



BAGALKOT UNIVERSITY, JAMKHANDI

**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 Undergraduate Program in**

POLITICAL SCIENCE
(BA and other faculties)

As Per NEP – 2020 and Adapted from
RCU Belagavi Applicable from the
Academic Year 2024-25

PREAMBLE

Education empowers Mankind. A holistic education paradigm will effectively focus on developing knowledge, employable skill sets, appropriate attitudes and an overall personality. NEP is focused towards imparting such an education system.

India's first education policy of the 21st century is 'National Education Policy 2020' proposes the revision and revamping of all aspects of the education structure, including its regulation and governance. It seeks to create a new system that is aligned with the developmental aspirations & goals of 21st century education, including SDG4, while building upon India's traditions and value systems.

NEP aims for India to have an education system by 2040 that is second to none, 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 National Education Policy 2020

- ✓ 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, which will last till 2055 and to reap the benefits, a good education policy was the need of the hour. Hence there is lot of hopes on the NEP, which has come as cure the edu-ailments and to plug the shortcomings of the education system which marred for 36 years and strengthen our education system. An expectation on NEP is high. As every good policy success lies in the implementation and active participation of its stake holders, so is the NEP. The success or failure of NEP lies in all our hands. Hence let all of us join our hands in making the NEP successful.

As enshrined in the National Education Policy-2020 vision of introducing course curriculum for undergraduate studies under Choice Based Credit System (CBCS), the main objective of framing this curriculum of BA/B.Sc. (Basic/Hons) in Political Science is to impart the students a holistic understanding of the subject giving substantial weight age 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.

Structure for Political Science Discipline

Semester IV				
DSC-7	Ancient Indian Political Ideas and Institutions	3	3	100 (60+40)
DSC-8	Modern Political Analysis	3	3	100 (60+40)
Ability Enhancement Compulsory Courses (AECC)	Constitution of India	2	2	50(30+20)

Political Science Model Curriculum (III & IV Semester)

Name of the Degree Program: BA ... Without Practical Course

Discipline Core: Political Science

Program Outcomes:

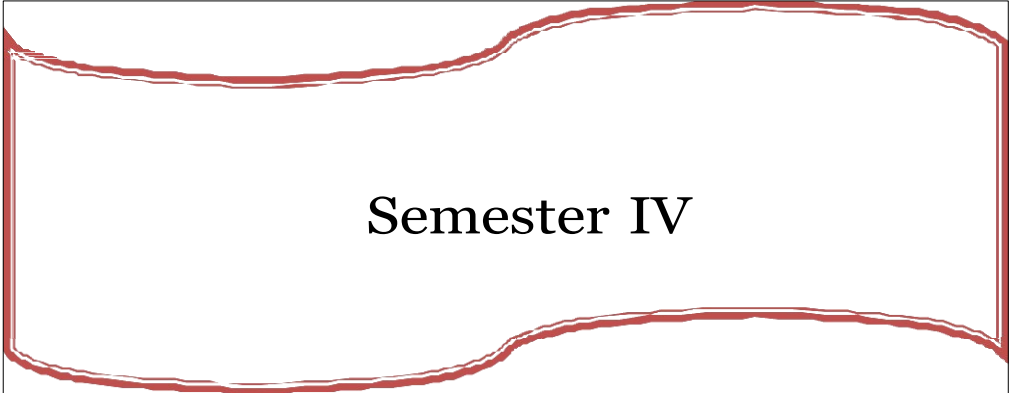
By the end of the program the students will be able to:

- Not only upgrade the learning of Political Science as a contemporary discipline but also to inculcate the Indian political ethos and the moral standards of functioning of political institutions in India. These infact, brought laurels to our acumen in politics and Kautilya's Arthashastra stands as a proof of this.
- Understand voluminously about the dimensions of Indian Government, its Parliamentary Procedures, the concerns of Gender in Politics, Gandhian Philosophy and an understanding of the citizens duties and responsibilities in the 3rd semester.
- Understand the papers such as Ancient Indian Political Ideas and Institutions throws light on the wisdom of Indian Political Thought bringing along its side the Modern Political Analysis which is skill based paper.
- Understand the papers which are hybridised like Political Journalism and focused papers like Good Governance and Understanding Dr.B.R.Ambedkar which will bring to the fore facts and normative ways of running governments.

Thus, these semesters represent both knowledge and skill components and making it contemporary in its content. Learning among the students will thus make it interesting and lively.

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

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	40	(60+40) =100
Practical	-	-
Projects	-	-
Experiential Learning (Internships etc.)	-	-
AECC	20	(30+20)=50



ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS**DSC - 7**

Course Title: ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Code : 126BAB04POLDSC07T**Course Objectives:**

The paper aims at developing an understanding of the Social and political philosophy of ancient India to assess the modern notions about socio-political arrangements. Further it helps to analyze the process of decolonizing Indian minds related to India's glorious past. The objective thus being to throw light on the indigenous political theories and their relevance to changing times.

Learning Outcome:

At the end of the course the students shall -

Reflect on the native concepts like Dharma, Rajadharma, Nyaya, Viveka etc., in the light of their modern connotations.

Understand the role of texts and stories in the Indian context by reflecting upon our own experiences.

Revisit our own socio-political structures through the textual and non-textual sources from the early Indian period in order to quell the European representation of Indian Society and heritage.

Unit	Contents of Course- DSC 7	45 Hours
Unit-I	<p>Chapter-1: Sources of Early Indian Thought: Sources and Pre and Post-Colonial Period.</p> <p>Chapter-2: Perspectives: Orientalists, Nationalists, Gandhiji on Varnashrama Dharma, Dr. Radhakrishan perspective.</p> <p>Chapter-3: Indian Culture: Colonial Narratives (William Jones, Macaulay) v/s Post-Colonial (Edward Said, and S.N. Balagangadhar)</p>	15 Hours
Unit-II	<p>Chapter-4: Socio-Political Ideas in the Early Indian Thought: Dharma, Rajadhama, Dandaniti, Nyaya, Vaisheshika, Shunya, Ratnin Ceremony, Varnadhama, and Ashramadhama, values in Thirukural.</p> <p>Chapter-5: Kingship: Origin Stories, Gopati to Bhupati, Nature and Structure.</p> <p>Chapter-6: Functions of Institutions: Sabha, Samiti, Vidhata, Paura-Janapada.</p>	15 Hours
Unit- III	<p>Chapter-7: Ganasanghas: Nature, Structure, Functions Role of Stories in Indian Tradition.</p> <p>Chapter-8: Ramayana (Valmiki): Ramarajya, Subaltern and Adhyatmic perspective.</p> <p>Chapter-9: Mahabharata (Vyasa): Rajadhama in Shantiparva, Idea of war and Peace.</p>	15 Hours

Exercise:

Close reading sessions to be organised to understand the ancient text in its original context by way of discussions.

Students shall visit the nearby historical places and collect artifacts, stories, and other relics with the help of the native people.

Students shall respond to accommodate the important criticisms of Ramayana and Mahabharata by its critics and enact dramas and costumes.

Suggested Readings

1. Alterkar A.S, State and Government in Ancient India, Motilal Banarsidass, Chowk Banaras, 1949.
2. R.S. Sharma, Early Indian Social and Political Thought and Institutions (Aspects of the Political Ideas and Institutions in Ancient India, Motilal Banarsidass, Delhi, 1991.
3. Jayaswal K.P, Hindu Polity, Bangalore Printing and Publishing Co. LTD, Bangalore, 1943.
4. Goshal U.N, History of Hindu Political Theory, Oxford University Press, Calcutta, 1923.
5. Kangle R.P, Kautilya's Arthashastra, Motilal Banarsidass Publishers Pvt.Ltd, New Delhi, 1986.
6. Bhandarkar D.D, Some Aspects of Ancient Indian Culture, Madras, University of Madras, 1940.
7. Romila Thaper. From Lineage to State, Oxford University Press, United Kingdom, 1984.
8. R.S.Sharma, Shudaras in Ancient India, Motilal Banarsidass, Delhi, 1957.
9. Sharma,R. S India's, Ancient Past, Oxford University Press, New Delhi, 2006.
10. Sharma,R. S, Rethinking India's Past, Oxford University Press, New Delhi, 2010.
11. Kraedar Lawrence, "Formation of the state", Prentice Hall, United State, 1968.
12. Kosambi. D.D, "Introduction to the Study of Indian History", Popular Prakashan, Mumbai, 1956.
13. Said Edward, Orientalism, Pantheon Books, USA, 1978.
14. Misra Vibhuti Bhushan, From the Vedas to the Manusamhita, City/Country Brill Academic, United States, 1982.
15. Sircar D.C, Studies in the Religious life of Ancient and Medieval India, Motilal Banarsidass, Delhi, 1971.
16. Aiyangar K.R, Ancient Indian Polity, Oriental Books Agency, Poona, 1941.
17. Pargiter R, Ancient Indian Historical Tradition, Oxford University Press, London, 1922.
18. Levin G.M, Bongard, A Complex Study of Ancient India – Multidisciplinary Approach, American Oriental Society, USA, 1989.
19. Kumar S, "Role of State in Ancient India Economy", Ramanand Vidya Bhawan, Delhi, 1986.
20. Sircar D.C, Political and Administrative System of Ancient and Medieval India. Motilal Banarsidass, Delhi, 1975.
21. Maity S. K and Upendra Thakur, Indological Studies, Abhinav Publications, New Delhi, 1991.
22. Mukherjee Shobha, The Republican trends in Ancient India. Munshiram Manoharial Publishers Private Limited, New Delhi, 1989.
23. Bandyopadhyaya N.C, Development of Hindu Polity and Political Theories, Munshiram Manoharlal Publishers, New Delhi, 1980.
24. Chattopadhyaya D. Lokayata, Peoples Publishing House, New Delhi, 1959.

25. Kosambi D.D, The Culture and Civilization of Ancient India and Historical Outline, Vikas Publishing House Pvt. Ltd, Noida, 1965.
26. Majumdar R. C, History and Culture of Indian People, Vol.I, Dacca University, Bangladesh, 1977.
27. Kulke, Hermen (Ed), State in India, 1000 to 17000, Oxford University Press, Delhi, 1995.
28. Kane P.V, History of Dharmashastras, Vol-1-5, Bhandarkar Institute Press, Poona, 1930.
29. Balagangadhara S.N, Purvavalokana, (Translated and Edited - Rajaram Hegde and J. S. Sadanand) Vasanta Prakashana, Bangalore, 2016. (2010).

Pedagogy:

The course shall be taught through the lecture, tutorial, interactive sessions, self-guided learning materials, Open Educational Recourses (OER) as reference materials, Close-Reading Sessions of texts, assignments, seminars, group discussions and week-end seminars.

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

**MODERN POLITICAL ANALYSIS
DSC-8**

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

Course Code : 126BAB04POLDSC08T

Course Objective:

The objective is to equip students to develop insights into political institutional functioning keeping in insight both the normative and empirical ways of understanding. This paper also throws light on value laden functioning and value neutral aspects of systems output that will help students to understand and evaluate Governments. It aims at scientifically assessing the functioning of the government as result oriented institutions.

Learning Outcome:

At the end of the course the students shall -

- Understand the key concepts of Political Institutional working and science within them.
- Be familiar with the Phenomenon of politics and various explanations relating to the influences that mould the decision making process.
- Help the students to visualize the working of political institutions and the process of decision making through diagrammatic presentations.

. Unit	Contents of Course: DSC-8	45 Hours
Unit-I	<p>Chapte-1 Genesis and Emergence of Modern Political Analysis, Modern Political Analysis -Meaning, Nature, Scope</p> <p>Chapter-2 Political System-Types, similarities and differences, classification- Aristotle and Weber.</p> <p>Chapter-3 Approaches – Traditional- Philosophical, Historical Modern- Behavioral, Systems approach</p>	15 Hours

Unit-II	<p>Chapter-4 Talcott Parson's General Systems theory- Pattern of Inter Relationship, Hierarchical order, Integration.</p> <p>Chapter-5 David Easton's Input-Output model of Political System, Features, Functions and Critical Evaluation.</p> <p>Chapter-6 Power-Meaning, significance, and measurement, difference between Power, Authority, Legitimacy and Influence.</p>	15 Hours
Unit- III	<p>Chapter-7 Almond on Structural – Functional Analysis Karl Deutsch's Communication Theory.</p> <p>Chapter-8 Richard C Snyder's Decision-Making Theory, Arthur F. Bentley and David Truman Group theory of Politics.</p> <p>Chapter - 9 Political Development - Concept of Political Development - Development syndrome, Theory of Lucian Pye.</p>	15 Hours

Exercise:

The department can lead the students to a nearby political institution and explain to them the process of administrative decision making.

The department may invite functionaries of these institutions to deliberate upon issues of redundancy and simplifying administration.

Assignments can be given to the students to innovate methods of simplification of administrative procedures in offices of Governments and offer consultancy.

Suggested Readings

1. Almond, G. and Coleman. J.S. "The politics of the Developing Areas", Princeton University Press, Princeton NJ, 1960.
2. Almond, G.A. and Verba, S, "The Civic Culture: political Attitudes and Democracy in Five Nations", Princeton NJ, Princeton University Press, 1963.
3. Amin, S, "Accumulation on an old Scale: A Critique of the Theory of Underdevelopment", Monthly Review Press, New York, 1974.
4. Apter, D.E, "The Politics of Modernization", University of Chicago Press, Chicago, 1965.
5. Gabriel Almond, "Cooperative Politics: A Development approach" Little Brown, Boston, 1966.
6. Hannah Arendt, "The Origins of Totalitarianism", Harcourt Press, New York, 1951.
7. Johari, J.C, "Comparative Government and Politics", Sterling Publishers Private Limited, New Delhi, 1982.
8. Powell, G.B, Russell J.D, and Kaare Strom, "Comparative Political Today, A World View". London Press, New York, 1970.
9. Rod Hague. Martin Harrop, Shaun Breslin, "Comparative Government and Politics", Palgrave Macmillan press, UK, 1992.
10. Verba S and Almond, "The Civic Culture Revisited", little Brown, Boston, 1980.
11. Dahl, Robert A, Modern Political Analysis, Prentice Hall of India, New Delhi, 1981.

Pedagogy:

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

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

CONSTITUTION OF INDIA (Common Syllabus for all the UG Courses)

Ability Enhancement Compulsory Courses (AECC)	
Course Title: CONSTITUTION OF INDIA	
Course Code :126COM03XXXAEC03T	
Total Contact Hours: 24	Course Credits: 2
No. of Teaching Hours/Week:2	Duration of ESA/Exam: 1 Hours
Formative Assessment Marks: 20	Summative Assessment Marks: 30+20=50

Course Objective:

The purpose of the course is to familiarize the students with the key elements of Indian constitution. The course has been designed to cover the journey of the India from its emergence as a Republic. This will enable the students to understand various political Institutions that are operationalised under the Indian Constitution.

Learning Outcomes:

After completing this course students will be able to-

- Understand the philosophy of the Constitution and its structure.
- Measure the powers and functions of various offices under the Constitution.
- Appreciate the role of Constitution in a Democracy

Unit	Contents of Course:	24 Hours
Unit-I	<p>Chapter- 1 Making of Indian Constitution : Constituent Assembly- Composition, Objectives, Preamble and Salient features of the Indian Constitution.</p> <p>Chapter-2 Fundamental Rights, Fundamental Duties, Directive Principles.</p>	8 Hours
Unit-II	<p>Chapter-3 Union Government-President, Prime Minister and Cabinet.</p> <p>Chapter-4 State Government- Governor, Chief Minister and Cabinet.</p>	8 Hours

Unit- III	Chapter-5 Judiciary- Supreme Court and High Court: Composition, Powers and Functions. Chapter-6 Electoral Process: Election Commission- Composition, Powers and Functions, Electoral Reforms.	8 Hours
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Exercise:

- Department can debate on the role of Constitution in the country's development.
- Students can empirically evidence the effectiveness of concepts like –Freedom, Equality, Justice, Rights and Duties by conducting surveys.
- Can hold special lectures on various provisions of Constitution like working of Election Commission, Art 246, 356 etc.

Suggested Readings:

1. Durga Das Basu, Introduction to the Constitution of India, Gurgaon; LexisNexis, (23rd edn.) 2018.
2. M.V. Pylee, India's Constitution, New Delhi; S. Chand Pub., (16th edn.) 2017.
3. J.N. Pandey, The Constitutional Law of India, Allahabad; Central Law Agency, (55th edn.) 2018.
4. Constitution of India (Full Text), India.gov.in., National Portal of India, https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf
6. K B Merunandan, Bharatada Samvidhana Ondu Parichaya, Bangalore, Meragu Publications, 2015.
7. S. P. Singh, The Constitution of India, New Delhi, 2020.
8. K. Sharma, Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2002.
9. P.M Bakshi, Constitution of India, Universal Law Publishing House, New Delhi, 1999.
10. D. C. Gupta, Indian Government and Politics, Vikas publishing House, New Delhi, 1975.
11. S. N. Jha, Indian Political System, : Historical Developments, Ganga Kaveri Publishing House, Varanasi, 2005.
12. Arora & Mukherji, Federalism in India, Origin and Developments, Vikas Publishing House, New Delhi, 1992.

Pedagogy:

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

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	5
Seminar/Presentation/Group Discussion	5
Assessment Test-2	5
Assignment	5
Total	20

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

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

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

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

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

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

All Questions are Compulsory (10x1=10)

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

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

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

- 11.
- 12.
- 13.13.

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

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

14. 14.

15. 15.

16. 16.

II. Term End Examination for Constitution of Indian (IC)

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

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

Question paper pattern for **Indian Constitution** –

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

Section A: Multiple Choice Questions

All Questions are Compulsory (10x1=10)

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

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

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

- 11.
- 12.
- 13.

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

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

- 14.
- 15.