

BANGALORE UNIVERSITY

DEPARTMENT OF POLITICAL SCIENCE

Curriculum Framework for Under Graduation

State Education Policy (SEP - 2024)

BA in Political Science

III, IV, V & VI Semester Syllabus

Approved by

Board of Studies (UG) in Political Science

(w.e.f Academic year 2025-2026)

July 2025, Bengaluru

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 Naduvimath 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	

 30/06/2025
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 family
- arise the students with the basic ideas, thoughts and theories in Political Science.
- To help them understand and make distinctions 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 understand the emergence and growth of modern States and give them an idea of their functioning and relate them to 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 analyse political contexts from a critical and constructive perspective.
- Have a better understanding of the working of various political institutions, including decentralised 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 affects polity and society.
- To gain critical thinking and develop the ability to make logical inferences about socio-economic and political issues, based on comparative and contemporary political discourses in India.
- Contemplate national and international issues involving States having different political ideologies and historical contexts.
- Pursuing higher education, such as postgraduate studies and Research in Political Science and other interdisciplinary areas, provides qualitative insights to create a better world.

STRUCTURE FOR POLITICAL SCIENCE DISCIPLINE

Semester III				
Course	Paper	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment
Discipline Core-3	Western and Indian Political Thought	5	5	100 (80+20)
Compulsory Paper (For all disciplines)	Indian Constitutional Values	2	3	50 (40 +10)
Semester IV				
Discipline Core - 4	Comparative Government and Politics	5	5	100 (80+20)

COMPULSORY ELECTIVE IV/V/VI				
Course	Paper	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment
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 an elective paper in either the 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 -5	Internship/Project Work (Political Science Specific)	2	4 (Lecture-1, Field Visit 3)	50 (30+20)

III SEMESTER

DSC-3

Course Title: Western and Indian Political Thought	
Total Contact Hours: 75	Course Credits: 5
No. of Teaching Hours/Week: 5	Duration of ESA/Exam: 3 Hours
Formative Assessment Marks: 20	Summative Assessment Marks: 80+20=100

Course Objectives:

- To teach students divergent values advocated by different Political Philosophers concerning Governance.
- To educate students about the distinctive principles of statecraft proposed by Political Thinkers belonging to different Countries, Socio-Political environments, and periods.
- To motivate and encourage the students' community to cherish the rich heritage of Political Ideologies that help in the establishment of an inclusive society.
- To develop sound Political Culture and Political prudence in students' communities that are prerequisites to ensure and endure a responsive Government.
- To mold and equip students to become sympathetic, empathetic, compassionate, and virtuous Citizens, who can devote themselves to the well-being of Society.

Learning Outcomes:

- This Course orients and enables students to participate actively in Political processes
- This course illuminates students to their rights, duties and responsibilities.
- This course helps students to understand as well as appreciate the nuances of science and art in the political and administrative spheres.
- The knowledge of Political Thought is greatly helpful to appear for Civil Service examinations.
- The knowledge of this course is very advantageous to build a healthy Society, a vibrant Democracy, and an inclusive society.

Unit	Contents	75 Hours
Unit I	Greek Political Thought	
	• Features of Greek Political Thought • Socrates: Political Philosophy, Ethical Foundations, Wisdom and Virtue • Plato: Concept of Ideal State, Justice and Education • Aristotle: Classification of government, Concept of Revolution and Citizenship	15 Hours
Unit II	Medieval Political Thought	
	• Salient Features of Medieval Political Thought • St. Augustine: Just War Theory, Two Swords Doctrine, Theory of Government • St. Thomas Aquinas: Church vs State Debate, Classification of Laws, Theory of Government • Niccolo Machiavelli: Political Realism, Virtue and Religion, Advice to the Prince, Separation of Politics	15 Hours
Unit III	Medieval and Modern Political Thought	
	• Hobbes, Locke and Rousseau: Political Thoughts • Bentham and J.S. Mill: Utilitarianism, Liberty & Democracy • Mary Wollstone Craft: Women's Rights, Thoughts On Education, Egalitarian Views	15 Hours
Unit IV	Ancient Indian Political Thought	
	• Manu: Theory of the State and Social System • Kautilya: Saptanga Theory and Mandala Theory • Gautama Buddha: Idea of Good Government, Dasharaja Dharma • Basavanna: Concept of Equality, Social Justice and Kayaka	15 Hours

Unit V	Modern Indian Political Thought	15 Hours
	• Dr. B.R. Ambedkar and Mahatma Gandhi- Concept of Social Justice and Caste System Gandhi's views on Hind Swaraj, Ambedkar's Views on Political Participation • Maulana Azad and Mohammad Iqbal: Nationalism & Vision of Modern India • Savitribhai Phule and Pandit Ramabai: Women's education and Caste system	

Exercise:

- Write about Medieval Thought
- Compare the thoughts of Western and Indian thought
- Elucidate the understanding and relevance of Indian political thought in the contemporary period.

Pedagogy:

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

Essential and Further Reading:

- Ebenstein: Great Political Thinkers (Plato TO Present), Sterling Publishers Pvt. Ltd., New Delhi, 2007
- G. Sabine: History of Political Theory: PHI, New Delhi, 2004
- J.C. Johari: Political Thought, Ancient, Sterling Publishers Pvt. Ltd. New Delhi, 2004
- D.R. Bhandari: History of European Political Philosophy: OUP, New Delhi
- M.G. Gupta: History of Political Thought: Macmillan India Ltd, 1998
- Bertrand Russell: History of Western Philosophy, London, 1955
- M. Jude Harman: Political Thought, From Plato to the Present: McGraw-Hill Book Company, New York, 1964
- J.C. Johari: Principles of Modern Political Science, Sterling Publishers Pvt. Ltd., New Delhi, 2004
- Hart, H.A.L.: The Concept of Law, Oxford Clarendon Press, 1961,

- Jenkin: The Study of Political Theory, Garden City Doubleday, 1956
- Anderson: Considerations on Western Marxism, London, N.L.B.1976
- Allen, C.K.: Aspects of Social Justice, London Stevens, 1955
- Heywood: A, Political Ideas and Concepts, London Macmillan, 1994
- S.P. Varma: Modern Political Theory Delhi Vikas, 1975
- H.J. Laski: A Grammar of Politics, London; George Allen and Unwin, 1951

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

**COMPULSORY PAPER
III and IV SEMESTER**

Title: Indian Constitutional Values	
Total Contact Hours: 45	Course Credits: 2
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 1½ Hours
Formative Assessment Marks: 10	Summative Assessment Marks: 40+10=50

Course Objective:

- This course is intended to impart knowledge to students on the constitutional design of the state, the structure, institutions, and its actual working.
- The Course traces the embodiment of some of these conflicts in the constitutional provisions and how these have played out in political practice.
- It further encourages studying and understanding emerging trends in Indian politics and mutual interaction, and its interaction with the larger extra-constitutional environment.

Learning Outcome:

At the end of the course, the students shall understand -

- To understand the emergence and evolution of the Indian Constitution.
- To understand the basic elements of the Indian Constitution as a legal document
- To understand and analyse the three organs of the government in the contemporary scenario.
- To understand the structure of Indian Federalism
- To understand and evaluate the Indian Political scenario amidst the emerging challenges

Unit	Contents	45 Hours
Unit I	Introduction and Core Values of the Indian Constitution	
	• Composition of Constituent Assembly, • Indian Constitution Preamble, Constitutional Values- Sovereignty, Democracy, Republic, justice, liberty, equality, fraternity • Indian Constitution and Basic Structure, Salient Features • Fundamental Rights, Duties and DPSP(Directive Principles of State policy) • Citizenship and the role of Citizens in Democracy and nation-building	15 Hours
Unit II	Union and State	
	• Parliament: Lok Sabha, Rajya Sabha, Vidhana Sabha, Vidhana Parishad; Composition, Powers and Functions. • Executive: President, Vice President, Prime Minister, Governor, Chief Minister, Council of Ministers; Powers and Functions • Judiciary: Supreme Court and High Court; Powers and Functions	15 Hours
Unit III	Federalism	
	• Constitutional Amendment Procedure in India: Simple, Special and Special with Concurrence of States. • Centre State Relations: Cooperative and Competitive Federalism and its Challenges • Democratic decentralisation, Local Self-Government Governments-73rd and 74th Constitutional Amendments, contemporary challenge • Commissions: Election Commission and UPSC • Challenges to Affirmative Action: Reservation for SC/ST, OBC, and Women.	15 Hours

Exercise:

- Write about the Values of Rights
- Compare the concept of Socialist and Liberal Principles
- Elucidate the understanding of RTI, RTE

Pedagogy:

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

Essential and Further Reading:**ENGLISH**

- D.D. Basu, An Introduction to the Constitution of India, New Delhi, Prentice-Hall, 2000.
- G. Austin, The Indian Constitution: Cornerstone of a Nation, Oxford, Oxford University Press, 1996.
- B.K. Sharma, Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2002.
- S. Kashyap: Hamara Sambidhan, (English & Hindi), NBT, 2007
- M. V. Pyle, 'India's constitution', Asia Publishing House, Bombay, 1962.
- B.D. Dua, M.P. Singh, and Rekha Saxena, eds (2014) The Indian Parliament: The Changing Landscape, New Delhi, Manohar Publications.
- Ajay Mehra, ed (2013) Party System in India: Emerging Trajectories, Lancer, New Delhi.
- B.L. Shankar and Valerian Rodrigues (2011). The Indian Parliament, Oxford University Press, New Delhi.
- Sandeep Shastri, K.C. Suri and Yogendra Yadav (2009) Electoral Politics in the Indian States: Elections and Beyond, Oxford University Press, New Delhi
- Rajeev Bhargava (2009), Politics and Ethics of the Indian Constitution, Oxford University Press
- Mohanty, Biswaranjan. (2009). Constitution, Government, and Politics in India: evolution and present Structure, New Century Publications, New Delhi.

- Jain, M. P. (2010). Indian Constitutional Law, 6th edition (2 vols), Lexis Nexis Butterworths Wadhwa, Nagpur.
- Atul Kohli (2010) Democracy and Development in India: From Socialism to Pro Business, Oxford University Press.
- Sumit Ganguly, Larry Diamond, and Marc F. Plattner, eds. (2009) The State of India's Democracy. Oxford University Press.
- Christopher Jafferlot and Sanjay Kumar (2008) The Rise of the Plebians? The Changing Face of India Legislative Assemblies, Routledge, Delhi.
- Johari, J.C. (1995). The Constitution of India – A Politico-Legal Study, Sterling Publishers Pvt. Limited, New Delhi.
- Subash Kashyap (2005), Our Constitution, National Book Trust, New Delhi.
- Noorani A.G. (2005) Constitutional Questions and Citizens' Rights, Oxford University Press, New Delhi.
- Singh M.P. and Anil Mishra, eds (2006) Coalition Politics in India: Problem and Prospects, New Delhi, Manohar.
- Niraja Gopal Jayal (2006). Representing India: Ethnic Diversity and the Governance of Public Institutions, Hampshire, Palm grave Macmillan
- Subrata Mitra K (2006) The Puzzle of India's Governance, New Delhi, Foundation.
- Sathe. S.P. (2002) Judicial Activism in India: Transgressing Borders and Enforcing Limits, New Delhi: Oxford University

KANNADA

- ಡಾ|| ಹೆಚ್ ಎಂ ರಾಜಶೇಖರಯ್ಯ, ಭಾರತ ಸರ್ಕಾರ ಮತ್ತು ರಾಜಕೀಯ, ಪ್ರಮೋದ ಮಾರಟಗಾರರು 2023
- ಡಾ|| ಕೆ ಜೆ ಸುರೇಶ್, ಭಾರತ ಸಂವಿಧಾನ ಮತ್ತು ಮಾನವ ಹಕ್ಕುಗಳು: ಚೇತನಾ ಬುಕ್ ಹೌಸ್ 2016
- ಡಾ|| ಪಿ ಎಸ್ ಗಂಗಾಧರ, ಭಾರತ ಸರ್ಕಾರ ಮತ್ತು ರಾಜಕೀಯ, ಸ್ವರ್ಧ ಚೈತ್ರ 2024.
- ಡಾ|| ಸುರೇಶ್ ಕುಮಾರ್ ಮತ್ತು ಡಾ|| ಪೂರ್ಣಿಮಾ ಜಿ. ಆರ್;ಸಂವಿಧಾನಿಕ ಮೌಲ್ಯಗಳು, ಸಪ್ತ ಬುಕ್ ಹೌಸ್ 2025

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

IV SEMESTER
DSC-4

Course Title: Comparative Government and Politics (US, UK, Switzerland, France and China)	
Total Contact Hours: 75	Course Credits: 5
No. of Teaching Hours/Week: 5	Duration of ESA/Exam: 3 Hours
Formative Assessment Marks: 20	Summative Assessment Marks: 80+20=100

Course Objectives:

- To teach Students the divergent values such as peace, morality, cooperative attitude, and friendly relations advocated by different theories, which are developed to study comparative politics.
- To motivate the students to learn about the fundamental institutions of democratic regimes, legislatures, the executive and its bureaucracy, law and judicial systems, elections, interest groups in different States,
- To educate the students to appreciate the value of Comparative Political Science for understanding current events and global socio-economic realities
- To guide the student community about the Constitutions of major powers of the world, so that they can learn to compare with each other, at last, they will be able to judge which is the best Constitution.
- To develop a sound Political culture and Political prudence in the students' community by teaching about the diversity of key aspects of political systems around the world and how they affect important outcomes.

Learning Outcomes

- This course orients and enables students to learn the theory and apply the methodology of comparative analysis within the discipline of political science.
- Students will learn about the political systems and governments of different States, which will enable the students to inherent in-depth knowledge of the Constitutions of the different Political systems.

- Students will gain knowledge about how global, national and regional developments affect the whole world, which helps in the establishment of a peaceful world.
- The knowledge of Comparative Government and Politics helps the students to clear civil service examinations.
- The knowledge of this paper is very advantageous to build a peaceful, just and co-operative state, so that there will not be room for conflicts, subversion, and war among the nations.

Unit	Contents	75 Hours
Unit I	Understanding Comparative Politics	
	• Meaning, Nature, Scope, and Importance of Comparative Politics • Methods to the study of Comparative Politics: Traditional Methods: Historical and Institutional Modern Methods: Sociological and Marxian	15 Hours
Unit II	Constitution and Government of the UK	
	• Salient Features, Conventions • Legislature- Composition, Powers, and Functions • Executive - Crown, Prime Minister and Cabinet - Position, Powers and Functions • Judiciary- Supreme Court, Composition and Jurisdiction and Party System	15 Hours
Unit III	Constitution and Government of the USA	
	• Salient Features • Legislature - Composition, Powers and Functions • Executive- President, Vice President, Election, Powers and Functions, Impeachment • Judiciary-Supreme Court, Composition, Jurisdiction and Party System	15 Hours

Unit IV	Constitution and Government of Switzerland and France	
	• Salient Features • Legislature - Composition, Powers, and Functions • Executive- Composition, Powers, and Functions • Judiciary- Composition, Jurisdiction	15 Hours
Unit V	Constitution and Government of China	
	• Salient Features • Legislature- Composition, Powers, and Functions • Executive- Composition, Powers and Functions • Judiciary- Composition, Jurisdiction • Party System	15 Hours

Exercise:

- Students can have a debate on the working of the organs of government.
- Students can evaluate the merits and demerits of these systems.
- Debate on the functioning of the government

Pedagogy:

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

Essential and Further Reading

- V D Mahajan, (1998); 'Select Modern Governments', S Chand and CO, Ltd, New Delhi,
- Anup Chand Kapur (1996). Select Constitution S Chand and Co. Ltd, New Delhi.
- K K Ghai (2010) Major Governments, Kalyani Publishers, New Delhi
- J C Johari (1998) Major Modern Political System, Vishal Publications, Delhi.
- B C Rai (1998) The World Constitution Prakashan Kendra Lucknow.

- Anup Chand Kapur K.K. Misra (2002) Select Constitution Chand and Company Ltd, New Delhi
- An Appadorai (1968) The Substance of Politics. Oxford University Press. Madras - 6.
- Mahashwari S.R. (1985) Comparative Government and Politics, Lakshmi Narayan Agarwal Educational Publisher, Hospital Road, Agra-3
- Hans Raj (1985) Comparative Politics, Surjeet Publications, 7-K, Kolhapur Road, Kamala Nagar, Delhi,
- Deutsch, Karl:(1967) Nation and World, Contemporary Political Science, Towards Empirical Theory, McGraw-Hill Co, New York,
- Johari, J.C. (1980) Comparative Politics, Sterling Publishers Pvt. Ltd, New Delhi.
- Merkl, Peter H (1967). Political Continuity and Change, Harper & Row, Evanston, London.
- Curtis, Michael, Comparative Government and Politics.
- Davies, Morton, R., Lewis, Vaughan, A. (1971). Models of Political System, Vikas Publications, Delhi.
- Young Oran, R., Systems of Political Science.
- Pandey, Rajendra (1985), Sociology of Development, Mittal Publishers, Delhi.
- Huntington, Sammal, P. (1968). Political Order in Changing Societies, New Haven, Conn., Yale University Press.
- Chilcote, Ronald H, Theories of Comparative Politics.
- Strong, C.F., Modern Political Constitutions.
- Ball, Alan R., Modern Politics and Government.

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

**DSE-I
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 domains. 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 the necessary knowledge and skills for analysing, interpreting, and applying the Human Rights standards and sensitise them to the issues.
- Develop the ability to critically analyse Human Rights situations around them

Unit	Contents	30 Hours
Unit I	Human Rights	
	• Meaning and Evolution • Nature and Relevance • Classification	08 Hours
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 concepts of Human Rights).
- Students can be asked to do a college project and present the same.
- 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 Resources (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions, Field Visits and Weekend Counselling 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 to 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

**DSE-II
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, analyse, and apply the principles of good governance in various organisational and governmental contexts.

Learning Outcomes:

- To understand the conceptual framework
- To analyse 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 Globalisation	10Hours
Unit II	DIGITAL GOVERNANCE	
	• Concept, Scope and Significance • Social Media and Governance • Issues and Challenges	10 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 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 Weekend Counselling Classes.

Essential and Further Reading:

1. Sarkar, Siuli. *Public administration in India*. Phi learning, 2018.
2. Bidyut Chakrabarty & Prakash Chand. *Public administration in a globalising 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

V SEMESTER
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 organisation
- Role of Public Administration in the Developed and Underdeveloped 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	Organisation- Theories and Principles	
	• Organisation-Meaning and Types; Theories of Organisation- Scientific Management Theory (Fredrick Taylor); Classical theory of Organisation (Henry Fayol); Mechanistic Theory; Human Relations Theory (Elton Mayo); Bureaucratic theory (Max Weber) • Principles of organisation: Hierarchy, Unity of Command; Span of Control. Delegation of Authority; Co-ordination; Centralisation and Decentralisation.	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, Methods and Types: Promotion-Meaning and Principles, Morale-Factors responsible for morale building. Discipline- meaning and importance: Disciplinary action: Retirement-Meaning, objective and benefits, Generalist Vs Specialist debate.	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 analyse different administrative issues.
- Students may be asked to open a debate on where the actual domain of public administration is to be located.
- Bring out the distinction between different forms of organisations 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 Resources (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions, Field Visits and Weekend Counselling

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:*
- Rosenbloom, D. H., Kravchuk, R. S., & Clerkin, R. M. (2014). *Public*
- 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 ಮೌಲ 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 understand the need for policies and the methods of their formulation. It allows them to analyse policies and their impact. It helps them to know the processes and research that go into 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 policymaking.
- Understand the role of the 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)	11 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),	12 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	12 Hours

Exercise:

- Arrange for lectures from Bureaucrats.
- Visit the government secretariat and get first-hand information on policymaking.
- Have discussions in the classroom on the policies of the government and their 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 Weekend Counselling 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.). *Decentralisation 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.

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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

Skill Paper 4

Skill Paper 4 Title: Artificial Intelligence for Political Science	
Total Contact Hours: 30	Course Credits: 2
No. of Teaching Hours/Week: 2	Duration of ESA/Exam: 1 1/2 Hours
Formative Assessment Marks: 10	Summative Assessment Marks: 40+10=50

Course Objective:

The objectives of Artificial Intelligence (AI) in political science focus on enhancing research, analysis, prediction, and decision-making within political systems. Using AI to predict election outcomes based on polling data, social media trends, and demographic analysis. **Policy impact modeling:** Simulating how different policy decisions might affect economic, social, or political outcomes. Analyzing speeches, debates, social media, or news articles to understand public opinion and political discourse.

Learning Outcome:

At the end of the course the students shall understand -

- Ability to apply AI tools (e.g., machine learning, NLP) to analyze political data.
- Proficiency in interpreting complex political patterns and trends using computational methods.
- Learn how AI models can support data-driven policy evaluation and public decision-making.
- Develop competence in extracting insights from diverse data sources—social media, news, electoral data, public opinion surveys.
- Use AI to detect misinformation, sentiment, and behavioral trends in political discourse.

Unit	Contents of Course	30 Hours
Unit I	Background	
	• Meaning and Agents of AI • Introduction to AI and Politics • Brief History of AI. Governance and Regulation	10 Hours
Unit II	Contemporary Issues of AI and Politics	
	• AI and Democracy (Social Media, mis information, Polarization) • AI: Privacy and Surveillance (Facial Recognition) • AI bias and discrimination	10 Hours
Unit III	AI and Future Politics	
	• Political Economy of Automation • AI and International Security • AI and Sustainability	10 Hours

Exercise:

- Write about the AI
- Replacement of AI in Human resource
- Elucidate the understanding of Sustainability
-

Essential and Further Reading:

1. **Grimmer, J., Roberts, M. E., & Stewart, B. M.** (2022), *Text as Data: A New Framework for Machine Learning and the Social Sciences*. Princeton University Press.
 2. **Howard, P. N.** (2020), *Lie Machines: How to Save Democracy from Troll Armies, Deceitful Robots, Junk News Operations, and Political Operatives*. Yale University Press.
 3. **Margetts, H., & Dorobantu, C.** (2022), *Rethinking Public Policy in the Age of AI: Digital Governance and the New Policy Cycle*. Oxford University Press.
 4. **O’Neil, C.** (2016), *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. Crown Publishing.
- Articles**
5. **Tufekci, Z.** (2015), Algorithmic Harms Beyond Facebook and Google: Emergent Challenges of Computational Agency. *Colorado Technology Law Journal*, 13(203), 203–218.
 6. **Metaxa, D., et al.** (2021), Measuring Political Bias in News Articles Using Machine Learning. *Proceedings of the ACM Conference on Fairness, Accountability, and Transparency (FACCT)*.
 7. **Binns, R., et al.** (2018), ‘It’s Reducing a Human Being to a Percentage’: Citizens’ Attitudes Toward Algorithms in Government. *Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems*.
 8. **Ferguson, R. J.** (2017), Artificial Intelligence and International Relations: Theories, Prospects and Challenges. *Australian Journal of International Affairs*, 71(2), 95–112.

Online and Institutional Resources

9. **OECD (2020)**, *AI in the Public Sector: Trends, Practices and Governance Mechanisms*. <https://www.oecd.org/gov/digital-government/>
10. **Brookings Institution – Artificial Intelligence and Emerging Technology Initiative**. <https://www.brookings.edu/project/artificial-intelligence/>

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test	5
Assignment	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 to acquaint the students with 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-off 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 operating institutions, processes, and policies.
- The students will be able 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	10 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	10 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	10 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	15 Hours
Unit V	International Issues	
	• World Order: Economic Power and Influence, Multilateral Diplomacy: G7, G20 • Globalisation: Global Trade and Economic Policies, Global Health Crises, Global Conflicts • State and non-state actors in International Relations: Role of Civil Society (Transnational Corporation) TNC, • Global Terrorism: Causes, Impact and Countering Terrorism	15 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 Resources (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions, Field Visits and Weekend Counselling 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 Globalisation of World Politics*, pp.251-270.
- Baylis, John and Steve Smith, (eds.) *The Globalisation of World Politics: An Introduction to International Relations*. 3rd ed. Oxford: Oxford University Press, 2005
- H. J Morgenthau, *Politics Among Nations* (New York: Alfred Knopf, 1951-78), Part I. Jackson and Sorenson, *Introduction to International Relations*, Kaplan, Morton. *The New Great Debate: Traditionalism vs. Science in International Relations*, 'World Politics' (October 1966).
- 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 Globalisation', 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 Globalisation, Vol. 26, No. 1 (February 1998).
- Paolini, Albert, “Globalisation” 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 Globalisation”, 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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- ಡಾ. ಪಿ ಎಸ್ ಜಯರಾಮು, ಅಂತರರಾಷ್ಟ್ರೀಯ ಸಂಬಂಧಗಳು, ಕಣ್ಣು ಪ್ರಕಾಶನ

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:

- The 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 neighbouring 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 analyse the various determinants that influence foreign policymaking in India.
- Make reasoned and informed arguments about events in Indian politics and foreign policy and critically evaluate them.

Unit	Contents	45 Hours
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	10 Hours
Unit II	Factors Shaping Neighbourhood Policy	
	• India's Relations with Pakistan and Bangladesh • India's Relations with Nepal and Bhutan • India's Relations with Sri Lanka and Maldives	12 Hours

Unit III	India and Major Powers	
	• India and the USA • India and Russia • India and the European Union • India and China	12 Hours
Unit IV	India and Global Issues	
	• Nuclear Disarmament: NPT and CTBT • Global Terrorism • Climate Change • Non-Alignment Movement	11 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 Counselling 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
- ಡಾ. ಪಿ ಎಸ್ ಜಯರಾಮು, ಅಂತರರಾಷ್ಟ್ರೀಯ ಸಂಬಂಧಗಳು, ಕಣ್ವ ಪ್ರಕಾಶನ

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 UNDERGRADUATE (UG)

Programme in Political Sciences (VI Semester) – SEP

Program Name:	Internship for Undergraduate (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	30+20= 50 (Activity logbook + Report = 30 Viva-Voce – 20)
Workload for Teacher	Lecture-01, Field Visit -03

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 organisations, esteemed educational institutions, cutting-edge research and development initiatives, entrepreneurial endeavours, 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 the classroom with the 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 competence
7. Ethical values
8. Facilitate, Instruct and orient the students in developing the research aptitude
9. To prepare students to understand organisational culture and familiarise them with organisational 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 behaviour under 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 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 Institutions/Bodies/ Corporations/Authority/Secretariat Commissions/Committees
 - Think Tanks/Research Institutes
 - Non-Governmental Organisations (NGOs)
 - Mass Media (English/Kannada) - Print/Electronic/Social Media
 - Panchayat/Taluk /Zilla Panchayat Office
 - Self-Help Groups
 - Urban local bodies like the BBMP office
 - Assisting MP/MLA/Panchayat Member/Corporator
 - Any Other offices/organisations relevant to the Political Science Subject
- (ii) The Principal/Head of the Department/Coordinator is tasked with actively supporting students in identifying suitable internship organisations 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 organisations.
- (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 undertaken as part of the programme:

Sl.No	Schedule	Duration	Activities	Credits
1.	Full-time during the 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 either 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 logbook/Completion Certificate issued by a competent authority, where he/she has done the internship
- The viva-voce will be done by a committee consisting of the following members

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

- Activity logbook
- Format of Presentation and the quality of Activity Logbook
- Acquisition of skill sets by the intern.
- Originality and any innovative contribution
- Significance of research outcomes

- Attendance
- Certificate from the workplace head/manager concerned

Research Internship

1. The internship offered by the organisation should be followed by a 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 its examination structure for the conduct 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- 2025)

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 four questions in 150 words.

(4x5=20)

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

Section C

Answer any one question in not more than 300 words.

(1x10=10)

- 11.
- 12.