

PITHAPUR RAJAH'S GOVERNMENT COLLEGE
AN AUTONOMOUS COLLEGE

ACCREDITED WITH NAAC A GRADE (3.17CGPA)

KAKINADA- 533001



Department of English Language & Literature

Board of Studies

Semesters

I, II, III, IV, V

2023-2024



The vision & mission of the college

VISION, MISSION & OBJECTIVES FROM 2023-24

VISION:

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

MISSION:

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

- To strengthen research and development and create new research knowledge through intense research, collaborations, knowledge and technology transfer
- To foster innovation among students through trainings and forging collaborations with outside organizations
- To turn each student into a wholesome personality through initiatives in Community Service, Gender equity initiatives, Environment protection, personality development, transferable skills, understanding constitution and its spirit and their role in nation building.
- To mould the character of each constitutional provisions-abiding and inquisition-arousing.

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

OBJECTIVES:

1. To prepare and introduce students to the world of work through development of cognitive skills, discipline-specific skills, technical and professional skills, information processing 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: 31 - 08 - 2023

Department of English

Department Of English, Action Taken Report

2023-24

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

Members of the BOS 2022-23

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 2023-24.
3.	To frame the questions in according to Bloom's Taxonomy	Questions are framed according to Bloom's Taxonomy as per the suggestions of the BOS members.

SI No	INDEX
1.	Vision, Mission& Objectives of the College
2.	Foreword
3.	Action Taken report on The last BOS suggestions
4.	Index
5.	Vision, Mission& Objectives of the Department
6.	Proceedings of the Principal (circular)
7.	Composition of BOS
8.	Agenda
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.	Table showing the list of other minor courses, if any, offered by the department
22.	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.	Reflection of Bloom's Taxonomy in Question Paper
26.	UG – I Semester-General English -Syllabus ,Scheme,Model Paper
27.	UG – II Semester - General English –Syllabus ,Scheme,Model Paper
28.	UG – III Semester General English -Syllabus,Scheme,Model Paper
29.	UG – I Semester Special English-GENERAL PAPERS
30.	UG – II Semester Special English-Syllabus,Scheme,Model Paper
31.	UG-III Semester English- Syllabus,Scheme,Model Paper
32.	UG -IV Semester Special English (Paper –IV) - Syllabus,Scheme,Model Paper
33.	UG -IV Semester Special English (Paper – V) - Syllabus,Scheme,Model Paper
34.	UG -V Semester Special English Paper VI -Syllabus,Scheme,Model Paper
35.	UG -V Semester Special English Paper VII- Syllabus,Scheme,Model Paper
36.	UG – I Semester – LSC Communication skills- Syllabus, Scheme, Model Paper
37.	UG – III Semester – LSC-Personality Enhancement and Leadership-Syllabus, Scheme, Model Paper
38.	Certificate Course in English for Competitive Exams –Scheme, Syllabus, Model Paper
39.	Suggestions of the BOS Members
40.	Regular Classroom Activities

Department of English

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA

Mission, Vision, and Values

Our Mission

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

Our Vision

- To provide appropriate pedagogies - including class size - and environments (classrooms, equipment, resources, and technology) that will lead to student retention and success as well as an increase in the number of majors and minors.
- To help students see themselves as professionals, as part of a discipline with skills and abilities valuable in the business, teaching, publishing, or post-graduate work.
- To give students a sense of themselves as citizens of a larger community by encouraging participation in service learning and in diverse and international course work and programming.
- To assure that students encounter creativity crucial to English studies through theater productions, readings by professional writers, and their own creative and critical production and presentation.
- To balance the needs of general education - communication, diversity, global perspectives, interdisciplinary studies - with those of the major.
- To acquire adequate funding to support the department's contributions to general education and the liberal arts through departmental budgets and hiring.

- To value faculty scholarship and service through greater support for and participation in activities of the profession.

Our Values

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

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

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

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

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

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

ORDERS:


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

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

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

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

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


 Principal
 PRINCIPAL
 P.R.Govt. College (A)
 KAKINADA
 7 Oct 2023

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

Copy to:

1. The above individuals
2. File

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

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

AGENDA

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

1. To consider and approve 4 years Honours Programme in B.A English Literature.
2. To consider and approve the syllabus prescribed by APSICHE for I , II &III semester General English.
3. To consider and approve II Semester English Literature syllabus prescribed by APSICHE as Major Papers and Minor together with the model papers designed by the Department for the academic year 2023-2024.
4. To consider and approve the English Literature syllabus from III to V Semesters prescribed by APSICHE with minor modifications together with the model papers designed by the Department for the academic year 2023-2024.
5. To consider and approve the additions, deletions and replacements listed out under “**Additional Inputs Table**” provided for both the General English and the Special English for the academic year 2023-'24.
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 plan of action for the academic year 2023-2024.
8. To consider and approve the list of proposed activities for the academic year 2023-2024.
9. To consider and approve the syllabus and model paper for the new Certificate Course titled “**English for Competitive Examinations**” commenced from 2023-2024.
10. To consider and approve the inclusion of CSP evaluation, Internship Evaluation and Apprenticeship Evaluation.
11. To consider and approve the Course Objectives and Programme Objective mapping.
12. To consider and approve delivering 25% syllabus online if need be via Google Meet as a Blended Teaching Method in view of prevailing pandemic and the recommendations of National Educational Policy.
13. To consider and approve the implementation of Pedagogy methods like Quiz, classroom seminar, Assignment or Case study, Test, puzzles, viva and few more innovative methods in classroom teaching as indicated in the curricular plans.

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (AUTONOMOUS)

BOARD OF STUDIES MEETING 2023-2024

DEPARTMENT OF ENGLISH

RESOLUTIONS TAKEN

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

1. Considered and approved 4 year Honors Programme in B.A English Literature.
2. Considered and approved the syllabus prescribed by APSCHE for I , II &III semester General English.
3. Considered and approved II Semester English Literature syllabus prescribed by APSCHE as Major Papers and Minor together with the model papers designed by the Department for the academic year 2023-2024.
4. Considered and approved the English Literature syllabus from III to V Semesters prescribed by APSCHE with minor modifications together with the model papers designed by the Department for the academic year 2023-2024.
5. Considered and approved the additions, deletions and replacements listed out under "**Additional Inputs Table**" provided for both the General English and the Special English for the academic year 2023-'24.
6. Considered and approved the new assessment pattern in Continuous internal assessment which is shown in the table.
7. Considered and approved the plan of action for the academic year 2023-2024.
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9. Considered and approved the syllabus and model paper for the new Certificate Course titled "**English for Competitive Examinations**" commenced from 2023-2024.
10. Considered and approved the inclusion of CSP Evaluation ,Internship Evaluation and Apprenticeship Evaluation.
11. Considered and approved the Course Objectives and Programme Objective mapping.
12. Considered and approved delivering 25% syllabus Online if need be via Google Meet as a Blended Teaching Method in view of prevailing pandemic and the recommendations of National Educational Policy.
13. Considered and approved the implementation of Pedagogy methods like Quiz, classroom seminar, Assignment or Case study, Test, puzzles, viva and few more innovative methods in classroom teaching as indicated in the curricular plans.

APPROVAL OF THE BOS COMMITTEE

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

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English
PLAN OF ACTION

2023-2024

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

APPROVAL OF THE BOS COMMITTEE TO THE PLAN OF ACTION

APPROVAL OF THE BOS COMMITTEE TO THE PLAN OF ACTION

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



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ACADEMIC CELL

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

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

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

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

The syllabus is approved with the above suggested modification

S. Prasanthi Sree
Signature with Date

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



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ACADEMIC CELL

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

Department Name:

English.

Name of the BOS Member:

Sri. P.V. Krishna Rao

(University Nomine/Subject Expert/Industriallist/ Member)

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

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

The syllabus is approved with the above suggested modification


Signature with Date

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



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ACADEMIC CELL

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


Department Name: ENGLISH LANGUAGE & LITERATURE

Name of the BOS Member: V. SRINIVASA RAO
(University Nomine/Subject Expert/Industriallist/ Member)

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

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

The syllabus is approved with the above suggested modification


V. SRINIVASA RAO
Signature with Date

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



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ACADEMIC CELL

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

Department Name: ENGLISH LANGUAGE & LITERATURE.

Name of the BOS Member: DR. T. K. V. SRINIVASA RAO.
(University Nomine/Subject Expert/Industrialist/ Member)

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

1. To redesign the Model paper as per the new education
2. policy guidelines under single major system
- 3.
4. for II semesters. As per blooms Taxonomy
5. *AK*

The syllabus is approved with the above suggested modification

T. K. V.
Signature with Date

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

INTERNAL ASSESSMENT PATTERN

CIA structure for Single Major system

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

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

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

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

			weightage	
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- 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
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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
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TABLE SHOWING ADDITIONAL INPUTS/MODIFICATIONS IN THE SYLLABI

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

S.no	Paper Code	Subject & Title	Semester	Deletions	Additional Input/Modification	% of syllabus change	Justification
1.	EN G 100 1	General English- A Course in Communication & soft skills	I	Old Syllabus of 2022-23	Following the syllabus prescribed by APSCHE w.e.f 2023-24	100%	No additions and deletions done from the APSCHE syllabus as it was introduced newly to the 2023-24 admitted batch
2.	EN G 200 1	General English- A course in Reading & Writing skills	II	Old Syllabus of 2022-23	Following the syllabus prescribed by APSCHE w.e.f 2023-24	100%	No additions and deletions done from the APSCHE syllabus as it was introduced newly to the 2023-24 admitted batch
3.	ENG 3001	General English- PRAXIS COURSE – III A Course in Reading and Writing Skills	III	UNIT I: Speech delivered by Sushma Swaraj at Organization of Islamic Cooperation. UNIT II: The Life and times of The Earl Mountbatten of Burma.	Unit I: I have a dream by Martin Luther King UNIT: II Ace shuttler talks about her glory. P.V.Sindhu's interview by Raja Deep Sardesai	20%	P.V.Sindhu is a contemporary International celebrity. The interview is highly inspirational. Lord Mountbatten Interview is replace as it has colonial background.
4	Spl Eng	English literature paper I TO Paper VII			Syllabus modified based on the curriculum Provided by APSCHE and following the norms laid down by the UGC however the order of the papers is adjusted to suit the local need. Minor changes have been made in some papers for better instructions and skill enhancement		
5	SPL. Eng	English literature Paper - IV	SEM IV Paper V	Unit -II Poetry A.D.Hope's The sacred away, Daud Kamal's Winter rain Unit -V Lee Roy Robinson Park seller's advice	A.D.Hope's - Australia Daud Kamal's -The rebel O'Henry - The Last Leaf	20%	As per the requirement of study material these topics has been proposed by the subject experts.

PROPOSED ACTIVITIES BY THE DEPARTMENT OF ENGLISH

DEPARTMENT OF ENGLISH				
PROPOSED ACTIVITIES 2023-24				
S . N o	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 Programmes	Semester	2	1 Department level & 1 by faculty
9	Parent-teacher meetings	Semester	1	
10	Meeting with employers on curriculum design & feedback	Semester	1	Atleast one week before the beginning of BOS meetings
11	Meeting with Alumni for feedback on curriculum design	Semester	1	Atleast one week before the beginning of BOS meetings
12	Review meetings on syllabus completion by each			
13	Mentoring (Faculty)	Semester	3 times per candidate	1. In first week after commencement of semester 2. In sixth week after commencement of 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		
1	Group Discussions, Quiz	Monthl	1 GD	

5	programs, etc	y/faculty	1 Quiz 1 Extracurricular activity 1 Career Guidance activity (sports/ cultural)	
16	Participation of students in seminars/ workshops	Semester	At least 50% of advanced learners shall participate & present papers in conferences/ workshops	
17	Feedback by Department on the Departmental performance and that of faculty performance (Self Assessment of the Department)	Semester	2	1. 15 days after commencement of instruction 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.

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

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

Department of English
ALLOCATION OF CREDITS TO COURSES OFFERED

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

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

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

Course Objectives and Outcomes
General English

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

Special English - Major

Sl. No.	Subject	Semester	Objectives	Outcomes
1.	Fundamentals of Social Sciences	I	1. The student will be able to understand the nature, various approaches, organs of the state, social perspectives, and application of ICT.	On successful completion of the course the student will be able to : 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.	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
3	An Introduction to English Literature (600-1500)	II	1. Ability to grasp the basic concept of English Language and Literature, and different phases of their development. 2. Ability to understand the impact of the socio and economic conditions on Literature and the cosmopolitan vocabulary of English Language.	After going through the course the learner would be able to <ul style="list-style-type: none"> • 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. Students understand the influence of the ideologies of the times on Literature Students can critically appreciate the a work of Literature given the background of the age and the writer Students review literary texts though the lens of socio-cultural and political contexts of the times. Students compare and contrast languages in terms of systematic differences in terms of Phonology, Morphology, Syntax and Semantics Students comprehend the way mass media uses language to persuade, inform and entertain.

4.	An Introduction to Elizabethan Literature (1558-1603)	<p>II</p> <p>1.Ability to grasp the basic concepts of literature, various terms, phases of development of Language and literature</p> <p>2. Ability to understand the literary terms and genres specific to the period of study.</p>	<p>After going through the course the learner would be able to</p> <ul style="list-style-type: none"> • 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>
3.	English language in America	<p>III</p> <p>Instills the background of civil war and Transcendentalism.</p> <ul style="list-style-type: none"> • Emphasizes on the meaning and the significance of American Dream, then and now • Aids to comprehend the effects of racism • Extends an opportunity to study a brief history American Literature - Poetry, Drama and Fiction • Paves way to know the life, culture language and society through literature • Kindles to compare American writings with Indian writings with English • Inculcates interests among youth to study abroad, the need of the hour 	<p>Student will Analyse American prose as a expression of individual or communal values curbes within social, political and cultural perspectives of different periods in American literature</p> <p>Students will Demonstrate American literary movements through verses of the age.</p> <p>Student will Trace the development of characteristic styles of expression through American fiction</p> <p>Student will Define the diverse dramatic styles or forms that existed though the ages in America.</p> <p>Student will Express the aesthetic ideas present in both fiction and drama.</p>

4.	Indian Writing in English	I V Pa per -IV	To Describe and differentiate the varieties of prose of major Indian writers. To Identify the various forms and types of poetry. To Specify the figurative language used in poems. To Analyze the use of myth in Indian writing in English. To explain the issue or subalternity and regionality in the literary domain.	1. Student will examine the issues discussed in the text in the socio-historic and cultural context. Compose an article in technical writing genre. 2. Student will recognize poetry from a variety of cultures, languages and historic periods. 3. Student will Make use of the vocabularies and to develop an appreciation of language. 4. Student will conceptualize various types of Drama such as Tragedy, Comedy, Farce, Melodrama etc. 5. Student can understand the elements of fiction such as Narrative Techniques, setting, point of view, style.
5.	GLIMPSES OF WORLD LITERATURE	I V Pa per -V	To study the texts from a cross cultural perspective Analyze the major writers and their works. Demonstrate and differentiate variety of prose. Explain and delineate the different types of drama by major writers. Assess mastery in aspects of plot, setting, themes,	Students will be able to compare and contrast the writers across the Globe.
6.	English Language Teaching Skills	V Pa per - VI A	To Comprehend the concepts in language teaching To Acquire the skills of Teaching English To Demonstrate different classroom management techniques To Teach English in a systematic way To Make use of Technology for Teaching English	Student will understand the central principles of Teaching English . To help students to acquire practical command of English. Student will Understand different approaches and methods of teaching English as second Language.. .
7.	Skills and procedures of	V Pa per - VII A	To Understand the central issues of Translation To Use the methods of Translation To Translate Different Genres To Make use of Technology for Translation	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. Student will learn to Translate from English to Telugu and Vice-versa
18.	INTERNSHIP	VI		

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

Sl. No.	Subject	Semester	Objectives	Outcomes
01.	An Introduction to English Literature (600-1500)	II		<p>After going through the course the learner would be able to</p> <ul style="list-style-type: none"> • 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.

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

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

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A) KAKINADA

DEPARTMENT OF ENGLISH

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

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

BLOOM'S TAXONOMY SAMPLE QUESTION FORMAT

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

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


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

Analysis	
Useful Verbs	Sample Question Stems

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

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

Course Objectives:

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

Course Outcomes:

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

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 (With effect from 2023-2024)
A COURSE IN COMMUNICATION AND SOFT SKILLS

Syllabus

UNIT- I : Listening Skills

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

UNIT- II : Phonetics

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

UNIT- III : Grammar

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

UNIT- IV: Speaking Skills

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

UNIT- V: Soft Skills

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

References:

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

Activities:

Make the students listen to news excerpts.
 Watch interviews and speeches on YouTube.
 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-POMapping:

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	2	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, B.B.A
SEMESTER – I (With effect from 2022-2023)

A COURSE IN COMMUNICATION AND SOFT SKILLS

PATTERN OF QUESTION PAPER

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

Paper Code: 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
(with effect from 2023-2024)
A COURSE IN COMMUNICATION AND SOFT SKILLS
MODEL QUESTION PAPER

Time: 2 Hrs.

Max. Marks: 50 M

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

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

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

UNIT-II Phonetics

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

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

UNIT - III (Grammar)

III. Answer any THREE of the following. 3x4= 12 Marks

9. TENSES

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

10. ARTICLES

- i. _____ Neil is a long river.
- ii. He has been suffering for _____ last two days.
- iii. _____ Nawab of Hyderabad joined the Alliance.
- iv. _____ poor are becoming poorer.

11. Prepositions. Use appropriate prepositions:

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

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

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

13. Correction of sentences. Correct the following sentences.

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

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

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

UNIT - IV (Speaking skills)

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

15. Bring out the message of Barrack Obama's speech?
16. What leadership qualities are necessary for India according to Kalam?

V. Answer any TWO of the following questions.

2X4=8M

17. Fill in the blanks with appropriate expressions given in brackets.

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

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

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

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

Raghu: Hi, Rahul. Nice to meet you

Rahul:3..... too.

Ravi: Ok Raghu, see you soon. Bye.

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

18. Fill in the blanks with suitable expressions given below

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

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

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

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

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

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

19. Fill in the blanks with suitable expressions given below

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

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

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

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


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

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

UNIT- V Soft Skills

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

20. What is SWOT Analysis? How is it useful to the students?
21. What are the advantages of Positive thinking?
22. What is Emotional Intelligence? Write about the Importance of Emotional Intelligence?
23. What are the Do's and Don'ts of Telephone Etiquette?

	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	C
Pre-requisites:		3	1	-	3

Course Objectives:

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

Course Outcomes:

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

Unit - II Poetry

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

Unit - III Non-Detailed Text

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

Unit - IV Academic Skills

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

Unit - V Professional Skills

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

References:

1. Communication Skills (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.

Textbooks:

- 1.

Referencebooks:

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

WebLinks:

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

CO-PO Mapping:

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

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

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

Pattern of Question Paper

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

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

Time: 2 Hrs

Max. Marks: 50 M

SECTION - A (Prose)

- I. Answer any TWO of the following in about 75 words each. 2X4=08M**
1. Bring out the significance of the title Best investment?
 2. Describe the platform at Deoli.
 3. Explain how AJ Cronin's investment is the best.

SECTION - B (Poetry)

- II. Answer any TWO of the following in about 75 words each. 2X4=08M**
4. Write the summary of the poem Ulysses by Alfred Tennyson.
 5. What is the message of *Stopping by Woods on a Snowy Evening*?
 6. How Nizam Ezekiel does expressed his opinion on the rural community in Night of the Scorpion.

SECTION -C (Non-detailed Text)

- III. Answer any TWO of the following in about 75 words each. 2X4=08M**
7. How does Abrar Mohsin depict the traits of Florence Nightingale?
 8. Describe the climax of The Astrologers Day.
 9. In what way Guru Nayak had become the Astrologer?

SECTION -D (Academic Skills)

- IV. Answer any FOUR of the following 4X4=16M**
10. Expand the idea "Haste makes waste"
 11. **Convert the words in brackets to match the context.**
 - i. The Municipal authorities ordered the (remove) of all hoardings.
 - ii. Please do it at your own (convenient)
 - iii. Her words have a (magic) effect on him.
 - iv. All the developing countries are fighting against(poor)

12. Substitute the underlined expressions with one word

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

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

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

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

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

- a. Morris had ashop.
- b. Both had many sons and
- c. Mike left the village and moved tothe
- d. There was arunning nearby.

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

15.

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

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

SECTION -E (Professional Skills)

16. Answer any TWO of the following

2X5=10M

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

JOB OPPORTUNITY

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

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

Skills Required:

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

The job offers competitive salary, excellent working environment and ample growth opportunities. Interested individuals fulfilling the above criteria should send their updated resumes to _____@yahoo.com by **02nd November, 2012**.

Paper Code: ENG 3001
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
DEPARTMENT OF ENGLISH
General English for B.A., B.Com and B.Sc, B.Sc(Voc.) & B.BA
SEMESTER - III (With effect from 2022-2023)
A COURSE IN CONVERSATIONAL SKILLS
SYLLABUS
A Course in Conversational Skills

Learning Outcomes

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

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

I. UNIT : Speeches

Introducing Public addressing skills - Value addition (Internal assessment)

1. Tryst with Destiny Jawaharlal Nehru
(<https://www.youtube.com/watch?v=HukPQ7fOaKg>)
2. You've got to Find What You Love Steve Jobs
(<https://www.youtube.com/watch?v=PIu4C6Wz0ck>)
3. I Have a Dream - Martin Luther King Jr.
(<https://youtu.be/vP4iY1TtS3s>)

UNIT -II Interviews

Introducing Interview Skills - Value addition (Internal assessment)

1. A Leader Should Know How to Manage Failure
Dr.A.P.J. Abdul Kalam /
India Knowledge at Wharton
2. Ace Shuttler Talks about her Glory P.V Sindhu Interview with Rajadeep Sardesai
<https://youtu.be/IPi-B5tzm4g>
3. JRD Tata's Interview with T.N.Ninan

Unit -III Skills

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

Textbooks:

1. Praxis Pro -II
2. Skills Enrich

Referencebooks:

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

WebLinks:

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

CO-PO Mapping:

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

Paper Code: ENG 3001
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
DEPARTMENT OF ENGLISH
General English for B.A., B.Com and B.Sc, B.Sc (Voc.) & B.A (Voc.)
SEMESTER – III (With effect from 2022-2023)
A COURSE IN CONVERSATIONAL SKILLS
Pattern of Question paper

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

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

Time: 2 Hrs.

Max.Marks: 50M

Unit -I (Speeches)

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

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

Unit- II Interviews

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

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

Unit -III Reading Comprehension

III. Answer all the questions

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

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

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

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

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

9. Read the following passage carefully and answer the question given below. 5 Mark

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

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

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

UNIT -IV Language Activity

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

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

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

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

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

- a. The lift is not working the instruction is Out of _____.
- b. You went for find a job in a company but there are no jobs. You will find a board no _____
- c. Your friend tried to swipe bank card without enough money. The message to your phone shall be payment _____ due to _____ funds.
- d. You are entering the chamber of managing director of multinational company. You have to leave your shoes slipper etc.. Outside the chamber. The Instruction should be leave your _____

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

Teacher: _____

Student: My name is Apparao.

Teacher: What class are studying?

Student: _____

Teacher: _____

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

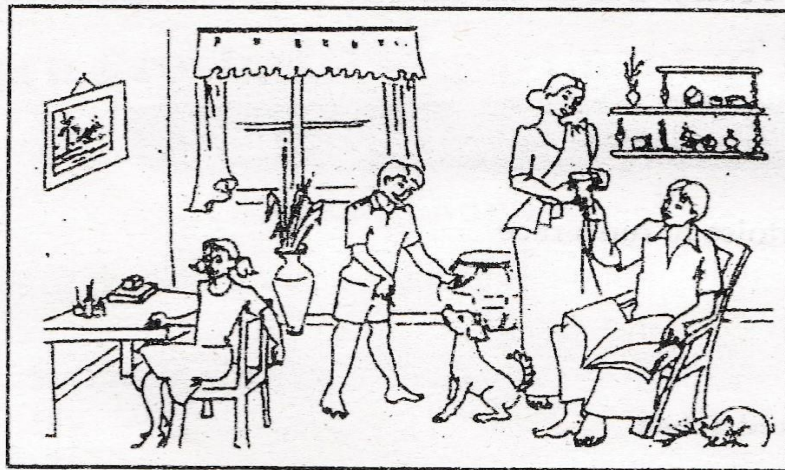
Teacher: _____

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

Teacher: _____


Student: My father has no mobile phone.

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



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

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

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

Course Objectives:

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

Course Outcomes:

On Completion of the course, the students will be able to-	
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
2023-2024 SYLLABUS
Paper - 1 Fundamentals of Social Sciences

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

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

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

Unit - I - What is Social Science?

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

Unit -II: Understanding History and Society

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

Unit - III - Society and Social Behaviour

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

Unit - IV - Political Economy

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

Unit - V - Essentials of Computer

1. Milestones of Computer Evolution - Computer - Block Diagram, Generations of Computers
2. Internet Basics - Internet History, Internet Service Providers - Types of Networks - IP -Domain Name Services - Applications
3. Ethical and Social Implications - Network and Security concepts - Information 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-POMapping:

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

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

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

Course Objectives:

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

Course Outcomes:

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

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

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

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

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

Unit - 1 - Man in Society

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

Unit-II: Indian Heritage and Freedom Struggle in India

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

Unit - III - Indian Constitution

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

Unit - IV. Indian Economy

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

Unit - V - Impact on Society & Analytics

1. Role of Computer, impact of Computers on human behavior, e-mail,
2. Social Networking- WhatsApp, Twitter, facebook, impact of Social Networks on human behavior.

3. Simulating, Modeling, and Planning, Managing Data, Graphing, Analyzing Quantitative Data,
4. Expert Systems and Artificial Intelligence Applications in the Social Sciences


References: Introduction to Psychology - Atkinson RC

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

CO-POMapping:

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

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

	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- Eng Lit			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

Course Objectives:

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

Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Students should be self-motivated to learn and apply the comprehensive knowledge of the manners and morals of the age to better their value system.
CO2	Students should enhance their knowledge of the various literary terms and forms by using technology to access, retrieve and use authentic information and analyze it to distinguish with the other forms.
CO3	Students should read and understand the society and life style of the 18 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 BA ENGLISH MAJOR
AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)
Syllabus 2023-2024

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

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

UNIT-I

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

UNIT-II

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

UNIT-III

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

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

UNIT-IV

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

UNIT-V

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

Reference:

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

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

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

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

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

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

Activities:

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

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

WebLinks:

1. <https://www.poetrynook.com/poem/controlling-tongue>
2. <https://elifnotes.com/introduction-history-of-english-literature/>
3. <https://www.poetrynook.com/poem/sonnet-73-%C3%B4%C3%A7%C3%BFbeing-my-self-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

CO-POMapping:

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

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

Paper Code: ENG
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English
II B.A Special English - Semester III
AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)
2023-2024
Pattern of Question Paper

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

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

SECTION - A

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

UNIT-I

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

UNIT -II

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

Unit III

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

UNIT -IV

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

UNIT-V

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

Section -II

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

8. Synthetic Language
9. Declination

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

Section - III

19. Answer the following objective Type questions

6X1 = 6Maks


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

Section - IV

20. Match the following authors with their works.

4x1=4 Marks

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

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

Course Objectives:

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

Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Students should be self-motivated to learn and apply the comprehensive knowledge of the manners and morals of the Victorians by comparing them with those of the contemporary society.
CO2	Students should enhance their knowledge of the various literary terms and forms with the help of technology to access, retrieve and use authentic information and analyze it to distinguish among them.
CO3	Students should read and understand the life and challenges faced by Keats and present his thoughts and views in a clear, concise and effective manner.
CO4	Students should read Browning's Monologues and understand the effectiveness of the genre. They should volunteer to employ the genre to address the evils for the general good of the society.
CO5	Students should identify the goals, objective and components of a project on the problems of women in the 19 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
II YEAR B.A., SPECIAL ENGLISH
SEMESTER - II :2023-2024
AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)
SYLLABUS

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

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

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

Drama--- William Shakespeare: *Hamlet*

UNIT-V

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

Reference:

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

Activities:

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

WebLinks:

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

CO-POMapping:

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

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

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

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

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

SECTION -I

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

UNIT-I

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

UNIT-II

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

UNIT - III

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

UNIT-IV

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

UNIT-V

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

Section -II

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

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

- 17. Chronicle Play
- 18. Three Unities

SECTION - III

16. Answer the following objective Type questions

6X1 = 6Marks


- i. This is closely associated with William Shakespeare** ()
 - a. Swan Theatre
 - c. Rose Theatre
 - b. Fortune Theatre
 - d. Globe Theatre
- ii. This is the period of the Elizabethan Age** ()
 - a. 1664-1695
 - c. 1558-1603
 - b. 1552-1682
 - d. 1603-1689
- iii. An Allegory offers** ()
 - a. Two meanings
 - c. Two stanzas
 - b. Two rhyme schemes
 - d. Two couplets
- iv. All the World's a Stage is taken from** ()
 - a. Hamlet
 - c. Macbeth
 - b. Julius Caesar
 - d. As you Like it.
- v. The number of sonnets composed by Shakespeare** ()
 - a. 156
 - c. 155
 - b. 154
 - d. 152
- vi. This is a part of the sonnet** ()
 - a. Strophe
 - c. Antistrophe
 - b. Epode
 - d. Sestet

SECTION -IV

20. Match the following

4X1=4Marks

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

	PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA	Program & Semester r Semester -III Paper-III			
Course Code 3104 ENG	TITLE OF THE COURSE English Language in America W.E.F 2022-23				
Teaching	Hours Allocated: 72 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

Course Objectives:

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

Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Students should be self-motivated to learn and apply the comprehensive knowledge of the origin and growth of American English, culture and value system. Analyse American prose as an expression of individual or communal values curbed within social, political and cultural perspectives of different periods in American literature
CO2	Students should demonstrate American literary movements through verses of the age. Student should read and understand the life and challenges faced by early American authors and be able to present their thoughts and views in a clear, concise and effective manner in speech and writing.
CO3	Students should read and understand how the short story served as an effective means to project the struggles of their people. They should volunteer to employ the genre to address the evils for the general good of the society. Trace the development of characteristic styles of expression through American fiction
CO4	Students should appreciate drama and identify the goals, objectives and components for projects on American myth. They should plan, organize and direct endeavours to drive home manners and morals appropriate to present society. Define the diverse dramatic styles or forms that existed through the ages in America
CO5	Students should enhance their knowledge of the various terms and phases in the history of America with the help of internet to access, retrieve and use information and analyze it to distinguish among them. Express the aesthetic ideas present in both fiction and drama

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

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

ENGLISH LANGUAGE IN AMERICA

English Language in America

Unit - I: Essays

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

Short notes

1. Puritanism in American English
2. Transcendentalism in American English
3. New England Poets
4. Slave literature

Unit - II: Poetry

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

Unit - III: Drama

1. Death of a Salesman - Arthur Miller.

Unit - IV: Fiction

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

Unit - V: Non-Fiction

1. The American Scholar by Emerson

Textbooks:

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

Reference books:

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

- Web Links:** 1.<https://www.britannica.com/art/American-literature>
 2.<https://www.goodreads.com/shelf/show/American>

CO-PO Mapping:

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], 'No Correlation)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	2	2	2	2	2	3	2	2	2	2	3	2	2
CO3	3	3	3	3	2	2	3	3	3	3	2	3	3
CO4	2	3	2	3	3	3	2	2	2	2	3	2	2
CO5	3	2	3	2	2	2	2	3	3	3	2	3	3

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
DEPARTMENT OF ENGLISH: 2022-2023

II B.A - SPECIAL ENGLISH
III SEMESTER Paper - III: 3104
ENGLISH LANGUAGE IN AMERICA

Pattern of Question paper

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	Unit - I: Essays Characteristics of American English Noah Webster and American English 20 th century American Drama History of American Fiction Short notes Puritanism in American English Transcendentalism in American English New England Poets Slave literature	15 Hrs.	05	01 in 100 words each 01 in 50 words each - 02	1X7=7m 1x3=3m Total 10m
II	Unit - II: Poetry 1. Emily Dickinson - Hope is the thing with feathers. 2. Robert Frost - "Stopping by Woods on a Snowy Evening."	15 Hrs.	05	01 in 100 words each 01 in 50 words each -02	1X7=7m 1x3=3m Total 10m
III	Unit - III: Drama 1. Death of a Salesman - Arthur Miller.	15 Hrs.	05	01 in 100 words each 01 in 50 words each -02	1X7=7m 1x3=3m Total 10m
IV	Unit - IV: Fiction 1. The old man and the sea - Ernest Hemmingway.	12 Hrs.	05	01 in 100 words each 01 in 50 words each -02	1X7=7m 1x3=3m Total 10m
V	Unit - V: prose 1. The American Scholar by Emerson	10 Hrs.	05	01 in 100 words each 01 in 50 words each -02	1X7=7m 1x3=3m Total 10m
		72 Hrs.	25	20	50M

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

Time : 2 hrs

Max. Marks : 50

Section -I Back ground

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

1. Characteristics of American English.
2. Noah Webster and American English.

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

3. Puritanism in American English
4. Transcendentalism in American English
5. 19th century American English and Indian Philosophy

Section -II Poetry

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

6. Poems of Emily Dickinson are filled with philosophical outlook, Discuss?
7. How does Frost present perpetuity of life in the poem Stopping by woods?

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

8. But I have promises to keep,

 And miles to go before I sleep,

And miles to go before I sleep.

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

 And on the strangest sea;

10. And sweetest - in the Gale - is heard -

 And sore must be the storm -

 That could abash the little Bird

That kept so many warm -

Section - III Drama

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

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

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

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

Section IV Fiction

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

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

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

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


Section V Non- Fiction

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

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

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

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

	PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA	Program & Semester r Semester -IV II B.A., Special English & EJM Paper IV			
Course Code Spl.Eng 4104	TITLE OF THE COURSE Indian writing in English				
Teaching	Hours Allocated: 72 (Theory)	L	T	P	C
Pre-requisites:		4	1	-	4

Course Objectives:

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

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

3. Students are able to understand the evolution of Indian short story and the efforts made by great writers to develop the genre of short story with priority on romance, suspense and humour.

Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Students should be self-motivated to learn and apply the comprehensive knowledge of the origin and growth of Indian English, culture and value system. Interpret the sensibility and style
CO2	To read and interpret major Indian Writers in English and their works. Trace the growth of Indian Writing in English in the sociocultural context.
CO3	Students should read and understand how the short story served as an effective means to project the struggles of their people. They should volunteer to employ the genre to address the evils for the general good of the society.
CO4	Students should appreciate drama and identify the goals, objective and components for project on Indian myth. They should plan, organize and direct endeavours to drive home manners and morals appropriate to present society.
CO5	Students should enhance their knowledge of the various terms and phases in the history of Indian English with the help of internet to access, retrieve and use information and analyze it to distinguish among them.

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

II Semester Syllabus

(W.e.f 2022 - 2023.)

Indian writing in English

Unit - I Back Ground Essays:

Indian English Poetry

Indian English Fiction

Indian English Drama

Feminist Contribution to Indian English Novel

Back Grounds Short Questions

Myth in Indian English Novel

Myth in Indian English Drama

Contribution of Diaspora to Indian English Literature

Biography and Auto Biography in Indian English Literature

Unit - II Poetry

a) The river by A.K.Ramanujan

b) Night of the Scorpion by Nissim Ezekiel

Unit - III Drama

Hayavadana - By Girish Karnad

Unit - IV Novel

Tiger For Malgudi - R.K.Narayan

Unit - V Prose

a) A cat within by R.K.Narayan

b) Home coming by Rabindranath Tagore

Textbooks:

Indian Writing in English by K. R. Srinivasa Iyengar

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

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

Reference books:

1. *A History of Indian Literature in English* [Arvind Krishna Mehrotra](#)
2. *Indian English Literature: A New Perspective* [Gajendra Kumar](#)
3. *Aspects of Indian Writing in English: Essays in Honour of ...* M. K. Naik

Web Links

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

<https://www.quora.com>

CO-PO Mapping:

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

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

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA

Special English - Paper IV code: 4104

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

Indian writing in English

Pattern of Question paper

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

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA

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

Time : 2 hrs

Max.Marks : 50

UNIT - I Back Ground

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

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

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

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

UNIT- II Poetry

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

6. Write an essay on the central idea of A.K.Ramanujan's 'The River'
7. How does Nissim Ezekiel describe Indian Mother hood in the poem Night of the Scorpion?.

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

8. He was there for a day
when they had the floods.
9. The peasants came like swarms of flies
and buzzed the name of God a hundred times
to paralyse the Evil One.
10. Parting with his poison - flash
of diabolic tail in the dark room -
he risked the rain again.

UNIT - III Drama

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

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

12. Describe the character of Kapila?

VI. Annotate any ONE of the following

1x3=3m

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

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

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

UNIT IV Novel

VII. Answer any one of the following in 100 words

1x7=7m

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

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

VIII. Answer any ONE of the following

1x3=3m

18. Describe the episode of Tiger entering the school.

19. Character of Swamiji

20. Tiger's life after meeting Swamiji.

UNIT V Prose

IX. Answer any one of the following in 100 words

1x7=7m

21. How does Stayjith ray present the character of Anaadh babu in the short story

Anaadhbabu's Terror

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


X. Answer any Two of the following in 50 words.

1x3=3m

23. The role of Journalist.

24. What is the moral of the story homecoming?

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

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

Course Objectives:

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

Course Outcomes:

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

PAPER CODE - Spl. Eng 4114
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
II YEAR B.A.,
SPECIAL ENGLISH SEMESTER -IV
w.e.f 2020-2021
Paper -V

GLIMPSES OF WORLD LITERATURE SYLLABUS

UNIT I : INTRODUCTION TO WORLD LITERATURE

Glimpses of World Literature - Great Books and Writers across the world -
Themes and characters

UNIT II : POETRY

1. How I Taught Myself to live simple - Anna Akhmatova (Soviet)
2. Australia - A.D. Hope (Australian)
3. The rebel - Daud Kamal (Pakistan)
4. A city's Death by Fire - Derek Walcott (Caribbean poet from St. Lucia)

UNIT III: DRAMA

Marriage proposal : Anton Chekov

UNIT IV: FICTION

July's People - Nadine Gordimer (South African)

UNIT V: SHORT STORY

1. I Stand Here Ironing - Tillie Olsen (American)
2. The last leaf - O'Henry
3. The Lady's Maid - Catherine Mansfield
(New Zealand)
4. Imperfect Homes - Anere Babyn (Canadian)

Textbooks:

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

Reference books:

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

WebLinks:

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

CO-PO Mapping:

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

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

PAPER CODE -SPL.ENG 4114
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English
II B.A Special English - Semester IV (Paper-V)
GLIMPSES OF WORLD LITERATURE
Scheme of Question Paper

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	Introduction to World Literature Glimpses of World Literature - Great Books and Writers across the world - Themes and characters	10 Hrs.	04	02 in 100 words each	2X4= 8
II	Poetry : 1. How I Taught Myself to live Simple -Anna Akhmatova(Soviet) 2. Australia-A.D.Hope(Australian) 3.The Rebel -Daud Kamal(Pakistan) 4. A city's Death by Fire-Derek Walcott(Caribbean poet from St. Lucia)	15 Hrs.	04	02 in 100 words each	2X4= 8
III	Drama : Marriage Proposal : Anton Chekov	12 Hrs.	04	02 in 100 words each	2X4 = 8
IV	Fiction : July's People- Nadine Gordimer (South African)	12 Hrs.	04	02 in 100 words each	2X4= 8
V	Short Story : A. 1. I Stand Here Ironing - Tillie Olsen n(American) 2. The Last Leaf By -O'Henry 3. The Lady's Maid - Catherine Mansfield (New Zealand) 4. Imperfect Homes -Anere Babyn (Canadian)	15 Hrs.	04	02 in 100 words each	2X4= 8
	B. Multiple Choice Questions	08Hrs.	05	05	5X1= 5
	C. Match the Following		05	05	5X1 = 5
Total		72 Hrs.	30	20	50M

PAPER CODE - SPL.ENG 4114
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
II YEAR B.A., SPECIAL ENGLISH -2021-2022
GLIMPSES OF WORLD LITERATURE
SEMESTER - IV (Paper -V)
Model Question Paper

Time: 2 Hrs

Max. Marks: 50 M

UNIT I

- 1. Answer any TWO of the following questions in 100 words each: 2X4=8**
- a) **Attempt** a brief **survey** of World literature.
 - b) **Assess** the contribution of Greeks and Romans to world literature?
 - c) **Explain** the role played by humanism in World literature?
 - d) Critically **evaluate** Shakespeare's influence on World Literature.

UNIT II

- 2. Answer any TWO of the following questions in 100 words each: 2X4=8**
- a) Critically appreciate Akhmatova's poem "How I Taught Myself to Live Simple".
 - b) **Write** the central idea of A. D. Hope's "Australia".
 - c) **Write the theme** of the poem "The rebel by Daud Kamal".
 - d) **Write** a short note on Walcott's views as reflected in his poem "A City's Death by Fire".

UNIT III

- 3. Answer any TWO of the following questions in 100 words each: 2X4=8**
- a) Describe the social life that you have seen in the play.
 - b) Describe the character of Ivan Vassilevitch Lomov.
 - c) Discuss the reasons why the marriage proposal is important to all the characters.
 - d) Describe the character of Chubukov as a sensible father.

UNIT IV

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

UNIT V

- 5. Answer any TWO of the following questions in 100 words each: 2X4=8**
- a) **Present** the theme of Oslen's "I Stand Here Ironing"
 - b) Analyze the Short story "The last leaf "by O'Henry .
 - c) Write the central theme of Catherine Mansfield's "The Lady's Maid"

d. What does AnereBabyn convey in "Imperfect Homes"?

UNIT V

6. Match the following


5X1=5M

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

7. Answer the following questions choosing the appropriate option.

5X1=5M

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

	PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA		Program & Semester Semester -V 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: 72 (05 per Week)	Credits: 04	5	1	-	4

Course Objectives:

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

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

Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	1. Comprehend the concepts in language teaching. Understand the central principles of Teaching English . To help students to acquire practical command of English.
CO2	2. Understand the important psychological principles behind second language acquisition.. Students should be able to understand spoken English, speak English, read English and write English.
CO3	3. Understand different approaches and methods of teaching English as second Language.. . To build confidence. To provide the motivation to learn English. To encourage ownership of language.
CO4	4. plan lessons effectively . To develop a set of core vocabulary and expressions for use in simple conversation.
CO5	It brings students to wide-open exposure to the concept of language teaching and it's different methods, language skills, skill wise pattern practice, language lab and the technological aids, techniques of language testing etc.

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA

Special English - Paper VI

ENGLISH LANGUAGE TEACHING SKILLS

REVISED UG SYLLABUS UNDER CBCS

(Implemented from the Academic Year 2020-2021)

Programme: FOUR YEAR B.A (Hons)

Domain Subject: SPECIAL ENGLISH

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

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

ENGLISH LANGUAGE TEACHING SKILLS

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

Unit-I

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

UNIT- II

1. Contextualization of Grammar Teaching
2. Teaching Writing Skills.

UNIT - III

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

Unit IV

1. Classroom Management Techniques
2. Assessment & Evaluation

Unit - V

1. Teaching English for Employment
2. ICT-Based English Language Teaching

Resources for Further Reading:

1. Raymond Murphy. Essential English Grammar. Cambridge University Press, 2015.
2. Penny Ur. A Course in English Language Teaching. Cambridge University Press, 1999.
3. M.L.Tickoo. Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. Orient Blackswan Private Limited, 2013.
4. N.Krishna Swamy & Lalitha Krishna Swamy. Teaching English: Approaches, Methods and Techniques. Macmillan India Limited, 2005.

Reference books:

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

Web Links

<https://www.teachingenglish.org.uk/resources/pri- mary>

<https://americanenglish.state.gov/forum>

<https://elt.oup.com/?cc=global&selLanguage=en>

CO-PO Mapping:

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

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

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA

Special English - Paper VI

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

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

ENGLISH LANGUAGE TEACHING SKILLS

Pattern of Question paper

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	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 1. Classroom Management Techniques 2. Assessment & Evaluation	15 Hrs.			
V	Unit - V 1. Teaching English for Employment 2. ICT-Based English Language Teaching	12 Hrs.			
10		72 Hrs.	15	08	50M

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

SPECIAL ENGLISH

ENGLISH LANGUAGE TEACHING SKILLS

Model Question Paper

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

Max Marks: 50

Max. Time: 2 Hrs

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


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

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

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

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

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

	PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA	Program & Semester r Semester -VI III B.A., Special English			
Course Code 7A 5130	Title of the course English Language Teaching Skills				
Teaching	SKILLS	L	T	P	C
Pre-requisites:	No. of Hours: 72 (05 per Week) Credits: 04	4	1	-	4

Course Objectives:

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

Course Outcomes:

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

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Special English - Paper VII
SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH & TELUGU)
REVISED UG SYLLABUS UNDER CBCS
(Implemented from the Academic Year 2020-2021)
Programme: FOUR YEAR B.A (Hons)
Domain Subject: SPECIAL ENGLISH

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

Pair-1: Course 7-A 5130
SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH & TELUGU)
No. of Hours: 72 (05 per Week) Credits: 04 Max. Marks: 50

Unit-I

1. Types of Translation & Tools:
(Interlingual, Intralingual and Intersemiotic Translation & Types of Dictionaries, Thesaurus, Encyclopaedia, Online Resources)
2. Central Issues in Translation: A Multi-Cultural Interaction
(Language, Culture, Equivalence, Loss and Gain in Translation)

UNIT- II

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

UNIT - III

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

Unit IV

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

Unit - V

1. ¹⁰ Technical Translation
2. Translation and Technology

Recourses for further reading:

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

Reference books:

Oxford English Language Teaching

British Council's Teaching Resources

English Teaching Forum books.

Web Links

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

CO-PO Mapping:

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

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

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA

Special English - Paper VII

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

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

SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH & TELUGU)

Pattern of Question paper

Q. No.	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	Unit-I 1.Types of Translation & Tools: (Interlingual, Intralingual and Intersemiotic Translation & Types of Dictionaries, Thesaurus, Encyclopaedia, Online Resources) 2. Central Issues in Translation: A Multi-Cultural Interaction (Language, Culture, Equivalence, Loss and Gain in Translation)	15 Hrs.	10 questions for 5 marks 5 questions for 10 marks	6 questions to be answered 2 questions to be answered	6x5=30 Marks 2x10 = 20 Marks
II	UNIT- II 1. Pragmatic Translation (Technical, Media and Medical) 2. Literary Translation (Translation of Creative Writing)	15 Hrs.			
III	UNIT - III 1. Strategies & Procedures: (True Translation, Literal Translation, Free Translation, Transliteration, Transcreation) 2. Problems in translation from English to Telugu & Vice versa	15 Hrs.			
IV	Unit IV 1. Translating Short Fiction, Prose and Poetry 2. Translating for the Print Media & Advertisements	15 Hrs.			
V	Unit - V 1. Technical Translation 2. Translation and Technology	12 Hrs.			
10		72 Hrs.	15	08	50M

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

SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH&TELUGU)

Model Question Paper

Semester-V, Paper-7

Pair-1: Course7-A PAPER CODE: 5130

Max Time: 2 Hrs

Max Marks: 50

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


Answer any SIX questions. Each answer carries 5 marks

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

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

Answer any TWO questions. Each answer carries 10 marks

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

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

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

Course Outcomes:

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

Paper Code:
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English
REVISED UG SYLLABUS UNDER CBCS
(Implemented from the Academic Year - 2023-24)
SYLLABUS: 2023-2024
LIFE SKILLS COURSES

SEMESTER-I

Theory _____ Credits: 2 _____ 2 hrs/week

Course Objectives & Outcomes:

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

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

Course Content:

UNIT-I

BASICS OF COMMUNICATION

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

UNIT-II

PRESENTATION SKILLS

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

UNIT- III

INTERVIEWS AND GROUP DISCUSSIONS

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

Recommended Activities:

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

References:

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

WebLinks:

1. https://www.researchgate.net/publication/236135966_Communication_and_soft_skills-a_stepping_stone_for_a_better_career

CO-POMapping:

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

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

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

Pattern of Question paper

Q. No	Topic	Hrs. Allotted	No. of Qs to be given	No. of Qs. To be answered	Marks
I	BASICS OF COMMUNICATION 1. Nature and importance of communication 2. Process of Communication 3. Principles of communication 4. Barriers to effective communication 5. Strategies for effective communication		08 short answers	04 Short Answers	4x5=20 Marks
II	PRESENTATION SKILLS 1. Preparation of a good presentation 2. Verbal communication in presentation 3. Non-verbal communication in presentation 4. Visual aids/Materials in presentation 5. Analyzing audience and managing questions		06 Essays	03 Essays	3x10 = 30 Marks
III	INTERVIEWS AND GROUP DISCUSSIONS 1. Interview and its types 2. Before, during and after an interview 3. Do's and Don'ts in an interview 4. Basic Interview questions 5. Structure and process of Group Discussions 6. Role functions, Do's and Don'ts				
			14	07	50M

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

Time: 2 hours

Max. marks: 50

SECTION-A

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

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

SECTION-B

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

9. What are the Principles of Communication?
(OR)
10. What are the Dos and Don'ts in an interview?

11. Explain the Strategies for an Effective communication?
(OR)
12. Explain Effective Communication and its barriers?

13. How do we communicate verbally and non-verbally during presentations?
(OR)
14. Explain the role functions of an interview and mention the basic interview questions.

PAPER CODE :LSC
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English
SEMESTER - III
Life Skill Course for B.A., B. Com & B. Sc, B.Sc (Voc) & B.Com. (Voc)
Revised CBCS w.e.f 2020-2021
Personality Enhancement & Leadership
Total 30 hrs (02 h/wk, 02 Credits & Max 50 Marks)

Learning Outcomes:

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

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

Syllabus:

Unit - I:(7 hrs)

Meaning of Personality - Explanations of Human Personality -
 Psychodynamic

Explanations - Social Cognitive Explanation - Big Five traits of Personality

Unit - II: (8 hrs)

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

Unit - III:(10 hrs)

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

Co-curricular Activities Suggested: (05 hrs)

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

Reference Books:

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

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

PATTERN OF QUESTION PAPER

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

PAPER CODE :LSC
PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA
Department of English

SEMESTER - III
Life Skill Course for B.A., B. Com & B. Sc, B.Sc (Voc) & B.Com. (Voc)
Revised CBCS w.e.f 2020-2021
Personality Enhancement & Leadership

MODEL QUESTION PAPER

Max. Marks: 50

Time: 2 hr

SECTION - A

I. Answer any FOUR of the following questions in 75 words each.

4X5=20

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

SECTION- B

II. Answer any THREE of the following questions in 75 words each.

3X10=30

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

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

Purpose & Objectives :

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

Timeline :

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

Eligibility :

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

Duration of the Course and Credits :

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

Examination :

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

Note :

Students activities

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

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

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

CERTIFICATE COURSE IN ENGLISH FOR COMPETITIVE EXAMINATIONS

SYLLABUS

Topics:

ii. Types

iii. Use

1. Comprehension Passages

a. Skimming

b. Scanning

c. Summarizing

7. Tense

8. Agreement

2. Correction of Sentences

9. Speech

3. Parts of Speech

i. Definition

ii. Identification

iii. Convention

10. Voice

11. Idioms and Phrasal verbs

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

4. Articles

i. Definition

ii. Types

iii. Use

13. Scrambled Sentences

14. Vocabulary study

a. One word Substitutes

b. Words often confused

5. Prepositions

i. Definition

ii. Types

iii. Confusing pairs of prepositions

iv. Prep. with Nouns, Verbs and Adjectives

15. Essay Writing

16. Precis Writing

6. Conjunctions

i. Definition

17. Expansion

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

Time: 2 hrs

Max. Marks: 50

Answer the following questions.

10x1= 10 Marks

Directions (from Q. 1 to Q. 10)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. DISAPPEARED

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

7. SPOTTED

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

8. STRUGGLE

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

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

9. **FEEBLE**

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

10. **EDGE**

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

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

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

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

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

She was travelled

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

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

Never **before in the last** three decades

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

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

1. Are not in accordance

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

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

16. We _____ decided to buy a new car.

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

17. Rohan _____ asleep while watching the film.

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

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

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

19. Learn to _____ the situation before giving out your opinions on any issue

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

20. Either of the two persons who applied for the job _____ to be hired.

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

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

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

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

21

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

22.

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

23.

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

24.

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

25.

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

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

5x1=5 marks

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

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

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

5x1=5 marks

31. Over the years, Nifty has _____ a global brand and has gained high _____
- | | |
|------------------------|-------------------|
| 1. Become, credibility | 4. Wanted, famous |
| 2. Become, credulity | 5. Formed, fame |
| 3. Became, renown | |
32. Gains in the dollar against _____ global currencies following surge in US jobs last month put pressure _____ the Indian unit, dealers said.
- | | |
|-----------------------|--------------|
| 1. Small, below | 4. Huge, in |
| 2. Significant, above | 5. Major, on |
| 3. Important, about | |
33. The Queen laid the first wreath of red poppies at the _____ of the monument on Sunday, followed by King William Alexander of the Netherlands, who was invited this year to ___ the 70th anniversary of the liberation of his country following the end of world war II.
- | | |
|---------------------|-----------------|
| 1. Inferior, hasten | 4. Gate, notify |
| 2. Door, move | 5. Foot, mark |
| 3. Wall, fasten | |

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

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

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

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

VII. Essay Writing

1x5= 5 marks

Write a short essay on the advantages of online education.

VIII. Make a precis of the following paragraph marks

1x5=5

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

IX. Expand the idea "Cut the coat according to the cloth." marks

1x5=5

REGULAR CLASSROOM ACTIVITIES

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



ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION



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

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

The **Project Report** should contain

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

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

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

For Example: II MPC-EM

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

Signature of Project Mentor

Signature of Nominated faculty

Signature of HOD/ In-Charge



ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION



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

Second Internship (After 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.

For Example: II MPC-EM

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

Signature of Project Mentor

Signature of Nominated faculty

Signature of HOD/ In-Charge



ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION



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

Third internship/Apprenticeship (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 the every month upto four months. The last two months of internship period shall be used for preparation of final project report simultaneously undergoing on the job training / internship / apprenticeship.

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

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

- a. Involvement in the work assigned
 - b. Regularity in the work assigned
 - c. New knowledge acquired
 - d. New skill acquired
- 13 The Project Report should contain
- a. Introduction.

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

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

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

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

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

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

Example:

Name of the Student:	
Class & Year of Study	
Registered Number	
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

