

P. R. GOVERNMENT COLLEGE

**AN AUTONOMOUS COLLEGE
ACCREDITED WITH NAAC A GRADE (3.17CGPA)
KAKINADA- 533001**



BOARD OF STUDIES MEETING

Department of English Language & Literature

U.G & P.G Courses

2022-2023

P.R.GOVERNMENT COLLEGE (AUTONOMOUS) KAKINADA



VISION & MISSION OF THE COLLEGE.

VISION, MISSION & OBJECTIVES FROM 2022-23

VISION:

To contribute its might for holistic and quality human capital formation for modern economy with focus on developing employment opportunity – enhancing skilling ecosystem, through Integration of research, value system and technology into teaching – learning process.

MISSION:

- To provide conducive and outcome-based skill development environment in the institution to brighten prospects for progression to higher education, employment opportunities in Government and Private agencies, for personal growth and enhanced productivity and economic growth.
- To collaborate with coaching centres or skill development institutions for skill development.
- To develop systems for quality enhancement in learning by student through promotion of ICT integration into learning, deployment of learning resources at the door steps of students for optimum utilization.
- Designing and implementing student-centric, inquisitive, practical-rich and research based curricula, including project works, problem-solving & applications oriented TLPs, field trips, etc., that facilitate experiential and participative learning.
- To strengthen research and development and create new research knowledge through intense research, collaborations, knowledge and technology transfer.
- To foster innovation among students through trainings and forging collaborations with outside organizations.

- To turn each student into a wholesome personality through initiatives in Community Service, Gender equity initiatives, Environment protection, personality, development, transferable skills, understanding constitution and its spirit and their role in nation building.
- To mould the character of each constitutional provisions-abiding and inquisition-arousing.

OBJECTIVES:

1. To prepare and introduce students to the world of work through development of cognitive skills, discipline-specific skills, technical and professional skills, information processing skills, problem-solving skills, social engagement and emotional skills.
2. To forge collaborations with industry, Government and third sector organizations
3. To promote intuition among students
4. To devise plans for rolling out socially conscious, culturally synchronizing and environmental friendly students.
5. To make students access to ICT infrastructure for enhanced quality higher education.
6. To make students find innovative solutions to societal problems and adapt themselves.

Department Of English

Foreword.....

Language is nothing but a source of communication, a medium of conveying our ideas to one another. Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings. In this era of globalization, Information and Communication Technology, English has a special and predominant role in the communicative sphere of the world. It has a special identity in the field of education. While teaching, a teacher has to keep in mind the aims and objectives of the subject. Teaching requires certain directions, after all success of teaching depends upon its aims and objectives. It is the language of opportunities in academics and employment. Keeping this in mind, the Department of English has made every effort to update itself in terms of the syllabi, teaching methodology and pattern of evaluation.

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

Challenges before the English language teachers in India are enormous and apparent. Teachers should be able to cater to the practical needs of learners to make them competent enough to interact with one another and also to retrieve information all over the world. At present, the challenges visible before the English language teachers in India are diverse and it is necessary for them to shape up accordingly to meet the demands of the day to day life. By using conventional methods, maximum time will be consumed in exercises and drilling, dealing with grammar and pronunciation which takes away a large portion of class time. Therefore, teaching English is considered as a challenging task. Thus, to meet the present-day challenges in teaching English, first of

all, English should not be treated as a subject as it is to be used actively in interacting with one another throughout the world.

The Department has fully utilized Autonomy and the vast experience accrued over three cycles of NAAC assessment to add or delete the syllabi to match the learner standards and market needs. A Practical examination is also included in the second semester to practically test the student communication skills. The department has also started Certificate Course in English for Competitive Examinations, Functional English and Personality Development.

Changes have been affected in the evaluation pattern also. Testing pattern is designed to maximize the creativity and avoid readymade mugged up answers. Online testing is made mandatory for 10 marks in the internal examinations. The Essay type questions in 250 words carrying 8 - 10 marks have been replaced by short answer questions in 75 - 100 words carrying 4-8 marks. Multiple Choice Questions have been made compulsory in Special English both to cover the syllabi and to ensure success in PG Entrance Examinations NET and SET. The SEE and CIA ratio has been enhanced from 60:40 to 50:50 from 2019-20 and the same holds good during 2021-'22 also.

COVID-19 has totally changed the very face of Higher Education. The teacher-taught relationship has been snapped suddenly. One of the disguised blessings of Corona is the increasing demand for online teaching. Though it is no way new to the field of education nor is it a complete substitute it has come up as the ultimate resort to all the teachers.

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

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

- The application of Blooms Taxonomy to full extent both in the General and

Special English has been overdue. Meticulous care has been taken in the designing of question papers implementing Blooms Taxonomy at all six levels - Knowledge, understanding, application, analysis, synthesis and creation.

- Under Life Skill Courses for the students of I semester, the Department has undertaken to design the question paper for the course titled “Personality Enhancement and Leadership ”
- This year, the Department has introduced yet another Certificate Course titled “English for Competitive Examinations” by designing the syllabus and question paper adopting models from various competitive examinations.
- Under Community Service Project, the Department has designed unique topics bearing in mind their social relevance and ability to offer real-time experience to students.
- As part of Industrial Connect Program, the Department is planning to obtain MoUs for internships and employment to the students of B.A Special English in various Schools, Colleges, Press and Publication along with industries located in and around Kakinada.

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

Date: 03.011.2022

Department of English

Department Of English, Action Taken Report 2022-23

The following action / measures were taken on the suggestions given by the
Members of the BOS 2021-22

S.NO	SUGGESTIONS OF THE BOS MEMBERS	ACTION TAKEN BY THE DEPARTMENT
1.	To Include BOS Agenda, Resolutions in the BOS copy	Included the BOS Agenda, Resolutions in the BOS copy of the present year BOS as per the suggestion given by the BOS members.
2.	Course outcomes & Programme outcomes are to be in tune with the vision mission of the college.	The course outcomes & programme out comes modified as per the college vision and mission and inserted in the BOS copy 2022-23.
3.	To frame the questions in according to Bloom's Taxonomy	Questions are framed according to Bloom's Taxonomy as per the suggestions of the BOS members.

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Department of English
P.R.Government College (A), Kakinada
Mission, Vision, and Values

Our Mission

The English Department of Language and Literature P.R.Government College (A), Kakinada helps students build knowledge of the content and methods of literary studies, critical evaluation, Communication skills, academic, professional, and creative writing. In addition, our faculty is committed to an interdisciplinary approach to knowledge, evident in their involvement in programs such as Ethnic Studies, Women's Studies, Film Studies, International Studies, and Environmental Studies. Our graduates are well prepared for professional and graduate study and for lifelong learning. They pursue careers in education, research, business, law, government, and publishing. The Department's policies and its reading- and writing-intensive curriculum demonstrate our commitment to the liberal arts.

Our Vision

- To provide appropriate pedagogies - including class size - and environments (classrooms, equipment, resources, and technology) that will lead to student retention and success as well as an increase in the number of majors and minors.
- To help students see themselves as professionals, as part of a discipline with skills and abilities valuable in the business, teaching, publishing, or post-graduate work.
- To give students a sense of themselves as citizens of a larger community by encouraging participation in service learning and in diverse and international course work and programming.
- To assure that students encounter creativity crucial to English studies through theater productions, readings by professional writers, and their own creative and critical production and presentation.

- To balance the needs of general education - communication, diversity, global perspectives, interdisciplinary studies - with those of the major.
- To acquire adequate funding to support the department's contributions to general education and the liberal arts through departmental budgets and hiring.
- To value faculty scholarship and service through greater support for and participation in activities of the profession.

Our Values

- Convey knowledge of literary history, literary forms, literary theory, and a wide variety of texts and a wide array of vocabularies and practices used to consider them.
- To promote human values through English literature and translation studies.
- Give students an understanding and appreciation of the English language.
- Provide students with good writing and critical thinking skills useful not only in the academy but also in the world at large.
- To offer opportunities to explore identity, values, manners, and morals.

PROCEEDINGS OF THE PRINCIPAL, P.R.GOVERNEMNT COLLEGE (A) KAKINADA A-P

Present: Dr.B.V.Tirupanyam, M.Sc; Ph.D

R.C.No12A/A.C /BOS/2022-23 Dated: 24.9.2022

SUB: P.R.Government College (A), Kakinada- UG Boards of Studies (BOS)

Program/Course - B.A/B.Com/B.Sc/ B.Voc General English

B.A EEP & EJH English Literature

Nomination of Members - Orders issued

Ref: 1. UGC Guidelines of for Autonomous Colleges - 2018

ORDER:


The Principal, P.R.Government College(A), Kakinada is pleased to constitute UG Board of Studies in English for framing the syllabi in English subject for all semesters duly following the norms of the UGC Autonomous guidelines.

S.NO	Name of the Nominee	Designation
1.	Sri. P.V. Krishna Rao, Lecturer in English, HOD Dept.of.English, P.R College, Kakinada.	Chairman
2.	Dr.Prasanthi Sree, Assistant Professor AKNU,MSN CAMPUS, Kakinada	University Nominee
3.	Dr.T.K.V.Srinivasarao, Principal, GDC Mandapeta.	Subject Expert
4.	Dr.P.Sanjotha, Lecturer in English, A.S.D.Women's College, Autonomous, Kakinada	Subject Expert
5.	Sri.Valavala.Srinivasarao, Rtd Lecturer In English & Alumnus P.R.G.C(A), Kakinada	Expert from Alumni
6.	R.Srinivasaro, M.D PennstateReview, Coaching centre for IELTS, GMAT & GRE,	Industrial Nominee

	TOFFEL, Vijayawada	
7.	Dr.M.Soma raju, Lecturer in English	Member
8.	Dr.S.Srinivasarao, Lecturer in English	Member
9.	Dr.K.Rajamanikyam, Lecturer in English	Member
10.	Sri.S.Kruparakshana Raju, Lecturer in English	Member
11.	Smt.B.N.Prathyusha, Lecturer in English	Member
12.	Miss R.S.ROJA, Lecturer in English	Member
13.	Mr.N.Gurumurthy, Lecturer in English	Member
14.	Mr.Ch.Veerababu, Lecturer in English	Member
15.	Mr.K.Harish, Lecturer in English	Member
16.	Ms.T.Kavya, I M.A ENGLISH	Student Nominee
17.	Mr. Vinay Ranjan II B.A EEP	Student Nominee
18.	Mr. Yesu Babu I B.A EEP	Student Nominee
19.	Miss. T.Bhavana I Bio-tech	Student Nominee
20.	Miss. P.Ganga Bhavani I. B.Com E.M	Student Nominee
21.	Mr.S.Anand I. B.Com E.M	Student Nominee

The above members are requested to attend BOS meeting on 03 - 11-2022 and share their valuable views and suggestions on the following functionaries.

- Prepare syllabi for the subject in view the objectives of the college, interest of the stake holders and National requirement for consideration and approval of the IQAC and Academic Council.
- Suggest methodologies for innovative teaching and evaluation techniques.
- Suggest the panel of names to the Academic Council for appointment of Examiners.
- Coordinate research, teaching, extension and other activities in the Department of the college.


Principal
PRINCIPAL
P.R. Govt. College (A)
KAKINADA
7 Oct 2022

Principal

Copy to:

1. The above individuals
2. File

P.R.GOVERNMENT COLLEGE (AUTONOMOUS) KAKINADA

BOARD OF STUDIES MEETING 2022-2023

DEPARTMENT OF ENGLISH

AGENDA

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

Syllabi and Question Paper Models:

1. To consider and approve the syllabus prescribed by APSICHE for I, II & III semester General English and I to V Semesters Special English together with minor modifications together with the model papers designed by the Department for the academic year 2022-2023.
2. To consider and approve the syllabus prescribed by APSICHE with minor modifications as shown in the "**Modification Table**" provided for both the General English and the Special English for the academic year 2022-'23.
3. To consider and approve all the additions, deletions and replacements listed out under "**Additional Inputs Table**".
4. To consider and re approve the syllabus and model paper for the new Certificate Course titled "**English for Competitive Examinations**" commenced from 2021-2022.
5. To undertake the teaching of "A Course in English Language for Career Building" for IV semester of B.A English Literature as Elective paper from 2022-2023.
6. To consider and approve the inclusion of CSP modalities into a document providing freedom to the members of the department to choose a topic from within those already provided or devise one which is relevant and pertinent with application value.
7. To consider and approve delivering 40% syllabus Online if need be via Google Meet)as a Blended Teaching Method in view of prevailing pandemic and the recommendations of National Educational Policy.
8. To consider and approve to arrange student centric Guest Lectures and webinars on relevant topics .

9. To consider and approve to arrange Guest Lectures and Webinars by Subject Experts @ 2 per Semester rounded up to 4 per academic year.
10. To consider and approve the implementation of Pedagogy methods like Quiz, classroom seminar, Assignment or Case study, Test, puzzles, viva and few more innovative methods in classroom teaching as indicated in the curricular plans.
11. To consider and approve all the Proposed Activities of the Department of English for **2022-2023**.

P.R. GOVERNMENT COLLEGE (AUTONOMOUS)

BOARD OF STUDIES MEETING 2022-2023

DEPARTMENT OF ENGLISH

RESOLUTIONS

The following proposals are submitted as a part of the agenda for the consideration and approval of the honorable members of Board of Studies, at the meeting held on 3rd November 2022.

Syllabi and Question Paper Models:

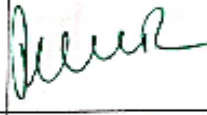
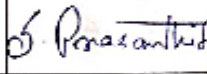
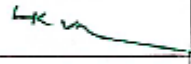
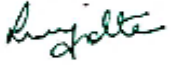

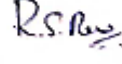
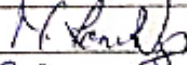
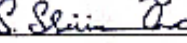

1. Considered and approved the syllabus for I,II& III semesters General English and I to V Semesters Special English together with the model paper designed by the Department.
2. Considered and approved the syllabus prescribed by APSICHE with minor modifications as shown in the "Modification Table" provided for both the General English and the Special English for the academic year 2022-'23
3. Considered and approved all the additions, deletions and replacements listed out under "Additional Inputs Table".
4. Considered and approved the syllabus and model paper for the new Certificate Course titled "English for Competitive Examinations" to commence from 2022-2023.
5. Considered and approved to undertake the project work for IV semester of B.A EEP students as V paper from 2022-2023.
6. Considered and approved to include CSP modalities into a document providing freedom to the members of the department to choose a topic from within those already provided or devise one which is relevant and pertinent with application value.
7. Considered and approved delivering 40% syllabus Online if need be via Google Meet)as a Blended Teaching Method in view of prevailing pandemic and the recommendations of National Educational Policy.

8. Considered and approved the decision to conduct as many student centric webinars as possible on all possible and relevant topics.
9. Considered and approved the implementation of Pedagogy methods like Quiz, classroom seminar, Assignment or Case study, Test, puzzles, viva and few more innovative methods in classroom teaching as indicated in the curricular plans.
10. Considered and approved to arrange Guest Lectures and Webinars by Subject Experts @ 2 per Semester rounded up to 4 per academic year.
11. Considered and approved all the Proposed Activities of the Department of English for **2022-2023**.

BOS CONSTITUTION COMMITTEE APPROVAL

P.R. Government College (A), Kakinada

Department of English

S.NO	Name of the Nominee	Designation	
1	Sri. P.V. Krishna Rao, Lecturer in English, HOD Dept.of.English, P.R College, Kakinada.	Chairman	
2	Dr.Prasanthi Sree, Assistant Professor AKNU,MSN CAMPUS, Kakinada	University Nominee	
3	Dr.T.K.V.Srinivasarao, Principal, GDC Mandapeta.	Subject Expert	
4	Dr.P.Sanjatha, Lecturer in English, A.S.D.Women's College, Autonomous, Kakinada	Subject Expert	
5	Sri. Valavala.Srinivasarao, Rtd Lecturer In English & Alumni P.R.G.C(A), Kakinada	Expert from Alumni	
6	R.Srinivasaro, M.D PennstateReview, Coaching centre for IELTS, GMAT & GRE, TOPPEL, Vijayawada	Industrial Nominee	
7	Dr.M.Soma raju, Lecturer in English	Member	
8	Dr.S.Srinivasarao, Lecturer in English	Member	
9	Dr.K.Rajamanikyam, Lecturer in English	Member	
10	Sri.S.Kruparakshana Raju, Lecturer in	Member	

	English		
11	Smt.B.N.Prathyusha, Lecturer in English	Member	<i>[Signature]</i>
12	Miss R.S.ROJA, Lecturer in English	Member	<i>[Signature]</i>
13	Mr.N.Gurumurthy, Lecturer in English	Member	<i>[Signature]</i>
14	Mr.Ch.Veerababu, Lecturer in English	Member	<i>[Signature]</i>
15	Mr.K.Harish, Lecturer in English	Member	<i>[Signature]</i>
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17	Mr. Vinay Ranjan II B.A EEP	Student Nominee	
18	Mr. Yesu Babu I B.A EEP	Student Nominee	
19	Miss. T.Bhavana I Bio-tech	Student Nominee	<i>T.Bhavana</i>
20.	Miss. P.Ganga Bhavani I. B.Com E.M	Student Nominee	<i>P. Ganga Bhavani</i>
21	Mr.S.Anand I. B.Com E.M	Student Nominee	



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ACADEMIC CELL

(Certificate to be issued by the University Nomine/Subject Expert/Member of BOS)

Department Name: *English*

Name of the BOS Member :
(University Nomine/Subject Expert/Industrialist/ Member)

I certify that the syllabus submitted by the *English*..... Department is verified by me and I recommend the following suggestions:

1. *More books for U.G students*
2. *Try to introduce one certificate course for other Community*
3. *Service - just like the previous year*
4. *Focus on the Internship & Apprenticeship introduced by*
5. *the APICBE towards the subject related industries.*

The syllabus is approved with the above suggested modification

S. Prasanth Reddy
Signature with Date

Note: BOS Members are requested to fill the above details with necessary suggestions and send back to the Head of the department along with the syllabus



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ACADEMIC CELL

(Certificate to be issued by the University Nomine/Subject Expert/Member of BOS)

Department Name: *English*

Name of the BOS Member :
(University Nomine/Subject Expert/Industrialist/ Member)

I certify that the syllabus submitted by the *English*..... Department is verified by me and I recommend the following suggestions:

1. *Suggested to introduce practicals & workbook to test the*
2. *vocabulary skills.*
3. *what ever additional inputs are introduced, they may be*
4. *tested only in mid - sem exam.*

The syllabus is approved with the above suggested modification

T.K.V. Srinivasa Rao
Signature with Date
(T.K.V. Srinivasa Rao)

Note: BOS Members are requested to fill the above details with necessary suggestions and send back to the Head of the department along with the syllabus



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ACADEMIC CELL

[Certificate to be issued by the University Nomine/Subject Expert/Member of BOS]

Department Name: English

Name of the BOS Member :
(University Nomine/Subject Expert/Industrialist/ Member)

I certify that the syllabus submitted by the Department is verified by me and I recommend the following suggestions:

1. Work books may be introduced for UG (GEN ENGLISH) to strengthen their GRAMMAR AND VOCABULARY.
- 2.
3. Whatever additional inputs are introduced, they may be tested only in Mid-term Exams. The external examiners may not be familiar with the tests.
- 4.
- 5.

The syllabus is approved with the above suggested modification


 C.V. SRINIVASA RAO
 Signature with Date

Note: BOS Members are requested to fill the above details with necessary suggestions and send back to the Head of the department along with the syllabus



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ACADEMIC CELL

(Certificate to be issued by the University Nomine/Subject Expert/Member of BOS)

Department Name: *English*

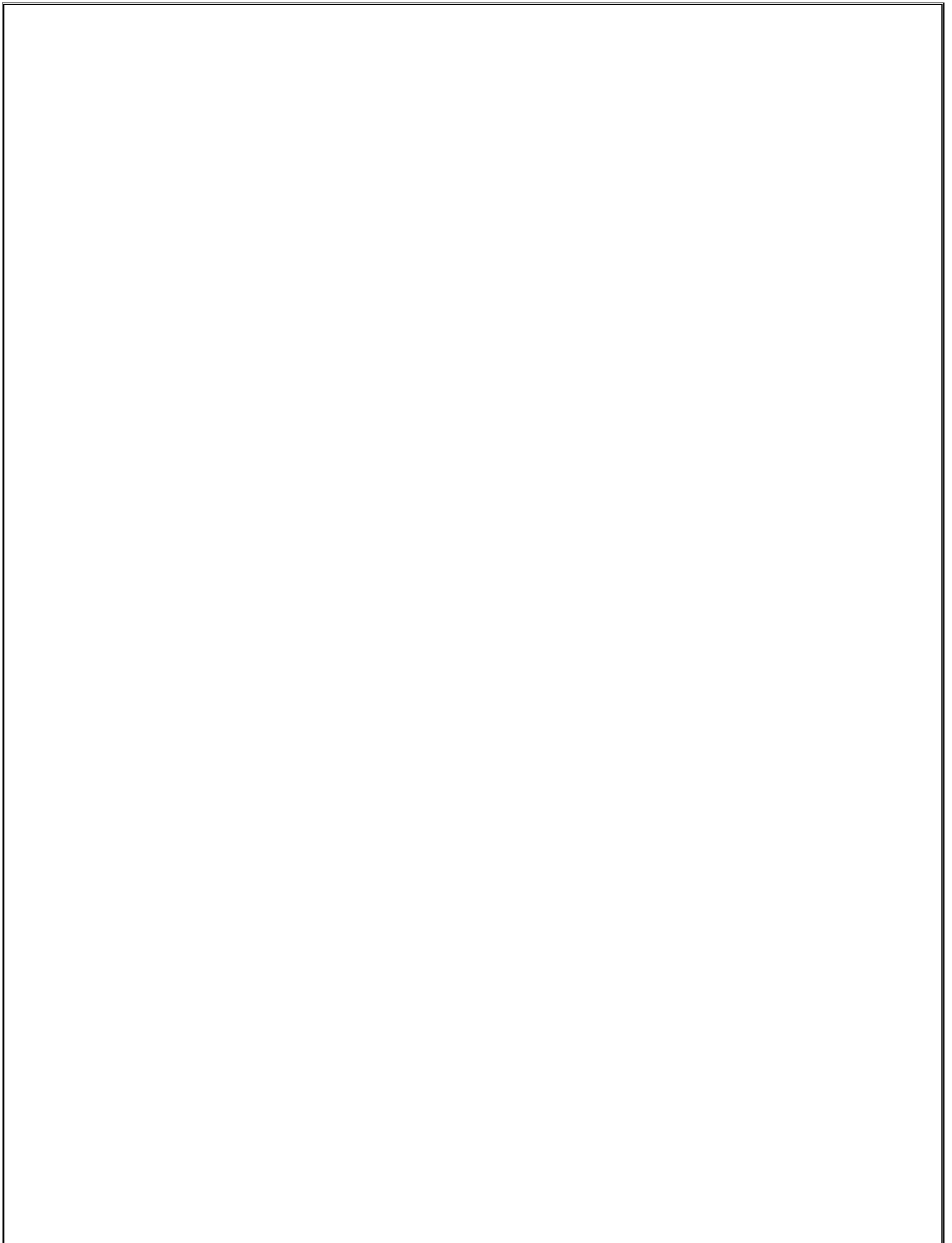
Name of the BOS Member :
(University Nomine/Subject Expert/Industrialist/ Member)

I certify that the syllabus submitted by the ...*English*..... Department is verified by me and I recommend the following suggestions:

1. A certificate course may be started to equip students with
2. employable skills.
3. Pedagogical methods like Quiz, case study & innovative
4. methods like news paper clipping may be implemented
5. to make teaching-learning activity more student centric

The syllabus is approved with the above suggested modification

R. Srinivasa Rao
Signature with Date
(R. SRINIVASARAO)





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ACADEMIC CELL

(Certificate to be issued by the University Nomine/Subject Expert/Member of BOS)

Department Name:

Name of the BOS Member :

(University Nomine/Subject Expert/Industrialist/ Member)

I certify that the syllabus submitted by the Department is
 verified by me and I recommend the following suggestions:

1. *work books may be reintroduced for our Ground English Students*
2. *more no. of outreach programmes may be conducted*
- 3.
- 4.
- 5.

The syllabus is approved with the above suggested modification

Vaishona
 Signature with Date

Note: BOS Members are requested to fill the above details with necessary suggestions and send back to the Head of the department along with the syllabus

ALLOCATION OF CREDITS TO COURSES OFFERED

P.R.GOVERNMENT COLLEGE (AUTONOMOUS) KAKINADA

Sl No	Semester	Paper Code	Paper	Hrs. per Week	External	Internal	Credits
GENERAL ENGLISH DURING I AND II YEARS							
1.	I	ENG 1001	A Course in Communication and Soft Skills	4	50	50	3
2.	II	ENG 2001	A Course in Reading and Writing Skills	4	50	50	3
3.	III	ENG 3001	A Course in Conversational Skills	4	50	50	3
SPECIAL ENGLISH (ENGLISH LANGUAGE AND LITERATURE)							
4.	I	ENG	A background study of English literature and language	5	50	50	4
5.	II	ENG	British Literature	5	50	50	4
6.	III	ENG	English language in America	5	50	50	4
7.	IV	ENG	Indian writing in English	5	50	50	4
8.	V	ENG	Glimpses of World literature	5	50	50	4
9.	VI	ENG	English Language Teaching Skills	5	50	50	4
10.	VII	ENG	Skills and procedures of Translation (English & Telugu)	5	50	50	4
12.		CC 101	Certificate Course in Functional English	60	50	50	3
13.		CC 118	Certificate Course in English for Competitive Examinations	60	50	50	3
14.		CC 141	Certificate Course in Type Writing	60	50	50	3

Program Objectives and Outcomes

COURSE		Objectives	OUTCOMES
<p>GENERAL ENGLISH</p> <p>FOR ALL B.A, B.COM, B.Sc & B.Voc Courses</p>	<p>Semester -I</p>	<p>1. Ability to be comfortable with English in use while reading or listening.</p> <p>2. Ability to use receptive skills through reading and listening to acquire good exposure to language and literature.</p>	<p>CSO1: To provide exposure to good literary pieces in various forms.</p> <p>CSO2: To improve the learner's syntax/ grammar/ vocabulary.</p> <p>CSO3: To improve the learner's communication skills.</p> <p>CSO4: To make the learner's apply English skills in day to day life.</p> <p>CSO5: To promote the learner's reading and writing skills.</p> <p>CSO6: To improve the learner's comprehensive capability.</p> <p>CSO7: To improve the learner's ability to use a standard dictionary.</p> <p>CSO8: To impart information transfer skills to learners</p>
<p>GENERAL ENGLISH</p> <p>FOR ALL B.A, B.COM, B.Sc & B.Voc Courses</p>	<p>SEMESTER -II</p>	<p>1. Ability to be comfortable with English in use while reading or listening.</p> <p>2. Ability to use receptive</p>	<p>CSO1: To provide exposure to good literary pieces in various forms.</p> <p>CSO2: To improve the learner's syntax/ grammar/ vocabulary.</p>

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		<p>skillsthrough reading and listeningto acquire good exposure to language and literature.</p>	<p>CSO3: To improve the learner’s communication skills. CSO4: To make the learner’s apply English skills in day to day life. CSO5: To promote the learner’s reading and writing skills. CSO6: To improve the learner’s comprehensive capability. CSO7: To improve the learner’s ability to use a standard dictionary. CSO8: To impart information transfer skills to learners</p>
<p>GENERAL ENGLISH FOR ALL B.A, B.COM, B.Sc & B.Voc Courses</p>	<p>SEMESTER -III</p>	<p>1. Ability to write and speak good English in all situations. 2. Students should develop stylein speech and writing and manipulate the tools of language for effective communication.</p>	<p>CSO1: Students write paragraphs,essays and letters. CSO2: Students decipher the mechanism of language and use it for success in competitive examinations andjob related speaking and writing tasks. CSO3: Students read and understand thetext listening to the inputs given bythe teacher in the classroom. CSO 4: Students imbibe the rules of language unconsciously and tune to deducing language structure and usage</p>

<p>ENGLISH LITERATURE SEMESTER -I</p>		<p>1.It offers extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.</p> <p>2. It helps the students to evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period.</p> <p>By familiarizing students with the socio-cultural ambience and the discursive frameworks of various ages, the course helps the students to develop a nuanced appreciation of the literary stalwarts of those times.</p>	<p>CSO1: Knowledge about the Birth and dissemination of English Language</p> <p>CSO2: Understands the back ground of the Elizabethan, Jacobean and restoration Ages.</p> <p>CSO3: Enjoys Reading poetry, Prose and Drama related to the 16th and 17th century England.</p> <p>CSO4: Learns about the social and political values of the above period through the reading of literature.</p> <p>CSO5: Learns to analyze the difference between the above mentioned ages and 21st century.</p> <p>CSO6: Learns to respond to the situations based on the Literature he has gone through which in turn may enhance his capability of creating his own literature.</p>

		<p>3. The students are also offered an in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.</p>	
<p>ENGLISH LITERATURE SEMESTER - II</p>		<p>1. To comprehend the significance of Elizabethan literature and the writers belonged and its impact on literary works produced world over. 2. To evaluate the significance of the socio-political and historical events which shaped the perspective of the Elizabethan Age 3. To explain how socio-historical factors have influenced individual texts and how individual texts are representative of their age 4. To identify and explain the formal and literary features of each genre and</p>	<p>CSO1: Knowledge about the Birth and dissemination of English Language CSO2: Understands the back ground of the Elizabethan, Jacobean and restoration Ages. CSO3: Enjoys Reading poetry, Prose and Drama related to the 16th and 17th century England. CSO4: Learns about the social and political values of the above period through the reading of literature. CSO5: Learns to analyze the difference between the above mentioned ages and 21st century.</p>

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		<p>text, and how they contribute to the complexity of values and emotions represented in the texts</p> <p>5.To develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested</p> <p>6. To Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.</p> <p>7. To know several Shakespearean sonnets, understand the sonnet form, analyze particular Shakespearean sonnets, and appreciate Shakespeare’s contribution to the form.</p> <p>8. To gain insight into the age of Shakespeare and the uniqueness of Shakespearean creative output with regard to both his sonnets and plays</p>	<p>CSO6: Learns to respond to the situations based on the Literature he has gone through which in turn may enhance his capability of creating his own literature.</p> <p>CSO7: To understand the great ideas conveyed in Shakespeare’s dramas and appreciate the rhetorical and poetic art through which those ideas are conveyed.</p> <p>CSO8: To apply a knowledge of the social, political, and intellectual context of Elizabethan England to an understanding of Shakespeare’s and Marlowe's works</p> <p>CSO9: To have a nuanced understanding of the dramatic literature of the Elizabethan period, with regard to the classical and romantic strains embedded in the plays</p>
		<p>1. students will be able to understand the depth and diversity of American literature, keeping in</p>	<p>CSO1: understand the social-cultural-ecological-political, historical, religious and</p>

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<p>ENGLISH LITERATURE SEMESTER - III</p>		<p>mind the history and culture of the United States of America from the colonial period to the present.</p> <p>2. To evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers.</p> <p>3. Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture.</p>	<p>philosophical contexts of the American spirit in literature including the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.</p> <p>CSO2: Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.</p> <p>CSO3: understand the changing notions of class, gender, ethnicity in a postcolonial, diasporic and neocolonial world order.</p> <p>CSO4: Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices.</p>
		<p>1. Student will appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present.</p>	<p>CSO1: Knowledge about the Birth and dissemination of English Language</p> <p>CSO2: Understands the back</p>

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<p>ENGLISH LITERATURE SEMESTER - IV</p>		<p>2. Student will analyze Indian literary texts written in English in terms of colonialism, post colonialism, regionalism, and nationalism</p> <p>3. Student will Understand the role of English as a medium for political awakening and the use of English in India for creative writing</p> <p>4. Student will analyze how the sociological, historical, cultural and political context impacted the texts selected for study</p> <p>5. Student will analyze the strength and constraints of Indian English as a literary medium.</p> <p>6. Student will evaluate critically the contributions of major Indian English poets and dramatists</p>	<p>ground of the Elizabethan, Jacobean and restoration Ages.</p> <p>CSO3: Enjoys Reading poetry, Prose and Drama related to the 16th and 17th century England.</p> <p>CSO4: Learns about the social and political values of the above period through the reading of literature.</p> <p>CSO5: Learns to analyze the difference between the above mentioned ages and 21st century.</p> <p>CSO6: Learns to respond to the situations based on the Literature he has gone through which in turn may enhance his capability of creating his own literature.</p> <p>CSO7: Apply the ideas encapsulated in Indian Aesthetics to literary texts contributions of various writers of the age.</p> <p>CSO8: Student will develop a literary sensibility and display an emotional response to the literary texts and cultivate a sense of appreciation for them.</p>
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<p>ENGLISH LITERATURE SEMESTER - V</p>		<p>1. Ability to understand the scope of American English literature and the development of prose and poetry.</p> <p>2. Ability to understand some key concepts and the contribution of various writers to the Development of American literature.</p>	<p>CSO1: Knowledge about the Birth and dissemination of English Language</p> <p>CSO2: Understands the back ground of the Elizabethan, Jacobean and restoration Ages.</p> <p>CSO3: Enjoys Reading poetry, Prose and Drama related to the 16th and 17th century England.</p> <p>CSO4: Learns about the social and political values of the above period through the reading of literature.</p> <p>CSO5: Learns to analyze the difference between the above mentioned ages and 21st century.</p> <p>CSO6: Learns to respond to the situations based on the Literature he has gone through which in turn may enhance his capability of creating his own literature..</p>
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<p>ENGLISH LITERATURE SEMESTER - VI</p>		<p>1.Learns about the social and political values of the above period through the reading of literature.</p> <p>2. Learns to analyze the difference between the above mentioned ages and 21st century.</p> <p>3.Learns to respond to the situations based on the Literature he has gone through which in turn may enhance his capability of creating his own literature.</p>	<p>CSO1: Knowledge about the Birth and dissemination of English Language</p> <p>CSO2: Understands the back ground of the Elizabethan, Jacobean and restoration Ages.</p> <p>CSO3: Enjoys Reading poetry, Prose and Drama related to the 16th and 17th century England.</p> <p>CSO4: Learns about the social and political values of the above period through the reading of literature.</p> <p>CSO5: Learns to analyze the difference between the above mentioned ages and 21st century.</p> <p>CSO6: Learns to respond to the situations based on the Literature he has gone through which in turn may enhance his capability of creating his own literature.</p>
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Course Objectives and Outcomes General English

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

Special English

Sl. No.	Subject	Semester	Objective s	Outcomes
1.	History of English Language and Literature	I	<p>To grasp the basic concept of English Language and Literature, and different phases of their development.</p> <ul style="list-style-type: none"> • To understand the impact of the socio and economic conditions on Literature and the cosmopolitan vocabulary of English Language. <p>To know the beauty of the coherence of Language and Literature</p> <ul style="list-style-type: none"> • To demonstrate the awareness of evolution theory of language by varied culture • To study the formation of new words • To apply literary terminology for Narrative, Poetic and Dramatic genres • To explore literary elements • To identify and use the figures of speech • To appreciate literary form and structure in shaping a text's meaning 	<ol style="list-style-type: none"> 1. Students understand the relation between life and the evolution of Language and literature. 2. Students study the techniques of word making and the process of change of meaning of words. 3. Students trace the historical and sociological and political influences on language and literature. 4. Student will Explain the importance of brevity in writing. <p>Student will Compare English Literature of one period with that of another.</p> <p>Student will Demonstrate major writers and their works in chronological order. Student will Explain the ethical interpreters of literary text in English by nurturing their ability to understand drama.</p> <p>Student will Identify the literary cultural, historical, political influencers of fictional works in</p>

				the literary world
2.	British Literature	II	<p>1. Ability to grasp the basic concept of literature, various terms, phases of development of Language</p> <p>2. Ability to understand the cosmopolitan vocabulary and the impact of various languages on English and the techniques of word making.</p>	<p>Student will Analyze the stylistic use of language.</p> <p>Student will Define various elements of poetry such as diction, tone, form, genre. Student Recognize the rhythms, metrics and other musical aspects of poetry.</p> <p>Student will Demonstrate social and artistic movements that shaped theatre and dance as we know it today.</p> <p>Student will Make us of the beauty of coherence of language and literature</p>
3.	English language in America	III	<p>Instills the background of civil war and Transcendentalism.</p> <ul style="list-style-type: none"> • Emphasizes on the meaning and the significance of American Dream, then and now • Aids to comprehend the effects of racism • Extends an opportunity to study a brief history American Literature - Poetry, Drama and Fiction • Paves way to know the life, culture language and society through literature • Kindles to compare American writings with Indian writings with English • Inculcates interests among youth to study abroad, the need of the hour 	<p>Student will Analyse American prose as a expression of individual or communal values curbes within social, political and cultural perspectives of different periods in American literature</p> <p>Student will Demonstrate American literary movements through verses of the age.</p> <p>Student will Trace the development of characteristic styles of expression through American fiction</p> <p>Student will Define the diverse dramatic styles or forms that existed though the ages in America.</p> <p>Student will Express the aesthetic ideas present in both fiction and drama.</p>

4.	Indian Writing in English	IV Paper-IV	<p>To Describe and differentiate the varieties of prose of major Indian writers.</p> <p>To Identify the various forms and types of poetry.</p> <p>To Specify the figurative language used in poems.</p> <p>To Analyze the use of myth in Indian writing in English.</p> <p>To explain the issue or subalternity and regionality in the literary domain.</p>	<p>1. Student will examine the issues discussed in the text in the socio-historic and cultural context. Compose an article in technical writing genre.</p> <p>2. Student will recognize poetry from a variety of cultures, languages and historic periods.</p> <p>3. Student will Make use of the vocabularies and to develop an appreciation of language.</p> <p>4. Student will conceptualize various types of Drama such as Tragedy, Comedy, Farce, Melodrama etc.</p> <p>5. Student can understand the elements of fiction such as Narrative Techniques, setting, point of view, style.</p>
5.	GLIMPSES OF WORLD LITERATURE	IV Paper-V	<p>To study the texts from a cross cultural perspective</p> <p>Analyze the major writers and their works.</p> <p>Demonstrate and differentiate variety of prose.</p> <p>Explain and delineate the different types of drama by major writers.</p> <p>Assess mastery in aspects of plot, setting, themes,</p>	<p>Students will be able to compare and contrast the writers across the Globe.</p>

6.	English Language Teaching Skills	V Paper - VI A	<p>To Comprehend the concepts in language teaching</p> <p>To Acquire the skills of Teaching English</p> <p>To Demonstrate different classroom management techniques</p> <p>To Teach English in a systematic way</p> <p>To Make use of Technology for Teaching English</p>	<p>Student will understand the central principles of Teaching English .To help students to acquire practical command of English.</p> <p>Student will Understand different approaches and methods of teaching English as second Language.. .</p>
7.	Skills and procedures of translation (English & Telugu)	V Paper- VII A	<p>To Understand the central issues of Translation</p> <p>To Use the methods of Translation</p> <p>To Translate Different Genres</p> <p>To Make use of Technology for Translation</p>	<p>Students will explain the meaning of translation. Define translation and describe its different dimensions. Students will understand the skills required to become a professional translator and what is meant by translation competence.</p> <p>Student will learn to Translate from English to Telugu and Vice-versa</p>

P.R. GOVERNMENT COLLEGE (AUTONOMOUS)

DEPARTMENT OF ENGLISH

Certificate Courses: 2022-2023

Sl. No.	Subject	Semester	Objectives	Outcomes
1.	Certificate Course in Functional English	12 Months Course from January 2022 till December	<p>1. Ability to comprehend the basic concept of grammar such as tense, making of negatives and questions and the use of conjunctions and basic patterns in English.</p> <p>2. Ability to use survival expressions and participate in real life conversations and reading newspapers.</p>	<p>1. Students apply the various rules of grammar successfully to perfect language into effective communication.</p> <p>2. Students exploit the various linguistic skills in their day to day needs along with their professional requirements.</p>
2.	Certificate Course in English		To introduce students with the common questions asked in competitive examinations concerning English Grammar, Vocabulary, comprehension and other significant topics.	Students overcome the fear about English Grammar and helps them to prepare for competitive examinations.
3.	Certificate Course in Type Writing		<p>Students will understand and know how to follow the stages of the writing process (prewriting/writing/rewriting) and apply them to technical and workplace writing tasks.</p> <p>Students will be able to produce a set of documents related to technology and writing in the workplace and will have improved their ability to write clearly and accurately.</p> <p>Students will understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.</p> <p>Students will be familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.</p>	<p>Students will be able to read, understand, and interpret material on technology. They will have an appreciation for some of the ideas, issues, and problems involved in writing about technology and in workplace writing.</p> <p>Students will be familiar with basic sources and methods of research and documentation on topics in technology, including on-line research. They will be able to synthesize and integrate material from primary and secondary sources with their own ideas in research papers.</p>

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

S. no	Paper Code	Subject & Title	Semester	Deletions	Additional Input/Modification	Justification
1.	EN G 100 1	General English- A Course in Reading and Writing Skills	I	UNIT VI : Transformation of Sentences	WH Questions / yes or type questions , Words often confused (additional topic) in UNIT VI	Questions tags are less useful in contemporary English. In functional English seeking information through questions is an essential skill. The spoken/written English of Indian users is greatly influenced by the mother tongue causing many errors. Therefore some remedial instructions are necessary.
2.	EN G 200 1	General English - PRACTISE COURSE -II A Course in Reading and Writing Skills	II	UNIT IV: ODE TO THE WEST WIND	UNIT II: Advice to fellow swimmers by Kamala Das (Replacement) UNIT III: The cop and the Anthem : O'Henry (Additional topic)	Students find it difficult to understand because of the enormous length of the Poem so deleted the poem Ode to the West wind. At the same time the other two poems are from IWE. Therefore we have included one more Indian poet for the sake of Uniformity.

3.	ENG 3001	General English - PRACTICES COURSE -III A Course in Reading and Writing Skills	III	UNIT I: Speech delivered by Sushma Swaraj at Organization of Islamic Cooperation. UNIT II: The Life and times of The Earl Mountbatten of Burma.	Unit I : I have a dream by Martin Luther King UNIT: II Ace shuttler talks about her glory. P.V.Sindhu's interview by Raja Deep Sardesai	P.V.Sindhu is a contemporary International celebrity. The interview is highly inspirational. Lord Mountbatten Interview is replace as it has colonial background.
4	Spl Eng	English literature paper I TO Paper VII		Syllabus modified based on the curriculum Provided by APSICHE and following the norms laid down by the UGC however the order of the papers is adjusted to suit the local need. Minor changes have been made in some papers for better instructions and skill enhancement		
5	SPL. Eng	English literature Paper - IV	SEM IV Paper V	Project work for 2020-21 admitted batch. Elements of Literature introduced as paper V for the later batches	Project work 100 MARKS The decision is taken to improve research strategies and academic writing skills of literature students. The allotted 100 marks the split up is 50 marks for dissertation and 50 marks for VIVA / including PPT. An external examiner will do the evaluation.	As per the Guidelines of APSICHE & AKNU (26.05.2022) In the place of the newly introduced additional paper "Glimpses of world literature", project work is made mandatory for IV Semester students from the academic year 2020-21. Introduction to World Literature was considered as an essential unit as it provides an overview of World Literature .Hence it is included as an Introductory chapter * NOTE The project work will be assigned only for 2020-21 admitted batch. This proposal is made due to time constraints. For later batches paper V (revised) will continue.

P.R.GOVERNMENT COLLEGE (AUTONOMOUS)
DEPARTMENT OF ENGLISH
LIST OF EXAMINERS AND PAPER SETTERS: 2022-2023

1. Sri.P.Srisaila Sastry	Lecturer in English,	Govt. College (A), Rajahmundry
2. Dr. U.Ramesh Babu,	Lecturer in English,	Govt. College (A), Rajahmundry
3. Sri. . N.Srinivas	Lecturer in English,	G.D.C, Alampur
4. Smt. Chamundeswari	Lecturer in English,	SRR College, Vijayawada
5. Dr.G.Rajasekher,	Lecturer in English,	V.S.Krishna,Visakhapatnam
6. K.VijayaBabu	Lecturer in English	Govt. College (W), Guntur
7. Dr. Rajeswari ,	Lecturer in English,	Govt. College (A), Rajahmundry
8. Dr. P.Sanjotha,	Lecturer in English,	ASD(W) College, Kakinada.
9. Smt. Lakshmi,	Lecturer in English,	GDC, Ramachandrapuram
10. Smt. Sobha Rani,	Lecturer in English,	SRR College, Vijayawada.
11. Sri. G.BhaskarRao,	Lecturer in English,	G.D.C, Palkol

BLOOM'S TAXONOMY SAMPLE QUESTION FORMAT

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

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

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

Analysis	
Useful Verbs	Sample Question Stems
Analyze	Which events could have happened...?How was this similar to...?
Distinguish	
Examine	What was the underlying problem with...?
Compare	What do you see as other possible outcomes?
Contrast	Why did...changes occur?
Investigate	Can you compare your...with that presented in...?
Categorize	Can you explain what must have happened when...?
Identify	What are some of the problems of...?
Explain	Can you distinguish between...?
Separate	What was the problem with...?

Creation	
Useful Verbs	Sample Question Stems
Create	Can you design...to ...?
Invent	Can you see a possible solution to...?
Compose	If you had access to all resources how would you deal with...?
Predict	What would happen if...?
Plan	How many ways can you...?
Construct	Can you create new and unusual usesfor...?
Design	Can you develop a proposal which would...?
Propose	
Devise	
Formulate	

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


**P.R. GOVERNMENT COLLEGE (AUTONOMOUS),
DEPARTMENT OF ENGLISH
REFLECTION OF BLOOM'S TAXONOMY IN QUESTION PAPER**

GENERAL ENGLISH (Max.Marks-50M)

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

SPECIAL ENGLISH (Max.Marks-50M)

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

	P.R. Government College (Autonomous) Kakinada	Program & Semester			
Course Code ENG 1001	TITLE OF THE COURSE A Course in Communication and Soft Skills	Semester -I B.A.,B.Com.,B.Sc. B.Sc (Voc),B.Com (Voc)			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	3

Course Objectives:

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

Course Outcomes:

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

CO5 They should be able to understand the importance of soft skills such as emotional intelligence, and interpersonal skills to adapt themselves to the ever emerging demands of work place and life.

Paper Code: ENG 1001
P.R. GOVERNMENT COLLEGE (AUTONOMOUS),
KAKINADA DEPARTMENT OF ENGLISH
General English for B.A., B.Com and B.Sc,B.Sc(Voc.) & B.Com (Voc.)
SEMESTER - I (With effect from 2022-2023)
A COURSE IN COMMUNICATION AND SOFT SKILLS
Syllabus

UNIT I: Listening Skills

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

UNIT II: Speaking Skills

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

UNIT III: GRAMMAR

1. Tenses (Present/Past/Future)
2. Articles
3. Prepositions
4. Question tags
5. Error Correction
6. Wh/Yes or No type Questions.
7. Words often Confused

UNIT IV: WRITING

1. Spelling
2. Paragraph Writing
3. Punctuation

UNIT V: SOFT SKILLS

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

Text books:

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

Reference books:

English Pronunciation in use

1. Murphy's Grammar

WebLinks:

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

CO-PO Mapping:

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

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

Paper Code: ENG 1001
P.R.GOVERNMENT COLLEGE (A), KAKINADA
DEPARTMENT OF ENGLISH
General English for B.A., B.Com and B.Sc, B.Sc.(Voc) &B.ComVocSEMESTER -
I (With effect from 2022-2023)
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 of Listening 4. Effective Listening	12	4	2	2X5 =10
II	SPEAKING SKILLS 1. Sounds of English 2.Word Accent 3. Intonation	08	4 (10 Points)	2 (10 Points)	2X4 =08
III	GRAMMAR				
	1. Tense	5	07	04	4X4=16
	2. Article	2			
	3. Preposition	2			
	4. Question tags	2			
	5. Error Correction	3			
	6. W/H & Y/N Questions	2			
	7.Words Often Confused	2			
IV	WRITING				
	1.Spelling	2			
	2.Paragraph writing	2	4	2	2X4 = 8
	3. Punctuations	2			
V	SOFT SKILLS				
	1.SWOC	4	4	2	2X4=8
	3.Emotional Intelligence	4			
	4.Telephone Etiquette	4			
	5.Interpersonal Skills	4			

		60	23	18	50 M
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Paper Code: ENG 1001
P.R.GOVERNMENT COLLEGE (A), KAKINADA
DEPARTMENT OF ENGLISH
General English for B.A., B.Com and B.Sc, B.Sc(Voc.)&B.Com(Voc.)
SEMESTER - I (with effect from 2022-2023)
A COURSE IN COMMUNICATION AND SOFT SKILLS
MODEL QUESTION PAPER

Time: 2 ½ Hrs.

Max. Marks: 50 M

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

I. Answer any Two of the following 2x5=10 Marks

1. Why is listening Important in communication process?
2. Describe types of Listening for interpersonal relationships?
3. What are the barriers to Effective Listening?
4. Write about the strategies for Effective listening?

UNIT- II Speaking Skills

II. Answer any Two of the following. 2x4=08 M

5. What is Intonation? What are the various intentions that can be conveyed through Intonation?
6. Explain Consonants and consonant clusters.
7. What is the difference between primary stress and secondary stress?
8. Describe the vowel sounds of English Language.

UNIT- III GRAMMAR

III. Answer any FOUR of the following. 4x4= 16 Marks

9. TENSES

1. We _____ (**watch**) TV when it started to rain.
2. There are a lot of clouds! It _____ (**go train**) soon.

3. The sun _____ (**rise**) in the east.
4. Since 2011 they _____ (**visited**) their son every year.

10. ARTICLES

1. _____ Neil is a long river.
2. He has been suffering for _____ last two days.
3. _____ Nawab of Hyderabad joined the Alliance.
4. _____ poor are becoming poorer.

11. Prepositions. Use appropriate prepositions:

1. I didn't go _____ work yesterday. (to/ for)
2. We shall soon shift _____ (in/ into) our new house.
3. It's extraordinary piece _____ (of / off) luck.
4. We won our independence _____ (in/ by) 1947.

12. Question tags. Use the correct Question tag from the brackets.

1. She is collecting stickers, _____ (isn't she/ wasn't she)?
2. We often watch TV in the afternoon, _____ (don't we/ do we)?
3. You have cleaned your bike, _____ (haven't you/ have you)?
4. They are going home from school, _____ (aren't they/ are they)?

13. Correction of sentences. Correct the following sentences.

1. Each of the player performed well in the match.
2. The resources was divided based on **its** expertise
3. She always hits me without any reason
4. What sort of an insect is that?

14. Rewrite the following sentence by using correct word given in bracket.

1. We have decided to _____ (accept/ except) your offer.
2. Global warming (affects/ effects) our planet on a daily basis.
3. We ordered ice cream for (desert/ dessert) after my main course.
4. The _____ (principle/ principal) actor in the play gave a great performance.

15. Rewrite the following sentence by using the correct question format.

1. _____? A: Yes, John is a doctor.
2. _____ is your birthday?
3. _____ are you going to finish?
4. Is your father a pilot?

UNIT - IV WRITING

I. Answer any two of the following. 2x 4= 08 Marks

16. Describe the various Punctuation marks used in written English.

17. Punctuate the following sentence.

mother teresa was born in skopjemacedonia on monday august 27 1910

18. Rewrite the Mis-spelt words.

- a) Indepandance
- b) Comitee
- c) Sylabas
- d) Skolarship

19. Develop a paragraph by using the Hints given below.

A rich farmer - lot of land - cattle and servants - two sons - happy life - After some years younger son unhappy - asked for his share of the property - wouldn't listen to father's advice - got his share - sold them all - went away to another country - fell into bad ways - soon all money gone - poor - no one to help him - understood his mistake.

UNIT- V Soft Skills


I. Answer any Two of the following 2x4 =08 Marks

20. What is SWOT Analysis? How is it useful to the students?

21. What are the advantages of Positive thinking?

22. What is Emotional Intelligence? Write about the Importance of Emotional Intelligence?

23. What are the Do's and Don'ts of Telephone Etiquette?

	P.R. Government College (Autonomous) Kakinada	Program & Semester Semester - II			
Course Code ENG 2001	TITLE OF THE COURSE A Course in Reading and Writing Skills	B.A.,B.Com.,B.Sc., Bsc (Voc),.B.Com (Voc)			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre- requisites:		3	1	-	3

Course Objectives:

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

Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Students will be able to understand the meanings of words, phrases and sentences in context
CO2	Student will be able to comprehend and interpret different perspectives of text
CO3	Students will be able to build up a repository of active vocabulary
CO4	Students will be able to recognize relationship between ideas, events and facts.
CO5	Students will be able to improve writing skills



PAPER CODE - 2001

P.R GOVERNMENT COLLEGE (A), KAKINADA

Department of English

GENERAL ENGLISH FOR B.A.,B.Com.,B.Sc, B.Sc (Voc),B.A (Voc) : 2022-2023

SEMESTER -II (With effect from 2022-2023)

A COURSE IN READING AND WRITING SKILLS

UNIT -I : PROSE

1. How to avoid foolish opinions - Bertrand Russell
2. The Doll's House -Katherine Mansfield
3. The Night train at Deoli - Ruskin Bond

UNIT -II : POETRY

1. Upagupta -Rabindranath Tagore
2. Advice to fellow swimmers - Kamala Das
3. Coramandel Fishers -Sarojini Naidu

UNIT -III: ADDITIONAL READING

1. Florence Nightingale - AbrarMohsin
2. An Astrologer's Day - RK.Narayan
3. The cop and the anthem - O'Henry(Additional Input)

UNIT -IV: VOCABULARY

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

UNIT - V: COMPOSITION

1. Resume
2. E-Correspondence
3. Notices/ Agenda/Minutes
4. Expansion of Ideas
5. Note Making
6. Letter Writing

Textbooks:

1. Skill Pro-II
2. Praxis
3. English Praxis II, Vivanta Publications

Referencebooks:

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

WebLinks:

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

CO-PO Mapping:

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	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 2001
P.R. GOVERNMENT COLLEGE (A), Kakinada
Department of English
General English for B.A., B.Com and B.Sc, B.Sc(Voc.) &B.A (Voc.) 2022-2023
SEMESTER -II (with effect from 2020-2021)
A COURSE IN READING AND WRITING SKILLS
Pattern of Question Paper

Q.No	Topics	Hrs.Alloted	No.of Questions to be given	No.of Questions to be answered	Marks
I	Unit I :Prose 1.How to avoid foolish opinions ?	4	3	2	2X5 =10
	2.The Doll's House	4			
	3.The Night train at Deoli	4			
II	Unit II : Poetry 1.Upagupta	4	3	2	2X5=10
	2. Advice to fellow swimmers	4			
	3.Coramandel Fishers	4			
III	Unit III :Additional Reading 1.Florence Nightingale	4	3	2	2X5=10
	2.AnAstrologer's Day	4			
	3.The cop and the anthem	4			
IV	Unit IV : Language Activity				
	1. Resume &Letter writing e-Correspondence	5	09	05	5x4=20M
	2. Expansion of Ideas & Notice writing Agendas & minutes	6			
	3.Conversion of Words & One Word Substitutes	4			
	4. Skimming &Scanning	5			
	5. Note Making	4			
	Total	60	18	11	50M

PAPER CODE: ENG 2001
P.R. GOVERNMENT COLLEGE (A), KAKINADA
Department of English
General English for B.A., B.Com.,B.Sc.,B.Sc(Voc).,&B.A(Voc)
2022-2023SEMESTER -II (W.E.F 2022-23)
A Course in Reading & Writing
SkillsModel Question Paper

Time: :2 ½ Hrs.

Max. Marks: 50 M

SECTION - A (Prose)
(Knowledge and Understanding)

UNIT- I

Answer any Two from the following Questions 2x5=10 MARKS

1. What does the **doll house** signify in the story **The doll's house**?
2. What is the theme of the story "the night train at Deoli"?
3. Elaborate any two ways of avoiding foolish opinions as per Bertrand Russell.

Unit - II

Answer any Two from the following questions 2x5=10Marks

4. Write a note on the Poem "Advice to fellow swimmers".
5. What is the message of the poem Upagupta?
6. How does *Sarojini Naidu* describe a day in the lives of the fishermen?

UNIT - III

Answer any One of the following questions 2x5=10 Marks

7. Why was Florence Nightingale called as "Lady with the lamp"?
8. What is the theme of an astrologer day?
9. What is the central theme of the story the cop and the anthem?

UNIT - IV Language Activity

Reading & Writing Skills

Answer any Five of the following questions. 5x4= 20 marks

10. How much skimming and scanning techniques are useful in reading?
11. Write a resume for applying to the post of data analyst in Coramandal Fertilizers.
12. Write a complaint letter to the nearest Station House officer on finding your thieving bicycle.
13. Prepare a notice as a student leader for the students to attend the Independence day celebrations in

your college.

14. Prepare a note for the given paragraph.

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.

15. Send an E- mail to your friend to attend your sister’s marriage in your home town.


16. Expand the proverb “**Where there is a will there is a way**” in your own words.

17. Convert the following words into **Noun** forms

- a. Reject b. decide c. accommodate d. Thieve

18. Match the following one **word substitutes** with the correct option.

- | | | |
|------------------|----------------|--------------------------------------|
| 1. Cardiologist | () | a. One who writes his/her own life |
| 2. Autobiography | () | b. A group of birds/ animals |
| 3. Fleet | () | d. One who treats heart deceases. |
| 4. Flock | () | e. A group of ships |
| | | g. One who writes other’s life story |

	P.R. Government College (Autonomous) Kakinada	Program & Semester r Semester- III B.A.,B.Com.,B.Sc. B.Sc (Voc.), B.A (Voc)			
Course Code ENG 3001	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 3001
P.R. GOVERNMENT COLLEGE (A), KAKINADA
DEPARTMENT OF ENGLISH
General English for B.A., B.Com and B.Sc, B.Sc(Voc.) & B.A (Voc.)
SEMESTER - III (With effect from 2022-2023)
A COURSE IN CONVERSATIONAL SKILLS
SYLLABUS

A Course in Conversational Skills

Learning Outcomes

By the end of the course the learner will be able to:

- Speak fluently in English
- Participate confidently in any social interaction
- Face any professional discourse
- Demonstrate critical thinking
- Enhance conversational skills by observing the professional interviews

I. UNIT

Speeches

1. Tryst with Destiny Jawaharlal Nehru

(<https://www.youtube.com/watch?v=HukPQ7fOaKg>)

2. You've got to Find WhatYouLove Steve Jobs

(<https://www.youtube.com/watch?v=PIu4C6Wz0ck>)

3. I Have a Dream - Martin Luther King Jr.

(<https://youtu.be/vP4iY1TtS3s>)

UNIT -II Interviews

1. A Leader Should Know How to Manage Failure

Dr.A.P.J. Abdul Kalam /
India Knowledge at Wharton

2. Ace Shuttler Talks about her Glory P.V Sindhu Interview with Rajadeep Sardesai

<https://youtu.be/IPi-B5tzm4g>

3. JRD Tata's Interview with T.N.Ninan

Unit -III Skills

1. Greetings
2. Introductions
3. Asking and Giving Information
4. Requests/ Suggestions/ cautions/ commands
5. Dialogue Building
6. Giving Instructions / Directions
7. Description of a picture/ place / person
8. Role Play

Textbooks:

1. Praxis Pro -
III2.Skills
Enrich

Referencebooks:

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

WebLinks:

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

CO-POMapping:

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	3	2	3	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 3001
P.R.GOVERNMENT COLLEGE (A), KAKINADA
DEPARTMENT OF ENGLISH
General English for
B.A., B.Com and B.Sc, B.Sc (Voc.) & B.A (Voc.)
SEMESTER - III (With effect from 2022-2023)
A COURSE IN CONVERSATIONAL SKILLS
Pattern of Question paper

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. I Have a Dream - Martin Luther King Jr. 3. Steve Jobs: You have not found what you Love	20	03	02 75 Words each	2X5=10
2	Interviews: 1. Dr.APJ Abdul Kalam: A leader should know how to manage failure 2. Ace Shuttler Talks about her Glory : P.V.SINDHU interview 3. T N Ninan: JRD TATA's interview	20	03	02 75 Words each	2X5=10
3.	Language Activity: 1. Reading Comprehension (unseen) 2. Reading Comprehension (seen)	20	02	02	2X5=10
	3. Greetings and Introductions 4. Request -Agreeing and disagreeing ,giving directions 5. Dialogue building 6. Asking & Giving information 7. Role play 8. Description		07	04	4X5=20
		60 Hrs	15	10	50 M

Paper Code: ENG 3001
P.R. GOVERNMENT COLLEGE (A),
DEPARTMENT OF ENGLISH
General English for B.A., B.Com and B.Sc, B.Sc(Voc.) & B.A (Voc.)
SEMESTER - III (With effect from 2022-2023)
A COURSE IN CONVERSATIONAL SKILLS

Time: 2 ½ Hrs.

Max.Marks: 50M

Unit -I (Speeches)

Unit -I

Answer any Two of the following questions 2x5=10 Marks

1. What does Nehru say in Tryst with Destiny about the future of India?
2. What does Steve Jobs say about the influence of Gods on his life?
3. Determine **Dr. King's** central idea/message for this **speech**

Unit- II Interviews

Answer any Two of the following questions 2x5=10 Marks

4. What are the suggestions given by A.P.J Abdul Kalam to cope with failure in his interview?
5. What does P.V.Sindhu say about her experiences as an Ace Shuttler in her interview?
6. What message did J.R.D Tata give to the viewers in his interview?

Unit -III Reading Comprehension

Answer all the questions

7. Read the following passage carefully and answer the question given below 5 Marks

Long years ago, we made a tryst with destiny; and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom.

A moment comes, which comes but rarely in history, when we step out from the old to the new -- when an age ends, and when the soul of a nation, long suppressed, finds utterance. It is fitting that at this solemn moment we take the pledge of dedication to the service of India, and her people, and to the still larger cause of humanity.

At the dawn of history India started on her unending quest, and trackless centuries which are filled with her striving and the grandeur of her successes and her failures. Through good and ill fortunes alike, she has never lost sight of that quest or forgotten the ideals which gave her strength. We end today a period of ill fortune and India discovers herself again.

- a. To whom does “we” refer to in the first sentence?
- b. Why did the speaker say India will awake?
- c. What does the speaker mean by stepping out from old to new?
- d. Which word in the passage means “hard trail”?
- e. According to the speaker what gives strength to India?

8. Read the following passage carefully and answer the question given below
5 Marks

I worked for ISRO for about 20 years. My team and I worked to put India’s first satellite into space. Then our team took up the Integrated Guided Missile Development Program. These were youthful teams that worked with me, and they have gone on to take up much larger projects. These in turn have led to great value addition in areas such as technology, infrastructure and, above all, human resources.

One of the important lessons I learned in the space and missile program was not just how to handle success but how to deal with failure. Wharton is in the management environment. I would like young people to understand how they should manage failure. In any project you take up, you will face problems. These problems should not become the captain of the project chief; the project chief should be the captain of the problems and defeat the problems.

- a. Who is the speaker of this passage?
- b. For How many years the speaker work with ISRO?
- c. Why did the speaker say that his team went on to take up larger challenges?
- d. What are the vale additions referred to by the speaker that resulted in the work of his team?
- e. Expand ISRO.

UNIT -IV Language Activity

Answer any Four of the following questions from UNIT -IV 4 X 5=20 MARKS

9. How do you introduce yourself to a HR manager from a multinational company?

10. a) What do you say when your friend goes on long journey?
- b) What will you say to a friend who has lost his father recently?
- c) If your friend got married how will you greet him?
- d) You are an anchor of a T.V show named “Song Bang”. How will you greet the audiences?
- e) Your friend is not well. What will you say when you meet him in the hospital?

11. Prepare a flow chart for making a cup of coffee.

12. Fill in the blanks with suitable words...

- a. The lift is not working the instruction is Out of _____.

b. You went for find a job in a company but there are no jobs. You will find a board no

c. Your friend tried to swipe bank card without enough money. The message to your phone shall be payment _____ due to _____ funds.

d. You are entering the chamber of managing director of multinational company. You have to leave your shoes slipper etc.. Outside the chamber. The Instruction should be leave your _____

13. Fill in the missing parts of the following conversation between a teacher and a student.

Teacher: _____

Student: My name is Apparao.

Teacher: What class are studying?

Student: _____

Teacher: _____

Student: I lost my notebook so I could not complete the work.

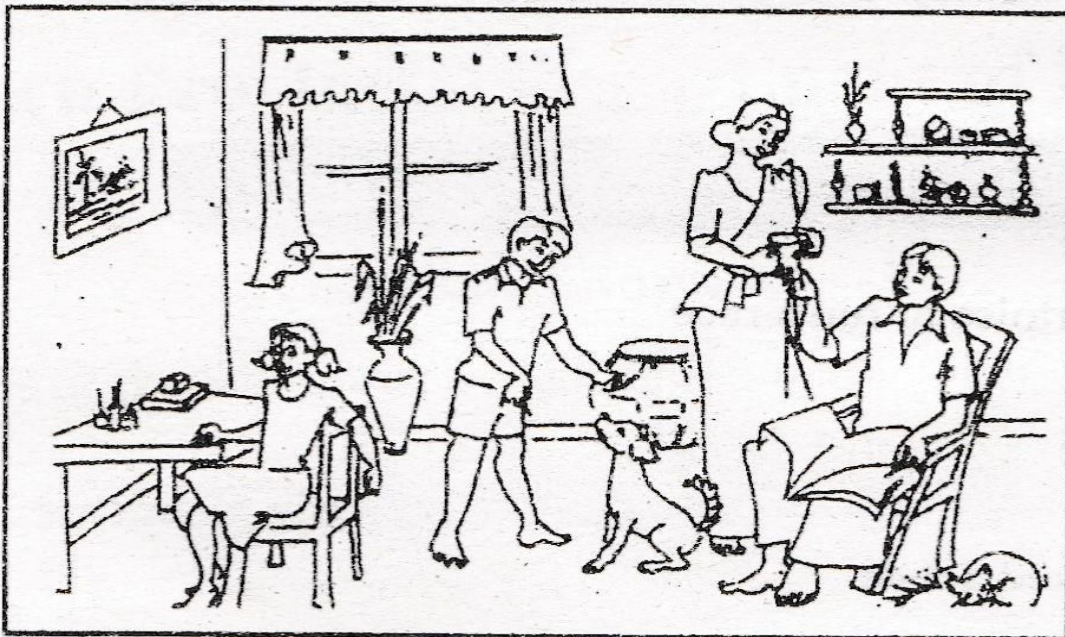
Teacher: _____

Student: No, I am not telling any lies sir.

Teacher: _____


Student: My father has no mobile phone.

14. Describe the following picture in not more than 10 sentences.



15. Write the proper request form to the given sentences.

- a. _____ I speak to Mr. Raj, please? (Can / May)
- b. _____ you open the window please? It's not here. (won't you/ could you)
- c. _____ I stay here for a while? - Yes you can. (Can/ could)
- d. Rani, _____ help me with this grammar exercise, please? (May you/ can you)
- e. _____ you mind if I borrowed your dictionary for an hour or so? (Would/ can)

	P.R. Government College (Autonomous) KAKINADA	Program & Semester			
Course Code ENG 1104	TITLE OF THE COURSE A Background Study of English Language and Literature	Semester -I B.A-EEP& EJH			
Teaching	Hours Allocated: 72 (Theory)	L	T	P	C
Pre-requisites:		5	1	-	4

Course Objectives:

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

Course Outcomes:

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

PAPER CODE: ENG 1104

P.R.GOVERNMENT COLLEGE (A), KAKINADA

I YEAR B.A., SPECIAL ENGLISH

A BACKGROUND STUDY OF ENGLISH LANGUAGE AND LITERATURE

SEMESTER-I 2022-2023

SYLLABUS

SEMESTER -I HISTORY OF ENGLISH LANGUAGE & LINGUISTICS

UNIT-I BACKGROUND

1. Origin of English Language & the decent of English
2. Indo European family
3. Characteristics of Old English, Middle English or Early modern period
4. Growth of Vocabulary

UNIT-II Foreign influences on English language

1. Latin influence
2. Scandinavian Influence
3. French Influence
4. Greek Influence

UNIT- III Introduction to Linguistics

1. Introduction
2. Types of Linguistic Studies
3. Approaches to linguistics

UNIT-IV Branches

1. Branches of linguistics: Developmental Linguistics; Psycho Linguistics; Neuro Linguistics; Socio Linguistics; Historical Linguistics.

Major contributors of linguistics: Ferdinand de Saucer; Herald Bloomfield; Nom Chomsky

UNIT -V

SOUND

1. Introduction
2. Phonology and phonetics
3. Phonemes
4. Morphology
5. Concepts of morphology: Lexemes and Word forms; Paradigms; Allomorphy.
6. Classification of morphemes: free and bound morphemes; allomorphemes; zero morphemes or no morphemes; content and structure morphemes

Textbooks:

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

Reference books:

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

Web Links :

1. <https://english.biu.ac.il> › node
2. <https://www.internationalstudent.com> › study-literature3.<https://leverageedu.com>
4. <https://in.top10quest.com>

CO-PO Mapping:

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

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

P.R. GOVERNMENT COLLEGE (A)
KAKINADA
I YEAR B.A., SPECIAL ENGLISH: 2022-2023
A BACKGROUND STUDY OF ENGLISH LANGUAGE AND LITERATURE
SEMESTER - I
Pattern of Question Paper

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	History of English Literature: BACKGROUND	15	02	1 in 100 Words each.	1X6=06
	1. Origin of English Language & the decent of English 2. Indo European family 3. Characteristics of Old English, Middle English or Early modern period 4. Growth of Vocabulary		03	1 in 50 words	1X3=03
II	History of English Literature: Development Foreign influences on English language	15	02	1 in 100 Words each.	1X6=06
	1. Latin influences 2. Scandinavian Influence 3. French Influences 4. Greek Influences		03	1 in 50 words	1X3=03
III	UNIT- III Introduction to Linguistics	12	02	1 in 100 words each.	1X6=06
	1. Introduction 2. Types of Linguistic Studies 3. Approaches to linguistics		03	1 in 50 words	1X3=03
IV	UNIT-IV Branches	15	02	1 in 100 Words each.	1X6=06
	1. Branches of linguistics: Developmental Linguistics; Psycho Linguistics; Neuro Linguistics; Socio Linguistics; Historical Linguistics. Major contributors of linguistics:		03	1 in 50 words	1X3=03

	Ferdinand de Saucer; Herald Bloomfield; Nom Chomsky				
V	UNIT -V SOUND 1. Introduction 2. Phonology and phonetics 3. Phonemes 4. Morphology 5. Concepts of morphology: Lexemes and Word forms; Paradigms; Allomorphy. 6. Classification of morphemes: free and bound morphemes; allomorphemes; zero morphemes or no morphemes; content and structure morphemes	15	02 03	1 in 100 Words each. 1 in 50 words	1X6=06 1X3=03
Total		72	25	20	50M

P.R. Government College (A) KAKINADA
I YEAR B.A., SPECIAL ENGLISH
A BACKGROUND STUDY OF ENGLISH LITERATURE AND LANGUAGE
SEMESTER - I (2022-2023)
Model Question Paper

Time: 2 ½ Hrs.

Max. Marks: 50M

UNIT - I

I. Answer any One of the following in not more than 100 words. 1x7=7Marks

1. Write a note on the Indo European family of Languages.
2. Characteristics of Old English Literature.

II. Answer any One of the following in not more than 50 words. 1x3=3Marks

3. Change of English during Middle English
4. Birth of English Language
5. Growth of Vocabulary.

UNIT- II

I. Answer any One of the following in not more than 100 words. 1x7=7Marks

6. Write a note on French Influence on English Language.
7. Assess the Influence of Latin Language on English.

II. Answer any One of the following in not more than 50 words. 1x3=3 Marks

8. Latin borrowings in English
9. Scandinavian place names
10. Greek Influence

UNIT- III

I. Answer any One of the following in not more than 100 words. 1x7=7Marks

11. What are the contributions of linguistics to the society?
12. Write an essay about various branches of linguistic studies?

II. Answer any One of the following in not more than 50 words. 1x3=3 Marks

13. Nom Chomsky Contribution 14. Indian contribution to linguistics 15. Psycho Linguistics

UNIT- IV

I. Answer any One of the following in not more than 100 words. 1x7=7Marks

16. What is phonology and how is it different from phonetics?
17. What are the different types of phonetic studies? Explain

II. Answer any One of the following in not more than 50 words. 1x3=3 Marks

18. Phoneme
19. Intonation
20. Creole.


UNIT- V

I. Answer any One of the following in not more than 100 words. 1x7=7Marks

21. Explain various fundamental concepts of morphology?
22. Write a note on various types of word formation?

II. Answer any One of the following in not more than 50 words. 1x3=3 Marks

23. Pidgin
24. Free morphemes
25. Zero morpheme

	P.R. Government College (Autonomous) KAKINADA	Program & Semester r Semester -II Paper-II			
Course Code ENG	TITLE OF THE COURSE British Literature				
Teaching	Hours Allocated: 72 (Theory)	L	T	P	C
Pre-requisites:		5	1	-	4

Course Objectives:

To educate students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture.

To provide students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.

Graduate students who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.

Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

Course Outcomes:

On Completion of the course, the students will be able to-

CO1	To acquire knowledge about British literature, its cultural themes, literary periods and key artistic features.
CO2	To develop critical thinking in students. To enable them to write and appreciate different types of prose
CO3	To introduce the students to the basic elements of poetry- to enrich the students through various perspectives readings in poetry
CO4	To develop critical thinking and imagination through long and short fiction and to familiarize students with cultural diversity through different representative samples of fiction.

CO5

On completion of the course, the students should be familiar with the plays of master- dramatists and will have developed the ability to appreciate and evaluate various types of plays

P.R. GOVT.COLLEGE (AUTONOMOUS) KAKINADA

Special English - Paper II SYLLABUS

II Semester, w.e.f. (2022 - 2023)

I Year, Semester II

British Literature

UNIT- 1 BACKGROUND-1

BACKGROUND-1

Sonnet, Lyric, Ballad, Stream of consciousness, problem play, absurd drama

Characteristics of restoration period

Development of Poetry.

Origin and growth of British Drama

Origin and growth of Novel, Essay

UNIT-II POETRY

1. Shakespeare : Sonnet 116
2. Oliver Gold smith – The Village school master
3. John Keats: Ode to Nightingale
4. W.H Auden: The Un known Citizen

UNIT - III PROSE

1. Bacon: Of Studies
2. Charles lamb: Oxford in the vacation
3. Edmund Burg: The British in India
4. A.G Gardiner : All about a dog

UNIT -IV NOVEL

R.I .Steeven Son : Treasure Island

UNIT -V DRAMA

Pygmalion – GB SHAW

Recommended Reference Books

1. *A History of English Literature* by W.J.Long
2. *A Critical History of English Literature* by David Daiches
(Published by Supernova)
3. *The Cambridge History of English Literature* by Ward and Waller
(Published by Kessinger)
4. *A Glossary of Literary Terms* by MH Abrams (Published by Cengage)
5. *The Penguin Dictionary of Literary Terms and Literary Theory* by
J.A. Cuddon (Published by Penguin)
6. *A book of English Poetry: Chaucer to Rossetti* by G.B.Harrison
7. *The Masters of English Literature*-Stephen Gwynn-Surjeet Publications

Web Links :

<https://esearch.sc4.edu/britishlit/web>

<http://www.literature-study-online.com/resources/>

<https://guides.lib.uw.edu/c.php?g=341674&p=2299483>

<https://www.gullybaba.com>

<https://link.springer.com>

<https://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	2	2	3	3	2	2	2	3	3	3	3
CO2	2	3	3	3	2	2	2	3	3	2	3	2	3
CO3	3	2	2	3	2	3	3	2	3	3	2	3	2
CO4	3	3	3	2	3	2	2	2	2	2	3	2	3
CO5	2	3	2	2	3	3	3	2	3	3	3	3	3

**P.R. GOVERNMENT COLLEGE
(A) KAKINADA
I YEAR B.A., SPECIAL
ENGLISH:2022-2023
BRITISH LITERATURE
SEMESTER - II Pattern of Question Paper**

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	BACKGROUND-1 Sonnet, Lyric, Ballad, , Stream of consciousness, problem play, absurd drama Characteristics of restoration period Development of Poetry. Origin and growth of British Drama Origin and growth of Novel, Essay	15	02 03	1 in 100 Words each. 1 in 50 words	1X7=07 1X3=03
II	POETRY 1.Shakespeare Sonnet 116 2. Oliver Gold smith - The Village school master 3. John Keats: Ode to Nightingale 4. W.H Auden: The Un known Citizen	15	02 03	1 in 100 Words each. 1 in 50 words	1X7=07 1X3=03
III	Prose 1. Bacon: Of Studies 2.Charles lamb: Oxford in the vacation 3.Edmund Burg: The British in India 4.A.G Gardiner : All about a dog	15	02 03	1 in 100 Words each. 1 in 50 words	1X7=07 1X3=03
IV	Novel R.L .Steeven son : Treasure Island	15	02 03	1 in 100 Words each. 1 in 50 words	1X7=07 1X3=03
V	Drama Pygmalion - GB SHAW	12	02 03	1 in 100 Words each. 1 in 50 words	1X7=07 1X3=03
Total		72hrs	35	20	50M

P.R. GOVT.COLLEGE (AUTONOMOUS), KAKINADA

SPECIAL ENGLISH

II SEMESTER – PAPER II

British literature

(w.e.f. 2022-23)

Time : 2 ½ hrs.

Max. Marks 50

Section-1 Back Ground

I. Answer any One of the following in not more than 100 words. 1X7=7m

1. Trace the development of British drama.
2. Write a note on the Elizabethan poetry.

II. Answer any Three of the following 1X3=3M

3. Sonnet
4. Ode
5. Problem play

Section- 2 Poetry

I. Answer any One of the following in not more than 100 words. 1X7=7m

6. How does Oliver Goldsmith delineate the character of a village school master in his poem bearing the same name?

7. How does John Keats present the feeling of five senses in the poem Ode To A Nightingale?

II. Annotate any One of the following. 1X3=3m

8. O no! it is an ever-fixed mark

That looks on tempests and is never shaken;

It is the star to every wand'ring bark,

Whose worth's unknown, although his height be taken.

9. There, in his noisy mansion, skill'd to rule,

The village master taught his little school;

10. He was found by the Bureau of Statistics to be

One against whom there was no official complaint,

And all the reports on his conduct agree

Section-3 Prose

I. Answer any One of the following in not more than 100 words. 1X7=7m

11. Explain the theme of determination, class and change In All About a Dog by A.G. Gardiner.

12. What is Bacon's view about "too much use of studies for ornamentation" in his essay "Of Studies"?

II. Answer any One of the following in not more than 50 words. 1X3=3m

13. Studies serve for delight, for ornament, and for ability.

Their chief use for delight, is in privateness and retiring;

14. These were bright visitations in a scholar's and a clerk's life - 'far off their coming shone.' -

I was as good as an almanac in those days

15. "i shall certainly do nothing of the kind.

You can take my name and address," said the woman.

SECTION 4 - NOVEL

I. Answer any One of the following in not more than 100 words. 1X7=7m

16. Why does the concept of death and the afterlife scare the pirates so much?

17. Why do you think that Stevenson has Ben Gunn discover the treasure first - without even the aid of a treasure map?

II. Answer any One of the following in not more than 50 words. 1X3=3m

18. What is the purpose of all of the flags show up in *Treasure Island*

19. Describe Long John Silver as a flat or round character?

20. What is the role of religion in the lives of these seamen?

SECTION 5 - DRAMA

I. Answer any One of the following in not more than 100 words. 1X7=7m

21. How does the play *Pygmalion* deal with the issue of social class?


22. Sketch the character of Eliza Doolittle from the play *Pygmalion*

II. Annotate any of the following 50 words. 1X3=3m

23. Character of Professor Higgins

24. Character of Eliza Doolittle

25. Character of Colonel Pickering

	P.R. Government College (Autonomous) KAKINADA	Program & Semester r Semester -III Paper-III			
Course Code ENG	TITLE OF THE COURSE English Language in America				
Teaching	Hours Allocated: 72 (Theory)	L	T	P	C
Pre-requisites:		5	1	-	4

Course Objectives:

1. Students are able to understand the origins of American English and how their mobility led to the uniformity among the dialects and the efforts made by linguistic patriots
2. Students are able to understand the struggle to establish identity in American literature, the crossing of the stage of imitation and attaining balance and independence.
3. Students are able to understand the evolution of American short story and the efforts made by greatwriters to develop the genre of short story with priority on romance, suspense and humour.

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 origin and growth of American English, culture and value system. Analyse American prose as an expression of individual or communal values curbed within social, political and cultural perspectives of different periods in American literature
CO2	Students should Demonstrate American literary movements through verses of the age. Student should read and understand the life and challenges faced by early American authors and be able to present their thoughts and views in a clear, concise and effective manner in speech and writing.

CO3	Students should read and understand how the short story served as an effective means to project the struggles of their people. They should volunteer to employ the genre to address the evils for the general good of the society. Trace the development of characteristic styles of expression through American fiction
CO4	Students should appreciate drama and identify the goals, objective and components for project on American myth. They should plan, organize and direct endeavours to drive homemanners and morals appropriate to present society. Define the diverse dramatic styles or forms that existed though the ages in America
CO5	Students should enhance their knowledge of the various terms and phases in the history of America with the help of internet to access, retrieve and use information and analyze it to distinguish among them. Express the aesthetic ideas present in both fiction and drama

**P.R. GOVT. COLLEGE (AUTONOMOUS), KAKINADA
SPECIAL ENGLISH- Paper - III**

III SEMESTER

**ENGLISH LANGUAGE IN AMERICA
SYLLABUS**

(W.E.F 2022 - 2023)

English Language in America

Unit - I: Essays

Characteristics of American English

Noah Webster and American English

20th century American Drama

History of American Fiction

Short notes

Puritanism in American English

Transcendentalism in American English

New England Poets

Slave literature

Unit - II: Poetry

1. Emily Dickinson - Hope is the thing with feathers.
2. Robert Frost - "Stopping by Woods on a Snowy Evening."

Unit - III: Drama

1. Death of a Salesman - Arthur Miller.

Unit - IV: Fiction

1. The old man and the sea - Ernest Hemmingway.

Unit - V: Non-Fiction

1. The American Scholar by Emerson

Textbooks:

1. A History of American Literature-NandanaDutt&PramodK.Nayar
2. The American Language-H.L.Mencken
3. American Poetry by Alfred Bendixen& Stephen Burt

Reference books:

1. A History of American Literature-NandanaDutt&PramodK.Nayar
2. The American Language-H.L.Mencken
3. American Poetry by Alfred Bendixen& Stephen Burt

Web Links:

1. [https://www.britannica.com > art > American-literature](https://www.britannica.com/art/American-literature)
2. [https://www.goodreads.com > shelf > show > American](https://www.goodreads.com/shelf/show/American)

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

P.R. GOVERNMENT COLLEGE (A), KAKINADA

DEPARTMENT OF ENGLISH: 2022-2023

II B.A - SPECIAL ENGLISH

III SEMESTER Paper - III

ENGLISH LANGUAGE IN AMERICA

Pattern of Question paper

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	<p>Unit - I: Essays</p> <p>Characteristics of American English Noah Webster and American English 20th century American Drama History of American Fiction</p> <p>Short notes</p> <p>Puritanism in American English Transcendentalism in American English New England Poets Slave literature</p>	15 Hrs.	05	01 in 100 words each 01 in 50 words each -02	1X7=7m 1x3=3m Total 10m
II	<p>Unit - II: Poetry</p> <p>1. Emily Dickinson - Hope is the thing with feathers. 2. Robert Frost - "Stopping by Woods on a Snowy Evening."</p>	15 Hrs.	05	01 in 100 words each 01 in 50 words each -02	1X7=7m 1x3=3m Total 10m
III	<p>Unit - III: Drama</p> <p>1. Death of a Salesman - Arthur Miller.</p>	15 Hrs.	05	01 in 100 words each 01 in 50 words each -02	1X7=7m 1x3=3m Total 10m
IV	<p>Unit - IV: Fiction</p> <p>1. The old man and the sea - Ernest Hemmingway.</p>	12 Hrs.	05	01 in 100 words each 01 in 50 words each -02	1X7=7m 1x3=3m Total 10m

V	Unit - V: prose 1. The American Scholar by Emerson	10 Hrs.	05	01 in 100 words each 01 in 50 words each -02	1X7=7m 1x3=3m Total 10m
		72 Hrs.	25	20	50M

P.R. GOVT. COLLEGE (AUTONOMOUS), KAKINADA
SPECIAL ENGLISH- Paper - III
III SEMESTER
ENGLISH LANGUAGE IN AMERICA
(W.E.F 2022 - 2023)

Time : 2 1/2hrs

Max.Marks : 50

Section -I Back ground

I. Answer any one of the following in 100 words 1x7=7marks

1. Characteristics of American English.

2. Noah Webster and American English.

II. Answer any Two of the following in 75 words. 1x3=3 marks

3. Puritanism in American English

4. Transcendentalism in American English

5. 19th century American English and Indian Philosophy

Section -II Poetry

I. Answer any one of the following in 100 words 1x7=7marks

6. Poems of Emily Dickinson are filled with philosophical outlook, Discuss?

7. How does Frost present perpetuity of life in the poem Stopping by woods?

II. Annotate any ONE of the following. 1x3=3m

8. But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep.

9. I've heard it in the chilliest land,

And on the strangest sea;

10. And sweetest - in the Gale - is heard -
And sore must be the storm -
That could abash the little Bird
That kept so many warm -

Section - III Drama

I. Answer any one of the following in 200 words. 1x7=7m

11. Write an essay on the American dream as presented in Miller's Death of a Sales man?
12. Death of a salesman is a tragedy, Discuss?

II. Annotate any One of the following 1x3=3m

13. I can't understand it. At this time especially. First time in thirty-five years we were just about free and clear.
14. I'm tired to the death. (the flute has faded away. He sits on the bed beside her, a little numb.) I couldn't make it. I just couldn't work in New York
15. Willy, dear. Talk to them again. There's no reason why you can't work in New York.

Section IV Fiction

I. Answer any One of the following in 200 words 1x7=7m

16. Ernest Hemingway's The Old Man and The Sea is Parable, Discuss.
17. Write an essay on the Character of Santiago?

II. Answer any Two of the following in 75 words. 1x3=3m

18. Marlin
19. Santiago's love of nature.
20. Manolin


Section V Non- Fiction

I. Answer any One of the following in 200 words 1x7=7m

21. "The American Scholar" is an intellectual declaration of Independence - **comment**.
22. How do books influence the American Scholar according to Emerson?

II. Answer any Two of the following in 75 words. 1x3=3m

23. Idea of transcendentalism as shown in Emerson's "The American Scholar."
24. Emerson's view about the duties of the American Scholar?
25. Emerson's views on the "analogous political movement" in "The American Scholar"?

	P.R. Government College (Autonomous) Kakinada	Program & Semester r Semester -IV II B.A., Special English Paper IV			
Course Code ENG	TITLE OF THE COURSE Indian writing in English				
Teaching	Hours Allocated: 72 (Theory)	L	T	P	C
Pre-requisites:		5	1	-	4

Course Objectives:

1. Students are able to understand the origins of Indian English and how their mobility led to the uniformity among the dialects and the efforts made by linguistic patriots

2. Students are able to understand the struggle to establish identity in Indian English literature, the crossing of the stage of imitation and attaining balance and independence.

3. Students are able to understand the evolution of Indian short story and the

efforts made by greatwriters to develop the genre of short story with priority on romance, suspense and humour.

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 origin and growth of Indian English, culture and value system. Interpret the sensibility and style
CO2	To read and interpret major Indian Writers in English and their works. Trace the growth of Indian Writing in English in the sociocultural context.
CO3	Students should read and understand how the short story served as an effective means to project the struggles of their people. They should volunteer to employ the genre to address the evils for the general good of the society.
CO4	Students should appreciate drama and identify the goals, objective and components for project on Indian myth. They should plan, organize and direct endeavours to drive home manners and morals appropriate to present society.
CO5	Students should enhance their knowledge of the various terms and phases in the history of Indian English with the help of internet to access, retrieve and use information and analyze it to distinguish among them.

P.R. GOVT.COLLEGE (AUTONOMOUS) KAKINADA
Special English - Paper IV
II Semester Syllabus
(W.e.f 2022 - 2023.)
Indian writing in English

Unit - I Back Ground Essays:

Indian English Poetry

Indian English Fiction

Indian English Drama

Feminist Contribution to Indian English Novel

Back Grounds Short Questions

Myth in Indian English Novel

Myth in Indian English Drama

Contribution of Diaspora to Indian English Literature

Biography and Auto Biography in Indian English Literature

Unit - II Poetry

a) The river by A.K.Ramanujan

b) Night of the Scorpion by Nissim Ezekiel

Unit - III Drama

Hayavadana - By Girish Karnad

Unit - IV Novel

Tiger For Malgudi - R.K.Narayan

Unit - V Prose

a) A cat within by R.K.Narayan

b) Home coming by Rabindranath Tagore

Textbooks:

Indian Writing in English by K. R. Srinivasa Iyengar

Indian Writing in English: A Critical Study Ed. K.A. Agrawal

Writing India, Writing English: Literature, Language, Location [G. J. V. Prasad](#)

Reference books:

1. *A History of Indian Literature in English* [Arvind Krishna Mehrotra](#)

2. *Indian English Literature: A New Perspective* [Gajendra Kumar](#)

3. *Aspects of Indian Writing in English: Essays in Honour of ...* M. K. Naik

Web Links

<http://www.tmv.edu.in>

<https://www.quora.com>

CO-PO Mapping:

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], ' :NoCorrelation)

	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

P.R. GOVT.COLLEGE (AUTONOMOUS) KAKINADA

Special English - Paper IV

IV Semester Syllabus

(W.e.f 2022 - 2023.)

Indian writing in English

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 Back Ground Essays: Indian English Poetry Indian English Fiction Indian English Drama Feminist Contribution to Indian English Novel Back Grounds Short Questions Myth in Indian English Novel Myth in Indian English Drama Contribution of Diaspora to Indian English Literature Biography and Auto Biography in Indian English Literature	15 Hrs.	05	01 in 100 words each 01 in 50 words each -02	1X7=7m 1x3=3m Total 10m
II	Unit - II Poetry a) The river by A.K.Ramanujan b) Night of the Scorpion by Nissim Ezekiel	15 Hrs.	05	01 in 100 words each 01 in 50 words each -02	1X7=7m 1x3=3m Total 10m
III	Unit - III Drama Post office - Rabindranath Tagore	15 Hrs.	05	01 in 100 words each 01 in 50 words each -02	1X7=7m 1x3=3m Total 10m

IV	Unit - IV Novel R.K.Narayan Tiger for Malgudi	12 Hrs.	05	01 in 100 words each 01 in 50 words each -02	1X7=7m 1x3=3m Total 10m
V	Unit - V Prose Anaadhbabu's terror by Satyajith ray Home coming by Rabindranath Tagore	15Hrs.	05	01 in 100 words each 01 in 50 words each -02	1X7=7m 1x3=3m Total 10m
		72Hrs.	25	20	50M

**P.R. GOVT.COLLEGE (AUTONOMOUS) KAKINADA
II EEP Special English - Paper IV**

INDIAN WRITING IN ENGLISH

II Semester, w.e.f.2022 - 2023

Time : 21/2hrs

Max.Marks : 50

UNIT - I Back Ground

I. Answer any one of the following in 100 words 1x7=7marks

1. Indian English Drama after Independence
2. Feminist Contribution to Indian English Novel after Independence

II. Answer any One of the following in 50 words. 1X3=3marks

3. Contribution of Diaspora to Indian English Literature
4. Myth in Indian English Drama
5. Biography and Auto Biography in Indian English Literature

UNIT- II Poetry

III. Answer any one of the following in 100 words 1x7=7marks

6. Write an essay on the central idea of A.K.Ramanujan's 'The River'

7. How does Nissim Ezekiel describe Indian Mother hood in the poem Night of the Scorpion?.

IV. Annotate any One of the following. 1x3=3m

8. He was there for a day
when they had the floods.

9. The peasants came like swarms of flies
and buzzed the name of God a hundred times
to paralyse the Evil One.

10. Parting with his poison - flash
of diabolic tail in the dark room -
he risked the rain again.

UNIT - III Drama

V. Answer any one of the following in 100 words. 1x7=7m

11. How does Girish Karnad mingle the elements folk and fiction in Hayavadana?

12. Describe the character of Kapila?

VI. Annotate any ONE of the following 1x3=3m

13. O single-tusked destroyer of incompleteness, we pay homage to you and start our play.

14. Hayavadana, what's written on our foreheads cannot be altered.

15. I've tried them all. Magicians, mendicants, maharshis, fakirs, saints and sadhus...

UNIT IV Novel

VII. Answer any one of the following in 100 words 1x7=7m

16. Justify the Title Tiger for Malgudi by R.K.Narayan

17. Delineate the character of the captain in the Novel Tiger For Malgudi.

VIII. Answer any ONE of the following 1x3=3m

18. Describe the episode of Tiger entering the school.

19. Character of Swamiji

20. Tiger's life after meeting Swamiji.

UNIT V Prose

IX. Answer any one of the following in 100 words 1x7=7m

21. How does Stayjith ray present the character of Anaadh babu in the short story Anaadhbabu's Terror


22. What is the theme of home coming by Rabindranath Tagore?

X. Answer any Two of the following in 50 words. 1x3=3m

23. The role of Journalist.

24. What is the moral of the story homecoming?

25. Tagore's presentation of teenage psychology in the short story home coming.

	P.R. Government College (Autonomous) KAKINADA	Program & Semeste r			
Course Code ENG	TITLE OF THE COURSE GLIMPSES OF WORLD LITERATURE	Semester - IV Paper - V B.A- E.E.P			
Teaching	Hours Allocated: 72 (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 Global literary trends.
2. To gain an understanding of literary texts within social, cultural and historical contexts.
3. To analyze and evaluate the Post-colonial traits of the literary works that come under World literature

Course Outcomes:

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

PAPER CODE - ENG
P.R.Government College (A)
KakinadaII YEAR B.A., SPECIAL
ENGLISH SEMESTER - IV w.e.f
2020-2021
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

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)
4. A city's Death by Fire - Derek Walcott (Caribbean poet from St. Lucia)

UNIT III: DRAMA

Marriage proposal : Anton Chekov

UNIT IV: FICTION

July's People - Nadine Gordimer (South African)

UNIT V: SHORT STORY

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

Textbooks:

1. July's People - Nadine Gordimer
2. 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:

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

CO-PO Mapping:

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

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

PAPER CODE -ENG
P.R. GOVERNMENT COLLEGE (A),
KAKINADA
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	10 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)	15 Hrs.	04	02 in 100 words each	2X4= 8
III	Drama : Marriage proposal : Anton Chekov	12 Hrs.	04	02 in 100 words each	2X4 = 8
IV	Fiction : July's People- Nadine Gordimer (SouthAfrican)	12 Hrs.	04	02 in 100 words each	2X4= 8

V	Short Story : A. 1. I Stand Here Ironing - Tillie Olse n(American) 2. Pork Seller's Advice - Lee Roy,Robinson(Srilankan) 3. The Lady's Maid- CatherineMansfield (New Zealand) 4. Imperfect Homes - AnereBabyn(Canadi an)	15 Hrs.	04	02 in 100 words each	2X4= 8
	B. Multiple Choice Questions C. Match the Following	08Hrs.	05 05	05 05	5X1= 5 5X1 = 5
	Total	72 Hrs.	30	20	50M

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

Model Question Paper

Time: 2 ½ Hrs

Max. Marks: 50 M

UNIT I (Analysis & Evaluation)

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

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

UNIT II (Evaluation & Creation)

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

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

UNIT III (Application & Analysis)

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

- a) Describe the social life that you have seen in the play.
- b) Describe the character of Ivan Vassilevitch Lomov.
- c) Discuss the reasons why the marriage proposal is important to all the characters.
- d) Describe the character of Chubukov as a sensible father.

UNIT IV (Evaluation & Creation)

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

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

UNIT V (Application & Analysis)

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

- a) **Present** the theme of Oslen's "I Stand Here Ironing" (app)
- b) Analyze the Short story "Pork Seller's Advice" (ana)
- c. Write the central theme of Catherine Mansfield's "The Lady's Maid"

(ana)d.What does AnereBabyn convey in “Imperfect Homes”? (ana)

UNIT V (Knowledge and Understanding)

6. Match the following

5X1=5M

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

7. Answer the following questions choosing the appropriate option.

5X1=5M

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

Paper Code - CC

**P.R. GOVERNMENT COLLEGE (A),
KAKINADA**

Department of English

CERTIFICATE COURSE IN ENGLISH FOR COMPETITIVE EXAMINATIONS

Purpose & Objectives:

1. The purpose of the Certificate Course is to provide knowledge, skills and aptitude for securing jobs in Government sector and banks.
2. The objective of the scheme is to introduce career and market oriented, skill enhancing courses that have utility for job, self-employment and empowerment of students. At the end of three years, the students will be equipped with a certificate/Diploma/Advanced diploma in specified course along with aconventional Degree in Science/ Arts/Commerce.

Timeline:

1. The proposed course will commence in the Calendar year January 2022 to December 2022.Thecourse should spread through two semesters in a Calendar year.

Eligibility:

- 1.It is mandatory for I & II year regular students of the college to join in any one of the Certificate courses proposed by the college depending on their interest.

Duration of the Course and Credits :


S.no	Credits	Hours (60)	
		Instructional component	Practical component
1.	4	45 Hrs. - 3 Credits	15 Hrs. - 1 Credit

Examination :

- 1.On completion of the said course, a written examination for 2 Hrs. shall be conducted for 50 %marks.
2. It is followed by a practical Examination with 50% oral component.
- 3.Minimum Eligibility for a pass is 50% in each of the component.(25 Marks in written + 25 Marks inOral Examination)

Student Activities like

Practice, Analysis, Reviews, Seminars, Assignments, Group Discussions, Case studies, Field Work, Surveys, Study Projects, Models and Watching videos are part of the Curriculum for the Certificate Course. The Teacher shall identify appropriate activities for each.

	P.R. Government College (Autonomous) Kakinada		Program & Semester r Semester -V III B.A., Special English			
Course Code 6A ENG	Title of the course English Language Teaching Skills					
Teaching	Pair-1: Course 6-A ENGLISH LANGUAGE TEACHING SKILLS		L	T	P	C
Pre-requisites:	No. of Hours: 72 (05 per Week)	Credits: 04	5	1	-	4

Course Objectives:

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

- i. Acquire the skills of Teaching English
- ii. Demonstrate different classroom management techniques
- iii. Teach English in a systematic way
- iv. Make use of Technology for Teaching English

Course Outcomes:

On Completion of the course, the students will be able to-

CO1	1. Comprehend the concepts in language teaching. Understand the central principles of Teaching English . To help students to acquire practical command of English.
-----	---

CO2	2. Understand the important psychological principles behind second language acquisition.. Students should be able to understand spoken English, speak English, read English and write English.
CO3	3. Understand different approaches and methods of teaching English as second Language.. . To build confidence. To provide the motivation to learn English. To encourage ownership of language.
CO4	4. plan lessons effectively . To develop a set of core vocabulary and expressions for use in simple conversation.
CO5	It brings students to wide-open exposure to the concept of language teaching and it's different methods, language skills, skill wise pattern practice, language lab and the technological aids, techniques of language testing etc.

P.R. GOVT.COLLEGE (AUTONOMOUS) KAKINADA

Special English - Paper VI

ENGLISH LANGUAGE TEACHING SKILLS

REVISED UG SYLLABUS UNDER CBCS

(Implemented from the Academic Year 2020-2021)

Programme: FOUR YEAR B.A (Hons)

Domain Subject: SPECIAL ENGLISH

Skill Enhancement Courses (SEC) for Semester-V from 2022-23

Pair-1: Course **6-A**

ENGLISH LANGUAGE TEACHING SKILLS

No. of Hours: 75 (05 per Week) Credits: 04 Max. Marks: 60

Unit-I

1. Concepts in Teaching English as a Second Language
2. Different Methods and Levels of Teaching English

UNIT- II

11

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

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.

Reference books:

Oxford English Language Teaching
British Council's Teaching Resources
English Teaching Forum books.

Web Links

<https://www.teachingenglish.org.uk/resources/primary>
<https://americanenglish.state.gov/forum>
<https://elt.oup.com/?cc=global&selLanguage=en>

CO-PO Mapping:

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], '-' :NoCorrelation)

	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

P.R. GOVT.COLLEGE (AUTONOMOUS) KAKINADA

Special English - Paper VI

V Semester Syllabus

(W.e.f 2022 - 2023.)

Pair-1: Course 6-A

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	15 Hrs.	10 questions for 5 marks 5 questions for 10 marks	6 questions to be answer 2 questions to be answered	6x5=30 Marks 2x10 = 20 Marks
II	UNIT- II 1. Contextualization of Grammar Teaching 2. Teaching Writing Skills.	15 Hrs.			
III	UNIT - III 1. Teaching English Literature (Prose, Poetry, Fiction and Drama) 2. Lesson Planning & Materials	15 Hrs.			
IV	Unit IV 1.Classroom Management Techniques 2. Assessment & Evaluation	15 Hrs.			
V	Unit - V 1. Teaching English for Employment 2. ICT-Based English Language Teaching	12 Hrs.			
		72 Hrs.	15	08	50M

III EEP Special English - Paper VI
P.R. Government Degree College, Kakinada
BA Degree Examinations
SPECIAL ENGLISH
(SKILLS ENHANCEMENT COURSE)
ENGLISH LANGUAGE TEACHING SKILLS
Model Question Paper
Semester-V
Pair-1: Course 6-A

Max Marks: 50

Max. Time: 21/2 Hrs

SECTION - A (Total: 6x5=30 Marks)


(Answer any SIX questions. Each answer carries 5 marks)

1. Write briefly about the four-fold skills of English language.
2. How can learning materials be improved in high schools?
3. What are the challenges of teaching English as a second language?
4. Analyse the principles of direct method.
5. What strategies do you adopt for improving writing skills in students?
6. What makes a good lesson plan, according to you?
7. Write a short note on the characteristics of teaching poetry.
8. What is the difference between evaluation and assessment?
9. How can you use ICT in an English language classroom?
10. Do you think that communicative language teaching is suitable in ELT?

SECTION - B (Total: 2x10 = 20 Marks)

(Answer any THREE questions. Each answer carries 15 marks)

1. Which method of ELT do you prefer in the classroom instruction for 8th class students belonging to rural areas? Why?
2. Prepare a lesson plan for any poem you have taught.
3. What is contextual grammar teaching? What kind of activities that you can plan in the classroom for teaching grammar?
4. What are the advantages and disadvantages of ICT in teaching?
5. How can a teacher become an effective classroom manager?

	P.R. Government College (Autonomous) Kakinada		Program & Semester r Semester -VI III B.A., Special English			
Course Code 7A ENG	Title of the course English Language Teaching Skills					
Teaching	SKILLS		L	T	P	C
Pre-requisites:	No. of Hours: 72 (05 per Week) Credits: 04		5	1	-	4

Course Objectives:

- Able to Understand the central issues of Translation
- Able to Use the methods of Translation
- Student will learn to Translate from English to Telugu and Vice-versa
- To Translate Different Genres
- Able to Make use of Technology for Translation

Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Students will explain the meaning of translation. Define translation and describe its different dimensions. Students will understand the skills required to become a professional translator and what is meant by translation competence.
CO2	Student will Describe the nature of translation and the intricacies involved in the process of translation. Student will have an awareness of what it means to be a professional translator.
CO3	Student will elucidate the scope of translation in the Indian multi-linguistic and multicultural context. Undertake an independent research activity.

CO4	Discuss the opportunities available in the field of translation and interpretation. evaluate personal language skills.
CO5	It brings students to wide-open exposure to the concept of language teaching and it's different methods, language skills, skill wise pattern practice, language lab and the technological aids, techniques of language testing etc.

P.R. GOVT.COLLEGE (AUTONOMOUS) KAKINADA
Special English - Paper VII
SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH& TELUGU)
REVISED UG SYLLABUS UNDER CBCS
(Implemented from the Academic Year 2020-2021)
Programme: FOUR YEAR B.A (Hons)
Domain Subject: **SPECIAL ENGLISH**
Skill Enhancement Courses (SEC) for Semester-V from 2022-23

Pair-1: Course 7-A
SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH& TELUGU)
No. of Hours: 72 (05 per Week) Credits: 04 Max. Marks: 50

Unit-I

1. Types of Translation & Tools:
(Interlingual, Intralingual and Intersemiotic Translation & Types of Dictionaries, Thesaurus, Encyclopaedia, Online Resources)
2. 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)

12 **UNIT - III**

1. Strategies & Procedures: (True Translation, Literal Translation, Free

Translation, Transliteration, Trans creation)

2. Problems in translation from English to Telugu & Vice versa

Unit IV

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

Unit - V

1. Technical Translation
2. Translation and Technology

Recourses 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:

Reference books:

Oxford English Language Teaching
British Council's Teaching Resources
English Teaching Forum books.

Web Links

- 12 https://www.ntm.org.in/languages/english/ongoinginitiatives_ntm.aspx

CO-PO Mapping:

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], 0:NoCorrelation)

	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

P.R. GOVT.COLLEGE (AUTONOMOUS) KAKINADA

Special English - Paper VII

V Semester Syllabus

(W.e.f 2022 - 2023.)

Pair-1: Course 7-A

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	<p align="center">Unit-I</p> <p>1.Types of Translation & Tools: (Interlingual, Intralingual and Intersemiotic Translation & Types of Dictionaries, Thesaurus, Encyclopaedia, Online Resources)</p> <p>2. Central Issues in Translation: A Multi-Cultural Interaction (Language, Culture, Equivalence, Loss and Gain in Translation)</p>	15 Hrs.	<p align="center">10 questions for 5 marks</p> <p align="center">5 questions for 10 marks</p>	<p align="center">6 questions to be answered</p> <p align="center">2 questions to be answered</p>	<p align="center">6x5=30 Marks</p> <p align="center">2x10 = 20 Marks</p>
II	<p align="center">UNIT- II</p> <p>1. Pragmatic Translation (Technical, Media and Medical)</p> <p>2. Literary Translation (Translation of Creative Writing)</p>	15 Hrs.			
III	<p align="center">UNIT - III</p> <p>1. Strategies & Procedures: (True Translation, Literal Translation, Free Translation, Transliteration, Trans creation)</p> <p>2. Problems in translation from English to Telugu & Vice versa</p>	15 Hrs.			
IV	<p align="center">Unit IV</p> <p>1. Translating Short Fiction, Prose and Poetry</p> <p>2. Translating for the Print Media & Advertisements</p>	15 Hrs.			

V	Unit - V 1. Technical Translation 2. Translation and Technology	12 Hrs.			
		72 Hrs.	15	08	50M

P.R. Government Degree College, Kakinada
BA Degree Examinations
Special English
(SKILLS ENHANCEMENT COURSE)
SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH & TELUGU)
 Model Question Paper
Semester-V
Pair-1: Course 7-A

Max Marks: 50

Max Time: 2 1/2 Hrs.

SECTION - A (Total : 6x5=30 Marks)

Answer any SIX questions. Each answer carries 5 marks

1. What are the qualities of a good translator?
2. What is meant by equivalence in translation studies?
3. Write a short note on pragmatic translation
4. What are the problems of translating a poem from Telugu to English?
5. "Literal translation that sticks too close to the source text is unnatural". Comment.
6. What principles do you keep in mind while you are translating a work in creative writing "
7. "All translation is a compromise – the effort to be literal and the effort to be idiomatic." Comment.
8. What is intra-lingual translation? Give an example.
9. Mention some ways to translate idioms and phrases from source language to target language
10. What are the precautions while using online resources as a tool for translation?

SECTION - B (Total: 2x10 =20 Marks)

Answer any TWO questions. Each answer carries 10 marks

1. Write an essay on various types of translation.
2. Illustrate the major problems of translation.
3. What are the strategies to be adopted during translation?
4. Discuss the role of technology in translation.
5. Elaborate on translation in print media & advertisements.

Paper Code - CC
P.R. GOVERNMENT COLLEGE(A),KAKINADA
Department of English
CERTIFICATE COURSE IN ENGLISH FOR COMPETITIVE EXAMINATIONS

SYLLABUS

Topics :

1.Comprehension Passages

- a. Skimming
- b. Scanning
- c.summarizing

2.Correction of Sentences

3.Parts of Speech

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

4.Articles

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

5.Prepositio

ns

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

6.Conjunctions

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

7.Tense

8.Agreeme

nt9.Speech

10.Voice

11.Idioms and Phrasal verbs

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

13.13.Scrambled Sentences

14.Vocabulary

study a.One word

Substitutes

b.Words often

confused**15.Essay**

Writing 16.Precis
Writing
17.Expansion

PAPER CODE : CC
P.R. GOVERNMENT COLLEGE (A), KAKINADA
DEPARTMENT OF ENGLISH
CERTIFICATE COURSE IN ENGLISH FOR COMPETITIVE
EXAMSMODEL QUESTION PAPER

Time: 2 hrs

Max. Marks: 50

Answer the following questions.

10x1= 10 Marks

Directions (from Q. 1 to Q. 10)

- I. Read the following passage carefully and answer the questions given below it. Certain words/phrases in the passage are printed in bold to help you locate them while answering some of the questions.**

Once upon a time, there lived a herd of elephants at the bottom of the Majestic Himalayas. Their leader was a rare white elephant who was an extremely kind-hearted soul. He greatly loved his mother who had grown blind and **feeble** and could not look out for herself. Each day this white elephant would go deep into the forest in search of food. He would look for the best fruits to send to his mother through other elephants of the herd. But his mother never received any. This was because the other members of the herd would always eat them up themselves. Each night when he returned home, he would be surprised to hear that his mother had been starving all day. He was absolutely disgusted with his herd. Then one day, he decided to leave them all behind and **disappeared** in the middle of the night along with his dear mother. He took her to Mount Candorana to live in a cave beside a beautiful lake. It so happened that one day, when the white elephant was feeding, he heard loud cries. A forester from Benares had lost his way in the forest and was absolutely terrified. The white elephant told him not to worry as he knew every inch of this forest and could take him to safety. He then lifted him onto his back and carried him to the **edge** of the forest from where the forester went on his merry way back to Benares. On reaching the city, he heard that the King's personal elephant had just died and the King was looking for a new elephant. His heralds were roaming the city, announcing that any man who had seen or heard of an elephant fit for a king should come forward with the information. The forester was very excited and immediately went up to the king and told him about the white elephant that he had seen on Mount Candorana. The king was quite pleased with the information and immediately dispatched a number of soldiers and elephant trainers along with the forester. After travelling for many days, the group reached the lake beside which the elephants resided. They slowly crept down to the edge of the lake and hid behind the bushes. The white elephant was collecting lotus shoots for his mother's meal and could sense the presence of humans. When he looked up, he **spotted** the forester and realized that it was he who had led the King's men to him. He was very upset at the ingratitude but decided not to put up a **struggle** as many of the men would be killed.

And he was just too kind to hurt anyone. So, he decided to go along with them to Benares and then seek a solution to this problem. On

reaching the beautiful city of Benares, the trainers laid out a feast for their new state elephant but he refused to touch a morsel. He did not respond to any kind of stimuli, be it the fragrant flowers or the beautiful and comfortable stable. He just sat there looking completely despondent. The King was extremely concerned. He offered the elephant food from the royal table and asked him why he grieved in this manner. The white elephant replied that he would not eat anything until he met his mother back home on Mount Candorana as she must be very hungry because she was blind and had no one to feed her and take care of her. He was afraid that she would die. The compassionate king was touched by the elephant's story and assured him that his soldiers would bring his old mother to the palace as soon as possible. The king kept his promise and his soldiers took good care of his mother as long as she lived. She blessed the kind King with peace, prosperity, and joy till the end of his days. In this way, the white elephant could serve the king and also enjoy the royal perks at the King's palace along with his mother.

1. What did the white elephant do when he realized that his mother had been starving even though he had been sending food for her?

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

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

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

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

1. The king did not provide food to the elephant's mother.
2. All the elephants from the herd refused to collect food for the old mother elephant.

3. The elephant's mother could not feed herself.

4. The white elephant's mother would not accept food from anyone but her son.
5. None of these.

4. Why was the white elephant upset to see the forester along with the King's soldiers?

1. He had invited only the forester and not the King's soldiers to the forest.
2. The King's soldiers had arrested the forester for concealing the whereabouts of the white elephant.
3. He did not expect such ingratitude from the forester as he had helped him once.
4. The forester, along with soldiers, had captured the white elephant's mother
5. None of these.

5. Which of the following is true in the context of the passage?

1. The forester could never go back to Benaras from the forest.
 2. The white elephant's herd members were cooperative and honest.
 3. The forester ultimately became a good friend of the white elephant.
 4. The white elephant's mother was finally left alone in the forest.
 5. None is true

DIRECTIONS: Choose the word which is MOST SIMILAR IN MEANING to the word printed in bold as used in the passage.

6. DISAPPEARED

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

7. SPOTTED

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

8. STRUGGLE

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

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

9. FEEBLE

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

10. EDGE

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

II. Directions: Which of the phrases (1), (2), (3), and (4) given below each statement should replace the phrase printed in bold in the sentence to make it grammatically correct? If the sentence is correct as it is given and "No correction is required", mark

(5) as the answer.

5x1=5 marks

1. Many **students waits anxiously** at the college gate to know the results.

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

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

1. She was travelling
2. She did travel
3. She has travelling
4. She were travelling
5. No correction required

3. The opposition party has alleged that the prices of essential commodities are soaring likenever **before in the last** three decades

1. Before on the next
2. Before in the last
3. Before at the last

4. Previously in the next
5. No correction required
4. The salaries and the perks of the employees in this institution **are not in according** with the rest of the industry
 1. Are not in accordance
 2. Is not in accordance
 3. Are not according
 4. Is not on accordance
 5. No correction required
5. The soldiers deployed in the town **were instructed to exercising** restraint and handle the situation peacefully
 1. Was instructed to exercising
 2. Were instructed for exercise
 3. Were instructed to exercise
 4. Was instructing to exercising
 5. No correction required

III. Each sentence below has a blank/s, each blank indicating that something has been omitted. Choose the word/s that best fit/s the meaning of the sentence as a whole

5x1=5 marks

1. We _____ decided to buy a new car.

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

2. Rohan _____ asleep while watching the film.

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

3. Tina finds it difficult to talk to people as she _____ an introvert.

1. was a
2. can the

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

IV. DIRECTIONS: In the following passage, there are five blanks each of which has been numbered. These numbers are given along the passage and against each, five words are suggested. Select one that fits the blank appropriately. 5x1=5 marks

A professor was _____(21) the Indian Independence Movement and the idea of non-violence conceived by Mahatma Gandhi. "Although others like Nelson Mandela followed this idea and ___(22) the Nobel Prize for Peace, Mahatma Gandhi did not," she said. One student spoke up, "it is good that he didn't, since it was an award started by Alfred Nobel who invented dynamite, which caused_(23)!" The professor disagreed "infact, the world should be _____(24) to Nobel because he invented dynamite. It was useful to build tunnels under mountains for trains to pass. If we choose to use it for war it is not his fault. Furthermore, he _____(25) all his wealth into instituting prizes for literature, physics, chemistry, medicine, peace, etc. His logic was that anything which would benefit the human race deserved recognition so that the person who had started it would have no financial difficulties in achieving his goal.

21

1. lecturing
2. talking
3. discussing
4. speaking
5. arguing

22.

1. awarded

2. given
3. presented
4. win
5. received

23.

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

24.

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

25.

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

V. Directions (26-30) Rearrange the following 6 sentences A B C D E and F in the proper sequence to form a meaningful paragraph; then and answer the questions given below them.

5x1=5 marks

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

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

1. B
2. C
3. D

4. E
5. F
27. Which of the following should be the third sentence after rearrangement?
1. B
2. D
3. C
4. A
5. E
28. Which of the following should be the fifth sentence after rearrangement?
1. A
2. B
3. C
4. D
5. E
29. Which of the following should be the first sentence after rearrangement?
1. B
2. C
3. D
4. E
5. F
30. Which of the following should be the second sentence after rearrangement?
1. A
2. B
3. C
4. D
5. F

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

5x1=5 marks

31. Over the years, Nifty has _____ a global brand and has gained high _____
1. Become, credibility
2. Become, credulity
3. Became, renown
4. Wanted, famous
5. Formed, fame
32. Gains in the dollar against _____ global currencies following surge in US jobs last month put pressure _____ the Indian unit, dealers said.
1. Small, below

2. Significant, above
3. Important, about
4. Huge, in
5. Major, on

33. The Queen laid the first wreath of red poppies at the_____of the monument on Sunday, followed by King William Alexander of the Netherlands, who was invited this year to_____the 70th anniversary of the liberation of his country following the end of world war II.

1. Inferior, hasten
2. Door, move
3. Wall, fasten
4. Gate, notify
5. Foot, mark

34. The monarch was_____by other royals, seniors politicians, and hundreds of veterans and well-wishers at the_____ceremony, held every November at the Cenotaph was memorial in the capital.

1. Attended, sad
2. Joined, solemn
3. Invited, favourite
4. Denounced, happy
5. Baptised, Christmas

35. A lobby group made up of Indian businessmen and actors is mounting a legal challenge _____Queen Elizabeth, II demanding the return of the world-famous Kohinoor diamond _____India.

1. By, towards
2. Put, since
3. Against, to
4. Above, against
5. For from

VII. Essay Writing

1x5= 5 marks

Write a short essay on the advantages of online education.

VIII. Make a precis of the following paragraph

1x5=5 marks

It is physically impossible for a well-educated, intellectual, or brave man to make money the chief object of his thoughts just as it is for him to make his dinner the principal object of them. All healthy people like their dinners, but their dinner is not the main object of their lives. So

all healthy-minded people who like making money ought to like it and enjoy the sensation of winning it; it is something better than money. A good soldier, for instance, mainly wishes to do his fighting well. He is glad of his pay – very properly so and justly grumbles when you keep him ten years without it – till, his main mission of life is to win battles, not to be paid for winning them. So of clergymen. The clergyman's object is essentially to baptize and preach not to be paid for preaching. So of doctors. They like fees no doubt – ought to like them; yet if they are brave and well-educated the entire object to their lives is not fees. They on the whole, desire to cure the sick; and if they are good doctors and the choice were fair to them, would rather cure their patient and lose their fee than kill him and get it. And so with all the other brave and rightly trained men: their work is first, their fee second – very important always; but still second. (234 words)

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

1x5=5 marks

Paper Code -CC
P.R.GOVERNMENT COLLEGE (A), Kakinada
Department of English Certificate
Course in Functional English

Purpose & Objective:

1. The purpose of the Certificate Course is to provide knowledge skills and aptitude for occupational employment in wage sector. This will also help in self-employment/self- entrepreneurship of the students.
2. The objective of the scheme is to introduce career and market oriented, skill enhancing courses that have utility for job, self-employment and empowerment of students. At the end of three years, the students will be equipped with a certificate/Diploma/Advanced diploma in specified course along with a conventional degree in Science/ Arts/Commerce

Timeline:

1. The proposed course will commence from the next calendar year i.e. January 2022 to December 2022. The course should spread through two semesters in a calendar year.

Eligibility:

1. It is mandatory for I & II-year regular students of the college to join in any one of the certificate Courses proposed by the college depending on their interest.

Duration of the course and Credits:

Sl. No	Credits	Hours (60 Hrs.)	
		Instructional component	Practical Component
1.	4	45 Hrs. - 3 Credits	15 Hrs. - 1 Credit

Examination:

1. On completion of the said course, a written examination for 2 Hrs. shall be conducted for 50% marks.
2. It is followed by a practical Examination with 50% oral component.
3. Minimum Eligibility for a pass is 50% in each of the components. (25 Marks in written + 25Marks in Oral Examinations)

Note:

Student Activities like Practice, Analysis, Reviews, Seminars, Assignments, Group Discussions, Casestudies, Fieldwork, Surveys, Study Projects, Models and Watching videos are Part of Curriculum for the Certificate Course. The teacher shall identify appropriate activities for each.

Paper Code -CC
P.R. GOVERNMENT COLLEGE (A), Kakinada
Department of English
Certificate Course in Functional
English
Course Structure and Contents

Unit	Contents	Hrs.
1.	Tense - Structure - Use - Adverbial Clues Pre. Cont - Past Cont. - Pre. Perf. Cont. Distinction Past Simple - Past Simple - Present Perfect - Past Perfect Futurity - will, present simple, have to, be+to+Inf. Pre. be+ing etc.	4
2.	Negatives & Interrogatives: Answering Questions Do, Does, Did, have, has Is, am, are, was, were, Will, would, Can, could, should, may	4
3.	Conjunctions: - If, when, As, Because, so, that, so that, or, but, too.. to;so..... that not. either ..or ,neither ... nor not only ... but also unless	2
4.	Basic Structures S+V+O - V+O - S+V+Adv. - S+V+ D.O+ Ind. Obj. - S+BE+N/ ADJ/ComlS+V+toInf - S+V+O+to Inf.	4
5.	Basic Level Translation - (Tense Practice) a. Word level b. Sentence level	3
6.	Survival Expressions - Language Functions (Invitations- greetings - polite Requests - Granting and seeking permissions -complaining, suggesting, agreeing, disagreeing etc.)	3
7.	Formal - Informal Dialogue Writing	4
8.	JAM 2-3 topics each	4
9.	Language at use - Comprehension: Animation movies - Picture Description - Popular Interviews - Cartoon books - Ted Talks Listening to news bulletin - Regional Lang. Movies with subtitles - One Act Plays - Reading, translating and Enacting - E-books to supply on mobiles - Book Review of Children's books	15
10.	Skills: Newspapers - Reading - Vocabulary and style Dictionary Skills& Vocabulary	2
11.	Practical Component - Student Activities like Practice, Analysis, Reviews, Seminars, Assignments, Group Discussions, Case studies, Fieldwork, Surveys, Study Projects, Models and Watching videos are Part of Curriculum for the Certificate Course.	15

Paper Code -CC
P.R.GOVERNMENT COLLEGE (A), Kakinada
Department of English Certificate
Course in Functional English
Model Question Paper

Time: 2 Hrs.

Max. Marks: 50M

1. **Write a brief paragraph of 50 words describing how you spent yesterday. 3M**
2. **Ask questions to get the following information 3X1=3M**
 - a. Whether he eats meat or not.
 - b. Whether he came to college yesterday.
 - c. Whether he will go abroad or stay in India.
3. **How would you answer the following questions? 3X1=3M**
 - a. What do you take at 8.00 am daily?
 - b. When will you visit our home?
 - c. What are you doing now?
4. **Write an imaginary dialogue between the interviewer and a candidate 1X4=4M**
 (Use 'will', 'can', 'should', 'may',)
5. **Ask your friend TWO question using a w/h word for the following information:2X1=2M**
 - a. The distance to his native place
 - b. The brand of the mobile phone he has bought
6. **Make TWO polite Requests using would/could for the following information: 2X1=2M**
 - a. To post a letter at the corner of the street
 - b. To ask the time
7. **Ask 2 open ended questions to a Kashmiri about the political situation of his state. 2X1=2M**
8. **Answer the following query in 50words politely? 2X1=2M**
 I am a twenty-two-year-old boy. I have a lot of dandruff in my hair. Could you tell me how it can be cured? - (Rajeev, Patna)
9. **Write a dialogue between Mohan and the Booking Clerk with 2 exchanges each. 2X1=2M** Mohan is working in a private company. He has been asked by his company to go to Chennai on some official work. On his way home he goes to the railway station to find out the train timings.

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

2X1=2M

Rahul has some urgent work with his friend Ramesh. He goes to his room but doesn't find him there. He leaves a message for him.

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

11. Mohan is working in a private company. He has been asked by his company to go to Chennai on some official work. On his way home he goes to the railway station to find out the train timings.

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

2X1=2M

Rahul has some urgent work with his friend Ramesh. He goes to his room but doesn't find him there. He leaves a message for him.

13. **How do you take oral permission in the following situations: 2X1=2M**

You want to take leave for ten days to go to your village. Before applying for leave, you want to take the permission of your officer. How will you ask him/her for permission?

14. **How do you offer assistance in the following contexts: 2X1=2M**

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

15. **How would you gently reject the following offer from your friend? 2X1=2M**

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

You:

16. **Write a conversation between the two. 2X1=2M**

Sunil invited Hari to dinner but forgot to tell him his address. In the evening, Hari phones Sunil to know the directions to Sunil's house.

17. **Fill in the blanks in the argument to disagree with "A": 2X1=2M**

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

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

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

- 19. Write 1 sentence each using the patterns provided.** **3X1=3M**
a. S+V+Adv, b. S+V+toInf c. Too -to
- 20. Translate the following story into English** **4 M**
- 21. Distinguish the pair with meaning and example** **4M**
a. Stationery: stationary b. refuse:
refuge
- 22. Write synonyms/antonyms to the following:** **2 M**
a. Abduct = b. Restore X

P.R.GOVERNMENT COLLEGE (A), Kakinada
Department of English Certificate
Course in Functional English
Model Question Paper for Practical

Time: 10 Mts. each

Max. Marks: 50M

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

PAPER CODE - CC
P.R. GOVERNMENT COLLEGE (A), KAKINADA DEPARTMENT
OF ENGLISH
Life Skill Course for B.A., B. Com & B. Sc, B.Sc (Voc) & B.Com. (Voc)
Revised CBCS w.e.f 2020-2021
PERSONALITY DEVELOPMENT - 2021

SYLLABUS

UNIT I : Introduction to Personality Development

1. Concept of Personality
2. Significance of Personality Development
3. Concept of Success and Failure-Hurdles in achieving Success-Overcoming Hurdles
4. SWOC Analysis

UNIT II ; Attitude and Motivation

1. Significance-Factors affecting Attitudes
2. Positive Attitude-Advantages-Ways to develop Positive Attitude
3. Concept of Motivation - Significance
4. Importance of Self -Motivation

UNIT -III; SELF -ESTEEM

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

UNIT IV: LEADERSHIP

1. Leadership-Concept-Importance-Qualities of a good Leader
2. Types of Leadership

UNIT V: Other Aspects of Personality Development

1. Body Language
2. Conflict and Stress Management
3. Team Work
4. Time Management

PAPER CODE -
P.R.GOVERNMENT COLLEGE (A), Kakinada
DEPARTMENT OF ENGLISH
Life Skill Course for B.A., B. Com & B. Sc, B.Sc (Voc) & B.Com. (Voc)
Revised CBCS w.e.f 2020-2021
Personality Enhancement & Leadership
MODEL QUESTION PAPER

Time: 2 Hrs.

Max. Marks: 50M

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

1. Discuss some Stress Management Techniques for the improvement of one's Personality.
2. What are the qualities of a Good Leader?
2. Explain the role of Body Language for the overall development of one's Personality
4. Define Team work and explain the advantages of Team Work.
5. What is SWOC Analysis and how is it useful to become a better person?
6. What are the advantages of Time Management?
7. Define Success and explain the factors responsible for success.
8. What is Attitude and explain the significance of Positive Attitude.

II. Answer any TWO Questions out of the following four Questions 2 X5 = 10 M

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

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

Learning Outcomes:

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

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

Syllabus:**Unit - I:(7 hrs)**

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

Unit - II: (8 hrs)

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

Unit - III:(10 hrs)

Leadership Characteristics - Types of Leaders - Importance of Leadership - Leadership Skills - Building and Leading Efficient Teams - Leadership Qualities of Abraham Lincoln, Mahatma Gandhi, Prakasam Pantulu, Dr. B. R. Ambedkar & J.R.D. Tata

Co-curricular Activities Suggested: (05 hrs)

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

Reference Books:

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

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

PATTERN OF QUESTION PAPER

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

**P.R.GOVERNMENT COLLEGE (A),
Kakinada DEPARTMENT OF ENGLISH
SEMESTER - III
Life Skill Course for B.A., B. Com & B. Sc, B.Sc (Voc) & B.Com. (Voc)
Revised CBCS w.e.f 2020-2021
Personality Enhancement &**

Leadership MODEL QUESTION

PAPER

Max. Marks: 50

Time: 1 ½ hr (90 Min)

SECTION - A

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

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

SECTION- B

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

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

P.R Government College (A), Kakinada
Department of English Proposed Activities
2022-2023

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

REGULAR CLASS ROOM ACTIVITIES

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

Activities of English (RVR) Club

1. News reading
2. Role Plays
3. Listening to US Accent
4. Practicing One-Act Plays
5. Conversation Practice
6. Anchoring Functions
7. Seminar Presentations
8. GDs
9. Interview Skills
10. Resume Preparation
11. Dialogue Writing
12. Essay/Paragraph Writing
13. Explaining a paragraph
14. Teaching a lesson
15. Visiting offices and interacting with officials
16. Interviewing
17. Debating
18. Project works
19. Guest lectures
20. Grammar practice
21. Competitive examination preparation
22. Language games

**P.R.Government College (A),
Kakinada Department of English
Community Service Project**

Broad Outlines

Purpose:

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

Objectives:

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

Timeline:

Internship Number	Apprenticeship/Internship / On Job Training	Duration	To be held	Hours	Credits
Internship	Community Service Project	4 weeks	After the end of 2nd Sem exams during intervening summer of 2 and 3 Sems	100	4
II	Apprenticeship	4	After III sem.exams during	100	4
internship	/ Internship / On the Job Training	weeks	intervening summer of IV & V Sems.		
III and Final internship	Apprenticeship / Internship / On the Job Training	VI sem. full	V or VI semester - 50% of students to undergo in 5th sem. while the rest to undergo in VI Sem.	200	12

Eligibility:

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

Topics:

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

Duration and Credits:

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


Assessment:

S. No	Assessment Component	Max Marks
1.	Project Log	20
2.	Project Implementation	30
3.	Project Report	25
4.	Project Presentation	25
	Total	100

COMMUNITY SERVICE PROJECT WORK FOR THE STUDENTS

1. Employment of different sections
2. Implementation of state development programmes
3. Implementation and impact of welfare schemes
4. Information sources and their effectiveness
5. Entertainment media and habits
6. Migration for employment
7. Child labor
8. Community engagement programmes and their impact
9. Career orientation of youth
10. Skill development programmes and their impact
11. Alcohol and smoking habits and their impact on families and society
12. Crime rate, law and order and safety needs

ADDENDUM

	P.R. Government College (Autonomous) Kakinada	Program & Semester r Semester- III B.A.,B.Com.,B.Sc. , B.Sc (Voc)., B.A (Voc)			
Course Code ENG 3001	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

P.R. GOVT. COLLEGE (AUTONOMOUS), KAKINADA
REVISED SYLLABUS OF ENGLISH under (Part -UNDER CBCS
FRAMEWORK WITH EFFECT FROM 2020-21

English Syllabus-Semester-III
English Praxis Course-III
A Course in Conversational Skills

Learning Outcomes

By the end of the course the learner will be able to:

- Speak fluently in English
- Participate confidently in any social interaction
- Face any professional discourse
- Demonstrate critical thinking
- Enhance conversational skills by observing the professional interviews

II. UNIT

Speeches

1. Tryst with Destiny Jawaharlal Nehru

(<https://www.youtube.com/watch?v=HukPQ7fOaKg>)

2. You've got to Find WhatYouLove Steve Jobs

(<https://www.youtube.com/watch?v=PIu4C6Wz0ck>)

3. Speech delivered by Sushma Swaraj at Organization of Islamic Cooperation

(https://www.youtube.com/watch?v=trvNUd_6uxg)

UNIT -II Interviews

1. A Leader Should Know How to Manage Failure

Dr.A.P.J. Abdul Kalam /
India Knowledge at Wharton

2. The Earl Mountbatten Discusses the
controversial 'THE LIFE AND TIMES OF
EARL MOUNTBATTEN OF BURMA'

(<https://www.youtube.com/watch?v=S3SV0s21Vv0>)

3. JRD Tata's Interview with T.N.Ninan

Unit -III Skills

1. Greetings
2. Introductions
3. Asking and Giving Information
4. Requests
5. Dialogue Building
6. Giving Instructions/Directions
7. Descriptions
8. Role Play

Textbooks:

1. Praxis Pro -
III 2. Skills
Enrich

Referencebooks:

4. English Grammar & Composition - Wren & Martin
5. Advanced Grammar in Use - Martin Hewings
6. Business Vocabulary in Use - Bill Mascull

WebLinks:

1. <https://www.vedantu.com/superspeakers>
2. [https://in.zapmetasearch.com/English Training Course](https://in.zapmetasearch.com/EnglishTrainingCourse)
3. <https://www.udemy.com/English/Online-Course>
6. <https://www.khanacademy.org/prep/praxis-core>
7. <https://www.ets.org/praxis>

CO-POMapping:

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	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 3001
P.R.GOVERNMENT COLLEGE (A), KAKINADADEPARTMENT OF
ENGLISH
General English for B.A., B.Com and B.Sc, B.Sc (Voc.) & B.A (Voc.)SEMESTER - III
(With effect from 2022-2023)
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: 2. Jawaharlal Nehru : Trystwith Destiny 2. I Have a Dream – Martin Luther King Jr. 3.Steve Jobs: You have not to nd what you Love	20	03	02 50 Words each	2X5=10
2	Interviews: 4. Dr.APJ Abdul Kalam: A leader should know how to manage failure 5. Ace Shuttler Talks about her Glory : P.V.SINDHU interview 6. T N Ninan: JRD TATA's interview	20	03	02 75 Words each	2X5=10
3.	Language Activity: 3. Reading Comprehension (unseen) 4. Reading Comprehension (seen)	20	02	02	2X5=10
	9. Greetings and Introductions 10.Request -Agreeing and disagreeing ,giving directions 11.Dialogue building 12.Debate 13.Role play 14.Description		07	04	4X5=20
		20 Hrs	15	10	50 M

**P.R. GOVT. COLLEGE (AUTONOMOUS), KAKINADA
REVISED SYLLABUS OF ENGLISH under (Part -UNDER CBCS
FRAMEWORK WITH EFFECT FROM 2020-21**

English Praxis Course-III
**A Course in Conversational Skills
MODEL QUESTION PAPER**

Unit -I

Answer any Two of the following questions 2x5=10 Marks

1. What does Nehru say in Tryst with Destiny about the future of India?
2. What does Steve Jobs say about the influence of Gods on his life?
3. How does Sushma Swaraj portrait India's relations with Islamic countries in her speech at the OIC meeting in 2019?

Unit- II

Answer any Two of the following questions 2x5=10 Marks

1. What are the suggestions given by A.P.J Abdul Kalam to cope with failure in his interview?
2. What does Lord Mountbatten say about his experiences in India in his interview?
3. What message did J.R.D Tata give to the viewers in his interview?

Unit -III

Answer all the questions

1. **Read the following passage carefully and answer the question given below
5 Marks**

Long years ago, we made a tryst with destiny; and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom.

A moment comes, which comes but rarely in history, when we step out from the old to the new -- when an age ends, and when the soul of a nation, long suppressed, finds utterance. It is fitting that at this solemn moment we take the pledge of dedication to the service of India, and her people, and to the still larger cause of humanity.

At the dawn of history India started on her unending quest, and trackless centuries which are filled with her striving and the grandeur of her successes and her failures. Through good and ill fortunes alike, she has never lost sight of that quest or forgotten the ideals which gave her strength. We end today a period of ill fortune and India discovers herself again.

1. To whom does "we" refer to in the first sentence?

2. Why did the speaker say India will awake?
3. What does the speaker mean by stepping out from old to new?
4. Which word in the passage means “hard trail”?
5. According to the speaker what gives strength to India?

2. Read the following passage carefully and answer the question given below
5 Marks

I worked for ISRO for about 20 years. My team and I worked to put India’s first satellite into space. Then our team took up the Integrated Guided Missile Development Program. These were youthful teams that worked with me, and they have gone on to take up much larger projects. These in turn have led to great value addition in areas such as technology, infrastructure and, above all, human resources.

One of the important lessons I learned in the space and missile program was not just how to handle success but how to deal with failure. Wharton is in the management environment. I would like young people to understand how they should manage failure. In any project you take up, you will face problems. These problems should not become the captain of the project chief; the project chief should be the captain of the problems and defeat the problems.

1. Who is the speaker of this passage?
2. For How many years the speaker work with ISRO?
3. Why did the speaker say that his team went on to take up larger challenges?
4. What are the vale additions referred to by the speaker that resulted in the work of his team?
5. Expand ISRO.

Answer any Six of the following questions from UNIT -IV 4X 5=20 MARKS

- 1. How do you introduce yourself to a HR manager from a multinational company?**
2. a) What do you say when your friend goes on long journey?
b) What will you say to a friend who has lost his father recently?
c) If your friend got married how will you greet him?
d) You are an anchor of a T.V show named “Song Bang”. How will you greet the audiences?
e) Your friend is not well. What will you say when you meet him in the hospital?

3. Prepare a flow chart for making a cup of coffee.

4. Fill in the blanks with suitable words...

- a. The lift is not working the instruction is Out of _____.

b. You went for find a job in a company but there are no jobs. You will find a board no _____

c. Your friend tried to swipe bank card without enough money. The message to your phone shall be payment _____ due to _____ funds.

d. You are entering the chamber of managing director of multinational company. You have to leave your shoes slipper etc.. Outside the chamber. The Instruction should be leave your _____

5. Fill in the missing parts of the following conversation between a teacher and a student.

Teacher: _____

Student: My name is Apparao.

Teacher: What class are studying?

Student: _____

Teacher: _____

Student: I lost my notebook so I could not complete the work.

Teacher: _____

Student: No, I am not telling any lies sir.

Teacher: _____

Student: My father has no mobile phone.

6. Describe the following picture in not more than 10 sentences.




7. Write the proper request form to the given sentences.

a. _____ I speak to Mr. Raj, please? (Can / May)

b. _____ you open the window please? It's not here. (won't you/ could you)

- c. _____ I stay here for a while? – Yes you can. (Can/ could)
- d. Rani, _____ help me with this grammar exercise, please? (May you/ can you)
- e. _____ you mind if I borrowed your dictionary for an hour or so? (Would/ can)

	P.R. Government College (Autonomous) Kakinada	Program & Semester			
Course Code ENG 3104	TITLE OF THE COURSE British prose and fiction	Semester - IIIB.A-EEP &EJH			
Teaching	Hours Allocated: 90 (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 Augustanages 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.

P.R. GOVT.COLLEGE (AUTONOMOUS), KAKINADA

**Syllabus
PAPER -III SEMESTER - III
Admitted batch 2021-2022
BRITISH PROSE & FICTION**

UNIT- 1 BACK GROUND-1

Origin and growth of Novel, Essay

Types of Novels

Types of Essay

UNIT-II PROSE UPTO 1700

1. Bacon: Of Studies

2. Bacon: Of Friend ship

UNIT - III PROSE BETWEEN 1700 -1800

1. Addison and Steele Essays

2. Edmund Burg: The British in India

UNIT -IV Prose Between 1800 to 1900

1. Charles dickens: A tale of Two Cities

UNIT-V 1900 ONWARDS

1. Agatha Christie: Death on the Nile

Paper Code: ENG 3104

P.R.GOVERNMENT COLLEGE (A), Kakinada

Department of English

II B.A Special English - Semester III

British Prose and Fiction

2022-2023

Pattern of Question Paper

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	UNIT- 1 BACK GROUND-1 Origin and growth of Novel, Essay Types of Novels Types of Essay	10 Hrs.	02	1 in 100 Words each.	1X6=06
			03	1 in 50 words	1X3=03
II	UNIT-II PROSE UPTO 1700 1. Bacon: Of Studies 2. Bacon: Of Friend ship	5 Hrs.	02	1 in 100 Words each.	1X6=06
			03	1 in 50 words	1X3=03
III	UNIT - III PROSE BETWEEN 1700 - 1800 1. Addison and Steele Essays 2. Edmund Burg: The British in India	10 Hrs.	02	1 in 100 Words each.	1X6=06
			03	1 in 50 words	1X3=03
IV	UNIT -IV Prose Between 1800 to 1900 1. Charles dickens: A tale of Two Cities	15 Hrs.	02	1 in 100 Words each.	1X6=06
			03	1 in 50 words	1X3=03
V	UNIT-V 1900 ONWARDS 1. Agatha Christie: Death on the Nile	15 Hrs.	02	1 in 100 Words each.	1X6=06
			03	1 in 50 words	1X3=03
	Multiple Choice Questions	5Hrs.	10 Items	10 Items	10x1/2=5 M
	Total	60hrs	35	20	50M

P.R. GOVT.COLLEGE (AUTONOMOUS), KAKINADA

Admitted batch 2021-2022

SEM -III MODEL QUESTION PAPER MAX.MARKS: 50

UNIT - I

I. Answer any One of the following in not more than 100 words. 1x6=6Marks

1. Trace the history of essay during the last four centuries?
2. Assess various stages in the growth of novel?

II. Answer any One of the following in not more than 50 words. 1x3=3 Marks

1. Periodical essay: 2. Gothic novel: 3. Domestic novel

UNIT- II

I. Answer any One of the following in not more than 100 words. 1x6=6Marks

1. What does Bacon say about the advantages of studies?
2. How do Addison and Steele satirize the usage of fans by women during the 18th century in the essay Fans?

II. Answer any One of the following in not more than 50 words. 1x3=3 Marks

Annotations

1. Crafty men contemn studies, simple men admire them, and wise men use them
2. Women are armed with fans as men with swords, and sometimes do more execution with them.
3. To spend too much time in studies is sloth; to use them too much for ornament, is affectation; to make judgment wholly by their rules, is the humor of a scholar.

UNIT- III

I. Answer any One of the following in not more than 100 words. 1x6=6Marks

1. Attempt a critical appreciation of the essay All Fools' Day by Charles Lamb?
2. What does Robert Lynd say about the habit of forgetfulness in the essay bearing the same name?

II. Answer any One of the following in not more than 50 words. 1x3=3 Marks

ANNOTATIONS

1. What! man, we have four quarters of the globe on our side, at the least computation.
2. What, the magnanimous Alexander in tears? - cry, baby, put its finger in its eye, it shall have another globe
3. It is the efficiency rather than the inefficiency of human memory that compels my wonder.

UNIT- IV

I. Answer any One of the following in not more than 100 words. 1x6=6Marks

1. Sketch the character of Sydney Carton.
2. Assess Tale Of Two Cities as a historical novel

II. Answer any One of the following in not more than 50 words. 1x3=3 Marks

Short Notes

1. Jarvis Lorry: 2. Miss Prose: 3. Time Element In The Novel

UNIT- V

I. Answer any One of the following in not more than 100 words. 1x6=6Marks

1. How does Hercule Poirot reveal the mystery in the novel Death On The Nile?
2. Sketch the character of Linnet Doyle.

II. Answer any One of the following in not more than 50 words. 1x3=3Marks

Short Notes

1. Andrew Pennington: 2. Dr. Bessner: 3. Topography of the novel

Choose the correct option from the option given below 10x1/2=05 Marks


1. Periodical essay developed during ---.
a. 17th century b. 18th century c. 19th century d. 20th century
2. who among the following is considered the pioneer of the autobiographical essay?
a. Joseph Addison b. Francis Bacon c. Richard Steele d. Charles Lamb
3. According what makes us a ready man?
a. Reading b. Conference c. Writing d. Concentrated listening
4. Francis Bacon was born in the year ---.
a. 1564 b. 1561 c. 1626 d. 1611
5. The essay All Fools Day is taken from ---.
a. Essays of Elia b. The spectator c. The Idler d. The Bee
6. Which of the following novels was not written by Charles Dickens?
a. Great Expectations b. David Copperfield c. Pride And Prejudice d. Oliver Twist
7. The novel Tale Of Two Cities is based on ---.
a. Glorious revolution b. American revolution c. French revolution d. Russian revolution
8. Death On The Nile was published in ---.
a. 1931 b. 1933 c. 1935 d. 1937

9. Which of the following places is closely associated with the Death On The Nile?

- a. Algeria b. Egypt c. Syria d. Kenya

10. Which of the following novels is written by Agatha Christie?

- a. The Murder Of Roger Ackroyd b. Power And Glory c. A woman In White
d. Of Human Bondage

	P.R. Government College (Autonomous) Kakinada	Program & Semester r Semester - IVB.A- EEP & EJH			
Course Code ENG 4104	TITLE OF THE COURSE BRITISH DRAMA				
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 Age 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 - 4104
P.R.Government College (A) Kakinada
II YEAR B.A., SPECIAL ENGLISH
SEMESTER - IV (Paper-IV): 2022-2023
British drama
Syllabus
BRITISH DRAMA

UNIT- 1 BACK GROUND-1

Origin and growth of British Drama

Types of Drama

The characteristic features of drama

UNIT-II Drama UPTO 1700

Shakespeare: Macbeth

UNIT - III DRAMA BETWEEN 1700 -1800

Sheridan: The Rivals

UNIT -IV DRAMA BETWEEN 1800 TO 1900

Oscar Wild: Importance of being Earnest

UNIT- V DRAMA 1900 ONWARDS

Pygmalion - GB SHAW

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..](https://www.enotes.com/homework-help/what-is-the-p..)

CO-PO Mapping:

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

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

P.R. GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2022-2023
II B.A Special English - Semester IV (Paper-IV)
BRITISH DRAMA
Scheme of Question Paper

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	Literary Forms and Terms - Definitions -Examples Origin and growth of British Drama Types of Drama The characteristic features of drama	15 Hrs.	02	1 in 100 Words each.	1X6=06
			03	1 in 50 words	1X3=03
II	Drama UPTO 1700 Shakespeare: Macbeth	10 Hrs.	02	1 in 100 Words each.	1X6=06
			03	1 in 50 words	1X3=03
III	DRAMA BETWEEN 1700 -1800 Sheridan: The Rivals	15 Hrs.	02	1 in 100 Words each.	1X6=06
			03	1 in 50 words	1X3=03
IV	DRAMA BETWEEN 1800 TO 1900 Oscar Wild: Importance of being Earnest	15Hrs	02	1 in 100 Words each.	1X6=06
			03	1 in 50 words	1X3=03
V	DRAMA 1900 ONWARDS Pygmalion - GB SHAW	15 Hrs.	02	1 in 100 Words each.	1X6=06
			03	1 in 50 words	1X3=03
VI	Multiple Choice Questions	5Hrs.	10 Items	10 Items	10x1/2=5M
Total		60 Hrs.	35	20	50M

P.R.Government College (A) Kakinada
II YEAR B.A., SPECIAL ENGLISH -2022-2023
SEMESTER - IV, Paper-IV
BRITISH DRAMA

Model Question Paper
Time: 2 ½ Hr Max. Marks: 50 M

UNIT-I (Analysis and Evaluation)

UNIT - I

I. Answer any One of the following in not more than 100 words. 1x6=6Marks

1. Trace the development of English drama up to 1550.
2. Write an essay about the trends in 20th century English drama.

II. Answer any One of the following in not more than 50 words. 1x3=3 Marks

3. Sentimental comedy: 4. Problem play: 5. Verse drama in 20th century

UNIT- II

I. Answer any One of the following in not more than 100 words. 1x6=6Marks

6. Attempt an essay about the supernatural element in Macbeth.
7. Assess the character of Macbeth.

II. Answer any One of the following in not more than 50 words. 1x3=3 Marks

Annotations

8. Present fears

Are less than horrible imaginings:

My thought, whose murder yet is but fantastical,

Shakes so my single state of man that function

Is smother'd in surmise, and nothing is

But what is not.

9. yet do I fear thy nature;

It is too full o' the milk of human kindness

To catch the nearest way:

10. Better be with the dead,

Whom we, to gain our peace, have sent to peace,

Than on the torture of the mind to lie

In restless ecstasy.

UNIT- III

I. Answer any One of the following in not more than 100 words. 1x6=6Marks

11. Assess the character of Lydia Landuish.
12. Write a note on the plot construction of The Rivals.

II. Answer any One of the following in not more than 50 words. 1x3=3 Marks

Annotations

13. I beg pardon, sir – I beg pardon – but, with submission, a lie is nothing unless one supports it.
14. Ah! few gentlemen, now-a-days, know how to value the ineffectual qualities in a woman! few think how a little knowledge becomes a gentlewoman!
15. Men have no sense now but for the worthless flower of beauty! while Hope pictures to us a flattering scene of future bliss, let us deny its pencil those colours which are too bright to be lasting.

UNIT- IV

I. Answer any One of the following in not more than 100 words. 1x6=6Marks

16. What is the main message of The Importance of Being Earnest?
17. Discuss the character of Miss Prism.

II. Answer any One of the following in not more than 50 words. 1x3=3 Marks

Annotation

18. "Nothing will induce me to part with Bunbury, and if you ever get married, which seems to me extremely problematic
19. "I do not approve of anything that tampers with natural ignorance. Ignorance is like a delicate exotic fruit;
20. "All women become like their mothers. That is their tragedy. No man does.

UNIT- V

I. Answer any One of the following in not more than 100 words. 1x6=6Marks

21. Do you consider Eliza Doolittle as the heroin of Pygmalion? Why?
22. Write a note on the comic element in Pygmalion?

II. Answer any One of the following in not more than 50 words. 1x3=3 Marks

Annotations

23. What is life but a series of inspired follies? The difficulty is to find them to do.

24. One wants to go north and the other south; and the result is that Both have to go east, though they Both hate the east wind.

25. I'm willing to tell you. I'm wanting to tell you. I'm waiting to tell you.

26. Choose the correct option from the option given below 10x1/2=5Marks

i. Which of the following is considered the first comedy in English?

a. Gammar Gurton's Needle b. Ferrex and Porrex c. The Supposes d. Dr. Faustus

ii. How many plays were written by Shakespeare?

a. 22 b. 35 c. 37 d. 12

iii. In England theatres were closed down in ---.

a. 1624 b. 1642 c. 1618 d. 1648

iv. Who among the following was also killed by Macbeth in addition to Duncan?

a. Banquo b. Malcolm c. DONALBAIN d. Lennox

v. The witches made three prophesies about Macbeth. Which of the following is not prophesied by them regarding his death?

a. To be beware of Mac duff b. Lady Macbeth's death would lead to his death

c. Man born to a woman cannot kill him d. That he would not be killed until Birnam wood walks up to Duns inane hill

vi. In addition to The Rivals, which of the followings was also written by Sheridan?

Cato

a. A School For Scandal b. King Otto c. You Never Can Tell

vii. Why does Mrs Malaprop use high sounding words?

a. She is a great scholar b. She belongs to a family of priests

c. It was her affectation d. To create laughter among the audiences

viii. The scenes of the play The Rivals happen in the city named --.


a. London b. Edinburgh c. Dublin d. Bath

ix. The drama The Doll's House was written by ---.

a. G.B. Shaw b. W.B. Yeats c. J.M. Synge d. Ibsen

x. Who among the following helped when she had to go to Italy to recover her husband's health?

a. Dr Rank b. Mrs. Linde c. Nils Krogstad d. Her housemai

	P.R. Government College (Autonomous) KAKINADA	Program & Semeste r			
Course Code ENG	TITLE OF THE COURSE GLIMPSES OF WORLD LITERATURE	Semester - IV Paper - V B.A- E.E.P			
Teaching	Hours Allocated: 72 (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 Global literary trends.
2. To gain an understanding of literary texts within social, cultural and historical contexts.
3. To analyze and evaluate the Post-colonial traits of the literary works that come under World literature

Course Outcomes:

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

PAPER CODE - ENG
P.R. Government College (A)
Kakinada II YEAR B.A., SPECIAL
ENGLISH SEMESTER - IV w.e.f
2020-2021
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

UNIT II : POETRY

5. How I Taught Myself to live simple - Anna Akhmatova (Soviet)
6. The Sacred Way - A.D. Hope (Australian)
7. Winter Rain - Daud Kamal (Pakistan)
8. A city's Death by Fire - Derek Walcott (Caribbean poet from St. Lucia)

UNIT III: DRAMA

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

UNIT IV: FICTION

July's People - Nadine Gordimer (South African)

UNIT V : SHORT STORY

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

Textbooks:

3. July's People - Nadine Gordimer
4. Silence! The Court is in Session - Vijay Tendulkar

Reference books:

2. 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:

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

CO-PO Mapping:

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

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

PAPER CODE -ENG
P.R. GOVERNMENT COLLEGE (A),
KAKINADA
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	10 Hrs.	04	02 in 100 words each	2X4= 8
II	Poetry : 3. How I Taught Myself to live Simple -Anna Akhmatova(Soviet) 4. 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 (SouthAfrican)	15 Hrs.	04	02 in 100 words each	2X4= 8

V	Short Story : A. 1. I Stand Here Ironing - Tillie Olse n(American) 5. Pork Seller's Advice - Lee Roy,Robinson(Srilankan) 6. The Lady's Maid- CatherineMansfield (New Zealand) 7. Imperfect Homes - AnereBabyn(Canadi an)	15 Hrs.	04	02 in 100 words each	2X4= 8
	B. Multiple Choice Questions C. Match the Following	07 Hrs.	05 05	05 05	5X1= 5 5X1 = 5
	Total	60 Hrs.	30	20	50M

PAPER CODE - ENG
P.R.Government College (A) ,Kakinada
IIIYEAR B.A., SPECIAL ENGLISH -2021-2022
GLIMPSES OF WORLD LITERATURE SEMESTER
- IV (Paper -V)

Model Question Paper

Time: 2 ½ Hrs

Max. Marks: 50 M

UNIT I (Analysis & Evaluation)

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

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

UNIT II (Evaluation & Creation)

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

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

UNIT III (Application & Analysis)

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

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

UNIT IV (Evaluation & Creation)

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

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

UNIT V (Application & Analysis)

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

- c) **Present** the theme of Oslen's "I Stand Here Ironing" (app)
- d) Analyze the Short story "Pork Seller's Advice" (ana)
- c. Write the central theme of Catherine Mansfield's "The Lady's Maid" (ana)
- d. What does AnereBabyn convey in "Imperfect Homes"? (ana)

UNIT V (Knowledge and Understanding)

13.
5X1=5M

Match the following


- | | | |
|------------------------|--------|------------------|
| 6. A.D Hope | () | a. New Zealander |
| 7. Anna Akhmatova | () | b. South African |
| 8. Nadine Gordimer | () | c. Australian |
| 9. Catherine Mansfield | () | d. Greek |
| 10. Homer | () | e. Soviet |

14.
questions choosing the appropriate option.

Answer the following
5X1=5M

- F. Who received Padma Bhushan in 1984? ()
- | | |
|---------------------|--------------|
| a. Vijay Tendulkar | c. Gordimer |
| b. Sachin Tendulkar | d. Mansfield |
- G. is notorious for his talent to offend his countrymen. ()
- | | |
|-------------------|---------------|
| a. Homer | c. A.D Hope |
| b. Anna Akhmatova | d. AnereBabyn |
- H. Who among the following was born and raised in Wellington? ()
- | | |
|-------------------|------------------------|
| a. A.D Hope | c. Catherine Mansfield |
| b. Anna Akhmatova | d. Nadine Gordimer |

- I. wrote | "Remote Beginnings" ()
- a. A.D. Hope
 - b. Daud Kamal
 - c. Derek Walcott
 - d. Nadine Gordimer
- J. Who is the central protagonist of the novel "July's people ? ()
- a. Maureen Smales
 - b. Bam Smales
 - c. July
 - d. Martha

	P.R. Government College (Autonomous) Kakinada	Program & Semester r Semester -V III B.A., Special English			
Course Code 6A ENG	Title of the course English Language Teaching Skills				
Teaching	Pair-1: Course 6-A ENGLISH LANGUAGE TEACHING SKILLS	L	T	P	C
Pre-requisites:	No. of Hours: 72 (05 per Week) Credits: 04	5	1	-	4

Course Objectives:

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

- v. Acquire the skills of Teaching English
- vi. Demonstrate different classroom management techniques
- vii. Teach English in a systematic way
- viii. Make use of Technology for Teaching English

Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	1. Comprehend the concepts in language teaching. Understand the central principles of Teaching English . To help students to acquire practical command of English.
CO2	2. Understand the important psychological principles behind second language acquisition.. Students should be able to understand spoken English, speak English, read English and write English.
CO3	3. Understand different approaches and methods of teaching English as second Language.. . To build confidence. To provide the motivation to learn English. To encourage ownership of language.

CO4	4. plan lessons effectively . To develop a set of core vocabulary and expressions for use in simple conversation.
CO5	It brings students to wide-open exposure to the concept of language teaching and it's different methods, language skills, skill wise pattern practice, language lab and the technological aids, techniques of language testing etc.

P.R. GOVT.COLLEGE (AUTONOMOUS) KAKINADA
Special English - Paper VI
ENGLISH LANGUAGE TEACHING SKILLS
REVISED UG SYLLABUS UNDER CBCS
(Implemented from the Academic Year 2020-2021)
Programme: FOUR YEAR B.A (Hons)
Domain Subject: SPECIAL ENGLISH
Skill Enhancement Courses (SEC) for Semester-V from 2022-23

Pair-1: Course **6-A**
ENGLISH LANGUAGE TEACHING SKILLS
No. of Hours: 75 (05 per Week) Credits: 04 Max. Marks: 60

Unit-I

3. Concepts in Teaching English as a Second Language
4. Different Methods and Levels of Teaching English

UNIT- II

3. Contextualization of Grammar Teaching
4. Teaching Writing Skills.

UNIT - III

3. Teaching English Literature (Prose, Poetry, Fiction and Drama)
4. Lesson Planning & Materials

Unit IV

3. Classroom Management Techniques
4. Assessment & Evaluation

Unit - V

3. Teaching English for Employment
4. 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.

Reference books:

Oxford English Language Teaching
British Council's Teaching Resources
English Teaching Forum books.

Web Links

<https://www.teachingenglish.org.uk/resources/primary>
<https://americanenglish.state.gov/forum>
<https://elt.oup.com/?cc=global&selLanguage=en>

CO-PO Mapping:

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], '-' :NoCorrelation)

	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

P.R. GOVT.COLLEGE (AUTONOMOUS) KAKINADA

Special English - Paper VI

V Semester Syllabus

(W.e.f 2022 - 2023.)

Pair-1: Course 6-A

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.	10 questions for 5 marks 6 questions for 10 marks	6 questions to be answer 3 questions to be answered	6x5=30 Marks 3x10 = 30 Marks
II	UNIT- II 3. Contextualization of Grammar Teaching 4. Teaching Writing Skills.	12 Hrs.			
III	UNIT - III 3. Teaching English Literature (Prose, Poetry, Fiction and Drama) 4. Lesson Planning & Materials	12 Hrs.			
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	05 Hrs.			
		60 Hrs.	16	09	60M

III EEP Special English - Paper VI
P.R. Government Degree College, Kakinada
BA Degree Examinations
SPECIAL ENGLISH
(SKILLS ENHANCEMENT COURSE)
ENGLISH LANGUAGE TEACHING SKILLS
Model Question Paper
Semester-V
Pair-1: Course 6-A

Max Marks: 60

Max. Time: 21/2 Hrs

SECTION - A (Total: 6x5=30 Marks)


(Answer any SIX questions. Each answer carries 5 marks)

11. Write briefly about the four-fold skills of English language.
12. How can learning materials be improved in high schools?
13. What are the challenges of teaching English as a second language?
14. Analyse the principles of direct method.
15. What strategies do you adopt for improving writing skills in students?
16. What makes a good lesson plan, according to you?
17. Write a short note on the characteristics of teaching poetry.
18. What is the difference between evaluation and assessment?
19. How can you use ICT in an English language classroom?
20. Do you think that communicative language teaching is suitable in ELT?

SECTION - B (Total: 3x10 = 30 Marks)

(Answer any THREE questions. Each answer carries 15 marks)

1. Which method of ELT do you prefer in the classroom instruction for 8th class students belonging to rural areas? Why?
2. Prepare a lesson plan for any poem you have taught.
3. What is contextual grammar teaching? What kind of activities that you can plan in the classroom for teaching grammar?
4. What are the advantages and disadvantages of ICT in teaching?
5. How can a teacher become an effective classroom manager?
6. Illustrate how English can be a tool for employability.

	P.R. Government College (Autonomous) Kakinada	Program & Semester r Semester -VI III B.A., Special English			
Course Code 7A ENG	Title of the course English Language Teaching Skills				
Teaching	SKILLS	L	T	P	C
Pre-requisites:	No. of Hours: 75 (05 per Week) Credits: 04	5	1	-	4

Course Objectives:

- i. Able to Understand the central issues of Translation
- ii. Able to Use the methods of Translation
- iii. Student will learn to Translate from English to Telugu and Vice-versa
- iv. To Translate Different Genres
- v. Able to Make use of Technology for Translation

Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Students will explain the meaning of translation. Define translation and describe its different dimensions. Students will understand the skills required to become a professional translator and what is meant by translation competence.
CO2	Student will Describe the nature of translation and the intricacies involved in the process of translation. Student will have an awareness of what it means to be a professional translator.
CO3	Student will elucidate the scope of translation in the Indian multi-linguistic and multicultural context. Undertake an independent research activity.

CO4	Discuss the opportunities available in the field of translation and interpretation. evaluate personal language skills.
CO5	It brings students to wide-open exposure to the concept of language teaching and it's different methods, language skills, skill wise pattern practice, language lab and the technological aids, techniques of language testing etc.

P.R. GOVT.COLLEGE (AUTONOMOUS) KAKINADA
Special English - Paper VII
SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH& TELUGU)
REVISED UG SYLLABUS UNDER CBCS
(Implemented from the Academic Year 2020-2021)
Programme: FOUR YEAR B.A (Hons)
Domain Subject: SPECIAL ENGLISH
Skill Enhancement Courses (SEC) for Semester-V from 2022-23

Pair-1: Course 7-A
SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH& TELUGU)
No. of Hours: 75 (05 per Week) Credits: 04 Max. Marks: 60

Unit-I

3. Types of Translation & Tools:
(Interlingual, Intralingual and Intersemiotic Translation & Types of Dictionaries, Thesaurus, Encyclopaedia, Online Resources)
4. 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, Trans creation)
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

Recourses 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:

Reference books:

Oxford English Language Teaching
British Council's Teaching Resources
English Teaching Forum books.

Web Links

https://www.ntm.org.in/languages/english/ongoinginitiatives_ntm.aspx

CO-PO Mapping:

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], ' ':NoCorrelation)

	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

P.R. GOVT.COLLEGE (AUTONOMOUS) KAKINADA

Special English - Paper VI

V Semester Syllabus

(W.e.f 2022 - 2023.)

Pair-1: Course 7-A

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	<p align="center">Unit-I</p> 1.Types of Translation & Tools: (Interlingual, Intralingual and Intersemiotic Translation & Types of Dictionaries, Thesaurus, Encyclopaedia, Online Resources) 2. Central Issues in Translation: A Multi-Cultural Interaction (Language, Culture, Equivalence, Loss and Gain in Translation)	12 Hrs.	10 questions for 5 marks 6 questions for 10 marks	6 questions to be answer 3 questions to be answered	6x5=30 Marks 3x10 = 30 Marks
II	<p align="center">UNIT- II</p> 1. Pragmatic Translation (Technical, Media and Medical) 2. Literary Translation (Translation of Creative Writing)	12 Hrs.			
III	<p align="center">UNIT - III</p> 1. Strategies & Procedures: (True Translation, Literal Translation, Free Translation, Transliteration, Trans creation) 2. Problems in translation from English to Telugu & Vice versa	12 Hrs.			
IV	<p align="center">Unit IV</p> 1. Translating Short Fiction, Prose and Poetry 2. Translating for the Print Media & Advertisements	12 Hrs.			

V	Unit - V 1. Technical Translation 2. Translation and Technology	05 Hrs.			
		60 Hrs.	16	09	60M

P.R. Government Degree College, Kakinada
BA Degree Examinations
Special English
(SKILLS ENHANCEMENT COURSE)
SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH & TELUGU)
 Model Question Paper
Semester-V
Pair-1: Course 7-A

Max Marks: 60

Max Time: 2 1/2 Hrs.

SECTION - A (Total : 6x5=30 Marks)

Answer any SIX questions. Each answer carries 5 marks

11. What are the qualities of a good translator?
12. What is meant by equivalence in translation studies?
13. Write a short note on pragmatic translation
14. What are the problems of translating a poem from Telugu to English?
15. "Literal translation that sticks too close to the source text is unnatural".
Comment.
16. What principles do you keep in mind while you are translating a work in creative writing "
17. "All translation is a compromise - the effort to be literal and the effort to be idiomatic." Comment.
18. 8. What is intra-lingual translation? Give an example.
19. Mention some ways to translate idioms and phrases from source language to target language
20. What are the precautions while using online resources as a tool for translation?

SECTION - B (Total: 3x10 =30 Marks)

Answer any THREE questions. Each answer carries 10 marks

1. Write an essay on various types of translation.
2. Illustrate the major problems of translation.
3. What are the strategies to be adopted during translation?
4. Discuss the role of technology in translation.
5. Elaborate on translation in print media & advertisements.
6. Translate the following passage into English. What are the different problems you face during translation?

ఒకఊళ్ళో, ఒకతండ్రి, కొడుకు ఉండేవారు.కొడుక్కి
 కోపంచాలావక్కువగాఉండటంగమనించితండ్రికొడుకుతోఒకరోజు ఇలాఅన్నాడు,
 “ఇదిగో!ఈ బస్తాడు మేకులు,
 ఈసుత్తితీసుకో.నీకుబాగాకోపంవచ్చినప్పుడల్లాఒకమేకునిసుత్తితోఈప్రహారీగోడలోకిదిగెయ్యి.”

కుర్రాడుసరేఅనిచెప్పికోపంవచ్చినప్పుడల్లామేకునిగోడలోకిదిగెయ్యటంమొదలుబె
 ట్టాడు.కొన్నిరోజులకిగోడంతామేకులతోనిండిపోయింది.
 బస్తాడుమేకులుఅయిపోయాయి.ఈమేకులుకొట్టేక్రమంలోమెల్లగారోజుకికొట్టేమేకులసంఖ్యత
 గ్గిరోజుకిఒకమేకుకూడాకొట్టనిపరిస్థితివచ్చింది.ఈవిషయంగమనించినతండ్రిసంతోషించిరో
 జుకొన్నిమేకులుపీకేయ్యమనిచెప్పాడు.

కొడుకురోజుకొన్నిమేకులుపీకేస్తుమొత్తానికిమేకులన్నీపీకేసితండ్రికిచూపించాడు.
 తండ్రిమేకులుపీకేయ్యగాఉన్నగోడలోనిచిల్లులన్నీచూపించి,
 “ఈగోడనిఎంతరంగులువేసినాఈకన్నాలవల్లబాగుపడదు.అలాగేమనంమనకోపంతోఎవరిమ
 ననునైనాకష్టపెడితే,
 తరవాతమనంఎంతకష్టపడ్డావాళ్ళమనసుకిఅయినగాయాన్నిపూర్తిగామాన్పలేము,”
 అన్నాడు.

నీతి: కోపంచాలాప్రమాదకరమైనకత్తివంటిది. ఒకమనిషినికత్తితోగాయంచేస్తే,
 గాయంకొన్నాళ్ళకిమానవచ్చుకానీదానితాలూకుమచ్చుపోదు.