

SEMESTER - V**ANCIENT WORLD CIVILIZATIONS****1. Course Description**

Programme: BA
 Course Code: U24/HIS/DSE/502
 Course Type: DSE
 No. of credits:5

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

2. Course Objectives

- To acquire knowledge about the evolution of human society
- To understand transformation of ancient civilizations like Mesopotamia, Greece, China, Roman, and India
- To compare to each and other among the several societies of the world.

3. Course Outcomes

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

CO1: Understand evolution of human society and transformation of ancient civilizations.

(UNDERSTAND)

CO2: Analyse features of Egyptian civilization. **(ANALYSE)**

CO3: Evaluate contributions of classical Greece. **(EVALUATE)**

CO4: Illustrate the rise and significance of Roman Empire. **(UNDERSTAND)**

CO5: Compare and Contrast the Asian civilizations. **(ANALYSE)**

4. Course Content**MODULE I: History of Early World Civilization 15 (Hours)**

Mesopotamia Civilization: Fertile Crescent, Sumerian, Babylonian and Assyrian: State system, Economy, Society, Religion, Law, Architecture, Administration and Education.

MODULE II: Egyptian Civilization: Geographical features 15(Hours)

Age of Pyramids- Imperial Kings- Political development, Economic Development, Society-culture, Literature, Art, Architecture and Religion-Advances in Scientific Knowledge.

MODULE III: Classical Greece 15 (Hours)

Homer Age: Evolution of classical Greece - Athens, Sparta - Greece: Persian war and the Peloponnesian war- The Periclean Age in Greece, growth of state and society, city- states, democracy, development of science, literature, Art and Philosophy.

MODULE IV: Roman Empire 15(Hours)

Origin of Rome - Rise and Evolution: Roman Republic and Roman law- Expansion of Rome- Imperial Age in Rome-political administration-culture- language-art-architecture-fall of Roman Empire

MODULE V: Indian and Chinese Civilization 15 (Hours)

Polity, Society, Economy, Religion, Philosophy Science and Technology- Indus Valley Features- Significance.

5. References

1. Arnold J Toynbe: A study of History, Vol I to XII, 1934-1961, Reprint; OUP USA, 1988
2. Childe, V.G.: What happened in History, Penguin Pub, 1967.
3. Durrant Will: an age of Faith, 1950, reprint 1980.
4. Durrant Will: Our Oriental Heritage: The Story of Civilization, II Volume.
5. Frankfort Henri: The Birth of Civilization to the Near East, Indians Uni, Press, 1951.
6. Goyal, S.R: Vishwa Ki Pracheen Sabhyatayen, Kusumanjali Prakashan, 1963.
7. Nicholas, David: The Evolution of the Medieval World, Society, Government and thought in Europe, 312-1500, Rout ledge, 1992.
8. Ray, U.N.: Vishwa Sabhyata Ka Itihas, Lok Bharti Prakashan, 2017.
9. Swain J.E: A History of World Civilization, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000.
10. Trever, A. Albert: History of Ancient Civilization Harcourt, Brace, 1936.
11. Wells, H.G: The Outline of History, George Newness Revised Edition 197

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
Global	Tracing evolution of society and modern states, identities and regions.

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 I	Essay writing
SD	Module II	Presentation
SD	Module V	Group Discussion

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Quiz
2.	Participative Learning	GD
3.	Problem solving	Case study

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

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA1-Written Exam	Written Exam
CO2	CA II-Written Exam	
CO3	CA 2- Presentation	
CO4	CA 2- Assignment	
CO5	CA 2-Skill test	

b) Model Question Paper- End Semester Exam

ANCIENT WORLD CIVILIZATIONS

SECTION A - INTERNAL CHOICE				5 Q X 10 M = 50 M	
Question Number	Question	Question	CO	BTL(Blooms Taxonomy Level)	
1	Module 1	Explain rise of ancient civilization	CO 1	BL 2	
2	Module 1	Demonstrate features of Mesopotamia civilization	CO 1	BL 2	
3	Module 2	Analyse age of Pyramids	CO 2	BL 4	
4	Module 2	Examine the contribution to society and culture	CO 2	BL 4	
5	Module 3	Evaluate the growth of city states	CO 3	BL 5	
6	Module 3	Build an argument to support the term classical Greece	CO 3	BL 5	
7	Module 4	Explain the rise of Roman Empire	CO 4	BL 2	
8	Module 4	Illustrate the role Ceaser in Roman Empire	CO 4	BL 2	
9	Module 5	Compare and contrast the Chinese and Indian civilization	CO 5	BL 4	
10	Module 5	Analyse IVC	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	Fertile Crescent	CO 1	BL 1	
12	Module 2	Pyramid	CO 2	BL 1	
13	Module 3	Athens	CO 3	BL 1	
14	Module 4	Roman Republic	CO 4	BL 1	
15	Module 5	Dancing Girl	CO 5	BL 1	
16	Module 1	Sumeria	CO 1	BL 1	
17	Module 5	TJAC	CO 5	BL 1	

SEMESTER - V

GENERIC ELECTIVE

CONFLICT AND PEACE STUDIES

1. Course Description

Programme: B.A
Course Code: U20/POL/GE/501
Type of Course: GE
No. of Credits: 4

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

2. Course Objective

- Outline various issues, concepts and evolution of Conflict and evolution of Peace building
- Understand the context of conflict
- Understand the role of Gender in Conflict

3. Course Outcome

- CO1 -Students will understand the issues and concepts of Conflict and Peace Building
CO2 -Students will be aware of the various methods and tools of conflict resolution
CO3 -Students will be able to determine and design peace-building process is best suited for conflict situations
CO4 - Students will be able to critically evaluate the role of Gender in conflict and peace building

4. Course Content

Module I – Concepts (15 Hours)

1. Understanding Conflict
2. Peace
3. Conflict Analysis

Module II – Dimensions and Sites of Conflict (15 Hours)

1. Local, Sub-National and International sites of Conflict
2. Economic Conflict
3. Socio-cultural conflict

Module III -Strategies for Peace (15 Hours)

1. Conflict Resolution and Management
2. Non-Violence
3. Peace Movements

Module IV - Gender, Conflict and Peace building (15 Hours)

1. Women and Violence
2. Women's Role in Peacebuilding
3. Case Studies - Sri Lanka, Palestine



HEAD
Department of Political Science
Osmania University
Hyderabad - 500 007

5. Suggested Readings

- Bell, C. and O'Rourke C. (June 2007). The People's Peace? Peace Agreements, Civil Society, and Participatory Democracy. *International Political Science*, 28(3),293-324.
- Galtung, J. (1964). Violence, Peace and Peace Research. *Journal of Peace Research*, 6(3), 167-191 Retrieved from <http://jpr.sagepub.com/content/6/3/167.citation> 22.03.2014
- Goodhand, J. and Lewer N. (February, 1999). Sri Lanka: NGOs and Peace-Building in Complex Political Emergencies. *Third World Quarterly*, Complex Political Emergencies, 20(1), 69-87.
- Richmond, O. P. (Winter 2001).Rethinking Conflict Resolution: The Linkage Problematic Between "Track I" and "Track II". *The Journal of Conflict Studies*, XXI(2).
- Carey, H.F. and Richmond O.P. (ed.) (2003). *Mitigating Conflict: The Role of NGOs*, (Portland: Frank Cass Publisher).
- Ho-Won Jeong (2017). *Peace and Conflict Studies: An Introduction*. (New York: Routledge).
- Lederach, J. P. (1997). *Building Peace: Sustainable Reconciliation in Divided Societies*. (Washington DC: United States Institute of Peace Publication).
- Maoz, I. (Spring 2006). Peace Building in Violent Conflict: Israeli-Palestinian Post-Oslo People-to-People Activities. *International Journal of Politics, Culture, and Society*, 17(3), 563-574.
- Newman, E. and Richmond O. (2006).*Challenges to Peacebuilding: Managing Spoilers during Conflict Resolution*. (Tokyo:United Nations University Press).
- Oberschall, A. (2007).*Conflict and Peace Building in Divided Societies: Responses to Ethnic Violence*. (Abingdon: Routledge).
- Paffenholz, T. (2011).*Civil Society & Peace Building: A Critical Assessment*. (New Delhi: Viva Books Private limited).

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

Local /Regional/National /Global Development Needs	Relevance
Local	Local Context of Conflict
Regional	Regional Arenas of Conflict
Global	International Conflict Resolution Mechanisms

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module III	Presentation
EMP	Module IV	Case Study

7. Pedagogy

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

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

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA -I Presentation	End Semester Exam
CO2	CIA - II Skill Test	
CO3		
CO4		

b) Model Question Paper- End Semester Exam**CONFLICT AND PEACE STUDIES**

TIME: 2 Hour

Course Code:U20/POL/GE/501

MAX.MARKS: 60

SECTION A

Marks – 4x10= 40

1. What is positive and negative peace?
OR
2. What is the difference between conflict resolution and conflict transformation?
3. Explain the various sights of conflict
OR
4. Explain economic conflict
5. What is Multi-track Diplomacy? Explain using examples
OR
6. Explain the role of women in peacebuilding using case studies
7. How can we achieve sustainable peace?
OR
8. What are the various forms of socio-cultural conflict?



SECTION B

Marks – 4x5= 20

9. Structural Violence
10. Local Conflict
11. Peace Movements
12. Role of Women in conflict resolution in Sri Lanka
13. One example of Subnational conflict
14. Nonviolence

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks
1	10	CO1	2	15
2	10	CO2	2	15
3	10	CO3	2	15
4	10	CO4	2	15

9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1		Understand	10
2		Evaluate	10
3		Create	10
4		Evaluate	10

Prepared by	Checked & Verified by	Approved by
Dr. Sinjini Bhattacharya <i>Sinjini</i>	Dr. Afshan Shireen 	Dr. Uma Joseph 

		of research		
7	Module 2	How to format a Thesis writing according to MLA style	CO 2	III

SEMESTER - V**CONTENT WRITING AND SCRIPT WRITING****1. Course Description**

Programme: B.A

Course Code: U24/LIT/SEC/501

Course Type: SEC

No. of credits:2

Max. Hours:30

Hours per week:2

Max. Marks: 50

2. Course Objectives

- To introduce learners to the basic concepts of creative writing and Content development skills.
- To sensitize them to the various styles and techniques of writing and editing

3. Course Outcomes

CO1- Explain the principles and elements of effective content writing
(Evaluate)

CO2- Assess the readability, coherence, and persuasiveness of written content.
(Apply)

4. Course Content

MODULE I: CONTENT WRITING

(15 Hrs)

1. Content Writing: Definition and scope
2. Types and importance of content writing
3. Skills required for writing quality content
4. Editing and proofreading- company style sheets, grammar, research, infographics and images.
5. Corporate communication- Writing for Business to Business(B2B), Business to consumer(B2C), Newsletters, Blogs

MODULE II: SCRIPT WRITING

(15 Hrs)

- 1) Process and creativity in scriptwriting (craft and technique)
- 2) Writing for film
- 3) Plot, story and writing for television

5. References

1. Bell, Julia and Magrs, Paul, The Creative Writing Course-Book. London: Macmillan, 2001.

Pavithra
4/3/24
 Board of Studies (UG & PG)
 Department of English
 Osmania University
 ERA D-500-007

2/24
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
 Boampet, Hyderabad - 16

2. Bailey, Tom. On Writing Short Stories. USA: OUP, 2010. Print. Morley, David. The Cambridge
3. Companion to Creative Writing. Pune: Cambridge University Press India Ltd., 2012. Print.
4. Clark, Peter Roy. Writing Tools. USA: Hachette Book Group, 2008. Print.
5. Davidson, Chad. Writing Poetry: Creative and Critical Approaches. USA: Palgrave Macmillan, 2009. Print.
6. Earnshaw, Steven (Ed). The Handbook of Creative Writing. Edinburgh: EUP, 2007
7. Field, Syd. The Screen Writer's Problem Solver. New York: Random House Publishing, 1998. Print.

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

8. Kundera, Milan. The Art of the Novel. London: Harper Perennial Modern Classics, 2003. Print.
9. Lajos, Egri. The Art of Dramatic Writing. USA: Merricat Publications, 2009. Print.
10. Spiro, Jane. Creative Writing Poetry. USA: Oxford University Press, 2004. Print. Web Resources: <https://www.entrepreneur.com/article/247908>
11. <https://www.locationrebel.com/b2b-writing/> 12. <https://wordpress.com/support/prevent-content-theft/> 13. <https://blog.unisquareconcepts.com/content-writing/what-is-plagiarism-why-is-it-important-for-blog-writing/> <https://www.mindler.com/blog/how-to-become-a-content-writer-in-india/> 14. <https://www.clearvoice.com/blog/10-types-content-writers-use/> https://study.com/articles/What_is_a_Content_Writer.html

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National Developmental Needs	Learners can understand the basics of developing content on their own which aligns with fulfilling needs

	such as building a national identity.
Global	Along with this, learners can also contribute to industry, innovation and improving infrastructure.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Modules 1 and 2	World building activity helps the learned hone their content skills and makes their writing more believable.
ED	Module 1	A content creation activity helps the learners to start developing content on their own thus developing an essential skill to pioneer new ideas.
EMP	Modules 1 and 2	Script writing and enactment

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Writing activity	Learners are asked to write content based on certain prompts to test their writing skills.
2.	Group discussion	Discussion on what makes a compelling script for film and TV.
3.	Creative writing workshop	A workshop to help the students hone their creative writing skills.

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 I- Written exam	

b) Model Question Paper- End Semester Exam

CONTENT WRITING AND SCRIPT WRITING

SEMESTER-III 5

CourseCode: U24/LIT/SEC/501
Credits:2

Max.Marks:30
MaxTime: 7 Hrs

SECTION-A

Answer any 5 of the following

1. Define content writing and explain its fundamental principles. Discuss the key elements that make content effective.
2. List three types of content with their unique characteristics and with suitable examples for each.
3. Why is the editing and proofreading process crucial in content writing? Discuss three specific strategies you can use to improve the quality of your content during the editing and proofreading phase.
4. Identify the significance of conflict and resolution in scriptwriting. Explain with the help of an example from TV or film.

Parimala
4/13/24

Gayatri
4/12/2024

X. Stella
4/12/24
Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16

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

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

5. What role does dialogue play in scriptwriting? Suggest two strategies to ensure that dialogue serves both character development and plot progression.
6. Explore the use of non-linear narratives in scriptwriting. Explain one strategy to employ timelines that deviate from the chronological order.
7. Assess the role of understanding the target audience in content writing? Explain how understanding the audience's needs, concerns and interests can improve content creation.

CONTENT WRITING AND SCRIPT WRITING

c) Question Paper Blueprint

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

SEMESTER- V

GE-ENGLISH FOR COMPETITIVE EXAMS

1. Course Description

Programme: BA

Course Code: U24/ENG/GE/501

Course Type: General Elective

No. of credits: 4

Max. Hours: 60 hrs

Hours per week: 4hrs

Max. Marks: 100

2. Course Objectives

- To prepare learners to face the challenges of regular/online competitive exams in the English language globally.
- To train learners in effective time management.

3. Course Outcomes

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

CO1: Illustrate their points of view, frame an argument and draw it to an effective conclusion with appropriate use of grammar and vocabulary. (Understanding)

CO2: Interpret the information given in a context and represent the same in an organized and sequenced manner. (Understanding)

CO3: Describe the context of various texts with precision and clarity. (Remembering)

CO4: Analyze various logical reasoning problems and come up with speedy solutions.

(Analysing)

Parvathy
4/3/2024
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:****(15 Hrs)**

1. Types of Sentences
2. Sentence correction
3. Odd Sentence Out
4. Sentence sequence
5. Essay

MODULE II:**(15 Hrs)**

1. Information transfer types
 - Tree Diagram
 - Flow Chart
2. Concord (Agreement of Subject with verb)
3. Tenses
4. Paragraph writing
5. Voice

MODULE III:**(15 Hrs)**

1. Reading Comprehension Passage
2. Idioms and Phrases
3. Homonyms and Homophones
4. Collocation
5. Spellings

MODULE IV:**(15 Hrs)**

1. Identification Common Errors
2. One-word substitutes
3. Foreign words and expression
4. Logical reasoning (blood relations, syllogisms)
5. Picture composition

Painuly
4/3/2024

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

Rajani
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

St. Francis College for Women, Hyderabad

5. References

1. Borror, Donald Joyce. *Dictionary of Word Roots and Combining Forms Compiled From the Greek, Latin, and Other Languages: With Special Reference to Biological Terms and Scientific Names*. Mayfield publishing. 1960.
2. Brians, Paul. *Common errors in English usage: Third edition*. Franklin, Beedle & Associates Inc. 2013.
3. Davis, William. *Examples and exercises in English Parsing, syntax and analysis of sentences: Together with a brief outline of etymology, syntax and analysis*. Kessinger Publishing. 2008.
4. Godfrey, Jeanne. *Reading and making notes*. Basingstoke: Palgrave Macmillan. 2014.
5. Harrison, Louis. *Achieve IELTS grammar and vocabulary: English for international education*. Cengage Learning EMEA. 2009
6. Hewing's, Martin. *Advanced grammar in use (book with answers and CD-ROM)*
7. :*A self- study reference and practice book for advanced learners of English*.
8. Cambridge University press. 2013.
9. Joshi, Manik. *Homonyms, homophones and homographs: Vocabulary*
10. *building*. Manik Joshi. 2014.
11. Khashoggi, Khalid, and Arianna Astuni. *SAT Reading Comprehension Workbook: Advanced Practice Series*. Ilex Publications, 2014.
12. Prasad, Hari Mohan. *Objective English for Competitive Examination*. McGraw-Hill Education, 2015.
13. Seely, John. *Oxford Guide to Effective Writing and Speaking: How to Communicate Clearly*. Oxford UP, 2013.

Parimeel
4/3/2024
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
4/3/24
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
Local	Ability to converse and write in English
Regional	Understand and assess problems in a systematic manner
National	Able to interpret and assess the happenings of the country
Global	Analyze the position of the country with respect to the rest of the world and improve upon it

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Essay	Essay writing on topics of social relevance
ED	Paragraph Writing	Picture composition paragraphs
EMP	Identifying common errors	Editing exercises to develop a keen eye for mistakes in writing

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

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

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Classroom games Sentence Correction
2.	Experiential Learning, Participative Learning	Quiz ,One Word Substitutes, group discussion.

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
CO2	CIA 1, CIA 2- MCQs test	
CO3	CIA 2- MCQs test	
CO4	CIA 2	

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

Prof. J. 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

ENGLISH FOR COMPETITIVE EXAMS

SEMESTER V

Code: U24/ENG/GE/501

Max Marks: 60

Credits: 4

Time: 2 Hrs

SECTION A

I. Answer any ONE of the following: (10x1=10 m)

1. Write an essay in about 300 words on the advantages and disadvantages of social media use.

OR

2. Write an essay in about 300 words on the influence of contemporary cinema on the present generation of young adults.

II. 3. Draw a tree diagram that contains the main points and important supporting details from the following text about Coral reefs. (10x1=10)

Imagine you are a marine biologist conducting research on a coral reef ecosystem. The reef is a dynamic and biodiverse environment, hosting a wide array of marine life. The key components of this ecosystem include Coral Polyps, Fish Species, Invertebrates, and Algae. Coral Polyps serve as the foundation, providing habitats for various species. Within the Fish Species category, there are Herbivorous Fish, Carnivorous Fish, and Omnivorous Fish, each playing a unique role in the food web. Invertebrates encompass organisms like Crustaceans, Mollusks, and Echinoderms, contributing to the reef's diversity. Algae, including both Macroalgae and Microalgae, form the primary producers, contributing to the reef's overall productivity.

For example, within the category of Coral Polyps, there are Hard Corals and Soft Corals, each displaying distinct characteristics and ecological functions. Hard Corals, belonging to the Scleractinia order, form the reef's structural framework with their calcium carbonate skeletons. Soft Corals, on the other hand, belong to the Alcyonacea order and provide additional habitats and biodiversity. Within the Fish Species, Herbivorous Fish like Parrotfish play a crucial role in controlling algae growth, while Carnivorous Fish such as Groupers are apex predators in the reef ecosystem.

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

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

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

4. Biodiversity, the variety of life forms on Earth, is crucial for the health and stability of our planet's ecosystems. It encompasses the rich tapestry of plants, animals, microorganisms, and their intricate interactions. Biodiversity provides a wide range of ecosystem services, including pollination of crops, clean water, air purification, and climate regulation. Additionally, it supports human livelihoods by offering resources like food, medicine, and raw materials. Beyond practical benefits, biodiversity holds immense cultural and aesthetic value, shaping our identities and providing inspiration for art, literature, and spirituality. Unfortunately, human activities such as deforestation, habitat destruction, pollution, and climate change are accelerating biodiversity loss at an alarming rate. This loss not only threatens countless species but also undermines the resilience of ecosystems and jeopardises our own well-being. Recognizing the vital role of biodiversity is essential for sustainable development and the well-being of future generations. It calls for concerted efforts to conserve, restore, and wisely manage our planet's biological heritage.

III. Choose any ONE passage and answer the following (10x1=10)

5. Unemployment is the problem of every modern nation. The government is not able to ensure a job for everyone. Following the conventional strategy of creating employment, governments of many developing countries try to attract employers (business houses/industrialists) by offering tax rebates and many other facilities so that they locate their upcoming plants on their soil, and thereby create industrial employment. But there is a limit to what industry can bring. Also, industrial plants often create toxic waste which results in air and water pollution and environmental problems which can outweigh whatever benefit industrial employment may bring as substantial relief to the dwindling economy of the host country and the profits of such foreign investments are carried back to the parent company and foreign shareholders abroad. Self-employment has none of these drawbacks. The problem is that self-employment is not as obviously glamorous as a shiny new factory. But profits from self-employment remain in the country where they are produced. It is too small to create environmental hazards. It also puts the poor person in charge of his or her own working hours and conditions. The hours are flexible and can be adapted to fit any family situation. It allows people to choose between running a business full time and part time when they face a crisis, or to put their business on hold and work full time for a salary. Self-employment is tailor-made for anyone who is street-smart and has many acquired and inherited traditional skills, rather than learning acquired from books and technical schools. This means the illiterate and the poor can exploit their strengths, rather than be held back by their weaknesses. It allows a person to turn their hobbies into gainful employment.

Pravina
4/3/24

Sujay
4/3/24

X. Stella
1/3/24

Chairperson
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

It allows individuals who cannot work well in a rigid hierarchy to run their own show. Financing the poor to start their own little ventures elevates their sense of pride and self-respect. It offers a way out of welfare dependency, not just to become wage slaves, but to open a store or start a manufacturing business. It can help those who have found a job and are still nonetheless poor. It gives the victims of prejudice who would not be hired because of their colour or national origin a chance to earn a living. The average cost of creating self-employment is ten, twenty or hundred times less than creating industry-based employment. It helps isolated poor people gain self-confidence, step by step. Obviously self-employment has limits, but in many cases it is the only solution to help those whose economies refuse to hire and taxpayers do not want to carry on their shoulders. The policy needed for the eradication of poverty must be much wider and deeper than the policy for the provision of mere employment. Real eradication of poverty begins when people are able to control their own fate. Poor people are like bonsai trees. When you plant the best seed of the tallest tree in a flower pot, you get a replica of the tallest tree, only inches tall. There is nothing wrong with the seed you planted; only the soil base that is too inadequate. Poor people are bonsai people. There is nothing wrong with their seeds. Simply society never gave them the base to grow. All it takes to get the poor people out of poverty is for us to create an enabling environment for them. Once the poor are able to unleash their energy and creativity, poverty will disappear very quickly.

1. The most opposite meaning of the RIGID.
2. What does the paragraph say to strengthen the economies of host nations?
3. What are the advantages that self-employment has over industry-based employment?
4. Identify the true or false statements
 - a. Self-employed slowly but steadily strengthens the economy of the country.
 - b. Self-employed does not check unemployment.
5. The author claims that self-employment is 'tailor-made' for people with certain qualities. Identify which of the following are the qualities of such people?
 - a. They have an unconventional approach to all things.
 - b. They are street smart.
 - c. They possess many acquired and traditional skills

OR

Parimally
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

Department of English

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

6. Today, bicycles are elegantly simple machines that are common around the world. Many people ride bicycles for recreation, whereas others use them as a means of transportation. The first bicycle, called a draisienne, was invented in Germany in 1818 by Baron Karl de Drais de Sauerbrun. Because it was made of wood, the draisienne wasn't very durable nor did it have pedals. Riders moved it by pushing their feet against the ground. In 1839, Kirkpatrick Macmillan, a Scottish blacksmith, invented a much better bicycle. Macmillan's machine had tires with iron rims to keep them from getting worn down. He also used foot-operated cranks, similar to pedals, so his bicycle could be ridden at a quick pace. It didn't look much like the modern bicycle, though, because its back wheel was substantially larger than its front wheel. Although Macmillan's bicycles could be ridden easily, they were never produced in large numbers. In 1861, Frenchman Pierre Michaux and his brother Ernest invented a bicycle with an improved crank mechanism. They called their bicycle a vélodipède, but most people called it a "bone shaker" because of the jarring effect of the wood and iron frame. Despite the unflattering nickname, the vélodipède was a hit. After a few years, the Michaux family was making hundreds of the machines annually, mostly for fun-seeking young people. Ten years later, James Starley, an English inventor, made several innovations that revolutionized bicycle design. He made the front wheel many times larger than the back wheel, put a gear on the pedals to make the bicycle more efficient, and lightened the wheels by using wire spokes. Although this bicycle was much lighter and less tiring to ride, it was still clumsy, extremely top-heavy, and ridden mostly for entertainment. It wasn't until 1874 that the first truly modern bicycle appeared on the scene. Invented by another Englishman, H. J. Lawson, the safety bicycle would look familiar to today's cyclists. The safety bicycle had equal-sized wheels, which made it much less prone to toppling over. Lawson also attached a chain to the pedals to drive the rear wheel. By 1893, the safety bicycle had been further improved with air-filled rubber tires, a diamond-shaped frame, and easy braking. With the improvements provided by Lawson, bicycles became extremely popular and useful for transportation. Today, they are built, used, and enjoyed all over the world.

1. Who used the gear system on bicycles first and what purpose his bicycles are used for?
2. What does the paragraph discuss?
3. According to the passage, How did the evolution of bicycles help the world?
4. Do the words 'invented' and 'discovered' mean the same? If not, what is the difference?
5. Identify the true of false statements
6. James Starley's design was not clumsy and ridden for transportation.
7. The safety bicycles are with uneven and lighter wheels.

Parimela
4/13/24

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

Gayatri
4/13/2024

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

X. Stella Martina
4/13/24

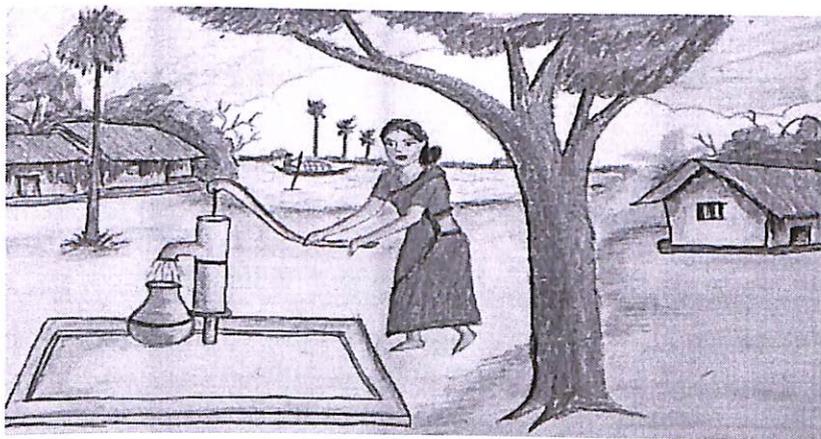
Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16

IV. 7. Look at any ONE of the following pictures and attempt a brief write-up on it.



8.

OR



SECTION B

Answer any FOUR of the following:

(4x5=20 marks)

I. Correct the following sentences:

(5x1=5 marks)

1. Rajeev believed that Suresh will turn out to be the culprit.
2. Why he smiled is difficult to understand.
3. I cannot say that she has passed.
4. He told me that he saw his brother last month.
5. All the novels what you bought are not up to the mark.

II. Choose the correct verb form from those in the brackets:

(5x1=5 marks)

1. He _____ asleep while he was driving. (fall)
2. I _____ him for a long time now. (know)
3. I _____ English for five years. (study)
4. He fell off the ladder when he _____ the roof. (mend)
5. The headmaster _____ to speak to you. (want)

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

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

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

St. Francis College for Women, Hyderabad

III. Find the correct meaning for the underlined idioms: (5x1=5 marks)

1. She has done her job. Now everyone else should get off her back.
 - a) Situation is reversed
 - b) Leave someone alone
 - c) Getting back somewhere
 - d) Providing correct information

2. She had been working so hard and her manager was unnecessarily putting her down. Now she has a bone to pick with him.
 - a) Change of tone
 - b) Timing issue
 - c) Last possible choice with someone
 - d) Confront someone who annoyed you

3. He had to bite his tongue in front of his relatives when they asked if his life was going well.
 - a) to stop oneself from saying something
 - b) to self harm
 - c) to say something out loud
 - d) to regret saying something

4. Hari decided to take a leave on the day the team needed his help the most. When he found out he was taken off the project, he flared up.
 - a) Rare and special occurrence
 - b) Sudden outburst of anger
 - c) Dejected feeling
 - d) Upset

5. I heard through the grapevine that Swetha doesn't like the new set of rules that the office has.
 - a) be nice to someone
 - b) try to anger someone
 - c) information got through friends
 - d) wants to be friends

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

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

IV. Choose the correct one word substitution for the given sentences/phrases. (5x1=5 marks)

1. Cessation of arms before a formal treaty is signed during war
 - a) Armistice
 - b) Truce
 - c) Accord
 - d) Retreat
2. A place that provides refuge
 - a) Asylum
 - b) Sanatorium
 - c) Shelter
 - d) Orphanage
3. That which cannot be corrected
 - a) Indelible
 - b) Inflammable
 - c) Illegible
 - d) Incurable
4. An unconventional style of living
 - a) Cacography
 - b) Bohemian
 - c) Contemporaries
 - d) Hypochondriac
5. One who is unable to pay his debts
 - a) Insolvent
 - b) Lunatic
 - c) Amateur
 - d) Arbitrator

V. Choose the correct homonym -

(5 x 1= 5 marks)

1. Your perfume has a wonderful _____
 a. cent
 b. sent
2. I had an apple and a _____ for lunch
 a. pair
 b. pear

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

3/2/24
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

3. The _____ from my boss cheered me up.
 a. compliment
 b. complement
4. The SWAT team _____ the bomb.
 a. defuse
 b. diffuse
5. The _____ in the movie is most transparent.
 a. allusion
 b. illusion

**VI. Give suitable meanings for the following foreign words borrowed by English:
 (5x1=5 marks)**

1. The family wished him *bon voyage* on his maiden trip to the US.
 a) Hello
 b) See you again
 c) Goodbye
 d) Safe trip
2. That hat she wore on Tuesday was a major *faux pas*, everyone was talking about it.
 a) Embarrassment
 b) Error
 c) Trendy
 d) Dull
3. We have to maintain our *status quo* if we want to be respected in the company.
 a) Manners
 b) As it is
 c) Commotion
 d) Cool
4. The audience raised their hands *en masse*.
 a) Altogether
 b) Diverse
 c) Quietly
 d) Defiantly

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

Sanjay
 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

5. She saw that restaurant and felt a *deja vu*.
- Unnerving
 - Common
 - Strangely familiar
 - Seemingly odd

ENGLISH FOR COMPETITIVE EXAMS

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	10	CO1	2 (1 out of 2)	10	4 out of 6	4x5=20
2	10	CO2	2(1 out of 2)	10		
3	10	CO3	2(1 out of 2)	10		
4	10	CO4	2(1 out of 2)	10		

Parimala
Chairperson
Board of Studies (UG)
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

SEMESTER - V**DISCIPLINE SPECIFIC ELECTIVE
GLOBAL POLITICS****1. Course Description**

Programme: B.A

Course Code: U24/POL/DSE/501

Type of Course: DSE

No. of Credits: 5

Max Hours : 75

Max Marks: 100

Hours per week: 5

2. Course Objective

- To acquaint students with various issues
- To examine the importance of international political economy and its institutions
- To critically analyze security issues of current importance

3. Course Outcome

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

CO1 - Understand the changes in international relations post the end of Cold War (**Understand**)

CO2 - Identify the various institutions in world politics and justify their importance in the context of globalization (**Analyze**)

CO3 - Evaluate the critical issues in contemporary IR (**Evaluation**)

CO4 - Critically analyse the basis of India's Foreign Policy (**Analysis**)

CO5 - Evaluate the critical issues in India's Foreign policy concerns (**Evaluation**)

4. Course Content

MODULE I: Conceptualization of Contemporary World Politics (15 Hours)

1. International Relations in the Post-Cold War Era.
2. Globalization – Social, Political, Cultural and Economic.
3. Neo-Colonialism

MODULE II: International Political Economy (IPE) (15 Hours)

1. Rise of IPE in IR
2. The Bretton Woods System - The World Bank, IMF and WTO.
3. North-South Dialogue, G20

MODULE III: Issues in International Relations (15 Hours)

1. Environment and Climate change.
2. Terrorism
3. Human Rights

MODULE IV: Basics of India's Foreign Policy (15 Hours)

1. Determinants of India's Foreign Policy
2. Objectives and Principles

MODULE V: Evolution of India's Foreign Policy (15 Hours)

1. Look East to Act East
2. India's Engagement with multipolar world
3. Nuclear Policies



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Osmania University
Hyderabad - 500 007

5. Suggested Readings

1. Bayles, John and Smith, Steve (ed) (2013) – *Globalization of World Politics*. New Delhi: Oxford University Press.
2. Calvacoressi, 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. Ghosh, Peu. (2013) – *International Relations*. New Delhi. PHI Learning Pvt. Ltd
5. Hobsbawm, E. (1995) – *Age of Extreme: The short 20th Century, 1914 – 1991*. London: Abacus
6. Jackson, Robert and Sorenson George (2013) – *Introduction to International Relations: Theories and Approaches*, Fifth Edition. New Delhi: Oxford University Press India.
7. Keohane, R.O. and Nye, (1991) – '*Transgovernmental Relations and the International Organization*' in Smith, M. and Little, R (ed) *Perspectives on World Politics*. New York: Routledge.
8. Moore, John Allphin, and Purbantz, Jerry (2016) – *The New United Nations: International Organization in the 21st Century*. New York: Routledge.
9. Nicholson, M. (2002) – *International Relations: A concise Introduction*. New York: Palgrave.
10. Tailor, A.J.P (1961) – *The Origins of the Second World War*. Harmondsworth: Penguin .
11. 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
National	India's Foreign Policy Perspective
Regional	India's Role in Regional Bilateral and Trilateral initiative
Global	The international economic relations and issues in international politics

b)Components on Skill Development/Entrepreneurship Development/Employability

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

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

8. Course Assessment Plan

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

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CA-I	End Semester Exam
CO2	CA-I	
CO3	CIA I - Skill Test	
CO4	CIA II - Assignment	
CO5		

GLOBAL POLITICS

TIME: 2Hr

Course Code: U20/POL/DSE/501

MAX.MARKS: 60

Section A

Answer the following:

Marks – 5x10 = 50

1. Do you believe that in a globalized world the role of states has decreased? Justify your answer

OR

2. Critically examine the changes in global politics post-cold war.
3. Evaluate the rise and fall of the Bretton woods system

OR

4. Explain the various traditional and alternative approaches to the study of IPE
5. Examine the major steps taken to combat climate change induced treats at the global level

OR

6. Critically examine the role of UN in protecting Human rights
7. India's foreign policy is a culmination of its history, geography and many related factors. Do you agree? Comment.

OR

8. Do you think the core values of India's foreign policy hold true even today? Analyze.
9. Comment on the evolution of India's foreign policy from Look East Act East

OR

10. Critically examine India's engagements with various intergovernmental organizations .



HEAD
Department of Political Science
Osmania University
HYDERABAD - 500 007

Answer Any Five of the following

Marks – 5x2=10

11. Neocolonialism
12. TRIPS
13. Energy Security
14. NAM
15. NPT
16. IMF
17. Narco Terrorism

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	CO-1	2	10	1	2
2	15	CO-2	2	10	1	2
3	15	CO-3	2	10	1	2
4	15	CO-4	2	10	1	2
5	15	CO-5	2	10	1	2



HEAD

Department of Political Science
Osmania University
Hyderabad – 500 007

SEMESTER - V

INDIA AND THE WORLD

1. Course Description

Programme : B.A

Course Code: U24/POL/DSE/502

Type of Course: DSE

No. of Credits: 5

Max.Hours : 75

Max.Marks: 100

Hours per week: 5

2. Course Objective

- To understand the emergent issues of India's foreign policy
- To critically evaluate India's relations with big powers and neighbours

3. Course Outcome

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

CO1 -Identify, explain and evaluate determinants of India's foreign policy (Understand)

CO2 -Critically evaluate India's relation with major powers of the world India's position in various multilateral platforms (Evaluate)

CO3 -Determine the key issues that affect India's relation with its neighbours (Analyze)

CO4- Critically look at the key areas of interest for India's foreign policy (Analyze)

CO5 - Evaluate the importance of multilateralism in India's foreign policy (Analyze)

4. COURSE CONTENT**MODULE I: Determinants and Principles of India's Foreign Policy (15 Hours)**

1. Domestic and International sources of India's Foreign Policy.
2. Objectives and Principles.
3. NAM: India and Non-Alignment; Relevance of the NAM.

MODULE II: India's Relations with major States (15 Hours)

1. India's relations with the US and Russia.
2. India's Relations with China and Japan.

MODULE III: India and South Asian States (15 Hours)

1. India's Relations with Afghanistan, Bangladesh, Bhutan, Maldives, Nepal Pakistan and Sri-Lanka, Myanmar: Main Issues

MODULE IV: India's Security Challenges (15 Hours)

1. Terrorism.
2. Energy Security.
3. Nuclear Policy.

MODULE V: India and Multilateralism (15 Hours)

1. India and the EU
2. India and the ASEAN.
3. BRICS and its aspirations
4. India in the UN

5. Suggested Readings

1. Bandopadhyay, J. (1970) – *Making on India's Foreign Policy*. New Delhi: Allied Press. ✓
2. Bajpayee, Kanti and Pant, Harsh V. (ed) (2013) – *Critical Analysis of India's Foreign Policy*. New Delhi: Oxford University Press.
3. Cohen, Stephen (2001) – *India: Emerging Power*. US: Brookings Institution Press.
4. Ganguly, Sumit (2014) – *India's Foreign Policy: Retrospect and Prospect*. New York: Routledge.
5. Ganguly, Sumit (ed) (2003) – *India as an Emerging Power*. London: Frank Cass.
6. Mishra, K.P. (ed) (1969) – *Studies in India's Foreign Policy*. New Delhi: Vikas Publications.
7. Nayar, B.R. and Paul, P.V. (2003) – *India in the World Order*. New York: Cambridge University Press.

8. Bertsch, G.K. and Gahlaut, S. (ed) (1999) – *Engaging India: US – Strategic Relations with the World's largest Democracy*. New York: Routledge.
9. Dutt, V.P. 2002 – *India's Foreign Policy in a Changing World*. New Delhi: Vikas Publications.
10. Pant, H.V. (ed) (2009) – *India's Foreign Policy in the UniPolar World*. New Delhi: Routledge.
11. Man Singh, Lalit (ed) (1997) – *India's Foreign Policy: Agenda for the 21st Century*. New Delhi: Konark Publications.
12. Dixit, J.N (2001) - *India's Foreign Policy – Challenge of Terrorism Fashioning Interstate Equations*. New Delhi: Gyan Publishing.
13. Singh, V.K. (2010) – *India's Energy Security: The Changing Dynamics*. New Delhi: Pentagon Energy Press.
14. Sikri, Rajiv (2009) – *Challenge and Strategy: Rethinking India's Foreign Policy*. New Delhi: Sage Publications.
15. Khanna V.K., Kumar Leslie (2018) *Foreign Policy of India*. New Delhi . Vikas Publishing House

6.Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Local	The Course addresses India's foreign policy principles, objectives
National	The national determinants of India's foreign policy
Regional	The Course helps understand India's relation with regional powers
Global	The Course addresses India's relations with global powers and its interests at the international

b) Components on Skill Development/Entrepreneurship Development/Employability

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

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar 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 Exam
CO2	CIA-1	
CO3	CIA-2 Skill Test	
CO4	CIA-2 Presentation	
CO5		

b) Model Question Paper- End Semester Exam

India and the World

TIME: 2Hr

Course Code: U24/POL/DSE/502

MAX.MARKS: 60

Section A

Answer the following:

Marks – 5x10 = 50

1. What are the objectives and principles of India's foreign policy?

OR

2. Critically analyse the relevance of NAM in current global politics
3. Critically evaluate the changes in India-US relations

OR

4. Post-colonial Sovereignty has played a major role in shaping India-China relations - Elaborate
5. What are the major factors determining relations between India and Sri Lanka?

OR

6. Pakistani irredentism and India's postcolonial sovereignty have played major roles in shaping Indo-Pakistan relations - Justify
7. Critically evaluate India's counter-terrorism policy

OR

8. Identify the major issues in India's energy security
9. India-EU relations is a story of missed opportunities - explain

OR

10. India's look east and act east policies have had a major impact on its position as a regional superpower - justify

Section B

Answer Any Five of the following

Marks – 5x2=10

11. Objective of India's foreign policy
12. Indo-Japan relations

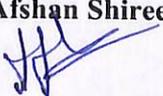
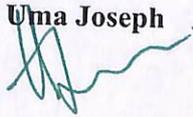
13. Indo-Myanmar relations
14. Nuclear Policy
15. India-BRICS relations
16. India-Afghanistan Relations
17. Indo-Bhutan Relations

c) Question Paper Blueprint

Module s	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		Understand	15
2		Evaluate	15
3		Examine	15
4		Analyse	15
5		Interpret	15

Prepared by	Checked & Verified by	Approved by
Dr. Sinjini Bhattacharya Sinjini	Dr. Afshan Shireen 	Dr. T. Uma Joseph 

SEMESTER - V

INTERGOVERNMENTAL ORGANIZATIONS

1. Course Description

Programme: BA
Course Code: U24/POL/SEC/501
Course Type: SEC
No. of credits: 2

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

2. Course Objectives

- To acquaint students with the United Nations
- To acquaint students various regional and intergovernmental organizations

3. Course Outcomes

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

- CO1: Illustrate the role and importance of UN in global politics
CO2: Demonstrate the importance of regional and intergovernmental

4. Course Content

MODULE I: UNITED NATIONS

- Organs - Structure and Functions
- Role and significance in global politics

MODULE II: Regional and Intergovernmental Organizations

- ASEAN
- SAARC
- BRICS

5. References

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6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Regional	The syllabus addresses the importance of regional organizations
Global	The Syllabus addresses the role and functions of the UN



HEAD
Department of Political Science
Osmania University
Hyderabad - 500 008

b) Components on Skill Development/Entrepreneurship Development/Employability

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

7. Pedagogy

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

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	Presentation	Written Exam
CO2	Project	

b) Model Question Paper- End Semester Exam

INTERGOVERNMENTAL ORGANIZATIONS

TIME: 1 Hour
MAX.MARKS: 30

Course Code:U24/POL/SEC/501

Answer Any Five Marks – 5x6 = 30

1. Critically evaluate the role of Security Council in global politics
2. Examine the organization and functions of International Court of Justice
3. Is the UN able to fulfil its role of maintaining peace and security? Comment.
4. What are the main goals of ASEAN? Examine its functioning.
5. What are the main reasons for the non-performance of SAARC?
6. Examine the effect of BRICS expansion.
7. What is the role of the General assembly in global politics?

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		Analyze	15
2		Analyze	15

Prepared by	Checked & Verified by	Approved by
Dr. Sinjini Bhattacharya <i>Sinjini</i>	Dr. Afshan Shireen <i>Afshan</i>	Dr. T. Uma Joseph <i>T. Uma</i>

SEMESTER - V

INTRODUCTION TO WOMEN'S WRITING

1. Course Description

Programme: B.A

Course Code: U24/LIT/DSE/501

Course Type :DSE

No. of credits: 5

Max. Hours: 75 hrs

Hours per week: 5 hrs

Max. Marks: 100

2. Course Objectives

- To sensitize learners to various issues pertaining to women, their role and treatment in a patriarchal society cutting across race, class, culture and ethnicity.
- To prepare the learners to comprehend, assess and analyse the role of women in the relatively changing world.
- To sensitize learners to the exploitation and the predicament of women down the ages through women's writing.

3. Course Outcomes

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

CO1: Analyse and critically think about the status of women in the society, their role and treatment. (Analyse)

CO2: Illustrate the predicament of women writers in patriarchal literary canon and final independence as prerequisite to writing. (Apply)

CO3: Critically analyse the implications of gender sensitization in a society afflicted with discrimination and marginalization (caste, class) with a subtle allusion to myth and aspects of Eco-feminism. (Analyse)

CO4: Describe the different phases of feminism and the implications of women's liberation and identity in the Indian patriarchal set up through reading of the prescribed text. (Apply)

CO5: Demonstrate strength of faith and optimistic attitude to face the challenges of life. (Synthesis)

Parimela
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)**

Feminism, Revisionist Myth-making, Dalit Feminism, Black Feminism

MODULE II: POETRY (15 hrs)

“Still I Rise” - Maya Angelou

“No Coward Soul is Mine” - Emily Bronte

MODULE III: PROSE (15 hrs)

“A Room of One’s Own”- Virginia Woolf

MODULE IV: SHORT STORY/ESSAY (15 hrs)

“The Fisherman’s Wife”- Suniti Namjoshi

“Problems for a Contemporary Theory of Gender” - Susie Tharu and Tejaswini Niranjana

MODULE V: ONE ACT PLAY (15 hrs)

“Matsyagandhi” - M. Sajitha

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

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2. Bell, Quentin. (1974). Virginia Woolf. US: Mariner Books.
3. Bhat, Yashoda. (1993). The Image of Women in Indian Literature. New Delhi: B R Publishing Corporation.
4. Dass, Veena Noble (ed.). (1996). Feminism and Literature. New Delhi: Prestige.
5. Deshpande, Shashi. (2004). Collected Stories (vol 2). New Delhi: Penguin Books, India.
6. Dhawan, R.K. (1991). Indian Women Novelists. New Delhi: Prestige Books.
7. Jain, Jasbir. (1996). Women's Writing. Delhi: Raawat Publications.
8. Leaska, M.A. (1977). The Novels of Virginia Woolf from Beginning to End. New York: John Jay Press.
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11. Pandey, Birendra. (2001). Indian Women Novelists in English. New Delhi: Sarup and Sons.
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14. Singh, Sushila. (1991). Feminism and Recent Fiction in English. Delhi: Prestige Books.
15. Vijayashree. C. (2001). The Artful Transgressor: Suniti Namjoshi. New Delhi: Raawat Publications.
16. Woolf, Virginia. (1929). A Room of One's Own. New York & London: The Fountain Press.

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

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

X. Stella Martin
4/3/24
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 Development Needs	Understanding intersectional feminism and the diverse needs of women in India contributes to NDN and patriotism.
Global Development Needs	Understanding black feminism and struggles of African and African-American women creates a multicultural understanding.

Parimullu
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) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Feminism, Revisionist Myth-making, Dalit Feminism	Art Projects, Interactive Quiz to enhance presentation skills.
Entrepreneurship Development	“A Room of One’s Own”- Virginia Woolf, “Still I Rise” - Maya Angelou	Organize a symposium where students present research papers or projects on the intersection of literature and entrepreneurship.
Employability	“The Fisherman’s Wife”- Suniti Namjoshi, “Matsyagandhi” - M. Sajitha	Conduct a workshop focusing on professional writing skills. Assign students to create resumes, cover letters, and professional emails. Use examples from Indian authors' biographies or fictional characters to make the exercise more engaging and relevant.

Parimala
4/18/24
Chairperson
Department of English
Osmania University
HYDERABAD-500 007

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

X-Stella Martina
4/13/2024
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.	Experiential Learning	Interactive crossword puzzles and quizzes
2.	Participative Learning	Group Discussion, Presentation
3.	Problem Solving	Forum/Interactive sessions

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	Semester End Written Exam
CO2	CIA 1	
CO3	CIA 1	
CO4	CIA 2 - MCQ/Objective Type	
CO5	CIA 2- MCQ/Objective Type	

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

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

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

b) Model Question Paper- End Semester Exam

INTRODUCTION TO WOMEN'S WRITING

Code: U24/DSE/LIT/501

Max Marks: 60

Credits: 5

Time: 2 hrs

SECTION - A

I. Answer the following (250 words)

5 x 10 = 50 M

1. Write a short note on Revisionist Myth Making

OR

2. Write a short note on Dalit Feminism

3. Comment in your own words the central theme of the poem, "No Coward Soul is Mine" by Emily Bronte.

OR

4. What impact does the repetition of the phrase "I rise" create in the poem: "Still I rise" by Maya Angelou

5. In "A Room of One's Own", Woolf talks of several factors of discrimination (social, economic, artistic etc) concerning women. Do you think they are relevant in the present scenario?

OR

6. What are the symbols and motifs used in Woolf's "A Room of one's own"

7. Write about Feminist fabulation with reference to "The Fisherman's Wife".

OR

8. How do Tharu and Niranjana use the concept of caste, class, and community to challenge traditional feminist inquiry? Provide examples from their essay that illustrate their perspective.

Parimalal

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 007X. Stella Martina
4/3/24
Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16

9. Comment on the implications of the myth on Matsyagandhi with reference to the one-act play by Sajitha Madathil.

OR

10. Write about the representation of women in Sajitha Madathil's play "Matsyagandhi".

SECTION - B

II. Answer any 5 out of 7 questions:

2 x 5 = 10 M

11. Discuss the concept of revisionist mythmaking.
12. Annotate the following- "Bringing the gifts that my ancestors gave, I am the dream and the hope of the slave. I rise I rise I rise."
13. Annotate the following: "O God within my breast Almighty ever-present Deity Life, that in me hast rest, As I undying life, have power in thee"
14. Comment in your own words the central theme of the poem, "No Coward Soul is Mine" by Emily Bronte
15. What myth is the playwright alluding to in the concluding lines of the one act play "Matsyagandhi"
16. How do the authors of "Contemporary Theory of Gender" argue that "woman" is not a homogenous category?
17. In what ways would the emergence of a new port affect the lives of the fisher folk in Sajitha Madathil's play "Matsyagandhi".

Parimala
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 Martina
4/3/24
Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 10

SEMESTER - V

INTRODUCTION TO WORLD LITERATURE

1. Course Description

Programme: B.A.	Max. Hours: 75 Hours
Course Code: U24/LIT/DSE/502	Hours per week: 5 Hours
Course Type: DSE-2	Max. Marks: 100
No. of credits: 5	

2. Course Objectives:

- To introduce learners to a global view through the study of national literatures across the world.
- To demonstrate ability to show an understanding of cultural exchange processes as represented through literature from different parts of the world.
- To enable learners to relate socio-economic development to the historic development of the Nation through various literary texts.

3. Course Outcomes:

On completion of the course learners will be able to:

CO1: Learners are acquainted with the major literary concepts/movements to comprehend and interpret the prescribed texts of World Literature. (Understand)

CO2: Learners gain a perspective of the post-colonial Nigerian society afflicted by the conflicts between tradition and modernity. (Evaluate)

CO3: Learners emerge conscious of the illusions pertaining to national identity and the status of an individual in a given geographical area.(Comprehend)

CO4: Learners construct ideas on multiculturalism, disconnect from native land and the challenges faced by the indigenous tribes of Australia. (Apply)

CO5: Learners are familiarized with the genre of embedded fantasy narrative and the contrasting harsh reality of Russian society. (Analyse)

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

6/4/2024
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: CONCEPTS/MOVEMENTS (15 Hours)**

Colonialism, Post colonialism, Marxism, Embedded Narratives

MODULE II: POETRY (15 Hours)

Oodgeroo Noonuccal - "Namatjira, The Aboriginal Man"

Wole Soyinka - "Dedication"

MODULE III: FICTION (15 Hours)Amitav Ghosh - *The Shadow Lines***MODULE IV: SHORT STORY (15 Hours)**

Anton Chekov - "Vanka"

Arabian Nights - "The Tale of Three Apples"

MODULE V: DRAMA (15 Hours)Derek Walcott - *Dream on a Monkey Mountain*

Ravindranth

4/3/24

Chairperson
Board of Studies (UG & PG)
Department of English
Osmania University
HYDERABAD-500 007Gurjot
4/3/2024
PROFESSOR & HEAD
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007X. Stella Martina
4/3/24
Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16

5. References:

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3. Chowdhary, Arvind. (2013). Amitav Ghosh's The Shadow Lines: Critical essays. Chennai: Atlantic Publishers and Distributors Pvt. Ltd.
4. Damrosch, David. (2008). "Toward a History of World Literature." Retrieved from <http://www.jstor.org/stable/20533098?origin=JSTOR-pdf>. ---. (2003).
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Parimela
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

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National development needs.	Learners are able to appreciate Indian Writing in English and analyze them, adding to patriotism and national cohesion.
Global development needs.	Learners are able to understand and analyze different kinds of literature from around the world and address global concerns and multicultural understanding.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	The Shadow Lines	Group activity that can enhance research, teamwork, and presentation skills.
EMP	“Vanka”, “The Tale of Three Apples”	Book review assignments. This activity sharpens critical thinking, analytical writing, and the ability to provide constructive feedback – valuable skills in many professions.

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

Department of English

Gayatri
4/13/2024

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

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

St. Francis College for Women, Hyderabad

7. Pedagogy

S. No	Student Centric Methods Adopted	Type /Description of Activity
1.	Participative Learning	Lecture method
2.	Experiential Learning	Interactive activity
3.	Participative Learning	Audio Visual
4	Participative Learning	Presentations
5	Experiential Learning	Discussions

8. Course Assessment Plan

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

COs	CIA (40%)	End Semester Examinations (60%)
CO1	CIA-2 -MCQs/ Presentation	End Semester Examination
CO2	CIA-1 - IA written exam	
CO3	CIA-1 - IA written exam	
CO4	CIA-2- MCQs/ Presentation	
CO5	CIA-2 -MCQS/ Presentation	

Parinella
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

INTRODUCTION TO WORLD LITERATURE

SEMESTER - V

Code: U20/DSE/LIT/502

Max Marks: 60

Credits: 5

Time: 2 Hrs

SECTION – A

I. Answer the following (250 words)

5 x 10 = 50 Marks

1. Explain the concept of Embedded Narratives.

OR

2. What is Marxism?

3. Discuss the title of the poem "Aboriginal Man".

OR

4. Explain in detail the themes of the poem "Dedication" by Wole Soyinka.

5. Examine the theme of nationalism in Amitav Ghosh's "Shadow Lines".

OR

6. What, according to you, constitute(s) the "shadows" and the "lines" in Amitav Ghosh's novel "Shadow Lines"?

7. Discuss and appreciate the use of the element of pathos in the text "Vanka" by Chekhov.

OR

8. How does "The Tale of Three Apples" demonstrate the techniques of an embedded narrative?

9. How does "Dream on Monkey Mountain" explore identity from a postcolonial perspective?

OR

10. What is the significance of the "journey" and "home" motifs in Dream on a Monkey Mountain?

Parameela
4/3/24Chairperson
Board of Studies (UG & PG)
Department of English
Osmania University
HYDERABAD-500 0074/3/2024
PROFESSOR & HEAD
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007X. Stella Mastina
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:

5 x 2 = 10 Marks

11. List out the names of two texts (other than the ones prescribed in your syllabus) which can be read as embedded narrative.
12. Who is the character Moustique in Dream on a Monkey Mountain?
13. What is the name of the doll that Ila used to play with as a child? What is the doll symbolical of?
14. Annotate the following briefly:
“What did their loud acclaim avail
Who gave you honour, then gave you jail?”
15. Who does Vanka write the letter to? Why do you think the letter would never reach the intended person?
16. With reference to “Shadow Lines” mention the incident that triggered the riots in Kashmir.
17. Explain the line in the context of the poem:
“They called you a genius and broke your heart”.

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

SEMESTER - V**RESEARCH METHODOLOGY IN HISTORY****1. Course Description**

Programme: B.A
 Course Code: U24/HIS/SEC/501
 Course Type: SEC
 No. of credits:2

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

2. Course Objectives

- To provide students with an introduction to research methods and report writing
- To have basic knowledge on qualitative research techniques.

3. Course Outcomes

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

CO1: Understand research and research methods. **(UNDERSTAND)**

CO2: To develop understanding on various kinds of research, objectives of doing research, research process, research designs and sampling **(APPLY)**

4. Course Content

MODULE I: Research

15 (Hours)

Meaning, Qualitative, Quantitative Research - Choice of subject, Synopsis -Chaptalization - Note Taking - Footnotes, Reference - Indexing & Bibliography - Thesis writing & appendix - Historical Imagination

(UNDERSTAND)

MODULE II: Sources

15 (Hours)

In context: written, oral, visual and archaeological - Historical Facts & Interpretation - Authenticity of Sources -Evaluation of evidence -Causation and generalization -Bias and objectivity in History -Interview - Book Review (APPLY)

5. References

1. E.H Carr: What is History, Penguin,2008
2. Marc Bloch, The Historian's Craft (Introduction and Chapter I: History, Men and Time), Manchester University Press, 1992
3. E. Sreedharan, A Text book of Historiography 500 BC to AD 2000, Orient Longman, 2004
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11. Kumar Ranjit: Research Methodology: A step by step guide for beginners, Sage Publication, 2004.
- 12.Kothari, C.R. Research Methodology; Methods and Techniques, New Age International

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	Inculcate aptitude for research for problem solving of socio-cul political aspects.
Global	Inculcate aptitude for research for problem solving of socio-cul political aspects.

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	Project

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Presentation
2.	Problem Solving	Project

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

RESEARCH METHODOLOGY IN HISTORY

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 Research	CO 1	BL 2	
2	Module 1	Explain Indexing	CO 1	BL 2	
3	Module 1	Describe Thesis writing	CO 1	BL 2	
4	Module 1	What is the importance of footnotes	CO 1	BL 2	
5	Module 2	How to check Authenticity of sources	CO 2	BL 3	
6	Module 2	Identify bias and objectivity in History	CO 2	BL 3	
7	Module 2	Interview as tool of data collection- apply	CO 2	BL 3	

c) Question Paper Blueprint

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

SEMESTER - V

**TRAVEL AND TOURISM
GENERIC ELECTIVE**

1. Course Description

Programme: BA
Course Code: U24/HIS/GE/501
Course Type: GE
No. of credits:4

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

2. Course Objectives

- To enable students to gain an insight into the meaning of Travel
- To understand significance of allied industries of Tourism

3. Course Outcomes

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

CO1: Understand Travel through the Ages
(UNDERSTAND)

CO2: Evaluate the emergence of Tourism as an Industry. (EVALUATE)

CO3: Compare and contrast kinds of tourism. (ANALYSE)

CO4: Gain insight through practical work, on India as a Tourist Destination. (APPLY)

4. Course Content

MODULE I: Introduction to travel and tourism **15(Hours)**

Origin of Travel-Travel through the ages- Importance of Tourism

MODULE II: Meaning- Definition and Scope of Tourism **15 (Hours)**

Economic and Social benefits of Tourism – Uniqueness of India- History of Tourism Development in India

MODULE III: Kinds of Tourism **15 (Hours)**

Historical Tourism-Socio-cultural tourism -Eco-tourism

MODULE IV: Tourism in Telangana **15 (Hours)**

Important Tourist Destinations in Telangana

5. References

- 1.Bhatia, A.K., 2003, *International Tourism*, Sterling Publishers Pvt Ltd., NewDelhi.
- 2.Chattopadhyay, K. (1995): *Economic Impact of Tourism Development; An Indian Experience*, Kanishka Publishers, Delhi.
- 3.Cooper, C, Fletcher, J, Gilbert, D and Wanhill, S. (2002): *Tourism: Principles andPractice*, Addison Wesley Longman Publishing, New York, USA
- 4.Kamra & Chand (2002): *Basics of Tourism, Theory Operation and Practice*; Kanishka Publishers, New Delhi-02
- 5.Kamra, Krishna. K (2001): *Economics of Tourism; Pricing, Impacts, Forecasting*; Kanishka Publishers, New Del
- 6.Pran Nath Seth, 1997, *Successful Tourism Management*, Sterling Publishers Pvt Ltd.,Delhi.
- 7.Pushpinder S. Gill, 1999, *Dynamics of Tourism*, Anmol Publications Pvt Ltd., New Delhi.

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
Local	Gain insight through practical work, on Telangana as a Tourist Destination
National	Gain insight through practical work, on India as a Tourist Destination
Global	Understand the global scenario of travel and tourism industry.

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	Presentation
SD	Module III	Project
SD	Module IV	Assignment

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Field trip
2.	Participative Learning	GD
3.	Problem solving	Case study

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

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA1-Written Exam	Written Exam
CO2	CIA- Written Exam	
CO3	CA -2 Presentation	
CO4	CA 2 Skill test	
CO5	CA 2 Assignment	

b) Model Question Paper- End Semester Exam

TRAVEL AND TOURISM
GENERAL ELECTIVE

SECTION A - INTERNAL CHOICE				4 Q X 10 M = 40 M	
Question Number	Question	Question	CO	BTL(Blooms Taxonomy Level)	
1	Module 1	Meaning, definition and scope of Tourism - Explain	CO 1	BL 2	
2	Module 1	Demonstrate travel through ages	CO 1	BL 2	
3	Module 2	Analyse social economic benefits of tourism	CO 2	BL 5	
4	Module 2	Examine the uniqueness of India	CO 2	BL 5	
5	Module 3	Asses the scope of Eco tourism	CO 3	BL 4	
6	Module 3	Build an argument to support cultural tourism	CO 3	BL 4	
7	Module 4	Give example of Heritage sites in Telangana	CO 4	BL 3	
8	Module 4	Identify the lacunae of tourism development in Telangana	CO 4	BL 3	
SECTION B - ANSWER ANY 4 OUT OF 6				4 Q X 5 M = 20 M	
(To compulsorily have ONE question from each module)					
11	Module 1	Fairs	CO 1	BL 1	
12	Module 2	International Tourism	CO 2	BL 1	
13	Module 3	Wellness centres	CO 3	BL 1	
14	Module 4	Tourism Policy -National	CO 4	BL 1	
15	Module 1	Components of Tourism	CO 1	BL 1	
16	Module4	Festivals	CO 4	BL 1	

SEMESTER - V**WORLD HISTORY (1453-1871)****1. Course Description**

Programme: B.A
 Course Code: U24/HIS/DSE/501
 Course Type: DSE
 No. of credits:5

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

2. Course Objectives

- To Describe and explain the causes and effects of events and developments of past.
- To understand the impact on political, religious movements all over Europe.

3. Course Outcomes

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

CO1: Understand the different contexts, perspectives and interpretations of the modern world history (**UNDERSTAND**)

CO2: Evaluate the impact of the major events in European history, Geographical Discoveries and Renaissance (**EVALUATE**)

CO3: Analyse the impact of rule of the Enlightened Despots and apply the knowledge to understand the dynamics of political developments in Europe (**ANALYSE**)

CO4: Illustrate the causes and impact of Industrial Revolution. (**UNDERSTAND**)

CO5: Examine the National movements in Europe leading to the unification of nations (**ANALYSE**)

4. Course Content**MODULE I: Fall of Constantinople and its Impact – 15 (Hours)**

New Geographical Discoveries and their impact- Renaissance - Reformation – Role of Martin Luther and Counter – Reformation - Rise of Nation States

MODULE II: - Enlightened Despotism – 15 (Hours)

Fredrick the Great- Peter the Great - Catherine the Great

MODULE III: Revolutionary Quarter of 18th century- 15 (Hours)

American War of Independence - French Revolution - Era of Napoleon-Congress of Vienna- Revolutions in Europe 1830-1848 and their significance.

MODULE IV: - Industrial Revolution - Causes course and Results. 15 (Hours)**MODULE V: Rise of Nationalism and its Impact 15 (Hours)**

Unification of Italy- Unification of Germany

5. References

1. Allan O. Kownslar and Terry L. Smart ed. Europe and our World – A study of WorldHistory, USA, 1977
2. David Thomson, World History 1914-1968, Oxford University Press, London, 1977
3. Edward Fueter, World History, 1815-1920, Calcutta, 1956
4. Fisher, HAL A History of Europe, Cambridge, 1977
5. Gordon Wright, ed. The Western World, Vol II from 1700, USA, 1974
6. Hayes, History of Europe up to 1870.
7. John Roberts, Chief editor, Civilization – Journey to the Modern World, USA, 1973
8. Leo Gershoy ed., A survey of European Civilization, New York, 1969
9. Palmer, A.W. A Dictionary of Modern History, 1789-1945, New York, 1977
10. South Gate, GW, Modern European History 1453-1661, London, 1972
11. Swain, J.E., A History of World Civilizatio, New Delhi, 1976
12. Thomson, Europe since Napoleon, Penguin.

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
Global	Develop an understanding of Modern Europe from a theocratic society to modern Nation state system.

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	Term Paper
SD	Module I	Group discussions
SD	Module III	Presentations

7. Pedagogy

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

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

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA1-Written Exam	Written Exam
CO2	CIA II- Written Exam	
CO3	CA 2 -Assignment	
CO4	CA 2-Skill test	
CO5	Ca 2- Presentation	

b) Model Question Paper- End Semester Exam

WORLD HISTORY (1453-1871)

SECTION A - INTERNAL CHOICE			5 Q X 10 M = 50 M	
Question Number	Question	Question	CO	BTL(Blooms Taxonomy Level)
1	Module 1	Describe importance of Geographical discoveries	CO 1	BL 2
2	Module 1	Explain role Martin Luther king Protestant movement	CO 1	BL 2
3	Module 2	Evaluate role of Frederick the great	CO 2	BL 5
4	Module 2	Peter father of Modern Russia- Estimate	CO 2	BL 5
5	Module 3	Analyse American Revolution	CO 3	BL 4
6	Module 3	Examine outcome of French Revolution	CO 3	BL 4
7	Module 4	Explain causes of Industrial Revolution	CO 4	BL 2
8	Module 4	Explain outcome of IR	CO 4	BL 2
9	Module 5	Analyse unification of Germany	CO 5	BL 4
10	Module 5	Analyse unification of Italy	CO 5	BL 4
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	Renaissance	CO 1	BL 1
12	Module 2	Catherine	CO 2	BL 1
13	Module 3	Vienna 1815	CO 3	BL 1
14	Module 4	Scientific invention	CO 4	BL 1
15	Module 5	Bismarck	CO 5	BL 1
16	Module1	1453	CO 1	BL 1
17	Module5	Garibaldi	CO 5	BL 1