



**Anekant Education Society's**

**Tuljaram Chaturchand College of Arts, Science & Commerce,  
Baramati**

**(Autonomous)**

**Three/Four Year Honours/Honours with Research B.A. Degree**

**Program in Political Science**

**(Faculty of Arts/Science/Commerce/Vocational)**

**CBCS Syllabus**

**FYBA (Political Science)**

**For Department of Political Science**

**NEP-2.0**

**Choice Based Credit System Syllabus**

**(2024 Pattern)**

**(As Per NEP-2020)**

**To be implemented from Academic Year 2024-2025**

**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 - I under the Choice Based Credit System (CBCS) by following the guidelines of NEP 2020, NCeF, NHEQF, Prof. R.D. Kulkarni's Report, GR of Gov. of Maharashtra dated 20<sup>th</sup> April, 16<sup>th</sup> May 2023 and 13<sup>th</sup> March, 2024 and Circular of SPPU, Pune dated 31<sup>st</sup> May 2023 and 2<sup>nd</sup> May, 2024.

A Political Science degree equips students with the knowledge and skills necessary for a diverse range of fulfilling career paths. Graduates in Political Science find opportunities in various fields, including Political Processes of various countries, Political Theories, Various Political Thoughts, Constitutions and many other domains. Throughout their three-year degree program, students explore the spatial organization of both natural and human phenomena across different scales, from local to global. They learn to identify and analyze features on the Political Processes of various countries, Political Theories, Various Political Thoughts, and Constitutions. The curriculum also delves into the intricate relationship between humans and the Political environment. By acquiring these comprehensive skills and knowledge, graduates are well-prepared to embark on rewarding careers that contribute to a better understanding of our world and address the challenges of our ever-changing planet.

Overall, revising the Political Science syllabus in accordance with the NEP 2020 ensures that students receive an education that is relevant, comprehensive, and prepares them to navigate the dynamic and interconnected world of today. It equips them with the knowledge, skills, and competencies needed to contribute meaningfully to society and pursue their academic and professional goals in a rapidly changing global level.

## Programme Specific Outcomes (PSOs)

- PSO1. Problem Analysis:** Demonstrate the ability to analyze physical and cultural problems in both rural and urban environments and propose effective solutions.
- PSO2. Socio-economic Survey Project:** Possess the skills necessary to conduct socio-economic survey projects, enabling them to assess the development status of specific social groups or sections of society.
- PSO3. Individual and Teamwork:** Effectively collaborate as individuals and as members or leaders in diverse teams and multidisciplinary settings.
- PSO4. Application of Modern Instruments:** Apply various modern instruments for data collection and field surveys.
- PSO5. GIS and Geographical Map Making:** Learn to utilize GIS and modern techniques for creating geographically-based maps.
- PSO6. Critical Thinking:** Demonstrate the ability to understand and address critical issues in physical and cultural environments.
- PSO7. Development of Observation Skills:** Through field experiences, students will develop strong observational skills and the ability to identify socio-environmental problems in localities.
- PSO8. Human perception and behaviour:** Learning human perception and behaviour to acquire the geographical knowledge over time, is essential to improve decision making process.
- PSO9. Effective Citizenship:** Exhibit empathetic social concern, an equity-centered approach to national development, and actively engage in civic life through volunteering.
- PSO10. Management Skills:** Understand and apply management principles to their work, functioning effectively as individuals and as members or leaders in diverse, multidisciplinary teams.
- PSO11 Ethics:** Recognize different value systems, including their own, understand the moral dimensions of their decisions, and take responsibility for their actions.
- PSO12. Environmental Ethics and Sustainability:** Comprehend the societal and environmental impact of their knowledge and exhibit an understanding of the need for sustainable development.
- PSO13. Identification of critical problems and issues:** Detection and identification of the critical problems and spatial issues are essential for sustainable development.

**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.	<b>Dr. Arun S. Magar</b>	Chairman
2.	<b>Dr. Asaram S. Jadhav</b>	Member
3.	<b>Mr. Vinayak D. Chavan</b>	Member
4.	<b>Ms. Sayali B. Pawar</b>	Member
5.	<b>Dr. Santosh Lagad</b>	Vice-Chancellor Nominee
6.	<b>Dr. Pravin Kokane</b>	Expert from other University
7.	<b>Dr. T. P. Shinde</b>	Expert from other University
8.	<b>Dr. Babaji Maskare</b>	Industry Expert
9.	<b>Mr. Ganesh Ghanawat</b>	Meritorious Alumni
10.	<b>Ms. Jagtap Samruddhi</b>	Student Representative
11.	<b>Ms. Gawade Anushka</b>	Student Representative
12.	<b>Ms. Kadam Radhika</b>	Student Representative
13.	<b>Ms. Harshada Saste</b>	Student Representative

**Course and Credit Distribution Structure for BA (Political Science)-2024-2025**

Level	Semester	Sub. DSC-I Languages	Sub. DSC-II Social Science-I	Sub. DSC-III Social Science-II	OE	SEC	IKS	AEC	VEC	CC	Degree/Cum.Cr.
4.5	I	2 T + 2 T / P	2 T + 2 T / P	2 T + 2 T / P	2 T (from other faculty)	2 T / P	2 T (Generic)	2 T (C. Eng.)	2 T	--	<b>22</b>
	I	2 T + 2 T / P	2 T + 2 T / P	2 T + 2 T / P	2 T / P (from other faculty)	2 T / P	--	2 T (C. Eng.)	2 T	2 T YOG/PES/ CUL/NSS/ NCC	<b>22</b>
<b>Total Credits</b>											<b>44</b>

\* T = Theory      \* P = Practical      \* DSC = Discipline Specific Course

\* OE = Open Elective      \* SEC = Skill Enhancement Course      \* IKS = Indian Knowledge System

\* AEC = Ability Enhancement Course      \* VEC = Value Education Course      \* CC = Cocurricular Courses

F.Y.B.A. Political Science

NEP-2.0

Course Structure for F.Y.B.A.Political Science (2024 Pattern)

Sem	Course Type	Course Code	Course Title	Theory / Practical	Cr
I	DSC-I (General)	-101-GEN	-----	Theory	
	DSC-II (General)	-101-GEN	-----	Theory	
	DSC-III(General)	POL-101-GEN	Introduction to Political Science	Theory	
	Open Elective (OE)	POL-102-OE	Understanding Mahatma Gandhi	Theory	
	Skill Enhancement Course (SEC)	POL-103-SEC	Political Journalism	Theory	
	Ability Enhancement Course (AEC)	ENG-104-AEC	-----	Theory	
	Value Education Course (VEC)	SOC-104-VEC GEO-105-VEC/	-----	Theory	
	Generic Indian Knowledge System (GIKS)	GEN-106-IKS	-----	Theory	
					<b>Total Credits</b>
	DSC-I (General)	-151-GEN	-----	Theory	
	DSC-II (General)	-151-GEN	-----	Theory	
	DSC-III (General)	POL-151-GEN	Political Thought Before Independence	Theory	
	Open Elective (OE)	POL-152-OE	Understanding Dr. Babasaheb Ambedkar	Theory	
	Skill Enhancement Course (SEC)	POL-153-SEC	Political Journalism in Indian	Theory	
	Ability Enhancement Course (AEC)	ENG-154-AEC	-----	Theory	
	Value Education Course (VEC)	SOC-154-VEC GEO-155-VEC	-----	Theory	
	CC	YOG/PES/CUL/NSS/NCC-156-CC	To be selected from the CC Basket	Theory	
					<b>Total Credits</b>
					<b>Grand Total Sem I + Sem II</b>

## CBCS Syllabus as per NEP 2020 for F.Y.B.A Political Science (2024 Pattern)

<b>Name of the Programme</b>	: B.A. Political Science
<b>Programme Code</b>	: UAGG
<b>Class</b>	: F.Y.B.A.
<b>Semester</b>	: II
<b>Course Type</b>	: DSC-III (General) (Theory)
<b>Course Code</b>	: POL-151-GEN
<b>Course Title</b>	: Political Thought Before Independence
<b>No. of Credits</b>	: 04
<b>No. of Teaching Hours</b>	: 30

### 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.

### 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.

Topics and Learning Points

<b>UNIT 1: British Colonialism – Political Understanding</b>	<b>12</b>
1.1 Industrial Revolution and Colonialism	
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	
<b>UNIT 2: British Economic Policy and Political Thought</b>	<b>12</b>
2.1 British economic policy	
2.2 Dadabhai Naoroji's Economic Theory	
2.3 Comprehension of Mahatma Phule	
2.4 Chatusutri of Lokmanya Tilak	
<b>UNIT 3: Gandhism</b>	<b>12</b>
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	
<b>UNIT 4: Communism</b>	<b>12</b>
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	
<b>UNIT 5: Political thought and religion-social reformism</b>	<b>12</b>
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-GEN

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
CO 1	3			3	1		
CO 2				3			3
CO 3			3				3
CO 4				3			
CO 5					3	3	
CO 6				3		3	
CO 7	3						

## 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.

**CBCS Syllabus as per NEP 2020 for F.Y.B.A Political Science  
(2024 Pattern)**

<b>Name of the Programme</b>	: B.A. Political Science
<b>Programme Code</b>	: UAGG
<b>Class</b>	: F.Y.B.A.
<b>Semester</b>	: II
<b>Course Type</b>	: Open Elective (Theory)
<b>Course Code</b>	: POL-152-OE
<b>Course Title</b>	: Understanding Dr. Babasaheb Ambedkar
<b>No. of Credits</b>	: 02
<b>No. of Teaching Hours</b>	: 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.

**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.

**Topics and Learning Points**

	<b>Teaching Hours</b>
<b>UNIT 1: Intellectual and Socio-Political Background of Dr. Babasaheb Ambedkar's Thoughts</b>	
1.1 Intellectual Background of Dr. Babasaheb Ambedkar's Thoughts	<b>10</b>
1.2 Non-Brahman Movement to Depressed Classes Movement	
1.3 Analysis and treatment of caste system	
<b>UNIT 2: Political thoughts of Dr. Babasaheb Ambedkar</b>	<b>10</b>
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	
<b>UNIT 3: Dr. Babasaheb Ambedkar's approach to democracy</b>	<b>10</b>
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 Ideas 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, पिंपळापुरे 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-152-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
CO 1	3						
CO 2	3	3					
CO 3							
CO 4		3		3			
CO 5		3					3
CO 6					3		
CO 7			3				3
CO 8		3				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**

**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.

**CBCS Syllabus as per NEP 2020 for F.Y.B.A Political Science  
(2024 Pattern)**

<b>Name of the Programme</b>	: FYBA Political Science
<b>Programme Code</b>	: UAGG
<b>Class</b>	: FYBA
<b>Semester</b>	: II
<b>Course Type</b>	: Skill Enhancement Course (SEC) (Theory)
<b>Course Code</b>	: POL-153-SEC
<b>Course Title</b>	: Political Journalism in Indian
<b>No. of Credits</b>	: 02
<b>No. of Teaching Hours</b>	: 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**

<b>UNIT 1: Indian Political Process and Journalism</b>	<b>Teaching Hours</b>
1.1 Political parties and journalism	<b>10</b>
1.2 Indian Political Process and Structure of Journalism	
1.3 Elections and the media	
<b>UNIT 2: Mediation of politics</b>	<b>10</b>
2.1 Mediation concept	
2.2 Methods of political mediation	
2.3 Mediation of politics and the media	
<b>UNIT 3: Media and public opinion</b>	<b>10</b>
3.1 concept	
3.2 Methods of forming public opinion	
3.3 Means of forming public opinion	

**References:**

1. 1. Borhade Shekhar, 2019, India & USA's Strategic Dilemma in a Fractured World Order, Ahmednagar, Suvarnshilp Publications,.
2. 2. Carey Jams W & Cates A., 2004, Journalism, West Port, London, Laibraries Unlimited.
3. 3. Hacker, K and Van Djik J, 2000, Digital Democracy: Issues of Theory and Practice, Thousand Oaks, Sage
4. 4. Hague, B & Loader, B., 1999, Digital Democracy, Discourse and Decision Making in the Information Age, New York, Rutledge.
5. 5. Kamath M. V., 2002, Professional Journalism, New Delhi, Vikas Publishing House Pvt.Ltd..
6. 6. Sardesai Rajdeep, 2020, How Modi Won India, Noida, Harper Collins India.
7. 7. R. Ramkrishnan, 1994, Press & Politics in an Indian State, Hyderabad, Delta Publishing House.
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. & Friedenbug 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-153-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							
CO 2	3							
CO 3	3			3				3
CO 4		3		3	3		3	
CO 5					3			
CO 6			3			3		
CO 7							3	
CO 8			3					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.