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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Narrate the incidents that happened in the life of Lalajee by Jim Corbett | CO1 | R | 10 |
|  | b. | Explain in detail the characters and knowledge of *the Village School Master* by Oliver Goldsmith. | CO1 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | How the characters of Hughie Erskine depicted by Oscar Wilde in *The Model Millionaire.* | CO4 | U | 10 |
|  | b. | Elaborate how Tembu takes up the watchman role of his father Baldeo in *The Tiger in the Tunnel* by Ruskin Bond. | CO4 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | Explain the characters of Rex is portrayed in *Snapshot of a Dog* in detail. | CO4 | R | 10 |
|  | b. | Narrate the story of *The Ballad of Father Gilligan* and emphasize on God sent an angel instead of him to minister the dying parishioner. | CO1 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Prepare a note-making by using the mapping method from the following passage:  Listening is an important component in the process of communication. It is an instrument which we keep on using throughout life for gathering information and acquiring knowledge. There is a need, therefore to improve the skill of listening through conscious efforts. Listening skills allow you to understand what someone is “talking about”. Good listening skills make workers more productive. The ability to listen carefully will allow you to.  · Better understand assignments and what is expected of you;  · Build rapport with co-workers, bosses, and clients;  · Show support;  · Work better in a team-based environment;  · Resolve problems with customers, co-workers, and bosses;  · Answer questions; and  · Find underlying meaning in what others say. | CO4 | An | 10 |
|  | b. | Narrate an unforgettable incident from your life. | CO6 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Summarize the following passage:  RED CHILLIES  Red chillies are very rich in vitamin C and pro-vitamin A Yellow and especially green chillies (Which are essentially unripe fruit) contain a considerably lower amount of both substances. In addition, peppers are a good source of most B6 in particular. They are very high in potassium and high in magnesium and iron .their high vitamin C content can also substantially increase the uptake of non-heme iron from other ingredients in a meal, such as beans and grain. Recent studies reveal that chilli peppers can have a wide range of benefits from helping alleviate pain in arthritis patients, can have a wide range of benefits from helping alleviate pain in arthritis patients, to acting effectively against cancer causing tumours. Experts say capsaicin, the chemical that gives spicy food its kick, could be used to kill tumours with few or no side effects for the patient. Hot peppers, along with other spices are also known for their ability to kill parasites in the gastro-intestinal tract; for this reason, they are a useful dietary component in tropical regions. Chilli peppers also have cardiovascular benefits, weight loss properties (by inducing thermogenesis) and helps to clear mucus from stuffed noses or congested lungs. Chilli also helps to lower the risk of Diabetes; according to a study by the American Journal of Clinical Nutrition, the amount of insulin required to lower blood sugar after a meal is reduced if the meal contains chilli pepper. Canadian researchers believe that chillies could play a vital role in curing diabetes. Chilli pepper as a weight loss technique has also been the subject of a book titled “The Chilli pepper Diet” | CO2 | An | 10 |
|  | b. | Develop the following hints into a readable passage and give a suitable title.  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 | CO4 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Give your opinion on the characteristics of Della and Jim. Explain your view on the way in which they sacrificed their possessions. | CO3 | An | 10 |
|  | b. | Identify the reason for Stephen Leacock to start “Back to Honesty Movement”. | CO3 | R | 10 |
|  |  |  |  |  |  |
| 7. | a. | Explain William Wordsworth’s poem the *Solitary Reaper.* | CO4 | U | 10 |
|  | b. | Explain in detail the theme of the poem *Stopping by the Woods on a Snowy Evening.* | CO4 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Write the qualities of the postmaster mentioned by Rabindranath Tagore. | CO4 | R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Write the difference between role play and group discussion. | CO5 | R | 5 |
|  | b. | Imagine yourself as a Doctor and prepare 10 conversational exchanges (dialogues) with a patient in a hospital, regarding the disease, treatment and medicine to be given to the sickly person. | CO5 | An | 15 |

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

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **17EN2002 / 16EN2002 /10EN202 / 14EN2002 / 17EN2016** | **Duration** | **3hrs** |
| **Course Name** | **PROFESSIONAL ENGLISH** | **Max. Marks** | **100** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **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. ------- dinner will be served soon. 2. John eats ------- apple every day. 3. Sheeba considered Sita ------ genius.   **Correct the mistakes in the following sentences:**   1. Slow and steady win the race. 2. Neither the captain nor the playmates was not available in the playground. | CO1 | A | 5 |
|  | ii) | Describe the stages in job interviews. | CO4 | R | 5 |
|  | b. | Explain the word Communication and its significance. | CO3 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | List out the visual signs in Non-Verbal Communication and explain them briefly. | CO3 | R | 10 |
|  | b. | Explain the tips for effective non-verbal communication. | CO4 | R | 10 |
|  |  |  |  |  |  |
| 3. | a. | Explain the four directions of information flow in communications. | CO4 | R | 10 |
|  | b. | Elaborate proxemics - spatial language. | CO4 | R | 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 | R | 10 |
|  | b. | Elaborate kinesics under body language. | CO4 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Describe sale advertisement and the different types of advertisements. | CO6 | U | 10 |
|  | b. | Prepare a poster stating that you are giving a clearance sale upto 50% offer for your product which you are manufacturing in your company, in Chennai. | CO6 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Write a circular to the customer, announcing the opening of a branch in Dhaka city by The Vasanth Electronic World. | CO5 | R | 10 |
|  | b. | Discuss the importance of communication in day to day life. | CO3 | U | 10 |
|  |  |  |  |  |  |
| 7. | a. | Prepare five slides to present in your class on the topic “Festivals”. | CO6 | A | 10 |
|  | b. | Discuss the various types of interview and the questions frequently asked during the interview. | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Read the agenda below carefully and write the minutes of the meeting.  Agenda  Discipline in campus.  Lack of attendance.  Progress in academics.  Trip to Bangalore. | CO2 | U | 10 |
|  | b. | Prepare a report on the road accident which you witnessed recently while you traveled in a bus from Mysore to Goa. | CO4 | R | 10 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Write a letter of Job application to the General Manager, Klenty Software, Chennai, for the senior post in backend developer. | CO5 | R | 10 |
|  | b. | Identify the barriers of communication and explain briefly. | CO4 | U | 10 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **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 / BL** | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  |  | 15 |  |  |  | 15 |
| CO2 |  | 10 |  |  |  |  | 10 |
| CO3 | 10 | 20 |  |  |  |  | 30 |
| CO4 | 55 | 20 |  |  |  |  | 75 |
| CO5 | 30 |  |  |  |  |  | 30 |
| CO6 |  | 20 |  |  |  |  | 20 |
|  | | | | | | | **180** |

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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **17EN3009** | **Duration** | **3hrs** |
| **Course Name** | **ENGLISH FOR SPECIFIC PURPOSES** | **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. |  | Explain the role of technology in ESP. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Describe the best model for the English for academic purpose course. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Describe academic writing in ESP. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Discuss the significant role of ESP in modern time. | CO6 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | Elaborate the history of evolution, classification, theory of ESP. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Discuss on the language issues in ESP. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain the role of ESP teachers. | CO1 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Illustrate the case studies for the course design in ESP. | CO1 | An | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Describe speaking for academic purposes in various academic settings. | CO3 | R | 20 |

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

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Comprehend the significance of teaching and learning ESP |
| CO2 | Understand the evolution of different branches in ESP |
| CO3 | Learn to play various roles of ESP teacher |
| CO4 | Specialize in assessing and evaluating the performance of learners |
| CO5 | Evolve strategies to overcome difficulties in LSRW skills |
| CO6 | Acquire the ability to frame syllabus for ESP course for the students and professionals |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 |  |  | 40 |  |  | 60 |
| CO2 | 40 |  |  |  |  |  | 40 |
| CO3 | 20 |  |  |  |  |  | 20 |
| CO4 |  | 20 |  |  |  |  | 20 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 | 20 |  |  |  |  |  | 20 |
|  | | | | | | | **180** |

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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **17EN3010** | **Duration** | **3hrs** |
| **Course Name** | **TEACHING ENGLISH AS SECOND LANGUAGE** | **Max. Marks** | **100** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain the best methods for instructing adult learners in English as a second language. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Discuss the cultural differences that affect the acquisition and use of English as a second language. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Illustrate the role of technology in enhancing the ESL learning outcomes. | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | What are the best practices for motivating ESL students at different age levels? | CO4 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | Describe the impact of language policy and planning on the learning and teaching of English as a second language. | CO4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | How can we integrate the cultural elements of the language in the teaching of English as a Second Language? | CO3 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | List out the online teaching techniques for TESL and explain them. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Elaborate the effectiveness of using authentic materials in English language courses for developing the listening and reading skills. | CO6 | An | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Discuss the effectiveness of teaching English for academic purposes in English language courses for college students. | CO6 | An | 20 |

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

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Understand the basics of teaching English as a Second Language |
| CO2 | Design an effective strategy for ESL classroom in accordance with individual learning style |
| CO3 | Gain the ability to design strategies for teaching different levels of students |
| CO4 | Understand the methods of improving different skills |
| CO5 | Apply various factors that influence the ESL classroom |
| CO6 | Acquire the knowledge of human factors that influence learning |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 |  | 20 |  |  |  |  | 20 |
| CO3 |  | 20 |  |  |  |  | 20 |
| CO4 | 40 | 20 |  |  |  |  | 60 |
| CO5 |  |  |  | 20 |  |  | 20 |
| CO6 |  |  |  | 40 |  |  | 40 |
|  | | | | | | | **180** |

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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Discuss the major parts of the research paper with suitable examples. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Describe the stages of writing a Research paper with suitable examples. | CO5 | R | 20 |
|  |  |  |  |  |  |
| 3. | a. | How do you relate your literature review with your research topic? Explain in detail with examples. | CO2 | U | 10 |
|  | b. | **Use the appropriate Research Vocabulary from the following:**  **(**impact, Context, devised, creating, vertical, period, stable, new concept, manipulate, valid ,reason,)  1. It is often possible to guess the meaning of a word from the other words around it-that is to say, the\_\_\_\_  2. In 1990, the British researcher Tim Berners-Lee \_\_\_ the first browser, and so paved the way for the development of the World Wide Web  3. In newspapers, the layout of the columns is \_\_\_ while the rows run across the page horizontally.  4. The rise in the number of deaths from AIDS has had a very significant \_\_\_ people's sexual behavior  5. Over a \_\_\_\_\_\_\_\_\_\_\_\_ of twenty years, the economy grew at an average of 8% per year.  6. After a very difficult night, his blood pressure became \_\_\_\_\_\_ again and his family was allowed to visit him.  7. In order to be successful, some politics\_\_\_\_\_\_\_\_\_\_\_\_\_\_ other people to get what they want.  8. Japanese and Korean companies have invested heavily in the UK \_\_\_\_\_\_' thousands of new jobs.  9. If you submit work late, you will lose marks and may be even be given a fail grade, unless you have a \_\_\_\_\_\_\_\_\_\_ such as Illness.  10. One travel company is now advertising completely \_\_\_\_,\_\_\_\_in tourism: into outer space by rocket. | CO1 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Describe how data can be analyzed, presented and used in a research paper. Illustrate with suitable examples. | CO4 | R | 10 |
|  | b. | **Choose the appropriate vocabulary from the given option:**  **(**dispose of, similar, formulate, Prince, consume energy, cassette tape, administer, tropical, carbon, rainforest)  1. Although exactly identical, the two books are so \_\_\_\_\_\_ to each other that one author must have copied much of this book from others.  2. Prime minister set up a committee of financial experts to help him discuss and \_\_\_\_\_ new policies.  3.Environmentalists are keen to persuade us to \_\_\_\_\_ rubbish and waste in more environmentally-friendly ways  4. The North Americans \_\_\_\_\_\_ more energy and resources than any other nation.  5.Studying a language can take up a great deal of time, money and \_\_\_\_\_\_\_\_\_  6. The police have a duty to \_\_\_\_\_\_\_\_\_ the law fairly and give everyone the same treatment.  7. In modern cars, sound system play series rather than........,.........  8. The ...........,.......... of the Amazon contain over 10% of all known plant species found on earth  9. The element \_\_\_\_\_\_\_\_\_\_ is all around us, in the air we breathe, even in the pencils with which we write.  10. In the United Kingdom, the '\_\_\_\_\_\_\_\_\_\_of Wales' is the official title of eldest son of the monarch. | CO1 | A | 10 |
|  |  |  |  |  |  |
| 5. | a. | Discuss the ethical issue involved in Plagiarism, its types and the ways it can be avoided in a research paper? Give examples. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | How can editing, revising and proof reading assist in successfully publishing an article? Illustrate with examples. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 7. | a. | Elucidate the function of Bibliography in a research paper and differentiate the styles used in Bibliography. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Elucidate the importance of findings, result and conclusion in a research paper. | CO2 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Frame a project proposal on the topic “Protection to women against Violence”. | CO5 | C | 10 |
|  | b. | Create five effective slides for presentation on the topic “ Feed the needy”. | CO6 | C | 10 |

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

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 | 20 |  |  |  | 40 |
| CO2 |  | 70 |  |  |  |  | 70 |
| CO3 |  | 20 |  |  |  |  | 20 |
| CO4 | 10 |  |  |  |  |  | 10 |
| CO5 | 20 |  |  |  |  | 10 | 30 |
| CO6 |  |  |  |  |  | 10 | 10 |
|  | | | | | | | **180** |



**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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

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| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **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? | CO2 | U | 8 |
|  | b. | Prepare a structured abstract on any topic of your choice in 250 words. | CO2 | A | 8 |
|  |  |  |  |  |  |
| 2. | a. | How can one plan and prepare for writing a research paper? | CO1 | U | 8 |
|  | b. | Analyze the importance of avoiding lengthy and redundant sentences. | CO4 | An | 8 |
|  |  |  |  |  |  |
| 3. | a. | Explain the key skills required for writing an introduction. | CO5 | U | 10 |
|  | b. | What is ambiguity? And why it has to be avoided? | CO4 | R | 6 |
|  |  |  |  |  |  |
| 4. | a. | Review of literature helps to identify the research gap- examine. | CO2 | E | 16 |
|  |  |  |  |  |  |
| 5. | a. | Clearly state the role of persons involved in writing and publishing a research paper. | CO5 | A | 16 |
| 6. | a. | Examine the IMRAD method in research paper writing. | CO2 | E | 10 |
|  | b. | Evaluate the skills needed for writing conclusion. | CO1 | E | 6 |
|  |  |  |  |  |  |
| 7. | a. | Differentiate the types of plagiarism. | CO3 | An | 10 |
|  | b. | Plagiarism is a punishable crime-Elucidate. | CO3 | A | 6 |
| **PART – B (1 X 20 = 20 MARKS) [Compulsory Question]** | | | | | |
| 8. | a. | Enumerate the elements of a research Paper and explain elaborately the need for redrafting and Quality check. | CO6 | U | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 8 |  |  | 6 |  | 14 |
| CO2 |  | 18 | 8 |  | 16 |  | 42 |
| CO3 |  |  | 6 | 10 |  |  | 16 |
| CO4 | 6 |  |  | 8 |  |  | 14 |
| CO5 |  | 10 | 16 |  |  |  | 26 |
| CO6 |  | 20 |  |  |  |  | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **21EN2002** | **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 the importance of English in Communication. | CO1 | U | 1 |
|  | b. | A ……….. letter is written by the customer to enquire about selling price, supplies, goods for which the Supplier responds with quoted price, terms and conditions of delivery. | CO6 | R | 1 |
|  | c. | Identify the errors and correct them:   1. Rekha is fighting with her brother for ball. 2. America is considered richest country in the world. 3. The cattle is grazing in my neighbour’s field. 4. You are passed in the examination. 5. Physics are taught by our class teacher. 6. He fell ill and died in three years. | CO1 | AP | 6 |
|  | d. | Explain the types of communication with examples. | CO1 | U | 12 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain the process of Communication? | CO1 | U | 1 |
|  | b. | A report is a short, sharp, concise document which is written for a particular ……… and ………… | CO5 | R | 1 |
|  | c. | Fill in with the right article or preposition :   1. I fell and hurt myself ……… I was playing. 2. ……… the meal we exchanged news. 3. It started to rain …………… the match. 4. We had a lovely meal yesterday. We sat at the table …….. three hours. 5. He went swimming …….. Sunday morning. 6. This house was built ……. the nineteenth century. | CO1 | AP | 6 |
|  | d. | Explain the barriers that affect communication with examples. | CO1 | U | 12 |
| 3. | a. | Define Kinesics with examples. | CO3 | U | 2 |
|  | b. | Give two examples for visual communication. | CO2 | U | 2 |
|  | c. | Explain non-verbal communication in detail with examples. | CO2 | U | 16 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Define Proxemics with examples. | CO3 | U | 2 |
|  | b. | State two examples for audio-visual communication. | CO2 | U | 2 |
|  | c. | What are the different types of interview? Explain few with examples. | CO4 | U | 16 |
|  |  |  |  |  |  |
| 5. | a. | Explain the meaning, planning and types of presentation skills with examples. | CO2 | U | 10 |
|  | b. | Write a letter to enquire about the availability of 100 laptops for your emerging company. Request for the price of the laptops and accessories and also the delivery instruction. | CO6 | AP | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Imagine you have applied for a programmer job in Jolly Tech a month back. Write a follow-up letter to remind the manager about your application and share your interest to work in their company. | CO4 | AP | 10 |
|  | b. | Explain the importance of Mock interview before a real interview with relevant examples. | CO4 | U | 10 |
| 7. | a. | Draft a sales advertisement to launch a new grocery shop in your city. Give considerable discount to familiarize your shop among common people. | CO6 | AP | 10 |
|  | b. | Prepare a newspaper report on the kidnap of a small kid that happened around your vicinity. | CO6 | AP | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Draft a circular to inform your colleagues in your department about the change of work timings from 5.00pm to 6.00 pm with effect from the month of January 2023. Add some valuable reason for the change. | CO6 | AP | 10 |
|  | b. | Write a response letter to Mr. Gupta who enquired about the following products from your company. Quote the prices and discounts if any.  List of Products:   1. Keyboard – Bluetooth – 50 pcs 2. Mouse – Bluetooth – 50 pcs 3. Adapter – C Type – 50 pcs | 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 International Conference. Include the different session guest speaker’s honorarium, travel, food and accommodation along with the refreshment and kit for participants. | CO5 | AP | 10 |
|  | b. | Based on the agenda prepared, frame the minutes of meeting. | CO5 | AP | 10 |

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

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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 / BL** | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 26 | 12 |  |  |  | 38 |
| CO2 |  | 30 |  |  |  |  | 30 |
| CO3 |  | 4 |  |  |  |  | 4 |
| CO4 |  | 26 | 10 |  |  |  | 36 |
| CO5 | 1 |  | 20 |  |  |  | 21 |
| CO6 | 1 |  | 50 |  |  |  | 51 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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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. | Describe the struggles faced by Booker T Washington to get admission into Hampton Institute. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | What according to Bacon are the benefits of studying? | CO3 | R | 20 |
|  |  |  |  |  |  |
| 3. | a. | Comment on Mark Antony’s power of persuasion and rhetoric in the funeral oration. | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Summarise 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. | a. | 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. | a. | Write an essay on the topic “Impact of Social Networking”. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Examine the different aspects of Body Language and explain how it enhances communication. | CO6 | An | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Compare and contrast the different behaviors of the men in the lift and the bus conductor and discuss the importance of polite manners with reference to A.G. Gardiners “On Saying Please”. | CO3 | U | 20 |

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|  | **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 | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  |  |  |  | - | - |  |
| CO2 |  |  |  |  |  |  |  |
| CO3 | 20 | 20 |  | 20 | - | - | 60 |
| CO4 | 10 |  |  | 30 |  |  | 40 |
| CO5 |  |  | 30 |  | - | - | 30 |
| CO6 | 20 | 10 |  | 20 | - | - | 50 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Define ‘Language’ and explain its significance in behavior and speech. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Describe the semiotic point of view of language with examples. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Explain Nom Chomsky’s theory of language acquisition. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Elucidate Jean Piaget’s theory and stages of cognitive development. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Differentiate between L1 and L2 acquisition. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Discuss the role of language in education. | CO6 | U | 20 |
|  |  |  |  |  |  |
| 7. | a. | Explain the nature and process of Applied Linguistics. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Describe the types of Linguistics and explain the scope in education. | CO2 | U | 20 |
| **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 /BL | **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 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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

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| **Q. No** | **Questions** | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | |
| 1. | **Examine the thematic exploration and representation of suffering and its effects on the characters within Nissim Ezekiel's poem "Night of the Scorpion." Analyze how the poem offers diverse viewpoints on coping with hardship and adversity.** | CO1 | U | 20 |
|  | **(OR)** |  |  |  |
| 2. | **Explore the contrasting perspectives on women and their desires expressed in Sarojini Naidu's poems "The Palanquin Bearers" and "The Soul's Prayer." How do these poems reflect different aspects of societal expectations and female agency in the poet's context?** | CO5 | An | 20 |
|  |  |  |  |  |
| 3. | * Analyze the symbolic meaning of the title "The Shadow Lines." How do the various shadow lines in the novel, both literal and metaphorical, impact the characters' lives and relationships? | CO2 | An | 20 |
|  | **(OR)** |  |  |  |
| 4. | * Examine how the novel *The God of Small Things* portrays the social hierarchy and the deep-rooted injustices faced by marginalized communities, particularly the Untouchables as represented by Velutha. | CO5 | U | 20 |
|  |  |  |  |  |
| 5. | **The title ‘Nagamandala’ holds symbolic meaning within the play. Explain the various interpretations of the title and how it relates to the play's central themes and conflicts.** | CO3 | U | 20 |
|  | **(OR)** |  |  |  |
| 6. | Discuss *Chandalika* as a journey of self-discovery of Prakriti. | CO6 | U | 20 |
|  |  |  |  |  |
| 7. | How does Nehru portray India's rich cultural heritage, shaped by diverse influences throughout history? What challenges and opportunities does he see in this diversity? | CO4 | R | 20 |
|  | **(OR)** |  |  |  |
| 8. | How does Aurobindo trace the renaissance of India and its manifestations in his prose work? | CO4 | E | 20 |
|  |  |  |  |  |
|  | **COMPULSORY QUESTION** |  |  |  |
| 9. | How does Salman Rushdie use Magic Realism to tell the Story of India in *Midnight's Children*? | CO2 | A | 20 |

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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 | analyze the sentiments, emotions and characteristics of writings of Indian authors. |
| CO4 | Comprehend the social, political and economic 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 its influence upon men. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / BL | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 |  |  | 20 | 20 |  |  | 40 |
| CO3 |  | 20 |  |  |  |  | 20 |
| CO4 | 20 |  |  |  | 20 |  | 40 |
| CO5 |  | 20 |  | 20 |  |  | 40 |
| CO6 |  | 20 |  |  |  |  | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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

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| **Q. No.** | **Questions** | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | |
| 1. | How does Richard's concept of the four kinds of meaning in literature inform our understanding of deeper layers of interpretation within texts, and how can this framework be applied to analyze specific literary works effectively? | CO2 | R | 20 |
|  | **(OR)** |  |  |  |
| 2. | Analyse the ways in which T.S. Eliot's essay "Tradition and the Individual Talent" challenges conventional understandings of creativity and literary influence. Evaluate the implications of Eliot's perspective for comprehending the relationship between tradition and innovation in literature. | CO6 | An | 20 |
|  |  |  |  |  |
| 3. | **How does Derrida challenge the notion of a fixed and stable meaning within structuralist thought, and what are the implications of this challenge for our understanding of language, knowledge, and interpretation?** | CO3 | R | 20 |
|  | **(OR)** |  |  |  |
| 4. | Evaluate the overall effectiveness of Abrams' framework in understanding the development and application of critical schools. Consider its usefulness in various contexts and its potential limitations. | CO5 | E | 20 |
|  |  |  |  |  |
| 5. | Explain how Spivak's idea of "strategic essentialism" critiques traditional feminist approaches and sheds light on the experiences of marginalized women differently. | CO1 | U | 20 |
|  | **(OR)** |  |  |  |
| 6. | Critically evaluate the contribution of Spivak's concept of the subaltern to feminist theories of intersectionality. Consider the potential benefits and drawbacks of incorporating this concept and its effectiveness in addressing the needs of marginalized women within feminist discourse. | CO4 | E | 20 |
|  |  |  |  |  |
| 7. | How does Jung's concept of the archetypes (universal, unconscious patterns) illuminate the analysis of literary characters and their motivations? | CO2 | R | 20 |
|  | **(OR)** |  |  |  |
| 8. | Explain, in your own words, Frye's definition and classification of archetypes in literature. Identify the key characteristics of his archetypal criticism, such as its focus on genre and recurring patterns. | CO6 | U | 20 |
| **COMPULSORY QUESTION** | | | | |
| 9. | According to Todorov, what are the three main types of detective fiction, and how do they differ in terms of their narrative structure, focus, and resolution? | CO2 | U | 20 |

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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 Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 | 40 | 20 |  |  |  |  | 60 |
| CO3 | 20 |  |  |  |  |  | 20 |
| CO4 |  |  |  |  | 20 |  | 20 |
| CO5 |  |  |  |  | 20 |  | 20 |
| CO6 |  | 20 |  | 20 |  |  | 40 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **21EN3015** | **Duration** | **3hrs** |
| **Course Name** | **LANGUAGE AND COMMUNICATION (BUSINESS ENGLISH)** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Define the term communication. Explain the principles and importance of business communication. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | What are the types of Communication? Explain its significance through LSRW skills. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Explain the barriers of communication and the ways to overcome these barriers. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Illustrate the features of Telephonic conversation in detail. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | How can we enhance business communication through presentation skills? Explain. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | 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 |
| **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 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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

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| **Q. No.** | **Questions** | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | |
| 1. | How do the four types of discourse (description, narration, exposition, and argumentation) differ from each other in their purpose, structure, and use of language? | CO2 | U | 20 |
|  | **(OR)** |  |  |  |
| 2. | How does the literature review section differ from other parts of the composition in terms of its content, style, and approach to synthesizing existing research? | CO1 | An | 20 |
|  |  |  |  |  |
| 3. | **What distinguishes qualitative literary research from quantitative literary research, and how do researchers decide which approach to use in their studies?** | CO3 | R | 20 |
|  | **(OR)** |  |  |  |
| 4. | What is the fundamental purpose of research, and how does it contribute to the advancement of knowledge in various fields? | CO2 | An | 20 |
|  |  |  |  |  |
| 5. | Explain the difference between quantitative research design and qualitative research design, and when each approach is more appropriate? | CO1 | R | 20 |
|  | **(OR)** |  |  |  |
| 6. | Analyze the role of hypothesis in the research process, and how it guides the formulation and testing of research questions. | CO6 | An | 20 |
|  |  |  |  |  |
| 7. | What are the key steps involved in planning a thesis, from selecting a research topic to developing a research proposal? | CO4 | U | 20 |
|  | **(OR)** |  |  |  |
| 8. | What are the essential components of a thesis, and how do they contribute to the overall structure and organization of the document? | CO1 | U | 20 |
| **COMPULSORY QUESTION** | | | | |
| 9. | Critically evaluate the effectiveness of literature reviews as a cornerstone of research project development. Consider the strengths and limitations of this approach and discuss potential alternative or complementary strategies for informing and shaping research endeavors. | CO6 | E | 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 Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 | 20 |  | 20 |  |  | 60 |
| CO2 |  | 20 |  | 20 |  |  | 40 |
| CO3 | 20 |  |  |  |  |  | 20 |
| CO4 |  | 20 |  |  | 20 |  | 40 |
| CO5 |  |  |  | 20 |  |  | 20 |
| CO6 |  |  |  |  | 20 |  | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **23EN2001** | **Duration** | **3hrs** |
| **Course Name** | **ENGLISH FOR COMMUNICATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | How does Oscar Wilde depict the character of Hughie Erskine in *The Model Millionaire?* | CO2 | U | 10 |
|  | b. | *The Tiger in the Tunnel* by Ruskin Bond is a theme of protection in relation to the family- Illustrate. | CO2 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Describe the character of *the Village School Master* by Oliver Goldsmith? | CO1 | R | 10 |
|  | b. | Examine the events in the life of Lalajee that brought his status back in the society. | CO2 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | Prepare a note-making by using the mapping method from the following passage:  **BALANCING THE SCALES**  Artificial intelligence (AI) is making a difference to how legal work is done, but it isn’t the threat it is made out to be. AI is making impressive progress and shaking up things all over the world today. The assumption that advancements in technology and artificial intelligence will render any profession defunct is just that, an assumption and a false one. The only purpose this assumption serves is creating mass panic and hostility towards embracing technology that is meant to make our lives easier.  Let us understand what this means explicitly for the legal world. The ambit of AI includes recognizing human speech and objects, making decisions based on data, and translating languages. Tasks that can be defined as ‘search-and-find’ type can be performed by AI.  Introducing AI to this profession will primarily be for the purpose of automating mundane, tedious tasks that require negligible human intelligence. The kind of artificial intelligence that is employed by industries in the current scene, when extended to the law will enable quicker services at a lower price. AI is meant to automate a number of tasks that take up precious working hours lawyers could be devoted to tasks that require discerning, empathy, and trust- qualities that cannot be replicated by even the most sophisticated form of AI. The legal profession is one of the oldest professions in the world. Thriving over 1000 years; trust, judgement, and diligence are the pillars of this profession. The most important pillar is the relationship of trust between a lawyer and clients, which can only be achieved through human connection and interaction.  While artificial intelligence can be useful in scanning and organizing documents pertaining to a case, it cannot perform higher-level tasks such as sharp decision making, relationship-building with valuable clients and writing legal briefs, advising clients, and appearing in court. These are over and above the realm of computerization.  The smooth proceeding of a case is not possible without sound legal research. While presenting cases lawyers need to assimilate information in the form of legal research by referring to a number of relevant cases to find those that will favour their client’s motion. Lawyers are even required to thoroughly know the opposing stand and supporting legal arguments they can expect to prepare a watertight defence strategy. AI, software that operates on natural language enables electronic discovery of information relevant to a case, contract reviews, and automation generation of legal documents.  AI utilizes big-data analytics which enables visualization of case data. It also allows for creation of a map of the cases which were cited in previous cases and their resulting verdicts, as per the website Towards Data Science. The probability of a positive outcome of a case can be predicted by leveraging predictive analytics with machine learning. This is advantageous to firms as they can determine the return on investment in litigation and whether an agreement or arbitration should be considered. | CO5 | 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. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | 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 character of Rex in detail from *Snapshot of a Dog*. | CO2 | U | 10 |
|  |  |  |  |  |  |
| 5. | a. | Elaborate the story: *My Lost Dollar* by Stephen Leacock. | CO2 | R | 10 |
|  | b. | Narrate an unforgettable incident from your life. | CO3 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Summarize the following passage in five sentences in your own words:  With an abundance of low-priced labour relative to the United States, it is no surprise that China, India and other developing countries specialize in the production of labour-intensive products. For similar reasons, the United States will specialize in the production of goods that are human- and physical-capital intensive because of the relative abundance  This division of global production should yield higher global output of both types of goods than would be the case if each country attempted to produce both of these goods itself. For example, the United States would produce more expensive labour-intensive goods because of its more expensive labour and the developing countries would produce more expensive human and physical capital-intensive goods because of their relative scarcity of these inputs. This logic implies that the United States is unlikely to be a significant global competitor in the production green technologies that are not relatively intensive in human and physical capital.  Nevertheless, during the early stages of the development of a new technology, the United States has a comparative advantage in the production of the products enabled by this innovation. However, once these technologies become well-understood and production processes are designed that can make use of less-skilled labour, production will migrate to countries with less expensive labour. | CO5 | An | 10 |
|  | b. | Develop the following hints into a readable passage and give a suitable title:  Manager of a firm advertised - night watchman - applicants presented - manager not satisfied - found something wrong with each man - there was Raju - an applicant - sat in a corner - patiently waiting - his turn came - manager found nothing wrong in his appearance - questioned about his health - got the reply - I suffering from sleeplessness - manager happy - appointed him | CO5 | R | 10 |
|  |  |  |  |  |  |
| 7. | a. | Write a Paragraph on Physical Exercise. | CO6 | R | 10 |
|  | b. | Develop a story on how you spent a day out with your family. | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Explain in detail the poem *Solitary Reaper* by William Wordsworth. | CO1 | An | 10 |
|  | b. | What is the deeper meaning of *Stopping by the Woods on a Snowy Evening* by Robert Frost? | CO1 | R | 10 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Write the difference between Role Play and Group Discussion. | CO4 | An | 10 |
|  | b. | Imagine yourself as a customer and prepare 10 conversational exchanges (dialogues) between a shopkeeper and customer in a mobile shop. | CO3 | An | 10 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | develop interest in reading and enjoying poetry |
| CO2 | comprehend general and literary texts |
| CO3 | communicate effectively and appropriately in real life situation |
| CO4 | expand knowledge in conversational skills and apply in daily usage |
| CO5 | develop the ideas and write them in an organized way |
| CO6 | become confident in creative and professional writing |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 30 |  |  | 10 |  |  | 40 |
| CO2 | 20 | 40 |  |  |  |  | 60 |
| CO3 | 10 |  |  | 10 |  |  | 20 |
| CO4 |  | 10 |  | 10 |  |  | 20 |
| CO5 | 10 |  |  | 20 |  |  | 30 |
| CO6 | 10 |  |  |  |  |  | 10 |
|  | | | | | | | **180** |

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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **23EN2002** | **Duration** | **3 hrs** |
| **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. | Discuss the different types of communication with examples. | CO1 | U | 10 |
|  | b. | Explain the role of English in interview. | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain the process of communication. | CO1 | U | 10 |
|  | b. | Write the significance of non-verbal communication. | CO3 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | Body language plays a significant role in communication? Discuss. | CO3 | An | 10 |
|  | b. | Explain the various zones in Proxemics. | CO1 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Analyze the methods used to plan, prepare and present an oral presentation. | CO2 | An | 10 |
|  | b. | Explain the aspects of Kinesics. | CO3 | U | 10 |
|  |  |  |  |  |  |
| 5. | a. | Illustrate the types of interviews 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 interview question with examples. | CO4 | U | 10 |
|  | b. | 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 | R | 10 |
|  |  |  |  |  |  |
| 7. | a. | Assume that 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 | U | 10 |
|  | b. | Prepare an advertisement flier to promote the sales of your product. | CO2 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | 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 qualify you for the job. | CO5 | U | 10 |
|  | b. | Explain the four directions of communication flow. | CO1 | R | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Write a job application letter and your resume to the General Manager, Human Resources of Sandvik Asia Ltd., Mumbai. | CO5 | R | 20 |

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

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 10 | 30 |  |  |  |  | 40 |
| CO2 |  | 10 |  | 10 |  |  | 20 |
| CO3 |  | 20 |  | 10 |  |  | 30 |
| CO4 |  | 40 |  |  |  |  | 40 |
| CO5 | 20 | 20 |  |  |  |  | 40 |
| CO6 | 10 |  |  |  |  |  | 10 |
|  | | | | | | | **180** |

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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **23EN2003** | **Duration** | **3hrs** |
| **Course Name** | **GENERAL 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. | Write an essay on the people who influenced Kalam and made an impact on him during his childhood, school and college days. | CO2 | U | 15 |
|  | b. | Fill in with the appropriate vocabulary given in brackets:  (Antipathy, Indolence, amiable, disgrace, Indignant)  a. Decreased level of motivation can lead a person into ------------.  b. The cheap attitude of the son brought --------- to the family.  c. The rude behavior of John developed an---------- in the mind of Grace.  d. Clara is an ---------- person liked by all her friends.  e. ------------- at her husband’s behaviour, she decided to teach him a lesson. | CO1 | A | 5 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain Charles Lamb’s description of the bachelor’s complaints about married people. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 3. | a. | Elucidate the features of ‘forgetting’ and their effects according to Robert Lynd. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Describe the feeling evoked in Wordsworth by the song of the solitary reaper. | CO3 | An | 10 |
|  | b. | What impact did the dancing daffodils have on the poet? | CO3 | U | 10 |
|  |  |  |  |  |  |
| 5. | a. | ‘Ode to a Skylark’ is a masterpiece of English Romantic poetry capturing the sublime power of nature and the human imagination - Explain. | CO3 | An | 10 |
|  | b. | Discuss the development of the theme of transience and permanence as discussed in the poem ‘Ode on the Grecian Urn’. | CO3 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Why does Severn make an appeal to the adults to change their ways? | CO6 | U | 10 |
|  | b. | Comment on Malala’s Nobel Prize lecture | CO6 | U | 10 |
|  |  |  |  |  |  |
| 7. | a. | How did the teachings of Sudha Murty’s grandparents influence her to help people who are in need? | CO5 | R | 10 |
|  | b. | Elaborate on the impact made by JRD Tata on Sudha Murthy’s life. | CO5 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Narrate the reason behind the high literacy rate of the district of South Canara with reference to Sudha Murty’s short story “The Real Jewels” | CO5 | U | 10 |
|  | b. | ‘Hassan’s Attendance Problem’ describes the consequences of not taking things seriously’ – Explain | CO4 | U | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Revolution2020 is the story of a love triangle and corruption in the education system – Discuss. | CO4 | An | 20 |

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

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | gain understanding in vocabulary and word usage |
| CO2 | acquire the skills of reading and comprehending literary pieces |
| CO3 | develop interest in reading and enjoying poetry |
| CO4 | analyze and interpret fictions |
| CO5 | Appreciate the lives and values of different personalities |
| CO6 | Learn the values of life and appreciate the worth of living. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  |  | 5 |  |  |  | 5 |
| CO2 | 20 | 35 |  |  |  |  | 55 |
| CO3 |  | 10 |  | 30 |  |  | 40 |
| CO4 |  | 10 |  | 20 |  |  | 30 |
| CO5 | 10 | 10 |  | 10 |  |  | 30 |
| CO6 |  | 20 |  |  |  |  | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **23EN2004** | **Duration** | **3hrs** |
| **Course Name** | **CREATIVE ENGLISH** | **Max. Marks** | **100** |

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| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **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. | CO2 | U | 5 |
|  | b. | What was Jesus’ message to the people through the Sermon on the Mount? | CO4 | R | 15 |
|  |  | **(OR)** |  |  |  |
| 2. |  | How does A.G.Gardiner expound the necessity and importance of being polite in his essay ‘On Saying Please’. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Summarize Mark Antony’s funeral oration in *Julius Caesar* and comment on the power of persuasion and rhetoric in his speech. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Explain the dream and hope of Martin Luther King Jr.as expressed in his speech. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Discuss the types of questions asked in a job interview and 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. | CO5 | U | 10 |
|  | b. | Every individual should have access to quality education. Is it possible in a developing country like India? Give your opinion. | CO1 | A | 10 |
|  |  |  |  |  |  |
| 7. |  | Write an essay on the topic “India of my Dreams”. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Body language is an integral part of Communication– Substantiate. | CO5 | An | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Describe the struggles faced by Booker T Washington as a slave in the plantation, a worker in the coal mine and further to get an education in Hampton. | CO3 | R | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | develop cognitive skills |
| CO2 | gain proper usage of language skills |
| CO3 | acquire the skill of comprehending literary texts |
| CO4 | appreciate and interpret literary masterpieces |
| CO5 | write creatively and professionally |
| CO6 | interact in a flawless manner |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  |  | 30 |  |  |  | 30 |
| CO2 |  | 5 | 20 |  |  |  | 25 |
| CO3 | 20 | 20 |  |  |  |  | 40 |
| CO4 | 15 |  | 20 |  |  |  | 35 |
| CO5 |  | 10 |  | 20 |  |  | 30 |
| CO6 | 20 |  |  |  |  |  | 20 |
|  | | | | | | | **180** |

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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **23EN2005** | **Duration** | **3hrs** |
| **Course Name** | **TECHNICAL ENGLISH WRITING** | **Max. Marks** | **100** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Write the Synonyms of the following words.  Light, Beautiful, Perfect, Abandon, Assist, Crazy, Adequate, Candid, Necessary, Lucky. | CO1 | R | 10 |
|  | b. | Write the Antonyms of the following words  Accept, Ability, Cheerful, Encourage, Establish, Flexible, Partial, Organise, Pleasant, Remarkable. | CO1 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Give Suffixes for the following words  Appoint, Conceal, Move, Act, Select, Narrate, Attend, Assure, Rely, Arrive. | CO1 | R | 10 |
|  | b. | Give Prefixes for the following words  Active, Regular, Movable, National, Mobile, Climax, Lingual, Chairman, phone, Graph. | CO1 | R | 10 |
|  |  |  |  |  |  |
| 3. | a. | Write different strategies to improve reading. | CO2 | U | 10 |
|  | b. | Explain the methods involved in reading. | CO2 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Write an essay on Interview preparation techniques. | CO3 | U | 10 |
|  | b. | Draft a resume as you are applying for Job as fresher. | CO3 | U | 10 |
|  |  |  |  |  |  |
| 5. | a. | What is Group Discussion? How can you make an effective Group Discussion? | CO5 | U | 10 |
|  | b. | State Leadership skills and group interaction strategies. | CO5 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Discuss the techniques for individual contribution in GD. | CO5 | U | 10 |
|  | b. | What are characteristics of successful Group Discussion? | CO5 | U | 10 |
|  |  |  |  |  |  |
| 7. | a. | Mention the importance of body language in oral presentation. | CO4 | A | 10 |
|  | b. | Elaborate the steps involved in planning the presentation. | CO4 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | State the steps for preparing the presentation. | CO4 | A | 10 |
|  | b. | As a presenter write some techniques to manage stage fright. | CO4 | A | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Write a paragraph on ‘War and its impact on human life’ | CO6 | A | 10 |
|  | b. | Write a letter to a Media company requesting for the post of Media executive. | CO6 | A | 10 |

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

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Apply appropriate general and technical vocabulary. |
| CO2 | Comprehend and review academic texts. |
| CO3 | Reproduce grammatically and technically correct sentences. |
| CO4 | Present oneself professionally in various contexts. |
| CO5 | Participate in group activities and contribute effectively. |
| CO6 | Demonstrate better professional skills and be successful communicators in formal contexts. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 40 |  |  |  |  |  | 40 |
| CO2 |  | 20 |  |  |  |  | 20 |
| CO3 |  | 20 |  |  |  |  | 20 |
| CO4 |  |  | 40 |  |  |  | 40 |
| CO5 |  | 40 |  |  |  |  | 40 |
| CO6 |  |  | 20 |  |  |  | 20 |
|  | | | | | | | **180** |

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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **23EN2006** | **Duration** | **3hrs** |
| **Course Name** | **ENGLISH FOR MEDIA** | **Max. Marks** | **100** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Write the stages of Communication with diagram. | CO1 | R | 10 |
|  | b. | Explain the types of Communication. | CO1 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | What is ICTs and its Tools? | CO2 | R | 10 |
|  | b. | What are the Barriers of ICTs? | CO2 | R | 10 |
|  |  |  |  |  |  |
| 3. | a. | Define Journalism and bring out the different types of Journalism. | CO3 | A | 10 |
|  | b. | State the Six types of Audience in Journalism. | CO3 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | What is News? Explore on different types of News. | CO4 | R | 10 |
|  | b. | Write a note on Feature articles. | CO4 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Narrate the two types of Magazines and list out the articles included in Magazines. | CO5 | A | 10 |
|  | b. | Bring out the Characteristics of Periodical. | CO5 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate on the Content of Magazines. | CO5 | U | 10 |
|  | b. | Mention the Magazine writing style and its kind. | CO5 | U | 10 |
|  |  |  |  |  |  |
| 7. | a. | State the types of Radio and Genre. | CO3 | U | 10 |
|  | b. | Narrate a TV programme and write the making of a TV programme. | CO3 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Explain Freelancing and Proofreading. | CO6 | U | 10 |
|  | b. | How to write a Book review? | CO6 | U | 10 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | What is Review? Draft a Film review of your favorite movie. | CO6 | U | 20 |
|  |  |  |  |  |  |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Apply knowledge of human communication and language processes |
| CO2 | Understand the characteristics of contemporary mass media |
| CO3 | Critically analyze and discuss media message content |
| CO4 | produce mass media products including news stories and press releases |
| CO5 | Conceptualize and design one or more works in media |
| CO6 | Create emerging media products including blogs, digital audio, etc. |

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| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 |  |  |  |  |  | 20 |
| CO2 | 20 |  |  |  |  |  | 20 |
| CO3 |  | 20 | 20 |  |  |  | 40 |
| CO4 | 20 |  |  |  |  |  | 20 |
| CO5 |  | 20 | 20 |  |  |  | 40 |
| CO6 |  | 40 |  |  |  |  | 40 |
|  | | | | | | | **180** |