

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)**

**Syllabus for**  
**Value Education Courses (VEC)**  
**For**  
**UG Programmes**

Implemented from  
**Academic Year 2023-24**

**Credit Distribution: UG Programme**

	Type of Courses	III Yr	IV Yrs (Honours)	IV Yrs Research
Major Marathi	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>
Minor	Minor	20	20	20
Other Courses	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>

**Bucket List of Value Education Courses(VEC)**

Sr. No.	Course Code	Year	Semester	Humanities	Commerce	Science	Credits
1.	VEC-01	I	I	Democracy, Election and Governance	Democracy, Election and Governance	Democracy, Election and Governance	02
2.	VEC-02	I	II	(Any One of the following) 1. Digital and Technical Solutions 2. Ethics and Values 3. Critical Thinking 4. Understanding India 5. Scientific Temper 6. Health and Wellness 7. Gender Studies			02

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Title of the Course: Democracy, Election and Governance								
Year: I				Semester: I				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
VEC	VEC-1	02	00	02	30	15	35	100

**Learning Objectives:**

1. **Understanding Democratic Principles:** Students should develop a thorough understanding of democratic principles, including the rule of law, human rights, political participation, and the protection of individual freedoms. They should appreciate the significance of democratic values in fostering a just and inclusive society.
2. **Understanding Political Participation:** Students should understand the importance of political participation in a democracy. They should examine the different forms of political engagement, such as voting, activism, advocacy, and public service, and appreciate the role of citizens in shaping government policies and decisions.
3. **Appreciation of Ethical Leadership:** Students should appreciate the significance of ethical leadership in democratic governance. They should examine the qualities and responsibilities of ethical leaders, the impact of leadership on policy decisions, and the importance of transparency and accountability in public service.
4. **Promotion of Inclusivity and Diversity:** Students should recognize the importance of inclusivity and diversity in democratic societies. They should explore the role of democracy in accommodating and respecting diverse voices, identities, and perspectives, and the significance of social cohesion in maintaining a democratic society.
5. **Ethical Decision-making in Governance:** Students should develop ethical decision-making skills in the context of governance. They should understand the ethical dilemmas faced by policymakers and public administrators and learn how to make morally sound decisions while balancing competing interests and values.
6. **Critical Thinking and Active Citizenship:** Students should cultivate critical thinking skills to assess political information, media narratives, and policy proposals critically. They should be encouraged to become informed and engaged citizens who actively participate in democratic processes and advocate for positive change.

These learning objectives aim to provide students with a comprehensive understanding of democracy, elections, and governance from a value-based perspective. They prepare students to appreciate the ethical dimensions of democratic systems, participate actively in civic life, and contribute to the promotion of democratic values and principles in society.

### Course Outcomes (Cos)

1. Knowledge of Electoral Processes
2. Analysis of Governance Structures
3. Evaluation of Democratic Institutions
4. Examination of Challenges to Democracy

### Detailed Syllabus: Example

Unit I: Democracy- Foundation and Dimensions (10)

- a. Constitution of India
- b. Evolution of Democracy- Different Models
- c. Dimensions of Democracy- Social, Economic, and Political

Unit II: Decentralization (10)

- a. Indian tradition of decentralization
- b. History of panchayat Raj institution in the post independence period
- c. 73rd and 74th amendments
- d. Challenges of caste, gender, class, democracy and ethnicity

Unit III: Governance (10)

- a. Meaning and concepts
- b. Government and governance
- c. Inclusion and exclusion

### Suggested Readings/Material:

1. Banerjee-Dube, I. (2014). *A history of modern India*. Cambridge University Press.
2. Basu, D. D. (1982). *Introduction to the Constitution of India*. Prentice Hall of India.
3. Bhargava, R. (2008). *Political theory: An introduction*. Pearson Education India.
4. Bhargava, R., Vanaik, A. (2010) *Understanding Contemporary India: Critical Perspective*. New Delhi: Orient Blackswan.
5. Chandhoke. N., Prasad, P. (ed) (2009), '*Contemporary India: Economy, Society, Politics*', Pearson India Education Services Pvt. Ltd, ISBN 978-81317-1929-9.
6. Chandra, B. (1999). *Essays on contemporary India*. Har-Anand Publications.
7. Chatterjee, P. (1997). *State and Politics in India*.
8. Dasgupta. S., (ed) (2011), '*Political Sociology*', Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in south Asia. ISBN: 978-81317-6027-7.
9. Deshpande, S. (2003). *Contemporary India: A Sociological View*, New Delhi: Viking Publication.
10. Guha, R. (2007). *India After Gandhi: The History of the World's Largest Democracy*, HarperCollins Publishers, New York.
11. Guha, R. (2013). *Gandhi before India*. Penguin UK.
12. Jayal. N.G. (2001). *Democracy in India*. New Delhi: Oxford University Press.

13. Kohli, A. (1990). *Democracy and discontent: India's growing crisis of governability*. Cambridge University Press.
14. Kohli, A., Breman, J., & Hawthorn, G. P. (Eds.). (2001). *The success of India's democracy* (Vol. 6). Cambridge University Press.
15. Kothari, R. (1989). *State against democracy: In search of humane governance*. Apex Pr.
16. Kothari, R. (1970). *Politics in India*. New Delhi: Orient Blackswan.
17. Kothari, R. (1995). *Caste in Indian politics*. Orient Blackswan.
18. Sarkar, S. (2001). *Indian democracy: the historical inheritance. the Success of India's Democracy*, 23-46.

मराठी संदर्भ:

1. राही श्रुती गणेश, आवटे श्रीरंजन, (2019), 'आपलं आयकार्ड', द युनिक अकादमी पब्लिकेशन, पुणे
2. व्होरा राजेंद्र, पळशीकर सुहास, (2014), 'भारतीय लोकशाही अर्थ आणि व्यवहार', डायमंड पब्लिकेशन, पुणे.
3. सुमंत यशवंत, (2018), डॉ. यशवंत सुमंत यांची तीन भाषणे, द युनिक अकादमी पब्लिकेशन, पुणे.
4. भोळे भा. ल., (2015), भारतीय गणराज्याचे शासन आणि राजकारण, पिंपळापुरे प्रकाशन, नागपूर.
5. कसबे रावसाहेब, (2010), डॉ. आंबेडकर आणि भारतीय राज्यघटना, सुगावा प्रकाशन, पुणे.