

**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 2024-2025**



The vision & mission of the college VISION, MISSION & OBJECTIVES FROM 2024-25

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 skills, problem-solving skills, social engagement and emotional skills.
2. To forge collaborations with industry, Government and third sector organizations
3. To promote intuition among students
4. To devise plans for rolling out socially conscious, culturally synchronizing and environmental friendly students.
5. To make students access to ICT infrastructure for enhanced quality higher education
6. To make students find innovative solutions to societal problems and adapt themselves.

Department Of English

Foreword.....

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

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 The Teacher centric lecture method has been replaced by student centric Communicative Language Teaching.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

Challenges before the English language teachers in India are enormous and apparent. Teachers should be able to cater to the practical needs of learners to make them competent enough to interact with one another and also to retrieve information all over the world. At present, the challenges visible before the English language teachers in India are diverse and it is necessary for them to shape up accordingly to meet the demands of the day to day life. By using conventional methods, maximum time will be consumed in exercises and drilling, dealing with grammar and pronunciation which takes away a large portion of class time. Therefore, teaching English is considered as a challenging task. Thus, to meet the present-day challenges in teaching English, first of all, English should not be treated as a subject as it is to be used actively in interacting with one another throughout the world.

The Department has fully utilized Autonomy and the vast experience accrued over three cycles of NAAC assessment to add or delete the syllabi to match the learner standards and market needs. 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: 30-04-2024

Department of English

DEPARTMENT OF ENGLISH

ACTION TAKEN REPORT – 2024-2025

The following action / measures were taken on the suggestions given by the Members of the BOS 2023-24

S.NO	SUGGESTIONS OF THE BOS MEMBERS	ACTION TAKEN BY THE DEPARTMENT
1.	To Include BOS Agenda, Resolutions in the BOS copy	Included the BOS Agenda, Resolutions in the BOS copy of the present year BOS as per the suggestion given by the BOS members.
2.	Course outcomes & Programme outcomes are to be in tune with the vision mission of the college.	The course outcomes & programme outcomes modified as per the college vision and mission and inserted in the BOS copy 2024-25.
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.

ISI No	CONTENT	PAGE NO
1.	Vision, Mission& Objectives of the College	
2.	Foreword	
3.	Action Taken report on The last BOS suggestions	
4.	Vision, Mission& Objectives of the Department	
5.	Proceedings of the Principal (circular)	
6.	Composition of BOS	
7.	Suggestion of BoS members	
8.	Approval of BoS Committee	
9.	Agenda with Discussions and Resolutions	
10.	Table showing members present with signatures & Approval	
11.	Plan of action 2023-24	
12.	Approval of plan of action	
13.	Internal Assessment pattern	
14.	Syllabus Modification Table	
15.	Department Proposed Activities	
16.	Table showing the list of new courses introduced in the present academic year	
17.	Credit Framework for entire programme	
18.	Course Objectives & Programme Specific Outcomes	
19.	Certificate courses	

20.	Table showing the list of courses offered in the programme with credits for theory courses	
21.	Detailed syllabus along with Course Objectives and Course Outcomes	
23.	List of Examiners and Paper Setters	
24.	Model Question paper designed in Bloom's Taxonomy along with blue print	
25.	UG – I Semester-General English -Syllabus ,Scheme,Model Paper	
26.	UG – II Semester - General English –Syllabus ,Scheme,Model Paper	
27.	UG – II Semester Special English Major -III -Syllabus,Scheme,Model Paper	
28.	UG – II Semester Special English Major –IV - Syllabus,Scheme,Model Paper	
29.	UG – III Semester Special English Major V -Syllabus,Scheme,Model Paper	
30.	UG -III Semester Special English Major - VI- Syllabus,Scheme,Model Paper	
31.	UG -III Semester Special English Major - VII- Syllabus,Scheme,Model Paper	
32.	UG -III Semester Special English Major - VIII- Syllabus,Scheme,Model Paper	
33.	UG -IV Semester Special English (Major IX) - Syllabus,Scheme,Model Paper	
34.	UG -IV Semester Special English –Major X - Syllabus,Scheme,Model Paper	
35.	UG -IV Semester Special English –Major XI - Syllabus,Scheme,Model Paper	
36.	UG -V Semester Special English Paper VI -Syllabus,Scheme,Model Paper	
37.	UG -V Semester Special English Paper VII -Syllabus,Scheme,Model Paper	
38.	UG – Semester II – Skill Development Course –Business Writing- Syllabus, Scheme, Model Paper	
39.	Certificate Course in English for Competitive Exams –Scheme, Syllabus, Model Paper	
40.	Regular Classroom Activities	
41.	Community Service Project Guidelines	
42.	Short Term Internship Project -Guidelines	
44.	Apprenticeship Project Guidelines	

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: 02.04.2024

SUB: P.R. Government College (A), Kakinada-U.G 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 U.G Boards of Studies for framing the syllabi in General English and Special English for all Semesters duly following the norms of the UGC Autonomous guidelines.

S. No	Name of the Person	Designation
1	Ch.Vennela	Chairman Lecturer In-charge, Department of English
2	Dr.S.Prasanthisree, Prof. AKNU, MSN P.G Centre, Kakinada.	University Nominee
3	Dr.P.Sanjotha	Subject Expert -I Lecturer in English, A.S.D Government Degree College for Women (A),Kakinada
4	Dr.Aseesh Babu Lecturer in English, GDC,Alamuru	Subject Expert - II Lecturer in English, GDC,Alamuru
5	Gummadi Sampath Kumar Gummadi Consultancy & A training for GRE, TOFEL, IELTS M.G.Road, Vijayawada.	Representative from Industry
6	Ms.A.Chandini	Representative from Alumni
7	Dr.M.Somaraju	Member
8	Dr.S.Srinivasarao	Member
9	Dr.U.Ramesh Babu	Member
10	Dr.N.Lakshmi	Member
11	Dr.Ch.Anuradha	Member
12	Sri.S.K.R.Raju	Member
13	Ms. R.S.Roja	Member
14	Sri.Ch.Veerababu	Member
15	Ms.V.Priscilla Jasmine	Student Member
16	Ms.V.Bhanu Priya	Student Member

The above members are requested to attend the BoS meeting on 30-04-2024 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.



B. V. J.

PRINCIPAL

PRINCIPAL

P. R. Government College(A), Kakinada

PITHAPUR RAJAH'S GOVERNMENT COLLEGE
(AUTONOMOUS) KAKINADA
BOARD OF STUDIES MEETING 2024-2025
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 30.04.2024.

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 30.04.2024

1. To consider and approve the syllabus prescribed for I, & II semester General English.
2. To consider and approve the syllabus introduced by APCCE for the forthcoming III and IV Semesters.
3. To consider and approve II, III & IV Semester English Literature syllabus as Major Papers together with the model papers designed by the Department for the academic year 2024-2025
4. To consider and approve the English Literature syllabus for V Semesters together with the model papers designed by the Department for the academic year 2024-2025.
5. To consider and approve the additions and deletions listed out under “**Additional Inputs Table**” provided for both the General English and the Special English for the academic year 2024-25.
6. To consider and approve the new assessment pattern in Continuous internal assessment which is shown in the table.
7. To consider and approve the Uniform Question paper pattern
8. To consider and approve the plan of action for the academic year 2024-2025.
9. To consider and approve the list of proposed activities for the academic year 2024-2025.
10. To consider and approve the syllabus and model paper for the new Certificate Course titled “**English for Competitive Examinations**” commenced from 2024-2025.
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 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.
15. To consider and approve the process of sending the students to apprenticeship either in V Semester or VI Semester as per the viability of the administration.

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (AUTONOMOUS)

BOARD OF STUDIES MEETING 2024-2025

DEPARTMENT OF ENGLISH

RESOLUTIONS TAKEN

The resolutions of the Board of Studies committee conducted on 30.04.2024 are as follows:

1. Considered and approved the syllabus prescribed for I, & II semester General English.
2. Considered and approved the syllabus introduced by APCCE for the forthcoming III and IV Semesters.
3. Considered and approved II, III & IV Semester English Literature syllabus as Major Papers together with the model papers designed by the Department for the academic year 2024-2025
4. Considered and approved the English Literature syllabus for V Semesters together with the model papers designed by the Department for the academic year 2024-2025.
5. Considered and approved the additions and deletions listed out under **“Additional Inputs Table”** provided for both the General English and the Special English for the academic year 2024-25.
6. Considered and approved the new assessment pattern in Continuous internal assessment which is shown in the table.
7. Considered and approved the Uniform Question paper pattern
8. Considered and approved the plan of action for the academic year 2024-2025.
9. Considered and approved the list of proposed activities for the academic year 2024-2025.
10. Considered and approved the syllabus and model paper for the new Certificate Course titled **“English for Competitive Examination “commenced from 2024-025.**
11. Considered and approved the inclusion of CSP evaluation, Internship Evaluation and Apprenticeship Evaluation
12. Considered and approved the Course Objectives and Programme Objective mapping.
13. Considered and approved delivering 25% syllabus online if need be via Google Meet as a Blended Teaching Method in view of the recommendations of the National Educational Policy.
14. Considered and approved the implementation of Pedagogy methods like Quiz, classroom seminar, Assignments or Case Study, Test, Puzzles, Viva and few more innovative methods in classroom Teaching As indicated in the curricular plans.
15. Considered and approved the process of sending the students to apprenticeship either in V Semester Or VI Semester as per the viability of the administration.

APPROVAL OF THE BOS COMMITTEE

APPROVAL OF THE BOS COMMITTEE: 2024-2025

S. No	Name of the Person	Designation	Signature
1	Ch. Vennela	Chairman Lecturer In-charge, Department of English	Ch. Venu
2	Dr.S.Prasanthisree, Prof. AKNU, MSN P.G Centre, Kakinada.	University Nominee	S. Prasanthis
3	Dr.P.Sanjatha	Subject Expert -I Lecturer in English, A.S.D Government Degree College for Women (A),Kakinada	Sanjatha
4	Dr.Aseesh Babu Lecturer in English, GDC,Alamuru	Subject Expert - II Lecturer in English, GDC,Alamuru	B. Aseesh Babu
5	Gummadi Sampath Kumar Gummadi Consultancy & A training for GRE, TOFEL, IELTS M.G.Road, Vijayawada.	Representative from Industry	Sampath Kumar
6	Ms.A.Chandini	Representative from Alumni	Allect
7	Dr.M.Somaraju	Member	
8	Dr.S.Srinivasarao	Member	Srinivas
9	Dr.U.Ramesh Babu	Member	U. Ramesh Babu
10	Dr.N.Lakshmi	Member	N. Lakshmi
11	Dr.Ch.Anuradha	Member	Ch. Anuradha
12	Sri.S.K.R.Raju	Member	S. K. R. Raju
13	Ms. R.S.Roja	Member	
14	Sri.Ch.Veerababu	Member	
15	Ms.V.Priscilla Jasmine	Student Member	
16	Ms.V.Bhanu Priya	Student Member	Bhanu priya

RITHAPUR RAJAH'S GOVERNMENT COLLEGE (AUTONOMOUS), KARNATAKA
KARNATAKA 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 Nominee/Subject Expert/Member of BOS)

Department Name: ENGLISH

Name of the BOS Member: Prof. S. PRASANTHI SREE, H.S.N. CAMPUS,
(University Nominee/Subject Expert/Industrialist/ Member) AKRU

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

1. Need to place more student-centric activities
2. One online certificate course may be introduced.
- 3.
4. May include curricular activities and job-oriented
5. Skills in Teaching and Learning Process,
Exercise may be introduced for internal Assessment
purpose.

The syllabus is approved with the above suggested modification

S. Prasanthi S.
Signature with Date

BOS Members are requested to fill the above details with necessary suggestions and send back to the H
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)

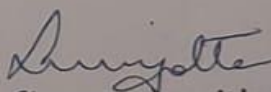
Department Name: ENGLISH

Name of the BOS Member: DY. P. SANJOTHA, H.O.D. - ENGLISH, A.S.D. COLLEGE FOR
(University Nomine/Subject Expert/Industrialist/Member) WOMEN KAKINADA

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

1. Suggested to add Competitive Exams Grammar in Gen. Eng I - Semester
2. Suggest to add short stories to improve speaking skills by
conducting story telling activities to the students.
3. Suggested a few topics to replace in Special English syllabus.
4. in all the Semesters.
- 5.

The syllabus is approved with the above suggested modification


Signature with Date 30/04/24

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)

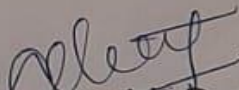
Department Name: ENGLISH

Name of the BOS Member : Dr B. ASEESH BABU, LECTURER IN ENGLISH,
(University Nomine/Subject Expert/Industrialist/ Member) GDC ALAMUKU

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

1. Suggested to add ~~Compete~~ Grammar related to Competitive
2. exams like cloze Test, Error Detection in Semester II
3. General English.
4. Suggested to include speaking activities
- 5.

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 department along with the syllabus

PLAN OF ACTION: 2024-2025

s.no	Activity Planned	Dates/Period	Objectives/Outcomes	Expenditure
1.	Constitution of English Literary Society	4th Week of July 2024	To enhance the interest of the student towards Literature and promote the freedom of expression and to create passion	6000
2.	English Poetical Recitation Competition	3rd Week of August 2024	To improve Rhythm, Phonemic awareness, Memorizing skills	5000
3.	National Level Online Short Story Writing Competition	2nd Week of September 2024	To promote writing skills and creativity in the students	5000
4.	Spell Bee competitions (Monthly once) every 2nd day of Month	Every 2nd Day of Month	To improve the spellings and Pronunciation	15000
5.	Book Review/ Discussion contest	last week of September	To improve the analytical skills and awareness on society	5000
6.	Elocution competitions	Once in every two months	To improve the speaking skills. It helps to overcome nervousness, stage fear.	5000
7.	Utilization of ELL	weekly one hour for each Section	To improve integrated skills - vocabulary, pronunciation, technical skills	7000
8.	Certificate course-1	One course per semester	To improve LSRW skills ad it improves Personality as Soft Skills are also included	5000
9.	Guest Lectures -	2 Guest Lectures per each semester	It enhances sharing of knowledge by Experts in the subject concerned	5000
10.	Workshop on creative writing paper (Hybrid mode)	Dec-24	To improve creative writing skills	20000
11.	National Seminar on English for Employability /Literature in English Classroom	Last week of September 2024	To provide comprehensive awareness on Employability Skills	80000
12.	MoUs - 3 (Target) 1 Government College (A), Rajahmundry 2.GDC Ramachandrapuram 3. Acharya Nagarjuna University, Department of English	2024	collaboration with institutions helps in information sharing	
13.	Consultancy in English proficiency & Communication skills (Gummady Consultancy in Vijayawada)	2024	To improve speaking skills	5000
14.	Conduct of English Literary Festival (shall	First week of January 2025	To create a platform for students to exhibit their talents	7000

	include painting, extempore, debate, literature, etc)			
15.	Research guides recognition - 2 target		To promote Research culture in the Department	5000
16.	Invited/ Guest Lectures -: 10 1. GL on Writing and editing for media/ films 2. Lecture by journalists on media writing & Editing 3. Lecture by novelist on novel writing	Feb-25	Interaction with eminent personalities helps the students in improving their knowledge	30000
17.	Seminar/ GL on IELTSs (Gumady Consultancy)	Mar-25	Helps in Language proficiency	10000
18.	Series lecture on any topic- Environmental protection/culture/ etc	2 per each semester	Collaboration with other Departments in the College helps in multidisciplinary approach towards Literature	Nil
19.	Securing Research projects: Target 2 from Govt/ college seed money - Dr.M.Soma Raju and Dr.S.Srinivasa Rao			200000
20.	Research publications - 5 (target)	2 Publications per Academic Year		20000
21.	Maintenance of college radio	Need to interact with 93.5 FM	Improves the speaking and organising the skills of the students	5000
22.	Constitution of Departmental Discussion forum with students and staff	on every 20th day of month	To deliberate on various issues like environment, literature, etc	
23.	Community Outreach programs:			
	1. Teaching grammar in Schools	1 activity per each semester	Teaching High School students about topics like Vocabulary helps them to improve their language and it reduces their fear	5000
	2. Certificate course in grammar for unemployees/ for candidates preparing for competitive examinations/ house makers	1 activity per each semester	To improve their knowledge in English and acquire the job skills	5000
24	Best Practices			
	1. Preparation of vocabulary note book on	Daily	Improves the Vocabulary of the students	Nil

	daily basis			
	2. News Paper Reading	Daily	Improves the speaking skills of the students	2500
25.	Faculty Development Program/ Capacity Building Program			
	1. For Department faculty (2-days)			
		Mar-25	Teacher is a continuous learner	30000
	2. Anchors development program in English			
		Once in a month		Nil
26.	English Language Day (Shakespeare Birthday celebration)	April 23, 2025		
27.	Rabindranath Tagore Birthday	May 7, 2025		5000
28.	National Grammar Day	March 4, 2025		5000

APPROVAL OF THE ACTION PLAN

APPROVAL OF THE ACTION PLAN : 2024-2025

S. No	Name of the Person	Designation	Signature
1	Ch. Vennela	Chairman Lecturer In-charge, Department of English	Ch. Vennela
2	Dr.S.Prasanthisree, Prof. AKNU, MSN P.G Centre, Kakinada.	University Nominee	S. Prasanthisree
3	Dr.P.Sanjotha	Subject Expert -I Lecturer in English, A.S.D Government Degree College for Women (A),Kakinada	P. Sanjatha
4	Dr.Aseesh Babu Lecturer in English, GDC,Alamuru	Subject Expert - II Lecturer in English, GDC,Alamuru	B. Aseesh Babu
5	Gummadi Sampath Kumar Gummadi Consultancy & A training for GRE, TOFEL, IELTS M.G.Road, Vijayawada.	Representative from Industry	Sampath Kumar
6	Ms.A.Chandini	Representative from Alumni	A. Chandini
7	Dr.M.Somaraju	Member	
8	Dr.S.Srinivasarao	Member	S. Srinivasarao
9	Dr.U.Ramesh Babu	Member	U. Ramesh Babu
10	Dr.N.Lakshmi	Member	N. Lakshmi
11	Dr.Ch.Anuradha	Member	Ch. Anuradha
12	Sri.S.K.R.Raju	Member	S. S. K. R. Raju
13	Ms. R.S.Roja	Member	
14	Sri.Ch.Veerababu	Member	
15	Ms.V.Priscilla Jasmine	Student Member	V. Priscilla
16	Ms.V.Bhanu Priya	Student Member	Bhama priya

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.N	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 (I 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

- 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 2024-2025**

s.no	Paper Title	Semester	Deletions	Additional Input/Modifications	Justification	Percentage of Change
1.	A Course in Communication and Soft Skills	General English Semester I	1.Concord 2.Barack Obama's Speech	1.Voice 2.Anton Chekov- The Lottery Ticket	Since Passive voice is used for all the Official Communication it is added. To improve the conversational skills Anton Chekov's The Lottery Ticket is introduced.	20%
2.	A Course in Reading and Writing Skills	General English Semester II	Collocations The Best Investment I Ever Made by A.J.Cronin	Idioms The Gift of the Magi by O.Henry	Idioms are included in the syllabus as they are given more priority in competitive exams.	20%
3.	An Introduction to English Literature (600-1500)	Special English Semester II Major III	Christopher Marlow's The Jew of Malta	Christopher Marlow's Dr.Faustus	Dr.Faustus is a popular work of Christopher Marlow which is frequently asked in NET and SET Exams.	20%
4.	An Introduction to Elizabethan Literature (1558-1603)	Special English Semester II Major IV	William Shakespeare's Hamlet	William Shakespeare's Macbeth	Macbeth offers insight into human nature and moral dilemma.	20%
5.	An Introduction to Jacobean Literature (1603-1625)	Special English Semester III Major V	John Webster's The White Devil	Ben Johnson Comedy of Humours	It is more relevant to the era as it exhibits the key characteristics.	20%
6.	An Introduction to Restoration Literature (1660-1689)	Special English Semester III Major VI	John Dryden Absalom and Achitophel	William Congreve The Way of the World	It is more relevant to the era as it exhibits the key characteristics of the Restoration period.	20%
7.	An Introduction to	Special English	Alexander Pope The	Thomas Gray Elegy Written in a	Elegy written in a country	20%

	Augustan Literature (1700-1750)	Semester III Major VII	Rape of the Lock	country churchyard	churchyard is relevant to all the sections of the society.	
8.	An Introduction to Romantic Literature (1798-1837)	Special English Semester IV Major VIII	S.T.Coleridge Biographia Literaria	William Wordsworth Nature and Function of Poetry	This work stimulates aesthetic approach in students.	20%
9.	An Introduction to Victorian Literature (1837-1900)	Special English Semester IV Major IX	Elizabeth Barrett Browning Patience taught by Nature	Christina Rossetti Blessed Damosel	It is more relevant to the era as it exhibits the key characteristics of the Victorian period.	20%
10.	An Introduction to Modern Literature (1900-1940)	Special English Semester IV Major X	D.H.Lawrence The Rainbow	E.M.Forster A Passage to India	A Passage to India focusses on the racial conflict and colonial attitude.	20%
11.	Glimpses of World Literature	Special English Semester IV Major X	Girish Karnad's Nagamandala	Girish Karnad's Hayavadana	Hayavadana is a popular work of Girish Karnad which is frequently asked in NET and SET Exams	20%

**PROPOSED ACTIVITIES BY THE DEPARTMENT OF
ENGLISH**

DEPARTMENT OF ENGLISH				
PROPOSED ACTIVITIES 2024-25				
S.n	Parameter	Unit of Time	Benchmarking (Number/ 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 (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 Programme s	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	1. In first week after commencement of semester 2. In sixth week after commencement of

			candidate	semester
				3. In Tenth week after commencement of semester 4. Its besides CIA, Student Assignments
14	Frequency of tests	At the end of every chapter		
15	Group Discussions, Quiz programs, etc	Monthly /faculty	1 GD 1 Quiz 1 Extracurricular activity 1 Career Guidance activity (sports/ c 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 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. 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.
23	Library usage by faculty members	Monthly	15 Hours	Each faculty member shall optimally utilize library resources, update knowledge through physical and N-LIST resources. Daily Utilization of e-content of N- LIST is recommended.
24	Student Grievance redressal	Weekly / whenever required	1	Each department shall evolve a mechanism for redressing grievances of students. It shall constitute a committee with atleast on woman faculty and two male and two female students each. It shall arrange a grievance box in the HoD room for dropping grievance related letters 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. The grievances shall be tabulated and addressed within 3 days.

				The grievances pertaining to college level shall be sent to the Principal.
25	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
26	Coaching for Employment./ Skill Development	Semester	1 course	In collaboration with JKC/ Centre for 21st 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
27	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

NEW COURSES INTRODUCED

s.no	Course Code	Title of the new Course	Semester	Programs in which it is introduced
1.		ENGLISH PRO- I	III	All UG Programs
2.		ENGLISH PRO -II	IV	All UG Programs
3.		An Introduction to Jacobean Literature (1603-1625)	III Major -V	B.A Special English Honours
4.		An Introduction to Restoration Literature (1660-1689)	III Major -VI	B.A Special English Honours
5.		An Introduction to Augustan Literature (1700-1750)	III Major -VII	B.A Special English Honours
6.		An Introduction to Romantic Literature (1798-1837)	III Major -VIII	B.A Special English Honours
7.		An Introduction to Victorian Literature (1837-1900)	IV Major -IX	B.A Special English Honours
8.		An Introduction to Modern Literature (1900-1940)	IV Major -X	B.A Special English Honours
9.		Glimpses of World Literature	IV Major -XI	B.A Special English Honours

**DEPARTMENT OF ENGLISH
ALLOCATION OF CREDITS**

s.no	Semester	Paper Code	Paper Title	Hrs Per Week	External	Internal	Credits
GENERAL ENGLISH							
1.	I		A Course in Communication and Soft Skills	4	50	50	3
2.	II		A Course in Reading and Writing Skills	4	50	50	3
3.	III		English Pro-I	3			3
4.	IV		English Pro -II	3			
SPECIAL ENGLISH							
5.	II		An Introduction to English Literature (600-1500)	4	50	50	4
6.	II		An Introduction to Elizabethan Literature (1558-1603)	4	50	50	4
7.	III		An Introduction to Jacobean Literature (1603-1625)	4	50	50	4
8.	III		An Introduction to Restoration Literature (1660-1689)	4	50	50	4
9.	III		An Introduction to Augustan Literature (1700-1750)	4	50	50	4
10.	III		An Introduction to Romantic Literature (1798-1837)	4	50	50	4
11.	IV		An Introduction to Victorian Literature (1837-1900)	4	50	50	4
12.	IV		An Introduction to Modern Literature (1900-1940)	4	50	50	4
13.	IV		Glimpses of World Literature	4	50	50	4
SPECIAL ENGLISH (2022-2023 Batch)							
14.	V		English Language Teaching	5	50	50	4
15.	V		Skills & Procedures of Translation (English & Telugu)	5	50	50	4
SKILL ENHANCEMENT COURSE							
16.	II		Business Writing	2	-	50	2

PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A), KAKINADA
DEPARTMENT OF ENGLISH – 2024-2025

Course Objectives and Outcomes
General English

Sl. No	Subject	Sem ester	Objectives	Outcomes
01.	General English	I	1. Ability to be comfortable with English in use while listening or speaking 2. Ability to use receptive skills through reading and listening to acquire good exposure to language and literature.	1. Students read and understand the text listening to the inputs given by the teacher in the classroom. 2. Students imbibe the rules of language unconsciously and tune to deducing language structure and usage
02.	General English	II	1. Ability to be comfortable with English in use while reading or listening. 2. Ability to use receptive skills through reading and listening to acquire good exposure to language and literature.	1. Students read and understand the text listening to the inputs given by the teacher in the classroom. 2. Students imbibe the rules of language unconsciously and tune to deducing language structure and usage
03.	English Pro-I	III	1. Ability to write and speak good English in all situations. Students should develop style in speech and writing and manipulate the tools of language for effective communication.	1. Students write paragraphs, essays and letters. Students decipher the mechanism of language and use it for success in competitive examinations and job related speaking and writing tasks.
04	English Pro -II	IV	Ability to improve communication skills and soft skills	To get employment in corporate and Public sector

Special English - Major

s. n o	Sub ject	Se me ste r	Objectives	Outcomes
1.	Fundamentals of Social Sciences	I	1. The student will be able to understand the nature, various approaches, organs of the state, social perspectives, and application of ICT.	<p>On successful completion of the course the student will be able to :</p> <ol style="list-style-type: none"> 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.
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.	<p>On successful completion of the course the student will be able to :</p> <ol style="list-style-type: none"> 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
3	An Introduction to English Literature (600-1500)	II	<ol style="list-style-type: none"> 1. Ability to grasp the basic concept of English Language and Literature, and different phases of their development. 2. Ability to understand the impact of the socio and economic conditions on Literature and the cosmopolitan vocabulary of English Language. 	<p>After going through the course the learner would be able to</p> <ul style="list-style-type: none"> • 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. <p>Students understand the influence of the ideologies of the times on Literature</p> <p>Students can critically appreciate the a work of Literature given the background of the age and the writer</p> <p>Students review literary texts though the lens of socio-cultural and political contexts of the times.</p> <p>Students compare and contrast languages in terms of systematic differences in terms of Phonology, Morphology, Syntax and Semantics</p> <p>Students comprehend the way mass media uses language to persuade, inform and entertain.</p>

4.	An Introduction to Elizabethan Literature (1558-1603)	II	<ol style="list-style-type: none"> 1. Ability to grasp the basic concepts of literature, various terms, phases of development of Language and literature 2. Ability to understand the literary terms and genres specific to the period of study. 	<p>After going through the course the learner would be able to</p> <ul style="list-style-type: none"> • 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. <p>Students will be able to review the literary texts through the lens of Socio-cultural and political contexts of the time.</p> <p>Students will be able to appreciate the style of the classics reflecting the works of the age.</p> <p>Students will be able to understand the spirit and ideologies of the time</p> <p>Students will be able to understand the technical aspects of drama as genre.</p> <p>Students will be able to understand the nuances of Poetry.</p>
5.	An Introduction to Jacobean Literature (1603-1625)	III	<p>After going through the course, the learner would be able to</p> <ol style="list-style-type: none"> 1. Learn the features of Jacobean literature. 2. Analyze the aspects of literary genres, forms and terms of the period. 3. Identify the characteristics of poetry, prose, drama and literary criticism. 4. Have a detailed understanding of the literary texts. 5. Understand the evolution of prose as a literary genre. 	<p>After going through the course, the learner will</p> <ol style="list-style-type: none"> 1. Learn the features of Jacobean literature. 2. Analyze the aspects of literary genres, forms and terms of the period. 3. Identify the characteristics of poetry, prose, drama and literary criticism. 4. Have a detailed understanding of the literary texts. 5. Understand the evolution of prose as a literary genre.

6.	An Introduction to Restoration Literature (1660-1689)	III	<p>After going through the course, the learner would be able to</p> <ol style="list-style-type: none"> 1. Learn the features of Restoration literature. 2. Recognize the aspects of literary genres, forms and terms of the period. 3. Distinguish the characteristics of poetry, prose, drama and literary criticism. 4. Have a detailed understanding of the literary texts. 	<p>After going through the course, the learner will</p> <ol style="list-style-type: none"> 1. Learn the features of Restoration literature. 2. Recognize the aspects of literary genres, forms and terms of the period. 3. Distinguish the characteristics of poetry, prose, drama and literary criticism. 4. Have a detailed understanding of the literary texts.
7.	An Introduction to Augustan Literature (1700-1750)	III	<p>After going through the course, the learner would be able to</p> <ol style="list-style-type: none"> 1. Learn the features of Augustan literature. 2. Understand the aspects of literary genres, forms and terms of the period. 3. Identify the characteristics of poetry, prose, drama and literary criticism. 4. Have a detailed understanding of the literary texts with the progression of age. 5. Critically appreciate the literary texts of the period. 	<p>After going through the course, the learner will</p> <ol style="list-style-type: none"> 1. Learn the features of Augustan literature. 2. Understand the aspects of literary genres, forms and terms of the period. 3. Identify the characteristics of poetry, prose, drama and literary criticism. 4. Have a detailed understanding of the literary texts with the progression of age. 5. Critically appreciate the literary texts of the period.
8.	An Introduction to Romantic Literature (1798-1837)	II I	<p>After going through the course, the learner would be able to</p> <ol style="list-style-type: none"> 1. Relate the features of Romantic period. 2. Understand the aspects of literary genres, forms and terms of the period. 3. Analyze the characteristics of poetry, prose, fiction and literary criticism. 4. Have a detailed understanding of the literary texts with the progression of age. 5. Critically appreciate the literary texts of the period. 	<p>After going through the course, the learner will</p> <ol style="list-style-type: none"> 1. Relate the features of Romantic period. 2. Understand the aspects of literary genres, forms and terms of the period. 3. Analyze the characteristics of poetry, prose, fiction and literary criticism. 4. Have a detailed understanding of the literary texts with the progression of age. 5. Critically appreciate the literary texts of the period.

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

10.	An Introduction to Modern Literature (1900-1940)	IV	<p>After going through the course, the learner would be able to</p> <ol style="list-style-type: none"> 1. Identify the features of Modern literature. 2. Understand the aspects of literary genres, forms and terms of the period. 3. Analyze the characteristics of poetry, drama, fiction and literary criticism. 4. Have a detailed understanding of the literary texts with the progression of age. 5. Critically appreciate the literary texts of the period. 	<p>After going through the course, the learner will</p> <ol style="list-style-type: none"> 1. Identify the features of Modern literature. 2. Understand the aspects of literary genres, forms and terms of the period. 3. Analyze the characteristics of poetry, drama, fiction and literary criticism. 4. Have a detailed understanding of the literary texts with the progression of age. 5. Critically appreciate the literary texts of the period.
-----	--	----	---	---

11.	Glimpses of World Literature	IV	<p>After going through the course, the learner would be able to</p> <ol style="list-style-type: none"> 1. Learn the salient features of world literatures. 2. Analyze the sense and sensibilities across the globe. 3. Understand the influence of various – isms on literary texts. 4. Interpret the meaning of a literary text by reading between the lines. 5. Identify cultural influences on Modern English literature. 	<p>After going through the course, the learner will</p> <ol style="list-style-type: none"> 1. Learn the salient features of world literatures. 2. Analyze the sense and sensibilities across the globe. 3. Understand the influence of various – isms on literary texts. 4. Interpret the meaning of a literary text by reading between the lines. 5. Identify cultural influences on Modern English literature.
-----	------------------------------	----	---	---

12.	English Language Teaching Skills	V	<p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the central principles of Teaching English 2. Acquire the skills of Teaching English 3. Demonstrate different classroom management techniques 4. Teach English in a systematic way 5. Make use of Technology for Teaching English 	<p>At the end of the course the student will:</p> <ol style="list-style-type: none"> 1. Understand the central principles of Teaching English 2. Acquire the skills of Teaching English 3. Demonstrate different classroom management techniques 4. Teach English in a systematic way 5. Make use of Technology for Teaching English
13.	Skills and Procedures of Translation (English & Telugu)	V	<p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the central issues of Translation 2. Use the methods of Translation 3. Translate from English to Telugu and Vice-versa 4. Translate Different Genres 5. Make use of Technology for Translation 	<p>At the end of the course the student will:</p> <ol style="list-style-type: none"> 1. Understand the central issues of Translation 2. Use the methods of Translation 3. Translate from English to Telugu and Vice-versa 4. Translate Different Genres 5. Make use of Technology for Translation

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A) KAKINADA
DEPARTMENT OF ENGLISH
Certificate Courses: 2024-2025

S No	Subject	Semester	Objectives	Outcomes
1.	Certificate Course in English for Competitive		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.

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A) KAKINADA
DEPARTMENT OF ENGLISH
LIST OF EXAMINERS AND PAPER SETTERS 2024-2025**

- | | | |
|-------------------------------|-----------------------------|---------------------------------------|
| 1. Dr.Pankaj Kumar | Lecturer in English, | GDC,Kaikaluru |
| 2. Dr. U.Ramesh Babu, | Lecturer in English, | GDC , Ravulapalem |
| 3. Sri. N.Srinivas | Lecturer in English, | Govt. College (A), Rajahmundry |
| 4. Smt.Ch.Naga Rani | Lecturer in English, | GDC,Kothapeta |
| 5. Dr.G.Rajasekhar, | Lecturer in English, | GDC,(M),Srikakulam |
| 6. Sri P.V.Krishna Rao | Lecturer in English | GDC Perumallapuram |
| 7. Dr.A. Rajeswari , | Lecturer in English, | Govt. College (A), Rajahmundry |
| 8. Dr. P.Sanjotha, | Lecturer in English, | ASD(W) College, Kakinada. |
| 9. Dr.N.Lakshmi, | Lecturer in English, | GDC, Ramachandrapuram |
| 10. Dr.Aseesh Babu | Lecturer in English, | GDC,Alamur |

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...?

Creation	
Useful Verbs	Sample Question Stems

Create	Can you design...to ...?
Invent	Can you see a possible solution to...?
Compose	If you had access to all resources how would you 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	

Evaluation	
Useful Verbs	Sample Question Stems

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

	PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA	Program & Semester			
Course Code	TITLE OF THE COURSE	Semester –I			
ENG 1001	A Course in Communication and Soft Skills	B.A.,B.Com.,B.Sc.,B.Sc (Voc),B.B.A			
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 b able to Listen, understand and project views in a convincing manner
CO2	Students should heighten their speaking skills and express themselves in an effective manner and address societal issues for the general good of the society.
CO3	Students should be able to access, retrieve and use information from books and authentic sources including internet applications to analyze grammar and produce error free sentences in speech and writing through the mastery of Grammar.
CO4	Students will increase their writing skills with no errors of spelling or punctuation and be able to present significant information clearly and concisely to interested groups.
CO5	They should be able to understand the importance of soft skills such as emotional intelligence, and interpersonal skills to adapt themselves to the ever emerging demands of work place and life.

PAPER CODE : ENG 1001
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
DEPARTMENT OF ENGLISH
General English for B.A., B.Com B. Sc & B.B.A SEMESTER – I
2024-2025
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. Articles
- j. Prepositions
- k. Tenses
- l. Question tags
- m. Voice

UNIT- IV: Speaking Skills

- n. Greetings & Introduction
- o. Asking and Giving Information
- p. The Lottery Ticket – Anton Chekov
- 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 (2nd Edition), Sanjay Kumar & PushpLata,
Oxford University Press, 2016.

Activities:

1. Make the students listen to news excerpts.
2. Watch Interviews and Speeches on YouTube.
3. 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
SEMESTER – I (2024-2025)
PATTERN OF QUESTION PAPER(Blue Print)

Section -I

Part – A

Answer any Three of the following questions.

3 X 5 = 15M

1. Long Answer Question 1
2. Long Answer Question 2
3. Long Answer Question 3
4. Long Answer Question 4
5. Long Answer Question 5
6. Long Answer Question 6

Part – B

Answer any Three of the following questions.

3 X 5 = 15M

7. Long Answer Question 7
8. Long Answer Question 8
9. Long Answer Question 9
10. Long Answer Question 10
11. Long Answer Question 11
12. Long Answer Question 12

Section II

Answer any Four of the following questions. Each question carries 5 marks. 4 X 5 = 20M

13. Grammar and Composition
14. Grammar and Composition
15. Grammar and Composition
16. Grammar and Composition
17. Grammar and Composition
18. Grammar and Composition
19. Grammar and Composition

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

SEMESTER – I (2024-2025)

Model Blue Print for the Question Paper Setter:

Unit Name	Essay Questions	Short Questions (Grammar)
UNIT I	Importance of Listening, Types of Listening, Barriers to Listening, Effective Listening (Section I Part A 1to 6)	-
UNIT II	Sounds of English, Intonation (Section I Part A 1to 6)	Stress/Syllable (Section II 13 to 19)
UNIT III	-	Voice, Articles, Tenses, Prepositions, Question Tags (Section II 13 to 19)
UNIT IV	Abdul Kalam's Interview "A Leader Should Know how to manage failure " Anton Chekov –The Lottery Ticket (Section I Part B Q.no : 7 to 12)	Greetings & Introduction, Asking & Giving Information, Agreeing & Disagreeing (Section II 13 to 19)
UNIT V	SWOC, Emotional Intelligence, Attitude, Netiquette Interpersonal Skills Section I Part B Q.no : 7 to 12)	--
Total No.of Questions	12	7

Paper Code: 1001
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A),
KAKINADA DEPARTMENT OF ENGLISH
General English for B.A., B.Com., B.Sc,
SEMESTER – I (2024-25)
A COURSE IN COMMUNICATION
AND SOFT SKILLS MODEL
QUESTION PAPER

Time: 2 Hrs.

Max. Marks: 50 M

Section -

I

PART – A

Answer any three of the following questions.

3 X 5 = 15M

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
5. What is Intonation? What are the various intentions that can be conveyed through Intonation?
6. Describe the vowel sounds of English Language. BT 2 CO2

PART - B

Answer any Three of the following questions

3 X 5 = 15M

7. What is SWOT Analysis? How is it useful to the students? BT1,CO 1
8. Examine the advantages of Positive thinking. BT 2,CO 2
9. What is Emotional Intelligence? Write about the Importance of Emotional Intelligence?
10. What are the Do's and Don'ts of Telephone Etiquette? BT 1, CO1
11. Summarize the story "The Lottery Ticket" by Anton Chekov.
12. What leadership qualities are necessary for India according to Kalam? BT1,CO1

Section II

Answer any four of the following questions. Each question carries 5 marks. 4 X 5 = 20M

13. 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.
- v. Our Examination------(start) at 9.00 A.M.

14. 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. -----poor are becoming poorer.
- iv. I have fixed ---appointment with the doctor.
- v. We had ----- mango tree in the garden.

15. Fill in the blanks with appropriate Prepositions BT2, CO2

- 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.
- v. Kavya did not fare well --- -(in/at) the examination.

16. Fill in the blanks with correct Question tag BT3, CO3

- 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)?
- v. The girl is playing the piano,------(aren't she/isn't she)?

17. Correct the following sentences as per the Voice.

- i. I read a book every day.
- ii. Principal will give the permission.
- iii. I am writing a story.

iv. He wrote a poem.

v. Post the letter.

18. Fill in the blanks with appropriate expressions given in brackets. BT 2, CO2
(Nice meeting you; a nice day; Good morning; This is, Bye)

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

Raghu : Good morning. Fine. ---2---?

May I have his introduction

Ravi : ---3---my cousin, Rahul.

Raghu : Hi, Rahul.

Glad to meet you.

Rahul : ---4-----

Ravi : Ok Sir. We have to go to Library.

Raghu : OK. Have5

Ravi : Take care Sir.-----

19. Identify the syllable and provide the division


1. Wonderful

2. Diversity

3. Corporation

4. Common

5. Administration

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

Course Objectives:

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

Course Outcomes:

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

CO1	Students will be able to understand the meanings of words, phrases and sentences in context
CO2	Student will be able to comprehend and interpret different types of texts
CO3	Students will be able to build up a repository of active vocabulary
CO4	Students will be able to narrate simple experiences and series of events
CO5	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 Gift of the Magi - O.Henry
- 2.TheNight Train at Deoli --- RuskinBond

Unit – II Poetry

- 3.Night of the Scorpion Nissim Ezekiel
- 4.Ode to Nightingale John Keats
- 5.Stopping by Woods on a Snowy Evening Robert Frost

Unit – III Non-Detailed Text

- 6.Florence Nightingale Abrar Mohsin
- 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. Idioms

Unit – V Professional Skills

1. Notices, Agendas and Minutes
2. Curriculum Vitae and Resume
3. Letters
4. E-Correspondence

References:

1. Communication Skills (2nd 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 (2nd Edition), Nick Bell.
5. English Vocabulary in Use: Upper Intermediate, Cambridge University Press.

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-POMapping:

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

	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	2	2	3	3	3	3	2	3	3	2
CO2	3	3	2	2	2	3	3	3	3	2	3	3
CO3	2	3	3	3	3	2	3	3	3	3	2	3
CO4	3	2	3	3	2	3	2	2	3	2	3	2
CO5	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
SEMESTER –II (2024-25)
A COURSE IN READING AND WRITING SKILLS
Pattern of Question Paper

Section -I

Part – A

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

3 X 5 = 15M

1. Long Answer Question 1
2. Long Answer Question 2
3. Long Answer Question 3
4. Long Answer Question 4
5. Long Answer Question 5

Part – B

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

3 X 5 = 15M

6. Long Answer Question 6
7. Long Answer Question 7
8. Long Answer Question 8
9. Long Answer Question 9
10. Long Answer Question 10

Section II

Answer any **FOUR** of the following questions. Each question carries 5 marks. 4 X 5 = 20M

11. Grammar and Composition
12. Grammar and Composition
13. Grammar and Composition
14. Grammar and Composition
15. Grammar and Composition
16. Grammar and Composition
17. Grammar and Composition
18. Grammar and Composition

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
A COURSE IN READING AND WRITING SKILLS

SEMESTER – II (2024-25)
BLUE PRINT FOR THE PAPER SETTER

	Long Answer	Short Answer
Unit I	Prose (Section I, Part A 1to3)	-
Unit II	Poetry (Section I, Part A 4to 5)	-
Unit III	Non-Detail (Section I, Part B 6to 10)	-
Unit IV	Skimming and Scanning, Expansion of Idea, Note-Making (Section I, Part B 6to 10)	Conversion of Words, One word substitutes, Idioms, Reading Comprehension (Section II, Q.no 11 to 14)
Unit V	-	E-correspondence, Letter Writing, Resume, Notice Writing (Section II, Q.no 15 to 18)

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:

SEMESTER –II 2024-25)

A Course in Reading & Writing Skills Model Question Paper

Time: 2 Hrs

Max. Marks: 50 M

Section -I

Answer any THREE of the following questions.

3 X 5 = 15M

PART – A

1. Analyze the story “The Gift of the Magi “ by O.Henry.
2. Describe the platform at Deoli.
3. Write the summary of the poem “Ode to Nightingale” by John Keats.
4. Explain the satire of the superstitions in Nissim Ezekiel’s “Night of the Scorpion”.
5. ‘The woods are lovely, dark and deep’- Analyze.

Answer any THREE of the following questions.

3 X 5 = 15M

PART - B

6. How does Abrar Mohsin depict the traits of Florence Nightingale?
7. Describe the climax of The Astrologers Day.
8. Expand the idea —Haste makes waste
9. Describe Skimming and Scanning
10. Explain the characteristics of Note Making.

Section II

Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M

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. My grandmother ----- (complain) to the police through an e-mail.
- v. Environmental ----- (pollute) has increased in the recent decade.

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
- e. Indian Government is of the people, by the people and for the people.

13. Match the following idioms

- a. To beat about the bush () 1. Insincere expression of grief
b. Crocodile Tears () 2. To speak plainly
c. Rains cats and dogs () 3. To avoid speaking directly
d. Long face () 4. Raining heavily
e. Call a spade a spade () 5. To look unhappy or serious

14.1 Read the passage and answer the Questions that follow.

Bees are special insects because they can fly! They can move through the air like an airplane with their wings. They use their wings to fly fast or slow. They can fly up and down to get to the flowers! Bees can have three colors. They can be yellow, red, and orange. Bees have three main parts. They have a head. They have a body. and a stinger which is used to defend against enemies.

They also have six legs which are used to stand, climb, eat and collect pollen. Bees live in Africa, Australia, Asia, Europe, North America, South America. The only continent that bees do not live on is Antarctica!

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

15. 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.

16. Write a letter to the Municipal Commissioner complaining about the bad drainage system in your town.

17. 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 **02nd November, 2012.**

18. As a Student President, write a Notice on Annual Day Celebrations in your college.

	PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA	Program & Semester –I			
Course Code	TITLE OF THE COURSE Fundamentals of Social Sciences	BA Special English			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	4

Course Objectives:

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

Course Outcomes:

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

**PAPER CODE:
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A),
KAKINADA I YEAR B.A., SPECIAL ENGLISH
SEMESTER – I
2024-2025**

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 Behavior

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

Unit - V – Essentials of Computer

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

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
CO1	3	3	2	2	2	3	3	3	3	2	3	3
CO2	2	3	3	2	2	2	3	3	3	3	2	3
CO3	3	2	3	3	3	3	2	3	3	3	3	2
CO4	3	3	2	3	3	2	3	2	2	3	2	3
CO5	3	2	2	2	2	2	3	2	3	2	3	2

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
I YEAR B.A., SPECIAL ENGLISH
SEMESTER – I (2024-2025) 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

	PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA	Program & Semester			
Course Code ENG	TITLE OF THE COURSE An Introduction to English Literature (600-1500)	Semester – II B.A- Special English MAJOR - III			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	4

Course Objectives:

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

Course Outcomes:

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

Paper Code: ENG
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English
I B A S P E C I A L E N G L I S H
SEMESTER –II, MAJOR –III

AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)

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: *Dr.Faustus*

UNIT-V

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

Reference:

1.Daiches, David. 1979. *A Critical History of English Literature*. Bombay: Allied

Publishers.Grierson, H.J.C. 2014.*A History of English Poetry*.CUP.

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

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

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

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

6.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-myself-captived-here%C3%B4%C3%A7%C3%B6>
4. https://en.m.wikipedia.org/wiki/The_Jew_of_Malta
5. https://en.m.wikipedia.org/wiki/An_Apology_for_Poetry

(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 :
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English
B.A Special English –
Semester II , MAJOR -III
AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)
2024-2025
Pattern of Question Paper

Time: 2 Hours

Max Marks: 50M

Section -I

Answer any THREE of the following questions. Must attempt at least one question from each part.

Each question carries 10 Marks.

3 X 10 = 30M

Part – A

1. Long Answer Question 1
2. Long Answer Question 2
3. Long Answer Question 3

Part - B

4. Long Answer Question 4
5. Long Answer Question 5
6. Long Answer Question 6

Section II

Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Short Answer Question 7
8. Short Answer Question 8
9. Short Answer Question 9
10. Short Answer Question 10
11. Short Answer Question 11
12. Short Answer Question 12
13. Short Answer Question 13

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English
B.A Special English
Semester II , MAJOR -III

AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)
2024-2025

Model Blue Print for the Question Paper Setter:

Unit Name	Essay Questions 10 Marks	Short Questions 5 Marks
UNIT I	2	1
UNIT II	1	2
UNIT III	1	1
UNIT IV	1	2
UNIT V	1	1
Total No. of Questions	6	7

PAPER CODE
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English
I B.A. SPECIAL (ENGLISH HONOURS) – 2024-2025
SEMESTER II : (Major III)
AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)

SECTION - I

I. Answer any THREE of the following questions. Student must attempt at least one question from each part. Each Question carries 10 Marks. 3 X10 =30 M

Part - A

1. What are the characteristics of Old English Period?
2. Differentiate between Morality play and Mystery Play with examples?
3. Explain the characteristics of Middle English Period.

PART -B


4. Summarize the Drama "Dr. Faustus" by Christopher Marlow.
5. Analyze the poem "Controlling the tongue" by Geoffrey Chaucer.
6. Illustrate the characteristic features of Poetry as explained by Philip Sidney in his "An Apology for Poetry".

Section -II

Answer any FOUR of the following. Each Question carries 5 Marks

4 X 5 = 20 M

7. Examine the characteristics of Renaissance Period.
8. Define Ballad with suitable examples
9. Analyze the poem Sonnet 73 by Shakespeare as a Byrd from Amoretti by Edmund Spenser.
10. Analyze the Plot and structure of the Drama "Dr. Faustus" by Christopher Marlow
11. Discuss the narrative style and structure of Sidney's "An Apology for Poetry"
12. Explain the characteristics of a Sonnet.
13. Sketch the character of Dr. Faustus.

	PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA	Program & Semester			
Course Code ENG	TITLE OF THE COURSE AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)	Semester – II Major -IV B.A- Special English			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	4

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 Shakespeare 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 Shakespeare's Dramas 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 16 th 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
I YEAR B.A., SPECIAL ENGLISH: 2024-2025
SEMESTER – II : MAJOR -IV
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: *Macbeth*

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-PO Mapping:

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO2	PSO 3
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: 2024-2025

B.A Special English

Semester II (MAJOR –IV)

AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)

Scheme of Question Paper

Time: 2 Hours

Max Marks: 50M

Section -I

Answer any THREE of the following questions. Must attempt at least one question from each part.

Each question carries 10 Marks.

3 X 10 = 30M

Part – A

1. Long Answer Question 1
2. Long Answer Question 2
3. Long Answer Question 3

Part – B

4. Long Answer Question 4
5. Long Answer Question 5
6. Long Answer Question 6

Section II

Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Short Answer Question 7
8. Short Answer Question 8
9. Short Answer Question 9
10. Short Answer Question 10
11. Short Answer Question 11
12. Short Answer Question 12
13. Short Answer Question 13

PAPER CODE –ENG
PITHAPUR RAJAH’S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
B.A Special English - Semester II (Major –IV)
AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)

Model Blue Print for the Question Paper Setter:

Unit Name	Essay Questions 10 Marks	Short Questions 5 Marks
UNIT I	2	2
UNIT II	1	1
UNIT III	1	1
UNIT IV	1	2
UNIT V	1	1
Total No.of Questions	6	7

PAPER CODE
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English
I B.A. SPECIAL (ENGLISH HONOURS) - 2024 -2025
SEMESTER II: (Major IV)
AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)

SECTION -I

Answer any **THREE** questions of the following questions. Student must attempt at least one question from each part. Each question carries 10 Marks. **3 X 10 = 30 M**

Part -A

1. Explain the characteristics of the Elizabethan age
2. Write about the major writers in Elizabethan age.
3. *Define the concept of Tragicomedy.*


Part -B

4. Summarize Shakespeare 's sonnet "Let me not to the marriage of true mind
5. Analyze the plot and structure of Shakespeare's Macbeth.
6. Attempt an estimate of Aristotle 's views on Plot and Characters

Section -II

Answer any **FOUR** of the following questions. Each question carries 5 marks **5 X 4 =20 M**

7. Highlight the themes of the Elizabethan age.
8. Describe the significance of Elizabethan Theatre.
9. Write Characteristics of Simile with examples
10. Mention any four ages mentioned in "All the world is a stage".
11. Sketch the character of Lady Macbeth.
12. Explain the conflict in the mind of Macbeth.
13. How does Aristotle define Tragedy.

	PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A),KAKINADA	Program & Semester			
Course Code ENG	TITLE OF THE COURSE AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625) Major - V	Semester –III B.A. HONS SPL ENG			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	4

Course Objectives:

After going through the course the learner would be able to

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

Course Outcomes:

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

PAPER CODE – ENG
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English
II YEAR B.A., SPECIAL ENGLISH
SEMESTER – III : 2024-2025
AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625)
MAJOR – V SYLLABUS

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

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

Unit- I (History of Jacobean Literature)

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

Unit- II (Poetry)

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

Unit- III (Prose)

1. Francis Bacon: Of Studies, Of Superstition

Unit- IV (Drama)

1. Ben Johnson : Everyman in his humour

Unit- V (Literary Criticism)

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

References:

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

Activities:

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

Web Links:

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

CO-PO Mapping:

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

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

PAPER CODE –ENG
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester III
MAJOR - V
AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625)
Scheme of Question Paper

Time: 2 Hours

Max Marks: 50M

Section -I

Answer any THREE of the following questions. Must attempt at least one question from each part. Each question carries 10 Marks. 3 X 10 = 30M

Part – A

1. Long Answer Question 1
2. Long Answer Question 2
3. Long Answer Question 3

Part - B

4. Long Answer Question 4
5. Long Answer Question 5
6. Long Answer Question 6

Section II

Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Short Answer Question 7
8. Short Answer Question 8
9. Short Answer Question 9
10. Short Answer Question 10
11. Short Answer Question 11
12. Short Answer Question 12
13. Short Answer Question 13

PAPER CODE –ENG
PITHAPUR RAJAH’S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester III
MAJOR - V
AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625)

Model Blue Print for the Question Paper Setter:

Unit Name	Essay Questions 10 Marks	Short Questions 5 Marks
UNIT I	2	2
UNIT II	1	1
UNIT III	1	1
UNIT IV	1	1
UNIT V	1	2
Total No.of Questions	6	7

PAPER CODE –ENG
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester III
MAJOR -V
AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625)

Time: 2 Hours

Max Marks: 50M

Section -I

Answer any THREE of the following questions. Student Must attempt at least one question from each part. Each question carries 10 Marks. 3 X 10 = 30M

Part – A

1. Identify the characteristic features of Jacobean Age
2. Examine the literary contribution of writers during the Jacobean age.
3. What is the paradox in *The Flea* by John Donne?


Part – B

4. Infer Bacon's philosophy from *of Studies* and *of Superstitions*.
5. Analyze the Drama *Everyman* in his humour by Ben Jonson.
6. Examine the theme of the poem "On Mr. Milton's Paradise" Lost by Andrew Marvel.

Section II

Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Explain the characteristic features of Revenge Tragedy.
8. Summarize the theme of Milton's *on His Blindness*.
9. Illustrate Blank Verse with examples.
10. Show why Bacon is called the Father of English Essay.
11. Discuss "Everyman in his humour" as a comedy of Humours
12. List out the merits of *Paradise Lost* as assessed by Andrew Marvell.
13. How do you consider Andrew Marvell as one of the best critics of Milton?

	PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A),KAKINADA	Program & Semester			
Course Code ENG.	TITLE OF THE COURSE AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689) Major - VI	B.A. SPECIAL ENGLISH HONS. Semester-III			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	4

Course Objectives:

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

Course Outcomes:

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

PAPER CODE –ENG
PITHAPUR RAJAH’S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester III
MAJOR - VI
AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689)
Syllabus

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

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

Unit- I

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

Unit- II - Poetry

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

Unit- III Prose

1. Joseph Addison: *Advice in Love*
2. Richard Steele: *The Club at the Trumpet*

Unit- IV - Drama

1. William Congreve : *The Way of the World*

Unit- V

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

References:

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

Activities:

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

Weblinks:

1. https://en.m.wikipedia.org/wiki/Jacobean_era
2. <https://www.poetryfoundation.org/poems/44688/to-his-coy-mistress>
3. <https://www.poetryfoundation.org/poems/43786/upon-the-disobedient-child>
4. <https://archive.org/download/cu31924013167428/cu31924013167428.pdf>
5. <http://civilizationis.com/smartboard/shop/steele/chap2.htm>

CO –PO MAPPING:

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

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

PAPER CODE –ENG
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester III
MAJOR - VI

AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689)
Pattern of Question paper

Time: 2 Hours

Max Marks: 50M

Section -I

Answer any THREE of the following questions. Must attempt at least one question from each part. Each question carries 10 Marks.

3 X 10 = 30M

Part – A

1. Long Answer Question 1
2. Long Answer Question 2
3. Long Answer Question 3

Part - B

4. Long Answer Question 4
5. Long Answer Question 5
6. Long Answer Question 6

Section II

Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Short Answer Question 7
8. Short Answer Question 8
9. Short Answer Question 9
10. Short Answer Question 10
11. Short Answer Question 11
12. Short Answer Question 12
13. Short Answer Question 13

PAPER CODE –ENG
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester III
MAJOR VI
AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689)

Model Blue Print for the Question Paper Setter:

Unit Name	Essay Questions 10 Marks	Short Questions 5 Marks
UNIT I	2	2
UNIT II	1	1
UNIT III	1	1
UNIT IV	1	2
UNIT V	1	1
Total No.of Questions	6	7

PAPER CODE –ENG
PITHAPUR RAJAH’S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester III
MAJOR - VI
AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689)
Question Paper

Time: 2 Hours

Max Marks: 50M

Section -I

Answer any THREE of the following questions. Student Must attempt at least one question from each part. Each question carries 10 Marks. 3 X 10 = 30M

Part – A

1. Illustrate the major features of the restoration comedy
2. Evaluate the Metaphysical features in To His Coy Mistress.
3. Explain the literary term Comedy of Manners with examples.


Part – B

4. Analyze Addison’s Advice in Love.
5. Summarize William Congreve’s The Way of the World “.
6. Examine the arguments for and against ancients and moderns in Essay of Dramatic Poesie

Section II

Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Write a note on the major writers of the Restoration Period.
8. Infer the role of satire in restoration era.
9. Analyze the poem “Upon the Disobedient Child” by John Bunyan.
10. Illustrate the theme of the essay “The Club at the Trumpet “by Richard Steele.
11. Sketch the character of Millamant.
12. Discuss the double standard of morality in “The Way of the World”.
13. Critically estimate the arguments of the four characters in Essay of Dramatic Poesie.

	PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A), KAKINADA	Program & Semester			
Course Code ENG	TITLE OF THE COURSE AN INTRODUCTION TO AUGUSTAN LITERATURE (1700-1750) Major – VII	Semester –III BA HONS SPL ENG			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	4

Course Objectives:

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

Course Outcomes:

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

PAPER CODE –ENG
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester III
MAJOR - VII
AN INTRODUCTION TO AUGUSTAN LITERATURE (1700-1750)
SYLLABUS

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

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

Unit- I

1. **History of Augustan Literature**

- a. Characteristics
- b. Major themes & writers

2. **Literary Genres**

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

Unit- II (Poetry)

1. Thomas Gray : Elegy written in the Country Churchyard

Unit- III (Prose)

1. Daniel Defoe: *Robinson Crusoe*

Unit- IV (Drama)

1. Oliver Goldsmith: *She Stoops to Conquer*

Unit- V (Literary Criticism)

1. Samuel Johnson: *Preface to Shakespeare*

References:

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

Activities:

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

Web Links:

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

CO-PO Mapping:

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

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

PAPER CODE –ENG
PITHAPUR RAJAH'SGOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester III
MAJOR - VII
AN INTRODUCTION TO AUGUSTAN LITERATURE (1700-1750)

Pattern of Question paper

Time: 2 Hours

Max Marks: 50M

Section -I

Answer any THREE of the following questions. Must attempt atleast one question from each part.

Each question carries 10 Marks.

3 X 10 = 30M

Part – A

1. Long Answer Question 1
2. Long Answer Question 2
3. Long Answer Question 3

Part - B

4. Long Answer Question 4
5. Long Answer Question 5
6. Long Answer Question 6

Section II

Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Short Answer Question 7
8. Short Answer Question 8
9. Short Answer Question 9
10. Short Answer Question 10
11. Short Answer Question 11
12. Short Answer Question 12
13. Short Answer Question 13

PAPER CODE –ENG
PITHAPUR RAJAH’S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester III
MAJOR - VII
AN INTRODUCTION TO AUGUSTAN LITERATURE (1700-1750)

Model Blue Print for the Question Paper Setter:

Unit Name	Essay Questions 10 Marks	Short Questions 5 Marks
UNIT I	2	2
UNIT II	1	1
UNIT III	1	1
UNIT IV	1	2
UNIT V	1	1
Total No.of Questions	6	7

PAPER CODE –ENG
PITHAPUR RAJAH’S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester III
MAJOR - VII
AN INTRODUCTION TO AUGUSTAN LITERATURE (1700-1750)
MODEL QUESTION PAPER

Time: 2 Hours

Max Marks: 50M

Section –I

Answer any three of the following questions. Must attempt at least one question from each part.

Each question carries 10 Marks.

3 X 10 = 30M

Part – A

1. Examine the chief characteristic features of the Augustan Period.
2. Discuss the contribution of writers during the Augustan Period.
3. Explain the main theme of the poem “Elegy written in a country churchyard “by Thomas Gray.


Part – B

4. Examine the themes in the novel “Robinson Crusoe “.
5. Summarize the Drama “She Stoops to Conquer “by Oliver Goldsmith.
6. Discuss the merits and demerits of Shakespeare according to Samuel Johnson’s “Preface to Shakespeare “.

Section II

Answer any four of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Distinguish between Biography and Autobiography.
8. Elucidate Thomas Gray’s attitude towards death in “Elegy written in a country churchyard”.
9. Sketch the character of Marlow in the Drama “She Stoops to Conquer “by Oliver Goldsmith.
10. Summarize the novel Robinson Crusoe by Daniel Defoe.
11. Discuss She Stoops to Conquer as Comedy of manners.
12. Explain Heroic Tragedy and Heroic Couplet with examples.
13. Defend Preface to Shakespeare as the first valid criticism of Shakespeare.

	PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A),KAKINADA	Program & Semester			
Course Code ENG	TITLE OF THE COURSE AN INTRODUCTION TO ROMANTIC LITERATURE (1798-1837) MAJOR -VIII	Semester –III B.A- SPL ENG HONS			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre- requisites:		3	1	-	4

Course Objectives:

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

Course Outcomes:

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

PAPER CODE –ENG
PITHAPUR RAJAH’S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English
Semester III, MAJOR -VIII
AN INTRODUCTION TO ROMANTIC LITERATURE
SYLLABUS

Objectives & Outcomes:

After going through the course the learner would be able to

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

Unit I : History of Romantic Literature – Characteristics, Major Themes & Writers

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

Unit- II - Poetry

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

Unit- III - Fiction

1. Jane Austen: Pride and Prejudice

Unit- IV - Prose

1. Charles Lamb: Dream Children: A Reverie

Unit- V Literary Criticism

1. William Wordsworth : Nature and Function of Poetry

References:

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

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

Activities:

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

Web Links:

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

CO-PO Mapping:

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

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

PAPER CODE –ENG
PITHAPUR RAJAH’S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester III
MAJOR - VIII
AN INTRODUCTION TO ROMANTIC LITERATURE

Pattern of Question paper

Time: 2 Hours

Max Marks: 50M

Section -I

Answer any THREE of the following questions. Must attempt at least one question from each part. Each question carries 10 Marks.

3 X 10 = 30M

Part – A

1. Long Answer Question 1
2. Long Answer Question 2
3. Long Answer Question 3

Part - B

4. Long Answer Question 4
5. Long Answer Question 5
6. Long Answer Question 6

Section II

Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Short Answer Question 7
8. Short Answer Question 8
9. Short Answer Question 9
10. Short Answer Question 10
11. Short Answer Question 11
12. Short Answer Question 12
13. Short Answer Question 13

PAPER CODE –ENG
PITHAPUR RAJAH’S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester III
MAJOR - VIII
AN INTRODUCTION TO ROMANTIC LITERATURE

Model Blue Print for the Question Paper Setter:

Unit Name	Essay Questions 10 Marks	Short Questions 5 Marks
UNIT I	2	2
UNIT II	1	1
UNIT III	1	2
UNIT IV	1	1
UNIT V	1	1
Total No.of Questions	6	7

PAPER CODE –ENG
PITHAPUR RAJAH’S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester III
MAJOR - VIII
AN INTRODUCTION TO ROMANTIC LITERATURE
MODEL QUESTION PAPER

Time: 2 Hours

Max Marks: 50M

Section -I

Answer any THREE of the following questions. Must attempt at least one question from each part. Each question carries 10 Marks.

3 X 10 = 30M

Part – A

1. Examine the characteristic features of the Romantic period.
2. Mention the features of an ode.
3. Interpret *The Solitary Reaper* as ‘Emotions recollected in tranquility.’


Part - B

4. Summarize the novel “Pride and Prejudice” by Jane Austen.
5. Critically estimate the contribution of Charles Lamb to personal essay.
6. Examine the theme in Wordsworth’s Nature and Function of Poetry.

Section II

Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Write a note on the major poets of Romantic Age.
8. Explain Point of View with examples.
9. What does Grecian Urn symbolize in “*Ode on a Grecian Urn*”.
10. Sketch the character of Darcy in *Pride and Prejudice*.
11. Explore the dream world as portrayed in *Dream Children*.
12. Evaluate the nature and function of Poetry according to William Wordsworth.
13. Analyze the status of women as depicted in *Pride and Prejudice*.

	PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A),KAKINADA	Program & Semester			
Course Code ENG	TITLE OF THE COURSE AN INTRODUCTION TO VICTORIAN LITERATURE (1837-1900) (Major IX)	Semester –IV B.A. SPL ENG HONS			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	4

Objectives

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

Course Outcomes:

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

PAPER CODE –ENG
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester IV
MAJOR – IX
AN INTRODUCTION TO VICTORIAN LITERATURE SYLLABUS

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

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

Unit- I - History of Victorian Literature

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

Unit- II – Poetry

1. Robert Browning: My Last Duchess
2. Christina Rossetti: Blessed Damosel

Unit- III – Drama

1. Oscar Wilde: The Importance of Being Earnest

Unit- IV – Fiction

1. Charles Dickens: David Copperfield

Unit- V - Literary Criticism

1. Mathew Arnold: Function of Criticism, Touchstone Method

References:

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

Activities:

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

Weblinks :

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

CO-PO Mapping:

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

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

PAPER CODE –ENG
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester IV
MAJOR - IX
AN INTRODUCTION TO VICTORIAN LITERATURE
Pattern of Question paper

Time: 2 Hours

Max Marks: 50M

Section -I

Answer any THREE of the following questions. Must attempt atleast one question from each part.

Each question carries 10 Marks.

3 X 10 = 30M

Part – A

1. Long Answer Question 1
2. Long Answer Question 2
3. Long Answer Question 3

Part - B

4. Long Answer Question 4
5. Long Answer Question 5
6. Long Answer Question 6

Section II

Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Short Answer Question 7
8. Short Answer Question 8
9. Short Answer Question 9
10. Short Answer Question 10
11. Short Answer Question 11
12. Short Answer Question 12
13. Short Answer Question 13

PAPER CODE –ENG
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester IV
MAJOR - IX
AN INTRODUCTION TO VICTORIAN LITERATURE

Model Blue Print for the Question Paper Setter:

Unit Name	Essay Questions 10 Marks	Short Questions 5 Marks
UNIT I	2	2
UNIT II	1	1
UNIT III	1	1
UNIT IV	1	2
UNIT V	1	1
Total No.of Questions	6	7

PAPER CODE –ENG
PITHAPUR RAJAH’S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester IV
MAJOR - IX
AN INTRODUCTION TO VICTORIAN LITERATURE
MODEL QUESTION PAPER

Time: 2 Hours

Max Marks: 50M

Section -I

Answer any THREE of the following questions. Must attempt at least one question from each part. Each question carries 10 Marks.

3 X 10 = 30M

Part – A

1. Identify the characteristic features of the Victorian Literature.
2. Distinguish between Historical, Sentimental and Regional Novels with examples
3. Analyze the poem *My Last Duchess* by Robert Browning


Part - B

4. Examine the characters of Cecily and Gwendolen in terms of Victorian morality.
5. Analyze the plot and structure of *David Copperfield*.
6. Examine any three functions of the critic in Mathew Arnold’s *The Function of Criticism at the Present Time*.

Section II

Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Explain Flat character and Round Character.
8. Explain the characteristic features of a Gothic Novel.
9. How does “The Blessed Damosel” exemplify Pre-Raphaelite poetry.
10. Explain the necessity of Jack Worthing to establish two different identities.
11. Compare and contrast the characters of Dora and Agnes in *David Copperfield*.
12. Justify Mathew Arnold as a Victorian critic.
13. Evaluate *David Copperfield* as Bildungsroman Novel.

	PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A),KAKINADA	Program & Semester Semester –IV			
	Course Code ENG	TITLE OF THE COURSE AN INTRODUCTION TO MODERN LITERATURE (1900-1940) (Major – X)	B.A- SPL ENG HONS		
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	4

Course Objectives:

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

Course Outcomes:

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

PAPER CODE –ENG
PITHAPUR RAJAH’S GOVERNMENT COLLEGE (A),
KAKINADA

Department of English: 2024-2025
II B.A Special English - Semester IV
MAJOR - X

AN INTRODUCTION TO MODERN LITERATURE (1900-1940)
SYLLABUS

Objectives & Outcomes:

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

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

Unit- I -History of Modern Literature

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

Unit- II - Poetry

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

Unit- III - Drama

1. Samuel Beckett: Waiting for Godot

Unit- IV Fiction

1. E.M. Forster: A Passage to India

Unit- V - Literary Criticism

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

References:

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

Activities:

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

Weblinks :

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

CO-PO MAPPING :

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

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

PAPER CODE –ENG
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester IV
MAJOR - X

AN INTRODUCTION TO MODERN LITERATURE (1900-1940)
Pattern of Question paper

Time: 2 Hours

Max Marks: 50M

Section -I

Answer any THREE of the following questions. Must attempt at least one question from each part. Each question carries 10 Marks.

3 X 10 = 30M

Part – A

1. Long Answer Question 1
2. Long Answer Question 2
3. Long Answer Question 3

Part - B

4. Long Answer Question 4
5. Long Answer Question 5
6. Long Answer Question 6

Section II

Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Short Answer Question 7
8. Short Answer Question 8
9. Short Answer Question 9
10. Short Answer Question 10
11. Short Answer Question 11
12. Short Answer Question 12
13. Short Answer Question 13

PAPER CODE –ENG
PITHAPUR RAJAH’S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester IV
MAJOR - X

AN INTRODUCTION TO MODERN LITERATURE (1900-1940)

Model Blue Print for the Question Paper Setter:

Unit Name	Essay Questions 10 Marks	Short Questions 5 Marks
UNIT I	1	1
UNIT II	2	1
UNIT III	1	2
UNIT IV	1	2
UNIT V	1	1
Total No.of Questions	6	7

PAPER CODE –ENG
PITHAPUR RAJAH’S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester IV
MAJOR - X
AN INTRODUCTION TO MODERN LITERATURE (1900-1940)

Time: 2 Hours

Max Marks: 50M

Section -I

Answer any THREE of the following questions. Must attempt at least one question from each part. Each question carries 10 Marks. 3 X 10 = 30M

Part – A

1. Point out the characteristic features of the Modern Literature.
2. Critically analyze the poem “Sailing to Byzantium” by W.B. Yeats.
3. Examine life, death and dichotomy in T.S. Eliot’s “Journey of the Magi”.


Part – B

4. Examine Samuel Beckett’s “Waiting for Godot” as an Absurd Drama.
5. How does “A Passage to India” examine the cultural hypocrisies of the British in India.
6. Bring out the significance of Tradition and Individual Talent in modern criticism.

Section II

Answer any four of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Compare and contrast Realism and Surrealism citing examples from two authors.
8. Elaborate the theme of decay in “Sailing to Byzantium”.
9. Discuss the significance of the title of the play “Waiting for Godot”.
10. Sketch the character of Vladimir.
11. How does “A Passage to India” examine the racial misunderstanding?
12. Examine the character of Dr. Aziz in “A Passage to India”.
13. Discuss T.S. Eliot’s “impersonal theory” of Poetry in Tradition and the Individual Talent.

	PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A), KAKINADA	Program & Semester			
Course Code ENG	TITLE OF THE COURSE GLIMPSES OF WORLD LITERATURE (Major XI)	Semester –IV B.A- SPL ENG HONS			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	4

Course Objectives

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

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

PAPER CODE –ENG
PITHAPUR RAJAH’S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester IV
MAJOR - XI
GLIMPSES OF WORLD LITERATURE
SYLLABUS

Objectives & Outcomes:

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

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

Unit- I Poetry

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

Unit- II: Drama

1. Girish Karnad: *Hayavadana*

Unit- III: Fiction

1. Fyodor Dostoevsky: *Crime and Punishment*

Unit-IV Short Story

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

Unit- V Literary Criticism

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

References:

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

Activities:

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

Weblinks :

1. https://en.m.wikipedia.org/wiki/Tradition_and_the_Individual_Talent
2. <https://www.poetryfoundation.org/poems/48989/caged-bird>
3. <https://en.m.wikipedia.org/wiki/Hayavadana>
4. https://en.m.wikipedia.org/wiki/Crime_and_Punishment
5. https://en.m.wikipedia.org/wiki/The_Last_Leaf
6. <https://shortstoryproject.com/stories/i-stand-here-ironing/>

CO – PO MAPPING :

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

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

PAPER CODE –ENG
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester IV
MAJOR - XI
GLIMPSES OF WORLD LITERATURE
Pattern of Question paper

Time: 2 Hours

Max Marks: 50M

Section -I

Answer any three of the following questions. Must attempt at least one question from each part.

Each question carries 10 Marks.

3 X 10 = 30M

Part – A

1. Long Answer Question 1
2. Long Answer Question 2
3. Long Answer Question 3

Part - B

4. Long Answer Question 4
5. Long Answer Question 5
6. Long Answer Question 6

Section II

Answer any four of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Short Answer Question 7
8. Short Answer Question 8
9. Short Answer Question 9
10. Short Answer Question 10
11. Short Answer Question 11
12. Short Answer Question 12
13. Short Answer Question 13

PAPER CODE –ENG
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester IV
MAJOR - XI
GLIMPSES OF WORLD LITERATURE

Model Blue Print for the Question Paper Setter:

Unit Name	Essay Questions 10 Marks	Short Questions 5 Marks
UNIT I	1	2
UNIT II	1	1
UNIT III	1	1
UNIT IV	2	2
UNIT V	1	1
Total No.of Questions	6	7

PAPER CODE –ENG
PITHAPUR RAJAH’S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
II B.A Special English - Semester IV
MAJOR - XI
GLIMPSES OF WORLD LITERATURE

SECTION – I

Answer any THREE of the following questions. Must attempt at least one question from each Part. Each question carries 10 Marks. 3 x 10 = 30 M

PART – A

1. Summarize the Poem “Once upon a time “by Gabriel Okara.
2. Comment on the theme of identity in the Drama “Hayavadana”.
3. Justify the title “Crime and Punishment “written by Fyodor Dostoevsky.


PART –B

4. Analyze the short story “I stand here Ironing “ by Tillie Oslen.
5. Examine the friendship between Sue and Johnsy in “The Last Leaf “.
6. Bring out the main idea of the extract “Four Kinds of meaning “ by I.A.Richards.

SECTION - II

Answer any FOUR of the following questions. Each question carries 5 Marks. 4X5=20 M

7. Analyze the racist criticism in the poem “The Caged Bird” by Maya Angelou
8. Contrast between past simplicities and present unreality in Once Upon a Time by Gabriel Okara.
9. Sketch the Character of Padmini.
10. Examine the character of Raskolnikov in Crime and Punishment.
11. How is stream of consciousness technique used in I Stand Here Ironing written by Tillie Oslen.
12. Illustrate the main idea of “The Last Leaf “by O.Henry.
13. Write a note on the concept of four kinds of meaning according to I.A.Richards.

	P.R. Government College (Autonomous) Kakinada	Program Semester Semester –V/VI III B.A., Special English			
Course Code 6A 5109	Title of the course English Language Teaching Skills				
Teaching	Pair-1: Course 6-A ENGLISH LANGUAGE TEACHING SKILLS	L	T	P	C
Pre-requisites:	No. of Hours: 75 (05 per Week) Credits: 04	4	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	Comprehend the concepts in language teaching. Understand the central principles of Teaching English . To help students to acquire practical command of English.
CO2	Understand the important psychological principles behind second language acquisition.
CO3	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	plan lessons effectively . To develop a set of core vocabulary and expressions for use in simple conversation.
CO5	It brings students to wide-open exposure to the concept of language teaching and it's different methods, language skills, skill wise pattern practice, language lab and the technological aids, techniques of language testing etc.

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)

Domain Subject: SPECIAL ENGLISH

Semester-V/VI (For 2022-23 admitted batch students)

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

UNIT- II Teaching English

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&sellLanguage=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
Semester Syllabus (W.e.f 2020 - 2021.) Pair-1: Course 6-A Paper Code: 5109
 Semester-V/VI (For 2022-23 admitted batch students)
ENGLISH LANGUAGE TEACHING SKILLS
Pattern of Question paper

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	Unit-I 1. Concepts in Teaching English as a Second Language 2. Different Methods and Levels of Teaching English	15 Hrs.	10 questions for 5 marks 5 questions for 10 marks	6 questions to be answer 2 questions to be answered	6x5=30 Marks 2x10 = 20 Marks
II	UNIT- II 1. Contextualization of Grammar Teaching 2. Teaching Writing Skills.	15 Hrs.			
III	UNIT – III Teaching English Literature (Prose, Poetry, Fiction and Drama) 1. Lesson Planning & Materials	15 Hrs.			
IV	Unit IV Classroom Management Techniques 1. Assessment & Evaluation	15 Hrs.			
V	Unit – V Teaching English for Employment 1. ICT-Based English Language Teaching	15 Hrs.			
		75 Hrs.	15	08	50M

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Semester-V/VI- Paper VI SPECIAL ENGLISH
ENGLISH LANGUAGE TEACHING SKILLS
Semester-V/VI (For 2022-23 admitted batch students)
Model Question Paper
Pair-1: Course 6-A Paper Code: 5109

Max Marks: 50

Max. Time: 2 Hrs

SECTION - A (Total: 6X 5= 30 Marks)


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

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

SECTION - B (Total: 2X10 = 20 Marks)

(Answer any TWO questions. Each answer carries 10 marks)

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

	P.R. Government College (Autonomous) Kakinada		Program & Semester Semester –V/VI III B.A., Special English			
Course Code 7A 5130	Title of the course Skills and Procedures of Translation					
Teaching			L	T	P	C
Pre-requisites:	No. of Hours: 75 (05 per Week)	Credits: 04	4	1	-	4

Objectives

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

Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Students will explain the meaning of translation. Define translation and describe its different dimensions. Students will understand the skills required to become a professional translator and what is meant by translation competence.
CO2	Student will Describe the nature of translation and the intricacies involved in the process of translation. Student will have an awareness of what it means to be a professional translator.
CO3	Student will elucidate the scope of translation in the Indian multi-linguistic and multicultural context. Undertake an independent research activity.
CO4	Discuss the opportunities available in the field of translation and interpretation. evaluate personal language skills.
CO5	It brings students to wide-open exposure to the concept of language teaching and it's different methods, language skills, skill wise pattern practice, language lab and the technological aids, techniques of language testing etc.

Course 7-A 5130
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
III B.A Special English - Paper 7A
SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH & TELUGU VISE VERSA)
(Implemented from the Academic Year 2020-2021)
Semester-V/VI (For 2022-23 admitted Batch students)

No. of Hours: 75 (05 per Week)

Credits: 04

Max. Marks: 50

UNIT - I

i. Types of Translation & Tools:

(Interlingual, Intralingual and Inters miotic Translation & Types of Dictionaries, Thesaurus, Encyclopedia)

ii. Central Issues in Translation: A Multi-Cultural Interaction (Language, Culture, Equivalence, Loss and Gain in Translation)

UNIT- II

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

UNIT - III

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

UNIT -IV

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

UNIT - V

1. Technical Translation
2. Translation and Technology

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA

Special English - Paper VII

V/VI Semester Syllabus (W.e.f 2020 - 2021.)

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

Semester-V/VI (For 2022-23 admitted Batch students)

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

PAPER CODE: 5130
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
B.A Special English Semester-V/VI , Paper-7- A
Semester-V/VI (For 2022-23 admitted Batch students)
SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH&TELUGU)
Model Question Paper

Max Time: 2 Hrs


Max Marks: 50

SECTION – A

- I. Answer any **TWO** questions. **2X 10 = 20 Marks**
1. Write an essay on various types of translation. BT-1 , CO-1
 2. Illustrate the major problems of translation. . BT-3 , CO-3
 3. What are the strategies to be adopted during translation? BT-1 , CO-2
 4. Discuss the role of technology in translation. . BT-2 , CO-2
 5. Elaborate on translation in print media & advertisements BT-3 , CO-3

SECTION – B

- II. Answer any **SIX** questions. **6X 5 = 30 Marks**
1. Explain the qualities of a good translator? BT-2 , CO-2
 2. What is meant by equivalence in translation studies? BT-1, CO-1
 3. Write a short note on pragmatic translation BT-1, CO-1
 4. Find out the problems of translating a poem from Telugu to English? BT-2, CO-2
 5. Literal translation that sticks too close to the source text is unnatural. Comment.
BT-3, CO-3
 6. Discuss the principles do you keep in mind while you are translating a work in creative writing
BT-4, CO-4
 7. *“All translation is a compromise – the effort to be literal and the effort to be idiomatic.”*
Comment. BT-3, CO-3
 8. What is intra-lingual translation? Give an example. BT-1, CO-1
 9. Mention some ways to translate idioms and phrases from source language to target language
BT-3, CO-3
 10. What are the precautions while using online resources as a tool for translation?
BT-1, CO-1

	PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A),KAKINADA	Program & Semester			
Course Code ENG	TITLE OF THE COURSE BUSINESS WRITING SKILL DEVELOPMENT COURSE	Semester –II B.A. SPL ENG HONS			
Teaching	Hours Allocated: 30(Theory)	L	T	P	C
Pre-requisites:		2	-	-	2

Objectives

Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Understand the fundamentals of business writing, including style, tone, and language
CO2	Produce well-structured and concise business documents, such as emails, memos, and reports
CO3	Apply principles of effective communication in business letters and interoffice correspondence.
CO4	Craft persuasive and well-organized business proposals and formal reports.
CO5	Cultivate a professional and ethical approach to business writing

PAPER CODE –ENG
PITHAPUR RAJAH’S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
SEMESTER – II
SKILL DEVELOPMENT COURSE FOR B.A,B.Com,B.Sc
BUSINESS WRITING

SYLLABUS

Unit 1. Introduction to Business Writing: Importance and purpose of effective business writing; Characteristics of good business writing; Common challenges and misconceptions. Writing Clear and Concise Emails: Appropriate email etiquette in the professional environment, organizing email content and using effective subject lines, Understanding tone and formality in email communication.

Unit 2. Memos and Interoffice Communication: Formatting and structure of memos, Writing memos for various purposes like updates, announcements, requests. Ensuring clarity and coherence in interoffice communication. Business Letters and Formal Correspondence: Structure and components of a business letter, writing persuasive and professional business letters, Responding to inquiries and complaints effectively.

Unit 3: Business Proposals and Reports: Crafting business proposals for projects and initiatives, Formal report writing - format, sections, and organization, analyzing data and presenting findings in reports. Writing for Digital Platforms: Business writing for websites, social media, and online communication, Leveraging technology for efficient and impactful business writing

Activities:

1. Writing Assignments: Regular business writing tasks covering different document types.
2. Business Proposal Project: Crafting a comprehensive business proposal for a hypothetical scenario.
3. Reports and Presentations: Preparing formal reports and presenting findings to the class.
4. Quizzes and Tests: Assessing understanding of business writing principles and grammar.
5. Class Participation: Active engagement in discussions, peer reviews, and activities.

Text Books:

1. Business Writing Basics by Jane Watson (Author) Publisher: Self Counsel Press Inc; 2nd edition (1 August 2002) ISBN-10: 1551803860 ISBN-13: 978-1551803869
2. Successful Business Writing - How to Write Business Letters, Emails, Reports, Minutes and for Social Media - Improve Your English Writing and Grammar: of Exercises and Free Downloadable Workbook by Heather Baker Publisher: Universe of Learning Ltd; Illustrated edition (1 March 2012) ISBN-10 : 1849370745 ISBN-13 : 978-1849370745
3. Business Correspondence and Report Writing, 6th Edition by R C Sharma, Krishna Mohan, Virendra Singh Nirban. Publisher: McGraw Hill Education (India) Private Limited. ISBN-10: 9390113008 ISBN-13 : 978-9390113002

Reference Books:

1. "The Essential Business Handbook: The Nuts & Bolts of Getting Up and Running Fast" by John Storey and Amelia Storey (Indian Edition)
2. "The AMA Handbook of Business Writing: The Ultimate Guide to Style, Grammar, Punctuation, Usage, Construction, and Formatting" by Kevin Wilson and Jennifer Wauson

PAPER CODE –ENG
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
SEMESTER – II
SKILL DEVELOPMENT COURSE FOR B.A,B.Com,B.Sc
BUSINESS WRITING
Pattern of Question paper

Time: 2 Hours

Max Marks: 50M

Section -I

Answer any THREE of the following questions. Must attempt at least one question from each part.

Each question carries 10 Marks.

3 X 10 = 30M

Part – A

1. Long Answer Question 1
2. Long Answer Question 2
3. Long Answer Question 3
4. Long Answer Question 4
5. Long Answer Question 5
6. Long Answer Question 6

Section II

Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Short Answer Question 7
8. Short Answer Question 8
9. Short Answer Question 9
10. Short Answer Question 10
11. Short Answer Question 11
12. Short Answer Question 12
13. Short Answer Question 13

PAPER CODE –ENG
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025

SEMESTER – II
SKILL DEVELOPMENT COURSE FOR B.A, B.Com, B.Sc
BUSINESS WRITING

Model Blue Print for the Question Paper Setter:

Unit Name	Essay Questions 10 Marks	Short Questions 5 Marks
UNIT I	2	2
UNIT II	2	2
UNIT III	2	3
Total No. of Questions	6	7

PAPER CODE –ENG
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English: 2024-2025
SEMESTER - II
SKILL DEVELOPMENT COURSE
BUSINESS WRITING

SECTION – I

Answer any THREE of the following questions. Must attempt at least one question from each Part. Each question carries 10 Marks **3 x 10 = 30 M**

1. What are the Principles of a Good Business Writing?
2. What are the appropriate email etiquettes in Professional environment?
3. Write about the structure of memos?
4. What the Different Types of Business Letters?
5. Write in detail about Formal Report writing?
6. How can you Present Business writing for websites?

SECTION - II

Answer any FOUR of the following questions. Each question carries 5 Marks. 4X5=20 M

7. What are the Misconceptions in Business Writing?
8. Explain E-Mail Tone in E-Mail Communication Process?
9. What are the various Purposes of MEMO's?
10. How will you complain against loss of Mobile phone?
11. What are the elements of Formal report writing
12. How can you Create impactful business writing?
13. Explain the use of Technology for efficient Business writing.

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.

Time line:

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 (45)
1.	2	Instructional component
		45 Hrs. -

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)

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English
CERTIFICATE COURSE IN ENGLISH FOR COMPETITIVE EXAMINATIONS

Unit: I

1. Comprehension Passages
 - a. Skimming
 - b. Scanning
 - c. Summarizing
2. Parts of Speech

Unit: II

1. Articles
 - a. Definition
 - b. Types
 - c. Use
2. Prepositions
 - a. Definition
 - b. Types
 - c. Confusing pairs of Prepositions
 - d. Prep. with Nouns, Verbs and Adjectives

Unit: III

1. Conjunctions
 - a. Definition
 - b. Types
 - c. Use
2. Tense
3. Agreement
4. Speech
5. Voice

Unit: IV

1. Idioms and Phrasal Verbs
2. Note- Making
3. Scrambled Sentences
4. Vocabulary study
 - a. One word Substitutes
 - b. Words often confused
 - c. Synonyms and Antonyms

Unit: V

1. Essay Writing
2. Précis Writing
3. Expansion
4. Correction of Sentences

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English
CERTIFICATE COURSE IN ENGLISH FOR COMPETITIVE EXAMINATIONS

Time: 2 hrs

Max. Marks: 50

Answer the following questions.

10X1= 10 Marks

Directions (from Q. 1 to Q. 10)

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

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

Candorana as she must be very hungry because she was blind and had no one to feed her and take care of her. He was afraid that she would die. The compassionate king was touched by the elephant's story and assured him that his soldiers would bring his old mother to the palace as soon as possible. The king kept his promise and his soldiers took good care of his mother as long as she lived. She blessed the kind King with peace, prosperity, and joy till the end of his days. In this way, the white elephant could serve the king and also enjoy the royal perks at the King's palace along with his mother.

1. **What did the white elephant do when he realized that his mother had been starving even though he had been sending food for her?**
 - a. He punished his herd members and told them to leave the jungle.
 - b. He went to Benares to report the happenings of the herd to the king.
 - c. With the help of the king's soldiers he got the herd members killed.
 - d. He and his mother left the herd behind.
 - e. None of these

2. **Why did the white elephant's mother never receive the fruit sent by her son?**
 - a. The other members of the herd would eat up the fruits themselves instead of taking them to her
 - b. The King's soldiers blocked her food supply in order to make her weak and capture her to be taken to the king
 - c. Because the king would never let any food sent by the white elephant reach his mother
 - d. Because the ungrateful forester sold the fruits collected by the white elephant in Benaras
 - e. None of these

3. **Why did the white elephant collect food for his mother daily?**
 - a. The king did not provide food to the elephant's mother.
 - b. All the elephants from the herd refused to collect food for the old mother elephant.
 - c. The elephant's mother could not feed herself.
 - d. The white elephant's mother would not accept food from anyone but her son.
 - a. None of these.

4. **Why was the white elephant upset to see the forester along with the King's soldiers?**
 - b. He had invited only the forester and not the King's soldiers to the forest.
 - c. The King's soldiers had arrested the forester for concealing the whereabouts of the white elephant.
 - d. He did not expect such ingratitude from the forester as he had helped him once.
 - e. The forester, along with soldiers, had captured the white elephant's mother
 - f. None of these.

5. **Which of the following is true in the context of the passage?**
 - a. The forester could never go back to Benares from the forest.
 - b. The white elephant's herd members were cooperative and honest.
 - c. The forester ultimately became a good friend of the white elephant.
 - d. The white elephant's mother was finally left alone in the forest.
 - e. None is true.

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

6. **DISAPPEARED**

- a. Hid
- b. Departed
- c. Escaped
- d. Disintegrated
- e. Strayed

7. **SPOTTED**

- a. Blemished
- b. Experienced
- c. Appeared
- d. Projected
- e. Saw

8. **STRUGGLE**

- a. Hardship
- b. Adversity
- c. Fight
- d. Striving
- e. Argument

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

9. **FEEBLE**

- a. Strong
- b. Intense
- c. Unbreakable
- d. Preserved
- e. Substantial

10. **EDGE**

- a. Blunt
- b. Beginning
- c. Indoors
- d. Interiors
- e. Rim

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

5X1=5 Marks

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

- a. Student waited anxiously
- b. Students waiting anxiously
- c. Students waited anxiously
- d. Students waited anxious
- e. No correction required

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

- a. She was travelling
- b. She did travel
- c. She has travelling
- d. She were travelling
- e. No correction required

13. The opposition party has alleged that the prices of essential commodities are soaring like never **before in the last** three decades

- a. Before on the next
- b. Before in the last
- c. Before at the last
- d. Previously in the next
- e. No correction required

14. The salaries and the perks of the employees in this institution **are not in accordance** with the rest of the industry
- | | |
|--------------------------|---------------------------|
| a. Are not in accordance | d. Is not on accordance |
| b. Is not in accordance | e. No correction required |
| c. Are not according | |
15. The soldiers deployed in the town **were instructed to exercising** restraint and handle the situation peacefully
- | | |
|---------------------------------|----------------------------------|
| a. Was instructed to exercising | d. Was instructing to exercising |
| b. Were instructed for exercise | e. No correction required |
| c. Were instructed to exercise | |

III. Each sentence below has a blank/s, each blank indicating that something has been omitted.

Choose the word/s that best fit/s the meaning of the sentence as a whole 5X1=5

16. We _____ **decided to buy a new car.**
- | | |
|---------|----------------------|
| 1. Have | 4. Is |
| 2. Has | 5. None of the above |
| 3. Are | |
17. **Rohan _____ asleep while watching the film.**
- | | |
|----------|---------|
| 1. Is | 4. Fell |
| 2. Found | 5. Find |
| 3. Fall | |
18. **Tina finds it difficult to talk to people as she _____ an introvert.**
- | | |
|------------|---------------|
| 1. was a | 4. being a |
| 2. can the | 5. thought an |
| 3. is an | |
19. **Learn to _____ the situation before giving out your opinions on any issue**
- | | |
|-----------------|----------------------|
| 1. Assess | 4. Has accessed |
| 2. Access | 5. None of the above |
| 3. Has assessed | |
20. **Either of the two persons who applied for the job _____ to be hired.**
- | | |
|--------------|----------------------|
| 1. Is going | 4. Has been going |
| 2. Are going | 5. None of the above |
| 3. Was going | |

IV. DIRECTIONS: In the following passage, there are five blanks each of which has been numbered. These numbers are given along the passage and against each, five words are suggested. Select one that fits the blank appropriately. 5X1=5 Marks

A professor was _____(21) the Indian Independence Movement and the idea of non-violence conceived by Mahatma Gandhi. “Although others like Nelson Mandela followed this idea and _____(22) the Nobel Prize for Peace, Mahatma Gandhi did not,” she said. One student spoke up, “it is good that he didn’t, since it was an award started by Alfred Nobel who invented dynamite, which caused _____(23)!” The professor disagreed “in fact, the world should be _____(24) to Nobel because he invented dynamite. It was useful to build tunnels under mountains for trains to pass. If we choose to use it for war it is not his fault. Furthermore, he _____(25) all his wealth into instituting prizes for literature, physics, chemistry, medicine,

peace, etc. His logic was that anything which would benefit the human race deserved recognition so that the person who had started it would have no financial difficulties in achieving his goal.

20.

- | | |
|---------------|-------------|
| a. lecturing | d. speaking |
| b. talking | e. arguing |
| c. discussing | |

21.

- | | |
|--------------|-------------|
| a. awarded | d. win |
| b. given | e. received |
| c. presented | |

22.

- | | |
|----------------|------------|
| a. blast | d. bombs |
| b. ruins | e. damages |
| c. destruction | |

23.

- | | |
|----------------|-------------|
| a. dedicated | d. thanking |
| b. grateful | e. cursing |
| c. appreciated | |

24.

- | | |
|---------|----------------|
| a. put | d. donated |
| b. left | e. contributed |
| c. gave | |

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

5X1=5

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

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

- | | |
|------|------|
| a. B | d. E |
| b. C | e. F |
| c. D | |

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

- | | |
|------|------|
| a. B | d. A |
| b. D | e. E |
| c. C | |

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

- a. A
- b. B
- c. C
- d. D
- e. E

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

- a. B
- b. C
- c. D
- d. E
- e. F

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

- a. A
- b. B
- c. C
- d. D
- e. F

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

5X1=5 Marks

30. Over the years, Nifty has _____ a global brand and has gained high _____

- a. Become, credibility
- b. Become, credulity
- c. Became, renown
- d. Wanted, famous
- e. Formed, fame

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

- a. Small, below
- b. Significant, above
- c. Important, about
- d. Huge, in
- e. Major, on

32. 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.

- a. Inferior, hasten
- b. Door, move
- c. Wall, fasten
- d. Gate, notify
- e. Foot, mark

33. 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.

- a. Attended, sad
- b. Joined, solemn
- c. Invited, favourite
- d. Denounced, happy
- e. Baptised, Christmas

34. A lobby group made up of Indian businessmen and actors is mounting a legal challenge _____ Queen Elizabeth, II demanding the return of the world-famous Kohinoor diamond _____ India.

- a. By, towards
- b. Put, since
- c. Against, to
- d. Above, against

VII. Attempt the following questions on composition. 1X5=5 Marks

35. Write a short essay on the advantages of online education.

36. Make a précis of the following paragraph 1X5=5 Marks

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

37. Expand the idea “Cut the coat according to the cloth.” 1X5=5 Marks

38. (OR)

39. Read the following passage carefully and make a note of the important points

Pollution is the fouling of the environment, land, water and air by waste, smoke, chemicals and other harmful substances. The most serious pollution occurs where there are large cities and many factories. Every industrial country faces the problem of disposing waste.

As factories produce new goods for people to buy, old ones are thrown out with household rubbish, burning this refuse pollutes the air, dumping it in rivers and seas pollute the water. Getting rid of plastics is particularly difficult. Wood and paper decay after sometime through the action of bacteria. But plastics never decay. With millions of tonnes of rubbish being dumped into the sea, marine life is greatly harmed. Smoke from factories and gases from motor vehicles pollute the air. Carbon monoxide gas and substances called hydrocarbons from the engines of motor vehicles damage people's health. Ridding our world of pollution is an unimaginably big task.

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 1st year examinations)

Community Service Project

To inculcate social responsibility and compassionate commitment among the students, the summer vacation in the intervening 1st and 2nd 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 organized 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 behavioral change in defined community contexts to address social problems) organized.
- e. Follow up Programs 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 programs 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	Presentat ion	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 2nd 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 2nd and 3rd 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.

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



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

**Third internship/Apprenticeship
(5th/6th Semester period)**

During the entire 5th /6th 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 every month up to 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.

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

