Graphical user interface, application

Description automatically generated with medium confidence

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| **Course Code** | **16EN2004 / 17EN2004** | **Duration** | **3hrs** |
| **Course Name** | **CREATIVE ENGLISH** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Make use of the following homophones in meaningful sentences:  **(i)knight/night (ii) cent/sent/scent** | CO1 | A | 5 |
|  | b. | Point out how Bacon lays the value of studies in his essay “Of Studies”. | CO3 | U | 15 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Add prefixes to find the opposite of these verbs  1. cover 2. use 3. human  4.behave 5. comfort | CO2 | A | 5 |
|  | b. | “Little courtesies like ‘Please’ and ‘Thank you’ keep the machineof life oiled”. Justify this statement with reference to A. G. Gardiner’s “On Saying Please”. | CO3 | R | 15 |
|  |  |  |  |  |  |
| 3. | a. | Summarize the teachings of Jesus Christ from the Beatitudes. | CO4 | R | 10 |
|  | b. | Substantiate the characteristics of mercy according to Portia in *Merchant of Venice.* | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Attempt a critical summary on Mark Antony’s speech in *Julius Caesar.* | CO4 | An | 20 |
|  |  |  |  |  |  |
| 5. | a. | Describe the scenic beauty of a place you have visited. | CO5 | A | 10 |
|  | b. | Write an essay on “Mobile Addiction among Youth”. | CO5 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Write a letter to the editor of ‘The Hindu’ about the danger of stray dogs in your area. | CO5 | U | 10 |
|  | b. | You have bought a vacuum cleaner but within two months it has developed some problems. Write a letter of complaint to Raj Electronics, Chennai. | CO5 | U | 10 |
|  |  |  |  |  |  |
| 7. |  | Discuss how body language can be used to improve the effectiveness of a verbal message during an oral communication. | CO6 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | The purpose defines the type of interview – Explain the different types of interview and the purpose of conducting them. | CO6 | A | 15 |
|  | b. | List the types of questions that are asked in a job interview. | CO6 | R | 5 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Trace the difficulties that Booker T Washington faced to achieve his dream of getting into Hampton Institute. | CO3 | An | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Develop cognitive skills. |
| CO2 | Gain vocabulary skills and proper language usage. |
| CO3 | Acquire the skils of skimming- scanning and comprehending literary texts. |
| CO4 | Appreciate and interpret literary masterpieces. |
| CO5 | Develop the art of creative and professional writing. |
| CO6 | Master the skills to speak-interact and respond in a flawless manner. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  |  |  | 5 |  |  | 5 |
| CO2 |  |  |  | 5 |  |  | 5 |
| CO3 | 15 | 15 |  | 20 |  |  | 50 |
| CO4 | 10 | 10 |  | 20 |  |  | 40 |
| CO5 |  | 20 | 20 |  |  |  | 40 |
| CO6 | 5 |  | 15 | 20 |  |  | 40 |
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| **Course Code** | **17EN2001** | **Duration** | **3hrs** |
| **Course Name** | **ENGLISH FOR COMMUNICATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | | |
| 1. | | a. | What are the characters that you learnt from the*Village School Master*? | 1 | U | 6 |
|  | | b. | Analyze what Robert Frost wants to convey to the readers in *Stopping by the Woods on a Snowy Evening.* | 5 | An | 14 |
|  | |  | **(OR)** |  |  |  |
| 2. | | a. | Explain the effectiveness of communication in poetry | 1 | U | 6 |
|  | | b. | Wordsworth is a nature poet- Elucidate with examples from *The Solitary Reaper.* | 5 | An | 14 |
|  | |  |  |  |  |  |
| 3. | | a. | [Describe](https://www.enotes.com/homework-help/what-central-idea-poem-village-schoolmaster-617979) a memorable event that had taken place in your life. | 2 | A | 14 |
|  | | b. | Write a consoling paragraph to your friend who lost his grandmother. | 1 | C | 6 |
|  | |  | **(OR)** |  |  |  |
| 4. | | a. | Write about your teacher whom you like most in 150 words. | 1 | C | 6 |
|  | | b. | Give the summary of *Lalajee* by Jim Corbett and enumerate the values you find in the story. | 2 | A | 14 |
|  | |  |  |  |  |  |
| 5. | |  | Critically comment on the plot construction of The Post Master by Tagore. | 6 | E | 20 |
|  | |  | **(OR)** |  |  |  |
| 6. | |  | Comment on the characterization and thematization of The Tiger in the Tunnel by Ruskin Bond. | 6 | E | 20 |
|  | |  |  |  |  |  |
| 7. | | a. | Elucidate Hughie Erskine’s failure to build a career on the stock market. | 4 | R | 14 |
|  | | b. | Note making is a process of learning- Elaborate. | 3 | An | 6 |
|  | |  | **(OR)** |  |  |  |
| 8. | | a. | The Gift of Magi by O.Henry is a love story- Elucidate. | 4 | R | 14 |
|  | | b. | Story narration leads to language proficiency – Explain. | 3 | An | 6 |
|  | |  |  |  |  |  |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | | |
| 9. | | a. | Write briefly how literature helps you to improve your communication skills. | 3 | U | 6 |
|  | | b. | Discuss with your friend on Selection of a course for your higher studies. | 4 | U | 14 |

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|  | **COURSE OUTCOMES** |
| CO1 | Communicate their ideas clearly and effectively. |
| CO2 | Read different kinds of texts. |
| CO3 | Make brief speeches. |
| CO4 | Develop the ideas and write them in an organized way. |
| CO5 | Develop the art of interaction and conversational skills. |
| CO6 | Become confident in creative and professional writing. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 12 |  |  |  | 12 | 24 |
| CO2 |  |  | 28 |  |  |  | 28 |
| CO3 |  | 6 |  | 12 |  |  | 18 |
| CO4 | 28 | 14 |  |  |  |  | 42 |
| CO5 |  |  |  | 28 |  |  | 28 |
| CO6 |  |  |  |  | 40 |  | 40 |
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| **Course Code** | **17EN2002/16EN2002/10EN202/14EN2002/17EN2016** | **Duration** | **3hrs** |
| **Course Name** | **PROFESSIONAL ENGLISH** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | What is communication? What are the skills needed for communication? | CO1 | U | 1 |
|  | b. | Correct the following sentence identifying the error:  i. The book contains five hundred fifty pages. | CO1 | AP | 1 |
|  | c. | Write the importance of business communication in human life. | CO2 | U | 6 |
|  | d. | Explain the different types of communication with examples. | CO1 | U | 12 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Anything that acts as a barrier in communication is called \_\_\_\_\_\_\_\_\_\_\_\_. | CO1 | R | 1 |
|  | b. | I will call you tomorrow – identify the tense form  (a) Simple Present (b) Present Continuous  (c) Simple future (d) Simple past | CO1 | AP | 1 |
|  | c. | Explain the role of English in interview. | CO4 | U | 6 |
|  | d. | Explain the process of communication. | CO1 | U | 12 |
|  |  |  |  |  |  |
| 3. | a. | In which among the following we cannot use gestures.  (a) Informal communication (b) Oral communication  (c) Written communication (d) Body language | CO3 | R | 1 |
|  | b. | Give an example for Visual Communication. | CO3 | U | 1 |
|  | c. | Write the significance of non-verbal communication. | CO3 | U | 6 |
|  | d. | Analyze how body language is important in Communication with examples. | CO3 | AN | 12 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | List two examples for Audio-visual communication. | CO2 | U | 2 |
|  | b. | Name some of the universally accepted facial expressions. | CO3 | U | 2 |
|  | c. | Explain the various zones in Proxemics. | CO1 | U | 6 |
|  | d. | Analyze the methods used to plan, prepare and present an oral presentation. | CO2 | AN | 10 |
|  |  |  |  |  |  |
| 5. | a. | Illustrate any ten types of interview with examples. | CO4 | U | 10 |
|  | b. | Describe the importance of mock interview with relevant instances from real life. | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Explain the different question types with examples. | CO4 | U | 10 |
|  | b. | Here are some of the possible questions which could be asked in an interview. What would be your answer if they have been raised in your interview?  (i) Tell us something about yourself.  (ii) What are your career objectives?  (iii) What are your strengths?  (iv) Are you a leader or a follower?  (v) Tell us about a problem you have faced and the strategy  you used to handle it? | CO4 | AN | 10 |
|  |  |  |  |  |  |
| 7. | a. | Assume you are applying for the post of Junior Engineer in your respective branch. Send your detailed resume with a covering letter to The General Manager, Human Resources of Sandvik Asia Ltd., Mumbai. | CO5 | AP | 10 |
|  | b. | Suppose you want to take a car loan from State Bank of India. Write a letter to the Chief Manager, SBI branch of your locality requesting him/her to send you all the information related to SBI car loans. | CO5 | AP | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | One of the 12 cases that you have received from your supplier contains goods that you did not order. Draft a complaint letter about it asking for its quick replacement. | CO5 | AP | 10 |
|  | b. | Imagine you have attended an interview for the post of Junior Engineer in Sandvik Asia. Frame a follow-up letter highlighting your best skills that qualifies you for the job. | CO5 | AP | 10 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | As you are setting up your own company write a letter to Simon Computer Appliances to quote the price for the necessary appliances needed for the start-up . | CO6 | AP | 10 |
|  | b. | Assume that you are the Chief Manager of Corporation Bank, Bangalore branch. Write a sales letter for poetential customers. Your letter should promote the housing, education, and personal loans of the bank. | CO6 | AP | 10 |

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|  | **COURSE OUTCOMES** |
| CO1 | Communicate flawlessly. |
| CO2 | Make presentation professionally. |
| CO3 | Effectively use body language. |
| CO4 | Acquire interview skills. |
| CO5 | Excel in academic writing. |
| CO6 | Gain mastery in Technical writing. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 2 | 30 | 2 |  |  |  | 34 |
| CO2 |  | 8 |  | 10 |  |  | 18 |
| CO3 | 1 | 9 |  | 12 |  |  | 22 |
| CO4 |  | 36 |  | 10 |  |  | 46 |
| CO5 |  |  | 40 |  |  |  | 40 |
| CO6 |  |  | 20 |  |  |  | 20 |
|  | | | | | | | **180** |



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| **Course Code** | **17EN3007** | **Duration** | **3hrs** |
| **Course Name** | **AMERICAN LITERATURE** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Write an essay on *A Bird came down the walk* by Emily Dickinson. | CO1 | R | 10 |
|  | b. | Attempt a critical appreciation of the poem *An agony as now* by Amir Baraka. | CO1 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Give a detailed critical appreciation of Robert Frost’s poem *After Apple Picking* highlighting its poetic features*.* | CO2 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Express John Steinbeck’s views on *Grapes of Wrath*. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Write about the novel *Uncle Tom’s Cabin* by Harriet Beecher Stowe. | CO4 | U | 20 |
| 5. | a. | Write an essay on the novel *The caves of steel* by Isaac Asimov. | CO5 | R | 10 |
|  | b. | Explain vividly how Thoreau enjoys his life at the Walden Pond. | CO4 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Write a note on the characters in *The American Dream*. | CO3 | R | 10 |
|  | b. | What are the main incidents in the play *A Long Day Journey into Night*” by Eugene O Neil? | CO3 | R | 10 |
| 7. |  | *Glass Menagerie* is a play with many symbols – Elaborate bringing out the themes. | CO4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Discuss the views of Emerson in *Self Reliance*. | CO5 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Martin Luther King envisions a future without a racial divisions in *I have a Dream.* Bring out the biblical references andrhetoric elements present. | CO5 | R | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Comprehend the uniqueness of American literature at an advanced level. |
| CO2 | Analyze the concept of American mind and its important facets. |
| CO3 | Empathize with American philosophy so as to create literary pieces. |
| CO4 | Become familiar with socio economic and cultural background of America. |
| CO5 | Appreciate mutually beneficial relationship between India and U.S - through the literary medium. |
| CO6 | Create poems and science fiction articles in American literary trends. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 10 |  |  | 10 |  |  | 20 |
| CO2 | 20 |  |  |  |  |  | 20 |
| CO3 | 20 | 20 |  |  |  |  | 40 |
| CO4 | 10 | 40 |  |  |  |  | 50 |
| CO5 | 30 | 20 |  |  |  |  | 50 |
| CO6 |  |  |  |  |  |  |  |
|  | | | | | | | **180** |



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| **Course Code** | **17EN3008** | **Duration** | **3hrs** |
| **Course Name** | **LITERARY THEORY AND CRITICISM** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | ‘Orientalism is after all a system for citing works and authors.’ Substantiate the statement with reference to Edward Said’s Orientalism. | CO1 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Enumerate the suggestions given by Ngugi for enabling Africa to break freefrom the clutches of Western control over its resources and culture. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Elucidate the Carnivalesque theme and four categories of carnivalistic sense of the world with reference to Bakhtin’s critical essay Carnival and Carnivalesque. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | ‘The romantic artist’s theory of art is based upon a ‘pure’ art conception, one not muddied by the realities of the social-political world:imagination over reality.’ –Justify the statement using Raymond Williams’s essay The Romantic Artist. | CO3 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | What does Lacan say about the inmixing of an Otherness prerequisite to any subject? | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain the main idea that Stanley Fish conveys in his essay ‘How to Recognize a Poem When You See One in detail’. | CO4 | R | 20 |
|  |  |  |  |  |  |
| 7. |  | ‘Men in literature have been seen as individuals, women merely as examples of a gender’ - Justify this with reference to Atwood’s The Curse of Eve - Or, What I Learned in School. | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain in detail on the seven propositions that differentiates a text from a work. | CO5 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | ‘The very postcolonial study by Europe maintains and prolongs imperial controlover the subaltern.’ - Justify with reference to Spivak’s essay Can the Subaltern Speak? | CO5 | An | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Gain the ability to analyze literary writings based on the ever evolving traditions of criticism. |
| CO2 | Understand comparative perspective of the Eastern and Western critical traditions. |
| CO3 | Acquire the skill to interpret literature effectively. |
| CO4 | Apply concepts from literary theory and criticism in the analysis and interpretation of texts- explaining their interpretations. |
| CO5 | Analyze instances of the variety of literary forms closely in terms of style- figurative language and convention. |
| CO6 | Acquire proficiency in literary research and in the synthesis of research. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  |  |  | 20 |  |  | 20 |
| CO2 |  | 40 |  |  |  |  | 40 |
| CO3 |  |  |  | 40 |  |  | 40 |
| CO4 | 20 |  |  | 20 |  |  | 40 |
| CO5 |  | 20 |  | 20 |  |  | 40 |
| CO6 |  |  |  |  |  |  |  |
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| **Course Code** | **17EN3012** | **Duration** | **3hrs** |
| **Course Name** | **INDIAN LITERATURE** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Describe in detail Sarojini Naidu’s aesthetic sense as depicted in her poetry. | CO3 | An | 10 |
|  | b. | Expatiate the love and affection of the scorpion stung mother and the innocence of the villagers as reflected in the poem ‘The night of the scorpion.’ | CO3 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Write an essay on the symbolism in Tagore’s *Gitanjali.* | CO3 | An | 20 |
|  |  |  |  |  |  |
| 3. |  | How does Aurobindo trace the renaissance of India and its manifestations in his prose work? | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Bring out the theme of Jawaharlal Nehru’s *The Discovery of India.* | CO1 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Give an account of Magic Realism as evinced in Rushdie’s *Midnight’s Children.* | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Indian Writers cannot erase the sense of their home from their memories. How do Amitav Ghosh and Arundhati Roy depict their hometowns Bengal of the past and present Kerala respectively in their novels? | CO2 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | ‘Acceptance of one’s fate is easy. Questioning the imbalance of the human social order is tumultuous.’ Discuss with reference to the play *Chandalika*. | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Vijay Tendulkar always gives priority to talk about the evils of the society. How does he portray the characters in his play *Kamala* as partakers as well as victims of evils? | CO5 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | How did Abdul Kalam learn the power of prayer? Explain. | CO1 | U | 10 |
|  | b. | How does Girish Karnard portray his women characters in his Nagamandala? | CO6 | An | 10 |

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|  | **COURSE OUTCOMES** |
| CO1 | Gain an understanding of different genres of Indian literature. |
| CO2 | Gain an understanding of drama- short stories and fiction of Indian writing in English. |
| CO3 | Understand the poetic elements in Indian poetry. |
| CO4 | Acquire the skills of analyzing the social- political and economical situations existing in India. |
| CO5 | Learn the prevailing conditions of men and women in relation to the environment. |
| CO6 | Demonstrate the skills of examining Indian drama in the cultural context. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 | 10 |  | 20 |  |  | 50 |
| CO2 |  |  |  | 40 |  |  | 40 |
| CO3 |  | 10 |  | 30 |  |  | 40 |
| CO4 |  |  |  | 20 |  |  | 20 |
| CO5 |  |  | 20 |  |  |  | 20 |
| CO6 |  |  |  | 10 |  |  | 10 |
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| **Course Code** | **17EN3016** | **Duration** | **3hrs** |
| **Course Name** | **BUSINESS ENGLISH** | **Max. Marks** | **100** |

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| **Q.**  **No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain the significance of listening and speaking in  Communication. | CO1 | U | 10 |
|  | b. | Elaborate are the fundamentals of text editing. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain why body language is important in presentation? | CO1 | U | 10 |
|  | b. | Define dyadic communication and its importance. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 3. |  | Examine the significance of organizing skills and assign committee for a seminar with their duties. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Illustrate the different skills necessary for presentation and evaluate them. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 5. | a. | Effective use of visual aids enhances communication-elucidate. | CO4 | An | 15 |
|  | b. | Write a complaint to an Online Store Company about its undue delay in delivery. | CO6 | C | 5 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | You are a Manager of a Manufacturing company. You have just produced a new commodity and you want to market it. Draft an advertisement in a Newspaper with all the required details. | CO5 | A | 5 |
|  | b. | You are a regional manager of a Publication. The Managing Director demands an annual report of the sale and distribution of books in your region. Prepare a report stating the strength and  recommendation of sale and distribution. | CO6 | C | 15 |
|  |  |  |  |  |  |
| 7. | a. | As a secretary of an Advisory Board write down the minutes of the  meeting recently held in your company. | CO4 | A | 12 |
|  | b. | Write a letter to the Tiles company enquiring about the new  ceramic tiles for your office flooring. | CO2 | A | 8 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Enumerate and discuss the types of barriers to communication. | CO5 | An | 12 |
|  | b. | Write a job application and prepare a resume for the post of English  Language Lecturer at a College of your choice. | CO6 | C | 8 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | As a Manager of an Insurance Company, write a proposal to an institution about insuring the staff and students mentioning the premium, advantages, benefits and Terms and conditions of the policy. | CO5 | C | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Use business English effectively. |
| CO2 | Have the ability to write short and long business letters and report. |
| CO3 | Gain proficiency in presenting any business idea or information in oral form. |
| CO4 | Know the business letter format and style. |
| CO5 | Design advertisement for product promotion. |
| CO6 | Prepare winning resume and job application. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 10 | 20 |  |  |  |  | 30 |
| CO2 | 10 |  | 8 |  |  |  | 18 |
| CO3 |  |  |  |  | 40 |  | 40 |
| CO4 |  |  | 12 | 15 |  |  | 27 |
| CO5 |  |  | 5 | 12 |  | 20 | 37 |
| CO6 |  |  |  |  |  | 28 | 28 |
|  | | | | | | | **180** |



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| **Course Code** | **17EN3017** | **Duration** | **3hrs** |
| **Course Name** | **MODERN STYLISTICS** | **Max. Marks** | **100** |

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| **Q.**  **No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Give an account of the historical developments in stylistics with examples. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Discuss the relationship between grammar and style. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. | a. | Justify stylistics as a branch of applied linguistics. | CO3 | An | 10 |
|  | b. | Examine the intersection of stylistics with literature and linguistics. | CO4 | E | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain the stylistic study of verbal humour. | CO2 | U | 10 |
|  | b. | Describe the role of sociolinguistics in narrative, focusing on register and dialect. | CO1 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Define cognitive stylistics of your understanding. | CO6 | C | 5 |
|  | b. | Discuss the Narrative stylistics in Literature. | CO5 | A | 15 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Evaluate the role of style in fiction. | CO5 | E | 20 |
|  |  |  |  |  |  |
| 7. |  | Compile a detailed overview of metaphor and metonymy. | CO3 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Critically analyze the stylistic features of poetry. | CO4 | An | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Compare and Contrast the stylistic features of poetry and short  story. | CO6 | C | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Understand the function of style in literature. |
| CO2 | Explore view points and creativity in language use. |
| CO3 | Analyze literature texts independently to bring forth the though presentation. |
| CO4 | Make a stylistic study of mental representation of human ideas. |
| CO5 | Become aware of all stylistic features which will enable better analysis of literature. |
| CO6 | Experiment analyzing various literary genre stylistically. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 10 | 20 |  |  |  |  | 30 |
| CO2 |  | 10 | 20 |  |  |  | 30 |
| CO3 |  |  |  | 10 |  | 20 | 30 |
| CO4 |  |  |  | 20 | 10 |  | 30 |
| CO5 |  |  | 15 |  | 20 |  | 35 |
| CO6 |  |  |  |  |  | 25 | 25 |
|  | | | | | | | **180** |



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| **Course Code** | **17EN3020** | **Duration** | **3hrs** |
| **Course Name** | **COMPARATIVE LITERATURE** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Define the term Comparative Literature and explain the concept and nature of Comparative Literature. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Trace the history of Comparative Literature. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Discuss in detail the development of Comparative literature in the West and India. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | How do different theories contribute to the development of comparative literature? | CO2 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain in detail the difference between the French and American School of Comparative Literature. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Critically analyze the Thematic Influence in genre specific methodologies | CO3 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain the Concept of Genre in Comparative Literature. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Discuss the modern methodologies used in Comparative Literature. | CO1 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the methodology of comparative Literature with reference to movement. | CO4 | U | 10 |
|  | b. | Compare and contrast any two characters from literature using the different methods of comparative literature. | CO6 | Ap | 10 |

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|  | **COURSE OUTCOMES** |
| CO1 | Comprehend the needs of comparative literature in modern context. |
| CO2 | Understand the comparative theories related to specific schools. |
| CO3 | Become familiar with the literatures of different genres. |
| CO4 | Gain the knowledge of comparative methods. |
| CO5 | Comprehend the values of criticism and assess the literature through comparison. |
| CO6 | Learn to apply comparative criticism in learning literatures from a cross the globe. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 |  | 60 |  |  |  |  | 60 |
| CO3 |  | 60 |  |  |  |  | 60 |
| CO4 |  | 10 |  |  |  |  | 10 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  |  | 10 |  |  |  | 10 |
|  | | | | | | | **180** |



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| **Course Code** | **17EN3025** | **Duration** | **3hrs** |
| **Course Name** | **ESSENTIALS OF SCHOLARLY WRITING** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain the word ‘Research’ in 200 words. | CO1 | U | 10 |
|  | b. | Elaborate the components of Research. | CO1 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Elucidate academic integrity. | CO2 | An | 10 |
|  | b. | Write a note on Literature review. | CO3 | R | 10 |
|  |  |  |  |  |  |
| 3. | a. | Explain plagiarism. | CO3 | U | 10 |
|  | b. | Discuss the steps in framing a thesis statement. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain Logical fallacies. | CO4 | R | 10 |
|  | b. | Illustrate the principles for writing on sciences. | CO3 | An | 10 |
|  |  |  |  |  |  |
| 5. | a. | Explain the characteristics of synthesis. | CO5 | U | 10 |
|  | b. | Define research proposal and its development. | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | List out the points to be remembered while preparing an outline with respect to academic writing. | CO3 | R | 10 |
|  | b. | Write a note on citations, editing and proof reading. | CO3 | R | 10 |
|  |  |  |  |  |  |
| 7. | a. | Discuss in detail the steps involved in constructing a research paper. | CO4 | U | 10 |
|  | b. | Write a brief note on Oral Presentation. | CO5 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Write a note on abstracts and Introductions while creating the outline of a paper. | CO6 | U | 10 |
|  | b. | Explain the Documentary Strategies in detail. | CO4 | U | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain in detail the process of summarizing, and paraphrasing and quotations. | CO6 | U | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Learn all the mechanics of writing a research paper. |
| CO2 | Gain the ability and the skill to write a research paper. |
| CO3 | Understand the importance of plagiarism free research paper. |
| CO4 | Learn the process of developing their research paper. |
| CO5 | Write analytically and become successful writers in their academic and post – academic careers |
| CO6 | Effectively use the technology for research. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 | 10 |  |  | 10 |  |  | 20 |
| CO3 | 30 | 10 |  | 10 |  |  | 50 |
| CO4 | 10 | 30 |  |  |  |  | 40 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  | 30 |  |  |  |  | 30 |
|  | | | | | | | **180** |

Graphical user interface, application

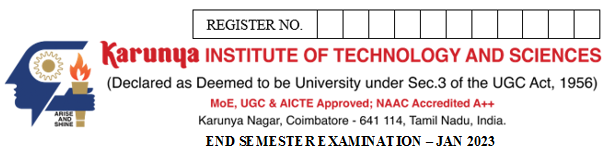
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| **Course Code** | **18EN3001** | **Duration** | **3hrs** |
| **Course Name** | **ENGLISH FOR RESEARCH PAPER WRITING** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | What is the significance of planning and preparation in research paper writing? | CO1 | An | 14 |
|  | b. | Illustrate what is ambiguity and redundancy using some examples. | CO2 | U | 6 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Why is the word order important in research? | CO2 | An | 6 |
|  | b. | Elaborate the skills required for writing the title of a research paper. | CO1 | U | 14 |
|  |  |  |  |  |  |
| 3. |  | Examine the necessity of review of literature in research. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Explain and evaluate the types of plagiarism with examples. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 5. | a. | Why is it needed to write a good introduction to your research? | CO5 | A | 10 |
|  | b. | Analyze the importance of title in a research paper. | CO4 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | What are the skills required for writing a good abstract? | CO4 | R | 10 |
|  | b. | Write an abstract keeping in mind that it leads the reader to get inside your article for further information. | CO5 | C | 10 |
|  |  |  |  |  |  |
| 7. |  | Clarify the role of persons involved in writing and publishing a research paper. | CO6 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Illustrate the importance of English language in research paper writing. | CO6 | An | 20 |
| **PART – B (1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Enumerate the elements of a research paper and explain elaborately the need for redrafting and Quality check. | CO2 | U | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Use appropriate vocabulary necessary for research writing. |
| CO2 | Use correct format of the research paper. |
| CO3 | Apply the correct punctuation, tone and register. |
| CO4 | Write grammatically correct sentences with coherence and cohesion. |
| CO5 | Use appropriate style of writing required for research writing. |
| CO6 | Apply the mechanics of writing. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 14 |  | 14 |  |  | 28 |
| CO2 |  | 26 |  | 6 |  |  | 32 |
| CO3 |  |  |  |  | 40 |  | 40 |
| CO4 | 10 |  |  | 10 |  |  | 20 |
| CO5 |  |  | 10 |  |  | 10 | 20 |
| CO6 |  |  | 20 | 20 |  |  | 40 |
|  | | | | | | | **180** |



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| **Course Code** | **20EN2001** | **Duration** | **3hrs** |
| **Course Name** | **COMPREHENSION AND COMMUNICATION SKILLS IN ENGLISH** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | | **Course Outcome** | **Bloom’s Level** | | **Marks** |
| **PART – A (20 X 1 = 20 MARKS)** | | | | | | | |
| 1. | Change to indirect speech:  He said, “ I have lost my umbrella” | | | CO1 | U | | 1 |
| 2. | Fill in the blanks with appropriate homophones:  The word tender means to pay money and the other meaning is ……………… (Gentle / Force) | | | CO3 | U | | 1 |
| 3. | Fill in with the appropriate preposition:  Vedha is a very kind humble person.(and / but) | | | CO1 | U | | 1 |
| 4. | Choose the appropriate word and fill up the blanks.  In order to ------------ yourself to a new culture, you need to -------------- the ways of that culture. (adopt, adapt) | | | CO6 | U | | 1 |
| 5. | Fill in the blank with an article.  When can you usually see…………..moon, in the morning, or at night? | | | CO1 | U | | 1 |
| 6. | Add a prefix to form the opposite of the words.  (i) behave (ii) Human. | | | CO1 | U | | 1 |
| 7. | Identify the verb that agrees with the subject.  Every one of the boat’s crew ------------ (was/were) drowned. | | | CO3 | U | | 1 |
| 8. | Fill in the blank with correct article:  ------- Apple a day keeps doctor away. | | | CO1 | A | | 1 |
| 9. | In which of the following sentences is the word “hour” used correctly?   1. The bus will leave the school in one hour 2. I will take our books back to the library 3. Last night hour dog got loose and ran fast   d) This is hour house and we need to paint it | | | CO1 | U | | 1 |
| 10. | Fill in with the word that gives the correct meaning:  She writes every day in her (Diary /dairy) | | | CO1 | U | | 1 |
| 11. | Change into indirect speech:  “I had headache yesterday.” | | | CO3 | U | | 1 |
| 12. | Fill in each space with correct preposition: ***in*, *at* or *on*.**  He usually starts work … 9.30, but … Friday he starts at 8.30. | | | CO3 | U | | 1 |
| 13. | Frame sentences with following homophones:  Knight  Night | | | CO3 | U | | 1 |
| 14. | Fill in with the homophone that gives the correct meaning :  ------------- of you must do the work to make it effective.  (Some / Sum) | | | CO1 | U | | 1 |
| 15. | ------------------- interview is designed to place the interviewee in a stress situation in order to observe the interviewee’s reaction. | | | CO2 | U | | 1 |
| 16. | Write the synonym of Scared.  Fearful / Fearless | | | CO1 | R | | 1 |
| 17. | Fill in each space with the suitable preposition:  I get up early … the morning and go to bed late … night. | | | CO3 | U | | 1 |
| 18. | The atomic bomb was dropped on Hiroshima on --. | | | CO2 | R | | 1 |
| 19. | Write the prefix to form the antonym.  There was some agreement over the bill | | | CO1 | R | | 1 |
| 20. | Chose the correct word to make an appropriate sentence:  I could not get a seat, (though/as) I came early. | | | CO1 | U | | 1 |
| **PART – B (10 X 5 = 50 MARKS)**  **(Answer any 10 from the following)** | | | | | | | |
| 21. | Competitive sports are a cause for ill-will - Substantiate from “War Minus Shooting”. | | | CO3 | | R | 5 |
| 22. | Describe your favorite sports. | | | CO4 | | A | 5 |
| 23. | Explain elaborately on any two types of interview. | | | CO6 | | R | 5 |
| 24. | Write your view on Spoken English in India. | | | CO5 | | U | 5 |
| 25. | List out five Homophones and frame sentences. | | | CO3 | | R | 5 |
| 26. | Narrate the author’s view of sport in “War Minus Shooting”. | | | CO4 | | R | 5 |
| 27. | Read the passage and answer the following questions:  Slavery can broadly be described as the ownership, buying and selling of human beings of the purpose of forced and unpaid labour. The institution of slavery is as old as civilization. Many nations and empires were built by the muscles of slaves. But what kinds of people were enslaved, and why? In ancient civilizations, slaves were usually war captives. The victors in battle might enslave the losers rather than kill them. Over time, people have found other reasons to justify slavery. Slaves were usually considered somehow different than their owners. They might belong to a different race, religion, nationality, or ethnic background. By focusing on such differences, slave owners felt that they could deny basic human rights to their slaves. The Greeks and Romans kept slaves as soldiers, servants, labourers and even civil servants. The Romans captured slaves from what is now Britain, France and Germany. Slave armies were kept by the Ottomans and Egyptians.  1. How can slavery be broadly described?  2. In ancient civilizations what did victors in battle do?  3. On what differences did slave owners focus in order to deny basic human rights to slaves?  4. What did the Greeks and Romans use slaves for?  5. Where did the Romans capture slave from? | | | CO4 | | U | 5 |
| 28. | Write a report on the Sports Day event to be published in the college magazine. | | | CO5 | | U | 5 |
| 29. | List out five Homonyms and frame sentences. | | | CO3 | | R | 5 |
| 30. | Write a short note on “Spoken English and Broken English”. | | | CO4 | | U | 5 |
| 31. | Comment on the Advancement of Technology in the field of Agriculture. | | | CO5 | | A | 5 |
| 32. | List the types of interview. | | | CO6 | | R | 5 |
| **PART – C (2 X 15 = 30 MARKS)**  **(Answer any 2 from the following)** | | | | | | | |
| 33. | | a. | Prepare five slides to present it in your class on the topic “Online Education”. | CO1 | | A | 10 |
|  | | b. | Make a precise writing for the following passage:  Nature writing is nonfiction or fiction prose or poetry about the natural environment. Nature writing encompasses a wide variety of works, ranging from those that place primary emphasis on natural history facts (such as field guides) to those in which philosophical interpretation predominate. It includes natural history essays, poetry, essays of solitude or escape, as well as travel and adventure writing.  Nature writing often draws heavily on scientific information and facts about the natural world; at the same time, it is frequently written in the first person and incorporates personal observations of and philosophical reflections upon nature. Modern nature writing traces its roots to the works of natural history that were popular in the second half of the 18th century and throughout the 19th. . | CO1 | | U | 5 |
| 34. | |  | Draft a Job Application letter along with your CV for the position of trainee in your dream company. | CO3 | | A | 15 |
| 35. | | a. | Write a short report on the ‘Road Accident’ you witnessed recently. | CO2 | | U | 5 |
|  | | b. | Write a letter to Mc Millan Publishers to send a quotation for the books you require for your college library. Give a comprehensive list of the books also. | CO3 | | U | 10 |

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|  | **COURSE OUTCOMES** |
| CO1 | Comprehend spoken and written discourse. |
| CO2 | Listen attentively to lectures and formal speeches. |
| CO3 | Write effectively in academic and work place. |
| CO4 | Speak effectively in formal and informal situations. |
| CO5 | Utilize team spirit and leadership qualities. |
| CO6 | Employ skills to face interviews and competitive exams. |

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| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 2 | 13 | 11 |  |  |  | 26 |
| CO2 | 1 | 6 |  |  |  |  | 7 |
| CO3 | 15 | 16 | 15 |  |  |  | 46 |
| CO4 | 5 | 10 | 5 |  |  |  | 20 |
| CO5 |  | 10 | 5 |  |  |  | 15 |
| CO6 | 10 | 1 |  |  |  |  | 11 |
|  | | | | | | | **125** |

Graphical user interface, application

Description automatically generated with medium confidence

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| **Course Code** | **20EN2001** | **Time: 3 Hours** |
| **Course Name** | **COMPREHENSION AND COMMUNICATION SKILLS IN ENGLISH** | **Maximum Marks: 100** |

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| **Q. No.** | **Questions** | | | **Course Outcome** | **Bloom’s Level** | | **Marks** |
| **PART – A (20 X 1 = 20 MARKS)** | | | | | | | |
| 1. | Write the synonym of Scared.  Fearful / fearless | | | CO1 | R | | 1 |
| 2. | Write the prefix to form the antonym.  There was some agreement over the bill | | | CO1 | R | | 1 |
| 3. | The atomic bomb was dropped on Hiroshima on \_\_\_\_\_\_\_\_\_\_\_. | | | CO2 | R | | 1 |
| 4. | Fill in each space with the suitable preposition:  I get up early … the morning and go to bed late … night. | | | CO3 | U | | 1 |
| 5. | Chose the correct word to make an appropriate sentence:  I could not get a seat, \_\_\_\_\_\_\_\_\_\_\_ (though/as) I came early. | | | CO1 | U | | 1 |
| 6. | Fill in with the homophone that gives the correct meaning :  \_\_\_\_\_\_\_\_\_\_\_ of you must do the work to make it effective.  Some/ sum | | | CO1 | U | | 1 |
| 7. | Frame sentences with following homophones:  Knight  Night | | | CO3 | U | | 1 |
| 8. | \_\_\_\_\_\_\_\_\_\_\_ interview is designed to place the interviewee in a stress situation in order to observe the interviewee’s reaction. | | | CO2 | U | | 1 |
| 9. | Fill in each space with correct preposition: ***in*, *at* or *on*.**  He usually starts work \_\_\_\_\_\_\_\_\_\_\_ 9.30, but … Friday he starts at 8.30. | | | CO3 | U | | 1 |
| 10. | Change into indirect speech:  “I had headache yesterday.” | | | CO3 | U | | 1 |
| 11. | Fill in with the word that gives the correct meaning:  She writes every day in her  Diary /dairy | | | CO1 | U | | 1 |
| 12. | In which of the following sentences is the word “hour” used correctly?   1. The bus will leave the school in one hour 2. I will take our books back to the library 3. Last night hour dog got loose and ran fast 4. This is hour house and we need to paint it | | | CO1 | U | | 1 |
| 13. | Fill in the blank with correct article:  \_\_\_\_\_\_\_\_\_\_\_ Apple a day keeps doctor away. | | | CO1 | A | | 1 |
| 14. | Identify the verb that agrees with the subject.  Every one of the boat’s crew \_\_\_\_\_\_\_\_\_\_\_ (was/were) drowned. | | | CO3 | U | | 1 |
| 15. | Add a prefix to form the opposite of the words.  (i). behave (ii). Human. | | | CO1 | U | | 1 |
| 16. | Fill in the blank with an article.  When can you usually see\_\_\_\_\_\_\_ moon, in the morning, or at night? | | | CO1 | U | | 1 |
| 17. | Choose the appropriate word and fill up the blanks.  In order to \_\_\_\_\_\_\_\_\_\_\_ yourself to a new culture, you need to \_\_\_\_\_\_\_\_\_\_\_ the ways of that culture. (adopt, adapt) | | | CO6 | U | | 1 |
| 18. | Change to indirect speech:  He said, “ I have lost my umbrella” | | | CO1 | U | | 1 |
| 19. | Fill in the blanks with appropriate homophones:  The word tender means to pay money and the other meaning is \_\_\_\_\_\_\_\_\_\_\_  Gentle / force | | | CO3 | U | | 1 |
| 20. | Fill in with the appropriate preposition:  Vedha is a very kind \_\_\_\_\_\_\_\_\_\_\_ humble person.  and / but | | | CO1 | U | | 1 |
| **PART – B (10 X 5 = 50 MARKS)**  **(Answer any 10 from the following)** | | | | | | | |
| 21. | Explain elaborately on any two types of interview. | | | CO6 | | R | 5 |
| 22. | List the types of interview. | | | CO6 | | R | 5 |
| 23. | Write a note on War Minus Shooting. | | | CO3 | | R | 5 |
| 24. | Narrate the authors view of sport in War Minus Shooting. | | | CO4 | | R | 5 |
| 25. | Write your view on Spoken English in India. | | | CO5 | | U | 5 |
| 26. | Describe your favorite sports. | | | CO4 | | A | 5 |
| 27. | Briefly describe a Layman looks at Science. | | | CO4 | | U | 5 |
| 28. | Comment on Science and Technology. | | | CO5 | | A | 5 |
| 29. | Write a report on the sports day event to the college magazine. | | | CO5 | | U | 5 |
| 30. | List five Homophones. | | | CO3 | | R | 5 |
| 31. | List five Homonyms. | | | CO3 | | R | 5 |
| 32. | Write a short note on Spoken English and Broken English. | | | CO4 | | U | 5 |
|  |  | | |  | |  |  |
| **PART – C (2 X 15 = 30 MARKS)**  **(Answer any 2 from the following)** | | | | | | | |
| 33. | | a. | Make a precise writing for the following passage:  Nature writing is nonfiction or fiction prose or poetry about the natural environment. Nature writing encompasses a wide variety of works, ranging from those that place primary emphasis on natural history facts (such as field guides) to those in which philosophical interpretation predominate. It includes natural history essays, poetry, essays of solitude or escape, as well as travel and adventure writing.  Nature writing often draws heavily on scientific information and facts about the natural world; at the same time, it is frequently written in the first person and incorporates personal observations of and philosophical reflections upon nature. Modern nature writing traces its roots to the works of natural history that were popular in the second half of the 18th century and throughout the 19th. . | CO1 | | U | 5 |
|  | | b. | Describe your favorite sports in 150 words. | CO1 | | A | 10 |
|  | |  |  |  | |  |  |
| 34. | | a. | Narrate the author’s view on Sporting spirit in War minus shooting in 150 words. | CO2 | | U | 10 |
|  | | b. | Read the following passage and answer the questions given below:  Florence Nightingale was born on 12th May 1820 in Florence in Italy. Since her childhood her interest in nursing was evident. Then she would spend time nursing her injured dolls and animals gradually she grew into a beautiful young lady, and she could have married some excellent young man and enjoyed life.  But she remained unmarried and devoted her life to nursing the poor and sick people. When the Crimean war broke out between England and Russia. She went to the field with a number of nurses. There they nursed the sick and wounded soldiers. Florence Nightingale worked there without rest and many times she was nursing the poor ailing soldiers throughout the night with a candle in her hand. So, she was known everywhere as “The Lady with the Lamp”.  **Questions**  (i) When and where was Florence Nightingale born?  (ii) How was her interest evident in nursing in childhood?  (iii) Why did she remain unmarried in her life?  (iv) What did she do when the Crimean war broke out?  (v) Why was she known as “The Lady with the Lamp”? | CO3 | | U | 5 |
|  | |  |  |  | |  |  |
| 35. | |  | Draft a job application letter along with your CV for the position of trainee in your dream company. | CO3 | | A | 15 |

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|  | **COURSE OUTCOMES** |
| CO1 | Comprehend spoken and written discourse. |
| CO2 | Listen attentively to lectures and formal speeches. |
| CO3 | Write effectively in academic and work place. |
| CO4 | Speak effectively in formal and informal situations. |
| CO5 | Utilize team spirit and leadership qualities. |
| CO6 | Employ skills to face interviews and competitive exams. |

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| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 2 | 13 | 11 |  |  |  | 26 |
| CO2 | 1 | 11 |  |  |  |  | 12 |
| CO3 | 15 | 11 | 15 |  |  |  | 41 |
| CO4 | 5 | 10 | 5 |  |  |  | 20 |
| CO5 |  | 10 | 5 |  |  |  | 15 |
| CO6 | 10 | 1 |  |  |  |  | 11 |
|  | | | | | | | **125** |



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| **Course Code** | **21EN3003** | **Duration** | **3hrs** |
| **Course Name** | **LANGUAGE AND LINGUISTICS** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Define ‘Language’ and explain its significance in behavior and speech. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Describe the semiotic point of view of language with examples. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Explain Nom Chomsky’s theory of language acquisition. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Elucidate Jean Piaget’s theory and stages of cognitive development. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Differentiate between L1 and L2 acquisition. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Discuss the role of language in education. | CO6 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain the nature and process of Applied Linguistics. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Describe the types of Linguistics and explain the scope in education. | CO2 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Discuss in detail the different methods of teaching English at all levels. | CO4 | U | 10 |
|  | b. | Explain the term sociolinguistics and its impact on learning a language. | CO5 | U | 10 |

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|  | **COURSE OUTCOMES** |
| CO1 | Understand the significance of language in human expression. |
| CO2 | Correlate various applications of scientific study of language. |
| CO3 | Analyse the process of language acquisition. |
| CO4 | Gain the ability to use different methods of language teaching. |
| CO5 | Find out the different ways of analyzing L2 teaching and learning process. |
| CO6 | Equip themselves to be language trainers. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 40 |  |  |  |  | 40 |
| CO2 |  | 40 |  |  |  |  | 40 |
| CO3 |  | 60 |  |  |  |  | 60 |
| CO4 |  | 10 |  |  |  |  | 10 |
| CO5 |  | 10 |  |  |  |  | 10 |
| CO6 |  | 20 |  |  |  |  | 20 |
|  | | | | | | | **180** |



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| **Course Code** | **21EN3004** | **Duration** | **3hrs** |
| **Course Name** | **INDIAN WRITING IN ENGLISH** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Critically analyse the poem “*Night of the Scorpion*”. | CO1 | R | 10 |
|  | b. | Narrate the thoughts and feelings of palanquin bearers as they carry. | CO1 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain *“My Grand Mother’s House*” as a Confessional poem. | CO2 | U | 10 |
|  | b. | Elaborate on the central idea of the poem “The sunshine cat” by Kamala Das. | CO2 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | Write an essay on “*The Discovery of India*” by Jawaharlal Nehru. | CO3 | A | 10 |
|  | b. | Critically analyze the poem “The Soul’s prayer” by Sarojini Naidu. | CO3 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Describe the power of prayer according to A.P.J Abdul Kalam’s father. | CO4 | R | 10 |
|  | b. | Explain the central theme and motto of the poem “*Gitanjali*” by Rabindranath Tagore. | CO4 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Write a summary of “*Nagamandala*” by GirishKarnad. | CO5 | U | 10 |
|  | b. | Explore the binary contrast Choudhry finds between British and Indians. | CO5 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Write a critical analysis of *A wife’s story* by Bharathi Mukherjee. | CO6 | A | 10 |
|  | b. | Give the summary of the story *Chandalika*. | CO6 | A | 10 |
|  |  |  |  |  |  |
| 7. | a. | Discuss about the quest for identity in Bharathi Mukherjee’s *Jasmine*. | CO1 | R | 10 |
|  | b. | Critically analyze the poem “The Shadow lines” by AmitavGhosh. | CO1 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Justify the title of the novel *The God of Small Things* and Show how Satire used inthe novel. | CO2 | A | 10 |
|  | b. | Write an essay on the novel “*Cry the peacock*” by Anita Desai. | CO2 | A | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Analyse the theme of the novel *The Midnight’s Children* by Salman Rushdie. | CO6 | U | 10 |
|  | b. | Discuss about *“The Renaissance in India”* by Sri Aurobindo. | CO6 | U | 10 |

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|  | **COURSE OUTCOMES** |
| CO1 | Gain an understanding of poetry- prose- drama- short stories and fiction. |
| CO2 | Acquire abilities to write reviews- commentary and critical appreciation of Indian writings. |
| CO3 | Analyse the sentiments- emotions and characteristics of writings of Indian authors. |
| CO4 | Comprehend the social- political and economical conditions of India in chronological sequence. |
| CO5 | Learn to compose poetry- write research articles and make oral presentations. |
| CO6 | Appreciate the value of nature and its resources and comprehend the its influence upon men. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 40 |  |  |  |  |  |  |
| CO2 |  | 20 | 20 |  |  |  |  |
| CO3 | 20 |  |  |  |  |  |  |
| CO4 | 20 |  |  |  |  |  |  |
| CO5 |  | 20 |  |  |  |  |  |
| CO6 |  | 20 | 20 |  |  |  |  |
|  | | | | | | | **180** |



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| **Course Code** | **21EN3009** | **Duration** | **3hrs** |
| **Course Name** | **LITERARY THEORY AND CRITICISM** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain the four kinds of meaning according to I. A. Richard. | CO1 | R | 10 |
|  | b. | Critically throw light on F. R. Leavis’ The Great Tradition. | CO1 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Elucidate on T. S. Eliot’s Tradition and Individual Talents. | CO2 | U | 10 |
|  | b. | Explain about Structure, Sign and Play and Discourse of Human Sciences. | CO2 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | Critically examine Feminism and Critical theory by Gayatri Chakravorty Spivak. | CO3 | R | 10 |
|  | b. | Describe the elements applied by Frye on the Archetypes of Literature. | CO3 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Bring out the contribution of I. A. Richard to the field of New Criticism. | CO4 | R | 10 |
|  | b. | Describe the archetypes of literature according to Frye. | CO4 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Bring out the contribution of Spivak to the field of Feminism. | CO5 | R | 10 |
|  | b. | Explain Deconstructive Angel according to M. H. Abrams. | CO5 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Explain Derrida’s role in the field of criticism. | CO1 | U | 10 |
|  | b. | The goal of Literary Criticism is to discern the archetypal form in ones writing. Explain. | CO1 | U | 10 |
|  |  |  |  |  |  |
| 7. | a. | Bring out the roles of detective fiction into the field of criticism. | CO2 | A | 10 |
|  | b. | Integrate the theory of feminism into women of modern society. | CO2 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Write an essay on the feministic approaches by Spivak. | CO6 | U | 10 |
|  | b. | Explain the process of deconstructing a text according to Derrida. | CO6 | U | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Write an essay on M. H. Abram views on Derrida’s theory of Deconstruction. | CO6 | A | 10 |
|  | b. | Explain the concept of psychology according to C. G. Jung. | CO6 | A | 10 |

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|  | **COURSE OUTCOMES** |
| CO1 | Imbibe various critical outlooks. |
| CO2 | Apply critical theories to any piece of literature. |
| CO3 | Analyse the text with critical perspectives. |
| CO4 | Appreciate the literary works at varied levels of comprehension. |
| CO5 | Interpret the Text intensively and distinguish its salient features. |
| CO6 | Explore the text from literary point of view. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 | 20 |  |  |  |  |  |
| CO2 |  | 20 | 20 |  |  |  |  |
| CO3 | 20 |  |  |  |  |  |  |
| CO4 | 20 |  |  |  |  |  |  |
| CO5 | 20 |  |  |  |  |  |  |
| CO6 |  | 20 | 20 |  |  |  |  |
|  | | | | | | | **180** |

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| **Course Code** | **21EN3012** | **Duration** | **3hrs** |
| **Course Name** | **CHRISTIAN LITERATURE** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Describe the theme of faith in the Book of Job. | CO1 | U | 10 |
|  | b. | Describe the Murder in the Cathedral as a Christian classical drama. | CO1 | U | 10 |
|  |  | **Or** |  |  |  |
| 2. | a. | Elaborate the struggle of Christian on the way to Celestial city in Pilgrim’s Progress. | CO2 | A | 10 |
|  | b. | Explain the thematic elements from Cost of Discipleship. | CO2 | A | 10 |
|  |  |  |  |  |  |
| 3. | a. | Justify the ways of God to man through The Wreck of the Deutschland. | CO3 | R | 10 |
|  | b. | Explain the Christian themes in One night with the King. | CO3 | R | 10 |
|  |  | **Or** |  |  |  |
| 4. | a. | Bring out the concepts of wisdom from the Book of Job | CO4 | U | 10 |
|  | b. | Bring out the literary devices used in Hound of Heaven by Francis Thomson | CO4 | U | 10 |
|  |  |  |  |  |  |
| 5. | a. | Describe the Christian themes in Screwtape Letters. | CO5 | R | 10 |
|  | b. | Describe the views of Cost of Discipleship according to Dietrich Bonehoffer. | CO5 | R | 10 |
|  |  | **Or** |  |  |  |
| 6. | a. | Bring out the moral elements in Hinds Feet on High places. | CO1 | U | 10 |
|  | b. | Pilgrims Progress – a religious allegory. Explain | CO1 | U | 10 |
|  |  |  |  |  |  |
| 7. | a. | Elucidate on the allegorical elements from Hinds Feet on High places. | CO2 | R | 10 |
|  | b. | Discuss Wreck of the Deutschland as a poem of Adoration and Trepidation. | CO2 | R | 10 |
|  |  | **Or** |  |  |  |
| 8. | a. | Explain the training of Screwtape towards Wormwood in the process of damnation in human life. | CO6 | R | 10 |
|  | b. | Narrate the historical events from Hadassah: One night with King. | CO6 | R | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Bring out the suffering and struggle of Job from the Book of Job. | CO6 | U | 10 |
|  | b. | Murder in the Cathedral is a historical fiction play with strong Christian themes by T. S. Eliot. Explain. | CO6 | U | 10 |

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|  | **COURSE OUTCOMES** |
| CO1 | Interpret Biblical literature in today’s context. |
| CO2 | Analyze the varied themes of Christian poetry. |
| CO3 | Identify and examine the Christian undertones present in allegorical works. |
| CO4 | Master the skills of critically analyzing Christian fiction. |
| CO5 | Relate the moral and Christian principles in their day to day situations. |
| CO6 | Gain awareness of the Christian qualities of faith- hope and love through drama. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 40 |  |  |  |  |  |
| CO2 | 20 |  | 20 |  |  |  |  |
| CO3 | 20 |  |  |  |  |  |  |
| CO4 |  | 20 |  |  |  |  |  |
| CO5 | 20 |  |  |  |  |  |  |
| CO6 | 20 | 20 |  |  |  |  |  |
|  | | | | | | | **180** |



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| **Course Code** | **21EN3015** | **Duration** | **3hrs** |
| **Course Name** | **BUSINESS ENGLISH COMMUNICATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | | |
| 1. |  | | Define the term communication. Explain the principles and importance of business communication. | CO1 | U | 20 |
|  |  | | **(OR)** |  |  |  |
| 2. |  | | What are the types of Communication? Explain its significance through LSRW skills. | CO1 | U | 20 |
|  |  | |  |  |  |  |
| 3. |  | | Explain the barriers of communication and the ways to overcome these barriers. | CO3 | U | 20 |
|  |  | | **(OR)** |  |  |  |
| 4. |  | | Illustrate the features of Telephonic conversation in detail. | CO4 | U | 20 |
|  |  | |  |  |  |  |
| 5. |  | | How can we enhance business communication through presentation skills? Explain. | CO3 | U | 20 |
|  |  | | **(OR)** |  |  |  |
| 6. |  | | List the types of interview and explain each with suitable examples. | CO1 | U | 20 |
|  |  | |  |  |  |  |
| 7. | a. | | Describe the role of body language in making business communication effective. | CO1 | U | 10 |
|  | b. | | Discuss the different types of business letters and its importance in communication with examples. | CO4 | Ap | 10 |
|  |  | | **(OR)** |  |  |  |
| 8. | a. | | Explain the ways to improve business communication using the visual-aids. | CO3 | U | 10 |
|  | b. | | Create an advertisement for a new product and elucidate its importance in business communication. | CO5 | Ap | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | | |
| 9. | a. | Frame a winning resume to present your skills in an interview. | | CO6 | Ap | 10 |
|  | b. | Write a proposal for a project on English language teaching to the school students who are from rural background. | | CO2 | Ap | 10 |

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|  | **COURSE OUTCOMES** |
| CO1 | Communicate effectively in professional situations. |
| CO2 | Have the ability to write short and long business letters and report. |
| CO3 | Gain proficiency in presenting any business idea or information in oral form. |
| CO4 | Know the business letter format and style. |
| CO5 | Design advertisement for product promotion. |
| CO6 | Prepare winning resume and job application. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 70 |  |  |  |  | 70 |
| CO2 |  |  | 10 |  |  |  | 10 |
| CO3 |  | 50 |  |  |  |  | 50 |
| CO4 |  | 20 | 10 |  |  |  | 30 |
| CO5 |  |  | 10 |  |  |  | 10 |
| CO6 |  |  | 10 |  |  |  | 10 |
|  | | | | | | | **180** |



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| **Course Code** | **21EN3016** | **Duration** | **3hrs** |
| **Course Name** | **RESEARCH METHODOLOGY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | What is Research and what are the components of a Research? | CO1 | U | 10 |
|  | b. | Explain literary research and its types. | CO1 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain the different types of research designs. | CO2 | R | 10 |
|  | b. | What do you understand by research hypothesis? Explain its elements and format. | CO2 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | Illustrate the fundamentals of a research. | CO3 | An | 10 |
|  | b. | Substantiate the importance of a research design. | CO4 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Differentiate between research hypothesis and research problem. | CO5 | U | 10 |
|  | b. | Explain the four kinds of discourses in research. | CO6 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Differentiate between referencing and bibliography. | CO4 | U | 10 |
|  | b. | Elaborate the significance of format of a thesis. | CO5 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | What is plagiarism? Explain the different forms of plagiarism. | CO3 | U | 10 |
|  | b. | Elaborate the steps of research writing. | CO4 | U | 10 |
|  |  |  |  |  |  |
| 7. | a. | Explain the purpose and types of literature review. | CO2 | R | 10 |
|  | b. | What is library research and list its methods? | CO3 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Explain the significance of reference works. | CO3 | R | 10 |
|  | b. | What are the important concepts relating to research design? | CO4 | U | 10 |
|  |  |  |  |  |  |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Elaborate the mechanics of research writing. | CO4 | An | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Master the methodology of research. |
| CO2 | Apply the theories and mechanics in the research work. |
| CO3 | Acquire the skill to document the thesis appropriately. |
| CO4 | Implement different approaches that suits the purpose. |
| CO5 | Frame right hypotheses for their research. |
| CO6 | Initiate and research on his/her own. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 | 20 | 10 |  |  |  |  | 30 |
| CO3 | 20 | 10 |  | 10 |  |  | 40 |
| CO4 | 20 | 30 |  | 10 |  |  | 60 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 | 10 |  |  |  |  |  | 10 |
|  | | | | | | | **180** |



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| **Course Code** | **21EN3020** | **Duration** | **3hrs** |
| **Course Name** | **SPORTS AND JOURNALISM STUDIES** | **Max. Marks** | **100** |

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| **Q.**  **No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Describe the ethics and scope of journalism. | CO1 | R | 10 |
|  | b. | Explain the history and evolution of journalism. | CO2 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | What is 5ws and 1H? Explain its kinds. | CO1 | U | 10 |
|  | b. | Explain inverted pyramid, hourglass and chronology in news story. | CO2 | U | 10 |
|  |  |  |  |  |  |
| 3. |  | Examine the background and quotes in the news story. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Discuss elaborately the types of Reporting. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 5. | a. | Apply how to report in basic of covering accident, speech, seminar and entertainment. | CO4 | A | 10 |
|  | b. | Evaluate the purpose and significance of investigative journalism and reporting. | CO5 | E | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Discuss sports as a part of culture. | CO5 | A | 10 |
|  | b. | Analyze the features of international and indigenous games in sports journalism. | CO4 | An | 10 |
|  |  |  |  |  |  |
| 7. | a. | Narrate the history of sports and its media coverage in modern era. | CO4 | U | 10 |
|  | b. | Distinguish the concept and scope of sports journalism. | CO5 | C | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Elaborate the functions of a sports news room. | CO5 | A | 10 |
|  | b. | Enumerate the different kinds of popular sporting activities in India. | CO4 | A | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Discuss the elements of journalism and elaborate the duties and responsibilities of journalists. | CO6 | C | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Provide an insight to the basis of journalism. |
| CO2 | Design and write News articles in a precise manner. |
| CO3 | Understand the role played by media personnel. |
| CO4 | Report and draft sports based news and it’s reach to a broader audience. |
| CO5 | Demonstrate ability to write spot and feature stories related to sports. |
| CO6 | Identify and recognize of how a sports newsroom functions across various print, broadcast and the formats. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 10 | 10 |  |  |  |  | 20 |
| CO2 |  | 20 |  |  |  |  | 20 |
| CO3 |  |  | 20 |  | 20 |  | 40 |
| CO4 |  | 10 | 20 | 10 |  |  | 40 |
| CO5 |  |  | 20 |  | 10 | 10 | 40 |
| CO6 |  |  |  |  |  | 20 | 20 |
|  | | | | | | | **180** |

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| **Course Code** | **17EN2001** | **Duration** | **3hrs** |
| **Course Name** | **ENGLISH FOR COMMUNICATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | | **Course Outcome** | **Bloom’s Level** | | **Marks** |
| **PART – A(4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | | | |
| 1. | | a. | What are the characters that you learnt from the *Village School Master*? | CO1 | U | 6 | |
|  | | b. | What does Robert Frost want to convey to the reader in *Stopping by the Woods on a Snowy Evening?* | CO5 | An | 14 | |
|  | |  | **(OR)** |  |  |  | |
| 2. | | a. | Explain the effectiveness of communication in poetry. | CO1 | U | 6 | |
|  | | b. | Wordsworth is a nature poet- Elucidate with examples from *The Solitary Reaper.* | CO5 | An | 14 | |
|  | |  |  |  |  |  | |
| 3. | | a. | [Describe](https://www.enotes.com/homework-help/what-central-idea-poem-village-schoolmaster-617979) a memorable event that had taken place in your life. | CO2 | A | 14 | |
|  | | b. | Write a consoling paragraph to your friend who lost his grandmother. | CO1 | C | 6 | |
|  | |  | **(OR)** |  |  |  | |
| 4. | | a. | Write about your past school life in 150 words. | CO1 | C | 6 | |
|  | | b. | Write the summary of *Lalajee* by Jim Corbett and enumerate the values you find in the story. | CO2 | A | 14 | |
|  | |  |  |  |  |  | |
| 5. | |  | Critically comment on the plot construction of The Post Master by Tagore. | CO6 | E | 20 | |
|  | |  | **(OR)** |  |  |  | |
| 6. | |  | Comment on the characterization and thematization of The Tiger in the Tunnel by Ruskin Bond. | CO6 | E | 20 | |
|  | |  |  |  |  |  | |
| 7. | | a. | Elucidate Hughie Erskine’s failure to build a career on the stock market. | CO4 | R | 14 | |
|  | | b. | Note making is a process of learning- Elaborate. | CO3 | An | 6 | |
|  | |  | **(OR)** |  |  |  | |
| 8. | | a. | The Gift of Magi by O.Henry is a love story- Elucidate. | CO4 | R | 14 | |
|  | | b. | Story narration leads to language proficiency – Explain. | CO3 | An | 6 | |
|  | |  | **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** |  |  |  | |
| 9. | | a. | Write briefly how literature helps you to improve your communication skills. | CO3 | U | 6 | |
|  | | b. | Discuss with your friend on selection of a course for your higher studies. | CO4 | U | 14 | |

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|  | **COURSE OUTCOMES** |
| CO1 | Communicate their ideas clearly and effectively. |
| CO2 | Read different kinds of texts. |
| CO3 | Make brief speeches. |
| CO4 | Develop the ideas and write them in an organized way. |
| CO5 | Develop the art of interaction and conversational skills. |
| CO6 | Become confident in creative and professional writing. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 12 |  |  |  | 12 | 24 |
| CO2 |  |  | 28 |  |  |  | 28 |
| CO3 |  | 6 |  | 12 |  |  | 18 |
| CO4 | 28 | 14 |  |  |  |  | 42 |
| CO5 |  |  |  | 28 |  |  | 28 |
| CO6 |  |  |  |  | 40 |  | 40 |
|  | | | | | | | **180** |

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| **Course Code** | **17EN2002** | **Duration** | **3hrs** |
| **Course Name** | **PROFESSIONAL ENGLISH** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a.  i) | **Use the article and fill in the blanks for the following questions:**   1. ------- house on the corner is for sale. 2. John was taken for ----- linguist. 3. Ram considered Vijay ------ genius.   **Correct the mistakes in the following sentences:**   1. News travel fast. 2. The sale of liquors are not allowed in Tamil Nadu. | CO1 | Apply | 5 |
|  | ii) | List out the four directions of information flow in communication. | CO4 | Remember | 5 |
|  | b. | Discuss the various channels of communication. | CO3 | Understand | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain in detail the language of visual signs in Non-verbal communication. | CO3 | Remember | 10 |
|  | b. | Elaborate the cues for effective non-verbal communication. | CO4 | Remember | 10 |
|  |  |  |  |  |  |
| 3. | a. | Prepare five slides to presentin your class on the topic “Sports” which you love most. | CO6 | Apply | 10 |
|  | b. | Read the agenda below carefully and write the minutes of the meeting.  Agenda  Discipline in campus  Lack of attendance  Progress in academics  Trip to Mysore | CO2 | Understand | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Write a letter to Mc. Milan Publishers asking to send quotations for the books you require for your college library. Give a comprehensive list of the books also. | CO5 | Remember | 10 |
|  | b. | Prepare a report on the road accident which you witnessed recentlywhile you traveled in a bus from Bangalore to Chennai. | CO4 | Remember | 10 |
|  |  |  |  |  |  |
| 5. | a. | Discuss the various types of interview and the questions frequently asked during the interview. | CO4 | Understand | 10 |
|  | b. | Elaborate kinesics under body language. | CO4 | Remember | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Assume that you are invited to have a joint venture with Mr.Balakumar, Marketing Director, Ruha Enterprises, Chennai, in his whole sale garment business. Draft a letter of collaboration by stating that you are interested to accept the invitation. | CO5 | Remember | 10 |
|  | b. | Elaborate proxemics under spatial language. | CO4 | Remember | 10 |
|  |  |  |  |  |  |
| 7. | a. | Explain the meaning of circulars and its importance, alsolist out the types of circulars and to whom it is circulated? | CO5 | Remember | 10 |
|  | b. | Write a circular to the customer, announcing the opening of a branch in Dhaka city by The Bharath Electronic World. | CO5 | Remember | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Describe sale advertisement and the different types of advertisements. | CO6 | Understand | 10 |
|  | b. | Prepare a poster stating that you are giving a clearance sale upto 50% offer for your garments which you are manufacturing in your company, in Mysore. | CO6 | Understand | 10 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Elaborate the barriers of communication. | CO4 | Understand | 10 |
|  | b. | Write a letter of Job application to the Managing Director, Anthem Software, Chennai, for the post of full stack developer. | CO5 | Remember | 10 |

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|  | **COURSE OUTCOMES** | | | | | | | |
| CO1 | Acquire the basic linguistic skills. | | | | | | | |
| CO2 | Develop the skills of reading. | | | | | | | |
| CO3 | Comprehend general and literary texts. | | | | | | | |
| CO4 | Interpret technical content. | | | | | | | |
| CO5 | Gain mastery in academic and technical writing. | | | | | | | |
| CO6 | Communicate flawlessly in day to day situations. | | | | | | | |
| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | | |
| CO / P | | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | |  |  | 15 |  |  |  | 15 |
| CO2 | |  | 10 |  |  |  |  | 10 |
| CO3 | | 10 | 10 |  |  |  |  | 20 |
| CO4 | | 45 | 20 |  |  |  |  | 65 |
| CO5 | | 50 |  |  |  |  |  | 50 |
| CO6 | |  | 20 |  |  |  |  | 20 |
|  | | | | | | | | **180** |

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| **Course Code** | **21EN2002** | **Duration** | **3hrs** |
| **Course Name** | **PROFESSIONAL ENGLISH** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Define Communication with an example. | CO1 | U | 1 |
|  | b. | ……………. is a response from a receiver.  a) Feedback b) Communication c) Medium (channel) d) Context | CO1 | R | 1 |
|  | c. | Identify the errors and correct them:   1. My sister found a beggar and gave him a apple. 2. Elephant is largest of all animals. 3. A number of books is missing. 4. Either you or I are to blame 5. Politics are dirty game. 6. The United States of America have a big army. | CO1 | AP | 6 |
|  | d. | Explain the process of communication with examples. | CO1 | U | 12 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | What are the major classifications of Communication? | CO1 | U | 1 |
|  | b. | Pictures, slides falls under which category?  (a) Audio-Visual communication (b) Visual communication  (c) Reporting (d) Body language | CO1 | R | 1 |
|  | c. | Fill in with the right article or preposition :   1. People exchange gifts ….. Christmas Day. 2. We usually work late ……….. weekdays. 3. I was born ……… January, 1984. 4. Children got lots of presents ………. Diwali. 5. I learned English ………… I was there. 6. We played tennis ……… two years. | CO1 | AP | 6 |
|  | d. | Explain in detail the barriers that affect communication with examples. | CO1 | U | 12 |
|  |  |  |  |  |  |
| 3. | a. | Define Kinesics with examples. | CO3 | U | 2 |
|  | b. | Explain Verbal communication with examples. | CO2 | U | 2 |
|  | c. | Explain the types of communication in detail with examples. | CO2 | U | 16 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Define Proxemics with examples. | CO3 | U | 2 |
|  | b. | Explain Non-verbal communication with examples. | CO2 | U | 2 |
|  | c. | What are the different types of interview? Explain few with examples. | CO4 | U | 16 |
|  |  |  |  |  |  |
| 5. | a. | Describe the plan and styles of an oral presentation. Illustrate with examples. | CO2 | U | 10 |
|  | b. | Write a letter to enquire about the online courses available in Raj Institution of Technology. Request for the fees structure and the date of commencement of classes. | CO6 | AP | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Imagine you have completed your interview; frame a follow-up letter to thank the interviewer and to highlight your special skills. | CO4 | AP | 10 |
|  | b. | How does mock interview help in a real interview? Discuss. | CO4 | U | 10 |
|  |  |  |  |  |  |
| 7. | a. | Draft a sales advertisement to launch the new fabric in your city. Give a brand and identity to make your product famous among common people. | CO6 | AP | 10 |
|  | b. | Prepare a newspaper report on the murder that happened in your vicinity. | CO6 | AP | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Draft a circular to inform your colleagues in your department about the increase in the increment from the month of January 2023. | CO6 | AP | 10 |
|  | b. | Write a response letter to Mr.Gupta who enquired about the following books to your book publication. Quote the prices and discounts if any.  List of Books:   1. Common Errors in English by S. Prasad – 150 copies 2. Effective Technical Communication by Ashraf Rizvi – 150 copies | CO6 | AP | 10 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Prepare an agenda for the planning meeting to be conducted in your department regarding the tour to Delhi, Mumbai and Pune to visit some of the famous industries and tourist places. | CO5 | AP | 10 |
|  | b. | Based on the agenda prepared frame the minutes of meeting. | CO5 | AP | 10 |

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|  | **COURSE OUTCOMES** |
| CO1 | Communicate flawlessly. |
| CO2 | Make presentation professionally. |
| CO3 | Effectively use body language. |
| CO4 | Acquire interview skills. |
| CO5 | Excel in academic writing. |
| CO6 | Gain mastery in Technical writing. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 2 | 26 | 12 |  |  |  | 40 |
| CO2 |  | 30 |  |  |  |  | 30 |
| CO3 |  | 4 |  |  |  |  | 4 |
| CO4 |  | 26 | 10 |  |  |  | 36 |
| CO5 |  |  | 20 |  |  |  | 20 |
| CO6 |  |  | 50 |  |  |  | 50 |
|  | | | | | | | **180** |