



7.1.8: Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities

7.1.8 Curriculum

Courses: South Indian Heritage; Sociology of culture; Monuments Tradition and Culture of Telangana; International Travel & Tourism Management; Theatre Art; Indian Heritage & Culture; Community Theatre; Happiness; Health and wellbeing through Yoga; Meditation and Ayurveda; Sanskrit Literature, and Functional Arabic.

Syllabus

1. Inter Disciplinary Course (IDC) on South Indian Heritage offered by Department of History

Teaching hours: 30Hrs

This course enables the students to understand heritage and its significance, the concept of heritage and its relevance and beneficial to the younger generation can be critically examined through theories, methods and also can help in developing a perspective among the students.

Module-I

1. Introduction to heritage studies.
2. Meaning and definition-Type of Heritage-Natural and Cultural Heritage.
3. Conservation of Heritage-Convention and Acts-National and International heritage related government departments.

Module-II

1. International organization for preservation heritage.
2. Role of UNESCO.
3. Heritage destination to south India-Heritage of Hyderabad, Group of monuments at Pattadakal, Monuments at Hampi, group of Cholas Temples and Monuments at Mahabalipura.



Suggested Readings:

David Lowenthal, *Possessed by The Past: The heritage crusade and the spoils of history*, Cambridge University Press

Agrwal O P, *Essential of Conservation and Museology*, Sundeep Prakashan, New Delhi, 2007.

Webliography

www.unesco.org

www.asi.nic.in

<http://whc.unesco.org/archive/convention-en.pdf>

2. Career Oriented Course on Sociology of Culture offered by Department of History

The purpose of this course is to introduce students to understand the sociological theory and the culture of states as a sociological concept. It focuses on individual social assumption and multi-cultural aspects.

- Course Title: Sociology of Culture
- Number of credits: II
- Number of semesters: III & IV
- Two hours per week
- Evaluation Project based.

Syllabus

- Definition of sociology and culture
- Multi-Cultural aspects
- Relation between social assumptions and culture
- Comparative study

3. CCA on Community theatre offered by Hindi Department

Motto -It is to develop individual's creativity and sense of community through theatre, which explores the locality and history of the area in which people live.

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Here, the audience becomes a partner in a shared experience and improve their skills and creativity.

It is a participatory communication event where the audience will be educated, informed and entertained on different developmental schemes and initiatives

Objectives of the course-

- Edutainment and infotainment through Drama, Music, street play, theatre form by integrating the rural folk composed of wide variety of trades, professional, ages and different walks of life for societal development
- Impart Out –of-Class room education in the form of field visit to a village for community participation.
- To grow in confidence and self-esteem among the participants as well as among the students.
- 4 To create awareness on societal issues prevailing in the society.
- 5. Mobilize people to impart education and entertainment on developmental schemes and isolated areas.

3. Course Co-ordinator: Name and Department- Dr. Archana Jha, Dept. Of Hindi.

Resource Person – Rajnish Sharma, Theatre Personality

Syllabus Details: - It is a class for someone who will learn by doing, someone who is willing to invest fully in the exercises and someone who is willing to put in time outside of class to work on material.

- Introduction of Theatre
- Dramatic forms and styles.
- Developing creative and artistic skills and improving their effective communication.



- During this course students have learnt how to express their emotions in different ways through voice modulation. They have also learnt how to write and edit a script and make a short film or street film with different dimensions.
- Students have learnt storytelling and making the videos on different topics in creative mode.

Activity –

- viewing film or videos to identify and discuss theatrical styles.
- Reading skit and analysis about theme, character, dialogue
- Made videos on different theme.

4. SOC- Happiness

Objectives:

- To grow Wellbeing and build community
- To explore attitudes to Happiness

Outcomes:

- To apply it the pursuit of greater Happiness in their personal experience and professional goals
- To grasp basic principles of positive psychology
- To get acquainted with recent scientific studies on Happiness

Syllabus:

Semester I

- What is Happiness
- How it is measured
- Why some people are happier than others
- Class Discussion
- Class Exercise
- Why be Happy
- Is Happiness a good thing or does it simply feel good



- Benefits of acting Happy
- Class Discussion
- Class Exercise
- Is it possible to increase Happiness
- How to increase it
- Sustainable increase
- Class Discussion
- Class Exercise
- Semester II
- Determinants of Happiness
- Happiness Set Point
- Hedonic adaptation-Barriers
- Class Discussion
- Class Exercise
- Positive Emotions
- Emotions and their measurements
- Introduction to Broaden & Build Model
- Introduction to flow
- Gratitude and Positive Thinking
- Optimism
- Love and Kindness
- Consequences of Rumination
- Coping and forgiveness
- Class Discussion
- Class Exercise

5. Bible Foundation Course

Session 1 - Building a strong Foundation (BFC)



6. Skill Oriented Course on Urdu Qaida Course

I YEAR- 1&2 SEMESTERS

Urdu is the second official language it is also used in many parts of India. The spoken form is almost identical to the principal difference between the two languages being the choice of alphabet. This course is for absolute beginners.

Objectives:

- To give students a basic functional knowledge of the language and to develop their reading, listening, speaking and writing skills.
- To explore the Language and culture through prose and poetry.
- To standard Urdu script is taught during the course.

They will also be expected to communicate with native speakers in the local Urdu-speaking community wherever possible in order to develop linguistic skills and cultural competence.

Learning outcomes

Upon successful completion of the course, students should be able to:

1. Understand short, simple messages and announcements.
2. Read short simple texts and find specific information.
3. Communicate in simple, routine situations.
4. Write simple notes and messages.



Teaching and learning methods.

One three-hour class per week. In order to develop their communicative skills, students will engage in pair work and group work activities, and will have the opportunity to listen to and read a range of adapted and authentic texts. Traditional exercises and written work will be used for grammar practice and consolidation. The course will also incorporate visits to the local Urdu speaking community in Manchester.

Language of teaching: English and Urdu

Assessment

Assessed work as follows:

Semester one: Speaking 10%; Written (Reading, Grammar, Writing) 25%;

assessment will normally take place during weeks 11 and 12;

Semester two: Speaking 20%; Listening 20%; Written (Reading, Grammar, Writing)

25%, listening assessment will take place in the week before the Easter break

(normally week 7 or 8) Oral and Written assessments will normally be scheduled

during weeks 10, 11 and 12.

7. Co-Curricular Activity Course on Yoga

Course Co-Ordinator:

Y. Ramya Sri, Head Department, Physical Education

The Aims of Yoga Education Are:

- 1) To enable the student to have good health.
- 2) To practice mental hygiene.
- 3) To possess emotional stability.

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4) To integrate moral values.

5) To attain higher level of consciousness.

Coaches:

1. Bina Rai – Yoga Instructor

Outcome of the Course:

- Students actively engage in class activities and devise appropriate training programs for the sport activities. Students also assess fitness levels and devise appropriate fitness plans.
- Physical Education improves physical fitness and stamina.
- Specialized coaching in respective sports discipline according to students' choice.
- Identified talented students and gave them training to excel in State, National and International level tournaments.

8. Inter Disciplinary Course on Functional Arabic

Target group: B. A, B.sc, B.com III-year SEM (V)

The department would like to introduce functional course in the Arabic language for the students due to huge demand for people who are proficient in the language especially in the gulf countries where Arabic is the official language. Students who are proficient in the language can get jobs easily in companies in the gulf as translators.

In view of this the department would like to introduce functional Arabic course to improve the reading and writing skills of students and to develop their ability to use the language effectively in communicating their ideas, views and opinions.

Objectives

It aims to further enhance students' proficiency of Arabic language through their focus on a special area of interest in modern standard Arabic and their understanding of an application of grammatical and stylistic rules. Students will read and analyse selected texts from one genre in modern standard Arabic such as short stories, novels, plays and poems. This course will develop students' proficiency in written structures of sophisticated complexity and their



capacity to understand and evaluate specialist and technical language use as well as Arabic grammar

Learning Outcomes

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

- Demonstrate their capacity to understand and evaluate technical language use as well as Arabic grammar.
- Functional knowledge of Arabic opens several frontiers of opportunities for businessmen and industrialists.
- Demonstrate their advanced linguistic skills and functional understanding of Arabic Language.
- Several MNCS in Middle East and African continent prefer executives and employees with Functional knowledge of Arabic
- Arabic speaking nations are the highest employers of Asian.
- Functional Arabic can help students to improve their career options.

9. IDC on Functional Arabic

UNIT I		Prescribed books
	1حروف الهجاء .	
	2 . النكرة و المعرفة	الصرف و النحو برفيسر بديع الدين الصابرى
	3 المذكر و المونث	
	4 حروف جر	
	5 جملة اسمية و فعلية	
	6 واحد , تثنية و جمع	
UNIT II	Translation from Arabic into English: Simple descriptive news items	الترجمة : Al-QiraatulWadiha (Part-2) by Wahiduz Zaman Keranwi
	1 فيما يتعلق بجواز السفر	
	2 فيما يتعلق بالجمارك	



	3 فيما يتعلق بالزائر	
	4 فى وكالة السفرىات	
	5 السفر بالقطار و الطائرة	
	6 عن النقود و البنوك	
	7 الشراء	
	8 فى الدكان	
	9 الجمل المترقات	
	10 حين و دهر	
UNIT III		
	سورة العلق	القران الكرىم تفسير فخرالدىن
	سورة الشمس	
	سورة اللىل	
	سورة الدهر	
	سورة التكوىر	
	سورة المففىن	
	سورة الانفطار	
	سورة الانشقاق	
	سورة الطارق	
	سورة الغاشىة	

Arabic Department -Teaching of Hadeeth

- **Teaching of Sunna by the Prophet in verbal form**
- Create a Student Centered Learning Environment by organizing different competitions
Build relationships that promote a safe and positive environment in which students are Responsible, self-motivated and self – evaluated.
- Plan assignments and assessments in alignment with standards of learning.



- Be responsive to the variety of ways students demonstrate thinking and learning.
- Actively involve students in assessment to promote continuous learning: and inform Students, parents and others about student achievement.

10. Interdisciplinary Course on Science and Technology in Sanskrit literature offered by Sanskrit

Course Topics:

- Ancient Indian Economy & Management
- Sciences: Chemistry, Physics, Botany & Zoology
- Geology based on Varahamihira's 'Brihat Samhita'.
- Personality Development

Reference Books:

1. Arthashastra of Kautilya with Shama Shastry English commentary
2. Dharmashastra and Arthashastra by Dr. T. Satyanaryana, Bharatiya Vidyabhavan
3. Koutilya's Arthasastra
4. Geology based on Varahamihira's 'Brihat Samhita'.
5. Bhavadgeeta & Ramayana
6. India's Glorious Scientific Tradition - by Suresh Soni

11. Co- Curricular Activity Course on Monuments Tradition and Culture of Telangana

- Number of credits: II
- Number of semesters: III & IV
- Two hours per week
- Evaluation Project based.

Syllabus

- ▶ To study the different monuments of Telangana
- ▶ Overview of the traditions and culture of Telangana
- ▶ Visits to Charminar, Golconda Fort, Qutub shahi tombs, Chowmahala Palace, Falaknuma Palace
- ▶ Understanding the History and the Architecture of the monuments.

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