

SEMESTER - IV

ACADEMIC WRITING & RESEARCH METHODOLOGY

1. Course Description

Programme: B.A.

Course Code: U24/LIT/SEC/401

Course Type: SEC

No. of credits:2

Max. Hours:30

Hours per week:2

Max. Marks:50

2. Course Objectives

- To introduce the basics of Academic writing and Research Methodology to students.
- To inculcate skills of reading, writing and paragraph writing, that motivate students to take up Research.

3. Course Outcomes

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

CO1: Learners will be able to understand types of Research and form logical arguments that support their evidence.(Understand)

CO2: Learners will be able to properly cite sources using different style guides ,such as APA and MLA.(Apply)

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

Gayatri
 4/3/2024
 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 - 10

4. Course Content

MODULE I: RESEARCH METHOD

(15 Hrs)

- 1.Criteria of good Research
- 2.Types of Research: Primary and Secondary
- 3. Research design, Analysis and data interpretation
- 4. Prepare an outline for Research Article and thesis
- 5.Documentation format MLA & APA style

MODULE II: THESIS WRITING

(15 Hrs)

- 1.Critically reading and evaluating relevant literature
- 2.Summarising and synthesizing research articles
- 3.Paraphrasing techniques
- 4.Quoting, in-text citation and referencing
- 5.Ethical considerations in Academic Writing -Plagiarism
- 6.Thesis writing and Manuscript formatting - APA & MLA

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

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

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

5. References

1. Murray & Hughes, G. (2008). *Writing Up Your University Assignments and Research Projects: A Practical Handbook*. New York: Open University Press.
2. *The MLA Handbook for Writers of Research Papers* (8th ed.). New York: Modern Language Association
3. Griffin, G. (2006). *Research Methods for English Studies*. Edinburgh: Edinburgh University Press
4. Leki, I. (1998). *Academic Writing: Exploring Processes and Strategies*. New York: CUP.
5. Rossiter, J. (2007). *The APA Pocket Handbook: Rules for Format & Documentation*. Augusta GA: DwPublishing Company.
6. How to Write a Better Thesis David Evans Third Edition
7. A Manual for Writers of Research Papers, Theses, and Dissertations 7th Edition
8. How to Write a Thesis by Umberto Eco.
9. Anderson, Marilyn. *Critical Thinking, Academic Writing and Presentation Skills*. Dorling Kindersley, 2012.

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	Learners will be able to present research papers at national seminars.
Global	Learners will learn various types of research and choose the correct format for their research papers.

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

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

X. Stella Martina
9/13/24
Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module I: Research methods	Data interpretation: learners will be able to segregate essential data required data from multiple sources
EMP	Module II: Thesis writing	Thesis writing: learners will have to present a paper by the end of the programme which later, adds to their resume.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative learning	Presentation
2.	Problem solving	Research Project

Painulla
Chairperson
Board of Studies (UG & PG)
Department of English
Osmania University
Hyderabad-500007.

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

Martina
9/3/24
X. Stella
Head
Department of English
St. Francis College
Begumpet, Hyderabad

St. Francis College for Women, Hyderabad

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 - IA written exam	Written Exam
CO2	CIA-2 - IA written exam	

b) Model Question Paper- End Semester Exam

ACADEMIC WRITING AND RESEARCH METHODOLOGY

SEMESTER-IV

Code : U24/LIT/SEC/401

Max Marks :30

Credits: 2

Time : 1 HOURS

Section A

Note: Answer any five questions:

5x6=30 marks

- List out various types of Research.
- Define Research Analysis and Data interpretation
- Elaborate the methods of documenting using MLA format
- Comment on various paraphrasing techniques
- Differentiate between summarizing and synthesizing research articles
- Define Plagiarism and its effect on the quality of research
- How to format a Thesis writing according to MLA style

Department of English

St. Francis College for Women, Hyderabad = 16

Chairperson
Department of English
Osmania University
HYDERABAD-500 007.

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

X. Stella Martina
Head
Department of English
St. Francis College For Women, Hyderabad = 16

SEMESTER - IV

ELECTION STUDIES AND PUBLIC OPINION

1. Course Description

Programme: B.A
Course Code: U24/POL/SEC/401
Course Type: SEC
No. of credits: 2

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

2. Course Objectives

- To identify the scope of Election Studies as a sub-discipline of Political Science.
- To understand the concept of public opinion and the channels through which they are formulated.

3. Course Outcomes

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

CO1: Identify the importance of election studies. **(Understand)**

CO2: Evaluate the forums through which public opinion is formulated. **(Analyze)**

MODULE I: Psephology and Poll Surveys (15 Hours)

1. Psephology – Meaning; Role in Democracy; Application
2. Poll Survey and Election Result Predictions.
3. Electoral Trends

MODULE II: Public Opinion (15 Hours)

1. Meaning and Characteristics of Public Opinion: Role in Democracy
2. Conditions necessary for formation of public opinion.
3. Agencies of Public Opinion: Political Parties, Associations, Media, Public Platforms and Civil Society.
4. Manipulation of Public Opinion.

5. References

1. G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948.
2. G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.
3. Lokniti Team, (2004) 'National Election Study 2004', *Economic and Political Weekly*, Vol. XXXIX (51).
4. 'Asking About Numbers: Why and How', *Political Analysis* (2013)
5. S. Kumar and P. Rai, (2013) 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi: Sage.
6. D. Rowntree (2000) *Statistics Without Tears: an Introduction for Non Mathematicians*, Harmondsworth : Penguin.
7. D Thakur, *Psephology And Elections Forecasting*, Deep And Deep Publications, Sage Publications, New Delhi, 1996.
8. Christophe Jaffrelot and Sanjay Kumar (Ed), *Rise of the Plebeians? The Changing Face of Indian Legislative Assemblies*,. New Delhi:
9. Ashutosh Kumar and Ronki Ram Edited "Globalisation and the Politics of Identity in India" Pearson Longman, Delhi, 2008

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	The course is concerned with the conduct and analysis of elections which is a cardinal feature of any democratic country.
Regional	The course is also a study on regional channels of public opinion that influence elections.

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 Written Exam	Written Exam
CO2	CIA 1 Skill Test	

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

Answer Any Five of the Following Questions: 5x6=30 Marks

1. Describe the agencies of public opinion.
2. Analyze the role of Psephology in democracy.
3. Evaluate the role of media in the formation of public opinion.
4. Describe the various techniques of data analysis in election studies.
5. Discuss the factors responsible for the manipulation of public opinion.
6. Explain the importance of poll surveys in election studies.
7. Explain the characteristics of public opinion.

c) Question Paper Blueprint

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

9. CO-PO Mapping

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

HEAD
Department of Political Science
Osmania University
Hyderabad - 500 007

SEMESTER - IV**HISTORY OF TELANGANA****(Earliest time to 2014)****1. Course Description**

Programme: B.A

Course Code: U24/HIS/DSC/401

Course Type: DSC

No. of credits:5

Max. Hours:75 Hours

Hours per week:5

Max. Marks:100

2. Course Objectives

- To understand contribution of major dynasties and rulers that shaped the regions' identity.
- To analyse the socio-economic-political character of the region in 19th and 20th century.
- To delineate the phases of emergence of Telangana state.

3. Course Outcomes

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

CO1: Students will trace the chronology of major kingdoms which shaped the political and cultural history of Telangana **(UNDERSTAND)**

CO2: Analyse the impact of the Qutubshahis and Asaf Jahi's in the Deccan. **(ANALYSE)**

CO3: Impact of Socio Religious movements in Telangana.

(APPLY)

CO4: Evaluate the challenges faced by the people of Telangana leading to its accession to the Indian Union. **(EVALUATE)**

CO5: Examine the factors that led to the movement for the creation of Telangana State. **(ANALYSE)**

4. Course Content

MODULE I: A brief survey of the History of Telangana (15 Hours)

Sources- History and culture of Ancient Telangana –Satavahanas, Ikshvakus and Vishnukundins- Jainism and Buddhism- Socio-Cultural - Conditions- Literature, Art and Architecture - Age of Vemulavada Chalukyas- Medieval Telangana and the emergence of composite culture - Kakatiya's and Velama kingdoms and their contribution to Socio- Cultural Development, Literature, Art and Architecture- History of Qutubshahis of Golconda – Political Achievements – Administration - society – Economy and Religion – Agriculture, Trade and Commerce – Literature, Art and Architecture- Mughal Inter-regnum.

MODULE II: Impact of decline of Mughal Rule in Deccan 15 (Hours)

Establishment of Hyderabad state under Asaf Jahi's Dynasty (1724)- Brief survey of the political history of the Asaf Jahi's – Administration- Reforms of Salar Jung I – Socio- Economic development under the Nizams - Land Tenures and Social System, Jagirdars, Deshmukh's etc. Vetti– Nizam British relations- 1857 Revolt- Socio- Economic Development during the rule of the sixth Nizam Mir Mahboob Ali Pasha and Mir Osman Ali Khan seventh Nizam - Growth of Railways, Transport and Communication System, Establishment of Industries, Educational Institutions.

MODULE III: Renaissance in the Nizam's State 15 (Hours)

Socio – religious movements at all India level and their impact on Telangana
 Important social reformers and literary personalities of Telangana and their contribution
 Vignan Chandrika Mandali - Madapati Hanumantha Rao - Boorgula Ramakrishna Rao
 Suravaram Pratap Reddy - Sarojini Naidu - Shoaib Ullah Khan

MODULE IV: Growth of Political Movements in Hyderabad State – Telangana 15 (Hours)

Hyderabad State Congress – Role of Ramananda Thirtha - Razakkars and their activities – Kasim Razvi and his impact and the role of the Ittehad ul Muslimeen - Communist party of India and Peasant Armed struggle – Conditions in Telangana leading to the rebellion - Police Action in Hyderabad – Join India Movement - Operation Polo in 1948

MODULE V: Emergence of Telangana**15 (Hours)**

Gentleman's Agreement and the lapses – 1956 leading to unrest - Developments in the Region up to 1971 - From 1971 - Formation of Telangana state (2 June, 2014)

5. References

1. Bilgrami, Syed Husain (1898). Hyderabad, India: The Nizam's Govt. Printers Press
2. Gopala Reddy, Y A comprehensive history of Andhra, Victory Publishers, 1990
3. Gautam Pingle, The Fall and Rise of Telangana, Hyderabad, 2014
4. Narendra Luther, Hyderabad – a Biography, Oxford University press.
5. PR Rao, History and Culture of Andhra Pradesh, from the earliest time to 1991, Sterlingpublishers, New Delhi
6. Uma Joseph, T, Accession of Hyderabad – The Inside Story, New Delhi, 200
7. Venkata Rajam G and other, *Kakatiyulu* (translation) Media Book House, Hyderabad, 2005
8. Vaikuntam, People's Movement in Hyderabad State.

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
Regional	Traces the path of modern state of Telangana from the earliest times to the present to provide a perspective to state's growth and developmental needs.
Local	Highlights the establishment and growth of many educational, cultural institutions, industry and services in cities and towns that has contributed to the states development goals.

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 III	Presentation
SD	Module II	Essay writing
SD	Module V	Group discussion

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential learning	Field Trip
2.	Participative learning	Group Discussion
3.	Problem solving	Assignment writing -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	CIA I- Written Exam	Written Exam
CO2	CIA II- Written Exam	
CO3	CA 2- Assignment	
CO4	CA 2- Presentation	
CO5	CA 2- Skill test	

b) Model Question Paper- End Semester Exam

HISTORY OF TELANGANA
(Earliest times to 2014)

SECTION A - INTERNAL CHOICE				5 Q X 10 M = 50 M	
Question Number	Question	Question	CO	BTL(Blooms Taxonomy Level)	
1	Module 1	Explain the socio-eco-pol contribution of Kakatiya's to Telangana	CO 1	BL 2	
2	Module 1	Illustrate the contribution of Qutub shahi dynasty	CO 1	BL 2	
3	Module 2	Analyse Salar Jung, I reform	CO 2	BL 4	
4	Module 2	Examine the role of Osman Ali Khan in modernization of Hyderabad	CO 2	BL 4	
5	Module 3	Identify the reform movements -impact	CO 3	BL 3	
6	Module 3	Build an argument to support the program of AMS	CO 3	BL 3	
7	Module 4	Contrast the roles of HSC to Razza Kars	CO 4	BL 5	
8	Module 4	Evaluate the role of Communist in peasant armed struggle	CO 4	BL 5	
9	Module 5	Compare and contrast the 69 movement and 2014 Telangana movement	CO 5	BL 4	
10	Module 5	Analyse the Gentleman's agreement	CO 5	BL 4	
SECTION B - ANSWER ANY 5 OUT OF 7				5 Q X 2 M = 10 M	
(To compulsorily have ONE question from each module)					
11	Module 1	Ganapati Deva	CO 1	BL 1	
12	Module 2	Aghornath Chattopadhyay	CO 2	BL 1	
13	Module 3	Suravaram Pratap Reddy	CO 3	BL 1	
14	Module 4	Kasim Rizvi	CO 4	BL 1	
15	Module 5	Gentlemen Agreement	CO 5	BL 1	
16	Module1	Velamas	CO 1	BL 1	
17	Module5	TJAC	CO 5	BL 1	

SEMESTER - IV

INDIAN WRITING IN ENGLISH

1. Course Description

Programme: BA

Course Code: U24/DSC/LIT/401

Course Type: DSC

No. of credits:5

Max. Hours:75

Hours per week:5hrs

Max. Marks:100

2. Course Objectives

- To introduce learners to the aesthetics of Indian Writing in English through selected works of canonical writers.
- To familiarize learners with the various genres of Indian Writing in English - Drama, novel, poetry and short story.

3. Course Outcomes

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

CO1: List and define the concepts and movements, imperative to the study of Indian Writing in English (Knowledge).

CO2: Interpret the Indian ethos that address the contemporary concerns both at personal and national level (Understanding).

CO3: Interpret the oral tradition of storytelling that influences traditions as an integral constituent of culture (Understanding).

CO4: Classify the striking contrast between traditional Indian writing and the sensibilities of Indian Diaspora writers (Analyses).

CO5: Interpret the implications of breaking gender stereotyping in the Indian context (Understanding).

Parvathy
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
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)**

English in India, Indian English Poetry, Indian English Novel, Indian Diaspora

MODULE II: POETRY (15 Hrs)

Rabindranath Tagore - "Where the Mind is Without Fear"

Kamala Das - "My Grandmother's House"

MODULE III: FICTION (15 Hrs)Salman Rushdie - *Haroun and The Sea of Stories***MODULE IV: SHORT STORY (15 Hrs)**

Jhumpa Lahiri - "Interpreter of Maladies"

R.K. Narayan - "The Missing Mail"

MODULE V: DRAMA (15 Hrs)Mahesh Dattani - *Dance Like a Man*

Parvathy
4/3/24
Chairperson
Board of Studies (UG & PG)
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007

G. Jay.
4/3/2024
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

5. References

1. Abraham, J. K., & Barak, J.M.(ed.).(2016). Dalit literatures in India. New Delhi :Routledge.
2. Gokak, Vinayak Krishna(ed.). (2006). The Golden Treasury of Indo-Anglican poetry. New Delhi: Sahitya Akademi.
3. Karnad, Girish. (2010). Three plays Naga- Mandala Hayavadana Tughlaq. New Delhi: Oxford University Press.
4. Karnad, Girish.(2005).Collected Plays: Tale-danda, the fire and the rain, the dreams of Tipu Sultan ,two monologues; flowers :broken Images (vol.2). New Delhi : Oxford University Press.
5. Krishnaswamy, N., and Lalitha Krishnaswamy. *The Story of English in India*. 2006, <https://doi.org/10.1017/upo9788175968233>.
6. Kundu, R., & Ray, M.K. (ed.). (2006). *Salman Rushdie: Critical essays* (vol.1). New Delhi: Atlantic.
7. Lahiri, Jhumpa. (1999). Interpreter of maladies. New York: Houghton Mifflin Harcourt Publishing Company. Manuel, M., & Paniker, K.A.(ed.).(1978).English and India: New Delhi: Macmillan.
8. Meenakshi Mukherjee; *Essays on Indian writing in English*.
9. Mukherjee, Alok K. *This Gift of English : English Education and the Formation of Alternative Hegemonies in India*. 2009, ci.nii.ac.jp/ncid/BB00135714.
10. Parthasarathy, R.(ed.).(2002). *Twententieth century Indian poets*. New Delhi: Oxford UP.
11. Rushdie, Salman.(2000). *Haroun and the sea of stories*. New Delhi: Penguin.
12. Sarangi, J.(ed.).(2009). *Diasporic literature in English*. Kolkata: Books Way. Tagore, Rabindranath. (1916). *Fruit Gathering*. New York. Macmillan
13. Vishwanathan, Gauri.(2015) *Masks of Conquest: Literary Study and British rule in India*. New York: Columbia University Press.

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

6.Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	The spirit of national cohesion is invigorated through the readings of pre- and post- independence literature.
Global Development Needs	Learners are sensitized to cultural confrontation of the immigrants across the globe

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module 1	Oral / group Presentations using PPTs highlighting the unique aspects of language in the text selected helps learners in developing a sense of nationalism and identity.

Parinelle
 Chairperson
 Board of Studies (UG & PG)
 Department of English
 Osmania University
 Hyderabad-500 007.
 4/3/2024

Gujjar
 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

7. Pedagogy

S.No.	Student Centric Methods Adopted	Type/Description of Activity
1.	Participative Learning	Seminar, oral presentation
2.	Experiential Learning	Interactive classroom activities, Quiz
3.	Participative Learning	Group Discussion, Role play

8. Course Assessment Plan

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

Sl.no	Continuous Internal Assessment – CIA (40%)	End Semester Examination
CO 1	CIA2- Oral presentation	End Semester Exam
CO 2	CIA1	
CO 3	CIA1	
CO 4	CIA2-MCQs/Objective test	
CO 5	CIA2-MCQs/Objective test	

Parvaneh
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

INDIAN WRITING IN ENGLISH

SEMESTER IV

Course Code: U24/LIT/DSC/401

Max.Marks:60

Credits:5

Max Time: 2 Hrs

SECTION -A

Answer the following (250 words) 5x 10 = 50 Marks

1. Outline the Introduction of English in India before Macaulay's Minutes.
OR
2. What are the common features of initial Indian English Poets with the British Romantics?
3. Explain the central idea of the poem "My Grandmother's House".
OR
4. Summarize the central idea of Tagore's "Where the Mind is Without Fear".
5. Examine *Haroun and the Sea of stories* as a political allegory.
OR
6. Classify the language and speech patterns in Rushdie's *Haroun and the Sea of stories*.
7. Distinguish the writing style of RK Narayan, in presenting the mundane aspects of life, as lived by his characters in Malgudi.
OR
8. Write a brief note on the emotional conflicts faced by the major characters in Jhumpa Lahiri's "Interpreter of Maladies"
9. How would you justify *Dance like a Man* as a critique on gender stereotypes?
OR
10. Interpret the character of Jairaj Parekh with reference to Mahesh Dattani's *Dance Like a Man*.

Paimelle
4/3/24
Chairperson
Board of Studies (UG & PG)
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007
Department of English

Gujar
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

SECTION -B

II. Answer any 5 out of 7 questions 5x 2= 10 Marks

11. What are the main concerns of Indian Diasporic writers?

12. Annotate the following

“Where the mind is led forward by thee into ever-widening thought and action-
Into that heaven of freedom, my Father, let my country awake.”

13. Describe briefly the journey from the Town of G to the valley of K in
Haroun and the Sea of Stories.

14. How did the conflict between Mr. Kapasi and his wife affect their communication?

15. What is the unstated arrangement between Amritlal and Ratna in Mahesh
Dattani's *Dance like a Man*?

16. What characteristics of magical realism are incorporated in
Salman Rushdie's *Haroun and the Sea of Stories*?

17. How does Kapasi react in the final scene of Jhumpa Lahiri's
“Interpreter of Maladies”?

Parvathi
4/3/24

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

4/3/2024

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 - 500 007

INTRODUCTION TO INTERNATIONAL RELATIONS**1. Course Description**

Programme: B.A
Course Code: U24/POL/DSC/401
Type of Course: DSC
No. of Credits: 5

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

2. Course Objectives

- To acquaint students with the basic concepts, issues, institutions of International Relations.
- To understand the theoretical approaches to International Relations
- To critically analyze contemporary issues in International Relations

3. Course Outcome

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

CO1 - Define international relations and illustrate its evolution through various phases
(**Remember**)

CO2 - Understand and analyze the basic theories of international relations (**Understand**)

CO3 - Critically evaluate the historical-political context of the world wars and analyze the importance of the Cold War in shaping contemporary world politics (**Analyze**)

CO4 -Understand and illustrate the importance of core concept of international politics (**Apply**)

CO5 - Categorize the various issues of security and defend India's position vis-a-vis the NPT and CTBT (**Evaluate**)



HEAD

**Department of Political Science
Osmania University
Hyderabad - 500 007**

SEMESTER - IV**4. Course Content****MODULE I: Introduction to International Relations (15 Hours)**

1. Meaning, Nature and Scope
2. Evolution of International Relations
3. Sovereign State system and its characteristics

MODULE II: History of International Relations (15 Hours)

1. Causes and Consequences of First and Second World Wars.
2. Cold War – Phases, End of Cold War

MODULE III: Approaches to the study of IR (15 Hours)

1. Classical and Modern Approaches – (Idealism, Realism, World Systems, Social Constructivism and Feminism).

MODULE IV: Concepts of International Relations (15 Hours)

1. Non-State Actors
2. Diplomacy
3. Propaganda.
4. Balance of Power

MODULE V: International Security (15 Hours)

1. Traditional and Non-Traditional Understanding of Security; Collective Security.
2. Arms Race; Arms Control and Disarmament.
3. Issues in Nuclear Politics- NPT and CTBT.

5. Suggested Readings

1. Bayles, John and Smith, Steve (ed) (2013) – *Globalization of World Politics*. New Delhi: Oxford University Press.
2. Calvocoressi, Peter . (2009) – *World Politics since 1945 (9th Edition)*. New Delhi: Longman.
3. Chatterjee, Anik (2010) – *International Relations today, Concepts and applications*. New Delhi: Pearson.

4. Coulumbis, T.A. and Wolfe, H. (1990) – *Introduction to International Relations: Power and Justice*. New Delhi: Prentice Hall.
5. Duncan, Jancar, Webster and Switky (2008) – *World Politics in the 21st Century*. US:Boston: Cengage learning.
6. Ghosh, Peu. (2013) – *International Relations*. New Delhi: PHI Learning Pvt. Ltd.
7. Griffiths, Martin and O’Callaghan, Terry (2008) – *Key Concepts in International Relations*, London: Taylor & Francis.
8. Malhotra, V.K (2012) – *International Relations*. New Delhi: Anmol Publications Pvt. Limited
9. Mc Williams, Wayne C. and Piotrowski, Harry (1999) – *The World since 1945: A history of International Relations*, New Delhi : Penguin Books.
10. Morgenthau, Hans, J. (2005) – *Politics among Nations*. New York: Macgraw- Hill.
11. Palmer, N.D. and Perkins, H.C. (2001) – *International Relations: A democracy at Work*. New Delhi: CBS Publishers & Distributors Private Limited
12. Viotti, Paul R. and Kauppi, Mark V.(2011) – *International Relations and World Politics*. New Delhi:Pearson.
13. Jackson, Robert and Sorenson George (2013) – *Introduction to International Relations: Theories and Approaches*, Fifth Edition. New Delhi: Oxford University Press India.
14. Khanna V.K., Kumar Leslie (2018) *Foreign Policy of India*. New Delhi . Vikas Publishing House

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

Local /Regional/National /Global Development Needs	Relevance
Global	The Course will help students understand the basics of international politics - theories and concepts.

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module II	Research Paper
EMP	Module V	Presentation

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Quiz
2.	Participative Learning	Seminar, Presentation
3.	problem Solving	Case Studies

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	CAI	End Semester Exam
CO2	CAI	
CO3	CIA-2 Skill Test	
CO4	CIA-2 Assignment	
CO5		

b) Model Question Paper- End Semester Exam**INTERNATIONAL RELATIONS**

TIME: 2hrs
MAX.MARKS: 60

Course Code: U24/POL/DSC/401

Section A

Answer the following

Marks – 5x10 = 50

1. Analyse the evolution of International Relations

Or

2. Explain with examples the role of State and Non-State actors in IR

3. Critically evaluate the Neo-realist theory of IR

OR

4. What are the various feminist approaches to the discipline of IR?

5. What are the causes and consequences of WWII

OR


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Osmania University
Hyderabad - 500 007

CBCS 2024

INTRODUCTION TO INTERNATIONAL RELATIONS

6. The Cold War was an ideological warfare - Justify

7. Critically evaluate the role of diplomacy in IR

OR

8. Balance of power is desirable for a more peaceful world order - Justify

9. Explain the various traditional and non-traditional approaches to security

OR

10. Discuss the issues surrounding nuclear politics.

SECTION B

Answer Any Five Questions

Marks – 5x2 =10

11. Scope of IR

12. Social Constructivism

13. WWI

14. Propaganda

15. CTBT

16. Arms Control

17. Westphalian State

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	CO1	2	10	1	2
2	15	CO2	2	10	1	2
3	15	CO3	2	10	1	2
4	15	CO4	2	10	1	2
5	15	CO5	2	10	1	2



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SEMESTER - IV**MUSEUM MANAGEMENT****1. Course Description**

Programme: BA
 Course Code: U24/HIS/SEC/401
 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. **(APPLY)**

4. Course Content

MODULE I: Definition of Museum.

15 (Hours)

Aim, Function, History of Museum. History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum. Types of Museums and Emergence of New Museums and allied institutions

MODULE II: Understanding of Collection

15 (Hour)

Conservation, Preservation and their policies, ethics and procedure. Museum, Archives and Society: Exhibitions, Public Relation. II. Education and Communication through Outreach activities. III. Make a Project with visit and access to Museum and Archives in nearby place.

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	Presentation

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**MUSEUM MANAGEMENT**

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