

**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).

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### 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)

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#### 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*

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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	

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## 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).

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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?


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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	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

  
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## 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

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## 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


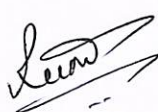

		Samuel Pepys diary entry.		
9	Module 5	Consider the symbolic significance employed by Shakespeare in "As you like it" to bring out the complex web of the human psyche.	CO 5	Level II
10	Module 5	Bring out the significance of the title "As you like it".	CO 5	Level II
SECTION B - ANSWER ANY 5 OUT OF 7			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  <i>11/12/2026</i> <b>PROFESSOR</b> Department of English <b>OSMANIA UNIVERSITY</b> HYDERABAD-500 007	Describe briefly the historical event recorded as a diary entry by Samuel Pepys on 1 May 1660	CO 4  <i>Head</i> <b>Head</b> Department of English St. Francis College For Women Begumpet, Hyderabad - 16	Level V


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

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**SEMESTER - I**  
**UNDERSTANDING POLITICAL THEORY**

**1. Course Description**

Programme: **B.A**

Course Code: **U26/POL/DSC/101**

Course Type: DSC 1

No. of credits: 5

Max. Hours: 75

Hours per week: 5

Max. Marks: 100

**2. Course Objectives**

- To identify the basic concepts of political theory and to critically reflect on the fundamental concepts in political theory and acquire substantial familiarity with the basic institutions of state and various forms of government.
- To critically analyze the contemporary relevance of the concepts of political theory and political institutions.

**3. Course Outcomes**

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

CO1: Identify the fundamental debates in political theory. **(Understand)**

CO2: Recognize the basic theories of State and Sovereignty. **(Understand)**

CO3: Critically debate concepts like Liberty, Equality and Justice. **(Evaluate)**

CO4: Critically evaluate various political ideologies. **(Evaluate)**

CO5: Distinguish the role of political institutions and non-state actors in politics. **(Analyze)**

#### 4. Course Content

##### **MODULE I: Political Theory (15 Hours)**

1. Meaning, Nature and Significance of Political Theory.
2. Approaches in Political Theory – Normative, Institutional, Behavioural and Feminist.

##### **MODULE II: What is Political? (15 Hours)**

1. Definition and Elements of State.
2. Theories of Origin of State – Divine Origin theory, Social Contract theory and Evolutionary theory.
3. Sovereignty: Definition and Features; Theories – Monism and Pluralism; Challenges.
4. Public Policy: Definition; Features; Significance

##### **MODULE III: Political Values and Theoretical Perspective (15 Hours)**

1. Liberty, Equality and Justice.
2. Power, Authority and Legitimacy.
3. Democracy and Rights

##### **MODULE IV: Political Ideologies (15 Hours)**

1. Nationalism
2. Liberalism
3. Secularism
4. Socialism

##### **MODULE V: Political Institutions and Functions (15 Hours)**

1. Legislature, Executive and Judiciary.
2. Political Parties and Pressure Groups
3. Role of Social Media and Cyber Security

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## 5. References

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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 familiarizes the students with the working of the basic political institutions of a country that make and enforce laws and deliver justice.
Global	The course would introduce students to various political concepts and ideas like power, equality and liberty that are of global significance.

**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**

**MODEL QUESTION PAPER**

**Course Code: U26/POL/DSC/101**

**Credits: 5**

**Max. Marks: 60**

**Time: 2 Hrs**

**SECTION – A**

**I. Answer the Following: 5 x 10 = 50 M**

1. Critically explain the Behavioural approach in Political Theory.  
**OR**
2. Discuss the Feminist approach in Political Theory.
3. Discuss elaborately Hobbes' Social Contract Theory.  
**OR**
4. Explain the theory of Monistic Sovereignty with criticism.
5. Define Justice and discuss its various forms.  
**OR**
6. Elucidate the relationship between Liberty and Equality.
7. Analyze the principles of Liberalism  
**OR**
8. Reflect on Multiculturalism as a significant ideology of contemporary times.
9. Explain the role of political parties.  
**OR**
10. Describe the functions of judiciary and the conditions necessary for its independence.

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## SECTION – B

## II. Answer any Five Questions: 5 x 2 = 10 M

11. Pluralistic Sovereignty
12. Authority
13. Legitimacy
14. Pressure Groups
15. Normative Approach
16. Power
17. Rights

## 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	1	Evaluate	15
4	3	Analyze	15
5	4	Analyze	15

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## SEMESTER - I

## INTRODUCTION TO PSYCHOLOGY

## 1. Course Description

Programme: B.A

Course Code: U26/PSY/DSC/101

Course Type: DSC - 1

No. of credits: 5

Max. Hours: 75 hours

Hours per week: 5 hours

Max. Marks: 100 M

## 2. Course Objectives

- To understand the significance of historical foundations in shaping modern psychology and demonstrate comprehension of the methods utilized in psychological research.
- To gain an understanding of the role played by the nervous system in regulating bodily functions and behavior, and acquire knowledge about the characteristics of sensation across different sensory modalities and the underlying sensory processes.
- To apply knowledge of attentional processes, comprehend the principles of perceptual organization and explain the characteristics of emotions, their subjective experiences, physiological responses, and behavioral expressions.

## 3. Course Outcomes

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

- CO1: Explain the foundational concepts, historical development, major perspectives, research methods, and ethical principles in psychology, including indigenous perspectives on mind and behaviour. **(UNDERSTAND)**
- CO2: Explain the role of each division of the nervous system in regulating bodily functions and behavior as well as gain knowledge about the functions of different regions of the brain in regulating physiological and cognitive processes. **(UNDERSTAND)**

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- CO3: Understand the characteristics of sensation and how they differ across sensory modalities, describe the neural mechanisms underlying sensory processes, and apply knowledge of attentional processes—including traditional Indian perspectives on focused attention (Dharana)—to understand and improve focus and concentration in various situations. **(UNDERSTAND AND APPLY)**
- CO4: Understand the principles of perceptual organization, describe different types of perceptual illusions and their underlying mechanisms. **(UNDERSTAND)**
- CO5: Explain the characteristics of emotion, including subjective experiences, physiological responses, and behavioral expressions, as well as explain the key principles of the theories of emotions. **(UNDERSTAND)**

#### 4. Course Content

##### MODULE 1: INTRODUCTION

15 Hrs

Definition, Nature and Scope of psychology

Historical foundations of Psychology

Schools of psychology: Structuralism, Functionalism, Gestalt and Psychoanalytic approaches

Indian Perspectives on Mind and Behaviour: Overview of Antahkarana (Manas, Buddhi, Ahamkara, Chitta) (Aligned to components of Indian Knowledge Systems).

Modern Perspectives: Behaviourism, Humanistic, Biological, Cognitive, Socio-cultural and Eclectic.

Methods in Psychology: Introspection, Objective Observation, Survey, Experimental Method,

Correlation and Case Study Method

Ethics in psychological research

##### MODULE 2: BIOLOGICAL BASIS OF BEHAVIOUR

15 hrs

Overview of divisions of nervous system - Central, Peripheral - somatic, autonomic

Cells of nervous system: Structure and Function of Neurons,

Neurotransmitters and their influence on behaviour

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Spinal cord: overview of structure and function, reflex arc  
 Major divisions of the brain - Forebrain, Midbrain, Hindbrain  
 Endocrine system and its influence on behaviour,  
 Neuroplasticity: Neural degeneration, Neural regeneration, Neural reorganization and recovery of function, blocking neuro-degeneration.

### MODULE 3: SENSATION AND ATTENTION

15 Hrs

Sensory thresholds  
 Definition and Characteristics of Sensation  
 Sensory processes - Vision, Hearing, Smell, Taste and Touch - Pain  
 Definition, types and determinants of attention (objective and subjective factors)  
 Dharana (focused attention) in classical Indian psychology and its relevance to modern attention  
 (Aligned to components of Indian Knowledge Systems).

### MODULE 4: PERCEPTION

15 Hrs

Factors Influencing Perception  
 Principles of perceptual organization: Form Perception; Depth perception-monocular / binocular cues; Motion Perception; Constancy in perception  
 Errors in perception – illusions and hallucinations

### MODULE 5: EMOTION

15 Hrs

Definition and characteristics of Emotion  
 Internal & External changes during Emotion  
 Physiological basis of emotion  
 Adaptive and disruptive effects  
 Theories of emotions -James-Lange, Cannon Bard & cognitive theories

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## 5. References

1. Bryant, E. F. (2009). *The Yoga Sutras of Patanjali: A new edition, translation, and commentary*. North Point 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
Local	<p>By applying psychological principles responsibly and ethically, it's possible to address societal needs effectively.</p> <p>The inclusion of culturally grounded perspectives such as Dharana (focused attention) promotes practical strategies for improving concentration and self-regulation among students.</p>

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

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Ethical reasoning, critical thinking, evaluation skills	Module 1, Indian perspective - Dharana, Ethics in psychological research	<p>Self Regulation: Understanding the mechanisms of focus and concentration, to apply attention regulation strategies.</p> <p>Ethical Reasoning: Discuss ethical issues and dilemmas in psychological research and practice.</p> <p>Critical thinking &amp; Evaluation: Encourage students to critically evaluate ethical considerations and adhere to ethical guidelines in their own work.</p>

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Field trip: Field trip to Birla Planetarium - Illusion Hall allows them to have a real-life experience of the illusions being taught.
2.	Participative Learning	Art Project: Students will be given a few topics from all modules, which they have to present visually, representing the theory / concept.
3.	Participative Learning	Assignments: Tracing the timeline of psychology as an emerging field, drawing and labelling the brain, neuron, eye and ear help the student remember.

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## 8. Course Assessment Plan

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

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-1 - Written Test	Written Exam
CO2	CIA-1 - Written Test	
CO3	CIA-2 - (Assignment)	
CO4	CIA-2 (Skill Test / Assignment)	
CO5	CIA-2 (Skill Test)	

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## b) Model Question Paper- End Semester Exam

## INTRODUCTION TO PSYCHOLOGY

Paper Code: U26/PSY/DSC/101

Time: 2 Hrs

Credits: 5

Max marks: 60

## SECTION – A

5x10=50 M

Answer the following

1. Describe the scope of psychology.

OR

2. Explain the various research methods in psychology.

3. Compare and contrast the functions of the somatic and autonomic divisions of the Peripheral Nervous System.

OR

4. Describe the structure of a neuron and explain how its components contribute to its function.

5. Explain the sensory processes involved in vision, including the role of photoreceptors and neural pathways.

OR

6. Discuss the role of pain perception in the body and how it differs from other sensory modalities.

7. What are the factors influencing perception?

OR

8. Write about the principles of perceptual organisation.

9. Explain the characteristics of emotion and the physiological changes observed during emotional experience.

OR

10. Write about James Lange theory of emotion

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## SECTION – B

5 x 2 = 10 M

**Answer any five of the following:**

11. Behaviourism
12. Dharana
13. 4 functions of the forebrain.
14. List out the determinants of attention.
15. Give 2 examples of depth perception.
16. Definition of emotion.
17. Illustrate the major divisions of the brain in a diagram.

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## Question Paper format – Blooms Taxonomy Level

SECTION A - INTERNAL CHOICE				5Q X 10 M = 50 M
Question Number	Module Covered	Question	CO	BTL (Blooms Taxonomy Level)
1	Module 1	Describe the scope of psychology.	CO 1	Understand
2	Module 1	Explain the various research methods in psychology.	CO 1	Understand
3	Module 2	Compare and contrast the functions of the somatic and autonomic divisions of the Peripheral Nervous System.	CO 2	Understand
4	Module 2	Describe the structure of a neuron and explain how its components contribute to its function.	CO 2	Understand
5	Module 3	Explain the sensory processes involved in vision, including the role of photoreceptors and neural pathways.	CO 3	Understand & Apply
6	Module 3	Discuss the role of pain perception in the body and how it differs from other sensory modalities.	CO 3	Understand & Apply
7	Module 4	What are the factors influencing perception?	CO 4	Understand
8	Module 4	Write about the principles of perceptual organisation.	CO 4	Understand
9	Module 5	Explain the characteristics of emotion and the physiological changes observed during emotional experience.	CO 5	Understand
10	Module 5	Write about James Lange theory of emotion.	CO 5	Understand

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**SECTION B - ANSWER ANY 5 OUT OF 7****5Q X 2 M = 10 M****(To compulsorily have ONE question from each module)**

11	Module 1	Behaviourism	CO 1	Understand
12	Module 1	Dharana	CO 3	Understand & Apply
13	Module 2	4 functions of the forebrain.	CO 2	Understand
14	Module 3	List out the determinants of attention.	CO 3	Understand & Apply
15	Module 3	Give 2 examples of depth perception.	CO 4	Understand
16	Module 5	Definition of emotion.	CO 5	Understand
17	Module 2	Illustrate the major divisions of the brain in a diagram.	CO 2	Understand

**c) Question Paper Blueprint**




Modules	Hours Allotted in the Syllabus	CO Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO 1	2	5x10= 50	7 (By taking at least one question from each Module)	5x2= 10
2	15	CO 2	2			
3	15	CO 3	2			
4	15	CO 4	2			
5	15	CO 5	2			

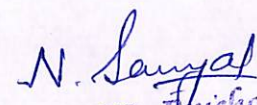
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## 9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Understand	15
2	1	Understand	15
3	2	Understand, Apply	15
4	2	Understand	15
5	4	Understand	15

Prepared by	Checked & Verified by	Approved by
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