

**SEMESTER - II**

**BRITISH LITERATURE (18TH-19TH CENTURY)**

**1. Course Description**

**Programme: BA**

**Max. Hours: 75**

**Course Code: U26/LIT/DSC/201**

**Hours per week: 5 hrs**

**Course Type: DSC**

**Max. Marks: 100**

**No. of credits: 5**

**2. Course Objectives**

- To make learners aware of the shifting trends in writing, thinking, and expression in the 18th and 19th centuries in England.
- To introduce the emergence and genre of English Novel from 18 th -19 th century British literature to the learners.
- To introduce women's writing to the learners as a significant shift from an all-male British literary canon prevalent in the earlier centuries.

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### 3. Course Outcomes

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

**CO1:** Outline the literary movements of the 18th and 19th centuries in relation to the prescribed texts. (Understanding)

**CO2:** Interpret the trends and use of poetic diction. (Understanding)

**CO3:** Illustrate the state of contemporary times in the 18th and 19th centuries. (Understanding)

**CO4:** Analyze the use of social commentary and the rise of the realist novel. (Analyzing)

**CO5:** Summarize the genre of farcical comedy/social satire. (Understanding)

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#### 4. Course Content

##### MODULE I: HISTORY OF LITERATURE, CONCEPTS AND MOVEMENTS

(15 Hrs)

Periodical Essay, Neo-classicism and Romanticism, Development of Novel, Aestheticism

##### MODULE II: POETRY

(15 Hrs)

P.B. Shelley, "Ozymandias"

Alexander Pope, "Sound and Sense"

##### MODULE III: PROSE

(15 Hrs)

Richard Steele, "The Club at the Trumpet"

Charles Lamb, "Modern Gallantry"

##### MODULE IV: NOVEL

(15 Hrs)

Jane Austen, *Northanger Abbey*

##### MODULE V: DRAMA

(15 Hrs)

Oscar Wilde, *The Importance of Being Earnest*

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1. Austen, Jane. *Northanger Abbey*. London: Penguin Books Ltd. 1996. (Originally published in 1803).
2. Pope, Alexander. "Sound and Sense by Alexander Pope." Famous Poems, Famous Poets. All Poetry, [allpoetry.com/Sound-and-Sense](http://allpoetry.com/Sound-and-Sense).
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7. Muir, Edwin. *The Structure of the Novel*. London: Chatto & Windus Ltd. 1979.
8. Richetti, John (ed.). *The Cambridge Companion to the Eighteenth Century Novel*. Cambridge: Cambridge University Press. 1998.

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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	Understanding how to behave and respond to one another
Regional	Learning about the many hierarchies in society
National	Being conscious and observant about the world around you
Global Development	Understanding the way of life of 18th and 19th century England

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

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Northanger Abbey	Social Commentary
ED	Periodical Essay	Publishing history
EMP	Modern Gallantry	Opinion writing

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**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	Written Exam
CO2	CIA1	
CO3	CIA1	
CO4	CIA2-MCQs/Objective test	
CO5	CIA2-MCQs/Objective test	

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**b) Model Question Paper- End Semester Exam:****SEMESTER II BRITISH LITERATURE (18 TH -19 TH CENTURY)**

Course Code: U26/LIT/DSC/201

Max. Marks: 60

Credits: 5

Max Time: 2 Hrs

**SECTION - A****I. Answer the following (250 words)****5 x 10 = 50 M**

1. Discuss the art movement Aestheticism in the 19th century.

OR

2. Discuss the Periodical Essay

3. Explain how Shelley develops the theme of the transience of power in "Ozymandias".

OR

4. Discuss the differences and similarities between poetry and dancing in Pope's "Sound and Sense".

5. Describe the members of "The Club at the Trumpet."

OR

6. How does Lamb bring out the hollowness of modern gallantry in his essay?

7. In what ways does the Gothic novel help to frame, or set-up, the plot of "Northanger Abbey"?

OR

8. Explain the relationship between Henry and Catherine in "Northanger Abbey".

9. Discuss the title of Oscar Wilde's play drawing attention to the pun in the title. Who is being earnest in this play?

OR

10. Do you think Oscar Wilde presents any version of true love in his play? Does the extent to which Gwendolen and Cecily are self-centered, affect our reading of the play?

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## SECTION - B

## II. Write any FIVE questions

5 x 2 = 10 M

11. What was Richard Steele like in *The Club at the Trumpet*?
12. What does Ms. Prism insist Cecily study, before she sets out for a walk?
13. Analyze how the imagery of decay functions symbolically in the poem "Ozymandias".
14. Briefly explain the significance of the title, "Importance of being earnest"
15. List out any two aspects of gallantry that are conspicuously missing in the modern world, with reference to Charles Lamb's essay.
16. Briefly describe any two characteristics that distinguish a realist text from a neoclassical one.
17. Do you think Catherine Morland is a typical Austen Heroine? How would you use facts to explain your answer?

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**BRITISH LITERATURE (18TH TO 19TH CENTURY)**

## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO 1	2 (1 out of 2)	10	5 out of 7	5x2=10
2	15	CO 2	2 (1 out of 2)	10		
3	15	CO 3	2 (1 out of 2)	10		
4	15	CO 4	2 (1 out of 2)	10		
5	15	CO 5	2 (1 out of 2)	10		

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## 9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Remembering	10
2	1	Understanding	15
3	2	Understanding	15
4	2	Analyzing	15
5	1	Understanding	15

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## SEMESTER II BRITISH LITERATURE (18TH TO 19TH CENTURY)

## SEMESTER-END MODEL QUESTION PAPER TEMPLATE

SECTION A - INTERNAL CHOICE			5Q X 10 M = 50 M	
Question Number	Question	Question	CO	BTL
1	Module 1	Discuss the art movement Aestheticism in the 19th century.	CO 1	Level II
2	Module 1	Discuss the Periodical Essay	CO 1	Level II
3	Module 2	Explain how Shelley develops the theme of the transience of power in "Ozymandias".	CO 2	Level I
4	Module 2	Discuss the differences and similarities between poetry and dancing in Pope's "Sound and Sense".	CO 2	Level II
5	Module 3	Describe the members of "The Club at the Trumpet."	CO 3	Level I
6	Module 3	How does Lamb bring out the hollowness of modern gallantry in his essay?	CO 3	Level I
7	Module 4	In what ways does the Gothic novel help to frame, or set-up, the plot of "Northanger Abbey"?	CO 4	Level I
8	Module 4	Explain the relationship between Henry and Catherine in "Northanger Abbey".	CO 4	Level II
9	Module 5	Discuss the title of Oscar Wilde's play drawing attention to the pun in the title. Who is being earnest in this play?	CO 5	Level I
	Module 5	Do you think Oscar Wilde presents any version of true love in his play? How does the extent to which Gwendolen and Cecily	CO 5	Level I

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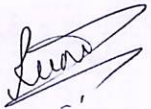
		are self-centered, affect our reading of the play?		
<b>SECTION B - ANSWER ANY 5 OUT OF 7</b>		<b>5 Q X 2 M = 10 M</b>		
<b>11</b>	<b>Module 3</b>	What was Richard Steele like in The Club at the Trumpet?	<b>CO 5</b>	<b>Level I</b>
<b>12</b>	<b>Module 5</b>	What does Ms. Prism insist Cecily study, before she sets out for a walk?	<b>CO 2</b>	<b>Level I</b>
<b>13</b>	<b>Module 2</b>	Analyze how the imagery of decay functions symbolically in the poem "Ozymandias".	<b>CO 4</b>	<b>Level I</b>
<b>14</b>	<b>Module 5</b>	Briefly explain the significance of the title, "Importance of being earnest"	<b>CO 2</b>	<b>Level II</b>
<b>15</b>	<b>Module 3</b>	List out any two aspects of gallantry that are conspicuously missing in the modern world, with reference to Charles Lamb's essay.	<b>CO 5</b>	<b>Level I</b>
<b>16</b>	<b>Module 1</b>	Briefly describe any two characteristics that distinguish a realist text from a neoclassical one.	<b>CO 1</b>	<b>Level I</b>
<b>17</b>	<b>Module 4</b>	Do you think Catherine Morland is a typical Austen Heroine? How would you use facts to explain your answer?	<b>CO 3</b>	<b>Level III</b>

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**SEMESTER - II**

**ENGLISH**

**1. Course Description**

**Programme:** BA, BSC, BCOM, BMS

**Max. Hours:** 75

**Course Code:** U26/ENG/AEC/201

**Hours per week:** 5

**Course Type:** AEC

**Max. Marks:** 100

**No. of credits:** 5

**2. Course Objectives**

- To develop LSRW skills and familiarize learners with effective language usage.
- To acquaint learners with different genres of writing and to teach techniques of formal communication- interpret, analyze and organize information.

**3. Course Outcomes**

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

**CO1:** Understand and appreciate poetry from different cultural contexts. (Understand)

**CO2:** Critically analyze the genre of a short story from the perspective of theme and plot. (Analysis)

**CO3:** Demonstrate standard social etiquettes and decorum in conducting themselves in the society. (Application)

**CO4:** Assess the implications and end result of formal education. (Evaluation)

**CO5:** Apply the rules of writing formats for documentation. (Application)

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**4. Course Content****MODULE I:** (15 Hrs)**Poetry:** “The Road Not Taken” – Robert Frost

“TeeVee” – Eve Marriam

**Grammar:** Present Tense**Vocabulary:** Prefixes and Suffixes, Spellings**Phonetics:** Short Vowels**Skills:** Non - verbal communication**MODULE II:** (15 Hrs)**Short Story:** “The Monkey’s Paw” – W. W. Jacobs**Grammar:** Past Tense**Vocabulary:** Confusing Pairs of Words**Phonetics:** Long Vowels**Skills:** Editing Sentences**MODULE III:** (15 Hrs)**Prose:** “On Saying Please” – A.G. Gardiner**Grammar:** Future Tense**Vocabulary:** Idioms and phrases**Phonetics:** Diphthongs**Skills:** Speaking – JAM/Show and Tell**MODULE IV:** (15 Hrs)**Drama:** *Refund* - Fritz Karinthy**Vocabulary:** Degrees of Comparison**Phonetics:** Triphthongs

  
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CBCS 2026

U.G. (English and Literature)

Skills: Dialogue Writing

MODULE V:

(15 Hrs)

Writing Formats:

Notice and Agenda

Minutes of the Meeting

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**5. References Books/Texts:**

1. Cosca, M. T., and G. M. Gandhi. *To Master English Grammar*. Pioneer Ram Raj Publishers, 1976.
2. Damodar, G., et al. *English Tracks*. Trinity Publications, 2014.
3. Frost, Robert. "The Road Not Taken." *Mountain Interval*. Henry Holt and Company, 1916.  
<https://www.poetryfoundation.org/poems/44272/the-road-not-taken>
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7. Jacob, G., M. Pandit Narkar, and Adrian Holiday. *Discourse Skills in English*. Frank Bros. & Co., 1999.
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16. Wren, P. C., and H. Martin. *English Grammar and Composition*. Niraja Publishers, 2008.

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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 Development Needs	The syllabus develops practical communication competencies such as non-verbal communication, dialogue writing, sentence editing, and formal documentation (notice, agenda, and minutes), enabling effective participation in academic and professional settings.
Regional Development Needs	Instruction in grammar, phonetics, and vocabulary enhances English proficiency among learners from diverse linguistic backgrounds.

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National Development Needs	The prescribed literary and language components foster critical thinking, ethical awareness, and civic responsibility, contributing to the intellectual development of students.
Global Development Needs	Exposure to international literary works and training in speaking and professional communication prepare students for global academic and cross-cultural engagement.

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

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Non-Verbal Communication	The students are made aware of the significance of the non-verbal communication. Regular mock sessions are conducted to test the same.
SD	JAM	The students are trained to organize their ideas with clarity in expression. They are tested impromptu with general topics.
SD	Vocabulary	Regular vocabulary based exercises and tests are conducted to enhance LSRW skills.

## 7. Pedagogy

S.No.	Student Centric Methods Adopted	Type/Description of Activity
1.	Participative Learning	JAM, Dialogue Writing
2.	Experiential Learning	Language Lab, Interactive Classroom Activities,

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## 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	CIA1	End Semester Exam
CO 2	CIA1	
CO 3	CIA-2(JAM)	
CO 4	CIA-2(MCQs/Objective Test)	
CO 5	---	

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## b) Model Question Paper- End Semester Exam

BA, BSC, BCOM, BMS

ENGLISH - SEMESTER II

Course Code: U26/ENG/AEC/201

Max. Marks: 60

Credits: 5

Time: 2 Hrs

## SECTION -A

I. Answer the following questions in about 250 words: (5x8=40 Marks)

1. What is the underlying message in Robert Frost's poem "The Road Not Taken"?

OR

2. What is the central idea of the Poem "Teevee" by Eve Merriam?

3. Examine the symbolic meaning of the monkey's paw.

OR

4. Examine whether Mr. White's final wish was an act of love or fear.

5. What is the importance of exhibiting good social graces, according to AG Gardiner?

OR

6. How do bad manners and a poor temper affect society, with reference to AG Gardiner's "On Saying Please"?

7. What is your opinion on the character of Wasserkopf, as depicted in the One-Act play, *Refund*.


OR

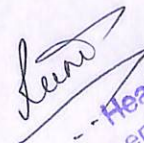
8. How would you prove the one act play *Refund* as a humorous account of the academic system.

9. Draft the Minutes of the Student Council Meeting, held recently in your institution, to discuss the upcoming Annual Fest. (You may focus on the Date and Venue, Chief Guest, Award List, budget allocation and introduction of a new Program on Basic Computer Skills)

OR

10. The Sports Club has decided to participate in an Inter-College Tournament. A meeting is scheduled to discuss team selection, budget allocation, travel arrangements, and appointment of coaches. As the Sports Secretary, draft a Notice, Agenda, and Minutes of the Meeting.

  
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## SECTION B

Answer the following:

(5x 4= 20 marks)

11. What is non-verbal communication? 4 marks
12. Complete the following with suitable idioms from the list below: 4 marks  
(his fingertips, at arm's length, bad blood, by hook or crook)
- i. Better to keep neighbors \_\_\_\_.
- ii. He has all the answers at \_\_\_\_.
- iii. People are trying to create \_\_\_\_\_ between the two brothers.
- iv. He wants to win \_\_\_\_.
13. Give suitable degrees of comparison for the 4 marks  
following words:
- a. quick \_\_\_\_\_ (comparative)
- b. fast \_\_\_\_\_ (superlative)
- c. hunger \_\_\_\_\_ (positive)
- d. little \_\_\_\_\_ (comparative)
14. Choose the correct verb form, from those in the brackets. 4 marks
- a. He thanked me for what I \_\_\_\_\_ (have been done, had done, did)
- b. I \_\_\_\_\_ English for five years (study, am studying, have been studying)
- c. He \_\_\_\_\_ a mill in this town (have, has, is having)
- d. The earth \_\_\_\_\_ round the sun (move, moved, moves)
15. Write a dialogue between the student coordinator and a faculty member regarding the club activities for the academic year. 4 marks

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16. Fill in the Blanks with appropriate pairs choosing from those given below: 4 marks

1a. We \_\_\_\_ several trucks on highway

b. They do not like to talk about their \_\_\_\_

2a. There were \_\_\_\_ customers than anticipated

b. I have \_\_\_\_ patience than Ted.

3a. Many people were \_\_\_\_ during the Salem Witch Trails.

b. He \_\_\_\_ the picture on the wall.

4a. Abdul is \_\_\_\_ than Rahim

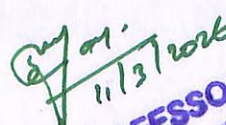
b. There was a \_\_\_\_ blocking the path.


(bolder, boulder; hanged, hung; passed, past; less, fewer)

17. What are the main aspects in drafting the Minutes of the meeting? 4 marks

**b. Question Paper Blueprint:**

Modules	Hours allotted in the syllabus	COs Addressed	Section A no. of Questions	Total	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		

  
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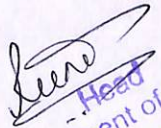
  
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## 9. CO-PO Mapping

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

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## SEMESTER-END MODEL QUESTION PAPER TEMPLATE

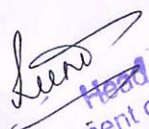
SECTION A - INTERNAL CHOICE			5 Q X 8 M = 40 M	
Question Number	Question	Question	CO	BTL(Blo Taxonomy Level)
1	Module 1	What is the underlying message in Robert Frost's poem <i>The Road Not Taken</i> ?	CO 1	Level I
2	Module 1	What is the central idea of the Poem <i>Teevee</i> by Eve Merriam?	CO 1	Level I
3	Module 2	Examine the symbolic meaning of the monkey's paw.	CO 2	Level IV
4	Module 2	Examine whether Mr. White's final wish was an act of love or fear.	CO 2	Level IV
5	Module 3	What is the importance of exhibiting good social graces, according to AG Gardiner?	CO 3	Level III
6	Module 3	How do bad manners and a poor temper affect society, with reference to AG Gardiner's <i>On Saying</i>	CO 3	Level III
7	Module 4	What is your opinion on the character of Wasserkopf, as depicted in the One-Act play, <i>Refund</i> .	CO 4	Level V
8	Module 4	How would you prove the one act play <i>Refund</i> as a humorous account of the academic system.	CO 4	Level V

9	Module 5	Draft the Minutes of the Student Council Meeting, held recently in your institution, to discuss the upcoming Annual Fest. (You may focus on the Date and Venue, Chief Guest, Award List, budget allocation and introduction of a new Program on Basic Computer Skills)	CO 5	Level III
10	Module 5	The Sports Club has decided to participate in an Inter-College Tournament. A meeting is scheduled to discuss team selection, budget allocation, travel arrangements, and appointment of coaches. As the Sports Secretary, draft a Notice, Agenda, and Minutes of the Meeting.	CO 5	Level III
<p>SECTION B - ANSWER ANY 5 OUT OF 7</p> <p>5 Q X 4 M = 20 M</p>				
11	Module 1	What is non-verbal communication?	CO 1	Level I
12	Module 2	Complete the following with suitable idioms from the list below.	CO 2	Level IV
13	Module 3	Give suitable degrees of comparison for the following words.	CO 3	Level III

14	Module 4	Choose the correct verb form, from those in the brackets	CO 4	Level V
15	Module 5	What are the main aspects in drafting the Minutes of the meeting	CO 5	Level III
16	Any Module	Fill in the Blanks with appropriate pairs choosing from those given.	CO 2	Level IV
17	Any Module	Write a dialogue between the student coordinator and a faculty member regarding the club activities for the academic year.	CO 4	Level V

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 Begumot, Hyderabad - 16.

  
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