

**SEMESTER - IV**

**ABNORMAL PSYCHOLOGY**

**1. Course Description**

Programme: B.A.

Course Code: U24/PSY/DSC/401

Course Type: DSC

No. of credits: 4


Max. Hours: 60 Hrs


Marks: 100

Hours per week: 4

**2. Course Objectives**

- To identify and describe abnormal behaviors, including their manifestation, severity, and impact on individuals and society.
- To develop the ability to analyze and evaluate various factors contributing to the development and maintenance of mental disorders, including biological, psychological, and social determinants.
- To apply diagnostic criteria from the DSM and ICD-11 to classify and diagnose various mental disorders accurately, prevalence rates, comorbidity, prognosis, and factors influencing vulnerability and resilience.

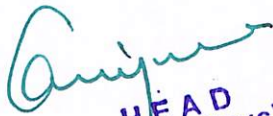
  
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### 3. Course Outcomes

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

- CO1: Understanding of the definition and historical perspectives of abnormal psychology, causes and classification of psychological disorders according to DSM and ICD-10 criteria. **(UNDERSTAND)**
- CO2: Determine diagnostic criteria, symptoms, causes, and treatment options for schizophrenia spectrum disorders and mood disorders. **(EVALUATE)**
- CO3: Determine diagnostic criteria, symptoms, causes, and treatment approaches for anxiety disorders, obsessive-compulsive disorder and eating disorders. **(EVALUATE)**
- CO4: Determine substance-related and addictive disorders and their respective diagnosis, symptoms, causes, and treatment strategies. **(EVALUATE)**

  
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**4. Course Content****MODULE I: INTRODUCTION TO ABNORMAL PSYCHOLOGY** **10 Hrs**

Definition & Historical perspectives of Abnormal Psychology

Causes of Abnormality - biological, psycho-social, socio-cultural causes

Classification of mental disorders – DSM V, ICD-11: Diagnostic criteria of abnormal behavior, prevalence, comorbidity, prognosis, vulnerability and protective factors

**MODULE II: SCHIZOPHRENIA AND MOOD DISORDERS** **11 Hrs**

Diagnosis, symptoms, causes, treatment of

Schizophrenic Spectrum Disorders: Schizophrenia, Delusional Disorder, Schizophreniform Disorder, Schizoaffective Disorder

Bipolar and Related Disorders

Major Depressive Disorder

**MODULE III: ANXIETY DISORDERS** **12 Hrs**

Diagnosis, symptoms, causes, treatment of

Anxiety Disorders: Social Anxiety Disorder, Generalized Anxiety Disorder, Specific Phobia, Panic Disorder, Agoraphobia

Obsessive Compulsive Disorder and related Disorders: Obsessive –Compulsive Disorder, Body Dysmorphic Disorder, Hoarding disorder.

Eating disorders: Anorexia nervosa, Bulimia nervosa, Binge eating disorder

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**MODULE IV : SUBSTANCE RELATED & ADDICTIVE DISORDERS****12 Hrs**

Diagnosis, symptoms, causes, treatment of

Alcohol – Related Disorders: Alcohol use disorder, Alcohol Intoxication, Alcohol

Withdrawal, Caffeine use Disorder

Other substance Related Disorders: Cannabis use disorder, Hallucinogen use Disorder, Inhalant use Disorder, Opioid – use Disorder, Stimulant use Disorder, Tobacco use disorder.

**5. References:**

- 1) Bootzin, R. R., & Acocella, J. R. (1988). Abnormal psychology: Current perspectives . Crown Publishing Group/Random House.
- 2) Carson, R. C., Butcher, J. N., & Coleman, J. C. (1988). Abnormal psychology and modern life . Scott, Foresman & Co.
- 3) Mangal, S. K. (2008). Abnormal psychology. Sterling Publishers Pvt. Ltd.
- 4) Sue, D., Sue, D. W., Sue, S., & Sue, D. (2015). Understanding abnormal behavior. Cengage Learning.
- 5) Davis, D. R. (1984). An Introduction to Psychopathology. Fourth Edition, Chapter 1 to 7, Pages 1-168.
- 6) Srivastava, S. K. (2012). Psychopathological Disorders: Biopsychosocial Analysis, First Edition. Pp.309-332.
- 7) Comer, R. J. (2013). Abnormal Psychology

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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   | Local communities & healthcare centers can improve & establish support groups, mental health services (diagnosis, treatment, resources & awareness for various disorders) & receive timely & appropriate care within the community.                                |
| Regional  | Regional professionals & organizations can facilitate sharing of best practices, resources, research finding related to diagnosis & improve mental health services, reduce stigma that may lead to effective mental health strategies.                             |
| National  | Governments can develop comprehensive mental health policies, allocate resources to cater to address prevalent mental disorders nationwide - prevention programs, training mental health professionals & enhancing treatment services.                             |
| Global  | Global organizations can provide support to regions affected by mental health crises - natural disasters, conflicts, epidemics - providing - mental health interventions, capacity building programs & advocate for the rights of those who have mental disorders. |

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

| SD/ED/EMP               | Syllabus Content | Description of Activity   |
|-------------------------|------------------|---|
| SD - Analyze            | MODULE I         | Case Studies - Analyze case studies of individuals with mood disorders, encouraging critical thinking.                |
| SD - Analyze & Evaluate | MODULE II        | Role Play - To simulate diagnostic interviews & treatment planning for Schizophrenia & Anxiety Disorders              |
| SD - Explore            | MODULE III       | Field Visits - Visit rehabilitation centers or support groups for first hand exposure to addiction recovery settings. |

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## 7. Pedagogy

| S. No | Student Centric Methods Adopted | Type / Description of Activity  |
|-------|---------------------------------|---|
| 1     | Presentation                    | Students can be assigned a few topics based on which they can explore various disorders in detail.  |
| 2     | Role plays                      | Create scenarios to simulate diagnostic interviews & treatment planning for Schizophrenia & Anxiety Disorders   |
| 3     | Group Discussion                | Students can be divided into 2 groups where 1 group will be 'For' particular treatment plans & goals & 1 group can be 'Against' it trying to come up with alternative treatment plans & goals |
| 4     | Case studies                    | Analyze case studies of individuals with mood disorders, encouraging critical thinking.   |

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### 8. Course Assessment Plan

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

| CO  | Continuous Internal Assessments<br>CIA -40%                                       | End Semester Examination-60% |
|-----|---|------------------------------|
| CO1 | CIA - 1 = Internal Assessment - Written Exam<br>CIA - 2 = Skill Test              | Written Exam                 |
| CO2 | CIA - 1 = Internal Assessment - Written Exam<br>CIA - 2 = Skill test & Assignment |                              |
| CO3 | CIA - 2 = Presentation  |                              |

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**b) Model Question Paper- End Semester Exam****ABNORMAL PSYCHOLOGY****Code: U24/PSY/DSC/401****Max marks: 60****Credits: 4****TIME: 2 Hrs****SECTION –A****Answer the following****4x10 =40 M**

1. How would you describe abnormality as viewed from the Past to the Present?  
OR
2. What is the importance of the psychosocial factors contributing to abnormality?
3. How can you assess schizophrenia through evident symptoms, causes, and diagnosis of?  
OR
4. What details would you use to contrast between Bipolar 1 and Bipolar 2 disorder?
5. What would you recommend as a treatment for Agoraphobia based on presenting etiology & symptoms?  
OR
6. How would you compare and contrast the symptoms and treatment of body dysmorphic disorder and bulimia?
7. What are the treatment protocol & kind of comorbid conditions commonly diagnosed along with alcohol related disorders?  
OR
8. Compare and contrast the etiology of substance related disorders and non-substance related disorders such as gambling disorders.

**SECTION –B****Answer any FOUR****4x6 = 20 M**

9. What do you think is the difference between DSM and ICD classification.?
10. How would you explain Panic attack?
11. What do you recall about Generalized Anxiety Disorder?
12. What is a Delusional Disorder?
13. What are the facts of Alcohol withdrawal?
14. What is Korsak off syndrome?

## SEMESTER - IV

## ACADEMIC WRITING &amp; RESEARCH METHODOLOGY

## 1. Course Description

Programme: B.A.

Course Code: U24/LIT/SEC/401

Course Type: SEC

No. of credits:2

Max. Hours:30

Hours per week:2

Max. Marks:50

## 2. Course Objectives

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

## 3. Course Outcomes

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

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

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

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4. Course Content

MODULE I: RESEARCH METHOD

(15 Hrs)

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

MODULE II: THESIS WRITING

(15 Hrs)

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

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## 5. References

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

## 6. Syllabus Focus

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

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

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

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

## 7. Pedagogy

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

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

#### b) Model Question Paper- End Semester Exam

### ACADEMIC WRITING AND RESEARCH METHODOLOGY

#### SEMESTER-IV

Code : U24/LIT/SEC/401

Max Marks :30

Credits: 2

Time : 1 HOURS

#### Section A

Note: Answer any five questions:

5x6=30 marks

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

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## SEMESTER - IV

## CHILD PSYCHOLOGY

## 1. Course Description

Programme: B.A

Course Code: U24/PSY/SEC/401

Course Type: SEC

No. of credits: 2

Max. Hours: 30 hours

Hours per week: 2

Max. Marks: 50 M

## 2. Course Objectives

- To provide information on the principles and stages of prenatal development, along with the influence of both hereditary and environmental factors on child development.
- To develop an understanding of the multifaceted nature of child development including physical, emotional, cognitive and moral development.

## 3. Course Outcomes

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

CO1: Demonstrate understanding of prenatal developmental principles and factors influencing fetal health. **(UNDERSTAND)**

CO2: Recognize and assess the stages and milestones of physical, cognitive, emotional, and moral development in children, enabling them to identify normal developmental patterns and potential areas of concern. **(UNDERSTAND AND APPLY)**

## 4. Course Content

**MODULE 1: BASICS OF CHILD DEVELOPMENT**

15 Hrs

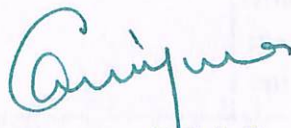
Definition, Nature &amp; Scope of Child Development

Principles and Stages of Development

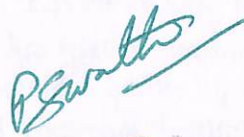
Prenatal development - the germinal period, period of embryo, period of fetus

Hereditary influences on development

Environmental influences on prenatal development



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**MODULE 2: PHYSICAL, COGNITIVE, EMOTIONAL AND MORAL DEVELOPMENT**  
**15 Hrs**

**Physical Development:** overview of maturation and growth - changes in height & weight, body proportions, skeletal and muscular development; developmental milestones of babyhood, early childhood, late childhood

**Cognitive Development:** Piaget’s cognitive development theory, Vygotsky’s socio-cultural theory, importance of play in cognitive development

**Emotional Development:** Definition and functions of emotions, Development of Emotional Expression; Emotional self regulation.

**Moral Development:** Kohlberg’s Theory of Moral Development.

**5. References**

1. Shaffer R David. *Developmental Psychology* (4th ed.) Brooks/Cole Publishing company
2. Berk E. L. (2003). *Child Development* (6<sup>th</sup>ed). India, Prentice Hall.
3. Hurlock, E.B. (1980). *Developmental Psychology: A life span Approach*. New Delhi: Tata McGraw-Hill.
4. Santrock, J.W. (2007). *Child Development* (11<sup>th</sup>ed.). Tata McGraw-Hill Publishing Company Ltd.

**6.Syllabus Focus**

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

| <b>Local /Regional/National /Global Development Needs</b> | <b>Relevance</b>  |
|---|---|
| National  | Understanding of physical, cognitive, emotional and social development helps create supportive environments to promote healthy development. This knowledge equips students in • nurturing positive parent-child relationships, managing challenging behaviors, and fostering healthy emotional development in children. |

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

| SD/ED/EMP                             | Syllabus Content | Description of Activity  |
|---------------------------------------|------------------|--|
| SD-Analysing and Communication Skills | Module 2         | <p>Guide students to analyzing the case studies, identifying symptoms based on theoretical frameworks.</p> <p>Provide observation checklists or for students to use as they observe and document behavioral patterns, social interactions, and emotional expressions in children and adolescents.</p> <p>Facilitate discussions where students share their observations, analyze patterns of behavior.</p> |

## 7. Pedagogy

| S. No | Student Centric Methods Adopted | Type / Description of Activity  |
|-------|---------------------------------|---|
| 1.    | Participative                   | Case study through observation or videos: Provide observation checklists or for students to use as they observe and document behavioral patterns, social interactions, and emotional expressions in children and adolescents. |
| 2.    | Experiential and Participative  | Group Discussion: Facilitate discussions where students share their observations, analyse patterns of behaviour.  |
| 3.    | Participative                   | Research Articles: Students identify relevant research articles related to topics of their interest, submit them in given format along with the summary of results.   |

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

| CO  | Continuous Internal Assessments<br>CIA -40% | End Semester Examination-60% |
|-----|---|------------------------------|
| CO1 | CIA 1 Group discussion / Research articles  | Written Exam                 |
| CO2 | CIA 2 Skill test                            |                              |

**b) Model Question Paper- End Semester Exam****CHILD PSYCHOLOGY**

Course Code: U24/PSY/SEC/401  
Credits: 2

Time: 1 Hrs  
Max marks: 30

**SECTION - A****I. Answer any five of the following****5 x 6 = 30 M**

1. Define child development and discuss its nature and scope.
2. Explain the principles of child development.
3. How do genetics shape physical and psychological traits in children?
4. Describe the physical development milestones during infancy.
5. What external factors impact a developing foetus?
6. Briefly explain Piaget's Formal Operational stage of cognitive development.
7. How do children develop emotional expression and regulate their emotions over time?

**c) Question Paper Blueprint**

| Modules | Hours Allotted<br>in the Syllabus | COs Addressed | Section A<br>(No. of<br>Questions) | Total<br>Marks |
|---------|-----------------------------------|---------------|------------------------------------|----------------|
| I       | 15                                | CO1           | 4                                  | 6              |
| II      | 15                                | CO2           | 3                                  | 6              |

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**SEMESTER - IV**

**ELECTION STUDIES AND PUBLIC OPINION**

**1. Course Description**

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

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

**2. Course Objectives**

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

**3. Course Outcomes**

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

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

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

**MODULE I: Psephology and Poll Surveys (15 Hours)**

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

**MODULE II: Public Opinion (15 Hours)**

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

## 5. References

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

## 6. Syllabus Focus

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

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

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

| SD/ED/EMP         | Syllabus Content | Description of Activity |
|-------------------|------------------|-------------------------|
| Skill Development | Module I         | Group Discussion        |
| Skill Development | Module II        | Class Assignments       |

## 7. Pedagogy

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

## 8. Course Assessment Plan

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

| CO  | Continuous Internal Assessments CIA - 40% | End Semester Examination-60% |
|-----|---|------------------------------|
| CO1 | CIA 1 Written Exam                        | Written Exam                 |
| CO2 | CIA 1 Skill Test                          |                              |

## b) Model Question Paper- End Semester Exam

## ST. FRANCIS COLLEGE FOR WOMEN, BEGUMPET

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

## SKILL ENHANCEMENT COURSE

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

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

## c) Question Paper Blueprint

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

## 9. CO-PO Mapping

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

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**SEMESTER - IV**

**EXPERIMENTS IN PSYCHOLOGICAL PHENOMENON**

**1. Course Description**

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/DSC/401/P

Hours per week: 2

Course Type: DSC

Max. Marks: 50 M

No. of credits: 1

**2. Course Objectives**

- To help students understand in detail about concepts of experiments in psychology
- To demonstrate and make students use and interpret various psychological and psychophysical experiments.

**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)
- CO3: Use appropriate experiments for measurement of corresponding cognitive phenomena. (UNDERSTAND AND APPLY)

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#### 4. Course Content

Any 4 to be conducted from the following list

|   |  |
|---|--|
| 1 | Recall & recognition   |
| 2 | Concept Achievement Test :   |
| 3 | Judgment of emotions from static photographs   |
| 4 | Muller Lyer Illusion   |
| 5 | Effect of meaningfulness in learning   |
| 6 | Recall of completed and incomplete tasks (Zeigarnik effect)  |
| 7 | Retroactive Inhibition - effect of similarity of original material & interpolated material on retroactive inhibition |

#### 5. References

1. Hussain A (2004). *Experimental Psychology*. PHI Learning Pvt. Ltd.
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 Need | Relevance  |
|---|--|
| Regional  | Evidence-Based Policy Making: People often rely on evidence-based approaches to develop and implement policies that address various social, economic, and health-related issues. |

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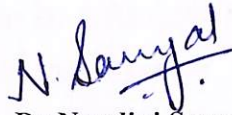
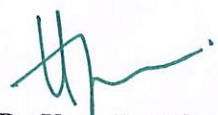
## b) Components on Skill Development/Entrepreneurship Development/Employability


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


## 1. Course Assessment Plan

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

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

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

  
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**SEMESTER - IV****INDIAN WRITING IN ENGLISH****1. Course Description**

Programme: BA

Course Code: U24/DSC/LIT/401

Course Type: DSC

No. of credits:5

Max. Hours:75

Hours per week:5hrs

Max. Marks:100

**2. Course Objectives**

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

**3. Course Outcomes**

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

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

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

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

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

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

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

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

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

Rabindranath Tagore - "Where the Mind is Without Fear"

Kamala Das - "My Grandmother's House"

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

Jhumpa Lahiri - "Interpreter of Maladies"

R.K. Narayan - "The Missing Mail"

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

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## 5. References

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

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### 6.Syllabus Focus

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

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

b)Components on Skill Development/Entrepreneurship Development/Employability

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

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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, Role play            |

## 8. Course Assessment Plan

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

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

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## b) Model Question Paper- End Semester Exam

## INDIAN WRITING IN ENGLISH

## SEMESTER IV

Course Code: U24/LIT/DSC/401

Max.Marks:60

Credits:5

Max Time: 2 Hrs

## SECTION -A

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

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

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## SECTION -B

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

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

12. Annotate the following

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

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

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

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

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

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

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

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

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

**2. Course Objectives**

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

**3. Course Outcome**

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

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

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

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

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

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



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

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

**MODULE II: History of International Relations (15 Hours)**

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

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

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

**MODULE IV: Concepts of International Relations (15 Hours)**

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

**MODULE V: International Security (15 Hours)**

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

**5. Suggested Readings**

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

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

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

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

b)Components on Skill Development/Entrepreneurship Development/Employability

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

7. Pedagogy

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

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

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

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

TIME: 2hrs  
MAX.MARKS: 60

Course Code: U24/POL/DSC/401

Section A

Answer the following

Marks – 5x10 = 50

1. Analyse the evolution of International Relations

Or

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


3. Critically evaluate the Neo-realist theory of IR

OR

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

5. What are the causes and consequences of WWII

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CBCS 2024

INTRODUCTION TO INTERNATIONAL RELATIONS

6. The Cold War was an ideological warfare - Justify

7. Critically evaluate the role of diplomacy in IR

OR

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

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

OR

10. Discuss the issues surrounding nuclear politics.

**SECTION B**

Answer Any Five Questions

Marks – 5x2 =10

11. Scope of IR

12. Social Constructivism

13. WWI

14. Propaganda

15. CTBT

16. Arms Control

17. Westphalian State

**c) Question Paper Blueprint**

| Modules | Hours Allotted in the Syllabus | COs Addressed | Section A (No. of Questions) | Total Marks | Section B (No. of Questions) | Total Marks |
|---------|--------------------------------|---------------|------------------------------|-------------|------------------------------|-------------|
| 1       | 15                             | CO1           | 2                            | 10          | 1                            | 2           |
| 2       | 15                             | CO2           | 2                            | 10          | 1                            | 2           |
| 3       | 15                             | CO3           | 2                            | 10          | 1                            | 2           |
| 4       | 15                             | CO4           | 2                            | 10          | 1                            | 2           |
| 5       | 15                             | CO5           | 2                            | 10          | 1                            | 2           |



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