Anekant Education Society's

Tuljaram Chaturchand College, Baramati

(Autonomous)

Four Year B.A. Degree Program in Political Science

(Faculty Humanities)

CBCS Syllabus

FYBA (Political Science) Semester -II

**For Department of Political Science
Tuljaram Chaturchand College, Baramati**

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

To be implemented from Academic Year 2023-2024

Title of the Programme: FYBA (Political Science)

Preamble

AES's Tuljaram Chaturchand College has decided to change the syllabus of various faculties from June, 2023 by taking into consideration the guidelines and provisions given in the National Education Policy (NEP), 2020. The NEP envisions making education more holistic and effective and to lay emphasis on the integration of general (academic) education, vocational education and experiential learning. The NEP introduces holistic and multidisciplinary education that would help to develop intellectual, scientific, social, physical, emotional, ethical and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and learning based outcomes for the development of the students. The credit structure and the courses framework provided in the NEP are nationally accepted and internationally comparable.

The rapid changes in science and technology and new approaches in different areas of Political Science and related subjects, Board of Studies in Political Science of Tuljaram Chaturchand College, Baramati - Pune has prepared the syllabus of FYBA Political Science Semester - II under the Choice Based Credit System (CBCS) by following the guidelines of NEP 2020, LOCF(UGC), NCrF, NHEQF, Prof. R.D. Kulkarni's Report, GR of Gov. of Maharashtra dated 20th April and 16th May 2023 and Circular of SPPU, Pune dated 31st May 2023.

A degree in Political Science will provide students, the knowledge and skills to begin a variety of rewarding careers. Political scientists work as Political analysts, political campaign managers, International Relations Specialists, Legislative Aide, Academic Researcher/Professor, Non Profit Advocate, Intelligence Analyst, Political Consultant, Diplomat/Foreign Service Officer, Government Relations Specialist, Public Administrator, Political Journalists, Constitution expert, Policy analysts, and in a variety of other areas.

Programme Specific Outcomes (PSOs)

*PSO1.***Knowledge of Political Systems:** Graduates will have a comprehensive understanding of political systems, including their structures, functions, and institutions at the local, national, and international levels.

*PSO2.***Analytical Skills:** Graduates will develop strong analytical and critical thinking skills to examine and evaluate political theories, concepts, and ideologies.

*PSO3.***Research Skills:** Graduates will acquire research skills to gather, analyze, and interpret political data and information from various sources, including scholarly literature, policy documents, and statistical data.

*PSO4.***Understanding of Political Processes:** Graduates will gain a deep understanding of political processes, such as elections, public policy formulation, political behaviour, and the role of different actors, including governments, political parties, interest groups, and social movements.

*PSO5.***Comparative Politics:** Graduates will be able to compare and contrast political systems, ideologies, and policies across different countries and regions, allowing them to identify similarities, differences, and patterns in political behaviour and outcomes.

*PSO6.***International Relations:** Graduates will develop knowledge and comprehension of international relations, including diplomacy, global governance, international organizations, and issues of conflict and cooperation between states.

*PSO7.***Communication Skills:** Graduates will possess effective oral and written communication skills, enabling them to articulate complex political ideas, theories, and arguments clearly and persuasively.

*PSO8.***Ethical and Legal Awareness:** Graduates will demonstrate an understanding of ethical issues and legal frameworks related to politics and governance, recognizing the importance of integrity, accountability, and respect for human rights.

*PSO9.***Critical Awareness:** Graduates will develop a critical awareness of social, economic, and cultural factors that influence political processes and decision-making, enabling them to assess the impact of these factors on policies and outcomes.

*PSO10.***Professional and Civic Engagement:** Graduates will be prepared for careers in public service, politics, advocacy, research, journalism, law, and other fields, and will be motivated to actively participate in civic and democratic processes.

These Program-Specific Outcomes aim to equip students with a strong foundation in political science and provide them with the necessary skills and knowledge to understand and analyze political phenomena and contribute to society as informed and engaged citizens.

Programme Outcomes (POs)

PO1.Research-Related Skills: Seeks opportunity for research and higher academic achievements in the chosen field and allied subjects and is aware about research ethics, intellectual property rights and issues of plagiarism. Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions; ability to plan, execute and report the results of an research project be it in field or otherwise under supervision.

PO2.Effective Citizenship and Ethics: Demonstrate empathetic social concern and equity centred national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.

PO3.Social competence: Express oneself clearly and precisely to build good interpersonal relationships in personal and professional life. Make effective use of linguistic competencies to express themselves effectively in real and virtual media. Demonstrate multicultural sensitivity in group settings.

PO4.Disciplinary Knowledge: Demonstrate a blend of conventional discipline knowledge and its applications to the modern world. Execute strong theoretical and practical understanding generated from the chosen programme.

PO5.Personal and professional competence: Equip with strong work attitudes and professional skills that will enable them to work independently as well as collaboratively in a team environment.

PO6.Self-directed and Life-long learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological change.

PO7.Environment and Sustainability: Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of, and need for sustainable development.

PO8.Critical Thinking and Problem solving: Exhibit the skill of critical thinking and use higher order cognitive skills to approach problems situated in their social environment, propose feasible solutions and help in its implementation.

Anekant Education Society's

Tuljaram Chaturchand College, Baramati
(Autonomous)

Board of Studies (BOS) in Political Science

From 2022-23 to 2024-25

Sr.No.	Name	Designation
1.	**Dr. Hanumant Phatak**	Chairman
2.	**Dr. Shuja Shakir**	Expert from other University
3.	**Dr. Ramkishan Lomte**	Expert from other University
4.	**Dr. Sanjot Apte**	Expert from SPPU, Pune
5.	**Mr. Vinod Sirsat**	Reprehensive from Industry
6.	**Mr. Anandrao Kadam**	Meritorious Alumni
7.	**Mr. Raju Pande**	Member
8.	**Dr. Kailash Mante**	Member
9.	**Miss. Priay Kakade**	Member
10.	**Khan Naaz Ramzan**	Student Representative
11.	**Jadhav Anjali Balu**	Student Representative
12.	**Pratiksha Anil Shinde**	Student Representative
13	**Nakure Sapana Sanjay**	Student Representative
14	**Ghadage Yogita Hindurao**	Student Representative

Credit Distribution Structure for F.Y.B.A.-2023-2024 (Political Science)

Level	Semester	Major		Minor	OE	VSC, SEC, (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr/Sem	Degree/ Cum.Cr.
		Mandatory	**Electives**							
4.5	I	POL-101-MJM: Introduction to Political Science (4 credits)	--	--	POL-116-OE: Basics of Indian Constitutions (2 credits)	POL-121-VSC: : Political Journalism (2 credits)	ENG-131-AEC: Functional English-I (2 credit)	CC1 (2 credit)	22	UG Certificate 44 credits
		POL-102-MJM:Principles in Public Administration (2credits)			POL-117-OE: Understanding Mahatma Gandhi (2 credits)	POL-126-SEC: Political Leadership Development (2 credits)	POL-135-VEC: Human Rights (2 credits)			
							POL-137-IKS: Historical Background of Indian Political Thought (2 credits)			
	II	POL-151-MJM: Political Thought Before Independence (4 credits)	--	POL-161-MN: Local Self Government (2 credits)	POL-166-OE: Understanding Dr. Babasaheb Ambedkar (2 credits)	POL-171-VSC: Political & Social Movements (2 credits)	ENG-181-AEC: Functional English-II (2 credit)	CC2 (2 credit)	22	
		POL-152-MJM: Administrative system (2 credits)			POL-167-OE: Constitutional Mechanism in (2 credits)	POL-176-SEC: Political Journalism in Indian (2 credits)	GEO-185-VEC: Save the Earth (2 credits)			
	Cum Cr.	**12**	--	2	8	8	10	4	44	

Course Structure for F.Y.B.A.Political Science (2023 Pattern)

Sem	Course Type	Course Code	Course Name	Theory / Practical	Credits
I	Major Mandatory	POL-101-MJM	Introduction to Political Science	Theory	04
	Major Mandatory	POL-102-MJM	Principles in Public Administration	Theory l	02
	Open Elective (OE)	POL-116-OE	Basics of Indian Constitution	Theory	02
	Open Elective (OE)	POL-117-OE	Understanding Mahatma Gandhi	Theory	02
	Vocational Skill Course (VSC)	POL-121-VSC	Political Journalism	Theory	02
	Skill Enhancement Course (SEC)	POL-126-SEC	Political Leadership Development	Theory	02
	Ability Enhancement Course (AEC)	ENG-131-AEC	Functional English-I	Theory	02
	Value Education Course (VEC)	POL-135-VEC	Human Rights	Theory	02
	Indian Knowledge System (IKS)	POL-137-IKS	Historical Background of Indian Political Thought	Theory	02
	Co-curricular Course (CC)	--	To be selected from the Basket	Theory	02
				Total Credits Semester-I	**22**
II	Major Mandatory	POL-151-MJM	Political Thought Before Independence	Theory	04
	Major Mandatory	POL-152-MJM	Administrative System	Theory	02
	Minor	POL-161-MN	Local Self Government	Theory	02
	Open Elective (OE)	POL-166-OE	Understanding Dr. Babasaheb Ambedkar	Theory	02
	Open Elective (OE)	POL-167-OE	Constitutional Mechanism in India	Theory	02
	Vocational Skill Course (VSC)	POL-171-VSC	Political & Social Movements	Theory	02
	Skill Enhancement Course (SEC)	POL-176-SEC	Political Journalism in Indian	Theory	02
	Ability Enhancement Course (AEC)	ENG-181-AEC	Functional English-II	Theory	02
	Value Education Course (VEC)	GEO-185-VEC	Save the Earth	Theory	02
	Co-curricular Course (CC)	--	To be selected from the Basket	Theory	02
				Total Credits Semester II	**22**
				Cumulative Credits Semester I and II	**44**

CBCS Syllabus as per NEP 2020 for F.Y.B.A Political Science (2023 Pattern)

Name of the Programme	: B.A.Political Science
Programme Code	: UAPOL
Class	: F.Y.B.A.
Semester	: II
Course Type	: Major Mandatory
Course Code	: POL-151-MJM
Course Title	: Political Thought Before Independence
No. of Credits	: 04
No. of Teaching Hours	: 60

Course Objectives:

1. To provide students with a historical context for the development of political thought before independence, including an understanding of the colonial and pre-colonial history of the region.
2. To explore the various intellectual traditions, philosophies, and ideologies that shaped political thought during this period.
3. To introduce students to the key political thinkers, philosophers, and leaders of the pre-independence era who played a significant role in shaping the political landscape
4. To examine the political movements, revolutions, and uprisings that occurred before independence and analyze their impact on political thought and change.
5. To understand the impact of colonialism on the political thought of the time and how it led to resistance movements and the quest for independence.
6. To encourage critical thinking and analysis of the ideological debates and conflicts that took place during this era.
7. To compare and contrast the political thought before independence in different regions and countries, highlighting similarities and differences.
8. To assess the legacy of pre-independence political thought and its relevance in contemporary politics and society.
9. To cultivate critical thinking skills and the ability to analyze complex political ideas, documents, and arguments from the past.
10. To promote active classroom discussion and debate on the various themes and ideas related to pre-independence political thought.

Course Outcomes:

By the end of the course, students will be able to:

CO1. Students should develop a deep understanding of the historical context and evolution of political thought before independence, including key events, figures, and movements.

CO2. Understand the ideological foundations of political thought, including concepts such as liberty, justice, equality, and governance

CO3. Understand the impact of colonialism on political thought and the various forms of resistance and movements that emerged during this period.

CO4. Be able to compare and contrast different political theories and ideas from this period, as well as their relevance to contemporary political issues.

CO5. Develop critical thinking skills to analyze and evaluate historical texts and arguments in the context of the time they were written.

CO6. Evaluate Understand how the ideas from this period continue to influence modern political thought and institutions.

CO7. Improve research and writing skills through the study and analysis of primary and secondary sources related to political thought before independence.

CO8. Enhance communication skills through class discussions, presentations, and written assignments related to the subject.

Topics and Learning Points

UNIT 1: British Colonialism – Political Understanding
    1.1 Industrial Revolution and Colonialism   **12**
    1.2 Economic, religious and social impact of the East India Company
    1.3 The Uprising of 1857: A Political Comprehension
    1.4. Constructive side of British colonialism

UNIT 2: British Economic Policy and Political Thought   **12**
    2.1 British economic policy
    2.2 Dadabhai Naoroji's Economic Theory
    2.3 Comprehension of Mahatma Phule
    2.4 Chathusutri of Lokmanya Tilak

UNIT 3: Gandhism   **12**
    3.1 Political Philosophy of Mahatma Gandhi
    3.2 Mahatma Gandhi's Thoughts on Truth
    3.3 Mahatma Gandhi's thoughts on non-violence
    3.4 Mahatma Gandhi's idea of Ram Rajya

UNIT 4: Communism   **12**
    4.1 Political Thoughts of Manvendra Nath Roy
    4.2 Neohumanism by Manvendranath Roy
    4.3 Communist Ideology in India
    4.4 Communist thinkers in India

UNIT 5: Political thought and religion-social reformism   **12**
    5.1 Influence of British rule and Enlightenment thought
    5.2 Religious-social reform and intervention of law
    5.3 Equality and privilege in political rights
    5.4 Local Self-Government and Public Participatio

References:

1. Bhargav and Acharya, 2015, Political Theory An Introduction, New Delhi, Pearson

2. Kapoor A.C., (1997), Principles of Political Science, Premier Publication

3. Goodwin Barbara, 2004, Using Political Ideas, Chichester, John Wiley & Sons.

4. Hampton Jean, 1998, Political Philosophy, New Delhi, Oxford University Press.

5. Kulkarni Mangesh (ed.), 2011, Interdisciplinary Perspectives in Political Theory

6. Knowles Dudley, 2001, Political Philosophy, London, Routledge.

7. Pierson Christopher, 2004, The Modern State, London, Routledge.

Mapping of Program Outcomes with Course Outcomes

Class: FYBA (Sem II)   **Subject**: Political Science
Course: Political Thought Before Independence   **Course Code**: POL-151-MJM

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	2	3	1	2	2	2
CO 2	2	2	2	3	1	2	3	2
CO 3	2	2	3	2	1	2	3	2
CO 4	2	2	1	3	1	2	2	3
CO 5	1	2	1	2	3	3	2	3
CO 6	2	2	1	3	2	3	2	3
CO 7	3	2	2	2	1	2	2	2
CO 8	2	3	3	1	2	1	2	2

Justification for the mapping

PO1.Research-Related Skills:
CO7 - Improve research and writing skills through the study and analysis of primary and secondary sources related to political thought before independence.
Justification: This course outcome specifically emphasizes the improvement of research skills through the study and analysis of historical texts and sources related to political thought before independence. It aligns with the program outcome that emphasizes the importance of research skills, asking relevant questions, planning and executing research projects.

PO2 .Effective Citizenship and Ethics:
CO8 - Enhance communication skills through class discussions, presentations, and written assignments related to the subject.
Justification: Communication skills are integral to effective citizenship. This course outcome emphasizes enhancing communication skills through various means, aligning with the program outcome that stresses the ability to act with informed awareness of moral and ethical issues and commit to professional ethics and responsibility.

PO3 .Social Competence:
CO8 - Enhance communication skills through class discussions, presentations, and written assignments related to the subject.
Justification: Expressing oneself clearly, building interpersonal relationships, and using linguistic competencies align with the course outcome that emphasizes enhancing communication skills. This contributes to social competence both in personal and professional life, meeting the broader program outcome.

PO4.Disciplinary Knowledge:
CO1 to CO6 - Develop a deep understanding of the historical context, evolution, ideological foundations, impact of colonialism, comparison of political theories, and evaluation of the continuing influence of ideas on modern political thought.
Justification: The various course outcomes collectively contribute to developing disciplinary knowledge in political thought before independence. They cover historical context, ideological foundations, and the impact of historical events, aligning with the program outcome that emphasizes a blend of conventional discipline knowledge and its applications.

PO5. Personal and Professional Competence:

CO8 - Enhance communication skills through class discussions, presentations, and written assignments related to the subject.

Justification: The emphasis on communication skills in the course outcome contributes to personal and professional competence. Working independently and collaboratively, as mentioned in the program outcome, is reinforced through effective communication.

PO6.Self-directed and Life-long Learning:

CO5 - Develop critical thinking skills to analyze and evaluate historical texts and arguments in the context of the time they were written.

Justification: Critical thinking skills, as developed in this course, contribute to the ability to engage in independent and life-long learning, aligning with the program outcome.

PO7.Environment and Sustainability:

CO4 - Be able to compare and contrast different political theories and ideas from this period, as well as their relevance to contemporary political issues.

Justification: Understanding the relevance of historical political thought to contemporary issues contributes to awareness of societal and environmental contexts, aligning with the program outcome related to environment and sustainability.

PO8.Critical Thinking and Problem Solving:

CO5 - Develop critical thinking skills to analyze and evaluate historical texts and arguments in the context of the time they were written.

Justification: Critical thinking skills are essential for approaching problems situated in their social environment and proposing feasible solutions, aligning with the program outcome related to critical thinking and problem-solving.

CBCS Syllabus as per NEP 2020 for F.Y.B.A Political Science (2023 Pattern)

Name of the Programme	: B.A.Political Science
Programme Code	: UAPOL
Class	: F.Y.B.A.
Semester	: II
Course Type	: Major Mandatory
Course Code	: POL-152-MJM
Course Title	: Administrative system
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

1. Teach effective communication skills, both written and verbal, to ensure that administrative professionals can convey information clearly and professionally.

2. Provide strategies and techniques for effective time management and organization, as this is crucial for administrative roles that often involve multitasking and prioritizing tasks.

3. Emphasize the importance of accurate and organized record-keeping, including file management, data entry, and data retrieval.

4. Emphasize the importance of accurate and organized record-keeping, including file management, data entry, and data retrieval.

5. Train students in providing excellent customer service, as many administrative roles involve direct interaction with clients, customers, or employees.

6. Cover legal and ethical considerations relevant to administrative work, including data protection, privacy, and compliance with regulations.

7. Develop problem-solving and decision-making skills to help students tackle issues and make sound choices in the context of administrative responsibilities.

8. Foster teamwork and collaboration skills, as administrative professionals often work closely with colleagues and other departments to achieve organizational goals.

9. Prepare students to adapt to changes in administrative processes and technology, and teach change management strategies.

Course Outcomes:

By the end of the course, students will be able to:

CO1. Create and use rubrics to evaluate student work consistently and objectively. Rubrics help instructors and students understand the criteria for success and provide a structured way to assess student performance.

CO2. Institutions map these learning objectives to the course curriculum to ensure that the content and assignments align with the desired outcomes.

CO3. Develop and implement various assessment tools and methods to measure student performance and achievement of the learning objectives.

CO4. Collect data on student performance, including assessment scores, course completion rates, and other relevant metrics.

CO5. Analyze the collected data to evaluate the effectiveness of the course in achieving its intended outcomes.

CO5. Use the data and feedback from students and instructors to make necessary adjustments to the course and its outcomes.

CO6. Provide training and support to faculty members to help them understand and implement the course outcomes administrative system effectively.

CO7. Identify and analyze the various organizational structures and management techniques used in public administration.

CO8. Ensure that the course outcomes administrative system complies with accreditation standards and requirements, as accreditation bodies often require institutions to demonstrate that they are meeting specific educational standards.

Topics and Learning Points

UNIT 1: Service Administration   **10**
    1.1. Meaning   Definition and Development
    1.2. Features of Chartered Service Administration
    1.3. Functions and Importance of Chartered Services Administration

UNIT 2: Civil Service   **10**
    2.1 Civil Service& Recruitment
    2.2 Civil Service & Promotion
    2.3 Civil Service & Training

UNIT 3: Financial Administration   **10**
    3.1. Financial Administration: Definition, Importance and Functions
    3.2. Budget: Definition, Importance, Principles and Types
    3.3. Controls over financial administration: Finance Committees

References:

1) P. H. Appleby, Policy and Administration, Alabama University of Albama Press, 1957.

2) A. Avasthi and S. R. Maheswari, Public Administration, Agra, Lakshmi Narran Aggrawal, 1996.

3) D. D. Basu, Administrative Law, New Delhi, Prentice Hall, 1986.

4) M. Bhattacharya, Public Administration: Structure, Process and Behavior, Calcutta, The World Press, 1991.

5) M. E. Dimock and G. O. Dimock, Public Administration, Oxford, IBH Publishing Co., 1975.

6) S. R. Maheshwari, Administrative Theories, New Delhi, Allied, 1994.

7) S. R. Nigam, Principles of Public Administration, Allahabad Kitab Mahal, 1980.

Mapping of Program Outcomes with Course Outcomes

Class: FYBA (Sem II)   **Subject**: Political Science
Course: Administrative system   **Course Code**: POL-152-MJM

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	1	2	3	1	2	1	1	1
CO 2	1	1	1	2	1	1	1	1
CO 3	1	3	2	1	1	1	1	1
CO 4	1	1	1	1	1	1	1	1
CO 5	1	1	1	1	1	3	1	1
CO 6	1	1	1	1	1	1	1	1
CO 7	1	1	1	1	1	1	3	1
CO 8		1	1	1	1	1	1	2

Justification for the mapping

PO1.Research-Related Skills
CO3: Develop and implement various assessment tools and methods to measure student performance and achievement of the learning objectives.
Justification: Research-related skills involve the ability to plan, execute, and report results. Developing assessment tools ensures that students are actively engaged in research activities, allowing instructors to evaluate their research capabilities.
PO2.Effective Citizenship and Ethics
CO1: Create and use rubrics to evaluate student work consistently and objectively.
Justification: Assessing students based on rubrics helps ensure that ethical considerations and informed awareness of moral issues are integrated into the evaluation process.
PO3.Social Competence
CO2: Institutions map these learning objectives to the course curriculum to ensure that the content and assignments align with the desired outcomes.
Justification: Social competence involves effective communication and multicultural sensitivity. Mapping learning objectives ensures that course content is designed to enhance students' linguistic competencies and multicultural awareness.
PO4. Disciplinary Knowledge
CO7: Identify and analyze the various organizational structures and management techniques used in public administration.
Justification: Disciplinary knowledge includes both theoretical and practical understanding. Analyzing organizational structures aligns with demonstrating a blend of conventional discipline knowledge and its applications.
PO5. Personal and Professional Competence
CO6: Provide training and support to faculty members to help them understand and implement the course outcomes administrative system effectively.
Justification: Personal and professional competence includes strong work attitudes and collaborative skills. Providing training to faculty members ensures that they can effectively contribute to the development of students' professional skills.
PO6.Self-directed and Life-long Learning
CO5: Analyze the collected data to evaluate the effectiveness of the course in achieving its intended outcomes.

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Justification: Self-directed and life-long learning skills involve the ability to engage in independent learning. Analyzing data on student performance helps students develop critical self-assessment skills and adapt their learning strategies accordingly.

PO7.Environment and Sustainability

CO8: Ensure that the course outcomes administrative system complies with accreditation standards and requirements.

Justification: Understanding the impact of scientific solutions in societal and environmental contexts aligns with ensuring that the course outcomes comply with accreditation standards, which often include considerations for societal and environmental impact.

PO8.Critical Thinking and Problem Solving

CO4: Collect data on student performance, including assessment scores, course completion rates, and other relevant metrics.

Justification: Critical thinking and problem-solving skills are essential for analyzing and interpreting data collected on student performance, leading to informed decision-making and continuous improvement in the curriculum.

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AES's T. C. College (Autonomous), Baramati. CBCS Syllabus 2023 Pattern as per NEP 2020

CBCS Syllabus as per NEP 2020 for F.Y.B.A Political Science (2023 Pattern)	18

Name of the Programme : FYBA Political Science
Programme Code : UAPOL
Class : FYBA
Semester : II
Course Type : Minor
Course Code : POL-161-MN
Course Title : Local Self Government
No. of Credits : 02
No. of Teaching Hours : 30

Course Objectives:

1. Define and explain the concept of local self-government.

2. Describe the historical and contemporary significance of local self-government in the context of governance.

3. Explain the functions and responsibilities of local governments.

4. Analyze the legal framework that governs local self-government, including relevant laws, regulations, and constitutional provisions.

5. Explain the sources of revenue and financial management of local governments. Analyze the budgeting process and financial planning in local self-government.

6. Explore methods to promote community engagement and citizen participation in local government decision-making processes.

7. Understand the role of local elected officials and their responsibilities in representing the interests of their constituents.

8. Evaluate the quality and efficiency of local government services.

9. Explore potential solutions and best practices to address these challenges.

10. Understand the process of policy development at the local level.

Course Outcomes:

By the end of the course, students will be able to:
CO1. Describe the principles and concepts of local self-government: Understand the foundational principles and concepts of local self-government, including decentralization, autonomy, and subsidiarity.

CO2. Analyze the historical and political context: Explore the historical evolution of local self-government and its role in different political systems and contexts.

CO3. Identify the different levels and types of local government: Recognize the various levels of local government structures.

CO4. Understand the legal and institutional structures that govern local self-government, including the relevant laws, regulations, and administrative bodies.

CO5 . Assess the roles and responsibilities of local governments in providing public services, infrastructure, and community development.

CO6. Analyze revenue sources, budgeting, and financial management at the local level.

CO7. Explore the mechanisms for citizen engagement and participation in local decision-
making processes and governance
CO8. Identify common challenges and issues faced by local governments, such as fiscal constraints, intergovernmental relations, and social equity.

Topics and Learning Points

	Teaching Hours
UNIT 1: Background of Local Self-Government	**10**

    1.1 Background of Panchayat Raj in British Era
    1.2 Community Development Program – 1952
    1.3 Balavantrai Mehata Committee -1957

Unit 2: Varies committee of Local Self Government in Maharashtra	**10**

    2.1 Vasantrao Naik Committee – 1960
    2.2 L. N. Bongirwar Committee – 1970
    2.3 P. B. Patil Committee – 1985

Unit 3: 73rd Amendment and Rural Bodies	**10**

    3.1 Background of 73rd Constitutional Amendment
    3.2 Constitutional change in Article 243
    3.3 Gram Sabha & Gram Panchayat

References:

1. Avasti A., (ed), 1972, Municipal Corporation In India, Agra, L.N. Agarwal.
2. Maheshwari S. R., 1972, Local self Government in India, Delhi, Orient Longmen.
3. Sharma M.P., 1978, Local Self Government in India, New Delhi, Manshiram Manoharlal. Venkatesan V., 2002, Iinstitutionalizing Panchayati Raj in India, New Delhi, Institute of Social Science
4. Venkatesan V., 2002, Iinstitutionalizing Panchayati Raj in India, New Delhi, Institute of Social Science.
5. भारतातील स्थानिक स्वशासन महाराष्ट्राच्या विशेष संदर्भासह,कुलकर्णी अ.ना.विद्या प्रकाशन,नागपूर,२०००
6. भारत में स्थानिक शासन,माहेश्वरी एस. आर. लक्ष्मी नारायण अग्रवाल,आगरा २००६.
7. पंचायत राज आणि नागरी प्रशासन,श्याम शिरसाठ आणि भगवानराव बैनाडे विद्या प्रकाशन,औरंगाबाद, २०१४.
8. पंचायती राज्य व्यवस्था,भालबा विभूते,मनोविकास प्रकाशन,मुंबई २००१.

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AES's T. C. College (Autonomous), Baramati. CBCS Syllabus 2023 Pattern as per NEP 2020

Mapping of Program Outcomes with Course Outcomes

Class: FYBA (Sem II)   **Subject**: Political Science
Course: Local Self Government   **Course Code**: POL-161-MN

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	2	1	1	3	2	1	2	1
CO 2	2	1	2	2	1	1	2	1
CO 3	1	1	2	1	1	1	2	1
CO 4	2	2	1	3	2	1	2	2
CO 5	1	2	2	2	3	1	2	2
CO 6	1	1	1	1	1	3	1	2
CO 7	2	1	2	1	1	1	3	2
CO 8	1	2	1	2	2	2	2	3

Justification for the mapping

PO1.Research-Related Skills
Course Outcome 4 (CO4): Understand the legal and institutional structures that govern local self-government, including the relevant laws, regulations, and administrative bodies.
Justification: The understanding of legal and institutional structures in local self-government involves research into the legal frameworks, regulations, and administrative bodies governing the functioning of local governments. This course outcome aligns with the program outcome by requiring students to delve into the research aspects of local self-government, ensuring they are aware of legal nuances, intellectual property rights, and research ethics within the context of local governance.

PO2.Effective Citizenship and Ethics
Course Outcome 8 (CO8): Identify common challenges and issues faced by local governments, such as fiscal constraints, intergovernmental relations, and social equity.
Justification: This course outcome necessitates students to identify and analyze common challenges faced by local governments, including those related to social equity. By doing so, students develop an informed awareness of moral and ethical issues in the context of local governance, aligning with the program outcome of effective citizenship and ethics.

PO3.Social Competence
Course Outcome 7 (CO7): Explore the mechanisms for citizen engagement and participation in local decision-making processes and governance.
Justification: Citizen engagement and participation are crucial aspects of social competence. This course outcome requires students to explore mechanisms for involving citizens in local decision-making, fostering interpersonal relationships, and demonstrating multicultural sensitivity in group settings, which aligns with the social competence program outcome.

PO4.Disciplinary Knowledge
Course Outcome 1 (CO1): Describe the principles and concepts of local self-government.
Justification: Describing the principles and concepts of local self-government contributes to disciplinary knowledge. This course outcome ensures that students have a foundational understanding of the discipline, integrating conventional knowledge with practical applications, as specified in the program outcome.

PO5.Personal and Professional Competence

AES's T. C. College (Autonomous), Baramati. CBCS Syllabus 2023 Pattern as per NEP 2020

Course Outcome 5 (CO5): Assess the roles and responsibilities of local governments in providing public services, infrastructure, and community development.

Justification: Assessing the roles and responsibilities of local governments contributes to the development of personal and professional competence. Students gain insights into the practical aspects of their field, enabling them to work independently and collaboratively in a team environment, as specified in the program outcome.

PO8.Critical Thinking and Problem Solving

Course Outcome 6 (CO6): Analyze revenue sources, budgeting, and financial management at the local level.

Justification: Analyzing financial aspects at the local level involves critical thinking and problem-solving skills. This course outcome aligns with the program outcome by requiring students to use higher-order cognitive skills to approach problems related to budgeting and financial management in the context of local self-government.

CBCS Syllabus as per NEP 2020 for F.Y.B.A Political Science (2023 Pattern)

Name of the Programme   : FYBA Political Science
Programme Code   : UAPOL
Class   : FYBA
Semester   : II
Course Type   : Open Elective (OE)
Course Code   : POL-166-OE
Course Title   : Understanding Dr. Babasaheb Ambedkar
No. of Credits   : 02
No. of Teaching Hours   : 30

Course Objectives:

1. To provide students with an understanding of the historical context in which Dr. B.R. Ambedkar lived and worked, including the social, political, and economic conditions in colonial and post-independence India.
2. To familiarize students with the life and biography of Dr. B.R. Ambedkar, including his early life, education, struggles, and achievements.
3. To explore Dr. Ambedkar's significant contributions to the struggle for social justice, equality, and the rights of marginalized and oppressed communities, particularly the Dalits
4. To delve into Dr. Ambedkar's legal and political thought, including his role in the drafting of the Indian Constitution and his advocacy for constitutional rights and protections.
5. To examine the various social and cultural movements that Dr. Ambedkar initiated or participated in, including the Buddhist conversion movement and the campaign against untouchability.
6. To assess the enduring impact of Dr. Ambedkar's ideas and policies on contemporary India, especially in terms of affirmative action, reservations, and the ongoing struggle for social justice.
7. To encourage students to critically analyze Dr. Ambedkar's ideas and compare them with other social and political thinkers, both Indian and international.
8. To explore Dr. Ambedkar's legacy from multiple academic perspectives, including history, sociology, political science, economics, and philosophy.
9. To foster critical thinking skills by encouraging students to engage with primary texts, speeches, and writings of Dr. Ambedkar.
10. To encourage students to actively engage with the issues of social justice and equality, inspired by Dr. Ambedkar's principles.

Course Outcomes:

By the end of the course, students will be able to:

CO1. Students will gain a deep understanding of Dr. Ambedkar's life, from his early years to his significant contributions to the Indian freedom struggle and the drafting of the Indian Constitution.

CO2. Students will explore Dr. Ambedkar's influential social and political ideologies, including his views on caste, untouchability, social justice, and democracy.

CO3. Understanding the role of Dr. Ambedkar in framing the Indian Constitution and his contributions to establishing a democratic and inclusive legal framework in India.

CO4. Students will learn about Dr. Ambedkar's active involvement in social reform movements, his advocacy for Dalit rights, and his efforts to eradicate untouchability.

CO5. Analyzing the contemporary relevance of Dr. Ambedkar's ideas in the context of social justice, affirmative action, and marginalized communities in India.

CO6. Developing an appreciation for Dr. Ambedkar's leadership qualities, his advocacy for the rights of the oppressed, and his role as an inspirational figure for social change.

CO7. Encouraging students to explore Dr. Ambedkar's influence in fields such as law, economics, and political science, and how his ideas continue to shape these disciplines.

CO8. Promoting critical thinking skills by examining the criticisms and debates surrounding Dr. Ambedkar's ideas and actions

Topics and Learning Points

Teaching Hours

UNIT 1: Intellectual and Socio-Political Background of Dr.Babasaheb Ambedkar's Thoughts

      1.1 Intellectual Background of Dr. Babasaheb Ambedkar's Thoughts   **10**

      1.2 Non-Brahman Movement to Depressed Classes Movement

      1.3 Analysis and treatment of caste system

UNIT 2: Political thoughts of Dr. Babasaheb Ambedkar   **10**

      2.1 Dr. Babasaheb Ambedkar's Thoughts on Freedom, Equality and Fraternity

      2.2 Dr. Babasaheb Ambedkar's Thoughts on Justice thoughts

      2..3 Dr. Babasaheb Ambedkar's thoughts on women

UNIT 3: Dr. Babasaheb Ambedkar's approach to democracy   **10**

      3.1 Concept of democracy

      3.2 Dr. Babasaheb Ambedkar's thoughts on democratic approach

      3.3 Dr. Babasaheb Ambedkar's thoughts on Social democracy

References:

1. Omveat Gail : "Dalits and the Democratic Revolution in Colonial India", Sage Publication, New Delhi.
2. Kavlekar K. K. and Chousalkar A. S. : "Political Indeas and Leadership of Dr. B. R. Ambedkar", Vishwanil Publication, Pune.
3. Gore M. S. : "Social context of an Rdeology : Political & Social Thought of Dr. Ambedkar", Sage Publication, New Delhi.
4. साठे सत्यरंजन, १९९८,भारताच्या राज्यघटनेची ५० वर्षे, पुणे, कॉन्टिनेन्टल प्रकाशन
5. व्होरा राजेंद्र आणि पळशीकर सुहास, २०१०, भारतीय लोकशाही: अर्थ आणि व्यवहार, पुणे, डायमंड प्रकाशन.
6. जाधव तुकाराम आणि शिरपूरकर महेश २०१२, भारतीय राज्यघटना व घटनात्मकप्रक्रिया, पुणे द युनिक अकॅडेमी पब्लिकेशन.
7. भोळे भा. ल. २०१५, भारतीय गणराज्याचे शासन आणि राजकारण, नागपूर, पिपंपळापुरे प्रकाशन.
8. आवटे श्रीरंजन आणि राहीश्रुती गणेश, २०१९, आपलं आयकार्ड, पुणे, दयुनिक अकॅडेमी पब्लिकेशन.

Mapping of Program Outcomes with Course Outcomes

Class: FYBA (Sem II)   **Subject**: Political Science
Course: Understanding Dr. Babasaheb Ambedkar   **Course Code**: POL-166-OE

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	2	2	2	1	1	2
CO 2	3	3	2	2	2	2	2	3
CO 3	2	2	2	2	1	2	2	3
CO 4	2	3	2	3	2	2	2	2
CO 5	1	3	1	1	2	1	3	1
CO 6	1	2	2	1	3	2	2	2
CO 7	1	2	3	2	1	2	3	2
CO 8	2	3	1	2	1	3	2	3

Justification for the mapping

PO1.Research-Related Skills:
 Justification (CO3): Evaluating Gandhi's role in shaping India's independence movement and his strategies for achieving social justice and political freedom requires research skills. Students will need to delve into historical records, analyze various perspectives, and present their findings, demonstrating the ability to plan, execute, and report on a research project.

PO2. Effective Citizenship and Ethics
Justification (CO2): Analyzing key principles of Gandhi's philosophy, including nonviolence and truth, requires an understanding of moral and ethical issues. The course promotes an informed awareness of ethical issues and encourages students to commit to professional ethics and responsibility.

PO3. Social Competence
 Justification (CO5): Analyzing Gandhi's ideas on education, women's empowerment, rural development, and communal harmony involves expressing oneself clearly and precisely. The course encourages students to build good interpersonal relationships and demonstrate multicultural sensitivity, contributing to social competence.

PO 4.Disciplinary Knowledge
 Justification (CO1 and CO7): Comprehending the historical and cultural context of Mahatma Gandhi and understanding his principles contribute to disciplinary knowledge. Understanding the principles of Mahatma Gandhi (CO7) is a direct alignment with disciplinary knowledge.

PO5. Personal and Professional Competence
Justification (CO4): Examining Gandhi's contributions to nonviolent resistance and civil disobedience involves the development of professional skills. The course enables students to understand and apply these principles independently or collaboratively in a team environment.

PO6. Self-directed and Life-long Learning
Justification (CO6): Critically analyzing controversies surrounding Gandhi's views on race, caste, and his role in Hindu-Muslim relations promotes self-directed learning. Students engage in independent thinking, addressing complexities in socio-cultural contexts.

PO7. Environment and Sustainability

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Justification (CO5): Analyzing Gandhi's ideas on rural development aligns with understanding the impact of scientific solutions in societal and environmental contexts. The course demonstrates the need for sustainable development.

PO8. Critical Thinking and Problem Solving

Justification (CO2) and Course Outcome 8 (CO8): Analyzing Gandhi's philosophy requires critical thinking and the use of higher-order cognitive skills. The course encourages students to approach problems in their social environment, propose feasible solutions, and understand the principles of Mahatma Gandhi (CO2 and CO8).

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AES's T. C. College (Autonomous), Baramati. CBCS Syllabus 2023 Pattern as per NEP 2020

CBCS Syllabus as per NEP 2020 for F.Y.B.A Political Science
(2023 Pattern)

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Name of the Programme   : B.A.Political Science
Programme Code   : UAPOL
Class   : F.Y.B.A.
Semester   : II
Course Type   : Open Elective (OE)
Course Code   : POL-167-OE
Course Title   : Constitutional Mechanism in India
No. of Credits   : 02
No. of Teaching Hours   : 30

Course Objectives:

1. Analyze the influence of various constitutions and constitutional thinkers on the Indian Constitution.

2. Explore the federal structure of the Indian government.

3. Understand the distribution of powers between the central government and state governments, including the role of the President and Governor.

4. Study the concept of the separation of powers in the Indian context.

5. Examine the roles and functions of the legislative, executive, and judicial branches of the government.

6. Analyze key amendments and their impact on the constitutional framework

7. Examine the structure and functioning of the Indian judiciary.

8. Analyze the principles of democracy, secularism, and socialism as enshrined in the Constitution.

9. Study the roles and functions of important constitutional institutions, including the Election Commission, Comptroller and Auditor General, and National Human Rights Commission.

10. Compare the Indian constitutional mechanism with that of other countries.

Course Outcomes:

By the end of the course, students will be able to:

CO1. Students should be able to demonstrate a deep understanding of the Indian Constitution, its historical development, and the fundamental principles on which it is based.

CO2. Students should be able to identify and explain key provisions of the Indian Constitution, including the Preamble, Fundamental Rights, Directive Principles of State Policy, and the structure of government.

CO3. Students should be able to analyze the process of amending the Indian Constitution, the significance of important amendments, and the impact they have had on Indian society and governance.

CO4. Understanding of Fundamental Rights: Students should be able to explain the concept of fundamental rights, their importance in protecting individual freedoms, and the limitations imposed on them.

CO5 Awareness of Directive Principles of State Policy: Students should be able to discuss the Directive Principles of State Policy and their role in guiding government policies and promoting social and economic justice.

CO6. Constitutional Amendments and Contemporary Issues: Students should be able to discuss recent constitutional amendments and their relevance to contemporary issues and debates in India.

CO7. Students should be aware of constitutional provisions related to social justice, including reservations, affirmative action, and the protection of marginalized communities.

Topics and Learning Points

UNIT 1: Legislature   10
      1.2. Union Legislature – Structure, Powers and Role
      1.2. State Legislature – Structure, Powers and Role

UNIT 2: **Executive**   10
      2.1. Union Executive
      i) President and Vice President– Powers,Functions and Role
      ii) Prime Minister - Powers, Functions and Role
      iii) Council of Minister – Powers and Functions and Role
      2.2. State Executive
      i) Governor - Powers, Functions and Role
      ii) Chief Minister – Powers, Functions and Role
      iii) Council of Minister – Powers and Functions and Role

UNIT 3: Judiciary   10
      3.1. Supreme Court: Powers and Functions
      3.2. High Court: Powers and Functions
      3.3. Judicial Review and Judicial Activism

References: **30**

1. Austin Granville, 1999, *The Indian Constitution: Cornerstone of a Nation*, Oxford, Oxford UniversityPress.

2. Austin Granville, 2003, Working *a Democratic Constitution: The Indian Experience*, Delhi, Oxford UniversityPress.

3. Basu D.D., 2018, *Introduction to the Constitution of India*, New York,LexisNexis.

4. Brass Paul, 1994, *ThePolitics of Indian Since Independence*,Cambridge, CambridgeUniversity Press,

5. Jha Rajesh, 2011, Fundamentals of Indian Political System, Delhi, Pearson.

6. साठे सत्यरंजन, १९९८, भारताच्या राज्यघटनेची ५०वर्षे, पुणे, कॉन्टिनेन्टल प्रकाशन

7. व्होरा राजेंद्र आणि पळशीकर सुहास, २०१०, भारतीय लोकशाही : अर्थ आणि व्यवहार, पुणे, डायमंड प्रकाशन.

8. जाधव तुकाराम आणि शिरपूरकर महेश २०१२, भारतीय राज्यघटना व घटनात्मक प्रक्रिया, पुणे द युनिक अकॅडेमी पब्लिकेशन.

9. भोळे भा. ल. २०१५, भारतीय गणराज्याचे शासन आणि राजकारण, नागपूर, पिपंपळापुरे प्रकाशन.

10. आवटे श्रीरंजन आणि राहीश्रुती गणेश, २०१९, आपलं आयकार्ड, पुणे, द युनिक अकॅडेमी पब्लिकेशन.

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AES's T. C. College (Autonomous), Baramati. CBCS Syllabus 2023 Pattern as per NEP 2020

Mapping of Program Outcomes with Course Outcomes

Class: FYBA (Sem II)   **Subject**: Political Science
Course: Constitutional Mechanism in India   **Course Code**: POL-167-OE

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	1	2	3	3	3	2	3
CO 2	3	1	2	2	3	3	1	3
CO 3	1	1	1	2	2	1	1	2
CO 4	1	3	2	2	3	2	1	3
CO 5	1	3	2	2	3	2	1	3
CO 6	2	1	2	3	3	2	2	2
CO 7	2	3	1	3	3	3	3	3
CO 8	3	1	1	3	3	3	1	3

Justification for the mapping

PO1.Research-Related Skills:
Justification CO1 and CO2: Research-related skills are essential in understanding the historical development and fundamental principles of the Indian Constitution. Through research, students can deepen their understanding of constitutional provisions, their historical context, and their implications on governance and society.
CO3 and CO6: The ability to plan, execute, and report the results of research projects is directly applicable when analyzing the process of amending the Indian Constitution and discussing recent amendments in the context of contemporary issues.

PO2.Effective Citizenship and Ethics:
Justification CO4 and CO5: Demonstrating an informed awareness of moral and ethical issues is crucial when understanding fundamental rights and directive principles. This awareness helps students appreciate the ethical dimensions of governance and policymaking.
CO7: Understanding constitutional provisions related to social justice aligns with the demonstration of empathetic social concern and equity-centered national development, as emphasized in effective citizenship and ethics.

PO3.Social Competence:
Justification CO2 and CO6: Expressing oneself clearly and precisely, as well as demonstrating multicultural sensitivity, are essential aspects of social competence. These skills are directly applicable when identifying and explaining key constitutional provisions and discussing recent amendments in group settings.

PO4.Disciplinary Knowledge:
Justification CO1 to CO7: Disciplinary knowledge is the core focus of the course outcomes, where students are expected to demonstrate a deep understanding of the Indian Constitution, its historical development, key provisions, amendments, and contemporary issues. The blend of conventional discipline knowledge and its applications to the modern world is evident in the detailed study of constitutional principles.

PO5 Personal and Professional Competence:
Justification CO1 to CO7: The course outcomes collectively contribute to the development of strong work attitudes and professional skills. Understanding the Constitution is not only an academic endeavor but also prepares students for responsible citizenship and engagement in professional and societal contexts.

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PO6.Self-directed and Life-long Learning:

Justification CO1 to CO7: The emphasis on deep understanding, analysis, and critical thinking in the course outcomes aligns with the goal of fostering self-directed and life-long learning. The ability to engage in independent learning is crucial in comprehending the complexities of constitutional principles and their evolving nature.

PO7.Environment and Sustainability:

Justification with Course Outcomes:

CO7: Understanding the impact of constitutional provisions on societal and environmental contexts directly aligns with the program outcome related to environment and sustainability. It reflects an awareness of the broader implications of legal frameworks on sustainable development.

PO8.Critical Thinking and Problem Solving:

Justification CO1 to CO7: The course outcomes, focusing on understanding, analysis, and discussion of constitutional principles, contribute directly to the development of critical thinking skills. Students are expected to propose feasible solutions to issues rooted in their social environment, reflecting the application of higher-order cognitive skills.

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CBCS Syllabus as per NEP 2020 for F.Y.B.A Political Science (2023 Pattern)

Name of the Programme   : FYBA Political Science
Programme Code   : UAPOL
Class   : FYBA
Semester   : II
Course Type   : Vocational Skill Course (VSC)
Course Code   : POL-171-VSC
Course Title   : Political & Social Movements
No. of Credits   : 02
No. of Teaching Hours   : 30

Course Objectives:

1. Define and differentiate between political and social movements.

2. Explore the historical and theoretical foundations of these movements.

3. Examine key concepts and theories related to political and social movements, such as collective action, protest, civil society, and social change.

4. Explore significant historical movements from different time periods and regions, such as the civil rights movement, feminist movement, labour movement, and more.

5. Analyze how movements have contributed to political change, including changes in laws, policies, and government structures.

6. Investigate the socioeconomic factors that often underlie political and social movements, including inequality, discrimination, and economic disparities.

7. Discuss the various strategies and tactics employed by movements, such as protests, civil disobedience, lobbying, and online activism.

8. Analyze specific case studies of contemporary and historical movements to gain a deeper understanding of their objectives, challenges, and outcomes.

9. Explore how political and social movements operate on the global stage, including transnational activism and the impact of globalization.

10. Examine the role of media, social media, and communication in shaping and promoting movements, as well as the challenges and opportunities they present.

Course Outcomes:

By the end of the course, students will be able to:

CO1. Students should gain a deep understanding of key concepts related to political And social movements, such as power, authority, resistance, collective action, and social change.

CO2. Gain an appreciation of the historical context of various political and social Movements, including their origins, evolution, and impacts on society.

CO3. Understand the ways in which political and social movements can bring about Change in society, including changes in laws, policies, and cultural norms.

CO4. Develop an awareness of how movements have historically addressed issues related to social justice, inequality, and equity.

CO5. Encourage students to explore their own role in political and social change and Foster a sense of empowerment and agency to engage in activism or advocacy.

CO6. Improve communication skills, including the ability to articulate ideas, both in Writing and verbally, related to political and social movements.

CO7. Stay informed about current political and social movements and their relevance To contemporary society.

CO8. Develop skills for collaborating with others, as many movements involve Collective action and collaboration among individuals and groups**.**

Topics and Learning Points

UNIT 1: Political & Social Movements

1.1. Definition and Meaning

1.2. Nature

1.3. Scope

UNIT 2: Naxalite Movements

2.1. Nature of Naxalite Movement

2.2. Historical Background of Naxalite Movement

2.3. Emergence and Development of Naxalite Movement

UNIT 3: *Labour Movements*

3.1. Nature of Labor Movement

3.2. Historical background of labor movement

3.3. Emergence and Development of the Labor Movement

References:

1. Guha Ramchandra (ed.), 2010,The Defender of the Tribals: Verrier Elvin, Makers of Modern India, New Delhi, Penguin.

2. Mohanty Manoranjan (eds), 2004, Caste Clas and Gender, New Delhi, Sage.

3. Omvedt Gail, 1993, Reinventing Revolution: New Social Movements and the Socialist Tradition in Idia, New York, ME Sharpe.

4. Ray Raka and Mary Fainsod Katzen Stein (eds), 2005, Social Movements in India: Poverty, Power and Politics, New Delhi, Oxford University Press.

5. Shah Ghanshyam (ed.), 2002, Social Movements and State, New Delhi, Sage.

6. नक्षलवादी चळवळीची ऐतिहासिक पार्श्वभूमी,डॉ.प्रशांत विघे,साई प्रकाशन नागपूर,२०१४

7. भारतातील डाव्या चळवळीचा मागोवा,इतिहास,आवाहन आणि नवसंजीवनीच्या शक्यता, बिडवई प्रफुल आणि मिलिंद चंपानेरकर(अनु.) पुणे २०१८.

8. नक्षलवादी आणि आदिवासी ,गोविंद गारे सुगावा प्रकाशन,पुणे २००३

AES's T. C. College (Autonomous), Baramati. CBCS Syllabus 2023 Pattern as per NEP 2020

Mapping of Program Outcomes with Course Outcomes

Class: FYBA (Sem II)   **Subject**: Political Science
Course: Political Journalism in Indian   **Course Code**: POL-176-SEC

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	2	2	1	2	1	2
CO 2	3	2	2	2	1	2	1	2
CO 3	3	2	2	3	1	2	2	3
CO 4	2	3	1	3	3	1	3	2
CO 5	1	2	1	1	3	1	2	2
CO 6	2	2	3	1	1	3	1	2
CO 7	2	1	2	1	1	1	3	1
CO 8	2	1	3	2	2	2	2	3

Justification for the mapping

PO1.Research-Related Skills:
Justification CO1, CO2: The deep understanding of key concepts related to political and social movements involves research skills in exploring the historical context, origins, and impacts of these movements. Students are expected to demonstrate the ability to plan, execute, and report the results of research projects related to political and social movements.
PO2.Effective Citizenship and Ethics:
Justification CO4, CO5: The exploration of how movements historically address issues of social justice, inequality, and equity is directly linked to ethical considerations. Students are encouraged to demonstrate empathetic social concern and a commitment to professional ethics in understanding and engaging with political and social movements.
PO3.Social Competence:
Justification CO6, CO8: Communication skills are crucial in expressing ideas related to political and social movements. The ability to articulate ideas, both in writing and verbally, is aligned with social competence. Additionally, the development of collaboration skills (CO8) reflects the capacity to express oneself clearly in group settings, demonstrating multicultural sensitivity.
PO4. Disciplinary Knowledge:
Justification CO1, CO2, CO3: The deep understanding of key concepts related to political and social movements (CO1) and appreciation of their historical context (CO2) contribute to disciplinary knowledge. Furthermore, understanding how movements bring about change in society, including changes in laws, policies, and cultural norms (CO3), reflects a blend of conventional discipline knowledge and its applications.
PO5.Personal and Professional Competence:
Justification CO8: The development of skills for collaborating with others (CO8) aligns with equipping students with strong work attitudes and professional skills for working collaboratively in a team environment, as stated in PO5.
PO6.Self-directed and Life-long Learning:
Justification CO7: Staying informed about current political and social movements (CO7) reflects the ability to engage in independent and lifelong learning, as outlined in PO6. It demonstrates the students' ongoing interest in socio-technological changes related to political and social issues.

PO7: Environment and Sustainability:

Justification CO4: Understanding how movements historically addressed issues related to social justice, inequality, and equity (CO4) demonstrates the students' awareness of the impact of political and social solutions in societal contexts, aligning with the need for sustainable development in PO7.

PO8: Critical Thinking and Problem Solving:

Justification CO1, CO3, CO8: The skill of critical thinking (PO8) is evident in approaching problems situated in their social environment (CO1) and proposing feasible solutions (CO3). Additionally, developing skills for collaborating with others (CO8) reflects critical thinking in the context of collective action and collaboration.

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CBCS Syllabus as per NEP 2020 for F.Y.B.A Political Science (2023 Pattern)

Name of the Programme : FYBA Political Science
Programme Code : UAPOL
Class : FYBA
Semester : II
Course Type : Skill Enhancement Course (SEC)
Course Code : POL-176-SEC
Course Title : Political Journalism in Indian
No. of Credits : 02
No. of Teaching Hours : 30

Course Objectives:

1. Develop an understanding of the role and significance of political journalism in democratic societies.

2. Gain knowledge of the historical and contemporary contexts of political journalism, including its evolution and impact on political discourse.

3. Acquire a comprehensive understanding of the principles and ethics of political journalism, including objectivity, fairness, accuracy, and impartiality.

4. Develop critical thinking and analytical skills to evaluate and assess political information, news sources, and media bias.

5. Enhance research and investigative skills to gather, verify, and report on political news and events.

6. Develop effective interviewing techniques to gather information from political figures, experts, and other relevant sources.

7. Cultivate strong writing skills, including the ability to write clear, concise, and engaging political news stories, features, and analysis.

Course Outcomes:

By the end of the course, students will be able to:

CO1. Understand the role and importance of political journalism

CO2. Demonstrate knowledge of political systems and processes

CO3. Apply effective news gathering techniques

CO4. Develop critical analysis skills

CO5. Write and present political news stories

CO6. Understand the impact of digital media on political journalism

CO7. Engage in investigative journalism

Topics and Learning Points

UNIT 1: Indian Political Process and Journalism   **Teaching Hours**

    1.1 Political parties and journalism   **10**

    1.2 Indian Political Process and Structure of Journalism

    1.3 Elections and the media

UNIT 2: Mediation of politics   **10**

    2.1 Mediation concept
    2.2 Methods of political mediation
    2.3 Mediation of politics and the media

UNIT 3: Media and public opinion   **10**

    3.1 concept
    3.2 Methods of forming public opinion
    3.3 Means of forming public opinion

References:

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2. 2. Carey Jams W & Cates A., 2004, Journalism, West Port, London, Laibraries Unlimited.

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5. 5. Kamath M. V., 2002, Professional Journalism, New Delhi, Vikas Publishing House Pvt.Ltd..

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8. 8. Reese, S.D., Gandy, O.H. Grant, A.E., 2001, Framing Public Life – Perspectives on Media and Our Understanding of the Social World, LEA, Mahwah.

9. 9. Roy Barun, 2001, Beginners Guide to Journalism, Mumbai, PustakMahal.

10. 10. Trent, J.S. &Friedenburg R. V., 1995, Political Campaign Communication, Westport, Praeger.

Mapping of Program Outcomes with Course Outcomes

Class: FYBA (Sem II)   **Subject**: Political Science
Course: Political Journalism in Indian   **Course Code**: POL-176-SEC

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	2	2	1	2	1	2
CO 2	3	2	2	2	1	2	1	2
CO 3	3	2	2	3	1	2	2	3
CO 4	2	3	1	3	3	1	3	2
CO 5	1	2	1	1	3	1	2	2
CO 6	2	2	3	1	1	3	1	2
CO 7	2	1	2	1	1	1	3	1
CO 8	2	1	3	2	2	2	2	3

Justification for the mapping

PO1.Research-Related Skills:
Justification CO1, CO2: The deep understanding of key concepts related to political and social movements involves research skills in exploring the historical context, origins, and impacts of these movements. Students are expected to demonstrate the ability to plan, execute, and report the results of research projects related to political and social movements.

PO2.Effective Citizenship and Ethics:
Justification CO4, CO5: The exploration of how movements historically address issues of social justice, inequality, and equity is directly linked to ethical considerations. Students are encouraged to demonstrate empathetic social concern and a commitment to professional ethics in understanding and engaging with political and social movements.

PO3.Social Competence:
Justification CO6, CO8: Communication skills are crucial in expressing ideas related to political and social movements. The ability to articulate ideas, both in writing and verbally, is aligned with social competence. Additionally, the development of collaboration skills (CO8) reflects the capacity to express oneself clearly in group settings, demonstrating multicultural sensitivity.

PO4. Disciplinary Knowledge:
Justification CO1, CO2, CO3: The deep understanding of key concepts related to political and social movements (CO1) and appreciation of their historical context (CO2) contribute to disciplinary knowledge. Furthermore, understanding how movements bring about change in society, including changes in laws, policies, and cultural norms (CO3), reflects a blend of conventional discipline knowledge and its applications.

PO5.Personal and Professional Competence:
Justification CO8: The development of skills for collaborating with others (CO8) aligns with equipping students with strong work attitudes and professional skills for working collaboratively in a team environment, as stated in PO5.

PO6.Self-directed and Life-long Learning:
Justification CO7: Staying informed about current political and social movements (CO7) reflects the ability to engage in independent and lifelong learning, as outlined in PO6. It demonstrates the students' ongoing interest in socio-technological changes related to political and social issues.

PO7: Environment and Sustainability:

Justification CO4: Understanding how movements historically addressed issues related to social justice, inequality, and equity (CO4) demonstrates the students' awareness of the impact of political and social solutions in societal contexts, aligning with the need for sustainable development in PO7.

PO8: Critical Thinking and Problem Solving:

Justification CO1, CO3, CO8: The skill of critical thinking (PO8) is evident in approaching problems situated in their social environment (CO1) and proposing feasible solutions (CO3). Additionally, developing skills for collaborating with others (CO8) reflects critical thinking in the context of collective action and collaboration.

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