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ಫ್ಯಾಕ್ಸ್ : 0821-2419363/2419301

e-mail : registrar@uni-mysore.ac.in  
www.uni-mysore.ac.in

ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಸ್ಥಾಪನೆ : 1916

ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ  
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು-570005

ದಿನಾಂಕ: 26-10-2021

ಸಂಖ್ಯೆ:ಎಸಿ.6/152/NEP/2020-21

### ಅಧಿಸೂಚನೆ

ವಿಷಯ:- ಬಿಎ- ರಾಜ್ಯಶಾಸ್ತ್ರ (Political Science) ಅಧ್ಯಯನ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನವನ್ನು NEP-2020 ಅನುಸಾರ 2021-22 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ತರುವ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ:- 1. ದಿನಾಂಕ: 07-10-2021 ರಂದು ಜರುಗಿದ ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.  
2. ದಿನಾಂಕ: 13-10-2021 ರಂದು ಜರುಗಿದ ಕಲಾ ನಿಕಾಯ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.  
3. ದಿನಾಂಕ: 22-10-2021 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿಯ ನಡವಳಿ.

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ದಿನಾಂಕ: 07-10-2021 ರಂದು ಜರುಗಿದ ಉಲ್ಲೇಖ (1)ರ ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ) ಬಿ.ಎ. ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನವನ್ನು NEP-2020ರ ಅನುಸಾರ ರೂಪಿಸಿ 2021-22 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ತರಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತದೆ.

ಉಲ್ಲೇಖಿತ (2 & 3) ರ ದಿನಾಂಕ 13-10-2021 ಮತ್ತು 22-10-2021 ರಂದು ಕ್ರಮವಾಗಿ ನಡೆದ ಕಲಾ ನಿಕಾಯ ಹಾಗೂ ವಿದ್ಯಾ ವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಗಳು ಮೇಲಿನ ಪ್ರಸ್ತಾವನೆಗಳನ್ನು ಅನುಮೋದಿಸಿರುವುದರಿಂದ ಈ ಅಧಿಸೂಚನೆ ಹೊರಡಿಸಲಾಗಿದೆ.

ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ) ಪಠ್ಯಕ್ರಮಗಳು ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನಗಳನ್ನು [www.uni-mysore.ac.in](http://www.uni-mysore.ac.in) ನಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರು

ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಮೈಸೂರು

ಗೆ:-

1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಎಲ್ಲಾ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ- ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
3. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
4. ಅಧ್ಯಕ್ಷರು, ರಾಜ್ಯಶಾಸ್ತ್ರ (Political Science) ಅಧ್ಯಯನ ವಿಭಾಗ/ಮಂಡಳಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ, ಮೌಲ್ಯಭವನ ಕಟ್ಟಡ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.

6. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
7. ನಿರ್ದೇಶಕರು, ಪಿ.ಎಂ.ಇ.ಬಿ., ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
8. ನಿರ್ದೇಶಕರು. ಐ.ಸಿ.ಡಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು- ಇವರಿಗೆ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಕೋರಲಾಗಿದೆ.
9. ಕುಲಪತಿಗಳು/ ವಿಶೇಷ ಅಧಿಕಾರಿಗಳು/ ಆಪ್ತ ಸಹಾಯಕರು/ ಕುಲಸಚಿವರು/ ಉಪಕುಲಸಚಿವರು/ ಸಹಾಯಕ ಕುಲಸಚಿವರು/ಅಧೀಕ್ಷಕರು, ಆಡಳಿತ ವಿಭಾಗ/ಸಾಮಾನ್ಯ/ಪಿಡಿಐ/ಪ್ರಾಧಿಕಾರ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಪ್ರಾಧಿಕಾರ/ಪಿಡಿಐ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
10. ಕಾರ್ಯನಿರ್ವಾಹಕರು, ಆಡಳಿತಶಾಖೆಯ, AC2(S)/ AC-3/ AC-7(a)/ AC-9, ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.- ಈ ಸಂಬಂಧ ಮುಂದಿನ ಕ್ರಮವಹಿಸುವಂತೆ ತಿಳಿಸಲಾಗಿದೆ.
11. ರಕ್ಷಾ ಕಡತಕ್ಕೆ.

SVN

# **Proposed Syllabus**

## **Political Science Discipline-UG**

**Submitted to**  
REGISTRAR  
University of Mysore  
Mysuru

**Submitted by**  
**Chairman and Members**  
**NEP-2020 Committee on Curriculum Framing**  
**DOS in Political Science**  
**University of Mysore**  
**Mysuru**

## Proposed Structure for Political Science Discipline

<b>Semester I</b>				
<b>Course</b>	<b>Paper</b>	<b>Credits</b>	<b>No. of Teaching Hours/Week (L+T+P)</b>	<b>Total Marks/ Assessment</b>
<b>DSC-1</b>	<b>Basic Concepts in Political Science</b>	<b>3</b>	<b>3+1+0=4</b>	<b>100 (60+40)</b>
<b>DSC-2</b>	<b>Political Theory</b>	<b>3</b>	<b>3+1+0=4</b>	<b>100 (60+40)</b>
<b>OE</b>	<b>1. Human Rights</b>	<b>3</b>	<b>3+1+0=4</b>	<b>100 (60+40)</b>
	<b>2. Administration in India</b>	<b>3</b>	<b>3+1+0=4</b>	<b>100 (60+40)</b>
<b>Semester II</b>				
<b>DSC-3</b>	<b>Western Political Thought</b>	<b>3</b>	<b>3+1+0=4</b>	<b>100 (60+40)</b>
<b>DSC-4</b>	<b>Indian National Movement and Constitutional Development</b>	<b>3</b>	<b>3+1+0=4</b>	<b>100 (60+40)</b>
<b>OE</b>	<b>1. Indian Polity: Issues and Concerns</b>	<b>3</b>	<b>3+1+0=4</b>	<b>100 (60+40)</b>
	<b>2. International Relations</b>	<b>3</b>	<b>3+1+0=4</b>	<b>100 (60+40)</b>

# **SEMESTER - I**

## **BASIC CONCEPTS IN POLITICAL SCIENCE**

### **DSC-1**

<b>Course Title: BASIC CONCEPTS IN POLITICAL SCIENCE</b>	
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week: 3+1=4(L+T)</b>	<b>Duration of ESA/Exam: 3Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

#### **Course Objective:**

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

#### **Learning Outcome:**

At the end of the course the students shall understand -

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

Unit	Contents of Course- 1	45 Hours
<b>Unit-I</b>	<p><b>Chapter -1</b> Meaning, Nature, Scope and Importance of Political Science, Approaches – Philosophical, Historical, Observational, Comparative and Experimental. Emergence of Political Science as a Discipline.</p> <p><b>Chapter- 2</b> Meaning and Elements of State, Difference between State and Government, State and Society, State and Association, Theories on Origin of State- Historical Theory, Divine Rights Theory, Social Contract Theory, Marxist and Gandhian Theory of State</p> <p><b>Chapter-3</b> Civil Society- Meaning and Importance.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b> Meaning, Characteristics, and Kinds of Sovereignty.	<b>15 Hours</b>
	<p><b>Chapter-5: Austin’s Concept of Sovereignty and Pluralistic Critique, Pluralistic Theory of Sovereignty, Challenges to the State Sovereignty in the age of Globalization.</b></p> <p><b>Chapter-6, Law meaning, Sources, Relations between Law and Liberty , law and Justice.</b></p>	
<b>Unit- III</b>	<p><b>Chapter-7 Liberty: Meaning and Kinds; Positive and Negative</b></p> <p><b>Chapter-8 Equality: Meaning and Kinds (Social, Economic and Political)</b></p> <p><b>Chapter-9 Power and Justice: Meaning and kinds, Political Obligation: Nature AND Importance, Grounds of Political Obligation.</b></p>	<b>15 Hours</b>

**Exercise:**

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

**Suggested Readings:**

1. Political Theory: Ideas & Concepts, S. Ramswamy, Delhi, Macmillan, 2002.
2. Modern Political Theory, S. P. Verma, New Delhi, Vikas, 1983.
3. Principles of Modern, Political Science, J C Johri, Sterling Publishers Pvt. Ltd. 1995.
4. Principles of Political Science, A C Kapur, New Delhi, Sultan Chand and Sons, 2004.
5. Principles of Political Science, N.N Agarwal, Vidya Bhushan, Vishnoo Bhawan, R. Chand & Co, New Delhi, 1998.
6. Political Science Theory, S.C Pant, Prakashan Kendra, Lucknow, 1998.
7. Political Science Theory, S. N Dubey, Lakshmi Narain Agarwal, Agra, 2002.
8. Principle of Modern Political Science, J C Johari, Sterling Publications, New York, 2009.
9. Principles of Political Science, Anup Chand Kapur, S Chand & Co Ltd, 2010.



**Pedagogy:**

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

<b>Formative Assessment</b>		
<b>Assessment Occasion/ type</b>		<b>Weightage in Marks</b>
<b>C-1</b>	<b>Assessment Test-1</b>	10
	Seminar/Presentation/Group Discussion /Assignment/ Quiz	10
<b>C-2</b>	<b>Assessment Test-2</b>	10
	Assignment/ Book reviews / Reports on field visits / Seminars	10
<b>Total</b>		<b>40</b>

# POLITICAL THEORY

## DSC-2

Course Title: POLITICAL THEORY	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3+1=4(L+T)</b>	Duration of ESA/Exam: <b>3Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

### Course Outcome:

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

### Learning Outcomes:

At the end of the course the students shall understand -

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

Unit	Contents of Course- 2	45 Hours
<b>Unit-I</b>	<b>Chapter-1</b> Meaning, Nature and Importance of Political Theory, <b>Chapter-2</b> Modern Approaches- Behavioral, Post-Behavioral, David Easton's Political System and Marxian Approach <b>Chapter-3</b> Relevance of Political Theory, Decline and Resurgence of Political Theory	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b> Liberalism: J.S Mill <b>Chapter-5</b> Neo- Liberalism: John Rawls	<b>15 Hours</b>

	<b>Chapter-6</b> Libertarianism: Robert Nozick	
<b>Unit- III</b>	<p><b>Chapter-7</b> Communitarianism and Multiculturalism: Indian perspective, Colonial Discourse and Post Colonialism, Post Colonial Response and its Limitations</p> <p><b>Chapter-8 Proponents</b> of Secularism – Nehru, Gandhi, Moulana Azad.</p> <p><b>Chapter-9- Democracy and Liberalism-</b> Dr.B.R.Ambedker, Lohia, Jaya Prakash Narayan.</p>	<b>15 Hours</b>

**Exercise:**

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

**Suggested Readings:**

1. Ahmed. V, *Theory: Classes, Nations Literatures.*: Verso, London, 1992.
2. Arendt. H., *On Revolution*, Viking, New York, 1963
3. Ashcroft. B, *The Post-Colonial Studies Reader*, Rout ledge London, 1995
4. Bryson. V, *Feminist political Theory*, Macmillan, London, 1992.
5. Christopher Butler. *Postmodernism: A very Short Introduction*, OUP Oxford, 2002.
6. Christopher Norris, *The Truth about Postmodernism.*: Wiley- Blackwell, New Jersey, 1993.
7. Connolly. W, *Identity/Difference: Democratic Negotiations*, Cornell University Press, NY, 1991.
8. Edward Said, *Orientalism*, Pantheon Books, New York, 1978.
9. Elshtain. J. B, *Public Man, Private Man: women in Social and Political Thought*, Princeton University Press, Princeton NJ, 1981.
10. Fanon. F. *Black skin, white Masks*, translated by C. L. Markham, Grove Press, New York, 1967.
11. Jean Francis Lyotard. *The Postmodern Condition- A report on Knowledge*. Parris: Minuit, 1979.
12. Balagangadhara, S.N., and Jakob De Roover, "The Secular State and "Religious Conflict: Liberal neutrality and the Indian Case of Pluralism". *The Journal of Political Philosophy* 15, no. 1: 67-92, 2007.
13. Bhargava, Rajeev. ed. *Secularism and Its Critics*, Oxford University Press, New Delhi, 1998.
14. Veena Das, Dipankar Gupta and Patricia. eds.. *Tradition, Pluralism and Identity*, Uberoi New Delhi, 1999.
15. Nehru, Jawaharlal. 1946. *The Discovery of India*. Jawaharlal Nehru Memorial Fund, Oxford University Press, New Delhi, 1988.
16. Rochana Bajpai, *The conceptual vocabularies of secularism and minority rights in India*, *Journal of Political Ideologies*, 2002.
17. □□□□□□ □□□□ □□□ □□□□□ □□.□□□. (□□) "□□□□□□ □ □□□□□", □□□□ □□ □□□□, □□□□□□□□, 2016

**Pedagogy:**

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

<b>Formative Assessment</b>		
<b>Assessment Occasion/ type</b>		<b>Weightage in Marks</b>
<b>C-1</b>	<b>Assessment Test-1</b>	10
	Seminar/Presentation/Group Discussion /Assignment/ Quiz	10
<b>C-2</b>	<b>Assessment Test-2</b>	10
	Assignment/ Book reviews / Reports on field visits / Seminars	10
<b>Total</b>		<b>40</b>

## HUMAN RIGHTS

### Open Elective OE-1

Course Title: HUMAN RIGHTS	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3+1=4(L+T)</b>	Duration of ESA/Exam: <b>3Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

#### Course Objective:

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

#### Learning Outcomes:

After completing this course students will be able to-

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

Unit	Contents of Course- OE-1	45 Hours
<b>Unit-I</b>	<b>Chapter-1</b> Meaning, nature, scope and Classification of Human Rights  <b>Chapter-2</b> 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)  <b>Chapter-3</b> Universal Declaration of Human Rights, RTI as Human Right.	<b>15 Hours</b>

<b>Unit-II</b>	<b>Chapter-4</b> Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties in India  <b>Chapter- 5</b> National Human Rights Commission (NHRC) -  <b>Composition and its function</b>	<b>15 Hours</b>
	<b>Chapter-6 Karnataka State Human Rights Commissions (KSHRCs) – Composition and its functions</b>	
<b>Unit- III</b>	<b>Chapter -7 National Commission for SCs/STs, Minorities’ Commission, Women’ Commission</b> <b>Chapter-8 Major issues and concerns of Human Rights- Discrimination and violence against women, children, Dalits and Minorities, Child Labour and Bonded Labour</b> <b>Chapter-9 Challenges to Human Rights</b>	<b>15 Hours</b>

**Exercise:**

- Group Discussion on Human Rights and its types (comparison of Western and Eastern concept of Human Rights).
- Students can be asked to do collage making and present the same.
- Find out the different types of complaints received by NHRC and bring out the end results on any one of such case.
- In order to make it more participatory learning, the students are required to visit the website of NHRC ([www.nhrc.nic.in](http://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 arr

## Suggested Readings:

1. Baxi Upendra (ed.), The Right to be Human, Lancer International, Crawford, New Delhi, 1987.
2. James(ed.), The Rights of People, Oxford, New York, 1988.
3. Craston, M. What are Human Rights, Bodely Head, London, 1973
4. Rhonda L.Callaway& Julie Harrelson- Stephens,“International Human Rights”, Published by viva books private limited, New Delhi, 2010.
5. Janusz Symonides,“Human Rights Concept and Standards”, Rawat Publications, New Delhi , 2019.
6. Sunil Deshta and KiranDeshta,“Fundamental Human Rights”, Deep and Deep Publications, New Delhi, 2011.
7. qÁ.PÀªÄÄ- ÁQë .vÀqÀ,ÀzÀ, “ªÀiÁ£ÀªÀ °ÀPÀÄÌUÀ¼À ZÁjwæPÀzÀ±Àð£À °ÁUÀÆ 'zÁPÀvÀUÀ¼ÀÄÄ”, ¥Àæ, ÁgÁAUÀ, PÀ£ÁðIPÀ «±Àé«zÁâ©AiÄÄ, zsÁgÀªÁqÀ 2015.
8. Donnelly, Jack and Rhoda Howard (ed.), International Handbook of Human Rights, Westport, Connecticut: Greenwood Press,1987.
9. Donnelly, Jack, Universal Human Rights in Theory and Practice, New Delhi, Manas, 2005.
10. Dr.Tapan Biswal, “Human Rights Gender and Environment”, Viva Books Private Limited Publishers, New Delhi 2006
11. Satya.P. Kanan, “Human Rights Evolution and Development”, Wisdom Press, New Delhi 2012.
12. Gerwith, Human Rights: Essays on Justification and Application, University of Chicago Press, Chicago,1982.
13. Khan, Mumtaz Ali, Human Rights and the Dalits, Uppal Publishing House, New Delhi, 1995.
14. V.T.Patil,“Human Rights Developments in South Asia”, Authors Press Publishers, Delhi 2003.
15. Dr.S.K. Gupta, “Statewise Comprehensive Information on Human Right Violation”, Published by ALP Books, Delhi. 2009
16. Acharya, B.C. A Handbook of Wome;s Human Rights, Wisdom Press, New Delhi, 2011.
17. South Asia Human Rights Documentation Centre, Introducing Human Rights, Oxford, New Delhi, 2006.
18. Lillich, R. International Human Rights: Law Policy and Practice, Boston: Little Brown and Co., 1991 2<sup>nd</sup>Edn.
19. CdÄð£izÉÄªi, EAçgÁCdÄð£izÉÄªi, ÄÄ¥ÁÛzÁ, ÿ ÄÄ¥ÁzÀPÀgÀÄ, C£ÄÄªÁzÀPÀgÀÄ PÉ. JZi. ²æÄªªÁ, ÿ,ªÀiÁ£ÀªÀ °ÀPÀÄÌUÀ¼ÀÄÄ: MAzÀÄDPÀgÀUÀæAxÀ,



ΕΑμΑΕΑ-ϊ §ÄPilæ,ïÖ, ΕΑrAiÀiÁ.

**Pedagogy:**

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

<b>Formative Assessment</b>		
<b>Assessment Occasion/ type</b>		<b>Weightage in Marks</b>
<b>C-1</b>	<b>Assessment Test-1</b>	10
	Seminar/Presentation/Group Discussion /Assignment/ Quiz	10
<b>C-2</b>	<b>Assessment Test-2</b>	10
	Assignment/ Book reviews / Reports on field visits / Seminars	10
<b>Total</b>		<b>40</b>

## ADMINISTRATION IN INDIA

### Open Elective OE-2

Course Title: ADMINISTRATION IN INDIA	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3+1=4(L+T)</b>	Duration of ESA/Exam: <b>3Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

#### Course Objective:

This course aims to introduce the students to basic aspects of Administration in India. This course also exposes them to the working of Administrative system in India.

#### Learning Outcomes:

After completing this course students will be able to-

- Acquire General Knowledge required to competitive Examinations
- To Have necessary knowledge and skills, Competency required for understanding Conceptual and Practical dimensions of Administrative process in India.

Unit	Contents of Course- OE-2	45 Hours
<b>Unit-I</b>	<b>Chapter-1</b> Meaning, Feature and Functions of Civil Service.  <b>Chapter-2</b> Growth of Civil service in India, kinds of Civil services in India and Concept of Lateral Entry into Civil Services.  <b>Chapter-3</b> UPSC, Staff Selection Commission, DPAR – Composition, Powers and Function.	<b>15 Hours</b>

<b>Unit-II</b>	<b>Chapter-4 Central Administration</b> , PMO, Central Secretariat, Cabinet Secretary- role, Powers and Function.  <b>Chapter- 5</b> Ministry of Personnel and Personal Grievances,	<b>15 Hours</b>
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	<p>Ministry of Home affairs, Ministry of Defense, Ministry of Finance, powers and function</p> <p><b>Chapter-6</b> State Administration – State secretariat and Chief Secretary. Role, Power and Function.</p>	
<b>Unit- III</b>	<p><b>Chapter -7</b> Deputy commissioner, role Powers and Functions, administrative Organization below the District level.</p> <p><b>Chapter-8</b> Control over the Administration- Legislative, Executive, Judicial and Popular</p> <p><b>Chapter-9 Good Governance and E-Governance</b> - Meaning, features and Importance, Bhoomi, Panchatantra , sakala, Khajane.</p>	<b>15 Hours</b>

**Exercise:**

- Seminar and Group Discussion on Administration and Its kinds.
- Students can be asked to go for field visit to know the working of Local Bodies and E-Governance Initiative.

**Suggested Readings:**

1. Central Administration – A. Avasthi
2. Indian Administration – S.R.Maheswari
3. Indian Administrative System – R.k Aroroa
4. Public administration in India- Theory and Practice- Hoshiar Sing and Mohinder Singh
5. Indian Administration – Ashok Chandra.
6. Public Administration in India – Mandates Performance and Future Perspectives- Rumki Basu,.
7. Reinventing Public Administration : The Indian Experience- Bidyut Chakrabarty
8. Public Administration and Public affairs – Henry N
9. <https://ceg.karnataka.gov.in>

**Pedagogy:**

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

<b>Formative Assessment</b>		
<b>Assessment Occasion/ type</b>		<b>Weightage in Marks</b>
<b>C-1</b>	<b>Assessment Test-1</b>	10
	Seminar/Presentation/Group Discussion /Assignment/ Quiz	10
<b>C-2</b>	<b>Assessment Test-2</b>	10
	Assignment/ Book reviews / Reports on field visits / Seminars	10
<b>Total</b>		<b>40</b>

# SEMESTER -II

## WESTERN POLITICAL THOUGHT

### DSC-3

Course Title: WESTERN POLITICAL THOUGHT	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3+1=4(L+T)</b>	Duration of ESA/Exam: <b>3Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

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

#### Learning Outcomes:

At the end of the course the students shall understand -

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

Unit	Contents of Course-3	45 Hours
<b>Unit-I</b>	<b>Chapter -1</b> Salient Features of the Greek Political Thought, <b>Plato:</b> Theory of Justice, Philosopher King, <b>Aristotle:</b> State and Its Classification, Theory of Revolution  <b>Chapter -2</b> Salient Features of Medieval - Political Thought, Christian Tradition, <b>St. Thomas Aquinas:</b> Church v/s State, <b>St. Augustine:</b> Theory of Two Swords  <b>Chapter -3, Machiavelli:</b> On Politics and State Craft, Views on ends and means	<b>15 Hours</b>



<b>Unit-II</b>	<b>Chapter -1 Hobbes: Theory of Sovereignty, Locke: Social Contract and Theory of Government, Tolerance; Rousseau: Social Contract, General Will</b>	<b>15 Hours</b>
	<b>Chapter -2 Bentham: Theory of Utilitarianism Chapter -3 J.S. Mill: Views on Liberty</b>	
<b>Unit- III</b>	<b>Chapter -1 . Karl Marx – Historical Materialism,Classw Struggle, Surples theory And Revolution. Classless and stateless society Chapter -2 Jurgen Habermas- Communicative action, Public Sphere, Theory of truth and knowledge Chapter -3 Noam Chomsky- Responsibility of Intellectuals, Manufacturing consent.</b>	<b>15 Hours</b>

**Exercise:**

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

### **Suggested Readings:**

1. A. Hacker, *Political Theory: Philosophy, Ideology, Science* New York, Macmillan, 1961.
2. G.H. Sabine. *A History of Political Theory*. New Delhi: Oxford and IBH, 1937.
3. C.L. Wayper. *Political Thought*. Bombay: B.I. Publications, 1977.
4. Ernest Barker, *Greek Political Theory: Plato and his Predecessors*. London: Methuen & Co., 1970.
5. M. Butterfield, *The State Craft of Machiavelli*, New York: The Macmillan Company, 1956.
6. O.P. Bakshi; *Politics and Prejudice: Notes on Aristotle's Political Theory*. Delhi: The Delhi University Press, 1975.
7. M.A. Shepard, "Sovereignty at the Crossroads: A Study of Bodin", *Political Science Quarterly* XLV, pp.580-603.
8. L. Colleti. *From Rousseau to Lenin*. New Delhi: Oxford University Press, 1969.
9. G.H. Sabine. *A History of Political Theory*. New Delhi: J.L. Thorson, Oxford and IBH, 1937.
10. C.E. Vaghan. *The Political Writings of Jean Jacques Rousseau*, 2 Vols. New York, John Wiley, 1962.
11. C.L. Wayper, *Political Thought*. Bombay: B.I. Publication, 1977.
12. H. Warrender. *The Political Philosophy of Hobbes: His Theory of Obligation*, Oxford: Clarendon Press, 1957.
13. A. Hacker, *Political Theory: Philosophy, Ideology Science*. New York: Macmillan, 1961.
14. D. Boucher and P. Kelly, (eds) 'Political Thinkers: From Socrates to the Present', Oxford, Oxford University Press. 2009
15. J. Coleman, 'A History of Political Thought: From Ancient Greece to Early Christianity, Oxford, Blackwell Publishers, 2000.
16. Mukherjee, Subrato and Susheela Ramaswamy, 'History of political Thought: Plato to Marx', PHI Publishers, New Delhi, 2011.
17. A. Skoble and T. Machan, 'Political Philosophy: Essential Selections', New Delhi, Pearson Education, 2007.

**Pedagogy:**

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

<b>Formative Assessment</b>		
<b>Assessment Occasion/ type</b>		<b>Weightage in Marks</b>
<b>C-1</b>	<b>Assessment Test-1</b>	10
	Seminar/Presentation/Group Discussion /Assignment/ Quiz	10
<b>C-2</b>	<b>Assessment Test-2</b>	10
	Assignment/ Book reviews / Reports on field visits / Seminars	10
<b>Total</b>		<b>40</b>

## INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT

### DSC-4

<b>Course Title: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3+1=4(L+T)</b>	Duration of ESA/Exam: <b>3 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+0=100</b>

#### **Course Objective:**

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

#### **Learning Outcome:**

At the end of the course the students shall -

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

<b>Unit</b>	<b>Contents of Course-4</b>	<b>45 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1</b> Indian National Movement: Features, The Liberal, The Extremist and Revolutionary Phase</p> <p><b>Chapter-2</b> The Gandhian Phase: Non-Cooperation movement, Civil Disobedience Movement and the Quit India <b>movement.</b></p> <p><b>Chapter-3</b> Political Issues during National movement- Swaraj, Reservation, Gandhian Swadeshi Concept.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4</b> Morley-Minto Reform Act of 1909, Montague Chelmsford Act of 1919: main provisions and Dyarchy, Simon Commission, The Nehru Report.</p> <p><b>Chapter-5- Round Table Conferencess, Government of India Act of 1935: main provisions:, provincial Autonomy and federal system</b></p> <p><b>Chapter-6- Cabinet Mission Plan, Indian Independence Act of 1947: main provisions.</b></p>	<b>15 Hours</b>
<b>Unit-III</b>	<p><b>Constituent Assembly Debates on Chapter-7 Citizenship and State Structure</b></p> <p><b>Chapter-8 Minority Rights, Fundamental Rights.</b></p> <p><b>Chapter-9 Language and National Integration.</b></p> <p><b>(The above three should be discussed in the context of Constituent Assembly Debates)</b></p>	<b>15 Hours</b>

**Exercise:**

- Think over a situation in India and identify at least two political and socio-economic conditions that are present and two that are not present in Indian democracy
- List out in a table giving some democratic roles of a citizen; explore yourself how democratic you are.
- Write some good qualities required in a citizen

## **Suggested Readings**

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

**Pedagogy:**

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

<b>Formative Assessment</b>		
<b>Assessment Occasion/ type</b>		<b>Weightage in Marks</b>
<b>C-1</b>	<b>Assessment Test-1</b>	10
	Seminar/Presentation/Group Discussion /Assignment/ Quiz	10
<b>C-2</b>	<b>Assessment Test-2</b>	10
	Assignment/ Book reviews / Reports on field visits / Seminars	10
<b>Total</b>		<b>40</b>

## INDIAN POLITY: ISSUES AND CONCERNS

### Open Elective OE-2

Course Title: INDIAN POLITY AND CONCERNS	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3+1=4(L+T)</b>	Duration of ESA/Exam: <b>3Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

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

#### Learning Outcome:

At the end of the course the students shall -

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

Unit	Contents of Course-OE-2	45 Hours
Unit-I	<b>Chapter-1 National Integration and Social Harmony</b> - Meaning and importance of National Integration and Essentials of National Integration. <b>Chapter-2 Society and Politics in India:</b> Caste, Class, Ethnicity and Gender, role and Impact on Indian Polity. <b>Chapter-3 Language-</b> Role and Constitutional Provisions, Issues	<b>15 Hours</b>



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

**Exercise:**

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

**Suggested Readings:**

1. M. Galanter, ‘The Long Half-Life of Reservations’, in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India’s Living Constitution: Ideas, Practices, Controversies, New Delhi: Permanent Black, 2002.
2. C. Jaffrelot, ‘The Politics of the OBCs’, in Seminar, Issue, 2005.
3. Singh, M.P. & Saxena, R. Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning, 2008.
4. Vanaik, A. & Bhargava, R. (eds.) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan, 2010.
5. Dunkin Jalaki "Bharatadalli Jativyavste ideye?", Malladahalli Publication, Malladahalli.

**Pedagogy:**

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

<b>Formative Assessment</b>		
<b>Assessment Occasion/ type</b>		<b>Weightage in Marks</b>
<b>C-1</b>	<b>Assessment Test-1</b>	10
	Seminar/Presentation/Group Discussion /Assignment/ Quiz	10
<b>C-2</b>	<b>Assessment Test-2</b>	10
	Assignment/ Book reviews / Reports on field visits / Seminars	10
<b>Total</b>		<b>40</b>

# International Relations

## Open Elective OE- 2

<b>Course Title: International Relations</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3+1=4(L+T)</b>	Duration of ESA/Exam: <b>3Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

### Course Objective:

This course aims to introduce the students to basic concepts , Institutions and Issues of Global Politics. This course also exposes them to the Understanding OF Power Politics of Regional and Global level.

### Learning Outcomes:

After completing this course students will be able to-

- Understand and reflect on basic concepts ,Institutions and Issues of International Relations Global Politics
- Develop and deepen the sense of Cosmopolitanism.
- To acquire General knowledge for Competitive exam

<b>Unit</b>	<b>Contents of Course- OE-4</b>	<b>45 Hours</b>
<b>Unit-I</b>	<b>Chapter-1</b> Meaning, Nature, scope and Importance of International Relations.  <b>Chapter-2</b> Key Concepts- National Power, National interest, National Security, Diplomacy, Balance of Power, Collective security, Deterrence.  <b>Chapter-3</b> India and her Neighbors- Pakistan and China.	<b>15 Hours</b>

<b>Unit-II</b>	<b>Chapter-4</b> World Organizations- UN, Principles and Objectives, Major Organs, Working of UN, Achievements and Failures. Chapter- 5 UNESCO, WHO, ILO, WB.	<b>15 Hours</b>
	<b>Chapter-6 Regionalism in World Politics- Meaning and Importance- SAARC,ASEAN,EU, OPEC, SHANGHAI COOPERATION Organization , BRICS,</b>	
<b>Unit- III</b>	<b>Chapter -7 Global Issues- Poverty, Development, Environment</b> , <b>Chapter-8 Military alliances- NATO,SEATO,NSG,QUAD (India, America ,Japan, Australia),</b> <b>Chapter-9 Pacific settlement of International Disputes.</b>	<b>15 Hours</b>

**Exercise:**

1. Group discussion on Issues affecting India and her Neighbors.
2. Students will be engaged in critical evaluation of global And Regional Institutions.
3. Students will be asked to debates on contemporary issues of World Politics.

**Suggested Readings:**

1. Palmer and Perkins-International Relations.
2. H.J Morgenthau, Politics among Nations.
3. Mahendra Kumar, Theoretical Aspects of International Relations.
4. Prakash Chandra, International politics.
5. S.C Singhal, introduction to World politics.
6. JC Johari, international Relations and politics.
7. U Sharma, International Relations.
8. Rumki Basu, International Relations.

**Pedagogy:**

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

<b>Formative Assessment</b>		
<b>Assessment Occasion/ type</b>		<b>Weightage in Marks</b>
<b>C-1</b>	<b>Assessment Test-1</b>	10
	Seminar/Presentation/Group Discussion /Assignment/ Quiz	10
<b>C-2</b>	<b>Assessment Test-2</b>	10
	Assignment/ Book reviews / Reports on field visits / Seminars	10
<b>Total</b>		<b>40</b>

ದೂರವಾಣಿ ಸಂಖ್ಯೆ : 2419677/2419361

ಫ್ಯಾಕ್ಸ್ : 0821-2419363/2419301

e-mail : registrar@uni-mysore.ac.in

www.uni-mysore.ac.in



ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ  
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು-570005

ಸಂಖ್ಯೆ:ಎಸಿ.6/152/NEP/2020-21

ದಿನಾಂಕ: 27-01-2022

### ಅಧಿಸೂಚನೆ

ವಿಷಯ:- ಬಿ.ಎ. ರಾಜ್ಯಶಾಸ್ತ್ರ (ಸ್ನಾತಕ) ಅಧ್ಯಯನ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನವನ್ನು NEP-2020 ಅನುಸಾರ 2021-22ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ತರುವ ಬಗ್ಗೆ.

ಉಲ್ಲೇಖ:- 1. ದಿನಾಂಕ: 20-11-2021 ರಂದು ಜರುಗಿದ ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ(ಸ್ನಾತಕ) ಸಭೆಯ ಶಿಫಾರಸ್ಸು.

2. ದಿನಾಂಕ: 29-11-2021 ರಂದು ಜರುಗಿದ ಕಲಾ ನಿಕಾಯ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.

3. ದಿನಾಂಕ: 23-12-2021 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿಯ ನಡವಳಿ.


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ದಿನಾಂಕ:20-11-2021 ರಂದು ಜರುಗಿದ ಉಲ್ಲೇಖ (1) ರ ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ) ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ 2021-22 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಈ ಕೆಳಕಂಡಂತೆ ಜಾರಿಗೆ ತರಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತದೆ.

- Resolved to recommended to introduce modified NEP/University syllabus from the academic year 2021-22.
- Resolved to recommended to adopt the following question paper for the examinations to be conducted under NEP from the academic year 2021-22. C1 is for 20 marks (IA), C2 is for 20 marks (IA) and C3 (Theory examinations) is for 60 marks. The question paper under NEP Shall consist of 10 questions, Out of which students are required to answer 6 questions, each carrying 10 marks (6X10=60)

ಉಲ್ಲೇಖಿತ (2 & 3) ರ ದಿನಾಂಕ 29-11-2021 ಮತ್ತು 23-12-2021 ರಂದು ಕ್ರಮವಾಗಿ ನಡೆದ ಕಲಾ ನಿಕಾಯ ಹಾಗೂ ವಿದ್ಯಾ ವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಗಳು ಮೇಲಿನ ಪ್ರಸ್ತಾವನೆಗಳನ್ನು ಅನುಮೋದಿಸಿರುವುದರಿಂದ ಈ ಅಧಿಸೂಚನೆ ಹೊರಡಿಸಲಾಗಿದೆ.

ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕೋತ್ತರ) ಪಠ್ಯಕ್ರಮಗಳು ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನಗಳನ್ನು [www.uni-mysore.ac.in](http://www.uni-mysore.ac.in) ನಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

  
ಕುಲಸಚಿವರು  
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಮೈಸೂರು.

ಗೆ:-

1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಎಲ್ಲಾ ಕಾಲೇಜುಗಳ ಪಾಠ್ಯಕ್ರಮಗಳಿಗೆ- ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
3. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
4. ಅಧ್ಯಕ್ಷರು, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ, ಮೌಲ್ಯಭವನ ಕಟ್ಟಡ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
6. ನಿರ್ದೇಶಕರು, ಪಿ.ಎಂ.ಇ.ಬಿ., ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
7. ನಿರ್ದೇಶಕರು. ಐ.ಸಿ.ಡಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು- ಇವರಿಗೆ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಕೋರಲಾಗಿದೆ.
8. ಕುಲಪತಿಗಳು/ ವಿಶೇಷ ಅಧಿಕಾರಿಗಳು/ ಆಪ್ತ ಸಹಾಯಕರು/ ಕುಲಸಚಿವರು/ ಉಪಕುಲಸಚಿವರು/ ಸಹಾಯಕ ಕುಲಸಚಿವರು/ಅಧೀಕ್ಷಕರು, ಆಡಳಿತ ವಿಭಾಗ/ಸಾಮಾನ್ಯ/ಪಿಡಿಐ/ಪ್ರಾಧಿಕಾರ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಪ್ರಾಧಿಕಾರ/ಪಿಡಿಐ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
9. ಕಾರ್ಯನಿರ್ವಾಹಕರು, ಆಡಳಿತಶಾಖೆಯ, AC2(S)/ AC-3/ AC-7(a)/ AC-9, ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.- ಈ ಸಂಬಂಧ ಮುಂದಿನ ಕ್ರಮವಹಿಸುವಂತೆ ತಿಳಿಸಲಾಗಿದೆ.
10. ರಕ್ಷಾ ಕಡತಕ್ಕೆ.

**Q.P. Code:**

**Question Paper Pattern**

BA Degree Examination January/February-2022 ,

Political Science

Political theory

**NEP Scheme**

**Time: 3 hours**

**Max.Marks: =60**

**Instructions:**

1. Answer any Six questions of the following
2. All questions carry equal marks.

**6X 10=60**

1)

2)

3)

4)

5)

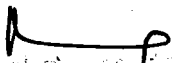
6)

7)

8)

9)

10)

  
Head of the Department (Political Science)  
Department of Political Science  
University of Kerala