

WESTERN POLITICAL THOUGHT

DSC-3

Course Title: WESTERN POLITICAL THOUGHT	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3 Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

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

Learning Outcomes:

At the end of the course the students shall understand -

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

Unit	Contents of Course-3	45 Hours
Unit-I	<p>Chapter -1 Salient Features of the Greek Political Thought, Plato: Theory of Justice, Ideal State, Philosopher King. Aristotle: State and Its Classification, Theory of Revolution</p> <p>Chapter -2 Salient Features of Medieval Western Political Thought, Christian Tradition</p> <p>Chapter -3 St. Thomas Aquinas: Church v/s State, St. Augustine: Theory of Two Swords, Machiavelli: On Politics and State Craft, Views on ends and means</p>	15 Hours
Unit-II	<p>Chapter -1 Hobbes: Theory of Sovereignty, Locke: Social Contract and Theory of Government, Tolerance; Rousseau: Social Contract, General Will</p>	15 Hours

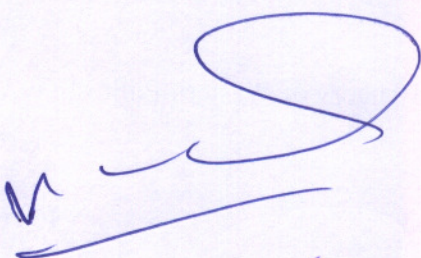
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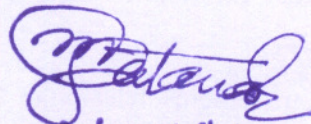
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	Chapter -2 Bentham: Theory of Utilitarianism Chapter -3 J.S. Mill: Views on Liberty	
Unit- III	Chapter -1 A. Hegel - Dialectical Materialism B. Karl Marx - Classless and stateless society and Dascapital. Chapter -2 Jurgen Habermas- Communicative action,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

Exercise:

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


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Suggested Readings:

1. A. Hacker, Political Theory: Philosophy, Ideology, Science New York, Macmillan, 1961.
2. G.H. Sabine. A History of Political Theory. New Delhi: Oxford and IBH, 1937.
3. C.L. Wayper. Political Thought. Bombay: B.I. Publications, 1977.
4. Ernest Barker, Greek Political Theory: Plato and his Predecessors. London: 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.


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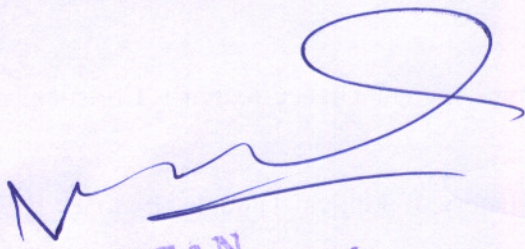
Pedagogy:

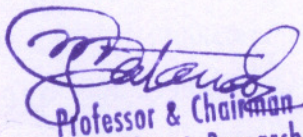
The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	5
Assessment Test-2	10
Assignment	5
Total	30

Date: 14.09.2021


 Subject Committee Chairperson


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INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT**DSC-4**

Course Title: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3 Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective:

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

Learning Outcome:

At the end of the course the students shall -

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

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

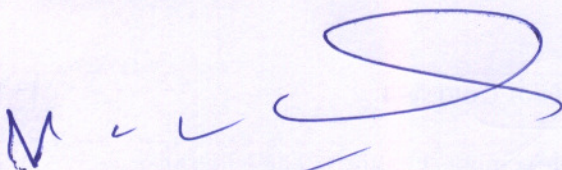
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	movement.	
Unit-II	<p>Chapter-4 Morley-Minto Reform Act of 1909, Montague Chelmsford Act of 1919: main provisions and Dyarchy, The Nehru Report and Jinnah's 14-point Formula</p> <p>Chapter-5 Government of India Act of 1935: main provisions: Round Table Conference, provincial Autonomy and Federal system.</p> <p>Chapter-6 Indian Independence Act of 1947: main provisions, Simon Commission and Cabinet Mission Plan</p>	15 Hours
Unit- III	<p>Constituent Assembly Debates on</p> <p>Chapter-7 Citizenship State Structure</p> <p>Chapter-8 Minority Rights, UCC v/s Personal Law</p> <p>Chapter-9 Language and Union of States</p> <p>(The above three should be discussed in the context of Constituent Assembly Debates)</p>	15 Hours

Exercise:

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



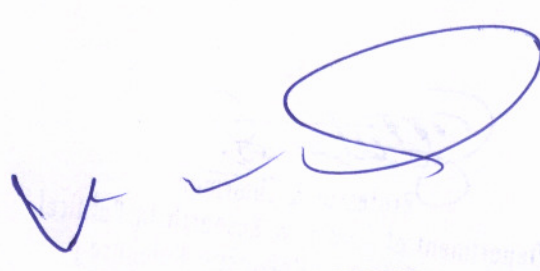
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Suggested Readings

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.


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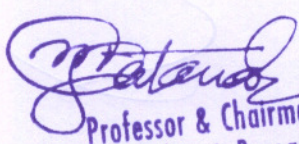
Pedagogy:

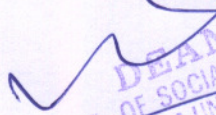
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Formative Assessment	
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Assessment Test-1	10
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INDIAN POLITY: ISSUES AND CONCERNS**Open Elective OE-2**

Course Title: INDIAN POLITY AND CONCERNS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=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	45 Hours
Unit-I	<p>Chapter-1 National Integration and Social Harmony - Meaning and Need of National Integration and Suggestions for securing National Integration</p> <p>Chapter-2 Society and Politics in India: Caste and Its Impact, Problems in understanding caste system as a social system in India, and Role of Caste and its Impact on Indian Polity.</p> <p>Chapter-3 Language- Role and Constitutional Provisions. Issues</p>	15 Hours

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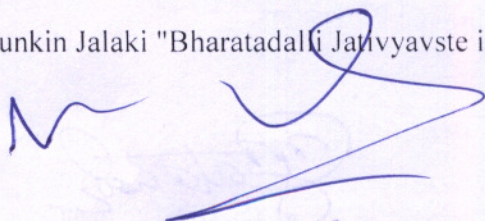
Unit-II	Chapter-4 Religion and Local Traditions - Role and Constitutional Provisions Chapter-5 Development and Inclusiveness: Issues and Concerns Chapter-6 Regionalism and Regional Imbalance – Reasons for the Growth, Forms and Measures. (Nanjundappa Committee Recommendations).	15 Hours
Unit- III	Chapter-7 Corruptions- Causes and Measures Chapter-8 Terrorism- Types, Causes and Measures Chapter-9 Unity in Diversity – Consensus and Challenges	15 Hours

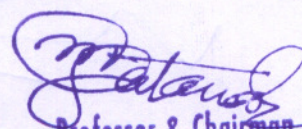
Exercise:

- Classify the major factors which are an impediment to National Integration and give your suggestions
- Identify the terrorist's group in the world
- Make a point on 2011 Anti- Corruption movement in India

Suggested Readings:

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


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