

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**HISTORY OF EAST ASIA FROM 1839 TO 1950****1. Course Description**

Programme: B.A

Course Code: U24/HIS/DSE/602

Course Type: DSE

No. of credits: 5

Max. Hours: 75 Hours

Hours per week: 5

Max. Marks: 100

2. Course Objectives

- To Identify and explain major events in the region.
- To analyse social, economic, political, cultural historical themes during the period of study.

3. Course Outcomes

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

CO1: Understand the History of China and European Imperialism (**UNDERSTAND**)

CO2: Analyse the impact of colonial penetration in China (**ANALYSE**)

CO3: Evaluate the developments in China leading to formation of Peoples Republic of China (**EVALUATE**)

CO4: Analyze the impact of Nationalism in China and Japan (**ANALYSE**)

CO5: Evaluate the developments in Japan leading to its involvement in II World War (**EVALUATE**)

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

Pre- colonial China The nature and structure of the traditional Chinese society- the peasantry and the gentry class - Government bureaucracy and central control - China's pre- modern economy

MODULE II: Colonial Penetration in China**15 (Hours)**

Opium wars and treaties with imperialist powers and struggle for concessions in China - Increasing western economic interests-open- door policy.

MODULE III: Age of Rebellion**15(Hours)**

Taiping Revolt - The Reform Movement of 1898 iv) Boxer Rebellion and its consequences - Nationalism in China Sun Yat Sen- principles and politics - Political crisis in the 1920's- The Kuomintang- The Kuomintang- Communist Conflict- The Communist Party under Mao Tse Tung- the making of the Red Army - The Chinese Revolution (1949)- ideology, causes and significance - the Establishment of the Peoples' Republic of China

MODULE IV: Modernization of Japan**15 (Hours)**

The Tokugawa Shogunate- the feudal society and government - Encounter with the West- the Perry Mission and the opening up of Japan to the West - The crisis and fall of Shogunate - Meiji Restoration (1867- 68) - Processes of modernization- social, military, political and educational

MODULE V: Emergence of Japan as an Imperial Power**15 (Hours)**

The Sino- Japanese - The Anglo- Japanese alliance - The Russo- Japanese War - World War I and after- Japan in the Pacific and the Washington Conference - Manchurian Crisis - Failure of the Democratic system and the rise of militarism in the 1930's and 1940's - Japan and the World War II

5. References

1. Allen George – A Short Economic History of Modern Japan (London, Allen Unwin, 1946).
2. Beasley W.G. - The Modern History of Japan (London, Weidenfeld and Nicolson, 1963).
3. Beckmann George M – Modernization of China and Japan (Harper and Row, 1962).
4. Beckmann George M - The Making of Meiji Constitution (Greenwood, 1975). Bianco Lucian – Origins of the Chinese Revolution, 1915- 1949 (London, OUP, 1971).
- 6.5. The Cambridge History of Japan Vols V and VI, edited by Jansen Y.B. (Cambridge, 1988 & 1989).
7. The Cambridge History of China Vol X edited by Fairbank J.K. (Cambridge, 1978)
8. Chesneaux Jean et al – China from Opium War to 1911 Revolution (Sussex, Harvester Press, 1976).
9. Chesneaux Jean et al – China from the 1911 Revolution to Liberation (Delhi, Khosla Publishing, 1986).
10. Chesneaux Jean et al – Peasant Revolts in China, 1840- 1949 (London, Thames and Hudson, 1973).
11. Emmanuel Hsu, Rise of Modern China.

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Global	Highlights developments in the region to enhance regional understanding of world order

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module II	GD
SD	Module III	Presentation

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential	Quiz
2.	Participative	GD

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	CIA1-Written Exam	Written Exam
CO2	CIA II-Written Exam	
CO3	CA-2 Presentation	
CO4	CA 2-Skill test	
CO5	CA-2 Assignment	

b) Model Question Paper- End Semester Exam

HISTORY OF EAST ASIA FROM 1839 TO 1950

SECTION A - INTERNAL CHOICE				5 Q X 10 M = 50 M	
Question Number	Question	Question	CO	BTL(Blooms Taxonomy Level)	
1	Module 1	Essay on China's pre modern economy	CO 1	BL 2	
2	Module 1	Describe the nature and structure of the traditional Chinese society	CO 1	BL 2	
3	Module 2	Colonial penetration in China - Analyse	CO 2	BL 4	
4	Module 2	Assess the factors that led to open door policy in China	CO 2	BL 4	
5	Module 3	Evaluate Boxer Rebellion	CO 3	BL 5	
6	Module 3	Examine the role of Sun yat sen in national movement of China	CO 3	BL 5	
7	Module 4	Analyse the feudal structure during Tokugawa shogunate	CO 4	BL 4	
8	Module 4	Summarize the process of modernization of Japan	CO 4	BL 4	
9	Module 5	Examine the role of Japan in WWII	CO 5	BL 5	
10	Module 5	Evaluate alliances and political developments in Japan leading to war	CO 5	BL 5	
SECTION B - ANSWER ANY 5 OUT OF 7				5 Q X 2 M = 10 M	
(To compulsorily have ONE question from each module)					
11	Module 1	Sun yat Sen	CO 1	BL 1	
12	Module 2	Tokugawa shogunate	CO 2	BL 1	
13	Module 3	Opium Wars	CO 3	BL 1	
14	Module 4	Boxer Rebellion	CO 4	BL 1	
15	Module 5	Security Council	CO 5	BL 1	
16	Module1	Manchurian crisis	CO 1	BL 1	
17	Module5	Russo Japan war	CO 5	BL 1	

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

INTRODUCTION TO AMERICAN LITERATURE

1. Course Description

Programme: BA

Course Code: U24/LIT/DSE/602

Course Type: DSE

No. of credits: 5

Max. Hours: 75Hrs

Hours per week: 5 Hr

Max. Marks: 100

2. Course Objectives

- To help learners interpret the history and multiple cultural traditions of the United States of America through selected texts.
- To analyse the different genres of American and African American Literature.

3. Course Outcomes

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

CO1: Learners will be able to evaluate and appreciate the history, literary movements, and concepts of American society, through the study of prescribed texts. (Evaluate)

CO2: Learners will be able to critique the variations of American poetry down the ages through prescribed texts. (Analyse)

CO3: Learners will be able to examine the issues of oppressed African women and their resistance through female solidarity. (Understand)

CO4: Learners develop an insight into existential issues of the time besides understanding the psychological fear and guilt through detective fiction.(Apply)

CO5: Learners will be able to explain the response of the individuals and their disillusionment with the American Dream in the context of the Great Depression in American society. (Understand)

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4. Course Content**MODULE I - MOVEMENTS/CONCEPTS: (15 Hrs)**

Slave Narrative, American Dream, Harlem Renaissance, Lost Generation

MODULE II – POETRY (15 Hrs)

Emily Dickinson- “If was not death, for I stood up”

Langston Hughes - “Will V-Day be Me-Day Too?”

MODULE III– FICTION (15 Hrs)Alice Walker– *The Color Purple***MODULE IV -SHORT STORY (15 Hrs)**

Hemingway- “A Clean, Well-Lighted Place”

Edgar Allan Poe- “Tell Tale Heart”

MODULE V–DRAMA (15 Hrs)Tennessee Williams - *The Glass Menagerie*

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5. References

1. Adams, Henry. (2004). *The United States in 1800*. Missouri: University of Missouri.
2. Bayam, Nina. (ed). (2011). *The Norton Anthology of American Literature, Vol B. 8th Ed.* New York: W.W. Norton and Co. Inc.
3. Bilton, Alan. (2003). *An Introduction to Contemporary American Fiction*. New York: NYU Press.
4. Bradley, George, Scully, G., & Beathy, H. (1974). *American Tradition in Literature (vol I)*. New York: Grosset & Dunlap.
5. Davidson, Cathy. (2004). *Revolution and the World: The Rise of the Novel in America*. Oxford: Oxford UP.
6. Dickinson, Emily. (2009). Poems. Charleston: Bibliolife —Part II: Nature- Nature the Gentlest Mother. Retrieved from <https://owlcation.com/humanities/emily-dickinsons-nature-the-gentlest-mother-is>
7. Gates, Henry Louis Jr., Valerie Smith, et.al. (2014). *The Norton Anthology of African American Literature. 3rd Ed. Vol. 1*. New York: Norton & Co.
8. Hemingway, Ernest. (1990). *A Clean, Well-Lighted Place*. Kansas City: Creative Education.
9. Hughes, Langston. (1926). *When will V-Day be Me-Day?* Retrieved from <https://poets.org/poem/will-v-day-be-me-day-too>.
10. Poe, Edgar Allan. (1845). *The Tell-Tale Heart*. Retrieved from https://americanenglish.state.gov/files/ae/resource_files/the_tell-tale_heart_0.pdf.
11. (2004). *The Collected Works of Edgar Allan Poe*. Hertfordshire: Wordsworth Eds. Original date 1845.
12. Walker, Alice. (2014). *The Color Purple*. London: Orion Publishing Co.
13. Williams, Tennessee. (2009). *The Glass Menagerie*. London: Penguin UK.

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6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Global Development Needs	Understanding American literature contributes to cultural literacy in a global context. American literature has influenced and been influenced by global literary traditions, and familiarity with it enhances the appreciation of the interconnectedness of world literature.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Alice Walker– <i>The Color Purple</i>	Assigning students to choose research topics related to the novel. Possible topics include: <ul style="list-style-type: none"> The historical context of the early 20th century in the Southern United States. The feminist and social justice movements during the time of the novel.
ED	Emily Dickinson- “If was not death, for I stood up” Langston Hughes - “Will V-Day be Me- Day Too?”	Choose a set of American poems that align with entrepreneurial themes such as ambition, creativity, resilience, risk-taking, or leadership.

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EMP	Hemingway- “A Clean, Well-Lighted Place” Edgar Allan Poe- “Tell Tale Heart”	a problem or challenge inspired by the short stories to the students. Ask them to brainstorm and discuss how they would approach and solve the issue using employability skills.
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7. Pedagogy

S. No	Student-Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Seminar, oral presentation
2.	Experiential learning	Interactive classroom activities, Quiz
3.	Participative Learning	Group discussion, Roleplay

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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%
CO 1	CIA2-Oral Presentation	End Semester Exam
CO 2	CIA 1	
CO 3	CIA 1	
CO 4	CIA 2-MCQs/Objective type	
CO 5	CIA 2-MCQs/Objective type	

b) Model Question Paper- End Semester Exam

INTRODUCTION TO AMERICAN LITERATURE

SEMESTER- VI

Course Code: U24/LIT/DSE/602

Max.Marks:60

Credits: 5

Max Time: 2 Hrs

SECTION -A

I. Answer the following (250 words)

5x 10 = 50 Marks

1. Elaborate the concept of the American Dream.

OR

2. Discuss the concept of Lost Generation.

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3. Discuss the central theme in Langston Hughes's poem—Will V-Day be Me-Day Too?

OR

4. Describe the concept of death in Emily Dickinson's poem – It was not Death, for I stood up.

5. In *The Color Purple*, Alice Walker explores the problems that black women face in the United States. Discuss.

OR

6. Discuss the theme of male-female relationship in the novel *The Color Purple*.

7. Why does the narrator want to kill the old man in the short story "The Tell Tale Heart"?

OR

8. Discuss the significance of the title—"A Clean, Well-Lighted Place".

9. Which aspects of *The Glass Menagerie* are realistic? Which aspects are the most realistic? Discuss.

OR

10. Who is the protagonist of the play *The Glass Menagerie*? Justify.

SECTION -B

II. Answer any 5 out of 7 questions

5x 2 = 10 Marks

1. Name any two writers of the Lost Generation.
2. Annotate the following briefly:

"I am a Negro American Out to defend my land army, Navy, AirCorps—I am there"

3. What is Mary Agnes' actual or real name in the novel—*The Color Purple*?
4. List two evidence that shows that the narrator is insane in the "Tell Tale Heart"?
5. What does Laura persuade Jim to sign while they are talking in the living room alone?
6. List the literary devices are used in the poem -"It was not death for I stood up"?
7. Discuss the title of the novel *The Color Purple*.

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SEMESTER - VI

LITERARY ANALYSIS AND APPLICATION

1. Course Description

Programme: B.A.

Course Code: U24/LIT/DSE/601

Course Type: DSE

No. of credits: 5

Max. Hours: 75

Hours per week: 5

Max. Marks:100

2. Course Objectives

- To provide an overview of the development, evolution of literary theories and its application.
- To prepare the learners to study the correlation between contexts of production and reception of text.
- To write a perceptive composition in the form of literary review of a few texts on the basis of specific schools of criticism.

3. Course Outcomes

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

CO1: Apply relevant theoretical frameworks and concepts (Formalism,

Reader Response and Social Criticism) to analyse the prescribed text of poetry. (Apply)

CO2: Interpret the prescribed prose texts in the light of selected critical approaches

(psychoanalytical, theological, post-colonial, Postmodernism). (Understand)

CO3: Analyse the concept of multiculturalism and politics of language in the context of Creole literature. (Analyse)

CO4: Develop a critical perspective and successfully relate it to interpret unseen passages of poetry and prose. (Evaluate)

CO5: Apply Marxist theory to analyse the prescribed text of short stories. (Apply)

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4. Course Content**MODULE I : POETRY****(15 Hrs)**

“Mending Wall” – Robert Frost (Formalistic, Reader Response theory)

“Refugee Mother and Child” – Chinua Achebe (Postcolonial and social criticism)

MODULE II : PROSE**(15 Hrs)***The Power and the Glory* (excerpt) – Graham Greene (Psychoanalytic and Theological approaches)*A House for Mr. Biswas* (Prologue)– V.S Naipaul (Postcolonialism and Postmodernism)**MODULE III : DRAMA****(15 Hrs)***Toufann* – Dev Virahsawmy (Multiculturalism)**MODULE IV :****(15 Hrs)**

Critical Analysis Of Unseen Passage From Poetry

Critical Analysis Of Unseen Passage From Prose

MODULE V: SHORT STORY**(15 Hrs)**

“How much land does a man require?”- Leo Tolstoy (Marxist theory)

“The Garden Party” - Katherine Mansfield (Marxist theory)

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6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Global Development Needs	Sensitise students to embrace multiculturalism

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Formalistic, Reader Response theory	Analysis of passages using theories
SD	Critical Analysis Of Unseen Passage From Prose/Poetry	Assignments

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Lecture method
2.	Experiential Learning	Activity based
3.	Participative Learning	Audio Visual
4.	Participative Learning	Chalk and Talk
5.	Experiential Learning	Discussions

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-2 MCQs/ Presentations	Written Exam
CO2	CIA-1 - IA written exam	
CO3	CIA-1 - IA written exam	
CO4	CIA-2 MCQs/ Presentations	
CO5	CIA-2 MCQs/ Presentations	

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b) Model Question Paper- End Semester Exam

LITERARY ANALYSIS AND APPLICATION

SEMESTER VI

Code: U24/LIT/DSE/601

Max Marks: 60

Credits: 5

Time: 2 Hrs

SECTION - A

I. Answer the following (250 words)

5 x 10 = 50 M

1. What are the multiple connotations of "walls" and "fences" in the poem "Mending Wall"?

OR

2. The poem "Refugee Mother and Child" is all about pathos, reflecting a harsh social reality. Do you agree?

3. How does the "House" stand as a symbol of a post colonial experience? Substantiate your answer with reference to the Prologue of *A House for Mr Biswas*.

OR

4. Examine the working of the Priest's mind in *The Power and the Glory*.5. Investigate the intended use of language in Dev Virahsawmy's *Toufann*.

OR

6. Attempt a critical analysis of the character Kordelia in *Toufann*.

7. Analyse the following in about 250 words.

Some say the world will end in fire,

Some say in ice.

From what I've tasted of desire I

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hold with those who favor fire.
 But if it had to perish twice,
 I think I know enough of hate
 To say that for destruction ice
 Is also great
 And would suffice.

OR

8. Analyse the following in about 250 words.

Let me not to the marriage of true minds
 Admit impediments; love is not love
 Which alters when it alteration finds,
 Or bends with the remover to remove.
 O no, it is an ever-fixèd mark
 That looks on tempests and is never shaken;
 It is the star to every wand'ring bark
 Whose worth's unknown, although his height be taken.
 Love's not time's fool, though rosy lips and cheeks
 Within his bending sickle's compass come.
 Love alters not with his brief hours and weeks,
 But bears it out even to the edge of doom:
 If this be error and upon me proved,
 I never writ, nor no man ever loved.

9. Analyse the short story "The Garden Party" from a Marxist perspective.

OR

10. Discuss class and society with reference to the short story "How much land does a man require?"

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SECTION - B

II. Answer any FIVE of the following questions.

(5 x 2 = 10 M)

11. What are the crops grown in the neighbouring farms?
12. What event in history is the text *The Power and the Glory* based on?
13. Identify the Bollywood songs used in *Toufann* by Dev Virahsawmy.
14. Elaborate upon any one tool used to analyse an unseen poem.
15. Comment on the theme of innocence and experience in "The Garden Party."
16. Briefly mention the qualities of the priest in *The Power and the Glory*.
17. Against the backdrop of which war is the poem "Refugee Mother and Child" set? How has the war affected the people?

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SEMESTER - VI

**TELANGANA TOURISM
PROJECT**

1. Course Description

Programme: B.A

Course Code: U24/HIS/PRJ/601

Course Type: Project

No. of credits:4

Max.Hour – 4 Hours

Max. Marks:100

2. Course Objectives

- 1.To enable students to gain a practical experience on understanding tourism.
- 2.To inculcate a research spirit of enquiry into the subject of investigation.

3. Course Outcomes

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

CO1: Students gain insight to view tourism from a broad and objective perspective, and gain

CO2: The analytical skills and the ability to probe into new areas of study of research

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 Chairperson, Board of Studies
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 HEAD
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 Osmania University, Head
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The project is on tourist sites in Telangana.

Evaluation:

Submission of project work and viva

Scheme of evaluation

Internal evaluation – 40 marks

Synopsis submission and defining the research problem - 10 marks

Midterm evaluation - 20 marks

Timely reporting to guide Progress report

Final seminar presentation 10 marks

External evaluation - 60 marks

Dissertation – 40 marks
viva - 20 marks

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 Faculty of ARTS – Department of Political Science
 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 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 - I

SOFT SKILLS

1. Course Description

Programme: BA
Course Code: U24/LIT/SEC/601
Course Type: SEC- 4
No. of credits:2

Max. Hours:30
Hours per week: 2
Max. Marks:50

2. Course Objectives

- To able to use LSRW skills
- To understand oneself through literary text
- To develop soft skills required for professional life.

3. Course Outcomes

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

- CO1: Learners are able to understand and develop their personality for professional life. (Understand ,Develop)
- CO2: Learners are able to critically think and analyse when faced with problems in personal life and professional life. (Analyse)

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4.Course Content**MODULE I: PERSONALITY DEVELOPMENT (15 Hrs)**

Leadership

- Extract from Interview: A leader Should Know How to Manage Failure: APJ Abdul Kalam

Self Confidence

- I am Enough- Grace Byers

Time Management

- The Ant and the Grasshopper – La Fontaine

Team Work

- Game: Blind Drawing
- “Magic of Teamwork”- Sam Pitroda

Motivational Skills

- Poem: “If” - Rudyard Kipling
- Film: Freedom Writers

MODULE II: PERSONALITY TRAINING (15 Hrs)

Decision Making

- Fables: Two Frogs and a well by Aseop

Problem Solving

- Cap Seller and the Monkey

Innovate Thinking

- Activity: Nine Dot Problem

Emotional Intelligence

- Fables: Turtle and the scorpion

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6.Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Local	Students are able to involve in team-based activities
Regional	students are able to organize and manage activities.
National	Students are able to use skills learned for the National Growth
Global	Students will be able to contribute for better Global society

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module I and II	Team work: Blind Drawing
ED	Module I and II	Nine Dot Game
EMP	Module I and II	All the activities make them adapt to different scenario and roles in employment sector

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Interactive Classroom games
2.	Participative Learning	Role Play

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 I- IA Written Exam	Written Exam
CO2	CIA I- IA Written Exam	

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b) Model Question Paper- End Semester Exam**SOFT SKILLS****SEMESTER VI****Course Code: U24/LIT/SEC/601****Max. Marks: 30****Credits: 2****Max Time: 1 hour****Section A****Note: Write any 5 from the 7 questions given****5x6M= 30**

1. What are the six-traits required to be a leader according to Abdul Kalam?
2. Why was the grasshopper begging for food?
3. What is the key problem India is facing according to Saam Pitroda?
4. How did the cap seller solve his problem?
5. What was the promise of the scorpion to the Turtle?
6. What did the frogs decide on seeing the well?
7. What is the central theme of the poem "If" by Rudyard Kipling?

SOFT SKILLS**c) Question Paper Blueprint**

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks
I	10	CO1	5 out of 7	5x6= 30 Mark
II	10	CO2		

9. CO-PO Mapping

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

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SEMESTER - VI

UNDERSTANDING HERITAGE

1. Course Description

Programme: B.A
 Course Code: U24/HIS/SEC/601
 Course Type: SEC
 No. of credits:2

Max. Hours:30 Hours
 Hours per week:2
 Max. Marks: 50

2. Course Objectives

- To understand concept of Heritage conservation
- To learn different facets of Heritage conservation.

3. Course Outcomes

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

CO1: Understand the meaning definition of a Heritage. (UNDERSTAND)

CO2: Learn institutional legal framework to Heritage protection. (APPLY)

4. Course Content**MODULE I: Defining Heritage****15 (Hours)**

Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure' - Evolution of Heritage Legislation and the Institutional framework: Conventions and Acts— national and international Heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives

MODULE II: Challenges facing Tangible and Intangible Heritage**15 (Hours)**

Development, antiquity smuggling, conflict (to be examined through specific case studies - Heritage and Travel: Viewing Heritage Sites, the relationship between cultural heritages, and landscape and travel recent trends.

5. References

1. David Lowenthal, *Possessed by The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010 Layton, R. P. Stone and J. Thomas. *Destruction and Conservation of Cultural Property*. London: Rutledge, 2001
2. Lahiri, N. *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. 2012, Chapters 4 and 5.
3. S.S. Biswas, *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.
4. Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in) 90
5. Agrawal, O.P., *Essentials of Conservation and Museology*, Delhi, 2006 Chainani, S. 2007. *Heritage and Environment*. Mumbai: Urban Design Research Institute, 2007

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Local	Understand the different facets of heritage and their significance. Also understand about the legal and institutional frameworks for heritage protection in India and the challenges facing it.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module II	Written presentation

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	quiz
2.	Participative Learning	presentation
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	Case study	Written Exam
CO2	Presentation	

b) Model Question Paper- End Semester Exam

UNDERSTANDING HERITAGE

SECTION A – Answer any 5 out of 7 (To have compulsorily 3 questions from each Module)			5 Q X 6 M = 30 M	
Question Number	Question	Question	CO	BTL(Blooms Taxonomy Level)
1	Module 1	Meaning, definition of Heritage	CO 1	BL 2
2	Module 1	Explain Evolution of Heritage legislation	CO 1	BL 2
3	Module 1	Describe types of Heritage	CO 1	BL 2
4	Module 1	What is the importance of conserving Heritage	CO 1	BL 2
5	Module 2	How to check Heritage integrity	CO 2	BL 3
6	Module 2	Identify ways to promote conservation	CO 2	BL 3
7	Module 2	Interview as tool to assess challenges of conservation	CO 2	BL 3

SEMESTER - VI**WORLD HISTORY 1872-1955****1. Course Description**

Programme: B.A
 Course Code: U24/HIS/DSE/601
 Course Type: DSE
 No. of credits:5

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

2. Course Objectives

- To Explain the growth of Nationalism in various Asian- European countries leading to upset of the Balance of Power in the world
- To understand factors leading to upset of the Balance of Power in the world

3. Course Outcomes

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

CO1: Trace the chronology of major wars that led to the World Wars (**UNDERSTAND**)

CO2: Understand the major ideologies and agendas of capitalism and communism as they unfold in various events of 20th century (**UNDERSTAND**)

CO3: Analyse the Balkan crisis which precipitated the I world War (**ANALYSE**)

CO4: Appraisal of the Fascist state's role in II world War (**ANALYSE**)

CO5: Delineate causes of World War 2 (**REMEMBER**)

4. Course Content

MODULE I: Period Of Armed Peace**15 (Hours)**

Rise of Imperialism and hegemony among colonial powers- Nationalism in Asia with special reference to Turkey, Japan and China – Political conditions on the eve of World War I- Alliances and Counter Alliances

MODULE II: Struggle for Balance of Power**15 (Hours)**

Eastern question – Balkan Wars - I World War – Causes, Course and Results - League of Nations – Achievements and Failures - World Depression of 1929 and its impact

MODULE III: Rise and Growth of Communism**15(Hours)**

Russian Revolution of 1917 - Establishment of Communism in China – Mao Tse tung

MODULE IV: Rise of Fascism and Nazism**15 (Hours)**

Fascism in Italy – Benito Mussolini -Nazism in Germany – Adolph Hitler -Militarism in Japan

MODULE V: World War II and After**15(Hours)**

Causes, Course and Results of II world war - Establishment of U.N.O. and its role- Emergence of Super powers-USA- USSR-military blocks- NATO- WARSAW-Cold War.

5. References

1. Allan O. Kownslar and Terry L. Smart ed. Europe and our World – A study of WorldHistory, USA, 1977
2. David Thomson, World History 1914-1968, Oxford University Press, London, 1977
3. Edward Fueter, World History, 1815-1920, Calcutta, 1956
4. Fisher, HAL A History of Europe, Cambridge, 1977
5. Gordon Wright, ed. The Western World, Vol II From 1700, USA, 1974
6. Hayes, History of Europe up to 1870.
7. John Roberts, Chief editor, Civilization – Journey to the Modern World, USA, 1973
8. Leo Gershoy ed., A survey of European Civilization, New York, 1969
9. Palmer, A.W. A Dictionary of Modern History, 1789-1945, New York, 1977
10. South Gate, GW, Modern European History 1453-1661, London, 1972
11. Swain, J.E., A History of World Civilizatio, New Delhi, 1976
12. Thomson, Europe since Napoleon, Penguin.

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	Trace chronology of two world wars and rise of new world orders.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP (Mention any ONE of the above at a time)	Syllabus Content (Mention Module No. or 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 II	Essay writing
SD	Module V	Presentation
SD	Module III	GD

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Presentation
2.	Experiential Learning	GD
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	CIA1-Written Exam	Written Exam
CO2	CIA II-Written Exam	
CO3	CA 2 Presentation	
CO4	CA 2- Skill Test	
CO5	CA 2- Assignment	

b) Model Question Paper- End Semester Exam

WORLD HISTORY 1872-1955

SECTION A - INTERNAL CHOICE				5 Q X 10 M = 50 M	
Question Number	Question	Question	CO	BTL(Blooms Taxonomy Level)	
1	Module 1	Explain the Alliance system in Europe in the pre – war period.	CO 1	BL 2	
2	Module 1	Demonstrate rise of nationalism in Asia	CO 1	BL 2	
3	Module 2	Analyse the eastern question	CO 2	BL 4	
4	Module 2	Assess the factors that led to WWI	CO 2	BL 4	
5	Module 3	Analyse Russian Revolution	CO 3	BL 4	
6	Module 3	Examine outcome of Communist Revolution in China	CO 3	BL 4	
7	Module 4	Explain the causes for the rise of Hitler	CO 4	BL 2	
8	Module 4	Describe the process of militarization of Japan	CO 4	BL 2	
9	Module 5	Analyse the causes for outbreak of WWII	CO 5	BL 4	
10	Module 5	Examine the role of UNO in upholding the new world order	CO 5	BL 4	
SECTION B - ANSWER ANY 5 OUT OF 7 (To compulsorily have ONE question from each module)				5 Q X 2 M = 10 M	
11	Module 1	Sun yat Sen	CO 1	BL 1	
12	Module 2	Schlieffen Plan	CO 2	BL 1	
13	Module 3	February revolution 1917	CO 3	BL 1	
14	Module 4	Brown shirts	CO 4	BL 1	
15	Module 5	Security Council	CO 5	BL 1	
16	Module 1	Ata turk	CO 1	BL 1	
17	Module 5	NATO	CO 5	BL 1	