

**GOVERNMENT COLLEGE (A)**  
**Rajahmundry**

**Department of English**  
**Board of Studies**

**Semesters**

**I, II, III, IV, V, VI, VII & VIII**

**2023-2024**

## **Foreword.....**

English has always retained a unique place in the world. It is the language of opportunities in academics and employment. Keeping this in mind, the Department of English has made every effort to update itself in terms of the syllabi, teaching methodology, and pattern of evaluation.

A number of changes have been ushered in to make language learning, meaningful, creative, and purposeful to the growing demands of the industry. The English Language Text has become a springboard for imparting Listening, Speaking, Reading, and Writing skills. The conventional teaching of prose, poetry, short story and drama has been totally revamped. The Teacher-centric Lecture Method has been replaced by Student-centric Communicative Language Teaching. Learner independence is ensured at every level by giving top priority to activities. Pedagogical methods are being applied for a multipronged approach to impart skills. Role Plays, Group Discussions, seminars, Debates and surveys are made essential part of teaching activities.

The Department has fully utilized Autonomy and the vast experience accrued over three cycles of NAAC assessment to add or delete the syllabi to match the learner standards and market needs. The practice of conducting a Practical examination to all the UG students during the end of the II semester has been retained keeping in view the need for testing the linguistic abilities of the students in use. The department is offering 3 Certificate Courses in English.

Changes have been affected in the evaluation pattern also. The testing pattern is designed to maximize the creativity and avoid readymade mugged up answers. Online testing is made mandatory for 10 marks in the internal examinations. The internal assessment pattern for 50 marks has been split as 20 marks for the written examination, 10 marks for the online examinations, 5 marks each for Attendance, Seminars, an Assignments and Project works. Under external assessment of General English for 50 marks, 4 marks questions for 75 words, 5 marks questions for 100 words and 4 marks each for grammar aspects have been allocated. Under external assessment of Special English, 1 mark very short answer questions in 30 words, 3 or 4 marks short questions in 75 words and 6 marks essay questions in 150 words have been given. Multiple Choice Questions and Matching type questions carrying ½ mark to 1 mark each have been made compulsory in Special English both to cover the syllabi and to ensure success in PG Entrance Examinations, NET and CET and SET. The Department

recognizes the importance of imparting instruction in blended mode. As such, it is well geared up to deliver 40 % of the content online as and when situation warrants.

The Department takes pride to put forward proposals to commence a Post Graduate Program in MA English from preferably from the academic year 2023-'24. The preliminaries have already been completed and orders are awaited any time.

- Meticulous care has been taken in the designing of question papers implementing Blooms Taxonomy at all six levels – Knowledge, understanding, application, analysis, synthesis and creation.
- Under Skill Enhancement Courses for the students of I semester during 2023-'24, the Department has undertaken to design the question paper for the course titled **Communication Skills**.
- Under Community Service Project, the Department has designed unique topics bearing in mind their social relevance and ability to offer the real-time experience to students.
- As part of the Industrial Connect Program, the Department is planning to obtain MoUs for internships and employment to the students of B.A Special English in various Schools, Colleges, Press and Publication departments along with industries located in and around Rajahmundry.
- The department has resolved to continue the capacity building programs for teachers, students and non-teaching staff in the college in a big way. It is also on the anvil to conduct an outreach program to the teachers in the Government, Aided and Private schools offering instruction in English medium.
- The department has always been on the forefront in implementing innovative programs related to career advancement and community concerns. One such is the tie up with the local BLUECROSS to save street dogs suffering from eczema and other skin related disorders. Further, students are also being involved in feeding the aged and orphaned platform dwellers.

The Department hopes these changes will certainly deliver the intended results and reward the students with better learning experience, improved language skills ensuring successful career in academics and employment.

Date: 30.08.2023

Department of English

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**Proceedings of the Principal, Government College (Autonomous), Rajahmundry**  
**Present: Dr. C. Krishna, M.Sc. Tech, NET., Ph.D.**

**Rc. No: Spl./Acad.Cell-GCRJY/BOS/2023-24, Dated: 28 June 2023**

**Sub:** - Government College (Autonomous), Rajahmundry– **Boards of Studies (BoS)** –  
2023 24 Nominations of Members - Orders Issued.

**Ref:** - 1. UGC Guidelines for Autonomous Colleges - 2018.  
2. Proceedings of the Vice-Chancellor, ANUR No. ANUR Government College  
(A)Rajahmundry, dated 01-06-2023.  
3. UGC, Curriculum and Credit Framework for undergraduate programs dated  
7December 2022.

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**ORDER:**

The Principal, Government College (Autonomous), Rajahmundry is pleased to constitute the **Board of Studies in English** for framing the syllabi in English subject for all semesters under **single major system** duly following the norms of the UGC Autonomous guidelines 2018 and curriculum framework issued by UGC for single major system videRef.3 above.

S. No	Name	Designation
1	Sri P.S.Sastry	Chairman
2	All Faculty members in the department	Member
3	Dr.B.Anuradha Surya Kumari, Lecturer- Incharge, Dept.of English, S.K.R.Government College for Women, Rajahmundry	Subject Expert
4	Kum.ChVennela,Lecturer in English, P R Government Degree College, Kakinada	Subject Expert
5	Sri P.R.Krishna Rao, Dept. of English, Government Degree College, Perumallapuram	University Nominee
6	Sri Tummidu Ram Kumar, Chairman, Tummidu Brothers, Rajahmundry	Expert from Industry/Corporate Sector
7	1.P.Pradeep Kumar, III P.E.JMC 2.A.D.Preethi,II MZC	Student Nominee Student Nominee

The above members are requested to attend the BOS meetings and share their valuable views, and suggestions on the following functionaries:

- Prepare syllabi for the subject keeping in view the objectives of the college, the interest of the stakeholders and national requirements for consideration and approval of the Academic Council
- Suggest methodologies for innovative teaching and evaluation techniques
- Suggest a panel of names to the Academic Council for the appointment of examinersCoordinate research, teaching, extension, and other activities in the department of the college.

The term of the members will be Two years from the date of issue of this proceedings. The Chairman of the BoS (HoD/lecturer In-Charge of the department) is directed to coordinate with the Principal of the College and conduct BoS meetings as and when necessary, but at least twice a year.

**Note:** For further information, please go through the guidelines provided by the Academic Cell of the College.



**C. KRISHNA  
PRINCIPAL  
GOVERNMENT COLLEGE [A]  
RAJAHMUNDRY**

Copy to:

1. The above individuals
2. File

**GOVERNMENT COLLEGE (AUTONOMOUS)**  
**RAJAHMUNDRY**  
**BOARD OF STUDIES MEETING 2023-2024**  
**DEPARTMENT OF ENGLISH**  
**AGENDA WITH DISCUSSIONS AND RESOLUTIONS**

The following proposals are submitted as a part of the agenda for the consideration and approval of the honourable members of the Board of Studies, at the meeting held on 30.08.2023

**1. Curriculum design for all semesters**

**Proposal:**

Proposed to design the curriculum for the students of B.A Honours with Special English using the decades of previous experience accrued by the department.

**Discussion:**

During the discussion that ensued, Dr. Krishna Rao, the University Nominee suggested that the demand from the industry and job market be taken into account in the design of the curriculum, to help students acquire necessary skills for immediate employment. The subject expert Dr. Anuradha advised that care should be taken to adopt activity-based student-centric methodology.

**Resolutions:**

Resolved to take into account the requirements of the industry and the job market while designing the curriculum for all semesters of BA Honours program with special English. Also, resolved to accommodate student-centric methodology with classroom activities, field trips, student projects, assignments and internships to align with the PEOs and POs to provide real-time exposure and experience to the students.

**2. Designing of course outcomes and course objectives**

**Proposal:**

Proposed to design the Course Objectives and Course Specific Objectives and their respective outcomes in accordance with those of the Program objectives.

**Discussion:**

During the discussion with the subject experts and the University Nominee, it was recommended to design the Program Specific Objectives and Outcomes in consonance with the Program Educational Objectives and Outcomes prescribed by the institution. Similarly the Course Objectives and Course Specific Objectives and their respective outcomes to be prepared in accordance with the Course objectives.

**Resolution:**

Resolved to design the course outcomes and course objectives strictly adhering to the APSCHE guidelines while bearing in mind the PEOs and PSEOs.

**3. Course Objectives and Outcomes for the pending syllabus of Semester 7&8**

**Proposal:**

Proposed to approve the Course Objectives and Outcomes in Toto as suggested by APSCHE for the pending courses of Semesters 7 and 8 as and when released.



**Discussion:**

Not much discussion took place on designing the objectives and outcomes for the pending courses of Semester VII and VIII as the guidelines for these semesters have not yet been released by APSCHE. The committee unanimously approved the proposal.

**Resolution:**

It is resolved to design the course objectives and outcomes for the pending syllabus of papers meant for Semester VII and VIII of BA Honours with Special English.

**4. Identifying/inclusion of components of skill development, employment and entrepreneurship in the curriculum.****Proposal:**

It is proposed to include skill enhancement components both in content and its delivery. Apart from compulsory Skill Enhancement Course like Communication Skills it is also proposed to design additional Certificate Courses related to employment and entrepreneurship in the curriculum.

**Discussion:**

The matter was thoroughly discussed during the BoS and the members of the committee underscored the need for inclusion of skill development components related to employment and entrepreneurship in the curriculum.

**Resolution:**

Resolved to give top priority to employability, entrepreneurship and Skill development in the curriculum by introducing relevant content and identifying organizations such as News Publication offices, Schools and Colleges, Personality Development Platforms, Anchoring, Translator's Jobs, PROs etc. for student Projects and internships.

Also resolved to include topics such as report writing, note taking, resume preparation, notice writing, expansion of ideas and comprehension passages with scope for skimming, scanning, and top-down and bottom-up approaches besides activating schema under the Skill development component. The formal speaking skills are to be given high priority by continuing the tradition of conducting a practical examination to all the UG students at the end of the second semester.

**5. Additional inputs into the curriculum****Proposal:**

Proposed **NOT to make any additional inputs** into the APSCHE prescribed Single Major and Minor Courses in B.A Special English Honours program as they are deemed to have been thoroughly revised and suited to the contemporary scenario. However, it is proposed to retain the additional inputs in the courses of the previous year 2022-'23 (III, IV and V semesters)

**Discussion:**

The members of the BoS committee were convinced on being told that the syllabus for the single major courses was received very late and as such, it is the latest in terms of the content and relevance to employability. Ongoing through the syllabus for each course, the members expressed satisfaction and agreed to the proposal.

**Resolution:**

Resolved **NOT to make any additional inputs** into the APSCHE prescribe Single Major and Minor Courses in B.A Special English Honours program for 2023-2024

while continuing the existing syllabus in the previous year course for semesters III, IV and V.

## **6. Designing model question papers and identifying potential paper setters.**

### **Proposal:**

Proposed to design all the question papers for language and literature under the Single Major Scheme strictly adhering to **Bloom's Taxonomy**.

### **Discussion:**

Regarding the implementation of Bloom's Taxonomy in the designing of the question papers of the language and literature courses under Single Major Pattern, the BoS committee enquired about the modalities of its implementation. The committee was briefed how the six levels of Taxonomy would be compressed into three and the priority in terms of marks would be increased year after year from knowledge and understanding levels to creativity and evaluation levels. The committee suggested the inclusion of MCQs and Matching Type Questions also to facilitate students appearing for Competitive examinations and even the PG Entrance examinations or NET or SLET at the end of UG. The committee also recommended that examiners with not less than 10 years of experience be identified and included among the board of examiners.

### **Resolution:**

Resolved to implement Blooms Taxonomy in the assessment of all the courses under Single Major Scheme – both language and literature. Further, it was also resolved to accommodate the **MCQs and matching type** questions apart from very short answer questions for 1 mark, short answer questions for 4 to 5 mark and essay questions for 6 marks. It is also resolved to provide sufficient choice to the students. Also, resolved to identify at least **20 paper setters** having not less than 10 years teaching of teaching experience in language and literature.

## **7. Innovative teaching-learning methodology (learner-centric)**

### **Proposal:**

Proposed to adopt Innovative, activity-based based and learner-centric Communicative Language Teaching methodology for imparting the instruction in the classroom.

### **Discussion:**

The BoS expressed satisfaction over the proposal to innovate and implement the teaching learning methodology to make it more learner-centric.

### **Resolution:**

Resolved to adopt Innovative activity-based based and learner-centric Communicative Language Teaching methodology for imparting the instruction for all the courses under the single major curriculum. Activities with ample scope for peer work and group work such as role-plays, debates, classroom seminars, skits and speaking activities such as anchoring, moderating, reporting, and interviewing etc. are to be included in the curriculum.

## **8. Academic activities of the department**

### **Proposal:**

Proposed to continue the usual academic activities of the Department along with new ones.

**Discussion:**

The proposal was welcome by all the members of the Board. They suggested designing activities involving students in crosscutting issues to inculcate a sense of social responsibility among the undergraduate students.

It is further suggested by the BoS that 1 National Level and 1 State Level seminar/Workshop be conducted during 2023-24 on topics that help both the students and the teachers.

**Resolution:**

It is resolved to continue all the previous year activities of the department such as conducting guest lectures, elocution, essay writing and quiz competitions on various occasions, seminars, workshops, assignments, community service projects etc.

It is also resolved to involve the students in sensitizing the community on crosscutting issues such as women empowerment, gender equality, fundamental rights etc. It is further resolved to encourage students to opt for electric vehicles to protect the ecosystem. Also, resolved to involve them in seed ball making and creating awareness on traffic rules, the evils of excessive mobile use, helping the stray animals, and feeding the aged and platform dwellers and orphans.

As suggested by the BoS, it is resolved to conduct the following work shop during November/December on the topic cited below.

1. **State level Seminar on “Implementation of Single Major Courses in Languages – opportunities and Challenges.”**
2. **Workshop on successful “Student Centric Methodology in the teaching of Soft skills” to the undergraduates.**

**9. Two Courses in BBA Logistics****Proposal**

Proposed to oblige the request from the department of Commerce to develop the syllabi and model question papers together with objectives, outcomes for 2 Courses titled ‘Basic Skills in Language Comprehension’ and ‘Advanced Course for Employability’ to be taught to the students of BBA (Logistics) during the 3rd and 4th semesters.

**Discussion**

The proposal was congratulated and the assignment was given unanimous approval by the BoS to undertake not only the designing but also the teaching of the two proposed courses to the students of BBA Logistics during the III and IV semesters.

**Resolution**

It is resolved to undertake not only the designing but also the teaching of the two proposed courses titled ‘Basic Skills in Language Comprehension’ and ‘Advanced Course for Employability’ during the III and IV semesters of BBA Logistics. It is also resolved to supply the necessary inputs in the form of notes for the benefit of the students.

## 10. Certificate Courses

### Proposal:

Proposed to introduce 3 certificate Courses titled English for Communication, English for Employability and English for Self-Empowerment during 2023-'24.

### Discussion:

The BoS members expressed complete agreement to the proposal to introduce three new certificate courses with the titles proposed as additional support to skill enhancement and employability.

### Resolution:

It is resolved to introduce three new certificate courses titled English for Communication, English for Employability and English for Self-Empowerment to be taught during 2023-'24.

## 11. I semester PG classes by senior faculty

### Proposal

Proposed to assign the teaching of I semester PG program in English Literature (as and when Commenced) to the senior members of the department with a view to providing a strong academic background and imparting effective instruction.

### Discussion:

It is discussed by the BoS to utilize the services of the senior faculty to handle the PG Course in English at least for the first batch of students instead of assigning the same to the Guest/Contract faculty.

### Resolution:

It is resolved to engage the services of the existing senior faculty members for imparting the instruction to the students of I year PG courses as and when it commences.

## 12. Mandatory Online Courses

### Proposal:

As part of CBCS, it is proposed to introduce 2 mandatory (OOTC) Open Online Trans-disciplinary Courses for the students of Single major with Special English one each during the 7<sup>th</sup> and 8<sup>th</sup> semesters of IV year study.

### Discussion:

In the discussion that took place on the introduction of OOTC during the 4<sup>th</sup> year of Honours program in Special English, the BoS underlined the need for the introduction of online courses. However, they suggested that 2 free online courses be offered to the students each semester to choose any one of them during the 7<sup>th</sup> and 8<sup>th</sup> semesters respectively.

### Resolution

It is resolved to introduce the following 4 free OOTC at the rate of two per each of the VII and VIII semesters for the students of 4<sup>th</sup> year BA special English Honours students to choose at least one out of them.

#### Semester-VII

1. ....
2. ....

#### Semester-VIII

1. ....
2. ....

1.	Sri P. S. Sastry, Lecturer in English, HoD, English, GC(A), Rajahmundry	Chairman	Signature
2.	Smt. M. Sri Lakshmi, Lecturer in English	Member	
3.	Sri N. Srinivas, Lecturer in English	Member	
4.	Dr. A. Rajeswari, Lecturer in English	Member	
5.	Dr. N. Nagabhushanam, Lecturer in English	Member	
6.	Dr. B. Bhavani, Lecturer in English	Member	
7.	Smt. S.D.V. Neeraja, Lecturer in English	Member	
8.	Dr. K. Lakshmi Sudheshna, Lecturer in English	Member	
9.	Smt. S. Vijaya Lakshmi, Lecturer in English	Member	
10.	Mrs. P. Rajya Lakshmi, Lecturer in English	Member	
11.	T. Murali Krishna, Lecturer in English	Member	
12.	B. Sharon Rebecca, Lecturer in English	Member	
13.	Dr. B. Anuradha Surya Kumari, Lecturer-in-Charge, Dept. of English, SKR (W) College, Rajamahendravaram	Subject Expert	
14.	Kum. Ch.Vennela, Lecturer in English, P.R. Govt. College(A), Kakinada	Subject Expert	
15.	Sri P. V. Krishna Rao, Lecturer in English, Government Degree College, Perumallapuram.	Univ. Nominee	
16.	Sri Tummidi Ram Kumar, Tummidi Brothers & Textiles, Rajahmundry	Industrial Nominee	
17.	Mr. G. Pradeep Kumar, III BA PEJMC	Student Nominee	
18.	Kum A.D. Preethi, II MZC	Student Nominee	

ALLOCATION OF CREDITS TO COURSES OFFERED							
No	Sem	Code	Title of the Paper	Hrs.	Ext.	Int.	Cr
<b>SINGLE MAJOR SPECIAL ENGLISH</b>							
1.	I	120301	Fundamentals of Social Sciences	4	50	50	4
2.	I	120302	Perspectives on Indian Society	4	50	50	4
3.	II	220301	An Introduction to English Literature (600-1500)	4	50	50	4
4.	II	220302	An Introduction to Elizabethan Literature (1558-1603)	4	50	50	4
5.	III	320301	An Introduction to Jacobean Literature (1603-1625)	4	50	50	4
6.	III	320302	An Introduction to Restoration Literature (1660-1689)	4	50	50	4
7.	III	320303	An Introduction to Augustan Literature (1700-1750)	4	50	50	4
8.	III	320304	An Introduction to Romantic Literature (1798-1837)	4	50	50	4
9.	IV	420301	An Introduction to Victorian Literature (1837-1900)	4	50	50	4
10.	IV	420302	An Introduction to Modern Literature (1900-1940)	4	50	50	4
11.	IV	420303	Glimpses of World Literature	4	50	50	4
12.	V	520301	Writing for the Media (Mandatory)	4	50	50	4
13.	V	520302	Creative Writing and Literary Appreciation (Mandatory)	4	50	50	4
14.	V	520303	<b>Set A</b> English Language Teaching Skills	4	50	50	4
15.	V	520304	Skills and Procedures of Translation (English & Telugu) <b>(OR)</b>	4	50	50	4
16.	V	520305	<b>Set B</b> Teaching English Online	4	50	50	4
17.	V	520306	English for Journalism & Advertising (Print Media)	4	50	50	4
18.	VI	<b>INTERNSHIP</b>					
19.	VII	To be released by APSCHE		4	50	50	4
20.	VII	To be released by APSCHE		4	50	50	4
21.	VII	To be released by APSCHE		4	50	50	4
22.	VIII	To be released by APSCHE		4	50	50	4
23.	VIII	To be released by APSCHE		4	50	50	4
24.	VIII	To be released by APSCHE		4	50	50	4
<b>MINOR</b>							
25.	II	220301	An Introduction to English Literature 600-1500	4	50	50	4
26.	III	320304	An Introduction to Romantic Literature (1798-1837)	4	50	50	4
27.	IV	420301	An Introduction to Victorian Literature (1837-1900)	4	50	50	4
28.	IV	420303	Glimpses of World Literature	4	50	50	4
29.	V	520301	Writing for the Media (Mandatory)	4	50	50	4
30.	V	520302	Creative Writing and Literary Appreciation (Mandatory)	4	50	50	4
<b>GENERAL ENGLISH</b>							
31.	I	A Course in Communication & Soft Skills		4	50	50	3
32.	II	A Course in Reading & Writing Skills		4	50	50	3
33.	I	Certificate Course in English for Communication		4	50	50	4
34.	I	Certificate Course in English for Employability		4	50	50	4
35.	I	Certificate Course in English for Self – Empowerment		4	50	50	4

**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH – 2023-2024**  
**Course Objectives and Outcomes**  
**General English**

<b>Sl. No.</b>	<b>Sub</b>	<b>Sem.</b>	<b>Objectives</b>	<b>Outcomes</b>
<b>01.</b>	<b>Gen. English</b>	<b>I</b>	<ol style="list-style-type: none"> <li>1. Understand the importance of listening and practice effective listening.</li> <li>2. Use grammar effectively for accuracy in writing and speaking.</li> <li>3. Use relevant vocabulary in everyday communication.</li> <li>4. Acquire ability to use Soft Skills in professional and daily life.</li> <li>5. Confidently use the skills of communication.</li> </ol>	<ol style="list-style-type: none"> <li>1. Will understand the importance of listening and practice effective listening.</li> <li>2. Will Use grammar effectively for accuracy in writing and speaking.</li> <li>3. Will Use relevant vocabulary in everyday communication.</li> <li>4. Will acquire ability to use Soft Skills in professional and daily life.</li> <li>5. Will confidently use the skills of communication.</li> </ol>
<b>02.</b>	<b>Gen. English</b>	<b>II</b>	<ol style="list-style-type: none"> <li>1. Will be able to use reading skills for effective comprehension</li> <li>2. Will be able to build up a repository of active vocabulary.</li> <li>3. Will be able to own writing strategies in academic skills.</li> <li>4. Will be able to enhance writing skills for future purposes.</li> <li>5. Will be able enhance communicative competence through Reading and Writingskills acquired.</li> </ol>	<ol style="list-style-type: none"> <li>1. Will use reading skills for effective comprehension</li> <li>2. Will build up a repository of active vocabulary.</li> <li>3. Will own writing strategies in academic skills.</li> <li>4. Will enhance writing skills for future purposes.</li> <li>5. Will enhance communicative competence through Reading and Writingskills acquired.</li> </ol>

### Special English - Major

Sl. No.	Sub.	Sem.	Objectives	Outcomes
1.	Fundamentals of Social Sciences	I	1. The student will be able to understand the nature, various approaches, organs of the state, social perspectives, and application of ICT.	<p>On successful completion of the course the student will:</p> <ol style="list-style-type: none"> <li>1. Learn about the nature and importance of social science.</li> <li>2. Understand the Emergence of Culture and History</li> <li>3. Know the psychological aspects of social behavior</li> <li>4. Comprehend the nature of Polity and Economy</li> <li>5. Knowledge on application of computer technology.</li> </ol>
2.	Perspectives on Indian Society	I	1. The student is expected to demonstrate the significance of social sciences through better understanding of various fields of social experience and would be able to apply methods and approaches to social phenomena.	<p>On successful completion of the course the student will:</p> <ol style="list-style-type: none"> <li>1. Learn about the significance of human behavior and social dynamics.</li> <li>2. Remembers the Indian Heritage and freedom struggle</li> <li>3. Comprehend the philosophical foundations of Indian Constitution</li> <li>4. Knowledge on Indian Economy.</li> </ol>
3	An Introduction to English Literature (600-1500)	II	<p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1. Learn the features of Old English, Middle English and Renaissance Periods.</li> <li>2. Review the aspects of literary genres, forms and terms of the period.</li> <li>3. Identify the characteristics of poetry, drama and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts.</li> </ol>	<p>The learner will</p> <ol style="list-style-type: none"> <li>1. Learn the features of Old English, Middle English and Renaissance Periods.</li> <li>2. Review the aspects of literary genres, forms and terms of the period.</li> <li>3. Identify the characteristics of poetry, drama and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts.</li> </ol>



4.	<b>An Introduction to Elizabethan Literature (1558-1603)</b>	<b>II</b>	<p>After going through the course the learner would be able to</p> <ol style="list-style-type: none"> <li>1. Learn the features of Elizabethan literature.</li> <li>2. Review the aspects of literary genres, forms and terms of the period.</li> <li>3. Identify the characteristics of poetry, drama and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts.</li> </ol>	<p>After going through the course the learner will</p> <ol style="list-style-type: none"> <li>1. Learn the features of Elizabethan literature.</li> <li>2. Review the aspects of literary genres, forms and terms of the period.</li> <li>3. Identify the characteristics of poetry, drama and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts.</li> </ol>
5.	<b>An Introduction to Jacobean Literature (1603-1625)</b>	<b>III</b>	<p>After going through the course the learner would be able to</p> <ol style="list-style-type: none"> <li>1. Learn the features of Jacobean literature.</li> <li>2. Analyze the aspects of literary genres, forms and terms of the period.</li> <li>3. Identify the characteristics of poetry, prose, drama and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts.</li> <li>5. Understand the evolution of prose as a literary genre.</li> </ol>	<p>After going through the course the learner will</p> <ol style="list-style-type: none"> <li>1. Learn the features of Jacobean literature.</li> <li>2. Analyze the aspects of literary genres, forms and terms of the period.</li> <li>3. Identify the characteristics of poetry, prose, drama and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts.</li> <li>5. Understand the evolution of prose as a literary genre.</li> </ol>

6.	An Introduction to Restoration Literature (1660-1689)	III	<p>After going through the course the learner would be able to</p> <ol style="list-style-type: none"> <li>1. Learn the features of Restoration literature.</li> <li>2. Recognize the aspects of literary genres, forms and terms of the period.</li> <li>3. Distinguish the characteristics of poetry, prose, drama and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts.</li> </ol>	<p>After going through the course the learner will</p> <ol style="list-style-type: none"> <li>1. Learn the features of Restoration literature.</li> <li>2. Recognize the aspects of literary genres, forms and terms of the period.</li> <li>3. Distinguish the characteristics of poetry, prose, drama and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts.</li> </ol>
7.	An Introduction to Augustan Literature (1700-1750)	III	<p>After going through the course the learner would be able to</p> <ol style="list-style-type: none"> <li>1. Learn the features of Augustan literature.</li> <li>2. Understand the aspects of literary genres, forms and terms of the period.</li> <li>3. Identify the characteristics of poetry, prose, drama and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts with the progression of age.</li> <li>5. Critically appreciate the literary texts of the period.</li> </ol>	<p>After going through the course the learner will</p> <ol style="list-style-type: none"> <li>1. Learn the features of Augustan literature.</li> <li>2. Understand the aspects of literary genres, forms and terms of the period.</li> <li>3. Identify the characteristics of poetry, prose, drama and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts with the progression of age.</li> <li>5. Critically appreciate the literary texts of the period.</li> </ol>

8.	An Introduction to Romantic Literature (1798-1837)	III	<p>After going through the course the learner would be able to</p> <ol style="list-style-type: none"> <li>1. Relate the features of Romantic period.</li> <li>2. Understand the aspects of literary genres, forms and terms of the period.</li> <li>3. Analyze the characteristics of poetry, prose, fiction and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts with the progression of age.</li> <li>5. Critically appreciate the literary texts of the period.</li> </ol>	<p>After going through the course the learner will</p> <ol style="list-style-type: none"> <li>1. Relate the features of Romantic period.</li> <li>2. Understand the aspects of literary genres, forms and terms of the period.</li> <li>3. Analyze the characteristics of poetry, prose, fiction and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts with the progression of age.</li> <li>5. Critically appreciate the literary texts of the period.</li> </ol>
9.	An Introduction to Victorian Literature (1837-1900)	IV	<p>After going through the course the learner would be able to</p> <ol style="list-style-type: none"> <li>1. Identify the influences of the Victorian society on its literary period.</li> <li>2. Understand the aspects of literary genres, forms and terms of the period.</li> <li>3. Analyze the characteristics of poetry, drama, fiction and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts with the progression of age.</li> <li>5. Critically appreciate the literary texts of the period.</li> </ol>	<p>After going through the course the learner will</p> <ol style="list-style-type: none"> <li>1. Identify the influences of the Victorian society on its literary period.</li> <li>2. Understand the aspects of literary genres, forms and terms of the period.</li> <li>3. Analyze the characteristics of poetry, drama, fiction and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts with the progression of age.</li> <li>5. Critically appreciate the literary texts of the period.</li> </ol>

10.	An Introduction to Modern Literature (1900-1940)	IV	<p>After going through the course the learner would be able to</p> <ol style="list-style-type: none"> <li>1. Identify the features of Modern literature.</li> <li>2. Understand the aspects of literary genres, forms and terms of the period.</li> <li>3. Analyze the characteristics of poetry, drama, fiction and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts with the progression of age.</li> <li>5. Critically appreciate the literary texts of the period.</li> </ol>	<p>After going through the course the learner will</p> <ol style="list-style-type: none"> <li>1. Identify the features of Modern literature.</li> <li>2. Understand the aspects of literary genres, forms and terms of the period.</li> <li>3. Analyze the characteristics of poetry, drama, fiction and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts with the progression of age.</li> <li>5. Critically appreciate the literary texts of the period.</li> </ol>
11.	Glimpses of World Literature	IV	<p>After going through the course the learner would be able to</p> <ol style="list-style-type: none"> <li>1. Learn the salient features of world literatures.</li> <li>2. Analyze the sense and sensibilities across the globe.</li> <li>3. Understand the influence of various –isms on literary texts.</li> <li>4. Interpret the meaning of a literary text by reading between the lines.</li> <li>5. Identify cultural influences on Modern English literature.</li> </ol>	<p>After going through the course the learner will</p> <ol style="list-style-type: none"> <li>1. Learn the salient features of world literatures.</li> <li>2. Analyze the sense and sensibilities across the globe.</li> <li>3. Understand the influence of various –isms on literary texts.</li> <li>4. Interpret the meaning of a literary text by reading between the lines.</li> <li>5. Identify cultural influences on Modern English literature.</li> </ol>

12.	Writing for the Media (Mandatory)	V (Mandatory)	<p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Write with confidence</li> <li>2. Use Correct Grammar, Punctuation and Appropriate Style</li> <li>3. Differentiate between various types of media writing</li> <li>4. Gather and synthesize information from authentic sources</li> <li>5. Use digital resources for media writing.</li> </ol>	<p>At the end of the course the student will</p> <ol style="list-style-type: none"> <li>1. Write with confidence</li> <li>2. Use Correct Grammar, Punctuation and Appropriate Style</li> <li>3. Differentiate between various types of media writing</li> <li>4. Gather and synthesize information from authentic sources</li> <li>5. Use digital resources for media writing</li> </ol>
13.	Creative Writing and Literary Appreciation (Mandatory)	V (Mandatory)	<p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> <li>i. Understand and define the art of Creative Writing</li> <li>ii. Identify different literary genres</li> <li>iii. Review the published works of others</li> <li>iv. Deliver presentations on the literary works</li> <li>v. Demonstrate the creative writing skills</li> </ol>	<p>At the end of the course the student will:</p> <ol style="list-style-type: none"> <li>a. Understand and define the art of Creative Writing</li> <li>b. Identify different literary genres</li> <li>c. Review the published works of others</li> <li>d. Deliver presentations on the literary works</li> <li>e. Demonstrate the creative writing skills</li> </ol>

14.	English Language Teaching Skills	V(Set-A)	<p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the central principles of Teaching English</li> <li>2. Acquire the skills of Teaching English</li> <li>3. Demonstrate different classroom management techniques</li> <li>4. Teach English in a systematic way</li> <li>5. Make use of Technology for Teaching English</li> </ol>	<p>At the end of the course the student will :</p> <ol style="list-style-type: none"> <li>1. Understand the central principles of Teaching English</li> <li>2. Acquire the skills of Teaching English</li> <li>3. Demonstrate different classroom management techniques</li> <li>4. Teach English in a systematic way</li> <li>5. Make use of Technology for Teaching English</li> </ol>
15.	Skills and Procedures of Translation	V (Set-A)	<p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the central issues of Translation</li> <li>2. Use the methods of Translation</li> <li>3. Translate from English to Telugu and Vice-versa</li> <li>4. Translate Different Genres</li> <li>5. Make use of Technology for Translation</li> </ol>	<p>At the end of the course the student will:</p> <ol style="list-style-type: none"> <li>1. Understand the central issues of Translation</li> <li>2. Use the methods of Translation</li> <li>3. Translate from English to Telugu and Vice-versa</li> <li>4. Translate Different Genres</li> <li>5. Make use of Technology for Translation</li> </ol>
16.	Teaching English Online	V (Set-B)	<ol style="list-style-type: none"> <li>1. At the end of the course the student will be able to:</li> <li>2. Understand online Teaching of English</li> <li>3. Acquire skills of teaching online</li> <li>4. Identify online resources for teaching</li> <li>5. Conduct classes online</li> <li>6. Use Technology for evaluating students' performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. At the end of the course the student will:</li> <li>2. Understand online Teaching of English</li> <li>3. Acquire skills of teaching online</li> <li>4. Identify online resources for teaching</li> <li>5. Conduct classes online</li> <li>6. Use Technology for evaluating students' performance</li> </ol>

<b>17.</b>	<b>English for Journalism &amp; Advertising (Print Media)</b>	<b>V (Set-B)</b>	<ul style="list-style-type: none"> <li>a. At the end of the course the student will be able to:</li> <li>b. Understand the Principles of Journalism</li> <li>c. Acquire Language Skills for effective communication</li> <li>d. Identify online resources for personal improvement</li> <li>e. Demonstrate Speaking Skills for the media</li> <li>f. Analyze events for authentic reporting.</li> </ul>	<ul style="list-style-type: none"> <li>a. At the end of the course the student will:</li> <li>b. Understand the Principles of Journalism</li> <li>c. Acquire Language Skills for effective communication</li> <li>d. Identify online resources for personal improvement</li> <li>e. Demonstrate Speaking Skills for the media</li> <li>f. Analyze events for authentic reporting.</li> </ul>
<b>18.</b>	Intern-ship	<b>VI</b>		
<b>19.</b>	Await ed	<b>VII</b>		
<b>20.</b>	Await ed	<b>VII</b>		
<b>21.</b>	Await ed	<b>VII</b>		
<b>22.</b>	Await ed	<b>VIII</b>		
<b>23.</b>	Await ed	<b>VIII</b>		
<b>24.</b>	Await ed	<b>VIII</b>		

**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH – 2023-2024**  
**Special English (Minor)**

<b>Sl. No.</b>	<b>Sub.</b>	<b>Sem.</b>	<b>Objectives</b>	<b>Outcomes</b>
<b>01.</b>	<b>An Introduction to English Literature (600-1500)</b>	<b>II</b>	<p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1. Learn the features of Old English, Middle English and Renaissance Periods.</li> <li>2. Review the aspects of literary genres, forms and terms of the period.</li> <li>3. Identify the characteristics of poetry, drama and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts.</li> </ol>	<p>After going through the course the learner will</p> <ol style="list-style-type: none"> <li>1. Learn the features of Old English, Middle English and Renaissance Periods.</li> <li>2. Review the aspects of literary genres, forms and terms of the period.</li> <li>3. Identify the characteristics of poetry, drama and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts.</li> </ol>
<b>02.</b>	<b>An Introduction to Romantic Literature (1798-1837)</b>	<b>III</b>	<p>After going through the course the learner would be able to</p> <ol style="list-style-type: none"> <li>1. Relate the features of Romantic period.</li> <li>2. Understand the aspects of literary genres, forms and terms of the period.</li> <li>3. Analyze the characteristics of poetry, prose, fiction and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts with the progression of age.</li> <li>5. Critically appreciate the literary texts of the period.</li> </ol>	<p>After going through the course the learner will</p> <ol style="list-style-type: none"> <li>1. Relate the features of Romantic period.</li> <li>2. Understand the aspects of literary genres, forms and terms of the period.</li> <li>3. Analyze the characteristics of poetry, prose, fiction and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts with the progression of age.</li> <li>5. Critically appreciate the literary texts of the period.</li> </ol>



03.	An Introduction to Victorian Literature (1837-1900)	IV	<p>After going through the course the learner would be able to</p> <ol style="list-style-type: none"> <li>1. Identify the influences of the Victorian society on its literary period.</li> <li>2. Understand the aspects of literary genres, forms and terms of the period.</li> <li>3. Analyze the characteristics of poetry, drama, fiction and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts with the progression of age.</li> <li>5. Critically appreciate the literary texts of the period.</li> </ol>	<p>After going through the course the learner will</p> <ol style="list-style-type: none"> <li>1. Identify the influences of the Victorian society on its literary period.</li> <li>2. Understand the aspects of literary genres, forms and terms of the period.</li> <li>3. Analyze the characteristics of poetry, drama, fiction and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts with the progression of age.</li> <li>5. Critically appreciate the literary texts of the period.</li> </ol>
04.	Glimpses of World Literature	IV	<p>After going through the course the learner would be able to</p> <ol style="list-style-type: none"> <li>1. Learn the salient features of world literatures.</li> <li>2. Analyze the sense and sensibilities across the globe.</li> <li>3. Understand the influence of various –isms on literary texts.</li> <li>4. Interpret the meaning of a literary text by reading between the lines.</li> <li>5. Identify cultural influences on Modern English literature.</li> </ol>	<p>After going through the course the learner will</p> <ol style="list-style-type: none"> <li>1. Learn the salient features of world literatures.</li> <li>2. Analyze the sense and sensibilities across the globe.</li> <li>3. Understand the influence of various –isms on literary texts.</li> <li>4. Interpret the meaning of a literary text by reading between the lines.</li> <li>5. Identify cultural influences on Modern English literature.</li> </ol>

05.	Writing for the Media (Mandatory)	V	<p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Write with confidence</li> <li>2. Use Correct Grammar, Punctuation and Appropriate Style</li> <li>3. Differentiate between various types of media writing</li> <li>4. Gather and synthesize information from authentic sources</li> <li>5. Use digital resources for media writing.</li> </ol>	<p>At the end of the course the student will:</p> <ol style="list-style-type: none"> <li>1. Write with confidence</li> <li>2. Use Correct Grammar, Punctuation and Appropriate Style</li> <li>3. Differentiate between various types of media writing</li> <li>4. Gather and synthesize information from authentic sources</li> <li>5. Use digital resources for media writing</li> </ol>
06.	Creative Writing and Literary Appreciation (Mandatory)	V	<p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand and define the art of Creative Writing</li> <li>2. Identify different literary genres</li> <li>3. Review the published works of others</li> <li>4. Deliver presentations on the literary works</li> <li>5. Demonstrate the creative writing skills.</li> </ol>	<p>At the end of the course the student will:</p> <ol style="list-style-type: none"> <li>a. Understand and define the art of Creative Writing</li> <li>b. Identify different literary genres</li> <li>c. Review the published works of others</li> <li>d. Deliver presentations on the literary works</li> <li>e. Demonstrate the creative writing skills.</li> </ol>

**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**Certificate Courses: 2023-2024**

<b>Sl. No</b>	<b>Sub.</b>	<b>Sem.</b>	<b>Objectives</b>	<b>Outcomes</b>
1.	Certificate Course in English For Communication	12 Months Course from January 2023 till December 2023	<ol style="list-style-type: none"> <li>1. Ability to comprehend the basic concept of grammar such as tense, making of negatives and questions and the use of conjunctions and basic patterns in English.</li> <li>2. Ability to use survival expressions and participate in real life conversations and reading newspapers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students apply the various rules of grammar successfully to perfect language into effective communication.</li> <li>2. Students exploit the various linguistic skills in their day to day needs along with their professional requirements.</li> </ol>
2.	Certificate Course in English for Employability		<ol style="list-style-type: none"> <li>1. To introduce students with the common questions asked in Competitive exams concerning grammar, Vocabulary, comprehension and other significant topics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students overcome the fear about English Grammar and helps them to prepare for competitive examinations.</li> </ol>
3.	Certificate Course in Self-Empowerment		<ol style="list-style-type: none"> <li>1. To provide a basic awareness about the significance of good Personality and its influence of interpersonal relations.</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop Personal and Professional responsibility among the students</li> </ol>

**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**LIST OF EXAMINERS AND PAPER SETTERS: 2023-2024**

1.	Dr. B.A.S. Kumari,	Lecturer in English,	SKR G.D.C, Rajahmundry
2.	Sri. G.BhaskarRao	Lecturer in English,	G.D.C, Palakol
3.	Smt. Chamundeswari	Lecturer in English,	SRR College, Vijayawada
4.	Dr. K.VijayaBabu	Principal	Government Degree College, Kamavarapukota
5.	Dr. P.V.KrishnaRao	Lecturer in English,	Government Degree College, Perumallapuram
6.	Dr.G.Rajasekhar	Lecturer in English,	VS Krishna College, Visakhapatnam
7.	Dr. P. Sanjotha	Lecturer in English,	ASD (W) College, Kakinada.
8.	Dr. N.Lakshmi	Lecturer in English,	GDC, Ramachandrapuram
9.	Dr.R. Madhavi	HoD, English	CH.S.D.St.Theresa's College for Women, Eluru
10.	Smt. Sk.Shahzadi Begam	Lecturer in English	GDC, Ramachandrapuram
11.	Dr. P. ShobhaRani	Principal	GDC (W), Palakol
12.	Smt. A. Rosalind	Lecturer in English	GDC, SRR&CVR, Vijayawada
13.	Dr. I. Vijay Babu	Principal	VS Krishna GDC, Visakhapatnam
14.	G. Pankaja	Lecturer in English	GDC, Kalahasthi
15.	B. Anuradha	Lecturer in English	SKR College (W) Rajahmundry

## BLOOM'S TAXONOMY SAMPLE QUESTION FORMAT

<b>Knowledge</b>	
e	
<b>Useful Verbs</b>	<b>Sample Question Stems</b>
Tell	What happened after...?
List	How many...?
Describe	Who was it that...?
Relate	Can you name the...?
Locate	Describe what happened at...? Who spoke to...?
Write	Can you tell why...?
Find	Find the meaning of...?
State	What is...?
Name	Which is true or false...?

<b>Understanding</b>	
<b>Useful Verbs</b>	<b>Sample Question Stems</b>
Explain	Can you write in your own words...?
Interpret	Can you write a brief outline...?
Outline	What do you think could happen next...?
Discuss	What do you think...?
Distinguish	Can you distinguish between...?
Predict	What differences exist between...?
Restate	Can you provide an example of what you mean...?
Translate	Can you provide a definition for...?
Compare	
Describe	

<b>Application</b>	
n	
<b>Useful Verbs</b>	<b>Sample Question Stems</b>
Solve	Do you know another instance where...?
Show	Could this have happened in...?
Use	Can you group by characteristics such as...?
Illustrate	What factors would you change if...?
Construct	Can you apply the method used to some experience of your own...?
Complete	What questions would you ask of...?
Examine	From the information given, can you develop a set of instructions about?
Classify	Would this information be useful if you had a...?

<b>Analysis</b>	
<b>Useful Verbs</b>	<b>Sample Question Stems</b>
Analyze	Which events could have happened...?
Distinguish	How was this similar to...?
Examine	What was the underlying problem with...?
Compare	What do you see as other possible outcomes?

Contrast	Why did...changes occur?
Investigate	Can you compare your...with that presented in...?
Categorize	Can you explain what must have happened when...?
Identify	What are some of the problems of...?
Explain	Can you distinguish between...?
Separate	What was the problem with...?
<b>Creation</b>	
<b>Useful Verbs</b>	<b>Sample Question Stems</b>
Create Invent Compose  Predict Plan Construct Design Propose Devise Formulate	Can you design...to...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you develop a proposal which would...?


<b>Evaluation</b>	
<b>Useful Verbs</b>	<b>Sample Question Stems</b>
Judge Select Choose Decide Justify Debate Verify Argue Recommend Assess	Is there a better solution to...? Judge the value of...? Can you defend your position about...? Do you think...is a good or a bad thing? How would you have handled...? What changes to...would you recommend? Do you believe....? How effective are...? What do you think about...?

**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**REFLECTION OF BLOOM'S TAXONOMY IN QUESTION PAPER**  
**GENERAL ENGLISH (Max.Marks-50M)**

<b>Bloom's Taxonomy</b>	<b>Semester I</b>	<b>Semester II</b>	<b>Semester III</b>
Knowledge & Understanding	34%	24%	20%
Application & Analysis	30%	30%	40%
Evaluation & create	30%	36%	40%

**SPECIAL ENGLISH (Max.Marks-50M)**

<b>Bloom's Taxonomy</b>	<b>Semester II</b>	<b>Semester III</b>	<b>Semester IV</b>	<b>Semester V</b>	<b>Sem VII</b>	<b>Sem VIII Paper -V</b>
Knowledge & Understanding	34%	24%	24%	22%	22%	22%
Application & Analysis	30%	40%	40%	30%	30%	30%
Evaluation & create	36%	36%	36%	48%	48%	48%

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester Semester –I B.A.,B.Com.,B.Sc.,B.Sc (Voc),B.Com (Voc)</b>			
Course Code  ENG	<b>TITLE OF THE COURSE  A Course in Communication and Soft Skills</b>				
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	3

### Course Objectives:

1. Understand the importance of listening and practice effective listening.
2. Use grammar effectively for accuracy in writing and speaking.
3. Use relevant vocabulary in everyday communication.
4. Acquire ability to use Soft Skills in professional and daily life.
5. Confidently use the skills of communication.

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	1.Student will understand the importance of listening and practice effective listening.
CO2	2.Student will Use grammar effectively for accuracy in writing and speaking.
CO3	3.Student will Use relevant vocabulary in everyday communication.
CO4	4.Student will acquire ability to use Soft Skills in professional and daily life.
CO5	5.Student will confidently use the skills of communication.



**Paper Code:**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**General English for B.A., B.Com and B.Sc., B.Sc. (Voc.) & B.Com (Voc.)**  
**SEMESTER – I (With effect from 2023-2024)**  
**A COURSE IN COMMUNICATION AND SOFT SKILLS**  
**Syllabus**

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**I. UNIT: Listening Skills**

- a. Importance of Listening
- b. Types of Listening
- c. Barriers to Listening
- d. Effective Listening

**II. UNIT: Phonetics**

- a. Sounds of English: Vowels and Consonants
- b. Syllable
- c. Word Stress
- d. Intonation

**III. UNIT: Grammar**

- a. Concord
- b. Articles
- c. Prepositions
- d. Tenses
- e. Question tags

**IV. UNIT: Speaking Skills**

- a. Greetings & Introduction
- b. Asking and Giving Information
- c. Yes, We Can - Barack Obama
- d. Agreeing/ Disagreeing
- e. A Leader Should Know How to Manage Failure - Dr. Abdul Kalam

**V. UNIT: Soft Skills**

- a. SWOC
- b. Attitude
- c. Emotional Intelligence
- d. Netiquette
- e. Interpersonal Skills

**References:**

1. Soft Skills, Dr. Alex (New Delhi: S. Chand & Company Ltd) 2009.
2. Interpersonal Skills Training, Philip Burnard (New Delhi: Viva Books Private Ltd)
3. Soft Skills for Everyone, Jeff Butterfield (New Delhi: Cengage Learning India Pvt Ltd) 2012.
4. Emotional Intelligence, Daniel Goleman (London: Bloomsbury Publishing) 1996
5. A Text Book of English Phonetics for Indian Students, Balasubramanian
6. A Handbook for English Language Labor, E. Suresh Kumar, P. Sreehari
7. Communication Skills (2<sup>nd</sup> Edition), Sanjay Kumar & PushpLata, Oxford University Press, 2016.

**Activities:**

1. Make the students listen to news excerpts.
2. Watch interviews and speeches on You Tube.
3. Role plays on formal and informal conversations.

**Web Links:**

1. <https://www.udemy.com> › English › Online-Course
2. <https://www.khanacademy.org> › prep › praxis-core
3. <https://www.ets.org> › praxis
4. <https://byjus.com/govt-exams/general-english-competitive-exams/>
5. <https://www.vedantu.com> › super speakers
6. <https://in.zapmetasearch.com> › English Training Course

**CO - PO Mapping:**

(1: Slight [Low]; 2: Moderate [Medium]; 3: Substantial [High], '-' : No Correlation)

	PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3
CO1	3	3	2	3	2	3	3	3	3	3	3	3	3
CO2	2	3	3	3	2	2	3	2	2	2	3	3	2
CO3	2	2	3	3	3	3	3	3	2	3	2	2	3
CO4	3	3	2	2	3	2	3	2	3	3	2	3	3
CO5	3	2	3	2	2	3	3	3	2	2	3	2	3

**Paper Code: ENG**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**General English for B.A., B.Com and B.Sc, B.Sc. (Voc) &B.Com Voc**  
**SEMESTER – I (With effect from 2023-2024)**  
**A COURSE IN COMMUNICATION AND SOFT SKILLS**  
**PATTERN OF QUESTION PAPER**

<b>Q. No</b>	<b>Topics</b>	<b>Hrs. Allotted</b>	<b>No. of Q's to be given</b>	<b>No. of Q's to be answered</b>	<b>Marks</b>
<b>I.</b>	<b>Listening Skills</b> 1. Imp. of Listening 2. Types of Listening 3. Barriers to Listening 4. Effective Listening	12 Hrs	4	2	2X4= 8
<b>II</b>	<b>Phonetics</b> 1. Sounds of English: Vowels and Consonants 2. Syllable 3. Word Stress 4. Intonation	12 Hrs	2	2	2X5= 10
<b>III</b>	<b>Grammar</b> 1. Concord 2. Articles 3. Prepositions 4. Tenses 5. Question tags	12 Hrs	1	1	1X10=10
<b>IV</b>	<b>Speaking Skills</b> 1. Greetings & Intros. 2. Asking and Giving Inf. 3. Yes, We Can - Obama 4. Agreeing/ Disagreeing 5. A Leader Should Know How to Manage Failure - Dr. Kalam	12 Hrs	4	4	14
<b>V</b>	<b>Soft Skills</b> 1. SWOC 2. Attitude 3. Emotional Intelligence 4. Netiquette 5. Interpersonal Skills	12 Hrs	4	2	2X4= 8
	<b>Total</b>	<b>60 Hrs.</b>	<b>15 Qs Asked</b>	<b>11 Qs Ans.</b>	<b>50 Marks</b>

**Paper Code: ENG**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**General English for B.A., B.Com and B.Sc, B.Sc.(Voc.) & B.Com(Voc.)**  
**SEMESTER – I (with effect from 2023-2024)**  
**A COURSE IN COMMUNICATION AND SOFT SKILLS**  
**MODEL QUESTION PAPER**

**Time: 2 ½ Hrs.**

**Max. Marks: 50**

**UNIT-I (Listening Skills)**

- 1. Answer any TWO of the following questions in 75 words each. 2X4=8M**
- Define 'Good Listening' and explain its importance.
  - Write a paragraph on the good and bad ways of listening.
  - Discuss the various barriers that affect good listening
  - What are the qualities of a good listener?

**UNIT-II (Phonetics)**

- 2. Answer the following questions.**

- A). Match the Transcription under A with words under B 5X1=5M**

A	B
a. /stɑ:f/ ( )	i. kidnap
b. /ni:d/ ( )	ii. Master
c. /'mɑ:stə(r)/ ( )	iii. Staff
d. /tʃeɪn/ ( )	iv. Chain
e. /'kɪdnæp/ ( )	v. need

- B) Mark the Stress in the following words 5X1=5M**

- Laboratory
- Dynamic
- Idea
- Event
- Food

**UNIT - III (Grammar)**

- 3. Correct the following sentences based on the clues in brackets. 10X1=10M**

- One of the prisoners have escaped. (concord)
- Either his wife or his children has broken the mirror(concord)
- They have announced the results yesterday. ( Tense)
- He is working here since last year(Tense)
- He joined an university in Europe. (Article)
- Tokyo is a biggest city in the world. (Article)
- I am tired with warning him. (Preposition)
- The house consists with 4 rooms. (Preposition)
- I am your best friend, am I? (Question tag)
- They are lazy, isn't it? (Question tag)

**UNIT - IV (Speaking skills)**

**4. (A) Write any two paragraphs in 50 words on these topics. 2X4=8M**

- a. Bring out the message of Barrack Obama's speech?
- b. What leadership qualities are necessary for India according to Kalam?
- c. What core issues faced by the United States are touched upon by Obama?
- d. How does Kalam say about the management of Success and Failure?

**(B) Fill in the blanks with suitable expressions given in brackets. 4X ½ =2M**

(Nice meeting you; a nice day; Good morning; This is)

Ravi: .....1..... Sir. How are you?

Raghu: Good morning. Fine. May I have his introduction?

Ravi: .....2.....my cousin, Rahul.

Raghu: Hi, Rahul. Nice to meet you

Rahul: .....3..... too.

Ravi: Ok Raghu, see you soon. Bye.

Raghu: OK. Have .....4..... bye.

**(C) Fill in the blanks with suitable expressions given below 4X ½ =2M**

(differ with you, are right, don't agree, absolutely)

Surya: I believe that languages are as important as core subjects.

Satya: I .....1..... with you because in PG, languages marks are not considered.

Surya: I .....2..... agree with you but a good career needs language proficiency.

Satya: you .....3.....that's good point. Importance should go to mother tongue.

Surya: I totally .....4.....in the global world what we require is English.

**(D) Fill in the blanks with suitable expressions given below 4X ½ =2M**

(Could you please tell me, that's fine, Can you show me, well)

Ramya: Excuse me!

Sowmya: Yes.

Ramya: 1.....the way to the Railway station.

Sowmya: .....2...., it is very near. Just cross the street, turn to the left and then to the right and you will find the station.


Ramya: If you don't mind -----3-----if there is any ATM nearby.

Sowmya: -----4----- thank you for your help.

**UNIT - V (Soft Skills)**

**5. Answer any TWO of the following. 2X4=8M**

- a. Write a note on your strengths and weaknesses
- b. How did your emotional intelligence help you become a better professional?
- c. List out the dos and don'ts you observe while browsing.
- d. Discuss at least two interpersonal skills you have inculcated.

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester Semester – II B.A.,B.Com.,B.Sc.,Bsc (Voc),B.Com (Voc)</b>			
<b>Course Code ENG</b>	<b>TITLE OF THE COURSE A Course in Reading and Writing Skills</b>				
<b>Teaching</b>	<b>Hours Allocated: 60 (Theory)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Pre-requisites:</b>		<b>3</b>	<b>1</b>	<b>-</b>	<b>3</b>

### Course Objectives:

1. Will be able to use reading skills for effective comprehension
2. Will be able to build up a repository of active vocabulary.
3. Will be able to own writing strategies in academic skills.
4. Will be able to enhance writing skills for future purposes.
5. Will be able enhance communicative competence through Reading and Writingskills acquired.

### Course Outcomes:

<b>On Completion of the course, the students</b>	
<b>CO1</b>	Will use reading skills for effective comprehension
<b>CO2</b>	Will build up a repository of active vocabulary.
<b>CO3</b>	Will own writing strategies in academic skills.
<b>CO4</b>	Will enhance writing skills for future purposes.
<b>CO5</b>	Will enhance communicative competence through Reading and Writingskills acquired.

**PAPER CODE -**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**GENERAL ENGLISH FOR B.A., B.Com.,B.Sc, B.Sc (Voc),B.Com(Voc) : 2023-2024**  
**SEMESTER –II (With effect from 2023-2024)**  
**A COURSE IN READING AND WRITING SKILLS**

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<b>Prose</b>		2X4=8
1. The Best Investment I Ever Made	A.J.Cronin	
2. TheNight Train at Deoli	RuskinBond	
<b>Poetry</b>		2X4=8
1. Night of the Scorpion	Nissim Ezekiel	
2. Ulysses	Alfred Lord Tennyson	
3. Stopping by Woods on a Snowy Evening	Robert Frost	
<b>Non-Detailed Text</b>		2X4=8
1. Florence Nightingale	Abrar Moshin	
2. An Astrologer's Day	RK Narayan	
<b>Academic Skills</b>		2X6=12
1. Skimming and Scanning		
2. Note Making / Taking		
3. Vocabulary: Conversion of Words		
4. One Word Substitutes		
5. Collocations		
<b>Professional Skills</b>		2X7=14
1. Reading Comprehension (Top Down, Bottom Up and Schema Theory)		
2. Expansion of Ideas		
3. Notices, Agendas and Minutes		
4. Letters		
5. E-Correspondence		
6. Curriculum Vitae and Resume		

**References:**

1. Communication Skills (2<sup>nd</sup> Edition), Sanjay Kumar &PushpLata, OUP 2016.
2. The New Oxford Guide to Writing, Thomas. S. Kane,
- 3 Reading Skills: How to Read Better and Faster- Speed Reading, Reading
4. Comprehension & Accelerated Learning (2<sup>nd</sup> Edition), Nick Bell.
5. English Vocabulary in Use: Upper Intermediate, Cambridge University Press.
6. English Grammar &Composition-Wren &Martin
7. Advanced Grammar in Use-Martin Hewings
8. Business Vocabulary in Use-Bill Mascull

**Activities:**

1. Asking the students to prepare a model resume.
2. Quiz on one word substitutes.
3. Collocation pair activity.
4. Asking the students to read news clippings and make notes

**Web Links:**

1. <https://www.vedantu.com> › superspeakers
2. <https://in.zapmetasearch.com> › English Training Course
3. <https://www.udemy.com> › English › Online-Course
4. <https://www.khanacademy.org> › prep › praxis-core
5. <https://www.ets.org> › praxis
6. <https://learnenglish.britishcouncil.org/general-english>

**CO-PO Mapping:**

(1: Slight [Low]; 2: Moderate [Medium]; 3: Substantial [High], '-': No Correlation)

	PO 1	PO 2	P O3	PO 4	PO 5	P O6	PO 7	P O8	PO 9	PO 10	PS O1	PS O2	PS O3
CO1	3	3	2	2	2	3	3	3	3	2	3	3	2
CO2	2	3	3	2	2	2	3	3	3	3	2	3	3
CO3	3	2	3	3	3	3	2	3	3	3	3	2	3
CO4	3	3	2	3	3	2	3	2	2	3	2	3	2
CO5	3	2	2	2	2	2	3	2	3	2	3	2	3



**Paper Code: ENG**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**General English for B.A., B.Com and B.Sc, B.Sc (Voc.) & B.Com Voc 2023-2024**  
**SEMESTER –II (with effect from 2023-2024)**  
**A COURSE IN READING AND WRITING SKILLS**  
**Pattern of Question Paper**

<b>Q. No</b>	<b>Topics</b>	<b>Hrs. Alloted</b>	<b>No. of Questions to be given</b>	<b>No. of Questions to be answered</b>	<b>Marks</b>
I	<b>Unit I : Prose</b> 1. Best Investment I Ever Made –AJ Cronin 2. The Night Train at Deoli -Ruskin Bond	12 Hrs	3	2 in 75 words each	2X4=8
II	<b>Unit II : Poetry</b> 1. Night of the Scorpion - Nissim Ezekiel 2. Ulysses - Tennyson 3. Stopping by Woods on a Snowy Evening - Robert Frost	12 Hrs	3	2 in 75 words each	2X4=8
III	<b>Unit III : Non-Detailed Text</b> 1. Florence Nightingale -Abrar Moshin 2. An Astrologer's Day - RK Narayan	12 Hrs	4	2 in 100 words each	2X5=10
IV	<b>UNIT- IV - Vocab &amp; Comp.</b> 1. Vocabulary: Conversion of Words 2. One Word Substitutes 3. Collocations 4. Note Making / Taking 5. Reading Comprehension (Top Down, Bottom Up - Schema – Skimming and Scanning)	12 Hrs	5	3	3X4=12
V	<b>UNIT–V- Professional Skills</b> 1. Expansion of Ideas 2. Notices, Agendas and Minutes 3. Letters 4. E-Correspondence 5. Curriculum Vitae and Resume	12 Hrs	5	3	3X4=12
	<b>Total</b>	<b>60 Hrs</b>	<b>20</b>	<b>12</b>	<b>50 M</b>

**PAPER CODE: ENG**  
**GOVERNMENT COLLEGE (A), RAJAMAHENDRVARAM**  
**Department of English**  
**General English for B.A.,B.Com.,B.Sc.,B.Sc (Voc),B.Com (Voc): 2021-2022**  
**SEMESTER –II (W.E.F 2023-24)**  
**A Course in Reading & Writing Skills**  
**Model Question Paper**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**SECTION – A (Prose)**

- 1. Answer any TWO of the following in about 75 words each. 2X4=8M**
- a. Bring out the significance of the title Best investment?
  - b. Describe the platform at Deoli.
  - c. Explain how AJ Cronin’s investment is the best.

**SECTION - B (Poetry)**

- 2. Answer any TWO of the following in about 75 words each. 2X4=8M**
- a. What is the message of the poem Ulysses?
  - b. What is the Central idea of Stopping by Woods on a Snowy Evening?
  - c. How Nizam does Ezekiel expose the superstitions in Night of the Scorpion?

**SECTION –C (Non-detailed Text)**

- 3. Answer any TWO of the following in about 75 words each. 2X5=10M**
- a. Explain how Abrar Mohsin depicts the traits of Florence Nightingale?
  - b. How does the astrologer save his skin at the end?
  - c. Discuss the reforms Nightingale affected at the Scutary Hospital?
  - d. What do you know about Guru Nayak?

**SECTION –D (Academic Skills)**

- 4. Answer any THREE of the following 3X4=12M**
- A. Convert the words in brackets to match the context.**
- i. The Municipal authorities ordered the ..... (remove) of all hoardings.
  - ii. Please do it at your own ..... (convenient)
  - iii. Her words have a ..... (magic) effect on him.
  - iv. All the developing countries are fighting against .....(poor)
- B. Substitute the underlined expressions with one word**
- i. His message is not connected with religious or spiritual matters
  - ii. He is declared as a person who is mentally ill.
  - iii. They found a new series of stars.
  - iv. The chopper was parked in the place meant for parking airplanes.
- C. Choose the right word that collocates with the underlined words**
- i. Could you ..... me a favour.(make, do, give)
  - ii. The P.M ..... a wonderful speech. (spoke, expressed ,made)

- iii. The tea is ..... (weak, strong, dull)
- iv. They found the virus too difficult to..... under control. (pull, try, bring)

**D. Prepare a note on the following passage.**

There are wild dogs and *pet* dogs. Pet dogs are helpers and friends to people. There were no pet dogs 15,000 years ago. Men and women learned how to work with dogs. Dogs helped humans travel from Asia to North America 10,000 years ago by *pulling* sleds in the snow. People say dogs are “man’s best friend.” They help with farming. They help with hunting. They help with fishing. They can pull things for people. They can help find things. There are many colors of dogs. There are white dogs, gray dogs, black dogs, and brown dogs. A dog’s *fur* can be short or long. Dogs have curly hair or *straight* fur. There are very small dogs. They are only 6-8 inches tall. There are very big dogs. They are about 3 feet tall. Some dogs can see well.

**E. Read the following passage and answer the questions.**

Mike and Morris lived in the same village. While Morris owned the largest jewelry shop in the village, Mike was a poor farmer. Both had large families with many sons, daughters-in-law. One fine day, Mike, tired of not being able to feed his family, decided to leave the village and move to the city where he was certain to earn enough to feed everyone. Along with his family, he left the village for the city. At night, they stopped under a large tree. There was a stream running nearby where they could freshen up themselves.

- a. Morris had a .....shop.
- b. What does the passage talk about?
- c. What does a family usually consist of?
- d. What happens at night?

**SECTION –E (Professional Skills)**

**5. Answer any THREE of the following**

**3X4=12M**

- a. Expand the idea “Rome is not built in a Day.”
- b. As a student representative, write a notice on ‘Teachers Day’ celebrations.
- c. Write a letter to the editor of The Hindu on the importance of wearing helmets.
- d. Write an e-mail demanding for immediate replacement of the mobile purchased.
- e. Apply with resume to the post advertised in the following notification

**A REPUTED BUSINESS GROUP URGENTLY REQUIRES**

**SALES ASSISTANTS**

The right candidate should have:

- 2-3 years experience as Sales Assistant, preferably in Bookstores
- Graduate or minimum Secondary School
- Experience in sales, merchandising, customer service preferred
- Good written and spoken communication skills in English, knowledge of Arabic is an added advantage
- Knowledge of basic computer skills
- Ability to work well in a team
- Presentable, proactive and willing to accept shift duties.

**GOVERNMENT COLLEGE (A), Rajahmundry**  
**Department of English**  
**I B.A; B. Com & B. SC., B.Sc (Voc) & B.Com (Voc)**  
**PRACTICAL EXAMINATION: 2023 – 2024**  
**At the end of Semester – II Marks: 50 M**  
**TOPICS**  
**(Record Writing & Testing)**

I. Conversion of Words: Take any 10 words of your choice and convert each word into different parts of speech. Write ONE sentence for each part of speech. **Example:**

Noun	Adjective	Verb	Adverb
Strength	Strong	Strengthen	Strongly
energy	Energetic	energize	energetically

**Model Sentences:**

1. I never saw such **strength** of endurance in a child.
2. This exercise will **strengthen** your muscles.
3. I **strongly** agree with your decision.
4. Our cricket team is very **strong**.

II. **Resume Writing:** Prepare THREE Resumes for the following posts.

- i. Teacher
- ii. Sales Assistant
- iii. iii.Computer Operator

III. **Picture Description:** Take any Three pics of your choice and write 10 sentences describing each.


IV. **Dialogue Writing:** Write 10 exchanges on any 5 of the following contexts.

1. Receptionist in a hotel and customer
2. Booking Clerk and Passenger
3. Doctor and Patient
4. Bank Employee and Customer
5. Teacher and a student who has come late to the class
6. Receptionist in a hospital and patient for Doctor's appointment (telephonic conversation)
7. Student and Office clerk(requesting for Study Certificate and TC)
8. Parent and Teacher
9. Two strangers in a journey
10. Two friends about their career after their graduation

V. **Write short passages on the following topics of your choice.**

1. First day in college
2. My ambition
3. My holiday spot
4. My hobby
5. My Teacher

VI. **Record : 10 Marks**

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester Semester –I BA Special English Hons</b>			
Course Code 120301 SPL ENG	<b>TITLE OF THE COURSE FUNDAMENTALS OF SOCIAL SCIENCES Major - 1</b>				
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

### Course Objectives:

The student will be able to understand the nature, various approaches, organs of the state, social perspectives and application of ICT.

### Course Outcomes:

On Completion of the course, the students will be able to:	
CO1	Learn about the nature and importance of social science.
CO2	Understand the Emergence of Culture and History
CO3	Know the psychological aspects of social behavior
CO4	Comprehend the nature of Polity and Economy
CO5	Knowledge on application of computer technology

### Course with focus on employability / entrepreneurship / Skill Development Units

- Skill Development
- Employability
- Entrepreneurship

**PAPER CODE: 120301**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**I YEAR B.A., SPECIAL ENGLISH HONOURS - Major – 1**  
**SEMESTER – I (With effect from 2023- 2024)**  
**FUNDAMENTALS OF SOCIAL SCIENCES**  
**SYLLABUS - 2023-2024**

---

**Unit – I – What is Social Science?**

1. Definition and Scope of Social Science – Different Social Sciences
2. Distinction between Natural Science and Social Sciences
3. Interdisciplinary Nature of Social Sciences
4. Methods and Approaches of Social Sciences

**Unit -II: Understanding History and Society**

1. Defining History, Its Nature and Scope
2. History- A Science or an Art
3. Importance of History in the Present Society
4. Types of History and Chronology of Indian History

**Unit – III – Society and Social Behaviour**

1. Definition, Nature, and Scope of Psychology
2. Importance of Social Interaction
3. Need of Psychology for present Society
4. Thought process and Social Behavior

**Unit – IV – Political Economy**

1. Understanding Political Systems
2. Political Systems – Organs of State
3. Understanding over Economics - Micro and Macro concepts
4. Economic Growth and Development - Various aspects of development

**Unit - V – Essentials of Computer**

1. Milestones of Computer Evolution - Computer – Block Diagram, Generations of Computers
2. Internet Basics – Internet History, Internet Service Providers – Types of Networks – IP –Domain Name Services – Applications
3. Ethical and Social Implications – Network and Security concepts – Information assurance fundamentals
4. Cryptography – Symmetric and Asymmetric –malware – Fire walls – Fraud Techniques –Privacy and Data Protection

**Text books**

1. The social sciences: An Integrated Approach by James M. Henslin and Daniel F. Chambliss
2. The Wonder that was India – A.L.Bhasham

### Reference Books:

1. The social sciences: An Integrated Approach by James M. Henslin and Danniell F. Chambliss
2. The Wonder that was India – A.L.Bhasham
3. Introduction to Psychology – Morgan and King
4. Principles of Political Science – A.C. Kapoor
5. Contemporary Political Theory – J.C.Johari
6. M.L.Jhingan – Economic Development – Vikas, 2012
7. ML Seth – Macro Economics - Lakshminarayana Agarawal, 2015
8. Fundamentals of Computers by V. Raja Raman
9. Cyber Security Essentials by James Graham, Richard Howard, Ryan Olson

### ACTIVITIES

1. Group Project Work
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identifying the attributes of network (Topology, service provider, IP address and bandwidth of your college network) and prepare a report covering network architecture.
8. Identify the types of malwares and required firewalls to provide security.
9. Latest Fraud techniques used by hackers.

### CO - PO Mapping:

1: Slight [Low]; 2: Moderate [Medium]; 3:Substantial[High], '-' :No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	3	2	3	3	2	3	3	3			
CO2	3	3	3	2	2	3	2	3	3	2			
CO3	3	3	3	2	2	3	2	3	3	3			
CO4	3	3	3	2	3	3	3	3	3	3			
CO5	3	3	2	3	3	3	1	3	2	3			

**PAPER CODE: 120301**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**I YEAR B.A., SPECIAL ENGLISH HONOURS - MAJOR – 1**  
**SEMESTER – I (With effect from 2023-2024)**  
**FUNDAMENTALS OF SOCIAL SCIENCES**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

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**BLUE PRINT**

<b>Unit</b>	<b>Essays (10 Ms)</b>	<b>Short Answer (5 marks)</b>	<b>Total Questions</b>
Unit-I	1	2	3
Unit-II	1	2	3
Unit-III	1	2	3
Unit-IV	1	2	3
Unit-V	1	2	3
Total Marks	50	50	100



**PAPER CODE: 120301**  
**Government College (A) Rajahmundry**  
**I YEAR B.A., SPECIAL ENGLISH HONOURS - Major – 1**  
**SEMESTER – I (With effect from 2023 – 24)**  
**FUNDAMENTAL OF SOCIAL SCIENCES**  
**Model Question Paper**

**Time: 2 ½ Hrs.**

**Max. Marks: 50M**

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**SECTION –A**

**I. Answer all questions**

**3X10 =30 Marks**


1. a. Explain the methods and approaches commonly used in Social Sciences.  
(Or)  
b. Assess the importance of studying history in the present society.
2. a. Define Psychology and explain its nature and scope.  
(Or)  
b. Define political systems and outline the organs of the state.
3. a. Explain the differences between microeconomics and macroeconomics with examples.  
(Or)  
a. Describe the milestones of computer evolution. Explain the significance of each generation of computers and their contributions to technological advancement.

**SECTION -B**

**II. Answer any FOUR of the following**

**4X5=20**

4. The Scope of Social Science
5. Distinguish Between Natural Science and Social Sciences
6. Historical Research
7. Types of History
8. Social Interaction
9. Economic Growth
10. Basics of the Internet
11. Cryptography

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code 120302 SPL ENG	<b>TITLE OF THE COURSE PERSPECTIVES ON INDIAN SOCIETY Major – 2</b>	<b>Semester –I B.A- Spl. Eng Hons.</b>			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

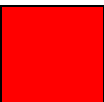
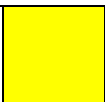

### Course Objectives:

The student is expected to demonstrate the significance of social sciences through better understanding of various fields of social experience and would be able to apply methods and approaches to social phenomena.

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Learn about the significance of human behavior and social dynamics.
CO2	Remembers the Indian Heritage and freedom struggle
CO3	Comprehend the philosophical foundations of Indian Constitution
CO4	Knowledge on Indian Economy
CO5	Recognizes different Agencies for Rural Development.

### Course with focus on employability / entrepreneurship / Skill Development Units

Skill Development		Employability		Entrepreneurship	
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**PAPER CODE: 120302**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**I YEAR B.A., SPECIAL ENGLISH HONOURS - Major – 2**  
**SEMESTER – I - PERSPECTIVES ON INDIAN SOCIETY**  
**SYLLABUS (With effect from 2023-2024)**

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**Unit – I Man in Society**

1. Human Nature and Real-Life Engagement
2. Social Groups and Social Dynamics
3. Individualism and Collectivism – Ethical Concerns
4. Human Life – Social Influence and Social Impact

**Unit–II Indian Heritage and Freedom Struggle in India**

1. Cultural & Heritage sites of Tourism in India
2. Indian Dance, Music and Yoga
3. Rise of Nationalism Under British Rule in brief (1857-1947)
4. Contemporary history of India-integration of Princely States, abolition of Zamindari, formation of linguistic states

**Unit – III Indian Constitution**

1. Philosophical Foundations of Indian Constitution
2. Elements of Indian Constitution
3. Study of Rights in Indian Constitution
4. Directive principles to State

**Unit – IV. Indian Economy**

1. Indian Economy - Features – Sectoral contribution in income
2. Role of Financial Institutions - RBI - Commercial Banks
3. Monetary and Fiscal Policies for Economic Development
4. Economic Reforms - Liberalization - Privatization- Globalization

**Unit – V Impact on Society & Analytics**

1. Role of Computer, impact of Computers on human behavior, e-mail,
2. Social Networking- Whats App, Twitter, Facebook, impact of Social Networks on human behavior.
3. Simulating, Modeling, and Planning, Managing Data, Graphing, Analyzing Quantitative Data,
4. Expert Systems and Artificial Intelligence Applications in the Social Sciences

**Text books:**

1. Introduction to Psychology – Atkinson RC
2. History of the freedom movement in India – Tarachand

**References:**

1. Introduction to Psychology – Atkinson RC
2. History of the freedom movement in India – Tarachand
3. India since Independence – Bipinchandra
4. Introduction to the Constitution of India D.D.Basu
5. S.K Misra & V.K Puri – Indian Economy, Himalaya Publishing House , 2015
6. Government of India, Economic Survey (Annual), New Delhi
7. Information and Communication Technology by APCCE
8. Computer Applications in the Social Sciences by Edward E. Brent, Jr. and Ronald E.Anderson

**Activities:**

1. Assignment
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identify the peripherals connected to a system and label them as either Input or Output or both.
8. Identify the Operating System loaded in your system and compare the features with other existing Operating System.
9. Collect latest census data and draw a graph indicating the growth rate.
10. Predicting the risk of depression, substance dependency, drinking, obsessive compulsive disorders, and suicide using AI.

**CO - PO Mapping:**

(1: Slight [Low]; 2: Moderate [Medium]; 3: Substantial [High], 4.'-': No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	3	2	2	2	2	3	2	2			
CO2	3	3	3	2	3	3	1	3	3	2			
CO3	3	3	3	2	2	3	2	3	3	3			
CO4	2	3	3	2	2	3	2	3	2	2			
CO5	3	3	3	2	3	1	3	3	2	2			

**PAPER CODE: 120302**  
**Government College (A), Rajahmundry**  
**I YEAR B.A., SPECIAL ENGLISH HONOURS - Major – 2**  
**SEMESTER –I (With effect from 2023-2024)**  
**PERSPECTIVES ON INDIAN SOCIETY**  
**FIRST SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50 M**

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**BLUE PRINT**

<b>Unit</b>	<b>Essays (10 marks)</b>	<b>Short Answers (5 marks)</b>	<b>Total Questions</b>
Unit-I	1	2	3
Unit-II	1	2	2
Unit-III	1	2	3
Unit-IV	1	2	3
Unit-V	1	2	3
Total Marks	50	50	100

**PAPER CODE: 120302**  
**Government College (A) Rajahmundry**  
**I YEAR B.A., SPECIAL ENGLISH HONOURS - Major – 2**  
**SEMESTER –I (With effect from 2023-2024)**  
**PERSPECTIVES ON INDIAN SOCIETY**  
**FIRST SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

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**SECTION-A**

**I. Answer the following questions** **3X10=30**


1. a. Discuss the concept of human nature and its implications in real-life engagements.  
(Or)  
b. Evaluate the factors that led to the rise of nationalism during the British rule.
2. a. Discuss the philosophical foundations of the Indian Constitution, drawing from its underlying principles and values.  
(Or)  
b. Describe the features of the Indian economy and contribution of various sectors to Indian Economy.
3. a. Analyze the economic reforms of liberalization, privatization, and globalization in India.  
(Or)  
b. Assess the influence of social networking platforms like WhatsApp, Twitter, and Facebook on human behavior and interpersonal relationships.

**SECTION - B**

**II. Answer any FOUR of the following**

**4 X 5 = 20 M**

4. Individualism and collectivism
5. Social influence on human life
6. Heritage sites in India
7. fundamental rights
8. Directive Principles
9. Reserve Bank of India
10. Email
11. Data analytics

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code  SPL ENG 220301	<b>TITLE OF THE COURSE</b>  <b>An Introduction to English Literature (600-1500) (Major 3 &amp; Minor 1)</b>	<b>Semester –II</b>  <b>B.A-SPL ENG HONS</b>			
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		5	1	-	4

### Course Objectives:

The learner will be able to

- i. Learn the features of Old English, Middle English and Renaissance Periods.
- ii. Review the aspects of literary genres, forms and terms of the period.
- iii. Identify the characteristics of poetry, drama and literary criticism.
- iv. Have a detailed understanding of the literary texts.

### Course Outcomes:

On Completion of the course, the students will	
CO1	Learn the features of Old English, Middle English and Renaissance Periods.
CO2	Review the aspects of literary genres, forms and terms of the period.
CO3	Identify the characteristics of poetry, drama and literary criticism.
CO4	Have a detailed understanding of the literary texts.
CO5	Learn the features of Old English, Middle English and Renaissance Periods.

**Paper Code: 220301**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**I BA SPECIAL ENGLISH HONOURS - Major 3 & Minor 1**  
**SEMESTER – I (With effect from 2023 – 24)**  
**AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)**  
**Syllabus**

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**Objectives & Outcomes:**

After going through the course the learner would be able to:

1. Learn the features of Old English, Middle English and Renaissance Periods.
2. Review the aspects of literary genres, forms and terms of the period.
3. Identify the characteristics of poetry, drama and literary criticism.
4. Have a detailed understanding of the literary texts.

**UNIT-I (History of English Literature)**

1. Old English
2. Middle English
3. Renaissance period

**UNIT-II (Literary Genres)**

- |                 |                          |
|-----------------|--------------------------|
| 1. Poetry       | 6. Elegy                 |
| 2. Drama        | 7. Sonnet                |
| 3. Ballad       | 8. Mystery/MiraclePlays, |
| 4. Epic         | Morality Play            |
| 5. Alliteration |                          |

**UNIT-III (Poetry)**

1. Geoffrey Chaucer: *Controlling the Tongue*
2. Edmund Spenser: Sonnet 73 (*Lyke as a Byrd*) from *Amoretti*

**UNIT-IV (Drama)**

1. Christopher Marlowe: *The Jew of Malta*

**UNIT-V (Literary Criticism)**

1. Philip Sydney: *An Apology for Poetry*

**References:**

1. Daiches, David. 1979. *A Critical History of English Literature*. Bombay: Allied Publishers. Grierson, H.J.C. 2014. *A History of English Poetry*. CUP.
2. Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP. Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.
3. M.S.Naagarajan. 2006. *English Literary Criticism & Theory*.
4. Barry, Peter. 2010. *Beginning Theory: An Introduction to Literary Theory and Cultural Theory*,
5. Manchester University Press, Manchester.



**Activities:**

1. To prepare biographies of the authors prescribed for the study. To prepare charts of authors with different literary genres.
2. Group discussion on characteristics of the literary period.
3. Seminar presentations on the literary texts prescribed.

**Web Links:**

1. <https://www.poetrynook.com/poem/controlling-tongue>
2. <https://elifnotes.com/introduction-history-of-english-literature/>
3. <https://www.poetrynook.com/poem/sonnet-73-%C3%B4%C3%A7%C3%BFbeing-my-self-captured-here%C3%B4%C3%A7%C3%B6>
4. [https://en.m.wikipedia.org/wiki/The\\_Jew\\_of\\_Malta](https://en.m.wikipedia.org/wiki/The_Jew_of_Malta)
5. [https://en.m.wikipedia.org/wiki/An\\_Apology\\_for\\_Poetry](https://en.m.wikipedia.org/wiki/An_Apology_for_Poetry)

**CO-PO Mapping:**

(1: Slight [Low]; 2: Moderate [Medium]; 3: Substantial [High], '-': No Correlation)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3
CO1	3	3	2	2	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	2	3	3	3	3	2	3	3	3
CO3	3	3	2	2	2	3	3	3	3	2	3	3	3
CO4	3	3	2	2	2	3	3	3	3	2	3	3	3
CO5	3	3	2	2	2	3	3	3	3	2	3	3	3

**Paper Code: 220301**  
**GOVERNMENT COLLEGE (A), Rajahmundry**  
**Department of English**  
**I B.A Special English Honours - Major 3 & Minor 1**  
**Semester II (With effect from 2023 – 2024)**  
**AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)**  
**Pattern of Question Paper**

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. to be answered	Marks
I	<b>History of English Literature</b> - Old English Middle English Renaissance period	12 Hrs	10	5 in 50 words each	5X2=10
II	<b>Literary Genres</b> Poetry, Drama, Ballad, Epic, Alliteration, Elegy, Sonnet Mystery/MiraclePlays, Morality Play	12 Hrs	10	5 in 75 words each	5X3=15
III	<b>Poetry</b> Geoffrey Chaucer: <i>Controlling the Tongue</i> Edmund Spenser: Sonnet 73 ( <i>Lyke as a Byrd</i> )from Amoretti)	12 Hrs	6	3 in 150 words each	3X6=18
IV	<b>Drama</b> Christopher Marlowe: <i>The Jew of Malta</i>	12 Hrs	6 MCQs	6 MCQs	6X1/2=3
V	<b>Literary Criticism</b> Philip Sydney: <i>An Apology for Poetry</i>	12 Hrs	4 Matching	4 Matching	4X1=4
<b>Total</b>		<b>60 Hrs</b>	<b>36</b>	<b>23</b>	<b>50M</b>

**Paper Code: 220301**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**I B.A. SPECIAL ENGLISH HONOURS - Major 3 & Minor 1**  
**SEMESTER II (With effect from 2023 -2024)**  
**AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)**

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**SECTION - A**

**I. Answer any 5 questions in 50 words each choosing at least 1 from each section. 5X2=10**  
**( 2 questions to be given from each unit on Knowledge and Understanding levels)**

1. a. What do you know about *Beowulf*?  
Or  
b. Find out the three main categories of Middle English poetry.
2. a. Define a sonnet and explain its structure.  
Or  
b. Compare pastoral elegy with personal elegy?
3. a. Name the literary works of Geoffrey Chaucer.  
Or  
b. Why were the *Amoretti* sonnets composed by Spenser?
4. a. Who are the University Wits?  
Or  
b. Relate the main characters in Marlowe's *Jew of Malta*.
5. a. Outline the purpose behind Sidney's *Apology for Poetry*.  
Or  
b. Show how Sidney connects poetry with culture and heritage.

**SECTION - B**

**II. Answer any 5 questions in 75 words each choosing at least 1 from each section. 5X3=15**  
**( 2 questions to be given from each unit to test Application and Analysis levels)**

6. a. Survey the growth of drama during renaissance.  
Or  
b. Examine the Christian poetry of old English literature
7. a. Identify the characteristic features of a ballad.  
Or  
b. Classify the earliest forms of drama in England.

8. a. Infer the lessons of practical wisdom in *Controlling the Tongue*.  
Or  
b. Demonstrate sonnet No.73 as a romantic poem.
9. a. Analyze the plot and structure of Marlowe's *The Jew of Malta*.  
Or  
b. Develop the character of Barabbas in the *Jew of Malta*.
10. a. List Stephen Gosson's charges leveled against poetry.  
Or  
b. How does Sidney relate the work of philosophers and historians to that of poets?

### SECTION - C

**III. Answer any 3 of the following questions in 150 words each. 3X6=18**  
( 6 question to be given from all units to test the Evaluation and Creativity levels)

11. a. Write an estimate of the heroic poetry of the Old English period.  
Or  
b. Discuss the typical characteristic features of an epic.
12. a. Evaluate the use of Middle English language in *Controlling the Tongue*.  
Or  
b. Summarize Spenser's *Amoretti* sonnet No. 73.
13. a. *The Jew of Malta* establishes the superiority of Christianity over Judaism – Justify.  
Or  
b. Estimate the success of Sir Philip Sidney's attempt to defend poetry.

### SECTION – D

**IV. Objective Type questions 6X ½ = 3**

14. Answer the following

**i. Old English is also called** ( )

- a. Germanic  
b. Anglo-Jute  
c. Anglo-Saxon  
d. West Germanic

**ii. Alliteration involves the use of** ( )

- a. Same punctuation  
b. Same letter/sound  
c. Same spelling  
d. Same noun

**iii. The morality plays were** ( )

- a. Allegorical  
b. Classical  
c. Western  
d. Secular

**iv. Chaucer is considered the father of English** ( )  
a. Prose  
b. Drama  
c. Novel  
d. Poetry

**v. Epithalamion was written by** ( )  
a. Shakespeare  
b. Marlowe  
c. Spenser  
d. Milton


**vi. The Jew of Malta is a** ( )  
a. Tragedy  
b. History  
c. Comedy  
d. Romance

**V. Matching type questions**

**4X1=4**

**15. Fill in the brackets with the correct option.**

<b>A</b>		<b>B</b>	
i. Spenser	( )	a. Dr. Faustus	
ii. Marlowe	( )	b. Defence of Poesy	
iii. Sidney	( )	c. Canterbury Tales	
iv. Chaucer	( )	d. Sonnets	

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code  SPL ENG 220302	<b>TITLE OF THE COURSE AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603) Major - 4</b>	<b>Semester –II B.A- SPL ENG HONS</b>			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		5	1	-	3

### Course Objectives:

After going through the course the learner would be able to

1. Learn the features of Elizabethan literature.
2. Review the aspects of literary genres, forms and terms of the period.
3. Identify the characteristics of poetry, drama and literary criticism.
4. Have a detailed understanding of the literary texts.

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	1. Learn the features of Elizabethan literature.
CO2	2. Review the aspects of literary genres, forms and terms of the period.
CO3	3. Identify the characteristics of poetry, drama and literary criticism.
CO4	4. Have a detailed understanding of the literary texts.

**PAPER CODE –220302**  
**Government College (A) Rajahmundry**  
**I YEAR B.A., SPECIAL ENGLISH HONOURS - Major – 4**  
**SEMESTER – II (With effect from 2023-2024)**  
**AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)**  
**SYLLABUS**

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**Objectives & Outcomes:**

After going through the course the learner would be able to

1. Learn the features of Elizabethan literature.
2. Review the aspects of literary genres, forms and terms of the period.
3. Identify the characteristics of poetry, drama and literary criticism.
4. Have a detailed understanding of the literary texts.

**UNIT-I (History of Elizabethan Literature)**

1. Literary Characteristics
2. Major Themes & Writers
3. Elizabethan Theatre

**UNIT-II (Literary Genres)**

1. Simile, Metaphor, Allegory, Personification
2. Tragedy, Comedy, Tragi-Comedy
3. Chronicle Play, Three Unities, Masque

**UNIT-III (Poetry)**

1. William Shakespeare: Sonnet 116 (*Let me not to the Marriage of True Minds*)
2. *All the World's a stage* (Poetic excerpt from *As you Like It*)

**UNIT-IV (Drama)**

1. William Shakespeare: *Hamlet*

**UNIT-V (Literary Criticism)**

1. Aristotle: *Poetics* (Elements of Tragedy)

**References:**

1. M.S.Naagarajan.2006. *English Literary Criticism & Theory*.
2. Barry, Peter. 2010. *Beginning Theory: An Introduction to Literary Theory and Cultural Theory*,
3. Manchester University Press, Manchester.
4. M H Abrams. 2015. *Glossary of Literary Terms*. Cengage learning
5. Chambers, E. K.1923, *The Elizabethan Stage*.4 Volumes, Oxford, Clarendon Press.

**Activities:**

1. To list out major plays of Shakespeare.
2. To prepare the biographies of the authors prescribed for the study. To prepare charts of authors with different literary genres.
3. Group discussion on characteristics of the literary period.
4. Seminar presentations on the literary texts prescribed. Enacting notable scenes/acts of the Elizabethan dramas.

**Web Links:**

1. <https://www.britannica.com/art/Elizabethan-literature>
2. <https://englishsummary.com/sonnet-116-summary-notes-and-line-by-line-analysis-in-english-by-william-shakespeare/>
3. <https://poets.org/poem/you-it-act-ii-scene-vii-all-worlds-stage>
4. <https://en.m.wikipedia.org/wiki/Hamlet>
5. <https://iep.utm.edu/aristotle-poetics>

**CO - PO Mapping:**

(1:Slight [Low]; 2:Moderate[Medium]; 3:Substantial[High], '-' :No Correlation)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3
CO 1	3	3	2	2	2	3	3	3	3	2	3	3	3
CO 2	3	3	2	2	2	3	3	3	3	2	3	3	3
CO 3	3	3	2	2	2	3	3	3	3	2	3	3	3
CO 4	3	3	2	2	2	3	3	3	3	2	3	3	3
CO 5	3	3	2	2	2	3	3	3	3	2	3	3	3



**PAPER CODE –220302**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**I B.A Special English Honours - Major – 4**  
**Semester II (With effect from 2023 – 2024)**  
**AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)**

**Scheme of Question Paper**

<b>Q. No.</b>	<b>Topic</b>	<b>Hrs. Allotted</b>	<b>No. of Qs to be given</b>	<b>No. of Qs. To be answered</b>	<b>Marks</b>
I	<b>History of Elizabethan Literature</b> -- Literary Characteristics, Major Themes & Writers Elizabethan Theatre	12 Hrs	10	5 in 50 words each	5X2=10
II	<b>Literary Genres</b> Simile, Metaphor, Allegory, Personification, Tragedy, Comedy, Tragi-Comedy, Chronicle Play, Three Unities, Masque	12 Hrs	10	5 in 75 words each	5X3=15
III	<b>Poetry</b> William Shakespeare: Sonnet 116 (Let me not to the Marriage of True Minds), All the world's a stage (Poetic excerpt from As you Like It)	12 Hrs	6	3 in 150 words each	3X6=18
IV	<b>Drama</b> William Shakespeare: <i>Hamlet</i>	12 Hrs	6 MCQs	6 MCQs	6X1/2=3
V	<b>Literary Criticism</b> --- Aristotle: <i>Poetics</i> (Elements of Tragedy)	12 Hrs	4 Matching	4 Matching	4X1=4
<b>Total</b>		<b>60 Hrs</b>	<b>36</b>	<b>23</b>	<b>50M</b>

**PAPER CODE –220302**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**I B.A. SPECIAL ENGLISH HONOURS – MAJOR - 4**  
**SEMESTER – 2 (With effect from 2023 -2024)**  
**AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)**  
**SECTION – A**

**I. Answer any 5 questions in 50 words each choosing at least 1 from each section. 5X2=10**  
**(2 questions to be given from each unit on Knowledge and Understanding levels)**

1. a. Trace the factors that led to the spurt of literary activity in Elizabethan Age.  
Or  
b. Mention the major themes of the Elizabethan age.
2. a. Define ‘Tragicomedy’.  
Or  
b. Compare the simile with the metaphor.
3. a. Name the inspiration for Shakespeare’s sonnets.  
Or  
b. What are the seven ages mentioned in *All the World’s a Stage*?
4. a. What is a revenge tragedy?  
Or  
b. Relate the essence of Polonius’s advice to his son.
5. a. How does Aristotle define Tragedy?  
Or  
b. Distinguish between History and Epic according to Aristotle.

**SECTION – B**

**II. Answer any 5 questions in 75 words each choosing 1 from each section. 5X3=15**  
**(2 questions to be given from each unit to test Application and Analysis levels)**

6. a. Survey the literary contribution of the Elizabethan writers.  
Or  
b. Identify the essential features of the Elizabethan theatre.
7. a. Examine the Three Unities observed in the classical drama.  
Or  
b. Develop a brief note on the Chronicle Plays.
8. a. Show the structure and rhyme scheme of Shakespeare’s sonnets.  
Or  
b. Infer the philosophic view of life expressed in *All the World’s a Stage*

9. a. Analyze the plot and structure of Shakespeare's *Hamlet*

Or

b. Develop the character of Ophelia.

10. a. Examine how Aristotle refutes the charges of Plato.

Or

b. Distinguish between Hamartia, Hubris and Peripateia.

### SECTION – C

**III. Answer any 3 of the following questions in 150 words each. 3X6=18**  
**(6 question to be given from all units to test the Evaluation and Creativity levels)**

11. a. Attempt an **estimate** of the characteristics of the Elizabethan Age.

Or

b. **Discuss** the typical characteristic features of the Elizabethan tragedy.

12. a. Summarize Shakespeare's sonnet *Let me not to the marriage of true minds.....*

Or

b. Analyze Hamlet's psychological predicament.

13. a. Madness is the key theme in *Hamlet* – Justify.

Or

b. Attempt an estimate of Aristotle's views on Plot and Characters.

### SECTION – D

**IV. Objective Type questions**

**6X ½ =3**

14. Answer the following

**i. This is closely associated with William Shakespeare**

( )

a. Swan Theatre

c. Rose Theatre

b. Fortune Theatre

d. Globe Theatre

**ii. This is the period of the Elizabethan Age**

( )

a. 1664-1695

c. 1558-1603

b. 1552-1682

d. 1603-1689

**iii. An Allegory offers**

( )

a. Two meanings

c. Two stanzas

b. Two rhyme schemes

d. Two couplets

**iv. All the World's a Stage is taken from**

( )

a. Hamlet

c. Macbeth


b. Julius Caesar

d. As you Like it.

- v. The number of sonnets composed by Shakespeare ( )  
a. 156 c. 155  
b. 154 d. 152
- vi. This is a part of the sonnet ( )  
a) Strophe c) Antistrophe  
b) Epode d) Sestet

15. Match the following **4X1=4**  
**Fill in the brackets with the correct option.**

- | <b>A</b>            |     | <b>B</b>                     |  |
|---------------------|-----|------------------------------|--|
| i. Aristotle        | ( ) | a. Stratford – Upon-Avon     |  |
| ii. Shakespeare     | ( ) | b. Allegorical performance   |  |
| iii. Masque         | ( ) | c. Attribute human qualities |  |
| iv. Personification | ( ) | d. Greek Philosopher         |  |

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code  SPL ENG 320301	<b>TITLE OF THE COURSE AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625) Major - 5</b>	<b>Semester –III B.A. HONS SPL ENG</b>			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		5	1	-	4

### Course Objectives:

After going through the course the learner would be able to

1. Learn the features of Jacobean literature.
2. Analyze the aspects of literary genres, forms and terms of the period.
3. Identify the characteristics of poetry, prose, drama and literary criticism.
4. Have a detailed understanding of the literary texts.
5. Understand the evolution of prose as a literary genre.

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	1. Learn the features of Jacobean literature.
CO2	2. Analyze the aspects of literary genres, forms and terms of the period.
CO3	3. Identify the characteristics of poetry, prose, drama and literary criticism.
CO4	4. Have a detailed understanding of the literary texts.
CO5	5. Understand the evolution of prose as a literary genre.

PAPER CODE –320301

Government College (A) Rajahmundry

II YEAR B.A., SPECIAL ENGLISH HONOURS - Major - 5

SEMESTER – III (W.e.f 2023-2024)

AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625)  
SYLLABUS

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**Objectives & Outcomes:** After going through the course the learner would be able to

1. Learn the features of Jacobean literature.
2. Analyze the aspects of literary genres, forms and terms of the period.
3. Identify the characteristics of poetry, prose, drama and literary criticism.
4. Have a detailed understanding of the literary texts.
5. Understand the evolution of prose as a literary genre.

**Unit- I (History of Jacobean Literature)**

1. Characteristics, Major themes & writers
2. Literary Genres
  - a. Irony
  - b. Blank Verse
  - c. Comedy of Humours
  - d. Metaphysical Conceit
  - e. Aphoristic Style
  - f. Apostrophe
  - g. Allusion
  - h. Revenge Tragedy

**Unit- II (Poetry)**

1. John Donne: *The Flea*
2. John Milton: *On his Blindness*

**Unit- III (Prose)**

1. Francis Bacon: *Of Studies, Of Superstition*

**Unit- IV (Drama)**

1. John Webster: *The White Devil*

**Unit- V (Literary Criticism)**

1. Andrew Marvell: *On Mr. Milton's Paradise Lost*

**References:**

1. Daiches, David. 1979. *A Critical History of English Literature*. Bombay: Allied Publishers. Grierson, H.J.C. 2014. *A History of English Poetry*. CUP.
2. Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP. Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.
3. M.S.Naagarajan. 2006. *English Literary Criticism & Theory*.
4. Barry, Peter. 2010. *Beginning Theory: An Introduction to Literary Theory and Cultural Theory*,
5. Manchester University Press, Manchester.

**Activities:**

1. To prepare biographies of the authors prescribed for the study.
2. To prepare charts of authors with different literary genres.
3. Group discussion on characteristics of the literary period.
4. Seminar presentations on the literary texts prescribed.
5. Enacting notable scenes/acts of the Jacobean drama.

**Web Links:**

1. <https://www.britannica.com/art/Jacobean-literature>
2. <https://www.poetryfoundation.org/poems/46467/the-flea>
3. <https://www.owleyes.org/text/on-his-blindness/read/text-poem>
4. <https://fountainheadpress.com/expandingthearc/assets/francisbaconstudies.pdf>
5. <https://litpriest.com/essays/of-superstition-summary-analysis-francis-bacon/>
6. [https://en.m.wikipedia.org/wiki/The\\_White\\_Devil](https://en.m.wikipedia.org/wiki/The_White_Devil)
7. <https://www.u.arizona.edu/~willard/444/marvell.pdf>

**CO-PO Mapping:**

(1: Slight [Low]; 2: Moderate [Medium]; 3: Substantial [High], '-' : No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	2	3	3	3	3	2	3	3	3
CO3	3	3	2	2	2	3	3	3	3	2	3	3	3
CO4	3	3	2	2	2	3	3	3	3	2	3	3	3
CO5	3	3	2	2	2	3	3	3	3	2	3	3	3

**PAPER CODE –320301**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**

**II B.A Special English – Major - 5**  
**Semester III (wef 2023-2024)**

**AN INTRODUCTION TO JACOBEAN LITERATURE (1603-1625)**  
**Scheme of Question Paper**

<b>Q. No.</b>	<b>Topic</b>	<b>Hrs. Allotted</b>	<b>No. of Qs to be given</b>	<b>No. of Qs. To be answered</b>	<b>Marks</b>
I	<b>History of Jacobean Literature-</b> Characteristics, Major themes & writers Literary Genres - Irony, Blank Verse, Comedy of Humours, Metaphysical Conceit, Aphoristic Style, Apostrophe, Allusion, Revenge Tragedy	12 Hrs	10	5 in 30 words each	5X1=5
II	<b>Poetry</b> John Donne: <i>The Flea</i> John Milton: <i>On his Blindness</i>	12 Hrs	10	5 in 100 words each	5x4=20
III	<b>Prose</b> Francis Bacon: <i>Of Studies, Of Superstition</i>	12 Hrs	6	3 in 150 words each	3X6=18
IV	<b>Drama</b> John Webster: <i>The White Devil</i>	12 Hrs	6 MCQs	6 MCQs	6X1/2=3
V	<b>Literary Criticism</b> Andrew Marvell: <i>On Mr. Milton's Paradise Lost</i>	12 Hrs	4 Matching	4 Matching	4X1=4
<b>Total</b>		<b>60 Hrs</b>	<b>36</b>	<b>23</b>	<b>50M</b>



**PAPER CODE - 320301**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**II YEAR SPECIAL ENGLISH HONOURS - Major 5**  
**SEMESTER III (w.e.f 2023-2024)**  
**AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625)**

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**I. Answer any 5 of the following questions in 30 words each. 5X1=5**  
**(2 questions to be given from each unit on the Knowledge and Understanding levels)**

1. a. Define the term Jacobean literature.  
Or  
b. Name the prose writers of the Jacobean period.
2. a. What is the paradox in *The Flea* by John Donne?  
Or  
b. Outline the theme of Milton's *On His Blindness*.
3. a. Show why Bacon is called the Father of English Essay.  
Or  
b. Find out any two aphorisms in Bacon's essays prescribed.
4. a. Compare Victoria with Isabella in *White Devil*.  
Or  
b. Relate the gun Powder Plot to Webster's *White Devil*.
5. a. What is the theme of *Paradise Lost*?  
Or  
b. Andrew marvel's appreciation of Milton.

**II. Answer any 5 of the following questions in 100 words each. 5X4=20**  
**(10 questions @ 2per unit to be given based on the Application and Analysis levels)**

6. a. Identify the characteristic features of Jacobean Age.  
Or  
b. Classify the writers and their works in the Jacobean Age.
7. a. Survey the typical features of Metaphysical Age.  
Or  
b. Examine the features of Miltonic Sonnet in the poem *On His Blindness*.
8. a. Infer Bacon's philosophy from *Of Studies* and *Of Superstitions*.  
Or  
b. Demonstrate Bacon's style with examples from the essays prescribed.

9. a. Analyze the historical context of Webster's *White Devil*.  
Or  
b. Develop an essay on the female virtues and medieval values in *White Devil*.
10. a. List out the merits of *Paradise Lost* as assessed by Andrew Marvell.  
Or  
b. How do you consider Andrew Marvell as one of the best critics of Milton?

**III. Answer any 3 of the following questions in 150 words each. 3X6=18**  
**(6 questions to be given from all the units on Evaluation and Creativity levels)**

11. a. Estimate the literary contribution during the Jacobean Age.  
Or  
b. Discuss the metaphysical elements in Donne's *The Flea*.
12. a. Evaluate the Renaissance features in Bacon's essays.  
Or  
b. Summarize the theme and technique of Milton's *On His Blindness*.
13. a. Justify the use of parallelisms in shaping the play *White Devil*.  
Or  
b. Estimate Milton's use of imagery and characterization as observed by Andrew Marvell.

**IV. Objective Type questions 6X ½ = 3**

**14. Answer the following**

1. **The period of Jacobean age** ( )  
a. 1603 – 1625 c. 1665 – 1672  
b. 1600 – 1700 d. 1662 – 1698
2. **Who is the father of English Essay?** ( )  
a. Milton c. Montaigne  
b. Donne d. Francis Bacon
3. **Metaphysical conceit is a** ( )  
a. description c. design  
b. word picture d. theme
4. **Milton is a great** ( )  
a. Greek Scholar c. English Critic  
b. Latin Scholar d. American Poet

**5. Who is married to Isabella?**

- a. Gasparo
- b. Bracciano

- c. Lodovico
- d. Flamino

( )

**6. What makes Franscisco swear revenge?**

- a. Vittoria's adultery
- b. Camillo's murder

- c. Isabella's murder.
- d. Monticelso's corruption

( )

**V. Match the following**

**4X1=4**


**15. Fill in the brackets with the correct option.**

**A**

- i. L'Allegro ( )
- ii. Good Morrow ( )
- iii. Conceits ( )
- iv. Montaigne ( )

**B**

- a. Francis Bacon
- b. John Milton
- c. Metaphysical Poetry
- d. John Donne.

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code  SPL. ENG. 320302	<b>TITLE OF THE COURSE AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689) Major - 6</b>	<b>B.A.HONS SPECIAL ENGLISH HONS.  Semester-III</b>			
Teaching	Hours Allocated: 75 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

### Course Objectives:

1. Learn the features of Restoration literature.
2. Recognize the aspects of literary genres, forms and terms of the period.
3. Distinguish the characteristics of poetry, prose, drama and literary criticism.
4. Have a detailed understanding of the literary texts.

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	1. Learn the features of Restoration literature.
CO2	2. Recognize the aspects of literary genres, forms and terms of the period.
CO3	3. Distinguish the characteristics of poetry, prose, drama and literary criticism.
CO4	4. Have a detailed understanding of the literary texts.

**Paper Code: 320302**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**II YEAR – B.A SPECIAL ENGLISH HONOURS - Major - 6**  
**Semester-III (w.e.f - 2023-24)**  
**AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689)**  
**Syllabus**

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**Objectives & Outcomes:** After going through the course the learner would be able to

1. Learn the features of Restoration literature.
2. Recognize the aspects of literary genres, forms and terms of the period.
3. Distinguish the characteristics of poetry, prose, drama and literary criticism.
4. Have a detailed understanding of the literary texts.

**Unit- I**

1. **History of Restoration Literature** - Characteristics, Major themes & writers
2. **Literary Genres** - Farce, Comedy of Manners, Satire, Gentle Comedy, Periodical essay, Memoir

**Unit- II - Poetry**

1. Andrew Marvell: To His Coy Mistress
2. John Bunyan: *Upon the Disobedient Child*

**Unit- III Prose**

1. Joseph Addison: Advise in Love
2. Richard Steele: The club at the Trumpet

**Unit- IV - Drama**

1. John Dryden: *Absalom and Achitophel*

**Unit- V**

1. **Literary Criticism---** John Dryden: *Essay of Dramatic Poesie*

**References:**

1. Daiches, David. 1979. A Critical History of English Literature. Bombay: Allied Publishers. Grierson, H.J.C. 2014. A History of English Poetry. CUP.
2. Daiches, David. 2014 ed. History of English Literature. (4 Volumes).CUP. Eagleton, Terry. 2007. How to Read a Poem. Oxford: Blackwell.
3. M.S.Naagarajan 2006. English Literary Criticism & Theory.
4. Barry, Peter. 2010. Beginning Theory: An Introduction to Literary Theory and Cultural Theory, Manchester University Press, Manchester.
5. M H Abrams. 2015. Glossary of Literary Terms. Cengage learning

**Activities:**

1. To prepare biographies of the authors prescribed for the study. To prepare charts of authors with different literary genres.
2. Group discussion on characteristics of the literary period. Seminar presentations on the literary texts prescribed.
3. Enacting notable scenes/acts of the Restoration drama.

**Web Links:**

1. [https://en.m.wikipedia.org/wiki/Jacobean\\_era](https://en.m.wikipedia.org/wiki/Jacobean_era)
2. <https://www.poetryfoundation.org/poems/44688/to-his-coy-mistress>
3. <https://www.poetryfoundation.org/poems/43786/upon-the-disobedient-child>
4. <https://archive.org/download/cu31924013167428/cu31924013167428.pdf>
5. <http://civilizationis.com/smartboard/shop/steele/chap2.htm>
6. <https://www.litcharts.com/lit/absalom-and-achitophel/absalom-and-achitophel>
7. <https://www.poetryfoundation.org/poems/44172/absalom-and-achitophel>
8. <https://www.poetryfoundation.org/articles/69377/an-essay-of-dramatic-poesy>

**CO-PO Mapping:**

(1: Slight [Low]; 2: Moderate [Medium]; 3: Substantial [High], '-' : No Correlation)

	PO 1	PO2	PO 3	PO4	PO5	PO 6	PO7	PO 8	PO9	PO1 0	PSO 1	PSO 2	PSO 3
CO1	3	3	2	2	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	2	3	3	3	3	2	3	3	3
CO3	3	3	2	2	2	3	3	3	3	2	3	3	3
CO4	3	3	2	2	2	3	3	3	3	2	3	3	3
CO5	3	3	2	2	2	3	3	3	3	2	3	3	3

**Paper Code: 320302**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**II B.A – SPECIAL ENGLISH HONOURS - Major - 6**  
**SEMESTER-III (w.e.f 2023-2024)**

**AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689)**

**Pattern of Question paper**

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	<b>History of Restoration Literature</b> -Characteristics, Major themes & writers <b>Literary Genres---</b> Farce, Comedy of Manners, Satire, Gentle Comedy, Periodical essay, Memoir	12 Hrs.	Part A 10	05 in 30 words each	5X1 =5
II	<b>Poetry---</b> Andrew Marvell: <i>To His Coy Mistress</i> John Bunyan: <i>Upon the Disobedient Child</i>	12 Hrs	Part B 10	05 in 100 words each	5X4=20
III	<b>Prose---</b> Joseph Addison: <i>Advice in Love</i> Richard Steele: The club at the Trumpet	12 Hrs	Part C 6	03 in 150 words each	3X6=18
IV	<b>Drama---</b> John Dryden: <i>Absalom and Achitophel</i>	12 Hrs	Part D 6 MCQs	6 MCQs	6X1/2=3
V	<b>Literary Criticism---</b> John Dryden: <i>Essay of Dramatic Poesie</i>	12 Hrs	Part E 4 Matching	4 Matching	4X1=4
	<b>Total</b>	<b>60 Hrs</b>	<b>36</b>	<b>23</b>	<b>50M</b>

**Paper Code: 320302**  
**Government College (A) Rajahmundry**  
**II BA Special English Honours (Major 6)**  
**Semester – III (w.e.f 2023-2024)**  
**AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689)**

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**I. Answer any 5 of the following questions in 30 words each. 5X1=5**  
**(2 questions to be given from each unit based on the Knowledge and Understanding levels)**

1. a. Define the term Restoration Age.  
Or  
b. Find out an example for a metaphysical conceit.
2. a. Name the famous allegory of John Bunyan.  
Or  
b. List out any four metaphysical poets.
3. a. Recall the prose writers of the restoration period.  
Or  
b. Who popularized periodical essays?
4. a. Describe the term 'allegory'.  
Or  
b. Relate the Popish Plot to *Absalom and Achitophel*.
5. a. State any two works of John Dryden.  
Or  
b. Outline the context of Dryden's *Essay of Dramatic Poesie*.

**II. Answer any 5 of the following questions in 100 words each. 5X4=20**  
**(1 questions @ 2per unit to be given based on the Application and Analysis levels)**

6. a. Illustrate the major features of the restoration comedy.  
Or  
b. Survey the achievement of Dryden as the father of English Criticism.
7. a. Interpret how *Upon the Disobedient Child* reflects Bunyan's Puritan spirit.  
Or  
b. Examine the theme of *To His Coy Mistress*.
8. a. Critically estimate the contribution of Addison and Steele to the periodical essay.  
Or  
b. Analyze Addison's *Advice in Love*.
9. a. Discover how Dryden sketches Zimri as an unqualified ruler.  
Or  
b. Explore the form and content of *Absalom and Achitophel*.



10. a. Examine the arguments for and against ancients and moderns in *Essay of Dramatic Poesie*.

Or

b. Critically estimate the arguments of the four characters in *Essay of Dramatic poesie*

**III. Answer any 3 of the following questions in 150 words each.**

**3X6=18**

**(6 questions to be given from all the units based on the Evaluation and Creativity levels)**

11. a. Critically estimate the poetry of the Restoration Age.

Or

b. Infer the role of satire in restoration era.

12. a. Evaluate the Metaphysical features in *To His Coy Mistress*.

Or

b. Depict the club life as narrated in *The Club at the Trumpet*.

13. a. Discuss Absalom and Achitophel as a political allegory.

Or

b. Summarize Neander's views in the 'Essay of Dramatic Poesie.'

**IV. Objective Type questions**

**6X ½ = 3**

14. Answer the following

i. Dryden's \_\_\_\_\_ were highly admired. ( )

- a. sonnets
- b. odes

- c. **satires**
- d. lyrics

ii. Who among the following was appointed as Poet Laureate? ( )

- a. Shakespeare
- b. Milton

- c. Dryden
- d. Eliot

iii. The age of restoration marks the restoration to power of \_\_\_\_\_ ( )

- a. Henry II
- b. Edward II

- c. Mary III
- d. Charles II

iv. 'The Tatler' was found by ( )

- a. Steele
- b. Marvell

- c. Charles Lamb
- d. Dryden

v. Theatres were closed in ( )

- a. 1682
- b. 1692

- c. 1642
- d. 1602

- vi. Who, among the following, was not a metaphysical poet? ( )
- a. George Herbet
  - b. John Dryden
  - c. John Donne
  - d. Andrew Marvell

**V. Match the following**

**4X1=4**


**15. Fill in the brackets with the correct option.**

**A**

- i. Cato ( )
- ii. Neander ( )
- iii. Roger de Coverly ( )
- iv. Spectator ( )

**B**

- a. Periodical
- b. Addison
- c. Dryden
- d. Steele

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code  SPL ENG 320303	<b>TITLE OF THE COURSE AN INTRODUCTION TO AUGUSTAN LITERATURE ( 1700-1750) Major – 7</b>	<b>Semester –III BA HONS SPL ENG</b>			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

### Course Objectives:

1. Learn the features of Augustan literature.
2. Understand the aspects of literary genres, forms and terms of the period.
3. Identify the characteristics of poetry, prose, drama and literary criticism.
4. Have a detailed understanding of the literary texts with the progression of age.
5. Critically appreciate the literary texts of the period.

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Learn the features of Augustan literature.
CO2	1. Understand the aspects of literary genres, forms and terms of the period.
CO3	2. Identify the characteristics of poetry, prose, drama and literary criticism.
CO4	3. Have a detailed understanding of the literary texts with the progression of age.
CO5	4. Critically appreciate the literary texts of the period.

**Paper Code: 320303**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**II B.A – SPECIAL ENGLISH HONOURS - Major - 7**  
**SEMESTER: III (w.e.f 2023-24)**  
**AN INTRODUCTION TO AUGUSTAN LITERATURE (1700-1750)**  
**SYLLABUS**

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**Objectives & Outcomes:** After going through the course the learner would be able to

1. Learn the features of Augustan literature.
2. Understand the aspects of literary genres, forms and terms of the period.
3. Identify the characteristics of poetry, prose, drama and literary criticism.
4. Have a detailed understanding of the literary texts with the progression of age.
5. Critically appreciate the literary texts of the period.

**Unit- I**

1. **History of Augustan Literature**

- a. Characteristics
- b. Major themes & writers

2. **Literary Genres**

- |                       |                   |
|-----------------------|-------------------|
| a. Mock Epic          | e. Epistles       |
| b. Heroic Tragedy     | f. Biography      |
| c. Heroic Couplet     | g. Auto-biography |
| d. Sentimental Comedy |                   |

**Unit- II (Poetry)**

1. Alexander Pope: *The Rape of the Lock*

**Unit- III (Prose)**

1. Daniel Defoe: *Robinson Crusoe*

**Unit- IV (Drama)**

1. Oliver Goldsmith: *She Stoops to Conquer*

**Unit- V (Literary Criticism)**

1. Samuel Johnson: *Preface to Shakespeare*

**References:**

1. Daiches, David. 1979. *A Critical History of English Literature*. Bombay: Allied Publishers. Grierson, H.J.C. 2014. *A History of English Poetry*. CUP.
2. Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP. Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.
3. M.S.Naagarajan. 2006. *English Literary Criticism & Theory*.
4. Barry, Peter. 2010. *Beginning Theory: An Introduction to Literary Theory and Cultural Theory*, Manchester University Press, Manchester.
5. M H Abrams. 2015. *Glossary of Literary Terms*. Cengage learning

**Activities:**

1. Making the students prepare mind maps based on the plot of the novel. Students are to prepare biographies of the prescribed authors.
2. To prepare charts of authors with different literary genres. Group discussion on characteristics of the literary period. Seminar presentations on the literary texts prescribed.
3. Enacting notable scenes/acts of the drama prescribed for the study.

**Web Links:**

1. <https://americanliterature.com/author/alexander-pope/poem/the-rape-of-the-lock>
2. <https://americanliterature.com/author/daniel-defoe/book/robinson-crusoe/summary>
3. <https://www.studysmarter.co.uk/explanations/english-literature/american-drama/she-stoops-to-conquer/>
4. <https://litaid.com/samuel-johnson-preface-to-shakespeare/>

**CO-PO Mapping:**

(1:Slight [Low]; 2:Moderate[Medium]; 3:Substantial[High], 4':No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	2	3	3	3	3	2	3	3	3
CO3	3	3	2	2	2	3	3	3	3	2	3	3	3
CO4	3	3	2	2	2	3	3	3	3	2	3	3	3
CO5	3	3	2	2	2	3	3	3	3	2	3	3	3

**PAPER CODE: 320303**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**II B.A – SPECIAL ENGLISH HONOURS - Major - 7**  
**III SEMESTER (w.e.f 2023-2024)**  
**AN INTRODUCTION TO AUGUSTAN LITERATURE (1700-1750)**  
**Pattern of Question paper**

<b>Q. No</b>	<b>Topic</b>	<b>Hrs. Allotted</b>	<b>No. of Qs to be given</b>	<b>No. of Qs. To be answered</b>	<b>Marks</b>
I	<b>UNIT : I - History of Augustan Lit.</b> Characteristics, Major themes & writers <b>Literary Genres</b> Sentimental Comedy, Epistles, Biography, Auto-biography.	12 Hrs	Part A 10	05 in 30 words each	5X1=5
II	<b>UNIT : II - Poetry</b> Alexander Pope: <i>The Rape of the Lock</i>	12 Hrs	Part B 10	05 in 100 words each	5X4=20
III	<b>UNIT : III - Prose</b> Daniel Defoe: Robinson Crusio	12 Hrs	Part C 6	03 in 150 words each	3X6=18
IV	<b>UNIT : IV Drama....</b> Oliver Goldsmith: <i>She Stoops to Conquer</i>	12 Hrs	Part D 6 MCQs	6 MCQs	6X1/2=3
V	<b>UNIT : V Literary Criticism...</b> Samuel Johnson: <i>Preface to Shakespeare</i>	12 Hrs	Part E 4 Matching	4 Matching	4X1=4
	<b>Total</b>	<b>60 Hrs</b>	<b>36</b>	<b>23</b>	<b>50M</b>

**PAPER CODE: 320303**  
**Government College (A) Rajahmundry**  
**Department of English**  
**II BA Special English - Major - 7**  
**Semester – III (w.e.f 2023-2024)**  
**AN INTRODUCTION TO AUGUSTAN LITERATURE (1700-1750)**

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**I. Answer any 5 of the following questions in 30 words each. 5X1=5**  
**(2 questions to be given from each unit on the Knowledge and Understanding levels)**

1. a. What is an epistle?

Or

b. Distinguish between Biography and Autobiography.

2. a. Write the purpose behind *The Rape of the Lock*.

Or

b. Recall the names of the Supernatural machinery employed in *The Rape of the Lock*.

3. a. Mention any two novels written by Daniel Defoe.

Or

b. Name any two traits in the character of Robinson Crusoe.

4. a. Give the titles of any two novels of Goldsmith.

Or

b. Name any two plays written by Oliver Goldsmith.

5. a. Demonstrate Samuel Johnson's contribution to Lexicography.

Or

b. List any two important works of Samuel Johnson.

**II. Answer any 5 of the following questions in 100 words each. 5X4=20**  
**(10 questions @ 2 per unit to be given based on the Application and Analysis levels)**

6. a. Show how the restoration drama reflects the spirit of the age.

Or

b. Analyse the origin of novel during the Augustan age.

7. a. Construct a short note on the title *The Rape of the Lock*.

Or

b. Point out the reasons to prove *The Rape of the Lock* as a satire.

8. a. Relate the features of a picaresque novel to Robinson Crusoe.  
Or  
b. Explain Defoe's contribution to the growth of the novel.
9. a. Illustrate how *She Stoops to Conquer* satirizes the Sentimental Comedy.  
Or  
b. Compare and contrast the characters of Marlow and Tony Lumpkin.
10. a. Sketch the contribution of Johnson to Literary Criticism.  
Or  
b. Defend the merits of Shakespeare from *The Preface to Shakespeare*.

**III. Answer any 3 of the following questions in 150 words each. 3X6=18**  
(6 questions to be given from all the units based on the Evaluation and Creativity levels)

11. a. Critically estimate the development of the heroic couplet.  
Or  
b. Compile an essay on the popularity of epistolary novels in restoration era.
12. a. Evaluate *The Rape of the Lock* as a mock epic.  
Or  
b. Depict *Robinson Crusoe* as an attack on contemporary society.
13. a. Discuss *She Stoops to Conquer* as the comedy of manners.  
Or  
b. Defend *Preface to Shakespeare* as the first valid criticism of Shakespeare.

**IV. Objective Type questions 6X ½ = 3**

**14. Answer the following**

- i. *Life of Samuel Johnson* was written by ( )  
 a. Henry Condell c. Jeremy Collier  
 b. Daniel Defoe d. James **Boswell**
- ii. Belinda's character in *The Rape of the Locke* represents ( )  
 a. **Arabella Fermor** c. Aphra Behn  
 b. Anne Radcliffe d. Jane Austen
- iii. *Robinson Crusoe* was published in the year ( )  
 a. 1720 a. 1718  
 b. 1719 b. 1721



- iv. The poem *London* was written by ( )
- a. Alexander Pope
  - b. John Milton
  - c. **Samuel Johnson**
  - d. John Donne
- v. Identify the novel written by Goldsmith ( )
- a. **The Vikar of Wakefield**
  - b. Sons and Lovers
  - c. The Mill on the Floss
  - d. Vanity Fair
- vi. Samuel Pepys is known for his ( )
- a. Paintings
  - b. **Diary**
  - c. Autobiography
  - d. Biography

**V. Match the following**

**4X1=4**


**15. Fill in the brackets with the correct option.**

**A**

- i. The Mistakes of a Night ( )
- ii. The Rape of the Lock ( )
- iii. Friday ( )
- iv. Preface to Shakespeare ( )

**B**

- a. Five Cantos
- b. Robinson Crusoe
- c. 1765
- d. She Stoops to Conquer

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code  SPL ENG 320304	<b>TITLE OF THE COURSE AN INTRODUCTION TO ROMANTIC LITERATURE (1798-1837) (Major – 8 &amp; Minor 2)</b>	<b>Semester –III B.A- SPL ENG HONS</b>			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre- requisites:		4	1	-	4

### Course Objectives:

- I. Relate the features of Romantic period.
- II. Understand the aspects of literary genres, forms and terms of the period.
- III. Analyze the characteristics of poetry, prose, fiction and literary criticism.
- IV. Have a detailed understanding of the literary texts with the progression of age.
- V. Critically appreciate the literary texts of the period.

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Relate the features of Romantic period.
CO2	Understand the aspects of literary genres, forms and terms of the period.
CO3	Analyze the characteristics of poetry, prose, fiction and literary criticism.
CO4	Have a detailed understanding of the literary texts with the progression of age.
CO5	Critically appreciate the literary texts of the period.

**Paper Code: 320304**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**II B.A – SPECIAL ENGLISH HONOURS - Major – 8 & Minor 2**  
**SEMESTER: III (w.e.f 2023-24)**  
**AN INTRODUCTION TO ROMANTIC LITERATURE**  
**SYLLABUS**

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**Objectives & Outcomes:**

After going through the course the learner would be able to

1. Relate the features of Romantic period.
2. Understand the aspects of literary genres, forms and terms of the period.
3. Analyze the characteristics of poetry, prose, fiction and literary criticism.
4. Have a detailed understanding of the literary texts with the progression of age.
5. Critically appreciate the literary texts of the period.

**Unit- I- History of Romantic Literature**

1. Characteristics, Major themes & writers
2. **Literary Genres**
  - a. Ode
  - b. Lyric
  - c. Hyperbole
  - d. Pastoral Elegy
  - e. Imagery
  - f. Symbolism
  - g. Point of View

**Unit- II - Poetry**

1. William Wordsworth: *The Solitary Reaper*
2. John Keats: *Ode on a Grecian Urn*

**Unit- III - Fiction**

1. Jane Austen: *Pride and Prejudice*

**Unit- IV - Prose**

1. Charles Lamb: *Dream Children: A Reverie*

**Unit- V Literary Criticism**

1. Samuel Taylor Coleridge: *Biographia Literaria*

**References:**

1. Daiches, David. 1979. *A Critical History of English Literature*. Bombay: Allied Publishers. Grierson, H.J.C. 2014. *A History of English Poetry*. CUP.
2. Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP.
3. Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.
4. M.S.Naagarajan. 2006. *English Literary Criticism & Theory*.
5. Barry, Peter. 2010. *Beginning Theory: An Introduction to Literary Theory and Cultural Theory*, Manchester University Press, Manchester.
6. M H Abrams. 2015. *Glossary of Literary Terms*. Cengage learning

**Activities:**

1. Making the students prepare mind maps based on the plot of the novel. Students are to prepare biographies of the prescribed authors.
2. To prepare biographies of the authors prescribed for the study.
3. To prepare charts of authors with different literary genres.
4. Group discussion on characteristics of the literary period.
5. Seminar presentations on the literary texts prescribed.

**Web Links:**

1. <https://www.easternct.edu/speichera/understanding-literary-history-all/the-romantic-period.html#:~:text=Scholars%20say%20that%20the%20Romantic,diction%20of%20the%20Neoclassical%20Period.>
2. <https://www.poetryfoundation.org/poems/45554/the-solitary-reaper>
3. <https://www.poetryfoundation.org/poems/44477/ode-on-a-grecian-urn>
4. [https://en.m.wikipedia.org/wiki/Pride\\_and\\_Prejudice](https://en.m.wikipedia.org/wiki/Pride_and_Prejudice)
5. [http://essays.quotidiana.org/lamb/dream\\_children\\_a\\_reverie/](http://essays.quotidiana.org/lamb/dream_children_a_reverie/)
6. <https://www.bl.uk/collection-items/biographia-literaria-by-samuel-taylor-coleridge>

**CO-PO Mapping:**

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], '-':No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	2	3	3	3	3	2	3	3	3
CO3	3	3	2	2	2	3	3	3	3	2	3	3	3
CO4	3	3	2	2	2	3	3	3	3	2	3	3	3
CO5	3	3	2	2	2	3	3	3	3	2	3	3	3

**Paper Code: 320304**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**II B.A – SPECIAL ENGLISH HONOURS - Major – 8 & Minor 2**  
**III SEMESTER (w.e.f 2023-2024)**  
**AN INTRODUCTION TO ROMANTIC LITERATURE (1798)**  
**Pattern of Question paper**

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	<b>UNIT : I</b> <b>History of Romantic Literature</b> Characteristics, Major themes & writers <b>Literary Genres---</b> Ode, Lyric, Hyperbole, Pastoral Elegy, Imagery, Symbolism, Point of View	12 Hrs	Part A 10	05 in 30 words each	5X1=5
II	<b>UNIT : II Poetry</b> William Wordsworth: <i>The Solitary Reaper</i> John Keats: <i>Ode on a Grecian Urn</i>	12 Hrs	Part B 10	05 in 100words each	5X4=20
III	<b>UNIT : Fiction</b> Jane Austen: <i>Pride and Prejudice</i>	12 Hrs	Part C 6	03 in 150 words each	3X6=18
IV	<b>UNIT : IV Prose</b> Charles Lamb: <i>Dream Children: A Reverie</i>	12 Hrs	Part D 6 MCQs	6 MCQs	6X1/2=3
V	<b>UNIT : V Literary Criticism</b> Samuel Taylor Coleridge: <i>Biographia Literaria</i>	12 Hrs	Part E 4 Matching	4 Matching	4X1=4
	<b>Total</b>	<b>60 Hrs</b>	<b>36</b>	<b>23</b>	<b>50M</b>

**Paper Code -- 320304**  
**Government College (A) Rajahmundry**  
**Department of English**  
**II BA SPECIAL ENGLISH HONOURS - Major – 8 & Minor 2**  
**Semester – III (w.e.f 2023-2024)**  
**AN INTRODUCTION TO ROMANTIC LITERATURE (1798-1837)**

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**I. Answer any 5 of the following questions in 30 words each.                    5X1=5**  
**(2 questions to be given from each unit on Knowledge and Understanding evels)**

1. a. Mention the features of an ode.  
Or  
b. What is the difference between ‘personal elegy’ and ‘pastoral elegy’?
2. a. Name the two poets and their work that heralded the Romantic Movement.  
Or  
b. Explain the line “Heard melodies are sweet, but those unheard are sweeter...”
3. a. Describe the attitude of Elizabeth towards Darcy at the beginning of the novel.  
Or  
b. State how the title *Pride and Prejudice* is apt to the novel.
4. a. Recall any two works of Charles Lamb.  
Or  
b. Bring out the main theme of the essay *Dream Children*.
5. a. List out the important works of Coleridge.  
Or  
b. What is the significance of Chapter XIII of *Biographia Literaria*?

**II. Answer any 5 of the following questions in 100 words each.                    5X4=20**  
**(10 questions @ 2per unit to be given based on the Application and Analysis levels)**

6. a. Demonstrate how the lyrics of the romantic age reflect the spirit of the age.  
Or  
b. Survey the achievement of Keats as a remarkable writer of odes.
7. a. Interpret *The Solitary Reaper* as ‘Emotions recollected in tranquility.’  
Or  
b. Explain the line “Beauty is truth, ....., that is all ye need to know.”

8. a. Sketch the character of Darcy in *Pride and Prejudice*.  
Or  
b. Analyze the status of women as depicted in *Pride and Prejudice*.
9. a. Critically estimate the contribution of Charles Lamb to personal essay.  
Or  
b. Explore the dream world as portrayed in *Dream Children*.
10. a. Outline the contribution of Coleridge to English Literary Criticism.  
Or  
b. Write a critical analysis of formative influences on Coleridge as a critic.

**III. Answer any 3 of the following questions in 150 words each. 3X6=18**  
**(6 questions to be given from all the units on Evaluation and Creativity levels)**

11. a. Critically estimate the poetry of the Romantic Age.  
Or  
b. Write a note on the major poets of Romantic Age.
12. a. Evaluate the sensuousness of Keats in *Ode on a Grecian Urn*.  
Or  
b. Depict *Pride and Prejudice* as a Domestic Novel.
13. a. Discuss *She Stoops to Conquer* as the comedy of manners.  
Or  
b. Summarize Lamb's *Dream Children- A Reverie*.

**IV. Objective Type questions 6X ½ = 3**

14. Answer the following
1. Hyperbole is understood as ( )  
a. exaggeration c. magnification  
b. overstatement d. all the above
2. The monumental work *Lyrical Ballads* was published in ( )  
a. 1789 c. 1764  
b. 1798 d. 1758
3. The number of stanzas in *Ode on a Grecian Urn* is ( )  
a. 3 c. 5  
b. 7 d. 6
4. Identify the Lake poet in the given options ( )  
a. Samuel Taylor Coleridge c. John Keats  
b. Charles Lamb d. Jane Austen

5. Which of novels of Jane Austen is a satire on Gothic Fiction? ( )
- a. Persuasion
  - b. Northanger Abbey
  - c. Pride and Prejudice
  - d. Sense and Sensibility

6. 'Pantisocracy' was the brain child of ( )
- a. Coleridge
  - b. Shelley
  - c. Wordsworth
  - d. Keats

**V. Match the following**

**4X1=4**

15. Fill in the brackets with the correct option


**A**

- A. Lamia ( )
- B. Christabel ( )
- C. Lucy Poems ( )
- D. Chimney Sweepers ( )

**B**

- 1. Coleridge
- 2. Charles Lamb
- 3. John Keats
- 4. William Wordsworth



	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code  SPL ENG 420301	<b>TITLE OF THE COURSE AN INTRODUCTION TO VICTORIAN LITERATURE (1837-1900) (Major 9 &amp; Minor 3)</b>	<b>Semester –IV B.A. SPL ENG HONS</b>			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

### Objectives

1. Identify the influences of the Victorian society on its literary period.
2. Understand the aspects of literary genres, forms and terms of the period.
3. Analyze the characteristics of poetry, drama, fiction and literary criticism.
4. Have a detailed understanding of the literary texts with the progression of age.
5. Critically appreciate the literary texts of the period.

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	a. Identify the influences of the Victorian society on its literary period.
CO2	b. Understand the aspects of literary genres, forms and terms of the period.
CO3	c. Analyze the characteristics of poetry, drama, fiction and literary criticism.
CO4	d. Have a detailed understanding of the literary texts with the progression of age.
CO5	e. Critically appreciate the literary texts of the period.

**Paper Code: 420301**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**II B.A – SPECIAL ENGLISH HONOURS - Major 9 & Minor 3**  
**SEMESTER: IV (w.e.f. 2023-24)**  
**AN INTRODUCTION TO VICTORIAN LITERATURE**  
**SYLLABUS**

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**Objectives & Outcomes:** After going through the course the learner would be able to

1. Identify the influences of the Victorian society on its literary period.
2. Understand the aspects of literary genres, forms and terms of the period.
3. Analyze the characteristics of poetry, drama, fiction and literary criticism.
4. Have a detailed understanding of the literary texts with the progression of age.
5. Critically appreciate the literary texts of the period.

**Unit- I - History of Victorian Literature**

1. Characteristics, Major themes & writers
2. Literary **Genres**
  - a. Gothic Novel
  - b. Melodrama
  - c. Historical Novel
  - d. Sentimental Novel
  - e. Regional Novel
  - f. Flat
  - g. Character
  - h. Round Character
  - i. Dramatic Monologue

**Unit- II - Poetry**

3. Robert Browning: My Last Duchess
4. Elizabeth Barrett Browning: *Patience Taught by Nature*

**Unit- III - Drama**

1. Oscar Wilde: *The Importance of Being Earnest*

**Unit- IV - Fiction**

1. Charles Dickens: *David Copperfield*

**Unit- V - Literary Criticism**

1. Mathew Arnold: *Function of Criticism, Touchstone Method*

**References:**

1. Daiches, David. 1979. *A Critical History of English Literature*. Bombay: Allied Publishers. Grierson, H.J.C. 2014. *A History of English Poetry*. CUP.
2. Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP. Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.
3. M.S. Naagarajan. 2006. *English Literary Criticism & Theory*.
4. Barry, Peter. 2010. *Beginning Theory: An Introduction to Literary Theory and Cultural Theory*, Manchester University Press, Manchester.
5. M H Abrams. 2015. *Glossary of Literary Terms*. Cengage learning

**Activities:**

1. Making the students prepare mind maps based on the plot of the novel.
2. Students are to prepare biographies of the prescribed authors.
3. To prepare charts of authors with different literary genres.
4. Group discussion on characteristics of the literary period.
5. Seminar presentations on the literary texts prescribed.
6. Enacting notable scenes/acts of the drama prescribed.

**Web Links:**

1. [https://en.m.wikipedia.org/wiki/Victorian\\_literature](https://en.m.wikipedia.org/wiki/Victorian_literature)
2. <https://www.poetryfoundation.org/poems/43768/my-last-duchess>
3. <https://poets.org/poem/patience-taught-nature>
4. [https://en.m.wikipedia.org/wiki/The\\_Importance\\_of\\_Being\\_Earnest](https://en.m.wikipedia.org/wiki/The_Importance_of_Being_Earnest)
5. [https://en.m.wikipedia.org/wiki/David\\_Copperfield](https://en.m.wikipedia.org/wiki/David_Copperfield)
6. <https://www.enotes.com/homework-help/what-is-matthew-arnold-s-touchstone-method-of-2823829>

**CO-PO Mapping:**

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], '-':No Correlation)

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO 8	PO9	PO10	PSO1	PS O2	PS O3
CO1	3	3	2	2	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	2	3	3	3	3	2	3	3	3
CO3	3	3	2	2	2	3	3	3	3	2	3	3	3
CO4	3	3	2	2	2	3	3	3	3	2	3	3	3
CO5	3	3	2	2	2	3	3	3	3	2	3	3	3

**Paper Code: 420301**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**II B.A – SPECIAL ENGLISH HONOURS - Major 9 & Minor 3**  
**IV SEMESTER (w.e.f. 2023-2024)**  
**AN INTRODUCTION TO VICTORIAN LITERATURE (1837-1900)**  
**Pattern of Question paper**

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	<b>UNIT : I</b> <b>1. History of Victorian Literature</b> Characteristics, Major themes & writers <b>2. Literary Genres</b> Gothic Novel, Melodrama, Historical Novel, Sentimental Novel, Regional Novel, Flat Character, Round Character, Dramatic Monologue	12 Hrs	Part A 10	05 in 30 words each	5X1=5
II	<b>UNIT : II Poetry</b> Robert Browning: <i>My Last Duchess</i> Elizabeth Barrett Browning: <i>Patience Taught by Nature</i>	12 Hrs	Part B 10	05 in 75 words each	5X4=20
III	<b>UNIT : III Drama</b> Oscar Wilde: <i>The Importance of Being Earnest</i>	12 Hrs	Part C 6	03 in 150 words each	3X6=18
IV	<b>UNIT : IV Fiction</b> Charles Dickens: <i>David Copperfield</i>	12 Hrs	Part D 6 MCQs	6 MCQs	6X1/2=3
V	<b>UNIT : V Literary Criticism</b> Mathew Arnold: <i>Function of Criticism, Touchstone Method</i>	12 Hrs	Part E 4 Matching	4 Matching	4X1=4
	<b>Total</b>	<b>60 Hrs</b>	<b>36</b>	<b>23</b>	<b>50M</b>

**PAPER CODE: 420301**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**II B.A. SPECIAL ENGLISH HONOURS - Major 9 & Minor 3**  
**SEMESTER IV – (w.e.f. 2023 -2024)**  
**AN INTRODUCTION TO VICTORIAN LITERATURE (1837-1900)**

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**SECTION - A**

**I. Answer any 5 questions in 30 words each choosing at least 1 from each section. 5X1=5**  
**(2 questions to be given from each unit on Knowledge and Understanding levels)**

1. a. Define Flat Character and Round Character.  
Or  
b. What is a Gothic Novel?
2. a. What happened to the Duchess in *My Last Duchess*?  
Or  
b. List out any five notable works of Elizabeth Barrett Browning.
3. a. List any five famous plays of Oscar Wilde.  
Or  
b. Who is the caretaker of Cecily Cardew in *The Importance of Being Earnest*?
4. a. What is the name of the first wife of David Copperfield?  
Or  
b. Describe one instance of pathetic treatment faced by David Copperfield at Salem House.
5. a. List out any five notable works of Mathew Arnold.  
Or  
b. What is Touchstone method in Criticism?

**SECTION - B**

**II. Answer any 5 questions in 75 words choosing at least 1 from each section. 5X4=20**  
**( 2 questions to be given from each unit to test Application and Analysis levels)**

6. a. Identify the characteristic features of the Victorian Literature.  
Or  
b. Analyze the influence of societal norms on any three Victorian writers.
7. a. Analyze the poem *My Last Duchess* by Robert Browning.  
Or  
b. Identify the main theme of the poem *Patience Taught us by Nature* by Elizabeth Barrett Browning.

8. a. Explain the necessity of Jack Worthing to establish two different identities.  
Or  
b. Examine the characters of Cecily and Gwendolen in terms of Victorian morality.
9. a. Compare and contrast the characters of Dora and Agnes in *David Copperfield*.  
Or  
b. Analyze the plot and structure of *David Copperfield*.
10. a. Examine how *The Function of Criticism at the Present Time* represents the Victorian norms.  
Or  
b. Examine any three functions of the critic in *The Function of Criticism at the Present Time*.

### SECTION - C

**III. Answer any 3 of the following questions in 150 words each. 3X6=18**  
( 10 question to be given from each unit on Evaluation and Creativity levels)

11. a. Distinguish between Historical, Sentimental and Regional Novels with examples.  
Or  
b. Compare and contrast the character of the Duke and the Duchess.
12. a. Discuss Oscar Wilde's *The Importance of Being Earnest* as a satire on Victorian values.  
Or  
b. Interpret the characterization of John Worthing in *The Importance of Being Earnest*.
- i. a. Evaluate *David Copperfield* as Bildungsroman Novel.  
Or  
b. Justify Mathew Arnold as a Victorian critic.

### SECTION – D

**IV. Objective Type questions 6X ½ = 3**

13. Answer the following
- ii. The poem *Patience taught by Nature* was published in the year ( )  
a. 1843 c. 1846  
b. 1845 d. 1848
- iii. Who propounded the "Touchstone Method of Criticism" ? ( )  
a. T.S.Eliot c. Mathew Arnold  
b. W.B.Yeats d. D.H.Lawrence
- iv. Who is the speaker in the poem *My Last Duchess* ? ( )  
a. The Duchess of Ferrara c. The Duke of Ferrara  
b. A messenger from the Duke d. Robert Browning

- v. Lady Bracknell's daughter in *The importance of being Earnest* (     )
- a. Miss Prism
  - b. Gwendolen Fairfax
  - c. Cecily Cardew
  - d. Daphne
- vi. What is the subtitle of the Drama *The importance of being Earnest*? (     )
- a. A trivial comedy for serious people
  - b. An important comedy for trivial people
  - c. A trivial comedy for trivial people
  - d. A trivial comedy for comic people
- vii. Which of the following novels was not written by Charles Dickens? (     )
- a. A tale of two cities
  - b. Oliver Twist
  - c. Pickwick Papers
  - d. Midnight's children

viii. **Match the following**

**4x1=4**


14. **Fill in the brackets with the correct option.**

**A**

- A. Robert Browning (     )
- B. Oscar Wilde (     )
- C. Charles Dickens (     )
- D. Mathew Arnold (     )

**B**

- 1. Dover Beach
- 2. A Tale of Two Cities
- 3. The Ring and the Book
- 4. The Picture of Dorian Grey

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
	<b>Course Code</b>  SPL ENG 420302	<b>TITLE OF THE COURSE</b> <b>AN INTRODUCTION TO MODERN LITERATURE (1900-1940)</b> <b>( Major – 10)</b>	<b>Semester –IV</b>  <b>B.A- SPL ENG HONS</b>		
<b>Teaching</b>	Hours Allocated: 60 <b>(Theory)</b>	L	T	P	C
<b>Pre-requisites:</b>		4	1	-	4

### Course Objectives:

1. Identify the features of Modern literature.
2. Understand the aspects of literary genres, forms and terms of the period.
3. Analyze the characteristics of poetry, drama, fiction and literary criticism.
4. Have a detailed understanding of the literary texts with the progression of age.
5. Critically appreciate the literary texts of the period.

### Course Outcomes:

On Completion of the course, the students will be able to-	
<b>CO1</b>	<b>Identify the features of Modern literature.</b>
<b>CO2</b>	<b>Understand the aspects of literary genres, forms and terms of the period.</b>
<b>CO3</b>	<b>Analyze the characteristics of poetry, drama, fiction and literary criticism.</b>
<b>CO4</b>	<b>Have a detailed understanding of the literary texts with the progression of age.</b>
<b>CO5</b>	<b>Critically appreciate the literary texts of the period.</b>



**Paper Code: 420302**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**II B.A – SPECIAL ENGLISH LITERATURE - Major – 10**  
**SEMESTER: IV (w.e.f. 2023-24)**  
**AN INTRODUCTION TO MODERN LITERATURE (1900-1940)**  
**SYLLABUS**

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**Objectives & Outcomes:**

After going through the course the learner would be able to

1. Identify the features of Modern literature.
2. Understand the aspects of literary genres, forms and terms of the period.
3. Analyze the characteristics of poetry, drama, fiction and literary criticism.
4. Have a detailed understanding of the literary texts with the progression of age.
5. Critically appreciate the literary texts of the period.

**Unit- I -History of Modern Literature**

1. Characteristics, Major themes & writers
2. Literary Genres
  - a. Absurd Drama
  - b. Existentialism
  - c. Stream of Consciousness
  - d. Naturalism,
  - e. Realism
  - f. Surrealism

**Unit- II - Poetry**

1. W.B. Yeats: *Sailing to Byzantium*
2. T.S. Eliot: *Journey of the Magi*

**Unit- III - Drama**

1. Samuel Beckett: *Waiting for Godot*

**Unit- IV Fiction**

1. D.H. Lawrence: *The Rainbow*

**Unit- V - Literary Criticism**

1. T.S. Eliot: *Traditional and Individual Talent*

**References:**

1. Daiches, David. 1979. *A Critical History of English Literature*. Bombay: Allied Publishers. Grierson, H.J.C. 2014. *A History of English Poetry*. CUP.
2. Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP. Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.
3. M.S. Naagarajan. 2006. *English Literary Criticism & Theory*.
4. Barry, Peter. 2010. *Beginning Theory: An Introduction to Literary Theory and Cultural Theory*, Manchester University Press, Manchester.
5. M H Abrams. 2015. *Glossary of Literary Terms*. Cengage learning
6. T S Eliot. 1921. *Poetry and Prose: The Chap Book*. Poetry Book shop London.

**Activities:**

- Making the students prepare mind maps based on the plot of the novel.
- Students are to prepare biographies of the prescribed authors.
- To prepare charts of authors with different literary genres.
- Group discussion on characteristics of the literary period.
- Seminar presentations on the literary texts prescribed.
- Enacting notable scenes/acts of the drama prescribed.

**Web Links:**

1. <https://www.slideshare.net/mburdett10/introduction-to-modern-literature-19001950>
2. <https://www.poetryfoundation.org/poems/43291/sailing-to-byzantium>
3. [https://en.m.wikipedia.org/wiki/Journey\\_of\\_the\\_Magi#:~:text=%22Journey%20of%20the%20Magi%22%20is,\(later%20Faber%20and%20Faber\).](https://en.m.wikipedia.org/wiki/Journey_of_the_Magi#:~:text=%22Journey%20of%20the%20Magi%22%20is,(later%20Faber%20and%20Faber).)
4. [https://en.m.wikipedia.org/wiki/Waiting\\_for\\_Godot](https://en.m.wikipedia.org/wiki/Waiting_for_Godot)
5. [https://en.m.wikipedia.org/wiki/The\\_Rainbow](https://en.m.wikipedia.org/wiki/The_Rainbow)

**CO-PO Mapping:**

(1:Slight [Low]; 2:Moderate[Medium]; 3:Substantial[High], '-':No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	2	3	3	3	3	2	3	3	3
CO3	3	3	2	2	2	3	3	3	3	2	3	3	3
CO4	3	3	2	2	2	3	3	3	3	2	3	3	3
CO5	3	3	2	2	2	3	3	3	3	2	3	3	3

**Paper Code: 420302**  
**DEPARTMENT OF ENGLISH: 2023-2024**  
**II B.A – SPECIAL ENGLISH HONOURS - Major – 10**  
**IV SEMESTER (w.e.f.2023 -2024)**  
**AN INTRODUCTION TO MODERN LITERATURE**  
**Pattern of Question paper**

<b>Q. No.</b>	<b>Topic</b>	<b>Hrs. Allotted</b>	<b>No. of Qs to be given</b>	<b>No. of Qs. To be answered</b>	<b>Marks</b>
I	<b>UNIT : I</b> 1. History of Modern Literature 2. Characteristics, Major themes & writers 3. Literary Genres: Absurd Drama, Existentialism, Stream of Consciousness, Naturalism, Realism, Surrealism	12 Hrs	Part A 10	05 in 30 words each	5X1=05
II	<b>UNIT : II Poetry</b> 1. W.B. Yeats: <i>Sailing to Byzantium</i> 2. T.S. Eliot: <i>Journey of the Magi</i>	12 Hrs	Part B 10	05 in 75 words each	5X4=20
III	<b>UNIT : III Drama</b> 1. Samuel Beckett: <i>Waiting for Godot</i>	12 Hrs	Part C 6	03 in 150 words each	3X6=18
IV	<b>UNIT : IV Fiction</b> 1. D.H. Lawrence: <i>The Rainbow</i>	12 Hrs	Part D 6 MCQs	6 MCQs	6X1/2=3
V	<b>UNIT : V Literary Criticism</b> 1. T.S. Eliot: <i>Traditional and Individual Talent</i>	12 Hrs	Part E 4 Matching	4 Matching	4X1= 4
		<b>60 Hrs</b>	<b>36</b>	<b>25</b>	<b>50M</b>

**Paper Code: 420302**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**II B.A. SPECIAL ENGLISH HONOURS - Major - 10**  
**SEMESTER IV (w e f 2023 -2024)**  
**AN INTRODUCTION TO MODERN LITERATURE (1900-1940)**

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**SECTION - A**

**I. Answer any 5 questions in 30 words each choosing at least 1 from each section. 5X1=5**  
**(2 questions to be given from each unit to test Knowledge and Understanding levels)**

1. a. Identify five major writers in Modern Literature and list out their works.  
Or  
b. Explain “Stream of Consciousness” and list out the writers who used it.
  
2. a. Define ‘Spiritus Mundi’ in *Sailing to Byzantium*.  
Or  
b. Outline the hazardous *Journey of the Magi*.
  
3. a. What is the relationship between Pozzo and Lucky?  
Or  
b. How does the play *Waiting for Godot* end?
  
4. a. Recall the three generations mentioned in *The Rainbow*.  
Or  
b. Demonstrate the reasons for banning *The Rainbow*.
  
5. a. List out any five notable works of T.S.Eliot.  
Or  
b. Name the chemicals and elements symbolic in “Tradition and Individual Talent”.

**SECTION - B**

**II. Answer any 5 questions in 75 words each choosing at least 1 from each section. 5X4=20**  
**(10 questions to be given from each unit to test Application and Analysis levels)**

6. a. Point out the characteristic features of the Modern Literature.  
Or  
b. Explain the contribution of Modern writers to Literature.
  
7. a. Critically analyze the poem “Sailing to Byzantium” by W.B.Yeats.  
Or  
b. Examine life, death and dichotomy in T.S. Eliot’s “Journey of the Magi”.

8. a. Demonstrate the theme of oppression of cruelty in “Waiting for Godot”.  
Or  
b. Examine Samuel Beckett’s “Waiting for Godot” as an Absurd Drama.
9. a. Analyze *The Rainbow* as a critique of patriarchy.  
Or  
b. Survey *The Rainbow* for its symbolic significance.
10. a. Develop a short essay on the place of individual talent in tradition.  
Or  
b. Bring out the significance of *Tradition and Individual Talent* in modern criticism.

### SECTION – C

**III. Answer any 3 of the following questions in 150 words each. 3X6=18**  
( 6 question to be given from all the unit to test Evaluation and Creativity levels)

11. a. Compare and contrast Realism and Surrealism citing examples from two authors.  
Or  
b. Elaborate the theme of decay expresses in Sailing to Byzantium”.
12. a. Discuss the significance of the title of the play “Waiting for Godot”.  
Or  
b. Interpret the plot of structure of D.H.Lawrence’s “The Rainbow”.
13. a. Discuss Eliot’s theory of impersonality.  
Or  
b. Estimate Eliot’s contribution to literary criticism.

### SECTION - D

**IV. Objective Type questions 6X ½ = 3**

14. Answer **the following**

- i.W.B.Yeats received Nobel Prize in the year ----- ( )  
a. 1920 c. 1921  
b. 1923 d. 1924
- ii. *Waiting for Godot* was originally written in ----- ( )  
a. Latin c. French  
b. German d. English


- iii. Who is the author of the novel *Sons and Lovers* ? ( )  
 a. Charles Dickens c. Jane Austen  
 b. T.S.Eliot d. Jane Austen
- iv. The poem *Journey of the Magi* is taken from----- ( )  
 a. Amanda Poems c. Ariel Poems  
 b. Anastasia Poems d. Annabel Poems
- v. *Tradition and Individual Talent* was first published in-----magazine( )  
 a. The Egoist c. Tattler  
 b. Spectator d. Puzzle
- vi. Identify the two central characters in the Drama *Waiting for Godot* ( )  
 a. Vladimir & Estragon c. Charles & Daniel  
 b. Vladimir & Karl d. Daniel & Darcy

**V. Match the following**

**4X1=4**

**15. Fill in the brackets with the correct option.**

- | <b>A</b>          |     | <b>B</b>                   |  |
|-------------------|-----|----------------------------|--|
| A. T.S.Eliot      | ( ) | 1. Second Coming           |  |
| B. Samuel Beckett | ( ) | 2. Lady Chatterley's Lover |  |
| C. D.H.Lawrence   | ( ) | 3. Murphy                  |  |
| D. W.B.Yeats      | ( ) | 4. The Waste Land          |  |

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code  SPL ENG 420303	<b>TITLE OF THE COURSE GLIMPSES OF WORLD LITERATURE (Major 11 &amp; Minor 4)</b>	<b>Semester –IV B.A- SPL ENG HONS</b>			
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		4	1	-	4

### Course Objectives

1. Learn the salient features of world literatures.
2. Analyze the sense and sensibilities across the globe.
3. Understand the influence of various –isms on literary texts.
4. Interpret the meaning of a literary text by reading between the lines.
5. Identify cultural influences on Modern English literature

<b>On Completion of the course, the students will</b>	
<b>CO1</b>	1. Learn the salient features of world literatures.
<b>CO2</b>	2. Analyze the sense and sensibilities across the globe.
<b>CO3</b>	3. Understand the influence of various –isms on literary texts.
<b>CO4</b>	4. Interpret the meaning of a literary text by reading between the lines.
<b>CO5</b>	5. Identify cultural influences on Modern English literature

**Paper Code: 420303**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**II B.A – SPECIAL ENGLISH HONOURS - Major 11 & Minor 4**  
**SEMESTER: IV (w e f 2023-24)**  
**GLIMPSES OF WORLD LITERATURE**  
**SYLLABUS**

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**Objectives & Outcomes:**

After going through the course the learner would be able to

1. Learn the salient features of world literatures.
2. Analyze the sense and sensibilities across the globe.
3. Understand the influence of various –isms on literary texts.
4. Interpret the meaning of a literary text by reading between the lines.
5. Identify cultural influences on Modern English literature.

**Unit- I Poetry**

1. Gabriel Okara: *Once Upon a Time*
2. Maya Angelou: *Caged Bird*

**Unit- II Drama---**

1. Girish Karnad: *Nagamandala*

**Unit- III Fiction**

1. Fyodor Dostoevsky: *Crime and Punishment*

**Unit-IV Short Story**

1. O Henry: *The Last leaf*
2. Tillie Olsen: *I Stand Here Ironing*

**Unit- V Literary Criticism---**

1. I.A. Richards: *Four Kinds of Meaning*

**References:**

1. Daiches, David. 1979. *A Critical History of English Literature*. Bombay: Allied Publishers. Grierson, H.J.C. 2014. *A History of English Poetry*. CUP.
2. Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP. Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.
3. M.S.Naagarajan. 2006. *English Literary Criticism & Theory*.
4. Barry, Peter. 2010. *Beginning Theory: An Introduction to Literary Theory and Cultural Theory*, Manchester University Press, Manchester.



**Activities:**

1. Making the students prepare mind maps based on the plot of the novel.
2. Students are to prepare biographies of the prescribed authors.
3. To prepare charts of authors with different literary genres.
4. Group discussion on characteristics of the literary period.
5. Seminar presentations on the literary texts prescribed.

**Web Links:**

1. [https://en.m.wikipedia.org/wiki/Tradition\\_and\\_the\\_Individual\\_Talent](https://en.m.wikipedia.org/wiki/Tradition_and_the_Individual_Talent)
2. [https://en.m.wikipedia.org/wiki/Glimpses\\_of\\_World\\_History#:~:text=Glimpses%20of%20World%20History%20is,of%20history%20for%20young%20people.](https://en.m.wikipedia.org/wiki/Glimpses_of_World_History#:~:text=Glimpses%20of%20World%20History%20is,of%20history%20for%20young%20people.)
3. <https://poemanalysis.com/gabriel-okara/once-upon-a-time/#:~:text='Once%20Upon%20a%20Time'%20by,their%20house%2C%20and%20saying%20goodbye.>
4. <https://www.poetryfoundation.org/poems/48989/caged-bird>
5. <https://en.m.wikipedia.org/wiki/Nagamandala>
6. [https://en.m.wikipedia.org/wiki/Crime\\_and\\_Punishment](https://en.m.wikipedia.org/wiki/Crime_and_Punishment)
7. [https://en.m.wikipedia.org/wiki/The\\_Last\\_Leaf](https://en.m.wikipedia.org/wiki/The_Last_Leaf)
8. <https://shortstoryproject.com/stories/i-stand-here-ironing/>
9. [https://www.literatureworms.com/2020/07/four-kinds-of-meaning-by-i-richards.html?m=1#:~:text=Four%20kinds%20of%20functions%20or,Tone%20and%20\(4\)%20Intention.](https://www.literatureworms.com/2020/07/four-kinds-of-meaning-by-i-richards.html?m=1#:~:text=Four%20kinds%20of%20functions%20or,Tone%20and%20(4)%20Intention.)

**CO-PO Mapping:**

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], '-':No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	2	3	3	3	3	2	3	3	3
CO3	3	3	2	2	2	3	3	3	3	2	3	3	3
CO4	3	3	2	2	2	3	3	3	3	2	3	3	3
CO5	3	3	2	2	2	3	3	3	3	2	3	3	3

**Paper Code: 420303**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**

**II B.A – SPECIAL ENGLISH HONOURS – Major 11 & Minor 4**  
**IV SEMESTER (w e f 2023-2024)**

**GLIMPSES OF WORLD LITERATURE**  
**Pattern of Question paper**

<b>Q. No.</b>	<b>Topic</b>	<b>Hrs. Allotted</b>	<b>No. of Qs to be given</b>	<b>No. of Qs. to be answered</b>	<b>Marks</b>
I	<b>UNIT : I - Poetry</b> Gabriel Okara: <i>Once Upon a Time</i> Maya Angelou: <i>Caged Bird</i>	12 Hrs.	Part A 10	05 in 30 words each	5X1=5
II	<b>UNIT : II - Drama</b> Girish Karnad: <i>Nagamandala</i>	12 Hrs.	Part B 10	05 in 100 words each	5X4=20
III	<b>UNIT : III - Fiction</b> Fyodor Dostoevsky: <i>Crime and Punishment</i>	12 Hrs.	Part C 6	03 in 150 words each	3X6=18
IV	<b>UNIT : IV - Short Story</b> O Henry: <i>The Last Leaf</i> Tillie Olsen: <i>I Stand Here Ironing</i>	12 Hrs.	Part D 6 MCQs	6 MCQs	6X1/2=3
V	<b>UNIT : V - Literary Criticism</b> I.A. Richards: <i>Four Kinds of Meaning</i>	12 Hrs.	Part E 4 Matching	Part E 4 Matching	4X1=4
		<b>60 Hrs</b>	<b>36</b>	<b>23</b>	<b>50M</b>

**PAPER CODE: 420303**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**II B.A. SPECIAL ENGLISH HONOURS - Major 11 & Minor 4**  
**SEMESTER IV (w e f 2023-2024)**  
**GLIMPSES OF WORLD LITERATURE**

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**I. Answer any 5 of the following questions in 30 words each. 5X1=5**  
**(2 questions to be given from each unit on the Knowledge and Understanding levels)**

1. a. Describe the language to hide peoples' emptiness and hypocrisy in *Once Upon a Time*.  
Or  
b. Summarise the poem *The Caged Bird* by Maya Angelou.
  
2. a. Narrate how Naga falls in love with Rani.  
Or  
b. Define the title *Nagamandala*.
  
3. a. Illustrate the four types of punishment.  
Or  
b. Define the christian views on corporal punishment.
  
4. a. Explain the doctor's response after examining Johnsy.  
Or  
b. Do you interpret Emily's mother as a reliable narrator in *I Stand Here Ironing*?
  
5. a. Explain the term "Intention" by I.A.Richards.  
Or  
b. Compare the relation between sense and feeling in *The Four Kinds of Meaning*.

**II. Answer any 5 of the following questions in 100 words each. 5X4=20**  
**(10 questions @ 2per unit to be given on the Application and Analysis levels)**

6. a. Contrast between past simplicities and present unreality in *Once Upon a Time*.  
Or  
b. Analyze the racist criticism in the poem *The Caged Bird* by Maya Angelou.
  
7. a. Sketch the character of Rani in *Nagamandala*.  
Or  
b. Discover the techniques of the play *Nagamandala*.

8. a. Explain the tragic life of Katerina.  
Or  
b. Demonstrate how Raskolnikov justified his crime.
9. a. How is stream of consciousness technique used in I Stand here Ironing.  
Or  
b. Outline the colony of artists of Greenwich.
10. a. Find out the drawbacks in making critical judgment in Four Kinds of Meaning.  
Or  
b. Interpret the tone between the speaker and the listener according to I. A. Richards.

**III. Answer any 3 of the following questions in 150 words each. 3X6=18**  
**(10 questions to be given @ 1 per unit on the Evaluation and Creativity levels)**

11. a. Argue child-adult relationship and its consequences in *Once Upon a Time*.  
Or  
b. Develop the theme of Girish Karnad's *Nagamandala*.
12. a. Justify the title Crime and Punishment.  
Or  
b. Outline the character of Raskolnikov in *Crime and Punishment*.
13. a. Study the character of Behrman in the light of his sacrifice.  
Or  
b. Evaluate I.A.Richards' concept of the Four Kinds of Meaning.

**IV.Objective Type questions 6X1/2=3**

**14. Answer the following**

- i. Gabriel Okara belongs to----- ( )  
a. Europe c. Asia  
b. Africa d. Australia
- ii. Nagamandala is a \_\_\_\_\_play. ( )  
a. Moral c. Feminist  
b. Miracle d. Comic
- iii. -----literary elements are in "I stand here ironing". ( )  
a. 3 c. 5  
b. 4 d. 6
- iv. Behrman's masterpiece is----- ( )  
a. The Mona Lisa c. The Ivy Leaf  
b. The Light house d. Johnsy's portrait

v. *Caged bird* sings a song of----- ( )  
a. Freedom c. Liberty  
b. Equality d. Identity

vi. *Crime and punishment* was initially published in ----- ( )  
a. 1864 c. 1866  
b. 1868 d. 1862

**V. Match the following 4X1=4**


**15. Fill in the bracket with the right option**

**A**

**B**

- A. O' Henry ( )  
B. Karnad ( )  
C. Fyodor Dostoevsky ( )  
D. Gabriel Okara ( )

1. Tughlaq  
2. The voice  
3. Hearts and hands  
4. The House of the dead

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code  SPL ENG 520301	<b>TITLE OF THE COURSE WRITING FOR MEDIA (Mandatory Paper - Major 12 &amp; Minor 5)</b>	<b>Semester –V B.A- HONS SPL ENG</b>			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

### Course Objectives

1. Write with confidence
2. Use Correct Grammar, Punctuation and Appropriate Style
3. Differentiate between various types of media writing
4. Gather and synthesize information from authentic sources
5. Use digital resources for media writing

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	1. Write with confidence
CO2	2. Use Correct Grammar, Punctuation and Appropriate Style
CO3	3. Differentiate between various types of media writing
CO4	4. Gather and synthesize information from authentic sources
CO5	5. Use digital resources for media writing

**Paper Code: 520301**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**

**III B.A – SPECIAL ENGLISH HONOURS - Mandatory Paper 1 - Major 12 & Minor 5**  
**SEMESTER: V (w e f 2023-24)**

**WRITING FOR THE MEDIA**  
**SYLLABUS**

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**Objectives & Outcomes:**

At the end of the course the student will be able to:

1. Write with confidence
2. Use Correct Grammar, Punctuation and Appropriate Style
3. Differentiate between various types of media writing
4. Gather and synthesize information from authentic sources
5. Use digital resources for media writing

**Unit-I**

1. Good Writing Skills  
(Vocabulary, Basic Grammar, Expansion and Optimization)
2. Resources for Writing (Dictionary, Thesaurus and Encyclopaedia)

**Unit-II**

1. Proofreading, Punctuation and Style
2. Types of Media Writing  
(Information, Description, Persuasion and Editorial Writing & Feature Writing)

**Unit-III**

1. Writing for Specialized Areas: Sports, Culture, Entertainment, Cuisine etc.
2. Collecting News and Identifying Sources

**Unit-IV**

1. Media Writing and Translation
2. Media Writing and Social Responsibility

**Unit-V**

1. The Role of Technology in Media Writing (Blogging, Podcasts, Social Media and Collaboration in Writing)
2. Digital Resources for Writing (Online Dictionaries, Inbuilt and Online Spell-Checkers, Grammar-Checkers and Google Resources)

### Resources for Further Reading:

1. Usha Raman. Writing for the Media. Oxford University Press, New Delhi, 2010
2. Brian Carroll. Writing for Digital Media. Routledge, New York, 2010.
3. Liz Hamp-Lyons, Ben Heasley. Study Writing. Cambridge University Press, 2006
4. Writing in the Media Environment. <https://www.jprof.com/lecture-notes/writing-in-the-media-environment/>
5. Different Types of Media Writing. <https://blog.copify.com/post/different-types-of-media-writing>
6. Media Writing Skills and Characteristics. <https://ohiostate.pressbooks.pub/stratcommwriting/chapter/media-writing-skills/>

### Activities:

**1.For Teachers:** The teacher will train students in practical skills in writing for the media for not less than 10 hours and assign activities. The teacher will guide the learners to identify different current subjects to write for the media to demonstrate their knowledge.

**2.For Students:** Learners will conduct practicum in writing for the media (News Papers, News Magazines, Journals and College Magazines, Script Writing for Radio and Short Films) for 10 hours. The learners will discuss the findings among themselves and prepare individual hand-written Fieldwork/Project work Report of the activity in at least 10 pages as guided by the teacher.

### Web Links:

1. <https://www.indeed.com/career-advice/career-development/what-are-the-types-of-media-writing>
2. <https://www.coursera.org/articles/writing-skills>
3. <https://takelessons.com/blog/improve-writing-skills>
4. <https://www.scribbr.com/language-rules/what-is-proofreading/#:~:text=Proofreading%20means%20carefully%20checking%20for,typos%2C%20formatting%20issues%20and%20inconsistencies.>
5. <https://www.indeed.com/career-advice/career-development/what-are-the-types-of-media-writing>
6. <https://www.indeed.com/career-advice/resumes-cover-letters/areas-of-expertise-on-resume>
7. <https://ohiostate.pressbooks.pub/choosingsources/chapter/news-as-a-source/>
8. <https://www.trustedtranslations.com/industries/media>
9. <https://www.slideshare.net/MrAmbika/media-and-social-responsibility>
10. <https://www.ojcmt.net/article/the-role-of-information-technology-in-media-industry#:~:text=Composing%2C%20printing%2C%20animation%2C%20diagrams,possible%20through%20this%20rapid%20technology.>
11. <https://dl.acm.org/doi/fullHtml/10.1145/3450148.3450206>



## CO-PO Mapping:

(1: Slight [Low] 2: Moderate [Medium]; 3: Substantial [High], '-': No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	2	3	3	3	3	2	3	3	3
CO3	3	3	2	2	2	3	3	3	3	2	3	3	3
CO4	3	3	2	2	2	3	3	3	3	2	3	3	3
CO5	3	3	2	2	2	3	3	3	3	2	3	3	3

**Paper Code: 520301**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**

**III B.A – SPECIAL ENGLISH HONOURS - Mandatory Paper 1 - Major 12 & Minor 5**  
**SEMESTER: V (w e f 2023-24)**

**WRITING FOR THE MEDIA**  
**Pattern of Question paper**

<b>Q. No.</b>	<b>Topic</b>	<b>Hrs. Allotted</b>	<b>No. of Qs to be given</b>	<b>No. of Qs. to be answered</b>	<b>Marks</b>
I	UNIT : I 1. Good Writing Skills 2. Resources for Writing	12 Hrs	<b>Part A</b> <b>10</b>	<b>05 in 30</b> <b>words each</b>	<b>5X1=05</b>
II	UNIT : II 1. Proofreading, Punctuation and Style 2. Types of Media Writing	12 Hrs	<b>Part B</b> <b>10</b>	<b>5 in 75</b> <b>words each</b>	<b>5X4=20</b>
III	UNIT : III 1. Writing for Specialized Areas: Sports, Culture, Entertainment, Cuisine etc. 2. Collecting News and Identifying Sources	12 Hrs	<b>Part C</b> <b>6</b>	<b>03 in 150</b> <b>words each</b>	<b>3X6=18</b>
IV	UNIT : IV 1. Media Writing and Translation 2. Media Writing and Social Responsibility	12 Hrs	<b>Part D</b> <b>6 MCQs</b>	<b>6 MCQs</b>	<b>6X1/2=</b> <b>3</b>
V	UNIT : V 1. The Role of Technology in Media Writing 2. Digital Resources for Writing	12 Hrs	<b>Part E</b> <b>4 Matching</b>	<b>4</b> <b>Matching</b>	<b>4X1=4</b>
		<b>60 Hrs.</b>	<b>36</b>	<b>23</b>	<b>50M</b>

**Paper Code: 520301**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**III B.A – SPECIAL ENGLISH HONOURS - Mandatory Paper 1 - Major 12 & Minor 5**  
**SEMESTER: V (w e f 2023-24)**  
**WRITING FOR THE MEDIA**

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- I. **Answer any 5 of the following in 30 words choosing one from each unit. 5X1=5**  
**(2 questions to be given from each unit on the Knowledge and Understanding levels)**
1. a. What are the essential requirements for writing skills?  
Or  
b. Name any two important resources for writing.
  2. a. Define the word style in writing.  
Or  
b. What is persuasive writing?
  3. a. Choose any four specialized areas for writing.  
Or  
b. What are the sources for collecting news?
  4. a. Define the term 'Media Writing'  
Or  
b. Explain social responsibility of the media.
  5. a. Give an example for the use of technology in media writing.  
Or  
b. List any two digital resources for writing.
- II. **Answer any 5 of the following questions in 75 words each. 5X4=20 M**  
**(10 questions @ 2per unit to be given on the Application and Analysis levels)**
6. a. Illustrate the role of vocabulary and grammar in acquiring good writing skills  
Or  
b. Evaluate the use of the dictionary and encyclopedia as resources for writing?
  7. a. Demonstrate the challenges involved in proofreading.  
Or  
b. Choose any two types of media writing and draw a line of distinction between them.
  8. a. Explain the significance of style and vocabulary when writing for sports and culture.  
Or  
b. Interpret the process of collecting and refining news from various sources.

9. a. Appraise the increasing importance of translating news.  
Or  
c. Relate social responsibility with media writing.

10. a. Analyze the role of technology in media writing.  
Or  
b. Calculate the use of digital resource in media writing.

**III. Answer any 3 of the following questions in 125 words each. 3X6=18**  
**( 6 questions to be given @ 2 per unit on the Evaluation @ Creativity levels)**

11. a. “Ethnic violence kills 200, leaves thousands homeless.” Compose a news report of 150 words using appropriate style, vocabulary and grammar.  
Or  
b. Evaluate how the Thesaurus and the Encyclopaedia help in media writing.

12. a. Find errors, proofread and punctuate the following media text.

a tiger was successfully tranquilized after being spotted roaming around in sector 5 vashi on monday morning after the wild cat was spotted at 815 am the vashi police and wildlife department were alerted. the tiger was trapped by forest officials after hactic efforts of over five hours. The tiger got injured during the traping operation. With the prevailing erie silence owing to the curfew to limit the spread of Coronavirus, the tiger from the nearby forest

Or

- b. Summarize the various types of media writing with examples for each.

13. a. Rewrite the the following text by translating it into into English.

### **ఆదర్శ ఉపాధ్యాయుడు**

బిరు వేల సంవత్సరాల చరిత్ర కలిగి వైవిధ్యభరితమై, సుసంపన్నమై అలరారుతున్న సంస్కృతి మనది; జ్ఞాన సముపార్జన, జ్ఞానపరివ్యాప్తి లక్ష్యలుగా ఉన్న ‘విద్య’ మన ఈ సంస్కృతికి ఆయువుపట్టుగా నిలుస్తోంది. ఈ సంస్కృతి ప్రభావం మన విద్యావ్యవస్థ మీద చెరగని ముద్రవేసింది; ఈ సంస్కృతి మన విజ్ఞానశాస్త్రం, లలితకళలు, తత్వచింతన, మతం, సాంఘిక్య రాజకీయ ఆలోచనల విధానాలను కూడా తీవ్రంగా ప్రభావితం చేసింది. అయితే దురదృష్టవశాత్తూ గత కొన్ని శతాబ్దాలుగా భారతదేశం విదేశీపాలనలో దాస్యాన్ని అనుభవించడం వలన మన తరతరాల సాంస్కృతిక వైభవం వెలుగును కోల్పోయింది.

Or

- b. Prepare an essay on the increasing need for social responsibility in media writing.

**IV. Objective type questions**

**14. Answer all the questions.**

**6X ½ =3 M**


- a. What is an editorial? ( )  
i. An opinion piece  
ii. A practice in writing  
iii. A job in newspaper  
iv. Editor's unfinished story
- b. What is hard news? ( )  
i. Only kind of news  
ii. Difficult news  
iii. Tough to understand news  
iv. News based on opinions
- c. What is a creative lead? ( )  
i. A story angle  
ii. Main idea  
iii. Point in story  
iv. information that attracts
- d. What is a source? ( )  
i. One to be interviewed  
ii. Rules of writing  
iii. Online news resource  
iv. Published news
- e. The All India radio in 1930s was called ( )  
i. Akashvani  
ii. Indian Broadcast  
iii. Indian Broadcast Service  
iv. Vividh Bharathi
- f. What is a story board ( )  
i. A Script  
ii. Pre-visualization  
iii. Clap board  
iv. Condense of a story

**b. Match the following**

**4X1=4 M**

**15. Fill in the brackets with the correct option.**

- |                |     |                                |
|----------------|-----|--------------------------------|
| A. An Essay    | ( ) | 1. Web page                    |
| B. An Abstract | ( ) | 2. Summary                     |
| C. A Headline  | ( ) | 3. Piece of Writing on a topic |
| D. Blog        | ( ) | 4. Title                       |

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code  SPL ENG 520302	<b>TITLE OF THE COURSE CREATIVE WRITING AND LITERARY APPRECIATION (Mandatory Paper 2 – Major 13 &amp; Minor 6)</b>	<b>Semester –V B.A- SPL ENG HONS</b>			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

### Course Objectives

1. Understand and define the art of Creative Writing
2. Identify different literary genres
3. Review the published works of others
4. Deliver presentations on the literary works
5. Demonstrate the creative writing skills

### Course Outcomes:

On Completion of the course, the students will	
CO1	1. Understand and define the art of Creative Writing
CO2	2. Identify different literary genres
CO3	3. Review the published works of others
CO4	4. Deliver presentations on the literary works
CO5	5. Demonstrate the creative writing skills

**Paper Code: 520302**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**

**III B.A – SPECIAL ENGLISH HONOURS - Mandatory Paper 2 – Major 13 & Minor 6**  
**SEMESTER: V (w e f 2023-24)**

**CREATIVE WRITING AND LITERARY APPRECIATION**  
**SYLLABUS**

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**Objectives & Outcomes:**

At the end of the course the student will be able to:

1. Understand and define the art of Creative Writing
2. Identify different literary genres
3. Review the published works of others
4. Deliver presentations on the literary works
5. Demonstrate the creative writing skills

**Unit-I**

1. Understanding Creative Writing
2. Characteristics of Good Writing

**Unit-II**

1. Understanding Fiction : Novel and Short Story
  - a. A Tale of Two Cities –by Charles Dickens.  
(Plot, Character, Theme and Narrative Technique)
  - b. ‘The Black Cat’ –by EdgarAllen Poe  
(Visual Description, Point of View and Setting)
2. Understanding Prose
  - a. Francis Bacon’s ‘Of Studies’  
(Language and Style:Persuasiveness)
  - b. ‘The Power of Prayer’ – by APJ AbdulKala  
(Readability and Argument)

**Unit-III**

1. Understanding Poetry  
(**Figurative Language:** ‘Endless Time’ –by Rabindranath Tagore;  
**Imagery and Metre:** ‘Elegy Written in a Country Churchyard’ -by Thomas Gray;  
**Tone:** ‘The Lovers of the Poor’ -by Gwendolyn Brooks)
2. Mechanics of Poetry

**Unit-IV**

1. Writing a Memoir
2. Writing Reviews

**Unit-V**

1. Writing a Short Story
2. Writing Different Types of Essays

### Resources for Further Reading:

1. Stephen King. On Writing: A Memoir of the Craft. Scribner, 2010.
2. Alice LaPlante. The Making of a Story: A Norton Guide to Writing Fiction and Non-Fiction. W.W. Norton, New York. 2009
3. Tara Mokhtari. The Bloomsbury Introduction to Creative Writing. Bloomsbury Academic, London, 2015.
4. Philip Seargeant & Bill Greenwell. From Language to Creative Writing: An Introduction. Bloomsbury Academic, London, 2013.
5. Tips for Creative Writing: <https://www.lexico.com/grammar/top-tips-for-creative-writing>
6. Creative Writing: Simple Definition and Tips: <https://grammar.yourdictionary.com/word-definitions/definition-of-creative-writing.html>
7. Weekly Writing Prompts: <https://blog.reedsy.com/creative-writing-prompts/>
8. Decolonising Creative Writing: <https://scroll.in/article/999215/decolonising-creative-writing-its-about-not-conforming-to-techniques-of-the-western-canon>

### Activities:

1. **For Teachers:** The teacher shall train students in practical skills in creative writing and literary appreciation for not less than 10 hours and assign activities to demonstrate their knowledge.
2. **For Students:** The learners will conduct practicum in creative writing and literary appreciation for not less than 10 hours. The Learners will discuss the findings among themselves and prepare individual hand-written Fieldwork/Project work Report of the activity in 10 pages as guided by the teacher.

### Web Links:

1. <https://www.pawnerspaper.com/2022/05/literary-appreciation-what-is-literary.html?m=1>
2. <https://oxfordsummercourses.com/articles/what-is-creative-writing/>
3. <https://www.hunter.cuny.edu/rwc/handouts/the-writing-process-1/invention/Five-Qualities-of-Good-Writing#:~:text=However%2C%20there%20are%20certain%20qualities,for%20academic%20and%20expository%20writing.>
4. <https://byjus.com/physics/friction/>
5. <https://www.masterclass.com/articles/understanding-prose-poetry>
6. [https://en.m.wikipedia.org/wiki/Understanding\\_Poetry](https://en.m.wikipedia.org/wiki/Understanding_Poetry)
7. [https://books.google.co.in/books/about/The\\_Mechanics\\_of\\_Poetry.html?id=ktjbNZ\\_4hMgC&redir\\_esc=y#:~:text=The%20Mechanics%20of%20Poetry%20defines,sequence%20with%20clear%2C%20simple%20language.](https://books.google.co.in/books/about/The_Mechanics_of_Poetry.html?id=ktjbNZ_4hMgC&redir_esc=y#:~:text=The%20Mechanics%20of%20Poetry%20defines,sequence%20with%20clear%2C%20simple%20language.)
8. <https://www.masterclass.com/articles/how-to-start-writing-a-memoir>



## CO-PO Mapping:

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], '-':No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	2	3	3	3	3	2	3	3	3
CO3	3	3	2	2	2	3	3	3	3	2	3	3	3
CO4	3	3	2	2	2	3	3	3	3	2	3	3	3
CO5	3	3	2	2	2	3	3	3	3	2	3	3	3

**Paper Code: 520302**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**

**III B.A – SPECIAL ENGLISH HONOURS - Mandatory Paper 2 – Major 13 & Minor 6**  
**SEMESTER: V (w e f 2023-24)**

**CREATIVE WRITING AND LITERARY APPRECIATION**  
**Pattern of Question paper**

<b>Q. No.</b>	<b>Topic</b>	<b>Hrs. Allotted</b>	<b>No. of Qs to be given</b>	<b>No. of Qs. To be answered</b>	<b>Marks</b>
I	<b>UNIT : I</b> 1.Understanding Creative Writing 2. Characteristics of Good Writing	12 Hrs.	Part A 10	5 in 30 words each	5X1=5
II	<b>UNIT : II</b> 1.Understanding Fiction 2. Understanding Prose	12 Hrs.	Part B 10	05 in 75 words each	5X3=15
III	<b>UNIT : III</b> 1. Understanding Poetry 2. Mechanics of Poetry	12 Hrs.	Part C 10	5 in 100 words each	5X4=20
IV	<b>UNIT : IV</b> 1. Writing a Memoir 2. Writing Reviews	12 Hrs.	Part D 4 MCQs	4 MCQs	4X1=4
V	<b>UNIT : V</b> 1. Writing a Short Story 2. Writing Different Types of Essays	12 Hrs.	Part E 6 Matching	6Matching	6X1=6
		<b>60 Hrs.</b>	<b>40</b>	<b>25</b>	<b>50M</b>

**Paper Code: 520302**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**

**III B.A – SPECIAL ENGLISH HONOURS - Mandatory Paper 2 – Major 13 & Minor 6**  
**SEMESTER: V (w e f 2023-24)**

**CREATIVE WRITING AND LITERARY APPRECIATION**

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**I. Answer any 5 of the following in 50 words choosing at least one from each unit 5X1=5**  
**(2 questions to be given from each unit on Knowledge and Understanding levels)**

1. a. Define Creative writing.  
Or  
b. List any four features of good writing.
2. a. Define the word 'Plot' in literature.  
Or  
b. Describe the concept of readability in prose.
3. a. State the meaning of figurative language.  
Or  
b. What is meant by mechanics of poetry?
4. a. Explain what a memoir is.  
Or  
b. What is a review?
5. a. Write the definition of a short story.  
Or  
b. What is an essay?

**II. Answer any 5 of the following questions in 75 words each. 5X3=15 M**  
**(10 questions @ 2 per unit to be given on the Application and Analysis levels)**

6. a. Illustrate the typical features of a creative writing.  
Or  
b. Identify the characteristic features of good writing.
7. a. Explain the plot and characterization in A Tale of Two Cities  
Or  
b. Distinguish Bacon from other essayists in terms of his prose style.
8. a. Show the figures of speech in Tagore's Endless Time.  
Or  
b. Survey Gray's Elegy for its use of imagery and the appropriateness of tone.

9. a. Write a memorable event from your childhood as a memoir.

Or

b. Demonstrate the features of a good review.

10. a. Write the typical features of a short story.

Or

b. Analyze any two types of essays in terms of their form and purpose.

**III. Answer any 5 of the following questions in 100 words each. 5X4=20 M**  
**(10 questions to be given @ 2 per unit on the Evaluation @ Creativity levels)**

11. a. Create a good piece of creative writing on 'A Story about a Holiday'

Or

b. Summarize the characteristics of good writing in the text provided below.

*I can't believe it! It was my birthday and when my younger brother gave me one of his babyish, insipid and tedious toys for my birthday. My mum told me to be grateful. I was engaged. My cheeks flushed red with fury as I charged towards my brother like a bull. He just stared at me with his cute eyes, angelic face and mumbled "I did not do anything." He started crying and I was the one who got told off. I glared at him before stamping off to get ready into my dazzling dress.*

12. a. Develop the characterisation and narrative technique in *A Tale of Two Cities*.

Or

b. Produce an essay on the readability and persuasiveness in *The Power of Prayer*.

13. a. Create an essay on the metre of Gray *Elegy Written in a Country Churchyard*.

Or

b. Write a note on the mechanics of poetry in *The Lovers of the Poor*.

14. a. Justify the merits of the following text as an ideal memoir.

*This is a story about when I was five. My mom would take me to see a horse down the street. We named the horse Brownie. I have no idea if that was its real name. That was the name we gave the horse. We named it Brownie because it was brown like a brownie. I was so excited to see Brownie. Every day, my mom and I would take a walk to see the horse. It would be standing by the fence most days. I would reach out my hand to pet its nose. I miss Brownie. Brownie helped me to like*

Or

b. Construct an elaborate essay on the social responsibility in media writing.

15. a. Prepare a short story with the moral "Haste Makes Waste."

Or

b. Design an argumentative essay on need for reservations in Private Sector Jobs.

#### IV. Objective type questions

Answer all the questions.


- a. **This is not the feature of a creative piece of writing.** ( )
- i. Plot
  - ii. Point of view
  - iii. Characters
  - iv. Rehearsal
- b. **Which is an example for fiction?** ( )
- i. Wings of Fire
  - ii. The Guide
  - iii. My Experiments with Truth
  - iv. Playing It My Way
- c. **What is metre in poetry?** ( )
- i. Plot
  - ii. Length of a poem
  - iii. Number of lines
  - iv. Rhythmic structure
- d. **The First Nobel laureate from India.** ( )
- i. Gandhiji
  - ii. Nehruji
  - iii. Netaji
  - iv. Sastriji

#### V. Match the following

6X 1 =6 M

Fill in the brackets with the correct option

- |                |     |                     |
|----------------|-----|---------------------|
| A. Memoir      | ( ) | 1. Hard Times       |
| B. Essayist    | ( ) | 2. Thomas Gray      |
| C. Short story | ( ) | 3. Samuel Johnson   |
| D. Reviewer    | ( ) | 4. G.K Chesterton   |
| E. Poet        | ( ) | 5. The Happy Prince |
| F. Novel       | ( ) | 6. I am Malala      |

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code SPL ENG 520303	<b>TITLE OF THE COURSE ENGLISH LANGUAGE TEACHING SKILLS (Mandatory - SET- A – Major 14 A)</b>	<b>Semester –V B.A. SPL ENG HONS</b>			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

### Course Objectives

- a. Understand the central principles of Teaching English
- b. Acquire the skills of Teaching English
- c. Demonstrate different classroom management techniques
- d. Teach English in a systematic way
- e. Make use of Technology for Teaching English

### Course Outcomes:

On Completion of the course, the students	
CO1	1. Understand the central principles of Teaching English
CO2	2. Acquire the skills of Teaching English
CO3	3. Demonstrate different classroom management techniques
CO4	4. Teach English in a systematic way
CO5	5. Make use of Technology for Teaching English

**Paper Code: 520303**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**III B.A – SPECIAL ENGLISH HONOURS - Mandatory - SET- A – Major 14 A**  
**SEMESTER: V (w e f 2023-24)**  
**ENGLISH LANGUAGE TEACHING SKILLS**  
**SYLLABUS**

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**Objectives & Outcomes:**

At the end of the course the student will be able to:

1. Understand the central principles of Teaching English
2. Acquire the skills of Teaching English
3. Demonstrate different classroom management techniques
4. Teach English in a systematic way
5. Make use of Technology for Teaching English

<b>Unit-I</b>	1. 2.	Concepts in Teaching English as a Second Language Different Methods and Levels of Teaching English
<b>Unit-II</b>	1. 2.	Contextualization of Grammar Teaching Teaching Writing Skills Teaching Writing Skills
<b>Unit-III</b>	1. 2.	Teaching English Literature (Prose, Poetry, Fiction and Drama) Lesson Planning & Materials
<b>Unit-IV</b>	1. 2.	Classroom Management Techniques Assessment & Evaluation
<b>Unit- V</b>	1. 2.	Teaching English for Employment ICT-Based English Language Teaching

**Resources for Further Reading:**

1. Raymond Murphy. Essential English Grammar. Cambridge University Press, 2015.
2. Penny Ur. A Course in English Language Teaching. Cambridge University Press, 1999.
3. M.L.Tickoo. Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. Orient Blackswan Private Limited, 2013.
4. N.Krishna Swamy & Lalitha Krishna Swamy. Teaching English: Approaches, Methods and Techniques. Macmillan India Limited, 2005.
5. Oxford English Language Teaching: <https://elt.oup.com/?cc=global&selLanguage=en>
6. British Council's Teaching Resources:
7. <https://www.teachingenglish.org.uk/resources/primar>
8. English Teaching Forum: <https://americanenglish.state.gov/forum>

**Activities:**

- 1. For Teachers:** After completing practical training in the course, the teacher will assign teaching activities to each student. The students will experiment or demonstrate different teaching skills in a teaching environment for not less than 10 hours under personal supervision of the teacher.
- 2. For Students:** Students will conduct practicum in any teaching environment (School/ College/Peer Group/ JKC/ Adults in a Village) for not less than 10 hours in the given area. The learners will discuss the findings among themselves. Finally, every student will prepare a hand-written Fieldwork/Project work Report of the activity in 10 pages as guided by the teacher and submit to the teacher for evaluation.

**Web Links:**

- <https://tefltrainer.com/lessons/teaching-language-skills/>
- [https://en.m.wikipedia.org/wiki/Teaching\\_English\\_as\\_a\\_second\\_or\\_foreign\\_language](https://en.m.wikipedia.org/wiki/Teaching_English_as_a_second_or_foreign_language)
- <https://www.henryharvin.com/blog/different-methods-of-teaching-the-english-language/4.>
- <https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/magazine/milica-vukadin-contextual-grammar#:~:text=Contextualized%20grammar%20teaching%20develops%20analytical,autonomous%2C%2021st%2Dcentury%20learners.>
- <https://in.indeed.com/career-advice/career-development/how-to-teach-writing-skills>
- <https://in.indeed.com/career-advice/career-development/how-to-teach-literature-skills>
- <https://www.indeed.com/career-advice/career-development/lesson-plan-example#:~:text=6.-,Materials,the%20needs%20of%20your%20classroom.>
- <https://www.prodigygame.com/main-en/blog/classroom-management-strategies/>
- <https://www.shiksha.com/online-courses/articles/difference-between-assessment-and-evaluation/>
- <https://www.thedialogue.org/analysis/english-for-employment-english-language-learning-in-technical-and-professional-education/>
- <https://sites.google.com/site/journaloftechnologyforelt/archive/volume-6-no/2-role-of-ict-in-the-enhancement-of-english-language-skills-among-the-learners>

**CO-PO Mapping:**

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], '-' :No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	2	3	3	3	3	2	3	3	3
CO3	3	3	2	2	2	3	3	3	3	2	3	3	3
CO4	3	3	2	2	2	3	3	3	3	2	3	3	3
CO5	3	3	2	2	2	3	3	3	3	2	3	3	3



**Paper Code: 520303**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**III B.A – SPECIAL ENGLISH HONOURS - Mandatory - SET- A – Major 14 A**  
**SEMESTER: V (w e f 2023-24)**  
**ENGLISH LANGUAGE TEACHING SKILLS**  
**Pattern of Question paper**

<b>Q. No.</b>	<b>Topic</b>	<b>Hrs. Allotted</b>	<b>No. of Qs to be given</b>	<b>No. of Qs. To be answered</b>	<b>Marks</b>
I	<b>UNIT : I</b> 1. Concepts in Teaching English as a Second Language 2. Different Methods and Levels of Teaching English	12 Hrs	Part A 8	04 in 50 words each	4X1=4
II	<b>UNIT : II</b> 1. Contextualization of Grammar Teaching 2. Teaching Writing Skills	12 Hrs	Part B 10	05 in 75 words each	5X3=15
III	<b>UNIT : III</b> 1. Teaching English Literature (Prose, Poetry, Fiction and Drama) 2. Lesson Planning & Materials	12 Hrs	Part C 8	04 in 150 words each	4X6=24
IV	<b>UNIT : IV</b> 1. Classroom Management Techniques 2. Assessment & Evaluation	12 Hrs	Part D 6 MCQs	6 MCQs	6X1/2=3
V	<b>UNIT : V</b> 1. Teaching English for Employment 2. ICT-Based English Language Teaching	12 Hrs	Part E 4 Matching	4 Matching	4X1=4
		<b>60 Hrs</b>	<b>36</b>	<b>23</b>	<b>50M</b>

**Paper Code: 520303**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**III B.A – SPECIAL ENGLISH HONOURS - Mandatory - SET- A – Major 14 A**  
**SEMESTER: V (w e f 2023-24)**  
**ENGLISH LANGUAGE TEACHING SKILLS**  
**MODEL PAPER**

**Time: 2 ½ hours**

**Marks: 50**

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**I. Answer any 4 of the following questions in 50 words each. 4X1=4**  
**(2 questions to be given from each unit on the Knowledge and Understanding levels)**

1. a. Define Second language.  
Or  
b. Describe the 'Direct Method.'
2. a. Give two tips for improving writing skills.  
Or  
b. Explain the difference between 'Descriptive Grammar' and 'Prescriptive Grammar.'
3. a. Cite any two reasons for teaching drama in a classroom.  
Or  
b. Mention any two types of instructional materials.
4. a. List out any two features of evaluation.  
Or  
b. What is the difference between synchronous and asynchronous learning?

**II. Answer any 5 of the following questions in 75 words each. 5X3=15**  
**(10 questions @ 2 per unit to be given based on the Application and Analysis levels)**

5. a. Examine the role of English in employability.  
Or  
b. Construct a short essay on second language acquisition.
6. a. Explain the need for teaching grammar to enhance language skills.  
Or  
b. Survey the strategies for teaching writing skills.
7. a. Estimate the role of materials in teaching.  
Or  
b. Document the format of a lesson plan.

8. a. Demonstrate classroom techniques for effective teaching-learning process.

Or

b. Prepare a short essay on tips to manage large classrooms.

9. a. Explain any two online language learning tools used in ELT.

Or

b. Explore the different methods of assessment.

**III. Answer any 4 of the following questions in 150 words each.**

**4X6=24**

**(8 questions to be given @ 2 questions from all units based on Evaluation and Creativity levels)**

10. a. Depict the challenges in teaching English as a second language.

Or

b. Explain the different methods of teaching English.

11. a. Summarize the need for contextualizing Grammar Teaching.

Or

b. Recommend a few techniques for teaching writing skills.

12. a. Outline the steps involved in preparing a lesson plan.

Or

b. Compare and contrast the methods of teaching poetry and prose.

13. a. Compose an essay on the role of evaluation in the teaching-learning process.

Or

a. Elaborate the ICT tools that help in ELT.

**IV. Objective Type questions**

**6X ½ = 3**

**14. Answer the following**

**i. Identify the method developed against the Grammar-translation method**

a. Structural Method

c. Sentence Method

b. Bilingual Method

**d. Direct Method**

**ii. Reliability in evaluation refers to**

**a. consistency**

c. adequacy

b. accountability

d. brevity

**iii. Identify the synchronous teaching-learning tool among the following**

**a. Zoom**

c. Spotify

b. Google Translate

d. Podcast

iv. **Bilingual Method is developed by**

- a. Dr. West
- b. **Dr. C.J Dodson**
- c. Dr. East
- d. Dr. Godot

v. This is a teacher's guide for ensuring effective teaching-learning transaction

- a. Teaching Diary
- b. **Lesson Plan**
- c. Attendance Register
- d. Practical Record

vi. Which of the following is known as the natural method of teaching English?

- a. **Direct Method**
- b. Grammar-translation
- c. CLT
- d. Bilingual Method

**V. Match the following**

**4X1=4**


**15. Fill in the brackets with correct option**

**A**

- i. Google Classroom ( )
- ii. Podcast ( )
- iii. Validity ( )
- iv. Evaluation ( )

**B**

- a. Accuracy
- b. Asynchronous
- c. Measures academic ability
- d. Digital audio

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code  SPL ENG 520304	<b>TITLE OF THE COURSE SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH &amp; TELUGU) (Mandatory Set A – 14 B)</b>	<b>Semester –V B.A. SPL ENG HONS</b>			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

### Course Objectives

1. Understand the central issues of Translation
2. Use the methods of Translation
3. Translate from English to Telugu and Vice-versa
4. Translate Different Genres
5. Make use of Technology for Translation

### Course Outcomes:

On Completion of the course, the students will -	
CO1	6. Understand the central issues of Translation
CO2	7. Use the methods of Translation
CO3	8. Translate from English to Telugu and Vice-versa
CO4	9. Translate Different Genres
CO5	10. Make use of Technology for Translation

**Paper Code: 520304**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**III B.A SPECIAL ENGLISH HONOURS - Mandatory Set A – 14 B**  
**SEMESTER: V (w e f 2023-24)**  
**SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH & TELUGU)**  
**SYLLABUS**

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**Objectives & Outcomes:**

At the end of the course the student will be able to:

1. Understand the central issues of Translation
2. Use the methods of Translation
3. Translate from English to Telugu and Vice-versa
4. Translate Different Genres
5. Make use of Technology for Translation

**Unit-I**

**1. Types of Translation & Tools**

- a. Interlingual, intralingual and intersemiotic translations and types of dictionaries, Theasaurus, Encyclopaedia, online Resources.
- b. Central issues in Translation: A multi-cultural interaction. (Language, Culture, Equivalence, Loss and Gain in Translation.)

**Unit – II**

1. Pragmatic Translation (Technical, Media and Medical)
2. Literary Translation (Translation of Creative Writing)

**Unit-III**

1. Strategies & Procedures: (True Translation, Literal Translation, Free Translation, Transliteration, Transcreation)
2. Problems in translation from English to Telugu & Vice versa

**Unit-IV**

3. Translating Short Fiction, Prose and Poetry
4. Translating for **the Print Media & Advertisements**

**Unit-V**

1. Technical Translation
2. Translation **and Technology**

**Resources for Further Reading:**

1. Susan Bassnett. Translation Studies. Routledge: Taylor & Francis Group, New York, 2005. (1<sup>st</sup> and 3<sup>rd</sup> Chapters)
2. Peter Newmark. Approaches to Translation. Prentice Hall, New York,
3. Roman Jakobson. "On Linguistic Aspects of Translation", On Translation Ed. by Reuben Arthur Brower, Harvard University Press, 1959.
4. H.Lakshmi. Problems of Translation. Booklinks Corp. 1993
5. National Translation Mission, Mysore:  
[https://www.ntm.org.in/languages/english/ongoinginitiatives\\_ntm.aspx](https://www.ntm.org.in/languages/english/ongoinginitiatives_ntm.aspx)

**Activities:**

1. **For Teachers:** After completing practical training in the course, the teacher will assign activities to each student on *Literary Terms, Idioms and Phrases, Grammatical Terms, Translation for the Media and Advertisements*. Students will demonstrate different skills in Translation for not less than 10 hours under the supervision of the teacher.
2. **For Students:** Students will conduct practicum in translation on *Literary Terms, Idioms and Phrases, Grammatical Terms, Translation for the Media and Advertisements* for not less than 10 hours. The students will discuss the findings among themselves and each student will prepare a hand-written Fieldwork/Project work Report of the activity in 10 pages as guided by the teacher.

**Web Links:**

1. [https://www.academia.edu/30126251/USE\\_OF\\_TRANSLATION\\_STRATEGIES\\_FROM\\_ENGLISH\\_INTO\\_TELUGU\\_A\\_CASE\\_STUDY\\_OF\\_TRANSLATION\\_AND\\_COINING\\_OF\\_SCIENCE\\_TERMS\\_OF\\_SECONDARY\\_SCIENCE\\_TEXTBOOKS](https://www.academia.edu/30126251/USE_OF_TRANSLATION_STRATEGIES_FROM_ENGLISH_INTO_TELUGU_A_CASE_STUDY_OF_TRANSLATION_AND_COINING_OF_SCIENCE_TERMS_OF_SECONDARY_SCIENCE_TEXTBOOKS)

**CO-PO Mapping:**

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], '-' :No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	2	3	3	3	3	2	3	3	3
CO3	3	3	2	2	2	3	3	3	3	2	3	3	3
CO4	3	3	2	2	2	3	3	3	3	2	3	3	3
CO5	3	3	2	2	2	3	3	3	3	2	3	3	3

**Paper Code: 520304**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**

**III B.A SPECIAL ENGLISH HONOURS - Mandatory Set A – 14 B**  
**SEMESTER: V (w e f 2023-24)**

**SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH & TELUGU)**  
**Pattern of Question paper**

<b>Q. No</b>	<b>Topic</b>	<b>Hrs. Allotted</b>	<b>No. of Qs to be given</b>	<b>No. of Qs. To be answered</b>	<b>Marks</b>
I	<b>UNIT : I</b> 1. Types of Translation & Tools 2. Central Issues in Translation: A Multi-Cultural Interaction	12 Hrs	Part A 8	4 in 50 words each	4X1=4
II	<b>UNIT : II</b> 1. Pragmatic Translation 2. Literary Translation	12 Hrs	Part B 10	5 in 75 words each	5X3=15
III	<b>UNIT : III</b> 1. Strategies & Procedures 2. Problems in translation from English to Telugu & Vice versa	12 Hrs	Part C 8	4 in 150 words each	4X6=24
IV	<b>UNIT : IV</b> 1. Translating Short Fiction, Prose and Poetry 2. Translating for the Print Media & Advertisements	12 Hrs	Part D 6 MCQs	6 MCQs	6X1/2=3
V	<b>UNIT : V</b> 1. Technical Translation 2. Translation and Technology	12 Hrs	Part E 4 Matching	4 Matching	4X1=4
		<b>60 Hrs</b>	<b>36</b>	<b>23</b>	<b>50M</b>



**Paper Code: 520304**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**III B.A SPECIAL ENGLISH HONOURS - Mandatory Set A – 14 B**  
**SEMESTER: V (w e f 2023-24)**  
**SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH & TELUGU)**  
**MODEL PAPER**

**Time: 2 ½ hours**

**Marks: 50**

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**I. Answer any 4 of the following questions in 50 words each. 4X1=4**  
**(2 questions to be given from each unit on the Knowledge and Understanding levels)**

1. a. Define translation.

Or

b. Describe any two types of dictionaries.

2. a. Give two examples of pragmatic texts.

Or

b. Explain the differences between literary and non-literary translations.

3. a. Recall the role of 'equivalence' in translation.

Or

b. Interpret the word 'transcreation.'

4. a. Summarize any two features of effective translation for print media.

Or

b. Identify any two technical documents that need to be translated.

**II. II. Answer any 5 of the following questions in 75 words each. 5X3=15**  
**(10 questions @ 2per unit to be given based on the Application and Analysis levels)**

5. a. Illustrate the different types of translations.

Or

b. Analyze the 'Loss and Gain' in translation.

6. a. Describe 'literary translation' and infer how you translate creative writing.

Or

b. Interpret the term 'medical translation.'

7. a. Survey the role of culture in translation.  
Or  
b. Explain 'fidelity' in translation.
8. a. Outline the main points to be considered while translating for print media.  
Or  
b. Prepare a short essay on translating fiction.
9. a. Assess the role of technology in translation.  
Or  
b. Examine the merits and demerits of technical translation.

**III. Answer any 4 of the following questions in 150 words each. 4X6=24**  
**(8 questions to be given @ 2 per unit based on the Evaluation and Creativity levels)**

10. a. Evaluate the role of dictionaries and thesauri in translation.  
Or  
b. Compare and contrast 'formal equivalence' with 'dynamic equivalence'.
11. a. Write an essay on pragmatic translation.  
Or  
b. Assess the strategies and procedures of translation.
12. a. Classify the problems in translating from English to Telugu and vice-versa.  
Or  
b. Compose an essay on the challenges of translating poetry.
13. a. Imagine the problems in translating short fiction.  
Or  
b. Evaluate the various tools that assist translation.

**IV. Objective Type questions 6X ½ = 3**

**14. Answer the following**

- i. Identify the cultural issue of translation among the following ( )**
- |                               |              |
|-------------------------------|--------------|
| <b>a. Food &amp; dressing</b> | c. Syntax    |
| b. Number                     | d. Phonetics |
- ii. Translation from one language to another is called ( )**
- |                                    |                             |
|------------------------------------|-----------------------------|
| a. Inter semiotic translation      | c. Intralingual translation |
| <b>b. Interlingual translation</b> | d. Free translation         |


- iii. **A popular translation tool used online** ( )  
 a. Google Form b. Google Classroom  
**c. Google Translate** d. Podcast
- iv. **The branch of linguistics that deals with systems and sounds** ( )  
**a. Phonology** c. Tautology  
 b. Semiotics d. Semantics
- v. **What is called ‘salesmanship in print’?** ( )  
 a. Translation **c. Advertisement**  
 b. Application d. Retrenchment
- vi. **Which of the following translation has no dominant aesthetic aspect?** ( )  
**a. Pragmatic Translation** c. Creative Translation  
 b. Literary Translation d. Free Translation

V. **Match the following**

**4X1=4**

15. **Fill in the brackets with the right option.**

- | <b>A</b>               |     | <b>B</b>       |  |
|------------------------|-----|----------------|--|
| i. Thesaurus           | ( ) | a. Print media |  |
| ii. English Dictionary | ( ) | b. Semantics   |  |
| iii. Code mixing       | ( ) | c. Roget       |  |
| iv. Meaning            | ( ) | d. 1755        |  |

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code  SPL ENG 520305	<b>TITLE OF THE COURSE TEACHING ENGLISH ONLINE (Mandatory – Set B – 15 A)</b>	<b>Semester –V B.A. SPL ENG HONS</b>			
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		4	1	-	4

### Course Objectives

1. Understand online Teaching of English
2. Acquire skills of teaching online
3. Identify online resources for teaching
4. Conduct classes online
5. Use Technology for evaluating students' performance

### Course Outcomes:

On Completion of the course, the students will	
CO1	1. Understand online Teaching of English
CO2	2. Acquire skills of teaching online
CO3	3. Identify online resources for teaching
CO4	4. Conduct classes online
CO5	5. Use Technology for evaluating students' performance

**Paper Code: 520305**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**III B.A – SPECIAL ENGLISH HONOURS - Mandatory – Set B – 15 A**  
**SEMESTER: V (w e f 2023-24)**  
**TEACHING ENGLISH ONLINE**  
**SYLLABUS**

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**Objectives & Outcomes:**

At the end of the course the student will be able to:

1. Understand online Teaching of English
2. Acquire skills of teaching online
3. Identify online resources for teaching
4. Conduct classes online
5. Use Technology for evaluating students' performance

**Unit-I**

1. Contextualizing the Online Teaching of English(The learners, the context, the content)
2. Types of Online Teaching  
(Self-learning, Guided Learning, Blended Learning, Flipped Classroom etc.)

**Unit-II**

1. Course Planning  
(Course Modalities, Timelines and Chunking)
2. Lesson Planning  
(Course Content, Materials, Additional Inputs)

**Unit-III**

1. Types of Online Teaching Platforms  
(LMS, Moodle, Google Classroom, Zoom, Cisco-WebEx, Google Meet, etc.)
2. Online Classroom Management  
(Break-up Rooms, Chat Boxes, Polling/ Voting, Interaction)

**Unit-IV**

1. Online Educational Resources (Copyright, Creating Own Resources)
2. Collaboration

**Unit-V**

1. Mobile Learning
2. Online Evaluation

**Resources for Further Reading:**

1. Virendra Mishra et al. English Language Teaching Skills. CUP, 2020
2. N.Krishna Swamy & Lalitha Krishna Swamy. Methods of Teaching English. TrinityPress, 2014.
3. Navita Arora. English Language Teaching. MacGraw Hill, 2012
4. N.Krishna Swamy & Lalitha Krishna Swamy. Teaching English: Approaches, Methods and Techniques. Macmillan India Limited, 2005.
5. Cambridge Assessment English: <https://www.cambridgeenglish.org/blog/12-tips-for-teaching-an-online-English-class/>
6. Online English Resources for Teachers:  
<https://www.britishcouncil.org/br/en/programmes/english/resources-teachers>

**Activities:****1. For Teachers:**

After completing practical training in the course, the teacher will assign teaching activities to each student on online Teaching of English. The students will demonstrate different skills in Teaching English online for not less than 10 hours in any teaching environment (School/ College/Peer Group/ JKC/ Adults in a Village) under the supervision of the teacher.

**2. For Students:**

Each student will conduct practicum in online teaching of English in a teaching environment (School/ College/Peer Group/ JKC/ Adults in a Village) for not less than 10 hours. The students will discuss the findings among themselves and each student will prepare a hand-written Report of the activity in 10 pages as guided by the teacher.

**Web Links:**

1. <https://www.futurelearn.com/courses/online-tutoring>

**CO-PO Mapping:**

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], '-':No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
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CO2	3	3	2	2	2	3	3	3	3	2	3	3	3
CO3	3	3	2	2	2	3	3	3	3	2	3	3	3
CO4	3	3	2	2	2	3	3	3	3	2	3	3	3
CO5	3	3	2	2	2	3	3	3	3	2	3	3	3

**Paper Code: 520305**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**III B.A – SPECIAL ENGLISH HONOURS - Mandatory – Set B – 15 A**  
**SEMESTER: V (w e f 2023-24)**  
**TEACHING ENGLISH ONLINE**  
**Pattern of Question paper**

<b>Q. No.</b>	<b>Topic</b>	<b>Hrs. Allotted</b>	<b>No. of Qs to be given</b>	<b>No. of Qs. To be answered</b>	<b>Marks</b>
I	<b>UNIT : I</b> 1. Contextualizing the Online Teaching of English 2. Types of Online Teaching	12 Hrs	Part A 8	4 in 50 words each	4X1=4
II	<b>UNIT : II</b> 1.Course Planning 2. Lesson Planning	12 Hrs	Part B 10	5 in 75 words each	5X3=15
III	<b>UNIT : III</b> 1. Types of Online Teaching Platforms 2. Online Classroom Management	12 Hrs	Part C 8	4 in 150 words each	4X6=24
IV	<b>UNIT : IV</b> 1. Online Educational Resources 2. Collaboration	12 Hrs	Part D 6 MCQs	6 MCQs	6X1/2=3
V	<b>UNIT : V</b> 1. Mobile Learning 2. Online Evaluation	12 Hrs	Part E 4 Matching	4 Matching	4X1=4
		<b>60 Hrs</b>	<b>36</b>	<b>23</b>	<b>50M</b>

**Paper Code: 520305**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**

**III B.A – SPECIAL ENGLISH HONOURS - Mandatory – Set B – 15 A**  
**SEMESTER: V (w e f 2023-24)**  
**TEACHING ENGLISH ONLINE**  
**MODEL PAPER**

**Time: 2 ½ hours**

**Marks: 50**

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**I. Answer any 4 of the following questions in 50 words each. 4X1=4**  
**(2 questions to be given from each unit based on the Knowledge and Understanding levels)**

1. a. Define blended-learning.  
Or  
b. What is a flipped classroom?
2. a. Name any two materials used in teaching English.  
Or  
b. State the meaning of chunking.
3. a. Mention any two techniques to check students' attention in an online class.  
Or  
b. What is the purpose of a Chat Box?
4. a. List out any two mobile learning apps.  
Or  
b. Describe Kahoot.

**II. Answer any 5 of the following questions in 75 words each. 5X3=15**  
**(10 questions @ 2per unit to be given based on the Application and Analysis levels)**

5. a. Explain how online learning promote self-learning.  
Or  
b. Construct a short essay on the significance of context in teaching language.
6. a. Describe the different types of materials used in an English classroom.  
Or  
b. Explain how Podcasts are used for enhancing listening and speaking skills.



7. a. Survey the features of Google Classroom.  
Or  
b. Analyze how interaction enhances the quality of online learning.
8. a. Infer the importance of Copyright as a protection of intellectual property.  
Or  
b. Discover the advantages of collaborative learning.
9. a. Assess the reliability and validity of online evaluation tools.  
Or  
b. Explore the scope for mobile learning.

III. **Answer any 4 of the following questions in 150 words each. 4X6=24**  
**( 8 questions to be given @ 2 questions per unit based on the Evaluation and Creativity levels)**

10. a. Explain how online teaching impacts the learner's experience.  
Or  
b. Discuss the different tools for online teaching.
11. a. Summarize the steps involved in course planning.  
Or  
b. Formulate a lesson plan for a topic of your choice.
12. a. Survey the different online teaching platforms used widely.  
Or  
b. Suggest a few strategies for effective online classroom management.
13. a. Compose an essay on OERs.  
Or  
b. Select any two online assessment tools and elaborate on them.

IV. **Objective Type questions**

14. **Answer the following 6X ½ = 3M**
- i. Remembering information by dividing it into small groups is called ( )  
 a. Colluding c. Truncating  
**b. Chunking** d. Separating
- ii. MOOCS stands for ( )  
 a. Maximum Open Online Courses c. Minimum Open Online Courses  
 b. Multi Open Online Courses d. Massive Open Online Courses

iii. Identify the online evaluation tool among the following ( )

- a. **Quizizz**
- b. Google Translate
- c. Paypal
- d. Podcast

iv. Students work through assignments after listening to a recorded lecture in a ( )

- a. Traditional classroom
- b. Blended classroom
- c. **Flipped classroom**
- d. All classrooms

v. .... are used to create small group conversations in an online session

- a. Breakout rooms
- b. Meeting room
- c. Google Classroom( )
- d. Online Polls

vi. Which of the following is an online quiz app? ( )

- a. Google Meet
- b. Swayam
- c. **Kahoot**
- d. Edx

V. **Match the following** **4X1=4**


15. **Fill in the brackets with the correct option**

**A**

- i. Duolingo ( )
- ii. Blended classroom ( )
- iii. Creative Commons ( )
- iv. Moodle ( )

**B**

- a. license
- b. online teaching
- c. online and offline
- d. learning app

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code  SPL ENG 520306	<b>TITLE OF THE COURSE ENGLISH FOR JOURNALISM AND ADVERTISING (PRINT MEDIA)  (Mandatory – Set B – 15 B)</b>	<b>Semester –V  B.A. SPL ENG HONS</b>			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

### Course Objectives

1. Understand the Principles of Journalism
2. Acquire Language Skills for effective communication
3. Identify online resources for personal improvement
4. Demonstrate Speaking Skills for the media
5. Analyse events for authentic reporting

### Course Outcomes:

On Completion of the course, the students will	
CO1	1. Understand the Principles of Journalism
CO2	2. Acquire Language Skills for effective communication
CO3	3. Identify online resources for personal improvement
CO4	4. Demonstrate Speaking Skills for the media
CO5	5. Analyse events for authentic reporting

**Paper Code: 520306**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**III B.A – SPECIAL ENGLISH HONOURS - Mandatory – Set B – 15 B**  
**SEMESTER: V (w e f 2023-24)**  
**ENGLISH FOR JOURNALISM AND ADVERTISING (PRINT MEDIA)**  
**SYLLABUS**

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**Objectives & Outcomes:**

At the end of the course the student will be able to:

1. Understand the Principles of Journalism
2. Acquire Language Skills for effective communication
3. Identify online resources for personal improvement
4. Demonstrate Speaking Skills for the media
5. Analyse events for authentic reporting

**Unit-I**

1. Principles of Journalism:  
(Gathering Information, Verifying Facts, Reporting the Events, Impacting People)
2. Use of English in News Papers (Simple, Formal, Concise and Impersonal)

**Unit-II**

1. Print Media : (Different Types of News Papers, Magazines and Periodicals)
2. English Language for Journalism: (Specific Use of Tenses, Vocabulary, Agreeing and Disagreeing, Reported Speech)

**Unit-III**

1. Journalism as a Social Memoir
2. Style Guide and Proofreading

**Unit-IV**

1. Writing for the Media
2. Advertising and Its Lexical Features

**Unit-V**

1. Speaking Skills for the Media
2. Journalism in the Digital Age

**Resources for Further Reading:**

- (10 Wynford Hicks. English for Journalists (Media Skills). 4<sup>th</sup> Edition, Routledge, 2013.  
(11 Crawford Gillan, Sir Harold Evans. Essential English for Journalists, Editors and Writers.  
Random House, 2010.

1. Sylee Gore. English for Marketing & Advertising. Oxford University Press, USA, 2008
2. Angela Goddard. The Language of Advertising: Written Texts. Routledge, 1998
3. Bill Kovach and Tom Rosenstiel. The Elements of Journalism. Crown Publishers, New York, 2007
4. The Guardian-News Writing:  
<https://www.theguardian.com/books/2008/sep/25/writing.journalism.news>
5. Indian Institute of Mass Communication  
[http://iimc.nic.in/content/44\\_1\\_JournalismEnglish.aspx](http://iimc.nic.in/content/44_1_JournalismEnglish.aspx)
6. American Press Association  
<https://americanpressassociation.com/principles-of-journalism/>
7. Thought Co. Advertising Vocabulary for English Learners:  
<https://www.thoughtco.com/advertising-vocabulary-1210143>

#### Activities:

1. **For Teachers:** The teacher shall train students in practical skills in media and advertising for not less than 10 hours and assign activities to students. The groups will identify different journalistic environments (News Paper Offices, Public Libraries, Journalist Offices and Advertising agencies) to demonstrate their knowledge.
2. **For Students:** Each Learner will conduct practicum in journalistic and advertising environment (News Paper Offices, Public Libraries, Journalist Offices and Advertising agencies) for not less than 10 hours. The students will discuss the findings among themselves and each student will prepare a hand-written Fieldwork/Project work Report of the activity in 10 pages as guided by the teacher.

#### Web Links:

1. <https://www.coursera.org/learn/journalism>

#### CO-PO Mapping:

(1:Slight[Low]    2:Moderate[Medium];    3:Substantial[High],    '-':No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	3	3	3	3	2	3	3	3
CO2	3	3	2	2	2	3	3	3	3	2	3	3	3
CO3	3	3	2	2	2	3	3	3	3	2	3	3	3
CO4	3	3	2	2	2	3	3	3	3	2	3	3	3
CO5	3	3	2	2	2	3	3	3	3	2	3	3	3

**Paper Code: 520306**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**III B.A – SPECIAL ENGLISH HONOURS - Mandatory – Set B – 15 B**  
**SEMESTER: V (w e f 2023-24)**  
**ENGLISH FOR JOURNALISM AND ADVERTISING (PRINT MEDIA)**

**Pattern of Question paper**

<b>Unit</b>	<b>Topic</b>	<b>Hrs. Allotted</b>	<b>No. of Qs to be given</b>	<b>No. of Qs. To be answered</b>	<b>Marks</b>
I	UNIT : I 1. Principles of Journalism 2. Use of English in News Papers	12 Hrs	Part A 10	5 in 50 words each	5X1=5
II	UNIT : II 1. Print Media 2. English Language for Journalism	12 Hrs	Part B 10	5 in 75 words each	5X3=15
III	UNIT : III 1. Journalism as a Social Memoir 2. Style Guide and Proofreading	12 Hrs	Part C 10	5 in 150 words each	5X5=25
IV	UNIT : IV 1. Writing for the Media 2. Advertising and Its Lexical Feature	12 Hrs	Part D 5 MCQs	5 MCQs	5X2½=2½
V	UNIT : V 1. Speaking Skills for the Media 2. Journalism in the Digital Age	12 Hrs	Part E 5 Matching	5 Matching	5X½=2½
		<b>60 Hrs</b>	<b>40</b>	<b>25</b>	<b>50M</b>

**Paper Code: 520306**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**III B.A – SPECIAL ENGLISH HONOURS - Mandatory – Set B – 15 B**  
**SEMESTER: V (w e f 2023-24)**  
**ENGLISH FOR JOURNALISM AND ADVERTISING (PRINT MEDIA)**  
**MODEL PAPER**

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**I. Answer any 5 of the following questions in 50 words each. 5X1=5M**  
**(2 questions to be given from each unit based on the Knowledge and Understanding levels)**

1.a. **List** any four basic principles of journalism

Or

b. **Cite** any two features of English seen in newspapers

2.a. **Describe** the different types of print media.

Or

b. **Identify** what tenses are preferred in headline and the first line.

3.a. **Define** a social memoir.

Or

b. **What** is style in journalism?

4.a. **Name** the various genres of the media.

Or

b. **Discuss** lexical features in writing.

5.a. **Explain** the role of speaking skills in media.

Or

b. **Show** the contribution of IT in journalism.

**II. Answer any 5 of the following questions in 75 words each. 5X3=15**  
**(10 questions @ 2per unit to be given based on the Application and Analysis levels)**

6.a. **Analyze** the challenges involved in gathering the information and verifying facts.

Or

b. **Comment** on the formal style and precision in the language of journalism.

7.a. **Elaborate** the types of Magazines and their purpose and readership.

Or

b. **Survey** the aspects of grammar that come handy in journalism.

8.a. **Examine** how journalism deserves to be a social memoir.

Or

b. **Demonstrate** the basic principles of proofreading in journalism?

9.a. **Distinguish** 'writing for the media' from 'writing in general'.

Or

b. **Outline** the lexical features of an advertisement.

10. a. **Construct** a short essay on various uses of speaking skills in the media.

Or

b. **Survey** how journalism transformed in the digital age.

**III. Answer any 5 of the following questions in 150 words each.**

**5X5=25**

**(10 questions @ 2per unit to be given based on the Evaluation @ Creativity levels)**

11. a. **Elaborate** the four basic principles of journalism.

Or

b. **Construct** a report on the PM's visit to Lucknow in concise, formal and impersonal style.

12. a. **Justify** the significance of English language in the Print media.

Or

b. **Use** appropriate tense and vocabulary to report the arrest of a terrorist in the town.

13. a. **Validate** how journalism serves as a social memoir.

Or

b. **Revise** the style and proofread the following passage.

*Billing Prime Minister Narendra Modi state visit to United States as the "most productive" ever, External Affairs Minister S. Jaishankar said the U.S. India relationships was doing exceptionally well". Taking questions at a town hall event in New Delhi on Wednesday his first public remarks after he returned from his visit to the U.S. and Egypt, where he went as part of Mr. Modi's team, Mr. Jaishankar said the Prime Minister was seen internationally as a "more authentic Indian". However, he declined to comment on the controversy over comments by former U.S. President Barack Obama that were critical of Mr. Modi and minority rights in the country.*

14. a. **Write** an article for the media on the introduction of 4 years Honours Degree with a single major at the Degree level in AP.

Or

b. **Compose** a short but effective advertisement to celebrate Ganesh Chaturdhi in an Eco-friendly manner.

15. a. **Create** a live narration of the flag hoisting ceremony held on your campus on 15<sup>th</sup> August.

Or

b. **Discuss** the future of journalism in the Digital age.

**IV. Objective Type Questions**

16. **Answer all the questions.**

**5X ½ = 2 ½**

i. **A journalist should not mix news and .....** ( )

a. Views

c. Facts

b. Opinions

d. Figures



- ii. .... is the format in which e-paper is stored and transmitted? ( )  
 a. Word c. PDF  
 b. Image d. Pixel
- iii. ....is required to check grammatical, syntax and spelling errors ( )  
 a. Paraphrasing c. Proof Reading  
 b. Editing d. Fast checking
- iv. This is not a principle of Journalism in the following ( )  
 a. Truth c. Accountability  
 b. Fairness d. Dependence
- v. .... is the proof-reading symbol for substituting a word ( )  
 a. - c. =  
 b. < d. >


**V. Match the following**

**5X 1/2 = 2 1/2 M**

**17. Fill in the brackets with correct option**

- |                               |     |                      |
|-------------------------------|-----|----------------------|
| i. Libel                      | ( ) | A. Flag              |
| ii. #                         | ( ) | B. Folio             |
| iii. Chronicle                | ( ) | C. Record of events  |
| iv. The no. of the page       | ( ) | E. Space             |
| v. Newspaper's name on page 1 | ( ) | F. A false statement |

**OLD SYLLABUS**  
**WITH EFFECT FROM 2022-2023**

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester Semester- III B.A.,B.Com.,B.Sc., B.Sc(Voc),B.Com (Voc)</b>			
Course Code  ENG 142	<b>TITLE OF THE COURSE  A Course in Conversational Skills</b>				
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	3

### Course Objectives:

1. To familiarize the students with lives and contributions of famous Personalities who contributed to the nation.
2. To imbibe ethical, moral, national and cultural values
3. To develop and integrate the use of four language skills- Listening, Speaking, Reading and Writing

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	To communicate effectively and appropriately in real life situations
CO2	To understand statements, questions, instructions and commands
CO3	To write description of people, places and things
CO4	To narrate simple experiences and series of events
CO5	To inculcate ethical values and become responsible citizens

**Paper Code: ENG 142**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**General English for B.A., B.Com and B.Sc., B.Sc. (Voc.) & B.Com (Voc.)**  
**SEMESTER – III (2w.e.f 2020-2021)**  
**A COURSE IN CONVERSATIONAL SKILLS**  
**SYLLABUS**

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**UNIT I:**

1. Tryst with Destiny - Jawaharlal Nehru
2. Greetings
3. Introductions

**UNIT II:**

1. Yes, We Can – Barack Obama
2. A Leader should know how to manage failure – A.P.J. Abdul Kalam
3. Requests

**UNIT III:**

1. Nelson Mandela's Interview with Larry King
2. Asking and Giving Information
3. Agreeing and Disagreeing

**UNIT IV :**

1. J.R.D.Tata's Interview with T.N.Ninan
2. Dialogue Building
3. Giving Directions

**UNIT V:**

1. You've got to Find What You Love –Steve Jobs
2. Debates
3. Descriptions
4. Role Plays

### Text books:

1. Praxis Pro -III
2. Skills Enrich

### Reference books:

1. English Grammar &Composition-Wren &Martin
2. Advanced Grammar in Use-Martin Hewings
3. Business Vocabulary in Use-Bill Mascull

### Web Links:

1. <https://www.vedantu.com> › superspeakers
2. <https://in.zapmetasearch.com> › English Training Course
3. <https://www.udemy.com> › English › Online-Course
4. <https://www.khanacademy.org> › prep › praxis-core
5. <https://www.ets.org> › praxis

### CO-PO Mapping:

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], '-' :No Correlation)

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3
CO1	3	3	3	2	3	2	3	3	2	3	2	3	2
CO2	2	3	2	3	3	3	3	2	3	2	3	2	3
CO3	3	2	3	3	2	2	2	2	2	3	3	3	3
CO4	2	3	2	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	2	3	2	3	2	2	3	3	3	3

**Paper Code: ENG 142**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**General English for B.A., B.Com and B.Sc, B.Sc (Voc.) & B.Com (Voc.)**  
**SEMESTER – III (With effect from 2020-2021)**  
**A COURSE IN CONVERSATIONAL SKILLS**

<b>Q.No.</b>	<b>Topic</b>	<b>Hrs. Allotted</b>	<b>No. of Questions to be given</b>	<b>No. of Questions to be answered</b>	<b>Marks</b>
1	<b>Speeches:</b> 1. Jawaharlal Nehru : Tryst with Destiny 2. Obama: Yes, we can Barack Obama 3. Steve Jobs: You have not to find what you Love	15	06	04 50 Words each	2X5=10
2	<b>Interviews:</b> 1. Dr.APJ Abdul Kalam: A leader should know how to manage failure 2. Larry King : Nelson Mandela's Interview 3. T N Ninan: JRD TATA's interview	15	04	02 75 Words each	2X5=10
3.	<b>Conversation Skills:</b> 1. Greetings and Introductions 2. Request –Agreeing and disagreeing ,giving directions	15	04	02	2X5=10
4.	<b>Language Activity:</b> 1. Dialogue building 2. Debate 3. Role play 4. Description		04	04	4X5=20
		<b>45 Hrs</b>	<b>18</b>	<b>12</b>	<b>50 M</b>

**Paper Code: ENG 142**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**General English for B.A., B.Com and B.Sc., B.Sc. (Voc.) & B.Com (Voc.) SEMESTER – III (With effect from 2020-2021)**  
**A COURSE IN CONVERSATIONAL SKILLS**

**Time: 2 ½ Hrs.**

**Max. Marks: 50M**

**Unit -I (Speeches)**  
**(Knowledge and Understanding)**

- I. Answer any FOUR questions in 50 words:** **4X2 ½ =10**
1. **What** according to Nehru was the Tryst with Destiny that Indians made?
  2. In the words of Nehru what is the opportunity given to an Indian?
  3. **Illustrate** the message of Barack Obama’s speech?
  4. **Summarize** the central idea of Steve Jobs’ speech.
  5. **Describe** the core issues faced by the United States touched upon by Obama.
  6. Explain the second story “Love and Loss” delivered by Steve Jobs in his speech.

**Unit – II Interviews**  
**(Analysis)**

- II. Answer any TWO question in 75 words:** **2X5=10**
1. **Bring out the** leadership qualities necessary for India according to Kalam?
  2. **How** does Kalam say about the management of Success and Failure?
  3. **Analyze** Larry King’s interview with Nelson Mandela.
  4. **Illustrate the** major changes observed by Tata in the Indian business scenario?

**Unit – III (Conversation Skills)**  
**(Application)**

- III. Answer any TWO of the questions:** **2X5=10**
- 1. Fill in the blanks with appropriate greetings and responses.**
- Ravi: .....1..... Sir. How are you?  
Raghu: Good morning. Fine. May I have his introduction?  
Ravi: .....2.....my cousin, Rahul.  
Raghu: Hi, Rahul. Nice to meet you  
Rahul: .....3..... too.  
Ravi: Ok Raghu, see you soon. Bye.  
Raghu: OK. Have .....4..... bye.
- 2. Fill in the blanks with suitable expressions to agree/disagree.**
- Surya: I believe that languages are as important as core subjects.  
Satya: I .....1..... with you because in PG, languages marks are not considered.  
Surya: I .....2..... agree with you but a good career needs language proficiency.  
Satya: you .....3.....that’s good point. Importance should go to mother tongue.  
Surya: I totally .....4.....in the global world what we require is English.

**3. Fill in the blanks with suitable polite expressions given in brackets.**

(May I; Can you; can submit; could you please)

Customer: Excuse me, .....1...tell me how to open an account in your bank?

Clerk: Surely Sir. Please take an application at counter No: 7 and fill it in.

Customer: .....2.....tell me whether I should enclose any Xerox copies?

Clerk: Yes. Your Adhar Card, Address proof and a couple of passport photos.

Customer: .....3.....where it should be submitted.

Clerk: You .....4..... the filled in form with enclosures at the same counter.

**4. Fill in the blanks with suitable expressions to guide given below.**

(how far I should; take the left turn; opposite the town hall; walk straight)

Stranger: Hello, can you guide me to the Head Post office?

Cop: Surely ...1...at the signal and ...2... upto the Park. You'll see the Post Office.

Stranger: Could you please tell me .....3...walk?

Cop: Don't worry. It's just a 10 mts walk from here.

Stranger: May I know how to identify the Post Office

Cop: Oh, it's simple. It is in a big red building .....4.....

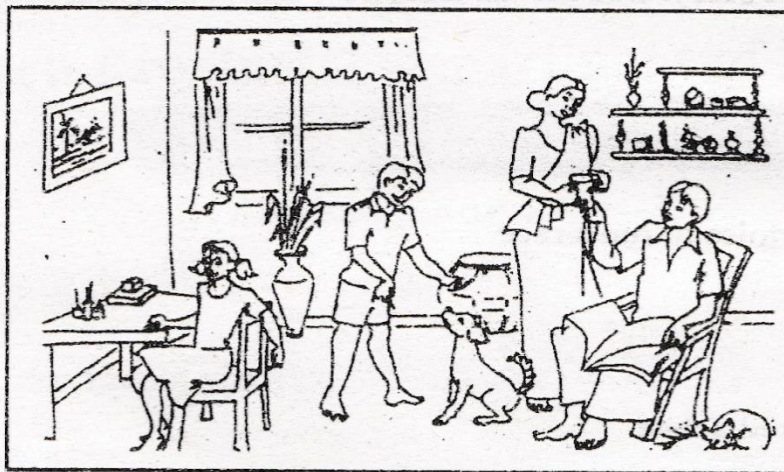
**Unit – IV (Language Activity)**

**(Evaluation & Creation)**


**IV. Answer ALL of the questions:**

**4X5=20**

1. **Write** a dialogue between two friends discussing what program to choose in Graduation. (minimum 5 exchanges for each character)
2. **Write** a debate for the motion 'Online Smart classes are the future Education style'.
3. Play the role of a teacher and address the class on need for discipline and character.
4. Write a paragraph on the following Picture (75 words)





	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code  ENG 108	<b>TITLE OF THE COURSE</b>  <b>History of English Literature – Prose and Drama, Forms &amp; Terms</b>	<b>Semester –III B.A-P.E.JMC</b>			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		5	1	-	4

### Course Objectives:

1. To be able to understand the socio political and cultural background of Restoration and Augustan ages together with the characteristics of the literary output.
2. To be able to understand all the important literary forms and terms together with their definitions and examples.
3. To be able to decipher the vanities of the upper class society and their life style and value

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Students should be self-motivated to learn and apply the comprehensive knowledge of the manners and morals of the age to better their value system.
CO2	Students should enhance their knowledge of the various literary terms and forms by using technology to access, retrieve and use authentic information and analyze it to distinguish with the other forms.
CO3	Students should read and understand the society and life style of the 18 <sup>th</sup> century and be able to project or present their thoughts and views in a clear, concise and logical manner by a sharp contrast with the present.
CO4	Students should use the knowledge they have acquired for societal development. They should volunteer to address the evils for the general good of the society.
CO5	Students should identify the goals, objective and components of projects so as to be able to plan, organize direct and endeavor to drive home the appropriate manners and morals.

**Paper Code: ENG 108**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**II B.A Special English - Semester III**  
**History of English Literature-Forms and Terms, Prose and Drama**  
**Syllabus 2022-2023**

**UNIT I - History of English literature**

1. Restoration
  - i. Characteristic features
  - ii. Major writers of diff. genres
  
2. Augustan Period (17th & 18th c.)
  - i. Characteristic features
  - ii. Major writers of diff. genres

**UNIT II- Literary forms and terms**

- |                   |                       |
|-------------------|-----------------------|
| 3. Satire         | 8. comedy of manners  |
| 4. mock-epic      | 9. sentimental comedy |
| 5. heroic couplet | 10. periodical essay  |
| 6. epistle        | 11. picaresque novel  |
| 7. heroic tragedy | 12. epistolary novel  |

**UNIT III- Poetry**

1. Pope: Extracts from The Rape of the Lock (Canto 1)

**UNIT IV-Prose**

1. Jonathan Swift: Gullivers' Travels

**UNIT V-Drama**

1. William Congreve: The Way of the World

**Text books:**

1. Literary Terms-MH.Abrahms
2. The Rape of the Lock- Alexander Pope
3. Jonathan Swift: Gullivers' Travels
4. William Congreve: The Way of the World

**Reference books:**

1. Literary Terms-MH.Abrahms
2. The Rape of the Lock- Alexander Pope
3. Jonathan Swift: Gullivers' Travels
4. William Congreve: The Way of the World

**Web Links:**

5. 1. <https://leverageedu.com> › Blog
6. 2. <https://www.quora.com> › Is-Gullivers-Travels-by-Jonatha
7. 3. <https://writersinspire.org> › content › Jonathan-swift-gulliv...

**CO-PO Mapping:**

(1:Slight [Low]; 2:Moderate[Medium]; 3:Substantial[High],'- ':No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	2	2	2	2	2	2	3	2	3	3	3	3	2
CO3	3	2	2	3	3	3	2	3	2	2	2	2	3
CO4	2	3	3	2	3	3	3	2	3	3	3	3	2
CO5	3	3	3	3	2	2	2	3	2	3	2	2	3

**Paper Code: ENG 108**  
**GOVERNMENT COLLEGE (A), Rajahmundry**  
**Department of English**  
**II B.A Special English - Semester III (w. e. f 2022-2023)**  
**History of English Literature- Prose and Drama, Forms & Terms**  
**Pattern of Question Paper**

<b>Q. No.</b>	<b>Topic</b>	<b>Hrs. Allotted</b>	<b>No. of Qs to be given</b>	<b>No. of Qs. To be answered</b>	<b>Marks</b>
I	<b>Restoration age and Augustan Age</b> – Political and Socio-Economic Situation – Characteristic Features - Major writers and works.	10 Hrs.	04	02 100 words each	2X4=08
II	<b>Literary Forms and Terms</b> – definitions – examples	5 Hrs.	06	04 50 words each	4X2=08
III	<b>Poetry</b> Alexander Pope’s “Rape of the Lock” – background to the age – Theme - background of the poem Character study – mock heroic element – supernatural machinery etc.	10 Hrs.	04	02 100 words each	2X4=08
IV	<b>Prose</b> Gulliver’s Travels- Jonathan Swift Theme – background - major and minor characters – Progression of the novel – Important Episode	15 Hrs.	04	02 100 words each	2X4=08
V	Drama - Congreve’s “The Way of the World” – social Background – Comedy of manners -Major and minor characters – Plot and Evolution – comparison and contrast of major characters in the drama	15 Hrs.	04	02 100 words each	2X4=08
	Multiple Choice Questions	5Hrs.	10	10	10X1=10
<b>Total</b>		<b>60 Hrs.</b>	<b>32</b>	<b>22</b>	<b>50M</b>


**Paper Code: ENG 108**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**B.A Special English - Semester III**  
**History of English Literature- Prose and Drama, Forms & Terms**  
**Model Question Paper: 2022-2023**

Time: 2½ Hrs.

Max. Marks: 50M

- 
- 1. Answer any Two of the following Questions in 100 words each: 2X4=8M**
- Explain the characteristics of Restoration Age
  - Summarize the literary contributors of the Restoration Age?
  - Describe the features of the Augustan Age?
  - Define the major writers of the Augustan Age.
- 2. Define any FOUR of the following in 50 words each 4X2=8M**
- Satire
  - mock-epic
  - heroic tragedy
  - comedy of manners
  - sentimental comedy
  - periodical essay
- 3. Answer any TWO of the following in 100 words each: 2X4=8M**
- Sum up a note on the Land, People and the King of Lilliput.
  - Create an account on Gulliver's experiences on the Land of Lilliput.
  - Estimate how Gulliver was received at Lagado?
  - Summarize the ghostly countenance of the attendants at the island of Glubbudrib.
- 4. Answer any TWO of the following in 100 words each: 2X4=8M**
- Show "The Way of the world" as a comedy of humors.
  - Sketch the character of "Lady Wishfort".
  - Draw contrast between Mirabel and Fainall.
  - Summarize how the problem resolved at the end of the drama "The Way of the World?"
- 5. Answer any TWO of the following Questions in 100 words each: 2X4=8M**
- Analyze Rape of the Lock as a mock epic
  - Examine the character of Belinda
  - Rape of the lock is a satire on the artificial social manners of the times. –Explain
  - Summarize the family feud that serves as a background to Rape of the Lock?
- 6. Choose the right answer from the multiple choice questions: 10X1=10M**
- i. 18<sup>th</sup> Century English literature has not been called ( )
- |                     |                   |
|---------------------|-------------------|
| a. Augustan Age     | c. Age of Reason. |
| b. Neoclassical Age | d. Literary Age   |

- ii. 'The Augustan Age' comes from Augustan writers such as ( )  
 a. Virgil and Horace c. Pope and Dryden  
 b. Aristotle and Socrates d. Euripides and Sophocles
- iii. Augustan Age was the period after the Restoration era to the death ( )  
 a. Alexander Pope c. Swift  
 b. Dryden d. Steele
- iv. Who is not the major writer of the Restoration age? ( )  
 a. Pope c. Jonathan Swift  
 b. John Dryden d. Charles Lamb
- v. .... forms the link between Restoration and Augustan literature ( )  
 a. Dryden c. Pope  
 b. Swift d. Addison
- vi. Dryden's ..... were highly admired ( )  
 a. Satires c. Odes  
 b. Lyrics d. sonnets
- vii. Alexander Pope is associated with ..... ( )  
 a. Sonnets c. Mock epic  
 b. Epics d. Drama
- viii. "Essay on criticism" is the work of ..... ( )  
 a. Pope c. Swift  
 b. Dryden d. Addison
- ix. This is the work of William Congreve ( )  
 a. The Tempest c. The Jew of Malta  
 b. Double Dealer d. Pickwick Papers
- x. The Age of Restoration marks the Restoration to power of ..... ( )  
 a. Pope c. Swift  
 b. Dryden d. Charles II

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester Semester –IV B.A- P.E.JMC</b>			
Course Code  ENG 109	<b>TITLE OF THE COURSE</b>  <b>History of English Literature-Prose and Novel, Forms &amp; Terms</b>				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		5	1	-	3

### Course Objectives:

1. To be able to understand the socio political and cultural background of Romantic and Victorian Ages together with the characteristics of the literary output.
2. To be able to understand all the important literary forms and terms together with their definitions and examples.
3. To be able to understand how the life, family background and personality drawbacks of Keats have cut short his professional career and paved way for his imaginative world.

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Students should be self-motivated to learn and apply the comprehensive knowledge of the manners and morals of the Victorians by comparing them with those of the contemporary society.
CO2	Students should enhance their knowledge of the various literary terms and forms with the help of technology to access, retrieve and use authentic information and analyze it to distinguish among them.
CO3	Students should read and understand the life and challenges faced by Keats and present his thoughts and views in a clear, concise and effective manner.
CO4	Students should read Browning's Monologues and understand the effectiveness of the genre. They should volunteer to employ the genre to address the evils for the general good of the society.
CO5	Students should identify the goals, objective and components of a project on the problems of women in the 19 <sup>th</sup> century. They should plan, organize and direct endeavors to drive home manners and morals appropriate to present society.

**PAPER CODE – ENG 109**  
**Government College (A) Rajahmundry**  
**II YEAR B.A., SPECIAL ENGLISH**  
**SEMESTER – IV (Paper-IV) : 2022-2023**  
**HISTORY OF ENGLISH LITERATURE**  
**(PROSE AND NOVEL- FORMS AND TERMS)**  
**SYLLABUS**

**UNIT I: History of English Literature**

1. Romantic Period
2. Victorian Periods

**UNIT II: Literary Forms**

- |                   |                      |
|-------------------|----------------------|
| 1. Autobiography  | 3. Historical Novel  |
| 2. Regional Novel | 4. Sentimental Novel |

**UNIT III :Literary Terms**

- |                   |                    |
|-------------------|--------------------|
| 1. Antagonist     | 3. Round Character |
| 2. Flat Character | 4. Protagonist     |

**UNIT IV: Poetry**

1. John Keats : ‘Ode to a Nightingale’
2. Robert Browning : Rabi ben Ezra( **Modification**)

**UNIT V: Prose**

1. Virginia Woolf : A Room of One’s Own

**Textbooks:**

1. History of English Literature
2. Literary **Forms M.H.Abrahms**

**Referencebooks:**

1. A Companion to Literary forms-Dr.RaghukulTilak
2. Literary Terms-MH.Abrahms

**WebLinks:**

- 1.<https://literaryenglish.com> > **different-types-of-literature**
- 2.<https://www.sparknotes.com> > lit > symbols
- 3.<https://www.enotes.com> > homework-help > what-is-the-p..

**CO-POMapping:**

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], '-':No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO3	3	3	3	3	3	3	3	2	3	3	3	3	3
CO4	2	2	3	2	2	2	2	3	2	3	3	2	3
CO5	3	3	2	3	3	3	3	2	3	2	2	3	2



**PAPER CODE –ENG 109**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English: 2022-2023**  
**II B.A Special English - Semester IV (Paper-IV)**  
**HISTORY OF ENGLISH LITERATURE (PROSE AND NOVEL)**  
**Scheme of Question Paper**

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	Romantic Age – Victorian Age – Political and Socio – economic Situation – Characteristic Features – Major writers and works.	15 Hrs.	04	02  100 words each	2X4=8
II	Literary Forms and Terms – Definitions – Examples	10 Hrs.	08	04  50 words each	4X4=16
III	Poetry – Keats Ode to the Nightingale – Background to the Ages – Themes of the poem-	15 Hrs.	02	01  75 words each	2X4=8
	Browning’s “Rabi ben Ezra – Structure and Form – Romantic or Victorian Elements in the poetry – etc.		02	01  75 words	
V	NOVEL – A Room of One’s Own – Theme – background Progression of the novel – Important Episode	15 Hrs.	02	01  75 words	2X4=8
	Major and minor characters – Plot and Evolution – comparison and contrast of major characters in the novel		02	01  75 words	
VI	Multiple Choice Questions	5Hrs.	08	08	10X1=10
Total		60 Hrs.	30	18	50M

**PAPER CODE – ENG 109**  
**Government College (A) Rajahmundry**  
**II YEAR B.A., SPECIAL ENGLISH -2022-2023**  
**HISTORY OF ENGLISH LITERATURE**  
**(PROSE AND NOVEL- FORMS AND TERMS)**  
**SEMESTER – IV, Paper-IV**  
**Model Question Paper**

**Time: 2 ½ Hrs**

**Max. Marks: 50 M**

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**UNIT-I (Analysis and Evaluation)**

**I. Answer any TWO of the following in 100 words each: 2X4=8M**

1. Examine the characteristics of the Romantic Age in English Literature.
2. Assess the achievements of the major writers of the Romantic Age
3. Analyse the major features of the Victorian Age in English Literature.
4. Critically evaluate the eminent writers of the Victorian Age.

**UNIT-II (Create)**

**II. Write a note on any FOUR of the following in 50 words each: 4X4=16M**

- |                   |                     |
|-------------------|---------------------|
| 1. Autobiography  | 5. Historical Novel |
| 2. Regional Novel | 6. Round character  |
| 3. Melodrama      | 7. Gothic novel     |
| 4. Flat character | 8. Protagonist      |

**UNIT-III (Application and Analysis)**

**III. Answer any Two of the following Questions in 75 words each: 2X4=8M**

1. Keats poem “Ode to Nightingale” holds mirror to his negative Capability – illustrate.
2. Analyze the views expressed by Keats in his Ode to Nightingale.
3. Assess Browning’s contribution to the literature of the Victorian Era.
4. Interpret Browning’s poem “Rabi ben Ezra” as dramatic monologue.

**UNIT-IV (Application and Analysis)**

**IV. Answer any TWO of the following in 75 words each: 2X4=8M**


1. “Room of One’s Own” is a feminist novel – Illustrate.
2. Why does a woman need a room of her own according to Woolf?
3. Relate the experiences of a girl in London as narrated by Woolf in “Room of One’s Own.”
4. Sketch the character of Judith Shakespeare.

**UNIT-V (Knowledge & Understanding)**

**V. Choose the right answer from the multiple-choice questions: 10X1=10M**

- i. Prelude is a master piece written by ..... ( )**
- |               |            |
|---------------|------------|
| a. Wordsworth | c. Shelley |
| b. Keats      | d. Byron   |

- ii. **The Romantic Period is largely influenced by** ( )  
 a. French Revolution c. Unification of Germany  
 b. American Revolution d. Unification of Italy
- iii. **The works of .....and.....influenced Romantics** ( )  
 a. Rousseau and Godwin c. Keats and Byron  
 b. Aristotle and Socrates d. Addison and Steele
- iv. **The Lyrical Ballads was published during.....** ( )  
 a. 1798 – 1800 c. 1988 – 2000  
 b. 1888 – 1900 d. 1688 – 1700
- v. **Who gave the slogan “Nature is the best teacher?”** ( )  
 a. Wordsworth c. Shelley  
 b. Coleridge d. Keats
- vi. **The Victorian Age is known for its struggle between.....and .....** ( )  
 a. Science and religion c. Money and honor  
 b. Politics and religion d. Work and leisure
- vii. **The famous poet and critic and the champion of values among Victorians** ( )  
 a. Ruskin c. Arnold  
 b. Tennyson d. pope
- viii. **A Room of One’s Own is a .....** ( )  
 a. Domestic Comedy c. Feminist novel  
 b. Sentimental Comedy d. Tragicomedy
- ix. **Robert Browning excelled in writing** ( )  
 a. Dramatic Monologues c. Idylls  
 b. Soliloquies d. Sonnets
- x. **Identify the pioneer of Gothic Fiction among the following** ( )  
 a. Jane Austen c. George Eliot  
 b. Anne Radcliffe d. Maria Edgeworth

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp;Semester Semester –IV Paper -V B.A- P.E.JMC</b>			
Course Code  ENG 146	<b>TITLE OF THE COURSE  GLIMPSES OF WORLD LITERATURE</b>				
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		5	1	-	4

### Course Objectives:

1. To demonstrate knowledge of World Literary traditions and to inculcate an awareness of
2. Global literary trends.
3. To gain an understanding of literary texts within social, cultural and historical contexts.
4. To analyze and evaluate the Post-colonial traits of the literary works that come under
5. World literature

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Students will be able to gain familiarity with International Literary trends
CO2	Students will be able to situate the texts within the cultural and historical contexts
CO3	Students will be able to critically analyze the literary works in the light of globalization
CO4	Students will be able to appreciate the literary works from different nations of the world as part of English Literature at large
CO5	Students will be able to analyze the ways in which social institutions and power structures had an impact on the life of people in colonized countries

**PAPER CODE – ENG 146**  
**Government College (A) Rajahmundry**  
**II YEAR B.A., SPECIAL ENGLISH**  
**SEMESTER – IV 2021-2022**  
**Paper –V**  
**GLIMPSES OF WORLD LITERATURE**

**SYLLABUS**

**UNIT I : INTRODUCTION TO WORLD LITERATURE**

Glimpses of World Literature – Great Books and Writers across the world – Themes and characters (Modification)

**UNIT II : POETRY**

1. How I Taught Myself to live simple - Anna Akhmatova(soviet)
  2. The Sacred Way - A.D.Hope (Australian)
  3. Winter Rain - Daud Kamal (Pakistan)(Modification)
  4. A city's Death by Fire - Derek Walcott (Caribbean poet from St. Lucia)
- (Additional Input)**

**UNIT III: DRAMA**

1. Silence! The Court is in Session –Vijay Tendulkar (Indian)

**UNIT IV: FICTION**

1. July's People – Nadine Gordimer(South African)

**UNIT V : SHORT STORY**

1. Stand Here Ironing - Tillie Olsen (American)
2. Pork Seller's Advice - Lee Roy, Robinson (Srilankan)(Modification)
3. The Lady's Maid - Catherine Mansfield (Newzealand)(Additional Input)
4. Imperfect Homes - AnereBabyn (Canadian)(**Additional Input**)

**Textbooks:**

5. July's People –Nadine Gordimer
6. Silence! The Court is in Session – Vijay Tendulkar

**Reference books:**

1. An Anthology of Common Wealth Poetry-C.D.Narasimhaiah,Trinity Press,2014.
2. Collected Plays in Translation -Vijay Tendulkar,SamikBadyopadhyay,Oxford University Press,2004.

**WebLinks:**

- A. <http://www.britannica.com/art/African-Literature>  
 B. <http://egyankosh.ac.in>

**CO-PO Mapping:**

**(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], '-' :No Correlation)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	2	2	2	2	2	3	2	2	3	2	3	2	2
CO3	3	3	3	3	3	2	3	3	2	3	2	3	3
CO4	3	3	2	3	3	3	2	3	3	2	3	3	3
CO5	2	2	3	2	2	3	3	2	2	3	3	2	2

**PAPER CODE –ENG 146**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English: 2021-2022**  
**II B.A Special English - Semester IV (Paper-V)**  
**GLIMPSES OF WORLD LITERATURE**  
**Scheme of Question Paper**

Q. No	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	<b>Introduction to World Literature</b> Glimpses of World Literature – Great Books and Writers across the world – Themes and characters	<b>8 Hrs.</b>	<b>04</b>	<b>02 in 100 words each</b>	<b>2X4= 8</b>
II	<b>Poetry :</b> 1. How I Taught Myself to live Simple –Anna Akhmatova(Soviet) 2. The Sacred Way – A.D.Hope(Australian) 3.Winter Rain –Daud Kamal(Pakistan) 4. A city’s Death by Fire-Derek Walcott (Caribbean poet from St. Lucia)	<b>10 Hrs.</b>	<b>04</b>	<b>02 in 100 words each</b>	<b>2X4= 8</b>
III	<b>Drama :</b> Silence! The Court is in Session (Indian)-Vijay Tendulkar	<b>15 Hrs.</b>	<b>04</b>	<b>02 in 100 words each</b>	<b>2X4 = 8</b>
IV	<b>Fiction :</b> July’s People- Nadine Gordimer (South African)	<b>15 Hrs.</b>	<b>04</b>	<b>02 in 100 words each</b>	<b>2X4= 8</b>
V	<b>Short Story :</b> 1. I Stand Here Ironing - Tillie Olsen (American) 2. Pork Seller’s Advice - Lee Roy, Robinson(Srilankan) 3. The Lady’s Maid - Catherine Mansfield (New Zealand) 4. Imperfect Homes - AnereBabyn(Canadian)	<b>10 Hrs.</b>	<b>04</b>	<b>02 in 100 words each</b>	<b>2X4= 8</b>
	<b>B. Multiple Choice Questions</b>	<b>2 Hrs.</b>	<b>05</b>	<b>05</b>	<b>5X1= 5</b>
	<b>C. Match the Following</b>		<b>05</b>	<b>05</b>	<b>5X1 = 5</b>
Total		<b>60 Hrs.</b>	<b>30</b>	<b>20</b>	<b>50M</b>

**PAPER CODE – ENG 146**  
**Government College (A) Rajahmundry**  
**II YEAR B.A., SPECIAL ENGLISH -2021-2022**  
**GLIMPSES OF WORLD LITERATURE**  
**SEMESTER – IV (Paper –V)**  
**Model Question Paper**

**Time: 2 ½Hrs**

**Max. Marks: 50 M**

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**UNIT I (Analysis & Evaluation)**

**I. Answer any TWO of the following questions in 100 words each: 2X4=8**

1. Attempt a brief survey of World literature.
2. Assess the contribution of Greeks and Romans to world literature?
3. Explain the role played by humanism in World literature?
4. Critically evaluate Shakespeare's influence on World Literature.

**UNIT II (Evaluation & Creation)**

**II. Answer any TWO of the following questions in 100 words each: 2X4=8**

1. Critically appreciate Akhmatova's poem "How I Taught Myself to Live Simple".
2. Write the central idea of A. D. Hope's "The Sacred Way".
3. Write the theme of the poem "Winter Rain" by Daud Kamal.
4. Write a short note on Walcott's views as reflected in his poem "A City's Death by Fire".

**UNIT III (Application & Analysis)**

**III. Answer any TWO of the following questions in 100 words each: 2X4=8**

1. How does Sukhatme glorify motherhood in "Silence? The Court is in Session"?
2. Estimate Vijay Tendulkar's art of characterization in "Silence!"
3. Examine "Silence! The Court is in Session" as a social satire
4. Write a note on theme of the play "Silence! and the court in session".

**UNIT IV (Evaluation & Creation)**

**IV. Answer any TWO of the following questions in 100 words each: 2X4=8**

1. Comment on the political background of the novel "July's People"
2. "July's People" explores the personal and social upheaval – justify.
3. Write a short note on the theme of racism in "July's People"
4. How did power play a dominant role in "July's People?"

**UNIT V (Application & Analysis)**

**V. (A) Answer any TWO of the following questions in 100 words each: 2X4=8**

1. Present the theme of Oslen's "I Stand Here Ironing" (app)
2. Analyze the Short story "Pork Seller's Advice" (ana)
3. Write the central theme of Catherine Mansfield's "The Lady's Maid" (ana)
4. What does Anere Babyn convey in "Imperfect Homes"? (ana)



**(B) Match the following**

**5X1=5M**

- |                        |     |                  |
|------------------------|-----|------------------|
| 1. A.D Hope            | ( ) | a. New Zealander |
| 2. Anna Akhmatova      | ( ) | b. South African |
| 3. Nadine Gordimer     | ( ) | c. Australian    |
| 4. Catherine Mansfield | ( ) | d. Greek         |
| 5. Homer               | ( ) | e. Soviet        |

**(C) Answer the following questions choosing the appropriate option.**

**5X1=5M**

- i. Who received Padma Bhushan in 1984? ( )
- |                     |              |
|---------------------|--------------|
| a. Vijay Tendulkar  | c. Gordimer  |
| b. Sachin Tendulkar | d. Mansfield |
- ii. .... is notorious for his talent to offend his countrymen. ( )
- |                   |                |
|-------------------|----------------|
| a. Homer          | c. A.D Hope    |
| b. Anna Akhmatova | d. Anere Babyn |
- iii. Who among the following was born and raised in Wellington? ( )
- |                   |                        |
|-------------------|------------------------|
| a. A.D Hope       | c. Catherine Mansfield |
| b. Anna Akhmatova | d. Nadine Gordimer     |
- iv. .... wrote "Remote Beginnings" ( )
- |               |                    |
|---------------|--------------------|
| a. A.D. Hope  | c. Derek Walcott   |
| b. Daud Kamal | d. Nadine Gordimer |
- v. Who is the central protagonist of the novel "July's people"? ( )
- |                   |           |
|-------------------|-----------|
| a. Maureen Smales | c. July   |
| b. Bam Smales     | d. Martha |

**ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION**

(A Statutory Body of the Government of Andhra Pradesh)

REVISED UG SYLLABUS UNDER CBCS

(Implemented from the Academic Year-2020-21) Programme:

FOUR YEAR B.A (Hons)

**Domain Subject: SPECIAL ENGLISH**

**Skill Enhancement Courses(SEC)for Semester-V from 2022-23**

**Structure of SECs for Semester-V**


(To Choose One Pair from the THREE Alternative Pairs of SECs)

Univ. Code	Course No. 6 &7	Name of the Course	Hours /Week	Credits	Marks	
					Internal Assmt*	Sem. End
	6A	English Language Teaching Skills	5	4	25	75
	7A	Skills and Procedure of Translation (English & Telugu)	5	4	25	75
OR						
	6B	Teaching English Online	5	4	25	75
	7B	English for Journalism & Advertising	5	4	25	75
OR						
	6C	Writingfor Media	5	4	25	75
	7C	Creative Writing and Literary Appreciation	5	4	25	75

*\*InternalAssessment:20+Fieldwork/ProjectworkReport: 05*

**Note1:** In Semester–V, for the domain subject, Special English, any one of the THREE pairsof SECs shall be chosen as courses 6 and 7, i.e., 6A & 7A or 6B & 7B or 6C & 7C. The pairs shall be chosen as they are and individual courses shall not be chosen at random

**Note-2:** One of the main objectives of the Skill Enhancement Courses (SEC) is to inculcate skills related to the domain subject among students. The syllabus of SEC will be partially skill oriented. Hence, teachers shall also impart practical training to students on the skills that are actually practised in the field.

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code  ENG 147	<b>TITLE OF THE COURSE</b>  <b>English Language Teaching Skills</b>	<b>P.E.JMC</b>  <b>Semester-V P –VI</b>			
Teaching	Hours Allocated: 75 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		4	1	-	4

### Course Objectives:

1. To give students an understanding of the scope of English Language Teaching as discipline
2. To introduce key issues pertaining to Second Language Acquisition
3. To provide a broad overview of English Language Learning, Teaching and Testing

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	To learn different methods and concepts in English Language Teaching
CO2	To acquire the skills to apply the materials used to teach ESL.
CO3	To gain hands on experience in curriculum design
CO4	To comprehend the methods of assessing ESL students
CO5	To understand the Teaching –Learning scenario in India

**Paper Code: ENG 147**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Skill Enhancement Courses (SEC) for Semester-V from 2022-23**  
**DEGREE –III YEAR – B.A ENGLISH LITERATURE**  
**V SEMESTER SYLLABUS- PAPER VI (6A)**  
(Implemented from the Academic Year - 2020-21)  
**ENGLISH LANGUAGE TEACHING SKILLS**  
**Syllabus**

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**UNIT I:**

1. Concepts in Teaching English as a Second Language
2. Different Methods and Levels of Teaching English

**UNIT II:**

1. Contextualization of Grammar Teaching
2. Teaching Writing Skills

**UNIT III:**

1. Teaching English Literature (Prose, Poetry, Fiction and Drama)
2. Lesson Planning & Materials

**UNIT IV:**

1. Classroom Management Techniques
2. Assessment & Evaluation

**UNIT V:**

1. Teaching English for Employment
2. ICT-Based English Language Teaching

**Text books:**

1. Raymond Murphy. Essential English Grammar. Cambridge University Press, 2015.
2. Penny Ur. A Course in English Language Teaching. Cambridge University Press, 1999.

**Reference books:**

1. M.L. Tickoo. Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. Orient Blackswan Private Limited, 2013.
2. N. Krishna Swamy & Lalitha Krishna Swamy. Teaching English: Approaches, Methods and Techniques. Macmillan India Limited, 2005.

## Web Links:

1. <https://www.nypl.org/help/community-outreach/immigrant-services/learn-esol-online-resource>
2. <https://www.eslvideo.com/>

## CO-PO Mapping:

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], '-' :No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	3	2	3	3	3	3	3	3	3	3	3
CO2	2	2	3	3	2	2	3	3	2	2	3	2	2
CO3	3	3	2	2	3	3	2	2	3	3	2	3	3
CO4	2	3	3	3	2	2	3	2	2	2	3	2	2
CO5	3	2	2	2	3	3	3	3	3	3	2	3	3

**Paper Code: ENG 147**  
**GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH: 2022-2023**  
**III B.A – SPECIAL ENGLISH, SEMESTER-V**  
**Paper – VI (6A): English Language Teaching Skills**  
**Pattern of Question paper**

<b>Q. No</b>	<b>Topic</b>	<b>Hrs. Allotted</b>	<b>No. of Qs to be given</b>	<b>No. of Qs. To be answered</b>	<b>Marks</b>
I	<b>UNIT I :</b> 1. Concepts in Teaching English as a Second Language 2. Different Methods and Levels of Teaching English	12 Hrs.	Part A 10	05 in 150 words each	5X6 =30
II	<b>UNIT II :</b> 1. Contextualization of Grammar Teaching 2. Teaching Writing Skills	12 Hrs.	Part B 10	05 in 75 words each	5X3=15
III	<b>UNIT III :</b> 1. Teaching English Literature (Prose, Poetry, Fiction and Drama) 2. Lesson Planning & Materials	12 Hrs.	Part C 05	05	5X1=5
IV	<b>UNIT IV :</b> 1. Classroom Management Techniques 2. Assessment & Evaluation	12 Hrs.			
V	<b>UNIT V :</b> 1. Teaching English for Employment 2. ICT-Based English Language Teaching	12 Hrs.			
		<b>60 Hrs.</b>	<b>25</b>	<b>15</b>	<b>50M</b>

**Paper Code: ENG 147**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**SEMESTER V: 2022-2023**  
**DEGREE –III YEAR – ENGLISH LITERATURE - Paper VI (6A)**  
**ENGLISH LANGUAGE TEACHING SKILLS**  
**MODEL PAPER**

**Time: 2 ½**

**Max. Marks: 50**

**UNIT: 1**

**PART - A**

**I. Answer any FIVE of the following questions in 150 words each. 5X6=30**

1. Discuss the status of English as a second language in India.
2. Mention the different methods and levels of teaching English.
3. Elaborate the need for the contextualization of Grammar Teaching.
4. What are the various techniques of teaching writing skills?
5. Distinguish between the methods of teaching of prose and poetry.
6. What is a lesson plan? What is the role of materials in teaching?
7. Briefly discuss the various classroom management techniques.
8. Comment on the role of assessment and evaluation in teaching Language skills.
9. Discuss the role of English for employment and how to teach English for jobs?
10. Does ICT change the very face of teaching of English language?

**PART - B**

**II. Answer any FIVE of the following questions in 75 words each. 5X3=15**

- |                           |                                   |
|---------------------------|-----------------------------------|
| 1. Second language        | 6. Format of lesson plan          |
| 2. Language Proficiency   | 7. Managing large classrooms      |
| 3. Contextualizing Tense  | 8. Business English               |
| 4. 5 step writing process | 9. Online Language learning tools |
| 5. Teaching Literature    | 10. Assessment methods            |


**PART – C**

**III. Fill in the blanks with appropriate choice. 5X1=5**

1. The reaction against Grammar-translation method is ..... ( )
- |                        |                    |
|------------------------|--------------------|
| a. Bilingual method    | c. Direct method   |
| b. Play & learn method | d. Sentence method |

2. **CLT emphasizes purposeful talk as it promotes ....** ( )  
a. **real life situations** c. fearless grammar errors  
b. written expressions d. free use of mother tongue
3. **Which method is also known as natural method of teaching English?** ( )  
a. Substitution method c. Bilingual method  
b. Grammar-translation d. **Direct method**
4. **The main aim of the CLT is to encourage** ( )  
a. **Communicative competence** c. Use of English as a library language  
b. structures of target language d. Speaking like native speakers
5. **Who developed bilingual method? .....** ( )  
a. Dr. West c. Dr. East  
b. Dr. C.J. Rods d. Dr. Godot



	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code  ENG 148	<b>TITLE OF THE COURSE Skills and Procedures of Translation (English and Telugu)</b>	<b>Semester –V,P-VII B.A- P.E.JMC</b>			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

### Course Objectives:

1. To familiarise the students with new developments in the area of Translation
2. To introduce students to Translation studies as a discipline
3. To contextualize the practice of Translation located in the disciplines such as Comparative Literature, Cultural studies and Post-Colonial Studies.

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Acquire skills to analyse texts with which they are linguistically familiar focusing on issues and aspects of translation
CO2	Understand the nuances involved in translational activities undertaken across languages and cultures
CO3	Consider the relevance of literary and cultural transition in the Indian multicultural and multilingual situation.
CO4	Understand the Problems in Translation
CO5	Understand the techniques of translation for specific purposes like Advertisements and Media

**Paper Code: ENG 148**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**REVISED UG SYLLABUS UNDER CBCS**

(Implemented from the Academic Year - 2020-21)

**Skill Enhancement Courses (SEC) for Semester-V from 2022-23**  
**III B.A - SEMESTER: V ENGLISH LITERATURE - Paper – VII (7A)**  
**Skills and Procedures of Translation (English and Telugu)**

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**UNIT I:**

1. Types of Translation & Tools
2. (Intersemiotic Translation & Types of Dictionaries, Thesarus, Encyclpaedia, Online Resources )
3. Central Issues in Translation: A Multicultural Interaction
4. (Language, culture, Equivalence, Loss and Gain in Translation)

**UNIT II:**

1. Phonetic Translation  
(Technical, Media and Medical)
2. Literary Translation  
(Translation of Creative writing)

**UNIT III:**

1. Strategies & Procedures (True Translation), Literal Translation, Free Translation, Transliteration, Transcreation)
2. Problems in Translation from English to Telugu & Vice Versa

**UNIT IV:**

1. Translating Short Fiction, Prose & Poetry
2. Translating for the Print Media & Advertisements

**UNIT: V**

1. Technical Translation
2. Translation & Technology

### Text books:

1. Susan Bassnett. Translation Studies. Routledge: Taylor & Francis Group, New York, 2005. (1<sup>st</sup> and 3<sup>rd</sup> Chapters)
2. Peter Newmark. Approaches to Translation. Prentice Hall, New York.

### Reference books:

1. Roman Jakobson. "On Linguistic Aspects of Translation", On Translation Ed. by Reuben Arthur Brower, Harvard University Press, 1959.
2. H. Lakshmi. Problems of Translation. Book Links Corp. 1993

### Web Links:

1. <https://www.pactranz.com/the-translator-skillset/>
2. <https://www.smartcat.com/blog/>

### CO-PO Mapping:

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], '-' :No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	2	2	2	2	2	3	2	2	2	2	3	2	2
CO3	3	3	3	3	2	2	3	3	3	3	2	3	3
CO4	2	3	2	3	3	3	2	2	2	2	3	2	2
CO5	3	2	3	2	2	2	2	3	3	3	2	3	3

**PAPER CODE: ENG 148**  
**GOVERNMENT COLLEGE (A) ,RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH: 2022-2023**  
**III B.A – SPECIAL ENGLISH - V SEMESTER - Paper – VII (7A)**  
**SKILLS AND PROCEDURES OF TRANSLATION (English and Telugu)**  
**Pattern of Question paper**

<b>Q. No.</b>	<b>Topic</b>	<b>Hrs. Allotted</b>	<b>No. of Qs to be given</b>	<b>No. of Qs. To be answered</b>	<b>Marks</b>
I	UNIT : I Types of Translation & Tools (Interlingual, Intra lingual and Intersemiotic Translation & Types of Dictionaries, Thesarus, Encyclpaedia, On line Resources )  2. Central Issues in Translation : A Multicultural Interaction (Language, culture, Equivalence, Loss and Gain in Translation)	12 Hrs.	Part A 10	05 in 150 words each	5X6=30
II	UNIT : II 1. Phonetic Translation (Technical, Media and Medical) 2. Literary Translation (Translation of Creative writing )	12 Hrs.	Part B 10	05 in 75 words each	5X3=15
III	UNIT : III 1. Strategies & Procedures (True Translation), Literal Translation, Free Translation, Transliteration, Transcreation 2. Problems in Translation from English to Telugu & Vice Versa	12 Hrs.	Part C 5	5	5X1=5
IV	UNIT : IV 1. Translating Short Fiction, Prose & Poetry 2. Translating for the Print Media & Advertisements	12 Hrs.			
V	UNIT : V 1. Technical Translation 2. Translation & Technology	12 Hrs.			
		<b>60 Hrs.</b>	<b>25</b>	<b>15</b>	<b>50M</b>

**PAPER CODE: ENG 148**  
**GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**III YEAR; V SEMESTER ENGLISH LITERATURE**  
**Paper VII (7A)**  
**Skills and Procedures of Translation (English and Telugu)**  
**MODEL PAPER: 2022-2023**

**Time: 2 ½ Hrs.**

**Max Marks: 50M**

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**PART - A**

**I. Answer any FIVE of the following questions in 150 words each. 5X6=30**

1. Discuss the different types of Translations and the tools that assist.
2. Write an essay on the gains and losses involved in the process of translation.
3. What is meant by pragmatic translation and elaborate issues related to it.
4. Define the term 'Literary Translation' and discuss how you translate creative writing.
5. Comment on the strategies and Procedures of translation.
6. Bring out the problems in translating from English to Telugu and Vice versa.
7. Explore the problems and suggest solutions to the issues in translating poetry.
8. Attempt an essay on translating for Print media and Advertisement.
9. What is Technical translation and elaborate its merits and demerits.
10. How is Technology coming to the aid of translation?


**PART - B**

**II. Answer any FIVE of the following questions in 75 words each. 5X3=15**

1. Interlingual Vs. Intralingual Translations
2. Intersemiotic translation
3. Types of dictionaries
4. Online Resources for Translation
5. Technical, Media and Medical Transcriptions
6. Multicultural issues in Translation
7. True Translation and Literal Translation
8. Free Translation
9. Translating Fiction
10. Equivalence in Translation



# **BBA LOGISTICS**

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code	<b>TITLE OF THE COURSE</b>	<b>Semester –III</b>			
ENG LG2301	<b>ENHANCED SKILLS IN READING &amp; WRITING</b>	<b>BBA- LOGISTICS</b>			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	4

### Course Objectives:

1. To familiarize the students with new developments in the area of Translation
2. To introduce students to Translation studies as a discipline
3. To contextualize the practice of Translation located in the disciplines such as Comparative Literature, Cultural studies and Post-Colonial Studies.

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Acquire skills to analyze texts linguistically focusing on issues and aspects of translation
CO2	Understand the nuances in translational activities across languages and cultures
CO3	Consider the relevance of literary and cultural transition in multicultural and multilingual situation.
CO4	Understand the problems in Translation
CO5	Understand techniques of translation for specific purposes like Advertisements and Media



**Paper Code: LG2301**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**Semester –III BBA- LOG**  
**REVISED UG SYLLABUS UNDER CBCS**  
(Implemented from the Academic Year - 2023-24)  
**ENHANCED SKILLS IN READING & WRITING**

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**Grammar –A Revision - 1**

1. Punctuation
2. Articles, Prepositions and Conjunctions
3. Application side of Tenses and Agreement
4. Correction of Sentences

**Transformation**

1. Active and Passive Voice
2. Direct Speech
3. Simple, Compound and Complex Sentences
4. Degrees of Comparison

**Vocabulary**

1. Synonyms and antonyms
2. Prefixes and suffixes
3. Collocations – Use in language
4. Dictionary skills.

**English in use**

1. Reading comprehension – Business Perspective
2. Paraphrasing
3. Report writing based on hints
4. Translation

**Composition**

1. Scrambled Sentences
2. Expansion of ideas – Business Perspective
3. Précis
4. Essay writing

**Text books:**

1. Susan Bassnett. Translation Studies. Routledge: Taylor & Francis Group, New York, 2005. (1<sup>st</sup> and 3<sup>rd</sup> Chapters)
2. Peter Newmark. Approaches to Translation. Prentice Hall, New York.
3. Improving literacy skills through learning reading by writing: The iWTR method presented and tested - ScienceDirect
4. How Reading More Can Improve Your Writing Skills (wisdomtimes.com)

## Reference books:

1. How to Write Correct English by Prof. V. Sreedharan
2. Professional Writing Skills: A Write It Well Guide Natasha Terk
3. Advanced Writing Skills by D.S. Paul
4. A Practical Course for Developing Writing Skills in English 2011 Edition by J. K. Gangal, PHI Learning
5. Books from same Author: J. K. Gangal
6. The Power of Reading: Great Ways to Build Good Habits, Acquire Knowledge, Develop Growth Mindset, and Achieve Long Term Success in Life. Pradip N Das
7. How to Read Better and Faster by Norman Lewis
8. Updated English Composition Writing (CBSE, ICSE & State Boards) by Shipan Das
9. Descriptive English by S.P. Bakshi (Author), Richa Sharma
10. A Grammar of the English Tongue Samuel Johnson
11. The Complete Grammar by Michael Strumpf
12. The Fundamentals of English Grammar - Dr. Prabhat Chourasia

## Web Links:

1. <https://youtu.be/FI2OKNMWGC4?si=ETdBwqGgnvQblksY>
2. <https://youtu.be/Nd4MScADY94?si=uAMh3r7LEeaYWr74>
3. <https://youtu.be/k4fvZ-EsGKw?si=uosN6svDPbd9nNZm>
4. [https://youtu.be/p6qVJ1KhHek?si=y2qFZa4RTbXKE9\\_k](https://youtu.be/p6qVJ1KhHek?si=y2qFZa4RTbXKE9_k)
5. <https://youtu.be/kl9zc64yiWk?si=byH0yUi5kT4mIMFM>
6. <https://youtu.be/EgxApNETQKo?si=kKOQ2fPLRnn1YB-o>
7. [https://youtu.be/9B-x\\_8iYFtQ?si=qXDqmpgqNbLEBX2F](https://youtu.be/9B-x_8iYFtQ?si=qXDqmpgqNbLEBX2F)

## CO-PO Mapping:

(1: Slight [Low]; 2: Moderate [Medium]; 3: Substantial [High], '-': No Correlation)

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CO2	2	2	2	2	2	3	2	2	2	2	3	2	2
CO3	3	3	3	3	2	2	3	3	3	3	2	3	3
CO4	2	3	2	3	3	3	2	2	2	2	3	2	2
CO5	3	2	3	2	2	2	2	3	3	3	2	3	3

**Paper Code: LG2301**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**Semester –III BBA- LOG**  
**REVISED UG SYLLABUS UNDER CBCS**  
(Implemented from the Academic Year - 2023-24)  
**ENHANCED SKILLS IN READING & WRITING**  
**Pattern of Question paper**

<b>Q. No</b>	<b>Topic</b>	<b>Hrs. Allotted</b>	<b>No. of Qs given</b>	<b>No. of Qs. answered</b>	<b>Marks</b>
I	<b>UNIT : I</b> <b>1.Grammar –A Revision - 1</b> a. Punctuation b. Articles, Prepositions and Conjunctions c. Application side of Tenses and Agreement d. Correction of sentences	12 Hrs	3	2	2X5=10
II	<b>UNIT : II</b> <b>2.Transformation</b> a. Active and Passive Voice b. Direct Speech c. Simple, Compound and Complex Sentences d. Degrees of Comparison	12 Hrs	2	2	2X5=10
III	<b>UNIT : III</b> <b>3.Vocabulary</b> a. Synonyms and antonyms b. Prefixes and suffixes c. Collocations – Use in language d. Dictionary skills.	12 Hrs	2	2	2X5=10
IV	<b>UNIT : IV</b> <b>4.English in use</b> a. Reading comprehension – Business Perspective b. Paraphrasing c. Report writing based on hints d. Translation	12 Hrs	4	2	2X5=10
V	<b>UNIT : V</b> <b>5.Composition</b> a. Scrambled Sentences b. Expansion of ideas – Business Perspective c. Précis d. Essay writing	12 Hrs	4	2	2X5=10
		<b>60 Hrs</b>	<b>15</b>	<b>10</b>	<b>50M</b>

**Paper Code: LG2301**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**REVISED U.G SYLLABUS UNDER CBCS**  
(Implemented from the Academic Year - 2023-24)  
**II BBA Logistics - SEMESTER: III**  
**ENHANCED SKILLS IN READING & WRITING**

**Time: 2 ½ hrs.**

**Max. Marks: 50**

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Answer ALL the following questions.

**1. Correct the underlined verbs as the context requires**

**5X1=5**

I am working (1) as a General Manager in ABC since 2015. I was going (2) to office at 9.00 a.m. daily. Today, it will be raining (3) now. I will decided (4) to apply for leave just now. But, my boss did not sanction (5) leaves easily.

**2. Answer ONE of the following**

**10X½ =5**

**A. Punctuate the following passage.**

what are you doing here ben asked roger angrily nothing was the reply then follow what i say

Or

**B. Correct any FIVE of the following sentences.**

- i. My cousin brother is returning from the USA.
- ii. I am twelve years.
- iii. Don't disturb me. I am in work.
- iv. The spectacles is broken.
- v. Though he was present but he was marked absent.
- vi. You are my best friend, isn't it?
- vii. If you asked earlier I would have given it free.
- viii. I put him a mail yesterday.

**3. Transform any FIVE the following as directed.**

**5X1=5**

- a. Call 108. (Change into Passive Voice)
- b. The Police arrested him. (Change into Passive Voice)
- c. They are solving the problem. (Change into Passive Voice)
- d. The teacher said, "Water flows downwards." (Change into Indirect Speech)
- e. "What do you want from me?" she shouted. (Change into Indirect Speech)
- f. He is one who treats dental related issues. (Change into simple sentence)
- g. The child was punished for late coming. (Change into compound sentence)
- h. The accident occurred while crossing the road.(Change into complex sentence)

**4. Transform the Degree of the following as directed.**

**5X1=5**

- a. Hercules is the strongest warrior. (in to Comparative & Positive Degrees)
- b. The Hindu is better than anyother Newspapers. (Positive & Sup.Degrees)
- c. No other Indian king is as great as Asoka. (in to Superlative Degree)

**5. Replace any FIVE of the underlined words as directed.**

**5X1=5**

- a. He deposited all the cash. (Use antonym)
- b. They sent him an appointment letter. (use antonym)
- c. The Finance Minister presented a surplus budget. ( use antonym)
- d. The CEO called for the meeting. ( Use antonym)
- e. He resigned the new post. (use antonym)
- f. The IT authorities held his properties. (use synonym)
- g. The formed an enquiry committee. (Use synonym)
- h. The Manager was accused of misappropriation of funds. (Use synonym)
- i. You should use your right. (use synonym)
- j. The list of issues for discussion was already sent to the members. (use synonym)

**6. Match the following collocations appropriately.**

**5X1=5**

- |               |     |                     |
|---------------|-----|---------------------|
| a. Deliver    | ( ) | 1. cost or expenses |
| b. Forecast   | ( ) | 2. papyrus          |
| c. Utterly    | ( ) | 3. agreement        |
| d. Deeply     | ( ) | 4. collegium        |
| e. Thick      | ( ) | 5. traffic          |
| f. Heavy      | ( ) | 6. a parcel         |
| g. College    | ( ) | 7. ridiculous       |
| h. Consonance | ( ) | 8. weather          |
| i. Paper      | ( ) | 9. offended         |
| j. Overheads  | ( ) | 10. friends         |

**7. Read the following passage and answer the questions.**

**5X1=5**

a. A solar eclipse occurs when the Moon passes between the Sun and Earth, casting the Moon's shadow on Earth. A solar eclipse can only happen during a New Moon. The Moon's orbit is tilted 5 degrees to Earth's orbit around the Sun. Therefore a solar eclipse is a relatively rare phenomenon and a Total or Annular eclipse even rarer, with the Hybrid eclipse the rarest of all. The moonlight we see on Earth is sunlight reflected off the Moon's grayish-white surface. The amount of Moon we see changes over the month — lunar phases — because the Moon orbits Earth and Earth orbits the Sun. Everything is moving. During a lunar eclipse, Earth comes between the Sun and the Moon, blocking the sunlight falling on the Moon. Earth's shadow covers all or part of the lunar surface.

- a. Where is the moon during the solar eclipse?
- b. Which phenomenon almost never occurs?
- c. Why do changes occur in the moon?
- d. When does the earth pass between the Sun and the moon?
- e. Which word in the passage means 'comparatively'?

**Or**

- f. Write a paraphrase of the above passage

8. Develop a meaningful paragraph using the hints below.

5X1=5

- a. Ravi – 12<sup>th</sup> birthday – new way - orphanage home – friends and relatives – intimate management – lunch arrangements – fruits, blankets, stationery – decoration – celebrate – collective prayer - cake cut – distribution – nice lunch - blessings – appreciated - happy.

Or

సీఎం జగన్ మోహన్ రెడ్డి వ్యక్తిగత విషయాలపై యూకే వెళ్ళాలని నిర్ణయించుకున్నారు. సెప్టెంబర్ 2 నుంచి 12 వరకు ఆయన యూకే టూర్లో ఉంటారు. సీఎం జగన్ కుమార్తెలు యూకేలో చదువుతున్నారు. తన కూతుళ్ళతో కొంత సమయం గడపాలని భావిస్తున్నట్లు తెలుస్తోంది. శనివారం రాత్రి .9.30 గంటలకు విజయవాడ అంతర్జయ విమానాశ్రయం నుండి సతీమణి వై.యస్. భారతి తో కలిసి ప్రత్యేక విమానంలో లాండన్ పయనమయ్యారు. విమానాశ్రయం లో ముఖ్యమంత్రికి మంత్రులు తానేటి వనిత, జోగి రమేష్, ఎమ్మెల్యే చెవిరెడ్డి తదితరులు విడికోలు పలికారు. విదేశీ పర్యటనను ముగించుకొని ముఖ్య మంత్రి తిరిగి ఈ నెల 11న రాష్ట్రానికి చేరుకుంటారని ప్రకటించారు.

- b. Translate the following text into English.

9. Rearrange the following scrambled paragraph into a meaningful one.

5X1=5

- a. My sister and I took a pic with him! Finally we ate dinner. Good thing it was hot outside and I dried off quickly. They were all so funny. First, I got to meet Mickey Mouse. Have you ever been to Disneyland? After Splash Mountain, we went on five other rides. I sat in the front of the log and got soaking wet. Then, we headed to Splash Mountain! I got to go with my family last weekend and I had an amazing time.

Or

- b. Expand the idea “Better late than never.”


10. Make a précis of the following paragraph.

5X1=5

- a. In trade, the ownership of goods or services is transferred from one person to another in consideration of cash or cash equivalents. Trade can be done between two parties or more than two parties. When the buying and selling take place between two persons, it is called bilateral trade whereas when it is done between more than two persons, then it is called multilateral trade. Commerce includes all the activities that help in facilitating the exchange of goods and services from the manufacturer or the producer to the ultimate consumers. Majorly the activities are transportation, banking, insurance, advertising, warehousing, etc. that act as an aide in the successful completion of the exchange. Business is any endeavor undertaken for the purpose of making a profit. It includes selling goods and services, but everyone else involved in the process of creating the product and getting it to a consumer is engaged in business activity.

Or

- b. Write an essay on the impact of startups on local economies.

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester Semester –IV BBA- LOG</b>			
Course Code ENG LG2303	<b>TITLE OF THE COURSE ADVANCED SKILLS IN ENGLISH FOR EMPLOYABILITY</b>				
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	4

### Course Objectives:

1. To familiarize the students with the speaking and writing skills needed for employability
2. To acquaint the students with logistics related vocabulary and phrases
3. To nurture soft skills required for logistics and transportation.
4. To provide advanced skills in grammar speaking and writing in formal context.

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Acquire the speaking and writing skills needed for employability.
CO2	Use the vocabulary and phrases pertaining to logistics
CO3	Assimilate the soft skills needed for smooth work flow.
CO4	Communicate effectively in speech and writing

**Paper Code: ENG 2303**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**REVISED UG SYLLABUS UNDER CBCS**  
(Implemented from the Academic Year - 2023-24)  
**Semester –IV    BBA- LOGISTICS**  
**ADVANCED SKILLS IN ENGLISH FOR EMPLOYABILITY**

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**UNIT I. Vocabulary**

1. Advanced word substitutions
2. Idioms and phrasal verbs
3. Formal vocabulary
4. Registers

**UNIT II. Practice Speaking**

1. Self-Introduction
2. JAM Activity
3. Dialogue practice
4. Different Role Plays

**UNIT III. Job Skills – Speaking**

1. Communication in Context
2. Public speaking/Anchoring
3. Interview skills
4. GDs

**UNIT IV. Job Skills – Writing**

1. Form filling
2. Business Notices, Agenda and Minutes
3. Advanced Skills in preparing Resume and Cover Letter
4. E-correspondence - Advanced tips

**UNIT V. Soft Skills**

1. SWOC Analysis
2. Interpersonal skills
3. Emotional intelligence
4. Team Dynamics



**Text books:**

1. Susan Bassnett. Translation Studies. Routledge: Taylor & Francis Group, New York, 2005. (1<sup>st</sup> and 3<sup>rd</sup> Chapters)
2. Peter Newmark. Approaches to Translation. Prentice Hall, New York.
3. Graduate employability in a changing world by Cambridge English.

**Reference books:**

1. One word Substitutions – Roshan Tolani
2. H.Lakshmi. Problems of Translation. Book links Corp. 1993

**Web Links:**

- 1.
- 2.

**CO-PO Mapping:**

(1: Slight [Low]; 2: Moderate [Medium]; 3: Substantial [High], '-' : No Correlation)

	PO 1	PO2	PO 3	PO4	PO5	PO 6	PO7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3
CO 1	3	3	3	3	3	3	3	3	3	3	3	3	3
CO 2	2	2	2	2	2	3	2	2	2	2	3	2	2
CO 3	3	3	3	3	2	2	3	3	3	3	2	3	3
CO 4	2	3	2	3	3	3	2	2	2	2	3	2	2
CO 5	3	2	3	2	2	2	2	3	3	3	2	3	3

**PAPER CODE: LG2303**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH: 2023-2024**  
**Semester –IV BBA- LOGISTICS**  
**ADVANCED SKILLS IN ENGLISH FOR EMPLOYABILITY**  
**Pattern of Question paper**

<b>Q. No</b>	<b>Topic</b>	<b>Hrs. Allotted</b>	<b>No. of Qs to be given</b>	<b>No. of Qs. To be answered</b>	<b>Marks</b>
I	<b>UNIT : I Vocabulary</b> 1. One word substitutions 2. Idioms and phrasal verbs 3. Formal vocabulary 4. Registers	12 Hrs.	Part A 10	05 in 150 words each	5X6=30
II	<b>UNIT : II Practice Speaking</b> 1. Self-Introduction 2. JAM Activity 3. Dialogue practice 4. Different Role Plays	12 Hrs.	Part B 10	05 in 75 words each	5X3=15
III	<b>UNIT : III Job Skills – Speaking</b> 1. Communication in Context 2. Public speaking/Anchoring 3. Interview skills 4. GDs	12 Hrs.	Part C 5	5	5X1=5
IV	<b>UNIT : IV Job Skills – Writing</b> 1. Form filling 2. Business Notices, Agenda and Minutes 3. Advanced Skills in preparing Resume and Cover Letter 4. E-correspondence – Advanced tips	12 Hrs.			5X1=5
V	<b>UNIT : V Soft skills</b> 1. SWOC Analysis 2. Interpersonal skills 3. Emotional intelligence 4. Team Dynamics	12 Hrs.			
		60 Hrs	25	15	50M

**Paper Code: LG2303**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**REVISED U.G SYLLABUS UNDER CBCS**

(Implemented from the Academic Year - 2023-24)

**II BBA Logistics - SEMESTER: IV**  
**ADVANCED SKILLS IN ENGLISH FOR EMPLOYABILITY**

**Time: 2 ½ hrs.**

**Max. Marks: 50**

**Answer ALL the following questions.**

**1. Match the following:**

**10X ½ =5**

<b>Sl. No</b>	<b>A</b>	<b>Ans.</b>	<b>B</b>
A.	A new business		<b>1. Start-up</b>
B.	A list of good in stock		<b>2. Inventory</b>
C.	A Platform for loading or unloading		<b>3. Dock</b>
D.	Conveyance of something in a cart		<b>4. Cartage</b>
E.	A group of individuals or organizations combined to promote a common interest.		<b>5. Syndicate</b>
F.	Money taken out of your bank account or money you owe		<b>6. Debit</b>
G.	Goals, strategies and financial projections of a business		<b>7. Business plan</b>
H.	The Tax paid on imported duties		<b>8. Duty</b>
I.	A company that is owned or controlled by another company		<b>9. Subsidiary</b>
J.	A plan or course of action that is designed to achieve a specific goal or objective		<b>10. Strategy</b>

**2.(a) Write your own sentences using the following Idioms and phrasal verbs    5X1 =5**

- |                             |                |
|-----------------------------|----------------|
| i. To break even            | iv. To lay off |
| ii. To set the ball rolling | v. To set up   |
| iii. To have an edge over   |                |

(or)

(b) Write about any two 'Registers' of vocabulary related to business.

**3. Use the following clues and introduce yourself at an interview for internship in a logistic organization.    5X1=5**

(Greeting – attitude/personality – qualifications – skills – achievements – experience etc.)

**4.(a) Write a dialogue of 5 exchanges minimum between a client and a manager at a logistics office over booking a consignment to Mumbai.    5X1=5**

(or)

(b) Write a dialogue between a candidate and an interviewer for a job in a logistics organization.

**5. Deliver a talk to your juniors on the advantages of opting BBA logistics in their under graduation.    5X1=5**

- 6.(a) Construct an imaginary telephone conversation with the manager, Fast Logistics over an undelivered parcel you booked last month. **5X1=5**  
(or)  
(b) Write any 2 helpful phrases used in a Group Discussion in the following contexts  
a. To endorse an opinion  
b. To gently refute an argument
7. (a) Prepare your resume for the post of a Manager in a Logistics Company. **5X1 = 5**  
(or)  
(b) Prepare the agenda for a meeting over expanding the services of the logistics organization you are working for.
8. Write a letter to the SRMT Organization, Kakinada, seeking regular transportation support for your product. **5X1 = 5**
- 9.(a) Prepare your SWOC analysis grid along with an action plan for the threats. **5X1=5**  
(or)  
(b) Define interpersonal skills and explain their importance at a logistics organization.
10. (a) Why is emotional intelligence important for a successful logistics operator? **5X1 = 5**  
(or)  
(b) What role does effective communication play in team dynamics of a logistics organization?

**CERTIFICATE COURSES**  
**2023-2024**

**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**CERTIFICATE COURSE IN ENGLISH FOR EMPLOYABILITY**

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**Purpose & Objectives:**

1. The purpose of the Certificate Course is to provide knowledge, skills and aptitude for securing jobs in government, semi government and private sectors especially banks.
2. The objective of the scheme is to introduce career and market oriented, skill enhancing courses that have utility for job, self-employment and empowerment of students. At the end of three years, the students will be equipped with a certificate/Diploma/Advanced diploma in specified course along with a conventional Degree in Science/Arts/Commerce.

**Timeline:**

1. The proposed course will commence in the Calendar year January 2024 to December 2024. The course should spread through two semesters in a Calendar year.

**Eligibility:**

1. It is mandatory for I & II year regular students of the college to join any one of the Certificate courses proposed by the college depending on their interest.

**Duration of the Course and Credits:**

Course	Credits	Hours (60)	
		Instuctional component	Practical component
CCEE	4	45 Hrs. - 3 Credits	15 Hrs. – 1 Credit

**Examination:**

1. On completion of the said course, a written examination for 2 Hrs. shall be conducted for 50 % marks.
2. It is followed by a practical Examination with 50% oral component.
3. Minimum Eligibility for a pass is 50% in each of the component.(25 Marks in written + 25 Marks in Oral Examination)

**Note:**

Students activities

Practice, Analysis, Reviews, Seminars, Assignments, Group Discussions, Casestudies, FieldWork, Surveys, StudyProjects, Models and Watching videos are part of the Curriculum for the Certificate Course. The Teacher shall identify appropriate activities for each.

**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**CERTIFICATE COURSE IN ENGLISH FOR EMPLOYABILITY**  
**SYLLABUS (w. e. f 2023 – 24)**

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**Topics:**

**Unit: I**

- 1. Comprehension Passages**
  - a. Skimming
  - b. Scanning
  - c. Summarizing
- 2. Parts of Speech**

**Unit: II**

- 1. Articles**
  - a. Definition
  - b. Types
  - c. Use
- 2. Prepositions**
  - a. Definition
  - b. Types
  - c. Confusing pairs of Prepositions
  - d. Prep. with Nouns, Verbs and Adjectives

**Unit: III**

- 1. Conjunctions**
  - a. Definition
  - b. Types
  - c. Use
- 2. Tense**
- 3. Agreement**
- 4. Speech**
- 5. Voice**

**Unit: IV**

- 1. Idioms and Phrasal Verbs**
- 2. Note- Making**
- 3. Scrambled Sentences**
- 4. Vocabulary study**
  - a. One word Substitutes
  - b. Words often confused
  - c. Synonyms and Antonyms

**Unit: V**

- 1. Essay Writing**
- 2. Précis Writing**
- 3. Expansion**
- 4. Correction of Sentences**

**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**CERTIFICATE COURSE IN ENGLISH FOR EMPLOYABILITY**  
**SCHEME OF VALUATION (w. e. f 2023 – 24)**

<b>Unit</b>	<b>Topics</b>	<b>Hrs. Allotted</b>	<b>No of Q's to be given</b>	<b>No of Q's to be answered</b>	<b>Marks</b>
1.	1.Comprehension Passages a. Skimming b. Scanning c. Summarizing 2.Parts of Speech	10	10	10	10
2.	1.Articles a. Definition b. Types c. Use 2.Prepositions a. Definition b. Types c. Confusing pairs of Preps. d. Prep. with Nouns, Verbs & Adj.	10	5	5	5
3.	1. Conjunctions a. Definition b. Types c. Use 2. Tense 3. Agreement 4. Speech 5. Voice	15	5	5	5
4.	1. Idioms and Phrasal Verbs 2. Note- Making 3. Scrambled Sentences 4. Vocabulary study a. One word Substitutes b. Words often confused c. Synonyms and Antonyms	10	15	15	15
5.	1. Essay Writing 2.Précis Writing 3.Expansion 4.Correction of Sentences	15	4	3	15
	Total	60	39	38	50



**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**CERTIFICATE COURSE IN ENGLISH FOR EMPLOYABILITY**  
**MODEL QUESTION PAPER (w. e. f 2023 – 24)**

**Time: 2 hrs**

**Max. Marks: 50**

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**Answer the following questions.**

**10X1= 10 Marks**

**Directions (from Q. 1 to Q. 10)**

**I. Read the following passage carefully and answer the questions given below it. Certain words/phrases in the passage are printed in bold to help you locate them while answering some of the questions.**

Once upon a time, there lived a herd of elephants at the bottom of the Majestic Himalayas. Their leader was a rare white elephant who was an extremely kind-hearted soul. He greatly loved his mother who had grown blind and **feeble** and could not look out for herself. Each day this white elephant would go deep into the forest in search of food. He would look for the best fruits to send to his mother through other elephants of the herd. But his mother never received any. This was because the other members of the herd would always eat them up themselves. Each night when he returned home, he would be surprised to hear that his mother had been starving all day. He was absolutely disgusted with his herd. Then one day, he decided to leave them all behind and **disappeared** in the middle of the night along with his dear mother. He took her to Mount Candorana to live in a cave beside a beautiful lake. It so happened that one day, when the white elephant was feeding, he heard loud cries. A forester from Benares had lost his way in the forest and was absolutely terrified. The white elephant told him not to worry as he knew every inch of this forest and could take him to safety. He then lifted him onto his back and carried him to the **edge** of the forest from where the forester went on his merry way back to Benares. On reaching the city, he heard that the King's personal elephant had just died and the King was looking for a new elephant. His heralds were roaming the city, announcing that any man who had seen or heard of an elephant fit for a king should come forward with the information. The forester was very excited and immediately went up to the king and told him about the white elephant that he had seen on Mount Candorana. The king was quite pleased with the information and immediately dispatched a number of soldiers and elephant trainers along with the forester. After travelling for many days, the group reached the lake beside which the elephants resided. They slowly crept down to the edge of the lake and hid behind the bushes. The white elephant was collecting lotus shoots for his mother's meal and could sense the presence of humans. When he looked up, he **spotted** the forester and realized that it was he who had led the King's men to him. He was very upset at the ingratitude but decided not to put up a **struggle** as many of the men would be killed. And he was just too kind to hurt anyone. So, he decided to go along with them to Benares and then seek a solution to this problem. On reaching the beautiful city of Benares, the trainers laid out a feast for their new state elephant but he refused to touch a morsel. He did not respond to any kind of stimuli, be it the fragrant flowers or the beautiful and comfortable stable. He just sat there looking completely despondent. The King was extremely concerned. He offered the elephant food from the royal table and asked him why he grieved in this manner. The white elephant replied that he would not eat anything until he met his mother back home on Mount Candorana as she must be very hungry because she

was blind and had no one to feed her and take care of her. He was afraid that she would die. The compassionate king was touched by the elephant's story and assured him that his soldiers would bring his old mother to the palace as soon as possible. The king kept his promise and his soldiers took good care of his mother as long as she lived. She blessed the kind King with peace, prosperity, and joy till the end of his days. In this way, the white elephant could serve the king and also enjoy the royal perks at the King's palace along with his mother.

1. **What did the white elephant do when he realized that his mother had been starving even though he had been sending food for her?**
  - a. He punished his herd members and told them to leave the jungle.
  - b. He went to Benares to report the happenings of the herd to the king.
  - c. With the help of the king's soldiers he got the herd members killed.
  - d. He and his mother left the herd behind.
  - e. None of these
  
2. **Why did the white elephant's mother never receive the fruit sent by her son?**
  - a. The other members of the herd would eat up the fruits themselves instead of taking them to her
  - b. The King's soldiers blocked her food supply in order to make her weak and capture her to be taken to the king
  - c. Because the king would never let any food sent by the white elephant reach his mother
  - d. Because the ungrateful forester sold the fruits collected by the white elephant in Benaras
  - e. None of these
  
3. **Why did the white elephant collect food for his mother daily?**
  - a. The king did not provide food to the elephant's mother.
  - b. All the elephants from the herd refused to collect food for the old mother elephant.
  - c. The elephant's mother could not feed herself.
  - d. The white elephant's mother would not accept food from anyone but her son.
  - a. None of these.
  
4. **Why was the white elephant upset to see the forester along with the King's soldiers?**
  - b. He had invited only the forester and not the King's soldiers to the forest.
  - c. The King's soldiers had arrested the forester for concealing the whereabouts of the white elephant.
  - d. He did not expect such ingratitude from the forester as he had helped him once.
  - e. The forester, along with soldiers, had captured the white elephant's mother
  - f. None of these.
  
5. **Which of the following is true in the context of the passage?**
  - a. The forester could never go back to Benares from the forest.
  - b. The white elephant's herd members were cooperative and honest.
  - c. The forester ultimately became a good friend of the white elephant.
  - d. The white elephant's mother was finally left alone in the forest.
  - e. None is true.

**DIRECTIONS: Choose the word which is MOST SIMILAR IN MEANING to the word printed in bold as used in the passage.**

6. **DISAPPEARED**

- a. Hid
- b. Departed
- c. Escaped
- d. Disintegrated
- e. Strayed

7. **SPOTTED**

- a. Blemished
- b. Experienced
- c. Appeared
- d. Projected
- e. Saw

8. **STRUGGLE**

- a. Hardship
- b. Adversity
- c. Fight
- d. Striving
- e. Argument

**DIRECTIONS: Choose the word which is MOST OPPOSITE in meaning to the word printed in bold as used in the passage**

9. **FEEBLE**

- a. Strong
- b. Intense
- c. Unbreakable
- d. Preserved
- e. Substantial

10. **EDGE**

- a. Blunt
- b. Beginning
- c. Indoors
- d. Interiors
- e. Rim

**II. Directions: Which of the phrases (1), (2), (3), and (4) given below each statement should replace the phrase printed in bold in the sentence to make it grammatically correct? If the sentence is correct as it is given and “No correction is required”, mark (5) as the answer.**

**5X1=5 Marks**

11. Many **students waits anxiously** at the college gate to know the results.

- a. Student waited anxiously
- b. Students waiting anxiously
- c. Students waited anxiously
- d. Students waited anxious
- e. No correction required

12. Through a fortuitous circumstance, Rakhi met her childhood friend on the bus on which **she was travelled.**

- a. She was travelling
- b. She did travel
- c. She has travelling
- d. She were travelling
- e. No correction required

13. The opposition party has alleged that the prices of essential commodities are soaring like never **before in the last** three decades

- a. Before on the next
- b. Before in the last
- c. Before at the last
- d. Previously in the next
- e. No correction required

14. The salaries and the perks of the employees in this institution **are not in accordance** with the rest of the industry
- |                          |                           |
|--------------------------|---------------------------|
| a. Are not in accordance | d. Is not on accordance   |
| b. Is not in accordance  | e. No correction required |
| c. Are not according     |                           |
15. The soldiers deployed in the town **were instructed to exercising** restraint and handle the situation peacefully
- |                                 |                                  |
|---------------------------------|----------------------------------|
| a. Was instructed to exercising | d. Was instructing to exercising |
| b. Were instructed for exercise | e. No correction required        |
| c. Were instructed to exercise  |                                  |

**III. Each sentence below has a blank/s, each blank indicating that something has been omitted.**

**Choose the word/s that best fit/s the meaning of the sentence as a whole 5X1=5**

16. We \_\_\_\_\_ **decided to buy a new car.**
- |         |                      |
|---------|----------------------|
| 1. Have | 4. Is                |
| 2. Has  | 5. None of the above |
| 3. Are  |                      |
17. **Rohan \_\_\_\_\_ asleep while watching the film.**
- |          |         |
|----------|---------|
| 1. Is    | 4. Fell |
| 2. Found | 5. Find |
| 3. Fall  |         |
18. **Tina finds it difficult to talk to people as she \_\_\_\_\_ an introvert.**
- |            |               |
|------------|---------------|
| 1. was a   | 4. being a    |
| 2. can the | 5. thought an |
| 3. is an   |               |
19. **Learn to \_\_\_\_\_ the situation before giving out your opinions on any issue**
- |                 |                      |
|-----------------|----------------------|
| 1. Assess       | 4. Has accessed      |
| 2. Access       | 5. None of the above |
| 3. Has assessed |                      |
20. **Either of the two persons who applied for the job \_\_\_\_\_ to be hired.**
- |              |                      |
|--------------|----------------------|
| 1. Is going  | 4. Has been going    |
| 2. Are going | 5. None of the above |
| 3. Was going |                      |

**IV. DIRECTIONS: In the following passage, there are five blanks each of which has been numbered. These numbers are given along the passage and against each, five words are suggested. Select one that fits the blank appropriately. 5X1=5 Marks**

A professor was \_\_\_\_\_ (21) the Indian Independence Movement and the idea of non-violence conceived by Mahatma Gandhi. “Although others like Nelson Mandela followed this idea and \_\_\_\_\_ (22) the Nobel Prize for Peace, Mahatma Gandhi did not,” she said. One student spoke up, “it is good that he didn’t, since it was an award started by Alfred Nobel who invented dynamite, which caused \_\_\_\_\_ (23)!” The professor disagreed “in fact, the world should be \_\_\_\_\_ (24) to Nobel because he invented dynamite. It was useful to build tunnels under mountains for trains to pass. If we choose to use it for war it is not his fault. Furthermore, he \_\_\_\_\_ (25) all his wealth into instituting prizes for literature, physics, chemistry, medicine,

peace, etc. His logic was that anything which would benefit the human race deserved recognition so that the person who had started it would have no financial difficulties in achieving his goal.

20.

- |               |             |
|---------------|-------------|
| a. lecturing  | d. speaking |
| b. talking    | e. arguing  |
| c. discussing |             |

21.

- |              |             |
|--------------|-------------|
| a. awarded   | d. win      |
| b. given     | e. received |
| c. presented |             |

22.

- |                |            |
|----------------|------------|
| a. blast       | d. bombs   |
| b. ruins       | e. damages |
| c. destruction |            |

23.

- |                |             |
|----------------|-------------|
| a. dedicated   | d. thanking |
| b. grateful    | e. cursing  |
| c. appreciated |             |

24.

- |         |                |
|---------|----------------|
| a. put  | d. donated     |
| b. left | e. contributed |
| c. gave |                |

**V. Directions (26-30) Rearrange the following 6 sentences A B C D E and F in the proper sequence to form a meaningful paragraph; then and answer the questions given below them.**

**5X1=5**

1. However, if this happens it will cause problems for the elderly who mainly use cheques.
2. The use of chequesHas Fallen dramatically in the past few years.
3. Thus cheques may be phased out gradually making sure that the needs of all consumers including the elderly are met.
4. This is because more and more consumers are transferring money electronically by direct debit or credit cards.
5. Without the cheques, they are likely to keep large amounts of cash in their homes making them vulnerable to theft.
6. British banks have thus voted to phase cheques out in favour of these more modern payment methods

25. Which of the following should be the sixth sentence after rearrangement?

- |      |      |
|------|------|
| a. B | d. E |
| b. C | e. F |
| c. D |      |

26. Which of the following should be the third sentence after rearrangement?

- |      |      |
|------|------|
| a. B | c. C |
| b. D | d. A |



34. A lobby group made up of Indian businessmen and actors is mounting a legal challenge \_\_\_\_\_ Queen Elizabeth, II demanding the return of the world-famous Kohinoor diamond \_\_\_\_\_ India.
- a. By, towards  
b. Put, since  
c. Against, to  
d. Above, against  
e. For from

**VII. Attempt the following questions on composition.**

**1X5=5 Marks**

35. Write a short essay on the advantages of online education.

**36. Make a précis of the following paragraph**

**1X5=5 Marks**

It is physically impossible for a well-educated, intellectual, or brave man to make money the chief object of his thoughts just as it is for him to make his dinner the principal object of them. All healthy people like their dinners, but their dinner is not the main object of their lives. So all healthy-minded people who like making money ought to like it and enjoy the sensation of winning it; it is something better than money. A good soldier, for instance, mainly wishes to do his fighting well. He is glad of his pay— very properly so and justly grumbles when you keep him ten years without it—till, his main mission of life is to win battles, not to be paid for winning them. So of clergymen. The clergyman's object is essentially to baptize and preach not to be paid for preaching. So of doctors. They like fees no doubt—ought to like them; yet if they are brave and well- educated the entire object to their lives is not fees. They on the whole, desire to cure the sick; and if they are good doctors and the choice were fair to them, would rather cure their patient and lose their fee than kill him and get it. And so with all the other brave and rightly trained men: their work is first, their fee second—very important always; but still second. (234 words)

37. Expand the idea “Cut the coat according to the cloth.”

**1X5=5 Marks**

(OR)

38. Read the following passage carefully and make a note of the important points

Pollution is the fouling of the environment, land, water and air by waste, smoke, chemicals and other harmful substances. The most serious pollution occurs where there are large cities and many factories. Every industrial country faces the problem of disposing waste.

As factories produce new goods for people to buy, old ones are thrown out with household rubbish, burning this refuse pollutes the air, dumping it in rivers and seas pollute the water. Getting rid of plastics is particularly difficult. Wood and paper decay after sometime through the action of bacteria. But plastics never decay. With millions of tonnes of rubbish being dumped into the sea, marine life is greatly harmed. Smoke from factories and gases from motor vehicles pollute the air. Carbon monoxide gas and substances called hydrocarbons from the engines of motor vehicles damage people’s health. Ridding our world of pollution is an unimaginably big task.

**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**Certificate Course in English for Employability**  
**Model Question Paper for Practical (w. e. f 2023 – 24)**

**Time: 10 Mts. each**

**Max. Marks: 50M**

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<b>S. No.</b>	<b>Topic</b>	<b>Marks</b>
1.	Articles & use of articles (oral)	5M
2.	Discussion on ambiguous prepositions eg., in-into, between-among, under-below etc. (oral)	5M
3.	Combining sentences using appropriate conjunction (oral)	5M
4.	Narrating events in a various tenses	5M
5.	Reporting a dialogue	5M
6.	Use of idioms	5M
7.	Using words	5M
8.	Substituting an expression with a word	5M
9.	Using contextual synonyms	5M
10.	Correction of sentences in general	5M
Total		50 M



**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**Certificate Course in English for Communication (w. e. f 2023 – 24)**

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**Purpose & Objective:**

1. The purpose of the Certificate Course is to provide all the language support to enhance effective communication skills. At the end of the course, the students is expected to utilize all the inputs and be able to speak correctly and confidently.
2. The objective of the scheme is to introduce career and market oriented, skill enhancing courses that have utility for job, self-employment and empowerment of students. At the end of three years, the students will be equipped with a certificate/Diploma/Advanced diploma in specified course along with a conventional degree in Science/Arts/Commerce

**Timeline:**

1. The proposed course will commence from the next calendar year i.e. January 2024 to December 2024. The course should spread through two semesters in a calendar year.

**Eligibility:**

1. It is mandatory for I & II-year regular students of the college to join in any one of the certificate Courses proposed by the college depending on their interest.

**Duration of the course and Credits:**

Sl. No	Credits	Hours (60 Hrs.)	
		Instructional component	Practical Component
1.	4	45 Hrs. – 3 Credits	15 Hrs. - 1 Credit

**Examination:**

1. On completion of the said course, a written examination for 2 Hrs. shall be conducted for 50% marks.
2. It is followed by a practical Examination with 50% oral component.
3. Minimum Eligibility for a pass is 50% in each of the components. (25 Marks in written + 25 Marks in Oral Examinations)

**Note:**

Student Activities like Practice, Analysis, Reviews, Seminars, Assignments, Group Discussions, Case studies, Fieldwork, Surveys, Study Projects, Models and Watching videos are Part of Curriculum for the Certificate Course. The teacher shall identify appropriate activities for each.

**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**Certificate Course in English for Communication**  
**Course Structure and Contents**  
**Syllabus (w. e. f 2023 – 24)**

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**Unit 1:Tense**

Structure – Use – Adverbial Clues - Pre. Cont - Past Cont. - Pre. Perf. Cont. Distinction  
Past Simple – Past Simple – Present Perfect - Past Perfect - Futurity – will, present simple, have  
to, be+to+Inf. Pre. be+ing etc.- Negatives & Interrogatives: Answering Questions - Do, Does,  
Did, have, has Is, am, are, was, were, Will, would, Can, could, should, may

**Unit 2: Conjunctions:**

If, when, As, Because, so, that, so that, or, but, too.. to;  
so..... that not. either ..or ,neither ... nor not only ... but also unless

**Basic Structures**

- |                        |                    |
|------------------------|--------------------|
| 1. S+V+O - V+O         | 4. S+BE+N/ADJ/Coml |
| 2. S+V+Adv.            | 5. S+V+toInf       |
| 3. S+V+ D.O+ Ind. Obj. | 6. S+V+O+to Inf.   |

**Unit 3:**

Basic Level Translation – (Tense Practice)

- a. Word level                      b. Sentence level

Survival Expressions – Language Functions - (Invitations- greetings – polite Requests – Granting  
and seeking permissions – complaining, suggesting, agreeing, disagreeing etc. Formal – Informal  
Dialogue Writing.)

**Unit 4:**

JAM 2-3 topics each

Language at use - Comprehension: - Animation movies - Picture Description - Popular  
Interviews - Cartoon books - Ted Talks - Listening to news bulletin - Regional Lang. Movies  
with subtitles - One Act Plays –Reading, translating and Enacting - E-books to supply on  
mobiles - Book Review of Children’s books

**Unit 5:**

Skills: Newspapers – Reading – Vocabulary and style - Dictionary Skills& Vocabulary  
Practical Component – Student Activities like Practice, Analysis, Reviews, Seminars,  
Assignments, Group Discussions, Case studies, Fieldwork, Surveys, Study Projects, Models and  
Watching videos are Part of Curriculum for the Certificate Course.

**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**Certificate Course in English for Communication**  
**Course Structure and Contents**  
**Scheme of Valuation (w.e.f 2023 -24)**

<b>Unit</b>	<b>Topics</b>	<b>Hrs. Allotted</b>	<b>No of Q's given</b>	<b>No of Q's answered</b>	<b>Marks</b>
1.	<b>Tense</b> – Structure – Use – Adverbial Clues; Pre. Cont - Past Cont. - Pre. Perf. Cont. Distinction; Past Simple – Past Simple – Present Perfect - Past Perfect - Futurity – will, present simple, have to, be+to+Inf. Pre. be+ing etc.; Negatives & Interrogatives: Answering Questions - Do, Does, Did, have, has Is, am, are, was, were, Will, would, Can, could, should, may	15	12	12	17
2.	<b>Conjunctions:</b> - If, when, As, Because, so, that, so that, or, but, too.. to; so..... that not. either ..or ,neither ... nor not only ... but also unless <b>Basic Structures:-</b> S+V+O;V+O; S+V+Adv.; S+V+ D.O+ Ind. Obj.; BE+N/ADJ/ComlS+V+to Inf – S+V+O+to Inf.	10	2	2	4
3.	<b>Basic Level Translation</b> –Tense Practice; a. Word level b. Sentence level - Survival Expressions – Language Functions; Invitations-greetings – polite Requests – Granting and seeking permissions – complaining, suggesting, agreeing, disagreeing etc.; Formal – Informal Dialogue Writing	10	6	6	12
4.	<b>JAM</b> 2-3 topics each - Language at use – Compr. - Animation movies - Picture Description – Popular Interviews - Cartoon books - Ted Talks; Listening to news bulletin - Regional Lang. Movies with subtitles - One Act Plays – Reading, translating & Enacting - E-books on mobiles - Book Review of Children's books	10	6	6	7
5.	Skills: Newspapers – Reading – Vocabulary and style - Dictionary Skills& Vocabulary Practical Component – Student Activities like Practice, Analysis, Reviews, Seminars, Assignments, Group Discussions, Case studies, Fieldwork, Surveys, Study Projects, Models and Watching videos are Part of Curriculum for the Certificate Course.	15	10	10	10
	<b>Total</b>	<b>60</b>	<b>36</b>	<b>36</b>	<b>50</b>

**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**Certificate Course in English for Communication**  
**Model Question Paper (w. e. f – 2023 – 24)**

**Time: 2 Hrs.**

**Max. Marks: 50M**

- 
1. **Write a brief paragraph of 50 words describing how you spent yesterday.** **3M**
  
  2. **Ask questions to get the following information** **3M**
    - a. Whether he eats meat or not.
    - b. Whether he came to college yesterday.
    - c. Whether he will go abroad or stay in India.
  
  3. **How would you answer the following questions?** **3M**
    - a. What do you take at 8.00 am daily?
    - b. When will you visit our home?
    - c. What are you doing now?
  
  4. **Write an imaginary dialogue between the interviewer and a candidate.** **4M**

(Use 'will', 'can', 'should', 'may',)
  
  5. **Ask your friend TWO question using a w/h word for the following information:** **2M**
    - a. The distance to his native place
    - b. The brand of the mobile phone he has bought
  
  6. **Make TWO polite Requests using would/could for the following information:** **2M**
    - a. To post a letter at the corner of the street
    - b. To ask the time
  
  7. **Describe the picture give below in about 50 words.** **2M**



8. **Answer the following query in 50 words politely?** **2X1=2M**

I am a twenty-two-year-old boy. I have a lot of dandruff in my hair. Could you tell me how it can be cured? – (Rajeev, Patna)

9. Write a dialogue between Mohan and the Booking Clerk with 2 exchanges each 2M

Mohan is working in a private company. He has been asked by his company to go to Chennai on some official work. On his way home he goes to the railway station to find out the train timings.

10. Imagine you are Rahul and write a short but polite message to Ramesh. 2M

Rahul has some urgent work with his friend Ramesh. He goes to his room but doesn't find him there. He leaves a message for him.

11. How do you take oral permission in the following situations: 2M

You want to take leave for ten days to go to your village. Before applying for leave, you want to take the permission of your officer. How will you ask him/her for permission?

12. How do you offer assistance in the following contexts: 2M

A patient came to a Corporate Hospital on a medical Complaint.  
You are at the help desk.

13. How would you gently reject the following offer from your friend? 2M

Your friend: How about joining me for a movie tonight?

You: .....

14. Write a conversation between the two. 2M

Sunil invited Hari to dinner but forgot to tell him his address. In the evening, Hari phones Sunil to know the directions to Sunil's house.

15. Fill in the blanks in the argument to disagree with "A": 2M

- What do you think about learning English?
- Well, English is .....
- But there are some languages more difficult than English.
- As far as I am concerned English .....
- That's true but we need English to live in the modern world.

16. Write 2 sentences based on the given information using 'but' & because. 2M

- I wanted to come at 8.00. I was held up due to rain.

17. Write 1 sentence each using the patterns provided. 3M

- S+V+Adv,                      b. S+V+toInf                      c. Too -to

18. Translate the following story into English 4 M

- నాపేరురాజు. మాదారామలవాలం. మాదా చీనకొనకుటుంబం.
- మాఇంటలో నలుగురు సభ్యులున్నారు.
- మాఅమ్మ, మానాన్న, మాచాలలౌలు మరొకరు మా తమ్ముడు.
- మాదా సమీక్షకుటుంబం. మా అమ్మమ్మ, మా తాతయ్య కుడా మాఇంటలో ఉంటారు.

- e. మేము అందరూ రౌత్రో కలిసి భోజనం చేస్తాము.  
f. మా ఇంటి ముందు చోనన పొరడు ఉంది.

19. **Distinguish the pair with meaning and example**

**4M**

a. Stationery: stationary

b. refuse: refuge

20. **Write synonyms/antonyms to the following:**

**2 M**

1. Abduct =

b. Restore X

**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**Certificate Course in English for Communication**  
**Model Question Paper for Practical (w. e. f 2023 – 24)**

**Time: 10 Mts. each**

**Max. Marks: 50M**

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<b>S. No.</b>	<b>Topic</b>	<b>Marks</b>
9.	Jam Topics	5M
10.	Picture Description	5M
11.	Role Play	5M
12.	Interview Skills	5M
13.	Conversation Skills	5M
14.	Narrating a story/event	5M
15.	Reading a newspaper	5M
16.	Survival Expressions	5M
9.	Self-Introductions	5M
10.	Exchange of pleasantries	5M
Total		50 M

**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**Certificate Course in English for Self-Empowerment (w. e. f 2023 – 24)**

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**Purpose & Objective:**

1. The purpose of the Certificate Course is to provide knowledge skills and aptitude for occupational employment in wage sector. This will also help in self-employment/self-entrepreneurship of the students.
2. The objective of the scheme is to introduce career and market oriented, skill enhancing courses that have utility for job, self-employment and empowerment of students. At the end of three years, the students will be equipped with a certificate/Diploma/Advanced diploma in specified course along with a conventional degree in Science/Arts/Commerce

**Timeline:**

1. The proposed course will commence from the next calendar year i.e. January 2024 to December 2024. The course should spread through two semesters in a calendar year.

**Eligibility:**

1. It is mandatory for I & II-year regular students of the college to join in any one of the certificate Courses proposed by the college depending on their interest.

**Duration of the course and Credits:**

Sl. No	Credits	Hours (60 Hrs.)	
		Instructional component	Practical Component
1.	4	45 Hrs. – 3 Credits	15 Hrs. - 1 Credit

**Examination:**

1. On completion of the said course, a written examination for 2 Hrs. shall be conducted for 50% marks.
2. It is followed by a practical Examination with 50% oral component.
3. Minimum Eligibility for a pass is 50% in each of the components. (25 Marks in written + 25 Marks in Oral Examinations)

**Note:**

Student Activities like Practice, Analysis, Reviews, Seminars, Assignments, Group Discussions, Case studies, Fieldwork, Surveys, Study Projects, Models and Watching videos are Part of Curriculum for the Certificate Course. The teacher shall identify appropriate activities for each.



**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**CERTIFICATE COURSE IN ENGLISH FOR SELF EMPOWERMENT**  
**SYLLABUS (w. e. f - 2023-24)**

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**UNIT I: Introduction to Personality Development**

1. Concept of Personality
2. Significance of Personality Development
3. Concept of Success and Failure-Hurdles in achieving Success-Overcoming Hurdles
4. SWOC Analysis

**UNIT II: Attitude and Motivation**

1. Significance-Factors affecting Attitudes
2. Positive Attitude-Advantages-Ways to develop Positive Attitude
3. Concept of Motivation – Significance
4. Importance of Self –Motivation

**UNIT –III: Communication Skill**

1. Definition of Communication
2. Uses of effective communication
3. Barriers for effective communication
4. Role of LSRW Skills

**UNIT IV: LEADERSHIP**

1. Leadership-Concept-Importance-Qualities of a good Leader
2. Types of Leadership

**UNIT V: Other Aspects of Personality Development**

1. Body Language
2. Conflict and Stress Management
3. Team Work
4. Time Management

**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**CERTIFICATE COURSE IN ENGLISH FOR SELF EMPOWERMENT – 2023-24**  
**PATTERN OF QUESTION PAPER**

<b>Q. No</b>	<b>Topics</b>	<b>Hrs. Alloted</b>	<b>No. of Q's to be given</b>	<b>No. of Q's to be answered</b>	<b>Marks</b>
<b>I</b>	Introduction to Personality Development, Attitude and Motivation, Communication Skill, Leadership, Other Aspects of Personality Development	10	8	4	4X10 =40
<b>II</b>	Introduction to Personality Development Attitude and Motivation Communication Skill Leadership, Other Aspects of Personality Development	15	4	2	2X5=10
	Total	25	14	7	50 M

**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**CERTIFICATE COURSE IN ENGLISH FOR SELF EMPOWERMENT**  
**MODEL QUESTION PAPER (w. e. f - 2023-24)**

**Time: 2 Hrs.**

**Max. Marks: 50M**

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**I. Answer any FOUR Questions out of the following eight Questions** **4X10=40M**

1. Discuss some Stress Management Techniques for the improvement of one's Personality.
2. What are the qualities of a Good Leader?
3. Explain the role of Body Language for the overall development of one's Personality
4. Define Team work and explain the advantages of Team Work.
5. What is SWOC Analysis and how is it useful to become a better person?
6. What are the advantages of Time Management?
7. Define Success and explain the factors responsible for success.
8. What is Attitude and explain the significance of Positive Attitude.

**II. Answer any TWO Questions out of the following four Questions** **2X5 = 10M**

1. Write a brief note on the hurdles in achieving success and how to overcome it.
2. Explain in brief the role of LSRW in communication skills.
3. What are the different types of Leadership?
4. What is the importance of Eye- contact in effective communication?

**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**Certificate Course in English for Self -Empowerment**  
**Model Question Paper for Practical (w. e. f 2023 – 24)**

**Time: 10 Mts. each**

**Max. Marks: 50M**

S. No.	Topic	Marks
1.	Positive attitude and examples	5M
2.	Personality and make-up	5M
3.	SWOC Analysis of self	5M
4.	Questions on attitude	5M
5.	Role model – Influence exerted	5M
6.	JAM on a given topic	5M
7.	Speaking skills – narrating an event, playing a role	5M
8.	Opinion on leadership – roles & responsibilities of a leader, leadership traits possessed/mastered	5M
9.	Coping with stress	5M
10.	Managing time in a given role	5M
Total		50 M

**REGULAR CLASSROOM ACTIVITIES**

- |                                       |                         |
|---------------------------------------|-------------------------|
| 1. Elocution                          | 11. Role Plays          |
| 2. Essay writing                      | 12. Dialogue writing    |
| 3. Classroom seminars                 | 13. Reading Activities  |
| 4. Group discussions                  | 14. Speaking Activities |
| 5. Pair work (TPS)                    | 15. Jigsaw Puzzles      |
| 6. Student projects (Group)           | 16. Grammar Games       |
| 7. Quiz Competitions                  | 17. AV Activity         |
| 8. Self-Introductions                 | 18. Interview skills    |
| 9. Classroom Assignments (individual) | 19. Translation         |
| 10. JAM                               | 20. Anchoring           |

## ACTIVITIES OF ENGLISH CLUB

1. News reading
2. Role Plays
3. Listening to US Accent
4. Practicing One-Act Plays
5. Conversation Practice
6. Anchoring Functions
7. Seminar Presentations
8. GDs
9. Interview Skills
10. Resume Preparation
11. Dialogue Writing
12. Essay/Paragraph Writing
13. Explaining a paragraph
14. Teaching a lesson
15. Visiting offices and interacting with officials
16. Interviewing
17. Debating
18. Project works
19. Guest lectures
20. Grammar practice
21. Competitive examination preparation
22. Language games

**Government College (A), Rajahmundry**  
**Department of English**  
**Community Service Project**  
**Broad Outlines**

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**Purpose:**

1. To integrate meaningful community service with instruction, participation, learning and community development.
2. To involve students in service activities and help them apply the experience to personal and academic development.
3. To link the community with the college for mutual benefit of the village / local development and social sensibility and responsibility among students.

**Objectives:**

1. To sensitize students to the living conditions around them,
2. To help students realize the stark realities of the society
3. To bring about an attitudinal change and develop societal consciousness, sensibility, responsibility and accountability among students
4. To make students aware of their inner strength and find solutions to social issues.
5. To make students socially responsible to the needs of the disadvantaged sections.
6. To help students initiate developmental activities in the community in coordination with public and government.
7. To develop a holistic perspective among the students by making them study culture, traditions, habits, lifestyles, resource utilization, wastage management, social problems, public administration system, roles and responsibilities of different persons across different social systems.

**Timeline:**

<b>Intern ship No.</b>	<b>Apprenticeship / Internship / On Job Training</b>	<b>Dura- tion</b>	<b>To be held</b>	<b>Hrs.</b>	<b>Credits</b>
I interns hip	Community Service Project	4 weeks	After the end of 2nd Sem exams during intervening summer of 2 and 3 Sems	<b>100</b>	<b>4</b>
II interns hip	Apprenticeship / Internship / On the Job Training	4 weeks	After III sem. Exams during intervening summer of IV & V Sems.	<b>100</b>	<b>4</b>
III and Final interns hip	Apprenticeship / Internship / On the Job Training	VI sem. full	V or VI semester - 50% of students to undergo in 5th sem. while the rest to undergo in VI Sem.	<b>200</b>	<b>12</b>

**Eligibility:**

1. Mandatory internship for all UG programmes for 10 months
2. 1st Internship (Community Service Project) after the II semester examinations
3. 2nd Apprenticeship / Internship / On the Job Training after IV semester exams
4. 3rd and final Apprenticeship / Internship / On the Job Training in VI sem

**Topics:**

1. One of those suggested by APSCHE
2. One the mentor and the students adjudge to be more relevant

**Duration and Credits:**

S No	Credits	180 Hours in 8 weeks		
		Instructional component	Practical component	Hours
1	4	<ul style="list-style-type: none"> <li>➤ Briefing about the project, purpose and objectives of the CSP, Do's &amp; Don'ts, dealing with public &amp; officials etc.</li> <li>➤ Main Project</li> <li>➤ Report Preparation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Socio Economic Survey of the village</li> <li>➤ Community Awareness Campaign</li> </ul>	2 Weeks 1 Week 4 weeks 1 week
<b>Total Period</b>				<b>8 Weeks</b>

**Assessment:**

S. No	Assessment Component	Max Marks
1.	Project Log	20
2.	Project Implementation	30
3.	Project Report	25
4.	Project Presentation	25
	<b>Total</b>	<b>100</b>

**COMMUNITY SERVICE PROJECT WORKS FOR THE STUDENTS**

1. Employment of different sections
2. Implementation of state development programmes
3. Implementation and impact of welfare schemes
4. Information sources and their effectiveness
5. Entertainment media and habits
6. Migration for employment
7. Child labor
8. Community engagement programmes and their impact
9. Career orientation of youth
10. Skill development programmes and their impact
11. Alcohol and smoking habits and their impact on families and society
12. Crime rate, law and order and safety needs

<b>GOVERNMENT COLLEGE (A) RAJAHMUNDRY</b>				
<b>DEPARTMENT OF ENGLISH</b>				
<b>TENTATIVE ACTION PLAN 2023 - '24</b>				
<b>Sl. No</b>	<b>Month</b>	<b>Name of the Activity</b>	<b>Estimated Exp.</b>	<b>Remarks</b>
1	August, 2023	Induction Programme	Nil	Completed
2	September-December '23 @ 1 activity	1. Extension and Outreach Programmes ( Training the Faculty of the Municipal and Private Schools on 'Challenges of Teaching in English Medium'.) 2. Conducting competitions related to enhancing English Language Skills among students. A. Quiz competitions on Grammar B. Spell Bee C. Skits & Role Plays D. Skits and Role Plays E. Paragraph Writing F. G. K. Test	5000/-	Completed for September 2023
3	@2 per semester	Guest Lectures on 1. Employability Skills 2. Soft Skills 3. Critical Topics on Literature	10000/-	Towards remuneration and T A
4	November, '23	State Level Workshop	30000/-	Towards remuneration stationery &TA
5	December, '23	Academic Competitions to Students (Elocution, Essay Writing, Debate and Quiz competitions on various occasions@ 3 per semester).	10000/-	
6	January, '24	National Webinar on ' Student Centric and Activity based Methodology for Teaching Soft Skills'	20000/-	
7	February, '24	Activities under Best practices (Teaching the slum children about Health and Hygiene apart from providing academic support @ 2 classes of 90 minutes per week).	10000/-	For the purchase of books, stationery, gifts
8	21 <sup>st</sup> March, '24	World Poetry Day 1. Recitation of Poetry 2. Writing Poetry 3. Collecting best Poems 4. Guest Lecture on Poetry	3000/-	Remuneration, purchase of books as gifts
9	23 <sup>rd</sup> April, '24	English Language Day 1. Guest Lecture related to Language or Literature 2. Quiz on Language Skills 3. Enactment of Shakespeare's play (at least one act)	5000/-	
			83000/-	