Semester – I

Major Discipline Specific Courses (core)

Course – 1

Understanding Politics

Total Credits: 04

Course Objective: This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions. The critical engagements with ideologies will allow the students to develop their own understanding of politics. Since the state occupies a central position in the discourses on politics, the understanding of different theories on the state will allow the students to understand the role of the state in the society and how it governs and regulate the power structure. Media and civil society are the drivers of the politics as they perform a communication role, important for information and ideology transmission.

Learning Outcomes:

a. The students would be able to explain different approaches to politics and build their ownunderstanding of politics.
b. They will be able to answer why the state plays so much central place in the discourses on politics.
c. They will be able to make a distinction between nation and state.
d. They will come to know about different theories on nationalism.
e. Students would be able to answer what are social movements and make a distinction between the old and new social movements.

Unit-I: Introduction to Politics

   a. What is Politics?
   b. Different Approaches to Understand Politics

Unit-II: Centrality of State

   a. What is State? Why State Occupies Central Position in Discussion of Politics?
   b. Theories of State
   c. Ideologies and Understanding of State
   d. Changing Role of State in the Era of Globalization?

Unit-III: State and Nation

a. How State is different from Nation?
b. Debates in Nation and Nationalism

Unit-IV: Democracy and Social Movements

a. Theories of Democracy
b. Social Movements

UNIT-V: Political Communication and Mass Media

a. Political Communication
b. Role of Mass media

Readings:

- Heywood, A. (2004). *Political Theory - An Introduction*, (3rd ed.). Basingstoke: Palgrave.
- Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
- Harding, A. (1994). The Origins of the Concept of the State,*History of Political Thought*, 15(1), pp. 57-72. •
- Held, D. (1989). *Political Theory and the Modem State*. Cambridge: Polity Press.
- Heywood, A. (2002). *The State*. In Politics. New York: Palgrave, pp. 85-102.
- Laski, H. J. (1935). *The State in Theory and Practice*. London: George Allen & Unwin
- Newton, K., &Deth, J. (2010). The Development of the Modern State. In *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 13-33.
- Dahl, R. A. (1991). *Democracy and its Critics*. New Delhi: Orient Longman.
- Macpherson, C. B. (1973). *Democratic Theory: Essays in Retrieval*. Oxford: Clarendon Press.
- Shah, G. (Ed.). (2002). *Social Movements and the State*. New Delhi: Sage Publication.

Major Discipline Specific Courses (core)

Course – 2

Western Political Thinkers

Total Credits: 04

Course Objective:The purpose of this module is to introduce to the students some classical political thinkers from the West who shaped the ideas and key concepts of political Science in the Anglo-American tradition. Developing a 'just society' and a 'just state' has been a perennial question for all civilizations. But the answers are not alike. They are different across civilizations and times. This course examines the ideas of some of the prominent classical political thinkers beginning from Plato and ending with Mao whose response to political questions vividly influenced political thinking. The seeds of the conceptual themes which seem to be so enriched today also found expressions in older times with different accentuation and nodes. The course seeks to the trace that ideas and tradition and examine them critically.

Learning Outcomes:

a. The students will know the key ideas of all the political philosophers given in the course. \
b. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice.
c. They will be able to answer how Aristotle differed from his master Plato on the conception of justice.
d. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.
e. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.
f. They will be able to discern the meaning of utilitarianism and how Bentham and Mill differed from each other.
g. Students would learn the key ideas in Marxism and will be able to answer how Lenin and Marx interpreted some of the ideas of Marx while applying Marxism in their respective countries.

Unit-I: Plato

a. Ideal state
b. Philosopher King
c. Theory of Justice
d. System of Education

e. Critique of Democracy

Unit-II: Aristotle

a. Citizenship
b. Justice
c. Slavery

Unit-III: Machiavelli

a. Religion and Politics
b. Republicanism

Unit-IV: Hobbes, Locke and Rousseau

a. State of Nature, Natural Rights and Social Contract
b. State and Political Obligation

Unit-V: Bentham and J S Mill

a. Utilitarianism
b. Liberty, Representative Government

Unit-VI: Karl Marx, Lenin and Mao

a. Theory of Alienation, Dialectic Materialism and Historical Materialism
b. State and Revolution
c. Post-Marx Marxism- Leninism, Maoism
d. Antonio Gramsci

Readings:

- Annas, J. (1981). *An Introduction to Plato's Republic*. Clarendon Press, Oxford.
- Barker, E. (1959). *The Political Thought of Plato and Aristotle*. New York: Dover Publications.
- Nelson, B. (2006). *Western Political Thought*. New Delhi: Pearson.
- Mukherjee, S., &Ramaswami, S. (2004). *A History of Political Thought*. Delhi: Prentice Hall of India.
- Burns, T. (2009). Aristotle. In Boucher, D. & Kelly, P. (Eds.), *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press.
- Machiavelli, N. (1961). *The Prince*. Harmondsworth: Penguin. (Translated by George Bull).
- Skinner, Q. (2000). The Adviser to Princes. In: *Machiavelli: A Very Short Introduction*. Oxford: Oxford University Press.

- Hobbes, T., & Macpherson, C. B. (1968). *Leviathan*. Baltimore: Penguin Books
- Macpherson, C. (1962). *The Political Theory of Possessive Individualism: Hobbes to Locke*.Oxford University Press, Ontario.
- Sabine, G. H. (1973). *A History of Political Theory*. New Delhi: Oxford and I.B.H. Publishing
- McClelland, J. S. (1996). *A History of Western Political Thought*. Routledge.

Minor/Elective

Course – 1

Globalization and Politics

Total Credits: 04

Course Objective: The purpose of this course is to enable students to understand and critically analyze the phenomenon of globalization which entails interconnectivity and transportation of local with the global and vice versa. Students will come to know about the factors and forces of globalization, and how this has impacted the nation-states wherein it has triggered debates on national sovereignty, culture, and market and given rise to social movements of different shades and themes in focus.

Learning Outcomes: Students will be able to explain

  a. Meaning of globalization and how different schools have understood this.
  b. About the global institutional drivers of the globalization.
  c. How the globalization has impacted the traditional notion of sovereignty of the state?
  d. How globalization has impacted the domestic market and culture of societies.

Unit I: Introduction to Globalization

  a. Meaning of Globalization
  b. Debates on Globalization in India: Liberals, School of Swadeshi and Marxists

Unit II: Economic and Technological Drivers of Globalization

  a. International Financial Institutions (World Bank, International Monetary Fund, World Trade Organization)
  b. Information and Communication Technology

Unit-III: Globalization and Social Movements

  a. Peasant Movements
  b. Environmental Movement
  c. Human Displacement

Unit- IV: Globalization and Nation-State

  a. Globalization and Democracy
  b. Globalization and the Issue of National Sovereignty
  c. Notion of Citizenship in Globalizing World

Unit 5: Globalization, Culture and Market

a. Globalization and Domestic Market
b. Globalization and its Impact on Culture

Readings:

- Held, D., & McGrew, A. (Eds.). *The Global Transformations Reader: An Introduction to the Globalization Debate*. (2nd edition), Cambridge: Polity Press.
- Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell.
- Williams, M. (1994). *The IMF and the Third World. International Economic Organisations and the Third World*. New York: Harvester Wheatsheaf.
- Rodrik, D. (2011). *Bretton Woods, GATT, and the WTO: Trade in a Politicized World. The Globalization Paradox*. New York: Norton
- Kofman, E., & Youngs, G. (Eds.), *Globalization: Theory and Practice*. (3rd edition), New York: Continuum International Publishing Group
- Dicken, P. (2015). *Global Shift: Mapping the Changing Contours of the World Economy*, (7th edition). London: The Guilford Press
- Moghadam, V. M. (2013). The Global Justice Movement. In *Globalization and Social Movements*. Lanham: Rowman and Littlefield
- Agnew, J. (2009). *Globalization and Sovereignty*. Maryland: Rowman & Littlefield Publishers, Inc.,
- O'Brien, R., & Williams, M. (2016), *Global Political Economy: Evolution and Dynamics*, (5th ed.). London and New York: Palgrave Macmillan.
- Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell

Course – 1

Managing Elections and Elections Campaign

Total Credits: 03

Course Objective: This course exposes students to a wide range of conceptual and practical issues and elements pertaining to electoral democracy in India. Elections and their nature have changed significantly with the support of social media and new technologies. Parties are using these mediums and techniques and adjusting to the new nuances emerging from it. Election management has become a crucial element of electoral democracy wherein parties use all their human and material resources at their disposal. This module exposes the students to the techniques of man and material resources to manage the elections.

Learning Outcomes:

a. Students will learn about how to file election nominations and the technical issues involved in it.
b. They will be able to explain the election code of conduct including the ethics to be maintained in expenditure and elections campaign.
c. They will be made aware of the role of new media and technology involved in election campaign.
d. They will get to know about the required skills for media management during the elections.
e. They will be able to answer what are debates on state funding of political parties in elections.

Unit I: Electoral Democracy and Management of Elections

a. Electoral Democracy: A Theoretical Perspective
b. How Crucial is Management of Elections?

Unit II: Elections and Model Code of Conducts

a. Model Code of Conducts: What it is?
b. Filing Election Nominations and Election Affidavits
c. Knowing your Candidates

Unit III: Management of Election Campaign

a. Traditional methods of Electoral Campaign; Poster, Pamphlets

b. Use of New Techniques and Methods in Election Campaign

c. Ethics in Electoral Campaign, Studies in use and abuse of communication

Unit IV: Media Management

a. Role of Print, Electronic and Social Media in Elections

b. Electoral Campaign and the Issue of Fake News

Unit V: Fund Management for the Party

a. Traditional and New Ways of Generating Funds

b. Issue of Unaccounted Expenditure in Elections

c. State Funding of Elections

Unit VI: Organization and Human Resource Management

a. Membership Drive

b. Responsibility management

c. Booth Management

Readings:

- Krouse, R., & Marcus, G. (1984). Electoral Studies and Democratic Theory Reconsidered. *Political Behavior*, 6(1), pp. 23-39.
- Varshney, A. (2007). India's Democratic Challenge. *Foreign Affairs*, 86(2), pp. 93- 106
- Hauser, W., & Singer, W. (1986). The Democratic Rite: Celebration and Participation in the Indian Elections. *Asian Survey*, 26(9), pp. 941-958.
- Yadav, Y. (1999). Electoral Politics in the Time of Change: India's Third Electoral System, 1989-99. *Economic and Political Weekly*, 34(34/35), pp. 2393-2399.
- Kumar, V. (2005). People's Right to Know Antecedents of Their Election Candidates: A Critique of Constitutional Strategies. *Journal of the Indian Law Institute*, 47(2), pp. 135- 157.
- Herrnson, P. (1988). The Importance of Party Campaigning. *Polity*, 20(4), pp. 714- 719.
- West, D. (1994). Television Advertising in Election Campaigns. *Political Science Quarterly*, 109(5), pp. 789-809.
- Goldstein, K., & Freedman, P. (2002). Campaign Advertising and Voter Turnout: New Evidence for a Stimulation Effect. *The Journal of Politics*, 64(3), pp. 721-740.
- Shirky, C. (2011). The Political Power of Social Media: Technology, the Public Sphere, and Political Change. *Foreign Affairs*, 90(1), pp. 28-41.
- Newton, K. (1999). Mass Media Effects: Mobilization or Media Malaise? *British Journal of Political Science*, 29(4), pp. 577-599.

- Carlisle, J., & Patton, R. (2013). Is Social Media Changing How We Understand Political Engagement? An Analysis of Facebook and the 2008 Presidential Election. *Political Research Quarterly*, 66(4), pp. 883-895.
- George, H. (1883). Money in Elections. *The North American Review*, 136(316), pp. 201-211.
- Jain, S. (2001). State Funding of Elections and Political Parties in India. *Journal of the Indian Law Institute*, 43(4), pp. 500-511.
- Sridharan, E. (2007). Toward state funding of elections in India? A comparative perspective on possible options. *The Journal of Policy Reform*, 3:3, pp. 229-254.
- Rosenblum, N. (2000). Political Parties as Membership Groups. *Columbia Law Review*, 100(3), pp. 813-844.
- Part, I. The Need for Greater Party Responsibility. (1950). *The American Political Science Review*, 44(3), pp. 15-36.

Semester – II

Major Discipline Specific Courses (core)

Course – 3

Ancient Indian Political Thought

Total Credits: 04

Course Objectives:

This course intends to acquaint students with the vast repository of ideas and literatures produced by ancient Indian philosophers on politics and management of statecraft which has remained so far ignored in Indian discourses within the discipline of Political Science. It is now a settled proposition that thinking on politics and statecraft has been in all the great civilizations including India which is one of the most ancient and rich civilizations of the world. In India, academic sages and philosophers produced huge treasures of wisdom on politics and functioning of government including bureaucracy, role and, nature of the monarchy and its relationship with the people. This course module will make them understand the ideas of some prominent ancient political thinkers of India in light of the key sources like Vedas, Mahabharat, Ramayan, Purans and some of the texts written by the philosophers themselves.

Learning Outcomes:

   a. The students will come to know about the ideas of individual sages and philosophers on politics and functioning of government.
   b. They will be able to interlink the themes on the functioning of the Monarchy and its relationship with the people taking the cue from the ideas of individual thinkers.
   c. Students will be able to explain the trajectory of ideas on key political questions and institutions of ancient India.

Unit I: Introduction to the Ancient Indian Political Thought

   a. Specific Features of Indian Political Thought
   b. Beyond Anglo-American Narrative
      i. Need for Indian Vocabulary and Indian Framework
      ii. Nation vs Rashtra
      iii. India or Bharat
      iv. Religion vs Dharma
      v. Culture vs Sanskriti

Unit II: The Idea of Bharat

a. Geographical and Cultural Conception of Bharat
b. Territorial Depiction in BhismaParva and ShantiParva
c. Depiction of Bharat in Puranas

Unit III: The Idea of Statecraft

a. Shanti Parva in Mahabharata
b. Saptang Theory Kautilya

Unit IV: Dealing with Friends and Enemy States

a. Diplomacy in Epics
b. Mandal Theory of Kautilya

Unit V: Conception of Justice and Jurisprudence

a. Laws of Manu
b. Kautilya

Readings:

- Kosambi, D.D. (1980). *Culture and civilization in Ancient India*. Delhi: Vikas Publishing House.
- Mishra, K. K. (2004). The Study of Ancient Indian Political Traditions.*The Indian Journal of Political Science*, 65(1), pp.9-20.
- Rao, K. S. (2007). Vedic Ideals and Indian Political Thought. *Indian Journal of Political Science*, 68(1), pp. 5-14.
- Roy, H. & Singh, M. P. (2017). *Indian Political Thought*, Pearson, Delhi.
- Basham, A. L. (1981 Reprint). *The Wonder That Was India*, Delhi: Rupa Paperback.
- Feuerstein, G., Kak, S., & Frawley, D. (1999). *In search of the cradle of civilization*. Delhi: Motilal Banarsi Das.
- Verma, S. R. (2005). *Vedas: The Source of Ultimate Science*, Delhi: Nag Publishers.
- Mookerji, R. (2004). *The Fundamental Unity of India*, Orient Blackswan, Hyderabad.
- Modelski, G. (1964). Kautilya: Foreign Policy and International System in the Ancient Hindu World. *The American Political Science Review*, 58(3), pp. 549-560.
- Mukherjee, B. (1976). *Kautilya's Concept of Diplomacy*. Calcutta, India: Minerva Associates Publications.
- Rao, K. (2005). Manu's Ideas on Administration. *The Indian Journal of Political Science*, 66(3), pp. 489-502.
- Dutt, M. N. (1895). *Manusmrti*. (Reprint 2003).

Major Discipline Specific Courses (core)

Course – 4

Political Theory

Total Credits: 04

Course Objective: The course has been designed to introduce key concepts in politics to the students to sharpen their understanding of political discourses and the ability to make the scientific enquiry into the political phenomenon and political questions. Diverse traditions and approaches have been included in the scheme of teaching to make understanding comprehensive and insightful. Contemporary debates on key concepts like equality, freedom, democracy, citizenship, and justice allow the students to understand the expanding horizons of discourses in the discipline.

Learning Outcomes:

      a. Students will be able to learn key concepts needed to understand the political phenomenon.
      b. They will come to know about the role and functions of Political theory.
      c. They will come to know how liberal and Marxist traditions look at and understand politics.
      d. They will learn what is power and how does it operate in society and politics.
      e. They will be able to explain the debates on the distributive theory of justice. f. They will come to understand and explain different theories and contemporary debates in democracy.

Unit I: Political Questions and Political Theory

      a. What are political questions?
      b. Nature of Political Theory: Explanatory, Normative and Empirical

Unit II: How to understand Politics?

      a. Liberal Traditions
      b. Marxist Traditions
      c. Feminist and Post-Modern Approaches

Unit III: Power

      a. Theories of Power (Max Weber, Robert Dahl, Michel Foucault)

Unit IV: Theory of Justice

       a. Notion of Justice
       b. Distributive Justice: John Rawls and Robert Nozick

Unit V: Freedom

       a. Notion of Freedom
       b. Contemporary Debates

Unit VI: Equality

       a. Notion of Equality
       b. Equality, Liberty and Justice Correlation

Unit VII: Citizenship and Democracy

       a. Theories of Democracy and Contemporary Debates
       b. Theories of Citizenship

Readings:

- Acharya, A. & Bhargava, R. (Ed.). (2008). *Political Theory: An Introduction*. Pearson: New Delhi.
- Bhargava, R. (2010). *What is Political Theory and Why Do We Need It*? Oxford: Oxford University Press.
- Barry, N. (1981). *An Introduction to Modern Political theory*. London: Macmillan.
- Heywood, A. (2004). *Political Ideologies: An Introduction* (3rd ed.), London: Palgrave.
- Heywood, A. (2013). *Politics* (4th ed.), London: Palgrave Macmillan.
- Farrely, C. (2004). *An Introduction to Contemporary Political Theory: A Reader*. London: Sage.
- Gray, J. (1993). *Post- liberalism: Studies in Political thought*. London: Routledge.
- Kymlicka, W. (1995). *Multicultural Citizenship: A liberal Theory of Minority Rights*. Oxford: Clarendon Press.
- Mackinnon, C. (2008). *Issues in Political Theory*. New York: Oxford University Press.
- Dahl, R. A. (1957). *The concept of power*. New York: Bobbs-Merrill.
- Nozick, R. (1974). *Anarchy, State and Utopia*. New York: Basic Books.
- Rawls, J. (1971). *A Theory of Justice. Cambridge*: Harvard University Press.
- Young, I. M. (1990). *Justice and the Politics of Difference*. Princeton: Princeton University press.
- Bhargava, R & Acharya, A. (Eds.), *Political Theory: An Introduction*. New Delhi: Pearson Longman
- Held, D. (1991). *Models of Democracy*. Polity Press, Cambridge.

Course – 2

Feminism: Theory and Practice

Total Credits: 04

Course Objective: This course seeks to understand the nature, phases and core issues of the feminist movement, both in Anglo-American and India. Besides, attempts have been made to understand how the social and cultural construction of role for the women has not only undermined her position as an equal member in the society but also does not take cognizance of her contribution to the family.

Learning Outcomes: After reading this course the students will be able to explain

a. How different schools have understood patriarchy and feminist questions differently.
b. The origin, evolution and key issues which are at the core of the feminist movement both in Anglo-American world and India.
c. The representation of the women in the political space of India.
d. How the immense contribution that women make to the family are neglected in computation?

Unit I: Understanding Patriarchy

a. Meaning of Patriarchy
b. Sex /Gender Distinction
c. Theories of Feminism: Liberal, Marxist and Feminist (Liberal, Socialist, Radical Schools)

Unit II: Feminism and Feminist Movements

a. Origin and Phases of Feminist Movement
b. Characteristics and Issues in Feminist movement in the Euro-American World
c. Feminist Movement in India

Unit III: Feminism in Contemporary India

a. Patrilineal and Matrilineal Practices in the Indian family
b. Gender Relations in Family
c. Computing Women Works at Home

Unit IV: Women and Politics

a. Women and their Representation in Politics and Administration
b. Women Representation at Grass-roots level in Politics

Unit V: Violence and Discrimination against Women

a. Domestic Violence
b. Sexual Harassment
c. Women Trafficking
d. Deserted Women

Readings

- Shinde, T. (1993). Stree Purusha Tulna. In Lalitha, K., & Tharu, S. (Eds.), *Women Writing in India*, New Delhi, Oxford University Press
- Mcdermott, R., & Hatemi, P. (2011). Distinguishing Sex and Gender. *Political Science and Politics*, 44(1), pp. 89-92.
- Matthews, J. (1986). *Feminist History. Labour History*, (50), pp. 147-153.
- Haug, F. (1989). Lessons from the Women's Movement in Europe. *Feminist Review*, (31), pp. 107-116.
- Agnihotri, I., & Mazumdar, V. (1997). Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s. *Economic and Political Weekly*, 30(29), pp. 1869-1878.
- Kalpagam, U. (2000). The Women's Movement in India Today-New Agendas and Old Problems. *Feminist Studies*, 26(3), pp. 645-660.
- Mazumdar, V. (1994). Women's Studies and the Women's Movement in India: An Overview. *Women's Studies Quarterly*, 22(3/4), pp. 42-54.
- Devi, D., & Lakshmi, G. (2005). Political Empowerment of Women in Indian Legislature: A Study. *The Indian Journal of Political Science*, 66(1), pp. 75-92.
- Khanna, M. (2009). Political Participation of Women in India. *The Indian Journal of Political Science*, 70(1), pp. 55-64.
- Sharma, G., & Das, R. (2008). Women in Grassroots Democracy in India: Non-Governmental Organisations and Its Possibilities. *The Indian Journal of Political Science*, 69(4), pp. 815-823.
- Ahmad, S., Nilofer, & Parveen, G. (2008). Women's Political Participation and Changing Pattern of Leadership in Rural Areas of U.P. *The Indian Journal of Political Science*, 69(3), pp. 661-672.
- Kishwar, M. (1996). Women and Politics: Beyond Quotas. *Economic and Political Weekly*, 31(43), pp. 2867-2874.
- Karlekar, M. (1998). Domestic Violence. *Economic and Political Weekly*, 33(27), pp. 1741-1751.

- Chapman, J. (2014). Violence against Women in Democratic India: Let's Talk Misogyny. *Social Scientist*, 42(9/10), pp. 49-61.
- Subramaniam, M., Krishnan, P., & Bunka, C. (2014). Women's Movement Groups in State Policy Formulation: Addressing Violence against Women in India. *Indian Anthropologist*, 44(1), pp. 37-52.
- Sheba T. (2004). Sexual Harassment at the Workplace: Emerging Problems and Debates. *Economic and Political Weekly*, 39(41), pp. 4491-4494.

DEPARTMENT OF POLITICAL SCIENCE, NEW PROPOSED YEARWISE COURSE STRUCTURE OF UG (HONOURS WITH SINGLE MAJOR) PROGRAMMES UNDER TRIPURA UNIVERSITY AS PER NEP-2020 (AS PER NOTIFICATION 7-12-2022)

Year	Sem	Major Discipline Specific Courses (core)	Minor /Elective	Interdisciplinary Courses	Skill Enhancement courses/Vocational	Ability enhancement courses (language)	Common Value-Added Courses/Project/Internship/Survey	Qualification Title (Credit requirement)
1	I	Course – 1 (4) *Understanding Politics* Course – 2 (4) *Western Political Thinkers*	Course – 1 (4) *Globalization and Politics*	1 (3) Pre-requisite allied subjects/MOOC course *Managing Elections and Elections Campaign*	1 (3) (Prescribed Courses)		1 (2) Prescribed VAC Project/internship/survey	Certificate in Faculty (40) (4)
	II	Course – 3 (4) *Ancient Indian Political Thought* Course – 4 (4) *Political Theory*	Course – 2 (4) Feminism: *Theory and Practice*		1 (3) (Prescribed Courses)	1 (3) (Qualifying, Prescribed Courses)	1 (2) Prescribed VAC Project/internship/survey	
Exiting the programme after securing 40 credits will be awarded UG Diploma in the relevant Discipline/Subject provided they secure 4 credits in skill based vocational courses exiting first and second year summer term semester (exiting students need to undertake an internship of four credits)								