

# B.A. POLITICAL SCIENCE SYLLABUS

Submitted to
The Registrar
Tumkur University, Tumakuru

NATIONAL EDUCATION POLICY (NEP)

EFFECTIVE FROM
THE ACADEMIC YEAR 2021-2022

Submitted by
BOS in Political Science (UG)
Chairman and members

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Date: 15.06.2022

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Chairperson CHAIRMAN BOS in Pelitical Science(UG) Tumkur University TUMAKURU-572103

# **Program Objectives in Political Science**

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

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

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

- Acquire domain knowledge.
- Study and analyze political contexts from critical and constructive prospective.
- Have a better understanding of the working of various political institutions including decentralized institutions state legislatures and parliament and relate this functioning to the greater cause of nation building as a responsible citizen.
- Assess how global national and regional 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.

Date: 15.06.2022

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Chairperson

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# **Proposed Structure for Political Science Discipline**

	Semes	ter I		
Course	Paper	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment
DSC-1	Basic Concepts in Political Science	3	3	100 (60+40)
DSC-2	Political Theory	3	3	100 (60+40)
OE-1	Human Rights	3	3	100 (60+40)
	Semes	ter II		
DSC-3	Western Political Thought	3	3	100 (60+40)
DSC-4	Indian National Movement and Constitutional Development	3	3	100 (60+40)
OE-2	Indian Polity: Issues and Concerns	3	3	100 (60+40)

### **Model Curriculum**

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

Course

Discipline Core: Political Science

**Total Credits for the Program:** 

Starting year of implementation: 2021-22

# **Program Outcomes:**

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

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

Assessment:

# Weightage for assessments (in percentage)

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

# Curriculum Structure for the Undergraduate Degree Program BA / BSc/BCom/BBA/BCA

**Total Credits for the Program:** 

Starting year of implementation: 2021-22

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

Course

Discipline/Subject: Political Science

**Program Articulation Matrix: Core Courses** 

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

Semester	Title /Name Of the course	Program outcomes that the course addresses (not more than 3 per course)	Pre- requisite course(s)	Pedagogy##	Assessment\$
1	Basic Concepts in Political Science	1.Political Science, theoretically and will gain knowledge to explain and analyze politics at large. 2. The dynamics of politics. 3. To inculcate the democratic spirit.		The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive	100 (60+40)

				7	
				Sessions,	
			3	Self-guided	
				Learning	
	1			Materials,	
			9	Open	
				Educational	
				Recourses	
				(OER) as	
				reference	
				materials,	
				Practical	
				Exercises,	
				Assignments,	
				Seminars,	
				Group	
				Discussions	
1				and Week-	
				end	
				Counseling	
				Classes.	
	Political	1. The nature and		-do-	60+40=100
	Theory	relevance of			
		Political Theory.			
		2. The different	1 1		
		concepts like		,	
		Liberty, Equality,			
		Justice and Rights.			
		3. To reflect upon			
		some of the			
		important debates in			

# Syllabus wef

		Political Theory.		
2	Western Political Thought	1. And get an introduction to the Schools of Political Thought and Theory making in the West.	-do-	60+40=100
		2 And introduce the richness and variations in the political perceptions of Western Thinkers.		
		3. And familiarize themselves to the Thought and Theory of Western Philosophy.		
	Indian National Movements And Constitutional Development	1. Understand how the colonial rule was overthrown by the Indian nationalists.  2. Appreciate the ideals and values of Gandhi that resulted in freedom.  3. Examine the problem of Independent India and the role played by great leaders in solving them.	-do-	100 (60+40)

# **Program Articulation Matrix: Elective Course**

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

Semester	Title /Name Of the course	Program outcomes that the course addresses (not more than 3 per course)	Pre- requisite course(s)	Pedagogy##	Assessment\$
1	Human Rights	1.Explain the basic concept of Human Rights and its various formulations.  2.Have necessary knowledge and skills for analyzing, interpreting, and applying the Human Rights standards and sensitize them to the issues.		The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning	100 (60+40)
ki / Najapan ang	TENMAN A SE	3.Develop ability to critically analyse Human Rights situations around them		Materials, Open Educational Recourses (OER) as Reference materials, Practical Exercises,	

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			Assignments, Seminars, Group Discussions and Week- end Counseling Classes.	
2	Indian Polity: Issues and Concerns	1. Understand the reasons behind the causes of these issues and also the constitutional provisions that existed.  2. Familiarize with the debates that emerged.  3. Be able to suggest the measures to control such issues.		100 (60+40)

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Syllabus wef

SemesterI

# BASIC CONCEPTS IN POLITICAL SCIENCE

#### DSC-1

Course Title: BASIC CONCEPTS IN POLITICAL SCIENCE				
Total Contact Hours: 45	Course Credits: 3			
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 Hours			
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100			

#### **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.

Unit	Contents of Course- 1	45 Hours
Unit-I	Chapter -1 Meaning of Politics, Nature, Scope and Importance of Political Science, Approaches to the study of Political Science (Historical, Liberal & Marxist) Emergence of the idea of Political Domain  Chapter- 2 Meaning, Definitions and Elements of State, Difference between State and Government, State and Society, State and Association, Theories of State- Idealist Theory, Liberal, Neo-Liberal Theory, Marxist and Gandhian Theory of State	15 Hours
	Chapter-3 Civil Society- Meaning and Importance.	

Unit-II	Chapter-4 Emergence, Meaning and Characteristics of Sovereignty and Law	15 Hours
	Chapter-5 Kinds of Sovereignty: Austin's Concept of Sovereignty and Pluralistic Theory	
1	Chapter-6 Theories of Sovereignty Historical, Philosophical, Challenges to the State 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)	15 Hours
	Chapter-9 Power and Justice: Meaning and kinds, Political Obligation: Nature and Theories	

#### 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 and discuss the role of civil society

#### **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.

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

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# **POLITICAL THEORY**

#### DSC-2

Course Title: POLITICAL THEORY	
Total Contact Hours: 45 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 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- 2	45 Hours
Unit-I	Chapter-1 Meaning, Nature and Importance of Theory and Political Theory, Traditional Approaches to Political Theory-Normative, Philosophical, Institutional  Chapter-2 Modern Approaches- Behavioral, David Easton's Political System and Marxian Approach  Chapter-3 Relevance of Political Theory, Decline and Resurgence of Political Theory	15 Hours
Unit-II	Chapter-4 Liberalism: J.S Mill Chapter-5 Neo- Liberalism: Rawls	15 Hours

	Chapter-6 Libertarianism: Nozick	
Unit- III	<b>Chapter-7</b> Communitarianism and Multiculturalism: Indian perspective, Colonialism and Post Colonialism, Post Colonialism	15 Hours
	Chapter-8 Proponents of Secularism – Nehru, Gandhi,	j
	Chapter-9 Critics of Secularism: Ashish Nandy, T.N. Madan,	

# 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.

# 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.

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

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#### **HUMAN RIGHTS**

# **Open Elective OE-1**

Course Title: HUMAN RIGHTS	
Total Contact Hours: 45	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 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	45 Hours
Unit-I	Chapter-1 Meaning, nature, scope and Classification of Human	15 Hours
1 L - 1	Rights	
	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	15 Hours
	Rights and Fundamental Duties in India	
	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	15 Hours

#### **Exercise:**

- Group Discussion on Human Rights and its types (comparison of Western and Eastern concept of Human Rights).
- Students can be asked to do collage making and present the same.
- Find out the different types of complaints received by NHRC and bring out the 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 (<a href="www.nhrc.nic.in">www.nhrc.nic.in</a>), 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.ಕನುಲಾಕ್ಟಿ .ತಡಹದ, "ಮಾನನ ಹಕ್ಕುಗಳ ಣಾಲತ್ರಿಕದರ್ಶನ ಹಾಗೂ ಸಿದ್ದಾಂತಗಳು", ಸ್ಥಹಾರಾಂಗ, ಕರ್ನಾಣಕ ಭಿಲ್ಲಖದ್ಯಾಲಯ, ಧಾರನಾಡ 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 Wome;s Human Rights, Wisdom Press, New Delhi, 2011.
  - 17. South Asia Human Rights Documentation Centre, Introducing Human Rights, Oxford, New Delhi, 2006.
  - 18. Lillich, R. International Human Rights: Law Policy and Practice, Boston: Little Brown and Co., 1991 2<sup>nd</sup>Edn.
  - 19. මසාදත ත්වෙන්, ඉටහට මෙසාදත ත්වෙන්, ත්නවූත නේ ත්වන ත්ප්රා, මත්න ත්ප්රා ප්. බණ. එහෙන න්නවන්, ත්වෙන් ස්ප්රා ප්. බණ. එහෙන න්නවන්, ත්වෙන්න ස්ප්රා ප්. බණ.

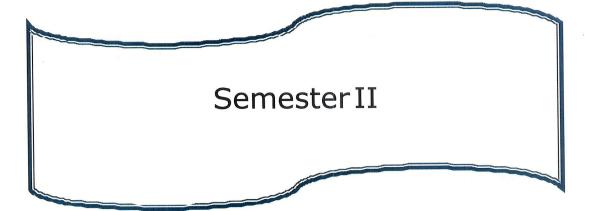
#### Pedagogy:

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.

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

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#### WESTERN POLITICAL THOUGHT

#### DSC-3

Course Title: WESTERN POLITICALTHOUGHT		
Total Contact Hours: 45 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 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-3	45 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 Medieval Political Thought, Machiavelli: On Politics and State Craft, Views on ends and means	15 Hours
	Chapter -3 St. Thomas Aquinas: Church v/s State, St. Augustine: Theory of Two Swords,	
Unit-II	Chapter -1 Hobbes: Theory of Sovereignty, Locke: Social Contract and Theory of Government, Tolerance; Rousseau: Social Contract, General Will	15 Hours

	Chapter -2 Bentham: Theory of Utilitarianism Chapter -3 J.S. Mill: Views on Liberty	
Unit- III	Chapter -1 A. Hegel - Dialectical Materialism B. Karl Marx -	15 Hours
	Classless and stateless society	
	Chapter -2 Jurgen Habermas- Communicative action, Public	6
	Sphere, Theory of truth and knowledge	
	Chapter -3 Hannah Arendt- Theory of Action, Modernity,	
	Conception of Citizenship.	

#### 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

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#### **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: Metheun & 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 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.

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

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# INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT DSC-4

Course Title: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

#### **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:**

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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.

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

	movement.	g <sup>1</sup> T
Unit-II	Chapter-4 Morley-Minto Reform Act of 1909, Montague Chelmsford Act of 1919: main provisions and Dyarchy, The Nehru Report and Jinnah's 14-point Formula  Chapter-5 Government of India Act of 1935: main provisions: Round Table, provincial Autonomy and federal system  Chapter-6 Indian Independence Act of 1947: main provisions, Simon Commission and Cabinet Mission Plan	15 Hours
Unit- III	Constituent Assembly Debates on	15 Hours
- I - I	Chapter-7 Citizenship State Structure  Chapter-8 Minority Rights, UCC (Uniform Civil Code)  Chapter-9 Language and Union of States	
1,2	(The above three should be discussed in the context of Constituent Assembly Debates)	

# 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

Political Syllabus wef

#### **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.

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

Date: 15.06.2022

Chairperson
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BOS in Political Science(UG)
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# INDIAN POLITY: ISSUES AND CONCERNS

#### **Open Elective OE-2**

Course Title: INDIAN POLITY ISSUES AND CONCERNS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40 Summative Assessment Marks: 60+40=10	

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	45 Hours
Unit-I	Chapter-1 National Integration and Social Harmony - Meaning and Need of National Integration and Suggestions for securing National Integration	15 Hours
	Chapter-2 Society and Politics in India: Caste and Its Impact, on Indian Society and Polity	
	Chapter-3 Language- Role and Constitutional Provisions, Issues	

Unit-II	Chapter-4 Religion and Local Traditions - Role and Constitutional Provisions  Chapter-5 Development and Inclusiveness: Issues and Concerns (Marginalised sections / women)  Chapter-6 Regionalism — Reasons for the Growth, Forms and Measures	15 Hours
Unit- III	Chapter-7 Corruptions- Causes and Measures  Chapter-8 Terrorism- Types, Causes and Measures  Chapter-9 Celebrating Diversity – Consensus and Challenges	

#### **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.

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

Date: 15.06.2022

Chairperson rence(UG)

BOS in Po Members: NURU-572103

1) Dr. Samaswamy -

2) Dr. Honnanjanaiah. D.R.

3) Shivalingaiah. T.L.
4) Divakara.k.

3) Dr. Radhakrishna.

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#### Political

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#### **Question Paper pattern**

Total Marks 60

**Duration: 2 Hours** 

#### Part A

I Answer any FIVE questions not exceeding four to five sentences

 $5 \times 2 = 10$ 

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

#### Part B

II Answer any THREE questions in ten to fifteen sentences

 $3 \times 5 = 15$ 

- 8.
- 9.
- 10.
- 11
- 12.

#### Part C

III Answer any TWO questions not exceeding three pages

 $2 \times 10 = 20$ 

- 13.
- 14.
- 15.
- 16

#### Part D

IV. Answer any ONE question not exceeding five pages

 $1 \times 15 = 15$ 

- 17.
- 18.

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