

# PART –II (ENGLISH)

## Syllabus

Program Code: UEN

2021-2022 onwards

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**MANNAR THIRUMALAI NAICKER COLLEGE**

(AUTONOMOUS)

**Re-accredited with “A” Grade by NAAC**

**PASUMALAI, MADURAI – 625 004**

## VISION

To use the learners' language skills and exposure for their career advancement for an effective and ethical interaction in their Society

## MISSION

- To foster aesthetic appreciation of English literature and
- To impact life skills for empowerment
- To enrich language skills to communicate with society at large
- To introduce individual and team work through collaborative projects
- To enable creative and critical writing

The 12 Graduate Attributes\*:

1. (KB) A knowledge base for engineering: Demonstrated competence in university level mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge appropriate to the program.
2. (PA) Problem analysis: An ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex engineering problems in order to reach substantiated conclusions
3. (Inv.) Investigation: An ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach valid conclusions.
4. (Des.) Design: An ability to design solutions for complex, open-ended engineering problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, and economic, environmental, cultural and societal considerations.
5. (Tools) Use of engineering tools: An ability to create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to a range of engineering activities, from simple to complex, with an understanding of the associated limitations.
6. (Team) Individual and teamwork: An ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.
7. (Comm.) Communication skills: An ability to communicate complex engineering concepts within the profession and with society at large. Such ability includes reading, writing, speaking and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions.
8. (Prof.) Professionalism: An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest.

9. (Impacts) Impact of engineering on society and the environment: An ability to analyze social and environmental aspects of engineering activities. Such ability includes an understanding of the interactions that engineering has with the economic, social, health, safety, legal, and cultural aspects of society, the uncertainties in the prediction of such interactions; and the concepts of sustainable design and development and environmental stewardship.
10. (Ethics) Ethics and equity: An ability to apply professional ethics, accountability, and equity.
11. (Econ.) Economics and project management: An ability to appropriately incorporate economics and business practices including project, risk, and change management into the practice of engineering and to understand their limitations.
12. (LL) Life-long learning: An ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge

WA	Graduate Attributes	Caption as
WA 1	<b>A knowledge base for engineering:</b> Demonstrated competence in university level mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge appropriate to the program.	<b>Knowledge Base</b>
WA 2	<b>Problem analysis:</b> An ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex engineering problems in order to reach substantiated conclusions	<b>Problem Analysis &amp; Investigation</b>
WA 4	<b>Investigation:</b> An ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach valid conclusions.	
WA 10	<b>Communication skills:</b> An ability to communicate complex engineering concepts within the profession and with society at large. Such ability includes reading, writing, speaking and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions.	<b>Communication Skills &amp; Design</b>
WA3	<b>Design:</b> An ability to design solutions for complex, open-ended engineering problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, and economic, environmental, cultural and societal considerations.	
WA 9	<b>Individual and teamwork:</b> An ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.	<b>Individual and Team Work</b>
WA 6	<b>Professionalism:</b> An understanding of the roles and responsibilities of	<b>Professionalism,</b>

	the professional engineer in society, especially the primary role of protection of the public and the public interest.	<b>Ethics and equity</b>
WA 8	<b>Ethics and equity:</b> An ability to apply professional ethics, accountability, and equity.	
WA 12	<b>(LL) Life-long learning:</b> An ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge	<b>Lifelong learning</b>

**PROGRAM EDUCATIONAL OBJECTIVE (PEOs)**

<b>PEO1:</b>	Acquire a strong foundation of English Language and Literature
<b>PEO2:</b>	Develop problem solving skill
<b>PEO3:</b>	Identify and define aspects or attributes of English Language and Literature
<b>PEO4:</b>	Communicate effectively with LSRW Skills
<b>PEO5:</b>	Improve their technical skills through career and professional learning
<b>PEO6</b>	Acquire skills on management, leadership and team building among the group, enhanced with social responsibility and ethical values for shaping them as better citizens and professionals

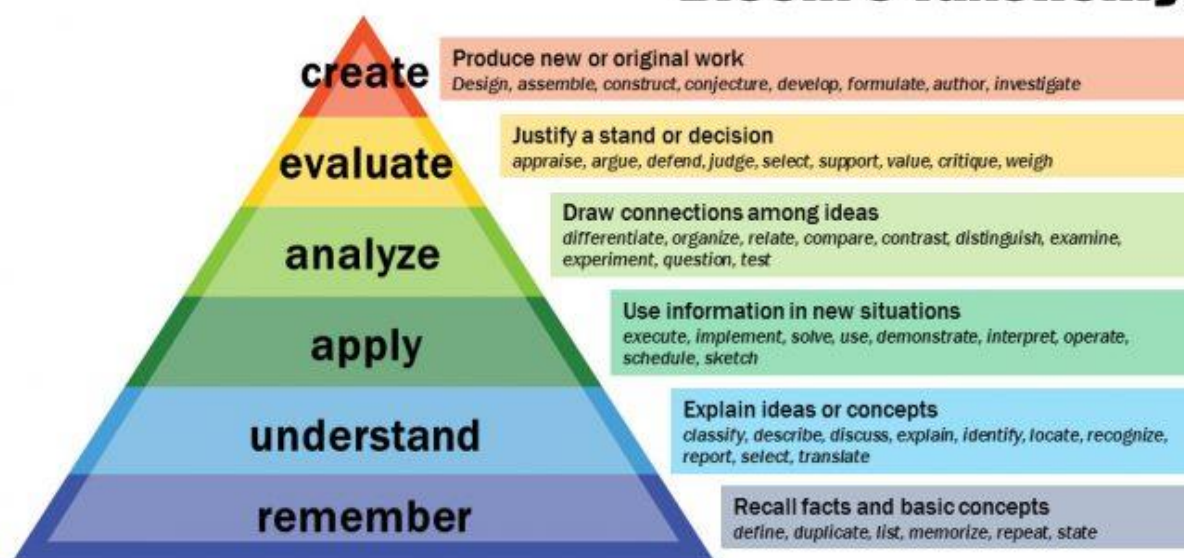
**PROGRAMME OUTCOMES (POs)**

<b>PO NO</b>	<b>PROGRAMME OUTCOMES (POs)</b>	
<b>At the end of the programme, the students will be able to</b>		
<b>PO – 1</b>	Integrate the academic abilities and expertise gained from the study of humanities and arts and other similar fields, and gains requisite scope and breadth for a transdisciplinary context.	<b>Knowledge Base</b>
<b>PO – 2</b>	Demonstrate proficiency in the use of effective disciplinary techniques in research, critical study, artistic work and professional performance.	<b>Problem Analysis &amp; Investigation</b>
<b>PO – 3</b>	Communicate observations, recommendations and suggestions effectively, concisely and accurately, both verbally and in writing, to various types of audiences.	<b>Communication Skills &amp; Design</b>
<b>PO - 4</b>	Articulate and apply principles, concepts, ethics and ideals resulting from an integrated view of their fields of research and to show knowledge and resolution of existing social and environmental issues.	<b>Individual and Team Work</b>
<b>PO - 5</b>	Apply professional ethics, accountability and equity in all their endeavours.	<b>Professionalism, Ethics and Equity</b>
<b>PO - 6</b>	Use new tools, resources and technology to keep abreast with current developments in their discipline and practice life-long learning.	<b>Lifelong learning</b>

## PROGRAM SPECIFIC OUTCOME (PSOs)

<b>PSO1:</b>	Exhibit a range of basic literary communication skills and a concise overview of literary practices and functions
<b>PSO2:</b>	Assess the numerous literary genres and stylistic developments and compose objectively and imaginatively.
<b>PSO3:</b>	Interpret literary texts as an area of research and as part of a larger network of local and global culture.
<b>PSO4:</b>	Methodically evaluate existing scholarships and extend important problems and knowledge base in the area of English studies through digital tools and resources
<b>PSO5:</b>	Nurture greater conceptions of principles- both the literary values that help us in literary evaluation and the values of life at all times, and apply them properly.
<b>PSO6</b>	Channelize the passions of students in a constructive way to make more applied job preferences after the graduation

## Bloom's Taxonomy



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS),  
MADURAI  
PART – II ENGLISH, CURRICULUM**

*(For the student admitted during the academic year 2021-2022 onwards)*

Course Code	Title of the Course	Hours	Credits	Maximum Marks		
				Int.	Ext	Total
21UENG11	COMMUNICATIVE ENGLISH - I	6	3	25	75	100
21UENG21	COMMUNICATIVE ENGLISH - II	6	3	25	75	100
21UENG31	COMMUNICATIVE ENGLISH - III	6	3	25	75	100
21UENG41	COMMUNICATIVE ENGLISH - IV	6	3	25	75	100
	<b>Total</b>	<b>24</b>	<b>12</b>	<b>100</b>	<b>300</b>	<b>400</b>

# FIRST SEMESTER



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>COMMUNICATIVE ENGLISH - I</b>				
<b>Course Code</b>	21UENG11	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	Part II English	6	-	3	
<b>Nature of course:</b>	<b>EMPLOYABILITY</b>	✓	<b>SKILL ORIENTED</b>	✓	ENTREPRENEURSHIP
<b>Course Objectives:</b>					
<ul style="list-style-type: none"> <li>❖ To listen, understand, speak, read and write English efficiently</li> <li>❖ To acquire the linguistic components required in various life situations</li> <li>❖ To develop and integrate the use of reading and writing skills</li> <li>❖ To read and write effectively and appropriately in real life situations</li> <li>❖ To skim, scan, interpret and understand their readings</li> </ul>					
<b>Unit: I</b>					<b>20</b>
Listening with a purpose Effective Listening Tonal Variation Listening for specific information Pronunciation (without phonetic symbols) i. Essentials of pronunciation ii. American and British					
<b>Unit: II</b>					<b>20</b>
Introducing Self / Others in Formal & Informal Settings Describing Things/ Events/ Pictures Inviting, Accepting Invitation Making Request Seeking Permission Making Suggestions Offering Help Complementing/ Congratulating					
<b>Unit: III</b>					<b>20</b>
Strategies of Reading: Skimming and Scanning Types of Reading: Extensive and Intensive Reading Reading Skills: Reading Aloud Voice Modulation, Intonation					



<b>Unit: IV</b>		<b>20</b>
Reading Short Articles Identifying Topic Sentences Reading a prose passage Reading a poem Reading a short story & Commenting on its moral Reading and Making Notes Transcribing the given charts, Tables and Pictures		
<b>Unit: V</b>		<b>20</b>
Noun Pronoun Gender Adjective Adverb Kinds of Sentences Formation of Negatives Yes/ No Type of Questions Question Words		
<b>Total Lecture Hours</b>		<b>90</b>
<b>Books for Study:</b>		
Material will be prepared by the department		
<b>Books for References:</b>		
1. Gopalan, R, et all. <i>English for Competitive Examinations</i> . Chennai: Vijay Nichole Imprints, 2011. 2. Nesfield, J C. <i>English Grammar Composition &amp; Usage</i> . Macmillan, 2000. 3. Radhakrishnapillai, G. <i>English Grammar and Composition</i> . Chennai: Emerald Publishers, 2002 4. Radhakrishnapillai, G. <i>English for Success</i> . Chennai: Emerald Publishers.		
<b>Web Resources:</b>		
<a href="https://www.youtube.com/watch?v=Y94s85-Crew">https://www.youtube.com/watch?v=Y94s85-Crew</a> <a href="https://www.esolcourses.com/content/topicsmenu/listening.html">https://www.esolcourses.com/content/topicsmenu/listening.html</a>		

<b>EXPECTED COURSE OUTCOME</b>		<b>K Level</b>
<b>On Completion of this course, the students will be able to</b>		
<b>CO1:</b>	Develop English with proper understanding	<b>Up to K3</b>
<b>CO2:</b>	Make use of expressions in English	<b>Up to K3</b>
<b>CO3:</b>	Illustrate the techniques of reading	<b>Up to K4</b>
<b>CO4:</b>	Analyse reading techniques	<b>Up to K4</b>
<b>CO5:</b>	Examine the grammatical items in sentences	<b>Up to K4</b>

### **CO & PO Mapping: Arts**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	3	2	3	1	2	3
<b>CO 2</b>	2	3	3	3	2	3
<b>CO 3</b>	3	3	2	3	3	3
<b>CO 4</b>	3	3	3	3	2	3
<b>CO 5</b>	3	3	3	3	3	2

**\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level**

### **CO & PO Mappings: Science**

<b>COs</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	3	2	3	2	2	3
<b>CO 2</b>	2	3	2	3	2	3
<b>CO 3</b>	1	3	3	2	2	2
<b>CO 4</b>	2	2	3	3	3	3
<b>CO5</b>	3	3	1	3	3	2

**\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level**

**LESSON PLAN**

<b>UNIT</b>	<b>SUBJECT NAME</b>	<b>Hrs</b>	<b>Mode</b>
<b>I</b>	(i) Introduction, Importance of Listening (ii) Listening with a purpose (iii) Effective Listening (iv) Tonal Variation (v) Listening for specific information (vi) Pronunciation	<b>20</b>	<b>Lecture, Audio, Practice, Assignment</b>
<b>II</b>	(i) Introducing Self / Others in Formal & Informal Settings (ii) Describing Things/ Events/ Pictures (iii) Inviting, Accepting Invitation (iv) Making Request (v) Seeking Permission (vi) Making Suggestions (vii) Offering Help (viii) Complementing/ Congratulating	<b>20</b>	<b>Lecture, Audio, Practice, Assignment</b>
<b>III</b>	(i) Strategies of Reading (ii) Skimming and Scanning (iii) Types of Reading (iv) Reading Skills (v) Reading Aloud (vi) Voice Modulation (vii) Intonation	<b>20</b>	<b>Lecture, Audio, Practice, Assignment</b>
<b>IV</b>	(i) Reading Short Articles (ii) Identifying Topic Sentences (iii) Reading a prose passage (iv) Reading a poem (v) Reading a short story & Commenting on its moral (vi) Reading and Making Notes (vii) Transcribing the given charts, Tables and Pictures	<b>15</b>	<b>Lecture, Audio, Practice, Assignment</b>
<b>V</b>	(i) Noun (ii) Pronoun (iii) Gender (iv) Adjective (v) Adverb (vi) Kinds of Sentences (vii) Formation of Negatives (viii) Yes/ No Type of Questions (ix) Question Words	<b>15</b>	<b>Chalk &amp; Talk, Exercise,</b>

Course Designed by: **1. Dr. S. Lingeswari & 2. Dr.V.P.Rathi**

Learning Outcome Based Education & Assessment (LOBE)								
Formative Examination - Blue Print								
Articulation Mapping – K Levels with Course Outcomes (COs)								
Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K – Level		
CI AI	CO1	Up to K3	2	K1&K2	1	K1	2(K2&K2)	1 (K3)
	CO2	Up to K3	2	K1&K2	2	K2	2(K3&K3)	1 (K3)
CI AII	CO4	Up to K4	2	K1&K2	1	K1	2(K3&K3)	1 (K4)
	CO5	Up to K4	2	K1&K2	2	K2	2(K4&K4)	1 (K3)
Question Pattern CIA I & II	No. of Questions to be asked		4		3		4	2
	No. of Questions to be answered		4		3		2	1
	Marks for each question		1		2		5	10
	Total Marks for each section		4		6		10	10

**\*Note:** It is the decision of the course teacher to ask 2 Questions in any unit under section-B (short answer questions)

Distribution of Marks with K Level CIA I & CIA II								
	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Conso lidate of %
CIA I	K1	2	2	-	-	4	8	60
	K2	2	4	10	10	26	52	
	K3	-	-	10	10	20	40	40
	K4	-	-	-	-	-	-	-
	K5	-	-	-	-	-	-	-
	Mark s	<b>4</b>	<b>6</b>	<b>20</b>	<b>20</b>	<b>50</b>	<b>100</b>	<b>100</b>
CIA II	K1	2	2	-	-	4	8	20
	K2	2	4	-	-	6	12	
	K3	-	-	10	10	20	40	40
	K4	-	-	10	10	20	40	40
	K5	-	-	-	-	-	-	-
	Mark s	<b>4</b>	<b>6</b>	<b>20</b>	<b>20</b>	<b>50</b>	<b>100</b>	<b>100</b>

**K1-** Remembering and recalling facts with specific answers

**K2-** Basic understanding of facts and stating main ideas with general answers

**K3-** Application oriented- Solving Problems

**K4-** Examining, analyzing, presentation and make inferences with evidences

**CO3 will be allotted for individual Assignment which carries five marks as part of CIA component.**

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Upto K3	2	K1 & K2	1	K1	2 (K3 & K3)	1 (K2)
2	CO2	Upto K3	2	K1 & K2	1	K1	2 (K4 & K4)	1 (K3)
3	CO3	Upto K4	2	K1 & K2	1	K2	2 (3 & K3)	1 (K3)
4	CO4	Upto K4	2	K1 & K2	1	K1	2 (K4 & K4)	1 (K4)
5	CO5	Upto K4	2	K1 & K2	1	K2	2 (K2 & K2)	1 (K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			<b>10</b>		<b>10</b>		<b>25</b>	<b>30</b>
<b>(Figures in parenthesis denote, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	6	-	-	11	9.17	34
K2	5	4	10	10	29	24.17	
K3	-	-	20	20	40	33.33	33
K4	-	-	20	20	40	33.33	33
Marks	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

## Summative Examinations - Question Paper – Format

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	1
12	CO2	K1	1
13	CO3	K2	1
14	CO4	K1	1
15	CO5	K2	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K3	1
16) b	CO1	K3	1
17) a	CO2	K4	1
17) b	CO2	K4	1
18) a	CO3	K3	1
18) b	CO3	K3	1
19) a	CO4	K4	1
19) b	CO4	K4	1
20) a	CO5	K2	1
20) b	CO5	K2	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	1
22	CO2	K3	1
23	CO3	K3	1
24	CO4	K4	1
25	CO5	K4	1

# SECOND SEMESTER





**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>COMMUNICATIVE ENGLISH – II</b>				
<b>Course Code</b>	21UENG21	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	Part II English	6	-	3	
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b> ✓	ENTREPRENEURSHIP		
<b>Course Objectives:</b>					
<ul style="list-style-type: none"> <li>❖ To achieve proficiency in language skills</li> <li>❖ To express fluently in various situations</li> <li>❖ To empower the students with speaking and writing skills</li> <li>❖ To speak and write effectively and appropriately in real life situations</li> <li>❖ To enrich the grammatical skills</li> </ul>					
<b>Unit: I</b>	<b>Ex: Title</b>				<b>20</b>
Asking for Information Asking about Preference Expressing Gratitude Expressing Sympathy Persuading Giving Warnings Complaining Apologizing					
<b>Unit: II</b>					<b>20</b>
Group Discussions Telephone Conversations Conversation with a stranger Continuing discussions with connecting ideas Getting an Appointment Booking Accommodation Inquiry					
<b>Unit: III</b>					<b>20</b>
Descriptive writing – writing short descriptive essays using the language of comparison and contrast Journal (Diary) Writing Drafting Advertisement Report Writing Resume Writing					
<b>Unit: IV</b>					<b>20</b>

Paragraphs: Structure and types a. What is a Paragraph? b. Paragraph structure c. Topic Sentence d. Unity e. Coherence f. Connection between Ideas: Using Transitional words and expressions g. Types of Paragraphs		
<b>Unit: V</b>		<b>20</b>
Verb Tense Preposition Conjunction Interjection Punctuation		
		<b>Total Lecture Hours 90</b>
<b>Books for Study:</b>		
Material will be prepared by the department		
<b>Books for References:</b>		
1. Gopalan, R, et all. English for Competitive Examinations. Chennai: Vijay Nichole Imprints, 2011. 2. Nesfield, J C. <i>English Grammar Composition &amp; Usage</i> . Macmillan, 2000. 3. Radhakrishnapillai, G. English Grammar and Composition. Chennai: Emerald Publishers, 2002 4. Radhakrishnapillai, G. English for Success. Chennai: Emerald Publishers		
<b>Web Resources:</b>		
<a href="https://www.youtube.com/watch?v=Y94s85-Crew">https://www.youtube.com/watch?v=Y94s85-Crew</a> <a href="https://www.esolcourses.com/content/topicsmenu/listening.html">https://www.esolcourses.com/content/topicsmenu/listening.html</a> <a href="https://creativecommons.org/2012/12/21/syria-deeply-cc-licensed-news-aggregator/">(https://creativecommons.org/2012/12/21/syria-deeply-cc-licensed-news aggregator/)</a> <a href="https://commons.wikimedia.org/wiki/File:Anne_Frank_Diary_at_Anne_Frank_Museum_in_Berlin-pages-92-93.jpg">https://commons.wikimedia.org/wiki/File:Anne Frank Diary at Anne Frank Museum in Berlin-pages-92-93.jpg</a> <a href="https://danassays.wordpress.com/encyclopedia-of-the-essay/canadian-essay-english/">https://danassays.wordpress.com/encyclopedia-of-the-essay/canadian-essay-english/</a> <a href="https://commons.wikimedia.org/wiki/File:Anne_Frank_Diary_at_Anne_Frank_Museum_in_Berlin-pages-92-93.jpg">https://commons.wikimedia.org/wiki/File:Anne Frank Diary at Anne Frank Museum in Berlin-pages-92-93.jpg</a> <a href="https://resumegenius.com/resume-samples/human-resources-hr-resume-example">https://resumegenius.com/resume-samples/human-resources-hr-resume-example</a>		

<b>Course Outcomes:</b>		<b>K Level</b>
<b>The Students will be able to</b>		
<b>CO1:</b>	Develop their ability in speaking skills	<b>Up to K3</b>
<b>CO2:</b>	Manipulate competence in conversation	<b>Up to K3</b>
<b>CO3:</b>	Write drafts for professional requirements	<b>Up to K2</b>
<b>CO4:</b>	Function well constructed paragraphs	<b>Up to K4</b>
<b>CO5:</b>	Demonstrate their grammatical competence in the practice of English	<b>Up to K2</b>

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	3	2	3	1	2	3
<b>CO 2</b>	1	2	3	3	3	3
<b>CO 3</b>	3	3	2	3	3	3
<b>CO 4</b>	2	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	1	2

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**CO & PO Mappings: Science**

<b>COs</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	3	2	3	2	2	3
<b>CO 2</b>	2	3	2	3	2	3
<b>CO 3</b>	1	3	3	2	2	2
<b>CO 4</b>	2	2	3	3	3	3
<b>CO5</b>	3	3	1	3	3	2

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>UNIT</b>	<b>SUBJECT NAME</b>	<b>Hrs</b>	<b>Mode</b>
<b>I</b>	(i) Asking for Information (ii) Asking about Preference (iii) Expressing Gratitude (iv) Expressing Sympathy (v) Persuading (vi) Giving Warnings (vii) Complaining	<b>15</b>	<b>Lecture, You Tube, Practice, Assignment</b>
<b>II</b>	(i) Group Discussions (ii) Telephone Conversations (iii) Conversation with a stranger (iv) Continuing discussions with connecting ideas (v) Getting an Appointment (vi) Booking Accommodation (vii) Inquiry	<b>15</b>	<b>Lecture, You Tube, Practice, Assignment</b>
<b>III</b>	(i) Descriptive writing – writing short descriptive essays using the language of comparison and contrast (ii) Journal (Diary) Writing (iii) Drafting Advertisement (iv) Report Writing (v) Resume Writing	<b>20</b>	<b>Lecture, You Tube, Practice, Assignment</b>
<b>IV</b>	(i) What is a Paragraph? (ii) Paragraph structure (iii) Topic Sentence (iv) Unity (v) Coherence (vi) Connection between Ideas: Using Transitional words and expressions (vii) Types of Paragraphs	<b>20</b>	<b>Lecture, You Tube, Practice, Assignment</b>
<b>V</b>	(i) Verb (ii) Tense (iii) Preposition (iv) Conjunction (v) Interjection (vi) Punctuation	<b>20</b>	<b>Chalk &amp; Talk, Exercise</b>

Course Designed by: **1. Dr. S. Lingeswari & 2. Dr.V.P.Rathi**

Learning Outcome Based Education & Assessment (LOBE)								
Formative Examination - Blue Print								
Articulation Mapping – K Levels with Course Outcomes (COs)								
Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K – Level		
CI AI	CO1	Up to K3	2	K1&K2	1	K1	2(K3&K3)	1 (K2)
	CO2	Up to K3	2	K1&K2	2	K2	2(K3&K3)	1 (K4)
CI AII	CO4	Up to K4	2	K1&K2	1	K1	2(K4&K4)	1 (K3)
	CO5	Up to K2	2	K1&K2	2	K2	2(K2&K2)	1 (K2)
Question Pattern CIA I & II	No. of Questions to be asked		4		3		4	2
	No. of Questions to be answered		4		3		2	1
	Marks for each question		1		2		5	10
	Total Marks for each section		4		6		10	10

**\*Note:** It is the decision of the course teacher to ask 2 Questions in any unit under section-B (short answer questions)

Distribution of Marks with K Level CIA I & CIA II								
	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Conso lidate of %
CIA I	K1	2	2	-	-	4	8	40
	K2	2	4	-	10	16	32	
	K3	-	-	20	-	20	40	40
	K4	-	-	-	10	10	20	20
	K5	-	-	-	-	-	-	-
	Marks	4	6	20	20	50	100	100
CIA II	K1	2	2	-	-	4	8	60
	K2	2	4	10	10	26	52	
	K3	-	-	-	10	10	20	20
	K4	-	-	10	-	10	20	20
	K5	-	-	-	-	-	-	-
	Marks	4	6	20	20	50	100	100

**K1-** Remembering and recalling facts with specific answers

**K2-** Basic understanding of facts and stating main ideas with general answers

**K3-** Application oriented- Solving Problems

**K4-** Examining, analyzing, presentation and make inferences with evidences

**CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.**

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	COs	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Upto K3	2	K1 & K2	1	K1	2 (K3 & K3)	1 (K3)
2	CO2	Upto K3	2	K1 & K2	1	K1	2 (K3 & K3)	1 (K3)
3	CO3	Upto K2	2	K1 & K2	1	K2	2 (K2 & K2)	1 (K2)
4	CO4	Upto K4	2	K1 & K2	1	K1	2 (K4 & K4)	1 (K4)
5	CO5	Upto K2	2	K1 & K2	1	K2	2 (K2 & K2)	1 (K2)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			<b>10</b>		<b>10</b>		<b>25</b>	<b>30</b>
<b>(Figures in parenthesis denote, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	6	-	-	11	9.17	50
K2	5	4	20	20	49	40.83	
K3	-	-	20	20	40	33.33	33
K4	-	-	10	10	20	16.67	17
Marks	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

## Summative Examinations - Question Paper – Format

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	1
12	CO2	K1	1
13	CO3	K2	1
14	CO4	K2	1
15	CO5	K2	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K3	1
16) b	CO1	K3	1
17) a	CO2	K3	1
17) b	CO2	K3	1
18) a	CO3	K2	1
18) b	CO3	K2	1
19) a	CO4	K4	1
19) b	CO4	K4	1
20) a	CO5	K2	1
20) b	CO5	K2	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	<b>CO1</b>	<b>K3</b>	1
22	<b>CO2</b>	<b>K3</b>	1
23	<b>CO3</b>	<b>K2</b>	1
24	<b>CO4</b>	<b>K4</b>	1
25	<b>CO5</b>	<b>K2</b>	1



# THIRD SEMESTER



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>COMMUNICATIVE ENGLISH - III</b>				
<b>Course Code</b>	<b>21UENG31</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Part -II</b>	<b>Part II English</b>	6	-	3	
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b> ✓	ENTREPRENEURSHIP		
<b>COURSE OBJECTIVES:</b>					
<ul style="list-style-type: none"> <li>❖ To understand and evaluate the meaning of the Speaker</li> <li>❖ To develop communicative competence</li> <li>❖ To enable them to comprehend the thought and idea contained in the poems</li> <li>❖ To develop the ability to identify and use narrative tenses when writing</li> <li>❖ To understand and explore the basics of English grammar</li> </ul>					
<b>Unit: I</b>	<b>LISTENING</b>				20
Swami Vivekanada - Chicago Speech Bal Gangadhar Tilak - Freedom is my birthright Jawaharlal Nehru - Tryst with Destiny (Independence Day Speech 1947) Kiran Bedi - Speech on Visionary Leadership					
<b>Unit: II</b>	<b>SPEAKING</b>				15
Giving and following instructions Asking for and giving directions Public Speaking Role Play					
<b>Unit: III</b>	<b>READING</b>				15
Robert Frost - Stopping by Woods on a Snowy Evening Kamala Das - The Dance of the Eunuchs Heather Mc Hugh - Webcam the World Tishani Doshi - The Girls are Coming out of the Woods					
<b>Unit: IV</b>	<b>WRITING</b>				20
Expansion of Proverbs Drafting sentences with Idioms/ Phrasal Verbs  Memes, Blog, Twitter					
<b>Unit: V</b>	<b>GRAMMAR</b>				20
Conditionals Infinitives Modals Concord Question Tags					
<b>Total Lecture Hours</b>					90
<b>Books for Study:</b>					
Book will be compiled by the department					

**Books for Reference:**

- Nesfield, J C. *English Grammar Composition & Usage*. Macmillan, 2000.  
 Radhakrishnapillai, G. *English Grammar and Composition*. Chennai: Emerald Publishers, 2002.  
 Radhakrishnapillai, G. *English for Success*. Chennai: Emerald Publishers.  
 Kathiresan, Dr. Radha. *Business Communication*. Chennai: Prasanna Publishers, 2000.  
 Nagaraj, Geetha. *English Language Teaching: Approaches, Methods, Techniques*. New Delhi: Orient Blackswan Private Limited, 2010.  
 Lakshminarayanan, K.R., T. Murugavel. *Communication Skills in English*. Chennai: Sciteck Publications Pvt. Ltd., 2008.  
 Penn, Joanna. *How to Make a Living with Your writing: Books, Blogging and More*. Curl Up Press via Publish Drive, 2018.  
 Porto, Heather Wright. *Creative Blogging: Your First Steps to a Successful Blog*. Apress, 2011.

**Web Resources**

- <https://youtu.be/WIOtnn6meWA>  
<https://speakola.com/political/bal-gangadhar-tilak-freedom-is-my-birthright-1917>  
<https://www.youtube.com/watch?v=HukPQ7fOaKg>  
<https://speakola.com/motivate/kiran-bedi-police-chief-leadership-tedwomen-ted-2010>  
<https://www.poetryfoundation.org/poems/42891/stopping-by-woods-on-a-snowy-evening>  
<https://englishsummary.com/lesson/dance-eunuchs-summary-kamala-das/>  
<https://reflections.yale.edu/article/ibelieve-facing-new-media-explosion/webcam-world>  
<https://www.poetryfoundation.org/poems/152744/girls-are-coming-out-of-the-woods>

**COURSE OUTCOMES**

**K Level**

**The Students will be able to**

<b>CO1:</b>	Appraise performance and decision making	<b>Up to K3</b>
<b>CO2:</b>	Speak independently on a given topic	<b>Up to K4</b>
<b>CO3:</b>	Appreciate the theme, content, style of the poetry	<b>Up to K3</b>
<b>CO4:</b>	Experiment content writing	<b>Up to K4</b>
<b>CO5:</b>	Demonstrate correct grammar and sentence structure	<b>Up to K3</b>

**CO & PO Mappings: Arts**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	3	2	3	2	2	2
<b>CO 2</b>	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	2	2	2
<b>CO 4</b>	3	3	3	3	3	3
<b>CO 5</b>	2	3	1	3	2	2

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**CO & PO Mappings: Science**

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	2	3	2	2	3
CO 2	2	3	2	3	2	3
CO 3	1	3	3	2	2	2
CO 4	2	2	3	3	3	3
CO5	3	3	1	3	3	2

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

UNIT	SUBJECT NAME	Hrs	Mode
I	Swami Vivekananda - Chicago Speech Bal Gangadhar Tilak - Freedom is my birthright Jawaharlal Nehru - Tryst with Destiny (Independence Day Speech 1947) Kiran Bedi - Speech on Visionary Leadership	20	Audio, Language Lab, Assessing the Listening Skill
II	Giving and following instructions Asking for and giving directions Public Speaking Role Play	15	Lecture, Practice, Assessing their Speech
III	Robert Frost - Stopping by Woods on a Snowy Evening Kamala Das - The Dance of the Eunuchs Heather Mc Hugh - Webcam the World Tishani Doshi - The Girls are Coming out of the Woods	15	Lecture, Practice
IV	Expansion of Proverbs Drafting sentences with Idioms/ Phrasal Verbs Memes, Blog, Twitter	20	Chalk & Talk, Exercise, Assignment
V	Conditionals Infinitives Modals Concord Question Tags	20	Chalk & Talk, Exercise, Practice

**Course designed by: 1. Dr. S. Lingeswari & 2. Dr. V.P. Rathi**

Learning Outcome Based Education & Assessment (LOBE)								
Formative Examination - Blue Print								
Articulation Mapping – K Levels with Course Outcomes (COs)								
Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K – Level		
CI AI	CO1	Up to K3	2	K1&K2	1	K1	2(K2&K2)	1 (K3)
	CO2	Up to K4	2	K1&K2	2	K2	2(K3&K3)	1(K4)
CI AII	CO4	Up to K4	2	K1&K2	1	K1	2(K4&K4)	1 (K4)
	CO5	Up to K3	2	K1&K2	2	K2	2(K3&K3)	1 (K2)
Question Pattern CIA I & II	No. of Questions to be asked		4		3		4	2
	No. of Questions to be answered		4		3		2	1
	Marks for each question		1		2		5	10
	Total Marks for each section		4		6		10	10

**\*Note:** It is the decision of the course teacher to ask 2 Questions in any unit under section-B (short answer questions)

Distribution of Marks with K Level CIA I & CIA II								
	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2	-	-	4	8	40
	K2	2	4	10	-	16	32	
	K3	-	-	10	10	20	40	40
	K4	-	-	-	10	10	20	20
	K5	-	-	-	-	-	-	-
	Marks	<b>4</b>	<b>6</b>	<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>	<b>100</b>
CIA II	K1	2	2	-	-	4	8	40
	K2	2	4	-	10	16	32	
	K3	-	-	10	-	10	20	20
	K4	-	-	10	10	20	40	40
	K5	-	-	-	-	-	-	-
	Marks	<b>4</b>	<b>6</b>	<b>20</b>	<b>20</b>	<b>50</b>	<b>100</b>	<b>100</b>

**K1-** Remembering and recalling facts with specific answers

**K2-** Basic understanding of facts and stating main ideas with general answers

**K3-** Application oriented- Solving Problems

**K4-** Examining, analyzing, presentation and make inferences with evidences

**CO5** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K3	2	K1&K2	1	K1	2 (K2&K2)	1 (K2)
2	CO2	Up to K4	2	K1&K2	1	K1	2 (K3&K3)	1 (K4)
3	CO3	Up to K3	2	K1&K2	1	K2	2 (K3&K3)	1 (K3)
4	CO4	Up to K4	2	K1&K2	1	K1	2 (K4&K4)	1 (K4)
5	CO5	Up to K3	2	K1&K2	1	K2	2 (K3&K3)	1 (K3)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			<b>10</b>		<b>10</b>		<b>25</b>	<b>30</b>
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

<b>Distribution of Marks with K Level</b>							
<b>K Level</b>	<b>Section A (Multiple Choice Questions)</b>	<b>Section B (Short Answer Questions)</b>	<b>Section C (Either/ or Choice)</b>	<b>Section D ( Open Choice)</b>	<b>Total Marks</b>	<b>% of (Marks without choice)</b>	<b>Consolidated %</b>
K1	5	6	-	-	11	9.16	33
K2	5	4	10	10	29	24.17	
K3	-	-	30	20	50	41.67	42
K4	-	-	10	20	30	25	25
<b>Marks</b>	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

## Summative Examinations - Question Paper – Format

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	1
12	CO2	K1	1
13	CO3	K2	1
14	CO4	K1	1
15	CO5	K2	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K3	1
17) b	CO2	K3	1
18) a	CO3	K3	1
18) b	CO3	K3	1
19) a	CO4	K4	1
19) b	CO4	K4	1
20) a	CO5	K3	1
20) b	CO5	K3	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	1
22	CO2	K4	1
23	CO3	K3	1
24	CO4	K4	1
25	CO5	K3	1



# FOURTH SEMESTER



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>COMMUNICATIVE ENGLISH -IV</b>				
<b>Course Code</b>	<b>21UENG41</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Core</b>	<b>Part II English</b>	6	-	3	
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b> ✓	ENTREPRENEURSHIP		
<b>Course Objectives:</b>					
<ul style="list-style-type: none"> <li>❖ To show them the path of character building</li> <li>❖ To acquaint them with the style of essay writing</li> <li>❖ To compare experiences with themes and issues brought up in Shakespeare's plays</li> <li>❖ To acquire the linguistic competence required in various professional situations</li> <li>❖ To assimilate the correct patterns of language</li> </ul>					
<b>Unit: I</b>	<b>LISTENING</b>				20
<p>Martin Luther King            - I Have a Dream          Charlie Chaplin                - The Great Dictator Speech          J.K. Rowling                      - The Fringe Benefits of Failure, and the Importance of Imagination          Steve Jobs                        - How to Live Before You Die</p>					
<b>Unit: II</b>	<b>SPEAKING</b>				15
<p>Describing Pictures          Describing Events          Situational Conversations          Interview Describing Pictures          Describing Events          Situational Conversations          Interview Skills</p>					
<b>Unit: III</b>	<b>READING</b>				15
<p>Bottom and Titania from <i>A Midsummer Night's Dream</i> (Act III Scene I)          Antony's Oration from <i>Julius Caesar</i> (Act III Scene II)          Death of Desdemona in <i>Othello</i> (Act V Scene II)          Ferdinand courting Miranda from <i>The Tempest</i> (Act III Scene I)</p>					
<b>Unit: IV</b>	<b>WRITING</b>				20
<p>Accepting/ Rejecting job offers          Writing Professional Letters          Drafting Agenda, Minutes, Report, E- mail, Circular, Notices</p>					
<b>Unit: V</b>	<b>GRAMMAR</b>				20
<p>Degrees of Comparison          Direct, Indirect Speech          Voice          Spotting Errors</p>					

		<b>Total Lecture Hours</b>	90
<b>Books for Study:</b> Book will be compiled by the department			
<b>Books for Reference:</b> Butterfield, Jeff. <i>Soft Skills for Everyone</i> . Delhi: Cengage Learning India Pvt. Ltd., 2010. Singh, S. R. <i>Soft Skills</i> . New Delhi: A P H Publishing, 2011. Nesfield, J C. <i>English Grammar Composition &amp; Usage</i> . Macmillan, 2000. Radhakrishnapillai, G. <i>English Grammar and Composition</i> . Chennai: Emerald Publishers, 2002 Radhakrishnapillai, G. <i>English for Success</i> . Chennai: Emerald Publishers. Kathiresan, Dr. Radha. <i>Business Communication</i> . Chennai: Prasanna Publishers, 2000.			
<b>Web Resources</b>			
<a href="https://www.youtube.com/watch?v=vP4iY1TtS3s">https://www.youtube.com/watch?v=vP4iY1TtS3s</a> <a href="https://www.youtube.com/watch?v=J7GY1Xg6X20">https://www.youtube.com/watch?v=J7GY1Xg6X20</a> <a href="https://www.youtube.com/watch?v=VYPGkcwa6Tw">https://www.youtube.com/watch?v=VYPGkcwa6Tw</a> <a href="https://www.ted.com/talks/steve_jobs_how_to_live_before_you_die">https://www.ted.com/talks/steve_jobs_how_to_live_before_you_die</a> <a href="https://www.playshakespeare.com/midsummer-nights-dream/scenes/act-iii-scene-1">https://www.playshakespeare.com/midsummer-nights-dream/scenes/act-iii-scene-1</a> <a href="https://www.troup.org/userfiles/929/My%20Files/ELA/HS%20ELA/10th%20ELA/10th%20Unit%204/Antony%20funeral%20speech.pdf?id=26363">https://www.troup.org/userfiles/929/My%20Files/ELA/HS%20ELA/10th%20ELA/10th%20Unit%204/Antony%20funeral%20speech.pdf?id=26363</a> <a href="https://www.playshakespeare.com/othello/scenes/act-v-scene-2">https://www.playshakespeare.com/othello/scenes/act-v-scene-2</a> <a href="https://www.sparknotes.com/shakespeare/tempest/section6/">https://www.sparknotes.com/shakespeare/tempest/section6/</a>			
<b>COURSE OUTCOMES</b>			<b>K Level</b>
<b>The Students will be able to</b>			
<b>CO1:</b>	Analyze the underlying meanings of the famous speeches around the world	<b>Up to K3</b>	
<b>CO2:</b>	Express themselves clearly in their surroundings and profession	<b>Up to K4</b>	
<b>CO3:</b>	Relate Shakespeare to the contemporary society	<b>Up to K3</b>	
<b>CO4:</b>	Distinguish themselves in the competitive society	<b>Up to K4</b>	
<b>CO5:</b>	Transform sentences from one form to another	<b>Up to K3</b>	

**CO & PO Mapping: Arts**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	3	2	3	2	2	2
<b>CO 2</b>	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	2	2	2
<b>CO 4</b>	3	3	3	3	3	3
<b>CO 5</b>	2	3	1	3	2	2

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**CO & PO Mapping: Science**

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	2	3	2	2	3
CO 2	2	3	2	3	2	3
CO 3	1	3	3	2	2	2
CO 4	2	2	3	3	3	3
CO5	3	3	1	3	3	2

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

UNIT	SUBJECT NAME	Hrs	Mode
<b>I</b>	Martin Luther King - I Have a Dream Charlie Chaplin - The Great Dictator Speech J.K. Rowling - The Fringe Benefits of Failure, and the Importance of Imagination Steve Jobs - How to Live Before You Die	<b>15</b>	<b>Lecture, Practice, Assignment</b>
<b>II</b>	Describing Pictures Describing Events Situational Conversations Interview	<b>15</b>	<b>Lecture, Demo, Practice</b>
<b>III</b>	Bottom and Titania from <i>A Midsummer Night's Dream</i> (Act III Scene I) Antony's Oration from <i>Julius Caesar</i> (Act III Scene II) Death of Desdemona in <i>Othello</i> (Act V Scene II) Ferdinand courting Miranda from <i>The Tempest</i> (Act III Scene I)	<b>20</b>	<b>Lecture, Practice reading, Screening videos</b>
<b>IV</b>	Accepting/ Rejecting job offers Writing Professional Letters Drafting Agenda, Minutes, Report, E- mail, Circular, Notices	<b>20</b>	<b>Lecture, Demo, Practice, Assignment</b>
<b>V</b>	Degrees of Comparison Direct, Indirect Speech Voice Spotting Errors	<b>20</b>	<b>Chalk &amp; Talk, Exercise</b>

**Course designed by : 1. Dr. S. Lingeswari & 2. Ms. P. R. Muthumeena**

Learning Outcome Based Education & Assessment (LOBE)								
Formative Examination - Blue Print								
Articulation Mapping – K Levels with Course Outcomes (COs)								
Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K – Level		
CI AI	CO1	Up to	2	K1&K2	1	K1	2(K2&K2)	1 (K3)
	CO2	Up to	2	K1&K2	2	K2	2(K3&K3)	1(K4)
CI AII	CO4	Up to	2	K1&K2	1	K1	2(K4&K4)	1 (K4)
	CO5	Up to	2	K1&K2	2	K2	2(K3&K3)	1 (K2)
Question Pattern CIA I & II	No. of Questions to be asked		4		3		4	2
	No. of Questions to be answered		4		3		2	1
	Marks for each question		1		2		5	10
	Total Marks for each section		4		6		10	10

**\*Note:** It is the decision of the course teacher to ask 2 Questions in any unit under section-B (short answer questions)

Distribution of Marks with K Level CIA I & CIA II								
	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2	-	-	4	8	40
	K2	2	4	10	-	16	32	
	K3	-	-	10	10	20	40	40
	K4	-	-	-	10	10	20	20
	K5	-	-	-	-	-	-	-
	Marks	4	6	20	30	50	100	100
CIA II	K1	2	2	-	-	4	8	40
	K2	2	4	-	10	16	32	
	K3	-	-	10	-	10	20	20
	K4	-	-	10	10	20	40	40
	K5	-	-	-	-	-	-	-
	Marks	4	6	20	20	50	100	100

**K1-** Remembering and recalling facts with specific answers

**K2-** Basic understanding of facts and stating main ideas with general answers

**K3-** Application oriented- Solving Problems

**K4-** Examining, analyzing, presentation and make inferences with evidences

**CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.**

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K3	2	K1&K2	1	K1	2 (K2&K2)	1 (K2)
2	CO2	Up to K4	2	K1&K2	1	K1	2 (K3&K3)	1 (K4)
3	CO3	Up to K3	2	K1&K2	1	K2	2 (K3&K3)	1 (K3)
4	CO4	Up to K4	2	K1&K2	1	K1	2 (K4&K4)	1 (K4)
5	CO5	Up to K3	2	K1&K2	1	K2	2 (K3&K3)	1 (K3)
No. of Questions to be Asked			10		5		10	5
No.of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			<b>10</b>		<b>10</b>		<b>25</b>	<b>30</b>

**(Figures in parenthesis denotes, questions should be asked with the given K level)**

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	6	-	-	11	9.16	33
K2	5	4	10	10	29	24.17	
K3	-	-	30	20	50	41.67	42
K4	-	-	10	20	30	25	25
Marks	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>

**NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.**

## Summative Examinations - Question Paper – Format

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	1
12	CO2	K1	1
13	CO3	K2	1
14	CO4	K1	1
15	CO5	K2	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K3	1
17) b	CO2	K3	1
18) a	CO3	K3	1
18) b	CO3	K3	1
19) a	CO4	K4	1
19) b	CO4	K4	1
20) a	CO5	K3	1
20) b	CO5	K3	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	1
22	CO2	K4	1
23	CO3	K3	1
24	CO4	K4	1
25	CO5	K3	1