

MANGALORE UNIVERSITY
POLITICAL SCIENCE

BA Political Science Programme offered from the Academic year 2021-22

Programme Structure

Third Semester

Course Code	Course Title	Credits	Teaching Hrs/Week	Total Marks/ Assessment*
DSC-5	Indian Government and Politics	3	3	100 (60+40)
DSC-6	Parliamentary procedures in India	3	3	100 (60+40)
OE-3.1	Gender and Politics	3	3	100 (60+40)
OE-3.2	Understanding Gandhi	3	3	100 (60+40)
OE-3.3	Citizen, Citizenship and the Indian Constitution	3	3	100 (60+40)

Fourth Semester

DSC-7	Ancient Indian Political Ideas and Institutions	3	3	100 (60+40)
DSC-8	Modern Political Analysis	3	3	100 (60+40)
OE-4.1	Good governance in India	3	3	100 (60+40)
OE-4.2	Understanding Dr. B.R. Ambedkar	3	3	100 (60+40)
OE-4.3	Political Journalism	3	3	100 (60+40)

* Total marks for each course is 100. This would consist of an Internal Assessment (IA) for 40 marks and end semester examination for 60 marks.

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OE-4.1	Good governance in India	3	3	100 (60+40)
OE-4.2	Understanding Dr. B.R. Ambedkar	3	3	100 (60+40)
OE-4.3	Political Journalism	3	3	100 (60+40)

* Total marks for each course is 100. This would consist of an Internal Assessment (IA) for 40 marks and end semester examination for 60 marks.

Programme Objectives:

1. Upgrade the learning of Political Science and to familiarise students with the functioning of political institutions both in contemporary and ancient India, and to inculcate values and moral ethos for effective governance.
2. To acquaint students of the dimensions of Indian government, parliamentary procedures, gender concerns in Politics, Gandhian philosophy and citizen responsibilities.
3. To enable students to understand and assess the influence of ancient Indian political ideas and institutions on the later Indian political thought and political analysis.
4. To analytically reflect upon the nature of emerging hybridised themes like Political Journalism and good governance and its role.
5. To understand the ideas and actions of Dr. B.R. Ambedkar and to assess his contribution to the making of modern India.

Learning Outcome: The courses comprise both knowledge and skill components and at the end of the programme students will have –

1. A nuanced understanding of the functioning of the political institutions both in contemporary and ancient India, and internalise the values and moral ethos relevant from Indian point of view for political participation and governance.
2. A fair understanding of the dimensions of Indian government, parliamentary procedures, gender concerns in politics, Gandhian philosophy and Citizen Duties and responsibilities.
3. An ability to grasp and evaluate the influence of ancient Indian political ideas and institutions on the later Indian political thought and modern political analysis.
4. An understanding of the nature of hybridised themes like Political Journalism and good governance with an ability to evaluate their role and significance.
5. A comprehension of the ideas, acts, vision and mission of Dr. B.R. Ambedkar and will assess his contribution to the making of modern India.

INDIAN GOVERNMENT AND POLITICS
(DSC – 5)

Course Title: INDIAN GOVERNMENT AND POLITICS	
Course Code: DSC - 5	Semester: III
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To provide students an understanding of the functioning of the Indian Government and Politics.
2. To make students understand the philosophy of Indian constitution and its commitment towards citizens.
3. To provide students necessary knowledge to assess the performance of the Union and state governments.
4. To help students to develop interest in politics and grasp the dynamics/nuances of the politics, leadership and the role of socio-economic, religious and lingual issues.

Learning Outcome:

At the end of the course students will -

1. Have an understanding of the functioning of the Indian Government and Politics.
2. Have an comprehension of the philosophy of Indian constitution
3. Grasp the performance of both the Union and state governments and the challenges they confront.
4. Comprehend the power structures, response of the political parties and the effects of judicial decisions on policy making and social development in India.

DSC-5: INDIAN GOVERNMENT AND POLITICS

Unit 1: The Framework (15 hours)

- 1.1 Indian Politics: Approaches to study of State and politics in India (Liberal, Marxist and Gandhian).
- 1.2 Constituent Assembly- Composition and major debates regarding the structure of Indian State.
- 1.3 Preamble and salient features of Indian Constitution

Unit: Organs of the Government (15 hours)

- 2.1 The Union Executive: The President, Vice-President, Prime Minister and the Council of Ministers
- 2.2 Parliament: Powers and Functions of Lok Sabha and Rajya Sabha; Relationship between the two Chambers: Amendment Process and Major Amendments (42nd, 73rd, 74th, 86th, 101st).
- 2.3 Judiciary and Judicial Review; Appellate Authority: Basic Structure of the Indian Constitution and debates.

Unit: Political process (15 hours)

- 3.1 Nature of Indian Political System, Union-State Relations (Commissions and Committees), President's Rule: Processes and politics.
- 3.2 Ideologies of National and Regional Political Parties; Coalition Politics and Elections in Indian Politics.
- 3.3 Issues in Indian Democracy: Caste, Religion, Communalism, Regionalism, Criminalization, Terrorism, Social and Distributive Justice.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end Counselling.

Exercise:

- Debate on the ‘basic structure of Indian Constitution’ and the need for changes in the Constitution, functioning of the Constitution; Cases with regard to Governor and President’s rule.
- List out the major amendments to the constitution, Commission and Committees to review power sharing.
- Examine the functioning of various political parties, its inclusive approaches, influence of dynasties on their performance

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

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.
9. A. G. Noorani, Constitutional Questions in India: The President, Parliament and the States, Delhi, Oxford University Press, 2000.
10. A.S. Narang, Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996.
11. 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.
13. 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. Niraja 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.

PARLIAMENTARY PROCEDURES IN INDIA
(DSC – 6)

Course Title: PARLIAMENTARY PROCEDURES IN INDIA	
Course Code: DSC - 6	Semester: III
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To provide a basic understanding of the parliamentary system of governments and the constitutional provisions relating to the parliamentary procedures in India.
2. To familiarise students with the legislative procedures and practices in India.
3. To impart the students adequate skills for participation in deliberative processes and democratic decision making.
4. To enable students to understand the working of democracy through an institutional mechanism.

Learning Outcome:

At the end of the course students will –

1. Have a basic understanding of parliamentary system of governments and the constitutional provisions relating to the parliamentary procedures in India.
2. Become familiar with the legislative procedures and practices in India as well as the working of Committees, budgetary aspects and deliberative mechanism within parliament.
3. Have adequate skills for participation in deliberative processes and democratic decision making with a keen understanding of parliamentary procedures and requirements.
4. Have an understanding of the institutional mechanism for working of democracy, learn about the privileges of people's representatives and will be able to assess their performance.

DSC-6: PARLIAMENTARY PROCEDURES IN INDIA

- Unit 1: Constitutional provisions** (15 hours)
- 1.1 Elections to the Legislatures: Parliament and State Legislatures.
 - 1.2 Powers, Functions and Privileges of People's Representatives – Members of Parliament and State Legislature
 - 1.3 Legislative Procedures of the Parliament: Articles 107-122.
- Unit 2: Making of Law** (15 hours)
- 2.1 Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills
 - 2.2 Drafting of the Bill, First Reading and Departmental Standing Committee, Second Reading, Third Reading, Passage of the Bill, Consent by the President, Gazette Notifications.
 - 2.3 Parliamentary Committees: Composition and Functioning (Departmental Standing Committees, Select Committees, Joint Parliamentary Committees, Public Accounts Committee on Privilege Business, Advisory Committee, Ethics Committee).
- Unit 3: Parliamentary procedures and practices** (15 hours)
- 3.1 Motions and Hours in the House – Question Hour, Zero Hour, Half an Hour Discussion, Calling Attention Motion, Adjournment motion, Privilege motion, Censure Motion, 'No Confidence' Motion, Cut motion.
 - 3.2 Parliamentary Questions: Types, Starred and Unstarred Questions, Questions Addressed to Private Members and Short Notice Questions.
 - 3.3 Parliamentary Privileges: Constitutional Provisions, Codification of Privileges, Privileges of Parliamentarians and Legislators, Breach of Privilege.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Mock Parliaments as Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end Counselling.

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.

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

Suggested Readings

1. M.N. Kaul and S.L. Shakdher, Practice and Procedure of Parliament, Metropolitan, NewDelhi, 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.
5. Apoorva Shankar and Shreya Singh, Parliamentary Procedures A Primer Rajya Sabha, PRS Legislative Research, 2015.
7. 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, NewDelhi, 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/Strengthening %20Parliamentary%20Committees.pdf>.

GENDER AND POLITICS
(Open Elective- OE- 3.1)

Course Title: GENDER AND POLITICS	
Course Code: OE – 3.1	Semester: III
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To provide an overview of political participation of women in general and specifically in India.
2. To enable the students to understand the issues related to women leadership, participation and governance.
3. To understand how gender issues are progressively integrated into political science and social sciences.
4. To sensitise students about the patriarchal society and help to improve the relationship between men and women, remove exploitation and violation of women's rights and to bring to focus the need for the education and empowerment.

Learning Outcomes:

At the end of the course the students will –

1. Have an understanding of the political participation of women in general and specifically in India.
2. Be aware of the relevance of gender issues in politics.
3. To grasp the forces and values that condition power and significance of gender in the understanding of political science.
4. Become aware of the values and operation of patriarchal society and ground realities of women's participation in politics that would sensitise them to positively contribute to the women's empowerment.

OE- 3.1: GENDER AND POLITICS

- Unit 1: Gender: A framework** (15 hours)
- 1.1 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).
 - 1.2 Gender Imbalance in Political Representation and Electoral Process, Gender Discrimination in Indian Politics – including LGBTQ, Feminist Critique of Politics.
 - 1.3 Governance and Gender Structures, Gender Budgeting and Gender Issues in Governance.
- Unit 2: Gender and Politics** (15 hours)
- 2.1 Gender and Empowerment Process: Education, Economic, Political and Socializing and sensitizing gender issues.
 - 2.2 Gender Differentiation in Political Parties and Leadership, Challenging Gender Stereotypes in Socio-Political sphere.
 - 2.3 Capacity Building and Role of Women in Karnataka Politics, Women Representation in Local Governments.
- Unit 3: Gender and society** (15 hours)
- 3.1 Women and Poverty, Women and Health, Women and wealth creation, Violence against Women, Women and Armed Conflict.
 - 3.2 Women and Literature, Women and the Media, Women and the Environment.
 - 3.3 Women and Societal Challenges: Dowry, Domestic Violence, Girl Child - Programmes for Empowerment of Women, Educating children and socio-religious taboos including patriarchy.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end Counselling.

Exercise:

- Conduct one day workshop and make an assessment of role of women in politics.
- 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.

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

Suggested Readings

1. P.K.Swaib and S.N.Tripathy, "Unequal Treatment to Women and Gender", Bias, Sonali Publications, New Delhi, 2006.
2. 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.
5. 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, Narpal, 'Changing Status of Women' Vista International Publishing House, Delhi, 2008.
15. Anuradhamathu, "Gender and Development in India", Kalpaz Publication, Delhi, 2008.
16. 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.

UNDERSTANDING GANDHI
(Open Elective – OE- 3.2)

Course Title: UNDERSTANDING GANDHI	
Course Code: OE – 3.2	Semester: III
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To enable students to understand the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India.
2. To familiarise students on the Gandhian ideas on wide range of issues including politics, economics, social reconstruction, religion and issues of sustainable development.
3. To acquaint the students on the ideas of Gandhi on social relations and issues.
4. To assess the relevance of Gandhi on the current political discourses through the analysis of his ideas on modern society, Swadeshi etc.

Learning Outcome:

At the end of the course the students will-

1. Grasp the core ideas of Gandhi, in particular the idea of truth and non-violence.
2. Understand the Gandhian ideas on wide range of issues including politics, economics, social reconstruction, religion and issues of sustainable development.
3. Comprehend the position of Gandhi on issues like Hindu- Muslim relations, gender question, cow protection, caste and untouchability questions.
4. Be able to understand the Gandhian reasoning in favour of Swadeshi and his critique of modern Civilization.

OE-3.2: UNDERSTANDING GANDHI

Unit 1: Gandhi: Background (15 hours)

- 1.1 Background Influences: Historical: South Africa, Intellectual: Thoreau, Ruskin and Tolstoy.
- 2.1 Gandhian Experiments: Satyagraha, Non-Violence, Truth, Movements led by Gandhi- Champaran, Bardoli, Khilafat, Non- Cooperation, Salt Satyagraha.
- 3.1 Social Movements- Ahmedabad Mill Strike, Vaikom Satyagraha, Forest, Health and Naturopathy, Sustainable Development.

Unit 2: Gandhi and Politics (15 hours)

- 2.1 Gandhi as a Leader: Gandhi as a model, Gandhian Methodology: Prayer, Consensus Building and Fasting.
- 2.2 Gandhian Views on Politics: Role of Ethics, Morality, Religion and Service.
- 2.3 Gandhi's critique on English Parliament, Gandhi on Nation and Nationalism.

Unit 3: Gandhi and society (15 hours)

- 3.1 Gandhi on Swadeshi and Swaraj, Critique on Modern Civilization, Modern Education and Machines.
- 3.2 Gandhi on Violence (Doctrine of the Sword) Gandhi and Sins, Gandhi's views on Women and Sustainable Development.
- 3.3 Gandhi as Political Strategist, Gandhi's Views on Hindu-Muslim Relation, Cow Protection, Untouchability and Caste Question.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end Counselling.

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.

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

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.
7. Parekh, B, The Critique of Modernity In Gandhi: A Brief Insight, Sterling Publishing Company, Delhi, 1997. pp. 63-74.
8. Heredia, R, Interpreting Gandhi's Hind Swaraj, Economic and Political Weekly, 34(24), 1999. pp. 1497-1502.
9. Parel, A. J. (Ed.), Introduction. In: Gandhi, freedom and Self Rule, Vistaar Publication, Delhi, 2002.
10. Kumar, R. Class, Community or Nation? Gandhi's Quest for a popular consensus in India, Modern Asian Studies, 3(4), 1969, 357-376.
11. Parel, A.J. (Ed), Introduction. In: Gandhi, Freedom and Self Rule, Vistaar Publication, Delhi, 2002.
12. 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.
13. Collected Works of Mahatma Gandhi Hindu-Muslim Tension: Its Cause and Cure, Young India, 1924, pp. 58-59.
14. Collected Works of Mahatma Gandhi: Save the Cow, Young India, 1921.
15. <http://www.gandhiashramsevagram.org/gandhi-literature/mahatma-gandhi-collected-works/volume-23.pdf>.

CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION
(Open Elective OE- 3.3)

Course Title: CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION	
Course Code: OE – 3.3	Semester: III
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To comprehend the concept of citizenship
2. To realise the significance of mindfulness, empathy and compassion and to be responsible citizen.
3. To be sensitive and apply socially relevant values for emotional wellbeing and social relationship.
4. To support nation building by inculcating responsible citizenry.

Learning Outcome:

At the end of the course the students will -

1. Have a nuance understanding of the concept of citizenship
2. Understand the values and requirements to be a good citizen and take part in social reconstruction as responsible citizens.
3. Be socially sensitive to the identity of others including those belonging to a different race, ethnicity, culture, colour, gender or nationality and deal appropriately.
4. Be responsible citizen, understanding and appreciating the privacy of other fellow citizens.

OE- 3.3: CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION

- Unit 1: Citizenship: Foundations** (15 hours)
- 1.1 Concept of Citizen: Subject- Slave-Citizen: a Comparison, Aspirational Citizenship.
 - 1.2 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).
 - 1.3 Citizens and Constitutional Provisions: Fundamental Rights and Duties, Socio-Economic and Cultural Rights.
- Unit 2: Citizenship: Issues** (15 hours)
- 2.1 Citizenship Issues in India: Laws for Immigrants, Laws for Migrants and Asylum seekers, Process of acquiring Citizenship.
 - 2.2 Dual Citizenship: Needs and Demands- Impact of Globalization, Advantages of Dual Citizenship.
 - 2.3 IPC and Citizens Rights: First Information Report, Arrest, Detention, Bail Provisions, Sedition Act, Citizen and Civic Culture.
- Unit 3: Citizenship: Concerns** (15 hours)
- 3.1 Citizen and His Responsibility: Constitutional Provisions, Local Acts, Right to Privacy, Role of NGO's.
 - 3.2: Citizen and Discrimination: Caste, Gender (LGBTQ), language, Race, Colour, Place of Origin.
 - 3.3 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.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end Counselling.

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.

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

Suggested Readings

1. Marcus Raskin, 'Nation Building and Citizenship: Studies of our Changing order' Routledge 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.
5. Anupama Roy, 'Mapping Citizenship in India', (Oxford India short introductions), OxfordUniversity 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 UniversalFranchise', Cambridge University Press, New Delhi, 2017.
8. Koenig Lion, 'Cultural Citizenship in India; Politics Power and Media', Oxford UniversityPress, New Delhi, 2016.
9. Blog.mygov.in/we-the-people-we-the-citizen.
10. Subrata .K.Mitra, 'Citizenship as cultural flow, structure agency and flow', e-Book, 2013, Springer link.

ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS
(DSC – 7)

Course Title: ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS	
Course Code: DSC - 7	Semester: IV
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To provide students an understanding of the social and political philosophy of ancient India.
2. To facilitate assessment of modern notions on socio-political arrangements in the background of the study of Ancient India.
3. To enable critical reflection and to decolonise the mind-set related to India's past.
4. To focus and develop indigenous political theories relevant to changing times.

Learning Outcome:

At the end of the course students will -

1. Have a nuanced understanding of the social and political philosophy of ancient India.
2. Be able to assess modern notions on socio-political arrangements with an understanding of ancient India and its concepts like Dharma, Rajadharma, Nyaya, Viveka etc.
3. Have a critical reflection on the ideas and institutions of ancient India and appreciate the texts and stories that reflect upon our own experience.
4. Be able to revisit our own socio-political structures through understanding of the textual and non-textual sources related to early India, critically reflect upon the European representation of Indian Society and heritage, and develop indigenous political theories relevant to changing times.

DSC-7: ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS

Unit 1: The Framework (15 hours)

- 1.1 Sources of Early Indian Thought: Sources and Limitations: Pre and Post-Colonial.
- 1.2 Perspectives: Orientalists, Nationalists, Marxian (Asiatic Mode of Production) and Gandhiji on Varnashrama Dharma, Dr. Radhakrishnan perspective.
- 1.3 Indian Culture: Colonial Narratives (William Jones, Macaulay) v/s Post-Colonial (Dharampal and Edward Said, S.N. Balagangadhara).

Unit 2: Ideas, concepts and institutions (15 hours)

- 2.1 Socio-Political Ideas in the Early Indian Thought: Dharma, Rajadharma, Dandaniti, Nyaya, Vaisheshika, Shunya, Ratnin Ceremony, Varnadharma, and Ashramadharma, values in Thirukural.
- 2.2 Kingship: Origin Stories, Gopati to Bhupati, Nature and Structure.
- 2.3 Functions of Institutions: Sabha, Samiti, Vidhata, Paura-Janapada.

Unit 3: Governance (15 hours)

- 3.1 Ganasanghas: Nature, Structure, Functions Role of Stories in Indian Tradition.
- 3.2 Ramayana (Valmiki): Ramarajya, Subaltern and Adhyatmic perspective.
- 3.3 Mahabharata (Vyasa): Rajadharma in Shantiparva, Idea of war and Peace.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Close-Reading Sessions of texts/ Assignments/ Seminars/ Group Discussions and Week-end seminars.

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 artefacts, 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.

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

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 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 BrillAcademic, 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. 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).

MODERN POLITICAL ANALYSIS
(DSC – 8)

Course Title: MODERN POLITICAL ANALYSIS	
Course Code: DSC - 8	Semester: IV
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To equip students to understand the functioning of political institutions with a insights on both normative and empirical ways of understanding.
2. To enable students to grasp and evaluate the value laden and value neutral aspects of government functioning.
3. To enable students to scientifically assess the functioning of the governments as result oriented institutions.
4. To familiarise students with the process of decision making in political institutions.

Learning Outcome:

At the end of the course students will –

1. Have an understanding of the functioning of political institutions and key concepts involved.
2. Understand the political process and various influences operating thereupon.
3. Be able to assess the functioning of the governments and its output.
4. Be able to comprehend and visualise the process of decision making.

DSC – 8: MODERN POLITICAL ANALYSIS

Unit 1: Introduction (15 hours)

- 1.1 Genesis and Emergence of Modern Political Analysis, Modern Political Analysis - Meaning, Nature, Scope and Goals
- 1.2 Political System-Types, similarities and differences, classification- Aristotle and Weber.
- 1.3 Approaches – Traditional- Philosophical, Historical, Institutional, Modern-Behavioural, Systems, Game.

Unit 2: System and Power (15 hours)

- 2.1 Talcott Parson's General Systems theory- Pattern of Inter Relationship, Hierarchical order, Integration.
- 2.2 David Easton's Input-Output model of Political System, Features, Functions and Critical Evaluation.
- 2.3 Power-Meaning, significance, and measurement, difference between Power, Authority, Legitimacy and Influence

Unit 3: Political Process (15 hours)

- 3.1 Almond on Structural – Functional Analysis Karl Deutsch's Communication Theory.
- 3.2 Richard C Snyder's Decision Making Theory, Arthur F. Bentley and David Truman Group theory of Politics.
- 3.3 Political Development - Concept of Political Development - its variables, Development syndrome, Theory of Lucian Pye.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end counselling.

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.

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

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.

GOOD GOVERNANCE IN INDIA

(Open Elective OE - 4.1)

Course Title: GOOD GOVERNANCE IN INDIA	
Course Code: OE – 4.1	Semester: IV
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To make students understand the concept of Governance and its difference from traditional form of administration
2. To familiarise the students with the concept and elements of Good Governance.
3. To comprehend the changing approach of states to administration.
4. To help students to link the theory taught in the class room with the realities of outside world.

Learning Outcome:

At the end of the course the students will -

1. Understand the difference between traditional form of Administration and the concept of Governance.
2. Be familiar with the concept and elements of Good Governance.
3. Get a perspective of changing modes of Governance with the examples drawn from central and state Governments.
4. Link theory with practice and appreciate the participation of citizens in day to day administration through a charter and other programmes like Sakala, Bhoomi etc.

OE - 4.1: GOOD GOVERNANCE IN INDIA

- Unit 1: Introduction** (15 hours)
- 1.1 Meaning, Characteristics, Elements, Growth and need for Good Governance.
 - 1.2 Theories and Concepts of Governance- Public Choice and Public Value Theory, Good Governance and Globalization.
 - 1.3 Corporate Governance – Networking and Collaborative governance.
- Unit 2: Instruments of Governance** (15 hours)
- 2.1 Public Service Guarantee Act 2011: Features, Provisions and Impact, Right to Information Act- Meaning, Characteristics and Importance.
 - 2.2 E-Governance -Meaning, Characteristics, Importance and E Governance Policy, ICT and Governance.
 - 2.3 Citizens Charter, Digital India, Gender and Governance.
- Unit 3: Governance and society** (15 hours)
- 3.1 Sakala Project, Bhoomi Yojana, SWAYAM and eKissan, eCourt.
 - 3.2 People's Participation and Role of Civil Society, Ethics and Accountability in Governance.
 - 3.3 Challenges before good governance in India.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end counselling.

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.

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

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.

UNDERSTANDING Dr. B.R. AMBEDKAR

(Open Elective OE - 4.2)

Course Title: UNDERSTANDING Dr. B.R. AMBEDKAR	
Course Code: OE – 4.2	Semester: IV
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To acquaint students of the life, ideas and contribution of Dr. B.R. Ambedkar.
2. To familiarise students with the 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.
3. To understand and assess his contribution to modern India and to the making of Indian Constitution.
4. To make students aware of his views on partition of the country and Indian historiography.

Learning Outcome:

At the end of the course the students will -

1. Be able to understand his life, mission and vision.
2. Be sensitised and be able to appreciate his views on democracy, citizenship, freedom, equality, equal treatment and justice.
3. Be equipped to assess his contribution to modern India and to the making of Indian Constitution.
4. Understand his views on some of the important debates like Aryan Invasion Theory, Uniform Civil Code, Islam and partition of India.

OE – 2: UNDERSTANDING Dr. B.R. AMBEDKAR

Unit 1: Life, social views and actions (15 hours)

- 1.1 Dr. B. R. Ambedkar's Journey of Life and Experiences.
- 1.2 Dr. B. R. Ambedkar's perception on Hindu Social Order, Caste and Untouchability (refer Annihilation of Caste).
- 1.3 Dr. B. R. Ambedkar's Initiatives: Mahad Satyagraha, Kalaram Temple Entry Movement.

Unit 2: Dr. B. R. Ambedkar and Indian Politics (15 hours)

- 2.1 Dr. B. R. Ambedkar and Round Table Conference: His Memorandum, Communal Award and Poona Pact.
- 2.2 Dr. B. R. Ambedkar on Partition of India, Dr. B. R. Ambedkar's contribution as the Chairman of the Drafting Committee.
- 2.3 Dr. B. R. Ambedkar's deliberations on key issues in the Constituent Assembly (Article 40, Article 370, Uniform Civil Code, Shariat Laws, Hindu Code Bill, and Affirmative Action).

Unit 3: Ideas and vision (15 hours)

- 3.1 Dr. B. R. Ambedkar's Political Ideas: Democracy, Citizenship, Equality, Freedom and Justice.
- 3.2 Dr. B. R. Ambedkar's views: on Islam, Buddhism, on Religious Conversion, on Aryan Invasion Theory.
- 3.3 Dr. B. R. Ambedkar and Language Question, Dr. B. R. Ambedkar on Education and Women Empowerment and Nationalism.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end counselling.

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 visit courts, police stations, etc, to understand conflict resolution mechanisms.

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

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"](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.
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 JOURNALISM**(Open Elective OE- 4.3)**

Course Title: POLITICAL JOURNALISM	
Course Code: OE – 4.3	Semester: IV
Course Credits: 3	Total Contact Hours: 45
Formative Assessment Marks: 40	No. of Teaching Hours/Week: 3
Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100	Duration of End Sem. Exam: 2 Hours

Course Objective:

1. To equip students to develop insights into political reporting.
2. To grasp the essentials of writing skills backed by proper use of grammar and economy of words.
3. To provide a broad overview of the nuances of interpreting the political phenomena from grassroots to the Parliament.
4. To consider seriously Media as a career option.

Learning Outcome:

At the end of the course the students will -

1. Understand the nature and skills required for reporting and have insights about the system and political contours.
2. Develop writing and interpretative skills.
3. Acquire skills for political reporting covering government and governance, campaigns and candidates, tactics and strategies and policy issues in the public arena.
4. Grasp the basics of reporting and develop interest in Media as a career option.

OE – 4.3: POLITICAL JOURNALISM**Unit 1: Introduction** (15 hours)

- 1.1 Defining Political Journalism, Traditional and Modern views about State and Politics.
- 1.2 Understanding of Political Development: Caste, Religion, Linguistic and Party Perspectives.
- 1.3 Defining the Role of Mass Media- Print, Electronic and Web (Social Media).

Unit 2: Political system and journalism (15 hours)

- 2.1 Political Culture- Shared Beliefs, Values, Ideologies and Norms, Process of Socialisation.
- 2.2 Political Participation –Modes of participation, Political Apathy.
- 2.3 Methods of Political Journalism- Interviews, Political Debates, Commentary on Legislations.

Unit 3: Essentials of Reporting (15 hours)

- 3.1 Communication- Defining Communication, Shaping Public Opinion, Encoding and Decoding.
- 3.2 Skills of Writing - Vocabulary, Epitomizing, Punctuation.
- 3.3 Report Writing- Journalistic Writing Skills, Yellow Journalism, and Use of Facts and Figures and Interpretations.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end counselling.

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.

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

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.

Model Question Paper

MANGALORE UNIVERSITY

POLITICAL SCIENCE

(Title of the Course)

----- Semester BA Degree Examination, (Month & Year)

Time: 3 hours

Maximum Marks: 60

Section A

(5 x 3 = 15 marks)

Instruction: Answer **any three** of the following, each not exceeding two pages

- 1.
- 2.
- 3.
- 4.
- 5.

Section B

(15x 3 = 45 marks)

Instruction: Answer **any three** of the following, each not exceeding four pages

- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
