

**SKR Govt. Degree College, GUDUR**  
**DEPARTMENT OF POLITICAL SCIENCE**

To empower the youth, especially belonging to the marginalized sections of society, through quality education, so as to make them good human beings and responsible citizens, besides enabling them to meet the challenges of the contemporary knowledge-society.

**Mission**

- Expose the students especially the under-privileged ones to variety of activities, academic and extra-academic, aimed at their overall development.
- Inculcate philanthropic values amongst students and motivate them towards community services.
- Kindle the entrepreneurial spirit in students.
- Inspire the young minds to develop the habits of critical thinking for achieving creative excellence.

**Learning Outcome of Political Science**

Programme Outcome:

Political Science major course has a significant thrust on Indian Constitution, Indian Politics and Government, Public Administration and International Relations. It also requires students to study the constitutions of world. The course includes Sociology, Women and Indian Political Thinkers and Human Rights.

Programme Specific Outcome:

The course familiarizes students with different approaches to the study of politics and orients them on contemporary political problems and behaviour thus enabling them to formulate a general idea on political phenomena. It also helps them to comprehend the basic structure and processes of government systems.

Course Outcome:

The course prepares students for pursuing higher education in Political Science. It orients the students towards National and State level competitive examinations like APPSC, UPSC, SSC, RRB, IBPS etc. Many students also pursue courses in Law.

| Sem ester | Course Code & Title of the Paper | Topics                                | Course Learning Objectives                                                                       | Course LearningOutcomes                                                               |
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| I         | 1-1-114R Paper                   | 1.Explanator y frameworks of Politics | ❖ To understand the nature and scope of Political Theory.<br>❖ To understand the significance of | ❖ 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"> <li>❖ To acquaint with the theories, approaches, concepts and Principles of Political Theory.</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>❖ The Student identifies the significance of Political Science.</li> <li>❖ The student can classify Classical and Modern Approaches of the Political Science.</li> </ul>                                                     |
|  |  | 2. State                  | <ul style="list-style-type: none"> <li>❖ To know the Modern State Characteristics, Evolution.</li> <li>❖ To understand the Individualism, socialistic theories and welfare state.</li> </ul>                                                          | <ul style="list-style-type: none"> <li>❖ Student can recognize the State Characteristics and Spot the evolution of the State.</li> <li>❖ Student could differentiate the importance of all the theories like Individualism, Socialism and Welfare state.</li> </ul> |
|  |  | 3. Nation and Nationalism | <ul style="list-style-type: none"> <li>❖ To understand the concept of State, Nation and Nationalism</li> <li>❖ To understand the elements and factors to form Nationality, Nation and State and differences between Nation and Nationality</li> </ul> | <ul style="list-style-type: none"> <li>❖ Student could compare the nation and nationality and nationalism</li> <li>❖ Traced out the factors the role of the nationality, nation and nationalism in origin of the modern state</li> </ul>                            |
|  |  | 4. Rights and Citizenship | <ul style="list-style-type: none"> <li>❖ To appreciate the evolution of rights play a role in the evolution of the betterment of civilized life.</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>❖ The student can identify how the Rights brought drastic changes in lifestyle of the human being,</li> </ul>                                                                                                                |

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

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|  |  |                                                          | government institutions<br>❖                                                              |                                                                                                                                                                                                                                              |
|  |  | 2. Territorial Division of Authority of the modern State | ❖ To understand the forms of government in various countries and their working pattern.   | ❖ Students could compare the world countries on the basis of territorial division of authority.                                                                                                                                              |
|  |  | 3. Institutional forms of the Modern State.              | ❖ To know the basic features and types of the Democracy.                                  | ❖ Students identify the features of democracy and appreciate the greatness of democracy among all forms of governments.                                                                                                                      |
|  |  | 4.                                                       | ❖ To analyze the meaning of organs of government and the theory of separation of powers.  | ❖ 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                                             | ❖ To know the Judiciary powers and functions.<br>❖ Appreciates the role of the Judiciary. | ❖ Students identify the role of the Judiciary in everyday life.<br>❖ Students be familiar with Judicial review and Judicial Activism,<br>❖ Appreciated how it prevents the tyranny of the executive and protecting the rights of the people. |

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| III | 1-3-114<br>Indian Constitution | 1. Making of the Constitution                           | <ul style="list-style-type: none"> <li>❖ To understand the evolution of the Indian constitution.</li> <li>❖ To understand the impact of the legacy of the Indian Freedom Movement on Indian Constituent Assembly.</li> </ul> | <ul style="list-style-type: none"> <li>❖ The students find out the origin and evolution of the Indian Constitution.</li> <li>❖ The student can identify the legacy of the freedom movement and its impact on the making of the Indian Constitution.</li> </ul> |
|     |                                | 2. Philosophical foundations of the Indian Constitution | <ul style="list-style-type: none"> <li>❖ To understand the philosophy of Indian Constitution.</li> <li>❖ To know the salient features of the Indian Constitution</li> </ul>                                                  | <ul style="list-style-type: none"> <li>❖ The students appreciated the Preamble and its importance.</li> <li>❖ The students recognised the Salient features which are incorporated in Indian Constitution.</li> </ul>                                           |
|     |                                | 3. Fundamental Rights and Directive Principles          | <ul style="list-style-type: none"> <li>❖ To appreciate the fundamental rights, limitations on the fundamental rights, fundamental duties, The directive principles of State Policy.</li> </ul>                               | <ul style="list-style-type: none"> <li>❖ 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.</li> </ul>     |
|     |                                | 4. Indian Federalism                                    | <ul style="list-style-type: none"> <li>❖ To understand the Unitary and Federal features in Indian constitution.</li> <li>❖ To understand the Union-State relations in India.</li> </ul>                                      | 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>                                      |
|    |                                         | Social Revolution in India and Role of Higher judiciary in India. | <ul style="list-style-type: none"> <li>❖ To know the role of the higher judiciary in India.</li> </ul>                                                                                              | <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<br><br>Indian Political Process | 1. Introduction to Indian Political Process                       | <ul style="list-style-type: none"> <li>❖ To understand the evolution of the Party system in India, differences between National Parties and Regional Parties.</li> <li>❖</li> <li>❖</li> </ul>      | <ul style="list-style-type: none"> <li>❖ The Student trace out the Origin and Evolution of the Political parties in India.</li> <li>❖ The student can differentiate the national and Regional political Parties.</li> </ul>         |
|    |                                         | 2. Electoral Process in India                                     | <ul style="list-style-type: none"> <li>❖ To know the Evolution of One party system dominance to multi-party coalition system.</li> <li>❖ To know the determinants of voting behaviour in</li> </ul> | <ul style="list-style-type: none"> <li>❖ The Student can point out Indian Political system has been transformed from one party system to multi party coalition system.</li> <li>❖ The student identify</li> </ul>                   |

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

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|   |                                     |                                                                   | Indian politics.                                                                                                                                                                                                   | <p>electoral reforms which are needed.</p> <ul style="list-style-type: none"> <li>❖ They knew the low representation of women in Indian politics, and understood the importance of women representation in Indian politics.</li> </ul>                                                                                                                                |
| V | 1-5-129<br>Indian Political Thought | 1. Tradition<br>s of<br>Ancient<br>Indian<br>Political<br>Thought | <ul style="list-style-type: none"> <li>❖ To demonstrate knowledge of key thinkers in Ancient India and Characteristics.</li> <li>❖ To know the genesis and characteristics of Indian political thought.</li> </ul> | <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<br>Thought                                        | <ul style="list-style-type: none"> <li>❖ To know the ideas of Social reformers Raja Ramamohan Roy and Pandit Ramabai.</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ The student understood the first faminist in India was the Pandit Ramabai and her efforts to women empowerment.</li> </ul> |
|   |                                     | 3. Early                                                          | <ul style="list-style-type: none"> <li>❖ To appreciate the</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>❖ The Student</li> </ul>                                                                                                                                                                                                                                                                                                       |



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|    |         | Nationalism                  | efforts of early nationalists<br>Dadabhai Naoroji and M.G.Ranade                                                                                                                                                  | <p>understood as the British government exploitation policies and Dadabhai efforts to bring consciousness among the public.</p> <ul style="list-style-type: none"> <li>❖ The student understood the M.G.Ranade was the great economist, social reformer, great nationalist, jurist.</li> </ul>                                                                                            |
|    |         | 4. Religious Nationalism     | <ul style="list-style-type: none"> <li>❖ To understand the anguish of religious nationalism of V.D.Savarkar and Mohammed Iqbal.</li> </ul>                                                                        | 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 | <ul style="list-style-type: none"> <li>❖ 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.</li> </ul> | <ul style="list-style-type: none"> <li>❖ The student can compare the policies of moderators, extremists and Gandhian era of nationalism.</li> <li>❖ The student give reasons to the casteism in India. The student trace out the efforts of Ambedkar to annihilation of Caste system.</li> <li>❖ The student can identify the role of the M.N.Roy in Indian National Movement.</li> </ul> |
| VI | 1-5-130 | Classical                    | <ul style="list-style-type: none"> <li>❖ To acquire</li> </ul>                                                                                                                                                    | 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"> <li>❖ To appreciate the Political views of Plato and Aristotle.</li> <li>❖</li> </ul> | <p>identify the systematic effort of the Modern Greek political thinkers like Plato, Aristotle etc.</p>                                                                                                                                |
|     |                           | <ul style="list-style-type: none"> <li>❖ Early Medieval to the Beginning of Modern Thought.</li> </ul> | <ul style="list-style-type: none"> <li>❖ To know the Political ideas of St. Augustine.</li> <li>❖ To understand the Machiavelli contributions and Hobbes to political thought.</li> </ul>                   | <p>The Student can differentiate the Augustine religious political views and Machiavelli secular political views.</p>                                                                                                                  |
|     |                           | <ul style="list-style-type: none"> <li>❖ Liberal Thought</li> </ul>                                    | <ul style="list-style-type: none"> <li>❖ To compare the political views of John Locke and Rousseau.</li> <li>❖ To appreciate</li> <li>❖ To know the Hobbes</li> </ul>                                       |                                                                                                                                                                                                                                        |
|     |                           |                                                                                                        |                                                                                                                                                                                                             |                                                                                                                                                                                                                                        |
| VII | 1-6-114                   | 1. Principles of Public Administration                                                                 | <ul style="list-style-type: none"> <li>❖ To understand the nature and scope of Public Administration</li> <li>❖ To trace out the difference between Public and Private Administration</li> <li>❖</li> </ul> | <ul style="list-style-type: none"> <li>❖ The student can differentiate between political science and public administration.</li> <li>❖ The student can compare and differentiate between public and private administration.</li> </ul> |
|     |                           | 2. Administrative Theories                                                                             | <ul style="list-style-type: none"> <li>❖ To appreciate the Administrative Theories.</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>❖ The student knew the Classical theory of Henry Fayol as it is the first theory in management, and</li> </ul>                                                                                  |

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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"> <li>❖ To know the structure of organization like Hierarchy, Span of control, Unity of command.</li> </ul>                                                                                              | 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"> <li>❖ To understand the types and functions of the Chief executive.</li> <li>❖ To know the classification of the departmentalization.</li> <li>❖ To understand the Line and Staff Agencies.</li> </ul> | <ul style="list-style-type: none"> <li>❖ The student can segregate the functions of the chief executive.</li> <li>❖ The student can classify the different departments in the government.</li> <li>❖ The student can compare and differentiate the Line and Staff Agencies.</li> </ul> |
|  |  | 5. Theories of motivation     | <ul style="list-style-type: none"> <li>❖ To know the importance of motivation.</li> <li>❖ To understand the classification of needs.</li> <li>❖ To understand the X theory and Y theory.</li> </ul>                                       | <ul style="list-style-type: none"> <li>❖ The student can identify different types of motivation.</li> <li>❖ The student can classify the needs and hierarchical order.</li> <li>❖ The student can compare and differentiate between X theory and Y theory.</li> </ul>                  |

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| 8 | Paper VIII<br>(C-1)<br>International<br>Relations  | 1. Basic<br>concepts<br>of<br>International<br>Relations           |  |  |
|   |                                                    | 2. Approaches to<br>the study<br>of<br>International<br>Relations  |  |  |
|   |                                                    | 3. Phases<br>of<br>International<br>Relations<br>(<br>1914-45)     |  |  |
|   |                                                    | 4. Phases<br>of<br>International<br>Relations<br>(1945<br>onwards) |  |  |
|   |                                                    | 5. International<br>organisation                                   |  |  |
| 9 | Paper VIII<br>(C-2)<br>Indian<br>Foreign<br>Policy |                                                                    |  |  |
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| 10 | Paper VIII<br>(C-3)<br>Contempo<br>rary<br>Global<br>Issues |  |  |  |
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