

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.

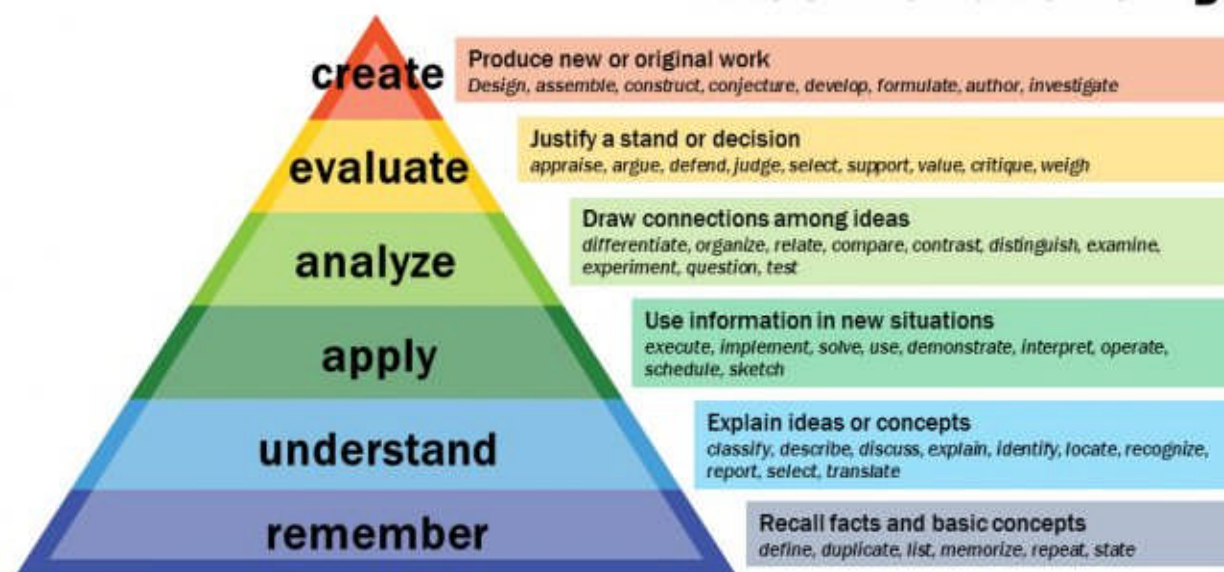
9. (Impacts) Impact of engineering on society and the environment: An ability to analyze social and environmental aspects of engineering activities. Such ability includes an understanding of the interactions that engineering has with the economic, social, health, safety, legal, and cultural aspects of 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	A knowledge base for engineering: Demonstrated competence in university level mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge appropriate to the program.	Knowledge Base
WA 2	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	Problem Analysis & Investigation
WA 4	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.	
WA 10	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.	Communication Skills & Design
WA3	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.	
WA 9	Individual and teamwork: An ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.	Individual and Team Work
WA 6	Professionalism: An understanding of the roles and responsibilities of	Professionalism,

	the professional engineer in society, especially the primary role of protection of the public and the public interest.	Ethics and equity
WA 8	Ethics and equity: An ability to apply professional ethics, accountability, and equity.	
WA 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	Lifelong learning



Bloom's Taxonomy



Vanderbilt University Center for Teaching

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)	
PEO1:	Acquire a strong foundation of English Language and Literature
PEO2:	Develop problem solving skill
PEO3:	Identify and define aspects or attributes of English Language and Literature
PEO4:	Communicate effectively with LSRW Skills
PEO5:	Improve their technical skills through career and professional learning
PEO6:	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

PROGRAM SPECIFIC OUTCOME (PSOs)	
PSO1:	Exhibit a range of basic literary communication skills and a concise overview of literary practices and functions
PSO2:	Assess the numerous literary genres and stylistic developments and compose objectively and imaginatively.
PSO3:	Interpret literary texts as an area of research and as part of a larger network of local and global culture.
PSO4:	Methodically evaluate existing scholarships and extend important problems and knowledge base in the area of English studies through digital tools and resources
PSO5:	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.
PSO6:	Channelize the passions of students in a constructive way to make more applied job preferences after the graduation





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

Course Name	COMMUNICATIVE ENGLISH - III			
Course Code	21UENG31	L	P	C
Part -II	Part II English	6	-	3
Nature of course:	EMPLOYABILITY ✓	SKILL ORIENTED ✓	ENTREPRENEURSHIP	
COURSE OBJECTIVES:				
<ul style="list-style-type: none"> • To understand and evaluate the meaning of the Speaker • To develop communicative competence • To enable them to comprehend the thought and idea contained in the poems • To develop the ability to identify and use narrative tenses when writing • To understand and explore the basics of English grammar 				
Unit: I	LISTENING			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				
Unit: II	SPEAKING			15
Giving and following instructions Asking for and giving directions Public Speaking Role Play				
Unit: III	READING			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				
Unit: IV	WRITING			20
Expansion of Proverbs Drafting sentences with Idioms/ Phrasal Verbs Memes, Blog, Twitter				
Unit: V	GRAMMAR			20
Conditionals Infinitives Modals Concord Question Tags				

		Total Lecture Hours	90
Books for Study:			
Book will be compiled by the department			
Books for Reference:			
Nesfield, J C. <i>English Grammar Composition & 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.			
Nagaraj, Geetha. <i>English Language Teaching: Approaches, Methods, Techniques</i> . New Delhi: Orient Blackswan Private Limited, 2010.			
Lakshminarayanan, K.R., T. Murugavel. <i>Communication Skills in English</i> . Chennai: Sciteck Publications Pvt. Ltd., 2008.			
Penn, Joanna. <i>How to Make a Living with Your writing: Books, Blogging and More</i> . Curl Up Press via Publish Drive, 2018.			
Porto, Heather Wright. <i>Creative Blogging: Your First Steps to a Successful Blog</i> . 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			
CO1:	Appraise performance and decision making		Up to K3
CO2:	Speak independently on a given topic		Up to K4
CO3:	Appreciate the theme, content, style of the poetry		Up to K3
CO4:	Experiment content writing		Up to K4
CO5:	Demonstrate correct grammar and sentence structure		Up to K3

CO & PO Mappings: Arts

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	2	3	2	2	2
CO 2	3	3	3	3	3	3
CO 3	3	2	3	2	2	2
CO 4	3	3	3	3	3	3
CO5	2	3	1	3	2	2
Weightage	14	13	13	13	12	12

*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
Weightage	11	13	12	13	12	13

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

LESSON PLAN

UNIT	SUBJECT NAME	Hrs	Mode
I	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	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)	2 (K4&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)	2 (K2&K3)
Question Pattern	No. of Questions to be asked		4		3		4	3
	No. of Questions to be answered		4		3		2	2
CIA I & II	Marks for each question		1		2		5	10
	Total Marks for each section		4		6		10	20

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	6.67	34
	K2	2	4	10	-	16	26.67	
	K3	-	-	10	10	20	33.33	
	K4	-	-	-	20	20	33.33	
	Marks	4	6	20	30	60	100	
CIA II	K1	2	2	-	-	4	6.67	34
	K2	2	4	-	10	16	26.67	
	K3	-	-	10	10	20	33.33	
	K4	-	-	10	10	20	33.33	
	Marks	4	6	20	30	60	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			10		10		25	30

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

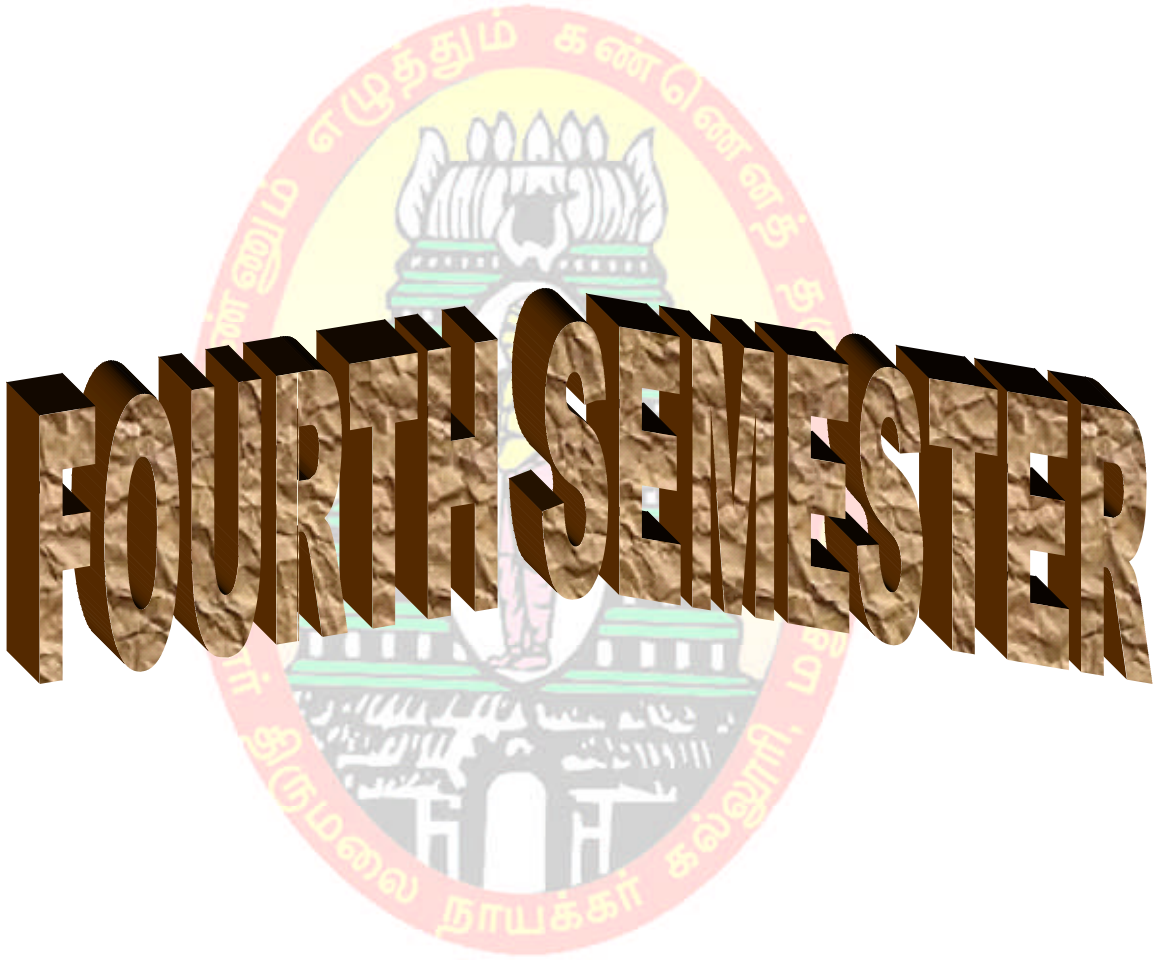
Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	6	-	-	11	9.16	33
K2	5	4	10	10	29	24.17	
K3	-	-	30	20	50	41.67	42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

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





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

Course Name	COMMUNICATIVE ENGLISH -IV			
Course Code	21UENG41	L	P	C
Core	Part II English	6	-	3
Nature of course:	EMPLOYABILITY ✓	SKILL ORIENTED ✓	ENTREPRENEURSHIP	
Course Objectives:				
<ul style="list-style-type: none"> • To show them the path of character building • To acquaint them with the style of essay writing • To compare experiences with themes and issues brought up in Shakespeare's plays • To acquire the linguistic competence required in various professional situations • To assimilate the correct patterns of language 				
Unit: I	LISTENING			20
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				
Unit: II	SPEAKING			15
Describing Pictures Describing Events Situational Conversations Interview Describing Pictures Describing Events Situational Conversations Interview Skills				
Unit: III	READING			15
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)				
Unit: IV	WRITING			20
Accepting/ Rejecting job offers Writing Professional Letters Drafting Agenda, Minutes, Report, E- mail, Circular, Notices				
Unit: V	GRAMMAR			20
Degrees of Comparison Direct, Indirect Speech				

Voice Spotting Errors		
		Total Lecture Hours 90
Books for Study: Book will be compiled by the department		
Books for Reference: 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 & 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.		
Web Resources		
https://www.youtube.com/watch?v=vP4iY1TtS3s https://www.youtube.com/watch?v=J7GY1Xg6X20 https://www.youtube.com/watch?v=VYPGkewa6Tw https://www.ted.com/talks/steve_jobs_how_to_live_before_you_die https://www.playshakespeare.com/midsummer-nights-dream/scenes/act-iii-scene-1 https://www.troup.org/userfiles/929/My%20Files/ELA/HS%20ELA/10th%20ELA/10th%20Unit%204/Antony%20funeral%20speech.pdf?id=26363 https://www.playshakespeare.com/othello/scenes/act-v-scene-2 https://www.sparknotes.com/shakespeare/tempest/section6/		
COURSE OUTCOMES		K Level
The Students will be able to		
CO1:	Analyze the underlying meanings of the famous speeches around the world	Up to K3
CO2:	Express themselves clearly in their surroundings and profession	Up to K4
CO3:	Relate Shakespeare to the contemporary society	Up to K3
CO4:	Distinguish themselves in the competitive society	Up to K4
CO5:	Transform sentences from one form to another	Up to K3

CO & PO Mapping: Arts

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	2	3	2	2	2
CO 2	3	3	3	3	3	3
CO 3	3	2	3	2	2	2
CO 4	3	3	3	3	3	3
CO5	2	3	1	3	2	2
Weightage	14	13	13	13	12	12

*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
Weightage	11	13	12	13	12	13

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

LESSON PLAN

UNIT	SUBJECT NAME	Hrs	Mode
I	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	15	Lecture, Practice, Assignment
II	Describing Pictures Describing Events Situational Conversations Interview	15	Lecture, Demo, Practice
III	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)	20	Lecture, Practice reading, Screening videos
IV	Accepting/ Rejecting job offers Writing Professional Letters Drafting Agenda, Minutes, Report, E- mail, Circular, Notices	20	Lecture, Demo, Practice, Assignment
V	Degrees of Comparison Direct, Indirect Speech Voice Spotting Errors	20	Chalk & Talk, Exercise

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 K3	2	K1&K2	1	K1	2 (K2&K2)	1 (K3)
	CO2	Up to K4	2	K1&K2	2	K2	2 (K3&K3)	2 (K4&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)	2 (K2&K3)
Question Pattern CIA I & II	No. of Questions to be asked		4		3		4	3
	No. of Questions to be answered		4		3		2	2
	Marks for each question		1		2		5	10
	Total Marks for each section		4		6		10	20

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	6.67	34
	K2	2	4	10	-	16	26.67	
	K3	-	-	10	10	20	33.33	
	K4	-	-	-	20	20	33.33	
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2	-	-	4	6.67	34
	K2	2	4	-	10	16	26.67	
	K3	-	-	10	10	20	33.33	
	K4	-	-	10	10	20	33.33	
	Marks	4	6	20	30	60	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			10		10		25	30
(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	10	10	50	50	120	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

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