
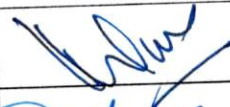
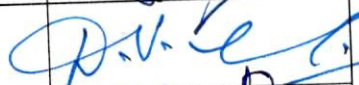
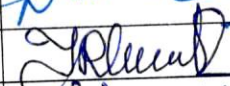
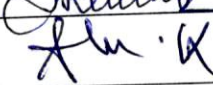
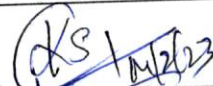
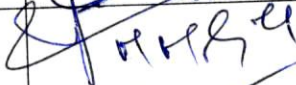
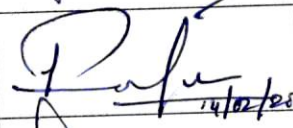




Proceedings of the UG and PG Board of Studies Meeting in Political Science – 13th and 14th February 2023

Ref UOM A2/379/2013-14 - 24/01/2013.

1. It resolved to modify **UG** Political science 1st and 2nd Semesters Papers and a copy of the same is enclosed herewith to be introduced from the Academic year 2023-24.
2. It resolved to modify the Question Paper Pattern of India and Indian Constitution and resolved to follow the question paper pattern followed in Political Science. There will be theory examination for 60 marks and students are expected to write Six question out of 10 given. Each question carries 10 marks and the remaining 40 marks will be for Internal Assessment.
3. It resolved to retain the existing syllabus for PG programme in Political Science without any modification.
4. It resolved to request the University to permit the department to organize a workshop for revision of PG Syllabus.
5. It also resolved to send updated PG panel of examiners to the University. A Copy is enclosed here with.

Members Present

Sl No.	Name	Signature
1	Prof Krishna Hombal Chairman BOS , DOS in Political Science, MGM	
2	Prof. Muzaffar H. Assadi, Dean, Faculty of Arts, DOS in Political Science, MGM	
3	Prof. D.V. Gopalappa, DOS in Economics and Co-operation, MGM	
4	Prof. Maruti T.R. Dean, Faculty of Law, MGM	
5	Prof. Sadashiva, DOS in History, Manasagangotri, Mysore	
6	Prof. K.S. Govindaraju, Department of Political Science, Maharaja's College, Mysuru	
7	Dr. Mohammad Mustafa, Department of Political Science, Govt. First Grade College, Bannuru	
8	Dr. Roopa K.N. Raina, Department of Political Science, Govt. First Grade College, Harohalli Ramanagar-562112	
9	Dr. Shabana Farheen, Department of Political Science, Maulana Azad National Urdu University, Gachibowli, Hyderabad	
10	Prof. G.T Ramachandrappa, Special Invitee DOS in Political Science, MGM.	


CHAIRMAN
DOS in Political Science

Revised Syllabus- Political Science Discipline

(I & II Semester)

Submitted to

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

Submitted by

Chairman and Members
NEP-2020 Committee on Curriculum Framing

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Sd/-
Subject Committee Chairperson

List of Committee Members

Chairman

Dr. Harish Ramaswamy, Vice Chancellor, Raichur University, Raichur.

Member Convener

Dr. K. Prasanna Kumar, Special Officer, Karnataka State Higher Education Council.

Members

1. Dr. Muzaffar Hussain Assadi, Professor, University of Mysore, Mysuru.
2. Dr. Chandrakant M Yatanoor, Professor, Gulbarga University, Kalaburgi
3. Dr. P L Dharma, Professor, Mangalore University, Konaje
4. Dr. M. Narasimhamurthy, Professor, Bangalore University, Bengaluru.
5. Dr. Ratnakar B M, Professor, Karnataka University.
6. Dr. Basavaraj G, Professor, Tumkur University, Tumakuru
7. Dr.KamalakshiTadasad, Professor, Rani Channamma University, Belagavi.
8. Dr.Shanmukhan A, Professor, Kuvempu University, Shankaraghatta.
9. Dr. Suresh K C, Associate Professor, Tumkur University, Tumkuru.
10. Dr. K C Vidya, Associate Professor, Maharani Cluster University, Bengaluru.
11. Shri. Bharatraj, Associate Professor, GFGC, Channapatna.
12. Dr.ShivaputraBedjirge, Associate Professor, GFGC, Jewargi Colony, Kalaburagi.
13. Shri. S R Mulla, Associate Professor, GFGC, Nesargi, BailhongalaTq.
14. Shri. H M Krishna, Associate Professor, Government Arts College, Bengaluru.
15. Dr. Rabia Begum, Associate Professor, Govt. Women's First Grade College, Jewargi Colony, Kalaburagi.
16. Dr. B. Saroja, Associate Professor, SSA Govt. First Grade College (Autonomous), Ballari,
17. Dr. S Ananth, Associate Professor, GFGC, Koppa, Chikamangaluru Dist.

18. Dr.Basavarajeshwari R Patil, Assistant Professor, Govt. First Grade College, Kalagahtagi.

Program Objectives in Political Science

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

Program Learning Outcomes in Political Science:

At the end of the successful completion of the course, the students will be able to- □
Acquire domain knowledge.

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

Sd/-

Subject Committee Chairperson

Revised Structure for Political Science Discipline

Semester 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	1.1 Human Rights	3	3	100 (60+40)
	1.2 Elements of Indian Democracy	3	3	100 (60+40)
	1.3 Understanding Politics	3	3	100 (60+40)
Semester 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	2.1 Indian Polity: Issues and Concerns	3	3	100 (60+40)
	2.2 Political Parties and Party Politics in India	3	3	100 (60+40)
	2.3 Colonialism and Nationalism in India	3	3	100 (60+40)

Revised Model Curriculum

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

Discipline Core: Political Science

Total Credits for the Program:

Starting year of implementation: 2021-22

Program Outcomes:

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

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

Assessment:

Weightage for assessments (in percentage)

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

Revised Curriculum Structure for the Undergraduate Degree Program

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

Total Credits for the Program:

Starting year of implementation: 2021-22

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

Discipline/Subject: Political Science

Program Articulation Matrix: Core Courses

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

Semester	Title /Name Of the course	Program outcomes that the course addresses (not more than 3 per course)	Prerequisite course(s)	Pedagogy##	Assessments
1	Basic Concepts in Political Science	<ul style="list-style-type: none"> • 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 course shall be taught through the Bridge Courses, Lecture, Tutorial,	60+40=100

				Interactive	
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		<input type="checkbox"/> The spiocratic democratic the functioning state.		Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.	
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1	Political Theory	<ul style="list-style-type: none">• 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		The course shall be taught through the Lecture, Tutorial, Interactive Sessions,	60+40=100
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		debates in Political Theory.		Self-guided Learning Materials, Open Educational Recourses (OER) and Critical reflection including Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.	
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2	Western Political Thought	<ul style="list-style-type: none"> • 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 		-do-	60+40=100
		<p>Western Thinkers.</p> <p>□ And familiarize themselves to the Thought and Theory of Western Philosophy</p>			

2	Indian National Movements And Constitutional Development	<ul style="list-style-type: none"> • 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. 		-do-	60+40=100
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Revised Program Articulation Matrix: Elective Course

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

Elective courses may be listed separately

Semester	Title /Name Of the course	Program outcomes that the course addresses (not more than 3 per course)	Prerequisite course(s)	Pedagogy##	Assessment\$
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1	Human Rights	<ul style="list-style-type: none"> • 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. 		<p>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,</p>	60+40=100
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				Group Discussions and Week end Counseling Classes.	
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	Elements of Indian Democracy	<ul style="list-style-type: none"> • 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. 		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	<ul style="list-style-type: none"> • Explain the difference between State and Nation. • Understand the role of State in Nation building. • Understand the relation of Politics and Power. 		<p>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</p>	
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				and Week-end Counseling Classes.	
2	Indian Polity Issues and Concerns	<ul style="list-style-type: none"> • 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. 		-do-	60+40=100

	Political Parties and Party Politics in India	<ul style="list-style-type: none"> • Understand the need for political parties in a democracy, their structure and functions types etc. • Relate their everyday life with regard to the elements of democracy and their contribution to the development of a nation. • Familiarise them 		The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses	
		to the various politico-social institutions in democracy.		(OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.	

	Colonialism and Nationalism in India	<ul style="list-style-type: none"> • 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. 		The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as	
				reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.	

Sd/-
Subject Committee Chairperson



SemesterI

BASIC CONCEPTS IN POLITICAL SCIENCE

DSC-1

: BASIC CONCEPTS IN POLITICAL SCIENCE	
Total Contact Hours: 45	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	45 Hours
Unit-I	Chapter -1 Meaning, Nature, Scope and Importance of Political Science, Approaches to the study of Political Science-Historical, Experimental, Observation and Comparative. Chapter- 2 Meaning and Elements of State, Difference between State and Government, State and Society, State and Association. Chapter-3 Civil Society – Meaning, features and Importance.	15 Hours
Unit-II	Chapter-4 Sovereignty: Meaning, Characteristics, Kinds and Significance. Relationship between Sovereignty and Law.	15 Hours
	Chapter-5 Theories of Sovereignty: Austin – Monistic, MacIver-Pluralistic. Chapter-6 Challenges to Sovereignty in the age of Globalization.	

Unit- III	Chapter-7 Liberty: Meaning, Kinds, significance and safeguards Chapter-8 Equality: Meaning, Kinds (Social, Economic and Political) and Significance Chapter-9 Power and Justice: Meaning, Kinds and Significance Political Obligation: Meaning, Nature, Grounds and Significance.	15 Hours
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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.

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

Sd/-

Subject Committee Chairperson

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: 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	45 Hours
Unit-I	Chapter-1 Meaning, Nature and Significance of Political Theory. Chapter-2 Approaches to the Study of Political Theory Traditional Approaches: Philosophical, Historical, Institutional and Legal Modern Approaches: Behavioural, Post-Behavioural, System and Marxian. Chapter-3 Political Theory: Relevance, Decline and Resurgence.	15 Hours
Unit-II	Chapter-4 Liberalism: Meaning, Features and Significance. Chapter-5 Neo- Liberalism: Meaning, Features and Significance. Chapter-6 Libertarianism: Meaning, Features and Significance.	15 Hours

Unit- III	<p>Chapter-7 Communitarianism and Multiculturalism: Meaning, Features and Significance.</p> <p>Chapter-8 Colonialism and Post Colonialism: Meaning, Features and Significance.</p> <p>Chapter-9 Secularism: Meaning, Nature and Significance and Debates.</p>	15 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.

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.

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

Sd/-
Subject Committee Chairperson

HUMAN RIGHTS

Open Elective OE-1.1

Course Title: HUMAN RIGHTS	
Total Contact Hours: 45	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 analysing, interpreting, and applying the Human Rights standards and sensitize them to the issues.
- Develop ability to critically analyse Human Rights situations around them.

Unit	Contents of Course- OE-1.1	45 Hours
Unit-I	Chapter-1 Introduction to Human Rights: Meaning, Nature, Scope Significance and Classifications. Chapter-2 Generations of Human Rights. 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.	15 Hours

Unit-II	Chapter-4 Distinction between Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties in India. Chapter- 5 National Human Rights Commission (NHRC) - Composition and its functions.	15 Hours
	Chapter-6 Karnataka State Human Rights Commission (KSHRCs) – Composition and its functions.	
Unit- III	Chapter -7 National Commission on SCs/STs, Minorities', Women'. Chapter-8 Major issues and concerns of Human Rights- Discrimination and violence against women, children, Dalits and Minorities. Child Labour, Bonded Labour and Human Trafficking. 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.
- 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. JanuszSymonides,“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.PÀªÄ-ÁQë .vÀqÀ,zÀ À, “aÀiÁfÀªÀ °ÀPÄÀÏUÀ¼ ÀZÁjwPæzÀÀ±ÀðfÀ °ÁUÀÆ 'zÁPÀvÀUÀ¼ÄÄ”, ¥æÀ,ÁgÁAU,ÀPÀ£ÁðIPÀ «±Àé«zÁâ®AiÄÄ, zsÁgÀªÁqÀ 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. CdÄðfizÉÃ^ai, EAçgÁCdÄðfizÉÃ^ai, ÄÄÏÁÛzÁ_i ÄÄÏÁzÀPÀgÀÄ, CðÄÄ^aÁzÀPÀgÀÄ PÉ. JZi. ²æÃ^aÁ_i, ^aÀiÁ£À^aÀ °ÀPÀÄÏUÀ¼ÄÄ: MAzÄÄDPÀgÀUÀæAxÀ, £ÁåµÀ£À⁻i §ÄPílæ_iÖ, EArAiÄiÁ.

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

Sd/-

Subject Committee Chairperson

ELEMENTS OF INDIAN DEMOCRACY

Open Elective OE-1.2

Course Title: ELEMENTS OF INDIAN DEMOCRACY	
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 is designed to develop a sound understanding of Indian Democracy and its working. It will allow the students to comprehend the nuances of Democracy including its institutions.

Learning Outcomes:

After completing this course students will be able to-

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

Unit	Contents of Course- OE-1.2	45 Hours
Unit-I	Chapter-1 Democracy: Meaning, features, Significance and the History. Chapter-2 Democracy: Principles, Kinds, Merits and de-merits Chapter-3 Decentralization: Meaning, Kinds and Significance.	15 Hours

Unit-II	<p>Chapter-4 Procedural and Substantive Democracy: Elections, Representation, and Party System in India.</p> <p>Chapter- 5 Deliberative Democracy: Decision Making, Law making through debates.</p> <p>Chapter-6 Institutional Structure: Legislature, Executive and Judiciary (Composition, Powers and Functions).</p>	15 Hours
Unit- III	<p>Chapter-7 Federalism: Meaning, Nature and Significance.</p> <p>Chapter-8 Kinds of Federalism: Co-operative, Competitive and Quasi Federalism.</p> <p>Chapter-9 Decentralised Institutions: Rural and Urban Local-Self-Government.</p>	15 Hours

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.

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

Sd/-

Subject Committee Chairperson

UNDERSTANDING POLITICS
Open Elective OE- 1.3

Course Title: UNDERSTANDING POLITICS 1.3	
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 is designed to develop a better understanding of Political Science and politics and how it is interpreted differently by people holding different ideological positions. The critical engagements with concept of politics will allow the students to develop their own understanding of politics.

Learning Outcomes:

After completing this course students will be able to-

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

Unit	Contents of Course- OE-1.3	45 Hours
Unit-I	Chapter-1: Politics: Meaning, Nature and Significance. Chapter-2: Political Power: Meaning, Nature and Significance. Politics of Sharing and Distribution (Natural resources, basic amenities and public offices). Chapter-3: Political Parties: Meaning, Nature and Significance. Types: Single Party, Bi-Party and Multiparty System.	15 Hours
Unit-II	Chapter-4: State: Concept, Elements, Evolution, and Significance. Chapter-5: Ideologies of State: Liberal, Socialist and Marxist. Chapter-6: Changing Role of State in the Era of Globalization.	15 Hours
Unit- III	Chapter-7: State and Nation: Similarities and Dissimilarities. Chapter-8: Nationalism: Meaning, Nature and Significance. Chapter-9: Challenges to Nationalism: Regionalism, Communalism, Casteism and Linguistic issues.	15 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), BharatiyaItihasa, SamajamattuSamskriti, (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), HudukatavannuNillisadirona, (in Kannada J.S. Sadhananda), AksharaPrakashana, Heggodu.
12. Balagangadhara, S.N. (2012). Purvavalokana. (in Kannada- Rajaram Hegde & J.S. Sadhananda), Abinava Publication, Bangalore.
13. Barrington, L. (1997). Nation and Nationalism: The Misuse of Key Concepts in Political Science. PS: Political Science and Politics, 30(4), pp. 712-716.

Pedagogy:

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

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

Sd/-
Subject Committee Chairperson



SemesterII

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: 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	45 Hours
Unit-I	<p>Chapter -1 Greek Political Thought: Salient Features Plato: Ideal State, Justice and Philosopher King. Aristotle: State, Citizenship and Revolution.</p> <p>Chapter-2 Roman Political Thought: Salient Features. Polybius-Classification of Government and concept of mixed Government Cicero- Law and Government</p> <p>Chapter -3 Medieval Political Thought: St. Augustine: Theory of Two Swords. St. Thomas Aquinas: Church v/s State controversy,</p>	15 Hours
Unit-II	<p>Chapter -4 Machiavelli: On Politics, State Craft, Religion and Politics.</p> <p>Chapter -5 Hobbes: Social Contract and Absolute Sovereignty. Locke: Social Contract and Tolerance. Rousseau: Social Contract and General Will.</p>	15 Hours
	<p>Chapter -6 Bentham: Utilitarianism J.S. Mill: Liberty</p>	

Unit- III	Chapter -7 Karl Marx – Communism Chapter -8 Jurgen Habermas -Communicative action, Public Sphere. Chapter -9 Hannah Arendt -Theory of Action, Modernity, Conception of Citizenship.	15 Hours
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Exercise:

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

Suggested Readings:

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

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

Sd/-

Subject Committee Chairperson

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

Learning Outcome:

At the end of the course the students shall -

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

Unit	Contents of Course-4	45 Hours
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Unit-I	<p>Chapter-1 Indian National Movement: Features, The Liberal, The Extremist and Revolutionary Phase</p> <p>Chapter-2 The Gandhian Phase: Non-Cooperation movement and Khilafat Movement.</p> <p>Chapter-3 Civil Disobedience Movement and the Quit India movement.</p>	15 Hours
Unit-II	<p>Chapter-4 Morley-Minto Reform Act of 1909, Montague Chelmsford Act of 1919: main provisions and Dyarchy, Motilal Nehru Report (1928) and Jinnah's 14-point Formula.</p> <p>Chapter-5 Round Table Conferences from 1930 to 1932 Government of India Act of 1935, Provincial Autonomy and Federal System.</p> <p>Chapter-6 Towards Indian Independence: Simon Commission and Cabinet Mission Plan. Indian Independence Act of 1947.</p>	15 Hours
Unit- III	<p>Chapter-7 Constituent Assembly: Composition and Functioning.</p> <p>Chapter-8 Constituent Assembly Debates on Minority Rights and Issues.</p> <p>Chapter-9 Language and Union of States.</p>	15 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.

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

Sd/-

Subject Committee Chairperson

INDIAN POLITY: ISSUES AND CONCERNS

Open Elective OE-2.1

Course Title: INDIAN POLITY 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=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	45 Hours
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Unit-I	<p>Chapter-1 National Integration and Social Harmony – Meaning, Definition and Need</p> <p>Chapter-2 Society and Politics in India: Caste and politics, Gender and politics</p> <p>Chapter-3 Language- Role of language in Indian politics.</p>	15 Hours
Unit-II	<p>Chapter-4 Religion and Traditions in Indian society and Constitutional Provisions.</p> <p>Chapter-5 Development and Inclusiveness: concept of Development and Inclusiveness, Backwardness, Underdevelopment, Caste Exclusion, Untouchability, Provisions under Constitution.</p> <p>Chapter-6 Regionalism: Meaning, Reasons forms and remedial measures.</p>	15 Hours
Unit- III	<p>Chapter-7 Corruption- Meaning, Causes, Kinds and remedial Measures</p> <p>Chapter-8 Terrorism- meaning, Causes, kinds and remedial Measures</p> <p>Chapter-9 Celebrating Diversity – Consensus and Challenges</p>	15 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 "BharatadalliJativyavsteideye?", 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.

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

Sd/-
Subject Committee Chairperson

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

Course Title: POLITICAL PARTIES AND PARTY POLITICS IN INDIA	
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 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	45 Hours
Unit-I	Chapter-1: National Political Parties: Indian National Congress, Communist Parties of India, Janata party and Bhartiya Janata Party Chapter-2: Growth, Structure and Organisation of Political Parties Chapter-3: Ideologies and Support Base of Political Parties	15 Hours
Unit-II	Chapter-4: Regional Political Parties: Parochialism and Regional Interest. Chapter-5: Sub- Nationalism and its Impact on National Integration. Chapter-6: Success and Failure of Regional Political Parties.	15 Hours
Unit- III	Chapter-7: Democracy within Political Parties: Democratic Centralism, Dynasty Politics. Chapter-8: significance of party manifesto, Party Politics: issues of Political Participation, Chapter-9: Political inclusion and exclusion: Types of political representation.	15 Hours

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.

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

Sd/-

Subject Committee Chairperson

COLONIALISM AND NATIONALISM IN INDIA

Open Elective 2.3

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

Learning Outcomes:

After completing this course students will be able to-

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

Unit	Contents of Course- OE-2.3	45 Hours
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 Education)	15 Hours
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	15 Hours
Unit- III	Chapter-7 Communalism in modern India Chapter-8: Western Nationalism and its limitations (Indian Context). Chapter-9 Patriotism: Unity in Diversity, Pluralism and National unity and Integrity	15 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), HudukatavannuNillisadirona, (in Kannada J.S. Sadhananda), Heggodu: aksharaprakashana.
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), BharatiyaItihasa, SamajamattuSamskriti, (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. NandyAshis, (1983) The Intimate Enemy- Loss and Recovery of self under Colonialism. Oxford University Press, Delhi.
17. Rudolph and Rudolph, (1987), In pursuit of Laksmi: 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, PostColonial’ 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.

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

Sd/-

Subject Committee Chairperson

General Pattern of Political Science Question Paper (NEP- 2020)

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

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

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

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

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions All

Questions are Compulsory (10x1=10)

- 1.
- 2.
- 3.

- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

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

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

- 11.
- 12.
- 13.

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

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

- 14.
- 15.
- 16.

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

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

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

Question paper pattern for Open Elective Papers –

- Section A: Multiple Choice Questions
- Section B: Short Answer Questions
- Section C: Long Answer Questions
- Section D: Essay type Answer Questions

Section A: Multiple Choice Questions All

Questions are Compulsory (10x1=10)

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

Section B: Short Answer Questions (3x5=15)

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

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

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

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

- 15.
- 16.
- 17.

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

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

- 18.
- 19.

