

Dr. V. S. KRISHNA GOVT. DEGREE COLLEGE (A)

VISAKHAPATNAM

Department of English



**Board
Of
Studies**

(BoS)

With effect from

2023-2024

GENERAL

ENGLISH



Dr VS. Krishna Govt. Degree College (Autonomous)

Visakhapatnam-13

(Affiliated To Andhra University, Visakhapatnam)

DEPARTMENT OF ENGLISH

GENERAL ENGLISH

Semester –I (w.e.f. 2023-24)

Semester-End Examination under CBCS Pattern

SYLLABUS

Unit	Topic	Marks
Unit – I Listening Skills	a) Importance of Listening b) Types of Listening c) Barriers to Listening d) Effective Listening	12
Unit – II Phonetics	a) Sound of English: Vowels and Consonants b) Syllable c) Word Stress d) Intonation	12
Unit – III Grammar	a) Concord b) Article c) Prepositions d) Tenses e) Question Tags	12
Unit – IV Speaking Skills	a) Greetings & Introduction b) Asking for and Giving Directions c) I Have a Dream.... Martin Luther King Jr. d) Agreeing and Disagreeing e) A Leader Should Know How to Manage Failure ... Dr APJ Abdul Kalam	12
Unit – V Soft Skills	a) SWOC b) Attitude c) Emotional Intelligence d) Telephone Etiquette e) Interpersonal Skills	12
(Internals: 40)		60



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Semester-End Examination under CBCS Pattern

Blue Print For Paper Setter

Time: 3 Hrs

Max. Marks: 60

Unit	Short Answer Question 4 Marks	Essay Questions 8 Marks	Marks Allotted to the Unit
Unit – I	1(2)	1(2)	12 (24)
Unit – II	1(2)	1(2)	12 (24)
Unit – III	1(2)	1(2)	12 (24)
Unit – IV	1(2)	1(2)	12 (24)
Unit – V	1(2)	1(2)	12 (24)
Total Marks	20 (40)	40 (80)	60 (120)



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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER
SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remembering	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60		5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	Listening Skills	2(one out of two)	2
2	Module-II	Phonetics	2(one out of two)	2
3	Module-III	Grammar	2(one out of two)	2
4	Module-IV	Speaking Skills	2(one out of two)	2
5	Module-V	Soft Skills	2(one out of two)	2



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SEMESTEREND EXAMINATIONS MODEL PAPER

SEMESTER- I

Programme: BA/B.Sc/B.Com

Course Title: A Course in Communication and Soft Skills

Course Code: 23ENGM11

Time: 3 hours

Maximum Marks: 60

Part-A

Answer any five of the following questions. Each question carries **Four** marks. **5x4=20 Marks**

1. Write briefly about various types of listening.
2. What is the importance of 'listening' in communication?
3. **Identify the intonation in the following sentences**
 - a) What a beautiful scenery!
 - b) Close the door, please.
 - c) Where are you going?
 - d) He has bought a new car.
4. **Mark stress for the following words**
 - a) Forest
 - b) About
 - c) Invent
 - d) Generation
5. **Fill in the blanks with the most suitable option given in the brackets.**
 - a) The students along with the teacher_____ (is/are) going to a science exhibition.
 - b) Neither of the boys _____ (is/are)present today.
 - c) Each man and each woman _____(was/were) given a certificate.
 - d) Ramya unlike her friends _____ (is/are) very simple
6. **Write question tags to the following sentences.**
 - a) I am a student
 - b) She likes ice-cream
 - c) Rajesh didn't come to college yesterday.
 - d) They will win the match.
7. How do you give directions to a stranger to reach the post office?
8. What are the qualities of a good leader according to Abdul Kalam?
9. Write about the advantages of Positive Attitude?
10. Discuss the components of Emotional Intelligence?

PART-B

Answer ALL the following questions. Each question carries 8 marks. 5x8=40Marks

11. a) Explain the strategies for effective listening.

(Or)

b) What are the barriers to listening? Describe them.

12. a) Read the following transcriptions and write words in ordinary spelling. For example, /sku:l/ school

- i. /mʌni/
- ii. /sək'ses/
- iii. /dʒʌdʒ/
- iv. /wɪf/
- v. /dri:m/
- vi. /dʒɒm/
- vii. /'nɒlɪdʒ/
- viii. /ju:nɪ'vɜ:sɪti/

(Or)

b) Identify the number of syllables in each of the following words

- i. Teacher
- ii. America
- iii. Vegetable
- iv. Through
- v. Economy
- vi. Afternoon
- vii. Company
- viii. Queue

13. Note: Write all your answers at one place in the same serial order.

a) Fill in the blanks with suitable form of verbs given in the brackets.

- i. We _____ (go) to Agra last year.
- ii. He _____ (leave) the room just now.
- iii. Our college _____ (reopen) in the first week of June every year.
- iv. The match _____ (begin) before we reached the stadium
- v. When I entered the room, the children _____ (watch) TV
- vi. Don't disturb him. He _____ (write) an important letter.
- vii. They _____ (buy) a new car next year
- viii. She _____ (watch) TV since morning
(or)

b) Fill in the blanks with suitable Articles (i-iv) and Prepositions (v to viii).

- i. _____ man who is standing there is my uncle.
- ii. He is _____ university student
- iii. She will be back in _____ hour
- iv. Telugu is called _____ Italian of the East.
- v. She believes _____ God.
- vi. Gopi is senior _____ me.
- vii. He congratulated me _____ my success
- viii. I am fond _____ ice cream.

14. a) Introduce yourself in a job interview.

(Or)

b) Write a critical appreciation of the dream of Martin Luther King Jr.

15. a) Discuss SWOC Analysis

(Or)

b) What are Interpersonal Skills? What is their importance? How can we acquire them?



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Visakhapatnam-13

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DEPARTMENT OF ENGLISH

GENERAL ENGLISH

Semester –II (w.e.f. 2023-24)

Semester-End Examination under CBCS Pattern

SYLLABUS

Module	Topic	Marks
 Module – I Prose Skills	1. Ulysses: Alfred Lord Tennyson 2. Vocabulary: Conversion of Words 3. One Word Substitutes 4. Collocations	12
Module – II Prose Non-Detailed Text Skills	1. The Best Investment I Ever Made: AJ Cronin 2. The Cop and the Anthem- O. Henry 3. Skimming and Scanning	12
Module – III Prose Poetry Skills	1. The Night Train at Deoli Ruskin Bond 2. Stopping by Woods on a Snowy Evening: Robert Frost 3. Reading Comprehension	12
Module – IV Poetry Skills	1. Night of the Scorpion Nissim Ezekiel 2. Expansion of Ideas 3. Notices, Agendas and Minutes 4. Note Making/Taking	12
Module – V Non- Detailed Text Skills	1) An Astrologer's Day R.K.Narayan 2) Curriculum Vitae and Resume 3) Letters 4) E-Correspondence	12
(Internals: 40)		60

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Visakhapatnam-13
(Affiliated To Andhra University, Visakhapatnam)
Department of English
GENERAL ENGLISH
Semester –I (w.e.f. 2023-24)
Semester-End Examination under CBCS Pattern

Blue Print For Paper Setter

Time: 3 Hrs

Max. Marks: 60

Unit	Short Answer Question 4 Marks	Essay Questions 8 Marks	Marks Allotted to the Unit
Unit – I	1(2)	1(2)	12 (24)
Unit – II	1(2)	1(2)	12 (24)
Unit – III	1(2)	1(2)	12 (24)
Unit – IV	1(2)	1(2)	12 (24)
Unit – V	1(2)	1(2)	12 (24)
Total Marks	20 (40)	40 (80)	60 (120)



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BLUE PRINT FOR SEMESTER-END EXAMINATIONS PAPER SETTING

Learning level wise Weightage

Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remembering	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60		5 out of 10 questions

Chapter-wise Weightage

Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	Prose: 1. Ulysses: Alfred Lord Tennyson Skills: 2. Vocabulary: Conversion of Words 3. One Word Substitutes 4. Collocations	2 (one out of two)	2

2	Module-II	Prose: 1. The Best Investment I Ever Made: AJ Cronin Non-detailed 2. The Cop and the Anthem- O. Henry Skills: 3. Skimming and Sanning	2 (one out of two)	2
3	Module-III	Prose: 1. The Night Train at Deoli (Ruskin Bond) Poetry: 2. Stopping by Woods on a Snowy Evening: (Robert Frost) Skills: 3. Reading Comprehension	2 (one out of two)	2
4	Module-IV	Poetry: 1. Night of the Scorpion (Nissim Ezekiel) Skills 2. Expansion of Ideas 3. Notices, Agendas and Minutes 4. Note Making/Taking	2 (one out of two)	2
5	Module-V	Non-detailed: An Astrologer's Day (R.K.Narayan) Skills: 1. Curriculum Vitae and Resume 2. Letters 3. E-Correspondence	2 (one out of two)	2



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SEMESTEREND EXAMINATIONS MODEL PAPER

SEMESTER- II

Programme: BA/B.Sc/B.Com

Course Title: A Course in Reading and Writing Skills

Course Code: 22001

Part-A

Answer any five of the following questions. Each question carries **Four** marks. **5x4=20 Marks**

1) Fill in the blanks with the right form of the underlined words.

- Always try to achieve your goals. The _____ of your goals gives you the greatest satisfaction.
- Liberty is different from freedom. India was not _____ before 1947
- All Indians offered prayers for the success of Chandrayan-3. Their joy knew no bounds when the mission was completed _____.

- d) He behaves badly and that is why nobody likes his _____
- 2) **Choose the word which goes best with the underlined word.**
- You cannot _____ (make, take) risk at this stage.
 - I have been very tired. I need _____ to (take, make) a break now.
 - He is _____ (highly, heavily) respected in the society.
 - _____ (Fast, Quick) foods spoil our health.
- 3) Why did the young man in “The Best Investment I Ever Made” attempt suicide? Describe the incident.
- 4) What are the differences between skimming and scanning?
- 5) Why would the author never break his journey at Deoli?
- 6) **Read the passage and answer the questions that follow**

Very few persons have the misfortune of reading their own obituary in a newspaper. It happened with Alfred Nobel, the inventor of dynamite. In 1888, When Alfred’s brother died a French newspaper, under the mistaken belief that Alfred had died, published an obituary. In the obituary the newspaper described him as a man who had made it possible to kill more people more quickly than anyone else who had ever lived. Alfred Nobel was horrified by what he read. It was not entirely correct that the invention of dynamite had brought only death and destruction. In fact, it had served humanity in a far larger way by its use in the construction industry. Alfred Nobel realized, at that moment, that this was not how he wanted to be remembered. Soon after, he established the Nobel Trust with an endowment of nine million dollars. He declared that five prizes would be awarded annually to those who had done outstanding work in Physics, Chemistry, Medicine, Literature and in espousing peace. Alfred Nobel died in 1863. But the Nobel Prize remains the most prestigious award in the world. A sixth prize, for Economics was instituted in 1968.

- How much did Alfred Nobel donate for the establishment of the Nobel Trust?
 - How was Alfred Nobel described in the obituary?
 - Alfred Nobel announced the sixth prize for Economics in 1968. State ‘True’ or ‘False’.
 - Find the synonym of ‘bad luck’ in the passage.
- 7) Expand the idea, “Actions speak louder than words.”
- 8) What is an agenda of a meeting? What are the key steps involved in writing an agenda for a meeting?
- 9) Write an email to your friend describing him/her how the Annual Day was celebrated in your college.
- 10) Write a covering letter for a job application.

PART-B

Answer ALL the following questions. Each question carries 8 marks. 5x8=40 Marks

- 11) Write a critical analysis of the poem, ‘Ulysses’

(Or)

Provide suitable One Word Substitutes to the following expressions.

- One who does not believe in the existence of God
 - Something that cannot be seen
 - One who does not take any alcoholic drink
 - The life story of a person written by the person himself/herself
 - Something that is against law
 - A government by the people, of the people and for the people
 - A person who speaks more than one language
 - The study of birds
- 12) Describe the character of Mr. John S.

(Or)

Bring out the irony in the story, “The Cop and the Anthem.”

- 13) Write the summary of the story, “The Night Train at Deoli”

(Or)

Discuss the theme of the poem, "Stopping by Woods on a Snowy Evening"?

14) Comment on the central idea of the poem, "The Night of the Scorpion"

(Or)

Read the passage given below and make notes.

Television is considered a vast media for communication. Television is at the same time considered a media running in everyone's home carrying misinformation. Likewise, there are so many debates on the advantages and disadvantages of television. Strictly speaking, this is true. Television carries the news from one corner of the world to another at the same time it carries so many unwanted programs. The educational programs in television are innumerable. Lots of programs are available on Science and Technology. Current news is made available with audio and visuals through television. Many learning programs and social programs are also telecasted in many channels. This will be a great way to induce/motivate people to know and excel in their field of expertise. Women at home rely on television as their best companion. Women today at home cannot imagine a day without television. They can also find television as a medium to bring everyone in the family together for some time. Many animated programs and cartoon channels are telecasted for kids and children. Programs that are informative and teach them easily are also available in such channels. This also occupies the children when they are done with their assignments! For people who work the whole day, Television is a big stress buster. Watching various channels, fun programs and songs would give them great relief. Children start to become addicts to Television. This ultimately spoils their studies. Another great disadvantage is that watching Television for long hours might disturb a person's sleep cycle, routine and severely affect one's health too. The advertisements telecasted in TV's attract people to change their brands, increase their needs and wants; most important is children start pestering for stuff that are telecasted on Television. Though television played a vital role in carrying news and information across the world, after the advent of computers and internet, it has considerably lost its importance in the society.

15) Give a character sketch of the astrologer in the story "An Astrologer's Day."

(Or)

Write your Resume/Curriculum Vitae to the job you are willing to apply for.

SPECIAL

ENGLISH

Dr. V. S KRISHNA GOVT. DEGREE & P.G COLLEGE (A), VISAKHAPATNAM

DEPARTMENT OF ENGLISH

(w.e.f. Academic Year – 2023-24)

PROGRAMME: B.A. Honours in Special English

Semester	Papers	Hours	Credits
I	1. Fundamentals of Social Sciences	4	4
	2. Perspectives on Indian Society	4	4
II	3. An Introduction to English Literature (600-1500)	4	4
	4. An Introduction to Elizabethan Literature (1558-1603)	4	4
III	5. An Introduction to Jacobean Literature (1603-1625)	4	4
	6. An Introduction to Restoration Literature (1660-1689)	4	4
	7. An Introduction to Augustan Literature (1700-1750)	4	4
	8. An Introduction to Romantic Literature (1798-1837)	4	4
IV	9. An Introduction to Victorian Literature (1837-1900)	4	4
	10. An Introduction to Modern Literature (1900-1940)	4	4
	11. Glimpses of World Literature	4	4
V	(Mandatory)	4	4
	12. Writing for Media		
	13. Creative Writing and Literary Appreciation		
	Set-A		
	14. A. English Language Teaching Skills		
	14. B. Skills and Procedures of Translation (English & Telugu)	4	4
	(Or)		
	Set-B		
	15. A. Teaching English Online		
	15. B. English for Journalism & Advertising (Print Media)	4	4

Paper – 1

Fundamentals of Social Sciences

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

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

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

Unit – I – What is Social Science?

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

Unit -II: Understanding History and Society

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

Unit – III – Society and Social Behaviour

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

Unit – IV – Political Economy

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

developmentUnit - V – Essentials of Computer

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

Reference Books

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

Activities:

1. Group Project Work
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identifying the attributes of network (Topology, service provider, IP address and bandwidth of your college network) and prepare a report covering network architecture.
8. Identify the types of malwares and required firewalls to provide security.
9. Latest Fraud techniques used by hackers.

Paper – II

Perspectives on Indian Society

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

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

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

Unit – 1 – Man in Society

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

Unit-II: Indian Heritage and Freedom Struggle in India

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

Unit – 3 – Indian Constitution

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

Unit – 4. Indian Economy

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

Unit – 5 - Impact on Society & Analytics

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

References

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

Activities:

1. Assignment
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identify the peripherals connected to a system and label them as either Input or Output or both.
8. Identify the Operating System loaded in your system and compare the features with other existing Operating System.
9. Collect latest census data and draw a graph indicating the growth rate.
10. Predicting the risk of depression, substance dependency, drinking, obsessive compulsive disorders, and suicide using AI.

3. AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)

Objectives & Outcomes:

After going through the course the learner would be able to

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

UNIT-I

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

UNIT-II

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

UNIT-III

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

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

UNIT-IV

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

UNIT-V

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

Reference:

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

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

Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP.

Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.

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

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

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

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

Activities:

To prepare biographies of the authors prescribed for the study.

To prepare charts of authors with different literary genres.

Group discussion on characteristics of the literary period.

Seminar presentations on the literary texts prescribed.

Components of Evaluation:

Objectives	Marks (Maximum 100)
Unit – I	15
Unit – II	15
Unit – III	15
Unit – IV	15
Unit – V	15
Internal Marks	25

4. AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)Objectives

& Outcomes:

After going through the course the learner would be able to

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

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

Drama--- William Shakespeare: *Hamlet*

UNIT-V

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

Reference:

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

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

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

Chambers, E. K.1923, *The Elizabethan Stage*.4 Volumes, Oxford, Clarendon Press.

Activities:

To list out major plays of Shakespeare.

To prepare the biographies of the authors prescribed for the study.

To prepare charts of authors with different literary genres.
Group discussion on characteristics of the literary period.

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

Components of Evaluation:

Objectives	Marks (Maximum 100)
Unit – I	15
Unit – II	15
Unit – III	15
Unit – IV	15
Unit – V	15
Internal Marks	25

5. AN INTRODUCTION TO JACOBAN LITERATURE (1603-1625)

Objectives & Outcomes:

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.
- Understand the evolution of prose as a literary genre.

Unit- I

History of Jacobean Literature---
Literary Genres---

Characteristics, Major themes & writers
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*

References:

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

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

Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP.

Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.

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

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

Manchester University Press, Manchester.

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

Activities:

To prepare biographies of the authors prescribed for the study.

To prepare charts of authors with different literary genres.

Group discussion on characteristics of the literary period.

Seminar presentations on the literary texts prescribed.

Enacting notable scenes/acts of the Jacobean drama.

Components of Evaluation:

Objectives	Marks (Maximum 100)
Unit – I	15
Unit – II	15
Unit – III	15
Unit – IV	15
Unit – V	15
Internal Marks	25

6. AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689)

Objectives & Outcomes:

After going through the course the learner would be able to

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

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*

Reference:

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

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

Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP.

Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.

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

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

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

Activities:

To prepare biographies of the authors prescribed for the study.

To prepare charts of authors with different literary genres.

Group discussion on characteristics of the literary period.

Seminar presentations on the literary texts prescribed.

Enacting notable scenes/acts of the Restoration drama.

Components of Evaluation:

Objectives	Marks (Maximum 100)
Unit – I	15
Unit – II	15
Unit – III	15
Unit – IV	15
Unit – V	15
Internal Marks	25

7. AN INTRODUCTION TO AUGUSTAN LITERATURE (1700-1750)

Objectives & Outcomes:

After going through the course the learner would be able to

- Learn the features of Augustan literature.
- Understand 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 with the progression of age.
- Critically appreciate the literary texts of the period.

Unit- I

History of Augustan Literature--- Characteristics, Major themes & writers

Literary Genres--- Mock Epic, Heroic Tragedy, Heroic Couplet, Sentimental
Comedy, Epistles, Biography, Auto-biography.

Unit- II

Poetry--- Alexander Pope: *The Rape of the Lock*

Unit- III

Prose--- Daniel Defoe: *Robinson Crusoe*

Unit- IV

Drama ----- Oliver Goldsmith: *She Stoops to Conquer*

Unit- V

Literary Criticism ----- Samuel Johnson: *Preface to Shakespeare*

Reference:

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

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

Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP.

Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.

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

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

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

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 for the study.

Components of Evaluation:

Objectives	Marks (Maximum 100)
Unit – I	15
Unit – II	15
Unit – III	15
Unit – IV	15
Unit – V	15
Internal Marks	25

8. AN INTRODUCTION TO ROMANTIC LITERATURE (1798-1837)

Objectives & Outcomes:

After going through the course the learner would be able to

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

Unit- I

History of Romantic Literature--

Characteristics, Major themes & writers

Literary Genres---

Ode, Lyric, Hyperbole, Pastoral Elegy, Imagery, Symbolism,
Point of View

Unit- II

Poetry--- William Wordsworth: *The Solitary Reaper*

John Keats: *Ode on a Grecian Urn*

Unit- III

Fiction--- Jane Austen: *Pride and Prejudice*

Unit- IV

Prose--- Charles Lamb: *Dream Children: A Reverie*

Unit- V

Literary Criticism--- Samuel Taylor Coleridge: *Biographia Literaria*

Reference:

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

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

Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP.

Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.

T S Eliot. 1921. *Poetry and Prose: The Chap Book*. Poetry Book shop London

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

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

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

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 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.

Components of Evaluation:

Objectives	Marks (Maximum 100)
Unit – I	15
Unit – II	15
Unit – III	15
Unit – IV	15
Unit – V	15
Internal Marks	25

9. AN INTRODUCTION TO VICTORIAN LITERATURE (1837-1900)

Objectives & Outcomes:

After going through the course the learner would be able to

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

Unit- I

History of Victorian Literature--- Characteristics, Major themes & writers

Literary Genres---

Gothic Novel, Melodrama, Historical Novel, Sentimental Novel,
Regional Novel, Flat Character, Round Character, Dramatic
Monologue

Unit- II Poetry-

--Robert Browning: *My Last Duchess*

Elizabeth Barrett Browning: *Patience Taught by Nature*

Unit- III

Drama--- Oscar Wilde: *The Importance of Being Earnest*

Unit- IV

Fiction--- Charles Dickens: *David Copperfield*

Unit- V

Literary Criticism--- Mathew Arnold: *Function of Criticism, Touchstone Method*

Reference:

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

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

Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP.

Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.

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

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

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

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.

Components of Evaluation:

Objectives	Marks (Maximum 100)
Unit – I	15
Unit – II	15
Unit – III	15
Unit – IV	15
Unit – V	15
Internal Marks	25

10. AN INTRODUCTION TO MODERN LITERATURE (1900-1940)

Objectives & Outcomes:

After going through the course the learner would be able to

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

Unit- I

History of Modern Literature---

Characteristics, Major themes & writers

Literary Genres---

Absurd Drama, Existentialism, Stream of Consciousness,
Naturalism, Realism, Surrealism

Unit- II

Poetry---W.B. Yeats: *Sailing to Byzantium*

T.S. Eliot: *Journey of the Magi*

Unit- III

Drama---Samuel Beckett: *Waiting for Godot*

Unit- IV

Fiction---D.H. Lawrence: *The Rainbow*

Unit- V

Literary Criticism---T.S. Eliot: *Traditional and Individual Talent*

Reference:

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

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

Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP.

Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.

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

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

Manchester University Press, Manchester.

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

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.

Components of Evaluation:

Objectives	Marks (Maximum 100)
Unit – I	15
Unit – II	15
Unit – III	15
Unit – IV	15
Unit – V	15
Internal Marks	25

11. GLIMPSES OF WORLD LITERATURE

Objectives & Outcomes:

After going through the course the learner would be able to

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

Unit- I

Poetry---Gabriel Okara: *Once Upon a Time*

Maya Angelou: *Caged Bird*

Unit- II

Drama---GirishKarnad: *Nagamandala*

Unit- III

Fiction---Fyodor Dostoevsky: *Crime and Punishment*

Unit-IV

Short Story---O Henry: *The Last leaf*

Tillie Olsen: *I Stand Here Ironing*

Unit- V

Literary Criticism---I.A. Richards: *Four Kinds of Meaning*

Reference:

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

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

Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP.

Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.

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

Barry, Peter. 2010. *Beginning Theory: An Introduction to Literary Theory and Cultural Theory*,
Manchester University Press, Manchester.
M H Abrams. 2015. *Glossary of Literary Terms*. Cengage learning

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.

Components of Evaluation:

Objectives	Marks (Maximum 100)
Unit – I	15
Unit – II	15
Unit – III	15
Unit – IV	15
Unit – V	15
Internal Marks	25

12. WRITING FOR THE MEDIA

Objectives & Outcomes:

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

- Write with confidence
- Use Correct Grammar, Punctuation and Appropriate Style
- Differentiate between various types of media writing
- Gather and synthesize information from authentic sources
- 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 Resourc

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.

Components of Evaluation:

Objectives	Marks (Maximum 100)
Unit – I	15
Unit – II	15
Unit – III	15
Unit – IV	15
Unit – V	15
Internal Marks	25

13. CREATIVE WRITING AND LITERARY APPRECIATION

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
4. Deliver presentations on the literary works
5. Demonstrate the creative writing skills

Unit-I

1. Understanding Creative Writing
2. Characteristics of Good Writing

Unit-II

1. Understanding Fiction : Novel and Short Story
(**Plot, Character, Theme and Narrative Technique:** A Tale of Two Cities – by Charles Dickens;

Visual Description, Point of View and Setting: ‘The Black Cat’ –by Edgar AllenPoe)

2. Understanding Prose
(**Language and Style:** Francis Bacon’s ‘Of Studies’;

Persuasiveness, Readability and Argument: ‘The Power of Prayer’ –by APJ Abdul Kalam)

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>

6. Creative Writing: Simple Definition and Tips:
<https://grammar.yourdictionary.com/word-definitions/definition-of-creative-writing.html>
7. Weekly Writing Prompts: <https://blog.reedsy.com/creative-writing-prompts/>
8. Decolonising Creative Writing: <https://scroll.in/article/999215/decolonising-creative-writing-its-about-not-conforming-to-techniques-of-the-western-canon>

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.

Components of Evaluation:

Objectives	Marks (Maximum 100)
Unit – I	15
Unit – II	15
Unit – III	15
Unit – IV	15
Unit – V	15
Internal Marks	25

14. A. ENGLISH LANGUAGE TEACHING SKILLS Objectives

& Outcomes:

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

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

Unit-I

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

Unit-II

1. Contextualization of Grammar Teaching
2. Teaching Writing Skills

Unit-III

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

Unit-IV

1. Classroom Management Techniques
2. Assessment & Evaluation

Unit-V

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

Resources for Further Reading:

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

5. Oxford English Language Teaching:
<https://elt.oup.com/?cc=global&sellLanguage=en>
6. British Council's Teaching Resources:
<https://www.teachingenglish.org.uk/resources/primary>
7. 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.

Components of Evaluation:

Objectives	Marks (Maximum 100)
Unit – I	15
Unit – II	15
Unit – III	15
Unit – IV	15
Unit – V	15
Internal Marks	25

14. B. SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH & TELUGU)

Objectives & Outcomes:

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

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Unit-V

1. Technical Translation
2. Translation and Technology

Resources for Further Reading:

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

Components of Evaluation:

Objectives	Marks (Maximum 100)
Unit – I	15
Unit – II	15
Unit – III	15
Unit – IV	15
Unit – V	15
Internal Marks	25

15. A. TEACHING ENGLISH ONLINE

Objectives & Outcomes:

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

- i. Understand online Teaching of English
- ii. Acquire skills of teaching online
- iii. Identify online resources for teaching
- iv. Conduct classes online
- v. Use Technology for evaluating students' performance

Unit-I

1. Contextualizing the Online Teaching of English
(The learners, the context, the content)
2. Types of Online Teaching
(Self-learning, Guided Learning, Blended Learning, Flipped Classroom etc.)

Unit-II

1. Course Planning
(Course Modalities, Timelines and Chunking)
2. Lesson Planning
(Course Content, Materials, Additional Inputs)

Unit-III

1. Types of Online Teaching Platforms
(LMS, Moodle, Google Classroom, Zoom, Cisco-WebEx, Google Meet, etc.)
2. Online Classroom Management
(Break-up Rooms, Chat Boxes, Polling/ Voting, Interaction)

Unit-IV

1. Online Educational Resources (Copyright, Creating Own Resources)
2. Collaboration

Unit-V

1. Mobile Learning
2. Online Evaluation

Resources for Further Reading:

1. Virendra Mishra et al. English Language Teaching Skills. Cambridge University Press, 2020
2. N.Krishna Swamy & Lalitha Krishna Swamy. Methods of Teaching English. Trinity Press, 2014.
3. Navita Arora. English Language Teaching. MacGraw Hill, 2012
4. N.Krishna Swamy & Lalitha Krishna Swamy. Teaching English: Approaches, Methods and Techniques. Macmillan India Limited, 2005.
5. Cambridge Assessment English: <https://www.cambridgeenglish.org/blog/12-tips-for-teaching-an-online-english-class/>
6. Online English Resources for Teachers: <https://www.britishcouncil.org.br/en/programmes/english/resources-teachers>

Activities:

1. **For Teachers:** After completing practical training in the course, the teacher will assign teaching activities to each student on online Teaching of English. The students will demonstrate different skills in Teaching English online for not less than 10 hours in any teaching environment (School/ College/Peer Group/ JKC/ Adults in a Village) under the supervision of the teacher.
2. **For Students:** Each student will conduct practicum in online teaching of English in a teaching environment (School/ College/Peer Group/ JKC/ Adults in a Village) for not less than 10 hours. The students will discuss the findings among themselves and each student will prepare a hand-written Report of the activity in 10 pages as guided by the teacher.

Components of Evaluation:

Objectives	Marks (Maximum 100)
Unit – I	15
Unit – II	15
Unit – III	15
Unit – IV	15
Unit – V	15
Internal Marks	25

15. B. ENGLISH FOR JOURNALISM AND ADVERTISING (PRINT MEDIA)

Objectives & Outcomes:

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

- i. Understand the Principles of Journalism
- ii. Acquire Language Skills for effective communication
- iii. Identify online resources for personal improvement
- iv. Demonstrate Speaking Skills for the media
- v. Analyse events for authentic reporting

Unit-I

1. Principles of Journalism:
(Gathering Information, Verifying Facts, Reporting the Events, Impacting People)
2. Use of English in News Papers (Simple, Formal, Concise and Impersonal)

Unit-II

1. Print Media : (Different Types of News Papers, Magazines and Periodicals)
2. English Language for Journalism: (Specific Use of Tenses, Vocabulary, Agreeing and Disagreeing, Reported Speech)

Unit-III

1. Journalism as a Social Memoir
2. Style Guide and Proofreading

Unit-IV

1. Writing for the Media
2. Advertising and Its Lexical Features

Unit-V

1. Speaking Skills for the Media
2. Journalism in the Digital Age

Resources for Further Reading:

1. Wynford Hicks. English for Journalists (Media Skills). 4th Edition, Routledge, 2013.
2. Crawford Gillan, Sir Harold Evans. Essential English for Journalists, Editors and Writers. Random House, 2010.

3. Sylee Gore. English for Marketing & Advertising. Oxford University Press, USA, 2008
4. Angela Goddard. The Language of Advertising: Written Texts. Routledge, 1998
5. Bill Kovach and Tom Rosenstiel. The Elements of Journalism. Crown Publishers, New York, 2007
6. The Guardian-News Writing:
<https://www.theguardian.com/books/2008/sep/25/writing.journalism.news>
7. Indian Institute of Mass Communication
http://iimc.nic.in/content/44_1_JournalismEnglish.aspx
8. American Press Association
<https://americanpressassociation.com/principles-of-journalism/>
9. Thought Co. Advertising Vocabulary for English Learners:
<https://www.thoughtco.com/advertising-vocabulary-1210143>

Activities:

1. **For Teachers:** The teacher shall train students in practical skills in media and advertising for not less than 10 hours and assign activities to students. The groups will identify different journalistic environments (News Paper Offices, Public Libraries, Journalist Offices and Advertising agencies) to demonstrate their knowledge.
2. **For Students:** Each Learner will conduct practicum in journalistic and advertising environment (News Paper Offices, Public Libraries, Journalist Offices and Advertising agencies) 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.

Components of Evaluation:

Objectives	Marks (Maximum 100)
Unit – I	15
Unit – II	15
Unit – III	15
Unit – IV	15
Unit – V	15
Internal Marks	25

Dr. V. S. KRISHNA GOVT. DEGREE COLLEGE (A), VISAKHAPATNAM

DEPARTMENT OF ENGLISH

I.B.A. SPECIAL ENGLISH

An Introduction to English Literature (600-1500)

Semester –II, Paper-II (w.e.f. 2023-24)

Course out comes:

Sl.no	Course outcomes	Knowledge level (Bloom's Taxonomy)
CO 1:	Learn the features of Elizabethan literature.	Remember, Apply and Analyze
CO 2:	Review the aspects of literary genres, forms and terms of the period.	Remember, Understand and Analyze
CO 3:	Identify the characteristics of poetry, drama and literary criticism.	Analyze, Evaluate and Create
CO 4:	Have a detailed understanding of the literary texts.	Analyze and Evaluate
CO 5:	Appreciate aesthetic and human values	Analyze and Create

Dr. V. S. KRISHNA GOVT. DEGREE COLLEGE (A), VISAKHAPATNAM

DEPARTMENT OF ENGLISH

I.B.A. SPECIAL ENGLISH

An Introduction to English Literature(600-1500)

Semester –II, Paper-II (w.e.f. 2023-24)

Blue Print for Paper Setter

Time: 3 Hrs.

Max. Marks: 60

S. No.	Module No. and Name	Essay Questions 8 Marks	Short Answer Questions 4 Marks	Marks Allotted to the Module
1	Module – I History of English Literature	1 (2)	1 (2)	12/(24)
2	Module – II Philology	1 (2)	1 (2)	12/(24)
3	Module – III Literary forms and terms	1 (2)	1 (2)	12/(24)
4	Module – IV Prose	1 (2)	1 (1)	12/(24)
5	Module –V Poetry	1 (2)	1 (1)	12/(24)
	Total Marks	40/(80)	20/(40)	60/(120)

Dr. V. S. KRISHNA GOVT. DEGREE COLLEGE (A), VISAKHAPATNAM

Department of English

**I.B.A.SPECIAL ENGLISH,
An Introduction to English Literature (600-1500)
Semester –II, Paper-II (w.e.f. 2023-24)
Syllabus**

S.No	Module	Topic	Marks
1	History of English Literature	Old & Middle English , Renaissance Period	12
2	Literary Genres	1.Ballad, 2.Epic, 3.Lyric, 4, Ode, 5.Elegy, 6.Pastoral Elegy, 7.Sonnet, 8.Mystery/Miracle Plays, Morality Play	12
3	Poetry	Geoffrey Chaucer: Controlling the Tongue , Edmund Spencer: Sonnet 73 (Lyke as a Byrd)from Amoretti	12
4	Drama	Christopher Marlowe: Dr. Faustus	12
5	Literary Criticism	Philip Sydney : An Apology for Poetry	12
		Internals-40	60

Dr. V. S. KRISHNA GOVT. DEGREE COLLEGE (A), VISAKHAPATNAM

DEPARTMENT OF ENGLISH

I.B.A. SPECIAL ENGLISH

An Introduction to English Literature (600-1500)

Semester –II, Paper-II (w.e.f. 2023-24)

Blue Print for Paper Setter

Time: 3 Hrs.

Max. Marks: 60

S. No.	Module No. and Name	Short Answer Questions 4 Marks	Essay Questions 8 Marks	Marks Allotted to the Module
1	Module – I History of English Literature	1 (2)	1 (2)	12/(24)
2	Module – II Philology	1 (2)	1 (2)	12/(24)
3	Module – III Literary forms and terms	1 (2)	1 (2)	12/(24)
4	Module – IV Prose	1 (2)	1 (2)	12/(24)
5	Module –V Poetry	1 (2)	1 (2)	12/(24)
	Total Marks	20/(40)	40/(80)	60/(120)

Dr. V. S. KRISHNA GOVT. DEGREE COLLEGE (A), VISAKHAPATNAM

Department of English

**I.B.A.SPECIAL ENGLISH,
An Introduction to English Literature (600-1500)
Semester –II, Paper-II (w.e.f. 2023-24)
Syllabus**

S.No	Module	Topic	Marks
1	History of English Literature	Old & Middle English , Renaissance Period	12
2	Literary Genres	1.Ballad, 2.Epic, 3.Lyric, 4, Ode, 5.Elegy, 6.Pastoral Elegy, 7.Sonnet, 8.Mystery/Miracle Plays, Morality Play	12
3	Poetry	Geoffrey Chaucer: Controlling the Tongue , Edmund Spenser: Sonnet 73 (Lyke as a Byrd)from Amoretti	12
4	Drama	Christopher Marlowe: Dr. Faustus	12
5	Literary Criticism	Philip Sydney : An Apology for Poetry	12
		Internals-40	60

Dr. V. S. KRISHNA GOVT. DEGREE COLLEGE (A), VISAKHAPATNAM

DEPARTMENT OF ENGLISH

I.B.A.SPECIAL ENGLISH,

An Introduction to English Literature(600-1500)

Semester –I, Paper-I (w.e.f. 2023-24)

Time: 3 hrs.

Model Question Paper

Max. Marks :60

SECTION – A

5x4 = 20 Marks

Answer any FIVE of the following questions.

1) Explain importance of renaissance period?

2) **Fill in the blanks with suitable words.**

a) Stan – as is the plural form of _____

b) The sound SK in sky is of _____ origin.

c) The invention of _____ was the important factor for the emergence of Standard English.

d) Sonnet is derived from the Italian word _____.

3) What is pastoral elegy? Give examples?

4) **Answer the following multiple choice Questions**

a) A Ballad is

i. A song which tells a story

ii. A Story

iii. A Dance

iv. An Epic

b) The following form of poetry takes grand & historical themes

i. Lyric

ii. Ode

iii. Epic

iv. Elegy

c) The theme of an elegy is

i. Marriage

ii. Death

iii. Dance

iv. Happiness

d) A sonnet consists of

i. 6 lines

ii. 7 lines

iii. 10 lines

iv. 14 lines

5) Write critical appreciation of Chaucer's controlling the Tongue?

6) Write theme of sonnet 73 by Edmund Spencer?

7) What role do biblical allusions play in Dr. Faustus?

8) Match the following

Section-A

a) Mephistophilis

Section-B

i) Faustus' Assistant

- | | |
|------------|-----------------------|
| b) Lucifer | ii) Innkeeper |
| c) Wagner | iii) Devil |
| d) Robin | iv) The Ruler of Hell |

9) Why does the narrator feel the need to stand for poetry?

10) What are the seven parts of apology for poetry?

SECTION-B

Answer ALL the following questions.

5x8= 40

11) a) What are the characteristic features of Old English?

(Or)

b) What are the characteristic features of Middle English?

12) a) Write briefly about the following literary term.

- i. Ballad
- ii. Lyric
- iii. Ode
- iv. Alliteration

(Or)

b) Write briefly about the following literary terms

- i. Epic
- ii. Sonnet
- iii. Elegy
- iv. Mystery Play

13) a) Write analysis of the Poem Controlling the Tongue By Chaucer?

(Or)

b) Write Summary of the Sonnet 73 (Lyke as a Byrd) from Amoretti?

14) a) Why does Faustus sell his soul?

(Or)

b) Why does Faustus request 24 Years of service?

15) a) Why did Sydney express his apology for poetry?

(Or)

b) What are the main concepts of Sydney in his apology?

Dr. V. S. KRISHNA GOVT. DEGREE COLLEGE (A), VISAKHAPATNAM

DEPARTMENT OF ENGLISH

I.B.A. SPECIAL ENGLISH

An Introduction to English Literature (600-1500)

Semester –II, Paper-I (w.e.f. 2023-24)

	Programme Outcome
PO 1	Critical Thinking: Ability to take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
PO2	Effective Communication: Ability to speak, read, write, and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media, and technology.
PO3	Social Interaction: Ability to elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO4	Effective Citizenship: Ability to demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
PO5	Ethics: Ability to recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
PO6	Environment and Sustainability: Ability to understand the issues of environmental contexts and sustainable development
PO7	Employability skills: Equipping graduates with the essential abilities and knowledge to excel in their chosen careers
PO8	Entrepreneurship skills: Seeks to empower students with the competencies needed to be successful entrepreneurs, enabling them to launch, operate, and innovate in their own businesses or entrepreneurial ventures.
PO9	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long Learning in the broadest context socio-technological changes

Dr. V. S. KRISHNA GOVT. DEGREE COLLEGE (A), VISAKHAPATNAM

DEPARTMENT OF ENGLISH

I.B.A. SPECIAL ENGLISH

An Introduction to English Literature (600-1500)

Semester –II, Paper-I (w.e.f. 2023-24)

Course out comes:

Sl.no	Course outcomes	Knowledge level (Bloom's Taxonomy)
CO 1:	Learn the features of Old English, Middle English and Renaissance Periods.	Remember, Apply and Analyze
CO 2:	Review the aspects of literary genres, forms and terms of the period.	Remember, Understand and Analyze
CO 3:	Identify the characteristics of poetry, drama and literary criticism.	Analyze, Evaluate and Create
CO 4:	Have a detailed understanding of the literary texts.	Analyze and Evaluate
CO 5:	Appreciate aesthetic and human values	Apply

Program specific out comes (PSOs):

1. Understand major and minor forms of literature.
2. Have developed interest in literature and language.
3. Enjoy reading the short stories, poems, novels and dramas.
4. Know the literary theories, terms and concepts in Criticism.
5. Appreciate the literary works.
6. Understand the values of literature in life.

Dr. V. S. KRISHNA GOVT. DEGREE COLLEGE (A), VISAKHAPATNAM
DEPARTMENT OF ENGLISH
I.B.A. SPECIAL ENGLISH
An Introduction to English Literature (600-1500)
Semester –II, Paper-I (w.e.f. 2023-24)

CO-PO Mapping

1. Low, 2- Moderate, 3- High, ‘-‘ No Correlation

	PO:1 Critical Thinkin g	PO:2Effect ive Communic ation	PO:3SocialI nteraction	PO:4 Effective Citizenship	PO:5 Ethics	PO:6 Environm ent and Sustainabi lity	PO:7 Employ ability skills	PO:8 Entrepreneu r-ship skills	PO:9 Self-directed and Life- long Learning
CO:1	2	-	-	-	-	-	2	1	-
CO:2	2	1	1	-	-	2	-	2	1
CO:3	2	2	3	1	2	-	2	2	1
CO:4	2	2	1	-	1	2	2	3	2
CO:5	-	2	2	1	1	-	-	-	-

CO-PSO Mapping

1. Low, 2- Moderate, 3- High, ‘-‘ No Correlation

	PSO:1	PSO:2	PSO:3	PSO:4	PSO:5	PSO:6
CO:1	2	1	1	1	1	2
CO:2	2	2	2	2	2	3
CO:3	3	1	2	2	1	2
CO:4	2	2	2	1	2	2

CO:5	-	3	3	-	-	2
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**Dr. V. S. KRISHNA GOVT. DEGREE COLLEGE (A),
VISAKHAPATNAM**

DEPARTMENT OF ENGLISH

I.B.A. SPECIAL ENGLISH

An Introduction to English Literature(600-1500)

Semester –II, Paper-I (w.e.f. 2023-24)

Blue Print for Paper Setter

Time: 3 Hrs.

Max. Marks:

60

S. No.	Module No. and Name	Essay Questions 8 Marks	Short Answer Questions 4 Marks	Marks Allotted to the Module
1	Module – I History of English Literature	1 (2)	1 (2)	12/(24)
2	Module – II Philology	1 (2)	1 (2)	12/(24)
3	Module – III Literary forms and terms	1 (2)	1 (2)	12/(24)
4	Module – IV Prose	1 (2)	1 (1)	12/(24)
5	Module –V Poetry	1 (2)	1 (1)	12/(24)
	Total Marks	40/(80)	20/(40)	60/(120)

Dr. V. S. KRISHNA GOVT. DEGREE COLLEGE (A), VISAKHAPATNAM

Department of English

**I.B.A.SPECIAL ENGLISH,
An Introduction to English Literature (600-1500)
Semester –II, Paper-I (w.e.f. 2023-24)
Syllabus**

S.No	Module	Topic	Marks
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3	Poetry	Geoffrey Chaucer: Controlling the Tongue , Edmund Spenser: Sonnet 73 (Lyke as a Byrd)from Amoretti	12
4	Drama	Christopher Marlowe: Dr. Faustus	12
5	Literary Criticism	Philip Sydney : An Apology for Poetry	12
		Internals-40	60

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DEPARTMENT OF ENGLISH

I.B.A. SPECIAL ENGLISH

An Introduction to English Literature (600-1500)

Semester –II, Paper-I (w.e.f. 2023-24)

Blue Print for Paper Setter

Time: 3 Hrs.

Max. Marks: 60

S. No.	Module No. and Name	Short Answer Questions 4 Marks	Essay Questions 8 Marks	Marks Allotted to the Module
1	Module – I History of English Literature	1 (2)	1 (2)	12/(24)
2	Module – II Philology	1 (2)	1 (2)	12/(24)
3	Module – III Literary forms and terms	1 (2)	1 (2)	12/(24)
4	Module – IV Prose	1 (2)	1 (2)	12/(24)
5	Module –V Poetry	1 (2)	1 (2)	12/(24)
	Total Marks	20/(40)	40/(80)	60/(120)

Dr. V. S. KRISHNA GOVT. DEGREE COLLEGE (A), VISAKHAPATNAM

Department of English

**I.B.A.SPECIAL ENGLISH,
An Introduction to English Literature (600-1500)
Semester –II, Paper-I (w.e.f. 2023-24)
Syllabus**

S.No	Module	Topic	Marks
1	History of English Literature	Old & Middle English , Renaissance Period	12
2	Literary Genres	1.Ballad, 2.Epic, 3.Lyric, 4, Ode, 5.Elegy, 6.Pastoral Elegy, 7.Sonnet, 8.Mystery/Miracle Plays, Morality Play	12
3	Poetry	Geoffrey Chaucer: Controlling the Tongue , Edmund Spenser: Sonnet 73 (Lyke as a Byrd)from Amoretti	12
4	Drama	Christopher Marlowe: Dr. Faustus	12
5	Literary Criticism	Philip Sydney : An Apology for Poetry	12
		Internals-40	60

Dr. V. S. KRISHNA GOVT. DEGREE COLLEGE (A), VISAKHAPATNAM

DEPARTMENT OF ENGLISH

I.B.A.SPECIAL ENGLISH,

An Introduction to English Literature(600-1500)

Semester –I, Paper-I (w.e.f. 2023-24)

Time: 3 hrs.

Model Question Paper

Max. Marks :60

SECTION – A

5x4 = 20 Marks

Answer any FIVE of the following questions.

9) Explain importance of renaissance period?

10) Fill in the blanks with suitable words.

- a) Stan – as is the plural form of _____
- b) The sound SK in sky is of _____ origin.
- c) The invention of _____ was the important factor for the emergence of Standard English.
- d) Sonnet is derived from the Italian word _____.

11) What is pastoral elegy? Give examples?

12) Answer the following multiple choice Questions

- e) A Ballad is
 - v. A song which tells a story
 - vi. A Story
 - vii. A Dance
 - viii. An Epic
- f) The following form of poetry takes grand & historical themes
 - v. Lyric
 - vi. Ode
 - vii. Epic
 - viii. Elegy
- g) The theme of an elegy is
 - v. Marriage
 - vi. Death
 - vii. Dance
 - viii. Happiness
- h) A sonnet consists of
 - v. 6 lines
 - vi. 7 lines
 - vii. 10 lines
 - viii. 14 lines

13) Write critical appreciation of Chaucer's controlling the Tongue?

14) Write theme of sonnet 73 by Edmund Spenser?

15) What role do biblical allusions play in Dr. Faustus?

16) Match the following

Section-A

e) Mephistophilis

Section-B

i) Faustus' Assistant

- f) Lucifer
 - g) Wagner
 - h) Robin
 - ii) Innkeeper
 - iii) Devil
 - iv) The Ruler of Hell
- 9) Why does the narrator feel the need to stand for poetry?
- 10) What are the seven parts of apology for poetry?

SECTION-B

Answer ALL the following questions.

5x8= 40

- 16) a) What are the characteristic features of Old English?
(Or)
b) What are the characteristic features of Middle English?
- 17) a) Write briefly about the following literary term.
v. Ballad
vi. Lyric
vii. Ode
viii. Alliteration
(Or)
b) Write briefly about the following literary terms
v. Epic
vi. Sonnet
vii. Elegy
viii. Mystery Play
- 18) a) Write analysis of the Poem Controlling the Tongue By Chaucer?
(Or)
b) Write Summary of the Sonnet 73 (Lyke as a Byrd) from Amoretti?
- 19) a) Why does Faustus sell his soul?
(Or)
b) Why does Faustus request 24 Years of service?
- 20) a) Why did Sydney express his apology for poetry?
(Or)
b) What are the main concepts of Sydney in his apology?

AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)
Semester –II, Paper-II (w.e.f. 2023-24)

	Programme Outcome
PO 1	Critical Thinking: Ability to take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
PO2	Effective Communication: Ability to speak, read, write, and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media, and technology.
PO3	Social Interaction: Ability to elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO4	Effective Citizenship: Ability to demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
PO5	Ethics: Ability to recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
PO6	Environment and Sustainability: Ability to understand the issues of environmental contexts and sustainable development
PO7	Employability skills: Equipping graduates with the essential abilities and knowledge to excel in their chosen careers
PO8	Entrepreneurship skills: Seeks to empower students with the competencies needed to be successful entrepreneurs, enabling them to launch, operate, and innovate in their own businesses or entrepreneurial ventures.
PO9	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long Learning in the broadest context socio-technological changes

Dr.V.S. KRISHNA GOVT. DEGREE COLLEGE (A), VISAKHAPATNAM
DEPARTMENT OF ENGLISH
I.B.A.SPECIAL ENGLISH
AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)
Semester –II, Paper-II (w.e.f. 2023-24)

Course Outcomes:

Sl.no	Course outcomes	Knowledge level (Bloom's Taxonomy)
CO 1:	Learn the features of Elizabethan literature.	Remember, Apply and Analyze
CO 2:	Review the aspects of literary genres, forms and terms of the period.	Remember, Understand and Analyze
CO 3:	Identify the characteristics of poetry, drama and literary criticism.	Analyze, Evaluate and Create
CO 4:	Have a detailed understanding of the literary texts.	Analyze and Evaluate
CO 5:	Appreciate aesthetic and human values	Apply

Program specific out comes:

1. Understand major and minor forms of literature.
2. Have developed interest in literature and language.
3. Know the literary theories, terms and concepts in Criticism.
4. Appreciate the literary works.

5. Understand the values of literature in life.

6. Understand different cultures of the times.

Dr.V.S. KRISHNA GOVT. DEGREE COLLEGE (A), VISAKHAPATNAM
DEPARTMENT OF ENGLISH
I.B.A.SPECIAL ENGLISH
AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)
Semester –II, Paper-II (w.e.f. 2023-24)

CO-PO Mapping

2. Low, 2- Moderate, 3- High, ‘-‘ No Correlation

	PO:1 Critical Thinking	PO:2 Effective Communication	PO:3 Social Interaction	PO:4 Effective Citizenship	PO:5 Ethics	PO:6 Environment and Sustainability	PO:7 Employa- bility skills	Po:8 Entrepreneur- ship skills	PO:9 Self-directed and Life-long Learning
CO:1	2	-	2	1	2	-	2	1	1
CO:2	1	2	2	1	1	2	-	2	1
CO:3	3	1	3	2	3	-	3	-	1
CO:4	3	2	1	-	1	1	2	2	-
CO:5	-	2	2	1	1	-	-	-	-

CO-PSO Mapping

1. Low, 2- Moderate, 3- High, ‘-‘ No Correlation

	PSO:1	PSO:2	PSO:3	PSO:4	PSO:5	PSO:6
CO:1	2	2	2	1	3	2
CO:2	2	1	2	1	1	2
CO:3	3	2	2	3	3	1
CO:4	1	1	2	2	2	3
CO:5	-	1	3	-	-	1

Dr.V.S. KRISHNA GOVT. DEGREECOLLEGE (A), VISAKHAPATNAM

DEPARTMENT OF ENGLISH

I.B.A.SPECIAL ENGLISH

AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)

Semester –II, Paper-II (w.e.f. 2023-24)

Blue Print For Paper Setter

Time: 3 Hrs.

Max. Marks:

S.No.	Module No. and Name	Essay Questions 8 Marks	Short Answer Questions 4 Marks	Marks Allotted to the Module
1	Module – I History of Elizabethan Literature	1(2)	1(2)	12(24)
2	Module – II Literary Genres	1(2)	1(2)	12(24)
3	Module – III Poetry	1(2)	1(2)	12(24)
4	Module – IV Drama	1(2)	1(2)	12(24)

5	Module – V Literary Criticism	1(2)	1(2)	12(24)
	Total Marks	20(40)	40(80)	60(120)

Dr.V.S. KRISHNA GOVT. DEGREE COLLEGE (A),V ISAKHAPATNAM

DEPARTMENT OF ENGLISH

**I.B.A.SPECIAL ENGLISH,
AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)**

**Semester –II, Paper-II (w.e.f. 2023-24)
Semester-End Examination under CBCS Pattern
SYLLABUS**

S.No	Module	Topic	Marks
1	History of Elizabethan Literature	Literary Characteristics, Major Themes & Writers Elizabethan Theatre	12
2	Literary Genres	Simile, Metaphor, Allegory, Personification, Tragedy, Comedy, Tragi -Comedy, Chronicle Play, Three Unities, Masque	12
3	Poetry	William Shakespeare: Sonnet 18 (Shall I compare thee to a summer's day?)	12
4	Drama	William Shakespeare: Hamlet	12
5	Literary Criticism	Aristotle: Poetics (Elements of Tragedy)	12
		Internals- 40	60

Dr.V.S. KRISHNA GOVT. DEGREE COLLEGE (A), V ISAKHAPATNAM

DEPARTMENT OF ENGLISH

I.B.A.SPECIAL ENGLISH,

AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)

Semester –II, Paper-II (w.e.f. 2023-24)

Semester-End Examination under CBCS Pattern

Time: 3 hrs.

Model Question Paper

Max. Marks: 60

SECTION-A

I. Answer ALL the following questions. 5x8: 40

1. a. What are the literary characteristics of the Elizabethan Age?

(Or)

b. Write about Elizabethan Theatre?

2. a. Write briefly about the literary forms and terms.

1. Simile 2. Personification 3. Metaphor 4. Tragi-Comedy

(Or)

b. What are three unities with regard to Elizabethan Theatre

3. a. Explain message behind the poem sonnet 18?

(Or)

b. How is Fair destroyed in sonnet 18?

4. a. Describe role of Polonius in the play Hamlet?

(Or)

b. Why does Hamlet procrastinate in carrying out the ghost's instructions?

5. a. What are the main points of Aristotle's definition of tragedy?
(Or)
b. What is the place of suffering in the tragedy?

SECTION – B

Answer any FIVE of the following questions:

5x4: 20 Marks

1. Describe style of Elizabethan Drama?
2. Write briefly a note on major writers in Elizabethan theatre.
3. Explain comedy?
4. Write about masque in Elizabethan drama?
5. Describe main theme of sonnet 18?
6. What does the "eye of heaven" refer to" in sonnet 18?
7. Match the following?

A

B

- | | |
|-------------|---------------------------|
| 1. Claudius | a. Daughter of Polonius |
| 2. Getrude | b. Son of Polonius |
| 3. Polonius | c. King Hamlet's brother |
| 4. Laertes | d. Queen of Denmark |
| 5. Ophelia | e. Counsellor to the king |

8. Answer the following multiple choice Questions:

- i. Who does Polonius send to France to spy on Laertes.
 - a) Reynaldo
 - b) Ophelia
 - c) Getrude
 - d) Marcellus
- ii. How did Claudius murder king Hamlet?
 - a) By stabbing him through arras
 - b) By pouring poison into his ear
 - c) By ordering him to be hanged
 - d) By poisoning his wine glass
- iii. What is the university at which Horatio and Hamlet studied?
 - a) Polis
 - b) Oxford
 - c) Constantinople
 - d) Wittenberg

- iv. Whose skills does Hamlet discover in the Churchyard.
 - a) Reynaldo's
 - b) Ophelia
 - c) His father
 - d) The former court jester
 - v. Which of the following character survives in the play Hamlet?
 - a) Claudius
 - b) Getrude
 - c) Fortunbrass
 - d) Ophelia
9. What is Tragedy according to Arostotle.
10. What is Aristotle's 6 main elements of tragedy

**SKILL
ENHANCEMENT
COURSE
(COMMUNICATION
SKILLS)**

Dr. V.S KRISHNA GOVT. DEGREE & P.G COLLEGE (A), VISAKHAPATNAM

DEPARTMENT ENGLISH

COMMON FOR B.A, B.COM. B.SC & BBA (w.e.f. AY 2023-24)

SEMESTER-I

COMMUNICATION SKILLS

COURSE CODE:

SYLLABUS

Theory

Credits: 2

2 hrs/week

Course Objectives & Outcomes:

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

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

Course Content:

UNIT-I

BASICS OF COMMUNICATION

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

UNIT-II

PRESENTATION SKILLS

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

UNIT- III

INTERVIEWS AND GROUP DISCUSSIONS

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

Recommended Activities:

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

References:

- Working in English, Jones, Cambridge
- Business Communication, Raman – Prakash, Oxford
- Speaking Personally, Porter- Ladousse, Cambridge
- Speaking Effectively, Jermy Comfort, et.al, Cambridge

- Anjanee Sethi & Bhavana Adhikari, Business Communication, Tata McGraw Hill Jermy Comfort, Speaking Effectively, et.al, Cambridge

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SEMESTER-I
COMMUNICATION SKILLS
COURSE CODE:
SYLLABUS

S.No	Module	Topic	Marks
1	BASICS OF COMMUNICATION	1. Nature and importance of communication 2. Process of Communication 3. Principles of communication 4. Barriers to effective communication 5. Strategies for effective communication	15
2	PRESENTATION SKILLS	1. Preparation of a good presentation 2. Verbal communication in presentation 3. Non-verbal communication in presentation 4. Visual aids/Materials in presentation 5. Analyzing audience and managing questions	15
3	INTERVIEWS AND GROUP DISCUSSIONS	1. Interview and its types 2. Before, during and after an interview 3. Do's and Don'ts in an interview 4. Basic Interview questions 5. Structure and process of Group Discussions 6. Role functions, Do's and Don'ts	20

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S. No.	Module No. and Name	Essay Questions 10 Marks	Short Answer Questions 5 Marks	Marks Allotted to the Module
1	Module – I BASICS OF COMMUNICATION	1 (2)	1 (2)	15/(30)
2	Module – II PRESENTATION SKILLS	1 (2)	1 (2)	15/(30)
3	Module – III INTERVIEWS AND GROUP DISCUSSIONS	1 (2)	2 (4)	20/(40)
	Total Marks	30/(60)	20/(40)	50/(100)

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SEMESTER-I

COMMUNICATION SKILLS COURSE CODE

MODEL QUESTION PAPER

Time: 2 Hours

Max. Marks: 50

I. Answer any FOUR of the following questions.

4X5=20 M

1. Write about the nature and importance of communication?
2. What are the principles of communication?
3. What are the advantages of analyzing the audience before giving a presentation?
4. How does the integration of visual aids enhance the overall effectiveness of a presentation?
5. Mention the things one should do before attending an interview
6. Write about the structure of a Group Discussion
7. Write the Don'ts in a Group Discussion
8. What are the commonly asked questions in an interview?

II. Answer any THREE of the following questions.

3X10=30 M

9. What are the barriers to effective communication?
10. Explain the strategies for effective communication.
11. Discuss the steps involved in an effective presentation.
12. Describe the importance of Non-Verbal Communication in a presentation.
13. Discuss the process of a Group Discussion.
14. Discuss various types of Interviews.