



KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ



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NAAC Accredited
 'A' Grade 2014

website: kud.ac.in

No.KU/Aca(S&T)/RPH-394A/2021-22/ 954

Date: 30 SEP 2021

ಅಧಿಸೂಚನೆ

ವಿಷಯ: 2021-22ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕ ಕೋರ್ಸುಗಳಿಗೆ 1 ಮತ್ತು 2ನೇ ಸೆಮೆಸ್ಟರ್
 NEP-2020 ಮಾದರಿಯ ಪಠ್ಯಕ್ರಮವನ್ನು ಅಳವಡಿಸಿರುವ ಕುರಿತು.

- ಉಲ್ಲೇಖ: 1. ಸರ್ಕಾರದ ಅಧೀನ ಕಾರ್ಯದರ್ಶಿಗಳು(ವಿಶ್ವವಿದ್ಯಾಲಯ 1) ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಇವರ
 ಆದೇಶ ಸಂಖ್ಯೆ: ಇಡಿ 260 ಯುಎನ್ಇ 2019(ಭಾಗ-1), ದಿ:7.8.2021.
 2. ವಿಶೇಷ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ದಿನಾಂಕ: 19.08.2021
 3. ಈ ಕಡೆಗೆ ಸುತ್ತೋಲೆ ಸಂ.No. KU/Aca(S&T)/RPH-394A/2021-22/18 ದಿ:21.08.2021.
 4. ಸರ್ಕಾರ ಆದೇಶ ಸಂಖ್ಯೆ ಇಡಿ 260 ಯುಎನ್ಇ 2019(ಭಾಗ-1), ಬೆಂಗಳೂರು
 ದಿನಾಂಕ: 15.9.2021.
 5. ಎಲ್ಲ ಅಭ್ಯಾಸಸೂಚಿ ಮಂಡಳಿ ಸಭೆಗಳ ನಡವಳಿಗಳು
 6. ಎಲ್ಲ ನಿಖಾಯಗಳ ಸಭೆಗಳು ಜರುಗಿದ ದಿನಾಂಕ: 24.25-09-2021.
 7. ವಿಶೇಷ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂಖ್ಯೆ: 01 ದಿನಾಂಕ: 28.9.2021.
 8. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶ ದಿನಾಂಕ: 30.09.2021

ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಗಳನ್ವಯ ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶದ ಮೇರೆಗೆ, 2021-22ನೇ
 ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ, ಎಲ್ಲ B.A./ BPA (Music)/BVA/ BTM/ BSW/ B.Sc./B.Sc. Pulp & Paper
 Science/ B.Sc. (H.M)/ BCA/ B.A.S.L.P./ B.Com/ B.Com (CS)/ & BBA ಸ್ನಾತಕ ಕೋರ್ಸುಗಳ 1 ಮತ್ತು 2ನೇ
 ಸೆಮೆಸ್ಟರ್‌ಗಳಿಗೆ NEP-2020 ರಂತೆ ವಿಶೇಷ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದಿತ ಕೋರ್ಸಿನ ಪಠ್ಯಕ್ರಮಗಳನ್ನು
 ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ www.kud.ac.in ದಲ್ಲಿ ಭಿತ್ತರಿಸಲಾಗಿದೆ. ಸದರ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲದಿಂದ
 ಡೌನ್‌ಲೋಡ್ ಮಾಡಿಕೊಳ್ಳಲು ಸೂಚಿಸುತ್ತ ವಿದ್ಯಾರ್ಥಿಗಳ ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲ ಬೋಧಕರ ಗಮನಕ್ಕೆ ತಂದು ಅದರಂತೆ
 ಕಾರ್ಯಪ್ರವೃತ್ತರಾಗಲು ಕವಿವಿ ಅಧೀನದ/ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ ಸೂಚಿಸಲಾಗಿದೆ.

ಅಡಕ: ಮೇಲಿನಂತೆ

(Handwritten Signature)
 (ಡಾ. ಹನುಮಂತಪ್ಪ ಕೆ.ಟಿ.)
 ಕುಲಸಚಿವರು.

ಗೆ,
 ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಬರುವ ಎಲ್ಲ ಅಧೀನ ಹಾಗೂ ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ
 ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ. (ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ ಹಾಗೂ ಮಿಂಚಿಂಚಿ ಮೂಲಕ ಭಿತ್ತರಿಸಲಾಗುವುದು)

ಪ್ರತಿ:

1. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜಿ.ಎ.ಡಿ. / ವಿದ್ಯಾಂಡಳ (ಪಿ.ಜಿ.ಪಿ.ಎಚ್.ಡಿ) ವಿಭಾಗ, ಸಂಬಂಧಿಸಿದ
 ಕೋರ್ಸುಗಳ ವಿಭಾಗಗಳು ಪರಿಣಿತ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ / ವಿದ್ಯಾರ್ಥಿ ಕಲ್ಯಾಣ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.



KARNATAK UNIVERSITY, DHARWAD

04 - Year B.A. (Hons.) Program

SYLLABUS

Political Science

[Effective from 2021-22]

DISCIPLINE SPECIFIC CORE COURSE (DSCC) FOR SEM I & II,

OPEN ELECTIVE COURSE (OEC) FOR SEM I & II and

SKILL ENHANCEMENT COURSE (SEC) FOR SEM I

AS PER NEP - 2020

Karnatak University, Dharwad
Four Years Under Graduate Program in Political Science for B.A. (Hons.)
Effective from 2021-22

Sem	Type of Course	Theory/ Practical	Instruction hour per week	Total hours of Syllabus / Sem	Duration of Exam	Internal Assess- ment Marks	Sem End Exam. Marks	Total Marks	Credits
I	DSCC-1-P-I	Theory	03 hrs	42	03 hrs	30	70	100	03
	DSCC-1-P-II	Theory	03 hrs	42	03 hrs	30	70	100	03
	OEC-1	Theory	03 hrs	42	03 hrs	30	70	100	03
	*SEC-1	Practical	02 hrs	22-30	03 hrs	15	35	50	02
II	DSCC-2-P-I	Theory	03 hrs	42	03 hrs	30	70	100	03
	DSCC-2-P-II	Theory	03 hrs	42	03 hrs	30	70	100	03
	OEC-2	Theory	03 hrs	42	03 hrs	30	70	100	03
Details of other Semesters will be given later									

***Student can opt digital fluency as SEC or the SEC of his/ her any one DSCC selected it will be evaluated as pr the guidelines issued by the University time to time.**

Political Science as Discipline Specific Course (DSC)

B.A. Semester – I

Political Science

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Internal Assessment Marks	Semester End Exam Marks	Total Marks
DSCC-1-P-I	Theory	03	03	42 hrs	3hrs	30	70	100
DSCC-1-P-II	Theory	03	03	42 hrs	3hrs	30	70	100

Discipline Core: Political Science

Total Credits for the Program: 186 Minimum

Starting year of implementation: 2021-22

Program Objectives in Political Science:

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

Program Learning Outcomes in Political Science:

At the end of the successful completion of the course, the students will be

able to-

- Acquire domain knowledge.
- Study and analyze political contexts from critical and constructive prospective.
- Have a better understanding of the working of various political institutions including decentralized institutions state legislatures 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, on the basis of comparative and contemporary political discourses in India.
- Contemplate about national and international issues involving States having different political ideologies and historical contexts.
- Pursue higher education such as Post Graduate Studies and Research in Political Science and in other interdisciplinary areas to provide qualitative insights to create a better world.

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 prospective.
- 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, on the basis of comparative and contemporary political discourses in India.

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

Program Articulation Matrix: Core Courses:

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses may be listed separately

Semester	Title /Name Of the course	Program outcomes that the course addresses (not more than 3 per course)	Pre-requisite course(s)	Pedagogy##	Assessment
1	Basic Concepts in Political Science	1.Political Science, theoretically and will gain knowledge to explain and analyze politics at large. 2. The dynamics of politics. 3. To inculcate the democratic spirit.		The course shall be taught through the Bridge Courses , Lecture, Tutorial, Interactive	70+30=100

				Sessions, Self- guided Learning Materials, Open Educationa l Recourses (OER) as reference materials, Practical Exercises, Assignmen ts, Seminars, Group Discussion s and Week- end Counseling Classes.	
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	Political Theory	<p>1. The nature and relevance of Political Theory.</p> <p>2. The different concepts like Liberty, Equality, Justice and Rights.</p> <p>3. To reflect upon some of the important debates in Political Theory.</p>		-do-	70+30=100
2	Western Political Thought	<p>1. And get an introduction to the Schools of Political Thought and Theory making in the West.</p> <p>2. And introduce the richness and variations in the political perceptions of Western Thinkers.</p> <p>3. And familiarize themselves to the Thought and Theory of Western Philosophy.</p>		-do-	70+30=100

	Indian National Movements And Constitutional Development	<p>1. Understand how the colonial rule was overthrown by the Indian nationalists.</p> <p>2. Appreciate the ideals and values of Gandhi that resulted in freedom.</p> <p>3. Examine the problem of Independent India and the role played by great leaders in solving them.</p>		- do-	70+30=100
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Program Articulation Matrix: Elective Course

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses may be listed separately.

Semester	Title /Name Of the course	Program outcomes that the course addresses (not more than 3 per course)	Pre-requisite course (s)	Pedagogy##	Assessment
1	Human Rights	<p>1.Explain the basic concept of Human Rights and its various formulations.</p> <p>2.Have necessary knowledge and skills for analyzing, interpreting, and applying the Human Rights standards and sensitize them to the issues.</p> <p>3.Develop ability to critically analyse Human Rights situations around them</p>		<p>The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as Reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week- end Counseling Classes.</p>	70+30=100

2	Indian Polity: Issues and Concerns	<p>1. Understand the reasons behind the causes of these issues and also the constitutional provisions that existed.</p> <p>2. Familiarize with the debates that emerged.</p> <p>3. Be able to suggest the measures to control such issues.</p>			70+30=100
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SEMESTER I
SYLLABUS

DSC -1: Paper-I

BASIC CONCEPTS IN POLITICAL SCIENCE

Course Title: BASIC CONCEPTS IN POLITICAL SCIENCE	
Total Contact Hours: 42	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective:

Develop an understanding about the nature and philosophy of Political Science and its interface with society. Enable the students to develop qualities of responsible and active citizens in a democracy.

Learning Outcome:

At the end of the course the students shall understand -

- Political Science, theoretically and will gain knowledge to explain and analyze politics at large.
- The dynamics of politics.
- To inculcate the democratic spirit.

Title of the course

Course 1		Course 2	
Number of Theory Credits	Number of Lecture hours/Semester	Number of Theory Credits	Number of Lecture hours/Semester
3	42	3	42

Unit	Contents of Course- 1	42 Hrs
Unit-I	<p>Chapter -1 Meaning of Politics, Nature, Scope and Importance of Political Science, Approaches to the study of Political Science, Emergence of the idea of Political Domain</p> <p>Chapter- 2 Meaning, Definitions and Elements of State, Difference between State and Government, State and Society, State and Association, Theories of State- Idealist Theory and Liberal Theory.</p> <p>Chapter-3 Civil Society- Meaning and Importance.</p>	14 Hours
Unit-II	<p>Chapter-4 Emergence, Meaning and Characteristics of Sovereignty and Law</p> <p>Chapter-5 Kinds of Sovereignty: Austin's Concept of Sovereignty and Pluralistic Critique</p> <p>Chapter-6 Theories of Sovereignty -Monistic, Pluralistic Theory, Challenges to the State Sovereignty in the age of Globalization.</p>	14 Hours
Unit- III	<p>Chapter-7 Liberty: Meaning and Kinds; Positive and Negative</p> <p>Chapter-8 Equality: Meaning and Kinds (Social, Economic and Political)</p> <p>Chapter-9 Power and Justice: Meaning and kinds.</p>	14 Hours

Exercise:

1. List out the modern elements of State
2. List out the countries and identify the issues related to equality
3. Identify an issue and discuss the role of civil society

Suggested Readings:

1. Political Theory: Ideas & Concepts, S. Ramswamy, Delhi, Macmillan, 2002.
2. Modern Political Theory, S. P. Verma, New Delhi, Vikas, 1983.
3. Principles of Modern, Political Science, JC Johri, Sterling Publishers Pvt. Ltd. 1995.
4. Principles of Political Science, AC Kapur, New Delhi, Sultan Chand and

Sons, 2004.

5. Principles of Political Science, N.N Agarwal, Vidya Bhushan, Vishnoo Bhawan, R. Chand & Co, New Delhi, 1998.

6. Political Science Theory, S.C Pant, Prakashan Kendra, Lucknow, 1998.

7. Political Science Theory, S. N Dubey, Lakshmi Narain Agarwal, Agra, 2002.

8. Principle of Modern Political Science, J C Johari, Sterling Publications, New York, 2009.

9. Principles of Political Science, Anup Chand Kapur, S Chand & Co Ltd, 2010.

Pedagogy:

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

Formative Assesment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	5
Assessment Test-2	10
Assignment	5
Total	30

Semester – I

Paper-II

DSC-2

POLITICAL THEORY

Course Title: POLITICAL THEORY	
Total Contact Hours: 42	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Outcome:

This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

Learning Outcomes:

At the end of the course the students shall understand -

- The nature and relevance of Political Theory.
- The different concepts like Liberty, Equality, Justice and Rights.
- To reflect upon some of the important debates in Political Theory.

Unit	Contents of Course- 2	42 Hours
Unit-I	Chapter-1 Meaning, Nature, Scope and Importance of Theory and Political Theory, Traditional Approaches to Political Theory- Normative, Historical, Philosophical, Institutional Chapter-2 Modern Approaches- Behavioral, Post-Behavioral, David Easton's Political System and Marxian Approach	14 Hours

	Chapter-3 Decline and Resurgence of Political Theory	
Unit-II	Chapter-4 Liberalism: J.S Mill Chapter-5 Neo- Liberalism: Rawls Chapter-6 Libertarianism: Nozick	14 Hours
Unit-III	Chapter-7 Communitarianism and Multiculturalism: Indian perspective, Colonial Discourse and Post Colonialism, Post Colonial Response and its Limitations Chapter-8 Proponents of Secularism – Nehru, Gandhi, Rajiv Bhargav. Chapter-9 Critics of Secularism: Ashish Nandy, T.N. Madan, S.N. Balagangadhara.	14 Hours

Exercise:

- Write about the Myth and Reality on Communitarianism in India
- Compare the concept of Liberty, Equality and Justice to the Modern world
- Write the understanding of secularism in India

Suggested Readings:

1. Ahmed. V, Theory: Classes, Nations Literatures.: Verso, London, 1992.
2. Arendt. H., On Revolution, Viking, New York, 1963
3. Ashcroft. B, The Post-Colonial Studies Reader, Rout ledge London, 1995
4. Bryson. V, Feminist political Theory, Macmillan, London, 1992.
5. Christopher Butler. Postmodernism: A very Short Introduction, OUP Oxford, 2002.
6. Christopher Norris, The Truth about Postmodernism.: Wiley- Blackwell, New Jersey, 1993.
7. Connolly. W, Identity/Difference: Democratic Negotiations, Cornell University Press, NY, 1991.

8. Edward Said, Orientalism, Pantheon Books, New York, 1978.
9. Elshtain. J. B, Public Man, Private Man: women in Social and Political Thought, Princeton University Press, Princeton NJ, 1981.
10. Fanon. F. Black skin, white Masks, translated by C. L. Markham, Grove Press, New York, 1967.
11. Jean Francis Lyotard. The Postmodern Condition- A report on Knowledge. Parris: Minuit, 1979.
12. Balagangadhara, S.N., and Jakob De Roover, "The Secular State and "Religious Conflict: Liberal neutrality and the Indian Case of Pluralism". The Journal of Political Philosophy 15, no. 1: 67-92, 2007.
13. Bhargava, Rajeev. ed. Secularism and Its Critics, Oxford University Press, New Delhi, 1998.
14. Veena Das, Dipankar Gupta and Patricia. eds.. Tradition, Pluralism and Identity, Uberoi New Delhi, 1999.
15. Nehru, Jawaharlal. 1946. The Discovery of India. Jawaharlal Nehru Memorial Fund, Oxford University Press, New Delhi, 1988.
16. Rochana Bajpai, The conceptual vocabularies of secularism and minority rights in India, Journal of Political Ideologies, 2002.
17. ರ ಮ ಗ ಮ ನ ದ .ಎ ಸ .(ಸ)
"ಪ ವ ವ ಲ ಕ ನ ", ವ ಸ ತ ರ ಕ ಶ ನ , , 2016

Pedagogy:

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

B.A. Semester – I
Open Elective Course (OEC)-1
HUMAN RIGHTS

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Internal Assessment Marks	Semester End Exam Marks	Total Marks
OEC-I	Theory	03	03	42 hrs	3hrs	30	70	100

Open Elective OE-1

Course Title: HUMAN RIGHTS	
Total Contact Hours: 42	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective:

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

Learning Outcomes:

After completing this course students will be able to-

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

Unit	Contents of Course- OE-1	42 Hours
Unit-I	<p>Chapter-1 Meaning, nature, scope and Classification of Human Rights</p> <p>Chapter-2 The Human Rights of First generation (Civil and Political Rights), Second generation (Economic, Social and Cultural Rights), Third generation (Collective Rights) and Fourth generation (Subjective Rights)</p> <p>Chapter-3 Universal Declaration of Human Rights</p>	14 Hours
Unit-II	<p>Chapter-4 Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties in India</p> <p>Chapter- 5 National Human Rights Commission (NHRC) - Composition and its function</p> <p>Chapter-6 Karnataka State Human Rights Commissions (KSHRCs) – Composition and its functions</p>	14 Hours
Unit-III	<p>Chapter -7 National Commission and Committees for SCs/STs, Minorities' Commission, Women' Commission.</p> <p>Chapter-8 Major issues and concerns of Human Rights- Discrimination and violence against women, children, Dalit and Minorities, Trafficking, Child Labour and Bonded Labour</p> <p>Chapter-9 Challenges to Human Rights</p>	14 Hours

Exercise:

- Group Discussion on Human Rights and its types (comparison of Western and Eastern concept of Human Rights).
- Students can be asked to do collage making and present the same.
- Find out the different types of complaints received by NHRC and bring out the end results on any one of such case.

In order to make it more participatory learning, the students are required to visit the website of NHRC (www.nhrc.nic.in), wherein at the left-hand side, a link is provided to the 'instructions. After going through the guidelines issued by NHRC's, briefly explain the guidelines on – Custodial death/rape, Encounter death, and Guidelines on arrests.

Suggested Readings:

1. Baxi Upendra (ed.), The Right to be Human, Lancer International, Crawford, New Delhi, 1987.
2. James(ed.), The Rights of People, Oxford, New York, 1988.
3. Craston, M. What are Human Rights, Bodely Head, London, 1973
4. Rhonda L.Callaway&Julie Harrelson- Stephens,“International Human Rights”, Published by viva books private limited, New Delhi, 2010.
5. Janusz Symonides,“Human Rights Concept and Standards”, Rawat Publications, New Delhi , 2019.
6. Sunil Deshta and KiranDeshta,“Fundamental Human Rights”, Deep and Deep Publications, New Delhi, 2011.
7. qÁ.PÀªÀÀ-ÁQë.vÀqÀ,ÀzÀ, “ªÀiÁ£ÀªÀ °ÀPÀÄÏUÀ¼À ZÁjwæPÀzÀ±Àð£À °ÁUÀÆ ½zÁPvÀUÀ¼ÀÄ”, ¥Àæ,ÁgÁAUÀ, PÀ£ÁðIPÀ «±Àé«zÁâ®AiÀÄ, zsÁgªªÁqÀ2015.
8. Donnelly, Jack and Rhoda Howard (ed.), International Handbook of Human Rights, Westport, Connecticut: Greenwood Press,1987.
9. Donnelly, Jack, Universal Human Rights in Theory and Practice, New Delhi, Manas, 2005.
- 10.Dr.Tapan Biswal, “Human Rights Gender and Environment”, Viva Books Private Limited Publishers, New Delhi 2006
- 11.Satya.P. Kanan, “Human Rights Evolution and Development”, Wisdom Press, New Delhi 2012.
- 12.Gerwith, Human Rights: Essays on Justification and Application, University of Chicago Press, Chicago,1982.
- 13.Khan, Mumtaz Ali, Human Rights and the Dalits, Uppal Publishing House, New Delhi, 1995.
- 14.V.T.Patil,“Human Rights Developments in South Asia”, Authors Press Publishers, Delhi 2003.
- 15.Dr.S.K. Gupta, “Statewise Comprehensive Information on Human Right Violation”, Published by ALP Books, Delhi. 2009
- 16.Acharya, B.C. A Handbook of Wome;s Human Rights, Wisdom Press, New Delhi, 2011.
- 17.South Asia Human Rights Documentation Centre, Introducing Human Rights, Oxford, New Delhi, 2006.
- 18.Lillich, R. International Human Rights: Law Policy and Practice, Boston: Little Brown and Co., 1991 2ndEdn.

19. $Cd\ddot{o}fz\acute{E}\tilde{a}i$, $EA\phi g\acute{A}Cd\ddot{o}fz\acute{E}\tilde{a}i$, $\grave{A}\grave{A}\Upsilon\acute{A}\hat{U}z\acute{A},i$ $\grave{A}\grave{A}\Upsilon\acute{A}z\grave{A}P\grave{A}g\grave{A}\grave{A}$,
 $C\acute{E}\grave{A}\acute{A}\acute{A}z\grave{A}P\grave{A}g\grave{A}\grave{A}$, PÉ. JZi. $\text{z}\acute{a}\tilde{A}\text{r}\acute{A},i$, $\text{a}\acute{A}i\acute{A}\acute{E}\grave{A}\grave{A}$ $\text{°}\grave{A}P\grave{A}\grave{A}\grave{I}U\grave{A}\frac{1}{4}\grave{A}\grave{A}$:
 $MAz\grave{A}\grave{A}DP\grave{A}g\grave{A}U\grave{A}\text{æ}Ax\grave{A}$, $\acute{E}\acute{A}\mu\grave{A}\acute{E}\grave{A}\grave{A}\grave{A}$ $\text{§}\grave{A}P\grave{A}\text{i}\text{æ},i\ddot{O}$, $EArAi\grave{A}i\acute{A}$.

Pedagogy:

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

B.A. Semester - II

Political Science

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Internal Assessment Marks	Semester End Exam Marks	Total Marks
DSCC-2-P-I	Theory	03	03	42 hrs	3hrs	30	70	100
DSCC-2P-II	Theory	03	03	42 hrs	3hrs	30	70	100

DSC-3 Paper-1:

WESTERN POLITICAL THOUGHT

Course Title: WESTERN POLITICAL THOUGHT	
Total Contact Hours: 39/42	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective: The Syllabus is designed to understand Political Philosophy, traditions that evolved in Europe from Ancient to the beginning of modern era. To examine the contributions of the Greek, Medieval and early Modern thinker's Philosophical thought.

Learning Outcomes:

At the end of the course the students shall understand -

- And get an introduction to the Schools of Political Thought and Theory making in the West.
- And introduce the richness and variations in the political perceptions of Western Thinkers.

- And familiarize themselves to the Thought and Theory of Western Philosophy.

Title of the course

Course 1		Course 2	
Number of Theory Credits	Number of Lecture hours/Semester	Number of Theory Credits	Number of Lecture hours/Semester
3	42	3	42

Unit	Contents of Course-3	42 Hours
Unit-I	<p>Chapter -1 Salient Features of the Ancient Western Political Thought, Plato: Theory of Justice, Philosopher King, Aristotle: State and Its Classification, Theory of Revolution</p> <p>Chapter -2 Salient Features of Medieval - Political Thought, Christian Tradition</p> <p>Chapter -3 St. Thomas Aquinas: Church v/s State, St. Augustine: Theory of Two Swords, Machiavelli: On Politics and State Craft, Views on ends and means</p>	14 Hours
Unit-II	<p>Chapter -4 Hobbes: Theory of Sovereignty, Locke: Social Contract and Theory of Government, Tolerance; Rousseau: Social Contract, General Will</p> <p>Chapter -5 Bentham: Theory of Utilitarianism</p> <p>Chapter -6 J.S. Mill: Views on Representative Government.</p>	14 Hours
Unit-III	<p>Chapter -7 A. Hegel - Dialectical Materialism B. Karl Marx - Classless and stateless society</p> <p>Chapter -8 Jurgen Habermas- Communicative action, Public Sphere, Theory of truth and knowledge</p> <p>Chapter -9 Hannah Arendt- Theory of Action, Modernity, Conception of Citizenship.</p>	14 Hours

Exercise:

- Compare Greek State with the Roman state and make points
- Imagine the present situation with that of Contractualist's Social Contract Theory and write the summary
- Can we have a classless society in the modern world? Comment

Suggested Readings:

1. A. Hacker, Political Theory: Philosophy, Ideology, Science New York, Macmillan, 1961.
2. G.H. Sabine. A History of Political Theory. New Delhi: Oxford and IBH, 1937.
3. C.L. Wayper. Political Thought. Bombay: B.I. Publications, 1977.
4. Ernest Barker, Greek Political Theory: Plato and his Predecessors. London: Methuen & Co., 1970.
5. M. Butterfield, The State Craft of Machiavelli, New York: The Macmillan Company, 1956.
6. O.P. Bakshi; Politics and Prejudice: Notes on Aristotle's Political Theory. Delhi: The Delhi University Press, 1975.
7. M.A. Shepard, "Sovereignty at the Crossroads: A Study of Bodin", Political Science Quarterly XLV, pp.580-603.
8. L. Colleti. From Rousseau to Lenin. New Delhi: Oxford University Press, 1969.
9. G.H. Sabine. A History of Political Theory. New Delhi: J.L. Thorson, Oxford and IBH, 1937.
10. C.E. Vaghan. The Political Writings of Jean Jacques Rousseau, 2 Vols. New York, Jojn Wiley, 1962.
11. C.L. Wayper, Political Thought. Bombay: B.I. Publication, 1977.
12. H. Warrender. The Political Philosophy of Hobbes: His Theory of Obligation, Oxford: Clarendon Press, 1957.
13. A. Hacker, Political Theory: Philosophy, Ideology Science. New York: Macmillan, 1961.
14. D. Boucher and P. Kelly, (eds) 'Political Thinkers: From Socrates to the Present', Oxford, Oxford University Press. 2009
15. J. Coleman, 'A History of Political Thought: From Ancient Greece to Early

Christianity, Oxford, Blackwell Publishers, 2000.

16. Mukherjee, Subrato and Susheela Ramaswamy, 'History of political Thought: Plato to Marx', PHI Publishers, New Delhi, 2011.

17. A. Skoble and T. Machan, 'Political Philosophy: Essential Selections', New Delhi, Pearson Education, 2007.

Pedagogy:

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

Semester-II

DSC-4 Paper-II

**INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL
DEVELOPMENT**

Course Title: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT	
Total Contact Hours: 42	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 3 Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective:

- To familiarize the students with the ideas of Nationalism and contemplate on how colonial rule was overthrown by the Indian Nationalists.
- To acquaint the students with the problems of Independent India.
- To enable the students to understand the role of India in World affairs and the contributions of great men towards freedom.

Learning Outcome:

At the end of the course the students shall -

- Understand how the colonial rule was overthrown by the Indian nationalists.
- Appreciate the ideals and values of Gandhi that resulted in freedom.
- Examine the problem of Independent India and the role played by great leaders in solving them.

Title of the course :

Course 1		Course 2	
Number of Theory Credits	Number of Lecture	Number of Theory Credits	Number of Lecture hours/Semester

	hours/Semester		
3	42	3	42

Unit	Contents of Course-4	Hours
Unit-I	<p>Chapter-1 Indian National Movement: Features, The Liberal, The Extremist and Revolutionary Phase</p> <p>Chapter-2 The Gandhian Phase: Non-Cooperation movement</p> <p>Chapter-3 Civil Disobedience Movement and the Quit India Movement.</p>	14 Hours
Unit-II	<p>Chapter-4 Morley-Minto Reform Act of 1909, Montague Chelmsford Act of 1919: main provisions and Dyarchy, The Nehru Report and Jinnah's 14-point Formula</p> <p>Chapter-5 Government of India Act of 1935: main provisions: Round Table, provincial Autonomy and federal system</p> <p>Chapter-6 Indian Independence Act of 1947: main provisions, Simon Commission and Cabinet Mission Plan</p>	14 Hours
Unit-III	<p>Chapter-7 Constituent Assembly Debates on Citizenship State Structure</p> <p>Chapter-8 Minority Rights, Uniform Civil Code v/s Personal Law</p> <p>Chapter-9 Language and Union of States</p> <p>(The above three should be discussed in the context of Constituent Assembly Debates)</p>	14 Hours

Exercise:

- , Think over a situation in India and identify at least two political and socio-economic conditions that are present and two that are not present in Indian democracy

- List out in a table giving some democratic roles of a citizen, explore yourself how democratic you are.
- Write some good qualities required in a citizen

Suggested Readings :

1. Bandopadhyay, S. From Plassey to Partition: A History of Modern India. New Delhi: Orient Longman, 2004.
2. Thapar, R. 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in DeSouza, P.R. (ed.) Contemporary India: Transitions. New Delhi: Sage Publications, 2000.
3. Sarkar, S. Modern India (1885-1847). New Delhi: Macmillan, 1983.
4. Jalal, A. and Bose, S. Modern South Asia: History, Culture, and Political Economy. New Delhi: Oxford University Press, 1997.
5. Smith, A.D. Nationalism. Cambridge: Polity Press, 2001.
6. Islam, S. 'The Origins of Indian Nationalism', in Religious Dimensions of Indian Nationalism. New Delhi: Media House, 2004.
7. Chatterjee, P. 'A Brief History of Subaltern Studies', in Chatterjee, Partha Empire & Nation: Essential Writings (1985-2005). New Delhi: Permanent Black, 2010.
8. Mani, B.R. Debrahmanising History, Dominance and Resistance in Indian Society. New Delhi: Manohar Publishers, 2005.

Pedagogy:

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

B.A. Semester – II
Open Elective Course (OEC)-II
INDIAN POLITY AND CONCERNS

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Internal Assessment Marks	Semester End Exam Marks	Total Marks
OEC-II	Theory	03	03	42hrs	3hrs	30	70	100

INDIAN POLITY: ISSUES AND CONCERNS

Open Elective OE-2

Course Title: INDIAN POLITY AND CONCERNS	
Total Contact Hours: 42	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective: To make the students aware on different issues that exists in Indian polity. Through this paper students need to understand the emerging issues and their causes to the Indian Democracy.

Learning Outcome:

At the end of the course the students shall -

- Understand the reasons behind the causes of these issues and also the constitutional provisions that existed.
- Familiarize with the debates that emerged.
- Be able to suggest the measures to control such issues.

Unit	Contents of Course-OE-2	42 Hours
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Unit-I	<p>Chapter-1 National Integration and Social Harmony - Meaning and Need of National Integration and Suggestions for securing National Integration</p> <p>Chapter-2 Society and Politics in India: Caste and Its Impact, Problems in understanding caste system as a social system in India, and Role of Caste and its Impact on Indian Polity.</p> <p>Chapter-3 Language- Role and Constitutional Provisions, Issues</p>	14 Hours
Unit-II	<p>Chapter-4 Religion and Local Traditions - Role and Constitutional Provisions</p> <p>Chapter-5 Development and Inclusiveness: Issues and Concerns</p> <p>Chapter-6 Regionalism – Reasons for the Growth, Forms and Measures</p>	14 Hours
Unit-III	<p>Chapter-7 Corruptions- Causes and Measures</p> <p>Chapter-8 Terrorism- Types, Causes and Measures</p> <p>Chapter-9 Celebrating Diversity – Consensus and Challenges</p>	14 Hours

Exercise:

- Classify the major factors which are an impediment to National Integration and give your suggestions
- Identify the terrorist's group in the world
- Make a point on 2011 Anti- Corruption movement in India

Suggested Readings:

1. M. Galanter, 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India's Living Constitution: Ideas, Practices, Controversies, New Delhi: Permanent Black, 2002.
2. C. Jaffrelot, 'The Politics of the OBCs', in Seminar, Issue, 2005.
3. Singh, M.P. & Saxena, R. Indian Politics: Contemporary Issues and Concerns.

New Delhi: PHI Learning, 2008.

4. Vanaik, A. & Bhargava, R. (eds.) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan, 2010.

5. Dunkin Jalaki "Bharatadalli Jativyavste ideye?", Malladahalli Publication, Malladahalli.

Pedagogy:

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

SEC-I
B.A. Semester - I

SKILL ENHANCEMENT COURSE (SEC)-I

Political Science

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Internal Assessment Marks	Semester End Exam Marks	Total Marks
SEC-I	Practical	02	03hrs	22-30	3hrs	15	35	50

Development of Administrative Skills

Course objectives: The main objective of this course is to develop tomorrow's administrators by imparting basic knowledge about Administrative Skills, Communication ability decision making behavior and leadership qualities. This paper also helps the students not only to provide employment opportunities but also it creates a sense of how to become successful administrators.

Unit I: Development of Administrative Skills: (06 Hrs)

- A. Meaning, Definitions, Nature, Types of Administrative Skills
- B. How to improve Administrative Skills

Unit II: Development of Communication Ability: (08 Hrs)

- A. Meaning, Definitions, Importance of Communication Process, Types of Communication
- B. Communication Network and Barriers in Communication

Unit III: Development of Decision Making Behavior: (08 Hrs)

- A. Nature of Decision Making, Types of Decision Making, Decision Making Process
- B. Principle of Decision Making and Models of Decision Making.

Unit IV: Development of Leadership Quality: (08 Hrs)

- A. Meaning, Qualities, Types and Functions of Leadership
- B. Field Activities: Meeting the Revenue Authorities, Police Officers, GOs, NGOs, District and Taluk Public Information Officers. The basic Purpose shall be to know how they are managing their Offices.

Suggested Readings

1. M.P.Sharma: Public Administration in Theory and Practice, Kitab Mahal, B.L.Sadana New Delhi, 2005.
2. R.K.Arora: Values in Administration, Associated Publishing House C.V.Raghavulu New Delhi, 1989.

3. Avasti&Maheswari : Public Administration, Lakshmi Narain Agarwal Agra, 2004.
4. Ram Avatar: Public Administration Today, Shree Publishers and Sharma Distributers, New Delhi, 2005.
5. Avasti &Avasti: Public Administration, Lakshmi Narain Agarwal Agra, 2003.
6. Fadia&Fadia: Public Administration Theories and Concepts, Sahitya Bhavan Publications, Agra, 2005.
7. A.R.Tyagi: Public Administration Principles and Practice, Atma Ram And Sons, Delhi, 2001.
8. Ramki Basu : Public Administration Concept and Theories 2014.