

SEMESTER – VI
COMPARATIVE PUBLIC ADMINISTRATION

1. Course Description

Programme : BA

Max. Hours : 75

Course Code : U20/PUB/DSC/602

Hours per week : 5

Course Type : DSC

Max. Marks : 100

No. of credits : 5

2. Course Objectives:

1. Understand the basic concepts of comparative public administration.
2. To examine models and systems of comparative public administration.

3. Course Outcomes

On completion of the course the student will be able to:

CO 1: Understand the concept, nature, scope and growth of comparative public administration. (Understand)

CO 2: Understand the structural and functional features of developing and developed nations. (Understand)

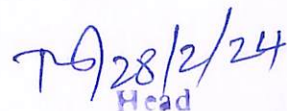
CO 3: Outline contributions of F.W. Riggs, Ferrel Heady & Dwight Waldo in the field of Comparative Public Administration. (Understand)

CO 4: Understand the features of administrative systems in the UK, USA and China. (Understand)

CO 5: Understand the emerging trends in Comparative Public Administration. (Evaluate)



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4. Course Content**Module I – Introduction to Comparative Public Administration 15 HOURS**

- a. Comparative Public Administration (CPA): Meaning, nature, scope and significance.
- b. Approaches to CPA: Ecological, structural-functional and behavioral.
- c. CPA - Environment of Administration (Social, cultural, economic and political)

Module II – Administration in Developing and Developed Nations. 15 HOURS

- a. Developing and developed countries: Structural and Functional features.
- b. Bureaucracy and comparative analysis.
- c. Comparative criminal judicial system.

Module III – Contribution of Riggs, Heady and Dwight Waldo to CPA 15 HOURS

- a. Contribution of FW Riggs in CPA : Prismatic Model and Sala Model.
- b. Contribution of Ferrel Heady in CPA: Administration in Less Developed Countries, Common Administrative Patterns, Administration in more developed countries
- c. CPA: Prologue, performance, problems and promise (Dwight Waldo)

Module IV – Administrative systems in UK, USA and China 15 HOURS

- a. Administrative system in the United Kingdom.
- b. Administrative System in the USA.
- c. Administrative law in China.
- d. Comparative public administration in a globalizing world.

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Module V – Emerging Trends in Comparative Public Administration**15 HOURS**

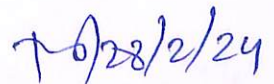
- a. Citizens & Administration: A comparative study of various mechanisms for Redressal of citizens' grievances in U.K., U.S.A & France.
- b. International systems: International Monetary Fund (IMF), International Bank for Reconstruction and Development (IBRD), World Trade Organization (WTO), World Bank.
- c. International Agencies: United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations International Children's Emergency Fund (UNICEF), International Labour Organization (ILO), World Health Organization (WHO).

5. Reference Books:

- A. Avasthi and S. R. Maheshwari, Public Administration, Agra: Lakshmi Narain Agarwal, 2014.
- D. R. Sachdeva and Meena Sogani, Public Administration: Concepts and Application, New Delhi: Associated Publishing House, 1990.
- I. P. Massey, Administrative Law, Lucknow: Eastern Book Publishers, 2000.
- J. A. G. Griffith, eds., From Policy to Administration, Great Britain: Aldine Press, 1976.
- M. P, Sharma and B. L. Sadana, Public Administration in Theory and Practice, Allahabad: Kitab Mahal, 2000.
- Om Prie Srivastava, Public Administration and Management: The Broadening Horizons, Bombay: Himalaya Publishing House, 1991.
- Rumki Basu, Public Administration: Concepts and Theories, New Delhi: Sterling, 1990.
- VishnooBhagwaan and Vidya Bhushan, Public Administration, New Delhi: S. Chands Company, 1961.



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6. Syllabus Focus

a) Relevance to Local, regional, National and Global Development Needs

Local / Regional / National/ Global Development Needs (Mention any ONE at a time)	Relevance (Describe how the course addresses the need) Maximum 15 words
Global	The students develop a comparative comprehension on global administrative system facilitating cross-cultural understanding and collaboration towards global advancement.

b) Components on Skill Development / Entrepreneurship Development/ Employability

SD/ED/EMP (Mention any ONE of the above at a time)	Syllabus Content (Mention Module part content applicable)	Description of Activity (Activity that will be conducted in class to support the focus of SD/ED/EMP in the syllabus content)
SD	Module 1	Assignment
SD	Module 2	Assignment

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning
4.	Club Activities	Participative Learning

End

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8. Course Assessment Plan

e) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)	
CO1	} CIA-1	End Semester examination	
CO2			
CO3	} CIA-2 Presentation		
CO4			CIA-2 Quiz, Written Test, Assignment
CO5			

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b) Model Question Paper – End Semester Exam

COMPARATIVE PUBLIC ADMINISTRATION

Course Code: U24/PUB/DSC/602

Credits: 5

Max Marks: 60

Time: 2 Hrs

SECTION A – INTERNAL CHOICE				5 Q X 10 M = 50 M	
ANSWER ANY ONE QUESTION FROM EACH MODULE					
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)	
1	Module 1	Explain the nature and scope of Comparative Public Administration (CPA).	CO 1	BL 2	
2	Module 1	Describe ecological and structural-functional approaches to CPA in India in detail.	CO 1	BL 2	
3	Module 2	Outline the structural and functional features in developed countries.	CO 2	BL 2	
4	Module 2	How would you summarize the functioning of the comparative criminal judicial system?	CO 2	BL 2	
5	Module 3	Write an essay on the contributions of FW Riggs in CPA.	CO 3	BL 2	
6	Module 3	Describe Dwight Waldo's role in Comparative Public Administration (CPA).	CO 3	BL 2	
7	Module 4	Write an essay on the judicial system in India.	CO 4	BL 2	
8	Module 4	Describe the scope and forms of judicial control over administration.	CO 4	BL 2	
9	Module 5	Explain the concept and origin of the ombudsman.	CO 5	BL 2	
10	Module 5	The Central Vigilance Commission is a watchdog in controlling corruption. Explain.	CO 5	BL 2	

SECTION B				5 Q X 2 M = 10 M	
ANSWER ANY FIVE QUESTIONS					
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)	
11	Module 1	Administrative law.	CO 1	BL 1	
12	Module 2	Judicial review.	CO 2	BL 1	
13	Module 3	Administrative adjudication.	CO 3	BL 1	
14	Module 4	Public Interest Litigation (PIL).	CO 4	BL 1	
15	Module 5	Lokpal.	CO 5	BL 1	
16	Any Module	Nyaya Panchayat	Relevant CO	BL 1	
17	Any Module	Judicial writs	Relevant CO	BL 1	

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SEMESTER - VI

CONTEMPORARY POLITICAL THEORY

1. Course Description

Programme: **B.A**
Course Code: **U24/POL/DSE/602**
Course Type: **DSE**
No. of credits: **5**

Max. Hours: **75**
Hours per week: **5**
Max. Marks: **100**

2. Course Objectives

- To introduce the students to the political ideas of the prominent contemporary thinkers.
- To enable to understand the influence of the contemporary political ideas on the current political trends at the national and global levels.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Identify the contemporary liberal thinkers. **(Understand)**

CO2: Distinguish the ideas of Neo-Marxist thinkers. **(Analyze)**

CO3: Examine the theories of feminist thinkers of the contemporary times. **(Analyze)**

CO4: Critique the current trends in the multicultural countries.
(Evaluate)

CO5: Judge the impact of Communitarian ideas on the contemporary movements for group rights. **(Evaluate)**

4. Course Content**MODULE I: Liberal Theory (15 Hours)**

1. Isaiah Berlin -Two Concepts of Liberty
2. John Rawls – Theory of Justice
3. Robert Nozick - Libertarianism

MODULE II: Neo-Marxist Theory (15 Hours)

1. Antonio Gramsci – Hegemony and Civil Society.
2. Theodor Adorno – Critical Theory.

MODULE III: Feminist Theory (15 Hours)

1. Simone de Beauvoir – ‘Second Sex’
2. Betty Friedan – ‘The Feminine Mystique’
3. Vandana Shiva – Eco-Feminism

MODULE IV: Multiculturalism (15 Hours)

1. Bhikhu Parekh – Cultural Diversity
2. Will Kymlicka – Multicultural Citizenship

MODULE V: Communitarianism (15 Hours)

1. Michael Walzer – Critique of the ‘Unencumbered Self’
2. CHARLES TAYLOR– ‘POLITICS OF RECOGNITION’

5. References

1. Farrelly Collin Patrick, Contemporary Political Theory – A Reader, Sage, New Delhi, 2004.
2. Farrelly Colin, An Introduction to Contemporary Political Theory, Sage, 2004.
3. Ian Shapro, Contemporary Political Theory, Cambridge University Press, Cambridge, 1977.
4. Sen Amartya, The Idea of Justice, Penguin Books, London, 2009.
5. Misra Krishnakanth, Contemporary Political Theory, Pragati Publication, New Delhi, 1983.
6. Haywood Andrew, Political Theory - An Introduction, Palgrave Publisher, New York, 2015.

6. Syllabus Focus**a) Relevance to Local , Regional , National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
National	The course reflects on the contemporary political ideas that express the pressing socio-political issues of the country.
Global	The course throws light on the contemporary social, political, economic and cultural issues in the global society.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Module III	Group Discussion
Skill Development	Module IV	Class Assignments
Skill Development	Module V	Class Assignments

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning

8. Course Assessment Plan**a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 Written Exam	Written Exam
CO2	CIA 1 Skill Test	
CO3	CIA 2 Assignment	

b) Model Question Paper- End Semester Exam

ST. FRANCIS COLLEGE FOR WOMEN, BEGUMPET

(An Autonomous College of Osmania University)
Faculty of ARTS – Department of Political Science
DISCIPLINE SPECIFIC ELECTIVE

Course Code: U20/POL/DSE/602

Max.Marks:60

Credits: 5

Time: 2Hrs

SECTION - A

Answer the Following:

5 x 10 = 50 M

1. Write an essay on Isaiah Berlin's two concepts of liberty.

OR

2. Critically analyze Rawls 'theory of justice'.

3. Critically discuss the relevance of the concept of hegemony in the current global political scenario.

OR

4. Elaborate Adorno's Critical Theory.

5. Reflect on the feminist perspective expressed in 'Second Sex'.

OR

6. Evaluate the concept of Eco-feminism

7. Describe Parekh's views on cultural diversity.

OR

8. Analyze Kymlicka's theory of Multicultural Citizenship.

9. Reflect on Charles Taylor's argument about the politics of recognition.

OR

10. Elaborate Walzer's critique of the 'Unencumbered Self'.

SECTION - B

III. Answer any All the Questions:

5 x 2 = 10 M


11. Civil Society
12. Libertarianism
13. Civil Society
14. Simone de Beauvoir
15. Feminine Mystique
16. Multiculturalism
17. Communitarianism

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1.	15	1	2	10	1	2
2.	15	2	2	10	1	2
3.	15	3	2	10	1	2
4.	15	4	2	10	1	2
5.	15	5	2	10	1	2

9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1	Understand	15
2	2	Analyze	15
3	3	Analyze	15
4	3	Evaluate	15
5	4	Evaluate	15


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SEMESTER - VI

ECONOMICS OF EDUCATION AND HEALTH (SEC-4)

1. Course Description

Programme:	BA	Max. Hours:	30
Course Code:	U24/ECO/SEC/601	Hours per week:	2
Course Type:	SEC	Max. Marks:	50
No. of credits:	2		

2. Course Objectives

1. Provide an understanding of the role of health economics in health care decision making.
2. Introduce and explain various concepts and dimensions of decision making in the health sector and health care management.
3. Apply various evaluation techniques to analyse the health outcomes.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Understand the working of the Education sector and Policies related to it

CO2: Understand the working of Health sector and the policies related to it.

4. Course Content

MODULE I: INTRODUCTION TO HUMAN RESOURCE DEVELOPMENT 15HRS

1. Introduction to Human Capital, meaning and Forms
2. Importance and Role of Human Resource Development
3. Education in India and development of Human Recourse
4. Education Policy in India

MODULE II: HEALTH ECONOMICS 15 HRS

1. Demand and Supply in Health care
2. Cost of Health care
3. Health care service markets
4. National Health Policy
5. Health protection schemes

5. References

7. S. K .Misra&V.K.Puri, *Indian Economy*, Himalaya publishing house
8. Dutt&Sundaram, *Indian Economy*, S Chand publishing house
9. P K Dhar, *Indian economy*, Kalyani Publishers
10. R K Mishra and V K Puri, *Indian economy its development and experience*, Himalaya publishing house
11. A N Agarwal, *Indian economy*, Sterling Publisher
12. .N.K. Anand & Shikha Goel , "Health Economics" AITBS Publishers , India
13. Dr.TusharR.Hathi "Health Economics ,vista Publisher,India.

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6.Syllabus Focus

a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	The students learn about the Health and Education and its and the policies in India

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
EMP	Module I	Case Study
SD	Module 2	Presentation

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Case studies	Problem Solving
3.	Group Discussion	Participative Learning

8. Course Assessment Plan

a) Weight age of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	Case study	Written Exam
CO2	Presentations	

b) Model Question Paper- End Semester Exam

HEALTH AND EDUCATION

SECTION A - INTERNAL CHOICE			5 Q X 6 M = 30 M	
Question Number	Question	Question	CO	BTL(Blooms Taxonomy Level)
1	Module 1	What is meant by Human Resource and explain its forms	CO 1	BL 2
2	Module 1	Explain the role of Human resource in Development	CO 1	BL 2
3	Module 1	Write about the Education Policy in India	CO 1	BL 2
4	Module 2	Explain the demand and supply of Health care	CO 1	BL 2
5	Module 2	Explain about the Health protection schemes	CO 2	BL 2
6	Module 2	Write about the National Health Policy	CO 2	BL 2
7	Module 2	Explain the cost of Health care in India	CO 2	BL 2

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GOVERNANCE AND E-GOVERNANCE

1. Course Description

Programme : BA

Course Code: U20/PUB/DSE/601

Course Type: DSC

No. of credits: 5

Max. Hours: 75

Hours per week: 5

Max. Marks: 100

2. Course Objectives:

To develop an insight into governance and e-governance strategies and models adopted in public administration

To provide knowledge on governance and e-governance initiatives

3. Course Outcomes:

On completion of the course the student should be able to

CO1: Understand the concept, types and models of Governance. (Understand)

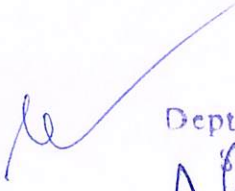
CO2: Understand the concept, types and models of E- Governance. (Understand)

CO3: Understand the changing nature of the state in the context of Governance and E-Governance. (Apply)

CO4: Interpret the acts and programmes on governance through ICT intervention. (Understand)

CO5: Assess the various techniques of governance for empowered citizens. (Evaluate)


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4. Course Content**Module I - Introduction to Governance****15 HOURS**

- a. Governance - Meaning, definition, concepts, elements and barriers.
- b. Types of Governance.
- c. Good Governance Concepts and Applications.

Module II – Introduction to E-Governance**15 HOURS**

- a. E- Governance - Meaning, definition, concepts, significance and barriers
- b. Models of E-Governance.
- c. Types of E-Governance

Module III –State & Governance**15 HOURS**

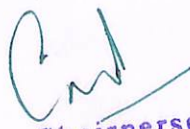
- a. Changing role of state in the context of Governance.
- b. Ethics & Governance.
- c. Government, Governance and E-Governance- Difference between Government & Governance, the difference between Governance. and E-Governance

Module IV – Acts & Programmes**15 HOURS**

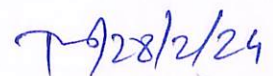
- a. IT Act 2000 & IT Act 2008.
- b. Right To Information Act 2005
- c. National E-Governance Plan 2006

Module V-Citizens, Governance & E-governance**15 HOURS**

- a. Transparency & Accountability
- b. Citizens Charter
- c. Citizen Governance Model



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5. Reference Books:

1. Baghel C.L Yogendra Kumar, *Good Governance - Concept and Approaches*, Kanishka Publishers, New Delhi, 1997.
2. Balachandran V, Chandrashekaram V, *Corporate Governance, Ethics and Social Responsibility*, PHI Learning Private Ltd, Delhi, 2013.
3. Barhwal C.P, *Good Governance in India*, Deep & Deep Publications, 1997.
4. Bidyut Chakrabarty, *Reinventing Public Administration – The Indian Experience*, Orient Longman Pvt Ltd, 2007.
5. Bidyut Chakrabarty, Prakash Chand, *Public Policy- Concept, Theory and Practice*, Sage Publications, 2016.
6. Ferrel Heady, *Public Administration – A Comparative Perspective*, Markel Dekker, 197
7. Goel S.L, *Right to Information & Good Governance*, Deep & Deep Publications, 2007.
8. Hoshiar Singh, *Expanding Horizons of Public Administration*, Aalekh Publishers, Jaipur, 2005.
9. Janak Singh Meena, *Administrative Reforms and Good Governance*, Aavishkar Publications, Jaipur, 2016.
10. Karthikeyan M, 2019, *Governance in India*, Pearson India Education Services Pvt Ltd, 2019.

6. Syllabus Focus**a) Relevance to Local, regional, National and Global Development Needs**

Local / Regional / National/ Global Development Needs (Mention any ONE at a time)	Relevance (Describe how the course addresses the need) Maximum 15 words
National	The course provides the students with an in-depth understanding of the tenants of governance and e-governance

b) Components on Skill Development / Entrepreneurship Development/ Employability

SD/ED/EMP (Mention any ONE of the above at a time)	Syllabus Content (Mention Module part content applicable)	Description of Activity (Activity that will be conducted in class to support the focus of SD/ED/EMP in the syllabus content)
SD	Module 5	Presentation
SD	Module 4	Presentation

7. Pedagogy

S. No	Student Centric Methods Adopted	Type/Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning
4.	Club Activities	Participative Learning

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)	
CO1	} CIA-1	End Semester examination	
CO2			} CIA-1
CO3	} CIA-2 Presentation		
CO4			} CIA-2 Quiz, Written Test, Assignment
CO5			

Ans

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b) Model Question Paper – End Semester Exam

GOVERNANCE AND E-GOVERNANCE

MODEL QUESTION PAPER

Course Code: U24/PUB/DSC/602
Credits: 5

Max Marks: 60
Time: 2 Hrs

SECTION A				
ANSWER ANY ONE QUESTION FROM EACH MODULE				5 Q X 10 M = 50 M
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
1	Module 1	Explain the concept of Governance, its elements and its relevance in public administration.	CO 1	BL2
2	Module 1	Illustrate Good Governance Initiatives for Citizen Centric Administration.	CO 1	BL2
3	Module 2	Describe the significance and barriers of E-Governance.	CO 2	BL2
4	Module 2	Differentiate between the types of E-Governance with its significance	CO 2	BL2
5	Module 3	How would you explain the changing role of the state in the context of Governance.	CO 3	BL4
6	Module 3	Explain the importance of ethics in Governance.	CO 3	BL4
7	Module 4	Mentions important features of IT Act 2000 and IT Act 2008.	CO 4	BL2
8	Module 4	Describe the role of NEGP 2006 in facilitating E-Governance.	CO 4	BL2
9	Module 5	What is the relationship between transparency and accountability in Good Governance.	CO 5	BL5
10	Module 5	What are the important tools and advantages of the Citizens Charter.	CO 5	BL5

SECTION B				
ANSWER ANY FIVE QUESTIONS				5 Q X 2 M = 10 M
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
11	Module 1	Barriers of Governance.	CO 1	BL 1
12	Module 2	Definition of E-Governance	CO 2	BL 1
13	Module 3	Difference between governance & government.	CO 3	BL 1
14	Module 4	Features of RTI	CO 4	BL 1
15	Module 5	Stages of Participation	CO 5	BL 1
16	Any Module	Advantages of Citizens Charter	Relevant CO	BL 1
17	Any Module	Significance of NeGP	Relevant CO	BL 1

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SEMESTER - VI

HISTORY OF ECONOMIC THOUGHT

1. Course Description

Programme: B.A

Course Code: U24/ECO/DSE/602

Course Type: DSE

No. of credits:4

Max. Hours: 60

Hours per week:4

Max. Marks:100

2. Course Objectives

- To Orient about of different school of Economic thoughts
- To focus on the Evolution of Indian School of Economic Thought.

3. Course Outcome :

CO1 :To provide a survey of Economic Theories

CO2: To Give Opportunity to learners to study and analysis economics Ideas

CO3 : To enable understanding of Major contributions to Economics

CO4: To understand Indian school of Economic Thought.

Course Content:**MODULE I: Genesis of Economics and Early Schools of Thought – 15 Hours**

1. Introduction to History of Economic Thought.
2. Mercantilism – Traders and trade policy, surplus, role of government
3. Physiocracy – Agriculture, land and surplus, taxation
4. Economic Ideas of Aristotle and Plateau

MODULE II: Classical School of thought 15 Hours


1. Adam Smith – Wealth of nations, Division of labour & specialization, Theory of Invisible hand and Self-interest.
2. David Ricardo – Theory of distribution & Diminishing returns.
3. R.T. Malthus – Population theory
4. J.B. Say - law of market
5. J.S. Mill – reciprocal demand

MODULE III: Socialist , Marxian and Keynes School of thought 15 Hours

1. Marxian Political Economy: stages of development
2. Theory of surplus value
3. Theory of capitalist crisis
4. Keynesian concept of Welfare State
5. Post-Keynesian developments – monetarism, rational expectation school.

MODULE IV: Indian Economic Thought 15 Hours

1. Kautilya – Role of state, Taxation, Foreign trade, Good governance.
2. D.B. Naoroji – Economic nationalism, Brain drain, Poverty.
3. B.R Ambedkar – Caste system in India & Division of Labourers, Golden path of development – Balance between Public and Private sectors.
4. M.K. Gandhi – Environmentalism, Self-reliance, Distinction between ‘Standard of living’ and ‘Standard of life’, Rural development


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5. Reference :

1. Haney ,Louise H ,*History of economic Thought* , the Macmillan Company , New York
2. Eric Roll ,*History of Economic thought* , Faber & Faber; 5 Rev Sub edition ,1992
3. AK Das Gupta, Indian Economic Thought, Deep& deep Publications Pvt. Ltd, New Delhi, 2006
4. Brue SL and RR Grant, *The evolution of Economic thought* , Dryden Pr; 5th edition,2007
5. Bhatia H.L,*History of Economic Thought*,,VikasPublishilg House .2010
6. Ganguly B.N. – Indian Economic Thought, Tata McGraw-Hill Publishing, New Delhi, 1978

6.Syllabus Focus

a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Global	To Understand theoretical frame work of the Global Economic development Need .

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Module III and IV	Presentations

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning

8. Course Assessment Plan**a) Weight age of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA-1	End Semester examination
CO2	CIA-1	
CO3	CIA-2 Presentation	
CO4	CIA-2 Assignment	

b) Model Question Paper- End Semester Exam

SECTION A - INTERNAL CHOICE			4 Q X 10 M = 40 M	
Question Number	Question	Question	CO	BTL(Blooms Taxonomy Level)
1	Module 1	Explain Economic Ideas of Aristotle	CO 1	BL 2
2	Module 1	Illustrate with an Physiocracy – land development	CO 1	BL 2
3	Module 2	Explain Ricardian theory of Distribution.	CO 2	BL 4
4	Module 2	Analyze Malthus – Population theory	CO 2	BL 4
5	Module 3	Explain Theory of capitalist crisis	CO 3	BL 2
6	Module 3	Explain Theory of surplus value	CO 3	BL 2
7	Module 4	Explain D.B. Naoroji – Drain Theory	CO 5	BL 2
8	Module 4	Write about economic ideas of Dr. Ambedkar	CO 5	BL 2
SECTION B - ANSWER ANY 4 OUT OF 6			4Q X 5M = 20 M	
9	Module 1	Write about Ideas of Mercantilists	CO 1	BL 1
10	Module 2	J.B. Say - law of market	CO 2	BL 1
11	Module 3	Write Important ideas Veblen, and A.C. Pigou,	CO 3	BL 1
12	Module 4	Keynesian concept of Welfare State	CO 4	BL 1
13	Any Module	Difference between classical and neo-classical approach.	CO 2	BL 1
14	Any Module	Importance contributions of Adam Smith	CO 1	BL 1

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DEPARTMENT OF ECONOMICS, ST. FRANCIS COLLEGE FOR WOMEN, HYDERABAD

SEMESTER - VI**INDIAN POLITICAL THOUGHT****1. Course Description**

Programme: B.A

Course Code: U24/POL/DSE/601

Course Type: DSC

No. of credits: 5

Max. Hours: 75

Hours per week: 5

Max. Marks: 100

2. Course Objectives

- To introduce the students to the Indian political thought from the ancient to the modern times.
- To familiarize them with various political ideas in the Indian context.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Gain an understanding of the basic prominent political ideas of ancient India.
(Understand)

CO2: They will understand the political ideas of thinkers from Medieval India. (Understand)

CO3: Relate the Indian national thought to the contemporary trends of nationalism in India.
(Analyze)

CO4: Critically analyze and also compare the reformist ideas of Gandhi and Ambedkar.
(Evaluate)

CO5: Critically evaluate the ideas of the Indian Socialist thinkers. (Evaluate)

4. Course Content**MODULE I: Ancient Indian Thought (15 Hours)**

1. Dharma, Rajdharma and Danda.
2. Kautilya – Saptanga Theory and Mandala Theory.
3. Buddha – Dhamma and Sangha.

MODULE II: Medieval Indian Thought (15 Hours)

1. Basava – Anubhava Mantapa
2. Ziauddin Barani – Theory of Kingship (Ideal Sultan); Ideal Polity

MODULE III: Indian Nationalist Thought (15 Hours)

1. Rabindranath Tagore – ‘Nationalism’
2. Muhammed Iqbal – Islam and Nationalism
3. V.D.Savarkar – Hindu Nationalism

MODULE IV: Reformist Thought (15 Hours)

3. M.K. Gandhi – Ahimsa, Satyagrah and Trusteeship
4. B.R. Ambedkar – ‘Annihilation of Caste’
5. Jyothi Rao Phule – Satyashodhak Samaj

MODULE V: Indian Socialist Thought (15 Hours)

3. M.N. Roy – Radical Humanism.
4. Jawaharlal Nehru – Democratic Socialism.
5. R.M. Lohia – Concept of Four Pillars of State (Chaukhamba Model).



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5. References

1. Sharma, R.S (1996) - *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidass.
2. Mehta, V.R (1996) - *Foundations of Indian Political Thought: An Interpretation from Manu to the Present Day*. Delhi: Manohar
3. Pantham , Thomas and K. Deutsch (eds.) (1986) - *Political Thought in Modern India*, Sage.
4. Nanda, B.R ((1997) - *Gandhi and His Critics*. New Delhi: Oxford University Press.
5. Chakrabarty, Bidyut and R.K. Pandey (2009) - *Modern Indian Political Thought- Text and Context*. New Delhi: Sage.
6. Singh, Mahendra Prasad & Himanshu Roy (2011) – *Indian Political Thought: Themes and Thinkers*. New Delhi: Pearson.
7. Ghose, Sanker (1971) – *Socialism and Communism in India*. Allied Publishers.
8. Majumder, B.B. (1967) - *History of Indian Social and Political Ideas: From Rammohan to Dayananda*. Calcutta.
9. Jayapalan, N (2003) – *Indian Political Thinkers: Modern Indian Political Thought*. New Delhi: Atlantic Publishers.
10. Brown, Mackenzie (1959) – *Indian Political Thought: From Manu to Gandhi*. Berkeley: University of California Press.
11. Ghose, Sanker (1984) – *Modern Indian Political Thought*. Allied Publishers.

6. Syllabus Focus**a)Relevance to Local , Regional , National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
National	The course provides knowledge about prominent ideas from the Indian political philosophy that reflect on moral fabric the country's political system.
Global	The theories that the course consists of address international concerns of global leadership, security, peace and harmony.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Module III	Group Discussion
Skill Development	Module IV	Class Assignments
Skill Development	Module V	Class Assignments

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning

8. Course Assessment Plan**a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 Written Exam	Written Exam
CO2	CIA 1 Skill Test	
CO3	CIA 2 Assignment	

b) Model Question Paper- End Semester Exam

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DISCIPLINE SPECIFIC ELECTIVE**

Course Code: U20/POL/DSE/603

Max.Marks:60

Credits:4

Time: 2Hrs

SECTION - A**I. Answer the Following:**

5 x 10 = 50 M

1. Write an essay on Saptanga Theory.

OR

2. Discuss Dharma and Danda as core concepts of ancient Indian political thought.

3. Critically discuss Basava's Anubhava Mantapa.

OR

4. Analyze Barani's theory of kingship.

5. Reflect on Tagore's core ideas on nationalism.

OR

6. Critically discuss Savarkar's views on Hindu nationalism.



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7. Analyze Ambedkar's critique of caste system in India.

OR

8. Explain Gandhi's concept of Ahimsa and comment on its contemporary relevance.

9. Reflect on the unique features of Nehru's Democratic Socialism.

OR

10. Comment on the relevance of Radical Socialism in India.

SECTION - B

II. Answer Any Five of the Questions:

5 x 2 = 10 M

11. Dhamma
12. Trusteeship
13. Graded Inequality
14. Satyashodhak Samaj
15. Chaukhamba Model
16. Rajdharma
17. Satyagrah

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1.	15	1	2	10	1	2
2.	15	2	2	10	1	2
3.	15	3	2	10	1	2
4.	15	4	2	10	1	2
5.	15	5	2	10	1	2



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SEMESTER – VI

INDIA'S SECURITY ENVIRONMENT

1. Course Description

Programme: B.A.

Course Code: U24/POL/SEC/601

Course Type: SEC

No. of credits: 2

Max. Hours: 30

Hours per week: 2 hrs

Max. Marks:50

2. Course Objectives

- To acquaint students with the security threats in India's neighbourhood
- To examine India's nontraditional security threats

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Illustrate the major traditional security threats emerging out of India's neighbouring countries

CO2: Demonstrate a critical understanding of new and emerging threats to India's security

1.Course Content**MODULE I: INDIA'S GEOPOLITICS (7 Hrs)**

1. India's security relations with Pakistan and Bangladesh
2. India and its Indian Ocean Neighbours - Sri Lanka and Maldives
3. India's security relations with Nepal and Bhutan

MODULE II: INDIA'S NON-TRADITIONAL SECURITY (7 Hrs)

1. Maritime Security
2. Energy Security
3. Terrorism

5. References

1. Bandopadhyay, J. (1970) – *Making of India's Foreign Policy*. New Delhi: Allied Press
2. Ganguly, Sumit (2014) – *India's Foreign Policy: Retrospect and Prospect*. New York: Routledge.
3. Pant, H.V. (ed) (2009) – *India's Foreign Policy in the UniPolar World*. New Delhi: Routledge.
4. Sikri, Rajiv (2009) – *Challenge and Strategy: Rethinking India's Foreign Policy*. New Delhi: Sage Publications.
5. Chatterjee Aneek (2017). *Neighbours, Major Powers and Indian Foreign Policy*. Orient Black Swan. New Delhi.



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6.Syllabus Focus**a)Relevance to Local , Regional , National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
Regional	Module I deals with India's traditional security threats emerging out of its immediate regional neighbours
Global	Module II deals with India's non-traditional security threats
National	The paper deal with India's national perspective to traditional and nontraditional security threats

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module II	Case Study
EMP	Module I and II	Research

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Quiz
2.	Participative Learning	Group Discussion
3.	Problem Solving	Case Study

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	Skill Test	Written Exam
CO2	Presentation	

INDIA'S SECURITY ENVIRONMENT

TIME: 1 Hour
MAX.MARKS: 30

Course Code:U24/POL/SEC/601

Answer Any Five Marks – 5x6 = 30

1. What are the main points of conflict between India and Pakistan?
2. Critically analyse the importance of Maldives in India's foreign policy.
3. Examine India's security concerns along its border areas.
4. What are the major issues in India's maritime security?
5. Explain how terrorism is a threat to India's security?
6. What are the possible ways in which India should respond to its various traditional and non-traditional security threats?
7. Evaluate India-Bangladesh security relations.

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks
1	15	1	3	15
2	15	2	3	15

9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Evaluate	15
2	2	Evaluate	15



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SEMESTER - VI

INTERNATIONAL ECONOMICS

1. Course Description

Programme: BA	Max. Hours: 60
Course Code: U24/ECO/DSE/601	Hours per week:4
Course Type: DSE	Max. Marks: 100
No. of credits: 4	

2. Course Objectives

- This course enables the students provides knowledge about various Trade Theories
- This course enables the student to understand Foreign Exchange and the working and present scenario of the International Economic Institutions

3. Course Outcomes

On completion of the course the student will be able to:

- CO1 Understand the theories of international trade
- CO2 Acquire knowledge about trade policies
- CO3 Examine the working of international finance
- CO4 Evaluate various economic international bodies and their performance

4. Course Content**MODULE I : Theories of International Trade****15 Hours**

1. Theory of absolute cost advantage
2. Ricardo's theory of comparative cost advantage
3. Heckscher-Ohlin theory of trade
4. Leontief paradox
5. Trade as an engine of growth

MODULE II : International Trade policy**15 Hours**

1. Terms of Trade -Net ,Gross and Income terms of trade
2. Free trade vs. restrictive trade policy
3. Barriers to trade – tariff and non-tariff barriers
4. Dumping and Anti-Dumping
5. Foreign Trade Policy

MODULE III: International Finance**15 Hours**

1. Balance of trade and Balance of payments- Current account and capital account transactions.
2. Causes for Disequilibrium in Balance of payments, effects and adjustment mechanisms.
3. Foreign exchange market- functions, Exchange rates- Fixed and Flexible Exchange Rates .exchange rate Regime and Practice
4. Exchange control: objectives and Methods of exchange control

MODULE IV: Economic Integration**15 Hours**

1. Economic Integration – Meaning and Forms
2. Customs Union- Meaning and Forms
3. International institutions: General Agreements on Trade and Tariffs (GATT), World Trade Organization(WTO), International Monetary Fund (IMF), International Bank for Reconstruction and Development (IBRD) and World Bank
4. Trading Blocks: European Union (EU), Organization of Petroleum Exporting Countries(OPEC), South Asian Association for Regional Corporation (SAARC), and Association of South East Asian Nations (ASEAN)

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5. References

1. Cherunilam, Francis; *International Economics*; Fifth Edition; Mc Graw Hill Publications.
2. Dwivedi DN, *International Economics*, Vikas Publication, Delhi, 2013
3. Mannur, H. G (1998) *International Economics*, Vikas Publication, Delhi, 2000
4. Paul R. Krugman & Maurice Obstfeld *International Economics Theory and Policy*. Pearson Education Publication New Delhi, 2009
5. Paul R..R., *Monetary Economics*, Kalyani Publications , 2005
6. Rana K. C and Verma, *International Economics*, Vishal publishing Co , 2013
7. Salvatore, D. *International Economics*, Prentice Hall, Upper Saddle, NJ. New York. 1997
8. Soderston, Bo (1991), *International Economics*, The McMillian Press Ltd. London

6. Syllabus Focus

a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Global	The students learn about trade policies, international Finance and international organisations

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
EMP	Module I	Case Study
SD	Module	Presentation

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning

8. Course Assessment Plan**a) Weight age of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA-1	End Semester examination
CO2	CIA-1	
CO3	CIA-2 Presentation	
CO4	CIA-2 Assignment	

b) Model Question Paper- End Semester Exam

SECTION A - INTERNAL CHOICE		4 Q X 10 M = 40 M		
Question Number	Question	Question	CO	BTL(Blooms Taxonomy Level)
1	Module 1	Explain the Heckscher-Ohlin theory of trade	CO 1	BL 2
2	Module 1	Illustrate with an example the theory of comparative cost advantage	CO 1	BL 2
3	Module 2	Explain the tariff and non tariff barriers of trade	CO 2	BL 4
4	Module 2	Analyze the importance of Free trade and Restrictive trade Policy	CO 2	BL 4
5	Module 3	Interpret the adjustment Mechanism for Disequilibrium on Balance of Payments	CO 3	BL 2
6	Module 3	Support India's stand for adopting flexible exchange rate policy	CO 3	BL 2
7	Module 4	Compare the functioning of SAARC and ASEAN	CO 5	BL 2
8	Module 4	Illustrative the measures taken by WTO to regulate and facilitate international trade	CO 5	BL 2
SECTION B - ANSWER ANY 4 OUT OF 6		4Q X 5 M = 20 M		
9	Module 1	Explain trade as an engine of growth	CO 1	BL 1
10	Module 2	What is dumping and explain Anti dumping measures	CO 2	BL 1
11	Module 3	Write about the methods of exchange control	CO 3	BL 1
12	Module 4	Write about the working of IMF	CO 4	BL 1
13	Any Module	Explain the function of SAARC	CO 5	BL 1
14	Any Module	Write about the terms of trade	Applicable CO	BL 1

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NEGOTIATION AND CONFLICT MANAGEMENT

1. Course Description

Programme : BA

Course Code: U24/PUB/SEC/601

Course Type: SEC

No. of Credits: 2

Max. Hours: 30

Hours Per Week: 2

Max. Marks: 50

2. Course Objectives:

1. To develop student's understanding of negotiation strategies and techniques to resolve conflicts.
2. To equip students to understand different types of conflict management and negotiation strategies to resolve personal/organizational conflict.

3. Course Outcomes

On completion of the course the student should be able to:

CO 1: Demonstrate negotiation skills and strategies to real-world scenarios for individual and organizational growth. (Understand)

CO 2: Develop comprehensive understanding and practical skills in conflict resolution and negotiation strategies. (Apply)



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NEGOTIATION AND CONFLICT MANAGEMENT

1. Course Description

Programme : BA

Course Code: U24/PUB/SEC/601

Course Type: SEC

No. of Credits: 2

Max. Hours: 30

Hours Per Week: 2

Max. Marks: 50

2. Course Objectives:

1. To develop student's understanding of negotiation strategies and techniques to resolve conflicts.
2. To equip students to understand different types of conflict management and negotiation strategies to resolve personal/organizational conflict.

3. Course Outcomes

On completion of the course the student should be able to:

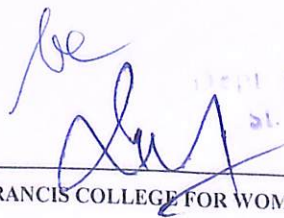
CO 1: Demonstrate negotiation skills and strategies to real-world scenarios for individual and organizational growth. (Understand)

CO 2: Develop comprehensive understanding and practical skills in conflict resolution and negotiation strategies. (Apply)



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4. Course Content

Module I – Negotiation Skills and Strategies in Professional Institutions 15 Hours


- a. Negotiation: Concept, importance, techniques, barriers and challenges in negotiation.
- b. Fundamentals of Negotiation: Negotiation phases, strategies, skills & types.
- c. Negotiation in Professional Institutions: Negotiation at the workplace, negotiation in legal bodies & negotiation for leaders.

Module II – Conflict, Conflict Resolution and Negotiation Strategies 15 Hours

- a. Conflict & Negotiation: Concept, types, techniques of conflict, the difference between conflict and negotiation, strategies to deal with conflict and negotiation.
- b. Techniques of Conflict Management: Inter-Personal conflict and Intra-Personal conflict handling styles and negotiation mechanism in conflict management.
- c. Approaches and strategies of Conflict management: Skills and techniques in conflict management, conflict and conflict transformation.


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5. Reference Books:


7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning
4.	Club Activities	Participative Learning

8. Course Assessment Plan**a. Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)
CO 1	Case Study	Written Exam
CO 2	Presentations	


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b) Model Question Paper – End Semester Exam

NEGOTIATION AND CONFLICT MANAGEMENT

Course Code: U24/PUB/SEC/401
Credits: 2

Max Marks: 30
Time: 1 Hr

SECTION A			5 Q X 6 M = 30 M	
ANSWER ANY FIVE QUESTIONS				
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
1	Module 1	Explain the meaning and techniques of negotiation.	CO 1	BL2
2	Module 1	Describe different negotiation phases in detail.	CO 1	BL2
3	Module 1	What are the important determinants of individual personality	CO 1	BL2
4	Module 2	Describe important factors of body language.	CO 2	BL3
5	Module 2	Compare personalities having positive and negative attitudes.	CO 2	BL3
6	Module 2	Illustrate internal and external motives in detail.	CO 2	BL 3
7	Any module	Describe factors leading to de-motivation in detail.	CO 1/2	BL2 / 3

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	No. of Questions	Total Marks
1	15	CO-1	3	18
2	15	CO-2	2	12

SEMESTER - VI

PROJECT

1. Course Description

Programme: BA

Course Code: U24/ECO/PRJ/601

Course Type: Project

No. of credits: 4

Hours per week: 4

Max. Marks: 100

2 Course Objective:

- The project provides practical experience in understanding the working of the Economy, which will inculcate a spirit of Research and enquiry among the students.


3 . Course Outcome:

Enables the students to:


CO1 Gain knowledge about the objectives, measures and the loopholes of the Economy through her practical study

CO2 Apply various statistical tools to analyze the data

- The project is on Indian Economy
- Open to all students of BA with Economics as Specialization
- Evaluation Includes: Submission of the project and viva

Prepared by	Checked & Verified by	Approved by
Name and Signature of the teaching faculty	Name and Signature of HoD	Name and Signature of Principal
		

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 CBCS SYLLABUS-2020
 SEMESTER -VI

PROJECT

Programme : B.A
 Course Code: U24/POL/PRJ/601
 Type of Course: DSE
 No. of Credits: 4

Max Hours: 60
 Max.Marks:100
 Hours per week: 4

Course Objective

To learn basic research skills and be able to apply theoretical concepts in Political Science in understanding various socio-political and economic issues.

Course Outcomes

- CO1 – The students will with learn the fundamentals of various research methodologies.
 CO2 – They will acquire skills in academic writing.
 CO3 – They will be able to analyse politics better using the basic research and theoretical tools.

EVALUATION

SUBMISSION OF PROJECT WORK AND VIVA

SCHEME OF EVALUATION

INTERNAL EVALUATION – 40 MARKS

- Submission of Research Proposal – 10 Marks
- Mid-Term Evaluation – 20 Marks
- Final Presentation – 10 Marks

EXTERNAL EVALUATION – 60 MARKS

- Dissertation – 40 Marks
- Viva – 20 Marks



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SEMESTER-VI

PROJECT

1. Course Description

Programme: B.A

Max. Marks: 60

Course Code: U20/PUB/PRJ/601

Hours per week : 4

Course Type: Project

No. of credits: 4

2. Course Objective:

The project offers hands-on experience in comprehending different facets of Public administration fostering a culture of research and enquiry among students.


3. Course Outcome:

On completion of the course the student should be able to :

CO 1: Acquire comprehensive understanding of goals and limitations of Administrative systems, policies and programs through in-depth study.

CO 2: Gain insight into a broad perspective of public administration.

- The project encompasses diverse facets of public administration.
- Open to all BA students with specialization in public administration.
- Evaluation includes the submission of project and viva.

Prepared by Course Teacher [Name & Signature]	Checked & Verified by HoD / Programme Coordinator [Name & Signature]	Approved by the Principal
Ms. D. Kupali PA 28/2/24	Ms. D. Kupali PA 28/2/24	



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