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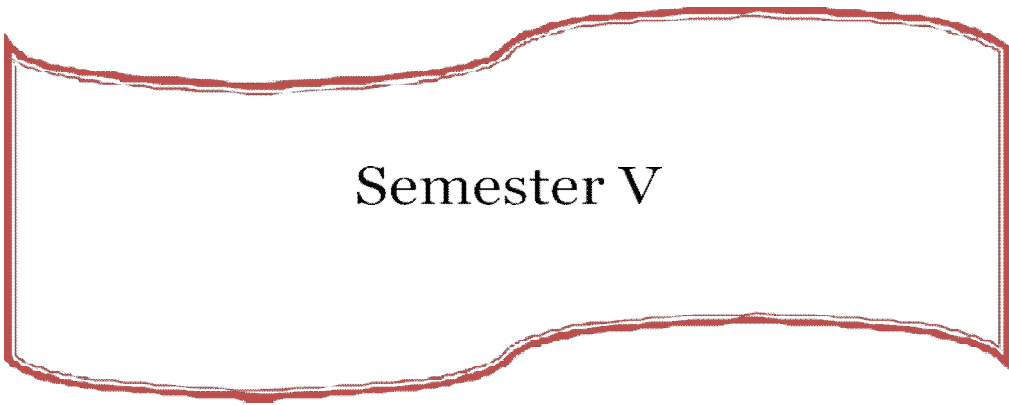
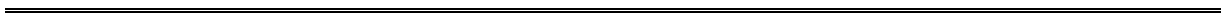
### Structure for Political Science Discipline

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

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

<b>Program Outcome</b>	<b>POL C9</b>	<b>POL C10</b>	<b>POL C11</b>	<b>POL C12</b>	<b>POL E1</b>	<b>POL C13</b>	<b>POL C14</b>	<b>POL C15</b>	<b>POL C16</b>	<b>POL E2</b>
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

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

### 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.

<b>Unit</b>	<b>Contents of Course- POL C9</b>	<b>60 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1:</b> International Relations and International Politics- Meaning, Nature, Scope of International Relations.</p> <p><b>Chapter-2:</b> Evolution of International Relations (From city state to Modern Nation State System).</p> <p><b>Chapter-3:</b> Development of International Relations as an academic discipline.</p>	<b>15 Hours</b>

<p><b>Unit-II</b></p>	<p><b>Chapter-4:</b> World War I and II: Causes and Consequences and its impact on world politics.</p> <p><b>Chapter-5:</b> Cold War: Origin of Cold War, Causes and Effects of Cold War, End of Cold War and Collapse of Soviet Union. <b>Chapter-6:</b> National Interest – Meaning, Elements, Kinds and Instruments for Promotion of National Interests.</p>	<p><b>15 Hours</b></p>
<p><b>Unit- III</b></p>	<p><b>Chapter-7:</b> National Power Meaning, Nature, Forms, Elements, Limitations and Evaluation of National Power.</p> <p><b>Chapter-8:</b> Balance of Power – Meaning, Nature, Techniques of Maintaining the Balance of Power and Relevance of Balance of Power in Modern Age.</p> <p><b>Chapter-9:</b> Collective security, National Security and Diplomacy (Old and New).</p>	<p><b>15 Hours</b></p>
<p><b>Unit- IV</b></p>	<p><b>Chapter-10:</b> Arms Race, Arms control and Nuclear Disarmament and Deterrence.</p> <p><b>Chapter-11:</b> Peaceful Settlement of Disputes, Conflict Resolution theories.</p> <p><b>Chapter-12:</b> World order – Unipolar, Bi-Polar and Multi-Polar.</p>	<p><b>15 Hours</b></p>

Exercise:

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

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## 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.

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Pedagogy:

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

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

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

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
<b>Unit-I</b>	<p><b>Chapter-1:</b> Comparative Government and Politics: Meaning, Nature, Scope and Importance of Comparative Government and Politics.</p> <p><b>Chapter-2:</b> 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><b>Chapter-3:</b> Types of Government and Politics: Parliamentary, Unitary, Presidential and Federal Government.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Method of representation: Direct, Indirect, Proportional, Functional.</p> <p><b>Chapter-5:</b> 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><b>Chapter-6:</b> 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>	<b>15 Hours</b>
<b>Unit- III</b>	<b>Chapter-7:</b> Political Process: Political Socialisation, Political Culture and Political Representation.	<b>15 Hours</b>

	<b>Chapter-8:</b> Legislature (USA, UK and China). <b>Chapter-9:</b> Executive (USA, UK and China).	
<b>Unit- IV</b>	<b>Chapter-10:</b> Judicial System (USA, UK and China). <b>Chapter-11:</b> Party System ((USA, UK and China). <b>Chapter-12:</b> Election Process (USA, UK and China).	<b>15 Hours</b>

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.

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## 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.

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Pedagogy:

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

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

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

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.

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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
<b>Unit-I</b>	<b>Chapter-1:</b> State Politics in India: Nature and Importance. <b>Chapter-2:</b> Princely State of Mysore: Evolution of Legislature, Mysore Representative Assembly. <b>Chapter-3:</b> Administration and Governance in the Princely State and Reorganisation of State.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Unification Movement: Factors Responsible, Role of Vidyavardhaka Sangha and Kannada Sahitya Parishat. <b>Chapter-5:</b> Contributions: Alur Venkatarao: Karnatakava, Deputy Channabasappa, Gudleppa Hallikere, Siddappa Kambli. <b>Chapter-6:</b> 1924 Belgaum Conference, Hardekar Manjappa: Concept of Swadeshi and Nationalism, Huilgol Narayan Rao.	<b>15 Hours</b>
<b>Unit- III</b>	<b>Chapter-7:</b> Caste and Politics: Dominant Caste, Backward Class Movement and AHINDA, Caste and Identity Politics, Religion and Politics. <b>Chapter-8:</b> Regionalism, Dr. Nanjundappa Report, Regional Disparities. <b>Chapter-9:</b> Language and Politics, Water and Border Disputes, Peasant Issues, Gender Politics and Karnataka's Relations with Center.	<b>15 Hours</b>

<b>Unit- IV</b>	<p><b>Chapter-10:</b>Era of Coalitions in Karnataka (2004 and 2018): its effects on policy making, administration and party politics</p> <p><b>Chapter-11:</b> Politics of Polarisation: Growth of Polarisation in Karnataka politics and its impact.</p> <p><b>Chapter-12:</b>Demands for separate state, Art 371J and Special status, challenges of development in Kittur and Kalyana Karnataka, Kodagu- (Coorg Case study)</p>	<b>15 Hours</b>
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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.

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## 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 Kamataka, Bangalore: Bangalore University:

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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. Alur Venkatarao. 1941. Nanna Jeevanada Smruthigalu, Daravada: Kalasindhu Mudranalaya.
  29. Rani, Midatala. And Jayakumar. H. (1998). Karnataka Government and Politics. Mysore: Chethana Book House.



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Pedagogy:

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

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

<b>Course Title: Administrative Theories</b>	
<b>Semester: V</b>	<b>Course Code: POL E1 (A)</b>
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

Course Objectives:

The course makes students to know that administration is a science and it has a method of execution. It further helps them explain the various theories that are operational and visible in the day to day administration. From behavioural theories to public choice theory - it helps the students to differentiate the functioning of public institutions and the bureaucracy that engages in the work of uplift of the society.

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Learning Outcome:

At the end of the course the students shall -

- Differentiate the various levels of administration and their jurisdictional issues.
- Explain the nature and functions of bureaucracy.
- Identify the science and organisation of administrative hierarchies and measure its impact and appreciate the need for such a structure for a governance.

Unit	Contents of Course- POL E1 (A)	45 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> Public Administration: Meaning and Scope, Importance of Public Administration.</p> <p><b>Chapter-2:</b> Public Administration and Other Social Sciences, Evolution of Public Administration, Comparative Public Administration.</p> <p><b>Chapter-3:</b> Evolution of Administrative Theory, Critique of Administrative Theory, Oriental Theory of Administration Kautilya's Ideas.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Classical Theories: Administrative Management Theory of Henri Fayol, Administrative Process: Contributions of Luther Gulick and Lyndall Urwick.</p> <p><b>Chapter-5:</b> Scientific Management Theory - F.W. Taylor, Human Relation Theory - Elton Mayo,</p> <p>Systems Theory - Chester Barnard, Behavioural Theory - Herbert Simon.</p> <p><b>Chapter-6:</b> Social Psychological Theory - Douglas McGregor and Abraham Maslow, Ecology of Public Administration Contributions of - Fred W. Riggs.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Bureaucratic Theory of Max Weber and Karl Marx. Decision-Making Theory of Herbert Simon.</p> <p><b>Chapter-8:</b> Theories of Motivation: Contribution of Abraham Maslow, Herzberg and McGregor.</p>	<b>15 Hours</b>

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	<b>Chapter-9:</b> Public Choice Theory – Jane S. Shaw, Critical Theory – Max Horkheimer, Discourse Theory- Michel Foucault.	
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Exercise:

- Students may be asked to use appropriate theoretical lens to analyse different administrative issues.
- Students may be asked to open up debate on where the actual domain of public administration to be located?
- Bring out the distinction between different forms of organisations and how they are functioning.

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## Suggested Readings

1. Denhardt, R., & Denhardt, J. (2000). The New Public Service: Serving Rather Than Steering. *Public Administration Review*, 60(6), pp. 549-559.
2. Gaus, J. (1950). Trends in the Theory of Public Administration. *Public Administration Review*, 10(3), pp. 161-168.
3. Meier, K., & O'Toole, L. (2011). Comparing Public and Private Management: Theoretical Expectations. *Journal of Public Administration Research and Theory: J-PART*, 21, pp. 283-319.
4. Perry, J., & Rainey, H. (1988). The Public-Private Distinction in Organization Theory: A Critique and Research Strategy. *The Academy of Management Review*, 13(2), pp. 182-201.
5. Stark, A. (2002). What Is the New Public Management? *Journal of Public Administration Research and Theory: J-PART*, 12(1), pp. 137-151.
6. Wengert, E. (1942). Public Administration: The Study of Public Administration. *The American Political Science Review*, 36(2), pp. 313-322.
7. Willbern, Y. (1973). Is the New Public Administration Still with Us? *Public Administration Review*, 33(4), pp. 373-378.
8. Joiner, C. (1961). Organization Theory and Public Administration: Bits and Pieces. *Public Administration Review*, 21(2), pp. 99-104.
9. Lane, J. (1980). Public Administration and Organizational Development: Swedish Higher Education in the Light of Six Theoretical Models. *European Journal of Education*, 15(3), pp. 299-311
10. McKinley, C. (1952). Some "Principles" of Organization. *Public Administration Review*, 12(3), pp. 157-165.
11. Moynihan, D., & Pandey, S. (2007). The Role of Organizations in Fostering Public Service Motivation. *Public Administration Review*, 67(1), pp. 40-53.
12. Gardner, B., & Whyte, W. (1946). Methods for the Study of Human Relations in Industry. *American Sociological Review*, 11(5), pp. 506-512.
13. Guillén, M. (1997). Scientific Management's Lost Aesthetic: Architecture, Organization, and the Taylorized Beauty of the Mechanical. *Administrative Science*

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Quarterly, 42(4), pp. 682-715.

14. Hall, R. (1963). The Concept of Bureaucracy: An Empirical Assessment. *American Journal of Sociology*, 69(1), pp. 32-40
15. Peng, W. (2008). A Critique of Fred W. Riggs' Ecology of Public Administration. *Public Administration Quarterly*, 32(4), pp. 528-548.
16. Riggs, F. (1980). The Ecology and Context of Public Administration: A Comparative Perspective. *Public Administration Review*, 40(2), pp. 107-115.
17. Sarachek, B. (1968). Elton Mayo's Social Psychology and Human Relations. *The Academy of Management Journal*, 11(2), pp. 189-197.
18. Taylor, F. W. (2003). *Scientific Management*. New York and London: Harpers and Brothers Publishers.
19. Udy, S. (1959). "Bureaucracy" and "Rationality" In Weber's Organization Theory: An Empirical Study. *American Sociological Review*, 24(6), pp. 791-795.

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Pedagogy:

The course shall be taught through the lecture, assignments, seminars and group discussions.

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

<b>Course Title: Socio-Political Movements in Karnataka</b>	
<b>Semester: V</b>	<b>Course Code: POL E1 (B)</b>
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

Course Objectives:

The course will help to understand the important socio-political movements in the Princely State of Mysore and the present state of Karnataka. It aims to expose the dynamics of social categories in changing the dynamics of political trajectory in Karnataka excising their influence on policy making in the state.

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Learning Outcome:

At the end of the course the students shall -

- Understand the significance of socio-political movements in a dynamic state like Karnataka.
- Know the importance of movements that altered the socio-economic pace of development and equations of Karnataka.
- Comprehend the impact of various social- political movements on policy making in Karnataka.

<b>Unit</b>	<b>Contents of Course- POL E1 (B)</b>	<b>45 Hours</b>
<b>Unit-I</b>	<b>Chapter-1:</b> Concept of Social Movement: Meaning, Nature and History of Social Movements in Karnataka. <b>Chapter-2:</b> Approaches to the Study of Social Movements: Liberal, Marxist, Gandhian, Revitalization, Relative Deprivation, <b>Chapter-3:</b> Significance of Social Movements and its Limitations, New social movements-Nature and importance.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b> Backward Class Movements: its Effects on Karnataka Politics, Dynamics of Dominant Castes in Karnataka Politics. <b>Chapter-5:</b> Dalit Movement: Evolution, Role of DSS in Karnataka Politics (Krishnappa and Shamsundar), Its Success and Failures, Debates on Reservation within Reservation (Sadashiv Committee Report). <b>Chapter-6:</b> Politics of Reservation: Muslim, Lingayat and Veerashaiva, OBC.	<b>15 Hours</b>
<b>Unit- III</b>	<b>Chapter-7:</b> Gokak and Other Social Movements: Use of Kannada in State Administration, Sarojini Mahishi Report, Lingayat Movement for the Status of Separate Religion, Nagamohan Das Report.	<b>15 Hours</b>

	<p><b>Chapter-8:</b> Language and Its Identity, Protection of Kannada Language, Role of Kannada Organisations and its Impact.</p> <p><b>Chapter-9:</b> Peasant Movement in Karnataka: Origin and Development, Peasant Movement as Pressure Group, Anti-Globalisation Movement.</p>	
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Exercise:

- Students can write a critique on one of the issues of the Socio-Political Movement in Karnataka of their choice.
- Conduct group discussions on the essentials backward class and other social movements in the state of Karnataka.
- Assign the students the report writing exercises based on the field visit to critically assess the causes and consequences of Socio-Political movements in the state of Karnataka.



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## Suggested Readings

1. Shah, Ghanashyam, (1990). Social movements in India: A review of literature. New Delhi: Sage Publications.
2. Shah, Ghansyam Ed. (2001). Dalit Identity and Politics.: New Delhi: Sage Publications.
3. Shah, Ghansyam. 2002. Social Movements and the State. New Delhi: Sage Publications.
4. Steven Buechler, (2000).Social movements in advanced capitalism. New Delhi: Oxford University Press,
5. Rao, MSA, 1974 Social Movements in India. New Delhi: Manohar Publications..
6. Baulis JA. The Sociology of Social Movements, London: Macmillan Publications, 1972.
7. Scott Alan. Ideology and New Social Movements. London: Routledge Publications 1990.
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9. Oommen, T.K., 1990, Protest and Change: Studies in Social Movements, Delhi; Sage.
10. Oommen, T.K., 2010, (ed.) Social Movements, Vol. I & II, New Delhi, OUP.
11. Oommen, T.K. (2004). Nation, Civil Society and Social Movements: Essays in Political Sociology. New Delhi: Sage.
12. Rao, M.S.A., 1979, Social Movements and Social Transformation, Delhi, Macmillan.
13. Shah, Ghanshyam, 1990, Social Movements in India; a Review of the Literature, Delhi, Sage.
14. Mohanty, Biswaranjan. 2017. Social Movements and Politics in India. Delhi: Vikas Publishing house.
15. Gubbannavar,Shivananda. (1995). “Navalagund, Naragund Raita Horata”. (In Kannada). Akshaya Prakashan.

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16. Seshagiri Rao, and M Chidananda Murthy. (2017), Kannada, Karnndiga, Karnataka. (in Kannada) Bangalore: Sapna book house.
  17. Nagaraj, M.G. 2006. Karnataka Raitha Chalavali-Satyagrahagalu (Vol-1,2,3,4,5,6). (in Kannada). Bangalore: Karnataka Vidhana Mandalada Granthalaya Samiti.
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  19. Nagaraj, D.R. (1993), Flaming Feet-A Study of the Dalit Movement in Karnataka, Bangalore: South Forum press in association with Institute for cultural research and Action.
  20. Rajashekar V T (1978), Dalit Movement in Karnataka. Madras: The Christian Literature Society.
  21. Havanur, Chairman. L.G (1975) Karnataka Backward Classes Commission Report, Central act 60 of 1952. Bangalore: Government Press.
  22. Mysore, Government of: Report of the Mysore Backward Classes 1960 (Dr. R. Nagan Gowda) Committee, Bangalore.
  23. Ishwaran, K.et. al. Backward Classes ' Sociologists , Economists and Juries on Havanur Commission Report. Bangalore: Socio-legal Services and Research Centre.
  24. Rudraswamy, H.M (1991). 'Karnataka Dalit Sangharsha Samiti. An Introduction'. In Janakalamele Ambedkar Centenary Celebrations, Bangalore: D.S.S State Unit.
  25. Muzaffar Hussein Assadi, (1997), Politics of Peasant Movement in Karnataka, Shipra, (four editions), (39 citations)
  26. \_\_\_\_\_, Interface Between Displacement, Rehabilitation And Governance In India: A Critique- [www.napsipag.org/pdf/MUZAFFAR.pdf](http://www.napsipag.org/pdf/MUZAFFAR.pdf)
  27. Shasry , K.S (1991) "Attempts at Social Reforms in Karnataka", In Divakar, V.D. Ed. Social Reform Movements in India. Bombay: Popular Prakashan.
  28. Beteille, Andre. 1992. The Backward Classes in Contemporary India. New Delhi: Oxford University Press.
  29. Karnataka, Government of: Report of the Karnataka Backward Classes 1975 (Shri L. G. Havanur) Commission. Four Volumes, Bangalore.

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Pedagogy:

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

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

<b>Course Title: Understanding Gandhi</b>	
<b>Semester: V</b>	<b>Course Code: POL E1 (C)</b>
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

Course Objective:

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

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Learning Outcome:

At the end of the course the students shall -

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

<b>Unit</b>	<b>Contents of Course- POL E1 (C)</b>	<b>45 Hours</b>
<b>Unit-I</b>	<b>Chapter-1:</b> Background Influences: Historical: South Africa, Intellectual: Thoreau, Ruskin and Tolstoy. <b>Chapter-2:</b> Gandhian Experiments: Satyagraha, Non-Violence, Truth, Movements led by Gandhi- Champaran, Bardoli, Khilafat, Non- Cooperation, Salt Satayagraha. <b>Chapter-3:</b> Social Movements- Ahmedabad Mill Strike, Vaikom Satyagraha, Forest, Health and Naturopathy, Sustainable Development.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Gandhi as a Leader: Gandhi as a model, Gandhian Methodology: Prayer, Consensus Building and Fasting. <b>Chapter-5:</b> Gandhian Views on Politics: Role of Ethics, Morality, Religion and Service. <b>Chapter-6:</b> Gandhi's critique on English Parliament, Gandhi on Nation and Nationalism.	<b>15 Hours</b>
<b>Unit- III</b>	<b>Chapter-7:</b> Gandhi on Swadeshi and Swaraj, Critique on Modern Civilization, Modern Education and Machines. <b>Chapter-8:</b> Gandhi on Violence (Doctrine of the Sword) Gandhi's views on Women and Sustainable Development. <b>Chapter-9</b> Gandhi as Political Strategist, Gandhi's Views on Hindu-Muslim Relation, Untouchability and Caste Question.	<b>15 Hours</b>

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Exercise:

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

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## Suggested Readings

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

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Pedagogy:

The course shall be taught through the Lecture, Assignments, Seminars and Group Discussions.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in</b>
Assessment Test-1	10
Seminar/Presentation/Group	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

<b>Course Title: Media and Politics</b>	
<b>Semester: v</b>	<b>Course Code: POL V1</b>
<b>Total Contact Hours: 30</b> <b>Hours Practical : 15 Hours</b>	<b>Course Credits: 2+1=3</b>
<b>No. of Teaching</b>	<b>Duration of ESA/Exam:</b>
<b>Formative Assessment</b>	<b>Summative Assessment Marks: 50</b>

**Course Objectives:**

The objective of the course is to let the students know the work of the fourth pillar (fourth Estate) of democracy- the mass media (visual/digital/social and print) and its relationship with politics (domestic/international). While media discourses are used to examine how it theorises politics, politics by itself will look at media power differently - to mediate the institutionalized policies between the state and the society. Further, it also has different perspectives such as interactive, structural or hegemonic when they work together for a cause and could also be antagonistic if their interests are opposed to each other. While they both look at working with the people/society both inclusively and exclusively, their basic premises may not always be the one that matches each other's interest. Thus the objectives of this course is to make the students experience the style, ideology, the cause and effect relationship of these two inevitable institutions and processes of democracy.

**Learning Outcome:**

At the end of the course the students shall -

1. Recognize the role of Media in shaping the public opinion vis a' vis Politics
2. Evaluate the strengths and weaknesses of Media, Politics and their institutions

3. Measure the mutual effects of politics and media on the political process and the role of media in shaping democracies

	<b>Contents of Course- POL V1</b>	<b>30 Hours</b>
Unit I	<p><b>Module 1 : Assignment:</b> introducing oneself and writing about your interest in the paper and why you prefer this to other papers? Also specify your activity on the new social media and print media before taking up this course and specify the field you prefer within this like sports, entertainment etc.,</p> <p><b>Readings: (note: all readings are meant for serious study by the students as questions in the examination may be based on the readings given)</b></p> <ol style="list-style-type: none"> <li><b>Emily Kubin &amp; Christian von Sikoski</b>, The role of (social) media in political polarisation:a systematic review, Pp 188-206 published online September 21, 2021</li> <li><b>Saksham Vashistha &amp;P.K.Agarwal</b>, An introduction-the impact of Media on Indian Politics, International Journal of Creative Research Thoughts (<a href="http://IJCRT.ORG">IJCRT.ORG</a>), ISSN: 2320-2882, Vol. 11, issue 8, August 8, 2023.</li> </ol> <p><b>Deliverable:</b> While working on this please link the contents of one of the social media in a strict word count of 150 words identifying the reasons for that posting, whether it was an opinion or a subjective statement, if it is useful to the lead article you plan to post, what has been the readers point of view of that (as you think) and why do you think they respond in such fashion?</p>	
	<p><b>Module 2:</b> Finding linkages: Political coverage encompasses the five major institutions including the executive, the legislature, the judiciary, political parties and the press (public opinion). It is these institutions that affect the welfare of the society. Thus the triangle of this include, The Individual - The Society (collectively) - The State. Varied shades of ideology rules these institutions and laws made by them or adjudicated will impact the society. Here we look at the actions of these institutions and assess their impact on the triangle in more a two way process. Reporting here thus brings out the truth about the linkages and their functional efficiency for the betterment of the society.</p> <p><b>Readings:</b></p> <p><b>Deliverable:</b> While working on this please link the contents of one of the social media in a strict word count of 150 words identifying the reasons for that posting, whether it was an opinion or a subjective statement, if it is useful to the lead article you plan to post, what has been the readers point of view of that (as</p>	



	you think) and why do you think they respond in such fashion?	
	<p><b>Module 3 Finding linkages :</b>Political coverage encompasses the five major institutions including the executive, the legislature, the judiciary, political parties and the press (public opinion). it is these institutions that affect the welfare of the society. Thus the triangle of this include, The Individual - The Society (collectively) - The State. Varied shades of ideology rules these institutions and laws made by them or adjudicated will impact the society. Here we look at the actions of these institutions and assess their impact on the triangle in more a two way process. Reporting here thus brings out the truth about the linkages and their functional efficiency for the betterment of the society.</p> <p><b>Readings:(note: all readings are meant for serious study by the students as questions in the examination may be based on the readings given)</b></p> <ol style="list-style-type: none"> <li>1. Sanchita Hazra, The Role and Importance of Media in Indian Democracy, Volume 9, Issue 2 February 2021   ISSN: 2320-2882,<a href="https://ijcrt.org/papers/IJCRT2102520.pdf">https://ijcrt.org/papers/IJCRT2102520.pdf</a></li> <li>2. Sheikh Tajammul-ul-Islam, Is Indian Media free from State Control?An appraisal, Policy Perspective (Journal), January 1, 2019, Pluto Journals (Publishers),<a href="https://www.scienceopen.com/hosted-document?doi=10.13169/polipers.16.2.0027">https://www.scienceopen.com/hosted-document?doi=10.13169/polipers.16.2.0027</a></li> </ol> <p>Deliverable: This shape up one's writing bringing out his/her style, treatment of the content, vision, usage of words and expectations. Here it is expected of the candidate to understand the policy outcomes and the judicial decisions and link them with the opinions of the experts in the field through various media and find a method to quote or paraphrase them for the benefit of his writings to make it more impact full.</p>	
Unit II	<p><b>Module 1:</b> Understanding Social Media: Apart from print and electronic media there is the social media. An opinion column about this should be written and presented in the class not exceeding 500 words (strictly). There shall be a group discussion on this post the presentation. Followed by this the students shall prepare five slides of ppt presentations and argue either in favor or against the social media and its usage as good or bad for the society and if regulations are necessary for them.</p> <p>Readings:(note: all readings are meant for serious study by the students as questions in the examination may be based on the readings given)</p> <ol style="list-style-type: none"> <li>1.Ritu Gupta and B.M.Gupta, Social Media Research in India: A Science to metric Assessment of Publications Output during 2004-13, SRELS Journal of Information and Management, Vol 52(4), August 2015, pp233-243, ISSN (online) 0976-2477, <a href="https://www.researchgate.net/publication/317206857_Social_Media_Research_in_India_A_Scientometric_Assessment_of_Publications_Output_during_2004-13">https://www.researchgate.net/publication/317206857_Social_Media_Research_in_India_A_Scientometric_Assessment_of_Publications_Output_during_2004-13</a></li> <li>2. Md.Sayeed Al-Zaman, Social Media and Fake News in India, Asian Journal for Public Opinion Research, 9(1),pp25-47, 2021,</li> </ol>	

	<p><a href="https://doi.org/10.15206/ajpor.2021.9.1.25">https://doi.org/10.15206/ajpor.2021.9.1.25</a></p> <p><b>Deliverable:</b> This part will bring up students critical thinking and critical perspectives. This will make them to rationalize their thoughts and economies words. They will be in a position to learn the need for organizing thoughts and executing them in a methodical way. they will learn the skill of using the digital mode of presentation and the technicalities of their presentation. They will learn through this to take a stance and form an opinion.</p>	
	<p><b>Module 2:</b> Political reporting and Elections: Reporting is the key here. The grammar, the tense, the epitomizing, punctuation and the content are to be balanced here. Every political decision or move has its impact felt on the stock markets, public opinion, decisions of the institutions both pubic and private and industries. Many decisions affect internationally the trade and relationships. Specializing in reporting them through appropriate vocabulary is the need. Elections similarly bring in multidisciplinary approach to the learning process. Making an assessment of its outcomes and the possible impact of it on big ticket decisions is the art of reporting. How do we perceive a decision? How to make its impact assessment? How to understand the repercussions of it at international level? What references should one make? How to search for information? What is the believable or trustworthy source? How to search for information through the official websites? How to reach official to for their opinions? How to interview them? All becomes important here.</p> <p>Readings:(note: all readings are meant for serious study by the students as questions in the examination may be based on the readings given)</p> <ol style="list-style-type: none"> <li>Stephanie Tawa Lama-Rewal, Studying Elections in India: Scientific and Political Debates,<a href="https://doi.org/10.4000/samaj.2784">https://doi.org/10.4000/samaj.2784</a></li> <li>Swati Maheshwari and Colin Sparks, Political elites and journalistic practices in India: A case of institutionalised heteronomy, 2021, Vol. 22(1) 231-247,<a href="http://dx.doi.org/10.1080/10711774.2021.1981787">http://dx.doi.org/10.1080/10711774.2021.1981787</a></li> </ol> <p><a href="http://journals.sagepub.com/home/jou">journals.sagepub.com/home/jou</a></p> <p>Deliverables: Writing a report of 1-2 pages of three columns summarizing the major three talking points of this noting down precisely their words and deliveries. Whom are these decisions aimed at? Whose interests ate they protecting? How are they handling the situation? What are the legal or constitutional position taken? Checking the tone and tenor, negative or positive impact are to be assessed here. Television being the most important tool of dissemination how do political leaders use it and how do they debate? Are to be observed. body language of these leaders speak a lot. That</p>	

	needs concentration. Spinning and marketing are here to be learnt for making an effective marketing of the news.	
	<p><b>Module 3:</b> Quiz and live watching: Observation and learning through retention are crucial for teaching and learning. Watching live reporting and having quiz among helps in generating self confidence and style in reporting and report writing. Crucial though are the ways in which these are handled through various media like the twitter, Face book, print and the electronic Audi visual medium. What to ask? How to frame it? How to elicit what is required? How to tackle a reply? How to bring in controversial statements? How to mobilize opinions that are favorable? What are hard questions? What is crusading? Can be learnt in this section.</p> <p>Readings:(note: all readings are meant for serious study by the students as questions in the examination may be based on the readings given)</p> <p>1. Teresa Man-Yee Chan, Social Media and the 21st-Century Scholar: How you can Harness Social media and amplify your Career, Journal of the American College of Radiology, 12(6), 582-591, November 2017,<a href="https://www.researchgate.net/publication/321097431_Social_Media_and_the21stCentury_Scholar_How_You_Can_Harness_Social_Media_to_Amplify_Your_Care_er">https://www.researchgate.net/publication/321097431_Social_Media_and_the21stCentury_Scholar_How_You_Can_Harness_Social_Media_to_Amplify_Your_Care_er</a></p> <p>1. 2. Kiran Bala, Social Media and Changing Communication Patterns, Global Media Journal-Indian Edition, Sponsored by the University of Calcutta/www.caluniv.ac.in, Summer Issue/June 2014/Vol. 5/No. 1, ISSN 2249 -5835</p> <p>Deliverables: Post 200 words original reporting. Ask for comments from friends and post your comments on other friends writings. Compare and contrast those with other friends and have a collective discussion on selecting the best writing and reward it. Qualitative assessments of it be announced and bringing out the various in two reporting will help the critical view to be developed. What multimedia links (videos, links, pictures, embeds) are used in one's reporting has to be brought out as guidance to others. It is important to use knowledge sources either secondary or primary in any good reporting</p>	

Exercise:

1. Students may be asked to write a report regarding the program held in the city or district and discussed
2. They may be assigned tasks to visit the office of local governments and ask them to write their analysis of what transpired in the meeting
3. They may be advised to take interviews and ask them to submit their notes on preparation and the outcome of such interviews
4. They may be assigned assignments to read a book or article and ask them to review it by sharing the same with other students in the class
5. (Note: It is the responsibility of the teacher to give a time line for all these activities by dividing his semester class tenure, so as to cover all

these activities by the students. A time table to this effect announced before the semester or at the beginning of the semester will help the students to prepare their mind to attempt all this during the semester)

6. (Note for teachers: this is a paper to be self taught by the students by reading each module and the articles given under reading. The teacher is expected to guide the students and be well read too. Most of the components here involve the skills of writing to benefit students, to enhance their critical thinking and to develop the skill to be expressive. Teachers have a role to handhold students wherever required and guide them)

It is better if the concerned teacher gives the students a time table as given below (only a model))

Sl. N	Date.	Module	Topic/Assignment.	Readings.	Remarks
01	Nov. 5th to 7th. 2023	Module 1	Introduction in the classroom.	Students shall read what they have written in the introduction in the first module	
02	Nov. 11th to 15th	Module 2	Writing about Indian media and Indian Politics (Assignment)	There will be quiz and reading on Indian Politics and media	

### Suggested Readings:

- 1) Banks, A., Calvo, E., Karol, D., & Telhami, S. (2021). #Polarizedfeeds: Three experiments on polarization, framing, and social media. *The International Journal of Press/Politics*, 26(3), 609- 634. <https://doi.org/https://doi.org/10.1177/1940161220940964> [Crossref][Web of Science ®], [Google Scholar]
- 2) Bornmann, L., & Mutz, R. (2015). Growth rates of modern science: A bibliometrics analysis based on the number of publications and cited references. *Journal of the Association for Information Science and Technology*, 66(11), 2215-2222. <https://doi.org/https://doi.org/10.1002/asi.23329> [Crossref][Web of Science ®], [Google Scholar]
- 3) Bos, L., Kruikemeier, S., & de Vreese, C. (2016). Nation binding: How public service broadcasting mitigates political selective exposure. *PLOS ONE*, 11(5), e0155112. <https://doi.org/https://doi.org/10.1371/journal.pone.0155112> [Crossref][PubMed][Web of Science ®], [Google Scholar]

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- 4) Chang, K., & Park, J. (2020). Social media use and participation in dueling protests: The case of the 2016-2017 presidential corruption scandal in South Korea. *The International Journal of Press/Politics*, 26(3), 547-567. <https://doi.org/https://doi.org/10.1177/1940161220940962>. [Crossref][Web of Science ®], [Google Scholar]
  - 5) Chinn, S., Hart, P. S., & Soroka, S. (2020). Politicization and polarization in climate change news content, 1985-2017. *Science Communication*, 42(1), 112-129. <https://doi.org/https://doi.org/10.1177/1075547019900290> [Crossref][Web of Science ®], [Google Scholar]
  - 6) Cho, J., Ahmed, S., Hilbert, M., Liu, B., & Luu, J. (2020). Do search algorithms endanger democracy? An experimental investigation of algorithm effects on political polarization. *Journal of Broadcasting & Electronic Media*, 64(2), 150-172. <https://doi.org/https://doi.org/10.1080/08338151.2020.1757365> [Crossref][Web of Science ®], [Google Scholar]
  - 7) Cho, J., Ahmed, S., Kerum, H., Choi, Y. J., & Lee, J. H. (2018). Influencing myself: Self-reinforcement through online political expression. *Communication Research*, 45(1), 83-111. <https://doi.org/https://doi.org/10.1177/0093650216644020> [Crossref][Web of Science ®], [Google Scholar]
  - 8) Conroy-Krutz, J., & Moehler, D. C. (2015). Moderation from bias: A field experiment on partisan media in a new democracy. *The Journal of Politics*, 77(2), 575-587. <https://doi.org/https://doi.org/10.1086/680187> [Crossref][Web of Science ®], [Google Scholar]
  - 9) Dalton, R. J. (1987). Generational change in elite political beliefs: The growth of ideological polarization. *The Journal of Politics*, 49(4), 976-997. <https://doi.org/https://doi.org/10.2307/2130780> [Crossref][Web of Science ®], [Google Scholar]
  - 10) Darr, J. P., Hitt, M. P., & Dunaway, J. L. (2018). Newspaper closures polarize voting behavior. *Journal of Communication*, 68(6), 1007-1028. <https://doi.org/https://doi.org/10.1093/joc/jqy051> [Crossref][Web of Science ®], [Google Scholar]
  - 11) Della Vigna, S., & Kaplan, E. (2007). The Fox News effect: Media bias and voting. *The Quarterly Journal of Economics*, 122(3), 1187-1234. <https://doi.org/https://doi.org/10.1162/qjec.122.3.1187> [Crossref][Web of Science ®], [Google Scholar]
  - 12) Druckman, J. N., Gubitz, S. R., Levendusky, M. S., & Lloyd, A. M. (2019). How incivility on partisan media (de)polarizes the electorate. *The Journal of Politics*, 81(1), 291-295. <https://doi.org/https://doi.org/10.1086/699912> [Crossref][Web of Science ®], [Google Scholar]
  - 13) Finkel, E. J., Bail, C. A., Cikara, M., Ditto, P. H., Iyengar, S., Klar, S., Mason, L., McGrath, M. C., Nyhan, B., Rand, D. G., Skitka, L. J., Tucker, J. A., Van Bavel, J. J., Wang, C. S., & Druckman, J. N. (2020). Political sectarianism in

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- 20) Hameleers, M., & van der Meer, T. G. L. A. (2020). Misinformation and polarization in a high-choice media environment: How effective are political fact-checkers. *Communication Research*, 47(2), 227-250. <https://doi.org/https://doi.org/10.1177/009650218819671> [Crossref][Web of Science ®], [Google Scholar]
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- 22) Heaney, M. T., Masket, S. E., Miller, J. M., & Strolovitch, D. Z. (2012). Polarized networks: The organizational affiliations of national party convention delegates. *American Behavioral Scientist*, 56(12), 1654-1676. <https://doi.org/https://doi.org/10.1177/0002764212463354> [Crossref][Web of Science ®], [Google Scholar]

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- 24) Heiss, R., von Sikorski, C., & Matthes, J. (2019). Populist Twitter posts in news stories. *Journalism Practice*, 13(6), 742-758. <https://doi.org/https://doi.org/10.1080/17512786.2018.1564883> [Taylor & Francis Online][Web of Science ®], [Google Scholar]
- 25) Hong, S., & Kim, S. H. (2016). Political polarization on Twitter: Implications for the use of social media in digital governments. *Government Information Quarterly*, 33(4), 777-782. <https://doi.org/https://doi.org/10.1016/j.giq.2016.04.007.E13> [Crossref][Web of Science ®], [Google Scholar]
- 26) Hyun, K. D., & Moon, S. (2016). Agenda setting in the partisan TV news context: Attribute agenda setting and polarized evaluation of presidential candidates among viewers of NBC, CNN, and Fox News. *Journalism & Mass Communication Quarterly*, 93(3), 509-529. <https://doi.org/https://doi.org/10.1177/1077699016628820> [Crossref][Web of Science ®], [Google Scholar]
- 27) Iyengar, S., Sood, G., & Lelkes, Y. (2012). Affect, not ideology: A social identity perspective on polarization. *Public Opinion Quarterly*, 76(3), 405-431. <https://doi.org/https://doi.org/10.1093/poq/nfs038> [Crossref][Web of Science ®], [Google Scholar]
- 28) Johnson, B. K., Neo, R. L., Heinen, M. E. M., Smits, L., & van Veen, C. (2020). Issues, involvement, and influence: Effects of selective exposure and sharing on polarization and participation. *Computers in Human Behavior*, 104, 1-12. <https://doi.org/https://doi.org/10.1916/j.chb.2019.09.031> [Crossref][Web of Science ®],

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Semester VI



<b>Course Title: International Relations- Theoretical Aspects</b>	
<b>Semester: VI</b>	<b>Course Code: POL C13</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

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.

<b>Unit</b>	<b>Contents of Course- POL C13</b>	<b>60 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1:</b> Meaning, Nature, Functions and importance of Theories in International Relations.</p> <p><b>Chapter-2:</b> Classical v/s Scientific – Debate.</p> <p><b>Chapter-3:</b> Realism and Neo-Realism Theories.</p>	<b>13 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Liberal, Neo-Liberalism, Marxist theory and Neo-Marxist Theory.</p> <p><b>Chapter-5:</b> Game Theory, Bargaining and Decision-Making Theory.</p>	<b>16 Hours</b>

	<b>Chapter-6:</b> Systems Theory-Meaning, Nature and importance and World Systems Theory.	
<b>Unit- III</b>	<b>Chapter-7:</b> Communication Theory and Decision Making Theory. <b>Chapter-8:</b> Dependency theory and Self-Reliance theory. <b>Chapter-9:</b> Theory of Clash of Civilisations of Samuel P Huntington.	<b>16 Hours</b>
<b>Unit- IV</b>	<b>Chapter-10:</b> Power Cycle theory and Feminist Theory. <b>Chapter-11:</b> Theory building in International Relations, stages of theory building. <b>Chapter-12:</b> Future of International Relations Theory and Challenges.	<b>15 Hours</b>

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.

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## 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

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Pedagogy:

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

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

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

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.

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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.

<b>Unit</b>	<b>Contents of Course- POL C15</b>	<b>60 Hours</b>
<b>Unit-I</b>	<b>Chapter-1:</b> Introduction to Public Policy: Concept, its evolution - a historical perspective. <b>Chapter-2:</b> Public Policy - Meaning, definition and need for Public Policy. <b>Chapter-3:</b> Public Policy - Constitutional and cultural basis in formulating Public Policy.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Approaches to Public Policy Making- unified, integrated and sectorial. <b>Chapter-5:</b> Formulation of Public Policy - Role of Legislature, Parliament, Cabinet and NITI Ayog. <b>Chapter-6:</b> Role of Research and Research institutions in Public Policy Making (ISEC, IPP, NIRD).	<b>15 Hours</b>
<b>Unit- III</b>	<b>Chapter-7:</b> Linkage between Public Policy and Planning - Agenda setting, Selection of Goals, Cost Estimation, Implementation and Evaluation. <b>Chapter-8:</b> Federal Political System and Planning Process, Coordination and Cooperation between Centre and State. <b>Chapter-9:</b> Decentralised Planning, Role of Panchayati Raj and People's Participation, monitoring and evaluation.	<b>15 Hours</b>

<b>Unit- IV</b>	<p><b>Chapter-10:</b> Public Policy implementation- top down approach, Bottom up approach, incremental model, strategic planning.</p> <p><b>Chapter-11:</b> Resolving problems in implementation- Defining problem, identification of issues, preparing problem statement, policy alternatives and resetting goals.</p> <p><b>Chapter-12:</b> Measuring policy impact-cost benefit analysis, MBO, PERT and CPM.</p>	<b>15 Hours</b>
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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.

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## Suggested Readings

1. Rimli Basu, 'Public Administration: Concept and Theories', Sterling Publishers, 2004, N. Delhi.
2. Mohit Bhattacharya, 'New Horizons of Public Administration', Jawahar Publishers, 7th 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.

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Pedagogy:

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

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

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

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.



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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.

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

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

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## 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.
11. Desai, A.R., *Social Background of Indian Nationalism*, Bombay, Popular Prakashan, 1996.

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12. Farquhar, J.N., *Modern Religious Movements in India*. Delhi, Munshiram Manoharlal, 1967.
  13. Ganguly, S.M., *Leftism in India: MN Roy and Indian Politics 1920 1948*, Calcutta, Minerva Publications, 1984.
  14. Ghose, Sankar, *Modern Indian Political Thought*, New Delhi, Allied Publishers, 1984.
  15. Gore, M.S., *The Social Context of an Ideology: Ambedkar's Political and Social thought*, New Delhi, Sage Publications, 1993.
  16. Graham, B.D., *Hindu Nationalism and Indian Politics*, Cambridge, Cambridge University Press, 1993. 16. Griffiths, Percival, *The British Impact on India*, London, Macdonald, 1952.
  17. Ingham, Kenneth, *Reformers in India*, Cambridge, Cambridge University Press, 1956.
  18. Kapoor, S., *Sri Aurobindo Ghosh and Bal Gangadhar Tilak*, New Delhi, Deep and Deep Publications, 1991.
  19. Masselos, Jim, *Indian Nationalism: An History*, New Delhi, Sterling Publishers, 1996.
  20. Mehta, N.C., *Lohia A Study*, Delhi, Atma Ram and Sons, 1975.
  21. Mehta, V.R., *Foundations of Indian Political Thought*, New Delhi, Manohar Publishers, 1992.
  22. Pantham, Thomas and Kenneth L. Deutsch (Eds.), *Political Thought in Modern India*, New Delhi, Sage Publications, 1986.
  23. Parekh, Bhiku, *Gandhi's Political Philosophy: A Critical Examination*, Hampshire, Macmillan Press, 1989.

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24. Prasad, Bimal, J.P. and Social Change, New Delhi, Radiant Publishers, 1992.
  25. Sathé, Shanta, Lokamanya Tilak: His Social and Political Thoughts, Delhi, Ajanta Publications, 1994.
  26. Seervaj, H.M., Partition of India: Legend and Reality. Bombay, Emmenem Publications, 1989.
  27. Selbourne, David (Ed.), In Theory and Practice: Essays on the Politics of J P., Delhi, Oxford University Press, 1985.
  28. Singh, Chandrakant, Socialism in India: Rise, growth and Prospect, New Delhi, D.K. Publishers, 1986.
  29. Terchek, Ronald J., Gandhi: Struggling for Autonomy, New Delhi, Vistaar Publications, 2000.
  30. Trehan, J., Veer Savarkar: Thought and Action, New Delhi, Deep and Deep Publishers, 1991.
  31. Verma, V.P., The Political Philosophy of Sri Aurobindo, Bombay, Asia Publishing House, 1960.

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Pedagogy:

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

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

<b>Course Title: Foreign Policy of India</b>	
<b>Semester: VI</b>	<b>Course Code: POL E2(A)</b>
<b>Total Contact Hours:45</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

Course Objectives:

Aim is to impart the historical and cultural roots of India's foreign policy. To study the phases in shaping India's Foreign Policy. To know India's relations with neighbouring countries as well as with multilateral forums.

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Learning Outcome:

At the end of the course the students shall –

- Trace the historical development of India's foreign policy since independence.
- Critically analyze the various determinants that influence foreign policy making in India.
- Make reasoned and informed arguments about events in Indian politics and foreign policy and critically evaluate them.

Unit	Contents of Course- POL E2(A)	45 Hours
Unit-I	<p><b>Evolution and Institutional Frame work of India's of Foreign Policy</b></p> <p><b>Chapter-1:</b> Philosophical and Historical roots- Role of Indian National Congress and Jawaharlal Nehru, Determinants- Historical, Geographical, Economic, Political, Military and Personality Factors, Principles and objectives of Foreign policy.</p> <p><b>Chapter-2:</b> Formulations of India's Foreign Policy - Formal Institutions - Cabinet, Parliament, Ministry of External Affairs, Bureaucracy and National Security Council.</p> <p><b>Chapter-3:</b> Informal Institutions- Political Parties, Public Opinion, Mass Media, Elites and International System.</p>	15 Hours
Unit-II	<p><b>Relations between</b></p> <p><b>Chapter-4:</b> India and the United States of America- strategic partnership, India and Russia (Including relations with Soviet Union)</p> <p><b>Chapter-5:</b> India and China- Boundary and Bilateral issues</p> <p><b>Chapter-6:</b> India and Pakistan- Boundary and Bilateral issues</p>	15 Hours
	<p><b>Major Challenges on India's Foreign Policy</b></p> <p><b>Chapter-7:</b> India's role as non-aligning nation, Nuclear</p>	15 Hours

<b>Unit- III</b>	Policy, Energy Policy, Look- East, Economic Liberalization, Nighbours First and Act East Policy.  <b>Chapter-8:</b> Human Rights, Climate Change and Cross Border Terrorism.  <b>Chapter-9:</b> Assessment of India's Foreign Policy – Continuity and Change.	
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Exercise:

- Students may be asked to bring out the challenges that India faces in securing its interests as a postcolonial state.
- Students can debate on the moral aspects of India's Foreign Policy.
- Describe major events and incidents of IFP.



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## Suggested Readings

1. A .Appadorai, National Interest and India's Foreign Policy, Delhi :Kalinfa,1992.
2. Ramesh Thakur, The Politics and Economics of India's Foreign Policy, New Delhi: Oxford University Press, 1994.
3. V.P.Datta, India's Foreign Policy in a Charging World, New Delhi: Vikas, 1999.
4. V.N.Khanna, Foreign Policy of India, New Delhi: Vikas, 2001.
5. LalitMansingh and others (Eds.), Indian Foreign Policy agenda for 21st Century, Vol.1, New Delhi: Konark Publishers, 1998.
6. C.V.Narasimhan, The United Nations: An Inside View, New Delhi: Vikas, 2001
7. Annapurna Nautiyal (Ed.) India and The New World Order, New Delhi: South Asian Publishers, 1996.
8. George Perkovich, India's Nuclear Bombs: Impact of Global Proliferation, New Delhi: Oxford University Press 1999.
9. T. T. Poulouse, The CTBT and Rise of Nuclear Nationalism in India, New Delhi, Lancer Books, 1996.
10. N.K.Jha (Ed.), India's Foreign Policy in a Changing World, New Delhi: South Asian Publishers, 2000.
11. Sikai, Rajani, Challenge and Strategy: Rethinking India's Foreign Policy, Sage, New Delhi, 2009.
12. Mohan, C. Raja, Crossing the Rubicon: The Shaping of India's Foreign Policy, Penguin, New Delhi, 2003.
13. Dubey, Muchkund: India's Foreign Policy Coping with the Changing World, Pearson Education, New Delhi, 2012.

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Pedagogy:

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

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

<b>Course Title: International and Regional Organisations</b>	
<b>Semester: VI</b>	<b>Course Code: POL E2 (B)</b>
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

Course Objectives:

The objective of this course is to provide the students with a comprehensive understanding of the role and activities of international organizations (IO) in the early 21st century. The focus, therefore, is on the philosophy and principles of IO as well as issues that they try to deal. Students also develop a theoretical as well as practical understanding of international organizations (IOs) and the global problems they attempt to address.

Learning Outcome:

At the end of the course the students shall –

- summarize the main functions of IOs.

- explain why states establish IOs.
- be able to articulate the leading explanations within Political Science for why IOs exist, controversies surrounding IOs in the context of international relations.

<b>Unit</b>	<b>Contents of Course- POL E2 (B)</b>	<b>45 Hours</b>
<b>Unit-I</b>	<p><b>International Organization</b></p> <p><b>Chapter-1:</b> Meaning, Origin and Development and Functions of International Organization.</p> <p><b>Chapter-2:</b> Drafting of UN Charter – Process, Objectives and Basic Principles of UN.</p> <p><b>Chapter-3:</b> Principal Organs and their Functions.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Agencies of United Nations and Reforms in UN System</b></p> <p><b>Chapter-4:</b> Agencies of UNO- UNESCO, ILO, IMF, WHO</p> <p><b>Chapter-5:</b> UN and Disarmament: An Assessment.</p> <p><b>Chapter-6:</b> Need for Reforms in UN system, Role of India in the UN and G4.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p>Regional Organizations and their role</p> <p>Chapter-7: Meaning of Regionalism and Sub-Regionalism, reasons for formation of regional organisation.</p> <p>Chapter-8: European Union and African Union Chapter-9: ASEAN and SAARC</p>	<b>15 Hours</b>

Exercise:

- Give examples of how states take advantage of IOs for their domestic political purposes.
- Analyze the role of IOs in current international events.
- Can IOs change states' behaviors? Express your opinion giving an example.

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## Suggested Readings

1. Goodrich, L. M. & Simons, A.P. :The United Nations and the Maintenance of International Peace and Security, Washington, D.C. The Brooking Institution, 1955.
2. Bajpai, U. S:Forty Years of the U.N., New Delhi, Lancer International, 1986.
3. Saksena, K.P:The U. N. and Collective Security: Historical Analysis, Delhi, D. K. Publishing House, 1974.
4. Bennet, Ale Ray:International Organisations, Principles and Issues, New Jersey, Englewood elffs, 1984.
5. BasuRumki :United Nations : Structure and Functions of an International Organisation, Sterling Publishers, New Delhi, 1997.
6. Bowett D. W:The Law of International Institutions, Sweet and Maxwell, Delhi, 1995.

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Pedagogy:

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

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

<b>Course Title: Civil Services in India</b>	
<b>Semester: VI</b>	<b>Course Code: POL E2 (C)</b>
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

Course Objectives:

The course is designed to facilitate the students to compete in competitive examinations and aspire for higher level bureaucratic positions both at the center and state like IAS, IFS, KAS etc., it has the contents that help them in their preparations for these examinations giving them the hints at the choice of the contents and the reading direction. It will support in their search for resources and tools to intelligently and effectively comprehend them and use it in writing their exam and winning in their interviews. The purpose is to boost their self confidence,

morale and support them to prepare themselves to confront these focused job opportunities with a positive mind.

Learning Outcome:

At the end of the course the students shall -

- This will ensure the spread of opportunities for the students to choose administration as their profession.
- It will support them to bravely face these examinations developing in them the confidence of reading and writing.
- It will help them improve their skills of writing cryptically and face the interviews bravely without fear.

Unit	Contents of Course- POL E2 (C)	45 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> Civil service as a public service: Defining Public Services, Theories of Public Service: Public Service Motivation theory, Tuckman’s theory of group working, Trait theory, Belbin’s Theory of leadership.</p> <p><b>Chapter-2</b> Evolution of Public Personnel Administration in India during Mouryan. Mughal and British period, Need for PublicServices, its role in revenue administration.</p> <p><b>Chapter-3:</b> Approaches to Public Service: System’s approach, Citizen centric approach, New Public service approach, Partnering with government and Positive psychology approach.</p>	<b>115 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Union Public Service Commission and its constitutional status, its constitution and structure, Role and Responsibilities</p> <p><b>Chapter-5:</b> Civil Service Entry Process: Conduct of UPSC and KPSC examination - Processes and method, Personality test - Conduct of Interviews and preparations, Types of Civil services in India: All India Service, Central Service and State Services and their role in the respective administrative system.</p> <p><b>Chapter-6:</b> Recruitment and Training: Nature and importance of recruitment, Composition, functions and role of UPSC and KPSC,</p>	<b>115 Hours</b>

	Nature Importance and Types of Training Institutions of Union and State. (Pre Service and in service training: Lal Bahadur Shastri National Academy of Administration (LBSNAA), Sardar Vallabhbhai Patel National Police Academy (SVPNPA), Foreign Service Institute, Delhi, Indira Gandhi National Forest Academy (IGNFA), National Academy of Direct Taxes, National Academy of Customs, Excise & Narcotics, ATI Mysuru).	
<b>Unit-III</b>	<p><b>Chapter-7:</b> Work assignments and Personnel issues: Induction and Foundation Course, Phase I, District training, Phase II, Assistant Secretaryship, salary, perks, promotions, transfers and superannuation. <b>Chapter-8:</b> Digitalising Civil Services: E governance, data management and privacy issues, Breaking the silos, Arambha - common training programmes, Problems of Generalists Vs Specialists, Concept of Committed and neutral Bureaucracy and Tribal Administration.</p> <p><b>Chapter-9:</b> Challenges before Union and State Civil Servants: Political and Bureaucratic nexus: Vohra Committee report, Corruption, Bureaucratic apathy, Decision making and lateral entry of domain experts. Prospects for Civil Services in a world of AI.</p>	<b>115 Hours</b>

Exercise:

- Students must invite officers and listen to inspiring lectures from them.
- Must attend mock exams and interviews.
- Must go to the nearest office and watch the decision making process in the presence of officers.

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## Suggested Reading

1. Ghose Bhaskar, The Service Of The State, Penguin Books India Pvt Ltd, 2020.
2. M Laxmikanth, Indian Polity, McGraw Hill, India, 2021.
3. Poonam Dalal Dahiya , ANCIENT AND MEDIVEL INDIA 2ND EDITION, McGraw Hill, 2020.
4. Bipan Chandra, India Since Independence, Penguin, 2008.
5. M Laxmikanth , Governance in India, McGraw Hill, 2021.
6. A. Awasthi and S.R. Maheshwari Public Administration Laxmi Narain Aggarwal, Agra, 2004.
7. A.R. Tyagi Public Administration: Principles and Practice, Atma Ram and Sons, Delhi, Edition, 2001.
8. Flippo Edvin B., Principles of Personnel Management, McGraw-Hill, 1976.
9. Goel, S.L. & Rajneesh, Shalini Public Personnel Administration, Deep & Deep, New Delhi, 2003.
10. Government of India, Second ARC, Tenth Report on 'Refurbishing of Personnel Administration' 12. Jack Robin, et al (eds) Handbook of Public Personnel Administration, Taylor & Francis, New York, 1994.
11. Jain, R.B. Aspects of Personnel Administration, IIPA, New Delhi, 1994.



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Pedagogy:

These classes must concentrate on delivering horizontal lectures, conducting regular tests, mock examinations and mock interviews. Must spend more time in general studies reading and group discussions.

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

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

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.

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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.

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#### 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

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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

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## 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](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>

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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 Commission
13. Internship with Centre for Public Policy and Research

FORMAT OF INTERNSHIP COMPLETION CERTIFICATE

(To be given on Letter Head)

TO WHOMSOEVER IT MAY CONCERN

**Date:**

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

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**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)



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**General Pattern of Political Science Question Paper**

**I. 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.

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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

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**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.