap through meaningful relationships between nations. Functionally, it helps them to experience them earning of national power and sovereignty.

LearningOutcome:

At the end of the course the students shall-

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

Unit	Contents of Course-POLC9	60Hours
Unit-I	<p>Chapter-1:International Relations and International Politics-Meaning, Nature, Scope of International Relations.</p> <p>Chapter-2:Evolution of International Relations (Fromcity state to Modern Nation State System).</p> <p>Chapter-3:Development of International Relations as an academic discipline.</p>	15Hours
Unit-II	<p>Chapter-4:World War I and II: Causes and Consequences on world politics.</p> <p>Chapter-5: Cold War: Origin of Cold War, Causes and Effects of Cold War, End of Cold War</p> <p>Chapter-6: National Interest – Meaning, Elements, Kinds and Instruments for Promotion of National Interests.</p>	15Hours
Unit-III	<p>Chapter-7: National Power Meaning, Nature, Elements, and Evaluation of National Power.</p> <p>Chapter-8: Balance of Power – Meaning, Nature, Techniques of Maintaining the Balance of Power and Relevanceof Balance ofPower inModernAge.</p> <p>Chapter-9: National Security and Diplomacy(Old and New).</p>	15Hours
Unit-IV	<p>Chapter-10: Arms Race, Nuclear Disarmament and Deterrence.</p> <p>Chapter-11: Peaceful Settlement of Disputes, Conflict Resolution.</p> <p>Chapter-12:Worldorder–Unipolar, Bi-Polar and Multi-Polar.</p>	15Hours

Exercise:

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

Suggested Readings

1. Burchill Scottetal, Theories of International Relations 3rd edition, Basing stoke: 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: Retro spect 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:Wads worth 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:OrientLongman,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. Kennth Waltz, "The Theory of International Politics", Wavel and Press,2010.
11. Perkins, Palmer, "International Relations", C.B.S. Publishers and Distributors, (Reprinted 2001), New Delhi.

Pedagogy:

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

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

CourseTitle: Comparative Government and Politics (With special reference to UK, USA and China)	
Semester:V	Course Code:POLC10
Total Contact Hours:60	CourseCredits:4
No. of Teaching Hours/Week:4	Duration of ESA/Exam:2Hours
Formative Assessment Marks:40	Summative Assessment Marks:60+40=100

CourseObjectives:

In this paper the functioning of the governments (**UK, USA and China**) are to be compared and analyzed. It deals with the mixture of presidential, parliamentary and federal system of governments. The study aims to help students to understand and debate various matters pertaining to the working of these systems. This paper aims at equipping students with knowledge and critical understanding of different political systems and institutions in the world.

LearningOutcome:

At the end of the course the students shall–

- Grasp and understand the working of constitutional systems of these countries.
- Compare and evaluate the working of the governments concerned.
- Understand and explain different forms of executive and their functioning

Unit	Contents of Course-POLC10	60Hours
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, and Institutional) and Modern Approaches (System, Communication and Decision Making).</p> <p>Chapter-3: Types of Government and Politics: Parliamentary, Unitary, Presidential and Federal Government.</p>	15Hours
Unit-II	<p>Chapter-4:Method of representation: Direct, Indirect, Proportional.</p> <p>Chapter-5: Constitutionalism- Meaning, Principles (separation of powers, responsibility and accountability, popular sovereignty, Rule of Law, Judicial independence, Individual rights) Problems and Prospects of Constitutionalism.</p> <p>Chapter-6: Political Party and Pressure Groups: Definition and classification based on ideology (Republican-Democratic, Labour-Conservative, Communist, Pressure Group-Definition, role and Characteristics.</p>	15Hours
Unit-III	<p>Chapter-7:Political Process: Political Socialisation, Political Culture and Political Representation.</p> <p>Chapter-8:Legislature(USA and China).</p> <p>Chapter-9:Executive(USA and China).</p>	15Hours
Unit-IV	<p>Chapter-10: Judicial System (USA and China).</p> <p>Chapter-11:Party System((USA and UK).</p> <p>Chapter-12: Election Process(USA and UK).</p>	15Hours

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: W W. Norton & Company, Inc, 2009.

Pedagogy:

The courses 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

Course Title: Karnataka Government and Politics	
Semester:V	Course Code:POLC11
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

CourseObjectives:

The course will help to understand the political transformation Karnataka State from princely State of Mysore. It aims at understanding of the social bases and the major issues that confronted the evolution of Karnataka politics within the domain of national politics.

LearningOutcome:

At the end of the course the students shall-

- Understand the social and political conditions of Mysore under colonial rule.
- Develop perspective s on the important persons and organizations that were involved in the process of unification.
- Analyse the issues related to regionalism, polarisation, identity politics, water, language, and border issues.

Unit	Contents of Course-POLC11	60Hours
Unit-I	<p>Chapter-1:State Politics in India: Nature and Importance.</p> <p>Chapter-2: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>	15Hours
Unit-II	<p>Chapter-4: Unification Movement: Factors Responsible, Role of Vidyavardhaka Sangha and Kannada Sahitya Parishat.</p> <p>Chapter-5: Contributions: Alur Venkatarao: Karnatakatva, Deputy Channabasappa, Gudleppa Hallikere, Siddappa Kambli.</p> <p>Chapter-6: 1924 Belgaum Conference, Hardekar Manjappa: Concept of Swadeshi and Nationalism, Huilgol Narayan Rao.</p>	15Hours
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>	15Hours
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 Specialstatus.</p>	15Hours

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).Mysoregazetteer. 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, (InKannada). Dharvada:Manohara GranthaMala.
6. Muthanna,M.(1977).Karnataka-History, Administration and Culture. Mysore: Usha Press.
7. James Manor.(1978).Political Changeinan Indian State-Mysore. New Delhi: South Asia Books.
8. Prasad, G.K.,Jeevan Kumarand K.CSuri.(1995). The Angry voter. Madras: Shanti Publications.
9. Sandeep Shastri.(1995). Towards explaining the voters' Mandate: Ananalysis of the Karnataka Assembly Elections-1994.Michigan University press.
10. Bjorn Hettne.(1978). The Political Economy of indirect Rule,Mysore1881-1947.UK:Curzon Press.
11. Rajan,M.A.S.(1986).L and reforms in Karnataka. New Delhi: South Asia Books.
12. Nadkarni, M.V(1987).Farmers'Movements in India. Hyderabad: Allied Publishers.
13. AtulKohli.2006(1987).The State and Poverty in India. Cambridge: Cambridge University Press.
14. Marc Galanter.(1984). Competing inequalities:Law and Backward Classes in India. New Delhi: Oxford University Press.
15. Kuppuswamy.(1978).Backward Classes Movement in Karnataka, Bangalore: Bangalore University:
16. George Mathew (ed).(1984).Shift in Indian Politics, New Delhi:Concept Publishing Company.
17. Chandrashekar,S.(1985),Dimensions of Socio-Political Change in Mysore-1918To1940.New Delhi: Ashish Publishing House.
18. Krishana RaoM. & 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. ArunP.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(InKannada), “KarnatakaParampare”. Karnataka Press Academy.
23. Gopal Rao,H.S.(1996).“The History of Karnataka Unification”. Bangalore: Navakarnataka Publications.
24. Kumar, Jeevan and Subramanya, Susheela.(2000). “VisionKarnataka2025, 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”.(InKannada). Bangalore: IBH Prakashan.
 27. Bali,Arun.P.(2001).“Refashioning the New Economic order, Karnataka in transition”. New Delhi: Rawat Publishers.
 28. AlurVenkatarao.1941.Nanna Jeevanada Smruthigalu, Daravada: Kalasindhu Mudranalaya.
 29. Rani, Midatala. And Jayakumar.H.(1998). Karnataka Government and Politics. Mysore :Chethana Book House.

Pedagogy:

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

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

Note: SEC-4: Employability Skills ; the syllabus of this paper is awaited



Semester VI

Course Title: International Relations-Theoretical Aspects	
Semester:VI	Course Code:POLC13
Total Contact Hours:60	Course Credits:4
No. of Teaching Hours/Week:4	Duration of ESA/Exam:2Hours
Formative Assessment Marks:40	Summative Assessment Marks:60+40=100

CourseObjectives:

The objective is to give an outline of the conceptual approaches to the discipline of International Relations and illustrate the major theoretical orientations. It explains the prominent debates in International Relations and vividly shows how they can be operationalised.

Learning Outcome:

At the end of the course the students shall–

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

Unit	ContentsofCourse-POLC13	60Hours
Unit-I	Chapter-1: Meaning, Nature, Functions and importance of Theories in International Relations. Chapter-2: Classicalv/sScientific–Debate. Chapter-3: Realism and Neo-RealismTheories.	13Hours
Unit-II	Chapter-4: Liberal, Neo-Liberalism, Marxist theory and Neo-Marxist Theory. Chapter-5: Game Theory and Bargaining Theory Chapter-6: Systems Theory-Meaning, Nature and importance and World Systems Theory.	16Hours
Unit-III	Chapter-7: Communication Theory and Decision Making Theory. Chapter-8: Dependency theory and Self-Reliance theory. Chapter-9: Theory of Clash of Civilisations of Samuel PH untington.	16Hours
Unit-IV	Chapter-10: Power Cycle theory and Feminist Theory. Chapter-11: Theory building in International Relations, stages of theory building. Chapter-12: Future of International Relations Theory and Challenges.	15Hours

Exercise:

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

Suggested Readings

1. Cochran Molly, Normative Theory in International Relations: A Pragmatic Approach, Cambridge University Press, Cambridge, 2004.
2. Devetak, Richard, Post Modernism, Scott Burchill, Andrew Linklater, et al, eds. Theories of International Relations, Palgrave, Hampshire, 2005.
3. Hurd, Ian, Constructivism, Cristian, Christian Reus - Smit and Duncan Snidal, eds. Oxford Hand book 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 AK no pf, 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 Resources (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

Course Title: Public Policy Analysis	
Semester:VI	Course Code:POLC15
Total Contact Hours:60	Course Credits:4
No. of Teaching Hours/Week:4	Duration of ESA/Exam:2Hours
FormativeAssessmentMarks:40	Summative Assessment Marks:60+40=100

CourseObjectives:

The course is designed to help students to understand the need for policies and the methods of their formulation. It gives them an opportunity to analyse policies and their impact. It helps them to know the processes and research that goes in to policy making by which the students can prepare themselves to be tomorrow's policy makers.

LearningOutcome:

At the end of the course the students shall-

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

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

Exercise:

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

Suggested Readings

1. Rimli Basu, 'Public Administration: Concept and Theories', Sterling Publishers, 2004, N.Delhi.
2. Mohit Bhattacharya, 'New Horizons of Public Administration', Jawahar Publishers, 7th Revised Edition, 2018, N.Delhi.
3. NicholasHenry, 'PublicAdministration and Public Affairs', Pearson, 12thEdition, NewJersey.
4. Mohit Bhattacharya, 'Restructuring Public Administration: A New Look, Jawahar

Publishers, 2012 N. Delhi.

5. D.RavindraPrasad,Y.Pardhasaradhi,V.Prasad,P.Satyanarayan,‘AdministrativeThinkers’,SterlingPublishers,3rdEdition,2021,NewDelhi.
6. Bidyut Chakrabarty, Prakash Chand,‘Public Policy: Concept, Theory and Practice’, Sage Publication, 2016, New Delhi.
7. S.P Naidu, ‘Public Administration: Concept and Theories’, New Age International Publishers,1998.
8. Moran Mitchel and Robert Good in, The Oxford Hand book of Public Policy, Oxford University Press, New York,2006.

Pedagogy:

The courses hall be taught through the lecture, self-guided learning materials, assignments 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

Course Title: Modern Indian Political Thinkers	
Semester:VI	CourseCode:POLC16
Total Contact Hours:60	CourseCredits:4
No. of Teaching Hours/Week:4	Duration of ESA/Exam:2Hours
FormativeAssessmentMarks:40	SummativeAssessmentMarks:60+40=100

CourseObjectives:

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

Learning Outcome:

At the end of the course the students shall–

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

Unit	Contents of Course-POLC16	60Hours
Unit-I	Introduction to Modern Indian Political Thought Chapter-1: Early Social Reformers: Raja Ram Mohan Roy, Jyotiba Phule. Chapter-2: Spiritual Nationalism: Swami Vivekananda, Dayananda Saraswati. Chapter-3: Moderate Nationalists: Dadabai Naoroji and M.G. Ranade.	15Hours
Unit-II	Chapter-4 : Extremist Nationalists: Arabindo and Bal Gangadhar Tilak. Chapter-5: Emancipatory Phase: Sir Syed Ahamed Khan and M. Iqbal. Chapter-6: Views on Caste System and Social Justice: Dr.B.R.Ambedkar and Ramaswamy Naicker.	15Hours
Unit-III	Chapter-7: Shades of Nationalism I-Mahatma Gandhi Chapter-8: Shades of Nationalism II- Jawaharlal Nehru. Chapter-9: National Integration: Vallabhbhai Patel and Critique of nationalism: Rabindranath Tagore.	15Hours

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>	15Hours
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Exercise:

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

Suggested Readings

1. C.Bayly,(2010)‘Rammohan and the Advent of Constitutional Liberalism in India 1800-1830’, in Sh. Kapila (ed.), An intellectual History for India, New Delhi: Cambridge University Press,pp.18-34.
2. T. Pantham, (1986) ‘The Socio-Religious Thought of Rammohan Roy’, in Th. Panthomand K.Deutsch,(eds.)Political Thought in Modern India, New Delhi:Sage,pp.32-52.
3. A.V.RathnaReddy: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 searchfor identity, New Delhi, Sage Publications, 2000.
- Desai, A.R., Social Background of Indian Nationalism, Bombay, Popular Prakashan,1996.
11. Farquhar, J.N., Modern Religious Movements in India. Delhi, Munshiram Manoharlal,1967.
- Ganguly, S.M., Leftism in India: MN Roy and. Indian Politics 1920 1948, Calcutta, Minerva Publications,1984.
12. Ghose, Sankar, Modern Indian Political Thought, New Delhi, Allied Publishers.1984.
13. Gore,M.S.,The Social Context of an Ideology:Ambedkar's Political and Social thought, New Delhi, Sage Publications, 1993.

14. Graham,B.D.,Hindu Nationalism and Indian Politics, Cambridge, Cambridge University Press, 1993.
16. Griffiths, Percival, The British Impact on India, London, Macdonald, 1952.
15. Ingham, Kenneth, Reformers in India, Cambridge, Cambridge University Press, 1956.
16. Kapoor, S., Sri Aurobindo Ghosh and Bal Gangadhar Tilak, New Delhi, Deep and Deep Publications,1991.
17. Masselos, Jim, Indian Nationalism:An History, New Delhi, Sterling Publishers,1996.
18. Mehta,N.C., Lohia A Study,Delhi,Atma Ram and Sons,1975.
19. Mehta,V.R.,Foundations of Indian Political Thought, New Delhi, Manohar Publishers,1992.
20. Pantham,Thomas and Kenneth L.Deutsch(Eds.),Political Thought in Modern India, New Delhi, Sage Publications,1986.
21. Parekh,Bhiku,Gandhi's Political Philosophy: A Critical Examination, Hampshire, Macmillan Press,1989.
22. Prasad, Bimal, J.P. and Social Change,New Delhi, Radiant Publishers,1992.
23. Sathe, Shanta, LokamanyaTilak: His Social and Political Thoughts, Delhi, AjantaPublications,1994.
24. Seervaj,H.M.,Partition of India: Legend and Reality.Bombay, Emmenem Publications, 1989.
25. Selbourne,David(Ed.), In Theory and Practice: Essays on the Politics of JP., Delhi, Oxford University Press,1985.
26. Singh, Chandrakant, Socialism in India: Rise, growth and Prospect, New Delhi,D.K.Publishers,1986.
27. Terchek, Ronald J.,Gandhi: Struggling for Autonomy, New Delhi, Vistaar Publications,2000.
28. Trehan,J., Veer Savarkar:Thought and Action, New Delhi, Deep and Deep Publishers, 1991.
29. Verma,V.P.,The Political Philosophy of Sri Aurobindo, Bombay, Asia Publishing House, 1960.

Pedagogy:

The courses 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
AssessmentTest-1	10
Seminar/Presentation/GroupDiscussion	10
AssessmentTest-2	10
Assignment	10
Total	40

Course Title: Internship for Under-Graduate(UG)Programme	
Semester:VI	CourseCode:
TotalContactHours/days:	CourseCredits:2
No.ofHours/Week:NA	DurationofESA/Exam:
FormativeAssessmentMarks:50	SummativeAssessmentMarks:

Department of Political Science Internship Guidelines

1.Core Learning Outcomes

As a result of the internship experience students will be able to:

1. Apply appropriate workplace behaviors in a professional setting.
2. Demonstrate content knowledge appropriate to job assignment.
3. Exhibit evidence of increased content knowledge gained through practical experience.
4. Describe the nature and function of the organization in which the internship experience takes place.
5. Explain how the internship placement site fits into their broader career field.
6. Evaluate the internship experience in terms of their personal, educational and career needs.

2. Specific Learning Outcomes

Specific Learning Outcomes will be determined jointly with the student's Faculty Internship Advisor and Worksite Supervisor. Specific Learning Outcomes are linked individually to the Core Learning Outcomes and must describe the tasks that the student will perform and learn on the job. They must state specifically what the student will be able to do at the end of the work experience as a result of the internship placement.

Some outcomes will represent reinforcement activities. They will provide the opportunity to perform and to reinforce familiar skills in the student's new working environment. Others will represent activities which are unfamiliar and which will provide opportunities to acquire new sets of skills.

3. CourseDescription

Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. In addition to meeting Core Learning Outcomes, jointly developed Specific Learning Outcomes are selected and evaluated by the Faculty Internship Advisor, Worksite Supervisor, and the student. Internship placements are directly related to the student's program of study and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experience, and workplace competencies that employer's value when hiring new employees. Internships may also be used as an opportunity to explore career fields. Students must meet with the Internship & Apprenticeship Coordinator prior to registering.

The purpose of the Internship Program is to provide each student practical experience in a standard work environment. The Internship Coordinator and Faculty Internship Advisor will assist students in making the job a valuable and productive experience. Success in this job will help ensure development of skills necessary for a lasting and rewarding career in the future.

4. Eligibility requirements for Internship Education

As prescribed by the respective Universities / BoS

5. Course Requirements

1. Students must schedule an orientation with the Internship & Apprenticeship Coordinator and meet with his/her Faculty Internship Advisor/HoD to determine eligibility and discuss internship opportunities. For Paralegal and Human Services programs, students must meet with their Faculty Advisor prior to meeting with the Internship & Apprenticeship Coordinator.
2. Students must secure their own internship employer.
3. Students must complete all the admission formalities for Internship Education prior to the commencement of their internship experience.
4. The student, Worksite Supervisor, HoD/Principal, and the Internship & Apprenticeship Coordinator must sign the Memorandum of Understanding (MOU) between the employer, student and college. The signed MOU must be submitted to the Internship & Apprenticeship Coordinator in order to register for the class.
5. The internship shall be paid or unpaid.

6. Additional Requirements

1. Complete all assignments in the Internship Education Student Workbook.
2. Achieve the Core Learning Outcomes.
3. Meet the Specific Program Outcomes.
4. Students must remain at the internship worksite placement for the agreed upon period for which they are registered. If there are significant changes in the work schedule, in the job expectations, or the working conditions, students are required to contact their Faculty Internship Advisor.

7. Attendance Policy

1. Students are required to report to work on time and according to the requirements of the student's individualized work schedule.
2. Students are expected to conform to all attendance policies established by the employer and must notify the Worksite Supervisor and Faculty Internship Advisor in the event of absence from work.
3. When the employer is open for business on college holidays, the student is expected to report to work as scheduled.

8.All internships shall have the following requirements

1. Internships must be arranged one semester in advance. Given work requirement variation in internships, it may be necessary to earn academic credit in the semester following the work of the internship.
2. The Internship Coordinator / Faculty will assist students in choosing the area of Internship.
3. The workplace Internship &Apprenticeship Coordinator, in consultation with the faculty member, will provide amemo detailing work place expectations, including the work to be performed; dress code; and the time frame for the work must be received before the Faculty Advisor can agree to supervise the internship.
4. The supervising faculty member (Faculty Advisor) will maintain contact with the workplaceInternship &Apprenticeship Coordinator, throughout the internship to assess the satisfaction of the supervisor and to assure the quality of the internship experience for the student.
5. Workplace supervisors (Internship & Apprenticeship Coordinator) will be requested to complete evaluations of the student following the internship. These evaluations will not be used to calculate the grade of the student.
6. All interns will submit a weekly journal to the Faculty Advisor. The journal will detail thework the student has completed that week and will analyze the work in terms of its illumination of principles, concepts and/or methods learned in Political Science.
7. All interns will complete a research paper which examines the literature relevant to the organization and work conducted during the internship and analyzes the work of the internship in that context.

9. Evaluation:

As prescribed by the respective Universities /BoS

Websites to Check for Internships With the Govt. of India

1. Ministry of External Affairs (MEA)-<https://www.internship.mea.gov.in/>
2. NITI Aayog-<https://www.niti.gov.in/internship>
3. Reserve Bank of India (RBI) Internship-<https://opportunitycell.com/rbi-internship-reserve-bank-of-india-research-internship/>
4. Law and Justice Ministry Internship-<https://www.lawctopus.com/ministry-of-law-and-justice-internship/>
5. Finance Ministry Internship-
6. List of Indian Government Internships Program<https://pmjandhanyojana.co.in/indian-government-internship-programs/>
7. Department of Public Enterprises-<https://dpe.gov.in/schemes/scheme-internship>
8. Internship with Directorate General of Foreign Trade-
<http://dgft.gov.in/exim/2000/EmpCorner/internship.pdf>
9. Internship with Technology Information Forecasting and Assessment Council (TIFAC) -
http://www.tifac.org.in/index.php?option=com_content&view=article&id=9403:internship-opportunity-spring-summer-2017&catid=49:latest-news&Itemid=17
10. Internship with Ministry of HRD-<http://mhrd.gov.in/internship-scheme>

Other Departments include

1. Internship with Department of Telecom, BSNL, MTNL, TEC, CDOT, TRAI
2. The Woman Internship Programme of CARE India
3. Internships at PRS Legislative Research
4. Internship with Ministry of Women and Child Development
5. Internship with Serious Fraud Office
6. Digital India Internship Scheme
7. National Productivity Council Internship
8. Internship with Competition Commission of India
9. CCI Internship Program
10. Internship with National Museum, Ministry of Culture
11. Internship with National Human Rights Commission (NHRC)
12. Internship with Central Information Commission
13. Internship with Centre for Public Policy and Research

FORMAT OF INTERNSHIP COMPLETION CERTIFICATE
(To be give non Letter Head)

Date:

TO WHOMSO EVER IT MAY CONCERN

This is to certify that Mr/Ms_____a student of (name of the institution studying) has successfully completed his/her Internship with_____. During the period of Internship he/she worked under in the following areas.

- i.
- ii.

2. He/She has shown special flair for_____and his/her performance in preparation of the report has been rated as_____(1to10Points/Grade)

3. During the period his/her internship program he/she was punctual and hardworking.

4. I wish him/her very success in his /her career and life.

Signature

Annexure"B"

FORMAT FOR NOC TO BE OBTAINED FROM COLLEGE/INSTITUTION

(To be given on Letter Head)/To be signed by HOD/Principal

Date:

Sub:-No Objection Certificate for Internship Programme at_____.

It is certified that Mr/Ms is a bonafide student(Student ID no, Semester, name of the programme) of this(College/Institution).

The (College/Institution)has no objection for doing the Internship programme at _____For the period from-----to-----.It is also certified that he/she is not registered for any course requiring, his/her attendance in the class during the said period.

The conduct of the student as recorded by the(College/Institution)has been found good/satisfactory/unsatisfactory.

(SignatureandSeal)

General Pattern of Political Science Question Paper

L Term End Examination for Discipline Specific Core(DSC)Papers

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

Note: Duration of Examination for Discipline Specific Core(DSC)Papers is **3hours**.

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

SectionA: Multiple Choice Questions

SectionB: Short Answer Questions

SectionC: Long Answer Questions

Section A:Multiple Choice Questions All

Questions are Compulsory (10x1=10)1.

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

SectionB: Short Answer Questions (2x10=20)

Answer any Two questions. Answer the following questions in not more than 500 words

- 11.
- 12.
- 13.

SectionC: Long Answer Questions (2x15=30)

Answer any Two questions. Answer the following questions in not more than 800words

- 14.
- 15.
- 16.

II. Term End Examination for Discipline Specific Elective(DSE)Papers

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

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

Question paper pattern for **Discipline Specific Elective (DSE) 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 questions. Answer the following questions in not more than 500words

- 11.
- 12.
- 13.

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

Answer any Two questions. Answer the following questions in not more than 800 words

- 14.
- 15.
- 16.

B A in Political Science Internship for V Semester / VI Semester

Program Name	B A in Political Science Internship -	Semester	Fifth/Sixth
Course Title	Internship		
Course Code	Skill Enhancement Course	No. of Credits	2
Contact hours	Semester	Duration of SEA/Exam	Practical
Formative Assessment Marks	50	Summative Assessment Marks	NA

INTRODUCTION:

Internship [Organizational work] is an integral part of the curriculum. Its objective is to equip students with job skills and communication abilities, enabling them to bridge the gap between theoretical knowledge and practical application. The internship program incorporates various interventions that offer students exposure to real-life job experiences and expectations, empowering them with insights into the workings of different institutions.

The internship is strategically positioned during the 5th / 6th semester of the Bachelors of Arts in Political Science program. This timing provides students with a strong foundation in Political Science, enabling them to apply their knowledge in real-world settings. Additionally, the program caters to the critical need for teaching skills in administration, enhancing the academic qualifications of students. Overall, the internship program aims to prepare students for the job market, thereby bridging the gap between academia and the professional world.

OBJECTIVES:

The objectives of conducting program are:

- To boost students' employability by imparting soft skills that are essential in everyday life.
- To enable students, discover their professional strengths and weaknesses and align them with the changing Political and Administrative environment.
- To provide an opportunity for students to apply theoretical concepts and knowledge in real life situations at the work place.
- To prepare students to understand political organizational culture and familiarize them with the organization needs.
- To enable students to manage resources, meet deadlines, identify and undertake specific goal-oriented tasks.
- To sharpen domain knowledge and provide core competency skills.

Internship Requirements & General Guidelines:

A. Nature of internship project work:

1. Every Student is required to work in an organization (ZP, TP, GP, Urban Local Self Governments, (Municipalities, Nagarasabhas, Mahanagara palikas) Offices and other Public Administrative Institutions) for at least two months as part of Internship.
2. The student shall identify an internship work place.
3. Maximum five students of the same department from a College/University shall work for Internship in the same organization.
4. Internship work may be to carry out Professional work.
5. While, working from the organizational premises is encouraged, in certain cases, virtual internship shall be considered.

B. Duration of Internship:

1. The Internship works shall be for a period of TWO months [Sixty Days].
2. The internship commences from the first day of the fifth or sixth semester.
3. Student is expected to carry out his/her Internship works during the first FIVE days of the week, and shall report to the department on a weekly basis.
4. The duration of the work shall be specified by the organization at the beginning of the program and the number of hours spent shall be in line with the prevailing rules.

1C. Guide and Mentor:

1. An internal mentor shall be assigned by the University/College for the smooth conduct and supervision of the internship program.
2. The internal mentor shall provide guidance maximum 25 students in securing internship and to monitor the progress.

D. Protocol of the Internship work:

1. The head of the institution shall issue an internship work authorization letter during the 5th or 6th semester to the College or Organization where student is expected to join the internship work.
2. Student is expected to take up the preliminary work such as identifying the organization and engaging in securing in an offer from an organization
3. During the 5th or 6th semester, students who secured an offer must get consent offer signed by the principal/head to carry out internship.
4. Student must submit the joining report with the date of joining for internship to the department head through internal mentor.
5. In case of professional work, the student is expected to be regular in performing his/her duties/ tasks assigned to him/her by the organization.

E. Evaluation:

1. All the students should obtain a certificate of internship from the workplace. This certificate shall mention the name of the candidate, the organizations name and duration of work. A letter describing the work of the candidate is desirable. The certificate shall be submitted to the department head.
2. The performance of a candidate shall be assessed for maximum of 50 marks.
3. The assessment methods shall be decided by the Universities based on the existing conventions.
4. The assessment method shall consist of an internship report submitted by the students based on the work experience and a viva-voce/presentation.
5. Viva-voce/Presentation: There shall be a viva-voce examination will be conducted for by the department where each student is expected to give a presentation and submit necessary documents.

F. Marks allocation for Internship Work:

Statement of Marks Secured		
Item	Maximum Marks	Marks Obtained
Candidate Attendance for teaching/work		
Candidate Punctuality for teaching/work		
Course Work Preparation/ Work Commitment		
Students Feedback/Employer Feedback		
Behavioural Attitudes		
Overall Observation		
Total		
Marks Secured by student in Words:		

Viva-voce by Chairman and an Expert Drawn from Other University/College for 30 Marks

Sl. No	Aspects	Maximum Marks	Marks Obtained
1	Presentation Skills		
2	Communication Skills		
3	Subject Knowledge		
Total			

Note: Assessment needs to be done as per the regulation.