

COMMUNICATIVE ENGLISH

PLACEMENT: I SEMESTER

THEORY: 2 Credits(40hours)

DESCRIPTION: The course is designed to enable students to enhance their ability to speak and write the language (and use English) required for effective communication in their professional work. Students will practice their skills in verbal and written English during clinical and classroom experience.

COMPETENCIES: On completion of the course, the students will be able to

1. Identify the significance of Communicative English for healthcare professionals.
2. Apply the concepts and principles of English Language use in professional developments such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, Spelling, pause and silence.
3. Demonstrate attentive listening in different hypothetical situations.
4. Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or by other means.
5. Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes etc.
6. Analyse the situation and apply critical thinking strategies.
7. Enhance expression through writing skills.
8. Apply LSRW (Listening, Speaking, Reading and Writing) Skill in combination to learn, teach, educate and share information, ideas and results.

COURSE OUTLINE

T–Theory

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3(T)	Identify the significance of communicative English	Communication <ul style="list-style-type: none"> • What is communication? • What are communication roles of listeners, speakers, readers and writers as healthcare professionals? 	<ul style="list-style-type: none"> • Definitions with examples, illustrations and explanations • Identifying competencies/communicative strategies in LSRW • Reading excerpt on the above and interpreting them through 	<ul style="list-style-type: none"> • Checking for understanding through tasks

				asks	
II	5(T)	Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	<p>Introduction to LSRGW</p> <ul style="list-style-type: none"> • L– Listening: Different types of listening • S– Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation • R– Reading: Medical vocabulary, <ul style="list-style-type: none"> • Gr – Grammar: Understanding tenses, linkers • W – Writing simple sentences and short paragraphs – emphasis on correct grammar 	<ul style="list-style-type: none"> • Exercises on listening to news, announcements, telephone conversations and instructions from others • Information on fundamentals of Speech – Consonant, Vowel, Stress and Intonation with tasks based on these through audio/ video and texts • Reading a medical dictionary/ glossary of medical terms with matching exercises • Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions 	<ul style="list-style-type: none"> • Through check your understanding exercises

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	5(T)	Demonstrate attentive listening in different hypothetical situations	<p style="text-align: center;">Attentive Listening</p> <ul style="list-style-type: none"> • Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations <ul style="list-style-type: none"> • Reproducing Verbatim • Listening to academic talks/lectures <ul style="list-style-type: none"> • Listening to presentation 	<ul style="list-style-type: none"> • Listening to announcements, news, documentaries with tasks based on listening <ul style="list-style-type: none"> • With multiple choice, Yes/No and fill in the blank activities 	<ul style="list-style-type: none"> • Checking individually against correct answers • Listening for specific information • Listening for overall meaning and instructions • Listening to attitudes and opinions • Listening to audio, video and identify keypoints

IV	9(T)	Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means	<p>Speaking–Effective Conversation</p> <ul style="list-style-type: none"> • Conversations situations – informal, formal and neutral • Factors influencing way of speaking – setting, topic, social relationship, attitude and language • Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations • Asking for information, giving instructions and directions • Agreeing and disagreeing, giving opinions • Describing people, places, events and things, narrating, reporting & reaching conclusions <ul style="list-style-type: none"> • Evaluating and comparing • Complaints and suggestions • Telephone conversations • Delivering presentations 	<ul style="list-style-type: none"> • Different types of speaking activities related to the content • Guided with prompts and free discussions • Presentation techniques • Talking to peers and other adults. • Talking to patients and Patient attenders • Talking to other health care professionals • Classroom conversation • Scenario based learning tasks 	<ul style="list-style-type: none"> • Individual and group/peer assessment through livespeakings tests • Presentation of situation in emergency and routine <ul style="list-style-type: none"> • Handoff • Reporting in doctors/nurses rounds • Case presentation • Face to face oral communication • Speaking individually (Nurse to nurse/patient/doctor) and to others in the group • Telephonic talking
V	5(T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes	<p>• Reading</p> <ul style="list-style-type: none"> • Reading strategies, reading notes and messages • Reading relevant articles and news items <ul style="list-style-type: none"> • Vocabulary for everyday activities, abbreviations and medical vocabulary • Understanding visuals, graphs, figures and notes on instructions 	<ul style="list-style-type: none"> • Detailed tasks and exercises on reading for information, inference and evaluation • Vocabulary games and puzzles for medical lexicons 	<ul style="list-style-type: none"> • Reading/summarizing/justifying answers orally • Patient document • Doctor's prescription of care • Journal/news

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Reading reports and interpreting them <ul style="list-style-type: none"> • Using idioms and phrases, spotting errors, vocabulary for presentations • Remedial Grammar 	<ul style="list-style-type: none"> • Grammar activities 	<ul style="list-style-type: none"> • reading and interpretation • Notes/Reports
VI	5(T)	Enhance expressions through writing skills	<p style="text-align: center;">Writing Skills</p> <ul style="list-style-type: none"> • Writing patient history <ul style="list-style-type: none"> • Note taking • Summarising • Anecdotal records • Letter writing • Diary/Journal writing <ul style="list-style-type: none"> • Report writing • Paper writing skills <ul style="list-style-type: none"> • Abstract writing 	<ul style="list-style-type: none"> • Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar • Guided and free tasks <ul style="list-style-type: none"> • Different kinds of letter writing tasks 	<ul style="list-style-type: none"> • Paper based assessment by the teacher/trainer against set band descriptors • Presentation of situation • Documentation • Report writing <ul style="list-style-type: none"> • Paper writing skills • Verbatim reproducing • Letter writing • Resume/CV
VII	8(T)	Apply LSRW skill in combination to learn, teach, educate and share information, ideas and results	<p style="text-align: center;">LSRW Skills</p> <ul style="list-style-type: none"> • Critical thinking strategies for listening and reading <ul style="list-style-type: none"> • Oral reports, presentations • Writing instructions, letters and reports • Error analysis regarding LSRW 	<ul style="list-style-type: none"> • Valuing different options/multiple answers and interpreting decisions through situational activities • Demonstration –individually and in groups 	<ul style="list-style-type: none"> • Consolidated assessment orally and through written tasks/exercises

				<ul style="list-style-type: none">• GroupDiscussion on• Presentation<ul style="list-style-type: none">• RolePlay• Writingreports	
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DISTRIBUTION OF TEACHING HOURS

STRATEGY		Teaching hours	
Didactic	Lectures		32
	Tutorial		8
Total			40

TOPICS & OUTCOMES

Subjects	Number of Themes*	Number of outcomes**
COMMUNICATVE ENGLISH	7	28

DISTRIBUTION OF THEORY HOURS

S. N	Theme	Topics	Teaching hrs.
1.	Communication	Communication	3HRS
2.	Introduction to LSRGW:	Introduction to LSRGW:	5HRS
3.	Attentive Listening:	Attentive Listening:	5HRS
4.	Speaking Effective conversation	Speaking Effective conversation	9HRS
5.	Reading	Reading	5HRS
6.	Writing skills	Writing skills	5HRS
7.	LSRW Skills	LSRW Skills	8HRS
TOTAL			40 Hours

*Number of EQB themes

** Number of COs

Unit No. & total hours	Objectives	Topic	Code No	Competency	Contents with distributed hours				Hrs		
					Must know	Desirable to know	Nice to know				
I 3hrs	At the end of unit students are able to Knowledge: Understand concept of communication Skill: Promote speakers, readers and as healthcare professionals. Attitude: Incorporate the knowledge into practice.	Communication	ENGL 101:I-SEM 1.1	What is communication and Describe roles of listeners, speakers, readers and as healthcare professionals?	What is communication? What are communication roles of listeners, speakers, readers and as healthcare professionals?				2 hours		
			ENGL 101:I-SEM 1.2	Describe Role of writers as healthcare professionals?		Role of writers as healthcare professionals?		1hour			
Competency /Course outcome	Patient center care	Professionalism	Teaching and leadership	System based practice	Health informatics and technology	Communication	Teamwork and collaboration	Safety	Quality improvement	Evidence based practice	Lifelong learner
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
ENGL 101:I-SEM 1.1 What is communication and Describe roles of listeners, speakers, readers and as healthcare	2	2	3	3	2	3	2	3	2	3	2

professionals?											
ENGL 101:I-SEM 1.2 Describe Role of writers as healthcare professionals	2	2	3	3	2	3	2	3	2	3	2
II 5 (T)	At the end of unit students are able to: Knowledge: Understand and describe Listening: Different types of listening Skill: Provide comprehensive care to patient by incorporating speaking and listening. Attitude: Incorporate knowledge into practice.	Introduction to LSRGW	ENGL 101:I-SEM 2.1	Describe Listening: Different types of listening	Listening: Different types of listening					1hour	
			ENGL 101:I-SEM 2.2	Describe S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress.	• S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress.				1hour		
			ENGL 101:I-SEM 2.3	Describe R – Reading: Medical vocabulary, •Gr – Grammar: Understanding tenses, linkers	R – Reading: Medical vocabulary, •Gr – Grammar: Understanding tenses, linkers					1hour	
			ENGL 101:I-SEM 2.4	Explain W – Writing simple sentences and short paragraphs –		W – Writing simple sentences and				1hour	

				emphasis on correct grammar				short paragraphs – emphasis on correct grammar			
			ENGL 101:I-SEM 2.5	Describe Intonation in detail.						Intonation	1 hour
Competency /Course outcome	Patient center care	Professionalism	Teaching and leadership	System based practice	Health informatics and technology	Communication	Teamwork and collaboration	Safety	Quality improvement	Evidence based practice	Lifelong learner
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
ENGL 101:I-SEM 2.1 Describe Listening: Different types of listening	2	3	3	3	2	1	2	3	2	3	2
ENGL 101:I-SEM 2.2 Describe S – Speaking: Understanding Consonants, Vowels, Word and Sentence	2	3	3	3	2	1	2	3	2	3	2

Stress.											
ENGL 101:I-SEM 2.3 Desc ribe R – Reading: Medical vocabulary, •Gr – Grammar: Understandi ng tenses, linkers	2	3	3	3	2	1	2	3	2	3	2
ENGL 101:I-SEM 2.4 Explain W – Writing simple sentences and short paragraphs – emphasis on correct grammar	2	3	3	3	2	1	2	3	2	3	2
ENGL 101:I-SEM 2.5 Describe Intonation	At the end of unit students are able to Knowledge:		NUTR140:IIS EM3.1	Explain the protein		<ul style="list-style-type: none"> • Composition • Eight essential amino acids • Functions 					2hrs

in detail.	Understand and describe composition and requirements of proteins. Attitude: Use this knowledge in nursing practice.		NUTRI40:IIS EM3.2	Illustrate the recommended daily allowance of protein	<ul style="list-style-type: none"> Dietary sources 	<ul style="list-style-type: none"> Protein requirements – RDA 		<i>1hr</i>
III 5hrs	At the end of unit students are able to: Knowledge: Understand and describe the listening and Focusing on listening in different situations Skill: Provide comprehensive care to the client with Attentive Listening Attitude: Incorporate attentive listening in to clinical practice	Attentive Listening	ENGL 101:I-SEM 3.1	describe listening and Focusing on listening in different situations like announcements, descriptions, narratives, instructions, discussions, demonstrations	<ul style="list-style-type: none"> Focusing on listening in different situations <ul style="list-style-type: none"> – announcements, descriptions, narratives, instructions, discussions, demonstrations 			2hours
			ENGL 101:I-SEM 1.1 3.2	Describe Listening to academic talks/ lectures Listening to presentation	Listening to academic talks/ lectures Listening to presentation	<ul style="list-style-type: none"> 		1hour

			ENGL 101:I-SEM 1.1 3.3	Describe Reproducing Verbatim				Reproducing Verbatim			2hours
Competency /Course outcome	Patient center care	Professionalism	Teaching and leadership	System based practice	Health informatics and technology	Communication	Teamwork and collaboration	Safety	Quality improvement	Evidence based practice	Lifelong learner
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
ENGL 101:I-SEM 3.1 describe listening and Focusing on listening in different situations like announcements, descriptions, narratives, instructions, discussions, demonstrations	2	3	3	3	2	1	2	3	2	3	2
ENGL 101:I-SEM 1.1 3.2 Describe Listening to academic talks/ lectures	2	3	3	3	2	1	2	3	2	3	2

Listening to presentation											
ENGL 101:I-SEM 1.1 3.3 Describe Reproducing Verbatim	2	3	3	3	2	1	2	3	2	3	2
IV 9(T)	At the end of unit students are able to: Knowledge: Understand and describe Speaking Effective Conversation Skill: Provide comprehensive nursing care to client having with effective conversation Attitude: Incorporate this knowledge in nursing practice.	Speaking – Effective Conversation	ENGL 101:I-SEM 4.1	Describe Conversation situations – informal, formal, neutral and Factors influencing way of speaking – setting, topic, social relationship, attitude and language	• Conversation situations – informal, formal and neutral Factors influencing way of speaking – setting, topic, social relationship, attitude and language						1 hour

			ENGL 101:I-SEM 4.2	<ul style="list-style-type: none"> Describe Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations Asking for information, giving instructions and directions 	<ul style="list-style-type: none"> Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations Asking for information, giving instructions and directions 			2 hours
			ENGL 101:I-SEM 4.3	Explain Agreeing and disagreeing, giving opinions	<ul style="list-style-type: none"> Agreeing and disagreeing, giving opinions 			1 hour
			ENGL 101:I-SEM 4.4	Describe Complaints and suggestions <ul style="list-style-type: none"> Telephone 	<ul style="list-style-type: none"> Complaints and suggestions Telephone conversations 			

					conversations Delivering presentations	Delivering presentations					2hour
			ENGL 101:I-SEM 4.5		Describing people, places, events and things, narrating, reporting & reaching conclusions				• Describing people, places, events and things, narrating, reporting & reaching conclusions		2hours
			ENGL 101:I-SEM 4.6		Describe Evaluating and comparing					Evaluating and comparing	1hour
Competency /Course outcome	Patient center care	Professionalism	Teaching and leadership	System based practice	Health informatics and technology	Communication	Teamwork and collaboration	Safety	Quality improvement	Evidence based practice	Lifelong learner
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11

ENGL 101:I- SEM 4.1 Describe Conversat ion situations – informal, formal, neutral and Factors influenci ng way of speaking – setting, topic, social relations hip, attitude and language	2	3	3	3	2	1	2	3	2	3	2
• ENGL 101:I- SEM 4.2	2	3	3	3	2	1	2	3	2	3	2

<p>Describe Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations</p> <ul style="list-style-type: none"> • Asking for information, giving instructions and directions 											
<p>ENGL 101:I-SEM 4.3 Explain Agreeing</p>	2	3	3	3	2	1	2	3	2	3	2

and disagreeing, giving opinions											
ENGL 101:I-SEM 4.4 Describe Complaints and suggestions • Telephone conversations Delivering presentations	2	3	3	3	2	1	2	3	2	3	2
ENGL 101:I-SEM 4.5 Describing people, places, events and things, narrating, reporting & reaching conclusions	2	3	3	3	2	1	2	3	2	3	2

ns											
ENGL 101:I- SEM 4.6 Describe Evaluatin g and comparing	2	3	3	3	2	1	2	3	2	3	2
V 5hrs	At the end of unit students are able to: Knowledge: Understand and discuss Reading strategies. Skill: Improve the reading skills Attitude: Incorporate Reading strategies. Knowledge in nursing practice.	• Reading	ENGL 101:I- SEM 5.1	Describe Reading strategies, reading notes and messages • Reading relevant articles and news items • Vocabulary for everyday activities, abbreviations and medical vocabulary	• Reading strategies, reading notes and messages • Reading relevant articles and news items • Vocabulary for everyday activities, abbreviations and medical vocabulary						2hour s
			ENGL 101:I- SEM 5.2	Explain Understanding visuals, graphs, figures and notes on instructions	• Understanding visuals, graphs, figures and notes on instructions • Reading reports and interpreting them				1hour		

					<ul style="list-style-type: none"> • Reading reports and interpreting them Using idioms and phrases, spotting errors, vocabulary for presentations						
				ENGL 101:I-SEM 5.3	Describe Remedial Grammar.				Remedial Grammar		2hours
Competency /Course outcome	Patient center care	Professionalism	Teaching and leadership	System based practice	Health informatics and technology	Communication	Teamwork and collaboration	Safety	Quality improvement	Evidence based practice	Lifelong learner
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
ENGL 101:I-SEM 5.1 Describe Reading strategies, reading notes and messages •Reading relevant articles and news items Vocabulary for everyday activities,	2	3	3	3	2	1	2	3	2	3	2

abbreviations and medical vocabulary											
ENGL 101:I-SEM 5.2 Explain Understanding visuals, graphs, figures and notes on instructions Reading reports and interpreting them Using idioms and phrases, spotting errors, vocabulary for presentati	2	3	3	3	2	1	2	3	2	3	2

ons											
ENG101:I -SEM 5.3 Describe Remedial Grammar.	2	3	3	3	2	1	2	3	2	3	2
VI 5(hrs)	At the end of unit students are able to: Knowledge: Know the Writing Skills. Skill: Improve the Writing Skills Attitude: Follow Writing Skills during recording and reporting .	Writing Skills	ENGL 101:I- SEM 6.1	Describe Writing patient history and Note taking	<ul style="list-style-type: none"> • Writing patient history • Note taking 					1hour	
			ENGL 101:ISE 6.2	Describe Summarising and Letter writing.	<ul style="list-style-type: none"> • Summarising • Letter writing • 			1ho ur			
			ENGL 101:I-SEM 6.3	Explain Diary/Journal writing and Report writing	<ul style="list-style-type: none"> • Diary/Journal writing • Report writing • 			1ho ur			
			ENGL 101:I-SEM 6.4	Describe Paper writing skills and Abstract writing.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Paper writing skills and Abstract writing 		1ho ur			

			ENGL 101:I-SEM 6.5		Describe Anecdotal records		•		Anecdotal records	1hour	
Competency /Course outcome	Patient center care	Professionalism	Teaching and leadership	System based practice	Health informatics and technology	Communication	Teamwork and collaboration	Safety	Quality improvement	Evidence based practice	Lifelong learner
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
ENGL 101:I-SEM 6.1 Describe Writing patient history and Note taking	2	3	3	3	2	1	2	3	2	3	2
ENGL 101:ISE 6.2 Describe Summarising and Letter writing.	2	3	3	3	2	1	2	3	2	3	2

ENGL 101:I-SM 6.3 Explain Diary/Journal writing and Report writing	2	3	3	3	2	1	2	3	2	3	2
ENGL 101:I-SEM 6.4 Describe Paper writing skills and Abstract writing.	2	3	3	3	2	1	2	3	2	3	2
ENGL 101:I-SEM 6.5 Describe Anecdotal records	2	3	3	3	2	1	2	3	2	3	2
VII 8(T)	At the end of unit students are able to: Knowledge: Know the importance of LSRW Skills. Skill: develop	LSRW Skills	ENGL 101:I- SEM 7.1	Describe Critical thinking strategies for listening and reading	Critical thinking strategies for listening and reading			3hour s			
			ENGL 101:I-SEM 1.1 7.2	Explain Oral reports, presentations	Oral reports, presentations •			2hou rs			

	LSRW Skills				ENGL 101:I-SEM 1.1 7.3	Describe Writing instructions, letters and reports				• Writing instructions, letters and reports		2hours
	Attitude: Incorporate effective LSRW Skills in clinical practice				ENGL 101:I-SEM 1.1 7.4	Explain Error analysis regarding LSRW					• Error analysis regarding LSRW	1hours
Competency /Course outcome	Patient center care	Professionalism	Teaching and leadership	System based practice	Health informatics and technology	Communication	Teamwork and collaboration	Safety	Quality improvement	Evidence based practice	Lifelong learner	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	
ENGL 101:I-SEM 7.1 Describe Critical thinking strategies for listening and reading	2	3	3	3	2	1	2	3	2	3	2	
ENGL 101:I-SEM 1.1 7.2 Explain Oral reports, presentations	2	3	3	3	2	1	2	3	2	3	2	

ENGL 101:I- SEM 1.1 7.3 Describe Writing instruction s, letters and reports	2	3	3	3	2	1	2	3	2	3	2
ENGL 101:I- SEM 1.1 7.4 Explain Error analysis regarding LSRW	2	3	3	3	2	1	2	3	2	3	2

TEACHING STRATEGY:

Total Hours: 40, Theory Hours: 40

Theory**Continuous Assessment: 10Marks**

Sr. No	Assignments	Percentage of Attendance	Allotted marks	Total Marks for attendance
1	Attendance	95-100%	2	2 marks
		90-94%	1.5	
		85-89%	1	
		80-84%	0.5	
		<80%	0	
		Number assignments	Marks	Total Marks
2	written tasks/exercises	2	2X5	10
3	live speaking tests	2	2x6	12
4	Letter writing/Resume/CV	1	1x6	06
Total				30/3=10Marks

Note: If there is mandatory module in that semester, marks obtained by student out of 10 can be added to 30 totaling 40 marks

Total=40/4=10marks

Modified Tutorials (8Hours)

Sr. No	Comp. no	TOPIC	Domain	T-L Method	Teaching Hrs
1.	ENGL 101:I- SEM1.1	communication	K,S	Tutorials	1 Hour
2.	ENGL 101:I-SEM 2.1	Listening: Different types of listening	K,S	Tutorials	1 Hour
3.	ENGL 101:I-SEM 2.3	Gr – Grammar: Understanding tenses	K,S	Tutorials	1 Hour
4.	ENGL 101:I-SEM 4.1	Factors influencing way of speaking – setting,topic,socialrelationship,attitudeand language	K,S	Tutorials	1 Hour

5.	ENGL 101:I-SEM 4.3	Explain Agreeinganddisagreeing,givingopinions	K,S	Tutorial s	1 Hour
6.	ENGL 101:I-SEM 5.1	Readingstrategies,readingnotesandme ssages	K,S	Tutorial s	1 Hour
7.	ENGL 101:I-SEM 6.3	Explain Diary/Journalwriting and Reportwriting	K,S	Tutorial s	1 Hour
8.	ENGL 101:I-SEM 1.1 7.3	Describe Writing instructions, letters and reports	K,S	Tutorial s	1 Hour
TOTAL					8 Hours

Formative Assessment

1. Sessional Examinations: Theory: I

Sr. No.	Question paper – Theory	Total
Maximum marks	30	30

2. Sessional Examinations: Theory: II

Sr. No.		Total
Maximum marks	30	30

Note: Sessional II exam will be replication of university exam and it will converted into 30 marks

Type of questions	Number of questions	Marks allotted
MCQ	4×1=4	4 Marks
Essay/situation type	1×10=10	10 Marks
Short	2×5=10	10 Marks

Very short	3×2=6	06Marks
	Total	30 marks

c. Calculation of Internal Assessment (IA): Theory

- Total marks of two sessional examinations along with continuous assessment $30\text{marks} \times 2 = 60 / 4 = 15$
- $10 + 15 = 25$ Marks
- Minimum required - 50 %

3. Summative Assessment (End semester college exam)

a. Theory:

Type of questions	Number of questions	Marks allotted
MCQ	8X1	8Marks
Essay/situation type	1x10	10Marks
Short	4x5	20Marks
Very short	6x2	12Marks
	Total	50marks

LIST OF RECOMMENDED BOOKS:

- Extracts from the book “How to win friends and influence people”-Dale , Carnegie
- Living English Grammar and composition –Tickoo M.L &Subramanium
- Enriching your competence in English-Thorat ,Valke
- English Grammar and Composition –Wren and Martin
- Career English for nurses –Selva Rose

