



BENGALURU CITY UNIVERSITY

CHOICE BASED CREDIT SYSTEM

(As per SEP)

Syllabus for Political Science

2025-26 onwards

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, 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 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 programs 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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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 understand and make a distinction between Political Theory, Political Philosophy, and Political Science and help them to understand the importance of these in the national and global contexts.
- To help understand the emergence and growth of modern States, and 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 a critical and constructive perspective.
- Have a better understanding of the working of various political institutions including decentralized institutions state legislatures and 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, based on 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.

MODEL CURRICULUM

Name of the Degree Program	BA
Discipline Core:	Political Science
Total Credits for the Program (1-6 Semester)	30
Year of Implementation	2024-2025

Program Outcomes:

By the end of the program the students will be able to:

- Acquire domain knowledge.
- Study and analyze political contexts from critical and constructive perspective.
- Have a better understanding of the working of various political institutions including decentralized institutions state legislatures and parliament and relate this functioning to the greater cause of nation building as a responsible citizen.
- Assess how global, national and regional developments affect 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 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.

III SEMESTER
DSC-3

Course Title: INDIAN POLITY AND CONTEMPORARY ISSUES	
Total Contact Hours: 65	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 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 also 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 analyze 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 of Course- 3	65 Hours
Unit I	Indian Constitutional Framework	
	<ul style="list-style-type: none"> • Historical Perspective: 1773, 1883, 1909, 1919 • Constituent Assembly • The Preamble • Salient Features of Constitution 	15 Hours
Unit II	Organs of the Government	

	<ul style="list-style-type: none"> • Union and State Legislature: Composition, Powers and Functions of Lok Sabha, Rajya Sabha, Vidhana Sabha and Vidhana Parishad • Union and State Executive: The President, Prime Minister and the Council of Ministers – Composition, Powers and Functions: Governor, Chief Minister and the Council of Ministers- Powers and Functions • Union and State Judiciary: Composition, Powers and Functions of Supreme Court and High Court 	15 Hours
Unit III	Indian Federalism	
	<ol style="list-style-type: none"> 1. Center-state Relations: Unitary in feature and Federal in structure <ul style="list-style-type: none"> • Legislative Relations • Administrative Relations • Financial Relations 2. New Dimensions of Center-State Relations <ul style="list-style-type: none"> • GST (Goods and Service Tax) • Special Provisions- Article 371 and 371-J • Regional Imbalance- Problems and Impact 	15 Hours
Unit IV	Emerging Trends in Indian Politics	
	<ul style="list-style-type: none"> • Leadership, Accountability and Transparency • Ethnicity in Indian Politics • Identity Politics: Caste, Religion, Language, Region and Gender 	10 Hours
Unit V	General Issues	
	<ul style="list-style-type: none"> • Crony Capitalism • Media: Problems and misinformation, Farmers' Suicide • Border Disputes (With reference to Karnataka) 	10 Hours

Exercise:

- Write about the functioning of our Constitution
- Compare the concept of Unitary and Federal system of functioning
- Elucidate the understanding of Crony Capitalism.

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:

1. D.D. Basu, An Introduction to the Constitution of India, New Delhi, Prentice-Hall, 2000.
2. G. Austin, The Indian Constitution: Corner Stone of a Nation, Oxford, Oxford University Press, 1996
3. B.K. Sharma, Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2002
4. S. Kashyap: Hamara Sambidhan, (English & Hindi), NBT, 2007
5. M. V. Pyle, 'India's constitution', Asia Publishing House, Bombay, 1962
6. B.D.Dua, M.P.Singh, and Rekha Sexena, eds (2014) The Indian Parliament: The Changing Landscape, New Delhi, Manohar Publications
7. Ajay Mehra, ed (2013) Party System in India: Emerging Trajectories, Lancer, New Delhi.
8. B.L. Shankar and Valerian Rodrigues (2011) The Indian Parliament, Oxford University Press, New Delhi.
9. Sandeep Shastri, K.C.Suri and YogendraYadav (2009) Electoral Politics in the Indian States: Elections and Beyond, Oxford University Press, New Delhi
10. Rajeev Bhargava (2009) Politics and Ethics of the Indian Constitution, Oxford University Press
11. Mohanty, Biswaranjan. (2009). Constitution, Government, and Politics in India – Evolution and Present Structure, New Century Publications, New Delhi.
12. Jain, M. P. (2010). Indian Constitutional Law, 6th edition (2 vols), Lexis Nexis ButterworthsWadhwa, Nagpur.
13. AtulKohli (2010) Democracy and Development in India: From Socialism to ProBusiness, Oxford University Press
14. Sumit Ganguly, Larry Diamond, and Marc F. Plattner, eds., (2009) The State of India's Democracy, Oxford University Press
15. Christopher Jafferlot and Sanjay Kumar (2008) The Rise of the Plebians? The Changing Face of India Legislative Assemblies, Routledge, Delhi
16. Johari, JC. (1995). The Constitution of India – A Politico-Legal Study, Sterling Publishers Pvt. Limited, New Delhi.
17. Subash Kashyap (2005), Our Constitution, National Book Trust, New Delhi.
18. Noorani A.G. (2005) Constitutional Questions and Citizens Rights, Oxford University Press, New Delhi
19. Singh M.P. and Anil Mishra, eds (2006)Coalition Politics in India: Problem and Prospects, New Delhi, Manohar

20. 17. Niraja Gopal Jayal (2006) Representing India: Ethnic Diversity and the Governance of Public Institutions, Hampshire, Palm grave Macmillan
21. Subrata Mitra K (2006) The Puzzle of India's Governance, New Delhi, Foundation Books
22. Sathe. S.P (2002) Judicial Activism in India: Transgressing Borders and Enforcing Limits, New Delhi: Oxford University
23. ಡಾ|| ಹೆಚ್ ಎಂ ರಾಜಶೇಕರಯ್ಯ, ಭಾರತ ಸರ್ಕಾರ ಮತ್ತು ರಾಜಕೀಯ, ಪ್ರಮೋದ ಮಾರಟಗಾರರು 2023
24. ಡಾ|| ಕೆ ಜೆ ಸುರೇಶ್, ಭಾರತ ಸಂವಿಧಾನ ಮತ್ತು ಮಾನವ ಹಕ್ಕುಗಳು: ಚೇತನಾ ಬುಕ್ ಹೌಸ್ 2016
25. ಡಾ|| ಪಿ ಎಸ್ ಗಂಗಾಧರ, ಭಾರತ ಸರ್ಕಾರ ಮತ್ತು ರಾಜಕೀಯ, ಸ್ಪರ್ಧ ಚೈತ್ರ 2024.
26. ಡಾ|| ಸುರೇಶ್ ಕುಮಾರ್ ಮತ್ತು ಡಾ|| ಪೂರ್ಣಿಮಾ ಜಿ. ಆರ್; ಭಾರತ ಸರ್ಕಾರ ಮತ್ತು ರಾಜಕೀಯ, ಸಪ್ತ ಬುಕ್ ಹೌಸ್ 2024

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	10
Seminar/Presentation/Group Discussion/Field visit	5
Assignment	5
Total	20

Elective Course Title: Human Rights	
Total Contact Hours: 45	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 Objectives:

The objectives of the study of **Human Rights** are broad and aim to promote a deeper understanding of fundamental freedoms, equality, and justice. Promote Awareness and Understanding, **to** educate individuals about their rights and responsibilities, to develop awareness of universal Human Rights across all cultures and societies, to understand the historical development and philosophical foundations of human rights. Foster Respect for Human Dignity, to instill the value of human dignity and equality, to encourage empathy, tolerance, and respect for others, regardless of race, gender, religion, or nationality.

Learning Outcomes of the Study:

The outcomes of the study of Human Rights refer to the knowledge, skills, values, and behaviors that individuals are expected to gain as a result of learning about Human Rights. Here are the key outcomes:

- Enhanced Awareness and Knowledge: A thorough understanding of the concept, history, and importance of human rights.
- Development of Critical Thinking
- Increased Respect for Diversity and Equality
- Empowerment to Advocate and Act
- Promotion of Justice and Rule of Law
- Strengthened Sense of Social Responsibility

Unit	Contents of Course- 3.1	45 Hours
Unit I	Human Rights	
	<ul style="list-style-type: none"> • Meaning • Nature and Relevance • Classification 	10 Hours
Unit II	GENERATIONS OF HUMAN RIGHTS	
	<ul style="list-style-type: none"> • 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) 	17 Hours
Unit III	NATIONAL AND STATE HUMAN RIGHTS COMMISSION	

	<ul style="list-style-type: none"> • Composition, Powers and Functions • Protection of Human Rights: Role of NHRC and KSHRC • Protection of Human Rights: Role of Mass Media and NGOs • RTI. RTE and Consumer Rights 	18 Hours
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Exercise:

- Write about the Generation of Human Rights
- Compare the concept of NHRC and SHRC of functioning
- Elucidate the understanding of UDHR.

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

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

Elective I

3.2

Course Title: GOOD GOVERNANCE IN INDIA	
Total Contact Hours: 45	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 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	45 Hours
Unit I	GOOD GOVERNANCE	
	<ul style="list-style-type: none">• Meaning and Characteristics• Elements of Good Governance• Growth and Need for Good Governance• Good Governance and Globalizations	15 Hours
Unit II	DIGITAL GOVERNANCE	
	<ul style="list-style-type: none">• Concept, Scope and Significance• Issues and Challenges• Social Media and Governance	15 Hours
Unit III	E – GOVERNANCE	

	<ul style="list-style-type: none"> • Meaning, Characteristics and Importance • E - Governance Policy: Sakala Project, Bhoomi Yojana, Swayam, e-Kissan, e-Court 	15 Hours
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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

IV SEMESTER

DSC-4

Course Title: Parliamentary System in India	
Total Contact Hours: 65	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:

The Course aims at acquiring the students to the historical evolution and foundational principles of the parliamentary system in India. To examine the constitutional framework, legislative procedures, and law-making process. To analyze the role, structure, and significance of various parliamentary committees and procedures. It helps assess reforms, amendments, and the evolving nature of electoral and legislative practices in India. To understand the function of political parties, pressure groups, and the influence of judiciary in a parliamentary democracy, highlighting their practical implications in the Indian context.

Learning Outcomes:

Upon successful completion of the course, students will be able to:

- ✓ To Describe the constitutional provisions and processes involved in drafting and enacting laws in the Indian Parliament.
- ✓ To Evaluate the role and effectiveness of parliamentary committees, including their structure, functions, and impact on governance.
- ✓ To Analyze recent electoral and legislative reforms, including issues of delimitation, election commissions, and amendments.
- ✓ To Assess the role of political parties, coalition politics, and pressure groups in shaping parliamentary democracy in India

Unit	Contents of Course- 4	65 Hours
Unit I	Introduction	
	<ul style="list-style-type: none">• Evolution and Growth of Parliamentary System in India,• Meaning and Features, Merits and Demerits of Parliamentary Form of Government,• Presidential and Parliamentary form of Government – Debate	10 Hours
Unit II	Constitutional Provisions	
	<ul style="list-style-type: none">• Law making Process in Indian Parliament: Procedures and Processes, Drafting the Bill,• Constitutional Provisions of legislative procedures: Articles 107-122• Kinds of Bills, Declining and needs of legislative reforms and Ordinance,• Role of Opposition Party in a Parliamentary System	15 Hours

Unit III	Parliamentary Committees	
	<ul style="list-style-type: none"> • The Significance of Parliamentary Standing Committees in India • Composition and Functioning of Departmental Standing Committees: Select Committees, Joint Parliamentary Committees, Public Accounts Committee, Estimate Committee, Ethics Committee • Questions and Motion Hours in the House • Privileges and Immunities of the Members of the Parliament 	15 Hours
Unit IV	Reforms and Amendments	
	<ul style="list-style-type: none"> • Electoral Reforms and Challenges • Delimitations of Constituency • Amendments (with reference to Citizenship) 	15 Hours
Unit V	Political Parties, Pressure Groups & Judicial System	
	<ul style="list-style-type: none"> • Meaning and Types: Political Parties and Pressure Groups • National and Regional Parties • Coalition Politics, Anti-Defection Law • Judiciary: Judicial Review and Judicial Activism 	10 Hours

Exercise:

- Write about the functioning of our Parliamentary Process
- Compare the concept of Parliamentary and Presidential system of functioning
- Elucidate the understanding of Citizenship.

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:

1. Agarwal, O.P. and T.V. Somanathan. (2005): "Public Policy Making in India: Issues and Remedies," February.
2. Basu, D. D. (2006): Introduction to the Constitution of India, Nagpur, Wadhwa & Co. Kapur,.
3. Chakrabarty, Bidyut. (2005): Forging Power: Coalition Politics in India. India, OUP India.
4. Chander, N. Jose. (2004): Coalition Politics: The Indian Experience. India, Concept Publishing Company.
5. D., Mehta, P. & Vaishnab, M. eds. (2017): Rethinking Public Institution in India, New Delhi, Oxford University Press.
6. Johari, J. C. (2007): The Constitution of India: A Politico-legal Study. India, Sterling Publishers Private Limited.
7. Kalra, H. (2011): Public Engagement with the Legislative Process PRS, Centre for Policy Research, New Delhi.

8. Kapur, Devesh and Pratap Banu Mehta, (2006): “The Indian Parliament as an Institution of Accountability,” Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development, January.
9. Kashyap, Subhash C. (1987): Parliament as a Multifunctional Institution. India, Manager, Government of India Press.
10. Kaul, M. N. & S. L. Shakhddher (2016): Practice and Procedure of Parliament, New Delhi. Lok Sabha Secretariat.
11. Malhotra, G. (2002): Fifty years of Indian Parliament, New Delhi, Lok Sabha Secretariate.
12. Mahendra Prasad Singh, Anil Mishra. (2004): Coalition Politics in India: Problems and Prospects. India, Manohar.
13. Mehra, A.K. ed. (2017): The Indian Parliament and Democratic Transformation, New Delhi, Routledge.
14. Sanyal, K. (2011): Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi
15. Shankar, B. & Rodriguez V. (2011): The Indian Parliament: A Democracy at Work, New Delhi, Oxford University Press.
16. Singh, D. (2016), The Indian Parliament: Beyond the Seal and Signature of Democracy, Gurgaon, India, Universal Law Publishing.
17. Sudha & Kumar, A. Eds. (2014): The Indian Parliament: A Critical Appraisal, New Delhi, Orient Black Swan.
18. Vanka, S. (2008): Primer on MPLADS Centre for Policy Research, New Delhi.

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	10
Seminar/Presentation/Group Discussion/Field visit	5
Assignment	5
Total	20

Elective I

4.1

Course Title: Indian Political Thought	
Total Contact Hours: 45	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 Objectives:

The objective of this course is to acquaint students with the evolution and development of political ideas in the Indian context, spanning ancient, medieval, and modern periods. The course aims to: Provide an understanding of the foundational texts and thinkers in Indian political tradition, such as Kautilya, Manusmriti, and the Shanti Parva of the Mahabharata. Examine key political concepts like dharma, Rajadharma, swaraj, justice, and governance as developed in Indian thought. Explore the contributions of modern Indian political thinkers such as Gandhi, Ambedkar, Jayprakash Narayan.

Learning Outcomes:

By the end of this course, students will be able to:

- Understand the Historical Evolution
- Analyze Core Concepts
- Interpret Key Thinkers and Texts
- Evaluate Modern Relevance

Unit	Elective Contents of Course- 4.1	45 Hours
Unit I	Ancient Thinkers	
	<ul style="list-style-type: none">• Bhishma: Shanthi Parva and Raja Dharma• Manu: Varnashrama Dharma and Women• Kautilya: Saptanga and Mandala Theory	15 Hours
Unit II	Social and Nationalist Thinkers	
	<ul style="list-style-type: none">• Jyothiba and Savitribai Phule: Social Justice and Education• Aurobindo Ghosh: Spiritualism and Nationalism• Gopal Krishna Gokhale: Nationalism and Liberal Ideas	15 Hours
Unit III	Modern Thinkers	

	<ul style="list-style-type: none"> • Mahatma Gandhi: Non-Co-operation and Satyagraha • Dr. B. R. Ambedkar: Social Justice and Women Empowerment • Jayprakash Narayan: Expansion of Sarvodaya and Socialism 	15 Hours
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Exercise:

- Write about the Bhishma Parva
- Compare the concept of Kautilya and Machiavelli
- Elucidate the understanding of National Movement

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:

1. V.P. Verma – *Modern Indian Political Thought*
2. Himanshu Roy & M.P. Singh – *Indian Political Thought: Themes and Thinkers*
3. Thomas Pantham & Kenneth L. Deutsch – *Political Thought in Modern India*
4. Bidyut Chakrabarty & Rajendra Kumar Pandey – *Modern Indian Political Thought: Text and Context*
5. Ananya Vajpeyi – *Righteous Republic: The Political Foundations of Modern India*
6. Partha Chatterjee – *Nationalist Thought and the Colonial World*
7. Sudipta Kaviraj – *The Imaginary Institution of India*
8. Bhikhu Parekh – *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*
9. Akeel Bilgrami (ed.) – *Gandhi, the Philosopher*

JOURNALS

- Studies in Indian Politics (LokNiti/CSDS)
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- 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

Elective I

4.2

Course Title: Gender and Politics	
Total Contact Hours: 45	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 Objectives:

The course provides an overview of political participation of women in general and specifically in India. It enables students to understand the issues related to women leadership, participation and governance and how they have progressively become integrated into political science to inform and shape contemporary social sciences. It helps in sensitizing the patriarchal society to improve the relationship between men and women removing the obstacles of exploitation, violation of her rights, bringing into focus the need for the education and empowerment.

Learning Outcomes:

At the end of the course the students shall-

- Answer how ideologies have shaped the women in politics.
- Bring awareness of the relevance of gender issues in politics.
- Through discussions on women and governance understand the ground realities about politics in relation to women.

Unit	Elective Contents of Course- 4.2	45 Hours
Unit I	Gender	
	<ul style="list-style-type: none">• Defining Gender, Significance of Gender Studies, Feminist Perspectives (with reference to India).• Gender Discrimination in Indian Politics-including LGBTQ+ Feminist Critique of Politics.	15 Hours
Unit II	Gender and Empowerment	
	<ul style="list-style-type: none">• Gender and Empowerment Process: Education, Economic, Political and Socializing and sensitizing gender issues.• Rights of Third Gender: Community in India, Challenging Gender Stereotypes in Socio-Political sphere.	15 Hours
Unit III	Gender and Women	
	<ul style="list-style-type: none">• Women and Poverty, Women and Health, Women and wealth creation	15 Hours

	<ul style="list-style-type: none"> • Women and Societal Challenges : Dowry, Sexual Harassment, Girl Child – Programmes of the Governments for the upliftment of Women: Implementation and Development 	
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Exercise:

- Write about the Gender Equality
- Write About the concept on Third Gender
- Elucidate the understanding of Women in 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:

1. P.K. Swaiband S.N. Tripathy, "Unequal Treatment to Women and Gender", Bias, Sonali Publications, New Delhi, 2006
2. Malashrilal, Chandra Mohan, Enakshi K. Sharma, Devika Khanna Narulaand Amrit Kaur Basr a, "Gender and Diversity", Ratwat Publications, Jaipur, 2015.
3. Andrew Heywood, "Global Politics", Palgrave Macmillant Publication, New York, 2014.
4. KrantiRana, "Modern Working Women and the Development Debate", Kanishka Publishers, New Delhi, 1998.
5. Dr. Tanuja Trivedi, "Encyclopaedia of Women's Empowerment", Janapada Prakashan, New Delhi, 2012.
6. Bhaswati Dasand Vimal Khawas, "Gender Issues in Development – Concerns for the 21st century", Rawat Publications, New Delhi, 2009.
7. U. Kalpagam, "Gender Women and Education", vista International Publishing House, Delhi, 2016.
8. B.N. Singh, "Rural Women writing Gender", Permanent Block Publication, New Delhi, 2012.
9. Meerakosambi, "Women writing Gender", Permanent Block Publication, New Delhi, 2012.
10. Brush, Lisa D, Gender and Governance, Rawat Publications, New Delhi, 2007.
11. Sangeeta Bharadwaj, "Gender, Social Structure and Empowerment States Reports of Women in India", Rawat Publications, 2009.
12. Dr. Tapan Biswal, "Human Rights Gender and Environment", Viva Books Private Ltd., New Delhi, 2006.
13. Dr. S. Murthy, "Women and Employment", RBSA Publishers, Jaipur, 2001.
14. Singh, Narpal, "Changing Status of Women" vista International Publishing House, Delhi, 2008.
15. Anuradhamathu, "Gender and Development in India", Kalpaz Publication, Delhi, 2008.
16. M. Bhati Kumba, "Gender and Social Movements", Rawat Publication, New Delhi, 2003.
17. Sexena, Alka Women and Political Leadership, Altar Publishing House, New Delhi, 2011.

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	5
Total	10

General Pattern of Political Science Question Paper (SEP- 2025)

Term End Examination for Discipline Open Elective

Total Marks	40
Duration	1 ½ hrs

Section A

Answer the following questions in not more than 20- 30 words.

All the questions are compulsory

(5x3=15)

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

Section B

Answer any three questions in not more than 100-150 words.

(3x5=15)

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

Section C

Answer any one questions in not more than 300 words.

(1x10=10)

- 10.
- 11.

**Compulsory Skill-I
IV Semester**

Course Title: Socio-Economic and Political Survey	
Total Contact Hours: 60 Hours	Course Credits: 3
No. of Teaching Hours/Week: Practical 2+1 Theory	Duration of ESA/Exam: 3 Hours
Formative Assessment Marks: 10	Summative Assessment Marks: 40+10=50

Learning Objective:

The objective of a **Skill Paper** is to bridge theoretical knowledge with practical application, helping students develop essential skills that enhance their employability, critical thinking, and real-world problem-solving abilities. **Enhance Communication Skills** – Develop proficiency in written and oral communication for diverse contexts, including academic, professional, and social settings. **Promote Critical Thinking and Problem-Solving** – Encourage analytical reasoning and the ability to evaluate information, arguments, and ideas critically.

Learning outcome:

- Communicate Effectively
- Apply Critical Thinking Skills
- Use Digital Tools Competently
- Engage in Ethical Reasoning and Social Awareness.

Topics for Survey (any one)

1. Caste census
2. Free Bees: Shakthi Yojana, Gruha Lakshmi, Anna Bhagya, Yuva Shakthi
3. Delimitation of constituency
4. Access to Higher Education in Backward Districts of Karnataka
5. Impact of Government Welfare Schemes (e.g., Anna Bhagya, Ksheera Bhagya) on Rural Households
6. Status of Women Entrepreneurs in Urban Karnataka
7. Voter Awareness and Participation in Local Body Elections
8. Youth Perception of Political Leadership and Governance in Karnataka
9. Effectiveness of Panchayati Raj Institutions in Local Governance
10. Public Opinion on Reservation Policies in Karnataka
11. Analysis of Voter Behavior in Assembly Elections (Focus on Caste, Region, or Religion)

Students Should Choose any one topic related to Socio-Economic and Political issues for survey and prepare questionnaire consisting of minimum 20 questions. Questionnaire should be either in print form or google form. Students should get survey from at least 50 persons of their area and make Data Analysis.

V SEMESTER
DSC-5

Course Title: Principles of Public Administration	
Total Contact Hours: 65	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:

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
- Dynamics of Management

Unit	Contents of Course- 5	65 Hours
Unit I	Introduction	
	<ul style="list-style-type: none"> • Public Administration- Meaning, Definition, Nature Scope and Importance • Private and Public administration- Differences and Similarities • Evolution and Growth of Public Administration 	10 Hours
Unit II	Organization- Theories and Principles	
	<ul style="list-style-type: none"> • 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 Webber) • Principles of Organization: Hierarchy; Unity of Command; Span of Control; Delegation of Authority; Co-ordination; Centralization and Decentralization 	15 Hours
Unit III	Dynamics of Administrative Management	

	<ul style="list-style-type: none"> Management-Meaning, Nature and Functions; Chief Executive- Types and functions; Line, Staff and Auxiliary agencies Departments – Meaning, Significance; Public Corporations- Meaning, Features & Problems; Boards and Commissions- Meaning & Features. Management Types: Leadership- Meaning, qualities and types; Communication-Meaning, methods; Decision Making, Public relations- Meaning and Techniques; Planning-Meaning and kinds; New Public Management- Meaning and Features 	15 Hours
Unit IV	Personnel Administration	
	<ul style="list-style-type: none"> Civil service- Meaning and Characteristics; Personnel Administration- Meaning and objectives; Position classification Recruitment- Meaning and Methods; Training – Meaning and types; Morale- Factors responsible for morale building, Promotion- Meaning and principles. Discipline- Meaning and Importance; Disciplinary action; Retirement- Meaning objectives and benefits. 	15 Hours
Unit V	Financial Administration	
	<ul style="list-style-type: none"> Meaning, Nature and Importance of Budget; Principles of Budget: Types of Budget Budget Cycle- Preparation, Execution & Implementation of budget Concept of Accountability and Control; External Controls- Legislative, Executive, Judicial and Popular; Comptroller & Auditor General, Ombudsman, Lokpal and Lokayukta 	10 Hours

Exercise:

- Write about the functioning of UPSC Recruitment Process
- Compare the concept of Lokayukta and Anti-corruption bureau system of functioning
- Elucidate the understanding of Accountability

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:

- Henry, N. (2017). *Public Administration and Public Affairs* (13th ed.). Routledge.
- Denhardt, R. B., Denhardt, J. V., & Blanc, T. A. (2013). *Public Administration: A Developmental Approach* (2nd ed.). Sage Publications.
- Rosenbloom, D. H., Kravchuk, R. S., & Clerkin, R. M. (2014). *Public Administration: Theory, Research, and Applications* (10th ed.). McGraw-Hill Education.
- 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.). Wishwa 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

- 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	10
Seminar/Presentation/Group Discussion/Field visit	5
Assignment	5
Total	20

V SEMESTER
DSC-6

Course Title: International Relations and Issues	
Total Contact Hours: 65	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:

Understand Global Politics and study how countries interact, form alliances, solve conflicts, and pursue their national interests. Analyze Power and Conflict and explore causes of war, peace, diplomacy, negotiations, and international law. Solve Global Problems and focus on real-world issues like poverty, terrorism, pandemics, nuclear proliferation, migration, and human rights violations. Enhance Peace and Security and study how peacekeeping, conflict resolution, and dialogue can prevent wars and promote stability.

Learning Outcomes:

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

- Understanding of Key Concepts
- Knowledge of Global Institutions and Systems
- Critical Analysis of Global Issues
- Understanding Theories of International Relations
- Policy Evaluation and Diplomatic Skills

Unit	Contents of Course- 6	65 Hours
Unit I	Introduction to International Relations	
	<ul style="list-style-type: none"> • Meaning and Nature of International Relations • Scope, Development and Importance of International Relations • Approaches to the study of International Relations: Idealist Approach, Realist Approach, Game Theory and System Theory 	15 Hours
Unit II	National Power, National Interest and National Security	
	<ul style="list-style-type: none"> • National Power: Elements of National Power, Evaluation of National Power • National Interest: Elements, Instruments for Promotion of National Interest 	15 Hours

	<ul style="list-style-type: none"> National Security- Changing Dimensions 	
Unit III	Diplomacy	
	<ul style="list-style-type: none"> Meaning and Nature of Diplomacy Functions and types of Diplomacy Economic Instruments of Foreign Policy Challenges to Modern Diplomacy 	10 Hours
Unit IV	Approaches to International Peace	
	<ul style="list-style-type: none"> Balance of Power: Meaning, Features, types and methods Collective Security: Meaning, Features and Limitations Pacific Settlement of International Disputes Disarmament and Arms Control: Objectives, types, Essentials and steps towards Disarmament 	10 Hours
Unit V	International Issues	
	<ul style="list-style-type: none"> World Order: Economic Power and Influence, Multilateral Diplomacy: G7, G20, Leadership in technological innovation: AI, Space Exploration Globalization: Global Trade and Economic Policies, Global Health Crises State and Non-State actors in International Relations: Role of NGO's TNC, Global Terrorism: Causes, Impact and Countering Terrorism 	15 Hours

Exercise:

- Write about the functioning of Diplomacy
- Compare the concept of Old Diplomacy and New Diplomacy
- Elucidate the understanding of Disarmament

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:

- 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
- 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.
- ಡಾ. ಕೆ ಜೆ ಸುರೇಶ್, ಅಂತರರಾಷ್ಟ್ರೀಯ ಸಂಬಂಧಗಳು, ಚೇತನ ಬುಕ್ ಹೌಸ್, 2024
- ಡಾ. ಪಿ ಎಸ್ ಜಯರಾಮು, ಅಂತರರಾಷ್ಟ್ರೀಯ ಸಂಬಂಧಗಳು, ಕಣ್ಣ ಪ್ರಕಾಶನ
- **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	10
Seminar/Presentation/Group Discussion/Field visit	5
Assignment	5
Total	20

Compulsory Skill-II
V semester

Course Title: LEGISLATIVE PROCEDURES AND PRACTICES	
Total Contact Hours: 60 Hours	Course Credits: 2
No. of Teaching Hours/Week: Practical 1+1Theory	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 10	Summative Assessment Marks: 40+10=50

The **objective of a skill paper on legislative procedures and practices** is to assess and develop a student's or trainee's practical understanding and application of how legislative bodies function. This typically includes evaluating the knowledge of parliamentary rules, law-making processes, roles of legislative committees, and other procedural norms. To equip learners with a comprehensive understanding of legislative procedures and practices, and to assess their ability to apply this knowledge in real-world legislative contexts. The paper aims to develop skills in drafting, analyzing, and interpreting legislative documents, understanding parliamentary rules, and navigating the legislative process, thereby preparing individuals for effective participation in legislative, administrative, or governance roles.

Learning Outcomes

- Understand the Structure and Functioning of Legislatures
- Describe the Law-Making Process
- Apply Parliamentary Procedures
- Analyze Legislative Documents.
- Understand the Role of Committees

Students has to visit personally to Local Governments or any Government offices or NGO's and learn about the legislative procedures and give a Project report.

VI SEMESTER

DSC-7

Course Title: Public Policy and Administration in India	
Total Contact Hours: 65	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:

The **objective of studying Public Policy and Administration in India** is to understand how the government functions and how policies are made, implemented, and evaluated to improve public life. Public policy objectives generally aim to address societal issues, allocate resources, and regulate behaviors to promote the public interest and overall human well-being. These policies can target areas like economic development, social justice, environmental sustainability, and national security.

Learning Outcomes:

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

- Students will understand the structure and functioning of government institutions, public systems, and the policy-making process in India.
- They will learn how to design, implement, and critically evaluate public policies for addressing societal issues.
- They will develop an understanding of administrative theories, practices, and challenges in managing public services.
- Students will be able to analyze public problems and offer practical, ethical, and sustainable solutions

Unit	Contents of Course- 7	65 Hours
Unit I	Public Policy	
	<ul style="list-style-type: none">• Public Policy: Meaning Nature, Importance and Types of Public Policy• Need for Public Policy: Constitutional and Cultural basis of formulating Public Policy• Approaches to Public Policy: Unified, Integrated and Sectoral• Characteristics and Public Policy, Process in India	15 Hours
Unit II	Formulation of Public Policy	

	<ul style="list-style-type: none"> • Role of Parliament , Cabinet and NITI Aayog in Public Policy Making • Role of Research Institutions in Public Policy Making- The Institute for Social and Economic Change (ISEC), Institute for Public Policy (IPP), National Institute of Rural Development (NIRD) • Relation between Public Policy and Planning: Agenda setting, Selection of Goals, Cost Estimation, Implementation and Evaluation 	15 Hours
Unit III	Public Policy Implementation	
	<ul style="list-style-type: none"> • Approaches - Incremental Model, Strategic Planning • Resolving problems in implementation – Defining a problem, identification of issues, preparing problem statement, policy alternatives and resetting goals • Measuring policy impact- Cost- Benefit analysis, Management by Objectives. (MBO), Critical Path Method (CPM), The Mahatma Gandhi National Rural Employment Guarantee Act 2005 (MNREGA), Pradhan Mantri Gram Sadak Yojana (PMGSY), Jala Jeevan Mission (JJM) 	15 Hours
Unit IV	Citizen and Administration Interface	
	<ul style="list-style-type: none"> • Public Service Delivery System • Finance Commission: Composition Powers and Functions • Concept of e-Governance, Public Private Partnership – Meaning and Importance • Disaster Management and Sustainable Development Goals 	10 Hours
Unit V	State Local Administration	
	<ul style="list-style-type: none"> • Rural and Urban Local Self Government • Role of District Collector/Commissioner • Employment and Poverty Elevation Programme- Guarantee Programmes; Issues and Challenges 	10 Hours

Exercise:

- Write about the functioning of Public Policy
- Compare the concept of Rural and Urban Local Self Government
- Elucidate the understanding of Freebies

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**
 - 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	10
Seminar/Presentation/Group Discussion/Field visit	5
Assignment	5
Total	20

VI SEMESTER

DSC-8

Course Title: International Institutions and Foreign Policy	
Total Contact Hours: 65	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:

International Institutions (like the UN, WTO, IMF, WHO, etc.) are created by countries working together. Their main goals are: Maintain Peace and Security and prevent wars, resolve conflicts, and promote diplomacy (e.g., UN Peacekeeping). Promote Economic Development. Protect Human Rights and address Global Challenges to tackle issues like climate change, pandemics, terrorism, and refugee crises (e.g., WHO, UNHCR).

Learning Outcomes:

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

- Understand the Structure and Functions
- Assess Impact on World Issues
- Understand the Nature and Objectives of Foreign Policy
- Understand Decision-Making in Foreign Policy
- Evaluate Bilateral and Multilateral Relations

Unit	Contents of Course- 8	65 Hours
Unit I	International Organization	
	<ul style="list-style-type: none"> • The United Nations • Short Comings of United Nations • Reforms and Restructuring the United Nations • UN Peace Keeping Operations 	10 Hours
Unit II	Multilateral Organizations: Prospects and Challenges	
	<ul style="list-style-type: none"> • International Monetary fund (IMF) • World Trade Organization (WTO) • BRICS • Quadrilateral Security Dialogue (QUAD) 	15 Hours

Unit III	Regional Organizations: Organization, Structure and Functions	
	<ul style="list-style-type: none"> • European Union (EU) • Association for South East Asian Nations (ASEAN) • South Asian Association for Regional Co-operation (SAARC) • Gulf Co-operation Council (GCC) 	10 Hours
Unit IV	Indian Foreign Policy	
	<ul style="list-style-type: none"> • Determinants of Indian Foreign Policy • Principles of India's Foreign Policy • Foreign Policy Making: Role of MEA, PMO, Parliament, and Public Opinion) • India's Position on NPT and CTBT 	15 Hours
Unit V	Relations with India	
	<ul style="list-style-type: none"> • India's Relation with Major Powers- USA, Russia, China • India's Relation with Neighbours- Pakistan, Bangladesh, Sri Lanka 	15 Hours

Exercise:

- Write about the functioning of UNO
- Compare the functioning of EU and OPEC
- Elucidate the understanding of India's Relation with Neighbours

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:

- Baylis, John and Smith, Steve (eds.), The Globalization of World Politics (3rd edn. 2004).
- Beck, Ulrich, What is Globalization? (Cambridge: Polity Press, 1999)
- Buzan, Barry and Waever, Ole, "After the return to theory: the past, present and future of security studies" in Collins, Alan, (ed.) Contemporary security studies. (Oxford : Oxford University Press, 2007), pp. 383-402.
- Dreze, Jean and Amartya Sen, India: Economic Development and Social Opportunities (New Delhi: Oxford University Press, 1995).

- Hurrell, Andrew and Ngaire Woods (eds.), Globalization, Inequality and World Politics (1999).
- Jan Aart Scholte, Globalization: A Critical Introduction (Basingstoke: Palgrave, 2001)
- Kanti Bajpai, Human Security: Concept and Measurement Chapter 7 in 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 shift 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
- 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 NonAligned Studies, New Delhi India, 1988, pp. 9-16, 40-50.
- 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, ಕಣ್ಣು ಪ್ರಕಾಶನ

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
Seminar/Presentation/Group Discussion/Field visit	5
Assignment	5
Attendance	5
Total	20

General Pattern of Political Science Question Paper (SEP- 2025)

Term End Examination for Discipline Core (DSC)

Total Marks	80
Duration	3 hrs

Section A

Answer the following questions in not more than 20- 30 words.

All the questions are compulsory

(10x2=20)

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

Section B

Answer any three questions in not more than 200-250 words.

(3x10=30)

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

Section C

Answer any Two questions in not more than 500 words.

(2x15=30)

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

Compulsory Skill-III
VI semester

Course Title: Internship/Project/Dessertation	
Total Contact Hours: 60 Hours	Course Credits: 2
No. of Teaching Hours/Week: Practical 6+2Theory	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 30 Project Viva-voce 20	Summative Assessment Marks: 30+20=50

Department of Political Science Internship Guidelines

1. Core Learning Outcomes

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

1. Apply appropriate workplace behaviors in a professional setting.
2. Demonstrate content knowledge appropriate to job assignment.
3. Exhibit evidence of increased content knowledge gained through practical experience.
4. Describe the nature and function of the organization in which the internship experience takes place.
5. Explain how the internship placement site fits into their broader career field.
6. Evaluate the internship experience in terms of their personal, educational and career needs.

2. Specific Learning Outcomes

Specific Learning Outcomes will be determined jointly with the student's Faculty Internship Advisor and Worksite Supervisor. Specific Learning Outcomes are linked individually to the Core Learning Outcomes and must describe the tasks that the student will perform and learn on the job. They must state specifically what the student will be able to do at the end of the work experience as a result of the internship placement.

Some outcomes will represent reinforcement activities. They will provide the opportunity to perform and to reinforce familiar skills in the student's new working environment. Others will represent activities which are unfamiliar and which will provide opportunities to acquire new sets of skills.

3. Course Description

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

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

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

4. Eligibility requirements for Internship Education

As prescribed by the respective Universities/BoS

5. Course Requirements

1. Students must schedule an orientation with the Internship & Apprenticeship Coordinator and meet with his/her Faculty Internship Advisor/HoD to determine eligibility and discuss internship opportunities. For Paralegal and Human Services programs, students must meet with their Faculty Advisor prior to meeting with the Internship & Apprenticeship Coordinator.
2. Students must secure their own internship employer.
3. Students must complete all the admission formalities for Internship Education prior to the commencement of their internship experience.
4. The student, Worksite Supervisor, HoD/Principal, and the Internship & Apprenticeship Coordinator must sign the Memorandum of Understanding (MOU) between the employer, student and college. The signed MOU must be submitted to the Internship & Apprenticeship Coordinator in order to register for the class

5. The internship shall be paid or unpaid

6. Additional Requirements

1. Complete all assignments in the Internship Education Student Workbook.
2. Achieve the Core Learning Outcomes.
3. Meet the Specific Program Outcomes.
4. Students must remain at the internship worksite placement for the agreed upon period for which they are registered. If there are significant changes in the work schedule, in the job expectations, or the working conditions, students are required to contact their Faculty Internship Advisor.

7. Attendance Policy

1. Students are required to report to work on time and according to the requirements of the student's individualized work schedule.
2. Students are expected to conform to all attendance policies established by the employer and must notify the Worksite Supervisor and Faculty Internship Advisor in the event of absence from work.

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

8. All internships shall have the following requirements

1. Internships must be arranged one semester in advance. Given work requirement variation in internships, it may be necessary to earn academic credit in the semester following the work of the internship.
2. The Internship Coordinator/Faculty will assist students in choosing the area of Internship.
3. The workplace Internship & Apprenticeship Coordinator, in consultation with the faculty member, will provide a memo detailing work place expectations, including the work to be performed; dress code, and the time frame for the work must be received before the Faculty Advisor can agree to supervise the internship.
4. The supervising faculty member (Faculty Advisor) will maintain contact with the workplace Internship & Apprenticeship Coordinator, throughout the internship to assess the satisfaction of the supervisor and to assure the quality of the internship experience for the student.
5. Workplace supervisors (Internship & Apprenticeship Coordinator) will be requested to complete evaluations of the student following the internship. These evaluations will not be used to calculate the grade of the student.
6. All interns will submit a weekly journal to the Faculty Advisor. The journal will detail the work the student has completed that week and will analyze the work in terms of its illumination of principles, concepts and/or methods learned in Political Science.
7. All interns will complete a research paper which examines the literature relevant to the organization and work conducted during the internship and analyzes the work of the internship in that context.

9. Evaluation:

As prescribed by the respective Universities/BoS

Students can do Internship in

- Government Institutions
- Social Media
- Public Policy
- Health Care
- Legal (Advocate office)
- Green Policy
- Banks, NGO's etc.,

Annexure" A "

FORMAT OF INTERNSHIP COMPLETION CERTIFICATE

(To be give non Letter Head)

Date:

TO WHOMSO EVER IT MAY CONCERN

This is to certify that Mr/Ms..... A student of (institution studying) has successfully completed worked under in the following areas. a student of (name of the his/her Internship with During the period of Internship he/she

i

ii.

2.He/She has shown special flair for..... and his/her performance in preparation of the report has been rated as(1to10Points/Grade)

3. During the period his/her internship program he/she was punctual and hardworking.

4. I wish him/here very success in his/her career and life.

Signature

Annexure "B"

FORMAT FOR NOC TO BE OBTAINED FROM COLLEGE/INSTITUTION

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

Date:

Sub:-No Objection Certificate for Internship Programme at.....

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

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

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

(Signature and Seal)

B A in POLITICAL Science Internship for VI Semester

Programme Name	B.A in Political Science Internship	Semester	Sixth
Course Title	Internship		
Course Code	Skill Enhancement Course	No. of Credits	2
Contact Hours	Semester	Deration of Exam	Practical
Formative Assessment Marks	50	Summative Assessment Marks	30+20

INTRODUCTION:

Internship [Organizational work] is an integral part of the curriculum. Its objective is to equip students with job skills and communication abilities, enabling them to bridge the gap between theoretical knowledge and practical application. The internship program Incorporates various interventions that offer students exposure to real-life job experiences and expectations, empowering them with insights into the workings of different institutions.

The internship is strategically positioned during the 5th/6th semester of the Bachelors of Arts in Political Science program. This timing provides students with a strong foundation in Political Science, enabling them to apply their knowledge in real-world settings. Additionally, the program caters to the critical need for teaching skills in administration, enhancing the academic qualifications of students. Overall, the internship program aims to prepare students for the job market, thereby bridging the gap between academia and the professional world.

OBJECTIVES:

The objectives of conducting program are:

To boost students' employability by imparting soft skills that are essential in everyday life

To enable students, discover their professional strengths and weaknesses and align them with the changing Political and Administrative environment.

To provide an opportunity for students to apply theoretical concepts and knowledge in real life situations at the work place.

To prepare students to understand political organizational culture and familiarize them with the organization needs.

To enable students to manage resources, meet deadlines, identify and undertake specific goal-oriented tasks.

To sharpen domain knowledge and provide core competency skills.

Internship Requirements & General Guidelines:

A. Nature of internship project work:

1. Every Student is required to work in an organization (ZP, TP, GP, Urban Local Self Governments. (Municipalities, Nagarasabhas, Mahanagara palikas) Offices and other Public Administrative Institutions) for at least two months as part of Internship.

2. The student shall identify an internship work place.

3. Maximum five students of the same department from a College/University shall work for Internship in the same organization..

4. Internship work may be to carry out Professional work.

5. While, working from the organizational premises is encouraged, in certain cases virtual internship shall be considered.

B. Duration of Internship:

1. The Internship works shall be for a period of TWO months [Sixty Days].

2. The internship commences from the first day of the fifth or sixth semester.

3. Student is expected to carry out his/her Internship works during the first FIVE days of the week, and shall report to the department on a weekly basis.

4. The duration of the work shall be specified by the organization at the beginning of the program and the number of hours spent shall be in line with the prevailing rules.

Students should do minimum of 60 -90 hours of Internship and the guidance of supervisor. The Supervisor should have minimum 5 students.

IC. Guide and Mentor:

1. An internal mentor shall be assigned by the University/College for the smooth conduct and supervision of the internship program.

2. The internal mentor shall provide guidance maximum 25 students in securing internship and to monitor the progress

D. Protocol of the Internship work:

1. The head of the institution shall issue an internship work authorization letter during the 5th or 6th semester to the College or Organization where student is expected to join the internship work.

2. Student is expected to take up the preliminary work such as identifying the organization and engaging in securing in an offer from an organization

3. During the 5th or 6 semester, students who secured an offer must get consent offer signed by the principal/head to carry out internship.

4. Student must submit the joining report with the date of joining for internship to the department head through internal mentor

5. In case of professional work, the student is expected to be regular in performing his/her duties/tasks assigned to him/her by the organization.

E. Evaluation:

1. All the students should obtain a certificate of internship from the workplace. This certificate shall mention the name of the candidate, the organizations name and duration of work. A letter describing the work of the candidate is desirable. The certificate shall be submitted to the department head.

2. The performance of a candidate shall be assessed for maximum of 50 marks.
3. The assessment methods shall be decided by the Universities based on the existing conventions.
4. The assessment method shall consist of an internship report submitted by the students based on the work experience and a viva-voce/presentation.
5. Viva-voce/Presentation: There shall be a viva-voce examination will be conducted for by the department where each student is expected to give a presentation and submit necessary documents.

Statement of Marks		
Item	Maximum Marks	Marks Obtained
Candidate Attendance for teaching/work		
Candidate Punctuality for teaching/work		
Course Work Preparation/Work Commitment		
Students Feedback/Employer Feedback		
Behavioural Attitudes		
Overall Observation		
Total		
Marks Secured by student in Words		

Viva-voce by Chairman and an Expert Drawn from Other University/College for 25 Marks

Sl. No	Aspects	Maximum Marks	Marks Obtained
1	Presentation Skills		
2	Communication Skills		
3	Subject Knowledge		
Total			