

**ST. TERESA'S COLLEGE
(AUTONOMOUS)
ERNAKULAM**



**CURRICULUM FOR COMMON COURSE
ENGLISH FOR**

B.A, BSc, BCom PROGRAMME

Under Choice Based Credit & Semester System

(2015 Admissions Onwards)

DEPARTMENT OF ENGLISH
BOARD OF STUDIES IN ENGLISH

1. Dr. Tessy Anthony C. , Associate Professor & Head of the Department of English and Centre for Research, St. Teresa's College (Autonomous), Ernakulam. (Chairman)
2. Dr. JanakySreedharan, Head of the Department of English, Calicut University. (Subject Expert)
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5. Mr. Abraham Tharakan, Editor & Co-founder FWD life magazine (Industrial Expert)
6. Ms. Alicen Jacob, Assistant Professor, Aquinas College, Edakochi. (Alumni)
7. Dr. Beena Job, Associate Professor, Department of English, St. Teresa's College (Autonomous), Ernakulam
8. Dr. Latha R. Nair, Associate Professor, Department of English, St. Teresa's College (Autonomous), Ernakulam
9. Dr. Priya K. Nair, Assistant Professor, Department of English, St. Teresa's College (Autonomous), Ernakulam

CERTIFICATE

List of Teachers who contributed to the Board of Studies

Faculty members of the Dept. of English and Centre for Research, St. Teresa's College Ernakulam who contributed towards the curriculum and syllabus in English are:

- Dr.Tessy Anthony C., Chairman Board of Studies in English &Head of the Department
- Dr.Beena Job, Associate Professor
- Ms.Arthassery Magdalene, Associate Professor
- Dr.Latha R. Nair, Associate Professor
- Ms..Preethy Kumar, Assistant Professor
- Ms..Maria Teresa Chakkunny, Assistant Professor
- Ms. Tania Mary Vivera, Assistant Professor
- Ms. Jisha John, Assistant Professor
- Ms. Jeena Ann Joseph, Assistant Professor
- Dr. Priya K. Nair, Assistant Professor
- Ms. Vidhu Mary John, Assistant Professor
- Ms. Neenu James, Guest Faculty
- Ms. Geethu Prasad, Guest Faculty
- Ms. Lissy Jose, Guest Faculty

Acknowledgments

I wish to express my sincere thanks to Dr. N. J. Rao, Visiting Professor, International Institute of Information Technology, Bangalore and Dr. Rajan Gurukul, Former Vice-Chancellor, M.G. University, currently Visiting Professor, Centre for Contemporary Studies, Indian Institute of Science, for their selfless and timely service and for giving us all the help and guidance we needed. I also acknowledge my thanks to Dr. Achuthshankar S. Nair, Professor & Head, Department of Computational Biology and Bio Informatics, University of Kerala, for his invaluable suggestions. The guidance of Dr. Beena Job Associate Professor, Department of English and IQAC Co-ordinator and Dr. Latha Nair, Associate Professor, Department of English and member of the Governing Council helped give shape to the overall structure.

Dr. Tessy Anthony C.,
Chairman

Foreword

The Higher Education environment is changing rapidly in India and particularly so in the year 2014-15, when the Government of Kerala decided to give autonomy to 13 educational institutions in the state with the aim of improving quality. Quality in Higher education has been a matter of high concern and priority in India especially after the National Policy on Education 1986 has very categorically questioned the impact of education and suggested many measures for bringing innovative practices in education.

The autonomous status asks for more responsibility and increased accountability to frame a curriculum keeping in mind the ever changing academic environment and the plethora of demands placed by the diversity of students who have a high literacy level when it comes to choosing their course.

Keeping in mind that the purpose of Higher Education is the development of the people, society and environment, special care has been taken by the IQAC team at St. Teresa's College to give the necessary Orientation and to conduct Workshops related to curricula and scientific syllabus design as part of the Faculty Development Programme. Curriculum relates to the total experience of the student and it should contain knowledge that is essentially valid. The Graduate and Post Graduate Departments have worked diligently to frame curricula and develop programmes that foster analytical ability and critical thinking and enable the students to acquire the skills required by employers. The pedagogy adopted within the context of curriculum is to facilitate valid transmission of knowledge and proper evaluation of the same. The Courses designed at the Graduate and Post Graduate Levels have defined the competencies to enable effective teaching/learning of all the modules of the courses, both Core (compulsory) and Designate (elective). The blueprint of the final assessment of every course guarantees that all modules are taught and furthers integrity. The details of the course curriculum and structure are set in accordance with the course specifications of the affiliating university.

With sincere gratitude I acknowledge the efforts of Dr. N. J. Rao and Dr. Rajan Gurukkal who extended to us their academic expertise, astute guidance and unstinting support. I also thank Dr. Achuthshankar S. Nair for his timely guidance. I specially thank all the faculty members and the IQAC coordinator Dr. Beena Job for their diligence, commitment and exceptional contribution towards this endeavour.

Dr. Sr. Celine E

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Preamble

The programme introduces the students to the essence and aesthetics of English Literature and improves their language skills. The courses serve to familiarize the students with different forms of literatures. Discussion of diverse literary forms enables the students to become active readers of literature with well-defined perspectives. The course is framed to guide the students to develop social commitment and an inclusive world view.

The study aims at introducing the student to the tremendous scope English language plays today with special emphasis on career opportunities. The learners are exposed to the concepts of nationalism, secularism, democracy and love of nature through literary works. The programme is designed keeping in mind the changing demands of the job market. It also helps the students to refine their communicative skills by providing special focus to improving their grammar, listening and writing skills.

Graduate Attributes

On completion of the degree programme, Students should be able to imbibe the graduate attributes listed below.

- To acquire a comprehensive understanding of the various literary genres, and their special characteristics
- To assimilate Literatures of the world
- To gain adequate knowledge so as to hone their listening, speaking, reading and writing skills
- To stimulate their aesthetic sensibilities
- To develop their critical and analytical skills
- To understand the requirements of research skills
- To enable the use of Information Technology
- To think creatively
- To improve presentation skills
- To gain the ability to work in a team and organize events and carry out tasks responsibly and independently
- To get academically motivated by presenting papers and undertaking projects
- To develop social commitment and an inclusive world view

OBJECTIVES OF THE PROGRAMME

OBJECTIVES OF THE PROGRAMME

By the End of the First Year (II Semester)

1. To develop the LSRW skills.
2. To know about different forms of literature.

3. To introduce the concept of critical thinking and to improve the presentation skills.
4. To provide an awareness about relevant societal and global issues.

By the End of the Second Year (IV Semester)

1. To learn the concepts of nationalism, secularism, democracy and love of nature through literary works.
2. To understand different perspectives of literature and science.

STRUCTURE OF BACHELOR'S PROGRAMME

Structure of the Common Course Programme

The restructured Common Course programme in English Language and Literature includes **6 Common Courses for BA/BS.c, and 4 Common Courses for B.Com.**

DISTRIBUTION OF COURSES AND CREDITS

Distribution of Courses and Credits

The restructured Common Course programme in English Language and Literature includes **6 Common Courses for BA/BS.c, and 4 Common Courses for B.Com.**

Scheme of Distribution of Instructional Hours for the Programme:

Semester	Common
First Semester	9 – BA/BSc. 5 – BCom.
Second Semester	9 – BA/BSc. 5 – BCom.
Third Semester	5 – BA/BSc. 3 – BCom.

Fourth Semester	5 – BA/BSc. 3 – BCom.
Fifth Semester	-
Sixth Semester	-

SCHEME OF COMMON COURSES

COMMON COURSES FOR BA / BSc.					
Course Code	Title of Course	No. of Contact Hours/Week	Credit	Semester	Total No. of Hours
EN1A01B	Communication Skills in English	5	4	1	90
EN1A02B	Reading Literature in English	4	3	1	72
EN2A03B	Critical Thinking, Academic Writing & Presentation Skills	5	4	2	90
EN2A04B	Musings on Vital Issues	4	3	2	72
EN3A05B	Reflections on Indian Polity, Secularism & Sustainable Environment	5	4	3	90
EN4A06B	Evolution of the Philosophy of Science: Literary Perspectives	5	4	4	90

COMMON COURSES FOR B.Com.					
Course Code	Title of Course	No. of Contact Hours/Week	Credit	Semester	Total No. of Hours
EN1A01B	Communication Skills in English	5	4	1	90
EN2A03B	Critical Thinking, Academic Writing & Presentation	5	4	2	90
EN3A07B	Perspectives in Literature	3	3	3	54
EN4A08B	Reflections on Vital Issues	3	3	4	54

EXAMINATIONS

The evaluation of each course shall contain two parts such as Sessional Assessment and Final Assessment.

The Sessional and Final Semester Assessment shall be evaluated using Mark based Grading system based on 7-point scale. Sessional: Final Semester ratio will be maintained as 20: 80

Sessional Assessment

Sessional evaluation is to be done by continuous assessments on the following components. The Components of the internal evaluation for theory and practical and their weights are as below.

I. Distribution of sessional marks:

- Attendance- 5 marks
- Assignment- 5 marks
- Test paper- 10 marks

Total -20 marks

II. Attendance Evaluation

- Minimum attendance -75% (minimum 2 marks to pass)

III. Assignment/Seminar/Viva

- From 1st to 4th Semester – Assignments/Seminar

IV. Test Paper

- An average of two sessional examinations will be considered. No retests will be conducted.

Final Assessment

The final examination of all semesters shall be conducted by the institution on the close of each semester. For reappearance/ improvement, students may appear along with the next batch.

Pattern of Questions

Questions shall be set to assess knowledge acquired, application of knowledge in life situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question setter shall ensure that questions covering all skills are set. He/She shall also submit a detailed scheme of evaluation along with the question paper.

A question paper shall be a judicious mix of short answer type (2 sentences), short answer type (paragraph), short essay type and long essay type questions.

The pattern of question for common courses offered are listed below.

1. The duration of examination is 3 hours.
2. Each question paper has four parts A, B, C & D.

3. Part A contains 6 questions of 1 mark each which the candidate has to answer all in one word or sentence each.
4. Part B contains 10 questions spanning the entire syllabus and the candidate has to answer 7 questions in two sentences each. Each question carries 2 marks.
5. Part C contains 8 paragraph type questions spanning the entire syllabus and the candidate has to answer 5 questions. Each question carries 6 marks.
6. Part D contains 4 essay type questions spanning the entire syllabus and the candidate has to answer 2 questions. Each question carries 15 marks.
7. The total marks of all Common Courses is 80.

Computation of CCPA

The ratio of Sessionals to End Semester Assessment is 80:20. However Grade and Grade Point is given to each course based on the percentage of marks obtained as follows:

Percentage of Marks	Grade	Grade Point
90 and above	A+ - Outstanding	10
80-89	A - Excellent	9
70-79	B - Very Good	8
60-69	C – Good	7
50-59	D - Satisfactory	6
40-49	E - Adequate	5
Below 40	F - Failure	4

Note: Decimal are to be rounded to the next whole number

Credit Point for each course is obtained as $CP = GP \times \text{Credit}$

Semester Grade Point Average for the semester is calculated as

$SCPA = \frac{\text{Total Credit Points (CP)}}{\text{Total Credits (S)}}$

Grades for the different semesters and overall programme are given based on the corresponding SCPA on a 7-point scale as shown below:

SCPA	Grade
Above 9	A+ - Outstanding
Above 8, but below or equal to 9	A - Excellent
Above 7, but below or equal to 8	B - Very Good
Above 6, but below or equal to 7	C - Good
Above 5, but below or equal to 6	D - Satisfactory
Above 4, but below or equal to 5	E - Adequate
4 or below	F - Failure

Cumulative Grade Point Average for the programme is calculated as follows:

$$\text{CGPA} = (\text{SCPA})_1 \times S_1 + \dots + (\text{SCPA})_6 \times S_6 \div (S_1 + S_2 + \dots + S_6)$$

Where S_1, \dots, S_6 are the total credits in each semester.

Note: A separate minimum of **30% marks** each for internal and external and aggregate minimum of **40 %** are required for a pass for a course. For a pass in a programme, a separate minimum of Grade E is required for all the individual courses. If a candidate secures **F** Grade for any one of the courses offered in a Semester/Programme only **F** grade will be awarded for that Semester/Programme until he/she improves this to **E** grade or above within the permitted period. Candidates who secure **E** grade and above will be eligible for higher studies.

SYLLABI

ST. TERESA'S COLLEGE (AUTONOMOUS)

B.A./B.Sc/B.Com Programme

Syllabi for Common Courses

COMMUNICATION SKILLS IN ENGLISH

Course Code: EN1A01B

Name of the Course: Communication Skills in English

Duration: One semester

Semester: 1

Credits: 4

Total Lecture Hours: 90

Aim of the Course:

To enhance LSWR skills so that students may effectively communicate in the English language

Course Overview and Context:

The course aims at training students in the usage of English Language in various contexts and enabling them to communicate effectively in English.

Syllabus Content:

Module 1 – Grammar (18 hours)

Articles, The Verb, Active and Passive Voice, Tenses, Concord, Modal Auxiliaries, The Adverb, The Preposition, Conjunction, Idioms, Phrasal Verbs, Direct and Indirect Speech.

Module II - Listening (18 hours)

Active listening, Barriers to listening, Listening and note taking, Listening to announcements, Listening to news on the radio and television.

Module III - Speaking (18 hours)

Brief introduction to the Phonetic script, Falling and rising tones, Participating in conversations, Small Talk, Making a short formal speech, telephone skills.

Module IV - Reading (18 hours)

Reading: theory and Practice, Scanning, Surveying a textbook using an index, Reading for information, Understanding text structure, Locating main points, Making inferences, Reading graphics, Reading for research.

Module V - Writing (18 hours)

Describing people, place, events and things, Short Stories, Vocabulary and Comprehension, Guide to letter writing.

Competencies of the course:

- To re-introduce students to the basics of English grammar so that they may comprehend, speak and write grammatical correct English.
- To enable the students to speak English confidently and effectively in a wide variety of situations
- To help the students to improve their reading efficiency by refining their reading strategies
- To develop the ability to compose pieces of literary writing

Learning Resources

V. Sasikumar et al. Communication Skills in English.

Alec Fisher. Critical Thinking: An Introduction. Cambridge University Press.

Stephen Bailey. Academic Writing: A Handbook for International Students. Routledge.

Ilona Leki. Academic Writing: Exploring Processes and Strategies. Cambridge University Press.

Patsy McCarthy, Caroline Hatcher. Presentation Skills: The Essential Guide for Students (Study Skills).

SLE Pound.

EN1A01B - COMMUNICATION SKILLS IN ENGLISH

Module	Part A - 6/6 (1 mark each)	Part B – 7/10 (2 marks each)	Part C – 5/8 (6 marks each)	Part D – 2/4 (15 marks each)	Total
I	2 (2 marks)	2 (4 marks)	1 (6 marks)	0	12
II	1 (1 mark)	2 (4 marks)	1 (6 marks)	1 (15 marks)	26
II	1 (1 mark)	2 (4 marks)	2 (12 marks)	1 (15 marks)	32
IV	1 (1 mark)	2 (4 marks)	2 (12 marks)	1 (15 marks)	32
V	1 (1 mark)	2 (4 marks)	2 (12 marks)	1 (15 marks)	32
	6	20	48	60	134 (Marks)

ST TERESA'S COLLEGE

UG DEGREE EXAMINATION

COMMON COURSE ENGLISH

COMMUNICATION SKILLS IN ENGLISH

Time: Three Hours

Maximum: 80 Marks

PART I

Answer the following questions in two or three sentences.

Each question carries 1 mark

*Answer **all** questions from this part.*

1. What are modal auxiliaries?

2. Supply the article:

Where is post office?

3. What is active listening?

4. State two expressions for extending apologies.

5. What are the three stages involved in making a short formal speech?

6. What is scanning?

(6x1=6)

PART II

*Answer any **seven** of the following in a paragraph.*

Each question carries 2 marks.

7. What are the barriers to listening?

8. Who is an active listener?

9. What is Small Talk?

10. How do you close a conversation?

11. What is the difference between scanning and skimming?

12. What is intensive and extensive reading?

13. What are the things you have to keep in mind while describing a place?

14. How do you initiate a conversation with a stranger?

15. Which are the indefinite articles?

16. The cat sat the table licking its paw.

(7x2=14)

PART III

*Answer any **five** of the following in about 100 words.*

Each question carries 6 marks.

17. Make a sentence using the idiom 'once in a blue moon'

18. Write a short note on note-taking.
19. Construct a dialogue between two friends meeting at a book shop.
20. Explain the difference between interactional and transactional conversations with examples.
21. What are the points to remember while reading for research?
22. Write a short note on the different strategies of inferential reading.
23. What are the types of descriptions involved in describing an event?
24. Describe your college. (5x6=30)

PART IV

Answer any **two** of the following in about 300 words.

Each question carries 15 marks.

25. What are the barriers to listening?
26. Write a conversation between two strangers at the bus stop
27. Write a note on the different strategies that suit the purpose of reading.
28. Describe your College Day. (2x15=30)

ST. TERESA'S COLLEGE (AUTONOMOUS)

BA Programme

Syllabi for Common Courses

READING LITERATURE IN ENGLISH

Course Code: EN1A02B

Name of the Course: Reading Literature in English

Duration: One semester

Semester: 1

Credits: 3

Total Lecture Hours: 72

Aim of the Course:

To acquaint the learners with the different forms of literature and develop in them an ability to understand and appreciate literary pieces

Course Overview and Context:

The course seeks to develop in the learners an appreciation of the subtle nuances of literary expression and appreciate the creative and literary value of texts of various eras.

Syllabus Content:

Module 1 – Essays (18 hours)

1. Charles Lamb: Dream Children
2. Robert Lynd: “Child’s Talk”
3. A. G Gardiner: “All about a Dog”
4. Jawaharlal Nehru: “Tryst with Destiny”

Module 2-Poetry (18 hours)

1. William Wordsworth : “Three Years She Grew in Sun and Shower”
2. Robert Frost : “Mending Wall”
3. Maya Angelou : “Poor Girl”
4. Kamala Das : “The Mask”

5. Nissim Ezekiel : “Goodbye party for Miss Pushpa T.S”
6. Gabriel Okara : “Once Upon a Time”
7. Rudyard Kipling : “If”
8. Alice Walker : “Remember Me”

Module 3: Short Stories (18 hours)

1. O. Henry : Gift of Magi
2. R. K. Narayan : A Shadow
3. Saki: The Open Window
4. Ruskin Bond: The Eyes Have It

Module 4: One-Act Plays (18 hours)

1. Cedric Mount : “The Never Never Nest”
2. W W Jacobs : “Monkey’s Paw”

Competencies of the course:

- Discover the joys of reading literature and exposure to different genres of literature
- Appreciate the aesthetic value of literature.
- Sensitize learners to the aesthetic, cultural and social aspects of literature.
- Enable learners to revalue literature as cultural and communicative events.
- Improve the learners’ use of language as a means of subjective expression

Learning Resources

Dr Leesa Sadasivan Ed. *Reading Literature in English*. Foundation Books and Mahatma Gandhi University.

EN1A02B - READING LITERATURE IN ENGLISH

Module	Part A - 6/6 (1 mark each)	Part B – 7/10 (2 marks each)	Part C – 5/8 (6 marks each)	Part D – 2/4 (15 marks each)	Total
I	2 (2 marks)	3 (6 marks)	2 (12 marks)	1 (15 marks)	35
II	1 (1 mark)	3 (6 marks)	2 (12 marks)	1 (15 marks)	34
III	2 (2 marks)	3 (6 marks)	2 (12 marks)	1 (15 marks)	35
IV	1 (1 marks)	1 (2 marks)	2 (12 marks)	1 (15 marks)	30
	6	20	48	60	134 (marks)

**ST TERESA'S COLLEGE
UG DEGREE EXAMINATION
COMMON COURSE ENGLISH
READING LITERATURE IN ENGLISH**

Time: Three Hours

Maximum: 80 Marks

PART I

Answer the following questions in two or three sentences.

Each question carries 1 mark

*Answer **all** questions from this part.*

1. Why do children love to listen to stories of elders?
2. Who is a Resentful Employee according to A.G Gardiner?
3. "Then Nature said, a lovelier flower on earth was never sown" who is referred to here?
4. How much money did Della have to buy Jim a Christmas present?
5. Why did Mr. Nuttel move to the country?
6. Why was Mr. White relieved when his second wish did not seem to come true?

(6x1=6)

PART II

Answer any seven of the following in a paragraph.

Each question carries 2 marks.

7. Why did the conductor pull the bell and stop the bus?
8. Why does Robert Lynd not find conversation easy with a child?
9. What is the failure that Nehru mentions in his speech?
10. Comment on the comparisons used in the poem "The Mask"?
11. Discuss nostalgia as a theme in "Once upon a Time"
12. Criticize Kipling's "If" as a reflection of Victorian-era stoicism
13. Why was Sambu excited in class?
14. How did Vera fool Mr. Nuttel?
15. What were the Christmas presents of Della and Jim?
16. What were the three wishes of the first owner of the monkey's paw?

(7x2=14)

PART III

Answer any five of the following in about 100 words.

Each question carries 6 marks.

17. What made the child confide his secret to the author?
18. Why did the author say that 'You have kept the rule and broken its spirit.'?
19. Discuss "Three years she grew in sun and shower" as an elegy.
20. "Then she'll begin to sing this song". Why?
21. Discuss the biblical inferences in "Gift of Magi"
22. Why did Sambu feel unhappy at the end of each film show?
23. How did Mr. White's first wish come true?
24. Describe Jill's house and Aunt Jane's reactions to their possessions.

(5x6=30)

PART IV

Answer any **two** of the following in about 300 words.

Each question carries 15 marks.

25. Critically analyse Charles Lamb's Dream Children.
26. Analyse "Goodbye party for Miss Pushpa T.S" as a satire.
27. Explain how Ruskin Bond uses irony in "The Eyes have it"?
28. Criticise " Never Never Nest" as a satire on the materialistic bent of modern man.

(2x15=30)

ST. TERESA'S COLLEGE (AUTONOMOUS)

BA Programme

Syllabi for Common Courses

CRITICAL THINKING, ACADEMIC WRITING AND PRESENTATION

Course Code: EN2A03B

Name of the Course: Critical Thinking, Academic Writing and Presentation

Duration: One semester

Semester: 2

Credits: 4

Total Lecture Hours: 90

Aim of the Course:

To introduce students to the concept of critical thinking, help develop analytical skills and improve academic writing and presentation skills.

Course Overview

The course seeks to introduce the students to the concept of critical thinking, enlighten students on academic writing and develop presentation skills.

Syllabus Content:

MODULE 1 – Critical Thinking 20 hours

Introduction to critical thinking , Benefits, Barriers, Reasoning, Arguments, Deductive and inductive arguments, Fallacies, Inferential comprehension, Critical thinking in academic writing, Elements: Clarity, Accuracy, Precision, Relevance

MODULE II: Research for Academic Writing and the Writing Process 20 hours

Data collection, Use of print, electronic sources and digital sources. Selecting key points, Note making, paraphrasing, summary. Documentation. Plagiarism. Structure and Content: Title, Body paragraphs, Introduction and conclusion. Revising, Proof-reading

MODULE III: Writing Models 30 hours

Letters, Letters to the editor, Resume and covering letters, e-mail, Seminar papers, Project reports, Notices, Filling application forms, Minutes, agenda, Essays

MODULE IV: Presentation Skills 20 hours

Soft skills for academic presentations, Effective communication skills, Structuring the presentation, Choosing appropriate medium, Flip charts, OHP, PowerPoint presentation, Clarity and brevity, Interaction and persuasion, Interview skills, Group Discussions

Competencies of the course:

- To make the students aware of the fundamental concepts of critical reasoning and to enable them to read and respond critically, drawing conclusions, generalizing, differentiating fact from opinion and creating their own arguments.
- To enable students to structure arguments and develop research papers/assignments that is free from fallacies.
- To assist the students in developing appropriate and impressive writing styles for various contexts.
- To help students rectify structural imperfections and to edit what they have written.
- To equip students for making academic presentations effectively and impressively.

Learning Resources

Marilyn Anderson, Pramod K Nayar and Madhuchandra Sen. *Critical Thinking, Academic Writing and Presentation Skills*. Pearson Education and Mahatma Gandhi University.

Alec Fisher. *Critical Thinking: An Introduction*. Cambridge University Press.

Stephen Bailey. *Academic Writing: A Handbook for International Students*. Routledge.

Ilona Leki. *Academic Writing: Exploring Processes and Strategies*. Cambridge University Press.

Patsy McCarthy, Caroline Hatcher. *Presentation Skills: The Essential Guide for Students (Study Skills)*.

SLE Pound.

Module	Part A - 6/6 (1 mark each)	Part B – 7/10 (2 marks each)	Part C – 5/8 (6 marks each)	Part D – 2/4 (15 marks each)	Total
I	2 (2 marks)	2 (4 marks)	2 (12 marks)	1 (15 marks)	33
II	1 (1 mark)	2 (4 marks)	1 (6 marks)	1 (15 marks)	26
III	2 (2 marks)	4 (8 marks)	3 (18 marks)	1 (15 marks)	43
IV	1 (1 mark)	2 (4 marks)	2 (12 marks)	1 (15 marks)	32
	6	20	48	60	134 (marks)

B.A B. Sc. DEGREE (C.B.C.S.S) EXAMINATION, MARCH/APRIL, 2015

Common Course-English

EN2A03B Critical Thinking, Academic Writing and Presentation Skills

Time: 3 Hours

Maximum: 80 Marks

PART A

*Answer **all** the following questions in not more than a sentence.*

Each question carries 1 mark.

1. What is critical thinking?
2. What is inferential comprehension?
3. What are the different types of dashes used in punctuation?
4. What is an email?
5. What is an agenda?
6. What is an OHP?

(6x1=6)

PART B

*Answer any **seven** of the following each in two or three sentences.*

Each question carries 2 marks.

7. Define precision
8. What is the premise of an argument?
9. Why is punctuation important?
10. What is communication?
11. What is a group discussion?
12. What is the significance of cue words in an essay?
13. What are “minutes”?
14. Write a notice informing the students about a blood donation camp in your college
15. Write two guidelines to be followed while filling in an application form?
16. Describe two visuals that you would use in a presentation about terrorist activities

(7x2=14)

PART C

*Answer in a short paragraph of about 100 words on any **five** of the following.*

Each question carries 6 marks.

17. How is an inductive argument different from a deductive argument?
18. What is the fallacy of amphiboly?
19. Define plagiarism
20. Write a letter to the editor of a newspaper about rash driving in your city
21. Write a covering letter for the post of a lecturer
22. What is a notice?
23. What are the main things you need to remember while preparing for an interview?

24. What is an ice breaker?

(5x6=30)

PART D

*Answer any **two** of the following.*

Each question carries 15 marks.

25. Write an essay on the use of the internet as a source of information

26. What are the barriers to critical thinking?

27. Write a narrative essay about your first day in college

28. Write an essay on the various visual aids you can use in a presentation on drug abuse.

(2x15=30)

ST. TERESA'S COLLEGE (AUTONOMOUS)

BA/BSc Programme

Syllabi for Common Courses

COMMON COURSE IV- MUSINGS ON VITAL ISSUES

Course Code: EN2A04B

Name of the Course: Musings on Vital Issues

Duration: One semester

Semester: 2

Credits: 3

Total Lecture Hours: 72

Aim of the Course:

To provide an overall awareness about relevant societal and global issues through a critical reading of appropriate literary pieces.

Course Overview and Context:

The course seeks to help the learners to acquire the ability to respond empathetically to social issues and evaluate issues that are of vital importance in today's world.

Syllabus Content:

Module 1 - Globalization and its Consequences

(18 hours)

Fritjof Capra	: "The Dark Side of Growth"
Joseph Stiglitz	: "Globalization"
D H Lawrence	: "Money Madness"
Tagore:	: "Beggarly Heart"
Jagannath Prasad Das	: "Kalahandi"

Module 2 - Human Rights

(36 hours)

Leah Levin	: “Universal Declaration of Human Rights”
Martin Luther King	: “I Have a Dream”
Kalpana Jain	: “Stigma, Shame and Silence”
Wole Soyinka	: “Telephone Conversation”
Richard Wright	: “Twelve Million Black Voices”
Johannes V. Jensen	: “Lost Forests”
Omprakash Valmiki	: “Joothan”

Module 3 - Gender Questions

(18 hours)

Jamaica Kincaid	: “Girl”
Taslima Nasrin	: “At the Back of Progress”
Judy Brady	: “Why I Want a Wife”
Amartya Sen	: “More Than 100 Million Women are Missing”

Competencies of the course:

- Sensitize learners to the aesthetic, cultural and social aspects of literature.
- Enable learners to revalue literature as cultural and communicative events.
- Improve the learners’ use of language as a means of subjective expression
- Inspire learners to think critically about vital issues that confront the contemporary world.
- Criticise literary and critical pieces on issues of social relevance.

Learning Resources

Dr P J George Ed. *Musings on Vital Issues*. Orient Blackswan and Mahatma Gandhi University.

EN2A04B - MUSINGS ON VITAL ISSUES

Module	Part A - 6/6 (1 mark each)	Part B – 7/10 (2 marks each)	Part C – 5/8 (6 marks each)	Part D – 2/4 (15 marks each)	Total 80
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I	2 (2 marks)	3 (6 marks)	2 (12 marks)	1 (15 marks)	35
II	2 (2 marks)	4 (8 marks)	3 (18 marks)	2 (30 marks)	56
III	2 (2 marks)	3 (6 marks)	3 (18 marks)	1 (15 marks)	43
	6	20	48	60	134 (marks)

ST TERESA'S COLLEGE
UG DEGREE EXAMINATION
COMMON COURSE ENGLISH
MUSINGS ON VITAL ISSUES

Time: Three Hours

Maximum: 80 Marks

PART I

Answer the following questions in two or three sentences.

Each question carries 1 mark

*Answer **all** questions from this part.*

1. What is the corporate leaders' attitude towards the role of an ethical order in the corporate world?
2. Whose interests does the intellectual property regime support?
3. Why does King say that it will be fatal to ignore the demands of the African Americans?
4. How did others treat Ashok after he went back to his ship after having been tested HIV positive?
5. What advice does the old woman impart to the girl regarding medicines?
6. How does the man in the air conditioned office behave towards women?

(6x1=6)

PART II

*Answer any **seven** of the following in a paragraph.*

Each question carries 2 marks.

7. State the chief cause of fear in the speaker's mind in 'Money Madness'?
8. What signs of acute poverty are depicted by Das in the domestic scene?
9. Explain the spiritual association in Tagore's 'Beggarly Heart'
10. Describe King's dream about his children's future?
11. Why do we say that the notion of human rights is universal?
12. How did Korra bring the slave back to health?
13. Describe Valmiki's childhood before he went to school.
14. How is a responsible wife expected to deal with a sick child?
15. Why does Sen call work outside the home space 'educational' for women?
16. What is the code of conduct recommended for wives when guests arrive?

(7x2=14)

PART III

*Answer any **five** of the following in about 100 words.*

Each question carries 6 marks.

17. What are the changes that Lawrence wants to see in society regarding its attitude towards money?
18. Describe the benefits of foreign aid that Stiglitz acknowledges.
19. What features of the prospective slave are highlighted by the slave dealers in the 'Lost Forests'?
20. How did Valmiki's classmates behave towards him?
21. Describe the picture of the American South drawn up by Wright in his essay.
22. Identify the satirical touch in Nasrin's portrayal of the employee.
23. How does the old woman instruct the girl about treating men?
24. Describe 'At the Back of Progress' as an indictment of the discrimination against women.

(5x6=30)

PART IV

*Answer any **two** of the following in about 300 words.*

Each question carries 15 marks.

25. Examine the dark side of growth that Capra traces in his essay. What warnings does Capra give about unchecked pursuit of profit and growth?
26. How does Kalpana Jain delineate the serious social problem that AIDS is in her extract?
27. Describe the trials, tribulations and aspirations of the African Americans as pointed out by Martin Luther King.
28. What are Sen's views on gender disparity in the world? What are the factors that he takes into account to identify the variations in numbers across countries?

(2x15=30)

ST. TERESA'S COLLEGE (AUTONOMOUS)
BA Programme in English Language and Literature
Syllabi for Common Courses

COURSE 5: REFLECTIONS ON INDIAN POLITY, SECULARISM AND SUSTAINABLE ENVIRONMENT

Course Code: EN3A05B

Name of the Course: Reflections on Indian Polity, Secularism and Sustainable Environment

Duration: One semester

Semester: 3

Credits: 4

Total Lecture Hours: 90

Aim of the Course:

To impart values that would make the students positively respond to the concepts of nationalism, secularism, democracy and love of nature.

Course Overview and Context:

The course seeks to enable the students to grow into responsible citizens taking pride in the secular and democratic traditions of the country. This course would inculcate a cosmopolitan outlook in the students and will help them to fight against the divisive forces in the society. Moreover, it will make the students aware of the consequences of the mindless exploitation of nature.

Syllabus Content:

Module 1 – Readings on Indian Constitution and Federalism (18 hours)

1. Dr.S. Radhaakrishnan: “New India” (an extract from the report of the University education Commission)

2. Rajendra Prasad : “Let Posterity Judge”

3. Rabindranath Tagore: “ Where the mind is without fear”

4. Amulal Hingorani : “Brother Abdul Rahman”

Module 2- Readings on Nationalism (18 hours)

1. Vallathol : "My Master"
2. Sarojini Naidu : "To India"
3. Raja Rao : "The Cow of the Barricades"
4. Mulk Raj Anand : "The Gold Watch"

Module 3: Readings on Secularism (18 hours)

1. Mohinder Sing Sarna : "Smaller Gandhis"
2. Kumar Vikal : "Can you Make Out"
3. Shashi Tharoor : "The Idea of India: India's Mosaic of Multiplicities"
4. Ismat Chughtai : "Roots"
5. Padma Sachdev : "Smoke"

Module 3: Readings on Sustainable Environment (36 hours)

1. Fritjof Capra : "Deep Ecology"
2. A K Ramanujan : "Ecology"
3. Sujatha Bhatt : "The First Meeting"
4. Ramachandra Guha : "A Gandhian in Garhwal"
5. Jack London : "The Law of Life"
6. Elizabeth Bishop : "The Fish"
7. Chief Seattle : "The End of Living and the Beginning of Survival"
8. Robinson Jeffers : "The Last Conservative"

Competencies of the course:

- This course will infuse patriotic feelings within the students which will enhance their social commitment
- It will help them understand the reality of the world in which they live and help them mould their opinions by mean of critical evaluation

Learning Resources

Dr B Keralavarma Ed. *Understanding India: An Anthology on Indian Polity, Secularism and Sustainable Environment*. Macmillan and Mahatma Gandhi University.

EN3A05B - REFLECTIONS ON INDIAN POLITY, SECULARISM AND SUSTAINABLE ENVIRONMENT

Module	Part A - 6/6 (1 mark each)	Part B – 7/10 (2 marks each)	Part C – 5/8 (6 marks each)	Part D – 2/4 (15 marks each)	Total
I	1(1 mark)	2 (4 marks)	2 (12 marks)	1 (15 marks)	32
II	1(1 mark)	2 (4 marks)	2 (12 marks)	1 (15 marks)	32
III	2(2 marks)	2 (4 marks)	2 (12 marks)	1 (15 marks)	33
IV	2 (2 marks)	4(8 marks)	2 (12 marks)	1 (15 marks)	37
	6	20	48	60	134

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Reg. No.....

Name.....

B.A. DEGREE (C.B.C.S.S) EXAMINATION, OCTOBER 2016

THIRD SEMESTER- COMMON COURSE

EN3A05B- REFLECTIONS ON INDIAN POLITY, SECULARISM & SUSTAINABLE ENVIRONMENT

Time: Three Hours

Maximum: 80 Marks

PART A

Answer the following questions in two or three sentences.

Each question carries 1 mark

*Answer **all** questions from this part.*

1. What is the role of conventions in a democracy?
2. How does VallatholNarayanaMenon portray Gandhiji's ascetic detachment?
3. What happened to Zing-ha, the crafty hunter in the end?
4. Who were the leaders that inspired Chandi Prasad Bhatt?
5. Why does smoke emerge with the poet's sighs in the poem 'Smoke'?
6. Why did Amma refuse to go to Pakistan?

(6x1=6)

PART B

*Answer any **seven** of the following in a paragraph.*

Each question carries 2 marks.

7. What are the independent agencies for which the constitution makes provision?
8. Bring out the significance of the medal with the ribbons in the poem 'The Fish'?
9. What was the impact of the news of the assassination of Gandhiji on Sadiq?
10. What is the poet's attitude to religion and caste in the poem 'Can you Make Out'?
11. How does shallow ecology view humans?
12. Write a short note on Abdul Rahman's habit of communicating with himself.
13. How did the townsfolk honour Gauri after her heroic death?

14. Comment on the figure of speech used to describe the wind circling her legs in the poem 'The First Meeting'?
15. What was the mother organization of the Chipko Movement?
16. Comment on the concluding tone of the poem "To India".

(7x2=14)

PART C

*Answer any **five** of the following in about 100 words.*

Each question carries 6 marks.

17. What is the attitude of Dr. Rajendra Prasad to the village folk in India?
18. What is the nature of the freedom which Tagore envisions for his country?
19. How does Gandhiji combine in himself the virtues of the great souls?
20. Write an essay on Indian pluralism.
21. Describe the end of old Koskoosh.
22. Write a short note on the Chipko Movement.
23. Discuss the gold watch as a symbol.
24. Give an account of the relationship between Amma's family and that of Roopchandji.

(5x6=30)

PART D

*Answer any **two** of the following in about 300 words.*

Each question carries 15 marks.

25. How does Seattle establish the view that man's exploitation of nature will lead to the end of living and the beginning of survival?
26. Discuss Naidu's poetry as Indian in thought and spirit.
27. Write an essay on the salient features of the Indian constitution.
28. How does the story, 'Roots' glorify love in the face of communal passions?

(2x15=30)

ST. TERESA'S COLLEGE (AUTONOMOUS)

BA/B.Sc Programme

Syllabi for Common Courses

Evolution of the Philosophy of Science: Literary Perspectives

Course Code: EN4A06B

Name of the Course: Evolution Of The Philosophy Of Science: Literary Perspectives

Duration: One semester

Semester: 4

Credits: 4

Total Lecture Hours: 90

Aim of the Course:

The course aims at promoting a new way of thinking which will encompass both science and literature and facilitate communication between both science and literature

Course Overview and Context:

This course enables the learner to imbibe the objectivity that the study of science offers.

The student is introduced to the concepts of writing about the philosophy of science

Syllabus Content:

Module 1 – General Perspectives (18 hours)

1. Scientific Outlook – C.V.Raman
2. Our Ancestors – Carl Sagan
3. Our Picture of the Universe - Stephen Hawking

Module 2- Specific Concerns (18 hours)

1. Literature and Science – Aldous Huxley
2. Science and Society – Albert Einstein
3. A Little Bit of What You Fancy – Desmond Morris

Module 3: Narratives on Science (18 hours)

1. H.G.Wells: The Stolen Bacillus
2. Kurt Vonnegut : EPICAC
3. Arthur C Clarke: "Silence Please"

Module 4: Science on Stage

(18 hours)

1. The Last War – Neil Grant
2. Cyberscripture Unplugged – G. L. Horton

Module 5: Poetic Musings on Science

(18 hours)

1. Science – Robinson Jeffers
2. Hiroshima Remembered – Satchidanandan
3. Cosmic Gall – John Updike
4. Once I Looked into Your Eyes – Paul Muldoon
5. Your Attention Please – Peter Porter
6. The Microbe – Hillaire Belloc
7. The Magnet and the Churn – William S. Gilbert

Competencies of the course:

- To help the students understand perspectives of literature and that of science
- Develop language skills.
- Improve vocabulary and grammar skills.
- Become familiar with the special uses of language in literary texts.
- Develop creativity and powers of imagination.

Learning Resources

Dr K Sujatha and Dr SobhanaKurien Ed. *Evolution of the Philosophy of Science: Literary Perspectives*. Ane books and Mahatma Gandhi University.

EN4A06B - EVOLUTION OF THE PHILOSOPHY OF SCIENCE: LITERARY PERSPECTIVES

Module	Part A - 6/6 (1 mark each)	Part B – 7/10 (2 marks each)	Part C – 5/8 (6 marks each)	Part D – 2/4 (15 marks each)	Total
I	2 (2 marks)	2 (4 marks)	1 (6 marks)	0	12
II	1 (1 mark)	2 (4 marks)	1 (6 marks)	1 (15 marks)	26
III	1 (1 mark)	2 (4 marks)	2 (12 marks)	1 (15 marks)	32
IV	1 (1 mark)	2 (4 marks)	2 (12 marks)	1 (15 marks)	32
V	1 (1 mark)	2 (4 marks)	2 (12 marks)	1 (15 marks)	32
	6	20	48	60	134 (marks)

**ST. TERESA'S COLLEGE
(AUTONOMOUS)
UG DEGREE EXAMINATION
Fourth Semester**

COMMON COURSE ENGLISH

ENG4A06B - Evolution of the Philosophy of Science: Literary Perspectives

Time: Three Hours

Maximum: 80 Marks

PART A

Answer the following questions in two or three sentences.

Each question carries 1 mark

*Answer **all** questions from this part.*

1. Who described science as “making nasty smells in the laboratory”?
2. What, according to Prof Raman, is as dramatic and as exciting as finding a fifty carat diamond in a ploughed field?
3. Which are the twin matrices which generate poems?
4. What is the main concern of literature according to Aldous Huxley?
5. Who was Moxon's antagonist in the game of chess?
6. Why did the man decide to drink the Bacillus drops?

(6x1=6)

PART B

*Answer any **seven** of the following in a paragraph.*

Each question carries 2 marks.

7. How does Rontgen's discovery of X-rays differ from Planck's Quantum Mechanics?
8. What according to Karl Popper, is the characteristic of a good theory?
9. What facilitated the formulation of precise natural laws?
10. What is 'comfort-eating'?
11. What was EPICAC's wedding present for the lovers?
12. What was Duttada's secret ambition in life?
13. What is the opening situation of the play “The Last war”?
14. Panacea needs the society to take care of her, why?
15. Why did the magnet turn from needles, nails and knives?

16. How does the poet describe the tail of the microbe?

(7x2=14)

PART C

*Answer any **six** of the following in about 100 words.*

Each question carries 4 marks.

17. How does Updike describe the behaviour of the neutrons?
18. How does the poet describe the city of Hiroshima immediately after the bombing?
19. Comment on the relevance of the Actaeon myth.
20. Give a brief account of the origin of mathematics.
21. How does a man of science relate to nature?
22. What are the grave problems of technology confronted by man?
23. Comment on the statement that green plants are nature's poets.
24. How does the narrator describe the game of chess between Moxon and his antagonist?

(5x6=30)

PART D

*Answer any **two** of the following in about 300 words.*

Each question carries 15 marks.

25. What according to Orwell, are the dangers of a purely scientific education?
26. Write a critical appreciation of the poem "Hiroshima Remembered" with special reference to the message it seeks to convey.
27. Discuss the impact of science on the various aspects of human life?
28. How does Vonnegut portray the interaction between man and the machine? (2x15=30)

ST. TERESA'S COLLEGE (AUTONOMOUS)

BA Programme in English Language and Literature

Syllabi for Common Courses

PERSPECTIVES IN LITERATURE

Course Code: EN3A07B

Name of the Course: Perspectives in Literature

Duration: One semester

Semester: 3

Credits: 3

Total Lecture Hours: 54

Aim of the Course:

To acquaint the learners with the different forms of literature and develop in them an ability to understand and appreciate literary pieces.

Course Overview and Context:

To sensitize the students towards the reading of literature

To enable the students to appreciate creative writing

Syllabus Content:

Module 1 – Essays

(18 hours)

1. Charles Lamb: Dream Children
2. Robert Lynd: Child's Talk
3. A. G Gardiner: All about a Dog
4. Jawaharlal Nehru: Tryst with Destiny

Module 2-Poetry

(18 hours)

1. William Wordsworth : “Three Years She Grew in Sun and Shower”

2. Robert Frost : "Mending Wall"
3. Maya Angelou : "Poor Girl"
4. Kamala Das : "The Mask"
5. Nissim Ezekiel : "Goodbye party for Miss Pushpa T.S"
6. Gabriel Okara : "Once Upon a Time"
7. Rudyard Kipling : "If"
8. Alice Walker : "Remember"

Module 3: Short Stories

(18 hours)

1. O. Henry : Gift of Magi
2. R. K. Narayan : A Shadow
3. Saki: The Open Window
4. Ruskin Bond: The Eyes Have It

Competencies of the course:

- Sensitize learners to the aesthetic, cultural and social aspects of literature.
- Enable learners to revalue literature as cultural and communicative events.
- Improve the learners' use of language as a means of subjective expression
- Inspire learners to think critically about vital issues that confront the contemporary world.
- Criticise literary and critical pieces on issues of social relevance.

Learning Resources

Dr P J George Ed. *Musings on Vital Issues*. Orient Blackswan and Mahatma Gandhi University.

EN3A07B - PERSPECTIVES IN LITERATURE (FOR B. COM)

Module	Part A - 6/6	Part B – 7/10	Part C – 5/8	Part D – 2/4	Total
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	(1 mark each)	(2 marks each)	(6 marks each)	(15 marks each)	
I	2 (2 marks)	3 (6 marks)	2 (12 marks)	1 (15 marks)	35
II	2 (2 marks)	4 (8 marks)	3 (18 marks)	1 (15 marks)	43
III	2 (2 marks)	3 (6 marks)	3 (18 marks)	2 (30 marks)	56
	6	20	48	60	134 (marks)

**ST TERESA'S COLLEGE
UG DEGREE EXAMINATION
COMMON COURSE ENGLISH**

EN3A07B - PERSPECTIVES IN LITERATURE (FOR B. COM)

Time: Three Hours

Maximum: 80 Marks

PART I

Answer the following questions in two or three sentences.

Each question carries 1 mark

*Answer **all** questions from this part.*

1. Why do children love to listen to stories of elders?
2. Who is a Resentful Employee according to A.G Gardiner?
3. "Then Nature said, a lovelier flower on earth was never sown" who is referred to here?
4. How much money did Della have to buy Jim a Christmas present?
5. Why did Mr. Nuttel move to the country?
6. Why is Pushpa going abroad?

(6x1=6)

PART II

*Answer any **seven** of the following in a paragraph.*

Each question carries 2 marks.

7. Why did the conductor pull the bell and stop the bus?
8. Why does Robert Lynd not find conversation easy with a child?

9. What is the failure that Nehru mentions in his speech?
10. Comment on the comparisons used in the poem "The Mask"?
11. Discuss nostalgia as a theme in "Once upon a Time"
12. Criticize Kipling's "If" as a reflection of Victorian-era stoicism
13. Why was Sambu excited in class?
14. How did Vera fool Mr. Nuttel?
15. What were the Christmas presents of Della and Jim?
16. What does the poet convey through the repeated use of the term 'transient'.

(7x2=14)

PART III

*Answer any **five** of the following in about 100 words.*

Each question carries 6marks.

17. What made the child confide his secret to the author?
18. Why did the author say that 'You have kept the rule and broken its spirit.'?
19. Discuss "Three years she grew in sun and shower" as an elegy.
20. "Then she'll begin to sing this song". Why?
21. Discuss the biblical inferences in "Gift of Magi"
22. Why did Sambu feel unhappy at the end of each film show?
23. How does the poet describe the mask of the lover?
24. Comment on the title "shadow".

(5x6=30)

PART IV

*Answer any **two** of the following in about 300 words.*

Each question carries 15 marks.

25. Critically analyse Charles Lamb's Dream Children.

26. Analyse "Goodbye party for Miss Pushpa T.S" as a satire.
27. Explain how Ruskin Bond uses irony in "The Eyes have it"?
28. Compare the reactions of the mother and son to the release of the film.

(2x15=30)

ST. TERESA'S COLLEGE (AUTONOMOUS)

BA Programme in English Language and Literature

Syllabi for Common Courses

Reflections on Vital Issues

(For Model I B Com Semester IV)

Course Code: EN3A07B

Name of the Course: Perspectives in Literature

Duration: One semester

Semester: 3

Credits: 3

Total Lecture Hours: 54

1. AIM OF THE COURSE

To acquaint the learners with some of the relevant issues of the contemporary world through literature pieces.

2. OBJECTIVES OF THE COURSE

- To sensitize the learners to various global as well as regional problems.
- To motivate the learners towards constructive use of the language through the selected literature pieces.
- To inspire the learners to read further about relevant contemporary issues and thereby to form informed opinions on them.

3. OUTLINE OF THE COURSE

MODULE ONE: Globalization and its consequences (18 hours)

1. Fritjof Capra : "The Dark Side of Growth"

2. Joseph Stiglitz : "Globalization"

3. D H Lawrence : "Money Madness"

4. Rabindranath Tagore : "Beggarly Heart"

5. Jagannath Prasad Das : "Kalahandi"

MODULE TWO: Human Rights

(18 hours)

1. Martin Luther King : "I Have a Dream"

2. Kalpana Jain : "Stigma, Shame and Silence"

3. Wole Soyinka : "Telephone Conversation"

4. Omprakash Valmiki : "Joothan"

MODULE THREE: Gender Questions

(18 hours)

1. Jamaica Kincaid : “Girl”

2. Taslima Nasrin : “At the Back of Progress”

3. Judy Brady : “Why I Want a Wife”

4. Amartya Sen : “More Than 100 Million Women are Missing”

4. CORE TEXT

Dr P J George Ed. *Reflections on Vital Issues*. Orient Blackswan.

BLUEPRINT

COMMON COURSE EN4A08B – REFLECTIONS ON VITAL ISSUES (FOR B. COM IV SEM)

Module	Part A - 6/6 (1 mark each)	Part B – 7/10 (2 marks each)	Part C – 5/8 (6 marks each)	Part D – 2/4 (15 marks each)	Total
I	2 (2 marks)	3 (6 marks)	2 (12 marks)	1 (15 marks)	35

II	1 (1 mark)	3 (6 marks)	2 (12 marks)	1 (15 marks)	34
III	2 (2 marks)	3 (6 marks)	2 (12 marks)	1 (15 marks)	35
IV	1 (1 marks)	1 (2 marks)	2 (12 marks)	1 (15 marks)	30
	6	20	48	60	134 (marks)

MODEL QUESTION PAPER

**ST. TERESAS COLLEGE (AUTONOMOUS)
B Com (C.B.C.S.S) EXAMINATION**

FOURTH SEMESTER

COMMON COURSE (ENGLISH)

EN4A08B: REFLECTIONS ON VITAL ISSUES

Time: Three Hours

Maximum: 80 Marks

PART A

Answer the following questions in two or three sentences.

Each question carries 1 mark

Answer all questions from this part.

1. What is the corporate leaders' attitude towards the role of an ethical order in the corporate world?
2. Why does Sen call work outside the home space 'educational' for women?
3. Why does King say that it will be fatal to ignore the demands of the African Americans?
4. How did others treat Ashok after he went back to his ship after having been tested HIV positive?

5. What advice does the old woman impart to the girl regarding medicines?
6. How does the man in the air conditioned office behave towards women?

(6x1=6)

PART B

Answer any eight of the following in a paragraph.

Each question carries 2 marks.

7. State the chief cause of fear in the speaker's mind in 'Money Madness'?
8. What signs of acute poverty are depicted by Das in the domestic scene?
9. How is a responsible wife expected to deal with a sick child?
10. Describe King's dream about his children's future?
11. Why was Valmiki taken home by his father during school hours?
12. How did Korra bring the slave back to health?
13. Describe Valmiki's childhood before he went to school.
14. How is a responsible wife expected to deal with a sick child?
15. What is the code of conduct recommended for wives when guests arrive?
16. What is meant by "Kalahandi is very close to us"?

(7x2=14)

PART C

Answer any six of the following in about 100 words.

Each question carries 6 marks.

17. What are the changes that Lawrence wants to see in society regarding its attitude towards money?
18. Describe the benefits of foreign aid that Stiglitz acknowledges.
19. How does Amartya Sen relate women's gainful employment to a visible change in their destiny?
20. How did Valmiki's classmates behave towards him?

21. Identify the satirical touch in Nasrin's portrayal of the employee.
22. How does the old woman instruct the girl about treating men?
23. Describe 'At the Back of Progress' as an indictment of the discrimination against women.
24. What do you think was the attitude of the doctor to HIV positive people?

(5x6=30)

PART D

Answer any two of the following in about 300 words.

Each question carries 15 marks.

25. Examine the dark side of growth that Capra traces in his essay. What warnings does Capra give about unchecked pursuit of profit and growth?
26. How does Kalpana Jain delineate the serious social problem that AIDS is in her extract?
27. Describe the trials, tribulations and aspirations of the African Americans as pointed out by Martin Luther King.
28. What are Sen's views on gender disparity in the world? What are the factors that he takes into account to identify the variations in numbers across countries?

(2x15=30)