



ADIKAVI NANNAYA UNIVERSITY:: RAJMAHENDRAVARAM
Special English Syllabus (w.e.f:2020-21A.B)

Skill Enhancement Courses(SECs) for Semester -V

From 2022-23(Syllabus-Curriculum)

Structure of SECs for Semester-V

(To choose One pair from the Four alternate pairs of SECs)

Univ. Code	Course No.6 &7	Name of the Course	Hours /Week	Credits	Marks	
					Internal Assmt*	Sem. End
	6A	English Language Teaching Skills	5	4	25	75
	7A	Skills and Procedures of Translation (English & Telugu)	5	4	25	75
OR						
	6B	Teaching English Online	5	4	25	75
	7B	English for Journalism & Advertising	5	4	25	75
OR						
	6C	Writing for Media	5	4	25	75
	7C	Creative Writing and Literary Appreciation	5	4	25	75

***Note:** FIRST and SECOND PHASES (2 spells) of APPRENTICESHIP between 1st and 2nd year and between 2nd and 3rd year (two summer vacations)

***Note:** THIRD PHASE of APPRENTICESHIP Entire 6th Semester

**Internal Assessment: 20+ Fieldwork/Projectwork Report: 05*

Note-1: In Semester-V, for the domain subject, Special English, any one of the FOUR pairs of SECs shall be chosen as courses 6 and 7, i.e., 6A & 7A or 6B & 7B or 6C & 7C. The pairs shall be chosen as they are and individual courses shall not be chosen at random

Note-2: One of the main objectives of the Skill Enhancement Courses (SEC) is to inculcate skills related to the domain subject among students. The syllabus of SEC will be partially skill oriented. Hence, teachers shall also impart practical training to students on the skills that are actually practised in the field.



B.A	Semester – V (Skill Enhancement Course- Elective)	Credits:4
Course:6A	EnglishLanguageTeachingSkills	Hrs/Wk:5

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

SYLLABUS

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>

Co-Curricular Activities (15 Hours including Unit test setc):

A). Mandatory:

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 practice 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.
3. Max. Marks for Fieldwork/Project work and Report: 05.
4. The Teacher will suggest a format for the Report on the Fieldwork/Project work
5. Max. Marks for Periodical Internal Assessment: 20

b) Suggested

1. The Learners will work along with or assist an expert in the field.
2. Assignments may be given to the learner to identify the use of English Language teaching skills in different institutions.
3. Seminars, Group Discussions, Quizzes, and Debates may be conducted.
4. Documentaries may be prepared on the teaching of English by different levels of teachers.
5. The learners may be encouraged to make presentations on the related topics.



B.A	Semester – V (Skill Enhancement Course- Elective)	Credits:4
Course:7A	SkillsandProceduresofTranslation(English&Telugu)	Hrs/Wk:5

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

SYLLABUS

Unit-I

1. Types of Translation & Tools:
(Interlingual, Intra lingual and Inter semiotic Translation & Types of Dictionaries, The Saurus, 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, Transcreation)
2. Problems in translation from English to Telugu & Vice-versa

Unit-IV

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

Unit-V

1. Technical Translation
2. Translation and Technology



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_n tm.aspx

Co-Curricular Activities (15 Hours including Unit test setc.):

A). Mandatory:

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 handwritten Fieldwork/Project work Report of the activity in 10 pages as guided by the teacher.
3. Max. Marks for Fieldwork/Project work and Report: 05.
4. The Teacher will suggest a format for the Report on the Field-work
5. Max. Marks for Periodical Internal Assessment: 20

b) Suggested

1. The Learners will work along with an expert or assist an expert in the field.
2. Assignments may be given to the learner to identify the use of translation skills for different purposes.
3. Seminars, Group Discussions, Quizzes, and Debates may be conducted on Classics in Translation.
4. Documentaries may be prepared on the online and offline tools of translation.
5. The learners may be encouraged to make presentations on the related topics.



B.A	Semester – V (Skill Enhancement Course- Elective)	Credits:4
Course:6B	TeachingEnglishOnline	Hrs/Wk:5

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

SYLLABUS

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>

Co-Curricular Activities (15 Hours including Unit test etc.):

A). Mandatory:

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 /JKCs/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/JKCs/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.
3. Max. Marks for Fieldwork/Project work and Report: 05.
4. The Teacher will suggest a format for the Report on the Fieldwork/Project work
5. Max. Marks for Periodical Internal Assessment: 20

b) Suggested

1. The Learners will work along with an expert or assist an expert in the field.
2. Assignments may be given to the learner to identify the use of online teaching skills for different purposes.
3. Seminars, Group Discussions, Quizzes and Debates may be conducted on online teaching of English.
4. Different resources of online teaching may be demonstrated by the learners.
5. The learners may be encouraged to make presentations on the related topics.



B.A	Semester – V (Skill Enhancement Course- Elective)	Credits:4
Course:7B	EnglishforJournalismAndAdvertising(PrintMedia)	Hrs/Wk:5

OUTCOMES:

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

- vi. Understand the Principles of Journalism
- vii. Acquire Language Skills for effective communication
- viii. Identify online resources for personal improvement
- ix. Demonstrate Speaking Skills for the media
- x. Analyse events for authentic reporting

SYLLABUS

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. ThoughtCo. Advertising Vocabulary for English Learners:

<https://www.thoughtco.com/advertising-vocabulary-1210143>

Co-Curricular Activities (15 Hours including Unit test setc.):

A). Mandatory:

- 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.
- 3. Max. Marks for Fieldwork/Project work and Report: 05.**
- 4. The Teacher will suggest a format for the Report on the Fieldwork/Project work**
- 5. Max. Marks for Periodical Internal Assessment: 20**

b) Suggested

1. The Learners will work along with an expert or assistant expert in the field.
2. Assignments may be given to the learner to identify journalistic processes.
3. Seminars, Group Discussions, Quizzes, and Debates may be conducted on news processing.
4. Different types of newspapers may be discussed.
5. The learners may be encouraged to make presentations on the related topics.



B.A	Semester – V (Skill Enhancement Course- Elective)	Credits:4
Course:6C	WritingfortheMedia	Hrs/Wk:5

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

SYLLABUS

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Unit-V

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



Resources for Further Reading:

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

Co-Curricular Activities (15 Hours including Unit test etc.):

A). Mandatory:

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.
3. Max. Marks for Fieldwork/Project work and Report: 05.
4. The Teacher will suggest a format for the Report on the Field-work
5. Max. Marks for Periodical Internal Assessment: 20

b) Suggested

1. The Learners will work along with an expert or assist an expert in the field.
2. Assignments may be given to the learners to identify journalistic processes.
3. Seminars, Group Discussions, Quizzes and Debates may be conducted on news processing.
4. Different types of media writing may be discussed.
5. The learners may be encouraged to make presentations on the related topics.



B.A	Semester – V (Skill Enhancement Course- Elective)	Credits:4
Course:7C	CreativeWritingandLiteraryAppreciation	Hrs/Wk:5

OUTCOMES:

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

- vi. Understand and define the art of Creative Writing
- vii. Identify different literary genres
- viii. Review the published works of others
- ix. Deliver presentations on the literary works
- x. Demonstrate the creative writing skills

SYLLABUS

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 Allen Poe)
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>

Co-Curricular Activities (15 Hours):

A). Mandatory:

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.
3. Max. Marks for Fieldwork/Project work and Report: 05.
4. The Teacher will suggest a format for the Fieldwork/Project work Report
5. Max. Marks for Periodical Internal Assessment: 20

b) Suggested

1. The Learners will work along with an expert or assist an expert in the field.
2. Assignments may be given to the learner to demonstrate the skills in literary appreciation.
3. Seminars, Group Discussions, Quizzes and Debates may be conducted on creative writing and literary appreciation.
4. Different types of genres may be discussed.
5. The learners may be encouraged to make presentations on the related topics.



B.A Degree Examination
Semester - V
6(A)English Language Teaching Skills

Time: 3 Hours

Maximum Marks: 75

SECTION -A

Answer any FIVE questions. Each question carries 5 marks. (5x5=25 marks)

1. What are the principles of teaching English as a second language?
2. Write the different methods of teaching English as a second language?
3. Is grammar important while teaching English as a second language?
4. How do the learners enhance their writing skills?
5. What are the basic skills of communication?
6. Write a short note on teaching prose.
7. Write briefly about lesson plan.
8. What are the types of classroom management?

SECTION -B

Answer ALL the questions. Each question carries 10marks.(5x10=50M)

9. Write a note on the role of ICT in classroom teaching?
OR
Write an essay on different approaches of teaching English.
10. Elaborate on key techniques for classroom management.
OR
Write the difference between speaking and writing skills and enumerate some tips to improve speaking and writing skills.
11. What is the role of English in today's globalized world?
OR
Elaborate on English as the language of 'Employability'.
Explain the key concepts of TESL.
12. OR
Do you feel that mother tongue influence becomes a problem while teaching foreign language?
13. Write an essay on the importance of assessment and evaluation.
OR
Do you feel that materials are required in classroom teaching especially foreign language?



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B.A Special English Syllabus (w.e.f:2020-21A.B)

Model Question paper
B.A Degree Examination
Semester - V

7(A) Skills and Procedures of Translation (English & Telugu)

Time: 3 Hours

Maximum Marks: 75

SECTION -A

Answer any Five Questions

5x5 = 25

1. Types of Translation Tools
2. Decoding and Recording in Translation
3. Define Interlingual Translation
4. What is the relation between language and culture in translation?
- 5 Gender in Translation
6. Audio-Visual Translation
7. Roman Jakobson`
8. Untranslatability

Section B

Answer all the questions

5X10=50

9. Write an essay on the various issues of translation

OR

Explain the various types of translation and the role of thesaurus in translation

10. Explain the process and problems in translating literary texts

OR

Technical translation is specialized translation - Elaborate

11. What are the problems faced by a translator in translating a text from Telugu into English?

OR

Explain the role knowledge and skills required for the job of a translator

P. Anuradha Srinivas



12 Translate the following passage into Telugu

Most people would agree that, although our age far surpasses all previous ages in knowledge, there has been no correlative increase in wisdom. But agreement ceases as soon as we attempt to define 'wisdom' and consider means of promoting it. I want to ask first what wisdom is, and then what can be done to teach it. There are, I think, several factors that contribute to wisdom. Of these I should put first a sense of proportion: the capacity to take account of all the important factors in a problem and to attach to each its due weight. This has become more difficult than it used to be owing to the extent and complexity for the specialized knowledge required of various kinds of technicians. Suppose, for example, that you are engaged in research in scientific medicine. The work is difficult and is likely to absorb the whole of your intellectual energy. You have not time to consider the effect which your discoveries or inventions may have outside the field of medicine. You succeed (let us say), as modern medicine has succeeded, in enormously lowering the infant death-rate, not only in Europe and America, but also in Asia and Africa. This has the entirely unintended result of making the food supply inadequate and lowering the standard of life in the most populous parts of the world. To take an even more spectacular example, which is in everybody's mind at the present time: You study the composition of the atom from a disinterested desire for knowledge, and incidentally place in the hands of powerful lunatics the means of destroying the human race. In such ways the pursuit of knowledge may become harmful unless it is combined with wisdom; and wisdom in the sense of comprehensive vision is not necessarily present in specialists in the pursuit of knowledge.

OR

Write an essay on translating for the media and advertising

13.What is meant by Machine Translation? What are the problems involved in it?

OR

Discuss the impact of technology on translation

Prof. M. S. S. S. S. S.



Model Question paper
B.A Degree Examination
Semester - V
6(B)Teaching English Online

Time: 3 Hours

Maximum Marks: 75

SECTION-A

Answer any FIVE questions. Each question carries 5 marks.(5x5=25 Marks)

1. What are the challenges faced by students in Online Learning?
2. What is the difference between Self- Learning and Blended- Learning?
3. Describe the importance of Chunking in Course Planning.
4. How do Additional Inputs enhance the quality of learning?
5. How LMS is useful for online teaching?
6. Write the definition of Copyright?
7. What is the best tool for Online Classroom Management?
8. What is a good example of Collaboration?

SECTION-B

Answer ALL the questions. Each question carries 10 marks.

(5x10=50 Marks)

1. What are the benefits of Contextualizing the Online Teaching of English?

OR

Write an essay on Online Teaching Methods.

2. Define Course Planning and enumerate the purpose of Course Planning?

OR

Write the components of an Effective Lesson Plan.

3. How many types of Online Teaching Platforms are there? What do you use most and why?

OR

How do you manage your Online Class effectively?

4. How do Online Educational Resources help students?

OR

What are the strategies to promote Collaborative Online Learning?

5. Explain the Mobile Learning best practices.

OR

What are the advantages of Online Evaluation System?



Model Question paper
B.A Degree Examination
Semester - V

7(B)English For Journalism And Advertising (Print Media)

Time: 3 Hours

Maximum Marks: 75

SECTION-A

Answer any 5 questions. Each question carries 5 marks.

(5x5=25 Marks)

- 1.How does the reading of newspaper enhance vocabulary?
- 2.Write a report on the incident that you have witnessed recently?
- 3.Do you feel that the English Language used for Journalism is different from general writing?
- 4.Do you consider journalism as a Social Memoir?
- 5.Write a brief note on Proof Reading?
- 6.What is Media? Give examples.
- 7.What is the role of Advertising in business?
- 8.The Digital Aids make journalism effective. Explain?

SECTION-B

Answer all the questions. Each question carries 10 marks.

(5x10=50 marks)

1. What are the principles of Journalism?

OR

Comment on the English Language used in Mass Media.

2. Define Print Media and its role.

OR

Does grammar play a key role in the English Language used for Journalism?

3. Why is Journalism important to society?

OR

What is a style guide to Proof Readers?

4. What are the strategies in writing for the Media?

OR

Elaborate in detail about Advertising and how it takes place in the different forms of media?

5. What are the characteristics of good Speaking Skills?

OR

Does the Digital Age affect Journalism? Discuss.



**Model Question paper
B.A Degree Examination
Semester - V**

7(C)Creative Writing and Literary Appreciation

Time: 3 Hours

Maximum Marks: 75

SECTION -A

Answer any FIVE questions. Each question carries five marks.

(5x5=25 Marks)

1. Write a note on Point of View.
2. What are the different narrative techniques?
3. Explain dictionary as a language resource.
4. What are linguistic devices?
5. Write a note on Francis Bacon's prose style.
6. What is a personal essay?
7. What is the difference between flat and round characters?
8. Explain the tone and imagery in the poem 'The Lovers of the Poor'.

SECTION-B

Answer any FIVE questions – 10 marks for each question.

(5X10=50 Marks)

1. (a) What is creative writing and what are the various types of creative writing.
(Or)
(b) What is good writing and what are the characteristic features of good writing?
2. (a) Write an essay on the plot, characters and the narrative technique in Charles Dickens novel 'A Tale of Two Cities'.
(Or)
(b) What do you learn about the personality and attitude of Dr A.P.J Abdul Kalam after reading his 'The Power of Prayer'?
3. (a) Write a critical note on the imagery employed by Thomas Grey in his poem 'Elegy Written in a Country Churchyard'.
(Or)
(b) Explain in detail the basic concepts used in poetry.
4. (a) What is a memoir and explain in detail the elements of a memoir.
(Or)
(b) Write a note on review writing, its format and the basic rules.
5. (a) What is an essay and what are the various types of essays.
(Or)
(b) Explain the techniques for writing short stories.



Model Question paper
B.A Degree Examination
Semester - V
6(C)Writing For The Media

Time: 3 Hours

Maximum Marks: 75

SECTION -A

Answer any FIVE questions. Each question carries five marks.

(5x5=25 Marks)

1. Write a note on blogging.
2. Explain dictionary as a language learning resource.
3. What are the qualities of feature writing.
4. What are some good grammar checkers?
5. What are the different types of media writing?
6. What are the features of genre?
7. Write a note on aspects of punctuation.
8. What is collaborative writing?

SECTION-B

Answer any FIVE questions – 10 marks for each question.

(5X10=50 Marks)

1. (a) What are writing skills? Illustrate your answer with suitable examples
(OR)
(b) Explain the various resources for writing.
2. (a) Define Proof Reading? Explain the types and aspects of Proof Reading?
(OR)
(b) What are the various types of Media Writing? Elaborate.
3. (a) Why is writing important for social media and how do you write on social media?
(OR)
(b) Write an essay on News Writing for Print Media?
4. (a) Write a note on Media Translation and role of English Language?
(OR)
(b) What are the sources of news in Journalism (Print and Electronic Media)?
Explain the Importance of news sources.
5. (a) Write a note on The Role of Technology in Media Writing.
(OR)
(b) Explain in detail the types of Digital Resources for writing.