



BANGALORE NORTH UNIVERSITY
Department of Political Science
Tamaka, kolar-563103

Curriculum Framework For Under Graduate Course

BA POLITICAL SCIENCE

V and VI Semesters

Approved by
Board of Studies (UG) Political Science

2023-24

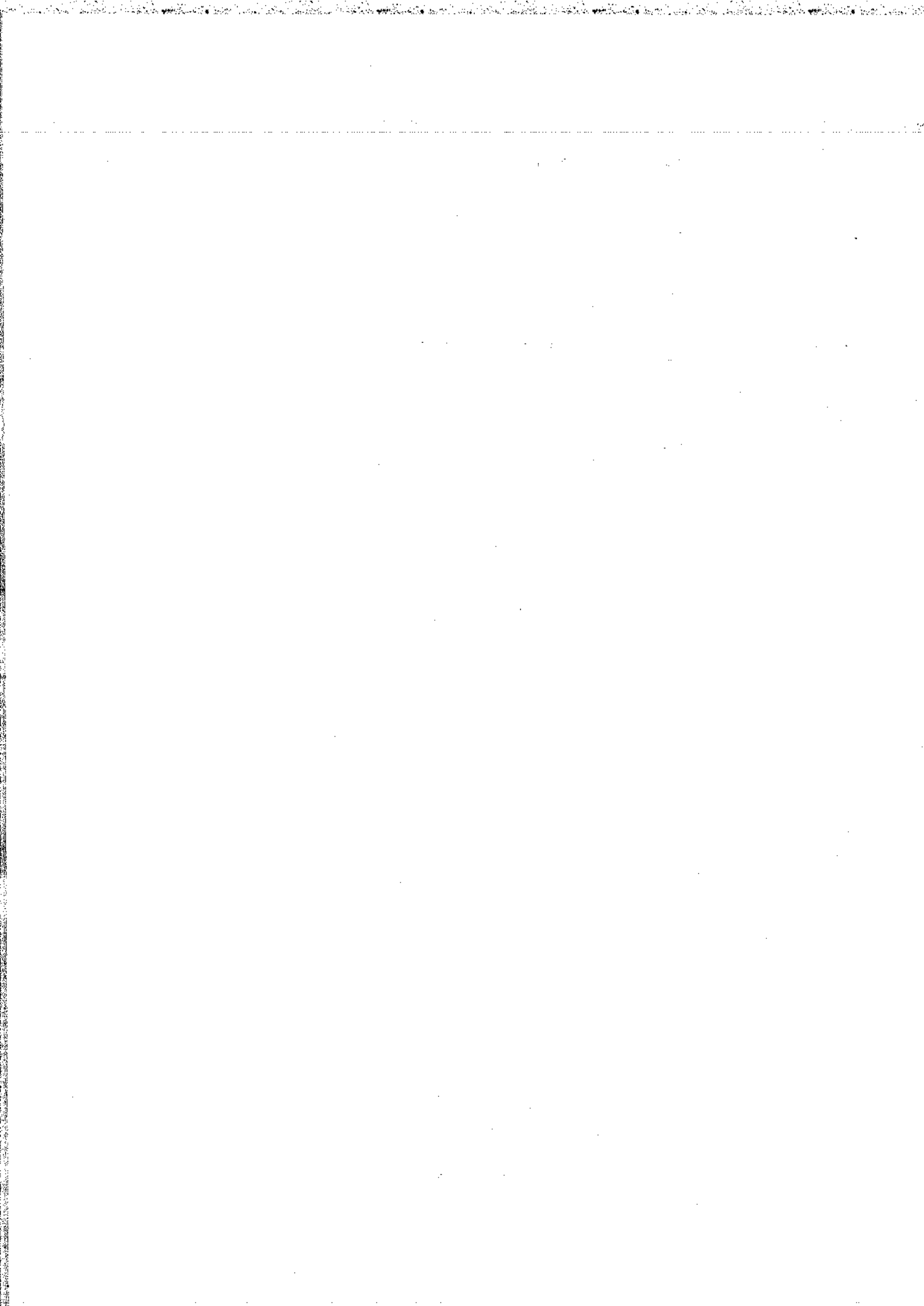
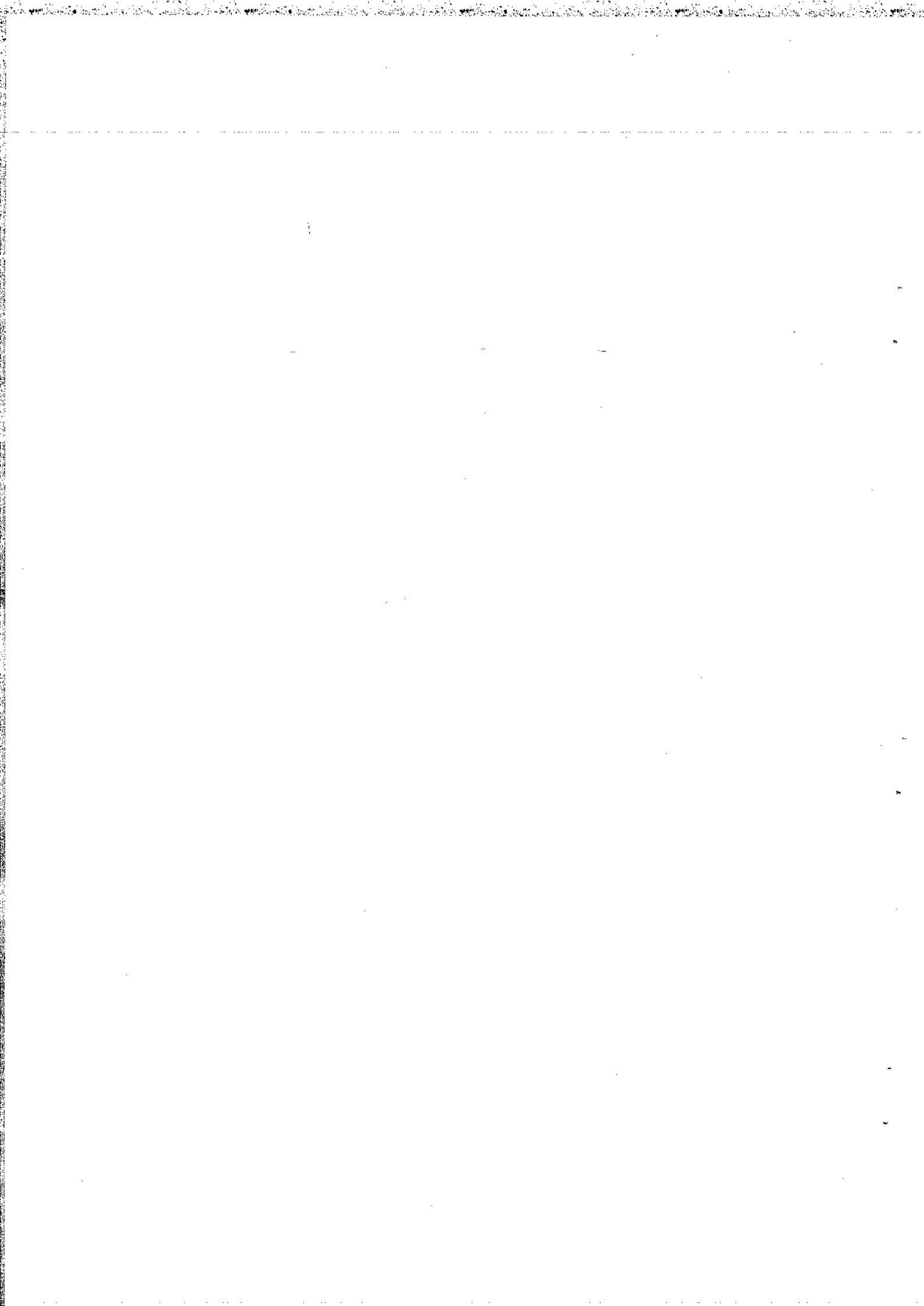


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BANGALORE NORTH UNIVERSITY
Department of Political Science
Tamaka, kolar-563103

Date:27-10-2023

Procdeedings of the Board of Studies (BOS) in Political Science in UG

The BOS in Political Science (UG) was held on 25-10-2023, 26-10-2023 and 27-10-2023, at Department of Political Science, Government First Grade College, Kolar and approved the 5th and 6th Semester Syllabus of Political Science for the BA programme. The following members were present.

Sl. No	Name	Designation	Signature
01	Prof.M. Narasimhamurthy Department of Political Science,BUB	Chairperson	
02	Prof. S.M.Venkateshappa GFGC, Srinivasapur	Member	
03	Prof. Chandrashekar K Principa, GFGC, Vemagai	Member	
04	Dr.Shankarappa R GFGC,Kolar	Member	
05	Prof.Anantha Murthy R GFGC,Kolar	Member	
06	Dr.Ameer Pasha S GFGC, Sulibele	Member	
07	Dr.M.N.Murthy GFGC,Mulbagal	Member	
08	Dr.Saraswathi K GFGC, K.R.Puram	Member	
09	Dr.Bharathi Shyamaraj GFGC for women, Doddaballapur	Member	
10	Dr.M.N. Suresh Kumar GFGC,Doddaballapur	Member	



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On the request of the BOS members, it was decided to include special invitee, particularly those teachers serving under the affiliated government colleges of Bangalore North University, to get their valuable inputs for the approval of Vth and VIth Semester (UG) Syllabus of Political Science for BA programme. The Following Members were present.

Sl.No	Name	Designation	Signature
01	Dr. Channanarasimhappa GFGC, Kolar	Special Invitee	
02	Dr. Franna GFGC, Hoskote	Special Invitee	
03	Prof. Manjula V GFGC, Chintamani	Special Invitee	ABSENT

The Chairperson welcomed the Members of the BOS.

Resolution:

1. The members discussed in detail about the syllabus of the 5th and 6th semesters as per the guidelines and recommendations of the State Level Curriculum Committee for Political Science.
2. The members also discussed to teach any three DSC papers per semester in the syllabus.
3. The Skill Enhancement Course (SEC) Paper “**Employability Skills**” shall be introduced for students of all 5th semester courses.



CHAIRPERSON

(Prof. M. NARASIMHAMURTHY)

Professor

Department of Political Science

Bangalore University

Bangalore

Structure for Political Science Discipline

Category	Core Paper Code	Paper Title	Credit	No.of Teaching Hours/Week	Total Marks/ Assessment
V Semester					
DSC	POL C 9	International Relations-Basic Concepts	4	4	100(60+40)
DSC	POL C 10	Comparative Government and Politics	4	4	100(60+40)
DSC	POL C 11	Karnataka Government and Politics	4	4	100(60+40)
DSC	POL C 12	Colonialism and Indian Politics	4	4	100(60+40)
SEC		Employability Skills	2	2	50(30+20)
VI Semester					
DSC	POL C 13	International Relations-Theoretical Aspects	4	4	100(60+40)
DSC	POL C 14	Political Economy of India	4	4	100(60+40)
DSC	POL C 15	Public Policy Analysis	4	4	100(60+40)
DSC	POL C 16	Modern Indian Political Thinkers	4	4	100(60+40)
		Internship	2		

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

Program Outcome	POL C 9	POL C 10	POL C 11	POL C 12	POL C 13	POL C 14	POL C 15	POL C 16
Disciplinary knowledge	Y	Y	Y	Y	Y	Y	Y	Y
Professional skills	-	-	-	-	Y	Y	Y	Y
Application of Skills to chosen specialization	Y	Y	Y	Y	Y	Y	Y	Y
Experimental learning and critical thinking	Y	Y	-	Y	Y	Y	Y	Y
Application on to administration related problems	Y	Y	Y	-	Y	Y	Y	Y
Knowledge of e resources and social media	Y	Y	Y	-	Y	Y	Y	-
Skills in scientific writing and effective presentation	Y	-	Y	-	Y	Y	Y	-
Critical evaluation of theoretical approaches	Y	Y	Y	Y	Y	Y	Y	Y

Semester V

Course Objectives

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

Course Objectives:

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

Learning Outcomes:

At the end of th course the students shall-

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

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

Exercises:

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

Suggested Readings:

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

Pedagogy:

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

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

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

Course Objectives:

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

Learning Outcomes:

At the end of the course the students shall-

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

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

Exercises:

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

Suggested Readings:

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

Pedagogy:

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

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

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

Course Objectives:

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

Learning Outcome:

At the end of the course the students shall-

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

Unit	Contents of Course-POL C11	60 Hours
Unit-I	<p>Chapter-1: State Politics in India: Nature and Importance.</p> <p>Chapter-2: Politics in Princely State of Mysore: Evolution of Legislature, Mysore Representative Assembly.</p> <p>Chapter-3: Administration and Governance in the Princely State and Re-organisation of State.</p>	15 Hours
Unit-II	<p>Chapter-4: Unification of Movement: Factors Responsible, Role of Vidyavardhaka Sangha and Kannada Sahithya Parishat.</p> <p>Chapter-5: Contributions: Alur Venkatrao: Karnatakakatava Deputy Chennabasappa, Gudleppa Hallikere, Siddappa Kambli.</p> <p>Chapter-6: 1924 Belgaum Conference, Hardekar Manjappa: Concept of Swadeshi and Nationalism, Huilgol Narayan Rao</p>	15 Hours
Unit-III	<p>Chapter-7: Caste and Politics: Dominant Caste (M.N.Srinivas), Backward Class Movement and AHINDA, Caste and Identity Politics, Religion and Politics.</p> <p>Chapter-8: Regionalism, Dr. Nanjundappa Committee Report, Regional Disparities.</p> <p>Chapter-9: Language and Politics, Water and Border Disputes, Peasant Issues, Gender Politics and Karnataka's Relations with Center.</p>	15 Hours
Unit-IV	<p>Chapter-10: Era of Coalitions in Karnataka (2004 and 2018): its effects on policy making, administration and party politics.</p> <p>Chapter-11: Politics of Polarisation: Growth of Polarisation in Karnataka Politics and it's impact.</p> <p>Chapter-12: Demand for separate state, Art 371 (J) and Special status, challenges of Development in Kittur and Kalyana Karnataka, Kodagu- (Coorg Case Study)</p>	15 Hours

Exercises:

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

Suggested Readings:

1. Harish Ramaswamy and S.S. Patagundi (ED.) (2007). Karnataka-Government and Politics. Delhi: Concept Publishing Company.
2. Raghavendra Rao, K. (2000). Imagining Unimaginable Communities. Hampi: Prasaraṅga, 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 analysys 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. 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. Krishna 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 Rajyadalitha 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.

Pedagogy:

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

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

Course Title: Colonialism and Indian Politics	
Semester: V	Course Code: POL C12
Total Contact hours:60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks:40	Summative Assessment Marks: 60+40=100

Course Objectives:

The course will analyse the process of colonialism in the Indian context. It helps the students to examine the colonial discourses in India, to enable them to understand the colonial mindset and its impact on the commonsensical understanding of Indian society and her problems. It will also help to grasp complexities and contradictions in the political life of the people in India.

Learning Outcome:

At the end of the course the students shall-

- Make sense of the impact of colonialism from the early colonial reformist times to contemporary secular political scenario.
- Examine the nature of colonial hegemony and the response to it from the Indian thinkers.
- Reflect on the origin of the concept of Secularism, its problems and challenges of in India.

Unit	Contents of Course-POL C12	60 Hours
Unit-I	<p>Chapter-1: Colonialism and its impact on Understanding of Indian History, Culture, Society and Politics.</p> <p>Chapter-2: British Liberal Tolerance and Early Social Reformists Movements: Satyashodhak Samaj, Brahma samaj, Dravidian and Self Respect Movements, Non-Brahmin Movements</p> <p>Chapter-3: Western Cultural Framework: Notions of a Religion- Western and Eastern, Difference between Semitic Religions and Indian Traditions.</p>	15 Hours
Unit-II	<p>Chapter-4: Colonial Consciousness and The Orientalist perceptions: (with specific reference to William Jones, James Mill, Maxmuller)</p> <p>Chapter-5: Nationalists Defence Against Orientalists and its Limitations- Shama Shastri, K.P Jayaswal, Tilak.</p> <p>Chapter-6: Edward Said;s Orientalism: Challenge to Colonialism.</p>	15 Hours
Unit-III	<p>Chapter-7: Secular Politics: Shah Bhanu Case ; Ayodhya Dispute; Uniform Civil Code, Debates on Conversion; NRC and CAA.</p> <p>Chapter-8: Demand for Separate Electorate- Round Table Conference, Communal Award and Poona Pact.</p> <p>Chapter-9: Debates Around the Partition-Gandhi, Jinnah, Savarkar and Dr. B.R.Ambedkar.</p>	15 Hours
Unit-IV	<p>Chapter-10: Impact of Colonialism on Indian Education, Industry and Rural Governance.</p> <p>Chapter-11: Thoughts on Decolonisation: M.K. Gandhi and Dharmapal.</p> <p>Chapter-12: Methods of Decolonisation: Institutional Revamping, Cultural Reorientation and self-awakening.</p>	15 Hours

Exercises:

- Students can be assigned to practice in the cultural practices of their locality and compare their experiences with the colonial and reformist writings about traditional practices.
- Students can be asked to conduct debates on Indian discourses to understand the difference between Orientalist and Nationalists.
- Students can be assigned field studies to understand the impact of a state policy on traditional practices and religious practices.

Suggested Readings

1. Edward Said. *Orientalism*. Pantheon Books. New York. 1978.
2. Constituent Assembly Debates. (9th. December, 1946 to 24th January, 1950)
3. Hegde, Rajaram. Ed. (2004), *Bharatiya Itihasa, Samaja mattu Samskruthi*. (in Kannada) Bangalore: Karnataka Sahitya Academy.
4. Chandra, Bipan. 1994. *Ideology and Politics in Modern India*. New Delhi: Har-Anand Publications.
5. Chatterjee, Partha. 1998. "Secularism and Tolerance". In: *Secularism and its Critics*, ed. Rajeev Bhargava. New Delhi: Oxford University Press. Pp. 345-379.
6. Lloyd I. and Susanne H. Rudolph, *The Modernity of Tradition: The political Development in India* (Bombay, Orient Longman, 1969)
7. Mathew Kurian, *State and Society: A Marxian Approach* (Madras Orient Longman, 1975).
8. Rudolph and Rudolph, *In pursuit of Laksmi: The Political Economy of the India State* (New Delhi Orient Longman, 1987).
9. Francine Frankel and M.S.A. Rao, *Dominance and State Power in India: Decline of Social Order*, (Delhi, OUP 1990)
10. T.V. Sathyamurthy (ed), *Social Change and Political Discourse in India: Structures of Power, Movements of Resistance* (Delhi, OUP 1994).
11. Michael Gottlob, *Historical Thinking in South Asia, A Handbook of Sources from Colonial Times to the Present*, Oxford University Press, 2003, Introduction, pp 1-87.
12. Ronald Inden, "Orientalist Constructions of India" *Modern Asian Studies*, 20,3 (1986), pp.401-446; Kannada Tr. By O.L.Nagabhushanaswamy, in Rajaram Hegde (Ed.) *Bharatiya Itihasa, Samaja mattu Samskruti*, Karnataka Sahitya Academy, 2004.
13. Sridhar, *A Textbook of Historiography* Orient Longman.

Pedagogy:

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

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

Semester VI

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

Course Objectives:

The objective is to give an outline of the conceptual approaches to the discipline of International Relations and illustrate the major theoretical orientations. It explains the prominent debates in International Relations and vividly shows how they can be operationalized.

Learning Outcome:

At the end of the course the students shall-

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

Unit	Contents of Course-POL C13	60 Hours
Unit-I	Chapter-1: Meaning Nature, Functions and importance of Theories in International Relations. Chapter-2: Classical v/s Scientific- Debate. Chapter-3: Realism and Neo-Realism Theories.	15 Hours
Unit-II	Chapter-4: Liberal and Neo-Liberalism, Marxist theory and Neo-Marxist Theory. Chapter-5: Game Theory, Bargaining and Distributive Theory. Chapter-6: Systems Theory-Meaning, Nature and importance and World Systems Theory.	15 Hours
Unit-III	Chapter-7: Communication Theory and Decision Making Theory Chapter-8: Dependency Theory and Self-Reliance theory. Chapter-9: Theory of Clash of Civilizations (Samuel P Huntington)	15 Hours
Unit-IV	Chapter-10: Power Cycle theory, Feminist Theory. Chapter-11: Theory building in International Relations, stages of theory building. Chapter-12: Future of International Relations Theory and Challenges.	15 Hours

Exercises:

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

Suggested Readings:

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

Pedagogy:

The course shall be taught through the lecture,, Open Educational Resources (OER) as reference materials, seminars and Group discussions.

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

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

Course Objectives:

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

Learning Outcome:

At the end of the course the students shall-

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

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

Exercises:

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

Suggested Readings:

1. Ahluwalia, I.J. 1992, *Productivity and Growth in Indian manufacturing*, Oxford University Press, New Delhi.
2. Bardan, P. 1998, *The Political Economy of Development in India: expanded edition with an Epilogue on the Political Economy of Reform in India*, Oxford University Press, New Delhi.
3. Baru, S. 2000, *Economic Policy and Development of Capitalism in India: The Role of Regional Capitalists and Political Parties*, in (eds,) Frankel et al.
4. Bhaduri, A. 1983, *The Economics of Backward Agriculture*, Academic Press, New York.
5. Chandavarkar, R. 1996, *Imperial Power and Personal Politics: Class Resistance and State in India, C. 1850-1951*, Cambridge University Press, Cambridge.
6. Chandavarkar, R., 1994, *The origins of Industrial Capitalism in India: Business Strategies and the working classes in Bombay, 1900-1940*. Cambridge University Press, Cambridge.
7. Corbridge, S. and Harriss, J., 2000, *Reinventing India*, Polity, London.
8. Dreze, I., and A. Sen, (eds.) 1995, *India: Economic Development and Social Opportunity*, Delhi, Oxford University Press.
9. Basu, Kaushik, (ed.) 2004, *India's Emerging Economy: Performance and Prospects in the 1990s and beyond*. Oxford University Press, New Delhi.
10. Roy, Tirthankar, 2001, *The Economic History of India; 1857-1947*, New Delhi, Oxford University Press.
11. Dandekar, V.M. and Rath, N., 1971, *Poverty in India*, Indian School of Political Economy, Poona. 14.
12. Jha, P.K. 1997, *Agricultural Labour in India*, Vikas, New Delhi.
13. Jhabvala, R. And Subramanyam, R.K.A., (ed) 2000, *The Unorganised Sector: Work security and social protection*, Sage, New Delhi.
14. Joshi, V. And Little, I.M., 1994, *India: Macro economics and Political Economy: 1964-91*, Oxford University Press, New Delhi.
15. Joshi, P.C., 1996, *India's Economic Reforms: 1991-2001*, Oxford University Press, New Delhi.
16. Harriss-White, B., 2004, *India Working: Essays on Society and Economy*. Cambridge University Press, Foundation Books, New Delhi.
17. Byres, T.J. (ed.) 1998, *The Indian Economy: Major debates since independence*, Oxford University Press, New Delhi.
18. Byres, T.J. 1996, *The State, Development Planning and Liberalisation in India*. Oxford University Press, New Delhi.
19. Bose, S. And Jalal, A. (eds.) 1997, *Nationalism, Democracy and Development: State and Politics of development*, Oxford University Press, Delhi.
20. Mitra, Ashok, 1977, *The Terms of Trade and Class relations*, Cass, London.
21. Sathyamurthy, T.V., 1995, *Industry and Agriculture in India since Independence*. Oxford University Press, New Delhi.

Pedagogy:

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

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

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

Course Objectives:

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

Learning Outcome:

At the end of the course the students shall-

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

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

Exercise:

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

Suggested Readings:

1. RamliBasu, '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. Sathyanarayan, 'Administrative Thinkers', Sterling Publishers, 3rd Edition, 2021, New Delhi.
6. Bidyut Chakrabarthy, Prakash Chand, 'Public Policy: Concept, Theory and Practice', Sage Publication, 2016, New Delhi.
7. S.P. Naidu, 'Public Administration: Concept and Theories', New Age International Publishers, 1998.
8. Moran Mitchel and Robert Goodin, The Oxford Handbook of Public Policy, Oxford University Press, New York, 2006.

Pedagogy:

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

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

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

Course Objectives:

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

Learning Outcome:

At the end of the course the students shall-

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

Unit	Contents of Course-POL C15	60 Hours
Unit-I	<p>Introduction to Modern Indian Political Thought</p> <p>Chapter-1: Early social Reformers: Raja Ram Mohan Roy, Jyotiba Phule.</p> <p>Chapter-2: Spiritual Nationalism: Swami Vivekananda, Dayananda Saraswati.</p> <p>Chapter-3: Moderate Nationalists: Dadabai Naoroji and M.G.Ranade.</p>	15 Hours
Unit-II	<p>Chapter-4: Extremist Nationalists: Arabindo and Bal Gangadhar Tilak.</p> <p>Chapter-5: Emancipatory Phase: Sir Syed Ahamed Khan and M.Iqbal.</p> <p>Chapter-6: Views on Caste System and Social Justice: Dr.B.R.Ambedkar and Ramaswamy Naicker</p>	15 Hours
Unit-III	<p>Chapter-7: Shades of Nationalism I- Savarkar and Dheena Dayal Upadhyay.</p> <p>Chapter-8: Shades of Nationalism II- Mahatma Gandhi and Jawaharlal Nehru.</p> <p>Chapter-9: National Integration: Vallabhbhai Patel and Critique of nationalism: Rabindranath Tagore.</p>	15 Hours
Unit-IV	<p>Chapter-10: Socialist thoughts: Jayaprakash Narayan and Ram Manohar Lohiya.</p> <p>Chapter-11: Volunteerism and Bhoodhan Movement- Vinobha Bhave and Thoughts on Tribes: Jaipal Singh.</p> <p>Chapter-12: Self Respect: E.V. Ramaswami and Feminist thought: Pandita Ramabai.</p>	15 Hours

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 Thoughts in India.

Suggested Readings

1. C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800-1830', in Sh. Kapila (ed.), An intellectual History for India, New Delhi: Cambridge University Press, pp. 18-34.
2. T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Pantham 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. Ahluwalia, B. and Ahluwalia, 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. Chakarvati, G., *Gandhi: A Challenge to the Hindu Muslim Problem*, New Delhi, Eastern Books, 1991.
10. Dallmayr, Fred and Devy G.N. (Eds.), *Between Tradition and Modernity: India's search for identity*, New Delhi, Sage Publications, 2000. Desai, A.R., *Social Background of Indian Nationalism*, Bombay, Popular Prakashan, 1996.
11. Farquhar, J.N., *Modern Religious Movements in India*. Delhi, Munshiram Manoharlal, 1967. Ganguly, S.M., *Leftism in India: MN Roy and Indian Politics 1920 1948*, Calcutta, Minerva Publications, 1984.
12. Ghose, Sankar, *Modern Indian Political Thought*, New Delhi, Allied Publishers. 1984.
13. Gore, M.S., *The Social Context of an ideology: Ambedkar's Political and Social thought*, New Delhi, Sage Publications, 1993.
14. Graham, B.D., *Hindu Nationalism and Indian Politics*, Cambridge, Cambridge University Press, 1993. 16. Griffiths, Percival, *The British Impact on India*, London, Macdonald, 1952.
15. Ingham, Kenneth, *Reformers in India*, Cambridge, Cambridge University Press, 1956.
16. Kapoor, S., *Sri Aurobindo Ghosh and Bal Gangadhar Tilak*, New Delhi, Deep and Deep Publications, 1991.
17. Masselos, Jim, *Indian Nationalism: An History*, New Delhi, Sterling Publishers, 1996.
18. Mehta, N.C., *Lohia A Study*, Delhi, Atma Ram and Sons, 1975.
19. Mehta, V.R., *Foundations of Indian Political Thought*, New Delhi, Manohar Publishers, 1992.
20. Pantaham, Thomas and Kenneth L, Deutsch (Eds), *Political Thought in Modern India*, New Delhi, Sage Publications, 1986.
21. Parekh, Bhiku, *Gandhi's Political Philosophy: A Critical Examination*, Hampshire, Macmillan Press, 1989.
22. Prasad, Bimal, J.P. and *Social Change*, New Delhi, Radiant Publishers, 1992.
23. Sathe, Shanta, *Lokmanya Tilak: His Social and Political Thoughts*, Delhi, Ajanta Publications, 1994.

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

Pedagogy:

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

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

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

Department of Political Science Internship Guidelines

1. Core Learning Outcomes

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

1. Apply appropriate workplace behaviors in a professional setting.
2. Demonstrate content knowledge appropriate to job assignment.
3. Exhibit evidence of increased content knowledge gained through practical experience takes place.
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 Adviser 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.

Websites to check for Internships with the Govt. of India/Government of Karnataka

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

Other Departments include

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

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 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 analyze the work of the internship in that context.

9. Evaluation

As prescribed by the respective Universities/BoS

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

Anexure "B"

FORMAT FOR NOC 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 bonafied
_____ (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.

(Signature and Seal)

General Pattern of Political Science Question Paper

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 **2 hours**.

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

Section A: Multiple Choice

Section B: Short Answer

Section C: Long Answer

Section A: Multiple Choice Questions

All Questions are Compulsory (10×1=10)

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

Section B: Short Answer Questions (2×10=20)

Answer any two questions.

Answer the following questions in not more than 500 words

- 11.
- 12.
- 13.

Section C: Long Answer Questions (2×15=30)

Answer any two questions.

Answer the following questions in not more than 800 words

- 14.
- 15.
- 16.

