

**SEMESTER - III****BRITISH LITERATURE (20<sup>th</sup> CENTURY)****1. Course Description**

Programme: B.A.

Max. Hours:75

Course Code: U24/LIT/DSC/301

Hours per week:5

Course Type: DSC

Max. Marks: 100

No. of credits: 5

**2. Course Objectives**

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

**Course Outcomes**

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

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

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

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

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

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

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

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

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

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

Play of ideas, Island Fiction, Modernism, Existentialism

**MODULE II: POETRY (15 Hrs)**

Wilfred Owen- "Strange Meeting"

W.B Yeats - "The Second Coming"

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

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

Somerset Maugham- "The Lotus Eater"

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

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

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

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

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2. Albert, Edward. (1975). History of English Literature. Oxford, U.K.: Oxford University Press.
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4. Golding, William. (2007). Lord of the flies. New Delhi, Bangalore: UBSP Publishers.
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8. Larkin, Philip., Thwaite, Anthony. (2004). Collected poems. New York, U.S.A.: Farrar, Straus & Giroux Inc.
9. Lawrence, D.H. (2007). The Rocking-Horse Winner. London, U.K.: Perfection Learning.
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*Parimala*  
4/8/24  
Chairperson  
Board of Studies (UG & PG)  
Department of English  
Osmania University  
HYDERABAD-500 007.

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

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

## 6.Syllabus Focus

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

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

## b)Components on Skill Development/Entrepreneurship Development/Employability

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

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

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

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

St. Francis College for Women, Hyderabad

## 7. Pedagogy

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

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

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

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

### 8. Course Assessment Plan

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

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination- 60%
CO1	CIA 2-Oral presentation	Written Exam
CO2	CIA 1	
CO3	CIA 1	
CO4	CIA 2- MCQs/Objective test	
CO5	CIA2-MCQs/Objective test	

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

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

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

## b) Model Question Paper End Semester Exam

## British Literature (20th Century)

## SEMESTER-III

CourseCode: U24/LIT/DSC/301

Max.Marks:60

Credits:5

MaxTime: 2 Hrs

## SECTION-A

## I. Answer the Following (250 words)

5x 10 = 50 Marks

1. Discuss Modernism as a concept.

OR

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

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

OR

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

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

OR

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

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

OR

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

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

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

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

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

OR

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

### SECTION -B

II. Answer any 5 from the following

5 x 2 = 10 Marks

11. Identify any two Modernist writers.

12. What is Eliza's father's name and profession?

13. List out any four names of the children on the island in "Lord of the Flies".

14. Annotate - the following lines-

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

15. Who is the gardener from the short story "The Rocking Horse Winner"?

16. Where did Eliza meet Professor Higgins?

17. What does the conch shell represent for the boys on the island?

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

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

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

## SEMESTER - III

## EDUCATIONAL PSYCHOLOGY

## 1. Course Description

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/SEC/301

Hours per week: 2

Course Type: SEC

Max. Marks: 50 M

No. of credits: 2

## 2. Course Objectives


- To help recognise the role of psychology and identify its pivotal role in facilitating learning and teaching within educational settings.
- To equip students to differentiate intellectual levels and capacities and to recognize the multifaceted responsibilities of teachers towards learners with diverse needs.


## 3. Course Outcomes

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

CO1: Define educational psychology, describe its nature and scope, including its role in learning and teaching within educational settings. (UNDERSTAND)

CO2: Identify and differentiate between individuals identified as mentally gifted, savants, and intellectually challenged; evaluate socio-cultural differences in educational settings and recognise the responsibilities of teachers towards learners with diverse needs, along with understanding the levels and causes of intellectual disability. (UNDERSTAND)

  
HEAD  
Department of Psychology  
Univ. College of Arts & SS  
OSMANIA UNIVERSITY  
Hyderabad-500 007

  
Chairperson  
Board of Studies in Psychology  
Osmania University,  
Hyderabad - 500 007

**4. Course Content****MODULE 1: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY**

Definition, Nature and Scope of educational psychology

Aims and objectives of educational psychology

Learning: Transfer of learning, Forms of transfer - Lateral, sequential, horizontal, vertical, bilateral

Achievement Motivation: Importance of achievement, Achievement Process

Cognitive Styles & Learning Strategies

**MODULE 2: LEARNERS WITH DIVERSE NEEDS**

Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity and dealing with classroom diversity.

Mentally gifted, Savant Syndrome,

Intellectual Disability – levels and causes

Conceptualizing Exceptionality: Categorization, Labelling and its educational implications;

Responsibilities of Teachers towards learners with Special Needs

Responsibilities of Teachers towards learners with Diverse Needs

**References:**

1. Woolfolk, A. Educational Psychology, 9th edition, Pearson Publication.
2. Chauhan, S. S. Advanced Educational Psychology, 6th revised edition, Vikas Publishing House
3. Santrock, J.W. (2006). Educational Psychology, 2nd Edition. New Delhi: Tata McGraw-Hill.
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5. Cornelissen, M., Misra G., & Varma, S. (2010). Foundations of Indian psychology (Vol. 2). New Delhi, India: Pearson. Huppes, N. (2001). Psychic education: A workbook. Pondicherry, India: Sri Aurobindo Ashram.

*Anjuna*

HEAD  
Department of Psychology  
Univ. College of Arts & SS  
OSMANIA UNIVERSITY  
Hyderabad-500 007

*P. Gowtham*

Chairperson  
Board of Studies in Psychology  
Osmania University,  
Hyderabad - 500 007

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  7. Krishnamurti, J. (1974). On education. Ojai, California: Krishnamurti Foundation Trust.
- National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In National Curriculum Framework 2005. New Delhi, India: NCERT.

## 6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	The course helps in understanding individual differences in learning needs; which further helps in developing interventions and support systems for students with special educational needs. This knowledge helps to design inclusive educational programs that cater to diverse learning styles and abilities.

*Anjane*  
 HEAD  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Sarath*  
 Chairperson  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

## b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Analysis, Communication, Reasoning	Modules 1 & 2	Case Study analysis: Provide case studies or scenarios depicting students with different types of learning disabilities or special educational needs. Students work in small groups to analyze each case, identify the specific learning challenges faced by the student, and brainstorm potential strategies or accommodations to support their learning.

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Group Discussions: Students work in small groups to analyze each case, identify the specific learning challenges faced by the student, and brainstorm potential strategies or accommodations to support their learning.
2.	Participative Learning	Case Studies: Provide case studies or scenarios, students identify different types of learning disabilities or special educational needs.
3.	Participative Learning	Research articles: Collect research studies with the given topic and understand the research outcomes.

*Anjuna*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad – 500 007

## 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 Group discussion	Written Exam
CO2	CIA 2 Skill test	

## b) Model Question Paper- End Semester Exam

## EDUCATIONAL PSYCHOLOGY

Course Code: U24/PSY/SEC/301  
Credits: 2

Time: 1 Hrs  
Max marks: 30

## SECTION - A

## I. Answer any five of the following

5 x 6 = 30 M

1. Explain the concept of transfer of learning.
2. Describe cognitive styles and learning strategies.
3. Discuss the socio-cultural differences in a classroom.
4. How can educators meet the needs of gifted learners?
5. Illustrate the levels of intellectual disability and explain.
6. How can educators create an inclusive learning environment, meets the needs of all students?
7. Discuss the aims and objectives of educational psychology.

*[Signature]*  
HEAD  
Department of Psychology  
Univ. College of Arts & SS  
OSMANIA UNIVERSITY  
Hyderabad-500 007

*[Signature]*  
Chairperson  
Board of Studies in Psychology  
Osmania University,  
Hyderabad - 500 007

**SEMESTER - III**

**EXPERIMENTS IN COGNITION**

**1. Course Description**

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/DSC/301/P

Hours per week: 2

Course Type: DSC

Max. Marks: 50 M

No. of credits: 1

**2. Course Objectives**

- To help the students understand the concepts of learning and memory through practical application and interpretation of results.

**3. Course Outcomes**

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

CO1: Apply knowledge of cognitive psychology principles to practically conduct experiments.

**(APPLY)**

CO2: Demonstrate proficiency in administering and interpreting assessments of cognitive principles. **(ANALYSE)**

**4. Course Content**

Any 4 to be conducted from the following list

- |   |                                   |
|---|-----------------------------------|
| 1 | Division of attention ✓           |
| 2 | Serial positioning effect ✓       |
| 3 | Habit Interference                |
| 4 | Effect of feedback on learning ✓  |
| 5 | Online reaction Time              |
| 6 | Massed Vs. Spaced ✓               |
| 7 | Problem Solving - attitude or set |

*Autyur*  
**HEAD**  
**Department of Psychology**  
**Osmania College of Arts & SS**  
**OSMANIA UNIVERSITY**  
**Hyderabad-500 006**

*P. Srinivas*  
**Chairperson**  
**Board of Studies in Psychology**  
**Osmania University,**  
**Hyderabad - 500 007**

## 5. References

1. Hussain A (2004). *Experiments in Psychology*. PHI Learning Pvt. Lt.
2. McGuigan, F. J. (1990). *Experimental psychology: Methods of research*. Prentice-Hall, Inc.
3. Woodworth, R. S., & Schlosberg, H. (1962). *Experimental psychology*. Holt, Rinehart and Winston.
4. Stevens, S. S. (1951). *Handbook of experimental psychology*.


## 6. Syllabus Focus

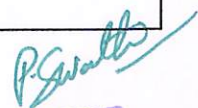
### a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Regional	<p>By understanding how learning and memory processes work can lead to improved academic performance and educational outcomes at regional schools and institutions.</p> <p>It can help in designing more effective training programs for workers in various sectors, leading to improved job performance, higher productivity, and better economic outcomes.</p> <p>Knowing how learning takes place and better ways to memorise can help in preserving and transmitting cultural knowledge across generations.</p>

### b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Rapport Building, Analysis	All experiments	Rapport building, conduction of the experiment, scoring, result interpretation and recording the results.

  
 HEAD  
 Department of Psychology  
 Univ. of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007




  
 Chairperson  
 Board of Studies in Psychology  
 OSMANIA UNIVERSITY  
 Hyderabad - 500 007


DEPARTMENT OF PSYCHOLOGY, ST.FRANCIS COLLEGE FOR WOMEN, HYDERABAD


## 1. Course Assessment Plan

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

Continuous Internal Assessments CIA -40%	End Semester Examination-60%
Practical Record Introductions Skill Test	Written Examination Conduction Viva

Prepared by	Checked & Verified by	Approved by
 Ms. Amulya K Faculty- in- charge	 Dr. Nandini Sanyal HoD	 Dr. Uma Joseph Principal

  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania Univ. rsity,  
 Hyderabad - 500 007

## SEMESTER - III

## INTRODUCTION TO CREATIVE WRITING - New - Daruni

## 1. Course Description

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

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

## 2. Course Objectives:

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

## 3. Course Outcomes:

On completion of the course students will be able to :

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

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

Parimela  
 4/3/24

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

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

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

#### 4. Course Content

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

Clarity and Openness in Writing

Originality and Credibility

Imagery and Symbols in Poetry Writing (examples/illustrations)

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

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

Script Writing-Dialogues and Monologues

Stage Setting and Stage Craft

#### 5. References

1. Beach, J.W. *Twentieth Century Novel: Studies in Technique*. Ludhiana. LyallBookDepot,1965.
2. Cuddon, J.A. *A Dictionary of Literary Terms*. Penguin Books, 1982.
3. Greene, Ellin, and George Shannon. *Storytelling: A Selected Annotated Bibliography*. Garland Publications, Garland Reference Library of Social Sciences, 1986.
4. Hopper, Vincent F. and Cedric Gale. *Essentials of Writing*. 3rd ed. (LC 61-8198), BaronPubs.1983.
5. Jackson, Donald.*The Story of Writing*. Pentalic, Taplinger, 1981.
6. Lemon, L.T and Kumar, Shiv K. *A Glossary for the Study of English*. OUP: Bombay,1974.
7. Lyman, Edna.*What to Tell and How to Tell it*.GaleUniversityPress, 1971.
8. Maybury, Barry. *Writers Workshop: Techniques in Creative Writing*. Batsford,1979.
9. Shaw, H. *Dictionary of Literary Terms*.McGraw-Hill, NewYork, 1972.
10. Shipley, JT.*Dictionary of World Literature(Revised)*.The OdysseyPress, NewYork, 1972.
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*Parthiv*  
Chairperson  
Board of Studies (UG & PG)  
Department of English  
Osmania University  
HYDERABAD-500 007.  
4/13/2024

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

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

## 6. Syllabus Focus

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

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

## b) Components on Skill Development/Entrepreneurship Development/Employability

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

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

7. Pedagogy

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

8. Course Assessment Plan

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

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination- 60%
CO1	CIA-1 Assignment	End Sem Exam
CO2	CIA-2 Script Writing	End Sem Exam

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

## b) Model Question Paper- End Semester Exam

## INTRODUCTION TO CREATIVE WRITING

SEMESTER: III

Course Code: U24/LIT/SEC/301

Max.Marks:30

Credits: 2

Max Time: 1 Hr

## SECTION -A

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

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

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

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

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

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

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

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

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

**SEMESTER - III**

**LAW IN INDIA**

**1. Course Description**

Programme: **B.A**

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

Course Type: **SEC**

No. of credits: **2**

Max. Hours: **30**

Hours per week: **2**

Max. Marks: **50**

**2. Course Objectives**

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

**3. Course Outcomes**

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

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

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


**4. Course Contents**

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

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

**MODULE II: Empowerment (15 Hours)**

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

  
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**5. References**

1. V. Kumari, (2008) 'Offences Against Women', in K, Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press.
2. S. Durrany, (2006) *The Protection of Women From Domestic Violence Act 2005*, New Delhi: Indian Social Institute.
3. M. Sakhrani, (2017), Sexual Harassment: The Conundrum of Law, Due Process, and Justice, *Economic and Political Weekly* (Engage), available at <https://www.epw.in/engage/article/sexual-harassment-conundrum-law-due-process-and-justice>
4. P. D. Mathew, (2004) *The Measure to Prevent Sexual Harassment of Women in Work Place*. New Delhi: Indian Social Institute.
5. P. Mathew, (2002) *The Law on Atrocities Against Scheduled Castes and Scheduled Tribes*, New Delhi: Indian Social Institute.
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8. K. Sankaran, (2008) 'Labour Laws and the World of Work', in K, Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press, Pp.119-131.
8. K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, Pp.39-65.
9. N. Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, pp.171-179.
10. N. Kurian, (2011) 'Consumers', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.
11. Vishnu Konoorayar, (2008), 'Consumer Law', In *Towards Legal Literacy in India*. K. Sankaran and U.K. Singh (eds). New Delhi: Oxford University Press.
12. S. Naib, (2013) 'Right to Information Act 2005', in *The Right to Information in India*. New Delhi: Oxford University Press, Available at [http://www.humanrightsinitiative.org/publications/rTI/guide to use rti act 2005 English2 012 \\_light \\_Aspire.pdf](http://www.humanrightsinitiative.org/publications/rTI/guide%20to%20use%20rti%20act%202005%20English2012_light_Aspire.pdf), Accessed: 19.04.2013.
13. A. Baviskar, (2010), Winning the right to information in India: Is knowledge power, In J Gaventa & R McGee (eds) *Citizen Action and National Policy Reform*, London: Zed
14. S. M. Laskar (2016), *Importance of Right to Information for Good Governance in India*, *Bharati Law Review*, Oct-Dec, available at <http://docs.manupatra.in/newsline/articles/Upload/AC9CD2C7-B8AD-4C5A->

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

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

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

## 6. Syllabus Focus

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

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

**b) Components on Skill Development/Entrepreneurship Development/Employability**

<b>SD/ED/EMP</b>	<b>Syllabus Content</b>	<b>Description of Activity</b>
Skill Development	Module I	Group Discussion
Skill Development	Module II	Class Assignments

**7. Pedagogy**

<b>S. No</b>	<b>Student Centric Methods Adopted</b>	<b>Type / Description of Activity</b>
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**

<b>CO</b>	<b>Continuous Internal Assessments CIA - 40%</b>	<b>End Semester Examination-60%</b>
CO1	CIA 1 Skill Test	Written Exam
CO2	CIA 1 Assignment	

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

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

**c) Question Paper Blueprint**



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

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**9. CO-PO Mapping**

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

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

## SEMESTER - III

## PERSONALITY THEORIES

## 1. Course Description

Programme: B.A

Max. Hours: 60 hours

Course Code: U24/PSY/DSC/301

Hours per week: 4

Course Type: DSC

Max. Marks: 100 M

No. of credits: 4

## 2. Course Objectives

- To introduce personality and explain the factors contributing to personality development.
- To give an overview of the psychoanalytic, type, trait, humanistic and cognitive approaches to personality and their theories of personality development.
- To understand the history of personality testing and classify personality tests.

## 3. Course Outcomes

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

CO1: Understand personality, its key attributes and explain paradigms of personality theories.

(UNDERSTAND)


CO2: Demonstrate a comprehensive understanding of major theories and concepts in psychoanalytic perspective of personality development. (UNDERSTAND)


CO3: Acquire knowledge of the type, trait, humanistic, and cognitive approaches to personality.

(UNDERSTAND)

CO4: Able to classify psychological tests, including their characteristics and application.

(UNDERSTAND AND APPLY)

  
HEAD  
Department of Psychology  
Univ. College of Arts & SS  
OSMANIA UNIVERSITY  
Hyderabad-500 007

  
Chairperson  
Board of Studies in Psychology  
Osmania University,  
Hyderabad - 500 007

**4. Course Content****MODULE 1: INTRODUCTION TO PERSONALITY****15 Hrs**

Definition, Attributes / Nature of personality

Paradigms guiding Personality Theories

Biological basis of personality,

Role of culture, gender and emotions in development of personality

**MODULE 2: PSYCHOANALYTICAL APPROACH****15 Hrs**

Freud: levels and structure of personality, threat to ego and ego defence mechanisms, psychosexual stage of personality development

Jung: Systems of personality - Ego, attitude (extraversion, introversion), psychological functions, psychological types, personal unconscious, complexes, collective unconscious, archetypes (persona, anima, animus, shadow and self archetype)

Adler: Basic Concepts - inferiority complex, superiority complex, fictional finalism; Birth Order  
Overview of Neo-Freudians: Horney, Fromm**MODULE 3: OTHER MAJOR APPROACHES TO PERSONALITY****15 Hrs**

Overview of type, trait, humanistic and cognitive approaches to personality

Type: Kretschmer, Sheldon

Trait: Allport, Cattell, Eysenck &amp; Big Five

Humanistic: Carl Rogers - real-self, ideal self, fully functioning individual and unconditional positive regard

Cognitive: Albert Ellis - ABC model and cognitive distortions; Aaron Beck - Cognitive Triad

*Anand*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*R. Swathi*  
**Chairperson**  
 Board of Studies in Psychology-  
 Osmania University,  
 Hyderabad - 500 007

**MODULE 4: ASSESSMENT OF PERSONALITY****15 Hrs**

Classification of Psychological tests

Characteristics of a good test

History of personality testing,

Difference between testing and assessment; inventories, rating scales projective techniques, interviews, clinical observations

**5. References**

1. Lindzey, G., Hall, C. S., & Manosevitz, M. (1959). *Theories of personality*. John Wiley & Sons, Incorporated.
2. Schultz, D., & Schultz, S. (2012). *Theories of personality*. Cengage Learning.
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4. Smith, B. D., & Vetter, H. J. (1991). *Theories of personality* . Prentice-Hall, Inc.
5. Maddi, S. R. (1989). *Personality theories: A comparative analysis* . Dorsey Press.
6. Parameswaran, E. G. Beena (2002). *An invitation to psychology*. Hyderabad: Neelkamal Publications.

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

Local /Regional/National /Global Development Needs	Relevance
Regional	Students can promote public awareness campaigns and advocacy efforts aimed at reducing stigma surrounding mental health issues and promoting understanding of individual differences.
National	Personality assessment plays a role in legal and forensic settings, such as in evaluating individuals involved in legal cases or assessing offenders for risk of reoffending.

*Amey*  
 HEAD  
 Department of Psychology  
 College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. S. V. S.*  
 Chairperson  
 Board of Studies in Psychology-  
 Osmania University,  
 Hyderabad - 500 007

## b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Analysis, Communication Skills	Module 2, 3, 4	An understanding of various personality theories and methods can help in introspection, journaling and identifying cognitive distortions in day-to-day life and the same can be discussed in the classroom, in groups and sharing each others' learnings.

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Assignment: Identifying Freudian defense mechanisms that people around use through the method of observation and case study. Using the method of introspection to identify Jungian archetypes within themselves.
2	Experiential Learning	Case Study: Providing with cases where students need to identify cognitive distortions.
3	Participative Learning	Art Project: Students were divided into groups and given a topic to prepare charts depicting the same.

*Anjuna*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
**Chairperson**  
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## 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	
CO3	CIA-2 (Assignment / Case Study)	
CO4	CIA-2 (Skill Test)	

*Anjuna*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

b) Model Question Paper- End Semester Exam

PERSONALITY THEORIES

Paper Code: U24/PSY/DSC/301  
Credits : 4

Time : 2 Hrs  
Max marks: 60

SECTION – A

I. Answer following

4 x 10 = 40 M

1. Define Personality. Discuss the role of gender and culture in the development of personality.

OR

2. Write a detailed note on the biological basis of Personality.

3. Critically evaluate Freud's personality theory.

OR

4. Explain Adler's theory of personality.

5. Compare and contrast the humanistic and cognitive approaches to personality, discussing their key concepts and assumptions.

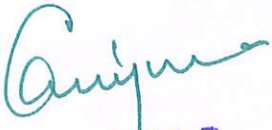
OR


6. Write about the trait and type theories of personality.

7. Explain classification of psychological tests.

OR

8. Discuss the characteristics of good tests.

  
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## SECTION - B

## II. Answer any four of the following

4 x 5 = 20 M

9. Paradigms guiding personality theories.
10. Birth-order and personality
11. Horney as a Neo-Freudian
12. Big Five Personality Traits
13. History of psychological testing
14. Projective techniques
15. ABC model proposed by Albert Ellis

## 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
I	15	CO-1	2	10	2	5
II	15	CO-2	2	10	1	5
III	15	CO-3	2	10	2	5
IV	15	CO-4	2	10	1	5

*Anjuna*  
 HEAD  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
 Chairperson  
 Board of Studies in Psychology  
 Osmania University,  
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**SEMESTER - III**

**WESTERN POLITICAL THOUGHT**

**1. Course Description**

Programme: **B.A**

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

Course Type: **DSC**

No. of credits: **5**

Max. Hours: **75**

Hours per week: **5**

Max. Marks: **100**

**2. Course Objectives**

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

**3. Course Outcomes**

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

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

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

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

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

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

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

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

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

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

**MODULE III: Social Contract Theory (15 Hours)**

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

**MODULE IV: Utilitarian and Liberal Thought (15 Hours)**

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

**MODULE V: Modernity and Socialism (15 Hours)**

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

**5. References**

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

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

## 6. Syllabus Focus

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

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

### b) Components on Skill Development/Entrepreneurship Development/Employability

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

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

### 8. Course Assessment Plan

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

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA-1	End Semester examination
CO2	CIA-1	
CO3	CIA-2 Skill Test	
CO4	CIA-2 Assignment	
CO5		

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**DISCIPLINE SPECIFIC CORE**

**SEMESTER -III**

**WESTERN POLITICAL THOUGHT**

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

Credits:5 Time: 2Hrs

**SECTION - A**

Answer the Following: 5 x 10 = 50 M

1. Critically discuss Plato's Ideal State.

**OR**

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

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

**OR**

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

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

**OR**

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

7. Analyze Bentham's theory of Utilitarianism.


**OR**

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

9. Analyze Hegel's theory of Dialectic.

**OR**

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

  
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**SECTION -B**

Answer any Five Questions: 5 x 2 = 10 M

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

**c) Question Paper Blueprint**

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

**9. CO-PO Mapping**

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



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