



St Aloysius College (Autonomous)

Mangaluru

Re-accredited by NAAC "A" Grade

Course structure and syllabus of

B.A.

POLITICAL SCIENCE

Under NEP Regulations, 2021

ಸಂತ ಅಲೋಷಿಯಸ್ ಕಾಲೇಜು (ಸ್ವಾಯತ್ತ)
ಮಂಗಳೂರು- 575 003
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MANGALURU – 575 003
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Re-accredited by NAAC with 'A' Grade with CGPA 3.62/4

Recognised by UGC as "College with Potential for Excellence"

Conferred "College with "STAR STATUS" by DBT, Government of India.

Centre for Research Capacity Building under UGC-STRIDE

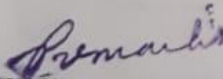
Date: 17-08-2022

NOTIFICATION

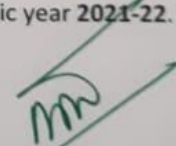
Sub: Syllabus of **B.A. POLITICAL SCIENCE** under NEP Regulations, 2021.
(As per Mangalore University guidelines)

- Ref: 1. Decision of the Academic Council meeting held on 18-12-2021 vide
Agenda No: 6.8(2021-22)
2. Decision of the Academic Council meeting held on 09-07-2022 vide
Agenda No: 14
3. Office Notification dated 21-02-2022
4. Office Notification dated 17-08-2022

Pursuant to the above, the Syllabus of **B.A. POLITICAL SCIENCE** under NEP Regulations, 2021
which was approved by the Academic Council at its meeting held on 18-12-2021 & 09-07-2022
is hereby notified for implementation with effect from the academic year **2021-22**.


PRINCIPAL




REGISTRAR

To:

1. The Chairman/Dean/HOD.
2. The Registrar Office
3. Librarian

PROGRAM OUTCOME AND PROGRAM SPECIFIC OUTCOME	
PO 1:	Demonstrate competency with the basic tools underlying the subject of Political Science (as a discipline of study and research)
PO 2:	Discern key concepts in politics, sharpen the understanding of political discourses and augment the ability to conduct scientific enquiry on political questions
PO 3:	Promote a healthy civic society, contribute to the society as responsible civic conscious members of the society and to be gender sensitive
PO4:	Analyse political and policy issues and build capacities to articulate policy options
PO5:	Demonstrate critical thinking, including the ability to form an argument about key concerns of political theory and issues of public policy and politics
PO6:	Understand the relations between nations of the world
PO7:	Promote participation in the global world for better living. PO8: Demonstrate the need for global leadership
PROGRAMME SPECIFIC OUTCOMES	
PSO 1:	Discuss the major theories and concepts of political science and its subfields
PSO 2:	Distinguish systematic normative inquiry from Behavioural kinds of inquiry within the discipline of political science
PSO 3:	Demonstrate the ability to apply abstract theory to concrete problems by using the ideas of political theorists to address contemporary political issues
PSO 4:	Assess the origin and evolution of conceptual framework of political theory and Political Institutions
PSO 5:	Demonstrate the inter-connection between Liberty, Equality, Justice and Democratic ethos
PSO 6:	Discuss the major theories and concepts of political science and its subfields
PSO 7:	Distinguish systematic normative inquiry from Behavioural kinds of inquiry within the discipline of political science
PSO 8:	Demonstrate the ability to apply abstract theory to concrete problems by using the ideas of political theorists to address contemporary political issues

B. A. POLITICAL SCIENCE STRUCTURE UNDER NEP

Course Code	Title of course	Category of course	Teaching hours per week	SEE	CIE	Total Marks	Credits
SEMESTER I							
G 103 DC1.1	Basic Concepts in Political Science	DSC -1	3	60	40	100	3
G 103 DC2.1	Political Theory	DSC -2	3	60	40	100	3
G 103 OE1.1	Human Rights	OEC-1	3	60	40	100	3
Total credit	-----	-----	-----	-----	-----	-----	9
SEMESTER II							
G 103 DC1.2	Western Political Thought	DSC-3	3	60	40	100	3
G 103 DC2.2	Indian National Movement and Constitutional Development	DSC-4	3	60	40	100	3
G 103 OE1.2	Indian Polity: Issues and Concerns	OEC-1	3	60	40	100	3
G 103 OE1.2.1	Legal Literacy in India	OEC-2	3	60	40	100	3
Total credit	-----	-----	-----	-----	-----	-----	9

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.)	-	-

Semester I

BASIC CONCEPTS IN POLITICAL SCIENCE

G 103 DC1.1

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:

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

Learning Outcome:

At the end of the course, the students will –

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

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

Unit	Contents of Course- 1	45 Hours
Unit-I	Chapter -1 Meaning of Politics; Nature, Scope and Importance of Political Science; Approaches to the study of Political Science (Philosophical, Behavioural and Marxian); Emergence of the idea of Political Domain. Chapter- 2 Meaning, Definitions and Elements of State; Difference between State and Government, State and Society, State and Association; Theories of State -Idealist, Liberal, Neo-Liberal,	15 Hours

	Marxist and Gandhian. Chapter -3 Civil Society- Meaning and Importance.	
Unit-II	Chapter - 4 Emergence, Meaning and Characteristics of Sovereignty Chapter-5 Kinds of Sovereignty; Theories of Sovereignty- Monistic, Pluralistic, Historical, Philosophical Chapter-6 Pluralistic Critique of Austin's Concept of Sovereignty; Challenges to the State Sovereignty in the Age of Globalization	15 Hours
Unit- III	Chapter-7 Liberty: Meaning and Kinds; Positive and Negative Liberty Chapter -8 Equality: Meaning and Kinds (Social, Economic and Political) Chapter-9 Power and Justice- Meaning and Kinds; Political Obligation- Meaning and Significance	15 Hours

Exercise:

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

Essential Readings:

1. Anup Chand Kapur, Principles of Political Science, Delhi; S Chand & Co Ltd, 2010
2. Amal Ray and Mohit Bhattacharya, Political Theory Ideas & Institutions, Kolkatta; The World Press Pvt. Ltd., 2013
3. M.J. Vinod and Meena Deshpande, Contemporary Political Theory, Delhi: PHI Learning, 2013
4. Ramaswamy, Sushila *Political Theory: Ideas & Concepts*, E-book Adobe digital Edition
5. Atlantic Research Division, Understanding Political Theory, New Delhi; Atlantic Pub., 2021

Suggested Readings:

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

POLITICAL THEORY
G 103 DC2.1

Course Title: POLITICAL THEORY	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 60+40=100

Course Objectives:

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

Learning Outcomes:

At the end of the course the students shall understand -

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

Pedagogy:

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

	Contents of Course- 2	45 Hours
Unit-I	<p>Chapter-1 Meaning, Nature and Importance of Theory and Political Theory; Traditional Approaches to Political Theory- Normative, Historical, Philosophical, Institutional</p> <p>Chapter-2 Modern Approaches-Behavioural, Post-Behavioural, David Easton's Political System and Marxian</p> <p>Chapter-3 Relevance of Political Theory; Decline and Resurgence of Political Theory</p>	15 Hours
Unit-II	<p>Chapter-4 Liberalism: J.S Mill</p> <p>Chapter-5 Neo- Liberalism: Friedrich Hayek John Rawls</p>	15 Hours

	Chapter-6 Libertarianism: Robert Nozick	
Unit- III	Chapter-7 Communitarianism and Multiculturalism-Meaning and Indian perspectives; Post Colonialism, and its Limitations Chapter-8 Proponents of Secularism: Nehru, Gandhi, Rajeev Bhargava, Akeel Bilgrami, Partha Chatterjee. Critics of Secularism: Ashish Nandy, T.N. Madan, S.N. Balagangadhara Chapter- 9 Modernism, Post - Modernism	15 Hours

Exercise:

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

Essential Readings:

1. M.J. Vinod and Meena Deshpande, Contemporary Political Theory, Delhi: PHI Learning, 2013
2. Michael Dusche, Identity politics in India and Europe, New Delhi; Sage, 2010
3. Andrew Heywood, Political Theory An Introduction, Palgrave Macmillan, 2015 Rajeev Bhargava and Ashok Acharya, eds., Political Theory An Introduction, New Delhi: Pearson Longman, 2008
4. John S. Dryzek, et al., Oxford Handbook of Political Theory, Oxford; OUP, 2006
5. 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.
6. Rajeev Bhargava, ed. Secularism and Its Critics, Oxford University Press, New Delhi, 1998
7. Edward Said, Orientalism, Pantheon Books, New York, 1978.
8. Nehru, Jawaharlal. 1946. The Discovery of India. Jawaharlal Nehru Memorial Fund, Oxford University Press, New Delhi, 1988.
9. ರಾಜಾರಾಮ ಹೆಗಡೆ ಮತ್ತು ಸದಾನಂದ ಜಿ.ಎಸ್. (ಸಂ) "ಪೂರ್ವಾವಲೋಕನ", ವಸಂತ ಪ್ರ ಕಾಶನ, ಬೆಂಗಳೂರು, 2016

Suggested Readings:

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

18. Rochana Bajpai, "The conceptual vocabularies of secularism and minority rights in India", Journal of Political Ideologies, 2002.
19. Rajendra Chenni "Deshivaada" Bengaluru: Abhinava, 2017.
20. ರಾಜಾರಾಮ ಹೆಗಡೆ ಮತ್ತು ಸದಾನಂದಜಿ.ಎಸ್. (ಸಂ) "ಪೂರ್ವಾವಲೋಕನ", ವಸಂತಪು ಕಾಲನ, ಬೆಂಗಳೂರು, 2016

HUMAN RIGHTS (Open Elective)

G 103 OE1.1

Course Title: HUMAN RIGHTS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 ½ Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course objectives:

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

Learning Outcomes:

At the end of the course, the students will-

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

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

	Contents of Course- OE	45 Hours
Unit-I	1.1 Meaning, nature, scope and classification of Human Rights 1.2 The Human Rights of First generation (Civil and Political Rights), Second generation (Economic, Social and Cultural Rights), Third generation (Collective Rights) and Fourth generation (Subjective Rights) 1.3 Universal Declaration of Human Rights	15 Hours
Unit-II	2.1 Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties in India 2.2 National Human Rights Commission (NHRC) – Composition and functions 2.3 Karnataka State Human Rights Commission (KSHRC) – Composition and functions	15 Hours
Unit- III	3.1 National Commission and Committees for SCs/STs; National Commission for Minorities; National Commission for Women. 3.2 Major issues and Concerns of Human Rights – Discrimination and violence against women, children, Dalits and Minorities, Trafficking, Child Labour and Bonded Labour 3.3 Challenges to Human Rights	15 Hours

Exercise:

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

Essential Readings:

1. Aftab Alam, ed., Human Rights in India: Issues and Challenges, Delhi; Raj Publications, 2012.
2. S.M. Begum, ed., Human Rights in India: Issues and Perspectives, New Delhi: APH, 2000.

3. Andrew Clapham, Human Rights A Very Short Introduction, Oxford; OUP, 2015.
4. Upendra Baxi (ed.), The Right to be Human, Lancer International, Crawford, New Delhi, 1987.
5. Darren J. O'Byrne, Human Rights An Introduction, New York; Routledge, 2013.

Suggested Readings:

1. James (ed.), The Rights of People, Oxford, New York, 1988.
2. Craston, M. What are Human Rights, Bodely Head, London, 1973.
3. Rhonda L. Callaway & Julie Harrelson-Stephens, "International Human Rights", Viva books, New Delhi, 2010.
4. Janusz Symonides, Human Rights Concept and Standards, Rawat, New Delhi, 2019.
5. Asish Kumar Das and Prasant Kumar Mohanty, Human Rights in India, New Delhi; Sarup & Sons, 2007.
6. "Protect Human Rights", <http://www.un.org/en/sections/what-we-do/protect-humanrights/index.htm>
7. K.S. Pavithran, Human Rights in India: Discourses and Contestations, New Delhi; Gyan Pub., 2018.
8. Sunil Deshta and Kiran Deshta, Fundamental Human Rights, Deep and Deep, New Delhi, 2011.
9. Jack Donnelly and Rhoda Howard (ed.), International Handbook of Human Rights, Westport, Connecticut: Greenwood Press, 1987.
10. Jack Donnelly, Universal Human Rights in Theory and Practice, New Delhi, Manas, 2005.
11. Tapan Biswal, Human Rights Gender and Environment, Viva Books, New Delhi 2006.
12. Satya.P. Kanan, Human Rights Evolution and Development, Wisdom Press, New Delhi 2012.
13. Gerwith, Human Rights: Essays on Justification and Application, University of Chicago Press, Chicago, 1982.
14. Khan, Mumtaz Ali, Human Rights and the Dalits, Uppal Publishing House, New Delhi, 1995.
15. V.T. Patil, Human Rights Developments in South Asia, Authors Press Publishers, Delhi 2003.
16. S.K. Gupta, State-wise Comprehensive Information on Human Right Violation, ALP Books, Delhi. 2009
17. B.C. Acharya, A Handbook of Women's Human Rights, Wisdom Press, New Delhi, 2011.
18. South Asia Human Rights Documentation Centre, Introducing Human Rights, Oxford, New Delhi, 2006.
19. Lillich, R. International Human Rights: Law Policy and Practice, Boston: Little Brown and Co., 1991
20. CdÄðfi zÉÃi, EAçgÁ CdÄðfi zÉÃi, ÀÄÝÁÛ zÁ, ÌÄÝÁzÀPÀgÀÄ, CÉÄÄÁzÀPÀgÀÄ PÉ. JZi. ²æÃæÁ, Ì, ÀiÁÉÀÀ ÀÀPÀÄÏUÀ¼ÄÄ: MAzÄÄ DPÀgÀ UÀæAxÀ, ÉÁâµÀÉÀ-ÿ §ÄPÿ læ, jÖ, EArAiÄiÁ.
21. qÁ. PÀÄÄÄ-ÁQë vÀqÀ, ÄzÀ, ÀiÁÉÀÀ ÀÀPÀÄÏUÀ¼ÄÄ ZÁjwæPÀ zÀ±ÀðÉÀ °ÁUÀÆ ¼zÁPvÀUÀ¼ÄÄ, Ýæ, ÁgÁAUÀ, PÀÉÁðIPÀ «±Àé«zÁâ@AiÄÄ, zsÁgÀÁqÀ 2015.

WESTERN POLITICAL THOUGHT

G 103 DC1.2

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: 30	Summative Assessment Marks: 60+40=100

Course Objective:

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

Learning Outcomes:

At the end of the course the students will -

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

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

Unit	Contents of Course-3	45 Hours
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Unit-I	<p>Chapter -1 Salient Features of the Greek Political Thought; Plato: Theory of Justice, Philosopher King; Aristotle: State and Its Classification, Citizenship</p> <p>Chapter -2 Salient Features of Medieval - Political Thought</p> <p>Chapter -3 St. Thomas Aquinas: Church v/s State, St. Augustine: Theory of Two Swords, Machiavelli: On Politics and State Craft</p>	15 Hours
Unit-II	<p>Chapter -1 Hobbes: Social contract and State Sovereignty; Locke: Social Contract and Theory of Government, Tolerance; Rousseau: Social Contract and General Will</p> <p>Chapter -2 Bentham: Theory of Utilitarianism</p> <p>Chapter -3 J.S. Mill: Views on Liberty and representative government</p>	15 Hours
Unit- III	<p>Chapter -1 Hegel –Dialectical Materialism; Karl Marx- Capitalism and Communism</p> <p>Chapter -2 Jurgen Habermas- Communicative action, Public Sphere, Theory of truth and knowledge</p> <p>Chapter -3 Hannah Arendt- Theory of Action, Modernity, Conception of Citizenship</p>	15 Hours

Exercise:

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

Essential Readings:

1. G.H. Sabine. A History of Political Theory, 4th edn., New Delhi: Oxford and IBH, 2019.
2. William Ebenstein, Great Political Thinkers Plato to the Present, New Delhi: Oxford, 1970
3. Subrato Mukherjee and Susheela Ramaswamy, History of Political Thought: Plato to Marx, PHI Publishers, New Delhi, 2014
4. Sukhbir Singh, History of Political Thought, Vol 1 & 2, Meerut; Rastogi Pub., 2006
5. Boucher, D., and Kely, P., ed., Political Thinkers From Socrates to the Present, Oxford: Oxford University Press, 2009
6. Coleman J., A History of Political Thought, Oxford: Blackwell, 2000
7. <https://plato.stanford.edu>

Suggested Readings:

1. A Hacker, Political Theory: Philosophy, Ideology, Science New York, Macmillan, 1961.
2. 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: Notes on 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 Rousseau to 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, 2 Vols. New York, John 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. Hacker, Political Theory: Philosophy, Ideology Science. New York: Macmillan, 1961.
14. D. Boucher and 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: Plato to Marx', PHI Publishers, New Delhi, 2011.
17. Skoble and T. Machan, 'Political Philosophy: Essential Selections', New Delhi, Pearson Education, 2007.

INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT

G 103 DC2.2

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: 30	Summative Assessment Marks: 60+40=100

Course Objective:

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

Learning Outcomes:

At the end of the course, the students will -

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

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

Unit	Contents of Course-4	45 Hours
Unit-I	Chapter-1 Indian National Movement: Features, The Liberal, The Extremist and Revolutionary Phase Chapter-2 The Gandhian Phase: Non-Cooperation movement Chapter-3 Civil Disobedience Movement and the Quit India movement.	15 Hours
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	15 Hours

	<p>Chapter-5 Simon Commission, Round Table Conferences; Government of India Act of 1935- Main provisions, Provincial Autonomy and federal system</p> <p>Chapter-6 Cabinet Mission Plan; Indian Independence Act of 1947- Main provisions</p>	
Unit- III	<p>Constituent Assembly Debates on -</p> <p>Chapter-7 Citizenship State Structure</p> <p>Chapter-8 Minority Rights, Uniform Civil Code (UCC) v/s Personal Law</p> <p>Chapter-9 Language and Union of States</p> <p>(The above three should be discussed in the context of Constituent Assembly Debates)</p>	15 Hours

Exercise:

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

Essential Reading

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

Suggested Reading:

1. https://www.constitutionofindia.net/constitution_assembly_debates
2. Parliament of India, Lok Sabha Digital Library, Constituent Assembly Draft making debates, <https://eparlib.nic.in/handle/123456789/760448>
3. Romila Thapar, India Another Millennium, New Delhi; Penguin, 2000
4. Rajiv Bhargava, Politics and Ethics of the Indian Constitution, New Delhi; OUP, 2015
5. Durga Das Basu, Introduction to the Constitution of India, Nagpur; LexisNexis, 2015
6. R. Thapar, 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P.R. DeSouza, (ed.) Contemporary India: Transitions. New Delhi: Sage Publications, 2000.
7. A. Jalal and S. Bose, Modern South Asia: History, Culture, and Political Economy. New Delhi: Oxford

University Press, 1997.

8. A.D. Smith, Nationalism. Cambridge: Polity Press, 2001.
9. M.P. Jain, Outlines of Indian Legal and Constitutional History, Nagpur; LexisNexis, 2014
10. S. Islam, 'The Origins of Indian Nationalism', in Religious Dimensions of Indian Nationalism. New Delhi: Media House, 2004.
11. P. Chatterjee, 'A Brief History of Subaltern Studies', in Partha Chatterjee, Empire & Nation: Essential Writings (1985-2005). New Delhi: Permanent Black, 2010. 21
12. Mani, B.R. Debrahmanising History, Dominance and Resistance in Indian Society. New Delhi: Manohar, 2005

INDIAN POLITY: ISSUES AND CONCERNS

G 103 OE 1.2

Course Title: INDIAN POLITY: ISSUES AND CONCERNS	
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:

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

Learning Outcome:

At the end of the course, the students will –

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

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

Unit	Contents of Course-OE-2	45 Hours
Unit-I	Chapter-1 National Integration and Social Harmony - Meaning and Need; Suggesting for securing National Integration Chapter-2 Society and Politics in India: Caste and its social impact; Problems in understanding caste system as a social system; Role of caste and its impact on Indian Polity.	15 Hours

	Chapter-3 Language- Role and Constitutional Provisions, Issues	
Unit-II	Chapter-4 Religion and Local Traditions - Role and Constitutional Provisions Chapter-5 Development and Inclusiveness: Issues and Concerns Chapter-6 Regionalism – Forms and Reasons for its growth.	15 Hours
Unit- III	Chapter-7 Corruptions- Causes and Measures Chapter-8 Terrorism- Types, Causes and Measures Chapter-9 Celebrating Diversity – Consensus and Challenges	15 Hours

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 a point on 2011 Anti- Corruption movement in India

Essential Readings:

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

Suggested Readings

1. M. Galanter, 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India's Living Constitution: Ideas, Practices, Controversies, New Delhi: Permanent Black, 2002.
2. Marc Gallanter, Competing Equalities, Law and Backward classes in India, New Delhi: OUP, 1984
3. Atul Kohli, and Prema Singh, ed., Routledge Handbook of Indian Politics, London: Routledge, 2013
4. Paul Brass R., Routledge Handbook of South Asian Politics, India, Pakistan, Bangladesh, Sri Lanka and Nepal, New York: Routledge, 2010.

5. Dipankar Gupta, *Political Sociology in India Contemporary trends*, New Delhi: Orient Longman, 1996.
6. T.K Oommen, *Nation, Civil Society and Social Movements, Essays in Political Sociology*, New Delhi: Sage, 2004
7. S. Khilnani, *The Idea of India*, London: Hamish Hamilton, 1997.
8. Shashi Tharoor, *The Battle of Belonging: On Nationalism, Patriotism, And What it Means to be Indian*, New Delhi; Aleph Book Company, 2020.
9. Shefali Roy, *Society and Politics in India Understanding Political Sociology*, Delhi: PHI Learning, 2014
10. Marilyn B Brewer, "The Psychology of Prejudice: Ingroup Love or Outgroup Hate?" *Journal of Social Issues* 55 (3): 429-44, 1999.
11. Ashutosh Varshney, *Ethnic Conflict and Civic Life: Hindus and Muslims in India*, Delhi: Oxford University Press, 2002
12. Ashutosh Varshney, *Battles Half Won India's improbable democracy*, New Delhi; Penguin, 2013
13. Bikhu Parekh, *A New Politics of Identity Political principles for an Interdependent World*, New York: Palgrave Macmillan, 2008
14. C. Jaffrelot, 'The Politics of the OBCs', in *Seminar*, Issue 2005.
15. P. Karat, *Language and Nationality Politics in India*, Bombay: Orient Longman, 1973.
16. Atul Kohli, *Democracy and Development in India: From Socialism to Pro-Business*, New Delhi: Oxford University Press, 2009
17. Madan, T.N., *Modern Myths, Locked Minds: Secularism and Fundamentalism in India*, New Delhi: OUP, 1997.
18. Rajani Kothari, *Politics in India*, New Delhi: Orient Longman, 1970.
19. Sudipta Kaviraj, ed., *Politics in India*, New Delhi, OUP, 1997.
20. M.P. Singh, & R. Saxena, *Indian Politics: Contemporary Issues and Concerns*, New Delhi: PHI Learning, 2008.
21. M.P. Singh, and Himanshu Roy,, *Indian Political System: Structure, Policies, Development*, New Delhi: Gananda Prakashan, 1998.
22. A. Vanaik, & R. Bhargava, (eds.) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan, 2010.
23. Dunkin Jalaki, ed., "Bharatadalli Jativyavste ideye?", *Anandakanda Granthamale*, Malladahalli Publication, 2012.
24. P. Datta, *Major issues in the Development Debate: Lessons in Empowerment from India*, New Delhi: Kaniska, 1998.

LEGAL LITERACY IN INDIA

G 103 OE1.2.1

Course Title: LEGAL LITERACY IN INDIA

Course Title: LEGAL LITERACY IN INDIA	
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 Objectives:

1. Provide essential knowledge on general principles of law, get acquainted with the nature and sources of law, relation of law with human and institutional agencies responsible to ensure just, equitable and secure environment for the protection of human rights, liberty and balancing the interests of the individuals and society at large.
2. Locate criminal justice system, civil procedure code, various family laws, laws relating contract and property

Learning Outcomes:

At the end of the course, the students will –

1. Recall the structure, components and functioning of the various institutions of the Indian legal system, and develop an understanding on the role of law in their day to day life.
2. Demonstrate the knowledge on criminal justice system, civil procedure code, various family laws, laws relating to contract and property in India.
3. Analyse various mechanisms in India relating to access to legal aid and justice, RTI, PIL and about the formal and alternate dispute redressal (ADR) mechanisms

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

Unit	Contents of Course-OE-2	45 Hours
Unit-I	Chapter I Introduction to Legal System in India	15 Hours

	<p>Chapter 2- What is Law?</p> <p>Chapter 3- Law and Civil Society: Need for the promotion of Legal Literacy in India, The significance of legal institutions in our lives, culture, and political system</p>	
Unit-II	<p>Chapter-4 Laws relating to Criminal Jurisdiction: provision relating to filing of FIR, arrest, bail search, and some understanding on the questions of evidence and procedure in Cr. P.C. and related laws.</p> <p>Chapter 5 Laws relating to Civil Jurisdiction: Institution of Civil Suit-Injunction-Plaint and Written Statement. Personal Laws-Capacity to marry- Nullity of Marriages- Restitution of Conjugal Rights- Judicial Separation- Divorce- Adoption-Succession, Maintenance</p> <p>Chapter 6 Laws relating to women and children- Protection of Children from Sexual Offence Act, 2012, Sexual Harassment at Workplace (prevention, prohibition & redressal) Act 2013, Juvenile Justice (Care & Protection of Children) Act, 2000 and Amendment Act 2006.</p>	15 Hours
Unit- III	<p>Chapter-7 Understanding the functioning of the legal system-Alternative Dispute Resolution mechanisms - Legal Aid- Lok Adalat- Right to access to information (RTI)</p> <p>Chapter-8 What to do if you are arrested; if you are a victim of sexual harassment; domestic violence; child abuse, caste, ethnic and religious discrimination; filing a RTI and Public Interest Litigation.</p> <p>Chapter-9 Landmark Judgements of the Supreme Court of India: Indian Young Lawyers' Association Vs. Union of India (Lifting ban on entry of women (aged 10-50) inside Sabarimala Temple), Shayara Bano Vs. Union Of India and Others (Triple Talaq), National Legal Services Authority Vs. Union of India (transgender as 'third gender') –Common Cause (A Regd. Society Vs. Union of India—recognizing passive euthanasia)</p>	15 Hours

Exercise:

- ✓ How do you file RTI
- ✓ List out various legislations bringing well-being of women.
- ✓ Draw the main points of RTS Act.

Essential Readings:

1. Agnes, F. (1997). Law and Gender Equality. Delhi : OUP.
2. Bajpai, A. (2003). Child Rights in India : Law, Policy, and Practice. New Delhi: Oxford University Press.
3. Cardozo, B. N. (2005). The Nature of Judicial Process. Dover Publications.
4. Madhubhushi, S. (2011). Alternative Dispute Resolution: Negotiation and Mediation. LexisNexis.
5. Mahendra P. Singh and V.N. Shukla. (2008). Constitution of India. Eastern Book Co.

6. Majumdar, P. (2016). Law of Bails, Bonds and Arrest. Orient Publication.
7. Minattu, J. (2006). Indian Legal System. ILI Publication.
8. P.C. Rao and William Sheffiled. (2002). Alternate Dispute Resolution: What it is and How it Works. Delhi: Universal Law Books and Publishers.
9. Puliani, S. (2017). The Juvenile Justice (Care & Protection of Children)Act. Bangalore: Karanataka Law Journal Publications.
10. Singh, K. S. (2007). Towards Legal Literacy: An introduction to Law in India. Delhi: OUP.
11. Wadhera, B. (2009). Public Interest Litigation: A Handbook. Delhi: Universal law publishing Ltd.
12. Williams, G. (2012). Text Book of Criminal Law. New Delhi: Universal Law Publishing Co.
13. <http://pgportal.gov.in>

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 Blackswan, 2010.
5. Dunkin Jalaki "Bharatadalli Jativyavste ideye?", Malladahalli Publication, Malladahalli.

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