

PERIYAR UNIVERSITY
PERIYAR PALKALAI NAGAR
SALEM – 636 011



PART II- GENERAL ENGLISH

TANSCHÉ
SYLLABUS

For students admitted from 2026-2027 onwards

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Part II	Y	Y	-	-	3	6	25	75	100
Learning Objectives										
LO1	To enable learners to acquire self-awareness and positive thinking required in various life situations.									
LO2	To help them acquire the attribute of empathy									
LO3	To assist them in acquiring creative and critical thinking abilities									
LO4	To enable them to learn the basic grammar									
LO5	To assist them in developing LSRW skills									
Unit	Unit Title & Text								No. of Periods for the Unit	
I	SELF-AWARENESS (WHO) & POSITIVE THINKING (UNICEF) Life Stories 1.1 Chapter 1 from Malala Yousafzai, I am Malala 1.2 An Autobiography or The Story of My Experiments with Truth (Chapter 1) M.K. Gandhi Poetry 1.3 Where the Mind is Without Fear – Gitanjali 35 – Rabindranath Tagore 1.4 Love Cycle – Chinua Achebe								20	

II	EMPATHY Poetry 2.1 Nine Gold Medals – David Roth 2.2 Alice Fell or poverty – William Wordsworth Short Stories 2.3 The School for Sympathy – E.V. Lucas 2.4 Barn Burning – William Faulkner	20
III	CRITICAL & CREATIVE THINKING Poetry 3.1 The Things That Haven't Been Done Before – Edgar Guest 3.2 Stopping by the Woods on a Snowy Evening – Robert Frost Readers Theatre 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
IV	Parts of Speech 4.1 Noun 4.2 Pronoun 4.3 Verb 4.4 Adverb 4.5 Adjective 4.6 Conjunction 4.7 Interjection	15
V	Paragraph and Essay Writing 5.1 Descriptive 5.2 Expository 5.3 Persuasive 5.4 Narrative Reading Comprehension	15

Book Prescribed: IMPACT – 1 - GENERAL ENGLISH – 1 (SEMESTER - I)

Publisher Name: Cambridge University Press and Assessment, New Delhi. Year of Publication 2024.

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LOs	POs
CO1	Explain and interpret the themes of self-awareness, positive thinking, empathy, and human values presented in literary texts, demonstrating foundational disciplinary knowledge of language and literature.	K2 (Understand)	LO1 – Disciplinary Knowledge	PO1, PO7, PO10
CO2	Apply grammatical principles, reading comprehension strategies, and effective writing techniques to construct coherent responses and solve communication-related problems in academic and real-life contexts.	K3 (Apply)	LO4 – Problem Solving	PO3, PO9
CO3	Analyze and evaluate literary texts by identifying themes, characters, emotions, perspectives, and creative expressions to develop analytical reasoning and critical thinking skills.	K4 (Analyze)	LO5 – Analytical Reasoning	PO2, PO4, PO5
CO4	Design and develop independent learning tasks, reflective writings, and project-based activities using appropriate resources to foster self-directed learning, creativity, and lifelong learning habits.	K6 (Create)	LO11 – Self-directed Learning / Project Development	PO6, PO7, PO8
CO5	Demonstrate effective communication, ethical values, empathy, teamwork, digital literacy, and research-oriented inquiry through oral, written, and collaborative activities related to literary and language studies.	K3–K5 (Apply–Evaluate)	LO2, LO3, LO6, LO7, LO8, LO10 & LO15	PO2, PO5, PO9, PO10

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

Web Resources	
1.	Malala Yousafzai. I am Malala (Chapter 1) https://archive.org/details/i-am-malala

2.	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
3.	Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings) https://www.poetryfoundation.org/poems/45668/gitanjali-35
4.	Aaron Shepard. Stories on Stage, Shepard Publications, 2017 https://amzn.eu/d/9rVzINv
5.	J C Nesfield. Manual of English Grammar and Composition. https://archive.org/details/in.ernet.dli.2015.44179

Mapping with Programme Outcomes:

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	1	2	1	2	1	2	3
CO2	2	1	3	1	1	1	1	1	3	2
CO3	2	3	2	3	3	1	2	2	2	1
CO4	1	2	1	1	1	3	3	3	2	2
CO5	2	3	2	2	3	2	2	2	3	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO/PSO	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

FIRST YEAR - SEMESTER II
PAPER II –GENERAL ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Part II	Y	Y	-	-	3	6	25	75	100
Learning Objectives										
LO1		To make students realize the importance of resilience								
LO2		To enable them to become good decision makers								
LO3		To enable them to imbibe problem-solving skills								
LO4		To enable them to use tenses appropriately								
LO5		To help them use English effectively at the work place.								
Unit	Unit Title & Text							No. of Periods for the Unit		
I	RESILIENCE							20		
	Poetry									
	1.1 Don't Quit – Edgar A. Guest									
	1.2 Still Here – Langston Hughes									
	Short Stories									
	1.3 Engine Trouble – R.K. Narayan									
1.4 Rip Van Winkle – Washington Irving										
II	DECISION MAKING							20		
	Poetry									
	2.1 The Road not Taken – Robert Frost									
	Snake – D. H Lawrence									
	Short Stories									
	2.3 The Scribe – Kristin Hunter									
2.4 The Lady or the Tiger - Frank Stockton										
III	PROBLEM SOLVING							20		
	Prose									
	3.1 How I taught My Grandmother to Read – Sudha Murthy									
	Autobiographies									
	3.2 A Diary of a Young Girl (April 14, 1944–August 1, 1944) by Anne Frank									
	3.3 Wings of Fire (Chapter 1) by A.P.J Abdul Kalam									

IV	Tenses 4.1 Present 4.2 Past 4.3 Future	15
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

Book Prescribed: IMPACT – 2 - GENERAL ENGLISH – 2 (SEMESTER - II)

Publisher Name: Cambridge University Press and Assessment, New Delhi. Year of Publication 2024.

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain and interpret the themes of resilience, decision making, problem solving, and human values presented in prescribed literary texts, while demonstrating knowledge of fundamental grammatical structures and workplace communication forms.	K1–K2 (Remembering, Understanding)	LO1 – Disciplinary Knowledge	PO1
CO2	Apply grammatical rules, communication strategies, and insights gained from literary texts to address real-life situations, make informed decisions, and solve practical communication problems in academic and professional contexts.	K3 (Applying)	LO4 – Problem Solving	PO3
CO3	Analyze and evaluate characters, situations, themes, and moral dilemmas in literary works using logical reasoning, textual evidence, and critical interpretation to arrive at justified conclusions.	K4 (Analyzing)	LO5 – Analytical Reasoning	PO2, PO4, PO5
CO4	Design and develop independent learning tasks, reflective portfolios, reading journals, presentations, or communication projects by integrating literary understanding, language skills, and digital resources for continuous self-improvement.	K5–K6 (Evaluating, Creating)	LO11 – Self-directed Learning / Project Development	PO6, PO8
CO5	Demonstrate effective written communication, teamwork, ethical responsibility, digital literacy,	K3–K5 (Applying, Analyzing,	LO2 (Communication Skills), LO3	PO7, PO8, PO9,

	leadership, and research-oriented learning skills through workplace writing tasks, collaborative activities, and contextual interpretation of literary texts.	Evaluating)	(Critical Thinking), LO6 (Research Skills), LO10 (Digital Literacy), LO7 (Teamwork)	PO10
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Textbooks for Reference (Latest Editions)	
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. ShaikhMoula
7.	Ramendra Kumar. Stories of Resilience, Blue Rose Publications, 2020.

Web Resources	
1.	Langston Hughes. Still Here https://poetryace.com/im-still-here
2.	R. K. Narayan. Engine Trouble http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf
3.	Washington Irving. Rip Van Winkle https://www.gutenberg.org/files/60976/60976-h/60976-h.htm
4.	Frank Stockton. The Lady or the Tiger https://www.gutenberg.org/ebooks/396
5.	Anne Frank. The Diary of a Young Girl https://www.unesco.org/en/memory-world/diaries-anne-frank

Mapping with Programme Outcomes:

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	2	1	1
CO2	2	1	3	2	1	1	1	1	2	1
CO3	1	3	2	3	3	1	2	2	1	1
CO4	1	1	1	1	1	3	2	3	2	1
CO5	1	2	1	1	1	2	3	3	3	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO/PSO	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 PSOs	3.0	3.0	3.0	3.0

SECOND YEAR - SEMESTER III
PAPER II –GENERAL ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Part II	Y	Y	-	-	3	6	25	75	100
Learning Objectives										
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	Unit Title & Text								No. of Periods for the Unit	
I	ACTIVE LISTENING Prose 1.1 Listening – Robin Sharma 1.2 Nobel Prize Acceptance Speech – Wangari Maathai Short Stories 1.3 In a Grove – Akutagawa Ryunosuke Translated from Japanese by Takashi Kojima 1.4 The Gift of the Magi – O’ Henry								20	
II	INTERPERSONAL RELATIONSHIPS Prose 2.1 Telephone Conversation – Wole Soyinka 2.2 Of Friendship – Francis Bacon Songs on (Motivational/ Narrative) 2.3 Ulysses – Alfred Lord Tennyson 2.4 And Still I Rise – Maya Angelou								20	
III	COPING WITH STRESS Poetry 3.1 Leisure – W.H. Davies 3.2 Anxiety Monster – Rhona Mc Ferran Readers Theatre 3.3 The Forty Fortunes: A Tale of Iran 3.4 Where there is a Will – Mahesh Dattani								20	
IV	Grammar 4.1 Phrasal Verbs & Idioms 4.2 Modals and Auxiliaries 4.3 Verb Phrases – Gerund, Participle, Infinitive								15	
V	Composition/ Writing Skills 5.1 Official Correspondence – Leave Letter , Letter of Application, Permission Letter 5.2 Drafting Invitations 5.3 Brochures for Programmes and Events								15	

Book Prescribed: IMPACT – III GENERAL ENGLISH – 3 (SEMESTER - III)

Publisher Name: Cambridge University Press and Assessment, New Delhi. Year of Publication 2024.

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain and interpret the themes, messages, language features, and communicative strategies presented in literary texts, speeches, prose, poetry, and short stories to demonstrate effective listening, reading, and language comprehension skills.	K1–K2 (Remembering, Understanding)	LO1 – Disciplinary Knowledge	PO1, PO8
CO2	Apply listening, interpersonal communication, grammatical structures, and writing conventions to solve real-life communication challenges in academic, professional, and social contexts.	K3 (Applying)	LO4 – Problem Solving	PO3, PO9, PO10
CO3	Analyze and evaluate literary texts, speeches, and interpersonal situations by identifying themes, perspectives, arguments, cultural values, and communication patterns to develop analytical and critical reasoning abilities.	K4 (Analyzing)	LO5 – Analytical Reasoning	PO2, PO4, PO5, PO7
CO4	Design and develop independent communication projects such as brochures, invitations, correspondence portfolios, and reflective presentations by utilizing appropriate language resources, digital tools, and self-directed learning strategies.	K5–K6 (Evaluating, Creating)	LO11 – Self-directed Learning / Project Development	PO6, PO8, PO9
CO5	Demonstrate effective written and oral communication, teamwork, ethical interpersonal behavior, digital literacy, leadership, and research-oriented learning practices while producing professional documents and collaborative language-based tasks.	K3–K5 (Applying–Evaluating)	LO2 (Communication Skills), LO3 (Critical Thinking), LO6 (Research Skills), LO10 (Digital Literacy), LO7 (Teamwork)	PO2, PO6, PO9, PO10

Textbooks for Reference (Latest Editions)	
1.	Wangari Maathai – Nobel Lecture. Nobel Prize Outreach AB 2023. Jul 2023.
2.	Mahesh Dattani, Where there is a Will. Penguin, 2013.

3.	Martin Hewings, Advanced English Grammar, Cambridge University Press, 2000
4.	Essential English Grammar by Raymond Murphy

Web Resources	
1.	Wangari Maathai – Nobel Lecture. Nobel Prize Outreach AB 2023. Mon. 17 Jul 2023. https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/
2.	Telephone Conversation - Wole Soyinka https://www.k-state.edu/english/westmank/spring_00/SOYINKA.html
3.	Anxiety Monster- Rhona Mc Ferran www.poetrysoup.com

Mapping with Programme Outcomes:

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	2	1	1
CO2	1	1	3	2	1	1	1	1	3	2
CO3	1	3	1	3	2	1	2	1	1	1
CO4	1	1	1	1	1	3	1	3	2	1
CO5	1	2	1	1	1	2	1	1	3	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO / PSO	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

SECOND YEAR - SEMESTER IV
PAPER II –GENERAL ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Part II	Y	Y	-	-	3	6	25	75	100
Learning Objectives										
LO1	To help learners imbibe goal-setting attitude.									
LO2	To enable them to understand the value of integrity.									
LO3	To help them deal with emotions.									
LO4	To teach the learners to frame sentences using tenses.									
LO5	To enhance reporting skills.									
Unit	Unit Title & Text								No. of Periods for the Unit	
I	GOAL SETTING (UNICEF) Life Stories 1.1 From Chinese Cinderella – Adeline Yen Mah 1.2 Why I Write - George Orwell Short Essays 1.3 On Personal Mastery – Robin Sharma 1.4 On the Love of Life – William Hazlitt								20	
II	INTEGRITY Short Stories 2.1 The Taxi Driver – K.S. Duggal 2.2 Kabuliwala - Rabindranath Tagore 2.3 A Retrieved Reformation – O Henry Extract from a play 2.4 The Quality of Mercy (Trial Scene from the Merchant of Venice - Shakespeare)								20	
III	COPING WITH EMOTIONS Poetry 3.1 Pride – Dahlia Ravikovitch 3.2 Phenomenal Woman – Maya Angelou Reader's Theatre 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	
IV	Language Competency Sentences 4.1 Simple Sentences 4.2 Compound Sentences 4.3 Complex Sentences 4.4 Direct and Indirect Speech								15	

V	Report Writing 5.1 Narrative Report 5.2 Newspaper Report Drafting Speeches 5.3 Welcome Address 5.4 Vote of Thanks	15
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Book Prescribed: IMPACT – 4 - GENERAL ENGLISH – 4 (SEMESTER - IV)

Publisher Name: Cambridge University Press and Assessment, New Delhi. Year of Publication 2025.

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping (NHEQF)	PO Mapping
CO1	Explain and interpret the themes of goal setting, integrity, emotional intelligence, and human values presented in literary texts, demonstrating foundational knowledge and comprehension of language and literature.	K1–K2 (Remember, Understand)	LO1 – Disciplinary Knowledge	PO1, PO7
CO2	Apply communication principles, grammatical structures, and language skills to solve real-life communication challenges through effective sentence construction, speech drafting, and report writing.	K3 (Apply)	LO4 – Problem Solving	PO3, PO9
CO3	Analyze and evaluate characters, situations, ethical dilemmas, emotions, and social values portrayed in literary texts using logical reasoning and evidence-based interpretation.	K4 (Analyze)	LO5 – Analytical Reasoning	PO2, PO4, PO5
CO4	Design and develop independent learning projects, reflective portfolios, speeches, and written reports by integrating literary insights, communication skills, and self-assessment strategies for lifelong learning.	K5 (Create)	LO11 – Self-directed Learning / Project Development	PO6, PO8
CO5	Demonstrate effective communication, ethical leadership, teamwork, empathy, digital literacy, and research-oriented learning while engaging in discussions, presentations, collaborative activities, and professional writing tasks.	K3–K5 (Apply–Create)	LO2 (Communication Skills), LO3 (Critical Thinking), LO6 (Research Skills), LO10 (Digital Literacy), LO7 (Teamwork)	PO9, PO10, PO2, PO6

Textbooks for Reference (Latest Editions)	
1.	Oxford Practice Grammar , John Eastwood, Oxford University Press
2.	Cambridge Grammar of English , Ronald Carter and Michael McCarthy
3.	George Orwell Essays, Penguin Classics

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

Mapping with Programme Outcomes:

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	1	1	1	2	1	1	1
CO2	1	1	3	2	1	1	1	1	3	2
CO3	2	3	2	3	2	1	2	1	1	2
CO4	1	2	1	2	1	3	2	3	2	1
CO5	1	2	2	1	1	2	1	2	3	3

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

CO / PSO	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

QUESTION PAPER PATTERN**Duration: Three Hours****Maximum Marks: 75****Part A: (15 X 1 = 15 marks)****I. Answer ALL Questions (Multiple Choice Questions)**

(Three questions from each unit)

Part B: (2 X 5 = 10 marks)**II. Answer ANY TWO Questions (TWO out of FIVE questions)**

(One question from each unit)

Part C: (5 X 10 = 50 marks)**III. Answer ALL Questions**

(One Question from Each Unit with internal choice)