

SEMESTER - I

BRITISH LITERATURE (16TH -17TH CENTURY)

1. Course Description

Programme: BA

Max. Hours: 75 Hrs

Course Code: U26/LIT/DSC/101

Hours per week: 5 Hrs

Course Type: DSC

Max. Marks: 100

No. of credits: 5

2. Course Objectives

- To introduce learners to the tradition of English literature from the 16th -17th century.
- To familiarize the learners with the historical and cultural contexts of the 16th – 17th Century British literature.
- To make learners aware of the major genres and forms of English Literature in the Early Modern Period (1500-1800 AD).

Q.1/2026
PROFESSOR
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007.

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

3. Course Outcomes

On completion of the course -

CO1: Learners gain a perspective to the relevant literary movements/ concepts prevalent in 16th -17th century. (Understand)

CO2: Learners are able to infer the major aspects of metaphysical movement, aspects of metaphysical poetry.(Application)

CO3: Learners are able to comprehend and assess the conventions, theme, motifs, and diction in Milton's epic poem Paradise Lost.(Analyze)

CO4: Learners gain ability to distinguish/analyze between two types of essay writing- Bacon's Aphoristic essay, Samuel Pepys's Diary entry.(Evaluate)

CO5: Learners will be able to recall the background, plot, theme, characters, theater devices etc of the Elizabethan Age as reflected in Shakespeare's play.(Remember)

Prof. Jay
11/3/2026
PROFESSOR
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007.

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

4. Course Content

MODULE I: HISTORY OF LITERATURE/CONCEPTS/MOVEMENTS: (15 Hrs)

Elizabethan Drama, Aphoristic Essay, Puritanism, Metaphysical Movement.

MODULE II: POETRY (15 Hrs)

George Herbert, "The Pulley"

John Donne, "The Canonization"

MODULE III: EPIC POEM (15 Hrs)

John Milton, *Paradise Lost (Book I)*

MODULE IV: PROSE (15 Hrs)

Francis Bacon, "Of Friendship"

Samuel Pepys - Diary Entry: "The Restoration" (1 May 1660)

MODULE V: DRAMA (15 Hrs)

William Shakespeare, *As You Like It*

Prof. J. S. Reddy
11/3/2026
PROFESSOR
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007

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

5. References

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16. Vickers, Brian. (1968). Essential Articles for the Study of Francis Bacon. US: Archon Books.
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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	Learners will acquaint themselves with the culture of 16th and 17th Century England.
Global	Learners will understand the brilliance of Shakespeare and appreciate the relevance of his timeless themes.

b) Components on Skill Development/ Entrepreneurship Development/ Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Background	Paper presentation: students will present papers on various background themes explored in the texts prescribed.
EMP	<i>Paradise Lost (Book I)</i>	Poetry recitation: students will read out their favorite poems of the writers prescribed in the syllabus.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Seminar, Oral presentation, Group Discussion, Role play
2.	Experiential Learning	Interactive Classroom Activities, Quiz

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	CIA2-Oral presentation	End Semester Exam
CO2	CIA1	
CO3	CIA1	
CO4	CIA2-MCQs/Objective test	
CO5	CIA2-MCQs/Objective test	

Qujan
11/3/2026

PROFESSOR
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007.

[Signature]

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

b) Model Question Paper- End Semester Exam

SEMESTER-I BRITISH LITERATURE (16TH -17TH CENTURY)

Course Code: U26/LIT/DSC/101

Max. Marks: 60

Credits: 5

Max Time: 2 Hrs

SECTION - A

I. Answer the following (250 words)

5 x 10 = 50 M

1. Define Puritanism.

OR

2. Discuss the development of Metaphysical Movement in English Poetry in the later 16th and early 17th century.

3. Discuss the idea of God's omnipotence in the poem "The Pulley."

OR

4. Comment on the title of John Donne's poem "Canonization."

5. Epic Similes employed by Milton have elevated the grandeur of "Paradise Lost"- Discuss.

OR

6. Discuss the gender divide and power relations between Adam and Eve and its subsequent implications on the designs of Satan in "Paradise Lost"- Book I.

7. What is your assessment of the inimitable style of Francis Bacon as an essayist with reference to his essay "Of Friendship".

8. Discuss the literary significance of Samuel Pepys diary entry on "The Restoration (1 May 1660).

Prepared by:
11/13/2026
KURESSUN
Department of English
OSMANIA UNIVERSITY
HYDERABAD - 500007.

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

9. Consider the symbolic significance employed by Shakespeare in “As You Like It” to bring out the complex web of the human psyche.

OR

10. Bring out the significance of the title “As You Like It.”

SECTION - B

II. Answer any FIVE

2 x 5 = 10M

11. Name any two contemporary writers of William Shakespeare and their significant works.

12. Explain the following line from Donne’s “The Canonization”: “We die and love the same, and prove mysterious by this love.”

13. Name two followers of Satan (Lucifer) who Satan addresses in Hell.

14. Describe briefly the historical event recorded as a diary entry by Samuel Pepys on 1 May 1660.

15. How was the banished Duke’s life in the Forest of Arden?

16. Annotate the following briefly:

“Better to reign in hell

Than to serve in heaven”


17. How did Rosalind win Orlando’s heart?


Prof. Jay
11/3/2026
PROFESSOR
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007.

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

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


 11/3/2026
PROFESSOR
 Department of English
 OSMANIA UNIVERSITY
 HYDERABAD-500 007.


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

9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Understand	15
2	2	Application	15
3	2	Analysis	15
4	1	Evaluate	15
5	1	Remember	15

Prof. Hilsinork
PROFESSOR
 Department of English
 OSMANIA UNIVERSITY
 HYDERABAD-500 007.

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

SEMESTER - I

BRITISH LITERATURE (16TH -17TH CENTURY)


SEMESTER-END MODEL QUESTION PAPER TEMPLATE


SECTION A - INTERNAL CHOICE			5 Q X 10 M = 50 M	
Question Number	Question	Question	CO	BTL
1	Module 1	Define Puritanism	CO 1	Level II
2	Module 1	Trace the development of Metaphysical Movement in English Poetry in the later 16th and early 17th century.	CO 1	Level II
3	Module 2	Discuss the idea of God's omnipotence in the poem "The Pulley."	CO 2	Level III
4	Module 2	Comment on the title of John Donne's poem "Canonization."	CO 2	Level III

5	Module 3	Epic Similes employed by Milton have elevated the grandeur of "Paradise Lost"-Discuss.	CO 3	Level IV
6	Module 3	Discuss the gender divide and power relations between Adam and Eve and its subsequent implications on the designs of Satan in "Paradise Lost"- Book I	CO 3	Level IV
7	Module 4	Focus on the inimitable style of Francis Bacon as an essayist with reference to his essay "Of Friendship."	CO 4	Level V
8	Module 4	Discuss the literary significance of	CO 4	Level V

		Samuel Pepys diary entry.		
9	Module 5	Consider the symbolic significance employed by Shakespeare in "As you like it" to bring out the complex web of the human psyche.	CO 5	Level II
10	Module 5	Bring out the significance of the title "As you like it".	CO 5	Level II
SECTION B - ANSWER ANY 5 OUT OF 7			5 Q X 2 M = 10 M	
11	Module 1	Name any two contemporary writers of William Shakespeare and their significant works.	CO 1	Level II

12	Module 2	Explain the following line from Donne"s "The Canonization": "We die and love the same, and prove mysterious by this love" .	CO 2	Level III
13	Module 3	Name two followers of Satan (Lucifer) who Satan addresses in Hell.	CO 3	Level IV
14	Module 4	Describe briefly the historical event recorded as a diary entry by Samuel Pepys on 1 May 1660	CO 4	Level V


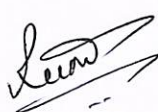


 PROFESSOR
 Department of English
 OSMANIA UNIVERSITY
 HYDERABAD-500 007


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

15	Module 5	How was the banished Duke's life in the Forest of Arden?	CO 5	Level II
16	Module 3	Annotate the following briefly: "Better to reign in hell Than to serve in heaven"	CO4	Level IV
17	Module 5	How did Rosalind win Orlando's heart?	CO2	Level II

Prof. Jay
11/21/2026
PROFESSOR
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007.

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

Prepared by	Checked & Verified by	Approved by
Name and Signature of the teaching faculty	Name and Signature of HoD	Name and Signature of Principal
		 Principal St. Francis College for Women Begumpet, Hyderabad - 16.

Q. Jayar
11/3/2026
PROFESSOR
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007.

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

SEMESTER - I

ENGLISH

1. Course Description

Programme: BA, BCom, BSc, BMS

Max. Hours: 75

Course Code:U26/ENG/AEC/101

Hours per week: 5

Course Type: AEC

Max. Marks:100

No. of credits: 5

2. Course Objectives

- To introduce LSRW skills to the learners across the disciplines and inculcate analytical skills through the reading of specific texts of poetry and prose.
- To enable learners to organise information and express the same in standard academic English.

Prof. J. J. J. J.
PROFESSOR
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007.

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

3. Course Outcomes

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

CO1. Learners are able to comprehend/understand native cultural experiences, situations and the role of English language in giving expression to the same.(UNDERSTAND)

CO2. Learners imbibe and analyse humane values through the study of prescribed texts.(ANALYZE)

CO3. Learners emerge competent to face the challenge of society by reading the experiences of contemporary change-makers. (APPLY)

CO4. Learners develop the ability to read English classical texts closely by paying attention to themes and presenting one's views coherently and persuasively.(EVALUATING)

CO5. Learners emerge with a sense of originality in writing. They're equipped to discern the difference between academic and creative writing. And demonstrate basic communication skills. (CREATE)

Q. J. J.
11/3/2026
PROFESSOR
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007.

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

4. Course Content

MODULE I: (15 Hrs)

Poetry:

“Very Indian Poem in Indian English” - Nissim Ezekiel

“If” - Rudyard Kipling

Grammar: Noun, Pronoun

Vocabulary: Synonyms, Antonyms

Phonetics: Introduction to Phonetics; Organs of Speech

MODULE II: (15 Hrs)

Short Story: “The Last Leaf” –O. Henry

Grammar: Verbs, Adverbs

Vocabulary: Spellings (Words ending in -ing, -ment, -tion)

Phonetics: Classification of consonants-I

Skills: Writing: Expansion of a sentence into a paragraph

MODULE III: (15 Hrs)

Prose : Steve Jobs-“Commencement Address” at Stanford University –June 12,2005

Grammar: Adjectives, Conjunctions.

11/3/2026
PROFESSOR
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007.

Vocabulary: One-word Substitutes.

Phonetics: Classification of consonants-II

Skills: Listening: Aural Comprehension

MODULE IV: (15 Hrs)

Drama: Lady Macbeth's speech from *Macbeth* Act 1, scene 5

Grammar: Preposition, Interjection.

Vocabulary: Homonyms, Homophones.

Phonetics: Identify Consonant Sounds

Skills: Simulating Situational Conversation.

MODULE V: (15 Hrs)

Writing Skills:

Précis Writing

Story Building


11/3/2026

PROFESSOR:
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007.

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

5. References


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2. Kipling, Rudyard. *Rewards and Fairies*. Macmillan, 1910.
3. Henry, O. (William Sydney Porter). *The Trimmed Lamp and Other Stories*. McClure, Phillips & Co., 1907.
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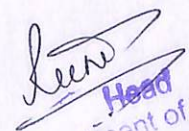

PROFESSOR
 Department of English
 OSMANIA UNIVERSITY
 HYDERABAD-500 007.

6. Syllabus Focus

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

Local/Regional/National/Global Development Needs	Relevance
Local	Develops basic English communication skills (LSRW), grammar, and vocabulary useful for everyday interaction and academic activities.
Regional	Helps learners communicate across different linguistic groups and understand cultural perspectives through literature.
National	Builds analytical thinking, values, and communication skills needed for higher education and professional participation in the country.
Global	Enhances global communication competence through exposure to international literary texts and standard academic English.


 11/3/2026
PROFESSOR
 Department of English
 OSMANIA UNIVERSITY
 HYDERABAD-500 007.


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 III: Listening Skill	Aural Comprehension
ED	Module IV: Skills: Simulating Conversation	Role Play based on scenario

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Oral presentation, Role Play
2.	Experiential Learning	Interactive classroom activities, Quiz, Language Lab (Sky Pronunciation)

11/13/2026

PROFESSOR
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007.

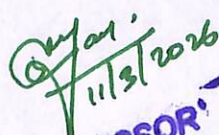
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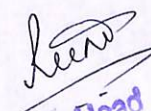
Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16

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	CIA1	End Semester Exam
CO2	CIA1	
CO3	CIA-2 (MCQs/objective test)	
CO4	CIA-2 (Oral/group presentation)	
CO5	---	


 11/13/2026
PROFESSOR
 Department of English
 OSMANIA UNIVERSITY
 HYDERABAD-500 007.


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

b) Model Question Paper- End Semester Exam

MODEL QUESTION PAPER

ENGLISH SEMESTER I (BA, BSC, BCOM, BMS)

Course Code: U26/ENG/AEC/101

Max Marks: 60

Credits:5

Time: 2 Hrs

SECTION-A

Answer the following:

(5x8=40M)

1. What is the central idea of the poem "Very Indian Poem in Indian English" by Nissim Ezekiel?

OR

2. What are the key characteristics of the ideal "Man" as described in Rudyard Kipling's poem "If"? Analyse using examples from the poem.

3. Write and discuss the element of surprise at the end of the story "The Last Leaf".

OR

4. Illustrate the relationship between Sue and Johnsy from the text "The Last Leaf".

5. Summarise the three stories of Steve Jobs Commencement address.

11/3/2026
 PROFESSOR
 Department of English
 OSMANIA UNIVERSITY
 HYDERABAD-500 007.

OR

6. What aspects of Steve Jobs's life do you perceive from his address at Stanford University?

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

7. What does Lady Macbeth 'fear' about her husband's nature?

OR

8. What is your impression of Lady Macbeth ?

9. Read the following passage and write a précis

The test of a great book is whether we want to read it only once or more than once. A Really Great book we want to read the second time even more than we wanted to read it the first time; and any additional time that we read it, we find new meanings and new beauties in it. A book that person's education and good taste does not care to read more than once is very probably not worth much. However, we cannot consider the judgement of a single individual fool proof. The opinion that makes a book great must be the opinion of many. For even the greatest critics are apt to have certain preferences and prejudices. A man must be many-sided to utter a trustworthy estimate of many books. We may doubt the judgement of the single critic at times. But this is no doubt possible in regard to the judgement of generations, even if we cannot perceive anything good in a book, which has been admired and praised for hundreds of years. We may be sure that by trying, by studying it carefully, we shall at last be able to feel the reason for this admiration and praise. The best of all libraries for a poor man would be a library entirely composed of such great works only, books which have passed the test of time. (230 words)

OR

10. Write a short story on the basis of the given outline.

Raju - a young boy from a village - fascinated by movies - reaches city - goes to Bharani Studios - tries to approach filmmakers - no response - pleads to give him an opportunity - Driven out of the studios - determines to become an actor - part time job - training in acting school - begins with serials - soon becomes a hero.

Prof. J. V. 11/13/2016
PROFESSOR
 Department of English
 OSMANIA UNIVERSITY
 HYDERABAD-500 007.

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

Section B

Answer the following questions. (5x 4= 20 marks)

1. Choose the correct option for the synonyms for the word underlined in the sentence.(4M)

i) The University has always been a prolific source of graduates.

a) continuous b) productive c) good

ii) The plan had drawn condemnation from both sides.

a) reprimand b) citation c) endorsement

iii) His speech was full of affection.

a) euphemism b) boasting c) pretence

iv) Courtesy does not cost anything.

a) gentility b) humility c) civility

2. Choose the correct spelling amidst the available options (4M)

i. a) occupation b) ocupatyion c) occupasion

ii. a) disseminasion b) dissemination c) disimination

iii) a) brochure b) broshere c) broshure

iv) a) impicable b) impeccable c) impecable

3. Choose the correct option for one word substitutes (4M)

i). The fear of heights is also known as

a) aracanophobia b) claustrophobia c) acrophobia

ii) The study of birds is called

- a) ornithology b) archaeology c) entomology

iii) A style full of words

- a) bombastic b) complicated c) verbose

iv) A child of unusual or remarkable talent

- a) marvel b) prodigy c) freak

4. Filling the blanks with suitable words (homophones/homonyms) (4M)

1. a) Her..... aim was to serve the poor.

b) Human..... is eternal.

2. a) Carrot is a vegetable

b) The world cup turned out to be completely.....

3. a) To err is ,to forgive divine.

b) To be is an elementary demand on man's moral nature.

4. a) Ants..... sufficient food for the rainy season.

b) This novel is about a..... of pirates.

(human/humane; Rout/root; hoard/horde; soul/sole)

5. Choose The Correct Option/ fill in the blanks with suitable words (4 marks)

i) The length of the précis should be approximately of the original passage.

Prof. Dr. S. S. S. S.
11/13/2026
PROFESSOR
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007.

S. S. S. S.

Head
Department of English
St. Francis College For Women
Begumpet, Hyderabad - 1

- ii) A précis should be written in third person. (T/ F)
- iii) A short story does not have dialogues. (T/F)
- iv) Which of the following is not a prerequisite while drafting a short story:
- a) title b) plot c) characters d) rhyme scheme

6. Fill in the Blanks With Correct Form of Verb

- a. He is _____ football (play/plays/playing).
- b. The shop _____ at nine o'clock every morning. (open/opens/is opening).
- c. It _____ since eight o'clock this morning. (is raining/was raining/has been raining).
- d. I _____ next month (will be coming/am coming/shall be coming).

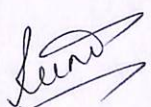
7. Fill in the blanks choosing from the pairs of adverbs in the box below.

(late/lately, hard/hardly, short/shortly, high/highly, free/freely)

- a. We reached school very _____ .
- b. They worked _____ to finish the work in time.
- c. The meeting will be held _____ .
- d. Birds can fly very _____ .

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PROFESSOR
Department of English
OSMANIA UNIVERSITY
HYDERABAD-500 007.


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

ENGLISH

c) Question Paper Blueprint

Modules	Hours allotted in the syllabus	COs Addressed	Section A no. of Questions	Total Marks	Section B No of Questions (Objective type)	Total Marks
1	15	CO 1	2	8	5 out of 7	5X4= 20 Marks
2	15	CO2	2	8		
3	15	CO3	2	8		
4	15	CO4	2	8		
5	15	CO5	2	8		

9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Remembering	15
2	2	Understanding	15
3	4	Analysing	15
4	4	Evaluating	15
5	5	Creating	15

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

[Signature]
11/3/2026
PROFESSOR
Department of English
OSMANIA UNIVERSITY
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SEMESTER END MODEL QUESTION PAPER TEMPLATE

SEMESTER- I

ENGLISH

SECTION A - INTERNAL CHOICE		5 Q X 8 M = 40 M		
Question Number	Module	Question	CO	BTL
1	Module 1	What is the central idea of the poem "Very Indian Poem in Indian English" by Nissim Ezekiel?	CO 1	I
2	Module 1	What are the key characteristics of the ideal "Man" as described in Rudyard Kipling's poem "If"? Analyse using examples from the poem.	CO 1	IV

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Department of English
OSMANIA UNIVERSITY
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Department of English
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3	Module 2	Write and discuss the element of surprise at the end of the story "The Last Leaf".	CO 2	II
4	Module 2	Illustrate the relationship between Sue and Johnsy from the text "The Last Leaf".	CO 2	II
5	Module 3	Summarise the three stories of Steve Jobs Commencement address.	CO 3	II
6	Module 3	What aspects of Steve Job's life do you perceive from his address at Stanford	CO 3	IV

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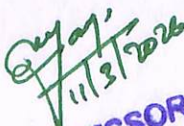
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Department of English
St. Francis College For Women
Begumpet, Hyderabad - 16

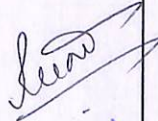
7	Module 4	What does Lady Macbeth 'fear' about her husband's nature?	CO 4	I
8	Module 4	What is your impression of Lady Macbeth ?	CO 4	II
9	Module 5	Precis Writing	CO 5	V
10	Module 5	Story Building	CO 5	VI
SECTION B - ANSWER ANY 5 OUT OF 7			5 Q X 4 M = 20 M	
11	Module 1	Choose the correct option for the synonyms for the word underlined in the sentence	CO 1	I
12	Module 2	Choose the correct spelling amidst the available options	CO 2	I




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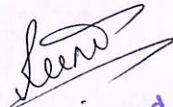
13	Module 3	Choose the correct option for one word substitutes	CO 3	I
14	Module 4	Filling the blanks with suitable words(homophones/homonyms)	CO 4	I
15	Module 5	Choose The Correct Option/ fill in the blanks with suitable words	CO 5	I
16	Any Module	Fill in the Blanks With Correct Form of Verb	Applicable CO	I
17	Any Module	Fill in the blanks choosing from the pairs of adverbs in the box below.	Applicable CO	I


PROFESSOR
 Department of English
 OSMANIA UNIVERSITY
 HYDERABAD-500 007.


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

Prepared by	Checked & Verified by	Approved by
Name and Signature of the teaching faculty	Name and Signature of HoD	Name and Signature of Principal
		 Principal St. Francis College for Women Begumpet, Hyderabad - 6


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PROFESSOR,
 Department of English
 OSMANIA UNIVERSITY
 HYDERABAD-500 007.


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