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B.A Program specific Outcomes

PSOs

S.No	Program	Program Specific Outcomes
1	History- Economics- Political Science	1. Understand in details with examples Art and architecture 2. To understand the decision-making process of consumers, individually as well as in groups and analyze how emotions have an effect on their decision to buy. 3.To highlight the Political evolution which has shaped modern political institutions and processes.
2	History-Economics-Public Administration	1. Understand in details with examples Art and architecture 2. To understand the decision-making process of consumers, individually as well as in groups and analyze how emotions have an effect on their decision to buy. 3..Understand public administration theory and concepts from multiple perspectives;
3	History-Sociology- Political Science	1. Understand in details with examples Art and architecture 2.Understanding in brief knowledge of human society and structure and also sociology. 3.To highlight the Political evolution which has shaped modern political institutions and processes.
4	History- Sociology- Psychology	1. Understand in details with examples Art and architecture 2.Understanding in brief knowledge of human society and structure and also sociology.

		3. Teach them about traditional and contemporary approaches to psychology
5	Economics-Political science-Geography	1. To understand the decision-making process of consumers, individually as well as in groups and analyze how emotions have an effect on their decision to buy. 2.To highlight the Political evolution which has shaped modern political institutions and processes.
6	Economics-public Policy-Journalism	1. To understand the decision-making process of consumers, individually as well as in groups and analyze how emotions have an effect on their decision to buy. 2.To enable the students to understand how policies are framed and the stages involved in policy making. 3. The student will be explained about various kinds of journalism
7	Economics-International Relations-Political Science	1. To understand the decision-making process of consumers, individually as well as in groups and analyze how emotions have an effect on their decision to buy. 2. International relations allows nations to cooperate with one another, pool resources, and share information as a way to face global issues that go beyond any particular country or region. 3.To highlight the Political evolution which has shaped modern political institutions and processes.
8	Economics-Public Administration-Psychology	1. To understand the decision-making process of consumers, individually as well as in groups and analyze how emotions have an effect on their decision to buy. 2.Understand public administration theory and concepts from multiple perspectives; 3. Teach them about traditional and contemporary approaches to psychology
9	Economics-Political Science- Sociology	1. To understand the decision-making process of consumers, individually as well as in groups and analyze how emotions have an effect on their decision to buy. 2. To highlight the Political evolution which has shaped modern political institutions and processes. 3.Understanding in brief knowledge of human society and st ructure and also sociology.



TELANGANA SOCIAL WELFARE RESIDENTIAL DEGREE & PG COLLEGE
FOR WOMEN, IBRAHIMPATNAM
At Ghatkesar -501301



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B.A Course Outcomes

Second language Telugu course out comes

Semester -I

Course Code: TEL101

Course Outcomes

CO-1 Understanding the necessary measures for women's security in society.

CO-2 Strategies for women to address and cope with injustices they face.

CO-3 Developing skills in logical defense.

CO:4 Recognizing the significance of the roles of a wife, son, and the concept of Dharmas.

CO:5 Appreciating the innocence of children.

Emphasizing the importance of determination.

CO:6 Valuing purity.

CO-7Promoting obedience.

CO-7-earning about the values and lifestyle within a family context.

Semester- II

Course code-TeL-201

1:Understanding the importance of humility.

2:Recognizing that divine intervention is crucial in life-threatening situations.

3:Comprehending the nuances of human behavior.

4:Developing personal growth and character.

- 5:Appreciating the value and importance of education.
- 6:Learning to avoid harmful influences.
- 7:Recognizing the greatness of our homeland.
- 8:Being aware of and contributing to national development.
- 9:Promoting and sharing the nation's achievements globally.
- 10Understanding human tendencies and behaviors in old age.

Semester III

Course Code: TEL-301

Course outcomes:

- 1:Enhancing communication abilities
- 2:Dealing with challenging circumstances effectively
- 3:Understanding parenting principles
- 4:Understanding the consequences of over- pampering
- 5:Recognizing the challenges faced by children in such situations
- 6:Appreciating the value of education
- 7:Emphasizing the importance of students' focus on their teachers

Semester IV

Course Code: TEL401

Course outcomes:

- CO-1:1 Encouraging healthy competition through jealousy
 - CO-1:2 Cultivating a sense of humility by understanding that no one is invincible
 - CO-1:3 Recognizing the role of divine grace in acquiring knowledge
 - CO-1:4 Fostering personality development
- Promoting social responsibility
- Highlighting the importance of women's roles in household responsibilities
- Emphasizing the need for altruism and concern for others' well-being
- Acknowledging the significance of understanding the local area
- Prioritizing humanity above all else
- Exploring the work of foreigners in Telugu literature
- Understanding the importance of focusing on the present rather than glorifying the past

Recognizing the importance and values of oaths, especially in relationships

Integrating education and devotion values

Semester-V

Course code Telugu 501

Poetry Processes

CO1-Understanding different forms of poetry such as padhyam, paata, vachana kavitva, laghu kavitarupas, and Urdu poetry forms.

CO2. Telugu Essay Writing

CO2:1 Understanding the concept of “Vyasam”.

CO:2:2 Understanding essay transformation techniques.

CO2::3 Understanding essay structuring methods.

CO2:4 Recognizing the diversity in essay writing.

CO2:5 Identifying language usage in essays.

III. Prose Literature

CO3 Studying cultural literature.

CO3:1 Understanding the benefits of literary study.

CO3:2 Analyzing introductory texts.

CO-3:3 Critiquing books.

CO-3:4 Understanding folk literature.

Semester-VI

Course code TEL-601

Course Outcomes

Introduction to Literary Forms

CO1:-Drama: Understand the structure and elements of drama.

CO-1:1 Novel: Analyze features and narrative structure of novels.

CO-1:2 Short Story: Understand design, dialogue, and plot of short stories.

CO-1:3 Biography: Identify techniques and elements of biographies

CO-1:4 how to develop Oratory skills

II. Essay writing comprehend composition and impact of Essay

CO-2 Fundamentals of Journalism

CO-2:1 News: Understand the elements and construction of news.

CO-2:2 News Writing: Learn to construct effective news stories.

CO-2:3 News Reports: Grasp design and presentation of news reports.

CO-2:4 Interview: Develop skills in conducting interviews.

CO-2:5 Translation: Understand the translation process and skills.

III. Introduction to Project

CO-3 Project Definition: Understand the definition and components of a project.

CO:3:1 Study Methods: Learn the importance and methods of conducting a study.

CO:3:2 Planning and Design: Gain knowledge on planning and designing projects.

CO3:3 Project Reports: Create comprehensive project reports.

DEPARTMENT OF ENGLISH

Semester -I&II- The English Turf

Course code: ENG101

Course Outcomes:

After the completion of the course a student is able to

1. To understand the varieties of cultures, languages, figures of speech, use of language, imagery, nuances of communication etc., through exposure to various Poems, Essays, and Short Stories.
2. To acquire the knowledge of language skills (LSRW), poetic diction, vocabulary, dialogue writing etc.
3. To read and appreciate the prescribed literary selections for pleasure, and to analyze and interpret the given poem, essay, short stories for narrative technique and moral behind them
4. To apply the acquired knowledge of grammar and vocabulary to the real time situations through practice of conversation, essay writing and exercises.
5. Students would understand different sounds, nuances and their proper enunciation in English Language
6. Student would be able to speak and write grammatically correct sentences on learning all parts of grammar and tenses
7. Students would be able to understand the root words, their origin, prefixes, suffixes, homophones, Homographs, Homonyms and pronunciation.
8. Students would be able to identify commonly miss-spelt words and would be able to

formulate new words using prefixes such as, un-, dis-, and suffixes like, -ment, -tion, -sion, etc.

9. Students would be able to learn right usage of punctuation marks like, Capitalization, Fullstops, Comma, in a sentence
10. Students learn to start and sustain a formal conversation.
11. Students would enhance their reading competence by reading about some of the historical incidents and inspirational people
12. Students develop their creative writing skills through précis writing and dialogue writing
13. This helps to build self- confidence and would enable the student to speak confidently in any official or unofficial conversations.
14. Students would be able to develop a positive mindset by knowing about themselves.

Semester- III&IV – Inspiring English

Course code : ENG 201

Course Outcomes:

After the completion of the course a student is able to

1. To enable the students to appreciate the poem
2. To develop aesthetic sense among learners.
3. To enable the student to understand the thought and imagination contained in the poem.
4. To develop critical and creative thinking by analysing the text.
5. To build love for reading various genres of writing.
6. To use the words accurately based on the context.
7. To use question tags
8. To make the students frame questions properly.
9. To enable students appreciate aesthetic sense of life through poetry.
10. To make students understand the power of expressing inner thoughts

Semester- V&IV- English in Action

course code: ENG401

Course Outcomes:

After the completion of the course a student is able to

1. To Understand and appreciate the musical quality given by meter, rhyme and rhythm in Indian and World Poetry.
2. To make students sensitise students to the imperative need for gender equality and to promote respect for difference.

3. Students would get a brief idea of the some of the technical jargon of business and film industry, Indianisms, analogies one- word substitutes and appropriacy.
4. The advanced grammar like the Framing questions, usage of verbs, Relative clauses, sentence types, conditionals and common errors.
5. Students understand the power of expressing inner thoughts through public speaking activities.
6. Students enhance their writing skills by writing film and book reviews.
7. Students get ready by practicing samples of Chronological and functional CV.
8. Students will be equipped with necessary language skills while acknowledging their critical capabilities. with understanding
9. Students would be able to read the text and with insight.
10. Students will use formal and informal vocabulary in appropriate situations.

DEPARTMENT OF SOCIOLOGY

SEMESTER – I

FUNDAMENTALS OF SOCIOLOGY

COURSE CODE: DSC103

Course Outcome:

- Understanding in brief knowledge of human society and structure and also sociology.
- Get to know the nature of society.
- Understand the structure of social culture and socialization.
- Understand the function of social institutions
- To learn in detail about sociological perspectives and ideologies of sociological thinkers on society.

SEMESTER-II

INDIAN SOCIETY: STRUCTURE AND CHANGE

COURSE COURSE CODE:DSC203

**Course
outcomes:**

- Explore the roots of Indian civilization.

- Know economy, polity and society of ancient, medieval and modern India.
- Understand and analyze the key concepts of Hinduism, Jainism, Buddhism, Islam and impact of these religions on society.
- Demonstrate social, economic, political transformation of Indian society under colonial rule.
- Realize the basic issues of Indian society like unity in diversity, problems of nationalism and principles of Indian Constitution.
- Define globalization and analyze its impact on social, economic, political, cultural

spheres.

SEMESTER – III

RURAL AND URBAN SOCIOLOGY

COURSE CODE:DSC 303

Course outcomes:

- Understand the profile of rural and urban community.
- Introduce the basic concepts of Rural Community and Rural Development.
- Create awareness among government schemes in rural and urban developments.
- Define urban sociology and demonstrate the nature and scope of urban sociology.
- Develop an understanding about trends of urbanization in India and impact of urbanization on Indian society.
- Develop awareness about urban problems and policies adopted to solves.

SEMESTER – IV

RESEARCH METHODOLOGY

COURSE CODE: DSC403

Course Outcomes:

By the end of this course, the students will be able to:

- Understand the meaning of social research, processes and steps in social research
- Understand the meaning of quantitative and qualitative social research and its scientific orientation
- Understand the methods of data collection and sampling techniques
- Understand the process of analysis and interpretation in qualitative research Perform the analytical operation through social statistics and report writing

SEMESTER – V

SOCIAL ANTHROPOLOGY COURSE

CODE:DSE 503(C)

Course Outcomes:

By the end of this course, the students will be able to:

- Understand the meaning of social anthropology, processes and steps of evolution.
- Understand the meaning of culture & civilization.
- Understand the Tribal Economy
- Understand the Tribal Law & Justice.

SEMESTER – VI

MEDICAL SOCIOLOGY COURSE

CODE:DSE 603 (C)

Course Outcomes:

By the end of this course, the students will be able to:

- Understand the meaning of Medical Sociology and its associated concepts.
- Understand the meaning Health & health care
- Understand the various factors affecting health
- Understand the Population Policy in India
- Understand the importance of health education.

UNDERGRADUATE PROGRAMME IN PUBLIC ADMINISTRATION

Courses

SYLLABI OF UNDER GRADUATE PROGRAMME - CBCS IN PUBLIC ADMINISTRATION

AIM of the course :

- Make the learner to understand the nature and role of Public Administration in the changing socio-economic and political context and in the historical background
- Understand the impact of political dynamics on administrative processes;
- Relate the role of public administration to the dynamics of global context;
- Motivate the students to appear for civil service examinations.

Programme Objective

The broad objectives of the Undergraduate Programme in Public Administration include:

- Understand public administration theory and concepts from multiple perspectives;
- Acquaint with the functioning of the Indian administration, at central, state and local levels and the responses of these systems in addressing the concerns of the people;

- Acquaint with India's development experience and changing role of administration;
- Understand the interface of theory and practice in Public Administration;
- Develop conceptual, analytical and problem solving abilities among the learners;
- Acquaint the learner with the required knowledge of administrative science and government in action and the contemporary issues in public affairs management and,
- Understand the world of Public Administration from the public perspective and provide foundation for further studies in Public Administration
- Understand the role of Public Services in the new State of Telanga

BA I Year

Course-1:

Introduction to Public

Administration

The Objectives of the Course are:

2. To appreciate the methodological pluralism and synthesizing nature of knowledge in Public Administration;
3. To comprehend the changing paradigms of Public Administration;
4. To acquaint with the theories, approaches, concepts and principles of Public Administration;
5. To understand the administrative theories and concepts to make sense of administrative practices.
6. To understand the role of public services in the emergence and development of Telangana state

Semester-I

DSC 103: Basics of Public Administration

Unit- I: Nature of Public Administration

- a. Meaning and Importance of Public Administration

- b. State and Evolution of Public Administration

Objectives:

- a. To enable the students to understand the difference between Political Science and Public Administration.
- b. To understand the meaning and nature of Public Administration.
- c. To understand the evolutionary stages and major landmarks of development of Public Administration.

Outcomes:

- a. Students will be able to understand the work of Politicians as well as bureaucrats.
- b. Students will get to know the historical evolution of the subject as a discipline and also as administration.

Unit-II: Relationship with other Social Sciences

- a. Law
- b. Political Science
- c. Economics
- d. Psychology

Objectives:

- a. To understand the relationship of Public Administration with the other Social Sciences.
- b. To understand the area of applicability of social sciences in the era of Public Administration.
- c. To understand the relationship of Public Administration with Law, Political Science, Economics, Psychology.

Outcomes:

- a. Student will be able to understand the Separation of Public Administration from the mother science i.e., Political Science.
- b. To integrate the concepts of Law, and the rules and regulations to be followed while framing the policies of the government.
- c. Students will understand the impact of Economics on Public Administration.
- d. The analysis of human behavior can be made through Psychology.

Unit-III: Oriental and Classical Approaches

- a. Oriental Approach -Kautilya
- b. Classical Approach: Henri Fayol, Luther Gulick and Lyndall Urwick
- c. Scientific Management Approach: F.W.Taylor
- d. Bureaucratic Approach: Max Weber and Karl Marx

Objectives:

- a. To understand the administration and the main elements of saptanga theory proposed by Kautilya.
- b. To understand the principles of administration and the classical perspectives of administration.
- c. To understand the application of Scientific management theory of F.W.Taylor.
- d. To understand the qualities of bureaucrats.

Outcomes:

- a. Students will be able to relate the hierarchical order of government from top to bottom.
- b. Students will be able to understand the scientific application of principles in administration.
- c. Students will be able to analyse the characteristics ,elements,qualities of bureaucrats.

Unit-IV: Human Relations and Behavioural Approaches

- a. Human Relations Approach –Elton Mayo
- b. Behavioural Approach: Herbert A. Simon
- c. Socio- Psychological Approach: Abraham Maslow; Mc Gregor

Objectives:

- a. To understand nature of work and Consider the human aspects of the organization.
- b. To understand the behavior of individuals in decision making activity and rationality in decision making.
- c. To understand the socio-Psychological aspects of the individuals and identifying the needs of the individuals.

Outcomes:

- a. Students will be able to understand the productivity of employees under different working conditions.
- b. Students will be able to understand decision making activity and the steps involved in it.
- c. Students will be able to analyse the needs of the individuals and also the expectations of the employees for the attainment of their needs.

Unit-V: Ecological and Social Justice Approaches

- a. Administrative Ecology: F.W.Riggs
- b. Social Justice Approach –B.R.Ambedkar
- c. Jyothirao Pule

Objectives:

- a. To understand the ecology of administration and the structure of functionality in various societies.
- b. To understand the sociological perspectives and the contributions been made by Jyothirao Phule and Savitribai Phule,Dr. B.R.Ambedkar to the society.

Outcomes:

- a. Students will be able to understand the Working conditions in different models like agrarian,Industrial,transitional models of development.
- b. Students will be able to understand concepts of equality,Justice and women empowerment.

Semester-II

DSC 203: Development Dynamics and Emerging Trends

The Objectives of the Course are:

2. To appreciate the methodological pluralism and synthesizing nature of knowledge in Public Administration;
3. To comprehend the changing paradigms of Public Administration;

4. To acquaint with the theories, approaches, concepts and principles of Public Administration;
5. To understand the administrative theories and concepts to make sense of administrative practices.
6. To understand the role of public services in the emergence and development of Telangana state

Unit- I: Comparative & Development Administration

- a. Comparative Administration
- b. Development Administration
- c. Changing Dynamics of Development Administration

Objectives:

- a. To understand the emergence of Comparative Public Administration
- b. To understand the concept of development administration.
- c. To understand the various changes and the nature of development administration.

Outcomes:

- a. Students will get to know the emergence of Comparative Public Administration
- b. Students will be able to know the difference between development of administration and development administration.

Unit-II: New Public Administration

- a. New Public Administration – Minnowbrook-I
- b. New Public Administration – Minnowbrook-II
- c. New Public Administration – Minnowbrook-III

Objectives:

- a. To understand the evolution of New Public Administration
- b. To understand the efforts put by eminent scholars in the minnowbrook conferences held during 1968,1988,2008.

Outcomes:

- a. Students will get to know the emergence of New Public Administration
- b. Students will be able to know the similarities and differences between the three minnowbrook conferences and the factors that have been laid stress upon.

Unit-III: Market Theories

- a. Public Choice Approach
- b. New Public Management

Objectives:

- a. To understand the evolution of Public Choice Approach by Vincent Ostrom.
- b. To understand the evolution of New Public Management and the major changes occurred during the evolution of NPM.

Outcomes:

- a. Students will get to know the emergence of New Public Management.
- b. Students will be able to know the Perspectives of William Niskanen and Vincent Ostrom the choices, tastes and preferences of the consumer.

Unit-IV: Emerging Trends-I

- a. Public Policy and Governance
- b. Role of Public Services in the Emergence and Development of New State of Telangana

Objectives:

- a. To understand what is Public Policy and Governance.
- b. To understand the role of Public Services and schemes provided by the Government of Telangana.

Outcomes:

- a. Students will get to know the formulation of Public Policies and importance of those policies.
- b. Students will be able to know different initiatives taken up by the government of Telangana state for public welfare and development.

Unit-V: Emerging Trends-II

- a. Globalization and Public Administration
- b. Present Status of Public Administration in the context of Globalization

Objectives:

- a. To understand what is Globalization.
- b. To understand the impact of Globalization on Public Administration.
- c. To know the present status of Public Administration.

Outcomes:

- a. Students will get to know the role of Globalization in the present world.
- b. They will be able to analyse the status of the discipline in the present globalized world.

Expected Outcomes

After study of the Course-1, the learner should be able to:

- Appreciate the nature, scope and changing paradigms of Public Administration;
- Understand the synthesizing nature of knowledge of public administration from public perspective;
- Grasp the administrative theories, concepts and principles to make sense of administrative practices.

BA II Year – Semester III

Course-IV C:

Public Office Administration

(SEC)

The Objectives of the Course

are:

1. To understand the concept of Office;
2. To comprehend the administrative process in office;
3. To identify the challenges of public office administration in the background of ICT
4. To sketch out the impact of technology in office administration

SEC I

Public Office Administration Unit I: Introduction

- a. Office Administration: Meaning, Scope & Importance of Office
- b. Changing Nature of Public Office
- c. Basic Principles of Office Organization

Objectives:

- a. To understand the concept of Public office administration.
- b. To understand the principles of office organization and its changing nature.

Outcomes:

- a. Students will get to know the importance of Office Administration its nature and scope.
- b. Students will be able to understand the guiding principles for office organization.

Unit II: Office Organization and Management

- a. Office Planning
- b. Office Accommodation and Lay-out
- c. Office Environment

Objectives:

- a. To understand the concept of office planning, office accommodation, Layouts.
- b. To understand the creation of office environment.

Outcomes:

- c. Students will get to know the importance of Office Environment.
- d. Students will be able to understand the process of planning layout, Accommodation and the Basic Principles involved in it.

SEC II

Office Processes

Unit I: Office Filing System

- a. Forms: Management and Control

- b. Filing System and Classification
- c. Management of Office Records

Objectives:

- a. To understand the concept of forms ,filing system ,management.
- b. To understand the management of office records and classification of filing system.

Outcomes:

- a. Students will be able to know the different types of forms and filing systems.
- b. To know about the management of office records.

Unit II: Office Communication

- a. Periodical Reports
- b. Office Communication; Correspondence
- c. Inventory Control; Office Stationery

Objectives:

- a. To understand the concept of communication,
- b. To understand the management of office records and classification of filing system.

Outcomes:

- a. Students will be able to know the different types of forms and filing systems.
- b. To know about the maintainance of periodical reports and office stationary.

References:

- Pillai R.S.N. (2010) Office Management, S.Chand, New Delhi.
 Sudhir Andrews (2008) Front Office Management and Operations, Tata McGraw Hill Publishing Co. Ltd, India.
 Balachandran V. (2009) Office Management, Tata McGraw Hill Publishing Co. Ltd, India. Bhatia R.C. (2005) Principles of Office Management, Lotus Press, Delhi.
 Gopala Krishnan and Sundaresan, M. (2000) Materials Management: An Integrated Approach, Prentice Hall, India
 Sharma, R.K. and Others (1991) Office Management, Kalyani Publishers, New Delhi Niraj Kumar (2013) Modern Office Management, New Royal Book Company. Lucknow.
 Chopra, R.K. (2008) Modern Office and Its Management, Himalaya Publishing House, Hyderabad.

BA II Year

Semester III : Indian Administration

The Objectives of the Course are:

1. To understand the historical evolution and socio-economic, political, cultural and global context of Indian Administration;
2. To identify the transformative role of Indian Administration;
3. To make out the multi-dimensionality of problems and processes of Indian Administration;
4. To understand the form and substance of Indian Administration; and

5. To appreciate the emerging issues in Indian Administration in the context of changing role of state, market and civil society.

DSC 303 :

Union

Administration

Unit- I:

Historical

Background

- b. Indian Administration after Independence: Continuity and Change
- c. Indian Constitutional Moorings and Administration.

Objectives:

- a. To provide the information on Evolution of Indian Administration.
- b. To understand the base of Indian administration during the different dynasties.
- c. To understand the Indian constitution.

Outcomes:

- a. Students will get to know the hierarchial order of the administrative heads during the colonial rule.
- b. Students will be able to understand the various acts during the British period and after the independence.

Unit- II: Union Administration: Structure and Processes

- a. Political Executive at Central Level
 - i. President ii) Prime Minister iii) Council of Ministers
- b. Central Secretariat and other Offices

Objectives:

- a. To provide the information on Union Administration.
- b. To understand the role and importance of the Political Executive at the Central level
- c. To understand the administration of the central secretariat and Cabinet secretariat.

Outcomes:

- a. Students will get to know the Powers and functions of the President, Vice President, Council of Ministers.
- b. Students will be able to understand the various departments under the central secretariat.

Unit-III: Centre-State Relations

- a. Centre-State Administrative Relations
- b. Central Personnel Agencies-All India Services

Objectives:

- a. To understand the Administrative relations between the Center and the state.
- b. To know about the Central personnel agencies -All India Services, its powers and functions.

Outcomes:

- a. Students will get to know the areas covered under the administrative perspective and will get to know the relations between the Center and the state.
- b. Students will be able to understand the evolution of the highest service at the center and the services that come under the All India Services.

Unit-IV: Constitutional and Other National Bodies

- a. Union Public Service Commission
- b. (i) Election Commission; (ii) Comptroller and Auditor General of India (C&AG)
- c. NITI Aayog

Objectives:

- a. To understand the composition, powers and functions of UPSC.
- b. To understand the composition, powers and functions of Election Commission.
- c. To understand the composition, powers and functions of CAG.
- d. To understand the composition, powers and functions of NITI Aayog

Outcomes:

- a. Students will get to know the role, Powers and functions of the various constitutional bodies like UPSC, Election Commission, CAG, NITI Aayog .

Unit-V: Public Enterprises in India

- a. Forms of Public Enterprises - Department, Corporation, Company
- b. Performance and Disinvestment

Objectives:

- a. To understand the forms of Public Enterprises.
- b. To understand the classification of Public enterprises.
- c. To understand the Functions of Department, Corporation and Government company.
- d. To understand concept of disinvestment.

Outcomes:

- a. Students will get know the Classification, Powers and functions of Public Enterprises.
- b. They will get to know about the miniratnas, maharatnas and navaratnas

BA II Year – Semester IV**SEC 3 -Semester-IV: Technology and Office Administration (SEC)****Unit I: Introduction to Technology**

- a. Introduction to ICT
- b. Management by Office Computerization
- c. Internet and Intranet

Objectives:

- a. To understand what is Information and Communication Technology
- b. To understand the difference between Internet and Intranet.
- c. To understand the office Computerization for management.

Outcomes:

- a. Students will get to know the use of ICT in administration
- b. Will be able to know the computerization of works using ICT.

Unit II: Trends in Office Administration

- a. Office Automation
- b. Back Office Operations and Front Office Delivery
- c. Paperless Office

Objectives:

- a. To understand what is office automation.
- b. To understand the difference and functions of backoffice and front office delivery.
- c. To understand the use of ICT and maintainance of paperless work.

Outcomes:

- a. Students will get to know the process of office automation.
- b. Will be able to know the Backend and front end services in the organization.
- c. Will be able to have a paperless government.

SEC 4 -

Semester-IV: Techniques of Office

Administration

Unit I: Techniques

- a. Work Study, Work Measurement, Work Simplification
- b. Management by Objectives
- c. Office Supervision

Objectives:

- a. To understand what are the techniques of office administration.
- b. To understand the terms like work measurement, work simplification, work study.
- c. To understand the concept of Management by objectives.
- d. To know about the office supervision and qualities of office supervisor.

Outcomes:

- a. Students will get to know the different techniques of office administration.
- b. Will be able to know how work can be done in a more efficient manner.
- c. Will be able to understand the qualities of good supervisor and how supervision must be done.

Unit II: Issues in Office Administration

- a. Social System and Public Office Administration
- b. Staff Welfare
- c. Office Management in Government: Issues

Objectives:

- a. To understand what are the issues in office administration.
- b. To understand the objectives to be set up for staff welfare.
- c. To understand the challenges faced by the government in office management.

Outcomes:

- a. Students will get to know the issues faced by the employees, grievance mechanisms and the welfare activities done by the government.
- b. Will be able to analyse the work conditions of the employees as well as the management.

Expected Outcomes

After study of the course, the learner is expected:

- Understand the meaning and related concepts of Office and office management;

- Explain the filing and record management
- Identify the issues and challenges in functioning of public office.

References

- Satyanarayana J, (2006) e-Government, PHI, New Delhi.
- Kooiman, J (ed) (1993) Modern Governance: New Government – Society Interactions, Sage Publications, London.
- Bhatnagar, S.C. (2004) e-Government: From Vision to Implementation, Sage, New Delhi.
- Bhatnagar, S.C. (2004) The Role and Responsibility of Government in ICT for Development, Sage, New Delhi.
- Singhal, A and Evertt, Rogers (1990) India’s Information Revolution, Sage Publications, New York.

Semester-IV: DSC 403: State Administration

Unit-I: State Administration: Structure and Processes

- Administrative History of Telangana
- Political Executive at State Level, Governor & Chief Minister

Objectives:

- To provide the information on Evolution of state Administration.
- To understand administrative history of Telangana state during the different dynasties.
- To provide the information on State Administration.
- To understand the role and importance of the Political Executive at the State level

Outcomes:

- Students will get to know the hierarchial order of the administrative heads during the colonial rule.
- Students will be able to understand the various acts during different dynasties.
- Students will get to know the Powers and functions of the Governor, Chief Minister.

Unit-II: State Administrative Mechanisms

- State Secretariat & Directorates
- Local Governance & District Administration in Telangana

Objectives:

- To understand the administration of the State secretariat and Directorate.
- To understand the administration at the district level and the local governance in Telangana

Outcomes:

- Students will get to know the differences between Secretariat and Directorate
- Students will be able to understand the various departments under the State Secretariat and directorate and the role of chief secretary.
- To understand the constitutional provisions made under the 73rd and 74th CAA.

Unit- III: Emerging Issues

- Administrative Reforms: Need and Importance

b. 2nd Administrative Reforms Commission – Features and Recommendations

Objectives:

- a. To understand the need and importance of Administrative reforms commission.
- b. To understand the features and recommendations of 2nd ARC.

Outcomes:

- a. Students will get to know the importance of Administrative reforms and the need for its formulation.
- b. Students will be able to understand the impact and major recommendations of the 2nd ARC.

Unit-IV: Technology and Integrity in Government

- a. e-Government
- b. Values and Ethics in Administration

Objectives:

- a. To understand the use of ICT in administration
- b. To understand the services provided using technology.
- c. To understand the ethics and values to be followed in Administration

Outcomes:

- a. Students will get to know the use of ICT in administration.
- b. Students will be able to understand the use of ethics and values in administration.

Unit-V: Control over Administration

- a. Redressal of Citizen Grievances: Transparency, Accountability and Right to Information Act
- b. Administrative Accountability: Legislative and Judicial Control

Objectives:

- a. To understand the grievances in Administration and the ways to control it.
- b. To understand the concepts like transparency, accountability, Right to information Act.
- c. To understand the control over administration in legislative and judicial aspects.

Outcomes:

- a. Students will get to know the methods of maintaining a citizen friendly administration by maintaining transparency, accountability.
- b. Students will get to know how to get information from the government through RTI.
- c. Students will be able to understand the Control executed by the legislature and Judiciary.

Expected Outcomes

After study of the course, the learner should be able to:

- discern the connects and disconnects between structure, purpose and process and results in Indian Administration;

- Understand the Indian Administration role as the main instrument of State to achieve its developmental goals;
- Appreciate the varying historical, socio-economic, political and other conditioning factors that gave Indian Administration its distinct nature to the learner

BA III Year

Course-II: (A) Good Governance (GE)

Course Objective

The word 'Governance' appears in diverse academic disciplines. At general level, governance refers to theories and issues of social coordination and the nature of all patterns of rule. The theories of governance have changed the understanding of various concepts of state and its institutions. New jargon of words emerged into the social science literature with different connotations. In this background, the present course is aimed to provide an in-depth understanding of the basic tenets and trends of Good Governance.

Unit - I: Introduction

- a. Meaning and Definitions of Governance
- b. Government and Governance
- c. Concepts of Good Governance

Objectives:

- a. To understand the concepts like Government, Governance and Good Governance.
- b. To understand the difference between these concepts.
- c. To understand the definitions and characteristics of Good Governance

Outcomes:

- a. Students will get to know the difference between the concepts between Government, Governance, and Good governance.
- b. Students will be able to understand the elements required for effective good governance.

Unit – II: Citizen and Governance

- a. Rule of Law and Human Rights
- b. Accountability
- c. Participation

Objectives:

- a. To understand the concepts like Rule of Law, Human rights, Accountability and Participation.
- b. To understand the concept of citizen friendly administration.
- c. To understand the constitutional provisions of human rights.

Outcomes:

- a. Students will get to know the main elements in efficient good governance.
- b. Students will be able to understand the constitutional provisions guaranteed by the under the National Human Rights Commission.

Unit - III: Techniques of Good Governance

- a. Openness and Transparency
- b. Citizen Charter
- c. Social Audit

Objectives:

- a. To understand the concepts like Openness and transparency.
- b. To understand the concept of citizen friendly administration through citizen charter.
- c. To understand the checks and balances on the society through social audit.

Outcomes:

- a. Students will get to know the main elements in efficient good governance.
- b. Students will be able to bridge the gap between the government and the citizens through citizen charter.
- c. Will be able to ensure the social audit for attaining social equity and justice.

Unit - IV: Emerging Trends

- a. Public and Private Governance
- b. Good Governance and Civil Society
- c. ICT and Good Governance

Objectives:

- a. To understand the difference between Public and Private Governance.
- b. To understand the concept of citizen friendly administration and the role of civil society.
- c. To understand the concept of ICT and the use of ICT in Good Governance.

Outcomes:

- a. Students will get to know the aspects included under public and private governance.
- b. Students will be able to bridge the gap between the government and the citizens by e-governement.
- c. Will be able to ensure the use of ICT in governance process.

BA III Year

Course-II: (B) Indian Constitution and

Administration (GE) Semester-V Indian

Constitution and Administration

Course Objective

The Constitution of India defines the basic objectives and functioning of the government. It has provisions for bringing about social change and defining the relationship between individual citizen and the state. It lays out certain ideals that form the basis of the kind of country that we as a citizen aspire to live in. An in-depth analysis of various basic areas of constitution is the main objective of this inter disciplinary course. This helps the students to strengthen their understanding of Indian constitution and functioning of government.

Unit 1: Indian Constitution

- a. Nature of the Constitution Salient features – Preamble
- b. Fundamental Rights, Directive Principles; Fundamental Duties
- c. Amendments of the Constitution: Procedure for Amendment– Emergency Provisions

Objectives:

- a. To understand the nature, salient features of the Indian Constitution and the Preamble.
- b. To understand the parts included in the constitution i.e., Fundamental rights, Fundamental duties, Directive Principles of State Policy
- c. To understand the procedure for making amendments and the passing of emergency provisions.

Outcomes:

- a. Students will get to know features of the constitution, its preamble and parts in it.
- b. Students will be able to understand the fundamental rights that can be enjoyed by the individual and duties to be performed as a citizen of India.
- c. Will be able to understand the process of passing an amendment.

Unit II: Centre – State Relations and Local Self Government

- a. Distinctive features of Indian Federation
- b. Legislative, Administrative and Financial relations between the Union and the States
- c. Decentralization Experiments in India – 73rd and 74th Amendments

Objectives:

- a. To understand the salient features of the Indian federation.
- b. To understand the Legislative, Administrative and financial relations between the center and the state.
- c. To understand the constitution of 73rd and 74th CAA in India.

Outcomes:

- a. Students will get to know features of the Indian Federation.
- b. Students will be able to understand the relationship that center maintains with the states.
- c. Will be able to understand the Local governance system in India.

Unit III: State Government

- a. Governor, Chief Minister and Council of Ministers
- b. Secretariat and Directorates
- c. Changing Nature of District Administration and the role of District Collector

Objectives:

- a. To provide the information on State Administration.

- b. To understand the role and importance of the Political Executive at the State level i.e., Governor, Chief Minister, Council of Ministers.
- c. To understand the administration of the State secretariat and Directorate.
- d. To understand the administration at the district level.

Outcomes:

- a. Students will get to know the Powers and functions of the Governor, Chief Minister and Council of Ministers.
- b. Students will get to know the differences between Secretariat and Directorate
- c. Students will be able to understand the various departments under the State Secretariat and directorate and the role of chief secretary.
- d. Students will understand the composition of District Administration and the different departments under it.

Unit IV: Accountability & Control

- a. Legislative, and Executive Control
- b. Judicial control and Judicial Review
- c. Right to Information Act

Objectives:

- a. To understand the grievances in Administration and the ways to control it.
- b. To understand the concepts like transparency, accountability, Right to information Act.
- c. To understand the control over administration in legislative and judicial aspects.
- d. To understand the concept of Judicial review.

Outcomes:

- a. Students will get to know the methods of maintaining a citizen friendly administration by maintaining transparency, accountability.
- b. Students will get to know how to get information from the government through RTI.
- c. Students will be able to understand the Control executed by the legislature and Judiciary and judicial review done for the judgements passed by the courts.

BA III Year

DSE 503A : Human Resource Management

The Objectives of the Course are:

1. To comprehend the nature, scope, structure & processes of human resource management;
2. To identify the systems and processes of financial and material management;
3. To appreciate institutional capacity building strategies and programmes; and
4. To understand the changing paradigms of Resources management.

Semester-V: DSE 503-A: Human Resource Management

Unit-I: Introduction

- a. Meaning and Significance of Human Resource Management
- b. Human Resource Planning

Objectives:

- a. To understand the meaning and significance of Human resource Management.
- b. To understand the concepts like Human resource Planning and steps involved in HRP

Outcomes:

- a. Students will get to know the importance of Human resources in organization.
- b. Students will get to know how organizations plan the effective functioning of the organization.
- c. Students will be able to understand the major elements involved in Planning.

Unit-II: Human Resources

- a. Job Analysis, Job Description,
- b. Recruitment and Promotion
- c. Compensation Administration - Wage, Pay and Pay Commissions

Objectives:

- a. To understand the concepts like Job analysis, job Description.
- b. To understand the concepts like Recruitment, Promotion and Compensation administration.

Outcomes:

- a. Students will get to know the factors that will be considered for job analysis and job description.
- b. Students will get to know how organizations plan recruitment policies and criteria they consider for promoting the candidates to higher levels.
- c. Students will be able to identify the changes occurred during different pay commissions as per the recommendations given by them.

Unit- III: Capacity Building

- a. Performance and Competency Mapping System
- b. Employee Capacity Building Strategies-Training
- c. Sensitivity Training

Objectives:

- a. To understand the concepts like performance and competency mapping system.
- b. To understand the strategies for employee capacity building.
- c. To understand T-Sensitivity training used in organizations.

Outcomes:

- a. Students will get to know the strategies that need to be followed and adopted for capacity building.
- b. Students will get to know how organizations plan for improving the skills and abilities of the employees.
- c. Students will be able to identify the changes occurred in the employees through T-Sensitivity training.

Unit-IV: Reforms

- a. Reddressal of Employee Grievances
- b. Right sizing, Outsourcing and Consultancies
- c. Interpersonal Skills

Objectives:

- a. To understand the problems and grievances faced by the employee in the organization.
- b. To understand the strategies like rightsizing, downsizing and outsourcing.
- c. To understand the need for development of interpersonal skills to the employees.

Outcomes:

- a. Students will get to know the strategies that need to be adopted for addressing the needs and grievances of the employees.
- b. Students will get to know how organizations use techniques such as rightsizing, downsizing as well as outsourcing for retaining capable employees in the organization.
- c. Students will be able to identify the need for developing interpersonal skills for efficient functioning of the organization.

Unit V: Emerging Trends

- a. Human Resource Audit
- b. Total Quality Management
- c. Productivity Management

Objectives:

- a. To understand the concepts like total quality management and productivity management.
- b. To understand the steps involved in Human resource Audit.

Outcomes:

- a. Students will get to know the strategies used for Total quality management and productivity management.
- b. Students will get to know how organizations maintains the records of all the activities for Audit.

BA III Year

Rural Governance (Optional)

The Objectives of the Course are:

1. To understand the concept of democratic decentralisation;
2. To trace the evolution of local self-government in India;
3. To comprehend the institutional arrangements and processes of rural and urban governance;
4. To identify the challenges of development and the administrative responses.
5. To sketch out the new organisational arrangements for delivery of public welfare programmes.

Semester-V

DSE 503/B : Rural Governance

Unit-I: Introduction

- a. Democratic Decentralization and Local Organisations
- b. Evolution of Rural Governance Institutions-Balwanth Rai Mehta
- c. Ashok Mehta Committee

Objectives:

- a. To understand the concept of democratic decentralization and local governance.
- b. To understand the evolution of rural governance initiatives in India.

- c. To understand the constitution of different committees for setting up rural governance and the recommendations given by them.

Outcomes:

- a. Students will get to know the importance of Rural governance.
- b. Will be able to understand the the efforts put up by various committees like Balwant Rai Mehta committee,Ashok Mehta Committee.

Unit:-II

- a. Third Generation Panchayats
- b. Constitutional Status of Rural Local Government- with special reference to 73rd CAA

Objectives:

- a. To understand the composition of third generation panchayats.
- b. To understand the constitutional provision and status of local governance with respect to 73rd CAA.

Outcomes:

- a. Students will get to know the importance of three tier administrative structure at the local level.
- b. Will be able to understand the ground reality and thereby develop the local governance.
- c. Students will understand the status of 73rd CAA and could make necessary provisions for its development.

Unit-III: Local Organisations for Rural Development

- a. Panchayati Raj: Patterns, Functions and Performance
- b. Finances of Panchayati Raj Institutions --- State Finance Commission

Objectives:

- a. To understand the system of Panchayat raj and the patterns involved in it.
- b. To understand the finances regulated to the Panchayat raj institutions through constitution of a State Finance Commission.

Outcomes:

- a. Students will get to know the system of governance followed in Panchayat raj Institutions.
- b. Will be able to understand the composition of a state finance commission for maintaining the finances of the local government.

Unit-IV: Rural Development Strategies and Services

- a. Rural Development: Strategies, Programs and Issues
- b. Co-operatives: Structure, Functions and Performance
- c. Basic Services and Welfare Measures in Rural Areas (MNREGA, NRLM, SHYAMA MUKHERJEE RURBAN MISSION)
- d. State Control over Rural Local Governments

Objectives:

- a. To understand the strategies,programmes adopted for rural development.
- b. To understand the methods of setting up Co operatives,its powers functions and performance.
- c. To understand the initiatives taken up by the central and state governments for development of rural areas.

- d. To understand the control exercised by the state over Rural governments.

Outcomes:

- a. Students will get to know strategies and programmes adopted by the government for resolving the issues and challenges faced by the rural areas.
- b. Students will understand the role of state government in controlling the rural local governments.
- c. To understand the measures taken up by the government the welfare of rural areas.

Unit V: Emerging Trends

- a. Rural Unrest
- b. Land Reforms
- c. Corporatization of Agriculture

Objectives:

- a. To understand the emerging issues like rural unrest and land reforms.
- b. To understand the Corporatization of Agriculture.

Outcomes:

- a. Students will get to know the major challenges faced in rural governance.
- b. Will be able to understand the major land reforms in corporatization of agriculture.

BA III Year

Course-IV-B E- GOVERNANCE (OPTIONAL in Lieu of Project Report) Objectives of the Course are:

1. To explain the meaning and importance of e-governance;
2. To provide the students with the analytical skills to comprehend the e-governance initiatives in India;
3. To make the learner understand e-governance initiatives at national and international level;
4. To inform the learner about the e-Governance measures initiated in Telangana state.

BA 503/B

Semester-V: E-Governance

Unit-I: Introduction

- a. Concept of Governance and Good Governance
- b. Meaning, Evolution and Importance of E-Governance

Objectives:

- a. To understand the concepts like Governance, Good Governance and E-Governance.
- b. To understand meaning, nature, and importance of e-Governance.

Outcomes:

- a. Students will get to know the differences between Governance, Good Governance and E-Governance.
- b. Students will get to know the importance of these terms in various aspects.

Unit-II: Acts and Initiatives

- a. Information Society and Community Empowerment
- b. IT Acts and National E-Governance Plan
- c. E-Governance Initiatives in India

Objectives:

- a. To understand the initiatives and acts taken up by the Government of India.
- b. To understand the e-governance initiatives for the effective and efficient service delivery.
- c. To understand the empowerment activities and acts framed by the government.

Outcomes:

- a. Students will get to know the measures taken up by the government for the empowerment of the community and society.
- b. Students will get to know different e-governance and IT initiatives taken up by the government for its smooth functioning.

Unit-III: Methods of E-Governance

- a. GIS Based Management Systems
- b. Citizen Database and Human Development
- c. National Informatics Centre (NIC)

Objectives:

- a. To understand the methods of E-Governance.
- b. To understand the use of GIS based management systems for efficient service delivery.
- c. To understand the collection of database from various sources as a part of HDI.
- d. To understand the role of National informatics centre in governance.

Outcomes:

- a. Students will get to know the managements systems handled through GIS mapping systems.
- b. Students will get to know how citizen data will be collected from various sources for the development of the country.
- c. Students will be able to identify the key role played by the NIC in rendering the services to the citizens.

Unit-IV E-Governance in Public Office

- a. Back Office Operations and Front Office Delivery
- b. Business Process Reengineering (BPR)

Objectives:

- a. To understand the concepts of governance in Public Office
- b. To understand the backend and front end operations in Public office
- c. To understand the concept of Business Process Re engineering.

Outcomes:

- a. Students will get to know the backend and front end service delivery in public offices.
- b. Students will get to know introduction of management perspective in Administration.

Semester-VI:

DSE 603/A: Financial and Material Management

Objectives of the Course are:

1. To explain the meaning and importance of Financial and material management.
2. To provide the students with the analytical skills to understand the need for material management.
3. To make the learner understand the financial relations between the union and state.

4. To inform the learner about the concepts of budget.

Unit- I: Financial Management

- a. Meaning and Scope
- b. Importance of Financial Management

Objectives:

- a. To understand the meaning of Finance and Financial Management.
- b. To understand the nature,scope and importance of Financial Management.

Outcomes:

- a. Students will get to know the importance of finance
- b. Will be able to understand the regulation of finance at both the center and state

Unit-II: Budget

- a. Concept and Principles of Budget
- b. Preparation, Enactment and Execution of Budget
- c. Gender Budget and Green Budget

Objectives:

- a. To understand the concept of budget and its principles.
- b. To understand the steps involved in the formulation of budget.
- c. To understand the various stages of budget like preparation,enactment and execution of budget.
- d. To understand the new concepts like Gender budget and Green budget.

Outcomes:

- a. Students will get to know the importance of Budget and the principles to be followed.
- b. Will be able to understand the process of preparation of budget and the different grants and tokens while formulating the budget.
- c. Students will understand the environmental concerns and sustainable goals initiatives made by the government providing funds needed for it.

Unit-III: Financial Institutions

- a. Organization and Functioning of Finance Ministry
- b. Finance Commission
- c. Union – State Financial Relations

Objectives:

- a. To understand the organization of Finance Ministry.
- b. To understand the steps involved in the formation of Finance ministry.
- c. To understand the composition of Finance Commission and its functions.
- d. To understand the financial relations between the center and the state.

Outcomes:

- a. Students will get to know the importance of finance commission.
- b. Will be able to understand the composition of Finance Commission.
- c. Students will understand the financial relations between the union and state and also the proceeding between the center and state.

Unit IV: Parliamentary Financial Committees

- a. Financial Control Mechanisms
- b. Public Accounts Committee and Estimates Committee
- c. Committee on Public Undertakings

Objectives:

- a. To understand the mechanisms for financial control.
- b. To understand the composition of various parliamentary committees, its formation and the functions executed by them.

Outcomes:

- a. Students will get to know the importance of Finance.
- b. Will be able to understand various functions performed by the parliamentary committees.

Unit- V: Materials Management

- a. Meaning and Concept of Materials Management
- b. Procurement, Storage and Distribution
- c. Inventory Control and Management

Objectives:

- a. To understand the meaning and the concept of material management.
- b. To understand the various activities involved in material management like Procurement, storage and distribution.
- c. To understand the concept of Inventory control and management.

Outcomes:

- a. Students will get to know the importance of material management.
- b. Will be able to understand the process of material management and the steps involved in maintaining the goods and also for the effective delivery of goods and services.

Expected Outcomes

After study of the course, the learner should be able to:

- Understand the way in which the public power is exercised and public resources are managed and expanded;
- Unravel the varying methods of performance assessment of public institutions; and
- Appreciate the changing paradigms of human resource management.

Semester-VI: DSE 603/B Urban Governance

Unit-I: Local Organisations for Urban Development

- a. Evolution of Urban Local Bodies- Pattern, Functions and Performance
- b. Constitutional Status of Urban Local Governments with special reference to 74th CAA

Objectives:

- a. To understand the evolution of Urban local bodies ,its powers and functions.
- b. To understand the constitutional provision and status of local governance with respect to 74th CAA.

Outcomes:

- a. Students will get to know the importance of three tier administrative structure at the urban level.

- b. Will be able to understand the ground reality and thereby develop the local governance.
- c. Students will understand the status of 74th CAA and could make necessary provisions for its development.

Unit-II: Strategies for Urban Development

- a. Urban Development: Strategies, Programs and Issues
- b. Finances of Urban Local Governments

Objectives:

- a. To understand the system of urban governance and the patterns involved in it.
- b. To understand the finances regulated to the urban governments through constitution of a State Finance Commission.

Outcomes:

- a. Students will get to know the system of governance followed in urban local bodies.
- b. Will be able to understand the composition of a state finance commission for maintaining the finances of the urban government.

Unit-III: Urban Services

- a. Basic Services and Welfare Measures in Urban Areas
- b. Urban Development Authorities and Parastatals
- c. Sustainable Development and Future of Urban Governance

Objectives:

- a. To understand the strategies, programmes adopted for rural development.
- b. To understand the methods of setting up Urban development Authorities, its powers functions and performance.
- c. To understand the initiatives taken up by the central and state governments for development of rural areas.
- d. To understand the future of urban governance.

Outcomes:

- a. Students will get to know strategies and programmes adopted by the government for resolving the issues and challenges faced by the urban areas.
- b. Students will understand the role of state government in controlling the urban local governments.
- c. To understand the measures taken up by the government the welfare of urban areas.

Unit-IV: Agencies and Programs for Rural and Urban Sector

- a. Development Planning, District Planning Committee
- b. Special Agencies Urban Development
- c. Elimination of Poverty Initiatives in Urban Areas

Objectives:

- a. To understand the agencies and programs for Rural and urban areas.
- b. To understand the importance of Special agencies set up for urban development.
- c. To understand the initiatives taken up by the central and state governments for eliminating poverty in India.

Outcomes:

- a. Students will get to know the work performed by the agencies that were been set up for the development of urban areas.

- b. Students will get to know the impact of poverty alleviation programmes set up by the government.

Unit V: Emerging Trends

- a. Urban Reforms in India: SMART and AMRUT Cities
b. Swachh Bharat Mission
c. Urban Unrest

Objectives:

- a. To understand the urban reforms in India.
b. To understand the various initiatives taken up by the government for overcoming urban unrest in India.

Outcomes:

- a. Students will get to know various urban reforms like SMART & AMRUT cities.
b. Students will understand the importance of SWACCH BHARAT MISSION and also the measures taken for curbing urban unrest in India.

Expected Outcomes

After study of the course, the learner should be able to:

- Critically appreciate the relationship of local governance and development;
- Appreciate the rural and urban institutional arrangements for development;
- Understand the processes and results of systems of delivery of welfare programmes

DEPARTMENT OF POLITICAL SCIENCE

The purpose of offering Political Science at under graduate level in our college is to deepen knowledge and understanding of the students about one of the most powerful forces operating on people, communities and corporations today around the world, namely government and politics. This knowledge and understanding is valuable for all citizens. Political Science is excellent preparation for effective citizenship as it trains the students in the importance of political participation and prepares them to take part in the political life. It is also essential in many careers today.

Program Specific outcomes:

Our courses train the students in a number of different critical skills that will help them succeed in almost any career. Most of our courses have assignments that develop their skills in writing. Other courses develop skills in quantitative reasoning. Our political theory courses train them in analytical thinking, an essential skill for almost all attractive careers. The study helps the students in planning further for appearing for government or administrative services exams like UPSC, GPSC, NET/SET, etc. It gives broad knowledge on Political theory, Constitution, Human Rights, Gender Politics, Political Thinkers, International Politics, Public Administration etc.

COURSE OUTCOMES

Semester I

Title of the Paper: DSC- 101: **Understanding Political Theory**

No of Credits: 05

Objectives: To highlight the Political evolution which has shaped modern political institutions and processes.

Course content: Meaning of political theory, political ideology and philosophy, approaches to politics, concept of power, authority, legitimacy, sovereignty, and State.

Course level learning outcome:

After completing the course, the students will be able to:

1. Discuss the importance of political theory in practical reality.
2. Classify and Distinguish between various types of Power and Authority.
3. Analyze the important elements of the state.

Suggested reading:

- J.C Johari, principles of Modern Political science, Sterling Publishers, New Delhi, 2009.
- V. D Mahajan, Political Theory, Chand and Co. ltd, Delhi, 2009.

Semester-II

Western Political Thought

No of Credits: 05

Objectives: To provide critical understanding of the main philosophical themes in western political thinking by studying selected thinkers from Greek period to modern periods.

Course content: Plato, Aristotle, Niccolo Machiavelli, Thomas Hobbes, John Locke.

Course level learning outcome:

After completing the course, the students will be able:

1. To analyses various political concepts, theories and values.
2. To distinguish between ancient and modern Political thought.

Suggested reading:

- Brain R. Nelson, Western Political Thought, Pearson Education, Delhi, 2009.
- Ian Adams and R.W. Dyson, Fifty Great Political thinkers, Routledge, 2004.

Semester-III

Indian Political Thought

No of Credits: 05

To provide critical understanding of the main philosophical themes in Indian political thinking by studying selected thinkers from Manu period to modern periods.

Course content: Manu, Koutilya, Gautama Buddha, Basava, Mahatma Jythorao Phule, Dr.B.R. Ambedkar, Mahatma Gandhi, Nehru.

Course level learning outcome:

After completing the course, the students will be able:

1. To analyses various political concepts, theories and values.
2. To distinguish between ancient and modern Political thought.

Semester-IV

No of Credits: 05

Constitution and Politics of India

Content: Constitutional Development in India, Institutional Framework, Federal Politics, Electoral Politics in India, Issues in Indian Politics

- Brief History of Indian National Movement as well as Constitution after Independence

Along with Fundamental Rights and Duties, the Directive Principles of State Policy were explained to the students.

- Children were told how the proceedings of Lok Sabha and Rajya Sabha are conducted in the Indian Parliament, as well as how the Supreme Court discharges its responsibility by being neutral.
- How the executive discharges its responsibilities in the state government, information was provided to the students about the responsibilities of the fellow governor and the chief minister in the cabinet.
- Along with the national and regional parties, information was provided to the students about electoral reforms from caste religion language to eradication of poverty.

Semester-V

No of Credits: 05

Objectives: To encourage students to critically understand global Politics.

Course content: – Nature, Evolution and Scope; State and Non- State Actors in IR, Westphalian State and Sovereign State system and its characteristics, European conquest of Asia and Africa – Its Impact on society, culture, economy (European colonialism) First World War and Second World War, Decolonization and its consequences; Rise of the Developing world; Neo-colonialism, International Economic Order, global challenges.

Course level learning outcome:

After completing the course, the students will be able to:

1. Students can able describe the consequences and result of the world wars.
2. Assess the Socio-economic impact of emerging economic order on various countries.

Semester-VI

No of Credits: 05

Power, Elements of Power, Balance of Power, Growing importance of Soft Power, Security, Collective Security, Bipolarity , Multipolarity, Unipolarity, Human Rights; Agencies of human Rights Protection; Terrorism , Environmental Issues.

- Disused about power, elements of power and also how the soft power is increased in the global level.
- The concepts like Bipolarity and Multi polarity and comparative analysis was done to explain about the global politics.
- Students were thought about the International Organizations called World bank, IMF and so on.

After completing the course, the students will be able to:

- Students can be able to describe functioning of International Organizations.
- They can assess the global politics through the concepts of Bipolarity and Multipolarity.

GENERAL PSYCHOLOGY

MODULE - I INTRODUCTION TO GENERAL PSYCHOLOGY

- **Historical Foundations of Psychology** ; Nature , Goals and Fields of psychology [pure and Applied]
- **SCHOOLS OF PSYCHOLOGY** : Structuralism , Functionalism , Psychoanalysis , Behaviorism , and Gestalt
- **CONTEMPORARY APPROACHES TO PSYCHOLOGY:** Cognitive approach, Humanistic approach , and Existential approach
- **METHODS OF PSYCHOLOGY:** Introspection , Observation ,Case Study, Interview , Survey and Experimental method
- **BIOLOGICAL BASIS OF BEHAVIOR** : Nervous system and its organization – the structure of neuron , central nervous system – brain and spinal cord , localization of brain function , Autonomic nervous system
- **HARMONAL BASIS OF BEHAVIOR** : The major endocrine glands and their functions
- **MECHANISMS OF HEREDITY** :Chromosomes and genes ; influence of heredity and environment on behavior
- **OBJECTIVES**
 - Introduce students to the dynamic field of psychology
 - Teach them about traditional and contemporary approaches to psychology
 - Methods used in psychology and orient students about the biological basis of behavior and sensory experiences
- **OUT COMES**
 - Understanding meaning of psychology
 - Understanding historical foundations
 - Learning sensations and personality

- Intelligence of psychology

MODULE - II SENSATION ATTENTION PERCEPTION

- **SENSATION** : Sensory thresholds; characteristics of sensation ; types of sensation ; measurement of sensations [Absolute threshold , signal detection difference threshold , sensory adaption]
- **ATTENTION** : Nature and Concept of Attention ; Different aspects of Attention - span , Division , Shifting , Distractions and Fluctuations , Voluntary and Involuntary attention
- **PERCEPTION** : Difference between Sensation and Perception ; Principles of Perceptual organization ; Perceptual constancies and Depth Perception [Monocular and Biconular Cues] ; Movement Perception ; Internal and External factors influencing Perceptual Experience ; Distortions in Perception ; Illusions & Hallucinations ; Extrasensory Perception [ESP]
- **OBJECTIVES**
- To introduce them to basic cognitive concepts of attention , Perception , Memory , Thinking , Reasoning and learning
- To introduce students to concepts of motivation and make them understand
- Development of emotions and to make them aware about concept of Intelligence , development of tests and types used to assess Intelligence
- **OUT COMES**
- Understanding meaning and psychology
- Understanding historical foundations and sensations , personality , Intelligence of psychology
- Understanding memory , thinking , reasoning and learning

MODULE -III REMEMBERING , THINKING AND REASONING

- **MEMORY AND FORGETTING** : Meaning and significance of memory ; Types of memory ; methods of measuring memory ; Information processing model of memory ; Curve of Forgetting ; theories of Forgetting [Decay theory and interference Theory] ; Methods of improving memory
- **THINKING AND REASONING** : Nature and types of thinking . Theories [Bruner & Sullivan] ; Reasoning : Deductive Reasoning [Conditional , Syllogistic] and inductive reasoning [casual inferences , categorical inferences] ; aids and obstacles to reasoning
- **PROBLEM SOLVING** : Problem cycle , types of problem solving , impediments to problem solving , problem solving strategies [algorithm , heuristics and biases , Means-end Analysis] , computer simulation ;
- **CREATIVITY** : Characteristics of creative people , stages of creative thinking
- **OBJECTIVES**
- Introduce students to the dynamic field of psychology
- Teach about traditional and contemporary approaches to psychology , methods in psychology
- Orient students about biological basis of behaviour and sensory experiences
- **OUT COMES**
- Undertaking in psychology pure and applied
- Trace the origins of the field study
- Understanding meaning of psychology

MODULE IV LEARNING AND INTELLIGENCE

- **LEARNING** : Concepts of Maturation and Learning ; Concept of Learning Curve ; Theories of learning [Classical and Instrumental conditioning , sign learning , Learning by insight and Observation] ; Role of Motivation , Reward and punishment in Learning ; Transfer of Learning ; Efficient Methods of Learning
- **INTELLIGENCES** : Definition and Nature of Intelligence ; Brief history of Testing Movement [Contribution of Binet] ; Theories of Intelligence [Thorndike , Spearman , and Gardner] ; Measurement of Intelligence[Concept of IQ , Types of Intelligence Tests] ; Variations in Intellectual Ability [Intellectually Gifted and Retarded] ; Factors Influencing individual differences in intelligence [Heridity and Environment]
- **OBJECTIVES**
- Introduce students to the dynamic field of psychology , teach them and traditional and contemporary approaches to psychology
- Methods used to psychology and orient students about the biological basis of behaviour and sensory experiences
- To introduce them to basis cognitive concepts of attention ,perception , and Memory , thinking ,reasoning and learning
- **OUT COMES**
- Understanding meaning and psychology
- Understanding Historical foundations of psychology
- Understanding in psychology pure and applied

MODULE V MOTIVATION AND EMOTION

- **MOTIVATION** : Definition and functions of motives ; Types of Motives [physiological and psycho- social motives] ; Unconscious motivation ; Maslow's Theory of motivation
- **EMOTION** : Definition and Nature of Emotions ; Development of Emotions ; physiological basis of emotions ; theories of emotions ; [James - Lange , Cannon- Bard and Schachter - Sigmund] ; Adaptive and disruptive functions of emotions ; measurement of emotions
- **OBJECTIVES**
- To introduce students to concepts of motivation and them understand about developments of emotions
- To make them aware about concept of intelligence , development of tests and types of tests used to assess intelligences
- To enable students to gain over all understanding about the basis cognitive and behavioural process in psychology
- **OUT COMES**
- Understanding meaning of psychology
- Understanding historical foundations and sensations , personality , Intelligence of psychology
- Understanding psychology pure of Applied

SEM-II

PERSONALITY THEORIES AND ASSESSMENT

MODULE I INTRODUCTION TO CONCEPT OF PERSONALITY

- Nature , Definition and Characteristics of Personality

- **FACTORS INFLUENCING PERSONALITY** - Biological , social, Cultural , Psychological factors ; significant and Traumatic experience
- **OBJECTIVES**
- To familiarize students with concept of personality and factors influencing personality
- To introduce students to major theoretical approaches
- Other contemporary approaches to personality
- **OUTCOMES**
- Understanding the personality of psychology
- Understanding the biological and social psychology
- Understanding the theories of personality

MODULE II MAJOR THEORETICAL APPROACHES TO PERSONALITY

- Sigmund Freud's psychoanalytic Theory
- Erik Erickson's psycho social Theory
- Roger's Theory of Self
- **OBJECTIVES**
- To help them understand various types of assessments in measurement of personality
- To make them understand the importance of psychological testing
- To learn various types of tests available to measure behaviour
- **OUTCOMES**
- Understanding the personality theories
- Understand the concept of the Sigmund Freud
- Understanding the personality and various types

MODULE III OTHER THEORETICAL APPROACHES TO PERSONALITY

- Bandura's Social Learning Theory
- Trait Theories [Allport & Cattell]
- Type Theories [Kretschmer, Sheldon and Galton]
- Trait - Cum - Type Theories [Eysenck theory]
- **OBJECTIVES**
- To familiarize students with concept of personality
- Factors influencing personality
- To introduce the major theoretical approaches
- **OUTCOMES**
- Understanding the social learning theory
- Understanding the types of theories of personality
- Understanding the ALL PORT theories

MODULE IV PERSONALITY ASSESSMENT

- Nature and Types of Assessment : Observation , Checklist and Rating scales , personality inventories , Questionnaires and interviews
- PROJECTIVE TECHNIQUES : Rorschach , TAT and Sentence Completion tests
- **OBJECTIVES**
- To help them understand various of assessment
- To do the measurements of personality
- To make them understand the importance of psychology testing
- **OUTCOMES**
- Understanding the concept of psychology testing
- Understanding the observations of checklists of personality

- Understanding the theories of personality

MODULE V PSYCHOLOGICAL TESTING

- Concept of psychological Testing
- Brief introduction to tests of intelligence and personality
- CHARACTERISTICS OF A GOOD PSYCHOLOGICAL TEST : Standardization , Reliability , Validity and Norms
- CLASSIFICATION OF PSYCHOLOGICAL TESTS : Individual & Group , Verbal , Non -Verbal and performing , power , speed and Dexterity tests
- **OBJECTIVES**
- To make them understand various and importance of psychological testing
- Various types of tests available to measure behaviour
- To introduce students to major theoretical approaches
- **OUT COMES**
- Understand the types of assessments in measuring personality
- Understanding the importance of psychological testing
- Understand the students to major theoretical approaches

SEM - III

SOCIAL PSYCHOLOGY

MODULE I SOCIAL PERCEPTION - UNDERSTANDING OTHERS

- Definition , Nature , Scope and Methods of social psychology [Observation Method , Survey Method , Correlation Method , Field Study and Experimental Method]
- ATTRIBUTION : Theories of Attribution [Heider's Common Sense Theory , Jones and Davis's Correspondent Inference Theory , Kelly's Co - variation Model and Wiener 's Three - Dimensional Model]; Errors in Attribution Error , Actor - Observer Effect , Self Serving Bias]
- IMPRESSION FORMATION AND IMPRESSION MANAGEMENT : Techniques of Impression Management
- COMMUNICATION : Definition , Nature and Types of communication ; communication patterns [Circle , Wheel Chain and Y Patterns] ; Barriers to Effective Communication ; Rumors and Propaganda
- **OBJECTIVES**
- To Orient students about basic concepts of social psychology
- Major theoretical perspectives in social psychology
- Understand how theory motivates research and how research modifies theoretical statements about human social behaviour
- **OUT COMES**
- Understanding the social psychology and researches
- Understand the Techniques of reducing prejudice
- Describe the nature and origin of prejudice

MODULE II ATTITUDE & PREJUDICE

- ATTITUDE : Nature and definition ; Distinctive features of attitudes
- FORMATION OF ATTITUDES : Classical and Operant conditioning , Social learning theory

- **ATTITUDE CHANGE** : Balance theory , Cognitive dissonance , self - perception and psychology reactions
- **MEASUREMENT OF ATTITUDES** : Likert method of summated ratings , Bogardus Method of social distance , Thurstone' s equal appering intervals method , Osgood and Tannenbum' s semantic differential scale
- **PREJUDICE AND DISCRIMINATION** : Nature and Origin of Prejudice , causes of prejudice ; Techniques of reducing Prejudice
- **OBJECTIVES**
- Learn how Classic research , such as the Milgram paradigm , shaped Social psychology and culture
- Understand cross - cultural differences and similarities in social behaviour
- To Orient students about basic concepts of Social psychology
- **OUT COMES**
- Define and explain distinctive features of attitudes
- Understand the Traces casues of prejudice
- Learn the Techniques of reducing the Prejudice

MODULE III PRO - SOCIAL BEHAVIOUR AND AGGRESSION

- **PRO - SOCIAL BEHAVIOUR** : Difference between pro - social behaviour and altruism ; concept of bystander effect ; steps in pro - social behaviour
- **FACTORS INFLUENCING PRO - SOCIAL BEHAVIOUR** : [situational & personal factors[self interest moral integrity and moral hypocrisy], emotional and dispositional factor
- **AGGRESSION** : Nature and concept of aggression
- **DETERMINANTS OF HUMAN AGGRESSION** : Social [frustration , provocation , displaced aggression,media violence and heightened arousal, personal [type A and type B, narcissism and gender differences] and situational factors [alcohol consumption's , high temperatures]
- **OBJECTIVES**
- Understand the theories and motivates
- Understand the cross - cultural differences in social behaviour
- Learn how to do classical research
- **OUT COMES**
- Describe the nature and origin of prejudice
- Define and explain the social psychology
- Understanding techniques of reducing prejudice

MODULE IV GROUPS , LEADERSHIP AND SOCIO - CULTURAL PSYCHOLOGY

- **GROUPS** : Nature , types , structure of a group [status , position , roles and norms] , functions of a group ; groups and individual performance [social facilitation , social loafing]
- **DECISION MAKING BY GROUPS** : Polarization , risky shift , group think
- **GROUP DYNAMICS**: Conformity , compliance , obedience , cooperation , competition and cohesiveness
- **LEADERSHIP**: Nature of leadership , traits of a leader; **TYPES OF LEADERS**: Autocratic democratic and charismatic leaders ; classic studies on leadership , leader behaviour
- **SOCIO - CULTURAL PSYCHOLOGY IN INDIAN CONTEXT** : Cultural and cultural identity development ; understanding major cultural variables in Indian context [

gender, religion, caste , social class , language and regionalism] ; cultural transition ; acculturation , assimilation and alienation ; psycho - social effects of migration ; disadvantages groups ; programme and policies

- **OBJECTIVES**
- Concept of social psychology
- Major theoretical perspectives in social psychology
- Understand how theory motivate research
- **OUT COMES**
- Traces the causes of prejudice
- Learn the techniques of reducing prejudice
- Understand the social psychology

SEM - IV

ABNORMAL PSYCHOLOGY

MODULE I UNDERSTANDING NORMALITY , ABNORMALITY AND STRESS

- Concepts of normality and abnormality
- **CLASSIFICATION : DSM V and ICD 10**
- **STRESS :Nature , Characteristics of Stressors , Types of Stress**
- Factors Predisposition a people to stress [personality and social Factors]
- Immune system and Stress
- Coping with Stress
- Adjustment Disorder , Acute Stress Disorder and post - Traumatic Stress Disorder
- **OBJECTIVES**
- To introduce students to the fundamental concepts
- There is Scientific principles underlying abnormal human behaviour
- To increase awareness about mental health problems in society
- **OUT COMES**
- Understanding the human behaviour through psychology
- Understanding the importance of personality and social psychology
- To learn the stress and the disorders in human being

MODULE II ANXIETY DISORDERS , SOMATIC SYMPTOM AND RELATED DISORDERS

- Phobias , Panic Disorder and Generalized Anxiety Disorder
- Somatic Symptom Disorder , Conversation Disorders , Dissociative Amnesia
- Obsessive Compulsive Disorder
- Dissociative identity Disorder
- **OBJECTIVES**
- To introduce students to the fundamental concepts
- To increase awareness about mental health problems in society
- To create a foundation for higher education and professional career in clinical psychology
- **OUT COMES**
- Understand the phobias panic disorders and generalized anxiety disorder
- Understand Somatic Symptoms Disorder in Social psychology
- Understand the concept of Obsessive Compulsive Disorder

MODULE III MOOD DISORDERS , SCHIZOPHRENIA , PERSONALITY DISORDERS AND SUICIDE

- **DEPRESSION : Characteristics and symptoms**
- **BIOPOLAR DISORDER : Characteristics and Symptoms**

- SCHIZOPHRENIA : Criteria and Symptoms [positive & Negative]
- Personality disorders
- SUICIDE : Type of attempts , gender differences , Risk factors [Mental disorders , Negative life events , Suicide contagion , personality and Cognitive factors Biological factors] , prevention
- **OBJECTIVES**
- To learn scientific principals underlying abnormal human behaviour
- To create the foundation for higher education and a professional career in clinical
- To increase the awareness about mental health problems in society
- **OUT COMES**
- Understand the characteristics of Symptoms
- Understand the Schizophrenia and their symptoms
- Understand the types of suicide and its factors

MODULE IV NEURO - DEVELOPMENTAL , NEURON- COGNITIVE , AND ADDICTIVE DISORDERS , APPROACHES AND TREATMENT

- NEURO - DEVELOPMENTAL : ADHD , Autism Spectrum disorder
- NEURO - COGNITIVE DISORDERS : Alzheimer's Disease , Parkinson 's disease , Delirium
- ADDICTIVE DISORDERS : Alcoholism , Nicotine Dependence , psychoactive Drugs
- BIOLOGICAL APPROACHES : Brain Dysfunction , Biochemical Imbalances , Genetic Abnormalities , Drug Therapies , ECT & Brain stimulation techniques , psycho surgery
- PSYCHOLOGICAL APPROACHES : Psycho dynamic , Behavioral , Cognitive , Humanistic , Family Systems Approach
- SOCIO CULTURAL APPROACHES : Cross cultural issues ; Culturally specific therapies
- PREVENTION : Prevention programs ; Common elements in Effective Treatments
- **OBJECTIVES**
- To orient students about basic concepts of social psychology
- To learn Scientific Principles underlying abnormal human behaviour
- To increase awareness about mental health problems in society
- **OUT COMES**
- Understand the Neuro - development in social psychology
- Understand the Addictive Disorders in social psychology
- Understand the ADHD , Autism Specturm disorder

SEM - V

CHILD PSYCHOLOGY

MODULE I THEORY AND RESEARCH IN CHILD DEVELOPMENT

- Definition , Nature and scope of child psychology
- Concepts of human development [developmental tasks , developmental lag and developmental hazards]
- Principles of development
- Hereditary and environmental influences on development
- Research methods in child development
- **OBJECTIVES**
- To equip the learner with an understanding concept and process of child development
- To inculcates sensitivity to sociolect - cultural context of child development

- To learn the child psychology with sociolect culture
- **OUT COMES**
- Understand the human development and child development
- Understand the Heredity and environmental influences on development
- Understand the research methods in child development

MODULE II FOUNDATIONS OF DEVELOPMENT

- Prenatal development , parental environmental influences
- Development in infancy [Reflexes , Motor development in infancy , perceptual development in infancy]
- Physical growth , factors affecting physical growth
- **OBJECTIVES**
- To equip the learner with an understanding of the concept of child psychology
- To impart an understanding of the various domains of child psychology
- To inculcate sensitivity to sociolect cultural context of child development
- **OUT COMES**
- Understanding the concept of child psychology
- Understanding the heredity and environmental influence on development
- Understand the research methods in child development in child psychology

MODULE III COGNITIVE AND LANGUAGE DEVELOPMENT

- **COGNITIVE DEVELOPMENT** : Piagetian and V ygotskian perspectives
- **LANGUAGE DEVELOPMENT** : Components of language , Chomsky 's theory of language development , prelinguistic development , phonological development , semantic development , grammatical development , pragmatic development
- **OBJECTIVES**
- To inculcate sensitive to socio - cultural context of child development
- To impart and understanding of various of child development
- To learner with an understand of the concept of child development
- **OUT COMES**
- Understanding the cognitive development in child psychology
- Understanding the Heredity and personality in child development
- Understanding the language development in child psychology

MODULE IV EMOTIONAL , MORAL PERSONALITY AND SOCIAL DEVELOPMENT

- **EMOTIONAL DEVELOPMENT** :Functions of emotions , development of emotional expression , understanding and responding to the emotions of others
- **MORAL DEVELOPMENT** : Piaget's and Kohlberg ' s theory of moral development
- **PERSONALITY DEVELOPMENT** : Emergence of self and development of self concept and self esteem
- **SOCIO CULTURAL CONTEXT** :
Family , peers ,media , schooling
- **OBJECTIVES**
- To inculcate sensitivity to sociolect - cultural context of child development
- To equip the learner with an understanding of the concept and perocess of child development
- To impart an understanding of the various domains of child development
- **OUT COMES**

- Understanding the Moral development in child psychology
- Understanding the sociolect - cultural contexts of child development
- Understanding the Emotional development in child development

SEM - VI

ADOLESCENT PSYCHOLOGY

MODULE I PHYSICAL DEVELOPMENT OF ADOLESCENCE

- **CONCEPT OF ADOLESCENCE** [Hall & Ge-sell] ; Importance of adolescent psychology ; Characteristics and principals of adolescence development ; Developmental tasks of adolescence [Havighurst]
- **PUBERTY** : Growth Spurt , Sexual maturation , psychological effects of pubertal development [concerns about body image] ; challenges to early and late development ; changes in the adolescent brain , sleep patterns in adolescence
- **ADOLESCENT HEALTH** : Importance of Nutrition and exercise
- **ADOLESCENT SEXUALITY** : Sexual orientation , sexual morality , sexual behaviour , need of adequate sex education
- **OBJECTIVES**

- To apply different theory of development in Adolescent psychology
- To define and understand the developmental processes of adolescent
- To consider what factors put adolescents at risk
- **OUT COMES**
- Understanding the adolescent sexuality in the psychology
- Understanding the adolescent behaviour in the adolescence psychology
- Understanding the importance of Nutrition and exercise in adolescence psychology

MODULE II COGNITIVE MORAL AND SOCIAL DEVELOPMENT OF ADOLESCENCE

- **COGNITIVE DEVELOPMENT** : Piaget ' s theory of cognitive development ; changes in reasoning , thinking [ego centrism in adolescent thinking] and decision making ; meta cognition - aid to self - regulatory learning .
- **MORAL DEVELOPMENT** : Kohlberg ' sand carol Gilligan ' s theory of moral development
- **SOCIAL DEVELOPMENT** : **FAMILY** : Parenting styles , parent - adolescent conflict ; sibling rivalry ; influence of family size and birth order
- **PEERS** : Functions , peer pressure ; friends [stability of friendship] .
- **INSITUATIONS** : School [influence of teachers] ; leisure activities , influence of technology .
- **OBJECTIVES**
- To define and understand the developmental process of adolescence
- To apply different theories of development to adolescence
- To consider what factors put adolescents at risk
- **OUT COMES**
- Understanding the social development in adolescence psychology
- Understanding the peer pressure ; friends ; and family in psychology
- Understanding the Moral development in adolescence psychology

MODULE III EMOTIONAL AND PERSONALITY DEVELOPMENT

- **EMOTIONAL DEVELOPMENT** : Emotional intelligence [self awareness , social awareness , self - management of emotions , establishing and maintaining healthy relationships]
- **DEVELOPMENT OF PERSONAL IDENTITY** : Erik son ' s stage of identity vs role confusion ; Marcia ' s ego identity statuses ; Rosenberg ' s model of identity
- Importance of self - concept and self - esteem in adolescence ; factors affecting self - concept ; sex role identity
- **OBJECTIVES**
- To consider what factors put adolescent at risk
- To define and understand the developmental process of adolescence
- To apply different theories of development to adolescence
- **OUT COMES**
- Understanding emotional development in adolescent psychology
- Understanding the social awareness , self - management and relationships in adolescence
- Understanding the importance of self - concept , self - esteem in adolescence

MODULE IV ISSUES , CHALLENGES AND PROBLEMS

- **RISK BEHAVIOURS** : STD s , HIV/ AIDS ; Teenage pregnancy
- Addiction to technology
- Substance abuse ; juvenile delinquency ; violence and rape
- Obesity and eating disorder
- Depression and suicide
- **OBJECTIVES**
- To apply different theories of development to adolescence
- To consider what factors put adolescents at risk
- To define and understand the developmental process of adolescence
- **OUT COMES**
- Understand the risk behaviors and teenage pregnancy
- Understand the depression and suicide in adolescence psychology
- Understand the obesity and eating disorder

GE PAPER PSYCHOLOGICAL COMPETENCIES

MODUL I INTRODUCTION TO PSYCHOLOGICAL COMPETENCIES

- Meaning , Importance and Need of Psychological Competencies
- Enhancing Self - awareness [JOHARI Window] and self - confidence
- Goal setting
- Creativity
- **OBJECTIVES**
- To learn the psychological competencies in psychology
- To learn the importance to the psychological competencies
- **OUT COMES**
- Understanding the self awareness and self esteem in psychology
- Understanding the importance and need of psychological competencies

MODULE II MANAGING EMOTIONS AND STRESS MANAGEMENT

- **MANAGING EMOTIONS** : Nature of emotions , positive and negative affect , managing emotions like anger and anxiety
- Enhancing emotional competencies like resilience , optimism and hope

- Nature and types of stress, physical , emotional and behavioural reactions to stress, stress management techniques [Deep breathing exercises , yoga , meditation , thought stopping technique , diet and time management
- **OBJECTIVES**
- To help students to understand the importance of communication skills
- To understand students the problem solving and decision making
- **OUT COMES**
- Understanding the positive emotions and negative affect ; managing emotions
- Understanding the types of stress , physical , emotional and behavioral reactions to stress

MODULE III COMMUNICATION SKILLS AND INTERPERSONAL COMPETENCIES

- **EFFECTIVE COMMUNICATION SKILLS** : Communication process [source , message , encoding , channel , decoding , receiver and feed back] , elements of communications [face to face , tone of voice , body language , verbal and physical] , listening skills [types of listening , barriers to effective listening and strategies for effective listening] , 7 Cs of communication [clear , concise , correct , coherent , complete and courteous
- **BUILDING INTERPERSONAL RELATIONSHIPS** : Nature of interpersonal relationships , types of conflicts , Building interpersonal relationships through conflict management and assertiveness skills
- **OBJECTIVES**
- To help student to understand the communication skills and interpersonal skills
- To learn the body language , verbal and physical in psychology
- **OUT COMES**
- Understanding the nature of interpersonal relationships
- Understanding the types of conflicts , building interpersonal relationship

MODULE IV PROBLEM SOLVING AND DECISION - MAKING SKILLS

- **PROBLEM SOLVING**: Need for problem solving ; nature of a problems , steps in problem - solving [information gathering , problem definition , preparing for brainstorming , generating solutions , analysing solutions , selecting a solution , planning next stand steps like identifying task , identifying resources , implementing , evaluating and adopting
- **DECISION - MAKING SKILLS**:Need for decision - making ; process of decision - making [identify the decision , gather relevant information , identify the alternatives weigh the evidence , choose among alternatives , take action and review your decision & its consequences] , decision - making wheel , effective decision - making techniques [the keener - foregoes matrix , Pareto analysis and force - field analysis]
- **OBJECTIVES**
- To understanding the problem solving skills
- To understanding the process of decision making skills and gathering relevant information
- **OUT COMES**
- Understanding the process of decision - making and problem solving skills
- Uderstanding the gathering relavent information and consequences of decision - making

SOCIAL PSYCHOLOGY PRACTICAL

EXPERIMENTAL PSYCHOLOGY

LIST OF EXPERIMENTS

NOTE : Conduct Eight Experimental selecting at least one form each area

1. PSYCHO - PHYSICS

- a. Reaction time
- b. Two - point Threshold
- c. Mentioned of Average Error - Muller - Lyer Illusion
- d. Mentioned of Minimal Changes - Brightness discrimination
- e. Constant Stimuli Method - Size Constancy

2. ATTENTION

- a. Span of Attention for visual stimuli
- b. Division of Attention with similar and dissimilar tasks
- c. Effect of auditory and visual distraction on Attention

3. LEARNING

- a. Trial and Learning
- b. Insight Learning
- c. Bilateral Transfer of Learning
- d. Massed Vs Spaced Learning
- e. Part Vs Whole Learning Method
- f. Serial Learning - Positioning Effect
- g. Habit Interference
- h. Effect of Knowledge on Result

4. REMEMBERING & FORGETTING

- a. Measuring Retention using Recognition method
- b. Measuring Retention using Recall method
- c. Short term Memory for Digits
- d. Effect of Meaning on Retention

• OBJECTIVES

- To teach students about understanding behaviour through the experimentation in laboratory
- To train the students to analyse and report the data from experiments and see relevance to the phenomenon

• OUT COMES

- Understanding the effect of meaning on Retention
- Understanding the Measuring Retention using Recall method

ABNORMAL PSYCHOLOGY

PRACTICAL

EXPERIMENTATION ON BEHAVIOURAL PHENOMENA

LIST OF EXPERIMENTES / TESTS

NOTE : Conduct Eight Experiments / Tests selecting at least one form each area

1.MOTIVATION

- a. Level of aspiration
- b. Goal setting
- c. Approval Motivation Scale by Tripartite & Tripartite [NPC Agra]

2. EMOTION

- a. Judgement of Emotions

b. Achenbach ' s Scale for emotional and Behavioral Adjustment [YSR]

3. THINKING

a. Mental set [Lu chin ' s Jar problem]

b. Problem Solving [Pyramid Puzzle]

Concept formation

4. INTELLIGENCE

a. Measuring Intelligence using Non - verbal Intelligence tests [SPM]

b. Measuring Intelligence using performance Intelligence tests [Alexander pass along & Koh ' s Block Design Test]

5. SOCIAL BEHAVIOUR

a. Conformity

b. Sociometry

c. Boguards Scale

d. Styles of Leadership Behaviour

• **OBJECTIVES**

• To enable the students to learn concepts of psychology through demonstration

• To do approval motivation scale by Tripartite & Tripartite (NPC Agra)

• **OUT COMES**

• Understand the styles of leadership behaviour

• Understand Conformity , Sociometry and Bogardus Scale

CHILD PSYCHOLOGY

PRACTICAL

PSYCHOLOGICAL TESTING

CONDUCT EIGHT TESTS FROM THE FOLLOWING LIST :

1. Self - Concept Scale

2. Self - esteem

3. Self - Confidence

4. Bell ' s Adjustment Inventory

5. Kundu ' s Introversion and Extroversion Inventory [KIEI]

6. Cooperation

7. Competition

8. Parent - Child relationship

9. Achievement Test

10. Creativity test

• **OBJECTIVES**

• To learn the concepts of educational psychology

• To enable the students to learn concepts of child and educational psychology through psychological testing

• **OUT COMES**

• Understand the Kundu ' s introversion and Extroversion inventort [KIEI]

• Understand the parent - Child relationship and Achievement test

ADOLESCENT PSYCHOLOGY

PRACTICAL

PSYCHOLOGICAL ASSESSMENT

CONDUCT EIGHT TESTS FROM THE FOLLOWING :

1. Life events Scale / Student Stress Scale
2. State & Trait Anxiety
3. Loneliness Scale
4. Adolescent Depression
5. Aggression Questionnaire
6. KNPI
7. Student problem Inventory
8. Well - being
9. Health Locus of Control
10. Type A and Type B personality test

- **OBJECTIVES**

- To enable the students to learn the Adolescent psychology
- To learn the tests related to areas of adolescent and health psychology

- **OUT COMES**

- Understand the Health Locus of Control in Psychological Assessment
- Understand the Type A and Type B personality test in Adolescent psychology

PROJECT RESEARCH

- Orientation on Research report as per APA 6Edition
- Brief Introduction to the identification of the problem , review of literature , sampling methods and data collection will be delivered before planning the project
- Tests or experiments that are introduced in psychology will be identified to conduct the project on a sample . These will be identified based the areas of interest of teacher and student
- Methodology for the project will be arrived at from a Teacher - Student interaction
- Data interpretation using appropriate statistical techniques using MS Excel and SPSS
- Project will be assessed for 100 marks

- **OBJECTIVES**

- To Learn methods of experiments in Methodology research
- To learn the data interpretation using appropriate statistical techniques using in MS Excel and SPSS
- To do tests or experiments that are introduced in psychology

- **OUT COMES**

- Understand the Nature and types of research designs
- Understand the format of the research report according to APA
- Understand the Types of variables and Types of research

**DEPARTMENT
OF HISTORY
SEMESTER – I**

History of India (From Earliest Times to c.700 CE)

Course Outcome:

On completion of the course, students will:

- Learn in details with examples Pallavas of Kanchi
- Learn in depth development of urban centres
- Learn the characteristics of Mauryan empire
- Understand in depth trade routes
- Understand in details with examples Art and architecture

SEMESTER – II

Paper-II: History of India (c.700-1526 CE)

Course Outcome:

On completion of the course, students will:

- Understand the details of Rashtrakutas
- Write down the characteristics of Islamic intellectual traditions

- Identify the classification and characteristics of regional languages and literature
- Identify in depth Merchant guilds of south India

SEMESTER – III

History of India (1526-1857 CE)

Course Outcome:

On completion of the Course, students will:

- Understand in depth Baburs invasion
- Understand in depth of Mughal rule under Akbar
- Learn in details with examples Art and architecture of Mughal
- Learn in depth of Conquest of Bengal

SEMESTER – IV

History of India (1858-1964 CE)

Course Outcomes:

On completion of the Course, students will:

- Write down the characteristics of Persian and turkish tradition
- Understand in depth Sultanate political structure
- Learn in details with examples Bhakti movement
- Identify the details of Sufi cult
- Understand in details with examples Monetization

SEMESTER – V

History of the Modern World

COURSE CODE:HIS501

Course Outcomes:

On completion of the Course, students will:

- Learn the details of The French revolution
- Understand in depth Italian unification
- Understand in depth Napoleon -III
- Learn in depth the UNO
- Learn the classification and characteristics Soviet industrialization
- Learn in depth Formation of the USSR

SEMESTER – VI

*Tourism and
Culture*

Course outcomes:

On completion of the Course, students will:

- To appreciate the significance of Historical Monuments
- To cherish the great Indian Heritage.
- To impart Skills in guideship
- To protect and preserve the historical sites and Monuments.

FACULTY OF SOCIAL SCIENCES

B A MASS COMMUNICATION AND JOURNALISM

SEMESTER-I

Introduction to Communication and Journalism

COURSE CODE JOUR101

Course Outcomes

CO1: The student will be able to understand the concepts of communication

CO2: The student will be familiarized with models of communication

CO3: The student will be familiarized with theories of

communication CO4: The student will be able to understand the

basics of Journalism CO5: The student will be explained about

various kinds of journalism

SEMESTER-II

Mass Media in India

COURSE CODE JOUR101

Course Outcomes

CO1: The student will be given historical understanding of media in

India. CO2: Explain the present status Radio in India.

CO3: Understand the Cinema and Films in Indian

media. CO4: Understand the Broadcast media

CO5: A brief history of New Media

SEMESTER-III

Reporting and Editing for Print Media

COURSE CODE JOUR101

Course Outcomes

CO1: The student will be able to Identify different dimensions of the

news. CO2: Will understand types of reporting

CO3: will study organizational set

up CO4: Edit the news reports.

CO5: Explain the laws relating to media

SEMESTER-IV

Broadcast and New Media Journalism

COURSE CODE JOUR401

Course Outcomes

CO1: The student will be able to understand broadcast

media. CO2: Learn radio production.

CO3: Understand radio

CO4: Understand television journalism

CO5: Get involved in new media

journalism.

ECONOMICS

SEMESTER-I

MICRO ECONOMICS

Module-I: CONSUMER BEHAVIOUR

Ordinal utility Analysis: Properties of Indifference curves, concept of budget line, equilibrium of consumer, price consumption curve, income consumption curve, derivation of demand curve with the help of ordinal utility analysis. Concepts of price, income and substitution effects; separation of price effect: compensating variation and cost difference methods.

OBJECTIVES:

- To make the students understand ordinal utility approach, analyzing consumers equilibrium through IC analysis
- To understand the decision-making process of consumers, individually as well as in groups and analyze how emotions have an effect on their decision to buy.
- To understand the price, income and substitution effects on Demand

OUTCOMES:

- Understanding customer behaviour helps in finding out ways to boost customer loyalty, which in turn, will lead to higher sales and strong brand
- Analysing trends in sales can aid in offering discounts as well as suggesting the best products and services to them.
- Identify the major influences in consumer behavior.
- Distinguish between different consumer behavior influences and their relationship.
- Establish the relevance of consumer behavior theories and concepts to marketing decisions.

Module-II PRODUCTION ANALYSIS

Concepts of Short run and long run production function; properties of iso-product curves, concept of factor price line, analysis of least cost input combination, concepts of expansion path and economic region of production, concept of returns scale and types of returns to scale. Linear and homogeneous production function, properties of Cobb-Douglas production function.

OBJECTIVES:

- To focus on understanding how inputs are combined and transformed into output.
- To understand the relationship between inputs and outputs to determine the efficiency and effectiveness of production processes.
- To understand the Economies of Scale

OUTCOMES:

- Identifying waste and problems on the production line, finding bottleneck processes, standardizing workers' movements, adjusting the layout of the production line, and increasing line availability and production speed.
- Production Analysis allows you to evaluate the reliability of manufacturing processes.

Module-III: COST AND REVENUE ANALYSIS

Cost concepts: Accounting, real, opportunity, explicit cost. Total cost, total fixed cost, total variable cost, average cost, average fixed cost, average variable cost, marginal cost and the relationship between average and marginal cost, derivation of long run average cost curve. Economies of scale: internal and external.

Revenue concepts: total, average and marginal, relationship between Average revenue & marginal revenue and price elasticity of demand.

OBJECTIVES:

- To know about cost types of Costs and Types of Revenues
- To understand relationship between different types of costs
- To understand the Economies of scale in internal manner and external manner
- To provide organizations with a comprehensive understanding of their costs and Revenue

OUTCOMES:

- Identify the major influences of cost on Revenue
- Understand the price elasticity
- We will understand the relationship between Cost and Revenue
- We will understand the relationship between Average cost and Marginal cost, Average Revenue and Marginal Revenue

Module--IV: MARKET STRUCTURE: IMPERFECT COMPETITION

Monopoly: Equilibrium of a monopolist with price discrimination, degrees of price discrimination, welfare loss under monopoly. Monopolistic competition: characteristics, concepts of product differentiation and selling cost, analysis of resource wastage under monopolistic competition. Oligopoly: characteristics of oligopoly, reasons for price rigidity in non-collusive oligopoly. Duopoly: Augustin Cournot's modern version of duopoly.

OBJECTIVES:

- To understand imperfect competition environment between markets: monopoly, Duopoly, Monopolistic competition, Oligopoly
- To understand the characteristic of imperfect markets
- To understand the resources wastage, product differentiation, selling costs effects in markets
- To understand the price rigidity under oligopoly

OUTCOMES:

- We will understand the price discrimination
- Imperfect competition is an economic concept used to describe marketplace conditions that render a market less than perfectly competitive, creating market inefficiencies that result in losses of economic value. In the real world, markets are nearly always in a condition of imperfect competition to some extent.
- Usually understand the behaviour of suppliers in market

Module-V: ANALYSIS OF BUSINESS FIRM, PROFIT AND PRICING STRATEGIES

Characteristics of a business firm, objectives of business firm: profit maximization, sales revenue maximization, market share maximization, growth maximization. Profit concepts: Accounting and economic; break-even point and profit –volume analysis

Pricing strategies: Cost plus pricing, marginal cost pricing, rate of return pricing, price skimming, penetration pricing, loss-leader pricing, mark-up pricing and administered prices.

OBJECTIVES:

- To understand the business firm characteristics
- To understand the profit, sales, share, revenue and growth maximization
- To understand the pricing strategies
- To profit based pricing strategy

OUTCOMES:

- We will understand objectives and characteristics of business firm
- Pricing strategies will help the firm set a standard price
- We learn about ensuring increased profitability, constant cash flow more significant market share

ECONOMICS

SEMESTER-II

MACRO ECONOMICS

B.A. (ECONOMICS) SYLLABUS

Semester - II

Module– I:

Introduction Macro Economics – Concept of Circular Flow of Incomes –National Income Analysis: Concepts and Components – Methods of Measurement –Difficulties and Limitations in the Estimation of National Income

objectives

- To compute the economic advancement of a country
- To compare the economic growth of several countries
- To measure the contribution of different sectors to the countries economic growth
- TO Analyze the issues experienced by the economy

outcomes

- To understand economic events of the National income
- To understand the concepts of National Income

Module– II:

Theories of Income and Employment Keynesian Theory of Income and Employment: Effective Demand – Consumption Function: Average Propensity to Consume (APC) and Marginal Propensity to Consume (MPC) – Factors Determining Consumption Function – Savings Function: Average Propensity to Save and Marginal Propensity to Save – Concepts of Multiplier and Accelerator

objectives

- Differences between classical theory and keynesian theory
- Differences between accelerator and multiplier

outcomes -To understand the keynesian theory

- To understand the differences between APC,MPC,APS And MPS

Module– III:

Investment & Theories of Interest Rate Capital and Investment: Types of Investment, Determinants of Level of Investment – Marginal Efficiency of Capital and Marginal Efficiency of Investment, Neo-Classical and Keynesian Theories of Interest

objectives

- Investment analysis helps to find the best companies to invest in
- to manage and control Investment risk

outcomes

to understand the types of investment

to understand the concept of marginal efficiency of capital

to understand the theories of Interest

Module – IV:

Supply of Money & Demand for Money Functions and Classification of Money – Money Supply – Measures of Money Supply with reference to India: M1, M2, M3 and M4 – Classical Theories of Money: Fisher's and Cambridge Versions of Quantity Theory of Money – Keynes' Theory of Money and Prices

objectives

- Be able to make positive and normative conclusions through a monetary general equilibrium model
- Be able to work through models of sticky prices to understand the effects of monetary policy
- how Inflation can have real effects in the absence of assumed nominal rigidities

outcomes

- to understand the classification of money**
- to understand the supply measures in India**
- to understand the theories of money**

Module– V

Inflation & Trade Cycles Inflation: Concept, Types, Causes and Measurement – Effects of Inflation – Measures to Control Inflation – Concepts of Phillips Curve, Deflation and Stagflation – Trade Cycles: Concept, Causes and Phases of trade cycle.

objectives

- the purpose of trade cycle is to track economic activity in practical terms
- the trade cycle tracks the state of an economy from expansion to contraction and recession

outcomes

- to understand the causes and consequences and tools to control fluctuations in economic activity
- to understand effects of Inflation on the economy

B.A. (ECONOMICS) SYLLABUS

Semester - IV

INDIAN ECONOMY

Discipline Specific Course - Paper –IV

Module I

: Structure of the Indian economy: Indian Economy at the time of Independence. Changes in the Composition of National Income and Employment. Natural Resource base: Land, Water, Forest, Mineral and Metal Resources. Population: Size, Growth and Composition and their implications for Indian economy

Objectives

>Define population growth list and causes and issues related to population changes in specific india

>Define natural resources distinguish between different types of natural resources

create a personal inventory of consumption of natural esources

outcomes

>To understand the basic economic features of Indian economy

>To understand the natural resources and it's uses

Module II:

Indian Agriculture: Importance and Role of Agriculture. Trends in Agricultural Production and Productivity. Land Reforms. Green Revolution. Agricultural Finance. Agricultural Marketing. Agricultural Price Policy. Food Security in India

Objectives

>Protect and enhance the environment and natural resources

>protect the economic viability of farming operations

achieving the high growth by raising productivity

outcomes

>To understand importance and role of agriculture in our country

>To know the trends of agriculture production and productivity

Module III

: Indian Industry and Services: Role and Importance of Industrialization. Trends in Industrial Production and Services. Industrial Policy Resolutions: 1956, 1991 the Role of Public and Private Sectors. Formal and Informal Sectors in Industry and Services

Objectives

>The primary goal of industrial policy is to pramote economic growth

> Industrialization.can lead to increased employment opportunities and a higher standard of living for the people

Industrial policy aims to attract foreign investment to the country

outcomes

- >To understand the importance of industrialization in economy
- >To understand the importance of 1991 policy

Module IV:

NITI AAYOG Demise of planning commission. Genesis of NITI Aayog: structure and composition of NITI Aayog, Functions and objectives of NITI Aayog, Differences between NIIT Aayog and planning commission, Economic prism-cooperative federalism platform for interface between Centre and State. NITI Aayog role in strategic planning and innovation and knowledge hub. Challenges ahead

Objectives

- >To faster cooperative federalism by providing a common platform to all states to work together towards serving the nation and the people
- >To evolve a shared vision of national development priorities

outcomes

- >To understand the differences between planning commission and NITI AAYOG
- >To understand the NITI AAYOG composition functions and objectives

Module-V

Service Sector, Economic Reforms: Concept, Components, Trends and Role of Service Sector,-Infrastructural Development: Transport, Banking, Insurance, and InformationTechnology.

Economic Reforms: Linearization, Privatization, and Globalization- A critical evaluation. .

Objectives

- >It aimed to promote growth efficiency and global integration
- >To attract foreign investment and encourages private entrepreneurship
- > major reforms in various sectors including industry ,trade and finance

outcomes

- >To understand the importance of service sector
- >To understand the concepts of LPG policy and it's effects

Semester - V
PUBLIC ECONOMICS
Discipline Specific Course - Paper –V
DSE - 501 Paper - B

Course Learning Outcomes: On successful completion of the module students will be able to:

Develop comprehensive understanding of theories of public expenditure and their application. Thoroughly comprehend concepts and theories related to Public policy and rational choice. Identify differences in processes, revenue sources, and budgetary challenges that exist between different levels of government.

The course enables students to understand the intricacies of public finance and public policy. It provides a thorough understanding of rationale for public policy along with fiscal federalism. The provides comprehensive understanding of theories of public expenditure and principles of taxation.

Module - I - Introduction

Meaning and importance of public finance

Evolution of public finance

Multiple theories of public household

Public and private goods

Market mechanism in public and private groups

State as an agent of planning and development

Module - II - Public Expenditure

Theories of public expenditure - Wagner law of increasing state activities - Peacock wisemen's hypothesis

Principle of maximum social advantage

Growth and pattern of public expenditure

Effect of public expenditure

Cost benefit analysis.

Module – III - Taxation and public debt

Approaches to taxation - Benefit approach, Ability to pay approach and Neutrality approach.
Elasticity and buoyancy of taxation and shifting of taxation

Types and classification of taxation and VAT, Approaches to public debt:

Module – IV - Fiscal policy and federal finance

Definition of fiscal policy and its objectives; fiscal policy for redistribution of income and wealth and stabilization

Fiscal policies in a developing country

Federal financial structure and its main features

Direct taxes: Income tax - Corporate tax

Indirect taxes structure - GST

Module – V - Budget

Budget - Classification of budget, Economic, Functional & Organizational.

Classification of budgets – performance, programming and zero budget based surplus, balanced and deficit budgets.

Concepts of budget deficit and their implications

State and central budgets

Fiscal crisis and Fiscal sector reforms in India.

INTERNATIONAL ECONOMICS

DSE: 601, PAPER-A

Unit I

Theories of International trade:

objective: To make the students understand what is international trade, advantages & disadvantages, need for international trade

Course outcomes: Students will understand the meaning & importance of International Economics.

Unit II: Terms of Trade

Objective:

To analyze how the exchange of exports and imports take place between the countries

Outcome: Students will be able to assess how the terms of trade are determined between the countries

Unit III: Trade barriers

Objective: To make the students understand what are the barriers in International Trade

Outcome: Students will be able to understand the quantitative and qualitative restrictions in trade

Unit IV: Structure of Balance of Payments causes of disequilibrium and Measures to correct it- India's trade

Objective :To analyze the structure of Balance of payments and understanding India's trade with other countries

Outcome: Students will understand

What is India's composition and direction of trade and its BOP position

Unit 5: International movement of Labour, FDIs

Objective:

To make the students understand the role of foreign direct investments.

Outcome: Students will understand the recent developments in global labor markets, capital markets etc

B.A/ B.SC. GEOGRAPHY FIRST YEAR

SEMESTER-I

(BS101) PAPER I: ELEMENTS OF GEOMORPHOLOGY

UNIT-1: EARTH DYNAMICS

1. Land and sea: Formation and distribution
- 2.Theories: Isotasy, continental drift, plate tectonics.

Objectives:

formation and distribution of land and sea.

Learning Outcomes:

Drawing diagrams of continental drift, plate tectonics

UNIT 2: Earth Dynamics

3. Interior of the earth earthquakes volcanoes rocks.
4. weathering and mass- wasting.

Objectives:

Finding the layer of interior of the earth.

Learning Outcomes:

Drawing the diagram of interior parts of the earth.

UNIT-3:Geomorphology-process and landform development.

5. River flow and work-erosion, transportation, deposition,-landforms.
6. Wind: Air flow and work-erosion, transportation, deposition-landforms-desert formations.
7. Marine: Waves and currents and work- erosion, transportation, deposition-shoreline and landforms.

Objectives:

Observing the changer in the land form.

Outcomes:

Finding the deposited sediments and transported sediments from Rivers

UNIT-4: Geomorphology

8. Karst: Flow of underground water and work-solutions-erosions and deposition-landforms.
9. Glacial: Types, movements and work-erosion, transportation and deposition-landforms.

Objectives:

Write underground water erosion and deposition landform.

Learning Outcomes:

Write the changes of landforms occurred during Erosion and Deposition.

(BS201) Paper II: ELEMENTS OF CLIMATOLOGY & OCEANOGRAPHY

UNIT-1:

1. Atmosphere -structure and composition
- 2.Insolation -factors influencing the incidence and distribution.

3. Temperature-horizontal and vertical distribution.

4. pressure-influencing factors-high and low pressure areas, global pressure belts.

Objectives:

Learning the climatic conditions.

Learning Outcomes:

Percentages of insolation received by different objectives in the atmosphere

UNIT-2:

5. Winds-local, periodic and planetary; El Nino and La Nina.

6. cyclones-formation, distribution and impacts: tropical and temperate.

7. humidity- absolute and relative

8. clouds- Types, formation and potentials precipitation: Types, formation and distribution.

Objectives:

Write on Nino and la nina

Learning Outcomes:

Finding the effects of El NINO AND LA NINO

UNIT-3:

9. Submarine relief: continental shelf, continental slope, abyssal plain, ocean deeps and trenches, mid-oceanic ridges.

10. Temperature: horizontal and vertical distribution.

11. salinity: factors and distribution.

Objectives:

What is continental slope, continental shelf, abyssal plain, ocean deep.

Outcomes:

Drawing the diagrams of continental shelf, continental slope, abyssal plain, ocean deeps and trenches, mid-oceanic ridges.

UNIT-4:

12. Waves and tides: Types and formation.

13. ocean currents: Types and factors responsible-currents of atlantic, pacific and Indian ocean.

14. ocean deposits: Types and distribution.

15. Marine resources and their economic significance.

Objectives:

Factors responsible-currents of atlantic, pacific and Indian ocean.

Learning Outcomes: Finding the outcomes of ocean deposits.

SEMESTER-III

(BS301) PAPER-III: HUMAN GEOGRAPHY

UNIT-1:

1. Nature and objectives of human geography

2. Man and environment: physical and cultural environment.

Objectives:

What is Man and environment?

Learning Outcomes:

How environmental changes occurred?

UNIT-2:

3. Human activities: primary, secondary, tertiary and quaternary.

4. Resources: classification, conservation, utilization and management, sustainability.

Objectives:

Resources and classification.

Learning Outcomes:

What are primary activities?

UNIT-3:

5. Human races: origin, classification, characteristics and distribution. Cultural realms of the world.

6. population: world population, growth and distribution, demographic transition.

Objectives:

World population demographic transition.

Learning Outcomes:

Different cultures of INDIA

UNIT-4:

7.Human irrigation: Types, causes and consequences of migration, Indian diaspora.

8.Human settlements: Forms, structure, functions and patterns, rural and urban settlements, urbanization, impacts of urbanization.

Objectives:

Human migration causes.

Learning Outcomes:

Reasons for migration.

SEMESTER-IV

(BS401) PAPER IV: ECONOMIC GEOGRAPHY

UNIT-1:

1. Definition, approaches and fundamental concepts; patterns of development.
2. Types of agriculture: land use, cropping pattern and production, location model of Von Thunen.
3. Livestock: development and distribution, animal products (dairying, meat and wool).

Objectives:

Economic growth of INDIA

Outcomes:

Economic growth of INDIA

UNIT-2:

4. Fisheries: major fishing areas of the world, production and trade.
5. Forest: Types and distribution, forest products, wild life.
6. Minerals: Metallic (iron ore, copper), Nonmetallic (limestone and mica), fuel (coal and petroleum), locations and potentials, mining and trade.

Objectives:

Economic growth of INDIA

Outcomes:

Economic growth of INDIA

UNIT-III:

7. Industry: locational factors, weber's industrial locational theory.
8. major industries: (iron and steel, cotton textile and information and communication technology industry).
9. Industrial regions of the world: changing patterns.

Objectives:

Economic growth of INDIA

Outcomes:

Economic growth of INDIA

UNIT-IV:

10. Transport: roadways, railways, waterways and airways.

11. Trade: international trade, major imports and exports, balance of trade.

12. WTO and developing countries.

Objectives:

Economic growth of INDIA

Outcomes:

Economic growth of INDIA

THIRD YEAR SYLLABUS OF B.A/B.SC.GEOGRAPHY

SEMESTER-V

(BS501) PAPER-V: PRINCIPLES OF REMOTE SENSING

UNIT-1

1. Basics of Remote Sensing: Definition, History, Advantages, Aerial Photography and Satellite Remote Sensing.
2. Components of Remote Sensing System: Energy Source, Energy-Atmosphere Interaction, Energy-Matter Interaction, Platforms, Sensors, Data handling system, Data Users.
3. Energy Interaction with Atmosphere and Surface Materials: Nature of Electromagnetic Radiation- Electromagnetic Radiation Spectrum Interaction of Electromagnetic Radiation with Atmosphere and with Earth Surface Materials- Spectral Signatures.

Objectives:

Remote sensing and aerial photographs

Outcomes:

Remote sensing and aerial photographs

UNIT- II

4. Remote Sensing Platforms: Aircrafts and Satellites.
5. Orbital Characteristics of Sun-synchronous Earth Resource Satellites and Geostationary Communication - Special Purpose Satellites.
6. Remote Sensing Sensors: Types of Sensors, Active and Passive- Framing Systems (Cameras) - Scanning System.

Objectives:

Remote sensing and aerial photographs

Outcomes:

Remote sensing and aerial photographs

UNIT- III

7. Sensor Characteristics: Spatial Resolution, Spectral Resolution, Radiometric Resolution, Temporal Resolution.

8. Cameras: Single Lens, Multiple Lens, Strip and Digital- Films and Filters.

Objectives:

Remote sensing and aerial photographs

Outcomes:

Remote sensing and aerial photographs

UNIT- IV

9. Scanners: Cross-track Vs. Along track- Mono-Spectral Vs. Multi-Spectral Scanners.

10. Products: Visual and Digital.

11. Remote Sensing in India: Development and Growth – Satellites.

Objectives:

Remote sensing and aerial photographs

Outcomes:

Remote sensing and aerial photographs

(BS501B) Paper - VI: (A) GEOGRAPHY OF INDIA (4 Credits)

Unit-I

1. Physical Setting – Location, Structure and Relief, Drainage.

2. Climate – Seasons, Mechanism of Monsoons, Droughts and floods.

Objectives:

Draw India Map?

Outcomes:

Map pointing, drawing Relief zones and Drainages in India Map

Unit-II

3. Population – Size and Growth since 1901, Population Distribution, Literacy, Sex Ratio.
4. Settlement System - Rural Settlement Types and Patterns, Urban Pattern.

Objectives:

Map pointing, drawing Relief zones and Drainages in India Map

Outcomes:

Map pointing, drawing Relief zones and Drainages in India Map

Unit-III

5. Natural Vegetation – Major forest type of India and their distribution.
6. Transportation – Types (Roadways, Railways, waterways, Airways) Major Ports.

Objectives:

Map pointing, drawing Relief zones and Drainages in India Map

Outcomes:

Map pointing, drawing Relief zones and Drainages in India Map

Unit-IV

7. Resource Base – Livestock (cattle and fisheries), Power (coal, and hydroelectricity), Minerals (iron ore and bauxite).
8. Economy – Agriculture (Rice, Wheat, Sugarcane, Groundnut, Cotton); Industries (Cotton Textile, Iron-Steel, Automobile), Transportation Modes (Road and Rail).

Objectives:

Map pointing, drawing Relief zones and Drainages in India Map

Learning Outcomes:

Map pointing, drawing Relief zones and Drainages in India Map



Department of English
Osmania University
Syllabus of MA (English)
(With effect from the Academic Year 2022-23)

Semester I (20 credits)

Previous

- Paper I ENG 101: The English Language: History, Structure, and Description (5 Credits)
Paper II ENG 102: English Poetry (5 Credits)
Paper III ENG 103: American Literature - I (5 Credits)
Paper IV ENG 104: Indian Writing in English - I (5 Credits)

Semester II (20 credits)

- Paper I ENG 201: English Language Teaching: History, Approaches and Methods (5 Credits)
Paper II ENG 202: English Drama (5 Credits)
Paper III ENG 203: American Literature - II (5 Credits)
Paper IV ENG 204: Indian Writing in English - II (5 Credits)

Final

Semester III (20 credits)

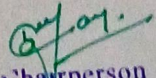
- Paper I ENG 301: Major Developments in Language Acquisition and Language Learning (5 Credits)
Paper II ENG 302: English Prose (5 Credits)
Paper III ENG 303: (4 Credits)
303 (A): Academic Writing and Research Methodology
303 (B): Cultural Studies
303 (C): Gender Studies and Women's Writing
303 (D): Indian Literatures in Translation
Paper IV ENG 304: (4 Credits)
304 (A): Twentieth Century Literary Criticism and Theory
304 (B): Literature and Environment
304 (C): Modern European Literatures in Translation
304 (D): Introduction to Discourse Analysis

Seminar: 2 seminars (2 credits)

Semester IV (20 credits)

- Paper I ENG 401: English Language Teaching: Curriculum Development, Teaching and Evaluation (5 Credits)
Paper II ENG 402: English Fiction (5 Credits)
Paper III ENG 403: (4 Credits)
403 (A): Postcolonial Literatures
403 (B): English Language and Phonetics
403 (C): Literature and Film
403 (D): Literature and Marginalization
Paper IV ENG 404: Project Work (6 Credits)

Total credits of 4 semesters = 80


Chairperson
Board of Studies (UG & PG)
Department of English
Osmania University
ERABAD-500 007.



Department of English
Osmania University
Syllabus of MA (English)
(With effect from the Academic Year 2022-23)
MA (Previous) Semester I

Paper I ENG 101 The English Language: History, Structure, and Description (5 Credits)

Objectives

- This paper introduces the students to the history of English language and enables them to understand the processes of word formation and change of meaning.
- It provides them an understanding of the structure of English language and its varieties.

Outcomes

- Students will be able to understand the historical and social dynamics of the evolution of English language.
- Students will be able to grasp the grammatical aspects of the language.

Unit I

- The Origin of Language: the Bow-wow theory, the Ding-dong theory, the Pooh-pooh theory, the Gesture theory
- Descent of English: Indo-European Family of Languages and its Branches; Grimm’s Law
- The Old English (Anglo-Saxon) Period: Important Features of Old English

Unit II

- The Middle English Period: the Norman conquest; Major Changes in the English Language during Middle English Period: Changes in Pronunciation, Spelling, and Vocabulary
- General Characteristics of the Modern English
- Foreign Contribution to the Growth of Vocabulary: Influence of Greek, Latin, French and German on the English language

Unit III

- Word Formation – Different Processes
- Change of Meaning – Different Processes
- The Evolution of ‘Standard English’

Unit IV

- Structure of the English Noun Phrase
- Structure of the English Verb Phrase
- The Simple Sentence – its types, constituents and organization; Coordination and Subordination – their semantic implications

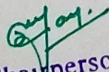
Unit V

- Varieties of Language: Dialect, Idiolect, Style
- Register, Jargon, Slang, Pidgin, Creole
- British English and American English: Major Differences

Signature
 Chairperson
 Board of Studies (UG & PG)
 Department of English
 Osmania University
 ERABAD-500 007.

Suggested Reading:

- Baugh, A. C., & Cable, T. (2002). *A History of the English Language*. London: Routledge
- Crystal, D. (2004). *The Language Revolution*. Malden: Polity Press.
- Harmer, J. & Arnold, J. (1979). *Advanced Speaking Skills*. London: Longman.
- Jespersen, O. (1991). *Growth and Structure of the English Language*. Oxford: Blackwell.
- Krishnaswamy, N. (1978). *Modern English: A book of grammar, usage & composition*. Macmillan
- Bradley, H. (1964). *The Making of English*. New York : Macmillan & Co. Ltd.
- Wood, F T. (2000). *An Outline History of the English Language*. Chennai: Macmillan
- Yule, G. (1995). *The Study of Language*. Cambridge: Cambridge University Press


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Paper II ENG 102 English Poetry (5 Credits)

Objectives

- This paper helps the students to read the canonical texts of English poetry with reference to the histories of genre, literary movements, historical and cultural contexts.
- It also introduces the students to reading of the texts in terms of poetic style, poetic thought, figurative language, meter and other rhetorical devices.

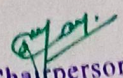
Outcomes

- Students will be able to read poetry critically making connections between the texts and the historical, cultural and political contexts.
- Students will develop critical understanding of the poetic devices, forms and various approaches to reading poetry.

Unit I Background

Renaissance-Reformation; Neo-Classicism; Romanticism; Pre-Raphaelites; War Poetry; Modernism

Unit II	Geoffrey Chaucer	<i>The General Prologue To The Canterbury Tales</i> (Tran. Nevill Coghill) lines 1-42 ("When in April ... I therefore will begin")
	John Milton	<i>Paradise Lost</i> (Bk I)
	John Donne	"A Valediction", "The Canonization"
	Alexander Pope	<i>The Rape of the Lock</i> (Canto I)
Unit III	William Blake	From <i>Songs of Innocence</i> ("The Lamb", "The Chimney Sweeper") From <i>Songs of Experience</i> ("The Tyger", "London")
	William Wordsworth	"Tintern Abbey", "Anecdote for Fathers"
	P B Shelley	"Ode to the West Wind", "To a Skylark"
	John Keats	"Ode on a Grecian Urn", "Ode to Nightingale"
Unit IV	Elizabeth Barrett Browning	<i>Sonnets from the Portuguese</i> 14 ("If thou must love me ...") 43 ("How do I love thee ...")
	Alfred Lord Tennyson	"Ulysses", "The Sailor Boy"
	Robert Browning	"My Last Duchess", "The Lost Leader"
	G M Hopkins	"Pied Beauty", "Carrion Comfort"
Unit V	T S Eliot	<i>The Waste Land</i>
	Phillip Larkin	"Best Society", "Churchgoing"
	Seamus Heaney	"Digging", "Alphabets"
	Carol Ann Duffy	"Originally", "Havisham"


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Suggested Reading

Boulton, Marjorie. *The Anatomy of Poetry*. London: Routledge and Kegan Paul, 1953.

Childs, Peter. *Modernism*. New Critical Idiom Series. Routledge, 2003.

Day, Aidan. *Romanticism*. New Critical Idiom Series. Routledge, 2003. Eagleton,

Terry. *How to Read a Poem*. Blackwell, 2007.

Featherstone, Simon. Ed. *War Poetry: An Introductory Reader*. Routledge, 1995.

Gardner, Helen. Ed. *Metaphysical Poets*. Penguin, 1957.

Kreutzer, James. *Elements of Poetry*. Macmillan, 1971.

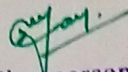
Leavis, FR. *New Bearings in English Poetry*. Penguin, 1939.

Lewis, CS. *A Preface to Paradise Lost*. Oxford University Press, 1942

—. *The Allegory of Love: A Study in Medieval Tradition*. Clarendon, 1936.

Newman Brooks, Peter. Ed. *Reformation Principle and Practice*. Scholar Press, 1980.

Seturaman, VS, et al. Ed. *Practical Criticism*. Macmillan,


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Objectives

- This paper introduces the students to the history of the discovery of America, the establishment of English Colonies, history of slavery, American revolution and the growth of Democracy in America.
- Students will read about important literary ,cultural movements and intellectual concepts in American history.
- It introduces the students to the significant works of American poetry, fiction, drama and prose and helps them to interpret these genres in the context of developments in literary theory, criticism, historical and cultural studies.

Outcomes

- Students will be able to analyse the texts with an understanding of the historical, social, political and cultural aspects of America.
- Students will learn to apply critical and theoretical frameworks in examining literary texts.

Unit I Background

Antebellum and Postbellum America; Puritanism; Transcendentalism;
Slave Narratives; American Frontier

Unit II Poetry

William Cullen Bryant
Phillis Wheatley

"A Forest Hymn", "America"

"On Being Brought from Africa to America"; "To
S.M., a Young African Painter, on Seeing His Works"

Edgar Allen Poe
Emily Dickinson

"Raven", "Dream Land"

"Because I could not stop for death";
"I taste a liquor never brewed"

Unit III Fiction

Nathaniel Hawthorne
Herman Melville
Mark Twain

The Scarlet Letter

Moby Dick

The Adventures of Huckleberry Finn

Unit IV Drama

Eugene O'Neill
Tennessee Williams
Arthur Miller

Desire Under the Elms

A Streetcar Named Desire

All My Sons

Unit V Prose and Short Fiction

Ralph Waldo Emerson
Henry David Thoreau
Willa Cather

"The American Scholar"

"Civil Disobedience"

"The Sculptor's Funeral"

Suggested Reading

- Bigsby , C.W.E, et al. *Cambridge History of American Theater*. Cambridge,2008
- Bloom, Harold, editor. *Native American Writers*.Infobase,2010.
- Du Bois, W E B. *The Souls of Black Folk*. Signet Classics,1995.
- Foner, Eric. *Give Me Liberty: An American History*. Norton,2005.
- Gates, Henry Louis,Jr. ,editor. *Norton Anthology of African American Literature*. Norton,2004.
- Gray, Richard. *A History of American Literature*. Wiley-Blackwell,2011.
- Lawrence, D H. *Studies in Classic American Literature*.Penguin,1923.
- Matthiesen, F O. *American Renaissance*.Oxford,1941.
- Perkins,George,et al.*The American Tradition in Literature*.Random House,1985.
- Spiller, Robert, et al. *Literary History of the United States*.Macmillan,1966
- Zinn, Howard. *A People's History of the United States*. Harper and Row,2003.

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Objectives:

- To introduce the students to literary, social, political and cultural contexts of Indian Writing in English.
- To enable the students to critically examine the colonial contexts, the emergence of Indian literatures in English.
- It also introduces the students to the discourses of subalternity, gender, caste and identity.

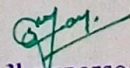
Outcomes:

- Students will understand the interface between literary texts and social, political, cultural and historical contexts.
- Students will be able to understand colonial modernity in a comparative framework, identifying the negotiation between British literary and cultural productions and colonial Indian texts.
- Students will be able to critically engage with the questions of gender, canon, marginalisation and nation.


Unit I	Background 19 Century Reform Movements in India; The Indian National Movement; Rise of the Indian Novel; Caste-Class; The New Indian Woman	
Unit II	Poetry Henry Derozio Toru Dutt Sri Aurobindo Sarojini Naidu	"The Harp of India", "To My Native Land" "Sita", "Our Casuarina Tree", "My Vocation" "Silence is all", "Is this the end?", "The Dual Being" "The Pardah Nashin", "Ghanashyam", "The Gift of India"
Unit III	Fiction Bankimchandra Chatterjee Krupabai Sathianadhan Zeenuth Futehally	<i>Rajmohan's Wife</i> <i>Kamala: a Story of Hindu Life</i> <i>Zohra</i>
Unit IV	Fiction Mulk Raj Anand Raja Rao R K Narayan	<i>Untouchable</i> <i>Kanthapura</i> <i>The Man-Eater of Malgudi</i>
Unit V	Prose B R Ambedkar Jawaharlal Nehru Arundhati Roy	"The Annihilation of Caste" "The Quest" (Chapter 3; <i>The Discovery of India</i>) "The Ladies Have Feelings, So...Shall We Leave It To The Experts?"

Suggested Reading

- Clark, TW, ed. *The Novel in India: Its Birth and Development*. Allen & Unwin, 1970.
- Devy, GN. *In Another Tongue: Essays on Indian English Literature*. 1993. Macmillan, 1994.
- Gandhi, MK. *Hind Swaraj or Indian Home Rule*. 1938. Navajivan Publishing, 2003.
- Harrex, SC. *The Fire and the Offering: The English-Language Novel of India 1935-1970*. 2 vols. Writers Workshop, 1977-78.
- Iyengar, Srinivasa. *Indian Writing in English*. 1962. Sterling, 1995.


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- Mukherjee, Meenakshi. *The Twice Born Fiction: Themes and Techniques of the Indian Novel in English*. 1971. Pencraft, 2005.
- . *Realism and Reality: The Novel and Society in India*. Oxford University Press, 1985.
- Mund, Subhendu. *The Indian Novel in English: Its Birth and Development*. Prachi Prakashan, 1997.
- Naik, MK. *A History of Indian English Literature*. Sahitya Akademi, 1982.
- Nair, Ramachandran, KR. *Three Indo-Anglian Poets: Henry Derozio, Toru Dutt, and Sarojini Naidu*. Sterling Publishers, 1987.
- Narasimhaiah, CD. *The Swan and the Eagle: Essays on Indian English Literature*. Indian Institute of Advance Studies, 1969.
- . *Makers of Indian English Literature*. Pencraft, 2000.
- Ramamurti, KS. *Rise of the Indian Novel in English*. Sterling 1987. Srinivas,
- MN. *Caste in Modern India*. Asia Publishing House, 1967
- Williams, HM. *Indo-Anglian Literature, 1800-1970: A Survey*. Orient Longman, 1976.


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Department of English
Osmania University
Syllabus of MA (English)
(With effect from the Academic Year 2022-23)
MA (Previous) Semester II

Paper I ENG 201 English Language Teaching: History, Approaches and Methods (5 Credits)

Objectives:

- This paper will introduce the students to the history of English in India and pre-independence and post-independence educational commission reports and recommendations.
- It also introduces students to different approaches, methods and techniques of teaching English in India.

Outcomes:

- Students will be able to understand the history of English in India and its importance in Indian education system.
- Students will understand the use of different approaches, methods and techniques of teaching English in India.

Unit I

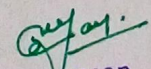
- a) History of English in India (Pre-Independence): The Initial Phase: The Charter; Charles Grants' recommendations on English education in India; The Charter Act (1813 Resolution)
- b) History of English in India (Pre-Independence): The Intermediate Phase: Macaulay's Minute 1835 (Text); Wood's Despatch 1854 (Text); The Indian Education Commission (1882) – the place of English in primary, secondary and higher education
- c) History of English in India (Pre-independence): The Expansion Phase: The Indian Universities Commission (1902); Government of India Resolution on Educational Policy (1904); Indian Universities Act (1904); Government of India Resolution on Educational Policy (1913); Calcutta University Commission (1917-19); National Education Movement

Unit II

- a) English in India (Post-Independence): The Identity Phase: The University Education Commission (Radhakrishnan Commission, 1948-49); Secondary Education Commission (Mudaliar Commission, 1953); Official Languages Commission (1956-58) – recommendations; Chief Minister's Conference, 1961 (recommendation of three-language formula), Official Language Amendment Act (1967)
- b) English in India (Post-Independence): The Progression Phase: The Education Commission (Kothari Commission, 1964-6), National Policy on Education (1968) - its Policy Statement on the development of languages; National Education Policy (1986); Acharya Ramamurti Commission (1990); Curriculum Development Centre (1989); National Curriculum Framework (2005); National Curriculum Framework for Teacher Education (2009); National Education Policy (2020)
- c) English in India (Post-Independence): The Globalisation Phase: The notion of Indian English; English as a second language in India; English as a global language (Kachru's and Tom McArthur's Circles); the changing role of English in India

Unit III

- a) Definitions of Approach, Method and Technique; Structural Approach; Structural-Oral-Situational approach
- b) Grammar-Translation Method; Direct Method or Natural Method; Audio-lingual Method
- c) Reading Method; Bilingual Method


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Unit IV

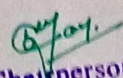
- a) Communicative Language Teaching Approach (CLT)
- b) Humanistic approaches: The Silent Way, Suggestopedia, Total Physical Response, Community Language Learning
- c) The Natural Approach, Cooperative Learning

Unit V

- a) Beyond Methods: The concept of method - Language-centered methods, Learner-centered methods, Learning-centered methods; Limitations of the concept of method; Dissatisfaction with method; Postmethod condition; Postmethod pedagogy
- b) Macrostrategic Framework: Maximizing learning opportunities, Minimizing perceptual mismatches, Facilitating negotiated interaction, Promoting learner autonomy, Fostering language awareness
- c) Macrostrategic Framework: Activating intuitive heuristics, Contextualizing linguistic input, Integrating language skills, Ensuring social relevance, Raising cultural consciousness

Suggested Reading

- Allen, H. B., & Campbell. (1972). *Teaching English as a second language*. New Delhi: McGraw-Hill.
- Crystal, D. (1997). *English as a global language*. Cambridge: CUP
- Ghosh, R. N. (1977). *Introduction to English language teaching: Methods at the college level (Vol.3)*. Hyderabad: CIEFL.
- Kirkpatrick, A. (2007) *World Englishes: Implications for international communication and English language teaching*. Cambridge: CUP.
- Krishnaswamy, N. (2005). *Teaching English: Approaches, methods and techniques*. India: Macmillan.
- Krishnaswamy, N., & Lalita Krishna Swamy. (2006). *The story of English in India*. New Delhi: Foundation Books Pvt. Ltd.
- Kudchedkar, S. (2002), *English language teaching in India*. Hyderabad: Orient Blackswan.
- Kumaravadivelu, B. (2006). *Beyond methods: Macrostrategies for language teaching*. New Delhi: Orient Longman Private Limited.
- Kumar, K. (1991). *Political agenda of education: A study of colonialist and nationalist ideas*. New Delhi: SAGE
- Larsen-Freeman, D (2000). *Techniques and principles in language teaching*. New Delhi: Oxford University Press.
- Mukherjee, A. (2009). *This gift of English*. Hyderabad: Orient Blackswan.
- Nagaraj, G. (2008). *English language teaching: Approaches, methods, techniques*. Hyderabad: Orient Longman Private Limited.
- Richards, J.C & Rodgers, T.S. (1986). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Stern, H.H. (1983). *Fundamental concepts of language teaching*. Oxford: Oxford University Press.
- Tickoo, M.L. (2003). *Teaching and learning English: A sourcebook for teachers and teacher-trainers*. Hyderabad: Orient Longman
- Viswanathan, G. (1998). *Masks of conquest: Literary study and British rule in India*. New Delhi: Oxford University Press.


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Paper II ENG 202

English Drama

(5 Credits)

Objectives:

- This paper will introduce the students to the historical, political, cultural and aesthetic contexts of drama in England.
- To equip the students with an understanding of concepts of dramatic theory, elements of drama, stagecraft and kinds of drama.

Outcomes:

- Students will be able to analyse dramatic texts critically with reference to genre, historical, political and cultural contexts.
- Students will understand the use of dramatic devices, dialogue and stagecraft.

Unit I Background

Origin and Development of British Drama (till the 17th Century); Tragedy; Comedy; Restoration Drama; Theatre of the Absurd; Postmodernism

Unit II Christopher Marlowe *Doctor Faustus*
 William Shakespeare *King Lear*
 John Webster *The Duchess of Malfi*

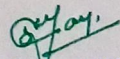
Unit III Aphra Behn *The Rover (Part I)*
 Oscar Wilde *The Importance of Being Earnest*
 GB Shaw *Saint Joan*

Unit IV John Osborne *Look Back in Anger*
 Caryl Churchill *Top Girls*
 Tom Stoppard *Indian Ink*

Unit V **One-act Plays**
 JM Synge "Riders to the Sea"
 Samuel Beckett "Endgame"
 Harold Pinter "The Dumb Waiter"

Suggested Reading

- Boulton, Marjorie. *The Anatomy of Drama*. London: Routledge and Kegan Paul, 1960.
 Bradbrook, MC. *Themes and Conventions of Elizabethan Theatre*. Cambridge: CUP, 1935.
 Bradley, AC. *Shakespearean Tragedy*. 1904. London: Penguin, 1991.
 Chaudhuri, Sukanta. Ed. *Renaissance Essays*. Oxford: OUP, 1995.
 Dollimore, Jonathan and Alan Sinfield. Eds. *Political Shakespeare*. Manchester: MUP, 1985.
 Esslin, Martin. *The Theatre of the Absurd*. New York: Penguin, 1969.
 Nagarajan, S and S Viswanathan. Eds. *Shakespeare in India*. New Delhi: OUP, 1987.
 Nicoll, Allardyce. *British Drama*. New York: Barnes & Noble, 1963.
 Pollard, AW. *English Miracle Plays, Moralities and Interludes*. Oxford: Clarendon, 1954.
 Steiner, George. *The Death of Tragedy*. London: Faber and Faber, 1961.
 Styan, JL. *The Elements of Drama*. Cambridge: CUP, 1969.
 ---. *Modern Drama: Theory and Practice*. 3 vols. Cambridge: CUP, 1981.
 Williams, Raymond. *Drama: From Ibsen to Brecht*. London: Chatto & Windus, 1965.


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Paper III ENG 203

American Literature – II

(5 Credits)

Objectives:

- This paper will introduce the students to the historical, political, cultural and aesthetic contexts of literature in America.
- To equip the students with an understanding of concepts of American Dream, Harlem Renaissance, Multiculturalism in America, Native American Experience, Jewish American writing

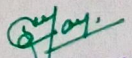
Outcomes:

- Students will be able to analyse literary texts critically with reference to genre, historical, political and cultural contexts in America.
- Students will understand the use of concepts in analysing the literary texts and the development of modern America with many voices.
- Students will be able to critically understand Native American writing and oral traditions.

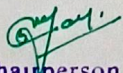
Unit I	Background American Dream, Harlem Renaissance, Multiculturalism in America, Native American Experience, Jewish American writing	
Unit II	Poetry	
	Walt Whitman	“When Lilacs Last in the Dooryard Bloom’d”, “Crossing Brooklyn Ferry”
	Robert Frost	“Home Burial”, “Birches”, “West Running Brook”
	Wallace Stevens	“The Emperor of Ice - Cream”, “The Snowman”, “Thirteen Ways of Looking at a Blackbird”
Unit III	Fiction	
	Scott Fitzgerald	<i>The Great Gatsby</i>
	Ernest Hemingway	<i>The Old Man and the Sea</i>
	Scott Momaday	<i>The Way to Rainy Mountain</i>
Unit IV	Drama	
	Lorraine Hansberry	<i>A Raisin in the Sun</i>
	Neil Simon	<i>The Sunshine Boys</i>
	August Wilson	<i>The Piano Lesson</i>
Unit V	Prose and Short Fiction	
	Alice Walker	“In Search of Our Mothers’ Gardens” (from the prose collection <i>In Search of Our Mothers’ Gardens</i>)
	Bernard Malamud	“The Magic Barrel”
	Isaac Asimov	“The Bicentennial Man”

Suggested Reading:

- Bigsby, C.W.E, et al. *Cambridge History of American Theater*. Cambridge, 2008
- Bloom, Harold, editor. *Native American Writers*. Infobase, 2010.
- Flanzbaum, Hilene, et al, editors. *Norton Anthology of Jewish American Literature*. Norton, 2000.
- Gates, Henry Louis Jr., editor. *Norton Anthology of African American Literature*. Norton, 2004.
- Gray, Richard. *A History of American Literature*. Wiley-Blackwell, 2011.
- Huggins, Nathan Irving, editor. *Voices from the Harlem Renaissance*. Oxford, 1995
- Lewis, R.W.B. *The American Adam*. University of Chicago Press, 1955
- Pandey, Gyanendra. *A History of Prejudice: Race, Caste and Difference in India and the US*.
Cambridge University Press, 2013.


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- Parekh, Bhikhu. *Rethinking Multiculturalism*. Palgrave - Macmillan, 2006.
- Porter, Joy, editor. *Cambridge Companion to Native American Literature*. Cambridge University Press, 2005.
- Robert, Charles Adam. *Science Fiction*. New Critical Idiom, Routledge, 2006
- Singh, Amritjit and Peter Schmidt, editors. *Postcolonial Theory and the United States: Race, Ethnicity and Literature*. University of Mississippi Press, 2000.
- Spiller, Robert, et al. *Literary History of the United States*. Macmillan, 1966
- Townsend, Kenneth W. *First Americans: A History of Native Peoples*. Routledge, 2019.
- West, Cornel. *Race Matters*. Beacon press, 1993.


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Objectives:

- This paper will introduce the students to the historical, political, cultural and aesthetic contexts of literature in India.
- To equip the students with an understanding of concepts and contexts of Partition Literature; Nation-Nationalism; Counter Discourse; Subalternity and Identity Movements

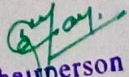
Outcomes:

- Students will be able to analyse literary texts critically with reference to genre, historical, political and cultural contexts in India.
- Students will understand the critical use of concepts and contexts in analysing the literary texts.

Unit I	Background	
	Partition Literature; Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements	
Unit II	Poetry	
	Nissim Ezekiel	"Enterprise", "Poet, Lover, Birdwatcher", "Philosophy"
	A K Ramanujan	"Love Poem for a Wife-1", "Obituary", "Small-scale Reflections on a Great House"
	Kamala Das	"An Introduction", "The Old Playhouse", "Words"
	Arun Kolatkar	"Scratch", "A Low Temple", "An Old Woman"
Unit III	Fiction	
	Anita Desai	<i>Voices in the City</i>
	Salman Rushdie	<i>Midnight's Children</i>
	Esther David	<i>The Book of Rachel</i>
Unit IV	Short Stories	
	Temsula Ao	"Laburnum for My Head" (from the collection - <i>Laburnum for My Head</i>)
	Rohinton Mistry	"Swimming Lessons" (from <i>Tales from Firozsha Baag</i>)
	Jhumpa Lahiri	"Interpreter of Maladies" (from <i>Interpreter of Maladies</i>)
Unit V	Drama	
	Asif Currimbhoy	<i>Goa</i>
	Mahesh Dattani	<i>Final Solutions</i>
	Manjula Padmanabhan	<i>Harvest</i>

Suggested Reading

- Chakravarti, Uma. *Gendering Caste: Through a Feminist Lens*. SAGE, 2002
- Gopal, Priyamvada. *The Indian English Novel: Nation, History and Narration*. Oxford University Press, 2009.
- Guha, Sumit. *Beyond Caste: Identity and Power in South Asia, Past and Present*. Brill, 2013.
- Guru, Gopal and Sundar Sarukkai. *The Cracked Mirror: An Indian Debate on Experience and Theory*. Oxford University Press, 2012.
- Guttman, Anna. *Writing Indians and Jews: Metaphorics of Jewishness in South Asian Literature*. Palgrave, 2013.
- Joshi, Priya. *In Another Country: Colonialism, Culture, and the English Novel in India*. 2002. Oxford UP, 2003.
- Khair, Tabish. *Babu Fictions: Alienation in Contemporary Indian English Novels*. Oxford UP, 2001.
- King, Bruce. *Three Indian Poets: Nissim Ezekiel, A.K. Ramanujan, Dom Moraes*. Oxford UP, 1991.
- . *Modern Indian Poetry in English*. Oxford University Press, 2001.
- Mehrotra, Arvind Krishna. *An Illustrated History of Indian Literature in English*. Permanent Black, 2003.
- Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*. Oxford Univ Press, 1977.
- Paranjape, Makarand. *In-Diaspora: Theories, Histories, Texts*. Indialog, 2001.
- Prasad, GJV. *Continuities in Indian English Poetry: Nation, Language, Form*. Pencraft, 1999.
- Omvedt, Gail. *Understanding Caste: From Buddha to Ambedkar and Beyond*. Orient Blackswan, 2011


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Department of English
Osmania University
Syllabus of MA (English)
 (With effect from the Academic Year 2022-23)
MA (Final) Semester III

Paper I ENG 301: Major Developments in Language Acquisition and Language Learning (5 credits)

Objectives:

- This paper introduces the students to study the relationship between language and the brain.
- It provides them an understanding of the language acquisition process.
- It also introduces the students to know the distinction between acquisition and learning.

Outcome:

- Students will be able to understand the difference between first language acquisition and second language acquisition/learning and the context of EFL and ESL classrooms.
- Students will also understand the different approaches proposed to help learners become effective communicators

Unit I

1. The Human Brain and its Functions; First Language Acquisition: Stages of Language Development in a Child; Learning Disabilities with special focus on Aphasia; Differences between First Language Acquisition and Second Language Learning
- 2..Behaviourism and its implications for ELT: J.B. Watson's Experiment, Pavlov's Classical Conditioning, Thorndike's Connectionism, Skinner's Operant Conditioning; Limitations of Behaviourism, Implications of Behaviourism in Teaching and Learning
- 3.Cognitivism & its implications for ELT: Chomsky's Innateness Theory (Language Acquisition Device), Limitations of Chomsky's Theory; Difference between Competence and Performance, Dell Hyme's Communicative Competence, Implications of Cognitivism in Teaching and Learning

Unit II

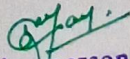
- 1.Krashen's Hypotheses about Second Language Acquisition: The Acquisition-Learning distinction, The Natural Order Hypothesis, The Monitor Hypothesis, The Input Hypothesis, The Affective Filter Hypothesis
- 2.Models of Second Language Acquisition I: The Linguistic Process Focus: The Monitor Model, The Conscious Reinforcement Model, The Strategy Model
- 3.Models of Second Language Acquisition II: The Social Process Focus: The Social Psychological Model, The Acculturation Model, The Social Context Model, The Intergroup Model

Unit III

- 1.Language Learning Strategies (LLS) Definition, Early Research on LLS, The Good Language Learner Research
- 2.Modern Research on LLS: Rebecca Oxford's Classification of LLS: Direct Strategies: Memory Strategies, Cognitive Strategies, Compensation Strategies
- 3.Modern Research on LLS: Rebecca Oxford's Classification of LLS: Indirect Strategies: Metacognitive Strategies, Affective Strategies, Social Strategies

Unit IV

- 1.Learning Styles: Definition, Cognitive Learning Styles, Sensory Learning Styles, Affective/Temperament Learning Styles (Personality Learning Styles)
- 2.Willing's Learning Styles: Communicative, Analytic, Authority Oriented, Concrete
- 3.Kolb's Learning Styles: Diverging, Assimilating, Converging, Accommodating

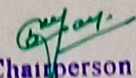

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Unit V

1. Gardner's Multiple Intelligences: Verbal / Linguistic, Logical / Mathematical, Spatial / Visual, Musical, Bodily-Kinaesthetic, Interpersonal, Intrapersonal
2. Mind Mapping: Definition; MM and thinking process; Advantages of MM, MM for Learning languages
3. Learner Autonomy; Definition, Skills that Autonomous Learners Need, Developing Learner Autonomy; Constraints of Learner Autonomy; Influence of Culture on Learner Autonomy

Suggested Reading

- Amsel, A. (1989). *Behaviourism, neobehaviourism, and cognitivism in learning theory: Historical and contemporary perspectives*. USA: Lawrence Erlbaum Associates, Inc.
- Baron, R.A. (2001). *Psychology*. New Delhi: Pearson Prentice Hall
- Beena, C & Parameswaran, E.G. (2002). *An invitation to Psychology*. Hyderabad: Neelkamal Publ. Pvt. Ltd.
- Benson, P. (2011). *Teaching and researching: Autonomy in language learning*. London: Routledge
- Buzan, T & Buzan, B. (1996). *The mind map book: How to use radiant thinking to maximize your brain's untapped potential*. USA: Penguin
- Gardner, R.C. (1985). *Social psychology and second language learning*. USA: Edward Arnold
- Gardner, H. (1983). *Frames of mind. The theory of multiple intelligences*. New York: Basic Books.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. UK: Pergamon Press Inc.
- Little, D. (1991). *Learner autonomy 1: Definition, issues and problems*. Dublin: Authentik
- Oxford, R.L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle&Heinle.
- Reid, J. (1995). (ed). *Learning styles in the ESL/EFL classroom*. Boston: Heinle&Heinle
- Scharle, A., & Anita S. (2000). *Learner autonomy: A guide to developing learner responsibility*. Cambridge: CUP


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Paper II ENG 302 English Prose (5 Credits)

Objectives:

- To introduce students to history and development of English prose
- To equip students to critically analyse prose texts in the context of genre, social, political and cultural histories

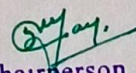
Outcomes

- Students will be able to critically analyse forms of prose in terms of genre, technique and style
- They will be able to engage with various discourses in the texts by situating them in their contexts and also their continued relevance/resonance to contemporary situations

Unit I	Background Origin and Development of the English Essay; Utopia; Translation of the Bible; Allegory; Satire	
Unit II	Philip Sidney Francis Bacon John Bunyan	<i>An Apologie for Poetrie</i> "Of Studies", "Of Truth", "Of Revenge" <i>The Pilgrim's Progress</i> (from "As I walked through the wilderness of this world ... "till the paragraph ending with the line "The name of the one was Simple, another Sloth, and the third Presumption.")
Unit III	Jonathan Swift Joseph Addison Samuel Johnson	"The Battle of the Books" "Sir Roger in Church", "The Aims of the Spectator" <i>Preface to Shakespeare</i> (Up to the paragraph beginning "So careless was this great poet...")
Unit IV	Charles Lamb William Hazlitt John Ruskin	"Dream Children", "Old China" "The Indian Jugglers", "On People with One Idea" <i>Unto This Last</i> (Section I)
Unit V	Bertrand Russell Virginia Woolf George Orwell	"The Ethics of War", "Education and Discipline" <i>A Room of One's Own</i> "Politics and the English Language", "Reflections on Gandhi"

Suggested Reading

- Boulton, Marjorie. *The Anatomy of Prose*. Routledge, 1954.
 Chaudhuri, Sukanta, editor. *Bacon's Essays: A Selection*. Oxford University Press, 1977.
 Chevalier, Tracy, editor. *Encyclopaedia of the Essay*. Fitzroy Dearborn, 1997
 Daniel, David. *The Bible in English: Its History and Influence*. Yale University Press, 2003.
 Gross, John, editor. *The New Oxford Book of English Prose*. Oxford University Press, 2000.
 Lewis, C.S. *The Literary Impact of the Authorised Version*. University of London, 1950
 Read, Herbert. *English Prose Style*. 1928. Pantheon Books, 1952.
 Robinson, Ian. *The Establishment of Modern English Prose in the Reformation and the Enlightenment*. Cambridge University Press, 1998.
 Saintsbury, George. *A History of English Prose Rhythm*. Macmillan, 1912.
 Shklovsky, Victor. *Theory of Prose*. Dalkey Archive Press, 1991.


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Paper III ENG 303(A) : Academic Writing and Research Methodology (4 Credits)

Objectives:

- This paper is designed to help students develop the use of effective learning strategies in academic writing.
- It provides a rich exposure to a variety of writing from small reports to extended reviews
- To introduce students to various styles of referencing and citation so as to avoid plagiarism

Outcome:

- Students will be able to write good paragraphs and academic essays with logical arguments and counter arguments.
- Students will enhance their study skills and academic skills..
- They will acquire the skills required for academic writing

Unit I

Factors Influencing Effective Writing : Mechanics of Writing, Purpose of writing, Audience/reader, Organisation- Cohesion and Coherence
 Features of Academic Writing : Introduction, Complexity, Formality, Precision, Objectivity, Explicitness, Accuracy and Appropriacy, Relevance, Hedging
 Academic Writing Forms: Paragraph Development, Précis Writing, Building Argument, Making Counter Argument, Managing tone and tenor

Unit II

Study Skills and Academic Skills: Note Taking, Note Making, Information Transfer and Reference Skills, Paraphrasing (Change of parts of speech, word order, synonyms, using passive form), Summarizing (Steps in summarising)
 Essay and Report Writing: Descriptive Writing, Narrative Writing; General Reports, Feasibility reports, Progress reports, Evaluation reports, Writing for Media
 Writing Book Reviews and Film Reviews

Unit III

Criteria of Good Research; Avoiding Plagiarism
 Types of Research: Primary and Secondary Research; Research Design: Statement of the Problem, Survey of relevant literature, Making hypotheses, developing objectives; Research Tools
 Analysis and Data Interpretation (Collecting the data, analysing and interpreting the data, testing the hypotheses)

Unit IV

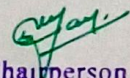
Preparing an outline for Research Articles and Thesis
 Documentation Format: APA style
 Documentation Format: MLA style

Suggested Reading

- Gillett, A., Hammond, A., & Martala, M. (2009). *Inside track: Successful academic writing*. Essex: Pearson Education
- Griffin, G. (2006). *Research methods for English studies*. Edinburgh: Edinburgh University Press.
- Gupta, R. (2010). *A course in academic writing*. New Delhi: Orient BlackSwan.
- Krishnaswamy, N. (1974). *Modern English: A Book of grammar, usage, & composition*. Hyderabad: Macmillan
- Leki, I. (1998). *Academic writing: Exploring processes and strategies*. New York: CUP.
- The MLA handbook for writers of research papers* (7thed.). New York, NY: Modern Language Association.
- Monippally, M.M., & Pawar, B.S. (2010). *Academic writing: A guide for management students and researchers*. New Delhi: Sage.
- Monippally, M.M. (2001). *Business communication strategies*. New Delhi: Tata McGraw-Hill.
- Murray & Hughes, G. (2008). *Writing up your university assignments and research projects: A practical handbook*. New York: Open University Press.
- Narayanaswami, V.R. (1979). *Strengthen your writing*. Hyderabad: Orient Longman.
- Rositer, J. (2007). *The APA pocket handbook: Rules for format & documentation*. Augusta GA: DW Publishing

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- Sealy, J. (2013). *Writing for media. In Guide to effective writing and speaking*. Oxford: Oxford University Press.
- Sharma, R.C. & Krishnamohan. (2011). *Business correspondence and report writing*. New Delhi: TataMcgrawHill.
- Sinha, M.P. (2007). *Research methods in English*. New Delhi: Atlanta Publishers.
- Swales, J. M., & Feak, C. B. (1994). *Academic writing for graduate students: A course for non-native speakers of English*. Ann Arbor: University of Michigan Press.
- Swales, J. M., & Feak, C. B. (2000). *English in today's research world: A writing guide*. Ann Arbor: University of Michigan Press.
- Wallace. (2013). *Study skills in English: Student book*. Cambridge: Cambridge University Press.
- Wallwork. (2013). *English for academic research: Writing exercises*. New York, NY: Springer.
- Weissberg, R., & Buker, S. (1990). *Writing up research: Experimental research report writing for students of English*. Englewood Cliffs, NJ: Prentice Hall.
- Yakhontova, T. (2003). *English academic writing for students and researchers*.



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Objectives:

- This paper looks at various meanings associated with the word 'culture' in history, its production and relation to power
- It also explores the ways of understanding the relationship between culture and society.
- It introduces the emergence of Cultural Studies and its development as a discipline

Outcome:

- The students will learn to apply cultural studies methods and ideas in understanding/analysing society and culture.
- It develops critical thinking and independent learning through core debates and ideas within the discipline.
- Students will be able to understand the dynamics of cultural production, circulation and consumption.

Unit I Background:

The concept of Culture, Rise and development of Cultural Studies, Popular Culture, Culture and Technology, Cultural studies and Folk, Tribal Cultures, Cyberculture

Unit II

Theodor Adorno and Horkheimer	"Culture Industry: Enlightenment as Mass Deception"*
Terry Eagleton	"Versions of Culture" (from <i>The Idea of Culture</i>)
Stuart Hall	"Cultural Studies: Two Paradigms" (from <i>Essential Essays</i> , Vol I)

Unit III

Lefebvre, Henri	"The Specificity of the City" (from <i>Writings on Cities</i>)
Jean Baudrillard	"The Precession of Simulacra" (from <i>Simulacra and Simulation</i>)
Raymond Williams	"Advertising: The Magic System"*

Unit IV

Pierre Bourdieu	"The Forms of Capital"
bell hooks	"A Revolution of Values: The Promise of Multi-Cultural Change"*
Arjun Appadurai	"Disjuncture and Difference in the Global Cultural Economy"*

(* from Simon During, ed. *Cultural Studies: A Reader*. Routledge, 1999)

Suggested Reading

- Berger, John. *Ways of Seeing*, Penguin, 1972
- During, Simon. *Cultural Studies: A Critical Introduction*. Routledge, 2005
- Geertz, Clifford. *The Interpretation of Cultures*, Basic Books, 1973.
- Haimendorf, Christoph Von. *Tribes of India: The Struggle for Survival*. University of California Press, 1982.
- Hebdige, Dick. *Subculture: The Meaning of Style*. Methuen, 1979
- Lévy Pierre. *Cyberculture*, University of Minnesota Press, 2001
- Nayar, Rana, et al. editors. *Cultural Studies in India*, Routledge, 2016
- Ninan, Sevanti. *Through the Magic Window: Television and Change in India*. Penguin, 1995
- Niranjana, Tejaswini. "The Desire for Cultural Studies." *Creativity and Academic Activism: Instituting Cultural Studies*, edited by Meaghan Morris and Mette Hjort, Hong Kong University Press, 2012
- Ong, Walter J. *Orality and Literacy*. Methuen, 1982.
- Said, Edward W. *Musical Elaborations*. Columbia University Press, 1993
- Sherinian, Zoe. "Activist Ethnomusicology and Marginalized Music of South Asia". *The Oxford Handbook of Applied Ethnomusicology*. Oxford University Press, 2015
- Spivak, Gayatri Chakravorty. *In Other Worlds: Essays in Cultural Politics*. Routledge, 1998.
- Storey, John, ed. *Cultural Theory and Popular Culture: A Reader*, Harvester Press, 1994
- Williams, Raymond. *Culture*. Fontana, 1981

Objectives:

- To analyze socio-historical and contemporary power dynamics and gain knowledge of multiple forms of oppression and marginalization.
- To recognize how gender oppression plays out across a range of cultures and human experiences.
- To equip students to utilize the frameworks of various disciplines in order to analyze gender and women's writing in meaningful ways and to introduce students to key issues surrounding the contemporary discussion of gender.
- To gain insights into historical and contemporary context in which women, queer, and gender non-conforming individuals have exercised their agency.
- To prepare students to meet the needs of an increasingly ethnically and gender-diverse world.

Outcomes:

Students will:

- understand the interrelatedness of gender, race & ethnicity, class, caste, ability, sexuality, age, religion, and other complex aspects of identity and social categories.
- comprehend the theoretical and critical background to the key debates in contemporary feminist and gender theory.
- define and assess gender as a construct and analyze texts employing gender lens.
- learn to apply theoretical frameworks and methodologies of feminism, gender and women's studies, queer studies, sexuality studies.
- learn how examining lesser-known texts, or placing familiar ones in new combinations or contexts, alters their understanding of both gender and women's writing.

Unit I Background

Power and Gender; Women and Canon; The Body Theory ; Queer Theory; Feminisms

Unit II Poetry

Aemilia Lanyer
 Sylvia Plath
 Agha Shahid Ali

"Eve's Apology in Defense of Women"
 "Lady Lazarus", "The Applicant", "Daddy"
 "Leaving your City", "The Previous Occupant" "The Veiled Suite"

Unit III Fiction

Jean Rhys
 Toni Morrison
 Yukio Mishima

Wide Sargasso Sea
The Bluest Eye
Confessions of a Mask

Unit IV Prose

Mary Wollstonecraft
 Suniti Namjoshi
 Jose Esteban Muñoz

A Vindication of the Rights of Women (Introduction and Chapter 2)
 From *Feminist Fables* (From the *Panchatantra*, *The Little Princess*, *The Gods*, *Perseus* and *Andromeda*, *Case History*, *The Runner*)
 "Introduction" from *Disidentifications*

Suggested Reading

de Beauvoir, Simone. *The Second Sex*. New York: Vintage, 1974.

Beam, Joseph. editor. *In the Life: A Black Gay Anthology*. Alyson Books, 1986.

Birkby, Phyllis. editor. *Amazon Expedition: A Lesbian/Feminist Anthology*. Times Change Press, 1973.

Christian, Barbara. *Black Feminist Criticism*. Pergamon Press, 1985.

Friedan, Betty. *The Feminine Mystique*. Dell, 1983.

Gilbert, Sandra M. and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century*

Literary Imagination. Yale University Press, 1979.

Glover, David and Cora Kaplan. *Genders*. New Critical Idiom Series. Routledge, 2000.

Elizabeth Kowalski Wallace, editor. *Encyclopedia of Feminist Literary Theory*. Garland, 1997.

Lerner, Gerda. *The Creation of Patriarchy*. Oxford University Press, 1986.

Millet, Kate. *Sexual Politics*. Doubleday, 1970.

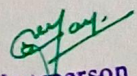
Merchant, Hoshang. *Selected Writings*. Oxford University Press, 2016.

Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Duke University Press, 2003.

Revathi, A. *The Truth about Me: A Hijra Life Story*. Translated by V. Geetha, Penguin, 2010.

Showalter, Elaine. *A Literature of Their Own: From Charlotte Brontë to Doris Lessing*. Virago, 1999

Warner, Michael. *The Trouble with Normal*. The Free Press, 1999.


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Paper III ENG 303(D): Indian Literatures in Translation (4 Credits)

Objectives:

- This paper introduces students to a variety of ancient and modern Indian literary texts from different genres and languages
- It provides historical, aesthetic, and cultural contexts of these literatures

Outcomes:

- Students will be able to understand texts in terms of historical, generic, spiritual and cultural contexts
- Students will be able to critically read the texts in the contexts of literary and social movements with reference to the questions of caste, gender, language, tradition and modernity
- Students will also be able to understand the dynamics of translations and its relation to power, cultural capital, representation and agency

Unit I Background

Origin and Development of Indian Drama; Bhakti and Sufi Movements; Indian Concept of Translation; Progressive Writers Movement; Dalit Aesthetics.

Unit II Poetry

Amir Khusrau	Ghazal 1 ("The clouds rain down ...), Ghazal 857 ("Alas for this life ...) From <i>In the Bazaar of Love: The Selected Poetry of Amir Khusrau</i> . Translated by Paul Losensky and Sunil Sharma.
Chokhamela	Song 99 "Why have you thrown" Song 279 "Five elements compound the body" Song 284 "The saviour of his devotees" From <i>On the Threshold: Songs of Chokhamela</i> . Translated by Rohini Mokashi Punekar
Jibananda Das	"Banalata Sen", "Naked Solitary Hand", "This Earth"
Makhdoom Mohiuddin	"The Heart of Silence", "Prison", "Darkness"

Unit III Narratives/Fiction

<i>Jataka Tales</i>	"The story of the partridge", "The story of the draining bucket", "The story of the one who taught forbearance". Selections from <i>The Jatakas</i> . Translated by Sarah Shaw
U R Ananthamurthy	<i>Samskara: A Rite for A Dead Man</i>
Bama	<i>Karukku</i>

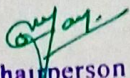
Unit IV Drama

Sudraka	<i>The Mrichchhakatika</i> Translated by MR Kale
Vijay Tendulkar	<i>Silence! The Court is in Session</i>
Girish Karnad	<i>Hayavadana</i>

Suggested Reading

Chakravarty, Uma. *Gendering Caste through a Feminist Lens* SAGE, 2018
 Das, Sisir K. *A History of Indian Literature 500-1399*. Sahitya Akademi, 2010.
 Dasgupta, Chidananda. *Jibananda Das*. Sahitya Akademi, 2004
 Deshpande. G P. editor. *Modern Indian Drama*. Sahitya Akademi, 2000.
 Devy, GN. *After Amnesia: Tradition and Change in Indian Literary Criticism*. Orient Longman, 1992.
 Eisenstadt, SN, et al., editors. *Orthodoxy, Heterodoxy and Dissent in India*. Walter de Gruyter, 2011.
 Gopal, Priyamvada. *Literary Radicalism in India*. Routledge, 2005.
 Kosambi, D D. *Myth and Reality: Studies in the Formation of Indian Culture*. 1962. Sage, 2016.
 Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature*. Orient Longman, 2004.
 Miller, Barbara Stoler. *Theater of Memory: The plays of Kalidasa* : Columbia University Press ,1984. Motilal Banarsidas, 1999.

- Mukherjee, Sujit. *Towards a Literary History of India*. Indian Institute of Advanced Study, 1975.
- . *Translation as Discovery*. Orient Longman, 1994.
- Paniker, Ayyappa. *Indian Narratology*. Indira Gandhi Centre for the Arts, 2003.
- Radhakrishnan, S. *The Hindu View of Life*. 1926. Harper Collins, 2014.
- Rege, Sharmila. *Writing Caste, Writing Gender: Reading Dalit Women's Testimonios*. Zuban, 2006.
- Satchidanandan, K, editor. *Signatures: One Hundred Indian Poets*. National Book Trust, 2003.
- Sen, Amartya. *The Argumentative Indian: Writings on Indian History, Culture and Identity*.
- Thapar, Romila. *Early India: From the Origins to AD 1300*. Penguin, 2003.
- . *Sakuntala: Texts, Readings, Histories*. Kali for Women, 1999.
- Zelliot, Eleanor and Rohini Mokashi-Punekar, editors. *Untouchables Saints: An Indian Phenomenon*. Manohar, 2005.


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Paper IV ENG 304 (A): Twentieth Century Literary Criticism and Theory (4 Credits)

Objectives:

- This paper will introduce students to important currents in literary criticism and theory
- It provides students with the historical, social and cultural contexts of literary criticism and theory

Outcomes:

- The students will be equipped with critical tools and theoretical frameworks to analyse literary texts in terms of form, style, discourse, ideology, class, gender, race and ethnicity
- Students will be able to critically engage with a variety of texts employing practical criticism as well as approaches from formalism to poststructuralism

Unit I Background

New Criticism; New Historicism; Structuralism and Poststructuralism; Reader Response Theories; Psychoanalytical Criticism

Unit II

Cleanth Brooks	"The Language of Paradox" (from <i>The Well Wrought Urn</i>)
Northrop Fry	"Archetypes of Literature" (from <i>Fables of Identity</i>)
Mikhail Bakhtin	"Pre-history of Novelistic Discourse"

Unit III

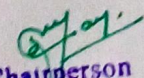
Michel Foucault	"The Unities of Discourse" (from <i>The Archaeology of Knowledge</i>)
Roland Barthes	"The Death of the Author" (from <i>Image-Music-Text</i>)
Raymond Williams	"Literature" (from <i>Marxism and Literature</i>)

Unit IV

Edward Said	"Introduction" (from <i>Orientalism</i>)
Elaine Showalter	"Feminist Criticism in Wilderness"
Henry Louis Gates Jr.	"Editor's Introduction: Writing Race and the Difference It Makes" (Sec 1-5)

Suggested Reading

Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. Oxford UP, 1993.
 Adorno, Theodor and Max Horkheimer. *Dialectic of Enlightenment*. Verso, 1986.
 Belsey, Catherine. *Critical Practice*. Methuen, 1980.
 Eagleton, Terry. *Literary Theory: an Introduction*. Blackwell, 1983.
 Fish, Stanley. *Is There a Text in This Class?* Harvard University Press, 1980.
 Jameson, Fredric. *Marxism and Form*. Princeton University Press, 1971.
 Leitch, Vincent B, editor. *The Norton Anthology of Theory and Criticism*. Norton, 2001.
 Lodge, David and Nigel Wood, editors. *Modern Criticism and Theory: A Reader*. Pearson, 2000.
 Richards, IA. *Principles of Literary Criticism*. Routledge, 2003.
 Seldan, Raman and Peter Widdowson. *A Reader's Guide to Contemporary Literary Theory*. Longman, 2005.
 Sturrock, John. *Structuralism and Since: from Levi Strauss to Derrida*. Oxford UP, 1979.
 Warren, Austen and Rene Wellek. *Theory of Literature*. Harcourt, 1956.
 Waugh, Patricia. *Literary Theory: An Oxford Guide*. Oxford UP, 2006.
 Waugh, Patricia and Philip Rice, editors. *Modern Literary Theory: A Reader*. Arnold, 2001.


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Objectives:

- This paper introduces the debates and discourses concerning environment and ecology, the science and politics of environment
- It also introduces important schools of ecocriticism
-

Outcomes:

- Students will be able to critically and responsibly engage with issues concerning environment
- They will be able to read literary texts using various frameworks of ecocriticism and explore the issues related to the literary representation of nature, environment, ecology

Unit I Background

Anthropocentrism- Ecocentrism; Anthropocene-Posthumanism; Climate -fiction; Ecocriticism- Ecofeminism

Unit II Poetry

Nanao Sakaki	"Manifesto", "Break the Mirror", "How to Live on the Planet Earth"
Mamang Dai	"An Obscure Place", "Voice of Mountain", "Remembrance"
W.S. Mervin	"For a Coming Extinction", "Animals from Mountains", "Nocturne"

Unit III Prose & Fiction

Rachel Carson	<i>The Silent Spring</i>
Amitav Ghosh	<i>The Hungry Tide</i>
Sonali Deraniyagala	<i>Wave</i>

Unit IV Drama

John Heywood	<i>The Play of the Weather</i>
Oriel Gray	<i>The Torrents</i>
Joan MacLeod	<i>2000</i>

Suggested Reading

- Braidotti, Rosi. *The Posthuman*. Polity Press, 2013.
- Bryson, Scott J. editor. *Ecopoetry: A Critical Introduction*. Univ of Utah Press, 2002.
- Clark, Timothy. *The Cambridge Introduction to Literature and the Environment*. Cambridge UPress, 2011.
- Coupe, Laurence. *The Green Studies Reader: From Romanticism to Ecocriticism*. Routledge, 2000.
- Garrard, Greg. *Ecocriticism*. Routledge, 2004.
- Ghosh, Amitav. *The Great Derangement: Climate Change and the Unthinkable*. Univ of Chicago Press, 2016.
- Glotfelty, Cheryl and Harold Fromm, editors. *The Ecocriticism Reader: Landmarks in Literary Ecology*. University of Georgia Press, 1996.
- Huggan, Graham, Helen Tiffin. *Postcolonial Ecocriticism: Literature, Animals and Environment*. Routledge, 2010.
- Marzec, Robert P. *An Ecological and Postcolonial Study of Literature: From Daniel Defoe to Salman Rushdie*. Palgrave-Macmillan, 2007.
- Mies, Maria and Vandana Shiva. *Ecofeminism*. Zed, 1993.
- Osundare Niyi. *The Writer As Righter: The African Literary Artist and His Social Obligations*. University of Ife, 1986.
- Parham John, Louise Westling, editors. *A Global History of Literature and the Environment*. Cambridge University Press, 2017.
- Yusoff, Kathryn. *A Billion Black Anthropocenes or None*. University of Minnesota Press, 2019.
- Williams, Raymond. *The Country and the City*. London: Chatto & Windus, 1973.

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Paper IV ENG 304(C): Modern European Literature in Translation (4 Credits)

Objectives:

- This paper introduces students to major writers of modern European literature
- It provides the necessary historical, cultural and literary contexts of European literature

Outcomes:

- Students will be able to read literatures comparatively and broaden their appreciation and understanding of writings from different locations, languages and cultures
- They will critically engage with texts in terms of genre, style, movements/schools and translations

Unit I Background

The Enlightenment; Epic Theater; Avant-garde; Symbolism; Holocaust Experience

Unit II Poetry

Charles Baudelaire	"To the Reader", " Even She Who Was Called Beatrice" (from <i>Flowers of Evil</i>)
Federico García Lorca	"Lament for Ignacio Sanchez", "Cry to Rome"
Paul Celan	"Fugue of Death", " Tenebrae"
Joseph Brodsky	"Nunc Dimittis", "Odysseus to Telemachus"

Unit III Drama

Anton Chekhov	<i>The Cherry Orchard</i>
Bertolt Brecht	<i>Mother Courage</i>
Luigi Pirandello	<i>Six Characters in Search of an Author</i>

Unit IV Fiction

Fyodor Dostoevsky	<i>Notes from the Underground</i>
Albert Camus	<i>The Stranger</i>
Thomas Mann	<i>Death in Venice</i>

Suggested Reading

- Adorno, Theodor. *Prisms*. MIT Press, 1983.
- Alvarez, A. editor. *Paul Celan: Selected Poems*. Penguin, 1972.
- Auerbach, Erich. *Mimesis: The Representation of Reality in Western Literature*. Translated by Willard Trask. Princeton University Press, 2003.
- Bakhtin, Mikhail. *Problems of Dostoevsky's Poetics*. University of Minnesota Press, 1984.
- Benjamin, Walter. *The Writer of Modern Life: Essays on Baudelaire*. Harvard University Press, 2001.
- Bentley, Eric, editor. *The Theory of the Modern Stage*. Penguin, 1986.
- Bloom, Harold, editor. *Literature of the Holocaust*. Chelesa House, 2004.
- Eliot, T.S. *What is a Classic?* Faber, 1945.
- Gay, Peter. *The Enlightenment: An Interpretation*. Norton, 1977.
- Kermode, Frank. *The Classic: Literary Images of Permanence and Change*. Faber, 1983.
- Lukács, Georg. *Studies in European Realism*. Merlin Press, 1975.
- Steiner, George. *Tolstoy or Dostoevsky?* Faber, 2010.
- Styan J L. *Modern Drama: Theory and Practice*. 3vols. Cambridge University Press, 1981.
- Travers, Martin. *An Introduction to Modern European Literature: from Romanticism to Postmodernism*. Macmillan, 1998.
- Willet, John, editor. *Brecht on Theatre*. Methuen, 1964.

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Paper IV ENG 304(D): Introduction to Discourse Analysis (4 Credits)

Objectives:

- This paper introduces the students not in terms of the components of language, but in terms of the way language is used.
- It also makes students to study language beyond the sentence and the analysis of discourse is typically concerned with the study of language in text and conversation.

Outcome:

- Students will learn to interpret the text with cohesion and coherence.
- The paper develops the habit of taking part in speech events(e. g. debate, interview, various types of discussions) conversation analysis, turn-taking etc.
- Students will also learn to use expressions like Hedges, implicatures, schemas and scripts.

Unit I

- a) Defining Discourse Analysis and Discourse Studies
- b) Discourse as Intertextual; Discourse and Communication
- c) Discourse and Communicative Competence

Unit II

- a) Register and Lexicogrammar
- b) Functions of Discourse: Ideational, Interpersonal, and Textual
- c) Sinclair and Coulthard's Model of Classroom Interaction

Unit III

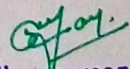
- a) Cohesion and Coherence
- b) Searle's Speech Acts
- c) Grice's Cooperative Principle; Models of Politeness

Unit IV

- a) Aspects of Conversation Analysis
- b) Aspects of Genre Analysis
- c) Basics of Critical Discourse Analysis

Suggested Reading

- Cook, G. (1989). *Discourse*. Oxford University Press
- Fairclough, N. (2010). *Critical discourse analysis: The critical study of language*. London: Longman.
- Flowerdew, J. (2013). *Discourse in English language education*. London: Routledge.
- Grice, H.P. (1975). "Logic and Conversation". Peter Cole and Jerry L. Morgan, (Eds.) *Syntax and Semantics*, 3. New York, NY: Academic Press. 41-58.
- Halliday and Hasan. (1976). *Cohesion in English*. Longman: London.
- Jones, R. (2012). *Discourse analysis: A resource book for students*. Oxford: Blackwell.
- Levinson, S.C. (1993). *Pragmatics*, Cambridge: Cambridge University Press.
- Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge University Press, Cambridge
- Van Dijk, Teun. (2015). "Critical discourse analysis". Daborah Tannen, (Ed.) *The Handbook of discourse analysis*.
- Widdowson, H. G. (1995). "Discourse analysis: A critical view". *Language and Literature*, 4 (3):157-172.


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Department of English
Osmania University
Syllabus of MA (English)
(With effect from the Academic Year 2022-23)
MA (Final) Semester IV

Paper I ENG 401 English Language Teaching: Curriculum Development, Teaching, and Evaluation
(5 Credits)

Objectives:

- This paper introduces the students to curriculum design, models of curriculum development and syllabus design.
- It also makes students to know the classroom approaches, teaching aids and the use of technology.
- It enables students to learn the techniques of teaching different genres and LSRW skills.
- It also introduces them to different types of testing patterns.

Outcomes:

- Students will learn to know the difference between the curriculum development and the syllabus design.
- Students will understand the different approaches, methods and techniques of teaching English with the use of technology.
- Students are empowered with enhanced language skills with different testing patterns.

Unit I

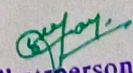
- a) Curriculum Design: Definition; Major Steps in Curriculum Development Process; Process of Curriculum Design: Elements of Curriculum Design, Curriculum Design Team, Curriculum Design Approaches - Topic-Driven Approach and Backward Design Approach, Curriculum Mapping, Use of Bloom's Taxonomy
- b) Models of Curriculum Development: Product Models: Nation and Macalister Model - Outer Circle and Inner Circle; Ralph W. Tyler Model; Process Model: Lawrence Stern house Model
- c) Syllabus Design: Difference between Curriculum and Syllabus, Types of Syllabi: Structural Syllabus, Notional-Functional Syllabus, Task-based Syllabus, Communicative Syllabus; Principles of Designing English Syllabus for ESP Courses - EAP, EST, EOP

Unit II

- a) Classroom Approaches: Teacher Centred Approach: Lecture Method - Advantages and Disadvantages, Learner-Centred Approach: Teaching Large Classes, Team Teaching, Classroom Discussions, Techniques of Pair Work, Group Work, Role Play
- b) Teaching Aids: Use of the Blackboard, Pictures (Charts, Flash Cards, Flannel Board), Flip Charts, OHP, Realia
- c) Using Technology: Use of Audio-Visual systems, Conventional Language Lab, Computer Assisted Language Learning (CALL), Social Media Platforms - Blogs, Facebook, WhatsApp, Podcasts, and YouTube

Unit III

- a) Techniques of Teaching Prose, Poetry, Drama
- b) Teaching Language through Literature - Important Techniques; Stylistic Approaches to the Teaching of Literature: Norm, Deviation, Foregrounding
- c) Designing Language Tasks from Literary Texts (Six tasks-two each from Prose, Poetry and Drama)


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Unit IV

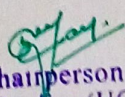
- a) Techniques of Teaching Listening, Reading, and their Sub-skills
- b) Techniques of Speaking, Writing, and their Sub-skills
- c) Error Analysis; Remedial Teaching; Techniques of Teaching Grammar and Vocabulary;

Unit V

- a) Language Testing and Evaluation: Definition of Testing, Difference between Testing and Evaluation; Types of Testing: Achievement Tests, Progress Tests, Diagnostic Tests, Placement Tests, Proficiency Tests; Types of Testing Items; Types of Evaluation: Formative Evaluation, Summative Evaluation
- b) Characteristic Features of an Effective Test: Validity, Reliability, Feasibility / Practicality; Steps to Design a Standard Test; Washback/Backwash Effect
- c) Designing Effective Tests for Listening, Speaking, Reading, Writing, Vocabulary, and Grammar Skills

Suggested Reading

- Bloom, B.S. (1956). *Taxonomy of educational objectives: The classification of educational goals*. New York, NY: Longmans, Green.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: OUP.
- Davies, A. (1990). *Principles of language testing*. Oxford: Blackwell.
- Dodd, B. J. (2020). *Curriculum design processes*. In J. K. McDonald & R. E. West (Eds.), *Design for Learning: Principles, Processes, and Praxis*. EdTech Books. https://edtechbooks.org/id/curriculum_design_process
- Dudley - Evans, T. and St John, M.J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge, UK. Cambridge University Press.
- Hughes, A. (2003). *Testing for language teachers*. Cambridge: Cambridge University Press
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning centred approach*. Cambridge: CUP.
- James, Carl. 1998. *Errors in Language Learning and Use - Exploring Error Analysis*. Essex: Pearson.
- Johnson, K. (1982). *Communicative syllabus design and methodology*. Oxford: Pergamon Press Ltd.
- Jordan, R.R. (1997). *English for specific purposes: A guide and resource book for teacher*. Cambridge; CUPress.
- Kim, D. 2008. *English for occupational purposes*. London: Continuum.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & principles in language teaching*. Oxford: OUP.
- Madsen S. H. (1983). *Techniques in testing*. NY:OUP.
- Nagaraj, G. (1996). *English language teaching: Approaches, methods, and techniques*. Hyderabad: Orient Longman.
- Nation & Macalister (2010). *Language curriculum design*. New York and London: Routledge.
- Richards, J. (2001). *Curriculum Development in Language Teaching*. Cambridge, UK. Cambridge University Press.
- Stenhouse, L. (1975) *An Introduction to curriculum research and development*. London: Heinemann
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.


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Paper II ENG 402: English Fiction (5 Credits)

Objectives:

- This paper helps the students to read the canonical texts of English fiction with reference to the histories of genre, literary movements, historical and cultural contexts.
- It also introduces the students to forms of fiction and helps them to read texts in terms of style, narrative technique, and other fictional devices.

Outcomes:

- Students will be able to read fiction critically making connections between the texts and the historical, cultural and political contexts using different critical and theoretical frameworks.
- They will be also able to engage with issues of gender, class, ideology, power and forms of fiction.

Unit I Background

The Rise of Novel; The Gothic Novel; Realism-Naturalism; Bildungsroman; Stream of Consciousness; Magic Realism

Unit II Daniel Defoe *Robinson Crusoe*
 Jane Austen *Emma*
 Charlotte Brontë *Jane Eyre*

Unit III Charles Dickens *Hard Times*
 Thomas Hardy *Tess of the d'Urbervilles*
 Joseph Conrad *Heart of Darkness*

Unit IV DH Lawrence *Sons and Lovers*
 William Golding *Lord of the Flies*
 Zadie Smith *White Teeth*

Unit V Short Stories

Rudyard Kipling "Lispeth", "Thrown Away"
 HG Wells "The New Accelerator", "The Man Who Could Work Miracles"
 Roald Dahl "The Umbrella Man", "Lamb to the Slaughter"

Suggested Reading

- Auerbach, Eric. *Mimesis: The Representations of Reality in Western Literature*. Princeton UP, 2003.
 Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1961.
 Boulton, Marjorie. *The Anatomy of the Novel*. Routledge and Kegan Paul, 1975.
 Eagleton, Terry. *The English Novel: an Introduction*. Blackwell, 2004.
 Forster, EM. *Aspects of the Novel*. Edward Arnold, 1927.
 Lodge, David. *The Art of Fiction*. Viking, 1992.
 Lubbock, Percy. *The Craft of Fiction*. Jonathan Cape, 1921.
 Lukacs, Georg. *The Theory of the Novel*. MIT Press, 1971.
 Scholes, Robert. *Elements of Fiction*. Oxford UP, 1968.
 Schorer, Mark. "Technique as Discovery". *The Hudson Review*. 1. 1 (1948): 67-87.
 Watt, Ian. *The Rise of the Novel*. Peregrine, 1970.

Paper IV ENG 403(A)

Postcolonial Literature

(4 Credits)

Objectives:

- This paper introduces the students to the historical, political, cultural and textual ramifications of the colonial encounter.
- It introduces the students to various debates concerning empire, colonialism and postcolonialism.

Outcomes:

- Students will be able to critically engage with the issues of empire, eurocentrism, decolonisation and resistance.
- Students will be able to critically read texts from different geographies in terms of the politics of representation, gender, ethnicity and micronarratives of oppression within postcolonial societies.

Unit I Background

Colonialism-Postcolonialism; Decolonization-Neocolonialism; Mimicry-Hybridity; The idea of Empire; Myth-History

Unit II Poetry

Judith Wright

"Eve to Her Daughters", "Bullocky", "Request to a Year"

Phyllis Webb

"Marvel's Garden", "Breaking", "Ah Ghalib ..."

Kamau Brathwaite

"Calypso", "Bread", "Limbo"

Christopher Okigbo

"Overture", "Elegy for Alto", "Banks of Reed"

Unit III Fiction

Chinua Achebe

Things Fall Apart

VS Naipaul

The Mimic Men

Margaret Atwood

*The Edible Woman***Unit IV Drama**

Wole Soyinka

Kongi's Harvest

Derek Walcott


Dream on Monkey Mountain

Drew Hayden Taylor

*alterNatives***Suggested Reading**

- Ashcroft, Bill, Gareth Griffiths, Helen Tiffin, eds. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989.
- . *Key Concepts in Post-Colonial Studies*. London: Routledge, 1998.
- Bhabha, Homi K, ed. *Nation and Narration*. London: Routledge, 1990.
- Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. Oxford: OUP, 2005.
- Chibber, Vivek. *Postcolonial Theory and the Specter of Capital*. London: Verso, 2013
- Fanon, Frantz. *The Wretched of the Earth*. 1963. Trans. Richard Philcox. New York: Grove Press, 2005.
- Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. New Delhi: OUP, 1998.
- Gilbert, Helen, and Joanne Tompkins. *Post-Colonial Drama: Theory, Practice, Politics*. London: Routledge, 1996 .
- King, Bruce. *Post-Colonial English Drama: Commonwealth Drama Since 1960*. New York: St. Martin's Press, 1992.
- . *New National and Post-Colonial Literatures: An Introduction*. New York: Clarendon Press, 1996.
- Loomba, Ania. *Colonialism/Postcolonialism. The New Critical Idiom Series*. London: Routledge, 1998.
- Mongia, Padmini. *Contemporary Postcolonial Theory: A Reader*. London: Bloomsbury Academic, 1996.
- Negri, Antonio and Michael Hardt. *Empire*. Harvard University Press, 2000.
- Ngugi wa Thiong'o. *Decolonizing the Mind: The Politics of Language in African Literature*. London: J. Currey, 1986.
- Rutherford, Anna, Holst Petersen, and H. Maes Jelinek, eds. *From Commonwealth to Post-colonial*. Sydney: Dangaroo Press, 1992.

- Said, Edward. *Orientalism*. New York: Pantheon Books, 1978.
- Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*. Ed. Cary Nelson and Lawrence Grossberg. Urbana: U of Illinois Press, 1988. 271-313.
- Trivedi, Harish and Meenakshi Mukherjee. *Interrogating Post-Colonialism: Theory, Text and Context*. Shimla: Indian Institute of Advanced Studies, 1996.
- Young, Robert JC. *Postcolonialism: A Very Short Introduction*. Oxford: OUP, 2003.


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Paper IV ENG 403(B) English Language and Phonetics (4 Credits)

Objectives:

- This paper introduces the students to understand the speech sounds of English phonology, and to distinguish the sounds of English language.
- It also makes students to know the paralinguistics of the English language.
- It makes the students to understand the concept of kinesics and the morphological elements of the language.

Outcomes:

- Students will be able to know the International Phonetic Alphabet and the speech mechanisms involved in articulating the speech sounds of English language.
- Students will be familiar with the word accent, aspects of connected speech, intonation and other aspects of the English language.
- Students will also be acquainted with the elements of morphology

Unit I

- a) Language as a System of Communication; Features of Human Communication, Differences between Animal and Human Communication
- b) Verbal Communication: Formal and Informal Communication, One way and Two-way Communication
- c) Non-verbal Communication: Aspects relating to body language

Unit II

- a) Articulatory Phonetics: Definition, Organs of Speech, Speech Mechanism (air-stream mechanism)
- b) Classification of English Phonemic Sounds (IPA), Phonemic transcription (word and sentence levels)
- c) Description of Consonant sounds: Place of articulation and Manner of articulation; Vowel Sounds: Monophthongs, Diphthongs, and Triphthongs

Unit III

- a) Word Accent/Stress: Syllable, Primary and Secondary Stress, Rules of Word Stress, Consonant clusters
- b) Aspects of Connected Speech: Weak forms and Elision
- c) Intonation: Tones, Semantic Implications (Functions) of Intonation

Unit IV

- a) Levels of Language Description – Phonology: Definition, Scope and Other Aspects
- b) Morphology: Definition, Scope and Other Aspects
- c) Syntax: Definition, Scope and Other Aspects

Suggested Reading

- Bansal, R. K., & Harrison J.B. (2006). *Spoken English*. Hyderabad: Orient Longman.
- Balasubramanian, T. (2008). *A Textbook of English Phonetics for Indian Students*. Chennai: Macmillan.
- Hedwig, L. (1998). *Body Language: A Guide for Professionals*. New Delhi: Response Books.
- Hockett, C. (1960). *A Course in Modern Linguistics*. London: Macmillan.
- Jones, D. (1992). *The Pronunciation of English*. Cambridge: Cambridge University Press.
- O' Connor, J.D. (1997). *Better English Pronunciation*. New Delhi: UBS.
- Roach, P. (1990). *English Phonetics and Phonology: A Practical Course*. Cambridge: Cambridge University Press.
- Sethi J., Sadanand, K., & Jindal, D. V. (2004). *A Practical Course in English Pronunciation*. New Delhi: PHI.
- Yule, G. (1995). *The Study of Language*. Cambridge: Cambridge University Press.

Objectives

- It introduces the students to elements of film, theories of adaptations and major film theories.
- To enable the students to critically understand the interface between literature and film.

Outcomes

- Students will be able to analyse films critically in the context of film theory, techniques of film making, genre and discourse.
- Students will learn to understand the dynamics of film adaptations of literary texts.

Unit I Background

Narrative Elements (Plot, Character, Point of View, Setting); Mise-en-scene; Cinematography; Montage, Film Genres

Unit II**Essays**

Chidananda Das Gupta

"Indian Cinema Today"

Francesco Casetti

"Adaptation and Mis-adaptations: Film, Literature, and Social Discourses" (from *A Companion to Literature and Film*)

Gaston Roberge

"Film Language" (from *The Subject of Cinema*)**Unit III****Drama and Film**

William Shakespeare

Macbeth

Orson Welles

Macbeth

Henrik Ibsen

A Doll's House

Patrick Garland

*A Doll's House***Unit IV****Fiction and Film**

E M Forster

A Passage to India

David Lean

A Passage to India

Daphne du Maurier

"The Birds"

Alfred Hitchcock

*The Birds***Suggested Reading**

- Abrams, M H. *A Glossary of Literary Terms*. 10th Edn. Cengage Learning, 2011.
- Bazin, Andre. *What is Cinema?* Vols 1 & 2. Univ of California Press, 1967.
- Beja, Morris. *Film and Literature: An Introduction*. Longman, 1979.
- Bluestone, George. *Novels into Film*. Baltimore: Johns Hopkins Press, 1957.
- Benyahia, Sarah Casey and John White. *Film Studies: The Essential Introduction*. Routledge, 2006.
- Boyum, Joy Gould. *Double Exposure: Fiction into Film*. Seagull Books, 1989.
- Cahir, Linda Constanzo. *Literature into Film: Theory and Practical Approaches*. Macfarland, 2006.
- Cartmell, Deborah, ed. *A Companion to Literature, Film and Adaptation*. Blackwell, 2012.
- Cartmell, Deborah and Imelda Whelehan, ed. *The Cambridge Companion to Literature on Screen*. Cambridge University Press, 2007.
- Das Gupta, Chidananda. *Talking About Films*. Orient Longman, 1981.
- Desmond, John and Peter Hawkes. *Adaptation: Studying Film and Literature*. McGraw, 2006.
- Elliott, Kamilla. *Rethinking the Novel/Film Debate*. Cambridge University Press, 2003.
- Gaston, Roberge. *The Subject of Cinema*. Seagull, 1985.
- McFarlane, Brian. *Novel to Film: An Introduction to the Theory of Adaptation*. Oxford- Clarendon, 1996.
- Rajadhyaksha, Ashish and Soyoung Kim. *Cinema, Culture Industry and Political Societies*. Routledge, 2003.
- Ray, Satyajit. *Our Films and Their Films*. Orient Longman, 1976.
- Sikov, Ed., ed. *Film Studies: An Introduction*. Columbia University Press, 2010.
- Stam, Robert and Alessandra Raengo, eds. *A Companion to Literature and Film*. Blackwell, 2006.
- Vaidyanathan, T G. *Hours in the Dark: Essays on Cinema*. Oxford UP, 1999.

Objectives:

- To introduce the students to various discourses of marginality such as disability, caste, aboriginality and Adivasi experience, displacement and exile.
- To enable the students to critically examine the contexts and the emergence of the aboriginal and Adivasi literatures, disability, exilic and fourth world literatures.

Outcomes:

- Students will be able to analyse the texts with an understanding of the historical, social, political and cultural aspects of the aboriginal literature.
- Students will engage with the representation of marginality in literary texts.

Students will be able to explore critically the poetics and politics of marginalization

Unit I Background:

Marginality, Disability and literature; aboriginal literature, adivasi literature, displacement-exile

Unit II	Maria Campbell Scott Momaday Rigoberta Menchu	<i>Halfbreed</i> <i>House Made of Dawn</i> <i>I, Rigoberta Menchu</i>
Unit III	Mahmoud Darwish Oodgeroo Noonuccal (Kath Walker) Josephine Miles	"Earth Presses against Us", "Who Am I, Without Exile?" (from Unfortunately It Was Paradise) "Last of His Tribe" "Sounds Assail Me" "Physiologus", "Doll"
Unit IV	Laxman Gaikwad Temsula Ao Mahasweta Devi Hansda Sowvendra Shekhar	<i>Uchalya</i> (The Branded) Translated by P A Kolharkar "Death of a Hunter". From <i>Laburnum for my Head: Stories</i> "Shishu" (Children) From <i>Women's Writing in India</i> Vol.2, edited by Susie Tharu and K Lalitha "Baso-jhi". From <i>The Adivasi Will Not Dance</i>

Suggested Reading

- Barker, Clare and Stuart Murray, editors. *The Cambridge Companion to Literature and Disability*. Cambridge University Press, 2017.
- Bloom, Harold, editor. *Native American Writers*. Infobase Publishing, 2010.
- Braun, von Joachim and Franz Gatzweiler, editors. *Marginality: Addressing the Nexus of Poverty, Exclusion and Ecology*. Springer, 2014.
- Chakraborty, Madhurima and Umme Al -Wazedi, editors. *Postcolonial Urban Outcasts: City Margins in South Asian Literature*. Routledge, 2017.
- Devi, Mahasweta. *Choti Munda and His Arrow*. Translated by Gayatri Spivak, Blackwell, 1980.
- Devy, G.N. *Painted Words: An Anthology of Tribal Literature*. Penguin, 2002.
- Drferr, Emily, editor. *(Dis)Ability: A Short Story Anthology*. Smashwords, 2018.
- Freire, Paulo. *Pedagogy of the Oppressed*. Penguin, 1970.
- Guru, Gopal, editor. *Humiliation: Claims and Contexts*. Oxford University Press, 2009.
- Hall, Alice. *Literature and Disability*. Routledge, 2016
- Manuel, George and Michael Poslun. *The Fourth World: An Indian Reality*. 1974. University of Minnesota Press, 2019.
- Misra, Tilottama, editor. *The Oxford Anthology of Writings from North-East India* 2 vols. Oxford University

Press, 2011.

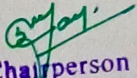
Porter, Joy and Kenneth Roemer, editors. *The Cambridge Companion to Native American Literature*. Cambridge University Press, 2005.

Said, Edward W. *The Question of Palestine*. Vintage, 1992.

---. *After the Last Sky: Palestinian Lives*. Columbia University Press, 1999.

Wheeler, Belinda, editor. *A Companion to Australian Aboriginal Literature*. Camden House, 2013.

Zama, Margaret Ch, editor. *Emerging Literatures from North East India*. Sage, 2013.


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Paper IV ENG 404

Project Work

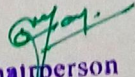
(6 Credits)

Objectives:

- To introduce the students to critical thinking and writing.
- To enable the students to know the basic concepts of academic research.
- It introduces them to the dynamics and mechanics of academic writing and standard academic writing styles (APA and MLA).

Outcomes:

- Students will learn to develop critical thinking and writing skills.
- Students will learn to know the techniques of collecting and analysing the primary and secondary data of research study.
- Students will be able to practice ethics of academic writing and avoid plagiarism.


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