

**B.A. (Public Administration, Politics, History) (Program Code:47)**

**Program Structure**

Course code	Course	Internal Assessment	External Exams	Max Marks	Credits
<b>SEMESTER – I</b>					
	<b>Part – I</b>				
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
	<b>Part – II</b>				
109PAD21	Pub. Adm.: Introduction to Public Administration	30	70	100	4
107POL21	Politics : Introduction to Political Science	30	70	100	4
106HIS21	History : Ancient Indian History & Culture (From Indus Valley Civil. to 13 Century A.D)	30	70	100	4
<b>SEMESTER - II</b>					
	<b>Part – I</b>				
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
	<b>Part – II</b>				
210PAD21	Pub. Adm.: Theories of Public Administration	30	70	100	4
208POL21	Politics -2 : Basic Organs of the Government	30	70	100	4
207HIS21	History -2 : Medieval Indian History & Culture (1206 A.D To 1764 A.D)	30	70	100	4
	<b>First Phase of Apprenticeship (Project) Between 1<sup>st</sup> year and 2<sup>nd</sup> year</b>	---	100	100	4

<b>SEMESTER - III</b>					
<b>Part – I</b>					
301ENG21	English – A Course in Conversational Skills	30	70	100	3
302TEL21	Second Language – Telugu-Srujanathmaka Rachana	30	70	100	3
302HIN21	Second Language – Hindi - Poetry				
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
<b>Part – II</b>					
310PAD21	Pub. Adm.: Indian Administration	30	70	100	4
308POL21	Politics - 3: Indian Government and Politics	30	70	100	4
307HIS21	History -3 : Modern Indian History & Culture (1764- 1947 A. D)	30	70	100	4
<b>SEMESTER - IV</b>					
409PAD21	Pub. Adm.: Indian Administration – Emerging Issues	30	70	100	4
410PAD21	Pub. Adm.: E- Governance in India	30	70	100	4
405POL21	Politics - 4 : Indian Political Process	30	70	100	4
406POL21	Politics – 5 : Western Political Thought	30	70	100	4
403HIS21	History - 4 : History & Culture of Andhra (from 1512 to 1956 AD)	30	70	100	4
404HIS21	History - 5: History of Modern World (From 15th Cent. AD to 1945 AD)	30	70	100	4
	<b>Second Phase of Apprenticeship (Project) Between 2<sup>nd</sup> year and 3<sup>rd</sup> year</b>	---	100	100	4
<b>SEMESTER - V</b>					
<b>Skill Enhancement courses</b>					
<b>Public Administration:</b>					
509PAE21	6B: Basic Research Writing Skills	30	70	100	4
510PAE21	7B: Personality Development and Communication Skills	30	70	100	4
<b>Politics:</b>					
505PSE21	6 D Electoral Politics and Voting Behaviour	30	70	100	4
506PSE21	7 D Legislative Procedures and practices	30	70	100	4
<b>History:</b>					
503HSE21	6 B - Tourism and Hospitality Services	30	70	100	4
504HSE21	7 B - Tourism Guidance and Operating Skills	30	70	100	4
<b>SEMESTER - VI</b>					
	<b>Third Phase of Apprenticeship- Entire 6<sup>th</sup> Semester (Project work)</b>	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.కాం., 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

యూనిట్-I

రాజనీతి

- నన్నయ

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

యూనిట్-II

దక్షయజ్ఞం

- నన్నెచోడుడు

కుమారసంభవం-ద్వితీయాశ్వాసం-(49-86 పద్యాలు)

యూనిట్-III

ధామ్య ధర్మోపదేశము

- తిక్కన

మహాభారతం-విరాటపర్వం-ప్రథమాశ్వాసం-(116-146) పద్యాలు

యూనిట్-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.

యూనిట్-V

సీతారావణ సంవాదం

- మొల్ల

రామాయణము-సుందరకాండము-(40-87 పద్యాలు)

♦వ్యాకరణం

సంధులు: ఉత్ప, త్రిక, ద్రుతప్రకృతిక, ముగాగమ, ద్విరుక్తటకారాదేశ, యణాదేశ, వృద్ధి, శ్చుత్వ,

జశ్వ, అనునాసక సంధులు

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

అలంకారాలు:

అర్థాలంకారాలు : ఉపమ, ఉత్పేక్ష, రూపక, స్వభావోక్తి, అర్థాంతరవ్యాస, అతిశయోక్తి.

శబ్దాలంకారాలు : అనుప్రాస (వృత్తానుప్రాస, ఛేకానుప్రాస లాటానుప్రాస, అంత్యానుప్రాస)

ఛందస్సు

వృత్తాలు: ఉత్పలమాల, చంపకమాల, శార్దూలము, మత్తేభము;

జాతులు : కందం, ద్విపద; ఉపజాతులు : ఆటవెలది, తేటగీతి, సీసం మరియు ముత్తాలసరాలు

Note: I, III, IV యూనిట్లు నుండి మాత్రమే

ప్రతిపాఠ్యం తప్పకుండా, కనీసం

పాఠ్యాలకు వృత్త పాఠ్యాల మాత్రమే

ఇవ్వాలి.



CHANNARAYANA

Tatiana B. V. S.

2.2.2022

### 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/అసైన్మెంట్)
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  
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Guntur, Andhra Pradesh - 522 002



## CBCS SEMESTER WISE SYLLABUS

Part I (B) Subject : SANSKRIT

### SEMESTER – I

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

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**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" 4<sup>th</sup> 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 phalamasnute",  
Hitopadesaha-Mitralabha 2 & 3 stories, Pages 61-84.  
2. "Sudraka -Veeravarakatha", Hitopadesaha-Vigraha,  
8<sup>th</sup> 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**

1<sup>st</sup> Conjugation - Bhoo, Gam, Shtha, Drusir, Labh, Mud.

2<sup>nd</sup> Conjugation - As. 10<sup>th</sup> 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	Public Relations-Meaning, Definition, Nature and Scope, Historical Background,
06 Hrs	Technological and Media Revolution and Role in Business, Government, Politics, NGOs and Industry.
Unit II	Concepts of Public Relations-Press, Publicity, Lobbying, Propaganda, Advertising,
10 Hrs	Sales Promotion and Corporate Marketing Services, Tools of Public Relations-Press Conferences, Meets, Press Releases, Announcements, Webcasts
Unit III	Public Relations and Mass Media, Present and future of Public Relations in India,
10 Hrs	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/eminant 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

### 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

**SYLLABUS**  
**B.A. POLITICAL SCIENCE**  
**FIRST YEAR**  
**FIRST SEMESTER**  
**(Under CBCS w.e.f. 2020-21)**

**107POL21 - Course-1: INTRODUCTION TO POLITICAL SCIENCE**

**Learning Outcomes:**

On successful completion of the course the students will be able to;

- Recall the previous knowledge about Political Science and understand the nature and scope, traditional and modern approaches of Political Science.
- Understand concepts intrinsic to the study of Political Science.
- Have solid theoretical understanding of Rights and its theories along with the basic aspects of certain political ideologies.
- Apply the knowledge to observe the field level phenomena

<b>UNIT-I :</b>	<b>INTRODUCTION</b>
	1. Definition, Nature, Scope and Importance of Political Science – Relations with allied disciplines (History, Economics, Philosophy and Sociology)
	2. Approaches to the study of Political Science: Traditional Approaches-Philosophical, Historical. Modern Approaches-BehavioralandSystem Approach.

<b>UNIT-II :</b>	<b>STATE</b>
	1. Definition of the State, Elements of the State, Theories of Origin of the State-( Evolutionary and Social Contract).
	2. Concepts of Modern State and Welfare State.

<b>UNIT-III :</b>	<b>CONCEPTS OF POLITICAL SCIENCE</b>
	1. Law, Liberty, Equality.

<b>UNIT-IV :</b>	<b>THEORIES OF RIGHTS</b>
	1. Meaning, Nature and Classification of Rights
	2. Theories of Rights.

<b>UNIT-V :</b>	<b>POLITICAL IDEOLOGIES</b>
	1. Individualism
	2. Socialism
	3. Idealism

**REFERENCE BOOKS:**

➤ A.C. Kapur	:	<i>Principles of Political Science</i>
➤ R.C.Agarwal	:	<i>Political Theory</i>
➤ J.C.Johari	:	<i>Contemporary Political Theory</i>
➤ Amaj Ray & Bhattacharya	:	<i>Political Theory and Institutions</i>
➤ O.P.Gauba	:	<i>An Introduction to Political Theory</i>
➤ Abbas, Hoveyda&Ranjay Kumar	:	<i>Political Theory</i>
➤ Andrew Hakes	:	<i>Political Theory: Philosophy, Ideology, Science</i>
➤ J.C.Johari	:	<i>Principles of Modern Political Science</i>
➤ RajeevBhargava& Ashok Acharya(ed)	:	<i>Political Theory-An Introduction</i>
➤ Andrew Heywood	:	<i>Political Ideologies-An Introduction</i>
➤ Norman Barry	:	<i>An Introduction to Modern Political Theory</i>
➤ JadiMusalaiah, V.Vasundhara Devi &V.Bhogendracharyulu, Prof.V.RavindraSastry (ed)	:	<i>Political Science Concepts, Theories &amp; Institutions</i>
➤ Laski, H.J.	:	<i>Grammar of Politics</i>
➤ A.Appadorai	:	<i>Substance of Politics</i>
➤ Eddy Ashirvadam&K.K.Misra	:	<i>Political Theory</i>
➤ SushilaRamaswamy	:	<i>Political Theory: Ideas &amp; Concepts, Political Theory &amp; Thought, Key Concepts in Political Theory</i>
➤ VidyaDhar Mahajan	:	<i>Political Theory (Principles of Political Science)</i>
➤ S.P.Varma	:	<i>Modern Political Theory</i>

## ***ANNEXURE***

### **CO-CURRICULAR ACTIVITIES RECOMMENDED**

<i>Measurable Co-curricular Activities (A uniform format may be designed and marks allotted)</i>
<ul style="list-style-type: none"><li>• Simple, medium and critical Assignments on current topics</li></ul>
<ul style="list-style-type: none"><li>• Class Seminars</li></ul>
<ul style="list-style-type: none"><li>• Quiz Programme</li></ul>
<ul style="list-style-type: none"><li>• Study Projects on field related problems, individual and Group</li></ul>
<ul style="list-style-type: none"><li>• Preparation of Alternate Theoretical Models to the existing systems/functions</li></ul>
<ul style="list-style-type: none"><li>• Debates on current issues.</li></ul>
<i>General Co-Curricular Activities</i>
<ul style="list-style-type: none"><li>• Preparation of Photo Album. Students' Open Forums</li></ul>
<ul style="list-style-type: none"><li>• Collection of news reports from dailies and magazines and maintaining a record of paper clippings.</li></ul>
<ul style="list-style-type: none"><li>• Group Discussions on problems relating to the syllabus and outside</li></ul>
<ul style="list-style-type: none"><li>• Watching TV discussions, recording individual observations and preparing summary points</li></ul>
<ul style="list-style-type: none"><li>• Celebration of important events.</li></ul>
<ul style="list-style-type: none"><li>• Encouragement to students to use various digital online tools (Google forms, Google Class room, edmodo, testmoz, kahoot, edpuzzle, moodle etc.), Open source software, Open educational resources</li></ul>
<ul style="list-style-type: none"><li>• Cooperative Learning and Peer Teaching</li></ul>
<ul style="list-style-type: none"><li>• Comparative study of the Rights that citizens are enjoying around the globe</li></ul>
<ul style="list-style-type: none"><li>• Creative and imaginative activities beyond the prescribed syllabus</li></ul>

**PROGRAMME: THREE-YEAR B.A.**

(With History, Economics and Political Science Disciplines)

**Course Code:**

**Domain Subject: History**

Semester-wise Syllabus under CBCS

I Year B. A. –Semester – I

106HIS21 - **Course1: ANCIENT INDIAN HISTORY & CULTURE (from Indus Valley Civilization to 13<sup>th</sup> Cen A.D)**

**Learning Outcomes:**

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

- Identify and define various kinds of sources and understand how history books are shaped
- Compare and contrast various stages of progress from IVC to Vedic age and analyze the Jain, Buddhist and Vedic faiths
- Increase the awareness and appreciation of Transition from Territorial States to Emergence of Empires
- Analyze the emergence of the Mauryan and Gupta empires during the “classical age” in India
- Evaluate the key facets of ancient society, polity and culture in South India—the feudalism, and the rise of technology and commerce.
- Critically examine the nature of monarchic rule and develop a comprehensive understanding of cultural evolution during ancient period
- Visualize where places are in relation to one another through map pointing

**Syllabus:**

- Unit - I Ancient Indian Civilization (from Circa 3000 BC to 6<sup>th</sup> BC): Indus Valley Civilization - Salient Features; Vedic Age - Society, Polity, Economy, Culture during early and later Vedic period
- Unit - II Ancient Indian History & Culture (6<sup>th</sup> Century BC to 2<sup>nd</sup> Century AD): Doctrines and Impact of Jainism and Buddhism; Mauryan Administration, Society,



Economy & Culture - Ashoka's Dhamma; Kanishka's Contribution to Indian Culture

- Unit - History & Culture of South India (2<sup>nd</sup> Century BC to 8<sup>th</sup> Century AD): Sangam  
III Literature; Administration, Society, Economy and Culture under Satavahanas;  
Cultural contribution of Pallavas
- Unit - India from 3<sup>rd</sup> century AD to 8<sup>th</sup> century AD: Administration, Society, Economy,  
IV Religion, Art, Literature and Science & Technology under Guptas –  
Samudragupta; Cultural contribution of Harsha: Arab Conquest of Sind and its  
Impact
- Unit - V History and Culture of South India (9<sup>th</sup> century AD to 13<sup>th</sup> century AD): Local  
Self Government of Cholas; Administration, Society, Economy and Culture under  
Kakatiyas – Rudram Devi

## **References:**

- 1 A.L. Basham, The Wonder That Was India
- 2 D.N.Jha, Ancient India
- 3 D.D.Kosambi, An Introduction to the Study of Indian History
- 4 D.P.Chattopadhyay, Science and Society in Ancient India
- 5 B.N.Mukherjee, The Rise and Fall of the Kushana Empire
- 6 K.A. NilakanthaShastri, A History of South India
- 7 R.C.Majumdar, K.K.Dutta&H.C.RoyChowdhuri (ed.), Advanced History of India
- 8 Kumkum Roy, The Emergence of Monarchy in North India: eighth to fourth centuries BC
- 9 RomilaThapar (et. al). India: Historical Beginnings and the Concept of the Aryan
- 10 M.L.K. Murthy, *Pre-and Protohistoric Andhra Pradesh upto 500 B.C.*, New Delhi, 2003
- 11 K. Sathyanarayana, A Study of the History and Culture of Andhras

## **Mandatory Co-Curricular Activity:**

Map pointing should be a compulsory activity as it helps student to understand vividly and clearly than the text and **should be made part of Internal Examination by allotting 10 marks out of 25 marks for this skill-based activity.**

## **Suggested Co-Curricular Activities**

- # Cultural Clubs
- # Assignments
- # Student seminars
- # Literature surveys and book reviews
- # Map pointing
- # Individual / Group Field Studies
- # Co-operative learning
- # Students can be asked to create a calendar charting the dates of key events
- # Students should be asked to prepare an inventory of items preserved in the museum and their usage
- # Encourage the habit of Numismatics

- # Collection of news reports and maintaining a record of paper-cuttings relating to topics covered in syllabus
- # Group Discussions on problems relating to topics covered by syllabus
- # Examinations (Scheduled and surprise tests)
- # Any similar activities with imaginative thinking beyond the prescribed syllabus

# 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

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

#### II. UNIT

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

#### III. UNIT

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

#### IV. UNIT

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

#### V.UNIT

<b>Non-Detailed Text</b>	: 1. An Astrologer's Day	R K Narayan
<b>Skills</b>	: 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, అవశ్యకతను 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**

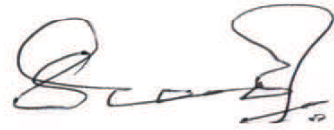
8. తెలుగు ‘నవల’ - పరిచయం
9. రథచక్రాలు (నవల) - మహీధర రామోహన రావు (సంక్షిప్త ఇతివృత్తం మాత్రం)
10. రథచక్రాలు (సమీక్షా వ్యాసం) - డా॥ యల్లాప్రగడ మల్లికార్జునరావు

### **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.



### ఆధార గ్రంథాలు/వ్యాసాలు:

1. ఆధునిక కవిత్వం-పరిచయం : చూ. 'దృక్పథాలు' పుట 1-22, ఆచార్య ఎస్సీ. 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 స్వీయ 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.

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- UNIT – I OLD POETRY:
- 1."Indumateeswayamvaram", Raghuvamsam of kalidasa, 6<sup>th</sup>canto, Chowkhamba krishadas academy, Varanasi-2012.
  2. "Deekshaapradanam", Buddacharitam of Aswagosha, 16<sup>th</sup>canto. Selected verses.
- UNIT – II MODERN POETRY:
1. "Gangavataranam", Bhojas Champu Ramayanam, Balakanda.
  2. "Mohapanodaha", 4<sup>th</sup> 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", 5<sup>th</sup> 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 Achievements
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 &Carolyn Hatcher, (2002). Presentation skills. The Essential Guide for Students. New Delhi, Sage Publications.
9. Websites on Social work methods.

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## **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 (30<sup>th</sup>) Edition, Lakshmi Narayana Agrawal, Agra. 2010.
4. RumkiBasu, Public Administration concepts and theories (5<sup>th</sup> revised) Publishers, New Delhi 2004.
5. Nicholas, Henry, Public Administration and public affairs (10<sup>th</sup> ) Edition, PHI, New Delhi 2007.

**B.A. POLITICAL SCIENCE**  
**FIRST YEAR**  
**SECOND SEMESTER**  
**(Under CBCS w.e.f 2020-21)**

208POL21 - **Course-2: BASIC ORGANS OF THE GOVERNMENT**

**Learning Outcomes:**

On successful completion of the course the students will be able to:

- Understand the Origin and Evolution of the concept of Constitutionalism and classification of Constitutions.
- Acquaint themselves with different theories of origin of State.
- Understand and analyses organs and forms of Governments along with a deep insight into the various agents involved in the political process.
- Apply the knowledge to analyse and evaluate the existing systems

<b>UNIT-I :</b>	<b>CONSTITUTION</b>
	1. Meaning, Definition, Origin and Evolution of Constitution.
	2. Classification of the Constitutions-Written and Unwritten; Rigid and Flexible.

<b>UNIT-II :</b>	<b>ORGANS OF THE GOVERNMENT</b>
	1. Theory of Separation of Powers-B.D.Montesquieu.
	2. Legislature-Unicameral and Bicameral-Power and Functions, Executive-Types,Powers and Functions. Judiciary-Powers and Functions.

<b>UNIT-III :</b>	<b>FORMS OF GOVERNMENT</b>
	1. Unitary and Federal forms of Governments-Merits and Demerits.
	2. Parliamentary and Presidential forms of Governments- Merits and Demerits.

<b>UNIT-IV :</b>	<b>DEMOCRACY</b>
	1. Meaning, Definition, Significance, Theories and Principles of Democracy.
	2. Types of Democracy: Direct and Indirect Democracy-Methods, Merits and Demerits-Essential Conditions for Success of Democracy.

<b>UNIT-V :</b>	<b>POLITICAL PARTIES, PRESSURE GROUPS AND PUBLIC OPINION</b>
	1. Meaning, Definition and Classification of Political Parties: National and Regional-Functions of Political Parties.

**REFERENCE BOOKS:**

➤ SukhbirBhatnagar	:	<i>Constitutional Law and the Governance</i>
➤ A.C.Kapur	:	<i>Select Constitutions</i>
➤ R.C.Agarwal	:	<i>Political Theory</i>
➤ VidyaDhar Mahajan	:	<i>Political Theory (Principles of Political Science)</i>
➤ M.R.Biju	:	<i>Democratic Political Process</i>
➤ PeterRonald de Souja&E.Sreedharan (ed)	:	<i>Indian Political Parties</i>
➤ JadiMusalaiah, V.Vasundhara Devi &V.Bhogendracharyulu, Prof.V.RavindraSastry (ed)	:	<i>Political Science Concepts, Theories &amp; Institutions</i>
➤ Laski. H.J.	:	<i>Grammar of Politics</i>
➤ A.Appadorai	:	<i>Substance of Politics</i>
➤ Eddy Ashirvadam&K.K.Misra	:	<i>Political Theory</i>
➤ SushilaRamaswamy	:	<i>Political Theory: Ideas &amp; Concepts</i>
➤ S.P.Varma	:	<i>Modern Political Theory</i>

***ANNEXURE*****CO-CURRICULAR ACTIVITIES**

• All Co-curricular activities recommended at Course – I
• Study of the outline features of Constitutions of U.S.A, U.K., Australia, Canada, South Africa, China and Japan in comparison to the Constitution of India.
• Study projects on selected local real time problems.
• Field visits to government establishments.

**PROGRAMME: THREE-YEAR B.A.**

(With History, Economics and Political Science Disciplines)

**Course Code:**

**Domain Subject: History**

Semester-wise Syllabus under CBCS

I Year B. A. – Semester – II

207HIS21 - **Course 2: MEDIEVAL INDIAN HISTORY & CULTURE (1206 A.D to 1764 A.D)**

**Learning Outcomes:**

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

- Understand the socio, economic and cultural conditions of medieval India
- Describe the advent of Islam in India and study the traces of political and cultural expansion of Turks & Afghans
- Explain the Administration and art and architecture of Vijayanagar Rulers, Mughals and also analyse the rise of the Marathas and the contribution of Shivaji
- Evaluate the establishment of the British rule in India and understand the dangerous consequences disunity at all levels
- Analyze the emergence of composite culture in Indian
- Visualize where places are in relation to one another through map pointing

**Syllabus:**

- Unit - I    Impact of Turkish Invasions – Balban, Allauddhin Khilji, Md. Bin Tughlaq - Administration, Society, Economy, Religion and Cultural developments under Delhi Sultanate (from 1206 to 1526 AD)
- Unit - II    Impact of Islam on Indian Society and Culture – Bhakti Movement; Administration, Society, Economy, Religion and Cultural developments under Vijayanagara Rulers
- Unit - III    Emergence of Mughal Empire – Babur – Sur Interregnum - Expansion & Consolidation of Mughal Empire – Akbar, Jahangir, Shah Jahan, Aurangzeb



Unit - Administration, Economy, Society and Cultural Developments under the Mughals  
IV – Disintegration of Mughal Empire - Rise of Marathas under Shivaji

Unit - V India under Colonial Hegemony : Beginning of European Settlements - Anglo-  
French Struggle – Conquest of Bengal by EIC

## **References:**

- 1 Chandra, S History of Medieval India (800 – 1700)
- 2 Chattopadhyay, B.D The Making of Early Medieval India. (Delhi, 1994)
- 3 Habib, Irfan, Medieval India: The Study of a Civilization
- 4 Habibullah, A.B.M, The Foundation of Muslim Rule in India
- 5 Kumar Sunil, The Emergence of the Sultanate of Delhi
- 6 Nizami, K.A. Some Aspects of Religion and Politics in India in the 13th c
- 7 K.A. NilakantaSastri, A History of South India from Prehistoric Times to the Fall of Vijayanagara
- 8 K.A.NilkantaSastri, The Cholas
- 9 ShireenMoosvi, The Economy of the Mughal Empire
- 10 Stein, B Peasant, State & Society in Medieval South India
- 11 Yazdani, G. (ed) The Early History of the Deccan
- 12 R.C.Majumdar, The Age of Imperial Kanauj
- 15 R. Soma Reddy, *Late Medieval Andhra Pradesh, A.D. 1324-1724 A.D.*, New Delhi, 2014
- 16 HarbansMukhia, The Mughals of India
- 17 C.A.Bayly, Indian Society and the Making of the British Empire

## **Mandatory Co-Curricular Activity:**

Map pointing should be a compulsory activity as it helps student to understand vividly and clearly than the text and should be made part of Internal Examination by allotting marks for this skill-based activity.

## **Suggested Co-Curricular Activities**

- @ Book Reading
- @ Student seminars
- @ Viva voce interviews
- @ Quiz Programs
- @ Individual / Group Field Studies

- @ Co-operative learning
- @ Students should be encouraged to prepare a chart on sequence of events
- @ Collection of news reports and maintaining a record of paper-cuttings relating to topics covered in syllabus
- @ Group Discussions on problems relating to topics covered by syllabus
- @ Examinations (Scheduled and surprise tests)
- @ Students may be asked to prepare a project on influence of Islam and Hinduism in their respective localities

# English Syllabus-Semester-III

## English Praxis Course-III

### 301ENG21 -A Course in Conversational Skills

#### Learning Outcomes

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

- Speak fluently in English
- Participate confidently in any social interaction
- Face any professional discourse
- Demonstrate critical thinking
- Enhance conversational skills by observing the professional interviews

#### I. UNIT

<b>Speech</b>	: 1. Tryst with Destiny	Jawaharlal Nehru
<b>Skills</b>	: 2. Greetings	
	: 3. Introductions	

#### II. UNIT

<b>Speech</b>	: 1. Yes, We Can	Barack Obama
<b>Interview</b>	: 2. A Leader Should Know How to Manage Failure	Dr.A.P.J.Abdul Kalam/ India Knowledge at Wharton
<b>Skills</b>	: 3. Requests	

#### III. UNIT

<b>Interview</b>	: 1. Nelson Mandela's Interview	With Larry King
<b>Skills</b>	: 2. Asking and Giving Information	
	: 3. Agreeing and Disagreeing	

#### IV. UNIT

<b>Interview</b>	: 1. JRD Tata's Interview	With T.N.Ninan
<b>Skills</b>	: 2. Dialogue Building	
	: 3. Giving Instructions/Directions	

#### V. UNIT

1. <b>Speech</b>	: 1. You've Got to Find What You Love	Steve Jobs
<b>Skills</b>	: 2. Debates	
	: 3. Descriptions	
	: 4. Role Play	

బి.ఏ., బి.కాం., బి.యస్సె., 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 అవకాశాలను అందిపుచ్చుకోగలరు.
  6. అనువాద రంగంలో నైపుణ్యం సంపాదించగలరు.

Chairman  
B.O.S. Telugu.

## పాఠ్య ప్రణాళిక

### **యూనిట్-I: వ్యక్తికరణ నైపుణ్యాలు**

1. భాష-ప్రాథమికాంశాలు: భాష-నిర్వచనం, లక్షణాలు, అవశ్యకత, 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 పేరానుఅనువదించడం

### **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) నిర్వహించజేయడం.
6. తెలుగుభాషా దినోత్సవం/అంతర్జాతీయ మాతృభాషా దినోత్సవం మొదలైన రోజుల్లో జరిగే  
సాంస్కృతిక కార్యక్రమాలు విద్యార్థులచేత నిర్వహించజేయడం, 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 (U.G.)  
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

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#### 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",  
17<sup>th</sup> 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)

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**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 water resources 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.

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**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,

**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 - 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.

**B.A. POLITICAL SCIENCE**  
**SECOND YEAR**  
**THIRD SEMESTER**  
**(Under CBCS w.e.f 2020-21)**

308POL21 - **Course-3: INDIAN GOVERNMENT AND POLITICS**

**Learning Outcomes:**

On successful completion of the course the students will be able to:

- Acquire knowledge about the historical background of Constitutional development in India, appreciate philosophical foundations and salient features of the Indian Constitution.
- Analyze the relationship between State and individual in terms of Fundamental Rights and Directive Principles of State Policy.
- Understand the composition of and functioning of Union Government as well as State Government and finally
- Acquaint themselves with the judicial system of the country and its emerging trends such as judicial reforms.

<b>UNIT-I :</b>	<b>SOCIAL AND IDEOLOGICAL BASE OF THE INDIAN CONSTITUTION</b>
	Constituent Assembly-Nature, Composition, Socio-Economic, Philosophical Dimensions and Salient Features of the Indian Constitution.

<b>UNIT-II :</b>	<b>INDIVIDUAL AND STATE</b>
	1. Fundamental Rights, Directive Principles of State Policy and Fundamental Duties-Differences between Fundamental Rights and Directive Principles of State Policy.

<b>UNIT-III :</b>	<b>UNION EXECUTIVE</b>
	1. President of India-Mode of Election, Powers and Functions.
	2. Parliament-Composition, Powers and Functions, Legislative Committees, Prime Minister and Council of Ministers-Powers and Functions, Role in Coalition Politics

<b>UNIT-IV :</b>	<b>STATE EXECUTIVE</b>
	1. Governor-Mode of Appointment, Powers and Functions.
	2. Legislature-Composition, Powers and Functions, Chief Minister and Council of Ministers-Powers and Functions

<b>UNIT-V :</b>	<b>THE INDIAN JUDICIARY</b>
	1. Supreme Court-Composition and Appointments, Powers and Functions or Jurisdiction of the Supreme Court, Judicial Review, Judicial Activism.
	2. High Court-Composition, Powers and Functions, Debates on the mode of appointment of Judges-National Judicial Appointments Commission and Judicial Reforms.

**REFERENCE BOOKS:**

➤ M.V.Pylee	:	<i>Indian Constitution, Constitutional Government in India Constitutional History of India</i>
➤ Durga Das Basu	:	<i>An Introduction to the Constitution of India</i>
➤ Rajni Kothari	:	<i>Politics in India</i>
➤ SanghMittra	:	<i>Indian Constitution Acts (East India Company to Independence)</i>
➤ Hoshiar Singh, P.C.Mathur&Pankaj Singh (ed)	:	<i>Coalition Governments &amp; Good Governance</i>
➤ B.C.Fadia	:	<i>Indian Government and Politics</i>
➤ SubhashC.Kashyap	:	<i>Concise Encyclopedia of Indian Constitution</i>
➤ P.B.Rathod&VimlaRathod	:	<i>Indian Constitution, Government and Political System</i>
➤ Verinder Grover (ed)	:	<i>Federal System, State Autonomy and Centre-State Relations in India.</i>
➤ Prof.Lalaiah,P.Venkataramana, K.SaiBaba&K.Mallesam, Prof.V.RaveendraSastry (ed)	:	<i>Indian Government-Politics</i>
➤ M.Lakshmikant	:	<i>Indian Polity</i>
➤ R.C.Agarwal& Mahesh Bhatnagar	:	<i>Constitutional Development and National Movement of India</i>
➤ Singh &Saxena	:	<i>Indian Politics : Contemporary Issues and Concerns</i>
➤ Austin Granville	:	<i>The Indian Constitution : Cornerstone of a Nation, Working of a Democratic Constitution : The Indian Experience</i>
➤ W.H.Morris Jones	:	<i>Government and Politics of India</i>
➤ M.P.Jain	:	<i>Indian Constitutional Law</i>
➤ Subhash C. Kashyap.	:	<i>Our Constitution, Our Parliament, Our Political</i>

		<i>System</i>
➤ A.S.Narang	:	<i>Indian Political System, Process and Development</i>
➤ Rajeev Bhargav	:	<i>Politics and Ethics of the Indian Constitution</i>
➤ Bipin Chandra	:	<i>Nationalism &amp; Colonialism in Modern India</i>
➤ Paul R.Brass	:	<i>The Politics in India since Independence</i>
➤ K.SubrataMitra	:	<i>Politics in India : Structure, Process and Policy</i>
➤ S.H.Patil	:	<i>The Constitution, Government and Politics in India</i>
➤ VishnooBhagwan&VidyaBhusan	:	<i>Indian Administration</i>

## **ANNEXURE**

### **CO-CURRICULAR ACTIVITIES**

• All Co-curricular activities recommended at Course – I
• Peers and self-assessment outputs from individual and collaborative work.
• Individual observations in field studies and recordings in the areas related to syllabus
• Conduct of a Mock Parliament on important current issues for awareness about the proceedings of the Parliament, intensity of debates and understanding the outcomes.
• A Field Visit to a Court to observe the structure and its exercise of powers.
• Discussion of Previous Question Papers relating to Services (Service Commissions and other Recruitment Agencies) for an understanding of different approaches
• Study projects on selected local real time problems.

**PROGRAMME: THREE-YEAR B.A.**

(With History, Economics and Political Science Disciplines)

**Course Code:**

**Domain Subject: History**

Semester-wise Syllabus under CBCS

I Year B. A. – Semester – III

307HIS21 - **Course 3:MODERNINDIAN HISTORY & CULTURE (1764-1947 A. D)**

**Learning Outcomes:**

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

- Unearth the true nature of the British rule and its disastrous impact on Indian economy and society
- Gauge the disillusionment of people against the Company's rule even during the early 19th century
- Assess the causes and effects of Reformation movements and also inspire the public to overthrow inequalities of the present day society
- Rise above petty parochial issues after understanding the sacrificial saga of freedom struggle
- Evaluate the undercurrent of communal politics that led to India's partition and identify the enemies of India's integrity and sovereignty
- Visualize where places are in relation to one another through map pointing

**Syllabus:**

- Unit - 1 Policies of Expansion –Warren Hastings, Cornwallis - Subsidiary Alliance & Doctrine of Lapse – Causes & Results of 1857 Revolt – Lytton, Rippon, Curzon
- Unit - II Social, Religious & Self-Respect Movements – Raja Rammohan Roy, DayanandaSaraswathi, Swami Vivekananda, JyotibaPhule, Narayana Guru, Periyar, Dr. B. R. Ambedkar
- Unit - .Causes for the growth of Nationalism - Freedom Struggle from 1885 to 1920:

- III            Moderate Phase — Militant Phase: Vandemataram Movement - Home Rule Movement
- Unit -        Freedom Struggle from 1920 to 1947: Gandhiji's Role in the National Movement
- IV            – Revolutionary Movement – Subhas Chandra Bose
- Unit - V      Muslim League & the Growth of Communalism – Partition of India – Advent of Freedom - Integration of Princely States into Indian Union – Sardar Vallabhai Patel



### **References:**

- 1 Anil Seal, Emergence of Indian Nationalism
- 2 Banerjee, Sekhar, From Plassey to Partition
- 3 Bipan Chandra, Rise and Growth of Economic Nationalism in India
- 4 Chandra, Bipan, et. al., India's Struggle for Independence
- 5 Bipan Chandra, Modern India
- 6 Joshi, P.C., Rammohun and the Forces of Modernisation in India
- 7 R.P.Dutt, India Today

### **Mandatory Co-Curricular Activity:**

Map pointing should be a compulsory activity as it helps student to understand vividly and clearly than the text and should be made part of Internal Examination by allotting marks for this skill-based activity.

### **Suggested Co-Curricular Activities**

- @ Debates
- @ Student seminars
- @ Viva voce interviews
- @ Quiz Programmes
- @ Photo Album
- @ Recording local history
- @ Role Play of freedom struggle events
- @ Organizing photo exhibition on freedom fighters
- @ Celebrations of important events / personalities
- @ Conducting Philately
- @ Examinations (Scheduled and surprise tests)
- @ Students may be asked to prepare a project on the differences between Mughal and British administration
- @ Encourage students to write their autobiography or biography of their inspiring personalities

**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 – 73<sup>rd</sup> and 74<sup>th</sup>

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, (6<sup>th</sup> 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

**B.A. POLITICAL SCIENCE**  
**SECOND YEAR**  
**FOURTH SEMESTER**  
**(Under CBCS w.e.f 2020-21)**

405POL21 - **Course-4 : INDIAN POLITICAL PROCESS**

**Learning Outcomes:**

On successful completion of the course the students will be able to :

- Know and understand the federal system of the country and some of the vital contemporary emerging issues.
- Evaluate the electoral system of the country and to identify the areas of electoral reforms.
- Know the constitutional base and functioning of local governments with special emphasis on 73<sup>rd</sup> & 74<sup>th</sup> Constitutional Amendment Acts.
- Understand the dynamics of Indian politics, challenges faced and gain a sensitive comprehension to the contributing factors.
- Apply the knowledge and critically comprehend the functioning of some of the regulatory and governance institutions.
- Propose theoretical outline alternate models

UNIT-I :	FEDERAL PROCESSES
	1. Features of Indian Federal System- Centre-State Relations- Legislative, Administrative and Financial
	2. Emerging Trends in Centre-State Relations-Restructuring Centre-State Relations-Recommendations of Sarkaria Commission, M.M.Punchi Commission

UNIT-II :	ELECTORAL PROCESSES
	1. The Election Commission of India, Powers and Functions.
	2. Issues of Electoral Reforms, Voting Behaviour-Determinants and

	Problems of Defections.
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<b>UNIT-III :</b>	<b>GROSSROOT DEMOCRACY-DECENTRALISATION</b>
	1. Panchayat Raj system-Local and Urban Governments-Structure, Powers and Functions.
	2. Democratic Decentralization-Rural Development and Poverty alleviation with reference to 73 <sup>rd</sup> and 74 <sup>th</sup> Constitutional Amendment Acts, Challenges and Prospects.

<b>UNIT-IV :</b>	<b>SOCIAL DYNAMICS AND EMERGING CHALLENGES TO INDIAN POLITICAL SYSTEM</b>
	1. Role of Caste, Religion, Language and Regionalism in India.

<b>UNIT-V :</b>	<b>REGULATORY AND GOVERNANCE INSTITUTIONS</b>
	1. NITI Ayog, Finance Commission, Comptroller and Auditor General of India.
	2. Central Vigilance Commission, Central Information Commission, Lokpal and Lokayukta.

**REFERENCE BOOKS:**

➤ M.V.Pylee	:	<i>Indian Constitution Constitutional Government in India</i>
➤ D.D.Basu	:	<i>An Introduction to the Constitution of India</i>
➤ Rajni Kothari	:	<i>Politics in India, Caste in Indian Politics</i>
➤ PeuGhosh	:	<i>Indian Government and Politics</i>
➤ Prof.Lalaiah, P.Venkataramana, K.SaiBaba&K.Mallesam, Prof.V.RaveendraSastry (ed)	:	<i>Indian Government-Politics</i>
➤ M.R.Biju	:	<i>Democratic Political Process</i>
➤ J.K.Chopra (ed)	:	<i>Local Self-Government and Municipal Administration</i>
➤ Susan Bayly	:	<i>Caste, Society and Politics in India (From the Eighteenth Century to the Modern Age)</i>
➤ SubharataDutta	:	<i>Democratic Decentralisation and Grossroot Leadership in India</i>
➤ H.V.Hande	:	<i>Dr.B.R.Ambedkar&amp; The Making of the Indian Constitution</i>
➤ S.K.Sharma&UshaSarma	:	<i>Politics and Administration in India- A Retrospective Survey</i>
➤ Hari Prasad Chhetri	:	<i>Panchayatraj System and Development Planning</i>
➤ B.C.Fadia	:	<i>Indian Government and Politics</i>
➤ UpendraBaxi&Biku Parekh	:	<i>Crisis and Change in Contemporary India</i>
➤ M.Lakshmikant	:	<i>Indian Polity, Governance in India</i>
➤ N.G.Jayal (ed)	:	<i>Democracy in India</i>
➤ Peter Ronald deSouza&E. Sridharan	:	<i>India's Political Parties</i>
➤ O.P.Tiwari	:	<i>Federalism and Centre-State Relations in India</i>
➤ AthulKohli (ed)	:	<i>The Success of India's Democracy</i>
➤ C.B.Raju	:	<i>Social Justice and the Constitution of India</i>
➤ V.K.Garg	:	<i>Caste and Reservation in India</i>



➤ U.Baxi	:	<i>The Indian Supreme Court and Politics Parliamentary Procedure, Law Privilege, Practice &amp;Precedents</i>
➤ VishnoolBhagwan&VidyaBhushan	:	<i>Indian Administration</i>
➤ S.H.Patil	:	<i>The Constitution, Government and Politics in India</i>

### **ANNEXURE**

#### **CO-CURRICULAR ACTIVITIES**

<ul style="list-style-type: none"> <li>• All Co-curricular activities recommended at Course – I &amp; III</li> </ul>
<ul style="list-style-type: none"> <li>• A Field Visit to a Court / District Jail / Local Government Office to observe the structure and functioning</li> </ul>
<ul style="list-style-type: none"> <li>• Viva voce interviews.</li> </ul>
<ul style="list-style-type: none"> <li>• Computerised adaptive testing, literature surveys and evaluations.</li> </ul>
<ul style="list-style-type: none"> <li>• Encouragement to students to contribute articles to the magazines and seminars</li> </ul>

**B.A. POLITICAL SCIENCE**  
**SECOND YEAR**  
**FOURTH SEMESTER**  
**(Under CBCS w.e.f 2020-21)**

406POL21 - **Course 5:WESTERN POLITICAL THOUGHT**

**Learning Outcomes:**

On successful completion of the course the students will be able to:

- Understand the fundamental contours classical, western political philosophy, basic features of medieval political thought and shift from medieval to modern era.
- Understand the Social Contract Theory and appreciate its implications on the perception of State in terms of its purposes and role.
- Acquaint with the Liberal and Marxist philosophy and analyze some trends in Western Political Thought.
- Critically analyse the evolution of western political thought

<b>UNIT-I :</b>	<b>ANCIENT GREEK POLITICAL THOUGHT</b>
	1. Plato-Rule of Philosopher Kings-Theory of Justice-Ideal State and Education
	2. Aristotle-Theory of State-Classification of Governments-Citizenship, Slavery and Theory of Revolutions.

<b>UNIT-II :</b>	<b>MEDIEVAL AND MODERN POLITICAL THOUGHT</b>
	1. NiccoloMachiavelli-State and Statecraft.

<b>UNIT-III :</b>	<b>CONTRACTUAL POLITICAL THOUGHT</b>
	1. Thomas Hobbes- Social Contract and Absolute Sovereignty.
	2. John Locke- Human Nature, State of Nature, Social Contract, Natural Rights and Limited Government

	3. Jean Jacques Rousseau- Human Nature, State of Nature, Social Contract, General Will and Popular Sovereignty
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<b>UNIT-IV :</b>	<b>UTILITARIAN POLITICAL THOUGHT</b>
	1. Jermy Bentham-Theory of Utility, Law and Reforms.
	2. J.S.Mill-Theory of Liberty and Representative Government.

<b>UNIT-V :</b>	<b>MARXIST POLITICAL THOUGHT</b>
	1. Karl Marx-Dialectical Materialism, Theory of Surplus Value and Class Struggle.

**REFERENCE BOOKS:**

➤ O.P.Gauba	:	<i>Western Political Thought</i>
➤ G.H.Sabine	:	<i>A History of Political Theory</i>
➤ E.Baker	:	<i>Greek Political Theory : Plato and His Predecessors</i>
➤ Subrata Mukherjee & Sushila Ramaswamy	:	<i>A History of Political Thought-Plato to Marx</i>
➤ ShefaliJha	:	<i>Western Political Thought -From Plato to Marx</i>
➤ B.N.Ray	:	<i>Western Political Thought</i>
➤ RadheyShamChaurasia	:	<i>History of Western Political Thought</i>
➤ P.B.Rathod	:	<i>Ancient and Medieval Political Thinkers-From Plato to Padua</i>
➤ Andrew Hakes	:	<i>Political Theory :Philosophy, Ideology and Science</i>
➤ HaratiDwarakanath, Prof.G.Lalaiah, K.Saibaba, K.Ramachandra Murthy &V.Bhogendracharyulu, Prof.V.RavindraSastry (ed)	:	<i>Political Thought</i>
➤ Anil Kumar Mukopadhyay	:	<i>An Introduction to Political Theory, Western Political Thought</i>
➤ William Ebenstien	:	<i>Great Political Thinkers-Plato to the Present Modern Political Thought, The Great Issues</i>
➤ J.P.Sudha	:	<i>History of Political Thought</i>
➤ H.J.Laski	:	<i>Political Thought from Bentham to Locke</i>
➤ C.L.Wayper	:	<i>Political Thought</i>

## ***ANNEXURE***

### **CO-CURRICULAR ACTIVITIES**

➤ All Co-curricular activities recommended at Course – I & III
➤ Peers and self-assessment, out puts from individuals and collaborative work.
➤ Assignments that encourage the study of standard Reference Books available at library
➤ Assignments of the emerging trends after Marxian Philosophy in the era of globalisation

**PROGRAMME: THREE-YEAR B.A.**

(With History, Economics and Political Science Disciplines)

**Course Code:**

**Domain Subject: History**

Semester-wise Syllabus under CBCS

II Year B. A. – Semester – IV

403HIS21 - **Course 4: HISTORY & CULTURE OF ANDHRA (FROM 1512 TO 1956 AD)**

**Learning Outcomes:**

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

- Interpret social and political and cultural transformation from medieval to modern Andhra
- Relate key historical developments during medieval period occurring in coastal Andhra and Telangana regions and analyze socio - political and economic changes under QutbShahi rulers
- Understand gradual change, or change in certain aspects of society in Andhra, rather than rapid or fundamental changes
- Explain how the English East India Company became the most dominant power and outline the impact of colonial policies on different aspects in Andhra
- Outline the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues
- Take pride in the non-violence struggle for Indian Independence and relate the importance of peace in everyday life
- Apply the knowledge of the regional history to understand the regional, linguistic and other cultural aspirations of the present day society
- Visualize where places are in relation to one another through map pointing

**Syllabus:**

Unit - 1 Andhra through 16<sup>th</sup> & 19<sup>th</sup> Centuries AD: Evolution of Composite Culture - The QutbShahis of Golkonda –Administration, Society

&Economy – Literature & Architecture; Advent of European and settlements in Andhra - Occupation of Northern Circars and Ceded Districts – Early revolts against the British

Unit - II Andhra under British rule: Administration – Land Revenue Settlements – Society – Education - Religion – Impact of Industrial Revolution on Economy – Peasantry & Famines – Contribution of Sir Thomas Munroe & C. P. Brown – Impact of 1857 Revolt in Andhra

Unit - III Social Reform & New Literary Movements: Kandukuri Veeresalingam, Raghupathi Venkata Rathnam Naidu, Guruzada Apparao, Komarraju Venkata Laxmana Rao; New Literary Movements: Rayaprolu Subbarao, Viswanatha Sathyanarayana, Gurram Jashua, Boyi Bheemanna, Sri Sri

Unit - IV Freedom Movement in Andhra (1885-1947): Vandemataram Movement – Home Rule Movement in Andhra - Non-Cooperation Movement - Alluri Seetarama Raju & Rampa Revolt (1922-24) - Civil Disobedience Movement – Quit India Movement

Unit - V Movement for separate Andhra State (1953) and AP (1956): Causes – Andhra Maha Sabha – Conflict between Coastal Andhra & Rayalaseema – Sri Bagh Pact – work of various Committees – Martyrdom of Potti Sriramulu – Formation of separate Andhra State (1953); Movement for formation of Andhra Pradesh (1956): Visalandhra Mahasabha – Role of Communists – States Reorganization Committee – Gentlemen's Agreement – Formation of Andhra Pradesh

### **References:**

- 1 H.K.Sherwani, History of the KutubShahi Dynasty
- 2 K. Sathyanarayana, A Study of the History and Culture of Andhras
- 3 B. Kesava Narayana, Political and Social Factors in Modern Andhra
- 4 K.V.Narayana Rao, The Emergence of Andhra Pradesh
- 5 M. VenkataRangaiah, The Freedom Struggle in Andhra Pradesh
- 6 P.R.Rao, History of Modern Andhra
- 7 SarojiniRegani, Highlights of Freedom Movement
- 8 SarojiniRegani, □□□□□□□□ □□□□□□□□ □□□□□□□□  
□□□□□□
- 9 V. Ramakrishna, Social Reform Movement in Andhra
- 10 B. Kesava Narayana, Modern Andhra & Hyderabad – 1858 – 1956 A.D.,  
2016
- 11 K. Koti Reddy, History of Modern Andhra, Telugu Academy, Hyderabad

### **Mandatory Co-Curricular Activity:**

Map pointing should be a compulsory activity as it helps student to understand vividly and clearly than the text and should be made part of Internal Examination by allotting marks for this skill-based activity.

### **Suggested Co-Curricular Activities**

- @ Students may be asked to identify families/ institutions/ personalities related to freedom struggle and prepare articles
- @ Assign students to write a note on the historical sites or buildings in their respective areas – thus taking teaching out of the classroom and in to the field, and creating opportunities for students to socialize with their own surroundings
- @ Student seminars
- @ Debates
- @ Viva voce interviews
- @ Quiz Programmes
- @ Photo Album
- @ Recording local history
- @ Role Play of freedom struggle events
- @ Organizing photo exhibition on freedom fighters
- @ Celebrations of important events / personalities



- @ Conducting Philately
- @ Examinations (Scheduled and surprise tests)
- @ Encourage students to write their autobiography or biography of their inspiring personalities

**PROGRAMME: THREE-YEAR B.A.**

(With History, Economics and Political Science Disciplines)

**Course Code:**

**Domain Subject: History**

Semester-wise Syllabus under CBCS

I/II Year B. A. – Semester 4

404HIS21 - **Course 5: HISTORY OF MODERN WORLD (From 15<sup>th</sup> Cent. AD to 1945 AD)**

**Learning Outcomes:**

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

- Demonstrate advanced factual knowledge of world histories, politics, and cultures
- Assess and appraise the developments in art, literature, and society during the Renaissance and utilize content knowledge of the Reformation and Counter Reformation to make predictions about the evolution of Christianity in Europe and abroad
- Evaluate the causes for the Glorious Revolution and American Revolution and identify the background for the evolution of human rights movement
- Understand the main events of the French Revolution and its significance in the shift in European culture from Enlightenment to Romanticism
- Think how Russia's traditional monarchy was replaced with the world's first Communist state.
- Know how the world wars affected people all over the world and the destruction they caused
- Develop the intellectual curiosity and habits of thought that will lead to life-long learning and continued engagement with European history, literature, culture, languages, and current affairs and acquire advanced international and intercultural competency through coursework in international studies
- Visualize where places are in relation to one another through map pointing

**Syllabus:**

- Unit - I      Transformation from Medieval to Modern Era – Chief Characteristics;  
Glorious Revolution (1688) – Origin of Parliament Bill of Rights – Results
- Unit - II      American Revolution (1776); French Revolution (1789) – Causes, Course and  
Results - Napoleon Bonaparte
- Unit - III      Unification of Italy; Unification of Germany
- Unit - IV      Communist Revolution in Russia; World War I: Causes – Results of the War –  
Paris Peace Conference; League of Nations
- Unit - V      World War II: Causes, Fascism & Nazism – Results; The United Nations  
Organization: Structure, Functions and Challenges

## **References:**

- 1 Burke, Peter, The Renaissance
- 2 C.J.H. Hayes, Modern Europe up to 1870
- 3 C.D. Hazen, Modern Europe up to 1945
- 4 Christopher Hill, From Reformation to Industrial Revolution
- 5 Elton, G.R., Reformation Europe, 1517-1559
- 6 Ferguson, The Renaissance
- 7 Gilmore, M.P., The World of Humanism, 1453-1517
- 8 Hilton, Rodney, Transition from Feudalism to Capitalism
- 9 J.H.Parry, The Age of Renaissance
- 10 J.N.L. Baker, History of Geographical Discoveries and Explorations
- 11 The New Cambridge Economic History of Europe, Vol. I, VII

## **Mandatory Co-Curricular Activity:**

Map pointing should be a compulsory activity as it helps student to understand vividly and clearly than the text and should be made part of Internal Examination by allotting marks for this skill-based activity.

## **Suggested Co-Curricular Activities**

- @ Watch movies related to the topics in the e-class room
- @ Organize guest lectures
- @ Publication of college-level magazine by encouraging students to write articles on contemporary history of Europe
- @ Viva voce interviews
- @ Quiz Programmes
- @ Examinations (Scheduled and surprise tests)

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**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 Raymond 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.: Littlefield 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. Jones, 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: Macmillan, 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.

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

Max Marks: 100

Course 6 D: **ELECTORAL POLITICS AND VOTING BEHAVIOUR**  
(Skill Enhancement Course (Elective), 4 credits)

**I. Learning Outcomes:**

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

1. Acquaint student with the structure and manner of functioning of Election Commission of India.
2. Understand the political issues in Electoral Politics.
3. Provide an overview on voter turnout, voting behavior in India.
4. Aware of the role of new media and technology in election campaign.
5. Develop an understanding of the required skills for data collection, research in election management.

**II. Syllabus:**(Hours: Teaching: 60, Training: 10, Others incl. unit tests: 05)

**Unit: 1**

Electoral Democracy-Electoral Politics in India-Pre and Post-Independence, Nature, Characteristics-Electoral Process: Nature and Significance.

**Unit: 2**

Election Commission of India: Composition, Powers and Functions-Merits and Demerits of Electoral system in India-Political Participation-General Elections in India since 1952-Elections to Local Bodies-State Election Commission.

**Unit: 3**

Issues in Electoral Politics: Corruption, Money power, rigging, booth capturing, undemocratic party system, politics of Political Defections and Reservations-Need of Reforms in present Electoral System-Reports of Tarkunde, Goswamy, Indrajeet Gupta Committees.

**Unit: 4**

Public Opinion: Meaning and its role in Democratic Politics-Voting Behaviour: Meaning, Nature and determinants of voting behavior: Caste, Religion, Language, Region etc.

**Unit: 5**

Management of Elections: Moral Code of Conduct, Filing Election Nominations and Affidavits - Use of new techniques and methods in election campaigns: Membership drive, Responsibility Management, Booth Management, New ways of generating funds, Polling research, Opinion

Polls, Predictions, Techniques of interpreting collected election data, use of print, electronic and social media in elections.

### **III. References:**

1. Basu, D.D, Introduction to Constitution of India, Nagpur, Lexis Nexis Butterworths, 2018.
2. P.R.Brass, The Politics of India since Independence, Cambridge, Cambridge University Press, 1974.
3. C.P.Bhambhari, Politics in India since Independence, Delhi, Shipra Publications, 1990.
4. J.C.Aggarwal&N.K.Choudari, Election in India, Shipra Publications, New Delhi, 1998.
5. R.Ali, Representative Democracy and Concept of Free and Fair Elections, Deep and Deep Publications, New Delhi, 2006.
6. D.Anand, Electoral Reforms-Curbing Role of Money Power, Indian Institute of Public Administration, New Delhi, 2005.
7. A.Bajpai, Indian Electoral System-An Analytical Study, Nardeen Book Centre, New Delhi, 2002.
8. A.K.Bhagat, Elections and Electoral Reforms in India, Vikas Publications, New Delhi, 2006.
9. R.P.Bhalla, The Electoral System, Its Operation, and Implications for Democracy in India, Teaching Politics, New Delhi, 1989.
10. R.Hegde, Electoral Reforms-Lack of Political Will, Bangalore, Karnataka State Janata Party, 1987.
11. P.N.Sharma, Elections and National Politics, Shipra Publications, New Delhi, 2004.
12. Eldersveld, S.J, Experimental Propaganda Techniques and Voting Behaviour, The American Political Science Review, New York, 1986.
13. Eldersveld, S.J, Theory and Method in Voting Behaviour Research, The American Political Science Review, New York, 1992.
14. Jain, S, State Funding of Elections and Political Parties in India Journal of the Indian Law Institute, Allahabad, 1999.
15. Sridharan, E, Toward State Funding of Elections in India : A Comparative Perspective on Possible Options, The Journal of Policy Reforms, 3:3, pp.229-254.
16. Rosenblum, N, Political Parties as Membership Groups, Columbia Law Review, 100(3), pp.813-844.
17. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

#### **IV. Co-Curricular Activities** (*Training of students by the teacher: Total 10 hours*):

##### **A). Mandatory:**

1. **FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on collection of data relating to General Elections to Lok Sabha/Assembly or elections to Local bodies for a particular period, analysis of data by using statistical tools, preparation of questionnaire on voting behavior, identifying techniques for interpretation of election data and imparting skills involved in political campaigning by using new media.

2. **FOR STUDENT:** Students have to visit to nearby residential colony or street or a village, collect data regarding their voting behavior, voter turnout by interviewing the voters using formal and informal questionnaire, interaction with the voters and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

3. Suggested Fieldwork/Project work Format:

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

4. Max marks for Fieldwork/Project work Report: 05

5. Unit Tests /Internal Examinations

##### **b). Suggested Co-Curricular Activities**

1. Training of students by a related field expert.
2. Reading Local Daily newspaper either print or online.
3. Reading Editorial pages, blogs and websites for various ideological perspectives.
4. Assignments.
5. Discuss the debates around any recent Ordinance, Bill or Act in the Parliament or State Legislature.
6. Discuss any contemporary practice or event that violates the true spirit of democracy and political equality.
7. Seminars, Group discussions, Quiz, Debates etc.
8. Witness any incident occurred in your surroundings that would be considered for obstacle for reforms in politics
9. Invited lectures and presentations on related topics by experts in Electoral Politics.
10. Read the guidelines issued by Supreme Court in landmark cases relating to Political Defections, Anti-democracy acts of political parties.
11. Arrange Guest Lectures inviting election authorities such as District Returning Officer /Observers / Experts in Election Management.

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

Max Marks: 100

Course 7 D: **LEGISLATIVE PROCEDURES AND PRACTICES**  
(Skill Enhancement Course (Elective), 4 credits)

**I. Learning Outcomes:**

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

6. Make familiar with legislative procedures and practices.
7. Equip the students with the adequate skills of participation in deliberative processes and democratic decision making.
8. Understand complex policy issues, draft new legislation, analyze ongoing bills, make speeches and floor statements.
9. Provide skills to be part of a legislative support team and expose them to real life legislative work.
10. Enhance understanding of procedures, practices, different committees and motions in the House.

**II. Syllabus:**(Hours: Teaching: 60, Training: 10, Others incl. unit tests: 05)

**Unit: 1**

Brief Introduction on Legislative bodies, roles and responsibilities-Constitutional Provisions of Legislative Procedures: Articles 107-122, Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Constitution Amendment Bills and Private Member Bills.

**Unit: 2**

Powers and Functions of People's Representatives in Legislative Process: Members of Parliament, Members of State Legislatures, Political Heads of Rural and Urban Local Governments.

**Unit: 3**

Drafting of the Bill-First Reading and Departmental Standing Committee-Second and Third Reading-Framing rules and regulations, Passage of the Bill, Consent by the President of India and Gazette Notifications.

**Unit: 4**

Legislative Committees in India: Role in reviewing government policies, finances, programmes and legislation, Types of Committees: Department Standing Committees, Select Committees, Joint Parliamentary Committees, Public Accounts Committee, Estimates Committee, Business Advisory Committee, Ethics Committee etc.

## Unit: 5

Budget process: Reviewing the Union Budget, Examination of Demands for Grants of Ministries, Working of Ministries-Motions and Hours in the House: Question Hour : Rules of putting questions, Types of Questions-Rules relating to Calling Attention Motion, Adjournment Motion, Privilege Motion, Censure Motion, No-Confidence Motion, Cut Motion including Resolutions, Discussion and Short Discussion

### III. References:

1. Basu, D.D, Introduction to Constitution of India, Nagpur, Lexis Nexis Butterworths, 2018.
2. Jayal, N.G., and Mehta, P. (eds), The Oxford Companion to Politics in India, Oxford University Press, New Delhi, 2007.
3. Bhambri, P.C., Parliamentary Control over State Enterprise in India, Delhi Metropolitan Book Dept, New Delhi, 1998.
4. H.Karla, Public Engagement with the Legislature Process, PRS Centre for Policy Research, New Delhi, 2011 available at <http://www.prsindia.org>.
5. Kaul, M.N. &S.L.Shakdher, Practice and Procedure of Parliament, New Delhi, Lok Sabha Secretariat, 2016.
6. Mehra, A.K, The Indian Parliament and Democratic Transformation, New Delhi, Routledge, 2017.
7. Pai, Sudha & Kumar, A, (eds), The Indian Parliament : A Critical Appraisal, Orient Black Swan, New Delhi, 2014.
8. Shankar, B. & Rodriguez V, The Indian Parliament : A Democracy at Work, Oxford University Press, New Delhi, 2011.
9. Singh, D, The Indian Parliament : Beyond the Seal and Signature of Democracy, Universal Law Publishing, Gurgaon, 2016.
10. Kapur, D and P.Mehta (eds), Public Institutions in India: Performance and Design, Oxford University Press, New Delhi, 2005.
11. Kapur, D., Mehta, P. &Vaishnab, M (eds), Rethinking Public Institutions in India, Oxford University Press, New Delhi, 2017.
12. Kashyap, S. Reviewing the Constitution, Shipra Publications, New Delhi, 2000.
13. Kashyap, S.Our Parliament, National Book Trust, New Delhi, 2015.
14. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

#### **IV. Co-Curricular Activities** (*Training of students by the teacher: Total 10 hours*):

##### **A). Mandatory:**

1. **FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on conducting of a Mock Parliament, Conduct of Sessions, preparation of budget, formulation of policy, Collection and analysis of data for legislation, Imparting skills on asking questions and identifying communication skills.

2. **FOR STUDENT:** Students have to visit to a legislative/ local body unit nearby, observe legislative/ local body meetings, interact with stakeholders, monitor media and press releases, understanding political process and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

3. Suggested Fieldwork/Project work Format:

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

4. Max marks for Fieldwork/Project work Report: 05

5. Unit Tests /Internal Examinations

##### **b). Suggested Co-Curricular Activities**

1. Training of students by a related field expert.
2. Reading Local Daily newspaper either print or online.
3. Watching live stream of sessions of Parliament or State Legislature.
4. Reading Editorial pages, blogs and websites for various ideological perspectives.
5. Assignments.
6. Discuss the debates around any recent Ordinance, Bill or Act in the Parliament or State Legislature.
7. Discuss any contemporary practice or event that violates the true spirit of democracy and political equality.
8. Seminars, Group discussions, Quiz, Debates etc.
9. Invited lectures and presentations on related topics by experts in Legislative Procedures.
10. Read the guidelines issued by Supreme Court in landmark cases relating to Political Defections, Anti-democracy acts of political parties.



A.P. State Council of Higher Education  
Semester-Wise Revised Syllabus under CBCS, 2020-21  
Course Code:  
Four-Year B.A. (Hons)  
Domain Subject: **HISTORY**  
IV Year B. A.(Hons) –Semester-V

Max Marks: 100

503HSE21:Course 6B: **Tourism and Hospitality Services**  
(Skill Enhancement Course (Elective), 4 Credits)

**I. Learning Outcomes:**

Students after successful completion of the course will be able to:

1. Understand hospitality as a career
2. Inculcate interpersonal skills
3. Develop the ability for multitasking and crisis management
4. Understands the spirit of teamwork
5. Acknowledge the importance of guest service and satisfaction

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

**Unit: 1**

Tourism – Definition – Nature and Scope – History of Tourism–Types of Tourism – Domestic and International Tourism – Causes of rapid growth of tourism – National Institute of Tourism and Hospitality Management

**Unit: 2**

Relationship between history and tourism - Major tourist spots in AP – Gandikota, Nagarjunakonda, Salihundam, Konaseema

**Unit: 3**

Characteristics of Hospitality Industry - Inflexibility, Intangibility, Perish ability- Types of Hospitality jobs – Hotel Manager, Hotel Receptionist, Restaurant Manager, Catering Assistant, Executive Chef etc - Concepts of Atithi Devo Bhavah - Types of hotels in India

**Unit: 4**

Duties, responsibilities & skills of front office staff – duties, responsibilities and skills of housekeeping staff - guest stay process in a hotel - major processes and stages associated with it

**Unit: 5**

Different types of services offered in selected Hotels/Motels/Restaurants - Room Service, Catering Services -Different types of managerial issues - Service etiquettes

**III. References:**

1. Marketing for Tourism and Hospitality, Philip Kotler, Bowens and James Makens, Pearson Pub, New Delhi, 2010
2. Soft Sills for Hospitality, Amitabh Devendra, Oxford Higher Edn, 2015
3. The Indian Hospitality Industry: Dynamics and Future Trends, Ed: Sandeep Munjal, Sudhanshu Bhushan, CRC Press, 2017

4. Hotel Front Office: Operation and Management, Jatashankar Tewari, Oxford Higher Edn, 2016
5. [www.ilo.org](http://www.ilo.org)
6. <https://riginstitute.com>
7. [nitahm.ac.in](http://nitahm.ac.in)
8. web sources as suggested by teacher/librarian

#### **IV. Co-Curricular Activities:**

**a) Mandatory:** (Training of student in skills by Teacher: Total 10 Hours)

**1) For Teacher:** Training of students by the teacher in the classroom and in the field for a total of not less than 10 hours on various practical aspects related to tourism and hospitality industry. The teacher shall also train students with the help of experts in skills such as flower arrangements, cooking and catering supervision, speaking to guests etc. related to hospitality services.

**2) For Student:** Students shall visit any one of the local tourism offices, tourism sites, hotels, restaurants, catering offices to make personal observations and to gain hands-on experience.

These individual observations shall be written as a Fieldwork/Project work Report not exceeding 10 pages and submit to teacher in the given format.

**3) Suggested Fieldwork/Project work Format:**

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-wise process, Findings & References*

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

**5) Unit Tests/Internal Examinations**

#### **b) Suggested Co-Curricular Activities**

- 1) Invited Lectures
- 2) Hands on Experience with the help of Field Experts.
- 3) Debates on Interesting Topics
- 4) Seminars, Group Discussions, Quiz, etc.
- 5) Assignments
- 6) Alumni Interactions
- 7) Periodical Interactions with HR Managers

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

Course Code:

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

Max Marks: 100

504HSE21: Course 7B: **Tourism Guidance and Operating Skills**  
(Skill Enhancement Course (Elective), 4 Credits)

## **II. Learning Outcomes:**

Students after successful completion of the course will be able to:

1. Acquire tour guiding, operating and soft skills
2. Understand different situations under which one has to work
3. Cultivate cultural awareness and flexibility
4. Understand and apply team spirit
5. Plan and organize tour operations efficiently

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

### **Unit: 1**

Meaning of tour guide - types of tour guide: heritage guide, nature guide, adventure guide, business guide, special interest guide etc – duties and responsibilities of guides -various roles of tour guide.

### **Unit: 2**

Guiding techniques: leadership skills, social skills, presentation skills, communication skills - Guide's personality skills: passion, empathy, enthusiasm, punctuality, humour etc - Personal hygiene and grooming – code of conduct.

### **Unit: 3**

Guest Relationship Management- Handling emergency situations- Medical, Personal, Official, VISA/Passport, Death, Handling Guest with special needs/Different Abilities/ Different age groups.

### **Unit: 4**

Conducting Tours: Pre-Tour Planning, Route Chart, Modes of Transportation, Security Measures, and Check list etc. - Conducting various types of tours- Relationship with Fellow Guides - Coordination with hospitality institutions.

### **Unit: 5**

Travel Agency and Tour operations – Difference between Travel Agent and Tour operator – Functions of Tour Operator – Types of Tour Operations and of Tour Operators - A brief study of tour operating agencies like APTDC, Southern Travels etc.

## **III. References:**

1. Jagmohan Negi, Travel Agency and Tour Operations, Kanishka Publishers,

New Delhi, 2006

2. Mohinder Chand, Travel Agency and Tour Operations: An Introductory Text, Anmol Publications Pvt. Limited, New Delhi, 2009
3. Dennis L Foster – Introduction to Travel Agency Management
4. Pat Yale (1995); Business of Tour Operations, Longman Scientific & Technical, New Delhi
5. Pond K L, The Professional Guide: Dynamics of Tour Guiding, 1993
6. [www.tourism.gov.in](http://www.tourism.gov.in)
7. [www.qtic.com](http://www.qtic.com)
9. [www.cedeop.europe](http://www.cedeop.europe)
10. web sources as suggested by teacher/librarian

#### **IV. Co-Curricular Activities:**

**a) Mandatory:** (*Training of students in the related skills by the Lecturer, Total 10 Hours*)

**1) For Teacher:** Training of students by the teacher in the classroom and in the field for a total of not less than 10 hours on various practical skills related to guidance and operating tours in tourism sector, with the help of local experts. The teacher shall lead students to local tourist sites and guide them to work with local tourist guides or local tourist operators.

**2) For Student:** Students shall individually choose and visit a local tourist place/monument such as a historical site, temple etc., and talk to local guides personally. Observe their functioning to gain experience, including suggestions for the improving the guidance. These individual observations shall be written in the given format not exceeding 10 pages and submit to the teacher as Fieldwork/Project work Report.

**3) Suggested Fieldwork/Project work Format:**

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

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

**5) Unit Tests/Internal Examinations**

**a) Suggested Co-Curricular Activities**

- 1) Invited Lectures
- 2) Hands on experience with the help of field experts.
- 3) Debates on interesting topics
- 4) Seminars, Group Discussions, Quiz, etc.
- 5) Assignments
- 6) Alumni Interactions
- 7) Periodical interactions with Tour Managers

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