



**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE  
(WOMEN)**

HRD campus, DEVARAKONDA, NALGONDA-508248 (College code: 4133)  
Recognized by UGC, India; Affiliated to Mahatma Gandhi University, Nalgonda.  
e-mail: [twrdcgirls.deverakonda@gmail.com](mailto:twrdcgirls.deverakonda@gmail.com); Mobile No: 9908330585



**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty:</b><br><b>K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                         | <b>Semester: I</b>  |
| <b>Subject: Political concepts and theories</b>       | <b>Topic: Introduction to Political Science.</b>  |
| Learning objectives:                                  | <ul style="list-style-type: none"><li>• To know the meaning of political science, Politics and political theory.</li><li>• Understand the nature of Political Science.</li><li>• Understand the significance of the Political science.</li></ul>  |
| Previous knowledge required:                          | Basic knowledge required about Political Science /Civics related terminology.   |
| Synopsis:   | <ul style="list-style-type: none"><li>• Political science is one of the oldest discipline. It has its roots in ancient Greece and it started as a branch of philosophy. Aristotle is considered as father of political science. He called political science as a master science. It denotes the inter-disciplinary nature of political science and it is a science to be learned by the masters.</li><li>• According to Garner, “political science begins and ends with the state”.</li><li>• Approaches in Political Science</li><li>• A] Traditional Approaches.</li><li>• B] Modern Approaches.</li><li>• C] Contemporary Approaches</li><li>• Till 2nd WW, Political science primarily developed in Europe. After 2nd WW, it shifted to USA. In Europe, there has been greater emphasis on philosophy. In USA, there has been more emphasis on science/scientific research. Till 2nd WW, we call the state of discipline as traditional political science. It focused on the study of states and constitutions</li><li>• Significance: Political science study about the state, citizenship, political parties, administration, society, etc.</li></ul> |

|   |   |
|---|---|
| Illustrations/ Demonstration shown:       | Examples given on different social Sciences and Political science relationship. |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Textbook and Internet   |
| Student activity planned/ homework given: | Identify different Political Concepts and theories necessary in our life.       |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>       | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                     | <b>Semester: I</b>  |
| <b>Subject: : Political concepts and theories</b> | <b>Topic: Political Science Relations with other Social Sciences</b>  |
| Learning objectives:                              | <ul style="list-style-type: none"> <li>• To know the different social sciences .</li> <li>• To Understand the relationship of Political Sciences with the social sciences.</li> <li>• To Understand the help of other social sciences to understand the discipline of political science.</li> </ul>   |
| Previous knowledge required:                      | <ul style="list-style-type: none"> <li>• Basic knowledge about different social sciences.</li> <li>• The subject matter of other social sciences and political science</li> </ul>   |
| Synopsis:   | <ul style="list-style-type: none"> <li>• Aristotle has called Political Science „The Master Science“ as it deals with human beings who is a social being having many dimensions; historical, political, economical, psychological, sociological etc. Political Science is concerned with the political aspect of this social man and his interaction with the various dimensions of his social life, be it economical, social, psychological, sociological, historical etc</li> <li>• . <a href="#">Political science</a> is not the only science Which deals with men in organized ,society, for as we have seen, the state manifests itself under the form of a social as well as a political organism and indeed is not without a psychical and a physical element. Although an autonomous science in the sense that it is not a mere discipline of some other science, it does not stand entirely numerated to other sciences any more than the state stands isolated in the universe of phenomena.</li> <li>• political science is closely related to history. It is, as Jellinek remarked, almost a commonplace to-day to affirm the necessity of historical study as a basis for a proper understanding of institutions, whether they be political, legal, or social. The political scientist should study not only the nature of political institutions, but how they have developed and to What extent they have fulfilled the purposes of their existence.</li> <li>• political science is closely related indeed,</li> </ul> |

|   |   |
|---|---|
|   | <p>economics was classed as a branch of political science by some early economists. It was first called political economy by the Greeks, and was defined by them as the art of providing revenue for the state.</p> <ul style="list-style-type: none"> <li>• Sociology is the science which deals with human beings and their social relationship. Political science deals with the political activities of men. Political activities influences and is influenced by the social life of men. Political science studies state, government and power mostly while sociology provides sociological background to the forms of government, the nature of governmental organs, the laws and sphere of the state activities as determined by the social processes</li> </ul> |
| Illustrations/ Demonstration shown:       | Examples given on different Social sciences interdependence to understand the society.  |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Text book and Internet  |
| Student activity planned/ homework given: | Identify the ways how political Science needed other sciences to understand the society.  |

Sign of the faculty  
sign

Principal's

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>       | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                     | <b>Semester: I</b>  |
| <b>Subject: : Political concepts and theories</b> | <b>Topic: Approaches to the study of Political Science:</b>   |
| Learning objectives:                              | <ul style="list-style-type: none"> <li>• To know the meaning of Approaches .</li> <li>• Understands different approaches of political science .</li> </ul>  |
| Previous knowledge required:                      | Basic knowledge about approaches of Political science.  |
| Synopsis:   | <ul style="list-style-type: none"> <li>• Philosophical approach is the oldest approach present in political science. Political science started as a sub discipline of philosophy. Classical scholars dealt with philosophical issues or normative issues like justice, equality, rights, liberties</li> <li>• Philosophical approach remained dominant approach till second world war. Major development happened in western Europe.</li> <li>• Philosophical approach came under criticism by behavioralists. Behavioralists wanted to make political science ‘pure science’. Hence they rejected the study of normative issues. They advocated the study of facts. Lord Bryce held that “we need facts, facts and facts.”</li> <li>• Approaches to the study of Political Science <ol style="list-style-type: none"> <li>1. Liberal</li> <li>2. Marxist</li> <li>3. Behaviouralism and post Behaviouralism</li> </ol> </li> </ul> |
| Illustrations/ Demonstration shown:               | Examples given on different approaches of political science thinkers and features to understand how the approaches study the subject.   |
| Teaching aids used:                               | Board and chalk   |
| References:                                       | Political theory by O P Gauba, Telugu AcademyText book and Internet   |
| Student activity planned/ homework given:         | Identify other different approaches to the study of Political Science .   |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>  |
| <b>Subject: C</b>  | <b>Topic: State ,Nation .</b>   |
| Learning objectives:   | <ul style="list-style-type: none"><li>• To know the meaning state and its characteristics.</li><li>• Understands the concept of Nation .</li><li>• Difference between the state and national.</li></ul>   |
| Previous knowledge required:   | <ul style="list-style-type: none"><li>• Basic knowledge and terminology about concept of State, Nation and Civil Society. societies etc.</li></ul>  |
| Synopsis:  | <ul style="list-style-type: none"><li>• The concept of state can have varied meaning. We can begin with understanding what it is not. State is not a country, nor government nor nation. Country is a territorial entity, a geographical concept. Nation is more of an internal entity which resides in the minds of people.</li><li>• In the words of Sabine, nation refers to a unity of culture; a feeling of loyalty for a common land, common language and literature, identity of history and common heroes and common religion ... Government on the other hand is a part of the state and not a state</li></ul> |
| Illustrations/ Demonstration shown:  | <ul style="list-style-type: none"><li>• Examples given on differences between the state , Nation</li></ul>  |

|   |  |
|---|--|
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet |
| Student activity planned/ homework given: | Identify differences between the state and nation                    |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: I</b>  |
| <b>Subject : T</b>                          | <b>Topic: Understands the concept of Civil Society</b>  |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>To know the meaning civil society and its characteristics.</li> </ul>  |
| Previous knowledge required:                | Basic knowledge about the society and civil society.  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>State is not mere governance; it is a political community as well. It is, what Gramsci says, the visible political constitution of civil society, consisting of the entire complex of activities with which a ruling class maintains its dominance, and the ways in which it manages to win the consent of those over which it rules. It is, in other words, a complex of institutions and practices resting upon the nodal points of power in civil society. It is a social relation and as such, it is the codified power of social formation The concept of civil society, to give it a meaning, embraces an entire range of assumptions, values and institutions, such as political, social and civil rights, the rule of law, representative institutions, a public sphere, and above all a plurality of associations</li> <li>The concept of civil society came up as and when a social community sought to organise itself independently of the specific direction of state power</li> <li>State and civil society are closely related to each other. The state cannot be imagined without civil society, and civil society cannot be thought of without the state. The two exist in integrative relationships. The state, in democratic systems, protects civil society and civil society strengthens the state. In dictatorial regimes, the state controls the civil society</li> </ul> |
| Illustrations/ Demonstration shown:         | Examples given on different stages of evolution of society.   |
| Teaching aids used:                         | Board and chalk   |
| References:                                 | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given:   | Identify the differences between society and state .  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>     | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                   | <b>Semester: I</b>   |
| <b>Subject: Political concepts and theories</b> | Topic: sovereignty   |
| Learning objectives:                            | <ul style="list-style-type: none"> <li>• To know and understand the meaning of the concept of sovereignty.</li> <li>• legal and political sovereignty</li> <li>• explain the difference between internal and external sovereignty</li> </ul>   |
| Previous knowledge required:                    | Basic knowledge about rulers or sovereigns and terminology.  |
| Synopsis:                                       | <ul style="list-style-type: none"> <li>• Sovereignty is a contentious concept in domestic and international relations. As we saw, the concept developed as an instrument for the assertion of royal authority over feudal lords in the construction of modern territorial states.             <ol style="list-style-type: none"> <li>1. Political thinkers from Machiavelli to Rousseau believed that instabilities and disorder were obstacles to a stable society and could only be overcome by viable governments that could firmly establish sovereignty over territory and population. While political thinkers differed on the location of sovereignty and therefore the form of government, they were united in believing that only a determinate authority had the capacity to maintain order.</li> <li>2. The concept of sovereignty was then integrated into theories of international relations through a set of ideas that evolved over a period of time but got established at Westphalia that ended the moral authority of the Church over secular rulers. Though external sovereignty has undergone major changes as a result of the international commitments made by sovereign states as well as because of the growing interdependence of states, the basic international norms, principles, and practices continue to rest on state sovereignty as constitutional independence of states</li> <li>3. Conceptions of Sovereignty</li> </ol> </li> <li>•</li> </ul> |
| Illustrations/ Demonstration shown:             | Examples given on different firms.   |
| Teaching aids used:                             | Board and chalk  |
| References:                                     | Political theory by O P Gauba, Telugu Academy Text book and Internet   |

|   |   |
|---|---|
| Student activity planned/ homework given: | Identify different types of sovereignty |
|---|---|

Sign of the faculty  
sign

Principal's

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>   |
| <b>Subject: Political concepts and theories</b>                                      | <b>Topic: Monism</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• To learn the meaning of Monism</li> <li>• Features, advantages and disadvantages.</li> </ul>  |
| Previous knowledge required:   | Basic knowledge about sovereignty and its terminology.   |
| Synopsis:  | <ul style="list-style-type: none"> <li>• sovereignty is the supreme power of the state by which the state exerts its authority. Legally speaking, there cannot be any restriction to its power of exerting obedience.</li> <li>• It also monopolises the power of using legitimate physical force. This view is best represented in Austin's concept of sovereignty in which sovereignty has been depicted as permanent, absolute, universal, inalienable, exclusive and indivisible.</li> <li>• The state essentially functions on the basis of this doctrine only. But it is also a fact that state sovereignty has always been subjected to limitations and in practical terms, the power of sovereignty has never been supreme.</li> <li>• The Sovereign receives habitual obedience from the people. Thus, the authority of the sovereign is not casual. It is continuous, regular, undisturbed and uninterrupted. If a significant part of the population refuses to accept him and renders disobedience, then he is no longer a sovereign</li> <li>• The power of sovereignty is exclusive and indivisible. It is a unit in itself that cannot be divided between two or more persons. Division of sovereignty means its destruction</li> </ul> |

|   |  |
|---|--|
| Illustrations/ Demonstration shown:       | Showed few examples of monoistic form of rulers.                     |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet |
| Student activity planned/ homework given: | Differenciate the advantages and disadvantages of Monism             |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>     | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                   | <b>Semester: I</b>   |
| <b>Subject: Political concepts and theories</b> | <b>Topic : pluralism</b>   |
| Learning objectives:                            | <ul style="list-style-type: none"> <li>• Meaning of pluralism</li> <li>• Features of pluralism</li> </ul>  |
| Previous knowledge required:                    | Basic knowledge about sovereignty and its terminology.   |
| Synopsis:                                       | <ul style="list-style-type: none"> <li>• The pluralists have remarkably projected this view where they conceived state as an association.</li> <li>• They argued for a limited state and division of sovereign powers between the state and other associations. Though legally the pluralistic views cannot be acceptable, politically and socially they are very attractive since they depict modern democratic ideals.</li> <li>• It is also a fact that time is changing very rapidly and theoretically the concept of state sovereignty still exists but very important in-roads have been made especially since globalisation has curtailed the effectiveness of the state supreme power</li> <li>• The significance of pluralism lies in its assertion of the importance of group life. As against the absolute authority of the state, the pluralists argued for democracy and decentralisation</li> <li>• As for state sovereignty, we are inclined to agree with Sabine that, “For my own part, then, I, must reserve the right to be a monist when I can and a pluralist when I must”</li> </ul> |
| Illustrations/ Demonstration shown:             | Given examples for pluralism.  |
| Teaching aids used:                             | Board and chalk  |
| References:                                     | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given:       | Discuss the pluralist critique of Austin’s concept of sovereignty  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>          | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                        | <b>Semester: 2</b>  |
| <b>Subject: Political Concepts and Institutions,</b> | <b>Topic: Theories of Origin of State</b>   |
| Learning objectives:                                 | <ul style="list-style-type: none"> <li>• Understanding the State</li> <li>• Liberal Conception of the State</li> <li>• The Marxist Perspective Welfare State, Liberal – Egalitarian State, Gandhian Perspective on the State</li> <li>• Libertarian – Minimal State</li> <li>• Gandhian Perspective on the State</li> <li>• Feminist Theory and the State</li> </ul>  |
| Previous knowledge required:                         | Basic knowledge about state .   |
| syopsis:   | <ul style="list-style-type: none"> <li>• The State is central to our understanding of modern societies and politics. It is a truism to mention that State plays a crucial role in the functioning of modern society.</li> <li>• The State in terms of the functions it performs. Put briefly and simply, the State comprises a set of institutions with ultimate control over the means of violence and coercion within a given territory; 1 Monopolizes rule-making within the territory; 1 Develops the structures for the implementation of the rules; 1 Regulates market activity within the territory; and 1 Ensures the regulation and distribution of essential material goods and services.</li> <li>• The liberal, the Marxist, the welfare, Gandhian, feminist and the post-modernist conceptions of the State. Each of these short discussions is a pointer to a much larger debate and analysis that can be developed with the help of further readings. The modern nation-State emerged at a particular historical juncture, and the changes in the contemporary world seem to suggest a difficult future ahead for the nation-State. Technological, economic, financial, cultural and political changes seem to suggest a disjunction between the structure of the modern nation-State and the world around it</li> </ul> <ul style="list-style-type: none"> <li>• Theories of Origin of State</li> <li>• Social Contract Theory</li> <li>• Historical / Evolutionary theory</li> <li>• Marxian theory</li> <li>• Monistic theory of sovereignty</li> <li>• Pluralistic theory of sovereignty:</li> </ul> |
| Illustrations/ Demonstration shown:                  | -   |
| Teaching aids used:                                  | Board and chalk   |
| References:  | Political theory by O P Gauba, Telugu Academy Text book and Internet  |

|   |  |
|---|--|
| Student activity planned/ homework given: | Write different scholars who are reaged to the different theories of origin of the state |
|---|--|

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty:</b> K.CHANDRASEKHAR         | <b>Department:</b> Political Science   |
| <b>Course/Group:</b> BA (HEP)                       | <b>Semester:</b> II  |
| <b>Subject:</b> Political Concepts and Institutions | <b>Topic:</b> : Law,Liberty,Equality   |
| Learning objectives:                                | <ul style="list-style-type: none"> <li>• To learn the meaning of Law,Liberty,Equality .</li> <li>• Understand the relationship between the three concepts</li> </ul>   |
| Previous knowledge required:                        | Basic knowledge about Law,Liberty,Equality.  |
| Synopsis:   | <ul style="list-style-type: none"> <li>• Liberty or freedom (v) – here used as synonymous – is not usually considered to be a value or a good in and of itself but rather a general condition, a tool for obtaining some other goods or guaranteeing their pursuit in a social context. On the contrary, the main assumption of liberalism (v) is that liberty is the main if not the only value.</li> <li>• <u>They are often related to the idea of <b>the rule of law</b>, which is the principle that all people and institutions are subject to and accountable to the law that is fairly applied and enforced<sup>12</sup>. One way to understand the relationship between law, liberty and equality is through the <b>law of equal liberty</b>, which is the view that all individuals must be granted the maximum possible freedom as long as that freedom does not interfere with the freedom of anyone else</u></li> </ul> |
| Illustrations/ Demonstration shown:                 | -  |
| Teaching aids used:                                 | Board and chalk  |
| References:   | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given:           | -  |

Sign of the faculty

Principal's sign

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>           | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                         | <b>Semester: II</b>  |
| <b>Subject: : Political Concepts and Institutions</b> | <b>Topic: Rights,</b>  |
| Learning objectives:                                  | <ul style="list-style-type: none"><li>• To learn the meaning of rights</li><li>• To differentiate the meaning of types of rights</li><li>• Nature of Rights</li><li>• Theories of Rights</li></ul>   |
| Previous knowledge required:                          | Basic knowledge about rights .   |
| Synopsis:   | <ul style="list-style-type: none"><li>• Rights are indeed claims, but every claim is not a right. A claim is not a right if it is not recognised; it is not a right if it is not enforced. Claims which are not recognised are empty claims; claims not enforced are powerless claims</li><li>• Theory of Natural Rights: Theory of Legal Rights, The Historical Theory of Rights, The Social Welfare Theory of Rights, The Marxist Theory of Rights</li></ul> |
| Illustrations/ Demonstration shown:                   | -  |
| Teaching aids used:                                   | Board and chalk  |
| References:   | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given:             | -  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: II</b>   |
| <b>Subject: : Political Concepts and Institutions</b>                                | <b>Topic : : Power, Authority and Legitimacy</b>  |
| Learning objectives:   | Understands what is power?<br>What is authority ?<br>What does mean by legitimacy? <ul style="list-style-type: none"><li>• Classification of Authority 14.6 Distinction between the Concepts of Power and Authority</li></ul>   |
| Previous knowledge required:   | Knowing about human power and above terminology .   |
| Synopsis:  | <ul style="list-style-type: none"><li>• Power is thus, one of the key concepts in political theory. It is the ability to control others and make them do what one wants. It is both normative and empirical; i.e. it is also a fact as well as a value to be pursued. It is a very comprehensive term, identified with related themes like authority, influence, control and the like. It is integrally connected with the case of political legitimacy. Legitimate power is authority. On the other hand, influence is a wider term where sanctions may not be used. Power is then a special case of influence</li><li>• Authority refers to a modified form of power in that it is not simply a manifestation of the capacity to change, but also a right to change. The element, which gives authority this distinctive character, is legitimacy. It is legitimacy, which makes obedience to authority willing and binding. Until the advent of modernity, the idea of delegitimate authority had remained marginal to the understanding of political authority. With modernity and the intellectual ferment created by Enlightenment thought, the idea that authority was something divinely ordained came to be questioned</li></ul> |

|   |  |
|---|--|
|   |  |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet |
| Student activity planned/ homework given: | -  |

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>           | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                         | <b>Semester: II</b>  |
| <b>Subject: : Political Concepts and Institutions</b> | <b>Topic: Ideologies</b>   |
| Learning objectives:                                  | To know the meaning of term ideologies<br>Understand the different types of ideologies   |
| Previous knowledge required:                          | Knowing about different ideologies.  |
| Synopsis:   | <ul style="list-style-type: none"><li>• Examined the main ideas of the debate between individualism and communitarianism</li><li>• Ideologies: individualism ,liberalism ,socialism,communism, Anarchism ,fascism,Nazism,multiculturalism,etc.</li></ul> |
| Illustrations/ Demonstration shown:                   | -  |
| Teaching aids used:                                   | Board and chalk  |
| References:   | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given:             | -  |

Sign of the faculty

Principal's sign

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |                                      |
|---|--------------------------------------|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b> |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: II</b>                  |

|   |  |
|---|--|
| <b>Subject: :</b> Political Concepts and Institutions | <b>Topic:</b> Forms of Government  |
| Learning objectives:                                  | Understands Forms of Governments.  |
| Previous knowledge required:                          | Knowing about human Government and its terminology.  |
| Synopsis:   | <ul style="list-style-type: none"> <li>• <b>Major forms of government:</b> Government simply defined, is a body that possess the power to make and enforce laws in a country, geographical area, people or organization. Government is also the management or control of a particular system. Government can also be defined as the tenure of a politician, or the administration of the ruling political power. Government involves the control or administration of society. There are so many forms of government existing in the world.</li> <li>• A military government is also authoritarian and totalitarian in nature. Like totalitarianism, the ruling party rules with absolute power and undemocratic principles.</li> <li>• In theocratic government, the government is not based on the choice of the people, gender or class, but a specific religious ideologies which determine the policies, rules, customs, laws and leaders that will govern the people.</li> <li>• In monarchical systems of government, authority passes down through a succession line, that is persons related through bloodline and birth. In monarchist, power always reside with the royal family, and the head of state remains in power for life or until abdication.</li> </ul> |
| Illustrations/ Demonstration shown:                   | -  |
| Teaching aids used:                                   | Board and chalk  |
| References:   | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given:             | -  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: II</b>  |
| <b>Subject: : Political Concepts and Institutions</b>                                | <b>Topic: Unitary and Federal</b>  |
| Learning objectives:   | understanding the meaning and features of Unitary and Federal governmmets  |
| Previous knowledge required:   | Knowing about human Unitary and Federal.   |
| Synopsis:  | <ul style="list-style-type: none"><li>• The system has multiple hierarchy levels, with both the central authority and the states (or provinces) both being sovereign. The central or national rules override the state rules. There is a balance between the levels of government. Power and responsibilities are shared between national and local levels</li><li>• There is no hierarchy of sovereign powers.</li><li>• States have no authority to pass their own laws, and the central or national government can order the state to do anything</li><li>• The federal government has a huge percentage of power. Examples include Japan and Saudi Arabia.</li><li>• Power is placed in one central governing system</li></ul> |
| Illustrations/ Demonstration shown:  | -  |
| Teaching aids used:  | Board and chalk  |
| References:  | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given:  | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>           | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                         | <b>Semester: II</b>   |
| <b>Subject: : Political Concepts and Institutions</b> | <b>Topic: : Parliamentary and Presidential</b>  |
| Learning objectives:                                  | Understand the : Parliamentary and Presidential form of governments.  |
| Previous knowledge required:                          | Knowing about Parliamentary and Presidential governments.   |
| Synopsis:   | <ul style="list-style-type: none"> <li>• <b>A presidential system separates the executive and legislative functions of the government and provides what are commonly called checks and balances to limit the power of both the chief executive and the legislature. In a parliamentary system, the legislature holds the power, and the chief executive must answer to the legislature.</b></li> <li>• In a presidential system, <b>the head of the government leads an executive</b>, that is distinct from the legislature. Here, the <b>head of the government</b> and the <b>head of the state</b> are one and the same. Also, a key feature is that the executive is not responsible to the legislature. Features of the Presidential System</li> </ul> <p><b>Features of the Presidential System</b></p> <ol style="list-style-type: none"> <li>1. The executive (President) can veto acts by the legislature.</li> <li>2. The President has a fixed tenure and cannot be removed by a vote of no-confidence in the legislature.</li> <li>3. Generally, the President has the power to pardon and commute judicial sentences awarded to criminals.</li> <li>4. The President is elected directly by the people or by an electoral college.</li> </ol> |

|   |  |
|---|--|
|   | <p><b>Features of the parliamentary system</b></p> <ol style="list-style-type: none"> <li>1. <b>Close relationship between the legislature and the executive</b></li> <li>2. <b>Executive responsible to the legislature</b></li> <li>3. <b>Dual executive</b></li> <li>4. <b>Leadership of the Prime Minister</b></li> <li>5. <b>Bicameral Legislature</b></li> </ol> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | -  |

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>           | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                         | <b>Semester: II</b>  |
| <b>Subject: : Political Concepts and Institutions</b> | <b>Topic: Organs of Government</b>   |
| Learning objectives:                                  | Understand the organs of government  |
| Previous knowledge required:                          | Knowing about Organs of Government.  |
| Synopsis:   | Three organs of government :<br>1. Legislature<br>2. Excutive<br>3. Judiciary<br>These organs do not work in isolation to each other but are interdependent to ensure proper and systematic functioning of the government. Though the Indian Constitution does not explicitly talk about the relation between these three powerful institutions through various provisions a system of 'Checks and Balances' has been established and there is a clear separation of powers. |
| Illustrations/ Demonstration shown:                   | -  |
| Teaching aids used:                                   | Board and chalk  |
| References:   | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given:             | -  |

Sign of the faculty

Principal's sign

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>           | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                         | <b>Semester: II</b>  |
| <b>Subject: : Political Concepts and Institutions</b> | <b>Topic: : Theory of Separation of Powers (Montesquieu)</b>   |
| Learning objectives:                                  | Understand the theory of Separation of Powers (Montesquieu)  |
| Previous knowledge required:                          | Knowing about realationship of organs of goverenments.   |
| Synopsis:   | <ul style="list-style-type: none"> <li>• French Political Thinker Baron de Montesquieu propounded the term “<b>Trias Politica</b>” or separation of powers in around Montesquieu’s “<i>De L’ Esprit des Lois</i>” (Spirit of the Laws) has inspired separation of powers as a device for accountability and an essential tool for good governance in the modern democratic societies</li> <li>• “In Montesquieu’s The Spirit of the Laws, the separation of powers is meant to protect against tyranny and preserve liberty. Montesquieu by his publication “<i>De L’ Esprit des Lois</i>” (Spirit of the Laws) has galvanised the Declaration of the Rights of Man and thus, the Constitution of the United States of America.</li> <li>• As per the Montesquieu Theory, there are three kinds of powers:             <ol style="list-style-type: none"> <li>1. Legislative Powers,</li> <li>2. Executive Powers, and</li> <li>3. Judicial Powers.</li> </ol> </li> </ul> |
| Illustrations/ Demonstration shown:                   | -  |
| Teaching aids used:                                   | Board and chalk  |
| References:   | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given:             | -  |

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>           | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                         | <b>Semester: II</b>   |
| <b>Subject: : Political Concepts and Institutions</b> | <b>Topic : Judiciary: Powers and Functions, Independence of Judiciary, Judicial Review.</b>   |
| Learning objectives:                                  | Understands the Judiciary: Powers and Functions, Independence of Judiciary, Judicial Review.  |
| Previous knowledge required:                          | Knowing about the Judiciary.  |
| Synopsis:   | <ul style="list-style-type: none"> <li>The <b>judiciary of India</b> is a system of courts that interpret and apply the law in the <a href="#">Republic of India</a>. India uses a <i>common law system</i>, first introduced by the <a href="#">British East India Company</a> and with influence from other <a href="#">colonial powers</a> and Indian <a href="#">princely states</a>, as well as practices from ancient and medieval times.<sup>[3][4][5]</sup> The constitution provides for a single unified judiciary in India.</li> </ul> <p>Some of the major functions of judiciary are as follows: <b>It interprets the laws, Protector of Civil Rights, Decides the cases, Custodian of fundamental rights, Decides the conflicts of jurisdiction between the Centre and State Governments in Federations</b></p> |
| Illustrations/ Demonstration shown:                   | -   |
| Teaching aids used:                                   | Board and chalk   |
| References:   | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given:             | -   |

Sign of the faculty

Principal's sign

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: III</b>   |
| <b>Subject: Indian Government and Politics</b> | <b>Topic: Nationalist Movement and Constitutional Development</b>  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>• Understanding the phases of National Movement</li> <li>• Making of Indian Constitution</li> <li>• Philosophical Foundations and Salient Features of the Indian Constitution.</li> </ul>   |
| Previous knowledge required:                   | Knowledge about the national movement, Philosophical Foundations and Salient Features of the Indian Constitution.  |
| Synopsis:                                      | <ul style="list-style-type: none"> <li>• Nationalist Movement and Constitutional Development is a broad topic that covers the history of various movements and reforms that aimed to achieve political independence and self-government for different nations and regions.</li> <li>• <u>This movement involved different phases and strategies, such as the early nationalists who adopted a constitutional and peaceful approach to demand reforms</u></li> <li>• There are many other examples of nationalist movements and constitutional developments in different parts of the world, such as the American Revolution, the Chinese Revolution, the Arab Spring, etc. Each one has its own historical context, causes, effects, and challenges.</li> <li>• Phases of National Movement: Moderates ,Extremist s ,Gandhian phase.</li> <li>• Features of Indian Philosophical Foundations and Salient Features of the Indian Constitution: lengthiest Constitution, Fundamental rights,dpsp, Federal and unitary form of government ,parliamentary government.</li> </ul> |
| Illustrations/ Demonstration shown:            | -  |
| Teaching aids used:                            | Board and chalk  |
| References:                                    | Textbook and Internet  |
| Student activity planned/ homework given:      | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>      | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                    | <b>Semester: III</b>  |
| <b>Subject: : Indian Government and Politics</b> | <b>Topic: Fundamental Rights and Directive Principles</b>   |
| Learning objectives:                             | <ul style="list-style-type: none"> <li>• Understand the Fundamental Rights and Duties, Directive Principles of State Policy</li> <li>• Relationship between Fundamental Rights and Directive Principles of State Policy.</li> </ul>   |
| Previous knowledge required:                     | Awareness on fundamental rights.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• Articles 12-35 of Indian Constitution deal with Fundamental Rights. These human rights are conferred upon the citizens of India for the Constitution tells that these rights are inviolable. Right to Life, Right to Dignity, Right to Education etc. all come under one of the six main fundamental rights.</li> <li>• Articles 36-51 under Part-IV of the Indian Constitution deal with Directive Principles of State Policy (DPSP). They are borrowed from the Constitution of Ireland, which had copied it from the Spanish Constitution. This article will solely discuss the Directive Principles of State Policy, its importance in the Indian Constitution and the history of its conflict with Fundamental Rights.</li> </ul> |
| Illustrations/ Demonstration shown:              | -   |
| Teaching aids used:                              | Board and chalk   |
| References:                                      | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given:        | -   |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>   |
| <b>Subject: : Indian Government and Politics</b>                                     | <b>Topic: Union Government</b>   |
| Learning objectives:   | Understands the President: Elections, Powers and Functions, Parliament: Composition, Powers and Functions, Supreme Court: Composition, Powers and Functions, Judicial Review, Judicial Activism.   |
| Previous knowledge required:   | Knowing union government.  |
| Synopsis:  | <ul style="list-style-type: none"><li>• There are various forms of government present in the World. Some follow an absolute monarchy system; some follow presidential or parliamentary or some follow another form of government. India follows the parliamentary system of government. In this article, we'll learn about the Union Parliament of India and the various functions of the Union Parliament. Before understanding this concept, we'll need to discuss first the Parliamentary System of Government.</li><li>• The President acts as a Nominal head of the country which is also known as "de jure head" whereas the Prime Minister acts as a real head of the government which is also known as "de facto head". Examples of this form of government are the United Kingdom, Japan and Germany.</li></ul> |

|   |  |
|---|--|
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet |
| Student activity planned/ homework given: | -  |

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: III</b>   |
| <b>Subject: Indian Government and Politics</b> | <b>Topic: Political Process</b>  |
| Learning objectives:                           | Understands Political Process  |
| Previous knowledge required:                   | Knowing about the Political Process.   |
| Synopsis:                                      | <ul style="list-style-type: none"> <li>• The process of the formulation and administration of public policy usually by interaction between social groups and political institutions or between political leadership and public opinion.</li> <li>• But this is not the only political process. The process of campaigning is also a political process because it is a process where the people who want to be in government communicate with the people. In the campaign process, the people learn what candidates think and they respond. Candidates learn about the people's opinions through things like focus groups and opinion polls. The process of lobbying is another political process.</li> </ul> |
| Illustrations/ Demonstration shown:            | -  |
| Teaching aids used:                            | Board and chalk  |
| References:                                    | Indian polity by Laxmikanth, Telugu academy Text book and Internet   |
| Student activity planned/ homework given:      | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: III</b>   |
| <b>Subject: Indian Government and Politics</b> | <b>Topic : Political Parties</b>   |
| Learning objectives:                           | <ul style="list-style-type: none"><li>• Define national, state and regional Parties; Analyse the role of some major parties of India; and Explain the reason behind the formation of a new party.</li></ul>  |
| Previous knowledge required:                   | Knowing about different political parties.   |
| Synopsis:                                      | <ul style="list-style-type: none"><li>• Political party forms an important component of a political system. A political party is an institution which consists of leaders, followers, policies and programmes</li><li>• Political parties are the important links between individuals, state and society. Political parties provide the crucial connection between social process and policy-makers, and influence debates and policies on issues affecting the interests of various social groups in a political system</li><li>• Political parties: National – Indian National Congress ,BJP,CPI, CPM,BSP.</li><li>• Regional – TRS, TDP, YSRC</li><li>•</li></ul> |
| Illustrations/ Demonstration shown:            | -  |
| Teaching aids used:                            | Board and chalk  |
| References:                                    | Indian polity by Laxmikanth,Telugu academy Text book and Internet  |
| Student activity planned/ homework given:      | -  |

Sign of the faculty

Principal's sign

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: III</b>   |
| <b>Subject: Indian Government and Politics</b> | <b>Topic: .Pressure Groups and Media.</b>  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>• Explain the meaning and characteristics of pressure groups;</li> <li>• Distinguish pressure groups from political parties, interest groups, civil society</li> <li>• Classify pressure groups;</li> </ul>   |
| Previous knowledge required:                   | Knowing about pressure groups and terminology.   |
| Synopsis:                                      | <ul style="list-style-type: none"> <li>• Pressure groups are organizations, associations and groups representing the collective interests of their members. They play an important role in democratic politics of a country by articulating the demands and interests of different groups in society.</li> <li>• By forming pressure groups, people seek to protect and promote their shared interests and beliefs while exerting pressures on the government. In fact, many of the pressure groups are able to influence the government and change the community's socio-economic and political structures.</li> <li>• Since they do not attempt to exercise governing power, they are different from political parties in many ways. Though similar in their orientation and nature, pressure groups are also different from other groups in the society like interest groups, or civil society organizations. They are well structured, organized and formalized in their objectives, working and methods.</li> <li>• Though few pressure groups exist for a short time to achieve immediate or specific purpose, majority of pressure groups are long-lived and exert concerted pressures on the government thereby influencing both the policy formulation and policy implementation process in their group's interests.</li> </ul> |
| Illustrations/ Demonstration shown:            | -  |
| Teaching aids used:                            | Board and chalk  |
| References:                                    | Indian polity by Laxmikanth, Telugu academy Text book and Internet   |
| Student activity planned/ homework given:      | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>     | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                   | <b>Semester: III</b>   |
| <b>Subject : Indian Government and Politics</b> | <b>Topic: Electoral Politics</b>   |
| Learning objectives:                            | <ul style="list-style-type: none"> <li>• Define electoral system, • Identify the various dimensions of an electoral system.</li> <li>• • Assess combinations of electoral methods used by different countries in their national or local elections.</li> <li>• • Examine the advantages and disadvantages of different kinds of electoral systems.</li> <li>• Analyse the links between parties and electoral process. The electoral system refers to a set of rules through which people.</li> </ul>  |
| Previous knowledge required:                    | Knowing about elections.   |
| Synopsis:                                       | <ul style="list-style-type: none"> <li>• Electoral processes are of great significant when it comes to the formation and maintenance of democratic societies. Not only they shape the election outcomes, but also influence the structure of party systems, impact political culture and government formation in any country. In turn, the electoral processes also get affected by the social and political structure of a country.</li> <li>• Different set-ups call for varying electoral systems either solely or in combination. The study of varying range of electoral systems can be classified in two major categories: Majoritarian systems and Proportional Representation Systems</li> <li>• The most opted majoritarian method is „Single-member Plurality“, also called as the „first-past-the-post system“. It is followed in countries which have singlemember constituencies and the candidate securing maximum number of votes is declared as winner.</li> <li>• The second category of Electoral systems is known as Proportional Representation (PR) Systems which includes a varying range of methods such as Single-Transferable-Vote (STV) System, Party-List System, Mixed-Member Proportional (MMP) or Additional Member (AM) system, Semi-Proportional Method, Cumulative Vote System, and Slate System. These methods are more representative as they follow proportionality rule which implies that the seats are allotted in accordance with the votes acquired.</li> </ul> |
| Illustrations/ Demonstration shown:             | -  |

|   |  |
|---|--|
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: III</b>  |
| <b>Subject: Indian Government and Politics</b> | <b>Topic: Voting Behaviour, Electoral Reforms.</b>  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>• Determinants of Electoral Behaviour</li> <li>• Electoral Reforms: Change in the Electoral System , Restructuring the Election Commission ,Eradicating the Evil Influences of Money and Muscle Power.</li> </ul>  |
| Previous knowledge required:                   | Knowing about the elections and voting behaviour. .   |
| Synopsis:                                      | <ul style="list-style-type: none"> <li>• Election studies show that a combination of factors determines the electoral behaviour. These factors include mainly religion, language, region, caste, tribe, etc. In Punjab the religious, linguistic and regional factors have been used by the Akali Dal to garner votes. The regional and linguistic factors were used to mobilise votes in Tamil Nadu by the DMK, AIADMK, in Andhra Pradesh by the in Telugu Desam, in Assam by AGP.</li> <li>• With increased democratisation and politicisation, the political parties have tried to exploit the caste factor for election purpose, which in turn enables elite group of castes to get inducted into the political process. In fact, caste is the most commonly used factor of mobilisation. It does, however, not mean that all the castes or even an entire caste becomes politicised or mobilised to influence the political system.</li> </ul> |
| Illustrations/ Demonstration shown:            | -   |
| Teaching aids used:                            | Board and chalk   |
| References:                                    | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given:      | -   |

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: IV</b>   |
| <b>Subject: Indian Government and Politics</b> | <b>Topic: Statutory Commissions for Protection of Rights</b>  |
| Learning objectives:                           | <ul style="list-style-type: none"><li>• The significance of ensuring human rights</li><li>• Various commissions to ensure human rights</li><li>• • The necessity of these institutions</li></ul>  |
| Previous knowledge required:                   | Knowing about human rights and protection institutions.   |
| Synopsis:                                      | <ul style="list-style-type: none"><li>• No rights are absolute; at the same time, no institution can be taken for granted as they hold their importance in carrying out this gigantic task for the benefit of the mankind.</li><li>• Their role and contribution towards this end is trustworthy and deserves much respect from all of us.</li><li>• Statutory Commissions for Protection of Rights: National Human Rights Commission, State Human Rights Commissions, National Commission for Women ,National Commission for Minorities ,National Commissions for SCs, STs and Backward Classes ,Civil Society, Media and Non-governmental Organisations</li></ul> |
| Illustrations/ Demonstration shown:            | -   |
| Teaching aids used:                            | Board and chalk   |
| References:                                    | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given:      | -   |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: IV</b>   |
| <b>Subject: Indian Government and Politics</b> | <b>Topic: State Government</b>  |
| Learning objectives:                           | Understands what is state government.   |
| Previous knowledge required:                   | Knowing about State Government  |
| Synopsis:                                      | <ul style="list-style-type: none"> <li>• In India, the state governments are the level of government below the central government. Each state of the country is governed by the state government. There are 29 state governments in our country, each of which is headed by the governor and the chief minister. The CM also heads the council of ministers.</li> <li>• <u>A state government is the government that controls a subdivision of a country in a federal form of government, which shares political power with the federal or national government</u></li> <li>• <u>A state government is the government that controls a subdivision of a country in a federal form of government, which shares political power with the federal or national government:</u></li> <li>• Executive: The governor and the chief minister and his council of ministers make up the state executive.</li> <li>• Judiciary: State supreme courts have authority over the entire state. The chief justice is in charge of the judicial system in each state.</li> <li>• Legislative Assembly: Each state government structure has its own legislative body.</li> </ul> |
| Illustrations/ Demonstration shown:            | -   |
| Teaching aids used:                            | Board and chalk   |
| References:                                    | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given:      | -   |

Sign of the faculty

Principal's sign

Sign of the faculty

Principal's sign

| TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br>DEVARAKONDA |  |
|--|--|
| Name of the Faculty: K.CHANDRASEKHAR   | Department: Political Science  |
| Course/Group: BA (HEP)   | Semester: IV   |
| Subject: Indian Government and Politics                                      | Topic: Government and Politics in Telangana  |
| Learning objectives:   | Understands the : Nizam rule To Emergence of Hyderabad state, State Reorganisation : 1) Fazal Ali Commission , Formation of AP , Gentlemens Agreement , Mulki Rules, Six Point Formula   |
| Previous knowledge required:   | Knowing about Telangana movement and state formation.  |
| Synopsis:  | <ul style="list-style-type: none"><li>• The Nizams of Hyderabad were the rulers of a princely state in south-central India from 1724 to 1948. They were also known as Asaf Jahis. They had nominal independence from the British, but were under their protection.</li><li>• In 1948, after India's independence, the Indian army launched an operation to annex Hyderabad and end the Nizam's rule.</li><li>• <u>The Nizam surrendered and agreed to join India. The Nizams were patrons of education, literature, art, culture and cuisine.</u></li><li>• <u>The <b>Fazl Ali Commission</b>, also known as the <b>States Reorganization Commission</b>, was formed in 1953 to recommend the reorganization of state boundaries in India along linguistic lines. It submitted its report in 1955, which led to the creation of 14 states and 6 union territories.</u></li><li>• <u><b>Mulki Rules</b> were a set of regulations that granted preferential treatment to locals in matters of public employment in the Hyderabad State<sup>1</sup>.</u></li></ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• <b>Gentlemen's Agreement</b> was a pact reached in 1952 between the leaders of Andhra and Telangana regions to form the state of Andhra Pradesh with some safeguards for the interests of Telangana<sup>23</sup>.</li> <li>• <b>Six Point Formula</b> was a policy adopted in 1973 by the government of India to address the grievances and demands of the Telangana people, such as reservation in education, employment, and land reforms</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Telangana movement by V.prakash, Telangana movement by Telugu Academy text book   |
| Student activity planned/ homework given: | -   |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>  |
| <b>Subject: Indian Government and Politics</b>                                       | <b>Topic: Phases of Telangana Movement</b>   |
| Learning objectives:   | Understand about the stages of movement.   |
| Previous knowledge required:   | Knowing about Telangana movement   |
| Synopsis:  | <p>The Telangana movement was a demand for a separate state of Telangana from the state of Andhra Pradesh in India. It can be divided into three phases:</p> <ul style="list-style-type: none"> <li>• <b>1948-1956:</b> The first phase was an armed revolt of peasants against the feudal system and the Nizam's rule in Hyderabad State. It was led by the Communist Party of India (CPI) and supported by the Indian</li> </ul> |

|   |  |
|---|--|
|   | <p><u>National Congress (INC).</u></p> <ul style="list-style-type: none"> <li>• <b>1971-2001:</b> The second phase was triggered by the violation of the Gentlemen’s Agreement of 1956, which guaranteed safeguards for the interests of Telangana in the united Andhra Pradesh. <u>It was marked by protests, strikes and agitations by various groups, such as the Telangana Praja Samithi, the Jai Telangana Movement, and the Telangana Rashtra Samithi (TRS).</u></li> <li>• <b>2001-2013:</b> The third phase was a revival of the demand for statehood, led by the TRS and supported by other parties, such as the Bharatiya Janata Party (BJP), the INC, and the All India Majlis-e-Ittehadul Muslimeen (AIMIM). It witnessed mass mobilization, civil disobedience, hunger strikes and suicides by Telangana activists. <u>It culminated in the formation of Telangana as the 29th state of India on 2 June 2014</u></li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Telangana movement by V.prakash, Telangana movement by Telugu Academy text book  |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal’s sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: IV</b>   |
| <b>Subject: Indian Government and Politics</b> | <b>Topic : : Role of Political Parties and Joint Action Committees</b>  |
| Learning objectives:                           | Understands who is consumer?<br>What are his rights?<br>How his rights are protected?   |
| Previous knowledge required:                   | Knowing about human rights.   |
| Synopsis:                                      | <ul style="list-style-type: none"> <li>• Political parties are groups of people who share common political views and goals. <u>They nominate candidates for elected office and try to influence public policies and opinions.</u></li> <li>• Joint action committees (JACs) are groups of people who join together for a specific cause or issue. <u>They may support or oppose candidates, legislation, or policies related to their cause</u></li> <li>• <u>In India, JACs have played an important role in the formation of new states, such as Telangana, by mobilizing public opinion and pressuring the government<sup>4</sup></u></li> <li>• Political parties and JACs can also form parliamentary committees, which are temporary or permanent bodies that examine bills, policies, or issues in detail. <u>Parliamentary committees help in improving the quality of legislation and oversight of the government</u></li> </ul> |
| Illustrations/ Demonstration shown:            | -   |
| Teaching aids used:                            | Board and chalk   |
| References:                                    | Telangana movement by V.prakash, Telangana movement by Telugu Academy text book   |
| Student activity planned/ homework given:      | -   |

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: IV</b>  |
| <b>Subject: Indian Government and Politics</b> | <b>Topic: Role of National,regional Parties</b>  |
| Learning objectives:                           | Understands what are the national ,regional parties and their role.  |
| Previous knowledge required:                   | Knowing about political parties.   |
| Synopsis:                                      | <p><b>Political parties</b> are organized groups that play an important role in democratic societies, serving as intermediaries between citizens and the government. They have several functions, such as:</p> <ul style="list-style-type: none"><li>• <u>Providing a platform and representation to various sections of society</u></li><li>• <u>Providing a platform for public debates and articulation of different opinions</u></li><li>• <u>Contesting elections and forming a government.</u></li><li>• Role of National Parties – INC,BJP,CPI,CPM,NCP,BSP.</li><li>• Role of Regional Parties – TRS,TDP,MIM,YSRCP.</li></ul> |
| Illustrations/ Demonstration shown:            | -  |
| Teaching aids used:                            | Board and chalk  |
| References:                                    | Telangana movement by V.prakash, Telangana movement by Telugu Academy text book  |
| Student activity planned/ homework given:      | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>                   | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                                 | <b>Semester: IV</b>  |
| <b>Subject: Indian Government and Politics</b>                | <b>Topic: Role of JAS's – Political JAC, Student JAC and Other JAC's.</b>  |
| Learning objectives:  | Understands what JAC and types of JAC.   |
| Previous knowledge required:                                  | Knowing about JAC  |
| <ul style="list-style-type: none"> <li>• Synopsis:</li> </ul> | <ul style="list-style-type: none"> <li>• A Joint Action Committee (JAC) is a group of people who come together for a common cause or goal. In India, there are different types of JACs, such as political, student, employee, cultural, caste and community JACs.</li> <li>• They play different roles in various social and political movements.</li> <li>• For example, during the Telangana movement, which was a struggle for the creation of a separate state of Telangana from Andhra Pradesh, there were many JACs involved.</li> <li>• <u>The Telangana Joint Action Committee (TJAC) was the main umbrella organisation that coordinated the agitation and mobilised public support<sup>1</sup>. It included teachers, non-gazetted and gazetted officers, writers and other cultural activists.</u> The student JAC was also very active and influential in the movement. <u>It organised protests, rallies, hunger strikes and other forms of civil disobedience.</u></li> <li>• The political JAC was formed by some political parties and leaders who supported the demand for Telangana. <u>It contested in elections and tried to influence the central government's decision. The other JACs, such as employee JAC, lawyer JAC, caste and community JACs also participated in the movement by expressing their solidarity and raising their specific issues</u></li> </ul> |
| Illustrations/ Demonstration shown:                           | -  |
| Teaching aids used:   | Board and chalk  |
| References:   | Telangana movement by V.prakash, Telangana movement by Telugu Academy text book  |
| Student activity planned/ homework given:                     | -  |

Sign of the faculty

Principal's sign

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>  |
| <b>Subject: Indian Political Thought</b>   | <b>Topic: Ancient Indian Political Thought</b>  |
| Learning objectives:   | <ul style="list-style-type: none"><li>• Understands what is Indian political thought and its philosophers, features of ancient Indian Political Thought.</li></ul>  |
| Previous knowledge required:   | <ul style="list-style-type: none"><li>• Knowing about the Indian philosophers and philosophy.</li></ul>   |
| Synopsis:  | <ul style="list-style-type: none"><li>• Ancient Indian political thought is a vast and complex topic that covers the ideas and practices of various thinkers and traditions in the Indian subcontinent. <u>Some of the sources of ancient Indian political thought are the <b>Samhitas</b>, the <b>Brahmanas</b>, the <b>Vedas</b>, the <b>Upanishads</b>, the <b>Epics</b>, the <b>Puranas</b>, the <b>Buddhist</b> and <b>Jaina</b> texts, and the works of <b>Kautilya</b>, <b>Manu</b>, <b>Ashoka</b>, and others</u></li><li>• <b>The nature of ancient Indian political thought can be summarized as follows<sup>12</sup>:</b></li><li>• It was both conservative and static.</li><li>• It justified caste systems and even inferior rank of the sudras.</li><li>• Politics was closely linked with other branches of human activities.</li></ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Indian political philosophy in ancient times demarcated a clear distinction between nation and state, and religion and state.</li> <li>• The constitutions of Hindu states evolved over time and were based on political and legal treatises and prevalent social institutions.</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Ancient Indian Political Thought by bidhyuth Chakravarthy,<br>political thought by Telugu academy   |
| Student activity planned/ homework given: | -   |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>   |
| <b>Subject: : Indian Political Thought</b>  | <b>Topic: Kautilya, Gautama Budha</b>  |
| Learning objectives:                        | Understands who is Kautilya , Kautilya’s Saptanga Theory, Statecraft, Mandala Theory., Gautama Budha their philosophy .  |
| Previous knowledge required:                | Knowing about Buddha and Kautilya  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• <u>According to this theory, a state has <b>seven elements</b> or constituents, namely, <b>Swamin</b> (the King), <b>Amatya</b> (the Minister), <b>Janapada</b> (the Land and the People), <b>Durga</b> (the Fortress), <b>Kosha</b> (the Treasury), <b>Danda</b> (the Army) and <b>Mitra</b> (the Allies). This theory was based on the Ayurveda medical treatise and the idea of health, disease and cure in the context of the 'body politic'. Kautilya was a political thinker and advisor who wrote the Arthashastra, a treatise on statecraft and governance in ancient India.</u></li> <li>• <u>He also envisioned the basic concepts of <b>social living and human relationships</b>, as well as the <b>rights and benefits</b> of individuals and the state<sup>2</sup>.</u></li> <li>• Dhamma (or Dharma) is the <b>teaching</b> of the Buddha, which Buddhists believe can help them overcome suffering. <u>It is one of the <b>Three Refuges</b> of Buddhism, along with the Buddha and the Sangha.</u></li> <li>• Sangha is the <b>community</b> of monks and nuns who follow the Dhamma and support each other in living according to it. <u>They are also seen as role models and guides for lay Buddhists who seek liberation from their problems.</u></li> </ul> |

|   |   |
|---|---|
|   |   |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Ancient Indian Political Thought by bidhyuth Chakravarthy,<br>political thought by Telugu academy |
| Student activity planned/ homework given: | -   |



**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>   |
| <b>Subject: Indian Political Thought</b>    | <b>Topic: Modern Indian Political Thought</b>  |
| Learning objectives:                        | To know about who is M N roy and Mahatma Jyothi Rao Phule  |
| Previous knowledge required:                | Knowing about M N roy and Mahatma Jyothi Rao Phule.  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• M. N. Roy was a 20th century Indian revolutionary, philosopher, radical activist and political theorist. <u>He was the founder of the Mexican Communist Party and the Communist Party of India (Tashkent group)</u><sup>1</sup>. He also contributed to Indian political thought with his ideas of <b>radical humanism</b> and <b>humanism</b></li> <li>• Mahatma Jyotirao Phule was a <b>social reformer, activist, writer, and champion of equality</b> for all people, especially women and oppressed castes in India. He founded the <b>Satyashodhak Samaj</b> (Truth-Seekers' Society) in 1873 and worked to eradicate untouchability and the caste system. <u>He also opened schools for girls and lower castes.</u></li> </ul> |
| Illustrations/ Demonstration shown:         | -  |
| Teaching aids used:                         | Board and chalk  |
| References:                                 | Ancient Indian Political Thought by bidhyuth Chakravarthy, political thought by Telugu academy   |
| Student activity planned/ homework given:   | -  |

Sign of the faculty

Principal's sign

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>   |
| <b>Subject: Indian Political Thought</b>   | <b>Topic: Mohandas Karamchand Gandhi: Ahimsa and Satyagraha</b>  |
| Learning objectives:   | Understands what is philosophy of Mohandas Karamchand Gandhi: Ahimsa and Satyagraha  |
| Previous knowledge required:   | Knowing about Gandhi, his ideas and thought.   |
| Synopsis:  | <ul style="list-style-type: none"><li>• Ahimsa and satyagraha imply great significance in the life and philosophy of Mahatma Gandhi. They were two socio-political weapons he used in achieving his various goals. Ahimsa and satyagraha were not new ideals but they are the eternal principles of life preached for thousands of years</li><li>• A satyagrahi has immense faith in the inherent goodness of human nature and he believes that it responds to love, to service, to suffering and to sacrifice. Satyagraha is never launched for personal gain but is always used for the good of others</li><li>• The satyagrahi peruses his path with the single-mindedness. When he encounters evil he resists it</li></ul> |

|   |   |
|---|---|
|   | <p>with all his might. The word ‘defeat’ does not find a place in his vocabulary.</p> <ul style="list-style-type: none"> <li>• Ahimsa - The literal meaning of the Sanskrit word ahimsa is non-injury’ or ‘non-killing’. In a wider perspective it means non-violence in thought, word and deed towards all sentient beings.</li> <li>• Satyagraha – The literal meaning of the word satyagraha is clinging to truth, holding fast to truth, insistence on truth or firm adherence to truth. In the socio-political field satyagraha was a kind of resistant movement against the unjust laws.</li> <li>• Passive Resistance – ‘Passive Resistance’ is almost a subsequent English word for satyagraha. This term was used at the early phase of Gandhi’s satyagraha movement.</li> <li>• Civil Disobedience - The Civil Disobedience Movement led by M K Gandhi, in the year 1930 was an important milestone in the history of Indian Nationalism. The essence of The Civil Disobedience Movement was defying of the British laws.</li> <li>• Peaceful Picketing – Picketing or protesting is a way to express the dissatisfaction publicly and forcefully, attempting to influence the public opinion or government policy. Peaceful protest is defined as a way to demonstrate without any loss of life, negative effect to public and country, and positively, non-violent</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Ancient Indian Political Thought by bidhyuth Chakravarthy, political thought by Telugu academy  |
| Student activity planned/ homework given: | -   |

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>   |
| <b>Subject: Indian Political Thought</b>    | <b>Topic: Jawaharlal Nehru: Democratic Socialism</b>   |
| Learning objectives:                        | Understands who is Jawaharlal Nehru his ideas Democratic Socialism   |
| Previous knowledge required:                | Knowing about democracy socialism.   |
| Synopsis:                                   | Jawaharlal Nehru was a prominent leader of the Indian independence movement and the first Prime Minister of India. He advocated for <b>democratic socialism</b> , which is a political ideology that combines political democracy with social ownership of the means of production <sup>1</sup> . He believed that democratic socialism could address the problems of poverty, inequality and underdevelopment in India <sup>2</sup> . He also emphasized the importance of parliamentary democracy, universal suffrage, civil liberties and secularism <sup>3</sup> . He implemented a system of <b>mixed economy</b> that involved both public and private sectors, and a system of <b>planned development</b> that aimed to achieve social and economic goals <sup>4</sup> . He was influenced by the ideas of Gandhi, Marx and other thinkers <sup>5</sup> . He wanted to establish a socialistic society in India through democratic methods. |
| Illustrations/ Demonstration shown:         | -  |
| Teaching aids used:                         | Board and chalk  |
| References:                                 | Ancient Indian Political Thought by bidhyuth Chakravarthy, political thought by Telugu academy.  |
| Student activity planned/ homework given:   | -  |

Sign of the faculty

Principal's sign

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>  |
| <b>Subject : International Relations</b>   | <b>Topic: International Relations: Introduction</b>   |
| Learning objectives:   | Understands what is International Relations: Introduction   |
| Previous knowledge required:   | Knowing about the our country relations with other countries  |
| Synopsis:  | <ul style="list-style-type: none"><li>• International relations (IR) is the study of how states and other actors interact in the global arena. It covers topics such as war, peace, diplomacy, trade, human rights, security, and more. IR has a long history that can be traced back to ancient times, but it became a distinct academic discipline in the 20th century. IR has different theoretical perspectives that explain the nature, scope and significance of international relations. <u>Some of the major theories are realism, liberalism, constructivism, Marxism, feminism, and postmodernism</u></li><li>• <u>International relations (IR) are the interactions among sovereign states and other actors in the world, such as international organizations, multinational corporations, and non-governmental groups<sup>1</sup>. The study of IR is interdisciplinary in nature, blending the fields of economics, history, and political</u></li></ul> |

|   |  |
|---|--|
|   | <p><u>science to examine topics such as human rights, global poverty, the environment, economics, globalization, security, global ethics, and the political environment</u></p> <ul style="list-style-type: none"> <li>• <u>The scope of international relations is constantly evolving as new issues and actors emerge in the global arena. The significance of international relations is that it helps us understand and address the complex challenges and opportunities that affect our lives and the lives of others.</u></li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | International relations by J C Johari, International Relations by Telugu Academy.  |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>              |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>                                |
| <b>Subject: International Relations</b>  | <b>Topic: Emergence of Sovereign State System</b> |

|   |  |
|---|--|
| Learning objectives:                      | Knowing about the Emergence of Sovereign State System  |
| Previous knowledge required:              | Knowing about state system.  |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>sovereignty reemerged as a concept in the <b>late 16th century</b>, when civil wars and the rise of monarchs led to the emergence of the <b>modern nation state</b>. <u>The Peace of Westphalia of 1648 in Europe is considered as the origin of the <b>modern sovereign state system</b>. The sovereign state system is based on four elements: population, territory, government and sovereignty</u></li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | International relations by J C Johari, International Relations by Telugu Academy.  |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>     | <b>Topic: History of International Relations</b>  |
| Learning objectives:                        | Understands who is Jaya Prakash Narayan ,his ideas and thought.   |
| Previous knowledge required:                | Knowing about Jaya Prakash Narayan .  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• International relations is the study of the relations of states with each other and with international organizations and certain subnational entities (e.g., bureaucracies, political parties, and interest groups). It is related to a number of other academic disciplines, including political science, geography, history, economics, law, sociology, psychology, and philosophy.</li> <li>• The traditional view that foreign and military matters should remain the exclusive preserve of rulers and other elites yielded to the belief that such matters constituted an important concern and responsibility of all citizens.</li> <li>• <u>This increasing popularization of international relations reinforced the idea that general education should include instruction in foreign affairs and that knowledge should be advanced in the interests of greater public control and oversight of foreign and military policy .</u>The field of international relations has a long history dating back to ancient times.</li> <li>• <u>The interaction of ancient Sumerian city-states starting in 3,500 BC is considered as the first fully-fledged international system .</u> International law—especially the law of war—had a long history in international relations and was viewed as the source of fundamental normative standards of international conduct. <u>The emergence of international relations was to broaden the scope of international law beyond this traditional focal point</u></li> </ul> |

|   |   |
|---|---|
|   |   |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | International relations by J C Johari, International Relations by Telugu Academy. |
| Student activity planned/ homework given: | -   |

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>   |
| <b>Subject: International Relations</b>     | <b>TOPIC: Colonialism : Causes, Phases and Impact .</b>  |
| Learning objectives:                        | Understands what is colonialism and world wars.  |
| Previous knowledge required:                | Knowing about terms colonialism and world wars .   |
| Synopsis:                                   | <p>Colonialism is a system of domination by both political and military means, of one country over another. It is a structure of government in which a colony was supposed to serve the interest of the metropolitan state. The colonial policy changed according to the changing time and situation but the colonial structure remained intact. Colonialism should be studied as a series of contradictions i.e. the contradiction between backwardness and development. <u>The general impact of colonial exploitation was backwardness but sometimes development appeared as an unconscious by-product .</u> <u>On the basis of policies and trends, we can divide colonialism into three phases :</u></p> <ol style="list-style-type: none"><li>1. <b>Mercantilist Phase (1757-1813):</b> During this phase, the East India Company completely monopolized trade and by manipulating low prices of Indian finished goods for exports to England and Europe, began the direct plunder of India's wealth. During this period, the surplus revenues of Bengal and other provinces were utilized for buying the finished Indian goods for export.</li><li>2. <b>Industrial Phase (1813-1858):</b> With the industrial boom in England, India entered the second phase of classic British Colonialism, viz., Free Trade Industrial or Mercantile Capitalism (1813-1858). During this phase, India was converted into a free market for the import of industrially manufactured British goods and a source of raw materials to be exported to England. The extent of exploitation can be judged by the fact that India, which had for centuries exported cotton goods to the whole world, started, by 1850, importing one-fourth of all British cotton exports.</li><li>3. <b>Finance Capitalism Phase (1860 onwards):</b> It was during this period that there was a transfer of capital from Britain to India for the construction of Railways, and the development of plantation, shipping industries etc.</li></ol> <p><u>The effects of colonialism include environmental degradation, spread of disease, economic instability.</u></p> |

|   |   |
|---|---|
|   | <u>ethnic rivalries, and human rights violations</u>                              |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | International relations by J C Johari, International Relations by Telugu Academy. |
| Student activity planned/ homework given: | -   |

Sign of the faculty

Principal's sign

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>   |
| <b>Subject: International Relations</b>  | <b>Topic: First World War and Second World War – Causes and Consequences</b> |
| Learning objectives:   | Understands what is colonialism and world wars                               |

|                              |  |
|------------------------------|--|
| Previous knowledge required: | Knowing about World war. .   |
| Synopsis:                    | <p>The <b>First World War</b> was fought between 1914 and 1918. The war was fought between two opposing alliances: the Allies (British Empire, France, and the Russian Empire) and the Central Powers (Germany and Austria-Hungary). The causes of the First World War were numerous. Some of the major causes were:</p> <ol style="list-style-type: none"> <li>1. Conflict between imperialist countries: Ambition of Germany.</li> <li>2. Ultra Nationalism.</li> <li>3. Military Alliance.</li> <li>4. International Anarchy.</li> <li>5. Balkan Wars.</li> <li>6. Alsace-Lorraine.</li> <li>7. Assassination of Francis Ferdinand.</li> </ol> <p>The war ended with the Treaty of Versailles, which was signed on June 28, 1919, in Paris. The treaty imposed heavy penalties on Germany, including the loss of territory, disarmament, and reparations.</p> <p>The <b>Second World War</b> was fought between 1939 and 1945. The war was fought between two opposing alliances: the Allies (Britain, France, USA, USSR, and China) and the Axis Powers (Germany, Italy, and Japan). The causes of the Second World War were:</p> <ol style="list-style-type: none"> <li>1. Humiliation by the Treaty of Versailles.</li> <li>2. Growth of Fascism and Nazism.</li> <li>3. Rise of Japan.</li> <li>4. Neglect of minority interests.</li> <li>5. Military Alliance.</li> <li>6. Germany's attack on Czechoslovakia.</li> <li>7. Immediate Cause: Germany's invasion of Poland.</li> </ol> <p>The Second World War ended with the unconditional surrender of Germany on May 7, 1945, and Japan on August 15, 1945.</p> <p>The consequences of both wars were far-reaching and had a significant impact on world history. Some of the consequences were:</p> <ol style="list-style-type: none"> <li>1. End of colonialism and imperialism.</li> <li>2. Emergence of the United States and Soviet Union as superpowers.</li> <li>3. Formation of the United Nations.</li> </ol> |

|   |   |
|---|---|
|   | <ol style="list-style-type: none"><li>4. Establishment of Israel as a Jewish state.</li><li>5. Beginning of the Cold War.</li></ol> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | International relations by J C Johari, International Relations by Telugu Academy.   |
| Student activity planned/ homework given: | -   |

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>     | <b>Topic: Post War Developments</b>   |
| Learning objectives:                        | Understands what was happened after the world wars , Decolonization , Emergence of Third World : Problems and Prospects, Cold War: Causes, Phases and Impact.   |
| Previous knowledge required:                | Knowing about World Wars and effects.   |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• Decolonization refers to the process of undoing colonialism, which is the establishment and domination of foreign territories by imperial nation often overseas. <u>The term has multiple meanings and applications, with some scholars focusing on independence movements in the colonies and the collapse of global colonial empires, while others extend the meaning to include economic, cultural, and psychological aspects of the colonial experience.</u></li> <li>• <u>The term “Third World” was coined by French demographer and historian Alfred Sauvy in 1952 to refer to countries that were unaligned with either the Communist Soviet bloc or the Capitalist NATO bloc during the Cold War.</u></li> <li>• The emergence of the Third World led to the formation of a series of countries that did not belong to either the Western bloc or the Soviet bloc. <u>These countries had various features in common, including underdevelopment and rapid demographic growth</u></li> <li>• <b>Cold War</b> was a period of geopolitical tension between the United States and the Soviet Union and their respective allies, the Western Bloc and the Eastern Bloc. <u>It lasted from 1947 to 1991<sup>12</sup>. The conflict was based on the ideological and geopolitical struggle for global influence by these two superpowers, following their roles as the Allies of World War II that led to victory against Nazi Germany and Imperial Japan in 1945.</u></li> <li>• The Cold War can be divided into three phases:Early phase (1947-53),the middle phase(1954-62),the late phase(1962-1991)</li> </ul> |
| Illustrations/ Demonstration shown:         | -   |
| Teaching aids used:                         | Board and chalk   |
| References:                                 | International relations by J C Johari, International Relations by Telugu Academy  |
| Student activity planned/ homework given:   | -   |

Sign of the faculty

Principal's sign

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>               |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>                                 |
| <b>Subject: International Relations</b>  | <b>Topic: Concepts of International relations.</b> |

|   |  |
|---|--|
| Learning objectives:                      | Understands what is Power: National Power, Super Power, Bipolarity, Unipolarity, Multipolarity. Regional Power.  |
| Previous knowledge required:              | Knowing about terminology of international relations.  |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• National power is the ability or capability of a nation to secure the goals and objectives of its national interests in relation with other nations. <u>It involves the capacity to use force or threat of use of force or influence over others for securing the goals of national interest.</u></li> <li>• A superpower is a state or supranational union that holds a dominant position characterized by the ability to exert influence or project power on a global scale. <u>This is done through the combined means of economic, military, technological, political, and cultural strength as well as diplomatic and soft power influence.</u></li> <li>• In international relations, <b>polarity</b> refers to the ways in which power is distributed within the international system. <u>There are three types of systems: <b>unipolarity, bipolarity, and multipolarity</b><sup>1</sup>. A <b>unipolar system</b> is one in which a single state dominates the international system, while a <b>bipolar system</b> is one in which two states dominate the international system<sup>1</sup>. A <b>multipolar system</b> is one in which three or more states dominate the international system.</u></li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | International relations by J C Johari, International Relations by Telugu Academy   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

**Name of the Faculty: K.CHANDRASEKHAR**

**Department: Political Science**

**Course/Group: BA (HEP)**

**Semester: IV**

|   |  |
|---|--|
| <b>Subject:</b> International Relations   | <b>Topic:</b> International Organizations  |
| Learning objectives:                      | Understands International Organizations such as United Nations Organization: Structure and role, Need for Reform   |
| Previous knowledge required:              | Knowing about UNO .  |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• The United Nations (UN) is an international organization founded in 1945 to promote international cooperation and maintain international peace and security. <u>It has 193 member states and is headquartered in New York City<sup>1</sup>. The UN has six principal organs: the General Assembly, the Security Council, the International Court of Justice, the Secretariat, the Economic and Social Council, and the Trusteeship Council (inactive since 1994)</u></li> <li>• There are also calls for broader reforms within the UN system. These include changes to its structure, decision-making processes, funding mechanisms, and more. <u>Some argue that these reforms are necessary to ensure that the organization remains relevant in today's world</u></li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | International relations by J C Johari, International Relations by Telugu Academy   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>   |
| <b>Subject: International Relations</b>     | <b>Topic: Regional Organizations</b>   |
| Learning objectives:                        | Understands European Union, South Asian Association for Regional Cooperation (SAARC).  |
| Previous knowledge required:                | Knowing about Regional Organizations .   |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• The <b>European Union (EU)</b> is a political and economic union of 27 member states located primarily in Europe. <u>The EU has an observer status in SAARC since 2006, together with Australia, China, Iran, Japan, the Republic of Korea, Mauritius, Myanmar, and the USA .</u> The EU greatly values cooperation and regional integration in South Asia. <u>It believes that it can help consolidate the ongoing integration process through its economic influence in the region, its own historical experience of economic and trade integration and of dealing with diversity, and its interest in crisis prevention</u></li> <li>• The <b>South Asian Association for Regional Cooperation (SAARC)</b> is an economic and political regional organization of countries in South Asia, established in 1985. <u>Its primary objective is to accelerate the process of economic and social development in its member states through increased intra-regional cooperation . SAARC has eight member countries: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka.</u></li> </ul> |
| Illustrations/ Demonstration shown:         | -  |
| Teaching aids used:                         | Board and chalk  |
| References:                                 | International relations by J C Johari, International Relations by Telugu Academy   |
| Student activity planned/ homework given:   | -  |

Sign of the faculty

Principal's sign

| TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br>DEVARAKONDA |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>                                  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>   |
| <b>Subject: Western Political Thought</b>                                    | <b>Topic: Plato, Aristotle.</b>   |
| Learning objectives:   | Understands who is Plato, Aristotle. And their philosophy   |
| Previous knowledge required:   | Knowing about Plato, Aristotle.   |
| Synopsis:  | <ul style="list-style-type: none"><li>• Plato and Aristotle were two of the most influential philosophers in ancient Greece. They both studied matters of ethics, science, politics, and more. <u>Although many more of Plato's works survived the centuries, Aristotle's contributions have arguably been more influential, particularly when it comes to science and logical reasoning</u></li><li>• <u>For some 20 years Aristotle was Plato's student and colleague at the Academy in Athens, an institution for philosophical, scientific, and mathematical research and teaching founded by Plato in the 380s</u></li><li>• For Plato, the Forms are perfect exemplars, or ideal types, of the properties and kinds that are found in the world. Corresponding to every such property or kind is a Form that is its perfect exemplar or ideal type.</li><li>• Aristotle was a student of Plato and later tutored Alexander the Great. <u>He founded the Peripatetic school of philosophy in Athens and wrote hundreds of books on various subjects</u>. Aristotle's works cover a broad range of topics including logic, metaphysics, ethics, politics, rhetoric and poetics. <u>He is considered one of the greatest</u></li></ul> |

|   |  |
|---|--|
|   | <u>intellectual figures in Western history</u>                                       |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Indian Political Thought by O P Gauba , political thought by Telugu academy. |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>   |
| <b>Subject: Western Political Thought</b>  | <b>Topic: Social Contractualists</b>  |
| Learning objectives:   | Understands who are Social Contractualists such as Thomas Hobbes ,John Locke , Jean Jacque Rousseau..   |
| Previous knowledge required:   | Knowing about Social Contractualists .  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• Thomas Hobbes, John Locke, and Jean-Jacques Rousseau were three of the most influential philosophers of the 17th and 18th centuries. <u>They are known for their contributions to political philosophy, particularly in the area of social contract theory.</u></li> <li>• Social contract theory is the idea that individuals agree to form a society and government by means of a social contract. <u>The contract defines the rights and duties of each party, including the rulers and the ruled <sup>2</sup>. The state of nature, which is the hypothetical condition of human beings</u></li> </ul> |

|   |  |
|---|--|
|   | <p><u>before or without political association, was an essential element of their social-contract theories.</u></p> <ul style="list-style-type: none"> <li>• <u>Hobbes believed that the state of nature was characterized by a “war of every man against every man,” where life was “solitary, poor, nasty, brutish, and short” . Locke believed that people were born with natural rights to life, liberty, and property . Rousseau believed that people were naturally good but corrupted by society .</u></li> <li>• <u>Their ideas on social contract theory differed in many ways. Hobbes believed that individuals should give up their liberty to a sovereign in exchange for protection from violence and chaos . Locke believed that individuals should give up some of their rights to a government that would protect their remaining rights . Rousseau believed that individuals should give up some of their rights to a community that would protect them from oppression</u></li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Indian Political Thought by O P Gauba , political thought by Telugu academy.   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal’s sign

|  |                                      |
|--|--------------------------------------|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |                                      |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b> |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>                  |
| <b>Subject: Western Political thought</b>  | <b>Topic: Utilitarian’s</b>          |

|   |  |
|---|--|
| Learning objectives:                      | Understands who is Utilitarian's like Jeremy Bentham , John Stuart Mill  |
| Previous knowledge required:              | Knowing about Jeremy Bentham , John Stuart Mill  |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• <b>Jeremy Bentham</b> (1748-1832) and <b>John Stuart Mill</b> (1806-1873) were two of the most prominent philosophers of the 19th century. <u>They are both known for their contributions to the philosophy of utilitarianism, which is a consequentialist ethical theory that evaluates actions based on their ability to promote happiness or pleasure and reduce pain or suffering</u></li> <li>• Bentham is considered the founder of utilitarianism, and his work focused on developing a system of ethics that could be applied to social and political issues. <u>He believed that the goal of society should be to maximize the happiness of its members, and he argued that this could be achieved by promoting individual freedom and social equality.</u></li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Indian Political Thought by O P Gauba , political thought by Telugu academy.   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

**Name of the Faculty: K.CHANDRASEKHAR**

**Department: Political Science**

|   |  |
|---|--|
| <b>Course/Group: BA (HEP)</b>             | <b>Semester: VI</b>  |
| <b>Subject: Western Political thought</b> | <b>Topic: Marxist Philosophy</b>   |
| Learning objectives:                      | Understands about the Marxist thinkers and philosophy.   |
| Previous knowledge required:              | Knowing about GWF Hegel , Karl Marx  |
| Synopsis:                                 | <p>Georg Wilhelm Friedrich Hegel and Karl Marx were two of the most influential philosophers of the 19th century. Hegel was a German philosopher who lived from 1770 to 1831, while Marx was a German philosopher and economist who lived from 1818 to 1883.</p> <p>Hegel’s philosophy of history emphasized the “organic” nature of social wholes and the incommensurability of different historical epochs. He believed that humanity is essentially free, but that this freedom can only be realized through a process of struggle and overcoming obstacles. <u>Each phase of the historical process could be said to contain the seeds of its own destruction and to “negate” itself; the consequence was the emergence of a fresh society, representing another stage in a progression whose final outcome was the formation of a rationally ordered community with which each citizen could consciously identify himself and in which there would therefore no longer exist any sense of alienation or constraint</u></p> <p>Marx, on the other hand, adopted a “directional” view of history. He believed that history is shaped by class struggle and that capitalism would eventually be replaced by socialism. <u>Marx’s theory of historical materialism posited that economic and social conditions are the primary drivers of historical change</u></p> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Indian Political Thought by O P Gauba , political thought by Telugu academy.   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>          | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                        | <b>Semester: VI</b>  |
| <b>Subject: Contemporary International Relations</b> | <b>Topic: International Political Economy</b>  |
| Learning objectives:                                 | Understands what is Neo Colonialism: North South Dialogue, South – South Cooperation.  |
| Previous knowledge required:                         | Knowing about neo colonialism.   |
| Synopsis:  | <u>The North-South Dialogue refers to the process through which the developing and newly independent nations of the South, predominantly in Asia, Africa, and Latin America, engaged the industrialized countries of North America and Western Europe in negotiation over changes in the International Economic System in order to achieve development . The dialogue addressed issues pertaining to trade and tariffs, international finance, foreign aid, and the governance of multinational companies and institutions . The South-South Cooperation or Dialogue, on the other hand, refers to the process of cooperation among developing countries in the economic field and other areas . It is promoted as a viable strategy by developing countries for their development and progress.</u> |
| Illustrations/ Demonstration shown:                  | -  |
| Teaching aids used:                                  | Board and chalk  |
| References:  | Global Politics by Andrew Hey wood, International Relations by Telugu academy.   |
| Student activity planned/ homework given:            | -  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>   |
| <b>Subject: Contemporary International Relations</b>                                 | <b>Topic: IBRD, IMF, World Trade Organization (WTO) and MNSs</b>  |
| Learning objectives:   | Understands about the IBRD, IMF, World Trade Organization (WTO) and MNSs  |
| Previous knowledge required:   | Knowing about IBRD, IMF, World Trade Organization (WTO) and MNSs  |
| Synopsis:  | The <b>International Bank for Reconstruction and Development (IBRD)</b> is a part of the <b>World Bank Group</b> . <u>It provides loans to middle-income and creditworthy low-income countries for development projects .</u> <u>The <b>International Monetary Fund (IMF)</b> is an international organization that aims to promote international monetary cooperation, exchange stability, and orderly exchange arrangements; facilitate the balanced growth of international trade; and provide resources to help members in need of financial assistance .</u> <b>The World Trade Organization (WTO)</b> is an intergovernmental organization that regulates international trade between nations. <u>It provides a framework for negotiating and formalizing trade agreements, and a dispute resolution process aimed at enforcing participants' adherence to WTO agreements</u> |

|   |  |
|---|--|
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy. |
| Student activity planned/ homework given: | -  |

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>          | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                        | <b>Semester: VI</b>  |
| <b>Subject: Contemporary International Relations</b> | <b>Topic: International Security</b>   |
| Learning objectives:                                 | Understands about the Arms Race, Arms Control, Disarmament, Issues in Nuclear Politics.  |
| Previous knowledge required:                         | Knowing about International Security .   |
| Synopsis:  | Arms race, arms control, and disarmament are three important concepts in the field of nuclear politics. An arms race is a competition between two or more countries to have the most powerful military force. Arms control refers to the process of limiting the number of weapons that countries can have. Disarmament is the process of reducing or eliminating weapons altogether |
| Illustrations/ Demonstration shown:                  | -  |
| Teaching aids used:                                  | Board and chalk  |
| References:  | Global Politics by Andrew Hey wood, International Relations by Telugu academy.   |
| udent activity planned/ homework given:              | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>          | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                        | <b>Semester: VI</b>   |
| <b>Subject: Contemporary International Relations</b> | <b>Topic: India and World – Foreign Policy</b>  |
| Learning objectives:                                 | Understands about the India and World – Foreign Policy, India’s Foreign Policy- Determinants and Features, Issues, Recent Trends  |
| Previous knowledge required:                         | Knowing about India and World – Foreign Policy  |
| Synopsis:  | <p>India’s foreign policy is a complex and dynamic subject that has evolved over time. <u>The determinants of India’s foreign policy are many, including geopolitical factors, military force, population, and government system. India’s foreign policy is guided by several features, including non-alignment, strategic autonomy, and multi-alignment</u></p> <p><u>India’s foreign policy is undergoing a new test of choices and partners in the international system</u></p> <p><u>India’s foreign policy is at crossroads. The country is facing a dilemma of autonomy and engagement in the international system. Today’s India is materially more endowed and overtly more aspirational in the search for its rightful place in the international system.</u></p> <p><u>India’s foreign policy issues are many, including its relationship with China, Pakistan, and the United States. The country is also grappling with issues such as terrorism, climate change, and energy security.</u></p> <p><u>Recent trends in India’s foreign policy include a renewed effort to build better ties with its neighbors through the “Neighborhood First” initiative. The country is also playing a major role in providing security and improving infrastructure in the Indian Ocean region</u></p> |
| Illustrations/ Demonstration shown:                  | -   |
| Teaching aids used:                                  | Board and chalk   |
| References:  | Global Politics by Andrew Hey wood, International Relations by Telugu academy.  |
| Student activity planned/ homework given:            | -   |

Sign of the faculty

Principal’s sign

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>          | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                        | <b>Semester: VI</b>   |
| <b>Subject:</b> Contemporary International Relations | <b>Topic:</b> Non- Alignment: Evaluation, Relevance and Recent Trends   |
| Learning objectives:                                 | Understands Non- Alignment: Evaluation, Relevance and Recent Trends   |
| Previous knowledge required:                         | Knowing about Non- Alignment: Evaluation, Relevance and Recent Trends .   |
| Synopsis:  | <p>Non-Aligned Movement. The Non-Aligned Movement (NAM) is a group of countries that do not consider themselves aligned with any major power bloc. <u>The movement was founded in 1961, during the Cold War, as an attempt to avoid taking sides in the conflict between the United States and the Soviet Union.</u></p> <p>The relevance of NAM has been a topic of debate in recent years. <u>Some argue that the movement has lost its relevance since the end of the Cold War, as there are no longer two rival blocs to be non-aligned between. However, others believe that NAM still has a role to play in international affairs, particularly in promoting the interests of developing countries.</u></p> <p><u>A 2012 report titled “Nonalignment 2.0” by an independent group of analysts and policymakers attempted to identify the basic principles that should guide India’s foreign and strategic policy over the next decade</u></p> |
| Illustrations/ Demonstration shown:                  | -   |
| Teaching aids used:                                  | Board and chalk   |
| References:  | Global Politics by Andrew Hey wood, International Relations by Telugu academy.  |
| Student activity planned/ homework given:            | -   |

Sign of the faculty

Principal’s sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>          | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                        | <b>Semester: VI</b>   |
| <b>Subject: Contemporary International Relations</b> | <b>Topic: India's Bilateral Relations</b>   |
| Learning objectives:                                 | Understands the India's Bilateral Relations India and U.S.A, India and Russia, India and China and Pakistan.  |
| Previous knowledge required:                         | Knowing about other countries and their relations.  |
| Synopsis:  | <p>India's bilateral relations with these countries:</p> <ul style="list-style-type: none"> <li>• <b>India-U.S. Relations:</b> India and the United States have enjoyed close relations since India's independence from Britain in 1947. <u>The two countries have deepened collaboration on issues such as counterterrorism and countering Chinese influence in the Indo-Pacific .</u></li> <li>• <b>India-Russia Relations:</b> India and Russia have a longstanding relationship that dates back to the Soviet era. Today, New Delhi sees vital interests in maintaining working ties with Moscow, as well as in fostering a multipolar international system. <u>In the context of India's decades-old aspirations for "nonalignment" and "strategic autonomy," New Delhi has thus engaged a concurrent "special and privileged strategic partnership" with Russia .</u></li> <li>• <b>India-China Relations:</b> India and China have had a complex relationship over the years. The two countries share a long border, which has been a source of tension between them. In recent years, the two countries have been engaged in a border dispute that has led to military clashes. <u>Despite this, India and China have also cooperated on issues such as climate change and trade .</u></li> <li>• <b>India-Pakistan Relations:</b> India and Pakistan have had a difficult relationship since their independence from Britain in 1947. The two countries have fought several wars over the</li> </ul> |

|   |  |
|---|--|
|   | <p>years, and there are ongoing tensions between them over issues such as terrorism and Kashmir. <u>Despite this, there have been some efforts to improve relations between the two countries.</u></p> <hr/> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy.   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b> | <b>Topic: What is Political Theory, Evolution, Nature , Significance, Debates on Political Theory</b>  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>• To know the meaning Politics and political theory.</li> <li>• Understand the nature of political theory.</li> <li>• Understand the significance of the Political theory.</li> </ul>   |
| Previous knowledge required:                   | Basic knowledge required about Political theory and related terminology.   |
| Synopsis:                                      | <ul style="list-style-type: none"> <li>• Political theory is a branch of social science that deals with the study of political ideas, concepts, and principles that shape the functioning of political systems. It seeks to explain the nature, origin, and evolution of political systems and institutions. Political theory is concerned with the analysis of power, authority, sovereignty, rights, liberty, equality, justice, and democracy. It also examines the role of the state in society and the relationship between the state and its citizens</li> <li>• The nature of political theory is normative and theoretical. It seeks to provide a framework for understanding political phenomena by analyzing concepts such as power, authority, sovereignty, rights, liberty, equality, justice, and democracy. Political theory is concerned with the study of political ideas and concepts that shape the functioning of political systems</li> <li>• The significance of political theory lies in its ability to provide a critical analysis of political systems and institutions. It helps us understand the nature of power relations in society and provides a framework for evaluating different forms of government. Political theory also helps us understand the role of the state in society and provides a basis for evaluating different forms of government.</li> <li>• Debates on political theory revolve around various issues such as the nature of power relations in society, the role of the state in society, the relationship between citizens and the state, and the nature of democracy. These debates are essential for understanding different perspectives on political issues and for developing new ideas about how to improve political systems</li> </ul> |

|   |   |
|---|---|
| Illustrations/ Demonstration shown:       | Examples are given on different concepts of political theory.             |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Textbook and Internet   |
| Student activity planned/ homework given: | Identify different Political Concepts and theories necessary in our life. |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>  |
| <b>Subject: Understanding Political Theory</b>                                       | <b>Topic: State</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• To know the meaning state and its characteristics.</li> <li>• Understands the concept of Nation .</li> <li>• Difference between the state and national.</li> </ul> |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>• Basic knowledge and terminology about concept of State, Nation and Civil Society. societies etc.</li> </ul>  |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>The concept of state can have varied meaning. We can begin with understanding what it is not. State is not a country, nor government nor nation. Country is a territorial entity, a geographical concept. Nation is more of an internal entity which resides in the minds of people.</li> <li>In the words of Sabine, nation refers to a unity of culture; a feeling of loyalty for a common land, common language and literature, identity of history and common heroes and common religion ... Government on the other hand is a part of the state and not a state</li> </ul> |
| Illustrations/ Demonstration shown:       | <ul style="list-style-type: none"> <li>Examples given on differences between the state , Nation</li> </ul>   |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Identify differences between the state and nation  |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: II</b>  |
| <b>Subject: : Political Concepts and Institutions</b>                                | <b>Topic : : Power, Authority and Legitimacy</b>   |
| Learning objectives:   | <p>Understands what is power?<br/>         What is authority ?<br/>         What does mean by legitimacy?</p> <ul style="list-style-type: none"> <li>Classification of Authority 14.6 Distinction between the Concepts of Power and Authority</li> </ul> |
| Previous knowledge required:   | Knowing about human power and above terminology .  |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Power is thus, one of the key concepts in political theory. It is the ability to control others and make them do what one wants. It is both normative and empirical; i.e. it is also a fact as well as a value to be pursued. It is a very comprehensive term, identified with related themes like authority, influence, control and the like. It is integrally connected with the case of political legitimacy. Legitimate power is authority. On the other hand, influence is a wider term where sanctions may not be used. Power is then a special case of influence</li> <li>• Authority refers to a modified form of power in that it is not simply a manifestation of the capacity to change, but also a right to change. The element, which gives authority this distinctive character, is legitimacy. It is legitimacy, which makes obedience to authority willing and binding. Until the advent of modernity, the idea of delegitimate authority had remained marginal to the understanding of political authority. With modernity and the intellectual ferment created by Enlightenment thought, the idea that authority was something divinely ordained came to be questioned</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: I</b>  |
| <b>Subject: Understanding Political Theory</b> | <b>Topic: Authoritative allocation of Values</b>  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>To know the Authoritative allocation of Values</li> </ul>  |
| Previous knowledge required:                   | <ul style="list-style-type: none"> <li>Basic knowledge about political theory.</li> </ul>   |
| Synopsis:                                      | <p>David Easton, a Canadian-American political scientist of the 20th century, defined politics as “the authoritative allocation of values” . According to Easton, political systems are maintained by specific sorts of interactions between people: those that authoritatively allocate values for a society . In other words, politics is the process of determining who gets what, when, and how .</p> <p>Easton applied systems theory to his explanations of politics. He proposed a systems theory for political science in 1953, which organized political actions into loops of feedback between the various citizens and leaders in a political system, all based around human behaviours and human actions .</p> <p>Easton’s definition of politics is subjective and encompasses a variety of perspectives. It is helpful in some areas of political science but not in others <sup>2</sup>. Easton’s definition is most useful for the study of government or, as he puts it, for political systems able to allocate values authoritatively</p> |
| Illustrations/ Demonstration shown:            | Examples given on different values of society.  |
| Teaching aids used:                            | Board and chalk   |
| References:                                    | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given:      | Identify the ways allocating values society.  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b>                                       | <b>Topic: Sovereign state : Challenges</b>   |
| Learning objectives:   | <ul style="list-style-type: none"><li>• To know the meaning Sovereign state and its Challenges</li></ul>   |
| Previous knowledge required:   | Basic knowledge about sovereign states.  |
| Synopsis:  | <p>Sovereignty is the supreme power of a state to govern itself without any external interference. However, the concept of sovereignty has been challenged in recent times. The challenges to state sovereignty can be broadly classified into two categories: internal and external sovereignty.</p> <p>Internal sovereignty refers to the supreme power of the state within its boundaries. The internal sovereignty of a nation signifies that it is internally supreme to any type of associations or groups. External sovereignty denotes that a particular nation is not legally bound to any other nations except international bodies such as UNO and International Court of Justice.</p> <p>The challenges to state sovereignty are mainly due to globalization, which has led to the erosion of national sovereignty. Globalization has initiated to protect the</p> |

|   |   |
|---|---|
|   | economic interests of G-8 nations as well as to expand the market areas for the Multinational Corporations (MNC's). Since 1990, there has been a tremendous increase in the number of MNC's. During 1990, there were only 3000 MNC's and this has increased to 63,000 today. After the collapse of the Soviet Union and the formation of European Community, there has been a phenomenal growth in MNC's doing business across national borders |
| Illustrations/ Demonstration shown:       | Examples given on different types sovereignty,  |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Identify other Sovereign state : Challenges   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b>                                       | <b>Topic: Liberty, Equality, Justice</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>To know the meaning Political Values and Theoretical Perspectives of liberty ,equality ,justice.</li> </ul>   |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>Basic knowledge and terminology about concept of liberty ,equality ,justice .</li> </ul>  |
| Synopsis:  | <ul style="list-style-type: none"> <li><b>Liberty</b> refers to the freedom of individuals to act as they wish, as long as their actions do not harm others. It is often associated with individualism and is a fundamental value in many societies.</li> <li><b>Equality</b> refers to the idea that all individuals</li> </ul> |

|   |   |
|---|---|
|   | <p>should be treated the same, regardless of their background or social status. It is often associated with egalitarianism and is a fundamental value in many democratic societies.</p> <ul style="list-style-type: none"> <li>• <b>Justice</b> refers to the idea that individuals should be treated fairly and equitably. It is often associated with the rule of law and is a fundamental value in many societies</li> </ul> |
| Illustrations/ Demonstration shown:       | <ul style="list-style-type: none"> <li>• Examples given on differences perspectives of above concepts i.e liberal, Marxist, feminist.</li> </ul>  |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Identify differences between the state and nation   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>   |
| <b>Subject : Understanding Political Theory</b>                                      | <b>Topic: Political Ideologies</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• To know the meaning of different Political Ideologies namely liberalism, Nationalism, Multiculturalism</li> </ul> |
| Previous knowledge required:   | Basic knowledge about the different Political Ideologies .   |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• <b>Liberalism</b> is a political philosophy that emphasizes individual rights, equality, and freedom. It is based on the idea that people should be free to make their own choices and pursue their own interests without interference from the government or other individuals. Liberalism is often associated with democracy, capitalism, and human rights.</li> <li>• <b>Nationalism</b> is a political ideology that emphasizes the importance of national identity and sovereignty. It is based on the idea that people who share a common language, culture, or history should have their own independent nation-state. Nationalism can be either civic or ethnic in nature.</li> <li>• <b>Multiculturalism</b> is a social policy that recognizes and celebrates cultural diversity within a society. It is based on the idea that different cultures can coexist peacefully and enrich each other. Multiculturalism promotes respect for cultural differences and encourages people to learn about other cultures.</li> </ul> |
| Illustrations/ Demonstration shown:       | Examples given on different thinkers of above ideologies.  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Identify the different ideologies.   |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b> | Topic: Political Institutions and Functions  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>• To know and understand the meaning of the Political Institutions and Functions.</li> <li>• To know about the Legislature, Executive and Judiciary</li> </ul>  |
| Previous knowledge required:                   | Basic knowledge about what is government and organs of government.   |
| Synopsis:                                      | <ul style="list-style-type: none"> <li>• The <b>legislature, executive and judiciary</b> are the three branches of the government. They are responsible for performing distinct functions that are essential for the smooth functioning of a democratic government.</li> <li>• The <b>legislature</b> is responsible for enacting laws.</li> <li>• The <b>executive</b> is responsible for implementing and enforcing laws.</li> <li>• The <b>judiciary</b> is responsible for interpreting laws and ensuring that they are applied fairly and impartially.</li> </ul> |
| Illustrations/ Demonstration shown:            | Examples given on functions of organs of government.   |
| Teaching aids used:                            | Board and chalk  |
| References:                                    | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given:      | Analyse the theory of separation of powers.  |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: III</b>                     |
| <b>Subject: Indian Government and Politics</b> | <b>Topic: Pressure Groups and Media.</b> |

|   |  |
|---|--|
| Learning objectives:                      | <ul style="list-style-type: none"> <li>• Explain the meaning and characteristics of pressure groups;</li> <li>• Distinguish pressure groups from political parties, interest groups, civil society</li> <li>• Classify pressure groups;</li> </ul>   |
| Previous knowledge required:              | Knowing about pressure groups and terminology.   |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Pressure groups are organizations, associations and groups representing the collective interests of their members. They play an important role in democratic politics of a country by articulating the demands and interests of different groups in society.</li> <li>• By forming pressure groups, people seek to protect and promote their shared interests and beliefs while exerting pressures on the government. In fact, many of the pressure groups are able to influence the government and change the community's socio-economic and political structures.</li> <li>• Since they do not attempt to exercise governing power, they are different from political parties in many ways. Though similar in their orientation and nature, pressure groups are also different from other groups in the society like interest groups, or civil society organizations. They are well structured, organized and formalized in their objectives, working and methods.</li> <li>• Though few pressure groups exist for a short time to achieve immediate or specific purpose, majority of pressure groups are long-lived and exert concerted pressures on the government thereby influencing both the policy formulation and policy implementation process in their group's interests.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

**Name of the Faculty: K.CHANDRASEKHAR**

**Department: Political Science**

|   |   |
|---|---|
| <b>Course/Group: BA (HEP)</b>             | <b>Semester: II</b>   |
| <b>Subject:</b> Western Political Thought | <b>Topic:</b> Greek Political Thought   |
| Learning objectives:                      | <ul style="list-style-type: none"> <li>To learn the Greek Political Thought – Sophists – Plato:- Concept of Justice , Ideal State , Education and Communism</li> <li>Aristotle :- Forms of Governments, On revolution , Slavery , Best state.</li> </ul>  |
| Previous knowledge required:              | Basic knowledge about Greek Political philosophy.   |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>The Sophists were the first teachers of <b>individualism</b>, and originated the idea that the state rests upon a social compact. They also drew a distinction between morality and law, and showed that-law, because of the nature of political authority, often forces men to act contrary to the dictates of reason.</li> <li>Plato, the ancient Greek philosopher, has written extensively on the concept of justice, ideal state, education, and communism. In his book “The Republic,” Plato argues that justice is the most important part of the ideal state. He has treated justice as the bond that holds a society together. Hence it is the true principle of social life. The philosopher king will take every care to establish justice. That is why The Republic is called a “treatise concerning justice”</li> <li>Plato’s ideal state is the highest manifestation of morality, goodness, and idealism. It is a state where justice cannot be relegated to an inferior position. Rather, it holds the highest position in the state. Different social classes are combined by the bond of justice, making the ideal state a perfect one<sup>1</sup>. Plato based his ideal state on the concept of communism. He wanted a state free of problems, a scared and the super-most institute. He believed that the ruling and military classes have no concern with appetite as they represent reason and courage respectively. So, these two classes must be free of any tension to run the administration</li> <li></li> </ul> |
| Illustrations/ Demonstration shown:       | Given few examples of plato educational system, aristole’s theory of classification of governments.   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Western Political thought by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Write about review on republicand politics works.   |

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: II</b>  |
| <b>Subject: : Western Political Thought</b> | <b>Topic : Medieval and Early Modern Thought</b>   |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>• Thomas Aquinas :- Theory of Laws, Christianized Aristotle , Church – State Controversy</li> <li>• Niccolo Machiavelli – Human Nature , StateCraf</li> </ul>   |
| Previous knowledge required:                | Basic knowledge about Thomas acquinas and Machiavelli .  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• Thomas Aquinas was a prominent philosopher and theologian of the medieval period. He is known for his contributions to political philosophy, particularly his theory of laws. Aquinas believed that laws could be classified into four categories: eternal law, natural law, human law, and divine law</li> <li>• Aquinas was heavily influenced by Aristotle’s philosophy and sought to reconcile it with Christian doctrine. He believed that Aristotle’s ideas could be “Christianized” and used to support Christian beliefs</li> <li>• He believed that the Church and State were separate entities with different functions, but that they should work together for the common good. He argued that the State should be subject to the Church in matters of morality and ethics, but that the Church should not interfere in political</li> </ul> |

|   |  |
|---|--|
|   | <p>matters</p> <ul style="list-style-type: none"> <li>Niccolo Machiavelli was an Italian philosopher who served the Republic of Florence in Italy. He is widely regarded as the first modern political thinker for various reasons. His work reflects the effect of cultural values of Europe, and the Renaissance influenced him to a great extent. Machiavelli wrote a monograph, “The Prince (1513)”, which is well recognised even today</li> <li>Machiavelli’s view on human nature is essentially negative. According to him, men want protection but lack the strength to protect themselves. They rely on the state to seek security, and the government provides protection from internal as well external conflicts and rivals. Machiavelli also viewed humans as possessive of property</li> <li>Machiavelli’s stance on statecraft is important to comprehend as it explains his suggestions to the Prince for controlling the state. Machiavelli views humans as selfish by nature and opportunists. He asserts that human beings tend to fulfil their self-interest</li> </ul> |
| Illustrations/ Demonstration shown:       | Given examples Machiavelli ideas on prince by emphasising example of Lion and Fox.   |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Political thought by O P Gauba, Telugu Academy<br>Text book and Internet   |
| Student activity planned/ homework given: | Discuss the various books written by the Thomas Aquinas, Niccolo Machiavelli   |

Sign of the faculty

Principal’s sign

|  |                                      |
|--|--------------------------------------|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |                                      |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b> |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>                  |
| <b>Subject: Western Political Thought</b>  | <b>Topic: Social Contractualists</b> |

|   |   |
|---|---|
| Learning objectives:                      | Understands who are Social Contractualists such as Thomas Hobbes ,John Locke , Jean Jacque Rousseau..   |
| Previous knowledge required:              | Known about Social Contractualists .  |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Thomas Hobbes, John Locke, and Jean-Jacques Rousseau were three of the most influential philosophers of the 17th and 18th centuries. They are known for their contributions to political philosophy, particularly in the area of social contract theory .</li> <li>• Social contract theory is the idea that individuals agree to form a society and government by means of a social contract. The contract defines the rights and duties of each party, including the rulers and the ruled <sup>2</sup>. The state of nature, which is the hypothetical condition of human beings before or without political association, was an essential element of their social-contract theories .</li> <li>• Hobbes believed that the state of nature was characterized by a “war of every man against every man,” where life was “solitary, poor, nasty, brutish, and short” . Locke believed that people were born with natural rights to life, liberty, and property . Rousseau believed that people were naturally good but corrupted by society .</li> <li>• Their ideas on social contract theory differed in many ways. Hobbes believed that individuals should give up their liberty to a sovereign in exchange for protection from violence and chaos . Locke believed that individuals should give up some of their rights to a government that would protect their remaining rights . Rousseau believed that individuals should give up some of their rights to a community that would protect them from oppression</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Western Indian Political Thought by O P Gauba , political thought by Telugu academy.  |
| Student activity planned/ homework given: | -   |

Sign of the faculty

Principal’s sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: 2</b>   |
| <b>Subject: Western Political Thought</b>   | <b>Topic: Jeremy Bentham :- Utilitarian Principles; Hedonism.</b>  |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>Jeremy Bentham was an English philosopher, jurist, and social reformer regarded as the founder of modern utilitarianism. He believed that the fundamental axiom of his philosophy is the principle that “it is the greatest happiness of the greatest number that is the measure of right and wrong”<sup>1</sup>. Bentham’s moral theory is based on utilitarianism, which states that the right action is the one that produces the greatest overall good. His theory of the good is hedonism, which posits that pleasure is the only thing that is good and pain is the only thing that is bad<sup>1</sup>. His theory of motivation is egoism, which suggests that we are only motivated to act by considerations of our own good</li> </ul>   |
| Previous knowledge required:                | Basic knowledge about Jeremy Bentham.  |
| syopsis:                                    | <ul style="list-style-type: none"> <li>Jeremy Bentham was an English philosopher, jurist, and social reformer regarded as the founder of modern utilitarianism. He believed that the fundamental axiom of his philosophy is the principle that “it is the greatest happiness of the greatest number that is the measure of right and wrong”<sup>1</sup>. Bentham’s moral theory is based on utilitarianism, which states that the right action is the one that produces the greatest overall good. His theory of the good is hedonism, which posits that pleasure is the only thing that is good and pain is the only thing that is bad<sup>1</sup>. His theory of motivation is egoism, which suggests that we are only motivated to act by considerations of our own good .</li> </ul> |
| Illustrations/ Demonstration shown:         | -  |
| Teaching aids used:                         | Board and chalk  |
| References:                                 | Western Political thought by O P Gauba, Telugu Academy Text book and Internet  |

|   |   |
|---|---|
| Student activity planned/ homework given: | Write different scholars who are regarded to the different theories of Utilitarian Principles |
|---|---|

Sign of the faculty

Principal's

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: 2</b>  |
| <b>Subject: Western Political Thought</b>  | <b>Topic: Utilitarian Thought.</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Jeremy Bentham :Utilitarian Principles; Hedonism .</li> <li>J. S. Mill :- On liberty , Representative Government</li> </ul>  |
| Previous knowledge required:   | Basic knowledge about Jeremy Bentham , JS mill .  |
| syopsis:   | <ul style="list-style-type: none"> <li>Jeremy Bentham was an English philosopher and political radical who is primarily known for his moral philosophy, especially his principle of utilitarianism, which evaluates actions based upon their consequences. The relevant consequences, in particular, are the overall happiness created for everyone affected by the action . Bentham famously held a hedonistic account of both motivation and value according to which what is fundamentally valuable and what ultimately motivates us is pleasure and pain. Happiness, according to Bentham, is thus a matter of experiencing pleasure and lack of</li> </ul> |

|   |  |
|---|--|
|   | <p>pain .</p> <ul style="list-style-type: none"> <li>• Utilitarianism is a moral theory that Bentham developed, which states that the right action is the one that produces the greatest overall good . Utilitarianism evaluates actions based on their ability to maximize overall happiness or pleasure . Bentham’s utilitarian principles are based on the idea that pleasure is the only thing that is good and pain is the only thing that is bad</li> <li>• John Stuart Mill was a British philosopher, political economist, and civil servant. He is considered one of the most influential thinkers in the history of liberalism. He wrote several books, including “On Liberty” and “Considerations on Representative Government” .</li> <li>• “On Liberty” is a philosophical work that advocates individual liberty and freedom of speech. Mill argues that society should not interfere with an individual’s freedom unless it is to prevent harm to others. He also believes that free speech is essential for the development of knowledge and ideas .</li> <li>• “Considerations on Representative Government” is a book that discusses the ideal form of government. Mill argues for representative democracy, where elected representatives are responsible for making laws and policies. He believes that representative bodies should be places of public debate on various opinions held by the population and to act as watchdogs of the professionals who create and administer laws and policy</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Political thought by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Write books of Jeremy Bentham, J. S. Mill.   |

Sign of the faculty

Principal’s sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: II</b>   |
| <b>Subject: Western Political Thought</b>   | <b>Topic: Philosophy of Dialectics.</b>   |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>• To learn the meaning of G.W. F. Hegel :- Dialectics Purpose of History Geist ( Spirit) and State</li> <li>• Karl Marx:- Historical Materialism, Class war and Revolution.</li> </ul>   |
| Previous knowledge required:                | Basic knowledge about Hegel, Marx.  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• George Wilhelm Friedrich Hegel was a German philosopher who lived from 1770 to 1831. He is known for his work on dialectics, which is a method of reasoning that involves the synthesis of opposing viewpoints. Hegel believed that history was driven by the development of ideas, and that the ultimate goal of history was the realization of human freedom. He also believed in the concept of Geist, which is often translated as “spirit” or “mind”.</li> <li>• Karl Marx was a German philosopher who lived from 1818 to 1883. He is known for his work on historical materialism, which is a theory that explains social change in terms of economic factors. Marx believed that history was driven by class struggle, and that the ultimate goal of history was the establishment of a classless society.</li> <li>• According to Marx, revolution would be brought about by the working class, who would overthrow the ruling class and establish a socialist state</li> </ul> |

|   |  |
|---|--|
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Political thought by O P Gauba, Telugu Academy<br>Text book and Internet |
| Student activity planned/ homework given: | Write famous writings of Hegel, Marx .   |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>  |
| <b>Subject: Indian Political Thought</b>   | <b>Topic: State and Society in Ancient India</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• To learn the Manu – Features of Manusmriti, Origins of Varna, Varna Dharma</li> <li>• Buddha – Dhamma , Sangha , Eightfold path</li> <li>• Kautilya- Saptanga Theory , Mandala Theory , Statecraft.</li> </ul> |
| Previous knowledge required:   | Basic knowledge about kautilya and manu .   |

|   |   |
|---|---|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• The Manusmṛiti, also known as the Manava-Dharmasastra or Laws of Manu, is one of the many legal texts and constitutions among the many Dharmasastras of Hinduism .</li> <li>• Manusmṛiti assigns various roles for the four Varnas of the community on the basis of their knowledge of Vedic texts. Manusmṛiti did not issue an ‘ordinance’ on classification of community by birth.</li> <li>• The <b>Buddha</b>, also known as Siddhartha Gautama, was a spiritual teacher who lived in ancient India. He founded Buddhism, which is based on his teachings. The <b>Dhamma</b> (or Dharma) refers to the teachings of the Buddha, which are aimed at helping individuals achieve enlightenment and liberation from suffering. The <b>Sangha</b> refers to the community of Buddhist monks and nuns who have dedicated their lives to practicing and spreading the teachings of the Buddha.</li> <li>• The <b>Eightfold Path</b> is a set of practices that form the core of Buddhist philosophy. It consists of eight practices: right view, right resolve, right speech, right conduct, right livelihood, right effort, right mindfulness, and right samadhi (meditative absorption or union).</li> <li>• Kautilya, an ancient Indian philosopher, is known for his work on statecraft, the Arthashastra. He proposed the <b>Saptanga Theory</b> of the state, which consists of seven essential organs of the state. These organs are Swami (the ruler), Amatya (the minister), Janapada (the population), Durga (the fortified capital), Kosha (the treasury), Danda (the army), and Mitra (ally and friend)</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Indian political thought by OP Gauba , Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Analyse Different concepts and books Kautilya,Buddha.   |

Sign of the faculty

Principal’s sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: III</b>  |
| <b>Subject: Indian Political Thought</b>    | <b>Topic : Medieval Political Thought</b>   |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>• Learning about the Basava- Anubhava Mantapa , Gender Equality,Ziauddin Barani- Theory of Kingship ( Ideal Sulthan ) , Ideal Polity</li> </ul>  |
| Previous knowledge required:                | Knowing about Medieval Political Thought and influential scholars   |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• Basava, also known as Basaveshwara and Basavanna, was a 12th-century Indian statesman, philosopher, poet, Lingayat social reformer in the Shiva-focused bhakti movement, and a Hindu Shaivite social reformer during the reign of the Kalyani Chalukya / Kalachuri dynasty. Basava spread social awareness through his poetry, popularly known as Vachanaas. He rejected gender or social discrimination, superstitions and rituals but introduced Ishtalinga necklace, with an image of the Shiva Linga, to every person regardless of their birth, to be a constant reminder of one's bhakti (devotion) to Shiva. A strong promoter of ahimsa, he also condemned human and animal sacrifices. As the chief minister of his kingdom, he introduced new public institutions such as the Anubhava Mantapa (or, the "hall of spiritual experience"), which welcomed men and women from all socio-economic backgrounds to discuss spiritual and mundane questions of life, in open. The Anubhava Mantapa was the first parliament in history</li> </ul> |

|   |   |
|---|---|
|   | <p>of mankind.</p> <ul style="list-style-type: none"> <li>Ziauddin Barani was a 14th-century historian and political thinker who lived in India during the Delhi Sultanate period. He is best known for his work “Fatawa-i-Jahandari,” which is a collection of advice for Muslim rulers. In this work, Barani made a distinction between the personal life of the Sultan and his political role. He envisaged an ideal Sultan as someone who was noble-born, preferably belonging to the family of the monarch, having an innate sense of justice, wise enough to understand the deception and conspiracies of the wicked, understanding the importance of his time and dividing it judiciously between his personal needs and political requirements, and following the path of the Shariat, which laid down that he was an agent of God on earth to do the ‘welfare’ of the people.</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Indian political thought by OP Gauba , Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Write description of the books of Basava and Barani   |

Sign of the faculty

Principal’s sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>  |
| <b>Subject: Indian Political Thought</b>   | <b>Topic: RenaissanceThought</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>To know the meaning of RenaissanceThought.</li> <li>Raja Ram Mohan Roy - Colonial Encounters , Brahma Samaj . Jyothi Rao Phule- Gulam Giri , Satya Shodhak Samaj , Education.</li> </ul> |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>M. N roy, Jyothi Rao Phule.</li> </ul>   |

|   |   |
|---|---|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Raja Ram Mohan Roy was an Indian social and religious reformer who was one of the founders of the Brahma Sabha in 1828, the precursor of the Brahma Samaj, a social-religious reform movement in the Indian subcontinent . He was given the title of Raja by Akbar II, the Mughal emperor. His influence was apparent in the fields of politics, public administration, education and religion. He was known for his efforts to abolish the practices of sati and child marriage</li> <li>• Jyotirao Phule was a prominent social reformer who was born in 1827 in Pune, Maharashtra, India. He was a thinker, social activist, and writer who worked towards the eradication of untouchability and the caste system. He was also a pioneer of women's education in India and started his first school for girls in 1848 in Pune</li> <li>• Gulamgiri is one of Phule's most famous works. It is a Marathi book that was published in 1873. The book is a critique of the caste system and the oppression of lower castes by upper castes</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Examine how writings of Raja ram roy and phule thoughts are relevant for making better society.   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>                               |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>   |
| <b>Subject: Indian Political Thought</b>   | <b>Topic: Reformist Thought</b>                                    |
| Learning objectives:   | Understands Reformist Thought of M. K. Gandhi, Dr. B. R. Ambedkar. |
| Previous knowledge required:   | Awareness M. K. Gandhi, Dr. B. R. Ambedkar.                        |

|   |   |
|---|---|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• M. K. Gandhi was a prominent figure in the realm of peace and humanism. He played a noteworthy role in the movement of peace and freedom. Gandhi's socio-political philosophy is based on the principles of <b>Satyagraha, Trusteeship, and Problem of Political Obligation. Satyagraha</b> is a non-violent resistance movement that Gandhi developed as a means to fight against injustice and oppression. It is based on the principle of truth and non-violence, which he believed were the most powerful weapons against oppression.</li> <li>• <b>Trusteeship</b> is another important concept that Gandhi introduced. It is based on the idea that wealth should be used for the benefit of society as a whole, rather than being concentrated in the hands of a few individuals.</li> <li>• Dr. B. R. Ambedkar's book, "Who Were the Shudras? How they came to be the Fourth Varna in the Indo-Aryan Society" is a historical account of the doctrines and practices that led to the decline and fall of Indian society. The book is dedicated to Mahatma Jotibha Phule, who Dr. Ambedkar considered the "Greatest Shudra of Modern India" .</li> <li>• In this book, Dr. Ambedkar discusses the origin of the Shudra Varna and how they came to be the fourth Varna in the Indo-Aryan society . He cites Rigveda, Mahabharata, and other ancient Vedic scriptures to argue that Shudras were originally Aryans .</li> <li>• Dr. Ambedkar's prefaces to his works were often as penetrating and incisive as the main body of work that followed. His book "Annihilation of Caste," published in 1936, stressed the need for social reform to precede political reform</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | How Gandhi and Ambedkar thoughts are influencing the Indian society.  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

**Name of the Faculty: K.CHANDRASEKHAR**

**Department: Political Science**

|                                   |  |
|-----------------------------------|--|
| Course/Group: BA (HEP)            | Semester: III  |
| Subject: Indian Political Thought | Topic: Socialist Thought   |
| Learning objectives:              | understanding the philosophy of M.N. Roy ,Jawaharlal Nehru, R.M. Lohia   |
| Previous knowledge required:      | Awareness on M.N. Roy ,Jawaharlal Nehru, R.M. Lohia .  |
| Synopsis:                         | <ul style="list-style-type: none"> <li>• M.N. Roy was a prominent Indian philosopher and political activist who is considered one of the foremost thinkers of the 20th century. He is known for his contributions to the development of communist thought and his advocacy of a political renaissance in India based on morality and physical realism</li> <li>• Roy’s philosophy, known as <b>Radical Humanism</b>, is founded on the principles of reason, morality, and freedom. He believed that the crisis of modern civilization was due to a lack of an integrated view of human nature and that man must be taken as a moral entity and not merely a biological one <sup>2</sup>. Roy was critical of Marxian concepts such as economic determinism, dictatorship of the proletariat, dialectal materialism, and surplus value. Instead, he believed that the economic structure of society should be planned in such a way that it promotes freedom and well-being of individuals.</li> <li>• Jawaharlal Nehru, the first Prime Minister of India, was one of the main exponents of Democratic Socialism.</li> <li>• . He believed that Democratic Socialism could mitigate the evils of all third-world countries <sup>1</sup>. Nehru’s concept of Democratic Socialism was an extension of the liberal propagation of democracy altered to suit the needs of all countries of the world <sup>1</sup>. He argued that democracy and socialism are one and indivisible, and there cannot be a true democracy without a true socialism, and vice versa <sup>1</sup>. Nehru emphasized on free and fair elections where suffrage for citizens is a must <sup>1</sup>. He also supported social and economic justice and opposed the exploitation of workers <sup>1</sup>. Nehru’s vision for India was to establish a socialistic society based on democratic methods.</li> <li>• Ram Manohar Lohia, an Indian political thinker, was disenchanted with the existing two-pillar model of government, i.e., Centre and the States, in India. He pioneered the notion of a <b>four-pillar model of</b></li> </ul> |

|   |  |
|---|--|
|   | <b>government</b> called the <b>Chaukhamba Model</b> . This model envisaged an arrangement into four pillars of equal majesty and dignity: the village, the district, the province, and the center. The idea was to organize the state in a way that gives people the best chance to participate. The center and federating units shouldn't be the only ones with sovereign power. We should divide and spread it across the smallest regions where groups of men and women live. The idea of such a state did not represent the idea of a self-sufficient village but of an intelligent and vital village. Lohia wanted the community of a state so organized and sovereign power so diffused that each of the little communities in it lives the way of life it chooses. |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               |  |
| Student activity planned/ homework given: | How the ideas of above thinkers strengthened the socialist thought in the society.   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>  |
| <b>Subject:</b> Constitution and Politics of India                                   | <b>Topic:</b> Nationalist Movement and Constitutional Development  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• Understanding the phases of National Movement</li> <li>• Making of Indian Constitution</li> <li>• Philosophical Foundations and Salient Features of the Indian Constitution.</li> </ul>   |
| Previous knowledge required:   | Knowledge about the national movement, Philosophical Foundations and Salient Features of the Indian Constitution.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• Nationalist Movement and Constitutional Development is a broad topic that covers the history of various movements and reforms that aimed to achieve political independence and self-government for different nations and regions.</li> <li>• This movement involved different phases and strategies, such as the early nationalists who adopted a constitutional and peaceful approach to demand</li> </ul> |

|   |   |
|---|---|
|   | <p>reforms</p> <ul style="list-style-type: none"> <li>• There are many other examples of nationalist movements and constitutional developments in different parts of the world, such as the American Revolution, the Chinese Revolution, the Arab Spring, etc. Each one has its own historical context, causes, effects, and challenges.</li> <li>• Phases of National Movement: Moderates ,Extremists ,Gandhian phase.</li> <li>• Features of Indian Philosophical Foundations and Salient Features of the Indian Constitution: lengthiest Constitution, Fundamental rights,dpsp, Federal and unitary form of government ,parliamentary government.</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Textbook and Internet   |
| Student activity planned/ homework given: | Write the leaders names of three phases of Indian National Movement.  |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>   |
| <b>Subject: : Constitution and Politics of India</b>                                 | <b>Topic: Fundamental Rights and Directive Principles</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• Understand the Fundamental Rights and Duties, Directive Principles of State Policy</li> <li>• Relationship between Fundamental Rights and Directive Principles of State Policy.</li> </ul> |
| Previous knowledge required:   | Awareness on fundamental rights.  |

|   |   |
|---|---|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>Articles 12-35 of Indian Constitution deal with Fundamental Rights. These human rights are conferred upon the citizens of India for the Constitution tells that these rights are inviolable. Right to Life, Right to Dignity, Right to Education etc. all come under one of the six main fundamental rights.</li> <li>Articles 36-51 under Part-IV of the Indian Constitution deal with Directive Principles of State Policy (DPSP). They are borrowed from the Constitution of Ireland, which had copied it from the Spanish Constitution. This article will solely discuss the Directive Principles of State Policy, its importance in the Indian Constitution and the history of its conflict with Fundamental Rights.</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given: | Expaliate the features of liberal and socialist and Gandhian principles .   |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>        | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                      | <b>Semester: IV</b>  |
| <b>Subject: Constitution and Politics of India</b> | <b>Topic: Evolution of Indian Constitution</b>   |
| Learning objectives:                               | Understand the Evolution of Indian Constitution -1909 Act ,1919 Act ,1935 acts of India.   |
| Previous knowledge required:                       | Basic Awareness on British India acts .  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• The Indian Constitution has a rich history of evolution. <u>The <b>Government of India Act, 1909</b> was enacted to introduce separate electorates for Muslims and to increase the number of Indians in the legislative councils .</u></li> <li>• The <b>Government of India Act, 1919</b> was passed to expand the participation of Indians in the government of India. <u>It introduced the concept of dyarchy, which meant that certain subjects such as education, health, and agriculture were transferred to Indian ministers while others such as finance and defense remained with British officials .</u></li> <li>• The <b>Government of India Act, 1935</b> was the last pre-independence constitution that introduced provincial autonomy and increased the powers of Indian legislatures. <u>It also established a federal system with separate powers for the center and provinces</u></li> </ul> |
| Illustrations/ Demonstration shown:                | -  |

|   |  |
|---|--|
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet |
| Student activity planned/ homework given: | What are the Regulating and Independence India acts .              |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>  |
| <b>Subject: : Constitution and Politics of India</b>                                 | <b>Topic: Union Government – Executive; Legislature; Judiciary</b>   |
| Learning objectives:   | Understand the union Government and organs of government.  |
| Previous knowledge required:   | Known about Organs of Government.  |
| Synopsis:  | <p>The Union Government is mainly composed of the executive, the legislature, and the judiciary, and powers are vested by the constitution in the Prime Minister, Parliament, and the Supreme Court, respectively .</p> <p>Three organs of government :</p> <ol style="list-style-type: none"> <li>1. Legislature</li> <li>2. Executive</li> <li>3. Judiciary</li> </ol> <p>These organs do not work in isolation to each other but are interdependent to ensure proper and systematic functioning of the government. Though the Indian Constitution does not explicitly talk about the relation between these three powerful institutions through various provisions a system of 'Checks and Balances' has been</p> |

|   |  |
|---|--|
|   | established and there is a clear separation of powers.             |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet |
| Student activity planned/ homework given: | Explain theory of separation of powers.                            |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>   |
| <b>Subject: Constitution and Politics of India</b>                                   | <b>Topic: : State Government - Executive; Legislature; Judiciary</b>  |
| Learning objectives:   | Understand the State Government - Executive; Legislature; Judiciary.  |
| Previous knowledge required:   | State government.   |
| Synopsis:  | <ul style="list-style-type: none"> <li>• A state government is the <u>government</u> that controls a <u>subdivision</u> of a <u>country</u> in a <u>federal form of government</u>, which shares <u>political power</u> with the <u>federal</u> or <u>national government</u>. A state government may have some level of political <u>autonomy</u>, or be subject to the direct control of the federal government. This relationship may be defined by a <u>constitution</u>.</li> <li>• The State Executive consists of three important posts: <ol style="list-style-type: none"> <li>1. <b>Governor:</b> Appointed by the President for a term of five years and holds office during his pleasure. The</li> </ol> </li> </ul> |

|   |  |
|---|--|
|   | <p>executive power of the State is vested in Governor .</p> <p>2. <b>Chief Minister &amp; Council of Ministers:</b> The Chief Minister is appointed by the Governor who also appoints other ministers on the advice of the Chief Minister. The Council of Ministers is collectively responsible to legislative assembly of the State .</p> <p>3. <b>Advocate-General of State:</b> Appointed by Governor</p> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>   |
| <b>Subject: Constitution and Politics of India</b>                                   | <b>Topic : Federal Politics.</b>  |
| Learning objectives:   | Understands the Union- State Relations : Legislative, Administrative, Financial and Recent trends in Union - State Relations.   |
| Previous knowledge required:   | What is central -state government.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>The relationship between the Union and the States is a crucial aspect of India's federal structure. The Constitution of India divides all powers - legislative, executive, and financial - between the Centre and the States. The effective operation of the federal system requires maximum harmony and coordination between the Centre and the States. The Constitution incorporates several provisions to ensure this.</li> <li>The Centre-State relations can be better understood under the following three heads:</li> </ul> |

|   |   |
|---|---|
|   | <ol style="list-style-type: none"> <li><b>Legislative Relations:</b> Articles 245 to 255 in Part XI of the Constitution deal with the legislative relations between the Centre and the State. The extent of laws made by Parliament and by the Legislatures of States is defined in these articles.</li> <li><b>Administrative Relations:</b> The administrative relations between the Centre and the States are governed by Articles 256 to 263 in Part XI of the Constitution. These articles provide for delegation of executive powers from the Centre to the States, as well as for cooperation between them.</li> <li><b>Financial Relations:</b> Articles 268 to 293 in Part XII of the Constitution deal with financial relations between the Centre and the States. These articles provide for distribution of taxes, grants-in-aid, borrowing powers, etc., between them.</li> </ol> <ul style="list-style-type: none"> <li>Recent trends in Union-State relations emphasize cooperation and coordination, rather than demarcation of powers, between different levels of government</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given: | Recent trends in Union-State relations  |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>  |
| <b>Subject: Indian Government and Politics</b>                                       | <b>Topic : Electoral Politics in India</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Define national, state and regional Parties; Analyse the role of some major parties of India; and Explain the reason behind the formation of a new party, Election Commission &amp; Electoral Reforms.</li> <li>The Election Commission of India is an autonomous constitutional authority responsible for administering election processes in India.</li> </ul> |

|   |   |
|---|---|
| Previous knowledge required:                                | Knowing about different political parties.  |
| <ul style="list-style-type: none"> <li>Synopsis:</li> </ul> | <ul style="list-style-type: none"> <li>Political party forms an important component of a political system. A political party is an institution which consists of leaders, followers, policies and programmes</li> <li>Political parties are the important links between individuals, state and society. Political parties provide the crucial connection between social process and policy-makers, and influence debates and policies on issues affecting the interests of various social groups in a political system</li> <li>Political parties: National – Indian National Congress ,BJP,CPI, CPM,BSP.</li> <li>Regional – TRS, TDP, YSRC</li> <li>The Election Commission of India is an autonomous constitutional authority responsible for administering election processes in India. The body administers elections to the Lok Sabha, Rajya Sabha, State Legislative Assemblies in India, and the offices of the President and Vice President in the country.</li> <li>The Election Commission has proposed several electoral reforms to reinforce democracy and enhance the fairness of elections. These include: <ul style="list-style-type: none"> <li>Amendment to the Constitution of India</li> <li>Electoral Roll Matters</li> <li>Election Management Issues</li> <li>Election Officials and Logistics</li> <li>Nomination of Candidates</li> <li>De-Criminalization of politics</li> <li>Reforms relating to Political Parties</li> <li>Election campaign and advertisements</li> <li>Election Expenses and Election Petitions</li> </ul> </li> </ul> |
| Illustrations/ Demonstration shown:                         | -   |
| Teaching aids used:   | Board and chalk   |
| References:   | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given:                   | What is the eligibility to a party to be recognised as National party in India .  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>        | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                      | <b>Semester: IV</b>   |
| <b>Subject: Constitution and Politics of India</b> | <b>Topic: Issues in Indian Politics</b>   |
| Learning objectives:                               | <ul style="list-style-type: none"> <li>Understanding Debates on Secularism – Majority Communalism, Minority Communalism → Caste in Politics and Politicization of caste ,Gender in Indian Politics ,Issues of Minorities – Sachar Committee.</li> </ul>   |
| Previous knowledge required:                       | Knowledge about the political issues .  |
| Synopsis:  | <ul style="list-style-type: none"> <li>secularism, majority communalism, and minority communalism. In a multi-religious society like India, the followers of all religions live and practice their faith. Periodically communalism is showing its ugly face in many manifestations: demolition of mosques, killing of devotees in train at Godhra and thereafter Gujarat carnage, shameful assault on Taslima Nasreen at a book release function in Hyderabad, recent Hindu-Muslim riots in Muzaffarnagar and Saharanpur, destruction of churches in Madhya Pradesh &amp; Chattisgarh, rape of Christians nuns, killing of priests, harassing and terrorizing of minority communities, reconversion of dalit and tribal Christians and so on .</li> <li>Communalism poses a serious threat to secularism and consequently, a danger to democracy, and peaceful, harmonious coexistence of Indians belonging to diverse religious faiths and belief systems</li> <li>Communalism is basically “a loyalty to a sociopolitical grouping based on religious or ethnic affiliation or a social organization on a communal basis” . Communalism is regarded in our country as blind loyalty to one’s own religious group. It is sometimes equated with religious fundamentalism.</li> <li>The politicization of caste in India has played a very important role in developing party politics. It is a double process where caste needs politics as much as politics need caste. When caste groupings make politics their sphere of activities, it leads to an unhealthy struggle for power and acts as a divisive force.</li> <li>Women’s political participation in India has been increasing over the years. Women in India participate in voting, run for public offices, and political parties at lower levels more than men. Political activism and</li> </ul> |

|   |   |
|---|---|
|   | <p>voting are the strongest areas of women's political participation</p> <ul style="list-style-type: none"> <li>• The Indian Government has instituted reservations for seats in local governments to combat gender inequality in politics . Women turnout during India's parliamentary general elections was 65.63%, compared to 67.09% turnout for men . Women have held the posts of president and prime minister in India, as well as chief ministers of various states . Indian voters have elected women to numerous state legislative assemblies and national parliament for many decades.</li> <li>• The Sachar Committee report revealed that Muslims in India are among the most economically and socially backward communities in the country. They have lower literacy rates, higher poverty rates, and lower representation in government jobs than other religious communities . The report also highlighted that Muslims are underrepresented in the police and armed forces .</li> <li>• The committee recommended several measures to improve the socio-economic status of Muslims in India. These included increasing the representation of Muslims in government jobs, providing better education facilities, and improving access to credit for Muslim entrepreneurs . The report also recommended setting up an Equal Opportunity Commission to look into discrimination against minorities</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Textbook and Internet   |
| Student activity planned/ homework given: | Note Sanchar committee report.  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>     | <b>Topic: International Relations.</b>  |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>Understanding the what is International Relations – Nature , Evolution and Scope; State and Non- State Actors in IR , Westphalian State and Sovereign State system and its characteristics.</li> </ul>   |
| Previous knowledge required:                | Awareness on International Relations.   |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>International Relations (IR) is a branch of political science that studies the interactions between states, international organizations, and other non-state actors in the international system. It is a multidisciplinary field that draws on history, economics, law, sociology, and other social sciences to understand the complex dynamics of global politics .</li> <li>The nature of IR has evolved over time. The discipline emerged in the aftermath of World War I and II, when scholars sought to understand the causes of war and the prospects for peace. Since then, IR has expanded to include a wide range of issues, including trade, human rights, environmental protection, and global governance .</li> <li>The Westphalian state system is a concept in IR that refers to the system of sovereign states that emerged in Europe after the Treaty of Westphalia in 1648. The Westphalian system is characterized by the principle of state sovereignty, which holds that states are the supreme authority within their own borders and are not subject to external interference . The Westphalian system has been criticized for being Eurocentric and for failing to account for the role of non-state actors in global politics .</li> </ul> |

|   |                 |
|---|-----------------|
| Illustrations/ Demonstration shown:       | -               |
| Teaching aids used:                       | Board and chalk |
| References:                               |                 |
| Student activity planned/ homework given: | -               |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>  | <b>Topic: European conquest of Asia and Africa</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Understands the European conquest of Asia and Africa – Its Impact on society, culture, economy ( European colonialism )First World War and Second World War.</li> </ul>  |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>World war .</li> </ul>   |
| Synopsis:  | <ul style="list-style-type: none"> <li>The European conquest of Asia and Africa had a profound impact on the societies, cultures, and economies of these regions. European colonialism was characterized by the exploitation of resources, forced labor, and the imposition of European culture and values on the colonized peoples .</li> <li>The First World War (1914-1918) was a global conflict that involved many of the world's major powers. It was fought between two opposing alliances: the Allies (led by France, Russia, and the United Kingdom) and the Central Powers (led by Germany, Austria-Hungary, and the Ottoman Empire). The war had a profound impact on Europe and the world, leading to the collapse of empires, the redrawing of national borders, and the rise of new political ideologies .</li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>The Second World War (1939-1945) was an even more devastating conflict that involved many of the same powers as the First World War. It was fought between two opposing alliances: the Allies (led by the United States, the United Kingdom, and the Soviet Union) and the Axis Powers (led by Germany, Japan, and Italy). The war had a profound impact on Europe and the world, leading to the deaths of millions of people, the Holocaust, and the use of atomic weapons .</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | International Relations by J.C. Johari, IR Telugu Academy, Internet .   |
| Student activity planned/ homework given: | Effects of world wars .   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>   |
| <b>Subject: International Relations</b>  | <b>Topic : Decolonization and its consequences ; Rise of the Developing world ;Neo- colonialism</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Define Decolonization and its consequences ; Rise of the Developing world ;Neo- colonialism.</li> </ul> |
| Previous knowledge required:   | Knowing about decolonization.  |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Decolonization refers to the process of undoing colonialism, where a nation establishes and maintains its domination over dependent territories. The process of decolonization began after World War II and continued throughout the 1960s and 1970s. It led to the emergence of new nation-states in Asia, Africa, and the Middle East .</li> <li>• The consequences of decolonization were mixed. While it led to the emergence of new nation-states, it also resulted in political instability, economic underdevelopment, and social unrest in many countries .</li> <li>• The rise of the developing world refers to the emergence of developing countries as important players in the global economy. Developing countries are characterized by their low levels of economic development, high levels of poverty, and limited access to resources. The rise of the developing world has been driven by a number of factors, including globalization, technological change, and economic liberalization</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | International Relations by J.C. Johari, IR Telugu Academy, Internet .  |
| Student activity planned/ homework given: | What are the advantages of Decolonization.   |

Sign of the faculty

Principal's sign

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>     | <b>Topic: Cold War</b>  |
| Learning objectives:                        | Understands what was happened after the world wars , Decolonization , Emergence of Third World : Problems and Prospects, Cold War: Causes, Phases and Impact.   |
| Previous knowledge required:                | Knowledge on World Wars and effects.  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• <u>The term “Third World” was coined by French demographer and historian Alfred Sauvy in 1952 to refer to countries that were unaligned with either the Communist Soviet bloc or the Capitalist NATO bloc during the Cold War.</u></li> <li>• The emergence of the Third World led to the formation of a series of countries that did not belong to either the Western bloc or the Soviet bloc. <u>These countries had various features in common, including underdevelopment and rapid demographic growth</u></li> <li>• <b>Cold War</b> was a period of geopolitical tension between the United States and the Soviet Union and their respective allies, the Western Bloc and the Eastern Bloc. <u>It lasted from 1947 to 1991<sup>12</sup>. The conflict was based on the ideological and geopolitical struggle for global influence by these two superpowers, following their roles as the Allies of World War II that led to victory against Nazi Germany and Imperial Japan in 1945.</u></li> <li>• The Cold War can be divided into three phases:Early phase (1947-53),the middle phase(1954-62),the late phase(1962-1991)</li> </ul> |
| Illustrations/ Demonstration shown:         | -   |
| Teaching aids used:                         | Board and chalk   |
| References:                                 | International relations by J C Johari, International Relations by Telugu Academy  |
| Student activity planned/ homework given:   | How Cold affected world system.   |

Sign of the faculty

Principal's sign

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>     | <b>Topic: India's Foreign Policy: Determinants; features; Non-Alignment</b>   |
| Learning objectives:                        | Understands Non- Alignment: Evaluation, Relevance and Recent Trends   |
| Previous knowledge required:                | Knowing about India's Foreign Policy: Determinants; features Non- Alignment: Evaluation, Relevance and Recent Trends .  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>India's foreign policy is guided by several determinants, including its strategic location, economic interests, security concerns, and cultural ties. India's foreign policy is characterized by a commitment to non-alignment, which means that it does not align itself with any major power blocs and seeks to maintain its independence in international affairs Non-Aligned Movement.</li> <li>The Non-Aligned Movement (NAM) is a group of countries that do not consider themselves aligned with any major power bloc. The movement was founded in 1961, during the Cold War, as an attempt to avoid taking sides in the conflict between the United States and the Soviet Union.</li> <li>The relevance of NAM has been a topic of debate in recent years. Some argue that the movement has lost its relevance since the end of the Cold War, as there are no longer two rival blocs to be non-aligned between. However, others believe that NAM still has a role to play in international affairs, particularly in promoting the interests of developing countries.</li> <li>A 2012 report titled "Nonalignment 2.0" by an independent group of analysts and policymakers attempted to identify the basic principles that should guide India's foreign and strategic policy over the next decade</li> </ul> |
| Illustrations/ Demonstration shown:         | Analyse the Features of India's Foreign Policy  |
| Teaching aids used:                         | Board and chalk   |
| References:                                 | Global Politics by Andrew Hey wood, International Relations by Telugu academy.  |
| Student activity planned/ homework given:   | Relavance of Nam as a factor of Indian Foreign Policy.  |

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>   |
| <b>Subject: International Relations</b>  | <b>Topic: India's Bilateral Relations</b>  |
| Learning objectives:   | Understands the India's Bilateral Relations India and U.S.A, India and Russia, India and China and Pakistan.   |
| Previous knowledge required:   | Knowing about other countries and their relations.   |
| Synopsis:  | <p>India's bilateral relations with these countries:</p> <ul style="list-style-type: none"> <li>• <b>India-U.S. Relations:</b> India and the United States have enjoyed close relations since India's independence from Britain in 1947. The two countries have deepened collaboration on issues such as counterterrorism and countering Chinese influence in the Indo-Pacific .</li> <li>• <b>India-Russia Relations:</b> India and Russia have a longstanding relationship that dates back to the Soviet era. Today, New Delhi sees vital interests in maintaining working ties with Moscow, as well as in fostering a multipolar international system. In the context of India's decades-old aspirations for "nonalignment" and "strategic autonomy," New Delhi has thus engaged a concurrent "special and privileged strategic partnership" with Russia .</li> <li>• <b>India-China Relations:</b> India and China have had a complex relationship over the years. The two countries share a long border, which has been a source of tension between them. In recent years, the two countries have been engaged in a border dispute that has led to military clashes. Despite this, India and China have also cooperated on issues such as climate change and trade .</li> <li>• <b>India-Pakistan Relations:</b> India and Pakistan have had a difficult relationship since their independence from Britain in 1947. The two countries have fought several wars over the</li> </ul> |

|   |   |
|---|---|
|   | <p>years, and there are ongoing tensions between them over issues such as terrorism and Kashmir. Despite this, there have been some efforts to improve relations between the two countries .</p> <ul style="list-style-type: none"> <li>• India has traditionally had close ties with Sri Lanka due to their shared cultural and historical links. However, relations between the two countries have been strained in recent years due to Sri Lanka’s close relationship with China . India has also been concerned about human rights abuses against Tamils in Sri Lanka.</li> <li>• India’s relationship with Nepal is characterized by close cultural and economic ties. Nepal is India’s closest neighbor, and the two countries share an open border that allows for free movement of people and goods . However, relations between the two countries have been strained in recent years due to Nepal’s growing relationship with China</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy.  |
| Student activity planned/ homework given: | Relavance of NAM Today.   |

Sign of the faculty

Principal’s sign

|  |                                      |
|--|--------------------------------------|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |                                      |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b> |

|                                     |   |
|-------------------------------------|---|
| <b>Course/Group: BA (HEP)</b>       | <b>Semester: VI</b>   |
| <b>Subject: Global Politics</b>     | <b>Topic: Voting Behaviour, Electoral Reforms.</b>  |
| Learning objectives:                | <ul style="list-style-type: none"> <li>To learn Power , Elements of Power , Balance of Power ,Growing importance of Soft Power.</li> </ul>  |
| Previous knowledge required:        | Knowing about the power .   |
| Synopsis:                           | <ul style="list-style-type: none"> <li>Power is the ability to influence others and achieve one's goals. In international relations, power is the ability of a state or other actor to achieve its objectives in the face of opposition from other actors. Power can be exercised in many ways, including military force, economic sanctions, diplomacy, and cultural influence .</li> <li>The elements of power are the resources that states and other actors can use to achieve their objectives. The most important elements of power are military power, economic power, and diplomatic power. Military power includes the ability to use force to achieve one's objectives. Economic power includes the ability to control resources and influence other states through trade and investment. Diplomatic power includes the ability to negotiate agreements and alliances with other states .</li> <li>The balance of power is a concept in international relations that refers to the distribution of power among states. The balance of power theory suggests that states will seek to maintain a balance of power in order to prevent any one state from becoming too powerful and dominating the others. The balance of power can be maintained through alliances, arms control agreements, and other means .</li> <li>Soft power is a concept developed by political scientist Joseph Nye that refers to the ability of a state or other actor to influence others through attraction rather than coercion. Soft power includes cultural influence, political values, and foreign policies that are seen as legitimate and attractive by others . Soft power is becoming increasingly important in international relations as states seek to achieve their objectives through non-coercive means.</li> </ul> |
| Illustrations/ Demonstration shown: | -   |
| Teaching aids used:                 | Board and chalk   |
| References:                         | Global Politics by Andrew Hey wood, International Relations by Telugu academy.  |

|   |   |
|---|---|
| Student activity planned/ homework given: | Difference between soft and hard power. |
|---|---|

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>  |
| <b>Subject: Global Politics</b>  | <b>Topic: Security, Collective Security, Bipolarity , Multipolarity, Unipolarity</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>The meaning and significance Security, Collective Security, Bipolarity , Multipolarity, Unipolarity</li> </ul>  |
| Previous knowledge required:   | Knowing about security concept in IR.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>In international relations, security refers to the ability of a state or other actor to protect its interests and sovereignty from external threats. Collective security is a concept in international relations that refers to the idea that security is best achieved through collective action by states and other actors. The United Nations is an example of a collective security organization.</li> <li>Bipolarity refers to a distribution of power in which two states or groups of states have the majority of economic, military, and cultural influence. During the Cold War, the world was characterized by bipolarity, with the United States and the Soviet Union as the two superpowers.</li> <li>Multipolarity refers to a distribution of power in which several states or groups of states have roughly equal amounts of economic, military, and cultural influence. Multipolarity is often seen as a more stable system than bipolarity because it</li> </ul> |

|   |  |
|---|--|
|   | <p>is less likely to lead to direct conflict between major powers.</p> <ul style="list-style-type: none"> <li>• Unipolarity refers to a distribution of power in which one state or group of states has the majority of economic, military, and cultural influence. The post-Cold War era has been characterized by unipolarity, with the United States as the sole superpower.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy  |
| Student activity planned/ homework given: | Advantages of Multy polar system.  |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>  |
| <b>Subject: Global Politics</b>  | <ul style="list-style-type: none"> <li>• <b>Topic:</b> Human Rights, Terrorism<br/>Environmental Issues.</li> </ul>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• Understands what is Human Rights;</li> <li>• Agencies of human Rights Protection;</li> <li>• Terrorism</li> <li>• Environmental Issues</li> </ul> |
| Previous knowledge required:   | Knowing human rights.  |

Synopsis:

- **Human Rights:** Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. Human rights include civil and political rights, such as freedom of speech and expression, and social, cultural and economic rights, such as the right to participate in culture, the right to food, and the right to work and receive an education. There are many agencies that work towards protecting human rights. Some of them are:
- **United Nations Human Rights Council:** It is an inter-governmental body within the United Nations system responsible for strengthening the promotion and protection of human rights around the globe and for addressing situations of human rights violations and making recommendations on them.
- **Amnesty International:** It is a non-governmental organization focused on human rights with over 10 million members and supporters around the world. The organization investigates and exposes abuses, educates and mobilizes the public, and works to protect people wherever justice, freedom, truth, and dignity are denied
- **Terrorism:** Terrorism is defined as the use of violence or threat of violence against civilians in order to achieve political or ideological objectives. It is a serious threat to human rights as it can destabilize governments, undermine civil society, jeopardize peace and security, and threaten social and economic development.
- **Environmental Issues:** Environmental issues refer to problems associated with the planet's systems (air, water, soil) that have negative effects on human health or other living organisms. Some agencies that work towards environmental protection are:
- **United Nations Environment Programme (UNEP):** It is a program within the United Nations responsible for coordinating environmental activities and assisting countries in implementing environmentally sound policies.
- **Greenpeace International:** It is a non-governmental organization that campaigns for solutions to environmental problems such as climate change, deforestation, overfishing, commercial whaling, genetic engineering, and anti-nuclear issues.

Illustrations/ Demonstration shown:

-

|   |   |
|---|---|
| Teaching aids used:                       | Board and chalk   |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy |
| Student activity planned/ homework given: | Write an essay NHRC.  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>   |
| <b>Subject: Global Politics</b>  | <b>Topic: World Bank and IMF</b>  |
| Learning objectives:   | Understands the World Bank and IMF; UNCTAD; North – South Dialogue and South – South Co- operations; WTO  |
| Previous knowledge required:   | Knowing about WTO.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• <b>World Bank and IMF:</b> The World Bank and the International Monetary Fund (IMF) are two of the world's largest global financial institutions. They were established in 1944 at the Bretton Woods Conference to promote international economic cooperation and development. The World Bank provides loans, grants, and technical assistance to developing countries for a wide range of purposes, including poverty reduction, infrastructure development, and economic growth. The IMF provides financial assistance to member countries experiencing balance of payments difficulties, with the goal of stabilizing their economies and promoting sustainable growth.</li> <li>• <b>UNCTAD:</b> The United Nations Conference on Trade and Development (UNCTAD) is a permanent intergovernmental body established by the United Nations General Assembly in 1964. Its mandate is to promote sustainable development through trade, investment, finance, and technology transfer</li> <li>• <b>North-South Dialogue and South-South Co-operations:</b> The North-South Dialogue refers to</li> </ul> |

|   |  |
|---|--|
|   | <p>the process through which developing nations of Asia, Africa, and Latin America engaged industrialized countries of North America and Western Europe in negotiations over changes to the international economic system during the 1970s. It addressed issues pertaining to trade and tariffs, international finance, foreign aid, and the governance of multinational companies and institutions. South-South cooperation refers to the exchange of resources, technology, and knowledge between developing countries. It aims to promote economic growth and social progress among developing countries by sharing best practices and experiences.</p> <ul style="list-style-type: none"> <li>• <b>WTO:</b> The World Trade Organization (WTO) is an intergovernmental organization that regulates international trade between nations. It was established in 1995 as a successor to the General Agreement on Tariffs and Trade (GATT). The WTO provides a forum for member countries to negotiate trade agreements, resolve disputes related to trade policies, and monitor national trade policies.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy  |
| Student activity planned/ homework given: | Role of WTO in world system.   |

Sign of the faculty

Principal's sign

|  |                                      |
|--|--------------------------------------|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |                                      |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b> |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>                  |

|   |   |
|---|---|
| <b>Subject:</b> Global Politics           | <b>Topic:</b> Disarmament, Arms Race , Arms control , NPT, CTBT, MTCR Proliferation of Small Arms, WMDs   |
| Learning objectives:                      | Understand about Disarmament, Arms Race , Arms control policies .   |
| Previous knowledge required:              | Knowing about Disarmament.<br>.   |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• <b>Disarmament:</b> Disarmament refers to the reduction or elimination of military weapons, equipment, and forces. It is a critical component of international peace and security efforts. Some agencies that work towards disarmament are: <b>United Nations Office for Disarmament Affairs (UNODA), International Campaign to Abolish Nuclear Weapons (ICAN).</b></li> <li>• <b>Arms Race:</b> An arms race is a competition between nations for superiority in the development and accumulation of military weapons. It can lead to an increase in military spending, tensions between nations, and the risk of war. Some agencies that work towards arms control are: <b>Stockholm International Peace Research Institute (SIPRI),</b></li> <li>• <b>NPT:</b> The Treaty on the Non-Proliferation of Nuclear Weapons (NPT) is an international treaty aimed at preventing the spread of nuclear weapons and weapons technology. The treaty has three main objectives: preventing the spread of nuclear weapons and nuclear weapon technology; promoting cooperation in the peaceful uses of nuclear energy; and achieving nuclear disarmament</li> <li>• <b>CTBT:</b> The Comprehensive Nuclear-Test-Ban Treaty (CTBT) is a multilateral treaty that bans all nuclear explosions, for both civilian and military purposes, in all environments. The treaty was adopted by the United Nations General Assembly in 1996 but has not yet entered into force as not all states have ratified it</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy   |
| Student activity planned/ homework given: | India's followed Disarmament policies .   |

Sign of the faculty

Principal's sign



**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b> | <b>Topic: What is Political Theory, Evolution, Nature , Significance, Debates on Political Theory</b>  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>• To know the meaning Politics and political theory.</li> <li>• Understand the nature of political theory.</li> <li>• Understand the significance of the Political theory.</li> </ul>   |
| Previous knowledge required:                   | Basic knowledge required about Political theory and related terminology.   |
| Synopsis:                                      | <ul style="list-style-type: none"> <li>• Political theory is a branch of social science that deals with the study of political ideas, concepts, and principles that shape the functioning of political systems. It seeks to explain the nature, origin, and evolution of political systems and institutions. Political theory is concerned with the analysis of power, authority, sovereignty, rights, liberty, equality, justice, and democracy. It also examines the role of the state in society and the relationship between the state and its citizens</li> <li>• The nature of political theory is normative and theoretical. It seeks to provide a framework for understanding political phenomena by analyzing concepts such as power, authority, sovereignty, rights, liberty, equality, justice, and democracy. Political theory is concerned with the study of political ideas and concepts that shape the functioning of political systems</li> <li>• The significance of political theory lies in its ability to provide a critical analysis of political systems and institutions. It helps us understand the nature of power relations in society and provides a framework for evaluating different forms of government. Political theory also helps us understand the role of the state in society and provides a basis for evaluating different forms of government.</li> <li>• Debates on political theory revolve around various issues such as the nature of power relations in society, the role of the state in society, the relationship between citizens and the state, and the nature of democracy. These debates are essential for understanding different perspectives on political issues and for developing new ideas about how to improve political systems</li> </ul> |

|   |   |
|---|---|
| Illustrations/ Demonstration shown:       | Examples are given on different concepts of political theory.             |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Textbook and Internet   |
| Student activity planned/ homework given: | Identify different Political Concepts and theories necessary in our life. |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>  |
| <b>Subject: Understanding Political Theory</b>                                       | <b>Topic: State</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• To know the meaning state and its characteristics.</li> <li>• Understands the concept of Nation .</li> <li>• Difference between the state and national.</li> </ul> |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>• Basic knowledge and terminology about concept of State, Nation and Civil Society. societies etc.</li> </ul>  |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>The concept of state can have varied meaning. We can begin with understanding what it is not. State is not a country, nor government nor nation. Country is a territorial entity, a geographical concept. Nation is more of an internal entity which resides in the minds of people.</li> <li>In the words of Sabine, nation refers to a unity of culture; a feeling of loyalty for a common land, common language and literature, identity of history and common heroes and common religion ... Government on the other hand is a part of the state and not a state</li> </ul> |
| Illustrations/ Demonstration shown:       | <ul style="list-style-type: none"> <li>Examples given on differences between the state , Nation</li> </ul>   |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Identify differences between the state and nation  |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: II</b>  |
| <b>Subject: : Political Concepts and Institutions</b>                                | <b>Topic : : Power, Authority and Legitimacy</b>   |
| Learning objectives:   | <p>Understands what is power?<br/>         What is authority ?<br/>         What does mean by legitimacy?</p> <ul style="list-style-type: none"> <li>Classification of Authority 14.6 Distinction between the Concepts of Power and Authority</li> </ul> |
| Previous knowledge required:   | Knowing about human power and above terminology .  |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Power is thus, one of the key concepts in political theory. It is the ability to control others and make them do what one wants. It is both normative and empirical; i.e. it is also a fact as well as a value to be pursued. It is a very comprehensive term, identified with related themes like authority, influence, control and the like. It is integrally connected with the case of political legitimacy. Legitimate power is authority. On the other hand, influence is a wider term where sanctions may not be used. Power is then a special case of influence</li> <li>• Authority refers to a modified form of power in that it is not simply a manifestation of the capacity to change, but also a right to change. The element, which gives authority this distinctive character, is legitimacy. It is legitimacy, which makes obedience to authority willing and binding. Until the advent of modernity, the idea of delegitimate authority had remained marginal to the understanding of political authority. With modernity and the intellectual ferment created by Enlightenment thought, the idea that authority was something divinely ordained came to be questioned</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: I</b>  |
| <b>Subject: Understanding Political Theory</b> | <b>Topic: Authoritative allocation of Values</b>  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>To know the Authoritative allocation of Values</li> </ul>  |
| Previous knowledge required:                   | <ul style="list-style-type: none"> <li>Basic knowledge about political theory.</li> </ul>   |
| Synopsis:                                      | <p>David Easton, a Canadian-American political scientist of the 20th century, defined politics as “the authoritative allocation of values” . According to Easton, political systems are maintained by specific sorts of interactions between people: those that authoritatively allocate values for a society . In other words, politics is the process of determining who gets what, when, and how .</p> <p>Easton applied systems theory to his explanations of politics. He proposed a systems theory for political science in 1953, which organized political actions into loops of feedback between the various citizens and leaders in a political system, all based around human behaviours and human actions .</p> <p>Easton’s definition of politics is subjective and encompasses a variety of perspectives. It is helpful in some areas of political science but not in others <sup>2</sup>. Easton’s definition is most useful for the study of government or, as he puts it, for political systems able to allocate values authoritatively</p> |
| Illustrations/ Demonstration shown:            | Examples given on different values of society.  |
| Teaching aids used:                            | Board and chalk   |
| References:                                    | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given:      | Identify the ways allocating values society.  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b>                                       | <b>Topic: Sovereign state : Challenges</b>   |
| Learning objectives:   | <ul style="list-style-type: none"><li>• To know the meaning Sovereign state and its Challenges</li></ul>   |
| Previous knowledge required:   | Basic knowledge about sovereign states.  |
| Synopsis:  | <p>Sovereignty is the supreme power of a state to govern itself without any external interference. However, the concept of sovereignty has been challenged in recent times. The challenges to state sovereignty can be broadly classified into two categories: internal and external sovereignty.</p> <p>Internal sovereignty refers to the supreme power of the state within its boundaries. The internal sovereignty of a nation signifies that it is internally supreme to any type of associations or groups. External sovereignty denotes that a particular nation is not legally bound to any other nations except international bodies such as UNO and International Court of Justice.</p> <p>The challenges to state sovereignty are mainly due to globalization, which has led to the erosion of national sovereignty. Globalization has initiated to protect the</p> |

|   |   |
|---|---|
|   | economic interests of G-8 nations as well as to expand the market areas for the Multinational Corporations (MNC's). Since 1990, there has been a tremendous increase in the number of MNC's. During 1990, there were only 3000 MNC's and this has increased to 63,000 today. After the collapse of the Soviet Union and the formation of European Community, there has been a phenomenal growth in MNC's doing business across national borders |
| Illustrations/ Demonstration shown:       | Examples given on different types sovereignty,  |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Identify other Sovereign state : Challenges   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b>                                       | <b>Topic: Liberty, Equality, Justice</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>To know the meaning Political Values and Theoretical Perspectives of liberty ,equality ,justice.</li> </ul>   |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>Basic knowledge and terminology about concept of liberty ,equality ,justice .</li> </ul>  |
| Synopsis:  | <ul style="list-style-type: none"> <li><b>Liberty</b> refers to the freedom of individuals to act as they wish, as long as their actions do not harm others. It is often associated with individualism and is a fundamental value in many societies.</li> <li><b>Equality</b> refers to the idea that all individuals</li> </ul> |

|   |   |
|---|---|
|   | <p>should be treated the same, regardless of their background or social status. It is often associated with egalitarianism and is a fundamental value in many democratic societies.</p> <ul style="list-style-type: none"> <li>• <b>Justice</b> refers to the idea that individuals should be treated fairly and equitably. It is often associated with the rule of law and is a fundamental value in many societies</li> </ul> |
| Illustrations/ Demonstration shown:       | <ul style="list-style-type: none"> <li>• Examples given on differences perspectives of above concepts i.e liberal, Marxist, feminist.</li> </ul>  |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Identify differences between the state and nation   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>   |
| <b>Subject : Understanding Political Theory</b>                                      | <b>Topic: Political Ideologies</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• To know the meaning of different Political Ideologies namely liberalism, Nationalism, Multiculturalism</li> </ul> |
| Previous knowledge required:   | Basic knowledge about the different Political Ideologies .   |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• <b>Liberalism</b> is a political philosophy that emphasizes individual rights, equality, and freedom. It is based on the idea that people should be free to make their own choices and pursue their own interests without interference from the government or other individuals. Liberalism is often associated with democracy, capitalism, and human rights.</li> <li>• <b>Nationalism</b> is a political ideology that emphasizes the importance of national identity and sovereignty. It is based on the idea that people who share a common language, culture, or history should have their own independent nation-state. Nationalism can be either civic or ethnic in nature.</li> <li>• <b>Multiculturalism</b> is a social policy that recognizes and celebrates cultural diversity within a society. It is based on the idea that different cultures can coexist peacefully and enrich each other. Multiculturalism promotes respect for cultural differences and encourages people to learn about other cultures.</li> </ul> |
| Illustrations/ Demonstration shown:       | Examples given on different thinkers of above ideologies.  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Identify the different ideologies.   |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b> | Topic: Political Institutions and Functions  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>• To know and understand the meaning of the Political Institutions and Functions.</li> <li>• To know about the Legislature, Executive and Judiciary</li> </ul>  |
| Previous knowledge required:                   | Basic knowledge about what is government and organs of government.   |
| Synopsis:                                      | <ul style="list-style-type: none"> <li>• The <b>legislature, executive and judiciary</b> are the three branches of the government. They are responsible for performing distinct functions that are essential for the smooth functioning of a democratic government.</li> <li>• The <b>legislature</b> is responsible for enacting laws.</li> <li>• The <b>executive</b> is responsible for implementing and enforcing laws.</li> <li>• The <b>judiciary</b> is responsible for interpreting laws and ensuring that they are applied fairly and impartially.</li> </ul> |
| Illustrations/ Demonstration shown:            | Examples given on functions of organs of government.   |
| Teaching aids used:                            | Board and chalk  |
| References:                                    | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given:      | Analyse the theory of separation of powers.  |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: III</b>                     |
| <b>Subject: Indian Government and Politics</b> | <b>Topic: Pressure Groups and Media.</b> |

|   |  |
|---|--|
| Learning objectives:                      | <ul style="list-style-type: none"> <li>• Explain the meaning and characteristics of pressure groups;</li> <li>• Distinguish pressure groups from political parties, interest groups, civil society</li> <li>• Classify pressure groups;</li> </ul>   |
| Previous knowledge required:              | Knowing about pressure groups and terminology.   |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Pressure groups are organizations, associations and groups representing the collective interests of their members. They play an important role in democratic politics of a country by articulating the demands and interests of different groups in society.</li> <li>• By forming pressure groups, people seek to protect and promote their shared interests and beliefs while exerting pressures on the government. In fact, many of the pressure groups are able to influence the government and change the community's socio-economic and political structures.</li> <li>• Since they do not attempt to exercise governing power, they are different from political parties in many ways. Though similar in their orientation and nature, pressure groups are also different from other groups in the society like interest groups, or civil society organizations. They are well structured, organized and formalized in their objectives, working and methods.</li> <li>• Though few pressure groups exist for a short time to achieve immediate or specific purpose, majority of pressure groups are long-lived and exert concerted pressures on the government thereby influencing both the policy formulation and policy implementation process in their group's interests.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

**Name of the Faculty: K.CHANDRASEKHAR**

**Department: Political Science**

|   |   |
|---|---|
| <b>Course/Group: BA (HEP)</b>             | <b>Semester: II</b>   |
| <b>Subject:</b> Western Political Thought | <b>Topic:</b> Greek Political Thought   |
| Learning objectives:                      | <ul style="list-style-type: none"> <li>To learn the Greek Political Thought – Sophists – Plato:- Concept of Justice , Ideal State , Education and Communism</li> <li>Aristotle :- Forms of Governments, On revolution , Slavery , Best state.</li> </ul>  |
| Previous knowledge required:              | Basic knowledge about Greek Political philosophy.   |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>The Sophists were the first teachers of <b>individualism</b>, and originated the idea that the state rests upon a social compact. They also drew a distinction between morality and law, and showed that-law, because of the nature of political authority, often forces men to act contrary to the dictates of reason.</li> <li>Plato, the ancient Greek philosopher, has written extensively on the concept of justice, ideal state, education, and communism. In his book “The Republic,” Plato argues that justice is the most important part of the ideal state. He has treated justice as the bond that holds a society together. Hence it is the true principle of social life. The philosopher king will take every care to establish justice. That is why The Republic is called a “treatise concerning justice”</li> <li>Plato’s ideal state is the highest manifestation of morality, goodness, and idealism. It is a state where justice cannot be relegated to an inferior position. Rather, it holds the highest position in the state. Different social classes are combined by the bond of justice, making the ideal state a perfect one<sup>1</sup>. Plato based his ideal state on the concept of communism. He wanted a state free of problems, a scared and the super-most institute. He believed that the ruling and military classes have no concern with appetite as they represent reason and courage respectively. So, these two classes must be free of any tension to run the administration</li> <li></li> </ul> |
| Illustrations/ Demonstration shown:       | Given few examples of plato educational system, aristole’s theory of classification of governments.   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Western Political thought by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Write about review on republican politics works.  |

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: II</b>  |
| <b>Subject: : Western Political Thought</b> | <b>Topic : Medieval and Early Modern Thought</b>   |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>• Thomas Aquinas :- Theory of Laws, Christianized Aristotle , Church – State Controversy</li> <li>• Niccolo Machiavelli – Human Nature , StateCraf</li> </ul>   |
| Previous knowledge required:                | Basic knowledge about Thomas acquinas and Machiavelli .  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• Thomas Aquinas was a prominent philosopher and theologian of the medieval period. He is known for his contributions to political philosophy, particularly his theory of laws. Aquinas believed that laws could be classified into four categories: eternal law, natural law, human law, and divine law</li> <li>• Aquinas was heavily influenced by Aristotle’s philosophy and sought to reconcile it with Christian doctrine. He believed that Aristotle’s ideas could be “Christianized” and used to support Christian beliefs</li> <li>• He believed that the Church and State were separate entities with different functions, but that they should work together for the common good. He argued that the State should be subject to the Church in matters of morality and ethics, but that the Church should not interfere in political</li> </ul> |

|   |  |
|---|--|
|   | <p>matters</p> <ul style="list-style-type: none"> <li>• Niccolo Machiavelli was an Italian philosopher who served the Republic of Florence in Italy. He is widely regarded as the first modern political thinker for various reasons. His work reflects the effect of cultural values of Europe, and the Renaissance influenced him to a great extent. Machiavelli wrote a monograph, “The Prince (1513)”, which is well recognised even today</li> <li>• Machiavelli’s view on human nature is essentially negative. According to him, men want protection but lack the strength to protect themselves. They rely on the state to seek security, and the government provides protection from internal as well external conflicts and rivals. Machiavelli also viewed humans as possessive of property</li> <li>• Machiavelli’s stance on statecraft is important to comprehend as it explains his suggestions to the Prince for controlling the state. Machiavelli views humans as selfish by nature and opportunists. He asserts that human beings tend to fulfil their self-interest</li> </ul> |
| Illustrations/ Demonstration shown:       | Given examples Machiavelli ideas on prince by emphasising example of Lion and Fox.   |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Political thought by O P Gauba, Telugu Academy<br>Text book and Internet   |
| Student activity planned/ homework given: | Discuss the various books written by the Thomas Aquinas, Niccolo Machiavelli   |

Sign of the faculty

Principal’s sign

|  |                                      |
|--|--------------------------------------|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |                                      |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b> |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>                  |
| <b>Subject: Western Political Thought</b>  | <b>Topic: Social Contractualists</b> |

|   |   |
|---|---|
| Learning objectives:                      | Understands who are Social Contractualists such as Thomas Hobbes ,John Locke , Jean Jacque Rousseau..   |
| Previous knowledge required:              | Known about Social Contractualists .  |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Thomas Hobbes, John Locke, and Jean-Jacques Rousseau were three of the most influential philosophers of the 17th and 18th centuries. They are known for their contributions to political philosophy, particularly in the area of social contract theory .</li> <li>• Social contract theory is the idea that individuals agree to form a society and government by means of a social contract. The contract defines the rights and duties of each party, including the rulers and the ruled <sup>2</sup>. The state of nature, which is the hypothetical condition of human beings before or without political association, was an essential element of their social-contract theories .</li> <li>• Hobbes believed that the state of nature was characterized by a “war of every man against every man,” where life was “solitary, poor, nasty, brutish, and short” . Locke believed that people were born with natural rights to life, liberty, and property . Rousseau believed that people were naturally good but corrupted by society .</li> <li>• Their ideas on social contract theory differed in many ways. Hobbes believed that individuals should give up their liberty to a sovereign in exchange for protection from violence and chaos . Locke believed that individuals should give up some of their rights to a government that would protect their remaining rights . Rousseau believed that individuals should give up some of their rights to a community that would protect them from oppression</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Western Indian Political Thought by O P Gauba , political thought by Telugu academy.  |
| Student activity planned/ homework given: | -   |

Sign of the faculty

Principal’s sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: 2</b>   |
| <b>Subject: Western Political Thought</b>   | <b>Topic: Jeremy Bentham :- Utilitarian Principles; Hedonism.</b>  |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>Jeremy Bentham was an English philosopher, jurist, and social reformer regarded as the founder of modern utilitarianism. He believed that the fundamental axiom of his philosophy is the principle that “it is the greatest happiness of the greatest number that is the measure of right and wrong”<sup>1</sup>. Bentham’s moral theory is based on utilitarianism, which states that the right action is the one that produces the greatest overall good. His theory of the good is hedonism, which posits that pleasure is the only thing that is good and pain is the only thing that is bad<sup>1</sup>. His theory of motivation is egoism, which suggests that we are only motivated to act by considerations of our own good</li> </ul>   |
| Previous knowledge required:                | Basic knowledge about Jeremy Bentham.  |
| syopsis:                                    | <ul style="list-style-type: none"> <li>Jeremy Bentham was an English philosopher, jurist, and social reformer regarded as the founder of modern utilitarianism. He believed that the fundamental axiom of his philosophy is the principle that “it is the greatest happiness of the greatest number that is the measure of right and wrong”<sup>1</sup>. Bentham’s moral theory is based on utilitarianism, which states that the right action is the one that produces the greatest overall good. His theory of the good is hedonism, which posits that pleasure is the only thing that is good and pain is the only thing that is bad<sup>1</sup>. His theory of motivation is egoism, which suggests that we are only motivated to act by considerations of our own good .</li> </ul> |
| Illustrations/ Demonstration shown:         | -  |
| Teaching aids used:                         | Board and chalk  |
| References:                                 | Western Political thought by O P Gauba, Telugu Academy Text book and Internet  |

|   |   |
|---|---|
| Student activity planned/ homework given: | Write different scholars who are regarded to the different theories of Utilitarian Principles |
|---|---|

Sign of the faculty

Principal's

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: 2</b>  |
| <b>Subject: Western Political Thought</b>  | <b>Topic: Utilitarian Thought.</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Jeremy Bentham :Utilitarian Principles; Hedonism .</li> <li>J. S. Mill :- On liberty , Representative Government</li> </ul>  |
| Previous knowledge required:   | Basic knowledge about Jeremy Bentham , JS mill .  |
| syopsis:   | <ul style="list-style-type: none"> <li>Jeremy Bentham was an English philosopher and political radical who is primarily known for his moral philosophy, especially his principle of utilitarianism, which evaluates actions based upon their consequences. The relevant consequences, in particular, are the overall happiness created for everyone affected by the action . Bentham famously held a hedonistic account of both motivation and value according to which what is fundamentally valuable and what ultimately motivates us is pleasure and pain. Happiness, according to Bentham, is thus a matter of experiencing pleasure and lack of</li> </ul> |

|   |  |
|---|--|
|   | <p>pain .</p> <ul style="list-style-type: none"> <li>• Utilitarianism is a moral theory that Bentham developed, which states that the right action is the one that produces the greatest overall good . Utilitarianism evaluates actions based on their ability to maximize overall happiness or pleasure . Bentham’s utilitarian principles are based on the idea that pleasure is the only thing that is good and pain is the only thing that is bad</li> <li>• John Stuart Mill was a British philosopher, political economist, and civil servant. He is considered one of the most influential thinkers in the history of liberalism. He wrote several books, including “On Liberty” and “Considerations on Representative Government” .</li> <li>• “On Liberty” is a philosophical work that advocates individual liberty and freedom of speech. Mill argues that society should not interfere with an individual’s freedom unless it is to prevent harm to others. He also believes that free speech is essential for the development of knowledge and ideas .</li> <li>• “Considerations on Representative Government” is a book that discusses the ideal form of government. Mill argues for representative democracy, where elected representatives are responsible for making laws and policies. He believes that representative bodies should be places of public debate on various opinions held by the population and to act as watchdogs of the professionals who create and administer laws and policy</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Political thought by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Write books of Jeremy Bentham, J. S. Mill.   |

Sign of the faculty

Principal’s sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: II</b>   |
| <b>Subject: Western Political Thought</b>   | <b>Topic: Philosophy of Dialectics.</b>   |
| Learning objectives:                        | <ul style="list-style-type: none"><li>• To learn the meaning of G.W. F. Hegel :- Dialectics Purpose of History Geist ( Spirit) and State</li><li>• Karl Marx:- Historical Materialism, Class war and Revolution.</li></ul>  |
| Previous knowledge required:                | Basic knowledge about Hegel, Marx.  |
| Synopsis:                                   | <ul style="list-style-type: none"><li>• George Wilhelm Friedrich Hegel was a German philosopher who lived from 1770 to 1831. He is known for his work on dialectics, which is a method of reasoning that involves the synthesis of opposing viewpoints. Hegel believed that history was driven by the development of ideas, and that the ultimate goal of history was the realization of human freedom. He also believed in the concept of Geist, which is often translated as “spirit” or “mind”.</li><li>• Karl Marx was a German philosopher who lived from 1818 to 1883. He is known for his work on historical materialism, which is a theory that explains social change in terms of economic factors. Marx believed that history was driven by class struggle, and that the ultimate goal of history was the establishment of a classless society.</li><li>• According to Marx, revolution would be brought about by the working class, who would overthrow the ruling class and establish a socialist state</li></ul> |

|   |  |
|---|--|
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Political thought by O P Gauba, Telugu Academy<br>Text book and Internet |
| Student activity planned/ homework given: | Write famous writings of Hegel, Marx .   |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>  |
| <b>Subject: Indian Political Thought</b>   | <b>Topic: State and Society in Ancient India</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• To learn the Manu – Features of Manusmriti, Origins of Varna, Varna Dharma</li> <li>• Buddha – Dhamma , Sangha , Eightfold path</li> <li>• Kautilya- Saptanga Theory , Mandala Theory , Statecraft.</li> </ul> |
| Previous knowledge required:   | Basic knowledge about kautilya and manu .   |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• The Manusmṛiti, also known as the Manava-Dharmasastra or Laws of Manu, is one of the many legal texts and constitutions among the many Dharmasastras of Hinduism .</li> <li>• Manu smṛiti assigns various roles for the four Varnas of the community on the basis of their knowledge of Vedic texts. Manu did not issue an ‘ordinance’ on classification of community by birth.</li> <li>• The <b>Buddha</b>, also known as Siddhartha Gautama, was a spiritual teacher who lived in ancient India. He founded Buddhism, which is based on his teachings. The <b>Dhamma</b> (or Dharma) refers to the teachings of the Buddha, which are aimed at helping individuals achieve enlightenment and liberation from suffering. The <b>Sangha</b> refers to the community of Buddhist monks and nuns who have dedicated their lives to practicing and spreading the teachings of the Buddha.</li> <li>• The <b>Eightfold Path</b> is a set of practices that form the core of Buddhist philosophy. It consists of eight practices: right view, right resolve, right speech, right conduct, right livelihood, right effort, right mindfulness, and right samadhi (meditative absorption or union).</li> <li>• Kautilya, an ancient Indian philosopher, is known for his work on statecraft, the Arthashastra. He proposed the <b>Saptanga Theory</b> of the state, which consists of seven essential organs of the state. These organs are Swami (the ruler), Amatya (the minister), Janapada (the population), Durga (the fortified capital), Kosha (the treasury), Danda (the army), and Mitra (ally and friend)</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian political thought by OP Gauba , Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Analyse Different concepts and books Kautilya,Buddha.  |

Sign of the faculty

Principal’s sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: III</b>  |
| <b>Subject: Indian Political Thought</b>    | <b>Topic : Medieval Political Thought</b>   |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>• Learning about the Basava- Anubhava Mantapa , Gender Equality,Ziauddin Barani- Theory of Kingship ( Ideal Sulthan ) , Ideal Polity</li> </ul>  |
| Previous knowledge required:                | Knowing about Medieval Political Thought and influential scholars   |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• Basava, also known as Basaveshwara and Basavanna, was a 12th-century Indian statesman, philosopher, poet, Lingayat social reformer in the Shiva-focused bhakti movement, and a Hindu Shaivite social reformer during the reign of the Kalyani Chalukya / Kalachuri dynasty. Basava spread social awareness through his poetry, popularly known as Vachanaas. He rejected gender or social discrimination, superstitions and rituals but introduced Ishtalinga necklace, with an image of the Shiva Linga, to every person regardless of their birth, to be a constant reminder of one's bhakti (devotion) to Shiva. A strong promoter of ahimsa, he also condemned human and animal sacrifices. As the chief minister of his kingdom, he introduced new public institutions such as the Anubhava Mantapa (or, the "hall of spiritual experience"), which welcomed men and women from all socio-economic backgrounds to discuss spiritual and mundane questions of life, in open. The Anubhava Mantapa was the first parliament in history</li> </ul> |

|   |   |
|---|---|
|   | <p>of mankind.</p> <ul style="list-style-type: none"> <li>Ziauddin Barani was a 14th-century historian and political thinker who lived in India during the Delhi Sultanate period. He is best known for his work “Fatawa-i-Jahandari,” which is a collection of advice for Muslim rulers. In this work, Barani made a distinction between the personal life of the Sultan and his political role. He envisaged an ideal Sultan as someone who was noble-born, preferably belonging to the family of the monarch, having an innate sense of justice, wise enough to understand the deception and conspiracies of the wicked, understanding the importance of his time and dividing it judiciously between his personal needs and political requirements, and following the path of the Shariat, which laid down that he was an agent of God on earth to do the ‘welfare’ of the people.</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Indian political thought by OP Gauba , Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Write description of the books of Basava and Barani   |

Sign of the faculty

Principal’s sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>  |
| <b>Subject: Indian Political Thought</b>   | <b>Topic: RenaissanceThought</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>To know the meaning of RenaissanceThought.</li> <li>Raja Ram Mohan Roy - Colonial Encounters , Brahma Samaj . Jyothi Rao Phule- Gulam Giri , Satya Shodhak Samaj , Education.</li> </ul> |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>M. N roy, Jyothi Rao Phule.</li> </ul>   |

|   |   |
|---|---|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Raja Ram Mohan Roy was an Indian social and religious reformer who was one of the founders of the Brahma Sabha in 1828, the precursor of the Brahma Samaj, a social-religious reform movement in the Indian subcontinent . He was given the title of Raja by Akbar II, the Mughal emperor. His influence was apparent in the fields of politics, public administration, education and religion. He was known for his efforts to abolish the practices of sati and child marriage</li> <li>• Jyotirao Phule was a prominent social reformer who was born in 1827 in Pune, Maharashtra, India. He was a thinker, social activist, and writer who worked towards the eradication of untouchability and the caste system. He was also a pioneer of women's education in India and started his first school for girls in 1848 in Pune</li> <li>• Gulamgiri is one of Phule's most famous works. It is a Marathi book that was published in 1873. The book is a critique of the caste system and the oppression of lower castes by upper castes</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Examine how writings of Raja ram roy and phule thoughts are relevant for making better society.   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>                               |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>   |
| <b>Subject: Indian Political Thought</b>   | <b>Topic: Reformist Thought</b>                                    |
| Learning objectives:   | Understands Reformist Thought of M. K. Gandhi, Dr. B. R. Ambedkar. |
| Previous knowledge required:   | Awareness M. K. Gandhi, Dr. B. R. Ambedkar.                        |

|   |   |
|---|---|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• M. K. Gandhi was a prominent figure in the realm of peace and humanism. He played a noteworthy role in the movement of peace and freedom. Gandhi's socio-political philosophy is based on the principles of <b>Satyagraha, Trusteeship, and Problem of Political Obligation. Satyagraha</b> is a non-violent resistance movement that Gandhi developed as a means to fight against injustice and oppression. It is based on the principle of truth and non-violence, which he believed were the most powerful weapons against oppression.</li> <li>• <b>Trusteeship</b> is another important concept that Gandhi introduced. It is based on the idea that wealth should be used for the benefit of society as a whole, rather than being concentrated in the hands of a few individuals.</li> <li>• Dr. B. R. Ambedkar's book, "Who Were the Shudras? How they came to be the Fourth Varna in the Indo-Aryan Society" is a historical account of the doctrines and practices that led to the decline and fall of Indian society. The book is dedicated to Mahatma Jotibha Phule, who Dr. Ambedkar considered the "Greatest Shudra of Modern India" .</li> <li>• In this book, Dr. Ambedkar discusses the origin of the Shudra Varna and how they came to be the fourth Varna in the Indo-Aryan society . He cites Rigveda, Mahabharata, and other ancient Vedic scriptures to argue that Shudras were originally Aryans .</li> <li>• Dr. Ambedkar's prefaces to his works were often as penetrating and incisive as the main body of work that followed. His book "Annihilation of Caste," published in 1936, stressed the need for social reform to precede political reform</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | How Gandhi and Ambedkar thoughts are influencing the Indian society.  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

**Name of the Faculty: K.CHANDRASEKHAR**

**Department: Political Science**

|                                   |  |
|-----------------------------------|--|
| Course/Group: BA (HEP)            | Semester: III  |
| Subject: Indian Political Thought | Topic: Socialist Thought   |
| Learning objectives:              | understanding the philosophy of M.N. Roy ,Jawaharlal Nehru, R.M. Lohia   |
| Previous knowledge required:      | Awareness on M.N. Roy ,Jawaharlal Nehru, R.M. Lohia .  |
| Synopsis:                         | <ul style="list-style-type: none"> <li>• M.N. Roy was a prominent Indian philosopher and political activist who is considered one of the foremost thinkers of the 20th century. He is known for his contributions to the development of communist thought and his advocacy of a political renaissance in India based on morality and physical realism</li> <li>• Roy’s philosophy, known as <b>Radical Humanism</b>, is founded on the principles of reason, morality, and freedom. He believed that the crisis of modern civilization was due to a lack of an integrated view of human nature and that man must be taken as a moral entity and not merely a biological one <sup>2</sup>. Roy was critical of Marxian concepts such as economic determinism, dictatorship of the proletariat, dialectal materialism, and surplus value. Instead, he believed that the economic structure of society should be planned in such a way that it promotes freedom and well-being of individuals.</li> <li>• Jawaharlal Nehru, the first Prime Minister of India, was one of the main exponents of Democratic Socialism.</li> <li>• . He believed that Democratic Socialism could mitigate the evils of all third-world countries <sup>1</sup>. Nehru’s concept of Democratic Socialism was an extension of the liberal propagation of democracy altered to suit the needs of all countries of the world <sup>1</sup>. He argued that democracy and socialism are one and indivisible, and there cannot be a true democracy without a true socialism, and vice versa <sup>1</sup>. Nehru emphasized on free and fair elections where suffrage for citizens is a must <sup>1</sup>. He also supported social and economic justice and opposed the exploitation of workers <sup>1</sup>. Nehru’s vision for India was to establish a socialistic society based on democratic methods.</li> <li>• Ram Manohar Lohia, an Indian political thinker, was disenchanted with the existing two-pillar model of government, i.e., Centre and the States, in India. He pioneered the notion of a <b>four-pillar model of</b></li> </ul> |

|   |  |
|---|--|
|   | <b>government</b> called the <b>Chaukhamba Model</b> . This model envisaged an arrangement into four pillars of equal majesty and dignity: the village, the district, the province, and the center. The idea was to organize the state in a way that gives people the best chance to participate. The center and federating units shouldn't be the only ones with sovereign power. We should divide and spread it across the smallest regions where groups of men and women live. The idea of such a state did not represent the idea of a self-sufficient village but of an intelligent and vital village. Lohia wanted the community of a state so organized and sovereign power so diffused that each of the little communities in it lives the way of life it chooses. |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               |  |
| Student activity planned/ homework given: | How the ideas of above thinkers strengthened the socialist thought in the society.   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>  |
| <b>Subject:</b> Constitution and Politics of India                                   | <b>Topic:</b> Nationalist Movement and Constitutional Development  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• Understanding the phases of National Movement</li> <li>• Making of Indian Constitution</li> <li>• Philosophical Foundations and Salient Features of the Indian Constitution.</li> </ul>   |
| Previous knowledge required:   | Knowledge about the national movement, Philosophical Foundations and Salient Features of the Indian Constitution.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• Nationalist Movement and Constitutional Development is a broad topic that covers the history of various movements and reforms that aimed to achieve political independence and self-government for different nations and regions.</li> <li>• This movement involved different phases and strategies, such as the early nationalists who adopted a constitutional and peaceful approach to demand</li> </ul> |

|   |  |
|---|--|
|   | <p>reforms</p> <ul style="list-style-type: none"> <li>• There are many other examples of nationalist movements and constitutional developments in different parts of the world, such as the American Revolution, the Chinese Revolution, the Arab Spring, etc. Each one has its own historical context, causes, effects, and challenges.</li> <li>• Phases of National Movement: Moderates ,Extremist s ,Gandhian phase.</li> <li>• Features of Indian Philosophical Foundations and Salient Features of the Indian Constitution: lengthiest Constitution, Fundamental rights,dpsp, Federal and unitary form of government ,parliamentary government.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Textbook and Internet  |
| Student activity planned/ homework given: | Write the leaders names of three phases of Indian National Movement.   |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>   |
| <b>Subject: : Constitution and Politics of India</b>                                 | <b>Topic: Fundamental Rights and Directive Principles</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• Understand the Fundamental Rights and Duties, Directive Principles of State Policy</li> <li>• Relationship between Fundamental Rights and Directive Principles of State Policy.</li> </ul> |
| Previous knowledge required:   | Awareness on fundamental rights.  |

|   |   |
|---|---|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>Articles 12-35 of Indian Constitution deal with Fundamental Rights. These human rights are conferred upon the citizens of India for the Constitution tells that these rights are inviolable. Right to Life, Right to Dignity, Right to Education etc. all come under one of the six main fundamental rights.</li> <li>Articles 36-51 under Part-IV of the Indian Constitution deal with Directive Principles of State Policy (DPSP). They are borrowed from the Constitution of Ireland, which had copied it from the Spanish Constitution. This article will solely discuss the Directive Principles of State Policy, its importance in the Indian Constitution and the history of its conflict with Fundamental Rights.</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given: | Expaliate the features of liberal and socialist and Gandhian principles .   |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>        | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                      | <b>Semester: IV</b>  |
| <b>Subject: Constitution and Politics of India</b> | <b>Topic: Evolution of Indian Constitution</b>   |
| Learning objectives:                               | Understand the Evolution of Indian Constitution -1909 Act ,1919 Act ,1935 acts of India.   |
| Previous knowledge required:                       | Basic Awareness on British India acts .  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• The Indian Constitution has a rich history of evolution. <u>The <b>Government of India Act, 1909</b> was enacted to introduce separate electorates for Muslims and to increase the number of Indians in the legislative councils .</u></li> <li>• The <b>Government of India Act, 1919</b> was passed to expand the participation of Indians in the government of India. <u>It introduced the concept of dyarchy, which meant that certain subjects such as education, health, and agriculture were transferred to Indian ministers while others such as finance and defense remained with British officials .</u></li> <li>• The <b>Government of India Act, 1935</b> was the last pre-independence constitution that introduced provincial autonomy and increased the powers of Indian legislatures. <u>It also established a federal system with separate powers for the center and provinces</u></li> </ul> |
| Illustrations/ Demonstration shown:                | -  |

|   |  |
|---|--|
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet |
| Student activity planned/ homework given: | What are the Regulating and Independence India acts .              |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>  |
| <b>Subject: : Constitution and Politics of India</b>                                 | <b>Topic: Union Government – Executive; Legislature; Judiciary</b>   |
| Learning objectives:   | Understand the union Government and organs of government.  |
| Previous knowledge required:   | Known about Organs of Government.  |
| Synopsis:  | <p>The Union Government is mainly composed of the executive, the legislature, and the judiciary, and powers are vested by the constitution in the Prime Minister, Parliament, and the Supreme Court, respectively .</p> <p>Three organs of government :</p> <ol style="list-style-type: none"> <li>1. Legislature</li> <li>2. Executive</li> <li>3. Judiciary</li> </ol> <p>These organs do not work in isolation to each other but are interdependent to ensure proper and systematic functioning of the government. Though the Indian Constitution does not explicitly talk about the relation between these three powerful institutions through various provisions a system of 'Checks and Balances' has been</p> |

|   |  |
|---|--|
|   | established and there is a clear separation of powers.             |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet |
| Student activity planned/ homework given: | Explain theory of separation of powers.                            |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>   |
| <b>Subject: Constitution and Politics of India</b>                                   | <b>Topic: : State Government - Executive; Legislature; Judiciary</b>  |
| Learning objectives:   | Understand the State Government - Executive; Legislature; Judiciary.  |
| Previous knowledge required:   | State government.   |
| Synopsis:  | <ul style="list-style-type: none"> <li>• A state government is the <u>government</u> that controls a <u>subdivision</u> of a <u>country</u> in a <u>federal form of government</u>, which shares <u>political power</u> with the <u>federal</u> or <u>national government</u>. A state government may have some level of political <u>autonomy</u>, or be subject to the direct control of the federal government. This relationship may be defined by a <u>constitution</u>.</li> <li>• The State Executive consists of three important posts: <ol style="list-style-type: none"> <li>1. <b>Governor:</b> Appointed by the President for a term of five years and holds office during his pleasure. The</li> </ol> </li> </ul> |

|   |  |
|---|--|
|   | <p>executive power of the State is vested in Governor .</p> <p>2. <b>Chief Minister &amp; Council of Ministers:</b> The Chief Minister is appointed by the Governor who also appoints other ministers on the advice of the Chief Minister. The Council of Ministers is collectively responsible to legislative assembly of the State .</p> <p>3. <b>Advocate-General of State:</b> Appointed by Governor</p> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>   |
| <b>Subject: Constitution and Politics of India</b>                                   | <b>Topic : Federal Politics.</b>  |
| Learning objectives:   | Understands the Union- State Relations : Legislative, Administrative, Financial and Recent trends in Union - State Relations.   |
| Previous knowledge required:   | What is central -state government.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• The relationship between the Union and the States is a crucial aspect of India's federal structure. The Constitution of India divides all powers - legislative, executive, and financial - between the Centre and the States. The effective operation of the federal system requires maximum harmony and coordination between the Centre and the States. The Constitution incorporates several provisions to ensure this.</li> <li>• The Centre-State relations can be better understood under the following three heads:</li> </ul> |

|   |   |
|---|---|
|   | <ol style="list-style-type: none"> <li><b>Legislative Relations:</b> Articles 245 to 255 in Part XI of the Constitution deal with the legislative relations between the Centre and the State. The extent of laws made by Parliament and by the Legislatures of States is defined in these articles.</li> <li><b>Administrative Relations:</b> The administrative relations between the Centre and the States are governed by Articles 256 to 263 in Part XI of the Constitution. These articles provide for delegation of executive powers from the Centre to the States, as well as for cooperation between them.</li> <li><b>Financial Relations:</b> Articles 268 to 293 in Part XII of the Constitution deal with financial relations between the Centre and the States. These articles provide for distribution of taxes, grants-in-aid, borrowing powers, etc., between them.</li> </ol> <ul style="list-style-type: none"> <li>Recent trends in Union-State relations emphasize cooperation and coordination, rather than demarcation of powers, between different levels of government</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given: | Recent trends in Union-State relations  |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>  |
| <b>Subject: Indian Government and Politics</b>                                       | <b>Topic : Electoral Politics in India</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Define national, state and regional Parties; Analyse the role of some major parties of India; and Explain the reason behind the formation of a new party, Election Commission &amp; Electoral Reforms.</li> <li>The Election Commission of India is an autonomous constitutional authority responsible for administering election processes in India.</li> </ul> |

|   |   |
|---|---|
| Previous knowledge required:                                | Knowing about different political parties.  |
| <ul style="list-style-type: none"> <li>Synopsis:</li> </ul> | <ul style="list-style-type: none"> <li>Political party forms an important component of a political system. A political party is an institution which consists of leaders, followers, policies and programmes</li> <li>Political parties are the important links between individuals, state and society. Political parties provide the crucial connection between social process and policy-makers, and influence debates and policies on issues affecting the interests of various social groups in a political system</li> <li>Political parties: National – Indian National Congress ,BJP,CPI, CPM,BSP.</li> <li>Regional – TRS, TDP, YSRC</li> <li>The Election Commission of India is an autonomous constitutional authority responsible for administering election processes in India. The body administers elections to the Lok Sabha, Rajya Sabha, State Legislative Assemblies in India, and the offices of the President and Vice President in the country.</li> <li>The Election Commission has proposed several electoral reforms to reinforce democracy and enhance the fairness of elections. These include: <ul style="list-style-type: none"> <li>Amendment to the Constitution of India</li> <li>Electoral Roll Matters</li> <li>Election Management Issues</li> <li>Election Officials and Logistics</li> <li>Nomination of Candidates</li> <li>De-Criminalization of politics</li> <li>Reforms relating to Political Parties</li> <li>Election campaign and advertisements</li> <li>Election Expenses and Election Petitions</li> </ul> </li> </ul> |
| Illustrations/ Demonstration shown:                         | -   |
| Teaching aids used:   | Board and chalk   |
| References:   | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given:                   | What is the eligibility to a party to be recognised as National party in India .  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>        | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                      | <b>Semester: IV</b>   |
| <b>Subject: Constitution and Politics of India</b> | <b>Topic: Issues in Indian Politics</b>   |
| Learning objectives:                               | <ul style="list-style-type: none"> <li>• Understanding Debates on Secularism – Majority Communalism, Minority Communalism – Caste in Politics and Politicization of caste ,Gender in Indian Politics ,Issues of Minorities – Sachar Committee.</li> </ul>   |
| Previous knowledge required:                       | Knowledge about the political issues .  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• secularism, majority communalism, and minority communalism. In a multi-religious society like India, the followers of all religions live and practice their faith. Periodically communalism is showing its ugly face in many manifestations: demolition of mosques, killing of devotees in train at Godhra and thereafter Gujarat carnage, shameful assault on Taslima Nasreen at a book release function in Hyderabad, recent Hindu-Muslim riots in Muzaffarnagar and Saharanpur, destruction of churches in Madhya Pradesh &amp; Chattisgarh, rape of Christians nuns, killing of priests, harassing and terrorizing of minority communities, reconversion of dalit and tribal Christians and so on .</li> <li>• Communalism poses a serious threat to secularism and consequently, a danger to democracy, and peaceful, harmonious coexistence of Indians belonging to diverse religious faiths and belief systems</li> <li>• Communalism is basically “a loyalty to a sociopolitical grouping based on religious or ethnic affiliation or a social organization on a communal basis” . Communalism is regarded in our country as blind loyalty to one’s own religious group. It is sometimes equated with religious fundamentalism.</li> <li>• The politicization of caste in India has played a very important role in developing party politics. It is a double process where caste needs politics as much as politics need caste. When caste groupings make politics their sphere of activities, it leads to an unhealthy struggle for power and acts as a divisive force.</li> <li>• Women’s political participation in India has been increasing over the years. Women in India participate in voting, run for public offices, and political parties at lower levels more than men. Political activism and</li> </ul> |

|   |   |
|---|---|
|   | <p>voting are the strongest areas of women's political participation</p> <ul style="list-style-type: none"> <li>• The Indian Government has instituted reservations for seats in local governments to combat gender inequality in politics . Women turnout during India's parliamentary general elections was 65.63%, compared to 67.09% turnout for men . Women have held the posts of president and prime minister in India, as well as chief ministers of various states . Indian voters have elected women to numerous state legislative assemblies and national parliament for many decades.</li> <li>• The Sachar Committee report revealed that Muslims in India are among the most economically and socially backward communities in the country. They have lower literacy rates, higher poverty rates, and lower representation in government jobs than other religious communities . The report also highlighted that Muslims are underrepresented in the police and armed forces .</li> <li>• The committee recommended several measures to improve the socio-economic status of Muslims in India. These included increasing the representation of Muslims in government jobs, providing better education facilities, and improving access to credit for Muslim entrepreneurs . The report also recommended setting up an Equal Opportunity Commission to look into discrimination against minorities</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Textbook and Internet   |
| Student activity planned/ homework given: | Note Sanchar committee report.  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>     | <b>Topic: International Relations.</b>  |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>Understanding the what is International Relations – Nature , Evolution and Scope; State and Non- State Actors in IR , Westphalian State and Sovereign State system and its characteristics.</li> </ul>   |
| Previous knowledge required:                | Awareness on International Relations.   |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>International Relations (IR) is a branch of political science that studies the interactions between states, international organizations, and other non-state actors in the international system. It is a multidisciplinary field that draws on history, economics, law, sociology, and other social sciences to understand the complex dynamics of global politics .</li> <li>The nature of IR has evolved over time. The discipline emerged in the aftermath of World War I and II, when scholars sought to understand the causes of war and the prospects for peace. Since then, IR has expanded to include a wide range of issues, including trade, human rights, environmental protection, and global governance .</li> <li>The Westphalian state system is a concept in IR that refers to the system of sovereign states that emerged in Europe after the Treaty of Westphalia in 1648. The Westphalian system is characterized by the principle of state sovereignty, which holds that states are the supreme authority within their own borders and are not subject to external interference . The Westphalian system has been criticized for being Eurocentric and for failing to account for the role of non-state actors in global politics .</li> </ul> |

|   |                 |
|---|-----------------|
| Illustrations/ Demonstration shown:       | -               |
| Teaching aids used:                       | Board and chalk |
| References:                               |                 |
| Student activity planned/ homework given: | -               |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>  | <b>Topic: European conquest of Asia and Africa</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Understands the European conquest of Asia and Africa – Its Impact on society, culture, economy ( European colonialism )First World War and Second World War.</li> </ul>  |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>World war .</li> </ul>   |
| Synopsis:  | <ul style="list-style-type: none"> <li>The European conquest of Asia and Africa had a profound impact on the societies, cultures, and economies of these regions. European colonialism was characterized by the exploitation of resources, forced labor, and the imposition of European culture and values on the colonized peoples .</li> <li>The First World War (1914-1918) was a global conflict that involved many of the world's major powers. It was fought between two opposing alliances: the Allies (led by France, Russia, and the United Kingdom) and the Central Powers (led by Germany, Austria-Hungary, and the Ottoman Empire). The war had a profound impact on Europe and the world, leading to the collapse of empires, the redrawing of national borders, and the rise of new political ideologies .</li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>The Second World War (1939-1945) was an even more devastating conflict that involved many of the same powers as the First World War. It was fought between two opposing alliances: the Allies (led by the United States, the United Kingdom, and the Soviet Union) and the Axis Powers (led by Germany, Japan, and Italy). The war had a profound impact on Europe and the world, leading to the deaths of millions of people, the Holocaust, and the use of atomic weapons .</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | International Relations by J.C. Johari, IR Telugu Academy, Internet .   |
| Student activity planned/ homework given: | Effects of world wars .   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>   |
| <b>Subject: International Relations</b>  | <b>Topic : Decolonization and its consequences ; Rise of the Developing world ;Neo- colonialism</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Define Decolonization and its consequences ; Rise of the Developing world ;Neo- colonialism.</li> </ul> |
| Previous knowledge required:   | Knowing about decolonization.  |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Decolonization refers to the process of undoing colonialism, where a nation establishes and maintains its domination over dependent territories. The process of decolonization began after World War II and continued throughout the 1960s and 1970s. It led to the emergence of new nation-states in Asia, Africa, and the Middle East .</li> <li>• The consequences of decolonization were mixed. While it led to the emergence of new nation-states, it also resulted in political instability, economic underdevelopment, and social unrest in many countries .</li> <li>• The rise of the developing world refers to the emergence of developing countries as important players in the global economy. Developing countries are characterized by their low levels of economic development, high levels of poverty, and limited access to resources. The rise of the developing world has been driven by a number of factors, including globalization, technological change, and economic liberalization</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | International Relations by J.C. Johari, IR Telugu Academy, Internet .  |
| Student activity planned/ homework given: | What are the advantages of Decolonization.   |

Sign of the faculty

Principal's sign

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>     | <b>Topic: Cold War</b>  |
| Learning objectives:                        | Understands what was happened after the world wars , Decolonization , Emergence of Third World : Problems and Prospects, Cold War: Causes, Phases and Impact.   |
| Previous knowledge required:                | Knowledge on World Wars and effects.  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• <u>The term “Third World” was coined by French demographer and historian Alfred Sauvy in 1952 to refer to countries that were unaligned with either the Communist Soviet bloc or the Capitalist NATO bloc during the Cold War.</u></li> <li>• The emergence of the Third World led to the formation of a series of countries that did not belong to either the Western bloc or the Soviet bloc. <u>These countries had various features in common, including underdevelopment and rapid demographic growth</u></li> <li>• <b>Cold War</b> was a period of geopolitical tension between the United States and the Soviet Union and their respective allies, the Western Bloc and the Eastern Bloc. <u>It lasted from 1947 to 1991<sup>12</sup>. The conflict was based on the ideological and geopolitical struggle for global influence by these two superpowers, following their roles as the Allies of World War II that led to victory against Nazi Germany and Imperial Japan in 1945.</u></li> <li>• The Cold War can be divided into three phases:Early phase (1947-53),the middle phase(1954-62),the late phase(1962-1991)</li> </ul> |
| Illustrations/ Demonstration shown:         | -   |
| Teaching aids used:                         | Board and chalk   |
| References:                                 | International relations by J C Johari, International Relations by Telugu Academy  |
| Student activity planned/ homework given:   | How Cold affected world system.   |

Sign of the faculty

Principal's sign

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>     | <b>Topic: India's Foreign Policy: Determinants; features; Non-Alignment</b>   |
| Learning objectives:                        | Understands Non- Alignment: Evaluation, Relevance and Recent Trends   |
| Previous knowledge required:                | Knowing about India's Foreign Policy: Determinants; features Non- Alignment: Evaluation, Relevance and Recent Trends .  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• India's foreign policy is guided by several determinants, including its strategic location, economic interests, security concerns, and cultural ties. India's foreign policy is characterized by a commitment to non-alignment, which means that it does not align itself with any major power blocs and seeks to maintain its independence in international affairs Non-Aligned Movement.</li> <li>• The Non-Aligned Movement (NAM) is a group of countries that do not consider themselves aligned with any major power bloc. The movement was founded in 1961, during the Cold War, as an attempt to avoid taking sides in the conflict between the United States and the Soviet Union.</li> <li>• The relevance of NAM has been a topic of debate in recent years. Some argue that the movement has lost its relevance since the end of the Cold War, as there are no longer two rival blocs to be non-aligned between. However, others believe that NAM still has a role to play in international affairs, particularly in promoting the interests of developing countries.</li> <li>• A 2012 report titled "Nonalignment 2.0" by an independent group of analysts and policymakers attempted to identify the basic principles that should guide India's foreign and strategic policy over the next decade</li> </ul> |
| Illustrations/ Demonstration shown:         | Analyse the Features of India's Foreign Policy  |
| Teaching aids used:                         | Board and chalk   |
| References:                                 | Global Politics by Andrew Hey wood, International Relations by Telugu academy.  |
| Student activity planned/ homework given:   | Relavance of Nam as a factor of Indian Foreign Policy.  |

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>   |
| <b>Subject: International Relations</b>  | <b>Topic: India's Bilateral Relations</b>  |
| Learning objectives:   | Understands the India's Bilateral Relations India and U.S.A, India and Russia, India and China and Pakistan.   |
| Previous knowledge required:   | Knowing about other countries and their relations.   |
| Synopsis:  | <p>India's bilateral relations with these countries:</p> <ul style="list-style-type: none"> <li>• <b>India-U.S. Relations:</b> India and the United States have enjoyed close relations since India's independence from Britain in 1947. The two countries have deepened collaboration on issues such as counterterrorism and countering Chinese influence in the Indo-Pacific .</li> <li>• <b>India-Russia Relations:</b> India and Russia have a longstanding relationship that dates back to the Soviet era. Today, New Delhi sees vital interests in maintaining working ties with Moscow, as well as in fostering a multipolar international system. In the context of India's decades-old aspirations for "nonalignment" and "strategic autonomy," New Delhi has thus engaged a concurrent "special and privileged strategic partnership" with Russia .</li> <li>• <b>India-China Relations:</b> India and China have had a complex relationship over the years. The two countries share a long border, which has been a source of tension between them. In recent years, the two countries have been engaged in a border dispute that has led to military clashes. Despite this, India and China have also cooperated on issues such as climate change and trade .</li> <li>• <b>India-Pakistan Relations:</b> India and Pakistan have had a difficult relationship since their independence from Britain in 1947. The two countries have fought several wars over the</li> </ul> |

|   |   |
|---|---|
|   | <p>years, and there are ongoing tensions between them over issues such as terrorism and Kashmir. Despite this, there have been some efforts to improve relations between the two countries .</p> <ul style="list-style-type: none"> <li>• India has traditionally had close ties with Sri Lanka due to their shared cultural and historical links. However, relations between the two countries have been strained in recent years due to Sri Lanka’s close relationship with China . India has also been concerned about human rights abuses against Tamils in Sri Lanka.</li> <li>• India’s relationship with Nepal is characterized by close cultural and economic ties. Nepal is India’s closest neighbor, and the two countries share an open border that allows for free movement of people and goods . However, relations between the two countries have been strained in recent years due to Nepal’s growing relationship with China</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy.  |
| Student activity planned/ homework given: | Relavance of NAM Today.   |

Sign of the faculty

Principal’s sign

|  |                                      |
|--|--------------------------------------|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |                                      |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b> |

|                                     |   |
|-------------------------------------|---|
| <b>Course/Group: BA (HEP)</b>       | <b>Semester: VI</b>   |
| <b>Subject: Global Politics</b>     | <b>Topic: Voting Behaviour, Electoral Reforms.</b>  |
| Learning objectives:                | <ul style="list-style-type: none"> <li>To learn Power , Elements of Power , Balance of Power ,Growing importance of Soft Power.</li> </ul>  |
| Previous knowledge required:        | Knowing about the power .   |
| Synopsis:                           | <ul style="list-style-type: none"> <li>Power is the ability to influence others and achieve one's goals. In international relations, power is the ability of a state or other actor to achieve its objectives in the face of opposition from other actors. Power can be exercised in many ways, including military force, economic sanctions, diplomacy, and cultural influence .</li> <li>The elements of power are the resources that states and other actors can use to achieve their objectives. The most important elements of power are military power, economic power, and diplomatic power. Military power includes the ability to use force to achieve one's objectives. Economic power includes the ability to control resources and influence other states through trade and investment. Diplomatic power includes the ability to negotiate agreements and alliances with other states .</li> <li>The balance of power is a concept in international relations that refers to the distribution of power among states. The balance of power theory suggests that states will seek to maintain a balance of power in order to prevent any one state from becoming too powerful and dominating the others. The balance of power can be maintained through alliances, arms control agreements, and other means .</li> <li>Soft power is a concept developed by political scientist Joseph Nye that refers to the ability of a state or other actor to influence others through attraction rather than coercion. Soft power includes cultural influence, political values, and foreign policies that are seen as legitimate and attractive by others . Soft power is becoming increasingly important in international relations as states seek to achieve their objectives through non-coercive means.</li> </ul> |
| Illustrations/ Demonstration shown: | -   |
| Teaching aids used:                 | Board and chalk   |
| References:                         | Global Politics by Andrew Hey wood, International Relations by Telugu academy.  |

|   |   |
|---|---|
| Student activity planned/ homework given: | Difference between soft and hard power. |
|---|---|

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>  |
| <b>Subject: Global Politics</b>  | <b>Topic: Security, Collective Security, Bipolarity , Multipolarity, Unipolarity</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>The meaning and significance Security, Collective Security, Bipolarity , Multipolarity, Unipolarity</li> </ul>  |
| Previous knowledge required:   | Knowing about security concept in IR.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>In international relations, security refers to the ability of a state or other actor to protect its interests and sovereignty from external threats. Collective security is a concept in international relations that refers to the idea that security is best achieved through collective action by states and other actors. The United Nations is an example of a collective security organization.</li> <li>Bipolarity refers to a distribution of power in which two states or groups of states have the majority of economic, military, and cultural influence. During the Cold War, the world was characterized by bipolarity, with the United States and the Soviet Union as the two superpowers.</li> <li>Multipolarity refers to a distribution of power in which several states or groups of states have roughly equal amounts of economic, military, and cultural influence. Multipolarity is often seen as a more stable system than bipolarity because it</li> </ul> |

|   |  |
|---|--|
|   | <p>is less likely to lead to direct conflict between major powers.</p> <ul style="list-style-type: none"> <li>• Unipolarity refers to a distribution of power in which one state or group of states has the majority of economic, military, and cultural influence. The post-Cold War era has been characterized by unipolarity, with the United States as the sole superpower.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy  |
| Student activity planned/ homework given: | Advantages of Multy polar system.  |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>  |
| <b>Subject: Global Politics</b>  | <ul style="list-style-type: none"> <li>• <b>Topic:</b> Human Rights, Terrorism<br/>Environmental Issues.</li> </ul>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• Understands what is Human Rights;</li> <li>• Agencies of human Rights Protection;</li> <li>• Terrorism</li> <li>• Environmental Issues</li> </ul> |
| Previous knowledge required:   | Knowing human rights.  |

Synopsis:

- **Human Rights:** Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. Human rights include civil and political rights, such as freedom of speech and expression, and social, cultural and economic rights, such as the right to participate in culture, the right to food, and the right to work and receive an education. There are many agencies that work towards protecting human rights. Some of them are:
- **United Nations Human Rights Council:** It is an inter-governmental body within the United Nations system responsible for strengthening the promotion and protection of human rights around the globe and for addressing situations of human rights violations and making recommendations on them.
- **Amnesty International:** It is a non-governmental organization focused on human rights with over 10 million members and supporters around the world. The organization investigates and exposes abuses, educates and mobilizes the public, and works to protect people wherever justice, freedom, truth, and dignity are denied
- **Terrorism:** Terrorism is defined as the use of violence or threat of violence against civilians in order to achieve political or ideological objectives. It is a serious threat to human rights as it can destabilize governments, undermine civil society, jeopardize peace and security, and threaten social and economic development.
- **Environmental Issues:** Environmental issues refer to problems associated with the planet's systems (air, water, soil) that have negative effects on human health or other living organisms. Some agencies that work towards environmental protection are:
- **United Nations Environment Programme (UNEP):** It is a program within the United Nations responsible for coordinating environmental activities and assisting countries in implementing environmentally sound policies.
- **Greenpeace International:** It is a non-governmental organization that campaigns for solutions to environmental problems such as climate change, deforestation, overfishing, commercial whaling, genetic engineering, and anti-nuclear issues.

Illustrations/ Demonstration shown:

-

|   |   |
|---|---|
| Teaching aids used:                       | Board and chalk   |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy |
| Student activity planned/ homework given: | Write an essay NHRC.  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>   |
| <b>Subject: Global Politics</b>  | <b>Topic: World Bank and IMF</b>  |
| Learning objectives:   | Understands the World Bank and IMF; UNCTAD; North – South Dialogue and South – South Co- operations; WTO  |
| Previous knowledge required:   | Knowing about WTO.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• <b>World Bank and IMF:</b> The World Bank and the International Monetary Fund (IMF) are two of the world's largest global financial institutions. They were established in 1944 at the Bretton Woods Conference to promote international economic cooperation and development. The World Bank provides loans, grants, and technical assistance to developing countries for a wide range of purposes, including poverty reduction, infrastructure development, and economic growth. The IMF provides financial assistance to member countries experiencing balance of payments difficulties, with the goal of stabilizing their economies and promoting sustainable growth.</li> <li>• <b>UNCTAD:</b> The United Nations Conference on Trade and Development (UNCTAD) is a permanent intergovernmental body established by the United Nations General Assembly in 1964. Its mandate is to promote sustainable development through trade, investment, finance, and technology transfer</li> <li>• <b>North-South Dialogue and South-South Co-operations:</b> The North-South Dialogue refers to</li> </ul> |

|   |  |
|---|--|
|   | <p>the process through which developing nations of Asia, Africa, and Latin America engaged industrialized countries of North America and Western Europe in negotiations over changes to the international economic system during the 1970s. It addressed issues pertaining to trade and tariffs, international finance, foreign aid, and the governance of multinational companies and institutions. South-South cooperation refers to the exchange of resources, technology, and knowledge between developing countries. It aims to promote economic growth and social progress among developing countries by sharing best practices and experiences.</p> <ul style="list-style-type: none"> <li>• <b>WTO:</b> The World Trade Organization (WTO) is an intergovernmental organization that regulates international trade between nations. It was established in 1995 as a successor to the General Agreement on Tariffs and Trade (GATT). The WTO provides a forum for member countries to negotiate trade agreements, resolve disputes related to trade policies, and monitor national trade policies.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy  |
| Student activity planned/ homework given: | Role of WTO in world system.   |

Sign of the faculty

Principal's sign

|  |                                      |
|--|--------------------------------------|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |                                      |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b> |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>                  |

|   |   |
|---|---|
| <b>Subject:</b> Global Politics           | <b>Topic:</b> Disarmament, Arms Race , Arms control , NPT, CTBT, MTCR Proliferation of Small Arms, WMDs   |
| Learning objectives:                      | Understand about Disarmament, Arms Race , Arms control policies .   |
| Previous knowledge required:              | Knowing about Disarmament.<br>.   |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• <b>Disarmament:</b> Disarmament refers to the reduction or elimination of military weapons, equipment, and forces. It is a critical component of international peace and security efforts. Some agencies that work towards disarmament are: <b>United Nations Office for Disarmament Affairs (UNODA), International Campaign to Abolish Nuclear Weapons (ICAN).</b></li> <li>• <b>Arms Race:</b> An arms race is a competition between nations for superiority in the development and accumulation of military weapons. It can lead to an increase in military spending, tensions between nations, and the risk of war. Some agencies that work towards arms control are: <b>Stockholm International Peace Research Institute (SIPRI),</b></li> <li>• <b>NPT:</b> The Treaty on the Non-Proliferation of Nuclear Weapons (NPT) is an international treaty aimed at preventing the spread of nuclear weapons and weapons technology. The treaty has three main objectives: preventing the spread of nuclear weapons and nuclear weapon technology; promoting cooperation in the peaceful uses of nuclear energy; and achieving nuclear disarmament</li> <li>• <b>CTBT:</b> The Comprehensive Nuclear-Test-Ban Treaty (CTBT) is a multilateral treaty that bans all nuclear explosions, for both civilian and military purposes, in all environments. The treaty was adopted by the United Nations General Assembly in 1996 but has not yet entered into force as not all states have ratified it</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy   |
| Student activity planned/ homework given: | India's followed Disarmament policies .   |

Sign of the faculty

Principal's sign



**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b> | <b>Topic: What is Political Theory, Evolution, Nature , Significance, Debates on Political Theory</b>  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>• To know the meaning Politics and political theory.</li> <li>• Understand the nature of political theory.</li> <li>• Understand the significance of the Political theory.</li> </ul>   |
| Previous knowledge required:                   | Basic knowledge required about Political theory and related terminology.   |
| Synopsis:                                      | <ul style="list-style-type: none"> <li>• Political theory is a branch of social science that deals with the study of political ideas, concepts, and principles that shape the functioning of political systems. It seeks to explain the nature, origin, and evolution of political systems and institutions. Political theory is concerned with the analysis of power, authority, sovereignty, rights, liberty, equality, justice, and democracy. It also examines the role of the state in society and the relationship between the state and its citizens</li> <li>• The nature of political theory is normative and theoretical. It seeks to provide a framework for understanding political phenomena by analyzing concepts such as power, authority, sovereignty, rights, liberty, equality, justice, and democracy. Political theory is concerned with the study of political ideas and concepts that shape the functioning of political systems</li> <li>• The significance of political theory lies in its ability to provide a critical analysis of political systems and institutions. It helps us understand the nature of power relations in society and provides a framework for evaluating different forms of government. Political theory also helps us understand the role of the state in society and provides a basis for evaluating different forms of government.</li> <li>• Debates on political theory revolve around various issues such as the nature of power relations in society, the role of the state in society, the relationship between citizens and the state, and the nature of democracy. These debates are essential for understanding different perspectives on political issues and for developing new ideas about how to improve political systems</li> </ul> |

|   |   |
|---|---|
| Illustrations/ Demonstration shown:       | Examples are given on different concepts of political theory.             |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Textbook and Internet   |
| Student activity planned/ homework given: | Identify different Political Concepts and theories necessary in our life. |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>  |
| <b>Subject: Understanding Political Theory</b>                                       | <b>Topic: State</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• To know the meaning state and its characteristics.</li> <li>• Understands the concept of Nation .</li> <li>• Difference between the state and national.</li> </ul> |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>• Basic knowledge and terminology about concept of State, Nation and Civil Society. societies etc.</li> </ul>  |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>The concept of state can have varied meaning. We can begin with understanding what it is not. State is not a country, nor government nor nation. Country is a territorial entity, a geographical concept. Nation is more of an internal entity which resides in the minds of people.</li> <li>In the words of Sabine, nation refers to a unity of culture; a feeling of loyalty for a common land, common language and literature, identity of history and common heroes and common religion ... Government on the other hand is a part of the state and not a state</li> </ul> |
| Illustrations/ Demonstration shown:       | <ul style="list-style-type: none"> <li>Examples given on differences between the state , Nation</li> </ul>   |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Identify differences between the state and nation  |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: II</b>  |
| <b>Subject: : Political Concepts and Institutions</b>                                | <b>Topic : : Power, Authority and Legitimacy</b>   |
| Learning objectives:   | <p>Understands what is power?<br/>         What is authority ?<br/>         What does mean by legitimacy?</p> <ul style="list-style-type: none"> <li>Classification of Authority 14.6 Distinction between the Concepts of Power and Authority</li> </ul> |
| Previous knowledge required:   | Knowing about human power and above terminology .  |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Power is thus, one of the key concepts in political theory. It is the ability to control others and make them do what one wants. It is both normative and empirical; i.e. it is also a fact as well as a value to be pursued. It is a very comprehensive term, identified with related themes like authority, influence, control and the like. It is integrally connected with the case of political legitimacy. Legitimate power is authority. On the other hand, influence is a wider term where sanctions may not be used. Power is then a special case of influence</li> <li>• Authority refers to a modified form of power in that it is not simply a manifestation of the capacity to change, but also a right to change. The element, which gives authority this distinctive character, is legitimacy. It is legitimacy, which makes obedience to authority willing and binding. Until the advent of modernity, the idea of delegitimate authority had remained marginal to the understanding of political authority. With modernity and the intellectual ferment created by Enlightenment thought, the idea that authority was something divinely ordained came to be questioned</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: I</b>  |
| <b>Subject: Understanding Political Theory</b> | <b>Topic: Authoritative allocation of Values</b>  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>To know the Authoritative allocation of Values</li> </ul>  |
| Previous knowledge required:                   | <ul style="list-style-type: none"> <li>Basic knowledge about political theory.</li> </ul>   |
| Synopsis:                                      | <p>David Easton, a Canadian-American political scientist of the 20th century, defined politics as “the authoritative allocation of values” . According to Easton, political systems are maintained by specific sorts of interactions between people: those that authoritatively allocate values for a society . In other words, politics is the process of determining who gets what, when, and how .</p> <p>Easton applied systems theory to his explanations of politics. He proposed a systems theory for political science in 1953, which organized political actions into loops of feedback between the various citizens and leaders in a political system, all based around human behaviours and human actions .</p> <p>Easton’s definition of politics is subjective and encompasses a variety of perspectives. It is helpful in some areas of political science but not in others <sup>2</sup>. Easton’s definition is most useful for the study of government or, as he puts it, for political systems able to allocate values authoritatively</p> |
| Illustrations/ Demonstration shown:            | Examples given on different values of society.  |
| Teaching aids used:                            | Board and chalk   |
| References:                                    | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given:      | Identify the ways allocating values society.  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b>                                       | <b>Topic: Sovereign state : Challenges</b>   |
| Learning objectives:   | <ul style="list-style-type: none"><li>To know the meaning Sovereign state and its Challenges</li></ul>   |
| Previous knowledge required:   | Basic knowledge about sovereign states.  |
| Synopsis:  | <p>Sovereignty is the supreme power of a state to govern itself without any external interference. However, the concept of sovereignty has been challenged in recent times. The challenges to state sovereignty can be broadly classified into two categories: internal and external sovereignty.</p> <p>Internal sovereignty refers to the supreme power of the state within its boundaries. The internal sovereignty of a nation signifies that it is internally supreme to any type of associations or groups. External sovereignty denotes that a particular nation is not legally bound to any other nations except international bodies such as UNO and International Court of Justice.</p> <p>The challenges to state sovereignty are mainly due to globalization, which has led to the erosion of national sovereignty. Globalization has initiated to protect the</p> |

|   |   |
|---|---|
|   | economic interests of G-8 nations as well as to expand the market areas for the Multinational Corporations (MNC's). Since 1990, there has been a tremendous increase in the number of MNC's. During 1990, there were only 3000 MNC's and this has increased to 63,000 today. After the collapse of the Soviet Union and the formation of European Community, there has been a phenomenal growth in MNC's doing business across national borders |
| Illustrations/ Demonstration shown:       | Examples given on different types sovereignty,  |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Identify other Sovereign state : Challenges   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b>                                       | <b>Topic: Liberty, Equality, Justice</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>To know the meaning Political Values and Theoretical Perspectives of liberty ,equality ,justice.</li> </ul>   |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>Basic knowledge and terminology about concept of liberty ,equality ,justice .</li> </ul>  |
| Synopsis:  | <ul style="list-style-type: none"> <li><b>Liberty</b> refers to the freedom of individuals to act as they wish, as long as their actions do not harm others. It is often associated with individualism and is a fundamental value in many societies.</li> <li><b>Equality</b> refers to the idea that all individuals</li> </ul> |

|   |   |
|---|---|
|   | <p>should be treated the same, regardless of their background or social status. It is often associated with egalitarianism and is a fundamental value in many democratic societies.</p> <ul style="list-style-type: none"> <li>• <b>Justice</b> refers to the idea that individuals should be treated fairly and equitably. It is often associated with the rule of law and is a fundamental value in many societies</li> </ul> |
| Illustrations/ Demonstration shown:       | <ul style="list-style-type: none"> <li>• Examples given on differences perspectives of above concepts i.e liberal, Marxist, feminist.</li> </ul>  |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Identify differences between the state and nation   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>   |
| <b>Subject : Understanding Political Theory</b>                                      | <b>Topic: Political Ideologies</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• To know the meaning of different Political Ideologies namely liberalism, Nationalism, Multiculturalism</li> </ul> |
| Previous knowledge required:   | Basic knowledge about the different Political Ideologies .   |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• <b>Liberalism</b> is a political philosophy that emphasizes individual rights, equality, and freedom. It is based on the idea that people should be free to make their own choices and pursue their own interests without interference from the government or other individuals. Liberalism is often associated with democracy, capitalism, and human rights.</li> <li>• <b>Nationalism</b> is a political ideology that emphasizes the importance of national identity and sovereignty. It is based on the idea that people who share a common language, culture, or history should have their own independent nation-state. Nationalism can be either civic or ethnic in nature.</li> <li>• <b>Multiculturalism</b> is a social policy that recognizes and celebrates cultural diversity within a society. It is based on the idea that different cultures can coexist peacefully and enrich each other. Multiculturalism promotes respect for cultural differences and encourages people to learn about other cultures.</li> </ul> |
| Illustrations/ Demonstration shown:       | Examples given on different thinkers of above ideologies.  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Identify the different ideologies.   |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b> | Topic: Political Institutions and Functions  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>• To know and understand the meaning of the Political Institutions and Functions.</li> <li>• To know about the Legislature, Executive and Judiciary</li> </ul>  |
| Previous knowledge required:                   | Basic knowledge about what is government and organs of government.   |
| Synopsis:                                      | <ul style="list-style-type: none"> <li>• The <b>legislature, executive and judiciary</b> are the three branches of the government. They are responsible for performing distinct functions that are essential for the smooth functioning of a democratic government.</li> <li>• The <b>legislature</b> is responsible for enacting laws.</li> <li>• The <b>executive</b> is responsible for implementing and enforcing laws.</li> <li>• The <b>judiciary</b> is responsible for interpreting laws and ensuring that they are applied fairly and impartially.</li> </ul> |
| Illustrations/ Demonstration shown:            | Examples given on functions of organs of government.   |
| Teaching aids used:                            | Board and chalk  |
| References:                                    | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given:      | Analyse the theory of separation of powers.  |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: III</b>                     |
| <b>Subject: Indian Government and Politics</b> | <b>Topic: Pressure Groups and Media.</b> |

|   |  |
|---|--|
| Learning objectives:                      | <ul style="list-style-type: none"> <li>• Explain the meaning and characteristics of pressure groups;</li> <li>• Distinguish pressure groups from political parties, interest groups, civil society</li> <li>• Classify pressure groups;</li> </ul>   |
| Previous knowledge required:              | Knowing about pressure groups and terminology.   |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Pressure groups are organizations, associations and groups representing the collective interests of their members. They play an important role in democratic politics of a country by articulating the demands and interests of different groups in society.</li> <li>• By forming pressure groups, people seek to protect and promote their shared interests and beliefs while exerting pressures on the government. In fact, many of the pressure groups are able to influence the government and change the community's socio-economic and political structures.</li> <li>• Since they do not attempt to exercise governing power, they are different from political parties in many ways. Though similar in their orientation and nature, pressure groups are also different from other groups in the society like interest groups, or civil society organizations. They are well structured, organized and formalized in their objectives, working and methods.</li> <li>• Though few pressure groups exist for a short time to achieve immediate or specific purpose, majority of pressure groups are long-lived and exert concerted pressures on the government thereby influencing both the policy formulation and policy implementation process in their group's interests.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

**Name of the Faculty: K.CHANDRASEKHAR**

**Department: Political Science**

|   |   |
|---|---|
| <b>Course/Group: BA (HEP)</b>             | <b>Semester: II</b>   |
| <b>Subject:</b> Western Political Thought | <b>Topic:</b> Greek Political Thought   |
| Learning objectives:                      | <ul style="list-style-type: none"> <li>To learn the Greek Political Thought – Sophists → Plato:- Concept of Justice , Ideal State , Education and Communism</li> <li>Aristotle :- Forms of Governments, On revolution , Slavery , Best state.</li> </ul>  |
| Previous knowledge required:              | Basic knowledge about Greek Political philosophy.   |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>The Sophists were the first teachers of <b>individualism</b>, and originated the idea that the state rests upon a social compact. They also drew a distinction between morality and law, and showed that-law, because of the nature of political authority, often forces men to act contrary to the dictates of reason.</li> <li>Plato, the ancient Greek philosopher, has written extensively on the concept of justice, ideal state, education, and communism. In his book “The Republic,” Plato argues that justice is the most important part of the ideal state. He has treated justice as the bond that holds a society together. Hence it is the true principle of social life. The philosopher king will take every care to establish justice. That is why The Republic is called a “treatise concerning justice”</li> <li>Plato’s ideal state is the highest manifestation of morality, goodness, and idealism. It is a state where justice cannot be relegated to an inferior position. Rather, it holds the highest position in the state. Different social classes are combined by the bond of justice, making the ideal state a perfect one<sup>1</sup>. Plato based his ideal state on the concept of communism. He wanted a state free of problems, a scared and the super-most institute. He believed that the ruling and military classes have no concern with appetite as they represent reason and courage respectively. So, these two classes must be free of any tension to run the administration</li> <li></li> </ul> |
| Illustrations/ Demonstration shown:       | Given few examples of plato educational system, aristole’s theory of classification of governments.   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Western Political thought by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Write about review on republicand politics works.   |

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: II</b>  |
| <b>Subject: : Western Political Thought</b> | <b>Topic : Medieval and Early Modern Thought</b>   |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>• Thomas Aquinas :- Theory of Laws, Christianized Aristotle , Church – State Controversy</li> <li>• Niccolo Machiavelli – Human Nature , StateCraf</li> </ul>   |
| Previous knowledge required:                | Basic knowledge about Thomas acquinas and Machiavelli .  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• Thomas Aquinas was a prominent philosopher and theologian of the medieval period. He is known for his contributions to political philosophy, particularly his theory of laws. Aquinas believed that laws could be classified into four categories: eternal law, natural law, human law, and divine law</li> <li>• Aquinas was heavily influenced by Aristotle’s philosophy and sought to reconcile it with Christian doctrine. He believed that Aristotle’s ideas could be “Christianized” and used to support Christian beliefs</li> <li>• He believed that the Church and State were separate entities with different functions, but that they should work together for the common good. He argued that the State should be subject to the Church in matters of morality and ethics, but that the Church should not interfere in political</li> </ul> |

|   |  |
|---|--|
|   | <p>matters</p> <ul style="list-style-type: none"> <li>• Niccolo Machiavelli was an Italian philosopher who served the Republic of Florence in Italy. He is widely regarded as the first modern political thinker for various reasons. His work reflects the effect of cultural values of Europe, and the Renaissance influenced him to a great extent. Machiavelli wrote a monograph, “The Prince (1513)”, which is well recognised even today</li> <li>• Machiavelli’s view on human nature is essentially negative. According to him, men want protection but lack the strength to protect themselves. They rely on the state to seek security, and the government provides protection from internal as well external conflicts and rivals. Machiavelli also viewed humans as possessive of property</li> <li>• Machiavelli’s stance on statecraft is important to comprehend as it explains his suggestions to the Prince for controlling the state. Machiavelli views humans as selfish by nature and opportunists. He asserts that human beings tend to fulfil their self-interest</li> </ul> |
| Illustrations/ Demonstration shown:       | Given examples Machiavelli ideas on prince by emphasising example of Lion and Fox.   |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Political thought by O P Gauba, Telugu Academy<br>Text book and Internet   |
| Student activity planned/ homework given: | Discuss the various books written by the Thomas Aquinas, Niccolo Machiavelli   |

Sign of the faculty

Principal’s sign

|  |                                      |
|--|--------------------------------------|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |                                      |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b> |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>                  |
| <b>Subject: Western Political Thought</b>  | <b>Topic: Social Contractualists</b> |

|   |   |
|---|---|
| Learning objectives:                      | Understands who are Social Contractualists such as Thomas Hobbes ,John Locke , Jean Jacque Rousseau..   |
| Previous knowledge required:              | Known about Social Contractualists .  |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Thomas Hobbes, John Locke, and Jean-Jacques Rousseau were three of the most influential philosophers of the 17th and 18th centuries. They are known for their contributions to political philosophy, particularly in the area of social contract theory .</li> <li>• Social contract theory is the idea that individuals agree to form a society and government by means of a social contract. The contract defines the rights and duties of each party, including the rulers and the ruled <sup>2</sup>. The state of nature, which is the hypothetical condition of human beings before or without political association, was an essential element of their social-contract theories .</li> <li>• Hobbes believed that the state of nature was characterized by a “war of every man against every man,” where life was “solitary, poor, nasty, brutish, and short” . Locke believed that people were born with natural rights to life, liberty, and property . Rousseau believed that people were naturally good but corrupted by society .</li> <li>• Their ideas on social contract theory differed in many ways. Hobbes believed that individuals should give up their liberty to a sovereign in exchange for protection from violence and chaos . Locke believed that individuals should give up some of their rights to a government that would protect their remaining rights . Rousseau believed that individuals should give up some of their rights to a community that would protect them from oppression</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Western Indian Political Thought by O P Gauba , political thought by Telugu academy.  |
| Student activity planned/ homework given: | -   |

Sign of the faculty

Principal’s sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: 2</b>   |
| <b>Subject: Western Political Thought</b>   | <b>Topic: Jeremy Bentham :- Utilitarian Principles; Hedonism.</b>  |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>Jeremy Bentham was an English philosopher, jurist, and social reformer regarded as the founder of modern utilitarianism. He believed that the fundamental axiom of his philosophy is the principle that “it is the greatest happiness of the greatest number that is the measure of right and wrong”<sup>1</sup>. Bentham’s moral theory is based on utilitarianism, which states that the right action is the one that produces the greatest overall good. His theory of the good is hedonism, which posits that pleasure is the only thing that is good and pain is the only thing that is bad<sup>1</sup>. His theory of motivation is egoism, which suggests that we are only motivated to act by considerations of our own good</li> </ul>   |
| Previous knowledge required:                | Basic knowledge about Jeremy Bentham.  |
| syopsis:                                    | <ul style="list-style-type: none"> <li>Jeremy Bentham was an English philosopher, jurist, and social reformer regarded as the founder of modern utilitarianism. He believed that the fundamental axiom of his philosophy is the principle that “it is the greatest happiness of the greatest number that is the measure of right and wrong”<sup>1</sup>. Bentham’s moral theory is based on utilitarianism, which states that the right action is the one that produces the greatest overall good. His theory of the good is hedonism, which posits that pleasure is the only thing that is good and pain is the only thing that is bad<sup>1</sup>. His theory of motivation is egoism, which suggests that we are only motivated to act by considerations of our own good .</li> </ul> |
| Illustrations/ Demonstration shown:         | -  |
| Teaching aids used:                         | Board and chalk  |
| References:                                 | Western Political thought by O P Gauba, Telugu Academy Text book and Internet  |

|   |   |
|---|---|
| Student activity planned/ homework given: | Write different scholars who are regarded to the different theories of Utilitarian Principles |
|---|---|

Sign of the faculty

Principal's

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: 2</b>  |
| <b>Subject: Western Political Thought</b>  | <b>Topic: Utilitarian Thought.</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Jeremy Bentham :Utilitarian Principles; Hedonism .</li> <li>J. S. Mill :- On liberty , Representative Government</li> </ul>  |
| Previous knowledge required:   | Basic knowledge about Jeremy Bentham , JS mill .  |
| syopsis:   | <ul style="list-style-type: none"> <li>Jeremy Bentham was an English philosopher and political radical who is primarily known for his moral philosophy, especially his principle of utilitarianism, which evaluates actions based upon their consequences. The relevant consequences, in particular, are the overall happiness created for everyone affected by the action . Bentham famously held a hedonistic account of both motivation and value according to which what is fundamentally valuable and what ultimately motivates us is pleasure and pain. Happiness, according to Bentham, is thus a matter of experiencing pleasure and lack of</li> </ul> |

|   |  |
|---|--|
|   | <p>pain .</p> <ul style="list-style-type: none"> <li>• Utilitarianism is a moral theory that Bentham developed, which states that the right action is the one that produces the greatest overall good . Utilitarianism evaluates actions based on their ability to maximize overall happiness or pleasure . Bentham’s utilitarian principles are based on the idea that pleasure is the only thing that is good and pain is the only thing that is bad</li> <li>• John Stuart Mill was a British philosopher, political economist, and civil servant. He is considered one of the most influential thinkers in the history of liberalism. He wrote several books, including “On Liberty” and “Considerations on Representative Government” .</li> <li>• “On Liberty” is a philosophical work that advocates individual liberty and freedom of speech. Mill argues that society should not interfere with an individual’s freedom unless it is to prevent harm to others. He also believes that free speech is essential for the development of knowledge and ideas .</li> <li>• “Considerations on Representative Government” is a book that discusses the ideal form of government. Mill argues for representative democracy, where elected representatives are responsible for making laws and policies. He believes that representative bodies should be places of public debate on various opinions held by the population and to act as watchdogs of the professionals who create and administer laws and policy</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Political thought by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Write books of Jeremy Bentham, J. S. Mill.   |

Sign of the faculty

Principal’s sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: II</b>   |
| <b>Subject: Western Political Thought</b>   | <b>Topic: Philosophy of Dialectics.</b>   |
| Learning objectives:                        | <ul style="list-style-type: none"><li>• To learn the meaning of G.W. F. Hegel :- Dialectics Purpose of History Geist ( Spirit) and State</li><li>• Karl Marx:- Historical Materialism, Class war and Revolution.</li></ul>  |
| Previous knowledge required:                | Basic knowledge about Hegel, Marx.  |
| Synopsis:                                   | <ul style="list-style-type: none"><li>• George Wilhelm Friedrich Hegel was a German philosopher who lived from 1770 to 1831. He is known for his work on dialectics, which is a method of reasoning that involves the synthesis of opposing viewpoints. Hegel believed that history was driven by the development of ideas, and that the ultimate goal of history was the realization of human freedom. He also believed in the concept of Geist, which is often translated as “spirit” or “mind”.</li><li>• Karl Marx was a German philosopher who lived from 1818 to 1883. He is known for his work on historical materialism, which is a theory that explains social change in terms of economic factors. Marx believed that history was driven by class struggle, and that the ultimate goal of history was the establishment of a classless society.</li><li>• According to Marx, revolution would be brought about by the working class, who would overthrow the ruling class and establish a socialist state</li></ul> |

|   |  |
|---|--|
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Political thought by O P Gauba, Telugu Academy<br>Text book and Internet |
| Student activity planned/ homework given: | Write famous writings of Hegel, Marx .   |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>  |
| <b>Subject: Indian Political Thought</b>   | <b>Topic: State and Society in Ancient India</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• To learn the Manu – Features of Manusmriti, Origins of Varna, Varna Dharma</li> <li>• Buddha – Dhamma , Sangha , Eightfold path</li> <li>• Kautilya- Saptanga Theory , Mandala Theory , Statecraft.</li> </ul> |
| Previous knowledge required:   | Basic knowledge about kautilya and manu .   |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• The Manusmṛiti, also known as the Manava-Dharmasastra or Laws of Manu, is one of the many legal texts and constitutions among the many Dharmasastras of Hinduism .</li> <li>• Manu smṛiti assigns various roles for the four Varnas of the community on the basis of their knowledge of Vedic texts. Manu did not issue an ‘ordinance’ on classification of community by birth.</li> <li>• The <b>Buddha</b>, also known as Siddhartha Gautama, was a spiritual teacher who lived in ancient India. He founded Buddhism, which is based on his teachings. The <b>Dhamma</b> (or Dharma) refers to the teachings of the Buddha, which are aimed at helping individuals achieve enlightenment and liberation from suffering. The <b>Sangha</b> refers to the community of Buddhist monks and nuns who have dedicated their lives to practicing and spreading the teachings of the Buddha.</li> <li>• The <b>Eightfold Path</b> is a set of practices that form the core of Buddhist philosophy. It consists of eight practices: right view, right resolve, right speech, right conduct, right livelihood, right effort, right mindfulness, and right samadhi (meditative absorption or union).</li> <li>• Kautilya, an ancient Indian philosopher, is known for his work on statecraft, the Arthashastra. He proposed the <b>Saptanga Theory</b> of the state, which consists of seven essential organs of the state. These organs are Swami (the ruler), Amatya (the minister), Janapada (the population), Durga (the fortified capital), Kosha (the treasury), Danda (the army), and Mitra (ally and friend)</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian political thought by OP Gauba , Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Analyse Different concepts and books Kautilya,Buddha.  |

Sign of the faculty

Principal’s sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: III</b>  |
| <b>Subject: Indian Political Thought</b>    | <b>Topic : Medieval Political Thought</b>   |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>• Learning about the Basava- Anubhava Mantapa , Gender Equality,Ziauddin Barani- Theory of Kingship ( Ideal Sulthan ) , Ideal Polity</li> </ul>  |
| Previous knowledge required:                | Knowing about Medieval Political Thought and influential scholars   |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• Basava, also known as Basaveshwara and Basavanna, was a 12th-century Indian statesman, philosopher, poet, Lingayat social reformer in the Shiva-focused bhakti movement, and a Hindu Shaivite social reformer during the reign of the Kalyani Chalukya / Kalachuri dynasty. Basava spread social awareness through his poetry, popularly known as Vachanaas. He rejected gender or social discrimination, superstitions and rituals but introduced Ishtalinga necklace, with an image of the Shiva Linga, to every person regardless of their birth, to be a constant reminder of one's bhakti (devotion) to Shiva. A strong promoter of ahimsa, he also condemned human and animal sacrifices. As the chief minister of his kingdom, he introduced new public institutions such as the Anubhava Mantapa (or, the "hall of spiritual experience"), which welcomed men and women from all socio-economic backgrounds to discuss spiritual and mundane questions of life, in open. The Anubhava Mantapa was the first parliament in history</li> </ul> |

|   |   |
|---|---|
|   | <p>of mankind.</p> <ul style="list-style-type: none"> <li>Ziauddin Barani was a 14th-century historian and political thinker who lived in India during the Delhi Sultanate period. He is best known for his work “Fatawa-i-Jahandari,” which is a collection of advice for Muslim rulers. In this work, Barani made a distinction between the personal life of the Sultan and his political role. He envisaged an ideal Sultan as someone who was noble-born, preferably belonging to the family of the monarch, having an innate sense of justice, wise enough to understand the deception and conspiracies of the wicked, understanding the importance of his time and dividing it judiciously between his personal needs and political requirements, and following the path of the Shariat, which laid down that he was an agent of God on earth to do the ‘welfare’ of the people.</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Indian political thought by OP Gauba , Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Write description of the books of Basava and Barani   |

Sign of the faculty

Principal’s sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>  |
| <b>Subject: Indian Political Thought</b>   | <b>Topic: RenaissanceThought</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>To know the meaning of RenaissanceThought.</li> <li>Raja Ram Mohan Roy - Colonial Encounters , Brahma Samaj . Jyothi Rao Phule- Gulam Giri , Satya Shodhak Samaj , Education.</li> </ul> |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>M. N roy, Jyothi Rao Phule.</li> </ul>   |

|   |   |
|---|---|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Raja Ram Mohan Roy was an Indian social and religious reformer who was one of the founders of the Brahma Sabha in 1828, the precursor of the Brahma Samaj, a social-religious reform movement in the Indian subcontinent . He was given the title of Raja by Akbar II, the Mughal emperor. His influence was apparent in the fields of politics, public administration, education and religion. He was known for his efforts to abolish the practices of sati and child marriage</li> <li>• Jyotirao Phule was a prominent social reformer who was born in 1827 in Pune, Maharashtra, India. He was a thinker, social activist, and writer who worked towards the eradication of untouchability and the caste system. He was also a pioneer of women's education in India and started his first school for girls in 1848 in Pune</li> <li>• Gulamgiri is one of Phule's most famous works. It is a Marathi book that was published in 1873. The book is a critique of the caste system and the oppression of lower castes by upper castes</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Examine how writings of Raja ram roy and phule thoughts are relevant for making better society.   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>                               |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>   |
| <b>Subject: Indian Political Thought</b>   | <b>Topic: Reformist Thought</b>                                    |
| Learning objectives:   | Understands Reformist Thought of M. K. Gandhi, Dr. B. R. Ambedkar. |
| Previous knowledge required:   | Awareness M. K. Gandhi, Dr. B. R. Ambedkar.                        |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• M. K. Gandhi was a prominent figure in the realm of peace and humanism. He played a noteworthy role in the movement of peace and freedom. Gandhi's socio-political philosophy is based on the principles of <b>Satyagraha, Trusteeship, and Problem of Political Obligation. Satyagraha</b> is a non-violent resistance movement that Gandhi developed as a means to fight against injustice and oppression. It is based on the principle of truth and non-violence, which he believed were the most powerful weapons against oppression</li> <li>• <b>Trusteeship</b> is another important concept that Gandhi introduced. It is based on the idea that wealth should be used for the benefit of society as a whole, rather than being concentrated in the hands of a few individuals.</li> <li>• Dr. B. R. Ambedkar's book, "Who Were the Shudras? How they came to be the Fourth Varna in the Indo-Aryan Society" is a historical account of the doctrines and practices that led to the decline and fall of Indian society. The book is dedicated to Mahatma Jotibha Phule, who Dr. Ambedkar considered the "Greatest Shudra of Modern India" .</li> <li>• In this book, Dr. Ambedkar discusses the origin of the Shudra Varna and how they came to be the fourth Varna in the Indo-Aryan society . He cites Rigveda, Mahabharata, and other ancient Vedic scriptures to argue that Shudras were originally Aryans .</li> <li>• Dr. Ambedkar's prefaces to his works were often as penetrating and incisive as the main body of work that followed. His book "Annihilation of Caste," published in 1936, stressed the need for social reform to precede political reform</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | How Gandhi and Ambedkar thoughts are influencing the Indian society.   |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

**Name of the Faculty: K.CHANDRASEKHAR**

**Department: Political Science**

|                                   |  |
|-----------------------------------|--|
| Course/Group: BA (HEP)            | Semester: III  |
| Subject: Indian Political Thought | Topic: Socialist Thought   |
| Learning objectives:              | understanding the philosophy of M.N. Roy ,Jawaharlal Nehru, R.M. Lohia   |
| Previous knowledge required:      | Awareness on M.N. Roy ,Jawaharlal Nehru, R.M. Lohia .  |
| Synopsis:                         | <ul style="list-style-type: none"> <li>• M.N. Roy was a prominent Indian philosopher and political activist who is considered one of the foremost thinkers of the 20th century. He is known for his contributions to the development of communist thought and his advocacy of a political renaissance in India based on morality and physical realism</li> <li>• Roy’s philosophy, known as <b>Radical Humanism</b>, is founded on the principles of reason, morality, and freedom. He believed that the crisis of modern civilization was due to a lack of an integrated view of human nature and that man must be taken as a moral entity and not merely a biological one <sup>2</sup>. Roy was critical of Marxian concepts such as economic determinism, dictatorship of the proletariat, dialectal materialism, and surplus value. Instead, he believed that the economic structure of society should be planned in such a way that it promotes freedom and well-being of individuals.</li> <li>• Jawaharlal Nehru, the first Prime Minister of India, was one of the main exponents of Democratic Socialism.</li> <li>• . He believed that Democratic Socialism could mitigate the evils of all third-world countries <sup>1</sup>. Nehru’s concept of Democratic Socialism was an extension of the liberal propagation of democracy altered to suit the needs of all countries of the world <sup>1</sup>. He argued that democracy and socialism are one and indivisible, and there cannot be a true democracy without a true socialism, and vice versa <sup>1</sup>. Nehru emphasized on free and fair elections where suffrage for citizens is a must <sup>1</sup>. He also supported social and economic justice and opposed the exploitation of workers <sup>1</sup>. Nehru’s vision for India was to establish a socialistic society based on democratic methods.</li> <li>• Ram Manohar Lohia, an Indian political thinker, was disenchanted with the existing two-pillar model of government, i.e., Centre and the States, in India. He pioneered the notion of a <b>four-pillar model of</b></li> </ul> |

|   |  |
|---|--|
|   | <b>government</b> called the <b>Chaukhamba Model</b> . This model envisaged an arrangement into four pillars of equal majesty and dignity: the village, the district, the province, and the center. The idea was to organize the state in a way that gives people the best chance to participate. The center and federating units shouldn't be the only ones with sovereign power. We should divide and spread it across the smallest regions where groups of men and women live. The idea of such a state did not represent the idea of a self-sufficient village but of an intelligent and vital village. Lohia wanted the community of a state so organized and sovereign power so diffused that each of the little communities in it lives the way of life it chooses. |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               |  |
| Student activity planned/ homework given: | How the ideas of above thinkers strengthened the socialist thought in the society.   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>  |
| <b>Subject:</b> Constitution and Politics of India                                   | <b>Topic:</b> Nationalist Movement and Constitutional Development  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• Understanding the phases of National Movement</li> <li>• Making of Indian Constitution</li> <li>• Philosophical Foundations and Salient Features of the Indian Constitution.</li> </ul>   |
| Previous knowledge required:   | Knowledge about the national movement, Philosophical Foundations and Salient Features of the Indian Constitution.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• Nationalist Movement and Constitutional Development is a broad topic that covers the history of various movements and reforms that aimed to achieve political independence and self-government for different nations and regions.</li> <li>• This movement involved different phases and strategies, such as the early nationalists who adopted a constitutional and peaceful approach to demand</li> </ul> |

|   |  |
|---|--|
|   | <p>reforms</p> <ul style="list-style-type: none"> <li>• There are many other examples of nationalist movements and constitutional developments in different parts of the world, such as the American Revolution, the Chinese Revolution, the Arab Spring, etc. Each one has its own historical context, causes, effects, and challenges.</li> <li>• Phases of National Movement: Moderates ,Extremist s ,Gandhian phase.</li> <li>• Features of Indian Philosophical Foundations and Salient Features of the Indian Constitution: lengthiest Constitution, Fundamental rights,dpsp, Federal and unitary form of government ,parliamentary government.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Textbook and Internet  |
| Student activity planned/ homework given: | Write the leaders names of three phases of Indian National Movement.   |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>   |
| <b>Subject: : Constitution and Politics of India</b>                                 | <b>Topic: Fundamental Rights and Directive Principles</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• Understand the Fundamental Rights and Duties, Directive Principles of State Policy</li> <li>• Relationship between Fundamental Rights and Directive Principles of State Policy.</li> </ul> |
| Previous knowledge required:   | Awareness on fundamental rights.  |

|   |   |
|---|---|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>Articles 12-35 of Indian Constitution deal with Fundamental Rights. These human rights are conferred upon the citizens of India for the Constitution tells that these rights are inviolable. Right to Life, Right to Dignity, Right to Education etc. all come under one of the six main fundamental rights.</li> <li>Articles 36-51 under Part-IV of the Indian Constitution deal with Directive Principles of State Policy (DPSP). They are borrowed from the Constitution of Ireland, which had copied it from the Spanish Constitution. This article will solely discuss the Directive Principles of State Policy, its importance in the Indian Constitution and the history of its conflict with Fundamental Rights.</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given: | Expaliate the features of liberal and socialist and Gandhian principles .   |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>  |
| <b>Subject: Constitution and Politics of India</b>                                   | <b>Topic: Evolution of Indian Constitution</b>   |
| Learning objectives:   | Understand the Evolution of Indian Constitution -1909 Act ,1919 Act ,1935 acts of India.   |
| Previous knowledge required:   | Basic Awareness on British India acts .  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• The Indian Constitution has a rich history of evolution. <u>The <b>Government of India Act, 1909</b> was enacted to introduce separate electorates for Muslims and to increase the number of Indians in the legislative councils .</u></li> <li>• The <b>Government of India Act, 1919</b> was passed to expand the participation of Indians in the government of India. <u>It introduced the concept of dyarchy, which meant that certain subjects such as education, health, and agriculture were transferred to Indian ministers while others such as finance and defense remained with British officials .</u></li> <li>• The <b>Government of India Act, 1935</b> was the last pre-independence constitution that introduced provincial autonomy and increased the powers of Indian legislatures. <u>It also established a federal system with separate powers for the center and provinces</u></li> </ul> |
| Illustrations/ Demonstration shown:  | -  |

|   |  |
|---|--|
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet |
| Student activity planned/ homework given: | What are the Regulating and Independence India acts .              |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>  |
| <b>Subject: : Constitution and Politics of India</b>                                 | <b>Topic: Union Government – Executive; Legislature; Judiciary</b>   |
| Learning objectives:   | Understand the union Government and organs of government.  |
| Previous knowledge required:   | Known about Organs of Government.  |
| Synopsis:  | <p>The Union Government is mainly composed of the executive, the legislature, and the judiciary, and powers are vested by the constitution in the Prime Minister, Parliament, and the Supreme Court, respectively .</p> <p>Three organs of government :</p> <ol style="list-style-type: none"> <li>1. Legislature</li> <li>2. Executive</li> <li>3. Judiciary</li> </ol> <p>These organs do not work in isolation to each other but are interdependent to ensure proper and systematic functioning of the government. Though the Indian Constitution does not explicitly talk about the relation between these three powerful institutions through various provisions a system of 'Checks and Balances' has been</p> |

|   |  |
|---|--|
|   | established and there is a clear separation of powers.             |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet |
| Student activity planned/ homework given: | Explain theory of separation of powers.                            |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>   |
| <b>Subject: Constitution and Politics of India</b>                                   | <b>Topic: : State Government - Executive; Legislature; Judiciary</b>  |
| Learning objectives:   | Understand the State Government - Executive; Legislature; Judiciary.  |
| Previous knowledge required:   | State government.   |
| Synopsis:  | <ul style="list-style-type: none"> <li>• A state government is the <u>government</u> that controls a <u>subdivision</u> of a <u>country</u> in a <u>federal form of government</u>, which shares <u>political power</u> with the <u>federal</u> or <u>national government</u>. A state government may have some level of political <u>autonomy</u>, or be subject to the direct control of the federal government. This relationship may be defined by a <u>constitution</u>.</li> <li>• The State Executive consists of three important posts: <ol style="list-style-type: none"> <li>1. <b>Governor:</b> Appointed by the President for a term of five years and holds office during his pleasure. The</li> </ol> </li> </ul> |

|   |  |
|---|--|
|   | <p>executive power of the State is vested in Governor .</p> <p>2. <b>Chief Minister &amp; Council of Ministers:</b> The Chief Minister is appointed by the Governor who also appoints other ministers on the advice of the Chief Minister. The Council of Ministers is collectively responsible to legislative assembly of the State .</p> <p>3. <b>Advocate-General of State:</b> Appointed by Governor</p> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>   |
| <b>Subject: Constitution and Politics of India</b>                                   | <b>Topic : Federal Politics.</b>  |
| Learning objectives:   | Understands the Union- State Relations : Legislative, Administrative, Financial and Recent trends in Union - State Relations.   |
| Previous knowledge required:   | What is central -state government.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• The relationship between the Union and the States is a crucial aspect of India's federal structure. The Constitution of India divides all powers - legislative, executive, and financial - between the Centre and the States. The effective operation of the federal system requires maximum harmony and coordination between the Centre and the States. The Constitution incorporates several provisions to ensure this.</li> <li>• The Centre-State relations can be better understood under the following three heads:</li> </ul> |

|   |  |
|---|--|
|   | <ol style="list-style-type: none"> <li>1. <b>Legislative Relations:</b> Articles 245 to 255 in Part XI of the Constitution deal with the legislative relations between the Centre and the State. The extent of laws made by Parliament and by the Legislatures of States is defined in these articles.</li> <li>2. <b>Administrative Relations:</b> The administrative relations between the Centre and the States are governed by Articles 256 to 263 in Part XI of the Constitution. These articles provide for delegation of executive powers from the Centre to the States, as well as for cooperation between them.</li> <li>3. <b>Financial Relations:</b> Articles 268 to 293 in Part XII of the Constitution deal with financial relations between the Centre and the States. These articles provide for distribution of taxes, grants-in-aid, borrowing powers, etc., between them.</li> </ol> <ul style="list-style-type: none"> <li>• Recent trends in Union-State relations emphasize cooperation and coordination, rather than demarcation of powers, between different levels of government</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet   |
| Student activity planned/ homework given: | Recent trends in Union-State relations   |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>  |
| <b>Subject: Indian Government and Politics</b>                                       | <b>Topic : Electoral Politics in India</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• Define national, state and regional Parties; Analyse the role of some major parties of India; and Explain the reason behind the formation of a new party, Election Commission &amp; Electoral Reforms.</li> <li>• The Election Commission of India is an autonomous constitutional authority responsible for administering election processes in India.</li> </ul> |

|   |   |
|---|---|
| Previous knowledge required:                                | Knowing about different political parties.  |
| <ul style="list-style-type: none"> <li>Synopsis:</li> </ul> | <ul style="list-style-type: none"> <li>Political party forms an important component of a political system. A political party is an institution which consists of leaders, followers, policies and programmes</li> <li>Political parties are the important links between individuals, state and society. Political parties provide the crucial connection between social process and policy-makers, and influence debates and policies on issues affecting the interests of various social groups in a political system</li> <li>Political parties: National – Indian National Congress ,BJP,CPI, CPM,BSP.</li> <li>Regional – TRS, TDP, YSRC</li> <li>The Election Commission of India is an autonomous constitutional authority responsible for administering election processes in India. The body administers elections to the Lok Sabha, Rajya Sabha, State Legislative Assemblies in India, and the offices of the President and Vice President in the country.</li> <li>The Election Commission has proposed several electoral reforms to reinforce democracy and enhance the fairness of elections. These include: <ul style="list-style-type: none"> <li>Amendment to the Constitution of India</li> <li>Electoral Roll Matters</li> <li>Election Management Issues</li> <li>Election Officials and Logistics</li> <li>Nomination of Candidates</li> <li>De-Criminalization of politics</li> <li>Reforms relating to Political Parties</li> <li>Election campaign and advertisements</li> <li>Election Expenses and Election Petitions</li> </ul> </li> </ul> |
| Illustrations/ Demonstration shown:                         | -   |
| Teaching aids used:   | Board and chalk   |
| References:   | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given:                   | What is the eligibility to a party to be recognised as National party in India .  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>        | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                      | <b>Semester: IV</b>   |
| <b>Subject: Constitution and Politics of India</b> | <b>Topic: Issues in Indian Politics</b>   |
| Learning objectives:                               | <ul style="list-style-type: none"> <li>Understanding Debates on Secularism – Majority Communalism, Minority Communalism → Caste in Politics and Politicization of caste ,Gender in Indian Politics ,Issues of Minorities – Sachar Committee.</li> </ul>   |
| Previous knowledge required:                       | Knowledge about the political issues .  |
| Synopsis:  | <ul style="list-style-type: none"> <li>secularism, majority communalism, and minority communalism. In a multi-religious society like India, the followers of all religions live and practice their faith. Periodically communalism is showing its ugly face in many manifestations: demolition of mosques, killing of devotees in train at Godhra and thereafter Gujarat carnage, shameful assault on Taslima Nasreen at a book release function in Hyderabad, recent Hindu-Muslim riots in Muzaffarnagar and Saharanpur, destruction of churches in Madhya Pradesh &amp; Chattisgarh, rape of Christians nuns, killing of priests, harassing and terrorizing of minority communities, reconversion of dalit and tribal Christians and so on .</li> <li>Communalism poses a serious threat to secularism and consequently, a danger to democracy, and peaceful, harmonious coexistence of Indians belonging to diverse religious faiths and belief systems</li> <li>Communalism is basically “a loyalty to a sociopolitical grouping based on religious or ethnic affiliation or a social organization on a communal basis” . Communalism is regarded in our country as blind loyalty to one’s own religious group. It is sometimes equated with religious fundamentalism.</li> <li>The politicization of caste in India has played a very important role in developing party politics. It is a double process where caste needs politics as much as politics need caste. When caste groupings make politics their sphere of activities, it leads to an unhealthy struggle for power and acts as a divisive force.</li> <li>Women’s political participation in India has been increasing over the years. Women in India participate in voting, run for public offices, and political parties at lower levels more than men. Political activism and</li> </ul> |

|   |   |
|---|---|
|   | <p>voting are the strongest areas of women's political participation</p> <ul style="list-style-type: none"> <li>• The Indian Government has instituted reservations for seats in local governments to combat gender inequality in politics . Women turnout during India's parliamentary general elections was 65.63%, compared to 67.09% turnout for men . Women have held the posts of president and prime minister in India, as well as chief ministers of various states . Indian voters have elected women to numerous state legislative assemblies and national parliament for many decades.</li> <li>• The Sachar Committee report revealed that Muslims in India are among the most economically and socially backward communities in the country. They have lower literacy rates, higher poverty rates, and lower representation in government jobs than other religious communities . The report also highlighted that Muslims are underrepresented in the police and armed forces .</li> <li>• The committee recommended several measures to improve the socio-economic status of Muslims in India. These included increasing the representation of Muslims in government jobs, providing better education facilities, and improving access to credit for Muslim entrepreneurs . The report also recommended setting up an Equal Opportunity Commission to look into discrimination against minorities</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Textbook and Internet   |
| Student activity planned/ homework given: | Note Sanchar committee report.  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>     | <b>Topic: International Relations.</b>  |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>Understanding the what is International Relations – Nature , Evolution and Scope; State and Non- State Actors in IR , Westphalian State and Sovereign State system and its characteristics.</li> </ul>   |
| Previous knowledge required:                | Awareness on International Relations.   |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>International Relations (IR) is a branch of political science that studies the interactions between states, international organizations, and other non-state actors in the international system. It is a multidisciplinary field that draws on history, economics, law, sociology, and other social sciences to understand the complex dynamics of global politics .</li> <li>The nature of IR has evolved over time. The discipline emerged in the aftermath of World War I and II, when scholars sought to understand the causes of war and the prospects for peace. Since then, IR has expanded to include a wide range of issues, including trade, human rights, environmental protection, and global governance .</li> <li>The Westphalian state system is a concept in IR that refers to the system of sovereign states that emerged in Europe after the Treaty of Westphalia in 1648. The Westphalian system is characterized by the principle of state sovereignty, which holds that states are the supreme authority within their own borders and are not subject to external interference . The Westphalian system has been criticized for being Eurocentric and for failing to account for the role of non-state actors in global politics .</li> </ul> |

|   |                 |
|---|-----------------|
| Illustrations/ Demonstration shown:       | -               |
| Teaching aids used:                       | Board and chalk |
| References:                               |                 |
| Student activity planned/ homework given: | -               |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>  | <b>Topic: European conquest of Asia and Africa</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Understands the European conquest of Asia and Africa – Its Impact on society, culture, economy ( European colonialism )First World War and Second World War.</li> </ul>  |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>World war .</li> </ul>   |
| Synopsis:  | <ul style="list-style-type: none"> <li>The European conquest of Asia and Africa had a profound impact on the societies, cultures, and economies of these regions. European colonialism was characterized by the exploitation of resources, forced labor, and the imposition of European culture and values on the colonized peoples .</li> <li>The First World War (1914-1918) was a global conflict that involved many of the world's major powers. It was fought between two opposing alliances: the Allies (led by France, Russia, and the United Kingdom) and the Central Powers (led by Germany, Austria-Hungary, and the Ottoman Empire). The war had a profound impact on Europe and the world, leading to the collapse of empires, the redrawing of national borders, and the rise of new political ideologies .</li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>The Second World War (1939-1945) was an even more devastating conflict that involved many of the same powers as the First World War. It was fought between two opposing alliances: the Allies (led by the United States, the United Kingdom, and the Soviet Union) and the Axis Powers (led by Germany, Japan, and Italy). The war had a profound impact on Europe and the world, leading to the deaths of millions of people, the Holocaust, and the use of atomic weapons .</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | International Relations by J.C. Johari, IR Telugu Academy, Internet .   |
| Student activity planned/ homework given: | Effects of world wars .   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>   |
| <b>Subject: International Relations</b>  | <b>Topic : Decolonization and its consequences ; Rise of the Developing world ;Neo- colonialism</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Define Decolonization and its consequences ; Rise of the Developing world ;Neo- colonialism.</li> </ul> |
| Previous knowledge required:   | Knowing about decolonization.  |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Decolonization refers to the process of undoing colonialism, where a nation establishes and maintains its domination over dependent territories. The process of decolonization began after World War II and continued throughout the 1960s and 1970s. It led to the emergence of new nation-states in Asia, Africa, and the Middle East .</li> <li>• The consequences of decolonization were mixed. While it led to the emergence of new nation-states, it also resulted in political instability, economic underdevelopment, and social unrest in many countries .</li> <li>• The rise of the developing world refers to the emergence of developing countries as important players in the global economy. Developing countries are characterized by their low levels of economic development, high levels of poverty, and limited access to resources. The rise of the developing world has been driven by a number of factors, including globalization, technological change, and economic liberalization</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | International Relations by J.C. Johari, IR Telugu Academy, Internet .  |
| Student activity planned/ homework given: | What are the advantages of Decolonization.   |

Sign of the faculty

Principal's sign

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>     | <b>Topic: Cold War</b>  |
| Learning objectives:                        | Understands what was happened after the world wars , Decolonization , Emergence of Third World : Problems and Prospects, Cold War: Causes, Phases and Impact.   |
| Previous knowledge required:                | Knowledge on World Wars and effects.  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• <u>The term “Third World” was coined by French demographer and historian Alfred Sauvy in 1952 to refer to countries that were unaligned with either the Communist Soviet bloc or the Capitalist NATO bloc during the Cold War.</u></li> <li>• The emergence of the Third World led to the formation of a series of countries that did not belong to either the Western bloc or the Soviet bloc. <u>These countries had various features in common, including underdevelopment and rapid demographic growth</u></li> <li>• <b>Cold War</b> was a period of geopolitical tension between the United States and the Soviet Union and their respective allies, the Western Bloc and the Eastern Bloc. <u>It lasted from 1947 to 1991<sup>12</sup>. The conflict was based on the ideological and geopolitical struggle for global influence by these two superpowers, following their roles as the Allies of World War II that led to victory against Nazi Germany and Imperial Japan in 1945.</u></li> <li>• The Cold War can be divided into three phases:Early phase (1947-53),the middle phase(1954-62),the late phase(1962-1991)</li> </ul> |
| Illustrations/ Demonstration shown:         | -   |
| Teaching aids used:                         | Board and chalk   |
| References:                                 | International relations by J C Johari, International Relations by Telugu Academy  |
| Student activity planned/ homework given:   | How Cold affected world system.   |

Sign of the faculty

Principal's sign

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>     | <b>Topic: India's Foreign Policy: Determinants; features; Non-Alignment</b>   |
| Learning objectives:                        | Understands Non- Alignment: Evaluation, Relevance and Recent Trends   |
| Previous knowledge required:                | Knowing about India's Foreign Policy: Determinants; features Non- Alignment: Evaluation, Relevance and Recent Trends .  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• India's foreign policy is guided by several determinants, including its strategic location, economic interests, security concerns, and cultural ties. India's foreign policy is characterized by a commitment to non-alignment, which means that it does not align itself with any major power blocs and seeks to maintain its independence in international affairs Non-Aligned Movement.</li> <li>• The Non-Aligned Movement (NAM) is a group of countries that do not consider themselves aligned with any major power bloc. The movement was founded in 1961, during the Cold War, as an attempt to avoid taking sides in the conflict between the United States and the Soviet Union.</li> <li>• The relevance of NAM has been a topic of debate in recent years. Some argue that the movement has lost its relevance since the end of the Cold War, as there are no longer two rival blocs to be non-aligned between. However, others believe that NAM still has a role to play in international affairs, particularly in promoting the interests of developing countries.</li> <li>• A 2012 report titled "Nonalignment 2.0" by an independent group of analysts and policymakers attempted to identify the basic principles that should guide India's foreign and strategic policy over the next decade</li> </ul> |
| Illustrations/ Demonstration shown:         | Analyse the Features of India's Foreign Policy  |
| Teaching aids used:                         | Board and chalk   |
| References:                                 | Global Politics by Andrew Hey wood, International Relations by Telugu academy.  |
| Student activity planned/ homework given:   | Relavance of Nam as a factor of Indian Foreign Policy.  |

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>   |
| <b>Subject: International Relations</b>  | <b>Topic: India's Bilateral Relations</b>  |
| Learning objectives:   | Understands the India's Bilateral Relations India and U.S.A, India and Russia, India and China and Pakistan.   |
| Previous knowledge required:   | Knowing about other countries and their relations.   |
| Synopsis:  | <p>India's bilateral relations with these countries:</p> <ul style="list-style-type: none"> <li>• <b>India-U.S. Relations:</b> India and the United States have enjoyed close relations since India's independence from Britain in 1947. The two countries have deepened collaboration on issues such as counterterrorism and countering Chinese influence in the Indo-Pacific .</li> <li>• <b>India-Russia Relations:</b> India and Russia have a longstanding relationship that dates back to the Soviet era. Today, New Delhi sees vital interests in maintaining working ties with Moscow, as well as in fostering a multipolar international system. In the context of India's decades-old aspirations for "nonalignment" and "strategic autonomy," New Delhi has thus engaged a concurrent "special and privileged strategic partnership" with Russia .</li> <li>• <b>India-China Relations:</b> India and China have had a complex relationship over the years. The two countries share a long border, which has been a source of tension between them. In recent years, the two countries have been engaged in a border dispute that has led to military clashes. Despite this, India and China have also cooperated on issues such as climate change and trade .</li> <li>• <b>India-Pakistan Relations:</b> India and Pakistan have had a difficult relationship since their independence from Britain in 1947. The two countries have fought several wars over the</li> </ul> |

|   |   |
|---|---|
|   | <p>years, and there are ongoing tensions between them over issues such as terrorism and Kashmir. Despite this, there have been some efforts to improve relations between the two countries .</p> <ul style="list-style-type: none"> <li>• India has traditionally had close ties with Sri Lanka due to their shared cultural and historical links. However, relations between the two countries have been strained in recent years due to Sri Lanka’s close relationship with China . India has also been concerned about human rights abuses against Tamils in Sri Lanka.</li> <li>• India’s relationship with Nepal is characterized by close cultural and economic ties. Nepal is India’s closest neighbor, and the two countries share an open border that allows for free movement of people and goods . However, relations between the two countries have been strained in recent years due to Nepal’s growing relationship with China</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy.  |
| Student activity planned/ homework given: | Relavance of NAM Today.   |

Sign of the faculty

Principal’s sign

|  |                                      |
|--|--------------------------------------|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |                                      |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b> |

|                                     |   |
|-------------------------------------|---|
| <b>Course/Group: BA (HEP)</b>       | <b>Semester: VI</b>   |
| <b>Subject: Global Politics</b>     | <b>Topic: Voting Behaviour, Electoral Reforms.</b>  |
| Learning objectives:                | <ul style="list-style-type: none"> <li>To learn Power , Elements of Power , Balance of Power ,Growing importance of Soft Power.</li> </ul>  |
| Previous knowledge required:        | Knowing about the power .   |
| Synopsis:                           | <ul style="list-style-type: none"> <li>Power is the ability to influence others and achieve one's goals. In international relations, power is the ability of a state or other actor to achieve its objectives in the face of opposition from other actors. Power can be exercised in many ways, including military force, economic sanctions, diplomacy, and cultural influence .</li> <li>The elements of power are the resources that states and other actors can use to achieve their objectives. The most important elements of power are military power, economic power, and diplomatic power. Military power includes the ability to use force to achieve one's objectives. Economic power includes the ability to control resources and influence other states through trade and investment. Diplomatic power includes the ability to negotiate agreements and alliances with other states .</li> <li>The balance of power is a concept in international relations that refers to the distribution of power among states. The balance of power theory suggests that states will seek to maintain a balance of power in order to prevent any one state from becoming too powerful and dominating the others. The balance of power can be maintained through alliances, arms control agreements, and other means .</li> <li>Soft power is a concept developed by political scientist Joseph Nye that refers to the ability of a state or other actor to influence others through attraction rather than coercion. Soft power includes cultural influence, political values, and foreign policies that are seen as legitimate and attractive by others . Soft power is becoming increasingly important in international relations as states seek to achieve their objectives through non-coercive means.</li> </ul> |
| Illustrations/ Demonstration shown: | -   |
| Teaching aids used:                 | Board and chalk   |
| References:                         | Global Politics by Andrew Hey wood, International Relations by Telugu academy.  |

|   |   |
|---|---|
| Student activity planned/ homework given: | Difference between soft and hard power. |
|---|---|

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>  |
| <b>Subject: Global Politics</b>  | <b>Topic: Security, Collective Security, Bipolarity , Multipolarity, Unipolarity</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>The meaning and significance Security, Collective Security, Bipolarity , Multipolarity, Unipolarity</li> </ul>  |
| Previous knowledge required:   | Knowing about security concept in IR.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>In international relations, security refers to the ability of a state or other actor to protect its interests and sovereignty from external threats. Collective security is a concept in international relations that refers to the idea that security is best achieved through collective action by states and other actors. The United Nations is an example of a collective security organization.</li> <li>Bipolarity refers to a distribution of power in which two states or groups of states have the majority of economic, military, and cultural influence. During the Cold War, the world was characterized by bipolarity, with the United States and the Soviet Union as the two superpowers.</li> <li>Multipolarity refers to a distribution of power in which several states or groups of states have roughly equal amounts of economic, military, and cultural influence. Multipolarity is often seen as a more stable system than bipolarity because it</li> </ul> |

|   |  |
|---|--|
|   | <p>is less likely to lead to direct conflict between major powers.</p> <ul style="list-style-type: none"> <li>• Unipolarity refers to a distribution of power in which one state or group of states has the majority of economic, military, and cultural influence. The post-Cold War era has been characterized by unipolarity, with the United States as the sole superpower.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy  |
| Student activity planned/ homework given: | Advantages of Multy polar system.  |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>  |
| <b>Subject: Global Politics</b>  | <ul style="list-style-type: none"> <li>• <b>Topic:</b> Human Rights, Terrorism<br/>Environmental Issues.</li> </ul>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• Understands what is Human Rights;</li> <li>• Agencies of human Rights Protection;</li> <li>• Terrorism</li> <li>• Environmental Issues</li> </ul> |
| Previous knowledge required:   | Knowing human rights.  |

Synopsis:

- **Human Rights:** Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. Human rights include civil and political rights, such as freedom of speech and expression, and social, cultural and economic rights, such as the right to participate in culture, the right to food, and the right to work and receive an education. There are many agencies that work towards protecting human rights. Some of them are:
- **United Nations Human Rights Council:** It is an inter-governmental body within the United Nations system responsible for strengthening the promotion and protection of human rights around the globe and for addressing situations of human rights violations and making recommendations on them.
- **Amnesty International:** It is a non-governmental organization focused on human rights with over 10 million members and supporters around the world. The organization investigates and exposes abuses, educates and mobilizes the public, and works to protect people wherever justice, freedom, truth, and dignity are denied
- **Terrorism:** Terrorism is defined as the use of violence or threat of violence against civilians in order to achieve political or ideological objectives. It is a serious threat to human rights as it can destabilize governments, undermine civil society, jeopardize peace and security, and threaten social and economic development.
- **Environmental Issues:** Environmental issues refer to problems associated with the planet's systems (air, water, soil) that have negative effects on human health or other living organisms. Some agencies that work towards environmental protection are:
- **United Nations Environment Programme (UNEP):** It is a program within the United Nations responsible for coordinating environmental activities and assisting countries in implementing environmentally sound policies.
- **Greenpeace International:** It is a non-governmental organization that campaigns for solutions to environmental problems such as climate change, deforestation, overfishing, commercial whaling, genetic engineering, and anti-nuclear issues.

Illustrations/ Demonstration shown:

-

|   |   |
|---|---|
| Teaching aids used:                       | Board and chalk   |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy |
| Student activity planned/ homework given: | Write an essay NHRC.  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>   |
| <b>Subject: Global Politics</b>  | <b>Topic: World Bank and IMF</b>  |
| Learning objectives:   | Understands the World Bank and IMF; UNCTAD; North – South Dialogue and South – South Co- operations; WTO  |
| Previous knowledge required:   | Knowing about WTO.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• <b>World Bank and IMF:</b> The World Bank and the International Monetary Fund (IMF) are two of the world's largest global financial institutions. They were established in 1944 at the Bretton Woods Conference to promote international economic cooperation and development. The World Bank provides loans, grants, and technical assistance to developing countries for a wide range of purposes, including poverty reduction, infrastructure development, and economic growth. The IMF provides financial assistance to member countries experiencing balance of payments difficulties, with the goal of stabilizing their economies and promoting sustainable growth.</li> <li>• <b>UNCTAD:</b> The United Nations Conference on Trade and Development (UNCTAD) is a permanent intergovernmental body established by the United Nations General Assembly in 1964. Its mandate is to promote sustainable development through trade, investment, finance, and technology transfer</li> <li>• <b>North-South Dialogue and South-South Co-operations:</b> The North-South Dialogue refers to</li> </ul> |

|   |  |
|---|--|
|   | <p>the process through which developing nations of Asia, Africa, and Latin America engaged industrialized countries of North America and Western Europe in negotiations over changes to the international economic system during the 1970s. It addressed issues pertaining to trade and tariffs, international finance, foreign aid, and the governance of multinational companies and institutions. South-South cooperation refers to the exchange of resources, technology, and knowledge between developing countries. It aims to promote economic growth and social progress among developing countries by sharing best practices and experiences.</p> <ul style="list-style-type: none"> <li>• <b>WTO:</b> The World Trade Organization (WTO) is an intergovernmental organization that regulates international trade between nations. It was established in 1995 as a successor to the General Agreement on Tariffs and Trade (GATT). The WTO provides a forum for member countries to negotiate trade agreements, resolve disputes related to trade policies, and monitor national trade policies.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy  |
| Student activity planned/ homework given: | Role of WTO in world system.   |

Sign of the faculty

Principal's sign

|  |                                      |
|--|--------------------------------------|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |                                      |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b> |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>                  |

|   |   |
|---|---|
| <b>Subject:</b> Global Politics           | <b>Topic:</b> Disarmament, Arms Race , Arms control , NPT, CTBT, MTCR Proliferation of Small Arms, WMDs   |
| Learning objectives:                      | Understand about Disarmament, Arms Race , Arms control policies .   |
| Previous knowledge required:              | Knowing about Disarmament.<br>.   |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• <b>Disarmament:</b> Disarmament refers to the reduction or elimination of military weapons, equipment, and forces. It is a critical component of international peace and security efforts. Some agencies that work towards disarmament are: <b>United Nations Office for Disarmament Affairs (UNODA), International Campaign to Abolish Nuclear Weapons (ICAN).</b></li> <li>• <b>Arms Race:</b> An arms race is a competition between nations for superiority in the development and accumulation of military weapons. It can lead to an increase in military spending, tensions between nations, and the risk of war. Some agencies that work towards arms control are: <b>Stockholm International Peace Research Institute (SIPRI),</b></li> <li>• <b>NPT:</b> The Treaty on the Non-Proliferation of Nuclear Weapons (NPT) is an international treaty aimed at preventing the spread of nuclear weapons and weapons technology. The treaty has three main objectives: preventing the spread of nuclear weapons and nuclear weapon technology; promoting cooperation in the peaceful uses of nuclear energy; and achieving nuclear disarmament</li> <li>• <b>CTBT:</b> The Comprehensive Nuclear-Test-Ban Treaty (CTBT) is a multilateral treaty that bans all nuclear explosions, for both civilian and military purposes, in all environments. The treaty was adopted by the United Nations General Assembly in 1996 but has not yet entered into force as not all states have ratified it</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy   |
| Student activity planned/ homework given: | India's followed Disarmament policies .   |

Sign of the faculty

Principal's sign



**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b> | <b>Topic: What is Political Theory, Evolution, Nature , Significance, Debates on Political Theory</b>  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>• To know the meaning Politics and political theory.</li> <li>• Understand the nature of political theory.</li> <li>• Understand the significance of the Political theory.</li> </ul>   |
| Previous knowledge required:                   | Basic knowledge required about Political theory and related terminology.   |
| Synopsis:                                      | <ul style="list-style-type: none"> <li>• Political theory is a branch of social science that deals with the study of political ideas, concepts, and principles that shape the functioning of political systems. It seeks to explain the nature, origin, and evolution of political systems and institutions. Political theory is concerned with the analysis of power, authority, sovereignty, rights, liberty, equality, justice, and democracy. It also examines the role of the state in society and the relationship between the state and its citizens</li> <li>• The nature of political theory is normative and theoretical. It seeks to provide a framework for understanding political phenomena by analyzing concepts such as power, authority, sovereignty, rights, liberty, equality, justice, and democracy. Political theory is concerned with the study of political ideas and concepts that shape the functioning of political systems</li> <li>• The significance of political theory lies in its ability to provide a critical analysis of political systems and institutions. It helps us understand the nature of power relations in society and provides a framework for evaluating different forms of government. Political theory also helps us understand the role of the state in society and provides a basis for evaluating different forms of government.</li> <li>• Debates on political theory revolve around various issues such as the nature of power relations in society, the role of the state in society, the relationship between citizens and the state, and the nature of democracy. These debates are essential for understanding different perspectives on political issues and for developing new ideas about how to improve political systems</li> </ul> |

|   |   |
|---|---|
| Illustrations/ Demonstration shown:       | Examples are given on different concepts of political theory.             |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Textbook and Internet   |
| Student activity planned/ homework given: | Identify different Political Concepts and theories necessary in our life. |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>  |
| <b>Subject: Understanding Political Theory</b>                                       | <b>Topic: State</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• To know the meaning state and its characteristics.</li> <li>• Understands the concept of Nation .</li> <li>• Difference between the state and national.</li> </ul> |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>• Basic knowledge and terminology about concept of State, Nation and Civil Society. societies etc.</li> </ul>  |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>The concept of state can have varied meaning. We can begin with understanding what it is not. State is not a country, nor government nor nation. Country is a territorial entity, a geographical concept. Nation is more of an internal entity which resides in the minds of people.</li> <li>In the words of Sabine, nation refers to a unity of culture; a feeling of loyalty for a common land, common language and literature, identity of history and common heroes and common religion ... Government on the other hand is a part of the state and not a state</li> </ul> |
| Illustrations/ Demonstration shown:       | <ul style="list-style-type: none"> <li>Examples given on differences between the state , Nation</li> </ul>   |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Identify differences between the state and nation  |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: II</b>  |
| <b>Subject: : Political Concepts and Institutions</b>                                | <b>Topic : : Power, Authority and Legitimacy</b>   |
| Learning objectives:   | <p>Understands what is power?<br/>         What is authority ?<br/>         What does mean by legitimacy?</p> <ul style="list-style-type: none"> <li>Classification of Authority 14.6 Distinction between the Concepts of Power and Authority</li> </ul> |
| Previous knowledge required:   | Knowing about human power and above terminology .  |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Power is thus, one of the key concepts in political theory. It is the ability to control others and make them do what one wants. It is both normative and empirical; i.e. it is also a fact as well as a value to be pursued. It is a very comprehensive term, identified with related themes like authority, influence, control and the like. It is integrally connected with the case of political legitimacy. Legitimate power is authority. On the other hand, influence is a wider term where sanctions may not be used. Power is then a special case of influence</li> <li>• Authority refers to a modified form of power in that it is not simply a manifestation of the capacity to change, but also a right to change. The element, which gives authority this distinctive character, is legitimacy. It is legitimacy, which makes obedience to authority willing and binding. Until the advent of modernity, the idea of delegitimate authority had remained marginal to the understanding of political authority. With modernity and the intellectual ferment created by Enlightenment thought, the idea that authority was something divinely ordained came to be questioned</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: I</b>  |
| <b>Subject: Understanding Political Theory</b> | <b>Topic: Authoritative allocation of Values</b>  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>To know the Authoritative allocation of Values</li> </ul>  |
| Previous knowledge required:                   | <ul style="list-style-type: none"> <li>Basic knowledge about political theory.</li> </ul>   |
| Synopsis:                                      | <p>David Easton, a Canadian-American political scientist of the 20th century, defined politics as “the authoritative allocation of values” . According to Easton, political systems are maintained by specific sorts of interactions between people: those that authoritatively allocate values for a society . In other words, politics is the process of determining who gets what, when, and how .</p> <p>Easton applied systems theory to his explanations of politics. He proposed a systems theory for political science in 1953, which organized political actions into loops of feedback between the various citizens and leaders in a political system, all based around human behaviours and human actions .</p> <p>Easton’s definition of politics is subjective and encompasses a variety of perspectives. It is helpful in some areas of political science but not in others <sup>2</sup>. Easton’s definition is most useful for the study of government or, as he puts it, for political systems able to allocate values authoritatively</p> |
| Illustrations/ Demonstration shown:            | Examples given on different values of society.  |
| Teaching aids used:                            | Board and chalk   |
| References:                                    | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given:      | Identify the ways allocating values society.  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b>                                       | <b>Topic: Sovereign state : Challenges</b>   |
| Learning objectives:   | <ul style="list-style-type: none"><li>• To know the meaning Sovereign state and its Challenges</li></ul>   |
| Previous knowledge required:   | Basic knowledge about sovereign states.  |
| Synopsis:  | <p>Sovereignty is the supreme power of a state to govern itself without any external interference. However, the concept of sovereignty has been challenged in recent times. The challenges to state sovereignty can be broadly classified into two categories: internal and external sovereignty.</p> <p>Internal sovereignty refers to the supreme power of the state within its boundaries. The internal sovereignty of a nation signifies that it is internally supreme to any type of associations or groups. External sovereignty denotes that a particular nation is not legally bound to any other nations except international bodies such as UNO and International Court of Justice.</p> <p>The challenges to state sovereignty are mainly due to globalization, which has led to the erosion of national sovereignty. Globalization has initiated to protect the</p> |

|   |   |
|---|---|
|   | economic interests of G-8 nations as well as to expand the market areas for the Multinational Corporations (MNC's). Since 1990, there has been a tremendous increase in the number of MNC's. During 1990, there were only 3000 MNC's and this has increased to 63,000 today. After the collapse of the Soviet Union and the formation of European Community, there has been a phenomenal growth in MNC's doing business across national borders |
| Illustrations/ Demonstration shown:       | Examples given on different types sovereignty,  |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Identify other Sovereign state : Challenges   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b>                                       | <b>Topic: Liberty, Equality, Justice</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>To know the meaning Political Values and Theoretical Perspectives of liberty ,equality ,justice.</li> </ul>   |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>Basic knowledge and terminology about concept of liberty ,equality ,justice .</li> </ul>  |
| Synopsis:  | <ul style="list-style-type: none"> <li><b>Liberty</b> refers to the freedom of individuals to act as they wish, as long as their actions do not harm others. It is often associated with individualism and is a fundamental value in many societies.</li> <li><b>Equality</b> refers to the idea that all individuals</li> </ul> |

|   |   |
|---|---|
|   | <p>should be treated the same, regardless of their background or social status. It is often associated with egalitarianism and is a fundamental value in many democratic societies.</p> <ul style="list-style-type: none"> <li>• <b>Justice</b> refers to the idea that individuals should be treated fairly and equitably. It is often associated with the rule of law and is a fundamental value in many societies</li> </ul> |
| Illustrations/ Demonstration shown:       | <ul style="list-style-type: none"> <li>• Examples given on differences perspectives of above concepts i.e liberal, Marxist, feminist.</li> </ul>  |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Identify differences between the state and nation   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>   |
| <b>Subject : Understanding Political Theory</b>                                      | <b>Topic: Political Ideologies</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• To know the meaning of different Political Ideologies namely liberalism, Nationalism, Multiculturalism</li> </ul> |
| Previous knowledge required:   | Basic knowledge about the different Political Ideologies .   |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• <b>Liberalism</b> is a political philosophy that emphasizes individual rights, equality, and freedom. It is based on the idea that people should be free to make their own choices and pursue their own interests without interference from the government or other individuals. Liberalism is often associated with democracy, capitalism, and human rights.</li> <li>• <b>Nationalism</b> is a political ideology that emphasizes the importance of national identity and sovereignty. It is based on the idea that people who share a common language, culture, or history should have their own independent nation-state. Nationalism can be either civic or ethnic in nature.</li> <li>• <b>Multiculturalism</b> is a social policy that recognizes and celebrates cultural diversity within a society. It is based on the idea that different cultures can coexist peacefully and enrich each other. Multiculturalism promotes respect for cultural differences and encourages people to learn about other cultures.</li> </ul> |
| Illustrations/ Demonstration shown:       | Examples given on different thinkers of above ideologies.  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Identify the different ideologies.   |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b> | Topic: Political Institutions and Functions  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>• To know and understand the meaning of the Political Institutions and Functions.</li> <li>• To know about the Legislature, Executive and Judiciary</li> </ul>  |
| Previous knowledge required:                   | Basic knowledge about what is government and organs of government.   |
| Synopsis:                                      | <ul style="list-style-type: none"> <li>• The <b>legislature, executive and judiciary</b> are the three branches of the government. They are responsible for performing distinct functions that are essential for the smooth functioning of a democratic government.</li> <li>• The <b>legislature</b> is responsible for enacting laws.</li> <li>• The <b>executive</b> is responsible for implementing and enforcing laws.</li> <li>• The <b>judiciary</b> is responsible for interpreting laws and ensuring that they are applied fairly and impartially.</li> </ul> |
| Illustrations/ Demonstration shown:            | Examples given on functions of organs of government.   |
| Teaching aids used:                            | Board and chalk  |
| References:                                    | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given:      | Analyse the theory of separation of powers.  |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: III</b>                     |
| <b>Subject: Indian Government and Politics</b> | <b>Topic: Pressure Groups and Media.</b> |

|   |  |
|---|--|
| Learning objectives:                      | <ul style="list-style-type: none"> <li>• Explain the meaning and characteristics of pressure groups;</li> <li>• Distinguish pressure groups from political parties, interest groups, civil society</li> <li>• Classify pressure groups;</li> </ul>   |
| Previous knowledge required:              | Knowing about pressure groups and terminology.   |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Pressure groups are organizations, associations and groups representing the collective interests of their members. They play an important role in democratic politics of a country by articulating the demands and interests of different groups in society.</li> <li>• By forming pressure groups, people seek to protect and promote their shared interests and beliefs while exerting pressures on the government. In fact, many of the pressure groups are able to influence the government and change the community's socio-economic and political structures.</li> <li>• Since they do not attempt to exercise governing power, they are different from political parties in many ways. Though similar in their orientation and nature, pressure groups are also different from other groups in the society like interest groups, or civil society organizations. They are well structured, organized and formalized in their objectives, working and methods.</li> <li>• Though few pressure groups exist for a short time to achieve immediate or specific purpose, majority of pressure groups are long-lived and exert concerted pressures on the government thereby influencing both the policy formulation and policy implementation process in their group's interests.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

**Name of the Faculty: K.CHANDRASEKHAR**

**Department: Political Science**

|   |   |
|---|---|
| <b>Course/Group: BA (HEP)</b>             | <b>Semester: II</b>   |
| <b>Subject:</b> Western Political Thought | <b>Topic:</b> Greek Political Thought   |
| Learning objectives:                      | <ul style="list-style-type: none"> <li>To learn the Greek Political Thought – Sophists → Plato:- Concept of Justice , Ideal State , Education and Communism</li> <li>Aristotle :- Forms of Governments, On revolution , Slavery , Best state.</li> </ul>  |
| Previous knowledge required:              | Basic knowledge about Greek Political philosophy.   |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>The Sophists were the first teachers of <b>individualism</b>, and originated the idea that the state rests upon a social compact. They also drew a distinction between morality and law, and showed that-law, because of the nature of political authority, often forces men to act contrary to the dictates of reason.</li> <li>Plato, the ancient Greek philosopher, has written extensively on the concept of justice, ideal state, education, and communism. In his book “The Republic,” Plato argues that justice is the most important part of the ideal state. He has treated justice as the bond that holds a society together. Hence it is the true principle of social life. The philosopher king will take every care to establish justice. That is why The Republic is called a “treatise concerning justice”</li> <li>Plato’s ideal state is the highest manifestation of morality, goodness, and idealism. It is a state where justice cannot be relegated to an inferior position. Rather, it holds the highest position in the state. Different social classes are combined by the bond of justice, making the ideal state a perfect one<sup>1</sup>. Plato based his ideal state on the concept of communism. He wanted a state free of problems, a scared and the super-most institute. He believed that the ruling and military classes have no concern with appetite as they represent reason and courage respectively. So, these two classes must be free of any tension to run the administration</li> <li></li> </ul> |
| Illustrations/ Demonstration shown:       | Given few examples of plato educational system, aristole’s theory of classification of governments.   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Western Political thought by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Write about review on republicand politics works.   |

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: II</b>  |
| <b>Subject: : Western Political Thought</b> | <b>Topic : Medieval and Early Modern Thought</b>   |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>• Thomas Aquinas :- Theory of Laws, Christianized Aristotle , Church – State Controversy</li> <li>• Niccolo Machiavelli – Human Nature , StateCraf</li> </ul>   |
| Previous knowledge required:                | Basic knowledge about Thomas acquinas and Machiavelli .  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• Thomas Aquinas was a prominent philosopher and theologian of the medieval period. He is known for his contributions to political philosophy, particularly his theory of laws. Aquinas believed that laws could be classified into four categories: eternal law, natural law, human law, and divine law</li> <li>• Aquinas was heavily influenced by Aristotle’s philosophy and sought to reconcile it with Christian doctrine. He believed that Aristotle’s ideas could be “Christianized” and used to support Christian beliefs</li> <li>• He believed that the Church and State were separate entities with different functions, but that they should work together for the common good. He argued that the State should be subject to the Church in matters of morality and ethics, but that the Church should not interfere in political</li> </ul> |

|   |  |
|---|--|
|   | <p>matters</p> <ul style="list-style-type: none"> <li>Niccolo Machiavelli was an Italian philosopher who served the Republic of Florence in Italy. He is widely regarded as the first modern political thinker for various reasons. His work reflects the effect of cultural values of Europe, and the Renaissance influenced him to a great extent. Machiavelli wrote a monograph, “The Prince (1513)”, which is well recognised even today</li> <li>Machiavelli’s view on human nature is essentially negative. According to him, men want protection but lack the strength to protect themselves. They rely on the state to seek security, and the government provides protection from internal as well external conflicts and rivals. Machiavelli also viewed humans as possessive of property</li> <li>Machiavelli’s stance on statecraft is important to comprehend as it explains his suggestions to the Prince for controlling the state. Machiavelli views humans as selfish by nature and opportunists. He asserts that human beings tend to fulfil their self-interest</li> </ul> |
| Illustrations/ Demonstration shown:       | Given examples Machiavelli ideas on prince by emphasising example of Lion and Fox.   |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Political thought by O P Gauba, Telugu Academy<br>Text book and Internet   |
| Student activity planned/ homework given: | Discuss the various books written by the Thomas Aquinas, Niccolo Machiavelli   |

Sign of the faculty

Principal’s sign

|  |                                      |
|--|--------------------------------------|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |                                      |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b> |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>                  |
| <b>Subject: Western Political Thought</b>  | <b>Topic: Social Contractualists</b> |

|   |   |
|---|---|
| Learning objectives:                      | Understands who are Social Contractualists such as Thomas Hobbes ,John Locke , Jean Jacque Rousseau..   |
| Previous knowledge required:              | Known about Social Contractualists .  |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Thomas Hobbes, John Locke, and Jean-Jacques Rousseau were three of the most influential philosophers of the 17th and 18th centuries. They are known for their contributions to political philosophy, particularly in the area of social contract theory .</li> <li>• Social contract theory is the idea that individuals agree to form a society and government by means of a social contract. The contract defines the rights and duties of each party, including the rulers and the ruled <sup>2</sup>. The state of nature, which is the hypothetical condition of human beings before or without political association, was an essential element of their social-contract theories .</li> <li>• Hobbes believed that the state of nature was characterized by a “war of every man against every man,” where life was “solitary, poor, nasty, brutish, and short” . Locke believed that people were born with natural rights to life, liberty, and property . Rousseau believed that people were naturally good but corrupted by society .</li> <li>• Their ideas on social contract theory differed in many ways. Hobbes believed that individuals should give up their liberty to a sovereign in exchange for protection from violence and chaos . Locke believed that individuals should give up some of their rights to a government that would protect their remaining rights . Rousseau believed that individuals should give up some of their rights to a community that would protect them from oppression</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Western Indian Political Thought by O P Gauba , political thought by Telugu academy.  |
| Student activity planned/ homework given: | -   |

Sign of the faculty

Principal’s sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: 2</b>   |
| <b>Subject: Western Political Thought</b>   | <b>Topic: Jeremy Bentham :- Utilitarian Principles; Hedonism.</b>  |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>Jeremy Bentham was an English philosopher, jurist, and social reformer regarded as the founder of modern utilitarianism. He believed that the fundamental axiom of his philosophy is the principle that “it is the greatest happiness of the greatest number that is the measure of right and wrong”<sup>1</sup>. Bentham’s moral theory is based on utilitarianism, which states that the right action is the one that produces the greatest overall good. His theory of the good is hedonism, which posits that pleasure is the only thing that is good and pain is the only thing that is bad<sup>1</sup>. His theory of motivation is egoism, which suggests that we are only motivated to act by considerations of our own good</li> </ul>   |
| Previous knowledge required:                | Basic knowledge about Jeremy Bentham.  |
| syopsis:                                    | <ul style="list-style-type: none"> <li>Jeremy Bentham was an English philosopher, jurist, and social reformer regarded as the founder of modern utilitarianism. He believed that the fundamental axiom of his philosophy is the principle that “it is the greatest happiness of the greatest number that is the measure of right and wrong”<sup>1</sup>. Bentham’s moral theory is based on utilitarianism, which states that the right action is the one that produces the greatest overall good. His theory of the good is hedonism, which posits that pleasure is the only thing that is good and pain is the only thing that is bad<sup>1</sup>. His theory of motivation is egoism, which suggests that we are only motivated to act by considerations of our own good .</li> </ul> |
| Illustrations/ Demonstration shown:         | -  |
| Teaching aids used:                         | Board and chalk  |
| References:                                 | Western Political thought by O P Gauba, Telugu Academy Text book and Internet  |

|   |   |
|---|---|
| Student activity planned/ homework given: | Write different scholars who are regarded to the different theories of Utilitarian Principles |
|---|---|

Sign of the faculty

Principal's

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: 2</b>  |
| <b>Subject: Western Political Thought</b>  | <b>Topic: Utilitarian Thought.</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Jeremy Bentham :Utilitarian Principles; Hedonism .</li> <li>J. S. Mill :- On liberty , Representative Government</li> </ul>  |
| Previous knowledge required:   | Basic knowledge about Jeremy Bentham , JS mill .  |
| syopsis:   | <ul style="list-style-type: none"> <li>Jeremy Bentham was an English philosopher and political radical who is primarily known for his moral philosophy, especially his principle of utilitarianism, which evaluates actions based upon their consequences. The relevant consequences, in particular, are the overall happiness created for everyone affected by the action . Bentham famously held a hedonistic account of both motivation and value according to which what is fundamentally valuable and what ultimately motivates us is pleasure and pain. Happiness, according to Bentham, is thus a matter of experiencing pleasure and lack of</li> </ul> |

|   |  |
|---|--|
|   | <p>pain .</p> <ul style="list-style-type: none"> <li>• Utilitarianism is a moral theory that Bentham developed, which states that the right action is the one that produces the greatest overall good . Utilitarianism evaluates actions based on their ability to maximize overall happiness or pleasure . Bentham’s utilitarian principles are based on the idea that pleasure is the only thing that is good and pain is the only thing that is bad</li> <li>• John Stuart Mill was a British philosopher, political economist, and civil servant. He is considered one of the most influential thinkers in the history of liberalism. He wrote several books, including “On Liberty” and “Considerations on Representative Government” .</li> <li>• “On Liberty” is a philosophical work that advocates individual liberty and freedom of speech. Mill argues that society should not interfere with an individual’s freedom unless it is to prevent harm to others. He also believes that free speech is essential for the development of knowledge and ideas .</li> <li>• “Considerations on Representative Government” is a book that discusses the ideal form of government. Mill argues for representative democracy, where elected representatives are responsible for making laws and policies. He believes that representative bodies should be places of public debate on various opinions held by the population and to act as watchdogs of the professionals who create and administer laws and policy</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Political thought by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Write books of Jeremy Bentham, J. S. Mill.   |

Sign of the faculty

Principal’s sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: II</b>   |
| <b>Subject: Western Political Thought</b>   | <b>Topic: Philosophy of Dialectics.</b>   |
| Learning objectives:                        | <ul style="list-style-type: none"><li>• To learn the meaning of G.W. F. Hegel :- Dialectics Purpose of History Geist ( Spirit) and State</li><li>• Karl Marx:- Historical Materialism, Class war and Revolution.</li></ul>  |
| Previous knowledge required:                | Basic knowledge about Hegel, Marx.  |
| Synopsis:                                   | <ul style="list-style-type: none"><li>• George Wilhelm Friedrich Hegel was a German philosopher who lived from 1770 to 1831. He is known for his work on dialectics, which is a method of reasoning that involves the synthesis of opposing viewpoints. Hegel believed that history was driven by the development of ideas, and that the ultimate goal of history was the realization of human freedom. He also believed in the concept of Geist, which is often translated as “spirit” or “mind”.</li><li>• Karl Marx was a German philosopher who lived from 1818 to 1883. He is known for his work on historical materialism, which is a theory that explains social change in terms of economic factors. Marx believed that history was driven by class struggle, and that the ultimate goal of history was the establishment of a classless society.</li><li>• According to Marx, revolution would be brought about by the working class, who would overthrow the ruling class and establish a socialist state</li></ul> |

|   |  |
|---|--|
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Political thought by O P Gauba, Telugu Academy<br>Text book and Internet |
| Student activity planned/ homework given: | Write famous writings of Hegel, Marx .   |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>  |
| <b>Subject: Indian Political Thought</b>   | <b>Topic: State and Society in Ancient India</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• To learn the Manu – Features of Manusmriti, Origins of Varna, Varna Dharma</li> <li>• Buddha – Dhamma , Sangha , Eightfold path</li> <li>• Kautilya- Saptanga Theory , Mandala Theory , Statecraft.</li> </ul> |
| Previous knowledge required:   | Basic knowledge about kautilya and manu .   |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• The Manusmṛiti, also known as the Manava-Dharmasastra or Laws of Manu, is one of the many legal texts and constitutions among the many Dharmasastras of Hinduism .</li> <li>• Manu smṛiti assigns various roles for the four Varnas of the community on the basis of their knowledge of Vedic texts. Manu did not issue an ‘ordinance’ on classification of community by birth.</li> <li>• The <b>Buddha</b>, also known as Siddhartha Gautama, was a spiritual teacher who lived in ancient India. He founded Buddhism, which is based on his teachings. The <b>Dhamma</b> (or Dharma) refers to the teachings of the Buddha, which are aimed at helping individuals achieve enlightenment and liberation from suffering. The <b>Sangha</b> refers to the community of Buddhist monks and nuns who have dedicated their lives to practicing and spreading the teachings of the Buddha.</li> <li>• The <b>Eightfold Path</b> is a set of practices that form the core of Buddhist philosophy. It consists of eight practices: right view, right resolve, right speech, right conduct, right livelihood, right effort, right mindfulness, and right samadhi (meditative absorption or union).</li> <li>• Kautilya, an ancient Indian philosopher, is known for his work on statecraft, the Arthashastra. He proposed the <b>Saptanga Theory</b> of the state, which consists of seven essential organs of the state. These organs are Swami (the ruler), Amatya (the minister), Janapada (the population), Durga (the fortified capital), Kosha (the treasury), Danda (the army), and Mitra (ally and friend)</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian political thought by OP Gauba , Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Analyse Different concepts and books Kautilya,Buddha.  |

Sign of the faculty

Principal’s sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: III</b>  |
| <b>Subject: Indian Political Thought</b>    | <b>Topic : Medieval Political Thought</b>   |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>• Learning about the Basava- Anubhava Mantapa , Gender Equality,Ziauddin Barani- Theory of Kingship ( Ideal Sulthan ) , Ideal Polity</li> </ul>  |
| Previous knowledge required:                | Knowing about Medieval Political Thought and influential scholars   |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• Basava, also known as Basaveshwara and Basavanna, was a 12th-century Indian statesman, philosopher, poet, Lingayat social reformer in the Shiva-focused bhakti movement, and a Hindu Shaivite social reformer during the reign of the Kalyani Chalukya / Kalachuri dynasty. Basava spread social awareness through his poetry, popularly known as Vachanaas. He rejected gender or social discrimination, superstitions and rituals but introduced Ishtalinga necklace, with an image of the Shiva Linga, to every person regardless of their birth, to be a constant reminder of one's bhakti (devotion) to Shiva. A strong promoter of ahimsa, he also condemned human and animal sacrifices. As the chief minister of his kingdom, he introduced new public institutions such as the Anubhava Mantapa (or, the "hall of spiritual experience"), which welcomed men and women from all socio-economic backgrounds to discuss spiritual and mundane questions of life, in open. The Anubhava Mantapa was the first parliament in history</li> </ul> |

|   |   |
|---|---|
|   | <p>of mankind.</p> <ul style="list-style-type: none"> <li>Ziauddin Barani was a 14th-century historian and political thinker who lived in India during the Delhi Sultanate period. He is best known for his work “Fatawa-i-Jahandari,” which is a collection of advice for Muslim rulers. In this work, Barani made a distinction between the personal life of the Sultan and his political role. He envisaged an ideal Sultan as someone who was noble-born, preferably belonging to the family of the monarch, having an innate sense of justice, wise enough to understand the deception and conspiracies of the wicked, understanding the importance of his time and dividing it judiciously between his personal needs and political requirements, and following the path of the Shariat, which laid down that he was an agent of God on earth to do the ‘welfare’ of the people.</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Indian political thought by OP Gauba , Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Write description of the books of Basava and Barani   |

Sign of the faculty

Principal’s sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>  |
| <b>Subject: Indian Political Thought</b>   | <b>Topic: RenaissanceThought</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>To know the meaning of RenaissanceThought.</li> <li>Raja Ram Mohan Roy - Colonial Encounters , Brahma Samaj . Jyothi Rao Phule- Gulam Giri , Satya Shodhak Samaj , Education.</li> </ul> |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>M. N roy, Jyothi Rao Phule.</li> </ul>   |

|   |   |
|---|---|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Raja Ram Mohan Roy was an Indian social and religious reformer who was one of the founders of the Brahma Sabha in 1828, the precursor of the Brahma Samaj, a social-religious reform movement in the Indian subcontinent . He was given the title of Raja by Akbar II, the Mughal emperor. His influence was apparent in the fields of politics, public administration, education and religion. He was known for his efforts to abolish the practices of sati and child marriage</li> <li>• Jyotirao Phule was a prominent social reformer who was born in 1827 in Pune, Maharashtra, India. He was a thinker, social activist, and writer who worked towards the eradication of untouchability and the caste system. He was also a pioneer of women's education in India and started his first school for girls in 1848 in Pune</li> <li>• Gulamgiri is one of Phule's most famous works. It is a Marathi book that was published in 1873. The book is a critique of the caste system and the oppression of lower castes by upper castes</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Examine how writings of Raja ram roy and phule thoughts are relevant for making better society.   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>                               |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>   |
| <b>Subject: Indian Political Thought</b>   | <b>Topic: Reformist Thought</b>                                    |
| Learning objectives:   | Understands Reformist Thought of M. K. Gandhi, Dr. B. R. Ambedkar. |
| Previous knowledge required:   | Awareness M. K. Gandhi, Dr. B. R. Ambedkar.                        |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• M. K. Gandhi was a prominent figure in the realm of peace and humanism. He played a noteworthy role in the movement of peace and freedom. Gandhi's socio-political philosophy is based on the principles of <b>Satyagraha, Trusteeship, and Problem of Political Obligation. Satyagraha</b> is a non-violent resistance movement that Gandhi developed as a means to fight against injustice and oppression. It is based on the principle of truth and non-violence, which he believed were the most powerful weapons against oppression</li> <li>• <b>Trusteeship</b> is another important concept that Gandhi introduced. It is based on the idea that wealth should be used for the benefit of society as a whole, rather than being concentrated in the hands of a few individuals.</li> <li>• Dr. B. R. Ambedkar's book, "Who Were the Shudras? How they came to be the Fourth Varna in the Indo-Aryan Society" is a historical account of the doctrines and practices that led to the decline and fall of Indian society. The book is dedicated to Mahatma Jotibha Phule, who Dr. Ambedkar considered the "Greatest Shudra of Modern India" .</li> <li>• In this book, Dr. Ambedkar discusses the origin of the Shudra Varna and how they came to be the fourth Varna in the Indo-Aryan society . He cites Rigveda, Mahabharata, and other ancient Vedic scriptures to argue that Shudras were originally Aryans .</li> <li>• Dr. Ambedkar's prefaces to his works were often as penetrating and incisive as the main body of work that followed. His book "Annihilation of Caste," published in 1936, stressed the need for social reform to precede political reform</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | How Gandhi and Ambedkar thoughts are influencing the Indian society.   |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

**Name of the Faculty: K.CHANDRASEKHAR**

**Department: Political Science**

|                                   |  |
|-----------------------------------|--|
| Course/Group: BA (HEP)            | Semester: III  |
| Subject: Indian Political Thought | Topic: Socialist Thought   |
| Learning objectives:              | understanding the philosophy of M.N. Roy ,Jawaharlal Nehru, R.M. Lohia   |
| Previous knowledge required:      | Awareness on M.N. Roy ,Jawaharlal Nehru, R.M. Lohia .  |
| Synopsis:                         | <ul style="list-style-type: none"> <li>• M.N. Roy was a prominent Indian philosopher and political activist who is considered one of the foremost thinkers of the 20th century. He is known for his contributions to the development of communist thought and his advocacy of a political renaissance in India based on morality and physical realism</li> <li>• Roy’s philosophy, known as <b>Radical Humanism</b>, is founded on the principles of reason, morality, and freedom. He believed that the crisis of modern civilization was due to a lack of an integrated view of human nature and that man must be taken as a moral entity and not merely a biological one <sup>2</sup>. Roy was critical of Marxian concepts such as economic determinism, dictatorship of the proletariat, dialectal materialism, and surplus value. Instead, he believed that the economic structure of society should be planned in such a way that it promotes freedom and well-being of individuals.</li> <li>• Jawaharlal Nehru, the first Prime Minister of India, was one of the main exponents of Democratic Socialism.</li> <li>• . He believed that Democratic Socialism could mitigate the evils of all third-world countries <sup>1</sup>. Nehru’s concept of Democratic Socialism was an extension of the liberal propagation of democracy altered to suit the needs of all countries of the world <sup>1</sup>. He argued that democracy and socialism are one and indivisible, and there cannot be a true democracy without a true socialism, and vice versa <sup>1</sup>. Nehru emphasized on free and fair elections where suffrage for citizens is a must <sup>1</sup>. He also supported social and economic justice and opposed the exploitation of workers <sup>1</sup>. Nehru’s vision for India was to establish a socialistic society based on democratic methods.</li> <li>• Ram Manohar Lohia, an Indian political thinker, was disenchanted with the existing two-pillar model of government, i.e., Centre and the States, in India. He pioneered the notion of a <b>four-pillar model of</b></li> </ul> |

|   |  |
|---|--|
|   | <b>government</b> called the <b>Chaukhamba Model</b> . This model envisaged an arrangement into four pillars of equal majesty and dignity: the village, the district, the province, and the center. The idea was to organize the state in a way that gives people the best chance to participate. The center and federating units shouldn't be the only ones with sovereign power. We should divide and spread it across the smallest regions where groups of men and women live. The idea of such a state did not represent the idea of a self-sufficient village but of an intelligent and vital village. Lohia wanted the community of a state so organized and sovereign power so diffused that each of the little communities in it lives the way of life it chooses. |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               |  |
| Student activity planned/ homework given: | How the ideas of above thinkers strengthened the socialist thought in the society.   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>  |
| <b>Subject:</b> Constitution and Politics of India                                   | <b>Topic:</b> Nationalist Movement and Constitutional Development  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• Understanding the phases of National Movement</li> <li>• Making of Indian Constitution</li> <li>• Philosophical Foundations and Salient Features of the Indian Constitution.</li> </ul>   |
| Previous knowledge required:   | Knowledge about the national movement, Philosophical Foundations and Salient Features of the Indian Constitution.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• Nationalist Movement and Constitutional Development is a broad topic that covers the history of various movements and reforms that aimed to achieve political independence and self-government for different nations and regions.</li> <li>• This movement involved different phases and strategies, such as the early nationalists who adopted a constitutional and peaceful approach to demand</li> </ul> |

|   |  |
|---|--|
|   | <p>reforms</p> <ul style="list-style-type: none"> <li>• There are many other examples of nationalist movements and constitutional developments in different parts of the world, such as the American Revolution, the Chinese Revolution, the Arab Spring, etc. Each one has its own historical context, causes, effects, and challenges.</li> <li>• Phases of National Movement: Moderates ,Extremist s ,Gandhian phase.</li> <li>• Features of Indian Philosophical Foundations and Salient Features of the Indian Constitution: lengthiest Constitution, Fundamental rights,dpsp, Federal and unitary form of government ,parliamentary government.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Textbook and Internet  |
| Student activity planned/ homework given: | Write the leaders names of three phases of Indian National Movement.   |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>   |
| <b>Subject: : Constitution and Politics of India</b>                                 | <b>Topic: Fundamental Rights and Directive Principles</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• Understand the Fundamental Rights and Duties, Directive Principles of State Policy</li> <li>• Relationship between Fundamental Rights and Directive Principles of State Policy.</li> </ul> |
| Previous knowledge required:   | Awareness on fundamental rights.  |

|   |   |
|---|---|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>Articles 12-35 of Indian Constitution deal with Fundamental Rights. These human rights are conferred upon the citizens of India for the Constitution tells that these rights are inviolable. Right to Life, Right to Dignity, Right to Education etc. all come under one of the six main fundamental rights.</li> <li>Articles 36-51 under Part-IV of the Indian Constitution deal with Directive Principles of State Policy (DPSP). They are borrowed from the Constitution of Ireland, which had copied it from the Spanish Constitution. This article will solely discuss the Directive Principles of State Policy, its importance in the Indian Constitution and the history of its conflict with Fundamental Rights.</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given: | Expaliate the features of liberal and socialist and Gandhian principles .   |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>        | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                      | <b>Semester: IV</b>  |
| <b>Subject: Constitution and Politics of India</b> | <b>Topic: Evolution of Indian Constitution</b>   |
| Learning objectives:                               | Understand the Evolution of Indian Constitution -1909 Act ,1919 Act ,1935 acts of India.   |
| Previous knowledge required:                       | Basic Awareness on British India acts .  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• The Indian Constitution has a rich history of evolution. <u>The <b>Government of India Act, 1909</b> was enacted to introduce separate electorates for Muslims and to increase the number of Indians in the legislative councils .</u></li> <li>• The <b>Government of India Act, 1919</b> was passed to expand the participation of Indians in the government of India. <u>It introduced the concept of dyarchy, which meant that certain subjects such as education, health, and agriculture were transferred to Indian ministers while others such as finance and defense remained with British officials .</u></li> <li>• The <b>Government of India Act, 1935</b> was the last pre-independence constitution that introduced provincial autonomy and increased the powers of Indian legislatures. <u>It also established a federal system with separate powers for the center and provinces</u></li> </ul> |
| Illustrations/ Demonstration shown:                | -  |

|   |  |
|---|--|
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet |
| Student activity planned/ homework given: | What are the Regulating and Independence India acts .              |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>  |
| <b>Subject: : Constitution and Politics of India</b>                                 | <b>Topic: Union Government – Executive; Legislature; Judiciary</b>   |
| Learning objectives:   | Understand the union Government and organs of government.  |
| Previous knowledge required:   | Known about Organs of Government.  |
| Synopsis:  | <p>The Union Government is mainly composed of the executive, the legislature, and the judiciary, and powers are vested by the constitution in the Prime Minister, Parliament, and the Supreme Court, respectively .</p> <p>Three organs of government :</p> <ol style="list-style-type: none"> <li>1. Legislature</li> <li>2. Executive</li> <li>3. Judiciary</li> </ol> <p>These organs do not work in isolation to each other but are interdependent to ensure proper and systematic functioning of the government. Though the Indian Constitution does not explicitly talk about the relation between these three powerful institutions through various provisions a system of 'Checks and Balances' has been</p> |

|   |  |
|---|--|
|   | established and there is a clear separation of powers.             |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet |
| Student activity planned/ homework given: | Explain theory of separation of powers.                            |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>   |
| <b>Subject: Constitution and Politics of India</b>                                   | <b>Topic: : State Government - Executive; Legislature; Judiciary</b>  |
| Learning objectives:   | Understand the State Government - Executive; Legislature; Judiciary.  |
| Previous knowledge required:   | State government.   |
| Synopsis:  | <ul style="list-style-type: none"> <li>• A state government is the <u>government</u> that controls a <u>subdivision</u> of a <u>country</u> in a <u>federal form of government</u>, which shares <u>political power</u> with the <u>federal</u> or <u>national government</u>. A state government may have some level of political <u>autonomy</u>, or be subject to the direct control of the federal government. This relationship may be defined by a <u>constitution</u>.</li> <li>• The State Executive consists of three important posts: <ol style="list-style-type: none"> <li>1. <b>Governor:</b> Appointed by the President for a term of five years and holds office during his pleasure. The</li> </ol> </li> </ul> |

|   |  |
|---|--|
|   | <p>executive power of the State is vested in Governor .</p> <p>2. <b>Chief Minister &amp; Council of Ministers:</b> The Chief Minister is appointed by the Governor who also appoints other ministers on the advice of the Chief Minister. The Council of Ministers is collectively responsible to legislative assembly of the State .</p> <p>3. <b>Advocate-General of State:</b> Appointed by Governor</p> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>   |
| <b>Subject: Constitution and Politics of India</b>                                   | <b>Topic : Federal Politics.</b>  |
| Learning objectives:   | Understands the Union- State Relations : Legislative, Administrative, Financial and Recent trends in Union - State Relations.   |
| Previous knowledge required:   | What is central -state government.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• The relationship between the Union and the States is a crucial aspect of India's federal structure. The Constitution of India divides all powers - legislative, executive, and financial - between the Centre and the States. The effective operation of the federal system requires maximum harmony and coordination between the Centre and the States. The Constitution incorporates several provisions to ensure this.</li> <li>• The Centre-State relations can be better understood under the following three heads:</li> </ul> |

|   |   |
|---|---|
|   | <ol style="list-style-type: none"> <li><b>Legislative Relations:</b> Articles 245 to 255 in Part XI of the Constitution deal with the legislative relations between the Centre and the State. The extent of laws made by Parliament and by the Legislatures of States is defined in these articles.</li> <li><b>Administrative Relations:</b> The administrative relations between the Centre and the States are governed by Articles 256 to 263 in Part XI of the Constitution. These articles provide for delegation of executive powers from the Centre to the States, as well as for cooperation between them.</li> <li><b>Financial Relations:</b> Articles 268 to 293 in Part XII of the Constitution deal with financial relations between the Centre and the States. These articles provide for distribution of taxes, grants-in-aid, borrowing powers, etc., between them.</li> </ol> <ul style="list-style-type: none"> <li>Recent trends in Union-State relations emphasize cooperation and coordination, rather than demarcation of powers, between different levels of government</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given: | Recent trends in Union-State relations  |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>  |
| <b>Subject: Indian Government and Politics</b>                                       | <b>Topic : Electoral Politics in India</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Define national, state and regional Parties; Analyse the role of some major parties of India; and Explain the reason behind the formation of a new party, Election Commission &amp; Electoral Reforms.</li> <li>The Election Commission of India is an autonomous constitutional authority responsible for administering election processes in India.</li> </ul> |

|   |   |
|---|---|
| Previous knowledge required:                                | Knowing about different political parties.  |
| <ul style="list-style-type: none"> <li>Synopsis:</li> </ul> | <ul style="list-style-type: none"> <li>Political party forms an important component of a political system. A political party is an institution which consists of leaders, followers, policies and programmes</li> <li>Political parties are the important links between individuals, state and society. Political parties provide the crucial connection between social process and policy-makers, and influence debates and policies on issues affecting the interests of various social groups in a political system</li> <li>Political parties: National – Indian National Congress ,BJP,CPI, CPM,BSP.</li> <li>Regional – TRS, TDP, YSRC</li> <li>The Election Commission of India is an autonomous constitutional authority responsible for administering election processes in India. The body administers elections to the Lok Sabha, Rajya Sabha, State Legislative Assemblies in India, and the offices of the President and Vice President in the country.</li> <li>The Election Commission has proposed several electoral reforms to reinforce democracy and enhance the fairness of elections. These include: <ul style="list-style-type: none"> <li>Amendment to the Constitution of India</li> <li>Electoral Roll Matters</li> <li>Election Management Issues</li> <li>Election Officials and Logistics</li> <li>Nomination of Candidates</li> <li>De-Criminalization of politics</li> <li>Reforms relating to Political Parties</li> <li>Election campaign and advertisements</li> <li>Election Expenses and Election Petitions</li> </ul> </li> </ul> |
| Illustrations/ Demonstration shown:                         | -   |
| Teaching aids used:   | Board and chalk   |
| References:   | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given:                   | What is the eligibility to a party to be recognised as National party in India .  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>        | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                      | <b>Semester: IV</b>   |
| <b>Subject: Constitution and Politics of India</b> | <b>Topic: Issues in Indian Politics</b>   |
| Learning objectives:                               | <ul style="list-style-type: none"> <li>Understanding Debates on Secularism – Majority Communalism, Minority Communalism → Caste in Politics and Politicization of caste ,Gender in Indian Politics ,Issues of Minorities – Sachar Committee.</li> </ul>   |
| Previous knowledge required:                       | Knowledge about the political issues .  |
| Synopsis:  | <ul style="list-style-type: none"> <li>secularism, majority communalism, and minority communalism. In a multi-religious society like India, the followers of all religions live and practice their faith. Periodically communalism is showing its ugly face in many manifestations: demolition of mosques, killing of devotees in train at Godhra and thereafter Gujarat carnage, shameful assault on Taslima Nasreen at a book release function in Hyderabad, recent Hindu-Muslim riots in Muzaffarnagar and Saharanpur, destruction of churches in Madhya Pradesh &amp; Chattisgarh, rape of Christians nuns, killing of priests, harassing and terrorizing of minority communities, reconversion of dalit and tribal Christians and so on .</li> <li>Communalism poses a serious threat to secularism and consequently, a danger to democracy, and peaceful, harmonious coexistence of Indians belonging to diverse religious faiths and belief systems</li> <li>Communalism is basically “a loyalty to a sociopolitical grouping based on religious or ethnic affiliation or a social organization on a communal basis” . Communalism is regarded in our country as blind loyalty to one’s own religious group. It is sometimes equated with religious fundamentalism.</li> <li>The politicization of caste in India has played a very important role in developing party politics. It is a double process where caste needs politics as much as politics need caste. When caste groupings make politics their sphere of activities, it leads to an unhealthy struggle for power and acts as a divisive force.</li> <li>Women’s political participation in India has been increasing over the years. Women in India participate in voting, run for public offices, and political parties at lower levels more than men. Political activism and</li> </ul> |

|   |   |
|---|---|
|   | <p>voting are the strongest areas of women's political participation</p> <ul style="list-style-type: none"> <li>• The Indian Government has instituted reservations for seats in local governments to combat gender inequality in politics . Women turnout during India's parliamentary general elections was 65.63%, compared to 67.09% turnout for men . Women have held the posts of president and prime minister in India, as well as chief ministers of various states . Indian voters have elected women to numerous state legislative assemblies and national parliament for many decades.</li> <li>• The Sachar Committee report revealed that Muslims in India are among the most economically and socially backward communities in the country. They have lower literacy rates, higher poverty rates, and lower representation in government jobs than other religious communities . The report also highlighted that Muslims are underrepresented in the police and armed forces .</li> <li>• The committee recommended several measures to improve the socio-economic status of Muslims in India. These included increasing the representation of Muslims in government jobs, providing better education facilities, and improving access to credit for Muslim entrepreneurs . The report also recommended setting up an Equal Opportunity Commission to look into discrimination against minorities</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Textbook and Internet   |
| Student activity planned/ homework given: | Note Sanchar committee report.  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>     | <b>Topic: International Relations.</b>  |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>Understanding the what is International Relations – Nature , Evolution and Scope; State and Non- State Actors in IR , Westphalian State and Sovereign State system and its characteristics.</li> </ul>   |
| Previous knowledge required:                | Awareness on International Relations.   |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>International Relations (IR) is a branch of political science that studies the interactions between states, international organizations, and other non-state actors in the international system. It is a multidisciplinary field that draws on history, economics, law, sociology, and other social sciences to understand the complex dynamics of global politics .</li> <li>The nature of IR has evolved over time. The discipline emerged in the aftermath of World War I and II, when scholars sought to understand the causes of war and the prospects for peace. Since then, IR has expanded to include a wide range of issues, including trade, human rights, environmental protection, and global governance .</li> <li>The Westphalian state system is a concept in IR that refers to the system of sovereign states that emerged in Europe after the Treaty of Westphalia in 1648. The Westphalian system is characterized by the principle of state sovereignty, which holds that states are the supreme authority within their own borders and are not subject to external interference . The Westphalian system has been criticized for being Eurocentric and for failing to account for the role of non-state actors in global politics .</li> </ul> |

|   |                 |
|---|-----------------|
| Illustrations/ Demonstration shown:       | -               |
| Teaching aids used:                       | Board and chalk |
| References:                               |                 |
| Student activity planned/ homework given: | -               |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>  | <b>Topic: European conquest of Asia and Africa</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Understands the European conquest of Asia and Africa – Its Impact on society, culture, economy ( European colonialism )First World War and Second World War.</li> </ul>  |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>World war .</li> </ul>   |
| Synopsis:  | <ul style="list-style-type: none"> <li>The European conquest of Asia and Africa had a profound impact on the societies, cultures, and economies of these regions. European colonialism was characterized by the exploitation of resources, forced labor, and the imposition of European culture and values on the colonized peoples .</li> <li>The First World War (1914-1918) was a global conflict that involved many of the world's major powers. It was fought between two opposing alliances: the Allies (led by France, Russia, and the United Kingdom) and the Central Powers (led by Germany, Austria-Hungary, and the Ottoman Empire). The war had a profound impact on Europe and the world, leading to the collapse of empires, the redrawing of national borders, and the rise of new political ideologies .</li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>The Second World War (1939-1945) was an even more devastating conflict that involved many of the same powers as the First World War. It was fought between two opposing alliances: the Allies (led by the United States, the United Kingdom, and the Soviet Union) and the Axis Powers (led by Germany, Japan, and Italy). The war had a profound impact on Europe and the world, leading to the deaths of millions of people, the Holocaust, and the use of atomic weapons .</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | International Relations by J.C. Johari, IR Telugu Academy, Internet .   |
| Student activity planned/ homework given: | Effects of world wars .   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>   |
| <b>Subject: International Relations</b>  | <b>Topic : Decolonization and its consequences ; Rise of the Developing world ;Neo- colonialism</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Define Decolonization and its consequences ; Rise of the Developing world ;Neo- colonialism.</li> </ul> |
| Previous knowledge required:   | Knowing about decolonization.  |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Decolonization refers to the process of undoing colonialism, where a nation establishes and maintains its domination over dependent territories. The process of decolonization began after World War II and continued throughout the 1960s and 1970s. It led to the emergence of new nation-states in Asia, Africa, and the Middle East .</li> <li>• The consequences of decolonization were mixed. While it led to the emergence of new nation-states, it also resulted in political instability, economic underdevelopment, and social unrest in many countries .</li> <li>• The rise of the developing world refers to the emergence of developing countries as important players in the global economy. Developing countries are characterized by their low levels of economic development, high levels of poverty, and limited access to resources. The rise of the developing world has been driven by a number of factors, including globalization, technological change, and economic liberalization</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | International Relations by J.C. Johari, IR Telugu Academy, Internet .  |
| Student activity planned/ homework given: | What are the advantages of Decolonization.   |

Sign of the faculty

Principal's sign

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>     | <b>Topic: Cold War</b>  |
| Learning objectives:                        | Understands what was happened after the world wars , Decolonization , Emergence of Third World : Problems and Prospects, Cold War: Causes, Phases and Impact.   |
| Previous knowledge required:                | Knowledge on World Wars and effects.  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• <u>The term “Third World” was coined by French demographer and historian Alfred Sauvy in 1952 to refer to countries that were unaligned with either the Communist Soviet bloc or the Capitalist NATO bloc during the Cold War.</u></li> <li>• The emergence of the Third World led to the formation of a series of countries that did not belong to either the Western bloc or the Soviet bloc. <u>These countries had various features in common, including underdevelopment and rapid demographic growth</u></li> <li>• <b>Cold War</b> was a period of geopolitical tension between the United States and the Soviet Union and their respective allies, the Western Bloc and the Eastern Bloc. <u>It lasted from 1947 to 1991<sup>12</sup>. The conflict was based on the ideological and geopolitical struggle for global influence by these two superpowers, following their roles as the Allies of World War II that led to victory against Nazi Germany and Imperial Japan in 1945.</u></li> <li>• The Cold War can be divided into three phases:Early phase (1947-53),the middle phase(1954-62),the late phase(1962-1991)</li> </ul> |
| Illustrations/ Demonstration shown:         | -   |
| Teaching aids used:                         | Board and chalk   |
| References:                                 | International relations by J C Johari, International Relations by Telugu Academy  |
| Student activity planned/ homework given:   | How Cold affected world system.   |

Sign of the faculty

Principal's sign

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>     | <b>Topic: India's Foreign Policy: Determinants; features; Non-Alignment</b>   |
| Learning objectives:                        | Understands Non- Alignment: Evaluation, Relevance and Recent Trends   |
| Previous knowledge required:                | Knowing about India's Foreign Policy: Determinants; features Non- Alignment: Evaluation, Relevance and Recent Trends .  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• India's foreign policy is guided by several determinants, including its strategic location, economic interests, security concerns, and cultural ties. India's foreign policy is characterized by a commitment to non-alignment, which means that it does not align itself with any major power blocs and seeks to maintain its independence in international affairs Non-Aligned Movement.</li> <li>• The Non-Aligned Movement (NAM) is a group of countries that do not consider themselves aligned with any major power bloc. The movement was founded in 1961, during the Cold War, as an attempt to avoid taking sides in the conflict between the United States and the Soviet Union.</li> <li>• The relevance of NAM has been a topic of debate in recent years. Some argue that the movement has lost its relevance since the end of the Cold War, as there are no longer two rival blocs to be non-aligned between. However, others believe that NAM still has a role to play in international affairs, particularly in promoting the interests of developing countries.</li> <li>• A 2012 report titled "Nonalignment 2.0" by an independent group of analysts and policymakers attempted to identify the basic principles that should guide India's foreign and strategic policy over the next decade</li> </ul> |
| Illustrations/ Demonstration shown:         | Analyse the Features of India's Foreign Policy  |
| Teaching aids used:                         | Board and chalk   |
| References:                                 | Global Politics by Andrew Hey wood, International Relations by Telugu academy.  |
| Student activity planned/ homework given:   | Relavance of Nam as a factor of Indian Foreign Policy.  |

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>   |
| <b>Subject: International Relations</b>  | <b>Topic: India's Bilateral Relations</b>  |
| Learning objectives:   | Understands the India's Bilateral Relations India and U.S.A, India and Russia, India and China and Pakistan.   |
| Previous knowledge required:   | Knowing about other countries and their relations.   |
| Synopsis:  | <p>India's bilateral relations with these countries:</p> <ul style="list-style-type: none"> <li>• <b>India-U.S. Relations:</b> India and the United States have enjoyed close relations since India's independence from Britain in 1947. The two countries have deepened collaboration on issues such as counterterrorism and countering Chinese influence in the Indo-Pacific .</li> <li>• <b>India-Russia Relations:</b> India and Russia have a longstanding relationship that dates back to the Soviet era. Today, New Delhi sees vital interests in maintaining working ties with Moscow, as well as in fostering a multipolar international system. In the context of India's decades-old aspirations for "nonalignment" and "strategic autonomy," New Delhi has thus engaged a concurrent "special and privileged strategic partnership" with Russia .</li> <li>• <b>India-China Relations:</b> India and China have had a complex relationship over the years. The two countries share a long border, which has been a source of tension between them. In recent years, the two countries have been engaged in a border dispute that has led to military clashes. Despite this, India and China have also cooperated on issues such as climate change and trade .</li> <li>• <b>India-Pakistan Relations:</b> India and Pakistan have had a difficult relationship since their independence from Britain in 1947. The two countries have fought several wars over the</li> </ul> |

|   |   |
|---|---|
|   | <p>years, and there are ongoing tensions between them over issues such as terrorism and Kashmir. Despite this, there have been some efforts to improve relations between the two countries .</p> <ul style="list-style-type: none"> <li>• India has traditionally had close ties with Sri Lanka due to their shared cultural and historical links. However, relations between the two countries have been strained in recent years due to Sri Lanka’s close relationship with China . India has also been concerned about human rights abuses against Tamils in Sri Lanka.</li> <li>• India’s relationship with Nepal is characterized by close cultural and economic ties. Nepal is India’s closest neighbor, and the two countries share an open border that allows for free movement of people and goods . However, relations between the two countries have been strained in recent years due to Nepal’s growing relationship with China</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy.  |
| Student activity planned/ homework given: | Relavance of NAM Today.   |

Sign of the faculty

Principal’s sign

|  |                                      |
|--|--------------------------------------|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |                                      |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b> |

|                                     |   |
|-------------------------------------|---|
| <b>Course/Group: BA (HEP)</b>       | <b>Semester: VI</b>   |
| <b>Subject: Global Politics</b>     | <b>Topic: Voting Behaviour, Electoral Reforms.</b>  |
| Learning objectives:                | <ul style="list-style-type: none"> <li>To learn Power , Elements of Power , Balance of Power ,Growing importance of Soft Power.</li> </ul>  |
| Previous knowledge required:        | Knowing about the power .   |
| Synopsis:                           | <ul style="list-style-type: none"> <li>Power is the ability to influence others and achieve one's goals. In international relations, power is the ability of a state or other actor to achieve its objectives in the face of opposition from other actors. Power can be exercised in many ways, including military force, economic sanctions, diplomacy, and cultural influence .</li> <li>The elements of power are the resources that states and other actors can use to achieve their objectives. The most important elements of power are military power, economic power, and diplomatic power. Military power includes the ability to use force to achieve one's objectives. Economic power includes the ability to control resources and influence other states through trade and investment. Diplomatic power includes the ability to negotiate agreements and alliances with other states .</li> <li>The balance of power is a concept in international relations that refers to the distribution of power among states. The balance of power theory suggests that states will seek to maintain a balance of power in order to prevent any one state from becoming too powerful and dominating the others. The balance of power can be maintained through alliances, arms control agreements, and other means .</li> <li>Soft power is a concept developed by political scientist Joseph Nye that refers to the ability of a state or other actor to influence others through attraction rather than coercion. Soft power includes cultural influence, political values, and foreign policies that are seen as legitimate and attractive by others . Soft power is becoming increasingly important in international relations as states seek to achieve their objectives through non-coercive means.</li> </ul> |
| Illustrations/ Demonstration shown: | -   |
| Teaching aids used:                 | Board and chalk   |
| References:                         | Global Politics by Andrew Hey wood, International Relations by Telugu academy.  |

|   |   |
|---|---|
| Student activity planned/ homework given: | Difference between soft and hard power. |
|---|---|

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>  |
| <b>Subject: Global Politics</b>  | <b>Topic: Security, Collective Security, Bipolarity , Multipolarity, Unipolarity</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>The meaning and significance Security, Collective Security, Bipolarity , Multipolarity, Unipolarity</li> </ul>  |
| Previous knowledge required:   | Knowing about security concept in IR.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>In international relations, security refers to the ability of a state or other actor to protect its interests and sovereignty from external threats. Collective security is a concept in international relations that refers to the idea that security is best achieved through collective action by states and other actors. The United Nations is an example of a collective security organization.</li> <li>Bipolarity refers to a distribution of power in which two states or groups of states have the majority of economic, military, and cultural influence. During the Cold War, the world was characterized by bipolarity, with the United States and the Soviet Union as the two superpowers.</li> <li>Multipolarity refers to a distribution of power in which several states or groups of states have roughly equal amounts of economic, military, and cultural influence. Multipolarity is often seen as a more stable system than bipolarity because it</li> </ul> |

|   |  |
|---|--|
|   | <p>is less likely to lead to direct conflict between major powers.</p> <ul style="list-style-type: none"> <li>• Unipolarity refers to a distribution of power in which one state or group of states has the majority of economic, military, and cultural influence. The post-Cold War era has been characterized by unipolarity, with the United States as the sole superpower.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy  |
| Student activity planned/ homework given: | Advantages of Multy polar system.  |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>  |
| <b>Subject: Global Politics</b>  | <ul style="list-style-type: none"> <li>• <b>Topic:</b> Human Rights, Terrorism<br/>Environmental Issues.</li> </ul>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• Understands what is Human Rights;</li> <li>• Agencies of human Rights Protection;</li> <li>• Terrorism</li> <li>• Environmental Issues</li> </ul> |
| Previous knowledge required:   | Knowing human rights.  |

Synopsis:

- **Human Rights:** Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. Human rights include civil and political rights, such as freedom of speech and expression, and social, cultural and economic rights, such as the right to participate in culture, the right to food, and the right to work and receive an education. There are many agencies that work towards protecting human rights. Some of them are:
- **United Nations Human Rights Council:** It is an inter-governmental body within the United Nations system responsible for strengthening the promotion and protection of human rights around the globe and for addressing situations of human rights violations and making recommendations on them.
- **Amnesty International:** It is a non-governmental organization focused on human rights with over 10 million members and supporters around the world. The organization investigates and exposes abuses, educates and mobilizes the public, and works to protect people wherever justice, freedom, truth, and dignity are denied
- **Terrorism:** Terrorism is defined as the use of violence or threat of violence against civilians in order to achieve political or ideological objectives. It is a serious threat to human rights as it can destabilize governments, undermine civil society, jeopardize peace and security, and threaten social and economic development.
- **Environmental Issues:** Environmental issues refer to problems associated with the planet's systems (air, water, soil) that have negative effects on human health or other living organisms. Some agencies that work towards environmental protection are:
- **United Nations Environment Programme (UNEP):** It is a program within the United Nations responsible for coordinating environmental activities and assisting countries in implementing environmentally sound policies.
- **Greenpeace International:** It is a non-governmental organization that campaigns for solutions to environmental problems such as climate change, deforestation, overfishing, commercial whaling, genetic engineering, and anti-nuclear issues.

Illustrations/ Demonstration shown:

-

|   |   |
|---|---|
| Teaching aids used:                       | Board and chalk   |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy |
| Student activity planned/ homework given: | Write an essay NHRC.  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>   |
| <b>Subject: Global Politics</b>  | <b>Topic: World Bank and IMF</b>  |
| Learning objectives:   | Understands the World Bank and IMF; UNCTAD; North – South Dialogue and South – South Co- operations; WTO  |
| Previous knowledge required:   | Knowing about WTO.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• <b>World Bank and IMF:</b> The World Bank and the International Monetary Fund (IMF) are two of the world's largest global financial institutions. They were established in 1944 at the Bretton Woods Conference to promote international economic cooperation and development. The World Bank provides loans, grants, and technical assistance to developing countries for a wide range of purposes, including poverty reduction, infrastructure development, and economic growth. The IMF provides financial assistance to member countries experiencing balance of payments difficulties, with the goal of stabilizing their economies and promoting sustainable growth.</li> <li>• <b>UNCTAD:</b> The United Nations Conference on Trade and Development (UNCTAD) is a permanent intergovernmental body established by the United Nations General Assembly in 1964. Its mandate is to promote sustainable development through trade, investment, finance, and technology transfer</li> <li>• <b>North-South Dialogue and South-South Co-operations:</b> The North-South Dialogue refers to</li> </ul> |

|   |  |
|---|--|
|   | <p>the process through which developing nations of Asia, Africa, and Latin America engaged industrialized countries of North America and Western Europe in negotiations over changes to the international economic system during the 1970s. It addressed issues pertaining to trade and tariffs, international finance, foreign aid, and the governance of multinational companies and institutions. South-South cooperation refers to the exchange of resources, technology, and knowledge between developing countries. It aims to promote economic growth and social progress among developing countries by sharing best practices and experiences.</p> <ul style="list-style-type: none"> <li>• <b>WTO:</b> The World Trade Organization (WTO) is an intergovernmental organization that regulates international trade between nations. It was established in 1995 as a successor to the General Agreement on Tariffs and Trade (GATT). The WTO provides a forum for member countries to negotiate trade agreements, resolve disputes related to trade policies, and monitor national trade policies.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy  |
| Student activity planned/ homework given: | Role of WTO in world system.   |

Sign of the faculty

Principal's sign

|  |                                      |
|--|--------------------------------------|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |                                      |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b> |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>                  |

|   |   |
|---|---|
| <b>Subject:</b> Global Politics           | <b>Topic:</b> Disarmament, Arms Race , Arms control , NPT, CTBT, MTCR Proliferation of Small Arms, WMDs   |
| Learning objectives:                      | Understand about Disarmament, Arms Race , Arms control policies .   |
| Previous knowledge required:              | Knowing about Disarmament.<br>.   |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• <b>Disarmament:</b> Disarmament refers to the reduction or elimination of military weapons, equipment, and forces. It is a critical component of international peace and security efforts. Some agencies that work towards disarmament are: <b>United Nations Office for Disarmament Affairs (UNODA), International Campaign to Abolish Nuclear Weapons (ICAN).</b></li> <li>• <b>Arms Race:</b> An arms race is a competition between nations for superiority in the development and accumulation of military weapons. It can lead to an increase in military spending, tensions between nations, and the risk of war. Some agencies that work towards arms control are: <b>Stockholm International Peace Research Institute (SIPRI),</b></li> <li>• <b>NPT:</b> The Treaty on the Non-Proliferation of Nuclear Weapons (NPT) is an international treaty aimed at preventing the spread of nuclear weapons and weapons technology. The treaty has three main objectives: preventing the spread of nuclear weapons and nuclear weapon technology; promoting cooperation in the peaceful uses of nuclear energy; and achieving nuclear disarmament</li> <li>• <b>CTBT:</b> The Comprehensive Nuclear-Test-Ban Treaty (CTBT) is a multilateral treaty that bans all nuclear explosions, for both civilian and military purposes, in all environments. The treaty was adopted by the United Nations General Assembly in 1996 but has not yet entered into force as not all states have ratified it</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy   |
| Student activity planned/ homework given: | India's followed Disarmament policies .   |

Sign of the faculty

Principal's sign



**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b> | <b>Topic: What is Political Theory, Evolution, Nature , Significance, Debates on Political Theory</b>  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>• To know the meaning Politics and political theory.</li> <li>• Understand the nature of political theory.</li> <li>• Understand the significance of the Political theory.</li> </ul>   |
| Previous knowledge required:                   | Basic knowledge required about Political theory and related terminology.   |
| Synopsis:                                      | <ul style="list-style-type: none"> <li>• Political theory is a branch of social science that deals with the study of political ideas, concepts, and principles that shape the functioning of political systems. It seeks to explain the nature, origin, and evolution of political systems and institutions. Political theory is concerned with the analysis of power, authority, sovereignty, rights, liberty, equality, justice, and democracy. It also examines the role of the state in society and the relationship between the state and its citizens</li> <li>• The nature of political theory is normative and theoretical. It seeks to provide a framework for understanding political phenomena by analyzing concepts such as power, authority, sovereignty, rights, liberty, equality, justice, and democracy. Political theory is concerned with the study of political ideas and concepts that shape the functioning of political systems</li> <li>• The significance of political theory lies in its ability to provide a critical analysis of political systems and institutions. It helps us understand the nature of power relations in society and provides a framework for evaluating different forms of government. Political theory also helps us understand the role of the state in society and provides a basis for evaluating different forms of government.</li> <li>• Debates on political theory revolve around various issues such as the nature of power relations in society, the role of the state in society, the relationship between citizens and the state, and the nature of democracy. These debates are essential for understanding different perspectives on political issues and for developing new ideas about how to improve political systems</li> </ul> |

|   |   |
|---|---|
| Illustrations/ Demonstration shown:       | Examples are given on different concepts of political theory.             |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Textbook and Internet   |
| Student activity planned/ homework given: | Identify different Political Concepts and theories necessary in our life. |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>  |
| <b>Subject: Understanding Political Theory</b>                                       | <b>Topic: State</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• To know the meaning state and its characteristics.</li> <li>• Understands the concept of Nation .</li> <li>• Difference between the state and national.</li> </ul> |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>• Basic knowledge and terminology about concept of State, Nation and Civil Society. societies etc.</li> </ul>  |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>The concept of state can have varied meaning. We can begin with understanding what it is not. State is not a country, nor government nor nation. Country is a territorial entity, a geographical concept. Nation is more of an internal entity which resides in the minds of people.</li> <li>In the words of Sabine, nation refers to a unity of culture; a feeling of loyalty for a common land, common language and literature, identity of history and common heroes and common religion ... Government on the other hand is a part of the state and not a state</li> </ul> |
| Illustrations/ Demonstration shown:       | <ul style="list-style-type: none"> <li>Examples given on differences between the state , Nation</li> </ul>   |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Identify differences between the state and nation  |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: II</b>  |
| <b>Subject: : Political Concepts and Institutions</b>                                | <b>Topic : : Power, Authority and Legitimacy</b>   |
| Learning objectives:   | <p>Understands what is power?<br/>         What is authority ?<br/>         What does mean by legitimacy?</p> <ul style="list-style-type: none"> <li>Classification of Authority 14.6 Distinction between the Concepts of Power and Authority</li> </ul> |
| Previous knowledge required:   | Knowing about human power and above terminology .  |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Power is thus, one of the key concepts in political theory. It is the ability to control others and make them do what one wants. It is both normative and empirical; i.e. it is also a fact as well as a value to be pursued. It is a very comprehensive term, identified with related themes like authority, influence, control and the like. It is integrally connected with the case of political legitimacy. Legitimate power is authority. On the other hand, influence is a wider term where sanctions may not be used. Power is then a special case of influence</li> <li>• Authority refers to a modified form of power in that it is not simply a manifestation of the capacity to change, but also a right to change. The element, which gives authority this distinctive character, is legitimacy. It is legitimacy, which makes obedience to authority willing and binding. Until the advent of modernity, the idea of delegitimate authority had remained marginal to the understanding of political authority. With modernity and the intellectual ferment created by Enlightenment thought, the idea that authority was something divinely ordained came to be questioned</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: I</b>  |
| <b>Subject: Understanding Political Theory</b> | <b>Topic: Authoritative allocation of Values</b>  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>To know the Authoritative allocation of Values</li> </ul>  |
| Previous knowledge required:                   | <ul style="list-style-type: none"> <li>Basic knowledge about political theory.</li> </ul>   |
| Synopsis:                                      | <p>David Easton, a Canadian-American political scientist of the 20th century, defined politics as “the authoritative allocation of values” . According to Easton, political systems are maintained by specific sorts of interactions between people: those that authoritatively allocate values for a society . In other words, politics is the process of determining who gets what, when, and how .</p> <p>Easton applied systems theory to his explanations of politics. He proposed a systems theory for political science in 1953, which organized political actions into loops of feedback between the various citizens and leaders in a political system, all based around human behaviours and human actions .</p> <p>Easton’s definition of politics is subjective and encompasses a variety of perspectives. It is helpful in some areas of political science but not in others <sup>2</sup>. Easton’s definition is most useful for the study of government or, as he puts it, for political systems able to allocate values authoritatively</p> |
| Illustrations/ Demonstration shown:            | Examples given on different values of society.  |
| Teaching aids used:                            | Board and chalk   |
| References:                                    | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given:      | Identify the ways allocating values society.  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b>                                       | <b>Topic: Sovereign state : Challenges</b>   |
| Learning objectives:   | <ul style="list-style-type: none"><li>• To know the meaning Sovereign state and its Challenges</li></ul>   |
| Previous knowledge required:   | Basic knowledge about sovereign states.  |
| Synopsis:  | <p>Sovereignty is the supreme power of a state to govern itself without any external interference. However, the concept of sovereignty has been challenged in recent times. The challenges to state sovereignty can be broadly classified into two categories: internal and external sovereignty.</p> <p>Internal sovereignty refers to the supreme power of the state within its boundaries. The internal sovereignty of a nation signifies that it is internally supreme to any type of associations or groups. External sovereignty denotes that a particular nation is not legally bound to any other nations except international bodies such as UNO and International Court of Justice.</p> <p>The challenges to state sovereignty are mainly due to globalization, which has led to the erosion of national sovereignty. Globalization has initiated to protect the</p> |

|   |   |
|---|---|
|   | economic interests of G-8 nations as well as to expand the market areas for the Multinational Corporations (MNC's). Since 1990, there has been a tremendous increase in the number of MNC's. During 1990, there were only 3000 MNC's and this has increased to 63,000 today. After the collapse of the Soviet Union and the formation of European Community, there has been a phenomenal growth in MNC's doing business across national borders |
| Illustrations/ Demonstration shown:       | Examples given on different types sovereignty,  |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Identify other Sovereign state : Challenges   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b>                                       | <b>Topic: Liberty, Equality, Justice</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>To know the meaning Political Values and Theoretical Perspectives of liberty ,equality ,justice.</li> </ul>   |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>Basic knowledge and terminology about concept of liberty ,equality ,justice .</li> </ul>  |
| Synopsis:  | <ul style="list-style-type: none"> <li><b>Liberty</b> refers to the freedom of individuals to act as they wish, as long as their actions do not harm others. It is often associated with individualism and is a fundamental value in many societies.</li> <li><b>Equality</b> refers to the idea that all individuals</li> </ul> |

|   |   |
|---|---|
|   | <p>should be treated the same, regardless of their background or social status. It is often associated with egalitarianism and is a fundamental value in many democratic societies.</p> <ul style="list-style-type: none"> <li>• <b>Justice</b> refers to the idea that individuals should be treated fairly and equitably. It is often associated with the rule of law and is a fundamental value in many societies</li> </ul> |
| Illustrations/ Demonstration shown:       | <ul style="list-style-type: none"> <li>• Examples given on differences perspectives of above concepts i.e liberal, Marxist, feminist.</li> </ul>  |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Identify differences between the state and nation   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: I</b>   |
| <b>Subject : Understanding Political Theory</b>                                      | <b>Topic: Political Ideologies</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• To know the meaning of different Political Ideologies namely liberalism, Nationalism, Multiculturalism</li> </ul> |
| Previous knowledge required:   | Basic knowledge about the different Political Ideologies .   |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• <b>Liberalism</b> is a political philosophy that emphasizes individual rights, equality, and freedom. It is based on the idea that people should be free to make their own choices and pursue their own interests without interference from the government or other individuals. Liberalism is often associated with democracy, capitalism, and human rights.</li> <li>• <b>Nationalism</b> is a political ideology that emphasizes the importance of national identity and sovereignty. It is based on the idea that people who share a common language, culture, or history should have their own independent nation-state. Nationalism can be either civic or ethnic in nature.</li> <li>• <b>Multiculturalism</b> is a social policy that recognizes and celebrates cultural diversity within a society. It is based on the idea that different cultures can coexist peacefully and enrich each other. Multiculturalism promotes respect for cultural differences and encourages people to learn about other cultures.</li> </ul> |
| Illustrations/ Demonstration shown:       | Examples given on different thinkers of above ideologies.  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Identify the different ideologies.   |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>    | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: I</b>   |
| <b>Subject: Understanding Political Theory</b> | Topic: Political Institutions and Functions  |
| Learning objectives:                           | <ul style="list-style-type: none"> <li>• To know and understand the meaning of the Political Institutions and Functions.</li> <li>• To know about the Legislature, Executive and Judiciary</li> </ul>  |
| Previous knowledge required:                   | Basic knowledge about what is government and organs of government.   |
| Synopsis:                                      | <ul style="list-style-type: none"> <li>• The <b>legislature, executive and judiciary</b> are the three branches of the government. They are responsible for performing distinct functions that are essential for the smooth functioning of a democratic government.</li> <li>• The <b>legislature</b> is responsible for enacting laws.</li> <li>• The <b>executive</b> is responsible for implementing and enforcing laws.</li> <li>• The <b>judiciary</b> is responsible for interpreting laws and ensuring that they are applied fairly and impartially.</li> </ul> |
| Illustrations/ Demonstration shown:            | Examples given on functions of organs of government.   |
| Teaching aids used:                            | Board and chalk  |
| References:                                    | Political theory by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given:      | Analyse the theory of separation of powers.  |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>Course/Group: BA (HEP)</b>                  | <b>Semester: III</b>                     |
| <b>Subject: Indian Government and Politics</b> | <b>Topic: Pressure Groups and Media.</b> |

|   |  |
|---|--|
| Learning objectives:                      | <ul style="list-style-type: none"> <li>• Explain the meaning and characteristics of pressure groups;</li> <li>• Distinguish pressure groups from political parties, interest groups, civil society</li> <li>• Classify pressure groups;</li> </ul>   |
| Previous knowledge required:              | Knowing about pressure groups and terminology.   |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Pressure groups are organizations, associations and groups representing the collective interests of their members. They play an important role in democratic politics of a country by articulating the demands and interests of different groups in society.</li> <li>• By forming pressure groups, people seek to protect and promote their shared interests and beliefs while exerting pressures on the government. In fact, many of the pressure groups are able to influence the government and change the community's socio-economic and political structures.</li> <li>• Since they do not attempt to exercise governing power, they are different from political parties in many ways. Though similar in their orientation and nature, pressure groups are also different from other groups in the society like interest groups, or civil society organizations. They are well structured, organized and formalized in their objectives, working and methods.</li> <li>• Though few pressure groups exist for a short time to achieve immediate or specific purpose, majority of pressure groups are long-lived and exert concerted pressures on the government thereby influencing both the policy formulation and policy implementation process in their group's interests.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

**Name of the Faculty: K.CHANDRASEKHAR**

**Department: Political Science**

|   |   |
|---|---|
| <b>Course/Group: BA (HEP)</b>             | <b>Semester: II</b>   |
| <b>Subject:</b> Western Political Thought | <b>Topic:</b> Greek Political Thought   |
| Learning objectives:                      | <ul style="list-style-type: none"> <li>To learn the Greek Political Thought – Sophists → Plato:- Concept of Justice , Ideal State , Education and Communism</li> <li>Aristotle :- Forms of Governments, On revolution , Slavery , Best state.</li> </ul>  |
| Previous knowledge required:              | Basic knowledge about Greek Political philosophy.   |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>The Sophists were the first teachers of <b>individualism</b>, and originated the idea that the state rests upon a social compact. They also drew a distinction between morality and law, and showed that-law, because of the nature of political authority, often forces men to act contrary to the dictates of reason.</li> <li>Plato, the ancient Greek philosopher, has written extensively on the concept of justice, ideal state, education, and communism. In his book “The Republic,” Plato argues that justice is the most important part of the ideal state. He has treated justice as the bond that holds a society together. Hence it is the true principle of social life. The philosopher king will take every care to establish justice. That is why The Republic is called a “treatise concerning justice”</li> <li>Plato’s ideal state is the highest manifestation of morality, goodness, and idealism. It is a state where justice cannot be relegated to an inferior position. Rather, it holds the highest position in the state. Different social classes are combined by the bond of justice, making the ideal state a perfect one<sup>1</sup>. Plato based his ideal state on the concept of communism. He wanted a state free of problems, a scared and the super-most institute. He believed that the ruling and military classes have no concern with appetite as they represent reason and courage respectively. So, these two classes must be free of any tension to run the administration</li> <li></li> </ul> |
| Illustrations/ Demonstration shown:       | Given few examples of plato educational system, aristole’s theory of classification of governments.   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Western Political thought by O P Gauba, Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Write about review on republicand politics works.   |

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: II</b>  |
| <b>Subject: : Western Political Thought</b> | <b>Topic : Medieval and Early Modern Thought</b>   |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>• Thomas Aquinas :- Theory of Laws, Christianized Aristotle , Church – State Controversy</li> <li>• Niccolo Machiavelli – Human Nature , StateCraf</li> </ul>   |
| Previous knowledge required:                | Basic knowledge about Thomas acquinas and Machiavelli .  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• Thomas Aquinas was a prominent philosopher and theologian of the medieval period. He is known for his contributions to political philosophy, particularly his theory of laws. Aquinas believed that laws could be classified into four categories: eternal law, natural law, human law, and divine law</li> <li>• Aquinas was heavily influenced by Aristotle’s philosophy and sought to reconcile it with Christian doctrine. He believed that Aristotle’s ideas could be “Christianized” and used to support Christian beliefs</li> <li>• He believed that the Church and State were separate entities with different functions, but that they should work together for the common good. He argued that the State should be subject to the Church in matters of morality and ethics, but that the Church should not interfere in political</li> </ul> |

|   |  |
|---|--|
|   | <p>matters</p> <ul style="list-style-type: none"> <li>Niccolo Machiavelli was an Italian philosopher who served the Republic of Florence in Italy. He is widely regarded as the first modern political thinker for various reasons. His work reflects the effect of cultural values of Europe, and the Renaissance influenced him to a great extent. Machiavelli wrote a monograph, “The Prince (1513)”, which is well recognised even today</li> <li>Machiavelli’s view on human nature is essentially negative. According to him, men want protection but lack the strength to protect themselves. They rely on the state to seek security, and the government provides protection from internal as well external conflicts and rivals. Machiavelli also viewed humans as possessive of property</li> <li>Machiavelli’s stance on statecraft is important to comprehend as it explains his suggestions to the Prince for controlling the state. Machiavelli views humans as selfish by nature and opportunists. He asserts that human beings tend to fulfil their self-interest</li> </ul> |
| Illustrations/ Demonstration shown:       | Given examples Machiavelli ideas on prince by emphasising example of Lion and Fox.   |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Political thought by O P Gauba, Telugu Academy<br>Text book and Internet   |
| Student activity planned/ homework given: | Discuss the various books written by the Thomas Aquinas, Niccolo Machiavelli   |

Sign of the faculty

Principal’s sign

|  |                                      |
|--|--------------------------------------|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |                                      |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b> |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>                  |
| <b>Subject: Western Political Thought</b>  | <b>Topic: Social Contractualists</b> |

|   |   |
|---|---|
| Learning objectives:                      | Understands who are Social Contractualists such as Thomas Hobbes ,John Locke , Jean Jacque Rousseau..   |
| Previous knowledge required:              | Known about Social Contractualists .  |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Thomas Hobbes, John Locke, and Jean-Jacques Rousseau were three of the most influential philosophers of the 17th and 18th centuries. They are known for their contributions to political philosophy, particularly in the area of social contract theory .</li> <li>• Social contract theory is the idea that individuals agree to form a society and government by means of a social contract. The contract defines the rights and duties of each party, including the rulers and the ruled <sup>2</sup>. The state of nature, which is the hypothetical condition of human beings before or without political association, was an essential element of their social-contract theories .</li> <li>• Hobbes believed that the state of nature was characterized by a “war of every man against every man,” where life was “solitary, poor, nasty, brutish, and short” . Locke believed that people were born with natural rights to life, liberty, and property . Rousseau believed that people were naturally good but corrupted by society .</li> <li>• Their ideas on social contract theory differed in many ways. Hobbes believed that individuals should give up their liberty to a sovereign in exchange for protection from violence and chaos . Locke believed that individuals should give up some of their rights to a government that would protect their remaining rights . Rousseau believed that individuals should give up some of their rights to a community that would protect them from oppression</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Western Indian Political Thought by O P Gauba , political thought by Telugu academy.  |
| Student activity planned/ homework given: | -   |

Sign of the faculty

Principal’s sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |  |
|---|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: 2</b>   |
| <b>Subject: Western Political Thought</b>   | <b>Topic: Jeremy Bentham :- Utilitarian Principles; Hedonism.</b>  |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>Jeremy Bentham was an English philosopher, jurist, and social reformer regarded as the founder of modern utilitarianism. He believed that the fundamental axiom of his philosophy is the principle that “it is the greatest happiness of the greatest number that is the measure of right and wrong”<sup>1</sup>. Bentham’s moral theory is based on utilitarianism, which states that the right action is the one that produces the greatest overall good. His theory of the good is hedonism, which posits that pleasure is the only thing that is good and pain is the only thing that is bad<sup>1</sup>. His theory of motivation is egoism, which suggests that we are only motivated to act by considerations of our own good</li> </ul>   |
| Previous knowledge required:                | Basic knowledge about Jeremy Bentham.  |
| syopsis:                                    | <ul style="list-style-type: none"> <li>Jeremy Bentham was an English philosopher, jurist, and social reformer regarded as the founder of modern utilitarianism. He believed that the fundamental axiom of his philosophy is the principle that “it is the greatest happiness of the greatest number that is the measure of right and wrong”<sup>1</sup>. Bentham’s moral theory is based on utilitarianism, which states that the right action is the one that produces the greatest overall good. His theory of the good is hedonism, which posits that pleasure is the only thing that is good and pain is the only thing that is bad<sup>1</sup>. His theory of motivation is egoism, which suggests that we are only motivated to act by considerations of our own good .</li> </ul> |
| Illustrations/ Demonstration shown:         | -  |
| Teaching aids used:                         | Board and chalk  |
| References:                                 | Western Political thought by O P Gauba, Telugu Academy Text book and Internet  |

|   |   |
|---|---|
| Student activity planned/ homework given: | Write different scholars who are regarded to the different theories of Utilitarian Principles |
|---|---|

Sign of the faculty

Principal's

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: 2</b>  |
| <b>Subject: Western Political Thought</b>  | <b>Topic: Utilitarian Thought.</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Jeremy Bentham :Utilitarian Principles; Hedonism .</li> <li>J. S. Mill :- On liberty , Representative Government</li> </ul>  |
| Previous knowledge required:   | Basic knowledge about Jeremy Bentham , JS mill .  |
| syopsis:   | <ul style="list-style-type: none"> <li>Jeremy Bentham was an English philosopher and political radical who is primarily known for his moral philosophy, especially his principle of utilitarianism, which evaluates actions based upon their consequences. The relevant consequences, in particular, are the overall happiness created for everyone affected by the action . Bentham famously held a hedonistic account of both motivation and value according to which what is fundamentally valuable and what ultimately motivates us is pleasure and pain. Happiness, according to Bentham, is thus a matter of experiencing pleasure and lack of</li> </ul> |

|   |  |
|---|--|
|   | <p>pain .</p> <ul style="list-style-type: none"> <li>• Utilitarianism is a moral theory that Bentham developed, which states that the right action is the one that produces the greatest overall good . Utilitarianism evaluates actions based on their ability to maximize overall happiness or pleasure . Bentham’s utilitarian principles are based on the idea that pleasure is the only thing that is good and pain is the only thing that is bad</li> <li>• John Stuart Mill was a British philosopher, political economist, and civil servant. He is considered one of the most influential thinkers in the history of liberalism. He wrote several books, including “On Liberty” and “Considerations on Representative Government” .</li> <li>• “On Liberty” is a philosophical work that advocates individual liberty and freedom of speech. Mill argues that society should not interfere with an individual’s freedom unless it is to prevent harm to others. He also believes that free speech is essential for the development of knowledge and ideas .</li> <li>• “Considerations on Representative Government” is a book that discusses the ideal form of government. Mill argues for representative democracy, where elected representatives are responsible for making laws and policies. He believes that representative bodies should be places of public debate on various opinions held by the population and to act as watchdogs of the professionals who create and administer laws and policy</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Political thought by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Write books of Jeremy Bentham, J. S. Mill.   |

Sign of the faculty

Principal’s sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: II</b>   |
| <b>Subject: Western Political Thought</b>   | <b>Topic: Philosophy of Dialectics.</b>   |
| Learning objectives:                        | <ul style="list-style-type: none"><li>• To learn the meaning of G.W. F. Hegel :- Dialectics Purpose of History Geist ( Spirit) and State</li><li>• Karl Marx:- Historical Materialism, Class war and Revolution.</li></ul>  |
| Previous knowledge required:                | Basic knowledge about Hegel, Marx.  |
| Synopsis:                                   | <ul style="list-style-type: none"><li>• George Wilhelm Friedrich Hegel was a German philosopher who lived from 1770 to 1831. He is known for his work on dialectics, which is a method of reasoning that involves the synthesis of opposing viewpoints. Hegel believed that history was driven by the development of ideas, and that the ultimate goal of history was the realization of human freedom. He also believed in the concept of Geist, which is often translated as “spirit” or “mind”.</li><li>• Karl Marx was a German philosopher who lived from 1818 to 1883. He is known for his work on historical materialism, which is a theory that explains social change in terms of economic factors. Marx believed that history was driven by class struggle, and that the ultimate goal of history was the establishment of a classless society.</li><li>• According to Marx, revolution would be brought about by the working class, who would overthrow the ruling class and establish a socialist state</li></ul> |

|   |  |
|---|--|
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Western Political thought by O P Gauba, Telugu Academy<br>Text book and Internet |
| Student activity planned/ homework given: | Write famous writings of Hegel, Marx .   |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>  |
| <b>Subject: Indian Political Thought</b>   | <b>Topic: State and Society in Ancient India</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• To learn the Manu – Features of Manusmriti, Origins of Varna, Varna Dharma</li> <li>• Buddha – Dhamma , Sangha , Eightfold path</li> <li>• Kautilya- Saptanga Theory , Mandala Theory , Statecraft.</li> </ul> |
| Previous knowledge required:   | Basic knowledge about kautilya and manu .   |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• The Manusmṛiti, also known as the Manava-Dharmasastra or Laws of Manu, is one of the many legal texts and constitutions among the many Dharmasastras of Hinduism .</li> <li>• Manu smṛiti assigns various roles for the four Varnas of the community on the basis of their knowledge of Vedic texts. Manu did not issue an ‘ordinance’ on classification of community by birth.</li> <li>• The <b>Buddha</b>, also known as Siddhartha Gautama, was a spiritual teacher who lived in ancient India. He founded Buddhism, which is based on his teachings. The <b>Dhamma</b> (or Dharma) refers to the teachings of the Buddha, which are aimed at helping individuals achieve enlightenment and liberation from suffering. The <b>Sangha</b> refers to the community of Buddhist monks and nuns who have dedicated their lives to practicing and spreading the teachings of the Buddha.</li> <li>• The <b>Eightfold Path</b> is a set of practices that form the core of Buddhist philosophy. It consists of eight practices: right view, right resolve, right speech, right conduct, right livelihood, right effort, right mindfulness, and right samadhi (meditative absorption or union).</li> <li>• Kautilya, an ancient Indian philosopher, is known for his work on statecraft, the Arthashastra. He proposed the <b>Saptanga Theory</b> of the state, which consists of seven essential organs of the state. These organs are Swami (the ruler), Amatya (the minister), Janapada (the population), Durga (the fortified capital), Kosha (the treasury), Danda (the army), and Mitra (ally and friend)</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian political thought by OP Gauba , Telugu Academy Text book and Internet   |
| Student activity planned/ homework given: | Analyse Different concepts and books Kautilya,Buddha.  |

Sign of the faculty

Principal’s sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: III</b>  |
| <b>Subject: Indian Political Thought</b>    | <b>Topic : Medieval Political Thought</b>   |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>• Learning about the Basava- Anubhava Mantapa , Gender Equality,Ziauddin Barani- Theory of Kingship ( Ideal Sulthan ) , Ideal Polity</li> </ul>  |
| Previous knowledge required:                | Knowing about Medieval Political Thought and influential scholars   |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• Basava, also known as Basaveshwara and Basavanna, was a 12th-century Indian statesman, philosopher, poet, Lingayat social reformer in the Shiva-focused bhakti movement, and a Hindu Shaivite social reformer during the reign of the Kalyani Chalukya / Kalachuri dynasty. Basava spread social awareness through his poetry, popularly known as Vachanaas. He rejected gender or social discrimination, superstitions and rituals but introduced Ishtalinga necklace, with an image of the Shiva Linga, to every person regardless of their birth, to be a constant reminder of one's bhakti (devotion) to Shiva. A strong promoter of ahimsa, he also condemned human and animal sacrifices. As the chief minister of his kingdom, he introduced new public institutions such as the Anubhava Mantapa (or, the "hall of spiritual experience"), which welcomed men and women from all socio-economic backgrounds to discuss spiritual and mundane questions of life, in open. The Anubhava Mantapa was the first parliament in history</li> </ul> |

|   |   |
|---|---|
|   | <p>of mankind.</p> <ul style="list-style-type: none"> <li>Ziauddin Barani was a 14th-century historian and political thinker who lived in India during the Delhi Sultanate period. He is best known for his work “Fatawa-i-Jahandari,” which is a collection of advice for Muslim rulers. In this work, Barani made a distinction between the personal life of the Sultan and his political role. He envisaged an ideal Sultan as someone who was noble-born, preferably belonging to the family of the monarch, having an innate sense of justice, wise enough to understand the deception and conspiracies of the wicked, understanding the importance of his time and dividing it judiciously between his personal needs and political requirements, and following the path of the Shariat, which laid down that he was an agent of God on earth to do the ‘welfare’ of the people.</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Indian political thought by OP Gauba , Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Write description of the books of Basava and Barani   |

Sign of the faculty

Principal’s sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>  |
| <b>Subject: Indian Political Thought</b>   | <b>Topic: RenaissanceThought</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>To know the meaning of RenaissanceThought.</li> <li>Raja Ram Mohan Roy - Colonial Encounters , Brahma Samaj . Jyothi Rao Phule- Gulam Giri , Satya Shodhak Samaj , Education.</li> </ul> |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>M. N roy, Jyothi Rao Phule.</li> </ul>   |

|   |   |
|---|---|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Raja Ram Mohan Roy was an Indian social and religious reformer who was one of the founders of the Brahma Sabha in 1828, the precursor of the Brahma Samaj, a social-religious reform movement in the Indian subcontinent . He was given the title of Raja by Akbar II, the Mughal emperor. His influence was apparent in the fields of politics, public administration, education and religion. He was known for his efforts to abolish the practices of sati and child marriage</li> <li>• Jyotirao Phule was a prominent social reformer who was born in 1827 in Pune, Maharashtra, India. He was a thinker, social activist, and writer who worked towards the eradication of untouchability and the caste system. He was also a pioneer of women's education in India and started his first school for girls in 1848 in Pune</li> <li>• Gulamgiri is one of Phule's most famous works. It is a Marathi book that was published in 1873. The book is a critique of the caste system and the oppression of lower castes by upper castes</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | Examine how writings of Raja ram roy and phule thoughts are relevant for making better society.   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>                               |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>   |
| <b>Subject: Indian Political Thought</b>   | <b>Topic: Reformist Thought</b>                                    |
| Learning objectives:   | Understands Reformist Thought of M. K. Gandhi, Dr. B. R. Ambedkar. |
| Previous knowledge required:   | Awareness M. K. Gandhi, Dr. B. R. Ambedkar.                        |

|   |   |
|---|---|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• M. K. Gandhi was a prominent figure in the realm of peace and humanism. He played a noteworthy role in the movement of peace and freedom. Gandhi's socio-political philosophy is based on the principles of <b>Satyagraha, Trusteeship, and Problem of Political Obligation. Satyagraha</b> is a non-violent resistance movement that Gandhi developed as a means to fight against injustice and oppression. It is based on the principle of truth and non-violence, which he believed were the most powerful weapons against oppression.</li> <li>• <b>Trusteeship</b> is another important concept that Gandhi introduced. It is based on the idea that wealth should be used for the benefit of society as a whole, rather than being concentrated in the hands of a few individuals.</li> <li>• Dr. B. R. Ambedkar's book, "Who Were the Shudras? How they came to be the Fourth Varna in the Indo-Aryan Society" is a historical account of the doctrines and practices that led to the decline and fall of Indian society. The book is dedicated to Mahatma Jotibha Phule, who Dr. Ambedkar considered the "Greatest Shudra of Modern India" .</li> <li>• In this book, Dr. Ambedkar discusses the origin of the Shudra Varna and how they came to be the fourth Varna in the Indo-Aryan society . He cites Rigveda, Mahabharata, and other ancient Vedic scriptures to argue that Shudras were originally Aryans .</li> <li>• Dr. Ambedkar's prefaces to his works were often as penetrating and incisive as the main body of work that followed. His book "Annihilation of Caste," published in 1936, stressed the need for social reform to precede political reform</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Political theory by O P Gauba, Telugu Academy Text book and Internet  |
| Student activity planned/ homework given: | How Gandhi and Ambedkar thoughts are influencing the Indian society.  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

**Name of the Faculty: K.CHANDRASEKHAR**

**Department: Political Science**

|                                   |  |
|-----------------------------------|--|
| Course/Group: BA (HEP)            | Semester: III  |
| Subject: Indian Political Thought | Topic: Socialist Thought   |
| Learning objectives:              | understanding the philosophy of M.N. Roy ,Jawaharlal Nehru, R.M. Lohia   |
| Previous knowledge required:      | Awareness on M.N. Roy ,Jawaharlal Nehru, R.M. Lohia .  |
| Synopsis:                         | <ul style="list-style-type: none"> <li>• M.N. Roy was a prominent Indian philosopher and political activist who is considered one of the foremost thinkers of the 20th century. He is known for his contributions to the development of communist thought and his advocacy of a political renaissance in India based on morality and physical realism</li> <li>• Roy’s philosophy, known as <b>Radical Humanism</b>, is founded on the principles of reason, morality, and freedom. He believed that the crisis of modern civilization was due to a lack of an integrated view of human nature and that man must be taken as a moral entity and not merely a biological one <sup>2</sup>. Roy was critical of Marxian concepts such as economic determinism, dictatorship of the proletariat, dialectal materialism, and surplus value. Instead, he believed that the economic structure of society should be planned in such a way that it promotes freedom and well-being of individuals.</li> <li>• Jawaharlal Nehru, the first Prime Minister of India, was one of the main exponents of Democratic Socialism.</li> <li>• . He believed that Democratic Socialism could mitigate the evils of all third-world countries <sup>1</sup>. Nehru’s concept of Democratic Socialism was an extension of the liberal propagation of democracy altered to suit the needs of all countries of the world <sup>1</sup>. He argued that democracy and socialism are one and indivisible, and there cannot be a true democracy without a true socialism, and vice versa <sup>1</sup>. Nehru emphasized on free and fair elections where suffrage for citizens is a must <sup>1</sup>. He also supported social and economic justice and opposed the exploitation of workers <sup>1</sup>. Nehru’s vision for India was to establish a socialistic society based on democratic methods.</li> <li>• Ram Manohar Lohia, an Indian political thinker, was disenchanted with the existing two-pillar model of government, i.e., Centre and the States, in India. He pioneered the notion of a <b>four-pillar model of</b></li> </ul> |

|   |  |
|---|--|
|   | <b>government</b> called the <b>Chaukhamba Model</b> . This model envisaged an arrangement into four pillars of equal majesty and dignity: the village, the district, the province, and the center. The idea was to organize the state in a way that gives people the best chance to participate. The center and federating units shouldn't be the only ones with sovereign power. We should divide and spread it across the smallest regions where groups of men and women live. The idea of such a state did not represent the idea of a self-sufficient village but of an intelligent and vital village. Lohia wanted the community of a state so organized and sovereign power so diffused that each of the little communities in it lives the way of life it chooses. |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               |  |
| Student activity planned/ homework given: | How the ideas of above thinkers strengthened the socialist thought in the society.   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>  |
| <b>Subject:</b> Constitution and Politics of India                                   | <b>Topic:</b> Nationalist Movement and Constitutional Development  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• Understanding the phases of National Movement</li> <li>• Making of Indian Constitution</li> <li>• Philosophical Foundations and Salient Features of the Indian Constitution.</li> </ul>   |
| Previous knowledge required:   | Knowledge about the national movement, Philosophical Foundations and Salient Features of the Indian Constitution.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• Nationalist Movement and Constitutional Development is a broad topic that covers the history of various movements and reforms that aimed to achieve political independence and self-government for different nations and regions.</li> <li>• This movement involved different phases and strategies, such as the early nationalists who adopted a constitutional and peaceful approach to demand</li> </ul> |

|   |  |
|---|--|
|   | <p>reforms</p> <ul style="list-style-type: none"> <li>• There are many other examples of nationalist movements and constitutional developments in different parts of the world, such as the American Revolution, the Chinese Revolution, the Arab Spring, etc. Each one has its own historical context, causes, effects, and challenges.</li> <li>• Phases of National Movement: Moderates ,Extremist s ,Gandhian phase.</li> <li>• Features of Indian Philosophical Foundations and Salient Features of the Indian Constitution: lengthiest Constitution, Fundamental rights,dpsp, Federal and unitary form of government ,parliamentary government.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Textbook and Internet  |
| Student activity planned/ homework given: | Write the leaders names of three phases of Indian National Movement.   |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>   |
| <b>Subject: : Constitution and Politics of India</b>                                 | <b>Topic: Fundamental Rights and Directive Principles</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• Understand the Fundamental Rights and Duties, Directive Principles of State Policy</li> <li>• Relationship between Fundamental Rights and Directive Principles of State Policy.</li> </ul> |
| Previous knowledge required:   | Awareness on fundamental rights.  |

|   |   |
|---|---|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Articles 12-35 of Indian Constitution deal with Fundamental Rights. These human rights are conferred upon the citizens of India for the Constitution tells that these rights are inviolable. Right to Life, Right to Dignity, Right to Education etc. all come under one of the six main fundamental rights.</li> <li>• Articles 36-51 under Part-IV of the Indian Constitution deal with Directive Principles of State Policy (DPSP). They are borrowed from the Constitution of Ireland, which had copied it from the Spanish Constitution. This article will solely discuss the Directive Principles of State Policy, its importance in the Indian Constitution and the history of its conflict with Fundamental Rights.</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given: | Expaliate the features of liberal and socialist and Gandhian principles .   |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>        | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>                      | <b>Semester: IV</b>  |
| <b>Subject: Constitution and Politics of India</b> | <b>Topic: Evolution of Indian Constitution</b>   |
| Learning objectives:                               | Understand the Evolution of Indian Constitution -1909 Act ,1919 Act ,1935 acts of India.   |
| Previous knowledge required:                       | Basic Awareness on British India acts .  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• The Indian Constitution has a rich history of evolution. <u>The <b>Government of India Act, 1909</b> was enacted to introduce separate electorates for Muslims and to increase the number of Indians in the legislative councils .</u></li> <li>• The <b>Government of India Act, 1919</b> was passed to expand the participation of Indians in the government of India. <u>It introduced the concept of dyarchy, which meant that certain subjects such as education, health, and agriculture were transferred to Indian ministers while others such as finance and defense remained with British officials .</u></li> <li>• The <b>Government of India Act, 1935</b> was the last pre-independence constitution that introduced provincial autonomy and increased the powers of Indian legislatures. <u>It also established a federal system with separate powers for the center and provinces</u></li> </ul> |
| Illustrations/ Demonstration shown:                | -  |

|   |  |
|---|--|
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet |
| Student activity planned/ homework given: | What are the Regulating and Independence India acts .              |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>  |
| <b>Subject: : Constitution and Politics of India</b>                                 | <b>Topic: Union Government – Executive; Legislature; Judiciary</b>   |
| Learning objectives:   | Understand the union Government and organs of government.  |
| Previous knowledge required:   | Known about Organs of Government.  |
| Synopsis:  | <p>The Union Government is mainly composed of the executive, the legislature, and the judiciary, and powers are vested by the constitution in the Prime Minister, Parliament, and the Supreme Court, respectively .</p> <p>Three organs of government :</p> <ol style="list-style-type: none"> <li>1. Legislature</li> <li>2. Executive</li> <li>3. Judiciary</li> </ol> <p>These organs do not work in isolation to each other but are interdependent to ensure proper and systematic functioning of the government. Though the Indian Constitution does not explicitly talk about the relation between these three powerful institutions through various provisions a system of 'Checks and Balances' has been</p> |

|   |  |
|---|--|
|   | established and there is a clear separation of powers.             |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet |
| Student activity planned/ homework given: | Explain theory of separation of powers.                            |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>   |
| <b>Subject: Constitution and Politics of India</b>                                   | <b>Topic: : State Government - Executive; Legislature; Judiciary</b>  |
| Learning objectives:   | Understand the State Government - Executive; Legislature; Judiciary.  |
| Previous knowledge required:   | State government.   |
| Synopsis:  | <ul style="list-style-type: none"> <li>• A state government is the <u>government</u> that controls a <u>subdivision</u> of a <u>country</u> in a <u>federal form of government</u>, which shares <u>political power</u> with the <u>federal</u> or <u>national government</u>. A state government may have some level of political <u>autonomy</u>, or be subject to the direct control of the federal government. This relationship may be defined by a <u>constitution</u>.</li> <li>• The State Executive consists of three important posts: <ol style="list-style-type: none"> <li>1. <b>Governor:</b> Appointed by the President for a term of five years and holds office during his pleasure. The</li> </ol> </li> </ul> |

|   |  |
|---|--|
|   | <p>executive power of the State is vested in Governor .</p> <p>2. <b>Chief Minister &amp; Council of Ministers:</b> The Chief Minister is appointed by the Governor who also appoints other ministers on the advice of the Chief Minister. The Council of Ministers is collectively responsible to legislative assembly of the State .</p> <p>3. <b>Advocate-General of State:</b> Appointed by Governor</p> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet   |
| Student activity planned/ homework given: | -  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: IV</b>   |
| <b>Subject: Constitution and Politics of India</b>                                   | <b>Topic : Federal Politics.</b>  |
| Learning objectives:   | Understands the Union- State Relations : Legislative, Administrative, Financial and Recent trends in Union - State Relations.   |
| Previous knowledge required:   | What is central -state government.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• The relationship between the Union and the States is a crucial aspect of India's federal structure. The Constitution of India divides all powers - legislative, executive, and financial - between the Centre and the States. The effective operation of the federal system requires maximum harmony and coordination between the Centre and the States. The Constitution incorporates several provisions to ensure this.</li> <li>• The Centre-State relations can be better understood under the following three heads:</li> </ul> |

|   |   |
|---|---|
|   | <ol style="list-style-type: none"> <li><b>Legislative Relations:</b> Articles 245 to 255 in Part XI of the Constitution deal with the legislative relations between the Centre and the State. The extent of laws made by Parliament and by the Legislatures of States is defined in these articles.</li> <li><b>Administrative Relations:</b> The administrative relations between the Centre and the States are governed by Articles 256 to 263 in Part XI of the Constitution. These articles provide for delegation of executive powers from the Centre to the States, as well as for cooperation between them.</li> <li><b>Financial Relations:</b> Articles 268 to 293 in Part XII of the Constitution deal with financial relations between the Centre and the States. These articles provide for distribution of taxes, grants-in-aid, borrowing powers, etc., between them.</li> </ol> <ul style="list-style-type: none"> <li>Recent trends in Union-State relations emphasize cooperation and coordination, rather than demarcation of powers, between different levels of government</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given: | Recent trends in Union-State relations  |

Sign of the faculty

Principal's sign

|  |   |
|--|---|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: III</b>  |
| <b>Subject: Indian Government and Politics</b>                                       | <b>Topic : Electoral Politics in India</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Define national, state and regional Parties; Analyse the role of some major parties of India; and Explain the reason behind the formation of a new party, Election Commission &amp; Electoral Reforms.</li> <li>The Election Commission of India is an autonomous constitutional authority responsible for administering election processes in India.</li> </ul> |

|   |   |
|---|---|
| Previous knowledge required:                                | Knowing about different political parties.  |
| <ul style="list-style-type: none"> <li>Synopsis:</li> </ul> | <ul style="list-style-type: none"> <li>Political party forms an important component of a political system. A political party is an institution which consists of leaders, followers, policies and programmes</li> <li>Political parties are the important links between individuals, state and society. Political parties provide the crucial connection between social process and policy-makers, and influence debates and policies on issues affecting the interests of various social groups in a political system</li> <li>Political parties: National – Indian National Congress ,BJP,CPI, CPM,BSP.</li> <li>Regional – TRS, TDP, YSRC</li> <li>The Election Commission of India is an autonomous constitutional authority responsible for administering election processes in India. The body administers elections to the Lok Sabha, Rajya Sabha, State Legislative Assemblies in India, and the offices of the President and Vice President in the country.</li> <li>The Election Commission has proposed several electoral reforms to reinforce democracy and enhance the fairness of elections. These include: <ul style="list-style-type: none"> <li>Amendment to the Constitution of India</li> <li>Electoral Roll Matters</li> <li>Election Management Issues</li> <li>Election Officials and Logistics</li> <li>Nomination of Candidates</li> <li>De-Criminalization of politics</li> <li>Reforms relating to Political Parties</li> <li>Election campaign and advertisements</li> <li>Election Expenses and Election Petitions</li> </ul> </li> </ul> |
| Illustrations/ Demonstration shown:                         | -   |
| Teaching aids used:   | Board and chalk   |
| References:   | Indian polity by Laxmikanth, Telugu academy Text book and Internet  |
| Student activity planned/ homework given:                   | What is the eligibility to a party to be recognised as National party in India .  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|  |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>        | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>                      | <b>Semester: IV</b>   |
| <b>Subject: Constitution and Politics of India</b> | <b>Topic: Issues in Indian Politics</b>   |
| Learning objectives:                               | <ul style="list-style-type: none"> <li>Understanding Debates on Secularism – Majority Communalism, Minority Communalism → Caste in Politics and Politicization of caste ,Gender in Indian Politics ,Issues of Minorities – Sachar Committee.</li> </ul>   |
| Previous knowledge required:                       | Knowledge about the political issues .  |
| Synopsis:  | <ul style="list-style-type: none"> <li>secularism, majority communalism, and minority communalism. In a multi-religious society like India, the followers of all religions live and practice their faith. Periodically communalism is showing its ugly face in many manifestations: demolition of mosques, killing of devotees in train at Godhra and thereafter Gujarat carnage, shameful assault on Taslima Nasreen at a book release function in Hyderabad, recent Hindu-Muslim riots in Muzaffarnagar and Saharanpur, destruction of churches in Madhya Pradesh &amp; Chattisgarh, rape of Christians nuns, killing of priests, harassing and terrorizing of minority communities, reconversion of dalit and tribal Christians and so on .</li> <li>Communalism poses a serious threat to secularism and consequently, a danger to democracy, and peaceful, harmonious coexistence of Indians belonging to diverse religious faiths and belief systems</li> <li>Communalism is basically “a loyalty to a sociopolitical grouping based on religious or ethnic affiliation or a social organization on a communal basis” . Communalism is regarded in our country as blind loyalty to one’s own religious group. It is sometimes equated with religious fundamentalism.</li> <li>The politicization of caste in India has played a very important role in developing party politics. It is a double process where caste needs politics as much as politics need caste. When caste groupings make politics their sphere of activities, it leads to an unhealthy struggle for power and acts as a divisive force.</li> <li>Women’s political participation in India has been increasing over the years. Women in India participate in voting, run for public offices, and political parties at lower levels more than men. Political activism and</li> </ul> |

|   |   |
|---|---|
|   | <p>voting are the strongest areas of women's political participation</p> <ul style="list-style-type: none"> <li>• The Indian Government has instituted reservations for seats in local governments to combat gender inequality in politics . Women turnout during India's parliamentary general elections was 65.63%, compared to 67.09% turnout for men . Women have held the posts of president and prime minister in India, as well as chief ministers of various states . Indian voters have elected women to numerous state legislative assemblies and national parliament for many decades.</li> <li>• The Sachar Committee report revealed that Muslims in India are among the most economically and socially backward communities in the country. They have lower literacy rates, higher poverty rates, and lower representation in government jobs than other religious communities . The report also highlighted that Muslims are underrepresented in the police and armed forces .</li> <li>• The committee recommended several measures to improve the socio-economic status of Muslims in India. These included increasing the representation of Muslims in government jobs, providing better education facilities, and improving access to credit for Muslim entrepreneurs . The report also recommended setting up an Equal Opportunity Commission to look into discrimination against minorities</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Textbook and Internet   |
| Student activity planned/ homework given: | Note Sanchar committee report.  |

Sign of the faculty

Principal's sign

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN  
DEVARAKONDA**

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>     | <b>Topic: International Relations.</b>  |
| Learning objectives:                        | <ul style="list-style-type: none"> <li>Understanding the what is International Relations – Nature , Evolution and Scope; State and Non- State Actors in IR , Westphalian State and Sovereign State system and its characteristics.</li> </ul>   |
| Previous knowledge required:                | Awareness on International Relations.   |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>International Relations (IR) is a branch of political science that studies the interactions between states, international organizations, and other non-state actors in the international system. It is a multidisciplinary field that draws on history, economics, law, sociology, and other social sciences to understand the complex dynamics of global politics .</li> <li>The nature of IR has evolved over time. The discipline emerged in the aftermath of World War I and II, when scholars sought to understand the causes of war and the prospects for peace. Since then, IR has expanded to include a wide range of issues, including trade, human rights, environmental protection, and global governance .</li> <li>The Westphalian state system is a concept in IR that refers to the system of sovereign states that emerged in Europe after the Treaty of Westphalia in 1648. The Westphalian system is characterized by the principle of state sovereignty, which holds that states are the supreme authority within their own borders and are not subject to external interference . The Westphalian system has been criticized for being Eurocentric and for failing to account for the role of non-state actors in global politics .</li> </ul> |

|   |                 |
|---|-----------------|
| Illustrations/ Demonstration shown:       | -               |
| Teaching aids used:                       | Board and chalk |
| References:                               |                 |
| Student activity planned/ homework given: | -               |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>  | <b>Topic: European conquest of Asia and Africa</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Understands the European conquest of Asia and Africa – Its Impact on society, culture, economy ( European colonialism )First World War and Second World War.</li> </ul>  |
| Previous knowledge required:   | <ul style="list-style-type: none"> <li>World war .</li> </ul>   |
| Synopsis:  | <ul style="list-style-type: none"> <li>The European conquest of Asia and Africa had a profound impact on the societies, cultures, and economies of these regions. European colonialism was characterized by the exploitation of resources, forced labor, and the imposition of European culture and values on the colonized peoples .</li> <li>The First World War (1914-1918) was a global conflict that involved many of the world's major powers. It was fought between two opposing alliances: the Allies (led by France, Russia, and the United Kingdom) and the Central Powers (led by Germany, Austria-Hungary, and the Ottoman Empire). The war had a profound impact on Europe and the world, leading to the collapse of empires, the redrawing of national borders, and the rise of new political ideologies .</li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>The Second World War (1939-1945) was an even more devastating conflict that involved many of the same powers as the First World War. It was fought between two opposing alliances: the Allies (led by the United States, the United Kingdom, and the Soviet Union) and the Axis Powers (led by Germany, Japan, and Italy). The war had a profound impact on Europe and the world, leading to the deaths of millions of people, the Holocaust, and the use of atomic weapons .</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | International Relations by J.C. Johari, IR Telugu Academy, Internet .   |
| Student activity planned/ homework given: | Effects of world wars .   |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>   |
| <b>Subject: International Relations</b>  | <b>Topic : Decolonization and its consequences ; Rise of the Developing world ;Neo- colonialism</b>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>Define Decolonization and its consequences ; Rise of the Developing world ;Neo- colonialism.</li> </ul> |
| Previous knowledge required:   | Knowing about decolonization.  |

|   |  |
|---|--|
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• Decolonization refers to the process of undoing colonialism, where a nation establishes and maintains its domination over dependent territories. The process of decolonization began after World War II and continued throughout the 1960s and 1970s. It led to the emergence of new nation-states in Asia, Africa, and the Middle East .</li> <li>• The consequences of decolonization were mixed. While it led to the emergence of new nation-states, it also resulted in political instability, economic underdevelopment, and social unrest in many countries .</li> <li>• The rise of the developing world refers to the emergence of developing countries as important players in the global economy. Developing countries are characterized by their low levels of economic development, high levels of poverty, and limited access to resources. The rise of the developing world has been driven by a number of factors, including globalization, technological change, and economic liberalization</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | International Relations by J.C. Johari, IR Telugu Academy, Internet .  |
| Student activity planned/ homework given: | What are the advantages of Decolonization.   |

Sign of the faculty

Principal's sign

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>     | <b>Topic: Cold War</b>  |
| Learning objectives:                        | Understands what was happened after the world wars , Decolonization , Emergence of Third World : Problems and Prospects, Cold War: Causes, Phases and Impact.   |
| Previous knowledge required:                | Knowledge on World Wars and effects.  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• <u>The term “Third World” was coined by French demographer and historian Alfred Sauvy in 1952 to refer to countries that were unaligned with either the Communist Soviet bloc or the Capitalist NATO bloc during the Cold War.</u></li> <li>• The emergence of the Third World led to the formation of a series of countries that did not belong to either the Western bloc or the Soviet bloc. <u>These countries had various features in common, including underdevelopment and rapid demographic growth</u></li> <li>• <b>Cold War</b> was a period of geopolitical tension between the United States and the Soviet Union and their respective allies, the Western Bloc and the Eastern Bloc. <u>It lasted from 1947 to 1991<sup>12</sup>. The conflict was based on the ideological and geopolitical struggle for global influence by these two superpowers, following their roles as the Allies of World War II that led to victory against Nazi Germany and Imperial Japan in 1945.</u></li> <li>• The Cold War can be divided into three phases:Early phase (1947-53),the middle phase(1954-62),the late phase(1962-1991)</li> </ul> |
| Illustrations/ Demonstration shown:         | -   |
| Teaching aids used:                         | Board and chalk   |
| References:                                 | International relations by J C Johari, International Relations by Telugu Academy  |
| Student activity planned/ homework given:   | How Cold affected world system.   |

Sign of the faculty

Principal's sign

|   |   |
|---|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b> | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>               | <b>Semester: V</b>  |
| <b>Subject: International Relations</b>     | <b>Topic: India's Foreign Policy: Determinants; features; Non-Alignment</b>   |
| Learning objectives:                        | Understands Non- Alignment: Evaluation, Relevance and Recent Trends   |
| Previous knowledge required:                | Knowing about India's Foreign Policy: Determinants; features Non- Alignment: Evaluation, Relevance and Recent Trends .  |
| Synopsis:                                   | <ul style="list-style-type: none"> <li>• India's foreign policy is guided by several determinants, including its strategic location, economic interests, security concerns, and cultural ties. India's foreign policy is characterized by a commitment to non-alignment, which means that it does not align itself with any major power blocs and seeks to maintain its independence in international affairs Non-Aligned Movement.</li> <li>• The Non-Aligned Movement (NAM) is a group of countries that do not consider themselves aligned with any major power bloc. The movement was founded in 1961, during the Cold War, as an attempt to avoid taking sides in the conflict between the United States and the Soviet Union.</li> <li>• The relevance of NAM has been a topic of debate in recent years. Some argue that the movement has lost its relevance since the end of the Cold War, as there are no longer two rival blocs to be non-aligned between. However, others believe that NAM still has a role to play in international affairs, particularly in promoting the interests of developing countries.</li> <li>• A 2012 report titled "Nonalignment 2.0" by an independent group of analysts and policymakers attempted to identify the basic principles that should guide India's foreign and strategic policy over the next decade</li> </ul> |
| Illustrations/ Demonstration shown:         | Analyse the Features of India's Foreign Policy  |
| Teaching aids used:                         | Board and chalk   |
| References:                                 | Global Politics by Andrew Hey wood, International Relations by Telugu academy.  |
| Student activity planned/ homework given:   | Relavance of Nam as a factor of Indian Foreign Policy.  |

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: V</b>   |
| <b>Subject: International Relations</b>  | <b>Topic: India's Bilateral Relations</b>  |
| Learning objectives:   | Understands the India's Bilateral Relations India and U.S.A, India and Russia, India and China and Pakistan.   |
| Previous knowledge required:   | Knowing about other countries and their relations.   |
| Synopsis:  | <p>India's bilateral relations with these countries:</p> <ul style="list-style-type: none"> <li>• <b>India-U.S. Relations:</b> India and the United States have enjoyed close relations since India's independence from Britain in 1947. The two countries have deepened collaboration on issues such as counterterrorism and countering Chinese influence in the Indo-Pacific .</li> <li>• <b>India-Russia Relations:</b> India and Russia have a longstanding relationship that dates back to the Soviet era. Today, New Delhi sees vital interests in maintaining working ties with Moscow, as well as in fostering a multipolar international system. In the context of India's decades-old aspirations for "nonalignment" and "strategic autonomy," New Delhi has thus engaged a concurrent "special and privileged strategic partnership" with Russia .</li> <li>• <b>India-China Relations:</b> India and China have had a complex relationship over the years. The two countries share a long border, which has been a source of tension between them. In recent years, the two countries have been engaged in a border dispute that has led to military clashes. Despite this, India and China have also cooperated on issues such as climate change and trade .</li> <li>• <b>India-Pakistan Relations:</b> India and Pakistan have had a difficult relationship since their independence from Britain in 1947. The two countries have fought several wars over the</li> </ul> |

|   |   |
|---|---|
|   | <p>years, and there are ongoing tensions between them over issues such as terrorism and Kashmir. Despite this, there have been some efforts to improve relations between the two countries .</p> <ul style="list-style-type: none"> <li>• India has traditionally had close ties with Sri Lanka due to their shared cultural and historical links. However, relations between the two countries have been strained in recent years due to Sri Lanka’s close relationship with China . India has also been concerned about human rights abuses against Tamils in Sri Lanka.</li> <li>• India’s relationship with Nepal is characterized by close cultural and economic ties. Nepal is India’s closest neighbor, and the two countries share an open border that allows for free movement of people and goods . However, relations between the two countries have been strained in recent years due to Nepal’s growing relationship with China</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy.  |
| Student activity planned/ homework given: | Relavance of NAM Today.   |

Sign of the faculty

Principal’s sign

|  |                                      |
|--|--------------------------------------|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |                                      |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b> |

|                                     |   |
|-------------------------------------|---|
| <b>Course/Group: BA (HEP)</b>       | <b>Semester: VI</b>   |
| <b>Subject: Global Politics</b>     | <b>Topic: Voting Behaviour, Electoral Reforms.</b>  |
| Learning objectives:                | <ul style="list-style-type: none"> <li>To learn Power , Elements of Power , Balance of Power ,Growing importance of Soft Power.</li> </ul>  |
| Previous knowledge required:        | Knowing about the power .   |
| Synopsis:                           | <ul style="list-style-type: none"> <li>Power is the ability to influence others and achieve one's goals. In international relations, power is the ability of a state or other actor to achieve its objectives in the face of opposition from other actors. Power can be exercised in many ways, including military force, economic sanctions, diplomacy, and cultural influence .</li> <li>The elements of power are the resources that states and other actors can use to achieve their objectives. The most important elements of power are military power, economic power, and diplomatic power. Military power includes the ability to use force to achieve one's objectives. Economic power includes the ability to control resources and influence other states through trade and investment. Diplomatic power includes the ability to negotiate agreements and alliances with other states .</li> <li>The balance of power is a concept in international relations that refers to the distribution of power among states. The balance of power theory suggests that states will seek to maintain a balance of power in order to prevent any one state from becoming too powerful and dominating the others. The balance of power can be maintained through alliances, arms control agreements, and other means .</li> <li>Soft power is a concept developed by political scientist Joseph Nye that refers to the ability of a state or other actor to influence others through attraction rather than coercion. Soft power includes cultural influence, political values, and foreign policies that are seen as legitimate and attractive by others . Soft power is becoming increasingly important in international relations as states seek to achieve their objectives through non-coercive means.</li> </ul> |
| Illustrations/ Demonstration shown: | -   |
| Teaching aids used:                 | Board and chalk   |
| References:                         | Global Politics by Andrew Hey wood, International Relations by Telugu academy.  |

|   |   |
|---|---|
| Student activity planned/ homework given: | Difference between soft and hard power. |
|---|---|

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
|--|--|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>  |
| <b>Subject: Global Politics</b>  | <b>Topic: Security, Collective Security, Bipolarity , Multipolarity, Unipolarity</b>   |
| Learning objectives:   | <ul style="list-style-type: none"> <li>The meaning and significance Security, Collective Security, Bipolarity , Multipolarity, Unipolarity</li> </ul>  |
| Previous knowledge required:   | Knowing about security concept in IR.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>In international relations, security refers to the ability of a state or other actor to protect its interests and sovereignty from external threats. Collective security is a concept in international relations that refers to the idea that security is best achieved through collective action by states and other actors. The United Nations is an example of a collective security organization.</li> <li>Bipolarity refers to a distribution of power in which two states or groups of states have the majority of economic, military, and cultural influence. During the Cold War, the world was characterized by bipolarity, with the United States and the Soviet Union as the two superpowers.</li> <li>Multipolarity refers to a distribution of power in which several states or groups of states have roughly equal amounts of economic, military, and cultural influence. Multipolarity is often seen as a more stable system than bipolarity because it</li> </ul> |

|   |  |
|---|--|
|   | <p>is less likely to lead to direct conflict between major powers.</p> <ul style="list-style-type: none"> <li>• Unipolarity refers to a distribution of power in which one state or group of states has the majority of economic, military, and cultural influence. The post-Cold War era has been characterized by unipolarity, with the United States as the sole superpower.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy  |
| Student activity planned/ homework given: | Advantages of Multy polar system.  |

Sign of the faculty

Principal's sign

|  |  |
|--|--|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |  |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>   |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>  |
| <b>Subject: Global Politics</b>  | <ul style="list-style-type: none"> <li>• <b>Topic:</b> Human Rights, Terrorism<br/>Environmental Issues.</li> </ul>  |
| Learning objectives:   | <ul style="list-style-type: none"> <li>• Understands what is Human Rights;</li> <li>• Agencies of human Rights Protection;</li> <li>• Terrorism</li> <li>• Environmental Issues</li> </ul> |
| Previous knowledge required:   | Knowing human rights.  |

Synopsis:

- **Human Rights:** Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. Human rights include civil and political rights, such as freedom of speech and expression, and social, cultural and economic rights, such as the right to participate in culture, the right to food, and the right to work and receive an education. There are many agencies that work towards protecting human rights. Some of them are:
- **United Nations Human Rights Council:** It is an inter-governmental body within the United Nations system responsible for strengthening the promotion and protection of human rights around the globe and for addressing situations of human rights violations and making recommendations on them.
- **Amnesty International:** It is a non-governmental organization focused on human rights with over 10 million members and supporters around the world. The organization investigates and exposes abuses, educates and mobilizes the public, and works to protect people wherever justice, freedom, truth, and dignity are denied
- **Terrorism:** Terrorism is defined as the use of violence or threat of violence against civilians in order to achieve political or ideological objectives. It is a serious threat to human rights as it can destabilize governments, undermine civil society, jeopardize peace and security, and threaten social and economic development.
- **Environmental Issues:** Environmental issues refer to problems associated with the planet's systems (air, water, soil) that have negative effects on human health or other living organisms. Some agencies that work towards environmental protection are:
- **United Nations Environment Programme (UNEP):** It is a program within the United Nations responsible for coordinating environmental activities and assisting countries in implementing environmentally sound policies.
- **Greenpeace International:** It is a non-governmental organization that campaigns for solutions to environmental problems such as climate change, deforestation, overfishing, commercial whaling, genetic engineering, and anti-nuclear issues.

Illustrations/ Demonstration shown:

-

|   |   |
|---|---|
| Teaching aids used:                       | Board and chalk   |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy |
| Student activity planned/ homework given: | Write an essay NHRC.  |

Sign of the faculty

Principal's sign

| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |   |
|--|---|
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b>  |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>   |
| <b>Subject: Global Politics</b>  | <b>Topic: World Bank and IMF</b>  |
| Learning objectives:   | Understands the World Bank and IMF; UNCTAD; North – South Dialogue and South – South Co- operations; WTO  |
| Previous knowledge required:   | Knowing about WTO.  |
| Synopsis:  | <ul style="list-style-type: none"> <li>• <b>World Bank and IMF:</b> The World Bank and the International Monetary Fund (IMF) are two of the world's largest global financial institutions. They were established in 1944 at the Bretton Woods Conference to promote international economic cooperation and development. The World Bank provides loans, grants, and technical assistance to developing countries for a wide range of purposes, including poverty reduction, infrastructure development, and economic growth. The IMF provides financial assistance to member countries experiencing balance of payments difficulties, with the goal of stabilizing their economies and promoting sustainable growth.</li> <li>• <b>UNCTAD:</b> The United Nations Conference on Trade and Development (UNCTAD) is a permanent intergovernmental body established by the United Nations General Assembly in 1964. Its mandate is to promote sustainable development through trade, investment, finance, and technology transfer</li> <li>• <b>North-South Dialogue and South-South Co-operations:</b> The North-South Dialogue refers to</li> </ul> |

|   |  |
|---|--|
|   | <p>the process through which developing nations of Asia, Africa, and Latin America engaged industrialized countries of North America and Western Europe in negotiations over changes to the international economic system during the 1970s. It addressed issues pertaining to trade and tariffs, international finance, foreign aid, and the governance of multinational companies and institutions. South-South cooperation refers to the exchange of resources, technology, and knowledge between developing countries. It aims to promote economic growth and social progress among developing countries by sharing best practices and experiences.</p> <ul style="list-style-type: none"> <li>• <b>WTO:</b> The World Trade Organization (WTO) is an intergovernmental organization that regulates international trade between nations. It was established in 1995 as a successor to the General Agreement on Tariffs and Trade (GATT). The WTO provides a forum for member countries to negotiate trade agreements, resolve disputes related to trade policies, and monitor national trade policies.</li> </ul> |
| Illustrations/ Demonstration shown:       | -  |
| Teaching aids used:                       | Board and chalk  |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy  |
| Student activity planned/ homework given: | Role of WTO in world system.   |

Sign of the faculty

Principal's sign

|  |                                      |
|--|--------------------------------------|
| <b>TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN<br/>DEVARAKONDA</b> |                                      |
| <b>Name of the Faculty: K.CHANDRASEKHAR</b>  | <b>Department: Political Science</b> |
| <b>Course/Group: BA (HEP)</b>  | <b>Semester: VI</b>                  |

|   |   |
|---|---|
| <b>Subject:</b> Global Politics           | <b>Topic:</b> Disarmament, Arms Race , Arms control , NPT, CTBT, MTCR Proliferation of Small Arms, WMDs   |
| Learning objectives:                      | Understand about Disarmament, Arms Race , Arms control policies .   |
| Previous knowledge required:              | Knowing about Disarmament.<br>.   |
| Synopsis:                                 | <ul style="list-style-type: none"> <li>• <b>Disarmament:</b> Disarmament refers to the reduction or elimination of military weapons, equipment, and forces. It is a critical component of international peace and security efforts. Some agencies that work towards disarmament are: <b>United Nations Office for Disarmament Affairs (UNODA), International Campaign to Abolish Nuclear Weapons (ICAN).</b></li> <li>• <b>Arms Race:</b> An arms race is a competition between nations for superiority in the development and accumulation of military weapons. It can lead to an increase in military spending, tensions between nations, and the risk of war. Some agencies that work towards arms control are: <b>Stockholm International Peace Research Institute (SIPRI),</b></li> <li>• <b>NPT:</b> The Treaty on the Non-Proliferation of Nuclear Weapons (NPT) is an international treaty aimed at preventing the spread of nuclear weapons and weapons technology. The treaty has three main objectives: preventing the spread of nuclear weapons and nuclear weapon technology; promoting cooperation in the peaceful uses of nuclear energy; and achieving nuclear disarmament</li> <li>• <b>CTBT:</b> The Comprehensive Nuclear-Test-Ban Treaty (CTBT) is a multilateral treaty that bans all nuclear explosions, for both civilian and military purposes, in all environments. The treaty was adopted by the United Nations General Assembly in 1996 but has not yet entered into force as not all states have ratified it</li> </ul> |
| Illustrations/ Demonstration shown:       | -   |
| Teaching aids used:                       | Board and chalk   |
| References:                               | Global Politics by Andrew Hey wood, International Relations by Telugu academy   |
| Student activity planned/ homework given: | India's followed Disarmament policies .   |

Sign of the faculty

Principal's sign

