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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Examine the events in the life of Lalajee that brought his status back in the society. | CO1 | R | 10 |
|  | b. | Describe the characters of *the Village School Master* by Oliver Goldsmith? | CO1 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | *The Tiger in the Tunnel* by Ruskin Bond is a theme of protection in relation to the family, Illustrate. | CO4 | U | 10 |
|  | b. | Explain how Hughie Erskine received ten thousand pound in the story *The Model Millionaire* by Oscar Wilde. | CO4 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | Narrate the story of how God himself took pity on the weary Gilligan and sent an angel instead of him to minister the last communion to a dying parishioner. | CO1 | R | 10 |
|  | b. | Illustrate the characters of Rex in detail from *Snapshot of a Dog*. | CO4 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Prepare a note-making by using the mapping method from the following passage:  Speech is a great blessing, but it can also be a great cur, for, while it helps us to make our intentions and desires known to our fellows, it can also, if we use it carelessly, make our attitude completely misunderstood. A slip of the tongue, these of an unusual word, or of an ambiguous word and so on, may create an enemy where we had hoped to win a friend. Again different classes of people use different vocabularies, and the ordinary speech of an educated man may strike an uneducated listener as showing pride; unwittingly we may use a word, which bears a different meaning to our listeners form what it does to men of our own class. Thus speech is not a gift to use lightly without though, but one, which demands careful handling. Only a fool will express himself alike to all kinds and conditions of men. | CO4 | An | 10 |
|  | b. | Explain the sacrificial love which Della and Jim had towards each other from the story *The Gift of Magi* by O. Henry. | CO6 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Summarize the following passage:  TELEPHONIC CONVERSION  It is a means of communication. We can speak to any person in the world within no time. Telephone was said to be ‘Neighbour’s envy and owners pride’s a few decades ago but now it has entered even a layman’s residence. Very soon it will become as common as our stove without which we cannot survive. Telephonic conversation undoubtedly is an art and can be mastered by constant practice. A learner of a new language is taught ‘telephonic conversation’ since it is believed that if you can speak on telephone well, you have conquered a language to the maximum possible extent. It is so because in telephonic conversation, the advantage of body language and eye contact is lost. Mobile phones have also made inroads in India and a person can be contacted anywhere in the globe within no time. Some useful tips for efficient handling of Telephone are as follows.  Cultivate a cheerful and friendly tone.  Listen attentively to the caller. If the message is linger keep reassuring that you are listening by speaking words like Yes, OK etc.  Don‘t engage your telephone longer than required.  Rules while receiving a phone call:  Always don’t make the caller to wait much of the time.  After attending the call first reveal your identity.  Always lift phone with left hand and keep a pen and white paper to write information.  Don’t use slang (or) the language with difficult words so that he may not understand.  Always use simple language while you speak  The words spoken by you should be with audible pitch and there should be very clear.  If they want to inform anything then write it on paper and make sure that you pass on the information to the person to whom he wants you to convey.  If you attend a wrong call then don’t cut down the phone, make sure that dialler’s is not confused and make him clear about the call. | CO2 | An | 10 |
|  | b. | Develop the following hints into a readable passage and give a suitable title:  Devan - clever thief - robs the rich - gives all to the sick and the needy - other thieves jealous - plan to get rid of him - challenge Devan to steal the King's pyjamas - Devan accepts challenge - finds king sleeping - opens a bottle of red ants on the bed - King badly bitten - cries for help - servants rush in pretends to look for ants - Devan removes King's pyjamas – escapes - other thieves dumb founded - accept Devan their leader. | CO4 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate the story: *My Lost Dollar* by Stephen Leacock. | CO3 | An | 10 |
|  | b. | Narrate an unforgettable incident from your life. | CO3 | R | 10 |
|  |  |  |  |  |  |
| 7. | a. | Explain in detail the poem *Solitary Reaper* by William Wordsworth. | CO4 | U | 10 |
|  | b. | What is the deeper meaning of *Stopping by the Woods on a Snowy Evening* by Robert Frost? | CO4 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Draw a character sketch in detail the postmaster mentioned by Tagore in his story. | CO4 | R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Imagine yourself as a customer and prepare 10 conversational exchanges (dialogues) of how a shopkeeper and customer would converse in a shop. | CO5 | R | 15 |
|  | b. | Write the difference between Role Play and Group Discussion. | CO5 | An | 5 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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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** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 30 |  |  |  |  |  | 30 |
| CO2 |  |  |  | 10 |  |  | 10 |
| CO3 | 10 |  |  | 10 |  |  | 20 |
| CO4 | 40 | 30 |  | 20 |  |  | 90 |
| CO5 | 5 |  |  | 15 |  |  | 20 |
| CO6 | 10 |  |  |  |  |  | 10 |
|  | | | | | | | **180** |



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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** | | **CO** | | **BL** | | **Marks** | |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | | | | |
| 1. | a. | Explain with examples of different levels of Communication flow in an organization. | | CO3 | | U | | 10 |
|  | b. | Examine the process of communication with a flow chart. | | CO4 | | E | | 10 |
|  |  | **(OR)** | |  | |  | |  |
| 2. | a. | Critically Evaluate the different barriers of communication. | | CO4 | | E | | 10 |
|  | b. | Enumerate the common errors that occur in English Writing and Rewrite the given sentences with necessary corrections   1. I prefer cool drinks than ice cream. 2. She did not met me last week. 3. The last before year she got married 4. I am having four brothers and three sisters. 5. Myself, I am a teacher. | | CO3 | | U | | 10 |
|  |  |  | |  | |  | |  |
| 3. | a. | The effective communication requires the use of body movements –justify. | | CO5 | | E | | 8 |
|  | b. | Based on the inputs given, prepare six slides on the impact of Mobile usage by teenagers. | | CO6 | | C | | 12 |
|  |  | **(OR)** | |  | |  | |  |
| 4. | a. | Illustrate the importance of interpersonal communication in workplace. | | CO6 | | C | | 12 |
|  | b. | Examine the responses of people in interpersonal communication. | | CO5 | | E | | 8 |
|  |  |  | |  | |  | |  |
| 5. | a. | Comment on the role of English in interviews. | | CO5 | | An | | 10 |
|  | b. | Explain any five types of interview questions with examples. | | CO2 | | U | | 10 |
|  |  | **(OR)** | |  | |  | |  |
| 6. | a. | Evaluate the different interview techniques used in selection interview. | | CO5 | | An | | 10 |
|  | b. | Explain the different types of interviews . | | CO2 | | U | | 10 |
|  |  |  | |  | |  | |  |
| 7. | a. | Enumerate the characteristics of a sales letter. | | CO1 | | R | | 8 |
|  | b. | Write an enquiry letter to IBM, Coimbatore, asking for 100 laptops with specifications, availability, cost, offer and delivery of the items. | | CO3 | | A | | 12 |
|  |  | **(OR)** | |  | |  | |  |
| 8. | a. | UNI info system requires 100 computers, 100 tables, 10 printers to their office use. Give your quotation to the above items with their descriptions. | | CO3 | | A | | 12 |
|  | b. | Explain the functions of a sales letter. | | CO1 | | R | | 8 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | | | | |
| 9. |  | Write a chief guest address on the importance of sports for healthy living in 300 words. | | CO6 | | U | | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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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. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 16 | - | - | - | - | - | 16 |
| CO2 | - | 20 | - | - | - | - | 20 |
| CO3 | - | 20 | 24 | - | - | - | 44 |
| CO4 | - | - | - | - | 20 | - | 20 |
| CO5 | - | - | - | 20 | 16 | - | 36 |
| CO6 | - | 20 | - | - | - | 24 | 44 |
|  | | | | | | | **180** |



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| **Course Code** | **17EN3022** | **Duration** | **3hrs** |
| **Course Name** | **FEMINISM** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Trace the three phases of Feminism and highlight the revolutionary changes that happened in each phase. | CO3 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Describe the development of Indian Feminist theory encompassing the status of women starting from the Vedic age to 21st century. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | As per the recent statistics, it is found that India is not a safe place for women to live. Increasing female child abuse is very alarming. The domestic violence against women is also growing enormously.  Analyze the existing conditions of Indian women. What are the solutions that you would recommend to transform these conditions? | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Women continue to bear a heavier burden when it comes to balancing work and family, despite progress in recent decades to bring about gender equality in the workplace. Discuss the views of feminist on this issue. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | It is said that English language pays no attention to women’s feelings and emotions. Discuss quoting evidences to the above statement. | CO4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Describe the five Feminist Movements with reference to literature. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Choose any four writers from the following list and examine their literary renderings to prove that they are feminists:  i) Virginia Woolf ii) Mary Wollstonecraft iii) Simon de Beauvoir  iv) Kamala Das v) Sojourn Truth vi) Maya Angelou  vii) Mary Austell | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Identify some renowned historical characters of women at both national and international levels and analyze their contributions that paved way for societal reformations. | CO6 | An | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Women writers around the globe always blame men for their sufferings. Do you agree with this statement? Support your answer with reference to any two fiction writers and their writings. | CO5 | E | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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|  | **COURSE OUTCOMES** |
| CO1 | Comprehend the evolution- history and movements of feminism. |
| CO2 | Gain understanding of feminist issues dealt in India- UK- USA society and in literature. |
| CO3 | Explore the types of feminism and feminist literature. |
| CO4 | Comprehend and apply the oriental and occidental feminists theories. |
| CO5 | Be sensitized of gender related issues existing in east and west. |
| CO6 | Social sense is instilled by developing reading habits. |

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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 |  |  | 20 |  |  | 40 |
| CO4 |  | 40 |  |  |  |  | 40 |
| CO5 |  | 20 |  |  | 20 |  | 40 |
| CO6 |  |  |  | 20 |  |  | 20 |
|  | | | | | | | **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** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain in detail the components of Research with suitable examples. | CO5 | U | 10 |
|  | b. | a) Choose the appropriate vocabulary from the given option: (5 marks)   1. Dataset characteristics of each problem were measured **according to/ depending on/ following** Smith et.al. 2. I am not the **actual/ current/ topical** owner of the patent, I just invented the device. 3. The beds in the hotel were particularly **convenient/ advisable/ comfortable**. 4. Increased **all/ entire/ everything/ whole** body protein breakdown predominates over increased **all/ entire/ everything/ whole** body protein synthesis in multiple organ failure. 5. These are truly **amazed/ amazing** results, the authors should be congratulated on their work.   b) Use the appropriate vocabulary from the given words:(5 marks)  (**continuation, aim, aims to, addresses, feasibility study**)   1. Our \_\_\_\_\_\_\_\_ is to provide a short, practical analysis of how this language is used. 2. This article \_\_\_\_\_\_\_\_ de fi ne the difference between a hazard and a danger. 3. This article is the result of a \_\_\_\_\_\_\_\_ investigating... 4. This work \_\_\_\_\_\_\_\_ the problems inherent in... 5. This work is a direct \_\_\_\_\_\_\_\_ of the work begun by Zappata [2014]. | CO2 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Use the appropriate Research Vocabulary from the following:  (**research, compiled, tutorial, successfully, organize, extensively, cite, provides, skills, assignments)**  1. The educators’ section has been **………..** in consultation with educators who have worked **………..** on information literacy projects.  2. The student section provides a step-by-step **………….** for the research process, including how to **……….** and **…….** the sources, and templates for research papers.  3. World Book Student’s “How to Do Research” features **…….** tutorials and exercises for students and educators on 21st century information literacy **………**.  4. The feature covers how to teach **……….** skills, including how to structure **…………** so the students can **……………..** reach the goals set for them. | CO2 | A | 10 |
|  | b. | Describe the various library sources and the process of evaluating the sources before using in the research. | CO3 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | How do you relate your literature review with your research topic? Illustrate with examples. | CO1 | A | 10 |
|  | b. | Writing in English is strictly based on a specific word order. Substantiate this statement with reference to research. | CO2 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Discuss why Plagiarism is an ethical issue? How can it be avoided in a research paper? Give examples. | CO3 | U | 10 |
|  | b. | Demonstrate the importance of Abstract and Introduction in a Research Paper with examples. | CO1 | U | 10 |
|  |  |  |  |  |  |
| 5. | a. | i. Explain the different referencing available for research.  ii. Describe the process of a working Bibliography and the conversion of the same into the work cited with examples. | CO3 | U | 10 |
|  | b. | Elucidate the importance of findings, result and conclusion in a research paper. | CO1 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | How can editing, revising and proof reading assist in successfully publishing an article? Illustrate with examples. | CO5 | U | 10 |
|  | b. | Do logical fallacies affect a research paper? If so, how can it be identified and removed? | CO4 | U | 10 |
|  |  |  |  |  |  |
| 7. | a. | Illustrate the importance of time in research and discuss the elements of time management that makes a research paper valid. | CO4 | E | 15 |
|  | b. | *Rewrite the passage by paraphrasing*:  "An Anthropologist on Mars," Sacks lists some of the known facts about autism. We know, for example, that the condition occurs in roughly one out of every thousand children. We also know that the characteristics of autism do not vary from one culture to the next. And we know that the condition is difficult to diagnose until the child has entered the second or third year of life. As Sacks points out, often a child who goes on to develop autism will show no sign of the condition at the age of one (247).  Sacks observes, however, that researchers have had a hard time agreeing on the causes of autism. He sketches the diametrically opposed positions of Asperger and Kanner. On the one hand, Asperger saw the condition as representing a constitutional defect in the child's ability to make meaningful emotional contact with the external world. On the other hand, Kanner regarded autism as a consequence of harmful childrearing practices. For many years confusion about this condition reigned. One unfortunate consequence of this confusion, Sacks suggests, was the burden of guilt imposed on so many parents for their child's condition (247-48). | CO3 | C | 5 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Explain the methods of writing data for Science Research Paper with examples. | CO5 | U | 15 |
|  | b. | *Rewrite the following passage by summarizing*:  In Harry's world fate works not only through powers and objects such as prophecies, the Sorting Hat, wands, and the Goblet of Fire, but also through people. Repeatedly, other characters decide Harry's future for him, depriving him of freedom and choice. For example, before his eleventh birthday, the Dursleys control Harry's life, keeping from him knowledge of his past and understanding of his identity (Sorcerer's 49). In Harry Potter and the Chamber of Secrets, Dobby repeatedly assumes control over events by intercepting Ron's and Hermione's letters during the summer; by sealing the barrier to Platform 93⁄4, causing Harry to miss the Hogwarts Express; and by sending a Bludger after Harry in a Quidditch match, breaking his wrist. Yet again, in Harry Potter and the Prisoner of Azkaban, many adults intercede while attempting to protect Harry from perceived danger, as Snape observes: "Everyone from the Minister of Magic downward has been trying to keep famous Harry Potter safe from Sirius Black" (284). All these characters, as enactors of fate, unknowingly drive Harry toward his destiny by attempting to control or to direct his life, while themselves controlled and directed by fate.  —Julia Pond, "A Story of the Exceptional: Fate and Free Will in the Harry Potter Series" | CO3 | C | 5 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Prepare a mini project proposal on the title “Child abuse is a disgrace to the society”. | CO6 | C | 10 |
|  | b. | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Author’s Name | Name of the work | Publication | Place of publication | Year of Publication | Link | Volume | | Levine and Joseph M | The Battle of the Books: History and Literature in the Augustan Age | Cornell University Press | Ithaca | 1991 |  |  | | Soltes, Ori Z., ed. | *Georgia: Art and Civilization through the Ages* | Philip Wilson | London | 1999 |  |  | | MacFarlane,I | "Aboriginal Society in North West Tasmania: Dispossession and Genocide." | University of Tasmania |  | 2002 |  |  | | McDougall, K.L., B. A. Summerell, D. Coburn, and M. Newton. | "*Phytophthora Cinnamomi* Causing Disease in Subalpine Vegetation in New South Wales." | *Australasian Plant Pathology* 32 (Journal Name) |  | 2003 | <http://www.utas.edu.au/library/info/subj/management.html>. | no. 1.  113-15. | | Fitzgerald, F. Scott. | The Great Gatsby. | *Scribner* | New York | 1925 |  |  |   Prepare the bibliography using APA style with the information provided above. | CO3 | C | 10 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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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** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 | 10 |  |  |  | 30 |
| CO2 |  |  | 30 |  |  |  | 30 |
| CO3 |  | 30 |  |  |  | 20 | 50 |
| CO4 |  | 10 |  |  | 15 |  | 25 |
| CO5 |  | 35 |  |  |  |  | 35 |
| 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** | | **CO** | | **BL** | | **Marks** | | |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | | | | | |
| 1. | a. | Describe the process to trace various library sources and the way to evaluate them before using in the research. | | CO5 | | U | | 10 |
|  | b. | a) Choose the appropriate vocabulary from the option: (5 marks)   1. There is no **appropriate / proper / right / suitable** way of dealing with infidelity – the choice will entirely depend on the spouse. 2. Maximization can be achieved by finding **appropriate / proper / right / suitable** values for the optical flow velocity. 3. This method is **appropriate / proper / right / suitable** for small- and large-scale screening. 4. In what sense do people support family members because they see it as ‘the **appropriate / proper / right / suitable** thing to do’? 5. The torque, speed and position must be set precisely to the **appropriate / proper / right / suitable** values in order for the machine to function – these values can be found in the user manual.   b) Construct a word equivalent for the following to avoid redundancy: (5 marks)  1. a good number of  2. a high percentage of  3. a large proportion of  4. a number of  5. few in number | | CO2 | | A | | 10 |
|  |  | **(OR)** | |  | |  | |  |
| 2. | a. | i. Choose the appropriate vocabulary from the option: (5 marks)  1. Languages are generally **categorized / classified / divided / grouped / shared** into four main types.  2. Malnutrition can give **rise to / cause / lead to / result in / stem from** a series of diverse factors.  3. The graph shows that there has been a **gradual / marked / remarkable / sharp / slight / steady / steep** rise in the number of incidents since 2012.  4. The table highlights the steady **decline / decrease / drop / fall / rise** in the number of teenage pregnancies.  5. The system comes **complete / incorporates / is equipped / is fully integrated / is fitted** with a tracking device.  ii. Choose the appropriate preposition from the given options: (5 marks)  1. Access \_\_ something (Ø / at / to)  2. Fain access \_\_ something (Ø / at / to)  3. Act \_\_ something (on / onto / to)  4. add X \_\_ Y (Ø / at / to)  5. allocate X \_\_ Y (Ø / at / to)  6. associate X \_\_ Y (at / to / with)  7. benefit \_\_ something (by / from / of)  8. change X \_\_ Y (in / into / to)  9. choose \_\_ a set (between / from / of)  10. compensate \_\_ something (Ø / for / from) | | CO2 | | A | | 10 |
|  | b. | Explain in detail the components of Research with suitable examples. | | CO5 | | U | | 10 |
|  |  |  | |  | |  | |  |
| 3. | a. | How do you relate your literature review with your research topic? Illustrate with examples. | | CO1 | | A | | 10 |
|  | b. | Explain in detail the specific word order followed in English. Substantiate with reference to research. | | CO2 | | A | | 10 |
|  |  | **(OR)** | |  | |  | |  |
| 4. | a. | Discuss the ethical issue involved in Plagiarism and the ways it can be avoided in a research paper? Give examples. | | CO3 | | U | | 10 |
|  | b. | Describe the importance of Abstract and Introduction in a Research Paper with examples. | | CO1 | | U | | 10 |
|  |  |  | |  | |  | |  |
| 5. | a. | i. Explain the different referencing available for research.  ii. Describe the process of a working Bibliography and the conversion of the same into the work cited with examples. | | CO3 | | U | | 10 |
|  | b. | Elucidate the importance of findings, result and conclusion in a research paper. | | CO1 | | U | | 10 |
|  |  | **(OR)** | |  | |  | |  |
| 6. | a. | How can editing, revising and proof reading assist in successfully publishing an article? Illustrate with examples. | | CO5 | | U | | 10 |
|  | b. | Do logical fallacies affect a research paper? If so how can it be identified and removed? | | CO4 | | U | | 10 |
|  |  |  | |  | |  | |  |
| 7. | a. | Evaluate the importance of time in research and discuss the elements of time management that makes a research paper valid. | | CO4 | | E | | 15 |
|  | b. | *Rewrite the passage by paraphrasing*:  Anything printed and bound in book size can be called a book, but the quality or mind distinguishes the value of it. What is a book? This is how Anatole France describes it: "A series of little printed signs- essentially only that. It is for the reader to supply himself the forms and colors and sentiments to which these signs correspond. It will depend on him whether the book is dull or brilliant, hot with passion or cold as ice. Or if you prefer to put it otherwise, each word in a book is a magic finger that sets a fiber of our brain vibrating like a harp string and so evokes a note from the sounding board of our soul. No matter how skillful, how inspired' the artist's hand, the sound it makes depends on the quality of the strings within ourselves." Until recently books were the preserve of a small section-the urban upper classes. Some, even today, make it a point to call themselves intellectuals. It would be a pity if books were meant only for intellectuals and not for housewives, farmers, factory workers, artisans and, so on. In India there are first-generation learners, whose parents might have been illiterate. This poses special challenges to our authors and to those who are entrusted with the task of disseminating knowledge. We need much more research in the use of language and the development of techniques by which knowledge can be transferred to these people without transmission loss. | | CO3 | | C | | 5 |
|  |  | **(OR)** | |  | |  | |  |
| 8. | a. | Explain the methods of writing data for Science Research Paper with examples. | | CO5 | | U | | 15 |
|  | b. | *Rewrite the following passage by summarizing*:  In the 16th century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king’s favor. After he was dismissed from service by the king of Portugal, he offered to serve the future Emperor Charles V of Spain.  A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near 50 degrees S latitude. Magellan named this passage the Strait of All Saints, but today it is known as the Strait of Magellan.  One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian now known as the International Date Line in the early spring of 1521 after 98 days on the Pacific Ocean. During those long days at sea, many of Magellan’s men died of starvation and disease.  Later, Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and 17 sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge. | | CO3 | | C | | 5 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | | | | | |
| 9. | a. | Prepare a mini project proposal and a slide presentation on the title “Women need law than care”. | | CO6 | | C | | 10 | |
|  | b. | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Author’s Name | Name of the work | Publication | Place of publication | Year of Publication | Link | Volume | | Levine and Joseph M | The Battle of the Books: History and Literature in the Augustan Age | Cornell University Press | Ithaca | 1991 |  |  | | Soltes, Ori Z., ed. | *Georgia: Art and Civilization through the Ages* | Philip Wilson | London | 1999 |  |  | | MacFarlane,I | "Aboriginal Society in North West Tasmania: Dispossession and Genocide." | University of Tasmania |  | 2002 |  |  | | McDougall, K.L., B. A. Summerell, D. Coburn, and M. Newton. | "*Phytophthora Cinnamomi* Causing Disease in Subalpine Vegetation in New South Wales." | *Australasian Plant Pathology* 32 (Journal Name) |  | 2003 | <http://www.utas.edu.au/library/info/subj/management.html>. | no. 1.  113-15. | | Fitzgerald, F. Scott. | The Great Gatsby. | *Scribner* | New York | 1925 |  |  |   Prepare the bibliography using APA style with the information provided above. | | CO3 | | C | | 10 | |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
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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** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 | 10 |  |  |  | 30 |
| CO2 |  |  | 30 |  |  |  | 30 |
| CO3 |  | 20 |  |  |  | 20 | 40 |
| CO4 |  | 10 |  |  | 15 |  | 25 |
| CO5 |  | 45 |  |  |  |  | 45 |
| CO6 |  |  |  |  |  | 10 | 10 |
|  | | | | | | | **180** |



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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** | | **CO** | **BL** | **Marks** |
| **PART – A (5 X 16 = 80 MARKS)**  **(Answer any five from the following)** | | | | | |
| 1. | a. | What is the significance of title in a research paper? | CO1 | U | 6 |
|  | b. | Prepare a structured abstract on any topic of your choice in 250 words. | CO2 | A | 10 |
|  |  |  |  |  |  |
| 2. | a. | How can one plan and prepare for writing a research paper? | CO 3 | U | 8 |
|  | b. | Analyze the importance of avoiding lengthy and redundant sentences. | CO2 | An | 8 |
|  |  |  |  |  |  |
| 3. | a. | Explain the key skills required for writing an introduction. | CO4 | R | 10 |
|  | b. | What is ambiguity? And why it has to be avoided? | CO1 | R | 6 |
|  |  |  |  |  |  |
| 4. |  | Apply the mechanics of writing a research paper. | CO6 | A | 16 |
|  |  |  |  |  |  |
| 5. |  | Explain the different types of Plagiarism with examples. | CO2 | U | 16 |
|  |  |  |  |  |  |
| 6. | a. | Examine the IMRAD method in research paper writing. | CO4 | E | 10 |
|  | b. | Evaluate the skills needed for writing conclusion. | CO3 | E | 6 |
|  |  |  |  |  |  |
| 7. | a. | Bring out the role of Literature review in identifying the research gap. | CO5 | An | 10 |
|  | b. | Give some useful phrases for writing the draft of your paper in different sections. | CO3 | U | 6 |
| **PART – B (1 X 20 = 20 MARKS)**  **(Compulsory Question)** | | | | | |
| 8. |  | Discuss elaborately the sections of a research paper. | CO5 | U | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **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** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 6 | 6 |  |  |  |  | 12 |
| CO2 |  | 16 | 10 | 8 |  |  | 34 |
| CO3 |  | 14 |  |  | 6 |  | 20 |
| CO4 | 10 |  |  |  | 10 |  | 20 |
| CO5 |  | 20 |  | 10 |  |  | 30 |
| CO6 |  |  | 16 |  |  |  | 16 |
|  | | | | | | | **132** |



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

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| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **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 |
|  |  |  |  |  |  |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **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 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |



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| **Course Code** | **21EN2001** | **Duration** | **3hrs** |
| **Course Name** | **ENGLISH FOR COMMUNICATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Critically analyze the poem “The Solitary Reaper” written by William Wordsworth. | CO1 | An | 12 |
|  | b. | Interpret the following lines from the poem “Stopping by the Woods in a Snowy Evening”  Whose woods these are I think I know.  His house is in the village though;  He will not see me stopping here  To watch his woods fill up with snow. | CO5 | An | 8 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Identify the traditional poetic elements present in the poem “The Ballad of Father Gilligan” written by W.B.Yeats. | CO1 | An | 12 |
|  | b. | Analyze the following lines from the poem “Stopping by the Woods in a Snowy Evening”  He gives his harness bells a shake  To ask if there is some mistake.  The only other sound’s the sweep  Of easy wind and downy flake. | CO5 | An | 8 |
|  |  |  |  |  |  |
| 3. | a. | Prison is the common way most countries try to solve the problem of crime. However, a more effective solution is to provide the public a better education. To what extent do you agree or disagree? | CO4 | E | 10 |
|  | b. | Analyze the character of the Village school master as given in the poem by Oliver Goldsmith. | CO2 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Our personalities are predetermined as a result of our genes before we are born and there is nothing that can be done to change our character traits. Give your opinion on this statement. | CO4 | E | 10 |
|  | b. | Critically analyze the following lines from the poem “Village Schoolmaster”  Lands he could measure, terms and tides presage, And e'en the story ran that he could gauge. In arguing too, the parson own'd his skill, For e'en though vanquish'd he could argue still; While words of learned length and thund'ring sound Amazed the gazing rustics rang'd around; And still they gaz'd and still the wonder grew, That one small head could carry all he knew. But past is all his fame. The very spot Where many a time he triumph'd is forgot. | CO5 | An | 10 |
|  |  |  |  |  |  |
| 5. | a. | Describe the characteristics of Rex from the story “Snapshot of a Dog” by James Thurber. | CO2 | U | 10 |
|  | b. | What are the characteristics you like and dislike in the character of The Postmaster as given by Tagore in his story “The Postmaster”? | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | How was Lalajee able to set things right after his loss? Explain with reference to the story “Lalajee”. | CO2 | U | 10 |
|  | b. | List out the features of Group Discussion and also explain what could be avoided in a group discussion to make it more effective. | CO3 | U | 10 |
|  |  |  |  |  |  |
| 7. | a. | Justify the title of the story “My Lost Dollar” written by Stephen Leacock. | CO4 | U | 10 |
|  | b. | Who is the real Millionaire? Interpret from the story “The Model Millionaire” by Oscar Wilde. | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Why do O. Henry call Della and Jim as the wisest people than the wise men in the story “The Gift of the Magi” | CO4 | U | 10 |
|  | b. | Describe the sudden transition that happens in the life of the small boy in the story “The Tiger in the Tunnel” | CO4 | U | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Develop the hints given below:  Dick – actor – brilliant - strange character - insists on realism - headache to the manager - a new drama - first drinking scene - water provided in a cup as usual - Dick insists on liquor - manager has to buy a bottle of liquor - second scene – fight - insists on real swords - refuses to handle wooden swords - steel swords brought - third scene - hero drinks poison - manager has real poison - actor in a fix - promises to be sensible in future. | CO6 | C | 10 |
|  | b. | Expand the story line given using your creativity.  Once there lived a rich man who was earning a lot of money. He was in search of peace ………… | CO6 | C | 10 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Communicate their ideas clearly and effectively. |
| CO2 | Read different kinds of texts. |
| CO3 | Give short 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** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  |  |  | 24 |  |  | 24 |
| CO2 |  | 20 |  | 10 |  |  | 30 |
| CO3 |  | 10 |  |  |  |  | 10 |
| CO4 |  | 50 |  |  | 20 |  | 70 |
| CO5 |  |  |  | 26 |  |  | 26 |
| CO6 |  |  |  |  |  | 20 | 20 |
|  | | | | | | | **180** |



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| **Course Code** | **21EN2004** | **Duration** | **3hrs** |
| **Course Name** | **CREATIVE ENGLISH** | **Max. Marks** | **100** |

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| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | **Identify the figures of speech in the following sentences:**  (i) The lily is as sweet as the rose  (ii) There is a garden in her face  Where roses and white lilies grow  (iii) Lightning danced across the sky.  (iv) He is running faster than the wind.  (v) Little oaks fell great trees. | CO3 | U | 5 |
|  | b. | “Beauty is something we derive when we have got used to the beast” – Substantiate this statement with reference to R.K.Narayan’s “Beauty and the Beast”. | CO3 | An | 15 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Describe the struggles faced by Booker T Washington to get admission into Hampton Institute and further to get an education. | CO3 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Comment on Mark Antony’s power of persuasion and rhetoric in the funeral oration. | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Summarize the blessings bestowed on good people from the *Beatitudes of Jesus Christ.* | CO4 | R | 10 |
|  | b. | State how Portia brings out the importance of the quality of Mercy to Shylock. | CO4 | An | 10 |
|  |  |  |  |  |  |
| 5. |  | Discuss the preparatory steps for an interview. | CO6 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | You experience a continuous power cut in your area. You wish to bring it to the notice of the Assistant Engineer, Electricity Board. Draft a detailed letter of complaint giving details of the difficulty you and the families in your colony are facing. | CO6 | U | 10 |
|  | b. | Narrate an unforgettable incident in your life. | CO5 | A | 10 |
|  |  |  |  |  |  |
| 7. |  | Examine the different aspects of Body Language and explain how it enhances communication. | CO6 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Write an essay on the topic “There is no gain but only loss in wars”. | CO5 | A | 10 |
|  | b. | Everyone should have equal access to quality education – Is it possible in a developing country like India? Give your opinion. | CO5 | A | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Compare and contrast the different behaviors of the man in the lift and the bus conductor and discuss the importance of polite manners with reference to A.G. Gardiner’s “On Saying Please”. | CO3 | U | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Develop cognitive skills. |
| CO2 | Gain vocabulary skills and proper language usage. |
| CO3 | Acquire the skills 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** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  |  |  |  | - | - |  |
| CO2 |  | 5 |  |  |  |  | 5 |
| CO3 | 20 | 20 |  | 15 | - | - | 55 |
| CO4 | 10 |  |  | 30 |  |  | 40 |
| CO5 |  |  | 30 |  | - | - | 30 |
| CO6 | 20 | 10 |  | 20 | - | - | 50 |
|  | | | | | | | **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** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Describe how Nissim Ezekiel's "The Night of the Scorpion" is set against the backdrop of Indian rural setting. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Describe in detail Sarojini Naidu’s aesthetic sense in her poetry. | CO6 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Critically analyze the philosophy of life with reference to Tagore’s Gitanjali. | CO2 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Discuss the experience of Kamala Das as a Confessional Poet with reference to the prescribed poetry. | CO6 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Identify and interpret the theme of Jawaharlal Nehru’s The Discovery of India. | CO2 | A | 10 |
|  | b. | Explain the love of Nirad. C. Choudhry on England through his work “A Passage to England”. | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Summarize the power of prayer as observed by Dr. A.B.J. Abdul Kalam. | CO4 | C | 10 |
|  | b. | Review the belief of Sri Aurobindo about the Renaissance in India. | CO4 | U | 10 |
|  |  |  |  |  |  |
| 7. |  | Justify Girish Karnad’s “Nagamandala” as a Mythical-romance. | CO2 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Justify the title “Chandalika” by Rabindranath Tagore. | CO2 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Compare and contrast the writers Bharathi Mukerjee, Anita desai and Arundhati Roy with reference to the prescribed texts. | CO3 | A | 10 |
|  | b. | Differentiate the writing style of Salman Rushdie and Amitav Ghosh with reference to the prescribed texts. | CO3 | A | 10 |

CO – COURSE OUTCOME BL – BLOOMS’ LEVEL

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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 |  | 20 |  |  |  |  | 20 |
| CO2 |  |  |  | 10 | 60 |  | 70 |
| CO3 |  |  |  | 20 |  |  | 20 |
| CO4 |  | 20 |  |  |  | 10 | 30 |
| CO5 |  |  |  |  |  |  |  |
| CO6 |  | 40 |  |  |  |  | 40 |
|  | | | | | | | **180** |



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

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| **Q. No.** | **Questions** | | | | **CO** | **BL** | **Marks** |
| **PART – A (20 X 1 = 20 MARKS)** | | | | | | | |
| 1. | Write the synonym of the word: False.  Fake / Falls | | | | CO1 | U | 1 |
| 2. | Write the prefix to form the antonym.  There was some agreement over the bill | | | | CO1 | R | 1 |
| 3. | Write the Antonym of the word: Ancient.  Modern / Old | | | | 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 : Some/ Sum  ----------------- of you must do the work to make it effective. | | | | CO1 | U | 1 |
| 7. | Frame sentences with the following homophones:  Bear  Bear | | | | CO3 | U | 1 |
| 8. | Frame a sentence for the given word: Affect | | | | 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. | | | | CO5 | U | 1 |
| 14. | Identify the verb that agrees with the subject.  Every one of the boat’s crew ------------ (was/were) drowned. | | | | CO3 | R | 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.  My little cousin turns \_\_\_\_\_\_\_ (to, too, two) years old tomorrow. | | | | 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: Flour / Flower  Rose is a beautiful ………… ; Chapattis are prepared by wheat ------- | | | | CO3 | U | 1 |
| 20. | Fill in with the appropriate preposition: and / but  Simon is a very kind humble person. | | | | 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 out the types of interview. | | | | CO6 | R | 5 |
| 23. | Competitive sports are a cause for ill-will - Substantiate from “War Minus Shooting”. | | | | CO3 | R | 5 |
| 24. | Narrate the author’s 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. | Read the passage and answer the questions given below:  Life is not just party and pleasure; it is also pain and despair, unforeseen things happen. Sometimes everything turns upside down. At times bad physical disability and birth defects. We cannot choose our parents of the circumstances of our birth. So if the ball bounces that way, sorry. But what do we do from here? Cry, or take the ball and run? That is a choice we have to make.  We can choose our attitude even though we cannot always choose our  circumstance. The choice is either to act like a victor or a victim. It is not our position but disposition that determines our destiny.  It makes both rain and sunshine to create a rainbow. Our lives are no different. There is happiness and sorrow. There is the good and the bad; dark and bright spots. If we can handle adversity, it only strengthens us. We cannot control all the events that happen in our lives, but we can control how we deal with them.  1) What is life?  2) Mention two things that are beyond our control.  3) What determines our destiny according to the author?  4) What happens if we can handle adversity?  5) What do we have control over? | | | | CO4 | U | 5 |
| 28. | Comment on the advancement of Technology in the field of Agriculture. | | | | CO5 | A | 5 |
| 29. | Write a report on the Flower Show that you witnessed during your summer vacation. | | | | CO5 | U | 5 |
| 30. | List out five Homophones and frame sentences. | | | | CO3 | R | 5 |
| 31. | List out five Homonyms and frame sentences. | | | | 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. | | Prepare five slides to present it in your class on the topic “ My Favorite Sports” | CO1 | A | 10 |
| 34. | | 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 |
| 35. | |  | | Draft a job application letter along with your CV for the position of trainee in your dream company. | CO3 | A | 15 |
|  | |  | |  |  |  |  |
|  | | | **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** |