

As per New NEP Syllabus for 6th Semester, B.Com.

E-COMMERCE

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BASIC ETHICAL CONCEPTS

✓ Ethics is a branch of philosophy that deals with principles of morality and the concepts of right and wrong behavior. In various fields, including business and everyday life, ethical concepts provide a foundation for making decisions and guiding behavior. Here the main basic ethical concepts:

1. ***Ethical Principles:*** Respecting individuals' right to make their own decisions and choices. Acting in a way that promotes the well-being and welfare of others. Avoiding actions that cause harm or minimize harm whenever possible. Ensuring fairness and equality in the distribution of benefits and burdens.

Integrity: Upholding honesty and truthfulness in actions and communications. Consistency between one's actions and values, and keeping promises and commitments.

Respect for Others: Treating others with dignity, courtesy, and consideration. Recognizing and valuing diversity and individual differences.

Fairness: Ensuring fair treatment and equal opportunities for all. Avoiding discrimination and bias in decision-making.

Caring and Compassion: Demonstrating empathy and compassion toward others. Taking into consideration the well-being of individuals and communities.

Social Responsibility: Recognizing the impact of actions on society and the environment. Contributing positively to the community and minimizing negative externalities.

Sustainability: Considering the long-term consequences of decisions on the environment and future generations. Striving for practices that promote environmental, social, and economic sustainability.

ANALYZING ETHICAL DILEMMAS

Analyzing ethical dilemmas involves a thoughtful and systematic examination of complex situations where conflicting moral principles or values are at play. When facing an ethical dilemma, individuals or organizations can use a structured approach to assess the situation and make informed decisions. Analyzing ethical dilemmas requires a careful and comprehensive examination of the situation, consideration of various perspectives, and a commitment to ethical principles. This structured approach helps individuals and organizations navigate complex ethical challenges while promoting responsible decision-making.

Here's a step-by-step guide for analyzing ethical dilemmas:

1. **Identify the Dilemma:** Clearly articulate the ethical dilemma or the conflicting principles involved. Define the problem and recognize the key stakeholders affected by the decision.
2. **Gather Information:** Collect relevant facts and information about the situation. Consider the context, consequences, and potential impact of different courses of action. Identify any laws, regulations, or ethical codes that apply.
3. **Identify Stakeholders:** Identify and list all the individuals or groups who have a stake in the outcome. Understand their interests, concerns, and potential benefits or harms associated with different decisions.
4. **Consider Ethical Principles:** Evaluate the situation in light of ethical principles and values such as autonomy, beneficence, non-maleficence, justice, and integrity. Determine which principles are relevant and how they apply to the dilemma.

5. **Evaluate Consequences:** Analyze the potential consequences of each alternative. Consider both short-term and long-term effects on individuals, organizations, and society. Assess the impact on stakeholders' well-being and rights.
6. **Personal Values:** Consider your own values and beliefs. Reflect on how your personal values may influence your decision-making process. Be aware of any biases or conflicts of interest that may impact your judgment.
7. **Make a Decision:** Based on the analysis, choose the course of action that aligns with ethical principles, respects the rights of stakeholders, and minimizes harm. Consider the potential trade-offs and be prepared to justify your decision. Put the chosen course of action into practice. Communicate the decision to relevant stakeholders and implement any necessary changes or actions.
8. **Monitor and Reflect:** Continuously monitor the outcomes of the decision. Reflect on the consequences and whether the chosen course of action achieved the intended ethical goals. Be willing to adjust or modify the approach if necessary.

CANDIDATE ETHICAL PRINCIPLES PRIVACY

✓ These principles are often reflected in various privacy regulations, such as the General Data Protection Regulation (GDPR) in Europe and the California Consumer Privacy Act (CCPA) in the United States. Adhering to these principles helps ensure that privacy is respected and protected in the digital age.

If you're asking about ethical principles related to privacy in a general sense, here are some fundamental principles that are often considered:

1. **Consent:** Individuals should have the right to control the use of their personal information and must provide informed consent before their data is collected or processed.
2. **Minimization:** Only the minimum amount of personal data necessary for a specific purpose should be collected and processed. Companies and organizations should avoid unnecessary or excessive data collection.
3. **Transparency:** Individuals should be informed about how their data is being collected, used, and shared. Clear and accessible privacy policies should be provided to users.
4. **Security:** Organizations are responsible for securing the personal data they collect to prevent unauthorized access, disclosure, alteration, and destruction.
5. **Purpose Limitation:** Personal data should be collected for a specific and legitimate purpose, and it should not be used for any other purpose without obtaining additional consent.

B.Sc. BOTANY – IV Semester
Open Elective Course (OEC - 4)
(OEC for other students)
Paper: Plant Diversity and Human Welfare
Code: OEC-4.1

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures / Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
OEC-4.1	OEC	Theory	03	03	42 hrs	2 hrs	40	60	100

Learning outcomes:

After the completion of this course, the learner will be able to:

- Develop understanding of the concept and scope of plant biodiversity
- Identify the causes and implications of loss of biodiversity
- Apply skills to manage plant biodiversity
- Utilize various strategies for the conservation of biodiversity
- Conceptualize the role of plants in human welfare with special reference to India

Keywords:

Biodiversity, Biodiversity loss, Hotspots, Biodiversity management, Conservation strategies, Biodiversity awareness programmes.

Unit I: Plant Diversity and its Scope

14 lectures

Levels of biodiversity: Genetic, Species and Ecosystem; Agro-biodiversity and cultivated plant taxa and related wild taxa. Values and uses of Biodiversity, Methodologies for valuation, Ethical and aesthetic values, Uses of plants; Ecosystem services.

Unit II: Loss of Biodiversity and Management of Plant Biodiversity

14 lectures

Loss of biodiversity-causes and implications, Hotspots of biodiversity, extinction of species, projected scenario for biodiversity loss. Organizations associated with biodiversity management, IUCN, UNEP, WWF, UNESCO, NBPGR; Methodology for execution; Biodiversity legislation; Information management and communication.

Unit III: Conservation of Biodiversity, Role of Plants in Relation to Human Welfare

14 lectures

Conservation of genetic, species and ecosystem diversity, *In situ* and *ex situ* conservation strategies, India's biodiversity and its conservation Social approaches to conservation, Biodiversity awareness programmes, Sustainable development. Importance of forestry their utilization and commercial aspects; Avenue trees; Ornamental plants of India; Alcoholic beverages; Fruits and nuts; Wood and its uses; their commercial importal,



Suggested Readings

1. Krishnamurthy, K.V. (2004). An Advanced Text Book of Biodiversity- Principles and Practices. Oxford and IBH Publications Co. Pvt. Ltd. New Delhi.
2. Singh, J. S., Singh, S.P. and Gupta, S.(2006). Ecology Environment and Resource Conservation. Anamaya Publications, New Delhi, India.
3. Reddy, K.V. and Veeraiah, S. (2010). Biodiversity and Plant Resources. Aavishkar publication, New Delhi.
4. Heywood, V.H. and Watson, R.T.(1995). Global biodiversity and Assessment. Cambridge University Press. ✓

- Periyar National Park - Western Ghats
- Eastern and Western Himalaya

Endemism among mammals and birds is relatively low. Only 44 species of Indian mammal have a range that is confined entirely to within Indian territorial limits. Four endemic species of conservation significance occur in the Western Ghats and are listed below.

- Lion-tailed macaque (*Macaca silenus*)
- Nilgiri leaf monkey (*Trachypithecus johni*)
- Brown palm civet (*Paradoxurus jerdoni*)
- Nilgiri tahr (*Hemitragus hylocrius*)

Only 55 bird species are endemic to India, with distributions concentrated in areas of high rainfall. These areas, mapped by BirdLife International are located mainly in eastern India along the mountain chains where the monsoon shadow occurs, South-West India (the Western Ghats), and the Nicobar and Andaman Islands.

Endemism in the Indian reptilian and amphibian fauna is high. There are around 214 endemic reptiles, and 110 endemic amphibian species. Eight amphibian genera are not found outside India. They include, among the caecilians, *Indotyphlus*, *Gegeneophis* and *Uraeotyphlus*; and among the anurans, the toad *Bufoides*, the microhylid *Melanobatrachus*, and the frogs *Ranixalus*, *Nannobatrachus* and *Nyctibatrachus*. Perhaps most notable among the endemic amphibian genera is the monotypic *Melanobatrachus* which has a single species known only from a few specimens collected in the Annaimalai Hills in the 1870s. It is possibly most closely related to two relict genera found in the mountains of Eastern Tanzania.

4.8 Conservation of Biodiversity

Conservation of biodiversity is protection, uplift and scientific management of biodiversity so as to maintain it at its optimum level and derive sustainable benefits for the present and future generations.

According to the Zoological and Botanical Survey of India (ZSI, BSI respectively) there are about 45,000 plant species and 75,000 species of animals in India. Out of the 45,000 plant species - flowering plants contribute about 15,500 species algae about 5,000, lichens 1,600, fungi 20,000, bryophytes 27,002 and pteridophytes - 600.

Out of 75,000 species of animals, 50,000 insects, 4,000 molluscs, 2,000 fishes, 1,200 birds, 140 amphibians, 420 reptiles, 340 mammals and the rest are invertebrates.

Such a diverse biological life is our national heritage and of great importance as large population of rural and tribal population still depends on wild animals and plants for the daily food, medicines, fodder and fuel wood etc. Tropical forests also help in water conservation, affect the climate and provide raw materials used in industries. Ecological processes and genetic diversity is essential for the maintenance or sustainability of the living resources involved. The biodiversity loss will disrupt food chains and food webs leading to disturbances of ecosystem. Thus conservation of bio wealth

and genetic resources is essential for providing security of food to the nation. The best way is to conserve phytodiversity which will in turn conserve animal and microbial diversity as these plants provide food, shelter and habitat to a large number of animals and microbes.

Conservation of micro-organisms will help in reclamation of wastelands and revival of biological potential of land. The conservation of biodiversity is linked with the maintenance of ecological stability and productivity.

The UN conference on Environment and Development held at Rio-De Janeiro in June 1992, out of its many objectives also aims at conservation of biological diversity and its sustainable use. Conservation of bio-diversity can be achieved in a number of complimentary ways but the major conservation technologies include.

- i) In situ conservation
- ii) Ex situ conservation

4.8.1 In situ conservation

In situ conservation includes conservation of plants and animals in their native ecosystems or original habitats or even in man made ecosystem where they naturally occur. It is the best, easiest, most advantageous and most feasible method to conserve natural biodiversity which aims at conservation of wild fauna and flora. It includes a system of protected areas of different categories eg. National parks, Sanctuaries, Biosphere Reserves etc. Here the animal is neither isolated nor kept in artificial habitat rather the threatening factors have to be eliminated.

National Parks: National Park or Sanctuary may be defined as an area declared by the state for the purpose of protecting, propagating or developing wild life. The creation of National parks is an attempt to manage wildlife by defining protected areas. A National park is an area dedicated to conserve the scenery or natural objects or environment and hence wildlife the definition adopted by IUCN (1975) is as follows.

A National park is relatively large area where

- i) One or several ecosystems are not materially altered by human exploitation and occupation where plant and animal species, geomorphological sites and habitats are of special scientific, educative and recreative interest or which contains a natural landscape of great beauty.
- ii) The highest competent authority of the country has taken steps to prevent or eliminate as soon as possible exploitation or occupation in the whole area and to enforce effectively in respect of ecological, geomorphological or aesthetic features which have led to its establishment.
- iii) Visitors are allowed to enter, under special conditions for educative, cultural and recreation purposes. Examples of National Parks in India.

List of National Parks and Sanctuaries in India. (Table 4.12)

B.Sc. BOTANY SEMESTER IV
Title of the Course: Ecology and Conservation Biology

Number of Theory Credits	Total Lecture Hours/Semester	Number of Practical Credits	Total Practical hours/Semester
04	56	02	56

Contents of Theory Course

Unit	Topics	Teaching Hours
I	<p>Introduction to Ecology and Conservation Biology: Definitions, Principles of Ecology, Brief History, Major Indian Contributions, Scope and importance. Ecological levels of organisation.</p> <p>Ecological factors: Climatic factors: light, temperature, precipitation and humidity.</p> <p>Edaphic factors: Soil and its types, soil texture, soil profile, soil formation; physico-chemical properties of soil - mineral particle, soil pH, soil aeration, organic matter, soil humus and soil microorganisms.</p> <p>Topographic Factors: Altitude</p> <p>Ecological groups of plants and their adaptations: Morphological and anatomical adaptations of hydrophytes, xerophytes, epiphytes and halophytes.</p>	15 hrs
II	<p>Ecosystem Ecology: Introduction, types of ecosystems with examples -terrestrial and aquatic, natural and artificial.</p> <p>Structure of ecosystem: Biotic and Abiotic components; detailed structure of a pond ecosystem.</p> <p>Ecosystem functions and processes: Food chain-grazing and detritus; Food web. Ecological pyramids -Pyramids of energy, biomass and number. Principles of Energy flow in ecosystem.</p> <p>Bio-geo chemical cycles: Gaseous cycles -carbon and nitrogen, Sedimentary cycle-Phosphorus.</p> <p>Ecological succession: Definition, types- primary and secondary. General stages of succession. Hydrosere and xerosere.</p> <p>Community Ecology: Community and its characteristics - frequency, density, Abundance, cover and basal area, phenology, stratifications, life-forms. Concept of Ecotone and Ecotypes.</p> <p>Intra-specific and Inter-specific interactions with examples.</p> <p>Ecological methods and techniques: Methods of sampling plant communities - transects and quadrates. Remote sensing as a tool for vegetation analysis, land use - land cover mapping.</p> <p>Population Ecology: Population and its characteristics - Population density, natality, mortality, age distribution, population growth curves and dispersal.</p>	15 hrs

III	<p>Phytogeography and Environmental issues:</p> <p>Theory of land bridge, theory of continental drift, polar oscillations and glaciations. Centre of origin of plant – Vavilov’s concept, types. Phytogeographical regions – concept, phytogeographical regions of India.</p> <p>Vegetation types of Karnataka – Composition and distribution of evergreen, semi-evergreen, deciduous, scrub, mangroves, shoal forests and grasslands. An account of the vegetation of the Western Ghats.</p> <p>Pollution: Water pollution: Causes, effect, types; water quality indicators, water quality standards in India, control of water pollution (Waste water treatment).</p> <p>Water pollution disasters – National mission on clean Ganga, Minimata, Pacific gyre garbage patch, Exxon valdez oil spill.</p> <p>Air pollution: Causes, effect, air quality standards, acid rain, control.</p> <p>Soil pollution: Causes, effect, solid waste management, control measures of soil pollution.</p>	11 hrs.
IV	<p>Biodiversity and its conservation:</p> <p>Biodiversity: Definition, types of biodiversity - habitat diversity, species diversity and genetic diversity, Global and Indian species diversity. SDG’s in biodiversity conservation.</p> <p>Values of Biodiversity – Economic and aesthetic value, Medicinal and timber yielding plants. NTFP. Threats to biodiversity.</p> <p>Concept of Biodiversity Hotspots, Biodiversity hot spots of India.</p> <p>Concept of endemism and endemic species.</p> <p>ICUN plant categories with special reference to Karnataka/ Western Ghats.</p> <p>Biodiversity Conservation- Indian forest conservation act, Biodiversity bill (2002).</p> <p>Conservation methods – <i>In-situ</i> and <i>ex-situ</i> methods</p> <p><i>In-situ</i> methods – Biosphere reserves, National parks, Sanctuaries, Sacred grooves.</p> <p><i>Ex-situ</i> methods – Botanical gardens, Seed bank, Gene banks, Pollen banks, Culture collections, Cryopreservation.</p>	15 hrs
Total		56 Hours

SUGGESTED REFERENCE BOOKS:

1. Sharma, P.D. 2018. Fundamentals of Ecology. Rastogi Publications.
2. Odum E.P. (1975): Ecology By Holt, Rinert & Winston.
3. Oosting, H.G. (1978): Plants and Ecosystem Wadworth Belmont.
4. Kochhar, P.L. (1975): Plant Ecology. (9th Edn.,) New Delhi, Bombay, Calcutta-226pp.,
5. Kumar, H.D. (1992): Modern Concepts of Ecology (7th Edn.,) Vikas Publishing Co., New Delhi.
6. Kumar H.D. (2000): Biodiversity & Sustainable Conservation. Oxford & IBH Publishing Co Ltd. New Delhi.
7. Newman, E.I. (2000): Applied Ecology. Blackwell Scientific Publisher, U.K.
8. Chapman, J.L&M.J. Reiss (1992): Ecology (Principles & Applications). Cambridge University Press, U.K.
9. Malcolm L. Hunter Jr., James P. Gibbs, Viorel D. Popescu, 2020. Fundamentals of Conservation Biology, 4th Edition. Wiley-Blackwel.
10. Saha T. K., 2017. Ecology and Environmental Biology. Books and Allied Publishers.

1

Introduction

What is Ecology ?

The two components of nature, **organisms** and their **environment** are not only much complex and dynamic but also interdependent, mutually reactive and interrelated. Ecology, relatively a new science, deals with the various principles which govern such relationships between organisms and their environment.

In 1859, the French Zoologist, Isodore Geoffroy St. Hilaire had proposed the term **ethology** for "the study of the relations of the organisms within the family and society in the aggregate and in the community." At about the same time the English naturalist, St. George Jackson Mivart coined the term **hexicology**, which he defined in 1894 as "devoted to the study of the relations which exist between the organisms and their environment as regards the nature of the locality they frequent, the temperatures and the amounts of light which suit them, and their relations to other organisms as enemies, rivals, or accidental and involuntary benefactors." The term **ecology** was coined by combining two Greek words, **oikos** (meaning 'house' or 'dwelling place') and **logos** (meaning 'the study of') to denote such relationships between the organisms and their environment. Thus, literally, ecology is the study of organisms 'at home'. There is some controversy about the author who coined the term ecology and first used it in the literature. For instance, Kormondy (1969) tried to give credit for the first use of the term ecology to Henry David Thoreau in 1858. There are, however, references in literature in favour of German biologist, H. Reiter also who is said to have used this term for the first time in 1868 (see Reiter, 1885; Macmillan, 1897). Although, there is uncertainty about the original coining of the term, there is consensus that the German biologist, Ernst Haeckel first gave substance to this term. Haeckel, although appears to have first used the term in 1886 and he regarded the ecology of an organism as "...the knowledge of the sum of the relations of organisms to the surrounding outer world, to organic and inorganic conditions of existence....". Ecology as a distinct discipline grew out of natural history early in this century as natural historians began to collect their observations into a body of theory. In this process, vital was the work of Charles Darwin. Although his book **On the Origin of Species** was published in 1859, before the term ecology was coined it contained

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Environmental Pollution

The mad rat race among nations over the globe for development jeopardised the health of man itself. Progress in agriculture and industry is taken a general criterion of development of any country. This craze resulted into unlimited exploitation of every bit of natural resource. The splendid plentifulness of nature is a heritage that should be conserved for future generations and not be spoiled.

Such activities of man had adverse effect on all forms of living organisms in the biosphere. The earth planet alongwith the atmosphere (air, land, water) that sustains life is called the **biosphere**. Biosphere extends into about 7 km. of the earth surface itself, downward into the ocean to depths of about 10.67 km. and vertically into the air to about 10 km., where life is found to exist.

Unlimited exploitation of nature by man disturbed the delicate ecological balance between living and non-living component of the biosphere. The unfavorable conditions created by man himself threatened the survival not only of man himself but also other living organisms. The number of the species likely to become rare, threatened, endangered or near extinction in the Red Data Book of the IUCN is increasing with time. It is very common to find warnings at public places, reading as "Air unfit for breathing", "Water unfit for drinking", "Do not eat fish caught here" and so on.

India today is one of the first ten industrialised countries of the world. Today we have a good industrial infrastructure in core industries like metals, chemicals, fertilisers, petroleum, food etc. What has come out of these? Pesticides, detergents, plastics, solvents, fuels, paints, dyes, food additives etc. are some examples. Due to progress in atomic energy, there has also been an increase in radioactivity in the biosphere. Besides these, there are a number of industrial effluents and emissions particularly poisonous gases in the atmosphere. Mining activities also added to this problem particularly as solid waste.

Thus, pollution is a necessary evil of all development. Due to lack of development of a culture of pollution control, there has resulted a heavy backlog of gaseous, liquid and solid pollution in our country. It is to be cleaned. Thus pollution control in our country is a recent environmental concern. Not only in India, but in developed Western World also, pollution is a scare-word. Pollution

Appendix 2

Conservation Biology

Popular interest in protecting the world's plant and animal species has intensified during the last 20 years. Both, scientists and general public have realised that we are living in a time of unprecedented mass extinction. Around the globe, biological communities that took millions of years to develop are being devastated by human activity. The main cause of the present extinctions is habitat destruction by man, such as clear-cutting of forests, overgrazing grasslands, draining wetlands, and polluting the ecosystems. Another major cause of extinction is the overharvesting of plants and animals especially when done by modern technology.

A new multidisciplinary science that has developed to deal with the crisis confronting biological diversity is the **conservation biology**. Conservation biology has two goals — first, to investigate human impacts on biological diversity and, second, to develop practical approaches to prevent extinction of species.

Conservation biology rests on certain ethical principles. These are (1) the diversity of organisms is good, (2) the untimely extinction of populations and species is bad, (3) ecological complexity is good, (4) evolution is good, and (5) biological diversity has intrinsic value.

What is Biological Diversity ?

According to the U.S. Office of Technology Assessment (1987), biological diversity is "the variety and variability among living organisms and the ecological complexes in which they occur". As shown in Fig. 1 this concept can be subdivided into three levels as follows :

[I] Genetic diversity

At finer levels of organisation, biodiversity includes the genetic variation within species, both among geographically separated populations and among individuals within single population.

[II] Species diversity

Biodiversity at its most basic level includes the full range of species on earth, from microorganisms such as viruses, bacteria and protists through the multi-cellular kingdoms of plants, animals and fungi.

Content of Course : DSC-SOC-7- Sociology of Marginalized Groups	45 Hrs
Unit - 1 Introduction	15
<p>Chapter No. 1. Marginalisation: Meaning and Nature; Types of Marginalisation: Social, Political, Economic; Relationship between Marginalisation and Social Exclusion.</p> <p>Chapter No.2. Causes of Marginalisation; Marginalised Groups: Caste, Gender, People with Disabilities, Minorities, Tribes and Elderly</p> <p>Chapter No.3. Socio-economic Indices of Marginalisation: Poverty, Relative Deprivation, Exploitation, Discrimination, Educational Backwardness, Inequality and Untouchability</p>	
Unit - 2 Marginalisation and Affirmative Action	15
<p>Chapter No. 4. Views of Dr B R Ambedkar and Affirmative Principle in the Constitution of India (Constitutional Provisions)</p> <p>Chapter No.5. Scheduled Castes, Scheduled Tribes and Status of Women in these groups; Status of Transgenders</p> <p>Chapter No.6. Status of Landless Agricultural Labourers, Status of Land Ownership among Scheduled Caste and Scheduled Tribes</p>	
Unit - 3 Marginalised Groups and Social Change	15
<p>Chapter No.7. Social Mobility among Marginalised Groups: Education, Employment, Political Participation, Conversion, Migration</p> <p>Chapter No.8. Challenges of Privatisation and Response by Marginalised Groups</p> <p>Chapter No.9. Social Justice in the context of Globalisation</p>	

TEXT BOOKS :

1. Beattie, Andre 1992, The Backward Classes in Contemporary India, Oxford University Press, Delhi
2. Charley, S B and G K Karamth 1998 (Eds) Challenging Untouchability, Sage India, Delhi
3. Gore, M S 1993 The Social Context of an Ideology: Ambedkar's Political and Social Thought, Sage, New Delhi
4. Judge, Paramjit S (Ed) 2013 Towards Sociology of Dalits, Readings in Indian Sociology - Volume 1, Sage, New Delhi
5. Gupta, Dipankar 1991, Social Stratification, Oxford University Press, Delhi
6. Jodhka, Surinder S, 2018, Caste in Contemporary India, 2nd Edition, Routledge, London
7. Omvedt, Gail 2013 Dalits and the Democratic Revolution, Sage, New Delhi
8. Singh, R S (1994) The Scheduled Tribes, Oxford University Press, New Delhi
9. Rao, Shankar (2021) Sociology of Indian Society, S Chand and Co, New Delhi
10. Thurur, Sukhdev 2009 Dalits in India, Sage, New Delhi

Title of the Course: OE Course I Sociology of Everyday Life

Content of Open Elective Course 1: Sociology of Everyday Life		39 Hrs
Unit – 1. Introduction		14
Chapter No. 1: Sociology as a study of Social Interaction and its Need		
Chapter No. 2: Everyday Life - Meaning: Why Study Everyday Life? (Contributions of Erving Goffman and Anthony Giddens); Role of Socialisation in establishing habits and practices- action, thinking and feeling		
Chapter No. 3: Social Institutions as Established Practices and Customs - Definitions and Elements		
Chapter No. 4: Challenges and Problems of Everyday Life .		
Unit – 2. Self and Society		13
Chapter No. 5: Definition of Situation (W I Thomas' Principle)		
Chapter No. 6: The Looking-Glass Self; Relation between Individual and Society		
Chapter No. 7: Role of Social Media in Constructing Self and Identity		
Unit – 3. Culture in Everyday Life		12
Chapter No. 8: Definition of Culture; Types of Culture: High Culture, Popular Culture, Recorded Culture and Lived Culture		
Chapter No. 9: Mass Media and Everyday Life		
Chapter No. 10: Globalisation and Cultural Diffusion		

Text Books:

- Berger, P.L. 1963, *Invitation to Sociology: A Humanistic Perspective*, Doubleday, Garden City, N.Y
- Bruce, Steve, 2018, *Sociology: A Very Short Introduction*, 2nd edition, Oxford University Press, New York
- Corrigan-Brown, Catherine 2020, *Imagining Sociology: An Introduction with Readings*, 2nd Edition, Oxford University Press, Canada
- Coser, Lewis 1977 *Masters of Sociological Thought*, Harcourt Brace Jovanovich, New York
- Davis, Kingsley 1949, *Human Society*, Macmillan, Delhi
- Ferrante, Joan 2013, *Seeing Sociology: An Introduction*, 3rd Edition, Cengage Learning, USA
- Giddens, Anthony and Phillip W Sutton, 2013, *Sociology*, 7th edition, Wiley India Pvt. Ltd, New Delhi

B.A. Semester II - Open Elective -2

Title of the Course: OE Course 2 : Society Through Gender Lens

Content of Open Elective 2: Society Through Gender Lens	Hrs
Unit-1. Social Construction of Gender	14
Chapter 1: Gender and Sex, Patriarchy, Gender Relations, Gender Discrimination, Gender Division of Labour	
Chapter 2: Gender Equality, Gender Neutrality, Androgyny and Gender Sensitivity	
Chapter 3: Gender Representation of Women and Third Gender in Indian Social Institutions	
Unit - 2: Gender Representation and Violence	14
Chapter 4: Mass Media and Politics	
Chapter 5: Education, Employment and Health	
Chapter 6: Domestic Violence, Sexual Harassment at Work Place, Dowry and Rape, Dishonour Killing, Cyber Crime	
Unit-3: Addressing Gender Justice	11
Chapter 7: The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)	
Chapter 8: 73rd and 74th Constitutional Amendment and Women's Empowerment	
Chapter 9: Right to self determination of gender - Supreme Court of India's judgment in NLSA Vs Union of India and others (Writ Petition (Civil) No.400 of 2012)	

Text Books

- Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi
- Gouda, M. Satish, Khan, A. G. and Hiremath, S.L. 2019, Spouse Abuse in India: A Regional Scenario, GRIN Publishing, Munich
- Haralambos, M and R.M. Hoell, 1989, Sociology: Themes and Perspectives, Oxford University Press, Delhi
- Indira R. 2014, Themes in Sociology of Indian Education, Sage Publications, Delhi Inkoles.

B A Semester- II**Title of the Paper: Course 04: Sociology of Rural Life in India**

Content of Course 04: Sociology of Rural Life in India	42 Hrs
Unit - 1: Rural and Agrarian Social Structure	16
Chapter No. 1: Social Construction of Rural Societies: Myth and Reality (M.N Srinivas)	
Chapter No. 2: Agrarian Social Structure: Land Tenure Systems (Colonial Period); Post-Independence Indian Land Reform Laws	
Chapter No. 3: Commercialisation of Agriculture	
Chapter No 4: Commodification of Land	
Unit - 2. Themes of Rural Society in India	14
Chapter No. 5: Rural Caste and Class Structure	
Chapter No 6: Gender and Agrarian Relations	
Chapter No. 7: Impact of Panchayat Raj System and Rural Politics	
Chapter No. 8: Actors in Market - Weekly Fairs, Trading Castes, Emerging Trading Classes and Key Role of Intermediaries	
Chapter No. 9: Emergence of Online and Virtual Commodity Markets - Features and Impact on Traditional Sellers and Buyers	
Unit - 3. Rural Development	12
Chapter No. 10: Induced Intervention: PURA, MGNREGA, Swachh Bharat Abhiyan, Akshara Dasha, Water and Land Development Efforts	
Chapter No. 11: Challenges to Sustainable Rural Development: Casteism, Factional Politics, Natural Calamities (Droughts and Floods), Utilisation of Water, Fertilisers and Pesticides	

Text Books

- Desai, A.R. 1977, Rural Sociology in India, Popular Prakashan, Bombay Doshi, S.L. and Jain P.C. 1999, Rural Sociology, Ransat Publications, Jaipur
- Gooda, M. Satish, Kuan, A.G and Jhremath, S.L. 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich

Content of Course : DSC- SOC-10 : Society and Tribes	60 Hrs
Unit – 1 Concepts and Categories	15
<p>Chapter 1: Tribes and Indigenous People; Scheduled Tribes, Primitive Tribes, De-Notified or ex-criminal Tribes in India; Geographical Distribution of Tribes in India</p> <p>Chapter 2: Meaning of: Hadis, Rules of Marriage, Clan, Lineage, Consanguinity and Affinity; Male-Female relations</p> <p>Chapter 3: Social System, Legal System, Political System, Economic System, Religion and Magic</p>	
Unit – 2 Changes and Development Issues	15
<p>Chapter 4: Social Mobility: Types; Tribes and Caste, Tribe-Caste-Peasant Continuum, Sanskritisation</p> <p>Chapter 5: Tribalisation, Detribalisation, Retribalisation</p> <p>Chapter 6: Tribal Development and Welfare: Approaches - Assimilationist and Isolationist; Problems of Exploitation, Land Alienation, Unemployment, Cultural Transformation, Scheduled Areas, Tribal Justice and Modern Law</p>	
Unit – 3 Studying Tribes	15
<p>Chapter 7: Tradition of Field work: History and Significance; Ethics of Fieldwork; Etic and Emic Perspectives</p> <p>Chapter 8: Sources of Data: Primary and Secondary</p> <p>Chapter 9: Participatory Method, Case Studies, Sample Surveys, Genealogies</p>	
Unit-4 Field Work	15
<p>Students have to take up field work in any nearby tribal settlement and present their findings in a Seminar and written report</p>	

KARWAN-E-ADAB

B.A

Edited by

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KUVEMPU  **UNIVERSITY**

NATIONAL EDUCATION POLICY- 2020(NEP-2020)

**PROPOSED CURRICULAR FRAME WORK FOR
FOUR YEARS UNDER-GRADUATE PROGRAMME**

IN

ENVIRONMENTAL SCIENCE

FOR COLLEGES AFFILIATED

TO

KUVEMPU UNIVERSITY

Submitted to

The Registrar

Kuvempu University, Shankaraghatta- 577451

November 2021

PREAMBLE

The course curriculum for undergraduate studies under choice based credit system (CBCS) for B.Sc. in Environmental Science (Basic/Hons.) is framed in this document. This exercise was undertaken as part of the nationwide curriculum restructuring initiative by the National Education Policy-2020. Many formal and informal meetings were held with a number of colleagues from the universities and colleges, who helped with crucial inputs as to the content of the course. This curriculum is a fresh exercise, but also represents a continuous effort of deliberations with the University and College teachers.

As enshrined in the National Education Policy-2020 vision of introducing course curriculum for undergraduate studies under Choice Based Credit System (CBCS), the main objective of framing this curriculum of B.Sc. (Basic/Hons.) in Environmental Science is to impart the students a holistic understanding of the subject giving substantial weightage to the core contents, skill, value-based and ability enhancement. The syllabus has given due importance on the main streams of the body of knowledge on 'Environment' with due recognition of its wide spectrum. The ultimate goal of the syllabus is to enable the students to have an in-depth knowledge on the subject and enhance their scope of employment at every level of exit. Adequate emphasis has been given on the new and emerging techniques and understanding of the subject under the changing regime and global context.

There is need to strengthen the students to understand essential aspects of Environmental Science in diverse subject areas such as ecology, environmental chemistry, environmental pollution, environmental geo-science, atmospheric sciences, biodiversity, natural resources management, global warming, climate change and waste management. The curriculum lays focus on creating new knowledge, acquiring new skills and capabilities in Environmental Science producing an intelligent human resource serving the Environment and society, focusing on problem solving critical thinking, teamwork and collaboration. There is also an additional emphasis in providing opportunities to understand the integration of modern disciplines such as environmental modeling, geographical information systems and remote sensing, environmental sustainability, corporate governance and their applications to environmental sciences. Students would be encouraged to go beyond the classroom and conduct active action-research, research projects, technology based learning and internships in industry/private/government/manufacturing and service sectors based on suitability. Lectures and classroom sessions are accompanied with on-field visits, industrial visits, seminars, laboratory experiments and in-plant training. Educational visits are an integral part

of teaching Environmental Science. These interventions are compulsory and essential aspects of the curriculum. There are optional subject that can be chosen by the students as per their desire and their professional choices.

It is hoped that a student with a four years B.Sc. Environmental Science (Hons.) degree, after having the rigor of the courses outlined here, will feel adequately equipped to meet the challenges of career development. At the same time, there is sufficient content for those who wish to continue academic life at the University beyond the under-graduate level. Due care has been taken to maintain necessary academic wholesomeness and depth in the course content so that the learning out comes from these courses will lead to intellectual growth of a student. The need for a Basic/Hons. Course in Environmental Sciences is necessitated by our country's requirement and also the acceptability of the subject by young students from the view point of career opportunity. There is ademand for the subject in our country and as Educationists we have a societal obligation to meet such aspirations of the youths. It is equally expected that Environmental Science graduates will significantly contribute to the vision of 'Zero Defect, Zero Effect' policy initiative of Government of India.

The course curriculum presented in the following pages confirms to the general Guidelines of NEP 2020 scheme, semester schedule, evaluation criteria and course credit structure of B.Sc. Environmental Science (Basic/Hons.) Programme, like all other undergraduate courses shall comprise of 188 credits spread over Forty Six (46) papers to be completed in four years/eight semesters. The credits will be distributed as 20 papers constituting Core Courses, 3 papers of Discipline Specific Elective, 4 papers comprising Open Elective Courses, 2 papers of vocational courses, 1 Internship, 2 papers of Ability Enhancement Courses, comprising of 8 languages, 4 Skill based and 8 Value based as Skill Enhancement Courses, 1 Research Methodology and 1 Research Project. Courses on Environmental Studies and Constitution of India are included as per the earlier UGC directives.

1. To ensure the interdisciplinary spirit of the proposed curriculum, teaching must be carried out by the faculty with M.Sc. in Environmental Science and Ph.D. Degree in the '**Environmental Science**' subject. A candidate who is qualified with UGC-NET/K-SET in the area of Environmental Science will be well-equipped to teach this curriculum.
2. Further, the existing number of UGC NET Fellowships in the field of Environmental Sciences is highly inadequate; it is proposed to increase the number of Fellowships in this area. An Environmental Science programme at the undergraduate level will be successful only when independent Department of Environmental Science is established at under-graduate colleges. It is important to avoid existing problem, soft co-ordination.

in teaching carried out through participatory approach. NEP-2020 committee may like to pursue the matter with Universities/Colleges and take necessary steps in this direction.

EXIT OPTION AND CREDIT REQUIRMENTS

Progressive Certificate in Science, Diploma in Science, Bachelor of Science Degree or Bachelor of Science Degree with Honours in Environmental Science is awarded at the completion of every progressive year.

Exit with	Credit requirements
CERTIFICATE IN SCIENCE at the successful completion of First year (Two Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme.	50 credits
DIPLOMA IN SCIENCE at the successful completion of Second year (Four Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme.	100 credits
BACHELOR OF SCIENCE DEGREE at the successful completion of Three year (Six Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme.	144 credits
BACHELOR OF SCIENCE DEGREE WITH HONOURS IN ENVIRONMENTAL SCIENCE at the successful completion of Four year (Eight Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme.	188 credits

A student will be allowed to enter/re-enter only at the ODD semester and can only exit after EVEN semester. Re-entry at various as lateral entrants in academic programmes based on the above mentioned earned credits and proficiency test records.

The validity of the earned credit will be for a maximum period of seven years or as specified by the Academic Bank of Credits (ABC).

Emphasis is given on Continuous internal assessment with Higher order thinking skills following graded approach over year(30%:70%, 40%:60%, 50%:50%, 60%:40% for theory course and 50%:50% for Laboratory, Field Works, Projects, Internship and Education tour over the Years).

MODEL CURRICULUM

Name of the Degree Programme: **B.Sc(Basic/Hons.)**

Discipline Core: **Environmental Science**

Total Credits for the Programme: **188** Starting year of implementation: **2021-22**

Programme Outcomes:

By the end of the Programme the students will be able to develop:

1. Disciplinary knowledge in fields related to Environmental Science
2. Systemic and critical thinking with reference to environment-people-economic-development attributes
3. Problem identification skills and sustainable solution provisioning
4. Analytical reasoning and appropriate interpretation skills
5. Self-directed learning efficiencies leading to a productive lifelong learning process
6. Research related skills such as review of literature, design of experiments, statistical competence, report writing and prepare target specific communication packages
7. Cooperation/Teamwork
8. Reflective thinking
9. Multidisciplinary competence catering to environmental sustainability

Assessment:

Weightageforassessments(inpercentage)

TypeofCourse	Formative Assessment/IA	Summative Assessment
Theory	40	60
Practical	25	25
Projects/Experiential Learning (Internship set c.)	Viva-voce=40	Report=60

B.Sc.(Basic/Hons.) Semester1

Title of the Course: ESITI-DIVISIONSOFENVIRONMENT

Number of Theory Credits	Number of lecture hours/semester	Number of Practical Credits	Numberofpracticalhours/semester
4	52	2	52

Programme specific objectives	
PSO1	To develop competency in understanding the interrelatedness of the divisions of the Environment.
PSO2	To instill an introductory knowledge of the divisions of Environment and develop necessary analytical skills to characterize their variations.
PSO3	To motivate and inspire to acquire contemporary understanding and skills leading to issue identification.
PSO4	To inculcate creativity and innovative spirit in the domain of human-environment interface leading to vocation / entrepreneurial opportunities.

Programme outcomes	
PO1	Demonstrate an entry level competence in understanding the environmental divisions and associated processes.
PO2	Demonstrate the ability to carry out water quality analysis in the laboratory and interpret the results.
PO3	Ability to understand and appreciate the role of environmental parameters in specific day-to-day activities.
PO4	Be able to understand the demands and function in work environment dealing with environmental systems

Content of Theory Course I	52Hrs
Unit - 1	08
<p>Environmental Education: Definition, Aim, Objectives and Scope.</p> <p>Environmental Science: Definition, Aim of study and Scope. Differences between Ecology and Environmental Science; Various approaches of studying Environmental Science.</p> <p>Components of the Environment: Definitions of Atmosphere, Hydrosphere, Lithosphere and Biosphere - their complex interactions and significance.</p>	
Unit - 2	16
<p>Atmosphere: Evolution of the atmosphere – Principal components – Permanent and variable gases. Structure of the atmosphere on the basis of temperature and composition. Ozone chemistry - Depletion and recovery of stratospheric ozone –monitoring, effects and control measures.</p> <p>Climatology: Differences between weather and climate; Insolation - Factors affecting the distribution. Solar (short-wave) and terrestrial (long-wave) radiations. Earth's Albedo and Heat budget of the earth. Tropical monsoon climate – Tropical cyclones and their impacts. Weatherforecasting and modification. El-Nino and La-Nina effect.</p> <p>Global warming, effects and control measures; Global dimming - Definition, causes and implications; Urban Heat Islands.</p>	
Unit - 3	14
<p>Hydrosphere: Hydrologic cycle - process of heat energy transfer - Radiation, Conduction and Convection. Types of lifting and precipitation - Bergeron process – Cloud formation and classification. Forms of condensation; Forms of precipitation. Cloud seeding.</p> <p>Limnology: Definition – Lotic and Lentic environment. Differences between Lotic and Lentic systems.</p> <p>Lotic environment: Springs, Stream profile: Potomom and Rhithron.</p> <p>Lentic environment: Ponds, lakes and estuaries – their types. Photic and thermal stratification of Lentic systems.</p> <p>Marine environment: Zonation, Salinity status of marine environment, biotic communities of oceanic zones; acidification of sea water; ocean currents and tides – significance; Polymetallic nodules.</p> <p>Ground water: Definition. Zonation; Types of wells. Salinization of ground water in coastal regions.</p>	
Unit - 4	14
<p>Lithosphere: Definition. Internal structure of the earth.</p> <p>Endogenic processes: Plate Tectonics – Earthquake and Volcanism – Causes, Effects, and Management.</p> <p>Exogenic processes: River, Wind, and Glacier as geological agents; Avalanches and Landslides.</p> <p>Mineralogy: Definition. Outline classification of minerals</p> <p>Petrology: Definition, Rock Cycle, Classification - Igneous, Sedimentary and Metamorphic rocks – their formation – types – uses.</p> <p>Pedology: Soil – definition – formation – soil profile. Types – Alluvial; Black; Red and Laterite; Arid and Desert; Saline and Alkaline; Peaty and Marshy; Grassland, Forest and Mountain Soils. A brief account of Soil biota. Soil weathering and erosion – Types, effects and management.</p>	

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Formative Assessment–Continuous Internal Assessment = 40% (40 Marks)	
Assessment Occasion / type	Weightage in Marks
End Semester Examination	60%(60Marks)
Total	100%(100Marks)

Content of Practical Course1: List of experiments to be conducted

ESIP1: WATER QUALITY ANALYSIS

(Total Teaching Hours=52; Total Credits=2)

- 1) Sampling technique of water
- 2) Determination of pH – pH metric method
- 3) Determination of Electrical Conductance – Conductivity meter method
- 4) Estimation of Turbidity – Nephelometric method
- 5) TS, TSS & TDS – Gravimetric and Filtration method
- 6) Estimation of Acidity – Alkalimetric method / CO₂ – NaOH titration method
- 7) Estimation of Alkalinity – Acidimetric method
- 8) Estimation of Hardness – EDTA Complexometric method
- 9) Estimation of Chlorides – Argentometric method
- 10) Estimation of Dissolved Oxygen – Modified Winkler's method
- 11) Estimation of Nitrates – Phenoldisulfonic Acid method
- 12) Estimation of Fluorides – Fluoride meter method/ SPADNS Reagent method
- 13) Estimation of Sulphates – Barium chloride method
- 14) Determination of Density, Surface Tension and Viscosity of water and other liquid samples

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Formative Assessment–Practical Internal Assessment=50%(25Marks)	
Assessment Occasion/type	WeightageinMarks
EndSemesterExamination	50%(25Marks)
Total	100%(50Marks)

ES OE1: ENVIRONMENTAL CONSERVATION MOVEMENTS

Number of Theory Credits	Number of lecture hours/ semester
3	42

Content of OPEN ELECTIVE Theory Course 1	42Hrs
Unit – 1	14
<p>Environment: Definition, role of environment in shaping civilizations. Interrelations between civilization and environment – ecological economic and socio-cultural. Industrial revolution and environmental pollution. Globalization and environmental pollution. Modern agriculture and environmental degradation.</p> <p>Development: Definition, Growth and development. Population growth and its impact on natural resources, Modernization and population. Causes for industrialization, changing life styles, regulatory aspects of industrialization, overall impact of industrialization on quality of human life, negative impacts of industrialization and urbanization.</p>	
Unit - 2	14
<p>Development and Environment: Types of development. Sustainable development – Need, relevance in contemporary society.</p> <p>Principles of Sustainable Development: History and emergence of the concept of Sustainable Development, Definitions, Environmental issues and crisis, Resource degradation, greenhouse gases, desertification, invasive species, wildlife depletion and social insecurity.</p> <p>United Nations Sustainable Development Goals. Strategies for implementing eco-development programmes, Sustainable development through - trade, economic growth, carrying capacity and public participation.</p>	
Unit - 3	14
<p>People movements: Types – Concept of environmental movements, Definition, levels of collective action, the local grassroots movement level; the social movement level; a cycle of protest.</p> <p>Environmental Movements: United Nations Conference on Human Environment, 1972 – 'Limits to Growth'. The Brundtland Commission, 1987 – 'Our Common Future'. The United Nations Conference on Environment and Development, 1992.</p> <p>Environmental Movements of India: Bishnoi Movement, The Chipko Movement, Appiko Movement, Silent Valley Movement, Narmada Bachao Andolan, Jungle Bachao Andolan, Beej Bachao Andolan.</p> <p>Urban-based Environmental Movements – Local case studies.</p>	

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Formative Assessment – Continuous Internal Assessment = 40% (40 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	60% (60 Marks)
Total	100% (100 Marks)

ES OE1: ENVIRONMENT AND SUSTAINABLE AGRICULTURE

Number of Theory Credits	Number of lecture hours/ semester
3	42

Content of OPEN ELECTIVE Theory Course 1	42Hrs
Unit – 1	14
Environment – Definition, scope and significance. Agriculture – Definition, scope and significance. Environmental basis for agriculture and food. Agricultural patterns in India. Socio-economic pressures on agriculture. Food security and food scarcity. Types of agriculture – rain-fed cultivation and irrigation – water intensive agriculture – Reservoirs and ground water exploitation. Conventional and mechanised agriculture. Natural and chemical agriculture. Subsistence and commercial agriculture. Environmental effects of land use and landscape changes.	
Unit - 2	14
Environmental determinants of agriculture – role of rainfall, humidity, wind, topography and edaphic factors in crop selection. Animal husbandry – Dairy and poultry – role of transboundary species of cattle in Indian scenario. Pisciculture – Environmental effects of intensive pisciculture. Agricultural biodiversity: Crop diversity – Definition and significance. Poly culture and mono culture. Influences of green revolution on modern agricultural practices of India – Loss of agrobiodiversity – Influence of transboundary crops. Agricultural biotechnology – Genetically Modified Crops – Influence on environment. Pollination crisis. Integrated pest management.	
Unit - 3	14
Environmental impacts of agriculture – Loss of biodiversity – soil salinity – Fertilizer and pesticide pollution, Climate change and global warming. Erosion and problems of deposition in irrigation systems. Desertification. Biomagnification – Case studies. Contemporary issues and management – Farmer distress – market mechanisms – natural farming methods/organic farming. Urban agriculture and hydroponics. Ecological principles of farming – Sustainable agriculture – Significance of indigenous crops and cattle varieties. Watershed management. Agricultural policies of India.	

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Formative Assessment – Continuous Internal Assessment = 40% (40 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	60% (60 Marks)
Total	100% (100 Marks)

ES OE1: ENVIRONMENTAL POLLUTION

Number of Theory Credits	Number of lecture hours/ semester
3	42

Content of OPEN ELECTIVE Theory Course 1	42Hrs
Unit – 1	14
<p>Environmental pollution: Definition, Types, Environmental contaminants and environmental pollutants. Classification of pollutants – on the basis of physical properties and forms of their existence. Primary and secondary pollutants, degradable and non-degradable, point and non-point sources of pollution. Xenobiotics and persistent organic chemicals. Characteristics of pollution – Large production quantities, usage involving leakages, toxicity, persistence and accumulation.</p> <p>Air pollution: Definition, sources of air pollution and their effects on flora, fauna, human-beings and materials. Indoor pollution, automobile pollution, ozone depletion and recovery, global warming and climate change. London smog, Bhopal gas tragedy, Visakhapatnam gas leak and endosulphan tragedy in Karnataka. Air quality standards – NAAQS, AQL, Bharat Stage - VI Emission standards. Air pollution control measures.</p>	
Unit - 2	14
<p>Water pollution: Definition, sources of water pollution and their effects on flora, fauna, human-beings and materials. Surface water pollution – Dissolved oxygen, biochemical oxygen demand and chemical oxygen demand. Agriculture runoff and detergents as pollutants. Eutrophication. Heavy metal pollution – Minamata episode. Ground water pollution – fluoride, nitrate, Arsenic pollution and their control. Water quality criteria – specifications for drinking and inland surface waters. Water Quality Indices.</p> <p>Soil pollution: Definition, sources and types. Soil pollutants – metals, inorganic ions and salts, and organic substance. Effects of pollution on soil health and productivity. Effects of pesticides on soil. Soil erosion, types and control.</p>	
Unit - 3	14
<p>Noise pollution: Definition, sources and effects. Noise induced hearingloss. Decibel scale. Noise control measures.</p> <p>Solid waste pollution: Definition, origin, classification and characteristics of solid waste. Segregation, collection, transportation and disposal of solid waste. Solid waste treatment and disposal – Composting, open dumping, sanitary landfill, incineration, recycling and recovery.</p> <p>E-waste: Definition, sources, composition, recycling and disposal methods.</p> <p>Hazardous waste: Definition, sources, classification, effects and disposal methods.</p>	

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Formative Assessment – Continuous Internal Assessment = 40% (40 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	60% (60 Marks)
Total	100% (100 Marks)

B.Sc. (Basic/Hons.) Semester 2

Title of the Course: **ES 1T2 - ECOLOGY – THEORY AND PRACTICE**

Number of Theory Credits	Number of lecture hours/semester	Number of practical Credits	Number of practical hours/ semester
4	52	2	52

Programme specific objectives	
PSO 1	To develop competency in understanding the ecological principles governing the biosphere.
PSO 2	To instill a knowledge of the Ecology and develop necessary analytical skills to understand the ecological systems.
PSO 3	To motivate and inspire to acquire contemporary understanding and skills leading to issue identification.
PSO 4	To inculcate creativity and innovative spirit in the domain of human-environment interface leading to vocation/entrepreneurial opportunities.

Programme outcomes	
PO 1	Demonstrate an entry level competence in understanding the ecological dynamics and their influence on humans and anthropogenic endeavours.
PO 2	Demonstrate the ability to carry out ecological analysis in field conditions/laboratories and make appropriate judgements.
PO 3	Ability to understand and appreciate the role of ecology and system dynamics in specific habitats/agroecosystems.
PO 4	Be able to understand the demands and function in work environment dealing with environmental systems.

Content of Theory Course 2	52Hrs
Unit – 1	14
Levels of organization, Ecology: Divisions of Ecology - approaches in studying Ecology. Ecosystems – Definitions. Classification of ecosystem – Terrestrial and Aquatic with their divisions. Structure of the ecosystem - Function of ecosystem - food chain – food web – bio-magnification. Ecological pyramids – Types. Biogeochemical cycles: Classification. Carbon and Phosphorus cycles – anthropogenic influences on these cycles. Energy flow in an ecosystem – productivity - trophic levels; Study of pond and crop land ecosystems; homeostasis and feedback mechanisms.	
Unit – 2	14
Community Ecology: Definition, Characteristics of a Community – Species diversity, growth form and structure, dominance, relative abundance, trophic structure. Population Ecology: Definition, Characteristics of Population: Density – Natality – Mortality – Age distribution – Growth form-Population Equilibrium – Biotic potential – Carrying capacity – Dispersal – Dispersion – Population fluctuations – Population regulation.	
Unit - 3	14
Ecological succession – Primary and Secondary succession – Natural and man-influenced succession, – Hydrarch and Xerarch - Climax vegetation and their theories; Ecotone and Edge effect; Ecological equivalents; Ecotypes and Ecophenes; Ecological indicators. Ecological Niche: Concept and Types of niches: Spatial, Trophic and Multidimensional – Niche parameters: Form, Position and Width – Niche Partitioning - Realized and Fundamental Niche. Biomes: Definition and concept. Classification of biomes.	
Unit - 4	14
Biotic and Abiotic factors: Influence Temperature, Wind and Water, Edaphic, Topographic on flora and fauna. Concept of Limiting Factors: Liebig's Law of Minimum; Shelford's Law of Tolerance and the combined concept. Evolution: Definition – Darwin's postulates - Natural selection – Types – Industrial Melanism - Pesticide resistance. Co-evolution; Mimicry – Batesian and Mullerian mimicry, warning colouration.	

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Formative Assessment – Continuous Internal Assessment = 40% (40 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	60% (60 Marks)
Total	100% (100 Marks)

Content of Practical Course 2: List of Experiments to be conducted

ES 2P1: ECOLOGICAL ANALYSIS

(Total Teaching Hours = 52; Total Credits = 2)

1. Sampling technique of phytoplankton
2. Sampling technique of zooplankton
3. Quantitative estimation of phytoplankton – Sedgwick-Rafter method
4. Quantitative estimation of zooplankton – Sedgwick-Rafter method
5. Determination of organic pollution – Palmer's Algal Pollution index
6. Estimation of primary productivity of a pond – Light and Dark bottle method
7. Estimation of primary productivity of terrestrial vegetation – Chlorophyll method
8. Estimation of primary productivity of grasses – Harvest method
9. Study of plant community – Individual count method/Quadrat method
10. Study of animal community – Line transect method
11. Determination of species diversity indices – Simpson and Shannon's Wiener Index
12. Estimation of carbon capture and storage of trees
13. Identification of ecological indicators

References

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Formative Assessment – Practical Internal Assessment = 50% (25 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	50% (25 Marks)
Total	100% (50 Marks)

ES OE2: CLIMATE CHANGE AND ITS IMPLICATIONS

Number of Theory Credits	Number of lecture hours/ semester
3	42

Content of OPEN ELECTIVE Theory Course 2	42Hrs
Unit – 1	14
<p>Climate Change: Definition, scope and facts of climate change. Origin and evolution of the earth's atmosphere. Composition and thermal structure of atmosphere; Weather and climate; Meteorological parameters - temperature, pressure, precipitation, humidity, wind speed & direction. Introduction to the effects of various anthropogenic activities on earth's atmosphere.</p> <p>Monsoons – Definition, Indian monsoons – seasons: Cold weather season (Winter), the hot weather season (Summer), season of advancing monsoon (The rainy season) and season of retreating monsoon (The transition season). Cyclones of the Indian region; El-Nino, La Nina and their impacts.</p>	
Unit - 2	14
<p>Greenhouse effect and global warming: Definition, impacts, major greenhouse gases, sources and sinks of greenhouse gases; Urban Heat Islands; Ozone layer depletion and recovery, issues and remedies; ground level ozone and air pollution; global dimming. Carbon footprint.</p> <p>Impacts of global climate change: Increased surface mean temperature, insect outbreaks, vector borne/zoonotic diseases, forest fire, reduced water availability, influence on agriculture, increase in floods and drought incidences, loss of biodiversity and extinction of species, sea level rise. Climate change and food security. Vulnerable populations – The Kiribati story.</p>	
Unit - 3	14
<p>Climate change and policy frameworks – History of international climate change policies. United Nation Framework Convention on climate change (UNFCCC), The United Nations Conference on Environment and Development, Intergovernmental Panel on Climate Change (IPCC), Ministry of Environment, Forests & Climate Change (MoEF&CC), National Action Plan on Climate Change (NAPCC), Agenda 21, The Kyoto protocol, Paris agreement. Overview of Conference of Parties (CoP). Evolution of climate change negotiations.</p> <p>Climate change adaptation and mitigation: Definition, scope and objectives. Linkages between development, climate change impacts, their mitigation and adaptation. Clean Development Mechanisms; Green Climate Fund, The Adaptation Fund. United Nations Sustainable Development Goals. Role of individuals in achieving Sustainable Development Goals.</p>	

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Formative Assessment – Continuous Internal Assessment = 40% (40 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	60% (60 Marks)
Total	100% (100 Marks)

ES OE2: ENVIRONMENT AND PUBLIC HEALTH IN CONTEMPORARY SOCIETY

Number of Theory Credits	Number of lecture hours/semester
3	42

Content of OPEN ELECTIVE Theory Course 2	42Hrs
Unit – 1	14
Environment and public health: Definitions of health and disease. Perspectives on individual health: Nutritional, socio-cultural and developmental aspects, Dietary diversity for good health; Human developmental indices for public health. Effect of quality of air, water and soil on human health. Diseases in contemporary society: Need for good health - factors affecting health. Types of diseases - deficiency, infection, pollution diseases - allergies, respiratory, cardiovascular and cancer. Personal hygiene- food- balanced diet. Health effects of smoking, drugs and alcohol consumption.	
Unit - 2	14
Malnutrition: Vitamin deficiency diseases and Mineral deficiency diseases; Folic acid requirement during pregnancy; Food Safety- Adulterants and preservatives; Pesticide Toxicity: Endosulfan and DDT; Genetically Modified Food. Non-communicable diseases and Lifestyle diseases - Diabetes and Hypertension. Communicable diseases: Definition, mode of transmission – pandemic, epidemic and endemic diseases. Vector borne diseases: Plague and Malaria; emerging diseases: Dengue, Chikungunya, Zika, Ebola, Swine Flu, Bird Flu, Severe Acute Respiratory Syndrome (SARS), Middle East Respiratory Syndrome (MERS); Zoonosis- Leptospirosis; Kyasanur Forest Disease (KFD) Toxoplasmosis and Nipah.	
Unit - 3	14
Occupational health: Sick Building Syndrome; Noise and Radiation; Ergonomics - Stress and Fatigue; Carpal tunnel syndrome (CTS); Methyl mercury and cerebral palsy; Synergistic effect; Irritable bowel syndrome; Crohn's disease. Environmental Sanitation and Hygiene: Safe disposal of human excreta; Solid waste disposal; Sanitation value chain. Drug safeties: Thalidomide Tragedy; Antibiotic stewardship; New Delhi Antibiotic-Resistant superbug.	

References

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Formative Assessment – Continuous Internal Assessment = 30% (30 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	60% (60 Marks)
Total	100% (100 Marks)

ES OE2: WILDLIFE AND CONSERVATION

Number of Theory Credits	Number of lecture hours/ semester
3	42

Content of OPEN ELECTIVE Theory Course 2	42Hrs
Unit – 1	14
<p>Wildlife: Definition, significance – Values of wildlife: Ecological, Economic, Cultural, Aesthetic, Scientific, Recreational and Medicinal Biogeographical zones of India. Significant wildlife of India. Causes for wildlife depletion – HIPPO (Habitat destruction, Invasive species, Pollution, Population (human overpopulation), Overharvesting by hunting and fishing. Forest fires and wildlife depletion. Effects of depletion of wildlife – Ecological, Economic Socio-cultural Urban wildlife. Human-wildlife conflict and management.</p> <p>Categories of Wildlife: IUCN Red data categories - Extinct, Extinct in wild, Critically endangered, Endangered, Vulnerable, Near threatened, Least concerned, Data deficient, Not evaluated. IUCN Red data book. Keystone species, Flagship species, Umbrella species. Priority species, Indicator species.</p>	
Unit - 2	14
<p>Wildlife conservation: Need for conservation of wildlife. History of wildlife conservation in India. Biosphere reserves, National parks, Wildlife sanctuaries, wildlife reserves, protected areas, privately owned wildlife reserves &, Single species/single habitat-based conservation areas, Area of special scientific interest (ASSI). Conservation practices - <i>Ex-situ</i> and <i>in-situ</i> conservation. Captive breeding - Role of Zoos in conservation. Community conserved areas – <i>Devarakadu</i> and <i>Pavitra Vana</i>. Case studies: Project tiger, Project elephant. Role of BSI and ZSI in conservation.</p> <p>People and conservation: Traditional knowledge, Traditions and cultures, Women and people's participation in managing protected areas. Role of NGOs in conservation. Conservation Institutions – Bird Life International, GEF, IUCN, UNEP, WCS, WWF, BNHS, WTI.</p>	
Unit - 3	14
<p>Wildlife tourism: Definition, scope and relevance. Role of Zoos and Botanical parks in tourism and awareness creation. Bird and butterfly watching. Positive and negative impacts of wildlife tourism. Conflicts related to wildlife tourism. Wildlife trade and legislation: Wildlife trade and impacts. The Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES). Wildlife Trade Monitoring Network (TRAFFIC). Salient features of Indian wildlife act 1972.</p>	

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Formative Assessment – Continuous Internal Assessment = 40% (40 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	60% (60 Marks)
Total	100% (100 Marks)



Government of Karnataka

Model Curriculum

Program Name	B.Sc. Zoology	Semester	VI
Course Title	Environmental Biology, Wildlife Management & Conservations (Theory)		
Course Code:		No. of Credits	4
Contact hours	60Hours	Duration of SE/Exam	Hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Pre-requisite(s):

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Develop an understanding of how animals interact with each other and their natural environment.
- CO2. Develop the ability to use the fundamental principles of wildlife ecology to solve local, regional and National conservation and management issues.
- CO3. Develop the ability to work collaborative team-based projects.
- CO4. Gain an appreciation for the modern scope of scientific inquiry in the field of wildlife conservation management.
- CO5. Develop an ability to analyze, present and interpret wildlife conservation Management information.

Formative Assessment for Theory	
Assessment Occasion/type	Marks
House Examination/ Test	20
Written Assessment/ Presentation/ Project/Term Papers	10
Classroom Performance/ Participation/Seminars	10
Total	40Marks
<i>Formative Assessment as per NEP guidelines are compulsory</i>	

Contents		60Hrs
Unit-I		15
1	Ecology: Introduction to ecology, Definition, ecosystem, types of ecosystem, food chain and food web, trophic levels. Environment: Definition, types of environment, terrestrial, aquatic, desert, grassland and aerial environment. Environmental Biology: Adaptive features of animals to different Environmental factors (Temperature, light, salinity, altitude). Ecological factors, weather, climate, ozone layer.	
Unit-II		15
1.	Definition, types of pollutants, air, soil, water and thermal pollution, ozone layer depletion, Green house effect, biomagnifications, bio accumulation and bioremediation. Effects of pollution on plants and animals.	
Unit-III		15
4.	Wildlife Management : Importance and Values of wildlife (IUCN) – Wildlife categories Endangered, Threatened, Vulnerable, Rare, Red data Book, Causes and depletion of wildlife (Direct, Indirect destruction), Inventory and classification of wetlands and their biotic components, RAMSAR convention. General strategies and issues, concept of home range, wildlife corridors and territory, animal census, tracing movement and remote sensing and GIS.	
Unit-IV		15
3.	Wildlife Conservation: Conservation strategies - Ex-situ and in-situ conservation (Bio-reservoirs, National parks, Wild life sanctuaries), Ex-situ (Zoo, Captive breeding, Cryopreservation) biosphere reserve. Project tiger. Project Elephant. Habitat preservation, breeding in captivity. Wildlife Protection Act - 1972	

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CHAPTER

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Part One

THE ENVIRONMENT

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 - (II) The Atmosphere or the Air : (1) Structure of Earth's Atmosphere-2;
(2) The Importance of The Atmosphere - 3; (3) Meteorological Conditions
And Air Circulation-3.
 - (III) The Hydrosphere : (1) Structure of Water Molecule And Its Properties-6;
(2) The Importance of Water-6; (3) Global Distribution of Water-7;
(4) Hydrological Cycle-7; (5) Lentic And Lotic Aquatic Systems-8;
(6) Physico-Chemical Characteristics of Water Quality-11.
 - (IV) The Lithosphere or the rocks and soil : (1) Rocks in Earth's crust-14;
(2) Disintegration of Rocks And Formation of Soils-15; (3) Components
of Soil And Their Importance-16; (4) Importance of Soil to The
Biosphere-17.
 - (V) The Living Component of The Environment—The Biosphere :
(1) Ecosystems-18; (2) Structure of An Ecosystem-18; (3) Flow of Energy
And Bio-Geo-Chemical Cycles-20; (4) State of Dynamic Equilibrium and
System Homeostasis-20; (5) Diversity, Productivity And Stability in
An Ecosystem-20; (6) Circulation of Non-Essential And Toxic
Substances-21.
 - (VI) Self Sustainability of Natural Ecosystems-21.



Components of the Environment

EVERYTHING which surrounds us may collectively be termed as the Environment. The air which we breathe, the soil on which we stand, water, living and non-living things around, the environment, has influenced and shaped our lives since time immemorial. It is from the environment that we get food to eat, water to drink, air to breathe and all necessities of day to day life. Environment around us constitutes a life support system. Through a process of natural selection and elimination it is the environment only which has caused the evolution of the biological spectrum, the biosphere, as it exists today.

I BASIC COMPONENTS OF THE ENVIRONMENT.

Environment consists of all living and non-living things which surround us. Therefore, the basic components of the environment are :

1. Atmosphere or the air
2. Hydrosphere or the water
3. Lithosphere or the rocks and soil
4. The living component of the environment or the biosphere

II ATMOSPHERE OR THE AIR.

Atmosphere consists of a complex mixture of a number of gases, water vapour and a variety of fine particulate material (Table 1.1). The gaseous mantle which surrounds the globe is constituted by about 5.15×10^{21} metric tons of gas which exerts a pressure of about 1 kg per sq. cm. on earth's crust (Syrnick 1988). Most of these gases are compressed in the lowermost layer. Pressure decreases as we move upward.

Table 1.1. The composition of earth's atmosphere

Gas	Parts per million	Relative percentage
Nitrogen	780840.00	78.08
Oxygen	209460.00	20.93
Argon	9340	00.93
Carbon dioxide	403.00	00.03
Neon	18.00	00.0018
Helium	5.20	00.00052
Methane	1.50	00.00015
Krypton	1.00	00.0001
Hydrogen	0.50	00.00005
Nitrous oxide	0.50	00.00005
Xenon	0.09	00.000009
Ozone	0.07	00.000007

(1) STRUCTURE OF EARTH'S ATMOSPHERE

Based primarily on the temperature pattern, earth's atmosphere can be roughly divided into four major zones or layers as depicted in Fig. 1.1

1. **The troposphere** : The zone immediately above earth's surface is known as the troposphere which extends upto a height of about 20 kms above the equator and about 8 kms over the poles. The temperature in this zone drops with height being as low as -60°C at its upper extremity.
2. **The stratosphere** : The layer next to troposphere is called the stratosphere. It is about 30 kms in thickness and is a very important zone of atmosphere as it contains the vital ozone layer. The temperature in this zone rises from -60°C to about 0°C in its upper layers. The rise in temperature is due to the formation of ozone under the influence of ultra-violet radiations.
3. **The mesosphere** : It is a zone of about 40 kms in thickness which lies next to the stratosphere. This zone is characterised by gradual decline in temperatures to about -90°C .
4. **The thermosphere** : It is the zone next to mesosphere in which temperature increases with height. Most of the constituents of this zone are in ionized state.

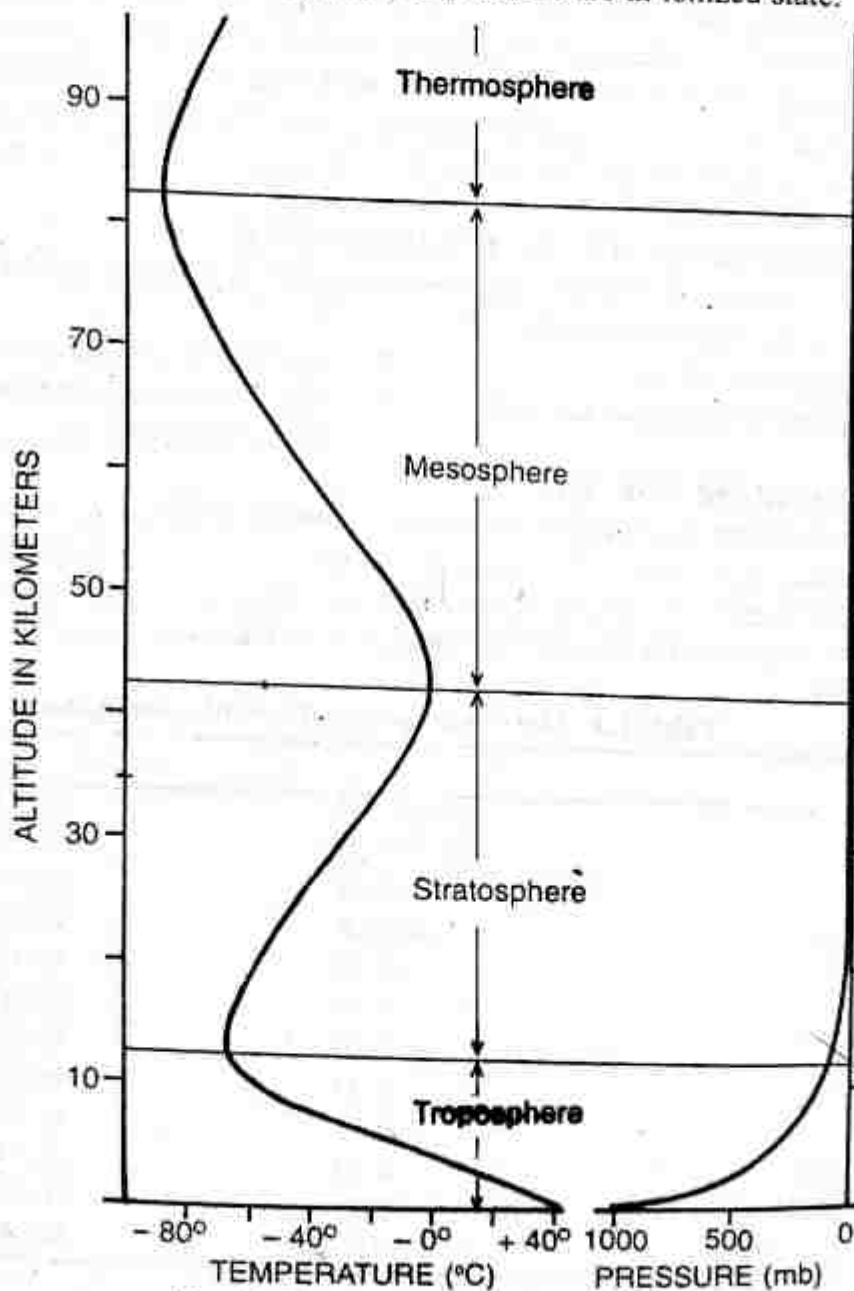


Fig. 1.1 The structure of earth's atmosphere.



(2) THE IMPORTANCE OF ATMOSPHERE

It is the typical structure and composition of earth's atmosphere which is responsible for creating conditions suitable for the existence of a healthy biosphere on this planet. The load of pollutants discharged in the air is also diluted, chemically modified and is finally brought back to earth's surface to be eliminated. Atmosphere's role in maintenance of the biosphere in a healthy state can be summed up as follows :

1. Atmosphere regulates the temperature of earth's crust. The presence of gases capable of absorbing long wavelength radiations, is responsible for maintaining the temperatures under which life activities are possible. Moon for example, has no atmosphere. At its equator, surface temperatures rise to 101°C in the day. In nights they drop down to -180°C . No life can survive at these temperatures.
2. The incoming solar radiations are filtered high above earth's surface. Harmful ultra-violet radiations are absorbed in the stratosphere by the vital ozone layer. These rays can severely damage the terrestrial life.
3. The temperature and pressure patterns determine precipitation which in turn regulates the abundance and composition of biotic communities on earth's surface.
4. Constant mixing of the contents of atmosphere occurs due to air currents and the vertical temperature gradient. This prevents accumulation of harmful gases and vapours at any particular spot. Atmosphere is, therefore, a quick and effective media for transfer, transport and dissemination of gaseous wastes.
5. Pollutants in the atmosphere are removed by a much more effective mechanism than that operating on land or in water. As the troposphere derives its heat from earth's surface, warm air being lighter rises and cools down adiabatically. Cooling condenses water vapours. The entire load of pollutants is brought down with snow, dew or rains which cleans the atmosphere.

(3) METEOROLOGICAL CONDITIONS AND AIR CIRCULATION

Man introduces a large amount of gaseous wastes and fine particulate material into the atmosphere. Meteorological conditions play an important role in the dilution and dissemination of these wastes in the atmosphere. Even in badly polluted localities there are times when the atmosphere appears quite clean. These fluctuations are not caused by gross changes in the emission of pollutants but are due to the variations in meteorological conditions of the environment such as temperature, pressure and humidity etc. (Menon 1989, Anonymous 1970)

1. Dilution of pollutants in the atmosphere :

It is the actual temperature gradient in the troposphere which determines the extent of mixing or dilution of gaseous material introduced into the atmosphere. All gases when transferred from higher pressure to a zone of lower pressure expand and undergo cooling. Similarly, contraction and warming occurs if they are transferred from a zone of lower pressure to higher pressures. As atmospheric pressure decreases with height, movement of a parcel of the introduced gas upwards causes its expansion and thereby lowering of its temperatures. Likewise, displacement downwards results in its contraction and warming. This happens adiabatically, i.e., no heat is either withdrawn or provided to the system. The decline or lapse in temperature of a dry gas is 1°C for every 100 metres of height covered and is known as **Dry Adiabetic Lapse Rate (DALR)**. It is a theoretical value calculated for the pressure differences which exist between the altitudes 100 metres apart. Any gaseous pollutant tends to expand and cool down by 1°C if it is moved 100 metres upward from its original position.

2. Vertical circulation of atmospheric air :

Much of earth's atmosphere is compressed into a relatively thin shell of dense air around the globe. Higher up the air is thinner and rarer. Solar radiations pass through atmosphere and heat earth's surface. It is from earth's crust that air derives most of its heat. Lower layers, therefore, are

11. There is no regulation prohibiting the import and marketing of chemicals, which have been banned in other countries.

Conclusion

Certainly, the enactment of Environment (Protection) Act, 1986 is a bold step taken up by our late Prime Minister, Rajiv Gandhi. Wide in scope it sets the tone for the planning and execution of a nation-wide programme for the abatement and control of environmental pollution. The major difficulty in its execution is that alleged offenders invariably obtain stay orders from the courts. Let us hope that the authority constituted to implement succeeds in this Herculean task.

We hope with the setting up of separate environmental courts and further appropriate amendments in the Act, the authorities would certainly have enough power in their hands for the implementation and execution of the provisions contained therein for prevention and control of environment pollution and also protection of the earth biosphere from further degradation.

In the context of the ongoing detoxification of sanctuaries, certain sections of the Wildlife (Protection) Act 1972 are reproduced here. The full text of the Act is not described here.

THE WILD LIFE (PROTECTION ACT 1972)

Chapter III A Protection of Specified Plants.

17 A Prohibition of picking, uprooting, etc. of specified plants.

No person shall.

a) Wilfully pick, uproot, damage, destroy, acquire or collect any specified plant from any forest land and area specified by notification, by the Central Government.

b) Possess, sell, offer for sale, transfer or transport any specified plant, whether alive or dead, or part or derivative thereof:

Provided that nothing in this section shall prevent a member of a scheduled tribe, subject to the provisions of chapter IV.

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from picking, collecting or possessing in the district he resides any specified plant or part derivative thereof of his bonafide personal use.

17 B Grant of permit for special purposes.

17 B The Chief Wildlife, Warden may with the previous permission of the State Government, grant to any persons a permit to pick, uproot, acquire or collect from a forest land or the area specified under Section 17A or transport, subject to such conditions as may be specified therein, any specified plant for the purpose of

- a) Education
- b) Scientific Research
- c) Collection preservation and display in a herbarium of any scientific institution or
- d) Propagation by a persons or an institution approved by the Central Government in this regard.

17C Cultivation of specified plants without licence prohibited.

1. No persons shall cultivate a specified plant except under and in accordance with a licence granted by the Chief Wildlife Warden or any other officer authorised by the State Government in this behalf;

Provided that nothing in this section shall prevent a person, who immediately before the commencement of the Wildlife (Protection) Amendment Act 1991, was cultivating a specified plant, from carrying on such cultivation for a period of six months from such commencement, or where he has made an application within that period for the grant of a licence to him, until the licence is granted to him or he is informed in writing that a licence cannot be granted to him.

2. Every licence granted under this section shall specify the area in which and the condition, if any, subject to which the licensor shall cultivate a specified plant.

17D Dealing in specified plants without licence prohibited

1. No persons shall, except under and in accordance with a licence granted by the chief Wildlife Warden or any other office authorised by the State Government. in this behalf, commence

As per New NEP Syllabus for 6th Semester, B.Com.

E-COMMERCE

Suman M.

Dr. Kantesha Sanningammanavar

B. Parvathi Devi

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BASIC ETHICAL CONCEPTS

✓ Ethics is a branch of philosophy that deals with principles of morality and the concepts of right and wrong behavior. In various fields, including business and everyday life, ethical concepts provide a foundation for making decisions and guiding behavior. Here the main basic ethical concepts:

1. ***Ethical Principles:*** Respecting individuals' right to make their own decisions and choices. Acting in a way that promotes the well-being and welfare of others. Avoiding actions that cause harm or minimize harm whenever possible. Ensuring fairness and equality in the distribution of benefits and burdens.

Integrity: Upholding honesty and truthfulness in actions and communications. Consistency between one's actions and values, and keeping promises and commitments.

Respect for Others: Treating others with dignity, courtesy, and consideration. Recognizing and valuing diversity and individual differences.

Fairness: Ensuring fair treatment and equal opportunities for all. Avoiding discrimination and bias in decision-making.

Caring and Compassion: Demonstrating empathy and compassion toward others. Taking into consideration the well-being of individuals and communities.

Social Responsibility: Recognizing the impact of actions on society and the environment. Contributing positively to the community and minimizing negative externalities.

Sustainability: Considering the long-term consequences of decisions on the environment and future generations. Striving for practices that promote environmental, social, and economic sustainability.

ANALYZING ETHICAL DILEMMAS

Analyzing ethical dilemmas involves a thoughtful and systematic examination of complex situations where conflicting moral principles or values are at play. When facing an ethical dilemma, individuals or organizations can use a structured approach to assess the situation and make informed decisions. Analyzing ethical dilemmas requires a careful and comprehensive examination of the situation, consideration of various perspectives, and a commitment to ethical principles. This structured approach helps individuals and organizations navigate complex ethical challenges while promoting responsible decision-making.

Here's a step-by-step guide for analyzing ethical dilemmas:

1. **Identify the Dilemma:** Clearly articulate the ethical dilemma or the conflicting principles involved. Define the problem and recognize the key stakeholders affected by the decision.
2. **Gather Information:** Collect relevant facts and information about the situation. Consider the context, consequences, and potential impact of different courses of action. Identify any laws, regulations, or ethical codes that apply.
3. **Identify Stakeholders:** Identify and list all the individuals or groups who have a stake in the outcome. Understand their interests, concerns, and potential benefits or harms associated with different decisions.
4. **Consider Ethical Principles:** Evaluate the situation in light of ethical principles and values such as autonomy, beneficence, non-maleficence, justice, and integrity. Determine which principles are relevant and how they apply to the dilemma.

5. **Evaluate Consequences:** Analyze the potential consequences of each alternative. Consider both short-term and long-term effects on individuals, organizations, and society. Assess the impact on stakeholders' well-being and rights.
6. **Personal Values:** Consider your own values and beliefs. Reflect on how your personal values may influence your decision-making process. Be aware of any biases or conflicts of interest that may impact your judgment.
7. **Make a Decision:** Based on the analysis, choose the course of action that aligns with ethical principles, respects the rights of stakeholders, and minimizes harm. Consider the potential trade-offs and be prepared to justify your decision. Put the chosen course of action into practice. Communicate the decision to relevant stakeholders and implement any necessary changes or actions.
8. **Monitor and Reflect:** Continuously monitor the outcomes of the decision. Reflect on the consequences and whether the chosen course of action achieved the intended ethical goals. Be willing to adjust or modify the approach if necessary.

CANDIDATE ETHICAL PRINCIPLES PRIVACY

✓ These principles are often reflected in various privacy regulations, such as the General Data Protection Regulation (GDPR) in Europe and the California Consumer Privacy Act (CCPA) in the United States. Adhering to these principles helps ensure that privacy is respected and protected in the digital age.

If you're asking about ethical principles related to privacy in a general sense, here are some fundamental principles that are often considered:

1. **Consent:** Individuals should have the right to control the use of their personal information and must provide informed consent before their data is collected or processed.
2. **Minimization:** Only the minimum amount of personal data necessary for a specific purpose should be collected and processed. Companies and organizations should avoid unnecessary or excessive data collection.
3. **Transparency:** Individuals should be informed about how their data is being collected, used, and shared. Clear and accessible privacy policies should be provided to users.
4. **Security:** Organizations are responsible for securing the personal data they collect to prevent unauthorized access, disclosure, alteration, and destruction.
5. **Purpose Limitation:** Personal data should be collected for a specific and legitimate purpose, and it should not be used for any other purpose without obtaining additional consent.

ಸಮನ್ವಯ-೨

ಬಿ.ಎಸ್ಸಿ ಪದವಿಯ ಮೂರನೆಯ ಸೆಮಿಸ್ಟರ್ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ
2022 - 2025

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ -2020 ರ ಪಠ್ಯಕ್ರಮದಂತೆ

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ಮಹಿಳಾ ಕಾವ್ಯ ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿ ವಿಶಿಷ್ಟ ಧಾರೆಯಾಗಿದೆ. ಕಾವ್ಯ ಈಚಿನ ದಿನಗಳಲ್ಲಿ ಲೇಖಕಿಯರ ಪ್ರಮುಖ ಅಭಿವ್ಯಕ್ತಿ ಮಾಧ್ಯಮವಾಗಿದೆ. ಹಿಂದಿನ ದಿನಗಳಲ್ಲಿ ಕಥನ ಪರಂಪರೆಯನ್ನು ಹೆಚ್ಚು ನಂಬಿಕೊಂಡು ಬರೆದಿರುವುದು ಕಾಣುತ್ತದೆ. ಇದಕ್ಕೆ ಪ್ರತಿಯಾಗಿ ಸಮಕಾಲೀನ ಬಹುತೇಕ ಬರಹಗಾರ್ತಿಯರು ಕಾವ್ಯದ ಮೂಲಕವೇ ಸಾಹಿತ್ಯ ವಲಯವನ್ನು ಪ್ರವೇಶ ಮಾಡುತ್ತಿದ್ದಾರೆ. 'ಕನ್ನಡ ಕಾವ್ಯ ಕ್ಷೇತ್ರದ ಏಕಮುಖವಾದ ಪುರುಷಪ್ರಜ್ಞೆಯ ಪ್ರವಾಹವನ್ನು ಅದರ ದಿಕ್ಕನ್ನು ಒಂದಿಷ್ಟು ಬೇರೆ ಕಡೆಗೆ ಬದಲಿಸುವ ಪ್ರಯತ್ನ ಕವಿಯಿತ್ರಿಯರ ಮೂಲಕ ನಡೆಯುತ್ತಿದೆ' ಎಂದು ವಿಮರ್ಶಕರು ಗುರುತಿಸುವಷ್ಟು ಮಹಿಳಾ ಕಾವ್ಯ ಸಶಕ್ತವಾಗಿದೆ.

ಮುಖ್ಯವಾಗಿ ಕಾವ್ಯವೇ ಈ ತಲೆಮಾರಿನವರಿಗೆ ಪ್ರಿಯವಾದ ಮಾಧ್ಯಮ ವಾಗಿದ್ದು, ವಿಶಿಷ್ಟ ಬಗೆಯಲ್ಲಿ ಮಹಿಳಾ ಕಾವ್ಯ ಪರಂಪರೆ ರೂಪುಗೊಳ್ಳುತ್ತಿದೆ. ೧೯೭೦ರ ವರೆಗಿನ ಮಹಿಳಾ ಸಾಹಿತ್ಯದಲ್ಲಿ ಕಥನ ಪರಂಪರೆ ಪ್ರಾಧಾನ್ಯತೆಯನ್ನು ಪಡೆದಿದ್ದರೆ ೭೦ರ ದಶಕದಿಂದ ಈಚೆಗೆ ಕಾವ್ಯ ಪ್ರಾಧಾನ್ಯತೆಯನ್ನು ಪಡೆದು ಕೊಂಡಿದೆ. ಸ್ತ್ರೀವಾದಿ ಚಿಂತನೆ ಗಟ್ಟಿಯಾಗಿ ಕನ್ನಡದಲ್ಲಿ ರೂಪುಗೊಳ್ಳುವುದಕ್ಕೂ, ಮಹಿಳಾ ಕಾವ್ಯ ಗಟ್ಟಿಯಾಗಿ ಸೃಷ್ಟಿಯಾಗುವುದಕ್ಕೂ ನೇರ ಸಂಬಂಧ ಇದ್ದಂತೆ ತೋರುತ್ತದೆ. "ನವೋದಯ ಕಾಲದಲ್ಲಿ ಬರೆಯುತ್ತಿದ್ದ ಹೆಚ್ಚಿನ ಲೇಖಕಿಯರು ಕಥೆ, ಕಾದಂಬರಿಗಳ ಮೂಲಕ ತಮ್ಮ ಅನುಭವಗಳನ್ನು ಕಟ್ಟಿಕೊಡುವ ಪ್ರಯತ್ನ ನಡೆಸಿದ್ದಾರೆ. ಹಿಂದಿನ ಲೇಖಕಿರಿಗೆ ಕೌಟುಂಬಿಕ ಅನುಭವಗಳೇ ಮುಖ್ಯ ಆಧಾರ ಆಗಿದ್ದವು. ಆದರೆ ದಲಿತ-ಬಂಡಾಯ ಸಂದರ್ಭದಲ್ಲಿ ಸಾಹಿತ್ಯ ಕ್ಷೇತ್ರಕ್ಕೆ ಪ್ರವೇಶ ಪಡೆದ ಮಹಿಳೆಯರ ಆದ್ಯತೆಗಳು ಕುಟುಂಬದ ಆಚೆಗಿನ ಪ್ರಪಂಚದ್ದಾಗಿದೆ ಮತ್ತು ತನ್ನ ಒಳ ಜಗತ್ತಿನದ್ದಾಗಿದೆ. ಹಾಗಾಗಿಯೇ ಹದಿವಯಸ್ಸಿನ ಕವಿಯಿತ್ರಿಯರಿಗೆ ಕಾವ್ಯ ಮೆಚ್ಚಿನ ಪ್ರಕಾರವಾಗಿ ಕಂಡಿದೆ ಎಂದು ವಿಮರ್ಶಕರು ವ್ಯಾಖ್ಯಾನಿಸಿದ್ದಾರೆ.

(ಕನ್ನಡ ಮಹಿಳಾ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ; (ಸಂ) ಎಚ್.ಎಸ್. ಶ್ರೀಮತಿ, ಕನ್ನಡ ವಿ.ವಿ. ಹಂಪಿ, ೨೦೦೬)

ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯಕ್ಕೆ ಮಹಿಳೆಯರ ಪ್ರವೇಶ ಹೆಚ್ಚಿರುವುದನ್ನು ಕೆ.ವಿ.ನಾರಾಯಣ ಅವರು ಹೀಗೆ ವಿಶ್ಲೇಷಿಸಿದ್ದಾರೆ, "ಪ್ರಚಲಿತ ಕೌಟುಂಬಿಕ ಚೌಕಟ್ಟನ್ನು ಒಪ್ಪಿ ಬರೆದವರು ಕಥೆ ಕಾದಂಬರಿಗಳನ್ನು ರಚಿಸುತ್ತಿದ್ದಾರೆ, ವೈಯಕ್ತಿಕತೆಯ ಅರಿವು ತೀವ್ರವಾದವರು ಕಾವ್ಯ ರಚಿಸುತ್ತಿದ್ದಾರೆ." ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಸಮಕಾಲೀನ ಮಹಿಳಾ ಕಾವ್ಯವನ್ನು ನೋಡಿದಾಗ ಹೆಚ್ಚಿನವರಿಗೆ ಕವಿತೆಯು ಒಂದು ಸಾಹಿತ್ಯಕ ಹವ್ಯಾಸಕ್ಕಿಂತ ಹೆಚ್ಚಾಗಿ ತಮ್ಮ ಮನಸ್ಥಿತಿಯನ್ನು ಪ್ರಕಟಪಡಿಸುವ ಅನಿವಾರ್ಯ ಮಾಧ್ಯಮವಾಗಿದೆ ಎಂಬುದು ಗಮನಕ್ಕೆ ಬರುತ್ತದೆ. ಎಷ್ಟೋ ಕವಿಯತ್ರಿಯರು ಹೇಳಿಕೊಂಡಿರುವಂತೆ ಅವರು ಕವಿತೆ ಬರೆದಿರುವುದು ತಮ್ಮ ಒಳಗಿನ ಒತ್ತಡವನ್ನು ನಿವಾರಿಸಿಕೊಳ್ಳಲು, ತಮ್ಮ ನೋವು ಹಾಗೂ ವಿಷಾದಗಳಿಗೆ ದನಿಕೊಡಲು. ಶಾವು ಯಾರಿಗೂ ಹೇಳಿಕೊಳ್ಳಲಾಗದ ತಲ್ಲಣಗಳನ್ನು ಅನುಭವಗಳನ್ನು ಕವಿತೆಯ ರೂಪದಲ್ಲಿ ಅಭಿವ್ಯಕ್ತಿಸಿದ್ದಾರೆ. ಮಹಿಳಾ ಕಾವ್ಯದಲ್ಲಿ ಹೆಣ್ಣಿನ ನೋವು, ಅಸಹಾಯಕತೆ, ತಲ್ಲಣ, ಸಂಕಟ ನಿರಂತರ ಅಭಿವ್ಯಕ್ತಿಯಾಗಿರುವುದನ್ನು ಗಮನಿಸಬಹುದು. "ಹೆಣ್ಣಿನ ಅಭಿವ್ಯಕ್ತಿಯ ಬಳಸು ದಾರಿಯಾಗಿದೆ ಕಾವ್ಯ!" (ಕನ್ನಡ ಮಹಿಳಾ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ; (ಸಂ) ಎಚ್.ಎಸ್.ಶ್ರೀಮತಿ, ಕನ್ನಡ ವಿ.ವಿ.ಹಂಪಿ ೨೦೦೬)

ಹೊಸಮಾರ್ಗದ ಕಾವ್ಯ :

ಮಹಿಳಾ ಕಾವ್ಯ ಸಮೃದ್ಧವಾಗಿ ಕಾಣಲು ಅದು ಬಳಸಿರುವ ತಂತ್ರ, ಆಶಯ, ವಸ್ತು, ವಿನ್ಯಾಸ ಮುಖ್ಯ ಕಾರಣ ಆಗಿವೆ. ಭಾಷಾ ವೈವಿಧ್ಯತೆಯನ್ನು ಸಾಧಿಸುವ ಪ್ರಯತ್ನ ಮಾಡಿದೆ. ಸಾಂಪ್ರದಾಯಿಕ ಕಾವ್ಯ ಶೈಲಿಯಾಗಿ, ಪುರುಷ ರಚನಾ ಮಾದರಿಗಳನ್ನು ಧಿಕ್ಕರಿಸಿ ತನ್ನದೇ ವಿಶಿಷ್ಟ ಮಾರ್ಗವನ್ನು ನಿರ್ಮಿಸಿಕೊಂಡು ಮುನ್ನಡೆದಿದೆ. ಇಂಥ ವಿಶಿಷ್ಟತೆಯನ್ನು ಅರಿಯುವ ಮತ್ತು ಮಹಿಳಾ ಕಾವ್ಯ ತತ್ವಗಳನ್ನು ಗ್ರಹಿಸಿಕೊಂಡು ವಿಶ್ಲೇಷಿಸುವ ಪ್ರಯತ್ನ ಮಾಡಬೇಕಿದೆ. ಆ ಮೂಲಕ ಮಹಿಳಾ ಕಾವ್ಯದ 'ಓದು'ವಿಗೆ ಭಿನ್ನ ದಾರಿಗಳನ್ನು ಕಂಡುಕೊಳ್ಳಲು ಸಾಧ್ಯ. ಕನ್ನಡ ಕಾವ್ಯ ಪರಂಪರೆ ಉದ್ದಕ್ಕೂ ಪುರುಷ ಲೋಕದೃಷ್ಟಿಯನ್ನು ಸಾಧಿಸಿರುವುದು ವಾಸ್ತವ. ಅಂಥ ಪುರುಷ ಪ್ರಧಾನ ಧಾರೆಯೊಳಗೆ ಸುಪ್ತವಾಗಿ ಮಹಿಳಾ ಸಂವೇದನೆಯ ಧಾರೆಯು ಅಂತರಗಂಗೆಯಂತೆ ಹರಿದು ಬಂದಿದೆ. ಮಹಿಳಾ ಕಾವ್ಯ ಸ್ತ್ರೀವಾದ ತಿಳಿವನ್ನು ಒಳಗೊಂಡಿರುವಂಥದ್ದು. ಸ್ತ್ರೀವಾದವು ಪುರುಷ ಪ್ರಧಾನ ಸಮಾಜದಲ್ಲಿ ಹೆಣ್ಣಿನ ಅನನ್ಯತೆಯನ್ನು ಗುರುತಿಸುವ ತಿಳಿವಳಿಕೆಯಾಗಿದೆ. ಮಹಿಳಾ ಕಾವ್ಯದ ಅಭಿವ್ಯಕ್ತಿ ಪ್ರಧಾನ ಧಾರೆಯ ಕಾವ್ಯ ಪರಂಪರೆಯನ್ನು ಧಿಕ್ಕರಿಸಿ

ವಿಜ್ಞಾನ ಸೌರಭ- ೧

[ರಾಜ್ಯ ಶಿಕ್ಷಣ ನೀತಿ ೨೦೨೪]

ವಿಜ್ಞಾನ ನಿಕಾಯ
ಪ್ರಥಮ ಬಿ.ಎಸ್.ಸಿ ಪದವಿಯ
ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ- ೧
(೨೦೨೪-೨೫)

ಪ್ರಧಾನ ಸಂಪಾದಕರು
ಪ್ರೊ. ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಸಂಪಾದಕರು
ಡಾ. ಹಾ.ಮ.ನಾಗಾರ್ಜುನ
ಪ್ರೊ. ಕೆ. ಜಿ. ಚವ್ವಣ
ಪವಿತ್ರ ಕೆ. ಪಿ.



ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ
ಪದವಿ ಕಾಲೇಜು ಕನ್ನಡ ಅಧ್ಯಾಪಕರ ವೇದಿಕೆ



ಸುವ್ವಿ ಪಬ್ಲಿಕೇಶನ್ಸ್, ಶಿಕಾರಿಪುರ
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೧. ಅಂಬೇಡ್ಕರನ ತೋರುಬೆರಳು

-ಕೆ. ಬಿ. ಸಿದ್ದಯ್ಯ

ಆ ಕಾಲದ, ಆ ಕಾಲದ
ಬರುವ ಕಾಲದ, ಇರುವ ಕಾಲದ
ಕಾಲಕಾಲದ ಕೈದಿ, ಕರುಣಾಳುಗಳ
ಬೆವರು, ನಿಟ್ಟುಸಿರಿನ ಘನ ನಿಲವು
ಇಕೋ.....
ಈ ಸರ್ವಾಂಗ ಸುಂದರ ವಿಧಾನಸೌದ
ಇಕೋ..... ಇಲ್ಲೆ
ಕಣ್ಣೆದುರಿಗೆ ನಿಂತಿದೆ
ಭಾರತದ ಒಲುಮೆ ಅಂಬೇಡ್ಕರ್ ಪ್ರತಿಮೆ.
ಕಣ್ಣೆದ್ದವರು ಕಾಣಿರೋ
ಒಳಗಣ್ಣೆದ್ದವರು
ಅವನ ಅಂತರಂಗವ ಮುಟ್ಟಿ ಅರಿಯಿರೋ.
ನೋಡುಗರ ನೋಟಕ್ಕೆ ದಕ್ಕಿದಂತೆ
ಕಂಡೂ ಕಾಣದವರ ಕಣ್ಣು ಕುಕ್ಕುವಂತೆ
ಜಾತಿ ಕುರುಡರ ಕಣ್ಣು ತಟ್ಟನೆ ತೆರೆಸುವಂತೆ
ಸ್ವಜಾತಿ ಜನರ ಪ್ರಜ್ಞೆ ಸ್ಪೋಟಿಸುವಂತೆ
ಜಾತ್ಯಾತೀತ ಜನಶಕ್ತಿ ಎದೆಎತ್ತಿ ನಡೆಯುವಂತೆ
ಬಾಯ್ದರೆದು ನುಡಿದರೆ ನಿಂತ ನೆಲ ನಡುಗುವಂತೆ
ಕಣ್ಣೆದ್ದವರು ಕಾಣಿರೋ
ಒಳಗಣ್ಣೆದ್ದವರು
ಅವನ ಅಂತರಂಗದ ಮುಟ್ಟು ಅರಿಯಿರೋ.
ಎಡಕ್ಕೆ: ಅಂದರೆ
ಉಚ್ಚ ನ್ಯಾಯಾಲಯದ ದಿಕ್ಕಿಗೆ
ಅಚ್ಚಹೊಸ 'ರಾಷ್ಟ್ರಗ್ರಂಥ'
'ಭಾರತಸಂವಿಧಾನ' ಎಡಗೈಲಿದೆ
ಬಲಕ್ಕೆ : ಅಂದರೆ
ತೋರು ಬೆರಳು ತೋರಿಸುತ್ತ

ಸರ್ವೋದಯ-೨

ಬಿ.ಎ/ಬಿ.ಎಸ್.ಡಬ್ಲ್ಯೂ/ಬಿ.ಎ ಹೋಮ್‌ಸೈನ್ಸ್
ಪದವಿ ಪ್ರೋಗ್ರಾಂ ತೃತೀಯ ಸೆಮಿಸ್ಟರ್ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ
2022 - 2025

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ -2020 ರ ಪಠ್ಯಕ್ರಮದಂತೆ

ಪ್ರಧಾನ ಸಂಪಾದಕರು
ಪ್ರೊ. ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಸಂಪಾದಕರು
ಡಾ. ಶೈಲಜ ಹೊಸಳ್ಳೇರ್
ಶ್ರೀ. ರವಿ ಎನ್.
ಶ್ರೀ. ರುದ್ರಮುನಿ ಹೆಚ್.



ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ
ಪದವಿ ಕಾಲೇಜು ಕನ್ನಡ ಅಧ್ಯಾಪಕರ ವೇದಿಕೆ

ಪ್ರಕಾಶಕರು



ಸುವ್ವಿ ಪಬ್ಲಿಕೇಶನ್ಸ್, ಶಿಕಾರಿಪುರ
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1. ವಿಶ್ವಭಾರತಿಗೆ ಕನ್ನಡದಾರತಿ

- ಶ್ರೀ ಚನ್ನವೀರ ಕಣವಿ.

ವಿಶ್ವವಿನೂತನ ವಿದ್ಯಾಚೇತನ ಸರ್ವಹೃದಯ ಸಂಸ್ಕಾರಿ
ಜಯ ಭಾರತಿ, ಕರುನಾಡ ಸರಸ್ವತಿ
ಗುಡಿ ಗೋಪುರ ಸುರಶಿಲ್ಪಕಲಾಕೃತಿ
ಕೃಷ್ಣ, ತುಂಗ, ಕಾವೇರಿ ಪವಿತ್ರ ಕ್ಷೇತ್ರ ಮನೋಹಾರಿ

ವಿಶ್ವವಿನೂತನ... ||1||

ಗಂಗ ಕದಂಬಾ ರಾಷ್ಟ್ರಕೂಟಬಲ
ಚಾಲುಕ್ಯ ಹೊಯ್ಸಳ, ಬಲ್ಲಾಳ
ಹಕ್ಕಿ-ಬುಕ್ಕಿ, ಪುಲಿಕೇಶಿ ವಿಕ್ರಮರ, ಚೆನ್ನಮ್ಮಾಜಯ ವೀರಶ್ರೀ

ವಿಶ್ವವಿನೂತನ ||2||

ಆಕಾರ್ಯತ್ರಯ ಮತ ಸಂಸ್ಥಾಪನ
ಬಸವಾಲ್ಲಮ ಅನುಭಾವ ನಿಕೇತನ
ಶರಣ-ದಾಸ-ತೀರ್ಥಂಕರ ನಡೆ-ನುಡಿ ವಿಶ್ವತಮೋಹಾರಿ

ವಿಶ್ವವಿನೂತನ... ||3||

ಪಂಪ, ರನ್ನ, ನೃಪತುಂಗ, ಹರೀಶ್ವರ
ರಾಘವಾಂಕ, ಸರ್ವಜ್ಞ, ಪುರಂದರ
ಕುಮಾರವ್ಯಾಸ, ರತ್ನಾಕರ, ಜನಪದ ಕಾವ್ಯ ಸಮುದ್ರವಿಹಾರಿ

ವಿಶ್ವವಿನೂತನ... ||4||

ಸಾಯಣ, ವಿದ್ಯಾರಣ್ಯ, ಭಾಸ್ಕರ
ಮಹಾದೇವಿ, ಮುಕ್ತಾಯಿ, ಮಹಂತರ
ಕಂಕಿ-ಹಂಪಿ, ಸುಮನೋರಮೆ-ಮುದ್ದಣ : ಸರಸಹೃದಯ ಸಂಚಾರಿ

ವಿಶ್ವವಿನೂತನ ... ||5||

ತ್ಯಾಗ-ಭೋಗ-ಸಮಯೋಗದ ದೃಷ್ಟಿ

ಬೆಳುವೊಲ, ಮಲೆ, ಕರೆ, ಸುಂದರ ಸೃಷ್ಟಿ
ಜ್ಞಾನದ, ವಿಜ್ಞಾನದ, ಕಲೆಯ್ಯಿರಿ ಸಾರೋದಯ ಧಾರಾಚಗರಿ

ಅರಿವೇ ಗುರು, ನುಡಿ ಜ್ಯೋತಿರ್ಲಿಂಗ,
ದಯವೇ ಧರ್ಮದ ಮೂಲತರಂಗ:
ವಿಶ್ವಭಾರತಿಗೆ ಕನ್ನಡದಾರತಿ! ಮೊಳಗಲಿ ಮಂಗಲ ಜಯಧೇರಿ !

||ಜಯಭಾರತಿ||

||ಜಯಭಾರತಿ||

||ಜಯಭಾರತಿ||



KUVEMPU UNIVERSITY

JNANASAHYADRI, SHANKARAGHATTA

Under Graduate (BA) Syllabus

for

Political Science Discipline

Under NEP-2020

(1st and 2nd Semester Revised syllabus)

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Program Objectives in Political Science

- To understand the importance of concepts in Political Science.
- To familiarize the students with the basic ideas thoughts and theories in Political Science.
- To help them 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 developments 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.

Revised 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 (60+40)
DSC-2	Political Theory	3	3	100 (60+40)
OE	1.1 Human Rights	3	3	100 (60+40)
	1.2 Elements of Indian Democracy	3	3	100 (60+40)
	1.3 Understanding Politics	3	3	100 (60+40)
Semester II				
DSC-3	Western Political Thought	3	3	100 (60+40)
DSC-4	Indian National Movement and Constitutional Development	3	3	100 (60+40)
OE	2.1 Indian Polity: Issues and Concerns	3	3	100 (60+40)
	2.2 Political Parties and Party Politics in India	3	3	100 (60+40)
	2.3 Colonialism and Nationalism in India	3	3	100 (60+40)

Revised Model Curriculum Design

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	40	(60+40) =100
Practical	-	-
Projects	-	-
Experiential Learning (Internships etc.)	-	-

**Revised 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	Assessments
1	Basic Concepts in Political Science	<ul style="list-style-type: none"> •Political Science conceptually and will gain knowledge to Explain and analyze pragmatic politics in day to day life. •The dynamics of politics and appreciate its importance in a life of citizen. 		The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive	60+40=100

		<ul style="list-style-type: none"> •The democratic spirit and the democratic functioning of a state. 		<p>Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.</p>	
1	Political Theory	<ul style="list-style-type: none"> • The nature, relevance of Political Theory and its application. • And analyses the concepts like Liberty, Equality, Justice and Rights. • And to reflect upon the current 		<p>The course shall be taught through the Lecture, Tutorial, Interactive Sessions,</p>	60+40=100

		debates in Political Theory.		Self-guided Learning Materials, Open Educational Recourses (OER) and Critical reflection including Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.	
2	Western Political Thought	<ul style="list-style-type: none"> •And get an introduction to the Schools of Political Thought and Theory building in the West. •And introduce the richness and variations in the political perceptions of 		-do-	60+40=100

		<p>Western Thinkers.</p> <ul style="list-style-type: none"> • And familiarize themselves to the Thought and Theory of Western Philosophy 			
2	<p>Indian National Movements And Constitutional Development</p>	<ul style="list-style-type: none"> • Understand how the colonial rule was overthrown by the Indian nationalists. • Appreciate the ideals and values of Gandhi and other freedom fighters that resulted in freedom. • Examine the problem of Independent India and the role played by leaders in solving them. 		-do-	60+40=100

Revised 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	Assessments
1	Human Rights	<ul style="list-style-type: none"> • 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. 		The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars,	60+40=100

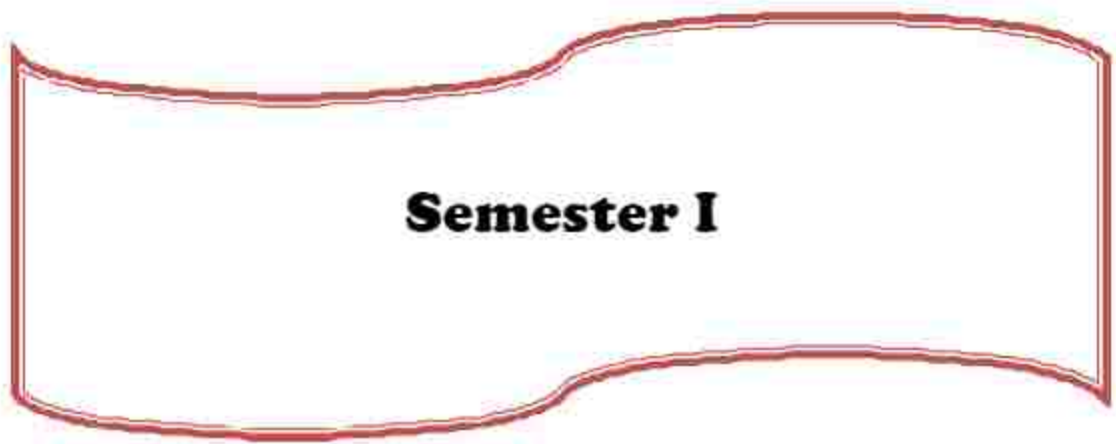
				Group Discussions and Week-end Counseling Classes	
	Elements of Indian Democracy	<ul style="list-style-type: none"> • Understand the ideals of Indian democracy and its working. • The functioning of legislature, executive and judiciary. • Make a distinction between Centre, State and Decentralized Institutions. 		The course shall be taught through the 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.	
	Understanding Politics	<ul style="list-style-type: none"> • Explain the difference between State and Nation. • Understand the role of State in Nation building. • Understand the relation of Politics and Power. 		The course shall be taught through the 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.	
2	Indian Polity Issues and Concerns	<ul style="list-style-type: none"> • 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. 			60+40=100
	Political Parties and Party Politics in India	<ul style="list-style-type: none"> • Understand the need for political parties in a democracy, their structure and functions types etc. • Relate their everyday life with regard to the elements of democracy and their contribution to the development of a nation. • Familiarise them 		The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses	

		to the various politico-social institutions in a democracy.		(OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.	
	Colonialism and Nationalism in India	<ul style="list-style-type: none"> • Explain the colonial experience of Indian people. • Analyse the western notion towards non-western culture, society and politics including India's response. • Evaluate the discussions on the concept of Nationalism and its (western) origin. 		The course shall be taught through the 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.	
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Semester I

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

Course Title: BASIC CONCEPTS IN POLITICAL SCIENCE	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

Develop a conceptual understanding regarding the nature and philosophy of Political Science and its interface with society. The course enables students to develop qualities of responsible and proactive citizenship in a democracy.

Learning Outcome:

At the end of the course the students shall understand -

- Political Science conceptually and will gain knowledge to explain and analyze pragmatic politics in day to day life.
- The dynamics of politics and appreciate its importance in a life of citizen.
- The democratic spirit and the democratic functioning of a state.

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.</p> <p>Chapter- 2 Meaning, Definitions and Elements of State, Difference between State and Government, State and Society, State and Association.</p> <p>Chapter-3 Civil Society - Meaning and Importance.</p>	15 Hours
Unit-II	Chapter-4 Emergence, Meaning and Characteristics of Sovereignty and Law.	15 Hours

	<p>Chapter-5 Kinds of Sovereignty: Austin – Monistic, MacIver-Pluralistic.</p> <p>Chapter-6 Challenges to 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: Meaning and Nature.</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 related to civil society and discuss its role.

Suggested Readings:

1. Political Theory: Ideas & Concepts, S. Ramswamy, Macmillan, Delhi, 2002.
2. Modern Political Theory, S. P. Verma, Vikas, New Delhi, 1983.
3. Principles of Modern, Political Science, JC Johri, Sterling Publishers Pvt. Ltd. 1995.
4. Principles of Political Science, AC Kapur, Sultan Chand and Sons, New Delhi, 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	10
Assessment Test-2	10
Assignment	10
Total	40

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: 2Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Outcome:

The course aims at familiarizing the theories of politics and Political Science synthesizing it with the skills required to engage in debates surrounding the application of politics and the Science of Politics.

Learning Outcomes:

At the end of the course the students shall understand -

- The nature, relevance of Political Theory and its application.
- And analyse the concepts like Liberty, Equality, Justice and Rights.
- And to reflect upon the current debates in Political Theory.

Unit	Contents of Course- 2	45 Hours
Unit-I	<p>Chapter-1 Meaning, Nature and Importance of Political Theory.</p> <p>Chapter-2 Traditional and Modern Approaches: Normative, Philosophical, Institutional, Behavioral, Post-Behavioral, Systems (David Easton) and Marxian.</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> <p>Chapter-6 Libertarianism: Nozick</p>	15 Hours

Unit- III	<p>Chapter-7 Communitarianism and Multiculturalism: Indian perspective (Bhikhu Parekh), Colonialism and Post Colonialism: its Limitations</p> <p>Chapter-8 Proponents of Secularism – Nehru, Gandhi, Rajiv Bhargav.</p> <p>Chapter-9 Critiques of Secularism: Ashish Nandy, T.N. Madan, S.N. Balagangadhara.</p>	15 Hours
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Exercise:

- Assess the Myths and Realities of Communitarianism
- Compare the concept of Liberty, Equality and Justice to the Western and Eastern world
- Critique the understanding of secularism and pseudo-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. 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.
5. Bhargava, Rajeev. Ed, Secularism and Its Critics, Oxford University Press, New Delhi, 1998.
6. Bryson. V, Feminist political Theory, Macmillan, London, 1992.
7. Christopher Butler. Postmodernism: A very Short Introduction, OUP Oxford, 2002.
8. Christopher Norris, the Truth about Postmodernism. Wiley- Blackwell. New Jersey, 1993.
9. Connolly. W, Identity/Difference: Democratic Negotiations, Cornell University Press, NY, 1991.
10. Edward Said Orientalism, Pantheon Books, New York, 1978.
11. Elshtain. J. B, Public Man, Private Man: women in Social and Political Thought, Princeton University Press, Princeton NJ, 1981.
12. Fanon. F. Black skin, white Masks, translated by C. L. Markham, Grove Press, New York, 1967.

13. Jean Francis Lyotard, The Postmodern Condition- A report on Knowledge, Paris: Minuit, 1979.
14. Nehru, Jawaharlal. 1946. The Discovery of India. Jawaharlal Nehru Memorial Fund, Oxford University Press, New Delhi, 1988.
15. Parekh, Bikhu. *Rethinking Multiculturalism*. Palgrave MacMillan Ltd, 2000.
16. Rochana Bajpai, The conceptual vocabularies of secularism and minority rights in India, *Journal of Political Ideologies*, 2002.
17. Veena Das, Dipankar Gupta and Patricia. Eds., *Tradition, Pluralism and Identity*, Uberoi New Delhi, 1999.
18. गणेश शंकर शर्मा, 'योजनावाद और विकासवाद', *सामाजिक विचार*, (10) 'समाजशास्त्र' 2016.
19. शंकर शर्मा, 'समाजशास्त्र', *सामाजिक विचार*, 2002.

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) and Critical reflection including 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	10
Assessment Test-2	10
Assignment	10
Total	40

HUMAN RIGHTS
Open Elective OE-1.1

Course Title: HUMAN RIGHTS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=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-1.1	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) - Composition and its function.</p>	15 Hours

	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.
- 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. Acharya, B.C. A Handbook of Women's Human Rights, Wisdom Press, New Delhi, 2011.
2. Baxi Upendra (ed.), The Right to be Human, Lancer International, Crawford, New Delhi, 1987.
3. Craston, M, What are Human Rights, Bodely Head, London, 1973
4. Donelly, Jack and Rhoda Howard (ed.), International Handbook of Human Rights, Westport, Connecticut: Greenwood Press, 1987.
5. Donelly, Jack, Universal Human Rights in Theory and Practice, New Delhi, Manas, 2005.
6. Dr.S.K. Gupta, "Statewise Comprehensive Information on Human Right Violation", Published by ALP Books, Delhi. 2009
7. Dr.Tapan Biswal, "Human Rights Gender and Environment", Viva Books Private Limited Publishers, New Delhi, 2006.
8. Gerwith, Human Rights: Essays on Justification and Application, University of Chicago Press, Chicago, 1982.
9. James(ed.), The Rights of People, Oxford, New York, 1988.
10. Janusz Symonides, "Human Rights Concept and Standards", Rawat Publications, New Delhi, 2019.
11. Khan, Mumtaz Ali, Human Rights and the Dalits, Uppal Publishing House, New Delhi, 1995.
12. Lillich, R. International Human Rights: Law Policy and Practice, Boston: Little Brown and Co., 1991, 2ndEdn.
13. Rhonda L.Callaway& Julie Harrelson- Stephens,"International Human Rights", Published by viva books private limited, New Delhi, 2010.
14. Satya P. Kanan, "Human Rights Evolution and Development", Wisdom Press, New Delhi 2012.
15. South Asia Human Rights Documentation Centre, Introducing Human Rights, Oxford, New Delhi, 2006.
16. Sunil Deshta and KiranDeshta,"Fundamental Human Rights", Deep and Deep Publications, New Delhi, 2011.
17. V.T Patil,"Human Rights Developments in South Asia", Authors Press Publishers, Delhi 2003.
18. Rawls, John. Theory of Justice. Harvard University Press: London. 1971(1921).
19. CdÄÖËizÉÄªI, EAçgÄCdÄÖËizÉÄªI, ÄÄªÄÜzÄ, ÄÄªÄzÄPÄgÄÄ, CÉÄÄªÄzÄPÄgÄÄ PÉ. JZi
zæÄªªÄ, ÄÄªÄÉÄªÄ ÄPÄÄIÜÄ¼ÄÄ: MAzÄÄ DPÄgÄÜÄæAxÄ, ÉÄªµÄÉÄI
ŞÄPilæ, IO, EArAiÄiÄ
20. PÄªÄÄÄQe vÄqÄ,ÄzÄ, ÄÄªÄÉÄªÄ ÄPÄÄIÜÄ¼Ä ZÄjwæPÄzÄ±ÄðÉÄ ÄÜÄÆ

„Základní úvod do politiky“, 1. vydání, 2015.

Průběh výuky «Základní úvod do politiky», 2021-22

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	10
Assessment Test-2	10
Assignment	10
Total	40

ELEMENTS OF INDIAN DEMOCRACY**Open Elective 1.2**

Course Title: ELEMENTS OF INDIAN DEMOCRACY	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

This course is designed to develop a sound understanding of Indian Democracy and its working. It will allow the students to comprehend the nuances of Democracy including its institutions.

Learning Outcomes:

After completing this course students will be able to-

- Understand the ideals of Indian Democracy and its working.
- The functioning of Legislature, Executive and Judiciary.
- Make a distinction between Centre, State and Decentralized Institutions.

Unit	Contents of Course- OE-1.2	45 Hours
Unit-I	Chapter-1 Democracy: Meaning, Nature and History Chapter-2 Principles and Types of Democracy Chapter-3 Concept of Decentralization and its types- Decentralization, De-concentration, Delegation, Devolution and Democratic Centralism	15 Hours
Unit-II	Chapter-4 Procedural and Substantive Democracy: Elections, Representation, and Party System in India. Chapter- 5 Deliberative Democracy: Decision Making, Law making through debates Chapter-6 Institutional Structure: Legislature, Executive and Judiciary.	15 Hours

Unit- III	Chapter-7 Federalism: Cooperative and Competitive Federalism. Chapter-8 Quasi- Federalism: Nature and Significance Chapter-9 Decentralized Institutions: Panchayati Raj and Municipalities.	15 Hours
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Exercise:

- Group Discussion on the topic Democracy and its types.
- A survey can be conducted on voting behavior.
- Students can visit/watch the live sessions of legislature to have the practical/passive experience.
- Students can conduct a brain storming session on necessity of Federal structure in multicultural society.

Readings:

1. Arblaster, A. Democracy. (2nd ed.), Open University Press, Buckingham, 1994.
2. Kohli, A. (Ed.) The Success of India's Democracy. Cambridge University Press. 2001.
3. Srinivasan, J. Democracy. In Bhargava, R., & Acharya, A. (Eds.), Political Theory: An Introduction. Pearson Longman, 2008
4. Godbole, M. 2008. The Judiciary and Governance in India. Rupa Publication, India Delhi, 2008.
5. Yogendra Yadav, Making Sense of Indian Democracy: Theory as Practice, Permanent Black, India. 2020.
6. Arvind Sivaramakrishnan and Sudarsan Padmanabhan, Indian Democracy: Contradictions and Reconciliations, SAGE Publications Pvt. Ltd, India. 2020.
7. Hanson and Douglas, India's Democracy. W.W Norton & Co Inc. New York City, 1972.
8. Almond, G.A. and Verba, S. "The Civic Culture: political Attitudes and Democracy in Five Nations". Princeton University Press, Princeton NJ. 1963
9. Maurich Cowling. Mill & Liberalism. Cambridge University Press, New York, 1990.
10. M Aslam, Panchayati Raj in India, National Book Trust. Delhi, 2010.
11. Dahl, R. A. Democracy and its Critics. Orient Longman. New Delhi, 1991
12. Arblaster, A. Democracy. (2nd edition). Open University Press, Buckingham, 1994.
13. Kohli, A. (Ed.). The Success of India's Democracy. Cambridge University Press, 2001.

Pedagogy:

The course shall be taught through the 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	10
Assessment Test-2	10
Assignment	10
Total	40

UNDERSTANDING POLITICS**Open Elective I.3**

Course Title: UNDERSTANDING POLITICS 1.3	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

This course is designed to develop a better understanding of Political Science and politics and how it is interpreted differently by people holding different ideological positions. The critical engagements with concept of politics will allow the students to develop their own understanding of politics.

Learning Outcomes:

After completing this course students will be able to-

- Explain the difference between State and Nation.
- Understand the role of State in Nation building.
- Understand the relation of Politics and Power.

Unit	Contents of Course- OE-1.3	45 Hours
Unit-I	Chapter-1: Defining Politics, Politics and Governance. Chapter-2: Politics and Power: Resource sharing and distribution (Natural Resources, Basic amenities and Public offices). Chapter-3: Politics and Political Parties.	15 Hours
Unit-II	Chapter-4: Evolution, Nature and Elements of State. Chapter-5: Ideologies of State: Liberal, Socialist and Marxist. Chapter-6: Changing Role of State in the Era of Globalization.	15 Hours
Unit- III	Chapter-7: State and Nation: Similarities and Differences. Chapter-8: Spiritual Nationalism: Aurobindo, Rabindranath Tagore and Bal Gangadhar Tilak. Chapter-9: Muslim Nationalism: Sir Syed Ahmad Khan and Muhammad Iqbal.	15 Hours

Exercise:

- Write an essay on Resource Distribution being done by the Local Panchayath.
- Conduct a Group Discussion on the Impact Globalisation on the State.
- Debate is Nationalism an Essential Concept for the Survival of the State.

Readings:

1. O'Conner, W. A Nation is a Nation, is a State, is a Ethnic Group. In Hutchinson, J., & Smith, A. (Eds.), Nationalism, Oxford University Press, Oxford, 1994.
2. Politics In India Rajni Kothari, Orient BlackSwan, Bengaluru, 2012.
3. Balagangadhara S.N, Reconceptualizing India Studies, Oxford University Press, New Dehli, 2012.
4. The Oxford Companion to Politics in India: Student Edition Niraja Gopal Jayal and Pratap Bhanu Mehra, Oxford Atlas, India, 2011.
5. Partha Chatterjee The Nation and Its Fragments: Colonial and Postcolonial Histories, Oxford University Press, New Delhi, 1993.
6. Balagangadhara S.N. Reconceptualizing India Studies, Oxford University Press, New Dehli, 2012.
7. Islam, Shamsul, 'The Origins of Indian Nationalism' in Religious Dimensions of Indian Nationalism, Media House, Delhi, 2004.
8. Chandra, Bipan, Ideology and Politics in Modern India. Har-Anand Publications, New Delhi, 1994.
9. Hegde, Rajaram Ed. Bharatiya Itihasa, Samaja mattu Samskriti, (in Kannada) Karnataka Sahitya Academy, Bangalore, 2004.
10. Ambedkar. B.R, Pakistan or the Partition Of India. Ed-Vasant Moon. Vol-8. Dr. Ambedkar Foundation Ministry of Social Justice & Empowerment, Govt. of India, New Delhi, 1990.
11. Balagangadhara, S.N, Hudukatavannu Nillisadirona, (in Kannada J.S. Sadhananda), Akshara Prakashana, Heggodu, 2012.
12. Balagangadhara, S.N. Purvavalokana. (in Kannada- Rajaram Hegde & J.S. Sadhananda), Abinava Publication, Bangalore, 2012.
13. Barrington, L, Nation and Nationalism: The Misuse of Key Concepts in Political Science. PS: Political Science and Politics, 1997. 30(4), pp. 712-716.

Pedagogy:

The course shall be taught through the 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	10
Assessment Test-2	10
Assignment	10
Total	40



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: 2Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=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, Roman, 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 building 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 Roman and Medieval of Political Thought.</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: Social Contract and Theory of Sovereignty, Locke: Social Contract and Tolerance. Rousseau: Social Contract and General Will.</p>	15 Hours

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

Exercise:

- Compare Greek State with the Roman state and make points
- Imagine the present situation with that of Contractualist's Theory
- To read and understand philosophical basis of Political Thought

Suggested Readings:

1. A. Hacker, Political Theory: Philosophy, Ideology, Science Macmillan, New York, 1961.
2. G.H. Sabine. A History of Political Theory. Oxford and IBH, New Delhi, 1937.
3. C.L. Wayper. Political Thought. B.I. Publications, Bombay, 1977.
4. Ernest Barker, Greek Political Theory: Plato and his Predecessors. Methuen & Co., London, 1970.
5. M. Butterfield, The State Craft of Machiavelli. The Macmillan Company, New York, 1956.
6. O.P. Bakshi, Politics and Prejudice: Notes on Aristotle's Political Theory. The Delhi University Press, Delhi, 1975.
7. M.A. Shepard, "Sovereignty at the Crossroads: A Study of Bodin", Political Science Quarterly XLV, pp.580-603.
8. L. Colletti. From Rousseau to Lenin. Oxford University Press, New Delhi, 1969.
9. G.H. Sabine. A History of Political Theory, J.L. Thorson, Oxford and IBH, New Delhi, 1937.
10. C.E. Vaghan. The Political Writings of Jean Jacques Rousseau, 2 Vols. Jojn Wiley, New York, 1962.

11. C.L. Wayper, Political Thought. B.I. Publication, Bombay, 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. Macmillan, New York, 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', Pearson Education, New Delhi, 2007.

Pedagogy:

The course shall be taught through 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	10
Assessment Test-2	10
Assignment	10
Total	40

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: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

- To familiarize the students with the ideas of Nationalism and colonial rule.
- To acquaint the students with the problems of Independent India.
- To enable the students to understand the role of India in World affairs.

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 and other freedom fighters that resulted in freedom.
- Examine the problem of Independent India and the role played by 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 movement.	15 Hours

Unit-II	<p>Chapter-4 Morley-Minto Reform Act of 1909, Montague Chelmsford Act of 1919: main provisions and Diarchy, 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>Chapter-7 Citizenship, State Structure.</p> <p>Chapter-8 Minority Rights, Uniform Civil Code and 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 of the colonial situation and its effects on two political and socio-economic conditions and compare it with the present context to examine how they are different.
- List out in a table giving some democratic roles of a citizen.
- Illustrate the qualities of good Democracy and assess your own Democratic values.

Suggested Readings:

1. Bandopadhyay, S. From Plassey to Partition: A History of Modern India, Orient Longman, New Delhi, 2004.
2. Thapar, R. 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in DeSouza, P.R. (ed.) Contemporary India: Transitions, Sage Publications, New Delhi, 2000.
3. Sarkar, S. Modern India (1885-1847), Macmillan, New Delhi, 1983.
4. Jalal, A. and Bose, S. Modern South Asia: History, Culture, and Political Economy, Oxford University Press, New Delhi, 1997.
5. Smith, A.D, Nationalism, Polity Press, Cambridge, 2001.

6. Islam, S. 'The Origins of Indian Nationalism', in Religious Dimensions of Indian Nationalism, Media House, New Delhi, 2004.
7. Chatterjee, P. 'A Brief History of Subaltern Studies', in Chatterjee, Partha Empire & Nation: Essential Writings (1985-2005), Permanent Black, New Delhi, 2010.
8. Mani, B.R. Debrahmanising History, Dominance and Resistance in Indian Society, Manohar Publishers, New Delhi, 2005.

Pedagogy:

The course shall be taught through the 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	10
Assessment Test-2	10
Assignment	10
Total	40

INDIAN POLITY: ISSUES AND CONCERNS**Open Elective OE-2.1**

Course Title: INDIAN POLITY AND CONCERNS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=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-2.1	45 Hours
Unit-I	<p>Chapter-1 National Integration and Social Harmony – Meaning, Definition and Need of National Integration and Social Harmony</p> <p>Chapter-2 Society and Politics in India: Caste and Its Impact, Problems in understanding caste as a social system and Defining the Role of Caste in Society and its Impact on Indian Polity.</p> <p>Chapter-3 Language- Role and Constitutional Provisions, Issues</p>	15 Hours
Unit-II	<p>Chapter-4 Religion and Local Traditions – Defining Religion, Role of Religion and Traditions in Society and Constitutional Provisions</p> <p>Chapter-5 Development and Inclusiveness: Defining</p>	15 Hours

	Development and Inclusiveness, Backwardness, Underdevelopment, Caste Exclusion, Untouchability, Provisions under Constitution Chapter-6 Regionalism – Reasons for the Growth, Forms and Measures	
Unit- III	Chapter-7 Corruptions- Types, 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 to remove it
- Survey regarding on the impact of corruption and terrorism on society, its security and social differentiation including stereotypes
- Debate on the implications of 2011 Anti- Corruption movement in India and state response.

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*, Permanent Black, New Delhi, 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*, PHI Learning, New Delhi, 2008.
4. Vanaik, A. & Bhargava, R. (eds.) *Understanding Contemporary India: Critical Perspectives*, Orient Blackswan, New Delhi, 2010.
5. Dunkin Jalaki "Bharatadalli Jativyavste ideye?", Malladahalli Publication, Malladahalli, 2012.

Pedagogy:

The course shall be taught through the 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	10
Assessment Test-2	10
Assignment	10
Total	40

POLITICAL PARTIES AND PARTY POLITICS IN INDIA
Open Elective OE-2.2

Course Title: POLITICAL PARTIES AND PARTY POLITICS IN INDIA	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

The students will be able to understand the working of Indian democracy through the functioning of the political parties. They will be able to decipher the difference between various types of political parties. It enables them to appreciate the competitive politics, ideological differences and the public policy alternatives that are thrown up by their manifestos.

Learning Outcomes:

After completing this course students will be able to-

- Understand the need for political parties in a Democracy, their structure, functions and types etc.
- Relate their everyday life with regard to the elements of Democracy and their contribution to the development of a Nation.
- Familiarise them to the various politico-social institutions in a Democracy.

Unit	Contents of Course- OE-2.2	45 Hours
Unit-I	<p>Chapter-1: Defining national political parties: Bhartiya Janata Party, Indian National Congress, Communist Party of India, Communist Party of India (Marxist)</p> <p>Chapter-2: Growth, Structure and Organisation of Political Parties</p> <p>Chapter-3: Ideologies and Support Base of Political Parties (Interest Articulation and Aggregation)</p>	15 Hours
Unit-II	<p>Chapter-4: Reasons for the Growth of Regional Political Parties, Parochialism v/s Regional Interest.</p> <p>Chapter-5: Sub- Nationalism and its Impact on National Integration.</p> <p>Chapter-6: Success and Failure of Regional Political Parties an Assessment.</p>	15 Hours

Unit- III	<p>Chapter-7: Democracy within Political Parties: Democratic Centralism, Dynasty Politics.</p> <p>Chapter-8: Party Politics: issues of Political Participation, significance of manifesto.</p> <p>Chapter-9: Political inclusion and exclusion, theory of political representation Hanna Pitkin, Types of Representativeness, Constituent, Individual, Party and Silent Representation.</p>	15 Hours
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Exercise:

- Make a Comparative study of Party manifestos.
- Visit the political party office at local level and collect the information regarding the structure of the party.
- Make a comparative study of support base of political parties.

Suggested Readings:

1. Khare, H. The Indian National Congress: Problems of Survival and Reinvention In Mitra, S. K. et al. (Eds.), *Political Parties in South Asia*, Praeger, New York, 2004.
2. Zavos, J. et al. (Eds.). *Hindu Nationalism and Indian Politics: An Omnibus*, Oxford University Press, New Delhi, 2004.
3. Heath, O. Anatomy of BJP's Rise to Power: Social, Regional and Political Expansion in 1990s. *Economic and Political Weekly*, 34(34/35), 1999.
4. Kothari, R. The Congress 'System' in India. *Asian Survey*, 4(12), University of California Press, 1964
5. Kothari, R. The Congress System Revisited: A Decennial Review. *Asian Survey*, 14(12), University of California Press, 1974.
6. Hansen, T., & Jafferlot, C. (Eds.). *The BJP and the Compulsions of Politics in India*, Oxford University Press, New Delhi: 1998
7. Hassan, Z. *Congress after Indira: Policy, Power and Political Change 1984- 2009*. Oxford University Press, 2012.
8. Varshney, A. Is India Becoming More Democratic? *The Journal of Asian Studies*, 59(1), 2000.
9. Chhibber, P. *Democracy without Associations: Transformation of the Party System and Social Cleavages in India*. Ann Arbor: University of Michigan Press, 1999.
10. Bó, E., Bó, P., & Snyder, J. Political Dynasties. *The Review of Economic Studies*, 76(1), 2009.
11. Deo, N., & Chawla, A. The paradox of Dynastic Politics in India. In Munshi, S. (Eds.), *Democracy under Threat*. Oxford University Press, 2017.

12. Jaffrelot, C., & Verniers, G. Re-nationalization of India's Political Party System or Continued Prevalence of Regionalism and Ethnicity? *Asian Survey*, 51(6), 2011.
13. Pai, S. Regional Parties and The Emerging Pattern of Politics in India. *The Indian Journal of Political Science*, 51(3), 1990.
14. Vaishnav, M. The Complicated rise of Regional Parties. *Carnegie endowment for International peace*, 2013.
15. Roy, D. From Promises to Performance: Political Manifestos and Budget 2004-05. *Economic and Political Weekly*, 39(32), 2004.
16. Singh, S. Where Do Parties Live? Electoral Institutions, Party Incentives and the Dimensionality of Politics. *Social Science Quarterly*, 93(4), 2012.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Resources (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	10
Assessment Test-2	10
Assignment	10
Total	40

COLONIALISM AND NATIONALISM IN INDIA
Open Elective 2.3

Course Title: COLONIALISM AND NATIONALISM IN INDIA	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

This course aims to help the students to understand India's colonial past, freedom struggle and nationalist response. This course also exposes them to the contemporary discourse/discussions on nationalism, western nationalism and its limitations. It aims to make sense of the ways in which patriotism and national integrity have to be understood with the pride of celebrating pluralism and diversity in India.

Learning Outcomes:

After completing this course students will be able to-

- Explain the colonial experience of Indian people.
- Analyse the western notion towards non-western culture, society and politics including India's response.
- Evaluate the discussions on the concept of Nationalism and its (western) origin.

Unit	Contents of Course- OE-2.3	45 Hours
Unit-I	<p>Chapter-1 Colonialism and Imperialism : Meaning and Nature</p> <p>Chapter-2 <u>Phases of Colonialism-1:</u></p> <p>a. Political (Expansion and Justification of Colonial Rule- 'civilizing mission')</p> <p>b. Economic (Transformation in Land, Agriculture, Traditional Industry and Trade)</p> <p>Chapter-3 <u>Phases of Colonialism-2:</u></p> <p>a. Socio-Cultural (Knowing the society, culture, traditional practices etc of the colonial subjects)</p> <p>b. Education (Macaulay's Minute and the Introduction of English)</p>	15 Hours

	Education)	
Unit-II	Chapter-4 Debates on Indian Renaissance: Socio-Religious Reform Movement in India Chapter-5 Indian Rebellion of 1857 Chapter-6 Nationalist Movement in India: Moderates, Extremists and Gandhian Era	15 Hours
Unit- III	Chapter-7 Perspectives of Indian Nationalism: Spiritual, Islamic, Hindutva and Secular Chapter-8: Western Nationalism and its limitations (Indian Context). Chapter-9 Patriotism: Pluralist v/s Unity in Diversity and National Integrity	15 Hours

Exercise:

- Compare the colonial accounts of traditional practices with the opinions of local devotees or practitioners of traditions.
- Identify the nature of traditional learning patterns and skills in any local industry or traditional jobs.
- Group discussion on what does it means to be an Indian and the like

Suggested Readings:

1. Constituent Assembly Debates. (9th. December, 1946 to 24th January, 1950).
2. Bandyopadhyay, Sekhar, Eighteen Fifty Seven and its Many Histories; in "1857: Essays from Economic and Political Weekly", Orient Longman. Delhi, 2008.
3. Balagangadhara, S.N. Reconceptualizing India Studies. Oxford University, New Delhi, 2012.
4. Balagangadhara, S.N. Hudukatavannu Nillisadirona, (in Kannada J.S. Sadhananda), akshara prakashana. Heggodu, 2012.
5. Balagangadhara, S.N. Purvavalokana. (in Kannada- Rajaram Hegde & J.S. Sadhananda), Abinava Publication, Bangalore. 2012.
6. Balagangadhara, S.N. and Sarika Rao What does it mean to be "Indian"? India Academy, 2021.

7. Hegde, Rajaram. Ed. Bharatiya Itihasa, Samaja mattu Samskriti, (in Kannada) Karnataka Sahitya Academy, Bangalore, 2004.
8. Ambedkar. B.R. Pakistan or the Partition Of India. Ed-Vasant Moon. Vol-8. Dr. Ambedkar Foundation Ministry of Social Justice & Empowerment, Govt. of India, New Delhi, 1990.
9. Chandra, Bipan. Ideology and Politics in Modern India, Har-Anand Publications, New Delhi, 1994.
10. Chandra, Bipan, "Essays on Colonialism", Orient Longman Ltd, Hyderabad, 1999.
11. Chatterjee, Partha. "Secularism and Tolerance." In: Secularism and Its Critics, ed. Rajeev Bhargava. Oxford University Press, New Delhi, 1998.
12. Islam, Shamsul, 'The Origins of Indian Nationalism' in Religious Dimensions of Indian Nationalism, Media House, Delhi, 2004.
13. Lloyd I. and Susanne H. Rudolph, The Modernity of Tradition: The political Development in India, Orient Longman, Bombay, 1969.
14. Mathew Kurian, State and Society: A Marxian Approach, Madras Orient Longman.
15. Islam, Shamsul, (2004) 'The Origins of Indian Nationalism' in Religious Dimensions of Indian Nationalism, Media House, Delhi, 1975.
16. Nandy Ashis, The Intimate Enemy- Loss and Recovery of self under Colonialism. Oxford University Press, Delhi, 1983.
17. Rudolph and Rudolph, In pursuit of Lakshmi: The Political Economy of the India State, Orient Longman, New Delhi, 1987.
18. Savarkar, V.D., Hindutva, (Kannada B.G Harisha). Samrudha Sahitya. Bangalore, 2018.
19. Thapar, Romila, 'Interpretations of Colonial History: Colonial, Nationalist, Post- Colonial' in Peter Ronald DeSouza ed. Contemporary India: Transitions, Sage Publications, New Delhi, 2000.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Resources (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	10
Assessment Test-2	10
Assignment	10
Total	40

General Pattern of Political Science Question Paper (NEP- 2020)

I. Term End Examination for Discipline Specific Core (DSC) and Discipline Specific Elective (DSE) Papers

Each paper will be maximum of 60 marks. The minimum mark to pass the examination is 40% (24 marks) in each theory paper.

Note: Duration of Examination for Discipline Specific Core (DSC) and Discipline Specific Elective (DSE) Papers is 2 hours.

Question paper pattern for Discipline Specific Core (DSC) and Discipline Specific Elective (DSE) Papers –

- Section A: Multiple Choice Questions
- Section B: Short Answer Questions
- Section C: Long Answer Questions

Section A: Multiple Choice Questions

All Questions are Compulsory (10x1=10)

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

Section B: Short Answer Questions (2x10=20)

Answer any Two questions. Answer the following questions in not more than 500 words

- 11.
- 12.
- 13.

Section C: Long Answer Questions (2x15=30)

Answer any Two questions. Answer the following questions in not more than 800 words

14.

15.

16.

II. Term End Examination for Open Elective Papers (OE)

Each paper will be maximum of 60 marks. The minimum mark to pass the examination is 40% (24 marks) in each theory paper.

Note: Duration of Examination for Open Elective Papers (OE) is 2 hours.

Question paper pattern for Open Elective Papers –

- Section A: Multiple Choice Questions
- Section B: Short Answer Questions
- Section C: Long Answer Questions
- Section D: Essay type Answer Questions

Section A: Multiple Choice Questions.

All Questions are Compulsory (10x1=10)

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

Section B: Short Answer Questions (3x5=15)

Answer any Three questions. Answer the following questions in not more than 3-5 sentences.

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

Section C: Long Answer Questions (2x10=20)

Answer any Two questions. Answer the following questions in not more than 800 words

15.

16.

17.

Section D: Essay type Answer Questions (1x15=15)

Answer any One question. Answer the following questions in not more than 1000 words

18.

19.

III. Term End Examination for Indian Constitution (IC)

Each paper will be maximum of 30 mark. The minimum mark to pass the examination is 40% (12 marks).

Note: Duration of Examination for Indian Constitution (IC) is 1 hour.

Question paper pattern for Indian Constitution –

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions.

All Questions are Compulsory (10x1=10)

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

Section B: Short Answer Questions (2x5=10)

Answer any Two questions. Answer the following questions in not more than 3-5 sentences.

- 11.
- 12.
- 13.

Section C: Long Answer Questions (1x10=10)

Answer any One question. Answer the following questions in not more than 500 words

- 14.
- 15.

**HUMAN RIGHTS****Open Elective OE-1.1**

Course Title: HUMAN RIGHTS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=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-1.1	45 Hours
Unit-I	Chapter-1 Meaning, nature, scope and Classification of Human Rights 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) Chapter-3 Universal Declaration of Human Rights	15 Hours
Unit-II	Chapter-4 Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties in India Chapter-5 National Human Rights Commission (NHRC) - Composition and its function	15 Hours

	Chapter-6 Karnataka State Human Rights Commission (KSHRC) – 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 concept of Human Rights).
- Students can be asked to do collage making and present the same.

