

SEMESTER I

ENVIRONMENTAL STUDIES

1. Course Description

Program: BSC
Course Code: U24/EVS/AECC/101
Course Type: AECC
No. of credits: 2

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

2. Course Objectives:

- To Understand the principles of ecology and environmental issues
- To acquire the skills needed and develop a sense of responsibility to actively participate in its protection and improvement

3. Course Outcomes:

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

CO 1: Gain knowledge and develop in-depth understanding of the basics of ecological principles, conservation of biodiversity, renewable energy resources and water conservation

CO 2: Enhanced analytical capability to undertake and participate in finding solutions for various environmental issues and concerns of national and global importance to achieve environmental protection and sustainable development

4. COURSE CONTENT

UNIT - I: Ecosystem, Biodiversity & Natural Resources (15 hrs.)

1. Definition, Scope & Importance of Environmental Studies
2. Structure of Ecosystem – Abiotic & Biotic Components, Ecological Pyramids
3. Definition of Biodiversity, Genetic, Species & Ecosystem Diversity, IUCN Red list, Hotspots of Biodiversity, Threats and Conservation of Biodiversity (*In situ & Ex situ*)
4. Renewable Energy Resources – Solar, Wind and Biomass
5. Water Conservation, Water Footprint, Rain Water Harvesting
6. Environmental Ethics

UNIT – II: Environmental Pollution, Global Issues & Legislation (15 hrs.)

1. Causes, Effects and Control Measures of Air and Water Pollution
2. Solid and Plastic Waste Management, Zero Waste Management
3. Global Warming & Ozone Layer Depletion, Carbon Footprint
4. Environmental Laws and Acts-Wildlife Protection Act, Forest Act, Air Act, Water Act
5. People's Participation in Environmental Protection- Silent Valley, Bishnois of Rajasthan
6. Disaster Management-Flood, Earthquake and Cyclones
7. Environmental Management
8. Role of Information Technology in Environmental Protection and Health

Field visit:

1. Visit to Solar Plant in your Locality/City
2. A Glimpse of Biodiversity in Hyderabad/ Visit to National Parks and a Walk-Through Campus
3. Visit to a Nearby Lake

5. REFERENCES:

Books:

- Text book of Environmental Studies for undergraduate courses (second edition) by Erach Bharucha
- Environmental Studies by Dr. J.P. Sharma
- Perspectives in Environmental Studies – Anubha Kaushik & C.P. Kaushik
- A text book of Environmental Studies by Dr. D. K. Asthana and Dr. Meera Asthana
- Environmental Science by Dr. Syeda Azeem Unnisa

Magazines:

- **Terra Green (a monthly digital magazine on environmental issues)**
- Down to Earth, Centre for Science &
- Environment Survey of the Environment published by The Hindu

E-Resources:

- <https://www.cseindia.org/>
- <https://www.ugc.gov.in/oldpdf/modelcurriculum/env.pdf>

6. Syllabus Focus

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

Local /Regional/ National /Global Development Needs	Relevance
Local needs	<p>Develop a critical understanding of Environmental issues and concerns. Inculcate the environmental ethics and work for sustainable future</p> <p>Utilise the potential application of Methods of Solid Waste Management in the Waste management concerns</p> <p>Involve in community development through extension and organising programs.</p>
Regional needs	Creates awareness on pollution and threats to biodiversity in the Ecosystem
National needs	Have an over view of mitigation measures of disaster management. Explain major conservation strategies taken in India. Apply the Knowledge of role of information technology in protection of the environment.
Global needs	Environmental studies is globally relevant to monitor environmental issues and for the sustainable development. It deals with issues and challenges of environment management in the changing climate scenario.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development, Entrepreneurship Development, Employability	Unit II Solid Waste Management	Demonstration of Composting, Vermicomposting and the preparation of Bio-Enzymes. Awareness on scope of green entrepreneurship and employability related to Solid waste management

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential learning	Field trips, Documentary watching, Demonstrations, Student volunteering days, Plantation drives, Clean up drives
2.	Participative Learning	Seminars, Workshops, Guest lectures, Group Discussion, Library reference, Presentations and Competitions, Demonstrations by students
3.	Problem Solving	Case Studies, Projects

8. Course Assessment Plan

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

CO	Internal Assessments IA -40%	End Semester Examination-60%
CO1	Field Visit report/Case Study/ Poster making/ Presentations/Eco Friendly product making/Model making	Written Exam
CO2		

b) Model Question Paper- End Semester Exam

ENVIRONMENTAL STUDIES

Course Code: U24/EVS/AECC/101

Time: 1 Hour

Max. Marks: 30

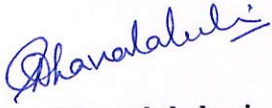


Answer any five of the following:

5X6=30

1. Define environmental studies and mention the importance of environmental studies.
2. "Biomass is an important source of energy", Discuss.
3. Explain the rooftop rainwater harvesting system with the help of a diagram.
4. Identify the reasons for water pollution in your region and suggest measures to reduce the water pollution.
5. Discover the initiatives taken by swachh cities in solid waste management.
6. Comment on "Silent Valley- A people's movement that saved a forest."
7. List out the changes you would make in your lifestyle to reduce your carbon footprint.

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks
I	15	CO 1	3	6
II	15	CO 2	4	6

Prepared by	Checked & Verified by	Approved by
 G. Dhanalakshmi Head, Dept. of Environmental Studies	 G. Dhanalakshmi, Head, Dept. of Environmental Studies	 Dr. Uma Joseph Principal

SEMESTER II

ENVIRONMENTAL STUDIES

6. Course Description

Program: BA, BMS & BCOM
Course Code: U24/EVS/AECC/201
Course Type: AECC
No. of credits: 2

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

7. Course Objectives:

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8. Course Outcomes:

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9. COURSE CONTENT

UNIT - I: Ecosystem, Biodiversity & Natural Resources (15 hrs.)

1. Definition, Scope & Importance of Environmental Studies
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3. Definition of Biodiversity, Genetic, Species & Ecosystem Diversity, IUCN Red list, Hotspots of Biodiversity, Threats and Conservation of Biodiversity (*In situ* & *Ex situ*)
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6. Syllabus Focus

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

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development, Entrepreneurship Development, Employability	Unit II Solid Waste Management	Demonstration of Composting, Vermicomposting and the preparation of Bio-Enzymes. Awareness on scope of green entrepreneurship and employability related to Solid waste management

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b) Model Question Paper- End Semester Exam

ENVIRONMENTAL STUDIES

Course Code: U24/EVS/AECC/201

Time: 1 Hour

Max. Marks: 30


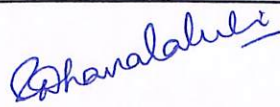

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SEMESTER - II

BASIC PSYCHOLOGICAL PROCESSES

1. Course Description

Programme: B.A

Max. Hours: 75 hours

Course Code: U24/PSY/DSC/201

Hours per week: 5 hours

Course Type: DSC

Max. Marks: 100 M

No. of credits: 5

2. Course Objectives

- To explain and compare various motivational theories and models, Demonstrate the principles and processes of the learning theories.
- To help gain knowledge of the physiological foundations of memory and explain the processes of memory formation, retention, and retrieval.
- To Explain and evaluate different theories of intelligence and help in understanding thinking as a cognitive process.

3. Course Outcomes

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

- CO1: Describe and identify key concepts, principles, and components of each motivational theory and model. (UNDERSTAND)
- CO2: Demonstrate a thorough understanding of learning theories, including classical and apply this knowledge to analyze learning processes in different contexts. (UNDERSTAND AND ANALYSE)
- CO3: Acquire knowledge of the physiological foundations of memory, comprehend the two major approaches to memory, know distinct characteristics of various types of memory, interpret the causes of forgetting and apply mnemonic techniques as effective memory aids. (UNDERSTAND AND APPLY)

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- CO4: Demonstrate a comprehensive understanding of various theories of intelligence, and explain the key concepts, principles and contributions of each theory. (UNDERSTAND)
- CO5: Explain the factors and strategies involved in concept formation, the relationship between language and thought, explore the relationship between creativity and intelligence, understand the principles of reasoning, problem solving, and decision making. (UNDERSTAND)

4. Course Content

MODULE 1: MOTIVATION

(15 hrs)

Approaches to Motivation: Instinct theory, Drive reduction theory, Arousal approach, Incentive approach, Cognitive approach - intrinsic and extrinsic motivation, Opponent - process theory
 Maslow's hierarchy of needs
 Biological drives: hunger and thirst
 Murray's Psychogenic needs theory
 McClelland's Social Motives: need for achievement, affiliation and power

MODULE 2: LEARNING


(15 hrs)


Definition of learning;
 Theories of learning: Classical Conditioning by Pavlov; Trial & Error by Thorndike; Instrumental Conditioning by Skinner; Cognitive Theories of Learning by Kohler and Tolman; Social learning theory by Bandura.

MODULE 3: MEMORY

(15 hrs)

Definition
 Physiological basis of memory: memory trace, autonomic nervous system, brain, adrenal gland, cell assemblies.
 Two Major Approaches to Memory: Atkinson & Shiffrin and Alan D. Baddeley


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Stages of memory: sensory memory, short-term memory and long-term memory

Types of memory: episodic, semantic and procedural

Retention: Causes of Forgetting – Overview of decay theory, interference, encoding and retrieval problems, emotional factors, amnesia

Mnemonics—Techniques

MODULE 4: INTELLIGENCE

(15 hrs)

Theories in brief – Thurstone, Spearman, Guilford, Sternberg, Gardner.

Mentally gifted, Savant Syndrome, Intellectual Disability – causes & levels

Determinants of intelligence: Genetic, Environmental & Social

Emotional intelligence: Theories & Assessment

MODULE 5: THINKING

(15 hrs)

Mental Imagery

Concepts – Factors and Strategies in concept formation.

Language and thought.

Creativity and its relationship with Intelligence.

Reasoning,

Problem Solving- Steps, Strategies & Obstacles of problem solving

Decision making.

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5. References

1. Feldman, R. S., & Garrison, M. (1993). *Understanding psychology* (Vol. 10). New York, NY: McGraw-Hill.
2. Morgan, C. T., & King, R. A. (1966). *Introduction to psychology*.
3. *Hillgard's introduction to psychology*. Vol. 12. Philadelphia, PA: Harcourt Brace College Publishers, 1996.
4. Weiten, W. (1995). *Themes and variations*. Brooks/Cole Publishing, Pacific Grove (CA)
5. Parameswaran, E. G. Beena (2002). *An invitation to psychology*. Hyderabad: Neelkamal Publications.
6. Davey, G., Sterling, C., & Field, A. (2014). *Complete psychology*. Routledge.
7. Taylor, S. E., & Sirois, F. M. (1995). *Health psychology*. New York: McGraw-Hill.

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Local	Learning and memory play a significant role in acquiring and retaining multiple skills which are necessary in our day-to-day life, academics and also for adapting to local environmental conditions and challenges.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Reasoning, Analysing, Problem Solving	Module 1, 3, 5 - Maslow's hierarchy of needs; mnemonics; reasoning and problem solving	Ad analysis to identify Maslow's needs and other motivation theories. Presenting the students with contents / lists to remember, in order to put mnemonic techniques to practice and present with problems that require reasoning and problem-solving skills, including creativity.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Assignment: Students are asked to select Ads which depict the hierarchy of needs, as proposed in Maslow's theory of motivation.
2.	Experiential Learning	Case Study: Analyse the learning methodology used in the case provided or video shown.
3.	Participative Learning	Art Project: Students can be divided into groups and given a topic to prepare charts depicting the same.

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8. Course Assessment Plan

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

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-1	Written Exam
CO2	CIA-1	
CO3	CIA-2 (Assignment)	
CO4	CIA-2 (Skill Test / Assignment)	
CO5	CIA-2 (Skill Test)	

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b) Model Question Paper- End Semester Exam

BASIC PSYCHOLOGICAL PROCESSES

Paper Code: U24/PSY/DSC/201

Time : 2 Hrs

Credits : 5

Max marks: 60

SECTION – A

I. Answer following

5 x 10 = 50 M

1. Discuss Maslow's hierarchy of needs theory, outlining the different levels of needs and their impact on motivation and behavior.

OR

2. Compare and contrast the various approaches to motivation and provide appropriate examples.

3. Analyze the role of cognitive processes in learning, drawing Kohler and Tolman's theories.

OR

4. Critically analyse Bandura's Social learning theory.

5. Discuss the stages of memory and explain how information is processed and stored in each stage.

OR

6. Compare and contrast the two major approaches to memory proposed by Atkinson & Shiffrin and Alan D. Baddeley.


7. What is intelligence? Write about Guilford's theory of intelligence.

OR

8. Discuss theories of emotional intelligence.



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9. Analyze the various steps, strategies, and obstacles involved in problem-solving.

OR


10. Explain the factors and strategies involved in concept formation.


Section – B

II. Answer any five of the following

5 x 2 = 10 M

11. Explain Extrinsic motivation
12. Summarize McClelland's Social Motives.
13. Define classical conditioning.
14. List the causes of forgetting.
15. Classify the levels of intellectual disability.
16. Define creativity.
17. 'g' and 's' factors of intelligence.


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SEMESTER - II**BRITISH LITERATURE (18th -19th CENTURY)****1. Course Description**

Programme: BA

Course Code: U24/LIT/DSC/201

Course Type: DSC

No. of credits: 5

Max. Hours: 75

Hours per week: 5 hrs

Max. Marks: 100

2. Course Objectives

- To make learners aware of the shifting trends in writing, thinking, and expression in the 18th and 19th centuries in England.
- To introduce the emergence and genre of English Novel from 18th -19th century British literature to the learners.
- To introduce women's writing to the learners as a significant shift from an all-male British literary canon prevalent in the earlier centuries.

3. Course Outcomes

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

CO1: Outline the literary movements of the 18th and 19th centuries in relation to the prescribed texts. (Understanding)

CO2: Interpret the trends and use of poetic diction. (Understanding)

CO3: Illustrate the state of contemporary times in the 18th and 19th centuries. (Understanding)

CO4: Analyse the use of social commentary and the rise of the realist novel. (Analysing)

CO5: Summarize the genre of farcical comedy/social satire. (Understanding)

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4. Course Content

MODULE I: HISTORY OF LITERATURE, CONCEPTS AND MOVEMENTS

(15 Hrs)

Neoclassicism, Periodical Essay, Romanticism, Development of Novel

MODULE II: POETRY

(15 Hrs)

John Keats- "Ode to a Nightingale"

Alexander Pope - "Sound and Sense"

MODULE III: PROSE

(15 Hrs)

Richard Steele "The Club at the Trumpet"

Charles Lamb "Modern Gallantry"

MODULE IV: NOVEL

(15 Hrs)

Jane Austen - *Northanger Abbey*

MODULE V: DRAMA

(15 Hrs)

Oscar Wilde - *The Importance of Being Earnest*

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5. References

1. Austen, Jane. *Northanger Abbey*. London: Penguin Books Ltd. 1996. (Originally published in 1803).
2. Pope, Alexander. "Sound and Sense by Alexander Pope." Famous Poems, Famous Poets. All Poetry, allpoetry.com/Sound-and-Sense.
3. Steele, Richard. *The Club at the Trumpet (1709-1710)*.
www.civilizationis.com/smartboard/shop/steele/chap2.htm
4. Keats, John. "Ode to a Nightingale by John Keats | Poetry Foundation." Poetry Foundation, www.poetryfoundation.org/poems/44479/ode-to-a-nightingale
5. Wilde, Oscar. *The Importance of Being Earnest*. Mineola, New York: Dover Publications. 1990. (Originally performed in 1895).
6. Bradbury, M., & Palmer, D (eds.). (1979). *The Contemporary English novel*. London: Edward Arnold Publishers Ltd. Hunt, John Dixon (Ed.), Pope: *The Rape of the Lock, a Casebook*. 1968. London: Macmillan.
7. Muir, Edwin. *The Structure of the Novel*. London: Chatto & Windus Ltd. 1979.
8. Richetti, John (ed.). *The Cambridge Companion to the Eighteenth Century Novel*. Cambridge: Cambridge University Press. 1998.

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6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Local	Understanding how to behave and respond to one another
Regional	Learning about the many hierarchies in society
National	Being conscious and observant about the world around you
Global Development	Understanding the way of life of 8 th and 19 th century England

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	<i>Northanger Abbey</i>	Social Commentary
ED	Periodical Essay	Publishing history
EMP	Modern Gallantry	Opinion writing

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative learning	Group Discussions on characters
2.	Participative	Oral presentations- Internal Assessment
3.	Experiential learning	Role Play -students assuming characters and enacting the play

8. Course Assessment Plan

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

CO	Continuous Internal Assessments CIA -40%	End Semester Examination- 60%
CO1	CIA2-Oral presentation	Semester End Written Exam
CO2	CIA1	
CO3	CIA1	
CO4	CIA2-MCQs/ Objective test	
CO5	CIA2-MCQs/ Objective test	

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b) Model Question Paper- End Semester Exam:

BRITISH LITERATURE (18 TH -19 TH CENTURY)

SEMESTER II

Course Code: U24/LIT/DSC/201

Max. Marks: 60

Credits: 5

Max Time: 2 Hrs

SECTION - A

I. Answer the following (250 words)

5 x 10 = 50 M

1. Discuss Neoclassicism

OR

2. Discuss the Periodical Essay

3. Show how Keats's poet's dream-world contrasts with the one in which he actually lives.

OR

4. Discuss the differences and similarities between poetry and dancing in Pope's "Sound and Sense".

5. Describe the members of "The Club at the Trumpet."

OR

6. How does Lamb bring out the hollowness of modern gallantry in his essay?

7. In what ways does the Gothic novel help to frame, or set-up, the plot of "Northanger Abbey"?

OR

8. Explain the relationship between Henry and Catherine in "Northanger Abbey".

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9. Discuss the title of Oscar Wilde's play drawing attention to the pun in the title. Who is being earnest in this play?

OR

10. Do you think Oscar Wilde presents any version of true love in his play? Does the extent to which Gwendolen and Cecily are self-centred, affect our reading of the play?

SECTION - B

II. Write any FIVE questions

5 x 2 = 10 M

11. What was Richard Steele like in *The Club at the Trumpet*?

12. What does Ms. Prism insist Cecily study, before she sets out for a walk?

13. "Or emptied some dull ...had sunk." What is Lethe? Why does Keats invoke its image?

14. Briefly explain the significance of the title, "Importance of being earnest"

15. List out any two aspects of gallantry that are conspicuously missing in the modern world, with reference to Charles Lamb's essay.

16. Briefly describe any two characteristics that distinguish a realist text from a neoclassical one.

17. Do you think Catherine Morland a typical Austen Heroine? How would you use facts to explain your answer?

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SEMESTER - II

CONSTITUTION AND POLITICS OF INDIA

1. Course Description

Programme: BA
Course Code: U24/POL/DSC/201
Course Type: DSC
No. of credits: 5

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

2. Course Objectives

- To acquaint the students with the process of the formation of the Indian state
- To evaluate the various features and institutions of the Indian political system
- To evaluate key issues in Indian politics

3. Course Outcomes

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


CO1: Evaluate the basic philosophical foundations of the Constitution of India (**Understand**)

CO2: Justify why the Indian federal system is unique (**Analyze**)

CO3: Identify the various national and regional political parties in India and illustrate the evolution of the party system in India (**Analyze**)

CO4: Analyze the emergent issues in India politics (**Evaluate**)

CO5: Evaluate the role of social movements (**Evaluate**)


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4. Course Content**Module I - The Constitution of India (15 Hours)**

1. Formation of Constituent Assembly
2. Philosophical basis of the Constitution
3. Salient Features of the Constitution

Module II - Functioning of the Government (15 hours)

1. Features of the Indian Federation
2. Centre-State Relations
3. Functioning of the Union Executive, Legislature and Judiciary

Module III - India's Party System (15 Hours)

1. Evolution of the Party System
2. Rise of Regional Political Parties
3. Coalition Politics

Module IV - Major issues in Indian Politics (15 Hours)

1. Language
2. Religion
3. Caste

Module V - Regional and Social Movements in India (15 Hours)

1. Secessionist and Non- Secessionist Movement in India - an overview
2. Women's Movement
3. Environmental Movement - an overview

5. References

1. Austin, Granville. (1979) – *The Indian Constitution: Corner stone of a Nation*. New Delhi: Oxford University Press.
2. Basu, D.D (2009) – *Constitution of India*. Wadhwa: Nagpur. Lexis Nexis Butterworth.
3. Bhargava, R. (2008) (ed) – *Politics and Ethics of the Indian Constitution*. New Delhi: Oxford University Press.
4. Chandra, Bipin Mukherjee, Mridula and authors (2012) – *India's Struggle for Independence*. New Delhi: Penguin Books of India.
5. Chandra, Bipin. (2008) – *India since Independence*. New Delhi: Penguin Books of India.

6. Brass, Paul. (1999) – *The Politics of India since Independence*. New Delhi: Cambridge University Press.

7. Jayal, N.G. and Mehta, P.B. (ed) (2010) – *The Oxford Companion to Politics*. New Delhi: Oxford University Press.

8. Rao, M.S. (2002) – *Social Movements in India*. New Delhi: Manohar Publishers.

9. Shah, Ghanshyam (2004) – *Social Movement in India*. New Delhi: Sage India

10. Baruah, Sanjib (2012). *Ethno-nationalism in India: A Reader*. New Delhi: OUP

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	The Course will examine the state formation process and the functioning of the government at the national level
Regional	The Course addresses the rise of regional political parties as well as several regional movements and

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module IV and V	Research Paper Writing
EMP	Module I and II	Group Discussions, Assignment

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Interactive Classroom/Quiz
2.	Participative Learning	Presentation
3.	Problem Solving	Case Studies based assignment

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		

SEMESTER -II

CONSTITUTION AND POLITICS OF INDIA

TIME: 2hrs
MAX.MARKS: 60

Course Code: U24/POL/DSC/201

Section A

Answer the following

Marks – 5x10 = 50

1. The Preamble is the Soul of the Constitution - Justify
OR
2. Identify and elaborate the defining features of the Constitution of India
3. Indian Constitution is Federal in Nature by Unitary in Soul - explain with examples

OR

4. Critically Evaluate the role of the President of India
5. Trace the evolution of Coalition Politics in India
OR
6. Regional political parties played a pivotal role in Indian politics. Do you agree? Justify.
7. Identify the key issues surrounding language politics in the Country

Or

8. What is the importance of Caste and religion in the politics of this Country?
9. Critically analyse the role of the Women's movement in bringing about changes in gender related laws in India

OR

10. Write a note on the secessionist movement in India.



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SECTION B**Answer Any Five Questions****Marks – 5x2 =10**

11. Government of India Act, 1935
12. Art. 352
13. BJP
14. Mandal Commission
15. Chipko Movement
16. Jharkhand Movement
17. Lok Sabha

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	CO-1	2	10	1	2
2	15	CO-2	2	10	1	2
3	15	CO-3	2	10	1	2
4	15	CO-4	2	10	1	2
5	15	CO-5	2	10	1	2



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