

SEMESTER - III

ARCHIVE MANAGEMENT

1. Course Description

Programme: B.A
 Course Code: U24/HIS/SEC/301
 Course Type: SEC
 No. of credits:2

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

2. Course Objectives

- To understand the necessity of having institutions as record of past events.
- To learn function role of such institutions in preserving material remains of past

3. Course Outcomes

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

CO1: Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions.

(UNDERSTAND)

CO2: It helps them to understand the importance and significance of such institutions to build the history of India. **(UNDERSTAND)**

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4. Course Content

MODULE I: Definition

15 (Hours)

Definition of Archives and allied terms like Manuscripts, Documents, Records, Library, Gallery.
II. Physical forms of Archival Materials like Clay tablets, Stone inscription, Metal Plates, Palm leaves and Paper records, Photographs, Cartographic Records Film, Video tapes and other electronic records.

MODULE II: History and Types of Archives

15(Hours)

History of Archives. History of Setting up Archives in India with some specific examples like National Archives, New Delhi and any regional example of the local archive.

5. References

1. Saloni Mathur : India by Design : Colonial History and Cultural Display, University of California, 2007.
2. Sengupta, S. : Experiencing History Through Archives, Delhi : Munshiram Manoharlal, 2004.
3. Guha, Thakurta, Tapati : Monuments, Objects, Histories : Institution of Art in Colonial India, New York, 2004.
4. Kathpalia, Y.P.: Conservation and Restoration of Archive Materials, UNESCO, 1973.
5. Choudhary, R.D.: Museums of India and their maladies, Calcutta: Agam Kala, 1988.
6. Nair, S.M.: Bio-Deterioration of Museum Materials, 2011.

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	Understand importance of heritage institutions in reading national past and cultural heritage

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module II	Presentations

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Field Visit
2.	Participative Learning	Presentation

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

ARCHIVE MANAGEMENT

SECTION A – Answer any 5 out of 7 (To compulsorily have 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 Archives	CO 1	BL 2
2	Module 1	Explain forms of archives	CO 1	BL 2
3	Module 1	Describe History of archives	CO 1	BL 2
4	Module 1	What is the importance of setting up archives	CO 1	BL 2
5	Module 2	Identify functions of archives- local	CO 2	BL 3
6	Module 2	Identify functions of archives- regional	CO 2	BL 3
7	Module 2	Identify functions of archives- national	CO 2	BL 3

SEMESTER - III

HISTORY OF MODERN INDIA

(1757-1964)

1. Course Description

Programme: B.A
 Course Code: U24/HIS/DSC/301
 Course Type: DSC
 No. of credits:5

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

2. Course Objectives

- To be able to trace the British colonial expansion in India and learn about the changes in society, politics, religion and economy during this period.
- To learn about the National freedom movement.
- To understand the socio-economic and political goals of the new independent nation.

3. Course Outcomes

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

CO1: Analyse the establishment of British rule in India and the various conflicts between the indigenous kingdoms and European companies and its impact **(ANALYSE)**

CO2: Determine the structure and impact of British administration in India. **(EVALUATE)**

CO3: Understand the Social and Religious movements in India in the 19th century and rise of Nationalism in India. **(UNDERSTAND)**

CO4: Analyse the different stages of Freedom movement in India leading to independence and partition. **(ANALYSE)**

CO5: Assess the policies of the Indian government post-Independence. **(EVALUATE)**

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4.Course Content

MODULE I: European Penetration in India and Strengthening of British Colonial Rule **15 (Hours)**

Portuguese- Dutch-French-English – British Ascendancy-Anglo - French wars (Carnatic wars)- Plassey & Buxar (Bengal)-Anglo - Maratha wars. Land Revenue System- Cornwallis - Permanent Settlement-Political Consolidation-Wellesley - Subsidiary Alliance-Rise of Imperialism-Dalhousie - Doctrine of Lapse.

MODULE II: Administrative Structure and Policies of the British **15 (Hours)**

British colonial administration - Law and Order- Judiciary-Revenue Administration-Socio-cultural policy- English Education-Revolt of 1857-Administrative and Constitutional Changes after 1858 – Economic impact of colonialism – Agriculture – Industry – Trade – Railways – Finance– Peasantry – Bourgeoisie – Zamindars – Working Class.

MODULE III: Indian Renaissance and Rise of Nationalism **15(Hours)**

Brahma Samaj-Arya Samaj-Theosophical Society-Reform movement among Muslims-Growth of National Consciousness-Factors- Railways, Press and English Education-Founding of Indian National Congress.

MODULE IV: Indian National Movement and Transfer of Power **15 (Hours)**

Moderate Phase- Policies and Programmes-Extremist Phase and Militant Nationalism- Gandhian Era- Non-Violence and Satyagraha-Non-Cooperation Movement-Civil Disobedience Movement-Quit India Movement- Cripps Mission-Cabinet Mission-Communalism in India-Transfer of Power in India.

MODULE V: Independence, Partition and Post Independent India **15(Hours)**

Independence- Partition- Integration of States-Sardar Vallabh Bhai Patel- Nehru as Prime Minister of India - Domestic and Foreign Policy

5. References

1. Bipan Chandra, Nationalism and Colonialism in Modern India, Delhi, 1981
2. Bipan Chandra, History of Modern India, Delhi, 1981
3. Bipan Chandra, Rise of Economic Nationalism India, Delhi, 1981
4. Fisher, M.H. Politics of the British Annexation of India, 1757-1857, Delhi, 1993
5. Majumdar R.C. History and Culture of the Indian People, Vols. I, II, and III, Mumbai, 1974
6. Sastri, KAN, A Comprehensive History of India, Vo;.II, Delhi, 1997.
7. Sekhar Bandhopadhyay, From Plassey to Partition.
8. Sekhar Bandhopadhyaya, History of Modern India, Orient Black Swan, Hyderabad.
9. Bipan Chandra, etal, India after Independence.
10. Desai, A.R., Social Background Indian Nationalism.
11. Heimsath Charles, Indian Nationalism and Hindu Social Reform, Mumbai, 1964.
12. Joshi, P.C., Ram Mohan Roy and the process of modernization in India, Delhi, 1975.
13. Kenneth Jones, Socio Religious Reform Movement in British India, Vol. III, Cambridge, 1994
14. Tara Chand, History of Freedom Movement in India, Vol. I, New Delhi, 1970

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	Traces the path of Colonialism in India to its freedom struggle and independence with message of non-violent, democratic struggle and mass movement.

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 III	Quiz
SD	Module IV	Presentation

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential learning	Quiz
2.	Participative learning	Presentation
3.	Problem solving	Assignment writing-e.g./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 - Assignment	
CO5	CA 2- Skill Test	

b) Model Question Paper- End Semester Exam

**HISTORY OF MODERN INDIA
(1757-1964)**

SECTION A - INTERNAL CHOICE			5 Q X 10 M = 50 M	
Question Number	Question	Question	CO	BTL(Blooms Taxonomy Level)
1	Module 1	Analyse the Anglo-French conflict through Carnatic war	CO 1	BL 4
2	Module 1	Examine the policies that strengthened British rule in India	CO 1	BL 4
3	Module 2	Giva a critique of Pre 1857 British colonial administration	CO 2	BL 5
4	Module 2	Revolt of 1857- first war of independence- Justify	CO 2	BL 5
5	Module 3	Explain the reform movements -impact	CO 3	BL 2
6	Module 3	Describe role of English education in spread of nationalism.	CO 3	BL 2
7	Module 4	Compare and contrast the role of moderates with extremists in INC during freedom mvt.	CO 4	BL 4
8	Module 4	Analyse the growth of communalism during Independence	CO 4	BL 4
9	Module 5	Evaluate the contribution of Sardar Patel in integration of States	CO 5	BL 5
10	Module 5	Assess the contribution of Nehru to India's economic policy post-independence.	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	Robert Clive	CO 1	BL 1
12	Module 2	Queen's proclamation	CO 2	BL 1
13	Module 3	Press	CO 3	BL 1
14	Module 4	Batukeshwar Dutt	CO 4	BL 1
15	Module 5	Adult franchise	CO 5	BL 1
16	Module 1	Doctrine of Lapse	CO 1	BL 1
17	Module 5	Five-year plan	CO 5	BL 1

SEMESTER - III

LAW IN INDIA

1. Course Description

Programme: B.A

Course Code: U24/POL/SEC/301

Course Type: SEC

No. of credits: 2

Max. Hours: 30

Hours per week: 2

Max. Marks: 50

2. Course Objectives

- To understand the legal system in India.
- To identify and analyse specific laws in India pertaining to specific issues.

3. Course Outcomes

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

CO1: Identify the laws concerning the major issues in the country. (Understand)

CO2: Analyze the effectiveness of the laws in India. (Analyze)


4. Course Contents

MODULE I: Equality And Non-Discrimination (15 Hours)

1. Rule of Law
2. Gender: Protection of Women against Domestic Violence, Rape and Sexual Harassment.
3. Caste: Laws abolishing Untouchability and providing protection against atrocities.
4. Class: Laws Concerning Minimum Wages.
5. Disability and Equality of Participation and Opportunity.

MODULE II: Empowerment (15 Hours)

1. Access to Information.
2. Rights of the Consumer.
3. Traditional Rights of Forest Dwellers.
4. Women's Property Rights.
5. Rural Employment Guarantee.


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5. References

1. V. Kumari, (2008) 'Offences Against Women', in K, Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press.
2. S. Durrany, (2006) *The Protection of Women From Domestic Violence Act 2005*, New Delhi: Indian Social Institute.
3. M. Sakhrani, (2017), Sexual Harassment: The Conundrum of Law, Due Process, and Justice, *Economic and Political Weekly* (Engage), available at <https://www.epw.in/engage/article/sexual-harassment-conundrum-law-due-process-and-justice>
4. P. D. Mathew, (2004) *The Measure to Prevent Sexual Harassment of Women in Work Place*. New Delhi: Indian Social Institute.
5. P. Mathew, (2002) *The Law on Atrocities Against Scheduled Castes and Scheduled Tribes*, New Delhi: Indian Social Institute.
6. K. Saxena, (2011) 'Dalits', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books, Pp.15-38
7. P. Mathew, (2004) *The Minimum Wages Act, 1948*, New Delhi: Indian Social Institute.
8. K. Sankaran, (2008) 'Labour Laws and the World of Work', in K, Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press, Pp.119-131.
8. K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, Pp.39-65.
9. N. Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, pp.171-179.
10. N. Kurian, (2011) 'Consumers', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.
11. Vishnu Konoorayar, (2008), 'Consumer Law', In *Towards Legal Literacy in India*. K. Sankaran and U.K. Singh (eds). New Delhi: Oxford University Press.
12. S. Naib, (2013) 'Right to Information Act 2005', in *The Right to Information in India*. New Delhi: Oxford University Press, Available at [http://www.humanrightsinitiative.org/publications/rti/guide to use rti act 2005 English2 012 _light _Aspire.pdf](http://www.humanrightsinitiative.org/publications/rti/guide%20to%20use%20rti%20act%202005%20English2%20light%20Aspire.pdf), Accessed: 19.04.2013.
13. A. Baviskar, (2010), Winning the right to information in India: Is knowledge power, In J Gaventa & R McGee (eds) *Citizen Action and National Policy Reform*, London: Zed
14. S. M. Laskar (2016), *Importance of Right to Information for Good Governance in India*, *Bharati Law Review*, Oct-Dec, available at <http://docs.manupatra.in/newsline/articles/Upload/AC9CD2C7-B8AD-4C5A->

Nyaaya, India's Laws Explained, Request to Obtain Information, available at <https://nyaaya.in/topic/right-to-information/request-to-obtain-information>

15. M. Sarin and O. Baginski, (2010) *India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform*, Department for International Development. Available at www.ippg.org.uk(Accessed: 10.04.2013).

16. J. Dreze, Dey and Khera, (2008) *Employment Guarantee Act, A Primer*, New Delhi: National Book Trust (Also available in Hindi).

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	The course educates about the laws of the country on significant matters the rights they confer on the citizens of the country.
Regional	The course reflects on the legal provisions pertaining to matters of regional importance like tribal rights and rural employment.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Module I	Group Discussion
Skill Development	Module II	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 Skill Test	Written Exam
CO2	CIA 1 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****SKILL ENHANCEMENT COURSE****LAW IN INDIA****Answer Any Five of the Following Questions: 5x6= 30 Marks**

1. Elaborate on Rule of Law.
2. Discuss the law on domestic violence.
3. Analyze the legal protection in India against caste discrimination.
4. Reflect on the Right to Information Act.
5. Evaluate the progress of law on women's property rights.
6. Describe any two laws on tribal rights in India.
7. Critically analyze the law on sexual harassment at workplace.

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

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9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1	Understand	15
2	2	Analyze	15

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

SEMESTER – III

PERSONALITY DEVELOPMENT

1. Course Description

Programme: BA

Course Code: U24/PUB/SEC/301

Course Type: SEC

No. of credits: 2

Max. Hours: 30

Hours Per Week: 2

Max. Marks: 50

2. Course Objectives:


1. To familiarize students with the concept of personality development and its significance in professional and personal life.
2. To apply the personality development insights for professional and personal growth.


3. Course Outcomes

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

CO 1: Understand & apply the knowledge of personality development and theories to manage interpersonal relationships to promote personal & professional growth. (Understand)

CO 2: To develop awareness & apply knowledge of body language, attitudes and motivation to enhance interpersonal effectiveness. (Apply)


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4. Course Content

Module I –Introduction to Personality Development


15 HOURS

- a. Personality – Meaning, definition, significance, determinants and dimensions of personality.
- b. Personality Theories - Intra Psychic Theory, Type Theory, Trait Theory, Social Learning Theory and Self Theory.
- c. Personality and Organization - Determinants of individual personality, personality structure and the relationship between personality and behavior and personality factors that determine job performance.

Module II – Personality Development& Professional Growth

15 HOURS

- a. Body language - Definition, importance and factors of body language.
- b. Attitude – Concept, Significance, factors affecting attitudes, Positive attitude-Advantages, Negative attitude- Disadvantages and ways to develop a positive attitude, differences between personalities having a positive and negative attitude.
- c. Motivation – Concept, Significance, Internal and external motives, the importance of self-motivation, factors leading to de-motivation.


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5. Reference Books:

1. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
2. Stephen P. Robbins and Timothy A. Judge(2014), *Organizational Behavior 16th Edition*: Prentice Hall.
3. Lucas, Stephen. Art of Public Speaking. New Delhi. Tata - McGraw Hill. 2001
4. Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).
5. Pravesh Kumar. All about Self-motivation. New Delhi. Goodwill Publishing House. 2005.
6. Smith, B . Body Language. Delhi: Rohan Book Company. 2004
7. Khan, S R (2014) Personality Development. Ramesh Publishing House: Delhi Kumar, Pravesh (2005) All

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 course equips students to enhance human behavior & interpersonal skills for professional and personal growth

b) Components of 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	Presentation
SD	Module-2	Presentation

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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

PERSONALITY DEVELOPMENT

SECTION A ANSWER ANY FIVE QUESTIONS			5 Q X 6M =30 M	
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
1	Module 1	Explain the meaning and significance of personality development.	CO 1	BL2
2	Module 1	Describe the intra-psychoic theory and trait theory 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

PUBLIC ADMINISTRATION IN INDIA

1. Course Description

Programme: BA

Max. Hours: 75

Course Code: U24/PUB/DSC/301

Hours Per Week: 5

Course Type: DSC

Max. Marks: 100

No. of Credits: 5

1. Course Objectives:

1. To understand the evolution of the Indian administration.
2. To know the structure and functioning of Union Government and State Governments.
3. To understand the importance of reforms in administration.

2. Course Outcomes

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

CO 1: Understand the evolution of Indian administration. (Remember)

CO 2: Illustrate the working of union government and the relationship between various organs of Government. (Understand)

CO 3: Understand the working of state, district and urban local bodies. (Understand)

CO 4: Understand the types and differences between constitutional, non-constitutional and statutory bodies. (Understand)

CO 5: Identify the role and relevance of various reforms, committees and commissions in public administration. (Apply)

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4. Course Content**Module I - Evolution of Indian Administration****15 HOURS**

- a. Ancient and Mughal Administration – Main Features
- b. British Administration in India – Main Features
- c. Indian Administration – Continuity and Change

Module II – Union Government and Administration**15 HOURS**

- a. Organs of Government - Legislature, Executive and Judiciary: powers and functions & control over administration
- b. Cabinet Secretariat – Functions and role of Cabinet Secretariat, Cabinet Secretary, Cabinet Committees, Prime Minister's Office Parliamentary Committees.
- c. Central Secretariat – Functions, role and structure of Central Secretariat, Attached and Subordinate Office.

Module III – State Government and Administration**15 HOURS**

- a. State Secretariat – Organisation & functions of Chief Secretary and Secretariat and Directorate Relationship.
- b. District Administration – The changing role of District Collector in the current context.
- c. Salient features of 73rd and 74th Constitutional Amendment Acts.

Module IV – Constitutional, Non-Constitutional and Statutory Bodies**15 HOURS**


- a. Constitutional Bodies – Union Public Service Commission, State Public Service Commission, National Commission for Scheduled Caste (NCSC), National Commission for Scheduled Tribes
- b. Non – Constitutional Bodies - Niti Aayog, National Development Council and Central Bureau of Investigation
- c. Statutory Bodies - National Human Rights Commission (NHRC), National Green Tribunal (NGT), National Commission for Women, National Commission for Minorities.

Module V- Administrative Reforms, Committees and Commissions**15 HOURS**

- a. Administrative Reforms – Meaning, need, inception, pre & post independence reforms in Indian administration.
- b. National Commissions - First Administrative Reforms Commission and Second Administrative Reforms Commission.
- c. National Committees – Committee on Prevention of Corruption 1962 and Kothari Committee, 1976.




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5. Reference Books:

1. Avasthi and Avasthi, Indian Administration, Laxmi Narain Aggarwal, Agra, 2002.
2. Basu, D.D, *Introduction to the study of Indian constitution* Lexis Nexis, 2009.
3. Fadia and Fadia, Indian Administration, Sahitya Bhavan Publications, Agra, 2015.
4. Jha, Rajesh K, *Public Administration in India*, Pearson, 2010.
5. Maheswari, S.R, *Indian Administration*, Orient Blackswan,2001.
6. Mitra, Subrata K *The Puzzle of India's Governance*, Cambridge University Press, New Delhi, 2011.
7. Pylle M.V, *India's constitution*, Asia publishing house, 1962.
8. Ramesh K. Arora and Rajni Goyal, *Indian Public Administration*, Vishwa Parkashan, New Delhi, 2002.
9. Singh, Hoshiar and Singh, *Indian Administration*, Pearson,2010.
10. Subash C. Kashyap, *Indian Constitution: Conflicts and Controversies*, Vitasta, 2010

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 equips students with the knowledge to understand the intricacies of the nation's 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 4	Assignment
SD	Module 5	Assignment

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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			
CO3	} CIA-2 Presentation		
CO4			} CIA-2 Quiz, Written Test, Assignment
CO5			

Ans

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19/28/24

Head

Dept. of Public Administration
St. Francis College for Women
HYDERABAD.

See

Ans

b) Model Question Paper – End Semester Exam

PUBLIC ADMINISTRATION IN INDIA

Course Code: U24/PUB/DSC/301

Max Marks: 60

Credits: 5

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	What are the features of Ancient administration	CO 1	BL 1
2	Module 1	Describe the important features of the Mughal administration.	CO 1	BL 1
3	Module 2	How would you summarize the relevance of the Prime Minister's Office (PMO) in the present context	CO 2	BL 2
4	Module 2	Mention the role and functions of the Cabinet Secretariat	CO 2	BL 2
5	Module 3	Describe the changing role of the District Collector in the current context.	CO 3	BL 2
6	Module 3	Explain compulsory and voluntary provisions of the 73rd Constitution Amendment Act.	CO 3	BL 2
7	Module 4	Critically summarize the working of the Union Public Service Commission.	CO 4	BL 2
8	Module 4	How would you compare the working of the National Commission for Scheduled Caste and the National Commission for Scheduled Tribes?	CO 4	BL 2
9	Module 5	Which recommendations in the Second ARC report support citizen centrality and ethics in administration.	CO 5	BL 3
10	Module 5	How would you summarize the need and importance of Reforms for strengthening the efficiency in administration.	CO 5	BL 3

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	Saptanga Theory	CO 1	BL 1
12	Module 2	Functions of Parliamentary Committees	CO 1	BL 1
13	Module 3	Functions of Mandal Parishad Development Officer	CO 2	BL 1
14	Module 4	Differentiate between Constitutional and Non-Constitutional Bodies	CO 2	BL 1
15	Module 5	Significance of the Kothari Committee	CO 3	BL 1
16	Any Module	Powers of Subedar	Relevant CO	BL 1
17	Any Module	Functions of Sarpanch	Relevant CO	BL 1

c) Question Paper Blueprint

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DEPARTMENT OF PUBLIC ADMINISTRATION ST. FRANCIS COLLEGE FOR WOMEN, BEGUMPET

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SEMESTER - III

WESTERN POLITICAL THOUGHT

1. Course Description

Programme: **B.A**

Course Code: **U24/POL/DSC/301**

Course Type: **DSC**

No. of credits: **5**

Max. Hours: **75**

Hours per week: **5**

Max. Marks: **100**

2. Course Objectives

- **To understand political philosophy in the western context and to critically analyze the ideas of various Western political thinkers from the ancient to the early modern periods.**
- **To reflect on different thinkers' philosophical visions of an ideal political society.**

3. Course Outcomes

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

CO1: Identify the fundamental ideas in the ancient Greek philosophy. **(Understand)**

CO2: Recognize the dominant political views of Medieval Europe. **(Understand)**

CO3: Compare and contrast modern theories of origin of state. **(Analyze)**

CO4: Acquire a critical understanding of Utilitarian thought. **(Evaluate)**

CO5: Understand and reflect upon the modern philosophy of Hegel and Marx. **(Evaluate)**

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

1. Plato: Republic – Justice, Communism, Education and Ideal State.
2. Aristotle: Politics – State- Ideal and Polity; Government, Citizenship, Slavery and Revolution.

MODULE II: Medieval and Early Modern Thought (15 Hours)

1. St. Augustine – ‘City of God’.
2. St. Thomas Aquinas – Theory of Law; Sainted Aristotle.
3. Church and State Controversy – Marsilius of Padua.
4. Niccolo Machiavelli – ‘Prince’

MODULE III: Social Contract Theory (15 Hours)

1. Thomas Hobbes – Absolute Sovereignty, State and Society.
2. John Locke – Limited Government, Theory of Property.
3. Jean Jacques Rousseau – General Will and Popular Sovereignty.

MODULE IV: Utilitarian and Liberal Thought (15 Hours)

1. Jeremy Bentham – Utilitarianism; Hedonism.
2. John Stuart Mill – Liberty and Representative Government.

MODULE V: Modernity and Socialism (15 Hours)

1. Hegel – History and Dialectic; State.
2. Marx – Historical Materialism; Class War and Revolution.

5. References

1. Barker, Ernest (2013). *Greek Political Thought*. Routledge.
2. Ebenstein, William (1967). *Great Political Thinkers*. University of California.
3. Foster & Jones (1949). *Masters of Political Thought*. Houghton Mifflin.
4. Hacker, Andrew (1969). *Political Theory: Philosophy, Ideology, Science*. MacMillan.
5. Sabine, G.H. (1973). *A History of Political Theory*. Dryden Press.
6. Singh, Sukhbir (1980). *History of Political Thought Vol. I*. Rastogi Publications

7. Singh, Sukhbir (1980). *History of Political Thought Vol. II*. Rastogi Publications
8. Roberts, Peri & Peter Sutch (2012). *An Introduction to Political Thought*. Edinburgh University Press

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	The course introduces the students to theories of ideal state and government that guide the mission and objectives set by a national government.
Global	The course reflects on the ethics of global politics and the principles that should be guiding the relations between the countries.

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

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	End Semester examination
CO2	CIA-1	
CO3	CIA-2 Skill Test	
CO4	CIA-2 Assignment	
CO5		

ST. FRANCIS COLLEGE FOR WOMEN, BEGUMPET

**(An Autonomous College of Osmania University)
Faculty of ARTS – Department of Political Science**

DISCIPLINE SPECIFIC CORE

SEMESTER -III

WESTERN POLITICAL THOUGHT

Course Code: U24/POL/DSC/301 Max Marks:60

Credits:5 Time: 2Hrs

SECTION - A

Answer the Following: 5 x 10 = 50 M

1. Critically discuss Plato's Ideal State.

OR

2. Discuss with criticism Aristotle's theory of nature and origin of state.

3. Explain why St. Aquinas is also called as Sainted Aristotle.

OR

4. Elaborate on Machiavelli's views on power and rulership in 'The Prince'.

5. Hobbes' Leviathan is an absolute sovereign. Justify the statement.

OR

6. Write an essay on Rousseau's social contract theory.

7. Analyze Bentham's theory of Utilitarianism.


OR

8. Reflect on Mill's concept of liberty as the advocate of individual rights against social tyranny.

9. Analyze Hegel's theory of Dialectic.

OR

10. Critically discuss Marx's theory of class war.


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SECTION -B

Answer any Five Questions: 5 x 2 = 10 M

11. Justice
12. Natural Law
13. 'City of God'
14. General Will
15. Locke on Property
16. Citizenship
17. Dictatorship of the Proletariat

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	Understand	15
3	4	Evaluate	15
4	3	Analyze	15
5	4	Analyze	15



Department of Political Science

Osmania University