

MINUTES OF THE 5th BOS OF ENGLISH ON 20-09-2021.

The 5th BOS Meeting of English was held online at 11am, 20-09-2021 using the Zoom link :

<https://us02web.zoom.us/j/87068834452?pwd=OHk1WHgvdU5SbTVCREdjcEdXd3lZz09>

AGENDA OF THE MEETING

1. Opening Remarks by BOS Chairperson.
2. To discuss and finalize the syllabi of Professional Communication Skills-I{ **V20ENT02**} Professional Communication Skills- II { **V20ENT03**}& Professional Communication Skills-III{ { **V20ENT04**} for III, IV & V Semesters of B.Tech .,for the Academic Year 2021-2022 & 2022 -2023.
- 3.To discuss and finalize the syllabus of Constitution of India (V20ENT11) for the Academic Year 2021-2022 & 2022 -2023.
- 4.To discuss and finalize the syllabi of Audit Courses for M.Tech students namely, Pedagogy Studies(V21PGENT51) ,Personality Development through Life Enlightenment Skills (V21PGENT52),Stress Management by Yoga Course (V21PGENT53), English for Research Paper Writing (V21PGENT54), Value Education (V21PGENT55).

MINUTES

- The syllabi of Professional Communication Skills-I{ **V20ENT02**} Professional Communication Skills- II { **V20ENT03**}& Professional Communication Skills-III{ { **V20ENT04**} for III, IV & V Semesters of B.Tech , was approved by the members of BOS of English.
- The syllabus of Constitution of India (V20ENT11) for B.Tech , was approved by the members of BOS of English.
- The syllabi of Audit Courses for M.Tech students namely, Pedagogy Studies(V21PGENT51) ,Personality Development through Life Enlightenment Skills (V21PGENT52),Stress Management by Yoga Course (V21PGENT53), English for Research Paper Writing (V21PGENT54), Value Education (V21PGENT55) was approved by the BOS members.
- The members of the BOS suggested renaming the audit course “ English for Research Paper Writing” as “Research Paper Writing - Conventions & Structures” if possible.
- The syllabus of Audit course for M.Tech students “ Constitution of India” (V21PGENT56) was mailed to the BOS members and their approval for the same was received by 3.10’21.

Members Present

English BOS Members

1. Chairperson of BOS

Dr. T Sujani, Assoc. Professor of English
Sri Vasavi Engineering College

2. Dr. D. Kesava Rao

(Council Nominee)

Professor of English, NIT Warangal

3. Prof. K. Sree

Ramesh (Council
Nominee)

Professor of English and Principal, College of Arts and Commerce
Adikavi Nannaya University
Rajamahendravaram

4. Dr. Purna Chandra Rao

(University Nominee)

Assoc. Professor of
English,

PVP Siddhartha Institute of Technology, Vijayawada .

Faculty Present

1. Dr. K. Venkata Rao

2. B. Ananda Rao

3. K. V. Rama Rao

4. K. Radha Madhavi

5. Tanuja .Ch

6. Aparanjani. U

7. G. Srinivasa Rao

8. A. Kiranmayee

9. M. Naresh

10. M. Venkata Ramana

11. G. Ch. S. Madhusudhana Rao

12. D. Satish

Annexures of Syllabi

SRI VASAVI ENGINEERING COLLEGE (AUTONOMOUS)

(Sponsored by Sri Vasavi Educational Society)

(Approved by AICTE, New Delhi & Permanently affiliated to JNTUK, Kakinada)

(Accredited by NAAC with 'A' Grade, Recognized by UGC under section 2(f) & 12(B))

Pedatadepalli, TADEPALLIGUDEM – 534 101. W.G.Dist. (A.P)

Syllabus for the Regulation Year 2019-2020 (Common to all Branches)

Professional Communication Skills - I

B.Tech IIISemester

S.No	Course Code	Course Name	L	T	P	C
1	V20ENT02	Professional Communication Skills - I		3	-	MNC

Students will be able to

C01: Use vocabulary in regular chores of life with accuracy, make meaningful sentences, and describe people and their traits vividly. (K3)

C02: Distinguish between places of pilgrimage and holiday spots; describe incidents, things and process; and frame questions, statements and expressions. (K4)

C03: Demonstrate their knowledge of idioms which are similar to those of native speakers while speaking and writing and use phrases clearly and precisely to articulate their views that compare and contrast indianisms with native expressions and avoid common errors. (K3)

CO 4: Employ the vocabulary of netizens with ease and walk through the letters and emails for effective official correspondence and infer the accurate meaning of the homophones that are often confusing. (K3)

C05: Summarize their profile; introduce themselves as well as others by incorporating their accomplishments and Sketch stories and anecdotes in an interesting and engaging manner that arouses curiosity of the audience. (K5)

Syllabus

UNIT - I

BUILDING VOCABULARY FOR DAILY ACTIVITIES

NAMES: Things- Kitchen Utensils – Occupation- tools – spices- vegetables –flowers - sciences of study – Professions .

Framing Questions – statements – expressions related to the Vocabulary taught

PEOPLE : Describing people - Physical characteristics,-Mental attributes – various professions

Framing Questions – statements – expressions related to the Vocabulary taught

ACTIVITY : Related to the topics learnt in Unit – 1

No. of hours required - 10

UNIT – II

BUILDING VOCABULARY FOR PLACES, THINGS & PROCESS

PLACES: Describing favourite place – famous place- Places of Pilgrimage

THINGS: Describing a thing- Describe an incident or an event

PROCESS: Describe a process –Recipe – experiment –Entrance test application

Framing Questions – statements – expressions related to the Vocabulary taught

ACTIVITY : Related to the topics learnt in Unit – II

No. of hours required - 10

UNIT – III

NATIVE EXPRESSIONS – Idioms and Phrases – in day to day activities for different occasions - Usage written & spoken –

PHRASES with as—as expressions – used to compare & contrast

COMMON MISTAKES- in spoken & written

INDIANISMS- Most often used expressions – accepted in India – found place in Dictionary

ACTIVITY : Related to the topics learnt in Unit – III

No. of hours required - 10

UNIT -IV

NET VOCABULARY: Acronyms and abbreviations that are most often used

HOMOPHONES : Words often confused – Spelling & Pronunciation

Letter Writing : Formal & Informal- Letters for all occasions

Email Writing : Business mails – project status mails – informative mails

ACTIVITY : Related to the topics learnt in Unit – IV

No. of hours required - 10

UNIT -V

SELF-INTRODUCTION: Basic information - Academic and personal - interests– strengths and weaknesses – goal.

PROFILE BUILDING: Resume writing – CV Building – Types

STORYTELLING WITH CREATIVITY: Reading and Narrating a story – narrating anecdotes

ACTIVITY : Related to the topics learnt in Unit – V

No. of hours required - 10

REFERENCES:

- Lewis Norman, Word Power Made Easy (2008). Goyal Publishers & Distributors Pvt. Ltd.
- Sunita Mishra & C.Muralikrishna, Communication Skills for Engineers (2006). Dorling Kindersley (India) Pvt. Ltd., licensees of Pearson Education in South Asia.
- Chaturvedi PD & Chaturvedi Mukesh, Business Communication (2006). Dorling Kindersley (India) Pvt. Ltd., licensees of Pearson Education in South Asia.
- Joshi Manik, Popular English Idioms and Phrases: English Idiomatic Expressions (2013).
- Joshi Manik, Homonyms, Homophones and Homographs: Vocabulary Building (2014).
- Gupta S.C. A Handbook for Letter Writing (2018). Arihant Publishers
- Lisa McGrimmon, The Resume Writing Guide: A Step-by-Step Workbook for Creating a Winning Resume (2013). CareerChoiceGuide; 2nd edition.
- Sawhney, Clifford. Improve your Word Power (2013). V&S Publishers

Web References: (NET Vocabulary)

- <https://www.grammarly.com/blog/texting-abbreviations/>
- <https://www.slicktext.com/blog/2019/02/text-abbreviations-guide/>
- <https://www.webopedia.com/reference/text-abbreviations/>

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Syllabus for the Regulation Year 2021-22 (Common to all Branches)

Professional Communication Skills – II

B.Tech IV Semester

S.No	Course Code	Course Name	L	T	P	C
1	V20ENT03	Professional Communication Skills - II		2 + 2	-	MNC

	After successful completion of the course, students will be able to	Knowledge Level
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CO1	Demonstrate grammatical competence, analyze noun and pronoun dispositions, classify various kinds of verbs, adjectives and adverbs and identify errors in sentences; distinguish the subtle meanings of various words in different contexts, recognize similar words as well as words with contrast meanings and use them appropriately. (K3)	K2
CO2	Organize individual words into one whole sentence using new vocabulary and focus on the error analysis of prepositions and conjunctions, build conversations which befit the situations and develop pre-reading strategies to improve comprehension skills. Distinguish and acquire knowledge of using words of the same category in a sentence and learn new words that promote communicative finesse. Find errors in sentences where the modifiers are misplaced and put them at the appropriate place, use hit pair words and send an email that is concise and lucid.	K3
CO3	Recognize the easiest and best possible way of solving problems in the area of Number and Letter Series, Analogy, Classification, Coding & Decoding Symbols, Ranking and Analytical Reasoning.	K4
CO4	Investigate the different types of logics involved in Mirror and Water Images, Logical Reasoning & Arithmetic Reasoning.	K4
CO5	Find the common traps in the questions and errors likely to be made from the concepts of Blood Relations, Directions, Average, Clock and Calendar, Data Sufficiency, Permutations-Combinations and Probability.	K3

UNIT - I

ERROR ANALYSIS: Nouns & Pronouns – Singular & Plural – Kinds of Nouns & Pronouns- Collective Nouns - Personal and Reflexive Pronouns. Subject – Verb agreement. Adjectives – Adverbs – role of modifiers – place of Adjectives– Adverbs of frequency.

VOCABULARY : Word Power Made Easy Sessions 15- 30, Antonyms and Synonyms and One word substitutes

EXPANSION OF PROVERBS: Meaning – interpretation – explanation.

UNIT - II

ERROR ANALYSIS: Prepositions - kinds of prepositions –appropriate use - conjunctions –sub-ordinating– coordinating.

ROLE PLAY: Day to day situations - practical approach – real life experiences.

READING COMPREHENSION: Reading as a skill – quick reading - analyzing – answering - Skimming – scanning - summarizing – problem solving.

ERROR ANALYSIS: Parallel grammatical forms – same grammatical structures. Dangling modifiers – misplacement of modifiers – arrangement.

SENTENCE IMPROVEMENT: Better choice – error-free sentences – effective – syntax.

EMAIL WRITING: Format – method of exchanging – technicalities.

UNIT – III

Number And Letter Series, Coding & Decoding, Analogy, Classification Ranking. (K1)

Problems of how to find the next number in the series, Finding the missing number and related sums, Sums related to Classification, Sums related to letter series, Relation between number series and letter series, Finding odd one out from groups, Identify the rank in different places.

UNIT-IV

Problems On Ages & Numbers, Mirror And Water Images, Logical Reasoning & Arithmetic Reasoning. (K4)

Definition and concept of Venn Diagram – its applications. statements – Affirmations, Denials and Contradictions. Sums related to Ages & numbers. Problems on ages with different logics. Identifying the images of water and Mirror.

UNIT-V

Blood Relations, Directions, Average, Clock And Calendar, Data Sufficiency, Permutations-Combinations And Probability. (K3)

Deriving the formula to find the angle between hands for the given time, History of calendar-, Finding the day for the given date, Problems related to directions. Difference between words Permutation and Combinations – Various cases - Real Time Scenarios. Concept of Probability – Conjunctions – Rules & Cases of Probability.

References

1. Verma Shalini. Common Errors In English (2016). S Chand & Company
2. Sharon Weiner Green M.A & Ira K. Wolf Ph.D. Barron's GRE (2015). Barrons Educational Series
3. Paul D.S. Advanced English Grammar with Answers (2007) Published by Cambridge University Press..
4. Work book -1 on Aptitude Prepared by T & P cell, Sri Vasavi Engineering College.
5. Kundan & Tyra. Magical Book on Quicker Maths (2013). Published by Tyra & Kundan
6. Kundan & Tyra. Practice Book on Quicker Maths (2009). Published by Tyra & Kundan
7. R.S. Agarwal .Non Verbal Reasoning. Sultan Chand Publications

Web References

<https://www.indiabix.com/>

<https://www.campusgate.co.in/>

<https://www.questionpaper.org/>

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Syllabus for the Regulation Year 2021-22 (Common to all Branches)

Professional Communication Skills – III

B.Tech V Semester

S.No	Course Code	Course Name	L	T	P	C
1	V20ENT04	Professional Communication Skills - III		2+2	-	MNC

	After successful completion of the course, the students will be able to	Knowledge Level
CO1	Distinguish the subtle meanings of various words in different contexts, recognize similar words as well as words with contrast meanings and use them appropriately. Express writer's tone and relevant ideas using different types of writing skills and prepare resume to showcase skills and accomplishments. Organize thoughts in the discussions and express views without reticence. Develop the ability to write different types of essays in a structured way, maintaining cohesion and logic	K4
CO2	Identify the central theme and arrange the scrambled sentences into a meaningful passage. Draft emails with appropriate subject-lines and relevant content. Compare different pairs of words, recognize the relationship between the head words and the options to siphon correct analogy. Choose an appropriate word to make a sentence meaningful. Infer the meaning of the picture by thinking out of the box and speak without inhibitions and face interviews with aplomb.	K2
CO3	Analyze appropriate methods of logical thinking on Ratio and Proportion, Partnership, LCM and HCF, Number System, Areas & Volumes.	K4
CO4	Demonstrate problem solving skills through the concepts of Percentages, Profit and loss, Simple Interest & Compound Interest and Allegation.	K3
CO5	Calculate the end results of Cubes, Dice and Data Analysis, Time & Work, Time & Distance, Race & Games.	K4

SYLLABUS

UNIT – I

VOCABULARY – MODEL RESUMES & SPEAKING

500 words (PIC-VOC) -Meaning – contextual Usage - Prefix – Suffix – Root words. Resume writing-Model Resume-Introducing different formats-Tailoring resume as per job description. Paragraph writing- Essay writing- Types of Essays- Strategies – Cause and effect signals – support signals – contrast signals. Watch a video and respond
Group Discussion – Types of GD – Dos & Don'ts , JAM , Presentation Skills, Designing Advertisements

UNIT – II

GRAMMAR, WRITING & SPEAKING SKILLS

Tenses – Simple – Continuous – perfect – perfect continuous - voice – Active & Passive -Para jumbles – Strategies – Directional words – central theme-Email writing– Types -- Dos and Don'ts-

VERBAL ABILITY- ANALOGIES- INTERVIEW SKILLS- CREATIVE THINKING

ANALOGIES: Strategies - Recognize common relationship types. Synonyms – Antonyms - Create a general sentence - Use the correct part of speech - Beware of homonyms.Equalizing the sentences- scrambled sentences. Interview Skills – Personal Interview – Skype Interview – Telephone Interview – Mock Interviews. Creative thinking – Picture Interpretation -Creative writing

UNIT – III

Ratio & Proportion, Partnership, LCM & HCF and Areas & Volumes

Introducing the concept of ratio in three different methods, a method to compute and compare two ratios – The effect of increase or decrease of a quantity on the ratio – The meaning of proportion and Problems related to Ratio and Proportion. Improve problem solving skills through Lcm & Hcf.

UNIT - IV

Percentages, Profit and Loss, Simple and Compound Interest, Allegation & Mixtures

Definition of Simple and Compound Interest. Formulas of Applications – Difference between Simple and Compound interest – Rate of Increase or Decrease Population – Expected values of Maturity. Calculate percentages on different situations, using in profit and loss. Identifying difference between Cost price, Selling Price and Marked Price, Finding Discounts, using the method of allegation.

UNIT – V

Time, Work and Distance, Cubes, Dice and Data Analysis

Men- Days -work –completion- Capability Ratio among Men, Women and Children – Application of time in Pipes and Cistern. Work Progress in positive and negative effects. Relation among Time, Speed and Distance – Concepts of Relative speed and Average Speed – Ideas about Boats and Streams and Races of Games. Calculate the end results of Cubes and Dice.

References

- ❖ Dr.Sujani Tata et al., Pic Voc (2015) – Published by Sri Vasavi Engineering College
- ❖ Lewis Norman, Word Power Made Easy (2008). Goyal Publishers & Distributors Pvt. Ltd.
- ❖ Dr.Shalini Verma, Reetesh Anand, Word Power Made Handy(2017). S Chand Publications.
- ❖ R S Aggarwal, Objective General English (2017). S Chand Publications.
- ❖ Sunita Mishra & C.Muralikrishna, Communication Skills for Engineers (2006). Dorling Kindersley (India) Pvt. Ltd., licensees of Pearson Education in South Asia.
- ❖ Charles W Hanson. Resume: Writing 2020 The Ultimate Guide to Writing a Resume that Lands YOU the Job! (2019).
- ❖ Raymond Murphy. Essential Grammar in Use (1985).Cambridge University Press
- ❖ Seely John. The Oxford Guide to Writing & Speaking (2004). Oxford University Press.
- ❖ Jain,T.S. & Gupta. , 2010, Interviews and Group Discussions, Upkar's Publications.
- ❖ Training & Placement cell, 2020, Workbook -1 on Aptitude, Sri Vasavi Engineering College.
- ❖ M Tyra, 2013, Magical Book on Quicker maths, BSC Publications.
- ❖ K Kundan & M Tyra, 2009, Practice Book on Quicker Maths, BSC Publications.
- ❖ Dr. RS. Agarwal , 2017, Quantitative Aptitude, Sultan Chand Publications
- ❖ Dr. RS. Agarwal, 2017, A modern approach to verbal & on verbal reasoning, Sultan Chand Publications.

Web References:

- ❖ <https://www.indiabix.com/>
- ❖ <https://www.campusgate.co.in/>
- ❖ <https://www.questionpaper.org/>



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Syllabus for the Regulation Year 2021-22 (Common to all Branches)

B.Tech ECE,& ECT (III Sem), CSE, CST, & ME (IV Sem), Civil (V Sem)

S.No	Course Code	Course Name	L	T	P	C
1	V20ENT11	CONSTITUTION OF INDIA	-	2	-	MNC

COURSE OUTCOMES

	After successful completion of the course, students will be able to	Knowledge Level
CO1	Describe various stages in the composition of the Indian Constitution	K2
CO2	Develop awareness about citizenship- Fundamental rights	K3
CO3	Explain the fundamental duties and build up their civic sense	K2
CO4	Sketch the specific roles of heads of Nation and the functioning of legislative bodies.	K3
CO5	Assess the role of local self-government in strengthening democracy	K3

Syllabus

Unit-I

Constitution of India

- Preparation of Indian constitution by Constituent Assembly of India.
- Preamble or Philosophy of the Indian Constitution.
- Salient features of the Indian constitution.

Unit-II

- Citizenship in India.
- Fundamental Rights - their importance & Limitations.

Unit-III

- Fundamental Duties and their importance.
- Directive principles of the state policy and their implementation.

Unit-IV

Parliamentary form of Government in India.

1. Union Executive

- President of India- Powers and functions.
- Vice-President - Powers and functions.

- c) Prime Minister and Council of Minister - Powers and functions.

2. Union Legislature

- a) Rajya Sabha – Powers and Functions.
b) Lok Sabha- Powers and Functions.

3. Judiciary – Supreme Court of India - Powers and Functions.

Unit-V

- a) Amending Procedure- Important Constitutional Amendments – 42nd, 44th Constitutional Amendment Acts.
b) Local Self-government in India 73rd & 74th Constitutional Amendment Acts.

Reference Books:

1. D D Basu-Introduction to the Constitution of India – 18th Edition. Prentice – Hall of India Private Ltd-New Delhi-1998
2. Granville Austin (1972) the Indian Constitution, Cornerstone of a Nation, Oxford university Press, New Delhi
3. Madhavkhosla (2012) the Indian Constitution, Oxford University Press, New Delhi
4. Granville Austin (1999) Working a Democratic Constitution; A History of the Indian Experience, Oxford University Press, New Delhi
5. Zoya Hasan, Sridharan E and Sudharshan R (Eds) 2002 India's living Constitution, Permanent black, New Delhi
6. Baxi Upendra (1980) the Indian Supreme Court and Politics, Eastern Book Co, Lucknow.

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Pedatadepalli, **TADEPALLIGUDEM – 534 101. W.G.Dist. (A.P)**

Department of Basic Sciences & Humanities

V21PGENT51	PEDAGOGY STUDIES	L	T	P	C
		0	2	0	

COURSE OUTCOMES

	After successful completion of the course, the students will be able to	Knowledge Level
CO1	Identify various theories of learning and recognize Research questions with an overview of methodology and searching.	K2
CO2	Review Pedagogical practices used by teacher in both formal and informal classroom and design curriculum	K2
CO3	Examine how teacher education and the school curriculum support effective pedagogy along with various pedagogical approaches and theories.	K3
CO4	Show peer support for professional development and support from head teacher to develop curriculum and assessment. Find out the barriers involved in learning	K3
CO5	Find out the gaps and give directions for research design as per context.	K3

AUDIT 1 and 2: PEDAGOGY STUDIES

Units	Content	Hours
1	Introduction and Methodology: <ul style="list-style-type: none"> • Aims and rationale, Policy background, Conceptual framework and terminology • Theories of learning, Curriculum, Teacher education. • Conceptual framework, Research questions. • Overview of methodology and Searching. 	4
2	<ul style="list-style-type: none"> • Thematic overview: Pedagogical practices are being used by teachers in formal and informal classrooms in developing countries. • Curriculum, Teacher education. 	2
3	<ul style="list-style-type: none"> • Evidence on the effectiveness of pedagogical practices • Methodology for the in depth stage: quality assessment of included studies • How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy? • Theory of change. • Strength and nature of the body of evidence for effective pedagogical practices. • Pedagogic theory and pedagogical approaches. • Teachers' attitudes and beliefs and Pedagogic strategies. 	4

4	<ul style="list-style-type: none"> ● Professional development: alignment with classroom practices and follow-up support ● Peer support ● Support from the head teacher and the community. ● Curriculum and assessment ● Barriers to learning: limited resources and large class sizes 	4
5	Research gaps and future directions <ul style="list-style-type: none"> ● Research design ● Contexts ● Pedagogy ● Teacher education ● Curriculum and assessment ● Dissemination and research impact 	2

Suggested reading

1. Ackers J, Hardman F (2001) Classroom interaction in Kenyan primary schools, Compare, 31 (2): 245-261.
2. Agrawal M (2004) Curricular reform in schools: The importance of evaluation, Journal of Curriculum Studies, 36 (3): 361-379.
3. Akyeampong K (2003) Teacher training in Ghana - does it count? Multi-site teacher education research project (MUSTER) country report 1. London: DFID.
4. Akyeampong K, Lussier K, Pryor J, Westbrook J (2013) Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? International Journal Educational Development, 33 (3): 272–282.
5. Alexander RJ (2001) Culture and pedagogy: International comparisons in primary education. Oxford and Boston: Blackwell.
6. ChavanM(2003)ReadIndia:Amassscale,rapid,,learningtoread“campaign.
7. www.pratham.org/images/resource%20working%20paper%202.pdf.

1. What pedagogical practices are being used by teachers in formal and informal classrooms in developing countries?
2. What is the evidence on the effectiveness of these pedagogical practices, in what conditions, and with what population of learners?
3. How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy?



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Department of Basic Sciences & Humanities

V21PGENT52	PERSONALITY DEVELOPMENT THROUGH LIFE ENLIGHTENMENT SKILLS	L	T	P	C
		0	2	0	

COURSE OUTCOMES

	After successful completion of the course, the students will be able to	Knowledge Level
CO1	Relate Neetishatakam in developing versatile personality of students.	K1
CO2	Employ Bhagavad Gita to lead the nation and mankind to peace and prosperity.	K3
CO3	Connect students to Bhagavad Gita in order to develop personality and achieve highest goals in life.	K4

Syllabus

Unit	Content	Hours
1	Neetisatakam-Holistic development of personality	8
	· Verses- 19,20,21,22 (wisdom)	
	· Verses- 29,31,32 (pride & heroism)	
	· Verses- 26,28,63,65 (virtue)	

	·	Verses- 52,53,59(dont"s)	
	·	Verses- 71,73,75,78(do"s)	
2	·	Approach to day to day work and duties.	8
	·	Shrimad Bhagavad Gita: Chapter 2-Verses 41, 47,48,	
	·	Chapter 3-Verses 13, 21, 27, 35, Chapter 6-Verses 5,13,17, 23, 35,	
	·	Chapter 18-Verses 45, 46, 48.	
3	·	Statements of basic knowledge.	8
	·	Shrimad Bhagwad Geeta: Chapter2-Verses 56, 62, 68	
	·	Chapter 12 -Verses 13, 14, 15, 16,17, 18	
	·	Personality of Role model. Shrimad Bhagwad Geeta: Chapter2-	
		Verses 17, Chapter 3-Verses 36,37,42,	
	·	Chapter 4-Verses 18, 38,39	
	·	Chapter18 – Verses 37,38,63	

Suggested reading

1. "SrimadBhagavadGita"bySwamiSwarupananda Advaita Ashram (Publication Department), Kolkata
2. Bhartrihari"s Three Satakam (Niti-sringar-vairagya) by P.Gopinath, Rashtriya Sanskrit Sansthanam, New Delhi.

Course Outcomes

Students will be able to

1. Study of Shrimad-Bhagwad-Geeta will help the student in developing his personality and achieve the highest goal in life
 2. The person who has studied Geeta will lead the nation and mankind to peace and prosperity
- Study of Neetishatakam will help in developing versatile personality of students



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Department of Basic Sciences & Humanities

V21PGENT53	STRESS MANAGEMENT BY YOGA COURSE	L	T	P	C
		0	2	0	

COURSE OUTCOMES

	After successful completion of the course, the students will be able to	Knowledge Level
CO1	Define 8 parts of Yoga (Ashtanga)	K1
CO2	Discuss Yam and Niyam along with Dos and Don'ts in life. Interpret Ahimsa, satya, astheya, brahmacharya and aparigraha along with other concepts.	K2
CO3	Practice Asan and Pranayam. Examine various yoga poses and their benefits for mind and body.	K3

Syllabus

Unit	Content	Hours
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1	· Definitions of Eight parts of yoga. (Ashtanga)	8
2	Yam and Niyam. Do's and Don'ts in life. i) Ahimsa, satya, asthaya, bramhacharya and aparigraha ii) Shaucha, santosh, tapa, swadhyay, ishwarpranidhan	8
3	<ul style="list-style-type: none"> • Asan and Pranayam 1. Various yog poses and their benefits for mind & body 2. Regularization of breathing techniques and its effects-Types of pranayam	8

Suggested reading			
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1. "Yogic Asanas for Group Training-Part-I": Janardan Swami Yogabhyasi Mandal, Nagpur
2. "Rajayoga or conquering the Internal Nature" by Swami Vivekananda, Advaita Ashrama (Publication Department), Kolkata



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Pedatadepalli, **TADEPALLIGUEM – 534 101. W.G.Dist. (A.P)**

Department of Basic Sciences & Humanities

V21PGENT54	ENGLISH FOR RESEARCH PAPER WRITING	L	T	P	C
		0	2	0	

		Knowledge Level
CO1	Present planning and preparation for breaking up long sentences by following word order and structuring paragraphs and sentences to avoid ambiguity and vagueness.	K1
CO2	Clarify his/her findings by criticizing, hedging and paraphrasing to avoid plagiarism in writing the sections of the paper.	K2
CO3	Construct the ability to review literature, methods, results, discussions and the final check.	K3
CO4	Develop the key skills needed to write Title, Abstract, Introduction and Review of literature for a research paper.	
CO5	Demonstrate the skills needed to write methods, results, the discussion and conclusions for Research Write-ups.	
CO6	Employ useful phrases that ensure a paper for the first-time publication.	

COURSE OUTCOMES

Syllabus

Units	Contents	Hours
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1	Planning and Preparation, Word Order, Breaking up Long sentences, Structuring Paragraphs and Sentences, Being Concise and Removing Redundancy, Avoiding Ambiguity and Vagueness.	4
	Clarifying Who Did What, Highlighting Your Findings, Hedging and Criticising, Paraphrasing and Plagiarism, Sections of a Paper, Abstracts. Introduction	4
3	Review of the Literature, Methods, Results, Discussion, Conclusions, The Final Check	4
4	Key skills are needed when writing a Title, key skills are needed when writing an Abstract, key skills are needed when writing an Introduction, skills needed when writing a Review of the Literature.	4
5	Skills are needed when writing the Methods, skills needed when writing the Results, skills are needed when writing the Discussion, skills are needed when writing the Conclusions.	4
6	Useful phrases, how to ensure paper is as good as it could possibly be the first- time submission.	4

Suggested Studies:

1. Goldbort R (2006) Writing for Science, Yale University Press (available on Google Books)
2. Day R (2006) How to Write and Publish a Scientific Paper, Cambridge University Press
3. Highman N (1998), Handbook of Writing for the Mathematical Sciences, SIAM. Highman's book.
4. Adrian Wallwork , English for Writing Research Papers, Springer New York Dordrecht Heidelberg London, 2011

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Pedatadepalli, TADEPALLIGUEDEM – 534 101. W.G.Dist. (A.P)

Department of Basic Sciences & Humanities

V21PGENT55	VALUE EDUCATION	L	T	P	C
		0	2	0	

		Knowledge Level
CO1	Enumerate the societal values and Individual attitudes that lead to value based judgments	K1
CO2	Explain the need for value education that incorporates self-discipline, confidence, honesty and patriotism	K2
CO3	Develop the inner and external personality that transforms individual into a man of character	K3
CO4	Distinguish between character and competence, self-management and good health, mind your mind and self-control	K4

Syllabus

Unit	Content	Hours
1	· Values and self-development –Social values and individual attitudes.	4
	· Work ethics, Indian vision of humanism.	
	· Moral and non- moral valuation. Standards and principles.	
	· Value judgements	
2	· Importance of cultivation of values.	6
	· Sense of duty. Devotion, Self-reliance. Confidence, Concentration.	
	· Truthfulness, Cleanliness.	
	· Honesty, Humanity. Power of faith, National Unity.	

	· Patriotism.Love for nature ,Discipline	
3	· Personality and Behavior Development - Soul and Scientific attitude. Positive Thinking. Integrity and discipline. Punctuality, Love and Kindness. · Avoid fault Thinking. · Free from anger, Dignity of labour. · Universal brotherhood and religious tolerance. · True friendship. · Happiness Vs suffering, love for truth. · Aware of self-destructive habits. · Association and Cooperation. · Doing best for saving nature	6
4	· Character and Competence –Holy books vs Blind faith. · Self-management and Good health. · Science of reincarnation. · Equality, Nonviolence ,Humility, Role of Women. · All religions and same message. · Mind your Mind, Self-control. · Honesty, Studying effectively	6

Suggested reading

1 Chakroborty, S.K. “Values and Ethics for organizations Theory and practice”, Oxford University Press, New Delhi

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Pedatadepalli, **TADEPALLIGUEDEM – 534 101. W.G.Dist. (A.P)**

Department of Basic Sciences & Humanities

V21PGENT51	PEDAGOGY STUDIES	L	T	P	C
		0	2	0	

COURSE OUTCOMES

	After successful completion of the course, the students will be able to	Knowledge Level
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CO1	Identify various theories of learning and recognize Research questions with an overview of methodology and searching.	K2
CO2	Review Pedagogical practices used by teacher in both formal and informal classroom and design curriculum	K2
CO3	Examine how teacher education and the school curriculum support effective pedagogy along with various pedagogical approaches and theories.	K3
CO4	Show peer support for professional development and support from head teacher to develop curriculum and assessment. Find out the barriers involved in learning	K3
CO5	Find out the gaps and give directions for research design as per context.	K3

AUDIT 1 and 2: PEDAGOGY STUDIES

Units	Content	Hours
1	Introduction and Methodology: <ul style="list-style-type: none"> • Aims and rationale, Policy background, Conceptual framework and terminology • Theories of learning, Curriculum, Teacher education. • Conceptual framework, Research questions. • Overview of methodology and Searching. 	4
2	<ul style="list-style-type: none"> • Thematic overview: Pedagogical practices are being used by teachers in formal and informal classrooms in developing countries. • Curriculum, Teacher education. 	2
3	<ul style="list-style-type: none"> • Evidence on the effectiveness of pedagogical practices • Methodology for the in depth stage: quality assessment of included studies • How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy? • Theory of change. • Strength and nature of the body of evidence for effective pedagogical practices. • Pedagogic theory and pedagogical approaches. • Teachers' attitudes and beliefs and Pedagogic strategies. 	4

4	<ul style="list-style-type: none"> ● Professional development: alignment with classroom practices and follow-up support ● Peer support ● Support from the head teacher and the community. ● Curriculum and assessment ● Barriers to learning: limited resources and large class sizes 	4
5	Research gaps and future directions <ul style="list-style-type: none"> ● Research design ● Contexts ● Pedagogy ● Teacher education ● Curriculum and assessment ● Dissemination and research impact 	2

Suggested reading

1. Ackers J, Hardman F (2001) Classroom interaction in Kenyan primary schools, Compare, 31 (2): 245-261.
2. Agrawal M (2004) Curricular reform in schools: The importance of evaluation, Journal of Curriculum Studies, 36 (3): 361-379.
3. Akyeampong K (2003) Teacher training in Ghana - does it count? Multi-site teacher education research project (MUSTER) country report 1. London: DFID.
4. Akyeampong K, Lussier K, Pryor J, Westbrook J (2013) Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? International Journal Educational Development, 33 (3): 272–282.
5. Alexander RJ (2001) Culture and pedagogy: International comparisons in primary education. Oxford and Boston: Blackwell.
6. ChavanM(2003)ReadIndia:Amassscale,rapid,,learningtoread“campaign.
7. www.pratham.org/images/resource%20working%20paper%202.pdf.

1. What pedagogical practices are being used by teachers in formal and informal classrooms in developing countries?
2. What is the evidence on the effectiveness of these pedagogical practices, in what conditions, and with what population of learners?
3. How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy?



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Pedatadepalli, **TADEPALLIGUDEM – 534 101**, W.G.Dist. (A.P)

Department of Basic Sciences & Humanities

V21PGENT52	PERSONALITY DEVELOPMENT THROUGH LIFE ENLIGHTENMENT SKILLS	L	T	P	C
		0	2	0	

COURSE OUTCOMES

	After successful completion of the course, the students will be able to	Knowledge Level
CO1	Relate Neetishatakam in developing versatile personality of students.	K1
CO2	Employ Bhagavad Gita to lead the nation and mankind to peace and prosperity.	K3
CO3	Connect students to Bhagavad Gita in order to develop personality and achieve highest goals in life.	K4

Syllabus

Unit	Content	Hours
1	Neetisatakam-Holistic development of personality	8
	· Verses- 19,20,21,22 (wisdom)	
	· Verses- 29,31,32 (pride & heroism)	
	· Verses- 26,28,63,65 (virtue)	

	·	Verses- 52,53,59(dont"s)	
	·	Verses- 71,73,75,78(do"s)	
2	·	Approach to day to day work and duties.	8
	·	Shrimad Bhagavad Gita: Chapter 2-Verses 41, 47,48,	
	·	Chapter 3-Verses 13, 21, 27, 35, Chapter 6-Verses 5,13,17, 23, 35,	
	·	Chapter 18-Verses 45, 46, 48.	
3	·	Statements of basic knowledge.	8
	·	Shrimad Bhagwad Geeta: Chapter2-Verses 56, 62, 68	
	·	Chapter 12 -Verses 13, 14, 15, 16,17, 18	
	·	Personality of Role model. Shrimad Bhagwad Geeta: Chapter2-	
		Verses 17, Chapter 3-Verses 36,37,42,	
	·	Chapter 4-Verses 18, 38,39	
	·	Chapter18 – Verses 37,38,63	

Suggested reading

1. "SrimadBhagavadGita"bySwamiSwarupananda Advaita Ashram (Publication Department), Kolkata
2. Bhartrihari"s Three Satakam (Niti-sringar-vairagya) by P.Gopinath, Rashtriya Sanskrit Sansthanam, New Delhi.

Course Outcomes

Students will be able to

1. Study of Shrimad-Bhagwad-Geeta will help the student in developing his personality and achieve the highest goal in life
 2. The person who has studied Geeta will lead the nation and mankind to peace and prosperity
- Study of Neetishatakam will help in developing versatile personality of students



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Pedatadepalli, **TADEPALLIGUDEM – 534 101**. W.G.Dist. (A.P)

Department of Basic Sciences & Humanities

V21PGENT53	STRESS MANAGEMENT BY YOGA COURSE	L	T	P	C
		0	2	0	

COURSE OUTCOMES

	After successful completion of the course, the students will be able to	Knowledge Level
CO1	Define 8 parts of Yoga (Ashtanga)	K1
CO2	Discuss Yam and Niyam along with Dos and Don'ts in life. Interpret Ahimsa, satya, astheya, brahmacharya and aparigraha along with other concepts.	K2
CO3	Practice Asan and Pranayam. Examine various yoga poses and their benefits for mind and body.	K3

Syllabus

Unit	Content	Hours
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1	· Definitions of Eight parts of yoga. (Ashtanga)	8
2	Yam and Niyam. Do's and Don'ts in life. i) Ahimsa, satya, asthaya, bramhacharya and aparigraha ii) Shaucha, santosh, tapa, swadhyay, ishwarpranidhan	8
3	<ul style="list-style-type: none"> Asan and Pranayam 1. Various yog poses and their benefits for mind & body 2. Regularization of breathing techniques and its effects-Types of pranayam	8

Suggested reading			
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1. "Yogic Asanas for Group Training-Part-I": Janardan Swami Yogabhyasi Mandal, Nagpur
2. "Rajayoga or conquering the Internal Nature" by Swami Vivekananda, Advaita Ashrama (Publication Department), Kolkata



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Pedatadepalli, TADEPALLIGUDEM – 534 101. W.G.Dist. (A.P)

Department of Basic Sciences & Humanities

V21PGENT54	ENGLISH FOR RESEARCH PAPER WRITING	L	T	P	C
		0	2	0	

		Knowledge Level
CO1	Present planning and preparation for breaking up long sentences by following word order and structuring paragraphs and sentences to avoid ambiguity and vagueness.	K1
CO2	Clarify his/her findings by criticizing, hedging and paraphrasing to avoid plagiarism in writing the sections of the paper.	K2
CO3	Construct the ability to review literature, methods, results, discussions and the final check.	K3
CO4	Develop the key skills needed to write Title, Abstract, Introduction and Review of literature for a research paper.	
CO5	Demonstrate the skills needed to write methods, results, the discussion and conclusions for Research Write-ups.	
CO6	Employ useful phrases that ensure a paper for the first-time publication.	

COURSE OUTCOMES

Syllabus

Units	Contents	Hours
-------	----------	-------

1	Planning and Preparation, Word Order, Breaking up Long sentences, Structuring Paragraphs and Sentences, Being Concise and Removing Redundancy, Avoiding Ambiguity and Vagueness.	4
2	Clarifying Who Did What, Highlighting Your Findings, Hedging and Criticising, Paraphrasing and Plagiarism, Sections of a Paper, Abstracts. Introduction	4
3	Review of the Literature, Methods, Results, Discussion, Conclusions, The Final Check	4
4	Key skills are needed when writing a Title, key skills are needed when writing an Abstract, key skills are needed when writing an Introduction, skills needed when writing a Review of the Literature.	4
5	Skills are needed when writing the Methods, skills needed when writing the Results, skills are needed when writing the Discussion, skills are needed when writing the Conclusions.	4
6	Useful phrases, how to ensure paper is as good as it could possibly be the first- time submission.	4

Suggested Studies:

1. Goldbort R (2006) Writing for Science, Yale University Press (available on Google Books)
2. Day R (2006) How to Write and Publish a Scientific Paper, Cambridge University Press
3. Highman N (1998), Handbook of Writing for the Mathematical Sciences, SIAM. Highman's book.
4. Adrian Wallwork , English for Writing Research Papers, Springer New York Dordrecht Heidelberg London, 2011



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Pedatadepalli, **TADEPALLIGUDEM – 534 101**. W.G.Dist. (A.P)

Department of Basic Sciences & Humanities

V21PGENT55	VALUE EDUCATION	L	T	P	C
		0	2	0	

		Knowledge Level
CO1	Enumerate the societal values and Individual attitudes that lead to value based judgments	K1
CO2	Explain the need for value education that incorporates self-discipline, confidence, honesty and patriotism	K2
CO3	Develop the inner and external personality that transforms individual into a man of character	K3
CO4	Distinguish between character and competence, self-management and good health, mind your mind and self-control	K4

Syllabus

Unit	Content	Hours
1	· Values and self-development –Social values and individual attitudes.	4
	· Work ethics, Indian vision of humanism.	
	· Moral and non- moral valuation. Standards and principles.	

	· Value judgements	
2	· Importance of cultivation of values.	6
	· Sense of duty. Devotion, Self-reliance. Confidence, Concentration.	
	· Truthfulness, Cleanliness.	
	· Honesty, Humanity. Power of faith, National Unity.	
	· Patriotism. Love for nature ,Discipline	
3	· Personality and Behavior Development - Soul and Scientific attitude.	6
	· Positive Thinking. Integrity and discipline.	
	· Punctuality, Love and Kindness.	
	· Avoid fault Thinking.	
	· Free from anger, Dignity of labour.	
	· Universal brotherhood and religious tolerance.	
	· True friendship.	
	· Happiness Vs suffering, love for truth.	
	· Aware of self-destructive habits.	
	· Association and Cooperation.	
	· Doing best for saving nature	
4	· Character and Competence –Holy books vs Blind faith.	6
	· Self-management and Good health.	
	· Science of reincarnation.	
	· Equality, Nonviolence ,Humility, Role of Women.	
	· All religions and same message.	
	· Mind your Mind, Self-control.	
	· Honesty, Studying effectively	

Suggested reading

1 Chakroborty, S.K. “Values and Ethics for organizations Theory and practice”, Oxford University Press, New Delhi



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Syllabus for the Regulation Year 2021-2022(Common to all branches)

S. No	Course code	Course Name	L	T	P	C
1	V21PGENT56	CONSTITUTION OF INDIA		2		MNC

AUDIT 1 and 2: CONSTITUTION OF INDIA

Course Outcomes:

	After successful completion of this course, Students will be able to:	Knowledge Level
C01	Explain various stages in the composition of the Indian Constitution	[K2]
C02	Describe the objectives in Preamble for preparation of the Indian Constitution.	[K2]
C03	Develop their civic sense by understanding their primary rights and duties.	[K3]
C04	Explain the specific roles of heads of Nation and the functioning of Legislative bodies.	[K2]
C05	Express the role of local self-government in strengthening democracy.	[K2]
C06	Develop an awareness on various Constitutional bodies for conducting Elections in India.	[K3]

Syllabus

Unit	Content	Hours
1	*History of Making of the Indian Constitution: History. Drafting Committee, (Composition & Working)	4

2	* Philosophy of the Indian Constitution: Preamble Salient Features	4
3	*Contours of Constitutional Rights & Duties: Fundamental Rights Right to Equality Right to Freedom Right against Exploitation Right to Freedom of Religion Cultural and Educational Rights Right to Constitutional Remedies Directive Principles of State Policy Fundamental Duties.	4
4	*Organs of Governance: Parliament Composition Qualifications and Disqualifications Powers and Functions Powers and Functions of Executive: President Governor Council of Ministers Judiciary, Appointment and Transfer of Judges, Qualifications Powers and Functions	4
5	*Local Administration: District's Administration head: Role and Importance, Municipalities: Introduction, Mayor and role of Elected Representative, CE of Municipal Corporation. Pachayati raj: Introduction, PRI: ZilaPachayat. Elected officials and their roles, CEO ZilaPachayat: Position and role. Block level: Organizational Hierarchy (Different departments), Village level: Role of Elected and Appointed officials, Importance of grass root democracy	4

6	*Election Commission: Election Commission: Role and Functioning. Chief Election Commissioner and Election Commissioners. State Election Commission: Role and Functioning. Institute and Bodies for the welfare of SC/ST/OBC and women.	4
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Reference Books:

1. The Constitution of India, 1950 (Bare Act), Government Publication.
2. Dr. S. N. Busi, Dr. B. R. Ambedkar framing of Indian Constitution, 1st Edition, 2015.
3. M. P. Jain, Indian Constitution Law, 7th Edn., Lexis Nexis, 2014.
4. D.D. Basu, Introduction to the Constitution of India, Lexis Nexis, 2015.

1. Discuss the growth of the demand for civil rights in India for the bulk of Indians before the arrival of Gandhi in Indian politics.
2. Discuss the intellectual origins of the framework of argument that informed the conceptualization of social reforms leading to revolution in India.
3. Discuss the circumstances surrounding the foundation of the Congress Socialist Party [CSP] under the leadership of Jawaharlal Nehru and the eventual failure of the proposal of direct elections through adult suffrage in the Indian Constitution.
4. Discuss the passage of the Hindu Code Bill of 1956.

