

Proposed Syllabus- Political Science Discipline

Submitted to

**Additional Chief Secretary to the Govt.
Higher Education Department,
Bengaluru**

Submitted by

**Chairman and Members
NEP-2020 Committee on Curriculum Framing**

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**Date: 14.09.2021****Subject Committee Chairperson**

List of Committee Members

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18. **Dr. Basavarajeshwari R Patil**, Assistant Professor, Govt. First Grade College, Kalagahtagi.

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.



Date: 14.09.2021

Subject Committee Chairperson

Proposed Structure for Political Science Discipline

Semester I				
Course	Paper	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment
DSC-1	Basic Concepts in Political Science	3	3	100 (70+30)
DSC-2	Political Theory	3	3	100 (70+30)
OE-1	Human Rights	3	3	100 (70+30)
Semester II				
DSC-3	Western Political Thought	3	3	100 (70+30)
DSC-4	Indian National Movement and Constitutional Development	3	3	100 (70+30)
OE-2	Indian Polity: Issues and Concerns	3	3	100 (70+30)

Model Curriculum

Name of the Degree Program: BA/BSc/BCom/BBA/BCA... Without Practical Course

Discipline Core: Political Science

Total Credits for the Program:

Starting year of implementation: 2021-22

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.

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	30	(70+30) =100
Practical	-	-
Projects	-	-
Experiential Learning (Internships etc.)	-	-

Curriculum Structure for the Undergraduate Degree Program

BA / BSc/BCom/BBA/BCA

Total Credits for the Program:

Starting year of implementation: 2021-22

Name of the Degree Program: BA/BSc/BCom/BBA/BCA...Without Practical Course

Discipline/Subject: Political Science

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 Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week- end Counseling Classes.	
	Political Theory	1.The nature and relevance of Political Theory. 2.The different concepts like Liberty, Equality, Justice and Rights. 3.To reflect upon some of the important debates in		-do-	70+30=100

		Political Theory.			
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

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,</p>	70+30=100

				Assignments, Seminars, Group Discussions and Week- end Counseling Classes.	
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



Date: 14.09.2021

Subject Committee Chairperson



Semester I

BASIC CONCEPTS IN POLITICAL SCIENCE**DSC-1**

Course Title: BASIC CONCEPTS IN POLITICAL SCIENCE	
Total Contact Hours: 45	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.

Unit	Contents of Course- 1	45 Hours
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, Liberal, Neo-Liberal Theory, Marxist and Gandhian Theory of State</p> <p>Chapter-3 Civil Society- Meaning and Importance.</p>	15 Hours
Unit-II	Chapter-4 Emergence, Meaning and Characteristics of	15 Hours

	<p>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, Historical, Philosophical, Pluralism Theory, Challenges to the State Sovereignty in the age of Globalization.</p>	
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, Political Obligation: Nature and Theories</p>	15 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 Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	5
Assessment Test-2	10
Assignment	5
Total	30

Date: 14.09.2021



Subject Committee Chairperson

POLITICAL THEORY**DSC-2**

Course Title: POLITICAL THEORY	
Total Contact Hours: 45	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	45 Hours
Unit-I	<p>Chapter-1 Meaning, Nature and Importance of Theory and Political Theory, Traditional Approaches to Political Theory- Normative, Historical, Philosophical, Institutional</p> <p>Chapter-2 Modern Approaches- Behavioral, Post-Behavioral, David Easton's Political System and Marxian Approach</p> <p>Chapter-3 Relevance of Political Theory, Decline and Resurgence of Political Theory</p>	15 Hours
Unit-II	<p>Chapter-4 Liberalism: J.S Mill</p> <p>Chapter-5 Neo- Liberalism: Rawls</p>	15 Hours

	Chapter-6 Libertarianism: Nozick	
Unit- III	<p>Chapter-7 Communitarianism and Multiculturalism: Indian perspective, Colonial Discourse and Post Colonialism, Post Colonial Response and its Limitations</p> <p>Chapter-8 Proponents of Secularism – Nehru, Gandhi, Rajiv Bhargav.</p> <p>Chapter-9 Critics of Secularism: Ashish Nandy, T.N. Madan, S.N. Balagangadhara.</p>	15 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. ರಾಜಾರಾಮ ಹೆಗಡೆ ಮತ್ತು ಸದಾನಂದ ಜಿ.ಎಸ್. (ಸಂ) "ಪೂರ್ವಾವಲೋಕನ", ವಸಂತ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 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.

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

Date: 14.09.2021



Subject Committee Chairperson

HUMAN RIGHTS**Open Elective OE-1**

Course Title: HUMAN RIGHTS	
Total Contact Hours: 45	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	45 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>	15 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) -</p>	15 Hours

	Composition and its function Chapter-6 Karnataka State Human Rights Commissions (KSHRCs) – Composition and its functions	
Unit- III	Chapter -7 National Commission and Committees for SCs/STs, Minorities' Commission, Women' Commission Chapter-8 Major issues and concerns of Human Rights- Discrimination and violence against women, children, Dalits and Minorities, Trafficking, Child Labour and Bonded Labour Chapter-9 Challenges to Human Rights	15 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 arrest.

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.PÀªÄÄ~ÁQë .vÀqÀ,ÀzÀ, “ªÀiÁÉÀªÀ °ÀPÀÄÏUÀ¼À ZÁjwæPÀzÀ±ÀðÉÀ °ÁUÀÉ 'zÁPÀvÀUÀ¼ÄÄ”, ¥Àæ,ÁgÁAUÀ, PÀÉÁðIPÀ «±ÀÉ«zÁå®AiÄÄ, zsÁgÀªÁqÀ 2015.
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. CdÄðÉizÉÄªi, EAçgÁCdÄðÉizÉÄªi, ÀÄ¥ÁÛzÁ,ï,ÀA¥ÁzÀPÀgÀÄ, ÇÉÄªÁzÀPÀgÀÄ PÉ. JZi. ²æÃæªÁ,ï,ªÀiÁÉÀªÀ °ÀPÀÄÏUÀ¼ÄÄ: MAzÀÄDPÀgÀUÀæAxÀ, ÉÁåµÀÉÀ~i §ÄPïlæ,ïÖ, EAriAiÁ.

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

Date: 14.09.2021**Subject Committee Chairperson**



Semester II

WESTERN POLITICAL THOUGHT**DSC-3**

Course Title: WESTERN POLITICAL THOUGHT	
Total Contact Hours: 45	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.

Unit	Contents of Course-3	45 Hours
Unit-I	<p>Chapter -1 Salient Features of the Greek 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>	15 Hours
Unit-II	<p>Chapter -1 Hobbes: Theory of Sovereignty, Locke: Social Contract and Theory of Government, Tolerance;</p> <p>Rousseau: Social Contract, General Will</p>	15 Hours

	<p>Chapter -2 Bentham: Theory of Utilitarianism</p> <p>Chapter -3 J.S. Mill: Views on Liberty</p>	
Unit- III	<p>Chapter -1 A. Hegel - Dialectical Materialism B. Karl Marx - Classless and stateless society</p> <p>Chapter -2 Jurgen Habermas- Communicative action, Public Sphere, Theory of truth and knowledge</p> <p>Chapter -3 Hannah Arendt- Theory of Action, Modernity, Conception of Citizenship.</p>	15 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, John 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.

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

Date: 14.09.2021



Subject Committee Chairperson

INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT**DSC-4**

Course Title: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT	
Total Contact Hours: 45	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.

Unit	Contents of Course-4	45 Hours
Unit-I	Chapter-1 Indian National Movement: Features, The Liberal, The Extremist and Revolutionary Phase Chapter-2 The Gandhian Phase: Non-Cooperation movement Chapter-3 Civil Disobedience Movement and the Quit India	15 Hours

	movement.	
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>	15 Hours
Unit- III	<p>Constituent Assembly Debates on</p> <p>Chapter-7 Citizenship State Structure</p> <p>Chapter-8 Minority Rights, UCC 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>	15 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.

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

Date: 14.09.2021



Subject Committee Chairperson

INDIAN POLITY: ISSUES AND CONCERNS**Open Elective OE-2**

Course Title: INDIAN POLITY AND CONCERNS	
Total Contact Hours: 45	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	45 Hours
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>	15 Hours

Unit-II	Chapter-4 Religion and Local Traditions - Role and Constitutional Provisions Chapter-5 Development and Inclusiveness: Issues and Concerns Chapter-6 Regionalism – Reasons for the Growth, Forms and Measures	15 Hours
Unit- III	Chapter-7 Corruptions- Causes and Measures Chapter-8 Terrorism- Types, Causes and Measures Chapter-9 Celebrating Diversity – Consensus and Challenges	15 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.

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

Date: 14.09.2021**Subject Committee Chairperson**

Proposed Syllabus-

Public Administration Discipline

Submitted to

**Additional Chief Secretary to the Govt.
Higher Education Department,
Bengaluru**

Submitted by

**Chairman and Members
NEP-2020 Committee on Curriculum Framing**

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Date: 14.09.2021



Subject Committee Chairperson

List of Committee Members

Chairman

Dr. Harish Ramaswamy, Vice Chancellor, Raichur University, Raichur.

Member Convener

Dr. K. Prasanna Kumar, Special Officer, Karnataka State Higher Education Council.

Members

1. **Dr. Muzaffar Hussain Assadi**, Professor, University of Mysore, Mysuru.
2. **Dr. Chandrakant M Yatanoor**, Professor, Gulbarga University, Kalaburgi
3. **Dr. P L Dharma**, Professor, Mangalore University, Konaje
4. **Dr. M. Narasimhamurthy**, Professor, Bangalore University, Bengaluru.
5. **Dr. Ratnakar B M**, Professor, Karnataka University.
6. **Dr. Basavaraj G**, Professor, Tumkur University, Tumakuru
7. **Dr. Kamalakshi Tadasad**, Professor, Rani Channamma University, Belagavi.
8. **Dr. Shanmukhan A**, Professor, Kuvempu University, Shankaraghatta.
9. **Dr. Suresh K C**, Associate Professor, Tumkur University, Tumkuru.
10. **Dr. K C Vidya**, Associate Professor, Maharani Cluster University, Bengaluru.
11. **Shri. Bharatraj**, Associate Professor, GFGC, Channapatna.
12. **Dr. Shivaputra Bedjirge**, Associate Professor, GFGC, Jewargi Colony, Kalaburagi.
13. **Shri. S R Mulla**, Associate Professor, GFGC, Nesargi, Bailhongala Tq.
14. **Shri. H M Krishna**, Associate Professor, Government Arts College, Bengaluru.
15. **Dr. Rabia Begum**, Associate Professor, Govt. Women's First Grade College, Jewargi Colony, Kalaburagi.
16. **Dr. B. Saroja**, Associate Professor, SSA Govt. First Grade College (Autonomous), Ballari,
17. **Dr. S Ananth**, Associate Professor, GFGC, Koppa, Chikamangaluru Dist.
18. **Dr. Basavarajeshwari R Patil**, Assistant Professor, Govt. First Grade College, Kalagahtagi.

Program Objectives

- Provide a comprehensive knowledge of the basic concepts and importance of Public Administration
- Expose Learners to various theories and perspectives in Administration
- Understand policies and frameworks and the interface between Economy, Political and Social Administration, Management, Law and Sociology
- Develop the students ability to understand and appreciate the importance of governance and understand the difference between Governance and Administration
- Develop in students an inclusive approach in Administration
- Develop the ability to comprehend and analyse the perspectives of Administration and public perception
- Develop students for responsible citizens
- Enable practical and experiential learning through mock administration in constructed context

Program Learning Outcomes:

- Be equipped with necessary knowledge to understand the core mechanism of Public Administration
- Be able to interpret and apply Public Administration concepts, ideas, and notions on political processes and developments
- Demonstrate the ability to apply decision making, leadership and professional skills required for Public Administration
- Have a basic understanding of how to apply a critical perspective on the study of Politics and Administration
- Have a comprehensive understanding of objectives in policy matters
- Learn practically to understand the objectives behind policy frameworks and the process of implementation in mock context or through case studies
- Be prepared for a career in Public Administration in the Civil Services



Date: 14.09.2021

Subject Committee Chairperson

Proposed Structure for Public Administration Discipline

Semester I				
Course	Paper	Credits	No.of Teaching Hours	Total Marks/ Assessment
DSC-1	Basic Concepts in Public Administration	3	3	100 (70+30)
DSC-2	Administrative Theories	3	3	100 (70+30)
OE-1	Human Resource Development	3	3	100 (70+30)
Semester II				
DSC-3	Early and Medieval Indian Administration	3	3	100 (70+30)
DSC-4	Modern Indian Administration	3	3	100 (70+30)
OE-2	Management of NGOs	3	3	100 (70+30)

Model Curriculum Design

Name of the Degree Program: BA/BSc/BCom/BBA/BCA... Without Practical Course

Discipline Core: Public Administration

Total Credits for the Program:

Starting year of implementation: 2021-22

Program Outcomes:

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

- Be equipped with necessary knowledge to understand the core mechanism of Public Administration
- Be able to interpret and apply Public Administration concepts, ideas, and notions on political processes and developments
- Demonstrate the ability to apply decision making, leadership and professional skills required for Public Administration
- Have a basic understanding of how to apply a critical perspective on the study of Politics and Administration
- Have a comprehensive understanding of objectives in policy matters
- Learn practically to understand the objectives behind policy frameworks and the process of implementation in mock context or through case studies
- Be prepared for a career in Public Administration in the Civil Services

Assessment:**Weightage for assessments (in percentage)**

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	30	(70+30) =100
Practical	-	-
Projects	-	-
Experiential Learning (Internshipsetc.)	-	-

Curriculum Structure for the Undergraduate Degree Program

BA / BSc/BCom/BBA/BCA

Total Credits for the Program:

Starting Year of Implementation: 2021-22

Name of the Degree Program: BA/BSc/BCom/BBA/BCA...Without Practical Course

Discipline/Subject: Public Administration

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 of Public Administration	1.To explain the basic concepts of Public administration. 2.The functioning of organizations (Public & Private). 3.Paradigm shift from Government to Governance		The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions,	70+30=100

				Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.	
	Administrative Theories	<p>1.To gain knowledge about the elements, theories and principles of Public Administration as a discipline.</p> <p>2.To appraise and update about the developments taking place in the field of Administrative Theory.</p>		-do-	70+30=100

		3.The inter connection between theory and functioning of Administrative system.			
2	Early and Medieval Indian Administration	<p>1.Understand Institutional structures and ideas behind them during the pre-colonial Administration in India.</p> <p>2.Be able to distinguish Ancient and Medieval Administration.</p> <p>3.Be able to relate the administrative spirit and the skills in the Indian heritage.</p>		-do-	70+30=100
	Modern Indian Administration	<p>1.Understand the evolution, nature and dynamics of Indian Administration</p> <p>2.Examines the social base and character of Administration in India</p> <p>3. Understand the</p>		-do-	70+30=100

		emerging issues in Administration – analyses how Administration works as an agent of development			
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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	Modern Indian Administration	1.Understand the evolution, nature and dynamics of Indian Administration 2.Examines the social base and character of Administration in India 3.Understand the emerging issues in Administration – analyses how Administration works as an agent of development		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,	70+30=100

				Seminars, Group Discussions and Week- end Counseling Classes.	
2	Management of NGO's	<p>1.Learn the functions of NGO management along with its legal structure</p> <p>2.Understand about Project management Dimensions, Planning and its implementation</p> <p>3.Acquire the Skills and techniques of project evaluation / Resource Mobilization</p>		-do-	70+30=100



Date: 14.09.2021

Subject Committee Chairperson



Semester I

BASIC CONCEPTS OF PUBLIC ADMINISTRATION

DSC-1

Course Title: BASIC CONCEPTS OF PUBLIC ADMINISTRATION	
Total Contact Hours: 45	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 will aim at creating awareness about the evolution and growth of the discipline. To make students learn about basic principles and approaches of Public Administration. To give theoretical clarity of basic concepts.

Learning Outcomes:

At the end of the course the students shall understand -

- To explain the basic concepts of Public administration.
- The functioning of organizations (Public & Private).
- Paradigm shift from Government to Governance

Unit	Contents of Course- 1	45 Hours
Unit-I	<p>Chapter-1 Meaning, Nature, Scope, Dimensions and Significance of the discipline, Relation of Public Administration with Political Science, Public and Private Administration, Evolution of Public Administration</p> <p>Chapter-2 Public Management (NPM), Globalization and Public Administration, Paradigm Shift from Government to Governance</p> <p>Chapter-3 New Public Service (NPS), Feminist Perspectives</p>	15 Hours
Unit-II	<p>Chapter-4 Meaning, Basis and Forms of Organizations</p> <p>Chapter-5 Principles of Organization: Hierarchy, Unity of Command, Span of Control, Coordination</p> <p>Chapter-6 Authority and Responsibility, Supervision and</p>	15 Hours

	Control, Centralization, Decentralization and Delegation	
Unit- III	Chapter-7 Chief Executive: Meaning, Types, Functions and Role; Line, Staff and Auxiliary Agencies; Headquarter, Field relationships Chapter-8 Decision Making; Communication Chapter-9 Leadership; Accountability	15 Hours

Exercise:

1. Students can visit government offices in their respective places.
2. Students must work for one day in any government office in their locality.
3. Debates can be conducted for students.
4. Students will interview public officials.

Evaluation:

1. Short video can be prepared by the students in their field.
2. Assignment can be taken from the students.
3. Critical report writing.

Suggested Readings:

1. Bhattacharya, Mohit, Public Administration. World Press: Calcutta, 2000.
2. Bhattacharya, Mohit, Public Administration: Issues and Perspective. Jawahar Publishers and Distributors: New Delhi, 2012.
3. Chakrabarty, Bidyut and Chand, Prakash, Public Administration in a Globalizing, World: Theories and Practices. Sage: New Delhi, 2012.
4. Nigro, Felix A, and Nigro, Lloyd G, Modern Public Administration (7th Edition) Harper Collins: New York, 1988.
5. Osborne, D and Gaebler, T, Reinventing Government. Penguin Press: New York, 1992 .
6. Osborne, David and Gaebler, Ted, Re-inventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector. Addison Wesley: New York, 1992.
7. Ostrom, Elinor, Governing the Commons: The Evolution of Institutions for Collective Action. Cambridge University Press: Cambridge, 2015.
8. Pfiffner, J M, Administrative Organization. Prentice Hall: New York, 1960.
9. Raadschelders, Jos C N, Public Administration: The Interdisciplinary Study of Government. Oxford University Press: New York, 2011.
10. Denhardt, Janet V and Denhardt, Robert B, The New Public Service: Serving, Not Steering (4th Edition). Routledge: New York, 2015. .
11. Drucker, Peter F, Management: Tasks, Responsibilities, Practices. Harper Collins: New York, 1993.
12. Drucker, Peter F, The Essential Drucker. Harper Collins: New York, 2008.
13. Dunleavy, P, Democracy, Bureaucracy and Public Choice. Harvester Wheatsheaf: Aldershot U, 1992.
14. Fesler, James W, Elements of Public Administration. Read Books: Worcestershire, UK, 2007.
15. Ghuman, B.S, New Public Management: Theory and Practice, Indian Journal of Public Administration, Vol.XLII, No. 4, 2001.
16. Goodnow, Frank J, Politics and Administration: A Study in Government Originally published by MacMillan in 1900, Fifth Printing. Transaction Publishers: New Brunswick, New Jersey, 2009.
17. Medury, Uma, Public Administration in the Globalization Era – The New Public Management Perspective. Orient Blackswan: New Delhi, 2010.
18. Laxmikanth, M, Public Administration. Tata McGraw: New Delhi, 2011.
19. Henry, Nicholas, Public Administration and Public Affairs (13th Edition). Taylor and Francis, New York, 2013.
20. Hood, Christopher and Dixon, Ruth, A Government That Worked Better and Cost Less?: Evaluating three Decades of Reform and Change in UK Central Government. Oxford University Press: Oxford, 2015.

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

**Date: 14.09.2021****Subject Committee Chairperson**

**ADMINISTRATIVE THEORIES
DSC-2**

Course Title: ADMINISTRATIVE THEORIES	
Total Contact Hours: 45	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 is designed to develop a sound understanding of Administrative Theories and its impact on the field of Public Administration. The critical engagements with the theories of administration will allow the students to comprehend the multi-faceted working mechanism of Administration. This course will provide a comparative analysis of Indian Administrative ideas with that of the Western Idea of Administration.

Learning outcomes:

At the end of the course the students shall understand -

- To gain knowledge about the elements, theories and principles of Public Administration as a discipline.
- To appraise and update about the developments taking place in the field of Administrative Theory.
- The inter connection between theory and functioning of Administrative system.

Unit	Contents of Course- 2	45 Hours
Unit-I	Chapter 1 - Need, Uses and Possibilities of Public Administrative Theory Chapter-2 Classical Indian Administrative Thinkers: Kautilya Chapter-3 Modern Indian Administrative Thinkers: Gandhi; Rajagopalachari	15 Hours
Unit-II	Chapter-4 Scientific Management Theory Chapter-5 Classical Theory Chapter-6 Bureaucratic Theory	15 Hours
Unit- III	Chapter-7 System Approach, Structural Functional Approach Chapter-8 Decision- Making Approach, Human Relation Approach Chapter-9 Behavioural Approach, Feminist Approach	15 Hours

Exercise:

1. Group Discussion on the topic of Need for theories in Public Administration (Indian Administrative Model can be compared with Middle Eastern Countries).
2. Students can submit an assignment on Kautilya's idea of Danda
3. Students can visit a nearby factory or an industry and make an assessment report about the functionality of Scientific Management Theory.
4. Students can visit a Panchayath/ Municipality/ corporation and write a report on internal and external mechanisms influence on the working nature of an Institution (Internal means: various sub departments existing inside the Panchayath / Municipality/ corporation. External means: Other departments and external factors like social, economic, political factors of the society).
5. Students can write a unit test on why gender perspective necessary in administrative structure as well as its functioning.

Suggested Readings:

1. D. Ravindra Prasad, V.S. Prasad, P. Satyanarayana Ed, Administrative Thinkers, Sterling Publishers, New Delhi, 1998.
2. International Encyclopaedia of the Social Sciences, Vol.7.
3. Nicholas, Henry, Public Administration and Public Affairs, New Delhi, Prentice-Hall of India, 2007.
4. R.K. Sapru, Administrative Theories and Management Thought, Prentice Hall of India, New Delhi, 2006.
5. S.R. Maheswari, Administrative Thinkers, Macmillan, New Delhi, 2000.
6. Shumsunnisa Ali, Eminent Administrative Thinkers, Associated Publishing House, New Delhi, 1998.
7. Denhardt, Robert B and Denhardt, Janet V, Public Administration: An Action Orientation (6th Edition). Thomson Wadsworth: Belmont CA, 2009.
8. Laxmikanth, M, Administrative Theory. McGraw Hill Education: New Delhi, 2017
9. A.L. Basham's foreword to Somanath's Kautilya and the Arthashastra, Marwah Publications, New Delhi, 1981.
10. D. Ravindra Prasad, V.S. Prasad, P. Satyanarayana Ed, Administrative Thinkers, Sterling Publishers, New Delhi, 1998.
11. Felton, Monica, I Meet Rajaji, Macmillan, London, 1962.
12. Gandhi, M.K., The Story of My Experiments with Truth, Phoenix Press, London, 1927.
13. Kautilya's Arthashastra, Book.VIII, Chapter.1.
14. Laxmikanth, M , Administrative Theory. McGraw Hill Education: New Delhi, 2017.
15. Maheshwari, S.R., Rural Development in India: A Public Policy Approach, Sage, New Delhi, 1995.
16. Rajagopalachari,C. and J.C. Kumarappa(eds). The Nation's Voice, Bhatta, Ahmedabad, 1932.
17. Shamasastri. R., Kautilya's Arthasatra, Weslevan Mission Press, Mysore, 1929, Book 1, Chapter-17.
18. Speeches of Rajagopalachari, Governor-General of India, Governor-General Press, New Delhi,1950.
19. D. Ravindra Prasad, V.S. Prasad, P. Satyanarayana Ed, Administrative Thinkers, Sterling Publishers, New Delhi, 1998.
20. Mouzelis, N P, Organization and Bureaucracy – An Analysis of Modern Theories, Routledge: London, 2009.
21. Nicholas, Henry, Public Administration and Public Affairs, New Delhi, Prentice-Hall of India, 2007.
22. R.K. Sapru, Administrative Theories and Management Thought, Princeton Hall of India, New Delhi, 2006.

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

**Date: 14.09.2021****Subject Committee Chairperson**

HUMAN RESOURCES MANAGEMENT**(Open Elective-OE-1)**

Course Title: HUMAN RESOURCES MANAGEMENT	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Objective: To help students understand, appreciate and analyze work force at the managerial and non-managerial levels. The course also facilitates learning of various concepts, new trends and skills required for Planning, managing and development of human resources for organizational effectiveness.

Learning Outcomes:

At the end of the course the students shall -

- Understand the scope and importance of Human Resource Management.
- Develop ability to take appropriate decisions in Human Resource Management.
- Understand the process involved in the Recruitment, Training, Managing Discipline and Grievance

Unit	Contents of Course- OE-1	45 Hours
Unit-I	<p>Chapter -1 Definition, Concept, Features, Objectives, Functions, Scope and Development of Human Resource Management, Human Resource Practices-Challenges to HR executives</p> <p>Chapter-2 Personnel Management in India-Functions of the Labour Welfare Officer, Difference Between Personnel Management and Human Resource Management</p> <p>Chapter-3 Personnel Policies: Meaning, types and process</p>	15 Hours
Unit-II	<p>Chapter-4 Recruitment & Selection: Concepts, sources and Methods, Human Resource Development</p> <p>Chapter-5 Training, Model and Methods</p> <p>Chapter-6 Managing Discipline, Managing Grievance, Employee Counselling,</p>	15 Hours

Unit- III	Chapter-7 Concept-Process of Employee Empowerment Chapter-8 Empowerment in Indian Scenario Chapter-9 Empowerment in Global Scenario, IT and HR	15 Hours
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Exercise:

1. Visit the Labour office and list the staff along with their designations
2. Attend any job interview and write the process of Recruitment
3. Write the experience of attending the Job interview

Suggested Readings:

1. Cascio W F and Nambudiri R; 'Managing Human Resources' – Productivity, Quality of Worklife, Profits, Mc Graw Hill, Latest Edition
2. Noe R A, Hollenbeck JR, Gerhart B and Wright P M, 'Human Resource Management' – Gaining a competitive advantage, Mc Graw Hill, Latest Edition
3. Beardwell, Ian and Len Holden; 'Human Resource Management'; Macmillan India Ltd.; Latest Edition.
4. Dessler, Gary; 'A Framework for Human Resource Management'; Pearson Education India; Latest Edition.

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

Date: 14.09.2021
Subject Committee Chairperson



Semester II

EARLY AND MEDIEVAL INDIAN ADMINISTRATION**DSC-3**

Course Title: EARLY AND MEDIEVAL INDIAN ADMINISTRATION	
Total Contact Hours: 45	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 Objectives:

This course is designed to give an idea of ancient and medieval administration in India. This course would give a glimpse of administrative structures, ideas and institutions in India over the period of time. This would give the learners comparative perspective when they learn the modern administration emerged after the British advent of India. This course would enable learners to understand the roots of the Indian administration and relate it themselves with the modern administration.

Learning Outcomes:

At the end of the course the students shall -

- Understand Institutional structures and ideas behind them during the pre-colonial Administration in India.
- Be able to distinguish Ancient and Medieval Administration.
- Be able to relate the administrative spirit and the skills in the Indian heritage.

Unit	Contents of Course- 3	45 Hours
Unit-I	Chapter -1 King and his Court (Ratnins) Chapter-2 Sabha Samiti, Vidata, Poura Janapadas Chapter-3 Administration in Ganasaghas: Nature, Structure and Functions	15 Hours
Unit-II	Chapter-4 Saptanga- Recruitment of Officers Chapter-5 Revenue Administration, Welfare Administration Chapter-6 Village Administration	15 Hours
Unit- III	Chapter-7 Mughal Administration -Badshah (Emperor), Wazir and Council of Ministers, Revenue Administration, Provincial and Local Administration, Judicial Administration	15 Hours

	<p>Chapter-8 Maratha Administration-I Peshwa, Astapradhan and Staff</p> <p>Chapter-9 Maratha Administration-II Revenue Administration, Judicial Administration</p>	
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Exercise:

1. Visit the nearest village and see how the local disputes were resolved and executed in traditional panchayats.
2. Group Discussion/Mock discussion on any rural disputes and assess the ability of comprehending and resolving capability of traditional issues by the Students.
3. Visit the nearest fort belonging to the old dynasty and collect the information of their administration/ Or Make the students identify the Seven elements mentioned as Saptanga in the modern Administrative structure.
4. Group Discussion on Saptanga and the notion of Welfare Administration in Ancient India.
5. Arrange a discussion with Islamic scholar to deliberate the importance Sharia in Muslim judicial process.
6. Provide an assignment on conflict resolution methods followed in Wazir/Moulvis
7. Visit nearest Revenue office and compare the office and the procedure followed there with revenue system followed during Maratha Administration.

Suggested Readings:

1. Aiyangar K.R. "Ancient Indian Polity". Oriental Books Agency. Poona, 1941.
2. Altekar A.S. "State and Government in Ancient India". Motilal Banarsidass Chowk, Banaras, 1949
3. Bandyopadhyaya N.C, "Development of Hindu Polity and Political theories", 1980. Munshiram Manoharlal Publishers, New Delhi.
4. Das Shukla, "Crime and Punishment in Ancient India". Abhinav Publications, New Delhi, 1977.
5. Drekeimer Charles, "Kingship and Community in Ancient India." Stanford University Press, Stanford, 1962.
6. Goshal U.N, "History of Hindu Political Theory". Oxford University Press, Calcutta, 1923.
7. Jayaswal K.P, "Hindu Polity". Bangalore Printing and Publishing Co. LTD, Bangalore, 1943.
8. Kane P.V, "History of Dharmashastras.vol-1-5". Bhandarkar Institute Press, Poona, 1930
9. Kangle R.P,"Kautilya's Arthasastra". Motilal Banarsidass Publishers pvt.Ltd, New Delhi, 1986
10. Kraedar Lawrence , "Formation of the state". Prentice Hall, United States, 1968.
11. Kulke, Herman (Ed), "State in India" 1000 to 1700. Oxford University Press, Delhi, 1995.
12. Mukherjee Shobha, "The republican trends in Ancient India". Munshiram Manoharlal Publishers Private Limited, New Delhi, 1989.
13. Sharma, R.S, "Early Indian Social and Political Thought and Institutions (Aspects of the Political Ideas and Institutions in Ancient India". Motilal Banarsidass, Delhi, 1991.
14. Bellah, citing the terminology of Brance Trigger, Understand Early Civilizations, http://en.wikipedia.org/wiki/vedic_period , 2011.
15. Maheswari, S.R., Indian Administration, Orient Longman, New Delhi Maity, 2001.
16. Indian Administration, BPAE-102, 2005, School of Social Sciences, IGNOU, New Delhi, 2005.
17. Asher B Catherine and Cynthia Talbot. India before Europe, CUP, New Delhi, 2006
18. Chandra Satish, Medieval India, From Sultanate to the Mughals, Har Anand Publication, New Delhi, 1999
19. Chandra Satish, Essays on Medieval Indian History, OUP, New Delhi, 2003
20. Habib Irfan, The Agrarian System of Mughal India (1556-1707), OUP, New Delhi, 1999
21. Gordon Stewart, The Marathas-1600-1818, CUP, New Delhi.1999
22. Hasan S Nurul, Religion, State and Society, Edited and Introduced by Satish Chandra, OUP, New Delhi, 2005 and 2008
23. Kincaid Dennis, Shivaji: The Great Rebels, Forgotten Books, New Delhi, Reprint 2016
24. Moosvi Shireen, People, Taxation, and Trade in Mughal India, OUP, New Delhi, 2008

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

Date: 14.09.2021



Subject Committee Chairperson

MODERN INDIAN ADMINISTRATION**DCE-4**

Course Title: MODERN INDIAN ADMINISTRATION	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Objectives: The Course is designed to introduce the students to the past and present Administrative Systems and practices in the country. Evolution, nature and social base of administrative culture would be covered in depth prior to dealing with the contemporary issues in Indian Administration in this course. Administrative Reforms in India and the Administration at the Union and grass root levels would be other major areas of thrust.

Learning Outcomes:

At the end of the course the students shall -

- Understand the evolution, nature and dynamics of Indian Administration
- Examines the social base and character of Administration in India
- Understand the emerging issues in Administration –analyses how Administration works as an agent of development

Unit	Contents of Course- 4	45 Hours
Unit-I	<p>Chapter-1 The Evolution of Public Administration in India</p> <p>Chapter-2 Nature of Indian Administration from Kautilya to Colonial Period</p> <p>Chapter-3 Change and Continuity in Indian Administration, Reforms in Indian Administration, Public Services</p>	15 Hours
Unit-II	<p>Chapter-4 Administration at the Union Level, Political Executive Central Secretariat, Cabinet Secretariat- Ministries & Departments (specified Departments)</p> <p>Chapter-5 Administration at the State Level, Political Executive, Chief Secretary and State Secretariat – Relationship between Political masters and Civil servants.</p> <p>Chapter-6 Administration at the District and Local Level District Administration & the Role of District Collector, Local Self Governments (Rural and Urban)- Participatory Administration-Social Welfare Administration</p>	15 Hours

Unit- III	<p>Chapter-7 Issues in Indian Administration Neutrality Vs Commitment, Generalist Vs Specialist Debate</p> <p>Chapter-8 Bureaucracy and Politics, Corruption in Administration, RTI</p> <p>Chapter-9 Public Private Partnership, Need for Administrative Ethics</p>	15 Hours
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Suggested Readings:

1. Barthwal C.P, Indian Administration Since Independence, Lucknow: Bharat Publishers
2. Arora, Ramesh K. (Ed.), Public Administration in India: Tradition, Trends and Transformation, New Delhi: Paragon.
3. Chakrabarty, Bidyut, Reinventing Public Administration: The Indian Experience, New Delhi: Orient Longman.
4. Kingsley, J.Donald, Representative Bureaucracy: an Interpretation of the British Civil Service, Yellow Springs, Ohio: Antioch Press.
5. Maheshwari, S.R., Administrative Reforms in India, New Delhi; MacMillan.
6. Maheshwari, S.R, Indian Administration, New Delhi: Orient Longman.
7. Maheshwari, S.R., Local Government in India, Agra: Lakshmi Narain Agarwal.
8. Maheshwari, S.R., Public Administration in India. The Higher Civil Service, Delhi: Oxford University Press.
9. Jain, R.B., Public Administration in India: 21st Century Challenges for Good Governance, New Delhi: Deep and Deep Publications.

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

Date: 14.09.2021**Subject Committee Chairperson**

MANAGEMENT OF NGO'S**(Open Elective OE-2)**

Course Title: MANAGEMENT OF NGO'S	
Total Contact Hours: 45	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 acquire specific knowledge on NGO management. To understand the basic concepts and principles involved in managing NGOs. To understand the Project Management Dimensions, Planning and its implementation. To enhance skills and techniques for Resource Mobilization.

Learning Outcome:

At the end of the course the students shall –

- Learn the functions of NGO management along with its legal structure
- Understand about Project management Dimensions, Planning and its implementation
- Acquire the Skills and techniques of project evaluation / Resource Mobilization

Unit	Contents of Course- OE-1	45 Hours
Unit-I	<p>Chapter- 1 Management: Meaning, Definition, Concepts, Objectives and Functions</p> <p>Chapter-2 NGO's: Meaning, Definition, Concepts, Types, Functions, Role of NGO's in Community Development</p> <p>Chapter-3 Legal - rational structure of Non-profits: Trusts and Societies with Special reference to Trust and Society Registration Acts</p>	15 Hours
Unit-II	<p>Chapter-4 Foreign contributions and Regulation Act (FCRA) - Statutory Obligations- Income Tax Exemption (80-G, 12-A, & 35AC): Rules and Regulation</p> <p>Chapter-5 Resource Mobilization: Methods and Techniques of Fund Raising - International, National and Local Levels.</p> <p>Chapter-6 Leadership in the NGO's Context – Practice of Human Resource Management in NGO's - Human Resource</p>	15 Hours

	Management and role of creating change agents – Staffing, Recruiting, Induction and Training	
Unit- III	<p>Chapter-7 CSR Activities: Definition, concepts and need - Concentration areas of CSR, Role of Social Workers in CSR</p> <p>Chapter-8 Concept, Meaning, Definition and Types of projects, Projects Implementation and Management: Project Planning Matrix, Project Cycle Management - Identification and Formulation of Details Projects Report (DPP) with reference to Action AID and Save the Children</p> <p>Chapter-9 Monitoring and Evaluation (PERT and CPM), Rural Appraisal (PRA): Tools and Techniques, SWOC (Strengths, Weaknesses, Opportunities, Challenges) Analysis.</p>	15 Hours

Exercise:

1. Learn the process involved in the Registration of NGO.
2. Make a list of NGO's and their role in your locality.
3. Prepare a proposal on child issues.
4. Importance of Project Planning (On any Topic).

Suggested Readings:

1. Behera M. C, *Globalizing Rural Development*. New Delhi: Sage, 2006.
2. Chowdhry Paul, *Administration of Social Welfare Programmes in India*, Bombay: Somaiy, 1973.
3. Emmanuvel. S. Fernando, *Prospect from Problems*, Mumbai: St. Francis Xavier's Church, 1999.
4. Ginsbery Leon. H, *Social Work Evaluation – Principles and Methods*, Singapore: Allyn and Bacon, 2001.
5. Jack Rothman, John John E. Tropman, *Strategies of Community Intervention*, Illinois: P.E. Peacock, 2001.
6. Joel S.G.R Bhowse, *NGO's and Rural Development Theory and Practice*, New Delhi: Concept, 2003.
7. Julie Fisher, *Non-Governments – NGO's and the Political Development of the Third World*, New Delhi: Rawat, 2003.
8. Clark John, *Voluntary Organizations: Their Contribution to Development*, London: Earth Scan, 1991.
9. Jain R.B, *NGO's in Development Perspective*, New Delhi: Vivek Prakasan, 1995.
10. Sakararan and Rodrigues, *Handbook for the Management of Voluntary Organization*, Madras: Alfa, 1983.

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

**Date: 14.09.2021****Subject Committee Chairperson**