



BANGALORE UNIVERSITY

Department of Political Science

Curriculum Framework for Under Graduation (UG)

State Education Policy (SEP - 2024)

BA in Political Science
V & VI SEMESTER SYLLABUS

Approved by

Board of Studies (UG) in Political Science
(w.e.f Academic year 2025-2026)

March 2026

PREAMBLE

Education is critical for realizing one's full potential, creating a more just and equal community, and advancing national progress. In terms of economic growth, social fairness and equality, scientific advancement, national integration, and cultural preservation, ensuring universal access to high-quality education is critical to India's continuing rise and leadership on the world arena. In this context, universal high-quality education is the most effective path ahead for developing and exploiting our country's vast skills and resources for the benefit of individuals, community, country, and globe. Over the next decade, India will have the world's largest young population, and our capacity to offer them with high-quality education and employment opportunities will decide the future of the country.

The Government of Karnataka had set up the State Education Policy (SEP) Task Force in 2023, and the committee gave its recommendations in May 2024. As a result, Bangalore University, Bengaluru also took necessary steps to implement the SEP (2024-2025 academic year) and also to go far beyond the traditional information creation and dissemination by incorporating them for a breakthrough with wider social and economic consequences.

The Board of Studies (BOS) in Political Science (UG), Bangalore University intends to make substantial changes to its undergraduate and graduate programmes in order to satisfy the needs of students with a diverse set of talents, aspirations, and professional objectives. In this context, the syllabus is prepared to equip the students to understand Political Science discipline in term of the basic concepts, thoughts and theories; critically relate the theoretical aspects of Political Science to the socio-economic and political realities, and to enhance the knowledge of the students on regional, national and global politics.

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BANGALORE UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE

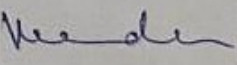
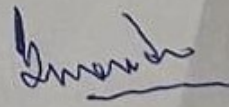
Proceedings of Under Graduate Political Science
SEP-2024 (III to VI th Semester UG- BUB Syllabus)

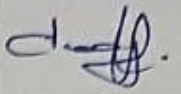
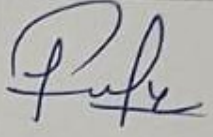
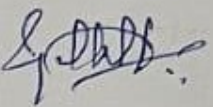
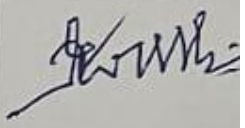
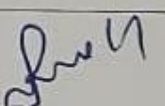
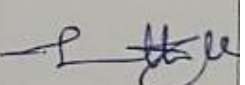
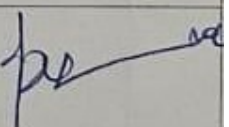
The Board of Studies (BOS) in Political Science (UG) meeting to prepare III Semester to VI th semester BA in Political Science UG syllabus under the SEP, 2024 was held on 2nd, 3rd and 10th of June 2025 at the Board Room, Department of Political Science, Jnana Bharathi, Bangalore University.

BOS RESOLUTION

- ❖ Constitutional values should be taught for following disciplines/ courses in III semester: - BA/BSc/BCA/BSW/BVA/BHA and in IV semester for B.com, BBA and any other courses.
- ❖ Constitutional values paper must be taught by Political Science Teachers only.
- ❖ Minimum students for each elective papers/ internship should be 05.

FOLLOWING MEMBERS ARE PRESENTED IN THE MEETING

SL NO	Name	Designation	Signature
1	Prof. Dr. Veena devi Senior Professor, Department of Political Science, Bangalore University, JB Campus Bangaluru	Chairperson	
2	Dr. S Y Surendra Kumar Professor, Department of Political Science, Bangalore University, JB Campus Bangaluru-56	Member	

3	Dr. Nanjunda Murthy Associate Professor of Political Science, GFGC, Jayanagar, Bangalore -11	Member	
4	Dr. Ashwini Roy A S Professor, Department of Political Science, GFGC, Vijayanagar, Bengaluru.	Member	
5	Dr. Roopa K N Raina Associate Professor of Political Science, GFGC, Kanakapura. Ramanagar Dist	Member	
6	Dr. Sujatha H Professor, Department of Political Science GFGC, Bidadi, Ramanagar Dist	Member	
7	Dr. Jagadeesh Naduvinmath Associate Professor of Political Science, GFGC, Channapatanna Dist -562160	Member	
8	Dr. Uma Devi Associate Professor of Political Science GFGC, Vijayanagar, Bangalore-560040	Member	
9	Dr. Suma D.G. Associate Professor of Political Science, GFGC, Magadi, Ramanagara Dist - 562120	Member	
10	Dr. Saraswathi K Associate Professor of Political Science, GFGC, Ramanagara, Dist - 159	Member	
11	Dr. Poornima G R Associate Professor of Political Science, GFGC, Rajajinagar, Bengaluru - 10	Member	



CHAIRPERSON

Dept of Political Science
Bangalore University
J B Campus, Bengaluru- 560056

PROGRAM OBJECTIVES IN POLITICAL SCIENCE

- To understand the importance of concepts in Political Science.
- To familiarize the students with the basic ideas' thoughts and theories in Political Science.
- To help them to understand and make distinction among Political Theory, Political Philosophy and Political Science and help them to understand the importance of these in the national and global contexts.
- To help them to understand the emergence and growth of modern States and give them an idea of their functioning and relate them to the political realities.
- To equip them to critically relate the theoretical aspects of Political Science to the socio economic and political realities of our times.

PROGRAM LEARNING OUTCOMES IN POLITICAL SCIENCE:

At the end of the successful completion of the course, the students will be able to-

- Acquire domain knowledge.
- Study and analyze political contexts from critical and constructive prospective.
- Have a better understanding of the working of various political institutions including decentralized institutions, state legislatures, parliament and relate this functioning to the greater cause of nation building as a responsible citizen.
- Assess how global national and regional development affect polity and society.
- To gain critical thinking and develop the ability to make logical inferences about socio-economic and political issues, on the basis of comparative and

contemporary political discourses in India.

- Contemplate about national and international issues involving States having different political ideologies and historical contexts.
- Pursue higher education such as Post Graduate Studies and Research in Political Science and in other interdisciplinary areas to provide qualitative insights to create a better world.

STRUCTURE FOR POLITICAL SCIENCE DISCIPLINE

COMPULSORY ELECTIVE IV/V/VI				
Course	Paper	Credits	No. of Teaching Hours/Week	Total Marks/ Assessm ent
Discipline Specific Elective (DSE)	DSE-I: Human Rights OR DSE-II: Good Governance in India	2	2	50 (40 +10)

Kindly note:

- Students studying three majors (one of them is Political Science) must study elective paper in either IVth or Vth or VIth Semester.
- This elective paper should be taught only by a qualified Political Science Teacher, who has studied Political Science as a major at UG & PG and has qualified UGC-NET/ K-SET/PhD in Political Science.

Semester V				
Course	Paper	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment
Discipline Core- 5	Public Administration: Basic Concepts and Theories	4	4	100 (80+20)
Discipline Core-6	Introduction to Public Policy	3	3	100 (80+20)
Skill Paper-4	Artificial Intelligence (AI) in Political Science	2	2	50 (40 +10)

Semester VI				
Discipline Core - 7	Introduction to International Relations	4	4	100 (80+20)
Discipline Core - 8	India's Foreign Policy	3	3	100 (80+20)
Skill Paper-5	Internship/Project Work (Political Science Specific)	2	2 Lecture-2, Field Visit 1-2)	50 (30+20)

References

Second administrative reforms commission (ARC). *Report on ethics in governance*.

Government of India, 2007.

1. Niti Aayog. *Strategy for new India @75*. Government of India, 2018.
2. Right to Information Act, 2005– a foundational law promoting transparency and accountability in governance.
3. Kumar, Sanjay. "Good governance and development: a study of Indian states." *Indian Journal of Public Administration*, vol. 59, no. 1, 2013.
4. Mehta, Pratap Bhanu. "India's judiciary: the promise of uncertainty." *The Oxford Companion to politics in India*, oxford university press, 2010.
5. Jenkins, Rob. "Civil society versus corruption." *Journal of democracy*, vol. 11, no. 4, 2000.

Journals

- Studies in Indian Politics (LokNiti/CSDS)
- Economic and Political Weekly
- Indian Journal of Constitutional and Parliamentary Studies
- Journal of Contemporary Politics
- Indian Journal of Political Science

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test	5
Assignment/ Seminar/Presentation/Group Discussion/Field visit	5
Total	10

SEMESTER-V
DSC-5

Course Title: Public Administration: Basic Concepts and Theories	
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week: 4	Duration of ESA/Exam: 3 Hours
Formative Assessment Marks: 20	Summative Assessment Marks: 80+20=100

Course Objectives:

- The Main objective of this course/paper is to introduce students to the core concepts of public administration & also enable them to get insights about the working of the governmental machinery from the Indian perspective

Learning Outcomes:

At the end of this course the students will gain basic knowledge about –

- The origin and meaning of Public Administration
- Prominent theories on Organization
- Role of Public administration in the Developed and Under-developed countries.
- Structure of Government and Dynamics of Management

Unit	Contents	60 Hours
Unit I	Introduction	
	• Evolution and Growth of Public Administration • Public Administration - Meaning, Nature, Scope and Importance • Private and Public administration- Similarities and Differences	10 Hours
Unit II	Organization- Theories and Principles	
	• Organization-Meaning and Types; Theories of Organization- Scientific Management Theory (Fredrick Taylor); Classical theory of Organization (Henry Fayol); Mechanistic Theory; Human Relations Theory (Elton Mayo); Bureaucratic theory (Max Weber) • Principles of Organization: Hierarchy; Unity of Command; Span of Control; Delegation of Authority; Co-ordination; Centralization and Decentralization	12 Hours

Unit III	Dynamics of Administrative Management	
	• Management-Meaning, Nature and Functions; New Public Management, Nature and Functions, Chief Executive-Types and functions; Line, Staff and Auxiliary Agencies • Departments – Meaning, Significance; Public Corporations- Features, Functions & Problems; Boards and Commissions- Features & Functions • Leadership - Meaning, qualities and types; Communication-Meaning, methods; Public relations-Meaning and Techniques; Planning-Meaning and Kinds	14 Hours
Unit IV	Personnel Administration	
	• Civil service- Meaning and Characteristics; Personnel Administration- Meaning and objectives; Position classification. • Recruitment and Training- Meaning and Methods and types; Promotion- Meaning and principles, Morale- Factors responsible for morale building. • Discipline- Meaning and Importance; Disciplinary action; Retirement- Meaning objectives and benefits, Generalist vs Specialist.	12 Hours
Unit V	Financial Administration	
	• Budget: Meaning, Nature, Importance, Principles and types of Budgets: Budget Cycle- Preparation, Execution & Implementation of budget • Accountability and Control; External Controls- Legislative, Executive, Judicial and Popular; Comptroller & Auditor General, Ombudsman, Lokpal and Lokayukta	12 Hours

Exercise:

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

Pedagogy:

- The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions Field Visits and Week-end Counseling Classes.

Essential and Further Reading:

- Henry, N. (2017). *Public Administration and Public Affairs* (13th ed.). Routledge.
- Denhardt, R. B., Denhardt, J. V., & Blanc, T. A. (2013). *Public Administration: A Contemporary Introduction* (10th ed.). Cengage Learning.
- Rosenbloom, D. H., Kravchuk, R. S., & Clerkin, R. M. (2014). *Public Administration: Theory, Research, and Practice* (10th ed.). Sage Publications.
- Avasthi, A. & Maheshwari, S. R. (2013). *Public Administration in India*. Lakshmi Narain Agarwal.
- Maheshwari, S. R. (2002). *Indian Administration*. Orient Blackswan.
- Arora, R. K. & Goyal, R. (Eds.). (1995). *Indian Public Administration: Institutions and Issues* (2nd ed.). Vishwa Prakashan.
- Fadia, B. L. & Fadia, K. (2018). *Public Administration: Administrative Theories and Concepts*. Sahitya Bhawan.
- Bhattacharya, M. (2020). *New Horizons of Public Administration* (6th ed.). Jawahar Publishers.
- Alka Dhameja (2003). *Contemporary Debates in Public Administration*. Prentice-Hall of India.
- ಡಾ. ಕೆ ಜೆ ಸುರೇಶ್, ಸಾರ್ವಜನಿಕ ಆಡಳಿತ , ಸಂಘಟನೆ ಮತ್ತು ನಿರ್ವಹಣೆ, ಚೇತನಾ ಬುಕ್ ಹೌಸ್ 2023
- ಡಾ|| ಸುರೇಶ್ ಕುಮಾರ್ ಮತ್ತು ಡಾ|| ಪೂರ್ಣಿಮಾ ಜಿ. ಆರ್; ಸಾರ್ವಜನಿಕ ಆಡಳಿತದ ಮೂಲ ಪರಿಕಲ್ಪನೆಗಳು
- ಡಾ|| ಪಿ ಎಸ್ ಗಂಗಾಧರ, ಸಾರ್ವಜನಿಕ ಆಡಳಿತದ , ಸ್ಪರ್ಧೆ ಚೈತ್ರ 2021

Journals and Magazines

- Economic and Political Weekly
- Indian Journal of Constitutional and Parliamentary Studies
- Indian Journal of Political Science
- Journal of Contemporary Politics
- Studies in Indian Politics
- Frontline

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test	10
Seminar/Presentation/Group Discussion/Field visit	5
Assignment	5
Total	20

V SEMESTER**DSC 6**

Course Title: Introduction to Public Policy	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3 Hours
Formative Assessment Marks: 20	Summative Assessment Marks: 80+20=100

Course Objectives:

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

Learning Outcomes:

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	45 Hours
Unit I	Public Policy	
	• Public Policy: Meaning Nature, Importance and Types of Public Policy • Public Policy Characteristics and Public Policy Process • Constitutional and Cultural basis of formulating Public Policy • Approaches to Public Policy: Unified, Integrated and Sectoral	10 Hours
Unit II	Formulation of Public Policy	
	• Role of Parliament, Cabinet, Political Parties and Pressure Groups in Public Policy Making • Role of Think Tank in Public Policy Making - NITI Aayog, Institute for Social and Economic Change (ISEC).	10 Hours

Unit III	Public Policy Implementation and Evaluation	
	• Approaches to Implementation - Incremental Model, Strategic Planning • Problems of Implementation: Measuring policy impact- Cost- Benefit analysis, Management by Objectives. (MBO), Critical Path Method (CPM) • Policy Evaluation: The Mahatma Gandhi National Rural Employment Guarantee Act 2005 (MNREGA), Pradhan Mantri Jan Dhan Yojana (PMJDY),	15 Hours
Unit IV	Citizen and Administration Interface	
	• Public Service Delivery System • Finance Commission: Composition, Powers and Functions • Concept of E-Governance; Impact and Challenges, Public Private Partnership – Meaning and Importance • Disaster Management, Sustainable Development Goals and Vikasit Bharath	10 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.

Pedagogy:

The Course shall be taught through the Lecture, Tutorial, Interactive session, self-guided Learning Materials, Practical exercises, Assignments, Seminars, Group Discussion, Field Visit and Week-end Counseling Classes

Essential and Further Reading

- Arora, Ramesh K. *Indian Administration: Institutions and Issues*. New Delhi: Vishwa Prakashan.
- Debroy, Bibek (ed.). *Agenda for Improving Governance*. New Delhi: Academic Foundation.
- Jain, L. C. (ed.). *Decentralization and Local Governance*. New Delhi: Orient Longman.
- Kapur, Devesh and Pratap Bhanu Mehta (eds.). *Public Institutions in India*. New Delhi: Oxford University Press.

- Maheshwari, S. R. *Indian Administration*. New Delhi: Kitab Mahal.
- Prasad, Kamala. *Indian Administration: Politics; Policies and Prospects*. New Delhi: Dorling Kindersley India Pvt. Ltd.
- Menon, Nivedita ed. *Gender and Politics in India*, Oxford University Press.
- Narsimhan, Shakuntala. *Empowering Women: An Alternative Strategy from Rural India*, Sage. Rao, D. Pulla. *Women Entrepreneurs and Socio-economic Development*, Serial Publication. Saksena, Anu. *Gender and Human Rights*, Shipra Publication.
- ಡಾ. ಕೆ ಜೆ ಸುರೇಶ್, ಸಾರ್ವಜನಿಕ ನೀತಿ, ಚೇತನ ಬುಕ್ ಹೌಸ್, 2024

Journals and Magazines

- Economic and Political Weekly
- Indian Journal of Constitutional and Parliamentary Studies
- Indian Journal of Political Science
- Journal of Contemporary Politics
- Studies in Indian Politics
- Frontline

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test	10
Seminar/Presentation/Group Discussion/Field visit	5
Assignment	5
Total	20

ELECTIVE

Title: Human Rights	
Total Contact Hours: 30	Course Credits: 2
No. of Teaching Hours/Week: 2	Duration of ESA/Exam: 1½ Hours
Formative Assessment Marks: 10	Summative Assessment Marks: 40+10=50

Course Objectives:

- This course aims to introduce the students to basic concepts and practices of Human Rights in the global and local domain. This course also exposes them to certain recent issues confronting the Human Rights debates.

Learning Outcomes of the Study:

After completing this course students will be able to-

- Explain the basic concept of Human Rights and its various formulations.
- Have necessary knowledge and skills for analyzing, interpreting, and applying the Human Rights standards and sensitize them to the issues.
- Develop ability to critically analyze Human Rights situations around them

Unit	Contents	30Hours
Unit I	Human Rights	
	• Meaning and Evolution • Nature and Relevance • Classification	08Hours
Unit II	GENERATIONS OF HUMAN RIGHTS	
	• First Generation of Human Rights • Second Generation of Human Rights • Third Generation of Human Rights • Fourth Generation of Human Rights • Universal Declaration of Human Rights (UDHR), 1948	12 Hours
Unit III	HUMAN RIGHTS IN INDIA	
	• NHRC: Composition, Powers and Functions • Protection of Human Rights: Role of Mass Media and Civil Society • Rights: Environmental Rights, Consumer Rights, LGBTQ+	10 Hours

Exercise:

- Group Discussion on Human Rights and its types (comparison of Western and Eastern concept of Human Rights).
- Students can be asked to do collage making and present the same.
- In order to make it more participatory learning, the students are required to visit the website of NHRC/KSNHRC. After going through the guidelines issued by NHRC's, briefly explain the guidelines on – Custodial death/rape, Encounter death, and Guidelines on arrest

Pedagogy:

- The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions Field Visits and Week-end Counseling Classes.

Essential and Further Reading:

- Alston, P., & Goodman, R. (2013). *International Human Rights* (3rd ed.). Oxford University Press.
- Beitz, C. R. (2009). *The Idea of Human Rights*. Oxford University Press.
- Clapham, A. (2015). *Human Rights: A Very Short Introduction* (2nd ed.). Oxford University Press.
- Donnelly, J. (2013). *Universal Human Rights in Theory and Practice* (3rd ed.). Cornell University Press.
- Freeman, M. (2011). *Human Rights: An Interdisciplinary Approach* (2nd ed.). Polity Press.
- Goedde, P., Iriye, A., & Hitchcock, W. I. (2012). *The Human Rights Revolution: An International History*. Oxford University Press.
- Gerber, P., & Castan, M. (2013). *Understanding Human Rights* (2nd ed.). Thomson Reuters.
- Mertus, J. (2005). *The United Nations and Human Rights: A Guide for a New Era*. Routledge.
- Moeckli, D., Shah, S., & Sivakumaran, S. (Eds.). (2018). *International Human Rights Law* (3rd ed.). Oxford University Press.
- Uvin, P. (2004). *Human Rights and Development*. Kumarian Press.
- United Nations. (1948). *The Universal Declaration of Human Rights*. Retrieved from <https://www.un.org/en/universal-declaration-human-rights/>

Journals and Magazines

- Economic and Political Weekly
- Indian Journal of Constitutional and Parliamentary Studies
- Indian Journal of Political Science
- Journal of Contemporary Politics
- Studies in Indian Politics
- Frontline

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test	5
Assignment/ Seminar/Presentation/Group Discussion/Field visit	5
Total	10

ELECTIVE

Course Title: GOOD GOVERNANCE IN INDIA	
Total Contact Hours: 30	Course Credits: 2
No. of Teaching Hours/Week: 2	Duration of ESA/Exam: 1 ½ Hours
Formative Assessment Marks: 10	Summative Assessment Marks: 40+10=50

Course Objectives:

The course objective of good governance typically aims to provide students or participants with a thorough understanding of the principles, practices, and importance of good governance in public administration, corporate management, or non-governmental sectors. The objective of this course is to equip learners with the knowledge and skills necessary to understand, analyze, and apply the principles of good governance in various organizational and governmental contexts.

Learning Outcomes:

- To understand the conceptual framework
- To analyze governance structures in India
- To Evaluate governance reforms
- To identify and evaluate the challenges to good governance in India, including corruption, bureaucratic inefficiency, political interference, and lack of transparency.

Unit	Elective Contents of Course- 3.2	30 Hours
Unit I	GOOD GOVERNANCE	
	• Meaning and Characteristics • Elements of Good Governance • Growth and Need for Good Governance • Good Governance and Globalizations	12 Hours
Unit II	DIGITAL GOVERNANCE	
	• Concept, Scope and Significance • Social Media and Governance • Issues and Challenges	08 Hours
Unit III	E – GOVERNANCE	
	• Meaning, Characteristics and Importance • E - Governance Policy: Sakala Project, Bhoomi Yojana, Swayam, e-Kissan, e-Court	10 Hours

Exercise:

- Write about the Good Governance
- Compare the concept of Digital Governance and Good Governance
- Elucidate the understanding of e- Governance

Pedagogy:

The Course shall be taught through the Lecture, Tutorial, Interactive session, self guided Learning Materials, Practical exercises, Assignments, Seminars, Group Discussion, Field Visit and Wee-end Counseling Classes

Essential and Further Reading:

1. Sarkar, Siuli. *Public administration in India*. Phi learning, 2018.
2. Bidyut Chakrabarty & Prakash Chand. *Public administration in a globalizing world: theories and practices*. Sage publications, 2012.
3. B. L. Fadia & Kuldeep Fadia. *Public administration: administrative theories and concepts*. Sahitya Bhawan, 2021.
4. Aiyar, Yamini, and Michael Walton (eds.). *Navigating the labyrinth: perspectives on India's public sector*. Oxford university press, 2017.
5. Second administrative reforms commission (arc). *Report on ethics in governance*. Government of India, 2007.
6. Niti Aayog. *Strategy for new India @75*. Government of India, 2018.
7. Right to information act, 2005– a foundational law promoting transparency and accountability in governance.
8. Kumar, Sanjay. "Good governance and development: a study of Indian states." *Indian journal of public administration*, vol. 59, no. 1, 2013.
9. Mehta, Pratap Bhanu. "India's judiciary: the promise of uncertainty." *the oxford companion to politics in India*, oxford university press, 2010.
10. Jenkins, rob. "Civil society versus corruption." *journal of democracy*, vol. 11, no. 4, 2000.

Journals

- Studies in Indian Politics (LokNiti/CSDS)
- Economic and Political Weekly
- Indian Journal of Constitutional and Parliamentary Studies
- Journal of Contemporary Politics
- Indian Journal of Political Science

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test	5
Assignment/ Seminar/Presentation/Group Discussion/Field visit	5
Total	10

VI SEMESTER

DSC-7

Course Title: International Relations: Basic Concepts and Issues	
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week: 4	Duration of ESA/Exam: 3 Hours
Formative Assessment Marks: 20	Summative Assessment Marks: 80+20=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 neighboring nations and far of nations, the economic, cultural, industrial and technological benefits one can reap through meaningful relationships between nations. Functionally, it helps them to experience the meaning of national power and sovereignty.

Learning Outcomes:

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

Unit	Contents	60 Hours
Unit I	Introduction to International Relations	
	• Meaning and Nature of International Relations • Scope, Evolution and Importance of International Relations • Approaches to the study of International Relations: Idealist and Realist Approach, Game Theory and System Theory	12 Hours
Unit II	National Power, National Interest and National Security	
	• National Power: Elements and Evaluation of National Power • National Interest: Elements, Instruments for Promotion of National Interest • National Security - Changing Dimensions	12 Hours

Unit III	Diplomacy	
	• Meaning and Nature of Diplomacy • Diplomacy: Functions and Types, Privileges of Diplomats • Economic Instruments of Foreign Policy • Challenges to Modern Diplomacy	12 Hours
Unit IV	Approaches to International Peace	
	• Balance of Power: Meaning, Features and types • Collective Security: Meaning, Features and Limitations • Pacific Settlement of International Disputes • Disarmament and Arms Control: Objectives, Types, Essentials and steps towards Disarmament	12 Hours
Unit V	International Issues	
	• World Order: Economic Power and Influence, Multilateral Diplomacy: G7, G20 • Globalization: Global Trade and Economic Policies, Global Health Crises, Global Conflicts • State and non-state actors in International Relations: Role of Civil Society (Trans National Corporation) TNC, • Global Terrorism: Causes, Impact and Countering Terrorism	12 Hours

Exercise:

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

Pedagogy:

- The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions Field Visits and Week-end Counseling Classes.

Essential and Further Reading:

- Bajpai, Kanti and Siddharth Mallavarapu (eds.), International Relations in India: Bringing Theory Back Home (New Delhi: Orient Longman, 2005)
- Baldwin, David, ed., Neorealism and Neoliberalism: The Contemporary Debate (New York: Columbia University Press, 1993).
- Barnett, Michael, "Social Constructivism," The Globalization of World Politics, pp. 251-270.
- Baylis, John and Steve Smith, (eds.) The Globalization of World Politics: An

Introduction to International Relations. 3rd ed. Oxford: Oxford University Press, 2005

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- Smith, Steve, 'The Development of International Relations as a Social Science', Millennium, vol. 16, no. 2 (1987), pp. 189-206. Vasquez, J., "The Post-Positivist Debate" ch.10 in Booth & Smith, eds.
- Ngaire Woods, 'International Political Economy in an Age of Globalization', in John Baylis and Steve Smith (eds) The Globalisation of World Politics Nye, Joseph , Globalisation's Democratic Deficit. Foreign Affairs 80 (4), 2001, pp. 2-6
- Obstfeld, M.& Taylor A.M, Global Capital Markets: Integration, Crisis and Growth (Cambridge: Cambridge University Press, 2004).
- Oxford Development Studies, Special Issue on Globalization, Vol. 26, No. 1 (February 1998).
- Paolini, Albert, "Globalization" in Philip Darby (ed.), At the Edge of International Relations: Post-colonialism, Gender and Dependency (London: Continuum, 1997))
- Patnaik, Prabhat, "Nation State in the Era of Globalization", Economic and Political Weekly, 30(33), 1995, pp. 2049-2055.
- Polanyi, Karl (1944) The Great Transformation: The Political and Economic Origins of our Time, Boston: Beacon Press.
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Journals and Magazines

- Economic and Political Weekly
- Indian Journal of Constitutional and Parliamentary Studies
- Indian Journal of Political Science
- Journal of Contemporary Politics
- Studies in Indian Politics
- Frontline

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test	10
Seminar/Presentation/Group Discussion/Field visit	5
Assignment	5
Total	20

VI SEMESTER

DSC 8

Course Title: India's Foreign Policy	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3 Hours
Formative Assessment Marks: 20	Summative Assessment Marks: 80+20=100

Course Objectives:

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

Learning outcomes:

At the end of this course the students will gain basic knowledge about

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

Unit	Contents	60Hours
Unit I	Making of India's Foreign Policy	
	• Meaning of Foreign Policy • Determinants of Indian Foreign Policy • Foreign Policy Making: (MEA, Role of PMO, Parliament and Public Opinion) • Principles of India's Foreign Policy	15 Hours
Unit II	Factors Shaping Neighborhood Policy	
	• India's Relation with Pakistan and Bangladesh • India's Relation with Nepal and Bhutan • India's Relation with Sri Lanka and Maldives	15Hours
Unit III	India and Major Powers	
	• India and USA • India and Russia • India and European Union • India and China	15 Hours

Unit IV	India and Global Issues	
	• Nuclear Disarmament: NPT and CTBT • Global Terrorism • Climate Change • Non-Alignment Movement	15 hours

Exercise:

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

Pedagogy:

The Course shall be taught through the Lecture, Tutorial, Interactive session, self-guided Learning Materials, Practical exercises, Assignments, Seminars, Group Discussion, Field Visit and Week-end Counseling Classes

Essential and Further Reading:

- Kanti P. Bajpai and Siddharth Mallavarapu (ed.), International Relations in India: Bringing theory back home Krause,
- B. Chellaney, "Fighting terrorism in Southern Asia: The lessons of history," International Security 26(3), Winter 2001/02, pp. 94-116.
- C. Raja Mohan, "A paradigm shifts towards South Asia?" The Washington Quarterly 26(1), Winter 2002-03, pp. 141-155.
- J. Nye, Soft Power: The Means to Success in World Politics, Public Affairs, 2004, pp. 1- 32, 8398. 21
- J.N. Dixit, Indian Foreign Service, Konark publishers, 2005, pp. 251-263. Jaswant Singh, "Against nuclear apartheid", Foreign Affairs 41, 1998
- A.B. Kennedy, "India's nuclear odyssey," International Security 36 (2) 2011, pp. 120-153. M. Miller, Wronged by Empire: Post-Imperial Ideology and Foreign Policy in India and China, Stanford University Press 2013.
- M. Miller, India's Feeble Foreign Policy, Foreign Affairs May/June 2013, pp. 14-19. Ministry of External Affairs: <https://www.mea.gov.in/>, 2022.
- Mohan and S. Raghavan ed. The Oxford Handbook of Indian Foreign Policy, Oxford University Press, 2015, Ch. 4.
- T. Singh (ed.), India, peace and security in Asia, Indian Institute for Non-Aligned Studies, New Delhi India, 1988, pp. 9-16, 40-50.
- P. Kennedy, the Rise and fall of Great Powers, Random House, 1987, Introduction. R. Putnam, "Diplomacy and domestic politics: the logic of two-level games,"

International Organization 42, 1988, pp. 427-460.

- Ramachandra Guha, India after Gandhi: The History of the World's Largest Democracy, HarperCollins, 2008.
- Rudra Chaudhuri, Forged in Crisis: India and the US Since 1947, Oxford University Press, 2014, Ch. 8.
- ಡಾ. ಕೆ ಜೆ ಸುರೇಶ್, ಅಂತರರಾಷ್ಟ್ರೀಯ ಸಂಬಂಧಗಳು, ಚೇತನ ಬುಕ್ ಹೌಸ್, 2024
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Journals and Magazines

- Economic and Political Weekly
- Indian Journal of Constitutional and Parliamentary Studies
- Indian Journal of Political Science
- Journal of Contemporary Politics
- Studies in Indian Politics
- Frontline

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test	10
Seminar/Presentation/Group Discussion/Field visit	5
Assignment	5
Total	20

INTERNSHIP FOR UNDER-GRADUATE (UG) Programme in Political Sciences (VI Semester) – SEP

Program Name:	Internship for Under-Graduate (UG) Programme in Political Sciences
Course title	Internship Discipline Specific
Total contact hours	Full Time - 60 hours (4-6 weeks) Part-Time 60 hours (8-12 weeks)
No of Credits	02 (Two)
Duration of ESA/Exam	Field Visit and Viva-Voce
Formative Assessment Marks	40+10= 50 (Activity logbook + Report = 40 Viva-Voce – 10)
Workload for Teacher	Lecture-02, Field Visit -02

Introduction

An internship is a professional learning experience providing students with hands- on exposure directly aligned with their academic pursuits or career aspirations. This dynamic experience is instrumental in fostering career exploration and skill acquisition. Integral to this immersion are engagements with diverse entities, spanning government bodies, private organizations, esteemed educational institutions, cutting- edge research and development initiatives, entrepreneurial endeavors, and local industries.

From the inception of educational reforms in antiquity to the contemporary landscape shaped by the New Education Policy, internships have evolved into a keystone of educational strategies. This transformation underscores their role in elevating interns through a dual process of learning and practical exposure. The overarching goal is to equip students with not just theoretical knowledge but also the ability to seamlessly apply and contextualize this knowledge. The internship strategically unfolds in the 6th semester of the undergraduate program, specifically tailored for students immersed in the realms of Social Science and humanities. Positioned as a tactical approach, it serves as a mainstay for cultivating a robust foundation within these disciplines. This pivotal experience empowers students to seamlessly translate their acquired knowledge into practical applications within real- world scenarios. Beyond the confines of traditional academia, the program is meticulously designed to instill essential competencies aligning with 21st-century global skill sets. It functions as a transformative melting pot, where theoretical understanding metamorphoses into a functional tool kit that

students can wield in various real-world contexts. The overarching goal of the internship extends beyond the educational spectrum, positioning itself as a strategic preparatory phase for the imminent job market. By doing so, it effectively bridges the gap that often exists between the theoretical realms of academia and the dynamic, ever-evolving landscape of the professional world. In essence, the internship emerges as a dynamic catalyst, equipping students with the multidimensional skills needed to navigate and thrive in the professional arena. A Mini project provides a valuable introduction for students interested in possibly moving into a higher study, research and may result in collaborative publications with the project supervisor. Internships include working with government or private organizations, higher education institutions, universities, research, and development labs/research organizations/ non-government organizations, enterprises, centers involved in research, innovativeness and entrepreneurship, business organizations, local industry, artists, crafts people and similar other entities. These organizations provide opportunities for students for active engagement in on-site experiential learning.

Students attempting this type of project are expected to learn the appropriate research methodologies and techniques necessary to support their project and present them.

Objectives

The objectives of conducting the internship programme are as follows:

1. Integration of classroom with workplace
2. Understanding the world of work
3. Exposure to emerging technology
4. Enhance entrepreneurial capabilities.
5. Development of teamwork and decision-making
6. Enhancing professional competency
7. Ethical values
8. Facilitate, Instruct and orient the students in developing the research aptitude
9. To prepare students to understand organizational culture and familiarize them with organization needs.
10. To equip students with skills and knowledge that are relevant to their future careers.
11. To sharpen domain knowledge and provide core competency skills
12. Understanding of the world of work: To provide undergraduate students with an opportunity to improve their understanding of the experiences, challenges, and opportunities of the real world of work, as well as to set their expectations and behavior in accordance with the demands, culture, and values of current and emerging jobs.

Internship Categories

The employability of graduates can be improved by developing experience and exposure with the required right attitude for the workplace. The Undergraduate internships would be classified into two categories:

1. Internship for enhancing employability.
2. Internship for developing the research aptitude Internship Requirements

General Guidelines

A. Nature of Internship

- (i) Each student is obligated to strategically plan their internship program, engaging with diverse entities such as for a minimum duration of 90 hours
 - Government Intuitions/Bodies/ Corporations/Authority/Secretariat Commissions/Committees
 - Think Tanks/Research Institutes
 - Non-Governmental Organizations (NGOs)
 - Mass Media (English/Kannada) - Print/Electronic/Social Media
 - Panchayat/Taluk /Zilla Panchayat Office
 - Self Help Groups
 - Urban local bodies like BBMP office
 - Assisting MP/MLA/Panchayat Member/Corporator
 - Any Other offices/organizations relevant to Political Science Subject
- (ii) The Principal/Head of the Department/Coordinator is tasked with actively supporting students in identifying suitable internship organizations and workplaces as an integral aspect of the internship initiative.
- (iii) Internship groups will be assigned a dedicated Supervisor or mentor, who will be a faculty member from the respective department. This mentor will provide guidance and support throughout the internship duration
- (iv) The student can undertake the internship either individually or in small groups of two to five but must submit a report individually. To enhance collaborative learning and diverse perspectives, groups of students, all from the same department within a college or university, are encouraged to collectively participate in internships within identified organizations.
- (v) The internship may be pursued on either a paid or unpaid basis, depending on the selection made by the interns themselves.
- (vi) The student should write an activity logbook of her/his everyday learning (date and time) at the internship and finally the overall summary of her/his learning.

B. Internship duration and academic credentials

The following framework is proposed to give academic credit for the internship undergone as part of the programme:

Sl.No	Schedule	Duration	Activities	Credits
1.	Full-time during Semester	60 hours with a duration of 4 to 6 weeks	Internship (see Section A)	4
2	Part-time during the academic session	60 hours with a duration of 8 to 12 weeks	Project work, Seminar/Viva Voce	4

- The student should choose anyone (Part-time or Full time)

C. Evaluation

The University/College will examine/evaluate the student's performance following its evaluation method.

- Evaluation of the internship can be based on the evaluation of an activity log book/Completion Certificate issued by competent authority, where he/she has done the internship
- The viva voce will be done by a committee consisting of following members

HOD/Coordinator of the Department
Supervisors/Mentors
External Member (From other college)

Chairperson
Member
Member

- The activity logbook along with the Internship Certificate should be evaluated for 70 marks as per the University regulation and another 30 marks for the viva Voce.

The committee can take cognize of the

- Activity logbook
- Format of Presentation and the quality of Activity Logbook
- Acquisition of skill sets by the intern.
- Originality and any innovation contribution
- Significance of research outcomes
- Attendance
- Certificate by the concerned workplace head/manager

Research Internship

1. The internship offered by the organization should be followed by one project report and the assessment on evaluation can be judged based on
 - a. Innovativeness of research
 - b. Presentation
 - c. Viva-voce
2. The research project report shall have an undertaking from the student and a certificate from the research supervisor/mentor/adviser for the originality of the work, stating that there is no plagiarism and that the work has not been submitted for the award of any other degree/diploma in the same or any other institution.
3. The viva voce examination shall include both internal and external examiners. The Institution/University/College need to follow their examination structure for the conduction of the examination.

GENERAL PATTERN OF POLITICAL SCIENCE
QUESTION PAPER (SEP- 2025)

Term End Examination for Discipline Core (DSC)

Total Marks	80
Duration	3 hrs

Section A

I Answer the following questions in 20- 30 words.

All the questions are compulsory

(10x2=20)

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

Section B

II Answer any three questions in 200-250 words.

(3x10=30)

- 11.
- 12.
- 13.
- 14.
- 15.

Section C

III Answer any Two questions in 500 words.

(2x15=30)

- 16.
- 17.
- 18.
- 19.

GENERAL PATTERN OF POLITICAL SCIENCE
QUESTION PAPER (SEP- 2024)

Term End Examination for Discipline Skill Paper

Total Marks	40
Duration	1 ½ hrs

Section A

Answer the following questions in 30 words.

All the questions are compulsory

(5x2=10)

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

Section B

Answer any three questions in 150 words.

(3x5=15)

- 6.
- 7.
- 8.
- 9.
- 10.

Section C

Answer any one questions in not more than 300 words.

(1x15=15)

- 11.
- 12.

