

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE**  
**AN AUTONOMOUS COLLEGE**

**ACCREDITED WITH NAAC A GRADE (3.17CGPA)**

**KAKINADA- 533001**



**Department of English Language & Literature**

**Board of Studies**

**Semesters**

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

**2023-2024**



## The vision & mission of the college

### VISION, MISSION & OBJECTIVES FROM 2023-24

#### 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.

The activities and plans of actions for AY 2023-24 and BOS resolutions shall be in tune with vision& Mission of the college.

**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 sills, 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. The department has also started Certificate Course in English for Competitive Examinations.

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 2023-'24 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 –Communication Skills||

- 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: 31 - 08 - 2023

Department of English

## Department Of English, Action Taken Report

2023-24

The following action / measures were taken on the suggestions given by the

Members of the BOS 2022-23

| <b>S.NO</b> | <b>SUGGESTIONS OF THE BOS MEMBERS</b>  | <b>ACTION TAKEN BY THE DEPARTMENT</b>   |
|-------------|--|---|
| 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 outcomes modified as per the college vision and mission and inserted in the BOS copy 2023-24. |
| 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**

### **PITHAPUR RAJAH'S 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. GOVERNMENT COLLEGE(A), KAKINADA-A. P**

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

**R.C.No.1/A.C./BOS/2023-24, Dated: 29.08.2023**

**SUB:** P.R. Government College(A), Kakinada-UG Board of Studies (BOS)- Program/Course- Nomination of Members-Orders issued.

**REF:** 1. UGC Guidelines of for Autonomous Colleges-2018.

**ORDERS:**

The Principal, P.R. Government College(A), Kakinada is pleased to constitute UG Boards of Studies in **U.G English Language & Literature** for framing the syllabi in respective Subject for all Semesters duly following the norms of the UGC Autonomous guidelines.

| <b>S. No</b> | <b>Name of the Person</b>  | <b>Designation</b>   |
|--------------|--|--|
| 1            | Ch.Vennela   | Chairman & Lecturer In-charge, Department.                 |
| 2            | Dr.S.Prasanthisree,<br>Prof. AKNU, MSN P.G<br>Centre, Kakinada.    | University Nominee   |
| 3            | Dr.T.K.V.Srinivasarao,<br>Principal,<br>GDC Mandapeta              | Subject Expert -I<br>Principal, Mandapeta                  |
| 4            | Sri.P.V.Krishna rao,<br>Lecturer in English, GDC<br>Perumallapuram | Subject Expert - II<br>Lecturer in English, Perumallapuram |
| 5            | Sri.V.Srinivasarao, Rtd<br>Lecturer, GDC<br>Ramachandrapuram       | Representative from Alumni                                 |
| 6            | Dr.M.Somaraju  | Member   |
| 7            | Dr.S.Srinivasarao  | Member   |
| 8            | Sri.S.K.R.Raju   | Member   |
| 9            | Ms. R.S.Roja   | Member   |
| 10           | Sri.Ch.Veerababu   | Member   |

|    |                   |                       |
|----|-------------------|-----------------------|
| 11 | Ms. P.Pushpalatha | Member                |
| 12 | Miss.T.Kavya      | Student Alumni Member |
| 13 | Mr. Yesuraju      | Student Member        |
| 14 | Mr.S.Ramesh       | Student Member        |
| 15 | Miss. I.Anusha    | Student Member        |

The above members are requested to attend the BoS meeting on 31-08-2023 and share their valuable reviews, and suggestions on the following functionaries.

- Prepare syllabi for the subject keeping 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.
- Suggested 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 2023

PRINCIPAL  
P. R. Government College(A), Kakinada

Copy to:

1. The above individuals
2. File

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (AUTONOMOUS)**  
**KAKINADA**  
**BOARD OF STUDIES MEETING 2023-2024**  
**DEPARTMENT OF ENGLISH**

The following proposals are submitted as a part of the agenda for the consideration and approval of the honourable members of Board of Studies, at the meeting held on 31.08.2023.

**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 31.08.2023

1. To consider and approve 4 years Honours Programme in B.A English Literature.
2. To consider and approve the syllabus prescribed by APSCHE for I , II & III semester General English.
3. To consider and approve the new courses introduced in General English and Special English as per the Single Major system.
4. To consider and approve II Semester English Literature syllabus prescribed by APSCHE as Major Papers and Minor together with the model papers designed by the Department for the academic year 2023-2024.
5. To consider and approve the English Literature syllabus from III to V Semesters prescribed by APSCHE with minor modifications together with the model papers designed by the Department for the academic year 2023-2024.
6. To consider and approve the additions, deletions and replacements listed out under “**Additional Inputs Table**” provided for both the General English and the Special English for the academic year 2023-'24.
7. To consider and approve the new assessment pattern in Continuous internal assessment which is shown in the table.
8. To consider and approve the plan of action for the academic year 2023-2024.
9. To consider and approve the list of proposed activities for the academic year 2023-2024.
10. To consider and approve the syllabus and model paper for the new Certificate Course titled “**English for Competitive Examinations**” commenced from 2023-2024.
11. To consider and approve the inclusion of CSP evaluation, Internship Evaluation and Apprenticeship Evaluation.
12. To consider and approve the Course Objectives and Programme Objective mapping.
13. To consider and approve delivering 25% 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.
14. 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.

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (AUTONOMOUS)**

**BOARD OF STUDIES MEETING 2023-2024**

**DEPARTMENT OF ENGLISH**

**RESOLUTIONS TAKEN**

The resolutions of the Board of Studies committee conducted on 31.08.2023 are as follows:

1. Considered and approved 4 year Honors Program in B.A English Literature.
2. Considered and approved the syllabus prescribed by APSCHE for I , II & III semester General English.
3. Considered and approved the new courses introduced in General English and Special English as per the Single Major system.
4. Considered and approved II Semester English Literature syllabus prescribed by APSCHE as Major Papers and Minor together with the model papers designed by the Department for the academic year 2023-2024.
5. Considered and approved the English Literature syllabus from III to V Semesters prescribed by APSCHE with minor modifications together with the model papers designed by the Department for the academic year 2023-2024.
6. Considered and approved the additions, deletions and replacements listed out under **“Additional Inputs Table”** provided for both the General English and the Special English for the academic year 2023-'24.
7. Considered and approved the new assessment pattern in Continuous internal assessment which is shown in the table.
8. Considered and approved the plan of action for the academic year 2023-2024.
9. Considered and approved the list of proposed activities for the academic year 2023-2024.
10. Considered and approved the syllabus and model paper for the new Certificate Course titled **“English for Competitive Examinations”** commenced from 2023-2024.
11. Considered and approved the inclusion of CSP Evaluation, Internship Evaluation and Apprenticeship Evaluation.
12. Considered and approved the Course Objectives and Program Objective mapping.
13. Considered and approved delivering 25% 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.
14. 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.

## APPROVAL OF THE BOS COMMITTEE

| APPROVAL OF THE BOS COMMITTEE |  |  |                      |
|-------------------------------|--|--|----------------------|
| S. No                         | Name of the Person   | Designation  | Signature            |
| 1                             | Ch.Vennela   | Chairman & Lecturer In-charge,<br>Department.              | Ch Vennela           |
| 2                             | Dr.S.Prasanthisree,<br>Prof. AKNU, MSN P.G<br>Centre, Kakinada.    | University Nominee   | *<br>S. Prasanthi de |
| 3                             | Dr.T.K.V.Srinivasarao,<br>Principal,<br>GDC Mandapeta              | Subject Expert -I<br>Principal, Mandapeta                  | TKV                  |
| 4                             | Sri.P.V.Krishna rao,<br>Lecturer in English,<br>GDC Perumallapuram | Subject Expert - II<br>Lecturer in English, Perumallapuram | P.V. Krishna Rao     |
| 5                             | Sri.V.Srinivasarao, Rtd<br>Lecturer, GDC<br>Ramachandrapuram       | Representative from Alumni                                 | S.V. Srinivasarao    |
| 6                             | Dr.M.Somaraju  | Member   |                      |
| 7                             | Dr.S.Srinivasarao  | Member   | S. Srinivasarao      |
| 8                             | Sri.S.K.R.Raju   | Member   | S. S.K.R. Raju       |
| 9                             | Ms. R.S.Roja   | Member   | R.S. Roja            |
| 10                            | Sri.Ch.Veerababu   | Member   | Ch. Veerababu        |
| 11                            | Ms. P.Pushpalatha  | Member   | P. Pushpalatha       |
| 12                            | Miss.T.Kavya   | Student Alumni Member                                      | T. Kavya Sai         |
| 13                            | Mr. Yesuraju   | Student Member   | Yesuraju             |
| 14                            | Mr.S.Ramesh  | Student Member   | S. Ramesh            |
| 15                            | Miss. I.Anusha   | Student Member   | I. Anusha            |



**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**

**Department of English**

**PLAN OF ACTION**

**2023-2024**

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

**APPROVAL OF THE BOS COMMITTEE TO THE PLAN OF ACTION**

APPROVAL OF THE BOS COMMITTEE TO THE PLAN OF ACTION

| S. No | Name of the Person   | Designation  | Signature            |
|-------|--|--|----------------------|
| 1     | Ch.Vennela   | Chairman & Lecturer In-charge,<br>Department.              | Ch.Vennela           |
| 2     | Dr.S.Prasanthisree,<br>Prof. AKNU, MSN P.G<br>Centre, Kakinada.    | University Nominee   | *<br>S. Prasanthidee |
| 3     | Dr.T.K.V.Srinivasarao,<br>Principal,<br>GDC Mandapeta              | Subject Expert -I<br>Principal, Mandapeta                  | T.K.V.               |
| 4     | Sri.P.V.Krishna rao,<br>Lecturer in English,<br>GDC Perumallapuram | Subject Expert - II<br>Lecturer in English, Perumallapuram | P.V.Krishna Rao      |
| 5     | Sri.V.Srinivasarao, Rtd<br>Lecturer, GDC<br>Ramachandrapuram       | Representative from Alumni                                 | V.Srinivasarao       |
| 6     | Dr.M.Somaraju  | Member   |                      |
| 7     | Dr.S.Srinivasarao  | Member   | S.Srinivasarao       |
| 8     | Sri.S.K.R.Raju   | Member   | S.K.R.Raju           |
| 9     | Ms. R.S.Roja   | Member   | R.S.Roja             |
| 10    | Sri.Ch.Veerababu   | Member   | Ch.Veerababu         |
| 11    | Ms. P.Pushpalatha  | Member   | P.Pushpalatha        |
| 12    | Miss.T.Kavya   | Student Alumni Member                                      | T.Kavya Sai          |
| 13    | Mr. Yesuraju   | Student Member   | Yesuraju             |
| 14    | Mr S.Ramesh  | Student Member   | S.Ramesh             |
| 15    | Miss. I.Anusha   | Student Member   | I.Anusha             |



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KAKINADA 533 001-ANDHRA PRADESH  
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(Affiliated to ADI KAVI NANNAYA UNIVERSITY, Rajamahendravaram.)

### ACADEMIC CELL

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

Department Name: English  
Name of the BOS Member: S. Prasanthi Sree  
(University Nomine/Subject Expert/Industrilist/ Member)

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

1. To include Curricular activities and Job oriented skills in  
Teaching and Learning process
- 2.
- 3.
- 4.
- 5.

The syllabus is approved with the above suggested modification

S. Prasanthi Sree  
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:

Sri. P.V. Krishna Rao

(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. Question paper pattern may be changed with regard to the Spl. English major
2. one online certificate course may be introduced
3. work book with regard to the Gen. English with appropriate grammar
4. Exercises may be introduced for internal assessment - Purpose.
5. Question bank may be prepared for MCA's as it would be more helpful to the students especially for literature students.

The syllabus is approved with the above suggested modification

  
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 LANGUAGE & LITERATURE

Name of the BOS Member: V. SRINIVASA RAO  
(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. ① Strengthening of Departmental resource centre -  
eg: utilizing authentic online lectures/ videos such as  
BBC Docs, MHRD Lectures (PHATASHALA) etc.,
- 2.
- 3.
4. ② Introducing a workbook for improving the language skills/ literary content of learners.
5. ③ There is a need for introducing 'additional on inputs' and restricting their testing/ evaluations only at the level of internal assessment.
- ④ Preparation of a "resource persons" pool of and involving experts in seminars/ invited talks.

The syllabus is approved with the above suggested modification

V. SRINIVASA RAO  
31/8/2023.

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



PITHAPUR RAJAH'S GOVERNMENT COLLEGE (AUTONOMOUS), KAKINADA  
KAKINADA 533 001-ANDHRA PRADESH  
An AUTONOMOUS and NAAC Accredited Institution (A Grade- 3.17 CGPA)  
(Affiliated to ADI KAVI NANNAYA UNIVERSITY, Rajamahendravaram.)

### ACADEMIC CELL

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

Department Name: ENGLISH LANGUAGE & LITERATURE.

Name of the BOS Member: DR. T. K. V. SRINIVASA RAO.  
(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. To redesign the Model paper as per the new education
2. policy guidelines under single major system
- 3.
4. for II semesters. As per blooms Taxonomy
5. Ar

The syllabus is approved with the above suggested modification

T. K. 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

| <b>NEW COURSES INTODUCED OF THE TOTAL NUMBER OF COURSES IN GENERAL ENGLISH &amp; ENGLISH LITERATURE IN THIS ACADEMIC YEAR 2023-24</b> |                |  |  |   |
|---|----------------|--|--|---|
| <b>Name of the Department: - ENGLISH</b>  |                |  |  |   |
| <b>S. No</b>  | <b>YEAR</b>    | <b>Title of the new course introduced</b>                    | <b>Mention name of the Programme in which it is introduced</b> | <b>Mention whether introduced in I YEAR</b> |
| <b>1</b>  | <b>2023-24</b> | <b>A Course in Communication &amp; Soft Skills</b>           | <b>ALL I SEM U.G PROGRAMMES</b>                                | <b>I YEAR I SEM</b>                         |
| <b>2</b>  | <b>2023-24</b> | <b>A Course in Reading &amp; Writing Skills</b>              | <b>ALL I SEM U.G PROGRAMMES</b>                                | <b>I YEAR I SEM</b>                         |
| <b>3</b>  | <b>2023-24</b> | <b>COMMUNICATION SKILLS</b>                                  | <b>ALL I SEM U.G PROGRAMMES</b>                                | <b>I YEAR I SEM</b>                         |
| <b>4</b>  | <b>2023-24</b> | <b>An Introduction to English Literature (600-1500)</b>      | <b>ENGLISH LITERAURE AS MAJOR &amp; MINOR</b>                  | <b>I YEAR II SEM</b>                        |
| <b>5</b>  | <b>2023-24</b> | <b>An Introduction to Elizabethan Literature (1558-1603)</b> | <b>ENGLISH LITERAURE AS MAJOR &amp; MINOR</b>                  | <b>I YEAR II SEM</b>                        |

## **INTERNAL ASSESSMENT PATTERN**

### CIA structure for Single Major system

- Out of 50 marks for CIA, 25 marks are allocated for Mid examinations. In each semester two mid examinations to be conducted and the average of the two will be considered.
- I mid examination is to be conducted in offline mode at college level and II mid examination is to be conducted in online mode at department level.
- I mid examination to be conducted in offline mode in which one essay question for ten marks out of two questions, two short answer questions with five marks each out of four questions and five objective questions to be given for each paper.
- Question paper is to be given as per the following structure for the courses with 4 units

| S.No | Unit No | Long Answer Question(10M) | Short Answer Question(5 M) | Objective Questions(1M)                                    |
|------|---------|---------------------------|----------------------------|--|
| 1    | I       | 1                         | 0                          | 1  |
| 2    | II      | 1                         | 0                          | 1  |
| 3    | III     | 0                         | 2                          | 1  |
| 4    | IV      | 0                         | 2                          | 1+ one question from any unit with more syllabus weightage |

- For I mid examination to be conducted in offline mode, Question paper is to be given as per the following structure for the courses with 5 units.

| S.No | Unit No | Long Answer Question(10 M) | Short Answer Question(5 M)                                       | Objective Questions(1 M) |
|------|---------|----------------------------|--|--------------------------|
| 1    | I       | 1                          | 0  | 1                        |
| 2    | II      | 1                          | 0  | 1                        |
| 3    | III     | 0                          | 1  | 1                        |
| 4    | IV      | 0                          | 1  | 1                        |
| 5    | V       | 0                          | 1+ one question from any unit(III or IV or V) with more syllabus | 1                        |



|  |  |  |           |  |
|--|--|--|-----------|--|
|  |  |  | weightage |  |
|--|--|--|-----------|--|

- The remaining 25 marks for CIA are allocated as per the following structure.

|             |                    |               |             |                                  |
|-------------|--------------------|---------------|-------------|----------------------------------|
| Project-10M | Viva on theory- 3M | Assignment-5M | Seminar- 5M | Clean & green and Attendance- 2M |
|-------------|--------------------|---------------|-------------|----------------------------------|

### **CIA structure for 3 Major system**

- Out of 50 marks for CIA, 25 marks are allocated for Mid examinations. In each semester two mid examinations to be conducted and the average of the two will be considered.
- I mid examination is to be conducted in offline mode at college level and II mid examination is to be conducted in online mode at department level.
- I mid examination to be conducted in offline mode in which **one essay** question for ten marks out of two questions, **two short** answer questions with five marks each out of four questions and five objective questions with one mark each.
- The remaining 25 marks for CIA are allocated as per the following structure.

|             |                   |               |             |                                  |
|-------------|-------------------|---------------|-------------|----------------------------------|
| Project-10M | Viva on theory-3M | Assignment-5M | Seminar- 5M | Clean & green and Attendance- 2M |
|-------------|-------------------|---------------|-------------|----------------------------------|

**TABLE SHOWING ADDITIONAL INPUTS/MODIFICATIONS IN THE SYLLABI**

**For Semesters I, II, III, IV, and V 2023-2024**

| S.no | Paper Code | Subject & Title   | Semester       | Deletions  | Additional Input/Modification   | % of syllabus change | Justification  |
|------|------------|---|----------------|--|---|----------------------|--|
| 1.   | EN G 100 1 | General English- A Course in Communication & soft skills                    | I              | Old Syllabus of 2022-23  | Following the syllabus prescribed by APSCHE w.e.f 2023-24   | 100%                 | No additions and deletions done from the APSCHE syllabus as it was introduced newly to the 2023-24 admitted batch  |
| 2.   | EN G 200 1 | <b>General English- A course in Reading &amp; Writing skills</b>            | II             | Old Syllabus of 2022-23  | Following the syllabus prescribed by APSCHE w.e.f 2023-24   | 100%                 | No additions and deletions done from the APSCHE syllabus as it was introduced newly to the 2023-24 admitted batch  |
| 3.   | ENG 3001   | General English- PRAXIS COURSE – III A Course in Reading and Writing Skills | III            | <b>UNIT I:</b> Speech delivered by Sushma Swaraj at Organization of Islamic Cooperation.<br><b>UNIT II:</b> The Life and times of The Earl Mountbatten of Burma. | <b>Unit I :</b> I have a dream by Martin Luther King<br><b>UNIT: II</b> Ace shuttler talks about her glory.<br>P.V.Sindhu's interview by Raja Deep Sardesai   | 20%                  | P.V.Sindhu is a contemporary International celebrity. The interview is highly inspirational.<br>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 APSCHE 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 | <b>Unit -II</b> Poetry<br>A.D.Hope's The sacred away, Daud Kamal's Winter rain<br><b>Unit -V</b> Lee Roy Robinson Park seller's advice                           | A.D.Hope's - Australia<br>Daud Kamal's -The rebel<br>O'Henry - The Last Leaf  | 20%                  | As per the requirement of study material these topics has been proposed by the subject experts.  |

**PROPOSED ACTIVITIES BY THE DEPARTMENT OF ENGLISH**

| <b>DEPARTMENT OF ENGLISH</b>       |  |                             |   |  |
|------------------------------------|--|-----------------------------|---|--|
| <b>PROPOSED ACTIVITIES 2023-24</b> |  |                             |   |  |
| S<br>·<br>N<br>o                   | Parameter  | Unit of<br>Time             | Benchmarking<br><br>(Number/<br>quantity) | Remarks  |
| 1                                  | Certificate courses                                    | Semester                    | 1   |  |
| 2                                  | MOOCs for student                                      | Year                        | 1   |  |
| 3                                  | MOOCs for faculty                                      | Semester                    | 1   |  |
| 4                                  | LMS by faculty   | Semester                    | 1   | Each faculty shall prepare topic wise/ chapter wise LMS ( 4-quadrant approach)   |
| 5                                  | Research papers  | Year                        | 1   | Minimum one research publication per year per lecturer   |
| 6                                  | Conferences/ Workshops/ – State level                  | Year                        | 1   | Webinar<br><br>(Preferably two months after commencement of odd/ even semester)  |
| 7                                  | Book publications                                      | Year                        | **  | Each faculty shall publish atleast one book per year   |
| 8                                  | Career Guidance Programmes                             | Semester                    | 2   | 1 Department level & 1 by faculty  |
| 9                                  | Parent-teacher meetings                                | Semester                    | 1   |  |
| 10                                 | Meeting with employers on curriculum design & feedback | Semester                    | 1   | Atleast one week before the beginning of BOS meetings  |
| 11                                 | Meeting with Alumni for feedback on curriculum design  | Semester                    | 1   | Atleast one week before the beginning of BOS meetings  |
| 12                                 | Review meetings on syllabus completion by each         |                             |   |  |
| 13                                 | Mentoring (Faculty)                                    | Semester                    | 3 times per candidate                     | 1. In first week after commencement of semester<br>2. In sixth week after commencement of semester<br>3. In Tenth week after commencement of semester<br>4. Its besides CIA, Student Assignments |
| 14                                 | Frequency of tests                                     | At the end of every chapter |   |  |
| 1                                  | Group Discussions, Quiz                                | Monthl                      | 1 GD                                      |  |

|    |   |           |  |  |
|----|---|-----------|--|--|
| 5  | programs, etc   | y/faculty | 1 Quiz<br>1 Extracurricular activity<br>1 Career Guidance activity ( sports/ cultural)         |  |
| 16 | Participation of students in seminars/ workshops  | Semester  | At least 50% of advanced learners shall participate & present papers in conferences/ workshops |  |
| 17 | Feedback by Department on the Departmental performance and that of faculty performance ( Self Assessment of the Department) | Semester  | 2  | 1. 15 days after commencement of instruction<br>2. 10 days before the closure of the instruction for the semester  |
| 18 | Department wise Slow and advanced learner identification ( Class-wise)  | Semester  | 1  | One week immediately after commencement of instruction basing on previous SEE examination ( from II semester onwards) or through test result ( for I semester students)  |
| 19 | Participation of faculty in Conferences/ workshops and paper presentation   | Semester  | 1  | Every faculty shall invariably take part and present atleast in 2 conferences, etc., in other colleges @ atleast 1/ each semester online or offline.   |
| 20 | Participation in short term/ FDP/ Orientation/ Refresher course by faculty  | Year      | 1  | Each faculty shall invariably take training through mentioned programs annually  |
| 21 | Departmental trainings/ FDPs  | Semester  | 1  | Each department shall invariably conduct training in pedagogy/ departmental initiatives such as OTLM/ FRS/ research paper writing, preparation and maintenance of academic documents such as CSP, DS, daily etc.,  |
| 22 | Research Board meetings   | Monthly   | 1  | Each Department shall constitute Research Board (RB) for it with HoD as Chairman and one of the faculty members as Director.<br><br>It shall prepare Plan of Action per year with No.of publications, research activity to be done. Review of progress of research by scholars and guides of the department. |

|        |   |                            |            |  |
|--------|---|----------------------------|------------|--|
| 2<br>3 | Library usage by faculty members                            | Monthly                    | 15 Hours   | <p>Each faculty member shall optimally utilize library resources, update knowledge through physical and N-LIST resources.</p> <p>Daily Utilization of e-content of N- LIST is recommended.</p>   |
| 2<br>4 | Student Grievance redressal                                 | Weekly / whenever required | 1          | <p>Each department shall evolve a mechanism for redressing grievances of students.</p> <p>It shall constitute a committee with atleast one woman faculty and two male and two female students each.</p> <p>It shall arrange a grievance box in the HoD room for dropping grievance related letters</p> <p>The committee shall meet at 3:00 P.M on every Monday in the department and open the box in the presence of committee and students.</p> <p>The grievances shall be tabulated and addressed within 3 days.</p> <p>The grievances pertaining to college level shall be sent to the Principal.</p> |
| 2<br>5 | Departmental initiative for progression to Higher Education | Semester                   | 15 classes | Each faculty member shall engage one class per week for coaching for P.G entrance examinations   |
| 2<br>6 | Coaching for Employment./ Skill Development                 | Semester                   | 1 course   | In collaboration with JKC/ Centre for 21 <sup>st</sup> century skills/ on its own, each department shall offer value addition courses like indian polity/ Technical skills/ Analytical skills/ Communications skills, etc., for an edge in competitive examinations  |
| 2<br>7 | Environmental sustainability                                | Weekly                     | 1          | Each faculty member shall in atleast one day in a week attend the college without personal vehicle ( Car/ Bike ) and rather use public transportation/ bicycle, the environmentally friendly modes   |



**Department of English**  
**ALLOCATION OF CREDITS TO COURSES OFFERED**

| Sl No   | Semester | Paper Code        | Paper   | Hrs. per Week | External | Internal | Credits |
|---|----------|-------------------|---|---------------|----------|----------|---------|
| <b>SINGLE MAJOR SPECIAL ENGLISH W.E.F 2023-24</b>         |          |                   |   |               |          |          |         |
| 1.  | I        |                   | Fundamentals of Social Sciences                         | 4             | 50       | 50       | 4       |
| 2.  | I        |                   | Perspectives on Indian Society                          | 4             | 50       | 50       | 4       |
| 3.  | II       |                   | An Introduction to English Literature (600-1500)        | 4             | 50       | 50       | 4       |
| 4.  | II       |                   | An Introduction to Elizabethan Literature (1558-1603)   | 4             | 50       | 50       | 4       |
| <b>ENGLISH LITERATURE FOR 2021-22 &amp; 2022-23 BATCH</b> |          |                   |   |               |          |          |         |
| 5.  | III      | ENG<br>3104       | English language in America                             | 5             | 50       | 50       | 4       |
| 6.  | IV       | ENG<br>4104       | Indian writing in English                               | 5             | 50       | 50       | 4       |
| 7.  | V        | ENG<br>4114       | Glimpses of World literature                            | 5             | 50       | 50       | 4       |
| 8.  | VI       | ENG<br>5109       | English Language Teaching Skills                        | 5             | 50       | 50       | 4       |
| 9.  | VII      | ENG<br>5130       | Skills and procedures of Translation (English & Telugu) | 5             | 50       | 50       | 4       |
| 10.   | VI       | <b>INTERNSHIP</b> |   |               |          |          |         |
| <b>MINOR W.E.F 2023-24</b>                                |          |                   |   |               |          |          |         |
| 11.   | II       |                   | An Introduction to English Literature (600-1500)        | 4             | 50       | 50       | 4       |
| <b>GENERAL ENGLISH W.E.F 2023-24</b>                      |          |                   |   |               |          |          |         |

|   |     |             |  |   |    |    |   |
|---|-----|-------------|--|---|----|----|---|
| 12.   | I   | ENG<br>1001 | A Course in Communication &<br>Soft Skills         | 4 | 50 | 50 | 3 |
| 13.   | II  | ENG<br>2001 | A Course in Reading &<br>Writing Skills            | 4 | 50 | 50 | 3 |
| <b>GENERAL ENGLISH 2022-23 BATCH</b>              |     |             |  |   |    |    |   |
| 14.   | III | ENG<br>3001 | A Course in Conversational<br>Skills               | 4 | 50 | 50 | 3 |
| <b>LIFE SKILL COURSE W.E.F 2023-24</b>            |     |             |  |   |    |    |   |
| 15  | I   | LSC         | COMMUNICATION<br>SKILLS                            | 2 | 50 | 50 | 2 |
| <b>SKILL DEVELOPMENT COURSE FOR 2022-23 BATCH</b> |     |             |  |   |    |    |   |
| 16  | III | SDC         | PERSONALITY<br>DEVELOPMENT &<br>LEADER SHIP SKILLS | 2 | 50 | 50 | 2 |



**PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A), KAKINADA**  
**DEPARTMENT OF ENGLISH – 2023-2024**  
**Course Objectives and Outcomes**  
**General English**

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

## Special English - Major

| Sl. No. | Subject  | Semester | Objectives  | Outcomes  |
|---------|--|----------|---|---|
| 1.      | Fundamentals of Social Sciences                  | I        | 1. The student will be able to understand the nature, various approaches, organs of the state, social perspectives, and application of ICT.   | On successful completion of the course the student will be able to :<br>1. Learn about the nature and importance of social science.<br>2. Understand the Emergence of Culture and History<br>3. Know the psychological aspects of social behavior<br>4. Comprehend the nature of Polity and Economy<br>5. Knowledge on application of computer technology.  |
| 2.      | Perspectives on Indian Society                   | I        | The student is expected to demonstrate the significance of social sciences through better understanding of various fields of social experience and would be able to apply methods and approaches to social phenomena.   | On successful completion of the course the student will be able to :<br>1. Learn about the significance of human behavior and social dynamics.<br>2. Remembers the Indian Heritage and freedom struggle<br>3. Comprehend the philosophical foundations of Indian Constitution<br>4. Knowledge on Indian Economy   |
| 3       | An Introduction to English Literature (600-1500) | II       | 1. Ability to grasp the basic concept of English Language and Literature, and different phases of their development.<br>2. Ability to understand the impact of the socio and economic conditions on Literature and the cosmopolitan vocabulary of English Language. | After going through the course the learner would be able to <ul style="list-style-type: none"> <li>• Learn the features of Old English, Middle English and Renaissance Periods.</li> <li>• Review the aspects of literary genres, forms and terms of the period.</li> <li>• Identify the characteristics of poetry, drama and literary criticism.</li> <li>• Have a detailed understanding of the literary texts.</li> </ul> Students understand the influence of the ideologies of the times on Literature<br>Students can critically appreciate the a work of Literature given the background of the age and the writer<br>Students review literary texts though the lens of socio-cultural and political contexts of the times.<br>Students compare and contrast languages in terms of systematic differences in terms of Phonology, Morphology, Syntax and Semantics<br>Students comprehend the way mass media uses language to persuade, inform and entertain. |

|    |   |     |   |   |
|----|---|-----|---|---|
| 4. | An Introduction to Elizabethan Literature (1558-1603) | II  | <p>1. Ability to grasp the basic concepts of literature, various terms, phases of development of Language and literature</p> <p>2. Ability to understand the literary terms and genres specific to the period of study.</p>   | <p>After going through the course the learner would be able to</p> <ul style="list-style-type: none"> <li>• Learn the features of Elizabethan literature.</li> <li>• Review the aspects of literary genres, forms and terms of the period.</li> <li>• Identify the characteristics of poetry, drama and literary criticism.</li> <li>• Have a detailed understanding of the literary texts.</li> </ul> <p><b>Students will be able to review the literary texts through the lens of Socio-cultural and political contexts of the time.</b></p> <p><b>Students will be able to appreciate the style of the classics reflecting the works of the age.</b></p> <p><b>Students will be able to understand the spirit and ideologies of the time</b></p> <p><b>Students will be able to understand the technical aspects of drama as genre.</b></p> <p><b>Students will be able to understand the nuances of Poetry.</b></p> |
| 3. | English language in America                           | III | <p>Instills the background of civil war and Transcendentalism.</p> <ul style="list-style-type: none"> <li>• Emphasizes on the meaning and the significance of American Dream, then and now</li> <li>• Aids to comprehend the effects of racism</li> <li>• Extends an opportunity to study a brief history American Literature – Poetry, Drama and Fiction</li> <li>• Paves way to know the life, culture language and society through literature</li> <li>• Kindles to compare American writings with Indian writings with English</li> <li>• Inculcates interests among youth to study abroad, the need of the hour</li> </ul> | <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>Students 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           | <b>I<br/>V<br/>Pa<br/>per<br/>-IV</b>       | <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> | <ol style="list-style-type: none"> <li>1. Student will examine the issues discussed in the text in the socio-historic and cultural context. Compose an article in technical writing genre.</li> <li>2. Student will recognize poetry from a variety of cultures, languages and historic periods.</li> <li>3. Student will Make use of the vocabularies and to develop an appreciation of language.</li> <li>4. Student will conceptualize various types of Drama such as Tragedy, Comedy, Farce, Melodrama etc.</li> <li>5. Student can understand the elements of fiction such as Narrative Techniques, setting, point of view, style.</li> </ol> |
| 5.  | <b>GLIMPSES OF WORLD LITERATURE</b> | <b>I<br/>V<br/>Pa<br/>per<br/>-V</b>        | <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    | <b>V<br/>Pa<br/>per<br/>-<br/>VI<br/>A</b>  | <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 .<b>To help students to acquire practical command of English.</b></p> <p>Student will Understand different approaches and methods of teaching English as second Language.. .</p>   |
| 7.  | Skills and procedures of            | <b>V<br/>Pa<br/>per<br/>-<br/>VII<br/>A</b> | <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.</p> <p>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>   |
| 18. | INTERNSHIP                          | <b>VI</b>                                   |   |  |

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**DEPARTMENT OF ENGLISH - 2023-2024**  
**Special English (Minor)**

| Sl. No. | Subject  | Semester | Objectives | Outcomes  |
|---------|--|----------|------------|---|
| 01.     | An Introduction to English Literature (600-1500) | II       |            | <p>After going through the course the learner would be able to</p> <ul style="list-style-type: none"> <li>• Learn the features of Old English, Middle English and Renaissance Periods.</li> <li>• Review the aspects of literary genres, forms and terms of the period.</li> <li>• Identify the characteristics of poetry, drama and literary criticism.</li> <li>• Have a detailed understanding of the literary texts.</li> </ul> |

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A) KAKINADA**  
**DEPARTMENT OF ENGLISH**  
**Certificate Courses: 2023-2024**

| Sl. No | Subject  | Semester        | Objectives   | Outcomes  |
|--------|--|-----------------|--|---|
| 1.     | Certificate Course in English for Competitive Examinations | For sem II & IV | 1. To introduce students with the common questions asked in competitive examinations concerning English Grammar, Vocabulary, comprehension and other significant topics. | 2. Students overcome the fear about English Grammar and helps them to prepare for competitive examinations. |
| 2.     | Certificate Course in Personality Development              |                 | 1. To provide a basic awareness about the significance of good Personality and its influence of interpersonal relations.   | 1. To develop Personal and Professional responsibility among the students                                   |

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A) KAKINADA**

**DEPARTMENT OF ENGLISH**

**LIST OF EXAMINERS AND PAPER SETTERS  
2023-2024**

|                          |                      |                                   |
|--------------------------|----------------------|-----------------------------------|
| 1. Sri.P.Srisaila Sastry | Lecturer in English, | Govt. College (A), Rajahmundry    |
| 2. Dr. U.Ramesh Babu,    | Lecturer in English, | GDC , Ravulapalem                 |
| 3. Sri. . N.Srinivas     | Lecturer in English, | Govt. College (A),<br>Rajahmundry |
| 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 Questions terms                          |
| 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 set 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...?              |
| Distinguish | How was this similar to...?                       |
| Examine     | What was the underlying problem with...?          |
| Compare     | What do you see as other possible outcomes?       |
| Contrast    | Why did...changes occur?                          |
| Investigate | Can you compare your...with that presented in...? |
| Categorize  | Can you explain what must have happened when...?  |
| Identify    | What are some of the problems of...?              |
| Explain     | Can you distinguish between...?                   |
| Separate    | What was the problem with...?                     |

| <b>Creation</b>     |   |
|---------------------|---|
| <b>Useful Verbs</b> | <b>Sample Question Stems</b>                                  |
| Create              | Can you design...to ...?                                      |
| Invent              | Can you see a possible solution to...?                        |
| Compose             | If you had access to all resources how would you dealwith...? |
| Predict             | What would happen if...?                                      |
| Plan                | How many ways can you...?                                     |
| Construct           | Can you create new and unusual uses for...?                   |
| Design              | Can you develop a proposal which would...?                    |
| Propose             |   |
| Devise              |   |
| Formulate           |   |

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



|   |  |  |   |   |   |   |
|---|--|--|---|---|---|---|
|  | <b>PITHAPUR RAJAH'S GOVERNMENT COLLEGE<br/>(A), KAKINADA</b> |  | <b>Program &amp;<br/>Semester<br/>Semester -I<br/>B.A.,B.Com.,B.Sc.,B.<br/>Sc (Voc),B.B.A</b> |   |   |   |
| Course Code   | <b>TITLE OF THE COURSE</b>                                   |  |   |   |   |   |
| ENG 1001  | <b>A Course in Communication and Soft Skills</b>             |  |   |   |   |   |
| Teaching  | Hours Allocated: 60 (Theory)                                 |  | L   | T | P | C |
| Pre-requisites:   |  |  | 3   | 1 | - | 3 |

### Course Objectives:

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**DEPARTMENT OF ENGLISH**  
**General English for B.A., B.Com B. Sc & B.B.A SEMESTER – I (With effect from 2023-2024)**  
**A COURSE IN COMMUNICATION AND SOFT SKILLS**

**Syllabus**

**UNIT- I: Listening Skills**

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

**UNIT- II: Phonetics**

- e. Sounds of English: Vowels and Consonants
- f. Syllable
- g. Word Stress
- h. Intonation

**UNIT- III: Grammar**

- i. Concord
- j. Articles
- k. Prepositions
- l. Tenses
- m. Question tags

**UNIT- IV: Speaking Skills**

- n. Greetings & Introduction
- o. Asking and Giving Information
- p. Yes, We Can Barack Obama
- q. Agreeing/ Disagreeing
- r. A Leader Should Know How to Manage Failure Dr. A.P.J. Abdul Kalam

**UNIT- V: Soft Skills**

- s. SWOC
- t. Attitude
- u. Emotional Intelligence
- v. Netiquette
- w. Interpersonal Skills

### References:

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

### Activities:

Make the students listen to news excerpts. Watch interviews and speeches on You Tube.

Role plays on formal and informal conversations.

### 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
6. <https://byjus.com/govt-exams/general-english-competitive-exams/>

### CO-PO Mapping:

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

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

**Paper Code: ENG 1001**  
**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A) KAKINADA**  
**DEPARTMENT OF ENGLISH**  
**General English for B.A., B.Com and B.Sc,**  
**A COURSE IN COMMUNICATION AND SOFT SKILLS**

**PATTERN OF QUESTION PAPER(Blue Print)**

| Q No      | Topics  | Hrs. Allotted | No.of Q's to be given | No.of Q's to be answered | Marks             |
|-----------|---|---------------|-----------------------|--------------------------|-------------------|
| <b>I</b>  | <b>LISTENING SKILLS</b><br>1. Imp.of Listening<br>2. Types of Listening<br>3. Barriers of Listening<br>4. Effective Listening | 12            | 4                     | 2                        | <b>2X5 =10</b>    |
| <b>II</b> | <b>Phonetics</b><br><b>Sounds of English: Vowels and Consonants</b><br><b>Syllable</b><br>WordStress<br>Intonation            | 08            | 4                     | 2                        | <b>2X4 =08</b>    |
| <b>II</b> | <b>Grammar</b>  |               |                       |                          |                   |
|           | Concord   | 5             | 05                    | 04                       | <b>3X4=12</b>     |
|           | Articles  | 2             |                       |                          |                   |
|           | Prepositions  | 2             |                       |                          |                   |
|           | Tenses  | 2             |                       |                          |                   |
|           | Question tags   | 3             |                       |                          |                   |
| <b>IV</b> | <b>Speaking Skills</b><br>Yes, We Can Barack Obama<br>A Leader Should Know How to Manage Failure Dr. A.P.J. Abdul Kalam       | 04            | 02                    | 01                       | <b>1X4=4Marks</b> |
|           | Greetings & Introduction  | 2             |                       |                          |                   |
|           | Agreeing/ Disagreeing   | 2             | 4                     | 2                        | <b>2X4 = 8</b>    |
|           | Asking and Giving Information   | 2             |                       |                          |                   |
| <b>V</b>  | <b>SOFT SKILLS</b>  |               |                       |                          |                   |
|           | 1.SWOC  | 4             | 4                     | 2                        | <b>2X4=8</b>      |
|           | 3.Emotional Intelligence  | 4             |                       |                          |                   |
|           | 4.Telephone Etiquette   | 4             |                       |                          |                   |
|           | 5.Interpersonal Skills  | 4             |                       |                          |                   |
|           |   | 64            | 23                    | 18                       | <b>50 M</b>       |

Paper Code: 1001  
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA  
DEPARTMENT OF ENGLISH  
General English for B.A., B.Com., B.Sc,  
SEMESTER - I (With effect from 2023-2024)  
A COURSE IN COMMUNICATION AND SOFT SKILLS  
MODEL QUESTION PAPER

Time: 2 Hrs.

Max. Marks: 50 M

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**SECTION -A (Listening Skills)**

**I. Answer any Two of the following**

**2X5=10 Marks**

1. Why is listening Important in communication process? BT 1, CO 1
2. Describe types of Listening for interpersonal relationships? BT 2 , CO2
3. What are the barriers to Effective Listening? BT 1 , CO1
4. Illustrate the strategies for Effective listening? BT 2 CO2

**SECTION -B (Phonetics)**

**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? BT 1, CO 1
6. Explain Consonants and consonant clusters. BT 2 , CO2
7. What is the difference between primary stress and secondary stress? BT 1 , CO1
8. Describe the vowel sounds of English Language. BT 2 CO2

**SECTION -C**

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

**3X4= 12 M**

**9. Fill the blanks with suitable verb forms. BT 3, CO3**

- i. We\_\_\_\_\_ **(watch)** TV when it started to rain.
- ii. There are a lot of clouds! It\_\_\_\_\_ **(rain)** soon.
- iii. The sun\_\_\_\_\_ **(rise)** in the east.
- iv. Since 2011 they\_\_\_\_\_ **(visit)** their son every year.

**10. Fill in the blanks with appropriate articles BT 2, CO2**

- i \_\_\_\_\_ Nile is a long river.
- ii. He has been suffering for \_\_\_\_\_ last two days.
- iii Nawab of Hyderabad joined the Alliance.

iv poor are becoming poorer.

**11. Fill in the blanks with appropriate Prepositions BT2, C02**

- i. I didn't go \_\_\_\_\_ work yesterday. ( to/ for)
- ii. We shall soon shift \_\_\_\_\_ (in/ into) our new house.
- iii. It's extraordinary piece \_\_\_\_\_ (of / off) luck.
- iv. We won our independence \_\_\_\_\_ (in/ by) 1947.

**12. Fill in the blanks with correct Question tag BT3, C03**

- i. She is collecting stickers, \_\_\_\_\_ (isn't she/ wasn't she)?
- ii. We often watch TV in the afternoon, \_\_\_\_\_ (don't we/ do we)?
- iii. You have cleaned your bike, \_\_\_\_\_ (haven't you/ have you)?
- iv. They are going home from school, \_\_\_\_\_ (aren't they/ are they)?

**13. Correct the following sentences. BT4, C04**

- i. Each of the player performed well in the match.
- ii. The resources was divided based on **its** expertise
- iii. She always hits me without any reason
- iv. What sort of an insect is that?

**14. Rewrite the following sentences by using the correct question format. BT4, C04**

- a. \_\_\_\_\_? A: Yes, John is a doctor.
- b. \_\_\_\_\_ is your birthday?
- c. \_\_\_\_\_ are you going to finish?
- d. your father a pilot?

**SECTION -D (Speaking skills)**

**IV. Answer any ONE of the following in 50 words on these topics. 1X4=4 M**

- 15. Bring out the message of Barrack Obama's speech? BT 2,C02
- 16. What leadership qualities are necessary for India according to Kalam? BT1,C01

**V. Answer ALL the questions. 2X4=8M**

**17. Fill in the blanks with appropriate expressions given in brackets. BT 2,C02**  
(Nice meeting you; a nice day; Good morning; This is )

- Ravi : .....1.....Sir. How are you?
- Raghu : Good morning. Fine. May I have his introduction?
- Ravi : .....2.....my cousin, Rahul.
- Raghu : Hi, Rahul. Nice to meet you
- Rahul : .....3.....too.

Ravi : Ok Raghu, see you soon. Bye.  
Raghu : OK. Have .....4... .....bye.

**18. Fill in the blanks with suitable expressions given below BT2,CO2  
(differ with you ,are right,don't agree , absolutely)**

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

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

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

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

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

**SECTION -E ( Soft Skills)**

**VI. Answer any TWO of the following.**


**2x4 =8 Marks**

19. What is SWOT Analysis? How is it useful to the students? BT1,CO 1

20. Examine the advantages of Positive thinking. BT 2,CO 2

21. What is Emotional Intelligence? Write about the Importance of Emotional Intelligence? BT 1,CO1

22. What are the Do's and Don'ts of Telephone Etiquette? BT 1, CO1

|   |   |  |          |          |          |
|---|---|--|----------|----------|----------|
|  | <b>PITHAPUR RAJAH'S GOVERNMENT COLLEGE<br/>(A), KAKINADA</b>                    | <b>Program &amp;<br/>Semester<br/>Semester - II<br/>B.A., B.Com., B.Sc &amp;<br/>B.B.A</b> |          |          |          |
| <b>Course Code</b><br><br><b>ENG 2001</b>   | <b>TITLE OF THE COURSE</b><br><br><b>A Course in Reading and Writing Skills</b> |  |          |          |          |
| <b>Teaching</b>   | <b>Hours Allocated: 60 (Theory)</b>   | <b>L</b>   | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Pre-requisites:</b>  |   | <b>3</b>   | <b>1</b> | <b>-</b> | <b>3</b> |

### Course Objectives:

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

### Course Outcomes:

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



**PAPER CODE - 2001**  
**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**GENERAL ENGLISH FOR B.A., B. Com., B.Sc & B.B.A : 2023-2024**  
**SEMESTER -II (With effect from 2023-2024)**  
**A COURSE IN READING AND WRITING SKILLS**

**Unit - I : Prose**

1. The Best Investment I Ever Made A.J.Cronin
2. The Night Train at Deoli --- Ruskin Bond

**Unit - II Poetry**

3. Night of the Scorpion Nissim Ezekiel
4. Ulysses Alfred Lord Tennyson
5. Stopping by Woods on a Snowy Evening Robert Frost

**Unit - III Non-Detailed Text**

6. Florence Nightingale
7. An Astrologer's Day RK Narayan

**Unit - IV Academic Skills**

1. Skimming and Scanning
2. Note Making / Taking
3. Reading Comprehension (Top Down, Bottom Up and Schema Theory)
4. Expansion of Ideas
5. Vocabulary: Conversion of Words
6. One Word Substitutes
7. Collocations

**Unit - V Professional Skills**

8. Notices, Agendas and Minutes
9. Curriculum Vitae and Resume
10. Letters
11. E-Correspondence

**References:**

1. Communication Skills (2<sup>nd</sup> Edition), Sanjay Kumar & Pushp Lata, OUP 2016.
2. The New Oxford Guide to Writing, Thomas. S. Kane,
3. Reading Skills: How to Read Better and Faster- Speed Reading, Reading
4. Comprehension & Accelerated Learning (2<sup>nd</sup> Edition), Nick Bell.
5. English Vocabulary in Use: Upper Intermediate, Cambridge University Press.

**Textbooks:**

- 1.

**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
6. <https://learnenglish.britishcouncil.org/general-english>

**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: 2001  
**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
 Department of English  
 General English for B.A., B.Com and B.Sc, &B.B.A 2023-2024  
**SEMESTER -II (with effect from 2023-2024)**  
**A COURSE IN READING AND WRITING SKILLS**  
**Pattern of Question Paper**

| Q.No | Topics  | Hrs.Alloted | No.of Questions to be given | No.of Questions to be answered | Marks       |
|------|---|-------------|-----------------------------|--------------------------------|-------------|
| I    | <b>Unit I : Prose</b><br>1. The Best Investment I Ever Made A.J.Cronin<br>2. TheNight Train at Deoli RuskinBond   | 12 Hrs      | 3                           | 2 in 75 words each             | 2X4=8M      |
| II   | <b>Unit II : Poetry</b><br>1. Night of the Scorpion Nissim Ezekiel<br>2. Ulysses - Alfred Lord Tennyson<br>3. Stopping by Woods on a Snowy Evening - Robert Frost   | 12 Hrs      | 3                           | 2 in 75 words each             | 2X4=8M      |
| III  | <b>Unit III : Non-Detailed Text</b><br>1. Florence Nightingale<br>2. An Astrologer's Day RK Narayan   | 12 Hrs      | 3                           | 2 in 75 words each             | 2X4=8M      |
| IV   | <b>UNIT- IV - Academic Skills</b><br>1. Skimming and Scanning<br>2. Note Making / Taking<br>3. Reading Comprehension (Top Down, Bottom Up and Schema Theory)<br>4. Expansion of Ideas<br>5. Vocabulary: Conversion of Words<br>6. One Word Substitutes<br>7. Collocations | 12 Hrs      | 6                           | 4                              | 4X4=16M     |
| V    | <b>UNIT-V- Professional Skills</b><br>1. Notices, Agendas and Minutes<br>2. Curriculum Vitae and Resume<br>3. Letters<br>4. E-Correspondence  | 12 Hrs      | 4                           | 2                              | 2X5=10M     |
|      | <b>Total</b>  | 60 Hrs      | 19                          | 12                             | <b>50 M</b> |

**PAPER CODE: 2001**  
**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**General English for B.A.,B.Com.,B.Sc& B.B.A: 2023-2024**  
**SEMESTER -II (W.E.F 2023-24)**  
**A Course in Reading & Writing Skills**  
**Model Question Paper**

**Time: 2 Hrs**

**Max. Marks: 50 M**

**SECTION - A (Prose)**

**I. Answer any TWO of the following in about 75 words each. 2X4=08M**

1. Bring out the significance of the title Best investment?
2. Describe the platform at Deoli.
3. Explain how AJ Cronin's investment is the best.

**SECTION - B (Poetry)**

**II. Answer any TWO of the following in about 75 words each. 2X4=08M**

4. Write the summary of the poem Ulysses by Alfred Tennyson.
5. What is the message of *Stopping by Woods on a Snowy Evening*?
6. How Nizam Ezekiel does expressed his opinion on the rural community in Night of the Scorpion.

**SECTION -C (Non-detailed Text)**

**III. Answer any TWO of the following in about 75 words each. 2X4=08M**

7. How does Abrar Mohsin depict the traits of Florence Nightingale?
8. Describe the climax of The Astrologers Day.
9. In what way Guru Nayak had become the Astrologer?

**SECTION -D (Academic Skills)**

**IV. Answer any FOUR of the following 4X4=16M**

10. Expand the idea –Haste makes waste||
11. **Convert the words in brackets to match the context.**
  - i. The Municipal authorities ordered the ..... (remove) of all hoardings.
  - ii. Please do it at your own ..... (convenient)
  - iii. Her words have a ..... (magic) effect on him.
  - iv. All the developing countries are fighting against..... (poor)

**12. Substitute the underlined expressions with one word**

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

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

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

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

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

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

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

**15.**

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

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

## SECTION -E (Professional Skills)

16. Answer any TWO of the following

2X5=10M

- a. You are a programmer in a software company. Your team leader has scheduled a video conference with the client. Write an e-mail to the lead stating your inability to attend the video conference.
- b. As a student representative, write a notice on 'Fresher's Day' celebrations in your class.
- c. Write a letter to the Municipal Commissioner complaining about the bad drainage system in your town.
- d. Apply with resume to the post advertised in the following notification.

**JOB OPPORTUNITY**


A leading Power Utility Company is looking for a SAP CRM Functional Consultant.

**Job Specification:**  
The candidate must have at least Bachelors degree, however, Masters degree would be preferred with SAP CRM certification with relevant experience. Preference will be given to candidates with SAP ISU/CRM environment understanding, having completed at least one full life cycle.

**Skills Required:**

- Strong decision making and leadership skills
- Strong analytical skills
- Good communication and interpersonal skills
- Ability to work under pressure and meet tight deadlines
- Able to work independently
- Able to plan and prioritize

The job offers competitive salary, excellent working environment and ample growth opportunities. Interested individuals fulfilling the above criteria should send their updated resumes to [@yahoo.com](mailto: @yahoo.com) by **02<sup>nd</sup> November, 2012.**

|   |   |  |   |   |   |
|---|---|--|---|---|---|
|  | <b>P.R. Government College<br/>(Autonomous)<br/>Kakinada</b>          | <b>Program<br/>&amp;Semeste<br/>r<br/>Semester- III<br/>B.A.,B.Com.,B.Sc.<br/>,<br/>B.Sc (Voc)., B.A<br/>(Voc)</b> |   |   |   |
| Course<br>Code<br><br>ENG 3001  | <b>TITLE OF THE COURSE<br/><br/>A Course in Conversational Skills</b> |  |   |   |   |
| Teaching  | Hours Allocated: 60 ( <b>Theory</b> )                                 | L  | T | P | C |
| Pre-requisites:   |   | 3  | 1 | - | 3 |

### Course Objectives:

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

### Course Outcomes:

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

Paper Code: ENG 3001  
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA  
DEPARTMENT OF ENGLISH  
General English for B.A., B.Com and B.Sc, B.Sc(Voc.) & B.BA  
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

### UNIT -I : Speeches

#### **Introducing Public addressing skills - Value addition (Internal assessment)**

1. Tryst with Destiny Jawaharlal Nehru  
(<https://www.youtube.com/watch?v=HukPQ7f0aKg>)
2. You've got to Find WhatYouLove Steve Jobs  
(<https://www.youtube.com/watch?v=Plu4C6Wz0ck> )
3. I Have a Dream - Martin Luther King Jr.  
( <https://youtu.be/vP4iY1TtS3s> )

### UNIT -II Interviews

#### **Introducing Interview Skills - Value addition (Internal assessment)**

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
9. Reading Comprehension



### Textbooks:

1. Praxis Pro -II
2. Skills Enrich

### Referencebooks:

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

### WebLinks:

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

### CO-PO Mapping:

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

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

**Paper Code: ENG 3001**  
**PITHAPUR RAJAH'S 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 (Blue Print)**

| Q.No. | Topic   | Hrs. Allotted | No. of Questions to be given | No. of Questions to be answered | Marks       |
|-------|---|---------------|------------------------------|---------------------------------|-------------|
| 1     | <b>Speeches:</b><br>1. Jawaharlal Nehru : Tryst with Destiny<br>2. I Have a Dream – Martin Luther King Jr.<br>3. Steve Jobs: You have got to find what you Love                               | 20            | 03                           | 02<br>75 Words each             | 2X5=10      |
| 2     | <b>Interviews:</b><br>1. Dr.APJ Abdul Kalam: A leader should know how to manage failure<br>2. Ace Shuttler Talks about her Glory : P.V.SINDHU interview<br>3. T N Ninan: JRD TATA's interview | 20            | 03                           | 02<br>75 Words each             | 2X5=10      |
| 3.    | <b>Language Activity:</b><br>1. Reading Comprehension (unseen)<br>2. Reading Comprehension (seen)   | 20            | 02                           | 02                              | 2X5=10      |
|       | 3. Greetings and Introductions<br>4. Request –Agreeing and disagreeing ,giving directions<br>5. Dialogue building<br>6. Asking & Giving information<br>7. Role play<br>8. Description         |               | 07                           | 04                              | 4X5=20      |
|       |   | <b>60 Hrs</b> | <b>15</b>                    | <b>10</b>                       | <b>50 M</b> |

**Paper Code: ENG 3001**  
**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
DEPARTMENT OF ENGLISH  
General English for B.A., B.Com and B.Sc, B.Sc(Voc.)  
SEMESTER – III (With effect from 2022-2023)

**A COURSE IN CONVERSATIONAL SKILLS**

**Time: 2 Hrs.**

**Max.Marks: 50**

**SECTION –A (Speeches)**

**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?  
BT 1,CO1
2. What does Steve Jobs say about the influence of Gods on his life? BT 1,CO1
3. Determine *Dr. King's* central idea/message for this *speech*. BT 2,CO2

**SECTION – B (Interviews)**

**II. Answer any TWO of the following questions 2x5=10 Marks**

4. Analyse the suggestions given by A.P.J Abdul Kalam to cope with failure in his interview?  
BT2,CO2
5. What does P.V.Sindhu say about her experiences as an Ace Shuttler in her interview? BT 1,CO1
6. Examine message given by J.R.D Tata to the viewers in his interview?  
BT 2, CO 2

**SECTION –C (Reading Comprehension)**

**III. Answer ALL the questions 2x5=10 Marks**

- 6. Read the following passage carefully and answer the question given below. (Unseen)**  
BT 4,CO 4

In the 16th century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service by the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near 50 degrees S latitude. Magellan named this passage the Strait of All Saints, but today it is known as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian now known as the International Date Line in the early spring of 1521 after 98 days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease.

Later, Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and 17 sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

1. The 16th century was an age of great\_\_\_\_\_exploration.

1. cosmic
2. land
3. mental
4. common man
5. None of the above

2. Magellan lost the favor of the king of Portugal when he became involved in a political\_\_\_\_\_.

1. entanglement
2. discussion
3. negotiation
4. problem
5. None of the above

3. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a\_\_\_\_\_direction.

1. north and south
2. crosswise
3. easterly
4. south east
5. north and west

4. One of Magellan's ships explored the\_\_\_\_\_of South America for a passage across the continent.

1. coastline
2. mountain range
3. physical features
4. islands
5. None of the above

5. Four of the ships sought a passage along a southern\_\_\_\_\_.

1. coast
2. inland
3. body of land with water on three sides
4. border
5. Answer not available

**8. Read the following passage carefully and answer the question given below. (Seen) BT 3,CO3**

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.

**SECTION -D (Language Activity)**

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

**9. How do you introduce yourself to a HR manager from a multinational company? BT 4,CO5**

- 10.**
- a) What do you say when your friend goes on long journey? BT 4,CO 5
  - b) What will you say to a friend who has lost his father recently? BT 4,CO 5
  - c) If your friend got married how will you greet him? BT 4,CO 5
  - d) You are an anchor of a T.V show named "Song Bang". How will you greet the audience? BT 4,CO 5
  - e) Your friend is not well. What will you say when you meet him in the hospital? BT 4,CO 5

**11. Write a brief note on the preparation of a cup of coffee. BT 4,CO 5**

**12. Fill in the blanks with suitable words... BT2,CO2**

- 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. BT3,C03**

Teacher: \_\_\_\_\_

Student: My name is Apparao.

Teacher: Which class are you studying?

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

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

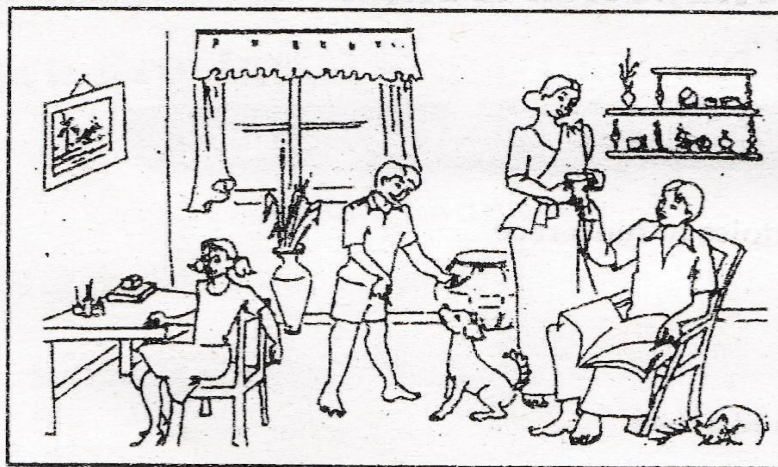
Teacher: \_\_\_\_\_

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. BT4,C05**



**15. Write the proper request form to the given sentences. BT 2,C02**


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/could)

|   |  |   |   |   |   |
|---|--|---|---|---|---|
|  | <b>PITHAPUR RAJAH'S GOVERNMENT COLLEGE<br/>(A), KAKINADA</b>         | <b>Program &amp; Semester</b>           |   |   |   |
| Course Code   | <b>TITLE OF THE COURSE</b><br><b>Fundamentals of Social Sciences</b> | <b>Semester -I</b><br><b>BA EEP Eng</b> |   |   |   |
| Teaching  | Hours Allocated: 90<br><b>(Theory)</b>                               | L                                       | T | P | C |
| Pre-requisites:   |  | 4                                       | 2 | - | 6 |

### Course Objectives:

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

### Course Outcomes:

|  |  |
|--|--|
| On Completion of the course, the students will be able to- |  |
| C01  | Improve their LSRW Skills and related sub-skills                       |
| C02  | Develop vocabulary and improve the accuracy in Grammar                 |
| C03  | Create substantial base by formation of strong professional vocabulary |
| C04  | Learn the structure and style of effective sentences                   |
| C05  | Focus on style of writing in Formal Letter writing                     |

**PAPER CODE:**  
**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**I YEAR B.A., SPECIAL ENGLISH**  
**SEMESTER - I**  
**2023-2024 SYLLABUS**  
**Paper - 1 Fundamentals of Social Sciences**

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

**Learning Outcomes:** On successful completion of the course the student will be able to :

1. Learn about the nature and importance of social science.
2. Understand the Emergence of Culture and History
3. Know the psychological aspects of social behavior
4. Comprehend the nature of Polity and Economy
5. Knowledge on application of computer technology

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

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

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

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

**Unit - III - Society and Social Behaviour**

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

**Unit - IV - Political Economy**

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



## **Unit - V – Essentials of Computer**

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


### **Reference Books:**

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

### 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    |

|   |  |  |                                       |   |   |   |
|---|--|--|---------------------------------------|---|---|---|
|  | <b>PITHAPUR RAJAH'S GOVERNMENT COLLEGE<br/>(A), KAKINADA</b>       |  | <b>Program &amp;<br/>Semester</b>     |   |   |   |
| Course Code<br><br>ENG  | <b>TITLE OF THE COURSE<br/><br/>Perspectives on Indian Society</b> |  | <b>Semester -I<br/>B.A.- Spl. Eng</b> |   |   |   |
| Teaching  | Hours Allocated: 60<br><b>(Theory)</b>                             |  | L                                     | T | P | C |
| Pre-requisites:   |  |  | 5                                     | 1 | - | 4 |

### Course Objectives:

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

### Course Outcomes:

| On Completion of the course, the students will be able to- |  |
|--|--|
| C01  | Students will be able to review the literary texts through the lens of Socio-cultural and political contexts of the time |
| C02  | Students will be able to appreciate the style of the classics reflecting the works of the age                            |
| C03  | Students will be able to understand the spirit and ideologies of the time  |
| C04  | Students will be able to understand the technical aspects of drama as genre  |
| C05  | Students will be able to understand the nuances of Poetry  |

**PAPER CODE: ENG**  
**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**I YEAR B.A., SPECIAL ENGLISH**  
**SEMESTER - I (2023-2024)**  
**SYLLABUS**  
**PERSPECTIVES ON INDIAN SOCIETY**

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

**Learning Outcomes:** On successful completion of the course the student will be able to:

1. Learn about the significance of human behavior and social dynamics.
2. Remembers the Indian Heritage and freedom struggle
3. Comprehend the philosophical foundations of Indian Constitution
4. Knowledge on Indian Economy

**Unit - 1 - Man in Society**

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

**Unit-II: Indian Heritage and Freedom Struggle in India**

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

**Unit - III - Indian Constitution**

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

**Unit - IV. Indian Economy**

1. Indian Economy - Features - Sectoral contribution in income

2. Role of Financial Institutions - RBI - Commercial Banks
3. Monetary and Fiscal Policies for Economic Development
4. Economic Reforms - Liberalization - Privatization- Globalization

### Unit – V - Impact on Society & Analytics

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


### References: Introduction to Psychology – Atkinson RC

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

### 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    |

|   |   |                                      |   |   |   |
|---|---|--------------------------------------|---|---|---|
|  | <b>PITHAPUR RAJAH'S GOVERNMENT COLLEGE<br/>(A), KAKINADA</b>                          | <b>Program &amp;<br/>Semester</b>    |   |   |   |
| Course Code<br><br>ENG  | <b>TITLE OF THE COURSE</b><br><b>An Introduction to English Literature (600-1500)</b> | <b>Semester -II<br/>B.A- Eng Lit</b> |   |   |   |
| Teaching  | Hours Allocated: 60<br><b>(Theory)</b>  | L                                    | T | P | C |
| Pre-requisites:   |   | 4                                    | 1 | - | 4 |

### Course Objectives:

1. To be able to understand the socio political and cultural background of Restoration and Augustan ages together with the characteristics of the literary output.
2. To be able to understand all the important literary forms and terms together with their definitions and examples.
3. To be able to decipher the vanities of the upper class society and their life style and value

### Course Outcomes:

| On Completion of the course, the students will be able to- |  |
|--|--|
| CO1  | Students should be self-motivated to learn and apply the comprehensive knowledge of the manners and morals of the age to better their value system.  |
| CO2  | Students should enhance their knowledge of the various literary terms and forms by using technology to access, retrieve and use authentic information and analyze it to distinguish with the other forms.                              |
| CO3  | Students should read and understand the society and life style of the 18 <sup>th</sup> century and be able to project or present their thoughts and views in a clear, concise and logical manner by a sharp contrast with the present. |
| CO4  | Students should use the knowledge they have acquired for societal development. They should volunteer to address the evils for the general good of the society.   |
| CO5  | Students should identify the goals, objective and components of projects so as to be able to plan, organize direct and endeavor to drive home the appropriate manners and morals.  |

**Paper Code: ENG**  
**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**I BA ENGLISH MAJOR**  
**AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)**  
**Syllabus 2023-2024**

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

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

**UNIT-I**

History of English Literature-- Old English, Middle English, Renaissance period

**UNIT-II**

Literary Genres--Poetry, Drama, Ballad, Epic, Alliteration, Elegy, Sonnet, Mystery/MiraclePlays, Morality Play

**UNIT-III**

Poetry--- Geoffrey Chaucer: *Controlling the Tongue*

Edmund Spenser: Sonnet 73 (*Lyke as a Byrd*)from Amoretti

**UNIT-IV**

Drama--- Christopher Marlowe: *The Jew of Malta*

**UNIT-V**

Literary Criticism--- Philip Sydney: *An Apology for Poetry*

**Reference:**

Daiches, David. 1979. *A Critical History of English Literature*. Bombay: Allied Publishers. Grierson, H.J.C. 2014. *A History of English Poetry*. CUP.

Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP. Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.

M.S.Naagarajan. 2006. *English Literary Criticism & Theory*.

Barry, Peter. 2010. *Beginning Theory: An Introduction to Literary Theory and Cultural Theory*, Manchester University Press, Manchester.

M H Abrams. 2015. *Glossary of Literary Terms*. Cengage learning

Stephen. *Renaissance Self-Fashioning. 1980. From More to Shakespeare*. Chicago: University of Chicago Press.

**Activities:**

To prepare biographies of the authors prescribed for the study. To prepare charts of authors with different literary genres.

Group discussion on characteristics of the literary period. Seminar presentations on the literary texts prescribed.

**WebLinks:**

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

**CO-PO Mapping:**

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

|     | 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**  
**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**

Department of English

B.A Special English - Semester III

AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)

2023-2024

Pattern of Question Paper

II

| Q. No.       | Topic   | Hrs. Allotted | No. of Qs to be given    | No. of Qs. to be answered | Marks                          |
|--------------|---|---------------|--------------------------|---------------------------|--------------------------------|
| I            | History of English Literature - Old English, Middle English, Renaissance period   | 12 Hrs        | 10 Essay questions       | 05 questions              | 5X6=30 Marks                   |
| II           | Literary Genres--Poetry, Drama, Ballad, Epic, Alliteration, Elegy, Sonnet, Mystery/Miracle Plays, Morality Play                     | 12 Hrs        | 08 questions             | 05 questions              | 5X2=10 Marks                   |
| III          | Poetry--- Geoffrey Chaucer: <i>Controlling the Tongue</i><br><br>Edmund Spenser: Sonnet 73 ( <i>Lyke as a Byrd</i> ) from Amoretti) | 12 Hrs        | 6 MCQS<br><br>4 Matching | 6 MCQS<br><br>4 Matching  | 6X1=6 Marks<br><br>4X1=4 Marks |
| IV           | Drama--- Christopher Marlowe: <i>The Jew of Malta</i>   | 12 Hrs        |                          |                           |                                |
| V            | Literary Criticism--- Philip Sydney: <i>An Apology for Poetry</i>   | 12 Hrs        |                          |                           |                                |
| <b>Total</b> |   | <b>60 Hrs</b> | <b>28</b>                | <b>20</b>                 | <b>50M</b>                     |

**PAPER CODE**  
**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**I B.A. SPECIAL (ENGLISH HONOURS) - 2023 -2024**  
**SEMESTER II (Major I & MINOR)**  
**AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)**

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**SECTION - A**

**I. Answer any 5 questions in 100 words each choosing at least 1 from each section.**  
**5x6=30M**

**UNIT-I**

1. What are the characteristics of Old English?  
or
2. How do you understand Middle English Characteristics?

**UNIT -II**

3. Evaluate the contribution to the Elizabethan writers to Lyric  
Or
4. Define Ballad with suitable examples

**Unit III**

2. What characteristics of Chaucer's poetry do you find in "controlling the Tongue"  
Or
3. Write a critical note on Spenser's of Sonnet No 73.

**UNIT -IV**

4. How does the greed of the Jew lead to his downfall in "The Jew of Malta"?  
OR
5. Give a brief plot of The Jew of Malta"

**UNIT-V**

6. How Sidney's prose is different from that of today's prose?  
OR
7. Why does Sidney extend "Apology to Poetry"

**Section -II**

**Answer any Five of the following in not more than 50 Words. 5x2=10Marks**

8. Synthetic Language
9. Declination

10. Rhyme Royal
11. Sonnet
12. Morality play
13. Revenge Drama
14. Elizabethan Theatre
15. Epic

### Section - III

**19. Answer the following objective Type questions**

**6X1 = 6Maks**


1. Who among the following king did help in laying the foundation of English Language ( )
  - i. King George III    b. William the conqueror    c. King Charles    d. King Alfred
2. Which of the following words is of pure English Origin. ( )
  - a. Fire    b. church    c. God    d. Anchor
3. The occurrence of the same letter/ sound at the beginning of the adjacent are closely connected words is known as
  - a. Alliteration    b. assonance    c. stress    d. accent
4. Which of the following works is not penned by Chaucer? ( )
  - a. Spanish Tragedy    b. Canturbury tales    c. legend of women    d. the parliament of owl
5. A sonnet contains \_\_\_\_\_ line
  - a. 07    b. 08    c. 13    d. 14
6. The sonnet series astrophel stella is written by ( )
  - a. Edmund Spenser    b. Christopher Marlow    c. Philip Sidney    d. Thomas Kyd

### Section - IV

**20. Match the following authors with their works.**

**4x1=4 Marks**

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

|   |  |  |   |   |   |
|---|--|--|---|---|---|
|  | <b>PITHAPUR RAJAH'S GOVERNMENT COLLEGE<br/>(A), KAKINADA</b>                             | <b>Program &amp;<br/>Semester<br/>Semester -II</b> |   |   |   |
| Course Code<br><br>ENG  | <b>TITLE OF THE COURSE<br/>AN INTRODUCTION TO ELIZABETHAN<br/>LITERATURE (1558-1603)</b> | <b>Major -II<br/>B.A- Eng.Lit</b>                  |   |   |   |
| Teaching  | Hours Allocated: 60<br><b>(Theory)</b>   | L  | T | P | C |
| Pre-requisites:   |  | 4  | 1 | - | 3 |

### Course Objectives:

1. To be able to understand the socio political and cultural background of Romantic and Victorian Ages together with the characteristics of the literary output.
2. To be able to understand all the important literary forms and terms together with their definitions and examples.
3. To be able to understand how the life, family background and personality drawbacks of Keats have cut short his professional career and paved way for his imaginative world.

### Course Outcomes:

| On Completion of the course, the students will be able to- |  |
|--|--|
| CO1  | Students should be self-motivated to learn and apply the comprehensive knowledge of the manners and morals of the Victorians by comparing them with those of the contemporary society.   |
| CO2  | Students should enhance their knowledge of the various literary terms and forms with the help of technology to access, retrieve and use authentic information and analyze it to distinguish among them.  |
| CO3  | Students should read and understand the life and challenges faced by Keats and present his thoughts and views in a clear, concise and effective manner.  |
| CO4  | Students should read Browning's Monologues and understand the effectiveness of the genre. They should volunteer to employ the genre to address the evils for the general good of the society.  |
| CO5  | Students should identify the goals, objective and components of a project on the problems of women in the 19 <sup>th</sup> century. They should plan, organize and direct endeavors to drive home manners and morals appropriate to present society. |

**PAPER CODE – ENG**  
**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**II YEAR B.A., SPECIAL ENGLISH**  
**SEMESTER – II :2023-2024**  
**AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)**  
**SYLLABUS**

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

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

**UNIT-I**

**History of Elizabethan Literature--** Literary Characteristics, Major Themes & Writers Elizabethan Theatre

**UNIT-II**

**Literary Genres---** Simile, Metaphor, Allegory, Personification, Tragedy, Comedy, Tragi-Comedy, Chronicle Play, Three Unities, Masque

**UNIT-III**

**Poetry---** William Shakespeare: Sonnet 116 (*Let me not to the Marriage of True Minds*), *All the world's a stage* (Poetic excerpt from *As you Like It*)

**UNIT-IV**

**Drama---** William Shakespeare: *Hamlet*

**UNIT-V**

**Literary Criticism---** Aristotle: *Poetics* (Elements of Tragedy)

## Reference:

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

## Activities:

To list out major plays of Shakespeare.

To prepare the biographies of the authors prescribed for the study.To prepare charts of authors with different literary genres.

Group discussion on characteristics of the literary period.

Seminar presentations on the literary texts prescribed. Enacting notable scenes/acts of the Elizabethan dramas.

## WebLinks:

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

## CO-POMapping:

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

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

**PAPER CODE –ENG**  
**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**Department of English: 2022-2023**  
**II B.A Special English - Semester III**  
**AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)**  
**Scheme of Question Paper**

| Q. No.       | Topic   | Hrs. Allotted  | No. of Qs to be given                                     | No. of Qs. To be answered | Marks           |
|--------------|---|----------------|---|---------------------------|-----------------|
| I            | <b>History of Elizabethan Literature--</b><br>Literary Characteristics, Major Themes & Writers<br>Elizabethan Theatre                                     | 12 Hrs         | 10  | 05 questions              | 5x6=30<br>Marks |
| II           | <b>Literary Genres---</b> Simile, Metaphor, Allegory, Personification, Tragedy, Comedy, Tragi-Comedy, Chronicle Play, Three Unities, Masque               | 12 Hrs         | Questions from Each Section<br><br>8 from Literary Genres | 05                        | 5X2=10<br>Marks |
| III          | <b>Poetry---</b> William Shakespeare: Sonnet 116 (Let me not to the Marriage of True Minds), All the world's a stage (Poetic excerpt from As you Like It) | 12 Hrs         | 6 MCQs  | 6 MCQs                    | 6x1=6<br>Marks  |
| IV           | <b>Drama---</b> William Shakespeare: <i>Hamlet</i>  | 12 Hrs         |   |                           |                 |
| V            | <b>Literary Criticism---</b> Aristotle: <i>Poetics</i> (Elements of Tragedy)  | 12 Hrs         | 4 Matching  | 4 Matching                | 4x1=4<br>Marks  |
| <b>Total</b> |   | <b>60 Hrs.</b> | <b>28</b>   | <b>20</b>                 | <b>50M</b>      |

**PAPER CODE**  
**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**I B.A. SPECIAL (ENGLISH HONOURS) - 2023 -2024**  
**SEMESTER II (Major II)**  
**AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)**

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**SECTION - I**

**I. Answer any 5 questions in 100 words each choosing at least 1 from each section.**  
**5X6=30Marks**

**UNIT-I**

1. Explain the characteristics of the Elizabethan Age  
or  
2. Mention the major themes of the Elizabethan age?

**UNIT-II**

3. Define the concept of Tragicomedy  
or  
4. Write a brief note on the Chronicle Plays.

**UNIT - III**

5. Summarize Shakespeare's sonnet *Let me not to the marriage of true minds*  
or  
6. What are the seven ages mentioned in *All the World's a Stage*?

**UNIT-IV**

7. Analyze the plot and structure of Shakespeare's *Hamlet*  
or  
8. Develop the character of Ophelia with all her purity, innocence and naivety.

**UNIT-V**

9. How does Aristotle define Tragedy?  
or  
10. Attempt an estimate of Aristotle's views on Plot and Characters

**Section –II**

**II. Answer any Five of the following in not more than 50 Words 5 X 2=10Marks**

11. Masque
12. Tragicomedy
13. Personification
14. Allegory
15. Simile
16. Metaphor



17. Chronicle Play

18. Three Unities

**SECTION - III**

16. Answer the following objective Type questions

**6X1 = 6Marks**

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

(      )

a. Swan Theatre

c. Rose Theatre

b. Fortune Theatre

d. Globe Theatre

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

(      )

a. 1664-1695

c. 1558-1603

b. 1552-1682

d. 1603-1689

**iii. An Allegory offers**

(      )

a. Two meanings

c. Two stanzas

b. Two rhyme schemes

d. Two couplets

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

(      )

a. Hamlet

c. Macbeth

b. Julius Caesar

d. As you Like it.

**v. The number of sonnets composed by Shakespeare**

(      )

a. 156

c. 155

b. 154

d. 152

**vi. This is a part of the sonnet**

(      )

a. Strophe

c. Antistrophe

b. Epode

d. Sestet

**SECTION -IV**

20. Match the following

**4X1=4Marks**

**A**

**B**

i. Aristotle

(      )

a. Stratford - Upon-Avon

ii. Shakespeare

(      )

b. Allegorical performance

iii. Masque


(      )

c. Attribute human qualities

iv. Personification

(      )

d. Greek Philosopher

|   |  |   |   |   |   |
|---|--|---|---|---|---|
|  | <b>PITHAPUR RAJAH'S GOVERNMENT COLLEGE<br/>(A), KAKINADA</b>             | <b>Program &amp; Semester<br/>r<br/>Semester -III<br/>Paper-III</b> |   |   |   |
| Course Code 3104<br><br>ENG   | <b>TITLE OF THE COURSE<br/>English Language in America W.E.F 2022-23</b> |   |   |   |   |
| Teaching  | Hours Allocated: 72 ( <b>Theory</b> )                                    | L   | T | P | C |
| Pre-requisites:   |  | 4   | 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 great writers 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, objectives and components for projects on American myth. They should plan, organize and direct endeavours to drive home manners and morals appropriate to present society. Define the diverse dramatic styles or forms that existed through 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   |

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA  
SPECIAL ENGLISH- Paper - III 3104**

**III SEMESTER SYLLABUS (W.E.F 2022 - 2023)**

**ENGLISH LANGUAGE IN AMERICA**

**English Language in America**

**Unit - I: Essays**

1. Characteristics of American English
2. Noah Webster and American English
3. 20<sup>th</sup> century American Drama
4. History of American Fiction

**Short notes**

1. Puritanism in American English
2. Transcendentalism in American English
3. New England Poets
4. 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];<br>2:Moderate[Medium];<br>3:Substantial[High], '-'<br>: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    |

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**DEPARTMENT OF ENGLISH: 2022-2023**  
**II B.A - SPECIAL ENGLISH**  
**III SEMESTER Paper - III: 3104**  
**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      | <b>Unit - I: Essays</b><br>Characteristics of American English<br>Noah Webster and American English<br>20 <sup>th</sup> century American Drama<br>History of American Fiction<br><b>Short notes</b><br>Puritanism in American English<br>Transcendentalism in American English<br>New England Poets<br>Slave literature | 15 Hrs.       | 05                    | 01 in 100 words each<br>01 in 50 words each - 02 | 1X7=7m<br>1x3=3m<br>Total 10m |
| II     | <b>Unit - II: Poetry</b><br>1. Emily Dickinson - Hope is the thing with feathers.<br>2. Robert Frost - —Stopping by Woods on a Snowy Evening.   | 15 Hrs.       | 05                    | 01 in 100 words each<br>01 in 50 words each -02  | 1X7=7m<br>1x3=3m<br>Total 10m |
| III    | <b>Unit - III: Drama</b><br>1. Death of a Salesman - Arthur Miller.   | 15 Hrs.       | 05                    | 01 in 100 words each<br>01 in 50 words each -02  | 1X7=7m<br>1x3=3m<br>Total 10m |
| IV     | <b>Unit - IV: Fiction</b><br>1. The old man and the sea - Ernest Hemmingway.  | 12 Hrs.       | 05                    | 01 in 100 words each<br>01 in 50 words each -02  | 1X7=7m<br>1x3=3m<br>Total 10m |
| V      | <b>Unit - V: prose</b><br>1. The American Scholar by Emerson  | 10 Hrs.       | 05                    | 01 in 100 words each<br>01 in 50 words each -02  | 1X7=7m<br>1x3=3m<br>Total 10m |
|        |   | 72 Hrs.       | 25                    | 20   | 50M                           |

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**SPECIAL ENGLISH- Paper - III : 3104**  
**III SEMESTER**  
**ENGLISH LANGUAGE IN AMERICA**  
**(W.E.F 2022 - 2023)**

**Time : 2 hrs**

**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. 19<sup>th</sup> 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"?

|   |  |  |   |   |   |
|---|--|--|---|---|---|
|  | <b>PITHAPUR RAJAH'S GOVERNMENT COLLEGE<br/>(A), KAKINADA</b> | <b>Program &amp; Semester<br/>r<br/>Semester -IV II<br/>B.A., Special<br/>English &amp; EJM<br/>Paper IV</b> |   |   |   |
| Course Code<br>Spl.Eng<br>4104  | <b>TITLE OF THE COURSE<br/>Indian writing in English</b>     |  |   |   |   |
| Teaching  | Hours Allocated: 72 ( <b>Theory</b> )                        | L  | T | P | C |
| Pre-requisites:   |  | 4  | 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 great writers 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- |  |
|--|--|
| C01  | 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   |
| C02  | To read and interpret major Indian Writers in English and their works. Trace the growth of Indian Writing in English in the sociocultural context.   |
| C03  | 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. |
| C04  | 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 homemanners and morals appropriate to present society.     |
| C05  | 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.               |



**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Special English - Paper IV Paper Code: 4104**

**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    |

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**

**Special English - Paper IV code: 4104**

**IV Semester Syllabus(W.e.f 2022 - 2023.)**

**Indian writing in English**

**Pattern of Question paper**

| Q. No. | Topic  | Hrs. Allocated | No. of Qs to be given | No. of Qs. To be answered                        | Marks                                 |
|--------|--|----------------|-----------------------|--|---------------------------------------|
| I      | <b>Unit - I Back Ground Essays:</b><br>Indian English Poetry<br>Indian English Fiction<br>Indian English Drama<br>Feminist Contribution to Indian English Novel<br><b>Back Grounds Short Questions</b><br>Myth in Indian English Novel<br>Myth in Indian English Drama<br>Contribution of Diaspora to Indian English Literature<br>Biography and Auto Biography in Indian English Literature | 12 Hrs.        | 05                    | 01 in 100 words each<br>01 in 50 words each - 02 | 1X7=7m<br><br>1x3=3m<br><br>Total 10m |
| II     | <b>Unit - II Poetry</b><br>a) The river by A.K.Ramanujan<br>b) Night of the Scorpion by Nissim Ezekiel   | 12Hrs.         | 05                    | 01 in 100 words each<br>01 in 50 words each - 02 | 1X7=7m<br><br>1x3=3m<br><br>Total 10m |
| III    | <b>Unit - III Drama</b><br>Post office - Rabindranath Tagore   | 12 Hrs.        | 05                    | 01 in 100 words each<br>01 in 50 words each - 02 | 1X7=7m<br><br>1x3=3m<br><br>Total 10m |
| IV     | <b>Unit - IV Novel</b><br>R.K.Narayan Tiger for Malgudi  | 12 Hrs.        | 05                    | 01 in 100 words each<br>01 in 50 words each - 02 | 1X7=7m<br><br>1x3=3m<br><br>Total 10m |
| V      | <b>Unit - V Prose</b><br>Anaadhbabu's terror by Satyajith ray<br>Home coming by Rabindranath Tagore  | 12Hrs.         | 05                    | 01 in 100 words each<br>01 in 50 words each - 02 | 1X7=7m<br><br>1x3=3m<br><br>Total 10m |
|        |  | 60Hrs.         | 25                    | 20   | 50M                                   |

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**

**II EEP Special English - Paper IV  
Spl.Eng- 4104  
INDIAN WRITING IN ENGLISH  
II Semester, w.e.f.2022 - 2023**

**Time : 2 hrs**

**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 Motherhood 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 of 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.

|   |   |  |   |   |   |
|---|---|--|---|---|---|
|  | <b>PITHAPUR RAJAH'S GOVERNMENT COLLEGE<br/>(A), KAKINADA</b>    | <b>Program &amp; Semester<br/>EEP&amp;EJH<br/>Semester -IV<br/>Paper -V<br/>B.A- E.E.P &amp; EJH</b> |   |   |   |
| Course Code<br>Spl. Eng 4114  | <b>TITLE OF THE COURSE<br/>GLIMPSES OF WORLD<br/>LITERATURE</b> |  |   |   |   |
| Teaching  | Hours Allocated: 72 ( <b>Theory</b> )                           | L  | T | P | C |
| Pre-requisites:   |   | 5  | 1 | - | 4 |

### Course Objectives:

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

### Course Outcomes:

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

**PAPER CODE – Spl. Eng 4114**  
**PITHAPUR RAJAH'S 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**

1. How I Taught Myself to live simple - Anna Akhmatova (Soviet)
2. Australia - A.D. Hope (Australian)
3. The rebel - 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. The last leaf – O'Henry
3. The Lady's Maid - Catherine Mansfield  
(New Zealand)
4. 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-POMapping:**

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

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    |
| CO2 | 2   | 2   | 2   | 2   | 2   | 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 -SPL.ENG 4114**  
**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**II B.A Special English - Semester IV (Paper-V)**  
**GLIMPSES OF WORLD LITERATURE**  
**Scheme of Question Paper**

| Q. No.       | Topic  | Hrs. Allotted  | No. of Qs to be given | No. of Qs. To be answered | Marks      |
|--------------|--|----------------|-----------------------|---------------------------|------------|
| I            | <b>Introduction to World Literature</b><br>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           | <b>Poetry :</b><br>1. How I Taught Myself to live Simple –Anna Akhmatova(Soviet)<br>2. Australia–A.D.Hope(Australian)<br>3.The Rebel –Daud Kamal(Pakistan)<br>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          | <b>Drama :</b><br>Marriage Proposal : Anton Chekov   | 12 Hrs.        | 04                    | 02 in 100 words each      | 2X4 = 8    |
| IV           | <b>Fiction :</b><br>July's People- Nadine Gordimer (SouthAfrican)  | 12 Hrs.        | 04                    | 02 in 100 words each      | 2X4= 8     |
| V            | <b>Short Story :</b><br>A. 1. I Stand Here Ironing - Tillie Olsen<br>n(American)<br>2. The Last Leaf By -O'Henry<br>3. The Lady's Maid - CatherineMansfield (New Zealand)<br>4. Imperfect Homes –AnereBabyn (Canadian)               | 15 Hrs.        | 04                    | 02 in 100 words each      | 2X4= 8     |
|              | <b>B. Multiple Choice Questions</b>  | 08Hrs.         | 05                    | 05                        | 5X1= 5     |
|              | <b>C. Match the Following</b>  |                | 05                    | 05                        | 5X1 = 5    |
| <b>Total</b> |  | <b>72 Hrs.</b> | <b>30</b>             | <b>20</b>                 | <b>50M</b> |

**PAPER CODE – SPL.ENG 4114**  
**PITHAPUR RAJAH'S 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 Hrs**

**Max. Marks: 50 M**

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**UNIT I**

- 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**

- 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 –Australia||.
  - c) **Write the theme** of the poem –The rebel by Daud Kamal||.
  - d) **Write** a short note on Walcott's views as reflected in his poem –A City's Deathby Fire||.

**UNIT III**

- 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**

- 4. Answer any TWO of the following questions in 100 words each: 2X4=8**
- a) .Comment on the political background of the novel –July's People||
  - b) .–July's People|| explores the personal and social upheaval – justify.
  - c) .Write a short note on the theme of racism in –July's People||
  - d) .How did power play a dominant role in –July's People?||

**UNIT V**

- 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||
  - b) Analyze the Short story –The last leaf –by O'Henry .
  - c) Write the central theme of Catherine Mansfield's –The Lady's Maid||

d. What does AnereBabyn convey in –Imperfect Homes||?

### UNIT V

#### 6. Match the following


5X1=5M

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

#### 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. AnereBabyn |
- C. Who among the following was born and raised in Wellington? ( )
- |                   |                        |
|-------------------|------------------------|
| a. A.D Hope       | e. Catherine Mansfield |
| b. Anna Akhmatova | f. 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         |
- ( )

|   |   |             |   |   |   |   |
|---|---|-------------|---|---|---|---|
|  | <b>PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA</b>      |             | <b>Program &amp; Semester<br/>Semester -V III<br/>B.A., Special English</b> |   |   |   |
| Course Code<br><b>6A</b><br>5109  | Title of the course<br>English Language Teaching Skills       |             |   |   |   |   |
| Teaching  | Pair-1: Course 6-A<br><b>ENGLISH LANGUAGE TEACHING SKILLS</b> |             | 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. <b>To help students to acquire practical command of English.</b>  |
| CO2  | 2. Understand the important psychological principles behind second language acquisition..<br>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. <b>To develop a set of core vocabulary and expressions for use in simple conversation.</b>   |
| 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. |

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), 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 5109**

**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**

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], '-' :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    |

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Special English - Paper VI**

**V Semester Syllabus (W.e.f 2022 - 2023.)**

**Pair-1: Course 6-A Paper Code: 5109**

**ENGLISH LANGUAGE TEACHING SKILLS**

**Pattern of Question paper**

| Q. No. | Topic  | Hrs. Allotted | No. of Qs to be given | No. of Qs. To be answered | Marks |
|--------|--|---------------|-----------------------|---------------------------|-------|
| I      | <b>Unit-I</b><br>1. Concepts in Teaching English as a Second Language<br>2. Different Methods and Levels of Teaching English | 15 Hrs.       |                       |                           |       |
| II     | <b>UNIT- II</b><br>1. Contextualization of Grammar Teaching<br>2. Teaching Writing Skills.                                   | 15 Hrs.       |                       |                           |       |
| III    | <b>UNIT - III</b><br>Teaching English Literature (Prose, Poetry, Fiction and Drama)<br>1. Lesson Planning & Materials        | 15 Hrs.       |                       |                           |       |
| IV     | <b>Unit IV</b><br>1. Classroom Management Techniques<br>2. Assessment & Evaluation   | 15 Hrs.       |                       |                           |       |
| V      | <b>Unit - V</b><br>1. Teaching English for Employment<br>2. ICT-Based English Language Teaching                              | 12 Hrs.       |                       |                           |       |
| 10     |  | 72 Hrs.       | 15                    | 08                        | 50M   |

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Semester-V- Paper VI**

**SPECIAL ENGLISH**

**ENGLISH LANGUAGE TEACHING SKILLS**

**Model Question Paper**

**Pair-1: Course 6-A Paper Code: 5109**

**Max Marks: 50**

**Max. Time: 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 10 marks)**

1. Which method of ELT do you prefer in the classroom instruction for 8<sup>th</sup> 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?



|   |  |   |   |   |   |
|---|--|---|---|---|---|
|  | <b>PITHAPUR RAJAH'S GOVERNMENT COLLEGE<br/>(A), KAKINADA</b>   | <b>Program &amp;<br/>Semester<br/>r<br/>Semester - VI III<br/>B.A., Special<br/>English</b> |   |   |   |
| Course Code<br><b>7A<br/>5130</b>   | Title of the course<br><b>English Language Teaching Skills</b> |   |   |   |   |
| Teaching  | <b>SKILLS</b>  | L   | T | P | C |
| Pre-requisites:   | No. of Hours: 72 (05 per Week) Credits: 04                     | 4   | 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 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.       |

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), 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 5130**

**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)

**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.<sup>10</sup> Technical Translation
2. Translation and Technology

### Recourses for further reading:

1. Susan Bassnett. Translation Studies. Routledge: Taylor & Francis Group, New York, 2005. (1<sup>st</sup> and 3<sup>rd</sup> Chapters)
2. Peter Newmark. Approaches to Translation. Prentice Hall, New York,
3. Roman Jakobson. —On Linguistic Aspects of Translation||, On Translation Ed. by Reuben Arthur Brower, Harvard University Press, 1959.
4. H.Lakshmi. Problems of Translation. Booklinks Corp. 1993
5. National Translation Mission, Mysore:

### 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](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    |

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**

**Special English - Paper VII**

**V Semester Syllabus (W.e.f 2022 - 2023.)**

**Pair-1: Course 7-A PAPER CODE: 5130**

**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      | <b>Unit-I</b><br>1.Types of Translation & Tools:<br>(Interlingual, Intralingual and Intersemiotic Translation & Types of Dictionaries, Thesaurus, Encyclopaedia, Online Resources)<br>2. Central Issues in Translation: A Multi-Cultural Interaction (Language, Culture, Equivalence, Loss and Gain in Translation) | 15 Hrs.        | <b>10 questions for 5 marks</b><br><b>5 questions for 10 marks</b> | <b>6 questions to be answered</b><br><b>2 questions to be answered</b> | <b>6x5=30 Marks</b><br><b>2x10 = 20 Marks</b> |
| II     | <b>UNIT- II</b><br>1. Pragmatic Translation (Technical, Media and Medical)<br>2. Literary Translation (Translation of Creative Writing)   | 15 Hrs.        |  |  |   |
| III    | <b>UNIT - III</b><br>1. Strategies & Procedures: (True Translation, Literal Translation, Free Translation, Transliteration, Transcreation)<br>2. Problems in translation from English to Telugu & Vice versa  | 15 Hrs.        |  |  |   |
| IV     | <b>Unit IV</b><br>1. Translating Short Fiction, Prose and Poetry<br>2. Translating for the Print Media & Advertisements   | 15 Hrs.        |  |  |   |
| V      | <b>Unit - V</b><br>1. Technical Translation<br>2. Translation and Technology  | 12 Hrs.        |  |  |   |
|        |   | <b>72 Hrs.</b> | <b>15</b>  | <b>08</b>  | <b>50M</b>                                    |

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**BA Degree Examinations**  
**Special English**

**SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH & TELUGU)**

Model Question Paper

**Semester-V, Paper-7**

**Pair-1: Course 7-A PAPER CODE: 5130**

**Max Time: 2 Hrs**

**Max Marks: 50**

**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.

|   |  |   |   |   |   |
|---|--|---|---|---|---|
|  | <b>PITHAPUR RAJAH'S GOVERNMENT COLLEGE<br/>(A), KAKINADA</b> | <b>Program &amp;<br/>Semester<br/>Semester -I</b> |   |   |   |
| Course Code<br><br>CSS  | <b>TITLE OF THE COURSE<br/>COMMUNICATION SKILLS</b>          |   |   |   |   |
| Teaching  | Hours Allocated: 60<br><b>(Theory)</b>                       | L   | T | P | C |
| Pre-requisites:   |  | 4   | 1 | - | 4 |

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

#### **Course Outcomes:**

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

**Paper Code:**  
**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**REVISED UG SYLLABUS UNDER CBCS**

(Implemented from the Academic Year - 2023-24)

**SYLLABUS: 2023-2024**  
**LIFE SKILLS COURSES**

**SEMESTER-I**

Theory \_\_\_\_\_ Credits: 2 \_\_\_\_\_ 2 hrs/week

**Course Objectives & Outcomes:**

*Upon the completion of the course the students will be able to:*

- Understand the nature importance of communication.
- Learn the process involved in communication.
- Develop interview skills.
- Acquire presentation skills.
- Effectively play their roles in group discussions.
- Enhance the skills of public speaking.

**Course Content:**

**UNIT-I**

**BASICS OF COMMUNICATION**

1. Nature and importance of communication
2. Process of Communication
3. Principles of communication
4. Barriers to effective communication
5. Strategies for effective communication

**UNIT-II**

**PRESENTATION SKILLS**

1. Preparation of a good presentation
2. Verbal communication in presentation
3. Non-verbal communication in presentation
4. Visual aids/Materials in presentation
5. Analyzing audience and managing questions

## UNIT- III

### INTERVIEWS AND GROUP DISCUSSIONS

1. Interview and its types
2. Before, during and after an interview
3. Do's and Don'ts in an interview
4. Basic Interview questions
5. Structure and process of Group Discussions
6. Role functions, Do's and Don'ts

#### Recommended Activities:

- Presenting seminar papers.
- Mock interviews.
- Using Power point presentations in seminars.

#### References:

- Working in English, Jones, Cambridge
- Business Communication, Raman –Prakash, Oxford
- Speaking Personally, Porter-Ladousse, Cambridge
- Speaking Effectively, Jermy Comfort, et.al, Cambridge
- Anjaneethi & Bhavana Adhikari, Business Communication, Tata McGraw Hill
- Jermy Comfort, Speaking Effectively, et.al, Cambridge

#### WebLinks:

1. [https://www.researchgate.net/publication/236135966\\_Communication\\_and\\_soft\\_skills-a\\_stepping\\_stone\\_for\\_a\\_better\\_career](https://www.researchgate.net/publication/236135966_Communication_and_soft_skills-a_stepping_stone_for_a_better_career)

#### 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    |



**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**DEPARTMENT OF ENGLISH: 2023-2024**  
**I SEMESTER**  
**COMMUNICATION SKILLS**

**Pattern of Question paper**

| Q. No | Topic  | Hrs. Allotted | No. of Qs to be given   | No. of Qs. To be answered | Marks               |                  |                  |
|-------|--|---------------|-------------------------|---------------------------|---------------------|------------------|------------------|
| I     | <b>BASICS OF COMMUNICATION</b><br>1. Nature and importance of communication<br>2. Process of Communication<br>3. Principles of communication<br>4. Barriers to effective communication<br>5. Strategies for effective communication  |               | <b>08 short answers</b> | <b>04 Short Answers</b>   | <b>4x5=20 Marks</b> |                  |                  |
| II    | <b>PRESENTATION SKILLS</b><br>1. Preparation of a good presentation<br>2. Verbal communication in presentation<br>3. Non-verbal communication in presentation<br>4. Visual aids/Materials in presentation<br>5. Analyzing audience and managing questions                      |               |                         |                           |                     | <b>06 Essays</b> | <b>03 Essays</b> |
| III   | <b>INTERVIEWS AND GROUP DISCUSSIONS</b><br>1. Interview and its types<br>2. Before, during and after an interview<br>3. Do's and Don'ts in an interview<br>4. Basic Interview questions<br>5. Structure and process of Group Discussions<br>6. Role functions, Do's and Don'ts |               |                         |                           |                     |                  |                  |
|       |  |               | <b>14</b>               | <b>07</b>                 | <b>50M</b>          |                  |                  |

PAPER CODE  
**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
 Department of English  
**CBCS I YEAR UG HONOURS DEGREE PROGRAM - 2023-2024**  
**SEMESTER II (Major I & Minor)**  
**Communication Skills**

**Time: 2 hours**

**Max. marks: 50**

**SECTION-A**

Answer any FOUR questions. Each question carries 5 marks.  
 4X5=20

1. Explain the types of communication.
2. What is verbal communication in presentation?
3. What are the things to do before, during and after an interview?
4. What are the elements in the process of communication?
5. What are the characteristics of a good presentation and a bad presentation?
6. What is an interview and its types?
7. What are the merits of a written communication?
8. Define visual aid and explain its use for presentations.

**SECTION-B**

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**Answer any Three questions. Each question carries 10 marks . 3X10=30**

9. What are the Principles of Communication?  
(OR)
10. What are the Dos and Don'ts in an interview?
11. Explain the Strategies for an Effective communication?  
(OR)
12. Explain Effective Communication and its barriers?
13. How do we communicate verbally and non-verbally during presentations?  
(OR)
14. Explain the role functions of an interview and mention the basic interview questions.

**PAPER CODE :LSC**  
**PITHAPUR RAJAH'S 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
- MiteshKhatri, Awaken the Leader in You, Mumbai: Jaico Publishing House,  
 2013
- Carnegie Dale, Become an Effective Leader, New Delhi: Amaryllis, 2012

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**DEPARTMENT OF ENGLISH**  
**SEMESTER - III**  
**Life Skill Course for B.A., B. Com & B. Sc, B.Sc (Voc) & B.Com. (Voc)**  
**Revised CBCS w.e.f 2020-2021**  
**Personality Enhancement & Leadership**

**PATTERN OF QUESTION PAPER**

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

**PAPER CODE :LSC  
PITHAPUR RAJAH'SGOVERNMENT 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: 2 hr**

**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?

**PITHAPUR RAJAH'S 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 a conventional Degree in Science/Arts/Commerce.

**Timeline :**

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

**Eligibility :**

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

**Duration of the Course and Credits :**

| S.no | Credits | Hours (60)              |                     |
|------|---------|-------------------------|---------------------|
|      |         | 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 in Oral Examination)

**Note :**

Students activities

Practice, Analysis, Reviews, Seminars, Assignments, Group Discussions, Case studies, Field Work, Surveys, Study Projects, Models and Watching videos are part of the

- 11 Curriculum for the Certificate Course. The Teacher shall identify appropriate activities for each.

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**

**CERTIFICATE COURSE IN ENGLISH FOR COMPETITIVE EXAMINATIONS**

**SYLLABUS**

|  |   |
|--|---|
| <b>Topics:</b>                             | ii. Types<br>iii. Use   |
| <b>1. Comprehension Passages</b>           | <b>7. Tense</b>   |
| a. Skimming                                | <b>8. Agreement</b>   |
| b. Scanning                                | <b>9. Speech</b>  |
| c. Summarizing                             | <b>10. Voice</b>  |
| <b>2. Correction of Sentences</b>          | <b>11. Idioms and Phrasal verbs</b>                             |
| <b>3. Parts of Speech</b>                  | <b>12. Analysis of Sentences (Simple, compound and Complex)</b> |
| i. Definition                              | <b>13. Scrambled Sentences</b>                                  |
| ii. Identification                         | <b>14. Vocabulary study</b>                                     |
| iii. Convention                            | a. One word Substitutes   |
| <b>4. Articles</b>                         | b. Words often confused   |
| i. Definition                              | <b>15. Essay Writing</b>  |
| ii. Types                                  | <b>16. Precis Writing</b>                                       |
| iii. Use                                   | <b>17. Expansion</b>  |
| <b>5. Prepositions</b>                     |   |
| i. Definition                              |   |
| ii. Types                                  |   |
| iii. Confusing pairs of prepositions       |   |
| iv. Prep. with Nouns, Verbs and Adjectives |   |
| <b>6. Conjunctions</b>                     |   |
| i. Definition                              |   |

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA  
DEPARTMENT OF ENGLISH  
CERTIFICATE COURSE IN ENGLISH FOR COMPETITIVE EXAMS  
MODEL QUESTION PAPER

Time: 2 hrs

Max. Marks: 50

**Answer the following questions.**

10x1= 10 Marks

**Directions (from Q. 1 to Q. 10)**

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

Once upon a time, there lived a herd of elephants at the bottom of the Majestic Himalayas. Their leader was a rare white elephant who was an extremely kind-hearted soul. He greatly loved his mother who had grown blind and **feeble** and could not look out for herself. Each day this white elephant would go deep into the forest in search of food. He would look for the best fruits to send to his mother through other elephants of the herd. But his mother never received any. This was because the other members of the herd would always eat them up themselves. Each night when he returned home, he would be surprised to hear that his mother had been starving all day. He was absolutely disgusted with his herd. Then one day, he decided to leave them all behind and **disappeared** in the middle of the night along with his dear mother. He took her to Mount Candorana to live in a cave beside a beautiful lake. It so happened that one day, when the white elephant was feeding, he heard loud cries.

A forester from Benares had lost his way in the forest and was absolutely terrified. The white elephant told him not to worry as he knew every inch of this forest and could take him to safety. He then lifted him onto his back and carried him to the **edge** of the forest from where the forester went on his merry way back to Benares. On reaching the city, he heard that the King's personal elephant had just died and the King was looking for a new elephant. His heralds were roaming the city, announcing that any man who had seen or heard of an elephant fit for a king should come forward with the information. The forester was very excited and immediately went up to the king and told him about the white elephant that he had seen on Mount Candorana. The king was quite pleased with the information and immediately dispatched a number of soldiers and elephant trainers along with the forester. After travelling for many days, the group reached the lake beside which the elephants resided. They slowly crept down to the edge of the lake and hid behind the bushes. The white elephant was collecting lotus shoots for his mother's meal and could sense the presence of humans. When he looked up, he **spotted** the forester and realized that it was he who had led the King's men to him. He was very upset at the ingratitude but decided not to put up a **struggle** as many of the men would be killed. And he was just too kind to hurt anyone. So, he decided to go along with



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

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

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

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

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

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

1. The king did not provide food to the elephant's mother.
2. All the elephants from the herd refused to collect food for the old mother elephant.
3. The elephant's mother could not feed herself.
4. The white elephant's mother would not accept food from anyone but her son.
5. None of these.

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

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

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

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

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

**6. DISAPPEARED**

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

**7. SPOTTED**

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

**8. STRUGGLE**

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

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

**9. FEEBLE**

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

**10. EDGE**

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

**II. Directions: Which of the phrases (1), (2), (3), and (4) given below each statement should replace the phrase printed in bold in the sentence to make it grammatically correct? If the sentence is correct as it is given and "No correction is required", mark (5) as the answer. 5x1=5 marks**

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

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

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

**She was travelled**

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

13. The opposition party has alleged that the prices of essential commodities are soaring like]

Never **before in the last** three decades

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

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

1. Are not in accordance

2. Is not in accordance
  3. Are not according
  4. Is not on accordance
  5. No correction required
15. The soldiers deployed in the town **were instructed to exercising** restraint and handle the situation peacefully
1. Was instructed to exercising
  2. Were instructed for exercise
  3. Were instructed to exercise
  4. Was instructing to exercising
  5. No correction required

**III. Each sentence below has a blank/s, each blank indicating that something has been omitted. Choose the word/s that best fit/s the meaning of the sentence as a whole**      **5x1=5 marks**

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

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

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

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

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

- |            |               |
|------------|---------------|
| 1. was a   | 4. being a    |
| 2. can the | 5. thought an |
| 3. is an   |               |

19. **Learn to \_\_\_\_\_ the situation before giving out your opinions on any issue**

- |                 |                      |
|-----------------|----------------------|
| 1. Assess       | 4. Has accessed      |
| 2. Access       | 5. None of the above |
| 3. Has assessed |                      |

20. **Either of the two persons who applied for the job \_\_\_\_\_ to be hired.**

- |              |                      |
|--------------|----------------------|
| 1. Is going  | 4. Has been going    |
| 2. Are going | 5. None of the above |
| 3. Was going |                      |

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

A professor was \_\_\_\_\_ (21) the Indian Independence Movement and the idea of non-violence conceived by Mahatma Gandhi. —Although others like Nelson Mandela followed this idea and \_\_\_\_\_ (22) the Nobel Prize for Peace, Mahatma Gandhi did not,|| she said. One student spoke up, — it is good that he didn't, since it was an

award started by Alfred Nobel who invented dynamite, which caused \_\_\_\_\_(23)!||  
 The professor disagreed –in fact, the world should be \_\_\_\_\_(24) to Nobel  
 because he invented dynamite. It was useful to build tunnels under mountains for  
 trains to pass. If we choose to use it for war it is not his fault. Furthermore, he  
 \_\_\_\_\_(25) all his wealth into instituting prizes for literature, physics, chemistry,  
 medicine, peace, etc. His logic was that anything which would benefit the human  
 race deserved recognition so that the person who had started it would have no  
 financial difficulties in achieving his goal.

21

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

22.

- |              |             |
|--------------|-------------|
| 1. awarded   | 4. win      |
| 2. given     | 5. received |
| 3. presented |             |

23.

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

24.

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

25.

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

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

**5x1=5 marks**

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

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

**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 | 4. Wanted, famous |
| 2. Become, credulity   | 5. Formed, fame   |
| 3. Became, renown      |                   |
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       | 4. Huge, in  |
| 2. Significant, above | 5. Major, on |
| 3. Important, about   |              |
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 | 4. Gate, notify |
| 2. Door, move       | 5. Foot, mark   |
| 3. Wall, fasten     |                 |

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 marks**

**1x5=5**

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.|| marks**

**1x5=5**

## **REGULAR CLASSROOM 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**





## ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION



### **Assessment methodology for Internships / On the Job Training / Apprenticeship under the revised CBCS (2020 – 21 onwards)**

#### **First internship (After 1<sup>st</sup> year examinations):Community Service Project**

To inculcate social responsibility and compassionate commitment among the students, the summer vacation in the intervening 1<sup>st</sup> and 2<sup>nd</sup> years of study shall be for Community Service Project.

#### **Learning outcomes:**

- To facilitate an understanding of the issues that confronts the vulnerable /marginalized sections of the society.
- To initiate team processes with the student groups for societal change.
- To provide students an opportunity to familiarize themselves with urban / rural community they live in.
- To enable students to engage in the development of the community.
- To plan activities based on the focused groups.
- To know the ways of transforming the society through systematic programme implementation.

#### **Assessment Model:**

There will be only internal evaluation for this internship. Each faculty member is to be assigned with 10 to 15 students depending upon availability of the faculty members. The faculty member will act as a faculty-mentor for the group and is in- charge for the learning activities of the students and also for the comprehensive and continuous assessment of the students.

The assessment is to be conducted for 100 marks. The number of credits assigned is 4. Later as per the present practice the marks are converted into grades and grade points to include finally in the SGPA and CGPA.

Each student is required to maintain an individual logbook, where he/she is supposed to record day to day activities. The project log is assessed on an individual basis, thus allowing for individual members within groups to be assessed this way. The

assessment will take into consideration the individual student's involvement in the assigned work.

While grading the student's performance, using the student's project log, the following should be taken into account -

- a. The individual student's effort and commitment.
- b. The originality and quality of the work produced by the individual student.
- c. The student's integration and co-operation with the work assigned.
- d. The completeness of the logbook.

The assessment for the **Community Service Project implementation** shall include the following components and based on the entries of Project Log and Project Report:

- a. Orientation to the community development
- b. Conducting a baseline assessment of development needs
- c. Number and Quality of Awareness Programmes organised on beneficiary programmes and improvement in quality of life, environment and social consciousness, motivation and leadership, personality development, etc.
- d. Number Quality and Duration of Intervention/service Programmes (Prevention or promotion programs that aim to promote behavioural change in defined community contexts to address social problems) organised.
- e. Followup Programmes suggested (Referral Services, Bringing Community Participation)
- f. Developing short and mid-term action plans in consultation with local leadership and local government officers.

The **Project Report** should contain

- a) Introduction, scope, objectives, and methodology
- b) Project specifications (area / background of the work assigned).
- c) Problems identified.
- d) Analyses of the problems
- e) Community awareness programmes conducted w.r.t the problems and their outcomes.
- f) Intervention/service programmes taken up
- g) Short-term and long term action plan for implementation
- h) Recommendations and conclusions.
- i) References

The **Project Presentation** is to be made by the student after he/she reports back to the College. The components for assessment are –

- a. assessing the involvement in the project
- b. presentation skills
- c. final outcome of the project as evinced by the student.

For Example: II MPC-EM

| S.No. | Name of the Student | Class Year & of Study | Register Number | Project Log | Project Implementation | Project Report | Presentation | Total |
|-------|---------------------|-----------------------|-----------------|-------------|------------------------|----------------|--------------|-------|
|       |                     |                       |                 | (20)        | (30)                   | (25)           | (25)         | (100) |
|       |                     |                       |                 |             |                        |                |              |       |
|       |                     |                       |                 |             |                        |                |              |       |
|       |                     |                       |                 |             |                        |                |              |       |
|       |                     |                       |                 |             |                        |                |              |       |
|       |                     |                       |                 |             |                        |                |              |       |
|       |                     |                       |                 |             |                        |                |              |       |

**Signature of Project Mentor**

**Signature of Nominated faculty**

**Signature of HOD/ In-Charge**



# ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION



**Assessment methodology for Internships / On the Job Training /Apprenticeship  
under the revised CBCS (2020 – 21 onwards)**

## **Second Internship (After 2<sup>nd</sup> year examinations): Apprenticeship / Internship / On the job training / In-house Project / Off-site Project**

To make the students employable, an Apprenticeship / Internship / On the job training / In-house Project / Off-site Project shall be undertaken by the students in the intervening summer vacation between the 2<sup>nd</sup> and 3<sup>rd</sup> years.

### Learning outcomes

- Explore career alternatives prior to graduation.
- Integrate theory and practice.
- Assess interests and abilities in their field of study.
- Learn to appreciate work and its function towards future .
- Develop work habits and attitudes necessary for job success.
- Develop communication, interpersonal and other critical skills in the future job.
- Build a record of work experience.
- Acquire employment contacts leading directly to a full-time job following graduation from college.
- Acquire additional skills required for world of work.

### Assessment Model

There will be only internal evaluation for this internship. Each faculty member is to be assigned with 10 to 15 students depending upon availability of the faculty members. The faculty member will act as a faculty-mentor for the group and is in-charge for the learning activities of the students and also for the comprehensive and continuous assessment of the students.

The assessment is to be conducted for 100 marks and the credits assigned are 4. Later as per the present practice the marks are converted into grades and grade points to include finally in the SGPA and CGPA.

The weightings shall be:

|                        |     |
|------------------------|-----|
| Project Log            | 20% |
| Project Implementation | 30% |

|                |      |
|----------------|------|
| Project report | 25%, |
| Presentation   | 25%  |

Each student is required to maintain an individual logbook, where he/she is supposed to record day to day activities. The project log is assessed on an individual basis, thus allowing for individual members within groups to be assessed this way. The assessment will take into consideration the individual student's involvement in the assigned work.

While grading the student's performance, using the student's project log, the following should be taken into account -

- a. The individual student's effort and commitment.
- b. The originality and quality of the work produced by the individual student.
- c. The student's integration and co-operation with the work assigned.
- d. The completeness of the logbook.

The assessment for Project Implementation during **second internship / Project Work / On the Job Training / Apprenticeship** shall include the following components and based on the entries of Project Log and Project Report:

- a. Involvement in the work assigned
- b. Regularity in the work assigned
- c. New knowledge acquired
- d. New skill acquired

The Project Report should contain

- a. Introduction.
- b. Project specifications (area / background of the work assigned).
- c. Problems taken up.
- d. Analysis of the problem.
- e. Recommendations and conclusions.

The Project Presentation is to be made by the student after he/she reports back to the College. The components for assessment are –

- a. assessing the involvement in the project
- b. presentation skills
- c. final outcome of the project as evinced by the student.

For Example: II MPC-EM

| S.No. | Name of the Student | Class & Year of Study | Register Number | Project Log | Project Implementation | Project Report | Presentation | Total |
|-------|---------------------|-----------------------|-----------------|-------------|------------------------|----------------|--------------|-------|
|       |                     |                       |                 | (20)        | (30)                   | (25)           | (25)         | (100) |
|       |                     |                       |                 |             |                        |                |              |       |
|       |                     |                       |                 |             |                        |                |              |       |
|       |                     |                       |                 |             |                        |                |              |       |
|       |                     |                       |                 |             |                        |                |              |       |
|       |                     |                       |                 |             |                        |                |              |       |
|       |                     |                       |                 |             |                        |                |              |       |

**Signature of  
Project Mentor**

**Signature of  
Nominated faculty**

**Signature of  
HOD/ In-Charge**



## ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION



### Assessment methodology for Internships / On the Job Training / Apprenticeship under the revised CBCS (2020 – 21 onwards)

#### Third internship/Apprenticeship (5<sup>th</sup>/6<sup>th</sup> Semester period):

During the entire 5<sup>th</sup> /6<sup>th</sup> Semester, the student shall undergo Apprenticeship / Internship / On the Job Training. This is to ensure that the students develop hands on technical skills which will be of great help in facing the world of work.

#### Learning outcomes

- Explore career alternatives prior to graduation.
- Integrate theory and practice.
- Assess interests and abilities in their field of study.
- Learn to appreciate work and its function towards future .
- Develop work habits and attitudes necessary for job success.
- Develop communication, interpersonal and other critical skills in the future job.
- Build a record of work experience.
- Acquire employment contacts leading directly to a full-time job following graduation from college.
- Acquire additional skills required for world of work.

#### Assessment model for the semester long apprenticeship / on the job training /internships during the V/VI Semester:

The assessment for the V / VI Semester long apprenticeship is for 200 marks and credits assigned are 12.

A monthly report is to be submitted to the teacher guide online within 15 days after the completion of the every month upto four months. The last two months of internship period shall be used for preparation of final project report simultaneously undergoing on the job training / internship / apprenticeship.

The assessment for this internship / on the job training will be both internal and external assessment. The internal assessment will be for 25% of marks which will be continuous and the assessment by the industry / enterprise / organization where the student does his/her internship will be indicated in grades. This assessment is to be conducted by a responsible person (General Manager / HR Manager / Head of the Division) in consultation with the supervisor under whom the internship was done.

The components of internal assessment during *this third internship / Project Work / On the Job Training / Apprenticeship* shall include the following components and based on the entries of Project Log and Project Report:

- a. Involvement in the work assigned
- b. Regularity in the work assigned
- c. New knowledge acquired
- d. New skill acquired

13 The Project Report should contain

- a. Introduction.

- b. Project specifications (area / background of the work assigned).
- c. Problems taken up.
- d. Analysis of the problem.
- e. Recommendations and conclusions.

The Project Presentation is to be made by the student after he/she reports back to the College. The components for assessment are –

- a. assessing the involvement in the project
- b. presentation skills
- c. final outcome of the project as evinced by the student.

There shall be a final evaluation committee comprising of Principal, Teacher Guide, Internal Expert and External Expert nominated by the affiliating University. The final evaluation committee shall consider the following for evaluation –

- A. Monthly Reports submitted by the student
- B. Final Project Report
- C. Grading given by the Company / Business unit / Enterprise where the student has undergone the training. The grades shall be converted into marks on the scale followed by the University.

To evaluate and award marks, the Committee conducts viva voce examination at the college.

Example:

|   |                   |
|---|-------------------|
| Name of the Student:  |                   |
| Class & Year of Study   |                   |
| Registered Number   |                   |
| <b>Internal Assessment Component</b>  | <b>Max. Marks</b> |
| 1. Project Log  | 10                |
| 2. Project Implementation   | 20                |
| 3. Project Report   | 10                |
| 4. Presentation   | 10                |
| <b>TOTAL</b>  | <b>50</b>         |
| <b>External Assessment Component</b>  | <b>Max. Marks</b> |
| Performance Assessment by the Evaluation Committee, converting the grades awarded by the industry, enterprise, etc. | <b>100</b>        |
| External Viva Voce  | <b>50</b>         |
| <b>GRAND TOTAL</b>  | <b>200</b>        |



