

## 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

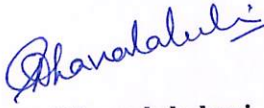


Answer any five of the following:

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

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Course Code: U24/EVS/AECC/201

Time: 1 Hour

Max. Marks: 30


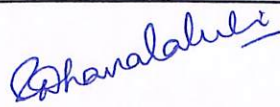

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## c) Question Paper Blueprint

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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

## ADMINISTRATIVE THEORY

## 1. Course Description

Programme: BA

Course Code: U24/PUB/DSC/201

Course Type: DSC

No. of Credits: 5

Max. Hours: 75

Hours per week: 5

Max. Marks: 100

## 2. Course Objectives:

1. To study the development of various theories of public administration.
2. To understand the contribution of various thinkers and analyze their relevance in the current context.

## 3. Course Outcomes

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


CO 1: Understand the contributions of classical thinkers and evaluate their relevance in the current era. (Understand)


CO 2: Understand the contributions of classical and neo-classical theories and their importance in the current day. (Understand)

CO 3: Identify the behavioral dynamics and motivational factors in an organization. (Apply)

CO 4: Understand the evolution of the development dimension in administration and justify its importance. (Understand)

CO 5: Evaluate new dimensions of public administration. (Evaluate)

  
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**4. Course Content****Module I - Classical Theories 15 HOURS**

- a. Scientific Management – F.W. Taylor.
- b. Theory of Administrative Management – Henry Fayol.
- c. Bureaucracy – Max Weber.

**Module II – Neo-Classical and Behavioural Theories 15 HOURS**

- a. Theory of Constructive Conflict – M.P Follett.
- b. Human Relations Theory – Elton Mayo.
- c. Theory of Decision Making – Herbert Simon.

**Module III – Motivational Theories 15 HOURS**

- a. Hierarchy of Needs – Abraham Maslow.
- b. Theory X Theory Y - Douglas Mc. Gregor.
- c. Two- Factor Theory – Frederick Herzberg.

**Module IV – Ecological and Modern Thinkers 15 HOURS**


- a. Ecological Theory of F.W. Riggs.
- b. Dwight Waldo on Administrative Theory.
- c. Peter Drucker's Contributions to Management.

**Module V- – New Dimensions of Public Administration 15 HOURS**

- a. New Public Administration - Minnowbrook Conferences I, II and III.
- b. New Public Management.
- c. Recent Trends in Public Administration.

  
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**5. Reference Books:**

1. Fadia B. L. and Kuldeep Fadia, *Public Administration: Administrative Thinkers*, Sahitya Bhawan: Agra, 2017.
2. Manoj Sharma, *Administrative Thinkers*, Anmol Publications Pvt. Ltd, New Delhi, 2004.
3. Mohit Bhattacharya, *New Horizons of Public Administration*, Jawahar Publishers and Distributers, 2016.
4. Naidu S.P, *Public Administration: Concepts and Theories*, New Age International Publishers, 2015.
5. Polinaidu S, *Public Administration*, Galgotia Publications Pvt. Ltd, New Delhi, 2008.
6. Ravindra Prasad D, Prasad V. S, Satyanarayana P, Pardhasaradhi Y, *Administrative Thinkers*, Sterling Publishers Private Ltd, New Delhi, 2018.
7. Ravindra Prasad D, Prasad V. S., Satyanarayana P, Pardhasaradhi Y, *Administrative Thinkers*, Sterling Publishers Private Ltd, New Delhi, 2012.
8. Sapru R. K, *Administrative Theories and Management Thought*, Prentice Hall of India, New Delhi, 2006.

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

Local / Regional / National/ Global Development Needs (Mention any ONE at a time)	Relevance (Describe how the course addresses the need) Maximum 15 words
Global	The course equips students with diverse theoretical perspectives to understand and tackle complex global challenges in administration.

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

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

## 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
5.	Field Trips	Participative Learning

## 8. Course Assessment Plan

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

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

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## b) Model Question Paper – End Semester Exam

## ADMINISTRATIVE THEORY

## MODEL QUESTION PAPER

Course Code: U24/PUB/DSC/201  
Credits: 5

Max Marks: 60  
Time: 2 Hrs

SECTION A				5 Q X 10 M = 50 M	
ANSWER ANY ONE QUESTION FROM EACH MODULE					
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)	
1	Module 1	How would you apply Taylor's contribution to scientific management in today's administration?	CO 1	BL 2	
2	Module 1	What are the contributions of Henry Fayol to the discipline of public administration?	CO 1	BL 2	
3	Module 2	What are the characteristic features of the Weberian model of bureaucracy?	CO 2	BL 2	
4	Module 2	What are the major features of experiments conducted by Elton Mayo in Hawthorne studies?	CO 2	BL 2	
5	Module 3	Identify the characteristic features of motivation seekers and hygiene seekers of Herzberg's two-factor theory.	CO 3	BL 3	
6	Module 3	Identify the five levels of hierarchy of need as said by Abraham Maslow.	CO 3	BL 3	
7	Module 4	How would you compare Riggs' contribution to the agrarian-industrial transition with developed and developing economies?	CO 4	BL 2	
8	Module 4	Highlight Peter Drucker's contributions to Management	CO 4	BL 2	
9	Module 5	How can you assess the contributions of the New public Administration in the present context?	CO 5	BL 5	
10	Module 5	Explain the recent trends in the discipline of public administration.	CO 5	BL 5	

*Ans*

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*Ans*

## SECTION B

5 Q X 2 M = 10 M

ANSWER ANY FIVE QUESTIONS

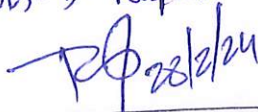


Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
11	Module 1	Mental revolution	CO 1	BL 1
12	Module 2	Constructive conflict	CO 1	BL 1
13	Module 3	Decision making	CO 2	BL 1
14	Module 4	Agrarian society	CO 2	BL 1
15	Module 5	Features of New Public Management	CO 3	BL 1
16	Any Module	POSDCORB	Relevant CO	BL 1
17	Any Module	Theory Y	Relevant CO	BL 1

## 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


## 9. CO-PO Mapping:

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

Prepared by Course Teacher [Name & Signature]	Checked & Verified by HoD / Programme Coordinator [Name & Signature]	Approved by the Principal
Ms. D. Rupali 	Ms. D. Rupali 	



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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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CO2	CIA-1	
CO3	CIA-2 (Assignment)	
CO4	CIA-2 (Skill Test / Assignment)	
CO5	CIA-2 (Skill Test)	

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*P. Swathi*  
 Chairperson  
 Board of Studies in Psychology-  
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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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**UNIVERSITY COLLEGE OF ARTS & SS**  
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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**

**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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