



K.L.E.SOCIETY'S  
**S.V.S. BELLUBBI ARTS & COMMERCE COLLEGE,**  
SAUNDATTI – 591126. DISTRICT: BELAGAVI. KARNATAKA STATE  
Accredited 'A' Grade by NAAC in 4<sup>th</sup> Cycle

Phone: 08330-222311, 222511  
Fax: 08330-223716

E-mail: klesvsbellubbicollege@gmail.com  
Website: www.klesvsbcs.edu.in

## 1.2.1.

*Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented*

1.2.1.2. Number of Programmes in which CBCS/  
Elective course system implemented.

<b>Year</b>	2023-24
<b>Number</b>	05





**RANI CHANNAMMA UNIVERSITY, BELAGAVI**

**DEPARTMENT OF STUDIES IN ECONOMICS**

**PROGRAM /COURSE STRUCTURE AND  
SYLLABUS**

As per the Choice Based Credit System  
(CBCS) designed in accordance with  
Learning Outcomes-Based Curriculum  
Framework (LOCF) of National Education  
Policy (NEP) 2020

For

**B.A. Economics Degree (Honours)  
V & VI Semester**

w.e.f.

**Academic Year 2023-24 and onwards**

Program Structure for Four Year under Graduate Program and Master Program in  
**Economics (B.A Basic/B.A (Hons.))**

Semester	Paper Code	Title of the Paper	Credits
V Semester	DSC-9	Public Economics	4
	DSC-10	Development Economics	4
	DSC-11	Indian Banking & Finance	4
		<b>Total Credits</b>	<b>12</b>
VI Semester	DSC-12	International Economics	4
	DSC-13	Indian Public Economics	4
	DSC-14	Environmental Economics	4
		<b>Total Credits</b>	<b>12</b>

## Pedagogy

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Test	50%
Assignment	20%
Presentation/ Project	30%
Total	100
Formative Assessment as per NEP guidelines are compulsory	

**Note: Strictly follow the Practicum**

## Pedagogy; Evaluation process IA MARKS

FORMATIVE ASSESSMENT			
	C1	C2	Total
Assessment Occasion/type			
Internal Test	10	10	20
Assignment/seminar	5	-	05
Quiz/GD	5	-	05
Presentation/Project etc	-	10	10
Total	20	20	40
Semester End Exam Theory			60

## Public Economics

Program Name	<b>BA in Economics</b>	Semester	<b>Fifth Semester</b>
Course Title	<b>Public Economics</b>		
Course Code:	<b>ECO C9</b>	No. of Credits	<b>4</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

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

CO1. Understand introductory Public Finance concepts.

CO2. Study the causes of market failure and corrective actions

CO3. Understand the impact, incidence and shifting of tax

CO4. Study the Economic Effects of tax on production, distribution and other effects

CO5. Enable the students to know the Principles and Effects of Public Expenditure

CO6. Understand the Economic and functional classification of the budget; Balanced and Unbalanced budget

CO7. Understand the Burden of Public debt and know the Classical/ Ricardian views, Keynesian and post-Keynesian views

CO8. To acquaint with the advantages and disadvantages of Deficit Financing,

<b>MODULES</b>	<b>DESCRIPTION</b>	<b>60 Hours</b>
<b>Module I</b>	<b>Introduction to Public Economics</b>	<b>15</b>
	Public Economics: Meaning, definitions, Scope and Significance, Public Finance and Private Finance: Meaning, and Distinction; Public good and private good: Meaning, Characteristics, and Distinction, Principle of Maximum Social Advantage, Market Failures: Meaning, causes-role of externalities; Market failure and role of government; Corrective actions.	
<b>Practicum</b>	Group Discussions on Public Finance and private finance; public good and private good Assignment on Market failure and government intervention	
<b>Module II</b>	<b>Public Revenue and Public Expenditure</b>	<b>18</b>
	Meaning and sources of revenue; Taxation –Cannons of taxation, Characteristics of a sound tax system, Impact, Incidence- Division of Tax burden, Shifting of tax, Economic Effects of tax on production, distribution and other effects, Progressive and Regressive, Proportional Tax, Direct and Indirect Taxes –Merits and Demerits, Taxable Capacity: Meaning and determinants. Public Expenditure; Meaning, classification, principles, Types & Cannons, Reasons for the growth of public expenditure, Wagner’s	

	law of increasing state activities, Peacock-Wiseman hypotheses, Effects of public expenditure: Production, Distribution & Other effects	
<b>Practicum</b>	Mini-project/study to ascertain the impact of GST on retailers/wholesalers in your vicinity A case study on the taxable capacity of the different sections of society in the vicinity Assignment on Effects of public expenditure: Production, Distribution & Other Effects	
<b>Module III</b>	<b>Public Debt</b>	<b>12</b>
	Public Debt: Meaning, Purpose, Types & Effects; Sources of Public Borrowing; Burden of Public Debt -Classical/ Ricardian views, Keynesian and post-Keynesian views; Intergenerational equity of public debt; Causes of the Rise in Public Debt; Methods of debt redemption; Debt management.	
<b>Practicum</b>	Studying the burden of public debt through a project/ case study Assignment on Debt Management	
<b>Module IV</b>	<b>Public Budget, Fiscal Policy and Fiscal Deficit</b>	<b>15</b>
	Budget: Meaning, process & Types of budget, Economic and functional classification of the budget; Balanced and unbalanced budget, Types of Budget Deficits; Fiscal Policy: Meaning, objectives & Tools; Fiscal deficit: Meaning, Computation, Deficit Financing: Meaning, Advantages and Disadvantages	
<b>Practicum:</b>	Calculation of various types of budget deficit using the budget data Group discussion on the advantages and disadvantages of deficit financing	

<b>References</b>	
1	Lekhi R.K., Joginder Singh (2018) Public Finance, Kalyani publication, New Delhi
2	Tyagi B.P. (2014) Public Finance published by Jaya Prakash Nath and CO, Meerut
3	Hindriks J. and G. Myles (2006): Intermediate Public Economics, MIT Press.
4	Bhatia H L (2018): Public Finance. Vikas Publishing House.
5	Musgrave, R.A. (1989), The Theory of Public Finance, McGraw Hill
6	Musgrave R.A. and P.B. Musgrave (1989), Public Finance in Theory and Practice, McGraw Hill,

## Development Economics

Program Name	<b>BA in Economics</b>	Semester	<b>Fifth Semester</b>
Course Title	<b>Development Economics</b>		
Course Code:	<b>ECO C10</b>	No. of Credits	<b>4</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 Hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

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

- CO1. Understand the basic concepts and measurements of Development.
- CO2. Learn some classical and partial theories of Development economics and identify the difference.
- CO3. Identify the difference between Developed and Developing Countries.
- CO4. Analyse and tackle the Development issues effectively.

<b>MODULES</b>	<b>DESCRIPTION</b>	<b>60 Hrs</b>
<b>Module 1</b>	<b>Introduction to Economic Development</b>	<b>14</b>
	Concept - Definitions - Distinction between Economic Growth and Development - Indicators of Growth and Development, Measures of Economic Development: Gross National Product (GNP) - Physical Quality of Life Index (PQLI), Human Development Index (HDI), Happiness Index, Inequality and Poverty: Meaning, causes, indicators – Gini Coefficient Index, Human Poverty Index (HPI).	
<b>Practicum:</b>	Assignment on various indicators of growth and development Group discussions about the characteristic features of different countries and their development levels	
<b>Module 2</b>	<b>General Theories of Economic Growth and Development</b>	<b>16</b>
	Adam Smith's Theory, David Ricardo's Theory, T.R. Malthus' Theory, Karl Marx's Theory, Schumpeter's Theory and Rostow's Growth Theory - Harrod-Domar Model.	
<b>Practicum:</b>	Assignment on different theories and their relevance to developing Countries, Debate on present stage of India's growth and estimated stage it may reach by 2047	
<b>Module 3</b>	<b>Partial Theories of Economic Development</b>	<b>16</b>
	Lewis Labour Surplus Model - Rodan's Big Push Theory - Lieberstein's Critical Minimum Effort Approach - Balanced Vs. Unbalanced Growth, Factors in the Development Process Capital Accumulation - Capital-Output Ratio - Technology and Economic Development.	

### Indian Banking and Finance

Program Name	<b>BA in Economics</b>	Semester	<b>Fifth Semester</b>
Course Title	<b>Indian Banking and Finance</b>		
Course Code:	<b>ECO C11</b>	No. of Credits	<b>4</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 Hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

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

- CO1. Understand the structure of Indian banking and the role of banks in monetary policy.
- CO2. Analyze the functioning of banks and different types of accounts and other services offered by banks.
- CO3. Evaluate recent developments in the Indian banking sector, including digital banking, payment banks, and non-performing assets.
- CO4. Describe the overview of the Indian financial system, including financial markets, financial instruments, and financial regulation.
- CO5. Analyze the challenges faced by Indian banks and the implications of banking reforms for the Indian economy.
- CO6. Develop critical thinking and analytical skills in evaluating various financial products and services banks and capital markets offer.

<b>MODULES</b>	<b>DESCRIPTION</b>	<b>60 Hours</b>
<b>Module I</b>	<b>Introduction to banking: India</b>	<b>15</b>
	Indian Banks: Evolution, structure, functions, types and features- Public sector, private sector, foreign, Cooperative, RRB, Small finance banks, payment banks; Role and importance of banks in the Indian economy; Credit creation and financial intermediation; Central Bank and banking regulation; Regulatory and supervisory powers; Monetary policy and banking channel of credit control; Policy rates and banking; repo, reverse repo, MCLR, Bank rate, CRR, SLR, MSF; Issues in banking sector; NPA crisis; impact of global events on Indian banks.	
<b>Practicum</b>	Compare and contrast the different types of banks, highlighting their strengths and weaknesses- Presentation. Conduct a class discussion and compare and contrast the different scenarios on various loans, highlighting the risks involved and the measures taken by banks to manage these risks.	
<b>Module II</b>	<b>Banking services</b>	<b>15</b>



	Banking services: Bank deposits; Types and features of bank accounts; account opening and importance of KYC; Bank loans; types, features, documents required; eligibility, interest rates, maturity, loan default and consequences; Other services: Locker facility, payment and remittance services and channels; currency exchange; debit cards, credit cards, pre-paid cards; ATMs; internet and mobile banking; Modern banking products: Insurance on deposits and loans, Investment services in capital market-stocks, bonds and mutual funds; advisory services; retirement products.	
<b>Practicum</b>	Group discussion on bank accounts and loan products and making recommendation to different classes Comparison of banking services by visiting bank branches	
<b>Module III</b>	<b>Modern Banking</b>	<b>15</b>
	Modern banking facilities; Digital banking; Digital Wallets; Digital account opening; Biometrics; contact less payment system; instant payments; personal finance management tools; Use of artificial intelligence and machine learning in banks; Cyber security in banking; Credit scoring; Direct lending; Corporate banking; Investment Banking	
<b>Practicum:</b>	Survey bank customers to understand their usage and satisfaction levels with digital banking services. Analyze the adoption rates of digital banking services across different age groups and demographic segments	
<b>Module IV</b>	<b>Financial Market</b>	<b>15</b>
	Introduction to Indian financial markets; Equity markets and stock exchanges; Debt markets and bond markets; Currency markets and forex trading; Commodity markets and trading; Derivatives markets; Mutual funds; Insurance products Investing in capital market products- access, channels; risk in capital market investments; Role of SEBI, Fintech and innovation in capital markets;	
<b>Practicum</b>	Debate: Investing in capital market products. Assignment on Indian financial markets	

<b>References</b>	
1	Khan, M. Y. (2019). Indian Financial System (11th ed.). McGraw Hill Education (India) Private Limited.
2	RBI (2022) report on the trend and Progress of Banking in India
3	Pathak, B. V. (2018). Indian financial system. Pearson Education
4	Principles and Practices of Banking (2023), Indian Institute of Banking & Finance (IIBF), MacMillian
5	Shekhar, K. C. & Shekhar, L. (2013). Banking Theory and Practice, 21st Edition
6	Taxman's Digital Banking, Indian Institute of Banking & Finance (IIBF), Bharati Law House
7	Reserve Bank of India. (2017). Basic Financial Literacy Guide.

## International Economics

Program Name	<b>BA in Economics</b>	Semester	<b>Sixth Semester</b>
Course Title	<b>International Economics</b>		
Course Code:	<b>ECO C12</b>	No. of Credits	<b>4</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 Hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

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

- CO1. Understand the international trade theories and their application in international trade
- CO2. Explain the concept of terms of trade and demonstrate the effect of trade barriers; and display the ability to analyse the stages of economic integration
- CO3. Understand the concept of BoP and assess the BoP position and examine the changes in forex rate
- CO4. Analyse the role of International trade and financial institutions
- CO5. Demonstrate good inter-personal and communication skills through class participation and contributing to critical discussion on trade issues

<b>MODULES</b>	<b>DESCRIPTION</b>	<b>60 Hours</b>
<b>Module I</b>	<b>International Trade Theories</b>	<b>15</b>
	Meaning and Importance of International trade; Differences between Internal and International Trade; Trade Theories: Mercantilist view; Absolute cost and comparative cost advantage theories; Haberler's Opportunity cost theory; Heckscher-Ohlin theory; Leontief's paradox	
<b>Practicum</b>	Assignment on Ricardo's Comparative cost advantage and Leontief's paradox	
<b>Module II</b>	<b>Terms of Trade and Commercial Policy</b>	<b>17</b>
	Terms of trade- Concept and Types, Factors determining Terms of Trade; Commercial Policy: Free trade v/s Protection; Tariffs: Types and effects; Quotas; Anti-dumping; Economic Integration: Meaning and stages.	
<b>Practicum</b>	Debate: Free trade v/s Protection Mini project: Trace the evolution of India towards Economic Integration	
<b>Module III</b>	<b>Balance of Payment and Capital Flow</b>	<b>13</b>
	Balance of Payment: Concept, Components; Disequilibrium in Balance of Payment: Causes and Measures to correct disequilibrium; Foreign Exchange rate: Meaning and types; determination of Foreign exchange rate: Demand for and Supply of Forex; Purchasing Power Parity (PPP) theory; Capital Flow: Meaning and concept of Foreign Investment; Forms of FDI; Advantages and disadvantages of FDI.	
<b>Practicum</b>	Prepare India's Balance of Payment statement using recent Economic Survey Assignment on Forms of FDI	

<b>Module IV</b>	<b>International Finance and Trade Institutions</b>	<b>15</b>
	Bretton Woods Institutions: IMF and IBRD -IDA and IFC: Organization, Objectives, Functions and their role in developing countries; Evolution of WTO: GATT – principles and objectives; WTO: Organization, Objectives, Functions, Agreements and current issues; WTO and developing countries;	
<b>Practicum:</b>	Group Discussion: Effectiveness of IMF and IBRD in developing countries Seminar: Agreements of WTO or current issues of WTO	
<b>References</b>		
1	Sodersten. B. (1993): International Economics, MacMillan, 3 Edition, London,	
2	Salvatore, D. (2016): International Economics, 12 Edition, Wiley Publication	
3	Vaish, M. C. and Sudama Singh (1980): International Economics, 3 Edition, Oxford and IBH Publication, New Delhi.	
4	Carbaugh, R. J. (1999): International Economics, International Thompson Publishing, New York	
5	Dana, M. S. (2000): International Economics: Study Guide and work Book, 5. Edition, Routledge Publishers, London.	
6	Kenen, P. B. (1994). The International Economy, Cambridge University Press, London.	
7	Krugman, P.R. and M. Obstfeld (1994): International Economics: Theory and Policy Addison-Wesley Publications.	
8	Jackson, JD. (1998) The World Trading System, Cambridge University Press, Mass. Cherunilam, International Economics, TMH, New Delhi.	
9	D M Mithani, International Economics, Himalaya, Mumbai.	
10	Jhingan M.L.(2016): International Economics, Vrinda Publications Pvt Ltd-Delhi	
11	Dwivedi D.N. (2013): International Economics Theory & Policy, Vikas Publishing House Pv.t Ltd.	
12	K.C. Rana & K.N. Verma (2017): International Economics; Vishal Publishing Co.	
13	Krishnamurthy H.R (2013) : Antararashreeya Arthashastra ; (Kannada version), Sapna, Bengaluru	

## Indian Public Finance

Program Name	<b>BA in Economics</b>	Semester	<b>Sixth Semester</b>
Course Title	<b>Indian Public Finance</b>		
Course Code:	<b>ECO C13</b>	No. of Credits	<b>4</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 Hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

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

- CO1. Understand the structure of Indian Public Finance
- CO2. Enable the students to know the Source and nature of public revenue and expenditure
- CO3. Understand the Budget and different concept of deficits
- CO4. Know the Public debt and its management
- CO5. Understand the fiscal and monetary policy and their tools and importance
- CO7. To enable the students to know the Indian federal financing system and Financial Commissions.

<b>MODULES</b>	<b>DESCRIPTION</b>	<b>60 Hours</b>
<b>Module I</b>	<b>Public Revenue</b>	<b>18</b>
	<b>Direct Tax Revenue</b> - Sources of Revenue-Tax and Non-Tax Revenue; Trends and Patterns of Tax Revenue in India; Direct and Indirect Taxes in India; Personal Income Tax Rates and Slabs; Corporate Tax- Tax Rate and Slabs; <b>Indirect Tax Revenue</b> - Indirect Taxes – Earlier Taxes-VAT and MODVAT; Goods and Services Tax (GST)- Objectives and Classification of GST, Tax Rates of GST; Trends and Patterns of GST; Impact of GST on Indian Economy; Tax Reform Commissions.	
<b>Practicum</b>	Collection and analysis of data on Direct tax Collection and analysis of GST from businesses	
<b>Module II</b>	<b>Public Expenditure</b>	<b>15</b>
	<b>Revenue Expenditure</b> - Classification of Public Expenditure in India; Revenue Account Expenditure- Trends and Patterns; Capital Account Expenditure-Trends and Patterns; Fiscal Responsibility and Budget Management (FRBM) Act; Impact of Public Expenditure on Indian Economy; Expenditure Reforms Commission (ERC) in India; <b>Union Budget and Its Analysis</b> - Meaning and Classification of Budgets; Zero-Based Budget; Composition of Union Budget; Union Budget Analysis (current one); Different Concept of Deficits- Revenue, Fiscal, Primary Deficits	
<b>Practicum</b>	Analysis of Union Budget (Current one) Group Discussion on Budget Deficits	

<b>Module III</b>	<b>Public Debt and Its Management</b>	<b>14</b>
	<b>Public Borrowings and Debt</b> - Meaning and Nature of Public Debt; Sources of Public Borrowings; Classification of Public Debt; Trends and Patterns of Central Government Debt; Main Characteristics of Indian Public Debt; Crowding out of Private Investment; Causes of Public Debt in India; <b>Burden of Public Debt and Management in India</b> - Meaning of Burden of Public Debt; Importance of Public Management; Principles of Public Debt Management; Repayment of Public Debt in India; Impact of Public Debt on Indian Economy; Finance Commissions in India	
<b>Practicum</b>	Assignment to write on Indian Public Debt and sources of repayment Group Discussion on Burden of Public Debt	
<b>Module IV</b>	<b>Fiscal and Monetary Policies and Federal Finance in India</b>	<b>13</b>
	<b>Fiscal and Monetary Policy India</b> - Meaning and Objectives of Fiscal Policy; Importance of Fiscal Policy; Tools of Fiscal Policy; Meaning and Objectives of Monetary Policy; Importance of Monetary Policy; Tools of Monetary Policy; <b>Indian Federal Finance</b> - Meaning and Importance- Stages of Growth; Allocation of Resources- Division of Functions and Resources; Principles of Federal Finance; Shortcomings of Federal Financing; Finance Commission and Their Recommendations.	
<b>Practicum</b>	Group Discussion about the Role of Fiscal and Monetary Policies in controlling inflation Assignment to write the State List, Union List and Concurrent list	

<b>References</b>	
1	Bhatia H L (2021): Public Finance, S. Chand and Co., New Delhi.
2	Lekhi R.K (2020): <i>Public Finance</i> , Kalyani Publishers, New Delhi.
3	Musgrave R.A and Musgrave P.A (2017): <i>Public Finance in Theory and Practice</i> , Mcgraw- Hill Kogakusha, Tokyo.
4	Om Prakash (2021): <i>Public Economics: Theory a practice</i> , Vishal Publishing Co. Ludhiana.
5	S.K. Singh (2019): <i>Public Economics: Theory and Practice</i> S. Chand and Co., New Delhi.
6	Tyagi, B.P (2018): <i>Public Finance</i> , Jai Prakash Nath and Company, Meerut, India.

### Environmental Economics

Program Name	<b>BA in Economics</b>	Semester	<b>Sixth Semester</b>
Course Title	<b>Environmental Economics</b>		
Course Code:	<b>ECO C14</b>	No. of Credits	<b>4</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 Hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

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

- CO1. Understand how economic methods can be applied to environmental issues facing society
- CO2. Examine the linkages between Environmental Degradation and Economic Development
- CO3. Develop an informed view regarding the potential of economics to help societies achieve their environmental goals
- CO4. Demonstrate good inter-personal and communication skills through writing an essay and contributing to critical discussion
- CO5. Analyze environmental problems and to assess environmental policies.

<b>MODULES</b>	<b>DESCRIPTION</b>	<b>60 Hours</b>
<b>Module I</b>	<b>Environment and Ecology</b>	<b>15</b>
	Meaning, Nature and Scope of Economics of Environment; Linkages between Environment and the Economy; Environmental Kuznets curve; Environmental Stress; Population and Environment; Poverty and Environment; Meaning and elements of ecology; Biotic and Abiotic components; Food, Hydrological and Carbon Cycles; Material Balanced Principle (Entropy law); Meaning and strategies to achieve Sustainable Development; Rio Summit; Green Accounting Introduction to SDGs.	
<b>Practicum:</b>	Making charts relating to SDGs or Assignments on environment-economy linkages at the local level.	
<b>Module II</b>	<b>Natural Resources Scarcity and Conservation</b>	<b>15</b>
	Meaning and Characteristics of Renewable and Non-renewable resources; Non-Renewable Resources and the problem of depletion and problem of overuse ; Resource Scarcity and Economic Growth (Limits to Growth Model); Energy and Economic Development; Energy resources and their Pricing; Alternative energy sources; Conservation of Natural Resources- 3Rs – Reduce, Reuse and Recycling Measures	
<b>Practicum:</b>	Identifying local resources; Project on resource conservation (esp. water) at the College level; Discussion on Limits to Growth	

<b>Module III</b>	<b>Environmental Pollution</b>	<b>15</b>
	Environmental regulatory system in India; Pollution Control Boards and their Functions; Provisions of the Environmental Protection Act, 1986; Environmental Movements in India (Chipko); Role of Citizens and NGOs in Environmental Protection.	
<b>Practicum:</b>	visiting the Pollution Control Board office and observing its functions	
<b>Module IV</b>	<b>Environmental Pollution and Regulation</b>	<b>15</b>
	Environmental regulatory system in India; Pollution Control Boards and their Functions; Provisions of the Environmental Protection Act, 1986; Environmental Movements in India (Chipko); Role of Citizens and NGOs in Environmental Protection.	
<b>Practicum:</b>	Assignments on types of pollution in local areas; Seminars on climate change and its consequences; visiting the Pollution Control Board office and observing its functions	

References	
1	Bhattacharya, R.N (Ed) (2001), <i>Environmental Economics: An Indian Perspective</i> , Oxford University Press.
2	Karpagam M. (1993), <i>Environmental Economics</i> , Sterling Publishers, New Delhi.
3	Shankar, U, (2001), <i>Environmental Economics</i> , Oxford University Press, New Delhi.
4	Singh, Katar and Anil Shisodia (2007): <i>Environmental Economics: Theory and Applications</i> , Sage Publications, New Delhi
5	Mahajan V.S (2003): <i>Environmental Protection – Challenges &amp; Issues</i> , Deep & Deep Publishers New Delhi
6	Sengupta, R.P. (Ed.) (2001), <i>Ecology and economics: An Approach to Sustainable Development</i> , Oxford University Press, New Delhi.
7	Nick Hanley, Jason F, Shogren and Ben White (2005): <i>Environmental Economics in Theory and Practice</i> , Macmillan India Ltd.

  
**CHAIRMAN**  
 P.G. Department of Economics  
 Rani Channamma University  
 Belagavi - 591156

**Proposed Syllabus-  
Political Science Discipline**

**Submitted to**

**The Registrar  
Rani Channamma University,  
Vidyasangama, N. H. – 04  
Belagavi**

**Submitted by**

**Chairman and Members  
of U G BOS – V<sup>th</sup> & VI<sup>th</sup> Semester**



## Structure for Political Science Discipline

Core paper no.	Paper Title	Credit	No. of Teaching Hours/Week	Total Marks/ Assessment
<b>V Semester</b>				
DSC-9	International Relations-Concepts and Perspectives	4	4	<b>100 (60+40)</b>
DSC-10	Comparative Government and Politics	4	4	<b>100 (60+40)</b>
DSC-11	Karnataka Government and Politics	4	4	<b>100 (60+40)</b>
SEC-4	Cyber Security	2	3	<b>50 (30+20)</b>
	<b>Total</b>	<b>14</b>		
<b>VI Semester</b>				
DSC-13	Theoretical aspects of International Relations	4	4	<b>100 (60+40)</b>
DSC-15	Public Policy Analysis	4	4	<b>100 (60+40)</b>
DSC-16	Modern Indian Political Thinkers	4	4	<b>100 (60+40)</b>
	Internship/Project	2		<b>50 (30+20)</b>
	<b>Total</b>	<b>14</b>		

<b>Course Title: International Relations -Concepts and Perspectives</b>	
<b>Semester: V</b>	<b>Course Code: DSC-9</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 3 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

Unit	Contents of Course- DSC-9	60 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> International Politics and International Relations, Meaning, Nature, Scope of International Relations</p> <p><b>Chapter-2:</b> Evolution of International Relations (From city state to Modern Nation State System)</p> <p><b>Chapter-3:</b> Development of International Relations as an academic discipline</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> World War I: Causes and Consequences, World War II: Causes and Consequences</p> <p><b>Chapter-5:</b> Cold War: Origin of Cold War, Causes and effects.</p> <p><b>Chapter-6:</b> National Interest – Meaning, Elements, Kinds and Instruments for Promotion of National Interests</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> National Power Meaning, Elements of National Power, Limitations and Evaluation of National Power.</p> <p><b>Chapter-8:</b> Balance of Power – Meaning, Nature, Techniques of Maintaining the Balance of Power and Relevance of Balance of Power in Modern Age</p> <p><b>Chapter-9:</b> Collective security, Diplomacy (Old and New)</p>	<b>15 Hours</b>

<b>Course Title: Comparative Government and Politics</b> <b>(With special reference to UK, USA and China)</b>	
<b>Semester: V</b>	<b>Course Code: DSC-10</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 3 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

Unit	Contents of Course- DSC-10	60 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> Comparative Government and Politics: Meaning, Nature, Scope and Importance of Comparative Government and Politics</p> <p><b>Chapter-2:</b> Approaches to the study of Comparative Government and Politics Traditional (Philosophical, Historical, Legal and Institutional) and Modern Approaches (System, Structural Functional, Communication and Decision Making)</p> <p><b>Chapter-3:</b> Types of Government and Politics: Parliamentary, Unitary, Presidential and Federal Government.</p>	<b>15 Hours</b>

<b>Unit-II</b>	<p><b>Chapter-4:</b> Method of representation: Direct, Indirect, Proportional, Functional.</p> <p><b>Chapter-5:</b> Constitutionalism- Meaning, Principles (separation of powers, responsibility and accountability, popular sovereignty, Rule of Law, Judicial independence, Individual rights, civilian control over military) Problems and Prospects of Constitutionalism</p> <p><b>Chapter-6:</b> Political Party and Pressure Groups: Definition and classification based on ideology (Single to Multi party systems, Republican-Democratic, Labour-Conservative, Communist, Democratic parties), Pressure Group-Definition, role and Characteristic</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Political Process: Political Socialisation, Political Culture, Political Representation</p> <p><b>Chapter-8:</b> Legislature (USA, UK, China)</p> <p><b>Chapter-9:</b> Executive (USA, UK, China)</p>	<b>15 Hours</b>

<b>Course Title: Karnataka Government and Politics</b>	
<b>Semester: V</b>	<b>Course Code: DSC-11</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 3 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

<b>Unit</b>	<b>Contents of Course- DSC-11</b>	<b>60 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1:</b> State Politics in India: Nature and Importance</p> <p><b>Chapter-2:</b> Princely State of Mysore: Evolution of Legislature, Mysore Representative Assembly.</p> <p><b>Chapter-3:</b> Administration and Governance in the Princely State and Reorganization of State.</p>	<b>15 Hours</b>
Unit-II	<p><b>Chapter-4:</b> Unification Movement: Factors, Role of Vidyavardhaka Sangha and Kannada Sahitya Parishat.</p> <p><b>Chapter-5:</b> Contributions to Unification Movement: Alur Venkatarao: Karnatakatva, Deputy Chennabasappa, Gudleppa Hallikere and Sir Siddappa Kambli.</p> <p><b>Chapter-6:</b> 1924 Belgaum Conference: Hardekar Manjappa and Huilgol Narayan Rao: Swadeshi and Nationalism</p>	<b>15 Hours</b>
Unit- III	<p><b>Chapter-7:</b> Caste and Politics: Dominant Caste, Backward Class Movement and AHINDA and Identity Politics.</p> <p><b>Chapter-8:</b> Regionalism and Regional Disparities: Dr. Nanjundappa Report.</p> <p><b>Chapter-9:</b> Language and Politics: Inter State Disputes and Karnataka's Relations with Centre.</p>	<b>15 Hours</b>
Unit- IV	<p><b>Chapter-10:</b> Era of Coalitions in Karnataka: (2004 - 2018) its effects on policy making, administration and party politics</p> <p><b>Chapter-11:</b> Politics of Polarisation: Growth of Polarisation in Karnataka politics (INC, JDS, JDU, BJP, AAP, SDP, MES)</p> <p><b>Chapter-12:</b> Demand for Separate State: Challenges for development in North Karnataka with special reference to Kittur and Kalyana Karnataka (Art 371J)</p>	<b>15 Hours</b>

## SEMESTER VI

<b>Course Title: Theoretical aspects of International Relations</b>	
<b>Semester: VI</b>	<b>Course Code: DSC-13</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 3 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

<b>Unit</b>	<b>Contents of Course- DSC-13</b>	<b>60 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1:</b> Meaning, Nature, Functions and importance of Theories in International Relations.</p> <p><b>Chapter-2:</b> Classical v/s Scientific – Debate.</p> <p><b>Chapter-3:</b> Realism and Neo-Realism Theories</p>	<b>13 Hours</b>
Unit-II	<p><b>Chapter-4:</b> Liberal, Neo-Liberalism, Marxist theory and Neo-Marxist Theory.</p> <p><b>Chapter-5:</b> Game Theory, Bargaining and Decision-Making Theory.</p> <p><b>Chapter-6:</b> Systems Theory-Meaning, Nature and importance.</p>	<b>16 Hours</b>
Unit- III	<p><b>Chapter-7:</b> Communication Theory and Decision Making Theory.</p> <p><b>Chapter-8:</b> Dependency theory and Self-Reliance theory.</p> <p><b>Chapter-9:</b> Samuel P Huntington: Clash of Civilisations.</p>	<b>16 Hours</b>
Unit- IV	<p><b>Chapter-10:</b> Power Cycle theory and Feminist Theory.</p> <p><b>Chapter-11:</b> Theory building in International Relations: stages of Theorization</p> <p><b>Chapter-12:</b> Future of International Relations: Challenges.</p>	<b>15 Hours</b>

<b>Course Title: Public Policy Analysis</b>	
<b>Semester: VI</b>	<b>Course Code: DSC-15</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 3 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Course Title: Public Policy Analysis**

<b>Unit</b>	<b>Contents of Course- DSC-15</b>	<b>60 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1:</b> Introduction to Public Policy: Concept, its evolution - a historical perspective</p> <p><b>Chapter-2:</b> Public Policy - Meaning, definition and need for Public Policy.</p> <p><b>Chapter-3:</b> Public Policy - Constitutional and cultural basis in formulating Public Policy.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Approaches to Public Policy Making- unified, integrated and sectorial.</p> <p><b>Chapter-5:</b> Formulation of Public Policy - Role of Legislature, Parliament, Cabinet and NITI Ayog.</p> <p><b>Chapter-6:</b> Role of Research and Research institutions in Public Policy Making (ISEC, IPP, NIRD).</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Linkage between Public Policy and Planning - Agenda setting, Selection of Goals, Cost Estimation, Implementation and Evaluation.</p> <p><b>Chapter-8:</b> Federal Political System and Planning Process, Coordination and Cooperation between Centre and State</p> <p><b>Chapter-9:</b> Decentralized Planning, Role of Panchayati Raj and People's Participation, monitoring and evaluation.</p>	<b>15 Hours</b>
<b>Unit- IV</b>	<p><b>Chapter-10:</b> Public Policy implementation- top down approach, Bottom up approach, incremental model, strategic planning.</p> <p><b>Chapter-11:</b>Resolving problems in implementation- Defining problem, identification of issues, preparing problem statement, policy alternatives and resetting goals.</p> <p><b>Chapter-12:</b>Measuring policy impact-cost benefit analysis, MBO, PERT and CPM</p>	<b>15 Hours</b>

<b>Course Title: Modern Indian Political Thinkers</b>	
<b>Semester: VI</b>	<b>Course Code: DSC-16</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 3 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

<b>Unit</b>	<b>Contents of Course- DSC-16</b>	<b>60 Hours</b>
<b>Unit-I</b>	<p><b>Introduction to Modern Indian Political Thought</b></p> <p><b>Chapter-1:</b> Early Social Reformers: Raja Ram Mohan Roy, JyotibaPhule.</p> <p><b>Chapter-2:</b> Spiritual Nationalism: Swami Vivekananda, Dayananda Sarasvati.</p> <p><b>Chapter-3:</b> Moderate Nationalists: DadabaiNaoroji, M.G.Ranade.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4 :</b> Extremist Nationalists: Arabindo and B.G. Tilak Savarkar: Hindutva and social reform.</p> <p><b>Chapter-5:</b> Emancipatory Phase: Sir Syed Ahamed Khan, and M. Jinnah, Rabindranath Tagore: critique of nationalism</p> <p><b>Chapter-6:</b> Views on caste system and Social Justice Dr. B.R. Ambedkar and Ramaswamy Naiker</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Shades of Nationalism I : Mahatma Gandhi</p> <p><b>Chapter-8:</b> Shades of Nationalism II : Jawaharlal Nehru</p> <p><b>Chapter-9:</b> National Integration: Vallabhbai Patel.</p>	<b>15 Hours</b>
<b>Unit- IV</b>	<p><b>Chapter-10:</b> Socialist thoughts: M.N. Roy, Jayaprakash Narayan and Ram Manohar Lohiya.</p> <p><b>Chapter-11:</b> Volunteerism and Bhoodhan Movement: Vinobha Bhave</p> <p><b>Chapter-12:</b> Self Respect Movement. E. V. Ramaswami.</p> <p>Feminist thought: Pandita Ramabai</p>	<b>15 Hours</b>

<b>Course Title: Internship for Under-Graduate (UG) Programme</b>	
<b>Semester: VI</b>	<b>Course Code:</b>
<b>Total Contact Hours/days:</b>	<b>Course Credits: 2</b>
<b>No. of Hours/Week: NA</b>	<b>Duration of ESA/Exam:</b>
<b>Formative Assessment Marks: 50</b>	<b>Summative Assessment Marks:</b>

### **Department of Political Science Internship Guidelines**

#### **1. Core Learning Outcomes**

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

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

#### **2. Specific Learning Outcomes**

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

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

#### **3. Course Description**

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



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

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

#### **4. Eligibility requirements for Internship Education**

As prescribed by the respective Universities / BoS

#### **5. Course Requirements**

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

#### **6. Additional Requirements**

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

## **7. Attendance Policy**

1. Students are required to report to work on time and according to the requirements of the student's individualized work schedule.
2. Students are expected to conform to all attendance policies established by the employer and must notify the Worksite Supervisor and Faculty Internship Advisor in the event of absence from work.
3. When the employer is open for business on college holidays, the student is expected to report to work as scheduled.

## **8. All internships shall have the following requirements**

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

## **9. Evaluation:**

As prescribed by the respective Universities /BoS



# **Rani Channamma University, Belagavi**

## **B.A. in History**

**\*\*\***

### **SYLLBUS**

**DISCIPLINE SPECIFIC CORE COURSE (DSCC) FOR SEM V & VI**

**SKILL ENHANCEMENT COURSE Internship/Project Report for UG VI Sem**

**With Effect from 2023-24**

**AS PER NEP-2020**

## Structure for History Discipline

Core paper no.	Paper Title	Credit	No. of Teaching Hours/Week	Total Marks/Assessment
<b>V Semester</b>				
DSC-9	History of India. (CE1761-CE 1857)	4	4	100 (60+40)
DSC-10	European History	4	4	100 (60+40)
DSC-11	Socio -Religious Reforms and Indian National Movement [1828-1947]	4	4	100 (60+40)
<b>VI Semester</b>				
DSC-12	Contemporary History of India [1947- 1990]	4	4	100 (60+40)
DSC-13	Modern Europe [1914-1990]	4	4	100 (60+40)
DSC-14	History of Freedom Movement and Unification in Karnataka	4	4	100 (60+40)
Internship/Project	-----	2	-	50

<b>Course Title: History of India. (CE1761-CE 1857)</b>	
<b>Semester: V</b>	<b>Course Code: DSC – 9</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### Course Objectives:

This course is designed to

- Student will be able to formulate basis of modern India through different concepts like modernity, Rule of Law etc
- Students will be able to analyze the process of rise modern India and its foundation made by social reformer and freedom fighters.
- Students will be able to analyze social background of Indian Nationalism
- Students will be able to categorize different school of thoughts about Modern India history
- Students will be able to illustrate rise and growth of Economic Nationalism in India.

### Learning Outcome

At the end of the course the students shall –

- Be in a position to understand the Dynamics of expansion, with special reference to Bengal, Mysore, Awadh, Punjab.
- Be familiar with Land revenue systems- Permanent, Ryotwari and Mahalwari system, Commercialization of Agriculture- Consequences.
- Be in a position to understand the Drain of Wealth-causes and consequences, Growth of modern industry.

<b>Unit</b>	<b>Contents of Course- DSC- 9</b>	<b>60 Hours</b>
<b>Unit-I</b>	<b>Chapter-1:</b> Indian Polity, Society and Economy in mid-18th century. Mercantile Policies and Indian Trade. <b>Chapter-2:</b> Colonial Expansion-Bengal and Punjab, Battle of Plassey and Buxar. Anglo – Mysore Wars and Anglo – Maratha Wars. <b>Chapter-3:</b> Imperial Ideologies and Psyche: Orientalists Construction of India and the Utilitarian's.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> British Administration and Law. The Spread of English Education-Lord Macauley's Minutes. <b>Chapter-5:</b> The New Revenue Land Settlements-Permanent land settlement, Mahalwari and Ryotwari <b>Chapter-6:</b> Commercialization of Agriculture.	<b>15 Hours</b>
<b>Unit- III</b>	<b>Chapter-7:</b> Deindustrialization – British Industrial Policy <b>Chapter-8:</b> Economic Impact of the Colonial Rule - Emergence of Middlemen, Moneylenders, absentee Landlords, landless labours <b>Chapter-9:</b> Social Discrimination and Colonial Rule - Caste discrimination, Untouchability and Gender discrimination- Kulinism in Bengal, Sati system, Female Infanticide and Widowhood.	<b>15 Hours</b>
<b>Unit- IV</b>	<b>Chapter-10:</b> Tribal and Peasant Movements in Colonial India <b>Chapter-11:</b> Revolt of 1857: Causes, Courses and Results <b>Chapter-12: Map Topics;</b> 1) Main Centers of Colonial Period in India Or 2) Main Centers of the Great Revolt of 1857	<b>15 Hours</b>

<b>Course Title: European History</b>	
<b>Semester: V</b>	<b>Course Code: DSC-10</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### Course Objectives:

Course Objectives

- To study the history of a region that is often left out of, or given short shrift in, mainstream "South Indian History"

Unit	Contents of Course- DSC-10	60 Hours
<b>The French Revolution and Napoleonic Era (1789-1815)</b>		
<b>Unit-I</b>	<b>Chapter-1:</b> The causes of French Revolution – The consequences of Revolution <b>Chapter-2:</b> Napoleon rises to power - Creation of Empire <b>Chapter-3:</b> The Continental system - The fall of Napoleon	<b>15 Hours</b>
<b>The Concert of Europe (1815-1830)</b>		
<b>Unit-II</b>	<b>Chapter-4:</b> The Congress of Vienna <b>Chapter-5:</b> Metternich's Era <b>Chapter-6:</b> The Concert of Europe and Congress System Balance of Power	<b>15 Hours</b>
<b>Forces of Continuity and Change in Europe (1815-1848)</b>		
<b>Unit-III</b>	<b>Chapter-7:</b> Nationalism –Liberalism - Romanticism <b>Chapter-8:</b> Socialism - Industrial Revolution <b>Chapter-9:</b> Colonialism –Consequences	<b>15 Hours</b>
<b>The Eastern Question (1804-1856)</b>		
<b>Unit-IV</b>	<b>Chapter-10:</b> The nature of the Eastern question <b>Chapter-11:</b> The Crimean War <b>Chapter-12:</b> Russo Turkish War 1877 - Consequences	<b>15 Hours</b>

### Exercise:

- Students can be asked to study the main theories and interpretations on South Indian Civilization.

### Suggested Readings

References	
1	A History of Modern Europe (1789-1991) H.L. Peacock,
2	The Struggle for Mastery in Europe: 1848-1918 A.J.P Taylor
3	The Cold War: Ideological Conflict or Power Struggle Normal A. Grabener
4	The USSR: A Share History Vladimir Polrtayen,
5	Development in Russian Politics Stephen White
6	Mastering Modern European History Stuart Miller,
7	A Text Book of European History by Southgate, G.W.
8	Aspects of European History 1789-1980. Stephen J. Lee
9	Europe Since Napoleon Thompson, D
10	European Union: European politics. Tim Bale.

### Pedagogy:

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

## Course Title: Socio - Religious Reforms and Indian National Movement

<b>Semester: V</b>	Course Code: DSC-11
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Course Outcomes (COs): At the end of the course students will be able to :**

CO1: Assess the contributions of social reformers of renaissance period.

CO2: In additional social transformation work and activities of social reformers will inspire the youth and make them enterprising.

CO3: Further of the study of Aligarh, Adi Dharma and Namu Shudra movements will alsoInspire the modernization and advancement of the respective communities.

CO4: Trace the course, ideology and methods of Liberal and Radical nationalists.CO5:

Understand emergence of mass politics during Gandhian era

CO6: Understands the process and impact of the constitutional development

Unit	Title: Socio - Religious Reforms and Indian National Movement	56.hrs/ sem
Unit I	<p><b>Chapter-1:</b> Reform Movements of 19<sup>th</sup> Century –Rajaram Mohan Roy- Brahma Samaj, Dayanand Saraswati-Arya Samaj and Swamy Vivekanand</p> <p><b>Chapter-2:</b> Aligarh Movement, Theosophical Society and Prathana Samaj</p> <p><b>Chapter-3:</b> Adi Dharma movement in Punjab and Namu-Shudra Movement in Bengal</p>	<b>14Hour</b>
UnitII	<p><b>Chapter-4:</b> Upliftment of the Oppressed Communities – Satya ShodhakSamaj movement-Mahatma Phule and Chh.Shahu Maharaj.</p> <p><b>Chapter-5:</b> Ezava Movement of Sri. Narayan Guru and Self Respect Movement of Periyar Ramaswamy-Nalwadi Krishanaraj Wodeyar</p> <p><b>Chapter-6:</b> Social Transformation Movement of Dr. B R Ambedkar-Empowerment of Women and Labors.</p>	<b>14Hour</b>
UnitIII	<p><b>Chapter-7:</b> Indian National Movement (1885- 1907) –Rise of Nationalism – Ideology and Methods of Moderates-Anti- Partition and Swadeshi Movement.</p> <p><b>Chapter-8:</b> Extremist Nationalism [1907-1919]– Method and Ideology - Home Rule movement</p> <p><b>Chapter-9:</b> Gandhiji Era–Non-Co-operation movement, Civil Dis-obedience movement and Quit India movement.</p>	<b>14Hour</b>
UnitIV	<p><b>Chapter-10:</b> Constitutional Development– 1909,1919 Acts andNehru Report (1932)</p> <p><b>Chapter-11:</b> Round Table Conferences –Communal Award-Poona Pactand Government of India Act of 1935</p> <p><b>Chapter-12:</b> Cabinet Mission Plan-Mountbatten Plan-Partition of India – Indian Independence Act (1947)</p> <p><b>Map Topics:</b> 1) Main places of the Non-Co-operation Movement inIndia Or 2) Main centers of the Quit India Movement</p>	<b>14Hour</b>

<b>Course Title: Contemporary History of India from 1947-1990s</b>	
<b>Semester: VI</b>	<b>Course Code: DSC-12</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

Unit	Contents of Course- DSC-12	60 Hours
Unit-I	<b>Chapter-1:</b> Political legacy of Colonialism. <b>Chapter-2:</b> Economic and Social Legacy of Colonialism. <b>Chapter-3:</b> National movements: Its significance, Value and Legacy.	15 Hours
Unit-II	<b>Chapter-4:</b> Framing of Indian Constitution - Constituent Assembly – Draft Committee Report – declaration of Indian Constitution, Indian constitution- Basic Features and Institutions. <b>Chapter-5:</b> The Initial Years: Process of National Consolidation and Integration of /Indian States – Role of Sardar Patel – Kashmir issue, Indo – Pak war 1948; the Linguistic Reorganization of the States, Regionalism and Regional Inequality. <b>Chapter-6:</b> Political development in India since Independence.	15 Hours
Unit-III	<b>Chapter-7:</b> Politics in the States: Tamil Nadu, Andhra Pradesh, West Bengal and Jammu and Kashmir, the Punjab Crisis. <b>Chapter-8:</b> The Post-Colonial Indian State and the Political Economy of Development: An Overview <b>Chapter-9:</b> Foreign policy of India since independence.	15 Hours
Unit-IV	<b>Chapter-10:</b> Indian Economy, 1947-1965: the Nehruvian Legacy Indian Economy 1965-1991, Economic Reforms since 1991 and LPG. <b>Chapter-11:</b> Caste, Untouchability, Anti-caste Politics and Strategies, Revival and Growth of Communalism. <b>Chapter-12:</b> Land Reforms: Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview, Agriculture Growth and the	15 Hours
	Green Revolution and Agrarian Struggles Since Independence	

### Exercise:

- Examine the impact of colonial legacy on the post-independent Indian Political System
- Discuss the political legacy under colonialism in India.
- Highlight the different factors of political legacy of colonialism
- What is legacy? Write a note on political legacy of colonialism.
- Critically examine the important legacies in the form of political legacy of British Colonialism in India
- Discuss the economic legacy of British Colonialism
- High the different fields of economic legacy of colonialism in India.
- Make an analysis on the social legacy of British colonialism.

### Suggested Readings

References	
1	South Indian Studies : Ed. By Dr.H. M. Nayak & B.R. Gopal
2	History of South India : K.A. Neelakantha Sastry



<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

<b>Course Title: HISTORY OF FREEDOM MOVEMENT AND UNIFICATION IN KARNATAKA</b>	
<b>Semester: VI</b>	<b>Course Code: DSC 14</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Learning Outcome:**

- To get familiarized with impact of the rebellion of 1857 on Karnataka
- To get acquainted with National Movement in Karnataka
- To know about Belgaum Congress Session
- To understand about Origin and development of unification movement in Karnataka
- To know about Contributions of Various Kannada Organizations.

<b>Unit</b>	<b>Contents of Course- DSC- 14</b>	<b>60 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1:</b> Introduction: Historical background the disintegration of Karnataka and absorption of Karnataka areas into Madras, Bombay provinces and Hyderabad state Armed Resistances against the Britishrule in Karnataka.</p> <p><b>Chapter-2:</b> Rani of Kittur 1824, Sangoli Rayanna (1829-30), Nagar revolt of 1830-Resistance in Kodagu.</p> <p><b>Chapter-3:</b> The impact of the rebellion of 1857 on Karnataka Bedas of Halagali against Anti arms Act.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Venkatappa Nayaka of Surapura, Babasaheb of Naragunda, Bhima rao of Mundargi - effects of the Struggle.</p> <p><b>Chapter-5:</b> The National Movement in Karnataka - Early activities the response to Swadeshi and Non-Co-operation Movements in Karnataka-Influence of Tilak and Gandhi.</p> <p><b>Chapter-6:</b> Belgaum Congress Session (1924) Satygraha campaigns in Karnataka (1930-34)</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Quit India Movement in Karnataka-its effects</p> <p><b>Chapter-8:</b> Movement for Responsible Government in Princely Mysore state.</p> <p><b>Chapter-9:</b> Origin and development of unification movement in Karnataka: Factors responsible for unification Movement.</p>	<b>15 Hours</b>

ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ



**RANI CHANNAMMA UNIVERSITY**

ವಿದ್ಯಾಸಂಗಮ, ರಾಷ್ಟ್ರೀಯ ಹೆದ್ದಾರಿ-0೪, ಭೂತರಾಮನಹಳ್ಳಿ, ಬೆಳಗಾವಿ -೫೯೧೧೫೬  
(ನ್ಯಾಕ್ ಮಾನ್ಯತೆ ಬಿ+ ೨೦೨೧)

E-mail:[kannadadept@rcub.ac.in](mailto:kannadadept@rcub.ac.in) or [rcukannada@gmail.com](mailto:rcukannada@gmail.com) Website: [WWW.rcub.ac.in](http://WWW.rcub.ac.in)

ಶಾಸ್ತ್ರೀಯ ಕನ್ನಡ ಭಾಷಾ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ

ಬಿ.ಎ. ಐದು ಮತ್ತು ಆರನೆಯ ಸೆಮಿಸ್ಟರ್ (ಎನ್.ಇ.ಪಿ)

**DSC-Discipline Specific Course – 09,10,11,12,13 & 14**

ಕನ್ನಡ ಪಠ್ಯಕ್ರಮ

ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ



RANI CHANNAMMA UNIVERSITY

ವಿದ್ಯಾಸಂಗಮ, ರಾಷ್ಟ್ರೀಯ ಹೆದ್ದಾರಿ-0೪, ಭೂತರಾಮನಹಳ್ಳಿ, ಬೆಳಗಾವಿ -೫೯೧೧೫೬

E-mail: [kannadadept@rcub.ac.in](mailto:kannadadept@rcub.ac.in)

Website: [www.rcub.ac.in](http://www.rcub.ac.in)

ಶಾಸ್ತ್ರೀಯ ಕನ್ನಡ ಭಾಷಾ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ

ಕನ್ನಡ ಪಠ್ಯಕ್ರಮ

ಬಿ.ಎ. ಐದು ಮತ್ತು ಆರನೆಯ ಸೆಮಿಸ್ಟರ್ (ಎನ್.ಇ.ಪಿ) (DSC) ಪತ್ರಿಕೆಯ ಪಠ್ಯಕ್ರಮ  
(Discipline Specific Course)

ಕನ್ನಡ ಭಾಷಾ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಆಂತರಿಕ ಮತ್ತು ಥಿಯರಿ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಮೂರನೆಯ ವರ್ಷಕ್ಕಾಗಿ ಅಂದರೆ 2023-24ನೇ ಸಾಲಿನ ಐದು ಮತ್ತು ಆರನೆಯ ಸೆಮಿಸ್ಟರ್ ಕನ್ನಡ ಭಾಷಾ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಈ ಮುಂದಿನಂತಿರುತ್ತದೆ.

1. ಆಂತರಿಕ ಅಂಕಗಳ ಮಾದರಿ ಮತ್ತು ನೀಡುವ ವಿಧಾನ : ಸಮಗ್ರ ಮತ್ತು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನ ಮಾದರಿಯನ್ನು ಅನುಸರಿಸಬೇಕಾಗಿರುತ್ತದೆ. ರಚನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ (Formative Assessment) ಅಂತಿಮ ಹಂತದಲ್ಲಿ ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನ (Summative Assessment) ಕ್ರಮದಂತೆ ಆಂತರಿಕ ಅಂಕಗಳನ್ನು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನದ ವರದಿ ಮತ್ತು ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನದ ವರದಿಯ ಆಧಾರದ ಮೇಲೆ ನೀಡುವುದು.

- i. ಪತ್ರಿಕೆ ಒಟ್ಟು 100 ಅಂಕಗಳು
- ii. ಘಟಕ 1ರ (Component 1- C1) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ಮೊದಲೆರಡು ತಿಂಗಳು)
- iii. ಘಟಕ 2ರ (Component 2- C2) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ನಂತರದೆರಡು ತಿಂಗಳು)
- iv. ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಗೆ 60 ಅಂಕಗಳು.

2. Evaluation process of IA marks shall be as follows:

- a) The first component (C1) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
- b) The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.
- c) During the 17<sup>th</sup>- 19<sup>th</sup> week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- d) In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
- e) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.
- f) The outline for continuous assessment activities for Component-1 (C1) and Component -2 (C2) of a course shall be as under



ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ

ಶಾಸ್ತ್ರೀಯ ಕನ್ನಡ ಭಾಷಾ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ

ಬಿ.ಎ. ಐದನೆಯ ಸೆಮಿಸ್ಟರ್ (ಎನ್.ಇ.ಪಿ) 2023-24 ರಿಂದ ಅನ್ವಯವಾಗುವಂತೆ

(DSC) 5.1 (C09) ಕನ್ನಡ ವ್ಯಾಕರಣ ಪರಂಪರೆ ಶಬ್ದಮಣಿದರ್ಪಣ (ಅಕ್ಷರ-ಸಂಧಿ-ನಾಮ ಪ್ರಕರಣಗಳು)

ಪಠ್ಯಕ್ರಮ

ಘಟಕ-01 : ಕನ್ನಡ ವ್ಯಾಕರಣ ಪರಂಪರೆ (ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಸ್ವರೂಪ, ಪ್ರಯೋಜನ)

ಘಟಕ-02 : ಅಕ್ಷರ ಪ್ರಕರಣ

ಘಟಕ-03 : ಸಂಧಿ ಪ್ರಕರಣ

ಘಟಕ-04 : ನಾಮ ಪ್ರಕರಣ

ನಿಗದಿತ ಪಠ್ಯ : ಶಬ್ದಮಣಿದರ್ಪಣ ಸಂಗ್ರಹ - ಬಿ.ಡಿ.ಸಾಸನೂರ ಮತ್ತು ಡಾ.ಎಂ.ಎಂ.ಕಲಬುರ್ಗಿ  
(ಸಂ), ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ

(ಈ ಮೇಲಿನ ಪ್ರಕರಣಗಳ ಸೂತ್ರಗಳನ್ನು ವಿಷಯಕ್ಕನುಗುಣವಾಗಿ ಆಯ್ಕೆ ಮಾಡಿ ಬೋಧಿಸುವುದು)

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಕೇಶಿರಾಜ ವಿರಚಿತ ಶಬ್ದಮಣಿದರ್ಪಣಂ : ಡಿ.ಎಲ್.ನರಸಿಂಹಾಚಾರ್ಯ (ಸಂ)
2. ಕೇಶಿರಾಜ ವಿರಚಿತ ಶಬ್ದಮಣಿದರ್ಪಣಂ : ಎಲ್.ಬಸವರಾಜು (ಸಂ)
3. ಕನ್ನಡ ಭಾಷೆ ಮತ್ತು ವ್ಯಾಕರಣ ಒಂದು ವಿವೇಚನೆ : ಕೆ. ಕುಶಾಲಪ್ಪಗೌಡ
4. ಕನ್ನಡ ವ್ಯಾಕರಣ ಮತ್ತು ಭಾಷೆ : ಡಾ.ವಿ.ಜಿ.ಪೂಜಾರ
5. ಕೇಶಿರಾಜನ ಶಬ್ದಮಣಿದರ್ಪಣ ವಿಳಾಸ : ಡಾ. ವಿ. ಶಿವಾನಂದ
6. ಹಳಗನ್ನಡ ವ್ಯಾಕರಣ : ಟಿ. ವಿ. ವೆಂಕಟಾಚಲಾಶಾಸ್ತ್ರೀ
7. ಕನ್ನಡ ಕೈಪಿಡಿ, ಸಂಪುಟ-1 : ಡಾ.ಕೆ.ವಿ.ಪುಟ್ಟಪ್ಪ (ಪ್ರ.ಸಂ.)
8. ಸಂಕ್ಷಿಪ್ತ ಕನ್ನಡ ಭಾಷೆಯ ಚರಿತ್ರೆ : ಎಂ.ಎಚ್.ಕೃಷ್ಣಯ್ಯ
9. ಭಾಷೆ (ವಿಶ್ವಕೋಶ) : ಡಾ.ಕೆ.ವಿ.ನಾರಾಯಣ (ಸಂ)
10. ಪ್ರಾಚೀನ ಕನ್ನಡ ವ್ಯಾಕರಣಗಳು : ಎಂ.ವಿ.ಸೀತಾರಾಮಯ್ಯ
11. ಕನ್ನಡಕ್ಕೆ ಬೇಕು ಕನ್ನಡದ್ದೇ ವ್ಯಾಕರಣ : ಡಾ.ಡಿ.ಎನ್.ಶಂಕರಭಟ್
12. ಕನ್ನಡ ಭಾಷೆಯ ಕಲ್ಪಿತ ಚರಿತ್ರೆ : ಡಾ.ಡಿ.ಎನ್.ಶಂಕರಭಟ್
13. ಕನ್ನಡ ವ್ಯಾಕರಣ ಪರಂಪರೆಯ ಮೇಲೆ ಸಂಸ್ಕೃತದ ಪ್ರಭಾವ : ಡಾ.ಪಿ.ಶ್ರೀಕೃಷ್ಣಭಟ್

(ಈ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಇನ್ನಿತರ ಗ್ರಂಥ/ಲೇಖನಗಳನ್ನು ಗಮನಿಸುವುದು)



ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ  
ಶಾಸ್ತ್ರೀಯ ಕನ್ನಡ ಭಾಷಾ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ  
ಬಿ.ಎ. ಐದನೆಯ ಸೆಮಿಸ್ಟರ್ (ಎನ್.ಇ.ಪಿ) 2023-24 ರಿಂದ ಅನ್ವಯವಾಗುವಂತೆ  
(DSC) 5.2 (C10) ಕನ್ನಡ ಭಾಷಾ ವಿಜ್ಞಾನ

ಪಠ್ಯಕ್ರಮ

ಘಟಕ-01 : ಭಾಷೆ - ಅರ್ಥ, ವ್ಯಾಖ್ಯೆಗಳು, ಸ್ವರೂಪ-ಪ್ರಯೋಜನ

ಘಟಕ-02 : ಭಾಷಾವಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು - ಉಗಮ-ವಿಕಾಸ ಕುರಿತ ಸಿದ್ಧಾಂತಗಳು

ಘಟಕ-03 : ಭಾಷಾ ಬಳಕೆ - ಆಡಳಿತ ಭಾಷೆ, ವ್ಯವಹಾರಿಕ ಭಾಷೆಯ ಸ್ವರೂಪ, ಲಕ್ಷಣ, ಪ್ರಯೋಜನ

ಘಟಕ-04 : ಭಾಷಾವಿಜ್ಞಾನದ ಸಮಕಾಲೀನ ಬೆಳವಣಿಗೆಗಳು - ಭಾಷಿಕ ಪರಿವರ್ತನೆ, ಧ್ವನಿ ಪರಿವರ್ತನೆ,

ಅರ್ಥ ಪರಿವರ್ತನೆ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಕನ್ನಡ ಭಾಷೆ ಮತ್ತು ವ್ಯಾಕರಣ ಒಂದು ವಿವೇಚನೆ : ಕೆ. ಕುಶಾಲಪ್ಪಗೌಡ
2. ಕನ್ನಡ ಭಾಷಾ ವ್ಯಾಸಂಗ : ಸವದತ್ತಿಮಠ
3. ಸಾಮಾನ್ಯ ಭಾಷಾವಿಜ್ಞಾನ : ಕೆ.ಕೆಂಪೇಗೌಡ
4. ಕನ್ನಡ ವ್ಯಾಕರಣ ಮತ್ತು ಭಾಷೆ : ಡಾ.ಜಿ.ಪೂಜಾರ
5. ಕನ್ನಡ ಕೈಪಿಡಿ ಸಂಪುಟಗಳು : ಡಾ.ಕೆ.ವಿ.ಪುಟ್ಟಪ್ಪ (ಪ್ರ.ಸಂ.)
6. ಭಾಷಾವಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು : ಡಾ.ಎಂ.ಚಿದಾನಂದಮೂರ್ತಿ
7. ತೌಲನಿಕ ಭಾಷಾವಿಜ್ಞಾನ : ಕೆ.ಕೆಂಪೇಗೌಡ
8. ಕನ್ನಡ ಭಾಷೆಯ ಚರಿತ್ರೆ : ಪ್ರ.ಗೋ.ಕುಲಕರ್ಣಿ
9. ಕನ್ನಡ ಭಾಷೆಯ ಕಲ್ಪಿತ ಚರಿತ್ರೆ : ಡಾ.ಡಿ.ಎನ್.ಶಂಕರಭಟ್
10. ಕನ್ನಡ ಭಾಷಾಶಾಸ್ತ್ರ : ಡಾ.ರಾ.ಯ.ಧಾರವಾಡಕರ
11. ಕನ್ನಡ ಭಾಷಾಶಾಸ್ತ್ರ : ಹಂ.ಪ.ನಾಗರಾಜಯ್ಯ
12. ಭಾಷೆ (ವಿಶ್ವಕೋಶ) : ಕೆ.ವಿ.ನಾರಾಯಣ(ಸಂ)

(ಈ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಇನ್ನಿತರ ಗ್ರಂಥ/ಲೇಖನಗಳನ್ನು ಗಮನಿಸುವುದು)



ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ  
ಶಾಸ್ತ್ರೀಯ ಕನ್ನಡ ಭಾಷಾ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ  
ಬಿ.ಎ. ಐದನೆಯ ಸೆಮಿಸ್ಟರ್ (ಎನ್.ಇ.ಪಿ) 2023-24 ರಿಂದ ಅನ್ವಯವಾಗುವಂತೆ  
(DSC) 5.3 (C11) ಕನ್ನಡ ಭಂದಸ್ಸು

ಪಠ್ಯಕ್ರಮ

ಘಟಕ-01 : ಕನ್ನಡ ಭಂದಸ್ಸು - ಅಧ್ಯಯನ ಪ್ರಯೋಜನ, ಬೆಳೆದು ಬಂದ ದಾರಿ

ಘಟಕ-02 : ಗಣಗಳ ಸ್ವರೂಪ, ಖ್ಯಾತ ಕರ್ನಾಟಕಗಳು

ಘಟಕ-03 : ರಗಳೆ, ಕಂದ, ಷಟ್ಪದಿ, ಸಾಂಗತ್ಯ, ತ್ರಿಪದಿ, ಅಕ್ಕರ, ಪಿರಿಯಕ್ಕರ

ಘಟಕ-04 : ಆಧುನಿಕ ಕನ್ನಡ ಭಂದಸ್ಸು, ಹೊಸ ಪ್ರಯೋಗಗಳು - ಸರಳ ರಗಳೆ, ಸುನೀತ, ಪ್ರಗಾಥ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಕನ್ನಡ ಭಂದಸ್ವರೂಪ : ಟಿ.ವಿ.ವೆಂಕಟಾಚಲಶಾಸ್ತ್ರೀ
2. ಕನ್ನಡ ಭಂದೋವಿಕಾಸ : ಡಿ.ಎಸ್.ಕರ್ಕಿ
3. ಭಂಧೋಮಿತ್ರ: ಅ.ರಾ.ಮಿತ್ರ
4. ಕನ್ನಡ ಕೈಪಿಡಿ 1-2 : ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
5. ಇಂಗ್ಲೀಷ್ ಗೀತೆಗಳು : ಬಿ.ಎಂ.ಶ್ರೀಕಂಠಯ್ಯ
6. ಸಮಾಲೋಕನ : ತೀ.ನಂ.ಶ್ರೀ .
7. ಭಂದೋನಿಜಗುಣಿ : ಮಧುವನ ಶಂಕರ, ಮೊರಬದ ಮಲ್ಲಿಕಾರ್ಜುನ (ಸಂ)

(ಈ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಇನ್ನಿತರ ಗ್ರಂಥ/ಲೇಖನಗಳನ್ನು ಗಮನಿಸುವುದು)



ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ  
ಶಾಸ್ತ್ರೀಯ ಕನ್ನಡ ಭಾಷಾ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ  
ಬಿ.ಎ. ಐದನೆಯ ಸೆಮಿಸ್ಟರ್ (ಎನ್.ಇ.ಪಿ) 2023-24 ರಿಂದ ಅನ್ವಯವಾಗುವಂತೆ  
(SEC) ಕೌಶಲ್ಯ ಕನ್ನಡ

ಪಠ್ಯಕ್ರಮ

1. ಕನ್ನಡ ಭಾಷೆ ಮತ್ತು ಸಂವಹನ, ಉದ್ದೋಷಣೆ ಅಥವಾ ಕಾರ್ಯಕ್ರಮ ನಿರೂಪಣೆ, ಮಾತಿನ ಕಲೆ
2. ಇಲೆಕ್ಟ್ರಾನಿಕ್ ಮಾಧ್ಯಮಗಳಿಗೆ ಸುದ್ದಿ ಸಂಗ್ರಹ ಮತ್ತು ವರದಿಗಾರಿಕೆ
3. ಸುದ್ದಿ ಸಂಪಾದನೆ, ಅಂಕಣ ಬರಹ ಹಾಗೂ ಸಂಭಾಷಣೆಗಳ ಬರಹ
4. ವಿಶೇಷ ಅಂಕಣಗಳ ನಿರೂಪಣೆ ಹಾಗೂ ವಾರ್ತಾ ವಾಚನ ಕ್ರಮ, ಸಂಪಾದಕೀಯ ಬರವಣಿಗೆ, ವಿಶೇಷ ಸಂದರ್ಶನ ಕ್ರಮ
5. ಧ್ವನಿ ಸಂಸ್ಕೃತಿ (Voice Culture), ಭಾಷೆ ಮತ್ತು ಸಂಗೀತಜ್ಞಾನ, ಜಾಹೀರಾತು ಪರಿಕಲ್ಪನೆಗಳ ಬರವಣಿಗೆ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಇಗೋ ಕನ್ನಡ-1: ಜಿ. ವೆಂಕಟಸುಬ್ಬಯ್ಯ
2. ಇಂದಿನ ಕನ್ನಡ- ರಚನೆ ಮತ್ತು ಬಳಕೆ: ಎಸ್.ಎಸ್. ಶ್ರೀಧರ
3. ಕನ್ನಡ ಶೈಲಿ ಕೈಪಿಡಿ: ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ
4. ಕನ್ನಡ ಭಾಷಾಭಿವೃದ್ಧಿ: ಸಾಧನೆ ಮತ್ತು ಮುನ್ನೋಟ- ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ
5. ಸಂವಹನ ಕನ್ನಡ: ಡಿ.ವಿ. ಪರಮಶಿವಮೂರ್ತಿ
6. ಸಮೂಹ ಮಾಧ್ಯಮಗಳು: ಎಸ್. ದಿವಾಕರ
7. ಸಮೂಹ ಮಾಧ್ಯಮಗಳು: ಬಿ. ಎಸ್. ಚಂದ್ರಶೇಖರ
8. ಶೈಲಿ ಶಾಸ್ತ್ರ: ಕೆ. ವಿ. ನಾರಾಯಣ
9. ಸಾಹಿತ್ಯ ಮತ್ತು ಸಮೂಹ ಮಾಧ್ಯಮಗಳು: ಬಸವರಾಜ ಸಬರದ
10. ಪತ್ತೋದ್ಯಮ: ಎಂ. ಚಲಪತಿರಾವ್
11. ಆಧುನಿಕ ಸಂವಹನ ಮಾಧ್ಯಮಗಳು ಮತ್ತು ಕನ್ನಡದ ಅಭಿವೃದ್ಧಿ: ಡಾ. ಟಿ.ಸಿ. ಪೂರ್ಣಿಮಾ

(ಈ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಇನ್ನಿತರ ಗ್ರಂಥ/ಲೇಖನಗಳನ್ನು ಗಮನಿಸುವುದು)



ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ

ಶಾಸ್ತ್ರೀಯ ಕನ್ನಡ ಭಾಷಾ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ

ಬಿ.ಎ. ಆರನೆಯ ಸೆಮಿಸ್ಟರ್ (ಎನ್.ಇ.ಪಿ) 2023-24 ರಿಂದ ಅನ್ವಯವಾಗುವಂತೆ

(DSC) 6.1 (C12) ಕನ್ನಡ ವ್ಯಾಕರಣ ಪರಂಪರೆ ಶಬ್ದಮಣಿದರ್ಪಣ (ಸಮಾಸ-ಅಖ್ಯಾತ-ಧಾತು-ಅವ್ಯಯ ಪ್ರಕರಣಗಳು)

ಪಠ್ಯಕ್ರಮ

ಘಟಕ-01 : ಕನ್ನಡ ವ್ಯಾಕರಣ ಪರಂಪರೆ : ಆಧುನಿಕ ಚಿಂತನೆಗಳು

ಘಟಕ-02 : ಸಮಾಸ ಪ್ರಕರಣ

ಘಟಕ-03 : ಅಖ್ಯಾತ ಪ್ರಕರಣ

ಘಟಕ-04 : ಧಾತು ಪ್ರಕರಣ

ನಿಗದಿತ ಪಠ್ಯ : ಶಬ್ದಮಣಿದರ್ಪಣ ಸಂಗ್ರಹ - ಬಿ.ಡಿ.ಸಾಸನೂರ ಮತ್ತು ಡಾ.ಎಂ.ಎಂ.ಕಲಬುರ್ಗಿ

(ಸಂ), ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ

(ಈ ಮೇಲಿನ ಪ್ರಕರಣಗಳ ಸೂತ್ರಗಳನ್ನು ವಿಷಯಕ್ಕನುಗುಣವಾಗಿ ಆಯ್ಕೆ ಮಾಡಿ ಬೋಧಿಸುವುದು)

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

1. ಕನ್ನಡ ಭಾಷೆ ಮತ್ತು ವ್ಯಾಕರಣ ಒಂದು ವಿವೇಚನೆ : ಕೆ.ಕುಶಾಲಪ್ಪಗೌಡ
2. ಕನ್ನಡ ವ್ಯಾಕರಣ ಮತ್ತು ಭಾಷೆ : ವಿ.ಜಿ. ಪೂಚಾರ್
3. ಕೇಶಿರಾಜನ ಶಬ್ದಮಣಿದರ್ಪಣ ವಿಳಾಸ : ವಿ.ಶಿವಾನಂದ
4. ಹಳಗನ್ನಡ ವ್ಯಾಕರಣ : ಟಿ.ವಿ.ವೆಂಕಟಾಚಲಶಾಸ್ತ್ರೀ
5. ಕನ್ನಡ ಕೈಪಿಡಿ ಸಂಪುಟಗಳು : ಕೆ.ವಿ.ಪುಟ್ಟಪ್ಪ (ಪ್ರಸಂ)
6. ಪ್ರಾಚೀನ ಕನ್ನಡ ವ್ಯಾಕರಣಗಳು : ಎಂ.ವಿ. ಸೀತಾರಾಮಯ್ಯ
7. ಕನ್ನಡಕ್ಕೆ ಬೇಕು ಕನ್ನಡದ ವ್ಯಾಕರಣ : ಡಿ.ಎನ್. ಶಂಕರಭಟ್ಟ
8. ಕನ್ನಡ ಭಾಷೆಯ ಕಲ್ಪಿತ ಚರಿತ್ರೆ : ಡಿ.ಎನ್. ಶಂಕರಭಟ್ಟ
9. ಕನ್ನಡ ವ್ಯಾಕರಣ ಪರಂಪರೆಯ ಮೇಲೆ ಸಂಸ್ಕೃತದ ಪ್ರಭಾವ : ಪಿ.ಶ್ರೀಕೃಷ್ಣಭಟ್ಟ

(ಈ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಇನ್ನಿತರ ಗ್ರಂಥ/ಲೇಖನಗಳನ್ನು ಗಮನಿಸುವುದು)





**ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ**  
**ಶಾಸ್ತ್ರೀಯ ಕನ್ನಡ ಭಾಷಾ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ**  
**ಬಿ.ಎ. ಆರನೆಯ ಸೆಮಿಸ್ಟರ್ (ಎನ್.ಇ.ಪಿ) 2023-24 ರಿಂದ ಅನ್ವಯವಾಗುವಂತೆ**  
**(DSC) 6.2 (C13) ಮಧ್ಯಕಾಲೀನ ಸಾಹಿತ್ಯದ ಸಾಂಸ್ಕೃತಿಕ ಪಠ್ಯದ ಅಧ್ಯಯನ**

**ಪಠ್ಯಕ್ರಮ**

**ಘಟಕ-01 :** ಬಸವಣ್ಣನವರ ವಚನಗಳಲ್ಲಿ ವೈಚಾರಿಕತೆ

**ಘಟಕ-02 :** ಬಸವಣ್ಣನವರ ವಚನಗಳಲ್ಲಿ ಅನುಭಾವ

**ಘಟಕ-03 :** ಬಸವಣ್ಣನವರ ವಚನಗಳಲ್ಲಿ ಸಾಮರಸ್ಯ

**ಘಟಕ-04 :** ಬಸವಣ್ಣನವರ ವಚನಗಳಲ್ಲಿ ಸಮಸಮಾಜ

**ನಿಗದಿಪಡಿಸಿದ ಪಠ್ಯ :** ಶ್ರೀ. ಬಸವೇಶ್ವರ ವಚನಾಮೃತ - (ಸಂ) ಡಾ. ಆರ್. ಸಿ. ಹಿರೇಮಠ,  
 ಪ್ರಕಾಶನ-ವಚನ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ನಾಗನೂರು ರುದ್ರಾಕ್ಷಿಮಠ,  
 ಶಿವಬಸವ ನಗರ, ಬೆಳಗಾವಿ-2017)

(ಪ್ರಶ್ನೆಗಳನ್ನು ನಿಗದಿಪಡಿಸಿದ ಪಠ್ಯದಲ್ಲಿ ಮಾತ್ರ ನಾಲ್ಕು ಘಟಕಗಳಲ್ಲಿ ನೀಡಿರುವ ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಆಧರಿಸಿ  
 ತೆಗೆಯುವುದು.)

**ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು**

1. ಸಮಗ್ರ ವಚನ ಸಂಪುಟಗಳು : ಎಂ.ಎಂ. ಕಲಬುರ್ಗಿ(ಪ್ರ.ಸಂ)
2. ವಚನ ಸಾಹಿತ್ಯ - ಒಂದು ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ : ಡಾ.ಪಿ.ವಿ.ನಾರಾಯಣ
3. ಸಮಗ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟಗಳು- ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು
4. ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆಯ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟಗಳು -ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ
5. ಯುಗಧರ್ಮ ಮತ್ತು ಕನ್ನಡ ಸಾಹಿತ್ಯದರ್ಶನ - ಪ್ರೊ. ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ
6. ಸಾಮಾನ್ಯನಿಗೆ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟಗಳು- ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ
7. ಸಾಮಾನ್ಯನಿಗಾಗಿ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ (ಹತ್ತು ಸಂಪುಟಗಳು) - ಬೆಂ.ವಿ.ವಿ. ಬೆಂಗಳೂರು
8. ವಚನ ಸಾಹಿತ್ಯದಲ್ಲಿ ವೈಚಾರಿಕತೆ - ಎಚ್. ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ
9. ಅನುಭಾವ ಸಾಹಿತ್ಯ - ಎಚ್. ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ
10. ಶೂನ್ಯ ಸಂಪಾದನೆ ಮತ್ತು ಆಧುನಿಕ ಮೌಲ್ಯಗಳು - ಸಾ.ಶಿ. ಮರುಳಯ್ಯ
11. ಶೂನ್ಯ ಸಂಪಾದನೆ ಒಂದು ಅಧ್ಯಯನ - ಸಾ.ಶಿ. ಮರುಳಯ್ಯ

(ಈ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಇನ್ನಿತರ ಗ್ರಂಥ/ಲೇಖನಗಳನ್ನು ಗಮನಿಸುವುದು)



ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ  
ಶಾಸ್ತ್ರೀಯ ಕನ್ನಡ ಭಾಷಾ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ  
ಬಿ.ಎ. ಆರನೆಯ ಸೆಮಿಸ್ಟರ್ (ಎನ್.ಇ.ಪಿ) 2023-24 ರಿಂದ ಅನ್ವಯವಾಗುವಂತೆ  
(DSC) 6.3 (C14) ಗ್ರಂಥ ಸಂಪಾದನೆ, ಹಸ್ತಪ್ರತಿ ಶಾಸ್ತ್ರ

ಪಠ್ಯಕ್ರಮ

ಘಟಕ-01 : ಗ್ರಂಥ ಸಂಪಾದನೆಯ ಅರ್ಥ, ಸ್ವರೂಪ, ಇತಿಹಾಸ, ಮಹತ್ವ

ಘಟಕ-02 : ಗ್ರಂಥಸಂಪಾದನೆಗೆ ವಿದ್ವಾಂಸರ ಕೊಡುಗೆ - ಕಿಟ್ಟೆಲ್, ಬಿ.ಎಲ್.ರೈಸ್, ಫ.ಗು.ಹಳಕಟ್ಟಿ,  
ಡಿ.ಎಲ್.ನರಸಿಂಹಾಚಾರ್ಯ

ಘಟಕ-03 : ಹಸ್ತಪ್ರತಿಗಳ ಅರ್ಥ-ಪ್ರಕಾರ-ಮಹತ್ವ

ಘಟಕ-04 : ಹಸ್ತಪ್ರತಿಗಳ ಲೇಖನ ಸಾಮಗ್ರಿಗಳು ಮತ್ತು ಲಿಪಿಕಾರರು

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

1. ಕನ್ನಡ ಗ್ರಂಥ ಸಂಪಾದನಾಶಾಸ್ತ್ರ: ಎಂ.ಎಂ.ಕಲಬುರ್ಗಿ
2. ಕನ್ನಡ ಗ್ರಂಥ ಸಂಪಾದನೆ : ಡಿ.ಎಲ್.ನರಸಿಂಹಾಚಾರ್
3. ಗ್ರಂಥ ಸಂಪಾದನಾಶಾಸ್ತ್ರ ಪರಿಚಯ : ಸೀತಾರಾಮ ಜಾಗೀರದಾರ್
4. ಮಣಿಹ : ಎಂ.ವಿ.ಸೀತಾರಾಮಯ್ಯ ಮತ್ತು ಆರ್.ಶೇಷಶಾಸ್ತ್ರೀ(ಸಂ)
5. ಹಸ್ತಪ್ರತಿಶಾಸ್ತ್ರ : ಎಂ.ಎಂ. ಕಲಬುರ್ಗಿ
6. ಹಸ್ತಪ್ರತಿ ಸಂರಕ್ಷಣೆಯ ವಿಧಾನಗಳು : ಬಿ.ಎಸ್.ಸಣ್ಣಯ್ಯ
7. ಕನ್ನಡ ಹಸ್ತಪ್ರತಿಗಳು ಒಂದು ಅಧ್ಯಯನ : ಬಿ.ಕೆ.ಹಿರೇಮಠ
8. ಕನ್ನಡ ಹಸ್ತಪ್ರತಿ ಲಿಪಿಕಾರರು, ಪ್ರಶಸ್ತಿಗಳು : ಬಿ.ಆರ್.ಹಿರೇಮಠ
9. ಭಾರತೀಯ ಗ್ರಂಥ ಸಂಪಾದನಾ ಪರಿಚಯ : ಎನ್.ಎಸ್. ಲಕ್ಷ್ಮೀನಾರಾಯಣ ಭಟ್ಟ (ಅನು)
10. ಮಹಾಮಾರ್ಗ (ಡಾ.ಎಂ.ಎಂ.ಕಲಬುರ್ಗಿ ಅಭಿನಂದನ ಗ್ರಂಥ)
11. ಹಸ್ತಪ್ರತಿ ಲಿಪಿಕಾರರು ಮತ್ತು ಪ್ರಶಸ್ತಿಗಳು : ಡಾ.ಬಿ.ಆರ್.ಹಿರೇಮಠ

(ಈ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಇನ್ನಿತರ ಗ್ರಂಥ/ಲೇಖನಗಳನ್ನು ಗಮನಿಸುವುದು)

**RANI CHANNAMMA**  **UNIVERSITY, BELAGAVI**

Vidyasangama, N.H. 04, Belagavi- 591156. Karnataka

NAAC Accredited with B<sup>+</sup> Grade - 2021

---

**DEPARTMENT OF SOCIOLOGY**

**SYLLABUS**

For

Undergraduate Programme in

Sociology 5<sup>th</sup> and 6<sup>th</sup> Semester

---

2023-24

# Content for Undergraduate Programme in Sociology

---

## Board of Studies (UG) in Sociology, RCU, Belagavi

S. No.	Name of the Faculty	Designation
1	<b>DR. SUMANTH S. HIREMATH</b> Associate Professor and Chairman Dept. of Sociology Rani Channamma University, Belagavi	<b>Chairman</b>
2	<b>DR. RUQQIA HASHMI</b> Assistant Professor of Sociology Anjuman Arts Science and Commerce College Vijayapur	<b>Member</b>
3	<b>DR. SHANTA Y. BANGARI</b> Assistant Professor of Sociology Government First Grade College Ainapur- 591303. Dist.: Belagavi	<b>Member</b>

**CHAIRMAN**  
BoS (UG) Sociology  
Rani Channamma University  
Belagavi

**Listing of Courses in  
SOCIOLOGY for V & VI SEMESTERS:  
TWO (2) MAJOR SUBJECTS  
(Model A3-1)**

Semester	Course Category	Course Code	COURSE TITLE	Credits Assigned	Instructional Hours Per Week	
					Theory	Practical
V	DSC	SOC C9	SOCIAL ENTREPRENEURSHIP	4	4	-
		SOC C10	SOCIETY AND TRIBES	4	4	-
		SOC C11	STATISTICS FOR SOCIOLOGICAL RESEARCH	4	4	-
V	SEC	SOC C12	SOCIAL SKILLS AND CAREER DEVELOPMENT	3	2	-
VI	DSC	SOC C13	SOCIOLOGICAL PERSPECTIVES	4	4	-
		SOC C14	SOCIOLOGY OF HEALTH	4	4	-
		SOC C15	SOCIETY IN KARNATAKA	4	4	-
VI		SOC C16	INTERNSHIP/ DISSERTATION	2	2	-

## Curriculum Structure for the Undergraduate Degree Program BA

**Total Credits for the Program: 24/26    Starting year of implementation: 2023**

**Name of the Degree Program: B.A.    Discipline/Subject: Sociology**

### Title of the Course: (B.A. - 5<sup>th</sup> and 6<sup>th</sup> Semesters)

<b>Course: DSC SOC C9 – SOCIAL ENTREPRENEURSHIP</b>		<b>Course: DSC SOC C10- SOCIETY AND TRIBES</b>	
<b>Number of Theory Credits</b>	<b>Number of Lecture Hours/Semester</b>	<b>Number of Theory Credits</b>	<b>Number of Lecture Hours/Semester</b>
<b>4</b>	<b>60</b>	<b>4</b>	<b>60</b>

<b>Course: DSC SOC C11 – STATISTICS IN SOCIOLOGICAL RESEARCH</b>		<b>Course: SEC SOC C12 – SOCIAL SKILLS AND CAREER DEVELOPMENT</b>	
<b>Number of Theory Credits</b>	<b>Number of Lecture Hours/Semester</b>	<b>Number of Theory Credits</b>	<b>Number of Lecture Hours/Semester</b>
<b>4</b>	<b>60</b>	<b>3</b>	<b>45</b>

<b>Course: DSC SOC C13 – SOCIOLOGICAL PERSPECTIVES</b>		<b>Course: DSC SOC C14 – SOCIOLOGY OF HEALTH</b>	
<b>Number of Theory Credits</b>	<b>Number of Lecture Hours/Semester</b>	<b>Number of Theory Credits</b>	<b>Number of Lecture Hours/Semester</b>
<b>4</b>	<b>60</b>	<b>4</b>	<b>60</b>

<b>Course: DSC SOC C15 – SOCIETY IN KARNATAKA</b>		<b>Course: SOC C16 – INTERNSHIP/ DISSERTATION</b>	
<b>Number of Theory Credits</b>	<b>Number of Lecture Hours/Semester</b>	<b>Number of Theory Credits</b>	<b>Number of Lecture Hours/Semester</b>
<b>4</b>	<b>60</b>	<b>2</b>	<b>50</b>

## PROGRAMME ARTICULATION MATRIX:

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.

## OBJECTIVES OF COURSES:

Semester	Course Code	Title / Name of the Course	Programme Outcomes that the Course Addresses (not more than 3 per course)	Pre-requisite course (s)	Pedagogy #	Assessment ##
5	DSC – SOC C9	<b>SOCIAL ENTREPRENEURSHIP</b>	<ol style="list-style-type: none"> <li>1. Understand the scope and need for social entrepreneurship</li> <li>2. Plan and implement socially innovative ideas</li> <li>3. Equip themselves to establish social enterprise or non-profit organisation</li> </ol>	B A 2 <sup>nd</sup> Year Courses	Experiential learning (activity-based learning)	Oral or written presentations to assess analysing capability, creativity and communication skills
5	DSC – SOC C10	<b>TRIBAL SOCIETY</b>	<ol style="list-style-type: none"> <li>1. Understand and appreciate the social organisation among the tribal community</li> <li>2. Assess the impact of social changes on tribal social life</li> <li>3. Communicate their micro research work effectively to the society</li> </ol>	B A 2 <sup>nd</sup> Year Courses	Micro projects Activity based learning	Presentation of micro projects Questions asked and answered

5	<b>DSC – SOC C11</b>	<b>STATISTICS IN SOCIOLOGICAL RESEARCH</b>	<ol style="list-style-type: none"> <li>1. Use appropriate research method</li> <li>2. Use appropriate statistical techniques</li> <li>3. Summarise data, examine relationships among variables</li> </ol>	B A 2 <sup>nd</sup> Year Courses	Experiential learning (activity-based learning)	Oral or written presentations to assess problem solving capability
5	<b>SEC – SOC C12</b>	<b>SOCIAL SKILLS AND CAREER DEVELOPMENT</b>	<ol style="list-style-type: none"> <li>1. Develop interpersonal skills for career readiness</li> <li>2. To inculcate social etiquettes</li> <li>3. To up skill and create career pathways</li> </ol>	B A 2 <sup>nd</sup> Year Courses	Experiential learning (activity-based learning)	Oral/ written presentations to assess analysing capability, creativity and interpersonal skills
6	<b>DSC – SOC C13</b>	<b>SOCIOLOGICAL PERSPECTIVES</b>	<ol style="list-style-type: none"> <li>1. Appreciate the significance of major Sociological theories</li> <li>2. Able to use fundamental theoretical categories</li> <li>3. Understand the nuance of sociological perspectives and concepts</li> </ol>	B A 2 <sup>nd</sup> Year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills



6	DSC - SOC C14	<b>Sociology of Health</b>	<p>1. Appreciate the significant relationship between society and health</p> <p>2. Distinguish between health, well-being, illness and disease</p> <p>3. Critique the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health</p>	B A 2 <sup>nd</sup> Year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills
6	DSC - SOC C15	<b>SOCIETY IN KARNATAKA</b>	<p>1. Acquaint and appreciate the cultural items of Karnataka</p> <p>2. Critique the social changes occurring in Karnataka</p> <p>3. Usefulness of sociological study in the contemporary society</p>	B A 2 <sup>nd</sup> Year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills
6	SOC C16	<b>INTERNSHIP/ DISSERTATION</b>	-	B A 2 <sup>nd</sup> Year Courses	Experiential learning or field based project activity	Dissertation / Presentation

# Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement to be recommended for each course. The list includes active learning/ course projects/problem or project based learning/ case studies/self study like seminar, term paper or MOOC

## Every course needs to include assessment for higher order thinking skills (Applying/ Analyzing/ Evaluating/ Creating). However, this column may contain alternate assessment methods that help formative assessment (i.e. assessment for learning).

## B.A. Semester V

<b>Course Title: SOCIAL ENTREPRENEURSHIP</b>	
<b>Total Contact Hours: 60</b>	<b>Course Credits: 04</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 03 hours</b>
<b>Model Syllabus Authors:</b>	<b>Summative Assessment Marks: 60</b>

### Course Objectives:

- To induce the concept of social entrepreneurship
- To motivate and guide towards start-up and business plans
- To help in innovation and incubation towards the start-up ecosystem

### Course Outcomes (COs) for DSC 9:

At the end of the course the student should be able to:

- Understand the scope and need for social entrepreneurship
- Plan and implement socially innovative ideas
- Equip themselves to establish social enterprise or non-profit organisation

### Articulation Matrix for Course 9:

#### Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Understand the scope and need for social entrepreneurship	X		X	X				X	X
Plan and implement socially innovative ideas			X	X	X	X			X
Equipped to start their own social enterprise or non for profit organisation							X	X	X

<b>DSC SOC C9 - Content of Course: SOCIAL ENTREPRENEURSHIP</b>		<b>60 Hours</b>
<b>UNIT – I</b>	<b>FUNDAMENTALS OF SOCIAL ENTREPRENEURSHIP</b>	<b>15</b>
<p><b>Chapter 1</b> Social Entrepreneurship: Meaning, Features and Relevance; Social Business: Meaning; Difference between Social Entrepreneurship and Social Business; Relationship between Social Entrepreneurship and Social Change</p> <p><b>Chapter 2</b> Typology of Ventures: Social Purpose Ventures, Social Consequence Entrepreneurship, Profit &amp; Non-Profit Models of Social Entrepreneurship</p> <p><b>Chapter 3</b> Identifying social business opportunities</p>		
<b>UNIT – II</b>	<b>ESTABLISHMENT OF NON-PROFIT ORGANISATIONS</b>	<b>15</b>
<p><b>Chapter 4</b> Concept (includes Non-Government Organisations), Objectives and establishment of Non-Profit Organisations (NPOs)</p> <p><b>Chapter 5</b> Legal Procedure for establishment of NPOs: Societies Registration Act, Indian Companies Act, Charitable Endowments Act, Foreign Contribution (Regulation) Act (FCRA); Available Tax Reliefs</p> <p><b>Chapter 6</b> Social Values of NPOs: Mission and Vision; MoA and Bye-Laws</p>		
<b>UNIT - III</b>	<b>MANAGEMENT AND FINANCING</b>	<b>15</b>
<p><b>Chapter 7</b> Human Resource Management: Staffing Plan, Social Security of Workers: Provisions and Benefits of Gratuity Act; Rules and Regulations of EPF Scheme</p> <p><b>Chapter 8</b> Project Management: Definition of Concept: Identification of Project; Proposal Development: Basic Factors, Project Proposal Guide; Budget, Rationale for sending Project Proposal to the Donor; Proposal Writing; Do's and Don'ts of a Project Proposal</p> <p><b>Chapter 9</b> Financing: Sources of Finance: Government, Donors, International Agencies; Documents Used in Fund Raising; Due Diligence; Campaigns; Internal Income Generation</p>		

UNIT - IV	CASE STUDIES	15
<p><b>Chapter 10</b> Pratham, RUDSET, Vivekananda Girijana Kalyana Kendra, B.R. Hills, etc.</p> <p><b>Chapters 11 &amp; 12</b> Students should study the functioning of a local NPO, present their ideas in a seminar and submit a report (For example working in the areas of Sanitation, Rural Development, Women Empowerment, etc.)</p>		

## SUGGESTED INTERNET RESOURCES

### Unit 1

- <https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2020/10/WYR2020-Chapter1.pdf>
- <https://www.adb.org/sites/default/files/institutional-document/826606/adou2022bn-social-entrepreneurship-definition-philippines.pdf>
- [https://web.mit.edu/sloan2/dese/readings/week01/Martin\\_Osberg\\_SocialEntrepreneurship.pdf](https://web.mit.edu/sloan2/dese/readings/week01/Martin_Osberg_SocialEntrepreneurship.pdf)
- [https://entreprenorskapsforum.se/wp-content/uploads/2013/03/WP\\_09.pdf](https://entreprenorskapsforum.se/wp-content/uploads/2013/03/WP_09.pdf)
- [https://business.expertjournals.com/ark:/16759/EJBM\\_710mthembu147-177.pdf](https://business.expertjournals.com/ark:/16759/EJBM_710mthembu147-177.pdf)
- <https://isfcolombia.uniandes.edu.co/images/201519/LRD32.pdf>
- <https://www.hec.edu/en/faculty-research/centers/society-organizations-institute/think/so-institute-executive-factsheets/what-social-business>
- <https://socialtrendspot.medium.com/what-is-the-difference-between-social-innovation-social-enterprise-social-entrepreneurship-fe3fce7bf925>
- [https://www.albany.edu/faculty/miesing/teaching/socent/3\\_Recognizing\\_Social\\_Opportunities.pdf](https://www.albany.edu/faculty/miesing/teaching/socent/3_Recognizing_Social_Opportunities.pdf)

### Unit 2

- <http://eprints.lse.ac.uk/29032/1/cswp3.pdf> Defining the non-profit sector
- <https://prosper-strategies.com/seven-nonprofit-core-values-examples/>

### Unit 3

- <https://www.intechopen.com/chapters/55499>
- <https://www2.fundsforngos.org/cat/project-planning-and-development/#:~:text=Project Planning: Project development is, lot of research and planning.>
- <https://www.pm4dev.com/resources/manuals-and-guidelines/117-guide-for-ngo-s-project-preparation-and-management-euroaid/file.html>
- [http://www.pm4ngos.org/wp-content/uploads/2015/05/PMD\\_Pro\\_Guide\\_2e\\_EN\\_USLetter.pdf](http://www.pm4ngos.org/wp-content/uploads/2015/05/PMD_Pro_Guide_2e_EN_USLetter.pdf)

## REFERENCE BOOKS:

- Bornestein, David. (2007). How to change the world: Social entrepreneurs and the power of new ideas, Oxford University Press
- Carlson, Eric J and James Koch (2018). Building a successful social venture: A guide for social entrepreneurs. Berrett-Koehler Publishers Inc, California

## B.A. Semester V

<b>Course Title: SOCIETY AND TRIBES</b>	
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 3 hours</b>
<b>Model Syllabus Authors:</b>	<b>Summative Assessment Marks: 60</b>

### Course Objectives

- To provide basic knowledge about social organisation among tribal people, with specific focus on Karnataka
- To critically understand the implications of transformation of tribal community
- To undertake micro research work on tribal community for effective showcase of practicality

### Course Outcomes (COs) for DSC 10:

At the end of the course the student should be able to:

- Understand and appreciate the social organisation among the tribal community
- Assess the impact of social changes on tribal social life
- Communicate their micro research work effectively to the society

### Articulation Matrix for Course 10: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

<b>Course Outcomes (COs)/ Program Outcomes (POs)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Understand and appreciate the social organisation among the tribals	X			X				X	
Assess the impact of social changes on tribal social life		X	X	X	X	X	X		X
Handle micro research work and communicate effectively	X		X	X	X	X		X	

<b>DSC SOC C10 - Content of Course: SOCIETY AND TRIBES</b>		<b>60 Hours</b>
<b>UNIT – I</b>	<b>CONCEPTS AND CATEGORIES</b>	<b>15</b>
<p><b>Chapter 1:</b> Tribes and Indigenous People; Genealogies, Scheduled Tribes, Primitive Tribes, De-Notified or ex-criminal Tribes in India; Geographical Distribution of Tribes in India</p> <p><b>Chapter 2:</b> Hadis (Yarava, Jenukuruba, Kadukurubas): Meaning, Rules of Marriage, Clan, Lineage, Consanguinity and Affinity; Male-Female relations</p> <p><b>Chapter 3:</b> Social System, Legal System, Political System, Economic System, Religion and Magic</p>		
<b>UNIT – II</b>	<b>CHANGES AND DEVELOPMENT ISSUES</b>	<b>15</b>
<p><b>Chapter 4:</b> Social Mobility: Types, Tribes and Caste, Tribe-Caste-Peasant Continuum, Sanskritisation</p> <p><b>Chapter 5:</b> Tribalisation, Detribalisation, Retribalisation</p> <p><b>Chapter 6:</b> Tribal Development and Welfare: Approaches- Assimilationist and Isolationist; Problems of Exploitation, Land Alienation, Unemployment, Cultural Transformation, Scheduled Areas, Tribal Justice and Modern Law</p>		
<b>UNIT – III</b>	<b>STUDYING TRIBES</b>	<b>15</b>
<p><b>Chapter 7:</b> Tradition of Fieldwork: History and Significance; Ethics of Fieldwork</p> <p><b>Chapter 8:</b> Indian Tribes- Participatory Method, Case Studies, Sample Surveys</p> <p><b>Chapter 9:</b> Studying Tribes: Primary and Secondary Data; Etic &amp; Emic Perspectives</p>		
<b>UNIT – IV</b>	<b>FIELD WORK</b>	<b>15</b>
Students have to take up field work in any nearby tribal settlement and present their findings in a Seminar and written report		

## REFERENCE BOOKS

- Ahuja, Ram. (2001). Society in India. Rajat Publications, Jaipur
- Bose, N.K. (1941). Hindu mode of tribal absorption. Science and Culture, Vol VII
- Elwin, Verier. (1963). A new deal for tribal India.
- Forde, G.D. (1979). Habitat, economy and society. Metuen and Co London
- Von Fürer-Haimendorf, Christoph. (1982). Tribes of India: The struggle for survival. Berkeley: University of California Press, c1982 1982. <http://ark.cdlib.org/ark:/13030/ft8r29p2r8/>
- Ghurye, G.S. (1963). The scheduled tribes. Popular Prakashan, Bombay
- Hasnain, Nadeem (2011). Tribal India. Palace Prakashan, New Delhi
- Kuppaswamy (2010). Social change in India. Konark Publishers Pvt. Ltd., Delhi
- Majumdar, R.C. (1962). The history and culture of the Indian People. Vol. III, Bharatiya Vidya Bhavan, Bombay
- Patnaik, N. (1972). Tribes and their development, Hyderabad, Hyderabad Institute of Community Development
- Srinivas, M.N. (1952). Social, religion and society among the Coorgs of south India. Oxford University Press, Delhi
- Srinivas, M.N. (1966). Change in modern India. Oxford University Press, Delhi
- Thurston, Edgar C. and Rangachari, K. Castes and tribes of southern India. Gyan Publishing House, New Delhi
- Vidyarthi, L.P. and B.K. Rai (1985). The tribal culture of India. Concept Publishing Company, New Delhi

**Pedagogy:** Field work, micro projects, group discussion, role play, written/oral presentation by students

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Fieldwork as per Unit 4	30
Written Test	10
<b>Total</b>	<b>40</b>

*Teachers can adopt best of three or five principles for both activities and written test.*

<b>DSC SOC C11 - Content of Course: STATISTICS IN SOCIOLOGICAL RESEARCH</b>		<b>60 Hours</b>
<b>UNIT – I</b>	<b>SOCIOLOGICAL RESEARCH</b>	<b>15</b>
<p><b>Chapter 1</b> Meaning of Science, Social Science, Research Steps for Conducting Research: Choosing Research Topic</p> <p><b>Chapter 2</b> Literature Review; Research Design; Reference and Bibliography</p> <p><b>Chapter 3</b> Meaning of - Concept, Assumption, Hypothesis Formulating a Hypothesis; Independent Variable, Dependent Variable</p>		
<b>UNIT – II</b>	<b>METHODS OF SOCIOLOGICAL RESEARCH</b>	<b>15</b>
<p><b>Chapter 4</b> Qualitative and Quantitative Methods: Meaning, Differences Survey Methods: Sampling</p> <p><b>Chapter 5 &amp; 6</b> Sources of Data (Primary, Secondary) Questionnaire, Interview, Participant Observation, Non-participant Observation</p>		
<b>UNIT – III</b>	<b>SOCIAL STATISTICS</b>	<b>15</b>
<p><b>Chapter 7</b> Social Statistics- Meaning, Need of Studying Social Statistics Types of Statistics: Descriptive Statistics, Inferential Statistics</p> <p><b>Chapter 8</b> Definition of- Population, Sample, Count, Fractions, Constant Variable Classification and Tabulation of Data</p> <p><b>Chapter 9</b> Meaning of Frequency Distribution; Construction of Frequency Tables; Diagrammatic and Graphical Representation of Grouped Data: Advantages; Bar Charts, Histogram, Frequency Polygon and Frequency Curve; Pie Charts</p>		



UNIT – IV	STATISTICAL MEASUREMENT AND USE OF COMPUTERS	15
<p><b>Chapter 10</b></p> <p>Measures of Central Tendency: Merits, Demerits</p> <p>Arithmetic Mean, Median and Mode</p>		
<p><b>Chapter 11</b></p> <p>Microsoft (MS) Office (<i>Word, Excel, Power Point</i>)</p>		
<p><b>Chapter 12</b></p> <p>Use of Computer in Social Science Research, e-library</p>		

### Reference Books

- Agarwal, Y.P. (1995). Statistical Methods: Concepts, Applications and Computation, New Delhi: Sterling Publishers.
- Altman, Micah, Jeff Gill and Michael McDonald. (2003). Numerical Issues in statistical computing for the social scientist. New York: John Wiley and Sons.
- Babbie, Earl. (2013). The practice of social research, Cengage, 13<sup>th</sup> Edition
- Bailey, K. (1994). The research process in methods of social research. Simon and Schuster, 4<sup>th</sup> Ed. The Free Press, New York
- Bryman, Alan. (1988). Quality and Quantity in Social Research. London: Unwin Hyman.
- Goode, W.E. and P.K. Hatt. (1952). Methods in Social Research. McGraw Hill New York
- Gupta, S.C. (1990). Fundamentals of Statistics. New Delhi: Himalaya Publishing House.
- Gupta, S.C. (1985). Statistical Methods. New Delhi: S. Chand and Sons.
- Irvine, J. I. Miles and J. Evans eds. (1979). Demystifying Statistics. London: Pluto Press.
- Norton, Peter. (2005). Introduction to Computers. New Delhi: Tata McGraw Hill.
- Luker, Kristin. (2008). Salsa Dancing into the Social Sciences, Harvard University Press, Harvard
- Rajaraman, V. (2004). Fundamentals of Computers. New Delhi: Prentice Hall.
- Shipman, Martin. (1998). The Limitations of Statistics. London: Longman.
- Srinivas, M.N. et al. (2002) (reprint). The Fieldworker and the Field: Problems and Challenges in Sociological Investigation. Oxford University Press, New Delhi

**Pedagogy Field work, micro projects, group discussion, role play, written/oral presentation by students**

Formative Assessment	
Assessment Occasion/ Type	Weightage in Marks
Activities	30
Written Test	10
<b>Total</b>	40

## B.A. Semester V: SEC

<b>Course Title: SOCIAL SKILLS AND CAREER DEVELOPMENT</b>	
<b>Total Contact Hours: 30</b>	<b>Course Credits: 03</b>
<b>Formative Assessment Marks: 20</b>	<b>Duration of ESA/Exam: 1 Hour</b>
<b>Model Syllabus Authors:</b>	<b>Summative Assessment Marks: 30</b>

### Course Objectives:

- To enhance self-awareness and foster personal growth for optimal career readiness
- To equip students with essential social skills and competencies required for successful career
- To develop interpersonal skills for effective interface at workplace

### Course Outcome (COs) for SEC:

At the end of the course the students should be able to:

- Develop interpersonal skills for career readiness
- To inculcate social etiquettes
- To up-skill and create career pathways

### Articulation Matrix for Course12:

#### Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

<b>Course Outcomes (COs)/ Program Outcomes (POs)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Develop interpersonal skills for career readiness	X	X			X				X
To inculcate social etiquettes	X				X	X	X		X
To up skill and create career pathways			X	X	X				X

<b>SEC SOC 12 – Content of Course: SOCIAL SKILLS AND CAREER DEVELOPMENT</b>		<b>30 Hours</b>
<b>UNIT - I</b>	<b>FOUNDATION OF SOCIAL SKILLS</b>	<b>12</b>
<p><b>Chapter 1:</b> Social Skills: Concept, Features, Importance, Types; Emotional Intelligence and Critical Thinking; Goal Setting and Personal analysis</p> <p><b>Chapter 2:</b> Behavioural and Interpersonal Skills; Common Etiquettes; Listening, Reading and Writing Skills</p> <p><b>Chapter 3:</b> Self-Introduction; Interview Skill; Presentation Skills; Group Discussion; Public Speaking; Letter and Resume Writing</p>		Theory and Practical
<b>UNIT - II</b>	<b>DEVELOPMENT OF CAREER SKILLS</b>	<b>12</b>
<p><b>Chapter 4:</b> Human Values and Work Ethics as Integral Soft Skills; Exploring the Role of Soft Skills in Career Success</p> <p><b>Chapter 5:</b> Professional Skills; De-stressing Skills; Time Management; Leadership Skills</p> <p><b>Chapter 6:</b> Essential Digital Skills; Effective use of Social Media (Internet Social Skills)</p>		Theory and Practical
<b>UNIT - III</b>	<b>FIELD WORK</b>	<b>06</b>
<p>Students have to go the field and invasively involve themselves as mentioned in the Chapters 1 to 6. This will be considered for awarding 40% marks of Continuous Assessment. Teachers can choose or modify as per local needs:</p> <p><b>Chapter 7 &amp; 8:</b> Presentation and Activities (Mock Interview, Public Speaking, etc.)</p>		

## REFERENCES:

- Alex, Dr. K. (2014). Soft Skills (1<sup>st</sup> edition). S Chand & Company.
- Bailey, Stephen. (2011). Academic Writing: A practical guide for students. New York: Rutledge.
- Comfort, Jeremy, et al. (2011). Speaking Effectively: Developing Speaking Skills for Business English. Cambridge University Press, Cambridge: Reprint 2011.
- Fragoulis, Iosif and Associate, & Phillips, Niki. (2011). Social Skills for Successful Career Development. Review of European Studies. 3. 10.5539/res.v3n1p85. [https://www.researchgate.net/publication/266571087\\_Social\\_Skills\\_for\\_Successful\\_Career\\_Development](https://www.researchgate.net/publication/266571087_Social_Skills_for_Successful_Career_Development)
- Goleman, D. (1995). Emotional intelligence. Bloomsbury Publishing India Private Limited.
- John Seely (2004). The Oxford Guide to Writing and Speaking, Oxford University Press, New Delhi.
- Kalam A. A. (2003). Ignited Minds: Unleashing the Power within India. Penguin Books India
- Kaul, Asha. (2009). Business Communication (2<sup>nd</sup> edition) PHI Learning.
- Martin, R. (2007). How Successful Leaders Think. Harvard Business Review, 85(6): 60.
- Nelson-Jones, R. (1992). Life skills, a handbook, Trowbridge, Wilts: Detesios Ltd.
- Panja, Sharmistha et al. (2006). Business English. Pearson.
- Pavord, Erica and Donnelly, Elaine. (2015). Communication and interpersonal skills. 2<sup>nd</sup> Edition, Lantern Publishing Ltd. UK.
- Prakash, P. (2004). Verbal and Non-Verbal Reasoning. Macmillan India Ltd., Second Edition, New Delhi.
- Sen, Madhucchanda (2010). An Introduction to Critical Thinking, Pearson, Delhi.
- Shapiro, Lawrence E. (2004). 101 ways to teach children social skills. United States of America.
- Silvia P. J. (2007). How to Read a Lot. American Psychological Association, Washington DC.
- Soto-Icaza P, Aboitiz F, Billeke P. (2015). Development of social skills in children: Neural and behavioral evidence for the elaboration of cognitive models. Front Neurosci. 2015 Sep 29; 9:333. doi: 10.3389/fnins.2015.00333. PMID: 26483621; PMCID: PMC4586412. <https://pubmed.ncbi.nlm.nih.gov/26483621/>
- Tuhovsky, Ian (2019). Communication Skills Training (2nd edition) Rupa Publication India.
- University Grants Commission. (2019). Curriculum for life skills (Jeevan Kaushal). Secretary, UGC, New Delhi. <https://www.ugc.gov.in/e-book/SKILL%20ENG.pdf>

## INTERNET SOURCES:

- Professional Development Training for the Modern Workplace. <https://virtualspeech.com>
- Employability Skill. <https://www.studocu.com/in/document/anna-university/be/2-bcom-e-skill-material/9690042>

- Fries, K. (2019). 8 Essential Qualities That Define Great Leadership. Forbes. <https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essentialqualities-that-define-great-leadership/#452ecc963b63>
- How to Build Your Creative Confidence, Ted Talk by David Kelly. [https://www.ted.com/talks/david\\_kelley\\_how\\_to\\_build\\_your\\_creative\\_confidence](https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence)
- Knowledge@Wharton Interviews Former Indian President APJ Abdul Kalam. "A Leader Should Know How to Manage Failure". A business journal from the Wharton School of the University of Pennsylvania. <https://knowledge.wharton.upenn.edu/article/former-president-apj-abdul-kalam-a-leader-should-know-how-to-manage-failure/>

**Pedagogy:** Field work, micro projects, group discussion, role play, written/oral presentation by students

<b>Formative Assessment</b>	
<b>Assessment Occasion/ Type</b>	<b>Weightage in Marks</b>
<b>Internal Assessment Marks (<i>One Internal Exam</i>)</b>	<b>10</b>
<b>Presentation/ Activities</b>	<b>10</b>
<b>Theory Exam</b>	<b>30</b>
<b>TOTAL</b>	<b>50</b>
<b>Duration of Theory Paper</b>	<b>01 Hour</b>

*Teachers can adopt best of three or five principles for both activities and written test.*

<b>DSC SOC C13 - Content of Course: SOCIOLOGICAL PERSPECTIVES</b>		<b>60 Hours</b>
<b>UNIT - I</b>	<b>BASICS OF THEORY</b>	<b>15</b>
<p><b>Chapter 1</b> Meaning of Theory and Social Theory, Features Types of Theory: Macro, Meso, Micro</p> <p><b>Chapter 2</b> Building Blocks: Concept, Assumption, Hypothesis, Model; Need for Theoretical Thinking</p> <p><b>Chapter 3</b> Meaning of - Induction, Deduction, Fact, Causal Relation, Correlation, Constant, Variable, Generalisation</p>		
<b>UNIT - II</b>	<b>STRUCTURAL FUNCTIONAL PERSPECTIVE</b>	<b>15</b>
<p><b>Chapter 4</b> Functionalism: Origin and Meaning of Functionalism</p> <p><b>Chapter 5</b> Social System: Functions and Dysfunctions</p> <p><b>Chapter 6</b> Structuralism: Origin and Meaning, Features of Social Structure, Integration, Social Equilibrium, Social Order</p>		
<b>UNIT - III</b>	<b>CONFLICT PERSPECTIVE</b>	<b>15</b>
<p><b>Chapter 7</b> Conflict Perspective: Origin, Meaning of Conflict, Social Inequality</p> <p><b>Chapter 8</b> Power &amp; Authority Dominance &amp; Hegemony, Class Struggle</p> <p><b>Chapter 9</b> Process of Social Conflict, Functions of Social Conflict</p>		

UNIT - IV	SYMBOLIC INTERACTION PERSPECTIVE	15
<p><b>Chapter 10</b> Symbolic Interaction: Origin, Meaning, Social Construction of Reality, Interpretation, Reflexivity, Negotiation</p> <p><b>Chapter 11</b> Situation : Meaning, Definition and Importance</p> <p><b>Chapter 12</b> Dramaturgy and Everyday Life</p>		

### Reference Books

- Aron, Raymond (1991). Main Currents in Sociological Thought (Vol.1), London: Penguin.
- Barnes H.E. ed. (1948). An Introduction to the History of Sociology, Chicago: Chicago University Press.
- Black, Max ed. (1961). The Social Theories of Talcott Parsons: A Critical Examination, Carbondale: Southern Illinois University Press.
- Coser, Lewis (1975). Masters of Sociological Thought: Ideas in Historical and Social Context, New York: Harcourt Brace Jovanovich.
- Firth, Raymond (1957). Man and Culture: An Evaluation of the Work of Bronislaw Malinowski, New York: Humanities Press.
- Giddens, Anthony (2004). In Defence of Sociology, Cambridge: Polity Press.
- Giddens, Anthony and J.H. Turner (1987). Social Theory Today, Cambridge: Polity Press.
- Jeffrey, Alexander C. (1985). Neo-functionalism, London: Sage.
- Luckmann, Thomas ed. (1978). Phenomenology and Sociology: Selected Readings, New York: Penguin Books.
- Merton, R.K. (1968). Social Theory and Social Structure, New York: The Free press
- Ritzer, George ed. (2007). The Blackwell Encyclopaedia of Sociology, Oxford: Blackwell.
- Routledge Library Edition (2004). The Sociology of Radcliffe Brown, London: Routledge.
- Scott, Applelrouth and Laura Desfor Edles (2008). Classical and Contemporary Sociological Theory: Text and Readings, California: Pine Forge Press.
- Tucker, K.N (2002). Classical Social Theory, Oxford: Blackwell Publication
- Wiseman, Boris (1998). Introducing Lévi-Strauss. Toronto: Totem Books.

<b>DSC SOC C14 - Content of Course SOCIOLOGY OF HEALTH</b>		<b>60 Hours</b>
<b>UNIT - I</b>	<b>INTRODUCTION</b>	<b>15</b>
<p><b>Chapter 1</b> Sociology of Health: Emergence Development of Sociology of Health in World and India</p> <p><b>Chapter 2</b> Sociology of Health: Meaning, Nature, Scope and Need, Sociology in Medicine and Sociology of Medicine</p> <p><b>Chapter 3</b> Actors: Doctors, Nurses; Paramedical Staff-Patients and their relationship</p>		
<b>UNIT - II</b>	<b>DETERMINANTS OF HEALTH</b>	<b>15</b>
<p><b>Chapter 4</b> Social Determinants: Class, Caste, Power, Gender, Social Cohesion</p> <p><b>Chapter 5</b> Cultural Determinants: Beliefs, Nutrition, Environment</p> <p><b>Chapter 6</b> Economic Determinants: Poverty, Homelessness, Living Conditions, Neighbourhood</p>		
<b>UNIT - III</b>	<b>MODELS OF HEALTH</b>	<b>15</b>
<p><b>Chapter 7</b> The Professionalization and Socialization of the Physician Sick Role and Experiencing Illness</p> <p><b>Chapter 8</b> Systems of Medicine (Biomedicine and AYUSH); Dominance of Biomedical Model</p> <p><b>Chapter 9</b> Functions of Hospital Hospital as Social Organisation</p>		



UNIT – IV	HEALTH CARE REFORMS	15
<b>Chapter 10</b> National Health Policy Medicalisation and Pharamceuticalisation of Health  <b>Chapters 11 &amp; 12</b> Learning from the Field: Report on Health Services or Functioning of Health Organisations or Selected Health Programmes at State Level		

#### REFERENCE BOOKS:

- Albert, Gary L. and R. Fitzpatrick (1994). Quality of Life in Health Care: Advances in Medical Sociology, Mumbai: Jai Press.
- Annandale Allen (2001). The Sociology of Health and Medicine– A Critical Introduction, Cambridge: Polity Press.
- Bloom, Samuel W. (1963). The Doctor and His Patient, New York: Free Press.
- Coe, Rodney M. (1970). Sociology of Medicine, New York: McGraw Hill.
- Chloe Bird, Peter Conrad and Alan Fremont eds. (2000). Handbook of Medical Sociology, New York: Prentice Hall.
- Cockerham, William C. (1997). Medical Sociology, New Jersey: Prentice Hall
- Conrad, Peter ed. (2005). Sociology of Health and Illness: Critical Perspectives, New York: Worth Publishing.
- Dutta, P.R. (1955). Rural Health and Medical Care in India, Ambala: Army Education Press.
- Madan, T.N. (1980). Doctors and Nurses, New Delhi: Vikas.
- Ommen, T.K. (1978). Doctors and Nurses: A Study in Occupational Role Structures, Bombay: Macmillan.
- Baru, Rama V. (1998). Private Health Care in India, New Delhi: Sage.
- Schwatz, Howard (1994). Dominant Issues in Medical Sociology, New York: McGraw Hill.
- Venkataratnam, R. (1979). Medical Sociology in an Indian Setting, Madras: Macmillan.

**Pedagogy:** Field work, micro projects, group discussion, role play, written/oral presentation by students

Formative Assessment	
Assessment Occasion/ Type	Weightage in Marks
Fieldwork as per Chapter 11 and 12 of Unit IV	30
Written Test	10
<b>Total</b>	<b>40</b>

*Teachers can adopt best of three or five principles for both activities and written test*

<b>DSC SOC C15 - Content of Course: SOCIETY IN KARNATAKA</b>		<b>60 Hours</b>
<b>UNIT – I</b>	<b>FEATURES OF KARNATAKA</b>	<b>15</b>
<p><b>Chapter 1:</b> Overview of Karnataka’s History: Antiquity of Land and Language; Social Composition: Religion, Caste, Tribe, Class, Language (<i>as per latest Census/Sample Surveys</i>);</p> <p><b>Chapter 2:</b> Geography and Politics: Spatial Features: Plains, Coastal and Malnad; Old Mysuru, Hyderabad Karnataka, Bombay Karnataka; Present Administrative Divisions (<i>Mysuru, Bengaluru, Kalyana Karnataka and Kittur Karnataka</i>); Political Landscape since Independence</p> <p><b>Chapter 3:</b> Economic Profile: Developments in Agriculture, Industry and Service Sectors</p>		
<b>UNIT – II</b>	<b>SOCIAL ORGANISATION</b>	<b>15</b>
<p><b>Chapter 4:</b> Folklore and Regional Culture of Karnataka Urbanisation: Trends and Issues</p> <p><b>Chapter 5:</b> Education: Status of Social Sciences and Humanities; Growth of STEM Courses,</p> <p><b>Chapter 6:</b> Human Development Index (HDI) and Regional Disparities</p>		
<b>UNIT – III</b>	<b>SOCIAL MOVEMENTS OF KARNATAKA</b>	<b>15</b>
<p><b>Chapter 7:</b> Socio-Religious Movements: Veerashaiva, Non-Brahmin, Dalit Movements</p> <p><b>Chapter 8:</b> Unification of Karnataka; Save Kannada Movement; Gokak Movement</p>		

<p><b>Chapter 9:</b> Environment Movements: Chipko and Appiko, Sahyadri Mining Protest, Seabird Naval Base, Movement against Social Forestry</p>	
<p><b>UNIT – IV                      STUDIES ON KARNATAKA SOCIETY</b></p>	<p><b>15</b></p>
<p><b>Chapter 10:</b> Contributions of M.N. Srinivas, S. Parvathamma, Hiremallur Ishwaran, and other prominent Sociologists of Karnataka</p> <p><b>Chapters 11 and 12:</b> Fieldwork report on Changing Social Institutions and their Impact on Social Life</p>	

**REFERENCE BOOKS:**

- Government of Karnataka. Human Development Reports, Planning and Statistics Department, Bangalore.
- Jai Prabhakar, S.C. Socio-Cultural Dimensions of Development in North Karnataka, CMDR Monograph Series No. 63.
- Panchamukhi, P.R. (2001). North-South Divide: Karnataka's Development Scenario, CMDR Monograph, Series No. 21, pp. 1-10, Centre for Multi-Disciplinary Development (CMDR), Dharwad, Karnataka.
- Rajyashree, K.S. Kodava Speech Community: An Ethno Linguistic Study. Online webpage of languageindia.com. M.S. Thirumalai.
- Srikanta Sastri, S. (1940). Sources of Karnataka History, Vol. I (1940) - University of Mysore Historical Series, University of Mysore, Mysore.
- Suryanath U. Kamat. (2001). Concise History of Karnataka. MCC, Bangalore.
- Nanjundappa High Commission Report.

**Pedagogy:** Field work, micro projects, group discussion, role play, written/oral presentation by students

<b>Formative Assessment</b>	
<b>Assessment Occasion/ Type</b>	<b>Weightage in Marks</b>
Fieldwork as per Chapter 11 and 12 of Unit - IV	30
Written Test	10
<b>Total</b>	<b>40</b>

*Teachers can adopt best of three or five principles for both activities and written test.*