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

Course Objectives:

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

Course Outcomes:

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

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

I. UNIT: Listening Skills

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

II. UNIT: Phonetics

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

III. UNIT: Grammar

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

IV. UNIT: Speaking Skills

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

V. UNIT: Soft Skills

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

References:

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

Activities:

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

Web Links:

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

CO - PO Mapping:

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

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

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

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

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

Time: 2 ½ Hrs.

Max. Marks: 50

UNIT-I (Listening Skills)

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

UNIT-II (Phonetics)

- 2. Answer the following questions.**

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

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

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

- Laboratory
- Dynamic
- Idea
- Event
- Food

UNIT - III (Grammar)

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

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

UNIT - IV (Speaking skills)

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

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

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

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

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

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

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

Raghu: Hi, Rahul. Nice to meet you

Rahul:3..... too.

Ravi: Ok Raghu, see you soon. Bye.

Raghu: OK. Have4..... bye.

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

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

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

Satya: I1..... with you because in PG, languages marks are not considered.

Surya: I2..... agree with you but a good career needs language proficiency.

Satya: you3.....that's good point. Importance should go to mother tongue.

Surya: I totally4.....in the global world what we require is English.

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

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

Ramya: Excuse me!

Sowmya: Yes.

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

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


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

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

UNIT - V (Soft Skills)

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

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

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

Course Objectives:

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

Course Outcomes:

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

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

Prose 2X4=8

- | | |
|------------------------------------|------------|
| 1. The Best Investment I Ever Made | A.J.Cronin |
| 2. TheNight Train at Deoli | RuskinBond |

Poetry 2X4=8

- | | |
|---|----------------------|
| 1. Night of the Scorpion | Nissim Ezekiel |
| 2. Ulysses | Alfred Lord Tennyson |
| 3. Stopping by Woods on a Snowy Evening | Robert Frost |

Non-Detailed Text 2X4=8

- | | |
|-------------------------|--------------|
| 1. Florence Nightingale | Abrar Moshin |
| 2. An Astrologer's Day | RK Narayan |

Academic Skills 2X6=12

1. Skimming and Scanning
2. Note Making / Taking
3. Vocabulary: Conversion of Words
4. One Word Substitutes
5. Collocations

Professional Skills 2X7=14

1. Reading Comprehension (Top Down, Bottom Up and Schema Theory)
2. Expansion of Ideas
3. Notices, Agendas and Minutes
4. Letters
5. E-Correspondence
6. Curriculum Vitae and Resume

References:

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

Activities:

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

Web Links:

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

CO-PO Mapping:

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

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

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

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

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

Time: 2 ½ Hrs

Max. Marks: 50

SECTION – A (Prose)

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

SECTION - B (Poetry)

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

SECTION –C (Non-detailed Text)

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

SECTION –D (Academic Skills)

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

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

D. Prepare a note on the following passage.

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

E. Read the following passage and answer the questions.

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

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

SECTION –E (Professional Skills)

5. Answer any THREE of the following

3X4=12M

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

A REPUTED BUSINESS GROUP URGENTLY REQUIRES
SALES ASSISTANTS

The right candidate should have:

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

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

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

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

Model Sentences:

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

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

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

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


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

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

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

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

VI. **Record : 10 Marks**

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

Course Objectives:

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

Course Outcomes:

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

Course with focus on employability / entrepreneurship / Skill Development Units

- Skill Development
- Employability
- Entrepreneurship

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

Unit – I – What is Social Science?

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

Unit -II: Understanding History and Society

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

Unit – III – Society and Social Behaviour

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

Unit – IV – Political Economy

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

Unit - V – Essentials of Computer

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

Text books

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

Reference Books:

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

ACTIVITIES

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

CO - PO Mapping:

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

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

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

Time: 2 ½ Hrs

Max. Marks: 50

BLUE PRINT

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

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

Time: 2 ½ Hrs.

Max. Marks: 50M

SECTION –A

I. Answer all questions

3X10 =30 Marks


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

SECTION -B

II. Answer any FOUR of the following

4X5=20

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

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

Course Objectives:

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

Course Outcomes:

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

Course with focus on employability / entrepreneurship / Skill Development Units

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

Unit – I Man in Society

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

Unit–II Indian Heritage and Freedom Struggle in India

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

Unit – III Indian Constitution

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

Unit – IV. Indian Economy

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

Unit – V Impact on Society & Analytics

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

Text books:

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

References:

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

Activities:

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

CO - PO Mapping:

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

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

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

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

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

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

Time: 2 ½ Hrs

Max. Marks: 50

SECTION-A


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

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

SECTION - B

II. Answer any FOUR of the following **4 X 5 = 20 M**

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

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

Course Objectives:

The learner will be able to

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

Course Outcomes:

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

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

Objectives & Outcomes:

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

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

UNIT-I (History of English Literature)

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

UNIT-II (Literary Genres)

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

UNIT-III (Poetry)

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

UNIT-IV (Drama)

1. Christopher Marlowe: *The Jew of Malta*

UNIT-V (Literary Criticism)

1. Philip Sydney: *An Apology for Poetry*

References:

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

Activities:

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

Web Links:

1. <https://www.poetrynook.com/poem/controlling-tongue>
2. <https://elifnotes.com/introduction-history-of-english-literature/>
3. <https://www.poetrynook.com/poem/sonnet-73-%C3%B4%C3%A7%C3%BFbeing-my-self-captured-here%C3%B4%C3%A7%C3%B6>
4. https://en.m.wikipedia.org/wiki/The_Jew_of_Malta
5. https://en.m.wikipedia.org/wiki/An_Apology_for_Poetry

CO-PO Mapping:

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

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

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

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

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

SECTION - A

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

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

SECTION - B

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

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

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

SECTION - C

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

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

SECTION – D

IV. Objective Type questions 6X ½ = 3

14. Answer the following

i. Old English is also called ()

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

ii. Alliteration involves the use of ()

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

iii. The morality plays were ()

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

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

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


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

V. Matching type questions

4X1=4

15. Fill in the brackets with the correct option.

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

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

Course Objectives:

After going through the course the learner would be able to

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

Course Outcomes:

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

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

Objectives & Outcomes:

After going through the course the learner would be able to

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

UNIT-I (History of Elizabethan Literature)

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

UNIT-II (Literary Genres)

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

UNIT-III (Poetry)

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

UNIT-IV (Drama)

1. William Shakespeare: *Hamlet*

UNIT-V (Literary Criticism)

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

References:

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

Activities:

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

Web Links:

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

CO - PO Mapping:

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

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

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

Scheme of Question Paper

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

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

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

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

SECTION – B

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

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

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

Or

b. Develop the character of Ophelia.

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

Or

b. Distinguish between Hamartia, Hubris and Peripateia.

SECTION – C

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

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

Or

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

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

Or

b. Analyze Hamlet's psychological predicament.

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

Or

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

SECTION – D

IV. Objective Type questions

6X ½ =3

14. Answer the following

i. This is closely associated with William Shakespeare

()

a. Swan Theatre

c. Rose Theatre

b. Fortune Theatre

d. Globe Theatre

ii. This is the period of the Elizabethan Age

()

a. 1664-1695

c. 1558-1603

b. 1552-1682

d. 1603-1689

iii. An Allegory offers

()

a. Two meanings

c. Two stanzas

b. Two rhyme schemes

d. Two couplets

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

()

a. Hamlet

c. Macbeth


b. Julius Caesar

d. As you Like it.

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

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

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

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

Course Objectives:

After going through the course the learner would be able to

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

Course Outcomes:

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

PAPER CODE –320301

Government College (A) Rajahmundry

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

SEMESTER – III (W.e.f 2023-2024)

AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625)
SYLLABUS

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

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

Unit- I (History of Jacobean Literature)

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

Unit- II (Poetry)

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

Unit- III (Prose)

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

Unit- IV (Drama)

1. John Webster: *The White Devil*

Unit- V (Literary Criticism)

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

References:

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

Activities:

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

Web Links:

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

CO-PO Mapping:

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

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

PAPER CODE –320301
GOVERNMENT COLLEGE (A), RAJAHMUNDRY

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

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

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

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

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

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

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

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

5. Who is married to Isabella?

- a. Gasparo
- b. Bracciano

- c. Lodovico
- d. Flamino

()

6. What makes Franscisco swear revenge?

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

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

()

V. Match the following

4X1=4


15. Fill in the brackets with the correct option.

A

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

B

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

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

Course Objectives:

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

Course Outcomes:

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

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

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

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

Unit- I

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

Unit- II - Poetry

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

Unit- III Prose

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

Unit- IV - Drama

1. John Dryden: *Absalom and Achitophel*

Unit- V

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

References:

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

Activities:

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

Web Links:

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

CO-PO Mapping:

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

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

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

AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689)

Pattern of Question paper

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

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

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

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

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

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

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

Or

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

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

3X6=18

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

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

Or

b. Infer the role of satire in restoration era.

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

Or

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

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

Or

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

IV. Objective Type questions

6X ½ = 3

14. Answer the following

i. Dryden's _____ were highly admired. ()

- a. sonnets
- b. odes

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

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

- a. Shakespeare
- b. Milton

- c. Dryden
- d. Eliot

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

- a. Henry II
- b. Edward II

- c. Mary III
- d. Charles II

iv. 'The Tatler' was found by ()

- a. Steele
- b. Marvell

- c. Charles Lamb
- d. Dryden

v. Theatres were closed in ()

- a. 1682
- b. 1692

- c. 1642
- d. 1602

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

V. Match the following

4X1=4


15. Fill in the brackets with the correct option.

A

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

B

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

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

Course Objectives:

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

Course Outcomes:

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

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

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

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

Unit- I

1. **History of Augustan Literature**

- a. Characteristics
- b. Major themes & writers

2. **Literary Genres**

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

Unit- II (Poetry)

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

Unit- III (Prose)

1. Daniel Defoe: *Robinson Crusoe*

Unit- IV (Drama)

1. Oliver Goldsmith: *She Stoops to Conquer*

Unit- V (Literary Criticism)

1. Samuel Johnson: *Preface to Shakespeare*

References:

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

Activities:

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

Web Links:

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

CO-PO Mapping:

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

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

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

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

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

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

1. a. What is an epistle?

Or

b. Distinguish between Biography and Autobiography.

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

Or

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

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

Or

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

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

Or

b. Name any two plays written by Oliver Goldsmith.

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

Or

b. List any two important works of Samuel Johnson.

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

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

Or

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

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

Or

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

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

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

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

IV. Objective Type questions 6X ½ = 3

14. Answer the following

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

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

V. Match the following

4X1=4


15. Fill in the brackets with the correct option.

A

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

B

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

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

Course Objectives:

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

Course Outcomes:

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

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

Objectives & Outcomes:

After going through the course the learner would be able to

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

Unit- I- History of Romantic Literature

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

Unit- II - Poetry

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

Unit- III - Fiction

1. Jane Austen: *Pride and Prejudice*

Unit- IV - Prose

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

Unit- V Literary Criticism

1. Samuel Taylor Coleridge: *Biographia Literaria*

References:

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

Activities:

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

Web Links:

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

CO-PO Mapping:

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

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

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

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

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

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

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

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

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

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

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

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

IV. Objective Type questions 6X ½ = 3

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

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

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

V. Match the following

4X1=4


15. Fill in the brackets with the correct option

A

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

B

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

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

Objectives

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

Course Outcomes:

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

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

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

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

Unit- I - History of Victorian Literature

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

Unit- II - Poetry

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

Unit- III - Drama

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

Unit- IV - Fiction

1. Charles Dickens: *David Copperfield*

Unit- V - Literary Criticism

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

References:

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

Activities:

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

Web Links:

1. https://en.m.wikipedia.org/wiki/Victorian_literature
2. <https://www.poetryfoundation.org/poems/43768/my-last-duchess>
3. <https://poets.org/poem/patience-taught-nature>
4. https://en.m.wikipedia.org/wiki/The_Importance_of_Being_Earnest
5. https://en.m.wikipedia.org/wiki/David_Copperfield
6. <https://www.enotes.com/homework-help/what-is-matthew-arnold-s-touchstone-method-of-2823829>

CO-PO Mapping:

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

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

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

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

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

SECTION - A

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

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

SECTION - B

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

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

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

SECTION - C


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

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

SECTION – D

IV. Objective Type questions 6X ½ = 3

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

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

Course Objectives:

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

Course Outcomes:

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

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

Objectives & Outcomes:

After going through the course the learner would be able to

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

Unit- I -History of Modern Literature

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

Unit- II - Poetry

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

Unit- III - Drama

1. Samuel Beckett: *Waiting for Godot*

Unit- IV Fiction

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

Unit- V - Literary Criticism

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

References:

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

Activities:

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

Web Links:

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

CO-PO Mapping:

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

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

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

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

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

SECTION - A

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

1. a. Identify five major writers in Modern Literature and list out their works.
Or
b. Explain “Stream of Consciousness” and list out the writers who used it.

2. a. Define ‘Spiritus Mundi’ in *Sailing to Byzantium*.
Or
b. Outline the hazardous *Journey of the Magi*.

3. a. What is the relationship between Pozzo and Lucky?
Or
b. How does the play *Waiting for Godot* end?

4. a. Recall the three generations mentioned in *The Rainbow*.
Or
b. Demonstrate the reasons for banning *The Rainbow*.

5. a. List out any five notable works of T.S.Eliot.
Or
b. Name the chemicals and elements symbolic in “Tradition and Individual Talent”.

SECTION - B

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

6. a. Point out the characteristic features of the Modern Literature.
Or
b. Explain the contribution of Modern writers to Literature.

7. a. Critically analyze the poem “Sailing to Byzantium” by W.B.Yeats.
Or
b. Examine life, death and dichotomy in T.S. Eliot’s “Journey of the Magi”.

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

SECTION – C

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

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

SECTION - D

IV. Objective Type questions 6X ½ = 3

14. Answer **the following**

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


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

V. Match the following

4X1=4

15. Fill in the brackets with the correct option.

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

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

Course Objectives

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

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

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

Objectives & Outcomes:

After going through the course the learner would be able to

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

Unit- I Poetry

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

Unit- IIDrama---

1. Girish Karnad: *Nagamandala*

Unit- III Fiction

1. Fyodor Dostoevsky: *Crime and Punishment*

Unit-IV Short Story

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

Unit- V Literary Criticism---

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

References:

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

Activities:

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

Web Links:

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

CO-PO Mapping:

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

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

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

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

GLIMPSES OF WORLD LITERATURE
Pattern of Question paper

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

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

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

1. a. Describe the language to hide peoples' emptiness and hypocrisy in *Once Upon a Time*.
Or
b. Summarise the poem *The Caged Bird* by Maya Angelou.

2. a. Narrate how Naga falls in love with Rani.
Or
b. Define the title *Nagamandala*.

3. a. Illustrate the four types of punishment.
Or
b. Define the christian views on corporal punishment.

4. a. Explain the doctor's response after examining Johnsy.
Or
b. Do you interpret Emily's mother as a reliable narrator in *I Stand Here Ironing*?

5. a. Explain the term "Intention" by I.A. Richards.
Or
b. Compare the relation between sense and feeling in *The Four Kinds of Meaning*.

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

6. a. Contrast between past simplicities and present unreality in *Once Upon a Time*.
Or
b. Analyze the racist criticism in the poem *The Caged Bird* by Maya Angelou.

7. a. Sketch the character of Rani in *Nagamandala*.
Or
b. Discover the techniques of the play *Nagamandala*.

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

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

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

IV. Objective Type questions 6X1/2=3

14. Answer the following

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

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

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

V. Match the following 4X1=4


15. Fill in the bracket with the right option

A

B

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

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

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

Course Objectives

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

Course Outcomes:

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

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

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

WRITING FOR THE MEDIA
SYLLABUS

Objectives & Outcomes:

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

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Unit-V

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

Resources for Further Reading:

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

Activities:

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

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

Web Links:

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

CO-PO Mapping:

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

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

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

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

WRITING FOR THE MEDIA
Pattern of Question paper

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

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

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

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

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

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

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

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

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

Or

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

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

ఆదర్శ ఉపాధ్యాయుడు

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

Or

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

IV. Objective type questions

14. Answer all the questions.

6X ½ =3 M


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

b. Match the following

4X1=4 M

15. Fill in the brackets with the correct option.

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

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

Course Objectives

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

Course Outcomes:

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

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

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

CREATIVE WRITING AND LITERARY APPRECIATION
SYLLABUS

Objectives & Outcomes:

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

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

Unit-I

1. Understanding Creative Writing
2. Characteristics of Good Writing

Unit-II

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

Unit-III

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

Unit-IV

1. Writing a Memoir
2. Writing Reviews

Unit-V

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

Resources for Further Reading:

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

Activities:

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

Web Links:

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

CO-PO Mapping:

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

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

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

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

CREATIVE WRITING AND LITERARY APPRECIATION
Pattern of Question paper

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

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

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

CREATIVE WRITING AND LITERARY APPRECIATION

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

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

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

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

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

Or

b. Demonstrate the features of a good review.

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

Or

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

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

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

Or

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

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

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

Or

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

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

Or

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

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

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


Or

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

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

Or

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

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

Course Objectives

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

Course Outcomes:

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

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

Objectives & Outcomes:

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

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

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

Resources for Further Reading:

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

Activities:

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

Web Links:

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

CO-PO Mapping:

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

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

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

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

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

Time: 2 ½ hours

Marks: 50

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

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

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

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

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

Or

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

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

Or

b. Explore the different methods of assessment.

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

4X6=24

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

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

Or

b. Explain the different methods of teaching English.

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

Or

b. Recommend a few techniques for teaching writing skills.

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

Or

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

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

Or

a. Elaborate the ICT tools that help in ELT.

IV. Objective Type questions

6X ½ = 3

14. Answer the following

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

a. Structural Method

c. Sentence Method

b. Bilingual Method

d. Direct Method

ii. Reliability in evaluation refers to

a. consistency

c. adequacy

b. accountability

d. brevity

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

a. Zoom

c. Spotify

b. Google Translate

d. Podcast

iv. **Bilingual Method is developed by**

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

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

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

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

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

V. Match the following

4X1=4


15. Fill in the brackets with correct option

A

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

B

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

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

Course Objectives

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

Course Outcomes:

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

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

Objectives & Outcomes:

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

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

Unit-I

1. Types of Translation & Tools

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

Unit – II

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

Unit-III

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

Unit-IV

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

Unit-V

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

Resources for Further Reading:

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

Activities:

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

Web Links:

1. https://www.academia.edu/30126251/USE_OF_TRANSLATION_STRATEGIES_FROM_ENGLISH_INTO_TELUGU_A_CASE_STUDY_OF_TRANSLATION_AND_COINING_OF_SCIENCE_TERMS_OF_SECONDARY_SCIENCE_TEXTBOOKS

CO-PO Mapping:

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

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

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

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

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

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

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

Time: 2 ½ hours

Marks: 50

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

1. a. Define translation.

Or

b. Describe any two types of dictionaries.

2. a. Give two examples of pragmatic texts.

Or

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

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

Or

b. Interpret the word 'transcreation.'

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

Or

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

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

5. a. Illustrate the different types of translations.

Or

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

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

Or

b. Interpret the term 'medical translation.'

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

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

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

IV. Objective Type questions 6X ½ = 3

14. Answer the following

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


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

V. **Match the following**

4X1=4

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

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

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

Course Objectives

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

Course Outcomes:

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

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

Objectives & Outcomes:

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

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Unit-V

1. Mobile Learning
2. Online Evaluation

Resources for Further Reading:

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

Activities:**1. For Teachers:**

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

2. For Students:

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

Web Links:

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

CO-PO Mapping:

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

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

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

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

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

Time: 2 ½ hours

Marks: 50

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

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

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

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

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

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

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

IV. **Objective Type questions**

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

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

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

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

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

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

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

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

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

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


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

A

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

B

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

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

Course Objectives

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

Course Outcomes:

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

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

Objectives & Outcomes:

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

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Unit-V

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

Resources for Further Reading:

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

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

Activities:

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

Web Links:

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

CO-PO Mapping:

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

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

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

Pattern of Question paper

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

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

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

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

Or

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

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

Or

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

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

Or

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

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

Or

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

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

Or

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

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

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

Or

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

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

Or

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

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

Or

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

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

Or

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

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

Or

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

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

5X5=25

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

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

Or

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

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

Or

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

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

Or

b. **Revise** the style and proofread the following passage.

Billing Prime Minister [Narendra Modi state visit to United States](#) as the "most productive" ever, External Affairs Minister S. Jaishankar said the U.S. India relationships was doing exceptionally well". Taking questions at a town hall event in New Delhi on Wednesday his first public remarks after he returned from his visit to the U.S. and Egypt, where he went as part of Mr. Modi's team, Mr. Jaishankar said the Prime Minister was seen internationally as a "more authentic Indian". However, he declined to comment on the controversy over [comments by former U.S. President Barack Obama](#) that were critical of Mr. Modi and minority rights in the country.

14. a. **Write** an article for the media on the introduction of 4 years Honours Degree with a single major at the Degree level in AP.

Or

b. **Compose** a short but effective advertisement to celebrate Ganesh Chaturdhi in an Eco-friendly manner.

15. a. **Create** a live narration of the flag hoisting ceremony held on your campus on 15th August.

Or

b. **Discuss** the future of journalism in the Digital age.

IV. Objective Type Questions

16. **Answer all the questions.**

5X 1/2 = 2 1/2

i. **A journalist should not mix news and** ()

a.Views

c.Facts

b.Opinions

d.Figures

- ii. is the format in which e-paper is stored and transmitted? ()
 a. Word c. PDF
 b. Image d. Pixel
- iii. is required to check grammatical, syntax and spelling errors ()
 a. Paraphrasing c. Proof Reading
 b. Editing d. Fast checking
- iv. This is not a principle of Journalism in the following ()
 a. Truth c. Accountability
 b. Fairness d. Dependence
- v. is the proof-reading symbol for substituting a word ()
 a. - c. =
 b. < d. >


V. Match the following

5X 1/2 = 2 1/2 M

17. Fill in the brackets with correct option

- | | | |
|-------------------------------|-----|----------------------|
| i. Libel | () | A. Flag |
| ii. # | () | B. Folio |
| iii. Chronicle | () | C. Record of events |
| iv. The no. of the page | () | E. Space |
| v. Newspaper's name on page 1 | () | F. A false statement |

OLD SYLLABUS
WITH EFFECT FROM 2022-2023

	Government College (Autonomous) Rajahmundry	Program & Semester Semester- III B.A.,B.Com.,B.Sc., B.Sc(Voc),B.Com (Voc)			
Course Code ENG 142	TITLE OF THE COURSE A Course in Conversational Skills				
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	3

Course Objectives:

1. To familiarize the students with lives and contributions of famous Personalities who contributed to the nation.
2. To imbibe ethical, moral, national and cultural values
3. To develop and integrate the use of four language skills- Listening, Speaking, Reading and Writing

Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	To communicate effectively and appropriately in real life situations
CO2	To understand statements, questions, instructions and commands
CO3	To write description of people, places and things
CO4	To narrate simple experiences and series of events
CO5	To inculcate ethical values and become responsible citizens

Paper Code: ENG 142
GOVERNMENT COLLEGE (A), RAJAHMUNDRY
DEPARTMENT OF ENGLISH
General English for B.A., B.Com and B.Sc., B.Sc. (Voc.) & B.Com (Voc.)
SEMESTER – III (2w.e.f 2020-2021)
A COURSE IN CONVERSATIONAL SKILLS
SYLLABUS

UNIT I:

1. Tryst with Destiny - Jawaharlal Nehru
2. Greetings
3. Introductions

UNIT II:

1. Yes, We Can – Barack Obama
2. A Leader should know how to manage failure – A.P.J. Abdul Kalam
3. Requests

UNIT III:

1. Nelson Mandela’s Interview with Larry King
2. Asking and Giving Information
3. Agreeing and Disagreeing

UNIT IV :

1. J.R.D.Tata’s Interview with T.N.Ninan
2. Dialogue Building
3. Giving Directions

UNIT V:

1. You’ve got to Find What You Love –Steve Jobs
2. Debates
3. Descriptions
4. Role Plays

Text books:

1. Praxis Pro -III
2. Skills Enrich

Reference books:

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

Web Links:

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

CO-PO Mapping:

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

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3
CO1	3	3	3	2	3	2	3	3	2	3	2	3	2
CO2	2	3	2	3	3	3	3	2	3	2	3	2	3
CO3	3	2	3	3	2	2	2	2	2	3	3	3	3
CO4	2	3	2	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	2	3	2	3	2	2	3	3	3	3

Paper Code: ENG 142
GOVERNMENT COLLEGE (A), RAJAHMUNDRY
DEPARTMENT OF ENGLISH
General English for B.A., B.Com and B.Sc, B.Sc (Voc.) & B.Com (Voc.)
SEMESTER – III (With effect from 2020-2021)
A COURSE IN CONVERSATIONAL SKILLS

Q.No.	Topic	Hrs. Allotted	No. of Questions to be given	No. of Questions to be answered	Marks
1	Speeches: 1. Jawaharlal Nehru : Tryst with Destiny 2. Obama: Yes, we can Barack Obama 3. Steve Jobs: You have not to find what you Love	15	06	04 50 Words each	2X5=10
2	Interviews: 1. Dr.APJ Abdul Kalam: A leader should know how to manage failure 2. Larry King : Nelson Mandela's Interview 3. T N Ninan: JRD TATA's interview	15	04	02 75 Words each	2X5=10
3.	Conversation Skills: 1. Greetings and Introductions 2. Request –Agreeing and disagreeing ,giving directions	15	04	02	2X5=10
4.	Language Activity: 1. Dialogue building 2. Debate 3. Role play 4. Description		04	04	4X5=20
		45 Hrs	18	12	50 M

Paper Code: ENG 142
GOVERNMENT COLLEGE (A), RAJAHMUNDRY
DEPARTMENT OF ENGLISH
General English for B.A., B.Com and B.Sc., B.Sc. (Voc.) & B.Com (Voc.) SEMESTER – III (With effect from 2020-2021)
A COURSE IN CONVERSATIONAL SKILLS

Time: 2 ½ Hrs.

Max. Marks: 50M

Unit -I (Speeches)
(Knowledge and Understanding)

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

Unit – II Interviews
(Analysis)

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

Unit – III (Conversation Skills)
(Application)

- III. Answer any TWO of the questions:** **2X5=10**
- 1. Fill in the blanks with appropriate greetings and responses.**
- Ravi:1..... Sir. How are you?
Raghu: Good morning. Fine. May I have his introduction?
Ravi:2.....my cousin, Rahul.
Raghu: Hi, Rahul. Nice to meet you
Rahul:3..... too.
Ravi: Ok Raghu, see you soon. Bye.
Raghu: OK. Have4..... bye.
- 2. Fill in the blanks with suitable expressions to agree/disagree.**
- Surya: I believe that languages are as important as core subjects.
Satya: I1..... with you because in PG, languages marks are not considered.
Surya: I2..... agree with you but a good career needs language proficiency.
Satya: you3.....that’s good point. Importance should go to mother tongue.
Surya: I totally4.....in the global world what we require is English.

3. Fill in the blanks with suitable polite expressions given in brackets.

(May I; Can you; can submit; could you please)

Customer: Excuse me,1...tell me how to open an account in your bank?

Clerk: Surely Sir. Please take an application at counter No: 7 and fill it in.

Customer:2.....tell me whether I should enclose any Xerox copies?

Clerk: Yes. Your Adhar Card, Address proof and a couple of passport photos.

Customer:3.....where it should be submitted.

Clerk: You4..... the filled in form with enclosures at the same counter.

4. Fill in the blanks with suitable expressions to guide given below.

(how far I should; take the left turn; opposite the town hall; walk straight)

Stranger: Hello, can you guide me to the Head Post office?

Cop: Surely ...1...at the signal and ...2... upto the Park. You'll see the Post Office.

Stranger: Could you please tell me3...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 building4.....

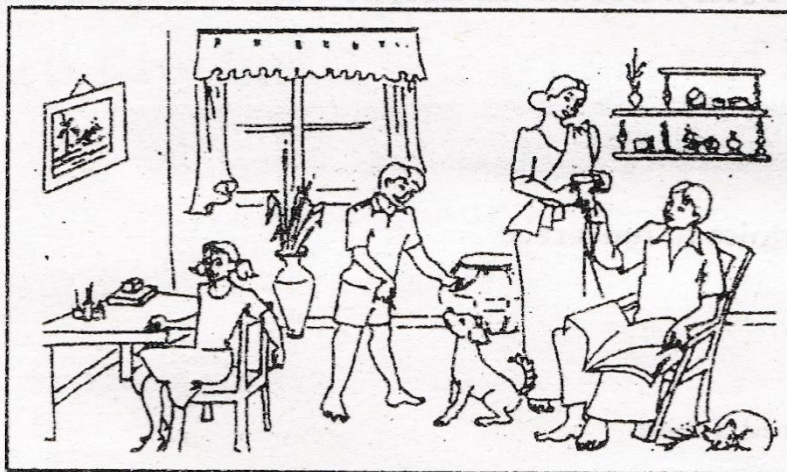
Unit – IV (Language Activity)


(Evaluation & Creation)

IV. Answer ALL of the questions:

4X5=20

1. **Write** a dialogue between two friends discussing what program to choose in Graduation. (minimum 5 exchanges for each character)
2. **Write** a debate for the motion 'Online Smart classes are the future Education style'.
3. Play the role of a teacher and address the class on need for discipline and character.
4. Write a paragraph on the following Picture (75 words)



	Government College (Autonomous) Rajahmundry	Program & Semester			
Course Code ENG 108	TITLE OF THE COURSE History of English Literature – Prose and Drama, Forms & Terms	Semester –III B.A-P.E.JMC			
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 th century and be able to project or present their thoughts and views in a clear, concise and logical manner by a sharp contrast with the present.
CO4	Students should use the knowledge they have acquired for societal development. They should volunteer to address the evils for the general good of the society.
CO5	Students should identify the goals, objective and components of projects so as to be able to plan, organize direct and endeavor to drive home the appropriate manners and morals.

Paper Code: ENG 108
GOVERNMENT COLLEGE (A), RAJAHMUNDRY
Department of English
II B.A Special English - Semester III
History of English Literature-Forms and Terms, Prose and Drama
Syllabus 2022-2023

UNIT I - History of English literature

1. Restoration
 - i. Characteristic features
 - ii. Major writers of diff. genres

2. Augustan Period (17th & 18th c.)
 - i. Characteristic features
 - ii. Major writers of diff. genres

UNIT II- Literary forms and terms

- | | |
|-------------------|-----------------------|
| 3. Satire | 8. comedy of manners |
| 4. mock-epic | 9. sentimental comedy |
| 5. heroic couplet | 10. periodical essay |
| 6. epistle | 11. picaresque novel |
| 7. heroic tragedy | 12. epistolary novel |

UNIT III- Poetry

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

UNIT IV-Prose

1. Jonathan Swift: Gullivers' Travels

UNIT V-Drama

1. William Congreve: The Way of the World

Text books:

1. Literary Terms-MH.Abrahms
2. The Rape of the Lock- Alexander Pope
3. Jonathan Swift: Gullivers' Travels
4. William Congreve: The Way of the World

Reference books:

1. Literary Terms-MH.Abrahms
2. The Rape of the Lock- Alexander Pope
3. Jonathan Swift: Gullivers' Travels
4. William Congreve: The Way of the World

Web Links:

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

CO-PO Mapping:

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

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

Paper Code: ENG 108
GOVERNMENT COLLEGE (A), Rajahmundry
Department of English
II B.A Special English - Semester III (w. e. f 2022-2023)
History of English Literature- Prose and Drama, Forms & Terms
Pattern of Question Paper

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 Character study – mock heroic element – supernatural machinery etc.	10 Hrs.	04	02 100 words each	2X4=08
IV	Prose Gulliver’s Travels- Jonathan Swift Theme – background - major and minor characters – Progression of the novel – Important Episode	15 Hrs.	04	02 100 words each	2X4=08
V	Drama - Congreve’s “The Way of the World” – social Background – Comedy of manners -Major and minor characters – Plot and Evolution – comparison and contrast of major characters in the drama	15 Hrs.	04	02 100 words each	2X4=08
	Multiple Choice Questions	5Hrs.	10	10	10X1=10
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

-
- 1. Answer any Two of the following Questions in 100 words each: 2X4=8M**
- Explain the characteristics of Restoration Age
 - Summarize the literary contributors of the Restoration Age?
 - Describe the features of the Augustan Age?
 - Define the major writers of the Augustan Age.
- 2. Define any FOUR of the following in 50 words each 4X2=8M**
- Satire
 - mock-epic
 - heroic tragedy
 - comedy of manners
 - sentimental comedy
 - periodical essay
- 3. Answer any TWO of the following in 100 words each: 2X4=8M**
- Sum up a note on the Land, People and the King of Lilliput.
 - Create an account on Gulliver's experiences on the Land of Lilliput.
 - Estimate how Gulliver was received at Lagado?
 - Summarize the ghostly countenance of the attendants at the island of Glubbudrib.
- 4. Answer any TWO of the following in 100 words each: 2X4=8M**
- Show "The Way of the world" as a comedy of humors.
 - Sketch the character of "Lady Wishfort".
 - Draw contrast between Mirabel and Fainall.
 - Summarize how the problem resolved at the end of the drama "The Way of the World?"
- 5. Answer any TWO of the following Questions in 100 words each: 2X4=8M**
- Analyze Rape of the Lock as a mock epic
 - Examine the character of Belinda
 - Rape of the lock is a satire on the artificial social manners of the times. –Explain
 - Summarize the family feud that serves as a background to Rape of the Lock?
- 6. Choose the right answer from the multiple choice questions: 10X1=10M**
- i. 18th Century English literature has not been called ()
- | | |
|---------------------|-------------------|
| a. Augustan Age | c. Age of Reason. |
| b. Neoclassical Age | d. Literary Age |

- ii. 'The Augustan Age' comes from Augustan writers such as ()
 a. Virgil and Horace c. Pope and Dryden
 b. Aristotle and Socrates d. Euripides and Sophocles
- iii. Augustan Age was the period after the Restoration era to the death ()
 a. Alexander Pope c. Swift
 b. Dryden d. Steele
- iv. Who is not the major writer of the Restoration age? ()
 a. Pope c. Jonathan Swift
 b. John Dryden d. Charles Lamb
- v. forms the link between Restoration and Augustan literature ()
 a. Dryden c. Pope
 b. Swift d. Addison
- vi. Dryden's were highly admired ()
 a. Satires c. Odes
 b. Lyrics d. sonnets
- vii. Alexander Pope is associated with ()
 a. Sonnets c. Mock epic
 b. Epics d. Drama
- viii. "Essay on criticism" is the work of ()
 a. Pope c. Swift
 b. Dryden d. Addison
- ix. This is the work of William Congreve ()
 a. The Tempest c. The Jew of Malta
 b. Double Dealer d. Pickwick Papers
- x. The Age of Restoration marks the Restoration to power of ()
 a. Pope c. Swift
 b. Dryden d. Charles II

	Government College (Autonomous) Rajahmundry	Program & Semester Semester –IV B.A- P.E.JMC			
Course Code ENG 109	TITLE OF THE COURSE History of English Literature-Prose and Novel, Forms & Terms				
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 th century. They should plan, organize and direct endeavors to drive home manners and morals appropriate to present society.

PAPER CODE – ENG 109
Government College (A) Rajahmundry
II YEAR B.A., SPECIAL ENGLISH
SEMESTER – IV (Paper-IV) : 2022-2023
HISTORY OF ENGLISH LITERATURE
(PROSE AND NOVEL- FORMS AND TERMS)
SYLLABUS

UNIT I: History of English Literature

1. Romantic Period
2. Victorian Periods

UNIT II: Literary Forms

- | | |
|-------------------|----------------------|
| 1. Autobiography | 3. Historical Novel |
| 2. Regional Novel | 4. Sentimental Novel |

UNIT III :Literary Terms

- | | |
|-------------------|--------------------|
| 1. Antagonist | 3. Round Character |
| 2. Flat Character | 4. Protagonist |

UNIT IV: Poetry

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

UNIT V: Prose

1. Virginia Woolf : A Room of One’s Own

Textbooks:

1. History of English Literature
2. Literary **Forms** M.H.Abrahms

Referencebooks:

1. A Companion to Literary forms-Dr.RaghukulTilak
2. Literary Terms-MH.Abrahms

WebLinks:

- 1.<https://literaryenglish.com> > **different-types-of-literature**
- 2.<https://www.sparknotes.com> > lit > symbols
- 3.<https://www.enotes.com> > homework-help > what-is-the-p..

CO-POMapping:

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

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

PAPER CODE –ENG 109
GOVERNMENT COLLEGE (A), RAJAHMUNDRY
Department of English: 2022-2023
II B.A Special English - Semester IV (Paper-IV)
HISTORY OF ENGLISH LITERATURE (PROSE AND NOVEL)
Scheme of Question Paper

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	Romantic Age – Victorian Age – Political and Socio – economic Situation – Characteristic Features – Major writers and works.	15 Hrs.	04	02 100 words each	2X4=8
II	Literary Forms and Terms – Definitions – Examples	10 Hrs.	08	04 50 words each	4X4=16
III	Poetry – Keats Ode to the Nightingale – Background to the Ages – Themes of the poem-	15 Hrs.	02	01 75 words each	2X4=8
	Browning’s “Rabi ben Ezra – Structure and Form – Romantic or Victorian Elements in the poetry – etc.		02	01 75 words	
V	NOVEL – A Room of One’s Own – Theme – background Progression of the novel – Important Episode	15 Hrs.	02	01 75 words	2X4=8
	Major and minor characters – Plot and Evolution – comparison and contrast of major characters in the novel		02	01 75 words	
VI	Multiple Choice Questions	5Hrs.	08	08	10X1=10
Total		60 Hrs.	30	18	50M

PAPER CODE – ENG 109
Government College (A) Rajahmundry
II YEAR B.A., SPECIAL ENGLISH -2022-2023
HISTORY OF ENGLISH LITERATURE
(PROSE AND NOVEL- FORMS AND TERMS)
SEMESTER – IV, Paper-IV
Model Question Paper

Time: 2 ½ Hrs

Max. Marks: 50 M

UNIT-I (Analysis and Evaluation)

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

1. Examine the characteristics of the Romantic Age in English Literature.
2. Assess the achievements of the major writers of the Romantic Age
3. Analyse the major features of the Victorian Age in English Literature.
4. Critically evaluate the eminent writers of the Victorian Age.

UNIT-II (Create)

II. Write a note on any FOUR of the following in 50 words each: 4X4=16M

1. Autobiography
2. Regional Novel
3. Melodrama
4. Flat character
5. Historical Novel
6. Round character
7. Gothic novel
8. Protagonist

UNIT-III (Application and Analysis)

III. Answer any Two of the following Questions in 75 words each: 2X4=8M

1. Keats poem "Ode to Nightingale" holds mirror to his negative Capability – illustrate.
2. Analyze the views expressed by Keats in his Ode to Nightingale.
3. Assess Browning's contribution to the literature of the Victorian Era.
4. Interpret Browning's poem "Rabi ben Ezra" as dramatic monologue.

UNIT-IV (Application and Analysis)

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


1. "Room of One's Own" is a feminist novel – Illustrate.
2. Why does a woman need a room of her own according to Woolf?
3. Relate the experiences of a girl in London as narrated by Woolf in "Room of One's Own."
4. Sketch the character of Judith Shakespeare.

UNIT-V (Knowledge & Understanding)

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

- Prelude is a master piece written by** ()
 - a. Wordsworth
 - b. Keats
 - c. Shelley
 - d. Byron
- The Romantic Period is largely influenced by** ()
 - a. French Revolution
 - b. American Revolution
 - c. Unification of Germany
 - d. Unification of Italy
- The works ofand.....influenced Romantics** ()
 - a. Rousseau and Godwin
 - b. Aristotle and Socrates
 - c. Keats and Byron
 - d. Addison and Steele
- The Lyrical Ballads was published during.....** ()
 - a. 1798 – 1800
 - c. 1988 – 2000

- b. 1888 – 1900 d. 1688 – 1700
- v. **Who gave the slogan “Nature is the best teacher?”** ()
 a. Wordsworth c. Shelley
 b. Coleridge d. Keats
- vi. **The Victorian Age is known for its struggle between.....and** ()
 a. Science and religion c. Money and honor
 b. Politics and religion d. Work and leisure
- vii. **The famous poet and critic and the champion of values among Victorians** ()
 a. Ruskin c. Arnold
 b. Tennyson d. pope
- viii. **A Room of One’s Own is a** ()
 a. Domestic Comedy c. Feminist novel
 b. Sentimental Comedy d. Tragicomedy
- ix. **Robert Browning excelled in writing** ()
 a. Dramatic Monologues c. Idylls
 b. Soliloquies d. Sonnets
- x. **Identify the pioneer of Gothic Fiction among the following** ()
 a. Jane Austen c. George Eliot
 b. Anne Radcliffe d. Maria Edgeworth

	Government College (Autonomous) Rajahmundry	Program &Semester Semester –IV Paper -V B.A- P.E.JMC			
Course Code ENG 146	TITLE OF THE COURSE GLIMPSES OF WORLD LITERATURE				
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		5	1	-	4

Course Objectives:

1. To demonstrate knowledge of World Literary traditions and to inculcate an awareness of
2. Global literary trends.
3. To gain an understanding of literary texts within social, cultural and historical contexts.
4. To analyze and evaluate the Post-colonial traits of the literary works that come under
5. World literature

Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Students will be able to gain familiarity with International Literary trends
CO2	Students will be able to situate the texts within the cultural and historical contexts
CO3	Students will be able to critically analyze the literary works in the light of globalization
CO4	Students will be able to appreciate the literary works from different nations of the world as part of English Literature at large
CO5	Students will be able to analyze the ways in which social institutions and power structures had an impact on the life of people in colonized countries

PAPER CODE – ENG 146
Government College (A) Rajahmundry
II YEAR B.A., SPECIAL ENGLISH
SEMESTER – IV 2021-2022
Paper –V
GLIMPSES OF WORLD LITERATURE

SYLLABUS

UNIT I : INTRODUCTION TO WORLD LITERATURE

Glimpses of World Literature – Great Books and Writers across the world – Themes and characters (Modification)

UNIT II : POETRY

1. How I Taught Myself to live simple - Anna Akhmatova(soviet)
2. The Sacred Way - A.D.Hope (Australian)
3. Winter Rain - Daud Kamal (Pakistan)(Modification)
4. A city's Death by Fire - Derek Walcott (Caribbean poet from St. Lucia)
(Additional Input)

UNIT III: DRAMA

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

UNIT IV: FICTION

1. July's People – Nadine Gordimer(South African)

UNIT V : SHORT STORY

1. Stand Here Ironing - Tillie Olsen (American)
2. Pork Seller's Advice - Lee Roy, Robinson (Srilankan)(Modification)
3. The Lady's Maid - Catherine Mansfield (Newzealand)(Additional Input)
4. Imperfect Homes - AnereBabyn (Canadian)(**Additional Input**)

Textbooks:

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

Reference books:

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

WebLinks:

- A. <http://www.britannica.com/art/African-Literature>
- B. <http://egyankosh.ac.in>

CO-PO Mapping:

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

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

CO4	3	3	2	3	3	3	2	3	3	2	3	3	3
CO5	2	2	3	2	2	3	3	2	2	3	3	2	2

PAPER CODE –ENG 146
GOVERNMENT COLLEGE (A), RAJAHMUNDRY
Department of English: 2021-2022
II B.A Special English - Semester IV (Paper-V)
GLIMPSES OF WORLD LITERATURE
Scheme of Question Paper

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	Introduction to World Literature 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	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) 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	Drama : Silence! The Court is in Session (Indian)-Vijay Tendulkar	15 Hrs.	04	02 in 100 words each	2X4 = 8
IV	Fiction : July’s People- Nadine Gordimer (South African)	15 Hrs.	04	02 in 100 words each	2X4= 8
V	Short Story : 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. Multiple Choice Questions	2 Hrs.	05	05	5X1= 5
	C. Match the Following		05	05	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 ½Hrs

Max. Marks: 50 M

UNIT I (Analysis & Evaluation)

I. Answer any TWO of the following questions in 100 words each:

2X4=8

1. Attempt a brief survey of World literature.
2. Assess the contribution of Greeks and Romans to world literature?
3. Explain the role played by humanism in World literature?
4. Critically evaluate Shakespeare’s influence on World Literature.

UNIT II (Evaluation & Creation)

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

1. Critically appreciate Akhmatova's poem "How I Taught Myself to Live Simple".
2. Write the central idea of A. D. Hope's "The Sacred Way".
3. Write the theme of the poem "Winter Rain" by Daud Kamal.
4. Write a short note on Walcott's views as reflected in his poem "A City's Death by Fire".

UNIT III (Application & Analysis)

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

1. How does Sukhatme glorify motherhood in "Silence? The Court is in Session"?
2. Estimate Vijay Tendulkar's art of characterization in "Silence!".
3. Examine "Silence! The Court is in Session" as a social satire.
4. Write a note on theme of the play "Silence! and the court in session".

UNIT IV (Evaluation & Creation)

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

1. Comment on the political background of the novel "July's People".
2. "July's People" explores the personal and social upheaval – justify.
3. Write a short note on the theme of racism in "July's People".
4. How did power play a dominant role in "July's People"?

UNIT V (Application & Analysis)

V. (A) Answer any TWO of the following questions in 100 words each: 2X4=8

1. Present the theme of Oslen's "I Stand Here Ironing" (app)
2. Analyze the Short story "Pork Seller's Advice" (ana)
3. Write the central theme of Catherine Mansfield's "The Lady's Maid" (ana)
4. What does Anere Babyn convey in "Imperfect Homes"? (ana)

(B) Match the following

5X1=5M

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

(C) Answer the following questions choosing the appropriate option.

5X1=5M

i. Who received Padma Bhushan in 1984?

()

- | | |
|---------------------|--------------|
| a. Vijay Tendulkar | c. Gordimer |
| b. Sachin Tendulkar | d. Mansfield |

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

ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

(A Statutory Body of the Government of 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 THREE Alternative Pairs of SECs)

Univ. Code	Course No. 6 & 7	Name of the Course	Hours / Week	Credits	Marks	
					Internal Assmt*	Sem. End
	6A	English Language Teaching Skills	5	4	25	75
	7A	Skills and Procedure of Translation (English & Telugu)	5	4	25	75
OR						
	6B	Teaching English Online	5	4	25	75
	7B	English for Journalism & Advertising	5	4	25	75
OR						
	6C	Writing for Media	5	4	25	75
	7C	Creative Writing and Literary Appreciation	5	4	25	75

**Internal Assessment: 20+Fieldwork/Projectwork Report: 05*

Note-1: In Semester-V, for the domain subject, Special English, any one of the THREE pairs of 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.

	Government College (Autonomous) Rajahmundry	Program & Semester			
Course Code ENG 147	TITLE OF THE COURSE English Language Teaching Skills	P.E.JMC Semester-V P –VI			
Teaching	Hours Allocated: 75 (Theory)	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

Text books:

1. Raymond Murphy. Essential English Grammar. Cambridge University Press, 2015.
2. Penny Ur. A Course in English Language Teaching. Cambridge University Press, 1999.

Reference books:

1. M.L. Tickoo. Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. Orient Blackswan Private Limited, 2013.
2. N. Krishna Swamy & Lalitha Krishna Swamy. Teaching English: Approaches, Methods and Techniques. Macmillan India Limited, 2005.

Web Links:

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

CO-PO Mapping:

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

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

Paper Code: ENG 147
GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY
DEPARTMENT OF ENGLISH: 2022-2023
III B.A – SPECIAL ENGLISH, SEMESTER-V
Paper – VI (6A): English Language Teaching Skills
Pattern of Question paper

Q. No	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	UNIT I : 1. Concepts in Teaching English as a Second Language 2. Different Methods and Levels of Teaching English	12 Hrs.	Part A 10	05 in 150 words each	5X6 =30
II	UNIT II : 1. Contextualization of Grammar Teaching 2. Teaching Writing Skills	12 Hrs.	Part B 10	05 in 75 words each	5X3=15
III	UNIT III : 1. Teaching English Literature (Prose, Poetry, Fiction and Drama) 2. Lesson Planning & Materials	12 Hrs.	Part C 05	05	5X1=5
IV	UNIT IV : 1. Classroom Management Techniques 2. Assessment & Evaluation	12 Hrs.			
V	UNIT V : 1. Teaching English for Employment 2. ICT-Based English Language Teaching	12 Hrs.			
		60 Hrs.	25	15	50M

Paper Code: ENG 147
GOVERNMENT COLLEGE (A), RAJAHMUNDRY
SEMESTER V: 2022-2023
DEGREE –III YEAR – ENGLISH LITERATURE - Paper VI (6A)
ENGLISH LANGUAGE TEACHING SKILLS
MODEL PAPER

Time: 2 ½

Max. Marks: 50

UNIT: 1

PART - A

I. Answer any FIVE of the following questions in 150 words each. 5X6=30

1. Discuss the status of English as a second language in India.
2. Mention the different methods and levels of teaching English.
3. Elaborate the need for the contextualization of Grammar Teaching.
4. What are the various techniques of teaching writing skills?
5. Distinguish between the methods of teaching of prose and poetry.
6. What is a lesson plan? What is the role of materials in teaching?
7. Briefly discuss the various classroom management techniques.
8. Comment on the role of assessment and evaluation in teaching Language skills.
9. Discuss the role of English for employment and how to teach English for jobs?
10. Does ICT change the very face of teaching of English language?

PART - B

II. Answer any FIVE of the following questions in 75 words each. 5X3=15


- | | |
|---------------------------|-----------------------------------|
| 1. Second language | 6. Format of lesson plan |
| 2. Language Proficiency | 7. Managing large classrooms |
| 3. Contextualizing Tense | 8. Business English |
| 4. 5 step writing process | 9. Online Language learning tools |
| 5. Teaching Literature | 10. Assessment methods |

PART – C

III. Fill in the blanks with appropriate choice. 5X1=5

1. The reaction against Grammar-translation method is ()
- | | |
|------------------------|--------------------|
| a. Bilingual method | c. Direct method |
| b. Play & learn method | d. Sentence method |

2. **CLT emphasizes purposeful talk as it promotes** ()
a. **real life situations** c. fearless grammar errors
b. written expressions d. free use of mother tongue
3. **Which method is also known as natural method of teaching English?** ()
a. Substitution method c. Bilingual method
b. Grammar-translation d. **Direct method**
4. **The main aim of the CLT is to encourage** ()
a. **Communicative competence** c. Use of English as a library language
b. structures of target language d. Speaking like native speakers
5. **Who developed bilingual method?** ()
a. Dr. West c. Dr. East
b. Dr. C.J. Rods d. Dr. Godot

	Government College (Autonomous) Rajahmundry	Program & Semester			
Course Code ENG 148	TITLE OF THE COURSE Skills and Procedures of Translation (English and Telugu)	Semester –V,P-VII B.A- P.E.JMC			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

Course Objectives:

1. To familiarise the students with new developments in the area of Translation
2. To introduce students to Translation studies as a discipline
3. To contextualize the practice of Translation located in the disciplines such as Comparative Literature, Cultural studies and Post-Colonial Studies.

Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Acquire skills to analyse texts with which they are linguistically familiar focusing on issues and aspects of translation
CO2	Understand the nuances involved in translational activities undertaken across languages and cultures
CO3	Consider the relevance of literary and cultural transition in the Indian multicultural and multilingual situation.
CO4	Understand the Problems in Translation
CO5	Understand the techniques of translation for specific purposes like Advertisements and Media

Paper Code: ENG 148
GOVERNMENT COLLEGE (A) RAJAHMUNDRY
DEPARTMENT OF ENGLISH
REVISED UG SYLLABUS UNDER CBCS

(Implemented from the Academic Year - 2020-21)

Skill Enhancement Courses (SEC) for Semester-V from 2022-23
III B.A - SEMESTER: V ENGLISH LITERATURE - Paper – VII (7A)
Skills and Procedures of Translation (English and Telugu)

UNIT I:

1. Types of Translation & Tools
2. (Intersemiotic Translation & Types of Dictionaries, Thesarus, Encyclpaedia, Online Resources)
3. Central Issues in Translation: A Multicultural Interaction
4. (Language, culture, Equivalence, Loss and Gain in Translation)

UNIT II:

1. Phonetic Translation
(Technical, Media and Medical)
2. Literary Translation
(Translation of Creative writing)

UNIT III:

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

UNIT IV:

1. Translating Short Fiction, Prose & Poetry
2. Translating for the Print Media & Advertisements

UNIT: V

1. Technical Translation
2. Translation & Technology

Text books:

1. Susan Bassnett. Translation Studies. Routledge: Taylor & Francis Group, New York, 2005. (1st and 3rd Chapters)
2. Peter Newmark. Approaches to Translation. Prentice Hall, New York.

Reference books:

1. Roman Jakobson. "On Linguistic Aspects of Translation", On Translation Ed. by Reuben Arthur Brower, Harvard University Press, 1959.
2. H. Lakshmi. Problems of Translation. Book Links Corp. 1993

Web Links:

1. <https://www.pactranz.com/the-translator-skillset/>
2. <https://www.smartcat.com/blog/>

CO-PO Mapping:

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

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

PAPER CODE: ENG 148
GOVERNMENT COLLEGE (A) ,RAJAHMUNDRY
DEPARTMENT OF ENGLISH: 2022-2023
III B.A – SPECIAL ENGLISH - V SEMESTER - Paper – VII (7A)
SKILLS AND PROCEDURES OF TRANSLATION (English and Telugu)
Pattern of Question paper

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, On line Resources) 2. Central Issues in Translation : A Multicultural Interaction (Language, culture, Equivalence, Loss and Gain in Translation)	12 Hrs.	Part A 10	05 in 150 words each	5X6=30
II	UNIT : II 1. Phonetic Translation (Technical, Media and Medical) 2. Literary Translation (Translation of Creative writing)	12 Hrs.	Part B 10	05 in 75 words each	5X3=15
III	UNIT : III 1. Strategies & Procedures (True Translation), Literal Translation, Free Translation, Transliteration, Transcreation 2. Problems in Translation from English to Telugu & Vice Versa	12 Hrs.	Part C 5	5	5X1=5
IV	UNIT : IV 1. Translating Short Fiction, Prose & Poetry 2. Translating for the Print Media & Advertisements	12 Hrs.			
V	UNIT : V 1. Technical Translation 2. Translation & Technology	12 Hrs.			
		60 Hrs.	25	15	50M

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

BBA LOGISTICS

	Government College (Autonomous) Rajahmundry	Program & Semester			
Course Code	TITLE OF THE COURSE	Semester –III			
ENG LG2301	ENHANCED SKILLS IN READING & WRITING	BBA- LOGISTICS			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	4

Course Objectives:

1. To familiarize the students with new developments in the area of Translation
2. To introduce students to Translation studies as a discipline
3. To contextualize the practice of Translation located in the disciplines such as Comparative Literature, Cultural studies and Post-Colonial Studies.

Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Acquire skills to analyze texts linguistically focusing on issues and aspects of translation
CO2	Understand the nuances in translational activities across languages and cultures
CO3	Consider the relevance of literary and cultural transition in multicultural and multilingual situation.
CO4	Understand the problems in Translation
CO5	Understand techniques of translation for specific purposes like Advertisements and Media

Paper Code: LG2301
GOVERNMENT COLLEGE (A) RAJAHMUNDRY
DEPARTMENT OF ENGLISH
Semester –III BBA- LOG
REVISED UG SYLLABUS UNDER CBCS
(Implemented from the Academic Year - 2023-24)
ENHANCED SKILLS IN READING & WRITING

Grammar –A Revision - 1

1. Punctuation
2. Articles, Prepositions and Conjunctions
3. Application side of Tenses and Agreement
4. Correction of Sentences

Transformation

1. Active and Passive Voice
2. Direct Speech
3. Simple, Compound and Complex Sentences
4. Degrees of Comparison

Vocabulary

1. Synonyms and antonyms
2. Prefixes and suffixes
3. Collocations – Use in language
4. Dictionary skills.

English in use

1. Reading comprehension – Business Perspective
2. Paraphrasing
3. Report writing based on hints
4. Translation

Composition

1. Scrambled Sentences
2. Expansion of ideas – Business Perspective
3. Précis
4. Essay writing

Text books:

1. Susan Bassnett. Translation Studies. Routledge: Taylor & Francis Group, New York, 2005. (1st and 3rd Chapters)
2. Peter Newmark. Approaches to Translation. Prentice Hall, New York.
3. [Improving literacy skills through learning reading by writing: The iWTR method presented and tested - ScienceDirect](#)
4. [How Reading More Can Improve Your Writing Skills \(wisdomtimes.com\)](#)

Reference books:

1. How to Write Correct English by Prof. V. Sreedharan
2. Professional Writing Skills: A Write It Well Guide Natasha Terk
3. Advanced Writing Skills by D.S. Paul
4. A Practical Course for Developing Writing Skills in English 2011 Edition by J. K. Gangal, PHI Learning
5. Books from same Author: J. K. Gangal
6. The Power of Reading: Great Ways to Build Good Habits, Acquire Knowledge, Develop Growth Mindset, and Achieve Long Term Success in Life. Pradip N Das
7. How to Read Better and Faster by Norman Lewis
8. Updated English Composition Writing (CBSE, ICSE & State Boards) by Shipan Das
9. Descriptive English by S.P. Bakshi (Author), Richa Sharma
10. A Grammar of the English Tongue Samuel Johnson
11. The Complete Grammar by Michael Strumpf
12. The Fundamentals of English Grammar - Dr. Prabhat Chourasia

Web Links:

1. <https://youtu.be/FI2OKNMWGc4?si=ETdBwqGgnvQblksY>
2. <https://youtu.be/Nd4MScADY94?si=uAMh3r7LEeaYWr74>
3. <https://youtu.be/k4fVZ-EsGKw?si=uosN6svDPbd9nNZm>
4. https://youtu.be/p6qVJ1KhHek?si=y2qFZa4RTbXKE9_k
5. <https://youtu.be/kl9zc64yiWk?si=byH0yUi5kT4mIMFM>
6. <https://youtu.be/EgxApNETQKo?si=kKOQ2fPLRnn1YB-o>
7. https://youtu.be/9B-x_8iYFtQ?si=qXDqmpgqNbLEBX2F

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: LG2301
GOVERNMENT COLLEGE (A) RAJAHMUNDRY
DEPARTMENT OF ENGLISH
Semester –III BBA- LOG
REVISED UG SYLLABUS UNDER CBCS
 (Implemented from the Academic Year - 2023-24)
ENHANCED SKILLS IN READING & WRITING
Pattern of Question paper

Q. No	Topic	Hrs. Allotted	No. of Qs given	No. of Qs. answered	Marks
I	UNIT : I 1.Grammar –A Revision - 1 a. Punctuation b. Articles, Prepositions and Conjunctions c. Application side of Tenses and Agreement d. Correction of sentences	12 Hrs	3	2	2X5=10
II	UNIT : II 2.Transformation a. Active and Passive Voice b. Direct Speech c. Simple, Compound and Complex Sentences d. Degrees of Comparison	12 Hrs	2	2	2X5=10
III	UNIT : III 3.Vocabulary a. Synonyms and antonyms b. Prefixes and suffixes c. Collocations – Use in language d. Dictionary skills.	12 Hrs	2	2	2X5=10
IV	UNIT : IV 4.English in use a. Reading comprehension – Business Perspective b. Paraphrasing c. Report writing based on hints d. Translation	12 Hrs	4	2	2X5=10
V	UNIT : V 5.Composition a. Scrambled Sentences b. Expansion of ideas – Business Perspective c. Précis d. Essay writing	12 Hrs	4	2	2X5=10
		60 Hrs	15	10	50M

Paper Code: LG2301
GOVERNMENT COLLEGE (A) RAJAHMUNDRY
DEPARTMENT OF ENGLISH
REVISED U.G SYLLABUS UNDER CBCS
(Implemented from the Academic Year - 2023-24)
II BBA Logistics - SEMESTER: III
ENHANCED SKILLS IN READING & WRITING

Time: 2 ½ hrs.

Max. Marks: 50

Answer ALL the following questions.

1. Correct the underlined verbs as the context requires

5X1=5

I am working (1) as a General Manager in ABC since 2015. I was going (2) to office at 9.00 a.m. daily. Today, it will be raining (3) now. I will decided (4) to apply for leave just now. But, my boss did not sanction (5) leaves easily.

2. Answer ONE of the following

10X½ =5

A. Punctuate the following passage.

what are you doing here ben asked roger angrily nothing was the reply then follow what i say

Or

B. Correct any FIVE of the following sentences.

- i. My cousin brother is returning from the USA.
- ii. I am twelve years.
- iii. Don't disturb me. I am in work.
- iv. The spectacles is broken.
- v. Though he was present but he was marked absent.
- vi. You are my best friend, isn't it?
- vii. If you asked earlier I would have given it free.
- viii. I put him a mail yesterday.

3. Transform any FIVE the following as directed.

5X1=5

- a. Call 108. (Change into Passive Voice)
- b. The Police arrested him. (Change into Passive Voice)
- c. They are solving the problem. (Change into Passive Voice)
- d. The teacher said, "Water flows downwards." (Change into Indirect Speech)
- e. "What do you want from me?" she shouted. (Change into Indirect Speech)
- f. He is one who treats dental related issues. (Change into simple sentence)
- g. The child was punished for late coming. (Change into compound sentence)
- h. The accident occurred while crossing the road.(Change into complex sentence)

4. Transform the Degree of the following as directed.

5X1=5

- a. Hercules is the strongest warrior. (in to Comparative & Positive Degrees)
- b. The Hindu is better than anyother Newspapers. (Positive & Sup.Degrees)
- c. No other Indian king is as great as Asoka. (in to Superlative Degree)

5. Replace any FIVE of the underlined words as directed.

5X1=5

- a. He deposited all the cash. (Use antonym)
- b. They sent him an appointment letter. (use antonym)
- c. The Finance Minister presented a surplus budget. (use antonym)
- d. The CEO called for the meeting. (Use antonym)
- e. He resigned the new post. (use antonym)
- f. The IT authorities held his properties. (use synonym)
- g. The formed an enquiry committee. (Use synonym)
- h. The Manager was accused of misappropriation of funds. (Use synonym)
- i. You should use your right. (use synonym)
- j. The list of issues for discussion was already sent to the members. (use synonym)

6. Match the following collocations appropriately.

5X1=5

- | | | |
|---------------|-----|---------------------|
| a. Deliver | () | 1. cost or expenses |
| b. Forecast | () | 2. papyrus |
| c. Utterly | () | 3. agreement |
| d. Deeply | () | 4. collegium |
| e. Thick | () | 5. traffic |
| f. Heavy | () | 6. a parcel |
| g. College | () | 7. ridiculous |
| h. Consonance | () | 8. weather |
| i. Paper | () | 9. offended |
| j. Overheads | () | 10. friends |

7. Read the following passage and answer the questions.

5X1=5

- a. A solar eclipse occurs when the Moon passes between the Sun and Earth, casting the Moon's shadow on Earth. A solar eclipse can only happen during a New Moon. The Moon's orbit is tilted 5 degrees to Earth's orbit around the Sun. Therefore a solar eclipse is a relatively rare phenomenon and a Total or Annular eclipse even rarer, with the Hybrid eclipse the rarest of all. The moonlight we see on Earth is sunlight reflected off the Moon's grayish-white surface. The amount of Moon we see changes over the month — lunar phases — because the Moon orbits Earth and Earth orbits the Sun. Everything is moving. During a lunar eclipse, Earth comes between the Sun and the Moon, blocking the sunlight falling on the Moon. Earth's shadow covers all or part of the lunar surface.
- a. Where is the moon during the solar eclipse?
 - b. Which phenomenon almost never occurs?
 - c. Why do changes occur in the moon?
 - d. When does the earth pass between the Sun and the moon?
 - e. Which word in the passage means 'comparatively'?

Or

- f. Write a paraphrase of the above passage

8. Develop a meaningful paragraph using the hints below.

5X1=5

- a. Ravi – 12th birthday – new way - orphanage home – friends and relatives – intimate management – lunch arrangements – fruits, blankets, stationery – decoration – celebrate – collective prayer - cake cut – distribution – nice lunch - blessings – appreciated - happy.

Or

సీఎం జగన్ మోహన్ రెడ్డి వ్యక్తిగత విషయాలపై యూకే వెళ్ళాలని నిర్ణయించుకున్నారు. సెప్టెంబర్ 2 నుంచి 12 వరకు ఆయన యూకే టూర్లో ఉంటారు. సీఎం జగన్ కుమార్తెలు యూకేలో చదువుతున్నారు. తన కూతుళ్ళతో కొంత సమయం గడపాలని భావిస్తున్నట్లు తెలుస్తోంది. శనివారం రాత్రి .9.30 గంటలకు విజయవాడ అంతర్జయ విమానాశ్రయం నుండి సతీమణి వై.యస్. భారతి తో కలసి ప్రత్యేక విమానంలో లాండన్ పయనమయ్యారు. విమానాశ్రయం లో ముఖ్యమంత్రికి మంత్రులు తానేటి వనిత, జోగి రమేష్, ఎమ్మెల్యే చెవిరెడ్డి తదితరులు విడికోలు పలికారు. విదేశీ పర్యటనను ముగించుకొని ముఖ్య మంత్రి తిరిగి ఈ నెల 11న రాష్ట్రానికి చేరుకుంటారని ప్రకటించారు.

- b. Translate the following text into English.

9. Rearrange the following scrambled paragraph into a meaningful one.

5X1=5

- a. My sister and I took a pic with him! Finally we ate dinner. Good thing it was hot outside and I dried off quickly. They were all so funny. First, I got to meet Mickey Mouse. Have you ever been to Disneyland? After Splash Mountain, we went on five other rides. I sat in the front of the log and got soaking wet. Then, we headed to Splash Mountain! I got to go with my family last weekend and I had an amazing time.

Or

- b. Expand the idea “Better late than never.”


10. Make a précis of the following paragraph.

5X1=5

- a. In trade, the ownership of goods or services is transferred from one person to another in consideration of cash or cash equivalents. Trade can be done between two parties or more than two parties. When the buying and selling take place between two persons, it is called bilateral trade whereas when it is done between more than two persons, then it is called multilateral trade. Commerce includes all the activities that help in facilitating the exchange of goods and services from the manufacturer or the producer to the ultimate consumers. Majorly the activities are transportation, banking, insurance, advertising, warehousing, etc. that act as an aide in the successful completion of the exchange. Business is any endeavor undertaken for the purpose of making a profit. It includes selling goods and services, but everyone else involved in the process of creating the product and getting it to a consumer is engaged in business activity.

Or

- b. Write an essay on the impact of startups on local economies.

	Government College (Autonomous) Rajahmundry	Program & Semester Semester –IV BBA- LOG			
Course Code ENG LG2303	TITLE OF THE COURSE ADVANCED SKILLS IN ENGLISH FOR EMPLOYABILITY				
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	4

Course Objectives:

1. To familiarize the students with the speaking and writing skills needed for employability
2. To acquaint the students with logistics related vocabulary and phrases
3. To nurture soft skills required for logistics and transportation.
4. To provide advanced skills in grammar speaking and writing in formal context.

Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Acquire the speaking and writing skills needed for employability.
CO2	Use the vocabulary and phrases pertaining to logistics
CO3	Assimilate the soft skills needed for smooth work flow.
CO4	Communicate effectively in speech and writing

Paper Code: ENG 2303
GOVERNMENT COLLEGE (A) RAJAHMUNDRY
DEPARTMENT OF ENGLISH
REVISED UG SYLLABUS UNDER CBCS
(Implemented from the Academic Year - 2023-24)
Semester –IV BBA- LOGISTICS
ADVANCED SKILLS IN ENGLISH FOR EMPLOYABILITY

UNIT I. Vocabulary

1. Advanced word substitutions
2. Idioms and phrasal verbs
3. Formal vocabulary
4. Registers

UNIT II. Practice Speaking

1. Self-Introduction
2. JAM Activity
3. Dialogue practice
4. Different Role Plays

UNIT III. Job Skills – Speaking

1. Communication in Context
2. Public speaking/Anchoring
3. Interview skills
4. GDs

UNIT IV. Job Skills – Writing

1. Form filling
2. Business Notices, Agenda and Minutes
3. Advanced Skills in preparing Resume and Cover Letter
4. E-correspondence - Advanced tips

UNIT V. Soft Skills

1. SWOC Analysis
2. Interpersonal skills
3. Emotional intelligence
4. Team Dynamics

Text books:

1. Susan Bassnett. Translation Studies. Routledge: Taylor & Francis Group, New York, 2005. (1st and 3rd Chapters)
2. Peter Newmark. Approaches to Translation. Prentice Hall, New York.
3. Graduate employability in a changing world by [Cambridge English](#).

Reference books:

1. One word Substitutions – Roshan Tolani
2. H.Lakshmi. Problems of Translation. Book links Corp. 1993

Web Links:

- 1.
- 2.

CO-PO Mapping:

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

	PO 1	PO2	PO 3	PO4	PO5	PO 6	PO7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3
CO 1	3	3	3	3	3	3	3	3	3	3	3	3	3
CO 2	2	2	2	2	2	3	2	2	2	2	3	2	2
CO 3	3	3	3	3	2	2	3	3	3	3	2	3	3
CO 4	2	3	2	3	3	3	2	2	2	2	3	2	2
CO 5	3	2	3	2	2	2	2	3	3	3	2	3	3

PAPER CODE: LG2303
GOVERNMENT COLLEGE (A), RAJAHMUNDRY
DEPARTMENT OF ENGLISH: 2023-2024
Semester –IV BBA- LOGISTICS
ADVANCED SKILLS IN ENGLISH FOR EMPLOYABILITY
Pattern of Question paper

Q. No	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	UNIT : I Vocabulary 1. One word substitutions 2. Idioms and phrasal verbs 3. Formal vocabulary 4. Registers	12 Hrs.	Part A 10	05 in 150 words each	5X6=30
II	UNIT : II Practice Speaking 1. Self-Introduction 2. JAM Activity 3. Dialogue practice 4. Different Role Plays	12 Hrs.	Part B 10	05 in 75 words each	5X3=15
III	UNIT : III Job Skills – Speaking 1. Communication in Context 2. Public speaking/Anchoring 3. Interview skills 4. GDs	12 Hrs.	Part C 5	5	5X1=5
IV	UNIT : IV Job Skills – Writing 1. Form filling 2. Business Notices, Agenda and Minutes 3. Advanced Skills in preparing Resume and Cover Letter 4. E-correspondence – Advanced tips	12 Hrs.			5X1=5
V	UNIT : V Soft skills 1. SWOC Analysis 2. Interpersonal skills 3. Emotional intelligence 4. Team Dynamics	12 Hrs.			
		60 Hrs	25	15	50M

Paper Code: LG2303
GOVERNMENT COLLEGE (A) RAJAHMUNDRY
DEPARTMENT OF ENGLISH
REVISED U.G SYLLABUS UNDER CBCS

(Implemented from the Academic Year - 2023-24)

II BBA Logistics - SEMESTER: IV
ADVANCED SKILLS IN ENGLISH FOR EMPLOYABILITY

Time: 2 ½ hrs.

Max. Marks: 50

Answer ALL the following questions.

1. Match the following:

10X ½ =5

Sl. No	A	Ans.	B
A.	A new business		1. Start-up
B.	A list of good in stock		2. Inventory
C.	A Platform for loading or unloading		3. Dock
D.	Conveyance of something in a cart		4. Cartage
E.	A group of individuals or organizations combined to promote a common interest.		5. Syndicate
F.	Money taken out of your bank account or money you owe		6. Debit
G.	Goals, strategies and financial projections of a business		7. Business plan
H.	The Tax paid on imported duties		8. Duty
I.	A company that is owned or controlled by another company		9. Subsidiary
J.	A plan or course of action that is designed to achieve a specific goal or objective		10. Strategy

2.(a) Write your own sentences using the following Idioms and phrasal verbs 5X1 =5

- i. To break even
- ii. To set the ball rolling
- iii. To have an edge over
- iv. To lay off
- v. To set up

(or)

(b) Write about any two 'Registers' of vocabulary related to business.

3. Use the following clues and introduce yourself at an interview for internship in a logistic organization. **5X1=5**
(Greeting – attitude/personality – qualifications – skills – achievements – experience etc.)

4.(a) Write a dialogue of 5 exchanges minimum between a client and a manager at a logistics office over booking a consignment to Mumbai. **5X1=5**

(or)

(b) Write a dialogue between a candidate and an interviewer for a job in a logistics organization.

5. Deliver a talk to your juniors on the advantages of opting BBA logistics in their under graduation. **5X1=5**

6.(a) Construct an imaginary telephone conversation with the manager, Fast Logistics over an undelivered parcel you booked last month. **5X1=5**

(or)

(b) Write any 2 helpful phrases used in a Group Discussion in the following contexts
a. To endorse an opinion
b. To gently refute an argument

7. (a) Prepare your resume for the post of a Manager in a Logistics Company. **5X1 = 5**

(or)

(b) Prepare the agenda for a meeting over expanding the services of the logistics organization you are working for.

8. Write a letter to the SRMT Organization, Kakinada, seeking regular transportation support for your product. **5X1 = 5**

9.(a) Prepare your SWOC analysis grid along with an action plan for the threats. **5X1=5**

(or)

(b) Define interpersonal skills and explain their importance at a logistics organization.

10. (a) Why is emotional intelligence important for a successful logistics operator? **5X1 = 5**

(or)

(b) What role does effective communication play in team dynamics of a logistics organization?