

B.A. (Economics, Public Administration, Sociology) (Program Code :42)

Program Structure

Course code	Course	Internal Assessment	External Exams	Max Marks	Credits
SEMESTER – I					
Part – I					
101ENG21	English – A Course in Communication and Soft Skills	30	70	100	3
102TEL21	Second Language – Telugu – Pracheena Telugu Kavithvam	30	70	100	3
102HIN21	Second Language – Hindi - Prose				
102SAN21	Second Language – Sanskrit – Prose, Poetry & Grammar				
103LSA21	Life Skill Course : Human Values and Professional Ethics	--	50	50	2
104SDE21	Skill Development Courses : Public Relations	--	50	50	2
Part – II					
105ECO21	Economics : Microeconomic Analysis	30	70	100	4
109PAD21	Pub. Adm.: Introduction to Public Administration	30	70	100	4
108SOC21	Sociology: Basic Concepts in Sociology	30	70	100	4
SEMESTER - II					
Part – I					
201ENG21	English – A Course in Reading & Writing Skills	30	70	100	3
202TEL21	Second Language – Telugu – Aadhunika Telugu Sahityam	30	70	100	3
202HIN21	Second Language – Hindi - Prose				
202SAN21	Second Language – Sanskrit – Prose, Poetry & Grammar				
203LSB21	Life Skill Course : Indian Culture and Science	--	50	50	2
204SDF21	Skill Development - Paper – 1 :Survey & Reporting	--	50	50	2
205SDG21	Skill Development - Paper – 2 : Social Work	--	50	50	2
Part – II					
206ECO21	Economics -2 : Macroeconomic Analysis	30	70	100	4
210PAD21	Pub. Adm.: Theories of Public Administration	30	70	100	4
209SOC21	Sociology: Sociology of Indian Society	30	70	100	4
	First Phase of Apprenticeship (Project) Between 1st year and 2nd year	---	100	100	4
SEMESTER - III					
Part – I					
301ENG21	English – A Course in Conversational Skills	30	70	100	3

302TEL21	Second Language – Telugu-Srujanathmaka Rachana				
302HIN21	Second Language – Hindi - Poetry	30	70	100	3
302SAN21	Second Language – Sanskrit -Drama, Upanishad, Alankara and History of Literature				
303LSC21	Life Skill Course : Personality Enhancement and Leadership	--	50	50	2
304LSD21	Life Skill Course : Environmental Education	--	50	50	2
305SDH21	Skill Development : Financial Markets	--	50	50	2
Part – II					
306ECO21	Economics -3 : Development Economics	30	70	100	4
310PAD21	Pub. Adm.: Indian Administration	30	70	100	4
309SOC21	Sociology: Selected Sociological Theories	30	70	100	4
SEMESTER - IV					
401ECO21	Economics - 4 : Economic Development in India and Andhra Pradesh	30	70	100	4
402ECO21	Economics - 5 : Statistical Methods for Economics	30	70	100	4
409PAD21	Pub. Adm.: Indian Administration – Emerging Issues	30	70	100	4
410PAD21	Pub. Adm.: E- Governance in India	30	70	100	4
407SOC21	Sociology: Methods of Social Research	30	70	100	4
408SOC21	Sociology: Rural Sociology and Development	30	70	100	4
	Second Phase of Apprenticeship (Project) Between 2nd year and 3rd year	---	100	100	4
SEMESTER - V					
Skill Enhancement courses					
Economics:					
501ESE21	6 C - Insurance Services	30	70	100	4
502ESE21	7 C- Banking and Financial Services	30	70	100	4
Public Administration:					
509PAE21	6B: Basic Research Writing Skills	30	70	100	4
510PAE21	7B: Personality Development and Communication Skills	30	70	100	4
Sociology:					
507SSE21	6A – Social Demography	30	70	100	4
508SSE21	7A – Social Change in Modern India	30	70	100	4
SEMESTER - VI					
	Third Phase of Apprenticeship- Entire 6th Semester (Project work)	50	150	200	12

English Syllabus-Semester-I

English Praxis Course-I

101ENG21- A Course in Communication and Soft Skills

Learning Outcomes

By the end of the course the learner will be able to :

- Use grammar effectively in writing and speaking.
- Demonstrate the use of good vocabulary
- Demonstrate an understating of writing skills
- Acquire ability to use Soft Skills in professional and daily life.
- Confidently use the tools of communication skills

I. UNIT: Listening Skills

- i. Importance of Listening
- ii. Types of Listening
- iii. Barriers to Listening
- iv. Effective Listening

II. UNIT: Speaking Skills

- a. Sounds of English: Vowels and Consonants
- b. Word Accent
- c. Intonation

III. UNIT: Grammar

- a) Concord
- b) Modals
- c) Tenses (Present/Past/Future)
- d) Articles
- e) Prepositions
- f) Question Tags
- g) Sentence Transformation (Voice, Reported Speech & Degrees of Comparison)
- h) Error Correction

IV. UNIT: Writing

- i. Punctuation
- ii. Spelling
- iii. Paragraph Writing

V. UNIT: Soft Skills

- a. SWOC
- b. Attitude
- c. Emotional Intelligence
- d. Telephone Etiquette
- e. Interpersonal Skills

బి.ఏ., బి.కా., బి.యస్సి., తదితర ప్రోగ్రాములు

అంశం: జనరల్ తెలుగు

సెమిస్టర్-1

102TEL21 - కోర్సు-1 : ప్రాచీన తెలుగు కవిత్వం

యూనిట్ల సంఖ్య: 5

పీరియడ్ల సంఖ్య: 60

✦ అభ్యసన ఫలితాలు:-

ఈ కోర్సు విజయవంతంగా ముగించాక, విద్యార్థులు క్రింది అభ్యసన ఫలితాలను పొందగలరు.

1. ప్రాచీన తెలుగుసాహిత్యం యొక్క ప్రాచీనతను, విశిష్టతను గుర్తిస్తారు. తెలుగుసాహిత్యంలో ఆదికవి నన్నయ కాలంనాటి భాషాసంస్కృతులను, ఇతిహాసకాలం నాటి రాజనీతి విషయాలపట్ల పరిజ్ఞానాన్ని సంపాదించగలరు.
2. శివకవుల కాలంనాటి మతపరిస్థితులను, భాషావిశేషాలను గ్రహిస్తారు. తెలుగు నుడికారం, సామెతలు, లోకోక్తులు మొదలైన భాషాంశాల పట్ల పరిజ్ఞానాన్ని పొందగలరు.
3. తిక్కన భారతంనాటి మత, ధార్మిక పరిస్థితులను, తిక్కన కవితాశిల్పాన్ని, నాటకీయతను అవగాహన చేసుకోగలరు.
4. ఎఱ్ఱన సూక్తివైచిత్రిని, ఇతిహాస కవిత్వంలోని విభిన్న రీతులపట్ల అభిరుచిని పొందగలరు. శ్రీనాథుని కాలం నాటి కవితావిశేషాలను, మొల్ల కవితా విశిష్టతను గుర్తించగలరు.
5. తెలుగు పద్యం స్వరూప-స్వభావాలను, సాహిత్యాభిరుచిని పెంపొందించుకుంటారు. ప్రాచీన కావ్యభాషలోని వ్యాకరణాంశాలను అధ్యయనం చేయడం ద్వారా భాషాసామర్థ్యాన్ని, రచనల మెళకువలను గ్రహించగలరు.

పాఠ్య ప్రణాళిక

యునిట్-I

రాజనీతి - నన్నయ
మహాభారతం-సభాపర్వం-ప్రథమాశ్వాసం-(26-57 పద్యాలు)

యునిట్-II

దక్షయజ్ఞం - నన్నెచోడుడు *వైకృత కౌప ప్రశ్నలు మూత్రమే.*
కుమారసంభవం-ద్వితీయాశ్వాసం-(49-86 పద్యాలు)

యునిట్-III

ధామ్య ధర్మోపదేశము - తిక్కన
మహాభారతం-విరాటపర్వం-ప్రథమాశ్వాసం-(116-146) పద్యాలు

యునిట్-IV

పలనాటి బెబ్బలి - శ్రీనాథుడు (పలనాటి వీరచరిత్ర-ద్విపద కావ్యం పుట 108-112
'బాలచంద్రుడు భీమంబగు సంగ్రామం బొనర్చుట.. (108)..
..... వెఱగంది కుంది' (112) సం. అక్కిరాజు ఉమాకాంతం
ముద్రణ.వి.కె.స్వామి, బెజవాడ 1911.

యునిట్-V

సీతారావణ సంవాదం - మొల్ల
రామాయణము-సుందరకాండము-(40-87 పద్యాలు)

♦వ్యాకరణం

*1036, 1038
1036.*

సంధులు: ఉత్ప, త్రిక, *గ సడద వదో* ద్రుతప్రకృతిక, ముగాగమ, *స వర్ణ, గుణ,* ద్విరుక్తటకారాదేశ, యణాదేశ, వృద్ధి, *శ్చుత్వ,* జశ్య, అనునాసక సంధులు

సమాసాలు: అవ్యయీభావ, తత్పురుష, కర్మధారయ, ద్వంద్వ, ద్విగు, బహువ్రీహి.

అలంకారాలు:

అర్థాలంకారాలు : ఉపమ, ఉత్పేక్ష, రూపక, స్వభావోక్తి, అర్థాంతరవ్యాస, అతిశయోక్తి.
శబ్దాలంకారాలు : అనుప్రాస (వృత్త్యనుప్రాస, ఛేకామప్రాస లాటానుప్రాస, అంత్యానుప్రాస)

ఛందస్సు

వృత్తాలు: ఉత్పలమాల, చంపకమాల, శార్దూలము, మత్తేభము;
జాతులు : కందం, ద్విపద; ఉపజాతులు : ఆటవెలది, తేటగీతి, సీసం మరియు ముత్యాలసరాలు

*Note: I, III, IV యూనిట్ల నుండి మూత్రమే
ద్రుత ప్రకృతిక త్రిక ప్రకృతిక, కౌప
ప ప్రశ్నలకు వృత్త పద్యాలు మూత్రమే
ఇవ్వాలి.*

*CHANDAN
T. Lakshmi B. L. S.
2.2022*

ఆధార గ్రంథాలు:

1. శ్రీమదాంధ్ర మహాభారతము : సభాపర్వము-తిరుమల తిరుపతి దేవస్థానం ప్రచురణ
2. శ్రీమదాంధ్ర మహాభారతము : విరాటపర్వము-తిరుమల తిరుపతి దేవస్థానం ప్రచురణ
3. కుమార సంభవం - నన్నెచోడుడు
4. పలనాటి వీరచరిత్ర - శ్రీనాథుడు
5. రామాయణము - మొల్ల

✦ సూచించబడిన సహపాఠ్య కార్యక్రమాలు:

1. నన్నయ్య, తిక్కన, ఎఱ్ఱన మొదలైన ప్రసిద్ధ కవుల పాఠ్యాంశేతర పద్యాలను ఇచ్చి, విద్యార్థులచేత సమీక్షలు రాయించడం; అయా పద్యాల్లోని యతిప్రాసాది ఛందోవిశేషాలను గుర్తింపజేయడం.
2. విద్యార్థులచేత పాఠ్యాంశాలకు సంబంధించిన వ్యాసాలు రాయించడం (సెమినార్/అసైన్ మెంట్)
3. ప్రాచీన పాఠ్యాంశాలలోని సమకాలీనతను గూర్చిన బృంద చర్చ, ప్రాచీన సాహిత్యాన్ని నేటి సామాజిక దృష్టితో పునర్మూల్యాంకనం చేయించడం.
4. చారిత్రక, సాంస్కృతిక అంశాలకు సంబంధించిన పర్యాటక ప్రదేశాలను సందర్శించడం.
5. వ్యక్తిగత/బృంద ప్రాజెక్టులు చేయించడం. ప్రశ్నాపత్ర నిర్మాతలకు సూచనలు ప్రతిపదార్థ పద్యాలు, కంఠస్థ పద్యాలు “రాజనీతి, దక్షయజ్ఞం, ధౌమ్య ధర్మోపదేశం, సీతారావణ సంవాదం” అనే నాలుగు పాఠ్యాంశాల నుండి మాత్రమే ఇవ్వాలి.

ACHARYA NAGARJUNA UNIVERSITY
Hindi Syllabus from the Academic Year 2020-21
B.A., B.Com., BBA & B.Sc. FIRST YEAR SEMESTER - I
SECOND LANGUAGE - HINDI

102HIN21 - PROSE - 1) GADYA SANDESH - V.L. Narasimha Sinha
2) KATHALOK - Dr. Ghanshyam

Unit-I : गद्य संदेश (Prose)

1. साहित्य की महत्ता - महावीर प्रसाद द्विवेदी
2. मित्रता - आचार्य रामचंद्र शुक्ल
3. वही की वही बात - रमेश बख्शी

Unit-II : कथा लोक (Short Stories)

1. मुक्तिधन - मुन्शी प्रेमचंद
2. उसने कहा था - चन्द्रधर शर्मा गुलेरी
3. पुरस्कार - जयशंकर प्रसाद

Unit-III : अनुवाद (Translation)

कार्यालयीन शब्दावली (Official Terminology)

प्रशासनिक शब्दावली (Administrative Terminology)


(अंग्रेजी से हिन्दी में - English to Hindi)

Unit-IV : व्याकरण (Grammar)

1. लिंग, वचन, काल, वाच्य, कारक
2. विलोम शब्द
3. शब्दों का वाक्यों में प्रयोग

Unit - V : पत्र लेखन (Letter Writing): वैयक्तिक पत्र (Personal letters)

1. हिन्दी सीखने की आवश्यकता को बताते हुए छोटी बहन के नाम पर पत्र।
2. विहार यात्रा का वर्णन करते अपने मित्र के नाम पर पत्र।
3. शुल्क भरने के लिए पैसे भेजने अपने पिता के नाम पर पत्र।


Dr. G. VIJAYA RATNA KUMAR
Assistant Professor
Department of Hindi (U.G.)
Acharya Nagarjuna University
Rajamahendravaram, Andhra Pradesh

CBCS SEMESTER WISE SYLLABUS

Part I (B) Subject : SANSKRIT

SEMESTER – I

102SAN21 - PAPER – I : POETRY, PROSE & GRAMMAR . (w.e.f. 2020-21)

- UNIT – I OLD POETRY:**
1. "Arya Padukabhishekaha",
Valmiki Ramayanam- Ayodhya Kanda, Sarga-100 Geetha Press,
Gorakhpur.
 2. "YakshaPrasnaha", Mahabharatam of Vedavyasa,
Vanaparva, Adhyaya -313, Geeta Press, Gorakhpur.

- UNIT – II MODERN POETRY:**
1. "Mevada Rajyastapanam" 4th Canto, Srimat Pratapa
Ranayanam, Mahakavyam, Pt.Ogeti Parikshit sarma,
Published by, Pt.Ogeti Parikshitsarma, 10/11,
Sakal nagar, Pune, 1989.

2. "VivekanandaSuktayaha", Vivekanandasuktisudha by
Dr.SamudralaLakshmanaiah, Published by Author, 18-1-84,
Yasoda Nagar, Tirupati. Selected Slokas 25.

- UNIT – III PROSE:**
1. "Atyutkataihi papapunyairihaiva phalamsnute",
Hitopadesaha-Mitralabha 2 & 3 stories, Pages 61-84.
 2. "Sudraka -Veeravarakatha", Hitopadesaha-Vigraham,
8th story, Pages 63-70, Chowkhamba krishadas
academy, Varanasi, 2006.

- UNIT - IV GRAMMAR:**
1. **DECLENSIONS** Nouns ending in vowels
Deva, Kavi, Bhanu, Dhatru, Pitru, Go, Ramaa, Mati.

2. CONJUGATIONS

1st Conjugation - Bhoo, Gam, Shtha, Drusir, Labh, Mud.

2nd Conjugation - As. 10th Conjugation – Bhaash.

- UNIT – V GRAMMAR:**
1. **SANDHI - Swara Sandhi** : Savarnadeergha, ayavayava,
Guna, Vruddhi, yaanadesa.

-**Halsandhi**: Schutva, Stutva, Anunasika. 2. **SAMASA**

Dwandwa, Tatpurusha, Karmadharaya,, Dwigu.

103LSA21 - HUMAN VALUES AND PROFESSIONAL ETHICS (HVPE)

(SYLLABUS)

Learning Outcome:

On completion of this course, the UG students will be able to

- ✓ Understand the significance of value inputs in a classroom and start applying them in their life and profession
- ✓ Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.
- ✓ Understand the value of harmonious relationship based on trust and respect in their life and profession
- ✓ Understand the role of a human being in ensuring harmony in society and nature.
- ✓ Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

UNIT: 1 Introduction – Definition, Importance, Process & Classifications of Value Education

- ❖ Understanding the need, basic guidelines, content and process for Value Education
- ❖ Understanding the thought provoking issues; need for Values in our daily life
- ❖ Choices making – Choosing, Cherishing & Acting
- ❖ Classification of Value Education: understanding Personal Values, Social Values, Moral Values & Spiritual Values.

UNIT: 2 Harmony in the Family – Understanding Values in Human Relationships

- ✓ Understanding harmony in the Family- the basic unit of human interaction
- ✓ Understanding the set of proposals to verify the Harmony in the Family;
- ✓ Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship
- ✓ Present Scenario: Differentiation (Disrespect) in relationships on the basis of body, physical facilities, or beliefs.
- ✓ Understanding the Problems faced due to differentiation in Relationships
- ✓ Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals
- ✓ Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyawastha*)- from family to world family.

UNIT: 3 Professional Ethics in Education

- ✓ Understanding about Professional Integrity, Respect & Equality, Privacy, Building Trusting Relationships.
- ✓ Understanding the concepts; Positive co-operation, Respecting the competence of other professions.
- ✓ Understanding about Taking initiative and Promoting the culture of openness.
- ✓ Depicting Loyalty towards Goals and objectives.

Text Books:

R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

Bhatia, R. & Bhatia, A (2015) Role of Ethical Values in Indian Higher Education.

References:

- Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, U
- E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
- Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
- Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome’s report, Universe Books.
- A Nagraj, 1998, Jeevan Vidya EkParichay, Divya Path Sansthan, Amarkantak.
- P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
- A N Tripathy, 2003, Human Values, New Age International Publishers.

Mode of Evaluation:

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam.

Co curricular Activities:

1. Visit to an Old Age Home and spending with the inmates for a day.
2. Conduct of Group Discussions on the topics related to the syllabus.
3. Participation in community service activities.
4. Working with a NGO like Rotary Club or Lions International, etc.

A.P. State Council of Higher Education
B.A., B. Com & B. Sc Programmes

Revised CBCS w.e.f 2020-21

SKILL DEVELOPMENT COURSES

(To be offered from Semesters I to IV)

Arts Stream

104SDE21 - **PUBLIC RELATIONS**

Total 30 hrs (02 h/wk, 02 Cr & Max 50 Marks)

Course Outcomes:

After successful completion of this course, the student will be able to:

1. *Understand the historical background and role Public Relations in various areas*
2. *Have insight into the use of the technological advancements in Public Relations*
3. *Comprehend tools of Public Relations in order to develop the required skills.*
4. *Understand the ethical aspects and future of Public Relations in India*
5. *Develop writing skills for news papers and creation of Blogs.*

Syllabus:

Unit I 06 Hrs	Public Relations-Meaning, Definition, Nature and Scope, Historical Background, Technological and Media Revolution and Role in Business, Government, Politics, NGOs and Industry.
Unit II 10 Hrs	Concepts of Public Relations-Press, Publicity, Lobbying, Propaganda, Advertising, Sales Promotion and Corporate Marketing Services, Tools of Public Relations-Press Conferences, Meets, Press Releases, Announcements, Webcasts
Unit III 10 Hrs	Public Relations and Mass Media, Present and future of Public Relations in India, Ethics of Public Relations and Social Responsibility, Public Relations and Writing-Printed Literature, Newsletters, Opinion papers and Blogs

Co-curricular Activities Suggested: (04 Hrs)

1. Invited lecture by local field expert/ eminent personality on Public Relations
2. Visit to Press
3. Opinion Survey, Media Survey and Feedback
4. Case Studies
5. Organising mock press conferences, exhibitions
6. Assignments, Group discussion, Quiz etc.

Reference Books:

1. Brown, Rob, Public Relations and the Social Web, Kogan Page India, New Delhi, 2010.
2. Cutlipscottetal, Effective Public Relations, London, 1995.
3. Black Sam, Practical Public Relations, Universal Publishers, 1994.
4. S.M.Sardana, Public Relations: Theory and Practice.
5. J.V.Vilani, Public Relations in India: New Tasks and Responsibilities, SAGE Publications India Pvt Ltd, New Delhi 2011.
6. Websites on Public relations.

SEMESTER – I :: COURSE - I
105ECO21-MICROECONOMIC ANALYSIS
NO. OF CREDITS: 4

LEARNING OUTCOMES FOR THE COURSE

At the end of the course, the student is expected to demonstrate the following cognitive abilities and psychomotor skills.

1. Remembers and states in a systematic way (Knowledge)
 - a. the differences between microeconomic analysis and macroeconomic analysis
 - b. various laws and principles of microeconomic theory under consumption,
2. Explains (understanding)
 - a. various terms and concepts relating to microeconomic analysis with the help of examples of real life
 - b. consumer's equilibrium and consumer's surplus using indifference curve analysis.
 - c. various laws and principles of consumption, production, and income distribution
 - d. determination of price and output discriminating different market conditions in short term and long term
3. Critically examines using data and figures (analysis and evaluation)
 - a. various laws and principles of microeconomic analysis and market conditions
 - b. application of the concept of demand elasticity and its relation with Average and Marginal Revenue
 - c. the relationship between average and marginal cost/revenue both in long term and
4. Draws critical diagrams and graphs to explain and examine the application of various laws and principles of microeconomic analysis

Module–1: Economic Analysis and Methodology

Economics – Definitions of Economics - Micro and Macro Analysis - Micro economic analysis – Scope and Importance -Principles of Microeconomics : Allocation of Resources - Optimization, Equilibrium and Marginal analysis -Rationality

Module -2: Theory of Consumption

Concept of Demand -Factors determining demand - Law of Demand - reasons and exceptions - Elasticity of Demand -Cardinal and Ordinal utility - Indifference Curve analysis : Properties of Indifference curves, Indifference Curve Map -Marginal Rate of Substitution - Budget Line - Consumer Equilibrium under Indifference Curve Analysis – PE-IE+SE.

Module -3: Theory of Production

Production Function : Cobb- Douglas Production Function -Law of Variable Proportions -Laws of Returns to Scale - Economies of large scale - Concepts of Cost - Total, Average and Marginal Costs - Law of Supply - Concept of Revenue : Total, Average and Marginal Revenues - Relation between Average and Marginal Revenues and elasticity of Demand.

Module-4: Theory of Exchange

Concepts of Market : Criteria for Classification of Markets - Perfect Competition– Conditions, Price and Output determination ; Monopoly : Conditions, Price and Output Determination - Price Discrimination; Monopolistic Competition - Assumptions - Price and output determination - Selling Costs ; Oligopoly - Kinky demand curve and Price rigidity

Module - 5: Theory of Distribution

Marginal Productivity Theory of Distribution - Concept of Rent - Ricardian Theory of Rent – Marshall's concepts of Economic Rent and Quasi Rent; Theories of Wage Determination: Subsistence Theory and Standard of Living Theory - Modern Theory of Wages; Classical Theory of Interest -Loanable Funds Theory of Interest -Liquidity Preference Theory of Interest; Theories of Profit: Risk and Uncertainty, Dynamic and Innovations Theories.

Reference Books:

1. A. Koutsoyiannis, *Modern Microeconomics* – Macmillan, London.
2. A. W. Stonier and D.C. Hague, *A Text book of Economic Theory* - ELBS & Longman Group, London.
3. H. L. Ahuja, *Advanced Economic Theory*, S. Chand, 2004.
4. P. N. Chopra, *Principles of Economics*, Kalyani Publishers, Ludhiana, 2018.
5. H.S. Agarwal: *Principles of Economics*.
6. P.A Samuelson & W.D. Nordhaus - *Macroeconomics*, Tata McGraw Hill, 18/e, 2005
7. M. L. Seth, *Microeconomics*, Lakshmi Narayan Agarwal, 2006.
8. D.M. Mithani & G.K. Murthy, *Fundamentals of Business Economics*, Himalaya Publishing, 2007.
9. *Telugu Academi Publications on Microeconomics*.
10. *Microeconomics*, Spectrum Publishing House, Hyderabad, 2017.

Recommended Co-curricular Activities:

1. Assignments and Student Seminars on themes of critical appreciation of microeconomic theory and relevant issues of current importance in Indian and AP economies
2. Quiz testing the understanding and application of various microeconomic concepts and theories
3. Group Study projects on the trends in the demand, supply and prices of goods and services in the local markets
4. Survey and analysis of data published in the Economic Survey of GOI and the Socio-economic survey of the State Government relevant to microeconomic aspects.
(Assignments preferably for all students in each semester. In respect of others, as far as possible, all students shall participate in each of the co-curricular activity by the end of fourth semester, @ roughly a fourth of total students in each semester)

SEMESTER – I

109PAD21 - INTRODUCTION TO PUBLIC ADMINISTRATION (PA-1)

UNIT – I

Public Administration as a Discipline: Meaning, Nature, Scope, Dimensions and Significance of the discipline and its relations with Political Science, Management, Law and Economics. Public and Private Administration. Evolution of Public Administration, Minnowbrook Conferences (I, II & III)

UNIT – II

Growth and Trends in Public Administration: New Public Administration (NPA), New Public Management (NPM), Globalization and Public Administration, Paradigm Shift from Government to Governance.

UNIT – III

Organization and its Principles: Organization: Meaning, Basis and Forms of Organizations. Principles of Organization: Hierarchy, Unity of Command, Span of Control, Coordination, Authority and Responsibility, Supervision and Control, Centralization, Decentralization and Delegation.

UNIT-IV

Chief Executive: Chief Executive: Meaning, Types, Functions and Role; Line, Staff and Auxiliary Agencies.

UNIT-V

Administrative Behaviour: Decision Making, Communication, Leadership-Types and Functions.

Learning outcomes

1. Awareness about the evolution and growth of the discipline of Public Administration.
2. Learning of basic principles and approaches of Public Administration.
3. Theoretical clarity of basic concepts and dynamics (both ecological and others) relating to Public organizations.

Recommended Readings:

Avasthi, A and Maheshwari, S R (2013) Public Administration. Lakshmi Narain Agarwal:

Agra

Basu, Rumki (2008) Public Administration: Concepts and Theories. Sterling Publishers: New

Delhi

Bhagwan, Vishnoo; Bhushan, Vidhya and Mohla, Vandana (2010) Public Administration. S.

Chand: Jalandhar

Bhambri, C. P. (2010) Public Administration Theory and Practice(21stEdition). Educational

Publishers: Meerut

Bhattacharaya, Mohit (2008) New Horizons of Public Administration. Jawahar Publishers

and Distributors: New Delhi

Bhattacharya, Mohit (2000) Public Administration. World Press: Calcutta

Henry, Nicholas(2013). Public Administration and Public Affairs (13thEdition). Taylor and

Francis: New York

Denhardt, Janet V and Denhardt, Robert B (2015) The New Public Service: Serving, Not

Steering (4th Edition). Routledge: New York

PROGRAMME: THREE-YEAR B.A.
(With History, Political Science and Sociology Disciplines)

Course Code:

Domain Subject: Sociology
Semester-wise Syllabus under CBCS
I Year B. A. –Semester – I

108SOC21 - **Course1 : Basic Concepts in Sociology**

Learning Outcomes:

After successful completion of this course, the student will be able to:

- The Course will provide students with a solid grounding in the fundamentals of the sociology discipline
- To understand the basic concepts in sociology and their fundamental theoretical interrelations
- Students will be able to define the relevance of the concepts like, culture, social structure, institutions, race/ethnicity, gender and class.

Unit - 1. Introduction to Sociology: Definition of Sociology – Nature and Scope of Sociology –Origin and development of Sociology – Founding fathers and their contributions: Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim and Max Weber – Sociology and other social sciences – Sociology in India – Importance of Sociology.

Unit - 2. Human Society and Culture: Human society, Definition, characteristics and functions – Individual and society- Culture and Personality- Heredity and Environment

Unit - 3. Structure of Human Society: Social groups and its major types – Community – Association – Institution – Status and Role – Norms, Values and Customs

Unit - 4. Socialization, Social Control & Social Change: Concept of Socialization – Theories of development of ‘Self’ of G.H. Mead, C.H. Cooley and Sigmund Freud – Agencies of Socialization: Family, School, Religion, Peer group, Community and Government- Social Control: Concept of Social Control – Means of Social Control: Formal and Informal means.- Concept of Social Change – Theories and Factors of Social Change

Unit - 5. Social Stratification: Social Differentiation – Social Stratification: Class, Caste,

References:

- C.N. Shankar Rao : Sociology Principles of Sociology with an introduction to Social thought, S. Chand & Co. Ltd., New Delhi.
- T. B. Bottomore : Sociology A Guide to Problems and Literature Blackie & Son (India) Ltd., / S. Chand & Co. Ltd., New Delhi.
- Alex Thio : Sociology Inkeles, Alex : What is Sociology? Prentice Hall of India, New Delhi
- Peter Worsley (Ed) : Introducing Sociology Penguin Books.

M. Haralmbos with R.M. Heald : Sociology Themes & Perspectives Oxford University Press,

Suggested Co-Curricular Activities:

- Book Reading
- Student seminars
- Quiz Programmes
- Individual / Group Field Studies
- Group Discussions on topics covered by syllabus
- Co-operative learning
- For effective teaching and meaningful learning, illustrations may be drawn from relevant empirical studies.
- Conscious effort should be made to drive home the relevance and significance of sociology for understanding society and in attempting to solve its problems.
- Examinations (Scheduled and surprise tests)

English Syllabus-Semester-II

English Praxis Course-II

201ENG21 -A Course in Reading & Writing Skills

Learning Outcomes

By the end of the course the learner will be able to :

- Use reading skills effectively
- Comprehend different texts
- Interpret different types of texts
- Analyse what is being read
- Build up a repository of active vocabulary
- Use good writing strategies
- Write well for any purpose
- Improve writing skills independently for future needs

I. UNIT

Prose	: 1. How to Avoid Foolish Opinions Bertrand Russell
Skills	: 2. Vocabulary: Conversion of Words : 3. One Word Substitutes : 4. Collocations

II. UNIT

Prose	: 1. The Doll's House	Katherine Mansfield
Poetry	: 2. Ode to the West Wind	P B Shelley
Non-Detailed Text	: 3. Florence Nightingale	Abrar Mohsin
Skills	: 4. Skimming and Scanning	

III. UNIT

Prose	: 1. The Night Train at Deoli	Ruskin Bond
Poetry	: 2. Upagupta	Rabindranath Tagore
Skills	: 3. Reading Comprehension : 4. Note Making/Taking	

IV. UNIT

Poetry	: 1. Coromandel Fishers	Sarojini Naidu
Skills	: 2. Expansion of Ideas : 3. Notices, Agendas and Minutes	

V. UNIT

Non-Detailed Text	: 1. An Astrologer's Day	R K Narayan
Skills	: 2. Curriculum Vitae and Resume : 3. Letters : 4. E-Correspondence	

బి.ఏ., బి.కా., బి.యస్.సి., తదితర ప్రోగ్రాములు

అంశం: జనరల్ తెలుగు

సెమిస్టర్-2

202TEL21 - కోర్సు-2 : ఆధునిక తెలుగు సాహిత్యం

యూనిట్ల సంఖ్య:5

పీరియడ్ల సంఖ్య:60

◆ అభ్యసన ఫలితాలు:-

ఈ కోర్సు విజయవంతంగా ముగించాక, విద్యార్థులు క్రింది అభ్యసన ఫలితాలను పొందగలరు.

1. ఆంగ్లభాష ప్రభావం కారణంగా తెలుగులో వచ్చిన ఆధునిక సాహిత్యాన్ని, దాని విశిష్టతను గుర్తిస్తారు.
2. సమకాలీన ఆధునిక సాహిత్య ప్రక్రియలైన “వచన కవిత్వం, కథ, నవల, నాటకం, విమర్శ”లపై అవగాహన పొందుతారు.
3. భావకవిత, అభ్యుదయ కవితాలక్ష్యాలను గూర్చిన జ్ఞానాన్ని పొందుతారు. అస్తిత్వవాద ఉద్యమాలపుట్టుకను, ఆవశ్యకతను గుర్తిస్తారు.
4. కథాసాహిత్యం ద్వారా సామాజిక చైతన్యాన్ని పొందుతారు. సిద్ధాంతాల ద్వారా కాకుండా, వాస్తవ పరిస్థితులను తెలుసుకోవడం ద్వారా సిద్ధాంతాన్ని సమీక్షించగలరు.
5. ఆధునిక తెలుగు కల్పనాసాహిత్యం ద్వారా సామాజిక, సాంస్కృతిక, రాజకీయ చైతన్యాన్ని పొందుతారు.



CHAIRMAN
TELUGU B.E.-2.

పాఠ్య ప్రణాళిక

యూనిట్-I : ఆధునిక కవిత్వం

1. ఆధునిక కవిత్వం- పరిచయం
2. కొండవీడు - దువ్వూరి రామిరెడ్డి
(‘కవికోకిల’ గ్రంథావళి-ఖండకావ్యాలు-నక్షత్రమాల సంపుటి నుండి)
3. మాతృసంగీతం - అనిసెట్టి సుబ్బారావు (‘అగ్నివీణ’ కవితాసంపుటి నుండి)
4. ‘తాతకో నూలుపోగు’ - బండారు ప్రసాదమూర్తి (‘కలనేత’ కవితాసంపుటి నుండి)

యూనిట్-II: కథానిక

5. తెలుగు కథానిక - పరిచయం
6. భయం (కథ) - కాళీపట్నం రామారావు
7. స్వేదం ఖరీదు....? - (కథ) - రెంటాల నాగేశ్వరరావు

యూనిట్-III: నవల

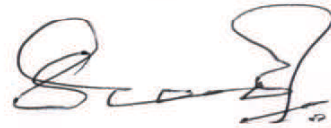
8. తెలుగు ‘నవల’ - పరిచయం
9. రథచక్రాలు (నవల) - మహీధర రామ్మోహన రావు (సంక్షిప్త ఇతివృత్తం మాత్రం)
10. రథచక్రాలు (సమీక్షా వ్యాసం) - డా॥ యల్లాప్రగడ మల్లికార్జునరావు

యూనిట్-IV: నాటకం

11. తెలుగు ‘నాటకం’ - పరిచయం
12. యక్షగానము (నాటిక) - ఎం.వి.ఎస్. హరనాథరావు.
13. “అపురూప కళారూపాల విధ్వంసదృశ్యం ‘యక్షగానము’ (సమీక్షా వ్యాసం)”
-డా॥కందిమళ్ళసాంబశివరావు

యూనిట్-V: విమర్శ

14. తెలుగు సాహిత్య విమర్శ - పరిచయం
15. విమర్శ-స్వరూప స్వభావాలు; ఉత్తమ విమర్శకుడు-లక్షణాలు



Chairman

Tel. R.S. S.

ఆధార గ్రంథాలు/వ్యాసాలు:

1. ఆధునిక కవిత్వం-పరిచయం : చూ. 'దృక్పథాలు' పుట 1-22, ఆచార్య ఎస్వీ. సత్యనారాయణ
2. తెలుగు కథానిక-పరిచయం : చూ. మన నవలలు-మన కథానికలు, పుట 118-130,
ఆచార్య రాచపాళెం చంద్రశేఖర రెడ్డి
3. తెలుగు నవల-పరిచయం : చూ. నవలాశిల్పం, పుట 1-17, వల్లంపాటి వెంకటసుబ్బయ్య
4. తెలుగు నాటకం-పరిచయం : చూ. తెలుగు నాటకరంగం, పుట 17-25 ఆచార్య ఎస్.గంగప్ప
5. తెలుగుసాహిత్య విమర్శ-పరిచయం: చూ.తెలుగుసాహిత్య విమర్శ-నాడు,నేడు పుట 213-217
తెలుగువాణి, అయిదవ అఖిలభారత తెలుగు మహాసభల ప్రత్యేక సంచిక
ఆచార్య జి.వి.సుబ్రహ్మణ్యం
6. నూరేళ్ళ తెలుగు నాటక రంగం - ఆచార్య మొదలి నాగభూషణశర్మ
7. నాటకశిల్పం - ఆచార్య మొదలి నాగభూషణశర్మ
8. సాంఘిక నవల-కథన శిల్పం - ఆచార్య సి.మృణాళిని.

✦ సూచించబడిన సహపాఠ్య కార్యక్రమాలు:

1. ఆధునిక కవిత్వానికి సంబంధించిన కొత్త కవితలను/అంశాలను ఇచ్చి, విద్యార్థులచేత
వాటిమీద అసైన్మెంట్లు రాయించడం
2. పాఠ్యాంశాలకు సంబంధించిన విషయాలపై వ్యాసాలు రాయించడం (సెమినార్/అసైన్మెంట్)
3. తెలుగు సాహిత్యంలోని ప్రసిద్ధ కథలపై, కవితలపై సమీక్షలు రాయించడం.
4. ఆధునిక పద్యనిర్మాణ రచన చేయించడం.
5. విద్యార్థులను బృందాలుగా విభజించి, నాటకలపై/నవలలపై సమీక్షలు రాయించడం.
6. సాహిత్యవ్యాసాలు సేకరించడం, బృందచర్చ నిర్వహించడం, క్షేత్రపర్యటనలు.
7. ప్రసిద్ధుల విమర్శావ్యాసాలు చదివించి, వాటిని విద్యార్థుల సొంత మాటల్లో రాయించడం.
8. పాఠ్యాంశాలపై స్లీయ విమర్శావ్యాసాలు రాయించడం.

ACHARYA NAGARJUNA UNIVERSITY

Hindi Syllabus from the Academic Year 2020-21

B.A., B.Com., BBA & B.Sc. FIRST YEAR SEMESTER - II

SECOND LANGUAGE - HINDI

202HIN21 - PROSE - 1) GADYA SANDESH - V.L. Narasimha Sinha

2) KATHALOK - Dr. Ghanshyam

Unit-I : गद्य संदेश (Prose) :

1. भारत एक है - रामधारी सिंह 'दिनकर'
2. बेईमानी की परत - हरिशंकर परसाई
3. एच.आई.वी. / एड्स - डॉ. प्रकाश भातल बंडे

Unit-II : कथा लोक (Short Stories) :

1. भूख हड़ताल - श्री बालशौरी रेड्डी
2. परमात्मा का कुत्ता - मोहन राकेश
3. वापसी - उषा प्रियंवदा

Unit-III : अनुवाद (Translation)

कार्यालयीन हिन्दी (Functional Hindi)

प्रशासनिक शब्दावली (Administrative Terminology)


(हिन्दी से अंग्रेजी में) (Hindi to English)

Unit-IV : व्याकरण (Grammar)

1. वाक्यों को शुद्ध कीजिए
2. संधि विच्छेद
3. शब्दों का वाक्यों में प्रयोग

Unit - V : पत्र लेखन (Letter Writing) : शिकायती, आवेदन पत्र

1. नौकरी के लिए आवेदन पत्र।
2. नगर पालिका के अधिकारी के नाम शिकायती पत्र।
3. पुस्तक विक्रेता के नाम पर पत्र।


Dr. G. VIJAYA RATNA KULKARNI
CHAIRMAN
Board of Studies, Hindi & Urdu (U.G.)
Acharya Nagarjuna University
Nagarjuna Nagar-522 510.

CBCS SEMESTER WISE SYLLABUS

Part I (B) Subject : SANSKRIT

SEMESTER – II

202SAN21 - PAPER – II : POETRY, PROSE & GRAMMAR.

- UNIT – I OLD POETRY:
- 1."Indumateeswayamvaram", Raghuvamsam of kalidasa, 6thcanto, Chowkhamba krishadas academy, Varanasi-2012.
 2. "Deekshaapradanam", Buddacharitam of Aswagosha, 16thcanto. Selected verses.
- UNIT – II MODERN POETRY:
1. "Gangavataranam", Bhojas Champu Ramayanam, Balakanda.
 2. "Mohapanodaha", 4th cant. Dharma Souhrudam by P.Pattabhi Ramarao, , Published by Author, Ramanth Nagar.
 3. "VandeKasmeerabharatam", by Doolypala Ramakrishna from Samskrita pratibha, sahitya academy , New Delhi -2018.
- UNIT – III PROSE:
1. "Avantisundarikatha", 5th Chapter. Dasakumara Charitam, Purva peetika.
 2. "Charudattacharitam", Bhasakathasaraha by Y.Mahalingasastry.
- UNIT - IV GRAMMAR:
1. DECLENSIONS :Nouns ending in vowels
Nadee, Janu, vadhoo, Matru, Phala, Vaari & Madhu.
 2. CONJUGATIONS
III Conjugation- Yudh, IV Conjugation- Ish, VIII Conjugation- Likh, Kru, IX Conjugation-Kreen X, Conjugation-Kath, Ram, Vand.
- UNIT – V GRAMMAR:
1. SANDHI - Halsandhi : Latva, Jastva
-Visarga sandhi: Utva, Visargalopa, Rephadesa, Ooshma.
 - 2.SAMASA
Avyayeebhava, Bahruvrihi.

A.P. State Council of Higher Education
B.A., B. Com & B. Sc Programmes

Revised CBCS w.e.f 2020-21

LIFE SKILL COURSE

203LSB21 - **Indian Culture & Science**

Total 30 hrs (02 h/wk, 02 Cr & Max 50 Marks)

Learning Outcomes:

By successful completion of the course, students will be able to:

1. Understand the evolution of India's culture
2. Analyze the process of modernization of Indian society and culture from past to future
3. Comprehend objective education and evaluate scientific development of India in various spheres
4. Inculcate nationalist and moral fervor and scientific temper

Syllabus:

Unit – I: Unity in Diversity in India: (09 hrs)

Coexistence of various religions since ancient times - Hinduism, Buddhism, Jainism and Atheism, and later Sikhism, Islam and Christianity

The Bhakti (Vishnavite and Saivaite) and Sufi Movements

The concepts of seela, karuna, kshama, maitri, vinaya, santhi and ahimsa Achievements in Literature, Music, Dance, Sculpture and Painting - Craftsmanship in cloth, wood, clay, metal and ornaments

Cultural diversity, Monogamy, Family system, Important seasonal festivals

Unit – II: Social Reforms and Modern Society: (09 hrs)

Reforms by Basaveswara - Raja Rama Mohan Roy – Dayananda Saraswathi –Swamy Vivekananda –Mahatma Gandhi - B. R. Ambedkar - Reforms in Andhra by Vemana, Veerabrahmam, Gurajada, Veeresalingam and GurramJashua (only reforms in brief, biographies not needed)

Modern Society: Family unity, Community service, Social Harmony, Civic Sense, Gender Sensitivity, Equality, National Fervor

Unit – III: Science and Technology: ((09 hrs)

Objectivity and Scientific Temper – Education on Scientific lines (Bloom's Taxonomy) - Online Education

Developments in Industry, Agriculture, Medicine, Space, Alternate Energy, Communications, Media through ages

Co-curricular Activities Suggested: (03 hrs)

1. Assignments, Group discussions, Quiz etc
2. Invited Lecture by a local expert
3. Visit to a scientific institutions, local heritage sites, museums, industries etc

Reference Books:

1. History of India and Culture (Upto 1526 A.D), Telugu Academy
2. History of India and Culture (1526 A.D to 1964), Telugu Academy
3. Basham, A.L (ed), A Cultural History of India
4. Hana S. Noor Al-Deen&J.A.Hendricks, Social Media : Usage and Impact
5. Bipan Chandra, Aditya Mukherjee, Mridula Mukherjee, India After Independence
6. S.K.Thakur, ISRO: History and Acheivements
7. V. Ramakrishna, Social Reform Movement Andhra, Vikas Publications

A.P. State Council of Higher Education
B.A., B. Com & B. Sc Programmes

Revised CBCS w.e.f. 2020-21

SKILL DEVELOPMENT COURSES

Arts Stream

204SDF21 - SURVEY & REPORTING

Total Hours : 30 (2h/w), Credits : 02, Max Marks: 50.

Learning Outcomes:

After successful completion of this course, the student will be able to:

- 1. Understand the basics of survey and reporting needs and methods*
- 2. Comprehend designing of a questionnaire*
- 3. Conduct a simple and valid survey and Collect data*
- 4. Organize and interpret data and Prepare and submit report.*

Syllabus:

- Unit I** Survey: Meaning and Definition –Identifying need for survey - Identifying
08Hrs Sample –Characteristics of Sample - Types of Survey – Survey Methods –
Advantages and Disadvantages of Survey – Essential Steps in Survey – Online
Survey.
- Unit II** Preparing Questionnaire: Types and Parts of Questionnaire – Qualities of good
09Hrs Questionnaire – Precautions inPreparing Questionnaire
Administering/Piloting Questionnaire –Collection of data -Dealing with People –
Maintaining objectivity/neutrality.
- Unit III** Methods of Organizing data – Forms of data presentation - Tables and Figures –
10Hrs Basic Statistical Methods of Analysis of data –Percentages - Mean, Mode and
Median –Simple Ways of showing Results– Tables/Graphs/Diagrams
Report Writing: Forms of Reporting - Parts of a Report - Title page to
Acknowledgements -Characteristics of a Good Report – Style of language to be
used - Explaining Data in the Report – Writing fact-based Conclusions – making
Recommendations – Annexing required material.

Recommended Co-curricular Activities (03 hrs):

1. Invited Lecture/Training by a Local Expert
2. Collection and study of questionnaires
3. Preparation of sample questionnaire and conduct a live sample survey
4. Preparation of a sample Report
5. Assisting a real time field survey and report writing
6. Assignments, Group discussion, Quiz etc.

References:

1. Denscombe M., The Good Research Guide: For Small-Scale Social Research Projects, Open Uni. Press, 1998
2. Sudman S & Bradburn N.M., Asking Questions, 1973
3. Wayne W Daniel, Questionnaire Design, 1979
4. Websites on Survey and Reporting.

(To be Implemented from 2020-21 Academic Year)

A.P. State Council of Higher Education
B.A., B. Com., B.Sc. etc. Programmes
(Revised CBCS w.e.f.2020-2021)

**Skill Development Courses
To be offered from Semesters I to IV**

ARTS STREAM

Syllabus of
205SDG21 - **SOCIAL WORK**
(Total 25 hrs (02h/wk), 02 Credits & Max. 50 Marks)

Learning Outcomes:

By successful completion of the course, students will be able to:

- 1. Understand the basic concepts relating to social work practice, values, principles of social work and social problems in India*
- 2. List out different approaches of providing help to the people in need.*
- 3. Acquaint the process of primary methods of social work*
- 4. Get to know the skills of working with individuals, groups and communities.*

Syllabus

Unit-I:(07Hrs)- Introduction to social work and concepts related to social work

Introduction to Social Work- Definition- Scope- objectives - Functions- social service, social welfare services, social reform, major social problems in India; Social work philosophy, values, objectives, principles, methods and fields of social work.

Unit-II:(09Hrs) Methods of Working with Individuals and Groups

Social case work –Definition-scope and importance of social case work, principles and process of social case work -Tools and techniques in social case work- Counselling skills. Social Group Work-Definition-scope- the need for social group work –Group work process - Principles of Group Work -Stages of Group Work-Facilitation skills and techniques.

Unit-III: (09Hrs)Workingwith Communitiesand Field Work in social work

Community – definition - characteristics- types- community organisation as a method of social work-definition-objectives-principles- phases of community organization -

concepts of community development, community participation and community empowerment.

Field work in social work – Nature, objectives and types of field work - Importance of field work supervision.

Suggested Co-curricular Activities:(05 hours)

1. Divide the students into groups, each group containing not exceeding 10 students depending upon the total number of students in a class or section. Each group can search in internet about any one of the institutions which work for the welfare of children or women or elderly or scheduled caste and scheduled tribe children or differently abled persons or Juvenile homes or Correctional homes or hospitals or Mahila Pragathi pranganam or Swadhar project or any social welfare project or non governmental organizations (NGOs) to have an idea about welfare agencies working for the needy.
2. Ask each group to exchange and discuss the information with other groups in the classroom with the information they collected on Internet.
3. Group Discussion with the students- what type of community problems they observe in their villages/towns/cities? Ask them to tell what are the line departments which will help to solve the problems of their communities and suggest them what type strategies help the communities to empower.
4. Invited lectures/Training by local experts
5. Visit to a community
6. Assignments, Quiz etc.

References:

1. Chowdhary, Paul. D. (1992). Introduction to Social Work. New Delhi: Atma Ram and Sons.
2. Friedlander W.A. (1955). Introduction to social welfare, New York, Prentice Hall.
3. Government of India, (1987). Encyclopedia of Social Work in India (Set of 4 Volumes). New Delhi, Publications Division, Ministry of Information and Broadcasting.
4. Lal Das, D.K. (2017). Practice of Social Research – Social Work Perspective, Jaipur, Rawat Publications.
5. Madan, G.R. (2009). Indian Social Problems (Volume 1 & 2). New Delhi: Allied publishers Private Limited.
7. Siddiqui, H.Y.(2007). Social Group Work. Jaipur: Rawat Publications
8. Pasty McCarthy & Carolin Hatcher, (2002). Presentation skills. The Essential Guide for Students. New Delhi, Sage Publications.
9. Websites on Social work methods.

SEMESTER – 2:: COURSE –2
206ECO21- MACROECONOMIC ANALYSIS
NO. OF CREDITS: 4

LEARNING OUTCOMES FOR THE COURSE

At the end of the course, the student is expected to demonstrate the following cognitive abilities and psychomotor skills.

1. Remembers and states in a systematic way (knowledge)

Various concepts, definitions, laws and principles of macroeconomic theory with reference to income, employment, money, banking and finance

2. Explains (understanding)

a. the difference between various concepts and components of national income with illustrations and methods of measuring national income

b. various terms, concepts, laws and principles, theories relating to income, employment, consumption, investment, money, price-level and phases of trade cycles

d. functions of commercial banks and central bank, creation and control of credit

3. Critically examines using data and figures (analysis and evaluation)

a. in order to understand the interrelationship between various components of national income

b. the theories of macroeconomics with reference to their assumptions, implications and applicability

c. Empirical evidences of Consumption and Investment Functions and factors influencing them

4. Draws critical formulae, diagrams and graphs.

a. consumption and investment functions; concepts of multiplier and accelerator

b. price indices, inflation and trade cycles

Module - 1: National Income

Macroeconomics - Definition, Scope and Importance - Circular Flow of Income -National Income: Definitions, Concepts, Measurement of National Income - Difficulties - Importance

Module -2: Theory of Employment

Classical Theory of Employment - Say's Law of Markets - Criticism -Keynesian Theory of Employment - Consumption Function - Keynes' Psychological Law of Consumption - Average and Marginal Propensity to Consume - Factors determining Consumption Function - Investment Function: Marginal Efficiency of Capital -Multiplier and Accelerator - Keynesian Theory of Employment and Applicability to Developing countries

Module – 3: Money and Banking

Definitions of Money - Concepts of Money, Money Illusion - Gresham's Law - RBI classification of Money - Theories of Money: Fisher and Cambridge (Marshall, Pigou, Robertson and Keynes equations) - Banking - Definition and types of Banking - Commercial Banks - Functions -Recent Trends in Banking - Mergers and Acquisitions - Central Bank - Functions - Control of Credit by Central Bank

Module – 4: Inflation and Trade Cycles

Inflation: Concepts of Inflation, deflation, reflation and stagflation - Phillip's Curve - Measurement of Inflation - CPI and WPI -Types of Inflation - Causes and Consequences of Inflation -Measures to Control Inflation. Trade Cycles: Phases of a Trade Cycle -Causes and Measures to control Trade Cycles

Module -5: Finance and Insurance

Financial Instruments - Financial Markets - Functions of Money Market - Functions of Capital Market - Stock Market - Exchanges – Indices:Sensex and Nifty - Concept of Insurance -Types and Importance of Insurance

Reference Books:

1. Dillard. D., *The Economics of John Maynard Keynes*, Cross by Lockwood and sons, London
2. M. C. Vaish - *Macroeconomic Theory*, Vikas Publishing House, New Delhi.
3. S. B Guptha - *Monetary Economics*, S. Chand & Co, Delhi
4. P. N. Chopra, *Macroeconomics*, Kalyani Publishers, Ludhiana, 2014
5. D. M. Mithani, *Macro Economic Analysis and Policy*, Oxford and IBH, New Delhi
6. M N Mishra & S B Mishra, *Insurance Principles & Practice*, S Chand.
7. Lewis, M.K and P.DMizan - *Monetary Economics*, Oxford University Press, New Delhi
8. Central Statistical Organization, *National Accounts Statistics*.
9. M.L.Seth, *Macroeconomics*, Lakshmi Narayan Agarwal, 2006.
10. K. P. M. Sundaram, *Money, Banking & International Trade*, Sultan Chand, 2006.
11. R. R. Paul, *Monetary Economics*, Kalyani Publishers, Ludhiana, 2018
12. *Macroeconomics*, Spectrum Publishing House, Hyderabad, 2016

Recommended Co-curricular Activities:

1. Assignments on trends in national income, money supply and inflation
2. Student Seminars/webinars on macroeconomic themes of contemporary importance for Indian economy(Eg., Covid-19 impact on aggregate demand, supply chain disruption, policy response etc.,)
3. Quiz to test critical understanding of the concepts and theories of macroeconomics and their application in practice
4. Group discussions on monetary policy and its effectiveness with reference to recent developments.
5. Group project work to study the trends in national income, inflation, money supply etc.,
6. Chart/poster presentation on National Income Trends, inflation, aggregate demand etc.,
7. Web-based assignment on Banking/money

SEMESTER – II

210PAD21 -THEORIES OF PUBLIC ADMINISTRATION(PA-2)

UNIT – I

Classical Approaches: Classical Approaches- Henry Fayol, Luther Gullick and Lyndall

Urwick

Scientific Management Approach- F.W.Taylor.

UNIT – II

Bureaucratic Approach: Bureaucratic Approach – Max Weber and Karl Marx

Human Relations Approach: Elton Mayo.

UNIT – III

Behavioral Approach: Behavioural Approach – H. A Simon

Socio-Psychological Approach: Hierarchy of Needs: Abram Maslow.

Theory X and Theory Y - DouglasMc Gregor.

UNIT – IV

Ecological Approach: Comparative Public Administration

Ecological Approach – F.W. Riggs

UNIT – V

Systems Approach: Systems Approach, Development Administration.

Learning outcomes

1. Understanding the theoretical background of public administration.
2. Theory is as important as practice
3. Understanding the contributions of different social science thinkers to the theory of public administration.
4. Learning public administration function in an environment.

Recommended Readings:

1. PrabutvaPalanaSastram:Bhavanalu, Siddantalu, Telugu Academy
2. D.Raveendra Prasad and Y.Parthasarathi (EDS) Public Administration concepts, theories and principles (English), Telugu Academy, Hyderabad (2011)
3. Avasthi, Amareswar and Maheswari, SriRam, Public Administration (30th) Edition, Lakshmi Narayana Agrawal, Agra. 2010.
4. RumkiBasu, Public Administration concepts and theories (5th revised) Publishers, New Delhi 2004.
5. Nicholas, Henry, Public Administration and public affairs (10th) Edition, PHI, New Delhi 2007.

PROGRAMME: THREE-YEAR B.A.
(With History, Political Science and Sociology Disciplines)

Course Code:

Domain Subject: SOCIOLOGY
Semester-wise Syllabus under CBCS

I Year B. A. – Semester – II

209SOC21 - **Course2 : Sociology of Indian Society**

Learning Outcomes:

- After Studying the course students will be able to:
- Discuss important concepts and perspectives of Indian society.
- Explain the Indian reality through the lens of sociology
- Discuss the significance of social institutions and practices
- Analyze resistance and movement against deprivation and exclusion which is ingrained in Indian society.

Syllabus:

Unit- 1. Structure of Indian Society: Diversity and Unity; Religious, Linguistic, Cultural and Regional diversities of Indian society – Basic tenets of Islam, Christianity, Sikhism, Buddhism, Jainism, and Zoroastrianism- Hindu Social Organization: Purusharthas, Varnashrama dharma.

Unit - 2. Social Institutions: Forms of Marriage, Family and Kinship among Hindus, Muslims and Christians and their changing trends. Decline of Joint family: causes and consequences

Unit - 3. Stratification: Varna and Jati - Definition, features and functions of Caste system; Caste and Class: Emergence of Dominant Caste; changing trends in Caste System.

Unit- 4. Communities: Tribal Community, Rural community and Urban Community: Distribution of population - Difference between rural and urban communities- Village settlement patterns - Growth of urban centres, types of urban communities.

Unit- 5. Problems of Indian Society

a. Tribal Society: Exploitation of Tribes, Land alienation and displacement and Problems of Health and Nutrition

b. Rural Society: Poverty and Unemployment, Indebtedness and farmers' suicides

c. Urban Society: Housing and civic services, Pollution, Corruption and HIV/AIDS.

Books suggested:

1. M.N.Srinivas:
 1. India's Social Structure
 2. Caste in Modern India and Other Essays
 3. Social Change in Modern India
2. P.N. Prabhu: Hindu Social Organization
3. K M. Kapadia: Marriage and Family in India

Suggested Co-Curricular Activities:

- Debates
- Student seminars
- Viva voce interviews
- Quiz Programmes
- Organize guest lectures
- Examinations (Scheduled and surprise tests)
- Use of audio-visual media should be necessary and important component of instruction.

బి.ఏ., బి.కాం., బి.యస్.సి., తదితర ప్రోగ్రాములు

అంశం: జనరల్ తెలుగు సెమిస్టర్-3

302TEL21 - కోర్సు-3 : సృజనాత్మక రచన

యూనిట్ల సంఖ్య: 5

పీరియడ్ల సంఖ్య: 60

✦ అభ్యసన ఫలితాలు:-

- ఈ కోర్సు విజయవంతంగా ముగించాక, విద్యార్థులు క్రింది అభ్యసన ఫలితాలను పొందగలరు.
1. తెలుగు సాహిత్య అభ్యసన ద్వారా నేర్చుకున్న నైపుణ్యాలను, సృజనాత్మక నైపుణ్యాలుగా మార్చుకోగలరు.
 2. విద్యార్థులు భాషాతత్వాన్ని, భాష యొక్క ఆవశ్యకతను, భాష యొక్క ప్రాధాన్యాన్ని గుర్తిస్తారు. మనిషి వ్యక్తిగత జీవనానికి, సామాజికవ్యవస్థ పటిష్టతకు భాష ప్రధానమని తెలుసుకుంటారు. తెలుగుభాషలోని కీలకాంశాలైన 'వర్ణం-పదం-వాక్యాల ప్రాధాన్యాన్ని గుర్తిస్తూ, వాగ్రూప- లిఖితరూప వ్యక్తీకరణ ద్వారా భాషానైపుణ్యాలను మెరుగుపరచుకోగలరు.
 3. భాషానైపుణ్యాలను అలవరచుకోవడంతోపాటు వినియోగించడం నేర్చుకుంటారు. రచనా, భాషానైపుణ్యాలను సృజనాత్మక రూపంలో వ్యక్తీకరించగలరు.
 4. ప్రాచీన పద్యరచనతో పాటు ఆధునిక కవిత, కథ, వ్యాసం, మొదలైన సాహిత్యప్రక్రియల నిర్మాణాలకు సంబంధించిన సిద్ధాంతవిషయాలను నేర్పడంతో పాటు వారిలో రచనా నైపుణ్యాలను పెంపొందించుకోగలరు.
 5. సృజన రంగం, ప్రసారమాధ్యమ రంగాల్లో ఉపాధి అపకాశాలను అందిపుచ్చుకోగలరు.
 6. అనువాద రంగంలో నైపుణ్యం సంపాదించగలరు.

CHANDRAN
B.S.S. Telugu.

పాఠ్య ప్రణాళిక

యూనిట్-I: వ్యక్తీకరణ నైపుణ్యాలు

1. భాష-ప్రాథమికాంశాలు: భాష-నిర్వచనం, లక్షణాలు, ఆవశ్యకత, ప్రయోజనాలు
2. వర్ణం-పదం-వాక్యం', వాక్య లక్షణాలు, సామాన్య-సంయుక్త-సంశ్లిష్టవాక్యాలు
3. భాషా నిర్మాణంలో 'వర్ణం-పదం-వాక్యం' ప్రాధాన్యత

యూనిట్-II సృజనాత్మక రచన

4. కవితా రచన : ఉత్తమ కవిత - లక్షణాలు
5. కథారచన : ఉత్తమ కథ - లక్షణాలు
6. వ్యాస రచన : ఉత్తమ వ్యాసం-లక్షణాలు

యూనిట్-III: అనువాద రచన

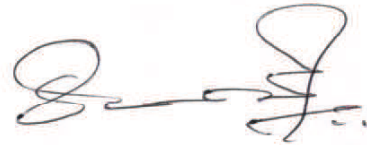
7. అనువాదం-నిర్వచనం, అనువాద పద్ధతులు,
8. అనువాద సమస్యలు-భౌగోళిక,భాషా,సాంస్కృతిక సమస్యలు, పరిష్కారాలు
9. అభ్యాసము : ఆంగ్లం నుండి తెలుగుకు,తెలుగు నుండి ఆంగ్లానికి ఒక పేరాను అనువదించడం

యూనిట్ IV మాధ్యమాలకు రచన-1 (ముద్రణామాధ్యమం/ప్రింట్ మీడియా)

10. ముద్రణామాధ్యమం (అచ్చుమాధ్యమం) : పరిచయం, పరిధి, వికాసం
11. వివిధ రకాల పత్రికలు-పరిశీలన, పత్రికాభాష, శైలి, వైవిధ్యం
12. పత్రికా రచన : వార్తా రచన, సంపాదకీయాలు, సమీక్షలు-అవగాహన

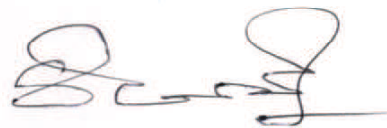
యూనిట్ V మాధ్యమాలకు రచన-2 (ప్రసార మాధ్యమం/ఎలక్ట్రానిక్ మీడియా)

13. ప్రసారమాధ్యమాలు : నిర్వచనం, రకాలు, విస్తృతి, ప్రయోజనాలు
14. శ్రవణ మాధ్యమాలు - రచన: రేడియో రచన, ప్రసంగాలు, నాటికలు, ప్రసార సమాచారం
15. దృశ్యమాధ్యమాలు - రచన: వ్యాఖ్యానం (యాంకరింగ్), టెలివిజన్ రచన



ఆధార గ్రంథాలు/వ్యాసాలు:

1. వ్యక్తీకరణ నైపుణ్యాలు - చూ. 1. ఆధునిక భాషాశాస్త్ర సిద్ధాంతాలు-ఆచార్య పి.ఎస్.సుబ్రహ్మణ్యం
2. తెలుగు భాషా చరిత్ర - సం.ఆచార్య భద్రరాజు కృష్ణమూర్తి
3. తెలుగు వాక్యం - డా. చేకూరి రామారావు
2. ఉత్తమ కవిత-లక్షణాలు - చూ. నవ్యకవిత్వ లక్షణములు- ఆచార్య సి.నారాయణరెడ్డి
ఆధునికాంధ్ర కవిత్వము-సంప్రదాయములు, ప్రయోగములు: చతుర్థ ప్రకరణము.
3. ఉత్తమ కథ-లక్షణాలు - చూ.కథాశిల్పం-వల్లంపాటి వెంకటసుబ్బయ్య, పుటలు 11-17
4. ఉత్తమ వ్యాసం-లక్షణాలు- చూ.చదువు-సంస్కృతి (వ్యాసం) - కొడవటిగంటి కుటుంబరావు
5. అనువాద రచన - చూ.1. అనువాద సమస్యలు - రాచమల్లు రామచంద్రారెడ్డి
పుటలు 61-75, 85-94
2. అనువాదన పద్ధతులు ఆచరణ సమస్యలు-చేకూరి రామారావు
“భాషాంతరంగం”, పుటలు 130-146, తెలుగు విశ్వవిద్యాలయం ప్రచురణ
6. ముద్రణా మాధ్యమం - చూ. మాధ్యమాలకు రచన, పుటలు 9-12
- డా|| బి.ఆర్.అంబేద్కర్ విశ్వవిద్యాలయ ప్రచురణ
7. పత్రికా భాష - చూ. మాధ్యమాలకు రచన, పుటలు 67-74
- డా|| బి.ఆర్.అంబేద్కర్ విశ్వవిద్యాలయ ప్రచురణ
8. పత్రికా రచన - చూ. తెలుగు- మౌలికాంశాలు, పుటలు 59-69
- డా|| బి.ఆర్.అంబేద్కర్ విశ్వవిద్యాలయ ప్రచురణ
9. ప్రసార మాధ్యమాలు - చూ. మాధ్యమాలకు రచన, పుటలు 3-10
- డా|| బి.ఆర్.అంబేద్కర్ విశ్వవిద్యాలయ ప్రచురణ
10. రేడియో రచన - చూ.మాధ్యమాలకు రచన, పుటలు 141-148
- డా|| బి.ఆర్.అంబేద్కర్ విశ్వవిద్యాలయ ప్రచురణ
11. వ్యాఖ్యానం (యాంకరింగ్) - చూ.మాధ్యమాలకు రచన, పుటలు 178-181
- డా|| బి.ఆర్.అంబేద్కర్ విశ్వవిద్యాలయ ప్రచురణ
12. టెలివిజన్ రచన - చూ.మాధ్యమాలకు రచన, పుటలు 153-160
- డా|| బి.ఆర్.అంబేద్కర్ విశ్వవిద్యాలయ ప్రచురణ
13. తెలుగు జర్నలిజం - డా|| బూదరాజు రాధాకృష్ణ



సూచించబడిన సహపాఠ్య కార్యక్రమాలు

1. భాషాంశాలపై, వాక్య నిర్మాణంపై అసైన్మెంట్లు రాయించడం, పత్రికల్లోని సాహిత్య/భాషాంశాలను సేకరింపజేయడం.
2. విద్యార్థులచేత తెలుగుభాషా సాహిత్యాలపై ప్రసంగవ్యాసం ఇప్పించడం (సెమినార్/ అసైన్మెంట్)
3. వ్యాసరచన, లేఖారచన, స్వీయకవితలు రాయించి, తరగతిలో చదివింపజేయడం మొదలైనవి.
4. వివిధ కార్యక్రమాల్లో విద్యార్థులచేత సదస్సు నిర్వహణ, వ్యాఖ్యానం (యాంకరింగ్) చేయించడం.
5. సమకాలీన భాషాసమస్యలపై / ఉద్యమాలపై/సాంఘిక సమస్యలపై 'బృందచర్చ' (Group Discussion) నిర్వహింపజేయడం.
6. తెలుగుభాషా దినోత్సవం/అంతర్జాతీయ మాతృభాషా దినోత్సవం మొదలైన రోజుల్లో జరిగే సాంస్కృతిక కార్యక్రమాలు విద్యార్థులచేత నిర్వహింపజేయడం, వాటిపై సమీక్షలు/పత్రికా ప్రకటనలు రాయించడం.
7. సమకాలీన సంఘటనలపై సామాజిక మాధ్యమాల్లో/ టి.వి.ల్లో జరిగే చర్చలను నమోదు చేయించి సంకలనం చేయడం.
8. సాంస్కృతిక / చారిత్రక ప్రాశస్త్యం కలిగిన కట్టడాలు , దేవాలయాలు, కళానిలయాలను 'బృందపర్యటన/క్షేత్ర పర్యటన' ద్వారా విద్యార్థులచేత సందర్శింపజేయడం.

ACHARYA NAGARJUNA UNIVERSITY

Hindi Syllabus from the Academic Year 2021-22

B.A., B.Com., BBA & B.Sc. SECOND YEAR SEMESTER - III

SECOND LANGUAGE - HINDI

302HIN21 - POETRY - KAVYADEEP - B. Radha Krishna Murthy

Unit-I : काव्यदीप (Ancient & Modern Poetry) :

1. साखी - दोहे (1 से 10 तक) - कबीरदास
2. दोहे (1 से 10 तक) - रहीम
3. मातृभूमि - मैथिलीशरण गुप्त
4. तोड़ती पत्थर - सूर्यकांत त्रिपाठी 'निराला'
5. ओ दीपक! बुझने के पहले - प्रो. पी. आदेश्वर राव

Unit-II : हिन्दी साहित्य का इतिहास (History of Hindi Literature) :

भक्तिकाल - निर्गुण भक्ति धारा

1. ज्ञानाश्रयी शाखा - कबीर
2. प्रेमाश्रयी शाखा - जायसी

Unit-III: साधारण निबन्ध (General Essays) :


1. समाचार पत्र
2. बेकारी की समस्या
3. कंप्यूटर
4. पर्यावरण और प्रदूषण
5. साहित्य और समाज

Unit-IV : अनुवाद (Translation) :

अनुवाद (अंग्रेजी से हिन्दी में) (Five Sentences)

Unit - V : प्रयोजनमूलक हिन्दी (Functional Hindi) :

1. परिपत्र (Circular)
2. ज्ञापन (Memorandum)


Dr. G. VIJAYA RATNA KUM.
CHAIRMAN
Board of Studies, Hindi & Urdu (UG)
Acharya Nagarjuna University
Nagarjuna Nagar-522 510.

CBCS SEMESTER WISE SYLLABUS

Part I (B) Subject : SANSKRIT

SEMESTER – III

PAPER – III : Drama, Upanishad, Alankara and History of Literature.- 302SAN21

UNIT – I : OLD DRAMA

1. "Madhyamavyayogaha". Bhasa Natakachakram.
krishadas academy, Varanasi 1998.

UNIT – II : MODERN DRAMA

"Sankalpabalam" by Prof.G.S.R.Krishna Murthy,
Published by Semushi, R.S.Vidyapeetam, Tirupati-2019.

UNIT – III : UPANISHAD

1. "Sishyanusasanam" – Sikshavalli of Taittireeyopanishad.
2. "Sraddatrayavibhagayoga",
17th Chapter, Bhagavadgita, Geetapress, Gorakhpur.

UNIT - IV : ALANKARAS:

1. Upama 2. Ananvaya 3. Utpreksha 4. Deepakam
5. Aprastutaprasamsa 6.Drushtanta 7. Prateepa.

UNIT – V : HISTORY OF SANSKRIT LITERATURE

- 1.Panini 2.Kautilya 3.Bharatamuni 4. Bharavi 5.Magha
- 6.Bhavabhuti 7. Sankaracharya, 8.Jagannatha. 9. Dandi.

A.P. STATE COUNCIL OF HIGHER EDUCATION
B.A., B. Com & B. Sc Programmes

Revised CBCS w.e.f 2020-21
LIFE SKILL COURSE

303LSC21 - **Personality Enhancement & Leadership**
Total 30 hrs (02 h/wk, 02 Cr & Max 50 Marks)

Learning Outcomes:

By successful completion of the course, students will be able to:

1. Develop comprehensive understanding of personality
2. Know how to assess and enhance one's own personality
3. Comprehend leadership qualities and their importance
4. Understand how to develop leadership qualities

Syllabus:

Unit – I:(7 hrs)

Meaning of Personality – Explanations of Human Personality – Psychodynamic Explanations – Social Cognitive Explanation – Big Five traits of Personality

Unit – II: (8 hrs)

Assessment of Personality - Projective & Self Report Techniques - Building Self-Confidence – Enhancing Personality Skills

Unit – III:(10 hrs)

Leadership Characteristics – Types of Leaders – Importance of Leadership – Leadership Skills – Building and Leading Efficient Teams – Leadership Qualities of Abraham Lincoln, Mahatma Gandhi, Prakasam Pantulu, Dr. B. R. Ambedkar & J.R.D.Tata

Co-curricular Activities Suggested: (05 hrs)

1. Assignments, Group discussions, Quiz etc
2. Invited Lecture by a local expert
3. Case Studies (ex., on students behavior, local leaders etc.)

Reference Books:

- Girish Batra, Experiments in Leadership, Chennai: Notion Press, 2018
- Mitesh Khatri, Awaken the Leader in You, Mumbai: Jaico Publishing House, 2013
- Carnegie Dale, Become an Effective Leader, New Delhi: Amaryllis, 2012
- Hall, C.S., Lindzey. G. & Campbell, J.B Theories of Personality. John Wiley & Sons, 1998

AP State Council of Higher Education

Revised Syllabus under CBCS Pattern

(w.e.f. 2020-'21 Academic Year)

A Mandatory Course for BA/BCom/BSc etc.

304LSD21 -ENVIRONMENTAL EDUCATION

(Total hours of Teaching – 30 Hrs. @ 02 Hrs. per Week)

Course objective: A Generic Course intended to create awareness that the life of human beings is an integral part of environment and to inculcate the skills required to protect environment from all sides.

Learning outcomes: On completion of this course the students will be able to

1. Understand the nature, components of an ecosystem and that humans are an integral part of nature.
2. Realize the importance of environment, the goods and services of a healthy biodiversity, dependence of humans on environment.
3. Evaluate the ways and ill effects of destruction of environment, population explosion on ecosystems and global problems consequent to anthropogenic activities.
4. Discuss the laws/ acts made by government to prevent pollution, to protect biodiversity and environment as a whole.
5. Acquaint with international agreements and national movements, and realize citizen's role in protecting environment and nature.

Unit 1: Environment and Natural Resources

06 Hrs.

1. Multidisciplinary nature of environmental education; scope and importance.
2. Man as an integral product and part of the Nature.
3. A brief account of land, forest and waterresources in India and their importance.

4. Biodiversity : Definition; importance of Biodiversity - ecological,consumptive, productive, social, ethical and moral, aesthetic, and option value.
5. Levels of Biodiversity: genetic, species and ecosystem diversity.

Unit-2: Environmental degradation and impacts

10Hrs

1. Human population growth and its impacts on environment; land use change, land degradation, soil erosion and desertification.
2. Use and over-exploitation of surface and ground water, construction of dams, floods, conflicts over water (within India).
3. Deforestation: Causes and effects due to expansion of agriculture, firewood, mining, forest fires and building of new habitats.
4. Non-renewable energy resources, their utilization and influences.
5. A brief account of air, water, soil and noise pollutions; Biological, industrial and solid wastes in urban areas. Human health and economic risks.
6. Green house effect - global warming; ocean acidification, ozone layer depletion, acid rains and impacts on human communities and agriculture.
7. Threats to biodiversity: Natural calamities, habitat destruction and fragmentation, over exploitation, hunting and poaching, introduction of exotic species, pollution, predator and pest control.

Unit 3: Conservation of Environment

10 Hrs

1. Concept of sustainability and sustainable development with judicious use of land, water and forest resources; afforestation.
2. Control measures for various types of pollution; use of renewable and alternate sources of energy.
3. Solid waste management: Control measures of urban and industrial waste.
4. Conservation of biodiversity: In-situ and ex-situ conservation of biodiversity.
5. Environment Laws: Environment Protection Act; Act; Wildlife Protection Act; Forest Conservation Act.
6. International agreements: Montreal and Kyoto protocols; Environmental movements: Bishnois of Rajasthan, Chipko, Silent valley.

Suggested activities to learner: (4 hours)

1. Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc
2. Visit to a local polluted site-Urban/Rural/Industrial/Agricultural site.
3. Study of common plants, insects, birds and basic principles of identification.
4. Study of simple ecosystems-forest, tank, pond, lake, mangroves etc.
5. Case study of a Forest ecosystem or a pond ecosystem.

Suggested text book :

- ErachBarucha (2004) *Text book of Environmental Studies for Undergraduate courses* (Prepared for University Grants Commission) Universities Press.
- PurnimaSmarath (2018) *Environmental studies* Kalyani Publishers, Ludhiana

Reference books :

- Odum, E.P., Odum, H.T. & Andrews, J. (1971) *Fundamentals of Ecology*. Philadelphia: Saunders.
- Pepper, I.L., Gerba, C.P. & Brusseau, M.L. (2011). *Environmental and Pollution Science*. Academic Press.
- Raven, P.H., Hassenzahl, D.M. & Berg, L.R. (2012) *Environment. 8th edition*. John Wiley & Sons.
- Singh, J.S., Singh, S.P. and Gupta, S.R. (2014) *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
- Sengupta, R. (2003) *Ecology and economics: An approach to sustainable development*. OUP.
- Wilson, E. O. (2006) *The Creation: An appeal to save life on earth*. New York: Norton.
- Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll (2006) *Principles of Conservation Biology*. Sunderland: Sinauer Associates,

AP State Council of Higher Education
B.A, B.Com and B.Sc Programmes
Revised CBCS w.e.f 2020-21

SKILL DEVELOPMENT COURSES

ARTS STREAM

Syllabus of
305SDH21 - **FINANCIAL MARKETS**
Total 30 hrs (2hrs/wk) 02 credits & Maximum 50 Marks

Learning Outcomes:

After successful completion of this course, the students will be able to;

- 1. Acquire knowledge of financial terms*
- 2. Know the concepts relating to and markets and different avenues of investment*
- 3. Understand the career skills related to Stock Exchanges*
- 4. Comprehend the personal financial planning and money market skills*

Syllabus

UNIT-I: 06hrs

Indian Financial System- its components - Financial markets and institutions

UNIT-II: 10hrs

Capital Market - its function - organizations - elements - (shares, debentures, bonds, mutual funds) debt market - Equity market (SEBI) and secondary market (NSE)

UNIT-III: 10hrs

Money market - Organized - Unorganized - Sub market (call money, commercial bills, Treasury bill, Certificate of Deposit, Commercial papers)

Co-curricular activities: (04 hrs)

1. Collection and study of pamphlets, application forms etc.
2. Invited lectures on the field topics by local experts
3. Introducing Online classes from NSE
4. Field visit to mutual fund offices/share brokers
5. Observation, study and analysis of selected companies share prices
6. Assignments, Group discussion, quiz etc.

Reference books:

1. T.R. Jain R.L.Sarma - Indian Financial System- VK Global publisher
2. Jithendra Gala - Guide to Indian Stock markets Buzzing Stock publishing house
3. Saha Siddhartha- Indian financial System- and Markets - McGraw hill
4. Websites on Indian Financial markets.

SEMESTER – 3:: COURSE – 3
306ECO21-DEVELOPMENT ECONOMICS
NO. OF CREDITS: 4

LEARNING OUTCOMES FOR THE COURSE

At the end of the course, the student is expected to demonstrate the following cognitive abilities and psychomotor skills.

1. Remembers and states in a systematic way (Knowledge)
 - Various concepts and definitions and indicators relating to economic growth and Development including recent developments
2. Explains (understanding)
 - a. Distinction between growth and development with examples
 - c. Characteristics of developing and developing economies and distinction between the two
 - d. factors contributing to development, Choice of Techniques and a few important models and strategies of growth
3. Critically examines using data and figures (analysis and evaluation)
 - a. the theoretical aspects of a few models and strategies of economic growth
 - b. role and importance of various financial and other institutions in the context of India's economic development
4. Draws critical diagrams and graphs.
 - a. to explain the models and strategies
 - b. to highlight empirical evidences to support the strategies

Module - 1: Economic Growth and Development

Economic Development as a Branch of Study of Economics – Scope and Importance - Distinction between Economic Growth and Economic Development -Measures of Economic Development and their limitations - three core values of economic development : Sustainability, Self-esteem and

Freedom – Economy and Environment : Concepts of sustainable development and inclusive growth

Module -2: Modern Economic Growth

Characteristics of Underdeveloped Countries - World Bank and IMF Classification of countries -Obstacles to economic development -Factors of economic growth: Economic and Non-economic - Capital Formation – Foreign and Domestic capital, Debt and Disinvestment.

Module-3: Theories of Development and Underdevelopment

Classical Theory: Adam Smith, Ricardo and Malthus -Marxian Theory - Rostow's Stages of Economic Growth -Harrod-Domar two sector model - Robinson's Golden Age

Module – 4: Strategies of Economic Development

Strategies of Economic Development – Big Push -Balanced Growth -Unbalanced Growth - Capital Intensive Technology vs Labour Intensive Technology -Role of Infrastructure in Economic Development

Module - 5: Institutions and Economic Development

Role of State in Economic Development -Public sector vs Private sector - Economic Federalism -Financial Institutions and Economic Development -Role of International Institutions-IBRD, ADB, IMF -Foreign Trade - FIIs and FDIs

Reference Books:

1. Dhingra, I.C., *Indian Economy*, Sultan Chand, New Delhi, 2014.
2. Gaurav Datt and Ashwani Mahajan, *Datt and Sundharam's Indian Economy*, S.Chand& Co., 2016.
3. G. M. Meier, *Leading Issues in Economic Development*, Oxford University Press, New York, 3/e.
4. M. P. Todaro and Stephen C. Smith, *Economic Development*, 10/e, Indian Edition Published by Dorling Kindersley India Pvt. Ltd. 2012.
5. M. L. Koncham, *Economic development and planning*, Himalaya publications
6. S.K.Misra&V,K,Puri, *Indian Economy*, Himalaya Publishing House, 2015.
7. R.S.Rao, V.Hanumantha Rao &N.Venu Gopal (Ed.), *Fifty Years of Andhra Pradesh (1956-2006)*, Centre for Documentation, Research and Communications, Hyderabad, 2007.
8. G. Omkarnath, *Economics - A Primer for India* - Orient Blackswan, 2012.
9. *Economic development and growth*, Spectrum Publishing House, Hyderabad, 2016

Recommended Co-curricular Activities:

1. Assignments on the models and the strategies of economic development adopted in Indian economy
2. Student Seminar on development oriented themes relating to Indian economy
3. Quiz to test critical understanding of the fundamental concepts of growth and development and the growth models and strategies
4. Group discussion on the effectiveness of the roles played by various institutions in India's economic development
5. Group project work to examine specific aspects of growth like poverty, unemployment, human development, gender development as Indian experience in the context of economic development preferably at the state and local level
6. Poster presentation

SEMESTER - III

310PAD21 - INDIAN ADMINISTRATION(PA-3)

UNIT – I

Evolution & Constitutional Framework: Evolution of Indian Administration during Ancient, Medieval and British period; Constitutional Framework of Indian Administration; and Salient Features of Indian Administration

UNIT – II

Union Government: President; Prime Minister & Council of Ministers; Vice-President; Central Secretariat

UNIT – III

State Government: Governor, Chief Minister and Council of Ministers, State Secretariat.

UNIT – IV

Constitutional Institutions, Union State Relations & Control over Administration: Election Commission of India; Union Public Service Commission; Union State Relations (Legislative, Executive and Financial).

UNIT - V

Citizen and State Interface: Citizens' Grievances Redressal Institutions and Mechanisms; Institutional Mechanism for Prevention of Corruption: Central Vigilance Commission; Lok Pal and Lok Ayukta;

Learning outcomes

1. Knowledge about the evolution and growth of Indian Administration
2. Familiarity with the constitutional framework on which Indian Administration is based.
3. Grasping the role of Union Executive
4. Understanding the in-built control mechanisms over constitutional bodies in particular and administration in general
5. Delineating the constitutional provisions and dynamics of union -state relationships
6. Awareness about the institutions and mechanism in force for citizen-state interface

Recommended Readings:

1. Arora, Ramesh K. and Goyal, Rajni (1997) Indian Public Administration: Institutions and Issues. New Age International Publishers: New Delhi
2. Avasthi, A and Avasthi, A P (2004) Indian Administration. LaksmiNarain Aggarwal: Agra
3. Balfour, Lady Betty (2015) Lord Lytton's Indian Administration 1876-1880 The Untold History. Gyan Books: New Delhi
4. Basu, D D (2013) Introduction to the Constitution of India (21st Edition). Lexus Nexus: New Delhi
5. Chakraborty, Bidyut (2016) Indian Administration. Sage: New Delhi
6. Fadia, B L and Fadia, Kuldeep (2017) Indian Administration, (New Edition). Sahitya Bhawan: Agra
7. Ghuman, B S; Monga, Anil and Johal, Ramanjit Kaur (Eds.) (2012) Corruption and Quality of Governance: Experiences of Select Commonwealth Countries. Aalekh Publishers: Jaipur
8. Kangle R P (1972) The KautilyaArthshastra. Motilal Banarsidass: New Delhi
9. Kapur, Devesh; Mehta, Pratap Bhanu and Vaishnav, Milan (Eds.) (2017) Rethinking Public Institutions in India. Oxford University Press: New Delhi
10. Maheshwari, S R (2000) Indian Administration. Orient Longman: New Delhi
11. Palmer, N D (1961) Indian Political System. George Allen and Unwin: London
12. Sarkar, Jadunath Sir (1972) Mughal Administration. M.C. Sarkar: Calcutta
13. Sharma, Ashok(2016) Administrative Institutions in India. RBSA Publishers: Jaipur
14. Sharma, M (2007) Indian Administration. Anmol: New Delhi
15. Sharma, Prabhu Datta and Sharma, B M(2009) Indian Administration: Retrospect and Prospect. Rawat Publications: Jaipur
16. Singh, M and Singh, H (1989) Public Administration in India. Sterling Publishers: New Delhi.

PROGRAMME: THREE-YEAR B.A.
(With History, Political Science and Sociology Disciplines)

Course Code:

Domain Subject: Sociology
Semester-wise Syllabus under CBCS
2nd Year B. A. – Semester – III
309SOC21 - **Course 3 : Selected Sociological Theories**

Learning Outcomes:

- To learn about some of the important classical theories in Sociology.
- To know the theoretical foundations of Sociology.
- To develop critical thinking, analytical ability to interpret the social scenario.

Syllabus

Unit-1: Auguste Comte: Law of the Three Stages, Hierarchy of Sciences, Positivism

Unit-2: Herbert Spencer: Organic Analogy, Theory of Social Evolution, Social Darwinism,

Unit-3: Karl Marx: Dialectical Materialism, Class struggle, Alienation, Social Change

Unit-4: Emile Durkheim: Division of Labour in Society, Rules of Sociological Method, Theory of Suicide.

Unit-5: Max Weber: Social Action, Protestant ethics and the spirit of capitalism, Ideal types, Bureaucracy, Authority

References :

- Aron, Ramond. 1967(1982 reprint) : Main currents in sociological thoughts (2volumes).
Harmondsworth, Middlesex: Penguin Books.
- Barnes, H.E. 1959 : Introduction to the history to the sociology The University of
Chicago press.
- Coser, Lewis A. 1979 : Masters of Sociological Thought. New York : Harcourt
Brance Jovanovich.
- Fletcher, Ronald. 1994 : The Making of Sociology (2 volumes) Jaipur-Rawat.
- Morrison, Ken.1995 Marx, Durkheim, Weber: Formation of Modern Social Thought.
London; sage.
- Ritzer, George. 1996 : Sociological Theory . New Delhi. Tata-McGraw Hill.
- Singh, Yogendra. 1986 : Indian Sociology: social conditioning and emerging Trends.
New Delhi: Vistaar.

Suggested Co-Curricular Activities:

- Debates
- Student seminars
- Viva voce interviews
- Organize guest lectures
- Quiz Programmes
- Evaluation of the relevance and significance of the contributions of the pioneers should be briefed by the historical context of the discipline.
- Examinations (Scheduled and surprise tests)

SEMESTER – 4 :: COURSE – 4

401ECO21- ECONOMIC DEVELOPMENT- INDIA AND ANDHRA PRADESH

NO. OF CREDITS: 4

LEARNING OUTCOMES FOR THE COURSE

At the end of the course, the student is expected to demonstrate the following cognitive abilities and psychomotor skills.

1. Remembers and states in a systematic way (Knowledge)
 - a. leading issues of Indian economic development with reference to potential for growth, obstacles and policy responses
 - b. Objectives, outlays and achievements of economic plans and growth strategies
2. Explains (understanding)
 - a. Available Resources, demographic issues, general problems of poverty and unemployment and relevant policies
 - b. Sector specific problems, remedial policies and their effectiveness relating to Agriculture and Industrial Sectors of Indian and AP economy and infrastructure issues of AP economy
 - c. Indian Tax system, recent changes, issues of public expenditure and public debt, recent finance commissions and devolution of funds
 - d. Major issues of economic development of Andhra Pradesh after bifurcation and Central assistance
3. Critically examines using data and figures (analysis and evaluation)
 - a. Leading issues of current importance relating to India and AP economy, major policies and programmes
 - b. Covid– 19 and its impact on Indian economy
4. Uses official statistical data and reports including tables and graphs
 - a. To explain the achievements of Indian economy with reference to the objectives of planning and policy and make critical evaluation

Module – 1 Basic Features

Basic characteristics of Indian Economy as a developing economy – Economic development since independence - Objectives and achievements of planning – Planning Commission/NITI Ayog and their approaches to economic development

Module 2 National Income and Demography

Trends in National income - Demographic trends and Occupational Structure - Poverty and Inequalities –Unemployment - Various Schemes of employment generation and eradication of poverty – Issues in Rural Development and Urban Development

Module – 3 Agricultural and Industrial Developments

Indian Agriculture – Importance Agricultural Policy – Agrarian Crisis and land reforms – Agricultural credit – Minimum Support Prices -Malnutrition and Food Security - Indian Industry - Recent Industrial Policy – Make-in India – SEZs and Industrial Corridors - Economic Reforms and their impact - Atmanirbhar Bharat package.

Module –4 Indian Public Finance

Indian Tax System and Recent changes – GST and its impact on Commerce and Industry – Centre, States financial relations- Recommendations of Recent Finance Commission – Public Expenditure and Public Debt - Fiscal Policy and Budgetary Trends since 2010

Module- 5 Andhra Pradesh Economy

The basic characteristics of Andhra Pradesh economy after bifurcation in 2014 – Impact of bifurcation on the endowment of natural resources and state revenue – new challenges to industry and commerce - the new initiatives to develop infrastructure – Power and Transport - Information Technology and e-governance – Urbanization and smart cities – Skill development and employment –Social welfare programmes.

Reference Books:

1. Dhingra, I.C., *Indian Economy*, Sultan Chand, New Delhi, 2014.
2. Gaurav Datt and Ashwani Mahajan, *Datt and Sundharam's Indian Economy*, S.Chand& Co., 2016.
3. G. M. Meier, *Leading Issues in Economic Development*, Oxford University Press, New York, 3/e.
4. M. P. Todaro and Stephen C. Smith, *Economic Development*, 10/e, Indian Edition Published by Dorling Kindersley India Pvt. Ltd. 2012.
5. P. K. Dhar, *Indian Economy: Its Growing Dimensions*, Kalyani Publishers, Ludhiana, 2018.
6. Reserve Bank of India, *Handbook of Statistics on Indian Economy* (Latest).
7. S.K.Misra&V,K,Puri, *Indian Economy*, Himalaya Publishing House, 2015.
8. R.S.Rao, V.Hanumantha Rao &N.Venu Gopal (Ed.), *Fifty Years of Andhra Pradesh (1956-2006)*, Centre for Documentation, Research and Communications, Hyderabad, 2007.
9. G. Omkarnath, *Economics - A Primer for India* - Orient Blackswan, 2012.
10. A.P Economy- Telugu Academy, 2018

Recommended Co-curricular Activities:

1. Assignments on specific issues of contemporary importance with reference to problems and remedial policies
2. Student Seminars on leading economic challenges, the effectiveness of relevant policies and programmes
3. Quiz to examine the knowledge and critical understanding of major policies, programmes achievements, failures relating to all sectors
4. Group discussions to promote critical understanding and evaluation capabilities of the students on major areas of Indian and AP economy
5. Group project work to study the implementation and effectiveness of major government schemes of development, poverty eradication and employment promotion etc.,
6. PPT presentation and participation in webinars to help the students acquire and adapt ITC skills in the process of learning
7. Field Visits to Agricultural farm/market/SSIs to understand the ground realities of economic situation of the country and the state

COURSE– 5 (Semester - IV)
402ECO21- STATISTICAL METHODS FOR ECONOMICS
NO. OF CREDITS: 4

LEARNING OUTCOMES FOR THE COURSE

At the end of the course, the student is expected to demonstrate the following cognitive abilities and psychomotor skills.

1. Remembers and states in a systematic way (Knowledge)
 - a. the definitions, terms and their meaning relating to statistical methods
 - b. various formulae used to measure central tendency, correlation regression and Indices

2. Explains (understanding)
 - a. Importance of statistics and its applications
 - b. The method of classification of primary data
 - c. Uses of Correlation and Regression analysis, time series and index numbers in economic analysis

3. Analyses and solves using given data and information (analysis and evaluation)
 - a. different kinds of statistical problems using various principles and formulae relating to central tendency, correlation, regression, time series and indices
 - b. to interpret data and suggest solutions to economic problems

4. Draws critical diagrams and graphs.
 - a. Histogram, Frequency Polygon and Frequency Curve
 - b. More than cumulative and less than cumulative frequency curves (Ogive)
 - c. Different types of Bar diagrams
 - d. Pie Diagram and its uses in economic analysis

Module – 1: Nature and Definition of Statistics

Introduction to Statistics – Definition, scope, importance and limitations of Statistics – Primary and Secondary data- Census and Sampling techniques and their merits and demerits

Module – 2: Diagrammatic Analysis

Collection of data - Schedule and questionnaire – Frequency distribution – Tabulation – diagram and graphic presentation of data – Histogram, Frequency Polygon, Cumulative Frequency Curves - Bar Diagrams and Pie Diagram

Module – 3: Measures of Central Tendency and Dispersion

Measures of Central Tendency and Dispersion - Types of averages- Arithmetic Mean, Geometric Mean, Harmonic Mean – Median – Mode – Dispersion - Range, Quartile Deviation, Mean Deviation, Standard Deviation- Coefficient of Variation.

Module – 4: Correlation and Regression

Correlation and Regression - Meaning, Definition and uses of Correlation- Types of Correlation- Karl Pearson's Correlation coefficient - Spearman's Rank Correlation- Regression Equations - utility of regression analysis

Module – 5: Time Series and Index Numbers

Time Series and Index Numbers: Definition and components of Time Series – Measurement of Time Series – Moving Average and the Least Squares Method – Index Numbers - Concepts of Price and Quantity Relatives – Laspeyer's, Paasche's and Fisher's Ideal Index Numbers – Uses and Limitations of Index Numbers.

Reference Books:

1. B. R. Bhat, T. Srivenkataramana and K.S. MadhavaRao (1996): *Statistics: A Beginner's Text*, Vol. I, New Age International (P) Ltd.
2. Goon A.M, Gupta M.K., Das Gupta B. (1991), *Fundamentals of Statistics*, Vol. I, World Press, Calcutta.
3. M. R. Spiegel (1989): *Schaum's Outline of Theory and Problems in Statistics*, Schaum's Outline Series.
4. F. E. Croxton, D. J. Cowden and S. Kelin S (1973), *Applied General Statistics*, Prentice Hall of India. 2.
5. S.P. Gupta, *Statistical Methods*, S. Chand & Co, 1985
6. S. C. Guptha, *Fundamentals of Statistics*, Himalaya Publishing House, Hyderabad.
7. Digambar Patri and D. N. Patri, *Statistical Methods for Economics*, Kalyani Publishers, Ludhiana, 2017.
8. Telugu Akademy Book, ParimanathmakaPaddathulu (For B.A.).

Recommended Co-curricular Activities:

1. Assignments of the application of various statistical methods
2. Student Seminar on themes requiring usage of tables, diagrams, statistical analysis and interpretation
3. Group project work for collection of data on locally relevant economic problems
4. Market survey on demand, supply, sales, prices of different kinds of projects like food items, FMCG, other consumable durables etc., etc., and Statistical Analysis- Mini Project and also income elasticity of demand for such products

SEMESTER – IV 409PAD21

INDIAN ADMINISTRATION – EMERGING ISSUES(PA-4)

UNIT – I

Citizen Grievances: Right to Information Act, (RTI),

National and State Human Rights Commission.

UNIT – II

Welfare Programmes: Administration of welfare Programmes of Weaker Section, SCs, STs,

BCs- Women and Minorities, SC and ST Atrocity Act.

UNIT – III

Emerging Issues: Mechanism for Disaster Management – Cyclones, Earth Quakes and

Floods.

Governance and E-Governance Applications in Indian Administration.

UNIT – IV

Public and Private Partnership: Public and Private Partnership and voluntary sector.

Public Corporations, Independent Regulatory Commission.

UNIT – V

Local Self Administration: Rural and Urban Structure and functions – 73rd and 74th

Constitutional Amendment Acts – Revitalizations of Local Institutions - Issues and

Challenges.

Learning outcomes

1. Learning the influences of various emerging issues on Indian Administration
2. Understanding the issues confronted by Public Administration currently the means to address them.
3. Gaining knowledge of various Acts for weaker sections and utilizing them in day to life.

Recommended Readings:

1. Indian Government and Politics, Telugu Academy, Hyderabad, 2007.
2. Avasthi and Avasthi, Indian Administration, (6th edition), Lakshminaraya Agrawal, Agra, 2010-2011.
3. Disaster Management Act, 2005.
4. Siuli Sarkar, Public Administration in India, PHI, New Delhi, 2010.
5. Reports of the Administrative Reforms Commission.

SEMESTER – IV

410PAD21 - E-GOVERNANCE IN INDIA (PA-5)

UNIT – I

Introduction to E- Governance and Digital Technology: E-Governance – Meaning, Scope and Importance.

Digital Technology and Services Delivery.

UNIT – II

E-Governance and theoretical aspects: E-Governance Theories, Public and Private Partnership, Information Technology Act, 2000.

UNIT – III

Organization of Government Information in various departments: Detailed study of information and Broadcasting Ministry of Government of India,

E-Governance in Agricultural and Rural Development

E-Governance in Urban Administration

E-Governance in Social Welfare Department

UNIT – IV

Application of E-Governance in several Department of Andhra Pradesh: Mee-Seva,

CARD and E-Procurement,

E-Governance in Higher Education.

E-Governance in Health Administration.

E-Hearing.

UNIT – V

E-Governance – Security Issues: Accountability and Transparency. IT Security, Hacking, Cyber Crimes, E-Governance opportunities, Challenge and Barriers.

Learning outcomes

1. Gaining theoretical understanding about the concept, theory and models of e-governance
2. Learning practical application of e-governance in different walks of life
3. Awareness of various e-governance initiatives undertaken to deliver Public services to the stakeholders
4. Developing necessary skills to use and operate e-governance or digital service delivery

Recommended Readings:

1. Bellamy, Christine and John, Taylor (1998) *Governing in the Information Age*. Open University Press: Buckingham
2. Bhatnagar, S C (2004) *E-Government: From Vision to Implementation*. Sage: New Delhi
Bouwman, Harry; Hooff, Bart van den; Vingaert, Lidwien van de; and Dijk, Jan van (2005) *Information and Communication Technology in Organizations: Adoption, Implementation, Uses and Effects*, Sage Publications: New Delhi
3. Gosling, P. (1997) *Government in the Digital Age*. *Government Information Quarterly*, Vol. 18, No. ER2. Bowerdean: London
4. Heeks, Richard (2006) *Implementing and Managing eGovernment: An International text*. Sage: London
5. Jones, S. G. (Ed.)(1995) *Cyber Society, Computer mediated communication and Community*. Sage: Thousand Oaks CA
6. Kooiman, J. (Ed.) (1993) *Modern Governance: New Government – Society Interactions*. Sage: London
7. Layne, K. and Lee J. (2001) *Developing Fully Functional e-Government: A Four Stage Model*. *Government Information Quarterly*, 18(2001), pp. 122-36. Elsevier: Manchester UK
8. Marchionini, G. (1995) *Information Seeking in Electronic Environments*. The Press Syndicate of the University of Cambridge: New York

PROGRAMME: THREE-YEAR B.A.
(With History, Political Science and Sociology Disciplines)

Course Code:

Domain Subject: Sociology
Semester-wise Syllabus under CBCS
2nd Year B. A. – Semester – IV

407SOC21 - Course 4 : Methods of Social Research

Learning Out Comes: After completing the course the students should be able to:

- Formulate research questions.
- Practice observation and conduct interviews.
- Carry out small research project.
- To present their researched views in the form of a research report.

Syllabus:

Unit-1: Meaning, Scope and Significance of Social Research. Nature of scientific Method, Applicability of scientific method to the study of social phenomena. Major steps in social research,

Unit-2: Research Design, Meaning, Need , Types of Research Design

Unit-3: Sampling: Meaning, and characteristics. Types: Probability and Non-Probability Sampling. Role of Sampling in Social Research.

Unit-4: Qualitative Methods in Social Research: Interview, Observation, Case Study, Content Analysis

Unit-5: Quantitative methods in Social Research: Survey research, Questionnaires, Interview. Measures of Central Tendency: Mean, Median, Mode.

References:

- Bajaj and Gupta. 1972 : Elements of Statistics. New Delhi: R.Chand and Co., New Delhi.
- Beteille, A. and Madan, T.N. 1975: Encounter and experience: Personal Accounts of Fieldwork. Vikas Publishing House, New Delhi.
- Bryman, Alan. 1988 : Quality and Quantity in Social Research Unwin Hyman, London.
- Jayram, N.1989 Sociology: Methods and Theory. Madras: MacMillan, Madras.
- Kothari,C.R. Research Methodology : Methods and Techniques, Bangalore, Wiley Eastern.
- Punch, Keith. 1996. Introduction to Social Research, Sage, London.
- Shipmen, Martin. 1988 The Limitations of Social Research Sage, London.
- Young, P.V. 1988 Scientific Social Survey and Research Prentice Hall, New Delhi.

Suggested Co-Curricular Activities:

- Watch movies related to the topics in the e-class room
- Organize guest lectures
- Viva voce interviews
- Quiz Programmes
- Examinations (Scheduled and surprise tests)
- Understanding of social reality, especially the local context, is imperative. Therefore, examples and illustrations may be drawn from local / regional contexts for effective teaching and meaningful learning.

PROGRAMME: THREE-YEAR B.A.
(With History, Political Science and Sociology Disciplines)

Course Code:

Domain Subject: Sociology
Semester-wise Syllabus under CBCS
I/II Year B. A. – Semester – V
408SOC21 - **Course V : Rural Sociology and Development**

Learning Out Comes:

- To provide sociological understanding of rural and urban society in India
- To acquaint students with basic concepts in rural and urban studies
- To analyze rural and urban problems in India
- To impart skills to reconstruct rural institutions, evaluate rural development.
- To understanding the linkages between urban and rural reality

Syllabus:

Unit-1 :Rural Sociology : Origin and Scope , Nature , Importance of Rural Sociology in the global context and the Indian context.

Unit-2 : Rural social Structure: Village Community, Agrarian Economy, Caste System, Mobility and Migration. Rural-Urban Contrast and Continuum

Unit-3: Rural Social problems: Poverty, Unemployment, Food Insecurity, Landlessness, Indebtedness, Health care and Sanitation

Unit-4: History and Evolution: Community Development Programme, Land Reforms, Green Revolution, Co-operative Movement.

Unit-5: Rural Development Programmes: MGNREGA, SGSY, Indira Awas Yojana, Livelihood Mission, National Rural Health Mission

References :

- | | |
|------------------------|---|
| Desai A.R. 1997 | : Rural Sociology in India – Bombay Popular Prakasan. |
| Dhanagare D.N. 1988 | : Peasant movements in India, New Delhi, Oxford. |
| Gupta D.N. 2001 | : Rural Development System. New Delhi Books India International. |
| Dube, S.C. 1988 | : India’s changing Village: Human Factor in Community Development Himalayan Publishing House, Bombay. |
| Maheshwari, S.R. 1985 | : Rural Development In India, Sage Publication, New Delhi. |
| Jain, Gopal Lal, 1985. | : Rural development. Mangaldeep Publication, Jaipur. |

Suggested Co-Curricular Activities

- Students may be asked to identify the primary institutions both in rural and urban areas
- Assign students to write a note on the social structure of their respective areas – thus taking teaching out of the classroom and in to the field, and creating opportunities for students to familiarize with their own surroundings
- Viva voce interviews
- Quiz Programmes
- For effective teaching and meaningful learning, illustrations may be drawn from relevant empirical studies.
- Use of audio-visual media should be necessary and important component of instruction.
- Examinations (Scheduled and surprise tests)

A.P. State Council of Higher Education
Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code: 501ESE21

Four-Year B.A. (Hons)
Domain Subject: **ECONOMICS**
IV Year B.A.(Hons)-Semester-V

Max Marks: 100

Course 6C: **Insurance Services**
(Skill Enhancement Course (Elective), 4 Credits)

I. Learning Outcomes:

Students at the successful completion of the course shall be able to

1. Explain the concept and principles of insurance service and functioning of insurance service agencies;
2. Identify and analyse the opportunities related insurance services in local rural area;
3. Apply the concepts and principles of insurance to build a career in Insurance services;
4. Demonstrate practical skills to enable them to start insurance service agency or earn wage employment in it.

II. Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

Unit 1: Insurance Concept and Principles

Risk Management: Risk and Uncertainty, Risk Classification – Concept, Importance and Types of Insurance– Principles of Insurance – Insurance Regulations in India - Role of IRDA and Insurance Ombudsman –Scope for Insurance Business in India.

Unit 2: Life Insurance and Products

Life Insurance: Nature and Features - Major Life Insurance Companies in India - Important Life Insurance Products/policies and their Features: Conventional, Unit Linked, Annuities, Group Policies – Medical Examiner.

Unit 3: General and Health Insurances and Products

General Insurance: Nature, Features and Types - Major General Insurance Companies in India - Important General Insurance Products/Policies and their Features - Surveyor – Health Insurance: Nature and Features - Health Insurance Companies in India - Major Health Insurance Products/policies and their Features: Individual, Family, Group.

Unit 4: Practicing as an Insurant Agent

Insurance Contract and Terms of Insurance Policy - Registration of Insurance Agency with the Company — Procedure to issue a Policy: Application and Acceptance – Policy Lapse and Revival – Premium Payment, Assignment, Nomination and Surrender of Policy – Policy Claim - Important Websites and Apps of Insurance in India.

Unit 5: Understanding the Customer and Case Studies

Insurance Customer and Categories – Understanding Customer Mindset and Satisfaction - Addressing the Grievances of the Customer – Ethical Behavior in Insurance – Moral Hazard –Discussion of two different Case Studies related to Life or General or Health Insurance Services.

III. References:

1. Insurance Institute of India: *Principles of Insurance (IC-01)*, Mumbai, 2011.
2. Insurance Institute of India: *Practice of Life Insurance (IC-02)*, Mumbai, 2011.
3. Insurance Institute of India: *Practice of General Insurance (IC-11)*, Mumbai, 2011
4. IGNOU: *Life Insurance*
<https://egyankosh.ac.in/bitstream/123456789/6472/1/Unit-20.pdf>
5. IGNOU: *Non-Life Insurance*
<https://egyankosh.ac.in/bitstream/123456789/6470/1/Unit-21.pdf>
6. P. Periyaswamy: *Principles and Practice of Insurance*, Himalaya Publishers, New Delhi (2nd Edition), 2019.
7. G. Dionne and S.E. Harrington (Eds.): *Foundations of Insurance Economics*, Kluwer Academic Publishers, Boston, 1997.
8. K. Jr. Black, and H.D. Skipper Jr.: *Life and Health Insurance*, Prentice Hall, Upper Saddle River, New Jersey, 2000.
9. <https://www.irdai.gov.in>
10. <https://www.insuranceinstituteofindia.com>
11. <https://licindia.in/>
12. Other Relevant web resources suggested by the teacher and college librarian

IV. Co-Curricular Activities:

a) Mandatory (*Training of students in the related skills by the teacher for a total 10 Hours*)

1) **For Teacher:** Training of students by teacher in the classroom and in the field for a total of not less than 10 hours on skills and hands on experience like explaining the details of an insurance policy to a customer – life, health and general policy, filling up application for a policy, calculation of premium and claim, make use of important websites and apps etc. pertaining to insurance and make a field visit to any insurance organization in local area. The expertise of practicing insurance agent or trainer can be utilized for this purposes.

2) **For Student:** Students shall visit and understand the functioning of insurance agency of their interest in the local area. They shall write their individual observations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

3) **Suggested Fieldwork/Project work Format** (*Report shall not exceed 10 pages*):

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings, Conclusion & References.

4) Max Marks for Fieldwork/Project work Report: 05

5) Unit Tests/Internal Examinations.

b) Suggested Co-Curricular Activities

1. Invited Lectures with academic experts, practicing insurance agents. Trainers, concerned officials.
2. Hands on experience by field experts.
3. Assignments
4. Debates on related topics
5. Seminars, Group discussions, Quiz, etc.

Note: For the latest topics which have no formal material available, the teacher is expected to prepare own material by using multiple latest sources and practical knowledge.

###

A.P. State Council of Higher Education
Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code: 502ESE21

Four-Year B.A. (Hons)
Domain Subject: **ECONOMICS**
IV Year B.A.(Hons)-Semester-V

Max Marks: 100

Course 7C: **Banking and Financial Services**
(Skill Enhancement Course (Elective), 4 Credits)

I. Learning Outcomes:

Students at the successful completion of the course shall be able to:

1. Explain the concept and essentials banking and financial services.
2. Identify and analyse the employment opportunities related to banks and other financial institutions.
3. Apply the concepts to banking and financial opportunities and formulate ideas related to them.
4. Demonstrate practical skills to enable them to get employment in Banks and other financial institutions as business correspondents or Common Service Centers or marketing agents.

II. Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

Unit1: Principles of Banking and Indian Banking System

Meaning of Banking – Principles of Banking – Functions of Banking – Structure of Indian Banking System – Regulations of Banking in India – Role of RBI in Banking – Anti-money Laundering - Basics of Financial literacy - Problems and Challenges of Banking in India.

Unit 2: Deposits, Loans and Digital Banking

Bank Deposit Account Types – Account Opening and Closing – Banking Customer types – KYC Norms – Negotiable Instruments: Cheque, Bill of Exchange, Promissory Note, Endorsement - Principles of Lending – Different categories of Loans – Mortgaging -Priority Sector Lending – E-Banking facilities: Debit Card, Credit Card, Net Banking, Mobile Banking, Tele-banking, Micro ATMs, Digital Currency – Core Banking Solutions.

Unit 3: Banking Correspondents and Common Service Centers

Banking Correspondent Model - Activities of Banking Correspondent: Deposit Mobilization. Identification of Borrowers, Collection and Recovery Loan, Other Banking Services – Common Services Centre (CSC) - Provision of Services by CSC – Requirement for Registering CSC and Telecentre - Case Study of Banking Correspondents with any Bank or CSC in Local Area.

Unit 4: Financial Services of NBFIs

Non-Banking Financial Institutions (NBFIs): Types and Major Players of NBFIs in India – Important Financial Services offered by NBFIs and their Features – Concept of EMI - Micro Finance: Concept and Operation - Chit Funds: Concept and Operations– Payment Banks - Regulations of NBFIs in India – Problems and Challenges of NBFIs in India.

Unit 5: Work with Finance Service Company (FSC)

Types of loans by Finance Service Company (FSC) – Customer of FSC: Types and Needs - Marketing of FSC's Loans – Procedures and Requirements in FSC's Loan Sanction - Collection and Recovery of FSC Loans - Case Study of a FSC's services in Local Area.

III. References:

1. Indian Institute of Banking and Finance: *Principles and Practices of Banking*, Macmillan India Limited, 2021.
<https://drive.google.com/file/d/1VU7aN4s5ikPQI7nX6mTBW-sVLQCNhfvK/view>
2. Indian Institute of Banking and Finance: *Retail Banking*, Macmillan India Limited, 2015.
3. D.R.Patade Babasaheb Sangale and T.N.Salve : *Banking and Finance: Fundamental of Banking*, Success Publications, Pune, January 2013.
<https://app1.unipune.ac.in/external/course-material/Fundamental-of-Banking-English.pdf>
4. N. Mukund Sharma: *Banking and Financial Services*, Himalaya Publishers, 2015.
5. Akhan Ali Jafor: *Non-Banking Financial Companies in India: Functioning and Practice*, New Century Publications, New Delhi, 2010.
6. RBI: “Non-Banking Financial Institutions” in *Report on Trend and Progress of Banking in India 2019-20*.
7. RBI: Discussion Paper on *Engaging Business Correspondents*.
https://www.rbi.org.in/scripts/bs_viewcontent.aspx?Id=2234
8. Govt. of India: Ministry of Electronic and Information Technology: *Digital Seva-Operational Manual for Common Service Centres*.
<https://csc.gov.in/assets/cscmanual/digitalsevaoperationalmanual.pdf>
9. <http://www.cscentrepneur.in/> for Telecentre Entrepreneurship Course
10. <https://www.rbi.org.in/>
11. <http://www.iibf.org.in/>

12. Other Relevant web resources suggested by the teacher and college librarian

IV. Co-Curricular Activities:

a) Mandatory (*Training of students in the related skills by the teacher for a total 10 Hours*)

1) **For Teacher:** Training of students by teacher in the classroom and in the field for a total of not less than 10 hours on skills and hands on experience like opening and closing bank account, explaining negotiable instruments, loan application process at banks, operation of digital banking, operating common service center, loan application and sanction in FSC, make use of important websites and apps etc. pertaining to banks and FSCs and make a field visit to any bank and FSC in local area. The expertise of practicing insurance agent or trainer can be utilized for this purposes.

2) **For Student:** Students shall visit and understand the functioning of bank and FSC of their interest in the local area. They shall write their individual observations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

3) **Suggested Fieldwork/Project work Format** (*Report shall not exceed 10 pages*):
Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings, Conclusion & References.

4) Max Marks for Fieldwork/Project work Report: 05

5) Unit Tests/Internal Examinations.

b) Suggested Co-Curricular Activities

1. Invited Lectures with academic experts, practicing bankers, trainers and concerned officials.
2. Hands on experience by field experts.
3. Assignments
4. Debates on related topics
5. Seminars, Group discussions, Quiz, etc.

Note: For the latest topics which have no formal material available, the teacher is expected to prepare own material by using multiple latest sources and practical knowledge.

###

Semester-wise Revised Syllabus under CBCS, 2020-21

IV-Year B.A
Domain Subject: PUBLIC ADMINISTRATION
Semester-V

COURSE- 6B BASIC RESEARCH WRITING SKILLS
(Skill Enhancement Course (Elective), 4 Credits)

Max.Marks:100

1. LEARNING OUTCOMES:

Students at the successful completion of the course will be able to

- Describe why research is important.
- Describe scientific methods.
- Describe research report.
- Describe library use.
- Demonstrate dictionary usage.
- Demonstrate thesaurus usage.
- Demonstrate encyclopedias, almanacs, and atlases usage.
- Demonstrate internet search engines usage for research.
- Identify Internet news sources.
- Identify internet magazines, blogs, and images.
- Identify journals, papers, and more.
- Summarize bibliographies and their usage in research.

II. Syllabus: (Hours: Teaching: 60, Skills Training: 10, others including unit tests: 05. Total:75)

UNIT-I:

Introduction to Research

Concept of research – Importance of research – Types of research – Various methods of research- Scientific methods of research

UNIT II:

Writing skills

Basic concepts of writing- introduction to writing- reports- importance of reports-types of reports.

UNIT III:

Contents of Report

Planning of Report Writing- Format of Research Report

UNIT IV:

Principles of Writing

Principles of writing- Bibliography- Documentation of Bibliography

UNIT V:

Evaluation of Report

Typing the Report- Evaluating the Research report

I. REFERENCE BOOKS:

1. Ballou, Stephen.V, *A Model for Theses and Research Papers*, Boston: Houghton Mifflin, 1970.
2. Barzun, Jacques and Henry F. Graff, *The Modern Researcher*, New York: Harcourt, Brace & World, 1970.
3. Berenson, Conrad and Raymod Colton, *Research and Report Writing for Business and Economics*, New York: Random House, 1971 chapters 8 to 17.
4. Bernstein, Theodore, *The Careful Writer: A Modern Guide to English Usage*, New York: Atheneum, 1965.
5. Bowers, Fredson, *Principles of Bibliographical Description*, New York: Russell & Russell, 1949.
6. Campbell, William Giles and Stephen Vaughan Ballou *Form and Style: Theses, Reports, Term Papers*. in Co. 1974.
7. Corbett, Edward P.J., *Classical Rhetoric for the Modern Student*, New York: Oxford University Press, 1971.
8. Dawe, Jessamon, *Writing Business and Economics Term Papers, Theses and Dissertations*, Totowa, NJ.: Littefield Adams and Co., 1965.
9. Flower, H.W. *A Dictionary of Modern English Usage*, New York: Oxford University Press, 1965.
10. Gallagher, William J., *Report Writing for Management*, Reading, Mass: Addison Wesley Publishing Co., 1969.
11. Jonis. J.Harold, *The Business Research Paper*, New York: Hobbs Dorman & Co., 1967.
12. Kapp, R.O., *The Presentation of Technical Information*, London: Constable, 1948.
13. Strunk, William, Jr., and E.b. White, *The Elements of Style*, New York: Macmillanm, 1972.
14. Jurabian, Kate L., *A Manual for Writers of Term Papers, Theses and Dissertations*, Chicago: University of Chicago Press, 1971.
15. University of Chicago, *A Manual of Style*, Chicago: University of Chicago, 1969.
16. Zeisel, Hans, *Say it with Figures*, New York: Harper & Row, Publishers. 1957.

II. CO-CURRICULAR ACTIVITIES:

a). Mandatory:

1. FOR TEACHER: Training of students by teacher in the classroom for a total of not less than 10 hours on Concept of research, its importance, Types, Scientific methods of research, Basic concepts of writing, introduction to writing, reports, its importance, of reports, types, planning, Format of Research Report, Principles of writing, Bibliography, Documentation of Bibliography, Typing the Report, Evaluating the Research report. thereby encouraging and enlightening the students. Lecturers by Experts and Psychologists.

2. FOR STUDENT: Students have to involve in activities like prepare report, Study reports, planning reports, enhance writing skills, Assignments etc.

3. Suggested Fieldwork/Project work Format: Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

b). Suggested Co-Curricular Activities:

1. Training of students by a related expert.
2. Assignments
3. Planning a report, Evaluating a report etc.
4. Presentations by students on Report and Writing skills.
5. Invited lectures and presentations on related topics by Experts such as English Trainers, Research Scholars etc.

Semester-wise Revised Syllabus under CBCS, 2020-21

IV-Year B.A

Domain Subject: PUBLIC ADMINISTRATION

Semester-V

**COURSE-7B: PERSONALITY DEVELOPMENT AND COMMUNICATION SKILLS
(Skill Enhancement Course (Elective), 4 Credits)**

Max.Marks:100

1. LEARNING OUTCOMES:

Students at the successful completion of the course will be able to

- Understand the meaning, process, importance, types and barriers to communication;
- Develop public speaking, oral and written communication skills;
- Understand the importance of preparation of communication material;
- Gain knowledge of media of communication.
- Identify how to participate in meetings and interviews;
- Understand the concept of personality and personality development and its significance.
- Understand and develop the traits and factors determining personality and
- Know how to assess and enhance one's own personality

II. Syllabus: (Hours: Teaching: 60, Skills Training: 10, others including unit tests: 05. Total:75)

UNIT-I:

Introduction to Personality Development

The concept of personality - Dimensions of personality – Theories of Freud & Erickson- Significance of personality development. The concept of success and failure: What is success? - Hurdles in achieving success - Overcoming hurdles - Factors responsible for success – What is failure - Causes of failure. SWOT analysis.

UNIT II:

Attitude & Motivation

Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude – Advantages –Negative attitude- Disadvantages - Ways to develop positive attitude - Differences between personalities having positive and negative attitudes. Concept of motivation - Significance –

Internal and external motives - Importance of self-motivation- Factors leading to de-motivation

UNIT III:

Self-esteem

Term self-esteem - Symptoms - Advantages - Do's and Don'ts to develop positive self-esteem – Low self-esteem - Symptoms - Personality having low self-esteem - Positive and negative self-esteem. Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behaviors – Lateral thinking.

UNIT IV:

Introduction to Communication

Meaning and Definition – Process – Functions – Objectives – Importance – Essentials of Good Communication – Communication Barriers – Overcoming Communication Barriers – Cross-Cultural Communication.

UNIT V:

Types of Communication & Essential soft skills

(a) Written Communication

Need and functions of business letters – Planning and layout of business letters – Essentials of effective correspondence – Advantages and limitations of written communication.

(b) Oral Communication

Meaning, nature and scope – Principles of Effective Oral Communication – Techniques of Effective Speech – The Art of Listening – Principles of Good Listening – Advantages and Limitations of Oral Communication. (Principles and good practices in online communication e.g. Telephonic, Internet – VOIP Voice over Internet Protocol.)

(c) Essential soft skills

- (i) Group discussion
- (ii) Presentation skills
- (iii) Problem-solving
- (iv) Decision-making
- (v) Creativity
- (vi) Innovation
- (vii) Team Work

A. REFERENCE BOOKS:

1. Agrawal, Vijay.Dr. *Personality Development for students*. New Delhi. Benten Books. 2014
2. Mile, D.J *Power of positive thinking*. New Delhi. Rohan Book Company, 2004.
3. Pravesh Kumar. *All about Self- Motivation*. New Delhi. Goodwill Publishing House. 2005.
4. Smith, B . *Body Language*. New Delhi: Rohan Book Company. 2004
5. Hurlock, E.B. *Personality Development*, 28th Reprint. New Delhi: Tata McGraw Hill.2006
6. Mohan, Krishna. Meera Benerjee. *Developing communication skills*. Macmillan India Ltd, New Delhi. 1990,
7. Barker, Alan. *Improve your Communication Skills*. Kogan Page India Private Ltd. New Delhi. 2008.
8. Sing, O.P. *Art of effective Communication in Group Discussion and Interview-For Competitive Examinations*. New Delhi. S.Chand and Company Ltd. 2012.

II.CO-CURRICULAR ACTIVITIES:

a). Mandatory:

1. FOR TEACHER: Training of students by the teacher in the classroom for a total of not less than 10 hours on techniques on understanding communication establishment, observing of Debates, Team Work, Group Discussion, Role Plays, etc thereby encouraging the students. Lecturers by Experts and Psychologists.

2. **FOR STUDENT:** Students have to involve in activities like Quiz, Study Projects, Debates, Team Work, Group Discussions, Assignments, Role-plays etc.

3. **Suggested Fieldwork/Project work Format:** Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

b). Suggested Co-Curricular Activities:

1. Training of students by a related expert.
2. Assignments
3. Seminars, Group Discussions, Debates etc.
4. Presentations by students on personality Development and communication skills.
5. Invited lectures and presentations on related topics by Experts such as English Trainers, Psychologists etc.

(Template for each course, for Model only)

A.P state Council of Higher Education
Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four Year B.A

Domain Subject: **SOCIOLOGY**

IV Year B.A. –Semester-V

Course Code: 507SSE21

Max. Marks: 100

Course 6A: **Social Demography**

(Skill Enhancement Course (Elective), 04 Credits)

I. Learning Out Comes:

Students at the successful completion of the course will be able to;

- To enlighten the students about origin and development of demography
- Gains the knowledge about the demographic population data
- Student will be able to understand Population theories, Causes and Consequences of rapid population growth and Population Education

II. Syllabus: (Hours: Teaching: 60, Training: 10, Others incl. Internals: 05)

Unit-I

Demography: Definition, Nature and Scope; relationship between Demography and other social sciences

Unit-II

Sources of Demographic Data: Population Census, Vital Registration, National Sample Survey, Size, Composition and Distribution of population in India

Unit-III

Population Theories: Malthus theory, Theory of Demographic transition Theory, Theory of Optimum Population Theory

Unit-IV

Components of Population Growth: Age and Sex Composition, Fertility, Mortality and Migration

Unit-V

Causes and Consequences of Rapid population Growth in India; Population Education , family planning and family welfare

III. References

1. Ashes Bose- Demographic Diversity of India, Delhi, B.R. Publishing Corporation (1991)

2. Govt. of India- Census of India Reports
3. Ram Ahuja- Social Problems in India, Jaipur, Rawat(1992)
4. Rajendra Pandey- Social Problems of Contemporary India, New Delhi, Ashis Pub House (1995)
5. Srivastava, O. S - Demography and Population Studies, New Delhi, Vikash Pub. House (1994)

IV. Co-Curricular Activities

A) Mandatory: (Training of students by teacher in field related skills: 10 hours)

B) Suggested Co-Curricular Activities

- Book Reading
- Assignments, Student Seminars, Groups Discussions
- Quiz programmes, Debates etc.
- For effective teaching and meaningful learning, illustrations may be drawn from relevant empirical studies
- Conscious effort should be made to drive home the relevance and significance population study in India and its consequences and in attempting to solve the problems
- Examination (scheduled and surprise tests)

V. Suggested question paper pattern

Max.Marks: 75

Time: 3hrs

SECTION – A

(Total: 6x5=30 Marks)

(Answer any six questions. Each answer carries 5 marks)

(At least 1 question should be given from each Unit)

1	
2	
3.	
4	
5.	
6	
7	
8	
9	
10	

SECTION – B

(Total: 3x15 = 45 Marks)

(Answer any three questions. Each answer carries 15 marks)

(At least 1 question should be given from each Unit)

1.	
2.	
3.	
4.	
5.	

(Template for each course, for Model only)

Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four Year B.A

Domain Subject: **SOCIOLOGY**

IV Year B.A. –Semester-V

Course Code: 508SSE21

Max. Marks: 100

Course 7A: **Social Change in Modern India**

(Skill Enhancement Course (Elective), 04 Credits)

VI. Learning Out Comes:

Students at the successful completion of the course will be able to;

1. Gain the expertise in trends of Social Change in modern India
2. To create awareness about the concept of through development Programmes
3. Knows the impact of British rules on social change

VII. Syllabus: (Hours: Teaching: 60, Training: 10, Others incl. Internals: 05)

Unit-I

Social Change: Meaning Definition and forms of Social Change; Factors of Social Change; Theories of Social Change (Evolutionary theory, Linear theory, Cyclical theories)

UNIT-II

Social Change in Contemporary India: Sanskritization, Westernization, Modernization and Secularization

Unit-III

Development: Concept of Development: Social and Economical Development; Human Development, Indicators of Human Development; Sustainable Development

Unit-IV:

Development Programmes in India: Development Programmes in India- Five Year Plans; Achievements and Obstacles in the implementation of Five Year Plans

Unit-V:

Social Structure and Development: Structure as a facilitator, Initiator: Development and Socio-economic Disparities, Gender and Development

VIII. References

1. M.N. Srinivas- Social Change in Modern India
2. M. Haralambos- Sociology Themes and Perspectives
3. Ahuja Ram – Society in India
4. A.C. Kapur – Select Constitutions
5. Rao. C.N. Sankar- Sociology of Indian Society

IX. Co-Curricular Activities

C) Mandatory: (Training of students by teacher in field related skills: 10 hours)

D) Suggested Co-Curricular Activities

- Book Reading
- Assignments, Student Seminars, Groups Discussions
- Quiz programmes, Debates etc.
- Co-operative learning
- Conscious effort should be made to drive home the relevance and significance of social changes in modern India through development programmes and in attempt in to solve its problems.
- Examination (scheduled and surprise tests)

X. Suggested question paper pattern

Max.Marks: 75

Time: 3hrs

SECTION – A

(Total: 6x5=30 Marks)

(Answer any six questions. Each answer carries 5 marks)

(At least 1 question should be given from each Unit)

1	
2	
3.	
4	
5.	
6	
7	
8	
9	
10	

SECTION – B

(Total: 3x15 = 45 Marks)

(Answer any three questions. Each answer carries 15 marks)

(At least 1 question should be given from each Unit)

1.	
2.	
3.	
4.	
5.	
6.	