



# **St Aloysius College (Autonomous) Mangaluru**

**Re-accredited by NAAC “A++” Grade**

## **Course structure and syllabus of B.A.**

## **POLITICAL SCIENCE**

**Under NEP Regulations, 2020  
(2021-2023 Batch)**



Re-accredited by NAAC with 'A++' Grade with CGPA 3.67/4 (Cycle 4)  
Recognised as Centre for Research Capacity Building under UGC-STRIDE Scheme  
Recognised under DBT - BUILDER Scheme, Government of India  
College with "STAR STATUS" Conferred by DBT, Government of India  
Recognised by UGC as "College with Potential for Excellence"

Date: 21-12-2022

## NOTIFICATION

Sub: Syllabus of **B.A. POLITICAL SCIENCE** under NEP Regulations, 2020.  
(As per Mangalore University guidelines)

- Ref: 1. Decision of the Academic Council meeting held on 18-12-2021 vide  
Agenda No: 6  
2. Decision of the Academic Council meeting held on 09-07-2022 vide  
Agenda No: 14  
3. Decision of the Academic Council meeting held on 25-02-2023 vide  
Agenda No. 12  
4. Decision of the Academic Council meeting held on 02-09-2024 vide  
Agenda No. 3  
5. Office Notification dated 21-02-2022  
6. Office Notification dated 17-08-2022  
7. Office Notification dated 30-03-2023  
8. Office Notification dated 26-09-2023

Pursuant to the above, the Syllabus of **B.A. POLITICAL SCIENCE** under NEP Regulations, 2020 which was approved by the Academic Council at its meeting held on 18-12-2021, 09-07-2021, 25-02-2023 & 02-09-2023 is hereby notified for implementation with effect from the academic year **2021-22**.

*Bumath*

PRINCIPAL



*mm*

REGISTRAR

To:

1. The Chairman/Dean/HOD
2. The Registrar Office ✓
3. Library

<b>PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES</b>	
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 a 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:	Demonstrate the need for participation in the global world for better living.
PO8:	Promote global leadership.
<b>PROGRAMME SPECIFIC OUTCOMES</b>	
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:	Promote civic responsibilities for better political participation.

## B. A. POLITICAL SCIENCE STRUCTURE UNDER NEP

Course Code	Title of course	Category of course	Teaching hours per week	SEE	CIE	Total Marks	Credits
<b>SEMESTER I</b>							
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/ G 103 OE2.1	Indian Polity: Issues and Concerns/ Elements of Indian Democracy	OEC-1	3	60	40	100	3
Total credit	-----	-----	-----	-----	-----	-----	9
<b>SEMESTER II</b>							
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/ G 103 OE2.2	Legal Literacy in India/ Indian Polity: Issues and Concerns	OEC-2	3	60	40	100	3
Total credit	-----	-----	-----	-----	-----	-----	9
<b>SEMESTER III</b>							
G 103 DC1.3	Indian Government and Politics	DSC-5	3	60	40	100	3
G 103 DC2.3	Parliamentary Procedures in India	DSC-6	3	60	40	100	3
G 103 OE1.3	Understanding Gandhi	OEC-3	3	60	40	100	3
Total credit	-----	-----	-----	-----	-----	-----	9
<b>SEMESTER IV</b>							
G 103 DC1.4	Ancient Indian Political Ideas and Institutions	DSC-7	3	60	40	100	3
G 103 DC2.4	Modern Political Analysis	DSC-8	3	60	40	100	3
G 103 OE1.4	Political Journalism	OEC-4	3	60	40	100	3
Total credit	-----	-----	-----	-----	-----	-----	9
<b>SEMESTER V</b>							
G 103 DC1.5	International Relations	DSC-9	4	60	40	100	3
G 103 DC2.5	Comparative Government and Politics	DSC-10	4	60	40	100	3
G 103 DC3.5	Karnataka Government and Politics	DSC-11	4	60	40	100	3
<b>SEMESTER VI</b>							
G 103 DC1.6	International Relations – Theoretical Aspects	DSC-12	4	60	40	100	3
G 103 DC2.6	Political Economy of India	DSC-13	4	60	40	100	3
G 103 DC3.6	Modern Indian Political Thinkers	DSC-14	4	60	40	100	3

## **I - SEMESTER**

<b>Course Title: BASIC CONCEPTS IN POLITICAL SCIENCE</b> <b>Course Code: G 103 DC1.1</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

### **Course Objective:**

CO1. To introduce students to the concepts, categories, theories, and constructs of Political Science

CO 2. To inculcate among students the values and essentials of responsible and active citizenship.

CO 3. To enable students to comprehend the values and principles underlying political order and to reflect constructively on the issues of governance.

CO 4. To enable students to understand the interface between politics and society, and the complexities in making 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 - linkages with society, and the priorities and concerns essential for 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
<b>Unit-I</b>	<p><b>Chapter -1</b> 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.</p> <p><b>Chapter- 2</b> Meaning, Definitions and Elements of State; Difference between State and Government, State and Society, State and Association; Theories of State -Idealist, Liberal, Neo-Liberal, Marxist and Gandhian.</p> <p><b>Chapter -3</b> Civil Society- Meaning and Importance.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter - 4</b> Meaning and Characteristics of Sovereignty.</p> <p><b>Chapter-5</b> Kinds of Sovereignty; Theories of Sovereignty- Monistic, Pluralistic, Historical, Philosophical.</p> <p><b>Chapter-6</b> Pluralistic Critique of Austin's Concept of Sovereignty; Challenges to the Sovereignty of the state in the Age of Globalization</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7</b> Liberty: Meaning and Kinds; Positive and Negative Liberty.</p> <p><b>Chapter -8</b> Equality: Meaning and Kinds (Social, Economic and Political).</p> <p><b>Chapter-9</b> Power and Justice- Meaning and Kinds; Political Obligation- Meaning and Significance.</p>	<b>15 Hours</b>

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

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

<b>Course Title: POLITICAL THEORY</b> <b>Course Code: G 103 DC2.1</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>30</b>	Summative Assessment Marks: <b>60+40=100</b>

### Course Objectives:

- CO1. To introduce the students to the concepts and constructs of political theory.  
CO2. To enable students to evolve a comparative perspective on ideas and ideologies.  
CO3. To help students understand the politico-normative issues with conceptual clarity and to apply it in practice.  
CO4. To equip students to handle complex and abstract arguments of 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.

	<b>Contents of Course- 2</b>	<b>45 Hours</b>
<b>Unit-I</b>	<b>Chapter-1</b> Meaning, Nature and Importance of Theory and Political Theory; Traditional Approaches to Political Theory- Normative, Historical, Philosophical and Institutional. <b>Chapter-2</b> Modern Approaches-Behavioural, Post-Behavioural, David Easton's Political System and Marxian Approach. <b>Chapter-3</b> Relevance of Political Theory; Decline and Resurgence of Political Theory.	<b>15 Hours</b>



<b>Unit-II</b>	<b>Chapter-4</b> Liberalism: J.S Mill. <b>Chapter-5</b> Neo- Liberalism: Friedrich Hayek. John Rawls <b>Chapter-6</b> Libertarianism: Robert Nozick	<b>15 Hours</b>
<b>Unit- III</b>	<b>Chapter-7</b> Communitarianism and Multiculturalism-Meaning and Indian perspectives; Post Colonialism, and its Limitations. <b>Chapter-8</b> Proponents of Secularism: Nehru, Gandhi, Rajeev Bhargava, Akeel Bilgrami, Partha Chatterjee. Critics of Secularism: Ashish Nandy, T.N. Madan, S.N. Balagangadhara. <b>Chapter- 9</b> Modernism, Post – Modernism.	<b>15 Hours</b>

**Exercise:**

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

**Essential Readings:**

1. M.J. Vinod and Meena Deshpande, (2013) Contemporary Political Theory, Delhi: PHI Learning.
2. Michael Duche, (2010) Identity politics in India and Europe, New Delhi; Sage.
3. Andrew Heywood, Political Theory An Introduction, Palgrave Macmillan, 2015  
Rajeev Bhargava and Ashok Acharya, eds., (2008) Political Theory An Introduction, New Delhi: Pearson Longman.
4. John S. Dryzek, et al., (2006) Oxford Handbook of Political Theory, Oxford; OUP.
5. Balagangadhara, S.N., and Jakob De Roover, (2007) “The Secular State and “Religious Conflict: Liberal neutrality and the Indian Case of Pluralism”. The Journal of Political Philosophy 15, no. 1: 67-92.
6. Rajeev Bhargava (1998), ed. Secularism and Its Critics, Oxford University Press, New Delhi,
7. Edward Said, (1978) Orientalism, Pantheon Books, New York.
8. Nehru, Jawaharlal. (1998) The Discovery of India. Jawaharlal Nehru Memorial Fund, Oxford University Press, New Delhi.
9. ರಾಜಾರಾಮ ಹೆಗಡೆ ಮತ್ತು ಸದಾನಂದ ಜಿ.ಎಸ್. (2016) (ಸಂ) "ಪೂರ್ವಾವಲೋಕನ", ವಸಂತ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.

**Suggested Readings:**

1. Sushila Ramaswamy, (2015) Political Theory Ideas and Concepts, Delhi; PHI Learning.
2. Ashcroft. B, (1995) The Post-Colonial Studies Reader, Rout ledge London.
3. Bhikhu Parekh, (2000) Rethinking Multiculturalism: Cultural Diversity and Political Theory, London: Macmillan.
4. N. Manu Chakravarthy, (2009) ed., Selected writings by K.V. Subbanna, Along with

Interviews and Tributes, Shimoga: AksharaPrakashana.

5. Ahmed. V, (1992) Theory: Classes, Nations Literatures, Verso, London.
6. G.N. Devy, (1995) After Amnesia Tradition and Change in Indian Literary criticism, Hyderabad; Orient Longman.
7. Christopher Butler, (2002) Postmodernism: A Very Short Introduction, OUP Oxford.
8. H. Arendt., (1963) On Revolution, Viking, New York.
9. V. Bryson, (1992) Feminist political Theory, Macmillan, London.
10. Norris Christopher, (1993) The Truth about Postmodernism, Wiley- Blackwell, New Jersey.
11. W. Connolly, (1991) Identity/Difference: Democratic Negotiations, Cornell University Press, NY.
12. Edward Said, (1978) Orientalism, Pantheon Books, New York.
13. Elshtain. J. B, (1981) Public Man, Private Man: women in Social and Political Thought, Princeton University Press, Princeton NJ.
14. Fanon. F., (1967) Black skin, White Masks, translated by C. L. Markham, Grove Press, New York.
15. Jean Francis Lyotard. (1979) The Postmodern Condition- A report on Knowledge. Parris: Minuit.
16. Veena Das, Dipankar Gupta and Patricia. (1999) eds., Tradition, Pluralism and Identity, New Delhi, UBEROI.
17. Jawaharlal Nehru, (1988) The Discovery of India, Jawaharlal Nehru Memorial Fund, Oxford University Press, New Delhi.
18. Rochana Bajpai, (2002) "The conceptual vocabularies of secularism and minority rights in India", Journal of Political Ideologies.
19. Rajendra Chenni (2017) "Deshivaada" Bengaluru: Abhinava.
20. ರಾಜಾರಾಮ ಹೆಗಡೆ ಮತ್ತು ಸದಾನಂದಜಿ.ಎಸ್. (2016) (ಸಂ) "ಪೂರ್ವಾವಲೋಕನ", ವಸಂತಪು ಕಾಶನ, ಬೆಂಗಳೂರು.

<b>Course Title: INDIAN POLITY: ISSUES AND CONCERNS</b> <b>Course Code: G 103 OE1.1</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

### Course Objective:

CO1. To enable students to grasp the complex relationship/ linkages between politics and society.

CO2. To comprehend the dynamics and forces at work in shaping the political process.

CO3. To enable students to recognize the nature and trends in Indian politics.

CO4. 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
<b>Unit-I</b>	<b>Chapter-1</b> National Integration and Social Harmony - Meaning and Need; Suggesting for securing National Integration <b>Chapter-2</b> 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. <b>Chapter-3</b> Language- Role and Constitutional Provisions,Issues	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b> Religion and Local Traditions - Role and Constitutional Provisions <b>Chapter-5</b> Development and Inclusiveness: Issues and Concerns	<b>15 Hours</b>

	<b>Chapter-6</b> Regionalism – Forms and Reasons for its growth.	
<b>Unit- III</b>	<b>Chapter-7</b> Corruptions- Causes and Measures <b>Chapter-8</b> Terrorism- Types, Causes and Measures <b>Chapter-9</b> Celebrating Diversity – Consensus and Challenges	<b>15 Hours</b>

### **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, ( 2001)ed., The Success of India's Democracy, Cambridge: CUP.
2. Atul Kohli, (1991) Democracy and Discontent: India's growing crisis of governability, Cambridge: CUP.
3. Nirja Gopal Jayal and Pratap Bhanu Mehta, (2012) The Oxford Companion to Politics in India, New Delhi; OUP.
4. T.V. Sathyamurthy, (1996) Social Change and Political Discourse in India: Structures of Power, Movements of Resistance, Vol. 4, Oxford: OUP.
5. Myron Weiner, (1989) The Indian Paradox: Essays in Indian Politics, New Delhi: Sage.
6. Partha.Chatterjee, (1998)(ed.) State and Politics in India, New Delhi: OUP.
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.) (2002). India's Living Constitution: Ideas, Practices, Controversies, New Delhi: Permanent Black.
2. Marc Gallanter, Competing Equalities, Law and Backward classes in India, New Delhi: OUP, 1984
3. (2013) Atul Kohli, and Prema Singh, ed., Routledge Handbook of Indian Politics, London: Routledge.
4. Paul Brass R., (2010) Routledge Handbook of South Asian Politics, India, Pakistan, Bangladesh, Sri Lanka and Nepal, New York: Routledge.
5. Dipankar Gupta, (1996) Political Sociology in India Contemporary trends, New Delhi: Orient Longman.
6. T.K Oommen, (2004) Nation, Civil Society and Social Movements, Essays in Political Sociology, New Delhi: Sage.
7. S. Khilnani, (1997) The Idea of India, London: Hamish Hamilton.

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

<b>Course Title: ELEMENTS OF INDIAN DEMOCRACY</b> <b>Course Code: G 103 OE2.1</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
FormativeAssessmentMarks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

### Course Objective:

This course is designed to develop a sound understanding of Indian Democracy and its working. It will allow the students to comprehend the nuances of Democracy including its institutions.

### Learning Outcomes:

After completing this course students will be able to-

- Understand the ideals of Indian Democracy and its working.
- The functioning of Legislature, Executive and Judiciary.
- Make a distinction between Centre, State and Decentralised Institutions.

Unit	Contents of Course-OE-1	45 Hours
<b>Unit-I</b>	<b>Chapter-1</b> Democracy: Meaning, Nature and History <b>Chapter-2</b> Principles and Types of Democracy <b>Chapter-3</b> Concept of Decentralization and its types- Decentralization, De-concentration, Delegation, Devolution and Democratic Centralism	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4 Procedural and Substantive Democracy:</b> Elections, Representation, and Party System in India. <b>Chapter- 5 Deliberative Democracy:</b> Decision Making, Law making through debates <b>Chapter-6 Institutional Structure:</b> Legislature, Executive and Judiciary.	<b>15 Hours</b>
<b>Unit-III</b>	<b>Chapter-7 Federalism:</b> Cooperative and Competitive Federalism. <b>Chapter-8 Quasi- Federalism:</b> Nature and Significance <b>Chapter-9 Decentralized Institutions:</b> Panchayati Raj and Municipalities.	<b>15 Hours</b>

### Exercise:

- Group Discussion on the topic Democracy and its types.
- A survey can be conducted on voting behaviour.
- Students can visit/watch the live sessions of legislature to have the practical/passive

experience.

- Students can conduct a brain storming session on necessity of Federal structure in multicultural society.

### **Suggested Readings:**

1. Arblaster, A. (1994). Democracy. (2nd ed.), Buckingham: Open University Press.
2. Kohli, A. (Ed.). (2001). The Success of India's Democracy. Cambridge University Press.
3. Srinivasan, J. (2008). Democracy. In Bhargava, R., & Acharya, A. (Eds.), Political Theory: An Introduction. New Delhi: Pearson Longman.
4. Godbole, M. (2008). The Judiciary and Governance in India. Delhi: Rupa Publication, India
5. Yogendra Yadav, (2020). Making Sense of Indian Democracy: Theory as Practice, Permanent Black, India.
6. Arvind Sivaramakrishnan and Sudarsan Padmanabhan, (2020), Indian Democracy: Contradictions and Reconciliations, SAGE, India.
7. Hanson and Douglas, (1972). India's Democracy. New York City: W.W Norton & Co Inc.
8. Almond, G.A. and Verba, S. (1963). "The Civic Culture: political Attitudes and Democracy in Five Nations". Princeton NJ: Princeton University Press.
9. Maurich Cowling. (1990). Mill & Liberalism. New York: Cambridge University Press
10. Dahl, R. A. (1991). Democracy and its Critics. New Delhi: Orient Longman.
11. Arblaster, A. (1994). Democracy. (2nd edition). Buckingham: Open University Press
12. Kohli, A. (Ed.). (2001). The Success of India's Democracy. Cambridge University Press.

### **Pedagogy:**

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

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

## II -SEMESTER

<b>Course Title: WESTERN POLITICALTHOUGHT</b> <b>Course Code: G 103 DC1.2</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>30</b>	Summative Assessment Marks: <b>60+40=100</b>

### Course Objective:

CO 1 To familiarise students with western foundations of political thought and critically engage with the rational and/or material universe of the west.

CO 2 To identify and evaluate the changes and continuity in western political thought

CO 3 To expose students to the divergent perspectives on politics, state and its arrangements within the western political tradition

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

#### Exercise:

- ✓ Compare Greek State with the Roman state and list up the differences
- ✓ 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? Have a group discussion.

#### Essential Readings:

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

### **Suggested Readings:**

1. A Hacker, (1961) *Political Theory: Philosophy, Ideology, Science* New York, Macmillan.
2. G.H. Sabine. (1937) *A History of Political Theory*. New Delhi: Oxford and IBH.
3. C.L. Wayper. (1977) *Political Thought*. Bombay: B.I. Publications.
4. Ernest Barker, (1970) *Greek Political Theory: Plato and his Predecessors*. London: Methuen & Co.
5. M. Butterfield, (1956) *The State Craft of Machiavelli*, New York: The Macmillan Company.
6. O.P. Bakshi; (1975) *Politics and Prejudice: Notes on Aristotle's Political Theory*. Delhi: The Delhi University Press.
7. M.A. Shepard, "Sovereignty at the Crossroads: A Study of Bodin", *Political Science Quarterly* XLV, pp.580-603.
8. L. Colleti. (1969) *From Rousseau to Lenin*. New Delhi: Oxford University Press.
9. G.H. Sabine. (1937). *A History of Political Theory*. New Delhi: J.L. Thorson, Oxford and IBH.
10. C.E. Vanghan. (1962) *The Political Writings of Jean Jacques Rousseau*, 2 Vols. New York, John Wiley.
11. C.L. Wayper, (1977) *Political Thought*. Bombay: B.I. Publication.
12. H. Warrender. (1957) *The Political Philosophy of Hobbes: His Theory of Obligation*, Oxford: Clarendon Press.
13. Hacker, (1961) *Political Theory: Philosophy, Ideology Science*. New York: Macmillan.
14. D. Boucher and P. Kelly, (2009) (eds) 'Political Thinkers: From Socrates to the Present', Oxford, Oxford University Press.
15. J. Coleman, (2000) 'A History of Political Thought: From Ancient Greece to Early Christianity', Oxford, Blackwell Publishers.
16. Mukherjee, Subrato and Susheela Ramaswamy, (2011) 'History of political Thought: Plato to Marx', PHI Publishers, New Delhi.
17. Skoble and T. Machan, (2007) 'Political Philosophy: Essential Selections', New Delhi, Pearson Education.

<b>Course Title: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT</b>	
<b>Course Code: G 103 DC2.2</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>30</b>	Summative Assessment Marks: 60+40= <b>100</b>

### **Course Objective:**

CO 1 To endow students with a historical perspective on the rise and growth of nationalism and the making of the Indian Constitution.

CO 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.

CO 3 To enable students to understand the milestones, contestations and settings that shaped the Indian political system.

CO 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
<b>Unit-I</b>	<b>Chapter-1</b> Indian National Movement: Features, The Liberal, The Extremist and Revolutionary Phase <b>Chapter-2</b> The Gandhian Phase: Non-Cooperation movement <b>Chapter-3</b> Civil Disobedience Movement and the Quit India movement.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b> Morley-Minto Reform Act of 1909, Montague Chelmsford Act of 1919: Main provisions and Dyarchy, The Nehru Report and Jinnah's 14-point Formula <b>Chapter-5</b> Simon Commission, Round Table Conferences; Government of India Act of 1935- Main provisions, Provincial Autonomy and federal system <b>Chapter-6</b> Cabinet Mission Plan; Indian Independence Act of 1947- Main provisions	<b>15 Hours</b>
<b>Unit- III</b>	<b>Constituent Assembly Debates on -</b> <b>Chapter-7</b> Citizenship and State Structure <b>Chapter-8</b> Minority Rights, Uniform Civil Code (UCC) v/s Personal Law <b>Chapter-9</b> Language and Union of States <b>(The above three should be discussed in the context of Constituent Assembly Debates)</b>	<b>15 Hours</b>

#### 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 a table stating some democratic roles of a citizen, Explore yourself how democratic you are.
- ✓ Identify the good qualities of a citizen

#### Essential Reading

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

6. S. Sarkar, (1983) *Modern India (1885-1947)*. New Delhi: Macmillan.
7. S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman.

**Suggested Reading:**

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

<b>Course Title: LEGAL LITERACY IN INDIA</b> <b>Course Code: G 103 OE1.2</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

### 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
<b>Unit-I</b>	<b>Chapter I</b> Introduction to Legal System in India <b>Chapter 2-</b> What is Law? <b>Chapter 3-</b> 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	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b> 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.	<b>15 Hours</b>

	<p><b>Chapter 5</b> 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><b>Chapter 6</b> Laws relating to women and children- Protection of Children from Sexual Offence Act, 2012, Sexual Harassment at Workplace (prevention, prohibition &amp; redressal) Act 2013, Juvenile Justice (Care &amp; Protection of Children) Act, 2000 and Amendment Act 2006.</p>	
<b>Unit- III</b>	<p><b>Chapter-7</b> Understanding the functioning of the legal system- Alternative Dispute Resolution mechanisms - Legal Aid- Lok Adalat- Right to access to information (RTI)</p> <p><b>Chapter-8</b> 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><b>Chapter-9</b> 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 Talaaq), 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>	<b>15 Hours</b>

#### 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.



<b>Course Title: INDIAN POLITY: ISSUES AND CONCERNS</b> <b>Course Code: G 103 OE1.1</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

### 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
<b>Unit-I</b>	<b>Chapter-1</b> National Integration and Social Harmony - Meaning and Need; Suggesting for securing National Integration <b>Chapter-2</b> 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. <b>Chapter-3</b> Language- Role and Constitutional Provisions,Issues	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b> Religion and Local Traditions - Role and Constitutional Provisions <b>Chapter-5</b> Development and Inclusiveness: Issues and Concerns <b>Chapter-6</b> Regionalism – Forms and Reasons for its growth.	<b>15 Hours</b>

<b>Unit- III</b>	<b>Chapter-7</b> Corruptions- Causes and Measures <b>Chapter-8</b> Terrorism- Types, Causes and Measures <b>Chapter-9</b> Celebrating Diversity – Consensus and Challenges	<b>15 Hours</b>
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### **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., (2001) The Success of India's Democracy, Cambridge: CU.
2. Atul Kohli, (1991) Democracy and Discontent: India's growing crisis of governability, Cambridge: CUP.
3. Nirja Gopal Jayal and Pratap Bhanu Mehta, (2012) The Oxford Companion to Politics in India, New Delhi; OUP.
4. T.V. Sathyamurthy, (1996) Social Change and Political Discourse in India: Structures of Power, Movements of Resistance, Vol. 4, Oxford: OUP.
5. Myron Weiner, (1998) The Indian Paradox: Essays in Indian Politics, New Delhi: Sage..
6. Partha Chatterjee, (ed.) State and Politics in India, New Delhi: OUP.
7. James Manor, (2017) Politics and State-society Relations in India, London: Hurst.
8. M.P. Singh, & R. Saxena, (2008) Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning.

### **Suggested Readings**

1. M. Galanter, 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) (2002) India's Living Constitution: Ideas, Practices, Controversies, New Delhi: Permanent Black.
2. Marc Gallanter, Competing Equalities, Law and Backward classes in India, New Delhi: OUP, 1984
3. Atul Kohli, and Prema Singh, ed., (2013) Routledge Handbook of Indian Politics, London: Routledge.
4. Paul Brass R., Routledge (2010) Handbook of South Asian Politics, India, Pakistan, Bangladesh, Sri Lanka and Nepal, New York: Routledge.
5. Dipankar Gupta, (1996) Political Sociology in India Contemporary trends, New Delhi: Orient Longman.
6. T.K. Oommen, Nation, (2004) Civil Society and Social Movements, Essays in Political Sociology, New Delhi: Sage.
7. S. Khilnani, (1997) The Idea of India, London: Hamish Hamilton,.
8. Shashi Tharoor, 2020. The Battle of Belonging: On Nationalism, Patriotism, And What it

Means to be Indian, New Delhi; Aleph Book Company.

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

### III -SEMESTER

<b>Course Title: INDIAN GOVERNMENT AND POLITICS</b>	
<b>Course Code: G 103 DC1.3</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

#### Course Objective:

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

#### Learning Outcome:

At the end of the course the students shall –

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

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

Unit	Contents of Course-5	45 Hours
Unit-I	<b>The Framework</b> <b>Chapter-1:</b> Indian Politics: Approaches to study of State and politics in India (Liberal, Marxist and Gandhian). <b>Chapter-2:</b> Constituent Assembly- Composition and Major Debates regarding the Structure of Indian State.	15 Hours

	<b>Chapter-3:</b> Preamble and Salient Features of Indian Constitution.	
<b>Unit-II</b>	<b>Organs of the Government</b> <b>Chapter-4:</b> The Union Executive: The President, Vice-President, Prime Minister and the Council of Ministers. <b>Chapter-5:</b> Parliament: Powers and Functions of Lok Sabha and Rajya Sabha, Relationship between the two Chambers, Amendment Process and Major Amendments (42nd, 73rd, 74th, 86th, 101st). <b>Chapter-6:</b> Judiciary and Judicial Review; Appellate Authority: Basic Structure of the Indian Constitution and debates.	<b>15 Hours</b>
<b>Unit-III</b>	<b>Political Process</b> <b>Chapter-7:</b> Nature of Indian Political System, Union-State Relations (Commissions and Committees), President's Rule: Processes and politics. <b>Chapter-8:</b> Ideologies of National and Regional Political Parties; Coalition Politics and Elections in Indian Politics. <b>Chapter-9:</b> Issues in Indian Democracy: Caste, Religion, Communalism, Regionalism, Criminalization, Terrorism, Social and Distributive Justice.	<b>15 Hours</b>

#### Exercise:

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

#### Essential Readings:

1. Abbas, H., Kumar, R. & Alam, M. A. (2011) Indian Government and Politics. New Delhi: Pearson.
2. Chandhoke, N. & Priyadarshi, P. (eds.) (2009) Contemporary India: Economy, Society, Politics, New Delhi: Pearson.
3. Vanaik, A. & Bhargava, R. (eds.) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan.
4. Austin, G. (1999) Indian Constitution: Corner Stone of a Nation. New Delhi: Oxford University Press.

5. Austin, G. (2004) Working of a Democratic Constitution of India. New Delhi: Oxford University Press.
6. Jayal, N. G. & Maheta, P. B. (eds.) (2010) Oxford Companion to Indian Politics. New Delhi: Oxford University Press.

### **Suggested Readings**

1. Narain, Iqbal. (1967) State Politics in India. New Delhi: Meenakshi Prakashan.
2. Kothari, Rajani. (1970) Politics in India. Orient Longman.
3. Basu, D. (1980) An Introduction to the Constitution of India. New Delhi: Prentice Hall.
4. Austin, Granville. (1966) The Indian Constitution: Corner Stone of a Nation. India: Oxford University Press.
5. Bhambhari, C. P. (1997) The Indian State, Fifty Years. New Delhi: Shipra.
6. Pylee, V. (1977) Constitutional Government in India. Bombay: Asia Publishing House.
7. Johri, J. C. (2012) Indian Government and Politics, Vol. 1. India: Shoban Lal and Company.
8. Weiner, Myron. (1957) Party Politics in India. Princeton University Press.
9. Noorani, A. G. (2000) Constitutional Questions in India: The President, Parliament and the States. Delhi: Oxford University Press.
10. Narang, A.S. (1996) Indian Government and Politics. New Delhi: Geetanjali Publishing House.
11. Chakrabarty, Bidyut & Pandey, Rajendra Kumar. (2008) Indian Government and Politics, New Delhi: SAGE.
12. Basu, D.D. (2021) An Introduction to the Constitution of India. India: LexisNexis.
13. Singh, M.P. & Saxena, Rekha (2008) Indian Politics: Contemporary issues and Concerns. Delhi: Prentice Hall of India.
14. Pylee, M. V. (1998) An Introduction to the Constitution of India. New Delhi: Vikas.
15. Jayal, Niraja Gopal & Mehta, Pratap Bhanu. (2010) The Oxford Companion to Politics in India. New Delhi: Oxford University Press.
16. Raman, Sunder. (1988) Indian Government and Politics. New Delhi: Allied Publishers.
17. Bhambhari, C. P. (2017) The Indian State Since Independence: 70 Years. New Delhi: Shipra.

<b>Course Title: PARLIAMENTARY PROCEDURES IN INDIA</b> <b>Course Code: G 103 DC2.3</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

### **Course Objective:**

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

### **Learning Outcome:**

At the end of the course, the students will -

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

### **Pedagogy:**

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

Unit	Contents of Course-6	45 Hours
<b>Unit-I</b>	<b>Constitutional provisions</b> <b>Chapter-1:</b> Elections to the Legislatures: Parliament and State Legislatures. <b>Chapter-2:</b> Powers, Functions and Privileges of People's Representatives – Members of Parliament and State Legislature <b>Chapter-3:</b> Legislative Procedures of the Parliament: Articles 107-122.	
<b>Unit-II</b>	<b>Making of Law</b> <b>Chapter-4:</b> Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills <b>Chapter-5:</b> Legislative Process: Drafting of the Bill, First Reading and Departmental Standing Committee, Second Reading, Third Reading, Passage of the Bill, Consent by the President, Gazette Notifications. <b>Chapter-6:</b> Parliamentary Committees: Composition and Functioning (Departmental Standing Committees, Select Committees, Joint Parliamentary Committees, Public Accounts Committee on Privilege Business, Advisory Committee, Ethics Committee).	15 Hours
<b>Unit-III</b>	Parliamentary procedures and practices <b>Chapter-7:</b> Motions and Hours in the House – Question Hour, Zero Hour, Half an Hour Discussion, Calling Attention Motion, Adjournment motion, Privilege motion, Censure Motion, 'No Confidence' Motion, Cut motion. <b>Chapter-8:</b> Parliamentary Questions: Types, Starred and Unstarred Questions, Questions Addressed to Private Members and Short Notice Questions. <b>Chapter-9:</b> Parliamentary Privileges: Constitutional Provisions, Codification of Privileges, Privileges of Parliamentarians and Legislators, Breach of Privilege.	15 Hours

**Exercise:**

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



## READING LIST

1. Ministry of Parliamentary Affairs (2018). Manual of Parliamentary Procedures in the Government of India, New Delhi. [Manual2018 Parliamentary procedures in India.pdf](#)
2. Shanker, A and Singh, S (2015). Parliamentary Procedures A Primer (w.r.t.) Rajya Sabha. New Delhi: PRS Legislative Research.
3. Kalra, H. (2011) Public Engagement with the Legislative Process PRS. New Delhi: Centre for Policy Research. Available at:  
<http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf>,
4. Ministry of Parliamentary Affairs. (2009) Supporting the legislative process Essential Readings: Government of India, Legislation, Parliamentary Procedure, Available at [http://mpa.nic.in/Manual/Manual\\_English/Chapter/chapter-09.htm](http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm)
5. Kapur, D. and Mehta, P. (2006) 'The Indian Parliament as an Institution of Accountability', Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development, Available at: [http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/\\$FILE/KapMeht.pdf](http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/$FILE/KapMeht.pdf).
6. Mehta, P. (2007) India's Unlikely Democracy: The Rise of Judicial Sovereignty, *Journal of Democracy*, Vol. 18(2), pp.70-83. Available at:  
<https://muse.jhu.edu/article/214443>
7. Celestine, A. (2011) How to Read the Union Budget PRS. New Delhi: Centre for Policy Research. Available at <http://www.prsindia.org/parliamenttrack/primers/how-to-read-theunion-budget-1023/>
8. Jayal, N. and Mehta, P. (eds). (2010) The Oxford Companion to Politics in India. New Delhi: Oxford University Press.
9. Rajya Sabha. (2010) Praxis of Parliamentary Committees: Recommendations of Committee on Rules of Rajya Sabha. New Delhi: Rajya Sabha Secretariat. Available at: <https://cms.rajyasabha.nic.in/UploadedFiles/ElectronicPublications/Praxis.pdf>
10. Committees of Lok Sabha, Available at:  
[http://164.100.47.134/committee/committee\\_list.aspx](http://164.100.47.134/committee/committee_list.aspx) Accessed: 19.04.2013.
11. Ethics Committee of Rajya Sabha, available at:  
[http://rajyasabha.nic.in/rsnew/publication\\_electronic/ethics\\_committee.pdf](http://rajyasabha.nic.in/rsnew/publication_electronic/ethics_committee.pdf).
12. Committees of Parliament, Parliamentary Procedure, Ministry of Parliamentary Affairs, Available at [http://mpa.nic.in/Manual/Manual\\_English/Chapter/chapter-12.htm](http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-12.htm).
13. Primer on the Budget Process published by PRS, Available at <http://www.prsindia.org/parliamenttrack/primers/the-budget-process-484/>
14. Sanyal, K. (2011) Strengthening Parliamentary Committees, PRS. New Delhi: Centre for Policy Research. Available at:  
<http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthe>

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**Suggested Readings:**

1. Kaul, M.N. & Shakdher, S.L. (1968) Practice and Procedure of Parliament. New Delhi: Metropolitan.
2. Kashyap, Subhash C. (2021) Our Parliament. New Delhi: National Book Trust.
3. Belavadi, S H. (1988) Theory and Practice of Parliamentary Procedure in India.
4. Study Material on Parliamentary Practices and Procedures. Lok Sabha Secretariat Parliamentary Research and Training Institute for Democracies (Erstwhile BPST), New Delhi.
5. Shankar, Apoorva and Singh, Shreya (2015) Parliamentary Procedures A Primer Rajya Sabha. PRS Legislative Research.
6. Chauhan, K. S. (2013) Parliament Powers Functions and Privileges. India: LexisNexis.
7. Ajit Ranjan Mukharjea, (1958) Parliamentary Procedure in India, Oxford University Press.
8. Kaul, M N. (1978) Parliamentary Institutions and Procedures. National Publishing House.
9. Jalan. (2007) India's Politics. New Delhi: Penguin.
10. Abbas, H., Kumar, R. & Alam, M. A. (2011) Indian Government and Politics. New Delhi: Pearson.
11. Chakravarty, B. & Pandey, K. P. (2006) Indian Government and Politics, New Delhi: Sage.
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<b>Course Title: UNDERSTANDING GANDHI</b> <b>Course Code: G 103 OE1.3</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

### Course Objective:

CO1 To enable students to understand the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India.

CO 2 To familiarise students on the Gandhian ideas on wide range of issues including politics, economics, social reconstruction, religion and issues of sustainable development.

CO 3 To acquaint the students on the ideas of Gandhi on social relations and issues.

CO 4 To assess the relevance of Gandhi on the current political discourses through the analysis of his ideas on modern society, Swadeshi etc.

### Learning Outcome:

At the end of the course the students will-

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

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

Unit	Contents of Course- OE-3.2	45 Hours
<b>Unit-I</b>	<b>Gandhi: Background</b> <b>Chapter-1:</b> Background Influences: Historical-South Africa, Intellectual-Thoreau, Ruskin and Tolstoy. <b>Chapter-2:</b> Gandhian Experiments: Satyagraha, Non-Violence, Truth, Movements led by Gandhi- Champaran, Bardoli, Khilafat, Non- Cooperation, Salt Satayagraha.	<b>15 Hours</b>

	<b>Chapter-3:</b> Social Movements- Ahmedabad Mill Strike, Vaikom Satyagraha, Forest, Health and Naturopathy, Sustainable Development.	
<b>Unit-II</b>	<b>Gandhi and Politics</b> <b>Chapter-4:</b> Gandhi as a Leader: Gandhi as a model, Gandhian Methodology: Prayer, Consensus Building and Fasting. <b>Chapter-5:</b> Gandhian Views on Politics: Role of Ethics, Morality, Religion and Service. <b>Chapter-6:</b> Gandhi's critique on English Parliament, Gandhi on Nation and Nationalism.	<b>15 Hours</b>
<b>Unit-III</b>	<b>Gandhi and society</b> <b>Chapter-7:</b> Gandhi on Swadeshi and Swaraj, Critique on Modern Civilization, Modern Education and Machines. <b>Chapter-8:</b> Gandhi on Violence (Doctrine of the Sword) Gandhi and Sins, Gandhi's views on Women and Sustainable Development. <b>Chapter-9</b> Gandhi as Political Strategist, Gandhi's Views on Hindu-Muslim Relation, Cow Protection, Untouchability and Caste Question.	<b>15 Hours</b>

### 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 and Swadeshi, etc.
- ✓ By reviewing literature on Gandhian critiques students can discuss the strengths and weakness of Gandhian Philosophy and his relevance in 21st century.

### Essential Readings:

1. Lal, V, 2008 The Gandhi Everyone Loves to Hate, Economic and Political Weekly, 43(40), , pp.55-64.
2. Power, P, 1963 Towards a Re-Evaluation of Gandhi's Political thought. The Western Political Quarterly, 16(1), , pp. 99-108.
3. Gandhi , M. K, 1939 Hind Swaraj, Navajivan Publishing House, Ahmedabad, , pp 49-55.
4. Indian Council for Historical Research, 1976The Logic of Gandhian Nationalism Civil Disobedience and the Gandhi- Irwin Pact ,1930-31, Indian Historical Review,.
5. Dey, A. 2013 Islam and Gandhi: A Historical Perspective. Social Scientist, 41(3/4), , pp. 19- 34.
6. Chandra, B, 2004 Gandhiji, Secularism and Communalism. Social Scientist, 32(1/2), , pp. 3-29.

7. Parekh, B, 1997. The Critique of Modernity In Gandhi: A Brief Insight, Sterling Publishing Company, Delhi, pp. 63-74.
8. Heredia, R, 1999. Interpreting Gandhi's Hind Swaraj, Economic and Political Weekly, 34(24), pp. 1497-1502.
9. Parel, A. J. (Ed.), 2002. Introduction. In: Gandhi, freedom and Self Rule, Vistaar Publication, Delhi,
10. Kumar, R. 1969 Class, Community or Nation? Gandhi's Quest for a popular consensus in India, Modern Asian Studies, 3(4), , 357-376.
11. Parel, A. J. (Ed), 2002 Introduction. In: Gandhi, Freedom and Self Rule, Vistaar Publication, Delhi,.
12. Sarah Claerhout Gandhi 2014, Conversion, and the Equality of Religions: more experiments with truth, Numen-International Review for the History of Religions, 61(1), p.53-82.
13. Collected Works of Mahatma Gandhi Hindu-Muslim Tension: Its Cause and Cure, Young India, 1924, pp. 58-59.
14. Collected Works of Mahatma Gandhi: Save the Cow, Young India, 1921.
15. <http://www.gandhiashramsevagram.org/gandhi-literature/mahatma-gandhi-collectedworksvolume-23.pdf>

#### **Suggested Readings:**

1. Lal, V, The Gandhi Everyone Loves to Hate, Economic and Political Weekly, 43(40), 2008, pp. 55-64.
2. Power, P, Towards a Re-Evaluation of Gandhi's Political thought. The Western Political Quarterly, 16(1), 1963, pp. 99-108.
3. Gandhi, M. K, Hind Swaraj, Navajivan Publishing House, Ahmedabad, 1939, pp 49-55.
4. Indian Council for Historical Research, The Logic of Gandhian Nationalism Civil Disobedience and the Gandhi- Irwin Pact, 1930-31, Indian Historical Review, 1976.
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6. Chandra, B, Gandhiji, Secularism and Communalism. Social Scientist, 32(1/2), 2004, pp. 3-29.
7. Parekh, B, The Critique of Modernity In Gandhi: A Brief Insight, Sterling Publishing Company, Delhi, 1997. pp. 63-74.
8. Heredia, R, Interpreting Gandhi's Hind Swaraj, Economic and Political Weekly, 34(24), 1999. pp. 1497-1502.
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10. Kumar, R. Class, Community or Nation? Gandhi's Quest for a popular consensus in India, Modern Asian Studies, 3(4), 1969, 357-376.
11. Parel, A. J. (Ed), Introduction. In: Gandhi, Freedom and Self Rule, Vistaar Publication,

Delhi, 2002.

12. Essential Readings: M. Gandhi, (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', in S. Hay (ed.), Sources of Indian Tradition, Vol. 2. Second Edition, New Delhi: Penguin, pp. 265-270.
13. Parel, (ed.), (2002) 'Introduction', in Gandhi, freedom and Self Rule, Delhi: Vistaar Publication.
14. D. Dalton, (1982) Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore, Gurgaon: The Academic Press, pp. 154- 190.
15. Collected Works of Mahatma Gandhi Hindu-Muslim Tension: Its Cause and Cure, Young India, 1924, pp. 58-59.
16. Collected Works of Mahatma Gandhi: Save the Cow, Young India, 1921.
17. 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.
18. R. Terchek, (2002) 'Gandhian Autonomy in Late Modern World', in A. Parel (ed.), Gandhi, Freedom and Self Rule. Delhi: Sage.
19. J. Bandopandhyay, *Social and Political Thought of Gandhi*, Allied Publishers, Bombay, 1969. J.V. Bondurant: Conquest of Violence: *The Gandhian Philosophy of Conflict*, University of California Press, Berkeley, 1965

*NOTE: The student are expected to familiarize themselves with Gandhi's Hind Swaraj/ and watch the movie " Gandhi ".(Richard Attenbourough) (1982)*

#### IV-SEMESTER

<b>Course Title: ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS</b>	
<b>Course Code: G 103 DC1.4</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

#### Course Objective:

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

#### Learning Outcome:

At the end of the course students will –

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

Unit	Contents of Course-7	45 Hours
<b>Unit-I</b>	<b>The Framework</b> <b>Chapter-1:</b> Sources of Early Indian Thought: Sources and Limitations: Pre and Post-Colonial. <b>Chapter-2:</b> Perspectives: Orientalists, Nationalists, Marxian (Asiatic Mode of Production) and Gandhiji on Varnashrama Dharma, Dr. Radhakrishnan perspective. <b>Chapter-3:</b> Indian Culture: Colonial Narratives (William	15 Hours

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

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

**Exercise:**

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

**Suggested Readings**

1. Alterkar A.S. (1949) State and Government in Ancient India. Banaras Chowk: Motilal Banarsidass.
2. Sharma, R.S. (1991) Early Indian Social and Political Thought and Institutions (Aspects of the Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarsidass.
3. Jayaswal, K.P. (1943) Hindu Polity. Bangalore: Bangalore Printing and Publishing Co. LTD.
4. Goshal, U.N. (1923) History of Hindu Political Theory. Calcutta: Oxford University Press.



5. Kangle, R.P. (1986) Kautilya's Arthashastra. New Delhi: Motilal Banarsidass.
6. Bhandarkar, D.D. (1940) Some Aspects of Ancient Indian Culture. Madras: University of Madras.
7. Thapar, Romila. (1984) From Lineage to State. United Kingdom: Oxford University Press.
8. Sharma, R.S. (1957) Shudaras in Ancient India. Delhi: Motilal Banarsidass.
9. Sharma, R.S. (2006) India's, Ancient Past. New Delhi: Oxford University Press.
10. Sharma, R.S. (2010) Rethinking India's Past. New Delhi: Oxford University Press.
11. Kraedar, Lawrence. (1968) Formation of the state. United States: Prentice Hall.
12. Kosambi. D.D. (1956) Introduction to the Study of Indian History. Mumbai: Popular Prakashan.
13. Said, Edward. (1978) Orientalism. USA: Pantheon Books.
14. Misra, Vibhuti Bhushan. (1982) From the Vedas to the Manusamhita. United States: City/Country Brill Academic.
15. Sircar, D.C. (1971) Studies in the Religious life of Ancient and Medieval India. Delhi: Motilal Banarsidass.
16. Aiyangar, K.R. (1941) Ancient Indian Polity. Poona: Oriental Books Agency.
17. Pargiter, R. (1922) Ancient Indian Historical Tradition. London: Oxford University Press.
18. Gerow, E. & Bongard-Levin, G.M. (1989) A Complex Study of Ancient India – Multidisciplinary Approach. USA: American Oriental Society.
19. Kumar, S. (1986) Role of State in Ancient India Economy. Delhi: Ramanand Vidya Bhawan.
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21. Maity, S. K. & Thakur, Upendra. (1991) Indological Studies: New Delhi: Abhinav Publications.
22. Mukherjee, Shobha. (1989) The Republican trends in Ancient India. New Delhi: Munshiram Manoharial.
23. Bandyopadhyaya, N.C. (1980) Development of Hindu Polity and Political Theories. New Delhi: Munshiram Manoharial.
24. Chattopadhyaya, D. (1959) Lokayata New Delhi: Peoples Publishing House.
25. Kosambi, D.D. (1965) The Culture and Civilization of Ancient India and Historical Outline. Noida: Vikas Publishing House.
26. Majumdar, R. C. (1977) History and Culture of Indian People-Vol. I. Bangladesh: Dacca University.
27. Kulke, Hermen (Ed) (1995) State in India, 1000 to 17000. Delhi: Oxford University Press.
28. Kane, P.V. (1930) History of Dharmashastras- Vols. 1 to 5. Poona: Bhandarkar Institute Press.
29. Balagangadhara, S.N. (2010, 2016) Purvavalokana (Translated and Edited - Rajaram Hegde and J. S. Sadanand) Bangalore: Vasanta Prakashana.

<b>Course Title: MODERN POLITICAL ANALYSIS</b> <b>Course Code: G 103 DC2.4</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

### Course Objective:

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

### Learning Outcome:

At the end of the course students will –

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

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

Unit	Contents of Course-8	45 Hours
<b>Unit-I</b>	<b>Introduction</b> <b>Chapter-1:</b> Genesis and Emergence of Modern Political Analysis, Modern Political Analysis - Meaning, Nature, Scope and Goals <b>Chapter-2:</b> Political System-Types, similarities and differences, classification- Aristotle and Weber. <b>Chapter-3:</b> Approaches – Traditional- Philosophical, Historical, Institutional, Modern - Behavioural, Systems,	15 Hours

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

### 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. (1960) "The politics of the Developing Areas", Princeton University Press, Princeton NJ.
2. Almond, G.A. and Verba, S, (1963) "The Civic Culture: political Attitudes and Democracy in Five Nations", Princeton NJ, Princeton University Press.
3. Amin, S, (1974) "Accumulation on an old Scale: A Critique of the Theory of underdevelopment", Monthly Review Press, New York.
4. Apter, D.E, (1965) "The Politics of Modernization", University of Chicago Press, Chicago.
5. Gabriel Almond, (1966) "Cooperative Politics: A Development approach" Little Brown,

Boston.

6. Hannah Arendt (1951), "The Origins of Totalitarianism", Harcourt Press, New York.
7. Johari, J.C, (1982) "Comparative Government and Politics", Sterling Publishers Private Limited, New Delhi.
8. Powell, G.B, Russell J.D, and Kaare Strom, (1970) "Comparative Political Today, A World View". London Press, New York.
9. Rod Hague. Martin Harrop, Shaun Breslin, (1992) "Comparative Government and Politics", Palgrave Macmillan press, UK.
10. Verba S and Almond, (1980) "The Civic Culture Revisited", little Brown, Boston.
11. Dahl, Robert A, (1981) Modern Political Analysis, Prentice Hall of India, New Delhi.

<b>Course Title: POLITICAL JOURNALISM</b> <b>Course Code: G 103 OE1.4</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

### Course Objective:

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

### Learning Outcome:

At the end of the course the students will –

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

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

Unit	Contents of Course- OE-1.4	45 Hours
<b>Unit-I</b>	<b>Introduction</b> <b>Chapter-1:</b> Defining Political Journalism, Traditional and Modern views about State and Politics. <b>Chapter-2:</b> Understanding of Political Development: Caste, Religion, Linguistic and Party Perspectives. <b>Chapter-3:</b> Defining the Role of Mass Media- Print, Electronic and Web (Social Media).	<b>15 Hours</b>

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

#### Exercise:

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

## V - SEMESTER

<b>Course Title: INTERNATIONAL RELATIONS</b> <b>Course Code: G 103 DC1.5</b>	
Total Contact Hours: <b>60</b>	Course Credits: <b>4</b>
No. of Teaching Hours/Week: <b>4</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

Course objectives:

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

Learning outcomes:

At the end of the course the students shall:

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

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

#### Exercise:

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



### **Suggested Readings**

1. Burchill Scott et al, (2005) Theories of International Relations 3rd edition, Basingstoke: PalgraveMacmillan.
2. Aron, Raymond, (1973) Peace and War: A Theory of International Relations, New York, AnchorBooks.
3. Baylis, J. and Smith, S. (eds.), (2001) The Globalization of World Politics, Oxford, OxfordUniversity Press.
4. Ganguly, Sumit , (2012) India's Foreign Policy: Retrospect and Prospect, New Delhi, OxfordUniversity Press.
5. William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) Classic Readings of International Relations. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.
6. Appadorai and Rajan, M. S. (eds.), (1985) India's Foreign Policy and Relations. New Delhi, SouthAsian Publishers.
7. Vanaik, A. (1995) India in a Changing World: Problems, Limits and Successes of Its Foreign Policy. New Delhi: Orient Longman.
8. Mewmillians, W.C. and Piotrowski, H., (1988) The World since 1945: A History of International Relations, Lynne Rienner Publishers.
9. Morgenthau Hans J., (1948) Revised by Kenneth W. Thompson, "Politics Among Nations", KalyaniPublisher, New Delhi.
10. Kenneth Waltz, (2010) "The Theory of International Politics", Waveland Press.
11. Perkins, Palmer, (2001) "International Relations", C.B.S. Publishers and Distributors, (Reprinted2001), New Delhi.

### **Pedagogy:**

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

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

<b>Course Title: COMPARATIVE GOVERNMENT AND POLITICS</b> <b>(With special reference to UK, USA and China)</b> <b>Course Code: G 103 DC2.5</b>	
Total Contact Hours: <b>60</b>	Course Credits: <b>4</b>
No. of Teaching Hours/Week: <b>4</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

Course objectives:

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

Learning outcomes:

At the end of the course the students shall –

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

Unit	Contents of Course	60 Hours
<b>Unit-I</b>	<b>Chapter-1:</b> Comparative Government and Politics: Meaning, Nature, Scope and Importance of Comparative Government and Politics. <b>Chapter-2:</b> Approaches to the study of Comparative Government and Politics Traditional (Philosophical, Historical, Legal and Institutional) and Modern Approaches (System, Structural Functional, Communication and Decision Making). <b>Chapter-3:</b> Types of Government and Politics: Parliamentary, Unitary, Presidential and Federal Government.	<b>15 Hours</b>

<b>Unit-II</b>	<p><b>Chapter-4:</b> Method of representation: Direct, Indirect, Proportional, Functional.</p> <p><b>Chapter-5:</b> Constitutionalism- Meaning, Principles (separation of powers, responsibility and accountability, popular sovereignty, Rule of Law, Judicial independence, Individual rights, civilian control over military) Problems and Prospects of Constitutionalism.</p> <p><b>Chapter-6:</b> Political Party and Pressure Groups: Definition and classification based on ideology (Single to Multi party systems, Republican-Democratic, Labour-Conservative, Communist, Pressure Group-Definition, role and Characteristics.</p>	<b>15 Hours</b>
<b>Unit-III</b>	<p><b>Chapter-7:</b> Political Process: Political Socialisation, Political Culture and Political Representation.</p> <p><b>Chapter-8:</b> Legislature (USA, UK and China).</p> <p><b>Chapter-9:</b> Executive (USA, UK and China).</p>	<b>15 Hours</b>
<b>Unit-IV</b>	<p><b>Chapter-10:</b> Judicial System (USA, UK and China). <b>Chapter-11:</b> Party System ((USA, UK and China). <b>Chapter-12:</b> Election Process (USA, UK and China).</p>	<b>15 Hours</b>

**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, (2009) The Substance of Politics, OUP, New Delhi, 2008 (latest edition).
2. Bara, J & Pennington, M. (eds.). Comparative Politics. New Delhi: Sage,.
3. Caramani, D. (2008) (ed.). Comparative Politics. Oxford: Oxford University Press,.
4. Hague, R. and Harrop, M. (2010) Comparative Government and Politics: An Introduction. (Eighth Edition). London: Palgrave MacMillan.
5. Ishiyama, J.T. and Breuning, M. (2011) (eds.). 21st Century Political Science: A Reference Book. Los Angeles: Sage,.
6. Sudhir Krishnaswamy, (2009) Democracy and Constitutionalism in India, OUP, New Delhi.
7. Pierre, Jon and B. Peters 2000 (Eds.), Governance, Politics and the State, London, Macmillan.
8. Rajeev Bhargava & Ashok Acharya (2008) (eds), Political Theory: An Introduction, Longman Pearson, New Delhi.
9. Newton, K. and Deth, Jan W. V. (2010) Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press.
10. O'Neil, P. (2009) Essentials of Comparative Politics. (Third Edition). New York: WW. Norton & Company, Inc.

### Pedagogy:

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

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

<b>Course Title: KARNATAKA GOVERNMENT AND POLITICS</b> <b>Course Code: G 103 DC3.5</b>	
Total Contact Hours: <b>60</b>	Course Credits: <b>4</b>
No. of Teaching Hours/Week: <b>4</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

Course objectives:

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

Learning outcomes:

At the end of the course the students shall –

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

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

### Exercise:

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

### Suggested Readings

1. Harish Ramaswamy and S. S. Patagundi(Ed.) (2007). Karnataka-Government and Politics. Delhi: Concept Publishing Company.
2. Raghavendra Rao, K. (2000). Imagining Unimaginable Communities. Hampi: Prasranga, Kannada University.
3. Hayavadana Rao, M. (1946). Mysore gazetteer. Bangalore: The Govt Press.
4. Halappa, G. S. (1963). Studies in State Administration. Dharwad: Karnataka University.
5. Raghavendra Rao, K., (2005), Karnataka Aikeekaranadha Naalwaru Chinthakaru, (In Kannada). Dharvada :Manohara Grantha Mala.
6. Muthanna, M. (1977). Karnataka -History, Administration and Culture. Mysore: Usha Press.
7. James Manor. (1978). Political Change in an Indian State-Mysore. New Delhi: South Asia Books.
8. Prasad, G. K., Jeevan Kumar and K. C Suri. (1995). The Angry voter. Madras: Shanti Publications.
9. Sandeep Shastri. (1995). Towards explaining the voters' Mandate: An analysis of the Karnataka Assembly Elections-1994. Michigan University press.
10. Bjorn Hettne. (1978). The Political Economy of indirect Rule, Mysore 1881-1947. UK: Curzon Press.
11. Rajan, M. A. S. (1986). Land reforms in Karnataka. New Delhi: South Asia Books.
12. Nadkarni, M.V (1987). Farmers' Movements in India. Hyderabad : Allied Publishers.
13. Atul Kohli. 2006 (1987). The State and Poverty in India. Cambridge: Cambridge University Press.
14. Marc Galanter. (1984). Competing inequalities: Law and Backward Classes in India. New Delhi: Oxford University Press.
15. Kuppaswamy. (1978). Backward Classes Movement in

Karnataka, Bangalore:Bangalore University:

16. George Mathew (ed). (1984). Shift in Indian Politics, New Delhi: Concept Publishing Company.
17. Chandrashekar, S. (1985), Dimensions of Socio-Political Change in Mysore- 1918 To 1940. New Delhi: Ashish Publishing House.
18. Krishana Rao M. & G.S.Halappa. (1962). History of Freedom Movement in Karnataka. Mysore: Government of Mysore.
19. Ramaiya. P. R. (1961). Mysore's Political Evolution. Bangalore: Jayagowri Publications.
20. Arun P. Bali. (2001). Refashioning the New Economic Order- Karnataka in Transition. Jaipur: Rawat Publications.
21. Diwakar, R.R. (1992). "The Story of Karnataka Unification". (Kannada). Bangalore: Lokashikshana Trust.
22. Karnataka Patrika. (2001). Academy (In Kannada), "Karnataka Parampare". Karnataka Press Academy.
23. Gopal Rao, H.S. (1996). "The History of Karnataka Unification". Bangalore: Navakarnataka Publications.
24. Kumar, Jeevan and Subramanya, Susheela. (2000). "Vision Karnataka 2025, Strategies and Action Plans for Sustainable Development". Southern Economics.
25. Hasan, Zoya. (2004). "Politics of Inclusion: Caste, Minority, and Representation in India". Oxford University Press.
26. Gubbannavar, Shivananda. (1985). "Karnataka Rajyadalita Krama". (In Kannada). Bangalore: IBH Prakashan.
27. Bali, Arun. P. (2001). "Refashioning the New Economic order, Karnataka in transition". New Delhi: Rawat Publishers.
28. Alur Venkatarao. 1941. Nanna Jeevanada Smruthigalu, Daravada: Kalasindhu Mudranalaya.
29. Rani, Midatala. And Jayakumar. H. (1998). Karnataka Government and Politics. Mysore: Chethana Book House



**Pedagogy:**

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

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

## V SEMESTER

<b>Course Title: INTERNATIONAL RELATIONS – THEORETICAL ASPECTS</b> <b>Course Code: G 103 DC1.6</b>	
Total Contact Hours: <b>60</b>	Course Credits: <b>4</b>
No. of Teaching Hours/Week: <b>4</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

### Course objectives:

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

### Learning outcomes:

At the end of the course the students shall –

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

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

**Exercise:**

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

### Suggested Readings

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

### 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
<b>Total</b>	<b>40</b>

<b>Course Title: POLITICAL ECONOMY OF INDIA</b> <b>Course Code: G 103 DC2.6</b>	
Total Contact Hours: <b>60</b>	Course Credits: <b>4</b>
No. of Teaching Hours/Week: <b>4</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

Course objectives:

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

Learning outcomes:

At the end of the course the students shall –

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

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

#### Exercise:

- Arrange for lectures from industrialists / experience sharing.
- Make assessments and analysis of budgets.
- Get hands on experience through internships in banking as to how economy operates and feel the role of money.

### **Suggested Readings**

1. Ahluwalia, I.J. 1992, Productivity and Growth in Indian manufacturing, Oxford University Press, New Delhi.
2. Bardhan, P. 1998, The Political Economy of Development in India: expanded edition with an Epilogue on the Political Economy of Reform in India, Oxford University Press, New Delhi.
3. Baru, S. 2000, Economic Policy and Development of Capitalism in India: The Role of Regional Capitalists and Political Parties, in (eds.) Frankel et al.
4. Bhaduri, A. 1983, The Economics of Backward Agriculture, Academic Press, New York.
5. Chandavarkar, R., 1996, Imperial Power and Personal Politics: Class Resistance and State in India, C. 1850-1951, Cambridge University Press, Cambridge.
6. Chandavarkar, R., 1994, The Origins of Industrial Capitalism in India: Business Strategies and the working classes in Bombay, 1900-1940. Cambridge University Press, Cambridge.
7. Corbridge, S. and Harriss, J., 2000, Reinventing India, Polity, London.
8. Dreze, I., and A. Sen, (eds.) 1995, India: Economic Development and Social Opportunity, Delhi, Oxford University Press.
9. Basu, Kaushik, (ed.) 2004, India's Emerging Economy: Performance and Prospects in the 1990s and beyond. Oxford University Press, New Delhi.
10. Roy, Tirthankar, 2001, The Economic History of India; 1857-1947, New Delhi, Oxford University Press.
11. Dandekar, V.M. and Rath, N., 1971, Poverty in India, Indian School of Political Economy, Poona. 14.
12. Jha, P. K. 1997, Agricultural Labour in India, Vikas, New Delhi.
13. Jhabvala, R. And Subramanyam, R.K.A., (eds) 2000, The Unorganised Sector: Work security and Social Protection, Sage, New Delhi.
14. Joshi, V. And Little, I.M., 1994, India: Macroeconomics and Political Economy: 1964-91, Oxford University Press, New Delhi.
15. Joshi, P.C., 1996, India's Economic Reforms: 1991-2001, Oxford University Press, New Delhi.
16. Harriss-White, B., 2004, India Working: Essays on Society and Economy. Cambridge University Press, Foundation Books, New Delhi.
17. Byres, T.J. (ed.) 1998, The Indian Economy: Major debates since independence, Oxford University Press, Delhi.
18. Byres, T.J. 1996, The State, Development Planning and Liberalisation in India. Oxford University Press, New Delhi.

19. Bose, S. And Jalal, A. (eds.) 1997, Nationalism, Democracy and Development: State and Politics of development, Oxford University Press, Delhi.
20. Mitra, Ashok, 1977, The Terms of Trade and Class relations, Cass, London.
21. Satyamurthy, T.V., 1995, Industry and Agriculture in India since Independence. Oxford University Press, New Delhi.

### **Pedagogy:**

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

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



<b>Course Title: MODERN INDIAN POLITICAL THINKERS</b> <b>Course Code: G 103 DC3.6</b>	
Total Contact Hours: <b>60</b>	Course Credits: <b>4</b>
No. of Teaching Hours/Week: <b>4</b>	Duration of ESA/Exam: <b>2 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

Course objectives:

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

Learning outcomes:

At the end of the course the students shall –

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

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

#### Exercise:

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

### Suggested Readings

1. C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800- 1830', in Sh. Kapila (ed.), *An intellectual History for India*, New Delhi: Cambridge University Press, pp. 18- 34.
2. T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) *Political Thought in Modern India*, New Delhi: Sage, pp.32-52.
3. A.V.Rathna Reddy: (1984)*The Political Philosophy of Swami Vivekananda*, New Delhi: Sterling Publishers,
4. Alhuwalia, B. and Alhuwalia, M., (1991).*Raja Ram Mohan Roy and the Indian Renaissance*, New Delhi, Mittal Publications,
5. Anderson, Walter and Shridhar D. Damle, (1987).*The Brotherhood in Saffron: The RSS and Hindu Revivalism*, New Delhi, Sage Publications,
6. Appadorai, A., (1987).*Indian Political Thinking in the 20th century*, New Delhi, South Asian Publishers,
7. Bhattacharjee, Arun, (1993) *The Prophets of Modern Indian Nationalism*, Delhi, Ashish Publishing House,
8. Cashman, R.L., (1975).*Myth of Lokmanya Tilak and Mass Politics in India*, Berkeley, University of California Press,
9. Chakaravati, G., Gandhi: (1991).*A Challenge to the Hindu Muslim Problem*, New Delhi, EasternBooks,
10. Dallmayr, Fred and Devy G.N. (Eds.), (1996).*Between Tradition and Modernity: India's search for identity*, New Delhi, Sage Publications, 2000.  
Desai, A.R., *Social Background of Indian Nationalism*, Bombay, Popular Prakashan,
11. Farquhar, J.N., (1967) *Modern Religious Movements in India*. Delhi, Munshiram Manoharlal,  
Ganguly, S.M., (1984) *Leftism in India: MN Roy and. Indian Politics 1920 1948*, Calcutta, Minerva Publications,
12. Ghose, Sankar, (1984) *Modern Indian Political Thought*, New Delhi, Allied Publishers.
13. Gore, M.S., (1993).*The Social Context of an Ideology: Ambedkar's Political and Social thought*, New Delhi, Sage Publications,
14. Graham, B.D., (1952). *Hindu Nationalism and Indian Politics*, Cambridge, Cambridge University Press, (1993) 16. Griffiths, Percival, *The British Impact on India*, London, Macdonald,
15. Ingham, Kenneth, 1956.*Reformers in India*, Cambridge, Cambridge University Press,
16. Kapoor, S., Sri Aurobindo Ghosh and Bal Gangadhar Tilak, (1991).*New Delhi, Deep and Deep Publications*,
17. Masselos, Jim, 1996.*Indian Nationalism: An History*, New Delhi, Sterling Publishers,
18. Mehta, N.C., Lohia (1975).*A Study*, Delhi, Atma Ram and Sons,

19. Mehta, V.R., (1992) Foundations of Indian Political Thought, New Delhi, Manohar Publishers,
20. Pantham, Thomas and Kenneth L. Deutsch (Eds.), (1986) .Political Thought in Modern India, New Delhi, Sage Publications,
21. Parekh, Bhiku, (1989) Gandhi's Political Philosophy: A Critical Examination, Hampshire, Macmillan Press,
22. Prasad, Bimal, J.P. (1992) and Social Change, New Delhi, Radiant Publishers,
23. Sathe, Shanta, (1994) .Lokamanya Tilak: His Social and Political Thoughts, Delhi, Ajanta Publications.
24. Seervaj, H.M., (1989). Partition of India: Legend and Reality. Bombay, Emmenem Publications.
25. Selbourne, David (Ed.), (1985). In Theory and Practice: Essays on the Politics of J P., Delhi, Oxford University Press.
26. Singh, Chandrakant, (1986) Socialism in India: Rise, growth and Prospect, New Delhi, D.K. Publishers.
27. Terchek, Ronald J., (2000) Gandhi: Struggling for Autonomy, New Delhi, Vistaar Publications,
28. Trehan, J., Veer Savarkar: 1991 Thought and Action, New Delhi, Deep and Deep Publishers.
29. Verma, V.P., (1960) The Political Philosophy of Sri Aurobindo, Bombay, Asia Publishing House.

#### Pedagogy:

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

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

**General Pattern of Question Paper (NEP- 2020)**

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

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

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

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

**Section A: Multiple Choice**

**Questions Section B: Short**

**Answer Questions Section**

**C: Long Answer Questions**

**Section A: Multiple Choice**

**Questions** All Questions are

**Compulsory (10x1=10)** 1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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

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

11.

12.

13.

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

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

14.

15.

16.

## **INTERNSHIPS under UGC regulation, 2023.**

### **INTERNSHIP GUIDELINES**

NEP 2020 has devised transformative initiatives in the field of higher education. The skills required for developing employability ingenuities are fostered by introducing internship as an important component in the curriculum.

Internship is provided in two modes-

- i. Internship for enhancing the employability
- ii. Internship for developing the research aptitude

As per the UGC Guidelines for “**Implementation of Internship/Research Internship for Undergraduate Students**” our institution has structured the internship course under the following categories-

#### **i. Internship for enhancing the employability**

The interns may pursue their internships in varied industries perse and go beyond the clusters prescribed by the central, state, micro and local governments. An indicative list is provided by UGC which comprises of –

1. Trade and Agriculture Area
2. Economy & Banking Financial Services and Insurance Area
3. Logistics, Automotive & Capital Goods Area
4. Fast Moving Consumer Goods & Retail Area
5. Information Technology/Information Technology enabled Services & Electronics Area
6. Handcraft, Art, Design & Music Area
7. Healthcare & Life Science Area
8. Sports, Wellness and Physical Education Area
9. Tourism & Hospitality Area
10. Digitisation & Emerging Technologies (Internet of Things/Artificial Intelligence/Machine Learning/Deep Learning/Augmented Reality/Virtual Reality, etc.) Area
11. Humanitarian, Public Policy and Legal Service Area
12. Communication Area
13. Education Area
14. Sustainable development Area

15. Environment Area

16. Commerce, Medium and Small-Scale Industries Area and other areas approved by the statutory bodies of the institution from time to time.

## **ii. Internship for developing the research aptitude**

Building of the research aptitude is a formative way to uncover facts and present the outcomes in an organised manner. Research internship aims at providing hands-on training to work on research tools, techniques, methodologies, equipment, policy framework and various other aspects in pursuing quality research.

The research interns can apply in research institute, research lab, national or internationally reputed organizations, research labs, working with faculty, mentors from distinguished fields.

### **INTERNSHIP STRUCTURE**

- Internship is organised, executed and monitored by the Research & Development Cell (RDC) of the institution.
- Since the internship is time bound, a research supervisor is assigned to the interns for sharing expertise and follow up of their Internship Progress.
- Orientation sessions and interaction faculty-wise was initiated.
- A Nodal Officer was appointed along with four block-wise coordinators to harness the possibilities and effectively implement internship at department level.
- Internship Report Format is drafted for maintaining the uniformity in reporting ethos.
- The Nodal Officer is in charge of corresponding with the Internship Providing Organization (IPO) is any organization, HEI, philanthropy, farmer, government organization, R&D institutions, research labs, artisans, enterprises, institution/person of eminence, cooperatives, corporates providing an opportunity to the student for Internship during the programme.
- The Nodal Officers along with the block coordinators must be approached in case of any issues and will be responsible for any official registration, enrollment and upkeep of the internship programme and the students.

- Internship Supervisors/ Mentors are appointed and a lot of students are assigned to them who in turn are responsible to ensure the authenticity of the internship certificate provided and monitor the hours of the work undertaken by the interns.
- Students may apply for Internship Programme through the Nodal Officer or Online Internship Apps such as Internshala, Go Intern and so on to avail the Internship Offers.
- It is preferred to undertake internship in physical mode. Digital Mode or Group Internships are an option.
- Internship Reports must be endorsed by the Internship Supervisor/ Mentor.

### **ACADEMIC CREDENTIALS**

- The internship as a course is mandatory for the under-graduate level fetching 2 credits each.
- For an internship, one credit of Internship means two-hour engagement per week.
- 60 – 90 Hours is mandatory to be undertaken by every student who is interning in any of the modes mentioned above.
- Hands-on training/ Orientation is mandatory before commencement of the internship/research internship programme.

### **EVALUATION**

Report writing (15-20 pages)- Format will be sent to the Internship Mentors/ Project Guides	20 Marks
Powerpoint Presentation	10 Marks
Viva Voce (One to One)	10 marks
External Assessment (Internship)/ External Evaluation (Project Report)	10 Marks
<b>Total</b>	<b>50 Marks</b>
<b>Number of Hours</b>	<b>60 hours (Internship)</b>

### **EVALUATION AND ASSESSMENT COMPRISES OF-**

- Activity logbook and evaluation report of Internship Supervisor
- Format of presentation and the quality of the intern's report
- Acquisition of skill sets by the intern
- Originality and any innovative contribution
- Significance of research outcomes
- Attendance



**ANNEXURE**  
**FORMAT OF THE INTERNSHIP REPORT**



**ST ALOYSIUS COLLEGE (AUTONOMOUS) MANGALURU**  
**INTERNSHIP REPORT FORMAT**

**1. Title Page (1 page)**

- Student Name, Class, Register Number, Name of the College
- Name of the Company
- Internship Dates (Duration – Date of commencement –Date of completion)
- Certificate from Dean/Head of Department **(1 page)**
- Declaration by the Student **(1 page)**
- Certificate from the Internship Mentor **(1 page)**
- Company Certificate with Official Logo and Authorized Signature **(1 page)**

**REFER SAMPLE 1 to SAMPLE 6 ANNEXED TO THIS FORMAT (Page No. 3 - Page No. 6)**

**2. Table of Contents (1 page)**

- Keep it in Tabular Form
- Serial Number, Particulars and Page Number (three columns)

**3. Acknowledgements (1 page)**

*(Mention how they helped you and what you learnt from each person)*

**4. Brief Profile of the Company/entity (2 pages)**

- History- Vision- Mission of the Company
- Regular Business Activities (Broad/Specific)
- Intern's role in Overall Work Scheme

**5. Tasks Assigned (1 page)**

- Mention in points the various tasks assigned

## 6. Learning Objectives (1 page)

*(Example: three objectives are mentioned- any other objective kindly mention)*

- Mention the following learning objectives-
  - ✓ To pursue internship in a company or an institution which gives opportunity to explore and nurture our skills.
  - ✓ To undertake experiential learning to improvise the technical and social skills.
  - ✓ To build curriculum vitae and strengthen the work experiences.
  - ✓ Any other (kindly specify)

## 7. Responsibilities including Job Description (7 pages)

- Internship Position in the Company (Example: Database Management Assist as Designation)
- Day Wise Report (Mention- Date, Time, Venue, Staff In-charge Name and Designation, Detailed report on daily basis)
- Mention Specific Tasks, Skills you learnt and experiences that developed you professionally.
- Mention even the talks, seminars attended, training sessions attended.
- Attach the relevant documents and certificates and evidential documents.

## 8. Skills and Experiences (Learning Outcomes) (1 page)

- Specific skills developed relate it to educational experiences and your career goal.
- Professional traits acquired.

## 9. Conclusion (1 page)

- Potentialities for future internships
- Helping the organization in better understanding of the need and interest of interns.

## 10. Annexure

- Attach relevant documents, certificates and photographs



Principal

22-01-2023

  
Registrar

**SAMPLE 1**

**Title page**



**ST ALOYSIUS COLLEGE (AUTONOMOUS) MANGALURU**

Internship Report on ----- (area of work)  
at ----- (name of the company, place)

Submitted to St Aloysius College (Autonomous), Mangaluru in partial fulfillment of the  
requirements for the award of the

Degree of Bachelor of .....jh .....

B. ....

By

(Name of the Student)

(Class and Register No)

Under the guidance of

Name and address of Internal Guide

**2023 - 2024**

## **SAMPLE 2**

### **Certificate from the Dean/HOD**



FACULTY OF .....  
ST ALOYSIUS COLLEGE (AUTONOMOUS)  
LIGHT HOUSE HILL ROAD, MANGALORE – 575 003

### **CERTIFICATE**

This is to certify that Mr./Ms ..... bearing Register number..... has successfully completed his/her internship on ..... (area of work ) at .....(name of the company and place).

This internship report is prepared after having undergone internship for the period as stipulated by the College and is submitted to St Aloysius College (Autonomous) Mangaluru, in partial fulfilment of the requirements for the award of the Degree of Bachelor of ..... during the year 2023-24.

Date:

Signature with name and Designation

Place:

Seal

### **SAMPLE 3**

#### **Declaration by the student**

#### **DECLARATION**

This is to certify that this internship report has been prepared by me after undergoing internship from.....to.....(duration) at ..... (name of the company and place). This report is my original work and is being submitted for the partial fulfilment of the requirements of the award of the Degree of .....

This report has not been submitted earlier to this College or any other Universities/Institutions for the fulfilment of the requirements of the course of the study.

**Date:**

Signature

Name of the student

**Place:**

Register No

## **SAMPLE 4**

### **Certificate from Internship Mentor**



### **CERTIFICATE**

This is to certify that ..... (Name of the student),  
Register Number....., of ....., has successfully  
completed his/her internship on.....  
(area of work) at ..... (name of the company and place), in partial  
fulfilment of the requirements for the Degree of ..... The internship report has been  
prepared by him/her under my guidance and supervision. I further certify that no part of  
this report has been submitted for the award of any degree, diploma, fellowship or such  
other similar title.

Name and Designation of the Internship Mentor:

Date:

Place:

Signature

(Internship Mentor)

## **SAMPLE 5**

### **Certificate of Performance from the company in its letter head**

TO WHOMSOEVER IT MAY CONCERN

This is to certify that Mr/Ms ..... (name of the student),  
..... (Reg No), student of B.Com at St Aloysius College (Autonomous) Mangaluru,  
has done his / her internship in our company on .....  
(area of work), for the purpose of partial requirements for the award of the Degree of  
Bachelor of Commerce. He /She has completed the internship from our company for the  
period from ..... to ..... (date of internship).

During his/her tenure of the internship his/her conduct and character was good.

Signature

Name and Designation

Company seal

Date:

Place:

\*\*\*\*\*