

SEMESTER - IV

ELECTION STUDIES AND PUBLIC OPINION

1. Course Description

Programme: B.A
Course Code: U24/POL/SEC/401
Course Type: SEC
No. of credits: 2

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

2. Course Objectives

- To identify the scope of Election Studies as a sub-discipline of Political Science.
- To understand the concept of public opinion and the channels through which they are formulated.

3. Course Outcomes

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

CO1: Identify the importance of election studies. **(Understand)**

CO2: Evaluate the forums through which public opinion is formulated. **(Analyze)**

MODULE I: Psephology and Poll Surveys (15 Hours)

1. Psephology – Meaning; Role in Democracy; Application
2. Poll Survey and Election Result Predictions.
3. Electoral Trends

MODULE II: Public Opinion (15 Hours)

1. Meaning and Characteristics of Public Opinion: Role in Democracy
2. Conditions necessary for formation of public opinion.
3. Agencies of Public Opinion: Political Parties, Associations, Media, Public Platforms and Civil Society.
4. Manipulation of Public Opinion.

5. References

1. G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948.
2. G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.
3. Lokniti Team, (2004) 'National Election Study 2004', *Economic and Political Weekly*, Vol. XXXIX (51).
4. 'Asking About Numbers: Why and How', *Political Analysis* (2013)
5. S. Kumar and P. Rai, (2013) 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi: Sage.
6. D. Rowntree (2000) *Statistics Without Tears: an Introduction for Non Mathematicians*, Harmondsworth : Penguin.
7. D Thakur, *Psephology And Elections Forecasting*, Deep And Deep Publications, Sage Publications, New Delhi, 1996.
8. Christophe Jaffrelot and Sanjay Kumar (Ed), *Rise of the Plebeians? The Changing Face of Indian Legislative Assemblies*,. New Delhi:
9. Ashutosh Kumar and Ronki Ram Edited "Globalisation and the Politics of Identity in India" Pearson Longman, Delhi, 2008

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	The course is concerned with the conduct and analysis of elections which is a cardinal feature of any democratic country.
Regional	The course is also a study on regional channels of public opinion that influence elections.

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 Written Exam	Written Exam
CO2	CIA 1 Skill Test	

b) Model Question Paper- End Semester Exam

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Faculty of ARTS – Department of Political Science

SKILL ENHANCEMENT COURSE

Answer Any Five of the Following Questions: 5x6=30 Marks

1. Describe the agencies of public opinion.
2. Analyze the role of Psephology in democracy.
3. Evaluate the role of media in the formation of public opinion.
4. Describe the various techniques of data analysis in election studies.
5. Discuss the factors responsible for the manipulation of public opinion.
6. Explain the importance of poll surveys in election studies.
7. Explain the characteristics of public opinion.

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	Class room sessions(hrs)
1	1	Understand	15
2	2	Analyze	15

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SEMESTER - IV**HISTORY OF TELANGANA****(Earliest time to 2014)****1. Course Description**

Programme: B.A

Course Code: U24/HIS/DSC/401

Course Type: DSC

No. of credits:5

Max. Hours:75 Hours

Hours per week:5

Max. Marks:100

2. Course Objectives

- To understand contribution of major dynasties and rulers that shaped the regions' identity.
- To analyse the socio-economic-political character of the region in 19th and 20th century.
- To delineate the phases of emergence of Telangana state.

3. Course Outcomes

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

CO1: Students will trace the chronology of major kingdoms which shaped the political and cultural history of Telangana **(UNDERSTAND)**

CO2: Analyse the impact of the Qutubshahis and Asaf Jahi's in the Deccan. **(ANALYSE)**

CO3: Impact of Socio Religious movements in Telangana.

(APPLY)

CO4: Evaluate the challenges faced by the people of Telangana leading to its accession to the Indian Union. **(EVALUATE)**

CO5: Examine the factors that led to the movement for the creation of Telangana State. **(ANALYSE)**

4. Course Content

MODULE I: A brief survey of the History of Telangana (15 Hours)

Sources- History and culture of Ancient Telangana –Satavahanas, Ikshvakus and Vishnukundins- Jainism and Buddhism- Socio-Cultural - Conditions- Literature, Art and Architecture - Age of Vemulavada Chalukyas- Medieval Telangana and the emergence of composite culture - Kakatiya's and Velama kingdoms and their contribution to Socio- Cultural Development, Literature, Art and Architecture- History of Qutubshahis of Golconda – Political Achievements – Administration - society – Economy and Religion – Agriculture, Trade and Commerce – Literature, Art and Architecture- Mughal Inter-regnum.

MODULE II: Impact of decline of Mughal Rule in Deccan 15 (Hours)

Establishment of Hyderabad state under Asaf Jahi's Dynasty (1724)- Brief survey of the political history of the Asaf Jahi's – Administration- Reforms of Salar Jung I – Socio- Economic development under the Nizams - Land Tenures and Social System, Jagirdars, Deshmukh's etc. Vetti– Nizam British relations- 1857 Revolt- Socio- Economic Development during the rule of the sixth Nizam Mir Mahboob Ali Pasha and Mir Osman Ali Khan seventh Nizam - Growth of Railways, Transport and Communication System, Establishment of Industries, Educational Institutions.

MODULE III: Renaissance in the Nizam's State 15 (Hours)

Socio – religious movements at all India level and their impact on Telangana
 Important social reformers and literary personalities of Telangana and their contribution
 Vignan Chandrika Mandali - Madapati Hanumantha Rao - Boorgula Ramakrishna Rao
 Suravaram Pratap Reddy - Sarojini Naidu - Shoaib Ullah Khan

MODULE IV: Growth of Political Movements in Hyderabad State – Telangana 15 (Hours)

Hyderabad State Congress – Role of Ramananda Thirtha - Razakkars and their activities – Kasim Razvi and his impact and the role of the Ittehad ul Muslimeen - Communist party of India and Peasant Armed struggle – Conditions in Telangana leading to the rebellion - Police Action in Hyderabad – Join India Movement - Operation Polo in 1948

MODULE V: Emergence of Telangana**15 (Hours)**

Gentleman's Agreement and the lapses – 1956 leading to unrest - Developments in the Region up to 1971 - From 1971 - Formation of Telangana state (2 June, 2014)

5. References

1. Bilgrami, Syed Husain (1898). Hyderabad, India: The Nizam's Govt. Printers Press
2. Gopala Reddy, Y A comprehensive history of Andhra, Victory Publishers, 1990
3. Gautam Pingle, The Fall and Rise of Telangana, Hyderabad, 2014
4. Narendra Luther, Hyderabad – a Biography, Oxford University press.
5. PR Rao, History and Culture of Andhra Pradesh, from the earliest time to 1991, Sterlingpublishers, New Delhi
6. Uma Joseph, T, Accession of Hyderabad – The Inside Story, New Delhi, 200
7. Venkata Rajam G and other, *Kakatiyulu* (translation) Media Book House, Hyderabad, 2005
8. Vaikuntam, People's Movement in Hyderabad State.

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
Regional	Traces the path of modern state of Telangana from the earliest times to the present to provide a perspective to state's growth and developmental needs.
Local	Highlights the establishment and growth of many educational, cultural institutions, industry and services in cities and towns that has contributed to the states development goals.

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 III	Presentation
SD	Module II	Essay writing
SD	Module V	Group discussion

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential learning	Field Trip
2.	Participative learning	Group Discussion
3.	Problem solving	Assignment writing -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	CIA I- Written Exam	Written Exam
CO2	CIA II- Written Exam	
CO3	CA 2- Assignment	
CO4	CA 2- Presentation	
CO5	CA 2- Skill test	

b) Model Question Paper- End Semester Exam

HISTORY OF TELANGANA
(Earliest times to 2014)

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 socio-eco-pol contribution of Kakatiya's to Telangana	CO 1	BL 2	
2	Module 1	Illustrate the contribution of Qutub shahi dynasty	CO 1	BL 2	
3	Module 2	Analyse Salar Jung, I reform	CO 2	BL 4	
4	Module 2	Examine the role of Osman Ali Khan in modernization of Hyderabad	CO 2	BL 4	
5	Module 3	Identify the reform movements -impact	CO 3	BL 3	
6	Module 3	Build an argument to support the program of AMS	CO 3	BL 3	
7	Module 4	Contrast the roles of HSC to Razza Kars	CO 4	BL 5	
8	Module 4	Evaluate the role of Communist in peasant armed struggle	CO 4	BL 5	
9	Module 5	Compare and contrast the 69 movement and 2014 Telangana movement	CO 5	BL 4	
10	Module 5	Analyse the Gentleman's agreement	CO 5	BL 4	
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	Ganapati Deva	CO 1	BL 1	
12	Module 2	Aghornath Chattopadhyay	CO 2	BL 1	
13	Module 3	Suravaram Pratap Reddy	CO 3	BL 1	
14	Module 4	Kasim Rizvi	CO 4	BL 1	
15	Module 5	Gentlemen Agreement	CO 5	BL 1	
16	Module1	Velamas	CO 1	BL 1	
17	Module5	TJAC	CO 5	BL 1	

INTRODUCTION TO INTERNATIONAL RELATIONS**1. Course Description**

Programme: B.A
Course Code: U24/POL/DSC/401
Type of Course: DSC
No. of Credits: 5

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

2. Course Objectives

- To acquaint students with the basic concepts, issues, institutions of International Relations.
- To understand the theoretical approaches to International Relations
- To critically analyze contemporary issues in International Relations

3. Course Outcome

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

CO1 - Define international relations and illustrate its evolution through various phases
(**Remember**)

CO2 - Understand and analyze the basic theories of international relations (**Understand**)

CO3 - Critically evaluate the historical-political context of the world wars and analyze the importance of the Cold War in shaping contemporary world politics (**Analyze**)

CO4 -Understand and illustrate the importance of core concept of international politics (**Apply**)

CO5 - Categorize the various issues of security and defend India's position vis-a-vis the NPT and CTBT (**Evaluate**)



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SEMESTER - IV**4. Course Content****MODULE I: Introduction to International Relations (15 Hours)**

1. Meaning, Nature and Scope
2. Evolution of International Relations
3. Sovereign State system and its characteristics

MODULE II: History of International Relations (15 Hours)

1. Causes and Consequences of First and Second World Wars.
2. Cold War – Phases, End of Cold War

MODULE III: Approaches to the study of IR (15 Hours)

1. Classical and Modern Approaches – (Idealism, Realism, World Systems, Social Constructivism and Feminism).

MODULE IV: Concepts of International Relations (15 Hours)

1. Non-State Actors
2. Diplomacy
3. Propaganda.
4. Balance of Power

MODULE V: International Security (15 Hours)

1. Traditional and Non-Traditional Understanding of Security; Collective Security.
2. Arms Race; Arms Control and Disarmament.
3. Issues in Nuclear Politics- NPT and CTBT.

5. Suggested Readings

1. Bayles, John and Smith, Steve (ed) (2013) – *Globalization of World Politics*. New Delhi: Oxford University Press.
2. Calvocoressi, Peter . (2009) – *World Politics since 1945 (9th Edition)*. New Delhi: Longman.
3. Chatterjee, Anik (2010) – *International Relations today, Concepts and applications*. New Delhi: Pearson.

4. Coulumbis, T.A. and Wolfe, H. (1990) – *Introduction to International Relations: Power and Justice*. New Delhi: Prentice Hall.
5. Duncan, Jancar, Webster and Switky (2008) – *World Politics in the 21st Century*. US:Boston: Cengage learning.
6. Ghosh, Peu. (2013) – *International Relations*. New Delhi: PHI Learning Pvt. Ltd.
7. Griffiths, Martin and O’Callaghan, Terry (2008) – *Key Concepts in International Relations*, London: Taylor & Francis.
8. Malhotra, V.K (2012) – *International Relations*. New Delhi: Anmol Publications Pvt. Limited
9. Mc Williams, Wayne C. and Piotrowski, Harry (1999) – *The World since 1945: A history of International Relations*, New Delhi : Penguin Books.
10. Morgenthau, Hans, J. (2005) – *Politics among Nations*. New York: Macgraw- Hill.
11. Palmer, N.D. and Perkins, H.C. (2001) – *International Relations: A democracy at Work*. New Delhi: CBS Publishers & Distributors Private Limited
12. Viotti, Paul R. and Kauppi, Mark V.(2011) – *International Relations and World Politics*. New Delhi:Pearson.
13. Jackson, Robert and Sorenson George (2013) – *Introduction to International Relations: Theories and Approaches*, Fifth Edition. New Delhi: Oxford University Press India.
14. Khanna V.K., Kumar Leslie (2018) *Foreign Policy of India*. New Delhi . Vikas Publishing House

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

Local /Regional/National /Global Development Needs	Relevance
Global	The Course will help students understand the basics of international politics - theories and concepts.

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module II	Research Paper
EMP	Module V	Presentation

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Quiz
2.	Participative Learning	Seminar, Presentation
3.	problem Solving	Case Studies

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	CAI	End Semester Exam
CO2	CAI	
CO3	CIA-2 Skill Test	
CO4	CIA-2 Assignment	
CO5		

b) Model Question Paper- End Semester Exam**INTERNATIONAL RELATIONS**

TIME: 2hrs
MAX.MARKS: 60

Course Code: U24/POL/DSC/401

Section A

Answer the following

Marks – 5x10 = 50

1. Analyse the evolution of International Relations

Or

2. Explain with examples the role of State and Non-State actors in IR


3. Critically evaluate the Neo-realist theory of IR

OR

4. What are the various feminist approaches to the discipline of IR?

5. What are the causes and consequences of WWII

OR


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INTRODUCTION TO INTERNATIONAL RELATIONS

6. The Cold War was an ideological warfare - Justify

7. Critically evaluate the role of diplomacy in IR

OR

8. Balance of power is desirable for a more peaceful world order - Justify

9. Explain the various traditional and non-traditional approaches to security

OR

10. Discuss the issues surrounding nuclear politics.

SECTION B

Answer Any Five Questions

Marks – 5x2 =10

11. Scope of IR

12. Social Constructivism

13. WWI

14. Propaganda

15. CTBT

16. Arms Control

17. Westphalian State

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	CO1	2	10	1	2
2	15	CO2	2	10	1	2
3	15	CO3	2	10	1	2
4	15	CO4	2	10	1	2
5	15	CO5	2	10	1	2



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SEMESTER – IV

INTRODUCTION TO ENVIRONMENTAL ADMINISTRATION IN INDIA

1. Course Description

Programme: BA

Max. Hours: 30

Course Code: U24/PUB/SEC/401

Hours Per Week:2

Course Type: SEC

Max. Marks: 50

No. of Credits: 2

2. Course Objectives:

To bring awareness among students about key environmental issues, policies & regulations, empowering them to become informal advocates for sustainable practices & responsible environmental stewardship.

3. Course Outcomes

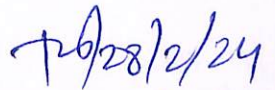
On completion of the course, the student will be able to:

CO 1: Understand the concept and importance of the environmental management and administration System in solving the environmental issues in India. (Understand)

CO 2: Identify the relationship between institutional decisions, administrative processes and environmental policies in India. (Evaluate)



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

- a. Environment Management System – Meaning, concept, functions, objectives and basic elements of environment management system.
- b. Environment Administration System – Meaning, definition, concepts, significance and elements of environment administration system.
- c. Environmental Problems, Issues and Awareness Strategies

Module II- Environment Policy in India 15 HOURS


- a. Environment Policy in India – Indian Constitutional and Environment Protection, Legislative Measures for Environmental Protection.
- b. Environmental Legislation and Constitutional provisions - National Environment policy 2006, and Environment Protection Act 1986.
- c. Institutions for Environmental protection: National Green Tribunal, Wildlife Protection Act 1972, Forest Conservation Act, Pollution Control Board, 1974.



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5. Reference Books:

1. Anil Kumar Dhiman, *E- Governance – Good Governance using ICT*, S K Book Agency,2017.Bagel C.L, Yogendra Kumar, *Good Governance – Concept and Approaches*, Kanishka Publishers,2006.
2. Jain R.B, *Public Administration in India – 21st Century Challenges for Good Governance*, Deep & Deep Publications,2001.
3. Jain R.B, *Public Administration in India – 21st Century Challenges for Good Governance*, Deep & Deep Publications Private Ltd, New Delhi,2002.
4. NippaniK. S, Murthy B. K., *Digital India – Governance Transformation*, Vitasta Publishing Pvt. Ltd, New Delhi,2018.
5. PardhasaradhiY,Rakesh Chetal, namita Gupta, *E- Governance and Indian Society - With Case Studies*, Kanishka Publishers,2009.
6. Prabhu C.S.R, *E-Governance – Concepts and Case Studies*, PHI Learning Pvt. Ltd. Delhi,2015.
7. Richard Heeks, *Implementing & Managing e-Government – An International Text*, Sage Publications,2009.
8. Satyanarayana J, *Managing Transformation – Objectives to Outcomes*, PHI Learning Pvt Ltd, Delhi,2015.
9. Shivani Singh, *Governance – Issues and Challenges*, Sage Publications,2016.
10. Shubash Bhatnagar, *Unlocking E- Government Potential – Concepts, Cases & Practical Insight*, Sage Publications,2009.
11. Sridevi Ayaluri, Vijaya Sekhar K.S, 2015, *Digital India in Action – Selected e- Governance initiatives*,Religate Interactive Brand Consulting Pvt Ltd,2015.


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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
National	Aware and sensitized about the present day's environmental issues at the global and national level

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	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

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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

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 objectives of the environment management system in India.	CO 1	BL2
2	Module 1	Describe the significance and elements of the environment administration system.	CO 1	BL2
3	Module 1	Mention some of the environmental problems and suggest various means to solve?	CO 1	BL2
4	Module 2	Describe legislative measures initiated by Government of India for environmental protection.	CO 2	BL5
5	Module 2	Write an essay on National Environment Policy 2006 .	CO 2	BL5
6	Module 2	Evaluate the organizational set and functions of the National Green Tribunal.	CO 2	BL 5
7	Any module	What are the important methods to propagate environmental awareness.	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

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SEMESTER - IV**MUSEUM MANAGEMENT****1. Course Description**

Programme: BA
 Course Code: U24/HIS/SEC/401
 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. **(APPLY)**

4. Course Content

MODULE I: Definition of Museum.

15 (Hours)

Aim, Function, History of Museum. History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum. Types of Museums and Emergence of New Museums and allied institutions

MODULE II: Understanding of Collection

15 (Hour)

Conservation, Preservation and their policies, ethics and procedure. Museum, Archives and Society: Exhibitions, Public Relation. II. Education and Communication through Outreach activities. III. Make a Project with visit and access to Museum and Archives in nearby place.

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	Presentation

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**MUSEUM MANAGEMENT**

SECTION A – Answer any 5 out of 7			5 Q X 6 M = 30 M	
(To compulsorily have 3 questions from each Module)				
Question Number	Question	Question	CO	BTL(Blooms Taxonomy Level)
1	Module 1	Meaning, definition of Museums	CO 1	BL 2
2	Module 1	Explain forms of Museums	CO 1	BL 2
3	Module 1	Describe History of emergence of Museums	CO 1	BL 2
4	Module 1	What is the importance of setting up Museums	CO 1	BL 2
5	Module 2	Identify functions of Museums- local	CO 2	BL 3
6	Module 2	Identify functions of Museums- regional	CO 2	BL 3
7	Module 2	Identify functions of Museums- national	CO 2	BL 3

SEMESTER – IV

PUBLIC POLICY

1. Course Description

Programme : BA

Course Code: U20/PUB/DSC/401

Course Type: DSC

No. of Credits: 5

Max. Hours: 75

Hours per week: 5

Max. Marks: 100

2. Course Objectives:

1. To understand the basic concepts of public policy, approaches and models.
2. To understand the different approaches to policy analysis.
3. To understand the process of policy formulation and policy implementation.

3. Course Outcomes

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


CO 1: Understand the concepts of Public Policy and its relationship with policy sciences. (Understand)


CO 2: Understand the various approaches to public policy. (Understand)

CO 3: Illustrate the models of public policy. (Understand)

CO 4: Identify the different types of policy analysis. (Apply)

CO 5: Develop and understand the various implementation and evaluation strategies in public policy. (Apply)


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

- a. Public Policy - Meaning, scope and importance.
- b. Policy Sciences – Evolution, need, importance and limitations of Policy Sciences.
- c. Public Policy Cycle - Agenda Setting - Policy Formulation - Policy Legitimation (policy approval) – Policy Implementation - Policy Evaluation

Module II – Approaches to Public Policy**15 HOURS**

- a. Public Policy Approach – Meaning, origin and development, views on public approach and limitations.
- b. Approaches to Public Policy - Process Approach & Logical Positivist Approach, Phenomenological Approach and Participatory Approach and Normative Approach.
- c. Agencies in Public Policy Formulation - Formal and informal.

Module III –Models of Public Policy**15 HOURS**

- a. Systems Model and Institutional Approach for Policy Analysis
- b. Rational Policy–Making Model and Lindbloms’s Incremental Approach.
- c. Dror’s Normative-Optimum Model and Political Public Policy Approach.

Module IV – Public Policy Analysis**15 HOURS**

- a. Approaches to Policy Analysis – Historical approach, Functional approach, Investigative – substitutive approach and Innovative approach.
- b. Models of Public Analysis –Institutional, Rational, Incremental, Group Theoretic Model, Elite Theoretic Model.
- c. Types of Policy Analysis – Empirical and normative, retrospective and prospective, perspective and descriptive.

Module V- Policy Implementation and Evaluation**15 HOURS**

- a. Concepts and techniques of policy implementation.
- b. Concepts of policy evaluation and constraints.
- c. Impact of Globalization on policy making.

5. Reference Books:

1. Anderson J.E., PublicPolicy-Making:AnIntroduction,Boston,Hou, 2006.
2. Birkland Thomas A., An Introduction to The Policy Process: Theories, Concepts, And Models of Public Policy Making, 2005.
3. Avasthi and Maheshwari, Public Administration, Lakshmi Narain Agarwal, Agra-3, 22nd revised edition, 1997.
4. Bidyut Chakrabarty, Prakash Chand, Public Administration in a Globalised World – Theories and Practice, Sage Publications, 2012.
5. Fadia B. L. and Kuldeep Fadia, Public Administration: Administrative thinkers, Sahitya Bhawan, Agra, 2017.
6. Hoshier Singh, Mohinder Singh, Revised Edition, Public Administration in India, Sterling Publications, 1993.
7. Mohit Bhattacharya, New Horizons of Public Administration, Jawahar Publishers and Distributers, 2016.
8. S. L. Goel, Advanced Public Administration: Theory and practice, Deep and Deep Publications Pvt. Ltd,2003
9. Sharma M.P., Sadhana B.L, Public Administration in Theory and Practice, KitabMahal, 1992.
10. Venkateshwara Rao N, Readings in Modern Public Administration, Kanishka Publishers, 1999.

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 students gain knowledge in the policy-making process through exposure to diverse techniques applied in policy decision and formulation.

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	Assignment

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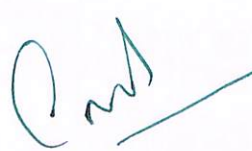
7. Pedagogy


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

c) 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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PUBLIC POLICY

Course Code: U24/PUB/DSC/401

Credits: 5

Max Marks: 60


Time: 2 Hrs

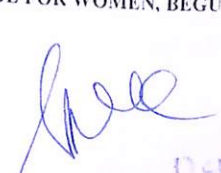
SECTION A – INTERNAL CHOICE				
ANSWER ANY ONE QUESTION FROM EACH MODULE				
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
1	Module 1	Define public policy and explain the meaning, nature and significance of public policy.	CO 1	BL 2
2	Module 1	Define Public Policy and explain its meaning and scope.	CO 1	BL 2
3	Module 2	Compare the logical positivist approach with the process approach.	CO 2	BL 2
4	Module 2	Describe the contributions of various approaches to public policy.	CO 2	BL 2
5	Module 3	Explain the systems models and institutional approach for public administration.	CO 3	BL 2
6	Module 3	Describe Dror's optimum model.	CO 3	BL 2
7	Module 4	Identify the different types of policy analysis.	CO 4	BL 3
8	Module 4	What is the difference between empirical and normative analysis.	CO 4	BL 3
9	Module 5	Identify the various techniques of policy implementation.	CO 5	BL 3
10	Module 5	How would you evaluate the policies of the government which has its due impact in the era of globalization.	CO 5	BL 3

5 Q X 10 M = 50 M

SECTION B				
ANSWER ANY FIVE QUESTIONS				
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
11	Module 1	Meaning of Public Policy	CO 1	BL 1
12	Module 2	Significance of approaches to public policy	CO 1	BL 1
13	Module 3	Importance of models of public policy	CO 2	BL 1
14	Module 4	Features of Policy Analysis.	CO 2	BL 1
15	Module 5	Relevance of Policy Evaluation	CO 3	BL 1
16	Any Module	Limitations of Policy Sciences.	Relevant CO	BL 1
17	Any Module	Relevance of Policy Implementation	Relevant CO	BL 1

5 Q X 2 M = 10 M


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