

**GOVERNMENT COLLEGE (A) Rajahmundry**

**Department of English**

**Board of Studies**

**Semesters I, II, III, IV, V**

**2022-2023**

## **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 spring board 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 The Teacher centric lecture method has been replaced by student centric Communicative Language Teaching.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. A Practical examination is also included in the second semester to practically test the student communication skills. The department has also started Certificate Course in English for Competitive Examinations, Functional English and Personality Development.

Changes have been affected in the evaluation pattern also. 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 The Essay type questions in 250 words carrying 8 – 10 marks have been replaced by short answer questions in 75 – 100 words carrying 4-8 marks. Multiple Choice Questions have been made compulsory in Special English both to cover the syllabi and to ensure success in PG Entrance Examinations NET and SET. The SEE and CIA ratio has been enhanced from 60:40 to 50:50 from 2019-20 and the same holds good during 2021-'22 also.

COVID-19 has worked an untold havoc in every walk of life. It has crippled the world economy irrecoverably by stunting the growth for a period of almost 2 year till now. It has totally changed the very face of Higher Education. The teacher-taught relationship has been snapped suddenly. The traditional teacher stands helpless while the present day student is growing ambitious to grab the limited opportunities. One of the disguised blessings of Corona is the increasing demand for

online teaching. Though it is no way new to the field of education nor is it a complete substitute it has come up as the ultimate resort to all the teachers. The conventional teacher has been placed in a peculiar predicament 'Perform or Perish'. He has to arm himself with the necessary e-skills to combat the crisis. .

Thus, keeping in view the current scenario, the Department of English has taken special care to design and deliver the content in such a way that the takeover to online method will be smooth and easy both for the student and the teacher as well. The Dept. is geared to deliver 40 % of the content online and modify the same as per the instructions of the state and central governments from time to time.

The following steps have been initiated in the present Academic year :

- The Department takes pride to put forward proposals to commence a Post Graduate Program in MA English preferably from the academic year 2022-'23. The preliminaries have already been completed and orders are awaited.
- The application of Blooms Taxonomy to full extent both in the General and Special English has been overdue. 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.
- The department has taken initiative to design Two new Courses titled "A Course in English Language for Career Building" for Semester-II and "A Course in Enhancement of Professional Skills" for semester-IV for the students of B.A Economics Honours program keeping their professional career and employability in mind.
- Under Life Skill Courses for the students of I semester, the Department has undertaken to design the question paper for the course titled "Personality Enhancement and Leadership "
- This year, the Department has introduced yet another Certificate Course titled "English for Competitive Examinations" by designing the syllabus and question paper adopting models from various competitive examinations.
- Under Community Service Project, the Department has designed unique topics bearing in mind their social relevance and ability to offer real-time experience to students.
- As part of 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 along with industries located in and around Rajahmundry.

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

Date: 23.07.2022

Department of English

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**Proceedings of the Principal, Government College [A], Rajamahendravaram**  
**Present: Dr. R. David Kumar Swamy, M.Sc, M.Phil.,Ph.D**  
**Re. No:Spl./Acad.Cell-GC[A]-RJY/BOS/2021-1,Dated 13 September 2021**

**Sub:-**Government College [Autonomous], Rajahmundry- **Boards of Studies (BOS)**-Nomination of Members-Orders Issued

**Ref:-**UGCGuidelines for Autonomous Colleges -2018

**ORDER:**

The Principal, Government College [Autonomous], Rajahmundry is pleased to constitute **Boards of Studies in ENGLISH** for framing the syllabi in English subject for all semesters duly following the norms of the UGC Autonomous guidelines.

S.No.	Name	Designation
1.	Sri P. SrisailaSastry, Lecturer In-Charge,/HoDDepartment of English, GC[A], Rajahmundry	Chairman
2.	All Faculty Members in the Department	Members
3.	SmtDr..B.Anuradha Surya Kumari, Lecturer In-Charge, Dept. of English, SKR(W) College, Rajamahendravaram	Subject Expert
4.	Dr. K..VijayaBabu,Lecturer in English, Government College for Women,Guntur	Subject Expert
5.	Mr.P.V.KrishnaRao, Lecturer in English,P.R.College,Kakinada	University Nominee
6.	-	Industrial Nominee
7.	Ms.A.Gagana, II B.A.PE.JMC, Rajahmundry	Student Nominee
8.	Mr.Sajid,I MSCS	

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

- (a) Prepare syllabi for the subject keeping in view the objectives of the college, interest of the stakeholders and national requirement for consideration and approval of the Academic Council.
  - (b) Suggest methodologies for innovative teaching and evaluation techniques
  - (c) Suggest panel of names to the Academic Council for appointment of examiners
  - (d) Coordinate 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 the nominations. 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 once a year.

  
GOVERNMENT COLLEGE [A]  
RAJAHMUNDRY

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**GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY  
BOARD OF STUDIES MEETING 2022-2023  
DEPARTMENT OF ENGLISH**

**AGENDA**

The following proposals are submitted as a part of the agenda for the consideration and approval of the honourable members of Board of Studies, at the meeting held on 23.07.2022

**Syllabi and Question Paper Models:**

1. To consider and approve the syllabus prescribed by APSCHE for I,II & III semester General English and I to V Semesters Special English together with minor modifications together with the model papers designed by the Department for the academic year 2022-2023.
2. To consider and approve the syllabus prescribed by APSCHE with minor modifications as shown in the “Modification Table” provided for both the General English and the Special English for the academic year 2022-’23.
3. To consider and approve all the additions, deletions and replacements listed out under “Additional Inputs Table”
4. To consider and approve the syllabus and model paper for the new Certificate Course titled “English for Competitive Examinations” to commence from 2022-2023.
5. To undertake the teaching of “A Course in English Language for Career Building” for II Semester and “A Course in Enhancement of Professional Skills” for IV semester of B.A Economics Honours as Elective papers from 2022-2023.
6. To consider and approve the inclusion of CSP modalities into a document providing freedom to the members of the department to choose a topic from within those already provided or devise one which is relevant and pertinent with application value.
7. To consider and approve delivering 40% syllabus Online if need be via Google Meet)as a Blended Teaching Method in view of prevailing pandemic and the recommendations of National Educational Policy.
8. To consider and approve to arrange student centric Guest Lectures and webinars on relevant topics .
9. To consider and approve to arrange Guest Lectures and Webinars by Subject Experts @ 2 per Semester rounded up to 4 per academic year.
10. To consider and approve the implementation of Pedagogy methods like Quiz, classroom seminar, Assignment or Case study, Test, puzzles, viva and few more innovative methods in classroom teaching as indicated in the curricular plans.
11. To consider and approve all the Proposed Activities of the Department of English for **2022-2023**.

1.	Sri P. SrisailaSastry, Lecturer in English, HoD, English, GC[A], Rajahmundry	Chairman
2.	Dr.U.RameshBabu, Lecturer in English	Member
3.	A.Rajeswari,Lecturer in English	Member
4.	CH.Vennela,Lecturer in English	Member
5.	Dr.N.Nagabhushanam,Lecturer in English	Member
6.	Dr.B.Bhavani,Lecturer in English	Member
7.	S.D.V.Neerja,Lecturer in English	Member
8.	Dr.K.L.Sudheshna,Lecturer in English	Member
9.	G.A.Soni,Lecturer in English	Member
10.	Smt.Dr..B.Anuradha Surya Kumari, Lecturer In-Charge, Dept. of English, SKR(W) College, Rajamahendravaram	Subject Expert
11.	Dr.K.VijayBabu, Lecturer in English, GDC (W), Guntur.	Subject Expert
12.	PV Krishna Rao, Lecturer in English, P.R College, Kakinada.	University Nominee
13.	Sri. Tummidi Ram Kumar	Expert from Industry
14.	Ms.A.Gagana,II P.E.JMC	Student Nominee
15.	Mr.Sajid,I MSCS	Student Nominee

**GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY**  
**BOARD OF STUDIES MEETING 2022-2023**  
**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 Board of Studies, at the meeting held on 23.07.2022

**1. Agenda Point (1 & 2)**

To consider and approve the syllabus prescribed by APSCHE for I, II and III semester General English and I to V semester Special English with minor modifications together with the model papers designed by the Department for the academic year 2022-'23

**Discussion:**

There was a discussion initiated by the university nominee and the subject expert regarding the modifications and the additional inputs over what has been prescribed by the APSCHE under CBCS. When all the changes have been shown under additions and modifications table, the members were convinced and the following resolution has been approved.

**Resolution:**

Considered and approved the syllabus for I, II & III semesters General English and I to V Semesters Special English together with the model paper designed by the Department.

**2. Agenda Point (3) :**

To consider and approve all the additions, deletions and replacements listed out under "Additional Inputs Table"

**Discussion:**

When each modification and the addition and deletion have been discussed in detail pertaining to general English and special English, the BoS members have been convinced of the need for the changes over

what has been prescribed by APSCHE and approved all the modifications

**Resolution:**

Considered and approved the syllabus prescribed by APSCHE with minor modifications as shown in the “ModificationTable” provided for both the General English and the Special English for the academic year2022-‘23

3. **Agenda Point (4) :**

To consider and approve the syllabus and model paper for the new Certificate Course titled “English for Competitive Examinations”to commence from 2022-2023

**Discussion:**

The members of the BoS discussed the need for the introduction of the new certificate course in addition to the existing 02 certificate courses titled Personality Development andFunctional English. They were thoroughly convinced on being told about the increasing number of aspirants for competitive examinations immediately after the completion UG and the exorbitant feescollected by the coaching centers.

**Resolution:**

Considered and approved the syllabus and model paper for the newCertificate Course titled “English for Competitive Examinations”to commence from 2022-2023.

4. **Agenda Point (5) :**

To undertake the teaching of “A Course in English Language for Career Building” for II Semester and “ACourse in Enhancement of Professional Skills” for IV semester of B.A Economics Honours as Elective papers from 2022-2023.

**Discussion:**

The members of the BoSraised concern over the increase of the workload and the competence to handle the papers for the II and the IV semester Courses for B.A Economics Honours. On being told about the 4 Ph.Ds in the Department and the availability of a Master Trainer and the past experience of introducing a number of skill development courses and course material developed by the department, they considered both the courses.

**Resolution:**



Considered and approved to undertake the teaching of “A Course in English Language for Career Building” for II Semester and “A Course in Enhancement of Professional Skills” for IV semester of B.A Economics Honours as Elective papers from 2022-2023.

**5. Agenda Point (6) :**

To consider and approve the inclusion of Project, CSP modalities into a document providing freedom to the members of the department to choose a topic from within those already provided or devise one which is relevant and pertinent with application value.

**Discussion:**

The members of the BoS appreciated the initiative taken by the department for the freedom provided to the members to come up with new topics outside the list provided by the APSCHE for community service as they carry a better value of application.

**Resolution:**

Considered and approved to include CSP modalities into a document providing freedom to the members of the department to choose a topic from within those already provided or devise one which is relevant and pertinent with application value.

**6. Agenda Point (7) :**

To consider and approve delivering 40% syllabus Online if need be via Google Meet) as a Blended Teaching Method in view of prevailing pandemic and there commendations of National Educational Policy.

**Discussion:**

The BoS appreciated the idea of blended learning as it is the need of the hour. Further, in view of Covid-19 or monkey pox are round the corner to surface any moment, the members are convinced that habituating the staff and the students to the use of online teaching – learning tools and methods is of utmost importance.

**Resolution:**

Considered and approved delivering 40% syllabus Online if need be via Google Meet) as a Blended Teaching Method in view of prevailing pandemic and the recommendations of National Educational Policy.

**7. Agenda Point ( 8 & 9)**

To consider and approve to arrange Student centric Guest Lectures and Webinars on relevant topics by Experts @2 per Semester rounded upto 4 per academic year.

**Discussion:**

The members of the BoS were convinced of the need for the conduct of as many webinars as possible together with the guest lectures both to provide an opportunity for exposure and hands on experience to the students.

**Resolution:**

Considered and approved the arrangement of Student centric Guest Lectures and Webinars on relevant topics by Experts @2 per Semester rounded up to 4per academic year.

**8. Agenda Point (10)**

To consider and approve the implementation of Pedagogy methods like Quiz, classroom seminar, Assignment or Case study, Test, puzzles, viva and few more innovative methods in classroom teaching as indicated in the curricular plans.

**Discussion:**

The members of the Bos were convinced out and out of the need for the implementation of pedagogical tools and methods in view of the changing Teacher-centric approach to the student centric approach.

**Resolution:**

Considered and approved the implementation of Pedagogy methods like Quiz, classroom seminar, Assignment or Cases tudy, Test, puzzles ,viva and few more innovative methods in classroom eaching as indicated in the curricular plans.

**9. Agenda Point (11)**

To consider and approve all the Proposed Activities of the Department of English for **2022-2023**.

**Discussion:**

The members of the Bos were convinced very well of the need for the implementation of the various departmental activities proposed.

**Resolution:**

Considered and approved all the Proposed Activities of the Department of English for **2022-2023**.

1.	Sri P. Srisaila Sastry, Lecturer in English, HoD, English, GC[A], Rajahmundry	Chairman
2.	Dr. U. Ramesh Babu, Lecturer in English	Member
3.	A. Rajeswari, Lecturer in English	Member
4.	CH. Vennela, Lecturer in English	Member
5.	Dr. N. Nagabhushanam, Lecturer in English	Member
6.	Dr. B. Bhavani, Lecturer in English	Member
7.	S. D. V. Neerja, Lecturer in English	Member
8.	Dr. K. L. Sudheshna, Lecturer in English	Member
9.	G. A. Soni, Lecturer in English	Member
10.	Smt. Dr. B. Anuradha Surya Kumari, Lecturer In-Charge, Dept. of English, SKR(W) College, Rajamahendravaram	Subject Expert
11.	Dr. K. Vijay Babu, Lecturer in English, GDC(W), Guntur.	Subject Expert
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15.	Mr. Sajid, IMSCS	Student Nominee

**GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY**  
**BOARD OF STUDIES MEETING 2022-2023**  
**DEPARTMENT OF ENGLISH**  
**RESOLUTIONS**

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11. Considered and approved all the Proposed Activities of the Department of English for **2022-2023**.

1.	Sri P. SrisaiaSastry, Lecturer in English, HoD, English, GC[A], Rajahmundry	Chairman	Signature
2.	Dr.U.RameshBabu, Lecturer in English	Member	
3.	A.Rajeswari, Lecturer in English	Member	
4.	CH.Vennela, Lecturer in English	Member	
5.	Dr.N.Nagabhushanam, Lecturer in English	Member	
6.	Dr.B.Bhavani, Lecturer in English	Member	
7.	S.D.V.Neeraja, Lecturer in English	Member	
8.	Dr.K.L.Sudheshna, Lecturer in English	Member	
9.	G.A.Soni, Lecturer in English	Member	
10.	Smt.Dr.B.Anuradha Surya Kumari, Lecturer In-Charge, Dept. of English, SKR(W) College, Rajamahendravaram	Subject Expert	
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15.	Mr.Sajid, I MSCS	Student Nominee	

**ALLOCATION OF CREDITS TO COURSES OFFERED**  
**Government College (A), Rajahmundry**

Sl No	Semester	Paper Code	Paper	Hrs. per Week	External	Internal	Credits
<b>GENERAL ENGLISH DURING I AND II YEARS</b>							
1.	I	ENG 140	A Course in Communication and Soft Skills	4	50	50	3
2.	II	ENG 141	A Course in Reading and Writing Skills	4	50	50	3
3.	III	ENG 142	A Course in Conversational Skills	4	50	50	3
<b>B.A ECONOMICS HONOURS ELECTIVE PAPERS</b>							
4.	II	ENG 150	A Course in English Language for Career Building	7	50	50	6
5.	IV	ENG 151	A Course in Enhancement of Professional Skills	7	50	50	6
<b>SPECIAL ENGLISH (ENGLISH LANGUAGE AND LITERATURE)</b>							
6.	I	ENG 111	A Background Study of English Language and Literature	6	50	50	4
7.	II	ENG 107	History of English Literature Drama and Poetry & Literary Forms	6	50	50	4
8.	III	ENG 108	History of English Literature - Lit. prose and Drama ,Forms & Terms	6	50	50	4
9.	IV	ENG 109	History of English Literature - Lit. prose and Novel, Forms and Terms	6	50	50	4
10.	IV (P-V)	ENG 146	Glimpses of World Literature	6	50	50	4
11.	V (P-VI)	ENG 147	English Teaching Skills	5	50	50	4
12.	V(P-VII)	ENG 148	Skills and Procedures of Translation (English & Telugu)	5	50	40	4
13.		CC 101	Certificate Course in Functional English	60	50	50	3
14.		CC 118	Certificate Course in English for Competitive Examinations	60	50	50	3
15.		CC 141	Certificate Course in Personality Development	60	50	50	3

**Department of English**

**GOVERNMENT COLLEGE(A),RAJAHMUNDRY  
DEPARTMENT OF ENGLISH – 2022-2023  
Program Objectives and Outcomes**

<b>Course</b>	<b>Objectives</b>	<b>Outcomes</b>
<b>English Lit., Public Administration, Journalism and Mass Communication</b>	<ol style="list-style-type: none"><li>1. Ability to imbibe contemporary developments in society and analyze them to be able to serve the nation in various capacities.</li><li>2. Ability to arrive at truth by analysis and evaluation and guide the nation in the right path</li></ol>	<ol style="list-style-type: none"><li>1. Students Succeed as IAS and IPS officers, journalists and motivate millions with the power of the pen.</li><li>2. Students think critically and logically and use power with great restraint for the public good</li></ol>

**GOVERNMENT COLLEGE (A), Rajahmundry**  
**DEPARTMENT OF ENGLISH – 2022-2023**  
**Course Objectives and Outcomes**  
**General English**

<b>Sl. No.</b>	<b>Subject</b>	<b>Semester</b>	<b>Objectives</b>	<b>Outcomes</b>
<b>01.</b>	<b>General English</b>	<b>I</b>	<ol style="list-style-type: none"> <li>1. Ability to be comfortable with English in use while reading or listening.</li> <li>2. Ability to use receptive skills through reading and listening to acquire good exposure to language and literature.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students read and understand the text listening to the inputs given by the teacher in the classroom.</li> <li>2. Students imbibe the rules of language unconsciously and tune to deducing language structure and usage</li> </ol>
<b>02.</b>	<b>General English</b>	<b>II</b>	<ol style="list-style-type: none"> <li>1. Ability to be comfortable with English in use while reading or listening.</li> <li>2. Ability to use receptive skills through reading and listening to acquire good exposure to language and literature.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students read and understand the text listening to the inputs given by the teacher in the classroom.</li> <li>2. Students imbibe the rules of language unconsciously and tune to deducing language structure and usage</li> </ol>
<b>03.</b>	<b>General English</b>	<b>III</b>	<ol style="list-style-type: none"> <li>1. Ability to write and speak good English in all situations.</li> <li>2. Students should develop style in speech and writing and manipulate the tools of language for effective communication.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students write paragraphs, essays and letters.</li> <li>2. Students decipher the mechanism of language and use it for success in competitive examinations and job related speaking and writing tasks.</li> </ol>

### Special English

Sl. No.	Subject	Semester	Objectives	Outcomes
1.	A Background Study of English Language and Literature	I	<ol style="list-style-type: none"> <li>1. Ability to grasp the basic concept of English Language and Literature, and different phases of their development.</li> <li>2. Ability to understand the impact of the socio and economic conditions on Literature and the cosmopolitan vocabulary of English Language.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students understand the relation between life and the evolution of Language and literature.</li> <li>2. Students study the techniques of word making and the process of change of meaning of words.</li> <li>3. Students trace the historical and sociological and political influences on language and literature.</li> </ol>
2.	History of English Literature Drama and Poetry & Literary Forms	II	<ol style="list-style-type: none"> <li>1. Ability to grasp the basic concept of literature, various terms, phases of development of Language</li> <li>2. Ability to understand the cosmopolitan vocabulary and the impact of various languages on English and the techniques of word making.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students understand the relation between life and the evolution of literature and language</li> <li>2. Students study the etymology of words and understand the meaning of a given word.</li> <li>3. Students trace the historical and sociological and political influences on language and literature</li> </ol>
3.	History of English Literature - Lit. prose and Drama, Forms & Terms	III	<ol style="list-style-type: none"> <li>1. Ability to comprehend the periods of Restoration, and Augustan Ages, their socio and economic background and impact on life and literature.</li> <li>2. Ability to assess the characteristics and major contributions of various writers of the age.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students trace the evolution of various literary Political Movements like Restoration and Augustan ages and the gradual evolution of literature throughout.</li> <li>2. Students decipher the reflection of the age upon literature and life and connect the theme with the background of the age.</li> </ol>



4.	History of English Literature - Lit. prose and Novel, Forms and Terms	<b>IV Paper-IV</b>	Ability to comprehend the periods of Restoration, and Augustan Ages, their socio and economic background and impact on life and literature. Ability to assess the characteristics and major contributions of various writers of the age.	Students trace the evolution of various literary Political Movements like Restoration and Augustan ages and the gradual evolution of literature throughout. Students decipher the reflection of the age upon literature and life and connect the theme with the background of the age.
5.	<b>Glimpses of World Literature</b>	<b>IV Paper-V</b>	To study the texts from a cross-cultural perspective	Students will be able to compare and contrast the writers across the Globe.
6.	<b>American English Prose and Poetry</b>	<b>V Paper - VI</b>	<ol style="list-style-type: none"> <li>1. Ability to understand the scope of American English literature and the development of prose and poetry.</li> <li>2. Ability to understand some key concepts and the contribution of various writers to the development of American literature.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students trace the development of American English Literature.</li> <li>2. Students understand the development of prose and the major works and writers.</li> <li>3. Students trace the use of Linguistic devices in poetry and stylistic devices in prose.</li> </ol>
7.	American Literature – Drama and Fiction	<b>VI Paper-VII</b>	<ol style="list-style-type: none"> <li>1. Ability to form an idea on the early settlement of American Colonies and the uniformity of American English and the contribution of Noah Webster.</li> <li>2. Ability to understand the development of American novel, dram and short story.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students mark the early British Settlements in America and the formation of various British Colonies.</li> <li>2. Students realize the various factors that contributed to the uniformity of American English.</li> <li>3. Students also study the evolution of American Drama, Novel and short story.</li> </ol>

**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**Certificate Courses : 2022-2023**

Sl. No	Subject	Semester	Objectives	Outcomes
1.	Certificate Course in Functional English	12 Months Course from January 20202 till December	<p>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.</p> <p>2. Ability to use survival expressions and participate in real life conversations and reading newspapers.</p>	<p>1. Students apply the various rules of grammar successfully to perfect language into effective communication.</p> <p>2. Students exploit the various linguistic skills in their day to day needs along with their professional requirements.</p>
2.	Certificate Course in English for Competitive Examinations		To introduce students with the common questions asked in competitive examinations concerning English Grammar, Vocabulary, comprehension and other significant topics.	Students overcome the fear about English Grammar and helps them to prepare for competitive examinations.
3.	Certificate Course in Personality Development		To provide a basic awareness about the significance of good Personality and its influence of interpersonal relations.	To develop Personal and Professional responsibility among the students

**ADDITIONAL INPUTS/MODIFICATIONS IN THE SYLLABI**  
**For Semesters I, II, III, IV, and V**  
**2022-2023**

<b>S.no</b>	<b>Paper Code</b>	<b>Subject &amp; Title</b>	<b>Semester</b>	<b>Additional Input/Modification</b>	<b>Justification</b>
1.	ENG 141	General English- A Course in Reading and Writing Skills	II	The Last Lesson by Alphonse Daudet was included as an additional Input	To make the students understand the importance of Mother Tongue and expressing their opinions in their own language
2.	ENG 141	General English- A Course in Reading and Writing Skills	II	The Doll's House by Katherine Mansfield was replaced by Marriage is a private affair by Chinua Achebe.	To familiarize the students with African writers, this lesson was placed in the syllabi.
3..	ENG 109	History of English Literature - Lit. prose and Novel, Forms and Terms	IV	Andrea Del Sarto by Robert Browning was replaced by Rabbi Ben Ezra	Students find it difficult to understand because of the enormous length of the Poem
4.	ENG 146	Glimpses of World Literature	IV	Unit I : Literary Criticism was replaced and Introduction to World Literature was included as an Introductory Chapter	Introduction to World Literature was considered as an essential unit as it provides an overview of World Literature .Hence it is included as an Introductory chapter Literary Criticism was dealt in other Semesters. Therefore it was replaced.

				<p>UNIT II :</p> <p>1. Maya Angelou's Caged Bird was replaced by Daud Kamal's Winter Rain.</p> <p>2. Derek Walcott's A City's Death by Fire was included as an additional input.</p> <p>UNIT IV :</p> <p>1. Glenda Adam's Lies was replaced by Lee Roy Robinson's Pork Seller's Advice</p> <p>2. The Lady's Maid by Catherine Mansfield and Imperfect Homes by Anere Babyn were included as Additional Inputs.</p>	<p>1. American Literature will be dealt in V Semester. In order to avoid redundancy American Writer was replaced with Pakistani writer.</p> <p>2. In order to familiarise the students with different kinds of World Literature Famous works from the writers of Srilanka Canada and New Zealand were included in the syllabus as additional inputs.</p>
5.			V Paper-VI	American Literature –Prose and Poetry was replaced by English Teaching Skills.	The new paper was introduced as part of the revised CBCS framework prescribed by APSCHE from 2020.
6.			V Paper-VII	American Literature-Drama and Fiction was replaced by Skills and Procedures of Translation (English & Telugu).	The new paper was introduced as part of the revised CBCS framework prescribed by APSCHE from 2020.

**GOVERNMENT COLLEGE (A) RAJAHMUNDRY  
DEPARTMENT OF ENGLISH  
LIST OF EXAMINERS AND PAPER SETTERS: 2022-2023**

- |                         |                      |                                  |
|-------------------------|----------------------|----------------------------------|
| 1. Dr. V. SrinivasaRao, | Lecturer in English, | G.D.C, Ramachandrapuram          |
| 2. Sri. . N.Srinivas    | Lecturer in English, | G.D.C, Alamur                    |
| 3. Sri. G.BhaskarRao,   | Lecturer in English, | G.D.C, Palkol                    |
| 4. Smt. Chamundeswari   | Lecturer in English, | SRR College, Vijayawada          |
| 5. Dr. I. Vijay Babu,   | Lecturer in English, | V.S.Krishna,Visakhapatnam        |
| 6. K.VijayaBabu         | Lecturer in English  | Govt. College ( W), Guntur       |
| 7. Dr. P.V.KrishnaRao,  | Lecturer in English, | P.R.Govt. College, Kakinada      |
| 8. Dr.G.Rajasekhar,     | Lecturer in English, | VS Krishna College,Visakhapatnam |
| 9. Smt. Sanjotha,       | Lecturer in English, | ASD(W) College, Kakinada.        |
| 10. Smt. Lakshmi,       | Lecturer in English, | GDC, Tuni                        |
| 11. Smt. Sobha Rani,    | Lecturer in English, | SRR College, Vijayawada.         |

## BLOOM'S TAXONOMY SAMPLE QUESTION FORMAT

<b>Knowledge</b>	
<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 QuestionStems</b>
Explain	Can youwrite in your own words...?
Interpret	Can you write a brief outline...?
Outline	What do you think could happene 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>	
<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	Can you design...to ...?
Invent	Can you see a possible solution to...?
Compose	If you had access to all resources how would you dealwith...?
Predict	What would happen if...?
Plan	How many ways can you...?
Construct	Can you create new and unusual uses for...?
Design	Can you develop a proposal which would...?
Propose	
Devise	
Formulate	

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

**GOVERNMENT COLLEGE(A),RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**REFLECTION OF BLOOM'S TAXONOMY IN QUESTION PAPER**

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

Bloom's Taxonomy	Semester I	Semester II	Semester III
Knowledge & Understanding	40%	40%	20%
Application & Analysis	30%	30%	40%
Evaluation & create	30%	30%	40%


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

Bloom's Taxonomy	Semester I	Semester II	Semester III	Sem IV Paper-IV	Sem IV Paper -V	Sem V Paper-VI	Sem VI Paper- VII
Knowledge & Understanding	40%	30%	20%	20%	20%	20%	20%
Application & Analysis	30%	40%	40%	40%	40%	35%	31%
Evaluation & create	30%	30%	40%	40%	40%	45%	49%

**B.A Economics Honours General Elective (Max.Marks-50M)**

Bloom's Taxonomy	Semester II	Semester IV
Knowledge & Understanding	30%	20%
Application & Analysis	40%	40%
Evaluation & create	30%	40%



	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
CourseCode  ENG 140	<b>TITLE OF THE COURSE</b>  <b>A Course in Communication and Soft Skills</b>	<b>Semester –I</b> <b>B.A.,B.Com.,B.Sc.,</b> <b>B.Sc (Voc),.B.Com</b> <b>(Voc)</b>			
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		3	1	-	3

### CourseObjectives:

1. To be able develop good listening skills.
2. To be able to use English freely and grammatically in speech and writing.
3. To be able to understand the meaning and importance of soft skills.

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Students will be self –motivated to acquire and apply the comprehensive knowledge of listening skills, and b able to Listen, understand and project views in a convincing manner
CO2	Students should heighten their speaking skills and express themselves in an effective manner and address societal issues for the general good of the society.
CO3	Students should be able to access, retrieve and use information from books and authentic sources including internet applications to analyze grammar and produce error free sentences in speech and writing through the mastery of Grammar.
CO4	Students will increase their writing skills with no errors of spelling or punctuation and be able to present significant information clearly and concisely to interested groups.
CO5	They should be able to understand the importance of soft skills such as emotional intelligence, and interpersonal skills to adapt themselves to the ever emerging demands of work place and life.

**Paper Code: ENG 140**  
**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 2020-2021)**  
**A COURSE IN COMMUNICATION AND SOFT SKILLS**  
**Syllabus**

**UNIT I: Listening Skills**

1. Importance of Listening
2. Types of Listening
3. Barriers of Listening

**UNIT II: Speaking Skills**

1. Sounds of English – Vowels and Consonants
2. Word Accent

**UNIT III: GRAMMAR**

1. Concord
2. Modals
3. Tenses (Present/Past/Future)
4. Articles
5. Prepositions
6. Question tags
7. Error Correction

**UNIT IV: WRITING**

1. Spelling
2. Paragraph Writing

**UNIT V: SOFT SKILLS**

1. SWOC
2. Emotional Intelligence
3. Telephone Etiquette
4. Interpersonal Skills

**Textbooks:**

- 1) English Praxis-I
- 2) Skill Pro-I
- 3) Skills Enrich

**Referencebooks:**

1. English Pronunciation in use
2. Murphy's Grammar

### WebLinks:

1. <https://www.vedantu.com> › super speakers
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	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
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 140**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**General English for B.A., B.Com and B.Sc, B.Sc.(Voc) &B.ComVoc SEMESTER – I (With effect from 2020-2021)**  
**A COURSE IN COMMUNICATION AND SOFT SKILLS**

**PATTERN OF QUESTION PAPER**

Q.No	Topics	Hrs. Allotted	No.of Q's to be given	No.of Q's to be answered	Marks
<b>I</b>	<b>LISTENING SKILLS</b>		4	2	<b>2X5 = 10</b>
	1. Imp.of Listening	3			
	2. Types of Listening	3			
	3. Barriers of Listening	3			
<b>II</b>	<b>SPEAKING SKILLS</b>		2 (10 Points)	2 (10 Points)	<b>10X1=10</b>
	1. Sounds of English	3			
	2.Word Accent	3			
<b>III</b>	<b>GRAMMAR</b>		10	10	<b>10X1=10</b>
	1.Concard	2			
	2.Modal Auxiliary	2			
	3.Tense	5			
	4.Article	2			
	5.Preposition	2			
	6.Question tags	2			
	7..Error Correction	3			
<b>IV</b>	<b>WRITING</b>				
	1.Spelling	2	1(5 Points)	1(5 Points)	<b>5X1 =5</b>
	2.Paragraph writing	2	3	1	<b>1X5 = 5</b>
<b>V</b>	<b>SOFT SKILLS</b>		4	2	<b>2X5=10</b>
	1.SWOC	2			
	3.Emtional Intelligence	2			
	4.Telephone Etiquette	2			
	5.Interpersonal Skills	2			
		45	24	18	<b>50 M</b>

**Paper Code: ENG 140**  
**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 2020-2021)**  
**A COURSE IN COMMUNICATION AND SOFT SKILLS**  
**MODEL QUESTION PAPER**

**Time: 2 ½ Hrs.**

**Max. Marks: 50 M**

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**UNIT-I (Listening Skills)**  
**(Knowledge and Understanding)**

**1. Answer any TWO of the following questions in 75 words each. 2X5=10M**

- a) **Define** ‘Good Listening’ and explain its importance.
- b) **Distinguish** between the good and bad ways of listening.
- c) **Discuss** the various barriers that affect good listening
- d) **Explain** the qualities of a good listener?

**UNIT-II (Speaking Skills)**

**2. Answer the following questions.**

- a) **Relate** and Match the Transcription under A with words under B **5X1=5M**

<b>A</b>	<b>B</b>
i. /stɑ:f/	i. kidnap
ii. /ni:d/	ii. master
iii. /'mɑ:stə(r)/	iii. staff
iv. /tʃeɪn/	iv. chain
v. /'kɪdnæp/	v. need

**b. Identify the Stress** in the following

**5X1=5M**

- |               |           |
|---------------|-----------|
| i. Laboratory | iv. Event |
| ii. Dynamic   | v. Food   |
| iii. Idea     |           |

**UNIT - III (Grammar)**  
**(Application and Analysis)**

**3. Analyze and correct the following. 10X1=10M**

- a) One of the prisoners have escaped. (concord)

- b) Either his wife or his children has broken the mirror(concord)
- c) Surely, I may help you. (modal Auxiliary)
- d) As he is weak, he will not lift the heavy weight. (modal Auxiliary)
- e) They have announced the results yesterday. ( Tense)
- f) He is working here since last year(Tense)
- g) He joined an university in Europe. (Article)
- h) I am tired with warning him. (Preposition)
- i) I am your best friend, am I? (Question tag)
- j) She is my cousin sister. (Incorrect expression)

**UNIT - IV (WritingSkills)**  
**(Analysis and Creation)**


**4. Answer the following questions**

- a) **Modify the** spellings of the following words. **5X1=5 M**
  - i. Feaver
  - ii. Asociation
  - iii. Misile
  - iv. Diseace
  - v. Genious
- b) **Write a** paragraph in 50 words on any one of the topics**1X5=5M**
  - i. My College
  - ii. COVID - 19
  - iii. Punctuality

**UNIT - V (Soft Skills)**  
**(Evaluation and Creation)**

**5. Answer any TWO of the following.** **2X5=10M**

- 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 using a telephone.
- d) Discuss at least two interpersonal skills you have inculcated.

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
<b>CourseCode</b>  <b>ENG 141</b>	<b>TITLE OF THE COURSE</b>  <b>A Course in Reading and Writing Skills</b>	<b>Semester – II</b> <b>B.A.,B.Com.,B.Sc.,</b> <b>Bsc (Voc),B.Com</b> <b>(Voc)</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:

- a) To develop the ability of loud reading of the passage with correct pronunciation, stress, intonation and appropriate pause.
- b) To enrich learner's active and passive vocabulary
- c) To enable the students to express their thoughts fluently in Speech and Writing

### Course Outcomes:

<b>On Completion of the course, the students will be able to-</b>	
<b>CO1</b>	Students will be able to understand the meanings of words, phrases and sentences in context
<b>CO2</b>	Student will be able to comprehend and interpret different types of texts
<b>CO3</b>	Students will be able to build up a repository of active vocabulary
<b>CO4</b>	Students will be able to narrate simple experiences and series of events
<b>CO5</b>	Students will be able to improve writing skills

**PAPER CODE - 141**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**GENERAL ENGLISH FOR B.A.,B.Com.,B.Sc,B.Sc(Voc),B.Com(Voc) : 2022-2023**  
**SEMESTER –II (With effect from 2020-2021)**  
**A COURSE IN READING AND WRITING SKILLS**

**UNIT -I : PROSE**

1. How to avoid foolish opinions - Bertrand Russell
2. Marriage is a Private Affair – Chinua Achebe (**Modification**)
3. The Night train at Deoli - Ruskin Bond

**UNIT –II : POETRY**

1. Upagupta -Rabindranath Tagore
2. Ode to the West Wind -P.B.Shelley
3. CoramandelFishers -Sarojini Naidu

**UNIT –III : ADDITIONAL READING**

1. Florence Nightingale - AbrarMohsin
2. An Astrologer’s Day - RK.Narayan
3. **The Last Lesson - Alphonse Daudet (Additional Input)**

**UNIT –IV : VOCABULARY**

1. Conversion of words
2. One word substitutes
3. Collocations
4. Skimming and Scanning
5. Reading Comprehension

**UNIT - V : COMPOSITION**

1. Resume
2. E-Correspondence
3. Notices
4. Expansion of Ideas
5. Note Making



**Textbooks:**

1. Skill Pro-II
2. Praxis

**Referencebooks:**

1. English Grammar & Composition-Wren & Martin
2. Advanced Grammar in Use-Martin Hewings
3. Business Vocabulary in Use-Bill Mascull

**WebLinks:**

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-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	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 141**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**General English for B.A., B.Com and B.Sc,B.Sc(Voc.) &B.ComVoc 2022-2023**  
**SEMESTER –II (with effect from 2020-2021)**  
**A COURSE IN READING AND WRITING SKILLS**  
**Pattern of Question Paper**

Q.No	Topics	Hrs.Alloted	No.of Questions to be given	No.of Questions to be answered	Marks
I	Unit I :Prose		3	2	2X5 =10
	1.How to avoid foolish opinions ?	3			
	2.Marriage is a Private Affair	4			
	3.The Night train at Deoli	3			
II	Unit II : Poetry		3	2	2X5=10
	1.Upagupta	3			
	2.Ode to the West Wind	3			
	3.Coramandel Fishers	3			
III	Unit III :Additional Reading	4	3	2	2½X2=5
	1.Florence Nightingale				
	2.AnAstrologer’s Day	3			
	3.The Last Lesson	3			
IV	Unit IV : Language Activity				
	1. Resume & e-Correspondence	4	4	2	2X5=10
	2. Expansion of Ideas & Notice writing	3			
	3.Conversion of Words & One Word Substitutes	3	6	3	3X5 = 15
	4. Collocation &Scanning a given passage	3			
	5.Skimming a given passage & Note Making	3			
	Total	45	19	11	50M

**PAPER CODE: ENG 141**  
**GOVERNMENT COLLEGE (A), RAJAMAHENDRVARAM**  
**Department of English**  
**General English for B.A., B.Com.,B.Sc.,B.Sc(Voc),B.Com (Voc): 2022-2023**  
**SEMESTER –II (W.E.F 2020-21)**  
**A Course in Reading & Writing Skills**  
**Model Question Paper**

**Time: :2 ½ Hrs.**

**Max. Marks: 50 M**

**SECTION - A (Prose)**  
**(Knowledge and Understanding)**

**1. Answer any TWO of the following in about 75 words each. 2X5=10M**

- a. What steps does Bertrand Russell suggest to avoid foolishness?
- b. How does 'The Doll's House' show the class distinctions prevalent in villages?
- c. Illustrate the emotional connection between the Narrator and the basket seller in the short story "The Night Train at Deoli".

**SECTION - B(Poetry)**

**2. Answer any TWO of the following in about 75 words each. 2X5=10M**

- a. Summarize the poem "Upagupta" by Rabindranath Tagore.
- b. Explain Shelley's appeal to the West Wind?
- c. How does Mrs. Naidu motivate the fishermen in 'Coromandel Fishers'?

**SECTION -C(Non-detailed)**  
**(Analysis and Application)**

**3. Answer any TWO of the following in about 50 words each. 2½x2=5M**

- a. How does AbrarMohsin depict the traits of Florence Nightingale?
- b. How does the Astrologer save himself at the end?
- c. Analyze the character of Mr.Hamel in "The Last Lesson".

**SECTION –D(Language Activity)**

**4. Answer any TWO from the following questions 2X5=10M**

- a. **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.

- b. You are a programmer in a software company. Your team leader has scheduled a video conference with the client. Prepare an e-mail to the lead stating your inability to attend the video conference.
- c. **Develop** the idea into a well constructed paragraph “Haste makes waste”
- d. As a student representative, **write** a notice on ‘Teachers Day’ celebrations in your class.

**SECTION –E**  
**(Evaluation and Creation)**

**5. Answer any THREE from the following questions** **3X5=15M**

**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**

- a. His messages not connected with religious or spiritual matters
- b. He is declared as a person who is mentally ill
- c. They found a new series of stars.
- d. The chopper was parked in the place meant for parking airplanes.

**c. Choose the right word that collocates with the underlined words**

- a. Could you ..... me a favour. (make, do, give)
- b. The P.M ..... a wonderful speech. (spoke, expressed, made)
- c. The tea is ..... (weak, strong, dull)
- d. They found the virus too difficult to ..... under control. (pull, try, bring)

Or

**d. Scan the passage below and find the answers to the questions that follow**

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. Both had many sons and .....
- c. Mike left the village and moved to the .....
- d. There was a ..... running nearby.

**e. Skim the following passage and answer the questions that follow**

Bees are special insects because they can fly! They can move through the air like an airplane with their wings. They use their wings to fly fast or slow. They can fly up and down to get to the flowers! Bees can have three colors. They can be yellow, red, and orange. Bees have three main parts. They have a head. They have a body. and a stinger which is used to defend against enemies. They also have six legs which are used to stand, climb, eat and collect pollen. Bees live in Africa, Australia, Asia, Europe, North America, South America. The only continent that bees do not live on is Antarctica!

- a. Why do bees need to fly?
- b. What are the main parts of a bee?
- c. How is the stinger useful to bees?
- d. Name the continent where the bees are not found

**f. 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.

**GOVERNMENT COLLEGE (A), Rajahmundry**  
**Department of English**  
**I B.A; B. Com & B. SC., B.Sc (Voc) & B.Com (Voc)**  
**PRACTICAL EXAMINATION: 2022 – 2023**  
**At the end of Semester – II    Marks: 50 M**


**Listening - 20 Marks**

1. Identification of written Phonemic symbols
2. Dictating Sounds for writing
  - a. Vowels, Consonants and Diphthongs
3. Identify the No. of Syllables in the words
4. Identification of Phonetic transcription words
5. Transcribing simple words dictated
  - a. Mono and Disyllabic words
6. Stress marking to given words:
  - a. List of 50 words prescribed

**Speaking Skills -20 Marks**

1. Formal and informal equivalent word
  - b. List of 50 words to be given
2. Asking suitable questions to given statements
3. Jam speaking:
4. Answering Teacher's questions:
5. Narrating a story/episode
6. Describing a person or place
  - c. Visible and Invisible features
7. Picture description
8. Diagram

**Record : 10 Marks**

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester Semester –II</b>			
Course Code  ENG 150	<b>TITLE OF THE COURSE</b>  <b>A Course in English Language for Career Building</b>	<b>B.A- Economics Honours</b>			
Teaching	Hours Allocated: 90 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		5	2	-	6

### Course Objectives:

1. To enhance the learner's communication skills by giving adequate exposure to LSRW Skills
2. To develop vocabulary and improve the accuracy in Grammar
3. To impart better speaking and writing skills

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Improve their LSRW Skills and related sub-skills
CO2	Develop vocabulary and improve the accuracy in Grammar
CO3	Create substantial base by formation of strong professional vocabulary
CO4	Learn the structure and style of effective sentences
CO5	Focus on style of writing in Formal Letter writing

**Paper Code: ENG 150**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**B.A Economics Honours Programme**  
**Generic Elective Course - SEMESTER – II**  
**A COURSE IN ENGLISH LANGUAGE FOR CAREER BUILDING**  
**(With effect from 2021-2022)**

**Syllabus**

**Unit – 1**

Comprehension – skimming and scanning – how to locate relevant lines – pick answer in the shortest time possible- synonyms and antonyms- Error detection – different kinds of errors related to parts of speech

**Unit – 2**

Idioms and phrases and usage – Vocabulary – Use of articles – prepositions – conjunctions - tenses – verbs in appropriate form – scrambled sentences – technique of ordering sentences

**Unit – 3**

Paragraph writing – structure of a paragraph – unity, coherence – sequence markers – use of conjunctions – topic sentence and essay writing – structure – dividing theme into paragraphs – some important techniques - Note making – procedures – techniques – Paraphrasing – understanding the central idea – presenting the crux of the matter – dos and don'ts – summarizing techniques.

**Unit – 4**

Expanding a proverb or an idea – technique of elaborating - quoting data, examples for support - precis writing – rules of preparing a precis – the rough draft and the main draft – the title – the length – the style – how to cut short a sentence – what is to be retained and removed.

**Unit – 5**

Letter writing – types of letters – formal and informal styles – structure of various letters – formats – letters to editors – complaint letters etc. – Notice writing format– style – formal touch – use of passive voice – Report writing – style – formal sentences – Debate writing – perceiving a topic – positive and negative sides – structure of an argument- presentation – tone – manners etc.



### Textbooks:

1. Cambridge Grammar and Writing Skills
2. Writing for Beginners

### Reference books:

1. Professional Writing skills- Natasha Terk
2. English Writing skills for Professionals-SukhvinderKaur

### WebLinks:

1. [learnenglish.britishcouncil.org/grammar](http://learnenglish.britishcouncil.org/grammar)
2. [englishgrammar.org](http://englishgrammar.org)

### 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	2	2	3	2	3	3
CO2	3	2	3	3	2	3	3	3	2	2	3	2	2
CO3	2	3	2	2	3	2	3	3	3	3	2	2	2
CO4	3	2	3	3	2	3	3	2	2	2	3	3	3
CO5	2	3	2	2	3	3	3	2	2	3	2	2	2

**PAPER CODE –ENG 150**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English: 2022-2023**  
**B.A.EconomicsHonour : Semester –II**  
**General Elective**  
**A Course in English Language for Career Building**

**Scheme of Question Paper**

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	Comprehension ,synonyms and antonyms- Error detection –	Hrs.	16	16	12
II	Idioms and phrases and usage – scrambled sentences – technique of ordering sentence	Hrs.	13	13	13
III	Paragraph writing - Note making – procedures – techniques – Paraphrasing	Hrs.	4	2	10
IV	Expanding a proverb or an idea – precis writing –	Hrs.	2	1	5
V	Letter writing –. – Notice writing Report writing – style – formal sentences – Debate writing –	Hrs.	4	2	10
Total		<b>60 Hrs.</b>	<b>30</b>	<b>20</b>	<b>50M</b>

**PAPER CODE –ENG 120**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English: 2022-2023**  
**B.A Economics Honours : Semester II**  
**A Course in English Language for Career Building**

**Scheme of Question Paper**

**Time: : 2 ½ Hrs.**

**Max.Marks – 50M**

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**1. Read the passage and answer the questions that follow. 4X1=4**

The Spectre of unemployment is looming large on almost every graduate with a general purpose degree. This education has very little relevance to life and therefore, the young generation is getting frustrated. If we look deeper into the problems of extremism and terrorism, perhaps unemployment and frustration of the young people is one of the chief reasons for this malaise. The most dangerous trend is the growing violence in the human heart. The first task of every university is to ensure that violence to each other does not become the new human culture. The sociologists have a lot to contribute by analyzing the thought-processes of the young persons and evolving the remedial measures.

- a. **Arrange** the following ideas in the correct order ( )
1. They have taken general purpose degrees
  2. They remain unemployed
  3. They are drawn to terrorism
  4. There is violence around them
- b. **Identify** the cause for the frustration of youth ( )
1. The press and TV media
  2. Our political leaders
  3. The sociologists
  4. Education administrators
- c. **Explain** the meaning of the word ‘malaise’ in the context ( )
1. sign of revolutionary zeal
  2. The result of modern system of education
  3. The urge to surpass others in life
  4. The result of frustration in life
- d. **Name** the reason behind terrorism ( )
1. Analyzing the thought process
  2. Counseling the youth
  3. Reforming the society
  4. Finding chief reason for malaise.

**2. Read the sentence and identify the synonym of the underlined word: 4X1=4**

- a. The manager's lascivious ways antagonized all of them. ( )  
 1. Ambitious 3. Lustful  
 2. Erotic 4. Treacherous
- b. The newspaper is an inexhaustible source of news. ( )  
 1. Impartial 3. Unending  
 2. Authentic 4. Continuous
- c. The audience passed unsavoury comments on the movie. ( )  
 1. Delicious 3. Tasteless  
 2. Nasty 4. Pleasant
- d. Your involvement with undesirable elements will blemish your reputation. ( )  
 1. Shocking 3. Tarnish  
 2. Mystify 4. Brighten

**3. Read the sentence and spot the Antonyms of the bolded from the choice 4X1=4**

- a. His father was in somber mood. ( )  
 1. Light 3. Gay  
 2. Sedate 4. Cheerful
- b. Both the parties to the conflict have now adopted a conciliatory approach. ( )  
 1. Appeasing 3. Enticing  
 2. Friendly 4. Quarrelsome
- c. The student's labour met with fervent appreciation from teachers. ( )  
 1. Fiery 3. Lukewarm  
 2. Sympathetic 4. Arduous
- d. The woman brought forth all her charms to captivate the gathering ( )  
 1. Release 3. Seize  
 2. Repel 4. Reward

**4. Identify the part which has error in it. 3X1=3**

- a. The creature on Mars, if any, (A) / are bound to be very different from us (B) / not only in shape but also in size (C) / because of different gravitational conditions (D). ( )
- b. Each of the speakers whom I invited (A)/to participate in the debate has (B)/indicated their unwillingness (C) / because of the short notice (D). ( )
- c. She was wearing a wig that was (A) / far more attractive than (B) / the other women who had (C) / their natural hair (D). ( )

**5. Pick out the most effective pair of words from the given choices to make the sentence meaningfully complete. 5X1=5**

- a. TarunTejpal publicly shouted from the roof top against sexual harassment and privately ..... in morally suspect behavior ..... the same roof. ( )
- |                    |                    |
|--------------------|--------------------|
| 1. Entertain, in   | 3. Oblige, beneath |
| 2. Indulged, under | 4. Cater, below    |
- b. Despite being the Partner in the relationship, the franchiser does not always have all the ..... ( )
- |                         |                         |
|-------------------------|-------------------------|
| 1. Sincere, limitations | 3. Active, losses       |
| 2. Vulnerable, powers   | 4. Dominant, advantages |
- c. India's ..... over the last over the past half century since independence has been unique and ..... in many ways. ( )
- |                             |                         |
|-----------------------------|-------------------------|
| 1. Thinking, feeling        | 3. Victory, celebrating |
| 2. Development, commendable | 4. Crash, overbearing   |
- d. Ours is a democracy and any .... or use of force is out of question. Methods of .... and education are best suited to a democratic regime. ( )
- |                           |                          |
|---------------------------|--------------------------|
| 1. Attempt, coercion      | 3. Judgment, prayer      |
| 2. Compulsion, persuasion | 4. Inhuman, apprehension |
- e. The ..... Ukraine plays a .....role in supplying oil and wheat to the world. ( )
- |                   |                |
|-------------------|----------------|
| 1. Great , meager | 3. big, small  |
| 2. mighty, mean   | 4. tiny, vital |

**6. Use the best word /phrase from the choices which fits the space appropriately and select your answer accordingly. 10X½ =5**

You ..... (i).....know about instant coffee and instant tea; they are part of a modern man's life. But have you ever heard.....(ii).....instant trees? Yes, Mr. Mohan Advani ..... (iii)..... Mumbai has achieved this feat by a .....(iv).....'Pole painting technique'.By this new... (v)... tree can be easily grown .....(vi).....three months to a size which ..(vii).... normally have taken three years to ... (viii)..... People at first, did not understand the (ix).....but slowly and steadily, they were able to (x)...the magic and began to realize the man and his feat.

- |                      |                  |                    |                     |
|----------------------|------------------|--------------------|---------------------|
| i. a. probably       | b. approximately | c. abruptly        | d. accidentally ( ) |
| ii. a. of            | b. on            | c. with respect to | d. in spite of ( )  |
| iii. a. belonging to | b. within        | c. from            | d. to ( )           |
| iv. a. financial     | b. revolutionary | c. classical       | d. ancient ( )      |
| v. a. strategy       | b. method        | c. environment     | d. climate ( )      |
| vi. a. within        | b. during        | c. after           | d. outside ( )      |
| vii. a. shall        | b. would         | c. will            | d. can ( )          |
| viii. a. plant       | b. grow          | c. attain          | d. solve ( )        |
| ix. a. technique     | b. aspect        | c. development     | d. ideal ( )        |
| x. a. release        | b. realize       | c. reimburse       | d. show ( )         |

**7. The passage consists of six sentences. The Sentences 1is given in the beginning. The remainingfive sentences have been jumbled and labeled as P,Q,R,Sand T. Rearrangethe proper sequence of PQR and S from the alternativesa, b, c and d. 5X1=5**

S1: As the icebergs drift away from the poles, they often invade the paths of ships, and in timesof fog, cause fearful collusions.

- P. Striking an iceberg without warning in the fog, she sank quickly.
- Q. More than 1500 lives were lost.
- R. The Titanic was the largest ship in the world at that time.
- S. She was sailing from Southampton to New York with 2000 passengers and crew.
- T. The biggest disaster of this kind ever recorded was that of the Titanic.

- a. P, Q, R, S, T ( )
- b.S, Q, T, R, P
- c.Q, T, R, P, S
- d.T, S, R, Q, P,

**8. Attempt any FOUR of the following questions choosing one from each. 4X5=20**

a. **Develop**a paragraph on in 75 Words on *Disadvantages of Mobile Phones*

(OR)

b. **Write** an essay in 100 words on the *Lessons of Covid-19*

**9. Attempt ONE of the following**

**a. Prepare** a note of the following passage.

There are many specific varieties of musical instruments. They are divided into 3 main instructions according to the manner they may be performed. For example, some devices are performed via blowing air into them. These are known as wind gadgets. In some of those the air is made to vibrate inside a timber tube and these are stated to be of the wood wind circles. The examples of this circle of instrument are the flute, the clarinet and the bassoon.

Other units are product of brass. The trumpet and the horn are the examples. There are also various other wind devices which include the mouth organ and the bagpipes. Some gadgets are performed via banging or putting them. One obvious example is the drum, of which there are numerous kinds. Instruments like this are referred to as percussion gadgets.

(OR)

**b. Summarize** the text given by paraphrase it.

Albert Einstein is one of the most influential scientific figures in recent history. His theory of black holes was just confirmed a few days ago when the first picture of a black hole was photographed. It is incredible how such an influential scientific figure once had to turn down a task much more significant than him. In 1952 Einstein was offered the role of

the Israeli President since he had been considered as the best Jew in the world. The ironical part about this was that Albert Einstein wasn't even Israeli, to begin with.

**10. Attempt ONE of the following**

a. **Expand** the idea *Haste makes waste*

(OR)

b. **Create** a précis of the following text into 1/3 of its original length.

Liberalism is founded on the belief in human liberty. Unlike rats and monkeys, human beings are supposed to have "free will". This is what makes human choices the ultimate moral and political authority in the world. If you happened to be amid the riots in Washington on the day after Martin Luther King was assassinated, or in Paris in May 1968, or at the Democratic Party's convention in Chicago in August 1968, you might well have thought that the end was near. While Washington, Paris and Chicago were descending into chaos, the Soviet system seemed destined to endure forever. Yet 20 years later it was the Soviet system that collapsed. The clashes of the 1960s strengthened liberal democracy, while the stifling climate in the Soviet bloc presaged its demise.

**11. Attempt one of the letters**

a. **Write** a letter to the Municipal Commissioner of your town about the leakage of drinking water pipes in your street and the resultant water pollution causing illness.

(OR)


b. **Write** a notice to the students of your section about the industrial tour to be organized by your department. Include information about the dates, places, charges and other details.

**12. Attempt one of the following.**

a. **Write** a report on the Annual Day celebrations of your college in 75 words.

(OR)

b. You are Mukul / Mahima of Government Degree College, Guntur. Your college has organized a debate on "Social Media and its Effects" and you will be participating in it. **Prepare** your views against or in favour of the motion in 75 words.

	<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>			
CourseCode  ENG 142	<b>TITLE OF THE COURSE  A Course in Conversational Skills</b>				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	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**  
**(With effect from 2020-2021)**  
**A COURSE IN CONVERSATIONAL SKILLS**  
**SYLLABUS**

**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.AbdulKalam
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

### Textbooks:

1. Praxis Pro -III
2. Skills Enrich

### Referencebooks:

1. English Grammar & Composition-Wren & Martin
2. Advanced Grammar in Use-Martin Hewings
3. Business Vocabulary in Use-Bill Mascull

### WebLinks:

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	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
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**

Q.No.	Topic	Hrs. Allotted	No. of Questions to be given	No. of Questions to be answered	Marks
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	<b>2X5=10</b>
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	<b>2X5=10</b>
3.	<b>Language Activity:</b> 1. Greetings and Introductions 2. Request –Agreeing and disagreeing ,giving directions	15	04	02	<b>2X5=10</b>
	3. Dialogue building 4. Debate 5. Role play 6. Description		04	04	<b>4X5=20</b>
		<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)**

- 1. Answer any FOUR questions in 50 words: 4X2 ½ =10**
- a) **What** according to Nehru was the Tryst with Destiny that Indians made?
  - b) In the words of Nehru what is the opportunity given to an Indian?
  - c) **Illustrate** the message of Barack Obama’s speech?
  - d) **Summarize** the central idea of Steve Jobs’ speech.
  - e) **Describe** the core issues faced by the United States touched upon by Obama.
  - f) Explain the second story “ Love and Loss “ delivered by Steve Jobs in his speech.

**Unit – II Interviews**  
**(Analysis)**

- 2. Answer any TWO question in 75 words: 2X5=10**
- a) **Bring out the** leadership qualities necessary for India according to Kalam?
  - b) **How** does Kalam say about the management of Success and Failure?
  - c) **Analyze** Larry King’s interview with Nelson Mandela.
  - d) **Illustrate the** major changes observed by Tata in the Indian business scenario?

**Unit – III (Language Activity)**  
**(Application)**

- 3. Answer any TWO of the questions: 2X5=10**
- a) **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.
  - b) **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.

c) **Fill in** the blanks with suitable 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.

d) **Fill in** the blanks with suitable expressions 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)**

**5. Answer ALL of the questions:**

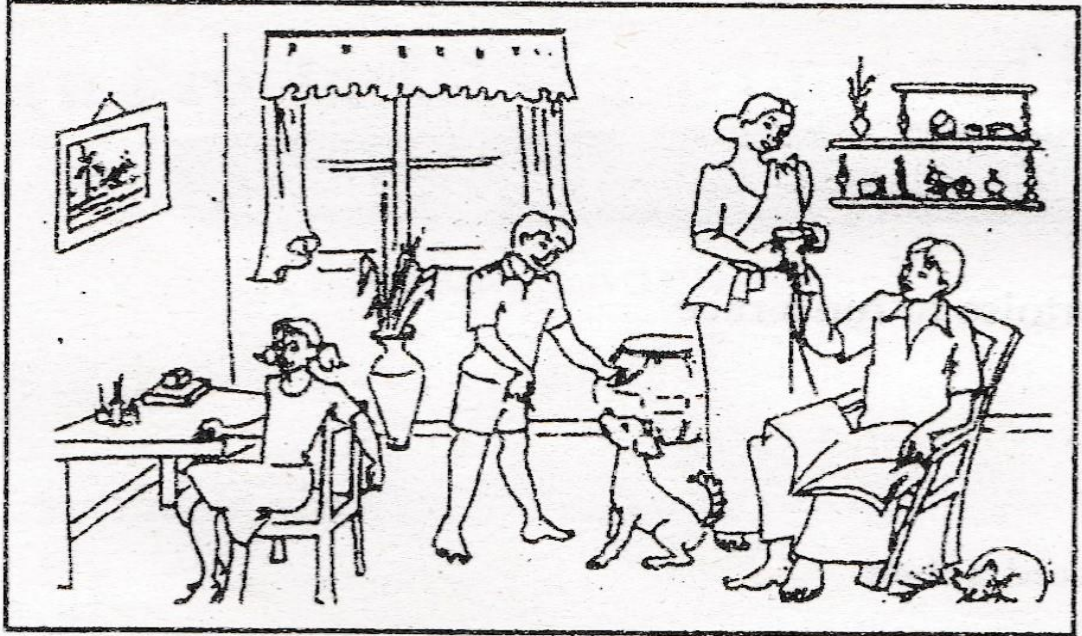
**4X5=20**


**a. Write** a dialogue between two friends discussing what program to choose in Graduation.  
(minimum 5 exchanges for each character)

**b. Write** a debate for the motion 'Online Smart classes are the future Education style'.

**c. Play** the role of a teacher and address the class on need for discipline and character.

**d. Write** a paragraph on the following Picture (75 words)



	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester Semester –IV  B.A- Economics Honours</b>			
Course Code  ENG 151	<b>TITLE OF THE COURSE  A Course in Enhancement of Professional Skills</b>				
Teaching	Hours Allocated: 90 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		5	2	-	6

### Course Objectives:

1. To make students know about self-awareness, lifeskills, soft-skills needed for Personality development.
2. To demonstrate positive Group Communication exchanges
3. To enhance professionalism at work

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Understand, analyse and develop and exhibit accurate sense of self
CO2	Learn to overcome problems
CO3	Speak with more confidence and listen carefully to build rapport
CO4	Steer conversations and enhance their professional skills
CO5	Present themselves in a Professional manner when they attend an Interview

**Paper Code: ENG 151**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**B.A Economics Honours Programme**  
**Generic Elective Course - SEMESTER – IV**  
**A Course in Enhancement of Professional Skills**  
**(With effect from 2021-2022)**

**Unit – 1**

Personality Development Definition– Introduction to Personality Development –Key elements of personality–The basic characteristics of an ultimate personality–negative factors which affect one’s personality.

**Unit – 2**

Personality development and its influence on life - Requirements for an Influential Personality – What is self-awareness? - Self –actualization –Characteristics of Self Actualizing People - Maslow's Basic Principles - Self–Esteem - Self-development–Importance of developing skills

**Unit – 3**

Communication Skills and Personality Development - Top 10 Communication Skills –The Importance of Good Communication Skills –The Four Language Skills – The importance of Language skills –What is Feed back? - Why Feed back is Essential for effective Communication

**Unit – 4**

Group Communication –Stages of group - Group Types–Methods of Group Communication- Group structure –Process of group communication –Role of individuals in group communication

**Unit – 5**

Types of Interviews –Preparing for an interview –Answering in an interview – Resume Writing and cover letter - e- mail writing - etiquette

**Textbooks:**

1. Effective Communication Skills - Marjorie Brodie
2. Personality Development and Soft Skills – Barun.K.Mitra

**Reference books:**

1. The Art and Science of Personality Development - Dan.P.Mc.Adams
2. Interview Skills –D.S.Paul and Manpreet Kaur

**WebLinks:**



1. <http://coursera.org>
2. <http://www.udemy.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	3	3	3	3	3	3	3	3	3	3
CO2	2	3	2	2	3	2	3	2	2	2	2	2	2
CO3	3	2	3	2	3	3	3	3	3	3	3	3	3
CO4	2	3	2	3	3	3	2	3	3	2	3	3	2
CO5	3	3	3	2	3	3	3	2	2	3	3	2	3

**PAPER CODE –ENG 151**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English: 2022-2023**  
**B.A Economics Honours-Semester -IV**  
**A Course in Enhancement of Professional Skills**  
**Scheme of Question Paper**

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	Personality Development Definition– Introduction to Personality Development – Key elements of personality-		<b>4</b>	<b>02 in 100 words each</b>	<b>2X5 = 10</b>
II	Personality development and its influence on life - Requirements for an Influential Personality – What is self–awareness? - Self –actualization –Characteristics of Self Actualizing People -				
III	Communication Skills and Personality Development - Top10 Communication Skills –The Importance of Good Communication Skills –The Four Language Skills – The importance of language skills – What is Feedback? -		<b>6</b>	<b>04 in 100 words each</b>	<b>4X5 = 20</b>
IV	Group Communication –Stages of group – Group Types –Methods of Group Communication- Group structure –Process of group communication –Role of individuals in group communication				
V	Types of Interviews –Preparing for an interview –Answering in an interview – Resume Writing and cover letter - e- mail writing – etiquette		<b>6</b>	<b>0 4 in 100 words each</b>	<b>4X5=20</b>
<b>Total</b>			<b>16</b>		<b>50M</b>

**Paper Code: ENG 151**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**Elective for B.A Common Elective SEMESTER – IV**  
**(With effect from 2021-2022)**  
**A Course in Enhancement of Professional Skills**  
**Model Paper**

**Time: 2 ½ Hrs.**

**Max. Marks: 50**

**I. Answer any TWO of the following in 100 words each** **2X5=10**

1. Define the word personality and discuss its elements.
2. Describe how personality development affects the various aspects of life.
3. Explain how you evolve yourself into an influential personality.
4. Name the six pillars of self-esteem.

**II. Answer any FOUR of the following in 100 words each** **4X5=20**

1. Illustrate how Communication is related to personality development.
2. Show the top ten communication skills with examples.
3. Outline the importance of good communication skills.
4. Identify and analyze the Four Language Skills.
5. Show why feedback is essential for effective communication?
6. Analyze the use of language skills in professional enhancement.

**III. Answer any FOUR of the following in 100 words each** **4X5=20**

1. Write how you prepare for a personal and a telephone interview.
2. Develop the dos and don'ts to be followed during an interview?
3. Create an email to your boss stating your inability to attend a Video Conference.
4. Justify why you have chosen a career in software instead of science or arts.
5. Write a paragraph on self-introduction with a professional focus.
6. Design a resume with cover letter for the following job advertisement.



**VIGNAN'S**  
Foundation for Science, Technology & Research  
(Deemed to be UNIVERSITY)  
-Estd. u/s 3 of UGC Act 1956



Vadlamudi, Guntur - 522 213. A.P. | Tel : 0863-2344700 Ext. 286, 361


## DATA ENTRY OPERATORS

**Essential Qualification :** Any Graduate with excellent Proficiency in MS-Office, Pagemaker and Photoshop.

**Desirable :** Candidates with experience in NAAC & NBA related works will be preferred.

**Salary** will be attractive for deserving candidates.

Send your resume to [recruitment@vignan.ac.in](mailto:recruitment@vignan.ac.in)

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
CourseCode  ENG 111	<b>TITLE OF THE COURSE</b>  <b>A Background Study of English Language and Literature</b>	<b>Semester –I B.A-P.E.JMC</b>			
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		5	1	-	4

### Course Objectives:

1. To introduce the students to the genesis and evolution of English Literature
2. To familiarize with the Social, Political, Cultural, Literary and religious background of the age
3. To understand the influence of various foreign languages on English and the process of evolution of Modern English Language

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Students understand the influence of the ideologies of the times on Literature
CO2	Students can critically appreciate the a work of Literature given the background of the age and the writer
CO3	Students review literary texts though the lens of socio-cultural and political contexts of the times
CO4	Students compare and contrast languages in terms of systematic differences in terms of Phonology, Morphology, Syntax and Semantics
CO5	Students comprehend the way mass media uses language to persuade, inform and entertain

**PAPER CODE: ENG 111**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**I YEAR B.A., SPECIAL ENGLISH**  
**A BACKGROUND STUDY OF ENGLISH LANGUAGE AND LITERATURE**  
**SEMESTER – I**  
**2022-2023**  
**SYLLABUS**

**Unit – I: History of English Literature: Ages**

1. Study of Literature – Uses
2. The old English [450AD -1066AD] - Middle English [450 AD -1500AD]
3. The Renaissance period - Elizabethan period[1500-1603]
4. The Jacobean period - Caroline period[1603-1649]

**Unit – II :History of English Literature: Ages**

1. The Puritan period - Restoration period - Augustan period[1700-1785]
2. The Romantic period - Victorian period[1785 -1901]
3. The Modern period - Inter- war period - Mid 20th century [1890– till date]

**Unit – III:History of English Language : Development**

1. The Old English ( 450 A.D-1066 A.D)
2. Scandinavian influence on English Language
3. Latin influence on English Language
4. Greek Influence on English Language
5. French Influence on English Language

**Unit – IV : Study of Vocabulary**

1. Word Making
2. Semantics

**UNIT V : English for Journalists by Wynford Hicks**

1. What Kind of English?
2. Grammar : The Rules

**Textbooks:**

1. The Master of English Literature-Stephen Gwynn-Surjeet Publications
2. A Background to the study of English Literature-B.Prasad
3. History of English Literature-Edward Albert

### Referencebooks:

1. Asian Drama-Gunnar Myrdal
2. The Masters of English Literature-Stephen Gwynn-Surjeet Publications

### Web Links :

1. <https://english.biu.ac.il> › node
2. <https://www.internationalstudent.com> › study-literature
3. <https://leverageedu.com>
4. <https://in.top10quest.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	2	2	3	3	2	2	2	3	3	3	3
CO2	2	3	3	3	2	2	2	3	3	2	3	2	3
CO3	3	2	2	3	2	3	3	2	3	3	2	3	2
CO4	3	3	3	2	3	2	2	2	2	2	3	2	3
CO5	2	3	2	2	3	3	3	2	3	3	3	3	3

**PAPER CODE: ENG 111**  
**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**I YEAR B.A., SPECIAL ENGLISH: 2022-2023**  
**SEMESTER – I**  
**Pattern of Question Paper**

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	History of English Literature: Ages 1. Study of Literature – Uses 2. The old English [450AD -1066AD] - Middle English [450 AD -1500AD] 3. The Renaissance period - Elizabethan period[1500-1603] 4. The Jacobean period - Caroline period[1603-1649]	10	04	02 in 100 words each.	2X6=12
II	History of English Literature: Ages 1. The Puritan period - Restoration period - Augustan period[1700-1785] 2. The Romantic period - Victorian period[1785 -1901] 3. The Modern period - Inter- war period - Mid 20th century [1890– till date]	10	04	02 in 75words each.	2X4=8
III	History of English Language: Development 1. The Old English ( 450 A.D-1066 A.D) 2. Scandinavian influence 3. Latin influence 4. Greek Influence 5. French Influence	10	04	02 in 100 words each	2X6=12
IV	Study of Vocabulary 1.Word Making 2. Semantics	10	04	02 in 75 words each.	2X4=8
V	English for Journalists by Wynford Hicks 1. What Kind of English? 2. Grammar : The Rules	10	06	02 in 50 Words each	2X3 = 6
VI	MCQ	10	8 Items	8 Items	8X1/2=4
Total		60	30	18	50M

**PAPER CODE: ENG 111**  
**Government College (A) Rajahmundry**  
**I YEAR B.A., SPECIAL ENGLISH**  
**A BACKGROUND STUDY OF ENGLISH LITERATURE AND LANGUAGE**  
**SEMESTER – I (2022-2023)**  
**Model Question Paper**

**Time: 2 ½ Hrs.**

**Max. Marks: 50M**

---

**1. Answer any TWO of the following in 100 words each** **2X6=12M**

- a. Write a precise note on Literature and explain the use of studying Literature.
- b. Demonstrate the various important ages and writers of English Literature?
- c. Explain the contribution of Shakespeare to English Literature?
- d. Summarize the Renaissance and its significance in English Literature?

**2. Answer any TWO of the following in 75 words each** **2X4=8M**

- a) Explain what is Restoration Age? And write a brief note on its characteristic features.
- b) Summarize the characteristic features of Victorian Age in English Literature.
- c) Outline the modern English literature and its features.
- d) Make a precise note on the significance of Puritanism in English literature.

**3. Answer any TWO of the following in 100 words each** **2X6=12M**

- a) Develop an idea on the use of study of language?
- b) Construct an idea on the features of Old English Language?
- c) Identify the impact of French influence on English Language?
- d) Construct a note on the influence of Latin Language on English?

**4. Answer any TWO of the following in 75 words each** **2X4=8M**

- a) Explain Portmanteau Words
- b) Develop what is Generalization
- c) Identify what is Grammatical Gender
- d) Select few French words pertaining to medicine.

**5. Answer any TWO of the following in 50 Words each** **2X3 = 6 M**

- a) 17. Develop the idea what “Britishism“ ?
- b) 18. Judge the author’s views on “Americanism”
- c) 19. What is the importance of rules of Parts of speech?
- d) 20. Elaborate the structure of clauses and phrases.



**6. Fill in the blanks with appropriate choice:**

**8X½ =4M**

A.. 'By' in Scandinavian means..... ( )

- a. with                      b. village                      c. Farm                      d. hous e

B..A sonnet is a poem of ----- lines ( )

- a. 12                      b. 10                      c. 14                      d. 16

C..The Possessive Case expressed by 'Of' is a result of ..... Influence ( )

- a. Greek                      b. Latin                      c. Frenchd. Celtic

D.The Period of Old English is ..... ( )

- a. 450-1100                      b. 1100-1500                      c. From 1500                      d. 1600-1660

E..Latin Influence was a result of ( )

- a. Missionaries                      b. Caesar                      c. Jesus                      d. Celtics

F..Norman Conquest was connected with ( )


- a. Alfred                      b. John                      c. Augustus                      d. Scandinavians

G..Renaissance was related to this city ( )

- a. London                      b. Greece                      c. Moscow                      d. Constantinople

H..Old English followed this gender system ( )

- a. Natural                      b. Grammatical                      c. Mongrel                      d. Unique

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
CourseCode  ENG 107	<b>TITLE OF THE COURSE</b>  <b>History of English Literature – Drama and Poetry &amp; Literary Forms</b>	<b>Semester –II B.A-P.E.JMC</b>			
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		5	1	-	4

### Course Objectives:

- 1.To introduce the political, religious, social and cultural milieu of England during the period.
- 2.To familiarize the students with the Elizabethan spirit and the movements prevalent during that age
- 3.To focus on the history, growth and development of the dominant genres of the age

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Students will be able to review the literary texts through the lens of Socio-cultural and political contexts of the time
CO2	Students will be able to appreciate the style of the classics reflecting the works of the age
CO3	Students will be able to understand the spirit and ideologies of the time
CO4	Students will be able to understand the technical aspects of drama as genre
CO5	Students will be able to understand the nuances of Poetry

**PAPER CODE: ENG 107**  
**Government College (A) Rajahmundry**  
**I YEAR B.A., SPECIAL ENGLISH**  
**HISTORY OF ENGLISH LITERATURE – DRAMA AND POETRY & LITERARY**  
**FORMS**  
**SEMESTER – II (2022-2023)**  
**SYLLABUS**

**Unit – 1 (History of English Literature)**

1. Renaissance
2. Elizabethan Period
3. Jacobean period

**Unit -- 2 (Figures of Speech)**

1. Allegory
2. Alliteration
3. Metaphor
4. Personification
5. Simile

**UNIT – 3 (Literary Terms )**

1. Comedy
2. Tragedy
3. Morality Plays
4. Miracle Plays
5. Mystery Plays

**Unit – 4 (Drama)**

1. Shakespeare’s Twelfth Night

**Unit- 5 (Poetry)**

1. Shakespeare: Sonnet No. 116( Additional Input)
2. Milton: “Extract from Paradise Lost Book- IX”  
(Fall of Adam and Eve )

**Textbooks:**

1. A History of English Literature –legouis and Cazamin
2. Literary Terms –MH.Abrahms

### Referencebooks:

1. Asian Drama-Gunnar Myrdal
2. The Masters of English Literature-Stephen Gwynn-Surjeet Publications

### WebLinks:

1. <https://uk.life123.com> › Results › English study
2. <https://www.vedantu.com> › English › Figure of S

### 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	2	3	3	2	3	3	3	3	3
CO2	2	3	2	2	3	2	3	3	2	2	3	2	2
CO3	3	2	3	3	2	3	2	3	2	3	2	3	3
CO4	3	3	3	2	3	3	3	2	3	2	3	2	3
CO5	2	2	2	3	2	2	3	3	3	3	2	3	2

**PAPER CODE: ENG 107**  
**Government College (A) Rajahmundry**  
**I YEAR B.A., SPECIAL ENGLISH**  
**HISTORY OF ENGLISH LITERATURE – DRAMA AND POETRY & LITERARY**  
**FORMS**  
**SEMESTER –II (2022-2023)**  
**Pattern of Question Paper**

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	Renaissance Period – Historical background – Social and literary influence – Features of the Age – Elizabethan Period – Jacobean Period – Historical background – Social and literary influences – Features of the Age	15	04	02 in 100 words each.	<b>2X5=10</b>
II	Simile; Metaphor; Personification; Allegory; Alliteration	5	04	02 in 50 words each.	<b>2X2=04</b>
III	Tragedy, Irony , Comedy, Mystery Play, Morality play and Miracle play	5	02	02 in 50 words each	<b>2X2=04</b>
IV	Shakespeare’s Twelfth Night	15	04	02 in 100 words each.	<b>2X5=10</b>
V	Milton: “Extract from Paradise Lost Book- IX” (Fall of Adam and Eve) Shakespeare: Sonnet No. 116 (additional Input)	10	04	02 in 100 word each.	<b>2X5=10</b>
VI	Mcqs	10	6 Items	6 Items	<b>6X1=6</b>
VII	Matching		6 Items	6 Items	<b>6X1=6</b>
<b>Total</b>		60	30	22	<b>50M</b>

**PAPER CODE: ENG 107**  
**Government College (A) Rajahmundry**  
**I YEAR B.A., SPECIAL ENGLISH**  
**HISTORY OF ENGLISH LITERATURE – DRAMA AND POETRY & LITERARY**  
**FORMS**  
**SEMESTER – II**  
**2022-2023**  
**Model Question Paper**

**Time: :2 ½ Hrs.**

**Max. Marks: 50M**

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**1. Answer any Two of the following in 100 words each** **2X5=10M**

- a. Define Renaissance and mention the characteristic features
- b. Describe the literary development during Renaissance
- c. Explain the socio and political development during the Jacobean Age
- d. Identify and make a note on the major writers of the Jacobean Age?

**2. Describe any Two of the following in 50 words each** **2X2=4M**

- a) Simile
- b) Metaphor
- c) Personification
- d) Allegory

**3. Describe any Two of the following in 50 words each** **2X2=4M**

- a) Tragedy
- b) Comedy
- c) Chronicle Play
- d) Classical Unities

**4. Answer any Two of the following in 100 each** **2X5=10M**

- a) Sketch the character of Viola
- b) Compare and contrast the characters of Sebastian and Olivia.
- c) Examine the significance of the title “Twelfth Night”
- d) Explain Twelfth Night as a Romantic Comedy

**5. Answer any Two of the following in 100 words each** **2X5=10M**

- a) Evaluate the character of Satan in Paradise Lost
- b) Summarize the theme of Paradise Lost
- c) Write a note on Shakespearean Sonnet
- d) Estimate what are Shakespeare’s views on Love?


**6. Fill in the blanks with appropriate Choice:** **6X1=6M**

- A. Marlow, Greene, Nash etc. came to be known as.....  
 a. Intellectuals    b. University Wits    c. The Trio    d. Scholars (    )
- B. A Simile usually employs this word .....  
 a. like    b. love    c. hate    d. Than (    )
- C. The Morality play deals with.....  
 a. mysteries    b. miracles    c. good & evil    d. magic (    )
- D. ----- is a comic character in Twelfth Night.  
 a. peak    b. puck    c. pyke    d. peek (    )
- E. An Epic invariably has -----  
 a. Invocation    b. Prologue    c. epilogue    d. preamble (    )
- F. Dr. Faustus was written by ....  
 a. Marlowe    b. Shakespeare    c. Thomas Kyd    d. Ben Johnson (    )

**7. Match the words under A with those under B In the following:**

**6X1=6M**

- | A                         | B                        |
|---------------------------|--------------------------|
| i. Shakespeare (    )     | a. Deals with Histories  |
| ii. Milton (    )         | b. Blind poet            |
| iii. Marlowe (    )       | c. Paradise lost         |
| iv. Chronicle play (    ) | d. 155 Sonnets           |
| v. Blank Verse (    )     | e. Tamburlaine the Great |
| vi. Kyd (    )            | f. Spanish Tragedy       |

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>
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CourseCode	<b>TITLE OF THE COURSE</b> <b>History of English Literature – Prose and Drama, Forms &amp; Terms</b>	<b>Semester –III</b> <b>B.A-P.E.JMC</b>			
ENG 108					
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**

- a. Restoration
  - Characteristic features
  - Major writers of diff. genres
  
- b. Augustan Period (17th & 18th c.)
  - Characteristic features
  - Major writers of diff. genres

**UNIT II- Literary forms and terms**

- a. Satire
- b. mock-epic
- c. heroic couplet
- d. epistle
- e. heroic tragedy
- f. comedy of manners
- g. sentimental comedy
- h. periodical essay
- i. picaresque novel
- j. epistolary novel

**UNIT III- Poetry**

- a. Pope: Extracts from The Rape of the Lock (Canto 1)

**UNIT IV-Prose**

- a. Jonathan Swift: Gullivers' Travels

**UNIT V-Drama**

- a. William Congreve: The Way of the World

**Textbooks:**

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

**Referencebooks:**

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

### WebLinks:

1. <https://leverageedu.com> › Blog
2. <https://www.quora.com> › Is-Gullivers-Travels-by-Jonatha
3. <https://writersinspire.org> › content › Jonathan-swift-gulliv...

### 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	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**  
**History of English Literature- Prose and Drama,Forms& Terms**  
**2022-2023**  
**Pattern of Question Paper**

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	Restoration age and Augustan Age – Political and Socio-Economic Situation – Characteristic Features - Major writers and works. –	10 Hrs.	04	02 100 words each	2X4=08
II	Literary Forms and Terms – definitions – examples	5 Hrs.	06	04 50 words each	4X2=08
III	Poetry – Alexander Pope’s “Rape of the Lock” – background to the age – Theme - background of the poem	10 Hrs.	04	02 100 words each	2X4=08
	Character study – mock heroic element – supernatural machinery etc.				
IV	Prose–Gulliver’s Travels- Jonathan Swift Theme – background	15 Hrs.	04	02 100 words each	2X4=08
	major and minor characters – Progression of the novel – Important Episode				
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				
Total		60 Hrs.	32	22	50M

**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**

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**1. Answer any Two of the following Questions in 100 words each: 2X4=8M**

- a. Explain the characteristics of Restoration Age
- b. Summarize the literary contributors of the Restoration Age?
- c. Describe the features of the Augustan Age?
- d. Define the major writers of the Augustan Age.

**2. Define any FOUR of the following in 50 words each 4X2=8M**

- a. Satire
- b. mock-epic
- c. heroic tragedy
- d. comedy of manners
- e. sentimental comedy
- f. periodical essay

**3. Answer any TWO of the following Questions in 100 words each: 2X4=8M**

- a. Analyze Rape of the Lock as a mock epic
- b. Examine the character of Belinda
- c. Rape of the lock is a satire on the artificial social manners of the times. –Explain
- d. Summarize the family feud that serves as a background to Rape of the Lock?

**4. Answer any TWO of the following in 100 words each: 2X4=8M**

- a. Sum up a note on the Land, People and the King of Lilliput.
- b. Create an account on Gulliver’s experiences on the Land of Lilliput.
- c. Estimate how Gulliver was received at Lagado?
- d. Summarize the ghostly countenance of the attendants at the island of Glubbudubdrib.

**5. Answer any TWO of the following in 100 words each: 2X4=8M**

- A. Show “The Way of the world” as a comedy of humors.
- B. Sketch the character of “Lady Wishfort”.
- C. Draw contrast between Mirabel and Fainall.
- D. Summarize how the problem resolved at the end of the drama “The Way of the World?”

**7. Choose the right answer from the multiple choice questions: 10X1=10M**

- A. 18<sup>th</sup> Century English literature has not been called ( )
- a. Augustan Age
  - b. Neoclassical Age
  - c. Age of Reason.
  - d. Literary Age

B. ‘The Augustan Age’ comes from Augustan writers such as ( )

- e. Virgil and Horace
- f. Aristotle and Socrates
- g. Pope and Dryden
- h. Euripides and Sophocles

C. Augustan Age was the period after the Restoration era to the death ( )

- i. Alexander Pope
- j. Dryden
- k. Swift
- l. Steele

D. Who is not the major writer of the Restoration age? ( )

- m. Pope
- n. John Dryden
- o. Jonathan Swift
- p. Charles Lamb

E. .... forms the link between Restoration and Augustan literature ( )

- a. Dryden
- b. Swift
- c. Pope
- d. Addison

F. Dryden's ..... were highly admired ( )

- a. Satires
- b. Lyrics
- c. Odes
- d. sonnets

G. Alexander Pope is associated with ..... ( )

- a. Sonnets
- b. Epics
- c. Mock epic
- d. Drama

H. "Essay on criticism" is the work of ..... ( )


- a. Pope
- b. Dryden
- c. Swift
- d. Addison

I. This is the work of William Congreve ( )

- a. The Tempest
- b. Double Dealer
- c. The Jew of Malta
- d. Pickwick Papers

J. The Age of Restoration marks the Restoration to power of ..... ( )

- a. Pope
- b. Dryden
- c. Swift
- d. Charles II

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>
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Course Code	<b>TITLE OF THE COURSE</b> <b>History of English Literature-Prose and Novel, Forms &amp; Terms</b>	<b>Semester –IV</b> <b>B.A- P.E.JMC</b>			
ENG 109					
Teaching	Hours Allocated: 60 (Theory)	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**

- a. Romantic Period
- b. Victorian Periods

**UNIT II: Literary Forms**

- a. Autobiography
- b. Regional Novel
- c. Historical Novel
- d. Sentimental Novel

**UNIT III :Literary Terms**

- a. Antagonist
- b. Flat Character
- c. Round Character
- d. Protagonist

**UNIT IV: Poetry**

- a. John Keats : ‘Ode to a Nightingale’
- b. Robert Browning : Rabi ben Ezra( **Modification**)

**UNIT V: Prose**

- a. 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-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	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=8
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 )**

- 1. Answer any TWO of the following in 100 words each: 2X4=8M**
- a. **Examine** the characteristics of the Romantic Age in English Literature.
  - b. **Assess the achievements of the major writers of the Romantic Age**
  - c. **Analyse the major features of the Victorian Age in English Literature.**
  - d. **Critically evaluate the eminent writers of the Victorian Age.**

**UNIT-II (Create)**

- 2. Write a note on any FOUR of the following in 50 words each: 4X4=16M**
- a. Autobiography
  - b. Regional Novel
  - c. Melodrama
  - d. Flat character
  - e. Historical Novel
  - f. Round character
  - g. Gothic novel
  - h. Protagonist

**UNIT-III (Application and Analysis)**

- 3. Answer any Two of the following Questions in 75 words each: 2X4=8M**
- a. Keats poem “Ode to Nightingale” holds mirror to his negative Capability – **illustrate**.
  - b. **Analyze** the views expressed by Keats in his Ode to Nightingale.
  - c. **Assess** Browning’s contribution to the literature of the Victorian Era.
  - d. **Interpret** Browning’s poem “Rabi ben Ezra” as dramatic monologue.


**UNIT-IV (Application and Analysis)**

- 4. Answer any TWO of the following in 75 words each: 2X4=8M**
- a. “Room of One’s Own” is a feminist novel – **Illustrate**.
  - b. Why does a woman need a room of her own according to Woolf?
  - c. **Relate** the experiences of a girl in London as narrated by Woolf in “Room of One’s Own.”
  - d. **Sketch** the character of Judith Shakespeare.

**UNIT-V (Knowledge & Understanding)**

**5. Choose the right answer from the multiple-choice questions: 10X1=10M**

- A..Prelude is a master piece written by ..... ( )**  
a. Wordsworth c. Shelley  
b. Keats d. Byron
- B..The Romantic Period is largely influenced by ( )**  
a. French Revolution c. Unification of Germany  
b. American Revolution d. Unification of Italy
- C..The works of .....and.....influenced Romantics ( )**  
a. Rousseau and Godwin c. Keats and Byron  
b. Aristotle and Socrates d. Addison and Steele
- D..The Lyrical Ballads was published during..... ( )**  
a.1798 – 1800 c. 1988 – 2000  
b.1888 – 1900 d. 1688 – 1700
- E..Who gave the slogan “Nature is the best teacher?” ( )**  
a. Wordsworth c. Shelley  
b. Coleridge d. Keats
- F..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
- G..The famous poet and critic and the champion of values among Victorians ( )**  
a. Ruskin c. Arnold  
b. Tennyson d. pope
- H..A Room of One’s Own is a ..... ( )**  
a. Domestic Comedy c. Feminist novel  
b. Sentimental Comedy d. Tragicomedy
- I..Robert Browning excelled in writing ( )**  
a. Dramatic Monologues c. Idylls  
b. Soliloquies d. Sonnets
- J..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</b>
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Course Code	<b>TITLE OF THE COURSE</b> <b>GLIMPSES OF WORLD LITERATURE</b>	<b>Paper -V</b> <b>B.A- P.E.JMC</b>			
ENG 146					
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	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 Global literary trends.
2. To gain an understanding of literary texts within social, cultural and historical contexts.
3. To analyze and evaluate the Post-colonial traits of the literary works that come under 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**

Silence! The Court is in Session – Vijay Tendulkar (Indian)

**UNIT IV: FICTION**

July's People – Nadine Gordimer (South African)

**UNIT V : SHORT STORY**

1. I Stand Here Ironing - Tillie Olsen (American)
2. Pork Seller's Advice - Lee Roy, Robinson (Sri Lankan) **(Modification)**
3. The Lady's Maid - Catherine Mansfield (New Zealand) **(Additional Input)**
4. Imperfect Homes - Anere Babyn (Canadian) **(Additional Input)**

**Textbooks:**

1. July's People – Nadine Gordimer
2. Silence! The Court is in Session – Vijay Tendulkar

**Reference books:**

1. An Anthology of Commonwealth Poetry - C.D. Narasimhaiah, Trinity Press, 2014.
2. Collected Plays in Translation - Vijay Tendulkar, Samik Badyopadhyay, Oxford University Press, 2004.

**WebLinks:**

1. <http://www.britannica.com/art/African-Literature>
2. <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	8 Hrs.	04	02 in 100 words each	2X4= 8
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)	10 Hrs.	04	02 in 100 words each	2X4= 8
III	<b>Drama :</b> Silence! The Court is in Session (Indian)- Vijay Tendulkar	15 Hrs.	04	02 in 100 words each	2X4 = 8
IV	<b>Fiction :</b> July’s People- Nadine Gordimer (South African)	15 Hrs.	04	02 in 100 words each	2X4= 8
V	<b>Short Story :</b> A. 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)	10 Hrs.	04	02 in 100 words each	2X4= 8
	<b>B. Multiple Choice Questions</b> <b>C. Match the Following</b>	2 Hrs.	05 05	05 05	5X1= 5 5X1 = 5
Total		60 Hrs.	30	20	50M

**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 ½ Hrs**

**Max. Marks: 50 M**

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**UNIT I (Analysis & Evaluation)**

**1. Answer any TWO of the following questions in 100 words each: 2X4=8**

- a) **Attempt** a brief survey of World literature.
- b) **Assess** the contribution of Greeks and Romans to world literature?
- c) **Explain** the role played by humanism in World literature?
- d) Critically **evaluate** Shakespeare’s influence on World Literature.

**UNIT II (Evaluation & Creation)**

**2. Answer any TWO of the following questions in 100 words each: 2X4=8**

- a) Critically appreciate Akhmatova’s poem “How I Taught Myself to Live Simple”.
- b) **Write** the central idea of A. D. Hope’s “The Sacred Way” .
- c) **Write the theme** of the poem “Winter Rain” by Daud Kamal.
- d) **Write** a short note on Walcott’s views as reflected in his poem “A City’s Death by Fire”.

**UNIT III (Application & Analysis)**

**3. Answer any TWO of the following questions in 100 words each: 2X4=8**

- a) How does Sukhatme glorify motherhood in “Silence? The Court is in Session”?
- b) **Estimate** Vijay Tendulkar's art of characterization in “Silence!
- c) Examine “Silence! The Court is in Session” as a social satire
- d) Write a note on theme of the play “Silence! and the court in session”.

**UNIT IV (Evaluation & Creation)**

**4. Answer any TWO of the following questions in 100 words each: 2X4=8**

- a) 13. Comment on the political background of the novel “July’s People”
- b) 14. “July’s People” explores the personal and social upheaval – justify.
- c) 15. Write a short note on the theme of racism in “July’s People”
- d) 16. How did power play a dominant role in “July’s People?”

**UNIT V (Application & Analysis)**

**5. Answer any TWO of the following questions in 100 words each: 2X4=8**

- a) **Present** the theme of Oslén’s “I Stand Here Ironing” (app)
- b) Analyze the Short story “Pork Seller’s Advice” (ana)
- c. Write the central theme of Catherine Mansfield’s “The Lady’s Maid” (ana)
- d. What does Anere Babyn convey in “Imperfect Homes”? (ana)

**UNIT V (Knowledge and Understanding)**



**6.Match the following**

**5X1=5M**

- |                        |     |                  |
|------------------------|-----|------------------|
| 1. A.D Hope            | ( ) | a. New Zealadian |
| 2. Anna Akhmatova      | ( ) | b. South African |
| 3. Nadine Gordimer     | ( ) | c. Australian    |
| 4. Catherine Mansfield | ( ) | d. Greek         |
| 5. Homer               | ( ) | e. Soviet        |

**7.Answer the following questions choosing the appropriate option.**

**5X1=5M**

- A. Who received Padma Bhushan in 1984? ( )  
a. Vijay Tendulkar  
b. Sachin Tendulkar  
c. Gordimer  
d. Mansfield
- B. .... is notorious for his talent to offend his countrymen. ( )  
a. Homer  
b. Anna Akhmatova  
c. A.D Hope  
d. AnereBabyn
- C. Who among the following was born and raised in Wellington? ( )  
a. A.D Hope  
b. Anna Akhmatova  
c. Catherine Mansfield  
d. Nadine Gordimer
- D. .... wrote |”Remote Beginnings” ( )  
a. A.D. Hope  
b. Daud Kamal  
c. Derek Walcott  
d. Nadine Gordimer
- E. Who is the central protagonist of the novel “July’s people ? ( )  
a. Maureen Smales  
b. Bam Smales  
c. July  
d. Martha

**ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION**  
(A Statutory Body of the Government of AndhraPradesh)

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 FOUR Alternative Pairs of SECs)

Univ. Code	Course No. 6 & 7	NameoftheCourse	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 FOUR 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 P.E.JMC Semester-V,P –VI</b>			
CourseCode ENG 147	<b>TITLE OF THE COURSE English Language Teaching Skills</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**

**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

**Textbooks:**

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.

## WebLinks:

1. <https://www.nypl.org/help/community-outreach/immigrant-services/learn-esol-online-resource>
2. <https://www.eslvideo.com/>

## 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	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**

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	<b>UNIT I :</b> 1. Concepts in Teaching English as a Second Language 2. Different Methods and Levels of Teaching English	12 Hrs.	<b>Part A</b> <b>10</b>	<b>05 in 150 words each</b>	<b>5X6 =30</b>
II	<b>UNIT II :</b> 1. Contextualization of Grammar Teaching 2. Teaching Writing Skills	12 Hrs.			
III	<b>UNIT III :</b> 1. Teaching English Literature (Prose, Poetry, Fiction and Drama) 2. Lesson Planning & Materials	12 Hrs.	<b>Part B</b> <b>10</b>	<b>05 in 75 words each</b>	<b>5X3=15</b>
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>Part C</b> <b>05</b>	<b>05</b>	<b>5X1=5</b>
		<b>60 Hrs.</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
2. Language Proficiency
3. Contextualizing Tense
4. 5 step writing process
5. Teaching Literature
6. Format of lesson plan
7. Managing large classrooms
8. Business English
9. Online Language learning tools
10. Assessment methods

PART - C

III.Fill in the blanks with appropriate choice.


5X1=5

11. 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
  - b. Prof. CJ Dodson**







	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester Semester –V,P-VII B.A- P.E.JMC</b>			
CourseCode  ENG 148	<b>TITLE OF THE COURSE</b>  <b>Skills and Procedures of Translation (English and Telugu)</b>				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	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**

**Skills and Procedures of Translation (English andTelugu)**

**Paper – VII (7A)**

**SYLLABUS: 2022-2023**

**UNIT I :**

1.Types of Translation & Tools

(IntersemioticTranslation& Types of Dictionaries,Thesarus,Encyclpaedia,Online Resources )

2.Central Issues in Translation : A Multicultural Interaction

(Language,culture,Equivalence,Loss and Gain in Translation)

**UNIT II :**

1.Phonetic Translation

(Technical,Mediaand Medical)

2.Literary Translation

(Translation of Creative writing )

**UNIT III :**

1.Strategies& Procedures (True Translation),Literal

Translation,FreeTranslation,

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

### Textbooks:

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.

### Referencebooks:

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

### WebLinks:

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**

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	UNIT : I Types of Translation & Tools (Interlingual, Intra lingual and Intersemiotic Translation & Types of Dictionaries, Thesarus, Encyclpaedia, Online Resources ) 2. Central Issues in Translation : A Multicultural Interaction (Language, culture, Equivalence, Loss and Gain in Translation)	12 Hrs.	<b>Part A</b> <b>10</b>	<b>05 in 150 words each</b>	<b>5X6=30</b>
II	UNIT : II 1. Phonetic Translation (Technical, Media and Medical) 2. Literary Translation (Translation of Creative writing )	12 Hrs.	<b>Part B</b> <b>10</b>	<b>05 in 75 words each</b>	<b>5X3=15</b>
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.			
IV	UNIT : IV 1. Translating Short Fiction, Prose & Poetry 2. Translating for the Print Media & Advertisements	12 Hrs.	<b>Part C</b> <b>5</b>	<b>5</b>	<b>5X1=5</b>
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**

**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

**PART - C**

**III. Match the following**

**5X1=5**

1. **The word Translation is derived from the ..... term ‘translatum’( )**  
a. Norse  
b. Greek  
c. **Latin**  
d. German
  
2. **..... is translation within the same language. ( )**  
a. **Intralingual**  
b. Interlingual  
c. Intersemiotic  
d. Transparaency
  
3. **..... is the study of sign and sign systems in language. ( )**  
a. Phonology  
b. Pragmatics  
c. Phonetics  
d. **Semiotics**
  
4. **.....is faithfulness and accuracy to the Source Language text. ( )**  
a. **Fidelity**  
b. Commitment  
c. Reverence  
d. Distortion
  
5. **Traditionally, the ..... Was considered inferior to the author. ( )**  
a. Poet  
b. **Translator**  
c. Narrator  
d. Novelist



**Paper Code – CC 118**  
**GOVERNMENT COLLEGE(A),RAJHMUNDRY**  
**Department of English**  
**CERTIFICATE COURSE IN ENGLISH FOR COMPETITIVE EXAMINATIONS**

**Purpose & Objectives :**

- 1.The purpose of the Certificate Course is to provide knowledge,skills and aptitude for securing jobs in Government sector and 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 2022 to December 2022.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 :**

S.no	Credits	Hours (60)	
		Instuctional 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 component.(25 Marks in written + 25 Marks in Oral Examination)

**Note :**

Student Activities like Practice,Analysis,Reviews,Seminars,Assignments,GroupDiscussions,Casestudies,FieldWork, Surveys,StudyProjects,Models and Watching videos are part of the Curriiculum for the Certificate Course. The Teacher shall identify appropriate activities for each.

**Paper Code – CC 118**  
**GOVERNMENT COLLEGE(A),RAJHMUNDRY**  
**Department of English**  
**CERTIFICATE COURSE IN ENGLISH FOR COMPETITIVE EXAMINATIONS**  
**SYLLABUS**

**Topics :**

**1.Comprehension Passages**

- a.Skimming
- b.Scanning
- c.Summarizing

**2.Correction of Sentences**

**3.Parts of Speech**

- i.Definition
- ii.Identification
- iii.Convention

**4.Articles**

- i.Definition
- ii.Types
- iii.Use

**5.Prepositions**

- i.Definition
- ii.Types
- iii.Confusing pairs of prepositions
- iv.Prep. with Nouns, Verbs and Adjectives

**6.Conjunctions**

- i.Definition
- ii.Types
- iii.Use

**7.Tense**

**8.Agreement**

**9.Speech**

**10.Voice**

**11.Idioms and Phrasal verbs**

**12.Analysis of Sentences (Simple,compound and Complex)**

**13.Scrambled Sentences**

**14.Vocabulary study**

- a.One word Substitutes
- b.Words often confused

**15.Essay Writing**

**16.Precis Writing**

**17.Expansion**

**PAPER CODE : CC118**  
**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**DEPARTMENT OF ENGLISH**  
**CERTIFICATE COURSE IN ENGLISH FOR COMPETITIVE EXAMS**  
**MODEL QUESTION PAPER**

**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?**

1. He punished his herd members and told them to leave the jungle.
2. He went to Benares to report the happenings of the herd to the king.
3. With the help of the king's soldiers he got the herd members killed.
4. He and his mother left the herd behind.
5. None of these

**2. Why did the white elephant's mother never receive the fruit sent by her son?**

1. The other members of the herd would eat up the fruits themselves instead of taking them to her
2. The King's soldiers blocked her food supply in order to make her weak and capture her to be taken to the king
3. Because the king would never let any food sent by the white elephant reach his mother
4. Because the ungrateful forester sold the fruits collected by the white elephant in Benaras
5. None of these

**3. Why did the white elephant collect food for his mother daily?**

1. The king did not provide food to the elephant's mother.
2. All the elephants from the herd refused to collect food for the old mother elephant.
3. The elephant's mother could not feed herself.
4. The white elephant's mother would not accept food from anyone but her son.

5. None of these.
- 4. Why was the white elephant upset to see the forester along with the King's soldiers?**
1. He had invited only the forester and not the King's soldiers to the forest.
  2. The King's soldiers had arrested the forester for concealing the whereabouts of the white elephant.
  3. He did not expect such ingratitude from the forester as he had helped him once.
  4. The forester, along with soldiers, had captured the white elephant's mother
  5. None of these.
- 5. Which of the following is true in the context of the passage?**
1. The forester could never go back to Benaras from the forest.
  2. The white elephant's herd members were cooperative and honest.
  3. The forester ultimately became a good friend of the white elephant.
  4. The white elephant's mother was finally left alone in the forest.
  5. 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**

1. Hid
2. Departed
3. Escaped
4. Disintegrated
5. Strayed

**7. SPOTTED**

1. Blemished
2. Experienced
3. Appeared
4. Projected
5. Saw

**8. STRUGGLE**

1. Hardship
2. Adversity
3. Fight
4. Striving
5. Argument

**DIRECTIONS: Choose the word which is MOST OPPOSITE in meaning to the word printed in bold as used in the passage**

9. **FEEBLE**

1. Strong
2. Intense
3. Unbreakable
4. Preserved
5. Substantial

10. **EDGE**

1. Blunt
2. Beginning
3. Indoors
4. Interiors
5. 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.

1. Student waited anxiously
2. Students waiting anxiously
3. Students waited anxiously
4. Students waited anxious
5. No correction required

12. Through a fortuitous circumstance, Rakhi met her childhood friend on the bus on which **she was travelled**

1. She was travelling
2. She did travel
3. She has travelling
4. She were travelling
5. 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

1. Before on the next
2. Before in the last
3. Before at the last
4. Previously in the next
5. No correction required

14. The salaries and the perks of the employees in this institution **are not in according** with the rest of the industry

1. Are not in accordance
2. Is not in accordance
3. Are not according
4. Is not on accordance
5. No correction required

15. The soldiers deployed in the town **were instructed to exercising** restraint and handle the situation peacefully

1. Was instructed to exercising
2. Were instructed for exercise
3. Were instructed to exercise
4. Was instructing to exercising
5. No correction required

**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 marks**

16. We \_\_\_\_\_ **decided to buy a new car.**

1. Have
2. Has
3. Are
4. Is
5. None of the above

17. Rohan \_\_\_\_\_ **asleep while watching the film.**

1. Is
2. Found
3. Fall
4. Fell
5. Find

18. Tina finds it difficult to talk to people as she \_\_\_\_\_ **an introvert.**

1. was a
2. can the
3. is an
4. being a

5. thought an
19. Learn to \_\_\_\_\_ the situation before giving out your opinions on any issue
1. Assess
  2. Access
  3. Has assessed
  4. Has accessed
  5. None of the above
20. Either of the two persons who applied for the job \_\_\_\_\_ to be hired.
1. Is going
  2. Are going
  3. Was going
  4. Has been going
  5. None of the above

**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.

21

1. lecturing
  2. talking
  3. discussing
  4. speaking
  5. arguing
- 22.
1. awarded
  2. given
  3. presented



4. win
  5. received
- 23.

1. blast
2. ruins
3. destruction
4. bombs
5. damages

24.

1. dedicated
2. grateful
3. appreciated
4. thanking
5. cursing

25.

1. put
2. left
3. gave
4. donated
5. contributed

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 marks**

- (A) However, if this happens it will cause problems for the elderly who mainly use cheques.
- (B) The use of chequesHas Fallen dramatically in the past few years.
- (C) Thus cheques may be phased out gradually making sure that the needs of all consumers including the elderly are met.
- (D) This is because more and more consumers are transferring money electronically by direct debit or credit cards.
- (E) Without the cheques, they are likely to keep large amounts of cash in their homes making them vulnerable to theft.
- (F) British banks have thus voted to phase cheques out in favour of these more modern payment methods

26. Which of the following should be the sixth sentence after rearrangement?

1. B
2. C
3. D
4. E
5. F

27. Which of the following should be the third sentence after rearrangement?

1. B
2. D
3. C
4. A
5. E

28. Which of the following should be the fifth sentence after rearrangement?

1. A
2. B
3. C
4. D
5. E

29. Which of the following should be the first sentence after rearrangement?

1. B
2. C
3. D
4. E
5. F

30. Which of the following should be the second sentence after rearrangement?

1. A
2. B
3. C
4. D
5. F

**VI. Directions: Fill in the blanks given in the question using the most suitable options.**

**5x1=5 marks**

31. Over the years, Nifty has \_\_\_\_\_ a global brand and has gained high\_\_\_\_\_

1. Become, credibility
2. Become, credulity
3. Became, renown
4. Wanted, famous
5. Formed, fame

32. Gains in the dollar against \_\_\_\_\_ global currencies following surge in US jobs last month put pressure \_\_\_\_\_ the Indian unit, dealers said.

1. Small, below
2. Significant, above
3. Important, about

4. Huge, in  
5. Major, on
33. The Queen laid the first wreath of red poppies at the \_\_\_\_\_ of the monument on Sunday, followed by King William Alexander of the Netherlands, who was invited this year to \_\_\_ the 70th anniversary of the liberation of his country following the end of world war II.
1. Inferior, hasten  
2. Door, move  
3. Wall, fasten  
4. Gate, notify  
5. Foot, mark
34. The monarch was \_\_\_\_\_ by other royals, seniors politicians, and hundreds of veterans and well-wishers at the \_\_\_\_\_ ceremony, held every November at the Cenotaph was memorial in the capital.
1. Attended, sad  
2. Joined, solemn  
3. Invited, favourite  
4. Denounced, happy  
5. Baptised, Christmas
35. 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.
1. By, towards  
2. Put, since  
3. Against, to  
4. Above, against  
5. For from

### VII. Essay Writing

1x5= 5 marks

Write a short essay on the advantages of online education.

### VIII. Make a precis 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)

**IX.** Expand the idea “Cut the coat according to the cloth.”

**1x5=5 marks**

**Paper Code –CC 101**  
**GOVERNMENT COLLEGE (A), Rajahmundry**  
**Department of English**  
**Certificate Course in Functional English**

**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 2022 to December 2022. 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.

**Paper Code –CC 101**  
**GOVERNMENT COLLEGE (A), Rajahmundry**  
**Department of English**  
**Certificate Course in Functional English**  
**Course Structure and Contents**

Unit	Contents	Hrs.
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.	4
2.	Negatives & Interrogatives: Answering Questions Do, Does, Did, have, has Is, am, are, was, were, Will, would, Can, could, should, may	4
3.	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	2
4.	Basic Structures S+V+O - V+O – S+V+Adv. – S+V+ D.O+ Ind. Obj. – S+BE+N/ADJ/ComlS+V+toInf – S+V+O+to Inf.	4
5.	Basic Level Translation – (Tense Practice) a. Word level b. Sentence level	3
6.	Survival Expressions – Language Functions (Invitations- greetings – polite Requests – Granting and seeking permissions – complaining, suggesting, agreeing, disagreeing etc.)	3
7.	Formal – Informal Dialogue Writing	4
8.	JAM 2-3 topics each	4
9.	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	15
10.	Skills: Newspapers – Reading – Vocabulary and style Dictionary Skills& Vocabulary	2
11.	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

**Paper Code –CC 101**  
**GOVERNMENT COLLEGE (A), Rajahmundry**  
**Department of English**  
**Certificate Course in Functional English**  
**Model Question Paper**

**Time: 2 Hrs.**

**Max. Marks:**

**50M**

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1. **Write a brief paragraph of 50 words describing how you spent yesterday.** **3M**
2. **Ask questions to get the following information**  
**3X1=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?**  
**3X1=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 1X4=4M**  
 (Use 'will', 'can', 'should', 'may',)
5. **Ask your friend TWO question using a w/h word for the following information:2X1=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:**  
**2X1=2M**
  - a. To post a letter at the corner of the street
  - b. To ask the time
7. **Ask 2 open ended questions to a Kashmiri about the political situation of his state.**  
**2X1=2M**
8. **Answer the following query in 50words 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.**

**2X1=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.**

**2X1=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. Write a dialogue between Mohan and the Booking Clerk with 2 exchanges each.**

**2X1=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.

**12. Imagine you are Rahul and write a short but polite message to Ramesh.**

**2X1=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.

**13. How do you take oral permission in the following situations:**

**2X1=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?

**14. How do you offer assistance in the following contexts:**

**2X1=2M**

A patient came to a Corporate Hospital on a medical Complaint.  
You are at the help desk.

**15. How would you gently reject the following offer from your friend?**

**2X1=2M**

Your friend: How about joining me for a movie tonight?

You: .....

**16. Write a conversation between the two.**

**2X1=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.

**17. Fill in the blanks in the argument to disagree with "A":**

**2X1=2M**

- a. What do you think about learning English?



- b. Well, English is .....
- a. But there are some languages more difficult than English.
- b. As far as I am concerned English .....
- a. That's true but we need English to live in the modern world.

18. Write 2 sentences based on the given information using 'but' and 'because' 2X1=2M

a. I wanted to come at 8.00. I was held up due to rain.

19. Write 1 sentence each using the patterns provided.

3X1=3M

- a. S+V+Adv,      b. S+V+toInf      c. Too -to

20. Translate the following story into English

4 M

నాపేరురాజు. మాదిరావులపాలెం. మాదిచిన్న కుటుంబం. మాఇంట్లోనలుగురుసభ్యులున్నారు. మాఅమ్మ, మానాన్న, మాచెల్లెలుమరియుమాతమ్ముడు. మాదిసమిష్టికుటుంబం. మాఅమ్ముమ్మ, మాతాతయ్యకుడామాఇంట్లోఉంటారు.మేముఅందరమూరాత్రికలిసిభోజనంచేస్తాము. మాఇంటిముందుచిన్నపెరడుఉంది.

21. Distinguish the pair with meaning and example

4M

- a. Stationery: stationary      b. refuse: refuge

22. Write synonyms/antonyms to the following:

2 M

- a. Abduct =      b. Restore X

**Paper Code – CC 101**  
**GOVERNMENT COLLEGE (A), Rajahmundry**  
**Department of English**  
**Certificate Course in Functional English**  
**Model Question Paper for Practical**

**Time: 10 Mts. each**

**Max. Marks: 50M**

Sl. No.	Topic	Marks
1.	Jam Topics	5M
2.	Picture Description	5M
3.	Role Play	5M
4.	Interview skills	5M
5.	Conversation skills	5M
6.	Narrating a story/event	5M
7.	Reading a newspaper	5M
8.	Survival Expressions	5M
9.	Self-Introductions	5M
10.	Exchange of pleasantries	5M
Total		50 M

**PAPER CODE – CC 141**  
**GOVERNMENT COLLEGE (A), Rajahmundry**  
**DEPARTMENT OF ENGLISH**  
**CERTIFICATE COURSE IN PERSONALITY DEVELOPMENT – 2021**

**SYLLABUS**

**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; SELF –ESTEEM**

1. Definition ,Advantages of Self -Esteem
2. Do's and Don'ts to develop positive Self Esteem

**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

**PAPER CODE – CC 141**  
**GOVERNMENT COLLEGE (A), Rajahmundry**  
**DEPARTMENT OF ENGLISH**  
**CERTIFICATE COURSE IN PERSONALITY DEVELOPMENT – 2021**  
**MODEL QUESTION PAPER**

**Time: 2 Hrs.**

**Max. Marks: 50M**

**I. Answer any FOUR Questions out of the following eight Questions                    4 X10=40 M**

1. Discuss some Stress Management Techniques for the improvement of one's Personality.
2. What are the qualities of a Good Leader?
2. 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                    2 X5 = 10 M**

1. Write a brief note on the hurdles in achieving success and how to overcome it.
2. Explain the difference between High Self-Esteem and Low Self Esteem.
3. What are the different types of Leadership?
4. What is the importance of Eye- contact in effective communication?

**PAPER CODE :LSC**  
**GOVERNMENT COLLEGE (A), Rajahmundry**  
**DEPARTMENT OF ENGLISH**  
**SEMESTER - III**  
**Life Skill Course for B.A., B. Com & B. Sc,B.Sc (Voc) & B.Com. (Voc)**  
**Revised CBCS w.e.f 2020-2021**  
**Personality Enhancement & Leadership**  
 Total 30 hrs (02 h/wk, 02 Credits& Max 50 Marks)

**Learning Outcomes:**

By successful completion of the course, students will be able to:

1. Develop comprehensive understanding of personality
2. Know how to assess and enhance one's own personality
3. Comprehend leadership qualities and their importance
4. Understand how to develop leadership qualities

**Syllabus:****Unit – I:(7 hrs)**

Meaning of Personality – Explanations of Human Personality – Psychodynamic Explanations – Social Cognitive Explanation – Big Five traits of Personality

**Unit – II: (8 hrs)**

Assessment of Personality - Projective& Self Report Techniques – Building Self-Confidence – Enhancing Personality Skills

**Unit – III:(10 hrs)**

Leadership Characteristics – Types of Leaders – Importance of Leadership – Leadership Skills – Building and Leading Efficient Teams – Leadership Qualities of Abraham Lincoln, mahatma Gandhi, PrakasamPantulu, Dr. B. R. Ambedkar&J.R.D.Tata

**Co-curricular Activities Suggested: (05 hrs)**

1. Assignments, Group discussions, Quiz etc
2. Invited Lecture by a local expert
3. Case Studies (ex., on students behavior, local leaders etc.)

**Reference Books:**

- GirishBatra, Experiments in Leadership, Chennai: Notion Press, 2018
- MiteshKhatri, Awaken the Leader in You, Mumbai: Jaico Publishing House, 2013
- Carnegie Dale, Become an Effective Leader, New Delhi: Amaryllis, 2012

**PAPER CODE :LSC**  
**GOVERNMENT COLLEGE (A), Rajahmundry**  
**DEPARTMENT OF ENGLISH**  
**SEMESTER - III**  
**Life Skill Course for B.A., B. Com & B. Sc,B.Sc (Voc) & B.Com. (Voc)**  
**Revised CBCS w.e.f 2020-2021**  
**Personality Enhancement & Leadership**

PATTERN OF QUESTION PAPER

Q.no	Topics	Hrs.Alloted	No.of Q's to be given	No.of Q's to be answered	Marks
<b>I</b>	Meaning of Personality – Explanations of Human Personality – Psychodynamic Explanations – Social Cognitive Explanation – Big Five traits of Personality Assessment of Personality - Projective& Self Report Techniques – Building Self-Confidence	10	8	4	4X5 =20
<b>II</b>	Enhancing Personality Skills Leadership Characteristics – Types of Leaders – Importance of Leadership – Leadership Skills – Building and Leading Efficient Teams – Leadership Qualities of Dr.B.R.Ambedkar&J.R.D.Tata	15	6	3	3X10=30
		25	14	7	50 M

**PAPER CODE :LSC**  
**GOVERNMENT COLLEGE (A), Rajahmundry**  
**DEPARTMENT OF ENGLISH**  
**SEMESTER - III**  
**Life Skill Course for B.A., B. Com & B. Sc,B.Sc (Voc) & B.Com. (Voc)**  
**Revised CBCS w.e.f 2020-2021**  
**Personality Enhancement & Leadership**

**MODEL QUESTION PAPER**

**Max. Marks: 50**

**Time: 1 ½ hr (90 Min)**

**SECTION – A**

**I. Answer any FOUR of the following questions in 75 words each. 4X5=20**

1. What are the five traits of Personality?
2. What is personality development?
3. Describe the ways and means of building up self-confidence?
4. How do you enhance your personality skills?
5. What are the steps to build efficient leading teams?
6. How do you assess a personality?
7. Describe the leadership qualities of Dr. BR Ambedkar.
8. What is the significance of leadership?

**SECTION- B**

**II. Answer any THREE of the following questions in 75 words each. 3X10=30**

1. How to describe a human personality?
2. Explain the Psychodynamic nature of human?
3. What is a projective personality?
4. Briefly explain the self-reporting Techniques?
5. Discuss the leadership qualities of any 3 leaders prescribed for your study.
6. How can you lead an efficient team as a leader?

**Government College (A), Rajahmundry**  
**Department of English**  
**Proposed Activities**  
**2022-2023**

<b>Sl. No</b>	<b>Program</b>	<b>Number Proposed</b>
1.	Guest Lectures from Experts	02 per semester
2.	Invited Talks by faculty	2 per Semester
3.	Mani TV Lectures by Faculty	02
4.	State Level Work shop on English for Specific Purpose	01
5.	Outreach programs to Schools/Teachers	02 per semester
6.	Seminar Papers presented by students	10 per semester
7.	Seminar Paper presentations by Faculty	2 per faculty per semester
8.	Remedial Coaching	15 days before semester
9.	Department magazine	01
10.	Certificate Course/Diploma Course	01
11.	Conducting English Club	Every Alternate Day
12.	Articles in International Journals	01 per faculty per Semester
13.	Special Coaching for PG Aspirants in Literature	15 days



**REGULAR CLASSROOMACTIVITIES**

1. **Elocution**
2. **Essay writing**
3. **Classroom seminars**
4. **Group discussions**
5. **Pair work (TPS)**
6. **Student projects (Group)**
7. **Quiz Competitions**
8. **Self-Introductions**
9. **Classroom Assignments (individual)**
10. **JAM**
11. **Role Plays**
12. **Dialogue writing**
13. **Reading Activities**
14. **Speaking Activities**
15. **Jigsaw Puzzles**
16. **Grammar Games**
17. **AV Activity**
18. **Interview skills**
19. **Translation**
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**

**Purpose:**

- To integrate meaningful community service with instruction, participation, learning and community development.
- To involve students in service activities and help them apply the experience to personal and academic development.
- To link the community with the college for mutual benefit of the village / local development and social sensibility and responsibility among students.

**Objectives:**

- To sensitize students to the living conditions around them,
- To help students realize the stark realities of the society
- To bring about an attitudinal change and develop societal consciousness, sensibility, responsibility and accountability among students
- To make students aware of their inner strength and find solutions to social issues.
- To make students socially responsible to the needs of the disadvantaged sections.
- To help students initiate developmental activities in the community in coordination with public and government.
- To develop a holistic perspective among the students by making them study culture, traditions, habits, lifestyles, resource utilization, wastagemanagement, social problems, public administration system, roles and responsibilities of different persons across different social systems.

**Timeline:**

<b>Internship Number</b>	<b>Apprenticeship / Internship / On Job Training</b>	<b>Duration</b>	<b>To be held</b>	<b>Hours</b>	<b>Credits</b>
Internship	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 internship	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 internship	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:**

- Mandatory internship for all UG programmes for 10 months
- 1st Internship (Community Service Project) after the II semester examinations
- 2nd Apprenticeship / Internship / On the Job Training after IV semester exams
- 3rd and final Apprenticeship / Internship / On the Job Training in VI sem

**Topics:**

- One of those suggested by APSCHE
- One the mentor and the students adjudge to be more relevant

**Duration and Credits:**

S No	Cre-dits	180 Hours in 8 weeks		
		Instructional component	Practical component	Hours
1	4	1. Briefing about the project, purpose and objectives of the CSP, Do's&Don'ts, dealing with public&officials etc.	1. Socio Economic Survey of the village	2 Weeks
		2. Main Project	2. Community Awareness Campaign	1 Week
		3. Report Preparation		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 WORK 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