

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)

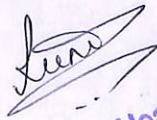
Jane Austen, *Northanger Abbey*

MODULE V: DRAMA

(15 Hrs)

Oscar Wilde, *The Importance of Being Earnest*

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5. References

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2. Pope, Alexander. "Sound and Sense by Alexander Pope." Famous Poems, Famous Poets. All Poetry, allpoetry.com/Sound-and-Sense.
3. Steele, Richard. *The Club at the Trumpet (1709-1710)*.
www.civilizationis.com/smartboard/shop/steele/chap2.htm
4. Shelley, P.B. "Ozymandias" by P.B Shelley | Poetry Foundation, <https://www.poetryfoundation.org/poems/46565/ozymandias>
5. Wilde, Oscar. *The Importance of Being Earnest*. Mineola, New York: Dover Publications. 1990. (Originally performed in 1895).
6. Bradbury, M., & Palmer, D (eds.). (1979). *The Contemporary English novel*. London: Edward Arnold Publishers Ltd. Hunt, John Dixon (Ed.), Pope: *The Rape of the Lock, a Casebook*. 1968. London: Macmillan.
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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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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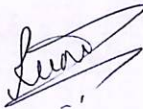
		are self-centered, affect our reading of the play?		
SECTION B - ANSWER ANY 5 OUT OF 7		5 Q X 2 M = 10 M		
11	Module 3	What was Richard Steele like in The Club at the Trumpet?	CO 5	Level I
12	Module 5	What does Ms. Prism insist Cecily study, before she sets out for a walk?	CO 2	Level I
13	Module 2	Analyze how the imagery of decay functions symbolically in the poem "Ozymandias".	CO 4	Level I
14	Module 5	Briefly explain the significance of the title, "Importance of being earnest"	CO 2	Level II
15	Module 3	List out any two aspects of gallantry that are conspicuously missing in the modern world, with reference to Charles Lamb's essay.	CO 5	Level I
16	Module 1	Briefly describe any two characteristics that distinguish a realist text from a neoclassical one.	CO 1	Level I
17	Module 4	Do you think Catherine Morland is a typical Austen Heroine? How would you use facts to explain your answer?	CO 3	Level III

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HISTORY OF MEDIEVAL INDIA

1. Course Description

Programme: B.A

Course Code: U26/HIS/DSC/201

Course Type: DSC-2

No. of credits: 5

Max. Hours: 75 Hrs

Hours per week: 5

Max. Marks: 100

2. Course Objectives

- To learn and analyze the transition from ancient to the medieval period.
- To be able to delineate changes in the realm of polity society and economy.
- To study the growth of composite culture and newer forms of art and architecture.

3. Course Outcomes

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

CO1: Comprehend the political social economic impact of the advent of a new religion and culture in India. **(UNDERSTAND)**

CO2: Analyze the growth of Culture and Philosophy in Medieval India. **(APPLY)**

CO3: Evaluate the impact of the Mughal rule on Society and Religion in India. **(EVALUATING)**

CO4: Examine the rise of the regional kingdoms. **(ANALYSE)**

CO5: Assess the socio-political contribution of Maratha Confederacy. **(EVALUATING)**

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4. Course Content

MODULE I: - Advent of Islam and its Impact in India **15 hours**

Pre-Medieval India- Rise of Regional States – Rajput's and Pala's-Polity-Society-Culture-Education- Vikramasila and Odantapuri, Establishment of Turkish rule in India the Delhi Sultanate-sources-policies and impact -with special reference to Alauddin Khilji and Mohamad Bin Tughlaq- Evaluation of Delhi Sultanate - Impact on Culture, Language, Literature, Religion, Art and Architecture.

MODULE II: Growth of Indian Philosophy and Religious Movements **15 hours**

Advaita, Dvaita and Vishishta Advaita philosophy - Bhakti movement and Sufism, Women's role in Bhakti movement, Influence of Bhakti movement on social reforms, Bhakti movement in South India- Shaiva Nayanars and Vaishnava Alwars.

MODULE III: Mughal Era **15 hours**

The Political conditions in India on the eve of advent of Mughals – Babur- Sher Shah-Inter-regnum- Sur's administration - Akbar's Rajput and Religious policy and Administration - Shah Jahan's reign –Art and Architecture. Aurangzeb's - policies and Impact, Evaluation of the Mughal Empire in India and Causes for their decline

MODULE IV: Kingdoms of the Deccan and Kalinga **15 hours**

Kakatiya's-The Vijayanagara and the Bahmani's - Deccan Sultanate; Bijapur, Golkonda, Bidar, Berar and Ahmednagar – Rise, Expansion and Disintegration; Eastern Gangas and Gajapatis. Yadavas, Hoysalas, Pandya's and Cheras – their contribution to South Indian Culture. Technological developments and its Impact on structures of society, warfare and administration in early medieval period.

MODULE V: Maratha Confederacy **15 hours**

Rise of the Marathas & the foundation of Swaraj by Shivaji; its expansion under the Peshwas; Mughal – Maratha relations, Maratha Confederacy, Causes of Decline.

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5. References


1. Chandra, Satish., History of Medieval India (800 – 1700) Vol. I & II.
2. Chattopadhyay, B.D., The Making of Early Medieval India. (Delhi, 1994)
3. Habib, Irfan (ed) Medieval India – Research in the History of India, 1200-1750, Delhi,1992
4. Majumdar, R.C. et al (eds), History and Culture of the Indian People Vol. IV & VI
5. Majumdar, R.C, A Comprehensive History of India Vol.III.
6. Nilakantha Shastri, K.A. A History of South India, Madras, 1974 (4th edition)
7. Pandey, A.B., Early Medieval India, Allahabad, 1977.
8. Sherwani H.K. and P.M. Joshi, The History of Medieval Deccan, 1295-1724, Hyderabad,1973.

6.Syllabus Focus

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

Local /Regional/National /Global Development Needs (Mention any ONE at a time)	Relevance (Describe how the course addresses the need) Maximum 15 words
National	Underscores attributes of Medieval Indian society, culture, economy and polity so as to understand complexities in India’s progress as a nation.
Regional	Highlights interplay of regional and central powers in shaping country’s characteristic identity.


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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP (Mention any ONE of the above at a time)	Syllabus Content (Mention Module No. or part content applicable)	Description of Activity (Activity that will be conducted in class to support the focus of SD/ED/EMP in the syllabus content)
SD	Module II	Knowledge Quiz
SD	Module III	Assignment writing
SD	Module IV	Presentation

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Group Discussion
2.	Experiential learning	Field Trip
3.	Problem solving	Assignment -case study

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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 I-Written Exam	Written Exam
CO2	CIA II- Written Exam	
CO3	CA 2- Presentation	
CO4	CA 2- Skill test	
CO5	CA 2- Assignment	

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b) Model Question Paper- End Semester Exam

HISTORY OF MEDIEVAL INDIA

SECTION A - INTERNAL CHOICE		5 Q X 10 M = 50		
Question Number	Question	Question	CO	BTL(Bloom's Taxonomy Level)
1	Module 1	Describe the socio-cultural contribution of Delhi Sultanate	CO 1	BL 2
2	Module 1	Explain the administrative military and market reforms of Alauddin Khilji	CO 1	BL 2
3	Module 2	Identify the causes for the rise of Bhakti and Sufi movement	CO 2	BL 3
4	Module 2	Develop an explanation to support Advaita philosophy	CO 2	BL 3
5	Module 3	Give an estimate of Akbar	CO 3	BL 6
6	Module 3	Give a critique of Aurangzeb's policies	CO 3	BL 6
7	Module 4	Examine the causes for the rise of Vijayanagar empire	CO 4	BL 3
8	Module 4	Distinguish between the rule of Rudramma and Ganapati deva	CO 4	BL 3
9	Module 5	Evaluate the contribution of Early Peshwas to empire building	CO 5	BL 6
10	Module 5	Assess the contribution of Shivaji to Maratha identity	CO 5	BL 6

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SECTION B - ANSWER ANY 5 OUT OF 7				5 Q X 2 M = 10 M	
(To compulsorily have ONE question from each module)					
11	Module 1	Razia Sultana	CO 1	BL 1	
12	Module 2	Adi Shankaracharya	CO 2	BL 1	
13	Module 3	Battle of Chunar	CO 3	BL 1	
14	Module 4	Pratap Rudra II	CO 4	BL 1	
15	Module 5	Ashtapradhan	CO 5	BL 1	
16	Module1	Alai Darwaza	CO 1	BL 1	
17	Module5	Shanivar Wada	CO 5	BL 1	

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	2	5
2	15	CO2	2	10	2	5
3	15	CO3	2	10	2	5
4	15	CO4	2	10	2	5
5	15	CO5	2	10	2	5




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9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1	Understand	15
2	2	Apply	15
3	1	Evaluating	15
4	2	Analyse	15
5	1	Evaluating	15

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CBCS 2026

Panel of Examiners

S.No.	B.A. Course Title	Examiner	Designation Place of Work	Years of Experience	Contact No.	Email Id.
1.	History of Ancient India (Earliest times to Cholas)	G. Ramdhan	Associate Professor			gramdhan1715@gmail.com
2.	History of Medieval India					

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SEMESTER - II
WESTERN POLITICAL THOUGHT

1. Course Description

Programme: **B.A**

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

Course Type: **DSC**

No. of credits: **5**

Max. Hours: **75**

Hours per week: **5**

Max. Marks: **100**

2. Course Objectives

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

3. Course Outcomes

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

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

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

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

CO4: Acquire a critical understanding of Utilitarianism and Dialectics. **(Evaluate)**

CO5: Understand and reflect upon the ideas of Feminist political thinkers. **(Evaluate)**

4. Course Content

MODULE I: Ancient Greek Political Thought (15 Hours)

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

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

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

MODULE III: Social Contractualists (15 Hours)

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

MODULE IV: Utilitarianism and Dialectics (15 Hours)

1. Jeremy Bentham – Utilitarianism; Hedonism.
2. John Stuart Mill – Liberty and Representative Government.
3. Hegel – History and Dialectic; State.
4. Marx – Historical Materialism: Class War and Proletarian Dictatorship

MODULE V: Feminist Thought (15 Hours)

1. Mary Wollstonecraft: 'A Vindication of the Rights of Woman'
2. Simone de Beauvoir – ‘The Second Sex’
3. Bell Hooks - Intersectionality

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5. References

1. Barker, Ernest (2013). *Greek Political Thought*. Routledge.
2. Ebenstein, William (1967). *Great Political Thinkers*. University of California.
3. Foster & Jones (1949). *Masters of Political Thought*. Houghton Mifflin.
4. Hacker, Andrew (1969). *Political Theory: Philosophy, Ideology, Science*. MacMillan.
5. Sabine, G.H. (1973). *A History of Political Theory*. Dryden Press.
6. Singh, Sukhbir (1980). *History of Political Thought Vol. I*. Rastogi Publications
7. Singh, Sukhbir (1980). *History of Political Thought Vol. II*. Rastogi Publications
8. Roberts, Peri & Peter Sutch (2012). *An Introduction to Political Thought*. Edinburgh University Press

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

b) Components on Skill Development/Entrepreneurship Development/Employability

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

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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	End Semester examination
CO2	CIA-1	
CO3	CIA-2 Skill Test	
CO4	CIA-2 Assignment	
CO5		

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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**

DISCIPLINE SPECIFIC CORE

SEMESTER -II

WESTERN POLITICAL THOUGHT

Course Code: U26/POL/DSC/201

Max Marks:60

Credits:5

Time: 2Hrs

SECTION - A

Answer the Following: 5 x 10 = 50 M

1. Critically discuss Plato's Ideal State.

OR

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

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

OR

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

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

OR

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

7. Analyze Bentham's theory of Utilitarianism.

OR

8. Critically discuss Marx's theory of Class War.

9. Discuss Mary Wollstonecraft's ideas on the rights of women.

OR

10. Explain the concept of intersectionality in feminist with reference to Bell Hooks.

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SECTION -B

Answer any Five Questions: 5 x 2 = 10 M

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

c) Question Paper Blueprint

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

9. CO-PO Mapping


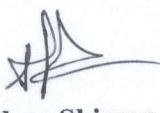
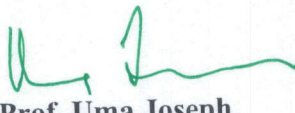
CO	PO	Cognitive Level	Class room sessions(hrs)
1	1	Understand	15
2	2	Understand	15
3	4	Evaluate	15
4	3	Analyze	15
5	4	Analyze	15

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