

# **Revised Syllabus- Political Science Discipline**

**(I & II Semester)**

**Submitted to**

**Additional Chief Secretary to the Govt.  
Higher Education Department,  
Bengaluru**

**Submitted by**

**Chairman and Members  
Committee on Curriculum Framing**

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**Sd/-**  
**Subject Committee Chairperson**

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15. **Dr. Rabia Begum**, Associate Professor, Govt. Women's First Grade College, Jewargi Colony, Kalaburagi.
16. **Dr. B. Saroja**, Associate Professor, SSA Govt. First Grade College (Autonomous), Ballari,
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## **Program Objectives in Political Science**

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

## **Program Learning Outcomes in Political Science:**

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

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

**Sd/-**  
**Subject Committee Chairperson**

## Revised Structure for Political Science Discipline

| <b>Semester I</b>  |  |                |                                   |                                |
|--------------------|--|----------------|-----------------------------------|--------------------------------|
| <b>Course</b>      | <b>Paper</b>   | <b>Credits</b> | <b>No. of Teaching Hours/Week</b> | <b>Total Marks/ Assessment</b> |
| <b>DSC-1</b>       | <b>Basic Concepts in Political Science</b>                     | <b>3</b>       | <b>3</b>                          | <b>100 (60+40)</b>             |
| <b>DSC-2</b>       | <b>Political Theory</b>  | <b>3</b>       | <b>3</b>                          | <b>100 (60+40)</b>             |
| <b>OE</b>          | <b>1.1 Human Rights</b>  | <b>3</b>       | <b>3</b>                          | <b>100 (60+40)</b>             |
|                    | <b>1.2 Elements of Indian Democracy</b>                        | <b>3</b>       | <b>3</b>                          | <b>100 (60+40)</b>             |
|                    | <b>1.3 Understanding Politics</b>                              | <b>3</b>       | <b>3</b>                          | <b>100 (60+40)</b>             |
| <b>Semester II</b> |  |                |                                   |                                |
| <b>DSC-3</b>       | <b>Western Political Thought</b>                               | <b>3</b>       | <b>3</b>                          | <b>100 (60+40)</b>             |
| <b>DSC-4</b>       | <b>Indian National Movement and Constitutional Development</b> | <b>3</b>       | <b>3</b>                          | <b>100 (60+40)</b>             |
| <b>OE</b>          | <b>2.1 Indian Polity: Issues and Concerns</b>                  | <b>3</b>       | <b>3</b>                          | <b>100 (60+40)</b>             |
|                    | <b>2.2 Political Parties and Party Politics in India</b>       | <b>3</b>       | <b>3</b>                          | <b>100 (60+40)</b>             |
|                    | <b>2.3 Colonialism and Nationalism in India</b>                | <b>3</b>       | <b>3</b>                          | <b>100 (60+40)</b>             |

## **Revised Model Curriculum**

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

**Discipline Core: Political Science**

**Total Credits for the Program:**

**Starting year of implementation: 2021-22**

### **Program Outcomes:**

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

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

**Assessment:**

**Weightage for assessments (in percentage)**

| <b>Type of Course</b>                               | <b>Formative Assessment / IA</b> | <b>Summative Assessment</b> |
|---|----------------------------------|-----------------------------|
| <b>Theory</b>                                       | <b>40</b>                        | <b>(60+40) =100</b>         |
| <b>Practical</b>                                    | -                                | -                           |
| <b>Projects</b>                                     | -                                | -                           |
| <b>Experiential Learning<br/>(Internships etc.)</b> | -                                | -                           |

## Revised Curriculum Structure for the Undergraduate Degree Program

### BA / BSc/BCom/BBA/BCA (I & II Semester)

**Total Credits for the Program:**

**Starting year of implementation: 2021-22**

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

**Discipline/Subject: Political Science**

### Program Articulation Matrix: Core Courses

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses may be listed separately

| Semester | Title /Name<br>Of the course                           | Program outcomes<br>that the course<br>addresses (not<br>more than 3 per<br>course)   | Pre-<br>requisite<br>course(s) | Pedagogy##  | Assessments |
|----------|--|---|--------------------------------|---|-------------|
| 1        | <b>Basic<br/>Concepts in<br/>Political<br/>Science</b> | <ul style="list-style-type: none"><li>•Political Science conceptually and will gain knowledge to explain and analyze pragmatic politics in day to day life.</li><li>•The dynamics of politics and appreciate its importance in a life of citizen.</li></ul> |                                | The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive | 60+40=100   |



|   |                         |   |  |  |           |
|---|-------------------------|---|--|--|-----------|
|   |                         | <ul style="list-style-type: none"> <li>•The democratic spirit and the democratic functioning of a state.</li> </ul>   |  | <p>Sessions,<br/>Self-guided Learning Materials,<br/>Open Educational Recourses (OER) as reference materials,<br/>Practical Exercises,<br/>Assignments,<br/>Seminars,<br/>Group Discussions and Week-end Counseling Classes.</p> |           |
| 1 | <b>Political Theory</b> | <ul style="list-style-type: none"> <li>• The nature, relevance of Political Theory and its application.</li> <li>• And analyse the concepts like Liberty, Equality, Justice and Rights.</li> <li>• And to reflect upon the current</li> </ul> |  | <p>The course shall be taught through the Lecture, Tutorial, Interactive Sessions,</p>   | 60+40=100 |

|   |                                  |   |  |   |           |
|---|----------------------------------|---|--|---|-----------|
|   |                                  | debates in Political Theory.  |  | Self-guided Learning Materials, Open Educational Recourses (OER) and Critical reflection including Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes. |           |
| 2 | <b>Western Political Thought</b> | <ul style="list-style-type: none"> <li>•And get an introduction to the Schools of Political Thought and Theory building in the West.</li> <li>•And introduce the richness and variations in the political perceptions of</li> </ul> |  | -do-  | 60+40=100 |

|   |  |  |  |      |           |
|---|--|--|--|------|-----------|
|   |  | <p>Western Thinkers.</p> <ul style="list-style-type: none"> <li>• And familiarize themselves to the Thought and Theory of Western Philosophy</li> </ul>  |  |      |           |
| 2 | <p><b>Indian National Movements And Constitutional Development</b></p> | <ul style="list-style-type: none"> <li>• Understand how the colonial rule was overthrown by the Indian nationalists.</li> <li>• Appreciate the ideals and values of Gandhi and other freedom fighters that resulted in freedom.</li> <li>• Examine the problem of Independent India and the role played by leaders in solving them.</li> </ul> |  | -do- | 60+40=100 |

## Revised Program Articulation Matrix: Elective Course

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses may be listed separately

| Semester | Title /Name<br>Of the course | Program outcomes<br>that the course<br>addresses (not more<br>than 3 per course)  | Pre-<br>requisite<br>course(s) | Pedagogy##   | Assessment\$ |
|----------|------------------------------|---|--------------------------------|--|--------------|
| 1        | <b>Human Rights</b>          | <ul style="list-style-type: none"> <li>• Explain the basic concept of Human Rights and its various formulations.</li> <li>• Have necessary knowledge and skills for analyzing, interpreting, and applying the Human Rights standards and sensitize them to the issues.</li> <li>• Develop ability to critically analyse Human Rights situations around them.</li> </ul> |                                | 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, | 60+40=100    |

|  |                                     |  |  |  |  |
|--|-------------------------------------|--|--|--|--|
|  |                                     |  |  | Group Discussions and Week-end Counseling Classes.   |  |
|  | <b>Elements of Indian Democracy</b> | <ul style="list-style-type: none"> <li>• Understand the ideals of Indian democracy and its working.</li> <li>• The functioning of legislature, executive and judiciary.</li> <li>• Make a distinction between Centre, State and Decentralised Institutions.</li> </ul> |  | 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>Understanding Politics</b> | <ul style="list-style-type: none"> <li>• Explain the difference between State and Nation.</li> <li>• Understand the role of State in Nation building.</li> <li>• Understand the relation of Politics and Power.</li> </ul> |  | 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.   |           |
| 2 | <b>Indian Polity Issues and Concerns</b>             | <ul style="list-style-type: none"> <li>• Understand the reasons behind the causes of these issues and also the constitutional provisions that existed.</li> <li>• Familiarize with the debates that emerged.</li> <li>• Be able to suggest the measures to control such issues.</li> </ul>                             |  | -do-   | 60+40=100 |
|   | <b>Political Parties and Party Politics in India</b> | <ul style="list-style-type: none"> <li>• Understand the need for political parties in a democracy, their structure and functions typesetc.</li> <li>• Relate their everyday lifewith regard to the elements of democracy and their contribution to the development of a nation.</li> <li>• Familiarise them</li> </ul> |  | The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses |           |

|  |   |   |  |   |  |
|--|---|---|--|---|--|
|  |   | to the various politico-social institutions in a democracy.   |  | (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.                        |  |
|  | <b>Colonialism and Nationalism in India</b> | <ul style="list-style-type: none"> <li>● Explain the colonial experience of Indian people.</li> <li>● Analyse the western notion towards non-western culture, society and politics including India's response.</li> <li>● Evaluate the discussions on the concept of Nationalism and its (western) origin.</li> </ul> |  | 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. |  |
|--|--|--|--|---|--|

**Sd/-**  
**Subject Committee Chairperson**



# Semester I

## BASIC CONCEPTS IN POLITICAL SCIENCE

### DSC-1

|  |  |
|--|--|
| <b>Course Title: BASIC CONCEPTS IN POLITICAL SCIENCE</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>2Hours</b>          |
| Formative Assessment Marks: <b>40</b>                    | Summative Assessment Marks: <b>60+40=100</b> |

#### **Course Objective:**

Develop a conceptual understanding regarding the nature and philosophy of Political Science and its interface with society. The course enables students to develop qualities of responsible and proactive citizenship in a democracy.

#### **Learning Outcome:**

At the end of the course the students shall understand -

- Political Science conceptually and will gain knowledge to explain and analyze pragmatic politics in day to day life.
- The dynamics of politics and appreciate its importance in a life of citizen.
- The democratic spirit and the democratic functioning of a state.

| <b>Unit</b>    | <b>Contents of Course- 1</b>  | <b>45 Hours</b> |
|----------------|---|-----------------|
| <b>Unit-I</b>  | <b>Chapter -1</b> Meaning of Politics, Nature, Scope and Importance of Political Science, Approaches to the study of Political Science.<br><br><b>Chapter- 2</b> Meaning, Definitions and Elements of State, Difference between State and Government, State and Society, State and Association.<br><br><b>Chapter-3</b> Civil Society - Meaning and Importance. | <b>15 Hours</b> |
| <b>Unit-II</b> | <b>Chapter-4</b> Sovereignty Meaning and Characteristics of Sovereignty and Law.  | <b>15 Hours</b> |

|                  |  |                 |
|------------------|--|-----------------|
|                  | <p><b>Chapter-5</b> Kinds of Sovereignty: Austin – Monistic, MacIver-Pluralistic.</p> <p><b>Chapter-6</b> Challenges to Sovereignty in the age of Globalization.</p>   |                 |
| <b>Unit- III</b> | <p><b>Chapter-7</b> Liberty: Meaning and Kinds; Positive and Negative.</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.<br/>Political Obligation: Meaning and Nature.</p> | <b>15 Hours</b> |

**Exercise:**

1. List out the modern elements of State.
2. List out the countries and identify the issues related to equality.
3. Identify an issue related to civil society and discuss its role.

**Suggested Readings:**

1. Political Theory: Ideas & Concepts, S. Ramswamy, Delhi, Macmillan, 2002.
2. Modern Political Theory, S. P. Verma, New Delhi, Vikas, 1983.
3. Principles of Modern, Political Science, JC Johri, Sterling Publishers Pvt. Ltd. 1995.
4. Principles of Political Science, AC Kapur, New Delhi, Sultan Chand and Sons, 2004.
5. Principles of Political Science, N.N Agarwal, Vidya Bhushan, Vishnoo Bhawan, R. Chand & Co, New Delhi, 1998.
6. Political Science Theory, S.C Pant, Prakashan Kendra, Lucknow, 1998.
7. Political Science Theory, S. N Dubey, Lakshmi Narain Agarwal, Agra, 2002.
8. Principle of Modern Political Science, J C Johari, Sterling Publications, New York, 2009.
9. Principles of Political Science, Anup Chand Kapur, S Chand & Co Ltd, 2010.

**Pedagogy:**

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

| <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>                 |

Sd/-

**Subject Committee Chairperson**

# POLITICAL THEORY

## DSC-2

| Course Title: POLITICAL THEORY        |  |
|---------------------------------------|--|
| Total Contact Hours: <b>45</b>        | Course Credits: <b>3</b>                     |
| No. of Teaching Hours/Week: <b>3</b>  | Duration of ESA/Exam: <b>2Hours</b>          |
| Formative Assessment Marks: <b>40</b> | Summative Assessment Marks: <b>60+40=100</b> |

### Course Outcome:

The course aims at familiarizing the theories of politics and Political Science synthesizing it with the skills required to engage in debates surrounding the application of politics and the Science of Politics.

### Learning Outcomes:

At the end of the course the students shall understand -

- The nature, relevance of Political Theory and its application.
- And analyse the concepts like Liberty, Equality, Justice and Rights.
- And to reflect upon the current debates in Political Theory.

| Unit           | Contents of Course- 2   | 45 Hours        |
|----------------|---|-----------------|
| <b>Unit-I</b>  | <b>Chapter-1</b> Meaning, Nature and Importance of Political Theory.<br><b>Chapter-2</b> Traditional and Modern Approaches: Normative, Philosophical, Institutional, Behavioral, Post-Behavioral, Systems ( David Easton) and Marxian.<br><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<br><b>Chapter-5</b> Neo- Liberalism: Rawls<br><b>Chapter-6</b> Libertarianism: Nozick   | <b>15 Hours</b> |

|                  |   |                 |
|------------------|---|-----------------|
| <b>Unit- III</b> | <p><b>Chapter-7</b> Communitarianism and Multiculturalism: Indian perspective (Bhikhu Parekh), Colonialism and Post Colonialism: its Limitations</p> <p><b>Chapter-8</b> Proponents of Secularism – Nehru, Gandhi,</p> <p><b>Chapter-9</b> Critiques of Secularism: Ashish Nandy, T.N. Madan,</p> | <b>15 Hours</b> |
|------------------|---|-----------------|

**Exercise:**

- Assess the Myths and Realities of Communitarianism
- Compare the concept of Liberty, Equality and Justice to the Western and Eastern world
- Critique the understanding of secularism and pseudo-secularism in India

**Suggested Readings:**

1. Ahmed. V, Theory: Classes, Nations Literatures.: Verso, London, 1992.
2. Arendt. H., On Revolution, Viking, New York, 1963
3. Ashcroft. B, The Post-Colonial Studies Reader, Rout ledge London, 1995
4. Bryson. V, Feminist political Theory, Macmillan, London, 1992.
5. Christopher Butler. Postmodernism: A very Short Introduction, OUP Oxford, 2002.
6. Christopher Norris, The Truth about Postmodernism.: Wiley- Blackwell, New Jersey, 1993.
7. Connolly. W, Identity/Difference: Democratic Negotiations, Cornell University Press, NY, 1991.
8. Edward Said, Orientalism, Pantheon Books, New York, 1978.
9. Elshtain. J. B, Public Man, Private Man: women in Social and Political Thought, Princeton University Press, Princeton NJ, 1981.
10. Fanon. F. Black skin, white Masks, translated by C. L. Markham, Grove Press, New York, 1967.
11. Jean Francis Lyotard, The Postmodern Condition- A report on Knowledge. Parris: Minuit, 1979.
12. Balagangadhara, S.N., and Jakob De Roover, “The Secular State and “Religious Conflict: Liberal neutrality and the Indian Case of Pluralism”, The Journal of Political Philosophy 15, no. 1: 67-92, 2007.

13. Bhargava, Rajeev. Ed, Secularism and Its Critics, Oxford University Press, New Delhi, 1998.
14. Veena Das, Dipankar Gupta and Patricia. eds.. Tradition, Pluralism and Identity, Uberoi New Delhi, 1999.
15. Nehru, Jawaharlal. 1946. The Discovery of India. Jawaharlal Nehru Memorial Fund, Oxford University Press, New Delhi, 1988.
16. Rochana Bajpai, The conceptual vocabularies of secularism and minority rights in India, Journal of Political Ideologies, 2002.
17. ಅಂಶಮ್ ಸಿಂಗ್ ಮತು ಸಿಂಗ್ ಸಂಪಾದಿಸಿದ (ಸಂ) "ಪುಸ್ತಕವೇಶಿಕೆ", ವಸಂತ ಪದಾಶನ, ಬೆಂಗಳೂರು, 2016



**Pedagogy:**

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) and Critical reflection including 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>                 |

**Sd/-**  
**Subject Committee Chairperson**

## HUMAN RIGHTS

### Open Elective OE-1.1

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

#### Course Objective:

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

#### Learning Outcomes:

After completing this course students will be able to-

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

| Unit           | Contents of Course- OE-1.1   | 45 Hours        |
|----------------|--|-----------------|
| <b>Unit-I</b>  | <b>Chapter-1</b> Meaning, nature, scope and Classification of Human Rights<br><b>Chapter-2</b> The Human Rights of First generation (Civil and Political Rights), Second generation (Economic, Social and Cultural Rights), Third generation (Collective Rights) and Fourth generation (Subjective Rights)<br><b>Chapter-3</b> Universal Declaration of Human Rights | <b>15 Hours</b> |
| <b>Unit-II</b> | <b>Chapter-4</b> Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties in India<br><b>Chapter- 5</b> National Human Rights Commission (NHRC) - Composition and its function   | <b>15 Hours</b> |

|                  |   |                 |
|------------------|---|-----------------|
|                  | <b>Chapter-6</b> Karnataka State Human Rights Commissions (KSHRCs) – Composition and its functions  |                 |
| <b>Unit- III</b> | <b>Chapter -7</b> National Commission and Committees for SCs/STs, Minorities’ Commission, Women’ Commission<br><b>Chapter-8</b> Major issues and concerns of Human Rights- Discrimination and violence against women, children, Dalits and Minorities, Trafficking, Child Labour and Bonded Labour<br><b>Chapter-9</b> Challenges to Human Rights | <b>15 Hours</b> |

**Exercise:**

- Group Discussion on Human Rights and its types (comparison of Western and Eastern concept of Human Rights).
- Students can be asked to do collage making and present the same.
- In order to make it more participatory learning, the students are required to visit the website of NHRC ([www.nhrc.nic.in](http://www.nhrc.nic.in)), wherein at the left-hand side, a link is provided to the ‘instructions. After going through the guidelines issued by NHRC’s, briefly explain the guidelines on – Custodial death/rape, Encounter death, and Guidelines on arrest.

### Suggested Readings:

1. Baxi Upendra (ed.), The Right to be Human, Lancer International, Crawford, New Delhi, 1987.
2. James(ed.), The Rights of People, Oxford, New York, 1988.
3. Craston, M, What are Human Rights, Bodely Head, London, 1973
4. Rhonda L.Callaway& Julie Harrelson- Stephens,“International Human Rights”, Published by viva books private limited, New Delhi, 2010.
5. Janusz Symonides,“Human Rights Concept and Standards”, Rawat Publications, New Delhi , 2019.
6. Sunil Deshta and KiranDeshta,“Fundamental Human Rights”, Deep and Deep Publications, New Delhi, 2011.
7. qÁ.PvÄeÁQ .vq, z, “viÁ£v ° PÄU¼ ZÁjwPz±ð£ ° ÁUs AzÁAvU¼Ä”, ¥, ÁgÁAU, P£ÁðIP <<±<<zÁiAiÄ, zÁgvÁq 2015.
8. Donelly, Jack and Rhoda Howard (ed.), International Handbook of Human Rights, Westport, Connecticut: Greenwood Press,1987.
9. Donelly, Jack, Universal Human Rights in Theory and Practice, New Delhi, Manas, 2005.
10. Dr.Tapan Biswal, “Human Rights Gender and Environment”, Viva Books Private Limited Publishers, New Delhi, 2006.
11. Satya.P. Kanan, “Human Rights Evolution and Development”, Wisdom Press, New Delhi 2012.
12. Gerwith, Human Rights: Essays on Justification and Application, University of Chicago Press, Chicago, 1982.
13. Khan, Mumtaz Ali, Human Rights and the Dalits, Uppal Publishing House, New Delhi, 1995.
14. V.T.Patil,“Human Rights Developments in South Asia”, Authors Press Publishers, Delhi 2003.
15. Dr.S.K. Gupta, “Statewise Comprehensive Information on Human Right Violation”, Published by ALP Books, Delhi. 2009
16. Acharya, B.C. A Handbook of Women’s Human Rights, Wisdom Press, New Delhi, 2011.
17. South Asia Human Rights Documentation Centre, Introducing Human Rights, Oxford, New Delhi, 2006.
18. Lillich, R. International Human Rights: Law Policy and Practice, Boston: Little Brown and Co., 1991, 2<sup>nd</sup>Edn.
19. CdÄðEizÄvi, EAçgÁCdÄðEizÄvi, Ä¥ÁzÁ, i , A¥ÁzPgÄ, CEÄvÁzPgÄ P. JZi. ²ÄxvÁ, i, viÁ£v °PÄU¼Ä: MAzÄDPgUax, £Áµ£eï ŠÄPi, i, EARAiÄ.

**Pedagogy:**

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

| <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>                 |

**Sd/-**  
**Subject Committee Chairperson**

## ELEMENTS OF INDIAN DEMOCRACY

### Open Elective OE-1.2

|   |  |
|---|--|
| <b>Course Title: ELEMENTS OF INDIAN DEMOCRACY</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 Hours</b>         |
| Formative Assessment Marks: <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-1.2   | 45 Hours        |
|----------------|--|-----------------|
| <b>Unit-I</b>  | <b>Chapter-1 Democracy:</b> Meaning, Nature and History<br><b>Chapter-2</b> Principles and Types of Democracy<br><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.<br><b>Chapter- 5 Deliberative Democracy:</b> Decision Making, Law making through debates<br><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.<br><b>Chapter-8 Quasi- Federalism:</b> Nature and Significance<br><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.

**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 Publications Pvt. Ltd, 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>                 |

Sd/-

**Subject Committee Chairperson**



## UNDERSTANDING POLITICS

### Open Elective OE- 1.3

|   |  |
|---|--|
| <b>Course Title: UNDERSTANDING POLITICS 1.3</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 Hours</b>         |
| Formative Assessment Marks: <b>40</b>           | Summative Assessment Marks: <b>60+40=100</b> |

#### **Course Objective:**

This course is designed to develop a better understanding of Political Science and politics and how it is interpreted differently by people holding different ideological positions. The critical engagements with concept of politics will allow the students to develop their own understanding of politics.

#### **Learning Outcomes:**

After completing this course students will be able to-

- Explain the difference between State and Nation.
- Understand the role of State in Nation building.
- Understand the relation of Politics and Power.

| Unit             | Contents of Course- OE-1.3   | 45 Hours        |
|------------------|--|-----------------|
| <b>Unit-I</b>    | <b>Chapter-1:</b> Defining Politics, Politics and Governance.<br><b>Chapter-2:</b> Politics and Power: Resource sharing and distribution (Natural Resources, Basic amenities and Public offices).<br><b>Chapter-3:</b> Politics and Political Parties. | <b>15 Hours</b> |
| <b>Unit-II</b>   | <b>Chapter-4:</b> Evolution, Nature and Elements of State.<br><b>Chapter-5:</b> Ideologies of State: Liberal, Socialist and Marxist.<br><b>Chapter-6:</b> Changing Role of State in the Era of Globalization.  | <b>15 Hours</b> |
| <b>Unit- III</b> | <b>Chapter-7:</b> State and Nation: Similarities and Differences.<br><b>Chapter-8:</b> Spiritual Nationalism: Aurobindo, Rabindranath Tagore and Bal Gangadhar Tilak.<br><b>Chapter-9:</b> Muslim Nationalism: Sir Syed Ahmad Khan and Muhammad Iqbal. | <b>15 Hours</b> |

**Exercise:**

- Write an essay on Resource Distribution being done by the Local Panchayath.
- Conduct a Group Discussion on the Impact Globalisation on the State.
- Debate is Nationalism an Essential Concept for the Survival of the State.

**Readings:**

1. O'Conner, W. (1994). A Nation is a Nation, is a State, is a Ethnic Group. In Hutchinson, J., & Smith, A. (Eds.), Nationalism, Oxford University Press, Oxford.
2. Politics In India ( 2012), Rajni Kothari, Orient BlackSwan, Bengaluru.
3. Balagangadhara S.N, (2012) Reconceptualizing India Studies, Oxford University Press, New Dehli.
4. The Oxford Companion to Politics in India: Student Edition, (2011), Niraja Gopal Jayal and Pratap Bhanu Mehra, Oxford Atlas, India.
5. Partha Chatterjee (1993) The Nation and Its Fragments: Colonial and Postcolonial Histories, Oxford University Press, New Delhi.
6. Balagangadhara S.N, (2012) Reconceptualizing India Studies, Oxford University Press, New Dehli.
7. Islam, Shamsul, (2004). 'The Origins of Indian Nationalism' in Religious Dimensions of Indian Nationalism, Media House, Delhi.
8. Chandra, Bipan, (1994), Ideology and Politics in Modern India. Har-Anand Publications, New Delhi.
9. Hegde, Rajaram. Ed. (2004), Bharatiya Itihasa, Samaja mattu Samskriti, (in Kannada) Karnataka Sahitya Academy, Bangalore.
10. Ambedkar. B.R, (1990), Pakistan or the Partition Of India. Ed-Vasant Moon. Vol-8. Dr. Ambedkar Foundation Ministry of Social Justice & Empowerment, Govt. of India, New Delhi.
11. Balagangadhara, S.N (2012), Hudukatavannu Nillisadirona, (in Kannada J.S. Sadhananda), Akshara Prakashana, Heggodu.
12. Balagangadhara, S.N. (2012). Purvavalokana. (in Kannada- Rajaram Hegde & J.S. Sadhananda), Abinava Publication, Bangalore.
13. Barrington, L. (1997). Nation and Nationalism: The Misuse of Key Concepts in Political Science. PS: Political Science and Politics, 30(4), pp. 712-716.

**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>                 |

**Sd/-**  
**Subject Committee Chairperson**



## Semester II

## WESTERN POLITICAL THOUGHT

### DSC-3

|  |  |
|--|--|
| <b>Course Title: WESTERN POLITICAL THOUGHT</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>2Hours</b>          |
| Formative Assessment Marks: <b>40</b>          | Summative Assessment Marks: <b>60+40=100</b> |

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

#### Learning Outcomes:

At the end of the course the students shall understand -

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

| Unit           | Contents of Course-3   | 45 Hours        |
|----------------|--|-----------------|
| <b>Unit-I</b>  | <p><b>Chapter -1</b> Salient Features of the Greek Political Thought,<br/> <b>Plato:</b> Theory of Justice, Philosopher King.<br/> <b>Aristotle:</b> State and Its Classification, Theory of Revolution.</p> <p><b>Chapter -2</b> Salient Features of Roman and Medieval of Political Thought.<br/> <b>Chapter -3 St. Thomas Aquinas:</b> Church v/s State, St. <b>Augustine:</b> Theory of Two Swords.<br/> <b>Machiavelli:</b> On Politics and State Craft, Views on ends and means.</p> | <b>15 Hours</b> |
| <b>Unit-II</b> | <p><b>Chapter -1 Hobbes:</b> Social Contract and Theory of Sovereignty,<br/> <b>Locke:</b> Social Contract and Tolerance. <b>Rousseau:</b> Social Contract and General Will.</p>   | <b>15 Hours</b> |

|                  |  |                 |
|------------------|--|-----------------|
|                  | <p><b>Chapter -2 Bentham:</b> Theory of Utilitarianism</p> <p><b>Chapter -3 J.S. Mill:</b> Views on Liberty</p>  |                 |
| <b>Unit- III</b> | <p><b>Chapter -1 Hegel -</b> Dialectical Materialism <b>Karl Marx -</b> Classless and stateless society</p> <p><b>Chapter -2 Jurgen Habermas-</b> Communicative action, Public Sphere, Theory of truth and knowledge</p> <p><b>Chapter -3 Hannah Arendt-</b> Theory of Action, Modernity, Conception of Citizenship.</p> | <b>15 Hours</b> |

### Exercise:

- Compare Greek State with the Roman state and make points
- Imagine the present situation with that of Contractualist's Theory
- To read and understand philosophical basis of Political Thought

### Suggested Readings:

1. A. Hacker, Political Theory: Philosophy, Ideology, Science New York, Macmillan, 1961.
2. G.H. Sabine. A History of Political Theory. New Delhi: Oxford and IBH, 1937.
3. C.L. Wayper. Political Thought. Bombay: B.I. Publications, 1977.
4. Ernest Barker, Greek Political Theory: Plato and his Predecessors. London: Methuen & Co., 1970.
5. M. Butterfield, The State Craft of Machiavelli, New York: The Macmillan Company, 1956.
6. O.P. Bakshi; Politics and Prejudice: Notes on Aristotle's Political Theory. Delhi: The Delhi University Press, 1975.
7. M.A. Shepard, "Sovereignty at the Crossroads: A Study of Bodin", Political Science Quarterly XLV, pp.580-603.
8. L. Colleti. From Rousseau to Lenin. New Delhi: Oxford University Press, 1969.
9. G.H. Sabine. A History of Political Theory, New Delhi: J.L. Thorson, Oxford and IBH, 1937.
10. C.E. Vaghan. The Political Writings of Jean Jacques Rousseau, 2 Vols. New York, Jojn Wiley, 1962.

11. C.L. Wayper, Political Thought. Bombay: B.I. Publication, 1977.
12. H. Warrender, The Political Philosophy of Hobbes: His Theory of Obligation, Oxford: Clarendon Press, 1957.
13. A. Hacker, Political Theory: Philosophy, Ideology Science. New York: Macmillan, 1961.
14. D. Boucher and P. Kelly, (eds), 'Political Thinkers: From Socrates to the Present', Oxford, Oxford University Press, 2009.
15. J. Coleman, 'A History of Political Thought: From Ancient Greece to Early Christianity, Oxford, Blackwell Publishers, 2000.
16. Mukherjee, Subrato and Susheela Ramaswamy, 'History of political Thought: Plato to Marx', PHI Publishers, New Delhi, 2011.
17. A. Skoble and T. Machan, 'Political Philosophy: Essential Selections', New Delhi, Pearson Education, 2007.

**Pedagogy:**

The course shall be taught through 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>                 |

**Sd/-**

**Subject Committee Chairperson**

#### DSC-4

|  |  |
|--|--|
| <b>Course Title: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT</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 Hours</b>         |
| Formative Assessment Marks: <b>40</b>  | Summative Assessment Marks: <b>60+40=100</b> |

#### Course Objective:

- To familiarize the students with the ideas of Nationalism and colonial rule.
- To acquaint the students with the problems of Independent India.
- To enable the students to understand the role of India in World affairs

#### Learning Outcome:

At the end of the course the students shall -

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

| 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<br><b>Chapter-2</b> The Gandhian Phase: Non-Cooperation movement<br><b>Chapter-3</b> Civil Disobedience Movement and the Quit India movement. | <b>15 Hours</b> |



|                  |  |                 |
|------------------|--|-----------------|
| <b>Unit-II</b>   | <p><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.</p> <p><b>Chapter-5</b> Government of India Act of 1935: main provisions: Round Table, provincial Autonomy and federal system.</p> <p><b>Chapter-6</b> Indian Independence Act of 1947: main provisions, Simon Commission and Cabinet Mission Plan.</p> | <b>15 Hours</b> |
| <b>Unit- III</b> | <p><b>Chapter-7</b> Citizenship, State Structure.</p> <p><b>Chapter-8</b> Minority Rights, and Personal Law.</p> <p><b>Chapter-9</b> Language and Union of States.</p> <p><b>(The above three should be discussed in the context of Constituent Assembly Debates)</b></p>  | <b>15 Hours</b> |

**Exercise:**

- Think of the colonial situation and its effects on two political and socio-economic conditions and compare it with the present context to examine how they are different.
- List out in a table giving some democratic roles of a citizen.
- Illustrate the qualities of good Democracy and assess your own Democratic values

**Suggested Readings:**

1. Bandopadhyay, S. From Plassey to Partition: A History of Modern India, New Delhi: Orient Longman, 2004.
2. Thapar, R. ‘Interpretations of Colonial History: Colonial, Nationalist, Post-colonial’, in DeSouza, P.R. (ed.) Contemporary India: Transitions, New Delhi: Sage Publications, 2000.
3. Sarkar, S. Modern India (1885-1847), New Delhi: Macmillan, 1983.
4. Jalal, A. and Bose, S. Modern South Asia: History, Culture, and Political Economy, New Delhi: Oxford University Press, 1997.
5. Smith, A.D, Nationalism, Cambridge: Polity Press, 2001.

6. Islam, S. 'The Origins of Indian Nationalism', in Religious Dimensions of Indian Nationalism, New Delhi: Media House, 2004.

7. Chatterjee, P. 'A Brief History of Subaltern Studies', in Chatterjee, Partha Empire & Nation: Essential Writings (1985-2005), New Delhi: Permanent Black, 2010.

8. Mani, B.R, Debrahmanising History, Dominance and Resistance in Indian Society, New Delhi: Manohar Publishers, 2005.

**Pedagogy:**

The course shall be taught through the 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>                 |

**Sd/-**  
**Subject Committee Chairperson**

## INDIAN POLITY: ISSUES AND CONCERNS

### Open Elective OE-2.1

| Course Title: INDIAN POLITY AND CONCERNS |  |
|--|--|
| 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 Hours</b>         |
| Formative Assessment Marks: <b>40</b>    | Summative Assessment Marks: <b>60+40=100</b> |

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

#### Learning Outcome:

At the end of the course the students shall -

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

| Unit           | Contents of Course-OE-2.1  | 45 Hours        |
|----------------|--|-----------------|
| <b>Unit-I</b>  | <b>Chapter-1 National Integration and Social Harmony</b> – Meaning, Definition and Need of National Integration and Social Harmony<br><br><b>Chapter-2 Society and Politics in India:</b> Caste and Its Impact, Problems in understanding caste as a social system and Defining the Role of Caste in Society and its Impact on Indian Polity.<br><br><b>Chapter-3 Language-</b> Role and Constitutional Provisions, Issues | <b>15 Hours</b> |
| <b>Unit-II</b> | <b>Chapter-4 Religion and Local Traditions</b> – Defining Religion, Role of Religion and Traditions in Society and Constitutional Provisions   | <b>15 Hours</b> |

|                  |  |                 |
|------------------|--|-----------------|
|                  | <p><b>Chapter-5 Development and Inclusiveness:</b> Defining Development and Inclusiveness, Backwardness, Underdevelopment, Caste Exclusion, Untouchability, Provisions under Constitution</p> <p><b>Chapter-6 Regionalism</b> – Reasons for the Growth, Forms and Measures</p> |                 |
| <b>Unit- III</b> | <p><b>Chapter-7 Corruptions-</b> Types, Causes and Measures</p> <p><b>Chapter-8 Terrorism-</b> Types, Causes and Measures</p> <p><b>Chapter-9 Celebrating Diversity</b> – Consensus and Challenges</p>   | <b>15 Hours</b> |

### Exercise:

- Classify the major factors which are an impediment to National Integration and give your suggestions to remove it
- Survey regarding on the impact of corruption and terrorism on society, its security and social differentiation including stereotypes
- Debate on the implications of 2011 Anti- Corruption movement in India and state response.

### 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 Jativyavaste ideye?", Malladahalli Publication, Malladahalli.

**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>                 |

**Sd/-**  
**Subject Committee Chairperson**

**POLITICAL PARTIES AND PARTY POLITICS IN INDIA**  
**Open Elective OE-2.2**

|  |  |
|--|--|
| <b>Course Title: POLITICAL PARTIES AND PARTY POLITICS IN INDIA</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 Hours</b>         |
| Formative Assessment Marks: <b>40</b>                              | Summative Assessment Marks: <b>60+40=100</b> |

**Course Objective:**

The students will be able to understand the working of Indian democracy through the functioning of the political parties. They will be able to decipher the difference between various types of political parties. It enables them to appreciate the competitive politics, ideological differences and the public policy alternatives that are thrown up by their manifestos.

**Learning Outcomes:**

After completing this course students will be able to-

- Understand the need for political parties in a Democracy, their structure, functions and types etc.
- Relate their everyday life with regard to the elements of Democracy and their contribution to the development of a Nation.
- Familiarise them to the various politico-social institutions in a Democracy.

| <b>Unit</b>    | <b>Contents of Course- OE-2.2</b>  | <b>45 Hours</b> |
|----------------|--|-----------------|
| <b>Unit-I</b>  | <p><b>Chapter-1:</b> Defining national political parties: Bhartiya Janata Party, Indian National Congress, Communist Party of India, Communist Party of India (Marxist)</p> <p><b>Chapter-2:</b> Growth, Structure and Organization of Political Parties</p> <p><b>Chapter-3:</b> Ideologies and Support Base of Political Parties (Interest Articulation and Aggregation)</p> | <b>15 Hours</b> |
| <b>Unit-II</b> | <p><b>Chapter-4:</b> Reasons for the Growth of Regional Political Parties, Parochialism v/s Regional Interest.</p> <p><b>Chapter-5:</b> Sub- Nationalism and its Impact on National Integration.</p> <p><b>Chapter-6:</b> Success and Failure of Regional Political Parties an Assessment.</p>   | <b>15 Hours</b> |

|                  |  |                 |
|------------------|--|-----------------|
| <b>Unit- III</b> | <p><b>Chapter-7:</b> Democracy within Political Parties: Democratic Centralism, Dynasty Politics.</p> <p><b>Chapter-8:</b> Party Politics: issues of Political Participation, significance of manifesto.</p> <p><b>Chapter-9:</b> Political inclusion and exclusion, theory of political representation Hanna Pitkin, Types of Representativeness, Constituent, Individual, Party and Silent Representation.</p> | <b>15 Hours</b> |
|------------------|--|-----------------|

**Exercise:**

- Make a Comparative study of Party manifestos.
- Visit the political party office at local level and collect the information regarding the structure of the party.
- Make a comparative study of support base of political parties.

**Suggested Readings:**

1. Khare, H. (2004). The Indian National Congress: Problems of Survival and Reinvention In Mitra, S. K. et al. (Eds.), Political Parties in South Asia, New York: Praeger, pp. 31-54.
2. Zavos, J. et al. (Eds.). (2004). Hindu Nationalism and Indian Politics: An Omnibus, New Delhi: Oxford University Press.
3. Heath, O. (1999). Anatomy of BJP's Rise to Power: Social, Regional and Political Expansion in 1990s. Economic and Political Weekly, 34(34/35), 2511-2517.
4. Kothari, R. (1964). The Congress 'System' in India. Asian Survey, 4(12), University of California Press, pp. 1161-1173.
5. Kothari, R. (1974). The Congress System Revisited: A Decennial Review. Asian Survey, 14(12), University of California Press, pp. 1035-1054.
6. Hansen, T., & Jafferlot, C. (Eds.). (1998). The BJP and the Compulsions of Politics in India, New Delhi: Oxford University Press.
7. Hassan, Z. (2012). Congress after Indira: Policy, Power and Political Change 1984- 2009. Oxford University Press.
8. Varshney, A. (2000). Is India Becoming More Democratic? The Journal of Asian Studies, 59(1), pp. 3-25. 115
9. Chhibber, P. (1999). Democracy without Associations: Transformation of the Party System and Social Cleavages in India. Ann Arbor: University of Michigan Press.
10. Bó, E., Bó, P., & Snyder, J. (2009). Political Dynasties. The Review of Economic Studies, 76(1), pp. 115-142.
11. Deo, N., & Chawla, A. (2017). The paradox of Dynastic Politics in India. In Munshi, S. (Eds.), Democracy under Threat. Oxford University Press.

12. Jaffrelot, C., & Verniers, G. (2011). Re-nationalization of India's Political Party System or Continued Prevalence of Regionalism and Ethnicity? *Asian Survey*, 51(6), pp. 1090- 1112.
13. Pai, S. (1990). Regional Parties and The Emerging Pattern of Politics in India. *The Indian Journal of Political Science*, 51(3), pp. 393-415.
14. Vaishnav, M. (2013). The Complicated rise of Regional Parties. Carnegie endowment for International peace.
15. Roy, D. (2004). From Promises to Performance: Political Manifestos and Budget 2004-05. *Economic and Political Weekly*, 39(32), pp. 3583-3585.
16. Singh, S. (2012). Where Do Parties Live? Electoral Institutions, Party Incentives and the Dimensionality of Politics. *Social Science Quarterly*, 93(4), pp. 950-967

**Pedagogy:**

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

**Sd/-**

**Subject Committee Chairperson**



## COLONIALISM AND NATIONALISM IN INDIA

### Open Elective 2.3

| Course Title: COLONIALISM AND NATIONALISM IN INDIA |  |
|--|--|
| 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 Hours</b>         |
| Formative Assessment Marks: <b>40</b>              | Summative Assessment Marks: <b>60+40=100</b> |

#### Course Objective:

This course aims to help the students to understand India's colonial past, freedom struggle and nationalist response. This course also exposes them to the contemporary discourse/discussions on nationalism, western nationalism and its limitations. It aims to make sense of the ways in which patriotism and national integrity have to be understood with the pride of celebrating pluralism and diversity in India.

#### Learning Outcomes:

After completing this course students will be able to-

- Explain the colonial experience of Indian people.
- Analyse the western notion towards non-western culture, society and politics including India's response.
- Evaluate the discussions on the concept of Nationalism and its (western) origin.

| Unit          | Contents of Course- OE-2.3  | 45 Hours        |
|---------------|---|-----------------|
| <b>Unit-I</b> | <b>Chapter-1</b> Colonialism and Imperialism : Meaning and Nature<br><b>Chapter-2</b> <u>Phases of Colonialism-1:</u><br>a. Political (Expansion and Justification of Colonial Rule- 'civilizing mission')<br>b. Economic (Transformation in Land, Agriculture, Traditional Industry and Trade)<br><b>Chapter-3</b> <u>Phases of Colonialism-2:</u><br>a. Socio-Cultural (Knowing the society, culture, traditional practices etc of the colonial subjects)<br>b. Education (Macaulay's Minute and the Introduction of English Education) | <b>15 Hours</b> |

|                  |  |                 |
|------------------|--|-----------------|
| <b>Unit-II</b>   | <b>Chapter-4</b> Debates on Indian Renaissance: Socio-Religious Reform Movement in India<br><b>Chapter-5</b> Indian Rebellion of 1857<br><b>Chapter-6</b> Nationalist Movement in India: Moderates; Extremists and Gandhian Era                                      | <b>15 Hours</b> |
| <b>Unit- III</b> | <b>Chapter-7</b> Perspectives of Indian Nationalism: Spiritual, Islamic, Hindutva and Secular<br><b>Chapter-8:</b> Western Nationalism and its limitations (Indian Context).<br><b>Chapter-9</b> Patriotism: Pluralist v/s Unity in Diversity and National Integrity | <b>15 Hours</b> |

### Exercise:

- Compare the colonial accounts of traditional practices with the opinions of local devotees or practitioners of traditions.
- Identify the nature of traditional learning patterns and skills in any local industry or traditional jobs.
- Group discussion on what does it mean to be an Indian and the like

### Suggested Readings:

1. Constituent Assembly Debates. (9th. December, 1946 to 24th January, 1950).
2. Bandyopadhyay, Sekhar, (2008), Eighteen Fifty Seven and its Many Histories; in “1857: Essays from Economic and Political Weekly”, Delhi: Orient Longman.
3. Balagangadhara, S.N. (2012), Reconceptualizing India Studies. Oxford University, New Delhi.
4. Balagangadhara, S.N (2012), Hudukatavannu Nillisadirona, (in Kannada J.S. Sadhananda), Heggodu: akshara prakashana.
5. Balagangadhara, S.N. (2012), Purvavalokana. (in Kannada- Rajaram Hegde & J.S. Sadhananda), Abinava Publication, Bangalore.
6. Balagangadhara, S.N. and Sarika Rao (2021). What does it mean to be ‘Indian’? : Indica Academy.
7. Hegde, Rajaram. Ed. (2004), Bharatiya Itihasa, Samaja mattu Samskriti, (in Kannada) Karnataka Sahitya Academy, Bangalore.
8. Ambedkar. B.R. (1990), Pakistan or the Partition Of India. Ed-Vasant Moon. Vol-8. Dr. Ambedkar Foundation Ministry of Social Justice & Empowerment, Govt. of India, New Delhi.

9. Chandra, Bipan. (1994). Ideology and Politics in Modern India, Har-Anand Publications, New Delhi.
10. Chandra, Bipan, (1999), "Essays on Colonialism", Orient Longman Ltd, Hyderabad.
11. Chatterjee, Partha. (1998). "Secularism and Tolerance." In: Secularism and Its Critics, ed. Rajeev Bhargava. Oxford University Press, New Delhi, Pp. 345-379.
12. Islam, Shamsul, (2004). 'The Origins of Indian Nationalism' in Religious Dimensions of Indian Nationalism, Media House, Delhi.
13. Lloyd I. and Susanne H. Rudolph, (1969), The Modernity of Tradition: The political Development in India, Orient Longman, Bombay.
14. Mathew Kurian,(1975), State and Society: A Marxian Approach, Madras Orient Longman.
15. Islam, Shamsul, (2004) 'The Origins of Indian Nationalism' in Religious Dimensions of Indian Nationalism, Media House, Delhi.
16. Nandy Ashis, (1983) The Intimate Enemy- Loss and Recovery of self under Colonialism. Oxford University Press, Delhi.
17. Rudolph and Rudolph, (1987), In pursuit of Lakshmi: The Political Economy of the India State, Orient Longman, New Delhi.
18. Savarkar, V.D., (2018), Hindutva, (Kannada B.G Harisha). Bangalore: Samrudha Sahitya.
19. Thapar, Romila, (2000), 'Interpretations of Colonial History: Colonial, Nationalist, Post- Colonial' in Peter Ronald DeSouza ed. Contemporary India: Transitions, Sage Publications, New Delhi.

### **Pedagogy:**

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

**Sd/-**  
**Subject Committee Chairperson**

## **General Pattern of Political Science Question Paper**

### **I. Term End Examination for Discipline Specific Core (DSC) and Discipline Specific Elective (DSE) Papers**

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

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

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

- Section A: Multiple Choice Questions**
- Section B: Short Answer Questions**
- Section C: Long Answer Questions**

#### **Section A: Multiple Choice Questions**

**All Questions are Compulsory (10x1=10)**

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

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

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

- 11.
- 12.
- 13.

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

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

14.

15.

16.

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

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

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

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

- Section A: Multiple Choice Questions**
- Section B: Short Answer Questions**
- Section C: Long Answer Questions**
- Section D: Essay type 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 (3x5=15)**

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

- 11.
- 12.
- 13.
- 14.

**Section C: Long Answer Questions (2x10=20)**

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

15.

16.

17.

**Section D: Essay type Answer Questions (1x15=15)**

**Answer any One question. Answer the following question in not more than 1000 words**

18.

19.