

No.AC6/303/2022-23

Dated: 01-09-2023

Notification

Sub:- Syllabus and Scheme of Examination of Political Science programme
(V & VI Semester) with effect from the Academic year 2023-24.

Ref:- 1. This office circular No: AC2(S)/151/2020-21 dated 08-08-2023.
2. Decision of BOS in Political Science meeting held on 07-08-2023.

The Board of Studies in Political Science which met on 07-08-2023 has resolved to recommended and approved the syllabus and scheme of Examinations of Political Science programme (V & VI semester) with effect from the academic year 2023-24.

Pending approval of the Faculty of Arts and Academic Council meetings the above said syllabus and scheme of examinations are hereby notified.

The syllabus and Scheme of Examinations contents may be downloaded from the University website i.e., www.uni-mysore.ac.in


Registrar
REGISTRAR
University of Mysore
MYSORE

To;

1. All the Principal of affiliated Colleges of University of Mysore, Mysore.
2. The Registrar (Evaluation), University of Mysore, Mysuru.
3. The Chairman, BOS/DOS in Political Science, Manasagangothri, Mysore.
4. The Director, Distance Education Programme, Moulya Bhavan, Manasagangothri, Mysuru.
5. The Director, PMEB, Manasagangothri, Mysore.
6. Director, College Development Council, Manasagangothri, Mysore.
7. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
8. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation), University of Mysore, Mysuru.
9. Office Copy.



Government of Karnataka

Curriculum Framework for Undergraduate

**V and VI Semester Syllabus for BA
Political Science**

Submitted to

Vice Chairman

Karnataka State Higher Education Council
30, Prasanna Kumar Block, Bengaluru City University Campus,
Bengaluru, Karnataka – 560009

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Sd/-
Subject Committee Chairperson

List of Subject Expert Committee Members

SN	Name & Organization	Designation
1	Dr. Harish Ramaswamy , Vice Chancellor, Raichur University, Raichur	Chairman
2	Dr.MuzaffarHussainAssadi , Professor, University of Mysore, Mysuru.	Member
3	Dr.Chandrakant M Yatanoor , Professor, Gulbarga University, Kalaburgi	Member
4	Dr.P L Dharma , Professor, Mangalore University, Konaje	Member
5	Dr. M.Narasimhamurthy , Professor, Bangalore University, Bengaluru	Member
6	Dr.Ratnakar B M , Professor, Karnataka University	Member
7	Dr.Basavaraj G , Professor, Tumkur University, Tumakuru	Member
8	Dr.Kamalaxi G. Tadasad , Professor, Rani Channamma University, Belagavi	Member
9	Dr.Shanmukhan A , Professor, Kuvempu University, Shankaraghatta	Member
10	Dr.S.Y.Surendra Kumar , Professor, Bangalore University, Bengaluru	Member
11	Dr. Suresh K C , Associate Professor, Tumkur University, Tumkuru	Member
12	Shri.Bharatraj , Associate Professor, GFGC, Channapatna	Member
13	Shri. H M Krishna , Associate Professor, Government Arts College, Bengaluru	Member
14	Dr.Rabia Begum , Associate Professor, Govt. Women's First Grade College, Jewargi Colony, Kalaburagi	Member
15	Dr.B.Saroja , Associate Professor, Govt. First Grade College, Moka, Ballari.	Member
16	Dr.S Ananth , Associate Professor, GFGC, Koppa, Chikamangaluru Dist	Member
17	Dr.Basavarajeshwari R Patil , Assistant Professor, Government First Grade College. Kumareshwar Nagar, Dharwad.	Member
18	Dr.M.N Ramesh , Special Officer and Convenor	Member Convener

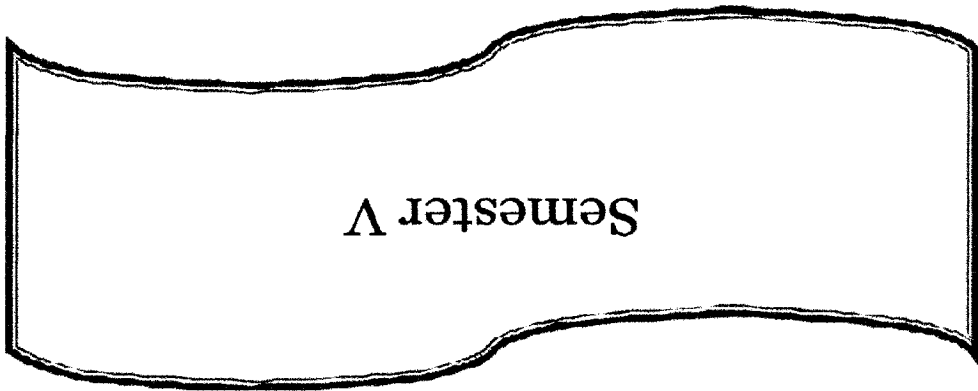
Structure for Political Science Discipline

Course Category	Core paper Code	Paper Title	Credit	No. of Teaching Hours/Week	Total Marks/ Assessment
V Semester					
DSC	POL C9	International Relations-Basic Concepts	4	4	100 (60+40)
	POL C10	Comparative Government and Politics	4	4	100 (60+40)
	POL C11	Karnataka Government and Politics	4	4	100 (60+40)
	POL C12	Colonialism and Indian Politics	4	4	100 (60+40)
DSE	POL E1 (Anyone to be chosen)	A. Administrative Theories	3	3	100 (60+40)
		B. Socio-Political Movements in Karnataka	3	3	100 (60+40)
		C. Understanding Gandhi	3	3	100 (60+40)
	Voc-1	Media and Politics			100 (60+40)
		Internship	2		
VI Semester					
DSC	POL C13	International Relations-Theoretical Aspects	4	4	100 (60+40)
DSC	POL C14	Political Economy of India	4	4	100 (60+40)
DSC	POL C15	Public Policy Analysis	4	4	100 (60+40)
DSC	POL C16	Modern Indian Political Thinkers	4	4	100 (60+40)
DSE	POL E2 (Anyone to be chosen)	A. Foreign Policy of India	3	3	100 (60+40)
		B. International and Regional	3	3	100 (60+40)

		Organisations			
		C. Civil Services in India	3	3	100 (60+40)
Voc		Decentralized Governance	3	3	100 (60+40)
		Internship	2		

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 9-16)

Program Outcome	POL C9	POL C10	POL C11	POL C12	POL E1	POL C13	POL C14	POL C15	POL C16	POL E2
Disciplinary knowledge	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Professional skills	-	-	-	-	Y	Y	Y	Y	Y	Y
Application of skills to chosen specialization	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Experimental learning and critical thinking	Y	Y	-	Y	-	Y	Y	Y	Y	Y
Application on to administration related problems	Y	Y	Y	-	Y	Y	Y	Y	Y	Y
Knowledge of e resources and social media	Y	Y	Y	-	Y	Y	Y	Y	-	Y
Skills in scientific writing and effective presentation	Y	-	Y	-	Y	Y	Y	Y	-	Y
Critical evaluation of theoretical approaches	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y



Semester V



Government of Karnataka

Model Curriculum

Course Title: International Relations-Basic Concepts	
Semester: V	Course Code: POL C9
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

This course aims at acquainting to the students the usefulness of studying International Relations as a discipline. It will help them to explain and express the consequences of good relations with the neighboring nations and far of nations, the economic, cultural, industrial and technological benefits one can reap through meaningful relationships between nations. Functionally, it helps them to experience the meaning of national power and sovereignty.

Learning Outcome:

At the end of the course the students shall -

- Be in a position describe National interest, National power and the significance of sovereignty.
- The students will get the basic knowledge of the practical political world, including the operating institutions, processes, and policies.
- The students will be in a position to describe the nuances of balance of power, collective security and diplomacy.

Unit	Contents of Course- POL C9	60 Hours
Unit-I	<p>Chapter-1: International Relations and International Politics- Meaning, Nature, Scope of International Relations.</p> <p>Chapter-2: Evolution of International Relations (From city state to Modern Nation State System).</p> <p>Chapter-3: Development of International Relations as an academic discipline.</p>	15 Hours
Unit-II	<p>Chapter-4: World War I and II: Causes and Consequences and its impact on world politics.</p> <p>Chapter-5: Cold War: Origin of Cold War, Causes and Effects of Cold War, End of Cold War and Collapse of Soviet Union.</p> <p>Chapter-6: National Interest – Meaning, Elements, Kinds and Instruments for Promotion of National Interests.</p>	15 Hours
Unit- III	<p>Chapter-7: National Power Meaning, Nature, Forms, Elements, Limitations and Evaluation of National Power.</p> <p>Chapter-8: Balance of Power – Meaning, Nature, Techniques of Maintaining the Balance of Power and Relevance of Balance of Power in Modern Age.</p> <p>Chapter-9: Collective security, National Security and Diplomacy (Old and New).</p>	15 Hours
Unit- IV	<p>Chapter-10: Arms Race, Arms control and Nuclear Disarmament and Deterrence.</p> <p>Chapter-11: Peaceful Settlement of Disputes, Conflict Resolution theories.</p> <p>Chapter-12: World order – Unipolar, Bi-Polar and Multi-Polar.</p>	15 Hours

Exercise:

- Invited lectures by diplomats.
- Mock diplomatic meetings.
- Debates about conflict resolution, peace and disarmament.

Suggested Readings

1. Burchill Scott et al, Theories of International Relations 3rd edition, Basingstoke: Palgrave Macmillan, 2005.
2. Aron, Raymond, Peace and War: A Theory of International Relations, New York, Anchor Books, 1973.
3. Baylis, J. and Smith, S. (eds.), The Globalization of World Politics, Oxford, Oxford University Press, 2001.
4. Ganguly, Sumit , India's Foreign Policy: Retrospect and Prospect, New Delhi, Oxford University Press, 2012.
5. William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) Classic Readings of International Relations. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.
6. Appadorai and Rajan, M. S. (eds.), India's Foreign Policy and Relations. New Delhi, South Asian Publishers, 1985.
7. Vanaik, A. India in a Changing World: Problems, Limits and Successes of Its Foreign Policy. New Delhi: Orient Longman, 1995.
8. Mewmillians, W.C. and Piotrowski, H., The World since 1945: A History of International Relations, Lynne Rienner Publishers.
9. Morgenthau Hans J., Revised by Kenneth W. Thompson, "Politics Among Nations", Kalyani Publisher, New Delhi.
10. Kenneth Waltz, "The Theory of International Politics", Waveland Press, 2010.
11. Perkins, Palmer, "International Relations", C.B.S. Publishers and Distributors, (Reprinted 2001), New Delhi.

Pedagogy:

The course shall be taught through the Close-Reading Sessions of texts, group discussions and week-end seminars.

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

Course Title: Comparative Government and Politics (With special reference to UK, USA and China)	
Semester: V	Course Code: POL C10
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

In this paper the functioning of the governments (**UK, USA and China**) are to be compared and analyzed. It deals with the mixture of presidential, parliamentary and federal system of governments. The study aims to help students to understand and debate various matters pertaining to the working of these systems. This paper aims at equipping students with knowledge and critical understanding of different political systems and institutions in the world.

Learning Outcome:

At the end of the course the students shall –

- grasp and understand the working of constitutional systems of these countries.
- compare and evaluate the working of the governments concerned.
- understand and explain different forms of executive and their functioning

Unit	Contents of Course- POL C10	60 Hours
Unit-I	<p>Chapter-1: Comparative Government and Politics: Meaning, Nature, Scope and Importance of Comparative Government and Politics.</p> <p>Chapter-2: Approaches to the study of Comparative Government and Politics Traditional (Philosophical, Historical, Legal and Institutional) and Modern Approaches (System, Structural Functional, Communication and Decision Making).</p> <p>Chapter-3: Types of Government and Politics: Parliamentary, Unitary, Presidential and Federal Government.</p>	15 Hours
Unit-II	<p>Chapter-4: Method of representation: Direct, Indirect, Proportional, Functional.</p> <p>Chapter-5: Constitutionalism- Meaning, Principles (separation of powers, responsibility and accountability, popular sovereignty, Rule of Law, Judicial independence, Individual rights, civilian control over military) Problems and Prospects of Constitutionalism.</p> <p>Chapter-6: Political Party and Pressure Groups: Definition and classification based on ideology (Single to Multi party systems, Republican-Democratic, Labour-Conservative, Communist, Pressure Group-Definition, role and Characteristics).</p>	15 Hours
Unit- III	<p>Chapter-7: Political Process: Political Socialisation, Political Culture and Political Representation.</p> <p>Chapter-8: Legislature (USA, UK and China).</p> <p>Chapter-9: Executive (USA, UK and China).</p>	15 Hours
Unit- IV	<p>Chapter-10: Judicial System (USA, UK and China).</p> <p>Chapter-11: Party System ((USA, UK and China).</p> <p>Chapter-12: Election Process (USA, UK and China).</p>	15 Hours

Exercise:

- Students can have a debate on working of the organs of governments.
- Students can evaluate the merits and demerits of these systems.
- Debate on which of the countries functioning of the government is better with reasons.

Suggested Readings

1. A. Appadorai, The Substance of Politics, OUP, New Delhi, 2008 (latest edition).
2. Bara, J & Pennington, M. (eds.). Comparative Politics. New Delhi: Sage, 2009.
3. Caramani, D. (ed.). Comparative Politics. Oxford: Oxford University Press, 2008.
4. Hague, R. and Harrop, M. Comparative Government and Politics: An Introduction. (Eighth Edition). London: Palgrave MacMillan, 2010.
5. Ishiyama, J.T. and Breuning, M. (eds.). 21st Century Political Science: A Reference Book. Los Angeles: Sage, 2011.
6. Sudhir Krishnaswamy, Democracy and Constitutionalism in India, OUP, New Delhi, 2009.
7. Pierre, Jon and B. Peters (Eds.), Governance, Politics and the State, London, Macmillan, 2000.
8. Rajeev Bhargav& Ashok Acharya (eds), Political Theory: An Introduction, Longman Pearson, New Delhi, 2008.
9. Newton, K. and Deth, Jan W. V. Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press, 2010.
10. O'Neil, P. Essentials of Comparative Politics. (Third Edition). New York: WW. Norton & Company, Inc, 2009.
11. G Almond and Powell- Comparative Government and Politics ,

Pedagogy:

The course shall be taught through the lecture, interactive sessions, assignments, group discussions and week-end seminars.

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

Course Title: Karnataka Government and Politics	
Semester: V	Course Code: POL C11
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

The course will help to understand the political transformation Karnataka State from princely State of Mysore. It aims at understanding of the social bases and the major issues that confronted the evolution of Karnataka politics within the domain of national politics.

Learning Outcome:

At the end of the course the students shall -

- Understand the social and political conditions of Mysore under colonial rule.
- Develop perspectives on the important persons and organisations that were involved in the process of unification.
- Analyse the issues related to regionalism, polarisation, identity politics, water, language, and border issues.

Unit	Contents of Course- POL C11	60 Hours
Unit-I	<p>Chapter-1: State Politics in India: Nature and Importance.</p> <p>Chapter-2: Princely State of Mysore and Hyderabad : Presidency Administrative Regions –Bombay and Madras</p> <p>Chapter-3: Administration and Governance in the Princely State and Reorganisation of State.</p>	15 Hours
Unit-II	<p>Chapter-4: Unification Movement: Factors Responsible, Role of Vidyavardhaka Sangha and Kannada Sahitya Parishat.</p> <p>Chapter-5: Contributions: Alur Venkatarao: Karnatakatva, Deputy Channabasappa, Gudleppa Hallikere, Siddappa Kambli.</p> <p>Chapter-6: 1924 Belgaum Conference, Hardekar Manjappa: Concept of Swadeshi and Nationalism, Huilgol Narayan Rao.</p>	15 Hours
Unit- III	<p>Chapter-7: Caste and Politics: Dominant Caste, Backward Class Movement and AHINDA, Caste and Identity Politics, Religion and Politics.</p> <p>Chapter-8: Regionalism, Dr. Nanjundappa Report, Regional Disparities.</p> <p>Chapter-9: Language and Politics, Water and Border Disputes, Peasant Issues, Gender Politics and Karnataka's Relations with Center.</p>	15 Hours
Unit- IV	<p>Chapter-10: Era of Coalitions in Karnataka (2004 and 2018): its effects on policy making, administration and party politics</p> <p>Chapter-11: Politics of Polarisation: Growth of Polarisation in Karnataka politics and its impact.</p> <p>Chapter-12: Demands for separate state, Art 371J and Special status, challenges of development in Kittur and Kalyana Karnataka, Kodagu- (Coorg Case study)</p>	15 Hours

Exercise:

- Students can write a note on one of the issues concerning Administration of Deewan's.
- Initiate a group discussion on different stages of unification movement in Karnataka.
- Analyse the electoral results through statistics taking one of the constituencies of their convenience.

Suggested Readings

1. Harish Ramaswamy and S. S. Patagundi(Ed.) (2007). Karnataka- Government and Politics. Delhi: Concept Publishing Company.
2. Raghavendra Rao, K. (2000). Imagining Unimaginable Communities. Hampi: Prasranga, Kannada University.
3. Hayavadana Rao, M. (1946).Mysore gazetteer. Bangalore: The Govt Press.
4. Halappa, G. S. (1963). Studies in State Administration. Dharwad: Karnataka University.
5. Raghavendra Rao, K., (2005), Karnataka Aikeekaranadha Naalwaru Chinthakaru, (In Kannada). Dharvada :Manohara Grantha Mala.
6. Muthanna, M. (1977).Karnataka -History, Administration and Culture. Mysore: Usha Press.
7. James Manor. (1978). Political Change in an Indian State-Mysore. New Delhi: South Asia Books.
8. Prasad, G. K.,Jeevan Kumar and K. C Suri.(1995). The Angry voter. Madras: Shanti Publications.
9. Sandeep Shastri. (1995). Towards explaining the voters' Mandate: An analysis of the Karnataka Assembly Elections-1994. Michigan University press.
10. Bjorn Hettne.(1978). The Political Economy of indirect Rule, Mysore 1881-1947. UK: Curzon Press.
11. Rajan, M. A. S. (1986). Land reforms in Karnataka. New Delhi: South Asia Books.
12. Nadkarni, M.V (1987). Farmers' Movements in India. Hyderabad : Allied Publishers.
13. Atul Kohli. 2006 (1987).The State and Poverty in India. Cambridge: Cambridge University Press.
14. Marc Galanter. (1984). Competing inequalities: Law and Backward Classes in India. New Delhi: Oxford University Press.
15. Kuppuswamy.(1978). Backward Classes Movement in Karnataka, Bangalore: Bangalore University:
16. George Mathew (ed). (1984). Shift in Indian Politics, New Delhi: Concept Publishing Company.
17. Chandrashekar, S. (1985), Dimensions of Socio-Political Change in Mysore- 1918 To 1940. New Delhi: Ashish Publishing House.
18. Krishana Rao M. & G.S.Halappa. (1962). History of Freedom Movement in Karnataka. Mysore: Government of Mysore.
19. Ramaiya. P. R. (1961). Mysore's Political Evolution. Bangalore: Jayagowri Publications.
20. Arun P. Bali. (2001). Refashioning the New Economic Order- Karnataka in Transition. Jaipur: Rawat Publications.
21. Diwakar, R.R. (1992). "The Story of Karnataka Unification". (Kannada). Bangalore: Lokashikshana Trust.
22. Karnataka Patrika. (2001). Academy (In Kannada), "Karnataka Parampare". Karnataka Press Academy.
23. Gopal Rao, H.S. (1996). "The History of Karnataka Unification". Bangalore: Navakarnataka Publications.
24. Kumar,Jeevan and Subramanya, Susheela. (2000). "Vision Karnataka 2025, Strategies and Action Plans for Sustainable Development". Southern Economics.
25. Hasan, Zoya. (2004). "Politics of Inclusion: Caste, Minority, and Representation in

- India". Oxford University Press.
26. Gubbannavar, Shivananda. (1985). "Karnataka Rajyadalita Krama". (In Kannada). Bangalore: IBH Prakashan.
 27. Bali, Arun. P. (2001). "Refashioning the New Economic order, Karnataka in transition". New Delhi: Rawat Publishers.
 28. AlurVenkatarao. 1941. Nanna Jeevanada Smruthigalu, Daravada: Kalasindhu Mudranalaya.
 29. Rani, Midatala. And Jayakumar. H. (1998). Karnataka Government and Politics. Mysore: Chethana Book House.

Pedagogy:

The course shall be taught through the interactive sessions, Open Educational Recourses (OER) as reference materials, assignments and seminars.

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



Semester VI

Course Title: Political Economy of India	
Semester: VI	Course Code: POL C14
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

This will guide the students to know about how economies operate within the domestic and international arena. It will help them to define how sharing resources, market economy and Ideologies like liberalism affect the nations. This paper also provides an opportunity to students explain what a fiscal policy is and how it contributes to the development of a nation.

Learning Outcome:

At the end of the course the students shall –

- Learn about the political dimension of economics and provides them the skills to manage the economy.
- Be exposed to inter disciplinary thinking and helps them to assess the relationship between policy and its impact on various areas like agriculture.
- It prepares the students to experience practically the nature and the factors that impacts political economy.

Unit	Contents of Course- POL C14	60 Hours
Unit-I	<p>Understanding Political Economy</p> <p>Chapter-1: Meaning, definition, and scope of Political Economy.</p> <p>Chapter-2: Approaches to Political Economy, Traditional Approach, Pre-reform India: Liberalism Marxism and Gandhian approach.</p> <p>Chapter-3: Post reforms in India: New Liberal Economic Reforms, Liberalisation, Privatisation and Globalisation (LPG Model).</p>	15 Hours
Unit-II	<p>State, Economy, and Market</p> <p>Chapter-4: Development Planning and Challenges, Grants and Aids: IMF and World Bank.</p> <p>Chapter-5: Market and the Changing Institutions of Governance.</p> <p>Chapter-6: NITI Ayog, Make in India, Labour Policy and Social security.</p>	15 Hours
Unit- III	<p>Growth and Redistribution</p> <p>Chapter-7: Surplus and Labour, Growth as Redistribution.</p> <p>Chapter-8: Fiscal Policy: Taxation and Revenue Generation, Distribution of Revenue between Centre and State (GST) Finance Commission.</p> <p>Chapter-9: Indian Agricultural Policy: Politics of Land Reforms, Food Policies in India, Green Revolution.</p>	15 Hours
Unit- IV	<p>Challenges of Indian Political Economy</p> <p>Chapter-10: Gender, Racial and Ethnic Problems.</p> <p>Chapter-11: Migration, Displacement.</p> <p>Chapter-12: Banking Crisis, Parallel Economy, Black Money.</p>	15 Hours

Exercise:

- Arrange for lectures from industrialists.
- Make assessments and analysis of budgets.
- Get hands on experience through internships in banking as to how economy operates and feel the role of money.

Suggested Readings

1. Ahluwalia, I.J. 1992, Productivity and Growth in Indian manufacturing, Oxford University Press, New Delhi.
2. Bardhan, P. 1998, The Political Economy of Development in India: expanded edition with an Epilogue on the Political Economy of Reform in India, Oxford University Press, New Delhi.
3. Baru, S. 2000, Economic Policy and Development of Capitalism in India: The Role of Regional Capitalists and Political Parties, in (eds.) Frankel et al.
4. Bhaduri, A. 1983, The Economics of Backward Agriculture, Academic Press, New York.
5. Chandavarkar, R., 1996, Imperial Power and Personal Politics: Class Resistance and State in India, C. 1850-1951, Cambridge University Press, Cambridge.

6. Chandavarkar, R., 1994, The Origins of Industrial Capitalism in India: Business Strategies and the working classes in Bombay, 1900-1940. Cambridge University Press, Cambridge.
7. Corbridge, S. and Harriss, J., 2000, Reinventing India, Polity, London.
8. Dreze, I., and A. Sen, (eds.) 1995, India: Economic Development and Social Opportunity, Delhi, Oxford University Press.
9. Basu, Kaushik, (ed.) 2004, India's Emerging Economy: Performance and Prospects in the 1990s and beyond. Oxford University Press, New Delhi.
10. Roy, Tirthankar, 2001, The Economic History of India; 1857-1947, New Delhi, Oxford University Press.
11. Dandekar, V.M. and Rath, N., 1971, Poverty in India, Indian School of Political Economy, Poona. 14.
12. Jha, P. K. 1997, Agricultural Labour in India, Vikas, New Delhi.
13. Jhabvala, R. And Subramanyam, R.K.A., (eds) 2000, The Unorganised Sector: Work security and Social Protection, Sage, New Delhi.
14. Joshi, V. And Little, I.M., 1994, India: Macroeconomics and Political Economy: 1964-91, Oxford University Press, New Delhi.
15. Joshi, P.C., 1996, India's Economic Reforms: 1991-2001, Oxford University Press, New Delhi.
16. Harriss-White, B., 2004, India Working: Essays on Society and Economy. Cambridge University press, Foundation Books, New Delhi.
17. Byres, T.J. (ed.) 1998, The Indian Economy: Major debates since independence, Oxford University Press, Delhi.
18. Byres, T.J. 1996, The State, Development Planning and Liberalisation in India. Oxford University Press, New Delhi.
19. Bose, S. And Jalal, A. (eds.) 1997, Nationalism, Democracy and Development: State and Politics of development, Oxford University Press, Delhi.
20. Mitra, Ashok, 1977, The Terms of Trade and Class relations, Cass, London.
21. Satyamurthy, T.V., 1995, Industry and Agriculture in India since Independence. Oxford University Press, New Delhi.

Pedagogy:

The course shall be taught through the interactive sessions, Close-Reading Sessions of texts, assignments and seminars.

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

Course Title: Public Policy Analysis	
Semester: VI	Course Code: POL C15
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

The course is designed to help students to understand the need for policies and the methods of their formulation. It gives them an opportunity to analyse policies and their impact. It helps them to know the processes and research that goes in to policy making by which the students can prepare themselves to be tomorrow's policy makers.

Learning Outcome:

At the end of the course the students shall -

- Know the constitutional and legal positions of policy making.
- Understand the role of legislature and executive in policy making and implementation.
- Learn about the role of research institutions in policy making and the politics involved in it.

Unit	Contents of Course- POL C15	60 Hours
Unit-I	<p>Chapter-1: Introduction to Public Policy: Concept, its evolution - a historical perspective.</p> <p>Chapter-2: Public Policy - Meaning, definition and need for Public Policy.</p> <p>Chapter-3: Public Policy - Constitutional and cultural basis in formulating Public Policy.</p>	15 Hours
Unit-II	<p>Chapter-4: Approaches to Public Policy Making- unified, integrated and sectorial.</p> <p>Chapter-5: Formulation of Public Policy - Role of Legislature, Parliament, Cabinet and NITI Ayog.</p> <p>Chapter-6: Role of Research and Research institutions in Public Policy Making (ISEC, IPP, NIRD).</p>	15 Hours
Unit- III	<p>Chapter-7: Linkage between Public Policy and Planning - Agenda setting, Selection of Goals, Cost Estimation, Implementation and Evaluation.</p> <p>Chapter-8: Federal Political System and Planning Process, Coordination and Cooperation between Centre and State.</p> <p>Chapter-9: Decentralised Planning, Role of Panchayati Raj and People's Participation, monitoring and evaluation.</p>	15 Hours
Unit- IV	<p>Chapter-10: Public Policy implementation- top down approach, Bottom up approach, incremental model, strategic planning.</p> <p>Chapter-11: Resolving problems in implementation- Defining problem, identification of issues, preparing problem statement, policy alternatives and resetting goals.</p> <p>Chapter-12: Measuring policy impact-cost benefit analysis, MBO, PERT and CPM.</p>	15 Hours

Exercise:

- Arrange for lectures from Bureaucrats.
- Visit government secretariat and get first hand information on policy making.
- Have discussions in classroom on policies of government and its impact on society.

Suggested Readings

1. RimliBasu, 'Public Administration: Concept and Theories', Sterling Publishers, 2004, N. Delhi.
2. Mohit Bhattacharya, 'New Horizons of Public Administration', Jawahar Publishers, 7 th Revised Edition, 2018, N.Delhi.
3. Nicholas Henry, 'Public Administration and Public Affairs', Pearson, 12th Edition, New Jersey.
4. Mohit Bhattacharya, 'Restructuring Public Administration: A New Look, Jawahar

Publishers, 2012 N.Delhi.

5. D. Ravindra Prasad, Y. Pardhasaradhi, V. Prasad, P.Satyanarayan, ' Administrative Thinkers', Sterling Publishers, 3rd Edition, 2021, New Delhi.

6. Bidyut Chakrabarty, Prakash Chand, 'Public Policy: Concept, Theory and Practice', Sage Publication, 2016, New Delhi.

7. S.P Naidu, 'Public Administration: Concept and Theories', New Age International Publishers, 1998.

8. Moran Mitchel and Robert Goodin, The Oxford Handbook of Public Policy, Oxford University Press, New York, 2006.

Pedagogy:

The course shall be taught through the lecture, self-guided learning materials, assignments and week-end seminars.

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

Course Title: Modern Indian Political Thinkers	
Semester: VI	Course Code: POL C16
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

The aim is to make students understand the major ideas of Modern Indian Political Thinkers and their impact on making of modern India and her Political System. It helps to know the phases and different schools of the Political ideas in Modern India. It is also motivates the students reflect about the contemporary political scenario and think about political solutionsto the existing socio-political problems in India.

Learning Outcome:

At the end of the course the students shall –

- Know the background political ideas of making modern Indian Political System.
- Understand the different shades of political ideas in Modern India.
- Learn about the role political thinking in resolving socio-political problems of the country.

Unit	Contents of Course- POL C16	60 Hours
Unit-I	<p>Introduction to Modern Indian Political Thought Chapter-1: Early Social Reformers: Raja Ram Mohan Roy, Jyotiba Phule. Chapter-2: Spiritual Nationalism: Swami Vivekananda, Dayananda Saraswati. Chapter-3: Moderate Nationalists: Dadabai Naoroji and M.G.Ranade.</p>	15 Hours
Unit-II	<p>Chapter-4 : Extremist Nationalists: Arabindo and Bal Gangadhar Tilak. Chapter-5: Emancipatory Phase: Sir Syed Ahamed Khan and M. Iqbal. Chapter-6: Views on Caste System and Social Justice: Dr.B.R.Ambedkar and Ramaswamy Naicker.</p>	15 Hours
Unit- III	<p>Chapter-7: Shades of Nationalism I- Mahatma Gandhi Chapter-8: Shades of Nationalism II - Jawaharlal Nehru. Chapter-9: National Integration: Vallabhbai Patel and Critique of nationalism: Rabindranath Tagore.</p>	15 Hours

Unit- IV	<p>Chapter-10: Socialist thoughts: Jayaprakash Narayan and Ram Manohar Lohiya.</p> <p>Chapter-11: Volunteerism and Bhoodhan Movement- Vinobha Bhave and Thoughts on Tribes: Jaipal Singh.</p> <p>Chapter-12: Self Respect Movement: E. V. Ramaswami and Feminist thought: Pandita Ramabai</p>	15 Hours
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Exercise:

- Arrange for Movies and Videos of eminent above Indian Political Thinkers.
- Conduct debates on different viewpoints of political thinkers about Indian Polity and Society.
- Have discussions in classroom on different schools of Political Thought in India.

Suggested Readings

1. C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800-1830', in Sh. Kapila (ed.), An intellectual History for India, New Delhi: Cambridge University Press, pp. 18- 34.
2. T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) Political Thought in Modern India, New Delhi: Sage, pp.32-52.
3. A.V.Rathna Reddy: The Political Philosophy of Swami Vivekananda, New Delhi: Sterling Publishers, 1984.
4. Alhuwalia, B. and Alhuwalia, M., Raja Ram Mohan Roy and the Indian Renaissance, New Delhi, Mittal Publications, 1991.
5. Anderson, Walter and Shridhar D. Damle, The Brotherhood in Saffron: The RSS and Hindu Revivalism, New Delhi, Sage Publications, 1987.
6. Appadorai, A., Indian Political Thinking in the 20th century, New Delhi, South Asian Publishers, 1987.
7. Bhattacharjee, Arun, The Prophets of Modern Indian Nationalism, Delhi, Ashish Publishing House, 1993.
8. Cashman, R.L., Myth of Lokmanya Tilak and Mass Politics in India, Berkeley, University of California Press, 1975.
9. Chakaravati, G., Gandhi: A Challenge to the Hindu Muslim Problem, New Delhi, Eastern Books, 1991.
10. Dallmayr, Fred and Devy G.N. (Eds.), Between Tradition and Modernity: India's search for identity, New Delhi, Sage Publications, 2000.
Desai, A.R., Social Background of Indian Nationalism, Bombay, Popular Prakashan, 1996.
11. Farquhar, J.N., Modern Religious Movements in India. Delhi, Munshiram Manoharlal, 1967.
Ganguly, S.M., Leftism in India: MN Roy and. Indian Politics 1920 1948, Calcutta, Minerva Publications, 1984.
12. Ghose, Sankar, Modern Indian Political Thought, New Delhi, Allied Publishers. 1984.
13. Gore, M.S., The Social Context of an Ideology: Ambedkar's Political and Social thought, New Delhi, Sage Publications, 1993.

14. Graham, B.D., Hindu Nationalism and Indian Politics, Cambridge, Cambridge University Press, 1993.
15. Ingham, Kenneth, Reformers in India, Cambridge, Cambridge University Press, 1956.
16. Kapoor, S., Sri Aurobindo Ghosh and Bal Gangadhar Tilak, New Delhi, Deep and Deep Publications, 1991.
17. Masselos, Jim, Indian Nationalism: An History, New Delhi, Sterling Publishers, 1996.
18. Mehta, N.C., Lohia A Study, Delhi, Atma Ram and Sons, 1975.
19. Mehta, V.R., Foundations of Indian Political Thought, New Delhi, Manohar Publishers, 1992.
20. Pantham, Thomas and Kenneth L. Deutsch (Eds.), Political Thought in Modern India, New Delhi, Sage Publications, 1986.
21. Parekh, Bhiku, Gandhi's Political Philosophy: A Critical Examination, Hampshire, Macmillan Press, 1989.
22. Prasad, Bimal, J.P. and Social Change, New Delhi, Radiant Publishers, 1992.
23. Sathe, Shanta, Lokamanya Tilak: His Social and Political Thoughts, Delhi, Ajanta Publications, 1994.
24. Seervaj, H.M., Partition of India: Legend and Reality. Bombay, Emmenem Publications, 1989.
25. Selbourne, David (Ed.), In Theory and Practice: Essays on the Politics of J P., Delhi, Oxford University Press, 1985.
26. Singh, Chandrakant, Socialism in India: Rise, growth and Prospect, New Delhi, D.K. Publishers, 1986.
27. Terchek, Ronald J., Gandhi: Struggling for Autonomy, New Delhi, Vistaar Publications, 2000.
28. Trehan, J., Veer Savarkar: Thought and Action, New Delhi, Deep and Deep Publishers, 1991.
29. Verma, V.P., The Political Philosophy of Sri Aurobindo, Bombay, Asia Publishing House, 1960.

Pedagogy:

The course shall be taught through the lecture, interactive sessions, Close-Reading Sessions of texts, assignments, seminars and group discussions.

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

Course Title: Internship for Under-Graduate (UG) Programme	
Semester: VI	Course Code:
Total Contact Hours/days:	Course Credits: 2
No. of Hours/Week: NA	Duration of ESA/Exam:
Formative Assessment Marks: 50	Summative Assessment Marks:

Department of Political Science Internship Guidelines

1. Core Learning Outcomes

As a result of the internship experience students will be able to:

1. Apply appropriate workplace behaviors in a professional setting.
2. Demonstrate content knowledge appropriate to job assignment.
3. Exhibit evidence of increased content knowledge gained through practical experience.
4. Describe the nature and function of the organization in which the internship experience takes place.
5. Explain how the internship placement site fits into their broader career field.
6. Evaluate the internship experience in terms of their personal, educational and career needs.

2. Specific Learning Outcomes

Specific Learning Outcomes will be determined jointly with the student's Faculty Internship Advisor and Worksite Supervisor. Specific Learning Outcomes are linked individually to the Core Learning Outcomes and must describe the tasks that the student will perform and learn on the job. They must state specifically what the student will be able to do at the end of the work experience as a result of the internship placement.

Some outcomes will represent reinforcement activities. They will provide the opportunity to perform and to reinforce familiar skills in the student's new working environment. Others will represent activities which are unfamiliar and which will provide opportunities to acquire new sets of skills.

3. Course Description

Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. In addition to meeting Core Learning Outcomes, jointly developed Specific Learning Outcomes are selected and evaluated by the Faculty Internship Advisor, Worksite Supervisor, and the student. Internship placements are directly related to the student's program of study and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experience, and workplace competencies that employer's value when hiring new employees. Internships may also be used as an opportunity to explore career fields. Students must meet with the Internship & Apprenticeship Coordinator prior to registering.

The purpose of the Internship Program is to provide each student practical experience in a standard work environment. The Internship Coordinator and Faculty Internship Advisor will assist students in making the job a valuable and productive experience. Success in this job will help ensure development of skills necessary for a lasting and rewarding career in the future.

4. Eligibility requirements for Internship Education

As prescribed by the respective Universities /BoS

5. Course Requirements

1. Students must schedule an orientation with the Internship & Apprenticeship Coordinator and meet with his/her Faculty Internship Advisor/HoD to determine eligibility and discuss internship opportunities. For Paralegal and Human Services programs, students must meet with their Faculty Advisor prior to meeting with the Internship & Apprenticeship Coordinator.
2. Students must secure their own internship employer.
3. Students must complete all the admission formalities for Internship Education prior to the commencement of their internship experience.
4. The student, Worksite Supervisor, HoD/Principal, and the Internship & Apprenticeship Coordinator must sign the Memorandum of Understanding (MOU) between the employer, student and college. The signed MOU must be submitted to the Internship & Apprenticeship Coordinator in order to register for the class.
5. The internship shall be paid or unpaid.

6. Additional Requirements

1. Complete all assignments in the Internship Education Student Workbook.
2. Achieve the Core Learning Outcomes.
3. Meet the Specific Program Outcomes.
4. Students must remain at the internship worksite placement for the agreed upon period for which they are registered. If there are significant changes in the work schedule, in the job expectations, or the working conditions, students are required to contact their Faculty Internship Advisor.

7. Attendance Policy

1. Students are required to report to work on time and according to the requirements of the student's individualized work schedule.
2. Students are expected to conform to all attendance policies established by the employer and must notify the Worksite Supervisor and Faculty Internship Advisor in the event of absence from work.
3. When the employer is open for business on college holidays, the student is expected to report to work as scheduled.

8. All internships shall have the following requirements

1. Internships must be arranged one semester in advance. Given work requirement variation in internships, it may be necessary to earn academic credit in the semester following the work of the internship.
2. The Internship Coordinator/Faculty will assist students in choosing the area of Internship.
3. The workplace Internship & Apprenticeship Coordinator, in consultation with the faculty member, will provide a memo detailing workplace expectations, including the work to be performed; dress code; and the time frame for the work must be received before the Faculty Advisor can agree to supervise the internship.
4. The supervising faculty member (Faculty Advisor) will maintain contact with the workplace Internship & Apprenticeship Coordinator, throughout the internship to assess the satisfaction of the supervisor and to assure the quality of the internship experience for the student.
5. Workplace supervisors (Internship & Apprenticeship Coordinator) will be requested to complete evaluations of the student following the internship. These evaluations will not be used to calculate the grade of the student.
6. All interns will submit a weekly journal to the Faculty Advisor. The journal will detail the work the student has completed that week and will analyze the work in terms of its illumination of principles, concepts and/or methods learned in Political Science.
7. All interns will complete a research paper which examines the literature relevant to the organization and work conducted during the internship and analyzes the work of the internship in that context.

9. Evaluation:

As prescribed by the respective Universities /BoS

Websites to Check for Internships With the Govt. of India

1. Ministry of External Affairs (MEA) - <https://www.internship.mea.gov.in/>
2. NITI Aayog - <https://www.niti.gov.in/internship>
3. Reserve Bank of India (RBI) Internship - <https://opportunitycell.com/rbi-internship-reserve-bank-of-india-research-internship/>
4. Law and Justice Ministry Internship - <https://www.lawctopus.com/ministry-of-law-and-justice-internship/>
5. Finance Ministry Internship-
6. List of Indian Government Internships Program <https://pmjandhanyojana.co.in/indian-government-internship-programs/>
7. Department of Public Enterprises - <https://dpe.gov.in/schemes/scheme-internship>
8. Internship with Directorate General of Foreign Trade - <http://dgft.gov.in/exim/2000/EmpCorner/internship.pdf>
9. Internship with Technology Information Forecasting and Assessment Council (TIFAC) - http://www.tifac.org.in/index.php?option=com_content&view=article&id=9403:internship-opportunity-spring-summer-2017&catid=49:latest-news&Itemid=17
10. Internship with Ministry of HRD - <http://mhrd.gov.in/internship-scheme>

Other Departments include

1. Internship with Department of Telecom, BSNL, MTNL, TEC, CDOT, TRAI
2. The Woman Internship Programme of CARE India
3. Internships at PRS Legislative Research
4. Internship with Ministry of Women and Child Development
5. Internship with Serious Fraud Office
6. Digital India Internship Scheme
7. National Productivity Council Internship
8. Internship with Competition Commission of India
9. CCI Internship Program
10. Internship with National Museum, Ministry of Culture
11. Internship with National Human Rights Commission (NHRC)
12. Internship with Central Information of Commission
13. Internship with Centre for Public Policy and Research

Annexure "A"

FORMAT OF INTERNSHIP COMPLETION CERTIFICATE
(To be given on Letter Head)

Date:

TO WHOMSOEVER IT MAY CONCERN

This is to certify that Mr/ Ms _____ a student of (name of the institution studying) has successfully completed his/her Internship with _____ . During the period of Internship he/ she worked under in the following areas.

- i.
- ii.

2.He/She has shown special flair for _____ and his/her

performance in preparation of the report has been rated as _____ (1 to 10 Points/Grade)

3. During the period his/her internship program he/she was punctual and hardworking.

4. I wish him/her every success in his/her career and life.

Signature

Annexure "B"

FORMAT FOR NOC TO BE OBTAINED FROM COLLEGE/INSTITUTION

(To be given on Letter Head)/To be signed by HOD/Principal

Date:

Sub:- No Objection Certificate for Internship Programme at _____.

It is certified that Mr/Ms is a bonafide student (Student ID no, Semester, name of the programme) of this (College/Institution).

The (College/Institution) has no objection for doing the Internship programme at _____ for the period from ---- to ----. It is also certified that he/she is not registered for any course requiring, his/her attendance in the class during the said period.

The conduct of the student as recorded by the (College/Institution) has been found good/satisfactory/unsatisfactory.

(Signature and Seal)

General Pattern of Political Science Question Paper

L Term End Examination for Discipline Specific Core (DSC) Papers

Each paper will be for maximum of **60 mark**. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

Note: Duration of Examination for Discipline Specific Core (DSC) Papers is **3 hours**.

Question paper pattern for **Discipline Specific Core (DSC) Papers** –

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

All Questions are Compulsory (10x1=10)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Section B: Short Answer Questions (2x10=20)

Answer any Two questions. Answer the following questions in not more than 500 words

- 11.
- 12.
- 13.

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

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

- 14.
- 15.
- 16.

II. Term End Examination for Discipline Specific Elective (DSE) Papers

Each paper will be for maximum of 60 mark. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

Note: Duration of Examination for Discipline Specific Elective (DSE) Papers is **2 hours**.

Question paper pattern for **Discipline Specific Elective (DSE) Papers** –

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

All Questions are Compulsory (10x1=10)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Section B: Short Answer Questions (2x10=20)

Answer any Two questions. Answer the following questions in not more than 500 words

- 11.
- 12.
- 13.

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

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

- 14.
- 15.
- 16.