



Bagalkot University

Mudhol Road, Jamkhandi-587301

Dist: Bagalkote

The Draft

PROGRAM/COURSE STRUCTURE AND SYLLABUS

**As per the SEP (State Education Policy) designed in
accordance with**

**Learning Outcomes- Based Curriculum
Framework (LOCF) of National**

For

BACHELOR OF ARTS (BA-POLITICAL SCIENCE)

**As per NEP and adapted RCU Belagavi Applicable from the
Academic Year 2024-25 and onwards**

Preamble for UG Syllabus of Bagalkot University:

Bagalkot University Jamkhandi has been established by the Government of Karnataka and has started functioning from the academic year 2023-24. All the degree colleges other than engineering and medical colleges in the district of Bagalkote are affiliated to this university as per the Karnataka State Universities Act 2000, as modified by the 26th Act of 2022. The students taking admission to any of the colleges in the district of Bagalkote, from the academic year 2023-24 will be students of Bagalkot University. The Chancellor of the university, the honorable Governor of Karnataka, has instructed the Vice chancellor and the university to adapt, the rules and regulations of the parent university, Rani Channamma University, Belagavi for the immediate activities (Letter from the office of the Governor GS 01 BGU 2023 dated 17/05/2023).

In this connection, Bagalkot University has adapted the undergraduate syllabus of degree programmes such as BA, BSC, BCOM, BCA, BSW etc. The syllabus follows the CBCS format and the first year syllabus is being published. The higher semester syllabi will be published in due course. The syllabus is being published as one electronic file for each degree and is self contained. Only the subject codes/ question paper codes are changed.

Political Science (BA) Preamble:

PREAMBLE Education empowers Mankind. A holistic education paradigm will effectively focus on developing knowledge, employable skill sets, appropriate attitudes and an overall personality. CBCS is focused towards imparting such an education system. State Education Policy, proposes the revision and revamping of all aspects of the education structure, including its regulation and governance. It seeks to create a CBCS Adopted system that is aligned with the developmental aspirations & goals of 21st century education, including on India's traditions and value systems, with equitable access to the highest-quality education for all learners regardless of social or economic background and seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030." Vision of the State Education Policy 2024-25 An education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all. ↔ Develops a deep sense of respect towards the fundamental rights, duties and Constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world. ↔ Instills skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global

citizen. As India is enjoying the demographic dividend, the goal of the education system which marred for 36 years and strengthen our education system. An expectation on SEP is high. As every good policy success lies in the implementation and active participation of its stake holders, so is the SEP. The success or failure of SEP lies in all our hands. Hence let all of us join our hands in making the SEP successful. As enshrined in the State Education Policy-2024-25 vision of introducing course curriculum for undergraduate studies under Choice Based Credit System (CBCS), the main objective of framing this curriculum of BA/B.Sc. (Basic/Hons) in Political Science is to impart the students a holistic understanding of the subject giving substantial weightage to the core contents, skill, value-based and ability enhancement. The syllabus has given due importance on the main streams of the body of knowledge on Political Science” with due recognition of its wide spectrum. The ultimate goal of the syllabus is to enable the students to have an in- depth knowledge on the subject and enhance their scope of employment at every level of exit. Adequate emphasis has been given on the new and emerging techniques and understanding of the subject under the changing regime and global context. There is a need to strengthen the students to understand essential aspects of political Science in diverse subject areas not only in social sciences, but also among other natural and physical sciences. The curriculum lays focus on creating new knowledge, acquiring new skills and capabilities in Political Science producing an intelligent human resource serving the Political objectives and the society.

B.A Political Science Course is a Choice Based Credit System (Semester Scheme) spread over six semesters. The objective of the course is to provide a firm grounding in the subject, imbibe analytical skills and to develop a realistic and pragmatic perspective on the local, national, regional and international issues that figure in the syllabus.

The syllabus has been updated by offering many new and innovative papers keeping in view the changing times and the societal needs. The titles and detailed contents of the papers are mentioned below. All the Papers in the syllabus are provided with an extensive Reading list.

The goals and objectives of the B.A Political Science Course are as follows:

- To impart quality education to those seeking admission to the B.A Political Science course.
- To equip the students to prepare themselves for careers in teaching and research, the Union and State Civil Services, and the non-governmental sector.
- To increase awareness among students on local, national and international issues, and strengthen their analytical skills and capabilities.
- To train students to be good citizens and understand the framework of Indian

constitution.

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

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

Acquire domain knowledge.

- Study and analyze political contexts from critical and constructive prospective.
- Have a better understanding of the working of various political institutions including decentralized institutions state legislatures and parliament and relate this functioning to the greater cause of nation building as a responsible citizen.
- Assess how global national and regional development affect polity and society.
- To gain critical thinking and develop the ability to make logical inferences about socio-economic and political issues, on the basis of comparative and contemporary political discourses in India.
- Contemplate about national and international issues involving States having different political ideologies and historical contexts.
- Pursue higher education such as Post Graduate Studies and Research in Political Science and in other interdisciplinary areas to provide qualitative insights to create a better world.

Program Structure:

Curriculum Framework for undergraduate programmes for the year 2024-25, Bagalkot University, Jamkhandi

Credits Structure of Political Science I & II Semester

Framework for 3-Major degree/ Degree with deep specialization

SEMESTER-I										
Category	Course code	Title of the Paper	Marks			Teaching hours/ week			Credits	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
L1		Kannada/ Functional Kannada	20	80	100	3	-	-		
L2		English/ Hindi/Sanskrit/ Urdu/Marathi/Arbic	20	80	100	3	-	-		
DSC1	PS1	Introduction to Political Theory	20	80	100	5	1	-	5	3
DSC2		Theory subject- as per discipline	20	80	100	-	-	-	-	-
DSC3		Theory subject – as per discipline	20	80	100	-	-	-	-	-
DSC4		Theory subject – as per discipline	20	80	100	-	-	-	-	-
Mandatory for all UG Courses	IC1	Constitutional Values-I	10	40	50	2	-	-	2	2
Total Marks					650	Semester Credits			23	

Note: T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, AECC: Ability-Enhancement Compulsory Course, VECC: Value-Enhancement Compulsory Course, SEC: Skill Enhancement Course. The total workload for the faculty for a theory is 5+1=6 hours per week

SEMESTER-II										
Category	Course code	Title of the Paper	Marks			Teaching hours/ week			Credits	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
L3		Kannada/ Functional Kannada	20	80	100	3	-	-	3	3
L4		English/ Hindi/Sanskrit/ Urdu/Marathi/Arabic	20	80	100	3	-	-	3	3
DSC5	PS2	Western Political Thought	20	80	100	5	1	-	5	3
DSC6		Theory subject- as per discipline	20	80	100	-	-	-	-	-
DSC7		Theory subject- as per discipline	20	80	100	-	-	-	-	-
DSC8		Theory subject- as per discipline	20	80	100	-	-	-	-	-
Mandatory for all UG Courses	IC2	Constitutional Values-II	10	40	50	2	-	-	-	2
Total Marks					650	Semester Credits			23	

Note: T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, AECC: Ability-Enhancement Compulsory Course, VECC: Value-Enhancement Compulsory Course, SEC: Skill Enhancement Course, The total workload for the faculty for a theory is 5+1=6 hours per week

Rationale of the Credits' Allocation: It can be observed in the Course Structure that the units in each paper, the instructional hours and the marks are not uniformly spread across all the subjects and semesters. The rationale for the same is explained here. Discipline Specific Courses (DSC) for the first four semesters have been assigned only two credits (for 4 units) in a semester as the students would be totally new to the subjects pertaining Political Science and, hence, cannot be expected to acquire more knowledge/skill in the initial phase of their training. Further, the two credits' courses/papers of the Skill Enhancement Course (SEC) will have 3 units of 08-10 hours of course contents in a semester as the skill component requires less of theory classes and more of individualized practice by the student/learner. However, it needs to be noted that more credits (i.e. four credits each) have been allotted to Discipline Specific Course (DSC) and Discipline Specific Elective (DSE) in the final year of Bachelor of Arts Programme (i.e. fifth and sixth semesters) as the learner/student in the final year is expected to be at the advanced level and, hence, is expected to have more of self-guided study. Hence, the content for the final year courses/papers too will be proportionately more while the instructional/teaching hours remain the same as in the first four semesters. It should also be noted that the instructional hours for the "Political Science" courses/papers is also reduced for the final year of Bachelor of Arts programme (i.e. fifth and sixth semesters) as the student/learner is expected to require less of supervision in his/her advanced level of the Programme as she/he would have gained sufficient knowledge and skills pertaining to the practicum aspects of Political Science Education during his/her initial years of training.

Assessment Process: There will be continuous internal assessment as well as term-end examination, as part of the assessment process.

Continuous Internal Assessment: Evaluation process of IA marks shall be as follows:

- a) The first component (C1) of assessment is for 10 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 10 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 17th– 19th 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 80%.

- 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-I (C1) and Component-II (C2) of a course shall be as under.

Outline for continuous assessment activities for C1 and C2 are as follows:

Activities	C1	C2	Total Marks
Session Test	5% marks	5% marks	10
Seminars/Presentations/Activity	5% marks	-	05
Case study /Assignment / Field work / Project work etc.	-	5% marks	05
Total	10% marks	10% marks	20

Conduct of Seminar, Case study / Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

Question Paper Pattern: (for 80 marks)
BA SEP (State Education Policy) SYSTEM (SEMESTER SCHEME)
W.e.f 2024-2025

Total Marks: 80 Time: 3 hours

NOTE: Read Instructions carefully. All parts are compulsory except for their internal options.

PART – A

Instructions: Answer any Four from the following in 100 words each.

All questions carry equal marks. $4 \times 5 = 20$ marks

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

PART – B

Instructions: Answer any Three from the following in 300 words each.

All questions carry equal marks. $3 \times 10 = 30$ marks

- 1)
- 2)
- 3)
- 4)
- 5)

PART – C

Instructions: Answer any Two from the following in 500 words each.

All questions carry equal marks. $2 \times 15 = 30$ marks

- 1)
- 2)
- 3)
- 4)

Question Paper Pattern: (for 40 marks)

There will be two sections in a question paper of theory course for the semester end examination.

(Part I and Part II)

Part I - There shall be 6 questions carrying 2marks each. Students should answer any 4 questions out of 6 questions.

Part I (4x 2): 08 Marks

Part II - There shall be 4 questions (two from each unit with sub questions a, b, & c) carrying 16 marks each. Students should answer any 2 questions out of 4 questions.

Part II (2 X 16): 32 Marks

Distribution of Marks	
Theory Courses	
Examination	40 Marks
Internal Assessment	10 Marks
Total	50 Marks

Political Science (Optional)

B.A. Ist Semester

Paper 1: Introduction to Political Theory (80 Marks 05 Hours per Week)

Course-Wise Syllabus

Year	I	Course Code: DSCPS1.1	Credits	4
Sem.	I	Course Title: Introduction to Political Theory	Hours	56
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: 3 hrs.	
Course Objectives	The course aims to familiarize students with fundamental principles in political theory, enhancing their comprehension of political discussions and their capacity to conduct scientific investigations into political phenomena and inquiries. A wide range of traditions and approaches have been incorporated into the teaching curriculum to ensure a thorough and perceptive understanding. The current discussions on fundamental notions like as power, authority, liberty, equality, and justice enable students to comprehend the broadening scope of discussions in the field.			
Course/Paper Outcomes	<ol style="list-style-type: none">Students will be able to learn key concepts needed to understand the political phenomenon.They will come to know about the role and functions of Political theory.They will come to know how liberal and Marxist traditions look at and understand politics.They will learn what is power and how does it operate in society and politics.They will be able to explain the debates on the distributive theory of justice.They will come to understand and explain different theories and contemporary debates in democracy.			
Unit No.	Course Content	Suggested Pedagogy	Hours	
Unit-1	Political Theory <ol style="list-style-type: none">Meaning, Definitions, Nature, Scope and Importance of political TheoryBehaviouralism and Post Behaviouralism	Lecture, Tutorials and Group Discussion	14	

Unit-II	Origin of State a) Divine Theory b) Force Theory c) Matriarchal and Patriarchal Theory d) Historical or Evolutionary Theory	Lecture, Tutorials and Group Discussion	14
Unit-III	Political Concepts a) Power b) Authority c) Liberty d) Justice	Lecture, Tutorials and Group Discussion	14
Unit-IV	Theories of Democracy a) Elite Theory b) Liberal Theory c) Pluralistic theory Theories of Sovereignty a) Jhon Austin Theory of Sovereignty	Lecture, Tutorials and Seminars	14

Reference:

1. Acharya, A. & Bhargava, R. (Ed.). (2008). Political Theory: An Introduction. Pearson: New Delhi.
2. Bhargava, R. (2010). What is Political Theory and Why Do We Need It? Oxford: Oxford University Press.
3. Barry, N. (1981). An Introduction to Modern Political theory. London: Macmillan.
4. Bertens, H. (1995). The Idea of Postmodern. London: Routledge.
5. Heywood, A. (2004). Political Ideologies: An Introduction (3rd ed.), London: Palgrave.
6. Heywood, A. (2013). Politics (4th ed.), London: Palgrave Macmillan.
7. Smits, K. (2016). Applying Political Theory (2nd ed.), London: Palgrave Macmillan.
8. Vincent, A. (2004). The Nature of Political Theory. New York: Oxford University, Press
9. Carlisle, R. P. (2005). The Encyclopedia of Politics: The Left and the Right. London: Sage.
10. Farrelly, C. (2004). An Introduction to Contemporary Political Theory: A Reader. London:
11. Gray, J. (1993). Post- liberalism: Studies in Political thought. London: Routledge.
12. Kymlicka, W. (1995). Multicultural Citizenship: A liberal Theory of Minority Rights. Oxford: Clarendon Press.
13. Kymlicka, W. (2010). Testing the Liberal Multiculturalist Hypothesis: Normative Theory and Social Science Evidence. Canadian Journal of Political Science, 43(2), pp. 257-271.
14. Mackinnon, C. (2008). Issues in Political Theory. New York: Oxford University Press
15. Shorten, A. (2015). Contemporary Political Theory. London: Palgrave.
16. Young, I. M. (2000). Inclusion and Democracy. London: Oxford University Press.
17. Dahl, R. A. (1957). The concept of power. New York: Bobbs-Merrill.
18. Nozick, R. (1974). Anarchy, State and Utopia. New York: Basic Books.
19. Rawls, J. (1971). A Theory of Justice. Cambridge: Harvard University Press.
20. Young, I. M. (1990). Justice and the Politics of Difference. Princeton: Princeton University press.

21. Arblaster, A. (1994). *Democracy: Concepts in the Social Sciences*. New York: Open University Press.
22. Held, D. (1991). *Models of Democracy*. Polity Press, Cambridge.
23. Habermas, J. (1996). *Between Facts and Norms: Contribution to a Discourse Theory of Law and Democracy*. Cambridge, MA: MIT Press.
24. Pateman, C. (1960). *Participation and Democratic Theory*. Cambridge: Cambridge University Press.
25. JA.J.í.ŸÁnÃ® gÁdQÃAiÃÄ ¹zÁÝAvÀ, ŸÀæw·sÁ ŸÀæPÁ±À£À vÁ½PÉ/ÆÃmÉ
26. Jfi.©.ŸÁnÃ® & f.©. ²Ã®ªÀAvÀgÀ ÆgÁdQÃAiÃÄ ¹zÁÝAvÀ CgÀÄt ŸÀæPÁ±À£À «dAiÃÄŸÃgÀ
27. PÉ.f., ÀÄgÉÃ±i,gÁdQÃAiÃÄ ¹zÁPvÀ.
28. Jfi.ªÀŸÃà gÁdQÃAiÃÄ ¹zÁPvÀ

Introduction to Constitutional Values – 1

(Mandatory of all UG Courses)

Year	I	Course Code: IC 1.1 Course Title: Introduction to Indian Constitutional Values-I	Credits	2
Sem.	I		Hours	30
Formative Assessment Marks: 10			Summative Assessment Marks: 40	Duration of ESA: 2 hrs.
Course Objectives	<p>To understand the core values embedded in the Indian Constitution.</p> <p>To analyze the significance of these values in the governance and legal system of India.</p> <p>To evaluate the application and challenges of constitutional values in contemporary India.</p> <p>To foster critical thinking and discussions around the relevance of constitutional values in modern society.</p>			
Course Outcomes	<p>Upon completion of this course students will be able to Explain the philosophy and the structure of the Constitution.</p> <p>Measure the powers, functions and limitations of various offices under the Constitution.</p> <p>Demonstrate the values, ideals and the role of Constitution in a democratic India.</p>			
Course Structure:	The course is divided into five units, each focusing on different aspects of constitutional values. Each unit includes lectures, readings, discussions, and assessments.			
Unit No.	Course Content	Suggested Pedagogy	Hours	
Unit-I	<p>Making of Indian Constitution</p> <p>a) Meaning and Importance of Indian Constitution</p> <p>b) Constituent Assembly</p> <p>c) Preamble</p> <p>d) Salient features</p>	Lecture, Tutorials and Group Discussion	10	

Unit-II	Fundamental Rights and Directive Principles a) Fundamental Rights b) Directive Principles of state policy c) Fundamental Duties	Lecture, Tutorials and Group Discussion	10
Unit-III	. Union Government a) Legislative: Composition Power and Functions b) Executive: Composition Power and Functions c) Judiciary: Composition Power and Functions d) Judicial Review	Lecture, Tutorials and Group Discussion	10

Recommended Books:

1. Granville Austin, & quot ; The Indian Constitution: Cornerstone of a Nation & quot;
2. Upendra Baxi, & quot; The Indian Supreme Court and Politics & quot;
3. Rajeev Bhargava, & quot; Secularism and Its Critics & quot;
4. D.D. Basu, & quot; Introduction to the Constitution of India & quot;
5. Ramachandra Guha, " India After Gandhi & quot;
6. Rajni Kothari, & quot; Politics in India & quot;
7. B.R. Ambedkar's speeches in the Constituent Assembly

Paper 2: Western Political Thought (Second Semester)

(80 Marks 05 Hours per Week)

YEAR	I	Course Code: DSCPS 2.1		Credits	4
SEM	II	Course Title: Western Political Thought		Hours	56
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.	
Course Objectives		<p>The objective of this module is to acquaint students with influential Western political theorists who have significantly influenced the ideas and fundamental principles of political science in the Anglo-American tradition. The pursuit of creating a fair and equitable society and government has been a long-standing concern for all civilizations. However, the replies are not similar. They vary throughout different civilizations and during different periods of time. This course explores the concepts put forth by influential classical political philosophers, starting with Plato and concluding with Marx, whose perspectives on political issues greatly impacted political thought. The seeds of the intellectual concepts that appear to be highly developed now also had manifestations in earlier eras with varying emphasis and focal points. The course aims to analyze and evaluate ideas and traditions in a systematic manner</p>			
Course Outcome		<ol style="list-style-type: none"> a. The students will know the key ideas of all the political philosophers given in the course. b. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice. c. They will be able to answer how Aristotle differed from his master Plato on the conception of justice. d. They will be able to make a distinction among Hobbes, and Locke, on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract. e. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft. f. They will be able to discern the meaning of utilitarianism and how Bentham and Mill differed from each other. 			
Unit No.	Course Content		Suggested Pedagogy	Hours	
Unit-I	<p>Greek Political Thought Plato's I-Justice, II Education, III communism, and IV The ideal state Aristotle's, I state, II classification of governments, III revolution, and IV The best state</p>		Lecture, Tutorials and Group Discussion	14	

Unit-II	Medieval Political Thought St. Thomas Aquinas, I church-state debate and II classification of laws Nicollo Machiavelli's I Advise to the Prince, II Religion, and Politics	Lecture, Tutorials and Group Discussion	14
Unit-III	Western Political Thought Thomas Hobbes: I human nature, II The state of nature, and III social contract theory John Locke's I human nature, II The state of nature, and III social contract theory	Lecture, Tutorials and Group Discussion	14
Unit-IV	Modern Western Political Thought Thomas Hill Green-I Political Obligation and II Idealism, J.S. Mill's I liberty and II representative government Karl Marx's I Scientific Socialism	Lecture, Tutorials and Seminars	14

Recommended Books:

1. Granville Austin, & quot; The Indian Constitution: Cornerstone of a Nation & quot;
2. Upendra Baxi, & quot; The Indian Supreme Court and Politics & quot;
3. Rajeev Bhargava, & quot; Secularism and Its Critics & quot;
4. D.D. Basu, & quot; Introduction to the Constitution of India & quot;
5. Ramachandra Guha, & quot; India After Gandhi & quot;
6. Rajni Kothari, & quot; Politics in India & quot;
7. B.R. Ambedkar's speeches in the Constituent Assembly
8. ZÉÈvÀæ.JA.J, j (,ÀÀ) 2022, “¥ÀgÀA¥ÀgÀUÀvÀ C” sÀÀâzÀAiÀÄ zÀ±ÀðfÀ:zsÀÀÄð¥À® zÀÈ¶Ö”gÀµÉÆÖçÃvÀÜfÀ ,Á»vÀâ, “ÉAU¼ÀÆgÀÄ
9. UÁAçü JA.PÉ, 2009, »Azi ,ÀégÁdâ, PÀfÁðIPÀ UÁAçü ,ÁägÀPÀ µçü, “ÉAU¼ÀÆgÀÄ
10. zsÀÀÄð¥À¬i, 2001 ““sÁgÀvÀ eÁUÀÈw” (CfÀÄ) J, i. Dgí. gÁÀÄ, Áé«Ä, gÁ³ÉÆÖçÃ, ÁÜfÀ ,Á»vÀâ, “ÉAU¼ÀÆgÀÄ
11. zsÀÀÄð¥À¬i, 2003, “, ÀézÉÄ² àÄvÀÄÛ “sÁgÀwÁAiÀÄvÉ”, (CfÀÄ), ZÀPÀðªÀwð, ,ÀégÁdâ ¥ÀæPÀ±À ,ÁÀÄÆ°À, “ÉAU¼ÀÆgÀÄ
12. zsÀÀÄð¥À¬i, 2009, “sÁgÀwÁAiÀ ÄavÀÛ ,ÁiÁfÀ¹PÀvÉ, PÀ®(CfÀÄ), J, i. Dgí. gÁÀÄ, Áé«Ä, gÁµÉÆÖçÃ, ÁÜfÀ ,Á»vÀâ, “ÉAU¼ÀÆgÀÄ
13. “ÁªÉ, «ÉÆÄ”Á. 1954. ,ÀégÁdâ ±Á, ÀÛ, ,ÁÀð, ÉÁªÁ ,ÁAWÀ ¥ÀæPÀ±ÀfÀ, “ÉAU¼ÀÆgÀÄ
14. “ÁªÉ, «ÉÆÄ”Á. 1958, “sÀÆzÁfÀ UÁAUÉ, ,ÁÀð, ÉÁªÁ ,ÁAWÀ ¥ÀæPÀ±ÀfÀ, “ÉAU¼ÀÆgÀÄ
15. “ÁªÉ, «ÉÆÄ”Á. 1974, ,ÀégÁdâ ±Á, ÀÛ, ,ÁÀð, ÉÁªÁ ,ÁAWÀ ¥ÀæPÀ±ÀfÀ, “ÉAU¼ÀÆgÀÄ
16. “ÁªÉ, «ÉÆÄ”Á. 1954, ±ÀæªÄzÁfÀ, ,ÁÀð, ÉÁªÁ ,ÁAWÀ ¥ÀæPÀ±ÀfÀ, “ÉAU¼ÀÆgÀÄ
17. gÁeÁgÁªÁ °ÉUÀqÉª ÁÄvÀÄÛ ,ÀzÁfÀAzÀ eÉ. J, i. (,ÀÀ), 2016, “¥ÀÆªªªÀ¬ÉÆPÀfÀ”, ,Á, ÀAvÀ ¥ÀæPÀ±ÀfÀ, “ÉAU¼ÀÆgÀÄ
18. gÁeÁgÁªÁ °ÉUÀqÉª (,ÀÀ) 2004, ““sÁgÀwÁAiÀÄ EwªÁ, ,Á, ,ÁªiÁdª ÁÄvÀÄÛ ,ÁÀ, Àlów”, PÀfÁðIPÀ ,Á»vÀâ CPÁqÉ«Ä, “ÉAU¼ÀÆgÀÄ
20. gÁªªÄzÀAzÀæ¹. J.Éi 2002, “ªÁ, ÁªªvÉÆvÀÛgÀ aAvÀfÉ”, “ÉAU¼ÀÆgÀÄ: PÀfÁðIPÀ ,Á»vÀâ CPÁqÉ«Ä
19. ±ÀAPÀgÀfÁgÁAiÀÄtgªª Á J.Éi, (,ÀÀ) 2020, “çÉzÀAiÀi¼À G¥ÁzsÁªAiÀÄ: KPÁvÀªªª ÁiÁfÀªªvÉ” gÁ³ÉÆÖçÃ, ÁÜfÀ ,Á»vÀâ, “ÉAU¼ÀÆgÀÄ
20. gÁeÁgÁªÁ °ÉUÀqÉª, 2021 ¥ªªªªiÁAiÀiÁfÀ;ªÁ, ÁªªvÀÄÛ ,Á, ÀÏªªªvÀÄÛ PÀfÀßqÀ dUÀvÀÄÛ, C©üfÀª

Introduction to Constitutional Values – 2

(Mandatory of all UG Courses)

Year	I	Course Code: IC 2.1 Course Title : Introduction to Indian Constitution values-II	Credits	2
Sem	II		Hours	30
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: 3 hrs.	
Course Objectives		<ul style="list-style-type: none"> a. To understand the core values embedded in the Indian Constitution. b. To analyze the significance of these values in the governance and legal system of India. c. To evaluate the application and challenges of constitutional values in contemporary India. d. To foster critical thinking and discussions around the relevance of constitutional values in modern society. 		
Course Outcomes		<ul style="list-style-type: none"> a. Upon completion of this course students will be able to Explain the philosophy and the structure of the Constitution. b. Measure the powers, functions and limitations of various offices under the Constitution. c. Demonstrate the values, ideals and the role of Constitution in a democratic India. 		
Course Structure:		The course is divided into three units, each focusing on different aspects of constitutional values. Each unit includes lectures, readings, discussions, and assessments.		
Unit No.	Course Content		Suggested Pedagogy	Hours
Unit- I	I State Government <ul style="list-style-type: none"> a) Legislative: Composition Power and Functions b) Executive: Composition Power and Functions c) Judiciary: Composition Power and Functions of High Courts 		Lecture, Tutorials and Group Discussion	10

Unit- II	Local Self Government a) Balavant Ray Mehata Committee b) Rural Local self-government c) Urban local self-Government	Lecture, Tutorials and Group Discussion	10
Unit- III	Amendment Procedures in Indian constitution a) Amendment Procedures b) Major Amendments 42, 44, 86 101	Lecture, Tutorials and Group Discussion	10

References:

1. Granville Austin, & quot; The Indian Constitution: Cornerstone of a Nation & quot;;
2. Upendra Baxi, & quot; The Indian Supreme Court and Politics & quot;;
3. Rajeev Bhargava, & quot; Secularism and Its Critics & quot;;
4. D.D. Basu, & quot; Introduction to the Constitution of India & quot;;
5. Ramachandra Guha, & quot; India After Gandhi & quot;;
6. Rajni Kothari, & quot; Politics in India & quot;;
7. B.R. Ambedkar's speeches in the Constituent Assembly