

# **Political Science Syllabus**

**(I & II Semester)**

**2021-22 onwards**

**PROGRAMME SPECIFIC OUTCOME**  
**Department of Political Science**

After the completion of BA Programme at the Department of Political Science, the students are expected to:

PSO1. **Demonstrate Discipline-Specific Knowledge.** Based on a fundamental understanding of political institutions, processes, and actors, students will use concepts and theories to argue effectively about politics.

PSO2. **Think Critically.** Systematically apply sound logic and valid evidence to the analysis of political science as a discipline.

PSO3. **Communicate Effectively.** Compose written work that is analytically sound, clear, and persuasive. Orally communicate political science findings and arguments in a coherent and persuasive manner.

PSO4. **Attain Civic Literacy.** Draw reasoned conclusions about the practical and normative implications of governing decisions at both policy and implementation level made in contemporary and historical contexts.

**DEPARTMENT OF POLITICAL SCIENCE**  
**COURSE OUTCOME**  
**UG I SEM (NEP)**

**PROGRAM TITLE: BASIC CONCEPTS IN POLITICAL SCIENCE (PSC101)**

- Identify major theoretical principles in political science
- Demonstrate an understanding of: the key philosophies that shaped the discipline up until the 20th century, the basic structures of the modern political science; and the key actors, institutions and their functions.
- Describes the role of individual and cultural values and perceptions, and the importance of empirical evidence in analysing problems in political science .
- Discuss the main theories in the discipline and the values implicit in each of them
- Able to access the various concept of political science.

**PROGRAM TITLE: POLITICAL THEORY (PSC 102)**

- Distinguish systematic normative inquiry from other kinds of inquiry within the discipline of political science.
- Demonstrate ability to write clear and coherent expository synopsis of the theory of a major thinker in the history of political thought.
- Identify the most important contributors to modern Western political thought and explain why their contributions are important.
- Analyse the central concepts in modern Western political thought.
- Illustrate the ability to apply abstract theory to concrete problems by using the ideas of political theorists to address contemporary social issues.

**PROGRAM TITLE: HUMAN RIGHTS (OEC 101)**

- understand the historical growth of the idea of human rights
- Demonstrate an awareness international context of human rights
- Appraise critically the of the position of human rights in India
- Comprehend the human rights from constitutional perspective along with its co-relations with fundamental rights and duties.



**Maharani Lakshmi Ammanni College for Women Autonomous**

**Affiliated to Bengaluru City University**

Accredited by NAAC (IV Cycle) with "A" Grade,

Recognised by UGC under Section 2(f) and 12(b) of the UGC Act 1956

Conferred the Status of 'College with Potential for Excellence' by UGC

## **Model Curriculum**

**Name of the Degree Program: BA**

**Discipline Core: Political Science**

**Total Credits for the Program:**

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

### **Program Outcomes:**

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

- Acquire 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.

**Proposed 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>PSC-101</b>	<b>Basic Concepts in Political Science</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
<b>PSC-102</b>	<b>Political Theory</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
<b>PSC:OE-101</b>	<b>Human Rights</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
<b>Semester II</b>				
<b>PSC-201</b>	<b>Western Political Thought</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
<b>PSC-202</b>	<b>Indian National Movement and Constitutional Development</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
<b>PSC:OE-201</b>	<b>Indian Polity: Issues and Concerns</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>

## **BASIC CONCEPTS IN POLITICAL SCIENCE**

### **PSC-101**

<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>2 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

#### **Course Objective:**

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

#### **Learning Outcome:**

At the end of the course the students shall understand -

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

<b>Unit</b>	<b>Contents of Course</b>	<b>45 Hours</b>
<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, 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 Theory, Liberal, Neo-Liberal Theory, Marxist and Gandhian Theory of State Nature Challenges State</p> <p><b>Chapter-3</b> Civil Society- Meaning, Nature, Scope, Importance and Challenges.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4</b> Emergence, Meaning and Characteristics of Sovereignty</p> <p><b>Chapter-5.Sovereignty:</b> Kinds theories -Monistic, Pluralistic, Challenges to the State Sovereignty in the age of Globalization</p> <p><b>Chapter-6</b> .Law: Meaning, Source of Law and kinds.</p>	<b>15 Hours</b>
<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, Political Obligation: Meaning and nature</p>	<b>15 Hours</b>

**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
Assessment Test-2	10
Attendance	05
Seminar/Presentation/Group Discussion	05
Assignment	10
<b>Total</b>	<b>40</b>

## POLITICAL THEORY

### PSC-102

Course Title: <b>POLITICAL THEORY</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 Outcome:

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

#### Learning Outcomes:

**At the end of the course the students shall understand -**

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

Unit	Contents of Course	45 Hours
<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, Institutional & Legal <b>Chapter-2</b> Modern Approaches- Behavioral, Post-Behavioral, David Easton's Political System and Marxian Approach <b>Chapter-3. Political Theory; Decline and Resurgence</b> Relevance	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b> Liberalism: J.S Mill <b>Chapter-5</b> Neo- Liberalism: John Rawls <b>Chapter-6</b> Libertarianism: Robert Nozick	<b>15 Hours</b>
<b>Unit- III</b>	<b>Chapter-7</b> Communitarianism and Multiculturalism: Indian perspective, Colonial Discourse and Post Colonialism, Post Colonial Response and its Limitations <b>Chapter-8 Proponents</b> of Secularism: Gandhi , Jawaharlal Nehru and Rajiv Bhargav <b>Chapter-9</b> Critique of Secularism: Ashish Nandy, T.N. Madan and Partha chatterjee.	<b>15 Hours</b>



### Exercise:

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

### Suggested Readings:

1. Ahmed. V, Theory: Classes, Nations Literatures.: Verso, London, 1992.
2. Arendt. H., On Revolution, Viking, New York, 1963
3. Ashcroft. B, The Post-Colonial Studies Reader, 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. ಉರಮು 'ಗ' ಮು ಂ ನಂದ 'ಎ ಅ. (ಂ) "ವೆವ ವಲಕನ", ವಂ ರಕ ಶನ, ಉಂಗ&ಮರ3, 2016

### **Pedagogy:**

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

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Assessment Test-2	10
Attendance	05
Seminar/Presentation/Group Discussion	05
Assignment	10
<b>Total</b>	<b>40</b>

## HUMAN RIGHTS

### Open Elective PSC:OE-101

<b>Course Title: HUMAN RIGHTS</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:

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

#### Exercise:

- Group Discussion on Human Rights and its types (comparison of Western and Eastern concept of Human Rights).
- Students can be asked to do collage making and present the same.
- Find out the different types of complaints received by NHRC and bring out the end results on any one of such case.
- In order to make it more participatory learning, the students are required to visit the website of NHRC ([www.nhrc.nic.in](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.

<b>Unit</b>	<b>Contents of Course</b>	<b>45 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1</b> Meaning, nature, scope and Classification of Human Rights</p> <p><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)</p> <p><b>Chapter-3</b> Universal Declaration of Human Rights</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4</b> Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties in India</p> <p><b>Chapter- 5</b> National Human Rights Commission (NHRC) – Composition, functions, performance and challenges</p> <p><b>Chapter-6</b> Karnataka State HumanRights Commissions (KSHRCs) – Composition, functions, performance and challenges</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter -7</b> National Commission and Committees for SCs/STs, Minorities“ Commission, Women“ Commission, there composition of functions.</p> <p><b>Chapter-8</b> Major issues and concerns of Human Rights- Discrimination and violence against women, children, Dalits and Minorities, PwD and Transgender</p> <p><b>Chapter-9</b> Challenges to Human Rights</p>	<b>15 Hours</b>

### **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

**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.PÁvÁÄeÁQë . vÁqÁ, ÁzÁ, “vÁiÁÉÁvÁ ° ÁPÁiUÁvÁ ZÁ jwæPÁzÁ±Áò£ ° ÁUÀs AzÁPÁvÁUÁ/ÁÁ”, ¥Áæ, ÁgÁAUÁ, PÁ£ÁðIPÁ «±Áé«zÁÁ®Áií, zsÁgÁvÁqÁ 2015.
8. Donnelly, Jack and Rhoda Howard (ed.), International Handbook of Human Rights, Westport, Connecticut: Greenwood Press,1987.
9. Donnelly, Jack, Universal Human Rights in Theory and Practice, New Delhi, Manas, 2005.
10. Dr.Tapan Biswal, “Human Rights Gender and Environment”, Viva Books Private Limited Publishers, New Delhi 2006
11. V.T.Patil,“Human Rights Developments in South Asia”, Authors Press Publishers, Delhi 2003.
12. Dr.S.K. Gupta, “Statewise Comprehensive Information on Human Right Violation”, Published by ALP Books, Delhi. 2009
13. Acharya, B.C. A Handbook of Wome;s Human Rights, Wisdom Press, New Delhi, 2011.
14. South Asia Human Rights Documentation Centre, Introducing Human Rights, Oxford, New Delhi, 2006.
15. Lillich, R. International Human Rights: Law Policy and Practice, Boston: Little Brown and Co., 1991 2<sup>nd</sup>Edn.
16. CdÄð£izÉÁvī, EAçgÁCdÄð£izÉÁvī, ,ÁÁ¥ÁzÁ, i , ÁÁ¥ÁzÁPíghÁ, C£iivÁzÁPíghÁ Pí JZi. ² æÁQvÁ, i, vÁiÁ£ÁvÁ ° PÁiUÁvÁÁ: MAzÁÁDPAgÁuæAxÁ, £ÁiµÁ£Áei § ÁPíIæ,iõ, EArÁií.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Assessment Test-2	10
Attendance	05
Seminar/Presentation/Group Discussion	05
Assignment	10
<b>Total</b>	<b>40</b>

## WESTERN POLITICAL THOUGHT

PSC-201

<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>2 ½ Hours</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, Medieval and early Modern thinker's Philosophical thought.

### Learning Outcomes:

At the end of the course the students shall understand -

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

Unit	Contents of Course	45 Hours
<b>Unit-I</b>	<b>Chapter -1</b> Salient Features of the Greek Political Thought, <b>Plato:</b> State and Theory of Justice, Philosopher King, <b>Aristotle:</b> State and Its Classification, Theory of Revolution <b>Chapter -2</b> Salient Features of Medieval - Political Thought, Christian Tradition <b>Chapter -3 St. Thomas Aquinas:</b> Church v/s State, <b>St. Augustine:</b> Theory of Two Swords, <b>Machiavelli:</b> On Politics and State Craft, Views on ends and means	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter -4 Thomas Hobbes:</b> Social contract Theory of Sovereignty, <b>John Locke:</b> Social Contract and Theory of Government, Tolerance; <b>J J Rousseau:</b> Social Contract, General Will <b>Chapter -5 Jeremy Bentham:</b> Theory of Utilitarianism <b>Chapter -6 J.S. Mill:</b> Views on Liberty	<b>15 Hours</b>
<b>Unit- III</b>	<b>Chapter -7 Hegel -</b> Dialectical Materialism, <b>Karl Marx -</b> Classless and stateless society <b>Chapter -8 Jurgen Habermas-</b> Communicative action, Public Sphere, Theory of truth and knowledge <b>Chapter -9 Hannah Arendt-</b> Theory of Action, Modernity, Conception of Citizenship.	<b>15 Hours</b>

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

### 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

### Exercise:

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

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Assessment Test-2	10
Attendance	05
Seminar/Presentation/Group Discussion	05
Assignment	10
<b>Total</b>	<b>40</b>

## INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT

### PSC-202

<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 ½ 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 contemplate on how colonial rule was overthrown by the Indian Nationalists.
- To acquaint the students with the problems of Independent India.
- To enable the students to understand the role of India in World affairs and the contributions of great men towards freedom.

#### Learning Outcome:

At the end of the course the students shall -

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



<b>Unit</b>	<b>Contents of Course-4</b>	<b>45 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1</b> Indian National Movement: Features, The Liberal, The Extremist and Revolutionary Phase</p> <p><b>Chapter-2</b> The Gandhian Phase: Non-Cooperation movement Civil Disobedience Movement and the Quit India movement.</p> <p><b>Chapter-3</b> Constitutional Development: 1773 Regulation Act, 1833 charters Act, 1858- Queens proclamation</p>	<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 of Round Table, Conference provincial Autonomy and federal system</p> <p><b>Chapter-6</b> Indian Independence Act of 1947: main provisions, Cabinet Mission Plan</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Constituent Assembly Debates on</b></p> <p><b>Chapter-7</b> State structure, citizenship          Universal Adult Franchise</p> <p><b>Chapter-8</b> Minority Rights, Uniform Civil Code</p> <p><b>Chapter-9</b> Language and Union of States  <b>(The above three should be discussed in the context of Constituent Assembly Debates)</b></p>	<b>15 Hours</b>

**Exercise:**

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

## Suggested Readings

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

## Pedagogy:

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

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Assessment Test-2	10
Attendance	05
Seminar/Presentation/Group Discussion	05
Assignment	10
<b>Total</b>	<b>40</b>

## INDIAN POLITY: ISSUES AND CONCERNS

### OPEN ELECTIVE – PSC:OE-201

<b>Course Title: INDIAN POLITY ISSUES</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:** 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	45 Hours
<b>Unit-I</b>	<b>Chapter-1 National Integration and Social Harmony</b> - Meaning and Need of National Integration and Suggestions for securing National Integration <b>Chapter-2 Society and Politics in India:</b> Caste and its Impact on Indian society and Polity <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> - Role and Constitutional Provisions <b>Chapter-5 Development and Inclusiveness:</b> Issues and Concerns <b>Chapter-6 Regionalism</b> – Reasons for the Growth, Forms and Measures	<b>15 Hours</b>
<b>Unit- III</b>	<b>Chapter-7 Corruptions-</b> Causes and Measures <b>Chapter-8 Terrorism-</b> Types, Causes and Measures <b>Chapter-9 Celebrating Diversity</b> – 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

### 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.

### 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
Assessment Test-2	10
Attendance	05
Seminar/Presentation/Group Discussion	05
Assignment	10
<b>Total</b>	<b>40</b>

# Political Science Syllabus

**(III & IV Semester)**

**2022-23 onwards**

**Structure for Political Science  
 Discipline**

<b>Semester III</b>				
<b>Course</b>	<b>Paper</b>	<b>Credits</b>	<b>No. of Teaching Hours/Week</b>	<b>Total Marks/Assessment</b>
<b>PSC-301</b>	<b>Indian Government and Politics</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
<b>PSC-302</b>	<b>Parliamentary Procedures in India</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
<b>PSC:OE-301</b>	<b>3.1 Gender and Politics</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
<b>Semester IV</b>				
<b>PSC-401</b>	<b>Ancient Indian Political Ideas and Institutions</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
<b>PSC-402</b>	<b>Modern Political Analysis</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
<b>PSC:OE-401</b>	<b>4.3 Political Journalism</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>

<b>Ability Enhancement Compulsory Courses (AECC)</b>	<b>Constitution of India</b>	<b>2</b>	<b>2</b>	<b>50(30+20)</b>
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### Political Science Model Curriculum (III & IV Semester)

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

**Discipline Core: Political Science**

**Total Credits for the Program:**

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

**Program Outcomes:**

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

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

#### Assessment:

**Weightage for assessments (in percentage)**

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

## **INDIAN GOVERNMENT AND POLITICS**

### **PSC-301**

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:**

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

#### **Learning Outcome:**

At the end of the course the students shall -

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



<b>Unit</b>	<b>Contents of Course</b>	<b>45 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1</b> : Indian Politics: Approaches to study of State and politics in India (Liberal, Marxist and Gandhian).</p> <p><b>Chapter-2:</b> Constituent Assembly- Composition and Major Debates regarding the Structure of Indian State.</p> <p><b>Chapter-3:</b> Preamble and Salient Features of Indian Constitution.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> The Union Executive: The President, Vice- President, Prime Minister and the Council of Ministers.</p> <p><b>Chapter-5:</b> Parliament: Powers and Functions of Lok Sabha and Rajya Sabha, Amendment Process and Major Amendments (42<sup>nd</sup>, 73<sup>rd</sup>, 74<sup>th</sup>, 86<sup>th</sup>, 101<sup>st</sup>).</p> <p><b>Chapter-6:</b> Basic Structure of Judiciary in the Indian Constitution and Judicial Review.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Nature of Indian Political System, Union-State Relations (Commissions), Governor and President's Rule:</p> <p><b>Chapter-8:</b> Ideology of - National Political Parties, Regional Political Parties, Coalition Politics and Role of Election Commission in Indian Politics.</p> <p><b>Chapter-9:</b> Issues in Indian Democracy: Caste, Religion, Communalism, Regionalism, Criminalization of Politics, Terrorism, Social and Distributive Justice.</p>	<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 regard to Governor and President's Rule.
- List out the major amendments to the constitution, Commission and committee to review power sharing.
- Examine the functioning of various political parties, its inclusive approaches, influence of dynasties on their performance

### 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.

### Suggested Reading:

1. Iqbal Narain, State Politics in India, Meenakshi Prakashan, New Delhi, 1967.
2. Rajani Kothari, Politics in India, Orient Longman, 1970.
3. D. Basu, An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1980.
4. Granville Austin, The Indian Constitution: CornerStone of a Nation, Oxford University Press, India, 1966.
5. C. P. Bhambhari, The Indian State, Fifty Years, New Delhi, Shipra, 1997.
6. V. Pylee, Constitutional Government in India, Bombay, Asia Publishing House, 1977.
7. J. C .Johari, Indian Government and Politics, Vol. 1, Shoban Lal and Company, India, 2012.
8. Weiner, Party Politics in India, Princeton University Press, 1957.
9. A. G. Noorani, Constitutional Questions in India: The President, Parliament and the States, Delhi, Oxford University Press, 2000.
10. A.S. Narang, Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996.
11. Bidyut Chakrabarty & Rajendra Kumar Pandey, Indian Government and Politics, SAGE, New Delhi, 2008
12. D.D. Basu, An Introduction to the Constitution of India, 25<sup>th</sup> Edition, LexisNexis, India, 2021.
13. M.P. Singh & Rekha Saxena, Indian Politics: Contemporary issues and Concerns, Prentice Hall of India, Delhi, 2008.
14. M. V. Pylee, An Introduction to the Constitution of India, New Delhi, Vikas, 1998.
15. Nirja Gopal Jayal & Pratap Bhanu Mehta, The Oxford Companion to Politics in India, Oxford University Press, New Delhi, 2010.
16. Sunder Raman. Indian Government and Politics, Allied Publishers, New Delhi, 1988.
17. C. P. Bhambhari, The Indian State Since Independence: 70 Years, New Delhi, Shipra, 2017.

#### 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>

## PARLIAMENTARY PROCEDURES IN INDIA

### PSC-302

<b>Course Title: PARLIAMENTARY PROCEDURES 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 ½ Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

#### Course Objective:

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

#### Learning Outcome:

At the end of the course the students shall -

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

Unit	Contents of Course	45 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> Elections to the Legislatures: Parliament and State Legislatures.</p> <p><b>Chapter-2:</b> Powers, Functions and Privileges of Members of Parliament and State Legislature.</p> <p><b>Chapter-3:</b> Legislative Procedures of the Parliament: Articles 107-122.</p>	
<b>Unit-II</b>	<p><b>Chapter-4:</b> Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills.</p> <p><b>Chapter-5:</b> Drafting of the Bill, First Reading and Departmental Standing Committee, Second Reading, Third Reading, Passage of the Bill, Consent by the President, Gazette Notifications.</p> <p><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).</p>	<b>15 Hours</b>
<b>Unit-III</b>	<p><b>Chapter-7:</b> Parliamentary Proceedings: Question Hour, Zero Hour, Half an Hour Discussion, Calling Attention Motion, Adjournment Motion, Privilege motion, Censure motion, 'No- confidence' motion, Cut motion.</p> <p><b>Chapter-8:</b> Parliamentary Questions: Types, Starred and Unstarred Questions, Questions Addressed to Private Members and Short Notice Questions.</p> <p><b>Chapter-9:</b> Parliamentary Privileges: Constitutional Provisions, Codification of Privileges, Privileges of Parliamentarians and Legislators, Breach of Privilege.</p>	<b>15 Hours</b>

**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.

### Suggested Readings:

1. M.N. Kaul and S.L. Shakhder, Practice and Procedure of Parliament, Metropolitan, New Delhi, 1968.
2. Subhash C. Kashyap, Our Parliament, National Book Trust, New Delhi, 2021.
3. S H. Belavadi, Theory and Practice of Parliamentary Procedure in India, 1988.
4. Study Material on Parliamentary Practices and Procedures. Lok Sabha Secretariat Parliamentary Research and Training Institute for Democracies (Erstwhile BPST), New Delhi.
5. Apoorva Shankar and Shreya Singh, Parliamentary Procedures A Primer Rajya Sabha, PRS Legislative Research, 2015.
6. Dr. K. S. Chauhan, Parliament Powers Functions And Privileges, LexisNexis, India, 2013.
7. Ajit Ranjan Mukharjea, Parliamentary Procedure in India, Oxford University Press, 1958.
8. M N. Kaul, Parliamentary Institutions and Procedures, National Publishing House, 1978.
9. Jalan, India's Politics, Penguin, New Delhi, 2007.
10. Abbas, H., Kumar, R. & Alam M. A., Indian Government and Politics, Pearson, New Delhi, 2011.
11. Chakravarty, B. & Pandey, K. P, Indian Government and Politics, Sage, New Delhi, 2006.
12. K. Sanyal, Strengthening Parliamentary Committees, PRS, Center for Policy Research, New Delhi, 2011.

### Pedagogy:

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

## **GENDER AND POLITICS**

### **Open Elective**

### **PSC: OE-301**

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

### **Course Objective:**

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

### **Learning Outcomes:**

At the end of the course the students shall -

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

Unit	Contents of Course	45 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> Defining Gender, Significance of Gender Studies, Difference between Gender Studies and Women Studies, Feminist Perspectives (with reference to India)</p> <p><b>Chapter-2:</b> Gender Imbalance in Political Representation and Electoral Process- Party Choices of Candidates, Social Taboos and Stereotypes.</p> <p>Gender Discrimination in Indian Politics – including LGBTQ, Feminist Critique of Politics.</p> <p><b>Chapter-3:</b> Governance and Gender Structures, Gender Budgeting and Gender Issues in Governance.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Gender and Empowerment Process: Education, Economic, Political and Socializing and sensitizing gender issues.</p> <p><b>Chapter-5:</b> Gender Differentiation in Political Leadership, Challenging Gender Stereotypes in the Socio-Political sphere.</p> <p><b>Chapter-6:</b> Capacity Building and Role of Women in Karnataka Politics, Women Representation in Local Governments.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Women and Poverty, Women and Health, Women and wealth creation, Violence against Women, Women and Armed Conflict.</p> <p><b>Chapter-8:</b> Women and Literature, Women and the Media, Women and the Environment.</p> <p><b>Chapter-9:</b> Women and Societal Challenges: Dowry, Domestic Violence, Girl Child - Programmes of the Governments for the uplift of Women, Educating male child and socio-religious taboos including patriarchy.</p>	<b>15 Hours</b>

**Exercise:**

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

### Suggested Readings:

1. P.K.Swaib and S.N.Tripathy, "Unequal Treatment to Women and Gender", Bias, Sonali Publications, New Delhi, 2006.
2. Malashrilal, Chandra Mohan, Enakshi K.Sharma, Devika Khanna Narula and Amrit Kaur Basra, "Gender and Diversity", Rawat Publications, Jaipur, 2015.
3. Andrew Heywood, "Global Politics", Palgrave Macmillan Publication, New York, 2014.
4. Kranti Rana, "Modern Working Women and the Development Debate", Kanishka Publishers, New Delhi, 1998.
5. Dr.Tanuja Trivedi, "Encyclopedia of Women's Empowerment", Janapada Prakashan, New Delhi, 2012.
6. Bhaswati Das and VimalKhawas, "Gender Issues in Development –Concerns for the 21<sup>st</sup> century", Rawat Publications, New Delhi, 2009.
7. U. Kalpagam, "Gender and Development in India: Current Issues", Rawat Publication, 2011.
8. B.N.Singh, "Rural Women and Education," vista International Publishing House, Delhi, 2016.
9. Meerakosambi, "Women writing Gender", Permanent Block Publication, New Delhi, 2012.
10. Brush, Lisa D., Gender and Governance, Rawat Publications, New Delhi, 2007.
11. Sangeeta Bharadwaj, "Gender, Social Structure and Empowerment Status Report of Women in India", Rawat Publication, 2009.
12. Dr.Tapan Biswal, "Human Rights Gender and Environment", Viva Books Private Ltd, New Delhi, 2006.
13. Dr. S. Murty, "Women and Employment", RBSA Publishers, Jaipur, 2001.
14. Singh, Narpat, „Changing Status of Women“ Vista International Publishing House, Delhi, 2008.
15. Anuradhamathu, "Gender and Development in India", Kalpaz Publication, Delhi, 2008.
16. M.Bahati Kumba, "Gender and Social Movements", Rawat Publication, New Delhi, 2003.
17. Saxena, Alka, Women and Political Leadership, Altar Publishing House, New Delhi, 2011.

### Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, and 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>



## IV SEMESTER

### ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS

#### PSC-401

<b>Course Title: ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS</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:

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

#### Learning Outcome:

At the end of the course the students shall -

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

Unit	Contents of Course	45 Hours
<b>Unit-I</b>	<p><b>Chapter-1: Sources of Early Indian Political Thought:</b> Sources and Limitations: Pre and Post Colonial.</p> <p><b>Chapter-2: Perspectives:</b> Orientalists, Nationalists, Marxian (Asiatic Mode of Production) and Gandhiji on Varnashrama Dharma, Dr. Radhakrishnan perspective.</p> <p><b>Chapter-3: Indian Culture:</b> Colonial Narratives (William Jones, Macaulay) v/s Contemporary Discourses (Dharampal and Edward Said).</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4: Socio-Political Ideas in the Early Indian Thought:</b> Dharma, Rajadharma, Dandaniti, Nyaya, Vaisheshika, Shunya, Ratnin Ceremony, Varnadharma, and Ashramadharma, values in Thirukural.</p> <p><b>Chapter-5: Kingship:</b> Origin Stories, Gopati to Bhupati, Nature and Structure.</p> <p><b>Chapter-6: Functions of Institutions:</b> Sabha, Samiti, Vidhata, Paura-Janapada.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7: Ganasaghas:</b> Nature, Structure, And Functions Role of Stories in Indian Tradition.</p> <p><b>Chapter-8: Ramayana (Valmiki):</b> Ramarajya, Subaltern and Adhyatmic perspective.</p> <p><b>Chapter-9: Mahabharata (Vyasa):</b> Rajadharma in Shantiparva, Idea of war and Peace.</p>	<b>15 Hours</b>

**Exercise:**

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

### Suggested Readings:

1. Alterkar A.S, State and Government in Ancient India, Motilal Banarsidass, Chowk Banaras, 1949.
2. R.S. Sharma, Early Indian Social and Political Thought and Institutions (Aspects of the Political Ideas and Institutions in Ancient India, Motilal Banarsidass, Delhi, 1991.
3. Jayaswal K.P, Hindu Polity, Bangalore Printing and Publishing Co. LTD, Bangalore, 1943.
4. Goshal U.N, History of Hindu Political Theory, Oxford University Press, Calcutta, 1923.
5. Kangle R.P, Kautilya's Arthashastra, Motilal Banarsidass Publishers Pvt.Ltd, New Delhi, 1986.
6. Bhandarkar D.D, Some Aspects of Ancient Indian Culture, Madras, University of Madras, 1940.
7. Romila Thaper. From Lineage to State, Oxford University Press, United Kingdom, 1984.
8. R.S.Sharma, Shudaras in Ancient India, Motilal Banarsidass, Delhi, 1957.
9. Sharma,R. SIndia's, Ancient Past, Oxford University Press, New Delhi, 2006.
10. Sharma,R. S, Rethinking India's Past, Oxford University Press, New Delhi, 2010.
11. Kraedar Lawrence, "Formation of the state", Prentice Hall, United State, 1968.
12. Kosambi. D.D, "Introduction to the Study of Indian History", Popular Prakashan, Mumbai, 1956.
13. Said Edward, Orientalism, Pantheon Books, USA, 1978.
14. Misra Vibhuti Bhushan, From the Vedas to the Manusamhita, City/Country Brill Academic, United States, 1982.
15. Sircar D.C, Studies in the Religious life of Ancient and Medieval India, Motilal Banarsidass, Delhi, 1971.
16. Aiyangar K.R, Ancient Indian Polity, Oriental Books Agency, Poona, 1941.
17. Pargiter R, Ancient Indian Historical Tradition, Oxford University Press, London, 1922.
18. Levin G.M, Bongard, A Complex Study of Ancient India – Multidisciplinary Approach, American Oriental Society, USA, 1989.
19. Kumar S, "Role of State in Ancient India Economy", Ramanand Vidya Bhawan, Delhi, 1986.
20. Sircar D.C, Political and Administrative System of Ancient and Medieval India. Motilal Banarsidass, Delhi, 1975.
21. Maity S. K and Upendra Thakur, Indological Studies. Abhinav Publications, New Delhi, 1991.
22. Mukherjee Shobha, The Republican trends in Ancient India. Munshiram Manoharial Publishers Private Limited, New Delhi, 1989.
23. Bandyopadhyaya N.C, Development of Hindu Polity and Political Theories, Munshiram Manoharlal Publishers, New Delhi, 1980.
24. Chattopadhyaya D. Lokayata, Peoples Publishing House, New Delhi, 1959.
25. Kosambi D.D, The Culture and Civilization of Ancient India and Historical Outline, Vikas Publishing House Pvt. Ltd, Noida, 1965.
26. Majumdar R. C, History and Culture of Indian People, Vol.I, Dacca University, Bangladesh, 1977.
27. Kulke, Hermen (Ed), State in India, 1000 to 17000, Oxford University Press, Delhi, 1995.
28. Kane P.V, History of Dharmashastras, Vol-1-5, Bhandarkar Institute Press, Poona, 1930.

### **Pedagogy:**

The course shall be taught through the lecture, tutorial, interactive sessions, self-guided learning materials, Open Educational Recourses (OER) as reference materials, Close-Reading Sessions of texts, assignments, seminars, 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>

## **MODERN POLITICAL ANALYSIS**

### **PSC-402**

<b>Course Title: MODERN POLITICAL ANALYSIS</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:**

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

### **Learning Outcome:**

At the end of the course the students shall -

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

<b>Unit</b>	<b>Contents of Course</b>	<b>45 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1</b> Modern Political Analysis-Genesis, Emergence, Meaning, Nature, Scope and Goals</p> <p><b>Chapter-2</b> Political System-Types, similarities and differences, classification- Aristotle and Webber.</p> <p><b>Chapter-3</b> Approaches – Traditional- Philosophical, Historical Institutional, Modern- Behavioral, Systems, Game.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4</b> Talcott Parson's General Systems theory- Pattern of Inter Relationship, Hierarchical order, Integration.</p> <p><b>Chapter-5</b> David Easton's Input-Output model of Political System, Features, Functions and Critical Evaluation.</p> <p><b>Chapter-6</b> Power-Meaning, significance, and measurement, difference between Power, Authority, Legitimacy and Influence, Harold Lasswell's contribution.</p>	<b>15 Hours</b>
<b>Unit-III</b>	<p><b>Chapter-7</b> Almond on Structural – Functional Analysis Karl Deutsch's Communication Theory.</p> <p><b>Chapter-8</b> Richard C Snyder's Decision Making Theory, Arthur F. Bentley and David Truman Group theory of Politics.</p> <p><b>Chapter - 9</b> Political Development - Concept of Political Development - its variables, Development syndrome, Theory of Lucian Pye.</p>	<b>15 Hours</b>

**Exercise:**

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

### Suggested Readings:

1. Almond, G. and Coleman. J.S. "The politics of the Developing Areas", Princeton University Press, Princeton NJ, 1960.
2. Almond, G.A. and Verba, S, "The Civic Culture: political Attitudes and Democracy in Five Nations", Princeton NJ, Princeton University Press, 1963.
3. Amin, S, "Accumulation on an old Scale: A Critique of the Theory of Underdevelopment", Monthly Review Press, New York, 1974.
4. Apter, D.E, "The Politics of Modernization", University of Chicago Press, Chicago, 1965.
5. Gabriel Almond, "Cooperative Politics: A Development approach" Little Brown, Boston, 1966.
6. Hannah Arendt, "The Origins of Totalitarianism", Harcourt Press, New York, 1951.
7. Johari, J.C, "Comparative Government and Politics", Sterling Publishers Private Limited, New Delhi, 1982.
8. Powell, G.B, Russell J.D, and Kaare Strom, "Comparative Political Today, A World View". London Press, New York, 1970.
9. Rod Hague. Martin Harrop, Shaun Breslin, "Comparative Government and Politics", Palgrave Macmillan press, UK, 1992.
10. Verba S and Almond, "The Civic Culture Revisited", little Brown, Boston, 1980.
11. Dahl, Robert A, Modern Political Analysis, Prentice Hall of India, New Delhi, 1981.

### Pedagogy:

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

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

**POLITICAL JOURNALISM**  
**OPEN ELECTIVE- PSC:OE-401**

<b>Course Title: POLITICAL JOURNALISM</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:**

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

**Learning Outcome:**

At the end of the course the students shall -

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



Unit	Contents of Course	45 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> Defining Political Journalism, Traditional and Modern views about State and Politics.</p> <p><b>Chapter-2:</b> Understanding of Political Development: Caste, Religion, Linguistic and Party Perspectives.</p> <p><b>Chapter-3:</b> Defining the Role of Mass Media- Print, Electronic and Web (Social Media).</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4: Political Culture-</b> Shared Beliefs, Values, Ideologies and Norms, Process of Socialisation.</p> <p><b>Chapter-5: Political Participation</b> –Modes of participation, Political Apathy.</p> <p><b>Chapter- 6: Methods of Political Journalism-</b> Interviews, Political Debates, Commentary on Legislations.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7: Communication-</b> Defining Communication, Shaping Public Opinion, Encoding and Decoding.</p> <p><b>Chapter-8: Skills of Writing</b> - Vocabulary, Epitomizing, Punctuation.</p> <p><b>Chapter-9: Report Writing-</b> Journalistic Writing Skills, Yellow Journalism, Use of Facts and Figures and Interpretations.</p>	<b>15 Hours</b>

### Exercise:

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

### Suggested Readings:

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

### Pedagogy:

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

## CONSTITUTION OF INDIA

<b>Ability Enhancement Compulsory Courses (AECC)</b>	
<b>Course Title: CONSTITUTION OF INDIA</b>	
Total Contact Hours: <b>24</b>	Course Credits: 2
No. of Teaching Hours/Week:2	Duration of ESA/Exam: 1 ½ <b>Hours</b>
Formative Assessment Marks: <b>20</b>	Summative Assessment Marks: <b>30+20=50</b>

### Course Objective:

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

### Learning Outcomes:

After completing this course students will be able to-

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

Unit	Contents of Course:	24 Hours
<b>Unit-I</b>	<b>Chapter- 1 Making of Indian Constitution:</b> Constituent Assembly- Composition, Objectives, Preamble and Salient features of the Indian Constitution. <b>Chapter-2</b> Fundamental Rights, Fundamental Duties, Directive Principles.	<b>8 Hours</b>
<b>Unit-II</b>	<b>Chapter-3 Union Government-</b> President, Prime Minister and Cabinet. <b>Chapter-4 State Government-</b> Governor, Chief Minister and Cabinet.	<b>8 Hours</b>
<b>Unit- III</b>	<b>Chapter-5 Judiciary-</b> Supreme Court and High Court: Composition, Powers and Functions. <b>Chapter-6 Electoral Process:</b> Election Commission- Composition, Powers and Functions, Electoral Reforms.	<b>8 Hours</b>

**Exercise:**

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

**Suggested Readings:**

1. Durga Das Basu, Introduction to the Constitution of India, Gurgaon; LexisNexis, (23rd edn.) 2018.
2. M.V. Pylee, India's Constitution, New Delhi; S. Chand Pub., (16th edn.) 2017.
3. J.N. Pandey, The Constitutional Law of India, Allahabad; Central Law Agency, (55th edn.) 2018.
4. Constitution of India (Full Text), India.gov.in., National Portal of India, [https://www.india.gov.in/sites/upload\\_files/npi/files/coi\\_part\\_full.pdf](https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf)
6. K B Merunandan, Bharatada Samvidhana Ondu Parichaya, Bangalore, Meragu Publications, 2015.
7. ಲೆಸ್ಲಿ ಜಿ. ಜಿ. ಗಾಡ್‌ಫ್ರೆಡ್, ಇಂಡಿಯಾ ನ್ಯಾಷನಲ್ ಕಾನ್ಸ್ಟಿಟ್ಯೂಷನ್, 2020.
8. K. Sharma, Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2002.
9. P.M Bakshi, Constitution of India, Universal Law Publishing House, New Delhi, 1999
10. D. C. Gupta, Indian Government and Politics, Vikas publishing House, New Delhi, 1975.
11. S. N. Jha, Indian Political System,: Historical Developments, Ganga Kaveri Publishing House, Varanasi, 2005.
12. Arora & Mukherji, Federalism in India, Origin and Developments, Vikas Publishing House, New Delhi, 1992.

**Pedagogy:**

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

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	5
Seminar/Presentation/Group Discussion	5
Assessment Test-2	5
Assignment	5
<b>Total</b>	<b>20</b>



**Maharani Lakshmi Ammanni College for Women Autonomous**

Affiliated to Bengaluru City University  
Accredited by NAAC (IV Cycle) with "A" Grade,  
Recognised by UGC under Section 2(f) and 12(b) of the UGC Act 1956  
Conferred the Status of 'College with Potential for Excellence' by UGC

## **Political Science Syllabus (V and VI Semester)**

**Under – Graduate (UG)  
Program  
Framed according to the National Education Policy  
(NEP 2023)**

**(Effective from the Academic Year 2023 – 24)**



**Maharani Lakshmi Ammanni College for Women, Autonomous**

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Conferred the status of 'College with Potential for Excellence' by UGC

## **5<sup>th</sup> Semester**



**Maharani Lakshmi Ammanni College for Women, Autonomous**

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<b>Course Title: International Relations-Basic Concepts</b>	
<b>Semester: V</b>	<b>Course Code: POL C9</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 ½ Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

#### **Course Objectives:**

- CO1This course aims at acquainting to the students the usefulness of studying International Relations as a discipline.
- CO2It will help them to explain and express the consequences of good relations with the neighboring nations and far of nations, the economic, cultural, industrial and technological benefitsone can reap through meaningful relationships between nations.
- CO3Functionally, it helps them to experience the meaning of national power and sovereignty.

#### **Learning Outcome:**

At the end of the course the students shall -

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

Unit	Contents of Course- POL C9	60 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> International Relation and International Politics: Meaning, Nature and Scope of International Relations.</p> <p><b>Chapter-2:</b> Evolution of International Relations (From city state to Modern Nation State System).</p> <p><b>Chapter-3:</b> Development of International Relations as an academic discipline.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> World War I and II: Causes and Consequences on world politics.</p> <p><b>Chapter-5:</b> Cold War: Origin, Causes and Effects, Collapse of Soviet Union.</p> <p><b>Chapter-6:</b> National Interest – Meaning, Elements, Kinds and Instruments for Promotion of National Interests.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> National Power Meaning, Nature, Elements, Limitations and Evaluation of National Power.</p> <p><b>Chapter-8:</b> Balance of Power – Meaning, Nature, Techniques of Balance of Power and its Relevance</p> <p><b>Chapter-9:</b> Collective security- Meaning and Nature, National Security and role of Diplomacy.</p>	<b>15 Hours</b>
<b>Unit- IV</b>	<p><b>Chapter-10:</b> Arms Race, Arms control and Nuclear Disarmament and Deterrence.</p> <p><b>Chapter-11:</b> Peaceful Settlement of Disputes, Conflict Resolution theories.</p> <p><b>Chapter-12:</b> World order – Unipolar, Bi-Polar and Multi-Polar.</p>	<b>15 Hours</b>

**Exercise:**

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



### **Suggested Readings**

1. Burchill Scott et al, Theories of International Relations 3rd edition, Basingstoke: Palgrave Macmillan, 2005.
2. Aron, Raymond, Peace and War: A Theory of International Relations, New York, Anchor Books, 1973.
3. Baylis, J. and Smith, S. (eds.), The Globalization of World Politics, Oxford, Oxford University Press, 2001.
4. Ganguly, Sumit , India's Foreign Policy: Retrospect and Prospect, New Delhi, Oxford University Press, 2012.
5. William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) Classic Readings of International Relations. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.
6. Appadorai and Rajan, M. S. (eds.), India's Foreign Policy and Relations. New Delhi, South Asian Publishers, 1985.
7. Vanaik, A. India in a Changing World: Problems, Limits and Successes of Its Foreign Policy. New Delhi: Orient Longman, 1995.
8. Mewmillians, W.C. and Piotrowski, H., The World since 1945: A History of International Relations, Lynne Rienner Publishers.
9. Morgenthau Hans J., Revised by Kenneth W. Thompson, "Politics Among Nations", Kalyani Publisher, New Delhi.
10. Kenneth Waltz, "The Theory of International Politics", Waveland Press, 2010.
11. Perkins, Palmer, "International Relations", C.B.S. Publishers and Distributors, (Reprinted 2001), 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>Semester: V</b>	<b>Course Code: POL C10</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 ½ Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Course Objectives:**

CO1: In this paper the functioning of the governments (**UK, USA and China**) are to be compared and analyzed.

CO2: It deals with the mixture of presidential, parliamentary and federal system of governments.

CO3: The study aims to help students to understand and debate various matters pertaining to the working of these systems.

CO3: This paper aims at equipping students with knowledge and critical understanding of different political systems and institutions in the world.

**Learning Outcome:**

At the end of the course the students shall –

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

Unit	Contents of Course- POL C10	60 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> Comparative Government and Politics: Meaning, Nature, Scope and Importance</p> <p><b>Chapter-2:</b> Approaches to the study of Comparative Government and Politics Traditional (Philosophical and Historical) and Modern Approaches (System, Communication and Decision Making).</p> <p><b>Chapter-3:</b> Types of Government and Politics: Parliamentary, Presidential, Unitary and Federal Government.</p>	<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, accountability, popular sovereignty, Rule of Law, ,Individual rights) Problems and Prospects of Constitutionalism.</p> <p><b>Chapter-6: Political Party</b> - Definition and classification based on ideology-Single to Multi party systems, Republican-Democratic, Labour-Conservative and Communist <b>Pressure Groups</b>-Definition, role and Characteristics.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Political Process: Political Socialization and Political Culture.</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).</p> <p><b>Chapter-11:</b> Party System ((USA, UK and China).</p> <p><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, The Substance of Politics, OUP, New Delhi, 2008 (latest edition).
2. Bara, J & Pennington, M. (eds.). Comparative Politics. New Delhi: Sage, 2009.
3. Caramani, D. (ed.). Comparative Politics. Oxford: Oxford University Press, 2008.
4. Hague, R. and Harrop, M. Comparative Government and Politics: An Introduction. (Eighth Edition). London: Palgrave MacMillan, 2010.
5. Ishiyama, J.T. and Breuning, M. (eds.). 21st Century Political Science: A Reference Book. Los Angeles: Sage, 2011.
6. Sudhir Krishnaswamy, Democracy and Constitutionalism in India, OUP, New Delhi, 2009.
7. Pierre, Jon and B. Peters (Eds.), Governance, Politics and the State, London, Macmillan, 2000.
8. Rajeev Bhargav& Ashok Acharya (eds), Political Theory: An Introduction, Longman Pearson, New Delhi, 2008.
9. Newton, K. and Deth, Jan W. V. Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press, 2010.
10. O'Neil, P. Essentials of Comparative Politics. (Third Edition). New York: WW. Norton & Company, Inc, 2009.

### 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>Semester: V</b>	<b>Course Code: POL C11</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 ½ Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Course Objectives:**

CO1:The course will help to understand the political transformation Karnataka State from princely State of Mysore.

CO2:It aims at understanding of the social bases and the major issues that confronted the evolution of Karnataka politics within the domain of national politics.

**Learning Outcome:**

At the end of the course the students shall -

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

Unit	Contents of Course- POL C11	60 Hours
Unit-I	<p><b>Chapter-1:</b> State Politics in India: Nature and Importance.</p> <p><b>Chapter-2:</b> Princely State of Mysore: Evolution of Legislature, Mysore Representative Assembly.</p> <p><b>Chapter-3:</b> Administration and Governance in the Princely State and Re organisation of State</p>	15 Hours
Unit-II	<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, Deputy Channabasappa, Gudleppa Hallikere, Siddappa Kambli.</p> <p><b>Chapter-6:</b> 1924 Belgaum Conference, Hardekar Manjappa: Concept of Swadeshi and Nationalism, Huilgol Narayan Rao.</p>	15 Hours
Unit- III	<p><b>Chapter-7:</b> Caste and Politics: Dominant Caste, Backward Class Movement and AHINDA, Caste and Identity Politics.</p> <p><b>Chapter-8:</b> Regionalism and Regional Disparities and Dr. Nanjundappa Report</p> <p><b>Chapter-9:</b> Language and Politics, Water and Border Disputes, Peasant Issues, Gender Politics and Karnataka's Relations with Center on the above issues</p>	15 Hours
Unit- IV	<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, challenges of development in Kalyana Karnataka and Kodagu- (Coorg Case study)</p>	15 Hours

#### 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.
- Field Visit to legislative assembly and local bodies

## 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. Kuppuswamy.(1978). Backward Classes Movement in Karnataka, Bangalore: Bangalore University:
16. George Mathew (ed). (1984). Shift in Indian Politics, New Delhi: Concept Publishing Company.
17. Chandrashekar, S. (1985), Dimensions of Socio-Political Change in Mysore- 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. AlurVenkatarao. 1941. Nanna Jeevanada Smruthigalu, Daravada: Kalasindhu Mudranalaya.
  29. Rani, Midatala. And Jayakumar. H. (1998). Karnataka Government and Politics. Mysore: Chethana Book House.

**Pedagogy:**

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

<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: Administrative Theories</b>	
<b>Semester: V</b>	<b>Course Code: POL E1 (A)</b>
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 2 ½ Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Course Objectives:**

CO1: The course makes students to know that administration is a science and it has a method of execution.

CO2: It further helps them explain the various theories that are operational and visible in the day to day administration.

CO3: From behavioural theories to public choice theory - it helps the students to differentiate the functioning of public institutions and the bureaucracy that engages in the work of uplift of the society.

**Learning Outcome:**

At the end of the course the students shall -

- Differentiate the various levels of administration and their jurisdictional issues.
- Explain the nature and functions of bureaucracy.
- Identify the science and organisation of administrative hierarchies and measure its impact and appreciate the need for such a structure for a governance.

Unit	Contents of Course- POL E1 (A)	45 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> Public Administration: Meaning, Scope and Importance.</p> <p><b>Chapter-2:</b> Public Administration and Other Social Sciences, Evolution of Public Administration, Comparative Public Administration.</p> <p><b>Chapter-3:</b> Evolution of Administrative Theory, Critique of Administrative Theory, Oriental Theory of Administration Kautilya's Ideas.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Classical Theories: Administrative Management Theory of Henri Fayol, Administrative Process: Contributions of Luther Gulick and Lyndall Urwick.</p> <p><b>Chapter-5:</b> Scientific Management Theory - F.W. Taylor, Human Relation Theory - Elton Mayo, Systems Theory - Chester Barnard, Behavioural Theory – Robert Dahl</p> <p><b>Chapter-6:</b> Social Psychological Theory - Douglas McGregor and Abraham Maslow, Ecology of Public Administration Contributions of - Fred W. Riggs.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Bureaucratic Theory of Max Weber and Karl Marx. Decision-Making Theory of Herbert Simon.</p> <p><b>Chapter-8:</b> Theories of Motivation: Contribution of Abraham Maslow, Herzberg and McGregor.</p> <p><b>Chapter-9:</b> Public Choice Theory – Jane S. Shaw, Critical Theory – Max Horkheimer, Discourse Theory- Michel Foucault.</p>	<b>15 Hours</b>

**Exercise:**

- Students may be asked to use appropriate theoretical lens to analyse different administrative issues.
- Students may be asked to open up debate on where the actual domain of public administration to be located?
- Bring out the distinction between different forms of organisations and how they are functioning.

### **Suggested Readings**

1. Denhardt, R., & Denhardt, J. (2000). The New Public Service: Serving Rather Than Steering. *Public Administration Review*, 60(6), pp. 549-559.
2. Gaus, J. (1950). Trends in the Theory of Public Administration. *Public Administration Review*, 10(3), pp. 161-168.
3. Meier, K., & O'Toole, L. (2011). Comparing Public and Private Management: Theoretical Expectations. *Journal of Public Administration Research and Theory: J- PART*, 21, pp. 283-299.
4. Perry, J., & Rainey, H. (1988). The Public-Private Distinction in Organization Theory: A Critique and Research Strategy. *The Academy of Management Review*, 13(2), pp. 182-201.
5. Stark, A. (2002). What Is the New Public Management? *Journal of Public Administration Research and Theory: J-PART*, 12(1), pp. 137-151.
6. Wengert, E. (1942). Public Administration: The Study of Public Administration. *The American Political Science Review*, 36(2), pp. 313-322.
7. Willbern, Y. (1973). Is the New Public Administration Still with Us? *Public Administration Review*, 33(4), pp. 373-378.
8. Joiner, C. (1961). Organization Theory and Public Administration: Bits and Pieces. *Public Administration Review*, 21(2), pp. 99-104.
9. Lane, J. (1980). Public Administration and Organizational Development: Swedish Higher Education in the Light of Six Theoretical Models. *European Journal of Education*, 15(3), pp. 299-311
10. McKinley, C. (1952). Some "Principles" of Organization. *Public Administration Review*, 12(3), pp. 157-165.
11. Moynihan, D., & Pandey, S. (2007). The Role of Organizations in Fostering Public Service Motivation. *Public Administration Review*, 67(1), pp. 40-53.
12. Gardner, B., & Whyte, W. (1946). Methods for the Study of Human Relations in Industry. *American Sociological Review*, 11(5), pp. 506-512.
13. Guillén, M. (1997). Scientific Management's Lost Aesthetic: Architecture, Organization, and the Taylorized Beauty of the Mechanical. *Administrative Science Quarterly*, 42(4), pp. 682-715.
14. Hall, R. (1963). The Concept of Bureaucracy: An Empirical Assessment. *American Journal of Sociology*, 69(1), pp. 32-40.

15. Peng, W. (2008). A Critique of Fred W. Riggs' Ecology of Public Administration. *Public Administration Quarterly*, 32(4), pp. 528-548.
16. Riggs, F. (1980). The Ecology and Context of Public Administration: A Comparative Perspective. *Public Administration Review*, 40(2), pp. 107-115.
17. Sarachek, B. (1968). Elton Mayo's Social Psychology and Human Relations. *The Academy of Management Journal*, 11(2), pp. 189-197.
18. Taylor, F. W. (2003). *Scientific Management*. New York and London: Harpers and Brothers Publishers.
19. Udy, S. (1959). "Bureaucracy" and "Rationality" In Weber's Organization Theory: An Empirical Study. *American Sociological Review*, 24(6), pp. 791-795.

**Pedagogy:**

The course shall be taught through the lecture, 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>

# 6<sup>th</sup> Semester

<b>Course Title: International Relations- Theoretical Aspects</b>	
<b>Semester: VI</b>	<b>Course Code: POL C13</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 ½ Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Course Objectives:**

CO1:The objective is to give an outline of the conceptual approaches to the discipline of International Relations and illustrate the major theoretical orientations.

CO2: It explains the prominent debates in International Relations and vividly shows how they can be operationalised.

**Learning Outcome:**

At the end of the course the students shall –

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

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

### **Suggested Readings**

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

### **Pedagogy:**

The course shall be taught through the lecture, Open Educational Recourses (OER) as reference materials, 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>



<b>Course Title: Public Policy Analysis</b>	
<b>Semester: VI</b>	<b>Course Code: POL C15</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 ½ Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Course Objectives:**

CO1: The course is designed to help students to understand the need for policies and the methods of their formulation.

CO: It gives them an opportunity to analyse policies and their impact.

CO3: It helps them to know the processes and research that goes in to policy making by which the students can prepare themselves to be tomorrow's policy makers.

**Learning Outcome:**

At the end of the course the students shall -

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

Unit	Contents of Course- POL C15	60 Hours
Unit-I	<p><b>Chapter-1:</b> Introduction to Public Policy: Concept, its evolution - a historical perspective.</p> <p><b>Chapter-2:</b> Public Policy - Meaning, definition and need for Public Policy.</p> <p><b>Chapter-3:</b> Public Policy - Constitutional and cultural factors in Public Policy.</p>	15 Hours
Unit-II	<p><b>Chapter-4:</b> Approaches to Public Policy Making- unified, integrated and sectorial.</p> <p><b>Chapter-5:</b> Formulation of Public Policy - Role of Legislature, Cabinet and NITI Ayog.</p> <p><b>Chapter-6:</b> Role of Research and Research institutions in Public Policy Making- role of civil society organizations</p>	15 Hours
Unit- III	<p><b>Chapter-7:</b> Linkage between Public Policy and Planning - Agenda setting, Selection of Goals, Cost Estimation, Implementation and Evaluation.</p> <p><b>Chapter-8:</b> Federal Political System and Planning Process, Coordination and Cooperation between Centre and State.</p> <p><b>Chapter-9:</b> Decentralized Planning, Role of local governance and People's Participation, monitoring and evaluation.</p>	15 Hours
Unit- IV	<p><b>Chapter-10:</b> Public Policy implementation- top down approach, Bottom up approach, incremental model, strategic planning.</p> <p><b>Chapter-11:</b> Resolving problems in implementation- Defining problem, identification of issues, preparing problem statement, policy alternatives and resetting goals.</p> <p><b>Chapter-12:</b> Measuring policy impact-cost benefit analysis, MBO, PERT and CPM.</p>	15 Hours

#### Exercise:

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

#### Suggested Readings

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

Publishers, 2012 N.Delhi.

5. D. Ravindra Prasad, Y. Pardhasaradhi, V. Prasad, P.Satyanarayan, ‘ Administrative Thinkers’, Sterling Publishers, 3rd Edition, 2021, New Delhi.

6. Bidyut Chakrabarty, Prakash Chand, ‘Public Policy: Concept, Theory and Practice’, Sage Publication, 2016, New Delhi.

7. S.P Naidu, ‘Public Administration: Concept and Theories’, New Age International Publishers, 1998.

8. Moran Mitchel and Robert Goodin, The Oxford Handbook of Public Policy, Oxford University Press, New York, 2006.

**Pedagogy:**

The course shall be taught through the lecture, self-guided learning materials, assignments 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: Modern Indian Political Thinkers</b>	
<b>Semester: VI</b>	<b>Course Code: POL C16</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 ½ Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Course Objectives:**

CO1: The aim is to make students understand the major ideas of Modern Indian Political Thinkers and their impact on making of modern India and her Political System.

CO2: It helps to know the phases and different schools of the Political ideas in Modern India.

CO3: It is also motivates the students reflect about the contemporary political scenario and think about political solutions to the existing socio-political problems in India.

**Learning Outcome:**

At the end of the course the students shall –

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

<b>Unit</b>	<b>Contents of Course- POL C16</b>	<b>60 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1:</b> Early Social Reformers: Raja Ram Mohan Roy, Jyotiba Phule</p> <p><b>Chapter-2:</b> Spiritual Nationalism: Swami Vivekananda, Dayananda Saraswati.</p> <p><b>Chapter-3:</b> Moderate Nationalists: Dadabai Naoroji and M.G.Ranade.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4 :</b> Extremist Nationalists: Arabindo and Bal Gangadhar Tilak.</p> <p><b>Chapter-5:</b> Emancipatory Phase: Sir Syed Ahamed Khan and M. Iqbal.</p> <p><b>Chapter-6:</b> Views on Caste System and Social Justice: Dr.B.R.Ambedkar and Nayarana Guru</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Shades of Nationalism I- Mahatma Gandhi</p> <p><b>Chapter-8:</b> Shades of Nationalism II - Jawaharlal Nehru.</p> <p><b>Chapter-9:</b> National Integration: Vallabhbhai Patel and Critique of nationalism: Rabindranath Tagore.</p>	<b>15 Hours</b>

<b>Unit- IV</b>	<p><b>Chapter-10:</b> Socialist thoughts: Jayaprakash Narayan and Ram Manohar Lohiya.</p> <p><b>Chapter-11:</b> Volunteerism and Bhoodhan Movement- Vinobha Bhave and Thoughts on Tribes: Jaipal Singh.</p> <p><b>Chapter-12:</b> Self Respect Movement: E. V. Ramaswami and Feminist thought: Pandita Ramabai</p>	<b>15 Hours</b>
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#### Exercise:

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

#### Suggested Readings

1. C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800-1830', in Sh. Kapila (ed.), An intellectual History for India, New Delhi: Cambridge University Press, pp. 18- 34.
2. T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) Political Thought in Modern India, New Delhi: Sage, pp.32-52.
3. A.V.Rathna Reddy: The Political Philosophy of Swami Vivekananda, New Delhi: Sterling Publishers, 1984.
4. Alhuwalia, B. and Alhuwalia, M., Raja Ram Mohan Roy and the Indian Renaissance, New Delhi, Mittal Publications, 1991.
5. Anderson, Walter and Shridhar D. Damle, The Brotherhood in Saffron: The RSS and Hindu Revivalism, New Delhi, Sage Publications, 1987.
6. Appadorai, A., Indian Political Thinking in the 20th century, New Delhi, South Asian Publishers, 1987.
7. Bhattacharjee, Arun, The Prophets of Modern Indian Nationalism, Delhi, Ashish Publishing House, 1993.
8. Cashman, R.L., Myth of Lokmanya Tilak and Mass Politics in India, Berkeley, University of California Press, 1975.
9. Chakaravati, G., Gandhi: A Challenge to the Hindu Muslim Problem, New Delhi, Eastern Books, 1991.
10. Dallmayr, Fred and Devy G.N. (Eds.), Between Tradition and Modernity: India's search for identity, New Delhi, Sage Publications, 2000.
- Desai, A.R., Social Background of Indian Nationalism, Bombay, Popular Prakashan, 1996.
11. Farquhar, J.N., Modern Religious Movements in India. Delhi, Munshiram Manoharlal, 1967.
- Ganguly, S.M., Leftism in India: MN Roy and. Indian Politics I920 1948, Calcutta, Minerva Publications, 1984.
12. Ghose, Sankar, Modern Indian Political Thought, New Delhi, Allied Publishers. 1984.
13. Gore, M.S., The Social Context of an Ideology: Ambedkar's Political and Social thought, New Delhi, Sage Publications, 1993.

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

**Pedagogy:**

The 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>

<b>Course Title: Civil Services in India</b>	
<b>Semester: VI</b>	<b>Course Code: POL E2 (C)</b>
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Course Objectives:**

CO1: The course is designed to facilitate the students to compete in competitive examinations and aspire for higher level bureaucratic positions both at the center and state like IAS, IFS, KAS etc., it has the contents that help them in their preparations for these examinations giving them the hints at the choice of the contents and the reading direction.

CO2: It will support in their search for resources and tools to intelligently and effectively comprehend them and use it in writing their exam and winning in their interviews.

CO3: The purpose is to boost their self confidence, morale and support them to prepare themselves to confront these focused job opportunities with a positive mind.

**Learning Outcome:**

At the end of the course the students shall -

- This will ensure the spread of opportunities for the students to choose administration as their profession.
- It will support them to bravely face these examinations developing in them the confidence of reading and writing.
- It will help them improve their skills of writing cryptically and face the interviews bravely without fear.

Unit	Contents of Course- POL E2 (C)	45 Hours
Unit-I	<p><b>Chapter-1:</b> Civil service as a public service: Defining Public Services, Theories of Public Service: Public Service Motivation theory, Tuckman's theory of group working, Trait theory, Belbin's Theory of leadership.</p> <p><b>Chapter-2</b> Evolution of Public Personnel Administration in India during Mouryan. Mughal and British period, Need for Public Services, its role in revenue administration.</p> <p><b>Chapter-3:</b> Approaches to Public Service: System's approach, Citizen centric approach, New Public service approach, Partnering with government and Positive psychology approach.</p>	15 Hours
Unit-II	<p><b>Chapter-4:</b> Union Public Service Commission and its constitutional status, its constitution and structure, Role and Responsibilities</p> <p><b>Chapter-5:</b> Civil Service Entry Process: Conduct of UPSC and KPSC examination - Processes and method, Personality test - Conduct of Interviews and preparations, Types of Civil services in India: All India Service, Central Service and State Services and their role in the respective administrative system.</p> <p><b>Chapter-6:</b> Recruitment and Training: Nature and importance of recruitment, Composition, functions and role of UPSC and KPSC, Nature Importance and Types of Training Institutions of Union and State. (Pre Service and in service training: Lal Bahadur Shastri National Academy of Administration (LBSNAA), Sardar Vallabhbhai Patel National Police Academy (SVPNPA), Foreign Service Institute, Delhi, Indira Gandhi National Forest Academy (IGNFA), National Academy of Direct Taxes, National Academy of Customs, Excise &amp; Narcotics, ATI Mysuru).</p>	
Unit-III	<p><b>Chapter-7:</b> Work assignments and Personnel issues: Induction and Foundation Course, Phase I, District training, Phase II, Assistant Secretaryship, salary, perks, promotions, transfers and superannuation.</p> <p><b>Chapter-8:</b> Digitalising Civil Services: E governance, data management and privacy issues, Breaking the silos, Arambha - common training programmes, Problems of Generalists Vs Specialists, Concept of Committed and neutral Bureaucracy and Tribal Administration.</p> <p><b>Chapter-9:</b> Challenges before Union and State Civil Servants: Political and Bureaucratic nexus: Vohra Committee report, Corruption, Bureaucratic apathy, Decision making and lateral entry of domain experts. Prospects for Civil Services in a world of AI.</p>	



**Exercise:**

- Students must invite officers and listen to inspiring lectures from them.
- Must attend mock exams and interviews.
- Must go to the nearest office and watch the decision making process in the presence of officers

### Suggested Reading

1. Ghose Bhaskar, The Service Of The State, Penguin Books India Pvt Ltd, 2020.
2. M Laxmikanth, Indian Polity, McGraw Hill, India, 2021.
3. Poonam Dalal Dahiya , ANCIENT AND MEDIVEL INDIA 2ND EDITION, McGrawHill, 2020.
4. Bipan Chandra, India Since Independence, Penguin, 2008.
5. M Laxmikanth , Governance in India, McGraw Hill, 2021.
6. A. Awasthi and S.R. Maheshwari Public Administration Laxmi Narain Aggarwal, Agra,2004.
7. A.R. Tyagi Public Administration: Principles and Practice, Atma Ram and Sons, Delhi,Edition, 2001.
9. Flippo Edvin B., Principles of Personnel Management, McGraw-Hill, 1976.
10. Goel, S.L. & Rajneesh, Shalini Public Personnel Administration, Deep & Deep, NewDelhi, 2003.
11. Government of India, Second ARC, Tenth Report on ‘Refurbishing of Personnel Administration’ 12. Jack Robin, et al (eds) Handbook of Public Personnel Administration,Taylor & Francis, New York, 1994.
13. Jain, R.B. Aspects of Personnel Administration, IIPA, New Delhi, 1994.

### Pedagogy:

These classes must concentrate on delivering horizontal lectures, conducting regular tests, mock examinations and mock interviews. Must spend more time in general studies reading 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>