

# **PART II- ENGLISH**

## **SYLLABUS**

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,  
CHENNAI – 600 005**

## Under Graduate Programme

### Programme Outcomes:

**PO1: Disciplinary Knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

**PO2: Critical Thinking:** Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

**PO3: Problem Solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

**PO4: Analytical Reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.

**PO5: Scientific Reasoning:** Ability to analyze, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open minded and reasoned perspective.

**PO6: Self-directed & Lifelong Learning:** Ability to work independently, identify and manage a project. Ability to acquire knowledge and skills, including "learning how to learn", through self-placed and self-directed learning aimed at personal development, meeting economic, social and cultural objectives.

**PO7: Reflective Thinking:** Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society

**PO8: Reading & Projects:** Document their reading and interpretive practices in assignments, translation works, and independent projects.

**PO9: Confidence & Effectiveness:** Confidently and effectively articulate their literary and textual experiences.

**PO10: Social Skills & Empathetic Approach:** Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self regulation.



**FIRST YEAR - SEMESTER I**

**PAPER II –GENERAL ENGLISH**

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									
<b>Unit No.</b>	<b>Unit Title &amp; Text</b>							<b>No. of Periods for the Unit</b>		
<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							20		
<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							20		
<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							20		
<b>IV</b>	<b>Language Competency</b> 4.1 Vocabulary : Synonyms, Antonyms, Word Formation 4.2 Appropriate use of Articles and Parts of Speech 4.3 Error correction							15		

<b>V</b>	<b>English for Workplace</b> 5.1 Self - introduction, Greetings 5.2 Introducing others 5.3 Listening for General and Specific Information 5.4 Listening to and Giving Instructions / Directions	15
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### Course Outcomes

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing	PO1
<b>CO2</b>	Understand the total content and underlying meaning in the context.	PO1,PO2
<b>CO3</b>	Form the habit of reading for pleasure and for information	PO4,PO6
<b>CO4</b>	Comprehend material other than the prescribed text	PO4,PO5,PO6
<b>CO5</b>	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)

<b>1</b>	Steel Hawk and other stories by Bhattacharya, Bhabani, New Delhi: Sahitya Akademi, 1967
<b>2</b>	How I taught my Grandmother to Read and other Stories, Murthy, Sudha, Penguin Books, India, 2004

### WebResources

<b>1</b>	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>
<b>2</b>	The Sparrow by Paul Laurence Dunbar <a href="https://poets.org/poem/sparrow-0">https://poets.org/poem/sparrow-0</a>
<b>3</b>	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
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
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

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<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

**3 – Strong, 2 – Medium, 1 - Low**

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

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						20			
<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						20			
<b>III</b>	<b>Fiction</b> Alchemist - Paulo Coelho						20			
<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						15			
<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						15			



<b>Course Outcomes</b>		
<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

<b>TextBooks(LatestEditions)</b>	
<b>1</b>	The Alchemist - Paulo Coelho Harper - 2005
<b>ReferencesBooks</b> (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.
<b>WebResources</b>	
<b>1</b>	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_%202020103001102714.pdf</a>
<b>2</b>	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=IwAR3IhtdXqvuV4ySECn9S7SA6HmCEYISyd1QHd3BlwKgiNKKwdkeSg3qWp-U/">https://www.theweek.in/columns/shashi-tharoor/2018/05/25/kindly-adjust-to-our-english.html?fbclid=IwAR3IhtdXqvuV4ySECn9S7SA6HmCEYISyd1QHd3BlwKgiNKKwdkeSg3qWp-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=IxBYpmxjeDU">https://www.youtube.com/watch?v=IxBYpmxjeDU</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
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**SECOND YEAR - SEMESTER III  
PAPER II –GENERAL ENGLISH**

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

**Learning Objectives**

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	20
<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	20
<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	20
<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	15
<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	15

	5.4 Conducting and participating in a meeting	
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<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>	<b>Arden Shakespeare Complete works by <a href="#">Shakespeare</a> (Author), <a href="#">William</a> (Author), Bloomsbury, 2011)</b>
<b>References Books (Latest Editions, and the style as given below must be strictly adhered to)</b>	
<b>1</b>	The Shakespeare Book: Big Ideas Simply Explained, Stanley Wells et al. DK Publishing, 2015
<b>3</b>	Famous Speeches by Mahatma Gandhi, Createspace Independent Publishing Platform, 2016
<b>4</b>	How to Build a Professional Digital Profile Kindle Edition by <a href="#">Jeanne Kelly Bernish</a> , Bernish Communications Associates, LLC; 1st edition (May 29, 2012)
<b>5</b>	Keys to Teaching Grammar to English Language Learners, Second Ed.: A Practical Handbook by Keith S Folse, Michigan Teacher Training, 2016.

6	Role Play-Theory and Practice. Krysia M Yardley-Matwiejczuk, SAGE publications ltd, 1997
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<b>Web Resources</b>	
1	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>
2	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>
3	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>
4	Sita by Toru Dutt: <a href="https://www.poetrynook.com/poem/s%E2%94%9C%C2%ABta">https://www.poetrynook.com/poem/s%E2%94%9C%C2%ABta</a>
5	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>
6	Yes, We Can: <a href="https://www.englishspeecheschannel.com/english-speeches/barack-obama-speech/">https://www.englishspeecheschannel.com/english-speeches/barack-obama-speech/</a>
7	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%20on%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%20on%20believing%20in%20oneself.</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

<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:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<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

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

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							20		
<b>II</b>	<b>One Act Plays</b> 2.1 The Zoo Story- Edward Albee 2.2 The Proposal- Anton Chekhov							20		
<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)							20		
<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)							15		

<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	15
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<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> <b>(Latest editions,and the style as given below must be strictly adhered to)</b>	
<b>1</b>	Writing Your Life: A Guide to Writing Autobiographies, Mary Borg, Taylor & Francis, 2021



2	One-act Plays for Acting Students: An Anthology of Short Norman A. Bert · 1987 ·
3	The One-Act Play Companion: A Guide to plays, playwrights ... Colin Dolley, Rex Walford · 2015
4	How to Build a Professional Digital Profile Kindle Edition by Jeanne Kelly Bernish, Bernish Communications Associates, LLC; 1st edition (May 29, 2012)
5	Role Play-Theory and Practice.Krysia M Yardley-Matwiejczuk, SAGE publications ltd, 1997

<b>Web Resources</b>	
1	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 Sheperd)
2	<a href="http://BBC">http://BBC</a> learn English.com
3	<a href="http://onestopenglish.com">http://onestopenglish.com</a>
4	<a href="http://hearn-english-today.com">http://hearn-english-today.com</a>
5	<a href="http://talkenglish.com">http://talkenglish.com</a>
6	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>
7	The Proposal: <a href="https://www.one-act-plays.com/comedies/proposal.html">https://www.one-act-plays.com/comedies/proposal.html</a>
8	Nelson Mandela with Larry King Interviews: <a href="http://edition.cnn.com/TRANSCRIPTS/0005/16/lkl.00.html">http://edition.cnn.com/TRANSCRIPTS/0005/16/lkl.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:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<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:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<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