

SEMESTER - VI

CONTEMPORARY POLITICAL THEORY

1. Course Description

Programme: **B.A**
Course Code: **U24/POL/DSE/602**
Course Type: **DSE**
No. of credits: **5**

Max. Hours: **75**
Hours per week: **5**
Max. Marks: **100**

2. Course Objectives

- To introduce the students to the political ideas of the prominent contemporary thinkers.
- To enable to understand the influence of the contemporary political ideas on the current political trends at the national and global levels.

3. Course Outcomes

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

CO1: Identify the contemporary liberal thinkers. **(Understand)**

CO2: Distinguish the ideas of Neo-Marxist thinkers. **(Analyze)**

CO3: Examine the theories of feminist thinkers of the contemporary times. **(Analyze)**

CO4: Critique the current trends in the multicultural countries.
(Evaluate)

CO5: Judge the impact of Communitarian ideas on the contemporary movements for group rights. **(Evaluate)**

4. Course Content**MODULE I: Liberal Theory (15 Hours)**

1. Isaiah Berlin -Two Concepts of Liberty
2. John Rawls – Theory of Justice
3. Robert Nozick - Libertarianism

MODULE II: Neo-Marxist Theory (15 Hours)

1. Antonio Gramsci – Hegemony and Civil Society.
2. Theodor Adorno – Critical Theory.

MODULE III: Feminist Theory (15 Hours)

1. Simone de Beauvoir – ‘Second Sex’
2. Betty Friedan – ‘The Feminine Mystique’
3. Vandana Shiva – Eco-Feminism

MODULE IV: Multiculturalism (15 Hours)

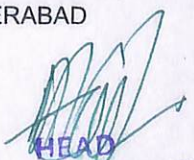
1. Bhikhu Parekh – Cultural Diversity
2. Will Kymlicka – Multicultural Citizenship

MODULE V: Communitarianism (15 Hours)

1. Michael Walzer – Critique of the ‘Unencumbered Self’
2. CHARLES TAYLOR– ‘POLITICS OF RECOGNITION’

5. References

1. Farrelly Collin Patrick, Contemporary Political Theory – A Reader, Sage, New Delhi, 2004.
2. Farrelly Colin, An Introduction to Contemporary Political Theory, Sage, 2004.
3. Ian Shapro, Contemporary Political Theory, Cambridge University Press, Cambridge, 1977.
4. Sen Amartya, The Idea of Justice, Penguin Books, London, 2009.
5. Misra Krishnakanth, Contemporary Political Theory, Pragati Publication, New Delhi, 1983.
6. Haywood Andrew, Political Theory - An Introduction, Palgrave Publisher, New York, 2015.



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

Local /Regional/National /Global Development Needs	Relevance
National	The course reflects on the contemporary political ideas that express the pressing socio-political issues of the country.
Global	The course throws light on the contemporary social, political, economic and cultural issues in the global society.

b) Components on Skill Development/Entrepreneurship Development/Employability

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

7. Pedagogy

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

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

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

b) Model Question Paper- End Semester Exam

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(An Autonomous College of Osmania University)
Faculty of ARTS – Department of Political Science
DISCIPLINE SPECIFIC ELECTIVE

Course Code: U20/POL/DSE/602

Max.Marks:60

Credits: 5

Time: 2Hrs

SECTION - A

Answer the Following:

5 x 10 = 50 M

1. Write an essay on Isaiah Berlin's two concepts of liberty.

OR

2. Critically analyze Rawls 'theory of justice'.

3. Critically discuss the relevance of the concept of hegemony in the current global political scenario.

OR

4. Elaborate Adorno's Critical Theory.

5. Reflect on the feminist perspective expressed in 'Second Sex'.

OR

6. Evaluate the concept of Eco-feminism

7. Describe Parekh's views on cultural diversity.

OR

8. Analyze Kymlicka's theory of Multicultural Citizenship.

9. Reflect on Charles Taylor's argument about the politics of recognition.

OR

10. Elaborate Walzer's critique of the 'Unencumbered Self'.

SECTION - B

III. Answer any All the Questions:

5 x 2 = 10 M


11. Civil Society
12. Libertarianism
13. Civil Society
14. Simone de Beauvoir
15. Feminine Mystique
16. Multiculturalism
17. Communitarianism

c) Question Paper Blueprint

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

9. CO-PO Mapping

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


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SEMESTER - VI

DYNAMICS OF SOCIAL BEHAVIOUR

1. Course Description

Programme: B.A

Max. Hours: 60 hours

Course Code: U24/PSY/DSE/601

Hours per week: 4

Course Type: DSE

Max. Marks: 100 M

No. of credits: 4

2. Course Objectives

- To introduce social thought and how it affects social behaviour; examine key theories of attribution to understand how individuals make sense of others' behavior.
- To explore the formation and change of attitudes, examine the nature and sources of prejudice, techniques for reducing prejudice and discrimination and understand the dynamics of group behavior.

3. Course Outcomes

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

- CO1: Describe the process of socialization, apply the concepts of social cognition to analyze and interpret various social phenomena and behaviors. **(UNDERSTAND, APPLY AND ANALYZE)**
- CO2: Use the theories of attribution to analyse and explain how individuals attribute causes to others' behavior. **(UNDERSTAND, APPLY AND ANALYZE)**
- CO3: Explain attitude formation and change, the nature and sources of prejudice. **(UNDERSTAND AND APPLY)**
- CO4: Analyze factors influencing conformity, compliance, and group decision-making processes. **(UNDERSTAND, APPLY AND ANALYZE)**

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4. Course Content**MODULE 1: INTRODUCTION AND SOCIAL COGNITION 15 Hrs**

Definition and application of social psychology in the new millennium (Scope/ applications)

Process of socialization: Agents & Types of Socialisation.

Socialization theory by Cooley.

Social Cognition: automatic processing, schemas, heuristics (representativeness, availability, simulation, anchoring and adjustment)

MODULE 2: SOCIAL PERCEPTION 15 Hrs

Non-verbal Communication: facial expressions, eye contact, body language, touch

Attribution and theories: Theory of correspondent inference, Kelly's Covariation model

Biases / Errors in attribution: fundamental attribution error, actor-observer effect, false consensus effect, self-serving bias, just-world belief, ultimate attribution error

Impression Formation & Impression Management

MODULE 3: ATTITUDE AND ATTITUDE CHANGE 15 Hrs

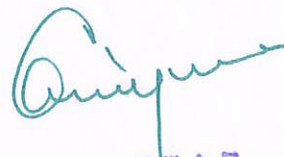
Attitude Formation: Behavioural (direct experience, classical conditioning, instrumental conditioning, social learning); mere exposure effect, polarization.


Attitude Change -Persuasion: the communicator, the communication, the audience

Elaboration likelihood model, cognitive dissonance, effort justification, choice justification,

Prejudice: nature and sources of prejudice - ingroup favouritism, contact hypothesis, stereotypes as heuristics, scapegoat theory, confirmation bias,

Discrimination, techniques for reducing prejudice and discrimination


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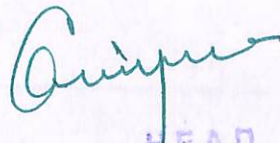

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MODULE 4: SOCIAL INFLUENCE**15 Hrs**

Groups: definition and nature of groups (roles - Zimbardo, norms, status) group cohesiveness
 Conformity, factors affecting conformity, Ash's research
 Compliance: underlying principles, foot-in-the-door technique, door-in-the-face technique
 Social Facilitation, Social Loafing, Group decision making
 Prosocial Behaviour: factors leading to helping behavior, deindividuation and bystander effect
 Aggression: factors affecting aggression(overview of drive theory, social learning theory, genetic and environmental factors)

5. References

1. Vaughan, G., & Hogg, M. A. (2005). *Introduction to social psychology*. Pearson Education Australia. Baron, R. A., Byrne, D. E., & Hopkins, Y. (1984). *Social psychology: Understanding human interaction*.
2. Feldman, R. S. (1985). *Social psychology: Theories, research, and applications*. McGraw-Hill.
3. Hogg A.M, Vaughan M.G(2002) 3rd edition, Social Psychology, Pearson publication.
4. Fiske, S. T., Gilbert, D. T., & Lindzey, G. (2010). *Handbook of social psychology* (Vol. 2). John Wiley & Sons.



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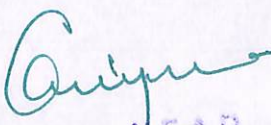
6.Syllabus Focus


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

Local /Regional/National /Global Development Needs	Relevance
Global	Social psychology investigates how culture influences individual behavior and social processes. It explores cultural norms, values, and beliefs and examines how they shape perceptions, attitudes, and behaviors. This understanding is essential for promoting cultural sensitivity, diversity appreciation, and effective communication in multicultural settings.
National	Social psychology contributes to fostering national unity and cohesion by examining factors that influence intergroup relations, stereotypes, prejudice, and discrimination.

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Communication, Analytical and Decision Making	Modules 2, 3, 4	The students were given “Cave Rescue Operation” as an individual task first and as a group task later to experience how being in a group can influence decision making and to help understand other dynamics of groups.


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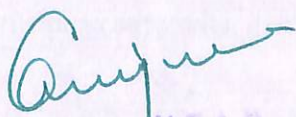
7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Assignment: The students select a news report / article on aggressive behaviours and altruistic behaviours and analyze the reasons for the same based on the theories and concepts from social psychology.
2.	Participative Learning	Skill Test: Students prepare the concepts and study in depth to answer objective type questions from the given Module
3.	Participative and Experiential Learning	Group Discussion The students can be given "Cave Rescue Operation" as an individual task first and as a group task later to experience how being in a group can influence decision making and to help understand other dynamics of groups.


8. Course Assessment Plan

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

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



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b) Model Question Paper- End Semester Exam

DYNAMICS OF SOCIAL BEHAVIOUR

Course Code: U24/PSY/DSE/601
Credits: 4

Time: 2 Hrs
Max marks: 60

SECTION - A

I. Answer the following

4 x 10 = 40 M

1. Describe the process of socialization, including the agents and types of socialization.

OR

2. Explain automatic processing, schemas and heuristics in social cognition with the help of examples.

3. Discuss the importance of non-verbal communication in social interactions, in detail.

OR

4. What are the biases and errors in attribution, and how do they influence social perception?

5. Explore the various factors contributing to attitude formation.


OR


6. Analyze the nature and sources of prejudice, suggesting some techniques to reduce prejudice.

7. Define groups and discuss how group cohesiveness influences group behavior?

OR

8. Explore the factors affecting conformity, drawing from Ash's research.


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SECTION - B

II. Answer any four of the following.

4 x 5 = 20 M

9. Differentiate foot-in-the-door technique and the door-in-the-face techniques.
10. Summarize cognitive dissonance and its role in attitude change.
11. Describe the processes of impression formation and impression management.
12. What is the scope of social psychology in the new millennium?
13. Write a brief note on Cooley's theory of socialization.
14. Discuss Kelly's theory of attribution using examples.

c) Question Paper Blueprint

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

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SEMESTER - VI

ENVIRONMENTAL PSYCHOLOGY

Course Description

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/SEC/601

Hours per week: 2

Course Type: SEC

Max. Marks: 50 M

No. of credits: 2

2. Course Objectives

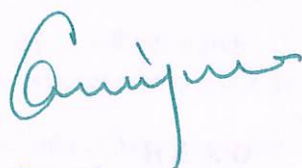
- To recognize environmental problems and related psychological processes to understand human-environment transactions.
- To explain various processes related to environmental degradation, identify significant impact on human life and well-being and encourage in adopting pro-environmental behaviours.

3. Course Outcomes

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

CO1: Understand the role of psychological processes in people's responses to environmental problems. **(UNDERSTAND)**

CO2: Identify the processes related to environmental degradation and their impact on human life while encouraging pro-environment behaviour. **(UNDERSTAND, APPLY)**



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4. Course Content**MODULE 1: INTRODUCTION TO HUMAN -ENVIRONMENT RELATIONSHIP**

Definition and scope.

Salient features of environmental psychology

Personal space, territoriality, crowding.

Human - environment transaction: personal space, territoriality, crowding, stimulus overload

Indian research on crowding and personal space

MODULE 2: POLLUTANTS AND PRO-ENVIRONMENT BEHAVIOUR

Environmental stress, types of stress

Sources of stressors: Cataclysmic, ambient stressors, daily hassles

Noise, air, water and chemical pollution, their consequences

Changing the environmental destructive mindset

Environmental education: environmental prompts and cues, reinforcement strategies Environmental movements and their effectiveness.

References

1. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
2. DiMatteo, M.R. & Martin, L.R.(2002). Health psychology.New Delhi: Pearson
3. Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Delmar Learning.
4. J. Pandey (Ed.), Psychology in India revisited: Developments in the discipline (Vol. 3: Applied social and organizational psychology, pp. 261-308). New Delhi, India: Sage.
5. Nagar, D. (2006). Environmental psychology. New Delhi, India: Concept.

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6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	By understanding psychological barriers and motivators for pro-environmental actions, students can develop strategies to promote behaviors such as recycling, energy conservation, and sustainable transportation choices, which are widely accepted and easy to apply for most people.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD-Knowledge	Module 2	Use storytelling, role-playing, or empathy-building exercises to help students understand the interconnectedness of all life forms and the importance of environmental sustenance.

7. Pedagogy

S.No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Group discussion: Students to discuss in groups and identify practical skills related to environmental conservation, which they would practise henceforth.
2.	Participative and Experiential Learning	Research studies : Identify research articles on environment and sustainability in the Indian context and discuss the findings with the class.
3.	Participative Learning	Art Project : Prepare posters / placards to promote pro-environment behaviour.

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

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA 1 Group discussion, Research articles	Written Exam
CO2	CIA 2 Art Project, Skill test	

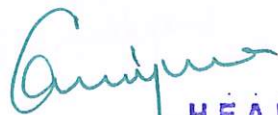
b) Model Question Paper- End Semester Exam**ENVIRONMENTAL PSYCHOLOGY**


Course Code: U24/PSY/SEC/601
Credits: 2

Time: 1 Hrs
Max marks: 30

SECTION - A**I. Answer any five of the following****5 x 6 = 30 M**

1. Define environmental psychology and discuss its salient features.
2. Summarize the human – environment relationship and the transactions.
3. Illustrate the research findings on crowding and personal space with focus on Indian population.
4. Explain the consequences of noise, chemical and air pollution on human health and well-being.
5. Discuss strategies for changing the environmental destructive mindset.
6. Write a note on 2 environmental movements aimed at promoting pro-environment behaviour, and their effectiveness.
7. Briefly discuss the sources of environmental stressors.


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SEMESTER - VI**INDIAN POLITICAL THOUGHT****1. Course Description**

Programme: B.A

Course Code: U24/POL/DSE/601

Course Type: DSC

No. of credits: 5

Max. Hours: 75

Hours per week: 5

Max. Marks: 100

2. Course Objectives

- To introduce the students to the Indian political thought from the ancient to the modern times.
- To familiarize them with various political ideas in the Indian context.

3. Course Outcomes

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

CO1: Gain an understanding of the basic prominent political ideas of ancient India.
(Understand)

CO2: They will understand the political ideas of thinkers from Medieval India. (Understand)

CO3: Relate the Indian national thought to the contemporary trends of nationalism in India.
(Analyze)

CO4: Critically analyze and also compare the reformist ideas of Gandhi and Ambedkar.
(Evaluate)

CO5: Critically evaluate the ideas of the Indian Socialist thinkers. (Evaluate)

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

1. Dharma, Rajdharma and Danda.
2. Kautilya – Saptanga Theory and Mandala Theory.
3. Buddha – Dhamma and Sangha.

MODULE II: Medieval Indian Thought (15 Hours)

1. Basava – Anubhava Mantapa
2. Ziauddin Barani – Theory of Kingship (Ideal Sultan); Ideal Polity

MODULE III: Indian Nationalist Thought (15 Hours)

1. Rabindranath Tagore – ‘Nationalism’
2. Muhammed Iqbal – Islam and Nationalism
3. V.D.Savarkar – Hindu Nationalism

MODULE IV: Reformist Thought (15 Hours)

3. M.K. Gandhi – Ahimsa, Satyagrah and Trusteeship
4. B.R. Ambedkar – ‘Annihilation of Caste’
5. Jyothi Rao Phule – Satyashodhak Samaj

MODULE V: Indian Socialist Thought (15 Hours)

3. M.N. Roy – Radical Humanism.
4. Jawaharlal Nehru – Democratic Socialism.
5. R.M. Lohia – Concept of Four Pillars of State (Chaukhamba Model).



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5. References

1. Sharma, R.S (1996) - *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidass.
2. Mehta, V.R (1996) - *Foundations of Indian Political Thought: An Interpretation from Manu to the Present Day*. Delhi: Manohar
3. Pantham , Thomas and K. Deutsch (eds.) (1986) - *Political Thought in Modern India*, Sage.
4. Nanda, B.R ((1997) - *Gandhi and His Critics*. New Delhi: Oxford University Press.
5. Chakrabarty, Bidyut and R.K. Pandey (2009) - *Modern Indian Political Thought- Text and Context*. New Delhi: Sage.
6. Singh, Mahendra Prasad & Himanshu Roy (2011) – *Indian Political Thought: Themes and Thinkers*. New Delhi: Pearson.
7. Ghose, Sanker (1971) – *Socialism and Communism in India*. Allied Publishers.
8. Majumder, B.B. (1967) - *History of Indian Social and Political Ideas: From Rammohan to Dayananda*. Calcutta.
9. Jayapalan, N (2003) – *Indian Political Thinkers: Modern Indian Political Thought*. New Delhi: Atlantic Publishers.
10. Brown, Mackenzie (1959) – *Indian Political Thought: From Manu to Gandhi*. Berkeley: University of California Press.
11. Ghose, Sanker (1984) – *Modern Indian Political Thought*. Allied Publishers.

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

Local /Regional/National /Global Development Needs	Relevance
National	The course provides knowledge about prominent ideas from the Indian political philosophy that reflect on moral fabric the country's political system.
Global	The theories that the course consists of address international concerns of global leadership, security, peace and harmony.

b) Components on Skill Development/Entrepreneurship Development/Employability

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

7. Pedagogy

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

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

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

b) Model Question Paper- End Semester Exam

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**(An Autonomous College of Osmania University)
Faculty of ARTS – Department of Political Science
DISCIPLINE SPECIFIC ELECTIVE**

Course Code: U20/POL/DSE/603

Max.Marks:60

Credits:4

Time: 2Hrs

SECTION - A**I. Answer the Following:**

5 x 10 = 50 M

1. Write an essay on Saptanga Theory.

OR

2. Discuss Dharma and Danda as core concepts of ancient Indian political thought.

3. Critically discuss Basava's Anubhava Mantapa.

OR

4. Analyze Barani's theory of kingship.

5. Reflect on Tagore's core ideas on nationalism.

OR

6. Critically discuss Savarkar's views on Hindu nationalism.



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7. Analyze Ambedkar's critique of caste system in India.

OR

8. Explain Gandhi's concept of Ahimsa and comment on its contemporary relevance.

9. Reflect on the unique features of Nehru's Democratic Socialism.

OR

10. Comment on the relevance of Radical Socialism in India.

SECTION - B

II. Answer Any Five of the Questions:

5 x 2 = 10 M

11. Dhamma
12. Trusteeship
13. Graded Inequality
14. Satyashodhak Samaj
15. Chaukhamba Model
16. Rajdharma
17. Satyagrah

c) Question Paper Blueprint

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



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SEMESTER – VI

INDIA'S SECURITY ENVIRONMENT

1. Course Description

Programme: B.A.

Course Code: U24/POL/SEC/601

Course Type: SEC

No. of credits: 2

Max. Hours: 30

Hours per week: 2 hrs

Max. Marks:50

2. Course Objectives

- To acquaint students with the security threats in India's neighbourhood
- To examine India's nontraditional security threats

3. Course Outcomes

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

CO1: Illustrate the major traditional security threats emerging out of India's neighbouring countries

CO2: Demonstrate a critical understanding of new and emerging threats to India's security

1.Course Content**MODULE I: INDIA'S GEOPOLITICS (7 Hrs)**

1. India's security relations with Pakistan and Bangladesh
2. India and its Indian Ocean Neighbours - Sri Lanka and Maldives
3. India's security relations with Nepal and Bhutan

MODULE II: INDIA'S NON-TRADITIONAL SECURITY (7 Hrs)

1. Maritime Security
2. Energy Security
3. Terrorism

5. References

1. Bandopadhyay, J. (1970) – *Making of India's Foreign Policy*. New Delhi: Allied Press
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6.Syllabus Focus**a)Relevance to Local , Regional , National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
Regional	Module I deals with India's traditional security threats emerging out of its immediate regional neighbours
Global	Module II deals with India's non-traditional security threats
National	The paper deal with India's national perspective to traditional and nontraditional security threats

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module II	Case Study
EMP	Module I and II	Research

7. Pedagogy

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

8. Course Assessment Plan

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

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

INDIA'S SECURITY ENVIRONMENT

TIME: 1 Hour
MAX.MARKS: 30

Course Code:U24/POL/SEC/601

Answer Any Five Marks – 5x6 = 30

1. What are the main points of conflict between India and Pakistan?
2. Critically analyse the importance of Maldives in India's foreign policy.
3. Examine India's security concerns along its border areas.
4. What are the major issues in India's maritime security?
5. Explain how terrorism is a threat to India's security?
6. What are the possible ways in which India should respond to its various traditional and non-traditional security threats?
7. Evaluate India-Bangladesh security relations.

c) Question Paper Blueprint

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

9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Evaluate	15
2	2	Evaluate	15



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SEMESTER - VI

INTRODUCTION TO AMERICAN LITERATURE

1. Course Description

Programme: BA

Course Code: U24/LIT/DSE/602

Course Type: DSE

No. of credits: 5

Max. Hours: 75Hrs

Hours per week: 5 Hr

Max. Marks: 100

2. Course Objectives

- To help learners interpret the history and multiple cultural traditions of the United States of America through selected texts.
- To analyse the different genres of American and African American Literature.

3. Course Outcomes

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

CO1: Learners will be able to evaluate and appreciate the history, literary movements, and concepts of American society, through the study of prescribed texts. (Evaluate)

CO2: Learners will be able to critique the variations of American poetry down the ages through prescribed texts. (Analyse)

CO3: Learners will be able to examine the issues of oppressed African women and their resistance through female solidarity. (Understand)

CO4: Learners develop an insight into existential issues of the time besides understanding the psychological fear and guilt through detective fiction.(Apply)

CO5: Learners will be able to explain the response of the individuals and their disillusionment with the American Dream in the context of the Great Depression in American society. (Understand)

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4. Course Content**MODULE I - MOVEMENTS/CONCEPTS: (15 Hrs)**

Slave Narrative, American Dream, Harlem Renaissance, Lost Generation

MODULE II – POETRY (15 Hrs)

Emily Dickinson- “If was not death, for I stood up”

Langston Hughes - “Will V-Day be Me-Day Too?”

MODULE III– FICTION (15 Hrs)Alice Walker– *The Color Purple***MODULE IV -SHORT STORY (15 Hrs)**

Hemingway- “A Clean, Well-Lighted Place”

Edgar Allan Poe- “Tell Tale Heart”

MODULE V–DRAMA (15 Hrs)Tennessee Williams - *The Glass Menagerie*

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5. References

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12. Walker, Alice. (2014). *The Color Purple*. London: Orion Publishing Co.
13. Williams, Tennessee. (2009). *The Glass Menagerie*. London: Penguin UK.

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6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Global Development Needs	Understanding American literature contributes to cultural literacy in a global context. American literature has influenced and been influenced by global literary traditions, and familiarity with it enhances the appreciation of the interconnectedness of world literature.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Alice Walker – <i>The Color Purple</i>	Assigning students to choose research topics related to the novel. Possible topics include: <ul style="list-style-type: none"> The historical context of the early 20th century in the Southern United States. The feminist and social justice movements during the time of the novel.
ED	Emily Dickinson – “If was not death, for I stood up” Langston Hughes – “Will V-Day be Me-Day Too?”	Choose a set of American poems that align with entrepreneurial themes such as ambition, creativity, resilience, risk-taking, or leadership.

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EMP	Hemingway- "A Clean, Well-Lighted Place" Edgar Allan Poe- "Tell Tale Heart"	a problem or challenge inspired by the short stories to the students. Ask them to brainstorm and discuss how they would approach and solve the issue using employability skills.
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7. Pedagogy

S. No	Student-Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Seminar, oral presentation
2.	Experiential learning	Interactive classroom activities, Quiz
3.	Participative Learning	Group discussion, Roleplay

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8. Course Assessment Plan

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

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO 1	CIA2-Oral Presentation	End Semester Exam
CO 2	CIA 1	
CO 3	CIA 1	
CO 4	CIA 2-MCQs/Objective type	
CO 5	CIA 2-MCQs/Objective type	

b) Model Question Paper- End Semester Exam

INTRODUCTION TO AMERICAN LITERATURE

SEMESTER- VI

Course Code: U24/LIT/DSE/602

Max.Marks:60

Credits: 5

Max Time: 2 Hrs

SECTION -A

I. Answer the following (250 words)

5x 10 = 50 Marks

1. Elaborate the concept of the American Dream.

OR

2. Discuss the concept of Lost Generation.

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3. Discuss the central theme in Langston Hughes's poem—Will V-Day be Me-Day Too?

OR

4. Describe the concept of death in Emily Dickinson's poem – It was not Death, for I stood up.

5. In *The Color Purple*, Alice Walker explores the problems that black

women face in the United States. Discuss.

OR

6. Discuss the theme of male-female relationship in the novel *The Color Purple*.

7. Why does the narrator want to kill the old man in the short story "The Tell Tale Heart"?

OR

8. Discuss the significance of the title—"A Clean, Well-Lighted Place".

9. Which aspects of *The Glass Menagerie* are realistic? Which aspects are

the most realistic? Discuss.

OR

10. Who is the protagonist of the play *The Glass Menagerie*? Justify.

SECTION -B

II. Answer any 5 out of 7 questions

5x 2 = 10 Marks

1. Name any two writers of the Lost Generation.
2. Annotate the following briefly:

"I am a Negro American Out to defend my land army, Navy, AirCorps—I am there"

3. What is Mary Agnes' actual or real name in the novel—*The Color Purple*?
4. List two evidence that shows that the narrator is insane in the "Tell Tale Heart"?
5. What does Laura persuade Jim to sign while they are talking in the living room alone?
6. List the literary devices are used in the poem -"It was not death for I stood up"?
7. Discuss the title of the novel *The Color Purple*.

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SEMESTER - VI

LITERARY ANALYSIS AND APPLICATION

1. Course Description

Programme: B.A.

Course Code: U24/LIT/DSE/601

Course Type: DSE

No. of credits: 5

Max. Hours: 75

Hours per week: 5

Max. Marks:100

2. Course Objectives

- To provide an overview of the development, evolution of literary theories and its application.
- To prepare the learners to study the correlation between contexts of production and reception of text.
- To write a perceptive composition in the form of literary review of a few texts on the basis of specific schools of criticism.

3. Course Outcomes

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

CO1: Apply relevant theoretical frameworks and concepts (Formalism,

Reader Response and Social Criticism) to analyse the prescribed text of poetry. (Apply)

CO2: Interpret the prescribed prose texts in the light of selected critical approaches

(psychoanalytical, theological, post-colonial, Postmodernism). (Understand)

CO3: Analyse the concept of multiculturalism and politics of language in the context of Creole literature. (Analyse)

CO4: Develop a critical perspective and successfully relate it to interpret unseen passages of poetry and prose. (Evaluate)

CO5: Apply Marxist theory to analyse the prescribed text of short stories. (Apply)

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4. Course Content**MODULE I : POETRY****(15 Hrs)**

“Mending Wall” – Robert Frost (Formalistic, Reader Response theory)

“Refugee Mother and Child” – Chinua Achebe (Postcolonial and social criticism)

MODULE II : PROSE**(15 Hrs)***The Power and the Glory* (excerpt) – Graham Greene (Psychoanalytic and Theological approaches)*A House for Mr. Biswas* (Prologue)– V.S Naipaul (Postcolonialism and Postmodernism)**MODULE III : DRAMA****(15 Hrs)***Toufann* – Dev Virahsawmy (Multiculturalism)**MODULE IV :****(15 Hrs)**

Critical Analysis Of Unseen Passage From Poetry

Critical Analysis Of Unseen Passage From Prose

MODULE V: SHORT STORY**(15 Hrs)**

“How much land does a man require?”- Leo Tolstoy (Marxist theory)

“The Garden Party” - Katherine Mansfield (Marxist theory)

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6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Global Development Needs	Sensitise students to embrace multiculturalism

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Formalistic, Reader Response theory	Analysis of passages using theories
SD	Critical Analysis Of Unseen Passage From Prose/Poetry	Assignments

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Lecture method
2.	Experiential Learning	Activity based
3.	Participative Learning	Audio Visual
4.	Participative Learning	Chalk and Talk
5.	Experiential Learning	Discussions

8. Course Assessment Plan

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

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination- 60%
CO1	CIA-2 MCQs/ Presentations	Written Exam
CO2	CIA-1 - IA written exam	
CO3	CIA-1 - IA written exam	
CO4	CIA-2 MCQs/ Presentations	
CO5	CIA-2 MCQs/ Presentations	

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b) Model Question Paper- End Semester Exam

LITERARY ANALYSIS AND APPLICATION

SEMESTER VI

Code: U24/LIT/DSE/601

Max Marks: 60

Credits: 5

Time: 2 Hrs

SECTION - A

I. Answer the following (250 words)

5 x 10 = 50 M

1. What are the multiple connotations of "walls" and "fences" in the poem "Mending Wall"?

OR

2. The poem "Refugee Mother and Child" is all about pathos, reflecting a harsh social reality. Do you agree?

3. How does the "House" stand as a symbol of a post colonial experience? Substantiate your answer with reference to the Prologue of *A House for Mr Biswas*.

OR

4. Examine the working of the Priest's mind in *The Power and the Glory*.5. Investigate the intended use of language in Dev Virahsawmy's *Toufann*.

OR

6. Attempt a critical analysis of the character Kordelia in *Toufann*.

7. Analyse the following in about 250 words.

Some say the world will end in fire,

Some say in ice.

From what I've tasted of desire I

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hold with those who favor fire.
 But if it had to perish twice,
 I think I know enough of hate
 To say that for destruction ice
 Is also great
 And would suffice.

OR

8. Analyse the following in about 250 words.

Let me not to the marriage of true minds
 Admit impediments; love is not love
 Which alters when it alteration finds,
 Or bends with the remover to remove.
 O no, it is an ever-fixèd mark
 That looks on tempests and is never shaken;
 It is the star to every wand'ring bark
 Whose worth's unknown, although his height be taken.
 Love's not time's fool, though rosy lips and cheeks
 Within his bending sickle's compass come.
 Love alters not with his brief hours and weeks,
 But bears it out even to the edge of doom:
 If this be error and upon me proved,
 I never writ, nor no man ever loved.

9. Analyse the short story "The Garden Party" from a Marxist perspective.

OR

10. Discuss class and society with reference to the short story "How much land does a man require?"

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SECTION - B

II. Answer any FIVE of the following questions.

(5 x 2 = 10 M)

11. What are the crops grown in the neighbouring farms?
12. What event in history is the text *The Power and the Glory* based on?
13. Identify the Bollywood songs used in *Toufann* by Dev Virahsawmy.
14. Elaborate upon any one tool used to analyse an unseen poem.
15. Comment on the theme of innocence and experience in "The Garden Party."
16. Briefly mention the qualities of the priest in *The Power and the Glory*.
17. Against the backdrop of which war is the poem "Refugee Mother and Child" set? How has the war affected the people?

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(An Autonomous College of Osmania University)
 Faculty of ARTS – Department of Political Science
 CBCS SYLLABUS-2020
 SEMESTER -VI

PROJECT

Programme : B.A
 Course Code: U24/POL/PRJ/601
 Type of Course: DSE
 No. of Credits: 4

Max Hours: 60
 Max.Marks:100
 Hours per week: 4

Course Objective

To learn basic research skills and be able to apply theoretical concepts in Political Science in understanding various socio-political and economic issues.

Course Outcomes

- CO1 – The students will learn the fundamentals of various research methodologies.
- CO2 – They will acquire skills in academic writing.
- CO3 – They will be able to analyse politics better using the basic research and theoretical tools.

EVALUATION**SUBMISSION OF PROJECT WORK AND VIVA****SCHEME OF EVALUATION****INTERNAL EVALUATION – 40 MARKS**

- Submission of Research Proposal – 10 Marks
- Mid-Term Evaluation – 20 Marks
- Final Presentation – 10 Marks

EXTERNAL EVALUATION – 60 MARKS

- Dissertation – 40 Marks
- Viva – 20 Marks



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SEMESTER - VI

PSYCHOLOGY AT WORK

1. Course Description

Programme: B.A.

Course Code: U24/PSY/DSE/602

Course Type: DSE

No. of credits: 4

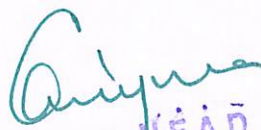
Max. Hours: 60 Hrs

Marks: 100

Hours per week: 4

2. Course Objectives

- To develop a deep understanding about the foundational principles and scope of organizational psychology
- Explore the impact of individual & group dynamics like attitudes & motivation on organizational behavior and its effectiveness.
- To be able to apply effective communication strategies to foster a positive organizational culture, manage conflicts as well as boost overall organizational performance and well-being.



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3. Course Outcomes

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

CO1: Students will be able to demonstrate a deep understanding of the scope and nature of organizational psychology including historical & contemporary trends & challenges.

(UNDERSTAND)

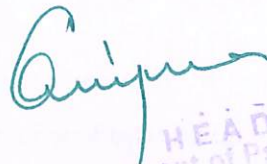
CO2: Students will be able to analyze the impact of individual factors - attitudes, values & perceptions on organizational behavior & performance & propose strategies to enhance employee motivation, satisfaction & job performance. **(ANALYZE)**

CO3: Students will be able to evaluate different types & organizational structure of leadership & apply them to analyze leadership styles & it's effects on organizational effectiveness.

(EVALUATE)

CO4: Students will demonstrate proficiency in identifying barriers to effective communication in organizational settings & applying communication strategies to overcome them. They will develop the skills in selecting appropriate communication channels & modes to facilitate clear & effective communication, positive organizational culture & performance.

(IDENTIFY AND APPLY)



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4. Course Content**MODULE 1: INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY (15 Hrs)**

Foundations of Organizational Psychology

History, Scope and Nature of Organizational Psychology

Organizational structure – Types & Hierarchy

Contemporary trends and challenges in organizational settings

MODULE 2: INDIVIDUAL PROCESSES IN ORGANIZATIONS (15 Hrs)

Employee attitudes: Major Job Attitudes, Job satisfaction,

Personality and Values at workplace: Person Job fit , Person Organization fit

Role of perceptions at workplace

Work Motivation: Meaning of work motivation, early theories, McClelland, Herzberg's theory,

two factor; Contemporary theories: Self Determination Theory, Expectancy theory, Job

Characteristics Model & Job Redesign

MODULE 3: LEADERSHIP AND DECISION MAKING (15 Hrs)

Concept of Leadership

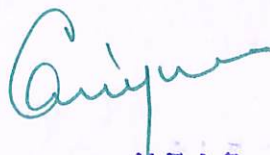
Situational Leadership

Transformational leadership, Transactional leadership

Indian perspective on leadership

Organizational Structure: Types & Hierarchy

Personal/ Self-Management & Occupational Stress – types



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MODULE 4 : COMMUNICATION IN WORKPLACE**(15 Hrs)**

Communication process

Direction of Communication: Downward, Upward and Lateral Communication,

Interpersonal Communication: Oral Written, Non-Verbal Communication

Purpose and modes of communication in organizations

Choosing the right communication: Body language, Formal, Informal communication

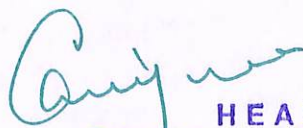
Effective Communication & Barriers to effective communication – Filtering, Selective Perception,

Information Overload, Emotions, Language, Silence, Communication Apprehension

Managing Communication: Choosing the right Communication channel

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6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Local	To understand the individual & group behavior in local organizations to create positive work environments, enhanced productivity & foster employee well-being
Regional	Effective organizational practices will contribute to regional economic growth through improved productivity, innovation, and competitiveness among businesses leading to mutually beneficial partnerships and regional development initiatives.
National	It can inform policies and programs aimed at enhancing workforce skills, productivity, and employability to promote organizational effectiveness, employee well-being, and ethical practices, leading to a more sustainable and thriving national economy.
Global	Shared knowledge of organizational psychology insights are crucial for multinational corporations operating across borders to understand and manage diverse workforces, cultural differences, and global market dynamics. I can help facilitate collaboration and cooperation among organizations on a global scale, promoting innovation, knowledge sharing, and sustainable development initiatives worldwide.

Anjuna

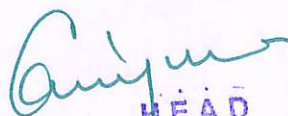
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b) Components on Skill Development/Entrepreneurship Development/Employability


SD/ED/EMP	Syllabus Content	Description of Activity
SD - Identify & Interpret	Module I	Students can be encouraged to look for recent trends and challenges in organizational psychology, write an assignment discussing the implications of these trends for organizational practices and employee well-being.
SD - Analyze	Module II	Students can be provided with case studies depicting real-world motivational challenges in organizations & analyze them using theories of motivation discussed in class to propose solutions and strategies for enhancing motivation and job satisfaction in each scenario.
SD - Model	Module III	Students can participate in a role play using a specific leadership style (transformational, transactional, autocratic) simulating leadership scenario in a workplace setting reflecting on the effectiveness of different leadership styles
EMP - Relate & Apply	Module IV	An interactive workshop can be conducted that focuses on different aspects of communication skills (e.g., active listening, nonverbal communication, conflict resolution) where students can practice and improve their communication skills. Students can be provided with constructive feedback and guidance throughout the workshop to help refine their abilities.



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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1	Research	Students can be encouraged to look for recent trends and challenges in organizational psychology. write an assignment discussing the implications of these trends for organizational practices and employee well-being.
2	Case study	Students can be provided with case studies depicting real-world motivational challenges in organizations & asked to analyze them using theories of motivation discussed in class to propose solutions and strategies for enhancing motivation and job satisfaction in each scenario.
3	Role play	Students can participate in a role play by assigning each student a specific leadership style (e.g., transformational, transactional, autocratic) simulating leadership scenarios in a workplace setting. This will help students reflect on the effectiveness of different leadership styles in various situations.
4	Workshop	An interactive workshop can be conducted that focuses on different aspects of communication skills (e.g., active listening, nonverbal communication, conflict resolution) where students can practice and improve their communication skills. Students can be provided with constructive feedback and guidance throughout the workshop to help refine their abilities.


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8. Course Assessment Plan

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

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA - 1 = Internal Assessment - Written Exam CIA - 2 = Skill Test	Written Exam
CO2	CIA - 1 = Internal Assessment - Written Exam CIA - 2 = Skill test & Assignment	
CO3	CIA - 2 = Presentation	

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b) Model Question Paper- End Semester Exam**PSYCHOLOGY AT WORK****Code: U24/PSY/DSE/602****Max marks: 60****Credits: 4****TIME: 2 Hr****SECTION –A****Answer the following****4 X 10 = 40 M**

1. What is the definition of Industrial/Organizational Psychology? Give the scope and nature of Organizational Psychology.

OR

2. How would you describe the Job Characteristics Model & Job Redesign?
3. What is the definition of power and what are the bases of power? What is the role of power at the workplace?

OR

4. How would you define Human Resource management and Human Resource Development? Give the Importance of HRD.
5. What can you say about contingency theories of leadership?

OR

6. How would you explain transformational and transactional leadership?
7. What is the main purpose and modes of communication in organizations?

OR

8. What is the theme of the current trends in HRD?

SECTION –B**II. Answer any FOUR****4x6 = 20 M**

9. What are the contributions of Hawthorne studies to I/O Psychology?
10. How can you explain what is meant by Management by Objectives.?
11. What is the Indian perspective on leadership?
12. What are the barriers to effective communication?
13. What are the Traditional and Modern views of conflict?
14. What is Individual and Group decision making?
15. How would you describe group morale?

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SEMESTER - VI**PSYCHOMETRIC TESTS****1. Course Description**

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/DSE/601/P

Hours per week: 2

Course Type: DSE

Max. Marks: 50 M

No. of credits: 1

2. Course Objectives

To help students understand in detail about concepts of psychological testing and also administer, score, and interpret various psychological tests.

3. Course Outcomes

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

CO1: Apply the knowledge on principles of psychology to administer, score and interpret various psychological tests. **(APPLY, ANALYSE)**

CO2: Use appropriate psychological tests for measurement of corresponding psychological phenomena. **(APPLY, ANALYSE)**

4. Course Content

Any 4 to be administered from the following list

2	1	Non-verbal test of intelligence - (Raven's Standard Progressive Matrices (or) Revised Bhatia Short Battery of Performance Test of Intelligence for Adults)
	2	Comprehensive Interest Schedule
4	3	Deo-Mohan Achievement Motivation Scale
	4	Kundu Inventory of Extroversion and Introversion
	5	Word Association List
	6	Experiments on social conformity
	7	Malin's Intelligent scale for Indian Children - (Demo)

5. References

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6.Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	The assessment tools used in psychometrics are widely used in personnel selection and recruitment processes to assess job applicants' knowledge, skills, abilities, and personality traits; enabling employers to make informed hiring decisions, predict job performance, and reduce turnover.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	All tests	Rapport building, administering the test, scoring, result interpretation and recording the results.
EMP	All tests	The skill to perform all of the above provides opportunity in taking up internships or assist psychologists in administering the tests.




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7. Course Assessment Plan

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

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

Prepared by	Checked & Verified by	Approved by
 Ms. Amulya K Faculty- in- charge	 Dr. Nandini Sanyal HoD	 Dr. Uma Joseph Principal



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SEMESTER - VI

RESEARCH PROJECT

1. Course Description

Programme: B.A

Course Code: U24/PSY/PRJ/601

Course Type: PRJ

No. of credits: 4

Max. Hours: 60 hours

Hours per week: 4

Max. Marks: 100 M

2. Course Objectives

- To help students inculcate interest in scientific research and support them to design and execute a research project.

3. Course Outcomes

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

CO1: To design a research project, identify relevant psychological assessments for measuring the variables. **(ANALYSE, EVALUATE)**

CO2: To identify and apply appropriate statistical techniques to analyse the data and draw inferences about the sample; then formatted in the APA style. **(EVALUATE, CREATE)**

4. Course Content

RESEARCH METHODOLOGY

- Meaning of Research
- Characteristics of Research
- Variables – types
- Steps in Research
- APA Format

The research project is done on the below lines

No. of variables to be selected: Minimum 2

Sample size: Minimum 150

Statistical analysis- descriptive statistics, t test, correlation

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2. Newman, I., & Benz, C. R. (1998). *Qualitative-quantitative research methodology: Exploring the interactive continuum*. SIU Press.
3. Coakes, S. J., & Steed, L. (2009). *SPSS: Analysis without anguish using SPSS version 14.0 for Windows*. John Wiley & Sons, Inc..

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

Local /Regional/National /Global Development Needs	Relevance
National	Research projects provide opportunities for students to explore innovative ideas, methodologies, and approaches, fostering a culture of innovation and creativity, essential for driving research and development across different sectors of the economy.

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Project	Conducting a minor research project allows students to develop essential research skills such as literature review, data collection, data analysis, critical thinking, problem-solving, and academic writing. These skills are valuable for academic and professional development in various fields.
EMP	Project	Employers and organisations focussed on research highly value those with basic research experience, not just for the research bent of mind, also because it demonstrates initiative, dedication, and intellectual curiosity.

SEMESTER - I

SOFT SKILLS

1. Course Description

Programme: BA
Course Code: U24/LIT/SEC/601
Course Type: SEC- 4
No. of credits:2

Max. Hours:30
Hours per week: 2
Max. Marks:50

2. Course Objectives

- To able to use LSRW skills
- To understand oneself through literary text
- To develop soft skills required for professional life.

3. Course Outcomes

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

- CO1: Learners are able to understand and develop their personality for professional life. (Understand ,Develop)
- CO2: Learners are able to critically think and analyse when faced with problems in personal life and professional life. (Analyse)

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4.Course Content**MODULE I: PERSONALITY DEVELOPMENT (15 Hrs)**

Leadership

- Extract from Interview: A leader Should Know How to Manage Failure: APJ Abdul Kalam

Self Confidence

- I am Enough- Grace Byers

Time Management

- The Ant and the Grasshopper – La Fontaine

Team Work

- Game: Blind Drawing
- “Magic of Teamwork”- Sam Pitroda

Motivational Skills

- Poem: “If” - Rudyard Kipling
- Film: Freedom Writers

MODULE II: PERSONALITY TRAINING (15 Hrs)

Decision Making

- Fables: Two Frogs and a well by Aseop

Problem Solving

- Cap Seller and the Monkey

Innovate Thinking

- Activity: Nine Dot Problem

Emotional Intelligence

- Fables: Turtle and the scorpion

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5. Elkington, J., and Hartigan, P. 2008. The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World. Boston, MA: Harvard Business Press.
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6.Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Local	Students are able to involve in team-based activities
Regional	students are able to organize and manage activities.
National	Students are able to use skills learned for the National Growth
Global	Students will be able to contribute for better Global society

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module I and II	Team work: Blind Drawing
ED	Module I and II	Nine Dot Game
EMP	Module I and II	All the activities make them adapt to different scenario and roles in employment sector

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Interactive Classroom games
2.	Participative Learning	Role Play

8. Course Assessment Plan

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

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA I- IA Written Exam	Written Exam
CO2	CIA I- IA Written Exam	

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b) Model Question Paper- End Semester Exam

SOFT SKILLS

SEMESTER VI

Course Code: U24/LIT/SEC/601

Max. Marks: 30

Credits: 2

Max Time: 1 hour

Section A

Note: Write any 5 from the 7 questions given

5x6M= 30

1. What are the six-traits required to be a leader according to Abdul Kalam?
2. Why was the grasshopper begging for food?
3. What is the key problem India is facing according to Saam Pitroda?
4. How did the cap seller solve his problem?
5. What was the promise of the scorpion to the Turtle?
6. What did the frogs decide on seeing the well?
7. What is the central theme of the poem "If" by Rudyard Kipling?

SOFT SKILLS

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks
I	10	CO1	5 out of 7	5x6= 30 Mark
II	10	CO2		

9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Understand	15
2	2	Analyse	15

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