

**SEMESTER – VI**  
**COMPARATIVE PUBLIC ADMINISTRATION**

**1. Course Description**

Programme : BA

Max. Hours : 75

Course Code : U20/PUB/DSC/602

Hours per week : 5

Course Type : DSC

Max. Marks : 100

No. of credits : 5

**2. Course Objectives:**

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

**3. Course Outcomes**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

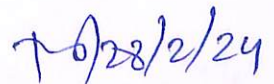
- a. Citizens & Administration: A comparative study of various mechanisms for Redressal of citizens' grievances in U.K., U.S.A & France.
- b. International systems: International Monetary Fund (IMF), International Bank for Reconstruction and Development (IBRD), World Trade Organization (WTO), World Bank.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

**5. Reference Books:**

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



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## 6. Syllabus Focus

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

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

## b) Components on Skill Development / Entrepreneurship Development/ Employability

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

## 7. Pedagogy

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

*End*

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8. Course Assessment Plan

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

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

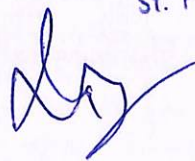


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## b) Model Question Paper – End Semester Exam

## COMPARATIVE PUBLIC ADMINISTRATION

Course Code: U24/PUB/DSC/602

Credits: 5

Max Marks: 60

Time: 2 Hrs

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

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

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## SEMESTER - VI

## CONTEMPORARY POLITICAL THEORY

## 1. Course Description

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

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

## 2. Course Objectives

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

## 3. Course Outcomes

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

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

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

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

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

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

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

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

**MODULE II: Neo-Marxist Theory (15 Hours)**

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

**MODULE III: Feminist Theory (15 Hours)**

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

**MODULE IV: Multiculturalism (15 Hours)**

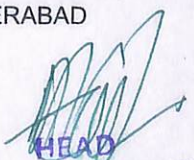
1. Bhikhu Parekh – Cultural Diversity
2. Will Kymlicka – Multicultural Citizenship

**MODULE V: Communitarianism (15 Hours)**

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

**5. References**

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



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

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

**b) Components on Skill Development/Entrepreneurship Development/Employability**

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

**7. Pedagogy**

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

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

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

## b) Model Question Paper- End Semester Exam

ST. FRANCIS COLLEGE FOR WOMEN, BEGUMPET

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

Course Code: U20/POL/DSE/602

Max.Marks:60

Credits: 5

Time: 2Hrs

## SECTION - A

Answer the Following:

5 x 10 = 50 M

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

OR

2. Critically analyze Rawls 'theory of justice'.

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

OR

4. Elaborate Adorno's Critical Theory.

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

OR

6. Evaluate the concept of Eco-feminism

7. Describe Parekh's views on cultural diversity.

OR

8. Analyze Kymlicka's theory of Multicultural Citizenship.

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

OR

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

## SECTION - B

III. Answer any All the Questions:

5 x 2 = 10 M


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

## c) Question Paper Blueprint

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

## 9. CO-PO Mapping

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

  
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**GOVERNANCE AND E-GOVERNANCE**

**1. Course Description**

Programme : BA

Course Code: U20/PUB/DSE/601

Course Type: DSC

No. of credits: 5

Max. Hours: 75

Hours per week: 5

Max. Marks: 100

**2. Course Objectives:**

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

To provide knowledge on governance and e-governance initiatives

**3. Course Outcomes:**

On completion of the course the student should be able to


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

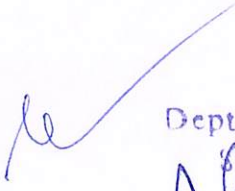
CO2: Understand the concept, types and models of E- Governance. (Understand)

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

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

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

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

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

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

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

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

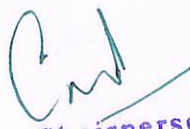
- a. Changing role of state in the context of Governance.
- b. Ethics & Governance.
- c. Government, Governance and E-Governance- Difference between Government & Governance, the difference between Governance. and E-Governance

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

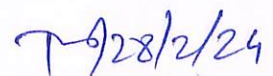
- a. IT Act 2000 & IT Act 2008.
- b. Right To Information Act 2005
- c. National E-Governance Plan 2006

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

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



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**5. Reference Books:**

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

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

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

**b) Components on Skill Development / Entrepreneurship Development/ Employability**

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

## 7. Pedagogy

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

## 8. Course Assessment Plan

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

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

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## b) Model Question Paper – End Semester Exam

## GOVERNANCE AND E-GOVERNANCE

## MODEL QUESTION PAPER

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

Max Marks: 60  
Time: 2 Hrs

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

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

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**SEMESTER - VI****HISTORY OF 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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**NEGOTIATION AND CONFLICT MANAGEMENT**

**1. Course Description**

Programme : BA

Course Code: U24/PUB/SEC/601

Course Type: SEC

No. of Credits: 2

Max. Hours: 30

Hours Per Week: 2

Max. Marks: 50

**2. Course Objectives:**

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

**3. Course Outcomes**

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

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

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



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NEGOTIATION AND CONFLICT MANAGEMENT

1. Course Description

Programme : BA

Course Code: U24/PUB/SEC/601

Course Type: SEC

No. of Credits: 2

Max. Hours: 30

Hours Per Week: 2

Max. Marks: 50

2. Course Objectives:

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

3. Course Outcomes

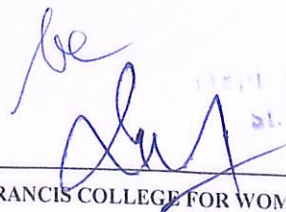
On completion of the course the student should be able to:

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

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



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**4. Course Content****Module I – Negotiation Skills and Strategies in Professional Institutions 15 Hours**


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

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

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

  
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**5. Reference Books:**


## 7. Pedagogy


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

## 8. Course Assessment Plan

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

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

  
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## b) Model Question Paper – End Semester Exam

## NEGOTIATION AND CONFLICT MANAGEMENT

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

Max Marks: 30  
Time: 1 Hr

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

## c) Question Paper Blueprint

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

**SEMESTER - VI**

**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  
Department of History  
Osmania University, Hyderabad-7, T.S.

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HEAD  
Department of History,  
Osmania University, Head  
Department of  
St. Francis College  
Begumpet, H

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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 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-VI

## PROJECT

## 1. Course Description

Programme: B.A

Max. Marks: 60

Course Code: U20/PUB/PRJ/601

Hours per week : 4

Course Type: Project

No. of credits: 4

## 2. Course Objective:

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


## 3. Course Outcome:

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

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

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

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

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



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## 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](http://www.unesco.org); [www.asi.nic.in](http://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**

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

**7. Pedagogy**

<b>S. No</b>	<b>Student Centric Methods Adopted</b>	<b>Type / Description of Activity</b>
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

<b>CO</b>	<b>Continuous Internal Assessments CIA - 40%</b>	<b>End Semester Examination-60%</b>
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 20<sup>th</sup> 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**

<b>SD/ED/EMP</b> <b>(Mention any ONE of the above at a time )</b>	<b>Syllabus Content</b> <b>(Mention Module No. or part content applicable)</b>	<b>Description of Activity</b> <b>(Activity that will be conducted in class to support the focus of SD/ED/EMP in the syllabus content)</b>
SD	Module II	Essay writing
SD	Module V	Presentation
SD	Module III	GD

**7. Pedagogy**

<b>S. No</b>	<b>Student Centric Methods Adopted</b>	<b>Type / Description of Activity</b>
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	