HSNC University Mumbai

(Established ~~through~~ BY Government of Maharashtra vide notification dated 30th October, 2019 under section 3(6) of Maharashtra Public Universities Act)

Ordinances and Regulations

With Respect to

Choice Based Credit System (CBCS)

For the

Programmes

Under

The Faculty of Arts & Commerce

With effect from the

Academic year 2020-21

Board of Studies in <u>Political Science</u>

1) Name of Chairperson/Co-Chairperson/Coordinator: -

   a) **<u>Ms. Susama Panda</u>**
      Former Associate Professor & Head, Department of Political Sciece, K. C. College, Churchgate

      Email: susama18@rediffmail.com, Ph: 9869014854

2) Two to five teachers each having minimum five years teaching experience amongst the full-time teachers of the Departments, in the relevant subject.

   N/A, One-person Department

3) One Professor / Associate Professor from other Universities or professor / Associate Professor from colleges managed by Parent Body; nominated by Parent Body: -

   a) Dr. Prashant Laxman Kelkar
      Associate Professor & Head, Department of Political Science,

      Smt. CHM College, Ulhasnagar

      Email: prashantKelkar29@gmail.com, Ph: 9324740079

4) Four external experts from Industry / Research / eminent scholar in the field relevant to the subject nominated by the Parent Body;

   a) Dr. Kannamma Raman
      Retired as Professor in Civics and Politics, University of Mumbai,

      Founding Director of Forum for Research on Civic Affairs, a non-profit company, and

      Editor of online peer reviewed journal - Journal of Public Affairs and Change.

      Email: kannamma24@gmail.com, Ph: 9819341310

   b) Mr. Ameya Pratap Singh
      Research Fellow, University of Oxford

      M.Phil., South Asian Studies, University of Cambridge

      Founder & Managing Editor of the global affairs daily, Statekraft

      Director of the diverse business conglomerate, Yogayatan Group

      Email: singh.ameya95@gmail.com, Ph: 9819644444

c) Mr. Aprameya Rao
Sub-editor, Deccan Chronicle, Hyderabad;

Researcher – Communication, Culture and Diversity Group – a Sweden based research group

Email: aprameya.rao2013@gmail.com, Ph: 9820815113

d) Mr. Sudip Verma
Managing Director, VGAIN WORLDWIDE PRIVATE LIMTED

Email: Sudip Verma sudip@vgainworld.com, Ph: 9619064569

5) Top rankers of the Final Year Graduate and Final Year Post Graduate examination of previous year of the concerned subject as invitee members for discussions on framing or revision of syllabus of that subject or group of subjects for one year.

N/A, Political Science is taught only at FY and SY level

R. **** : **The Definitions Of The Key Terms Used In The Choice Based Credit System And Grading System Introduced From The Academic Year 2020-2021 Are As Under:**

Outline of the Choice Based Credit System as outlined by the University Grants Commission:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 **Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of **interdisciplinary** nature (to be offered by main discipline/subject of study).

2.2 **Dissertation/Project**: An elective course designed to acquire Special/advanced knowledge, such as supplement study/support study to project work, and a candidate studies such a course on his own with advisory support by a teacher/faculty member is called dissertation/project. A Project / Dissertation work would be of 6 credits. A Project / Dissertation work may be given in place of a discipline-specific elective paper.

2.3 Generic **Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by another discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

4. Choice Based Credit System (CBCS)

CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill-oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students.

5. Honours Program

To enhance employability and entrepreneurship abilities among the learners, through aligning Inter-Disciplinary / Intra Disciplinary courses with Degree Program. Honours Program will have 40 additional credits to be undertaken by the learner across three years essentially in Inter / Intra Disciplinary course.

A learner who joins Regular Undergraduate Program will have to opt for the Honours Program in the first year of the Program. However, the credits for honours, though divided across three years can be completed within three years to become eligible for award of honours Degree.

6. Program:

A Program is a set of course that are linked together in an academically meaningful way and generally ends with the award of a Degree Certificate depending on the level of knowledge attained and the total duration of the study.

7. Course:

A 'course' is essentially a constituent of a 'program' and may be conceived of as a composite of several learning topics taken from a certain knowledge domain, at a certain level. All the learning topics included in a course must necessarily have academic coherence, i.e. there must be a common thread linking the various components of a course. Several linked courses considered together are in practice, a 'program'.

8. Bridge Course:

Bridge course is visualized as Pre semester preparation by the learner before the commencement of regular lectures. For each semester the topics, whose knowledge is considered as essential for effective and seamless learning of topics of the Semester, will be specified. The Bridge Course can be conducted in online mode. Online content can be created for the Bridge Course Topics.

9. Module and Unit:

A course which is generally an independent entity having its own separate identity is also often referred to as a 'Module' in today's parlance, especially when we refer to a 'modular curricular structure'. A module may be studied in conjunction with other learning modules or studied independently. A topic within a course is treated as a Unit.

10. Self-Learning:

20% of the topics will be marked for Self-Learning. Topics for Self-Learning are to be learned independently by the student, in a time-bound manner, using online and offline resources including online lectures, videos, library, discussion forums, fieldwork, internships etc.

Evaluative sessions (physical/online), equivalent to the credit allocation of the Self Learning topics, shall be conducted, preferably, every week for each course. Learners are to be evaluated in real-time during evaluative sessions. The purpose of evaluative sessions is to assess the level of the students' learning achieved in the topics earmarked for Self-Learning.

The teacher's role in these evaluative sessions will be that of a Moderator and Mentor, who will guide and navigate the discussions in the sessions, and offer concluding remarks, with proper reasoning on the aspects which may have been missed by the students, in the course of the Self-Learning process.

The modes to evaluate self-learning can be a combination of the various methods such as written reports, handouts with gaps and MCQs, objective tests, case studies and Peer learning. Groups can be formed to present self-learning topics to peer groups, followed by Question and Answer sessions and open discussion. The marking scheme for Self Learning will be defined under Examination and Teaching.

The topics stipulated for self-learning can be increased or reduced as per the recommendations of the Board of Studies and Academic Council from time to time. All decisions regarding evaluation need to be taken and communicated to the stakeholders preferably before the commencement of a semester. Some exceptions may be made in exigencies, like the current situation arising from the lockdown, but such ad hoc decisions are to be kept to the minimum possible.

11. Credit Point:
Credit Point refers to the 'Workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counselling sessions, watching especially prepared videos, writing assignments, preparing for examinations, etc. Credits assigned for a single course always pay attention to how many hours it would take for a learner to complete a single course successfully.

12. Credit Completion and Credit Accumulation:
Credit completion or Credit acquisition shall be considered to take place after the learner has successfully cleared all the evaluation criteria concerning a single course. Learner level of performance above the minimum prescribed level (viz. grades/marks obtained) has no bearing on the number of credits collected or acquired. A learner keeps on adding more and more credits as he completes successfully more and more courses. Thus the learner 'accumulates' course wise credits.

13. Credit Bank:
A Credit Bank in simple terms refers to stored and dynamically updated information regarding the number of Credits obtained by any given learner along with details regarding the course/s for which Credit has been given, the course-level, nature, etc. Also, all the information regarding the number of Credits transferred to different programs or credit exemptions given may be stored with the individual's history.

14. Credit Transfer:

(Performance transfer) When a learner completes a program, he/she is allowed to transfer his/her past performance to another academic program having some common courses and Performance transfer is said to have taken place.

15. Course Exemption:

Occasionally, when two academic programs offered by a single university or by more than one university, may have some common or equivalent course-content, the learner who has already completed one of these academic programs is allowed to skip these 'equivalent' courses while registering for the new program. The Learner is 'exempted' from 'relearning' the common or equivalent content area and from re-appearing for the concerned examinations. It is thus taken for granted that the learner has already collected in the past the credits corresponding to the exempted courses.

Part II

Note: The Ordinances and Regulations given below apply to Under Graduate Programmes of the University.

O***
The minimum duration of the Under Graduate Programme will be of 3 years in the Semester pattern i.e. from Sem. I to Sem. VI.

The degree will be awarded to a learner who completes 120 credits of the programme in a period of 3 to 6 years from the year of enrolment to semester VI.

 If a learner does not earn 120 credits in 12 semesters from the year of enrolment to semester I, he/she may at his/her option transfer his/her performance in the existing/new program after establishing an equivalence between old and new syllabus. Such a performance transfer will be decided by the Board of Studies / Ad-hoc Board / Ad hoc Committee of the concerned subject. The admission to the program will be governed by the existing rules

O*** The fees for the transfer of credits or performance will be based on the number of credits that a learner has to complete for the award of the degree.**

R **** Credits earned at one institution for one or more courses under a given program will be accepted under another program either by the same institution or another institution either through Direct Performance Transfer or Course exemption.

R** The Scheme of Teaching and Examination**:
The Scheme of Teaching and Examination shall be divided into **TWO** components, **internal assessment and External assessment** (semester-end examination) for each course of the program.

The performance of the learners shall be evaluated in two components: Internal Assessment with 40% marks by way of continuous evaluation and by Semester End Examination with 60% marks by conducting the theory examination.

Internal Assessment: - It is defined as the assessment of the learners based on continuous evaluation as envisaged in the credit-based system by way of participation of learners in various academic and correlated activities in the given semester of the programme.
A). Internal Assessment – 40%   **40 marks**

    1. For Theory Courses

Sr. No.	Particulars	Marks

1	**ONE** class test / online examination to be conducted in the given semester	15 Marks
2	One assignment based on curriculum (to be assessed by the teacher Concerned	10 Marks
3	Self-Learning Evaluation	10 Marks
4	Active participation in routine class instructional deliveries	05 Marks

2. For Practical Courses

Sr. No.	Particulars		Marks
1	Semester End Practical Examination		15 Marks
	Journal	05 Marks	
	Viva	05 Marks	
	Laboratory Work	05 Marks	
2.	One assignment/project with the class presentation to be assessed by teacher concerned		10 Marks
	Presentation	05 Marks	
	Written Document	05 Marks	
3	Self-Learning Evaluation		10 Marks
4	Active participation in routine class / Laboratory instructional deliveries		05 Marks

➢ **Project and Assignment:**

- Project or Assignment, which can in the following forms
    - Case Studies
    - Videos
    - Blogs
    - Research paper (Presented in Seminar/Conference)

- Field Visit Report
- Presentations related to the subject (Moot Court, Youth Parliament, etc.)
- Internships (Exposition of theory into practice)
- Open Book Test
- Any other innovative methods

➢ Self-Learning Evaluation

- 20% of the topics of the curriculum are learned by the student through self-learning using online/offline academic resource specified in the curriculum. Hence 20% of the lectures shall be allocated for evaluation of students on self-learning topics.

- The identified topics in the syllabus shall be learnt independently by the students in a time-bound manner preferably from online resources. Evaluative sessions shall be conducted by the teachers and will carry 10 Marks.

- club the self-learning topics into 3-4 groups of topics only for evaluation.

- Prescribe time duration (in days) for completion of each group of the topic and earmark self-learning evaluation lectures in the timetable. Hence each group of the topic can be assigned 3 regular lectures for this evaluation for the entire class.

    3 Sub Topics
    Each evaluative session shall carry 3 Marks (3 x 3 Units = 9 Marks). Students who participate in all evaluative sessions shall be awarded 1 additional Mark.

    4 Sub Topics
    Each evaluative session shall carry 2.5 Marks (2.5 x 4 Units = 10 Marks).

- Evaluation of self-learning topics can commence in regular lectures assigned for self-learning evaluation in the timetable

- All students will actively participate in the presentation of each of the sub-topics.

- SUGGESTIVE Methods for Evaluation of Self-learning topics IN LECTURES:
    - Seminars/presentation (PPT or poster), followed by Q&A
    - Objective questions /Quiz / Framing of MCQ questions.
    - Debates
    - Group discussion
    - You-Tube videos (Marks shall be based on the quality and viewership)
    - Improvisation of videos
    - Role Play followed by question-answers
    - Viva Voce
    - Any other innovative method

Student can be evaluated based on the quality of presentation, quality of q & a, the framing of the quiz, conduct of quiz, performance in debate etc

- Teachers can frame other methods of evaluation also provided that the method, duly approved by the college examination committee, is notified to the students at least 7 days before the commencement of the evaluation session and is forwarded for information and necessary action at least 3 days before the commencement of the evaluation session.

SEMESTER END EXAMINATION: - It is defined as the examination of the learners based on performance in the semester-end theory / written examinations.

B. Semester End Examination- 60 %   *60 Marks*

1)   Duration – These examinations shall be of 2 hours duration.
2)   Question Paper Pattern: -
   i.   There shall be four questions each of 15 marks.
   ii.   All questions shall be compulsory with internal choice within the questions.
   iii.   The question may be sub-divided into sub-questions a, b, c, d & e only and the allocation of marks depends on the weightage of the topic.

The marks of the internal assessment should not be disclosed to the students till the results of the corresponding semester is declared by the University.

Department of Political Science

Part I Preamble – Political Science Course

The curriculum of Political Science has been designed keeping in view the aspiration of HSNC Cluster University, namely, to promote equity, efficiency and excellence in Higher Education System.

Political Science is fundamental to understand and be sensitive to the rights and responsibilities as a citizen. This programme introduces political concepts, political behaviour, policy issues, structure of the government within nation and among nations.

Political Science focuses on the theory and practice of Government and politics at the local, state, national and international level.

Government and politics play a significant role on people, communities and corporations today. This knowledge and understanding is valuable for all citizens and is also essential in many careers today.

The course is divided into two semesters: Semester I introduces the students to Constitutional framework, the state structures and institutions, and their actual working. Semesters II helps the students to familiarise with the Indian political process.

With the growing momentum of e-learning, the course is also designed to encourage and facilitate the students to use online components launched by the University Grants Commission (UGC) along with MHRD. Students can use e-content as resource material in a Flipped Classroom model by watching video lectures/documentaries. The classroom will be used for discussion and critical thinking and assignment based on those materials.

The course has been formulated based on discussions with subject experts and other stakeholders.

Semester 1

Course objectives

The objective of the course is to acquaint the students with the Constitutional framework and their actual working over a period of time. The course is designed to enhance the understanding of the students about the philosophical, theoretical and functional aspect of Indian polity and to give them an understanding of :

- Philosophical basis of Indian Constitution
- Institutional structures and functions of Indian political system
- Indian Political System

To facilitate students to use e-content and learn from various platforms such as SWAYAM and e-PG Pathsala.

Learning Outcomes

At the end of the course, the students shall:

- be acquainted with the origin and evolution of Indian Constitution
- understand and critically analyse the actual working of Indian Constitution

Syllabus Information:

Sr. No	Course Code	Title	Credits	Lectures
1	UH-FPO-101	Political Science – Paper I (Indian Political System – Constitutional Framework)	3 Credits	45

Title: Indian Political System – Constitutional Framework

Units	Modules	No. of Lectures
1	Introduction to the Indian Constitution 1.1 Making of the Constitution – British Legacy; Composition and Working, Debates in Constituent Assembly 1.2 Philosophy of the Constitution – The Preamble 1.3 Salient Features: Parliamentary Democracy, Federalism, Independent Judiciary, Amendment procedures, Significant Amendment Acts	10
2.	Citizens and the Constitution 2.1 Fundamental Rights– Nature, Classification, Limitations (Restrictions), Landmark Judgements; Fundamental Duties 2.2 Directive Principles of State Policy – Rationale, Classification, Evaluation, Relation between Fundamental Rights and Directive Principles of State Policy 2.3 Citizenship – Constitutional Provisions, Citizenship Act 1955 and subsequent Amendments and debates.	12
3.	Union Government: envisaged role and actual working 3.1 Executive – Election, Power, Functions and the changing role of the President and the Prime Minister 3.2 Parliament – Composition, Power and Functions of the Parliament; Committee system 3.3 Judiciary – Power and Functions of the Supreme Court, Judicial Independence, Judicial Review, Judicial Activism	12
4.	Federalism and Decentralisation 4.1 Nature of Indian Federal System, Constitutional Provisions 4.2 Changing nature of Centre-State Relations – Legislative, Administrative and Financial; Demand for greater state autonomy 4.3 Decentralisation - Rural and Urban, Significance of 73rd and 74th Amendment Acts	11

Note: The Module on 'Making of Indian Constitution' will be through self-learning, followed by discussion in class. Reference: Documentary Film made by Rajya Sabha TV.

https://youtu.be/0U9KDQnIsNk : 52 min

https://youtu.be/TVz6qKbYBmE : 58 min

https://youtu.be/5XK89zSgK8o : 52 min

https://youtu.be/JCgyzXe1cbU : 58 min

https://youtu.be/6R5tLBNZZAQ : 57 min

https://youtu.be/DO1WAwdEE0g : 63 min

https://youtu.be/LNjgpTQe2Tc : 57 min

https://youtu.be/CaEIoAql_XU   : 56 min

https://youtu.be/aJ2PCdzUtmQ : 53 min

https://youtu.be/9MYY4SXEGCE : 51 min

In addition, students are encouraged to learn through e-Content:
http://epgp.inflibnet.se.in/index.php Select Subject: Political Science – Paper P-01-Indian Politics-I and P-02-Indian Politics-II
Students are also encouraged to enroll for the upcoming course on 'Constitutional Studies' (expected to start from 20th July 2020 for 12 weeks)
https://swayam.gov.in/nd1_noc20_lw03/preview

Readings/References:

1. Austin, G. (1999) Indian Constitution: Corner Stone of a Nation, Oxford University Press, 1999.
2. Abbas, H., Kumar, Ranjay, and Alam, Mohammad Aftab, Indian Government and Politics, Pearson, 2011.
3. Basu, Durga Das, Introduction to the Constitution of India, Lexis Nexis, 2019.
4. Chakravarty, Bidyut, and Pande, Rajendra Kumar, Indian Government and Politics, Sage Publications, 2008.
5. Chandoke Neera, and Priyadarshi Praveen, Contemporary India, Pearson, 2009.
6. Choudhry Sujit, Khosla Madhav and Mehta Pratap Bhanu,, The Oxford Handbook of the Indian Constitution, OUP, 2016
7. Fadia, B.L., and Fadia, Kuldeep, Indian Government and Politics, Sahitya Bhawan, 2019
8. Ghosh, Peu, Indian Government and Politics, PHI, 2017.
9. Jayal, Nirja, G., and Mehta, Pratap Bhanu, The Oxford Companion to Politics in India, OUP, 2011.
10. Jha, Pravin Kumar, Indian Politics in Comparative Perspective, Pearson, 2012.
11. Laxmikant, M., Governance in India, TMH, 2015.
12. Laxmikant, M, Indian Polity, TMH, 2019.
13. Paranjpe, Shrikant, India's Internal Security: Issues and Perspectives, Kalinga Publications, 2009.
14. Pylee, M. V., An Introduction to the Constitution of India, Vikas Publishing, 2008.
15. Sharma, Brij Kishore, Introduction to the Constitution of India, PHI Learning, 2009.
16. Singh, M. P., and Saxena, Rekha, Indian Politics, Pearson, 2018.
17. Subramanian, S.G, Indian Constitution And Indian Polity, Pearson 2019

Course objectives

An analysis of social and economic factors is vital to understand the working of the political system. The objectives of the course are to:

- familiarise the students with the interconnection of social and economic factors and political process;
- understand the role of caste and religion in politics; and
- to gain insight into political dynamics like political parties and elections.

Learning Outcomes

The students should be able to understand the interaction between society and politics as well as the challenges faced by Indian polity.

Syllabus Information-

Sr. No	Course Code	Title	Credits	Lectures
1	UH-FPO-201	Political Science – Paper-II (Indian Political System – Indian Political Process)	3 Credits	45

Title: Indian Political System – Indian Political Process

Unit	Modules	No. of Lectures
1.	Political Dynamics 1.1 Election System: Election Machinery, Electoral Reforms (including the introduction of EVM) 1.2 Party systems in India, National and Regional political parties 1.3 Coalition Politics	11
2.	Power Dynamics 2.1 Caste – Role in Indian politics, Caste-based reservation, Dalit movement, Rise of OBCs 2.2 Religion – Concept of Secularism, Communalism 2.3 Gender– Political participation of Women, Reservation for women	12
3	Political Economy 4.1 Strategies of Development in India since Independence, From Planning Commission to NITI Aayog	10

	4.2 Impact of Liberalisation, Privatisation and Globalisation on Social Sector 4.3 Reforms: Agrarian sector, Environment protection	
4	Challenges to Political System 3.1 Criminalisation of Politics – Meaning, Causes, Legislative Measures 3.2 Terrorism: Issue of Naxalism and Insurgency 3.3 Conflict over natural resources	12

Note:

The Modules '1.1 – Election System: Election Machinery, Electoral Reforms'

and '1.2 - Party systems in India, National and Regional political parties' will be through self-learning, followed by discussion in class. http://epgp.inflibnet.se.in/index.php Select Subject: Political Science – Paper P-02 -Indian Politics-I and P-02-Indian Politics-II

Students are also encouraged to enroll for the upcoming course on 'Indian Government and Politics': https://swayam.gov.in/nd2_cec20_hs38/preview

Suggested reading list:

1. Abbas, H., Kumar, Ranjay, and Alam, Mohammad Aftab, Indian Government and Politics, Pearson, 2011.
2. Basu, Durga Das, Introduction to the Constitution of India, Lexis Nexis, 2019.
3. Chakravarty, Bidyut, and Pande, Rajendra Kumar, Indian Government and Politics, Sage Publications, 2008.
4. Chandoke, Neera, and Priyadarshi, Praveen, Contemporary India, Pearson, 2009.
5. Fadia, B.L. and Fadia, Kuldeep, Indian Government and Politics, Sahitya Bhawan, 2019
6. Ghosh, Peu, Indian Government and Politics, PHI, 2017.
7. Jayal, Nirja G., and Mehta, BhanuPratap, The Oxford Companion to Politics in India, OUP, 2011.
8. Jha, Pravin Kumar, Indian Politics in Comparative Perspective, Pearson, 2012.
9. Laxmikant, M, Indian Polity, TMH, 2019.
10. Laxmikant, M., Governance in India, TMH, 2015.
11. Paranjpe, Shrikant, India's Internal Security: Issues and Perspectives, Kalinga Publications, 2009.
12. Pylee, M. V., An Introduction to the Constitution of India, Vikas Publishing, 2008.
13. Sharma, Brij Kishore, Introduction to the Constitution of India, PHI Learning, 2009.
14. Singh, A.P. and Murari, K., Political Process in Contemporary India, Pearson, 2019.
15. Singh, M. P., and Saxena, Rekha, Indian Politics, Pearson, 2018.
16. Subramanian, S.G, Indian Constitution And Indian Polity, Pearson 2019
17. Vaishnav, Milan, *When Crime Pays – Money and Muscle in Indian Politics*, HarperCollins, 2018.