

SEMESTER - VI

CONTEMPORARY POLITICAL THEORY

1. Course Description

Programme: **B.A**
Course Code: **U24/POL/DSE/602**
Course Type: **DSE**
No. of credits: **5**

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

2. Course Objectives

- To introduce the students to the political ideas of the prominent contemporary thinkers.
- To enable to understand the influence of the contemporary political ideas on the current political trends at the national and global levels.

3. Course Outcomes

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

CO1: Identify the contemporary liberal thinkers. **(Understand)**

CO2: Distinguish the ideas of Neo-Marxist thinkers. **(Analyze)**

CO3: Examine the theories of feminist thinkers of the contemporary times. **(Analyze)**

CO4: Critique the current trends in the multicultural countries.
(Evaluate)

CO5: Judge the impact of Communitarian ideas on the contemporary movements for group rights. **(Evaluate)**

4. Course Content**MODULE I: Liberal Theory (15 Hours)**

1. Isaiah Berlin -Two Concepts of Liberty
2. John Rawls – Theory of Justice
3. Robert Nozick - Libertarianism

MODULE II: Neo-Marxist Theory (15 Hours)

1. Antonio Gramsci – Hegemony and Civil Society.
2. Theodor Adorno – Critical Theory.

MODULE III: Feminist Theory (15 Hours)

1. Simone de Beauvoir – ‘Second Sex’
2. Betty Friedan – ‘The Feminine Mystique’
3. Vandana Shiva – Eco-Feminism

MODULE IV: Multiculturalism (15 Hours)

1. Bhikhu Parekh – Cultural Diversity
2. Will Kymlicka – Multicultural Citizenship

MODULE V: Communitarianism (15 Hours)

1. Michael Walzer – Critique of the ‘Unencumbered Self’
2. CHARLES TAYLOR– ‘POLITICS OF RECOGNITION’

5. References

1. Farrelly Collin Patrick, Contemporary Political Theory – A Reader, Sage, New Delhi, 2004.
2. Farrelly Colin, An Introduction to Contemporary Political Theory, Sage, 2004.
3. Ian Shapro, Contemporary Political Theory, Cambridge University Press, Cambridge, 1977.
4. Sen Amartya, The Idea of Justice, Penguin Books, London, 2009.
5. Misra Krishnakanth, Contemporary Political Theory, Pragati Publication, New Delhi, 1983.
6. Haywood Andrew, Political Theory - An Introduction, Palgrave Publisher, New York, 2015.

6. Syllabus Focus**a) Relevance to Local , Regional , National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
National	The course reflects on the contemporary political ideas that express the pressing socio-political issues of the country.
Global	The course throws light on the contemporary social, political, economic and cultural issues in the global society.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Module III	Group Discussion
Skill Development	Module IV	Class Assignments
Skill Development	Module V	Class Assignments

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	
CO3	CIA 2 Assignment	

b) Model Question Paper- End Semester Exam

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Faculty of ARTS – Department of Political Science
DISCIPLINE SPECIFIC ELECTIVE

Course Code: U20/POL/DSE/602

Max.Marks:60

Credits: 5

Time: 2Hrs

SECTION - A

Answer the Following:

5 x 10 = 50 M

1. Write an essay on Isaiah Berlin's two concepts of liberty.

OR

2. Critically analyze Rawls 'theory of justice'.

3. Critically discuss the relevance of the concept of hegemony in the current global political scenario.

OR

4. Elaborate Adorno's Critical Theory.

5. Reflect on the feminist perspective expressed in 'Second Sex'.

OR

6. Evaluate the concept of Eco-feminism

7. Describe Parekh's views on cultural diversity.

OR

8. Analyze Kymlicka's theory of Multicultural Citizenship.

9. Reflect on Charles Taylor's argument about the politics of recognition.

OR

10. Elaborate Walzer's critique of the 'Unencumbered Self'.

SECTION - B

III. Answer any All the Questions:

5 x 2 = 10 M


11. Civil Society
12. Libertarianism
13. Civil Society
14. Simone de Beauvoir
15. Feminine Mystique
16. Multiculturalism
17. Communitarianism

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1.	15	1	2	10	1	2
2.	15	2	2	10	1	2
3.	15	3	2	10	1	2
4.	15	4	2	10	1	2
5.	15	5	2	10	1	2

9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1	Understand	15
2	2	Analyze	15
3	3	Analyze	15
4	3	Evaluate	15
5	4	Evaluate	15


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SEMESTER VI
DIGITAL JOURNALISM
PRACTICAL

1. Course Description

Programme	: B.A.	Max.Hours	: 30
Course Code	: U24/MCJ/DSE/602/P	Hours per week	: 2
Course Type	: Discipline Specific Elective	Max.Marks	: 50
No. of Credits	: 1 Cr		

2. Course Objectives:

1. To gain understanding about digital information patterns, use and scope
2. To enable the students to write for the web platforms

3. Course Outcomes

After the successful completion of the course, the student will be able to:

CO1: To Outline basics of blog writing, web designing and digital marketing

CO2: Demonstrate the competencies and skills required by the media world.

4. Course Content

The following exercises will be given as part of the practicals:

List of Internal Projects

Exercise I

- Writing for Web Media: Basic rules Do's and Don'ts
- Basics of SEO
- Write a blog post using the above skills acquired

(05 M)


DR. SATISH KUMAR THALLADI
Head & Chairman, B.O.S.
Department of Journalism and Mass Communication
Osmania University, Hyderabad - 500 007

Exercise II

(10 M)

- Writing News stories, Features and Articles on the Web
- Interviewing on the Web
- Produce a Feature Profile of a person of relevance.

Exercise III

(05 M)

- Basics of HTML
- Basics of CSS
- Write a code using these skills

List of External Projects

Exercise I

(10 M)

- Produce a HTML and CSS code for a blog of current affairs topics.

Exercise II

(10 M)

- Produce a web-blog with weekly posts, including profile and portfolio

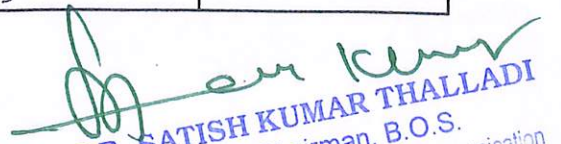
Viva Voce

(10 M)

Prepared by Course Teacher [Name & Signature]	Checked & Verified by HoD / Programme Coordinator [Name & Signature]	Approved by the Principal
NEELA .C 	K. Ravi Kumar 	


Ravi
Head

Dept. of Mass Communication & Journalism
St. Francis College for Women
Begumpet, Hyderabad - 16.


DR. SATISH KUMAR THALLADI
Head & Chairman, B.O.S.
Department of Journalism and Mass Communication
Osmania University, Hyderabad - 500 007

SEMESTER - VI**INDIAN POLITICAL THOUGHT****1. Course Description**

Programme: B.A

Course Code: U24/POL/DSE/601

Course Type: DSC

No. of credits: 5

Max. Hours: 75

Hours per week: 5

Max. Marks: 100

2. Course Objectives

- To introduce the students to the Indian political thought from the ancient to the modern times.
- To familiarize them with various political ideas in the Indian context.

3. Course Outcomes

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

CO1: Gain an understanding of the basic prominent political ideas of ancient India.
(Understand)

CO2: They will understand the political ideas of thinkers from Medieval India. (Understand)

CO3: Relate the Indian national thought to the contemporary trends of nationalism in India.
(Analyze)

CO4: Critically analyze and also compare the reformist ideas of Gandhi and Ambedkar.
(Evaluate)

CO5: Critically evaluate the ideas of the Indian Socialist thinkers. (Evaluate)

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

1. Dharma, Rajdharma and Danda.
2. Kautilya – Saptanga Theory and Mandala Theory.
3. Buddha – Dhamma and Sangha.

MODULE II: Medieval Indian Thought (15 Hours)

1. Basava – Anubhava Mantapa
2. Ziauddin Barani – Theory of Kingship (Ideal Sultan); Ideal Polity

MODULE III: Indian Nationalist Thought (15 Hours)

1. Rabindranath Tagore – ‘Nationalism’
2. Muhammed Iqbal – Islam and Nationalism
3. V.D.Savarkar – Hindu Nationalism

MODULE IV: Reformist Thought (15 Hours)

3. M.K. Gandhi – Ahimsa, Satyagrah and Trusteeship
4. B.R. Ambedkar – ‘Annihilation of Caste’
5. Jyothi Rao Phule – Satyashodhak Samaj

MODULE V: Indian Socialist Thought (15 Hours)

3. M.N. Roy – Radical Humanism.
4. Jawaharlal Nehru – Democratic Socialism.
5. R.M. Lohia – Concept of Four Pillars of State (Chaukhamba Model).



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Hyderabad – 500 007

5. References

1. Sharma, R.S (1996) - *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidass.
2. Mehta, V.R (1996) - *Foundations of Indian Political Thought: An Interpretation from Manu to the Present Day*. Delhi: Manohar
3. Pantham , Thomas and K. Deutsch (eds.) (1986) - *Political Thought in Modern India*, Sage.
4. Nanda, B.R ((1997) - *Gandhi and His Critics*. New Delhi: Oxford University Press.
5. Chakrabarty, Bidyut and R.K. Pandey (2009) - *Modern Indian Political Thought- Text and Context*. New Delhi: Sage.
6. Singh, Mahendra Prasad & Himanshu Roy (2011) – *Indian Political Thought: Themes and Thinkers*. New Delhi: Pearson.
7. Ghose, Sanker (1971) – *Socialism and Communism in India*. Allied Publishers.
8. Majumder, B.B. (1967) - *History of Indian Social and Political Ideas: From Rammohan to Dayananda*. Calcutta.
9. Jayapalan, N (2003) – *Indian Political Thinkers: Modern Indian Political Thought*. New Delhi: Atlantic Publishers.
10. Brown, Mackenzie (1959) – *Indian Political Thought: From Manu to Gandhi*. Berkeley: University of California Press.
11. Ghose, Sanker (1984) – *Modern Indian Political Thought*. Allied Publishers.

6. Syllabus Focus**a)Relevance to Local , Regional , National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
National	The course provides knowledge about prominent ideas from the Indian political philosophy that reflect on moral fabric the country's political system.
Global	The theories that the course consists of address international concerns of global leadership, security, peace and harmony.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Module III	Group Discussion
Skill Development	Module IV	Class Assignments
Skill Development	Module V	Class Assignments

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	
CO3	CIA 2 Assignment	

b) Model Question Paper- End Semester Exam

ST. FRANCIS COLLEGE FOR WOMEN, BEGUMPET

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DISCIPLINE SPECIFIC ELECTIVE**

Course Code: U20/POL/DSE/603

Max.Marks:60

Credits:4

Time: 2Hrs

SECTION - A**I. Answer the Following:**

5 x 10 = 50 M

1. Write an essay on Saptanga Theory.

OR

2. Discuss Dharma and Danda as core concepts of ancient Indian political thought.

3. Critically discuss Basava's Anubhava Mantapa.

OR

4. Analyze Barani's theory of kingship.

5. Reflect on Tagore's core ideas on nationalism.

OR

6. Critically discuss Savarkar's views on Hindu nationalism.



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7. Analyze Ambedkar's critique of caste system in India.

OR

8. Explain Gandhi's concept of Ahimsa and comment on its contemporary relevance.

9. Reflect on the unique features of Nehru's Democratic Socialism.

OR

10. Comment on the relevance of Radical Socialism in India.

SECTION - B

II. Answer Any Five of the Questions:

5 x 2 = 10 M

11. Dhamma
12. Trusteeship
13. Graded Inequality
14. Satyashodhak Samaj
15. Chaukhamba Model
16. Rajdharma
17. Satyagrah

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1.	15	1	2	10	1	2
2.	15	2	2	10	1	2
3.	15	3	2	10	1	2
4.	15	4	2	10	1	2
5.	15	5	2	10	1	2



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SEMESTER – VI

INDIA'S SECURITY ENVIRONMENT

1. Course Description

Programme: B.A.

Course Code: U24/POL/SEC/601

Course Type: SEC

No. of credits: 2

Max. Hours: 30

Hours per week: 2 hrs

Max. Marks:50

2. Course Objectives

- To acquaint students with the security threats in India's neighbourhood
- To examine India's nontraditional security threats

3. Course Outcomes

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

CO1: Illustrate the major traditional security threats emerging out of India's neighbouring countries

CO2: Demonstrate a critical understanding of new and emerging threats to India's security

1.Course Content**MODULE I: INDIA'S GEOPOLITICS (7 Hrs)**

1. India's security relations with Pakistan and Bangladesh
2. India and its Indian Ocean Neighbours - Sri Lanka and Maldives
3. India's security relations with Nepal and Bhutan

MODULE II: INDIA'S NON-TRADITIONAL SECURITY (7 Hrs)

1. Maritime Security
2. Energy Security
3. Terrorism

5. References

1. Bandopadhyay, J. (1970) – *Making of India's Foreign Policy*. New Delhi: Allied Press
2. Ganguly, Sumit (2014) – *India's Foreign Policy: Retrospect and Prospect*. New York: Routledge.
3. Pant, H.V. (ed) (2009) – *India's Foreign Policy in the UniPolar World*. New Delhi: Routledge.
4. Sikri, Rajiv (2009) – *Challenge and Strategy: Rethinking India's Foreign Policy*. New Delhi: Sage Publications.
5. Chatterjee Aneek (2017). *Neighbours, Major Powers and Indian Foreign Policy*. Orient Black Swan. New Delhi.



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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	Module I deals with India's traditional security threats emerging out of its immediate regional neighbours
Global	Module II deals with India's non-traditional security threats
National	The paper deal with India's national perspective to traditional and nontraditional security threats

b)Components on Skill Development/Entrepreneurship Development/Employability

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

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	Skill Test	Written Exam
CO2	Presentation	

INDIA'S SECURITY ENVIRONMENT

TIME: 1 Hour
MAX.MARKS: 30

Course Code:U24/POL/SEC/601

Answer Any Five Marks – 5x6 = 30

1. What are the main points of conflict between India and Pakistan?
2. Critically analyse the importance of Maldives in India's foreign policy.
3. Examine India's security concerns along its border areas.
4. What are the major issues in India's maritime security?
5. Explain how terrorism is a threat to India's security?
6. What are the possible ways in which India should respond to its various traditional and non-traditional security threats?
7. Evaluate India-Bangladesh security relations.

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	Classroom sessions(hrs)
1	1	Evaluate	15
2	2	Evaluate	15



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SEMESTER - VI

INTRODUCTION TO AMERICAN LITERATURE

1. Course Description

Programme: BA

Course Code: U24/LIT/DSE/602

Course Type: DSE

No. of credits: 5

Max. Hours: 75Hrs

Hours per week: 5 Hr

Max. Marks: 100

2. Course Objectives

- To help learners interpret the history and multiple cultural traditions of the United States of America through selected texts.
- To analyse the different genres of American and African American Literature.

3. Course Outcomes

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

CO1: Learners will be able to evaluate and appreciate the history, literary movements, and concepts of American society, through the study of prescribed texts. (Evaluate)

CO2: Learners will be able to critique the variations of American poetry down the ages through prescribed texts. (Analyse)

CO3: Learners will be able to examine the issues of oppressed African women and their resistance through female solidarity. (Understand)

CO4: Learners develop an insight into existential issues of the time besides understanding the psychological fear and guilt through detective fiction.(Apply)

CO5: Learners will be able to explain the response of the individuals and their disillusionment with the American Dream in the context of the Great Depression in American society. (Understand)

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

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

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

4. Course Content**MODULE I - MOVEMENTS/CONCEPTS: (15 Hrs)**

Slave Narrative, American Dream, Harlem Renaissance, Lost Generation

MODULE II – POETRY (15 Hrs)

Emily Dickinson- “If was not death, for I stood up”

Langston Hughes - “Will V-Day be Me-Day Too?”

MODULE III– FICTION (15 Hrs)Alice Walker– *The Color Purple***MODULE IV -SHORT STORY (15 Hrs)**

Hemingway- “A Clean, Well-Lighted Place”

Edgar Allan Poe- “Tell Tale Heart”

MODULE V–DRAMA (15 Hrs)Tennessee Williams - *The Glass Menagerie*

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

5. References

1. Adams, Henry. (2004). *The United States in 1800*. Missouri: University of Missouri.
2. Bayam, Nina. (ed). (2011). *The Norton Anthology of American Literature, Vol B. 8th Ed.* New York: W.W. Norton and Co. Inc.
3. Bilton, Alan. (2003). *An Introduction to Contemporary American Fiction*. New York: NYU Press.
4. Bradley, George, Scully, G., & Beathy, H. (1974). *American Tradition in Literature (vol I)*. New York: Grosset & Dunlap.
5. Davidson, Cathy. (2004). *Revolution and the World: The Rise of the Novel in America*. Oxford: Oxford UP.
6. Dickinson, Emily. (2009). Poems. Charleston: Bibliolife —Part II: Nature- Nature the Gentlest Mother. Retrieved from <https://owlcation.com/humanities/emily-dickinsons-nature-the-gentlest-mother-is>
7. Gates, Henry Louis Jr., Valerie Smith, et.al. (2014). *The Norton Anthology of African American Literature. 3rd Ed. Vol. 1*. New York: Norton & Co.
8. Hemingway, Ernest. (1990). *A Clean, Well-Lighted Place*. Kansas City: Creative Education.
9. Hughes, Langston. (1926). *When will V-Day be Me-Day?* Retrieved from <https://poets.org/poem/will-v-day-be-me-day-too>.
10. Poe, Edgar Allan. (1845). *The Tell-Tale Heart*. Retrieved from https://americanenglish.state.gov/files/ae/resource_files/the_tell-tale_heart_0.pdf.
11. (2004). *The Collected Works of Edgar Allan Poe*. Hertfordshire: Wordsworth Eds. Original date 1845.
12. Walker, Alice. (2014). *The Color Purple*. London: Orion Publishing Co.
13. Williams, Tennessee. (2009). *The Glass Menagerie*. London: Penguin UK.

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

4/3/24

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

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
Global Development Needs	Understanding American literature contributes to cultural literacy in a global context. American literature has influenced and been influenced by global literary traditions, and familiarity with it enhances the appreciation of the interconnectedness of world literature.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Alice Walker – <i>The Color Purple</i>	Assigning students to choose research topics related to the novel. Possible topics include: <ul style="list-style-type: none"> The historical context of the early 20th century in the Southern United States. The feminist and social justice movements during the time of the novel.
ED	Emily Dickinson – “If was not death, for I stood up” Langston Hughes – “Will V-Day be Me-Day Too?”	Choose a set of American poems that align with entrepreneurial themes such as ambition, creativity, resilience, risk-taking, or leadership.

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

EMP	Hemingway- "A Clean, Well-Lighted Place" Edgar Allan Poe- "Tell Tale Heart"	a problem or challenge inspired by the short stories to the students. Ask them to brainstorm and discuss how they would approach and solve the issue using employability skills.
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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, Roleplay

Parimala
4/3/24

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

Prof. J. S. Reddy
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

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%
CO 1	CIA2-Oral Presentation	End Semester Exam
CO 2	CIA 1	
CO 3	CIA 1	
CO 4	CIA 2-MCQs/Objective type	
CO 5	CIA 2-MCQs/Objective type	

b) Model Question Paper- End Semester Exam

INTRODUCTION TO AMERICAN LITERATURE

SEMESTER- VI

Course Code: U24/LIT/DSE/602

Max.Marks:60

Credits: 5

Max Time: 2 Hrs

SECTION -A

I. Answer the following (250 words)

5x 10 = 50 Marks

1. Elaborate the concept of the American Dream.

OR

2. Discuss the concept of Lost Generation.

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

20/09/24
 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
 Begumpet, Hyderabad - 16

3. Discuss the central theme in Langston Hughes's poem—Will V-Day be Me-Day Too?

OR

4. Describe the concept of death in Emily Dickinson's poem – It was not Death, for I stood up.

5. In *The Color Purple*, Alice Walker explores the problems that black women face in the United States. Discuss.

OR

6. Discuss the theme of male-female relationship in the novel *The Color Purple*.

7. Why does the narrator want to kill the old man in the short story "The Tell Tale Heart"?

OR

8. Discuss the significance of the title—"A Clean, Well-Lighted Place".

9. Which aspects of *The Glass Menagerie* are realistic? Which aspects are the most realistic? Discuss.

OR

10. Who is the protagonist of the play *The Glass Menagerie*? Justify.

SECTION -B

II. Answer any 5 out of 7 questions

5x 2 = 10 Marks

1. Name any two writers of the Lost Generation.
2. Annotate the following briefly:

"I am a Negro American Out to defend my land army, Navy, AirCorps—I am there"

3. What is Mary Agnes' actual or real name in the novel—*The Color Purple*?
4. List two evidence that shows that the narrator is insane in the "Tell Tale Heart"?
5. What does Laura persuade Jim to sign while they are talking in the living room alone?
6. List the literary devices are used in the poem -"It was not death for I stood up"?
7. Discuss the title of the novel *The Color Purple*.

Paadmeley
4/13/2024
Chairperson
Board of Studies (UG & PG)
Department of English
Osmania University
HYDERABAD-500 007

Prof. V. H. S. Rao
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

SEMESTER VI

INTRODUCTION TO DIGITAL MEDIA

1. Course Description

Programme: B.A

Max. Hours. 60

Course Code: U24/MCJ/DSE/602

Hours per week. : 4

Course Type: Discipline Specific Elective

Max. Marks. 100

No. of credits: 4 Crs

2. Course Objective:

1. Shine light on the various aspects of digital media
2. Equip the students with skills to produce online content

3. Course Outcome:

After completion of the course, the student will be able to:

CO1: Define written, oral, and visual communication and critique new media.

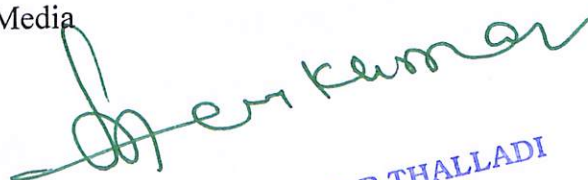
CO2: Describe the functioning of media technologies.

CO3: Demonstrate ability to produce news online

CO4: Analyze the dynamics of Social Media



Head
Dept. of Mass Communication & Journalism
St. Francis College for Women
Begumpet, Hyderabad - 16.



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Head & Chairman, B.O.S.
Department of Journalism and Mass Communication
Osmania University, Hyderabad - 500 007

4. Course Content

MODULE - I: INTERNET AND COMMUNICATION ACROSS BOUNDARIES (15 HRS)

Salient features and advantages of new media over traditional media. History and evolution of new media and problems of access, digital divide. Social Media and their impact on radio TV and Newspapers. Internet and knowledge society. Origin and growth of the World Wide Web and Internet.

MODULE – II: DIGITAL PUBLISHING (15 HRS)

E-books and E-publishing. Basics of web designing. Search engines, Web databases, search and retrieval, Novelty, strength and weakness.

MODULE - III: TOOLS OF MULTIMEDIA JOURNALISTS (15 HRS)

Feature writing, story ideas, development and news updates on online media. Citizen Journalism, use of blogs, tweets, etc. for story generation and development. Protecting copyright. The new breaking news medium. Web based newspapers, web-journalism, changing role of e-journalist. Status of online Journalism in India today. Content Management Systems.

MODULE - IV: DYNAMICS OF SOCIAL MEDIA NETWORKS (15 HRS)

Internet as the public sphere. Participatory Culture, Online Communities and their types. Generation of Tweets. Social Media Algorithms. (Meta, Twitter/X) Social Media Business Model. Internet and freedom of expression. Internet regulation in different countries: and cyber laws: Information Technology Act, 2000 (IT Act), Digital Personal Data Protection Act 2023. Net Neutrality.

5. Reading Books

1. Dynamic Web Publishing Unleashed – Shelley Powers, Techmedia 1998
2. Assessing the State of Web Journalism.-Nath, Shyam- Authors Press, New Delhi, 2002
3. Net, Media and Mass Communication. - Chakravarthy, Jagdish. Authors press, New Delhi, 2004
4. Mass Media and Information Revolution. - Bhargava, Gopal. - Isha Books, New Delhi, 2004
5. The Communication Revolution.- Menon, Narayana. - National Book Trust.
6. Media in the Digital Age. - Pavlik J.V. -Columbia University Press.

Satish Kumar

DR. SATISH KUMAR THALLADI
 Head & Chairman, B.O.S.
 Department of Journalism and Mass Communication
 Osmania University, Hyderabad - 500007

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 Hyderabad - 16.

Online Resources

1. <https://open.oregonstate.education/new-media-futures/>
2. <https://press.rebus.community/mscy/>
3. [https://www.fulcrum.org/epubs/v405sc56x?locale=en#/6/2\[cover\]!/4/6/1:0](https://www.fulcrum.org/epubs/v405sc56x?locale=en#/6/2[cover]!/4/6/1:0)
4. <https://www.digitalculture.org/books/hyperlinked-society/>

6. Syllabus Focus

a) Relevance to Local/ Regional/ National/ Global needs

Modules	FOCUS	Relevance
	Local , Regional , National and Global Development Needs	
Module I	Global	The module is designed to understand the history of New Media
Module II	National, Local	The module is designed to understand the functioning of New Media
Module III	Global, National, Regional,Local	The module is designed to equip the students with skills of producing New Media Content
Module IV	Global, National,	The module is designed to shine light on the sociological aspects of New

Ravi
- Head
Dept. of Mass Communication & Journalism
St. Francis College for Women
Begunur, Hyderabad - 16.

Satish Kumar
DR. SATISH KUMAR THALLADI
Head & Chairman, B.O.S.
Department of Journalism and Mass Communication
Osmania University, Hyderabad - 500 007

b) Components of Skill Development/ Entrepreneurship Development/Employability

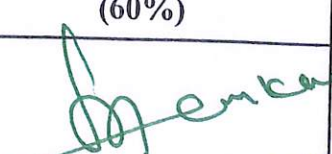
FOCUS		
Skill Development/ Entrepreneurship Development/ Employability	Syllabus Content	Description of Activity
Skill Development	Module I	Interactive Quizzes
Skill Development	Module II	Interactive Games
Employability	Module III	Field Visits
Skill Development	Module IV	Presentations

7. Pedagogy

S. No	Student Centric Methods	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Audio Visual Presentation	Problem Solving
3	Interactive Games	Experiential Learning
4.	Group Discussion	Participative Learning

8. Course Assessment Plan

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

COs	Continuous Internal Assessments - CIA(40%)	End Semester Examination - (60%)
CO1	CIA-1	 End Semester examination DR. SATISH KUMAR THALLADI Head & Chairman, B.O.S. Department of Journalism and Mass Communication Osmania University, Hyderabad - 500 077
CO2	CIA-1	
C03	CIA-2 - Presentations	
C04	CIA-2 Skill Test on Cyber Laws	

b) Question Paper Pattern

SEMESTER VI
INTRODUCTION TO NEW MEDIA
MODEL QUESTION PAPER

Course Code: U24/MCJ/DSE/602

Max Marks: 60

Credits: 4 Crs

Time: 2 Hrs

SECTION A - Answer ALL the questions.				4Q X 10 M = 40 M	
Q.No	Module	Question	CO	BTL	
1	Module 1	List the salient features and advantages of new media. (OR)	CO 1	I	
2	Module 1	Identify the impact of Social media over the other media	CO 1	I	
3	Module 2	Discuss what must be kept in mind when designing for the web? (OR)	CO 2	II	
4	Module 2	Describe how Search Engines Work.	CO 2	II	
5	Module 3	Examine the status of online Journalism today in India (OR)	CO 3	III	
6	Module 3	Demonstrate the functioning of Content Management Systems	CO 3	III	
7	Module 4	Examine how the Internet is a Public Sphere? (OR)	CO4	IV	
8	Module 4	Compare Internet Regulation in various countries.	CO4	IV	

SECTION B - ANSWER ANY 5			4 Q X 5 M = 20 M	
(To compulsorily Answer ONE question from each module)				
9	Module 1	Define Knowledge Society	CO 1	I
10	Module 1	How would you explain WWW?	CO 1	I
11	Module 2	Compare and contrast E-Newspapers with print newspapers.	CO 2	II
12	Module 3	How can one make use of Tweets in News Generation?	CO 3	III
13	Module 4	Examine the causes of Digital Divide.	CO4	IV
14	Module 4	What are the features of Participatory Culture?	CO4	IV

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

SEMESTER - VI

LITERARY ANALYSIS AND APPLICATION

1. Course Description

Programme: B.A.

Course Code: U24/LIT/DSE/601

Course Type: DSE

No. of credits: 5

Max. Hours: 75

Hours per week: 5

Max. Marks:100

2. Course Objectives

- To provide an overview of the development, evolution of literary theories and its application.
- To prepare the learners to study the correlation between contexts of production and reception of text.
- To write a perceptive composition in the form of literary review of a few texts on the basis of specific schools of criticism.

3. Course Outcomes

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

CO1: Apply relevant theoretical frameworks and concepts (Formalism,

Reader Response and Social Criticism) to analyse the prescribed text of poetry. (Apply)

CO2: Interpret the prescribed prose texts in the light of selected critical approaches

(psychoanalytical, theological, post-colonial, Postmodernism). (Understand)

CO3: Analyse the concept of multiculturalism and politics of language in the context of Creole literature. (Analyse)

CO4: Develop a critical perspective and successfully relate it to interpret unseen passages of poetry and prose. (Evaluate)

CO5: Apply Marxist theory to analyse the prescribed text of short stories. (Apply)

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

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

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

4. Course Content**MODULE I : POETRY****(15 Hrs)**

“Mending Wall” – Robert Frost (Formalistic, Reader Response theory)

“Refugee Mother and Child” – Chinua Achebe (Postcolonial and social criticism)

MODULE II : PROSE**(15 Hrs)***The Power and the Glory* (excerpt) – Graham Greene (Psychoanalytic and Theological approaches)*A House for Mr. Biswas* (Prologue)– V.S Naipaul (Postcolonialism and Postmodernism)**MODULE III : DRAMA****(15 Hrs)***Toufann* – Dev Virahsawmy (Multiculturalism)**MODULE IV :****(15 Hrs)**

Critical Analysis Of Unseen Passage From Poetry

Critical Analysis Of Unseen Passage From Prose

MODULE V: SHORT STORY**(15 Hrs)**

“How much land does a man require?”- Leo Tolstoy (Marxist theory)

“The Garden Party” - Katherine Mansfield (Marxist theory)

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

Department of English

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

St. Francis College for Women, Hyderabad

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

5. References

1. Achebe, Chinua. "Refugee Mother and Child." Retrieved from <http://poetry.onlinenigeria.com/ad.asp?blurb=2andtopic=Refugee%20Mother%20and%20Child>.
2. Aston, N.M (ed.). (1998). *Trends in the Twentieth Century Literary Criticism*. New Delhi: Prestige Books.
3. Daiches, David. (2007). *Critical Approaches to Literature*. Whitefish MT: Kessinger Publishing.
4. Frost, Robert. (2012). *The Early Works of Robert Frost*. North Charleston: Create Space.
5. Graham, Greene. (2001). *The Power and the Glory*. London: Vintage Publishing.
6. Lodge, David. (1979). *The Modes of Modern Writing*. London: Edward Arnold Publishers Ltd.
7. Nagarajan, M. S. (2006). *English Literary Criticism and Theory*. Hyderabad: Orient Longman.
8. Naipaul, V.S. (2011). *In a Free State*. London: Pan Macmillan.
9. ---, (2016). *A House for Mr. Biswas* (Prologue). London: Picador Pan Macmillan. Original date 1961.
10. ---, (1961). *A House for Mr. Biswas* (Prologue). Retrieved from https://www.academia.edu/38586290/A_House_for_Mr._Biswas_Novel_by_V._S._Naipaul.
11. Nayar, Pramod K. (2010). *Post Colonialism: A Guide for the Perplexed*. New York: Continuum Publishing Corporation.
12. Niazi, N., and Goutham R. (2015). *How to Study Literature*. New Delhi: PHI Learning Private Ltd.

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

13. Prasad, B. (2004). *An Introduction to English Criticism*. New Delhi: Macmillan India Ltd.
14. Roberts, Mark. (1975). *The Fundamentals of Literary Criticism*. Oxford: John Wiley and Sons.
15. Waugh, Patricia. (2006). *Literary Theory and Criticism: An Oxford Guide*. Oxford: Oxford UP.

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Global Development Needs	Sensitise students to embrace multiculturalism

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Formalistic, Reader Response theory	Analysis of passages using theories
SD	Critical Analysis Of Unseen Passage From Prose/Poetry	Assignments

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

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	Activity based
3.	Participative Learning	Audio Visual
4.	Participative Learning	Chalk and Talk
5.	Experiential Learning	Discussions

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 MCQs/ Presentations	Written Exam
CO2	CIA-1 - IA written exam	
CO3	CIA-1 - IA written exam	
CO4	CIA-2 MCQs/ Presentations	
CO5	CIA-2 MCQs/ Presentations	

Parimala
4/3/24
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

St. Francis College for Women, Hyderabad

b) Model Question Paper- End Semester Exam

LITERARY ANALYSIS AND APPLICATION

SEMESTER VI

Code: U24/LIT/DSE/601

Max Marks: 60

Credits: 5

Time: 2 Hrs

SECTION - A

I. Answer the following (250 words)

5 x 10 = 50 M

1. What are the multiple connotations of "walls" and "fences" in the poem "Mending Wall"?

OR

2. The poem "Refugee Mother and Child" is all about pathos, reflecting a harsh social reality. Do you agree?

3. How does the "House" stand as a symbol of a post colonial experience? Substantiate your answer with reference to the Prologue of *A House for Mr Biswas*.

OR

4. Examine the working of the Priest's mind in *The Power and the Glory*.5. Investigate the intended use of language in Dev Virahsawmy's *Toufann*.

OR

6. Attempt a critical analysis of the character Kordelia in *Toufann*.

7. Analyse the following in about 250 words.

Some say the world will end in fire,

Some say in ice.

From what I've tasted of desire I

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

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

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

hold with those who favor fire.
 But if it had to perish twice,
 I think I know enough of hate
 To say that for destruction ice
 Is also great
 And would suffice.

OR

8. Analyse the following in about 250 words.

Let me not to the marriage of true minds
 Admit impediments; love is not love
 Which alters when it alteration finds,
 Or bends with the remover to remove.
 O no, it is an ever-fixèd mark
 That looks on tempests and is never shaken;
 It is the star to every wand'ring bark
 Whose worth's unknown, although his height be taken.
 Love's not time's fool, though rosy lips and cheeks
 Within his bending sickle's compass come.
 Love alters not with his brief hours and weeks,
 But bears it out even to the edge of doom:
 If this be error and upon me proved,
 I never writ, nor no man ever loved.

9. Analyse the short story "The Garden Party" from a Marxist perspective.

OR

10. Discuss class and society with reference to the short story "How much land does a man require?"

Parinella
 22/3/24
 Chairperson
 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

St. Francis College for Women, Hyderabad

SECTION - B

II. Answer any FIVE of the following questions.

(5 x 2 = 10 M)

11. What are the crops grown in the neighbouring farms?
12. What event in history is the text *The Power and the Glory* based on?
13. Identify the Bollywood songs used in *Toufann* by Dev Virahsawmy.
14. Elaborate upon any one tool used to analyse an unseen poem.
15. Comment on the theme of innocence and experience in "The Garden Party."
16. Briefly mention the qualities of the priest in *The Power and the Glory*.
17. Against the backdrop of which war is the poem "Refugee Mother and Child" set? How has the war affected the people?

Parimelall
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 - 16

SEMESTER-VI

PROJECT (DISSERTATION)

1. Course Description

Programme : B.A.

Max. Hours :60 hrs

Paper Code: U24/MCJ/PRJ/601

Hours per week: 4 hrs

Type of Course: PROJECT

Max Marks: 100

No. of Credits: 4

2. Course Objectives

- 1.To enable students to produce a coherent and logically argued piece of writing on a subject of their choice related to the field of mass communication and journalism that demonstrates competence in research.
2. To enable students to understand review of literature, research design, methodology, ethics and theoretical arguments.

3. Course Outcomes

After the completion of the course, students will be able to

CO1:Discuss a research idea, transform it into a research question, and investigate it using the appropriate methods.

CO2: Summarize a survey of literature using different sources of information.

CO3: Categorize the different types of variables at play in the research and kind of methods and tools to be used.

CO4: Examine hypothesis testing with statistical analysis tools and present the findings of the study in an appropriate written format.

DR. SATISH KUMAR THALLADI
Head & Chairman, B.O.S.
Department of Journalism and Mass
Osmania University, Hyderabad

Ravi
Head
Dept. of Mass Communication & Journalism
St. Francis College for Women
Rampet, Hyderabad-500016

4. Course Content

- All the students need to work on a research project in any area of Mass Communication and Journalism detailed in the curriculum under the guidance of a faculty supervisor.
- Each Faculty member will be allotted a group of students based on the strength and depending on their specialization and interest, to guide the students and assess their Dissertation.
- The Faculty members will guide the students in selecting the topic and method for research.
- Right from the initial stage of defining the problem the candidate has to submit the progress periodically and also present her progress in the form of seminars in addition to regular discussion with the guide. The dissertation should be of a minimum of 50 pages and up to a maximum of 80 pages.
- APA style needs to be used for the final write-up to the dissertation. The final submission needs to be duly approved by the concerned supervisor. Ethical standards need to be followed. Plagiarism checking (10% only) needs to be done before taking the final submission and the report to be added to the dissertation.

5. Course Assessment Plan

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

CO	Internal Assessments - CIA (40%)	External Assessment - (60%)
CO1-CO5	1. Research Proposal - 10 M 2. Project Progress Presentation - 10 M 3. Faculty Supervisor Assessment - 20 M	1. Presentation - 10M 2. Viva Voce - 20M 3. Dissertation Evaluation - 30 M

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Prepared by Course Teacher [Name & Signature]	Checked & Verified by HoD / Programme Coordinator [Name & Signature]	Approved by the Principal
<i>K. Ravei Kumar</i> <i>Ravei</i>	<i>K. Ravei Kumar</i> <i>Ravei</i>	<i>[Handwritten signature]</i>

DR. SATISH KUMAR THALLADI
Head & Chairman, B.O.S.
Department of Journalism and Mass Communication
Osmania University, Hyderabad

ST. FRANCIS COLLEGE FOR WOMEN, BEGUMPET

(An Autonomous College of Osmania University)
 Faculty of ARTS – Department of Political Science
 CBCS SYLLABUS-2020
 SEMESTER -VI

PROJECT

Programme : B.A
 Course Code: U24/POL/PRJ/601
 Type of Course: DSE
 No. of Credits: 4

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

Course Objective

To learn basic research skills and be able to apply theoretical concepts in Political Science in understanding various socio-political and economic issues.

Course Outcomes

- CO1 – The students will learn the fundamentals of various research methodologies.
- CO2 – They will acquire skills in academic writing.
- CO3 – They will be able to analyse politics better using the basic research and theoretical tools.

EVALUATION**SUBMISSION OF PROJECT WORK AND VIVA****SCHEME OF EVALUATION****INTERNAL EVALUATION – 40 MARKS**

- Submission of Research Proposal – 10 Marks
- Mid-Term Evaluation – 20 Marks
- Final Presentation – 10 Marks

EXTERNAL EVALUATION – 60 MARKS

- Dissertation – 40 Marks
- Viva – 20 Marks



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SEMESTER - VI

PUBLIC RELATIONS

1. Course Description

Programme : B.A.	Max. Hours	60
Course Code : U24/MCJ/DSE/601	Hours per week	4
Course Type : Discipline Specific Elective	Max. Marks	100
No. of credits : 4 Crs		

2. Course Objectives

1. To be able to understand and explain the concepts of Public Relations.
2. To acquaint students with the knowledge of tools of Public Relations.

3. Course Outcomes

After the successful completion of the course, the student will be able to:

CO1 : Identify and list the concepts of the Public Relations discipline.

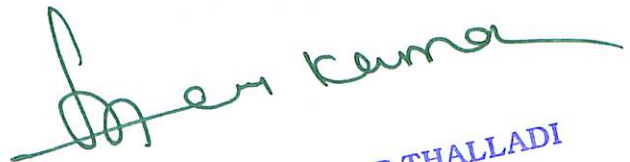
CO2 : Apply communication skills in campaigns and times of crisis.

CO3 : Analyze different types of publics and demonstrate the use of various tools of Public Relations.

CO4 : Evaluate effective/ineffective PR execution.



Head
Dept. of Mass Communication & Journalism
St. Francis College for Women
Begumpet, Hyderabad - 16.



DR. SATISH KUMAR THALLADI
Head & Chairman, B.O.S.
Department of Journalism and Mass Communication
Osmania University, Hyderabad - 500 007

4. Course Content**MODULE I: INTRODUCTION TO PR****(15 Hrs)**

Definition ; Nature ; Scope of PR. Four Models of PR. PR, Publicity and Propaganda. Public Opinion; Opinion leaders. Grapevine and types of grapevine. PR and Advertising. Lobbying. Scope of PR in democratic and developing countries.

MODULE II: PR PLANNING AND PR CRISIS**(15 Hrs)**

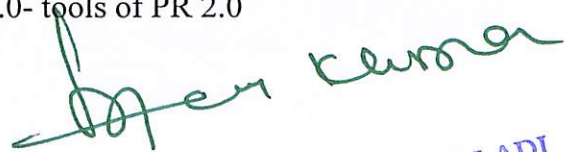
Basic Principles of Public Relations. Organisational Structure and Public Relations; Public Relations Officer. Duties and Responsibilities of a PR manager. PR and New Media Journalistic skills for effective Public Relations. Public Relations Planning Process: RPCE/RACE formula and Evaluation. Crisis communication. Crisis Management and PR; Crisis Team – Need and Importance.

MODULE III: PUBLICS IN PR**(15 Hrs)**

Types of Public; Segmentation of publics – Internal and External Publics. Importance of communicating effectively to internal and external publics. Tools of PR: House Journals. Annual Reports. Brochures. Press Releases. Newsletters. New Media (Websites and Social Media). Press Conference. Open House. Exhibitions. Seminars.

MODULE IV: PR EVALUATION**(15 Hrs)**

E-PR. Media Relations – The principles of good Media Relations; Public Relations in Government and NGO sector. 3 systems in PR practice: In-house PR, PR consultancy and Third system. What is evaluation – Role; Importance; Methods of evaluation. Types of research Surveys. Media Content Analysis. PR Audit. Communication audit. Case Studies – International and National case studies of effective and not so effective Public Relations. P.R 2.0: Define PR 2.0, transition from traditional PR to PR 2.0- tools of PR 2.0


5. Reference Books:

1. Reddi, Narasimha CV: Effective Public Relations and Media Strategy, PHI Learning, New Delhi, 2009.
2. Guth, Marsh: Public Relations A Value Based Approach, Pearson
3. Jane Johnston: Media Relations: Issues and Strategies, A&U, 2008
4. Alison Theaker: The Public Relations Handbook, Routledge.

DR. SATISH KUMAR THALLADI
 Head & Chairman, B.O.S.
 Department of Journalism and Mass Communication
 Osmania University, Hyderabad - 500 007

6. Syllabus Focus

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

Module	FOCUS Local /Regional/ National /Global	Relevance
Module I	Global	The module is designed to introduce public relations
Module II	Global	The module is designed to understand the process of PR campaigns and tackle crisis.
Module III	Global	The module is designed to understand the segmentation of publics
Module IV	Global	The module is designed to understand the role of journalism
Module V	Global	The module is designed to understand the working of PR in different sectors

b) Components of Skill Development/ Entrepreneurship Development/Employability

FOCUS Skill Development/ Entrepreneurship Development/ Employability	Syllabus Content	Description of Activity
Skill Development	Module I	Activity on identifying the differences between PR & Advertising
Skill Development & Employability	Module II	To apply the RPCE formula on a product.
Entrepreneurship	Module III	Tools of PR: Drafting Press invites and Releases.
Skill Development & Employability	Module IV	Case studies of PR campaigns

Ravi
Head

Dept. of Mass Communication & Journalism
Francis College for Women
Begumpet, Hyderabad - 16.
Department of Mass Communication & Journal

Dr. Satish Kumar Thalladi
DR. SATISH KUMAR THALLADI
Head & Chairman, B.O.S.
Department of Journalism and Mass Communication
Osmania University, Hyderabad - 500 007

7. Pedagogy

S. No	Student Centric Methods Adopted	Type/Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Interactive classroom games/quiz	Experiential Learning
3.	Group Discussion	Participative Learning

8. Course Assessment Plan

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

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)
CO1	CIA-1	End Semester examination
CO2		
CO3	CIA-2 Presentation	
CO4	CIA-2 Quiz/ Objective type test	



Head
Dept. of Mass Communication & Journalism
St. Francis College for Women
Begumpet, Hyderabad - 16.



DR. SATISH KUMAR THALLADI
Head & Chairman, B.O.S.
Department of Journalism and Mass Communication
Osmania University, Hyderabad

b) Question Paper Pattern

**PUBLIC RELATIONS
MODEL QUESTION PAPER**

Course Code : U24/MCJ/DSE/601

Max. Marks 60

No. of credits : 4 Crs

Time : 2 Hrs

SECTION A- Answer ALL the questions.			4Q X 10 M = 40 M	
Q.No	Module	Question	CO	BTL
1	Module 1	Describe the nature and scope of Public Relations. (OR)	CO 1	II
2	Module 1	Write short notes on PR, Publicity and Propaganda.	CO 1	II
3	Module 2	Apply the steps of the PR campaign for new trains launched by the Indian Railways. (OR)	CO 2	III
4	Module 2	How would you use the principles of Public Relations to plan a product launch for a company?	CO 2	III
5	Module 3	Analyse the importance of communicating effectively with Internal & External Public. (OR)	CO 3	IV
6	Module 3	Examine the effectiveness of PR tools for a company celebrating a milestone year..	CO 3	IV
7	Module 4	In your opinion, what is the significance of media relations to a PR team? (OR)	CO 4	V
8	Module 4	Define PR 2.0. Explain the need for a shift from traditional PR to PR 2.0?	CO 4	V

Ravi
Head
Department of Mass Communication & Journalism
St. Francis College for Women
Begumpet, Hyderabad - 500 018.

Mani Kumar
DR. SATISH KUMAR THALLADI
Head & Chairman, B.O.S.
Department of Journalism and Mass Communication
Osmania University, Hyderabad - 500 007

SECTION B - ANSWER ANY 4 OUT OF 6			4 Q X 5 M = 20 M	
11	Module 1	What are the four models of PR? Which of them is the most sought after?	CO 1	II
12	Module 2	Compile the duties of a PRO/ PR Manager in an organisation?	CO 2	III
13	Module 3	Differentiate between Open house and Exhibitions	CO 3	IV
14	Module 4	Evaluate the latest developments in E-PR	CO 4	V
15	Module 3	Show with examples the classification of Publics	CO 3	II
16	Module 1	Define Lobbying?	CO 1	II

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	5
2	15	CO-2	2	10	1	5
3	15	CO-3	2	10	1	5
4	15	CO-4	2	10	1	5
1-4	-	CO1-4	-	-	2	5

Ravi
Head

Dept. of Mass Communication & Journalism
St. Francis College for Women
Begumpet, Hyderabad - 16.
Department of Mass Communication & Journal

Satish Kumar

DR. SATISH KUMAR THALLADI
Head & Chairman, B.O.S.
Department of Journalism and Mass Communication
Osmania University, Hyderabad - 500 007

**SEMESTER VI
PUBLIC RELATIONS
PRACTICAL**

1. Course Description

Programme	: B.A.	Max.Hours	: 30
Course Code	: U24/MCJ/DSE/601/P	Hours per week	: 2
Course Type	: Discipline Specific Elective	Max.Marks	: 50
No. of Credits	: 1 Cr		

2. Course Objectives:

1. Students will acquire PR skills.
2. Students will use the skills to apply in practice tools of PR

3. Course Outcomes

- CO1: Demonstrate the skills of a PR Professional.
CO2: Apply in practice the knowledge of PR tools.

4. Course Content

The following exercises will be given as part of the practicals:

List of Internal Projects

Log book to have the following assignments

Exercise I

- Introduction to Public Relations
- Case studies: Maggi & MCH's "Dog's are man's best friends"
- How to draft objectives using S.M.A.R.T technique for an organisation of choice.
- Media relations- Approach plan.

Exercise II**(10 M)**

- Tools of PR
- Requirements of a Brochure & Newsletter
- Drafting a Press Invitation
- Press Release

Dr. Satish Kumar Thalladi

DR. SATISH KUMAR THALLADI
Head & Chairman, B.O.S.
Department of Journalism and Mass Communication
St. Francis College for Women
Begumpet, Hyderabad - 500 097

Ravi
Head-

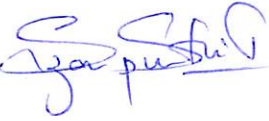


List of External Projects

Every student will be allotted an institute or organisation for which the following publicity material should be prepared and submitted individually.

Exercise I**(20 M)**

1. Newsletter
2. Brochure
3. Infomercials: Video News release/ Institutional advertisement.

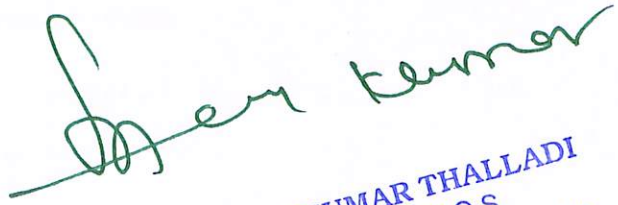
Viva Voce**(10 M)**

Prepared by Course Teacher [Name & Signature]	Checked & Verified by HoD / Programme Coordinator [Name & Signature]	Approved by the Principal
T. SUXAN SPURTHI 	K. Ravi Kumar 	



Head

Dept. of Mass Communication & Journalism
St. Francis College for Women
Begumpet, Hyderabad - 16.



DR. SATISH KUMAR THALLADI
Head & Chairman, B.O.S.
Department of Journalism and Mass Communication
Osmania University, Hyderabad - 500 007

SEMESTER VI

SEC IV - SOCIAL MEDIA FOR JOURNALISM

1. Course Description

Programme	: B.A.	Max. Hours	: 30
Course Code	: U24/MCJ/SEC/601	Hours per week	: 2
Course Type	: Skill Enhancement Course	Max. Marks	: 50
No. of Credits	: 2		

2. Course Objective:


1. To provide an understanding of the social media landscape and gain proficiency in specific uses of various types of social media platforms.
2. To understand how to create ones own presence on social media professionally and the basic strategies of brand Management on social media.

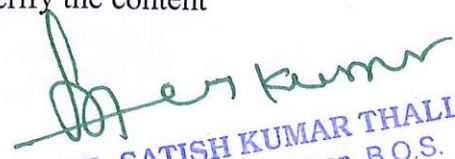
3. Course Outcomes:

After the completion of the course, students will be able to

CO1: Discuss about the concepts and tools of social media

CO2: Select an appropriate verification tool to verify the content


Head
Dept. of Mass Communication & Journalism
St. Francis College for Women
Begumpet, Hyderabad - 16.


DR. SATISH KUMAR THALLADI
Head & Chairman, B.O.S.
Department of Journalism and Mass Communication
Osmania University, Hyderabad - 500 007

4. Course Content

MODULE I : INTRODUCTION TO SOCIAL MEDIA

(15 HRS)

Social media : Concept, Evolution and characteristics; Usage and impact of Social media; Social Media : Risks and Challenges; Social media networking sites : Facebook, twitter, Instagram, LinkedIN and Youtube, Virality of Social media (Meme, Trolls), Social media management tools, Social media analytics.

MODULE II: SOCIAL MEDIA JOURNALISM

(15Hrs)

Social media: writing and Structure; Social Media Optimisation/Engagement (SMO) ,Social News gathering and Listening: Story Ideas, Sources, and Content, Social Collaboration and Curation: Crowdsourcing, News engagements : Facebook, twitter, Instagram and Youtube, Verification and Authenticity of Information, Social Media Policies, Ethics and Diversity.

5. Reference Books

1. Michael Mandiberg, The Social Media Reader (eBook) : <https://klangable.com/uploads/books/Mandiberg-theSocialMediaReader-cc-by-sa-nc.pdf>
2. AnkitLal ,India Social,Hachette India 2017.
<https://hachetteindia.com/PDF/catalogue.pdf>
3. Tim Cigelske,Analytics to Action: A Guide to Social Media Measurement ,Amazon Asia-Pacific Holdings Private Limited, 2017.
4. Anthony Adornato,Mobile and Social Media Journalism:A Practical Guide for Multimedia Journalism,2nd edition,2022.

Ravi

Head
Dept. of Mass Communication & Journalism
St. Francis College for Women
Begumpet, Hyderabad - 16.

Satish Kumar

DR. SATISH KUMAR THALLADI
Head & Chairman, B.O.
Department of Journalism and Mass
Osmania University, Hyderabad

6. Syllabus Focus

a) Relevance to Local/ Regional/ National/ Global needs

Modules	FOCUS	Relevance
	Local , Regional , National and Global Development Needs	
Module I	Global,National, Regional, Local	The module is designed to understand the concepts of social media
Module II	Global,National, Regional, Local	The module is designed to understand social media journalism

b) Components of Skill Development/ Entrepreneurship Development/ Employability

FOCUS	Syllabus Content	Description of Activity
Skill Development/ Entrepreneurship Development/ Employability		
Skill Development	Module I	Case studies
Employability	Module II	Generating social media posts

Ravi

Head

Department of Mass Communication & Journalism
Dept. of Mass Communication & Journalism
St. Francis College for Women
Begumpet, Hyderabad - 15.

Satish Kumar Thalladi

DR. SATISH KUMAR THALLADI
Head & Chairman, B.O.S.

Department of Journalism and Mass Communication
Osmania University, Hyderabad - 500 007
College for Women | 97

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Case studies	Problem Solving
3.	Group Activity : social media analytics	Participative Learning

8. Course Assessment Plan

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

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)
CO1	Virality of social media -10 M	End Semester examination
CO2	Social media news engagement - 10 M	

Ravee
Head

Satish Kumar
DR. SATISH KUMAR THALLADI

Head & Chairman, B.O.S.
Department of Journalism and Mass Communication
Osmania University, Hyderabad - 500 007

b) Question Paper Pattern

SEMESTER VI
 SEC IV – SOCIAL MEDIA ^{For} JOURNALISM
 MODEL QUESTION PAPER

Course Code : U24/MCJ/SEC/601

Max. Marks : 30

No. of Credits : 2

Time : 1 Hour

SECTION A - Answer any FIVE of the following		5 Q X 6 M = 30 M		
Q.No.	Module	Question	CO	BTL
1	Module 1	Discuss about social media and its characteristics.	CO 1	II
2	Module 1	How can you explain the risks and challenges of social media?	CO 1	II
3	Module 1	Explain about social media management tools.	CO 1	II
4	Module 1	Explain about social media analytics.	CO 1	II
5	Module 2	How would you improve Social Media Optimization?	CO 2	III
6	Module 2	How would you design a strategy for Crowdsourcing ?	CO 2	III
7	Module 2	How can you explain Verification and Authenticity of Information on social media?	CO 2	III

SEMESTER - I

SOFT SKILLS

1. Course Description

Programme: BA
Course Code: U24/LIT/SEC/601
Course Type: SEC- 4
No. of credits:2

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

2. Course Objectives

- To able to use LSRW skills
- To understand oneself through literary text
- To develop soft skills required for professional life.

3. Course Outcomes

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

- CO1: Learners are able to understand and develop their personality for professional life. (Understand ,Develop)
- CO2: Learners are able to critically think and analyse when faced with problems in personal life and professional life. (Analyse)

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

6/7/24
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

4.Course Content

MODULE I: PERSONALITY DEVELOPMENT (15 Hrs)

Leadership

- Extract from Interview: A leader Should Know How to Manage Failure: APJ Abdul Kalam

Self Confidence

- I am Enough- Grace Byers

Time Management

- The Ant and the Grasshopper – La Fontaine

Team Work

- Game: Blind Drawing
- “Magic of Teamwork”- Sam Pitroda

Motivational Skills

- Poem: “If” - Rudyard Kipling
- Film: Freedom Writers

MODULE II: PERSONALITY TRAINING (15 Hrs)

Decision Making

- Fables: Two Frogs and a well by Aseop

Problem Solving

- Cap Seller and the Monkey

Innovate Thinking

- Activity: Nine Dot Problem

Emotional Intelligence

- Fables: Turtle and the scorpion

Parineley
4/3/24

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

Prof. G. V. S. R. S. R.
24/3/2024
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

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3. Byers, Grace. I Am Enough. Balzer & Bray/HarperTeen, 2018.
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7. Fries, K. 2019. Eight Essential Qualities That Define Great Leadership. Forbes. Retrieved 2019-02-15 from <https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essential-qualities-that-define-great-leadership/#452ecc963b63>.
8. How to Build Your Creative Confidence. TED talk by David Kelly. https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence
9. India's Hidden Hot Beds of Invention. TED Talk by Anil Gupta. https://www.ted.com/talks/anil_gupta_india_s_hidden_hotbeds_of_invention
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12. Kipling, Rudyard. "If- by Rudyard Kipling." Poetry Foundation, Poetry Foundation, www.poetryfoundation.org/poems/46473/if---.
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Paarnelly
 4/3/24
 Chairperson
 Board of Studies (UG & PG)
 Department of English
 Osmania University
 Hyderabad-500 007.

G. Jayaram
 4/3/24
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

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22. Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin.
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6.Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Local	Students are able to involve in team-based activities
Regional	students are able to organize and manage activities.
National	Students are able to use skills learned for the National Growth
Global	Students will be able to contribute for better Global society

Pavithra
 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

Martina
 4/3/24
 X. Stella
 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 and II	Team work: Blind Drawing
ED	Module I and II	Nine Dot Game
EMP	Module I and II	All the activities make them adapt to different scenario and roles in employment sector

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Interactive Classroom games
2.	Participative Learning	Role Play

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- IA Written Exam	Written Exam
CO2	CIA I- IA Written Exam	

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

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

X. Stella Martina
4/2/24
Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16

b) Model Question Paper- End Semester Exam**SOFT SKILLS****SEMESTER VI****Course Code: U24/LIT/SEC/601****Max. Marks: 30****Credits: 2****Max Time: 1 hour****Section A****Note: Write any 5 from the 7 questions given****5x6M= 30**

1. What are the six-traits required to be a leader according to Abdul Kalam?
2. Why was the grasshopper begging for food?
3. What is the key problem India is facing according to Saam Pitroda?
4. How did the cap seller solve his problem?
5. What was the promise of the scorpion to the Turtle?
6. What did the frogs decide on seeing the well?
7. What is the central theme of the poem "If" by Rudyard Kipling?

SOFT SKILLS**c) Question Paper Blueprint**

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks
I	10	CO1	5 out of 7	5x6= 30 Mark
II	10	CO2		

9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Understand	15
2	2	Analyse	15

Parthasarathy
 4/8/2024
 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
 4/3/24
Head
 Department of English
 St. Francis College For Women
 Begumpet, Hyderabad - 16