

Name of the Department: Political Science

Semester-VI

DSC -12: INTERNATIONAL RELATIONS- THEORETICAL ASPECTS

Course Title: INTERNATIONAL RELATIONS- THEORETICAL ASPECTS	Course code: 21BA6C12PS12
Total Contact Hours: 60	Course Credits: 04
Internal Assessment Marks: 40	Duration of SEE: 02 Hours
Semester End Examination Marks: 60	

Course Outcomes (CO's): The objective is to give an outline of the conceptual approaches to the discipline of International Relations and illustrate the major theoretical orientations. It explains the prominent debates in International Relations and vividly shows how they can be operationalised.

Learning Outcome:

At the end of the course the students shall -

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

DSC-12:INTERNATIONAL RELATIONS- THEORETICAL ASPECTS

Unit	Contents of Course-12	60 Hours
1	Chapter -1 Meaning, Nature, Functions and importance of Theories in International Relations. Chapter-2 Classical v/s Scientific – Debate.	10 Hours
2	Chapter- 3 Realism and Neo-Realism Theories. Chapter-4 Liberal , Neo-Liberalism, Marxist theory and Neo-Marxist Theory.	10 Hours
3	Chapter-5 Game Theory, Bargaining and Decision-Making Theory. Chapter-6 Systems Theory-Meaning, Nature and importance and World Systems Theory.	12 Hours

4	<p>Chapter-7 Communication Theory and Decision Making Theory.</p> <p>Chapter-8 Dependency theory and Self-Reliance theory.</p> <p>Chapter-9 Theory of Clash of Civilisations of Samuel P Huntington.</p>	14 Hours
5	<p>Chapter-10 Power Cycle theory and Feminist Theory.</p> <p>Chapter-11 Theory building in International Relations, stages of theory building.</p> <p>Chapter-12 Banking Future of International Relations Theory and Challenges.</p>	14 Hours
<p>References:</p> <ol style="list-style-type: none"> 1. Cochran Molly, Normative Theory in International Relations: A Pragmatic Approach,,: Cambridge University Press, Cambridge, 2004. 2. Devetak, Richard, Post Modernism, Scott Burchill, Andrew Linklater, et al, eds. Theories of International Relations, Palgrave, Hampshire, 2005. 3. Hurd, Ian, Constructivism, Cristian, Christian Reus - Smit and Duncan Snidal, eds. Oxford Handbook of International Relations, Oxford University Press, Oxford, 2008. 4. Kumar Mahendra, Theoretical Aspects of International Politics, Shivalal Agarwal and Company, New Delhi, 2017. 5. Morgenthau, Hans J. Politics Among Nations, Alfred A Knopf, New York, 1948. 6. Robert Keohane, Joseph Nye Jr. Power and Independence, Pearson 4th edition, 2011. 7. Shapcott Richard, Critical Theory, Oxford University Press, Oxford, 2008. 8. Sorensen, Robert Jackson and Georg, Introduction to International Relations: Theories and Approaches, Oxford University Press, 2015. 9. Tickner Ann, Gender in International Relations, Columbia University Press, New York, 1992. 10. Waltz, Kenneth N, Theory of International Politics, New York, 1979 		

Exercise:

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

Date

Course Coordinator

Subject Committee Chairperson

Name of the Department: Political Science

Semester-VI

DSC -13: PUBLIC POLICY ANALYSIS

Course Title: PUBLIC POLICY ANALYSIS	Course code: 21BA6C13PS13
Total Contact Hours: 60	Course Credits: 04
Internal Assessment Marks: 40	Duration of SEE: 02 Hours
Semester End Examination Marks: 60	

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

Learning Outcome:

At the end of the course the students shall –

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

DSC -13: PUBLIC POLICY ANALYSIS

Unit	Contents of Course-13	60 Hours
1	Chapter -1 Introduction to Public Policy: Concept, its evolution - a historical perspective. Chapter-2 Public Policy - Meaning, definition and need for Public Policy.	10Hours
2	Chapter-3 Public Policy - Constitutional and cultural basis in formulating Public Policy. Chapter-4 Approaches to Public Policy Making- unified, integrated and sectorial.	10 Hours
3	Chapter-5 Formulation of Public Policy - Role of Legislature, Parliament, Cabinet and NITI Ayog. Chapter-6 Role of Research and Research institutions in Public Policy Making (ISEC, IPP, NIRD).	12 Hours

4	<p>Chapter-7 Linkage between Public Policy and Planning - Agenda setting, Selection of Goals, Cost Estimation, Implementation and Evaluation.</p> <p>Chapter-8 Federal Political System and Planning Process, Coordination and Cooperation between Centre and State.</p> <p>Chapter-9 Decentralised Planning, Role of Panchayati Raj and People's Participation, monitoring and evaluation.</p>	14Hours
5	<p>Chapter-10 Public Policy implementation- top down approach, Bottom up approach, incremental model, strategic planning.</p> <p>Chapter-11 Resolving problems in implementation- Defining problem, identification of issues, preparing problem statement, policy alternatives and resetting goals.</p> <p>Chapter-12 Measuring policy impact-cost benefit analysis, MBO, PERT and CPM.</p>	14 Hours

References:

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

Exercise:

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

Date

Course Coordinator

Subject Committee Chairperson

Name of the Department: Political Science

Semester-VI

DSC- 14: MODERN INDIAN POLITICAL THINKERS

Course Title: Modern Indian Political Thinkers	Course code: 21BA6C14PS14
Total Contact Hours: 60	Course Credits: 04
Internal Assessment Marks: 40	Duration of SEE: 02 Hours
Semester End Examination Marks: 60	

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

Learning Outcome:

At the end of the course the students shall -

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

DSC -14 : Modern Indian Political Thinkers

Unit	Contents of Course -14	60 Hours
1	Chapter -1 Early Social Reformers: Raja Ram Mohan Roy, Jyotiba Phule. Chapter-2 Spiritual Nationalism: Swami Vivekananda, Dayananda Saraswati.	10 Hours
2	Chapter- 3 Moderate Nationalists: Dadabai Naoroji and M.G.Ranade. Chapter-4 Extremist Nationalists: Arabindo and Bal Gangadhar Tilak.	10 Hours
3	Chapter-5 Emancipatory Phase: Sir Syed Ahamed Khan and M. Iqbal. Chapter-6 Views on Caste System and Social Justice: Dr.B.R.Ambedkar and Ramaswamy Naicker.	12 Hours

4	<p>Chapter-7 Shades of Nationalism I- Mahatma Gandhi.</p> <p>Chapter-8 Shades of Nationalism II - Jawaharlal Nehru.</p> <p>Chapter-9 National Integration: Vallabhbhai Patel and Critique of nationalism: Rabindranath Tagore.</p>	14 Hours
5	<p>Chapter-10. Socialist thoughts: Jayaprakash Narayan and Ram Manohar Lohia.</p> <p>Chapter-11 Volunteerism and Bhoodhan Movement- Vinobha Bhave and Thoughts on Tribes: Jaipal Singh.</p> <p>Chapter-12 Self Respect Movement: E. V. Ramaswami and Feminist thought: Pandita Ramabai</p>	14Hours

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. Panthom and K. Deutsch, (eds.) Political Thought in Modern India, New Delhi: Sage, pp.32-52.
3. A.V.Rathna Reddy: The Political Philosophy of Swami Vivekananda, New Delhi: Sterling Publishers, 1984.
4. Alhuwalia, B. and Alhuwalia, M., Raja Ram Mohan Roy and the Indian Renaissance, New Delhi, Mittal Publications, 1991.
5. Anderson, Walter and Shridhar D. Damle, The Brotherhood in Saffron: The RSS and Hindu Revivalism, New Delhi, Sage Publications, 1987.
6. Appadorai, A., Indian Political Thinking in the 20th century, New Delhi, South Asian Publishers, 1987.
7. Bhattacharjee, Arun, The Prophets of Modern Indian Nationalism, Delhi, Ashish Publishing House, 1993.
8. Cashman, R.L., Myth of Lokmanya Tilak and Mass Politics in India, Berkeley, University of California Press, 1975.
9. Chakaravati, G., Gandhi: A Challenge to the Hindu Muslim Problem, New Delhi, Eastern Books, 1991.
10. Dallmayr, Fred and Devy G.N. (Eds.), Between Tradition and Modernity: India's search for identity, New Delhi, Sage Publications, 2000.
11. Desai, A.R., Social Background of Indian Nationalism, Bombay, Popular Prakashan, 1996.
12. Farquhar, J.N., Modern Religious Movements in India. Delhi, Munshiram Manoharlal, 1967.
13. Ganguly, S.M., Leftism in India: MN Roy and. Indian Politics 1920-1948, Calcutta, Minerva Publications, 1984.
14. Ghose, Sankar, Modern Indian Political Thought, New Delhi, Allied Publishers. 1984.
15. Gore, M.S., The Social Context of an Ideology: Ambedkar's Political and Social thought, New Delhi, Sage Publications, 1993.
16. Graham, B.D., Hindu Nationalism and Indian Politics, Cambridge, Cambridge University Press, 1993.
17. Griffiths, Percival, The British Impact on India, London, Macdonald, 1952.
18. Ingham, Kenneth, Reformers in India, Cambridge, Cambridge University Press, 1956.

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

Exercise:

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

Date

Course Coordinator

Subject Committee Chairperson

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

Department of Political Science Internship Guidelines

1. Core Learning Outcomes

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

1. Apply appropriate workplace behaviours 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 newsets of skills.

3. Course Description

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

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

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

4. Eligibility requirements for Internship Education

As prescribed by the respective Universities /BoS

5. Course Requirements

1. Students must schedule an orientation with the Internship & Apprenticeship Coordinator and meet with his/her Faculty Internship Advisor/HOD to determine eligibility and discuss internship opportunities. For Paralegal and Human Services programs, students must meet with their Faculty Advisor prior to meeting with the Internship & Apprenticeship Coordinator.

2. Students must secure their own internship employer.

3. Students must complete all the admission formalities for Internship Education prior to the commencement of their internship experience.

4. The student, Worksite Supervisor, HOD/Principal, and the Internship & Apprenticeship Coordinator must sign the Memorandum of Understanding (MOU) between the employer, student and college. The signed MOU must be submitted to the Internship & Apprenticeship Coordinator in order to register for the class.

5. The internship shall be paid or unpaid.

6. Additional Requirements

1. Complete all assignments in the Internship Education Student Workbook.

2. Achieve the Core Learning Outcomes.

3. Meet the Specific Program Outcomes.

4. Students must remain at the internship worksite placement for the agreed upon period for which they are registered. If there are significant changes in the work schedule, in the job expectations, or the working conditions, students are required to contact their Faculty Internship Advisor.

7. Attendance Policy

1. Students are required to report to work on time and according to the requirements of

the student's individualized work schedule.

2. Students are expected to conform to all attendance policies established by the employer and must notify the Worksite Supervisor and Faculty Internship Advisor in the event of absence from work.

3. When the employer is open for business on college holidays, the student is expected to report to work as scheduled.

8. All internships shall have the following requirements

1. Internships must be arranged one semester in advance. Given work requirement variation in internships, it may be necessary to earn academic credit in the semester following the work of the internship.

2. The Internship Coordinator/Faculty will assist students in choosing the area of Internship.

3. The workplace Internship & Apprenticeship Coordinator, in consultation with the faculty member, will provide a memo detailing workplace expectations, including the work to be performed; dress code; and the time frame for the work must be received before the Faculty Advisor can agree to supervise the internship.

4. The supervising faculty member (Faculty Advisor) will maintain contact with the workplace Internship & Apprenticeship Coordinator, throughout the internship to assess the satisfaction of the supervisor and to assure the quality of the internship experience for the student.

5. Workplace supervisors (Internship & Apprenticeship Coordinator) will be requested to complete evaluations of the student following the internship. These evaluations will not be used to calculate the grade of the student.

6. All interns will submit a weekly journal to the Faculty Advisor. The journal will detail the work the student has completed that week and will analyze the work in terms of its illumination of principles, concepts and/or methods learned in Political Science.

7. All interns will complete a research paper which examines the literature relevant to the organization and work conducted during the internship and analyzes the work of the internship in that context.

9. Evaluation:

As prescribed by the respective Universities /BOS.

Websites to Check for Internships With the Govt. of India

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

Other Departments include

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

FORMAT OF INTERNSHIP COMPLETION CERTIFICATE

(To be given on Letter Head)

Date:

TO WHOMSOEVER IT MAY CONCERN

This is to certify that Mr/ Ms_____a student of (name of 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

FORMAT FOR NOC TO BE OBTAINED FROM COLLEGE/INSTITUTION

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

Date:

Sub:- No Objection Certificate for Internship Programme at_____.

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

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

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

(Signature and Seal)

CBCS Question Paper Pattern for UG Semester End
Examination with effect from the AY 2021-22

Languages /Discipline Core Courses (DSC) & Open Elective Courses
(OEC)

Paper Code:

Paper Title:

Time: 3 Hours

Max. Marks: 60

Instruction: Answer all Sections

SECTION-A

1. Answer the following sub-questions, each sub-question carries **ONE** mark. (10X1=10)

- a).
- b).
- c).
- j).

Note for Section-A: Two sub-questions from each unit.

SECTION-B

Answer any **FOUR** of the following questions, each question carries **FIVE** marks. (4X5=20)

- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Note for Section-B: Minimum One question from each unit (Q No 2 to 6) and remaining one question from unit II to V (Q.No. 7)

SECTION-C

Answer any **THREE** of the following questions, each question carries **TEN** marks. (3X10=30)

- 8.
- 9.
- 10.
- 11.

12.

Note for Section- C: One question from each unit. Sub-questions such as ‘a’ and ‘b’ may be given for a question in section-C only.

SEC & AECC Subjects

Paper Code:

Paper Title:

Time: 1 Hours

Max. Marks: 30

There shall be Theory examinations of **Multiple Choice Based Questions [MCQs]**with **Question Paper of A, B, C and D Series** at the end of each semester for **AECCs (Environmental Studies and (ii) Constitution of India)** and **SECs (SEC-1: Digital Fluency, SEC-2: Artificial Intelligence, SEC-3: Cyber Security and SEC-4: Societal Communication)** for the duration of **One hour (First Fifteen Minutes for the Readiness of OMR and remaining Forty-Five Minutes for Answering thirty Questions)**. The **Answer Paper is of OMR (Optical Mark Reader) Sheet.**

Note:

Add the Scheme of Evaluation of UG ----- practicals.