

# **A.D.M.COLLEGE FOR WOMEN (AUTONOMOUS)**

*(Affiliated to Bharathidasan University, Tiruchirappalli)*

*(Accredited with 'A' Grade by NAAC – 3<sup>rd</sup> Cycle)*

**NAGAPATTINAM – 611 001**

## **RESEARCH DEPARTMENT OF ENGLISH**



## **SYLLABUS**

**PART II ENGLISH  
(2023-26 BATCH)**

## **PAPER II –GENERAL ENGLISH**

### **Programme Specific Outcomes:**

**PSO1:** Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different area of mathematics & statistics.

**PSO2:** Understand, formulate, develop mathematical arguments, logically and use quantitative models to address issues arising in social sciences, business and other context /fields.

**PSO3:** To prepare the students who will demonstrate respectful engagement with other's ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.

**PSO4:** Developing a research framework and presenting their independent ideas effectively.

**PSO5:** Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.

**PSO6:** Enabling a holistic perspective towards the socio-political inequalities and environmental issues

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**RESEARCH DEPARTMENT OF ENGLISH**

**PART II ENGLISH**

**B. A. / B.Sc. / B.Com. / B.B.A. / B.C.A. (2023- 2026 Batch)**

### SCHEME/ STRUCTURE OF THE PROGRAMME

Sem	Part	Course Code	Course	Ins. Hrs	Credit	Exam Hours	Marks		Total
							CIA	SE	
I	Part- II English	RLCEA	General English I	6	3	3	25	75	100
II	Part –II English	RLCEB	General English II	6	3	3	25	75	100
III	Part- II English	RLCEC	General English III	6	3	3	25	75	100
IV	Part –II English	RLCED	General English IV	6	3	3	25	75	100



**Signature of the HOD**

**FIRST YEAR - SEMESTER I**  
**PAPER II –GENERAL ENGLISH-I**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	<b>Part II</b>	Y	Y	-	-	3	6	25	75	100
<b>Learning Objectives</b>										
<b>LO1</b>	To enable learners to acquire the linguistic competence necessarily required in various life situations.									
<b>LO2</b>	To help them understand the written text and able to use skimming, scanning skills									
<b>LO3</b>	To assist them in creative thinking abilities									
<b>LO4</b>	To enable them become better readers and writers									
<b>LO5</b>	To assist them in developing correct reading habits, silently, extensively and intensively									
Unit No.	Unit Title & Text									No. of Periods for the Unit
<b>I</b>	<b>Poetry</b> 1.1 A Patch of Land - Subramania Bharati 1.2 The Sparrow - Paul Laurence Dunbar 1.3 A Nation's Strength – Ralph Waldo Emerson 1.4 Love Cycle - Chinua Achebe									18
<b>II</b>	<b>Prose</b> 2.1 JRD - Harish Bhat 2.2 Us and Them - David Sedaris From Dress Your Family in Corduroy and Denim 2.3 Uncle Podger Hangs a Picture - Jerome K Jerome									18
<b>III</b>	<b>Short Stories</b> 3.1 The Faltering Pendulum- Bhabani Bhattacharya 3.2 How I Taught my Grandmother to Read- Sudha Murthy 3.3 The Gold Frame- R.K. Laxman									18
<b>IV</b>	<b>Language Competency</b> 4.1 Vocabulary: Synonyms, Antonyms, WordFormation 4.2 Appropriate use of Articles and Parts of Speech 4.3 Error correction									18
<b>V</b>	<b>English for Workplace</b> 5.1 Self - introduction, Greetings 5.2 Introducing others 5.3 Listening for General and SpecificInformation 5.4 Listening to and Giving Instructions / Directions									18

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing	PO1
CO2	Understand the total content and underlying meaning in the context.	PO1,PO2
CO3	Form the habit of reading for pleasure and for information	PO4,PO6
CO4	Comprehend material other than the prescribed text	PO4,PO5,PO6
CO5	Develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.	PO3,PO8

Text books (Latest Editions)	
1	Steel Hawk and other stories by Bhattacharya, Bhabani, New Delhi: Sahitya Akademi, 1967
2	How I taught my grandmother to Read and other Stories, Murthy, Sudha, Penguin Books, India, 2004

WebResources	
1	A patch of land by Subramania Bharati translated by Usha Rajagoplan : <a href="https://books.google.co.in/books?id=iSHvOmXuvLMC&amp;printsec=frontcover&amp;dq=subramania+bharati+poems&amp;hl=en&amp;newbks=1&amp;newbks_redir=0&amp;source=gb_mobile_search&amp;sa=X&amp;redir_esc=y#v=onepage&amp;q=subramania%20bharati%20poems&amp;f=false">https://books.google.co.in/books?id=iSHvOmXuvLMC&amp;printsec=frontcover&amp;dq=subramania+bharati+poems&amp;hl=en&amp;newbks=1&amp;newbks_redir=0&amp;source=gb_mobile_search&amp;sa=X&amp;redir_esc=y#v=onepage&amp;q=subramania%20bharati%20poems&amp;f=false</a>
2	The Sparrow by Paul Laurence Dunbar <a href="https://poets.org/poem/sparrow-0">https://poets.org/poem/sparrow-0</a>
3	A Nation's Strength by Emerson <a href="https://poets.org/poem/nations-strength">https://poets.org/poem/nations-strength</a>
4	Love cycle by Chinua Achebe : <a href="https://www.best-poems.net/chinua-achebe/love-cycle.html">https://www.best-poems.net/chinua-achebe/love-cycle.html</a>
5	JRD by Harish Bhat <a href="https://www.tata.com/newsroom/heritage/coffee-tea-jrd-tata-stories">https://www.tata.com/newsroom/heritage/coffee-tea-jrd-tata-stories</a>
6	Us and Them by David Sedaris From Dress Your Family in Corduroy and Denim <a href="https://legacy.npr.org/programs/morning/features/2004/jun/sedaris/usandthem.html">https://legacy.npr.org/programs/morning/features/2004/jun/sedaris/usandthem.html</a>
7	Uncle Podger Hangs a Picture: <a href="http://rosyhunt.blogspot.com/2013/01/uncle-podger-hangs-picture.html">http://rosyhunt.blogspot.com/2013/01/uncle-podger-hangs-picture.html</a>
8	The Gold Frame: <a href="https://fybaenglish.blogspot.com/2018/12/the-gold-frame-r-k-laxman.html">https://fybaenglish.blogspot.com/2018/12/the-gold-frame-r-k-laxman.html</a>

**Reference Books: (Latest Editions, and the style given must be strictly adhered to )**

1.	English in use - A textbook for College Students (English ,Paper back, - T.Vijay Kumar, K Durga Bhavani, YL Srinivas
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2	Practical English Usage - 4th Edition By Michael Swan
3.	<b>The Art of Civilized Conversation: A Guide to Expressing Yourself with Style and Grace</b> -Margaret Shepherd, Penny Carter, (Illustrator), Sharon Hogan, 2005.

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to PSO</b>	3.0	3.0	3.0	3.0	3.0

**3 – Strong, 2 – Medium, 1 - Low**



Signature of the HOD

**FIRST YEAR - SEMESTER II**  
**PAPER II –GENERAL ENGLISH - II**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	<b>Part II</b>	Y	Y	-	-	3	6	25	75	100
<b>Learning Objectives</b>										
<b>LO1</b>	To introduce learners to the essential skills of communication in English									
<b>LO2</b>	To enable them use these skills effectively in academic and non-academic contexts									
<b>LO3</b>	To help them identify and eliminate common mistakes in writing and speaking									
<b>LO4</b>	To enable them use various business communication strategies and to use advanced vocabulary									
<b>LO5</b>	To familiarize them in writing descriptive essays and respond to arguments orally and in writing									
Unit No.	Unit Title & Text							No. of Periods for the Unit		
<b>I</b>	<b>Poetry</b> 1.1 Very Indian Poem in Indian English - Nissim Ezekiel 1.2 Still I Rise - Maya Angelou 1.3 The Flower -Tennyson 1.4 On Killing a Tree -Gieve Patel							18		
<b>II</b>	<b>Prose</b> 2.1 If You Are Wrong Admit it- Dale Carnegie 2.2 Kindly Adjust Please - Shashi Tharoor 2.3 The Spoon-fed Age- W.R. Inge							18		
<b>III</b>	<b>Fiction</b> Swami and Friends – R.K.Narayan							18		

<b>IV</b>	<b>Language Competency</b> 4.1 Homonyms, Homophones, Homographs Portmanteau words 4.2 Verbs and Tenses, Subject Verb, Agreement 4.3 Error correction	18
<b>V</b>	<b>English in the Workplace</b> 5.1 Reading for General and Specific information [ charts, tables, schedules, graphs etc] 5.2 Reading news and weather reports 5.3 Writing paragraphs 5.4 Taking and making notes	18

### Course Outcomes

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Learn to introduce themselves and talk about everyday activities confidently	PO1
<b>CO2</b>	Be able to write short paragraphs on people, places and events	PO1,PO2
<b>CO3</b>	Identify the purpose of using various tenses and effectively employ them in speaking and writing	PO4,PO6
<b>CO4</b>	Gain knowledge to write subjective and objective descriptions	PO4,PO5,PO6
<b>CO5</b>	Identify and use their skills effectively in formal contexts.	PO3,PO8

### TextBooks(LatestEditions)

<b>1</b>	Swami and Friends – R.K.Narayan, Paperback, December 2008.
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### ReferencesBooks

**(Latest editions,and the style as given below must be strictly adhered to)**

<b>1</b>	Advanced English Grammar. Martin Hewings. Cambridge University Press, 2000
<b>2</b>	Descriptive English. SP Bakshi, Richa Sharma · 2019, Arihant Publications (India) Ltd.
<b>3</b>	The Reading Book: A Complete Guide to Teaching Reading. Sheena Cameron, Louise Dempsey, S & L. Publishing, 2019.
<b>4</b>	Skimming and Scanning Techniques, Barbara Sherman, Liberty University Press, 2014
<b>5</b>	Brilliant Speed Reading: Whatever you need to read, however ...Phil Chambers, Pearson, 2013.
<b>6</b>	The Archer, Paulo Coelho. Penguin Viking, 2020.

### WebResources



1	Very Indian poem by Nissim Ezekiel <a href="http://econtent.in/pacc.in/admin/contents/40%202020103001102714.pdf">http://econtent.in/pacc.in/admin/contents/40 %20 2020103001102714.pdf</a>
2	Still I Rise by Maya Angelou <a href="https://www.poetryfoundation.org/poems/46446/still-i-rise">https://www.poetryfoundation.org/poems/46446/still-i-rise</a>
3	The Flower by Tennyson: <a href="https://www.poemhunter.com/poem/the-flower-2/">https://www.poemhunter.com/poem/the-flower-2/</a>
4	On Killing a tree by Gieve Patel: <a href="https://www.poemhunter.com/poem/on-killing-a-tree/">https://www.poemhunter.com/poem/on-killing-a-tree/</a>
5	If you are wrong, admit it: <a href="https://www.tbr.fun/if-youre-wrong-admit-it/">https://www.tbr.fun/if-youre-wrong-admit-it/</a>
6	Kindly Adjust please - Shashi Tharoor <a href="https://www.theweek.in/columns/shashi-tharoor/2018/05/25/kindly-adjust-to-our-english.html?fbclid=IwAR3IhtdXqvuV4ySECn9S7SA6HmCEYISyd1QHd3BlwKgiNKWdkeSg3qWp-U/">https://www.theweek.in/columns/shashi-tharoor/2018/05/25/kindly-adjust-to-our-english.html?fbclid=IwAR3IhtdXqvuV4ySECn9S7SA6HmCEYISyd1QHd3BlwKgiNKWdkeSg3qWp-U/</a>
7	The Spoon Fed Age: <a href="https://www.nrkacademy.com/2016/04/spoon-feeding-by-wringe.html">https://www.nrkacademy.com/2016/04/spoon-feeding-by-wringe.html</a>
8	The Alchemist: <a href="https://www.youtube.com/watch?v=lxBYpmxjeDU">https://www.youtube.com/watch?v=lxBYpmxjeDU</a>

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3

<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0



**Signature of the HOD**

**SECOND YEAR - SEMESTER III  
PAPER II –GENERAL ENGLISH - III**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	<b>Part II</b>	Y	Y	-	-	3	6	25	75	100
<b>Learning Objectives</b>										
LO1	To enhance the level of literary and aesthetic experience of students and to help them respond creatively.									
LO2	To sensitize them to the major issues in the society and the world.									
LO3	To provide them with an ability to build and enrich their communication skills									
LO4	To equip them to utilize the digital knowledge resources effectively for their chosen fields of study									
LO5	To help them think and write imaginatively and critically.									
Unit No.	Unit Title & Text								No. of Periods for the Unit	
<b>I</b>	<b>Poetry:</b> 1.1 The Voice of the Mountains -Mamang Dai 1.2 Sita - Toru Dutt 1.3 A Song of Hope - Oodgeroo Noonuccal 1.4 In an Artist's Studio - Christina Rossetti								18	

<b>II</b>	<b>Scenes From Shakespeare:</b> 2.1 Romeo & Juliet -The Balcony Scene 2.2 Macbeth-Banquet Scene 2.3 Julius Caesar - Murder Scene	18
<b>III</b>	<b>Speeches of Famous personalities</b> 3.1 Tryst with Destiny- Jawaharlal Nehru 3.2 Yes, We Can-Barack Obama 3.3 You've Got to Find What You Love-Steve Jobs	18
<b>IV</b>	<b>Language Competency</b> 4.1 Writing letters and emails 4.2 Writing and messaging in social media platforms [blogs, twitter, instagram, facebook] 4.3 Learning netiquette, email etiquette	18
<b>V</b>	<b>English for Workplace</b> 5.1 Data Interpretation and Reporting 5.2 Data Presentation and analysis 5.3 Meeting Etiquettes - language, dress code, voice modulation. Online Meetings - Terms and expressions used 5.4 Conducting and participating in a meeting	18

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Broaden their outlook and sensibility and be acquainted with cultural diversity and divergence in perspectives.	PO1
<b>CO2</b>	Be updated with basic informatics skills and attitudes relevant to the emerging knowledge society	PO1,PO2
<b>CO3</b>	Produce grammatically and idiomatically correct language.	PO4,PO6
<b>CO4</b>	Gain knowledge in writing techniques to meet academic and professional needs.	PO4,PO5, PO6
<b>CO5</b>	Be equipped with sufficient practice in Vocabulary, Grammar, Comprehension and Remedial English from the perspective of career oriented tests.	PO3,PO8

<b>Text Books (Latest Editions)</b>	
<b>1</b>	Selected Scenes from Shakespeare, Emerald publishers
<b>2</b>	Arden Shakespeare Complete works by <a href="#">Shakespeare</a> (Author), <a href="#">William</a> (Author), Bloomsbury, 2011)

<b>References Books</b>	
<b>1</b>	The Shakespeare Book: Big Ideas Simply Explained, Stanley Wells et al. DK Publishing, 2015
<b>2</b>	Famous Speeches by Mahatma Gandhi, Createspace Independent Publishing Platform, 2016
<b>3</b>	How to Build a Professional Digital Profile Kindle Edition by <u>Jeanne Kelly Bernish</u> , Bernish Communications Associates, LLC; 1st edition (May 29, 2012)
<b>4</b>	Keys to Teaching Grammar to English Language Learners, Second Ed.: A Practical Handbook by Keith S Folse, Michigan Teacher Training, 2016.
<b>5</b>	Role Play-Theory and Practice. <u>Kryisia M Yardley-Matwiejczuk</u> , SAGE publications ltd, 1997

<b>Web Resources</b>	
<b>1</b>	The Voice of the Mountains by Mamang Dai: <a href="https://www.scribd.com/document/558838656/The-Voice-of-the-Mountain-By-Mamang-Dai-Adivasi-Resurgence">https://www.scribd.com/document/558838656/The-Voice-of-the-Mountain-By-Mamang-Dai-Adivasi-Resurgence</a>
<b>2</b>	A song of Hope by Kath Walker: <a href="http://www.wordslikethis.com.au/a-song-of-hope/">http://www.wordslikethis.com.au/a-song-of-hope/</a>
<b>3</b>	In an artist's studio by Christina Rossetti: <a href="https://www.poetryfoundation.org/poems/146804/in-an-artist39s-studio">https://www.poetryfoundation.org/poems/146804/in-an-artist39s-studio</a>
<b>4</b>	Sita by Toru Dutt: <a href="https://www.poetrynook.com/poem/s%20E2%94%9C%C2%ABta">https://www.poetrynook.com/poem/s%20E2%94%9C%C2%ABta</a>
<b>5</b>	Tryst with Destiny: <a href="https://www.cam.ac.uk/files/a-tryst-with-destiny/index.html#:~:text=Jawaharlal%20Nehru%2C%20delivering%20his%20Tryst%20with%20Destiny%20speech.&amp;text=%22Long%20years%20ago%20we%20made,awake%20to%20life%20and%20freedom.">https://www.cam.ac.uk/files/a-tryst-with-destiny/index.html#:~:text=Jawaharlal%20Nehru%2C%20delivering%20his%20Tryst%20with%20Destiny%20speech.&amp;text=%22Long%20years%20ago%20we%20made,awake%20to%20life%20and%20freedom.</a>
<b>6</b>	Yes, We Can: <a href="https://www.englishspeecheschannel.com/english-speeches/barack-obama-speech/">https://www.englishspeecheschannel.com/english-speeches/barack-obama-speech/</a>
<b>7</b>	You've got to find what you love: <a href="https://www.businessbusinessbusiness.com.au/steve-jobs-youve-got-to-find-what-you-love/#:~:text=Steve%20Jobs%2C%20in%20his%20commencement,emphasizes%20o n%20believing%20in%20oneself.">https://www.businessbusinessbusiness.com.au/steve-jobs-youve-got-to-find-what-you-love/#:~:text=Steve%20Jobs%2C%20in%20his%20commencement,emphasizes%20o n%20believing%20in%20oneself.</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0



**Signature of the HOD**

**SECOND YEAR - SEMESTER IV**  
**PAPER II –GENERAL ENGLISH - IV**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	<b>Part II</b>	Y	Y	-	-	3	6	25	75	100
<b>Learning Objectives</b>										
<b>LO1</b>	To help learners imbibe the rules of language unconsciously and tune to deduce language structure and usage.									
<b>LO2</b>	To enable them use receptive skills through reading and listening to acquire good exposure to language and literature.									
<b>LO3</b>	To help them develop style in speech and writing and manipulate the tools of language for effective communication.									
<b>LO4</b>	To provide exposure to plays, autobiographies and expose them to value based ideas.									
<b>LO5</b>	To enhance their language skills especially in the areas of grammar and pronunciation.									
Unit No.	Unit Title & Text							No. of Periods for the Unit		
<b>I</b>	<b>Life Writing</b> 1.1 I am Malala-Malala Yousafzai - Chapter 1 1.2 My Inventions - Nikola Tesla - Chapter 2							18		
<b>II</b>	<b>One Act Plays</b> 2.1 The Zoo Story- Edward Albee 2.2 The Proposal- Anton Chekhov							18		
<b>III</b>	<b>Interviews</b> 3.1 Nelson Mandela’s Interview with Larry King. 3.2 Rakesh Sharma’s Interview with Indira Gandhi from Space 3.3 Lionel Messi with Sid Lowe (Print)							18		
<b>IV</b>	<b>Language Competency</b> 4.1 Refuting, Arguing & Debating 4.2 Making Suggestions & Responding to Suggestions, Asking for and Giving Advice or Help 4.3 Interviews(face to face, telephone and video conferencing)							18		
<b>V</b>	<b>English for Workplace</b> 5.1 Job Applications: Covering letters, CV and Resume 5.2 Creating a digital profile - LinkedIn 5.3 Filling Forms (Online & Manual): creation of account, railway reservation, ATM, Credit/debit card 5.4 Body Language -Practical Skills for Interviews							18		

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Learn to communicate effectively and appropriately in real life situation.	PO1
<b>CO2</b>	Use English effectively for study purpose across the curriculum	PO1,PO2
<b>CO3</b>	Develop interest in and appreciation of Literature	PO4,PO6
<b>CO4</b>	Develop and integrate the use of the four language skills	PO4,PO5,PO6
<b>CO5</b>	Enhance their language skills especially in the areas of grammar and pronunciation.	PO3,PO8

<b>TextBooks(LatestEditions)</b>	
<b>1</b>	I Am Malala The Girl Who Stood Up for Education and Was Shot by the Taliban by Malala Yousafzai, Christina Lamb , Little Brown, 2013.
<b>2</b>	My Inventions by Nikola Tesla Ingram Short title, 2011 Edition

<b>ReferencesBooks</b> (Latest editions,and the style as given below must be strictlyadhered to)	
<b>1</b>	Writing Your Life: A Guide to Writing Autobiographies,Mary Borg, Taylor & Francis, 2021.
<b>2</b>	One-act Plays for Acting Students: An Anthology of Short, <b>Norman A. Bert • 1987 •</b>
<b>3</b>	The One-Act Play Companion: A Guide to plays, playwrights ... Colin Dolley, Rex Walford • 2015
<b>4</b>	How to Build a Professional Digital Profile Kindle Edition by Jeanne Kelly Bernish, Bernish Communications Associates, LLC; 1st edition (May 29, 2012)
<b>5</b>	Role Play-Theory and Practice.Kryisia M Yardley-Matwiejczuk, SAGE publications ltd, 1997

<b>Web Resources</b>	
<b>1</b>	For Readers' Theatre: <a href="https://www.youtube.com/watch?v=JaLQJt8orSw&amp;t=469s">https://www.youtube.com/watch?v=JaLQJt8orSw&amp;t=469s</a> (the link to the performance; refer scripts by Aaron Shepherd)
<b>2</b>	<a href="http://BBC">http://BBC</a> learn English.com
<b>3</b>	<a href="http://onestopenglish.com">http://onestopenglish.com</a>
<b>4</b>	<a href="http://hearn-english-today.com">http://hearn-english-today.com</a>
<b>5</b>	<a href="http://talkenglish.com">http://talkenglish.com</a>
<b>6</b>	The Zoo Story: <a href="http://www.lem.seed.pr.gov.br/arquivos/File/livrosliteraturaingles/zoostory.pdf">http://www.lem.seed.pr.gov.br/arquivos/File/livrosliteraturaingles/zoostory.pdf</a>
<b>7</b>	The Proposal: <a href="https://www.one-act-plays.com/comedies/proposal.html">https://www.one-act-plays.com/comedies/proposal.html</a>
<b>8</b>	Nelson Mandela with Larry King Interviews: <a href="http://edition.cnn.com/TRANSCRIPTS/0005/16/kl.00.html">http://edition.cnn.com/TRANSCRIPTS/0005/16/kl.00.html</a>

9	Rakesh Sharma with Indira Gandhi Interview : <a href="https://www.ndtv.com/offbeat/what-first-indian-astronaut-rakesh-sharma-told-indira-gandhi-about-india-from-space-2204839">https://www.ndtv.com/offbeat/what-first-indian-astronaut-rakesh-sharma-told-indira-gandhi-about-india-from-space-2204839</a>
10	Lionel Messi with Sid Lowe Interview: <a href="https://www.worldsoccer.com/world-soccer-latest/lionel-messi-interview-part-one-338553">https://www.worldsoccer.com/world-soccer-latest/lionel-messi-interview-part-one-338553</a>

### Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

### Mapping with Programme Specific Outcomes:

CO / PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	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



Signature of the HOD



**Part II English**  
**General English I, II, III & IV**  
**Pattern of Evaluation**

CIA – 25 Marks (Passing minimum of 40%)

Test (Written) – 15 Marks

Assignment & Group Discussion - 5 Marks

Written Quiz & Seminar - 5 Marks

Semester – 75 Marks

Total Marks – 100 Marks (Passing minimum of 40%)

**QUESTION PATTERN FOR PART II - GENERAL ENGLISH I, II, III & IV**

**Section A - 20 Marks**

Short answer questions (10x2=20 Marks)

**Section B – 25 Marks**

Paragraph Questions (5x5=25 Marks)

Answer all the Paragraph questions either or pattern (Two questions should be asked from each unit)

**Section C – 30 Marks**

Essay Questions (3x10=30 Marks)

Answer any 3 Questions. (One Essay Question should be asked from each Unit)



**Signature of the HOD**