

SEMESTER - III

EDUCATIONAL PSYCHOLOGY

1. Course Description

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/SEC/301

Hours per week: 2

Course Type: SEC

Max. Marks: 50 M

No. of credits: 2

2. Course Objectives


- To help recognise the role of psychology and identify its pivotal role in facilitating learning and teaching within educational settings.
- To equip students to differentiate intellectual levels and capacities and to recognize the multifaceted responsibilities of teachers towards learners with diverse needs.


3. Course Outcomes

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

CO1: Define educational psychology, describe its nature and scope, including its role in learning and teaching within educational settings. (UNDERSTAND)

CO2: Identify and differentiate between individuals identified as mentally gifted, savants, and intellectually challenged; evaluate socio-cultural differences in educational settings and recognise the responsibilities of teachers towards learners with diverse needs, along with understanding the levels and causes of intellectual disability. (UNDERSTAND)


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4. Course Content**MODULE 1: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY**

Definition, Nature and Scope of educational psychology

Aims and objectives of educational psychology

Learning: Transfer of learning, Forms of transfer - Lateral, sequential, horizontal, vertical, bilateral

Achievement Motivation: Importance of achievement, Achievement Process

Cognitive Styles & Learning Strategies

MODULE 2: LEARNERS WITH DIVERSE NEEDS

Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity and dealing with classroom diversity.

Mentally gifted, Savant Syndrome,

Intellectual Disability – levels and causes

Conceptualizing Exceptionality: Categorization, Labelling and its educational implications;

Responsibilities of Teachers towards learners with Special Needs

Responsibilities of Teachers towards learners with Diverse Needs

References:

1. Woolfolk, A. Educational Psychology, 9th edition, Pearson Publication.
2. Chauhan, S. S. Advanced Educational Psychology, 6th revised edition, Vikas Publishing House
3. Santrock, J.W. (2006). Educational Psychology, 2nd Edition. New Delhi: Tata McGraw-Hill.
4. Badheka, G. (1997). Divaswapan. New Delhi, India: NBT. Bruner, J. (1996). The culture of education. Cambridge: Harvard University Press.
5. Cornelissen, M., Misra G., & Varma, S. (2010). Foundations of Indian psychology (Vol. 2). New Delhi, India: Pearson. Huppes, N. (2001). Psychic education: A workbook. Pondicherry, India: Sri Aurobindo Ashram.

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 7. Krishnamurti, J. (1974). On education. Ojai, California: Krishnamurti Foundation Trust.
- National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In National Curriculum Framework 2005. New Delhi, India: NCERT.

6.Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	The course helps in understanding individual differences in learning needs; which further helps in developing interventions and support systems for students with special educational needs. This knowledge helps to design inclusive educational programs that cater to diverse learning styles and abilities.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Analysis, Communication, Reasoning	Modules 1 & 2	Case Study analysis: Provide case studies or scenarios depicting students with different types of learning disabilities or special educational needs. Students work in small groups to analyze each case, identify the specific learning challenges faced by the student, and brainstorm potential strategies or accommodations to support their learning.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Group Discussions: Students work in small groups to analyze each case, identify the specific learning challenges faced by the student, and brainstorm potential strategies or accommodations to support their learning.
2.	Participative Learning	Case Studies: Provide case studies or scenarios, students identify different types of learning disabilities or special educational needs.
3.	Participative Learning	Research articles: Collect research studies with the given topic and understand the research outcomes.

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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 Group discussion	Written Exam
CO2	CIA 2 Skill test	

b) Model Question Paper- End Semester Exam

EDUCATIONAL PSYCHOLOGY

Course Code: U24/PSY/SEC/301
Credits: 2

Time: 1 Hrs
Max marks: 30

SECTION - A

I. Answer any five of the following

5 x 6 = 30 M

1. Explain the concept of transfer of learning.
2. Describe cognitive styles and learning strategies.
3. Discuss the socio-cultural differences in a classroom.
4. How can educators meet the needs of gifted learners?
5. Illustrate the levels of intellectual disability and explain.
6. How can educators create an inclusive learning environment, meets the needs of all students?
7. Discuss the aims and objectives of educational psychology.

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SEMESTER - III**EXPERIMENTS IN COGNITION****1. Course Description**

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/DSC/301/P

Hours per week: 2

Course Type: DSC

Max. Marks: 50 M

No. of credits: 1

2. Course Objectives

- To help the students understand the concepts of learning and memory through practical application and interpretation of results.

3. Course Outcomes

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

CO1: Apply knowledge of cognitive psychology principles to practically conduct experiments.

(APPLY)CO2: Demonstrate proficiency in administering and interpreting assessments of cognitive principles. **(ANALYSE)****4. Course Content**

Any 4 to be conducted from the following list

1	Division of attention ✓
2	Serial positioning effect ✓
3	Habit Interference
4	Effect of feedback on learning ✓
5	Online reaction Time
6	Massed Vs. Spaced ✓
7	Problem Solving - attitude or set

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5. References

1. Hussain A (2004). *Experiments in Psychology*. PHI Learning Pvt. Lt.
2. McGuigan, F. J. (1990). *Experimental psychology: Methods of research* . Prentice-Hall, Inc.
3. Woodworth, R. S., & Schlosberg, H. (1962). *Experimental psychology*. Holt, Rinehart and Winston.
4. Stevens, S. S. (1951). *Handbook of experimental psychology*.


6. Syllabus Focus

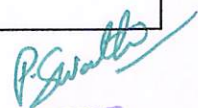
a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Regional	<p>By understanding how learning and memory processes work can lead to improved academic performance and educational outcomes at regional schools and institutions.</p> <p>It can help in designing more effective training programs for workers in various sectors, leading to improved job performance, higher productivity, and better economic outcomes.</p> <p>Knowing how learning takes place and better ways to memorise can help in preserving and transmitting cultural knowledge across generations.</p>

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Rapport Building, Analysis	All experiments	Rapport building, conduction of the experiment, scoring, result interpretation and recording the results.


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1. Course Assessment Plan

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

Continuous Internal Assessments CIA -40%	End Semester Examination-60%
Practical Record Introductions Skill Test	Written Examination Conduction Viva

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SEMESTER - III

LAW IN INDIA

1. Course Description

Programme: B.A

Course Code: U24/POL/SEC/301

Course Type: SEC

No. of credits: 2

Max. Hours: 30

Hours per week: 2

Max. Marks: 50

2. Course Objectives

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

3. Course Outcomes

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

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

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


4. Course Contents

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

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

MODULE II: Empowerment (15 Hours)

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


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5. References

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

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

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

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

6. Syllabus Focus

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

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

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Module I	Group Discussion
Skill Development	Module II	Class Assignments

7. Pedagogy

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

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

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

b) Model Question Paper- End Semester Exam**ST. FRANCIS COLLEGE FOR WOMEN, BEGUMPET****(An Autonomous College of Osmania University)
Faculty of ARTS – Department of Political Science****SKILL ENHANCEMENT COURSE****LAW IN INDIA****Answer Any Five of the Following Questions: 5x6= 30 Marks**

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

c) Question Paper Blueprint


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

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9. CO-PO Mapping

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

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

SEMESTER – III

PERSONALITY DEVELOPMENT

1. Course Description

Programme: BA

Course Code: U24/PUB/SEC/301

Course Type: SEC

No. of credits: 2

Max. Hours: 30

Hours Per Week: 2

Max. Marks: 50

2. Course Objectives:


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


3. Course Outcomes

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

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

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


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4. Course Content

Module I –Introduction to Personality Development


15 HOURS

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

Module II – Personality Development & Professional Growth

15 HOURS

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


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5. Reference Books:

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

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

Local / Regional / National/ Global Development Needs . (Mention any ONE at a time)	Relevance (Describe how the course addresses the need) Maximum 15 words
Global	The course equips students to enhance human behavior & interpersonal skills for professional and personal growth

b) Components of Skill Development / Entrepreneurship Development/ Employability

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

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

8. Course Assessment Plan

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

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


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b) Model Question Paper – End Semester Exam

PERSONALITY DEVELOPMENT

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

c) Question Paper Blueprint

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

SEMESTER - III

PERSONALITY THEORIES

1. Course Description

Programme: B.A

Max. Hours: 60 hours

Course Code: U24/PSY/DSC/301

Hours per week: 4

Course Type: DSC

Max. Marks: 100 M

No. of credits: 4

2. Course Objectives

- To introduce personality and explain the factors contributing to personality development.
- To give an overview of the psychoanalytic, type, trait, humanistic and cognitive approaches to personality and their theories of personality development.
- To understand the history of personality testing and classify personality tests.

3. Course Outcomes

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

CO1: Understand personality, its key attributes and explain paradigms of personality theories.

(UNDERSTAND)


CO2: Demonstrate a comprehensive understanding of major theories and concepts in psychoanalytic perspective of personality development. (UNDERSTAND)


CO3: Acquire knowledge of the type, trait, humanistic, and cognitive approaches to personality.

(UNDERSTAND)

CO4: Able to classify psychological tests, including their characteristics and application.

(UNDERSTAND AND APPLY)


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4. Course Content**MODULE 1: INTRODUCTION TO PERSONALITY****15 Hrs**

Definition, Attributes / Nature of personality

Paradigms guiding Personality Theories

Biological basis of personality,

Role of culture, gender and emotions in development of personality

MODULE 2: PSYCHOANALYTICAL APPROACH**15 Hrs**

Freud: levels and structure of personality, threat to ego and ego defence mechanisms, psychosexual stage of personality development

Jung: Systems of personality - Ego, attitude (extraversion, introversion), psychological functions, psychological types, personal unconscious, complexes, collective unconscious, archetypes (persona, anima, animus, shadow and self archetype)

Adler: Basic Concepts - inferiority complex, superiority complex, fictional finalism; Birth Order
Overview of Neo-Freudians: Horney, Fromm**MODULE 3: OTHER MAJOR APPROACHES TO PERSONALITY****15 Hrs**

Overview of type, trait, humanistic and cognitive approaches to personality

Type: Kretschmer, Sheldon

Trait: Allport, Cattell, Eysenck & Big Five

Humanistic: Carl Rogers - real-self, ideal self, fully functioning individual and unconditional positive regard

Cognitive: Albert Ellis - ABC model and cognitive distortions; Aaron Beck - Cognitive Triad

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MODULE 4: ASSESSMENT OF PERSONALITY**15 Hrs**

Classification of Psychological tests

Characteristics of a good test

History of personality testing,

Difference between testing and assessment; inventories, rating scales projective techniques, interviews, clinical observations

5. References

1. Lindzey, G., Hall, C. S., & Manosevitz, M. (1959). *Theories of personality*. John Wiley & Sons, Incorporated.
2. Schultz, D., & Schultz, S. (2012). *Theories of personality*. Cengage Learning.
3. Anastasi, A., & Urbina, S. (1997). *Psychological Testing* 7th ed. Prentice-hall International.
4. Smith, B. D., & Vetter, H. J. (1991). *Theories of personality* . Prentice-Hall, Inc.
5. Maddi, S. R. (1989). *Personality theories: A comparative analysis* . Dorsey Press.
6. Parameswaran, E. G. Beena (2002). *An invitation to psychology*. Hyderabad: Neelkamal Publications.

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

Local /Regional/National /Global Development Needs	Relevance
Regional	Students can promote public awareness campaigns and advocacy efforts aimed at reducing stigma surrounding mental health issues and promoting understanding of individual differences.
National	Personality assessment plays a role in legal and forensic settings, such as in evaluating individuals involved in legal cases or assessing offenders for risk of reoffending.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Analysis, Communication Skills	Module 2, 3, 4	An understanding of various personality theories and methods can help in introspection, journaling and identifying cognitive distortions in day-to-day life and the same can be discussed in the classroom, in groups and sharing each others' learnings.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Assignment: Identifying Freudian defense mechanisms that people around use through the method of observation and case study. Using the method of introspection to identify Jungian archetypes within themselves.
2	Experiential Learning	Case Study: Providing with cases where students need to identify cognitive distortions.
3	Participative Learning	Art Project: Students were 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 / Case Study)	
CO4	CIA-2 (Skill Test)	

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b) Model Question Paper- End Semester Exam

PERSONALITY THEORIES

Paper Code: U24/PSY/DSC/301
Credits : 4

Time : 2 Hrs
Max marks: 60

SECTION – A

I. Answer following

4 x 10 = 40 M

1. Define Personality. Discuss the role of gender and culture in the development of personality.

OR

2. Write a detailed note on the biological basis of Personality.

3. Critically evaluate Freud's personality theory.

OR

4. Explain Adler's theory of personality.

5. Compare and contrast the humanistic and cognitive approaches to personality, discussing their key concepts and assumptions.

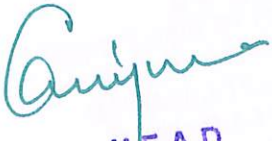
OR


6. Write about the trait and type theories of personality.

7. Explain classification of psychological tests.

OR

8. Discuss the characteristics of good tests.


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SECTION - B

II. Answer any four of the following

4 x 5 = 20 M

9. Paradigms guiding personality theories.
10. Birth-order and personality
11. Horney as a Neo-Freudian
12. Big Five Personality Traits
13. History of psychological testing
14. Projective techniques
15. ABC model proposed by Albert Ellis

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
I	15	CO-1	2	10	2	5
II	15	CO-2	2	10	1	5
III	15	CO-3	2	10	2	5
IV	15	CO-4	2	10	1	5

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PUBLIC ADMINISTRATION IN INDIA

1. Course Description

Programme: BA

Max. Hours: 75

Course Code: U24/PUB/DSC/301

Hours Per Week: 5

Course Type: DSC

Max. Marks: 100

No. of Credits: 5

1. Course Objectives:

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

2. Course Outcomes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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




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5. Reference Books:

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

6. Syllabus Focus


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

Local / Regional / National/ Global Development Needs (Mention any ONE at a time)	Relevance (Describe how the course addresses the need) Maximum 15 words
National	The course equips students with the knowledge to understand the intricacies of the nation's governance.

b) Components on Skill Development / Entrepreneurship Development/ Employability


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

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7. Pedagogy

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

8. Course Assessment Plan

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

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

Ans

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See

Ans

b) Model Question Paper – End Semester Exam

PUBLIC ADMINISTRATION IN INDIA

Course Code: U24/PUB/DSC/301

Max Marks: 60

Credits: 5

Time: 2 Hrs

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

SECTION B				
ANSWER ANY FIVE QUESTIONS				
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
11	Module 1	Saptanga Theory	CO 1	BL 1
12	Module 2	Functions of Parliamentary Committees	CO 1	BL 1
13	Module 3	Functions of Mandal Parishad Development Officer	CO 2	BL 1
14	Module 4	Differentiate between Constitutional and Non-Constitutional Bodies	CO 2	BL 1
15	Module 5	Significance of the Kothari Committee	CO 3	BL 1
16	Any Module	Powers of Subedar	Relevant CO	BL 1
17	Any Module	Functions of Sarpanch	Relevant CO	BL 1

c) Question Paper Blueprint

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

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SEMESTER - III

WESTERN POLITICAL THOUGHT

1. Course Description

Programme: **B.A**

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

Course Type: **DSC**

No. of credits: **5**

Max. Hours: **75**

Hours per week: **5**

Max. Marks: **100**

2. Course Objectives

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

3. Course Outcomes

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

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

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

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

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

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

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

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

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

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

MODULE III: Social Contract Theory (15 Hours)

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

MODULE IV: Utilitarian and Liberal Thought (15 Hours)

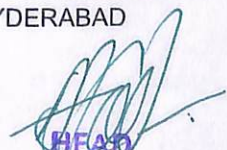
1. Jeremy Bentham – Utilitarianism; Hedonism.
2. John Stuart Mill – Liberty and Representative Government.

MODULE V: Modernity and Socialism (15 Hours)

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

5. References

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



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

6. Syllabus Focus

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

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

b) Components on Skill Development/Entrepreneurship Development/Employability

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

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

8. Course Assessment Plan

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

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA-1	End Semester examination
CO2	CIA-1	
CO3	CIA-2 Skill Test	
CO4	CIA-2 Assignment	
CO5		

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Faculty of ARTS – Department of Political Science**

DISCIPLINE SPECIFIC CORE

SEMESTER -III

WESTERN POLITICAL THOUGHT

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

Credits:5 Time: 2Hrs

SECTION - A

Answer the Following: 5 x 10 = 50 M

1. Critically discuss Plato's Ideal State.

OR

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

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

OR

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

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

OR

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

7. Analyze Bentham's theory of Utilitarianism.


OR

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

9. Analyze Hegel's theory of Dialectic.

OR

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


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SECTION -B

Answer any Five Questions: 5 x 2 = 10 M

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

c) Question Paper Blueprint

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

9. CO-PO Mapping

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



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