

## Semester IV



# ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS

DSC - 7

Course Title: ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS	
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

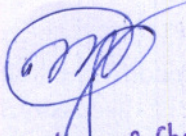
## Course Objectives:

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.

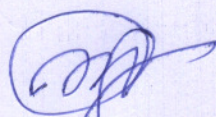
  
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Unit	Contents of Course- DSC 7	45 Hours
Unit-I	<p><b>Chapter-1: Sources of Early Indian Thought:</b> Sources and Limitations: Pre and Post Colonial.</p> <p><b>Chapter-2: Perspectives:</b> Orientalists, Nationalists, Marxian (Asiatic Mode of Production) and Gandhiji on Varnashrama Dharma, Dr. Radhakrishnan perspective.</p> <p><b>Chapter-3: Indian Culture:</b> Colonial Narratives (William Jones, Macaulay) v/s Post Colonial (Dharampal and Edward Said).</p>	15 Hours
Unit-II	<p><b>Chapter-4: Socio-Political Ideas in the Early Indian Thought:</b> Dharma, Rajadharma, Dandaniti, Nyaya, Vaisheshika, Shunya, Ratnin Ceremony, Varnadharma, and Ashramadharma, values in Thirukural.</p> <p><b>Chapter-5: Kingship:</b> Origin Stories, Gopati to Bhupati, Nature and Structure.</p> <p><b>Chapter-6: Functions of Institutions:</b> Sabha, Samiti, Vidhata, Paura-Janapada.</p>	15 Hours
Unit- III	<p><b>Chapter-7: Ganasanghas:</b> Nature, Structure, Functions Role of Stories in Indian Tradition.</p> <p><b>Chapter-8: Ramayana (Valmiki):</b> Ramarajya, Subaltern and Adhyatmic perspective.</p> <p><b>Chapter-9: Mahabharata (Vyasa):</b> Rajadharma in Shantiparva, Idea of war and Peace.</p>	15 Hours

**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.



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## 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, Calcutta, 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 Lawrence, "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 Manoharal Publishers Private Limited, New Delhi, 1989.
23. Bandyopadhyaya 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.



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. Kane P.V, History of Dharmashastras, Vol-1-5, Bhandarkar Institute Press, Poona, 1930.
29. Balagangadhara S.N, Purvavalokana, (Translated and Edited - Rajaram Hegde and J. S. Sadanand) Vasanta Prakashana, Bangalore, 2016. (2010).

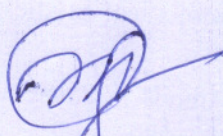
### Pedagogy:

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.

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

Sd/-

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**MODERN POLITICAL ANALYSIS  
DSC-8**

<b>Course Title: MODERN POLITICAL ANALYSIS</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

**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 Political Institutional 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.

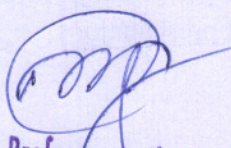
<b>Unit</b>	<b>Contents of Course: DSC-8</b>	<b>45 Hours</b>
<b>Unit-I</b>	<p><b>Chapte-1</b> Genesis and Emergence of Modern Political Analysis, Modern Political Analysis -Meaning, Nature, Scope and Goals</p> <p><b>Chapter-2</b> Political System-Types, similarities and differences, classification- Aristotle and Weber.</p> <p><b>Chapter-3</b> Approaches – Traditional- Philosophical, Historical Institutional, Modern- Behavioral, Systems and Game.</p>	<b>15 Hours</b>



<b>Unit-II</b>	<p><b>Chapter-4</b> Talcott Parson's General Systems theory- Pattern of Inter Relationship, Hierarchical order, Integration.</p> <p><b>Chapter-5</b> David Easton's Input-Output model of Political System, Features, Functions and Critical Evaluation.</p> <p><b>Chapter-6</b> Power-Meaning, significance, and measurement, difference between Power, Authority, Legitimacy and Influence, Harold Lasswell's contribution.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7</b> Almond Structural – Functional Analysis Karl Deutsch's Communication Theory.</p> <p><b>Chapter-8</b> Richard C Snyder's Decision Making Theory, Arthur F. Bentley and David Truman Group theory of Politics.</p> <p><b>Chapter - 9</b> Political Development - Concept of Political Development - its variables, Development syndrome and Theory of Lucian Pye.</p>	<b>15 Hours</b>

**Exercise:**

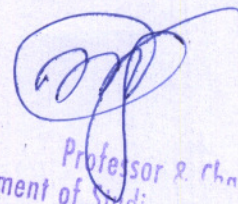
- The department can lead the students to a nearby political institution and explain to them the process of administrative decision making.
- The department may invite functionaries of these institutions to deliberate upon issues of redundancy and simplifying administration.
- Assignments can be given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

  
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### 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.

  
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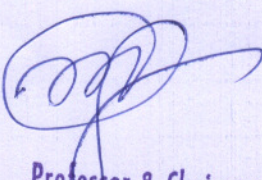
**Pedagogy:**

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
<b>Total</b>	<b>40</b>

Sd/-

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**GOOD GOVERNANCE IN INDIA****Open Elective OE - 4.1**

<b>Course Title: GOOD GOVERNANCE IN INDIA</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

**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 difference between traditional form of Administration and the concept of Governance
- 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.,

<b>Unit</b>	<b>Contents of Course: OE-4.1</b>	<b>45 Hours</b>
<b>Unit-I</b>	<b>Chapter- 1</b> Meaning, Characteristics, Elements, Growth and need for Good Governance.  <b>Chapter-2</b> Theories and Concepts of Governance- Public Choice and Public Value Theory, Good Governance and	<b>15 Hours</b>



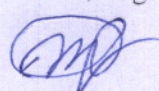
	Globalization.  <b>Chapter-3</b> Corporate Governance- Networking and collaborative Governance.	
<b>Unit-II</b>	<b>Chapter-4</b> Public Service Guarantee Act 2011: Features, Provisions and Impact, Right to Information Act- Meaning, Characteristics and Importance. <b>Chapter-5</b> E-Governance - Meaning, Characteristics, Importance and E Governance Policy, ICT and Governance. <b>Chapter-6</b> Citizens Charter, Digital India, Gender and Governance.	<b>15 Hours</b>
<b>Unit- III</b>	<b>Chapter-7</b> Sakala Project, Bhoomi Yojana, SWAYAM and eKissan, eCourt.  <b>Chapter-8</b> People's Participation and Role of Civil Society, Ethics and Accountability in Governance.  <b>Chapter-9</b> Challenges before good governance in India.	<b>15 Hours</b>

**Exercise:**

- Students and the department can undertake 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.

  
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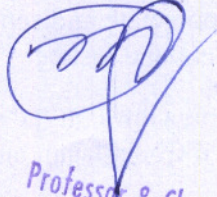
**Pedagogy:**

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
<b>Total</b>	<b>40</b>

Sd/-

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**UNDERSTANDING Dr. B.R. AMBEDKAR****Open Elective OE -4.2**

<b>Course Title: UNDERSTANDING Dr. B.R.AMBEDKAR</b>	
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**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.

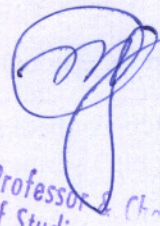
<b>Unit</b>	<b>Contents of Course OE 4.2</b>	<b>45 Hours</b>
<b>Unit-I</b>	<b>Chapter: 1-</b> Dr. B. R. Ambedkar's Journey of Life and Experiences.  <b>Chapter: 2-</b> Dr. B. R. Ambedkar's perception on Hindu Social Order, Caste and Untouchability (refer Annihilation of Caste).	<b>15 Hours</b>



	<b>Chapter-3-</b> Dr. B. R. Ambedkar's Initiatives: Mahad Satyagraha and Kalaram Temple Entry Movement.	
<b>Unit-II</b>	<p><b>Chapter: 4-</b> Dr. B. R. Ambedkar and Round Table Conferences: His Memorandum, Communal Award and Poona Pact.</p> <p><b>Chapter: 5-</b> Dr. B. R. Ambedkar on Partition of India, Dr. B. R. Ambedkar's contribution as the Chairman of the Drafting Committee.</p> <p><b>Chapter 6 -</b> 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).</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter: 7-</b> Dr. B. R. Ambedkar's Political Ideas: Democracy, Citizenship, Equality and Freedom and Justice.</p> <p><b>Chapter: 8:</b> Dr. B. R. Ambedkar's views: on Islam, Buddhism, on Religious Conversion and on Aryan Invasion Theory.</p> <p><b>Chapter: 9-</b> Dr. B. R. Ambedkar and Language Question, Dr. B. R. Ambedkar on Education and Women Empowerment and Nationalism.</p>	<b>15 Hours</b>

**Exercise:**

- 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.

  
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**Suggested Readings**

1. Ambdekar, B.R. "What Congress and Gandhi have Done Untouchables" <http://www.ambedkar.org/ambcd/41A.What%20Congress%20and%20Gandhi%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](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.





**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
<b>Total</b>	<b>40</b>

Sd/-

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**POLITICAL JOURNALISM****Open Elective OE- 4.3**

<b>Course Title: POLITICAL JOURNALISM</b>	
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**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.

<b>Unit</b>	<b>Contents of Course- OE-4.3</b>	<b>45 Hours</b>
<b>Unit-I</b>	<b>Chapter-1:</b> Defining Political Journalism, Traditional and Modern views about State and Politics. <b>Chapter-2:</b> Understanding of Political Development: Caste, Religion, Linguistic and Party Perspectives. <b>Chapter-3:</b> Defining the Role of Mass Media- Print, Electronic	<b>15 Hours</b>

  
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	and Web (Social Media).	
<b>Unit-II</b>	<b>Chapter-4: Political Culture-</b> Shared Beliefs, Values, Ideologies and Norms, Process of Socialisation. <b>Chapter-5: Political Participation</b> –Modes of participation, Political Apathy. <b>Chapter- 6: Methods of Political Journalism-</b> Interviews, Political Debates, Commentary on Legislations.	<b>15 Hours</b>
<b>Unit- III</b>	<b>Chapter-7: Communication-</b> Defining Communication, Shaping Public Opinion, Encoding and Decoding. <b>Chapter-8: Skills of Writing</b> - Vocabulary, Epitomizing, Punctuation. <b>Chapter-9: Report Writing-</b> Journalistic Writing Skills, Yellow Journalism, Use of Facts and Figures and Interpretations.	<b>15 Hours</b>

**Exercise:**

- 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.

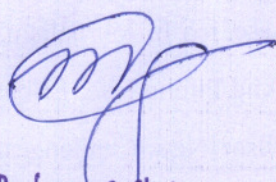
**Pedagogy:**

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
<b>Total</b>	<b>40</b>

Sd/-

Subject Committee Chairperson



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## CONSTITUTION OF INDIA (Common Syllabus for all the UG Courses)

Ability Enhancement Compulsory Courses (AECC)	
Course Title: CONSTITUTION OF INDIA	
Total Contact Hours: 24	Course Credits: 2
No. of Teaching Hours/Week:2	Duration of ESA/Exam: 1 Hours
Formative Assessment Marks: 20	Summative Assessment Marks: 30+20=50

### Course Objective:

The purpose of the course is to familiarize the students with the key elements of Indian constitution. The course has been designed to cover the journey of the India from its emergence as a Republic. This will enable the students to understand various political Institutions that are operationalised under the Indian Constitution.

### Learning Outcomes:

After completing this course students will be able to-

- Understand the philosophy of the Constitution and its structure.
- Measure the powers and functions of various offices under the Constitution.
- Appreciate the role of Constitution in a Democracy

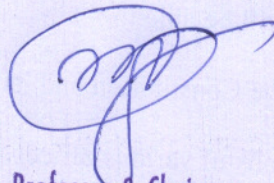
Unit	Contents of Course:	24 Hours
Unit-I	<b>Chapter- 1 Making of Indian Constitution :</b> Constituent Assembly- Composition, Objectives, Preamble and Salient features of the Indian Constitution.	8 Hours
	<b>Chapter-2</b> Fundamental Rights, Fundamental Duties and Directive Principles.	
Unit-II	<b>Chapter-3 Union Government-</b> President, Prime Minister and Cabinet. <b>Chapter-4 State Government-</b> Governor, Chief Minister and Cabinet.	8 Hours



Unit- III	<b>Chapter-5 Judiciary-</b> Supreme Court and High Court: Composition, Powers and Functions.  <b>Chapter-6 Electoral Process:</b> Election Commission- Composition, Powers and Functions and Electoral Reforms.	<b>8 Hours</b>
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**Exercise:**

- Department can debate on the role of Constitution in the country's development.
- Students can empirically evidence the effectiveness of concepts like –Freedom, Equality, Justice, Rights and Duties by conducting surveys.
- Can hold special lectures on various provisions of Constitution like working of Election Commission, Art 246, 356 etc.



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### Suggested Readings:

1. Durga Das Basu, Introduction to the Constitution of India, Gurgaon; LexisNexis, (23rd edn.) 2018.
2. M.V. Pylee, India's Constitution, New Delhi; S. Chand Pub., (16th edn.) 2017.
3. J.N. Pandey, The Constitutional Law of India, Allahabad; Central Law Agency, (55th edn.) 2018.
4. 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](https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf)
6. K B Merunandan, Bharatada Samvidhana Ondu Parichaya, Bangalore, Meragu Publications, 2015.
7. ₹sĀ JZī JA. gĀd±ĀRg "Āgv , PĀōg vĀvĀ gĀdQĀĀĪĀ Qgt ¥PĀ±£, vĀĪ, sgĀ 2020.
8. K. Sharma, Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2002.
9. P.M Bakshi, Constitution of India, Universal Law Publishing House, New Delhi, 1999.
10. D. C. Gupta, Indian Government and Politics, Vikas publishing House, New Delhi, 1975.
11. S. N. Jha, Indian Political System,: Historical Developments, Ganga Kaveri Publishing House, Varanasi, 2005.
12. Arora & Mukherji, Federalism in India, Origin and Developments, Vikas Publishing House, New Delhi, 1992.

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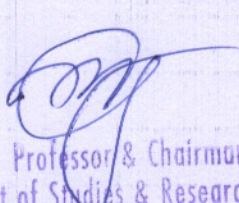
**Pedagogy:**

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	5
Seminar/Presentation/Group Discussion	5
Assessment Test-2	5
Assignment	5
<b>Total</b>	<b>20</b>

Sd/-

Subject Committee Chairperson

  
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## **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**

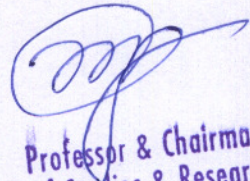
All Questions are Compulsory (10x1=10)

- 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.

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

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

- 14.
- 15.
- 16.



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## **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.

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

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

15.

16.

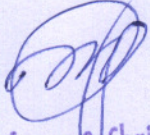
17.

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

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

18.

19.

  
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**III. Term End Examination for Constitution of Indian (IC)**

Paper will be for maximum of 30 mark. The minimum mark to pass the examination is 40% (12 marks).

**Note:** Duration of Examination for **Indian Constitution (IC)** is **1 hour.**

Question paper pattern for **Indian Constitution** –

**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 (2x5=10)**

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

- 11.
- 12.
- 13.

**Section C: Long Answer Questions (1x10=10)**

Answer any One question. Answer the following question in not more than 500 words

- 14.
- 15.

  
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