



DAVANGERE UNIVERSITY

SHIVAGANGOTRI

**Under Graduate (BA) Syllabus
for**

Political Science Discipline

Under NEP-2020

(1st and 2nd Semester Revised syllabus)

Program structure for BA and BA(Honors) in Political Science

Sem	Paper Code	Title of the Course	Category of Course	Teaching Hours/Week (L + T + P)	SEE	CIE	Total Marks	Credits
I Semester	DSC-1	Basic Concepts in Political Science	DSC	3 + 0 + 0	60	40	100	3
	DSC-2	Political Theory	DSC	3 + 0 + 0	60	40	100	3
	Choose any ONE of the following							
	OEC-1.1	Human Rights	OEC	3 + 0 + 0	60	40	100	3
	OEC-1.2	Elements of Indian Democracy						
	OEC-1.3	Understanding Politics						
	Total							9
II Semester	DSC-3	Western Political Thought	DSC	3 + 0 + 0	60	40	100	3
	DSC-4	Indian National Movement and Constitutional Development	DSC	3 + 0 + 0	60	40	100	3
	Choose any ONE of the following							
	OEC-2.1	Indian Polity: Issues and Concerns	OEC	3 + 0 + 0	60	40	100	3
	OEC-2.2	Political Parties and Party Politics in India						
	OEC-2.3	Colonialism and Nationalism in India						
								9

Formative Assessment for C1 & C2		
Assessment type	Marks	
	C1	C2
Internal Test	10	10
Case study/Assignment/ Field work/ Project work	10	
Seminar	05	
Attendance/ Classroom Participation	05	
Total	40	
Formative Assessment as per NEP guidelines are Compulsory		


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**CBCS Question Paper Pattern for UG Semester
DSC, DSEC & OEC**

Paper Code:		Paper Title	
Duration	2 Hours		Max Marks: 60
Instruction:	Answer all the sections		

Section-A

Answer any FIVE of the following questions	(5 X 5 = 25)
1. 2. 3. 4. 5. 6. 7. 8.	

Section-B

Answer any TWO of the following questions	(2 X 10 = 20)
9. 10. 11. 12.	

Section-C

Answer any ONE of the following questions	(1 X 15 = 15)
13. 14.	


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Semester I

BASIC CONCEPTS IN POLITICAL SCIENCE

DSC-1

Course Title: BASIC CONCEPTS IN POLITICAL SCIENCE	
Total Contact Hours: 48	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

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

Learning Outcome:

At the end of the course the students shall understand -

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

Unit	Contents of Course- 1	48 Hours
Unit-I	Chapter -1 Meaning of Politics, Nature, Scope and Importance of Political Science, Approaches to the study of Political Science.	16 Hours
	Chapter- 2 Meaning, Definitions and Elements of State, Difference between State and Government, State and Society, State and Association.	
	Chapter-3 Civil Society - Meaning and Importance.	
Unit-II	Chapter-4 Emergence, Meaning and Characteristics of Sovereignty and Law.	16 Hours

	Chapter-5 Kinds of Sovereignty: Austin – Monistic, MacIver-Pluralistic. Chapter-6 Challenges to Sovereignty in the age of Globalization.	
Unit- III	Chapter-7 Liberty: Meaning and Kinds; Positive and Negative. Chapter-8 Equality: Meaning and Kinds (Social, Economic and Political). Chapter-9 Power and Justice: Meaning and kinds. Political Obligation: Meaning and Nature.	16 Hours

Exercise:

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

Suggested Readings:

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

Pedagogy:

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

POLITICAL THEORY

DSC-2

Course Title: POLITICAL THEORY	
Total Contact Hours: 48	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Outcome:

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

Learning Outcomes:

At the end of the course the students shall understand -

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

Unit	Contents of Course- 2	48 Hours
Unit-I	Chapter-1 Meaning, Nature and Importance of Political Theory.	16 Hours
	Chapter-2 Traditional and Modern Approaches: Normative, Philosophical, Institutional, Behavioral, Post-Behavioral, Systems (David Easton) and Marxian.	
	Chapter-3 Relevance of Political Theory, Decline and Resurgence of Political Theory.	
Unit-II	Chapter-4 Liberalism: J.S Mill	16 Hours
	Chapter-5 Neo- Liberalism: Rawls	
	Chapter-6 Libertarianism: Nozick	

Unit- III	<p>Chapter-7 Communitarianism and Multiculturalism: Indian perspective (Bhikhu Parekh), Colonialism and Post Colonialism: its Limitations</p> <p>Chapter-8 Proponents of Secularism – Nehru, Gandhi, Rajiv Bhargav.</p> <p>Chapter-9 Critiques of Secularism: Ashish Nandy, T.N. Madan, S.N. Balagangadhara.</p>	16 Hours
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Exercise:

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

Suggested Readings:

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

13. Bhargava, Rajeev. Ed, Secularism and Its Critics, Oxford University Press, New Delhi, 1998.
14. Veena Das, Dipankar Gupta and Patricia. eds.. Tradition, Pluralism and Identity, Uberoi New Delhi, 1999.
15. Nehru, Jawaharlal. 1946. The Discovery of India. Jawaharlal Nehru Memorial Fund, Oxford University Press, New Delhi, 1988.
16. Rochana Bajpai, The conceptual vocabularies of secularism and minority rights in India, Journal of Political Ideologies, 2002
17. ರಾಜಾರಾಮ ಹೆಗಡೆ ಮತ್ತು ಸದಾನಂದ ಜಿ.ಎಸ್. (ಸಂ) "ಪೂರ್ವಾವಲಕನ", ವಸಂತ್ ಪರಕಾಶನ, ಬೆಂಗಳೂರು, 2016

Pedagogy:

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

HUMAN RIGHTS

Open Elective OEC-1.1

Course Title: HUMAN RIGHTS	
Total Contact Hours: 48	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

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

Learning Outcomes:

After completing this course students will be able to-

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

Unit	Contents of Course- OE-1.1	48 Hours
Unit-I	Chapter-1 Meaning, nature, scope and Classification of Human Rights	16 Hours
	Chapter-2 The Human Rights of First generation (Civil and Political Rights), Second generation (Economic, Social and Cultural Rights), Third generation (Collective Rights) and Fourth generation (Subjective Rights)	
	Chapter-3 Universal Declaration of Human Rights	
Unit-II	Chapter-4 Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties in India	16 Hours
	Chapter- 5 National Human Rights Commission (NHRC) - Composition and its function	

	Chapter-6 Karnataka State Human Rights Commissions (KSHRCs) – Composition and its functions	
Unit- III	Chapter -7 National Commission and Committees for SCs/STs, Minorities' Commission, Women' Commission Chapter-8 Major issues and concerns of Human Rights-Discrimination and violence against women, children, Dalits and Minorities, Trafficking, Child Labour and Bonded Labour Chapter-9 Challenges to Human Rights	16 Hours

Exercise:

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

Suggested Readings:

1. Baxi Upendra (ed.), The Right to be Human, Lancer International, Crawford, New Delhi, 1987.
2. James(ed.), The Rights of People, Oxford, New York, 1988.
3. Craston, M, What are Human Rights, Bodely Head, London, 1973
4. Rhonda L.Callaway& Julie Harrelson- Stephens, "International Human Rights", Published by viva books private limited, New Delhi, 2010.
5. Janusz Symonides, "Human Rights Concept and Standards", Rawat Publications, New Delhi, 2019.
6. Sunil Deshta and KiranDeshta, "Fundamental Human Rights", Deep and Deep Publications, New Delhi, 2011.
7. ಡಾ.ಕಮಲಾಕ್ಷಿ .ತಡಸದ, "ಮಾನವ ಹಕ್ಕುಗಳ ಚಾರಿತ್ರಿಕದರ್ಶನ ಹಾಗೂ ಸಿದ್ಧಾಂತಗಳು", ಪ್ರಸಾರಾಂಗ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ 2015.
8. Donelly, Jack and Rhoda Howard (ed.), International Handbook of Human Rights, Westport, Connecticut: Greenwood Press,1987.
9. Donelly, Jack, Universal Human Rights in Theory and Practice, New Delhi, Manas, 2005.
10. Dr.Tapan Biswal, "Human Rights Gender and Environment", Viva Books Private Limited Publishers, New Delhi, 2006.
11. Satya.P. Kanan, "Human Rights Evolution and Development", Wisdom Press, New Delhi 2012.
12. Gerwith, Human Rights: Essays on Justification and Application, University of Chicago Press, Chicago, 1982.
13. Khan, Mumtaz Ali, Human Rights and the Dalits, Uppal Publishing House, New Delhi, 1995.
14. V.T.Patil, "Human Rights Developments in South Asia", Authors Press Publishers, Delhi 2003.
15. Dr.S.K. Gupta, "Statewise Comprehensive Information on Human Right Violation", Published by ALP Books, Delhi. 2009
16. Acharya, B.C. A Handbook of Women's Human Rights, Wisdom Press, New Delhi, 2011.
17. South Asia Human Rights Documentation Centre, Introducing Human Rights, Oxford, New Delhi, 2006.
18. Lillich, R. International Human Rights: Law Policy and Practice, Boston: Little Brown and Co., 1991, 2ndEdn.
19. ಅರ್ಜುನ್‌ದೇವ್, ಇಂದಿರಾಅರ್ಜುನ್‌ದೇವ್, ಸುಪ್ರಾದಾಸ್ ಸಂಪಾದಕರು, ಅನುವಾದಕರು ಕೆ. ಎಚ್. ಶ್ರೀನಿವಾಸ್, ಮಾನವ ಹಕ್ಕುಗಳು: ಒಂದುಆಕರಗ್ರಂಥ, ನ್ಯಾಷನಲ್ ಬುಕ್‌ಟ್ರಸ್ಟ್, ಇಂಡಿಯಾ.

Pedagogy:

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

ELEMENTS OF INDIAN DEMOCRACY

Open Elective OEC-1.2

Course Title: ELEMENTS OF INDIAN DEMOCRACY	
Total Contact Hours: 48	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

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

Learning Outcomes:

After completing this course students will be able to-

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

Unit	Contents of Course- OE-1.2	48 Hours
Unit-I	Chapter-1 Democracy: Meaning, Nature and History Chapter-2 Principles and Types of Democracy Chapter-3 Concept of Decentralization and its types- Decentralization, De-concentration, Delegation, Devolution and Democratic Centralism	16 Hours
Unit-II	Chapter-4 Procedural and Substantive Democracy: Elections, Representation, and Party System in India. Chapter- 5 Deliberative Democracy: Decision Making, Law making through debates Chapter-6 Institutional Structure: Legislature, Executive and Judiciary.	16 Hours

Unit- III	Chapter-7 Federalism: Cooperative and Competitive Federalism. Chapter-8 Quasi- Federalism: Nature and Significance Chapter-9 Decentralised Institutions: Panchayati Raj and Municipalities.	16 Hours
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Exercise:

- Group Discussion on the topic Democracy and its types.
- A survey can be conducted on voting behaviour.
- Students can visit/watch the live sessions of legislature to have the practical/passive experience.
- Students can conduct a brain storming session on necessity of Federal structure in multicultural society.

Readings:

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

Pedagogy:

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

UNDERSTANDING POLITICS

Open Elective OEC 1.3

Course Title: UNDERSTANDING POLITICS 1.3	
Total Contact Hours: 48	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

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

Learning Outcomes:

After completing this course students will be able to-

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

Unit	Contents of Course- OE-1.3	48 Hours
Unit-I	Chapter-1: Defining Politics, Politics and Governance. Chapter-2: Politics and Power: Resource sharing and distribution (Natural Resources, Basic amenities and Public offices). Chapter-3: Politics and Political Parties.	16 Hours
Unit-II	Chapter-4: Evolution, Nature and Elements of State. Chapter-5: Ideologies of State: Liberal, Socialist and Marxist. Chapter-6: Changing Role of State in the Era of Globalization.	16 Hours
Unit- III	Chapter-7: State and Nation: Similarities and Differences. Chapter-8: Spiritual Nationalism: Aurobindo, Rabindranath Tagore and Bal Gangadhar Tilak. Chapter-9: Muslim Nationalism: Sir Syed Ahmad Khan and Muhammad Iqbal.	16 Hours

Exercise:

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

Readings:

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

Pedagogy:

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



Semester II

WESTERN POLITICAL THOUGHT

DSC-3

Course Title: WESTERN POLITICAL THOUGHT	
Total Contact Hours: 48	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

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

Learning Outcomes:

At the end of the course the students shall understand -

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

Unit	Contents of Course-3	48 Hours
Unit-I	Chapter -1 Salient Features of the Greek Political Thought, Plato: Theory of Justice, Philosopher King. Aristotle: State and Its Classification, Theory of Revolution. Chapter -2 Salient Features of Roman and Medieval of Political Thought. Chapter -3 St. Thomas Aquinas: Church v/s State, St. Augustine: Theory of Two Swords. Machiavelli: On Politics and State Craft, Views on ends and means.	16 Hours
Unit-II	Chapter -1 Hobbes: Social Contract and Theory of Sovereignty, Locke: Social Contract and Tolerance. Rousseau: Social Contract and General Will.	16 Hours

	Chapter -2 Bentham: Theory of Utilitarianism Chapter -3 J.S. Mill: Views on Liberty	
Unit- III	Chapter -1 Hegel - Dialectical Materialism Karl Marx - Classless and stateless society Chapter -2 Jurgen Habermas- Communicative action, Public Sphere, Theory of truth and knowledge Chapter -3 Hannah Arendt- Theory of Action, Modernity, Conception of Citizenship.	16 Hours

Exercise:

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

Suggested Readings:

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

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

Pedagogy:

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

INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT

DSC-4

Course Title: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT	
Total Contact Hours: 48	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

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

Learning Outcome:

At the end of the course the students shall -

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

Unit	Contents of Course-4	48 Hours
Unit-I	Chapter-1 Indian National Movement: Features, The Liberal, The Extremist and Revolutionary Phase Chapter-2 The Gandhian Phase: Non-Cooperation movement Chapter-3 Civil Disobedience Movement and the Quit India movement.	16 Hours

Unit-II	<p>Chapter-4 Morley-Minto Reform Act of 1909, Montague Chelmsford Act of 1919: main provisions and Dyarchy, The Nehru Report and Jinnah's 14-point Formula.</p> <p>Chapter-5 Government of India Act of 1935: main provisions: Round Table, provincial Autonomy and federal system.</p> <p>Chapter-6 Indian Independence Act of 1947: main provisions, Simon Commission and Cabinet Mission Plan.</p>	16 Hours
Unit- III	<p>Chapter-7 Citizenship, State Structure.</p> <p>Chapter-8 Minority Rights, Uniform Civil Code and Personal Law.</p> <p>Chapter-9 Language and Union of States.</p> <p>(The above three should be discussed in the context of Constituent Assembly Debates)</p>	16 Hours

Exercise:

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

Suggested Readings:

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

6. Islam, S. 'The Origins of Indian Nationalism', in Religious Dimensions of Indian Nationalism, New Delhi: Media House, 2004.
7. Chatterjee, P. 'A Brief History of Subaltern Studies', in Chatterjee, Partha Empire & Nation: Essential Writings (1985-2005), New Delhi: Permanent Black, 2010.
8. Mani, B.R, Debrahmanising History, Dominance and Resistance in Indian Society, New Delhi: Manohar Publishers, 2005.

Pedagogy:

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

INDIAN POLITY: ISSUES AND CONCERNS

Open Elective OEC-2.1

Course Title: INDIAN POLITY AND CONCERNS	
Total Contact Hours: 48	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

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

Learning Outcome:

At the end of the course the students shall -

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

Unit	Contents of Course-OE-2.1.	48 Hours
Unit-I	Chapter-1 National Integration and Social Harmony – Meaning, Definition and Need of National Integration and Social Harmony Chapter-2 Society and Politics in India: Caste and Its Impact, Problems in understanding caste as a social system and Defining the Role of Caste in Society and its Impact on Indian Polity. Chapter-3 Language- Role and Constitutional Provisions, Issues	16 Hours
Unit-II	Chapter-4 Religion and Local Traditions – Defining Religion, Role of Religion and Traditions in Society and Constitutional Provisions Chapter-5 Development and Inclusiveness: Defining	16 Hours

	Development and Inclusiveness, Backwardness, Underdevelopment, Caste Exclusion, Untouchability, Provisions under Constitution Chapter-6 Regionalism – Reasons for the Growth, Forms and Measures	
Unit- III	Chapter-7 Corruptions- Types, Causes and Measures Chapter-8 Terrorism- Types, Causes and Measures Chapter-9 Celebrating Diversity – Consensus and Challenges	16 Hours

Exercise:

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

Suggested Readings:

1. M. Galanter, 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India's Living Constitution: Ideas, Practices, Controversies, New Delhi: Permanent Black, 2002.
2. C. Jaffrelot, 'The Politics of the OBCs', in Seminar, Issue, 2005.
3. Singh, M.P. & Saxena, R. Indian Politics: Contemporary Issues and Concerns, New Delhi: PHI Learning, 2008.
4. Vanaik, A. & Bhargava, R. (eds.) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan, 2010.
5. Dunkin Jalaki "Bharatadalli Jativyavste ideye?", Malladahalli Publication, Malladahalli

Pedagogy:

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

POLITICAL PARTIES AND PARTY POLITICS IN INDIA
Open Elective OEC-2.2

Course Title: POLITICAL PARTIES AND PARTY POLITICS IN INDIA	
Total Contact Hours: 48	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

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

Learning Outcomes:

After completing this course students will be able to-

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

Unit	Contents of Course- OE-2.2	48 Hours
Unit-I	Chapter-1: Defining national political parties: Bhartiya Janata Party, Indian National Congress, Communist Party of India, Communist Party of India (Marxist) Chapter-2: Growth, Structure and Organisation of Political Parties Chapter-3: Ideologies and Support Base of Political Parties (Interest Articulation and Aggregation)	16 Hours
Unit-II	Chapter-4: Reasons for the Growth of Regional Political Parties, Parochialism v/s Regional Interest. Chapter-5: Sub- Nationalism and its Impact on National Integration. Chapter-6: Success and Failure of Regional Political Parties an Assessment.	16 Hours

Unit- III	Chapter-7: Democracy within Political Parties: Democratic Centralism, Dynasty Politics. Chapter-8: Party Politics: issues of Political Participation, significance of manifesto. Chapter-9: Political inclusion and exclusion, theory of political representation Hanna Pitkin, Types of Representativeness, Constituent, Individual, Party and Silent Representation.	16 Hours
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Exercise:

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

Suggested Readings:

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

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

Pedagogy:

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

COLONIALISM AND NATIONALISM IN INDIA

Open Elective OEC-2.3

Course Title: COLONIALISM AND NATIONALISM IN INDIA	
Total Contact Hours: 48	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

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

Learning Outcomes:

After completing this course students will be able to-

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

Unit	Contents of Course- OE-2.3	48 Hours
Unit-I	Chapter-1 Colonialism and Imperialism : Meaning and Nature Chapter-2 <u>Phases of Colonialism-1:</u> a. Political (Expansion and Justification of Colonial Rule- 'civilizing mission') b. Economic (Transformation in Land, Agriculture, Traditional Industry and Trade) Chapter-3 <u>Phases of Colonialism-2:</u> a. Socio-Cultural (Knowing the society, culture, traditional practices etc of the colonial subjects) b. Education (Macaulay's Minute and the Introduction of English	16 Hours

	Education)	
Unit-II	Chapter-4 Debates on Indian Renaissance: Socio-Religious Reform Movement in India Chapter-5 Indian Rebellion of 1857 Chapter-6 Nationalist Movement in India: Moderates; Extremists and Gandhian Era	16 Hours
Unit- III	Chapter-7 Perspectives of Indian Nationalism: Spiritual, Islamic, Hindutva and Secular Chapter-8: Western Nationalism and its limitations (Indian Context). Chapter-9 Patriotism: Pluralist v/s Unity in Diversity and National Integrity	16 Hours

Exercise:

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

Suggested Readings:

1. Constituent Assembly Debates. (9th. December, 1946 to 24th January, 1950).
2. Bandyopadhyay, Sekhar, (2008), Eighteen Fifty Seven and its Many Histories; in "1857: Essays from Economic and Political Weekly", Delhi: Orient Longman.
3. Balagangadhara, S.N. (2012), Reconceptualizing India Studies. Oxford University, New Delhi.
4. Balagangadhara, S.N (2012), Hudukatavannu Nillisadirona, (in Kannada J.S. Sadhananda), Heggodu: akshara prakashana.
5. Balagangadhara, S.N. (2012), Purvavalokana. (in Kannada- Rajaram Hegde & J.S. Sadhananda), Abinava Publication, Bangalore.
6. Balagangadhara, S.N. and Sarika Rao (2021). What does it mean to be 'Indian'? Indica Academy.

7. Hegde, Rajaram. Ed. (2004), Bharatiya Itihasa, Samaja mattu Samskriti, (in Kannada) Karnataka Sahitya Academy, Bangalore.
8. Ambedkar. B.R. (1990), Pakistan or the Partition Of India. Ed-Vasant Moon. Vol-8. Dr. Ambedkar Foundation Ministry of Social Justice & Empowerment, Govt. of India, New Delhi.
9. Chandra, Bipan. (1994). Ideology and Politics in Modern India, Har-Anand Publications, New Delhi.
10. Chandra, Bipan, (1999), "Essays on Colonialism", Orient Longman Ltd, Hyderabad.
11. Chatterjee, Partha. (1998). "Secularism and Tolerance." In: Secularism and Its Critics, ed. Rajeev Bhargava Oxford University Press, New Delhi. Pp 345-379
12. Islam, Shamsul, (2004). 'The Origins of Indian Nationalism' in Religious Dimensions of Indian Nationalism, Media House, Delhi.
13. Lloyd I. and Susanne H. Rudolph, (1969), The Modernity of Tradition: The political Development in India, Orient Longman, Bombay.
14. Mathew Kurian,(1975), State and Society: A Marxian Approach, Madras Orient Longman.
15. Islam, Shamsul, (2004) 'The Origins of Indian Nationalism' in Religious Dimensions of Indian Nationalism, Media House, Delhi.
16. Nandy Ashis, (1983) The Intimate Enemy- Loss and Recovery of self under Colonialism. Oxford University Press, Delhi.
17. Rudolph and Rudolph, (1987), In pursuit of Lakshmi: The Political Economy of the India State, Orient Longman, New Delhi.
18. Savarkar, V.D., (2018), Hindutva, (Kannada B.G Harisha). Bangalore: Samrudha Sahitya.
19. Thapar, Romila, (2000), 'Interpretations of Colonial History: Colonial, Nationalist, Post-Colonial' in Peter Ronald DeSouza ed. Contemporary India: Transitions, Sage Publications, New Delhi.

Pedagogy:

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