

SEMESTER - III

ARCHIVE MANAGEMENT

1. Course Description

Programme: B.A
 Course Code: U24/HIS/SEC/301
 Course Type: SEC
 No. of credits:2

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

2. Course Objectives

- To understand the necessity of having institutions as record of past events.
- To learn function role of such institutions in preserving material remains of past

3. Course Outcomes

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

CO1: Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions.

(UNDERSTAND)

CO2: It helps them to understand the importance and significance of such institutions to build the history of India. **(UNDERSTAND)**

Handwritten signature
 Chairperson, Board of Studies
 Department of History
 University, Hyderabad-7, T.S.

HEAD
 Department of History,
 Osmania University,
 Hyderabad-500 007, T.S.

Handwritten signature
 27/2/24
 Head
 Department of History
 College for Women

4. Course Content

MODULE I: Definition

15 (Hours)

Definition of Archives and allied terms like Manuscripts, Documents, Records, Library, Gallery.

II. Physical forms of Archival Materials like Clay tablets, Stone inscription, Metal Plates, Palm leaves and Paper records, Photographs, Cartographic Records Film, Video tapes and other electronic records.

MODULE II: History and Types of Archives

15(Hours)

History of Archives. History of Setting up Archives in India with some specific examples like National Archives, New Delhi and any regional example of the local archive.

5. References

1. Saloni Mathur : India by Design : Colonial History and Cultural Display, University of California, 2007.
2. Sengupta, S. : Experiencing History Through Archives, Delhi : Munshiram Manoharlal, 2004.
3. Guha, Thakurta, Tapati : Monuments, Objects, Histories : Institution of Art in Colonial India, New York, 2004.
4. Kathpalia, Y.P.: Conservation and Restoration of Archive Materials, UNESCO, 1973.
5. Choudhary, R.D.: Museums of India and their maladies, Calcutta: Agam Kala, 1988.
6. Nair, S.M.: Bio-Deterioration of Museum Materials, 2011.

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	Understand importance of heritage institutions in reading national past and cultural heritage

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module II	Presentations

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Field Visit
2.	Participative Learning	Presentation

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	Case study	Written Exam
CO2	Presentation	

b) Model Question Paper- End Semester Exam

ARCHIVE MANAGEMENT

SECTION A – Answer any 5 out of 7 (To compulsorily have 3 questions from each Module)			5 Q X 6 M = 30 M	
Question Number	Question	Question	CO	BTL(Blooms Taxonomy Level)
1	Module 1	Meaning, definition of Archives	CO 1	BL 2
2	Module 1	Explain forms of archives	CO 1	BL 2
3	Module 1	Describe History of archives	CO 1	BL 2
4	Module 1	What is the importance of setting up archives	CO 1	BL 2
5	Module 2	Identify functions of archives- local	CO 2	BL 3
6	Module 2	Identify functions of archives- regional	CO 2	BL 3
7	Module 2	Identify functions of archives- national	CO 2	BL 3

SEMESTER - III**BRITISH LITERATURE (20th CENTURY)****1. Course Description**

Programme: B.A.

Max. Hours:75

Course Code: U24/LIT/DSC/301

Hours per week:5

Course Type: DSC

Max. Marks: 100

No. of credits: 5

2. Course Objectives

- To sensitize learners to socio- economic, political, religious and linguistic issues of the 20th century, through the study of British literary texts. .
- To introduce learners to war literature
- To develop an understanding of different forms and types of British Literature through exposure to texts that highlight both compliance and contest to tradition.

Course Outcomes

3. On completion of the course students will be able to :

CO1: Evaluate and appreciate the influence of the diverse movements of the 20th century on Modernist Literature. (Understand)

CO2: To be aware of the futility and the lasting values of human compassion, love and faith in the face of hopelessness of war.(Evaluate)

CO3: Analyse the complexities of the human psyche as a post war effect, against the background of biblical allusions. (Analyse)

CO4: Emerge with a comprehensive perspective of the different dimensions of the human psyche through prescribed short stories. (Evaluate)

CO5: Understand the concept of play of ideas and its application in the context of the prescribed text.(Analyse)

Parvathi
Chairperson
Board of Studies (UG & PG)
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007

Gayatri
4/3/2024
PROFESSOR & HEAD
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007

X. Stella Martina
4/3/24
Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16

4. Course Content**MODULE I: HISTORY OF LITERATURE/CONCEPTS/MOVEMENTS (15 Hrs)**

Play of ideas, Island Fiction, Modernism, Existentialism

MODULE II: POETRY (15 Hrs)

Wilfred Owen- "Strange Meeting"

W.B Yeats - "The Second Coming"

MODULE III: FICTION (15 Hrs)William Golding- *Lord of the Flies***MODULE IV: SHORT STORY (15 Hrs)**

D.H. Lawrence- "The Rocking Horse Winner"

Somerset Maugham- "The Lotus Eater"

MODULE V: DRAMA (15 Hrs)G.B Shaw- *Pygmalion*

Parimala
4/3/24
Chairperson
Board of Studies (UG & PG)
Department of English
Osmania University
HYDERABAD-500 007

Gayatri
4/3/2024
PROFESSOR & HEAD
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007

X. Stella Martina
4/3/24
Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16

5. References

1. Abrams, M.H., Harpham, G.G. (2011). A Glossary of Literary Terms. CA, U.S.A.: Wordworth Publishing Co. Inc.
2. Albert, Edward. (1975). History of English Literature. Oxford, U.K.: Oxford University Press.
3. Dalrymple, William. (2003). White Mughals: Love and betrayal in 18th -century India. London, U.K.: Harper Collins Publishers.
4. Golding, William. (2007). Lord of the flies. New Delhi, Bangalore: UBSP Publishers.
5. Golding, William. (2013). Lord of the flies. New Delhi: A & A Publishers.
6. Hooks, Bells. (1994). Teaching to Transgress: Education as the practice of freedom. London, U.K.: Taylor & Francis Ltd.
7. Knowles, Owen. (1999). The Poems of Wilfred Owen. Herts, U.K.: Wordsworth Editions Ltd.
8. Larkin, Philip., Thwaite, Anthony. (2004). Collected poems. New York, U.S.A.: Farrar, Straus & Giroux Inc.
9. Lawrence, D.H. (2007). The Rocking-Horse Winner. London, U.K.: Perfection Learning.
10. Regan, Stephan. (ed.). (1997). Philip Larkin. Basingstoke, U.K.: Palgrave MacMillan.
11. Shaw, Bernard. (2001). Pygmalion. Chennai: Orient Longman Pvt. Ltd.
12. Vaughn Moody, William., Morss Lovett, Robert., (2008). A History of English Literature. New Delhi: Kalyani Publishers.

Parimala
4/8/24
Chairperson
Board of Studies (UG & PG)
Department of English
Osmania University
HYDERABAD-500 007.

Gayatri
4/13/2024
PROFESSOR & HEAD
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007

X. Stella Martina
4/13/24
Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16

6.Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National Developmental Needs	Learn about the impact of war in a long-lost generation sensitizes learners to the detrimental effects of war.
Global Developmental Needs	Learners can contemplate the complexities of the human psyche irrespective of national boundaries, helping to take a much-needed step towards a cosmopolitan future.

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Island Fiction	A group discussion activity which simulates a condition of striving to survive in a hostile, alien environment. This activity can improve leadership, teamwork and an essential work ethic within the learners.
EMP	The Lotus Eaters, The Rocking Horse Winner	Learners can be adept at reading and analysing stories which can carry over to a professional setting.

Chairperson
Board of Studies (UG & PG)
Department of English
Osmania University
Hyderabad - 500 007.

PROFESSOR & HEAD
Department of English
OSMANIA UNIVERSITY
HYDERABAD - 500 007

Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16

St. Francis College for Women, Hyderabad

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative learning	Oral Presentation -Parts within the novel are given to students so they can make presentations to better understand the text.
2.	Participative learning	Group Discussion -A learner led discussion to predict various outcomes within the text.
3.	Experiential learning	Pair activity-Learners can take turns reciting the poem to their groupmate. This can lead to a discussion post the activity

Parineeta
4/3/24
Chairperson
Board of Studies (UG & PG)
Department of English
Osmania University
HYDERABAD-500 007.

Prof. Jay
4/3/2024
PROFESSOR & HEAD
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007

X. Stella Martina
4/3/24
Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16

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-Oral presentation	Written Exam
CO2	CIA 1	
CO3	CIA 1	
CO4	CIA 2- MCQs/Objective test	
CO5	CIA2-MCQs/Objective test	

Parimala
4/3/24
Chairperson
Board of Studies (UG & PG)
Department of English
Osmania University
HYDERABAD-500 007

Gayatri
4/3/2024
PROFESSOR & HEAD
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007

X. Stella Martina
4/3/24
Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16

b) Model Question Paper End Semester Exam

British Literature (20th Century)

SEMESTER-III

Course Code: U24/LIT/DSC/301

Max.Marks:60

Credits:5

MaxTime: 2 Hrs

SECTION-A

I. Answer the Following (250 words)

5x 10 = 50 Marks

1. Discuss Modernism as a concept.

OR

2. Write about the concept of Island Fiction with reference to the text in your syllabus.

3. Discuss briefly the play "Pygmalion" by George Bernard Shaw was a problem play.

OR

4. Analyse the character of Eliza Doolittle from the play "Pygmalion".

5. How does the novel "Lord of the Flies" reflect William Golding's conviction of the principles of Christianity?

OR

6. Compare and contrast the characters of Ralph and Jack in "Lord of the Flies".

7. How is the futility of war expressed in the poem "Strange Meeting"?

OR

8. Attempt a critical analysis of the poem "The Second Coming" by W.B Yeats

Parimel
4/8/24
Chairperson
Board of Studies (UG & PG)
Department of English
Osmania University
HYDERABAD-500 007.
Department of English

Prof. Jay
4/3/2024
PROFESSOR & HEAD
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007

X. Stella Martina
4/3/24
Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16

9. Examine how the author portrays the allure of Capri and its effect on the author?

OR

10. Discuss the tone of the story and style of writing in "The Rocking Horse Winner."

SECTION -B

II. Answer any 5 from the following

5 x 2 = 10 Marks

11. Identify any two Modernist writers.
12. What is Eliza's father's name and profession?
13. List out any four names of the children on the island in "Lord of the Flies".
14. Annotate - the following lines-

"I am the enemy you
killed, my friend. I
knew you in this
dark...."

15. Who is the gardener from the short story "The Rocking Horse Winner"?
16. Where did Eliza meet Professor Higgins?
17. What does the conch shell represent for the boys on the island?

Paavani
Chairperson
Board of Studies (UG & PG)
Department of English
Osmania University
HYDERABAD-500 007.
4/3/24

Gayatri
4/3/2024
PROFESSOR & HEAD
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007

X. Stella Martina
4/3/24
Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16

SEMESTER - III

HISTORY OF MODERN INDIA

(1757-1964)

1. Course Description

Programme: B.A
 Course Code: U24/HIS/DSC/301
 Course Type: DSC
 No. of credits:5

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

2. Course Objectives

- To be able to trace the British colonial expansion in India and learn about the changes in society, politics, religion and economy during this period.
- To learn about the National freedom movement.
- To understand the socio-economic and political goals of the new independent nation.

3. Course Outcomes

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

CO1: Analyse the establishment of British rule in India and the various conflicts between the indigenous kingdoms and European companies and its impact (**ANALYSE**)

CO2: Determine the structure and impact of British administration in India. (**EVALUATE**)

CO3: Understand the Social and Religious movements in India in the 19th century and rise of Nationalism in India. (**UNDERSTAND**)

CO4: Analyse the different stages of Freedom movement in India leading to independence and partition. (**ANALYSE**)

CO5: Assess the policies of the Indian government post-Independence. (**EVALUATE**)

Chanderson Board of Studies
 Department of History
 Osmania University, Hyderabad-7, T.S.

HEAD
 Department of History
 Osmania University,
 Hyderabad-500 007, T.S

27/12/24
 Head
 Department of H
 Francis College
 Anapet, Hyd

4.Course Content**MODULE I: European Penetration in India and Strengthening of British Colonial Rule
15 (Hours)**

Portuguese- Dutch-French-English – British Ascendancy-Anglo - French wars (Carnatic wars)- Plassey & Buxar (Bengal)-Anglo - Maratha wars. Land Revenue System- Cornwallis - Permanent Settlement-Political Consolidation-Wellesley - Subsidiary Alliance-Rise of Imperialism-Dalhousie - Doctrine of Lapse.

MODULE II: Administrative Structure and Policies of the British 15 (Hours)

British colonial administration - Law and Order- Judiciary-Revenue Administration-Socio-cultural policy- English Education-Revolt of 1857-Administrative and Constitutional Changes after 1858 – Economic impact of colonialism – Agriculture – Industry – Trade – Railways – Finance– Peasantry – Bourgeoisie – Zamindars – Working Class.

MODULE III: Indian Renaissance and Rise of Nationalism 15(Hours)

Brahma Samaj-Arya Samaj-Theosophical Society-Reform movement among Muslims-Growth of National Consciousness-Factors- Railways, Press and English Education-Founding of Indian National Congress.

MODULE IV: Indian National Movement and Transfer of Power 15 (Hours)

Moderate Phase- Policies and Programmes-Extremist Phase and Militant Nationalism- Gandhian Era- Non-Violence and Satyagraha-Non-Cooperation Movement-Civil Disobedience Movement-Quit India Movement- Cripps Mission-Cabinet Mission-Communalism in India-Transfer of Power in India.

MODULE V: Independence, Partition and Post Independent India 15(Hours)

Independence- Partition- Integration of States-Sardar Vallabh Bhai Patel- Nehru as Prime Minister of India - Domestic and Foreign Policy

5. References

1. Bipan Chandra, Nationalism and Colonialism in Modern India, Delhi, 1981
2. Bipan Chandra, History of Modern India, Delhi, 1981
3. Bipan Chandra, Rise of Economic Nationalism India, Delhi, 1981
4. Fisher, M.H. Politics of the British Annexation of India, 1757-1857, Delhi, 1993
5. Majumdar R.C. History and Culture of the Indian People, Vols. I, II, and III, Mumbai, 1974
6. Sastri, KAN, A Comprehensive History of India, Vo;.II, Delhi, 1997.
7. Sekhar Bandhopadhyay, From Plassey to Partition.
8. Sekhar Bandhopadhyaya, History of Modern India, Orient Black Swan, Hyderabad.
9. Bipan Chandra, etal, India after Independence.
10. Desai, A.R., Social Background Indian Nationalism.
11. Heimsath Charles, Indian Nationalism and Hindu Social Reform, Mumbai, 1964.
12. Joshi, P.C., Ram Mohan Roy and the process of modernization in India, Delhi, 1975.
13. Kenneth Jones, Socio Religious Reform Movement in British India, Vol. III, Cambridge, 1994
14. Tara Chand, History of Freedom Movement in India, Vol. I, New Delhi, 1970

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs (Mention any ONE at a time)	Relevance (Describe how the course addresses the need) Maximum 15 words
National	Traces the path of Colonialism in India to its freedom struggle and independence with message of non-violent, democratic struggle and mass movement.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP (Mention any ONE of the above at a time)	Syllabus Content (Mention Module No. or part content applicable)	Description of Activity (Activity that will be conducted in class to support the focus of SD/ED/EMP in the syllabus content)
SD	Module II	Essay writing
SD	Module III	Quiz
SD	Module IV	Presentation

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential learning	Quiz
2.	Participative learning	Presentation
3.	Problem solving	Assignment writing-e.g./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	CIA1-Written Exam	Written Exam
CO2	CIA II- Written Exam	
CO3	CA 2- Presentation	
CO4	CA 2 - Assignment	
CO5	CA 2- Skill Test	

b) Model Question Paper- End Semester Exam

**HISTORY OF MODERN INDIA
(1757-1964)**

SECTION A - INTERNAL CHOICE			5 Q X 10 M = 50 M	
Question Number	Question	Question	CO	BTL(Blooms Taxonomy Level)
1	Module 1	Analyse the Anglo-French conflict through Carnatic war	CO 1	BL 4
2	Module 1	Examine the policies that strengthened British rule in India	CO 1	BL 4
3	Module 2	Giva a critique of Pre 1857 British colonial administration	CO 2	BL 5
4	Module 2	Revolt of 1857- first war of independence- Justify	CO 2	BL 5
5	Module 3	Explain the reform movements -impact	CO 3	BL 2
6	Module 3	Describe role of English education in spread of nationalism.	CO 3	BL 2
7	Module 4	Compare and contrast the role of moderates with extremists in INC during freedom mvt.	CO 4	BL 4
8	Module 4	Analyse the growth of communalism during Independence	CO 4	BL 4
9	Module 5	Evaluate the contribution of Sardar Patel in integration of States	CO 5	BL 5
10	Module 5	Assess the contribution of Nehru to India's economic policy post-independence.	CO 5	BL 5
SECTION B - ANSWER ANY 5 OUT OF 7 (To compulsorily have ONE question from each module)			5 Q X 2 M = 10 M	
11	Module 1	Robert Clive	CO 1	BL 1
12	Module 2	Queen's proclamation	CO 2	BL 1
13	Module 3	Press	CO 3	BL 1
14	Module 4	Batukeshwar Dutt	CO 4	BL 1
15	Module 5	Adult franchise	CO 5	BL 1
16	Module 1	Doctrine of Lapse	CO 1	BL 1
17	Module 5	Five-year plan	CO 5	BL 1

SEMESTER - III

INTRODUCTION TO CREATIVE WRITING - New - Daruni

1. Course Description

Programme: BA
 Course Code: U24/LIT/SEC/301
 Course Type: SEC
 No. of credits: 2

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

2. Course Objectives:

- To acquaint the learners with the various aspects of creative writing, that would mould them to be potential writers.
- To equip the learners with modalities of poetry, short story, and drama.

3. Course Outcomes:

On completion of the course students will be able to :

CO1: Develop a sense of clarity and precision in creative writing while becoming acquainted with the basics of creative writing and employing rhetorical devices in writing poetry.(Apply)

CO2: Effectively employ stylistic devices in writing short stories and emerge well-versed in the aspects of theatre-script writing and stage setting.
 (Apply)

Parimela
 4/3/24

Prof. J. J. J.
 4/3/24
PROFESSOR & HEAD
 Department of English
 OSMANIA UNIVERSITY
 HYDERABAD-500 007

X. Stella Mastina
 4/3/24
 Head
 Department of English
 St. Francis College For Women
 Begumpet, Hyderabad - 16

508
 St. Francis (UG & PG)
 Department of English
 Osmania University
 HYDERABAD-500 007.

4. Course Content

MODULE I- BASICS OF CREATIVE WRITING AND ART OF WRITING POETRY (15 Hrs)

Clarity and Openness in Writing

Originality and Credibility

Imagery and Symbols in Poetry Writing (examples/illustrations)

MODULE II- SHORT STORY, ASPECTS OF THEATRE AND DRAMA (15 Hrs)

Plot/Structure, Setting, Character, and Narration in Short Story

Script Writing-Dialogues and Monologues

Stage Setting and Stage Craft

5. References

1. Beach, J.W. *Twentieth Century Novel: Studies in Technique*. Ludhiana. LyallBookDepot,1965.
2. Cuddon, J.A. *A Dictionary of Literary Terms*. Penguin Books, 1982.
3. Greene, Ellin, and George Shannon. *Storytelling: A Selected Annotated Bibliography*. Garland Publications, Garland Reference Library of Social Sciences, 1986.
4. Hopper, Vincent F. and Cedric Gale. *Essentials of Writing*. 3rd ed. (LC 61-8198), BaronPubs.1983.
5. Jackson, Donald.*The Story of Writing*. Pentalic, Taplinger, 1981.
6. Lemon, L.T and Kumar, Shiv K. *A Glossary for the Study of English*. OUP: Bombay,1974.
7. Lyman, Edna.*What to Tell and How to Tell it*.GaleUniversityPress, 1971.
8. Maybury, Barry. *Writers Workshop: Techniques in Creative Writing*. Batsford,1979.
9. Shaw, H. *Dictionary of Literary Terms*.McGraw-Hill, NewYork, 1972.
10. Shipley, JT.*Dictionary of World Literature(Revised)*.The OdysseyPress, NewYork, 1972.
11. Thrall, Hibbard, Holman. *A Handbook to Literature (Revised)*.The Odyssey Press, New York, 1960.

Parthiv
Chairperson
Board of Studies (UG & PG)
Department of English
Osmania University
HYDERABAD-500 007.

Gayatri
4/3/24
PROFESSOR & HEAD
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007

X. Stella
Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16
Martina
4/3/24

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Global	Learning to write poetry, and short stories can lead to an appreciation of the rich traditions and contributions of literary figures across different cultures of the world.
Regional	Through writing, you can connect with a broader audience, including policymakers, NGOs, and other stakeholders. Building networks and partnerships can facilitate collaboration for regional development projects, bringing in resources and support.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	I	Analyzing classic and contemporary poems as a class, discussing themes, literary devices, and the poet's style.
ED	II	Asking students to explore innovative concepts or technologies in their short stories. This encourages thinking beyond the conventional and fosters creativity in entrepreneurial

Chairperson
4/13/24
 Board of Studies (UG & PG)
 Department of English
 Osmania University
 Hyderabad-500 007.

4/13/2024
 PROFESSOR & HEAD
 Department of English
 OSMANIA UNIVERSITY
 HYDERABAD-500 007

X. Stella
 Head
 Department of English
 St. Francis College For Women
 Begumpet, Hyderabad - 16

Martina
4/13/24

		endeavors.
EMP	II	Planning and executing a small-scale theatrical event or showcase. Students can take on various roles, such as event coordinators, to gain experience in planning and executing projects.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Workshop
2.	Participative Learning	RolePlay
3.	Experiential learning	Interactive Classroom Activity

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 Assignment	End Sem Exam
CO2	CIA-2 Script Writing	End Sem Exam

Parineela 4/3/24
Prof. Jay. V. 4/3/24
X. Stella Martina 4/3/24
 Board of Studies (UG & PG) PROFESSOR & HEAD
 Department of English
 St. Francis College For Women
 Begumpet, Hyderabad - 500 007
 Department of English
 St. Francis College For Women
 Begumpet, Hyderabad - 500 007

b) Model Question Paper- End Semester Exam

INTRODUCTION TO CREATIVE WRITING

SEMESTER: III

Course Code: U24/LIT/SEC/301

Max.Marks:30

Credits: 2

Max Time: 1 Hr

SECTION -A

I. Answer ANY 5 of the following (250 words) 5x 6 = 30 Marks

1. Explain the importance of Clarity and Transparency in writing?
2. Define Authenticity? How can it be identified and measured in writing?
3. Discuss the structure of the climax in a short story.
4. Discuss the aspects of plot development and setting in a short story
5. Make a list of images in the poem given below. How do these images function?

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

6. Define Dramatic Dialogue? Give examples.
7. Complete the dialogue in the given context below.

Four Characters in a Drawing room quarrelling over the over-interference of the parent figure.

Parimala
4/3/24
Chairperson
Board of Studies (UG & PG)
Department of English
Osmania University
HYDERABAD-500 007.

Prof. Jay
4/3/24
PROFESSOR & HEAD
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007

X. Stella Martina
4/3/24
Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16

SEMESTER - III

LAW IN INDIA

1. Course Description

Programme: B.A

Course Code: U24/POL/SEC/301

Course Type: SEC

No. of credits: 2

Max. Hours: 30

Hours per week: 2

Max. Marks: 50

2. Course Objectives

- To understand the legal system in India.
- To identify and analyse specific laws in India pertaining to specific issues.

3. Course Outcomes

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

CO1: Identify the laws concerning the major issues in the country. (Understand)

CO2: Analyze the effectiveness of the laws in India. (Analyze)

4. Course Contents

MODULE I: Equality And Non-Discrimination (15 Hours)

1. Rule of Law
2. Gender: Protection of Women against Domestic Violence, Rape and Sexual Harassment.
3. Caste: Laws abolishing Untouchability and providing protection against atrocities.
4. Class: Laws Concerning Minimum Wages.
5. Disability and Equality of Participation and Opportunity.

MODULE II: Empowerment (15 Hours)

1. Access to Information.
2. Rights of the Consumer.
3. Traditional Rights of Forest Dwellers.
4. Women's Property Rights.
5. Rural Employment Guarantee.


HEAD
Department of Political Science
Osmania University
Hyderabad - 500 007

5. References

1. V. Kumari, (2008) 'Offences Against Women', in K, Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press.
2. S. Durrany, (2006) *The Protection of Women From Domestic Violence Act 2005*, New Delhi: Indian Social Institute.
3. M. Sakhrani, (2017), Sexual Harassment: The Conundrum of Law, Due Process, and Justice, *Economic and Political Weekly* (Engage), available at <https://www.epw.in/engage/article/sexual-harassment-conundrum-law-due-process-and-justice>
4. P. D. Mathew, (2004) *The Measure to Prevent Sexual Harassment of Women in Work Place*. New Delhi: Indian Social Institute.
5. P. Mathew, (2002) *The Law on Atrocities Against Scheduled Castes and Scheduled Tribes*, New Delhi: Indian Social Institute.
6. K. Saxena, (2011) 'Dalits', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books, Pp.15-38
7. P. Mathew, (2004) *The Minimum Wages Act, 1948*, New Delhi: Indian Social Institute.
8. K. Sankaran, (2008) 'Labour Laws and the World of Work', in K, Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press, Pp.119-131.
8. K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, Pp.39-65.
9. N. Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, pp.171-179.
10. N. Kurian, (2011) 'Consumers', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.
11. Vishnu Konoorayar, (2008), 'Consumer Law', In *Towards Legal Literacy in India*. K. Sankaran and U.K. Singh (eds). New Delhi: Oxford University Press.
12. S. Naib, (2013) 'Right to Information Act 2005', in *The Right to Information in India*. New Delhi: Oxford University Press, Available at [http://www.humanrightsinitiative.org/publications/rti/guide to use rti act 2005 English2 012 _light _Aspire.pdf](http://www.humanrightsinitiative.org/publications/rti/guide%20to%20use%20rti%20act%202005%20English2%20light%20Aspire.pdf), Accessed: 19.04.2013.
13. A. Baviskar, (2010), Winning the right to information in India: Is knowledge power, In J Gaventa & R McGee (eds) *Citizen Action and National Policy Reform*, London: Zed
14. S. M. Laskar (2016), *Importance of Right to Information for Good Governance in India*, *Bharati Law Review*, Oct-Dec, available at <http://docs.manupatra.in/newsline/articles/Upload/AC9CD2C7-B8AD-4C5A->

Nyaaya, India's Laws Explained, Request to Obtain Information, available at <https://nyaaya.in/topic/right-to-information/request-to-obtain-information>

15. M. Sarin and O. Baginski, (2010) *India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform*, Department for International Development. Available at www.ippg.org.uk(Accessed: 10.04.2013).

16. J. Dreze, Dey and Khera, (2008) *Employment Guarantee Act, A Primer*, New Delhi: National Book Trust (Also available in Hindi).

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	The course educates about the laws of the country on significant matters the rights they confer on the citizens of the country.
Regional	The course reflects on the legal provisions pertaining to matters of regional importance like tribal rights and rural employment.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Module I	Group Discussion
Skill Development	Module II	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 Skill Test	Written Exam
CO2	CIA 1 Assignment	

b) Model Question Paper- End Semester Exam**ST. FRANCIS COLLEGE FOR WOMEN, BEGUMPET****(An Autonomous College of Osmania University)
Faculty of ARTS – Department of Political Science****SKILL ENHANCEMENT COURSE****LAW IN INDIA****Answer Any Five of the Following Questions: 5x6= 30 Marks**

1. Elaborate on Rule of Law.
2. Discuss the law on domestic violence.
3. Analyze the legal protection in India against caste discrimination.
4. Reflect on the Right to Information Act.
5. Evaluate the progress of law on women's property rights.
6. Describe any two laws on tribal rights in India.
7. Critically analyze the law on sexual harassment at workplace.

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

HEAD

Department of Political Science
Osmania University
Hyderabad – 500 007

9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1	Understand	15
2	2	Analyze	15

Prepared by	Checked & Verified by	Approved by
Name and Signature of the teaching faculty 	Name and Signature of HoD 	Name and Signature of Principal 

SEMESTER - III

WESTERN POLITICAL THOUGHT

1. Course Description

Programme: **B.A**

Course Code: **U24/POL/DSC/301**

Course Type: **DSC**

No. of credits: **5**

Max. Hours: **75**

Hours per week: **5**

Max. Marks: **100**

2. Course Objectives

- **To understand political philosophy in the western context and to critically analyze the ideas of various Western political thinkers from the ancient to the early modern periods.**
- **To reflect on different thinkers' philosophical visions of an ideal political society.**

3. Course Outcomes

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

CO1: Identify the fundamental ideas in the ancient Greek philosophy. **(Understand)**

CO2: Recognize the dominant political views of Medieval Europe. **(Understand)**

CO3: Compare and contrast modern theories of origin of state. **(Analyze)**

CO4: Acquire a critical understanding of Utilitarian thought. **(Evaluate)**

CO5: Understand and reflect upon the modern philosophy of Hegel and Marx. **(Evaluate)**

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

1. Plato: Republic – Justice, Communism, Education and Ideal State.
2. Aristotle: Politics – State- Ideal and Polity; Government, Citizenship, Slavery and Revolution.

MODULE II: Medieval and Early Modern Thought (15 Hours)

1. St. Augustine – ‘City of God’.
2. St. Thomas Aquinas – Theory of Law; Sainted Aristotle.
3. Church and State Controversy – Marsilius of Padua.
4. Niccolo Machiavelli – ‘Prince’

MODULE III: Social Contract Theory (15 Hours)

1. Thomas Hobbes – Absolute Sovereignty, State and Society.
2. John Locke – Limited Government, Theory of Property.
3. Jean Jacques Rousseau – General Will and Popular Sovereignty.

MODULE IV: Utilitarian and Liberal Thought (15 Hours)

1. Jeremy Bentham – Utilitarianism; Hedonism.
2. John Stuart Mill – Liberty and Representative Government.

MODULE V: Modernity and Socialism (15 Hours)

1. Hegel – History and Dialectic; State.
2. Marx – Historical Materialism; Class War and Revolution.

5. References

1. Barker, Ernest (2013). *Greek Political Thought*. Routledge.
2. Ebenstein, William (1967). *Great Political Thinkers*. University of California.
3. Foster & Jones (1949). *Masters of Political Thought*. Houghton Mifflin.
4. Hacker, Andrew (1969). *Political Theory: Philosophy, Ideology, Science*. MacMillan.
5. Sabine, G.H. (1973). *A History of Political Theory*. Dryden Press.
6. Singh, Sukhbir (1980). *History of Political Thought Vol. I*. Rastogi Publications



7. Singh, Sukhbir (1980). *History of Political Thought Vol. II*. Rastogi Publications
8. Roberts, Peri & Peter Sutch (2012). *An Introduction to Political Thought*. Edinburgh University Press

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	The course introduces the students to theories of ideal state and government that guide the mission and objectives set by a national government.
Global	The course reflects on the ethics of global politics and the principles that should be guiding the relations between the countries.

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

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	End Semester examination
CO2	CIA-1	
CO3	CIA-2 Skill Test	
CO4	CIA-2 Assignment	
CO5		

ST. FRANCIS COLLEGE FOR WOMEN, BEGUMPET

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

DISCIPLINE SPECIFIC CORE

SEMESTER -III

WESTERN POLITICAL THOUGHT

Course Code: U24/POL/DSC/301 Max Marks:60

Credits:5 Time: 2Hrs

SECTION - A

Answer the Following: 5 x 10 = 50 M

1. Critically discuss Plato's Ideal State.

OR

2. Discuss with criticism Aristotle's theory of nature and origin of state.

3. Explain why St. Aquinas is also called as Sainted Aristotle.

OR

4. Elaborate on Machiavelli's views on power and rulership in 'The Prince'.

5. Hobbes' Leviathan is an absolute sovereign. Justify the statement.

OR

6. Write an essay on Rousseau's social contract theory.

7. Analyze Bentham's theory of Utilitarianism.

OR

8. Reflect on Mill's concept of liberty as the advocate of individual rights against social tyranny.

9. Analyze Hegel's theory of Dialectic.

OR

10. Critically discuss Marx's theory of class war.


HEAD
Department of Political Science
Osmania University
Hyderabad - 500 007

SECTION -B

Answer any Five Questions: 5 x 2 = 10 M

11. Justice
12. Natural Law
13. 'City of God'
14. General Will
15. Locke on Property
16. Citizenship
17. Dictatorship of the Proletariat

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	Understand	15
3	4	Evaluate	15
4	3	Analyze	15
5	4	Analyze	15



Department of Political Science

Osmania University