Tumkur University Tumakuru

V and VI Semester
Syllabus
for
B A Political Science
2023-24

Submitted to

The Registrar
Tumkur University
Tumakuru

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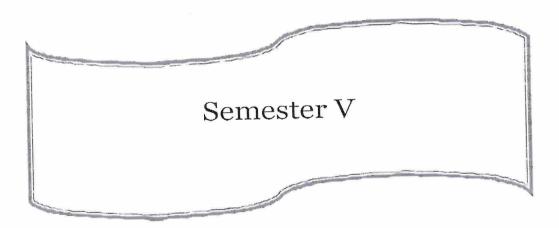
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Sd/-Subject Committee Chairperson Structure for Political Science Discipline

		Structure for Political	Science I	Discipinie	
Course	Core	Paper Title	Cre	No. of	Total
Category		2	dit	Teaching	Marks/
	paper			Hours/Week	Assessment
	Code	V Sem	ostar		
			4	4	100 (60+40)
DSC	POL C9	International	4		100 (00 11)
		Relations-Basic			
		Concepts		1	100 (60+40)
	POL C10	Comparative	4	4	100 (00+40)
		Government and			
		Politics			(60 : 40)
	POL C11	Karnataka	4	4	100 (60+40)
		Government and			
		Politics			
	# SEC- 4	Employability	2	2	E
	# SEC- 4	Skills/ Cyber			
		Security			
		Sociality			
		VI Sen	nester		
DOC	POL C13	International	4	4	100 (60+40)
DSC	FOL CIS	Relations-			
		Theoretical			
					,
		Aspects	4	4	100 (60+40)
DSC	POL C15	Public Policy	7		1200
		Analysis	4	4	100 (60+40)
DSC	POL C16	Modern Indian	4	7	100 (00140)
		Political Thinkers			
		Internship	2		

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

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



national Relations-Basic Concepts
Course Code: POL C9
Course Credits: 4
Duration of ESA/Exam: 2 Hours
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 neighbouring 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	Chapter-1: International Relations and International Politics-Meaning, Nature, Scope of International Relations.	15 Hours
	Chapter-2: Evolution of International Relations (From city state to Modern Nation State System).	
	Chapter-3: Development of International Relations as an academic discipline.	
Unit-II	Chapter-4: World War I and II: Causes and Consequences on world politics.	15 Hours
	Chapter-5: Cold War: Origin of Cold War, Causes and Effects of Cold War, End of Cold War	
	Chapter-6: National Interest – Meaning, Elements, Kinds and Instruments.	
Unit- III	Chapter-7: National Power Meaning, Nature, Elements, and Evaluation of National Power.	
	Chapter-8: Balance of Power – Meaning, Nature, Techniques of Maintaining the Balance of Power and Relevance of Balance of Power in Modern Age.	
	Chapter-9: National Security and Diplomacy (Old and New).	
Unit- IV	Chapter-10: Arms Race, Nuclear Disarmament and Deterrence.	15 Hours
	Chapter-11: Peaceful Settlement of Disputes, Conflict Resolution.	
	Chapter-12: World order – Unipolar, Bi-Polar and Multi-Polar.	

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.
- 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.
- Ganguly, Sumit , India's Foreign Policy: Retrospect and Prospect, New Delhi, Oxford University Press, 2012.
- 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.
- 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. Morganthou Hans J., Revised by Kenneth W. Thompson, "Politics Among Nations", Kalyani Publisher, New Delhi.
- 10. Kennth 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: Com	parative 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	Chapter-1: Comparative Government and Politics: Meaning, Nature, Scope and Importance of Comparative Government and Politics. Chapter-2: Approaches to the study of Comparative Government and Politics Traditional (Philosophical, Historical) and Modern Approaches (Communication and Decision Making). Chapter-3: Types of Government and Politics: Parliamentary, Unitary, Presidential and Federal Government.	15 Hours
Unit-II	Chapter-4: Method of representation: Direct, Indirect, Proportional. Chapter-5: Constitutionalism- Meaning, Principles (popular sovereignty, Rule of Law, Judicial independence, Individual rights) Problems and Prospects of Constitutionalism. Chapter-6: Political Party and Pressure Groups: Definition and classification based on Ideology (Republican-Democratic, Labour-Conservative, Communist, Pressure Group-Definition, role and Characteristics.	15 Hours
Unit- III	Chapter-7: Political Process: PoliticalCulture and Political Representation. Chapter-8: Legislature (USA and China). Chapter-9: Executive (USA and China).	15 Hours
Unit- IV	Chapter-10: Judicial System (USA and China). Chapter-11: Party System ((USA and UK). Chapter-12: Election Process (USA and UK).	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 McMillan, 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, Macmillian, 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.

Pedagogy:

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

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: Kar	nataka 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 organizations that were involved in the process of unification.
- Analyse the issues related to regionalism, polarization, identity politics, water, language, and border issues.

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

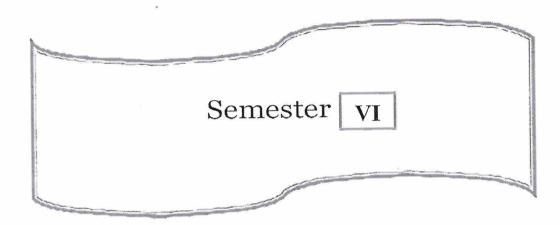
- 26. Gubbannavar, Shivananda. (1985). "Karnataka Rajyadalita Krama". (In Kannada). Bangalore: IBH Prakashan.
- 27. Bali, Arun. P. (2001). "Refashioning the New Economic order, Karnataka in transition". New Delhi: Rawat Publishers.
- 28. AlurVenkatarao. 1941. Nanna Jeevanada Smruthigalu, Daravada: Kalasindhu 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	

Note: SEC-4: The syllabus and instructions pertaining with the Employability Skills and Cyber Security are awaited from the HEC of Karnataka State.



Course Title: Interna	tional Relations- Theoretical Aspects
Semester: VI	Course Code: POL C13
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 objective is to give an outline of the conceptual approaches to the discipline of International Relations and illustrate the major theoretical orientations. It explains the prominent debates in International Relations and vividly shows how they can be operationalised.

Learning Outcome:

At the end of the course the students shall -

- Make presentations on theories identifying them with examples, which are both critical and reflective in a live engaging class.
- Explain theories by relating them to contemporary events across the globe.
- Interpret world affairs in the light of theories which will serve as a key intellectual tool for them explains the events with rational basis.

Unit	Contents of Course- POL C13	60 Hours
Unit-I	Chapter-1: Meaning, Nature, Functions and importance of Theories in International Relations.	13 Hours
	Chapter-2: Classical v/s Scientific – Debate.	
	Chapter-3: Realism and Neo-Realism Theories.	
Unit-II	Chapter-4: Liberal, Neo-Liberalism, Marxist theory and Neo-Marxist Theory.	16 Hours
	Chapter-5: Game Theory and	
	Bargaining Theory	
	Chapter-6 : Systems Theory-Meaning, Nature and importance and World Systems Theory.	
Unit- III	Chapter-7: Communication Theory.	16 Hours
Unit- IV	Chapter-10: Power Cycle theory and Feminist Theory. Chapter-11: Theory building in International Relations, stages of theory building. Chapter-12: Future of International Relations Theory and Challenges.	15 Hours

Exercise:

- Look at major global developments/issues from theoretical points of view and to comprehend the underlying forces /thinking.
- Take up a nation and apply any suitable theory for evaluate.
- List out the need for future theories of International relations.

Suggested Readings

- 1. Cochran Molly, Normative Theory in International Relations: A Pragmatic Approach,: Cambridge University Press, Cambridge, 2004.
- 2. Devetak, Richard, Post Modernism, Scott Burchill, Andrew Linklater, et al, eds. Theories of International Relations, Palgrave, Hampshire, 2005.
- 3. Hurd, Ian, Constructivism, Cristian, Christian Reus Smit and Duncan Snidal, eds. Oxford Handbook of International Relations, Oxford University Press, Oxford, 2008.
- 4. Kumar Mahendra, Theoretical Aspects of International Politics, Shivalal Agarwal and Company, New Delhi, 2017.
- 5. Morgenthau, Hans J. Politics Among Nations, Alfred A Knopf, New York, 1948.
- 6. Robert Keohane, Joseph Nye Jr. Power and Independence, Pearson 4th edition, 2011.
- 7. Shapcott Richard, Critical Theory, Oxford University Press, Oxford, 2008.
- 8. Sorensen, Robert Jackson and Georg, Introduction to International Relations: Theories and Approaches, Oxford University Press, 2015.
- 9. Tickner Ann, Gender in International Relations, Columbia University Press, New York, 1992. 10. Waltz, Kenneth N, Theory of International Politics, New York, 1979

Pedagogy:

The course shall be taught through the lecture, Open Educational Recourses (OER) as reference materials, 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 Ti	itle: 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	Chapter-1: Introduction to Public Policy: Concept, its evolution - a historical perspective. Chapter-2: Public Policy - Meaning, definition and need for Public Policy. Chapter-3: Public Policy - Constitutional and cultural basis in formulating Public Policy.	15 Hours
Unit-II	Chapter-4: Approaches to Public Policy Making- unified, integrated and sectorial. Chapter-5: Formulation of Public Policy - Role of Legislature, Parliament, Cabinet and NITI Ayog. Chapter-6: Role of Research and Research Institutions in Public Policy Making (ISEC, NIRD).	15 Hours
Unit- III	Chapter-7: Linkage between Public Policy and Planning - Agenda setting, Selection of Goals, Cost Estimation, Implementation and Evaluation. Chapter-8: Federal Political System and Planning Process, Coordination and Cooperation between Centre and State. Chapter-9: Decentralised Planning, Role of Panchayati Raj and People's Participation, monitoring and evaluation.	15 Hours
Unit- IV	Chapter-10: Public Policy implementation- top down approach, Bottom up approach, strategic planning. Chapter-11: Resolving problems in implementation- Defining problem, identification of issues, preparing problem statement, policy alternatives and resetting goals. Chapter-12: Measuring policy impact-cost benefit analysis, MBO, PERT.	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.
- 6. D. Ravindra Prasad, Y. Pardhasaradhi, V. Prasad, P.Satyanarayan, 'Administrative Thinkers', Sterling Publishers, 3rd Edition, 2021, New Delhi.
- 7. Bidyut Chakrabarty, Prakash Chand, 'Public Policy: Concept, Theory and Practice', Sage Publication, 2016, New Delhi.
- 8. S.P Naidu, 'Public Administration: Concept and Theories', New Age International Publishers, 1998.
- 9. 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: M	odern 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 solutions to 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.

	country.	
Unit	Contents of Course- POL C16	60 Hours
Unit-I	Introduction to Modern Indian Political Thought Chapter-1: Early Social Reformers: Raja Ram Mohan Roy, Jyotiba Phule.	15 Hours
	Chapter-2: Spiritual Nationalism: Swami Vivekananda, Dayananda Saraswati.	
	Chapter-3: Moderate Nationalists: Dadabai Naoroji and M.G.Ranade.	
Unit- II	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.	15 Hours
Unit- III	Chapter-7: Shades of Nationalism I- Mahatma Gandhi Chapter-8: Shades of Nationalism II - Jawaharlal Nehru. Chapter-9: National Integration: Vallabhbhai Patel and Critique of nationalism: Rabindranath Tagore.	15 Hours

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

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

- 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.
- 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.
- 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 I920 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, CambridgeUniversity Press, 1993. 16. Griffiths, Percival, The British Impact on India, London, Macdonald, 1952.
- 15. Ingham, Kenneth, Reformers in India, Cambridge, Cambridge University Press, 1956.
- 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.
- 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 Assess	Weightage in Marks	
Assessment Occasion/ type	10	
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			
Course Code:			
Course Credits: 2			
Duration of ESA/Exam:			
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 thework 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

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 th	e
institution studying) has succes		ompleted	his/her	,,,	with
e 21	c	During the	period of In	ternship he/ sl	ne
worked under in the following areas.					
i. ii. ·					
2.He/She has shown special flair for				and his/l	ner
performance in preparation of the repo	rt has beer	n rated as	(1 t	o 10 Points/Gr	ade)
					i e
3. During the period his/her internship	program	he/she was p	unctual and l	nardworking.	
4. I wish him/her every success in his/l	her career	and life.			

Signature

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 Sea)

General Pattern of Political Science Question Paper

<u>I.</u> <u>Term End Examination for Discipline Specific Core (DSC) Papers</u>

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 Ouestions

All Questions are Co	ompulsory (10x1=10)
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- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Section B: Short Answer Ouestions (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	Section	A: M	ultiple	Choice
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Ouestions All Questions are

Compulsory (10x1=10)1.

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

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

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

- 11.
- 12.
- 13.

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

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

- 14.
- 15.
- 16.

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