



KARNATAK UNIVERSITY, DHARWAD  
ACADEMIC (S&T) SECTION

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ  
ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ



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'A' Grade 2014

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No. KU/Aca(S&T)/JS/MGJ(Gen)/2023-24/59

Date: 04/09/2023

ಅಧಿಸೂಚನೆ

ವಿಷಯ: 2023-24ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕ ಪದವಿಗಳಿಗೆ 5 ಮತ್ತು 6ನೇ ಸೆಮಿಸ್ಟರ್  
NEP-2020 ಪಠ್ಯಕ್ರಮವನ್ನು ಅಳವಡಿಸಿರುವ ಕುರಿತು.

- ಉಲ್ಲೇಖ: 1. ಸರ್ಕಾರದ ಅಧೀನ ಕಾರ್ಯದರ್ಶಿಗಳು(ವಿಶ್ವವಿದ್ಯಾಲಯ 1) ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಇವರ  
ಆದೇಶ ಸಂಖ್ಯೆ: ಇಡಿ 104 ಯುಎನ್‌ಇ 2023, ದಿ: 20.07.2023.  
2. ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂಖ್ಯೆ: 2 ರಿಂದ 7, ದಿ: 31.08.2023.  
3. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶ ದಿನಾಂಕ: 04/09/2023

ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಗಳನ್ವಯ ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶದ ಮೇರೆಗೆ, 2023-24ನೇ  
ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ, ಎಲ್ಲ B.A./ BPA (Music) /BVA / BTTM / BSW/ B.Sc./B.Sc. Pulp &  
Paper Science/ B.Sc. (H.M)/ BCA/ B.A.S.L.P./ B.Com/ B.Com (CS) / BBA & BA ILRD ಸ್ನಾತಕ ಪದವಿಗಳ 5  
ಮತ್ತು 6ನೇ ಸೆಮಿಸ್ಟರ್‌ಗಳಿಗೆ NEP-2020ರ ಮುಂದುವರಿದ ಭಾಗವಾಗಿ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದಿತ  
ಕೋರ್ಸಿನ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ [www.kud.ac.in](http://www.kud.ac.in) ದಲ್ಲಿ ಭಿತ್ತರಿಸಲಾಗಿದೆ. ಸದರ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕ.ವಿ.ವಿ.  
ಅಂತರ್ಜಾಲದಿಂದ ಡೌನ್‌ಲೋಡ್ ಮಾಡಿಕೊಳ್ಳಲು ಸೂಚಿಸುತ್ತ ವಿದ್ಯಾರ್ಥಿಗಳ ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲ ಬೋಧಕರ ಗಮನಕ್ಕೆ  
ತಂದು ಅದರಂತೆ ಕಾರ್ಯಪ್ರವೃತ್ತರಾಗಲು ಕವಿವಿ ಅಧೀನದ/ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ  
ಸೂಚಿಸಲಾಗಿದೆ.

ಅಡಕ: ಮೇಲಿನಂತೆ

  
ಕುಲಸಚಿವರು.

ಗೆ,

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಬರುವ ಎಲ್ಲ ಅಧೀನ ಹಾಗೂ ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ  
ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ. (ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ ಹಾಗೂ ಮಿಂಚಂಚೆ ಮೂಲಕ ಬಿತ್ತರಿಸಲಾಗುವುದು)

ಪ್ರತಿ:

1. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜಿ.ಎ.ಡಿ. / ವಿದ್ಯಾಂಡಳ (ಪಿ.ಜಿ.ಪಿ.ಎಚ್.ಡಿ) ವಿಭಾಗ, ಸಂಬಂಧಿಸಿದ  
ಕೋರ್ಸುಗಳ ವಿಭಾಗಗಳು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ / ವಿದ್ಯಾರ್ಥಿ ಕಲ್ಯಾಣ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.



**KARNATAK UNIVERSITY, DHARWAD**

# **B.A. in POLITICAL SCIENCE**

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## **SYLLABUS**

**With Effect from 2023-24**

**DISCIPLINE SPECIFIC CORE COURSE (DSCC) FOR SEM V & VI,**

**SKILL ENHANCEMENT COURSE (SEC) FOR SEM V SEM**

**AS PER N E P - 2020**

**Karnatak University, Dharwad**  
**B.A.in POLITICAL SCIENCE**  
 Effective from 2023-24

Sem.	Type of Course	Theory/ Practical	Course Code	CourseTitle	Instructi onhour/ week	Total hours / sem	Duration of Exam	Marks			Credits
								Formative	Summa tive	Total	
V	DSCC-9	Theory	015POL011	<b>International Relations-Basic Concepts</b>	04hrs	56	02 hrs	40	60	100	04
	DSCC-10	Theory	015POL012	<b>Comparative Government and Politics</b>	04hrs	56	02 hrs	40	60	100	04
	DSCC-11	Theory	015POL013	<b>Karnataka Government and Politics</b>	04hrs	56	02 hrs	40	60	100	04
	Other subject										04
	Other subject										04
	Other subject										04
	SEC-3	Theory	015POL061			02hrs	28	01 hr	20	30	50
<b>Total</b>											<b>26</b>
VI	DSCC-12	Theory	016POL011	<b>International Relations Theoretical Aspects</b>	04hrs	56	02 hrs	40	60	100	04
	DSCC-13	Theory	016POL012	<b>Public Policy Analysis</b>	04hrs	56	02 hrs	40	60	100	04
	DSCC-14	Theory	016POL013	<b>Modern Indian Political Thinkers</b>	04hrs	56	02 hrs	40	60	100	04
	Other subject										04
	Other subject										04
	Other subject										04
	Internship/ SEC-4		016POL091						50	0	50
<b>Total</b>											<b>26</b>

**B.A. Semester – V**  
**Discipline Specific Course (DSC)-9**

**Course Title: International Relations-Basic Concepts**

**Course Code: 015POL011**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-9	Theory	04	04	56 hrs.	2hrs.	40	60	100

**Course Outcomes (COs): At the end of the course students will be able to:**

- CO 1:** Be in a position describe National interest, National power and the significance of Sovereignty.
- CO 2:** Get the basic knowledge of the practical political world, including the operating institutions, processes, and policies.
- CO 3:** Describe the nuances of balance of power, collective security and diplomacy.
- CO 4:** Explain and express the consequences of good relations with the neighbouring nations and far of nations
- CO 5:** acquaints students the usefulness of studying International Relations as a discipline.

Unit	Title:	56.hrs/sem
Unit I	<b>Chapter-1:</b> International Relations and International Politics; Meaning, Nature, Scope of International Relations. <b>Chapter-2:</b> Evolution of International Relations (From city state to Modern Nation State System). <b>Chapter-3:</b> Development of International Relations as an academic discipline.	14
Unit II	<b>Chapter-4:</b> World War I and II: Causes and Consequences and its impact on world politics. <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.	14
Unit III	<b>Chapter-7:</b> National Power Meaning, Nature, Forms, Elements, Limitations and Evaluation of National Power. <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. <b>Chapter-9:</b> Collective security, National Security and Diplomacy (Old and New).	14
Unit IV	<b>Chapter-10:</b> Arms Race, Arms control and Nuclear Disarmament and Deterrence. <b>Chapter-11:</b> Peaceful Settlement of Disputes, Conflict Resolution theories. <b>Chapter-12:</b> World order – Unipolar, Bi-Polar and Multi-Polar	14

Exercise:

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

**References:**

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.

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project	10
Seminar	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines.</i>	

## B.A. Semester – V

### Discipline Specific Course (DSC)-10

**Course Title:** Comparative Government and Politics (With special reference to UK, USA and China)

**Course Code:** 015POL012

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-10	Theory	04	04	56 hrs.	2hrs.	40	60	100

**Course Outcomes (COs): At the end of the course students will be able to:**

**CO 1:** Understand and debate various matters pertaining to the working of these systems.

**CO 2:** Equip students with knowledge and critical understanding of different political systems and institutions in the world.

**CO 3:** Grasp and understand the working of constitutional systems of these countries.

**CO 4:** Compare and evaluate the working of the governments concerned.

**CO 5:** Understand and explain different forms of executive and their functioning

Unit	Title:	56.hrs/sem
Unit I	<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>	14
Unit II	<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 )</p> <p>Pressure Group-Definition, role and Characteristics.</p>	14
Unit III	<p><b>Chapter-7:</b> Political Process: Political Socialization, Political Culture and Political Representation.</p> <p><b>Chapter-8:</b> Legislature (USA, UK and China).</p> <p><b>Chapter-9:</b> Executive (USA, UK and China).</p>	14
Unit IV	<p><b>Chapter-10:</b> Judicial System (USA, UK and China).</p> <p><b>Chapter-11:</b> Party System ((USA, UK and China).</p> <p><b>Chapter-12:</b> Election Process (USA, UK and China).</p>	14

**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.

**References:**

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.

Assessment Occasion/ type	Marks
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project	10
Seminar	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines.</i>	

**B.A. Semester – V**  
**Discipline Specific Course (DSC)-11**

**Course Title: Karnataka Government and Politics**

**Course Code: 015POL013**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-11	Theory	04	04	56 hrs.	2hrs.	40	60	100

**Course Outcomes (COs): At the end of the course students will be able to:**

- CO 1:** Understand the social and political conditions of Mysore under colonial rule
- CO 2:** Develop perspectives on the important persons and organisations that were involved in the process of unification.
- CO 3:** Analyze the issues related to regionalism, polarization, identity politics, water, language, and border issues.
- CO 4:** Understand the social bases and the major issues of Karnataka Politics within the Domain of national politics.
- CO 5:** Understand the political transformation Karnataka State

Unit	Title:	56.hrs/sem
Unit I	<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.	14
Unit II	<b>Chapter-4:</b> Unification Movement: Factors Responsible, Role of Vidyavardhaka Sangha and Kannada Sahitya Parishat. <b>Chapter-5:</b> Contributions: Alur Venkatarao: Karnatakatva, Deputy Channabasappa, Gudleppa Hallikere, Siddappa Kambli. <b>Chapter-6:</b> 1924 Belgaum Conference, Hardekar Manjappa: Concept of Swadeshi and Nationalism, Huilgol Narayan Rao	14
Unit III	<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.	14
Unit IV	Chapter-10: Era of Coalitions in Karnataka (2004 and 2018): its effects on policy making, administration and party politics Chapter-11: Politics of Polarisation: Growth of Polarisation in Karnataka politics and its impact. Chapter-12: Demands for separate state, Art 371J and Special status, challenges of development in Kittur and Kalyana Karnataka, Kodagu- (Coorg Case study)	14

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

Harish Ramaswamy and S. S. Patagundi(Ed.) (2007). Karnataka- Government and Politics. Delhi: Concept Publishing Company.

1. 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.
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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. Kuppaswamy.(1978). Backward Classes Movement in Karnataka, Bangalore: Bangalore University.
16. George Mathew (ed). (1984). Shift in Indian Politics, New Delhi: Concept Publishing Company.
17. Chandrashekar, S. (1985), Dimensions of Socio-Political Change in Mysore- 1918 To 1940. New Delhi: Ashish Publishing House.
18. Krishana Rao M. & G.S.Halappa. (1962). History of Freedom Movement in Karnataka. Mysore: Government of Mysore.
19. Ramaiya. P. R. (1961). Mysore's Political Evolution. Bangalore: Jayagowri Publications.
20. Arun P. Bali. (2001). Refashioning the New Economic Order- Karnataka in Transition. Jaipur: Rawat Publications.
21. Diwakar, R.R. (1992). "The Story of Karnataka Unification". (Kannada). Bangalore: Lokashikshana Trust.
22. Karnataka Patrika. (2001). Academy (In Kannada), "Karnataka Parampare". Karnataka Press Academy.
23. Gopal Rao, H.S. (1996). "The History of Karnataka Unification". Bangalore: Navakarnataka Publications.
24. Kumar,Jeevan and Subramanya, Susheela. (2000). "Vision Karnataka 2025, Strategies and Action Plans for Sustainable Development". Southern Economics.
25. Hasan, Zoya. (2004). "Politics of Inclusion: Caste, Minority, and Representation in 17 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.
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29. Rani, Midatala. And Jayakumar. H. (1998). Karnataka Government and Politics. Mysore: Chethana Book House.

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project	10
Seminar	10
<b>Total</b>	<b>40 Marks</b>
<b><i>Formative Assessment as per guidelines.</i></b>	

## B.A. Semester – V

### Skill Enhancement Course: SEC-3

**Course Title:** MEDIA AND POLITICS

**Course Code:** 015POL061

Type of Course	Theory / Practical	Credits	Instruction hour /week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
SEC-3	Theory	02	02	30 hrs.	1hr.	20	30	50

**Course Outcomes (COs):** At the end of the course students will be able to:

- CO 1:** Analyze media's impact on public opinion and policy through a critical lens
- CO 2:** Develop insights and complete knowledge of political reporting having deeper knowledge of the discipline and the institutional working
- CO 3:** Explore ethical dilemmas faced by Journalists covering politics.
- CO 4:** Examine how media sustains democracy, promotes civic engagement, and holds power accountable.
- CO 5:** Investigate the role of digital media in reshaping political communication and activism, while addressing associate challenges.

Unit	Title: MEDIA AND POLITICS	30.hrs/sem
	<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 these 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:</b></p> <p><b>Deliverable:</b> You will by this know where you stand ideologically, what your moorings are, what drives you in studying this and how you make your preferences.</p>	<b>8</b>
	<p><b>Module 2 Writing and sharing:</b> Media and Politics work at the edge of the society. They have direct access to the people. While politics takes decisions in the interest of the society after collectively assessing its need the media makes an assessment of its impact and spreads the truth about such decisions. Be it war or market functioning these democratic institutions at times work on cross purposes - thus affecting the lives of the ordinary public life. As media professionals with full knowledge of politics and its processes you need to have a purpose in reporting. How do you do that? What goals have you set in? Whom do you serve? What are your biases and assumptions? Are they dynamic? Such questions need your answers.</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 reader's point of view of that (as you think) and why do you think they respond in such fashion?</p>	<b>8</b>

	<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:</b></p> <p><b>Deliverable:</b> This shapes up one's writing bringing out his/her style, treatment of the content, vision 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>	7
	<p><b>Module 4 Understanding Social Media:</b> 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 favour or against the social media and its usage as good or bad for the society and if regulations are necessary for them.</p>	7

VI  
Semester

## B.A. Semester – VI

### Discipline Specific Course (DSC)-12

**Course Title:** Theoretical aspects of International Relations

**Course Code:** 016POL011

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSC-12	Theory	04	04	56 hrs.	2hrs.	40	60	100

**Course Outcomes (COs): At the end of the course students will be able to:**

**CO1:** Make presentations on theories identifying them with examples, which are both critical and reflective in a live engaging class.

**CO 2:** Explain theories by relating them to contemporary events across the globe.

**CO 3:** Interpret world affairs in the light of theories which will serve as a key intellectual tool for them to explain the events with a rational basis

**CO 4:** Give an outline of the conceptual approaches to the discipline of International Relations and illustrate the major theoretical orientations

**CO 5:** Explain the prominent debates in International Relations and vividly show how they can be Operationalised.

Unit	Title:	56.hrs/sem
Unit I	<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>	14
Unit II	<p><b>Chapter-4:</b> Liberal, Neo-Liberalism, Marxist theory and Neo-Marxist Theory.</p> <p><b>Chapter-5:</b> Game Theory, Bargaining Theory.</p> <p><b>Chapter-6:</b> Systems Theory-Meaning, Nature and importance and World Systems Theory</p>	14
Unit III	<p><b>Chapter-7:</b> Communication Theory and Decision Making Theory</p> <p><b>Chapter-8:</b> Dependency theory, Self-Reliance theory: North-South and South-South Dialogue</p> <p><b>Chapter-9:</b> Theory of Clash of Civilizations' of Samuel P. Huntington</p>	14
Unit IV	<p><b>Chapter-10:</b> Power Cycle theory and Feminist Theory</p> <p><b>Chapter-11:</b> Theory building in International Relations, stages of theory building</p> <p><b>Chapter-12:</b> Future of International Relations Theory and Challenges</p>	14

**References:**

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.
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<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project	10
Seminar	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines.</i>	

## B.A. Semester – VI

### Discipline Specific Course (DSC)-13

**Course Title:** Public Policy Analysis

**Course Code:** 016POL012

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-13	Theory	04	04	56 hrs.	2hrs.	40	60	100

**Course Outcomes (COs): At the end of the course students will be able to:**

- CO 1:** Help students to understand the need for policies and the methods of their formulation.
- CO 2:** Give them an opportunity to analyse policies and their impact.
- CO 3:** Know the constitutional and legal positions of policy making
- CO 4:** Understand the role of legislature and executive in policy making and implementation
- CO 5:** Learn about the role of research institutions in policy making and the politics involved in it

Unit	Title:	56.hrs/sem
Unit I	<p><b>Chapter-1:</b> Introduction to Public Policy : Concept, its evolution – a historical perspective</p> <p><b>Chapter-2:</b> Public Policy - Meaning, definition and need for Public Policy.</p> <p><b>Chapter-3:</b> Public Policy - Constitutional and cultural basis in formulating Public Policy.</p>	14
Unit II	<p><b>Chapter-4:</b> Approaches to Public Policy Making- unified, integrated and sectorial.</p> <p><b>Chapter-5:</b> Formulation of Public Policy - Role of Legislature, Parliament, Cabinet and NITI Ayog.</p> <p><b>Chapter-6:</b> Role of Research and Research institutions in Public Policy Making (ISEC, IPP, NIRD).</p>	14
Unit III	<p><b>Chapter-7:</b> Linkage between Public Policy and Planning - Agenda setting, Selection of Goals, Cost Estimation, Implementation and Evaluation.</p> <p><b>Chapter-8:</b> Federal Political System and Planning Process, Coordination and Cooperation between Centre and State</p> <p><b>Chapter-9:</b> Decentralized Planning, Role of Panchayati Raj and People's Participation, monitoring and evaluation</p>	14
Unit IV	<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>	14

**References:**

1. Rimli Basu, 'Public Administration: Concept and Theories', Sterling Publishers, 2004, N.Delhi
2. Mohit Bhattacharya, 'New Horizons of Public Administration', Jawahar Publishers, 7 th Revised Edition, 2018, N.Delhi
3. Nicholas Henry, 'Public Administration and Public Affairs', Pearson, 12th Edition, New Jersey
4. Mohit Bhattacharya, 'Restructuring Public Administration: A New Look, Jawahar Publishers, 2012 N.Delhi
5. D. Ravindra Prasad, Y. Pardhasaradhi, V. Prasad, P. Satyanarayan, 'Administrative Thinkers', Sterling Publishers, 3rd Edition, 2021, New Delhi
6. Bidyut Chakrabarty, Prakash Chand, 'Public Policy: Concept, Theory and Practice', Sage Publication, 2016, New Delhi
7. S.P Naidu, 'Public Administration: Concept and Theories', New Age International Publishers, 1998
8. Moran Mitchel and Robert Goodin, The Oxford Handbook of Public Policy, Oxford University Press, New York, 2006.

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project	10
Seminar	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines.</i>	

## B.A. Semester – VI

### Discipline Specific Course (DSC)-14

**Course Title:** Modern Indian Political Thinkers

**Course Code:** 016POL013

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-14	Theory	04	04	56 hrs.	2hrs.	40	60	100

**Course Outcomes (COs):** At the end of the course students will be able to:

**CO 1:** Know the background political ideas of making modern Indian Political System.

**CO 2:** Understand the different shades of political ideas in Modern India.

**CO 3:** Learn about the role political thinking in resolving socio-political problems of the country.

**CO 4:** Know the phases and different schools of the Political ideas in Modern India.

**CO 5:** Make students understand the major ideas of Modern Indian Political Thinkers

Unit	Title:	56.hrs/sem
Unit I	<p><b>Introduction to Modern Indian Political Thought</b></p> <p><b>Chapter-1:</b> Early Social Reformers: Raja Ram Mohan Roy, Jyotiba Phule.</p> <p><b>Chapter-2:</b> Spiritual Nationalism: Swami Vivekananda, Dayananda Sarasvati.</p> <p><b>Chapter-3:</b> Moderate and Extremist Nationalists: Dadabai Naoroji, M.G. Ranade.</p>	14
Unit II	<p><b>Chapter-4 :</b> Extremist Nationalists: Arabindo and B.G. Tilak Savarkar: Hindutva and social reform.</p> <p><b>Chapter-5:</b> Muslim Emancipation: Sir Syed Ahamed Khan, M. Iqbal and M. Jinnah, Rabindranath Tagore: critique of nationalism</p> <p><b>Chapter-6:</b> Hindu Nationalism: Golwalkar, Savarkar and Deena Dayal Upadhyaya.</p>	14
Unit III	<p><b>Chapter-7:</b> Secular Nationalism: Mahatma Gandhi and Jawaharlal Nehru and</p> <p><b>Chapter-8:</b> Dalit Emancipation: Dr. B.R. Ambedkar</p> <p><b>Chapter-9:</b> National Integration: Vallabhbhai Patel.</p>	14
Unit IV	<p><b>Chapter-10:</b> Socialist thoughts: M.N. Roy, Jayaprakash Narayan and Ram Manohar Lohiya,</p> <p><b>Chapter-11:</b> Volunteerism and Bhudhan Movement Vinobha Bhave,</p> <p><b>Chapter-12:</b> Self Respect. and Feminist thought: E. V. Ramaswami and Pandita Ramabai</p>	14

## References:

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. Panthomand 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.
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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.
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11. Farquhar, J.N., Modern Religious Movements in India. Delhi, Munshiram Manoharlal, 1967. Ganguly, S.M., Leftism in India: MN Roy and Indian Politics 1920-1948, Calcutta, Minerva Publications, 1984
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13. Gore, M.S., The Social Context of an Ideology: Ambedkar's Political and Social thought, New Delhi, Sage Publications, 1993.
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17. Masselos, Jim, Indian Nationalism: An History, New Delhi, Sterling Publishers, 1996.
18. Mehta, N.C., Lohia A Study, Delhi, Atma Ram and Sons, 1975.
19. Mehta, V.R., Foundations of Indian Political Thought, New Delhi, Manohar Publishers, 1992.
20. Pantham, Thomas and Kenneth L. Deutsch (Eds.), Political Thought in Modern India, New Delhi, Sage Publications, 1986.
21. Parekh, Bhiku, Gandhi's Political Philosophy: A Critical Examination, Hampshire, Macmillan Press, 1989.
22. Prasad, Bimal, J.P. and Social Change, New Delhi, Radiant Publishers, 1992.
23. Sathé, Shanta, Lokamanya Tilak: His Social and Political Thoughts, Delhi, Ajanta Publications, 1994.
24. Seervaj, H.M., Partition of India: Legend and Reality. Bombay, Emmene Publications, 1989.

25. Selbourne, David (Ed.), In Theory and Practice: Essays on the Politics of JP., Delhi, Oxford University Press, 1985.
26. Singh, Chandrakant, Socialism in India: Rise, growth and Prospect, New Delhi, D.K. Publishers, 1986.
27. Terchek, Ronald J., Gandhi: Struggling for Autonomy, New Delhi, Vistaar Publications, 2000.
28. Trehan, J., Veer Savarkar: Thought and Action, New Delhi, Deep and Deep Publishers, 1991.
29. Verma, V.P., The Political Philosophy of Sri Aurobindo, Bombay, Asia Publishing House, 1960.

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project	10
Seminar	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines.</i>	

## B.A. Semester – VI

### \*INTERNSHIP/ SEC -4

**Course Title:**

**Course Code: 016POL091**

Type of Course	Theory / Practical	Credits	Instruction hour /week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>*INTERNSHIP OR</b>	<b>Theory</b>	<b>02</b>				<b>50</b>	<b>0</b>	<b>50</b>
<b>SEC-4</b>	<b>Theory</b>	<b>02</b>	<b>02</b>	<b>30</b>		<b>20</b>	<b>30</b>	<b>50</b>

\* in lieu of internship, 01 additional SEC/ Course based Activities may be offered

**Course Outcomes (COs): At the end of the course students will be able to:**

**CO 1:**

**CO 2:**

**CO 3:**

**CO 4:**

**CO 5:**

Unit	Title: for SEC	28.hrs/sem
Unit I		
Unit II		
Unit III		

**References:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
<b>Total</b>	<b>50Marks</b>
<i>Formative Assessment as per guidelines.</i>	

**Internship:**

A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations for 2 credits. Internships involve working with local industry, local governments (such as Panchayat, Municipalities ) or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

**Note;**

1. Credit internship is equal to 30hrs on field experience.
2. Internship shall be Discipline Specific of 45-60 hours (2 credits) with duration 1-2 weeks.
3. Internship may be full-time/part-time (full-time during last 1-2 weeks before closure of the semester or weekly 4 hrs in the academic session for 13-14 weeks). College shall decide the suitable method for programme wise but not subject wise.
4. Internship mentor/supervisor shall avail work allotment during 6<sup>th</sup> semester for a maximum of 20 hours.
5. The student should submit the final internship report (45-60 hours of Internship) to the mentor for completion of the internship.
6. Method of evaluation: Presentations/Report submission/Activity etc.

Allotment of Marks : Total - 50

Sl. No	
1	Presentations - 20
2	Report submission - 20
3	Activity - 10

<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.
3. Exhibit evidence of increased content knowledge gained through practical experience.
4. Describe the nature and function of the organization in which the internship experience takes place.
5. Explain how the internship placement site fits into their broader career field.
6. Evaluate the internship experience in terms of their personal, educational and career needs.

#### **2. Specific Learning Outcomes**

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

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

#### **3. Course Description**

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

an opportunity to explore career fields. Students must meet with the Internship & Apprenticeship Coordinator prior to registering.

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

#### **4. Eligibility requirements for Internship Education**

As prescribed by the respective Universities / BoS

#### **5. Course Requirements**

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

#### **6. Additional Requirements**

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

## **7. Attendance Policy**

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

## **8. All internships shall have the following requirements**

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

## **9. Evaluation:**

As prescribed by the respective Universities /BoS

## **Websites to Check for Internships With the Govt. of India**

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

### **Other Departments include**

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

## Annexure "A"

### FORMAT OF INTERNSHIP COMPLETION CERTIFICATE

(To be given on Letter Head)

**Date:**

#### TO WHOMSOEVER IT MAY CONCERN

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

- i.
- ii.

2.He/She has shown special flair for \_\_\_\_\_ and<his/her> performance in preparation of the report has been rated as \_\_\_\_\_(1 to 10 Points/Grade)

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

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

**Signature**

**Annexure "B"**

**FORMAT FOR NOC TO BE OBTAINED FROM COLLEGE/INSTITUTION**

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

**Date:**

Sub:- No Objection Certificate for Internship Programme at\_\_\_\_\_.

It is certified that <Mr/Ms> is a bonafide student <Student ID no>of<Semester> of <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)**

## UG programme: 2023-24

### **GENERAL PATTERN OF THEORY QUESTION COURSE FOR DSCC/ OEC**

**(60 marks for semester end Examination with 2 hrs duration)**

#### **Part-A**

1. Question number 1-06 carries 2 marks each. Answer any 05 questions : 10  
marks

#### **Part-B**

2. Question number 07- 11 carries 05Marks each. Answer any 04 questions : 20  
marks

#### **Part-C**

3. Question number 12-15 carries 10 Marks each. Answer any 03 questions : 30  
marks

(Minimum 1 question from each unit and 10 marks question may have sub  
questions for 7+3 or 6+4 or 5+5 if necessary)

**Total: 60 Marks**

**Note: Proportionate weight age shall be given to each unit based on number of hours  
Prescribed**