Holy Cross College (Autonomous), Nagercoil
Kanyakumari District, Tamil Nadu.
Accredited with A$^+$ by NAAC - IV cycle –
CGPA 3.35

Affiliated to
Manonmaniam Sundaranar University,
Tirunelveli

DEPARTMENT OF ENGLISH LITERATURE WITH MEDIA COMMUNICATION

UG Teaching Plan (Eve Semester)

2024-2025

Vision

To chisel empowered media professionals with ethical responsibility and cultural sensitivity

Mission

To create responsible and socially accountable professionals with a holistic grasp of English language and literature with media communication.

Programme Educational Objectives (PEOs)

PEOs	Upon completion of B.A/B.Sc. Degree Programme, the graduates will be able to	Mapping with Mission
PEO 1	apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.	M1& M2
PEO 2	use practical knowledge for developing professional empowerment and entrepreneurship and societal services.	M2, M3, M4 & M5
PEO 3	pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.	M3, M4, M5 & M6

Programme Outcomes (POs)

PO	Upon completion of B.A. Degree Programme, the graduates will be able to:	Mapping with PEOs
PO1	obtain efficiently the knowledge and skills to face life challenges.	PEO1
PO2	implement the contributions of great thinkers/ writers/ activists and transform the society in accordance with local, national and global needs.	PEO1
PO3	enhance leadership qualities, team spirit and communication skills for a better developmental career.	PEO2
PO4	apply the comprehensive learning to attain self-confidence and self-reliance in their chosen career and higher education.	PEO2
PO5	communicate effectively and collaborate successfully with peers to become competent professionals.	PEO2 & PEO3
PO6	prioritize cultural, ethical and moral values through learning experiences for a sustainable development.	PEO2 & PEO3

| PO7 | participate in learning activities throughout life, through self-paced and self-directed learning to improve knowledge and skills. | PEO1 & PEO3 |

Programme Specific Outcomes (PSOs)

PSO	Upon completion of B.A. English Literature with Media Communication the graduates will be able to:	Mapping with POs
PSO1	acquire good knowledge and understand the specific discipline of study.	PO2
PSO2	demonstrate a deep understanding of media theories, practices, and technologies, enabling them to critically analyze and evaluate media content and its societal impact.	PO1, PO2
PSO3	exhibit a strong sense of ethical responsibility, adhering to professional standards and practices in media communication, and demonstrating respect for diverse perspectives and cultural sensitivity.	PO3, PO5
PSO4	prepared for entry-level positions in media-related industries or further academic pursuits, equipped with the knowledge, skills, and portfolio necessary to succeed in the competitive media landscape.	PO4, PO7
PSO5	enable a holistic perspective towards the socio-political inequalities and environmental issues.	PO6

SEMESTER II
CORE III : BRITISH LITERATURE

Department: English Literature with Media Communication

Class: I B.A English Literature with Media Communication

Title of the course Core III : British Literature

Semester: II

Course Code: GU242CC1

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
GU242CC1	4	1	-	5	5	75	25	75	100

Objectives

1.To increase the ability of the students to intellectually assess the world through literature.

2.To enable learners to analyze British literature and the culture of the English-speaking people

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	Cognitive Level
CO-1	demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	PSO-2	K1(R)
CO-2	understand the historical and cultural contexts in which British literary works are written, allowing for a deeper appreciation of the texts.	PSO-2	K2(U)
CO-3	distinguish between the characteristics of British literary movements in discussing and writing about British literature.	PSO-2	K2(U)
CO-4	read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth century.	PSO-2	K3(Ap)
CO-5	write about literature using standard literary terminology and other literary conventions.	PSO-2	K3(Ap)

Teaching plan

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	**Prose** Sir Richard Steele – The Spectator Club	4		Lecture, Discussion, and Interactive PPT	Quiz, Slip test
	2	Joseph Addison –Household Superstitions	4	K2		
	3	Oliver Goldsmith – A City Night- Piece	4			
	4	Charles Lamb – Dissertation upon a Roast Pig	3			
II	1	**Poetry** John Dryden - Mac Flecknoe	4		Lecture, Discussion and PPT	Quiz, Slip Test
	2	Alexander Pope - Epistle to Dr. Arbuthnot	4	K4		
	3	Robert Burns – A Red, Red Rose	3			
	4	John Keats- Ode on a Grecian Urn	4			
III	1	**Drama** Christopher Marlowe – *Dr. Faustus*	15	K4	Lecture, Video, PPT & Discussion	Critical Analysis, Slip test, Quiz
IV	1	**Short Stories** Guy de Maupassant - Diamond Necklace	5		Lecture, video PPT & Discussion	Class test, Critical Analysis, Questioning and Discussion
	2	Somerset Maugham - Ant and the Grasshopper	5	K4		

	3	Katherine Mansfield - The Garden Party	5			
V	1	**Fiction** Zadie Smith – *White Teeth*	15	K4	Lecture, Interactive PPT, Video & Discussion	Class Test, Quiz and Critical Analysis.

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development, Employability

Activities (Em/ En/SD): **Editing and Publishing Practice, Literary Debates and Discussions, Literature and Media Analysis, Digital Content Creation**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Human Values

Activities related to Cross Cutting Issues: **Group Discussion. Creative Writing, Role Play**

Assignment: **1. Exploring Themes in Early British Literature**

2. Dramatic and Narrative Styles in British Literature

Sample questions

Part A

1. Define the term *Augustan Age* in British literature. (K1)
2. What does Charles Lamb reflect on in *Dissertation upon a Roast Pig*? (K2)
3. Identify the main theme of *The Spectator Club*. (K1)
4. Who wrote *Ode on a Grecian Urn*, and in which literary period does it belong? (K1)
5. State the historical context of Christopher Marlowe's *Dr. Faustus*. (K1)

Part B

1. Explain the portrayal of vanity and materialism in *The Diamond Necklace*. (K2)
2. Compare the treatment of love in *A Red, Red Rose* and *The Garden Party*. (K3)
3. Analyze the tragic arc of Dr. Faustus in relation to classical tragedy. (K4)
4. Discuss the role of setting in *The Garden Party* as a reflection of class differences. (K4)
5. What is the underlying message in Zadie Smith's *White Teeth*? (K2)

Part C

1. Explore how *The Spectator Club* reflects the social dynamics of 18th-century England. (K3)

2. Compare the moral lessons of *The Ant and the Grasshopper* and *The Diamond Necklace*. (K3)

3. How does the pastoral imagery in *A Red, Red Rose* contribute to its universal appeal? (K3)

4. Analyze the portrayal of ambition and its consequences in *Dr. Faustus*. (K4)

5. Compare and contrast the thematic concerns in *Mac Flecknoe* and *Epistle to Dr. Arbuthnot*. (K4)

Head of the Department

Ms. Maria Helen Janoba

Course Instructor

Dr. R. Eveline Shindya

Semester II

CORE COURSE IV: SOCIAL HISTORY OF ENGLAND

Department   :   **English with Media Communication**

Class   :   **I BA**

Title of the Course   :   **CORE COURSE IV: SOCIAL HISTORY OF ENGLAND**

Semester   :   **II**

Course Code   :   **GU242CC2**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
GU242CC2	3	1	-	-	3	4	60	25	75	100

Learning Objectives:

1. To understand the major social, cultural, and political changes that have taken place in England from the medieval period to the present day.

2. To analyze the impact of major historical events and movements on English society, such as the Industrial Revolution, the World Wars, etc**.**

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	recall the significance of major historical events and social movements in shaping English society	K1
2.	understand the intersections of class, gender, race, religion, and political power in English society	K2
3.	comprehend and evaluate the social, economic, and cultural factors that have shaped English society	K2
4.	demonstrate and articulate complex historical concepts to non-specialist audiences	K2
5.	apply historical knowledge and critical analysis to contemporary issues and debates in English society, including debates about identity, nationalism, and social justice	K3

K1 - Remember**; K2 -** Understand**; K3 –** Apply

Teaching Plan

Total Contact hours: 60 (Including lectures, assignments and test)

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
I						
	1.	Introduction	3	K2 (U)	Introductory Session, Lecture using chalk and talk, PPT , Review	Written Essays, Class Discussion, Peer Review, Short answers Test.
	2.	The Renaissance and its Impact on England	5	K1 (R)	Lecture using chalk and talk, Group Discussion, PPT, Review	Concept explanation, Evaluation through Surprise test, Short summary and overview
	3.	The Reformation - Causes and Effects	5	K1 (R)	Introductory Session, Lecture using chalk and talk, PPT, Review	Written Essays, Class Discussion, Peer Review, Short answers Test
II						
	1.	The Restoration	5	K1 (R)	Lecture using chalk and talk, Group Discussion, PPT, Review	Concept explanation, Evaluation through Surprise test, Short summary and overview
	2.	Age of Queen Anne	5	K2 (U)	Introductory Session, Lecture	Written Essays,

					using chalk and talk, PPT , Review	Class Discussion, Peer Review, Short answers Test
	3.	Coffee-houses and their Social Relevance	5	K3(Ap)	Lecture using talk and chalk, Introductory Session, PPT, Review	Concept explanation, Evaluation through Surprise test, Short summary and overview
III						
	1.	The War of American Independence	5	K2 (U)	Introductory Session, Lecture using chalk and talk, PPT , Review	Written Essays, Class Discussion, Peer Review, Short answers Test
	2.	Impact of the Industrial, Agrarian and the French Revolution on the English Society	5	K3(Ap)	Lecture using talk and chalk, Introductory Session, PPT, Review	Concept explanation, Evaluation through Surprise test, Short summary and overview
	3.	The Agrarian Revolution	5	K2 (U)	Lecture using talk and chalk, Introductory Session, Mind Mapping Lecture using videos, PPT, Review	Evaluation through short test, MCQ questions, Short Summary or Overview
1V						
	1.	The Reform Bills and the	5	K3(Ap)	Lecture using talk	Evaluation through

		Spread of Education Social Impact of the Two World Wars			and chalk, Introductory Session, Mind Mapping Lecture using videos, PPT, Review	short test, MCQ questions, Short Summary or Overview
	2.	The Elizabethan age and Theatres	2	K2 (U)	Lecture using talk and chalk, Introductory Session, Mind Mapping Lecture using videos, PPT, Review	Evaluation through short test, MCQ questions, Short Summary or Overview
V						
	1.	The Welfare State	5	K2 (U)	Lecture using talk and chalk, Introductory Session, Mind Mapping Lecture using videos, PPT, Review	Evaluation through short test, MCQ questions, Short Summary or Overview
	2.	The Cold War(1985-1991) England in the 21st Century	5	K1 (R)	Lecture using talk and chalk, Introductory Session, Mind Mapping Lecture using videos, PPT, Review	Evaluation through short test, MCQ questions, Short Summary or Overview

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development Activities (Em/ En/SD): **Newspaper from History, Role Play, Peer Teaching**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Human Values, Environment Sustainability, Gender Equity, Professional Ethics

Activities related to Cross Cutting Issues:

Assignment: Imagine you are a person living during a specific historical period (e.g., the Elizabethan era, Industrial Revolution, or World War II in England). Write a series of three diary entries describing your daily life, including how significant social or political events affect you personally. Reflect on issues such as your work, relationships, and feelings about the changes happening around you.

Sample Questions:

Part A

1. Who initiated the Reformation in England? (K1)
2. Which event marked the start of the Industrial Revolution in England? (K1)
3. What was the primary purpose of the Magna Carta (1215)? (K2)
4. Which century saw the peak of England's colonial expansion? (K1)
5. Which event is considered the primary catalyst for the English Civil War? (K1)

Part B

1. What was the significance of the Reformation in England? (K2)
2. What was the impact of the Industrial Revolution on English society? (K2)
3. How did the Glorious Revolution of 1688 affect English politics? (K3)
4. What role did coffeehouses play in 17th-century English society? (K2)
5. What was the significance of the Reform Acts in 19th-century England? (K2)

Part C

1. Discuss the causes and consequences of the English Reformation? (K3)
2. Analyse the impact of the Industrial Revolution on the structure of English society? (K3)

3. How did the coffeehouse culture of 17th-century England influence political and intellectual life? (K3)
4. Describe the role of the monarchy in England's social and political transformation from the medieval period to the modern era? (K3)
5. How did the spread of education in England during the 19th century contribute to social change? (K3)
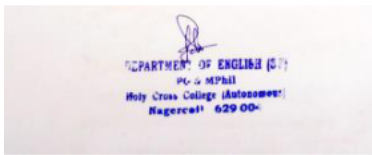
Head of the Department
Ms. Maria Helen Janoba
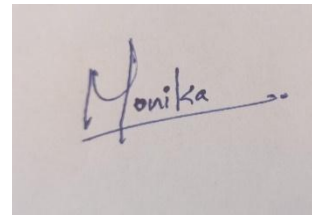
Course Instructor
Ms. Monika J S

SEMESTER II
ELECTIVE II: COMPUTERS IN MEDIA COMMUNICATION

Department   :   **English with Media Communication SF**

Class   :   **I BA English With Media Communication**

Title of the Course :   **Fundamentals of Mass Media communication**

Semester   :   **I**

Course Code   :   **GU242EC1**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
GU242EC1	3	1	-	-	3	4	60	25	75	100

Learning Objectives:

1. To understand the ethical and social implications of informatics, including issues such as digital divide, access to information, and responsible use of technology

2. To provide students with a fundamental understanding of what informatics is, including its definition, scope, and relevance in various fields.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	locate the history of IT in Indian perspective	**K1**
2.	understand the different types of information systems used in organizations, including databases, decision support systems, and enterprise resource planning systems.	**K2**
3.	comprehend the fundamentals of networking and the internet, including how data is transmitted over networks and basic concepts such as IP addresses and domains.	**K2**
4.	enhance the ability to communicate effectively using digital tools, including email, presentations, and collaboration platforms	**K2**
5.	explore emerging trends and technologies in informatics, such as artificial intelligence, block chain, and Internet of Things, and their potential impact on society and the workplace.	**K3**

K1 - Remember; **K2** - Understand; **K3** – Apply

Teaching plan

Total Contact hours: 60 (Including lectures, assignments and test)

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Introduction to computers	3	K2(U)	Introductory session, Group Discussion, Peer tutoring, Demonstration, Review, Group Discussion	Evaluation through Discussion, Group Activity, understanding individual Communication process
	2.	Digital Storytelling, OS, File format	2	K2(U)	Lecture talk, Group Discussion, Demonstration, PPT, Review, Group Discussion, Demonstration	Evaluation through short test, Short essays, Concept explanations, Simple definitions
	3.	The Future of Computers & Media Communication	2	K2(U)	Lecture using Chalk and talk, PPT, Review, Group Discussion, Demonstration	Evaluation through short test, Short essays, Concept explanations
II						
	1.	Graphic communication	3	K2(U)	Lecture using Chalk and talk ,Introductory session, Group	Evaluation through short test, MCQ, Short essays,

					Discussion, Mind mapping, Peer tutoring, Lecture using videos, Demonstration, PPT, Review	Concept explanations, Simple definitions, Recall steps, Concept definitions
	2.	Visual art, Designing concepts,	2	K1(R)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Lecture using videos, Demonstration,	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Open Book Test
	3.	Graphic design, Elements & Principles of Design	3	K1(R)	Lecture using Chalk and talk ,Introductory session, Group Discussion, PPT, Review, Group Discussion, Demonstration	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Slip Test, Open Book Test
	4.	Fundamentals of layout (text, graphic, image)	3	K3(Ap)	Lecture using Chalk and talk ,Introductory	Evaluation through short test, MCQ,

					session, Group Discussion, Group Discussion, Demonstration, PPT, Review	True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Slip Test, Open Book Test
III						
	1.	Procedure and functions of design	4	K2(U)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration,	Evaluation through short test, Short essays, Short summary or overview, Open Book Test
	2.	Design Principles and Elements	2	K2(U)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT discussion	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, MCQ, Open Book Test
	3.	Functions of Design, Visual Communication and Prototyping	2	K1(R)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, MCQ, Open Book Test

IV						
	1.	Introduction to photoshop, basic concept of graphic design	3	K2 (U)	Lecture using Chalk and talk, Introductory session, Peer tutoring, PPT	Evaluation through short test, MCQ
	2.	Designing visiting card, logo, poster design, print copy editing	9	K3(Ap)	Lecture using Chalk and talk, Introductory session, Mind mapping, Peer tutoring, Lecture using videos, PPT, Review	Evaluation through short test, MCQ, Simple definitions.
V						
	1.	Essential Editing Tools, Working with Layers & Masks	3	K3 (Ap)	Lecture using Chalk and talk, Introductory session, Group Discussion, Demonstration	Evaluation through short test, MCQ, Exercise questions.
	2.	Photo Enhancement & Retouching	3	K3(Ap)	Lecture using Chalk and talk, Introductory session, Lecture using videos, , Group Discussion, Demonstration	Evaluation through short tests, Exercise questions.
	3	Creating Graphics & Compositions	3	K3 (Ap)	Lecture using Chalk and talk, Introductory session, ,	Evaluation through short test, MCQ,

					Group Discussion, Demonstration	Exercise questions.
	4	Exporting & Preparing Images.	4	K3 (Ap)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test,MCQ, Exercise questions

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Skill Development Activities (Em/ En/SD): Photo editing, Basic graphic design tasks, and Creating compositions.

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues: Individual Design, Creative Thinking

Assignment: Poster Making, Balancing and Composition, Visiting Card

Part A

1.What is one major benefit of 5G connectivity? (K1)

2.Which operating system is open-source and popular among developers?(K2)

3.What is the purpose of memory management in an operating system? (K1)

4. What is hierarchy in graphic design? (K2)

5. Which principle of design involves repeating elements to create visual rhythm? (K2)

Part B

1. How does AI impact media creation? (K2)

2.What is an operating system (OS)? (K2)

3.What is visual art? (K2)

4. What are the core design concepts? (K2)

5. What is the role of feedback in the design process?(K3)

Part C

1. Discuss the role of emerging technologies, such as Artificial Intelligence (AI), Virtual Reality (VR),in shaping the future of computers and media communication. Provide examples of how these technologies are currently being used and explain their potential impact on content creation, media consumption, and global connectivity.(K3)

2. Explain the key components of a computer, including hardware and software. Discuss how these components interact to perform basic operations, using an example to demonstrate how a user interacts with a computer through input devices, software, and output devices. *(K3)*

3. Discuss the importance of layout in graphic design, particularly in balancing text, graphics, and images. How do techniques like grid systems, whitespace, and proximity help in creating a well-structured and effective layout? Provide an example of a layout design that effectively integrates these principles. (K3)

4. Define the elements and principles of design. How do elements like line, color, texture, and typography, when arranged according to principles such as balance, contrast, and emphasis, contribute to the visual impact of a design? Discuss with an example. (K2)

5. What is design thinking, and how does it contribute to creating innovative and user-centered solutions? Describe the process of empathizing, defining, ideating, prototyping, and testing, using an example of a product or service (K2)

Head of the Department
Ms. M. Maria Helen Janoba
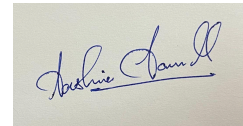
Course Instructors
Ms. Aashina Janvi

NON-MAJOR ELECTIVE NME II: PUBLIC SPEAKING SKILLS

Department : **English with Media Communication SF**

Class : **I BA English With Media Communication**

Title of the Course : **Public Speaking Skills**

Semester : **II**

Course Code : **GU242NM1**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
GU242NM1	1	1	-	-	2	2	30	25	75	100

Prerequisite: Proficiency in written and spoken language.

Learning Objectives:

1.To help them think and speak imaginatively and critically

2.To familiarize them on how public speaking can be used to advocate or create change

Course Outcomes

On the successful completion of the course, student will be able to:		
1	demonstrate an understanding of the principles of public speaking	K2
2	recognize barriers to public speaking and identify how to avoid them	K2
3	understand how to give effective verbal and non-verbal feedback.	K2, K3
4	learn about planning speech organization for the intended audience	K3
5	practice effective group delivery and speech in formal context.	K3

K1 - Remember; **K2** - Understand; **K3** - Apply

Teaching plan

Total Contact hours: 30 (Including lectures, assignments and test)

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Need and Significance of Public Speaking	5	K2(U)	Introductory session, Group Discussion, Peer tutoring, Demonstration, Review, Group Discussion	Evaluation through Discussion, Group Activity, understanding individual Communication process
II						
	1.	Elements of Public Speaking	2	K3(Ap)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Mind mapping, Peer tutoring, Lecture using videos, Demonstration, PPT, Review	Evaluation through short test, MCQ, Short essays, Concept explanations, Simple definitions, Recall steps, Concept definitions
	2.	Types of Public Speaking (Ceremonial, Demonstrative, Informative and Persuasive)	3	K3(Ap)		
III						
	1.	Techniques for Effective Public Speaking	5	K2(U)	Lecture using Chalk and talk,	Evaluation through short

					Group Discussion, Peer tutoring, Demonstration,	test, Short essays, Short summary or overview, Open Book Test
IV						
	1.	Methods of Public Speaking	5	K2 (U)	Lecture using Chalk and talk, Introductory session, Peer tutoring, PPT	Evaluation through short test, MCQ
	2.	Advantages and Disadvantages of Public Speaking	5	K2(U)		
V						
	1.	Public Speacking ability	5	K3 (Ap)	Lecture using Chalk and talk, Introductory session, Group Discussion, Demonstration	Evaluation through short test, MCQ, Exercise questions.

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability Activities (Em/ En/SD): Choose a topic and speak in front of the Class, Building an conversation

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

 Activities related to Cross Cutting Issues: Individual Communication, Group Discussion

 Assignment: Informative Speech, Speaking Exercis

Part A

1.What is the key element of persuasion in public speaking? (K1)

2.What is the type of public speaking focused on educating the audience? (K2)

3.Which technique involves telling stories to connect with the audience? (K1)

4. What is a speech given at weddings called? (K2)

5. What method of delivery involves speaking without preparation?   (K2)

Part B

1. Define public speaking and explain why it is important in today's world. (K2)
2. List and briefly describe three elements of public speaking.(K1)
3. What are the key differences between demonstrative and persuasive speaking? (K2)
4. Mention two techniques for effective public speaking and explain their importance. (K3)
5. What are some disadvantages of public speaking, and how can they be managed (K3)

Part C

1. Discuss the need and significance of public speaking in personal and professional settings. (K3)
2. Explain the key elements of public speaking with examples. (K2)
3. Describe the four main types of public speaking and provide real-life examples of each. (K3)
4. Elaborate on techniques for effective public speaking and how they contribute to audience engagement. (K3)
5. Analyze the advantages and disadvantages of public speaking, providing strategies to overcome the challenges. (K3)

Head of the Department   Course Instructors
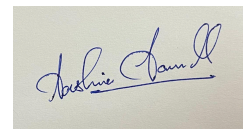
Ms. M. Maria Helen Janoba   Ms. Aashina Janvi

SEMESTER II

Department	:	**English SF**
Class	:	**I B.AEnglish Literature with Media Communication**
Title of the Course	:	**English for Competitive Examinations**
Semester	:	**II**
Course Code	:	**GGU242SE1**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
GU242SE1	**1**	**1**	**-**	**-**	**2**	**2**	**30**	**25**	**75**	**100**

Prerequisite: Basic knowledge about competitive exams and the basics in English language

Learning Objectives

1.To aspire students to learn English and prepare themselves for competitive examinations. 2.To familiarize the students with new vocabulary and idiomatic expressions of the EnglishLanguage.

Course Outcomes

On the successful completion of the course, student will be able to:	
1	recognize the challenges of communication and the parameters of effective communication	**K2**
2	acquire better knowledge on Vocabulary	**K2**
3	equip with nuances of the English language, which includes proficiency in grammar and its usage in speaking and writing	**K2**
4	identify the different types of communication which will facilitate them to become conscious of the purpose of communication	**K3**
5	develop overall confidence in preparing competitive exams at national and global level	**K3**

K2 - Understand; **K3** - Apply

Teaching plan
Total Contact hours: 30 (Including lectures, assignments and test)

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I		Sentence Pattern Reading Comprehension Research Aptitude	6	K2	Lecture, Interactive Reading	MCQs, Reading Analysis
II		One-Word Substitutions Spotting Errors Logical Fallacy	6	K2	Exercises, Group Activities	Vocabulary Quiz, Error Detection
III		Synonyms Antonyms Idioms and Phrases	6	K2	Flashcards, Role-Playing	Vocabulary Tests, Oral Recitation
IV		Compound Words Figure of Speech Voice	6	K3	Concept Mapping, Discussions	Written Exercises, Oral Tests
V		British English and American English Homophones Vocabulary	6	K3	Comparative Analysis, Workshops	Vocabulary Application Test

Activities (Em/ En/SD): Book Review, Literary Exhibition, Mind Map making, Peer teaching
Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment
Sustainability/ Gender Equity): **Professional Ethics**
Activities related to Cross Cutting Issues:
Assignment: **Case Study**

Model Question Paper

Part A: Objective Type Questions
1. What is the synonym of the word 'Benevolent'?
    a) Malevolent
    b) Generous

c) Envious

d) Stingy

2. Identify the correct one-word substitution for 'A person who speaks many languages':

a) Bilingual

b) Trilingual

c) Multilingual

d) Polyglot

3. Choose the correct homophone for the sentence: 'He went to _____ the doctor.'

a) See

b) Sea

c) Cee

d) Si

4. Which of the following sentences is in passive voice?

a) The cat chased the mouse.

b) The mouse was chased by the cat.

c) The cat has been chasing the mouse.

d) The cat is chasing the mouse.

5. Find the error in the sentence: 'She has went to the market.'

a) She

b) Has

c) Went

d) Market

Part B: Short Answer Type Questions

6. Explain any two types of communication and their importance.

7. Write six sentences using synonyms and antonyms.

8. Differentiate between British English and American English with examples.

9. Identify and correct the errors in the following sentences:

a) He don't like chocolates.

b) She have completed her homework.

10. Explain the role of idioms and phrases in effective communication.

Part C: Long Answer Type Questions

11. Reading Comprehension: Read the given passage and answer the following questions.

a) Summarize the main idea of the passage.

b) What is the author's perspective on the topic?

c) Highlight any three important points discussed.

12. Elaborate on the different sentence patterns in English with suitable examples.

13. Discuss in detail the various figures of speech used in the English language, providing examples for each.

14. Write an essay on the significance of vocabulary development in preparing for competitive exams.

15. Construct a dialogue using a mix of compound words, idioms, and phrases to demonstrate effective communication skills.

Head of the Department

Ms. M. Maria Helen Janoba

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