



# **BagalkotUniversity**

**MudholRoad,Jamkhandi-587301 Dist:  
Bagalkote**

## **PROGRAM/COURSESTRUCTUREANDSYLLABUS**

**For**

**BACHELOROFARTS(B.A) –POLITICAL SCIENCE**

**IIIandIV Semester**

**w.e.f.**

**AcademicYear2025-26**

**Submittedby**

**ChairmanandMembers**

**UGBoS-III to IVSemester (SEP)**

## **Preamble for UG Syllabus of Bagalkot University:**

Bagalkot University Jamkhandi has been established by the Government of Karnataka and has started functioning from the academic year 2023-24. All the degree colleges other than engineering and medical colleges in the district of Bagalkote are affiliated to this university as per the Karnataka State Universities Act 2000, as modified by the 26th Act of 2022. The students taking admission to any of the college in the district of Bagalkote, from the academic year 2023-24 will be students of Bagalkot University. The Chancellor of the university, the honorable Governor of Karnataka, has instructed the Vice-chancellor and the university to adapt the rules and regulations of the parent university, Rani Channamma University, Belagavi for the immediate activities (Letter from the office of the Governor GS 01 BGU 2023 dated 17/05/2023).

In this connection, Bagalkot University has adapted the undergraduate syllabus of degree programmes such as BA, BSC, BCOM, BCA, BSW etc. The syllabus follows the CBCS format and the first year and Second year syllabus is being published. The higher semester syllabi will be published in due course. The syllabus is being published as one electronic file for each degree and is self-contained. Only the subject codes/ question paper codes are changed.

## **Political Science (BA) Preamble:**

**PREAMBLE** Education empowers Mankind. A holistic education paradigm will effectively focus on developing knowledge, employable skill sets, appropriate attitudes and an overall personality. CBCS is focused towards imparting such an education system. State Education Policy, proposes their vision and revamping of all aspects of the education structure, including its regulation and governance. It seeks to create a CBCS Adopted system that is aligned with the developmental aspirations & goals of 21st century education, including on India's traditions and value systems, with equitable access to the highest – quality education for all learners regardless of social economic background and seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.” Vision of the State Education Policy 2024-25 An education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all.

Develops a deep sense of respect towards the fundamental rights, duties and Constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world.

Instills skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly

global citizen. As India is enjoying the demographic dividend, as of the education system which marred for 36 years and strengthen our education system. An expectation on SEP is high. As every good policy success lies in the implementation and active participation of its stake holders, so is the SEP. The success or failure of SEP lies in all our hands. Hence all of us join our hands in making the SEP successful. As enshrined in the State Education Policy-2024-25 vision of introducing course curriculum for undergraduate studies under Choice Based Credit System(CBCS), the main objective off framing this curriculum of BA/B.Sc.(Basic/Hons) in Political Science is to impart the students a holistic understanding of the subject giving substantial weight age to the core contents, skill, value-based and ability enhancement. The syllabus has given due importance on the main streams of the body of knowledge on Political Science” with due recognition of its wide spectrum.

The ultimate goal of the syllabus is to enable the students to have an in- depth knowledge on the subject and enhance their scope of employment at every level of exit. Adequate emphasis has been given on the new and emerging techniques and understanding of the subject under the changing regime and global context. There is a need to strengthen the students to understand essential aspects of political Science in diverse subject areas not only in social sciences, but also among other natural and physical sciences. The curriculum lays focus on creating new knowledge, acquiring new skills and capabilities in Political Science producing an intelligent human resource serving the Political objectives and the society.

B.A Political science Courses Choice Based Credit System (Semester Scheme) spread over six semesters. The objective of the course is to provide a firm grounding in the subject, imbibe analytical skills and to develop a realistic and pragmatic perspective on the local, national, regional and international issues that figure in the syllabus.

The syllabus has been updated by offering many new and innovative papers keeping in view the changing times and the societal needs. The titles and detailed contents of the papers are mentioned below. All the Papers in the syllabus are provided with an extensive Reading list

**The goals and objectives of the B.A Political Science Course are as follows:**

- To impart quality education to those seeking admission to the B.A Political Science course.
- To equip the students to prepare themselves for careers in teaching and research, the Union and State Civil Services, and the non-governmental sector.
- To increase awareness among students on local, national and international issues, and strengthen their analytical skills and capabilities.
- To train students to understand the citizen and the framework of Indian constitution

## **Program Out comes: By the end of the program the students will be able**

**to: Program Outcomes:** By the end of the program the students will be able to:

- Acquire do main knowledge.
- Study and analyze political contexts from critical and constructive prospective.
- Have a better understanding of the working of various political institutions including decentralized institutions state legislatures and parliament and relate this functioning to the greater cause of nation building as a responsible citizen.
- Assess how global national and regional development affects polity and society.
- To gain critical thinking and develop the ability to make logical inferences about socio-economic and political issues, on the basis of comparative and contemporary political discourses in India.
- Contemplate about national and international issues involving States having different political ideologies and historical contexts.
- Pursue higher education such as Post Graduate Studies and Research in Political Science and in other interdisciplinary areas to provide qualitative insights to create abettor world.

**Program Structure:**  
**Curriculum Frame work for Undergraduate Programmes for the**  
**year 2025-26,**  
**Bagalkot University, Jamkhandi**

**Credits Structure of Political Science III&IV Semester**

**Frame work for 3-Major degree/Degree with deeps specialization**

SEMESTER-III										
Category	Course code	Title of the Paper	Marks			Teaching hours/ week			Credits	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
L5		Language I	20	80	100	3	-	-	3	3
L6		Language II	20	80	100	3	-	-	3	3
DSC7	PS3	Indian Political Thought	20	80	100	5	-	-	5	3
DSC8		Theory subject-as per discipline	20	80	100	-	-	-	5	3
DSC9		Theory subject-as per discipline	20	80	100	-	-	-	5	3
CEC1		Human Rights	20	80	100	3	-		3	3
<b>Total Marks</b>					<b>600</b>	<b>Semester Credits</b>			<b>24</b>	

**Note:** T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, AECC: Ability-Enhancement Compulsory Course, CEC: Core Elective Course. The total work load for the faculty for a theory is 5 hours per week

SEMESTER-IV										
Category	Course code	Title of the Paper	Marks			Teaching hours/ week			Credits	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
L7		Language I	20	80	100	3	-	-	3	3
L8		Language II	20	80	100	3	-	-	3	3
<b>DSC10</b>	<b>PS4</b>	<b>Indian Government and Politics</b>	<b>20</b>	<b>80</b>	<b>100</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>3</b>
DSC11		Theory subject- as per discipline	20	80	100	5	-	-	5	3
DSC12		Theory subject- as per discipline	20	80	100	5	-	-	5	3
<b>CEC2</b>	<b>CEC-2</b>	<b>Parliamentary Procedure and Practice</b>	<b>20</b>	<b>80</b>	<b>100</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>3</b>
----	--	Skill/Practical Based Learning	10	40	50	1	-	2	2	2
<b>Total Marks</b>					<b>650</b>	<b>Semester Credits</b>			<b>26</b>	

**Note:** T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, AECC: Ability-Enhancement Compulsory Course, CEC: Core Elective Course, The total workload for the faculty for a theory is 5 hours per week

## Rationale of the Credits 'Allocation:

It can be observed in the Course Structure that the units in each paper, the instructional hours and the marks are not uniformly spread across all the subjects and semesters. The rationale for the same is explained here. Discipline Specific Courses (DSC) for the first four semesters have been assigned only two credits (for 4 units) in a semester as the students would be totally new to the subjects pertaining Political Science and, hence, cannot be expected to acquire more knowledge/skill in the initial phase of their training. Further, the three credits' courses/papers of the CEC (Core Elective Course) will have 4 units of 08-10 hour's of course contents in a semester as the Core component requires less of theory classes and more of individualized practice by the student/learner.

However, it needs to be noted that more credits (i.e. five credits each) have been allotted to Discipline Specific Course (DSC) and Discipline Specific Elective (DSE) in the final year of Bachelor of Arts Programme (i.e. fifth and sixth semesters) as the learner/student in the final year is expected to be at the advanced level and, hence, is expected to have more of self-guided study. Hence, the content for the final year courses/papers too will be proportionately more while the instructional/teaching hours remain the same in the first four semesters. It should also be noted that the instructional hours for the "Political Science" courses/papers is also reduced for the final year of Bachelor or of Arts programme (i.e. fifth and sixth semesters) as the student/learner is expected to require less of supervision in his/her advanced level of the Programme as she/he would have gained sufficient knowledge and skills pertaining to the practicum aspects of Political Science Education during his/her initial years of training.

**Assessment Process:** There will be continuous internal assessment as well as term-end examination, as part of the assessment process.

**Continuous Internal Assessment:** Evaluation process of IA marks shall be as follows:

- a) The first component (C1) of assessment is for 15 marks. This includes first Test (05 Marks) Second Test (10 Marks). This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
- b) The second component (C2) of assessment is for 05 marks. This shall be based on assignment/seminar/case study/fieldwork/internship/industrial practicum/project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.



**Outline for continuous assessment activities for C1and C2 are as follows:**

<b>Assessment Criteria</b>	<b>Total Marks</b>
IstInternalTest+2 <sup>nd</sup> InternalTest	15
Assignment/Seminars//Fieldwork/Others	05
<b>Total</b>	<b>20</b>

**B.A. III Semester**  
**Paper1: Indian Political Thought**  
 (80Marks05 Hours per Week)

**Course-Wise Syllabus**

Year	II	Course Code:DSCPS2.1		Credits	5
Semester	III	Course Title: Indian Political Thought		Total Hours	60
Formative Assessment Marks:20			Summative Assessment Marks: 80	Duration of ESA:3 hrs.	
Course Objectives		This course explores the evolution of Indian political thought by examining key thinkers and their contributions to statecraft, governance, justice, nationalism, and social reform. It highlights diverse perspectives, from ancient texts like Manuscript and Arthashastratomodernr reformers like Gandhi, Ambedkar, and Periyar,s happening India’s socio-political and scope. The course fosters a nuanced appreciation of India’sintellectualtraditions,emphasizingtheirrelevanceincontemporary Democratic and social movements.			
Course/Paper Outcomes		<b>Learning Outcomes:</b> <ul style="list-style-type: none"><li>❖ Students will understand the key political ideas of major Indian thinkers from ancient to modern times.</li><li>❖ They will critically analyze concepts like caste, nationalism, social justice, and governance.</li><li>❖ Learners will apply these philosophical perspectives to contemporary socio-political issues. The course will enhance their research, argumentation, and analytical skills in political thought.</li></ul>			

<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>Hours</b>
<b>Unit-1</b>	<b>Chapter-1 Early Indian Political Thought</b> <b>a) Manu</b> –State, Kingship, and Raja Dharma <b>b) Kautilya</b> – Saptanga Theory and Mandala Theory	Lecture, Tutorials and Group Discussion	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-2 Medieval and Modern Thinkers</b> <b>a) Basaveshwara</b> (Lord Basava)–Concept of Casteless Society and Humanism <b>b) Gurus Nanak</b> –Political and Philosophical Contributions <b>c) Mahatma Gandhi</b> –Truth, Non-Violence, Satyagraha, and Swaraj <b>d) Lal Bahadur Shastri</b> -Political contribution and Leadership	Lecture, Tutorials and Group Discussion	<b>15 Hours</b>
<b>Unit-III</b>	<b>Chapter-3 Social Reform and Political Movements</b> <b>a) Mahatma Jyotirao Phule</b> –Non-Brahmin Movement, Satyashodhak Samaj and Critique of Caste <b>b) Dr. B. R. Ambedkar</b> –Annihilation of Caste, Social Justice, and Constitutional Vision <b>c) Dr. Babu Jagjivan Ram</b> - *Life Sketch and Influences on him *Contribution to the freedom movement in India. *Contribution to the Green Revolution.	Lecture, Tutorials and Group Discussion	<b>15 Hours</b>

<b>Unit-IV</b>	<b>Chapter4-NationalismandSelf-Respect</b>  <b>a) Vinayak Damodar Savarkar ( Veer Savarkar)-Hindutva and Indian Nationalism.</b> <b>b) JayaPrakashNarayan-Total Revolution</b> <b>c) E.V.Ramasamy(Periyar)–Self-Respect Movement and Critique of Brahminism</b>	Lecture, Tutorials and Seminars	<b>15Hours</b>
----------------	---	---------------------------------	----------------

### Suggested Readings:

1. Ambedkar, B.R. (2014). *Annihilation of Caste: The Annotated Critical Edition* (S. Anand, Ed.). New Delhi, India: Navayana Publishing.
2. Barani, Z. (2005). *The Political Ideas of Ziauddin Barani* (M.S. Khan, Ed.). New Delhi, India: Kitab Bhavan.
3. Gandhi, M. K. (2009). *Hind Swaraj and Other Writings* (A. Parel, Ed.). Cambridge, UK: Cambridge University Press.
4. Jaffrelot, C. (2018). *Dr. Ambedkar and Untouchability: Analysing and Fighting Caste*. New York, NY: Columbia University Press.
5. Kangle, R. P. (2010). *The Kautilya Arthashastra* (Vols. 1–3). New Delhi, India: Motilal Banarsidass Publishers.
6. Kabir, P. D. (2021). *Songs of Kabir: A New Translation* (A. Bahri, Trans.). New York, NY: Penguin Classics.
7. Pandey, G. (2017). *The Idea of Non-Violence: Gandhi and India's Independence*. Cambridge, UK: Cambridge University Press.
8. Periyar, E. V. R. (2018). *Why Were Women Enslaved?* (A. Thangavelu, Trans.). Chennai, India: The Periyar Self-Respect Propaganda Institution.
9. Roy, A. (2017). *The Doctor and the Saint: The Ambedkar-Gandhi Debate on Caste*. Chicago, IL: Haymarket Books.
10. Savarkar, V. D. (2020). *Hindutva: Who is a Hindu?* New Delhi, India: Rupa Publications.
11. Scharfe, H. (2018). *Manu's Code of Law: A Critical Edition and Translation of the Manava-Dharmashastra*. Leiden, Netherlands: Brill Academic Publishers.

12. Maurya, OmPrakash. *Builders of Modern India: Babu Jagjivan Ram*. Publications Division, Ministry of Information and Broadcasting, Government of India, 2010.
13. Rajasvi, M. I. *Babu Jagjivan Ram*. Manoj Publications, 2012.
14. Singh, Rajpal. *Hriday Samrat Babu Jagjivan Ram*. Rajpal & Sons, 2010.
15. Singh, Amar Jyoti, and Amar Nath Singh. *Babu Jagjivan Ram and India*. Anamika Publishers, 2015.
16. Jogi, Sunil. *Babu Jagjivan Ram: Pioneer of Social Equality*. National Publishing House, 2018.
17. Kumar, Harish. *Yugpurush Babu Jagjivan Ram*. Diamond Books, 2016.
18. Gautam, S. S., and Kanhaiyalal Chancharik. *Babu Jagjivan Ram in Favor of Egalitarian Society*. Kalpaz Publications, 2019.
19. Certainly! Here are some notable books on Lal Bahadur Shastri, formatted in MLA 9th edition:
20. Choudary, Pavan, and Anil Shastri. *Lal Bahadur Shastri: Lessons in Leadership*. Wisdom Village Publications, 2014.
21. Gupta, Sandeep. *Lal Bahadur Shastri: Politics and beyond*. Rupa Publications India, 2019.
22. Mankekar, Dinker Rao. *Lal Bahadur: A Political Biography*. Popular Prakashan, 1965.
23. Noyce, John. *Lal Bahadur Shastri: An English-Language Bibliography*. Lulu, 2002.
24. Shastri, Lal Bahadur. *Selected Speeches of Lal Bahadur Shastri, June 11, 1964 to January 10, 1966*. Government of India, 1974.
25. Srivastava, C. P. *Lal Bahadur Shastri: A Life of Truth in Politics*. Oxford University Press, 2004.
26. Syed, Dr. M. H. *Lal Bahadur Shastri*. Himalaya Publishing House, 2017.
27. Sharma, Dr. G. L. *Lal Bahadur Shastri: Man of the Masses*. Himalaya Publishing House, 2017.
28. Narayan, Jayaprakash. *Prison Diary*. Popular Prakashan, 1977.
29. Narayan, Jayaprakash. *Towards Total Revolution*. Manaktalas, 1978.
30. Dhawan, R. K. *Jayaprakash Narayan: A Study in Political Leadership*. S. Chand & Company Ltd., 1985.
31. Dubey, S. N. *Jayaprakash Narayan: A Political Biography*. Macmillan India, 1988.
32. Mathur, G. P. *Jayaprakash Narayan: His Life and Mission*. Rupa & Co., 2002.
33. Frankel, Francine R. *India's Political Economy, 1947–2004: The Gradual Revolution*. Oxford UP, 2005.
34. Raghavan, Srinath. *1971: A Global History of the Creation of Bangladesh*. Harvard UP, 2013. (Contextual reference to JP's role in Indian politics during the 1970s.)
35. Cole, W. Owen, and Piara Singh Sambhi. *The Sikhs: Their Religious Beliefs and Practices*. Routledge, 1993.
36. Dhillon, Dalbir Singh. *Sikhism: Origin and Development*. Atlantic Publishers, 1988.

# HUMAN RIGHTS

## Core Elective Course (CEC)(Third Semester)

(80Marks:03HoursperWeek)

Year	II	CourseCode:CEC2.1 Course Title: <b>HUMANRIGHTS</b>	Credits	03
Sem.	III		Total Hours	42
Formative Assessment Marks:20 Summative Assessment Marks:80			Duration of ESA: 3 hrs.	
Course Objectives		Human Rights is a fundamental area of study that explores the inherent dignityand equal rights of all individuals. This course provides an in-depth understanding of human rights principles, legal frameworks, and global as well as Indian perspectives. It emphasizes the historical evolution, contemporary challenges, and enforcement mechanisms at national and international levels. Students will critically assess human rights issues and their impact on society.		
Course Outcomes		After completion of this course students will be able to- <ul style="list-style-type: none"><li>• Explain the basic concept of Human Rights and its various formulations.</li><li>• Have necessary knowledge and skills for analyzing, interpreting, and applying the Human Rights standards and sensitize them to the issues.</li><li>• Develop ability to critically analyze Human Rights situations around them.</li></ul>		

UnitNo.	Course Content	Suggested Pedagogy	Hours
<b>Unit-I</b>	<b>Introduction to Human Rights:</b> <ul style="list-style-type: none"> <li>• Meaning ,importance and Evolution of Human Rights</li> <li>• Universal Declaration of Human Rights (UDHR) – 1948</li> <li>• Classification of Human Rights: Civil, Political, Economic, Social, and Cultural Rights</li> </ul>	Lecture, Tutorials and Group Discussion	<b>14Hours</b>
<b>Unit-II</b>	<b>International Human Rights Framework:</b> <ul style="list-style-type: none"> <li>• Role of the United Nations in Protecting Human Rights International Covenant on Civil and Political Rights (ICCPR)</li> <li>• International Covenant on Economic, Social, and Cultural Rights (ICESCR)</li> <li>• Human Rights and International Organizations (Amnesty International, Human Rights Watch)</li> </ul>	Lecture, Tutorials and Group Discussion	<b>14Hours</b>
<b>Unit-III</b>	<b>Human Rights in India:</b> <ul style="list-style-type: none"> <li>• Fundamental Rights and Duties in the Indian Constitution</li> <li>• Directive Principles of State Policy and Human Rights</li> <li>• National Human Rights Commission (NHRC) and</li> </ul>	Lecture, Tutorials and Group Discussion	<b>07Hours</b>
<b>Unit-IV</b>	<b>Human Rights in a State:</b> <ul style="list-style-type: none"> <li>• State Human Rights Commissions (SHRC)</li> <li>• Human Rights Violation</li> <li>• Judicial Activism and Human Rights Protection in India</li> </ul>	Lecture, Tutorials and Group Discussion	<b>07Hours</b>

## **Suggested Readings & Bibliography**

1. Baxi, Upendra. TheFutureof Human Rights. Oxford UniversityPress, 2009, New Delhi.
2. Kapoor,S.K.International LawandHumanRights.Central LawAgency,2019,Allahabad.
3. Agarwal,H.O.Human Rights.CentralLawPublications,2021,Allahabad.
4. Halder, Debarati, and Shruti S. Brahmbhatt. Advancement of Human Rights in India: Contemporary andEmerging Challenges. Sage Publications, 2022, New Delhi.
5. Bhattacharyya,Amit,andBimalKantiGhosh(Eds.).HumanRightsinIndia:HistoricalPerspectives& Challenges Ahead. Setu Prakashani, 2019, Kolkata.
6. Sinha, Manoj Kumar. Handbook of Legal Instruments on International Human Rights and Refugee Laws. Springer, 2014, New Delhi.
7. Iyer,V.R.Krishna.HumanRightsandthe Law.EasternBookCompany,2004,Lucknow.
8. Nayar,PramodK.TheHumanRightsGraphic Novel.Routledge,2021,London.
9. Saxena, R. Human Rights and Social Justice in India: Emerging Challenges. Sage Publications, 2022, New Delhi.
10. Baxi,Upendra.HumanRightsinaPost-HumanWorld:CriticalEssays.OxfordUniversityPress,2012, New Delhi.

## **Exercise:**

- Group Discussion on Human Rights and its types (comparison of Western and Eastern concept of Human Rights).
- Students cambered to do collage making and present the same.
- Find out the different types of complaints received by NHRC and bring out the end results on any one of such case.
- In order to make it more participatory learning, the students are required to visit the website of NHRC ([www.nhrc.nic.in](http://www.nhrc.nic.in)), wherein at the left-hand side, a link is provided to the, instructions. After going through the guidelines issued by NHRC"s, briefly explain the guidelines on – Custodial death/rape, Encounter death, and Guidelines on arrest.



**Political Science (Optional)**  
**B.A. IV Semester**  
**Paper1: INDIAN GOVERNMENT AND POLITICS**  
(80Marks05Hours per Week)

Year	II	<b>Course Code:DSCPS2.2</b> <b>Course Title: INDIAN GOVERNMENT AND POLITICS</b>		Credits	5
Sem.	IV			Total Hours	60
<b>Formative Assessment Marks:20</b>			<b>Summative Assessment Marks: 80</b>	<b>Duration of ESA:3 hrs.</b>	
<b>Course Objectives</b>		This paper aims to provide a comprehensive understanding of the Indian Constitution, its making, and its core principles. It explores the structure and functioning of the legislative, executive, and judicial branches of the Indian government. The course also delves into key constitutional doctrines and issues related to citizenship, federalism, and contemporary constitutional debates. By studying these aspects, students will gain critical insights into the legal and political framework that governs India, fostering informed citizenship and Analytical thinking.			
<b>Course Outcomes</b>		<b>Learning Outcome:</b> By the end of this course ,students will be able to:  1. Understand the historical context and philosophical underpinnings of the Indian Constitution. 2. Analyze the role and functioning of the Constituent Assembly in framing the Constitution. 3. Explain the structure, powers, and functions of the legislature, executive, and judiciary. 4. Evaluate key constitutional do citrines such as judicial review, judicial activism, and the basic structure doctrine.			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>	
<b>Unit-I</b>	<b>Chapter-1 Making of the Constitution &amp; its Elements</b> <ul style="list-style-type: none"><li>• Formation of the Constituent Assembly</li><li>• Preamble</li><li>• Salient Features of the Indian Constitution.</li><li>• Citizenship</li><li>• Types of Fundamental Rights</li><li>• Directive Principles of State Policy(DPSP)</li><li>• Fundamental Duties</li></ul>		Lecture, Tutorials and Group Discussion	<b>15Hours</b>	

<b>Unit-II</b>	<b>Chapter-2Legislature</b> <ul style="list-style-type: none"> <li>• Composition ,Powers &amp; Functions of Parliament</li> <li>• Composition, Powers &amp; Functions of State Legislature</li> </ul>	Lecture, Tutorials and Group Discussion	<b>15Hours</b>
<b>Unit-III</b>	<b>Chapter-3Executive</b> <p><b>1. Nominal Executive</b></p> <ul style="list-style-type: none"> <li>• <b>President of India and Governor:</b> Composition, Powers and Functions.</li> </ul> <p><b>2. Real Executive-</b></p> <ul style="list-style-type: none"> <li>• <b>Prime Minister ,Council of Ministers, Chief Minister and Council of Ministers:</b> Composition, Powers and Functions of Council of Ministers</li> </ul>	Lecture, Tutorials and Group Discussion	<b>15Hours</b>
<b>UNITIV</b>	<b>Chapter-4Judiciary</b> <p><b>1. Supreme Court:</b> Organization, Powers and Jurisdictions.</p> <p><b>2. High Court:</b> Organization, Powers and Jurisdictions. Judicial Review and Independence of Judiciary</p>	Lecture, Tutorials and Group Discussion	<b>15Hours</b>

## Suggested Readings

1. Austin, G. (1966). *The Indian Constitution: Cornerstone of a Nation*. New Delhi: Oxford University Press.
2. Austin, G. (1999). *Working a democratic constitution: The Indian experience*. New Delhi: Oxford University Press.
3. Basu, D. D. (2018). *Introduction to the Constitution of India* (25th ed.). Gurgaon: Lexis Nexis.
4. Bhambri, C. P. (2001). *Indian politics since independence: A critical analysis*. New Delhi: Shipra Publications.
5. Chakrabarty, B., & Pandey, R. K. (2008). *Indian government and politics*. New Delhi: SAGE Publications.
6. Chatterjee, P. (1997). *State and politics in India*. New Delhi: Oxford University Press.
7. Dutta, P. K. (1993). *Communalism in Indian politics*. New Delhi: Vikas Publishing House.
8. Fadia, B. L., & Fadia, K. (2020). *Indian government and politics*. Agra: Sahitya Bhawan Publications.
9. Jayal, N. G., & Mehta, P. B. (Eds.). (2010). *The Oxford companion to politics in India*. New Delhi: Oxford University Press.
10. Kashyap, S. C. (2008). *Our Constitution: An introduction to India's Constitution and constitutional law*. New Delhi: National Book Trust.
11. Kohli, A. (2001). *The success of India's democracy*. Cambridge: Cambridge University Press.
12. Laxmikant, M. (2021). *Indian polity* (7th ed.). New Delhi: McGraw Hill Education.
13. Noorani, A. G. (2011). *Article 370: A constitutional history of Jammu and Kashmir*. New Delhi: Oxford University Press.
14. Pai, S. (2013). *Handbook of politics in Indian states: Regions, parties, and economic reforms*. New Delhi: Oxford University Press.
15. Singh, M. P., & Saxena, R. (2019). *Indian politics: Institutions, processes, and policies*. New Delhi: PHI Learning.

## Pedagogy:

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

**Paper2: PARLIAMENTARY PRACTICES AND PROCEDURE**  
**Core Elective Course CEC (Fourth Semester)**  
(80Marks:03Hours per Week)

YEAR	II	Course Title: PARLIAMENTARY PRACTICES AND PROCEDURE		Credits	3
SEM	IV			Hours	42
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3hrs.	
Course Objectives		This course is designed to provide students with a comprehensive understanding of parliamentary procedures, legislative processes, and governance structures. It equips students with the necessary aspects to analyze parliamentary debates, draft legislative proposals, and understand the role of elected representatives. The course will be particularly beneficial for those aspiring to enter public administration, legislative research, journalism, or law.			
Course Outcome		a. The students will know the key ideas of all the political philosophers given in the course. b. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice. c. They will be able to answer how Aristotle differed from his master Plato on the conception of justice. d. They will be able to make a distinction among Hobbes, and Locke, on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract. e. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft. f. They will be able to discern the meaning of utilitarianism and how Bentham and Mill differed from each other.			
Unit No.		Course Content	Suggested Pedagogy	Hours	
Unit-I		Chapter-I, Introduction to Parliamentary System Evolution of the parliamentary system in India • Structure and functions of the Indian Parliament (Lok Sabha & Rajya Sabha) Role of the President, Prime Minister, and Cabinet in the parliamentary system • Types of sessions :Budget Session ,Monsoon Session, Winter Session	Lecture, Tutorials and Group Discussion	14	
Unit-II		Chapter-II Legislative Process & Parliamentary Committees • How a Bill Becomes Law: Stages of Legislative Process • Types of Bills: Money Bill, Ordinary Bill, Constitutional Amendment Bill	Lecture, Tutorials and Group Discussion	14	

	<ul style="list-style-type: none"> <li>• Role of Committees: Public Accounts Committee, Estimates Committee, Standing Committees</li> <li>• Question Hour, Zero Hour, and Calling Attention Motion</li> </ul>		
<b>Unit-III</b>	<b>Chapter-III, Parliamentary Privileges, Ethics, and Reforms</b> <ul style="list-style-type: none"> <li>• Parliamentary Privileges and Responsibilities of MPs</li> <li>• Role of the Speaker &amp; Deputy Speaker in Lok Sabha,</li> <li>•Chairmanin Rajya Sabha</li> </ul>	Lecture, Tutorials and Group Discussion	07
<b>Unit-IV</b>	<b>Chapter IV, Parliamentary reforms</b> <ul style="list-style-type: none"> <li>•Parliamentary Discipline &amp; Code of Conduct</li> <li>•Recent Reforms in Parliamentary Functioning and Technology in Governance</li> </ul>	Lecture, Tutorials and Seminars	07

### Suggested Readings:

1. Kashyap,S.(2000).Parliamentary procedure: The law, privileges ,practice, and precedents. Universal Law Publishing, India.
2. Kashyap,S.(2006).Deliberative moray: The Indian experience in self-governance. Macmillan India.
3. Madhavan,M.,&Kashyap,S.(2018).ParliamentaryprocedureinIndia.UniversalLawPublishing, India.
4. Rao,C.K.(2004).PracticeandprocedureofParliamentinIndia.NationalBookTrust,India.
5. Lok Sabha Secretariat. (2021). Parliamentary practice and procedure. Lok Sabha Secretariat, New Delhi, India.
6. RajyaSabhaSecretariat.(2022).RulesofprocedureandconductofbusinessintheCouncilofStates (Rajya Sabha). Rajya Sabha Secretariat, New Delhi, India.
7. Shukla,V.N.(2021).ConstitutionofIndia(13thed.).EasternBookCompany,India.
8. Bakshi,P.M.(2021).The Constitution of India. Universal Law Publishing, India.
9. Arora,R.K.,&Goyal,R.(2016).Indianpublicadministration:Institutionsandissues.NewAgeInternational Publishers, India.
10. PRSLegislativeResearch.(n.d.).ParliamentaryfunctioningandreformsinIndia.PRSIndia.  
<https://www.prsindia.org>.

### Pedagogy:

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