

DAVANGERE UNIVERSITY

SHIVAGANGOTRI

Under Graduate (BA) Syllabus for

Political Science Discipline

Under NEP-2020

(3rd and 4th Semester)

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)	SEL	CIE	Total Marks	Credits		
	DSC-5	Indian Government and Politics	DSC	3+0+0	60	40	100	3		
er	DSC-6	Parliamentary Procedures in India	DSC	3 - 0 + 0	60	-10	100	3		
iest	Choose any ONE of the following					1 1				
III Semester	OEC-3.1	Gender and Politics	9							
Ξ	OEC-3.2	Understanding Gandhi					Separate Sep			
	OEC-3.3	Citizen, Citizenship and the Indian Constitution	OEC	3+0+0	60	40	100	3		
	Ability Enhan (Only for BA/	cement Compulsory Courses BSc/BSW/BVA)			18					
	(AECC)	India and Indian Constitution	AFCC	3+0+0	60	40	100	3		
		Total					The state of the s	12		
	DSC-7	Ancient Indian Political Ideas and Institutions	DSC	3 + 0 + 0	60	40	100	3		
	DSC-8	Modern Political Analysis	DSC	3 + 0 + 0	60	40	100	3		
ester	Choose any ON	NE of the following								
IV Semester	OEC-4.1	Good Governance in India					600000000000000000000000000000000000000			
	OEC-4.2	Understanding Dr. B. R. Ambedkar	OEC	OEC	OEC 3+	3+0+0	60	40	100	3
	OEC-4.3	Political Journalism			10	1 高				
	Ability Enhan	cement Compulsory Courses								
	(Only for B.C	Com/BBA/BCA)			3.17	1 3	-			
	(AECC)	India and Indian Constitution	AECC	3 + 0 + 0	60	40	100	3		
		Total			100 mm			12		

		Marks		
Assessment type		C1.	C2	
Internal Test		10	10	
Case study/Assignment/ Field work/ Project work		10		
Seminar		0	5	
Attendance/ Classroom Participation	20000	0	5	
Total		4	0	

Registrar
Davangere University
Shivagangotri, Davangere

Eaculty of Arts
Davangere University
Chivagangotri, Davangere.

14.

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

			1 89 69 6 7 3 1 32
Paper Code:		Paper Title	
Duration	2 Hours		Max Marks: 60
Instruction:	Answer all the	esections	
	á	Section-A	
Answer any I	TIVE of the following	ng questions	$(5 \times 5 = 25)$
1.			
2.		No.	
3.			
4.			
5.			
6.			
7.			
8.			
		Section-B	
Answer any	TWO of the follow		$(2 \times 10 = 20)$
9.			
10.			
11.			
12.			
		Section-C	
Answer any	ONE of the followi	ng questions	$(1 \times 15 = 15)$
13.			

Registrar
Davangere University
Shivagangotri, Davangere

Faculty of Arts
Davangere University
hivagangotri, Davangere.

Formative Assessment for C1 & C2			
	Marks		
Assessment type	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 guidelin	es are Compuls	ory	

CBCS Question Paper Pattern for UG Semester India and Indian Constitution (AECC)

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

Section-A

Answer any FIVE of the following questions

1.
2.
3.
4.
5.
6.
7.
8.

Section-B	
Answer any TWO of the following questions	$(2 \times 10 = 20)$
9.	
10.	
11.	
12.	

Section-C	
Answer any ONE of the following questions	$(1 \times 15 = 15)$
13.	
14.	-9 N

DEAN
Faculty of Arts
Davangere University
Shivagangotri, Davangere,



. ;

6

INDIAN GOVERNMENT AND POLITICS

DSC-5

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

Learning Outcome:

At the end of the course the students shall -

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

Unit	Contents of Course-5	48 Hours
Unit-I	Chapter-1: Indian Politics: Approaches to study of State and politics in India (Liberal, Marxist and Gandhian). Chapter-2: Constituent Assembly- Composition and Major Debates regarding the Structure of Indian State. Chapter-3: Preamble and Salient Features of Indian Constitution.	16 Hours

Unit-II	Chapter-4: The Union Executive: The President, Vice-President, Prime Minister and the Council of Ministers.	16 Hours
	Chapter-5:Parliament: Powers and Functions of Lok Sabha and Rajya Sabha, Relationship between the two Chambers, Amendment Process and Major Amendments (42 nd , 73 rd , 74 th , 86 th , 101 st).	
	Chapter-6: Judiciary and Judicial Review, Appellate Authority. Basic Structure of the Indian Constitution and debates.	
Unit- III	Chapter-7: Nature of Indian Political System, Union-State Relations (Commissions and Committees), President's Rule: Processes and politics.	16 Hours
	Chapter-8: Ideology of - National Political Parties, Regional Political Parties, Coalition Politics and Elections in Indian Politics.	
	Chapter-9: Issues in Indian Democracy: Caste, Religion, Communalism, Regionalism, Criminalization, Terrorism, Social and Distributive Justice.	

Exercise:

☐ Debate on the 'basic structure of Indian Constitution' and the need for changes in the constitution, functioning of the Constitution-Cases regard to Governor and President's Rule.

:

- List out the major amendments to the constitution, Commission and committee to review power sharing.
- Examine the functioning of various political parties, its inclusive approaches, influence of dynasties on their performance.

Suggested Readings

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

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.

PARLIAMENTARY PROCEDURES IN INDIA

DSC-6

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

Learning Outcome:

At the end of the course the students shall -

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

Unit	Contents of Course-6	48 Hours
Unit-I	Chapter-1: Elections to the Legislatures: Parliament and State Legislatures.	16 Hours
	Chapter-2: Powers, Functions and Privileges of People's Representatives - Members of Parliament and State Legislature.	

	Chapter-3: Legislative Procedures of the Parliament: Articles	
	107-122.	
Unit-II	Chapter-4: Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills.	16 Hours
	Chapter-5: Drafting of the Bill, First Reading and Departmental Standing Committee, Second Reading, Third Reading, Passage of the Bill, Consent by the President, Gazette Notifications. Chapter-6: Parliamentary Committees: Composition and Functioning (Departmental Standing Committees, Select Committees, Joint Parliamentary Committees, Public Accounts Committee on Privilege Business, Advisory Committee, Ethics Committee).	
Unit-III	Chapter-7: Motions and Hours in the House: Question Hour, Zero Hour, Half an Hour Discussion, Calling Attention Motion, Adjournment Motion, Privilege motion, Censure motion, 'Noconfidence' motion, Cut motion. Chapter-8: Parliamentary Questions: Types, Starred and Unstarred Questions, Questions Addressed to Private Members and Short Notice Questions.	16 Hours
	Chapter-9: Parliamentary Privileges: Constitutional Provisions, Codification of Privileges, Privileges of Parliamentarians and Legislators, Breach of Privilege.	

Exercise:

- ☐ The college can organise mock parliaments and teach students the etiquettes of parliamentary behaviour.
- ☐ Can organise debates on the codification of privileges and match it with the performance of people's representatives.
- ☐ Can organise special lectures by inviting officers/bureaucrats to deliberate on the procedural aspects of democracy.

Suggested Readings

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

Available at:

http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthenin g %20Parliamentary%20Committees.pdf.

Pedagogy:

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

į

GENDER AND POLITICS

Open Elective- OEC- 3.1

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

Learning Outcomes:

At the end of the course the students shall -

i

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

Unit	Contents of Course-OE-3.1	48 Hours
Unit-I	Chapter-1: Defining Gender, Significance of Gender Studies, Difference between Gender Studies and Women Studies, Feminist Perspectives (with reference to India), Opportunities and Constraints (Party Choices of Candidates, Social Taboos and Stereotypes).	16 Hours
	Chapter-2: Gender Imbalance in Political Representation and Electoral Process, Gender Discrimination in Indian Politics –	

	including LGBTQ, Feminist Critique of Politics.	
	Chapter-3: Governance and Gender Structures, Gender Budgeting and Gender Issues in Governance.	
Unit-II	Chapter-4: Gender and Empowerment Process: Education, Economic, Political and Socializing and sensitizing gender issues. Chapter-5: Gender Differentiation in Political Parties and Leadership, Challenging Gender Stereotypes in Socio-Political sphere. Chapter-6: Capacity Building and Role of Women in Karnataka Politics, Women Representation in Local Governments.	16 Hours
Unit- III	Chapter-7: Women and Poverty, Women and Health, Women	16 Hours
	and wealth creation, Violence against Women, Women and Armed Conflict.	
	Chapter-8: Women and Literature, Women and the Media, Women and the Environment.	
	Chapter-9: Women and Societal Challenges: Dowry, Domestic Violence, Girl Child - Programmes for Empowerment of Women, Educating children and socio-religious taboos including patriarchy.	

Exercise:

	~ 1 .		1 1	4	^ 1	•	1***
11	Conduct or	ne dav worksho	n and make an	i assessment o	t role o	t women in	nolities.

- ☐ Collage making, short films and video watching can be done by the students and measures can be discussed to minimise the gender gap.
- ☐ Students can make field visits to understand the persistent of patriarchal values and traditions.

; ·

Suggested Readings

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

Pedagogy:

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

UNDERSTANDING GANDHI

Open Elective - OEC- 3.2

Course Title: UNDER	STANDING GANDHI
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 course objective is to bring to the attention of the younger generation the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India. This paper covers a wide range of issues including politics, economics, social reconstruction, religion and issues of sustainable development which provides insight into the idea of what Gandhi propagated as a political thinker. His ideas of Hindu-Muslim relations or critique of modern society, Swadeshi etc., makes Gandhi relevant to the current political discourses.

Learning Outcome:

At the end of the course the students shall -

Be able to explain the idea of truth and non-violence which is the foundation of
Gandhian Philosophy.
Know the position of Gandhi on issues like Hindu- Muslim relations, gender question,
cow protection, caste and untouchability questions.
Answer his reason for his choice of Swadeshi and his critique of modern Civilization.

. :

11

Unit	Contents of Course- OE-3.2	48 Hours
Unit-I	Chapter-1: Background Influences: Historical: South Africa, Intellectual: Thoreau, Ruskin and Tolstoy. Chapter-2: Gandhian Experiments: Satyagraha, Non-Violence, Truth, Movements led by Gandhi- Champaran, Bardoli, Khilafat, Non- Cooperation, Salt Satayagraha. Chapter-3: Social Movements- Ahmedabad Mill Strike, Vaikom Satyagraha, Forest, Health and Naturopathy, Sustainable Development.	16 Hours
Unit-II	Chapter-4: Gandhi as a Leader: Gandhi as a model, Gandhian Methodology: Prayer, Consensus Building and Fasting. Chapter-5: Gandhian Views on Politics: Role of Ethics, Morality, Religion and Service. Chapter-6: Gandhi's critique on English Parliament, Gandhi on Nation and Nationalism.	16 Hours
Unit- III	Chapter-7: Gandhi on Swadeshi and Swaraj, Critique on Modern Civilization, Modern Education and Machines. Chapter-8: Gandhi on Violence (Doctrine of the Sword) Gandhi and Sins, Gandhi's views on Women and Sustainable Development. Chapter-9 Gandhi as Political Strategist, Gandhi's Views on Hindu-Muslim Relation, Cow Protection, Untouchability and Caste Question.	16 Hours

Exercise:

- ☐ Students shall have a group reading of Gandhiji's texts like Hindswarj, My Experiment with truth, Sarvodaya, etc,
- ☐ Shall conduct the group discussion on the significance of Satyagraha, Sustainable Development, Swadeshi, etc.
- ☐ By reviewing literature on Gandhian critiques students can discuss the strengths and weakness of Gandhian Philosophy and his relevance in 21st century.

Political Science Syllabus wef 2021-22

Suggested Readings

1. Lal, V, The Gandhi Everyone Loves to Hate, Economic and Political Weekly, 43(40), 2008, pp. 55-64.

- 2. Power, P, Towards a Re-Evaluation of Gandhi's Political thought. The Western Political Quarterly, 16(1), 1963, pp. 99-108.
- 3. Gandhi, M. K, Hind Swaraj, Navajivan Publishing House, Ahmedabad, 1939, pp 49-55.
- 4. Indian Council for Historical Research, The Logic of Gandhian Nationalism Civil Disobedience and the Gandhi-Irwin Pact, 1930-31, Indian Historical Review, 1976.
- 5. Dey, A. Islam and Gandhi: A Historical Perspective. Social Scientist, 41(3/4), 2013, pp. 19-34.
- 6. Chandra, B, Gandhiji, Secularism and Communalism. Social Scientist, 32(1/2), 2004, pp. 3-29.
- 8. Parekh, B, The Critique of Modernity In Gandhi: A Brief Insight, Sterling Publishing Company, Delhi, 1997. pp. 63-74.
- 9. Heredia, R, Interpreting Gandhi's Hind Swaraj, Economic and Political Weekly, 34(24), 1999. pp. 1497-1502.
- 10. Parel, A. J. (Ed.), Introduction. In: Gandhi, freedom and Self Rule, Vistaar Publication, Delhi, 2002.
- 11. Kumar, R. Class, Community or Nation? Gandhi"s Quest for a popular consensus in India, Modern Asian Studies, 3(4), 1969, 357-376.
- 12. Parel, A.J. (Ed), Introduction. In: Gandhi, Freedom and Self Rule, Vistaar Publication, Delhi, 2002.
- 15. Sarah Claerhout Gandhi, Conversion, and the Equality of Religions: more experiments with truth, Numen-International Review for the History of Religions, 61(1), 2014, p.53-82.
- 16. Collected Works of Mahatma Gandhi Hindu-Muslim Tension: Its Cause and Cure, Young India, 1924, pp. 58-59.

. :

17. Collected Works of Mahatma Gandhi: Save the Cow, Young India, 1921.

:

18. http://www.gandhiashramsevagram.org/gandhi-literature/mahatma-gandhi-collected-worksvolume-23.pdf.

Political Science

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.

:

CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION

• :

Open Elective OEC- 3.3

Course Title: CITIZEN, CITIZEN	NSHIP AND THE INDIAN CONSTITUTION
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 at understanding the concept of citizenship. This course supports to develop an understanding of mindfulness, empathy and compassion and use these as tools to enhance one's emotional wellbeing and social relationships within a society. It further helps nation building by inculcating responsible citizenship among the students.

Learning Outcome:

At the end of the course the students shall -

	Take part in social reconstruction as responsible individuals and will learn to develop own identities.
	Demonstrate pro-social behaviour towards others, including those belonging to a different race
	ethnicity, culture, colour, gender or nationality.
<u>ب</u>	Understand and appreciate rights and privacy of other fellow, citizens

Unit	Contents of Course- OE- 3.3	48 Hours
Unit-I	Chapter-1:Concept of Citizen: Subject- Slave-Citizen: a Comparison, Aspirational Citizenship. Chapter-2: Citizenship in India: Milestones- Citizenship and Partition of India (Nehru and Liyaqat Ali Khan Pact) The Citizenship Act, 1955, The Citizenship (Amendment) Act, 1986, The Citizenship (Amendment) Act, 2003 and 2005, National Register of Citizens (NRC). Chapter-3:Citizens and Constitutional Provisions: Fundamental Rights and Duties, Socio-Economic and Cultural	16 Hours

	Rights.	
Unit-II	Chapter-4: Citizenship Issues in India: Laws for Immigrants, Laws for Migrants and Asylum seekers, Process of acquiring Citizenship.	16 Hours
	Chapter-5: Dual Citizenship: Needs and Demands- Impact of Globalization, Advantages of Dual Citizenship.	
	Chapter-6: IPC and Citizens Rights: First Information Report, Arrest, Detention, Bail Provisions, Sedition Act, Citizen and Civic Culture.	
Unit- III	Chapter-7: Citizen and His Responsibility: Constitutional Provisions, Local Acts, Right to Privacy, Role of NGO's. Chapter-8: Citizen and Discrimination: Caste, Gender (LGBTQ), language, Race, Color, Place of Origin. Chapter-9: Protection of Citizens: Women and Property Rights, Rights of Forest Dwellers, and Displaced People (War, Natural Calamities and Rehabilitation) and Universal Declaration of Human Rights.	16 Hours

Exercise:

- ☐ Students and teachers collectively work towards building communication network among vulnerable citizens who have no knowledge about their own rights.
- ☐ Through activities they may form empowering groups and support immigrants/ migrants resolve their legal issues with authorities like police and government.
- ☐ They may visit courts, police stations, regional passport offices and spread the laws relating to migrants, immigrants regarding their rights.

Political Science Syllabus wef 2021-22

Suggested Readings

 Marcus Raskin, 'Nation Building and Citizenship: Studies of our Changing order' Rutledge India, New Delhi, 1996.

- 2. Atul Kolhi, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
- 3. Atul Kolhi, The success of India Democracy, Cambridge University Press, 2001.
- 4. Savitaha Rao, India's Positive Citizen Building- A Great Nation One Action At A Time, Wings Publishing, Bangalore, 2020.
- Anupama Roy, 'Mapping Citizenship in India', (Oxford India short introductions), Oxford University Press, New Delhi, 2012.
- 6. Nirag Gopal Jayal, 'Citizenship and its Discontents', Harvard University Press, 2013.
- 7. Ornit Shani, 'How India become a democratic citizenship and making of the Universal Franchise', Cambridge University Press, New Delhi, 2017.
- 8. Koenig Lion, 'Cultural Citizenship in India; Politics Power and Media', Oxford University Press, New Delhi, 2016.
- 9. Blog.mygov.in/we-the-people-we-the-citizen.
- Subrata .K.Mitra, 'Citizenship as cultural flow, structure agency and flow', e-Book, 2013, springer link.

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 Science Syllabus wef 2021-22

INDIA AND INDIAN CONSTITUTION (Only for BA/BSc/BSW/BVA)

Ability Enhancemen	t Compulsory Courses (AECC)
Course Title: INDIA AND INDIAN CONSTITUTION	
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 purpose of the course is to help students to learn and explain the journey of India as a republic. They will, through this paper appreciate the varied perspective of describing India, its political culture, essence of its traditions, values and ideals of freedom struggle, sacrifices made and the constitution as India's conscience. It will help them determine the role and responsibilities of citizens as enshrined in the constitution giving insights in to the world of knowledge system India has had. The course also covers the goals and policies framed under the constitution for the national well-being. This will enable the students to demonstrate how vibrant is our constitution and the various institutions that are functional under it.

Learning Outcomes:

After completing this course students will be able to-

- Explain the philosophy of the Constitution and its structure.
- Measure the powers and functions of various offices under the Constitution.
- Demonstrate the Indian values, Ideals and the role of Constitution in a Democracy

Unit	Contents of Course:	48 Hours
Unit-I	Understanding India:	
	Chapter 1: India in its historical perspective: India as a nation-discourses: Marxist, Orientalist, Nationalist and subaltern.	06 Hours
	Chapter- 2: Political Culture of India - Origin and Growth: Revivalism (Vivekananda, Dayananda Saraswati,), Communalism (Sir Syed Ahmed Khan and Savarkar) and Secularism (Gandhi and Nehru)	06 Hours

Political Science Syllabus wef 2021-22 Chapter- 3: Religions and Dharma- Semitic Religions and Way of 06 Hours Life: Mathas (Traditions)- Shaiva, Vaisnava, Jaina, Bouddha, Veerashaiva Lingayata, and Sikh; Understanding Castes and Traditions (M.N. Srinivas). Unit-II Indian freedom struggle- Ideals, Values and Contributions: 05 Hours Chapter 4: Indian Freedom Struggle: British Rule in India and Indian Freedom Struggle: Early Phase, Moderates, Extremists and Gandhian Phase: Subaltern (Peasants, Tribals and Artisans) Response to Colonial Rule. Chapter 5: Indian Ideals and Values: Swatantra (Dharampal), 05 Hours Swarajya, Swadeshi, Patriotism, Voluntarism- Shramadhan, Bhoodan, (Gandhi, Vinoba Bhave, Deen Dayal Upadhyay). Chapter 6: Regional Contributions: Sangolli Rayanna, Kittur Rani Chennamma, Rani Abbakka Devi, Hardekar Manjappa, Kambali Siddappa; Regional Struggles: Madikeri Peasants, 05 Hours Halagali Bedas, Isuru, Vidurashwatha and Nagara Struggles. Constitutional Values and Role of Citizens: Unit- III 06 Hours Chapter 7: Making of Indian Constitution: Constituent Assembly- Composition; Salient features of the Indian Constitution, Preamble Fundamental Rights, Fundamental Duties, Citizenship, Directive Principles, Union and State Governments. Chapter 8: Role and Responsibilities of Citizens (Ecological and Environmental Awareness, National Well being, Respect to 05 Hours National Anthem and National Symbols); Goals and Policies of National Development (Goals: Eradication of Poverty and Equity, Empowerment, Sustainable Gender Development; Policies: Swachh Bharat, Pradhan Mantri Awas Yojana, Gram Jyoti Yojana). Chapter 9: Indian Knowledge System: Evolution, Ancient Universities (Takshashila, Nalanda etc.), Gurukula and Oral Traditions, Vocational Education in India, Role of teachers and 04 Hours students in Nation Building, Obligation (Vrutti Dharma) towards Institution and Society.

Exercise:

- Department can debate on the role of Constitution in the development of India.
- Students can empirically evidence the effectiveness of concepts like –Freedom, Equality, Justice, Rights and Duties by conducting empirical studies.
- Can invite experts to deliver special lectures Indian freedom struggle ideals and values, contributions made by others :

Suggested Readings:

- 1. Aiyangar K.R. 1941. "Ancient Indian Polity". Oriental Bokks Agency. Poona.
- 2. Altekar A.S. 1949. "State and Government in Ancient India". Motilal Banarsidass Chowk, Banaras.
- 3. Andre Beteille, 1965. Caste, class, and Power. University of California Press, Berkley.
- 4. Arora & Mukherji, 1992. Federalism in India, Origin and Developments, Vikas Publishing House, New Delhi.
- 5. Bakshi, 1999. P.M Constitution of India, Universal Law Publishing House, New Delhi,
- 6. Balagangadhar, S.N. 2021, "What Does it mean to be 'Indian' Notion Press, Indica Academy, Chennai.
- 7. Basu, D. D. 2022 "Introduction to the Constitution of India" 26th Edition, LexisNexis, New Delhi
- 8. Bhandarkar D.D. 1940. "Some Aspects of Ancient Indian culture". University of Madras.
- 9. Bhargava, Rajeev. ed. 1998. Secularism and Its Critics, Oxford UniversityPress, New Delhi.
- 10. Chandra Bipan. 1979. "Nationalism and Colonialism in India". Orient, Lang.
- 11. Constitution of India (Full Text), India.gov.in., National Portal of India, https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf
- 12. Desai, A R. 2016. Social Background of Indian Nationalism. Los Angeles: Papular Prakashan.
- 13. Durga Das Basu, 2018 (23rd edn.) Introduction to the Constitution of India, Lexis Nexis Gurgaon.
- 14. Gandhi, M.K. "Hind Swaraj", http://www.mkgandhi.org/ebks/hind_swaraj.pdf
- 15. Goshal U.N. 1923. "History of Hindu Political Theory". Oxford University Press, Culcutta.
- 16. Granville Austin, 2000. The Indian Constitution: Cornerstone of a Nation. Oxford University Press, Melbourne.
- 17. Gupta, D. C. 1975. Indian Government and Politics, Vikas publishing House, New Delhi,
- 18. Hanson and Douglas, 1972. India's Democracy. W W Norton & Co Inc., New York city.
- 19. Harish Ramaswamy and S. S. Patagundi(Ed.) 2007. Karnataka- Government and Politics. Concept Publishing Company, Delhi.
- J.N. Pandey, 2018 (55thedn.) The Constitutional Law of India, Central Law Agency, Allahabad.
- 21. Jayaswal K.P. 1943. "Hindu Polity". Bangalore Printing and Publishing Co. LTD, Bangalore.
- 22. Jha, S. N. 2005. Indian Political System,: Historical Developments, Ganga Kaveri Publishing House, Varanasi,
- 23. Johari, J.C., 1974. Indian Government and Politics. Vishal Publications, New Delhi.

Political Science Syllabus wef 2021-22

 Kapoor, Kapil (Ed), 2005, Indian Knowledge System-Vol-1, D K PrintworldLTD., New Delhi.

- 25. Kapoor, Kapil, 1994, Texts of the Oral Tradition, Language, Linguistics and Literature The Indian Perspective, Academic Foundation, Delhi.
- 26. Kosambi D.D. 1965. "The Culture and Civilization of Ancient India and Historical Outline". Vikas Publishing House pvt. ltd, Noida.
- 27. Krishana Rao, M.& G.S.Halappa. 1962. *History of Freedom Movement in Karnataka*. Mysore: Government of Mysore.
- 28. Kumarapa J.C 1948, "Swaraj for the Masses", Hind Kitab Ltd. Bombay.
- 29. Merunandan, K.B. 2015. Bharatada Samvidhana Ondu Parichaya, MeraguPublications, Bangalore.
- 30. Nagel, Stuart, 2017, India's Development and Public Policy. UK: Routledge.
- 31. Patham and Thomas Patham. 1986. "Political Thought in Modern India." SagePublications, United States.
- 32. Pylee, M.V. 2017 (16th edn.) India's Constitution, S. Chand Pub., New Delhi.
- 33. Rajni Kothari, 1995. Caste in Indian Politics. Orient Blackswan, Telangana.
- 34. Rghavendra Rao, K. 2000. *Imagining Unimaginable Communities*. Prasranga, Kannada University, Hampi.
- 35. Sai Deepak, J. 2021, "India that is Bharat" Coloniality, Civilization, Constitution" Bloomsbury Publications, New Delhi.
- 36. Said Edarard .1978. "Orientalism". Pantheon Books, USA.
- 37. Sharma, K. 2002. Introduction to the Constitution of India, Prentice Hall of India, New Delhi.
- 38. Sharma, R.S. 1991. "Aspects of Political Ideas and Institutions in Ancient India". Motilal Banarsidass, Delhi.
- 39. ಚೈತ್ರ, ಎಂ.ಎಸ್. (ಸಂ) ೨೦೨೨. "ಪರಂಪರಾಗತ ಅಭ್ಯುದಯ ದರ್ಶನ: ಧರ್ಮಪಾಲ್ ಧೃಷ್ಟಿ" ರಾಷ್ಟ್ರೋತ್ಥಾನ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು.
- 40. ಗಾಂಧಿ. ಎಮ್. ಕೆ. 2009, "ಹಿಂದ್ ಸ್ವರಾಜ್ಯ", ಕರ್ನಾಟಕ ಗಾಂಧೀ ಸ್ಮಾರಕ ನಿಧಿ, ಬೆಂಗಳೂರು.
- 41. ಧರ್ಮಪಾಲ್, 2001. "ಭಾರತ ಜಾಗೃತಿ." (ಅನು) ಎಸ್. ಆರ್. ರಾಮಸ್ವಾಮಿ. ರಾಷ್ಟೋತ್ಥಾನ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು.
- 42. ಧರ್ಮಪಾಲ್, 2003. "ಸ್ವದೇಶಿ ಮತ್ತು ಭಾರತೀಯತೆ", (ಅನು) ಚಕ್ರವರ್ತಿ, ಸ್ವರಾಜ ಪ್ರಕಾಶನ ಸಮೂಹ, ಬೆಂಗಳೂರು.
- 43. ಧರ್ಮಪಾಲ್, 2009, "ಭಾರತೀಯ ಚಿತ್ತ, ಮಾನಸಿಕತೆ, ಕಾಲ", (ಅನು) ಎಸ್. ಆರ್. ರಾಮಸ್ವಾಮಿ, ರಾಷ್ಟ್ರೋತ್ಥಾನ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು.
- 44. ಬಾಲಗಂಗಾಧರ, ಎಸ್. ಎನ್., 2010. "ಪೂರ್ವಾವಲೋಕನ," (ಸಂ). ಜೆ. ಎಸ್. ಸದಾನಂದ ಮತ್ತು ರಾಜಾರಾಮ ಹೆಗ್ಡೆ. ಅಭಿನವ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
- 45. ಬಾವೆ, ವಿನೋಬಾ. 1958. "ಭೂದಾನ ಗಂಗೆ", ಸರ್ವಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
- 46. ಬಾವೆ, ವಿನೋಬಾ. 1974. "ಸ್ವರಾಜ್ಯ ಶಾಸ್ತ", ಸರ್ವಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ. ಬೆಂಗಳೂರು
- 47. ಬಾವೆ, ಶಿವಾಜಿ. 1954. "ಶ್ರಮದಾನ", ಸರ್ವಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು:

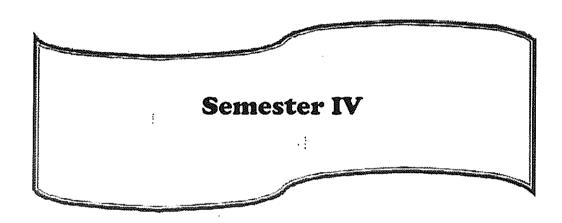
Political Science Syllabus wef 2021-22

48. ರಾಜಾರಾಮ ಹೆಗಡೆ ಮತ್ತು ಸದಾನಂದ ಜೆ.ಎಸ್. (ಸಂ) 2016 "ಪೂರ್ವಾವಲೋಕನ", ವಸಂತ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.

- 49. ರಾಜಾರಾಮ ಹೆಗಡೆ (ಸಂ) 2004. "*ಭಾರತೀಯ ಇತಿಹಾಸ, ಸಮಾಜ ಮತ್ತು ಸಂಸ್ಕೃತಿ"*. ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.
- 50. ರಾಮಚಂದ್ರನ್, ಸಿ. ಎನ್. 2002. "*ವಸಾಹತೋತ್ತರ ಚಿಂತನೆ".* ಬೆಂಗಳೂರು: ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ
- 51. ಶಂಕರನಾರಾಯಣರಾವ್ ಎನ್.ಪಿ. (ಸಂ) ೨೦೨೦. "ದೀನದಯಾಳ ಉಪ್ಪಧ್ಯಾಯ: ಏಕಾತ್ಮ ಮಾನವತೆ" ರಾಷ್ಟ್ರೋತ್ಥಾನ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು.
- 52. ರಾಜಾರಾಮ ಹೆಗಡೆ, 2021, ಪಶ್ಚಿಮಾಯನ, ವಸಾಹತು ಹಿಸ್ಟರಿ ಮತ್ತು ಕನ್ನಡ ಜಗತ್ತು, ಅಭಿನವ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.

Pedagogy:

The course shall be taught through Lectures, Tutorials, demonstrations, discussions on court judgments, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials. Field work Exercises to understand the concepts in practice, Assignments, Seminars, Group Discussions, open house debates and Week-end Counselling could also help in better and informed learning in these classes.



ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS

DSC - 7

Course Title: ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS	
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=10	

Course Objectives:

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

Learning Outcome:

At the end of the course the students shall -

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

. ;

Unit	Contents of Course- DSC 7	48 Hours
Unit-I	Chapter-1:Sources of Early Indian Thought: Sources and Limitations: Pre and Post Colonial.	16 Hours
	Chapter-2: Perspectives: Orientalists, Nationalists, Marxian (Asiatic Mode of Production) and Gandhiji on Varnashrama Dharma, Dr Radhakrishan perspective	
	Chapter-3:Indian Culture: Colonial Narratives (William Jones, Macaulay) v/s Post Colonial (Dharampal and Edward Said, S.N. Balagangadhara).	
Unit-II	Chapter-4:Socio-Political Ideas in the Early Indian Thought: Dharma, Rajadharma, Dandaniti, Nyaya, Vaisheshika, Shunya, Ratnin Ceremony, Varnadharma, and Ashramadharma, values in Thirukural.	16 Hours
	Chapter-5: Kingship: Origin Stories, Gopati to Bhupati, Nature and Structure.	
	Chapter-6: Functions of Institutions: Sabha, Samiti, Vidhata, Paura-Janapada.	
Unit- III	Chapter-7: Ganasanghas: Nature, Structure, Functions Role of Stories in Indian Tradition.	16 Hours
	Chapter-8: Ramayana (Valmiki): Ramarajya, Subaltern and Adhyatmic perspective.	
	Chapter-9: Mahabharata (Vyasa): Rajadharma in Shantiparva, Idea of war and Peace.	

: .

Exercise:

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

Suggested Readings

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

į

- 25. Kosambi D.D, The Culture and Civilization of Ancient India and Historical Outline, Vikas Publishing House Pvt. Ltd, Noida, 1965.
- 26. Majumdar R. C, History and Culture of Indian People, Vol.I, Dacca University, Bangladesh, 1977.
- 27. Kulke, Hermen (Ed), State in India, 1000 to 17000, Oxford University Press, Delhi, 1995.
- 28. Kanc P.V, History of Dharmashastras, Vol-1-5, Bhandarkar Institute Press, Poona, 1930.
- Balagangadhara S.N, Purvavalokana, (Translated and Edited Rajaram Hegde and J. S. Sadanand)
 Vasanta Prakashana, Bangalore, 2016. (2010).

Pedagogy:

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

MODERN POLITICAL ANALYSIS DSC-8

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

Learning Outcome:

At the end of the course the students shall -

	Understand	the key	concepts	of Politic	al Institutiona	il working and	science within	them.
--	------------	---------	----------	------------	-----------------	----------------	----------------	-------

Be familiar with the Phenomenon of politics and various explanations relating to the influences
that mould the decision making process.

Help the students to visualize the working of political institutions and the process of decision
making through diagrammatic presentations.

. Unit	Contents of Course: DSC-8	48 Hours
Unit-I	Chapte-1 Genesis and Emergence of Modern Political Analysis, Modern Political Analysis -Meaning, Nature, Scope and Goals	16 Hours
	Chapter-2 Political System-Types, similarities and differences, classification- Aristotle and Weber.	
	Chapter-3 Approaches – Traditional- Philosophical, Historical Institutional, Modern- Behavioral, Systems, Game.	

Syllabus wef 2021-22

Unit-II	Chapter-4 Talcott Parson's General Systems theory- Pattern of Inter Relationship, Hierarchical order, Integration.	16 Hours
	Chapter-5 David Easton's Input-Output model of Political System, Features, Functions and Critical Evaluation.	
	Chapter-6 Power-Meaning, significance, and measurement, difference between Power, Authority, Legitimacy and Influence, Harold Lasswell's contribution.	
Unit- III	Chapter-7 Almondon Structural – Functional Analysis Karl Deutsch's Communication Theory.	16 Hours
	Chapter-8 Richard C Snyder's Decision Making Theory, Arthur F. Bentley and David Truman Group theory of Politics.	
	Chapter - 9 Political Development - Concept of Political Development - its variables, Development syndrome, Theory of Lucian Pye.	

Exercise:

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

Suggested Readings

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

Pedagogy:

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

GOOD GOVERNANCE IN INDIA

Open Elective OEC - 4.1

Course Title: GOOD GOVERNANCE 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 course directed to familiarize the student to understand the elements of Good Governance which has the effect on day today life. The purpose is to show to them that states are changing their approach to Administration giving importance to stakeholders. Some of the programs mentioned in the syllabi exemplifies the same. The aim is to help students to link the theory in the class room with realities in the outside world.

Learning Outcome:

At the end of the course the students shall -

Understand the di	ifference between	traditional for	rm of A	Administration	and the	concept	of
Governance							
Get a perspective o	of changing modes of	of Governance	with the	examples draw	n from c	entral and	1

Get a perspective of changing modes of Governance with the examples drawn from central and state Governments.

Appreciate the participation of citizens in day to day Administration through a charter	and
other programmes like Sakala, Bhoomi etc,.	

Unit	Contents of Course: OE-4.1	48 Hours
Unit-I	Jnit-I Chapter- 1 Meaning, Characteristics, Elements, Growth and need for Good Governance.	
	Chapter-2 Theories and Concepts of Governance- Public Choice and Public Value Theory, Good Governance and	

	Globalization. Chapter-3 Corporate Governance- Networking and collaborative Governance.	
Unit-II	Chapter-4 Public Service Guarantee Act 2011: Features, Provisions and Impact, Right to Information Act- Meaning, Characteristics and Importance. Chapter 5 E Governance Meaning, Characteristics, Importance and E Governance Policy, ICT and Governance. Chapter-6 Citizens Charter, Digital India, Gender and Governance.	16 Hours
Unit- III	Chapter-7 Sakala Project, Bhoomi Yojana, SWAYAM and eKissan, eCourt. Chapter-8 People's Participation and Role of Civil Society, Ethics and Accountability in Governance. Chapter-9 Challenges before good governance in India.	16 Hours

Students and the departs	nent can un	dertake survey	regarding causes	and consequences of
failed administration.	,			

- Through activities they can visit their respective villages and prepare papers regarding the working of programmes like Sakala, Bhoomi etc,.
- ☐ The department may invite officers connected to Governance projects and have interaction with the students.

Suggested Readings

- 1. Kanak Kanti Bagchi, Good Governance and Development, Abhijeet Publications, New Delhi, 2009,
- 2. C.P Bharthwal Ed. Good Governance in India, Deep and Deep, New Delhi, 2003.
- 3. Dhameja Alka Ed, Contemporary Debates in Public Administration, Prentice Hall of India, New Delhi, 2003.
- 4. World Bank, Governance and Development, Washington, DC, 1992.
- 5. Niraja Gopal Jayal, Ed, Democratic Governance in India, Sage, New Delhi, 2003.

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 Dr. B.R. AMBEDKAR

Open Elective OEC -4.2

Course Title: UNDERSTANDING Dr. B.R.AMBEDKAR		
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 familiarize the students with arguments and position of Dr. B.R. Ambedkar on key social, political, constitutional and democratic issues in India and enable them to critically examine his perceptions. Besides the constitutional questions and fight for the oppressed communities which are largely popular in academic and political discourses, has been designed to make students to understand his ideas. On the partition of the country and the Indian historiography his views have been valuable and this paper intends to bring to the reach of the students.

Learning Outcome:

At the end of the course the students shall -

- ☐ Be able to understand his life, mission, vision and his key role in the making of the Indian Constitution.
- Be able to appreciate and sensitize his views on democracy, citizenship, freedom, equality equal treatment and justice.
- ☐ Understand his views on the some of the important debates like Aryan Invasion Theory, Uniform Civil Code, Islam and partition of India.

. Unit	Contents of Course OE 4.2	48 Hours
Unit-I	Chapter: 1- Dr. B. R. Ambedkar's Journey of Life and Experiences.	16 Hours
	Chapter: 2- Dr. B. R. Ambedkar's perception on Hindu Social Order, Caste and Untouchability (refer Annihilation of Caste).	

	Chapter-3- Dr. B. R. Ambedkar's Initiatives: Mahad Satyagraha, Kalaram Temple Entry Movement.	
Unit-II	Chapter: 4- Dr. B. R.Ambedkar and Round Table Conference: His Memorandum, Communal Award and Poona Pact.	16 Hours
	Chapter: 5- Dr. B. R. Ambedkar on Partition of India, Dr. B. R. Ambedkar's contribution as the Chairman of the Drafting Committee.	
٠,	Chapter 6 - Dr. B. R.Ambedkar's deliberations on key issues in the Constituent Assembly (Article 40, Article 370, Uniform Civil Code, Shariyat Laws, Hindu Code Bill, and Affirmative Action).	
Unit- III	Chapter: 7-Dr. B. R. Ambedkar's Political Ideas: Democracy, Citizenship, Equality, Freedom and Justice.	16 Hours
	Chapter: 8: Dr. B. R. Ambedkar's views: on Islam, Buddhism, on Religious Conversion, on Aryan Invasion Theory.	
ı	Chapter: 9-Dr. B. R.Ambedkar and Language Question, Dr. B. R.Ambedkar on Education and Women Empowerment and Nationalism.	

- ☐ Students and teachers collectively debate on the issues of Reservation, Constitutional provisions of reservation, reservation within reservation, creamy layer theory, etc.,
- Give assignments to students to visit colonies of Scheduled Caste and Scheduled Tribes and discuss it in the group about the perception that they have carried.
- □ Debate on the need for social reform, inclusiveness, changing the cultural and religious outlook among the Indian citizens keeping the view inhuman practice like untouchability, exploitation. And further visit courts, police stations, etc, to understand conflict resolution mechanisms.

Suggested Readings

 Ambdekar, B.R. "What Congress and Gandhi have Done Untouchables"http://www.ambedkar.org/ambcd/41A.What%20Congress%20and%20Gand hi%20Preface.htm.

- 2. Ambedkar Annihilation of Caste, Navayana, 11th Edition, 2015.
- 3. Dhanjaya Keer, Dr. Ambedkar-Life and Mission, Popular Prakashana, Bombay, 1964.
- 4. Valerian Rodrigues, Essential Writings on Ambedkar, OUP, New Delhi, 2003.
- 5. Marcus Raskin, 'Nation Building and Citizenship: Studies of our Changing order' Rutledge India, New Delhi, 1996.
- 6. Atul Kolhi, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
- 7. Atul Kolhi, The Success of Indian Democracy, Cambridge University Press, 2001.
- 8. Savitaha Rao, India's Positive Citizen Building- A Great Nation One Action At A Time, Wings Publishing, Bangalore, 2020.
- 9. Nirag Gopal Jayal, 'Citizenship and its Discontents', Harvard University Press, 2013.
- 10. Koenig Lion, 'Cultural Citizenship in India; politics power and media', Oxford University Press, New Delhi, 2016.
- 11. Subrata K. Mitra, 'Citizenship as cultural flow; structure agency and flow', e-Book, Springer link, 2013.
- 12. Sharma, A, Dr. B.R. Ambedkar on the Aryan Invasion and the Emergence of the Caste System in India, Journal of the American Academy of Religion, 73(3), 2005, pp. 843-870.
- 13. Ambedkar, B. R. (1946). Pakistan or The Partition of India, In Narke, H. (2nd ed.), 2014.
- 14. Dr. B. R. Ambedkar Writing and Speeches, Vol. 8. Delhi: Dr. Ambedkar Foundation, Ministry of Social Justice & Empowerment, Govt. of India.
 - Available at: https://mea.gov.in/Images/attach/amb/Volume 08.pdf.
- 15. Misra, J., & Mishra, J. Dr. B.R. Ambedkar and The Constitution Making In India, Proceedings of the Indian History Congress, 1991, 52, pp. 534-541.
- 16. Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, CAD Vol. VII, Lok Sabha Secretariat, Government of India, 3rd Print, pp. 31-41.
- 17. Ambedkar, B. R. Thoughts on Linguistic States. Bombay: Ramakrishna Press, 1955.
- 18. Dr. Babasaheb Ambedkar Writings & Speeches Vol. 1, to Vol. 17- Published by Social Justice and Empowerment, Govt. of India and Ambedkar Foundation, New Delhi, 2015.

Political Science

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.

į

POLITICAL JOURNALISM

. !

Open Elective OEC- 4.3

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

Learning Outcome:

At the end of the course the students shall -

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

. Unit	Contents of Course- OE-4.3	48 Hours
Unit-I	Chapter-1: Defining Political Journalism, Traditional and Modern views about State and Politics.	16 Hours
To the control of the	Chapter-2: Understanding of Political Development: Caste, Religion, Linguistic and Party Perspectives.	
	Chapter-3: Defining the Role of Mass Media- Print, Electronic	

	and Web (Social Media).	
Unit-II	Chapter-4: Political Culture- Shared Beliefs, Values, Ideologies and Norms, Process of Socialisation.	16 Hours
	Chapter-5: Political Participation -Modes of participation, Political Apathy.	
	Chapter- 6: Methods of Political Journalism- Interviews, Political Debates, Commentary on Legislations.	
Unit- III	Chapter-7: Communication- Defining Communication, Shaping Public Opinion, Encoding and Decoding.	16 Hours
	Chapter-8: Skills of Writing - Vocabulary, Epitomizing, Punctuation.	
	Chapter-9: Report Writing- Journalistic Writing Skills, Yellow Journalism, Use of Facts and Figures and Interpretations.	

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

Suggested Readings

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

10. Dahl, Robert A, Modern Political Analysis, Prentice Hall of India, New Delhi, 1981. Pedagogy:

i

:

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.

. :

INDIA AND INDIAN CONSTITUTION (Only for B.Com/BBA/BCA)

Ability Enhancemen	nt Compulsory Courses (AECC)	
Course Title: INDIA AND INDIAN CONSTITUTION		
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 purpose of the course is to help students to learn and explain the journey of India as a republic. They will, through this paper appreciate the varied perspective of describing India, its political culture, essence of its traditions, values and ideals of freedom struggle, sacrifices made and the constitution as India's conscience. It will help them determine the role and responsibilities of citizens as enshrined in the constitution giving insights in to the world of knowledge system India has had. The course also covers the goals and policies framed under the constitution for the national well-being. This will enable the students to demonstrate how vibrant is our constitution and the various institutions that are functional under it.

Learning Outcomes:

After completing this course students will be able to-

- Explain the philosophy of the Constitution and its structure.
- Measure the powers and functions of various offices under the Constitution.
- Demonstrate the Indian values, Ideals and the role of Constitution in a Democracy

Unit	Contents of Course:	48 Hours
Unit-I	Understanding India:	
	Chapter 1: India in its historical: perspective: India as a nation-discourses: Marxist, Orientalist, Nationalist and subaltern.	06 Hours
	Chapter- 2: Political Culture of India - Origin and Growth: Revivalism (Vivekananda, Dayananda Saraswati,), Communalism (Sir Syed Ahmed Khan and Savarkar) and Secularism (Gandhi and Nehru)	06 Hours

Political Science Syllabus wef 2021-22 Chapter- 3: Religions and Dharma- Semitic Religions and Way of Life; Mathas (Traditions)- Shaiva, Vaisnava, Jaina, Bouddha, 06 Hours Veerashaiva Lingayata, and Sikh; Understanding Castes and Traditions (M.N Srinivas). Unit-II Indian freedom struggle- Ideals, Values and Contributions: 05 Hours Chapter 4: Indian Freedom Struggle: British Rule in India and Indian Freedom Struggle: Early Phase, Moderates, Extremists and Gandhian Phase; Subaltern (Peasants, Tribals and Artisans) Response to Colonial Rule. Chapter 5: Indian Ideals and Values: Swatantra (Dharampal), 05 Hours Swarajya, Swadeshi, Patriotism, Voluntarism- Shramadhan, Bhoodan, (Gandhi, Vinoba Bhave, Deen Dayal Upadhyay). Chapter 6: Regional Contributions: Sangolli Rayanna, Kittur Rani Chennamma, Rani Abbakka Devi, Hardekar Manjappa, Kambali Siddappa; Regional Struggles: Madikeri Peasants, 05 Hours Halagali Bedas, Isuru, Vidurashwatha and Nagara Struggles. Unit- III Constitutional Values and Role of Citizens: 06 Hours Chapter 7: Making of Indian Constitution: Constituent Assembly- Composition; Salient features of the Indian Constitution, Preamble Fundamental Rights, Fundamental Duties, Citizenship, Directive Principles, Union and State Governments. Chapter 8: Role and Responsibilities of Citizens (Ecological and Environmental Awareness, National Well being, Respect to 05 Hours National Anthem and National Symbols); Goals and Policies of National Development (Goals: Eradication of Poverty and Equity, Hunger, Gender Empowerment, Sustainable Development; Policies: Swachh Bharat, Pradhan Mantri Awas Yojana, Gram Jyoti Yojana). Chapter 9: Indian Knowledge System: Evolution, Ancient Universities (Takshashila, Nalanda etc.), Gurukula and Oral Traditions, Vocational Education in India, Role of teachers and 04 Hours students in Nation Building, Obligation (Vrutti Dharma) towards Institution and Society.

- Department can debate on the role of Constitution in the development of India.
- Students can empirically evidence the effectiveness of concepts like –Freedom, Equality, Justice, Rights and Duties by conducting empirical studies.
- Can invite experts to deliver special lectures Indian freedom struggle ideals and values contributions made by others

Suggested Readings:

- 1. Aiyangar K.R. 1941. "Ancient Indian Polity". Oriental Bokks Agency. Poona.
- 2. Altekar A.S. 1949. "State and Government in Ancient India". Motilal Banarsidass Chowk, Banaras.
- 3. Andre Beteille, 1965. Caste, class, and Power. University of California Press, Berkley.
- 4. Arora & Mukherji, 1992. Federalism in India, Origin and Developments, Vikas Publishing House, New Delhi.
- 5. Bakshi, 1999. P.M Constitution of India, Universal Law Publishing House, New Delhi,
- 6. Balagangadhar, S.N. 2021, "What Does it mean to be 'Indian' Notion Press, Indica Academy, Chennai.
- 7. Basu, D. D. 2022 "Introduction to the Constitution of India" 26th; Edition, LexisNexis, New Delhi
- 8. Bhandarkar D.D. 1940. "Some Aspects of Ancient Indian culture". University of Madras.
- 9. Bhargava, Rajeev. ed. 1998. Secularism and Its Critics, Oxford UniversityPress, New Delhi.
- 10. Chandra Bipan, 1979. "Nationalism and Colonialism in India". Orient, Lang.
- 11. Constitution of India (Full Text), India.gov.in., National Portal of India, https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf
- 12. Desai, A R. 2016. Social Background of Indian Nationalism. Los Angeles: Papular Prakashan.
- 13. Durga Das Basu, 2018 (23rd edn.) Introduction to the Constitution of India, Lexis Nexis Gurgaon.
- 14. Gandhi, M.K. "Hind Swaraj", http://www.mkgandhi.org/ebks/hind_swaraj.pdf
- 15. Goshal U.N. 1923. "History of Hindu Political Theory". Oxford University Press, Culcutta.
- 16. Granville Austin, 2000. The Indian Constitution: Cornerstone of a Nation. Oxford University Press, Melbourne.
- 17. Gupta, D. C. 1975. Indian Government and Politics, Vikas publishing House, New Delhi,
- 18. Hanson and Douglas, 1972. India's Democracy. W W Norton & Co Inc., New York city.
- 19. Harish Ramaswamy and S. S. Patagundi(Ed.) 2007. *Karnataka- Government and Politics*. Concept Publishing Company, Delhi.
- 20. J.N. Pandey, 2018 (55thedn.) The Constitutional Law of India, Central Law Agency, Allahabad.
- 21. Jayaswal K.P. 1943. "Hindu Polity". Bangalore Printing and Publishing Co. LTD, Bangalore.
- 22. Jha, S. N. 2005. Indian Political System,: Historical Developments, Ganga Kaveri Publishing House, Varanasi,
- 23. Johari, J.C., 1974. Indian Government and Politics. Vishal Publications, New Delhi.

Political Science Syllabus wef 2021-22

 Kapoor, Kapil (Ed), 2005, Indian Knowledge System-Vol-1, D K PrintworldLTD., New Delhi.

- 25 Kapoor, Kapil, 1994, Texts of the Oral Tradition, Language, Linguistics and Literature: The Indian Perspective, Academic Foundation, Delhi.
- 26. Kosambi D.D. 1965. "The Culture and Civilization of Ancient India and Historical Outline". Vikas Publishing House pvt. ltd, Noida.
- 27. Krishana Rao, M.& G.S.Halappa. 1962. *History of Freedom Movement in Karnataka*. Mysore: Government of Mysore.
- 28. Kumarapa J.C 1948, "Swaraj for the Masses", Hind Kitab Ltd. Bombay.
- 29. Merunandan, K.B. 2015. Bharatada Samvidhana Ondu Parichaya, MeraguPublications, Bangalore.
- 30. Nagel, Stuart, 2017, India's Development and Public Policy. UK: Routledge.
- 31. Patham and Thomas Patham. 1986. "Political Thought in Modern India." SagePublications, United States.
- 32. Pylee, M.V. 2017 (16th edn.) India's Constitution, S. Chand Pub., New Delhi.
- 33. Rajni Kothari, 1995. Caste in Indian Politics. Orient Blackswan, Telangana.
- 34. Rghavendra Rao, K. 2000. *Imagining Unimaginable Communities*. Prasranga, Kannada University, Hampi.
- 35. Sai Deepak, J. 2021, "India that is Bharat" Coloniality, Civilization, Constitution" Bloomsbury Publications, New Delhi.
- 36. Said Edarard .1978. "Orientalism". Pantheon Books, USA.
- 37. Sharma, K. 2002. Introduction to the Constitution of India, Prentice Hall of India, New Delhi,
- 38. Sharma, R.S. 1991. "Aspects of Political Ideas and Institutions in Ancient India". Motilal Banarsidass, Delhi.
- 39. ಚೈತ್ರ, ಎಂ.ಎಸ್. (ಸಂ) ೨೦೨೨. "ಪರಂಪರಾಗತ ಅಭ್ಯುದಯ ದರ್ಶನ: ಧರ್ಮಪಾಲ್ ಧೃಷ್ಟಿ" ರಾಷ್ಟ್ರೋತ್ಥಾನ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು.
- 40. ಗಾಂಧಿ. ಎಮ್. ಕೆ. 2009, "ಹಿಂದ್ ಸ್ವರಾಜ್ಯ", ಕರ್ನಾಟಕ ಗಾಂಧೀ ಸ್ಮಾರಕ ನಿಧಿ, ಬೆಂಗಳೂರು.
- 41. ಧರ್ಮಪಾಲ್, 2001. "ಭಾರತ ಜಾಗೃತಿ." (ಅನು) ಎಸ್. ಆರ್. ರಾಮಸ್ವಾಮಿ. ರಾಷ್ಟ್ರೋತ್ಥಾನ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು.
- 42. ಧರ್ಮಪಾಲ್, 2003. "ಸ್ವದೇಶಿ ಮತ್ತು ಭಾರತೀಯತೆ", (ಅನು) ಚಕ್ರವರ್ತಿ, ಸ್ವರಾಜ ಪ್ರಕಾಶನ ಸಮೂಹ, ಬೆಂಗಳೂರು.
- 43. ಧರ್ಮಪಾಲ್, 2009, "ಭಾರತೀಯ ಚಿತ್ತ, ಮಾನಸಿಕತೆ, ಕಾಲ", (ಅನು) ಎಸ್. ಆರ್. ರಾಮಸ್ವಾಮಿ, ರಾಷ್ಟ್ರೋತ್ಥಾನ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು.
- 44. ಬಾಲಗಂಗಾಧರ, ಎಸ್. ಎನ್., 2010. "ಪೂರ್ವಾವಲೋಕನ," (ಸಂ). ಜೆ. ಎಸ್. ಸದಾನಂದ ಮತ್ತು ರಾಜಾರಾಮ ಹೆಗ್ಡೆ. ಅಭಿನವ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
- 45. ಬಾವೆ, ವಿನೋಬಾ. 1958. "ಭೂದಾನ ಗಂಗೆ", ಸರ್ವಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
- 46. ಬಾವೆ, ವಿನೋಬಾ. 1974. "ಸ್ವರಾಜ್ಯ ಶಾಸ್ತ", ಸರ್ವಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ. ಬೆಂಗಳೂರು
- 47. ಬಾವೆ, ಶಿವಾಜಿ. 1954. "ಶ್ರಮದಾನ", ಸರ್ವಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು:

Political Science Syllabus wef 2021-22

48. ರಾಜಾರಾಮ ಹೆಗಡೆ ಮತ್ತು ಸದಾನಂದ ಜೆ.ಎಸ್. (ಸಂ) 2016 "ಪೂರ್ವಾವಲೋಕನ", ವಸಂತ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.

- 49. ರಾಜಾರಾಮ ಹೆಗಡೆ (ಸಂ) 2004. "*ಭಾರತೀಯ ಇತಿಹಾಸ, ಸಮಾಜ ಮತ್ತು ಸಂಸ್ಕೃತಿ".* ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.
- 50. ರಾಮಚಂದ್ರನ್, ಸಿ. ಎನ್. 2002. "*ವಸಾಹತೋತ್ತರ ಚಿಂತನೆ".* ಬೆಂಗಳೂರು: ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡಮಿ
- 51. ಶಂಕರನಾರಾಯಣರಾವ್ ಎನ್.ಪಿ. (ಸಂ) ೨೦೨೦. "ದೀನದಯಾಳ ಉಪದ್ಯಾಯ: ಏಕಾತ್ಮ ಮಾನವತೆ" ರಾಷ್ಕ್ರೋತ್ಥಾನ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು.
- 52. ರಾಜಾರಾಮ ಹೆಗಡೆ, 2021, ಪಶ್ಚಿಮಾಯನ; ವಸಾಹತು ಹಿಸ್ಚರಿ ಮತ್ತು ಕನ್ನಡ ಜಗತ್ತು, ಅಭಿನವ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.

Pedagogy:

The course shall be taught through Lectures, Tutorials, demonstrations, discussions on court judgments, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials. Field work Exercises to understand the concepts in practice, Assignments, Seminars, Group Discussions, open house debates and Week-end Counselling could also help in better and informed learning in these classes.