

PART –II (ENGLISH)

Syllabus

Program Code: UEN

2023-2024 onwards



MANNAR THIRUMALAI NAICKER COLLEGE

(AUTONOMOUS)

Re-accredited with “A” Grade by NAAC

PASUMALAI, MADURAI – 625 004

**GUIDLINES FOR OUTCOME BASED EDUCATION WITH CHOICE BASED
CREDIT SYSTEM**

(FOR UG PROGRAM FROM 2023 -2024 ONWARDS)

ELIGIBILITY FOR ADMISSION

Candidates seeking admission to the UG Degree program must have passed the Higher Secondary Education (respective groups – Arts / Science) of the Government of Tamil Nadu or any other state or its equivalent qualification.

DURATION OF THE COURSE

The duration of the course shall be three academic years comprising six semesters with two semesters in each academic year.

Subjects of Study

Part I : Tamil / Hindi /

Part II : English

Part III:

- 1.Core Subjects
- 2.Allied Subjects
- 3.Electives

Part IV:

- 1.Non Major Electives (I Year)
- 2.Skill Based Subjects
- 3.Environmental Studies - Mandatory Subject
- 4.Value Education - Mandatory Subject

Part V :

Extension Activities

ARTS & SCIENCE

CBCS COURSE STRUCTURE FOR UG PROGRAMS

Sem I	Credit	Sem II	Credit	Sem III	Credit	Sem IV	Credit	Sem V	Credit	Sem VI	Credit
1.1. Language - Tamil	3	2.1. Language - Tamil	3	3.1. Language - Tamil	3	4.1. Language - Tamil	3	5.1 Core Course - \CC IX	4	6.1 Core Course - CC XIII	4
1.2 English	3	2.2 English	3	3.2 English	3	4.2 English	3	5.2 Core Course - CC X	4	6.2 Core Course - CC XIV	4
1.3 Core Course - CC I	4	2.3 Core Course - CC III	4	3.3 Core Course - CC V	4	4.3 Core Course - CC VII Core Industry Module	4	5.3. Core Course - CC -XI	4	6.3 Core Course - CC XV	4
1.4 Core Course - CC II	4	2.4 Core Course - CC IV	4	3.4 Core Course - CC VI	4	4.4 Core Course - CC VIII	4	5.3. Core Course - / Project with viva-voce CC - XII	4	6.4 Elective -VII Generic/ Discipline Specific	3
1.5 Elective I Generic/ Discipline Specific	3	2.5 Elective II Generic/ Discipline Specific	3	3.5 Elective III Generic/ Discipline Specific	3	4.5 Elective IV Generic/ Discipline Specific	3	5.4 Elective V Generic/ Discipline Specific	3	6.5 Elective VIII Generic/ Discipline Specific	3
1.6 Skill Enhancement Course SEC-1 (NME)	2	2.6 Skill Enhancement Course SEC-2 (NME)	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	4.6 Skill Enhancement Course SEC-6	2	5.5 Elective VI Generic/ Discipline Specific	3	6.6 Extension Activity	1
1.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-1	2	2.7 Skill Enhancement Course - SEC-3(NME)	2	3.7 Skill Enhancement Course SEC-5	2	4.7 Skill Enhancement Course SEC-7	2	5.6 Value Education	2	6.7 Professional Competency Skill	2
1.8 Skill Enhancement - (Foundation Course)	2	2.8 Ability Enhancement Compulsory Course (AECC) Soft Skill-2	2	3.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-3	2	4.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-4	2	5.5 Summer Internship /Industrial Training	2		
				3.8 E.V.S	-	4.8 E.V.S	2				
	23		23		22		25		26		21
Total Credit Points											140

**QUESTION PAPER PATTERN FOR THE CONTINUOUS INTERNAL
ASSESSMENT**

Note: Duration – 1 hour

(FOR PART I, PART II & PART III)

The components for continuous internal assessment are:

Part –A

Four multiple choice questions (answer all) 4 x 01= 04 Marks

Part –B

Two questions (‘either or ‘type) 2 x 05= 10 Marks

Part –C

Two questions (‘either or ‘type) 2 x 08=16 Marks

Total 30 Marks

THE COMPONENTS FOR CONTINUOUS INTERNAL ASSESSMENT ARE:

(60 Marks of two continuous internal assessments will be converted to 15 marks)

Two tests and their average --15 marks

Seminar /Group discussion / Quiz Test --5 marks

Assignment --5 marks

Total 25 Marks

QUESTION PAPER PATTERN FOR THE SUMMATIVE EXAMINATIONS:

Note: Duration- 3 hours

Part –A

Ten multiple choice questions 10 x 01 = 10 Marks

No Unit shall be omitted: not more than two questions from each unit.)

Part –B

Five Paragraph questions ('either or 'type) 5 x 05 = 25 Marks

(One question from each Unit)

Part –C

Five Paragraph questions ('either or 'type) 5 x 08 = 40 Marks

(One question from each Unit)

Total

75 Marks

PART-IV- SKILL BASED PAPERS / NME:

The Scheme of Examination for Skill Based Papers: (Except Practical Lab Subjects)

QUESTION PAPER PATTERN FOR THE CONTINUOUS INTERNAL ASSESSMENT (SKILL BASED AND NME COURSES) DURATION – 1 HOUR

- ❖ 50 MCQs will be asked for each internal assessment tests (50 x 1=50 Marks) and converted for 15 marks

THE COMPONENTS FOR CONTINUOUS INTERNAL ASSESSMENT ARE:

Two tests and their average --15 marks

Seminar /Group discussion / Quiz Test -- 5 marks

Assignment -- 5 marks

Total 25 Marks

SUMMATIVE EXAMINATION PATTERN (SKILL BASED AND NME COURSES) DURATION – 3 HOURS

Pattern of the Question Paper for Skill Based and Non-Major Elective courses
(External)

75 Multiple choice questions will be asked from five units (75 x 1=75 Marks)
(15MCQ's from each unit)

PART-IV- ENVIRONMENTAL STUDIES AND VALUE EDUCATION
QUESTION PAPER PATTERN (INTERNAL ASSESSMENT)

Pattern of the Question Paper for Environmental Studies & Value Education
(Internal)

50 MCQs will be asked for each internal assessment tests (50 x 1=50 Marks) and
converted for 15 marks

Two tests and their average	--	15 marks
Project	--	10 marks

Total		25 Marks

* The students as Individual or Group must visit a local area to document environmental assets – river / forest / grassland / hill / mountain – visit a local polluted site – urban / rural / industrial / agricultural – study of common plants, insects, birds – study of simple ecosystem – pond, river, hill slopes, etc.

SUMMATIVE EXAMINATION PATTERN

Pattern of the Question Paper for Environmental Studies & Value Education only) (External)

75 Multiple choice questions will be asked from five units (75 x 1=75 Marks)
(15MCQ's from each unit)

PART V EXTENSION ACTIVITIES: (MAXIMUM MARKS: 100)

1. NCC
2. NSS
3. Physical Education
4. YRC
5. RRC
6. Health & Fitness Club
7. Eco Club
8. Human Rights Club

Internal Examinations - - 25 Marks

Summative Examinations - - 75 Marks

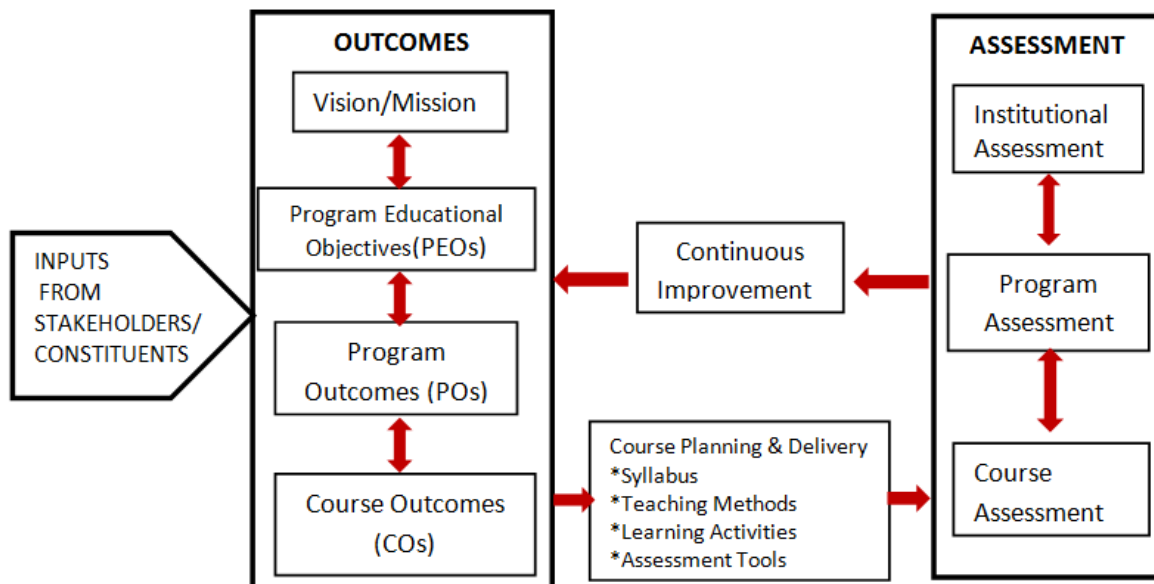
100

OUTCOME BASED EDUCATION:

OBE starts with the identification and articulation of clear and measurable learning outcomes for each course or program. These outcomes describe the skills, knowledge, and abilities that students are expected to acquire. The curriculum, instructional methods, and assessments are aligned with the defined learning outcomes. This ensures that everything taught and evaluated is directly related to what students are expected to learn.

The Learning Outcomes-Based Approach to curriculum planning and transaction in our institution ensures whether the teaching-learning processes are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. The outcome based approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centric to learner-centric pedagogies and from passive to active/participatory pedagogies.

Assessment Method: The students are assessed with 2 internal examination and the summative examination which includes problem based assignments; practical assignment laboratory reports; observation of practical skills; individual project reports ,case-study reports; team project reports; oral presentations, including seminar presentation; viva voce interviews; computerized adaptive testing; etc. and any other pedagogic approaches as per the context.



INSTITUTIONAL VISION

To Mould the learners into accomplished individuals by providing them with a stimulus for social change through character, confidence and competence.

INSTITUTIONAL MISSION

1. Enlightening the learners on the ethical and environmental issues.
2. Extending holistic training to shape the learners in to committed and competent citizens.
3. Equipping them with soft skills for facing the competitive world.
4. Enriching their employability through career oriented courses.
5. Ensuring accessibility and opportunity to make education affordable to the underprivileged.

HIGHLIGHTS OF THE REVAMPED CURRICULUM:

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising statistical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced statistical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Statistics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.

- The Statistical Quality Control course is included to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest DBMS and Computer software for Analytics.

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS),

MADURAI – 625 004

PART – II ENGLISH, CURRICULUM

(For the student admitted during the academic year 2023-2024 onwards)

Course Code	Title of the Course	Hrs	Credits	Maximum Marks		
				Int	Ext	Total
FIRST SEMESTER						
Part – II						
23UENGE11	GENERAL ENGLISH - I	6	3	25	75	100
SECOND SEMESTER						
Part – II						
23UENGE21	GENERAL ENGLISH - II	6	3	25	75	100
THIRD SEMESTER						
Part – II						
23UENGE31	GENERAL ENGLISH - III	6	3	25	75	100
FOURTH SEMESTER						
Part – II						
23UENGE41	GENERAL ENGLISH - IV	6	3	25	75	100
	Total	24	12	100	300	400

FIRST SEMESTER

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF ENGLISH

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	GENERAL ENGLISH - I			
Course Code	23UENGE11	L	P	C
Category	PART II	6	-	3

COURSE OBJECTIVES:

- To enable learners to acquire self- awareness and positive thinking required in various life situations.
- To help them acquire the attribute of empathy
- To assist them in acquiring creative and critical thinking abilities
- To enable them to learn the basic grammar
- To assist them in developing LSRW skills

UNIT – I SELF –AWARENESS (WHO) & POSITIVE THINKING (UNICEF) 20

Life Story

Chapter 1 from Malala Yousafzai, I am Malala

An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 & 3)

-M.K. Gandhi

Poem

Where the Mind is Without Fear – Gitanjali 35 – Rabindranath Tagore

Love Cycle – Chinua Achebe

UNIT – II EMPATHY 20

Poem

Nine Gold Medals – David Roth

Alice Fell or poverty – William Wordsworth

Short Story

The School for Sympathy – E.V. Lucas

Barn Burning – William Faulkner

UNIT – III CRITICAL & CREATIVE THINKING 20

Poem

The Things That Haven't Been Done Before – Edgar Guest

Stopping by the Woods on a Snowy Evening – Robert Frost

Readers Theatre

The Magic Brocade – A Tale of China

Stories on Stage – Aaron Shepard (Three Sideway Stories from Wayside School" by Louis Sachar)

UNIT - IV	PART OF SPEECH	15
Articles		
Noun		
Pronoun		
Verb		
Adverb		
Adjective		
Preposition		
UNIT - V	WRITING AND READING SKILL	15
Paragraph and Essay Writing		
Descriptive		
Expository		
Persuasive		
Narrative		
Reading Comprehension		
Total Lecture Hours		90

BOOKS FOR STUDY:

- Malala Yousafzai. I am Malala, Little, Brown and Company, 2013.
- M.K. Gandhi. An Autobiography or The Story of My Experiments with Truth (Chapter – I), Rupa Publications, 2011.
- Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings): A Collection of Prose Translations Made by the Author from the Original Bengali. MacMillan, 1913.
- N. Krishnasamy. Modern English: A Book of Grammar, Usage and Composition Macmillan, 1975.
- Aaron Shepard. Stories on Stage, Shepard Publications, 2017.
- J.C. Newfield. English Grammar Composition and Usage, Macmillan, 2019.

WEB RESOURCES:

- ❖ Malala Yousafzai. I am Malala (Chapter 1) <https://archive.org/details/i-am-malala>
- ❖ M.K Gandhi. An Autobiography or The Story of My Experiments with Truth(Chapter-1)-Rupa Publication, 2011 <https://www.indiastudychannel.com/resources/146521-Book-Review-An-Autobiography-or-The-story-of-my-experiments-with-Truth.aspx>
- ❖ Rabindranath Tagore.
"Gitanjali 35" from Gitanjali (Song Offerings)
<https://www.poetryfoundation.org/poems/45668/gitanjali-35>
- ❖ Aaron Shepard.
Stories on Stage, Shepard Publications, 2017 <https://amzn.eu/d/9rVzINv>
- ❖ J C Nesfield. Manual of English Grammar and Composition.

Nature of Course	EMPLOYABILITY	✓	SKILL ORIENTED	ENTREPRENEURSHIP
Curriculum Relevance	LOCAL	REGIONAL	NATIONAL	GLOBAL ✓
Changes Made in the Course	Percentage of Change		No Changes Made	New Course ✓
* Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.				

COURSE OUTCOMES:	K LEVEL
-------------------------	----------------

After studying this course, the students will be able to:

CO1	Acquire self-awareness and positive thinking required in various life situations	K1 to K4
CO2	Acquire the attribute of empathy.	K1 to K4
CO3	Acquire creative and critical thinking abilities.	K1 to K4
CO4	Learn basic grammar	K1 to K4
CO5	Development and integrate the use of four language skills i.e., listening, speaking, reading and writing.	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:										
---------------------------------------	--	--	--	--	--	--	--	--	--	--

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3				
CO2	2	3	3	3	2	3				
CO3	3	3	3	2	3	3				
CO4	3	3	3	3	3	3				
CO5	3	2	3	3	3	3				

S- STRONG

M – MEDIUM

L – LOW

CO / PO MAPPING:					
-------------------------	--	--	--	--	--

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
WEIGHTAGE	15	15	15	15	15
WEIGHTED PERCENTAGE	3.0	3.0	3.0	3.0	3.0

OF COURSE CONTRIBUTION TO POS						
LESSON PLAN:						
UNIT	GENERAL ENGLISH				HRS	PEDAGOGY
I	Chapter 1 from Malala Yousafzai, I am Malala An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 & 3) -M.K. Gandhi Where the Mind is Without Fear – Gitanjali 35 – Rabindranath Tagore Love Cycle – Chinua Achebe				20	Lecture, PPT
II	Exploring the basic forms of poetry Nine Gold Medals – David Roth Alice Fell or poverty – William Wordsworth Short stories The School for Sympathy – E.V. Lucas Barn Burning – William Faulkner				20	Lecture, PPT
III	The Things That Haven't Been Done Before –Edgar Guest Stopping by the Woods on a Snowy Evening –Robert Frost Exploring what is drama and theatre? The Magic Brocade – A Tale of China Stories on Stage – Aaron Shepard (Three Sideway Stories from Wayside School" by Louis Sachar)				20	Lecture, PPT
IV	Facilitating the importance of grammar in learning spoken English Understanding the basic parts of speech and Articles Noun, Pronoun, Verb, Adverb, Adjective, Preposition, Conjunction and Interjection. Article – a, an , the				15	Lecture, PPT
V	Giving introduction to all the four skills in English and its importance Paragraph and Essay Writing Types of Writing: Descriptive Expository Persuasive Narrative & Reading Comprehension				15	Lecture, PPT & Assignment

**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 Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K4	2	K1,K2	2(K2,K2)	1(K3,K3)
AI	CO2	K1 – K4	2	K1,K2	2(K3,K3)	1(K4,K4)
CI	CO3	K1 – K4	2	K1,K2	2(K2,K2)	1(K3,K3)
AII	CO4	K1 – K4	2	K1,K2	2(K3,K3)	1(K4,K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II

	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	2	3.5	25
	K2	2	10	-	12	21.5	
	K3	-	10	16	26	46.5	75
	K4	-	-	16	16	28.5	
	Marks	4	20	32	56	100	100
CIA II	K1	2	-	-	2	3.5	25
	K2	2	10	-	12	21.5	
	K3	-	10	16	26	46.5	75
	K4	-	-	16	16	28.5	
	Marks	4	20	32	56	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	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K4	2	K1,K2	2(K2)	2(K3)
2	CO2	K1-K4	2	K1,K2	2(K3)	2(K4)
3	CO3	K1-K4	2	K1,K2	2(K2)	2(K3)
4	CO4	K1-K4	2	K1,K2	2(K3)	2(K4)
5	CO5	K1-K4	2	K1,K2	2(K4)	2(K3)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40
(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 (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	5	3.5	
K2	5	20	-	25	18	
K3	-	20	48	68	48.5	78.5
K4	-	10	32	42	30	
Marks	10	50	80	140	100	100

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

Summative Examinations - Question Paper – Format

Q. No.	Unit	CO	K-level		
Answer ALL the questions			PART – A		(10 x 1 = 10 Marks)
1.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
2.	Unit - I	CO1	K2		
				a)	b)
				c)	d)
3.	Unit - II	CO2	K1		
				a)	b)
				c)	d)
4.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
5.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
6.	Unit - III	CO3	K2		
				a)	b)
				c)	d)
7.	Unit - IV	CO4	K1		
				a)	b)
				c)	d)
8.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
9.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
10.	Unit - V	CO5	K2		
				a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K4		
OR					
15. b)	Unit - V	CO5	K4		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K4		
OR					
17. b)	Unit - II	CO2	K4		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K3		
OR					
20. b)	Unit - V	CO5	K3		

SECOND SEMESTER

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF ENGLISH

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	GENERAL ENGLISH - II			
Course Code	23UENGE21	L	P	C
Category	PART II	6	-	3

COURSE OBJECTIVES:

- To make students realize the importance of resilience
- To enable them to become good decision makers
- To enable them to imbibe problem-solving skills
- To enable them to use tenses appropriately
- To help them use English effectively at the work place

UNIT - I RESILIENCE 20

Poem

- 1.1 Don't Quit – Edgar A. Guest
- 1.2 Still Here – Langston Hughes

Short Story

- 1.3 Engine Trouble – R.K. Narayan
- 1.4 Rip Van Winkle – Washington Irving

UNIT - II DECISION MAKING 20

Short Story

- 2.1 The Scribe – Kristin Hunter
- 2.2 The Lady or the Tiger - Frank Stockton

Poem

- 2.3 The Road not Taken – Robert Frost
- 2.4 Snake – D. H Lawrence

UNIT - III PROBLEM SOLVING 20

Prose life Story

- 3.1 How I taught My Grandmother to Read – Sudha Murthy

Autobiography

- 3.2 How frog Went to Heaven – A Tale of Angolo
- 3.3 Wings of Fire (Chapters 1,2,3) by A.P.J Abdul Kalam

UNIT - IV TENSES 15

- 4.1 Present
- 4.2 Past
- 4.3 Future
- 4.4 Concord

UNIT - V	English in the Workplace	15
5.1	E-mail – Invitation, Enquiry, Seeking Clarification	
5.2	Circular	
5.3	Memo	
5.4	Minutes of the Meeting	
Total Lecture Hours		90

BOOKS FOR STUDY:

- DON'T QUIET AN INSPIRING POEM BY EDGER LATEST EDITION.
- N. Krishnasamy. Modern English: A Book of Grammar, Usage and Composition Macmillan, 1975
- J.C. Nesfield. English Grammar Composition and Usage, Macmillan, 2019.

BOOKS FOR REFERENCES:

- Martin Hewings. Advanced English Grammar. Cambridge University Press, 2000
- SP Bakshi, Richa Sharma. Descriptive English. Arihant Publications (India) Ltd., 2019.
- Sheena Cameron, Louise Dempsey. The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing, 2019.
- Barbara Sherman. Skimming and Scanning Techniques, Liberty University Press, 2014.
- Phil Chambers. Brilliant Speed Reading: Whatever you need to read, however. Pearson, 2013/Co
- Communication Skills : Practical Approach Ed. Shaikh Moula

WEB RESOURCES:

- ❖ **Langston Hughes. Still Here**
<https://poetryace.com/im-still-here>
- ❖ **R. K. Narayan. Engine Trouble**
<http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf>
- ❖ **Washington Irving. Rip Van Winkle**
<https://www.gutenberg.org/files/60976/60976-h/60976-h.htm>
- ❖ **Frank Stockton. The Lady or the Tiger**
<https://www.gutenberg.org/ebooks/396>

Nature of Course	EMPLOYABILITY	✓	SKILL ORIENTED	✓	ENTREPRENEURSHIP	
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL	GLOBAL ✓
Changes Made in the Course	Percentage of Change		No Changes Made		New Course ✓	

*** Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.**

COURSE OUTCOMES:		K LEVEL
After studying this course, the students will be able to:		
CO1	Realize the importance of resilience	K1 to K4
CO2	Become good decision –makers	K1 to K4
CO3	Imbibe problem-solving skills	K1 to K4
CO4	Use tenses appropriately	K1 to K4
CO5	Use English effectively at the work place	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6				
CO1	3	3	3	3	3	3				
CO2	2	3	3	3	2	3				
CO3	3	3	3	2	3	3				
CO4	3	3	3	3	3	3				
CO5	3	2	3	3	3	3				
S- STRONG			M – MEDIUM				L - LOW			

CO / PO MAPPING:					
COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
WEIGHTAGE	15	15	15	15	15
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3.0	3.0	3.0	3.0	3.0

LESSON PLAN:			
UNIT	General English	HRS	PEDAGOGY
I	RESILIENCE	20	LECTURE
	Poem		
	1.1 Don't Quit – Edgar A. Guest		
	1.2 Still Here – Langston Hughes		
	Short Story		
1.3 Engine Trouble – R.K. Narayan			
1.4 Rip Van Winkle – Washington Irving			

II	DECISION MAKING Short Story 2.1 The Scribe – Kristin Hunter 2.2 The Lady or the Tiger - Frank Stockton Poem 2.3 The Road not Taken – Robert Frost 2.4 Snake – D. H Lawrence	20	LECTURE DISCUSSION
III	PROBLEM SOLVING Prose life Story 3.1 How I taught My Grandmother to Read – Sudha Murthy Autobiography 3.2 How frog Went to Heaven – A Tale of Angolo 3.3 Wings of Fire (Chapters 1,2,3) by A.P.J Abdul Kalam	20	LECTURE PPT
IV	TENSES 4.1 Present 4.2 Past 4.3 Future 4.4 Concord	15	LECTURE
V	English in the Workplace 5.1 E-mail – Invitation, Enquiry, Seeking Clarification 5.2 Circular 5.3 Memo 5.4 Minutes of the Meeting	15	LECTURE DISCUSSION

**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 Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K4	2	K1,K2	2(K2,K2)	1(K3,K3)
AI	CO2	K1 – K4	2	K1,K2	2(K3,K3)	1(K4,K4)
CI	CO3	K1 – K4	2	K1,K2	2(K2,K2)	1(K3,K3)
AII	CO4	K1 – K4	2	K1K2	2(K3,K3)	1(K4,K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II

	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	2	3.5	25
	K2	2	10	-	12	21.5	
	K3	-	10	16	26	46.5	75
	K4	-	-	16	16	28.5	
	Marks	4	20	32	56	100	100
CIA II	K1	2	-	-	2	3.5	25
	K2	2	10	-	12	21.5	
	K3	-	10	16	26	46.5	75
	K4	-	-	16	16	28.5	
	Marks	4	10	32	56	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	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K4	2	K1 ,K2	2(K2)	2(K3)
2	CO2	K1-K4	2	K1 ,K2	2(K3)	2(K4)
3	CO3	K1-K4	2	K1 ,K2	2(K2)	2(K3)
4	CO4	K1-K4	2	K1 ,K2	2(K3)	2(K4)
5	CO5	K1-K4	2	K1 ,K2	2(K4)	2(K3)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40
(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 (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	5	3.5	21.5
K2	5	20	-	25	18	
K3	-	20	48	68	48.5	78.5
K4	-	10	32	42	30	
Marks	10	50	80	140	100	100
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.						

Summative Examinations - Question Paper – Format

Q. No.	Unit	CO	K-level		
Answer ALL the questions			PART – A		(10 x 1 = 10 Marks)
1.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
2.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
3.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
4.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
5.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
6.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
7.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
8.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
9.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
10.	Unit - V	CO5	K1		
				a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K4		
OR					
15. b)	Unit - V	CO5	K4		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K4		
OR					
17. b)	Unit - II	CO2	K4		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K3		
OR					
20. b)	Unit - V	CO5	K3		