

**PART – II**  
**ENGLISH**  
**FOR B.A., B.SC., B.COM., B.B.A.,**  
**PROGRAMMES**

**MODEL SYLLABUS**

**FROM THE ACADEMIC YEAR**  
**2023 – 2024**

**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.

## **PAPER II –GENERAL ENGLISH**

### **Programme Specific Outcomes:**

**PSO1:** Identify words, grammar items and structures in English to use them in specific contexts.

**PSO2:** Recognise, explore and use a range of vocabulary to formulate sentences, paragraphs, letters and other forms of narratives.

**PSO3:** List, distinguish and practice different ways of sharing ideas in spoken and written forms.

**PSO4:** Prepare written composition in real life contexts and engage in a range of interactions in the real world

# FIRST YEAR - SEMESTER I

## PAPER II –GENERAL ENGLISH-I

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
2312E	Part II	Y	Y	-	-	3	6	25	75	100
<b>Learning Objectives</b>										
<b>LO1</b>	To enable learners to acquire self awareness and positive thinking required in various life situations.									
<b>LO2</b>	To help them acquire the attribute of empathy									
<b>LO3</b>	To assist them in acquiring creative and critical thinking abilities									
<b>LO4</b>	To enable them to learn the basic grammar									
<b>LO5</b>	To assist them in developing LSRW skills									
Unit No.	Unit Title & Text							No. of Periods for the Unit		
<b>Unit I</b>	<b>SELF-AWARENESS(WHO)&amp;POSITIVE THINKING(UNICEF)</b> <b>Life Story</b> 1.1 Chapter 1 from Malala Yousafzai, I am Malala 1.2 An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 & 3) M.K.Gandhi <b>Poem</b> 1.3 Where the Mind is Without Fear – Gitanjali 35 – Rabindranath Tagore 1.4 Love Cycle – Chinua Achebe							20		
<b>Unit II</b>	<b>EMPATHY</b> <b>Poem</b> 2.1 Nine Gold Medals – David Roth 2.2 Alice Fell or poverty – William Wordsworth <b>Short Story</b> 2.3 The School for Sympathy – E.V. Lucas 2.4 Barn Burning – William Faulkner							20		
<b>Unit III</b>	<b>CRITICAL &amp; CREATIVE THINKING</b> <b>Poem</b> 3.1 The Things That Haven't Been Done Before – Edgar Guest 3.2 Stopping by the Woods on a Snowy Evening – Robert Frost <b>Readers Theatre</b> 3.3 The Magic Brocade – A Tale of China 3.4 Stories on Stage – Aaron Shepard (Three Sideway Stories from Wayside School" by Louis Sachar)							20		

<b>Unit IV</b>	<b>Part of Speech</b> 4.1 Articles 4.2 Noun 4.3 Pronoun 4.4 Verb 4.5 Adverb 4.6 Adjective 4.7 Preposition	15
<b>Unit V</b>	<b>Paragraph and Essay Writing</b> 5.1 Descriptive 5.2 Expository 5.3 Persuasive 5.4 Narrative <b>Reading Comprehension</b>	15

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will:	
<b>CO1</b>	Acquire self awareness and positive thinking required in various life situations	PO1,PO7
<b>CO2</b>	Acquire the attribute of empathy.	PO1,PO2,PO10
<b>CO3</b>	Acquire creative and critical thinking abilities.	PO4,PO6,PO9
<b>CO4</b>	Learn basic grammar	PO4,PO5,PO6
<b>CO5</b>	Development and integrate the use of four language skills i.e., listening, speaking, reading and writing.	PO3,PO8

	<b>Text books (Latest Editions)</b>
<b>1.</b>	Malala Yousafzai. I am Malala, Little, Brown and Company, 2013.
<b>2.</b>	M.K. Gandhi. An Autobiography or The Story of My Experiments with Truth (Chapter – I), Rupa Publications, 2011.
<b>3.</b>	Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings): A Collection of Prose Translations Made by the Author from the Original Bengali. MacMillan, 1913.
<b>4.</b>	N.Krishnasamy. Modern English: A Book of Grammar, Usage and Composition Macmillan, 1975.
<b>5.</b>	Aaron Shepard. Stories on Stage, Shepard Publications, 2017.
<b>6.</b>	J.C. Nesfield. English Grammar Composition and Usage, Macmillan, 2019.

Web Resources	
1	MalalaYousafzai. I am Malala (Chapter 1) <a href="https://archive.org/details/i-am-malala">https://archive.org/details/i-am-malala</a>
2	M.K Gandhi. An Autobiography or The Story of My Experiments with Truth(Chapter-1)- Rupa Publication, 2011 <a href="https://www.indiastudychannel.com/resources/146521-Book-Review-An-Autobiography-or-The-story-of-my-experiments-with-Truth.aspx">https://www.indiastudychannel.com/resources/146521-Book-Review-An-Autobiography-or-The-story-of-my-experiments-with-Truth.aspx</a>
3	Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings) <a href="https://www.poetryfoundation.org/poems/45668/gitanjali-35">https://www.poetryfoundation.org/poems/45668/gitanjali-35</a>
4	Aaron Shepard.Stories on Stage, Shepard Publications, 2017 <a href="https://amzn.eu/d/9rVzlNv">https://amzn.eu/d/9rVzlNv</a>
5	J C Nesfield. Manual of English Grammar and Composition. <a href="https://archive.org/details/in.ernet.dli.2015.44179">https://archive.org/details/in.ernet.dli.2015.44179</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

#### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weightage	15	15	15	15
Weighted percentage of Course Contribution to POS	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
2322E	Part II	Y	Y	-	-	3	6	25	75	100
<b>Learning Objectives</b>										
<b>LO1</b>		To make students realize the importance of resilience								
<b>LO2</b>		To enable them to become good decision makers								
<b>LO3</b>		To enable them to imbibe problem-solving skills								
<b>LO4</b>		To enable them to use tenses appropriately								
<b>LO5</b>		To help them use English effectively at the work place.								
Unit No.	Unit Title & Text							No. of Periods for the Unit		
<b>Unit I</b>	<b>RESILIENCE</b> <b>Poem</b> 1.1 Don't Quit – Edgar A. Guest 1.2 Still Here – Langston Hughes  <b>Short Story</b> 1.3 Engine Trouble – R.K. Narayan 1.4 Rip Van Winkle – Washington Irving							20		
<b>Unit II</b>	<b>DECISION MAKING</b> <b>Short Story</b> 2.1 The Scribe – Kristin Hunter 2.2 The Lady or the Tiger - Frank Stockton <b>Poem</b> 2.3 The Road not Taken – Robert Frost 2.4 Snake – D. H Lawrence							20		
<b>Unit III</b>	<b>PROBLEM SOLVING</b> <b>Prose life Story</b> 3.1 How I taught My Grandmother to Read – Sudha Murthy <b>Autobiography</b> 3.3 How frog Went to Heaven – A Tale of Angolo 3.4 Wings of Fire (Chapters 1,2,3) by A.P.J Abdul Kalam							20		
<b>Unit IV</b>	<b>Tenses</b> 4.1 Present 4.2 Past 4.3 Future 4.4 Concord							15		

<b>Unit V</b>	<b>English in the Workplace</b> 5.1 E-mail – Invitation, Enquiry, Seeking Clarification 5.2 Circular 5.3 Memo 5.4 Minutes of the Meeting	15
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<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Realize the importance of resilience	PO1,PO7
<b>CO2</b>	Become good decision-makers	PO1,PO2,PO10
<b>CO3</b>	Imbibe problem-solving skills	PO4,PO6,PO9
<b>CO4</b>	Use tenses appropriately	PO4, PO5,PO6
<b>CO5</b>	Use English effectively at the work place.	PO3,PO8

<b>TextBooks (Latest Editions)</b>	
<b>References Books</b>	
1	Martin Hewings. Advanced English Grammar. Cambridge University Press, 2000
2	SP Bakshi, Richa Sharma. Descriptive English. Arihant Publications (India) Ltd., 2019.
3.	Sheena Cameron, Louise Dempsey. The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing, 2019.
4	Barbara Sherman. Skimming and Scanning Techniques, Liberty University Press, 2014.
5.	Phil Chambers. Brilliant Speed Reading: Whatever you need to read, however. Pearson, 2013.
6.	Communication Skills : Practical Approach Ed. Shaikh Moula
	Ramendra Kumar. Stories of Resilience, Blue Rose Publications, 2020.



### Web Sources

1	Langston Hughes. Still Here <a href="https://poetryace.com/im-still-here">https://poetryace.com/im-still-here</a>
2	R. K. Narayan. Engine Trouble <a href="http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf">http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf</a>
3	Washington Irving. Rip Van Winkle <a href="https://www.gutenberg.org/files/60976/60976-h/60976-h.htm">https://www.gutenberg.org/files/60976/60976-h/60976-h.htm</a>
4	Frank Stockton. The Lady or the Tiger <a href="https://www.gutenberg.org/ebooks/396">https://www.gutenberg.org/ebooks/396</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
<b>CO1</b>	3	3	3	3
<b>CO2</b>	3	3	3	3
<b>CO3</b>	3	3	3	3
<b>CO4</b>	3	3	3	3
<b>CO5</b>	3	3	3	3
<b>Weightage</b>	15	15	15	15
<b>Weighted percentage of Course Contribution toPos</b>	3.0	3.0	3.0	3.0

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
2332E	Part II	Y	Y	-	-	3	6	25	75	100
<b>Learning Objectives</b>										
LO1		To make them active listeners								
LO2		To enhance the interpersonal relationship skills								
LO3		To embolden them to cope with stress								
LO4		To master grammar skills								
LO5		To help them to use English effectively in a business environment								
Unit No.	Unit Title & Text							No. of Periods for the Unit		
<b>Unit I</b>	<b>ACTIVE LISTENING</b> <b>Short Story</b> 1.1 In a Grove – AkutagawaRyunosuke Translated from Japanese by Takashi Kojima 1.2 The Gift of the Magi – O’ Henry <b>Prose</b> 1.3 Listening – Robin Sharma 1.4 Nobel Prize Acceptance Speech – WangariMaathai							20		
<b>Unit II</b>	<b>INTERPERSONAL RELATIONSHIPS</b> <b>Prose</b> 2.1 Telephone Conversation – Wole Soyinka 2.2 Of Friendship – Francis Bacon <b>Song on (Motivational/ Narrative)</b> 2.3 Ulysses – Alfred Lord Tennyson 2.4 And Still I Rise – Maya Angelou							20		
<b>Unit III</b>	<b>COPING WITH STRESS</b> <b>Poem</b> 3.1 Leisure – W.H. Davies 3.2 Anxiety Monster – RhonaMcFerran <b>Readers Theatre</b> 3.3 The Forty Fortunes: A Tale of Iran 3.4 Where there is a Will – Mahesh Dattani							20		
<b>Unit IV</b>	<b>Grammar</b> 4.1 Phrasal Verbs & Idioms 4.2 Modals and Auxiliaries 4.3 Verb Phrases – Gerund, Participle, Infinitive							15		
<b>Unit V</b>	<b>Composition/ Writing Skills</b> 5.1 Official Correspondence – Leave Letter , Letter of Application, Permission Letter 5.2 Drafting Invitations 5.3 Brochures for Programmes and Events							15		

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Listen actively	PO1,PO7
<b>CO2</b>	Develop interpersonal relationship skills	PO1,PO2,PO10
<b>CO3</b>	Acquire self-confidence to cope with stress	PO4,PO6,PO9
<b>CO4</b>	Master grammar skills	PO4,PO5,PO6
<b>CO5</b>	Carry out business communication effectively	PO3,PO8

#### **Text Books (Latest Editions)**

<b>1</b>	WangariMaathai – Nobel Lecture. Nobel Prize Outreach AB 2023. Jul 2023.
<b>2</b>	Mahesh Dattani, Where there is a Will. Penguin, 2013.
<b>3</b>	Martin Hewings, Advanced English Grammar, Cambridge University Press, 2000
<b>4</b>	EssentialEnglish Grammar by Raymond Murphy

#### **Web Resources**

<b>1</b>	WangariMaathai – Nobel Lecture. Nobel Prize Outreach AB 2023. Mon. 17 Jul 2023. <a href="https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/">https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/</a>
<b>2</b>	Telephone Conversation - Wole Soyinka <a href="https://www.k-state.edu/english/westmank/spring_00/SOYINKA.html">https://www.k-state.edu/english/westmank/spring_00/SOYINKA.html</a>
<b>3</b>	Anxiety Monster- RhonaMcFerran- <a href="http://www.poetrysoup.com">www.poetrysoup.com</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>CO1</b>	3	3	3	3
<b>CO2</b>	3	3	3	3
<b>CO3</b>	3	3	3	3
<b>CO4</b>	3	3	3	3
<b>CO5</b>	3	3	3	3
<b>Weightage</b>	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
<b>2342E</b>	<b>Part II</b>	Y	Y	-	-	3	6	25	75	100
<b>Learning Objectives</b>										
<b>LO1</b>	To help learners imbibe goal-setting attitude.									
<b>LO2</b>	To enable them to understand the value of integrity.									
<b>LO3</b>	To help them deal with emotions.									
<b>LO4</b>	To teach the learners to frame sentences using tenses.									
<b>LO5</b>	To enhance reporting skills.									
Unit No.	Unit Title & Text							No. of Periods for the Unit		
<b>Unit I</b>	<b>GOAL SETTING (UNICEF)</b> <b>Life Story</b> 1.1 From Chinese Cinderella – Adeline Yen Mah 1.2 Why I Write - George Orwell  <b>Short Essay</b> 1.3 On Personal Mastery – Robin Sharma 1.4 On the Love of Life – William Hazlitt							20		
<b>Unit II</b>	<b>INTEGRITY</b> <b>Short Story</b> 2.1 The Taxi Driver – K.S. Duggal 2.2 Kabuliwala - Rabindranath Tagore 2.3 A Retrieved Reformation – O Henry  <b>Extract from a play</b>  2.4 The Quality of Mercy (Trial Scene from the Merchant of Venice - Shakespeare)							20		
<b>Unit III</b>	<b>COPING WITH EMOTIONS</b> <b>Poem</b> 3.1 Pride – Dahlia Ravikovitch 3.2 Phenomenal Woman – Maya Angelou <b>Reader's Theatre</b> 3.3 The Giant's Wife A Tall Tale of Ireland – William Carleton 3.4 The Princess and the God : A Tale of Ancient India							20		

<b>Unit IV</b>	<b>Language Competency Sentences</b> 4.1 Simple Sentences 4.2 Compound Sentences 4.3 Complex Sentences  <b>Direct and Indirect Speech</b>	15
<b>Unit V</b>	<b>Report Writing</b> 5.1 Narrative Report 5.2 Newspaper Report  <b>Drafting Speeches</b> 5.3 Welcome Address 5.4 Vote of Thanks	15

#### Course Outcomes

Course Outcomes	On completion of this course, students will	
<b>CO1</b>	Determine their goals	PO1,PO7
<b>CO2</b>	Identify the value of integrity.	PO1,PO2,PO10
<b>CO3</b>	Deal with emotions.	PO4,PO6,PO9
<b>CO4</b>	Frame grammatically correct sentences	PO4,PO5,PO6
<b>CO5</b>	Write cohesive reports.	PO3,PO8

#### Text Books (Latest Editions)

<b>1</b>	Oxford Practice Grammar , John Eastwood, Oxford University Press
<b>2</b>	Cambridge Grammar of English , Ronald Carter and Michael McCarthy
<b>3.</b>	George Orwell Essays, Penguin Classics

#### Web Resources

1	<a href="http://www.gradesaver.com/George-orwell-essays/study/summary">http://www.gradesaver.com/George-orwell-essays/study/summary</a>
2	O' Henry. A Retrieved Reformation. <a href="https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf">https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf</a>
	Maya Angelou. Phenomenal Woman. <a href="https://www.poetryfoundation.org/poems/48985/phenomenal-woman">https://www.poetryfoundation.org/poems/48985/phenomenal-woman</a>
3	The Quality of Mercy, <a href="https://poemanalysis.com">https://poemanalysis.com</a>
4	<a href="https://www.oxfordscholarlyeditions.co.in/display/10.1093/actrade/9780199235742.book.1/actrade-9780199235742-div1-106-">https://www.oxfordscholarlyeditions.co.in/display/10.1093/actrade/9780199235742.book.1/actrade-9780199235742-div1-106-</a> William Hazlitt

**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>CO1</b>	3	3	3	3
<b>CO2</b>	3	3	3	3
<b>CO3</b>	3	3	3	3
<b>CO4</b>	3	3	3	3
<b>CO5</b>	3	3	3	3
<b>Weightage</b>	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0