



Bagalkot University,

(A State Public University of Govt. of Karnataka)

Jamkhandi

The Draft

Syllabus For

**Master Of Arts
(POLITICAL SCIENCE)
(III Semester)**

**Adapted From RCU Belagavi Applicable From the
Academic Year 2024-25**

Department of Studies In POLITICAL SCIENCE

Structure for Political Science Discipline

Semester III				
Course Code	Paper	Credits	No. of Teaching Hours/Week	Total Marks / Assessment
126BAB03POL DSC05T	Indian Government and Politics	3	3	100 (60+40)
126BAB03POL LDSC06T	Parliamentary Procedures in India	3	3	100 (60+40)
126BAB03POL OEC03T	3.1 Gender and Politics	3	3	100 (60+40)
126BAB03POL OEC04T	3.2 Understanding Gandhi	3	3	100 (60+40)
126BAB03POL OEC05T	3.3 Citizen, Citizenship and the Indian Constitution	3	3	100 (60+40)



Semester III

INDIAN GOVERNMENT AND POLITICS**DSC-5****COURSE CODE: 126BAB03POLDSC05T**

Course Title: INDIAN GOVERNMENT AND POLITICS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40= 100

Course Objective:

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

Learning Outcome:

At the end of the course the students shall -

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

Unit	Contents of Course-5	45 Hours
Unit-I	<p>Chapter-1: Constituent Assembly-Composition and Debates on the structure of Indian State</p> <p>Chapter-2: Preamble and Salient Features of Indian Constitution</p> <p>Chapter-3: Fundamental Rights, Duties, Directive Principles of State Policy</p>	15 Hours

Unit-II	<p>Chapter-4: The Union Executive: The President, Vice-President, Prime Minister and the Council of Ministers.</p> <p>Chapter-5: Parliament: Powers and Functions of Lok Sabha and Rajya Sabha, Amendment Process and features of Major Amendments (73rd, 74th, 86th, 101st).</p> <p>Chapter-6: Judiciary-Composition, Functions, Judicial Review, and Doctrine of Basic structure</p>	15 Hours
Unit- III	<p>Chapter-7: Nature of Indian Federal System, Union-State Relations (Sarkaria and Punchhi Commissions Recommendations)</p> <p>Chapter-8: Ideology of - National Political Parties, Regional Political Parties, and Coalition Politics.</p> <p>Chapter-9: Issues in Indian Politics: Caste, Criminalization, Terrorism, and Distributive Justice.</p>	15 Hours

Exercise:

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

Suggested Readings

1. Iqbal Narain, State Politics in India, Meenakshi Prakashan, New Delhi, 1967.
2. Rajani Kothari, Politics in India, Orient Longman, 1970.
3. D. Basu, An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1980.
4. Granville Austin, The Indian Constitution: Corner Stone of a Nation, Oxford University Press, India, 1966.
5. C. P. Bhambhari, The Indian State, Fifty Years, New Delhi, Shipra, 1997.
6. V. Pylee, Constitutional Government in India, Bombay, Asia Publishing House, 1977.
7. J. C. Johri, Indian Government and Politics, Vol. 1, Shoban Lal and Company, India, 2012.
8. Weiner, Party Politics in India, Princeton University Press, 1957.
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. Nirja Gopal Jayal & Pratap Bhanu Mehta, The Oxford Companion to Politics in India, Oxford University Press, New Delhi, 2010.
16. Sunder Raman. Indian Government and Politics, Allied Publishers, New Delhi, 1988.
17. C. P. Bhambhari, The Indian State Since Independence: 70 Years, New Delhi, Shipra, 2017.

Pedagogy:

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

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

Sd/-

Subject Committee Chairperson

PARLIAMENTARY PROCEDURES IN INDIA**DSC-6****COURSE CODE: 126BAB03POLDSC06T**

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

Course Objective:

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

Learning Outcome:

At the end of the course the students shall -

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

Unit	Contents of Course-6	45 Hours
Unit-I	<p>Chapter-1: Conceptualising Parliamentary Procedure-Meaning, Objectives and Importance.</p> <p>Chapter-2: Powers and Functions of People' Representatives - Parliament and State Legislature.</p>	

	Chapter-3: Parliamentary Procedures in Lok Sabha and Rajya Sabha.	
Unit-II	<p>Chapter-4: Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills.</p> <p>Chapter-5: Drafting of the Bill, First Reading and Departmental Standing Committee, Second Reading, Third Reading, Passage of the Bill, Consent by the President, Gazette Notifications.</p> <p>Chapter-6: Parliamentary Committees: Composition and Functioning (Departmental Standing Committees, Select Committees, Joint Parliamentary Committees, Public Accounts Committee, Business, Advisory Committee, Ethics Committee).</p>	15 Hours
Unit-III	<p>Chapter-7: Motions and Hours in the House: Question Hour, Zero Hour, Half an Hour Discussion, Calling Attention Motion, Adjournment Motion, Privilege motion, Censure motion, 'No-confidence' motion, Cut motion.</p> <p>Chapter-8: Parliamentary Questions: Types, Starred and Unstarred Questions, Questions Addressed to Private Members and Short Notice Questions.</p> <p>Chapter-9: Parliamentary Privileges: Constitutional Provisions, Codification of Privileges, Privileges of Parliamentarians and Legislators.</p>	15 Hours

Exercise:

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

Suggested Readings

1. M.N. Kaul and S.L. Shakhder, Practice and Procedure of Parliament, Metropolitan, New Delhi, 1968.
2. Subhash C. Kashyap, Our Parliament, National Book Trust, New Delhi, 2021.
3. S H. Belavadi, Theory and Practice of Parliamentary Procedure in India, 1988.
4. Study Material on Parliamentary Practices and Procedures. Lok Sabha Secretariat Parliamentary Research and Training Institute for Democracies (Erstwhile BPST), New Delhi.
5. Apoorva Shankar and Shreya Singh, Parliamentary Procedures A Primer Rajya Sabha, PRS Legislative Research, 2015.
6. CĒAvġÁvĀiĀĀ, CĒĀvĀzPgĀ, ĒvĀĀ , A, vĀĀ , ĀĀĀµ PĀiŸĀ, DJġeĀĀ, National Book Trust, India, 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, New Delhi, 2011.
12. Chakravarty, B. & Pandey, K. P, Indian Government and Politics, Sage, New Delhi, 2006.
13. K. Sanyal, Strengthening Parliamentary Committees, PRS, Centre for Policy Research, New Delhi, 2011.

Available at: [http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthenin g %20Parliamentary%20Committees.pdf](http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthenin%20Parliamentary%20Committees.pdf).

Pedagogy:

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

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

Sd/-

Subject Committee Chairperson

GENDER AND POLITICS

Open Elective- OE- 3.1

COURSE CODE: 126BAB03POLOEC03T

Course Title: GENDER AND POLITICS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:**Learning Outcomes:**

At the end of the course the students shall -

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

Unit	Contents of Course-OE-3.1	45 Hours
Unit-I	<p>Chapter-1: Defining Gender, Significance of Gender Studies, Difference between Gender Studies and Women Studies, Feminist Perspectives (with reference to India), Opportunities and Constraints.</p> <p>Chapter-2: Gender Imbalance in Political Representation and Electoral Process, Gender Discrimination in Indian Politics –</p>	15 Hours

	including LGBTQ, Feminist Critique of Politics. Chapter-3: Governance and Gender Structures, Gender Budgeting and Gender Issues in Governance.	
Unit-II	Chapter-4: Gender and Empowerment Process: Education, Economic, Political and Socializing and sensitizing gender issues. Chapter-5: Gender Differentiation in Political Parties and Leadership, Challenging Gender Stereotypes in Socio-Political sphere. Chapter-6: Capacity Building and Role of Women in Karnataka Politics, Women Representation in Local Governments.	15 Hours
Unit- III	Chapter-7: Women and Poverty, Women and Health, Women and wealth creation, Violence against Women, Women and Armed Conflict. Chapter-8: Women and Literature, Women and the Media, Women and the Environment. Chapter-9: Women and Societal Challenges: Dowry, Domestic Violence, Girl Child - Programs for Empowerment of Women,	15 Hours

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.

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.

Pedagogy:

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

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

Sd/-

Subject Committee Chairperson

UNDERSTANDING GANDHI

Open Elective – OE- 3.2

COURSE CODE: 126BAB03POLOEC04T

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

Course Objective:

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

Learning Outcome:

At the end of the course the students shall -

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

Unit	Contents of Course- OE-3.2	45 Hours
Unit-I	<p>Chapter-1: Background Influences: Historical: South Africa, Intellectual: Thoreau, Ruskin and Tolstoy.</p> <p>Chapter-2: Gandhian Experiments: Satyagraha, Non-Violence, Truth, Movements by Gandhi- Champaran, Bardoli, Khilafat, Non- Cooperation, Salt Satyagraha.</p> <p>Chapter-3: Social Movements- Ahmedabad Mill Strike, Vaikom Satyagraha.</p>	15 Hours
Unit-II	<p>Chapter-4: Gandhi as a Leader: Gandhian Methodology: Prayer, Consensus Building and Fasting.</p> <p>Chapter-5: Gandhian Views on Politics: Ethics, Morality, Religion and Service.</p> <p>Chapter-6: Gandhi's critique on English Parliament, Gandhi on Nation and Nationalism.</p>	15 Hours
Unit- III	<p>Chapter-7: Gandhi on Swadeshi and Swaraj, Critique on Modern Civilization, Modern Education.</p> <p>Chapter-8: Gandhi on Violence (Doctrine of the Sword) Gandhi and Sins, Gandhi's views on Women and Sustainable Development.</p> <p>Chapter-9 Gandhi as Political Strategist, Gandhi's Views on Hindu-Muslim Relation, Cow Protection, and Untouchability.</p>	15 Hours

Exercise:

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

Suggested Readings

1. Lal, V, The Gandhi Everyone Loves to Hate, Economic and Political Weekly, 43(40), 2008, pp. 55-64.
2. Power, P, Towards a Re-Evaluation of Gandhi's Political thought. The Western Political Quarterly, 16(1), 1963, pp. 99-108.
3. Gandhi , M. K, Hind Swaraj, Navajivan Publishing House, Ahmedabad, 1939, pp 49-55.
4. Indian Council for Historical Research, The Logic of Gandhian Nationalism Civil Disobedience and the Gandhi- Irwin Pact ,1930-31, Indian Historical Review, 1976.
5. Dey, A. Islam and Gandhi: A Historical Perspective. Social Scientist, 41(3/4), 2013, pp. 19- 34.
6. Chandra, B, Gandhiji, Secularism and Communalism. Social Scientist, 32(1/2), 2004, pp. 3-29.
8. Parekh, B, The Critique of Modernity In Gandhi: A Brief Insight, Sterling Publishing Company, Delhi, 1997. pp. 63-74.
9. Heredia, R, Interpreting Gandhi's Hind Swaraj, Economic and Political Weekly, 34(24), 1999. pp. 1497-1502.
10. Parel, A. J. (Ed.), Introduction. In: Gandhi, freedom and Self Rule, Vistaar Publication, Delhi, 2002.
11. Kumar, R. Class, Community or Nation? Gandhi's Quest for a popular consensus in India, Modern Asian Studies, 3(4), 1969, 357-376.
12. Parel,A.J. (Ed), Introduction. In: Gandhi, Freedom and Self Rule, Vistaar Publication, Delhi, 2002.
15. Sarah Claerhout Gandhi, Conversion, and the Equality of Religions: more experiments with truth, Numen-International Review for the History of Religions, 61(1), 2014, p.53-82.
16. Collected Works of Mahatma Gandhi Hindu-Muslim Tension: Its Cause and Cure, Young India, 1924, pp. 58-59.
17. Collected Works of Mahatma Gandhi: Save the Cow, Young India, 1921.
18. <http://www.gandhiashramsevagram.org/gandhi-literature/mahatma-gandhi-collected-works-volume-23.pdf>.

Pedagogy:

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

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

Sd/-**Subject Committee Chairperson**

CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION**Open Elective OE- 3.3****COURSE CODE: 126BAB03POLOEC05T**

Course Title: CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

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

Learning Outcome:

At the end of the course the students shall -

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

Unit	Contents of Course- OE- 3.3	45 Hours
Unit-I	<p>Chapter-1: Concept of Citizen: Subject- Slave-Citizen: a Comparison, Constitutional Provisions</p> <p>Chapter-2: Citizenship in India: Milestones- Citizenship and Partition of India (Nehru and Liyaqat Ali Khan Pact) The Citizenship Act, 1955, The Citizenship (Amendment) Act, 2003 and 2005, National Register of Citizens (NRC).</p> <p>Chapter-3: Citizens and Constitutional Provisions: Fundamental Rights and Duties, Socio-Economic and Cultural</p>	15 Hours

	Rights.	
Unit-II	<p>Chapter-4: Citizenship Issues in India: Laws for Immigrants, Laws for Migrants and Asylum seekers, Process of acquiring Citizenship.</p> <p>Chapter-5: Dual Citizenship: Needs and Demands- Impact of Globalization, Advantages of Dual Citizenship.</p> <p>Chapter-6: IPC and Citizens Rights: First Information Report, Arrest, Detention, Bail Provisions, Sedition Act.</p>	15 Hours
Unit- III	<p>Chapter-7: Citizen and His Responsibility: Constitutional Provisions, Right to Privacy, Role of NGO's.</p> <p>Chapter-8: Citizen and Discrimination: Caste, Gender (LGBTQ), language, Race, Color, Place of Origin.</p> <p>Chapter-9: Protection of Citizens: Women and Property Rights, Rights of Forest Dwellers, and Displaced People (War, Natural Calamities and Rehabilitation)</p>	15 Hours

Exercise:

Students and teachers collectively work towards building communication network among vulnerable citizens who have no knowledge about their own rights.

Through activities they may form empowering groups and support immigrants/ migrants resolve their legal issues with authorities like police and government.

They may visit courts, police stations, regional passport offices and spread the laws relating to migrants, immigrants regarding their rights.

Suggested Readings

1. Marcus Raskin, 'Nation Building and Citizenship: Studies of our Changing order' Rutledge India, New Delhi, 1996.
2. Atul Kolhi, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
3. Atul Kolhi, The success of India Democracy, Cambridge University Press, 2001.
4. Savitaha Rao, India's Positive Citizen Building- A Great Nation One Action At A Time, Wings Publishing, Bangalore, 2020.
5. Anupama Roy, 'Mapping Citizenship in India', (Oxford India short introductions), Oxford University Press, New Delhi, 2012.
6. Nirag Gopal Jayal, 'Citizenship and its Discontents', Harvard University Press, 2013.
7. Ornit Shani, 'How India become a democratic citizenship and making of the Universal Franchise', Cambridge University Press, New Delhi, 2017.
8. Koenig Lion, 'Cultural Citizenship in India; Politics Power and Media', Oxford University Press, New Delhi, 2016.
9. Blog.mygov.in/we-the-people-we-the-citizen.
10. Subrata .K.Mitra, 'Citizenship as cultural flow, structure agency and flow', e-Book, 2013, springer link.

Pedagogy:

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

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

Sd/-

Subject Committee Chairperson

