

DEPARTMENT OF POLITICAL SCIENCE
Govt. Degree College, Baruva

Learning Outcome of Political Science

| Semester | Course Code & Title of the Paper | Topics | Course Learning Objectives | Course Learning Outcomes |
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| I | 1-1-114R Paper Introduction to Political Science | 1.Explanatory framework of Politics | <ul style="list-style-type: none">❖ To understand the nature and scope of Political Theory.❖ To understand the significance of | <ul style="list-style-type: none">❖ The student can draw boundaries of the Political science and other Social Sciences. |

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| | | | <p>Political Science.</p> <ul style="list-style-type: none"> ❖ To acquaint with the theories, approaches, concepts and Principles of Political Theory. | <ul style="list-style-type: none"> ❖ The Student identifies the significance of Political Science. ❖ The student can classify Classical and Modern Approaches of the Political Science. |
| | | 2. State | <ul style="list-style-type: none"> ❖ To know the Modern State Characteristics, Evolution. ❖ To understand the Individualism, socialistic theories and welfare state. | <ul style="list-style-type: none"> ❖ Student can recognize the State Characteristics and Spot the evolution of the State. ❖ Student could differentiate the importance of all the theories like Individualism, Socialism and Welfare state. |
| | | 3. Nation and Nationalism | <ul style="list-style-type: none"> ❖ To understand the concept of State, Nation and Nationalism ❖ To understand the elements and factors to form Nationality, Nation and State and differences between Nation and Nationality | <ul style="list-style-type: none"> ❖ Student could compare the nation and nationality and nationalism ❖ Traced out the factors the role of the nationality, nation and nationalism in origin of the modern state |
| | | 4. Rights and Citizenship | <ul style="list-style-type: none"> ❖ To appreciate the evolution of rights play a role in the evolution of the betterment of civilized life. | <ul style="list-style-type: none"> ❖ The student can identify how the Rights brought drastic changes in lifestyle of the human being, |

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| | | | <ul style="list-style-type: none"> ❖ To understand the relationship between Citizenship and State. | <p>without which the development is not taken place as it is today.</p> <ul style="list-style-type: none"> ❖ The student can Spot as Citizenship is being evolved. It is different kinds and identifies how it is related to the state. |
| | | 5. Freedom, Equality and Justice | To understand the concepts Freedom, Equality and Justice, the relationship between freedom and equality, different kinds of justice. | <ul style="list-style-type: none"> ❖ The student can distinguish the Freedom, Equality and Justice, identifies freedom and equality are both important and they are two sides of the same coin. ❖ Justice different based on needs and deserts Student could differentiate the differences between the two. |
| II | 1-2-114R Political Institutions (Concepts , Theories and Institutions) | 1. Constitutional ism | <ul style="list-style-type: none"> ❖ To understand the importance of Constitution to betterment of life of the human being. ❖ To know the role of the constitution in the administration. ❖ To understand the importance of the theory of the separation of powers. ❖ To compare with procedure of various social institutions and | <ul style="list-style-type: none"> ❖ The students appreciated the role of the Constitution in bringing changes in human life and protect the rights of the people. ❖ The student can differentiate the characteristics of the different forms of the government. |

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| | | | <p>government institutions</p> <ul style="list-style-type: none"> ❖ | |
| | | 2. Territorial Division of Authority of the modern State | <ul style="list-style-type: none"> ❖ To understand the forms of government in various countries and their working pattern. | <ul style="list-style-type: none"> ❖ Students could compare the world countries on the basis of territorial division of authority. |
| | | 3. Institutional forms of the Modern State. | <ul style="list-style-type: none"> ❖ To know the basic features and types of the Democracy. | <ul style="list-style-type: none"> ❖ Students identify the features of democracy and appreciate the greatness of democracy among all forms of governments. |
| | | 4. | <ul style="list-style-type: none"> ❖ To analyze the meaning of organs of government and the theory of separation of powers. | <ul style="list-style-type: none"> ❖ Students can compare among all the government organ has supremacy and known the reasons for ascending the supremacy of the Executive over the Legislature and Judiciary. |
| | | 5. Judiciary | <ul style="list-style-type: none"> ❖ To know the Judiciary powers and functions. ❖ Appreciates the role of the Judiciary. | <ul style="list-style-type: none"> ❖ Students identify the role of the Judiciary in everyday life. ❖ Students be familiar with Judicial review and Judicial Activism, ❖ Appreciated how it prevents the tyranny of the executive and protecting the rights of the people. |

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| III | 1-3-114 Indian Constitution | 1. Making of the Constitution | <ul style="list-style-type: none"> ❖ To understand the evolution of the Indian constitution. ❖ To understand the impact of the legacy of the Indian Freedom Movement on Indian Constituent Assembly. | <ul style="list-style-type: none"> ❖ The students find out the origin and evolution of the Indian Constitution. ❖ The student can identify the legacy of the freedom movement and its impact on the making of the Indian Constitution. |
| | | 2. Philosophical foundations of the Indian Constitution | <ul style="list-style-type: none"> ❖ To understand the philosophy of Indian Constitution. ❖ To know the salient features of the Indian Constitution | <ul style="list-style-type: none"> ❖ The students appreciated the Preamble and its importance. ❖ The students recognised the Salient features which are incorporated in Indian Constitution. |
| | | 3. Fundamental Rights and Directive Principles | <ul style="list-style-type: none"> ❖ To appreciate the fundamental rights, limitations on the fundamental rights, fundamental duties, The directive principles of State Policy. | <ul style="list-style-type: none"> ❖ The students knew the fundamental rights how these are playing a great role in development and defending the rights of the Indians in day to day life and also the limitations while we enjoying them. |
| | | 4. Indian Federalism | <ul style="list-style-type: none"> ❖ To understand the Unitary and Federal features in Indian constitution. ❖ To understand the Union-State relations in India. | The student can differentiate the Unitary and Federal features in the Indian constitution and why they incorporate both of them in our |

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| | | | | <p>constitution.</p> <p>The student can segregate the Union list, state list, concurrent list and residual powers and also the dominance of the Union government in Union-State relations.</p> |
| | | <p>Social Revolution in India and Role of Higher judiciary in India.</p> | <ul style="list-style-type: none"> ❖ To know the role of the higher judiciary in India. | <p>The student can compare the relations between fundamental rights and Directive principles of state policy.</p> <p>The student recognizes the greatness of the Indian judiciary and appreciates the role of Indian judiciary.</p> |
| IV | 1-4-114 | 1. Introduction to Indian Political Process | <ul style="list-style-type: none"> ❖ To understand the evolution of the Party system in India, differences between National Parties and Regional Parties. ❖ ❖ | <ul style="list-style-type: none"> ❖ The Student trace out the Origin and Evolution of the Political parties in India. ❖ The student can differentiate the national and Regional political Parties. |
| | | 2. Electoral Process in India | <ul style="list-style-type: none"> ❖ To know the Evolution of One party system dominance to multi-party coalition system. ❖ To know the determinants of voting behaviour in | <ul style="list-style-type: none"> ❖ The Student can point out Indian Political system has been transformed from one party system to multi party coalition system. ❖ The student identify |

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| | | | India. | the determinants of voting behaviour in India like Caste, Religion, Region etc are strong determinants. |
| | | 3. Election Commission | <ul style="list-style-type: none"> ❖ To know the composition, powers and functions of the Election Commission of India. ❖ To appreciate the role of the Election Commission of India. | <ul style="list-style-type: none"> ❖ The student acquainted with composition, powers and functions and evolution of the commission from one man commission to multi-member commission. ❖ The student clearly understood the role of the election commission from Independence to today. |
| | | 4. Religion and Politics | <ul style="list-style-type: none"> ❖ To identify the challenges to Indian democracy and the impact of Defection and Anti-defection Law. | <ul style="list-style-type: none"> ❖ The student point outs the challenges to the Indian democracy like Religious fundamentalism, Regionalism, Casteism etc. ❖ The student understood the adverse effects of the defections in Indian politics and the Role of the Anti-defection law. |
| | | 5. Recent trends | <ul style="list-style-type: none"> ❖ To understand the need of the electoral reforms and women representation in | <ul style="list-style-type: none"> ❖ The student understood defection in Indian electoral system. They can suggest |

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| | | | Indian politics. | <p>electoral reforms which are needed.</p> <ul style="list-style-type: none"> ❖ They knew the low representation of women in Indian politics, and understood the importance of women representation in Indian politics. |
| V | 1-5-129 Indian Political Thought | 1. Tradition s of Ancient Indian Political Thought | <ul style="list-style-type: none"> ❖ To demonstrate knowledge of key thinkers in Ancient India and Characteristics. ❖ To know the genesis and characteristics of Indian political thought. | <p>The student understood that Indian political is on par with the Ancient Greek Political Thought.</p> <p>The Student understood the efforts of Kautilya, Manu Views and compare with the modern political thinkers.</p> |
| | | 2. Renainssance Thought | <ul style="list-style-type: none"> ❖ To know the ideas of Social reformers Raja Ramamohan Roy and Pandit Ramabai. | <ul style="list-style-type: none"> ❖ The student understood Raja Rammohan Roy was one of the earliest modern Indian nationalist and his political views and efforts in bringing many reforms like abolition of Sati system. ❖ The student understood the first faminist in India was the Pandit Ramabai and her efforts to women empowerment. |
| | | 3. Early | <ul style="list-style-type: none"> ❖ To appreciate the | <ul style="list-style-type: none"> ❖ The Student |

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| | | Nationalism | efforts of early nationalists Dadabhai Naoroji and M.G.Ranade | understood as the British government exploitation policies and Dadabhai efforts to bring consciousness among the public. ❖ The student understood the M.G.Ranade was the great economist, social reformer, great nationalist, jurist. |
| | | 4. Religious Nationalism | ❖ To understand the anguish of religious nationalism of V.D.Savarkar and Mohammed Iqbal. | The student can give reasons to raise fanatic religious nationalism and give reasons to divide and rule policies of British colonial rule in India. |
| | | 5. Democratic Egalitarianism | ❖ To appreciate Democratic egalitarians like Gandhiji, Jawaharlal Nehru, efforts of Dr.B.R.Ambedkar to annihilate the caste system, M.N.Roy's radical humanism. | ❖ The student can compare the policies of moderators, extremists and Gandhian era of nationalism. ❖ The student give reasons to the casteism in India. The student trace out the efforts of Ambedkar to annihilation of Caste system. ❖ The student can identify the role of the M.N.Roy in Indian National Movement. |
| VI | 1-5-130 | Classical | ❖ To acquire | The student can |

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| | Western Political Thought | Western Political Thought | <p>knowledge about modern political thinkers and different schools of thought.</p> <ul style="list-style-type: none"> ❖ To appreciate the Political views of Plato and Aristotle. ❖ | <p>identify the systematic effort of the Modern Greek political thinkers like Plato, Aristotle etc.</p> |
| | | <ul style="list-style-type: none"> ❖ Early Medieval to the Beginning of Modern Thought. | <ul style="list-style-type: none"> ❖ To know the Political ideas of St. Augustine. ❖ To understand the Machiavelli contributions and Hobbes to political thought. | <p>The Student can differentiate the Augustine religious political views and Machiavelli secular political views.</p> |
| | | <ul style="list-style-type: none"> ❖ Liberal Thought | <ul style="list-style-type: none"> ❖ To compare the political views of John Locke and Rousseau. ❖ To appreciate ❖ To know the Hobbes | |
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| VII | 1-6-114 | 1. Principles of Public Administration | <ul style="list-style-type: none"> ❖ To understand the nature and scope of Public Administration ❖ To trace out the difference between Public and Private Administration ❖ | <ul style="list-style-type: none"> ❖ The student can differentiate between political science and public administration. ❖ The student can compare and differentiate between public and private administration. |
| | | 2. Administrative Theories | <ul style="list-style-type: none"> ❖ To appreciate the Administrative Theories. | <ul style="list-style-type: none"> ❖ The student knew the Classical theory of Henry Fayol as it is the first theory in management, and |

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| | | | | Elton Mayo's Human relations theory as it is also the first kind in management, Herbert Simon got the Nobel Prize for his Rational decision making theory. |
| | | 3. Principles of organization | <ul style="list-style-type: none"> ❖ To know the structure of organization like Hierarchy, Span of control, Unity of command. | The student can identify the hierarchy, Span of control, Unity of command in real life. |
| | | 4. Structure of organization | <ul style="list-style-type: none"> ❖ To understand the types and functions of the Chief executive. ❖ To know the classification of the departmentalization. ❖ To understand the Line and Staff Agencies. | <ul style="list-style-type: none"> ❖ The student can segregate the functions of the chief executive. ❖ The student can classify the different departments in the government. ❖ The student can compare and differentiate the Line and Staff Agencies. |
| | | 5. Theories of motivation | <ul style="list-style-type: none"> ❖ To know the importance of motivation. ❖ To understand the classification of needs. ❖ To understand the X theory and Y theory. | <ul style="list-style-type: none"> ❖ The student can identify different types of motivation. ❖ The student can classify the needs and hierarchical order. ❖ The student can compare and differentiate between X theory and Y theory. |

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| 8 | Paper VIII (C-1) International Relations | 1. Basic concepts of Internatio nal Relations | | |
| | | 2. Approac hes to the study of Internatio nal Relations | | |
| | | 3. Phases of Internatio nal Relations (1914-45) | | |
| | | 4. Phases of Internatio nal Relations (1945 onwards) | | |
| | | 5. Internatio nal organisat ion | | |

