

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's  
**New Arts, Commerce, and Science College, Ahmednagar**  
**(Autonomous)**  
(Affiliated to Savitribai Phule Pune University, Pune)



**National Education Policy (NEP)**  
**Choice Based Credit System (CBCS)**

**Programme Framework**  
**B. A. Political Science (Major)**

Implemented from  
**Academic Year 2023-24**

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's  
**New Arts, Commerce and Science College, Ahmednagar  
(Autonomous)**

**Board of Studies in Political Science**

<b>Sr. No.</b>	<b>Name</b>	<b>Designation</b>
1.	Thube P. B.	<b>Chairman</b>
2.	Jogdand R. S.	<b>Member</b>
3.	Dr. Pawar B. B.	<b>Member</b>
4.	Dr. Pawar Pakasah	<b>Academic Council Nominee</b>
5.	Dr. Aghav N. B.	<b>Academic Council Nominee</b>
6.	Dr. Deshpande R. A.	<b>Vice-Chancellor Nominee</b>
7.	Bhujbal G. S.	<b>Alumni</b>
8.	Kharade B. R.	<b>Industry Expert</b>
9.	Dr. Ghotale V. K.	<b>Invitee Member</b>
10.	Dr. Shelke N. T.	<b>Co-opt Member</b>

## **2. Prologue/ Introduction of the programme:**

The Bachelor Programme in Political Science is an undergraduate degree program that focuses on the study of politics, government systems, political behavior, and public policy. It provides students with a comprehensive understanding of political processes, institutions, and theories that shape societies and international relations.

During the course of the program, students delve into various aspects of political science, including political theory, comparative politics, international relations, public administration, and political economy. They explore topics such as the origins and development of political systems, the role of political parties and interest groups, the dynamics of power and governance, and the formulation and implementation of public policies.

The curriculum typically combines theoretical and practical approaches to learning. Students engage in critical analysis, research, and evaluation of political systems and phenomena. They develop skills in areas such as research methodology, data analysis, public speaking, and policy analysis. Additionally, they gain a deep understanding of the historical, cultural, and socioeconomic factors that influence politics and policymaking.

Throughout the program, students have the opportunity to specialize in specific areas of political science, such as international relations, political theory, public policy, or comparative politics. They can choose elective courses that align with their interests and career aspirations, allowing them to deepen their knowledge in a particular subfield.

The Bachelor Programme in Political Science equips students with a wide range of transferable skills that are highly valued in various professions and sectors. Graduates often pursue careers in government agencies, non-profit organizations, international organizations, advocacy groups, research institutions, journalism, or political consulting. The program also serves as a solid foundation for those who wish to pursue advanced degrees in political science or related fields, such as law, public policy, or international relations.

Overall, the Bachelor Programme in Political Science provides students with a comprehensive understanding of political processes, critical thinking skills, and a solid foundation for various career paths related to politics, governance, and policy-making.

## **3. Programme Outcomes (POs):**

The Bachelor degree program in Political Science aims to equip students with a range of knowledge, skills, and competencies that prepare them for various careers and further academic pursuits. Some of the key program outcomes for a Bachelor degree in Political Science include:

1. **Knowledge of Political Systems:** Students will acquire a deep understanding of political systems, institutions, and processes at the local, national, and international levels. They

will be familiar with different forms of government, political ideologies, and the functioning of democratic and non-democratic systems.

2. **Understanding of Political Theory:** Students will be exposed to major political theories and thinkers, enabling them to critically analyze and evaluate different perspectives on power, justice, equality, and rights. They will develop the ability to apply theoretical frameworks to real-world political issues.
3. **Analytical and Research Skills:** Students will gain proficiency in research methods, data analysis, and critical thinking. They will learn to collect, interpret, and evaluate political data and evidence, enabling them to conduct independent research and analyze complex political phenomena.
4. **Policy Analysis and Evaluation:** Students will develop the skills to analyze public policies, assess their effectiveness, and propose alternative solutions. They will understand the factors that shape policy-making processes and gain the ability to evaluate the impact of policies on societies, institutions, and individuals.
5. **Global Perspective and International Relations:** Students will acquire knowledge of international relations, including the dynamics of power, diplomacy, global governance, and conflicts. They will understand the complexities of the international system and the role of states, non-state actors, and international organizations.
6. **Communication and Presentation Skills:** Students will develop strong written and oral communication skills, enabling them to articulate complex political concepts and ideas effectively. They will be able to present their research findings, engage in debates, and communicate persuasively in various professional settings.
7. **Ethical and Professional Responsibility:** Students will understand the ethical dimensions of political science and the responsibilities of political actors. They will be equipped with a sense of social and civic responsibility, including a commitment to democratic values, human rights, and social justice.
8. **Adaptability and Leadership:** Students will cultivate skills in adaptability, problem-solving, and teamwork, preparing them for careers in diverse professional environments. They will develop leadership qualities and the ability to work collaboratively to address complex political challenges.

These program outcomes provide students with a solid foundation for a wide range of career paths, including public administration, policy analysis, diplomacy, advocacy, research, journalism, law, and academia. They also lay the groundwork for further academic pursuits, such as pursuing a Master's or a Ph.D. in Political Science or related disciplines.

**Credit Distribution: B. A. Political Science (Major) including Minor and OE and other courses.**

	Type of Courses	III Yr	IV Yrs (Honours)	IV Yrs Research
<b>Major Political Science</b>	Discipline-Specific Courses (DSC)	46	74	66
	Discipline Specific Elective (DSE)	08	16	16
	Skill Enhancement Courses (SEC)	06	06	06
	Vocational Skill Courses (VSC)	08	08	08
	On-Job Training (OJT)	04	08	04
	Field Project (FP)	04	04	04
	Community Engagement and Service (CEP)	02	02	02
	Research project	00	00	12
	Research Methodology	00	04	04
	Indian Knowledge System	02	02	02
	<b>Total (I, II and III Year)</b>	<b>80</b>	<b>124</b>	<b>124</b>
<b>Minor</b>	Minor	20	20	20
<b>Other Courses</b>	Open Elective (OE)/ Multidisciplinary Courses	12	12	12
	Co-Curricular Courses	08	08	08
	Ability Enhancement Courses	08	08	08
	Value Education Courses	04	04	04
	<b>Total</b>	<b>132</b>	<b>176</b>	<b>176</b>

**B. A. Programme Framework: Credit Distribution**

			DSC	DSE	SEC	VSC	FP/ OJT /IN/CEP	IKS							
I	I	4.5	06	-	02	-	-	02	03	03		02	02	02	22
I	II	4.5	06	-	02	02	-	-	03	03	-	02	02	02	22
Exit Option: Award of UG Certificate in Major with 44 credits and an additional 4 credit core NSQF course /Internship or Continue with Major and Minor															
II	III	5.0	08	-	02	-	FP-02	-	03	03	-	02	02	-	22
II	IV	5.0	08	-	00	02	CEP-02	-	03	03	-	02	02	-	22
Exit Option: Award of UG Diploma in Major with 88 credits and an additional 4 credit core NSQF course /Internship or Continue with Major and Minor															
III	V	5.5	10	04	-	02	FP-02	-	04	-	-	-	-	-	22
III	VI	5.5	08	04	-	02	OJT-04	-	04	-	-	-	-	-	22
								-							
Exit Option: Award of 3-Yr UG Degree in Major and Minor with 132 credits or continue with Major for a 4-year Degree															
IV	VII	6.0	14	04	RM:04	-	-	-	-	-	-	-	-	-	22
IV	VIII	6.0	14	04	-	-	OJT-04	-	-	-	-	-	-	-	22
4-Yr UG Degree (Honours) with Major and Minor with 176 credits															
IV	VII	6.0	10	04	RM:04	-	RP-04		-	-	-	-	-	-	22
IV	VIII	6.0	10	04	-	-	RP-08		-	-	-	-	-	-	22
4-Yr UG Degree (Honours with Research) with Major and Minor with 176 credits															

**B. A. Programme Framework: Course Distribution**

Year	Semester	Level	Major						Minor	OE	CC	AEC	VEC	Total
			DSC	DSE	SEC	VSC	FP/OJT /IN/CEP	IKS						
I	I	4.5	02	-	01	-	-	01	01	01	01	01	01	09
I	II	4.5	02	-	01	01	-	-	01	01	01	01	01	09
Exit Option: Award of UG Certificate in Major with 44 credits and an additional 4 credit core NSQF Course /Internship or Continue with Major and Minor														
II	III	5.0	03	-	01	-	01	-	01	01	01	01	-	09
II	IV	5.0	03	-	-	01	01	-	01	01	01	01	-	09
Exit Option: Award of UG Diploma in Major with 88 credits and an additional 4 credit core NSQF Course /Internship or Continue with Major and Minor														
III	V	5.5	03	01	-	01	01	-	01		-	-	-	07
III	VI	5.5	02	01	-	01	01	-	01		-	-	-	06
Exit Option: Award of 3-Yr UG Degree in Major and Minor with 132 credits or continue with Major for a 4-year Degree														
IV	VII	6.0	04	01	RM:01	-	-	-	-		-	-	-	06
IV	VIII	6.0	04	01	-	-	01	-	-		-	-	-	06
4-Yr UG Degree (Honours) with Major with 176 credits														
IV	VII	6.0	03	01	RM:01	-	01	-	-		-	-	-	06
IV	VIII	6.0	03	01	-	-	01	-	-		-	-	-	05
4-Yr UG Degree (Honours with Research) with Major with 176 credits														

### Programme Framework (Course Distribution): B. A. Political Science (Major)

Year	Semester	Level	Major		SEC	VSC	FP/OJT /IN/CEP	IKS
			DSC	DSE				
I	I	4.5	02	00	01	00	00	01
I	II	4.5	02	00	01	01	00	-
II	III	5.0	03	00	01	00	FP-01	-
II	IV	5.0	03	00	00	01	CEP-01	-
III	V	5.5	03	01	00	01	FP-01	-
III	VI	5.5	02	01	00	01	OJT-01	-
IV	VII	6.0	04	01	RM:01	00	-	-
IV	VIII	6.0	04	01	00	00	OJT-01	-
IV	VII	6.0	03	01	RM:01	00	RP-01	-
IV	VIII	6.0	03	01	00	00	RP-01	-

### Programme Framework (Credit Distribution): B. A. Political Science (Major)

Year	Semester	Level	Major					
			DSC	DSE	SEC	VSC	FP/OJT /IN/CEP	IKS
I	I	4.5	06	00	02	00	00	02
I	II	4.5	06	00	02	02	00	-
Exit Option: Award of <b>UG Certificate</b> with 44 credits and an additional 4 credit core NSQF course /Internship or Continue with Major and Minor								
II	III	5.0	08	00	02	00	FP-02	-
II	IV	5.0	08	00	00	02	CEP-02	-
Exit Option: Award of <b>UG Diploma</b> with 88 credits and an additional 4 credit core NSQF course /Internship or Continue with Major and Minor								
III	V	5.5	10	04	00	02	FP-02	-
III	VI	5.5	08	04	00	02	OJT-04	-
Exit Option: Award of UG Degree in Major and Minor with 132 credits or continue with a Major for 4-year Degree with honours or honours with research								
IV	VII	6.0	14	04	RM:04	00	00	-
IV	VIII	6.0	14	04	00	00	OJT-04	-
4-year Degree (Honours)								
IV	VII	6.0	10	04	RM:04	00	RP-04	-
IV	VIII	6.0	10	04	00	00	RP-08	-
4-year Degree (Honours with Research)								



### Programme Framework (Courses and Credits): B. A. Political Science (Major)

Sr. No.	Year	Sem	Level	Course Type	Course Code	Title	Credits
1.	I	I	4.5	DSC-1	BA-POL111T	Introduction to Indian Constitution	03
2.	I	I	4.5	DSC-2	BA-POL112T	Indian Government I	03
3.	I	I	4.5	SEC-1	BA-POL113T	Right to Information Act 2005	02
4.	I	I	4.5	IKS-1	BA-MA114T	Indian Political Thought	02
5.	I	II	4.5	DSC-3	BA-POL121T	Introduction to Political Theory	03
6.	I	II	4.5	DSC-4	BA-POL122T	Political Concepts	03
7.	I	II	4.5	SEC-2	BA-POL123T	Prevention of Domestic Violence Act 2005	02
8.	I	II	4.5	VSC-1	BA-POL124T	Policy Evaluation	02
9.	II	III	5.0	DSC-5	BA-POL231T	Traditions of Political Thought I	03
10.	II	III	5.0	DSC-6	BA-POL232T	Political Ideologies	03
11.	II	III	5.0	DSC-7	BA-POL233T	Social Harmony and Peace I	02
12.	II	III	5.0	SEC-3	BA-POL234T	Survey Methods	02
13.	II	III	5.0	FP-01	BA-POL235T	Challenges in Implementation of Prevention of Domestic Violence Act 2005	02
14.	II	IV	5.0	DSC-8	BA-POL241T	Traditions of Political Thought II	03
15.	II	IV	5.0	DSC-9	BA-POL242T	Comparative Politics	03
16.	II	IV	5.0	DSC-10	BA-POL243T	Samyukt Maharashtra Movement	02
17.	II	IV	5.0	VSC-2	BA-POL244T	Media and Politics	02
18.	II	IV	5.0	CEP-01	BA-POL245T		02
19.	III	V	5.5	DSC-11	BA-POL351T	Public Administration	04
20.	III	V	5.5	DSC-12	BA-POL352T	Political Sociology	04
21.	III	V	5.5	DSC-13	BA-POL353T	United Nations	02
22.	III	V	5.5	DSE-01	BA-POL354T	Social Movement	04
23.	III	V	5.5	VSC-3	BA-POL355T	PRO	02
24.	III	V	5.5	FP-02	BA-POL356T	Panchayat Raj	02
25.	III	VI	5.5	DSC-14	BA-POL361T	International Relations	04
26.	III	VI	5.5	DSC-15	BA-POL362T	Indias Foreign Policy	04
27.	III	VI	5.5	DSE-2	BA-POL363T	Political Process in Maharashtra	04
28.	III	VI	5.5	VSC-4	BA-POL364T	Campaign Management	02
29.	III	VI	5.5	OJT-01	BA-POL365T		04

**B. A. Political Science (Honours)**

30.	IV	VII	6.0	DSC-16	BA-POL471T	Political Process in India	04
31.	IV	VII	6.0	DSC-17	BA-POL472T	Modern Indian Political Thought	04
32.	IV	VII	6.0	DSC-18	BA-POL473T	Contemporary Political Issues	04
33.	IV	VII	6.0	DSC-19	BA-POL474T	Political Dynamism and Society	02
34.	IV	VII	6.0	DSE-03	BA-POL475T	Public Policy	04
35.	IV	VII	6.0	RM-01	BA-POL476T	Research Methodology	04
36.	IV	VIII	6.0	DSC-20	BA-POL481T	Civil Society and Democracy	04
37.	IV	VIII	6.0	DSC-21	BA-POL482T	Indian Administration	04
38.	IV	VIII	6.0	DSC-22	BA-POL483T	State Politics in India	04
39.	IV	VIII	6.0	DSC-23	BA-POL484T	Issues in Indian Politics I	02
40.	IV	VIII	6.0	DSE-04	BA-POL485T	India and the World	04
41.	IV	VIII	6.0	OJT-02	BA-POL486T		04

**Ahmednagar Jilha Maratha Vidya Prasarak Samaj's**  
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**Syllabus**  
**B. A. Political Science (Major)**

Title of the Course: Introduction to Indian Constitution								
Year: I				Semester: I				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-1	BA-POL111T	03	00	03	45	30	70	100

**Learning Objectives:**

1. Understanding the Origins and Evolution: Students should acquire knowledge about the historical context and factors that led to the drafting and adoption of the Indian Constitution. They should be able to trace its evolution over time, including key amendments and significant judicial interpretations.
2. Familiarity with Constitutional Provisions: Students should gain a comprehensive understanding of the provisions of the Indian Constitution, including its preamble, fundamental rights, directive principles of state policy, fundamental duties, and the structure of government at the national and state levels. They should be able to analyze and interpret specific articles and their implications.
3. Constitutional Framework and Institutions: Students should develop an understanding of the framework of the Indian Constitution and the role of various institutions such as the President, Parliament, Supreme Court, High Courts, Election Commission, and Comptroller and Auditor General (CAG). They should be able to explain the separation of powers, checks and balances, and the functioning of these institutions. Constitutional Amendments: Students should be aware of the process of amending the Indian Constitution, including the procedures and requirements. They should understand the significance of key amendments and their impact on the constitutional framework.
4. Constitutional Challenges and Debates: Students should be able to critically analyze the contemporary challenges and debates surrounding the Indian Constitution, such as issues related to social justice, minority rights, reservation policies, gender equality, and the balance between individual rights and collective welfare.
5. Constitutionalism and Democratic Values: Students should develop an appreciation for the principles of constitutionalism, democratic governance, and the rule of law as embedded in the Indian Constitution. They should understand the importance of upholding democratic values and constitutional principles in the functioning of the state and society.

**Course Outcomes (Cos)**

1. Knowledge of Constitutional Provisions
2. Understanding of Constitutional Principles
3. Examination of Constitutional Amendments
4. Evaluation of Rights and Liberties
5. Appreciation of Constitutional Values
6. Ethical and Professional Responsibility

**Detailed Syllabus:**

Unit I: Evolution	(10)
a) Regulating Act (1773) to Independence Act (1947)	
b) Constituent Assembly	
c) Objective Resolution	
d) Enactment & Enforcement of Constitution	
Unit II: Philosophy, Features	(08)
Unit III: Significant Provisions	(10)
a) Fundamental Rights	
b) Directive Principles of State Policy	
Unit IV: Basic Structure	(09)
a) The Doctrine	
b) Judgments & Cases	
Unit V: Amendments	(08)
a) Procedure for Amending Constitution	
b) List of Significant Amendments & Their Provisions	
c) Green Peace	

**Suggested Readings:**

1. Austin Granville, 1972, 'The Indian Constitution: Cornerstone of a Nation', OUP, New Delhi.
2. Austin Granville, 1999, 'Working a Democratic Constitution: The Indian Experience', OUP, New Delhi.
3. Basu D. D., 2001, 'Introduction to the Constitution of India', Wadhwa, Nagpur.
4. चपळगावकर नरेंद्र, 2002, 'राज्यघटनेचे अर्धशतक', मौज प्रकाशन, मुंबई.
5. चपळगावकर नरेंद्र, 2008, 'विधीमंडळे आणि न्यायसंस्था', मौज प्रकाशन, मुंबई.
6. जाधव तुकाराम व शिरापुरकर महेश ,1 भारतीय राज्यघटना व घटनात्मक प्रक्रिया खंड ,2010 ,द युनिक अॅकॅडमी .पुणे ,
7. Jayal Niraja Gopal and Pratap Bahnu Mehta (eds.), 2010, 'The Oxford Companion to Politics in India', OUP, New Delhi.
8. Kapur Devesh and Pratap Bhanu Mehta (ed.), 2005, 'Public Institutions in India', OUP, New Delhi.
9. Kapur Devesh, Pratap Bhanu Mehta and Milan Vaishnav (ed.), 2018, 'Rethinking Public Institutions in India', OUP, New Delhi.
10. Khosla Madhav, 2012, 'The Indian Constitution', OUP, New Delhi.
11. Khosla Madhav, 2020, 'India's Founding Moment', Harvard University Press.
12. Manor James (ed.), 1994, 'Nehru to the Nineties: The Changing Office of Prime Minister in India', Hurst and Company, London.
13. Noorani A. G., 2000, (paperback), 'Constitutional Questions in India', OUP, New Delhi.

14. Reddy O. Chinnappa, 2010 (paperback), 'The Court and the Constitution of India: Summits and Shallows', OUP, New Delhi.
15. Saez Lawrence, 2004, 'Federalism without a Centre', Sage, New Delhi.
16. साठे एस. पी., 1999, 'राज्यघटनेची पन्नास वर्षे', कोन्टीनेन्टल प्रकाशन, पुणे.
17. Sathe S. P., 2002, 'Judicial Activism in India', OUP, New Delhi.

**Ahmednagar Jilha Maratha Vidya Prasarak Samaj's**  
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**Syllabus**  
**B. A. Political Science (Major)**

Title of the Course: Indian Government								
Year: I				Semester: I				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-2	BA-POL112T	03	00	03	45	30	70	100

**Learning Objectives:**

1. Understanding the Structure of Indian Government: Students should acquire knowledge about the structure of the Indian government at the national, state, and local levels. They should understand the roles, functions, and interrelationships of key institutions such as the President, Prime Minister, Parliament, judiciary, and various administrative bodies.
2. Knowledge of Political Institutions: Students should gain knowledge about the functioning of political institutions in India, including the executive, legislative, and judicial branches. They should understand the decision-making processes, powers, and limitations of these institutions.
3. Understanding of Federalism and Center-State Relations: Students should develop an understanding of the federal nature of Indian government and the distribution of powers between the central government and the state governments. They should be able to analyze the dynamics of center-state relations and the mechanisms for cooperation and conflict resolution.
4. Research and Communication Skills: Students should enhance their research and communication skills, including the ability to gather and analyze relevant information, conduct independent research, and present their findings effectively through oral presentations, written reports, and discussions.

These learning objectives aim to provide students with a comprehensive understanding of Indian government and politics. They equip students with the knowledge and analytical skills necessary to engage with government processes, public administration, policy-making, and civic engagement.

**Course Outcomes (Cos)**

1. Knowledge of Federal Provisions
2. Understanding of Centre State Relations
3. Knowledge of Political Institutions
4. Ethical and Professional Responsibility

- Unit I: Federalism (12)
- a) Cooperative & Competitive Federalism
  - b) Centre-State Relations
    - i. Legislative Relations
    - ii. Administrative Relations
    - iii. Financial Relations
    - iv. Trends in Centre-State Relations
- Unit II: Features Separation of Powers between Various Organs (10)
- a) Doctrine of Separation of Power, Separation of Power in Indian Constitution
  - b) Doctrine of Checks & Balances, Provisions for Checks & Balances in Indian Constitution
  - c) Related Judgments - Golaknath case, Kesavananda Bharati, Indira Gandhi Vs Raj Narain, Ram Jawaya vs Punjab
- Unit III: Structure, Organization and Functioning of the Legislature, Executive and the Judiciary (12)
- a) Union:
    - i. Legislature – Lok Sabha, Rajya Sabha
    - ii. Executive – President, Prime Minister, Council of Ministers, Cabinet Secretariat
  - b) Judiciary – Three-Tier Structure, Chief Justice of India, SC & HC Judges, Jurisdiction
- Unit IV: Dispute Redressal Mechanisms and Institutions (11)
- a) RTI
  - b) PIL
  - c) Tribunals

**Suggested Readings:**

1. Austin Granville, 1972, 'The Indian Constitution: Cornerstone of a Nation', OUP, New Delhi.
2. Austin Granville, 1999, 'Working a Democratic Constitution: The Indian Experience', OUP, New Delhi.
3. Basu D. D., 2001, 'Introduction to the Constitution of India', Wadhwa, Nagpur.
4. चपळगावकर नरेंद्र, 2002, 'राज्यघटनेचे अर्धशतक', मौज प्रकाशन, मुंबई.
5. चपळगावकर नरेंद्र, 2008, 'विधीमंडळे आणि न्यायसंस्था', मौज प्रकाशन, मुंबई.
6. जाधव तुकाराम व शिरापुरकर महेश ,1 भारतीय राज्यघटना व घटनात्मक प्रक्रिया खंड ,2010 ,द युनिक अॅकॅडमी .पुणे ,
7. Jayal Niraja Gopal and Pratap Bahnu Mehta (eds.), 2010, 'The Oxford Companion to Politics in India', OUP, New Delhi.
8. Kapur Devesh and Pratap Bhanu Mehta (ed.), 2005, 'Public Institutions in India', OUP,

New Delhi.

9. Kapur Devesh, Pratap Bhanu Mehta and Milan Vaishnav (ed.), 2018, 'Rethinking Public Institutions in India', OUP, New Delhi.
10. Khosla Madhav, 2012, 'The Indian Constitution', OUP, New Delhi.
11. Khosla Madhav, 2020, 'India's Founding Moment', Harvard University Press.
12. Manor James (ed.), 1994, 'Nehru to the Nineties: The Changing Office of Prime Minister in India', Hurst and Company, London.
13. Noorani A. G., 2000, (paperback), 'Constitutional Questions in India', OUP, New Delhi.
14. Reddy O. Chinnappa, 2010 (paperback), 'The Court and the Constitution of India: Summits and Shallows', OUP, New Delhi.
15. Saez Lawrence, 2004, 'Federalism without a Centre', Sage, New Delhi.
16. साठे एस. पी., 1999, 'राज्यघटनेची पन्नास वर्षे', कोन्टीनेन्टल प्रकाशन, पुणे.
17. Sathe S. P., 2002, 'Judicial Activism in India', OUP, New Delhi.



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**Syllabus**  
**B. A. Political Science (Major)**

Title of the Course: Right to Information Act 2005								
Year: I				Semester: I				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
SEC-1	BA-POL113T	02	00	02	30	15	35	50

**Learning Objectives:**

1. Understanding the Purpose and Importance of the RTI Act: Students should gain an understanding of the significance of the RTI Act in promoting transparency, accountability, and good governance. They should comprehend the purpose behind enacting the legislation and its implications for citizens and government institutions.
2. Familiarity with the Provisions of the RTI Act: Students should acquire knowledge of the key provisions of the RTI Act 2005, including the right to access information, the obligations of public authorities, the procedure for filing RTI applications, the exemptions and limitations on disclosure, and the role of information commissions.
3. Knowledge of the RTI Process: Students should understand the step-by-step process involved in filing an RTI application, including drafting an application, identifying the relevant public authority, paying the prescribed fees, and following up on the application. They should also be aware of the timelines and procedures for appeals and complaints.
4. Understanding the Role of Information Commissions: Students should comprehend the role and functions of the Central Information Commission (CIC) and State Information Commissions (SICs) in ensuring the implementation of the RTI Act. They should understand the process of filing appeals and complaints with the information commissions and the role they play in adjudicating disputes.

**Course Outcomes (Cos)**

1. Understanding the Legal Framework
2. Familiarity with RTI Processes
3. Knowledge of Exemptions and Limitations
4. Interpreting RTI Responses

**Detailed Syllabus:**

Unit I: Development of RTI in India (10)

- a) Supreme Court/High Courts judgments
- b) Initiatives and Movements: NCPRI, CHRI, Anna Hazare, MKSS and others
- c) Information Acts in States

Unit II: RTI Act 2005: Obligations of Public Authorities (10)

- a) Eligibility of applicants
- b) Public authority obligations about suo motto disclosures, Appointment of PIO and their duties
- c) Submissions and Disposal of Applications

Unit III: Exempt Information and Future Trajectory (10)

- a) Exemptions, Larger public interest and copyrights
- b) Severance of information, Third Party Information
- c) Whistleblower Act, Right to Hearing, Grievance Redressal Bill, Right to Public Services

**Suggested Readings/Material:**

1. Alfredsson, G., 1999, The Universal Declaration of Human Rights: A Common Standard of Achievement, Springer.
2. Basu, D., 2013, Introduction to the Constitution of India, Twenty-First edition Lexis Nexis
3. Bakshi, P. M., 2014, The Constitution of India, New Delhi, Universal Law Publishing Company
4. Bhattacharya, A., & Ghosh, B. K., 2010, Human Rights in India, Kolkatta, Setu Prakashani
5. Blaugh, R., & Schwarzmantel, J., 2004, Democracy a Reader, Edinburgh: Edinburgh University Press.
6. Carolyn M. Elliot., 2003, Civil Society and Democracy, New Delhi, Oxford University Press.
7. Government of India, 2006, The Right to Information Act, 2005, New Delhi, Professional Book Publishers.
8. Government of India, 2006, Official Secrets Act, 1923, New Delhi, Professional Book Publishers.
9. Carolyn M. Elliot, 2003, Civil Society and Democracy, New Delhi, Oxford University Press.
10. Government of India, 2006, The Right to Information Act, 2005, New Delhi, Professional Book Publishers.
11. Government of India, 2006, Official Secrets Act, 1923, New Delhi, Professional Book Publishers.
12. Jayal, N. G., & Mehta, P. B., 2011, Oxford Companion to Politics in India, New Delhi, Oxford University Press.
13. Kashyap, S., 2011, Our Parliament, New Delhi, National Book Trust.

14. Kishwar, M. P., 2006, Deepening Democracy Challenges of Governance and Globalisation in India, New Delhi, Oxford University Press.
15. Kumbhar, V., 2012, Pailu Majitichya Adhikarache, Pune, Prajakta Prakashan.
16. Narayan, V., 2015, Right to Information - A route to good Governance. Mumbai: BCAS Foundation.
17. Nile, M. J., 2014, Right to Information: An Intervention Towards Participatory Governance in Maharashtra, Navi Mumbai, Nav Vishnu.
18. O'Byrne, D. J., 2008, Human Rights: An Introduction, New Delhi, Dorling Kindersely (India) Pvt. Ltd.
19. Ramchandran, R., 2006, Urbanisation and Urban Systems in India, New Delhi, Oxford University Press.
20. Ryder, R. D., 2006, Right to Information: Law-Policy and Practice. Nagpur: Wadhwa and Company.
21. कार्मिक जन तक्रार व निवृत्तीवेतन मंत्रालय भारत सरकार, २००९, माहितीचा अधिकार अधिनियम, २००५ मार्गदर्शिका, सार्वजनिक धोरण केंद्र यशदा, नवी दिल्ली.
22. सार्वजनिक धोरण केंद्र, यशदा माहितीचा अधिकार कायद्याची ऐतिहासिक पार्श्वभूमी आणि महत्वाच्या संकल्पना दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका क्र. १. पुणे, यशदा
23. सार्वजनिक धोरण केंद्र, यशदा सार्वजनिक प्राधिकरणे आणि त्यांच्या जबाबदाऱ्या दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका क्र. २. पुणे, यशदा.
24. सार्वजनिक धोरण केंद्र, यशदा माहितीचा अधिकार अधिनियम, २००५ आणि त्याअंतर्गत नियम, दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका क्र. ३. पुणे, यशदा.
25. सार्वजनिक धोरण केंद्र, य) एन डी. (माहितीचा अधिकार अधिनियम, २००५ शासन आदेश, परिपत्रके आणि महत्वपूर्ण न्यायनिर्णय दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका क्र. ४. पुणे, यशदा
26. सार्वजनिक धोरण केंद्र, यशदा जन माहिती अधिकारी आणि प्रथम अपिलीय अधिकारी यांची कार्यपद्धती दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका ५. पुणे, यशदा

**Ahmednagar Jilha Maratha Vidya Prasarak Samaj's**  
**New Arts, Commerce and Science College, Ahmednagar**  
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**Syllabus**  
**B. A. Political Science (Major)**

Title of the Course: Indian Political Thought								
Year: I				Semester: I				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
<b>IKS-1</b>	BA-POL114T	02	00	02	30	15	35	<b>50</b>

**Learning Objectives:**

1. Understanding the Historical and Cultural Context: Students should gain an understanding of the historical and cultural context in which Ancient Indian Political Thought emerged. They should learn about the ancient Indian civilizations, social structures, religious and philosophical traditions, and the political systems of the time.
2. Familiarity with Key Texts and Thinkers: Students should become familiar with the major texts and thinkers of Ancient Indian Political Thought, such as the Arthashastra by Kautilya (Chanakya), the Dharmashastra texts, the Upanishads, and the writings of philosophers like Mahavira and Buddha. They should study the ideas, concepts, and theories presented in these texts and analyze their significance.
3. Analysis of Political Structures and Institutions: Students should analyze the political structures and institutions prevalent in Ancient India. They should examine the ideas and practices related to kingship, governance, administration, justice, and the relationship between the ruler and the ruled. Students should critically evaluate the strengths and limitations of these structures and institutions.

These learning objectives aim to provide students with a deep understanding of Ancient Indian Political Thought, its historical context, key concepts, and its relevance to contemporary political discourse. They prepare students to engage critically with ancient texts, analyze political ideas, and apply their understanding to contemporary issues.

**Course Outcomes (Cos)**

1. Comparison with Western Political Thought
2. Ethical and Moral Dimensions
3. Relevance to Contemporary Issues
4. Application of Ancient Indian Political Thought
5. Cultivation of Cultural and Historical Awareness

**Detailed Syllabus:**

Unit I: Shantiparv, Manu	(10)
Unit II: Kautilya, Arthashastra	(10)
Unit III: Abul Fazal, Barni	(10)

**Suggested Readings/Material:**

1. बाचल वि. मा, गोवळकर स. म., वराडकर र. घ., क्षीरसागर व्ही. एस., भारतीय राजकीय विचारवंत, के सागर पब्लिकेशन, पुणे
2. चौसाळकर अशोक, प्राचीन भारतीय राजकीय विचार, २०११, प्रतिमा प्रकाशन, पुणे.
3. डोळे ना. य., प्रमुख भारतीय राजकीय विचारवंत, १९९९, विद्या बुक्स, औरंगाबाद
4. Mehta V.R., 2019 (14th Reprint), Foundations of Indian Political Thought, Manohar, New Delhi.
5. शर्मा रामशरण, रानडे पंढरीनाथ (अनु.), प्राचीन भारतीय राजकीय विचार आणि संस्था, २००६, डायमंड प्रकाशन, पुणे
6. Singh Aakash and Silika Mohapatra (ed.), 2010, Indian Political Thought: A Reader, Routledge' New Delhi.

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**Syllabus**  
**B. A. Political Science (Major)**

Title of the Course: Introduction to Political Theory								
Year: I				Semester: II				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
<b>DSC-3</b>	BA-POL121T	03	00	03	45	30	70	<b>100</b>

**Learning Objectives:**

1. Understanding the Nature and Scope of Political Theory: Students should develop an understanding of the nature, purpose, and scope of political theory as a field of study. They should comprehend the significance of political theory in analyzing and evaluating political concepts, ideas, ideologies, and institutions.
2. Understanding Political Ideals and Values: Students should develop an understanding of political ideals and values, such as freedom, equality, justice, rights, and citizenship. They should analyze different conceptions of these ideals and evaluate their significance in shaping political systems and policies.
3. Evaluation of Political Debates and Controversies: Students should engage in critical analysis of contemporary political debates and controversies from a theoretical perspective. They should apply political theories to understand and evaluate issues such as globalization, human rights, environmentalism, social justice, and the role of the state.

These learning objectives aim to provide students with a solid foundation in political theory, enabling them to analyze, evaluate, and critically engage with political concepts, ideologies, and debates. They prepare students for further study or careers in political science, public administration, law, policy-making, advocacy, journalism, and other fields where an understanding of political theory is valuable.

**Course Outcomes (Cos)**

1. Application of Political Theory to Real-World Contexts
2. Development of Analytical and Critical Thinking Skills
3. Enhancement of Communication Skills
4. Cultivation of Ethical and Reflective Citizenship

**Detailed Syllabus:**

Unit I: Approaches to the Study of Political Theory I

(12)

- a) Normative approach
- b) Institutional Approach
- c) Behaviorist Approach
- d) Positivist Approach

Unit II: Approaches to the Study of Political Theory II (12)

- a) Marxist Approach
- b) Post-Marxist Approach
- c) Feminist Approach
- d) Rational Choice Approach

Unit III: Theories of State (11)

- a) Devine Origin Theory
- b) Social Contract Theory
- c) Elitist

Unit IV: Theories of State (10)

- a) Pluralist
- b) Marxist
- c) Feminist

**Suggested Readings/Material:**

1. Ashirvadam K. Misra, 2004, 'Political Theory', Chand, Delhi.
2. Barry, Nooman, 1981, An Introduction to Modern Political Theory, Macmilan, London.
3. Bealey Frank, 1999, The Balckweel Dictionary of Political Science, Balckwell.
4. भोळे, भा. ल., १९८८, राजकीय सिद्धांत आणि विश्लेषण, पिंपळापुरे, नागपूर.
5. बोरालकर, कृ. दि., १९९६, राजकीय सिद्धांत, विद्या बुक्स पब्लिशर्स, महाराष्ट्र.
6. चौसाळकर अशोक, २०१७, 'आधुनिक राजकीय सिद्धांत', युनिक अॅकॅडमी, पुणे.
7. Cohen, J. and Arato, A., 1992, Civil society and Political Theory, Mitpren, Cambridge.
8. De crepigny, Anthony etal (Ets), 1970, Contemprary Political Theory, Nelson, London.
9. देव विजय व इतर, २०१५, 'राजकीय संकल्पना आणि सिद्धांत', डायमंड पुणे.
10. Gauba O. P., 2013, An Introduction to Political Theory, Macmillans, India.
11. धांगरेकर, चि. ग., १९९९, राज्यशास्त्राची मुलतत्त्वे, श्री. मंगेश प्रकाशन, महाराष्ट्र.
12. खैरनार दिलीप, २०११, प्रगत सामाजिक संशोधन पद्धती व सांख्यिकी, डायमंड पब्लिकेशन, पुणे.
13. खेडेकर दि. आ., २००९, 'राजकीय सिद्धांतातील मूलभूत संकल्पना', चिन्मय प्रकाशन, औरंगाबाद.
14. मोर्या सुनिल, २००८, सामाजिक संशोधन पद्धती, डायमंड पब्लिकेशन, पुणे.
15. मुठाळ राम, १९९७, 'राजकीय सिद्धांत आणि राजकीय विश्लेषण, अंशुल, नागपूर.
16. पाटील बी. बी., २०१२, 'राजकीय सिद्धांत', फडके, कोल्हापूर.
17. पाठक नवराज, २००६, 'पाश्चिमात्य राजनीतिक विचार - भाग १', आवृत्ती दुसरी, विश्वभारती पब्लिकेशन, नवी दिल्ली.
18. ठाकरे एस. बी., १९९३, 'आधुनिक राजकीय विश्लेषण', विद्या, नागपूर.
19. Ramaswamy Sushila, 2015, 'Political Theory Ideas and Concepts', PHI, Delhi.
20. Varma, S. P., 1975, 'Modern Political Theory', Vikas Publishing House.

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**Syllabus**  
**B. A. Political Science (Major)**

Title of the Course: Political Concepts								
Year: I				Semester: II				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-4	BA-POL122T	03	00	03	45	30	70	100

**Learning Objectives:**

1. Understanding Fundamental Political Concepts: Students should develop a clear understanding of fundamental political concepts such as power, authority, sovereignty, legitimacy, democracy, citizenship, rights, and justice. They should be able to define and explain these concepts and identify their significance in political theory and practice.
2. Critical Evaluation of Political Concepts: Students should develop the ability to critically evaluate political concepts and theories. They should analyze different interpretations and definitions of these concepts, identify their strengths and weaknesses, and assess their relevance and applicability in diverse political contexts.
3. Application of Political Concepts: Students should be able to apply political concepts to analyze and understand real-world political phenomena. They should be able to identify and interpret political concepts in practice, such as analyzing power dynamics in government institutions, examining the exercise of authority in international relations, or assessing the impact of rights and justice in social movements.

These learning objectives aim to provide students with a solid understanding of key political concepts and their relevance in political theory and practice. They prepare students to critically analyze and engage with political phenomena, contribute to informed discussions, and apply their understanding of political concepts in various academic and professional contexts.

**Course Outcomes (Cos)**

1. Comparative Analysis
2. Communication and Argumentation Skills
3. Critical Thinking and Analysis
4. Reflective Citizenship
5. Ethical and Normative Dimensions

**Detailed Syllabus:**

Unit I: Equality	(10)
Unit II: Rights	(09)
Unit III: Justice	(08)



Unit IV: Power (09)

Unit V: Democracy (09)

**Suggested Readings/Material:**

1. Ashirvadam K. Misra, 2004, 'Political Theory', Chand, Delhi.
2. Barry, Nooman, 1981, An Introduction to Modern Political Theory, Macmilan, London.
3. Bealey Frank, 1999, The Balckweel Dictionary of Political Science, Balckwell.
4. भोळे, भा. ल., १९८८, राजकीय सिद्धांत आणि विश्लेषण, पिंपळापुरे, नागपूर.
5. बोरालकर, कृ. दि., १९९६, राजकीय सिद्धांत, विद्या बुक्स पब्लिशर्स, महाराष्ट्र.
6. चौसाळकर अशोक, २०१७, 'आधुनिक राजकीय सिद्धांत', युनिक अॅकॅडमी, पुणे.
7. Cohen, J. and Arato, A., 1992, Civil society and Political Theory, Mitpren, Cambridge.
8. De crepigny, Anthony etal (Ets), 1970, Contemprary Political Theory, Nelson, London.
9. देव विजय व इतर, २०१५, 'राजकीय संकल्पना आणि सिद्धांत', डायमंड पुणे.
10. Gauba O. P., 2013, An Introduction to Political Theory, Macmillans, India.
11. धांगरेकर, चि. ग., १९९९, राज्यशास्त्राची मुलतत्त्वे, श्री. मंगेश प्रकाशन, महाराष्ट्र.
12. खैरनार दिलीप, २०११, प्रगत सामाजिक संशोधन पद्धती व सांख्यिकी, डायमंड पब्लिकेशन, पुणे.
13. खेडेकर दि. आ., २००९, 'राजकीय सिद्धांतातील मूलभूत संकल्पना', चिन्मय प्रकाशन, औरंगाबाद.
14. मोर्या सुनिल, २००८, सामाजिक संशोधन पद्धती, डायमंड पब्लिकेशन, पुणे.
15. मुठाळ राम, १९९७, 'राजकीय सिद्धांत आणि राजकीय विश्लेषण, अंशुल, नागपूर.
16. पाटील बी. बी., २०१२, 'राजकीय सिद्धांत', फडके, कोल्हापूर.
17. पाठक नवराज, २००६, 'पाश्चिमात्य राजनीतिक विचार - भाग १', आवृत्ती दुसरी, विश्वभारती पब्लिकेशन, नवी दिल्ली.
18. ठाकरे एस. बी., १९९३, 'आधुनिक राजकीय विश्लेषण', विद्या, नागपूर.
19. Ramaswamy Sushila, 2015, 'Political Theory Ideas and Concepts', PHI, Delhi.
20. Varma, S. P., 1975, 'Modern Political Theory', Vikas Publishing House.

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**Syllabus**  
**B. A. Political Science (Major)**

Title of the Course: Prevention of Domestic Violence Act 2005								
Year: I				Semester: II				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
SEC-2	BA-POL123T	02	00	02	50	15	35	50

**Learning Objectives:**

1. Understanding the Legal Framework: Students should develop a comprehensive understanding of the legal framework of the Prevention of Domestic Violence Act (DV Act) 2005. They should learn about the scope, objectives, and key provisions of the act and its significance in addressing domestic violence in India.
2. Familiarity with Domestic Violence Concepts: Students should become familiar with the different forms of domestic violence, including physical, emotional, psychological, sexual, and economic abuse. They should understand the dynamics of domestic violence, its impact on victims, and the challenges in addressing and preventing it.
3. Knowledge of Rights and Protections: Students should learn about the rights and protections provided to victims under the DV Act 2005. They should understand the role of protection officers, support services, and shelter homes in assisting victims and survivors of domestic violence.

**Course Outcomes (Cos)**

1. Understanding the Role of Institutions
2. Analysis of Legal Procedures
3. Gender Sensitization and Equality
4. Prevention and Intervention Strategies

**Detailed Syllabus:**

Unit I: Domestic Violence	(10)
Unit II: Powers and Duties	(10)
Unit III: Procedure for Obtaining Orders of Reliefs	(10)

**Suggested Readings/Material:**

1. The Protection of Women from Domestic Violence Act, 2005,
2. <http://wcd.nic.in/acts/protection-women-domestic-violence-act-2005>.
3. Indu Bhan, Domestic Violence: Law and Practice

4. Vasudha Dhagamwar, The Protection of Women from Domestic Violence Act: An Overview"
5. Raghavender Tiwari, "The Protection of Women from Domestic Violence Act: A Critical Analysis"
6. Kirti Singh and Hema Raghavan, "Domestic Violence in India: A Review".

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**Syllabus**  
**B. A. Political Science (Major)**

Title of the Course: Policy Evaluation								
Year: I				Semester: II				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
VSC-1	BA-POL124T	02	00	02	30	15	35	50

**Learning Objectives:**

1. Understanding Policy Evaluation: Students should develop a comprehensive understanding of policy evaluation as a field of study and practice. They should learn about the goals, methods, and principles of policy evaluation and the role it plays in evidence-based decision-making.
2. Familiarity with Evaluation Approaches and Methods: Students should become familiar with different evaluation approaches and methods used in policy evaluation. This may include quantitative and qualitative methods, experimental and non-experimental designs, data collection and analysis techniques, and the use of indicators and metrics.
3. Knowledge of Evaluation Frameworks: Students should learn about evaluation frameworks and models used in policy evaluation. They should understand the components of an evaluation framework, such as establishing evaluation criteria, defining program outcomes and impacts, developing evaluation questions, and identifying relevant stakeholders.

These learning objectives aim to equip students with the knowledge, skills, and critical thinking abilities necessary to evaluate policies effectively. They prepare students for careers in policy analysis, program evaluation, research, and other roles where policy evaluation skills are essential for evidence-based decision-making and policy development.

**Course Outcomes (Cos)**

1. Application of Evaluation Techniques
2. Analysis of Policy Impact
3. Understanding Policy Implementation
4. Utilization of Evaluation Findings
5. Application of Evaluation in Real-World Contexts

**Detailed Syllabus:**

Unit I: Nature of Policy Evaluation	(10)
Unit II: Methods of Policy Evaluation	(10)
Unit III: Evaluate any one Government Policy	(10)

**Suggested Readings/Material:**

1. Chakarabarty Bidyut, Chand Prakash (2016), Public Policy Concept, Theory of Practice, Sage Publications, New Delhi
2. Daptardar Vaidchi Shriram (2015), India: Economic Policies and performance 1947-48 to 2015-16, New Delhi
3. पळशीकर सुहास, २००९, समकालीन भारतीय राजकारणाचे विश्लेषण, मराठी वाचन साहित्य मालिका क्र. २, राज्यशास्त्र आणि लोकप्रशासन विभाग, पुणे विद्यापीठ, पुणे.
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