


SEMESTER II

M.A. ENGLISH

SEMESTER - II**ENGLISH LANGUAGE TEACHING: HISTORY, APPROACHES AND METHODS****1. Course Description****Programme: M.A.****Course Code: P26/ENG/DSC/201****Course Type: DSC****No. of credits: 5****Max. Hours: 75****Hours per week: 5 Hrs****Max. Marks: 100****2. Course Objectives**

- To analyze and understand the Early Indian Education system before Independence and after.
- To learn, design, and develop Language teaching methods in relation to English as a medium of instruction in India.


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3. Course Outcomes:

CO1: Learners will be able to remember the impact of the British on the Indian education system.


CO2: Learners will be able to interpret the comparative analysis of the changes made from the traditional Indian education system to the modern one and be aware of the importance of the National Curriculum Framework and its formulae to enhance the Indian education system.

CO3: Learners analyze and experiment with various methods and techniques of developing fluency in English, both as a learner and a teacher through language teaching strategies and learner-centered methods.

CO4: Learners will be able to apply various teaching strategies and methods that produce effective learning outcomes pertaining to the English language.

CO5: Learners will be able to evaluate the construction of a framework that is both learner-centered as well as language-centered.


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4. Course Content

MODULE I (15 Hrs)

- a. History of English in India (Pre-Independence): The Initial Phase: The Charter; Charles Grants' recommendations on English education in India; Wilberforce's Resolution (1793 Resolution) and its impact on Indian education; The Charter Act (1813 Resolution)
- b. History of English in India (Pre-Independence): The Intermediate Phase: Macaulay's Minute (1835) - The Objectives of the Minute, Transplantation versus Evolution approach, The effects of the Minute on Indian education; Wood's Despatch (1854); The beginning of the spread of English in India; The Indian Education Commission (1882)
- c. History of English in India (Pre-independence): The Expansion Phase: The India Universities Commission (1902); Government of India Resolution on Educational Policy (1904); Indian Universities Act (1904); Government of India Resolution on Educational Policy (1913); Calcutta University Commission (1917-19); National Education Movement

MODULE II (15 Hrs)

- a. English in India (Post-independence): The Identity Phase: The University Education Commission (Radhakrishnan Commission, 1948-9); Secondary Education Commission (Mudaliar Commission, 1953); Official Languages Commission (1956- 58) — recommendations, anti-Hindi movement; Chief Ministers' Conference, 1961 (recommendation of three-language formula), Official Language Amendment Act (1967)
- b. English in India (Post-independence): The Progression Phase: The Education Commission (Kothari Commission, 1964-6), National Policy on Education (1968) - its Policy Statement on the development of languages; National Education Policy (1986); Acharya Ramamurti Commission (1990); Curriculum Development Centre (1989); National Curriculum Framework (2005); National Curriculum Framework for Teacher Education (2009)
- c. English in India (Post-independence): The Globalization Phase: The notion of

Indian English; English as a second language in India; English as a global language (Kachru's and Tom McArthur's Circles); the changing role of English in India

MODULE III (15 Hrs)


- a. Definitions of approach, method, and technique; Structural Approach; Structural-Oral-Situational approach
- b. Grammar-Translation Method; Direct Method or Natural Method; Audio-lingual Method
- c. Reading Method; Bilingual Method

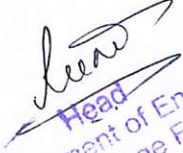
MODULE IV (15 Hrs)

- a. Communicative Language Teaching Approach (CLT)
- b. Humanistic approaches: The Silent Way, Suggestopedia, Total Physical Response, Community Language Learning
- c. The Natural Approach, Cooperative Learning

MODULE V (15 Hrs)


- a. Beyond Methods: The concept of method - Language-centered methods, Learner-centered methods, Learning-centered methods; Limitations of the concept of method; Dissatisfaction with method; Post method condition; Post method pedagogy
- b. Macro Strategic Framework: Maximizing learning opportunities, Minimizing perceptual mismatches, facilitating negotiated interaction, Promoting learner autonomy, Fostering language awareness
- c. Macro Strategic Framework: Activating intuitive heuristics, Contextualizing linguistic input, integrating language skills, ensuring social relevance, Raising cultural consciousness.

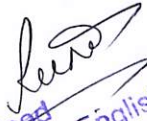

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3. Ghosh, R. N. (1977). *Introduction to English language teaching: Methods at the college level (Vol.3)*. Hyderabad: CIEFL.
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7. Kumaravadivelu, B. (2006). *Beyond Methods: Macrostrategies for Language Teaching*. New Delhi: Orient Longman Private Limited
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6. Syllabus Focus

a) Relevance to Local, Regional, National, and Global Development Needs


Local /Regional/National /Global Development Needs	Relevance
National	Learning about English education in India helps in understanding the roots of the Indian independence struggle and the role education played in shaping nationalist sentiments.
Global	Knowledge about the start of English education in India contributes to a broader understanding of global historical processes, colonialism, and the spread of education systems worldwide.


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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	III	Taking the translated sentences in native language and transforming them back into the target language.
ED	IV	Organizing a competition where students present their business ideas to a panel and focusing on language accuracy, persuasion, and the ability to communicate the value proposition effectively.
EMP	V	Presenting case studies reflecting real-world global communication challenges and discussing the cultural nuances and communication strategies needed to navigate diverse work environments.


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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Presentation
2.	Participative Learning	Seminar
3.	Participative Learning	Group Discussion
4.	Experiential Learning	Interactive Classroom Activity

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-1 - IA written exam	End Semester Examination
CO2	CIA-1 - IA written exam	
CO3	CIA-1- MCQs/ Presentations	
CO4	CIA-1- MCQs/ Presentations	
CO5	CIA-1- MCQs/ Presentations	

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b) Model Question Paper- End Semester Exam

ENGLISH LANGUAGE TEACHING: HISTORY, APPROACHES AND METHODS

Code: P26/ENG/DSC/201

Max Marks:60

Credits: 5

Time:2.5 Hrs

Section A**I. Note: Answer any five questions****5x10=50 marks**

1. Discuss and deliberate in detail the objectives of Macaulay's Minute and its impact on the Indian Education System.

OR

2. Detail and examine the status of English in post-independent Indian University Education.

3. List the objectives and characteristics of the National Curriculum Framework.

OR

4. Elaborate on the status of English in India during the early stages of Independence.

5. Define the structural-oral-situational approach to the acquisition of the English Language. Is this method the most effective in language acquisition?

OR

6. Draw a comparison distinguishing between the grammar-translation method and the direct method in English language acquisition.

7. Elaborate on learner-centered methods and learning-centered methods with their limitations.

OR

8. Discuss in detail about the Language-centered methods that help a learner achieve excellence in the target language.

Q. No. 1
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9. What is Communicative Language Teaching? Identify the importance of this teaching method in the process of learning English.

OR


10. Critically analyze the Humanistic Approach of language learning.

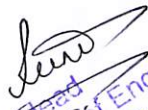
Section B

II. Note: Answer any five of the following

(5x2=10 marks)

11. Define approach, method, and technique in regard to language learning.
12. What are the salient features of the Secondary Education Commission? List any two.
13. Describe Cooperative Learning with an example.
14. List any four characteristics of the Acharya Rama Murti Commission.
15. Estimate with a brief outline of the changing role of English in India.
16. State any limitations of language-centered methods
17. Justify Suggestopedia as a Humanistic Approach to Language Teaching
18. Comment on Audio-lingual method.


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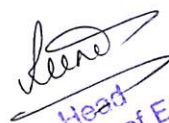
ENGLISH LANGUAGE TEACHING: HISTORY, APPROACHES AND METHODS

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO-1	1 out of 2	10	5 out of 8	5*4M=20 M
2	15	CO-2	1 out of 2	10		
3	15	CO-3	1 out of 2	10		
4	15	CO-4	1 out of 2	10		
5	15	CO-5	1 out of 2	10		



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9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Remember	15
2	1	Understand	15
3	7	Analyze	15
4	7	Apply	15
5	6	Evaluate	15

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AND METHODS**

10. SEMESTER-END MODEL QUESTION PAPER TEMPLATE

SECTION A - INTERNAL CHOICE 5 Q X 10 M = 50 M				
Q. No.	Question	Question	CO	BTL(Bloom's Taxonomy Level)
1	Module 1	Discuss and deliberate in detail the objectives of Macaulay's Minute and its impact on the Indian Education System.	CO 1	LEVEL II
2	Module 1	Detail and examine the status of English in post-independent Indian University Education.	CO 1	LEVEL IV
3	Module 2	List the objectives and characteristics of the National Curriculum Framework.	CO 2	LEVEL I
4	Module 2	Elaborate on the status of English in India during the early stages of Independence.	CO 2	LEVEL II

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5	Module 3	Define the structural-oral-situational approach to the acquisition of the English Language. Is this method the most effective in language acquisition?	CO 3	LEVEL I
6	Module 3	Draw a comparison distinguishing between the grammar-translation method and the direct method in English language acquisition.	CO 3	LEVEL IV
7	Module 4	Elaborate on learner-centered methods and learning-centered methods with their limitations.	CO 4	LEVEL II
8	Module 4	Discuss in detail about the Language-centered methods that help a learner achieve excellence in the target language.	CO 4	LEVEL II
9	Module 5	What is Communicative Language Teaching? Identify the importance of this teaching method in the process of learning English.	CO 5	LEVEL IV
	Module 5	Critically analyze the Humanistic Approach of language learning.	CO 5	LEVEL IV


SECTION B - ANSWER ANY 5 OUT OF 8				
5 Q X 4 M = 20 M				
(To compulsorily have ONE question from each module)				
11	Module 1	Define approach, method, and technique in regard to language learning.	CO 1	LEVEL I
12	Module 2	What are the salient features of the Secondary Education Commission? List any two	CO 2	LEVEL I
13	Module 3	Describe Cooperative Learning with an example	CO 3	LEVEL I
14	Module 4	List any four characteristics of the Acharya Rama Murti Commission.	CO 4	LEVEL I
15	Module 5	Estimate with a brief outline of the changing role of English in India.	CO 5	LEVEL V
16	Any Module	State any limitations of language-centered methods	CO5	LEVEL I
17	Any Module	Justify Suggestopedia as a Humanistic Approach to Language Teaching	CO4	LEVEL V
18	Any Module	Comment on Audio-lingual method.	CO2	LEVEL I

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Prepared by	Checked & Verified by	Approved by
Name and Signature of the teaching faculty	Name and Signature of HoD	Name and Signature of Principal
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SEMESTER - II

ENGLISH DRAMA

1. Course Description

Programme: M.A.

Course Code: P26/ENG/DSC/202

Course type : DSC

Credits : 5

Max. Hours:75

Hours per week:5 hrs

Max. Marks:100

2. Course Objectives

- To familiarize learners with the development of English Drama until the 17th century and a range of significant later development.
- To facilitate the learners' understanding and ability to correlate the varied genres introduced to them through a closer study of the dramas from the early and mid- 20th century.
- To enable learners' understanding of the development of English Drama across centuries focusing on narrative techniques.


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3. Course Outcomes

CO1: Learners are aware of the historical, cultural and political backdrop that contributed to the development of English Drama up to the 17th century.


CO2: Learners can distinguish genres such as tragedy and comedy in English Drama and recognize overlaps in their development.

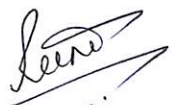
CO3: Learners can recognize more relatively modern genres such as realism and can understand various influences on writing styles in drama.

Learners are acquainted with the shifts in genres of drama in the latter half of the 20th century.

CO4: Learners are acquainted with the shifts in genres of drama in the latter half of the 20th century.

CO5: The learners are able to demonstrate an understanding of the concepts such as fatalism, morality, and the nuances of the Theatre of the Absurd. Learners have the ability to appreciate and analyze the implication of unconventional structures in drama.


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4. Course Content

MODULE I: BACKGROUND (15 Hrs)

Origin and Development of British Drama (till the 17th Century);

Tragedy; Comedy; Restoration Drama; Theatre of the Absurd; Postmodernism

MODULE II: SHAKESPEARE AND CONTEMPORARIES (15 Hrs)

Christopher Marlowe	<i>Doctor Faustus</i>
William Shakespeare	<i>King Lear</i>
William Shakespeare	<i>The Tempest</i>

MODULE III: SEVENTEENTH CENTURY TO EARLY TWENTIETH CENTURY (15 Hrs)

Aphra Behn	<i>The Rover (Part I)</i>
Oscar Wilde	<i>The Importance of Being Earnest</i>
GB Shaw	<i>Saint Joan</i>

MODULE IV: LATER TWENTIETH CENTURY (15 Hrs)

John Osborne	<i>Look Back in Anger</i>
Caryl Churchill	<i>Top Girls</i>
Tom Stoppard	<i>Indian Ink</i>

MODULE V: MID TWENTIETH CENTURY (15 Hrs)


JM Synge	<i>Riders to the Sea</i>
Harold Pinter	<i>The Dumb Waiter</i>
Alan Ayckbourn	<i>Mother Figure</i>

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5. Reference:

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2. Bradbrook, MC. *Themes and Conventions of Elizabethan Theatre*. Cambridge: CUP, 1935.
3. Bradley, AC. *Shakespearean Tragedy*. 1904. London: Penguin, 1991.
4. Chaudhuri, Sukanta, ed. *Renaissance Essays*. Oxford: OUP, 1995.
5. Dollimore, Jonathan and Alan Sinfield, eds. *Political Shakespeare*. Manchester: MUP, 1985.
6. Esslin, Martin. *The Theatre of the Absurd*. New York: Penguin, 1969.
7. Nagarajan, S and S Viswanathan, eds. *Shakespeare in India*. New Delhi: OUP, 1987.
8. Nicoll, Allardyce. *British Drama*. New York: Barnes & Noble, 1963.
9. Pollard, AW. *English Miracle Plays, Moralities and Interludes*. Oxford: Clarendon, 1954.
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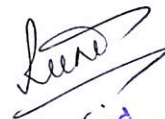
6.Syllabus Focus

a)Relevance to Local , Regional , National and Global Development Needs

Regional	Enables students to understand the english community and culture
Global	Choosing diverse plays across centuries would improve students perspectives about global relevance of Drama




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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module II : William Shakespeare	Role play: students will enact a scene from Shakespeare's play which improves their communication and social skills.
EMP	Module I : Background topics	Paper presentation: students will be asked to write a paper on the major themes of works with relevance to background topics which therefore enhances students writing and presentation skills.



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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Lecture method
2.	Experiential Learning	Activity based
3.	Participative Learning	Audio Visual
4.	Participative Learning	Chalk and Talk
5.	Experiential Learning	Discussions

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-2 MCQs/ Presentations	End Semester Examination
CO2	CIA-1 - IA written exam	
CO3	CIA-1 - IA written exam	
CO4	CIA-2 MCQs/ Presentations	
CO5	CIA-2 MCQs/ Presentations	

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b) Model Question Paper- End Semester Exam

ENGLISH DRAMA

SEMESTER-II

Course Code: P26/ENG/DSC/202

Max Marks: 60

Credits : 5

Time: 2.5 Hrs

Section A

Note: Answer any five questions

(5x10=50 marks)

1. Define in detail the characteristic features and purposes of 'tragicomedy'.

OR

2. Discuss the language and innovations utilized in the 'Theatre of the Absurd'

3. Elaborate on the religious, moral themes and conflicts in Doctor Faustus.

OR

4. King Lear was a king who failed. Discuss in detail.

5. Elaborate on the title The Importance of Being Earnest. Discuss what is earnestness in reference to the characters within the play.

OR

6. What is the function of the epilogue in Shaw's play Saint Joan? How does it add to the context of the play? Discuss.

7. Justify Top Girls as a feminist social drama.

OR

8. Define a 'kitchen-sink drama', what are its main characteristics? Explain in detail why Look Back in Anger is classified as such.

9. Establish a connection between the imagery and the broad themes in Riders to the Sea.

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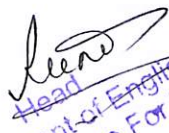
OR

10. Elucidate the usage of silences, communication or the strategic lack of it in the play *The Dumb Waiter*.

Section B**Note: Answer any five questions****(5x2=10 marks)**

11. Write a short note on Postmodernism.
12. Critically analyze the breaking of the staff by Prospero.
13. Comment on the image of the “fall” utilized throughout *Doctor Faustus*.
14. Elaborate on the social criticism in *The Importance of Being Earnest*.
15. What were the decisions made for sisters Helena and Florinda by the men in their lives?
16. Comment on the absence of men in the play *Top Girls* and its significance
17. Discuss the title “*Indian Ink*”
18. Analyze *Dumbwaiter* as a comedy of menace.


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ENGLISH DRAMA

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO-1	1 out of 2	10	5 out of 8	5*2M=10M
2	15	CO-2	1 out of 2	10		
3	15	CO-3	1 out of 2	10		
4	15	CO-4	1 out of 2	10		
5	15	CO-5	1 out of 2	10		

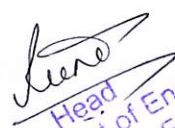
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9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Understand	15
2	3	Evaluate	15
3	3	Analyze	15
4	3	Evaluate	15
5	3	Understand	15


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SEMESTER - I

ENGLISH DRAMA


SEMESTER-END MODEL QUESTION PAPER TEMPLATE


SECTION A - INTERNAL CHOICE				
5 Q X 10 M = 50 M				
Q. No	Question	Question	CO	BTL(Bloom's Taxonomy Level)
1	Module 1	Define in detail the characteristic features and purposes of 'tragicomedy'.	CO 1	I
2	Module 1	Discuss the language and innovations utilized in the 'Theatre of the Absurd'.	CO 1	V
3	Module 2	Elaborate on the religious, moral themes and conflicts in Doctor Faustus.	CO 2	VI
4	Module 2	King Lear was a king who failed. Discuss in detail.	CO 2	V
5	Module 3	Elaborate on the title The Importance of Being Earnest. Discuss what is earnestness in reference to the characters within the play.	CO 3	VI
6	Module 3	What is the function of the epilogue in Shaw's play Saint Joan? How does it add to the context of the play? Discuss.	CO 3	I
7	Module 4	Justify Top Girls as a feminist social drama.	CO 4	IV
8	Module 4	Define a 'kitchen-sink drama', what are its main characteristics? Explain in detail why Look Back in Anger is classified as such.	CO 4	III

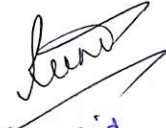
9	Module 5	Establish a connection between the imagery and the broad themes in Riders to the Sea.	CO 5	II
10	Module 5	Elucidate the usage of silences, communication or the strategic lack of it in the play The Dumb Waiter.	CO 5	V
SECTION B - ANSWER ANY 5 OUT OF 8 5 Q X 2 M = 10 M (To compulsorily have ONE question from each module)				
11	Module 1	Write a short note on Postmodernism.	CO 1	V
12	Module 2	Critically analyze the breaking of the staff by Prospero.	CO 2	IV
13	Module 3	Comment on the image of the “fall” utilized throughout Doctor Faustus.	CO 3	VI
14	Module 4	Elaborate on the social criticism in The Importance of Being Earnest.	CO 4	VI
15	Module 5	What were the decisions made for sisters Helena and Florinda by the men in their lives?	CO 5	I
16	Any Module	Comment on the absence of men in the play Top Girls and its significance	CO 4	V
17	Any Module	Discuss the title Indian Ink	CO 4	II
18	Any Module	Analyze Dumbwaiter as a comedy of menace.	CO 5	I

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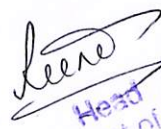

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SEMESTER - II**INDIAN WRITING IN ENGLISH II****1. Course Description****Programme: M.A.****Max. Hours: 75****Course Code: P26/ENG/DSC/203****Hours per week: 5 hrs****Course Type: DSC****Max. Marks: 100****No. of credits: 5****2. Course Objectives**

- To introduce learners to various features of Indian writing in English - partition and post-partition and equip them to differentiate Indian writings from British Writings and to furnish learners with versatility of the Indian writers writing in English to portray Indian sensibilities.
- To familiarize learners with several genres of Indian Writing in English - drama, fiction, poetry and prose; to make learners understand the concepts of Subalternity and identity through the literary texts prescribed and to enable the learners to differentiate between Indian writers and Indian Diaspora Writers.


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3. Course Outcomes

On completion of the course the student will be able to:


CO1: Evaluate and appreciate the concepts and movements imperative to the study of Indian Writing in English and possess the ability to identify and relate the movements in the literary texts. (Evaluate)

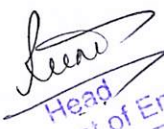
CO2: Interpret the implications of the various ethos and issues of Indian culture through the study of contemporary poetry and have an overview of the major poets and their works of the century such as Nissim Ezekiel, Kamala Das and A.K. Ramanujan. (Understanding)

CO3: Identify and analyze the underlying themes of grief, identity and concept of counter discourse through the texts referred and are able to compare and contrast various literary texts prescribed in Indian English writings. (Understanding and Analysis)

CO4: Contrast between Indian writers and Indian Diaspora Writers and acquire the knowledge to illustrate and critique the implications of breaking gender stereotyping and diaspora. (Understanding)

CO5: Interpret the concepts of Nation - Nationalism and partition Literature and are able to analyze and infer the concepts such as Subalternity and identity movements in the prescribed texts. (Understanding)


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4. Course Content

MODULE I: BACKGROUND

Partition Literature; Nation-Nationalism; Counter Discourse; Subalternity; Identity.

MODULE II: POETRY (15 Hrs)

Nissim Ezekiel: "Enterprise", "Poet, Lover, Birdwatcher", "Philosophy"
 A.K.Ramanujan "Love Poem for a Wife-1", "Obituary",
 "Small-scale Reflections on a Great House"
 Kamala Das: "An Introduction", "The Old Playhouse", "Words"

MODULE III: FICTION (15 Hrs)


Anita Desai: "Voices in the City"
 Shashi Deshpande: "The Binding Vine"
 Salman Rushdie: "Midnight's Children"

MODULE IV: SHORT STORIES (15 Hrs)

Bharti Mukherjee: "Management of Grief" (The Middleman and Other Stories)
 Jhumpa Lahiri: "Interpreter of Maladies" (from Interpreter of Maladies)
 Rohinton Mistry: "Swimming Lessons" (from Tales from Firozsha Baag)


MODULE V: DRAMA (15 Hrs)

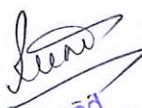
Mahesh Dattani: "Final Solutions"
 Manjula Padmanabhan: "Harvest"
 Asif Currimbhoy: "Goa"


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5. References

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6.Syllabus Focus

a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Regional	Learners are able to critically analyze Indian Writing in English from various parts of the country and develop appreciation for regional literature
National	Learners are able to appreciate Indian Writing in English and analyze them, adding to patriotism and national cohesion
Global	Learners are able to understand and analyze Indian diasporic literature

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module I, II	Divide the class into groups and ask them to explore literature originating from different Indian states to present unique cultural and linguistic aspects reflected in the writings.
ED	Module III	Students select an assigned literary work to develop a business idea inspired by the themes, characters, or cultural elements in the text. Have them present a "literary start-up pitch".. This activity promotes creativity and business acumen.
EMP	Module IV	Assign students a professional-style book review, mimicking the style of reviews found in literary magazines or professional publications. This activity sharpens critical thinking, analytical writing, and the ability to provide constructive feedback – valuable skills in many professions.

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Lecture method
2.	Experiential Learning	Activity based
3.	Participative Learning	Audio Visual
4.	Participative Learning	Chalk and Talk

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-2- MCQs/ Presentations	Written Exam
CO2	CIA-1 - IA written exam	
CO3	CIA-2- MCQs/ Presentations	
CO4	CIA-2- MCQs/ Presentations	
CO5	CIA-1 - IA written exam	

b) Model Question Paper- End Semester Exam

INDIAN WRITING IN ENGLISH - II

Code: P26/ENG/DSC/203

Max Marks: 60

Credits: 5

Time :2.5 Hrs

Section A

Note: Answer any five questions

(5x10=50 marks)

1. Describe the role of Indian Writing in English in the Indian National movement.

OR

2. Elaborate upon Indian English Literature as the outcome of both Indian and English cultures.

3. Illustrate the theme of the poem Enterprise and the significance of different stages of the journey.

OR

4. List and examine the customs and traditions of the poem Obituary by A.K. Ramanujan.

5. Critically analyze any three major themes of Shashi Deshpande's The Binding Vine.

OR

6. Describe symbolism in Anita Desai's Voices in the City.

7. Infer the significance of the title in Bharati Mukherjee's The Management of Grief.

OR

8. How does partition become significant as a theme in Interpreter of Maladies? Explain with suitable examples.

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9. Making use of any two central characters from Mahesh Dattani's Final Solutions, assess how the role of memory plays an important part in the shaping of identity.

OR

10. Comment on the development of the feminist context in the play Harvest.

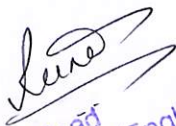
Section B

Note: Answer any five of the following

(5x2=10 marks)

11. Identify and write about one key element each for Counter Discourse and Subalternity.
12. Comment on any two key images in "Birdwatcher."
13. Name any three characters from Voices in the City, central to the narrative.
14. Using Mahesh Dattani's play, identify any two aspects of partition literature that evoke Nationalism.
15. Demonstrate the significance of the title 'Love Poem for a Wife'
16. Illustrate the imagery in the poem "The Old Playhouse"
17. Explain in brief the emergence of identity represented from the texts prescribed.
18. What aspects of confessional poetry define Kamala Das' poems?


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INDIAN WRITING IN ENGLISH - II

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15 hrs	CO1	1 out of 2	10	5 out of 8	5 x 2 = 10M
2	15 hrs	CO2	1 out of 2	10		
3	15 hrs	CO3	1 out of 2	10		
4	15 hrs	CO4	1 out of 2	10		
5	15 hrs	CO5	1 out of 2	10		

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9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	PO3	Evaluate	15 hrs
2	PO1	Understand	15 hrs
3	PO1	Analyze	15 hrs
4	PO3	Analyze	15 hrs
5	PO1	Understand	15 hrs

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SEMESTER - II INDIAN WRITING IN ENGLISH - II

SEMESTER -END MODEL QUESTION PAPER TEMPLATE




SECTION A - INTERNAL CHOICE				
5 Q X 10 M = 50 M				
Q. No	Question	Question	CO	BTL(Bloom's Taxonomy Level)
1	Module 1	Describe the role of Indian Writing in English in the Indian National movement.	CO 1	Level II
2	Module 1	Elaborate upon Indian English Literature as the outcome of both Indian and English cultures.	CO 1	Level II
3	Module 2	Illustrate the theme of the poem Enterprise and the significance of different stages of the journey.	CO 2	Level II
4	Module 2	List and examine the customs and traditions of the poem Obituary by A.K. Ramanujan.	CO 2	Level I
5	Module 3	Critically analyze any three major themes of Shashi Deshpande's The Binding Vine.	CO 3	Level IV
6	Module 3	Describe symbolism in Anita Desai's Voices in the City.	CO 3	Level IV
7	Module 4	Infer the significance of the title in Bharati Mukherjee's The Management of Grief.	CO 4	Level II
8	Module 4	How does partition become significant as a theme in Interpreter of Maladies? Explain with suitable examples.	CO 4	Level II
9	Module 5	Illustrate the imagery in the poem "The Old Playhouse"	CO 5	Level III
10	Module 5	Comment on the development of the feminist context in the play Harvest.	CO 5	Level III

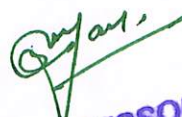
SECTION B - ANSWER ANY 5 OUT OF 8**5 Q X 2 M = 10 M**(To compulsorily have **ONE** question from **each** module)

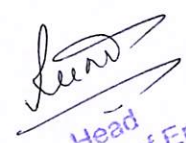
1	Module 1	Identify and write about one key element each for Counter Discourse and Subalternity.	CO 1	Level III
2	Module 2	Comment on any two key images in "Birdwatcher."	CO 2	Level III
3	Module 3	Name any three characters from Voices in the City, central to the narrative.	CO 3	Level I
4	Module 4	Using Mahesh Dattani's play, identify any two aspects of partition literature that evoke Nationalism.	CO 4	Level III
5	Module 5	Demonstrate the significance of the title 'Love Poem for a Wife'	CO 5	Level II
6	Any Module	Illustrate the imagery in the poem "The Old Playhouse"	CO 2	Level II
7	Any Module	Explain in brief the emergence of identity represented in the texts prescribed.	CO 5	Level II
8	Module 2	What aspects of confessional poetry define Kamala Das' poems?	CO2	Level II

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SEMESTER - II

AMERICAN LITERATURE- II

1. Course Description

Programme: MA

Course Code: P26/ENG/DSC/204

Course Type: DSC

No. of credits: 4

Max. Hours: 60

Hours per week: 4 hrs/week

Max. Marks: 100

2. Course Objectives

- To assess the social, political and cultural aspects of the country which influence the literary production that reflects the new American consciousness.
- To articulate critical reflections of literary texts and examine themes that produced new epistemological interests in America.


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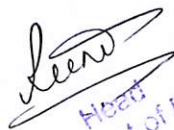
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3. Course Outcomes

On completion of the course the student will be able to:

- CO1: The Learners identify the key concepts, historical and cultural events, that give rise to new American identities. (Remembering)
- CO2: Learners understand the evolving American poetic tradition is structured from the canonical writers; they will develop the transience and beauty of human life in the texts. (Understanding)
- CO3: The influence of the great American Dream and the development of humankind's personal identity will be distinguished by the learners through the medium of fiction. (Understanding)
- CO4: Learners acquire the ability to discuss a transformative interpretation of race relations beyond the human species, along with an insight into African American experiences in regard to social progress. (Understanding)


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4. Course Content

MODULE I: BACKGROUND (15 Hrs)

American Dream; Race; Ethnicity; Multiculturalism; Realism

MODULE II: POETRY (15 Hrs)


- Walt Whitman “Out of the Cradle Endlessly Rocking”, “When Lilacs Last in the
Dooryard Bloom’d”
- Robert Frost “Home Burial”, “Birches”, “After Apple Picking”
- Wallace Stevens “Emperor of Ice-cream”, “Showman”, “Thirteen Ways of Looking
at a Blackbird”

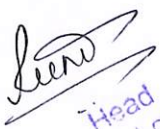
MODULE III: FICTION (15 Hrs)

- Scott Fitzgerald *The Great Gatsby*
- Ernest Hemingway *The Old Man and the Sea*
- Saul Bellow *Seize the Day*

MODULE IV: DRAMA (15 Hrs)

- Lorraine Hansberry *A Raisin in the Sun*
- Edward Albee *Who's Afraid of Virginia Woolf?*
- August Wilson *The Piano Lesson*


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6. Syllabus Focus

a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Regional	Understanding the dynamics of a region, comparing literary narratives with regional literatures, especially in areas such as marginality and resistance.
National	Assessing poetry and movements that communicates both individual and national sentiments and their connection to Indian literary discourses.
Global	Discussing the American situation and era in the context of the rest of the world.


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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Who's Afraid of Virginia Woolf?	Role Play
ED	Walt Whitman	Elocution
EMP	American Dream	Group Discussion


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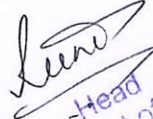
S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Lecture Method
2.	Experiential Learning	Interactive Activity
3.	Participative Learning	Audio Visual
4.	Participative Learning	Presentations

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA 2 - MCQs/Presentations	Written Exam
CO2	CIA 1 - IA Written Exam	
CO3	CIA 1 - IA Written Exam	
CO4	CIA 2 - MCQs/Presentations	


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b) Model Question Paper- End Semester Exam

AMERICAN LITERATURE -II

Code: P26/ENG/DSC/204

Max Marks:60

Credits: 4

Time: 2.5 Hrs

Section A

I. Note :Answer any five questions:

(4x10=40 marks)

1. Describe how Whitman's elegy be considered as an essential component of the American Dream?

OR

2. Explain how Robert Frost infused the elements of realism in his poetry.

3. Formulate the impressions formed in the mind of the poetic persona in "Thirteen Ways of Looking at a Blackbird"?

OR

4. Develop the notion of American individualism using Wallace Stevens' poems.

5. Analyze the character of Jay Gatsby as a representation of the achievement or of the sabotage of the American Dream?

OR

6. Examine some of the allegories present in *The Old Man and the Sea*? Elucidate using examples from the text.

7. Explain the depictions of a perfect family that can attain the American Dream? Can George, Martha or Nick attain the material wealth implied in the Dream?

OR


8. Summarize the first act of Edward Albee's *Who's Afraid of Virginia Woolf*.

SECTION B

II. Note: Answer any five questions :

(5x4=20 marks)

9. Explain the central idea of realism found in any two works of American literature.
10. Discuss the rhetorical devices used in Robert Frost's poetry?
11. Examine some reasons why *The Great Gatsby* is considered a canonical text in American literature.
12. Explain the irony in *A Raisin in the Sun*.
13. Attempted a brief note on multiculturalism
14. What is Whitman's stance on Transcendentalism?
15. What does the green light symbolise in *The Great Gatsby*?
16. What elements of The Theater of Absurd do you notice in *Who's Afraid of Virginia Woolf*?

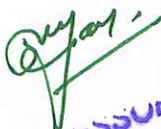

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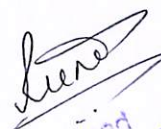

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AMERICAN LITERATURE II

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO 1	1 out of 2	10	5 out of 8	5x4=20
2	15	CO 2	1 out of 2	10		
3	15	CO 3	1 out of 2	10		
4	15	CO 4	1 out of 2	10		


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9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Remembering	15
2	1	Understanding	15
3	1	Understanding	15
4	2	Analysis	15

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SEMESTER II AMERICAN LITERATURE II



SEMESTER-END MODEL QUESTION PAPER TEMPLATE


SECTION A - INTERNAL CHOICE			4 Q X 10 M = 40 M	
Q. No	Question	Question	CO	BTL(Bloom's Taxonomy Level)
1	Module 1	What are the dominant themes of kinship and sacrifice in Miller's <i>All my Sons</i> ?	CO 1	Level I
2	Module 1	Explain how Robert Frost infused the elements of realism in his poetry.	CO 1	Level II
3	Module 2	Formulate the impressions formed in the mind of the poetic persona in "Thirteen Ways of Looking at a Blackbird"?	CO 2	Level II
4	Module 2	Develop the notion of American individualism using Wallace Stevens' poems.	CO 2	Level V
5	Module 3	Analyze the character of Jay Gatsby as a representation of the achievement or of the sabotage of the American Dream?	CO 3	Level II
6	Module 3	Examine some of the allegories present in <i>The Old Man and the Sea</i> ? Elucidate using examples from the text.	CO 3	Level V
7	Module 4	Explain the depictions of a perfect family that can attain the American Dream? Can George, Martha or Nick attain the material wealth implied in the Dream?	CO 4	Level II


8	Module 4	Summarize the first act of Edward Albee's <i>Who's Afraid of Virginia Woolf</i> .	CO 4	Level II
SECTION B - ANSWER ANY 5 OUT OF 8 (To compulsorily have ONE question from each module)			5 Q X 4 M = 20 M	
9	Module 1	Explain the central idea of realism found in any two works of American literature.	CO 1	Level II
10	Module 2	Discuss the rhetorical devices used in Robert Frost's poetry?	CO 2	Level II
11	Module 3	Examine some reasons why <i>The Great Gatsby</i> is considered a canonical text in American literature.	CO 3	Level IV
12	Module 4	Explain the irony in <i>A Raisin in the Sun</i> .	CO 4	Level I
13	Module 1	Attempted a brief note on multiculturalism	CO 1	Level II
14	Module 2	What is Whitman's stance on Transcendentalism?	CO 2	Level I
15	Module 3	What does the green light symbolise in <i>The Great Gatsby</i> ?	CO 3	Level II
16	Module 4	What elements of The Theater of Absurd do you notice in <i>Who's Afraid of Virginia Woolf</i> ?	CO 4	Level II

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SEMESTER - II
CULTURAL STUDIES

1. Course Description

Programme: M.A.

Course Code:P26/ENG/DSC/205

Course Type: DSC

No. of credits: 4


Max. Hours:60


Hours per week:4 hrs

Max. Marks: 100

2. Course Objectives

- To introduce the history of Cultural Studies and important concepts, tools of analysis and themes of interdisciplinary framework.
- To familiarise learners with the introductory cultural discourses and discuss the practises which produce the language of culture.


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3. Course Outcomes

On completion of the course the student will be able to:

CO1: Assess the diversity of perception, reception and the production of culture across academic disciplines. (Analyse)

CO2: Differentiate between contemporary sociological study and the cultural studies approach through reading critical material that demarcates the discipline. (Analyse)

CO3: Determine the variety of cultures depicted in varied geographical spaces and explain power centres that decide cultural phenomena. (Apply)

CO4: Cultivate a critical approach to the implications of fetishising cultural artefacts around the world through an appeal to commercial production of desire. (Evaluate)



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4. Course Content

MODULE I: BACKGROUND (15 Hrs)

The concept of Culture; Rise and development of Cultural Studies; Popular Culture, Culture and Technology; Cultural studies; Folk and Tribal Cultures; Cyberculture

MODULE II: CULTURE: PERSPECTIVES (15 Hrs)

Theodor Adorno &

Max Horkheimer “Culture Industry: Enlightenment as Mass Deception”

Terry Eagleton “Versions of Culture”

Stuart Hall “Cultural Studies: Two Paradigms”(from Essential Essays, Voll)

MODULE III: CITY AND SYMBOLS (15 Hrs)

Henri Lefebvre “The Specificity of the City” (from Writings on Cities)

Jean Baudrillard “The Precession of Simulacra” (from Simulacra and Simulation)

Raymond Williams “Advertising: The Magic System”

MODULE IV: CONSUMERISM (15 Hrs)

Meaghan Morris “Things to Do With Shopping Centres”

Bell hooks “A Revolution of Values: The Promise of Multicultural Change”


Arjun Appadurai “Disjuncture and Difference in the Global Cultural Economy”

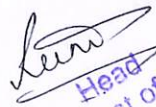
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6.Syllabus Focus

a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	Supports Interdisciplinary study of cinema, digital culture and movements and engages with Indian cultural debates on nationalism.
Global	Students interpret the nuances of Cyberculture and Popular culture of contemporary society.



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**b)Components on Skill Development/Entrepreneurship
Development/Employability**

SD/ED/EMP	Syllabus Content	Description of Activity
SD	2	Lateral thinking after reading critical essays. (Class Discussion)
SD	3	Presentation
SD	4	Written assignment



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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Lecture method
2.	Experiential Learning	Activity based
3.	Participative Learning	Audio Visual
4	Participative Learning	Chalk and Talk

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-2 MCQs/ Presentations	Written Exam
CO2	CIA-1 - IA written exam	
CO3	CIA-1 - IA written exam	
CO4	CIA-2 MCQs/ Presentations	

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Srinivas

b) Model Question Paper- End Semester Exam

MODEL QUESTION PAPER
SEMESTER - III
CULTURAL STUDIES

Code : P26/ENG/DSC/205

Max Marks: 60

Credits: 4

Time: 2.5 Hrs

Section A

Note: Answer any five questions (4x10=40 marks)

1. Discuss the idea of popular culture and mass culture in detail with examples.

OR

2. Discuss the relevance of Folk studies in contemporary India with relevant examples.

3. Horkheimer and Adorno refer to “the abolition of the individual” and complain that “pseudo individuality reigns.” Elaborate.

OR

4. What are the two distinguished paradigms in the study of Culture? Discuss and debate.

5. Examine the influence of urbanism in the essay, “The Specificity of the City”.

OR

6. Why would Baudrillard argue for the idea that people no longer distinguish between reality and a constructed representation of reality or a simulacrum? Elaborate.

7. Critically appraise Meaghan Morris’s concept of shopping centres as places of cultural production.

OR

8. Identify bell hook’s opinion of multiculturalism discussed in the essay “The Revolution of Values?” Explain the concept and its relevance with reference to Indian cultural context.

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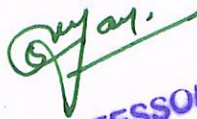
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Section B

Note: Answer any five questions

(5x4=20 marks)

11. Write a short note on the rise of cultural studies.
12. Determine any two definitions of culture explained by Terry Eagleton.
13. What is Globalization according to Arjun Appadurai? Explain briefly.
14. Comment briefly on the title "Advertising: The Magic System."
15. Give two important features of Multiculturalism.
16. Explain briefly any two elements that prompt the relevance of technology in the construction of Culture.
17. What is *lived space* according to Henri Lefebvre
18. Write a brief note on global cultural Scapes.



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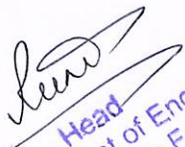
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c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO-1	1 out of 2	10	5 out of 7	5*2M =10 M
2	15	CO-2	1 out of 2	10		
3	15	CO-3	1 out of 2	10		
4	15	CO-4	1 out of 2	10		



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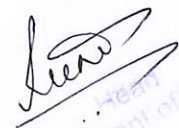
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9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Analyse	15
2	1	Analyse	15
3	3	Apply	15
4	3	Evaluate	15



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SEMESTER-END MODEL QUESTION PAPER TEMPLATE

SECTION A - INTERNAL CHOICE			5 Q X 10 M = 50 M	
Question Number	Question	Question	CO	BTL
1	Module 1	Discuss the idea of popular culture and mass culture in detail with examples.	CO 1	Level II
2	Module 1	Discuss the relevance of Fol studies in contemporary India with relevant examples.	CO 1	Level II
3	Module 2	Horkheimer and Adorno refer to “the abolition of the individual” and complain that “pseudo individuality reigns.” Elaborate.	CO 2	Level IV
4	Module 2	What are the two distinguished paradigms in the study of Culture? Discuss and debate.	CO 2	Level IV
5	Module 3	Examine the influence of urbanism in the essay, “The Specificity of the City”.	CO 3	Level II


6	Module 3	Why would Baudrillard argue for the idea that people no longer distinguish between reality and a constructed representation of reality or a simulacrum? Elaborate.	CO 3	Level II
7	Module 4	Critically appraise Meaghan Morris's concept of shopping centres as places of cultural production.	CO 4	Level IV
8	Module 4	Identify bell hook's opinion of multiculturalism discussed in the essay "The Revolution of Values?" Explain the concept and its relevance with reference to Indian cultural context.	CO 4	Level IV

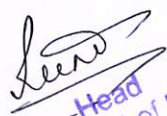
SECTION B - ANSWER ANY 4 OUT OF 8 4 Q X 5 M = 20 M



(To compulsorily have ONE question from each module)

11	Module 1	Write a short note on the rise of cultural studies.	CO 1	Level II
12	Module 2	Determine any two definitions of culture explained by Terry Eagleton.	CO 2	Level II

13	Module 3	What is Globalization according to Arjun Appadurai? Explain briefly.	CO 3	Level II
14	Module 4	Comment briefly on the title "Advertising: The Magic System."	CO 4	Level II
15	Module 4	Give two important features of Multiculturalism.	CO 4	Level IV
16	Module 1	Explain briefly any two elements that prompt the relevance of technology in the construction of Culture.	CO1	Level I
17	Module 2	What is <i>lived space</i> according to Henri Lefebvre?	CO3	Level II
18	Module 3	Write a brief note on Global Cultural Scapes.	CO4	Level II


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SEMESTER - I

ENGLISH FOR PROFESSIONAL STUDIES

1. Course Description

Programme: MA

Course Code: P26/ENG/OE/101

Course Type: OE - 1

No. of credits:2


Max. Hours: 30

Hours per week:2

Max. Marks:50

2. Course Objectives

- To equip learners with proficient LSRW skills and be industry ready.
- To train and prepare students for higher academic pursuits.


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3. Course Outcomes

On completion of the course learners will be able to:

CO1: demonstrate effectively the various aspects of communication (Application).

CO2: synthesize with competence the requisite LSRW skills for the job market (Creative).


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4. Course Content

MODULE I: COMMUNICATION SKILLS THEORY


(15 Hrs)


- Elements of Communication
- Johari Window
- Barriers to Listening
- Reading Comprehension

MODULE II: PROFESSIONAL SKILLS

(15 hrs)


- Business Proposal
- Information Transfer (Note Making)
- Drafting CV
- Group Discussion/ Job Interview skills.



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5. References

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6. Syllabus Focus

a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	Facilitates competency in effective writing skills for the contemporary job market.
Global Development Needs	Helps gain proficiency in communication theory and LSRW skills to meet global standards .

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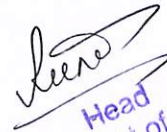
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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module 1	Regular assignments for successful interpersonal communication with emphasis on listening.
ED/EMP	Module 2	Regular mock sessions and assignments.



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7. Pedagogy

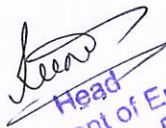
S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Oral Presentation and Assignments
2.	Participative Learning	Group Discussion, Role play

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA - 1 - Written Exam	Written Exam
CO2	CIA - 1 - Skill Test	


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b) Model Question Paper- End Semester Exam

SEMESTER I

Open Elective

ENGLISH FOR PROFESSIONAL PURPOSES

Paper Code : P26/ENG/OE/101

Time: 1 hour

Total marks: 30

Answer any 6 of the following :

6x5=30 marks

1. Read the passage carefully and answer the following questions: (5 marks)

A tractor made in Bengal may help India shed bullocks from farms.

One of the world's smallest tractors, developed in a government laboratory in Durgapur and made especially for farmers with small landholdings, has passed field tests and is ready for production and roll out.

The tractor named Krishi Sakti, developed by engineers at the Central Mechanical Engineering Research Institute (CMERI), has just received certification under the Central Motor Vehicle Rules and will be produced by Howrah-based Singha Components, a private company.

The 12 horsepower mini-tractor will cost less and demand lower operating cost than standard tractors used in farms and will allow farmers with small patches of land to mechanize tilling and plowing operations', a CMERI scientist said.

Indian agricultural statistics suggest that 80 percent of the farming households across the country hold 36 percent of the cultivated land. The average landholding of an Indian farmer does not exceed the size of a soccer field.

Standard tractors used in Indian farms are larger at 18 horsepower or higher. These tractors cost about Rs 4 lakhs or higher and consume three to four liters of diesel per hour of

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operation. Krishi Sakti, on the other hand, is expected to be priced below Rs 2 lakhs and will work on less than two liters of diesel per hour.

The CMERI engineers say that the tractor could also be used to draw a trolley carrying up to 2500 kg of load. It was also reported that it took a 12-year research effort to develop the new tractor.

A. State whether the following sentences are True or False. (2X1=2)

1. The new tractor is developed by the scientists of CMERI.
2. The new tractor is more fuel consuming than the bigger tractors.

B. Answer each of the following questions in about 20 words: (3X1=3)

1. What is the name of the small tractor developed at CMERI? Who will be its producer?
 2. How much-cultivated hand is held by 80% of the farmers? How big is the average landholding of an Indian farmer?
 3. What are the main advantages of employing the new tractor in the field?
2. How is listening different from hearing? .List out the barriers to effective listening. (5 marks)
3. What are the elements of communication? (5 marks)
4. What are the implications of Johari Window? (5 marks)
5. As a Senior Manager of Ford Cars, India wrote a business proposal to Add Ads Company,Hyderabad to Launch a new advertising campaign on Ford Fiesta – New Car of the Year recognition. (5 marks)

6. Make suitable notes based on the reading of the passage. Use a standard format and give a suitable title: (5 marks)

Effective speaking depends on effective listening. It takes energy to concentrate on hearing and to concentrate on understanding what has been heard. Incompetent listeners fail in a number of ways. First, they may drift. Their attention drifts from what the speaker is saying. Second, they may counter. They find counter-arguments to whatever a speaker may be saying. Third, they compete. Then, they filter. They exclude from their understanding those

parts of the message which do not readily fit with their own frame of reference. Finally, they react. They let personal feelings about the speaker or subject override the significance of the message which is being sent.

What can a listener do to be more effective? The first key to effective listening is the art of concentration. If a listener positively wishes to concentrate on receiving a message, his chances of success are high!

It may need determination. Some speakers are difficult to follow either because of voice problems or because of the form in which they send a message. There is then a particular need for the determination of a listener to concentrate on what is being said.

Concentration is helped by alertness. Mental alertness is helped by physical alertness. It is not simply physical fitness but also positioning of the body, the limbs, and the head. Some people also find it helpful to their concentration if they hold the head slightly to one side. One useful way for achieving this is intensive note taking, by trying to capture the critical headings and subheadings the speaker is referring to.

Note-taking has been recommended as an aid to the listener. It also helps the speaker. It gives him confidence when he sees that listeners are sufficiently interested to take notes, the patterns of eye contact when the note taker looks up can be very positive; and the speaker's timing is aided he can see when a note-taker is writing hard and can then make effective use of pauses.

Posture too is important. Consider the impact made by a less competent listener who pushes his chair backward and slouches. An upright posture helps a listener's concentration. At the same time, it is seen by the speaker to be a positive feature amongst his listeners. Effective listening skills have an impact on both the listener and the speaker.

7. You have applied for the post of a Lecturer in English, at Mount Carmel College, Bangalore. They require a candidate with MA (English) - minimum 60%; with basic technical skills to carry out blended learning; one who can take up added responsibility of organizing events in the campus. Draft a CV for the same. (5marks)
8. What are the aspects of an effective Group Discussion? (5marks)

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 HYDERABAD 500 007.

Arjun
Head
 Department of English
 Francis College For Women
 Hyderabad - 1

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	No. of Questions	Total Marks
1	15	CO1	3	15
2	15	CO2	3	15

9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	PO1	Application	10 hrs
2	PO3	Creative	10 hrs

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SEMESTER I OE - ENGLISH FOR PROFESSIONAL STUDIES.

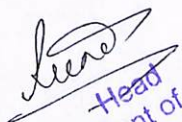
SEMESTER-END MODEL QUESTION PAPER TEMPLATE

Answer any 6 out of 8		6Q X 5M = 30M		
Question Number	Question	Question	CO	BTL
1	Module 1	Read the passage carefully and answer the following questions:	CO 1	Level III
2	Module 1	How is listening different from hearing? List out the barriers to effective listening.	CO 1	Level III
3	Module 1	What are the elements of communication?	CO 1	Level III
4	Module 1	What are the implications of Johari Window?	CO 1	Level III
5	Module 2	As a Senior Manager of Ford Cars, India, write a business proposal to Add Ads Company, Hyderabad to Launch a new advertising campaign on Ford Fiesta – New Car of the Year recognition.	CO 2	Level VI
6	Module 2	Make suitable notes based on the reading of the passage. Use a standard format and give a suitable title:	CO 2	Level VI
7	Module 2	You have applied for the post of a Lecturer in English, at Mount Carmel College, Bangalore. They require a candidate with MA (English) - minimum 60% with basic technical skills to carry out blended learning; one who can take up added responsibility of organizing events in the campus. Draft a CV for the same.	CO 2	Level VI

8	Module 2	What are the aspects of an effective Group Discussion?	CO 2	Level VI
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Prepared by	Checked & Verified by	Approved by
Name and Signature of the teaching faculty	Name and Signature of HoD	Name and Signature of Principal
		 Principal St. Francis College for Women Begumpet, Hyderabad - 16


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