Manonmaniam Sundaranar University

Tirunelveli – 12

PART – II GENERAL ENGLISH

FOR B.A., B.SC., B.COM., B.B.A., PROGRAMMES

FROM THE ACADEMIC YEAR 2026 - 2027

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Manonmaniam Sundaranar University, Tirunelveli

OUTCOME BASED EDUCATION-CHOICE BASED CREDIT SYSTEM.

OPERATIONAL GUIDELINES FOR FRAMING CURRICULUM

GENERAL ENGLISH I – SEMESTER I

A. PREAMBLE

Outcome Based Education (OBE) is the order of the day in all Higher Education Institutions to emphasize quality mandate. Curriculum tailored with Choice Based Credit System (CBCS) for ensuring flexibility: Exposure to learning opportunities using the latest technological advancements to the learnersfor continuous lifelong learning, and Adoption of Revised Bloom's Taxonomy (RBT) in the assessment mechanism are essential to add value to the existing OBE. The current revision is aimed at providing scope for effective implementation of OBE by including Programme Educational Outcomes, Programme Outcomes, and Programme Specific Outcomes in alignment to the vision and mission of the University. Courses need to be framed and mapped such that the compilation of the Outcomes of all Courses in the programme ensures the attainment of the programme outcomes in terms of RBT.

B. VISION AND MISSION OF THE UNIVERSITY

Vision

"To provide quality education to reach the un-reached"

Mission

- To conduct research, teaching and outreach programmes to improve conditions of human living
- To offer a wide variety of off-campus educational and training programs, including the use of
- information technology, to individuals and groups.
- To develop partnership with industries and government so as to improve the quality of the workplace and to serve as catalyst for economic and cultural development.

- To provide quality/inclusive education, especially for the rural and un-reached segments of economically downtrodden students including women, socially oppressed and differently abled

GENERAL ENGLISH I – SEMESTER I

Programme Specific Outcomes

On successful completion of the programme, students will be able to:

PSO1: Demonstrate knowledge and appreciation of prose, poetry and short stories drawn from various cultural and literary traditions.

PSO2: Interpret literary texts through close reading and develop critical thinking, creative thinking, cultural awareness, self-awareness and empathy.

PSO3: Apply grammatical knowledge, particularly nouns, pronouns, adjectives, gender, number, case and degrees of comparison, in appropriate contexts.

PSO4: Produce coherent paragraphs, stories, reproductions and letters and effectively integrate listening, speaking, reading and writing skills in real-life situations.

Programme Outcomes

PO1 – Disciplinary Knowledge: Demonstrate comprehensive knowledge and understanding of the disciplines that form part of an undergraduate programme of study.

PO2 – Critical Thinking: Apply analytical thought to a body of knowledge; examine and evaluate evidence, arguments, claims and beliefs; identify relevant assumptions and formulate coherent arguments.

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PO3 – Problem Solving: Apply acquired knowledge and competencies to solve familiar and unfamiliar problems and use learning effectively in real-life situations.

PO4 – Analytical Reasoning: Evaluate the reliability and relevance of evidence, identify logical flaws, analyse information from different sources and draw valid conclusions supported by evidence and examples.

PO5 – Scientific Reasoning: Analyse, interpret and draw conclusions from quantitative and qualitative information and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.

PO6 – Self-directed and Lifelong Learning: Work independently, identify and manage learning requirements and acquire knowledge and skills through self-directed and lifelong learning.

PO7 – Reflective Thinking: Develop critical sensitivity towards lived experiences with self-awareness and reflexivity concerning both the individual and society.

PO8 – Reading and Project Skills: Document reading and interpretative practices through assignments, written exercises, translation activities and independent projects.

PO9 – Confidence and Effectiveness: Confidently and effectively articulate literary, linguistic and textual experiences in oral and written forms.

PO10 – Social Skills and Empathetic Approach: Develop a professional and reflective approach towards leadership, responsibility, personal integrity, empathy, care, respect for others, accountability and self-regulation.

Learning Objectives

LO1: To enable learners to understand and appreciate prose, poetry and short stories from diverse literary and cultural traditions.

LO2: To promote self-awareness, positive thinking, empathy, ethical values and social sensitivity through literary texts.

LO3: To develop creative, critical and analytical thinking through the interpretation of themes, characters, imagery and cultural contexts.

LO4: To enable learners to understand and accurately apply the basic grammatical categories of nouns, pronouns and adjectives.

LO5: To develop composition and LSRW skills through paragraph writing, story writing, reproduction and letter writing.

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Course Outcomes

On completion of the course, students will be able to:

Course Outcome	Outcome Statement	Primary PO Alignment – Level 3
CO1	Explain the central ideas, values, styles and cultural contexts represented in the prescribed prose selections.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO9
CO2	Interpret the prescribed poems with reference to their themes, imagery, tone, poetic voice and cultural background.	PO2, PO3, PO4, PO6, PO7
CO3	Analyse the plot, characterisation, setting, conflict and social concerns presented in the prescribed short stories.	PO1, PO2, PO3, PO5, PO6, PO7, PO9
CO4	Identify and accurately use nouns, pronouns and adjectives, including gender, number, case and degrees of comparison.	PO1, PO2, PO3, PO4, PO5, PO6, PO7
CO5	Compose coherent paragraphs, stories, reproductions and letters while integrating listening, speaking, reading and writing skills.	PO1, PO3, PO4, PO5, PO6, PO7, PO10

Mapping of Course Outcomes with Programme Outcomes

Mapping Scale

3 – Strong Correlation 2 – Moderate Correlation 1 – Low Correlation – – No Correlation

CO/PO	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

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
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 of Course Outcomes 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 Average of Course Contribution to PSOs	**3.0**	**3.0**	**3.0**	**3.0**

The weighted average is calculated as:

15 ÷ 5 Course Outcome.

SEMESTER – I GENERAL ENGLISH - I

UNIT – I PROSE

1. The Power of Prayer - APJ Abdul Kalam
2. On the love of life - William Hazlitt
3. Nature (Chapter 1) - R. W. Emerson
4. Forgetting - Robert Lynd

UNIT – II POETRY

1. The Flower-School - Rabindranath Tagore
2. Love After Love - Derek Walcott
3. Don't Quit - Edgar Albert Guest
4. Night - Wole Soyinka

UNIT – III SHORT STORY

1. The Missing Mail - R K Narayan
2. Two Gentlemen of Verona - A.J. Cronin.
3. A Real Durban - Jhumpa Lahiri
4. Girls at War - Chinua Achebe

UNIT – IV GRAMMAR PARTS OF SPEECH

1. Noun, Kinds of Nouns, Gender, Number, Case
2. Pronoun - Personal, Emphatic, Demonstrative, Indefinite, distributive, Relative and Interrogative
3. Adjective, kinds of Adjectives - Degrees of Comparison

UNIT – V COMPOSITION

1. Paragraph Writing
2. Story Writing (Hints Developing)
3. Reproduction of a Story Poem
4. Letter Writing

TEXT BOOKS & *WEB RESOURCES*

1. ***Web Resources***

   Extract from Dr. A.P.J. Abdul Kalam's autobiography, *Wings of Fire*
   Hazlitt, William.
   "On the love of life." . Quotidiana. Ed. Patrick Madden. 29 Sep 2006. 14 Jun 2026 <https://essays.quotidiana.org/hazlitt/love_of_life/>.
   ***Nature :* https://www.gutenberg.org/files/29433/29433-h/29433-h.htm**
   Forgetting :
   https://archive.org/stream/in.ernet.dli.2015.73174/2015.73174.English-Essays-Of-Today_djvu.txt
2. ***Wren & Martin High School English Grammar and Composition***

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MANONMANIAM SUNDARANAR UNIVERSITY TIRUNELVELI

UG COURSES AFFILIATED COLLEGES

Part-II English General English-Paper I

(Choice Based Credit System)

(with effect from the academic year 2026-2027 onwards)

Scheme for Internal Assessment

• Three Internal tests - each of one hour duration shall be conducted every semester.
• Maximum marks for written test: 20 marks
• The average of the best two written examinations must be added in addition to the marks scored in the oral assignment for 5 marks.
• The Compulsory written assignment should comprise the testing of written skill and critical skill.
• The break up for internal assessment shall be:
• Written test-20 marks; Assignment (Oral) - 5 marks
• Total 25 marks

Scheme for External Assessment

• External examination - 75 marks.
• Question pattern:
10 x 1 Marks = 10 Marks (Q.1-Q.4 K1 Level, Q.5-Q.8 - K2 Level, Q.9 – Q.10 - K3 Level)
5 x 5 marks = 25 Marks (Q.11 (a or b) - K1, Q.12 (a or b) – K2, Q.13 (a or b) – K3, Q.14 (a or b) – K4, Q.15 (a or b) – K5 & K6 Level)
5 x 8 Marks = 40 Marks (Q.16 (a or b) - K1, Q.17 (a or b) – K2, Q.18 (a or b) – K3, Q.19 (a or b) – K4, Q.20 (a or b) – K5 Level)

Note: In both Internal and Semester End Examinations

• For UG - Lower Order Thinking (K1, K2, & K3) - 60% in each part
• For UG - Higher Order Thinking (K4, K5, & K6) - 40% in each part

iii. Attainment of Course Outcome:

The attainment of the Course Outcome for Continuous Internal Assessment / Terminal Assessment for each course be prepared in the following format:

Class: Course Code: Teacher: Class Strength: 'B'

Maximum Marks			Internal - 25 and Semester End - 75			
S. No	Reg.No.	CO1 - K1 & K2 (Marks)	CO2 - K3 (Marks)	CO3 - K4 (Marks)	CO4 - K5 & K6 (Marks)	Total
1.						
2.						
Target (% from Max as per the difficulty level of the course) (Not less than passing minimum %)						
'A'	No. of learners above the target					
Percentage of attainment of K level ('A'/ 'B') *100						
Level of attainment						

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Attainment levels for the Courses are fixed as per the following table.

Level	Criteria for Attainment level
C	60% of learners scoring more than the Target
B	70% of learners scoring more than the Target
A	80% of learners scoring more than the Target

Attainment is to be calculated separately for CIA and ESE

Blueprint of the Question Paper

GENERAL ENGLISH – I

Time: 3 Hours **Maximum Marks: 75**

PART – A

Answer ALL the questions. **10 × 1 = 10 Marks**

Choose the correct answer.

UNIT – I: PROSE

1. Who is the author of "The Power of Prayer"? [K1]

a) Robert Lynd b) A.P.J. Abdul Kalam
c) Somerset Maugham d) Edgar Allan Poe

2. Who is the author of " Forgetting"? [K1]

a) Robert Lynd b) Emerson
c) Johnson d) Hazlitt

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UNIT – II: POETRY

3. Who wrote “The Flower-School”? [K1]

a) Derek Walcott b) Rabindranath Tagore

c) Wole Soyinka d) Edgar Albert Guest

4. Who is the poet of “Night”? [K1]

a) Wole Soyinka b) Derek Walcott

c) Rabindranath Tagore d) Edgar Albert Guest

UNIT – III: SHORT STORY

5. Why does Thanappa delay the delivery of the unpleasant letter in “The Missing Mail”? [K2]

a) He loses the letter b) He wants the marriage to take place peacefully

c) He forgets the address d) He dislikes Ramanujam

6. Why do Nicola and Jacopo work hard in “Two Gentlemen of Verona”? [K2]

a) To continue their education b) To purchase a house

c) To pay for their sister’s treatment d) To travel to America

UNIT – IV: GRAMMAR

7. The word “honesty” is an example of a/an _____ noun. [K2]

a) collective b) abstract

c) proper d) material

8. Identify the type of pronoun used in the sentence: “These are my books.” [K2]

a) Personal pronoun b) Relative pronoun

c) Demonstrative pronoun d) Distributive pronoun

UNIT – V: COMPOSITION

9. Which is the most suitable opening sentence for a paragraph on reading? [K3]

a) Reading improves knowledge and develops the mind.

b) Yesterday was a rainy day.

c) My friend owns a bicycle.

d) The train arrived late.

10. Which complimentary close is appropriate for a formal letter? [K3]

a) Your loving friend b) With lots of love

c) Yours faithfully d) See you soon

PART – B

5 × 5 = 25 Marks

Answer ALL the questions, choosing either (a) or (b).

11. [K1] a) Annotate the following lines with reference to the context:

i. "The love of life is, in general, the effect not of our enjoyments, but of our passions."

ii. TO go into solitude, a man needs to retire as much from his chamber as from society.

Or

b) Annotate the following lines with reference to the context:

i. "To acquire the habit of reading is to construct for yourself a refuge from almost all the miseries of life."
ii. ii. "It is not memory that fails us so much as attention."

12. [K1] a) Explain the following lines with reference to the context:

i. "When storm-clouds rumble in the sky and June showers come down, The moist east wind comes marching over the heath to blow its bagpipes among the bamboos."
ii. ii. "Sit. Feast on your life."

(11and 12 is only for model purpose: while setting questions line should be taken from all the four prose pieces)

Or

b) Explain the following lines with reference to the context:

i. "Success is failure turned inside out, The silver tint of the clouds of doubt."
ii. ii. I saw your jealous eye quench the sea's fluorescence, Dance on the pulse incessant of the waves."

13. [K2] a) Explain why Thanappa withholds the letter in "The Missing Mail."

Or

b) Explain how Nicola and Jacopo demonstrate their devotion to their sister in "Two Gentlemen of Verona."

14. [K3] a) Identify and classify the nouns, pronouns and adjectives in the following sentences:

1. Ravi is an honest boy.

2. She gave me three books.
3. These are beautiful flowers.
4. The team won its match.
5. Everyone appreciated the young artist.

Or

b) Rewrite the following sentences as directed:

1. Rani is a clever girl. (Change into comparative degree)
2. Chennai is one of the largest cities in India. (Change into positive degree)
3. This is Ravi's book. (Replace the underlined noun with a suitable pronoun)
4. The child has a toy. (Change into plural)
5. He is a good player. (Change into superlative degree)

15. [K5/K6]

a) Evaluate the treatment of sacrifice and responsibility in any one of the prescribed short stories. [K5]

Or

b) Reproduce the story of Casabianca in your own words and bring out the moral conveyed by the poem. [K6]

PART – C

5 × 8 = 40 Marks

Answer ALL the questions, choosing either (a) or (b).

16. UNIT – I: PROSE [K1]

a) Discuss *Nature* as a transcendental experience.

Or

b) State the major ideas presented by Somerset Maugham in "Books and Reading."

17. UNIT – II: POETRY [K2]

a) Explain how Rabindranath Tagore presents a child's imaginative world in "The FlowerSchool."

Or

b) Explain the theme of self-acceptance and emotional healing in Derek Walcott's "Love After Love."

18. UNIT – III: SHORT STORY [K3]

a) Apply the lesson of duty and compassion found in "The Missing Mail" to a real-life situation.

Or

b) Illustrate how the actions of Nicola and Jacopo in "Two Gentlemen of Verona" teach the values of responsibility and sacrifice.

19. UNIT – IV: GRAMMAR [K4]

a) Identify the pronouns and classify them:

1. She is my best friend.
2. I myself completed the project.
3. This is my notebook.
4. Someone is waiting outside.
5. Each of the players received a medal.
6. The man who helped me is a doctor.
7. Which is your favourite poem?

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8. Those are beautiful flowers.

Or

b) Analyse the following sentences and rewrite them in the other two degrees of comparison:

1. Shakespeare is one of the greatest dramatists in English.

2. Very few metals are as useful as iron.

3. Chennai is larger than Madurai.

4. This is the most interesting book in the library.

5. Mount Everest is the highest peak in the world.

6. Very few animals are as intelligent as the dolphin.

7. Gold is more valuable than silver.

8. This is the most beautiful painting in the exhibition.

20. UNIT – V: COMPOSITION [K5/K6]

a) **Write a formal letter to the Municipal Commissioner regarding the poor condition of roads in your locality. [K5]**

Or

b) **Develop a complete story from the following hints. Give it a suitable title and moral: [K6]**

Two friends walking through a forest – encounter a bear – one climbs a tree – the other cannot climb – lies motionless – bear smells him and leaves – friend asks what the bear whispered – true friends do not abandon one another.

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OUTCOME BASED EDUCATION-CHOICE BASED CREDIT SYSTEM.

OPERATIONAL GUIDELINES FOR FRAMING CURRICULUM

GENERAL ENGLISH II – SEMESTER II

A. PREAMBLE

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Vision

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- To conduct research, teaching and outreach programmes to improve conditions of human living

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- information technology, to individuals and groups.
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- To provide quality/inclusive education, especially for the rural and un-reached segments of economically downtrodden students including women, socially oppressed and differently abled

Programme Specific Outcomes

On successful completion of the programme, students will be able to:

PSO1: Demonstrate knowledge and appreciation of prose, poetry and one-act plays drawn from Indian, British, Irish, American, African, Nigerian, Canadian and European literary traditions.

PSO2: Interpret literary texts through close reading and develop critical thinking, reflective awareness, cultural understanding, empathy and effective communication.

PSO3: Apply grammatical knowledge of verbs, tense, active and passive voice, auxiliaries, sentence structures and adverbs in appropriate contexts.

PSO4: Comprehend written texts, prepare précis, dialogues and essays, and effectively integrate listening, speaking, reading and writing skills in academic and real-life situations.

Programme Outcomes

PO1 – Disciplinary Knowledge: Demonstrate comprehensive knowledge and understanding of the disciplines that form part of an undergraduate programme of study.

PO2 – Critical Thinking: Apply analytical thought to a body of knowledge; examine and evaluate evidence, arguments, claims and beliefs; identify relevant assumptions and formulate coherent arguments.

PO3 – Problem Solving: Apply acquired knowledge and competencies to solve familiar and unfamiliar problems and use learning effectively in real-life situations.

PO4 – Analytical Reasoning: Evaluate the reliability and relevance of evidence, identify logical flaws, analyse information from different sources and draw valid conclusions supported by evidence and examples.

PO5 – Scientific Reasoning: Analyse, interpret and draw conclusions from quantitative and qualitative information and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.

PO6 – Self-directed and Lifelong Learning: Work independently, identify and manage learning requirements and acquire knowledge and skills through self-directed and lifelong learning.

PO7 – Reflective Thinking: Develop critical sensitivity towards lived experiences with self-awareness and reflexivity concerning both the individual and society.

PO8 – Reading and Project Skills: Document reading and interpretative practices through assignments, written exercises, translation activities and independent projects.

PO9 – Confidence and Effectiveness: Confidently and effectively articulate literary, linguistic and textual experiences in oral and written forms.

PO10 – Social Skills and Empathetic Approach: Develop a professional and reflective approach towards leadership, responsibility, personal integrity, empathy, care, respect for others, accountability and self-regulation.

Learning Objectives

LO1: To enable learners to understand and appreciate prose, poetry and one-act plays from diverse literary and cultural traditions.

LO2: To promote critical awareness, empathy, ethical reflection and sensitivity to social and cultural experiences through literary texts.

LO3: To develop creative, critical and analytical thinking through the interpretation of ideas, arguments, poetic expression, characters and dramatic situations.

LO4: To enable learners to understand and accurately apply verbs, tense, voice, auxiliaries, sentence structures and adverbs.

LO5: To develop comprehension and composition skills through précis writing, dialogue writing and essay writing while strengthening LSRW abilities.

Course Outcomes

On completion of the course, students will be able to:

Course Outcome	Outcome Statement	Primary PO Alignment – Level 3
CO1	Explain the central ideas, arguments, values, styles and cultural contexts represented in the prescribed prose selections.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO9
CO2	Interpret the prescribed poems with reference to their themes, imagery, tone, poetic voice, identity and cultural background.	PO2, PO3, PO4, PO6, PO7
CO3	Analyse plot, characterisation, conflict, dramatic technique and social concerns in the prescribed one-act plays.	PO1, PO2, PO3, PO5, PO6, PO7, PO9
CO4	Identify and accurately use verbs, tense forms, active and passive voice, auxiliaries, sentence structures and adverbs.	PO1, PO2, PO3, PO4, PO5, PO6, PO7

Course Outcome	Outcome Statement	Primary PO Alignment – Level 3
CO5	Comprehend written passages and compose clear précis, dialogues and essays while integrating listening, speaking, reading and writing skills.	PO1, PO3, PO4, PO5, PO6, PO7, PO10

Mapping of Course Outcomes with Programme Outcomes

Mapping Scale

3 – Strong Correlation 2 – Moderate Correlation 1 – Low Correlation – – No Correlation

CO/PO	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

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Mapping of Course Outcomes 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 Average of Course Contribution to PSOs	**3.0**	**3.0**	**3.0**	**3.0**

The weighted average is calculated as:

15 ÷ 5 Course Outcomes = 3.0

SEMESTER – II GENERAL ENGLISH - II

UNIT – I PROSE (BRITISH)

1. Selected Snobberies - Aldous Huxley
2. Arguing - Robert Lynd
3. Each Is Great In His Own Place - Swami Vivekananda
4. TV as Babysitter - Jerzy Kosiński

UNIT – II POETRY

1. Jewish Wedding in Bombay - Nissim Ezekiel
2. When Great Trees Fall - Maya Angelou
3. The Passage -Christopher Okigbo
4. Where I Come From - Elizabeth Brewster

UNIT – III One Act Play

1. Refund - Fritz Karinthy
2. Trifles - Susan Glaspell

UNIT – IV GRAMMAR PARTS OF SPEECH

Verb, Uses of Tense, Active and Passive Voice, Auxiliaries,

Sentence, simple, compound and Complex

Adverb, Classification/ Kinds of Adverb

UNIT – V COMPOSITION

1. Comprehension
2. Precise-Writing
3. Dialogue Writing
4. Essay Writing

TEXT BOOKS & *WEB RESOURCES*

1.Web Resources

http://foundationenglish20172018.blogspot.com/2017/01/selected-snobberies-huxley.html

Arguing :
https://archive.org/stream/in.ernet.dli.2015.73174/2015.73174.English-Essays-Of-Today_djvu.txt

Each Is Great In His Own Place - Swami Vivekananda *https://sacred-texts.com/hin/kyog/index.htm*
English Prose Selections , K. Gunasekaran
https://archive.org/stream/THETHINGAROUNDYOURNECK/THE%20THING%20AROUND%20YOUR%20NECK_djvu.txt (A story of the same title forms a part within the Title)
https://archive.org/stream/TheLostChild-English-MulkRajAnand/lostchild_djvu.txt
https://short-stories.co/@stephen.leacock/merry-christmas-n67vdq50el1d
https://www.scribd.com/doc/129127059/The-Refund-Fritz-Karinthy
https://www.one-act-plays.com/dramas/trifles.html

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MANONMANIAM SUNDARANAR UNIVERSITY TIRUNELVELI

UG COURSES AFFILIATED COLLEGES

Part-II English General English-Paper II

(Choice Based Credit System)

(with effect from the academic year 2026-2027 onwards)

Scheme for Internal Assessment

• Three Internal tests - each of one hour duration shall be conducted every semester.
• Maximum marks for written test: 20 marks
• The average of the best two written examinations must be added in addition to the marks scored in the oral assignment for 5 marks.
• The Compulsory written assignment should comprise the testing of written skill and critical skill.
• The break up for internal assessment shall be:
• Written test-20 marks; Assignment (Oral) - 5 marks
• Total 25 marks

Scheme for External Assessment

• External examination - 75 marks.
• Question pattern:
10 x 1 Marks = 10 Marks (Q.1-Q.4 K1 Level, Q.5-Q.8 - K2 Level, Q.9 – Q.10 - K3 Level)
5 x 5 marks = 25 Marks (Q.11 (a or b) - K1, Q.12 (a or b) – K2, Q.13 (a or b) – K3, Q.14 (a or b) – K4, Q.15 (a or b) – K5 & K6 Level)
5 x 8 Marks = 40 Marks (Q.16 (a or b) - K1, Q.17 (a or b) – K2, Q.18 (a or b) – K3, Q.19 (a or b) – K4, Q.20 (a or b) – K5 Level)

Note: In both Internal and Semester End Examinations

• For UG - Lower Order Thinking (K1, K2, & K3) - 60% in each part
• For UG - Higher Order Thinking (K4, K5, & K6) - 40% in each part

iii. Attainment of Course Outcome:

The attainment of the Course Outcome for Continuous Internal Assessment / Terminal Assessment for each course be prepared in the following format:

Class: Course Code: Teacher: Class Strength: 'B'

Maximum Marks			Internal - 25 and Semester End - 75			
S. No	Reg.No.	CO1 - K1 & K2 (Marks)	CO2 - K3 (Marks)	CO3 - K4 (Marks)	CO4 - K5 & K6 (Marks)	Total
1.						
2.						
Target (% from Max as per the difficulty level of the course) (Not less than passing minimum %)						
'A'	No. of learners above the target					
Percentage of attainment of K level ('A'/ 'B') *100						
Level of attainment						

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Attainment levels for the Courses are fixed as per the following table.

Level	Criteria for Attainment level
C	60% of learners scoring more than the Target
B	70% of learners scoring more than the Target
A	80% of learners scoring more than the Target

Attainment is to be calculated separately for CIA and ESE

Blueprint of the Question Paper

GENERAL ENGLISH – II

Time: 3 HoursMaximum Marks: 75

PART – A

10 × 1 = 10 Marks

Answer ALL the questions. Choose the correct answer.

UNIT – I: PROSE

1. Who is the author of "Selected Snobberies"?[K1]

a) Robert Lynd
b) Aldous Huxley
c) Swami Vivekananda
d) Jerzy Kosiński

2. According to Huxley in "Selected Snobberies", snobbery arises from a desire for _____.[K1]

a) wealth
b) power
c) social superiority
d) academic recognition

UNIT – II: POETRY

3. Who wrote "Jewish Wedding in Bombay"?[K1]

a) Maya Angelou
b) Christopher Okigbo
c) Nissim Ezekiel
d) Elizabeth Brewster

4. In "When Great Trees Fall", Maya Angelou uses the falling of great trees as a metaphor for _____.[K1]

a) natural disasters
b) the death of great people
c) the passage of time
d) political upheaval

UNIT – III: ONE ACT PLAY

5. In "Refund" by Fritz Karinthy, why does Wasserkopf return to school?[K2]

a) To complete his degree
b) To teach
c) To claim a refund of his school fees
d) To meet his teacher

6. In "Trifles" by Susan Glaspell, who is accused of murder?[K2]

a) Mrs. Hale
b) Mrs. Peters
c) Minnie Wright
d) Mr. Henderson

UNIT – IV: GRAMMAR

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7. Identify the type of verb in: "She is writing a letter."[K2]

a) Simple present

b) Present continuous

c) Past perfect

d) Future tense

8. Choose the correct passive form of: "They built a new bridge."[K2]

a) A new bridge has been built by them.

b) A new bridge was built by them.

c) A new bridge is built by them.

d) A new bridge will be built by them.

UNIT – V: COMPOSITION

9. Which of the following is the best opening sentence for a comprehension passage on environmental pollution?[K3]

a) Pollution is one of the gravest threats facing humanity today.

b) The weather is pleasant in the morning.

c) My friend visited a factory last week.

d) Rivers are used for transport.

10. In a précis, the writer should _____.[K3]

a) include all examples and illustrations

b) retain the original length of the passage

c) express the essential ideas in clear, concise language

d) use only the first-person voice

PART – B

5 × 5 = 25 Marks

Answer ALL the questions, choosing either (a) or (b).

11. [K1] a) Annotate the following lines with reference to the context:

i. "The snob is the man who seeks, by the display of superior advantages, whether of birth, wealth, intellect or manners, to impress his fellowmen with a sense of his own superiority over them."

ii. "Arguing is the art of convincing others that you are right, even when they know you are wrong."

Or

b) Annotate the following lines with reference to the context:
i. "Each soul is potentially divine."
ii. "The TV has become a babysitter for parents who have abdicated their responsibility."

12. [K1] a) Explain the following lines with reference to the context:
i. "When great trees fall, rocks on distant hills shudder."
ii. "Passing through the market, she heard the sounds of a Jewish wedding in Bombay."

Or

b) Explain the following lines with reference to the context:
i. "Heavensgate opens on this hill— / the lights go out in the mind."
ii. "From the beginning of winter / until the moon blanches without warning."

13. [K2] a) Explain how humour is used as a tool of social criticism in Karinthy's "Refund."

Or

b) Explain how the women in "Trifles" discover the truth through their attention to domestic detail.

14. [K3] a) Identify and classify the verbs and auxiliaries in the following sentences:
She has been waiting for an hour.
They might have finished the work.
The book is being read by him.
He should not have spoken rudely.
We will be travelling tomorrow.

Or

b) Rewrite the following sentences as directed:
She sings a song. (Change into passive voice)
The teacher was praised by the students. (Change into active voice)
He writes a letter. (Change into past continuous)
I have completed the assignment. (Frame a question)
They play cricket every day. (Change into simple past)

15. [K5/K6] a) Write a précis of the following passage and give it a suitable title.
*"Reading is to the mind what exercise is to the body. Just as physical exercise keeps the body fit and active, reading sharpens the mind and keeps it alert. A well-read person is not only knowledgeable but also better equipped to deal with the challenges of life. Books expose us to different perspectives and experiences, broadening our horizons and deepening our understanding of the world. In today's world, with the rise of digital media, the habit of reading is increasingly under threat. Yet, there is no substitute for the depth and sustained engagement that a good book offers. We must, therefore, cultivate the habit of reading from an early age."***[K5]**

Or

b) Write a dialogue between a student and a librarian about choosing a book for a project. **[K6]**

PART – C

5 × 8 = 40 Marks

Answer ALL the questions, choosing either (a) or (b).

16. UNIT – I: PROSE [K1]
a) Discuss the various types of snobbery that Aldous Huxley identifies in "Selected Snobberies" and the social attitudes they reflect.

Or

b) Analyse the art of arguing as presented by Robert Lynd in "Arguing" and bring out the humour in his observations.

17. UNIT – II: POETRY [K2]

a) Explain how Maya Angelou uses imagery and metaphor in "When Great Trees Fall" to convey the impact of loss on a community.

Or

b) Discuss the themes of cultural identity and belonging in Nissim Ezekiel's "Jewish Wedding in Bombay."

18. UNIT – III: ONE ACT PLAY [K3]

a) Apply the themes of justice and gender in "Trifles" to a real-life situation where women's perspectives are overlooked.

Or

b) Illustrate how "Refund" by Fritz Karinthy satirises the examination system and the relationship between teachers and students.

19. UNIT – IV: GRAMMAR [K4]

a) Classify the adverbs in the following sentences and state their kind:

She spoke very softly.
He arrived here yesterday.
They worked extremely hard.
She seldom visits her relatives.
He runs faster than his brother.
The child sat quietly in the corner.
She almost finished her homework.
They have already left.

Or

b) Identify the types of sentences (simple, compound, complex) and analyse their structure:

She went to the market and bought vegetables.
Although it was raining, they continued the match.
The dog barked at the stranger.
He studied hard, so he passed the examination.
The book that she lent me is very interesting.

Birds fly.
He told me that he would come early.
She sings and he plays the guitar.

20. UNIT – V: COMPOSITION [K5/K6]

a) Write an essay of about 300 words on: "The Role of Social Media in Modern Communication."**[K5]**

Or

b) Develop a complete story from the following hints. Give it a suitable title and moral: **[K6]**

A young student neglects studies – prefers mobile phone – fails in examination – realises mistake – works hard – succeeds in next attempt – teaches younger siblings the value of discipline.

MSU

Manonmaniam Sundaranar University, Tirunelveli
Under Graduate, Part - II – General English CBCS Pattern
(With effect from 2026 – 2027)

Minutes of the meeting of the Board of Studies through Online Mode

The meeting of the Board of Studies (BOS) of UG Part - II English Course was held on 03-06-2026 at 06.00 p.m via virtual platform (Google-meet) http://meet.google.com/adw-sjcu-tmu.

Agenda: To frame new syllabi for Part-II English to be implemented from the academic year 2026-2027 onwards

The following members were present:

1. Dr. I. Joseph Suresh - Chairperson
2. Dr. M. Karthiga - Member
3. Dr. U. Subazini - Member
4. Dr. B. Soundary - Member
5. Dr. P. Premalatha - Member (Ex-Officio 1)
6. Dr. B. Benneson Thilagar Christ – Member (Ex-Officio 2)

Dr. I. Joseph Suresh – the Chairperson welcomed the members of the Board of Studies and presented the agenda for the discussions.

The following resolutions were taken during the meeting:

1. The above Board members discussed the matters as per the agenda.

2. Resolved to recommend the overall course structure of Part II English Programme for I, II, III and IV Semesters.
3. The above Board members accepted and approved the papers and prescribed text Books.
4. Resolved to recommend the above resolutions to be presented in the Standing Committee on the academic affairs for further approval.

The meeting of the Board of Studies came to a close with a vote of thanks proposed by Dr. M. Karthiga – BOS Member.

Signature of the Chairperson

Manonmaniam Sundaranar University, Tirunelveli
Under Graduate, Part - II – General English CBCS Pattern
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8. Dr. M. Karthiga - Member
9. Dr. U. Subazini - Member
10. Dr. B. Soundary - Member
11. Dr. P. Premalatha - Member (Ex-Officio 1)
12. Dr. B. Benneson Thilagar Christ – Member (Ex-Officio 2)

Dr. I. Joseph Suresh – the Chairperson welcomed the members of the Board of Studies and presented the agenda for the discussions.

The following resolutions were taken during the meeting:

5. The above Board members discussed the matters as per the agenda.

6. Resolved to recommend the overall course structure of Part II English Programme for I, II semesters, and subsequently III and IV Semesters.
7. The above Board members accepted and approved the papers and prescribed text Books.
8. Resolved to recommend the above resolutions to be presented in the Standing Committee on the academic affairs for further approval.

The meeting of the Board of Studies came to a close with a vote of thanks proposed by Dr. M. Karthiga – BOS Member.

Signature of the Chairperson

MSU