

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



**DEPARTMENT OF ENGLISH**

**BOARD OF STUDIES**

**SEMESTERS - I, II, III, IV, V**

**2025-26**

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## **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 :**

- Shaping wholesome personality of students
- Designing student centric industry oriented curricula
- Promotion of experiential learning
- Facilitating progression to higher education and employment through knowledge and Skill development
- Promotion of outcome based education with focus on realization of graduate attributes
- Quality enhancement in learning through ICT integration into teaching learning process
- Strengthening Research and fostering innovation and collaborations
- Fostering 21<sup>st</sup> Century Skills
- Implementation of recommendations of NEP 2020
- Inculcation of Community Service

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

## **DEPARTMENT OF ENGLISH**

### **Mission, Vision, and Values**

#### **Our Mission**

To enhance employability skills by developing their oral and written communication abilities using modern technological methods and to foster a sense of social responsibility

#### **Our Vision**

- To provide students with a comprehensive understanding of English Language, Literature and culture, preparing them for academic and professional success.
- To equip students with communication and critical thinking skills necessary in Global scenario.
- To create a dynamic learning environment that encourages intellectual curiosity, creativity and a life long passion for language and literature.

#### **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.

#### **PROGRAM SPECIFIC OUTCOMES – B.A SPECIAL ENGLISH HONOURS**

- Adapt Language use to different cultural and professional settings
- Apply language skills to real world problems and challenges
- Demonstrate familiarity with a wide range of representative literary and rhetorical texts including Criticism and commentary on those texts
- Analyze and interpret literary texts from various genres and periods

## 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.

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.

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 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.
- 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: 07 - 08 - 2025

Department of English

DEPARTMENT OF ENGLISH

ACTION TAKEN REPORT – 2024-2025

The following action / measures were taken on the suggestions given by the Members of the BOS 2024-25

<b>S.NO</b>	<b>SUGGESTIONS OF THE BOS MEMBERS</b>	<b>ACTION TAKEN BY THE DEPARTMENT</b>
1.	To Include discussions of BOS Agenda, Resolutions in the BOS copy	Included the BOS discussions in the BOS copy of the present year BOS as per the suggestion given by the BOS members.
2.	Course outcomes & Programme outcomes are to be in tune with the vision mission of the college.	The course outcomes & programme out comes modified as per the college vision and mission and inserted in the BOS copy 2025-26.
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.

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

Present: Dr. K.Anjaneyulu, M.A., Ph.D.

**R.C.No.2/A.C./BOS-Members Nomination/ 2025-26, Dated: 31.07.2025**

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

**REF:** Proc.RC.No.1/A.C/Bos/2025-26 dated : 31 July 2025 of the Principal Pithapur Rajah's Government College (A),Kakinada

**ORDERS:**

The Principal, P.R. Government College(A), Kakinada is pleased to constitute U.G Board of Studies in General English and Special English 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 of English
2.	Prof Prasanthi Sree, MSN Campus Adikavi Nannaya University Kakinada	University Nominee
3.	Dr.P.Sanjotha	Subject Expert Lecturer in English, A.S.D Government Degree College for Women (A),Kakinada
4.	Dr.Aseesh Babu Lecturer in English, GDC,Alamuru	Subject Expert Lecturer in English, GDC,Alamuru
5.	Gummadi Sampath Kumar Gummadi Consultancy & A training for GRE, TOFEL, IELTS M.G.Road, Vijayawada.	Representative from Industry
6.	Dr.M.Somaraju	Member
7.	Dr.S.Srinivasarao	Member
8.	Dr.K.Rajamanikyam	Member
9.	Sri.S.K.R.Raju	Member
10.	Ms.Y.Prathibha Grace	Student Alumni Member
11.	Ms.V.Bhanu Priya,III Spl.English	Student Member

12.	Mr.P.Chandra Sekhar, II Spl.English	Student Member
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The above members are requested to attend the BoS meeting on 07-08-2025 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 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.

The Chairpersons of all Boards of Studies are hereby instructed to comply with these directives in letter and spirit to ensure the highest standards of academic and administrative excellence.

  
PRINCIPAL  
P.R. Govt. College (Autonomous)  
Pithapur Rajah's Government College(A)  
Kakinada  
KAKINADA-533 001.

Copy to:

- 1.Lecturers-in-Charge (BOS Chairmen) of all the departments
- 2.Academic Coordinator
- 3.IQAC coordinator
- 4.Controller of Examinations
- 5.Office

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A)**  
**KAKINADA**  
**BOARD OF STUDIES MEETING 2025-2026**  
**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 07.08.2025

**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 07.08.2025

1. To consider and approve, without any modifications, the new syllabus prescribed by APSCHE for the 2025–2026 admitted batch for I & II Semester General English and I & II Semester Special English.
2. To consider and approve III,IV & V Semester English Literature syllabus - together with the model papers designed by the Department for the academic year 2025-2026.
3. To consider and approve the additions and deletions listed out under “**Additional Inputs Table**” provided for Special English for the academic year 2025-26.
4. To consider and approve the new assessment pattern in Continuous internal assessment
5. To consider and approve the Uniform Question paper pattern
6. To consider and approve the plan of action for the academic year 2025-2026.
7. To consider and approve the Certificate Course from Indian Knowledge System
8. To consider and approve the inclusion of CSP evaluation, Internship Evaluation and Apprenticeship Evaluation.
9. 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.
10. To consider and approve that student must complete one SWAYAM course per year
11. To consider and approve the process of sending the students to apprenticeship in VI Semester

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

**DEPARTMENT OF ENGLISH**

**DISCUSSION FOR EACH AGENDA ITEM**

**1. New Syllabus prescribed for I & II Semester General English & Special English : 2025-2026 admitted batch –**

University Nominee Prof. Prasanthi Sree reviewed the proposed APSCHE syllabus and stated that it aligns well with current academic standards and requires no alterations. Dr. P. Sanjotha, Subject Expert, expressed satisfaction with the structure and clarity of the syllabus, noting that it adequately meets the learning needs of first-year students.

Dr. Aseesh Babu, Subject Expert, agreed that the syllabus is comprehensive and emphasized that uniform implementation across institutions will benefit both teachers and students. After deliberation, the members unanimously recommended approving the syllabus **without any modifications** for the 2025–2026 admitted batch.”

**2. III ,IV & V Semester English Literature Syllabus and Model Papers**

Prof. Prasanthi Sree (University Nominee) appreciated the logical sequence of texts across semesters. Dr. Sanjotha (Subject Expert) suggested that the model papers should continue to emphasize analytical and interpretative questions. Dr. Aseesh Babu (Subject Expert) recommended minor adjustments to question distribution to enhance critical thinking.

Members concluded that the syllabus and model papers are well-prepared and ready for implementation.

**3.Additions/Deletions in “Additional Inputs Table” – Special English**

Prof. Prasanthi Sree (University Nominee) supported the revisions as they help streamline the curriculum. Dr. Sanjotha (Subject Expert) suggested removing outdated content and adding more application-oriented materials. Dr. Aseesh Babu (Subject Expert) recommended documenting each modification for academic transparency. The members agreed that the updated inputs enhance clarity and relevance.

**4. New Assessment Pattern in Continuous Internal Assessment**

Prof. Prasanthi Sree (University Nominee) highlighted that the diversified CIA format encourages continuous engagement. Dr. Sanjotha (Subject Expert) suggested using clear rubrics for assignments and presentations to maintain uniformity. Dr. Aseesh Babu (Subject Expert) advised balancing objective and descriptive components. The Board approved the revised assessment structure.

## **5. Uniform Question Paper Pattern**

Prof. Prasanthi Sree (University Nominee) emphasized that a uniform pattern across semesters ensures fairness and consistency. Dr. P. Sanjotha (Subject Expert) recommended revisiting the pattern periodically based on feedback. Members agreed the standardized structure will benefit both students and examiners.

## **6. Plan of Action for Academic Year 2025–2026**

Prof. Prasanthi Sree (University Nominee) appreciated the structured plan covering curricular, co-curricular, and extension activities. Dr. Sanjotha (Subject Expert) suggested adding mid-year progress reviews for better monitoring. Dr. Aseesh Babu (Subject Expert) recommended aligning the plan with NAAC and UGC quality requirements. The members found the plan feasible and beneficial.

## **7. Certificate Course from Indian Knowledge System**

The subject experts, Dr. P. Sanjotha and Dr. Aseesh Babu, reviewed the proposal for introducing a certificate course on the Indian Knowledge System (IKS) in the Department of English. They agreed that the department can opt to offer this certificate course, aligning it with UGC guidelines for curriculum design, credit allocation, and evaluation. University nominee Prof. Prasanthi Sree supported the initiative, emphasizing the importance of integrating traditional knowledge with contemporary academic learning.

## **8. Inclusion of CSP, Internship, and Apprenticeship Evaluation**

Prof. Prasanthi Sree (University Nominee) emphasized that experiential components are essential for holistic learning. Dr. Sanjotha (Subject Expert) recommended mentorship documentation to ensure transparency. The Board agreed that formal evaluation enhances academic accountability.

## **9. Innovative Pedagogy Methods**

Prof. Prasanthi Sree (University Nominee) supported the shift toward interactive teaching methods like quizzes and seminars. Dr. Sanjotha (Subject Expert) suggested organizing faculty training sessions for effective implementation. Dr. Aseesh Babu (Subject Expert) emphasized documenting outcomes for quality assurance and accreditation purposes. The proposal was welcomed as it improves student participation and learning outcomes.

## **10. Mandatory Completion of One SWAYAM Course per Year**

Prof. Prasanthi Sree (University Nominee) stated that SWAYAM courses expose students to high-quality national-level learning resources. Dr. Sanjotha (Subject Expert) suggested guiding students in selecting suitable courses based on their discipline. Dr. Aseesh Babu (Subject Expert) recommended tracking completion records and integrating credits properly. Members agreed that SWAYAM participation enhances digital learning competency.

## **11. Apprenticeship Process for VI Semester Students**

Prof. Prasanthi Sree (University Nominee) endorsed the apprenticeship initiative for its industry relevance. Dr. Sanjotha (Subject Expert) suggested partnering with institutions that match students' academic backgrounds. Dr. Aseesh Babu (Subject Expert) recommended preparing students through orientation sessions before placement. The Board agreed the apprenticeship program significantly improves practical exposure and employability.

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**BOARD OF STUDIES MEETING : 2025-2026**  
**DEPARTMENT OF ENGLISH :**  
**RESOLUTIONS**

The resolutions of the Board of Studies committee conducted on 07.08.2025 are as follows:

1. Considered and approved, without any modifications, the new syllabus prescribed by APSCHE for the 2025–2026 admitted batch for I & II Semester General English and I & II Semester Special English
2. Considered and approved III ,IV & V Semester English Literature syllabus - together with the model papers designed by the Department for the academic year 2025-2026.
3. Consider and approved the additions and deletions listed out under “Additional Inputs Table” provided for Special English for the academic year 2025-26.
4. Considered and approved the new assessment pattern in Continuous internal assessment
5. Considered and approved the Uniform Question paper pattern
6. Considered and approved the plan of action for the academic year 2025-2026.
7. Consider and approved the Certificate Course from Indian Knowledge System
8. Considered and approved the inclusion of CSP evaluation, Internship Evaluation and Apprenticeship Evaluation.
9. Considered and approved the implementation of Pedagogy methods like Quiz, classroom seminar, Assignment or Case study, Test, puzzles, viva and few more innovative methods in classroom teaching as indicated in the curricular plans.
10. Considered and approved that student must complete one SWAYAM course per year
11. To consider and approve the process of sending the students to apprenticeship in VI Semester

## SUGGESTION OF THE MEMBERS



PITHAPUR RAJAH'S GOVERNMENT COLLEGE (AUTONOMOUS), KAKINADA  
KAKINADA 533 001-ANDHRA PRADESH  
An AUTONOMOUS and NAAC Accredited Institution (B++ Grade-2.82 CGPA)  
(Affiliated to ADI KAVI NANNAYA UNIVERSITY, Rajamahendravaram.)

### ACADEMIC CELL

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

Department Name: ENGLISH

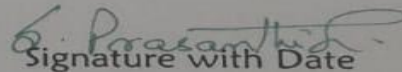
Name of the BOS Member : Prof. Prasanthi Sree, M.S.N. Campus, Adikavi Nannaya University, Kakinada.

(University Nominee /Subject Expert/Industrialist / Member)

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

1. Renovation to the Staff Room
2. Renovation to the Class Rooms immediately it should be
3. rectified
4. Bath rooms bad in condition Renovate it
5. library hours is amendatory in the time table  
Text Books should be provide as per Syllabus in the library.

The syllabus is approved with the above suggested modification

  
Signature with Date

Principal  
Adikavi Nannaya Universi..  
M.S.N. Campus, Kakinada

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



PITHAPUR RAJAH'S GOVERNMENT COLLEGE (AUTONOMOUS), KAKINADA  
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(Affiliated to ADI KAVI NANNAYA UNIVERSITY, Rajamahendravaram.)

### ACADEMIC CELL

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

Department Name: Dr. P. Sujatha English

Name of the BOS Member: Dr. P. Sujatha

(University Nominee /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 conduct story telling activity to enhance speaking skills
2. To conduct Guest lectures one on literature & one on communication & soft skill
3. To add Gender-related topic in General English
4. To add Indian knowledge system topic in General English
5. To conduct Certificate Course on English for Competitive Exam or on Communication and Soft Skills

The syllabus is approved with the above suggested modification

Sujatha 7/8/25  
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 Nominee/Subject Expert/Member of BOS)

Department Name: ENGLISH

Name of the BOS Member: Dr. B. ASEESH BABU

(University Nominee /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. Conduct Guest lectures on soft skills
2. To conduct- enviroadd environment related topics in General
3. English
4. Do conduct story-writing, Poetry recitation competitions
- 5.

The syllabus is approved with the above suggested modification

B. Aseesh Babu  
Signature with Date 07/08/25

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

## APPROVAL OF THE BOS COMMITTEE

PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A),KAKINADA

DEPARTMENT OF ENGLISH

BOS : 2025-2026

### APPROVAL OF THE BOS COMMITTEE

S. No	Name of the Person	Designation	Signature
1	Ch.Vennela	Chairman Lecturer In-charge, Department of English	<i>Ch. Vennela</i>
2.	Prof Prasanthi Sree, MSN Campus Adikavi Nannaya University Kakinda	University Nominee	<i>S. Prasanthi S.</i>
3.	Dr.P.Sanjotha	Subject Expert Lecturer in English, A.S.D Government Degree College for Women (A),Kakinada	<i>Sanjatha</i>
4.	Dr.Aseesh Babu Lecturer in English, GDC,Alamuru	Subject Expert Lecturer in English, GDC,Alamuru	<i>B. Aseesh Babu</i>
5.	Gummadi Sampath Kumar Gummadi Consultancy & A training for GRE, TOFEL, IELTS M.G.Road, Vijayawada.	Representative from Industry	<i>G. Sampath Kumar</i>
6.	Dr.M.Soma Raju	Member	<i>M. Soma Raju</i>
7.	Dr.S.Srinivasa Rao	Member	<i>S. Srinivasa Rao</i>
8.	Dr.K.Rajamanikyam	Member	<i>K. Rajamanikyam</i>
9.	Sri S.K.R.Raju	Member	<i>S. K. R. Raju</i>
10.	Ms.Y.Prathibha Grace	Student Alumni Member	<i>Y. Prathibha Grace</i>
11.	MsV.Bhanu Priya, III B.A Spl.English	Student Member	<i>V. Bhanu priya</i>
12.	Mr.P.Chandrasekhar, II B.A Spl.English	Student Member	<i>P. Chandrasekhar</i>

PLAN OF ACTION : 2025-2026

s.no	Activity Planned	Dates/Period	Objectives/Outcomes	Expenditure
1.	Spell Bee competitions (Monthly once) every 2nd day of Month	Every 2nd Day of Month	To improve the spellings and Pronunciation	15000
2.	Elocution competitions	Once in every two months	To improve the speaking skills. It helps to overcome nervousness, stage fear.	5000
3.	Utilization of ELL	weekly one hour for each Section	To improve integrated skills - vocabulary, pronunciation, technical skills	7000
4.	Certificate course-1	One course per semester	To improve LSRW skills ad it improves Personality as Soft Skills are also included	5000
5.	Guest Lectures -	2 Guest Lectures per each semester	It enhances sharing of knowledge by Experts in the subject concerned	5000
6.	MoUs - 3 (Target) 1 Government College (A), Rajahmundry 2.GDC Ramachandrapuram 3. A.S,D.College for Women,Kakinada.	2025	collaboration with institutions helps in information sharing	
7.	Conduct of English Literary Festival (shall include painting, extempore, debate, literature, etc)	First week of January 2025	To create a platform for students to exhibit their talents	7000
8.	Research publications - 5 (target)	2 Publications per Academic Year		20000
9.	Maintenance of college radio	Need to interact with Radio Ala	Improves the speaking and organising the skills of the students	5000
10.	Constitution of <b>Departmental Discussion forum</b> with students and staff	on every 20th day of month	To deliberate on various issues like environment, literature, etc	
11.	Community Outreach programs:			
	Teaching grammar in Schools	1 activity per each semester	Teaching High School students about topics like Vocabulary helps them to improve their language and it reduces their fear	5000
12.	<b>Best Practices</b>			
	1. Word of the Day	Daily	Improves the Vocabulary of the students	Nil
	2. News Paper Reading	Daily	Improves the speaking skills of the students	2500
13.	English Language Day (Shakespeare Birthday celebration)	April 23,2026		
14.	Rabindranath Tagore Birthday	May 7,2026		5000
15.	National Grammar Day	March 4,2026		5000

APPROVAL OF THE ACTION PLAN

PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A),KAKINADA

DEPARTMENT OF ENGLISH

BOS : 2025-2026

APPROVAL OF THE ACTION PLAN

S. No	Name of the Person	Designation	Signature
1	Ch.Vennela	Chairman Lecturer In-charge, Department of English	Ch.Vennela
2	Prof. .S.Prasanthi Sree, MSN Campus Adikavi Nannaya University Kakinada	University Nominee	S. Prasanthee
3	Dr.P.Sanjotha	Subject Expert Lecturer in English, A.S.D Government Degree College for Women (A),Kakinada	Sanjotha
4	Dr.Aseesh Babu Lecturer in English, GDC,Alamuru	Subject Expert Lecturer in English, GDC,Alamuru	B. Aseesh Babu
5	Gummadi Sampath Kumar Gummadi Consultancy & A training for GRE, TOFEL, IELTS M.G.Road, Vijayawada.	Representative from Industry	G. Sampath Kumar
6	Dr.M.Soma Raju	Member	M. Soma Raju
7	Dr.S.Srinivasa Rao	Member	S. Srinivasa Rao
8	Dr.K.Rajamanikyam	Member	K. Rajamanikyam
9	Sri S.K.R.Raju	Member	S. K. R. Raju
10	Ms.Y.Prathibha Grace	Student Alumni Member	Y. Prathibha Grace
11	Ms. V.Bhanu Priya,III B.A Spl.English	Student Member	V. Bhanu priya
12	Mr.P.Chandrasekhar,II B.A Spl.English	Student Member	P.Chandrasekhar

## **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.
- Mid Examinations are to be conducted at Offline mode at College level.
- Mid examination is to be conducted in offline mode in which the student should attempt one essay question for 10 Marks out of two questions and three short answer questions with 5 marks each out of five questions.
  
- 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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### **MID I QUESTION PAPER PATTERN**

**Duration : 1 Hr**

**Max.Marks : 25 M**

#### **Section – A**

**Answer any “ ONE “ of the following questions :**

**1X 10 = 10 M**

- 1.
- 2.

#### **Section -B**

**Answer any “ THREE “ of the following questions :**

**3 X 5 = 15 M**

- 1.
- 2.
- 3.
- 4.
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**TABLE SHOWING ADDITIONAL INPUTS/MODIFICATIONS IN THE SYLLABI**  
**For Semesters III, IV, and V - 2025-2026**

s.no	Paper Title	Semester	Deletions	Additional Input/Modifications	Justification	Percentage of Change
1.	<b>An Introduction to Jacobean Literature (1603-1625)</b>	Special English Semester III Major V	The Flea John Donne	The Collar -George Herbert	<i>The Flea</i> was removed and <i>The Collar</i> included for its deeper spiritual themes, moral complexity, and contemporary academic relevance.	20%
2.	<b>An Introduction to Restoration Literature (1660-1689)</b>	Special English Semester III Major VI	The Club at the Trumpet	Oroonoko- Aphra Behn	<i>Oroonoko</i> by Aphra Behn is aimed at including a text that offers a more critical perspective on colonialism, slavery, and race, which is highly relevant to contemporary literary studies. <i>Oroonoko</i> also provides a strong example of early female authorship, thereby enhancing diversity and representation in the curriculum.	20%
3.	<b>An Introduction to Augustan Literature (1700-1750)</b>	Special English Semester III Major VII	Thomas Gray Elegy written in a Country Churchyard	Thomas Gray Ode on the Spring	<i>Elegy</i> has been replaced with <i>Ode on a Spring</i> to provide students with lighter themes, greater lyrical beauty, and insights into nature and transience.	20%
4.	<b>An Introduction to Romantic Literature (1798-1837)</b>	Special English Semester IV Major VIII	William Wordsworth Poem The Solitary Reaper	S.T.Coleridge Poem : Rime of the Ancient Mariner	<i>The Solitary Reaper</i> was replaced with <i>The Rime of the Ancient Mariner</i> to introduce students to narrative complexity, supernatural elements, and Romantic-era moral symbolism.	20%

5.	<b>An Introduction to Victorian Literature (1837-1900)</b>	Special English Semester IV Major IX	Dante Gabriel Rossetti Blessed Damosel	Matthew Arnold - Dover Beach	<i>The Blessed Damozel</i> was replaced with <i>Dover Beach</i> to expose students to modern existential themes, intellectual depth, and a more contemporary reflection of human uncertainty.	20%
6.	<b>An Introduction to Modern Literature (1900-1940)</b>	Special English Semester IV Major X	E.M.Forster : A Passage to India	George Orwell : Animal Farm	<i>A Passage to India</i> was replaced with <i>Animal Farm</i> to enhance political awareness, promote allegorical understanding, and engage students with relevant themes of power and corruption.	20%
7.	<b>Glimpses of World Literature</b>	Special English Semester IV Major X	Fyodor Dostoevsky Crime and Punishment	Chinua Achebe - Things Fall Apart	<i>Crime and Punishment</i> was replaced with <i>Things Fall Apart</i> to introduce postcolonial themes, cultural context, and accessible language for undergraduate learners.	20%

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

**DEPARTMENT OF ENGLISH**

**NEW COURSES INTRODUCED FOR THE  
ACADEMIC YEAR 2025-26**

s.no	Title of the new Course	Semester	Programs in which it is introduced
1.	An Introduction to English Literature	I Major -1	B.A Special English Honours
2.	An Introduction to Elizabethan Literature	I Major -2	B.A Special English Honours
3.	An Introduction to Jacobean Literature	II Major -3	B.A Special English Honours
4.	An Introduction to Restoration Literature	II Major -4	B.A Special English Honours
5.	Writing for Media	V Major -12	B.A Special English Honours
6.	Creative Writing and Literary appreciation	V Major -13	B.A Special English Honours
7.	English Language Teaching Skills	V Major -14	B.A Special English Honours
8.	Skills and Procedures of Translation	V Major -15	B.A Special English Honours

**DEPARTMENT OF ENGLISH : ALLOCATION OF CREDITS**

s.no	Semester/ Paper	Paper Title	Hrs Per Week	External	Internal	Credits
1.	I	A Course in Communication and Soft Skills	4	50	50	3
2.	II	A Course in Reading and Writing Skills	4	50	50	3
<b>SPECIAL ENGLISH (2025-26 ADMITTED BATCH)</b>						
3.	I Major -I	An Introduction to English Literature (600-1500)	4	50	50	4
4.	I Major -II	An Introduction to Elizabethan Literature ( 1558-1603)	4	50	50	4
5.	II Major -III	An Introduction to Jacobean Literature (1603-1625)	4	50	50	4
6.	II Major -IV	An Introduction to Restoration Literature (1660-1689)	4	50	50	4
<b>SPECIAL ENGLISH (2023-24 &amp; 2024-25 Admitted Batch)</b>						
7.	III Major -5	An Introduction to Jacobean Literature (1603-1625)	4	50	50	4
8.	III Major-6	An Introduction to Restoration Literature (1660-1689)	4	50	50	4
9.	III Major-7	An Introduction to Augustan Literature (1700- 1750)	4	50	50	4
10.	III Major- 8	An Introduction to Romantic Literature (1798- 1837)	4	50	50	4
11.	IV Major-9	An Introduction to Victorian Literature (1837-1900)	4	50	50	4
12.	IV Major-10	An Introduction to Modern Literature ( 1900-1940)	4	50	50	4
13.	IV Major -11	Glimpses of World Literature	4	50	50	4
14.	V Major -12	Writing for Media	4	50	50	4
15.	V Major -13	Creative writing and Literary Appreciation	4	50	50	4
16.	V Major -14	English Language Teaching Skills	4	50	50	4
17.	V Major -15	Skills & Procedures of Translation (English & Telugu)	4	50	50	4

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A), KAKINADA**  
**DEPARTMENT OF ENGLISH – 2025-2026**

**Course Objectives and Outcomes**  
**General English**

<b>Sl. No</b>	<b>Subject</b>	<b>Sem ester</b>	<b>Objectives</b>	<b>Outcomes</b>
<b>01.</b>	<b>General English</b>	<b>I</b>	1. Ability to be comfortable with English in use while listening or speaking 2. Ability to use receptive skills through reading and listening to acquire good exposure to language and literature.	1. Students read and understand the text listening to the inputs given by the teacher in the classroom. 2. Students imbibe the rules of language unconsciously and tune to deducing language structure and usage
<b>02.</b>	<b>General English</b>	<b>II</b>	1. Ability to be comfortable with English in use while reading or listening. 2. Ability to use receptive skills through reading and listening to acquire good exposure to language and literature.	1. Students read and understand the text listening to the inputs given by the teacher in the classroom. 2. Students imbibe the rules of language unconsciously and tune to deducing language structure and usage

### Special English - Major

s. no	Subject	Semester	Objectives	Outcomes
3	An Introduction to English Literature (600-1500)	I	<p>1. Ability to grasp the basic concept of English Language and Literature, and different phases of their development.</p> <p>2. Ability to understand the impact of the socio and economic conditions on Literature and the cosmopolitan vocabulary of English Language.</p>	<p>After going through the course the learner would be able to</p> <ul style="list-style-type: none"> <li>• Learn the features of Old English, Middle English and Renaissance Periods.</li> <li>• Review the aspects of literary genres, forms and terms of the period.</li> <li>• Identify the characteristics of poetry, drama and literary criticism.</li> <li>• Have a detailed understanding of the literary texts.</li> </ul> <p>Students understand the influence of the ideologies of the times on Literature</p> <p>Students can critically appreciate the a work of Literature given the background of the age and the writer</p> <p>Students review literary texts though the lens of socio- cultural and political contexts of the times.</p> <p>Students compare and contrast languages in terms of systematic differences in terms of Phonology, Morphology, Syntax and Semantics</p> <p>Students comprehend the way mass media uses language to persuade, inform and entertain.</p>

4.	An Introduction to Elizabethan Literature (1558-1603)	I	<ol style="list-style-type: none"> <li>1. Ability to grasp the basic concepts of literature, various terms, phases of development of Language and literature</li> <li>2. Ability to understand the literary terms and genres specific to the period of study.</li> </ol>	<p>After going through the course the learner would be able to</p> <ul style="list-style-type: none"> <li>• Learn the features of Elizabethan literature.</li> <li>• Review the aspects of literary genres, forms and terms of the period.</li> <li>• Identify the characteristics of poetry, drama and literary criticism.</li> <li>• Have a detailed understanding of the literary texts.</li> </ul>
5.	An Introduction to Jacobean Literature (1603-1625)	II	<ol style="list-style-type: none"> <li>1. Learn the features of Jacobean literature.</li> <li>2. Analyze the aspects of literary genres, forms and terms of the period.</li> <li>3. Identify the characteristics of poetry, prose, drama and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts.</li> <li>5. Understand the evolution of prose as a literary genre.</li> </ol>	<p>After going through the course, the learner will be able to</p> <ol style="list-style-type: none"> <li>1. Learn the features of Jacobean literature.</li> <li>2. Analyze the aspects of literary genres, forms and terms of the period.</li> <li>3. Identify the characteristics of poetry, prose, drama and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts.</li> <li>5. Understand the evolution of prose as a literary genre.</li> </ol>

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

9.	An Introduction to Victorian Literature (1837-1900)	IV	<ol style="list-style-type: none"> <li>1. Identify the influences of the Victorian society on its literary period.</li> <li>2. Understand the aspects of literary genres, forms and terms of the period.</li> <li>3. Analyze the characteristics of poetry, drama, fiction and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts with the progression of age.</li> <li>5. Critically appreciate the literary texts of the period.</li> </ol>	<p>After going through the course, the learner will be able to</p> <ol style="list-style-type: none"> <li>1. Identify the influences of the Victorian society on its literary period.</li> <li>2. Understand the aspects of literary genres, forms and terms of the period.</li> <li>3. Analyze the characteristics of poetry, drama, fiction and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts with the progression of age.</li> <li>5. Critically appreciate the literary texts of the period.</li> </ol>
10.	An Introduction to Modern Literature (1900-1940)	IV	<ol style="list-style-type: none"> <li>1. Identify the features of Modern literature.</li> <li>2. Understand the aspects of literary genres, forms and terms of the period.</li> <li>3. Analyze the characteristics of poetry, drama, fiction and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts with the progression of age.</li> <li>5. Critically appreciate the literary texts of the period.</li> </ol>	<p>After going through the course, the learner will be able to</p> <ol style="list-style-type: none"> <li>1. Identify the features of Modern literature.</li> <li>2. Understand the aspects of literary genres, forms and terms of the period.</li> <li>3. Analyze the characteristics of poetry, drama, fiction and literary criticism.</li> <li>4. Have a detailed understanding of the literary texts with the progression of age.</li> <li>5. Critically appreciate the literary texts of the period.</li> </ol>
11.	Glimpses of World Literature	IV	<ol style="list-style-type: none"> <li>1. Learn the salient features of world literatures.</li> <li>2. Analyze the sense and sensibilities across the globe.</li> <li>3. Understand the influence of various – isms on literary texts.</li> <li>4. Interpret the meaning of a literary text by reading between the lines.</li> <li>5. Identify cultural influences on Modern English literature.</li> </ol>	<p>After going through the course, the learner will be able to</p> <ol style="list-style-type: none"> <li>1. Learn the salient features of world literatures.</li> <li>2. Analyze the sense and sensibilities across the globe.</li> <li>3. Understand the influence of various – isms on literary texts.</li> <li>4. Interpret the meaning of a literary text by reading between the lines.</li> <li>5. Identify cultural influences on Modern English literature.</li> </ol>

12.	Writing for Media	V  V	<ul style="list-style-type: none"> <li>To develop students' ability to write clear, concise, and engaging content for various media platforms.</li> <li>To familiarize learners with the principles, styles, and ethics of media writing.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to produce well-structured and effective media content tailored to different platforms and audiences.</li> </ul>
13.	Creative writing and Literary appreciation	V	<ul style="list-style-type: none"> <li>To develop students' ability to express ideas imaginatively through various creative writing forms.</li> <li>To enhance learners' understanding of literary techniques, styles, and aesthetic principles.</li> <li>To cultivate critical appreciation of literary texts through close reading and analytical reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to produce original creative works that demonstrate effective use of literary techniques.</li> <li>Students will apply concepts of style, structure, and aesthetics in interpreting and crafting literary pieces.</li> <li>Students will critically evaluate literary texts with insight, clarity, and informed personal response.</li> </ul>

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A) KAKINADA**  
**DEPARTMENT OF ENGLISH**  
**LIST OF EXAMINERS AND PAPER SETTERS : 2025-2026**

s.no	Name of the Lecturer	Name of the College
1.	Dr.Ravi Rani	Dr. V.S.Krishna Govt.Degree College, Visakhapatnam
2.	Dr.C.V.S.Ravindranath	Dr. V.S.Krishna Govt.Degree College, Visakhapatnam
3.	Dr.P.Padma Priya	Dr. V.S.Krishna Govt.Degree College, Visakhapatnam
4.	M.Sri Lakshmi	Government College(A), Rajahmundry
5.	Dr.A.Rajeswari	Government College(A), Rajahmundry
6.	Dr.N.Srinivas	Government College(A), Rajahmundry
7.	Dr.N.Nagabhushanam	Government College(A), Rajahmundry
8.	Dr.B.Bhavani	Government College(A), Rajahmundry
9.	Dr.P.Lakshmi Narasa Dasu	SRR & CVR Government Degree College, Vijayawada.
10.	Dr.Pala Prasad	JKC (A), Guntur
11.	Dr.U.Ramesh Babu	Government Degree College, Ravulapalem
12.	Dr.Aseesh Babu	Government Degree College, Alamuru
13.	Dr.N.Lakshmi	Government Degree College, Ramachandrapuram
14.	Dr. Y.Swarna Sri	S.K. V. T. Government Degree College, Rajamahendravaram
15.	Dr..Ch.Anuradha	Government Degree College, Ganapavaram

## BLOOM'S TAXONOMY QUESTION PAPER FORMAT

<b>Knowledge</b>	
<b>Useful Verbs</b>	<b>Sample Question Stems</b>
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...?

<b>Understanding</b>	
<b>Useful Verbs</b>	<b>Sample Questions terms</b>
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	


<b>Application</b>	
<b>Useful Verbs</b>	<b>Sample Question Stems</b>
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...?

<b>Analysis</b>	
<b>Useful Verbs</b>	<b>Sample Question Stems</b>

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

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

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

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

### Course Objectives:

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

### Course Outcomes:

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**DEPARTMENT OF ENGLISH**  
**General English for B.A., B.Com B. Sc & B.B.A SEMESTER – I**  
**2025-2026**  
**ENGLISH BRIDGE I : LIFE SKILLS**

**Syllabus**

**UNIT- I:**

- a. Poem : Coramandel Fishers -Sarojini Naidu
- b. Short Story : The Night Train at Deoli -Nissim Ezekiel
- c. Parts of Speech

**UNIT- II:**

- a. Short Story -The Lost Child -Mulk Raj Anand
- b. Prose -Letter to a Teacher-School of Barbiana
- c. Articles and Prepositions

**UNIT- III:**

- a. Poem -Where the Mind is without Fear -Rabindranath Tagore
- b. Speech -How Dare You-Greta Thunberg
- c. Question Tags

**UNIT- IV:**

- a. Poem – Night of the Scorpion-Nissim Ezekiel
- b. One Act Play -Refund- Fritz Karinthy
- c. Tenses

**UNIT- V:**

- a. Short Story -An Astrologer's Day -R.K.Narayan
- b. Phonetics -Basic Sounds and Word Stress
- c. Intonation and Homophones

**References:**

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

### Activities:

1. Make the students listen to news excerpts.
2. Watch Interviews and Speeches on YouTube.
3. Role Plays on Formal and Informal Conversations.

### Weblinks :

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

### CO-PO Mapping:

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

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A) KAKINADA**  
**DEPARTMENT OF ENGLISH**  
**General English for B.A., B.Com and B.Sc,**  
**ENGLISH BRIDGE I : LIFE SKILLS**  
**SEMESTER – I (2025-2026)**  
**PATTERN OF QUESTION PAPER(Blue Print)**

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**3 X 10 = 30M**

**Part – A**

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

**Part - B**

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

**Section II**

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

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A) KAKINADA**  
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**General English for B.A., B.Com and B.Sc,**  
**ENGLISH BRIDGE I : LIFE SKILLS**

SEMESTER – I (2025-2026)

Model Blue Print for the Question Paper Setter:

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

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

**DEPARTMENT OF ENGLISH**

**SEMESTER I : 2025-2026**

**GENERAL ENGLISH FOR B.A.,B.Com.,B.Sc,BBA**

**ENGLISH BRIDGE -I : LIFE SKILLS**

**SECTION - I**

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

**Part – A**

1. What makes "The Night Train at Deoli" a timeless and relatable story? Comment on the universality of its theme.
2. What is the central message of *Letter to a Teacher* ? How do the students challenge the traditional role of education in society?
3. Discuss the symbolic significance of the child getting lost in the fair as presented in the short story "The Lost Child" by Mulk Raj Anand.

**Part - B**

4. Examine the global relevance of the speech *How Dare you* by Greta Thunberg.
5. Analyze the headmaster's strategy in dealing with Wasserkopf in the play "Refund" by Fritz Karinthy.
6. How does the story explore the theme of redemption and moral ambiguity through the astrologer's character in the short story "An Astrologer's Day" ?

**Section II**

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

7. Discuss how Sarojini Naidu uses the metaphor of the sea to symbolize life and freedom in *Coromandel Fishers*

8.Fill in the blanks with the appropriate Parts of Speech

- i. The cat chased the \_\_\_\_\_ across the yard. (**noun**)[mouse, run, quickly]
- ii. He spoke very \_\_\_\_\_ during the presentation. (**adverb**) [clear, clearly, clarity]
- iii. Her dress is very \_\_\_\_\_. (**adjective**) [colorful, color, coloring]

iv. Please \_\_\_\_\_ the door when you leave. (**verb**) [close, closed, closing]

v. He missed the bus \_\_\_\_\_ he woke up late. (**conjunction**) [because, but, so]

9. Complete the sentences using appropriate Articles and Prepositions

i. I saw \_\_\_ eagle flying above the trees. (**article**) [a, an,]

ii. We watched \_\_\_ movie you recommended. (**article**) [ an, the]

iii. She adopted \_\_\_ cat from the shelter. (**article**)[a,an]

iv. The book is \_\_\_ the table. (**preposition**) [on, in]

v. She hid the gift \_\_\_ the bed. (**preposition**) [under, over]

10. Summarize the poem “ Where the mind is without Fear “ by Rabindranath Tagore.

11. Fill in the blanks with appropriate Question Tags

i. She is coming to the party, \_\_\_?

ii. They weren't playing football, \_\_\_?

iii. Let's go for a walk, \_\_\_?

iv. He hasn't seen the movie, \_\_\_?

v. He can drive a car, \_\_\_?

12. Complete the sentences using the correct tense forms of the verbs

i. She \_\_\_ to school every day. [go, goes, went]

ii. They \_\_\_ to Paris next week. [will go, went, going]

iii. I \_\_\_ here since morning. [have been waiting, waited, wait]

iv. He \_\_\_ to the gym on Mondays. [go, goes, went]

v. I think it \_\_\_ tomorrow. [will rain, rains, rained]

13. Fill in the Blanks


i. /'kæt/ → \_\_\_\_\_ Write the English word for the given Phonetic Transcription

ii. 'stju:dənt/ → \_\_\_\_\_ Write the English word for the given Phonetic Transcription

iii. Toothbrush -Mark the stress on the given word

iv. How are you ? Mark the intonation in the sentence.

v. I want to \_\_\_ a letter to my friend. (right,write). Fill in the blank with the appropriate Homophone.

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

#### Course Objectives:

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

#### Course Outcomes:

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

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**GENERAL ENGLISH FOR B.A., B. Com.,B.Sc & B.B.A : 2025-2026**  
**SEMESTER –II**  
**ENGLISH BRIDGE II : COMMUNICATE AND CONNECT**

**Unit – I :**

- a. Prose : One Saying Please -A.G.Gardiner
- b. Short Story : Half a Rupee Worth -R.K.Narayan
- c. Conversion of Words

**Unit – II :**

- a. Poem : If -Rudyard Kipling
- b. Prose : I Have a Dream -Martin Luther King Jr.
- c. Skimming & Scanning

**Unit – III :**

- a. One Act Play – Never, Never, Nest -Cedric Mount
- b. Short Story -The Gift of the Magi -O.Henry
- c. Report Writing

**Unit – IV :**

- a. Short Story -How I taught my Grandmother to Read -Sudha Murthy
- b. Information Transfer -Pie Charts, Tree Diagram and Flow Chart
- c. Note Making

**Unit – V :**

- a. Prose : The Secret of Work -Swami Vivekananda
- b. Notices, Agenda and Minutes
- c. One-Word Substitutes

### References:

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

### 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)

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

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

**Department of English**

**General English for B.A., B.Com and B.Sc, &B.B.A**

**SEMESTER –II (2025-26)**

**ENGLISH BRIDGE II : COMMUNICATE AND CONNECT**

**Pattern of Question Paper**

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**3 X 10 = 30M**

**Part – A**

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

**Part - B**

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

**Section II**

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

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**DEPARTMENT OF ENGLISH**  
**SEMESTER II : 2025-2026**  
**GENERAL ENGLISH FOR B.A., B.Com., B.Sc, BBA**  
**ENGLISH BRIDGE -II : COMMUNICATE AND CONNECT**

Model Blue Print for the Question Paper Setter:

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

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

**Department of English**

**General English for B.A., B.Com and B.Sc, &B.B.A**

**ENGLISH BRIDGE II : COMMUNICATE AND CONNECT**

**MODEL QUESTION PAPER**

Time : 2 Hours

Max.Marks : 50 M

**SECTION - I**

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

**Part – A**

1. How does the author in “*On Saying Please*” distinguish between moral obligations and legal obligations?
2. Examine how Martin Luther King Jr. uses repetition in *I Have a Dream* to strengthen his arguments.
3. Analyze how the theme of installment buying is portrayed in the play *Never Never Nest*.

**Part - B**

4. Analyze how the sacrifices made by Jim and Della in *The Gift of the Magi* reveal the true meaning of love.
5. Examine the factors that motivated the grandmother to learn reading in *How I Taught My Grandmother to Read*.
6. Examine the reasons Vivekananda gives in *The Secret of Work* for performing duties without attachment to results.

**Section II**

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

7. Explore how R.K. Narayan uses humour and irony in *Half a Rupee Worth* to highlight human nature.
8. Identify the values emphasized in the poem “*If*” by Rudyard Kipling and explain how they shape the reader’s understanding of responsibility.
9. Differentiate between Skimming and Scanning.
10. Write a report on the Independence Day Celebrations held in your college. Your report should describe the key events of the program, the chief guest’s address, student participation, and the overall atmosphere of the celebration. Give your report a suitable title.

11. Read the following detailed information carefully and present it in the form of a well-structured Tree


Diagram:

A college offers various extracurricular clubs under three major categories: Cultural Clubs and Academic Clubs, and Service Clubs. Cultural Clubs include Music Club, Dance Club, Drama Club, and Photography Club. The Music Club further has two wings: Vocal and Instrumental. The Dance Club conducts three types of dance activities: Classical, Folk, and Western. Academic Clubs consist of Literary Club, Science Forum, Maths Club, and Debate Society. The Science Forum conducts activities in Physics, Chemistry, and Biology. The Literary Club has two sections: English Literary Wing and Regional Language Wing.

12. As the Cultural Secretary of your college, you are asked to issue a notice informing the students about the upcoming Cultural Fest. The notice should include details such as the date, venue, main events, registration information, and any instructions for participants. Draft a well-formatted notice with all necessary details.

13. Choose the appropriate One-Word Substitute

- i. One who walks in sleep
  - a. Insomniac
  - b. Somnambulist
  - c. Philanthropist
- ii. A person who does not believe in God
  - a. Atheist
  - b. Optimist
  - c. Hostage
- iii. A life history written by oneself
  - a. Autobiography
  - b. Biography
  - c. Calligraphy
- iv. A speech delivered without preparation
  - a. Dialogue
  - b. Extempore
  - c. Monologue
- v. A place where birds are kept
  - a. Apiary
  - b. Aviary
  - c. Sanctuary

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

### Course Objectives:

1. Introduce students to the foundational periods of English Literature -Old English, Middle English and Renaissance
2. Enable learners to understand major literary genres, forms and movements of the early English period
3. Provide critical insights into key texts of the age and develop literary appreciation
4. Lay the foundation for the historical, cultural and philosophical growth of English Literature

### 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 during Old English and Middle English Period and they can 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.

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

**Department of English**

**I B A S P E C I A L E N G L I S H**

**SEMESTER –I, MAJOR –I**

**2025-2026**

**AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)**

**(For 2025-2026 Admitted Batch Students)**

**UNIT I :**

- Overview of the Old English(Anglo-Saxon)Period
- Features of the Middle English Period
- Renaissance and Humanism -Early Stirrings of Literary revival

**UNIT II :**

- Poetry,Drama,Ballad,Epic
- Literary Devices : Alliteration,Elegy,Sonnet
- Medieval Drama : Mystery Plays,Miracle Plays,Morality Plays

**UNIT III :**

- Geoffrey Chaucer -Controlling the Tongue (Excerpt)
- Edmund Spenser -Sonnet 73 (Lyke as a Bard) from Amoretti

**UNIT IV :**

- Christopher Marlow – The Jew of Malta

**UNIT V :**

- Sir Philip Sydney -An Apology for Poetry

REFERENCES :

- 1.Daiches, David. 1979. *A Critical History of English Literature*. Bombay: Allied Publishers.
- 2.H.J.C.Grierson.A History of English Poetry. Cambridge University Press
- 3.M.S.Naagarajan. English Literary Criticism and Theory. Orient Black swan
- 4.M.H.Abrams.A Glossary of Literary Terms. Cengage Learning.
- 4.Barry, Peter. 2010. *Beginning Theory: An Introduction to Literary Theory and Cultural Theory* ,Manchester University Press.
- 5.StephenGreenblatt. Renaissance Self-Fashioning. From More to Shakespeare. University of Chicago Press.

Online Resources :

- 1.BBC History of English Literature(Interactive Timelines)
2. Open Learn & NPTEL Lectures on Medieval English Literature

**SUGGESTED CLASSROOM ACTIVITIES :**

- ❖ Prepare a historical timeline of Literary periods from 600-1500
- ❖ Literary genre chart making by student groups
- ❖ Group discussion on the cultural and linguistic evolution
- ❖ Debated on the moral dilemmas and character traits in Marlowe’s play

**WebLinks:**

1. <https://www.poetrynook.com/poem/controlling-tongue>
2. <https://elifnotes.com/introduction-history-of-english-literature/>
3. <https://en.m.wikipedia.org/wiki/Dr.Faustus>
4. [https://en.m.wikipedia.org/wiki/An\\_Apology\\_for\\_Poetry](https://en.m.wikipedia.org/wiki/An_Apology_for_Poetry)

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

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**B.A Special English –**  
**Semester I, MAJOR -I**  
**AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)**  
**2025-2026**  
**Pattern of Question Paper**

(For 2025-2026 Admitted Batch Students)

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**Each question carries 10 Marks.**

**3 X 10 = 30M**

**Part – A**

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

**Part - B**

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

**Section II**

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

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**B.A Special English**  
**Semester I, MAJOR -I**  
**(For 2025-2026 Admitted Batch Students)**  
**AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)**  
**2025-2026**

Model Blue Print for the Question Paper Setter:

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**I B.A. SPECIAL (ENGLISH HONOURS) – 2025-2026**  
**SEMESTER I : (Major I)**  
**(For 2025-2026 Admitted Batch Students)**  
**AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)**

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**SECTION - I**

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

**Part – A**

1. Describe the characteristics of Old English poetry with suitable examples.
2. Examine the social and cultural factors that shaped the themes of Middle English literature.
3. Analyze how Mystery, Miracle, and Morality plays reflect the religious beliefs of medieval Society.


**Part - B**

4. Examine the theme of love and admiration in *Lyke as a Bard* and its literary significance.
5. **Explain** how Christopher Marlowe presents the theme of religious hypocrisy in *The Jew of Malta*.
6. **Examine** the logical structure of Philip Sidney's arguments supporting the moral and Educational value of poetry in "An Apology for Poetry".

**Section II**

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

7. Analyze how humanism influenced the portrayal of man and nature in Renaissance art and literature.
8. Explain the characteristic features that make poetry a distinct form of literature.
9. Summarize the emotional and stylistic features that distinguish an elegy from a sonnet.
10. Discuss how Chaucer illustrates the consequences of careless talking.
11. Examine how Christopher Marlowe contrasts appearances and reality to expose moral decay in the Maltese society.
12. Summarize the main reasons behind the conflict between Barabas and the Christians in the play "The Jew of Malta".
13. Explain how Philip Sidney justifies the importance of poetry over philosophy and history in *An Apology for Poetry*.

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

#### Course Objectives:

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

#### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Students should be self-motivated to learn and apply the comprehensive knowledge of the manners and morals of the Elizabethan period by comparing them with those of the contemporary society.
CO2	Students should enhance their knowledge of the various literary terms and forms with the help of technology to access, retrieve and use authentic information and analyze it to distinguish among them.
CO3	Students should read and understand the life and challenges faced by Keats and present his thoughts and views in a clear, concise and effective manner.
CO4	Students should read Shakespeare's Dramas and understand the effectiveness of the genre. They should volunteer to employ the genre to address the evils for the general good of the society.
CO5	Students should identify the goals, objective and components of a project on the problems of women in the 16 <sup>th</sup> century. They should plan, organize and direct endeavors to drive home manners and morals appropriate to present society.

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**I YEAR B.A., SPECIAL ENGLISH: 2025-2026**  
**SEMESTER – I : MAJOR -II**  
**AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603) SYLLABUS**  
**(For 2025-2026 Admitted Batch Students)**

**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 :**

- Literary characteristics of the Elizabethan Age
- Major Themes and Notable writers
- Growth of Elizabethan Theatre -Companies, Audience, Performance, Style

**UNIT II :**

- Figures of Speech: Simile, Metaphor, Allegory, Personification
- Drama Forms: Tragedy, Comedy, Tragi-Comedy, Chronicle Play
- Dramatic Conventions: The Three Unities, Masque

**UNIT III :**

- William Shakespeare – Sonnet 116 (“Let me not to the marriage of true minds”)
- William Shakespeare – “ All the World’s a Stage “ ( from As You Like It )

**UNIT IV :**

- William Shakespeare -Hamlet

**UNIT V :**

- 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*.  
*The Elizabethan Stage*.4 Volumes, Oxford, Clarendon Press.

### Activities:

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

### Weblinks :

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

### CO-PO Mapping:

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	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: 2025-2026**

**I B.A Special English**

**Semester I (MAJOR – II)**

**(For 2025-2026 Admitted Batch Students)**

**AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)**

**Scheme of Question Paper**

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**Each question carries 10 Marks.**

**3 X 10 = 30M**

**Part – A**

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

**Part – B**

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

**Section II**

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

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025-2026**  
**I B.A Special English - Semester I (Major –II)**

**AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)**  
**(For 2025-2026 Admitted Batch Students)**

**Model Blue Print for the Question Paper Setter:**

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

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

**Department of English**

**I B.A. SPECIAL (ENGLISH HONOURS) - 2025 -2026**

**SEMESTER I: (Major II)**

**AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)**

**(For 2025-2026 Admitted Batch Students)**

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**SECTION - I**

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

**Part – A**

1. Explain the Literary characteristics of the Elizabethan Age.
2. Describe the major themes of the Elizabethan Age and identify the notable writers.
3. Interpret how the combined use of simile, metaphor, allegory, and personification contributes to the overall theme of a literary work.


**Part - B**

4. Analyze how Shakespeare uses the metaphor of life as a stage to represent the seven stages of human life in “ All the World’s a Stage “.
5. Summarize the main plot of *Hamlet* and its central conflict.
6. Summarize the main elements of a tragedy according to Aristotle’s Poetics.

**Section II**

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

7. Differentiate between the various types of playhouses and performance styles that emerged in the Elizabethan period.
8. Illustrate the differences between tragedy, comedy, tragi-comedy, and chronicle play in terms of theme and plot structure.
9. Discuss the significance of both the Three Unities and masque in shaping the dramatic experience for viewers.
10. Describe how William Shakespeare portrays the idea of unchanging and steadfast love in the Sonnet 116 –“Let me not to the marriage of true minds”.
11. Sketch the character of Claudius and examine how his ambition and guilt influence the events of the play “ Hamlet”
12. Interpret how the theme of madness, both real and feigned, influences the progression of the plot.
13. Analyze how the concept of hamartia (tragic flaw) affects the outcome of a tragedy.

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

### Course Objectives:

After going through the course the learner would be able to

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

### Course Outcomes:

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

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**I B.A SPECIAL ENGLISH**  
**SEMESTER –II : 2025-26**  
**MAJOR -III**

**AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625)**  
**(For 2025-2026 Admitted Batch Students)**

**UNIT I :**

- History of Jacobean Literature – Characteristics, Major themes & Writers
- Literary Genres -Irony, Blank Verse, Comedy of Humours, Metaphysical Conceit, Aphoristic Style, Apostrophe, Allusion, Revenge Tragedy

**UNIT II :**

- Poetry -John Donne -The Flea
- John Milton -On his Blindness

**UNIT III :**

- Prose -Francis Bacon : Of Studies ,Of Superstition

**UNIT IV :**

- Drama -John Webster : The White Devil

**UNIT V :**

- Literary Criticism – Andrew Marvell: On Mr. Milton's Paradise Lost

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

**Department of English**

**I B.A Special English**

**Semester II : 2025-2026**

**MAJOR -III**

**AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625)**

**(For 2025-2026 Admitted Batch Students)**

**Pattern of Question Paper**

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**Part – A**

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

**Part - B**

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

**Section II**

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

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

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

**Department of English**

**I B.A Special English**

**Semester II : 2025-2026**

**MAJOR -III**

**AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625)**

Model Blue Print for the Question Paper Setter:

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

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

**Department of English**

**I B.A. SPECIAL ENGLISH (HONOURS)**

**SEMESTER II : 2025-2026**

**Major III**

**AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625)**

**(For 2025-2026 Admitted Batch Students)**

**SECTION - I**

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

**Part – A**

1. Discuss the characteristic features of Jacobean Literature.
2. Identify the major themes in Jacobean literature and explain how they reflect the social, political, and moral concerns of the era, providing examples of writers and their works.
3. Explain how John Donne uses the flea as a metaphor to persuade his beloved in *The Flea*.


**Part - B**

4. Explain how Francis Bacon presents the different purposes and benefits of studying in *Of Studies*.
5. Summarize the main events that lead to the downfall of the major characters in *The White Devil*.
6. Explain how Andrew Marvell expresses his admiration for Milton's genius in "On Mr. Milton's *Paradise Lost*."

**Section II**

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

7. Explain the concept of Comedy of Humours and how it reflects character traits in literature.
8. Summarize the features of metaphysical conceit, blank verse, and irony, and illustrate their use in literary works.
9. Analyze how John Milton portrays the struggle between his blindness and his desire to Serve God in the poem "On his Blindness".
10. Examine the methods Francis Bacon uses to differentiate between superstition and true Religion in the essay "Of Superstition".
11. Differentiate between the public appearance and private reality of characters in *The White Devil*.
12. Analyze how Webster exposes corruption and moral decay through the characters of *The White Devil*.
13. Examine the use of imagery and diction in Andrew Marvell's portrayal of John Milton's Poetic style

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

### Course Objectives:

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

### Course Outcomes:

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**I B.A SPECIAL ENGLISH**  
**SEMESTER - II : 2025-26**  
**MAJOR -IV**  
**AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689)**  
**(For 2025-2026 Admitted Batch Students)**

**UNIT I :**

- History of Restoration Literature -Characteristics, Major Themes & Writers
- Literary Genres -Farce, Comedy of Manners, Satire, Gentle Comedy, Periodical Essay, Memoir

**UNIT II : POETRY**

- Andrew Marvell -To his Coy Mistress
- John Bunyan -Upon the Disobedient Child

**UNIT III : PROSE**

- Joseph Addison -Advice in Love
- Richard Steele -The Club at the Trumpet

**UNIT IV : DRAMA**

- John Dryden -Absalom and Achitophel

**UNIT V : LITERARY CRITICISM**

- John Dryden -Essay of Dramatic Poesie

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

**Department of English**

**I B.A Special English**

**Semester II : MAJOR -IV**

**AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689)  
2025-2026**

**(For 2025-2026 Admitted Batch Students)**

**Pattern of Question Paper**

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**Part – A**

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

**Part - B**

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

**Section II**

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

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**I B.A Special English**  
**Semester II : 2025-2026**  
**MAJOR -IV**  
**AN INTRODUCTION RESTORATION LITERATURE (1660-1689)**  
**(For 2025-2026 Admitted Batch Students)**

Model Blue Print for the Question Paper Setter:

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English**  
**I B.A. SPECIAL ENGLISH (HONOURS)**  
**SEMESTER II : 2025-2026**  
**Major IV**  
**AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689)**

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**SECTION - I**

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

**Part – A**

1. Explain the major characteristic features of Restoration Literature.
2. Identify the major themes in Restoration literature and explain how they reflect the social, political, and moral concerns of the era, providing examples of writers and their works.
3. Summarize the poet's argument to persuade his mistress in *To His Coy Mistress*.


**Part - B**

4. Outline the practical advice given to young men and women in *Advice in Love* by *Joseph Addison*.
5. Summarize the character of Absalom as depicted in *Absalom and Achitophel*.
6. Explain John Dryden's comparison between French and English drama in *Essay of Dramatic Poesie*.

**Section II**

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

7. Summarize the key characteristics of Farce, Comedy of Manners, and Satire.
8. Explain the main features of Gentle Comedy, Periodical Essay, and Memoir.
9. Analyze the consequences of disobedience as depicted in *Upon the Disobedient Child*
10. Compare Richard Steele's depiction of friendship and rivalry in *The Club at the Trumpet*.
11. Examine the contrasting character traits of Absalom and Achitophel.
12. Analyze how Dryden uses allegory in *Absalom and Achitophel* to reflect the political Events of his time.
13. Compare the role of poetry as entertainment and moral instruction in *Essay of Dramatic Poesie*.

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

### Course Objectives:

After going through the course the learner would be able to

Learn the features of Jacobean literature.

Analyze the aspects of literary genres, forms and terms of the period.

Identify the characteristics of poetry, prose, drama and literary criticism.

Have a detailed understanding of the literary texts.

### Course Outcomes:

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

CO1	Learn the features of Jacobean literature.
CO2	Analyze the aspects of literary genres, forms and terms of the period.
CO3	Identify the characteristics of poetry, prose, drama and literary criticism.
CO4	Have a detailed understanding of the literary texts.
CO5	Understand the evolution of prose as a literary genre.

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

**Department of English**

**II YEAR B.A., SPECIAL ENGLISH**

**SEMESTER – III : 2025-2026**

**AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625)**

**MAJOR – V SYLLABUS**

**(For 2024-2025 Admitted Batch students)**

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

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

**Unit- I (History of Jacobean Literature)**

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

**Unit- II (Poetry)**

1. The Collar : George Herbert
2. John Milton: On his Blindness

**Unit- III (Prose)**

1. Francis Bacon: Of Studies, Of Superstition

**Unit- IV (Drama)**

1. Ben Johnson : Everyman in his humour

**Unit- V (Literary Criticism)**

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

**References:**

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

**Activities:**

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

**Web Links:**

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

**CO-PO Mapping:**

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

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

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

**Department of English: 2025-2026**

**II B.A Special English - Semester III**

**MAJOR – V**

**(For 2024-2025 Admitted Batch students)**

**AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625)**

**Scheme of Question Paper**

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**Part – A**

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

**Part - B**

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

**Section II**

**Answer any FOUR of the following questions. Each question carries 5 marks.**

**4 X 5 = 20M**

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

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

**Department of English: 2025-2026**

**II B.A Special English - Semester III**

**MAJOR – V**

**AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625)**

**(For 2024-2025 Admitted Batch students)**

**Model Blue Print for the Question Paper Setter:**

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

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

**Department of English: 2025 -2026**

**II B.A Special English - Semester III**

**MAJOR -V**

**AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625)**

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**Part – A**

1. Identify the characteristic features of Jacobean Age
2. Examine the literary contribution of writers during the Jacobean age.
3. How does George Herbert use the speaker's inner conflict in "The Collar" to illustrate the struggle between personal freedom and spiritual obedience?

**Part – B**


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

**Section II**

**Answer any FOUR of the following questions. Each question carries 5 marks.**

**4 X 5 = 20M**

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

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

### Course Objectives:

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

### Course Outcomes:

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025 - 2026**  
**II B.A Special English - Semester III**  
**MAJOR - VI**

**AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689)**  
**Syllabus**  
**(For 2024-2025 Admitted Batch Students)**

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

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

**Unit- I**

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

**Unit- II - Poetry**

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

**Unit- III Prose**

1. Joseph Addison: *Advice in Love*
2. Aphra Behn: *Oronoko*

**Unit- IV - Drama**

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

**Unit- V**

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

**References:**

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

**Activities:**

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

**Weblinks:**

1. [https://en.m.wikipedia.org/wiki/JRestoration\\_era](https://en.m.wikipedia.org/wiki/JRestoration_era)
2. <https://www.poetryfoundation.org/poems/44688/to-his-coy-mistress>
3. <https://www.poetryfoundation.org/poems/43786/upon-the-disobedient-child>

**CO –PO MAPPING:**

1: Slight [Low];      2: Moderate [Medium];      3: Substantial [High],

'-': 0 - No Correlation)

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

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA  
Department of English: 2025-2026  
II B.A Special English - Semester III  
MAJOR - VI

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

(For 2024-2025 Admitted Batch Students)

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**Part – A**

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

**Part - B**

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

**Section II**

Answer any **FOUR** of the following questions. Each question carries 5 marks.

**4 X 5 = 20M**

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

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

**Department of English: 2024-2025**

**II B.A Special English - Semester III**

**MAJOR VI**

**AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689)**

**(For 2024-2025 Admitted Batch Students)**

**Model Blue Print for the Question Paper Setter:**

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025-2026**  
**II B.A Special English - Semester III**  
**MAJOR - VI**

**AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689)**  
**Question Paper**

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**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**Part – A**

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


**Part – B**

4. Explain the major themes in Oronoko by Aphra Behn
5. Summarize William Congreve's The Way of the World “.
6. Examine the arguments for and against ancients and moderns in Essay of Dramatic Poesie

**Section II**

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

7. Write a note on the major writers of the Restoration Period.
8. Infer the role of satire in restoration era.
9. Analyze the poem “Upon the Disobedient Child” by John Bunyan.
10. Analyze Joseph Addison's Advice in Love.
11. Sketch the character of Millamant.
12. Discuss the double standard of morality in “The Way of the World”.
13. Critically estimate the arguments of the four characters in Essay of Dramatic Poesie.

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

### Course Objectives:

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

### Course Outcomes:

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

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

**Department of English: 2025-2026**

**II B.A Special English - Semester III**

**MAJOR - VII**

**AN INTRODUCTION TO AUGUSTAN LITERATURE (1700-1750)**

**SYLLABUS**

**(For 2024-2025 Admitted Batch students)**

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

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

**Unit- I**

**1. History of Augustan Literature**

- a. Characteristics
- b. Major themes & writers

**2. Literary Genres**

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

**Unit- II (Poetry)**

1. Thomas Gray : Ode on the Spring

**Unit- III (Prose)**

1. Daniel Defoe: *Robinson Crusoe*

**Unit- IV (Drama)**

1. Oliver Goldsmith: *She Stoops to Conquer*

**Unit- V (Literary Criticism)**

1. Samuel Johnson: *Preface to Shakespeare*

**References:**

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

**Activities:**

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

**Web Links:**

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

**CO-PO Mapping:**

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

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

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

**Department of English: 2025-2026**

**II B.A Special English - Semester III**

**MAJOR - VII**

**AN INTRODUCTION TO AUGUSTAN LITERATURE (1700-1750)**

**(For 2024-2025 Admitted Batch students)**

**Pattern of Question paper**

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**3 X 10 = 30M**

**Part – A**

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

**Part - B**

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

**Section II**

**Answer any FOUR of the following questions. Each question carries 5 marks.**

**4 X 5 = 20M**

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025-2026**  
**II B.A Special English - Semester III**  
**MAJOR - VII**  
**AN INTRODUCTION TO AUGUSTAN LITERATURE (1700-1750)**  
**(For 2024-2025 Admitted Batch students)**

Model Blue Print for the Question Paper Setter:

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025-2026**  
**II B.A Special English - Semester III**  
**MAJOR - VII**  
**AN INTRODUCTION TO AUGUSTAN LITERATURE (1700-1750)**  
**MODEL QUESTION PAPER**

Time: 2 Hours

Max Marks: 50M

Section –I

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

**Part – A**

1. Examine the chief characteristic features of the Augustan Period.
2. Discuss the contribution of writers during the Augustan Period.
3. Explain the major themes of the poem “Ode on the Spring “by Thomas Gray.


**Part – B**

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

**Section II**

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

7. Distinguish between Biography and Autobiography.
8. How does Thomas Gray compare nature and human life in the Poem “Ode on the Spring”.
9. Sketch the character of Marlow in the Drama “She Stoops to Conquer “by Oliver Goldsmith.
10. Summarize the novel Robinson Crusoe by Daniel Defoe.
11. Discuss She Stoops to Conquer as Comedy of manners.
12. Explain Heroic Tragedy and Heroic Couplet with examples.
13. Defend Preface to Shakespeare as the first valid criticism of Shakespeare.

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

### Course Objectives:

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

### Course Outcomes:

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025-2026**  
**II B.A Special English**  
**Semester III : MAJOR -VIII**  
**AN INTRODUCTION TO ROMANTIC LITERATURE**  
**SYLLABUS**  
**(For 2024-2025 Admitted Batch students)**

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**Objectives & Outcomes:**

After going through the course the learner would be able to

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

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

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

**Unit- II - Poetry**

1. S.T. Coleridge- The Rime of the Ancient Mariner
2. John Keats: Ode on a Grecian Urn

**Unit- III - Fiction**

1. Jane Austen: Pride and Prejudice

**Unit- IV - Prose**

1. Charles Lamb: Dream Children: A Reverie

**Unit- V Literary Criticism**

1. William Wordsworth : Nature and Function of Poetry

**References:**

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

**Activities:**

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

**Web Links:**

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

**CO-PO Mapping:**

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

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

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

**Department of English: 2025-2026**

**II B.A Special English - Semester III**

**MAJOR - VIII**

**AN INTRODUCTION TO ROMANTIC LITERATURE**

**(For 2024-2025 Admitted Batch students)**

**Pattern of Question paper**

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**3 X 10 = 30M**

**Part – A**

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

**Part - B**

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

**Section II**

**Answer any FOUR of the following questions. Each question carries 5 marks.**

**4 X 5 = 20M**

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

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

**Department of English: 2025-2026**

**II B.A Special English - Semester III**

**MAJOR - VIII**

**AN INTRODUCTION TO ROMANTIC LITERATURE**

**(For 2024-2025 Admitted Batch students)**

**Model Blue Print for the Question Paper Setter:**

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

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

**Department of English: 2025-2026**

**II B.A Special English - Semester III**

**MAJOR - VIII**

**AN INTRODUCTION TO ROMANTIC LITERATURE**

**MODEL QUESTION PAPER**

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**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**3 X 10 = 30M**

**Part – A**

1. Examine the characteristic features of the Romantic period.
2. Mention the features of an ode.
3. Explain the symbolic significance of the albatross in the Poem "Rime of the ancient mariner by S.T.Coleridge.

**Part - B**


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

**Section II**

**Answer any FOUR of the following questions. Each question carries 5 marks.**

**4 X 5 = 20M**

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

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

### Objectives

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

### Course Outcomes:

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025-2026**  
**II B.A Special English - Semester IV**  
**MAJOR – IX**  
**AN INTRODUCTION TO VICTORIAN LITERATURE SYLLABUS**  
**(For 2024-2025 Admitted Batch Students)**

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

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

**Unit- I - History of Victorian Literature**

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

**Unit- II – Poetry**

1. Robert Browning: My Last Duchess
2. Matthew Arnold-Dover Beach

**Unit- III – Drama**

1. Oscar Wilde: The Importance of Being Earnest

**Unit- IV – Fiction**

1. Charles Dickens: David Copperfield

**Unit- V - Literary Criticism**

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

References :

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

**Activities:**

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

Weblinks :

1. [https://en.m.wikipedia.org/wiki/Victorian\\_literature](https://en.m.wikipedia.org/wiki/Victorian_literature)
2. <https://www.poetryfoundation.org/poems/43768/my-last-duchess>
3. <https://poets.org/poem/patience-taught-nature>
4. [https://en.m.wikipedia.org/wiki/The\\_Importance\\_of\\_Being\\_Earnest](https://en.m.wikipedia.org/wiki/The_Importance_of_Being_Earnest)

**CO-PO Mapping:**

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

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

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

**Department of English: 2025-2026**

**II B.A Special English - Semester IV**

**MAJOR - IX**

**AN INTRODUCTION TO VICTORIAN LITERATURE**

**Pattern of Question paper**

**(For 2024-2025 Admitted Batch Students)**

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**3 X 10 = 30M**

**Part – A**

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

**Part - B**

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

**Section II**

**Answer any FOUR of the following questions. Each question carries 5 marks.**

**4 X 5 = 20M**

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

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

**Department of English: 2025-2026**

**II B.A Special English - Semester IV**

**MAJOR - IX**

**AN INTRODUCTION TO VICTORIAN LITERATURE**

**(For 2024-2025 Admitted Batch Students)**

**Model Blue Print for the Question Paper Setter:**

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025-2026**  
**II B.A Special English - Semester IV**  
**MAJOR - IX**  
**AN INTRODUCTION TO VICTORIAN LITERATURE**  
**MODEL QUESTION PAPER**

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**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**Part – A**

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

**Part - B**


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

**Section II**

**Answer any FOUR of the following questions. Each question carries 5 marks.**

**4 X 5 = 20M**

7. Explain Flat character and Round Character.
8. Explain the characteristic features of a Gothic Novel.
9. Summarize the central theme of faith and doubt presented in the poem "Dover Beach" by Matthew Arnold.
10. Explain the necessity of Jack Worthing to establish two different identities in the Drama "The Importance of being Earnest" by Oscar Wilde.
11. Compare and contrast the characters of Dora and Agnes in *David Copperfield*.
12. Justify Mathew Arnold as a Victorian critic.
13. Evaluate *David Copperfield* as Bildungsroman Novel.

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

### Course Objectives:

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

### Course Outcomes:

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025 -2026**  
**II B.A Special English - Semester IV**  
**MAJOR - X**

**AN INTRODUCTION TO MODERN LITERATURE (1900-1940)**  
**SYLLABUS**  
**(For 2024-2025 Admitted Batch Students)**

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**Objectives & Outcomes:**

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

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

**Unit- I -History of Modern Literature**

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

**Unit- II - Poetry**

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

**Unit- III - Drama**

1. Samuel Beckett: Waiting for Godot

**Unit- IV Fiction**

1. George Orwell-Animal Farm

**Unit- V - Literary Criticism**

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

**References:**

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

**Activities:**

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

**Weblinks :**

1. <https://www.slideshare.net/mburdett10/introduction-to-modern-literature-19001950>
2. <https://www.poetryfoundation.org/poems/43291/sailing-to-byzantium>
3. [https://en.m.wikipedia.org/wiki/Waiting\\_for\\_Godot](https://en.m.wikipedia.org/wiki/Waiting_for_Godot)

**CO-PO MAPPING :**

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

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025 - 2026**  
**II B.A Special English - Semester IV**  
**MAJOR - X**

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

**(For 2024-2025 Admitted Batch Students)**

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**3 X 10 = 30M**

**Part – A**

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

**Part - B**

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

**Section II**

**Answer any FOUR of the following questions. Each question carries 5 marks.**

**4 X 5 = 20M**

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025 - 2026**  
**II B.A Special English - Semester IV**  
**MAJOR - X**

**AN INTRODUCTION TO MODERN LITERATURE (1900-1940)**  
**(For 2024-2025 Admitted Batch Students)**

**Model Blue Print for the Question Paper Setter:**

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025 - 2026**  
**II B.A Special English - Semester IV**  
**MAJOR - X**  
**AN INTRODUCTION TO MODERN LITERATURE (1900-1940)**

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**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**Part – A**

1. Point out the characteristic features of the Modern Literature.
2. Critically analyze the poem "Sailing to Byzantium" by W.B.Yeats.
3. Explain why Vladimir and Estragon continue to wait for Godot despite his absence in the Play "Waiting for Godot".


**Part – B**

4. Explain how "*Animal Farm*" reflects the animals' initial hopes for freedom and equality.
5. Interpret the meaning of the phrase "All animals are equal, but some animals are more equal than others."
6. Bring out the significance of Tradition and Individual Talent by T.S.Eliot in modern criticism.

**Section II**

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

7. Compare and contrast Realism and Surrealism citing examples from two authors.
8. Define *Absurd Drama*, *Stream of Consciousness*, and *Naturalism*, highlighting one key feature of each.
9. Examine life, death and dichotomy in T.S. Eliot's "Journey of the Magi".
10. Discuss the significance of the title of the play "Waiting for Godot".
11. Sketch the character of Vladimir in the Drama "Waiting for Godot".
12. Analyze how George Orwell uses symbolism to represent political figures through the animal character In *Animal Farm*.
13. Discuss T.S.Eliot's "impersonal theory" of Poetry in Tradition and the Individual Talent.

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

### Course Objectives

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

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

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

**Department of English: 2025 -2026**

**II B.A Special English - Semester IV**

**MAJOR - XI**

**GLIMPSES OF WORLD LITERATURE**

**SYLLABUS**

**(For 2024-2025 Admitted Batch Students)**

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**Objectives & Outcomes:**

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

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

**Unit- I Poetry**

1. Gabriel Okara: *Once Upon a Time*

2. Maya Angelou: *Caged Bird*

**Unit- II: Drama**

1. Girish Karnad: *Hayavadana*

**Unit- III: Fiction**

1. Chinua Achebe- *Things Fall Apart*

**Unit-IV Short Story**

1. O Henry: *The Last leaf*

2. Tillie Olsen: *I Stand Here Ironing*

**Unit- V Literary Criticism**

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

**References:**

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

**Activities:**

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

**Weblinks :**

1. [https://en.m.wikipedia.org/wiki/Tradition\\_and\\_the\\_Individual\\_Talent](https://en.m.wikipedia.org/wiki/Tradition_and_the_Individual_Talent)
2. <https://www.poetryfoundation.org/poems/48989/caged-bird>
3. <https://en.m.wikipedia.org/wiki/Hayavadana>
4. [https://en.m.wikipedia.org/wiki/The\\_Last\\_Leaf](https://en.m.wikipedia.org/wiki/The_Last_Leaf)
5. <https://shortstoryproject.com/stories/i-stand-here-ironing/>

**CO – PO MAPPING :**

1:Slight[Low];      2:Moderate[Medium];      3:Substantial[High],      '0':No Correlation)

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025 -2026**  
**II B.A Special English - Semester IV**  
**MAJOR - XI**

**GLIMPSES OF WORLD LITERATURE**  
**Pattern of Question paper**

**(For 2024-2025 Admitted Batch Students)**

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**Part – A**

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

**Part - B**

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

**Section II**

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

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025-2026**  
**II B.A Special English - Semester IV**  
**MAJOR - XI**

**GLIMPSES OF WORLD LITERATURE**  
**(For 2024-2025 Admitted Batch Students)**

**Model Blue Print for the Question Paper Setter:**

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025-2026**  
**II B.A Special English - Semester IV**  
**MAJOR - XI**  
**GLIMPSES OF WORLD LITERATURE**

**SECTION – I**

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

**PART – A**

1. Summarize the Poem “Once upon a time “by Gabriel Okara.
2. Explain how *Hayavadana* explores the theme of identity through the characters of Devadatta and Kapila.
3. Interpret the significance of the title *Things Fall Apart* in relation to the novel’s events.

**PART –B**


4. Examine how Okonkwo’s fear of weakness shapes his actions and ultimately leads to his Downfall in the Novel “Things fall apart” by Chinua Achebe.
5. Analyze the short story “I stand here Ironing “ by Tillie Oslen.
6. Bring out the main idea of the extract “Four Kinds of meaning “by I.A.Richards.

**SECTION - II**

**Answer any FOUR of the following questions. Each question carries 5 Marks.**

**4X5=20 M**

7. Analyze the racist criticism in the poem “The Caged Bird” by Maya Angelou
8. Identify the use of irony in *Hayavadana* and explain how it deepens the play’s central message.
9. Sketch the Character of Padmini in the Drama *Hayavadana*.
10. Examine the impact of colonialism on the political and religious structures of the Igbo Community in the novel “Things Fall apart” by Chinua Achebe.
11. How is stream of consciousness technique used in “I Stand Here Ironing” written by Tillie Oslen.
12. Illustrate the main idea of “The Last Leaf “by O.Henry.
13. Analyze the difference between *symbolic* and *emotive* meaning in I.A Richards “Four Kinds of Meaning”.

	<b>PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A),KAKINADA</b>	<b>Program &amp; Semester</b>			
Course Code	<b>TITLE OF THE COURSE WRITING FOR MEDIA (Mandatory Paper - Major 12)</b>	<b>Semester -V III B.A- HONS SPL ENG</b>			
Teaching	Hours Allocated: 60 <b>(Theory)</b>	L	T	P	C
Pre-requisites:		3	1	-	4

### Course Objectives

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

### Course Outcomes:

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A),KAKINADA**  
**DEPARTMENT OF ENGLISH : 2025-2026**  
**III B.A – SPECIAL ENGLISH HONOURS - Mandatory Paper 1 - Major 12**  
**SEMESTER: V**  
**WRITING FOR THE MEDIA**  
**SYLLABUS**  
**(For 2023-2024 Admitted Batch Students)**

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**Objectives & Outcomes:**

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

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

**Unit-I**

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

**Unit-II**

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

**Unit-III**

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

**Unit-IV**

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

**Unit-V**

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

### Resources for Further Reading:

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

### Activities:

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

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

### Web Links:

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

industry#:~:text=Composing%2C%20printing%2C%20animation%2C%20diagrams,possible%20through%20this%20rapid%20technology.  
 11. <https://dl.acm.org/doi/fullHtml/10.1145/3450148.3450206>

### CO-PO Mapping:

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
C01	3	3	2	2	2	3	3	3	3	2	3	3	3
C02	3	3	2	2	2	3	3	3	3	2	3	3	3
C03	3	3	2	2	2	3	3	3	3	2	3	3	3
C04	3	3	2	2	2	3	3	3	3	2	3	3	3
C05	3	3	2	2	2	3	3	3	3	2	3	3	3

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025 -2026**  
**III B.A Special English - Semester V**  
**MAJOR - XII**

**WRITING FOR THE MEDIA**  
**Pattern of Question paper**

**(For 2023-2024 Admitted Batch Students)**

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**3 X 10 = 30M**

**Part – A**

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

**Part - B**

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

**Section II**

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

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

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

**Department of English: 2025-2026**

**III B.A Special English - Semester V**

**MAJOR - XII**

**WRITING FOR THE MEDIA**

**(For 2023-2024 Admitted Batch Students)**

**Model Blue Print for the Question Paper Setter:**

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

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

**Department of English: 2025-2026**

**III B.A Special English - Semester V**

**MAJOR - XII**

**WRITING FOR THE MEDIA**

**SECTION – I**

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

**PART – A**

1. Illustrate the role of vocabulary and grammar in acquiring good writing skills
2. Demonstrate the challenges involved in proofreading.
3. Explain the significance of style and vocabulary when writing for sports and culture.


**PART –B**

4. Appraise the increasing importance of translating news.
5. Analyze the role of technology in media writing.
6. Suggest some digital resources in Media writing.

**SECTION - II**

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

7. Evaluate the use of the dictionary and encyclopedia as resources for writing?
8. Choose any two types of media writing and explain the differences between them.
9. Why is Punctuation and Style important for Media writing.
10. Interpret the process of collecting and refining news from various sources.
11. Explain the necessity of Social responsibility in Media Writing.
12. Why is it important to maintain the original tone and style when translating media messages?
13. How has the accessibility of various social media platforms like blogs, podcasts influenced the diversity of voices in Media writing.

	<b>PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA</b>	<b>Program &amp; Semester</b>			
Course Code	<b>TITLE OF THE COURSE CREATIVE WRITING AND LITERARY APPRECIATION (Mandatory Paper 2 – Major 13)</b>	<b>Semester –V III B.A- SPL ENG HONS</b>			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	4

### Course Objectives

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

### Course Outcomes:

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A),KAKINADA**  
**DEPARTMENT OF ENGLISH: 2025-2026**  
**III B.A – SPECIAL ENGLISH HONOURS - Mandatory Paper 2 – Major 13**  
**SEMESTER: V**  
**CREATIVE WRITING AND LITERARY APPRECIATION**  
**SYLLABUS**

**(For 2023-2024 Admitted Batch Students)**

**Objectives & Outcomes:**

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

1. Understand and define the art of Creative Writing
2. Identify different literary genres
3. Review the published works of others

**Unit-I**

1. Understanding Creative Writing
2. Characteristics of Good Writing

**Unit-II**

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

**Unit-III**

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

**Unit-IV**

1. Writing a Memoir
2. Writing Reviews

**Unit-V**

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

### Resources for Further Reading:

1. Stephen King. On Writing: A Memoir of the Craft. Scribner, 2010.
2. Alice LaPlante. The Making of a Story: A Norton Guide to Writing Fiction and Non-Fiction. W.W. Norton, New York. 2009
3. Tara Mokhtari. The Bloomsbury Introduction to Creative Writing. Bloomsbury Academic, London, 2015.
4. Philip Seargeant & Bill Greenwell. From Language to Creative Writing: An Introduction. Bloomsbury Academic, London, 2013.
5. Tips for Creative Writing:  
<https://www.lexico.com/grammar/top-tips-for-creative-writing>

### Activities:

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

### Web Links:

1. <https://www.pawnerspaper.com/2022/05/literary-appreciation-what-is-literary.html?m=1>
2. <https://oxfordsummercourses.com/articles/what-is-creative-writing/>
3. <https://www.hunter.cuny.edu/rwc/handouts/the-writing-process-1/invention/Five-Qualities-of-Good-Writing#:~:text=However%2C%20there%20are%20certain%20qualities,for%20academic%20and%20expository%20writing.>
4. <https://byjus.com/physics/friction/>

### 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
C01	3	3	2	2	2	3	3	3	3	2	3	3	3
C02	3	3	2	2	2	3	3	3	3	2	3	3	3
C03	3	3	2	2	2	3	3	3	3	2	3	3	3
C04	3	3	2	2	2	3	3	3	3	2	3	3	3
C05	3	3	2	2	2	3	3	3	3	2	3	3	3

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025 -2026**  
**III B.A Special English - Semester V**  
**MAJOR - XIII**

**CREATIVE WRITING AND LITERARY APPRECIATION**  
**Pattern of Question paper**

**(For 2023-2024 Admitted Batch Students)**

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**Part – A**

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

**Part - B**

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

**Section II**

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

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

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

**Department of English: 2025-2026**

**III B.A Special English - Semester V**

**MAJOR – XIII**

**CREATIVE WRITING AND WRITING LITERARY APPRECIATION**

**(For 2023-2024 Admitted Batch Students)**

**Model Blue Print for the Question Paper Setter:**

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025-2026**  
**III B.A Special English - Semester V**  
**MAJOR - XIII**  
**CREATIVE WRITING AND LITERARY APPRECIATION**

**SECTION – I**

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

**PART – A**

1. What distinguishes creative writing from academic or journalistic writing?
2. Explain the plot and characterization in A Tale of Two Cities.
3. Illustrate the concept of readability and persuasiveness in the poem “The Power of Prayer By Dr.A.P.J. Abdul Kalam.

**PART –B**


4. Analyze Thomas Gray’s “ Elogy written in a country churchyard “ for its use of imagery.
5. Explain the characteristic features of a Memoir.
6. Analyze any two types of essays in terms of their form and purpose.

**SECTION - II**

**Answer any FOUR of the following questions. Each question carries 5 Marks.**

**4X5=20 M**

7. Explain the characteristic features of good writing.
8. How does the first-person narrative in "The Black Cat" influence the reader's perception of the narrator's reliability?
9. How does Bacon's concise prose style in "Of Studies" enhance the clarity and explain the purposes and benefits of study?
10. How does Rabindranath Tagore employ metaphors and imagery in "Endless Time" to contrast the infinite nature of divine time with the fleeting human perception of time?
11. Analyze the satirical tone employed by Gwendolyn Brooks in 'The Lovers of the Poor' to critique the superficial charity of the affluent towards the impoverished?
12. Demonstrate the features of a good review.
13. Explain the characteristic features of a short story.

	<b>PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A),KAKINADA</b>	<b>Program &amp; Semester</b>			
Course Code	<b>TITLE OF THE COURSE ENGLISH LANGUAGE TEACHING SKILLS (Mandatory - SET- A – Major 14 A)</b>	<b>Semester -V III B.A. SPL ENG HONS</b>			
Teaching	Hours Allocated: 60 <b>(Theory)</b>	L	T	P	C
Pre-requisites:		3	1	-	4

### Course Objectives

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

### Course Outcomes:

On Completion of the course, the students	
C01	1. Understand the central principles of Teaching English
C02	2. Acquire the skills of Teaching English
C03	3. Demonstrate different classroom management techniques
C04	4. Teach English in a systematic way
C05	5. Make use of Technology for Teaching English

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A),KAKINADA**  
**DEPARTMENT OF ENGLISH : 2025-2026**  
**III B.A – SPECIAL ENGLISH HONOURS - Mandatory - SET- A – Major 14 A**  
**SEMESTER- V : MAJOR XIV**  
**ENGLISH LANGUAGE TEACHING SKILLS**  
**SYLLABUS**  
**(For 2023-2024 Admitted Batch Students)**

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**Objectives & Outcomes:**

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

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

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

**Resources for Further Reading:**

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

## Activities:

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

## Web Links:

- <https://tefltrainer.com/lessons/teaching-language-skills/>
- [https://en.m.wikipedia.org/wiki/Teaching\\_English\\_as\\_a\\_second\\_or\\_foreign\\_language](https://en.m.wikipedia.org/wiki/Teaching_English_as_a_second_or_foreign_language)
- <https://www.henryharvin.com/blog/different-methods-of-teaching-the-english-language/>
- <https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/magazine/milica-vukadin-contextual-grammar#:~:text=Contextualized%20grammar%20teaching%20develops%20analytical,autonomous%2C%2021st%2Dcentury%20learners.>
- <https://in.indeed.com/career-advice/career-development/how-to-teach-writing-skills>
- <https://in.indeed.com/career-advice/career-development/how-to-teach-literature-skills>

## CO-PO Mapping:

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PS01	PS02	PS03
C01	3	3	2	2	2	3	3	3	3	2	3	3	3
C02	3	3	2	2	2	3	3	3	3	2	3	3	3
C03	3	3	2	2	2	3	3	3	3	2	3	3	3
C04	3	3	2	2	2	3	3	3	3	2	3	3	3
C05	3	3	2	2	2	3	3	3	3	2	3	3	3

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

**Department of English: 2025 -2026**

**III B.A Special English - Semester V**

**MAJOR - XIV**

**ENGLISH LANGUAGE TEACHING SKILLS**

**Pattern of Question paper**

**(For 2023-2024 Admitted Batch Students)**

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**Part – A**

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

**Part - B**

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

**Section II**

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

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

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

**Department of English: 2025-2026**  
**III B.A Special English - Semester IV**  
**MAJOR - XIV**

**ENGLISH LANGUAGE TEACHING SKILLS**  
**(For 2023-2024 Admitted Batch Students)**

**Model Blue Print for the Question Paper Setter:**

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

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

**Department of English: 2025-2026**

**III B.A Special English - Semester V**

**MAJOR - XIV**

**ENGLISH LANGUAGE TEACHING SKILLS**

**SECTION – I**

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

**PART – A**

1. Elucidate the necessity of Teaching English as a Second Language.
2. Explain the different methods of Teaching English.
3. What is contextual grammar teaching? What kind of activities can you plan in the Classroom for Teaching Grammar?


**PART –B**

4. Describe the strategies required to teach English Literature to students belonging to rural areas.
5. How do you adapt your classroom management strategies to accommodate diverse Learning needs ?
6. What are the advantages of ICT based English Language Teaching?

**SECTION - II**

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

7. Analyze the principles of direct method.
8. Explain the strategies for teaching writing skills.
9. Examine the characteristics of a good lesson plan.
10. How do you determine the appropriate instructional materials for a lesson?
11. What is the difference between evaluation and assessment?
12. What strategies can be employed to enhance communication skills in learners to increase their Employment opportunities?
13. Suggest some ICT tools to teach English Language.

	<b>PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A),KAKINADA</b>	<b>Program &amp; Semester</b>			
Course Code	<b>TITLE OF THE COURSE SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH &amp; TELUGU) (Mandatory Set A – 14 B)</b>	<b>Semester -V III B.A. SPL ENG HONS</b>			
Teaching	Hours Allocated: 60 <b>(Theory)</b>	L	T	P	C
Pre-requisites:		3	1	-	4

### Course Objectives

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

## Course Outcomes:

On Completion of the course, the students will -	
C01	6. Understand the central issues of Translation
C02	7. Use the methods of Translation
C03	8. Translate from English to Telugu and Vice-versa
C04	9. Translate Different Genres
C05	10. Make use of Technology for Translation

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE(A),KAKINADA**  
**DEPARTMENT OF ENGLISH**  
**III B.A SPECIAL ENGLISH HONOURS - Mandatory Set A – 14 B**  
**SEMESTER -V : MAJOR XV**

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

**SYLLABUS**  
**(For 2023-2024 Admitted Batch Students)**

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Objectives & Outcomes:

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

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

Unit-I

1.Types of Translation & Tools

a. Interlingual, Intralingual and intersemiotic translations and types of dictionaries, Thesaurus, Encyclopaedia, Online Resources.

b. Central issues in Translation: A multi-cultural interaction. (Language, Culture, Equivalence ,Loss and Gain in Translation)

Unit – II

1.Pragmatic Translation (Technical, Media and Medical)

2.Literary Translation (Translation of Creative Writing)

Unit-III

1.Strategies & Procedures: (True Translation, Literal Translation, Free Translation, Transliteration, Trans creation)

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

Unit-IV

1.Translating Short Fiction, Prose and Poetry

2.Translating for the Print Media & Advertisements

Unit-V

1.Technical Translation

2.Translation and Technology

### Resources for Further Reading:

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

### Activities:

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

### Web Links:

1. [https://www.academia.edu/30126251/USE\\_OF\\_TRANSLATION\\_STRATEGIES\\_FROM\\_ENGLISH\\_INTO\\_TELUGU\\_A\\_CASE\\_STUDY\\_OF\\_TRANSLATION\\_AND\\_COINING\\_OF\\_SCIENCE\\_TERMS\\_OF\\_SECONDARY\\_SCIENCE\\_TEXTBOOKS](https://www.academia.edu/30126251/USE_OF_TRANSLATION_STRATEGIES_FROM_ENGLISH_INTO_TELUGU_A_CASE_STUDY_OF_TRANSLATION_AND_COINING_OF_SCIENCE_TERMS_OF_SECONDARY_SCIENCE_TEXTBOOKS)

### CO-PO Mapping:

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], 0:No Correlation)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
C01	3	3	2	2	2	3	3	3	3	2	3	3	3
C02	3	3	2	2	2	3	3	3	3	2	3	3	3
C03	3	3	2	2	2	3	3	3	3	2	3	3	3
C04	3	3	2	2	2	3	3	3	3	2	3	3	3
C05	3	3	2	2	2	3	3	3	3	2	3	3	3

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

Department of English: 2025 -2026

**III B.A Special English - Semester V**

**MAJOR - XV**

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

**Pattern of Question paper**

**(For 2023-2024 Admitted Batch Students)**

**Time: 2 Hours**

**Max Marks: 50M**

**Section -I**

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

**Part – A**

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

**Part - B**

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

**Section II**

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

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025-2026**  
**III B.A Special English - Semester V**  
**MAJOR - XV**

**SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH & TELUGU)**  
**(For 2023-2024 Admitted Batch Students)**

**Model Blue Print for the Question Paper Setter:**

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

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**Department of English: 2025-2026**  
**III B.A Special English - Semester V**  
**MAJOR - XV**  
**SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH & TELUGU)**

**SECTION – I**

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

**PART – A**

1. Write an essay on various types of translation.
2. Illustrate the major problems of translation.
3. Write a short note on pragmatic translation

**PART –B**

4. Examine the strategies that are to be adopted during translation?
5. What challenges arise when translating culturally specific elements in short stories?
6. Examine the merits and demerits of technical translation.

**SECTION - II**

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

7. Analyze the 'Loss and Gain' in translation.
8. Explain the different types of online resources used in translation.
9. Discuss the principles that are necessary while you are translating a work in creative writing.
10. Find out the problems of translating a poem from Telugu to English?
11. Explain Transliteration.
12. Outline the main points to be considered while translating for print media.
13. Discuss the role of technology in translation.

## REGULAR CLASSROOM ACTIVITIES

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



## *ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION*

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

#### **First internship (After 1<sup>st</sup> year examinations)**

## **Community Service Project**

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

#### **Learning outcomes:**

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

#### **Assessment Model:**

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

The assessment is to be conducted for 100 marks. The number of credits assigned is 4.

Later as per the present practice the marks are converted into grades and grade points to include finally in the SGPA and CGPA.

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

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

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

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

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

The **Project Report** should contain

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

The **Project Presentation** is to be made by the student after he/she reports back to the College.

The components for assessment are –

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

For Example: II MPC-EM

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

**Signature of  
Project Mentor**

**Signature of  
Nominated faculty**

**Signature of  
HOD/ In-Charge**



## ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION



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

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

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

### Learning outcomes

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

### Assessment Model

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

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

The weightings shall be:

Project Log	20%
Project Implementation	30%

Project report	25%,
Presentation	25%

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

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

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

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

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

The Project Report should contain

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

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

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

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

**Signature of Project Mentor**

**Signature of Nominated faculty**

**Signature of HOD/ In-Charge**



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

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

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

**Learning outcomes**

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

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

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

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

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

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

- a. Involvement in the work assigned
- b. Regularity in the work assigned

- c. New knowledge acquired
  - d. New skill acquired
- 13 The Project Report should contain

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

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

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

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

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

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

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

