

KANNUR UNIVERSITY



NEW CURRICULUM FOR UG PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

CHOICE-BASED CREDIT, SEMESTER AND GRADING SYSTEM

(2009 ADMISSION ONWARDS)

UG BOARD OF STUDIES IN ENGLISH

KANNUR UNIVERSITY
BOARD OF STUDIES IN ENGLISH, UG
NEW CURRICULUM

COMMON COURSES 1-6, CORE COURSES, ELECTIVES & OPEN COURSES

PREAMBLE

Kannur University is the first university in Kerala State to successfully implement the Grading system of evaluation for the undergraduate programmes. It was done in 2008. This academic year, 2009-'10, is a very significant one to the academic community in the University on account of the implementation of the Choice-Based Credit Semester System. It involves a radical restructuring of Curriculum of the Undergraduate Programmes as suggested by the Government of Kerala and the Kerala State Higher Education Council. The UG Board of Studies in English organized a workshop for designing the curriculum and drafting the syllabus. The thrust of the whole academic endeavour has been to bring in flexibility and interdisciplinarity on one hand and to rationalize the study of language and literature on the other. Another remarkable outcome of this academic venture is the possibility of greater classroom interaction of English language and literary studies with other languages. Added emphasis on the practical uses of the English language in the Indian and global context of late capitalism is still another factor that guided the process of curriculum design and it was done to address the material and cultural needs of the aspiring student community.

1. General Outline

The Undergraduate Programme is structured to offer Ten Common Courses, a greater number of Core Courses of which Methodology of Humanities, Methodology of Literature, Informatics, Women Studies, Film Studies and Translation oriented courses demand special mention. Complementary Courses and an Open Course are also there to supplement and enrich the programme.

2. COMMON COURSES (IN ENGLISH) 1-6:

The Common Courses are designed to meet the objectives stated below:

Students on completion of these courses are expected to:

- have mastery in all modes of communication in English.
- develop the ability to analyze, understand and challenge if needed the symbolic expressions of reality in literary and other discourses.
- possess academic presentation skills
- have a commendable awareness of Indian constitution, secular spirit and plural traditions which may enable him to be a better citizen.
- take a responsible attitude to environment and development with a human face.
- acquire a Realize that science is a human endeavor based on facts and proven results, without taking recourse to any supernatural power or influence and discern the kind of socio-political environment which encourages scientific enquiry and that which stifles it.

3. CORE COURSES

The Board of Studies, as mentioned above, organized a five-day workshop exclusively for curriculum designing and, for the first time in the history of Higher Education in Kerala, college teachers of English spent five days on academic matters in a very creative way and the draft of BA English Language and Literature Programme presented here is the outcome of a combined and integrated effort. The Board prefers to leave the right to judge the course content and other details to the student community and higher education experts.

4. COMPLEMENTARY COURSES

Subsidiary papers of former dispensation are labeled as Complementary courses in the restructured curriculum. It is hardly a renaming since these courses are situated more prominently and in creative conjunction with the core courses as the new name signifies. A total of eight two-credit courses in two complementary areas of study in the first four semesters are visualized.

5. OPEN COURSES

A striking aspect of the curriculum is the Open Course in the Fifth and Sixth Semesters. This course enhances the interdisciplinary character and promotes meaningful academic transaction and dialogue among various disciplines and community of learners.

6. ELECTIVES

The new curriculum retains the facility of the Electives and places it in the Sixth Semester.

7. USE OF ICT

The restructured curriculum envisages a multimedia classroom and ICT aided teaching and learning. A radical shift from the one-sided classroom functioning is expected. The lecture method has to be supplemented effectively by all the modern means of curricular transaction which may include powerpoint presentation, screening of films, audio and video sessions and other study aids.

8. CONTACT HOURS

The total number of contact hours for a course is 18 (weeks) x 4 hours/week = 72 hrs or 18 x 5 h/w = 90 hrs. A studious student can extend this by at least 2 hours a day.

9. EXAMINATIONS

a) CONTINUOUS EVALUATION (25%)

Module	%	Weightage
1. Attendance	5%	1
2. Assignment	5%	1
3. Seminar	5%	1
4. Test Papers (average of 2)	10%	2
Total	25%	5

Components of CE

Component	Weightage	Grading
a. Attendance	1	Below 75%: <u>E</u> , 75-79%: <u>D</u> , 80-84%: <u>C</u> , 85-89%: <u>B</u> , >90%: <u>A</u>
b. Test Paper (minimum 2)	2	To be graded as A, B,C,D, E
c. Assignment*	1	Depending on quality (A,B,C,D,E)
d. Seminar	1	Based on Assignment – to be graded based on the merits of presentation (A,B,C,D,E)

* Separate guidelines are given wherever required.

b) END SEMESTER EXAMINATION (75%) (PatternS are provided with the syllabus of each course)

GUIDELINES FOR EXAMINATION:

- Equal importance is to be given to all Modules/Core Texts.
- Questions will include a judicious mix of tasks to assess (i) the knowledge acquired (ii) standard application of knowledge, (iii) application of knowledge in new situations, (iv) critical evaluation of knowledge, and (v) the ability to synthesize knowledge drawn from various sources.

10. DIRECT GRADING SYSTEM

Direct Grading system based on a 5- point scale is used to evaluate the performance (External and Internal) of students.

Direct Grading System

Letter Grade	Performance	Grade Point	Grade Range
A	Excellent	4	3.50 to 4.00
B	Very Good	3	2.50 to 3.49
C	Good	2	1.50 to 2.49
D (Lowest passing grade)	Average	1	0.50 to 1.49
E	Poor	0	0 to 0.49

- 1) Separate minimum of D grade is required in external examination for passing a course.
- 2) An aggregate of C grade (when external and internal put together) is required in each course for awarding a degree.
- 3) A student who secures E grade in a course (for want of the minimum grade/or attendance) is permitted to repeat the course when the course is offered to the next batch. The student registered for repeat course need not attend the classes if he/she has already satisfied the requirements regarding attendance.

11. Distribution of Courses for UG Programme in English & Common Courses in English

There are 6 semesters, the first 4 semesters have 5 courses each, the last 2 have 6 each, making a total 32 courses which includes a project.

Common Courses: 1-10 (Total 10 courses)

Core Courses: 11 – 20 & 22 – 25 (total 14 courses)

Project: 21

Elective: 26 (One to be selected from the three given)

Open Course: 27 & 28 (2 courses)

Complementary Courses: 29 – 32 (Details can be had from notification of the syllabi of Complementary Subjects)

12. TABLE OF COMMON COURSES

No	Course Code	Title of Course	Contact Hours/Week	Credits	Semester
1	1 A 01 ENG*	Critical Reasoning & Academic Presentation Skills	5	4	1
2	1 A 02 ENG*	Communication Skills In English	4	3	1
3	2 A 03 ENG*	Readings on Indian Constitution, Secularism &	5	4	2

		Environment			
4	2 A 04 ENG*	Reading Literatures in English	4	3	2
5	3A05 ENG	Literature and Contemporary Issues	5	4	3
6	4 A06 ENG	History and Philosophy of Science	5	4	4
7	1 A 07**	Course in Additional Language	4	4	1
8	2 A 08**	Course in Additional Language	4	4	2
9	3 A 09**	Course in Additional Language	5	4	3
10	4 A 10**	Course in Additional Language	5	4	4

*For B Com and all other LRP

**Additional Language: MAL/HIN/SAN etc, for details of distribution of courses for differently patterned courses and LRPs consult syllabi notifications of Additional Languages.

13. TABLE OF CORE COURSES

N0	Course Code	Title of Course	Contact Hours/Week	Credits	Semester
11	1 B 01 ENG	Methodology of Humanities	6	4	1
12	2 B 02 ENG	Methodology of English Language and Literature	6	4	2
13	3 B 03 ENG	Informatics for English Language and Literature	4	4	3
14	3 B 04 ENG	Studies in Prose	5	4	3
15	4 B 05 ENG	Reading Poetry	5	4	4
16	4 B 06 ENG	History of English Language and Literature	4	4	4
17	5 B 07 ENG	Drama: Theory and Literature	5	4	5
18	5 B 08 ENG	Language and Linguistics	5	4	5

19	5 B 09 ENG	Literary Criticism and Theory	5	4	5
20	5 B10 ENG	Studies in Fiction	4	4	5
21	5 B11ENG	Project	4	4	5
22	6 B12 ENG	Women's Writing	5	4	6
23	6 B13ENG	New Literatures in English	5	4	6
24	6 B14 ENG	Indian Writing in English	5	4	6
25	6 B15 ENG	Translation Studies	5	4	6
26	6 B 16 (01/02/03) ENG	Elective (See table in 14 below)	3	2	6

14. ELECTIVES

26. ELECTIVES				
Course Code	Title of Course	Contact Hours/Week	Credits	Semester
6 B 16 (01)ENG	Film Studies	3	2	6
6 B 16 (02)ENG	Indian Literatures in Translation	3	2	6
6 B 16 (03)ENG	Writing for Media	3	2	6

15. OPEN COURSES

OPEN COURSES FOR STUDENTS OF OTHER PROGRAMMES					
No	Course Code	Title of Course	Contact Hours/Week	Credits	Semester assigned
27	5 D 01 ENG	English for Competitive Examinations	2	2	5
28	6 D 02 ENG	English for Business Purposes	2	2	6

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16. COMPLEMENTARY COURSES (SL No.28 TO 32) (Details are available in the curriculum documents released by the respective Boards of Studies)

17. BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE

COURSES (SEMESTER-WISE)

(CREDITS: COMMON: 22+16= 38; CORE: 62; COMPLEMENTARY: 16; OPEN: 4; TOTAL CREDITS:120)

SEMESTER 1

Course Code	Title of Course	Contact Hours/Week	Credits
1 A 01 ENG	Critical Reasoning and Academic Presentation Skills	5	4
1 A 02 ENG	Communication Skills in English	4	3
1 A 07*	Additional language	4	4
1 B 01 ENG	Methodology of Humanities	6	4
1 C **	Complementary	6	4
Total		25	19

SEMESTER 2

Course Code	Title of Course	Contact Hours/Week	Credits
2 A 03 ENG	Readings on Indian Constitution, Secularism & Environment	5	4
2 A 04 ENG	Reading Literatures in English	4	3
2 A 08*	Additional language	4	4

2 B 02 ENG	Methodology of English Language and Literature	6	4
2 C **	Complementary	6	4
Total		25	19

SEMESTER 3

Course Code	Title of Course	Contact Hours/Week	Credits
3 A 05 ENG	Literature and Contemporary Issues	5	4
3 A 09*	Additional language	5	4
3 B 03 ENG	Informatics for English Language and Literature	4	4
3 B 04 ENG	Studies in Prose	5	4
3 C **	Complementary	6	4
Total		25	20

SEMESTER 4

Course Code	Title of Course	Contact Hours/Week	Credits
4 A06 ENG	History and Philosophy of Science	5	4
4 A10*	Additional language	5	4
4 B 05 ENG	Reading Poetry	5	4
4 B 06 ENG	History of English Language and Literature	4	4
4 C **	Complementary	6	4

Total	25	20
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*Additional Language: MAL/HIN/SAN etc

**Consult the syllabi notification of complementary subjects for details

SEMESTER 5

Course Code	Title of Course	Contact Hours/Week	Credits
5 B 07 ENG	Drama: Theory and Literature	5	4
5 B 08 ENG	Language and Linguistics	5	4
5 B 09 ENG	Literary Criticism and Theory	5	4
5 B 10 ENG	Studies in Fiction	4	4
5 B 11 ENG	Project	4	4
5 D 01 ENG	Open Course 1	2	2
Total		25	22

SEMESTER 6

Course Code	Title of Course	Contact Hours/Week	Credits
6 B 12 ENG	Women's Writing	5	4
6 B 13 ENG	New Literatures in English	5	4
6 B 14 ENG	Indian Writing in English	5	4
6 B 15 ENG	Translation Studies	5	4
6 B 16 (01/02/03) ENG	Elective	3	2
6 D 02 ENG	Open Course 2	2	2
Total		25	20

ACKNOWLEDGEMENT

The Board of Studies places on record its deep gratitude to all the teachers who put in their intellectual efforts to formulate the curriculum in the five-day workshop. Thanks are due to the University authorities and the Kerala State Higher Education Council.

Chairman,

Board of Studies in English UG

Kannur Univerisy

SYLLABI FOR COMMON COURSES: 2009 ADMISSION ONWARDS

1A 01 ENG - CRITICAL REASONING AND ACADEMIC PRESENTATION SKILLS

1. AIM OF THE COURSE

COURSE CODE	1 A 01 ENG
TITLE OF THE COURSE	CRITICAL REASONING AND ACADEMIC PRESENTATION SKILLS
SEMESTER ASSIGNED FOR THE COURSE	1
NO. OF CREDITS	4
NO OF CONTACT HOURS PER WEEK	5
TOTAL NO. OF CONTACT HOURS	90
CORE TEXT	Critical Reasoning & Academic Presentation Skills by Marilyn Anderson, Pramod K Nayar et al, Pearson 2009

- To develop analytical and critical thinking skills in students in order to prepare them to logically analyze and critically evaluate a variety of texts and to speak and write and make presentations effectively

2. OBJECTIVES OF THE COURSE

On completion of this course, student will be able:

- To differentiate between facts and opinions in arguments
- To recognize and construct inductive and deductive arguments
- To identify fallacies in day to day arguments
- To appreciate the value of looking at an issue from various points of view
- To develop the habit of questioning one's own views and possible biases
- To successfully manage academic writing and presentation.

3. COURSE OUTLINE

MODULE – 1 (15 HOURS): INTRODUCTION TO CRITICAL THINKING

- A. Introduction to Critical Thinking: Benefits of Critical Thinking - Barriers to Critical Thinking
- B. Arguments: What is and what is not of argument - Recognizing Argument – Evaluation of Arguments - Deductive and Inductive argument -
- C. What are fallacies: Fallacies of relevance – appeal to emotion – the appeal to pity – the appeal to force – the argument against the person – irrelevant conclusion
- D. Critical thinking and evaluation of sources – social influence and critical thinking – Persuasion, conformity and Critical Thinking – Critical thinking and Prejudices.

MODULE – 2 (15 HOURS): THINKING AND WRITING CRITICALLY

Characteristics of Critical and Analytical Thinking – language of critical thinking – strategies and steps for critical thinking – Sense of audience – Precision and Clarity, Selection of Relevance – Sequencing of arguments - Sign posting, Conventions in Critical Thinking - Evaluating Critical Writing

Note: Lectures should be complemented by appropriate activities mentioned in the core text.

MODULE - III (20 HOURS): THE PROCESS OF WRITING:

Researching Resources for writing: collection of Data – Print resources - Library, Net sources, Individuals

- A. Reading for writing: Strategies for active writing – Dictionary use – Annotate
- B. Mechanics of Writing: Develop a plan from title – Evaluating a text - note-making and Note taking, paraphrasing, summary-writing – Planning a text: organizing paragraphs, main body, introduction, conclusion, rewriting, proof reading – Elements of writing: cause and effect, cohesion, comparison, definition, discussion, examples, generalization, statistical data, references, quotations, style-synonyms, visual information: Charts, tables etc
- C. Accuracy in writing: Abbreviation, Articles: singular and Plural, determiners and nouns, Irregular plurals - propositions – phrasal verbs – Modal verbs – Conveying ability, necessity, advisability, possibility, probability etc - Tenses – Voice – adverbs and adjectives, conjunctions, formality in verbs, - nationality-language, time words nouns and adjectives, prefixes, suffixes.

MODULE IV: (15 HOURS) Writing models: formal letters, Curriculum Vitae, Job application, Reports - Designing and Reporting Surveys, Seminar Reports - Project reports, Documentation

MODULE – V: Presentation Skills (25 HOURS)

- A. Soft Skills for Academic Presentations: Theory - The audience - primary and secondary and their knowledge and expectations - the objective of the presentation - choosing the appropriate medium for presentation - techniques of effective presentation - Structuring the presentation - visual presentation aids, handouts, Power point presentation, L.C.D - Clarity and persuasion - Non verbal communication - Opening and Closing – Time Management.
- B. Practice in presenting Seminar Papers: Group work is recommended – in a class with 60 students, a seminar paper may be prepared and presented by a group of three students in one class, leaving 30 minutes for presentation and 30 minutes for discussion. Each group gets one occasion for presentation. The topic for the seminar should be discussed at the beginning of the course, ensuring coverage of a wide variety of issues of contemporary relevance; thereby helping to supplement areas covered in Common Courses 3 & 4.

Note: Course work should focus on the practice of the four skills: listening, speaking, reading and writing.

4. READING LIST: A. CORE READING: *CRITICAL REASONING & Academic Presentation Skills* by Marilyn Anderson, Pramod K Nayar et al. Pearson Longman, 2009.

B. CORE AND REFERENCE TEXTS

Sl.No	Title	Author	Publisher & Year
1	<i>Critical Reasoning & Academic Presentation Skills</i> (CORE TEXT)	Marilyn Anderson, Pramod K Nayar et al.	Pearson Longman, 2009
2	<i>Critical Thinking: A Student's Introduction, 2nd Edition</i>	Gregory Bassham, William Irwin, Henry Nardone, James M.Wallace	McGraw-Hill, 2006
3	<i>Critical Thinking Skills</i>	Stella Cottrell	Palgrave Macmillan, 2005
4	<i>Critical Thinking: Learn the Tools the Best Thinkers Use</i>	Richard Paul and Linda Elder	Pearson Education, 2006
5	<i>Thinking Skills</i>	John Butterworth & Geoff Thwaites	Cambridge University Press, 2006

6	<i>Keys to Successful Writing</i>	Marilyn Anderson	Pearson Longman
7	<i>Guide to Presentations</i>	Mary and Russell Lynn.	Pearson education Ltd., London, 2007)
8	<i>Study Writing: A Course in Writing Skills for Academic Purposes</i>	Liz-Hamp-Lyons & Ben Heasley	Cambridge University Press, 2007
9	<i>Presentation Skills for Students</i>	Joan Van Emden & Lucinda Becker	Palgrave Macmillan, 2004
10	<i>Academic Writing</i>	Stephen Bailey	Routledge, London, 2004.

5. WEB RESOURCES

- www.criticalthinking.org
- <http://www.ou.edu/ouphil/faculty/chris/crmscreen.pdf>
- www.thinkersway.com
- http://en.wikipedia.org/wiki/Critical_thinking
- <http://www.lc.unsw.edu.au/olib.html>
- <http://www.utoronto.ca/writing/advise.html>
- http://en.wikipedia.org/wiki/Academic_writing
- http://www.uni-magdeburg.de/sprz/migalk/academic_writing.htm
- <http://elc.polyu.edu.hk/CiLL/eap/>

6. PATTERN & MODEL QUESTION PAPER.

Internal/Continuous Evaluation (25% weightage)

Total weightage -- 5

Class Test (Average of two tests)	--	2 weightage
Written Assignment (one)	--	1 weightage
Group Presentation (one)	--	1 weightage
Attendance	--	1 weightage

Note:- Written Assignment and Group Presentation are to be done based on the practical application of the concepts discussed in the core text prescribed.

End Semester Examination (75% weightage)

Pattern of Question Paper

Time -- 3 hrs.

Total Weightage -- 30

- One essay of about 200 words, out of a choice of two, covering chapters 1,2 and 3 (Critical Thinking) of the core text prescribed.

(Weightage -- 4)

- II. One general essay of about 200 words, out of a choice of three, testing writing skill, analytical ability, independent thinking, social orientation and general awareness of the candidates.

(Weightage -- 4)

- III. Six medium-size answer questions (80 – 100 words) out of eight covering the following topics discussed in the course material:

- a. Letter writing
- b. Preparation of CV
- c. Report writing
- d. Describing a person/place/event
- e. Editing a passage
- f. Imaginary interview
- g. Preparation of advertisements
- h. Note making
- i. Précis writing
- j. Paraphrasing
- k. Basics of presentation skills

(Weightage -- 6 X 2 = 12)

- IV. Two passages of about 40 – 50 words with four blanks each to be filled in using the correct form of articles, pronouns, prepositions, conjunctions, auxiliary verbs, tense and voice of verbs etc. making choice from the alternatives given against every blank. (Sentences from newspaper/journal articles on contemporary issues may be preferred)

(Weightage -- 2 X 2 = 4)

- V. Three bunches of four multiple choice questions each covering the functional aspects of the grammar topics discussed in the core text.

(Weightage -- 3 X 1 = 3)

- VI. Three bunches of four multiple choice questions each covering the topics under Critical Thinking (chapters 1, 2 and 3) and Presentation Skills (chapter 8 of the core text)

(Weightage -- 3 X 1 = 3)

Time -- 3 hrs.

Total Weightage -- 30

- I. One essay of about 200 words, out of a choice of two, covering chapters 1, 2 and 3 (Critical Thinking) of the core text prescribed.
(Weightage -- 4)
- II. Write a general essay in about 200 words on any one of the following: (test writing skill, analytical ability, independent thinking, social orientation and general awareness of the candidates)
 - a. The Use and Abuse of Mobile phones
 - b. TV News
 - c. Moon and Science(Weightage -- 4)
- III. Six medium-size answer questions (80 – 100 words) out of eight covering the following topics discussed in the course material:
 - a. Letter writing
 - b. Preparation of CV
 - c. Report writing
 - d. Describing a person/place/event
 - e. Editing a passage
 - f. Imaginary interview
 - g. Preparation of advertisements
 - h. Note making
 - i. Précis writing
 - j. Paraphrasing
 - k. Basics of presentation skills(Weightage -- 6 X 2 = 12)
- IV. Two passages of about 40 – 50 words with four blanks each to be filled in using the correct form of articles, pronouns, prepositions, conjunctions, auxiliary verbs, tense and voice of verbs etc. making choice from the alternatives given against every blank. (Sentences from newspaper/journal articles on contemporary issues may be preferred)
(Weightage -- 2 X 2 = 4)
- V. Three bunches of four multiple choice questions each covering the functional aspects of the grammar topics discussed in the core text.
(Weightage -- 3 X 1 = 3)

- VI. Three bunches of four multiple choice questions each covering the topics under Critical Thinking (chapters 1, 2 and 3) and Presentation Skills (chapter 8 of the core text)

(Weightage -- $3 \times 1 = 3$)

Model Question Paper: 1A 01: Critical Reasoning and Academic Presentation Skills

Time -- 3 hrs.

Total Weightage -- 30

- I. Answer any *one* of the following in about 200 words:

1. What are the major benefits of critical thinking? Explain with reference to how critical thinking helped you in your personal decision making.
2. Which are the main barriers to critical thinking and how can we overcome them?

(Weightage -- 4)

- II. Write an essay on any *one* of the following in about 200 words:

3. Is reading a dying habit?
4. Should mobile phones be banned on campuses?
5. Which are the merits and defects of the semester system?

(Weightage -- 4)

- III. Answer any six of the questions given in 80 – 100 words each.

6. . You are a fresh graduate with a diploma in journalism. You wish to apply for the post of a journalist in a national daily. Prepare the curriculum vitae.
7. . Prepare an application letter for the post of a High School teacher in a public school. Apply to the Manager, National High School, Calicut.
8. Write a summary of the passage given:

A careful analysis of the teacher-student relationship at any level, inside or outside the school, reveals its fundamentally narrative character. This relationship involves a fundamentally narrating Subject (the teacher) and the patient, listening objects (students). The contents, whether values or empirical dimensions of reality, tend in the process of being narrated to become lifeless and petrified. Education is suffering from narration sickness. The teacher talks about reality as if it were motionless, static, compartmentalized, and predictable. Or else he expounds on a topic completely alien to the existential experience of the students. His task is to 'fill' the students with the contents of his narration – contents which are detached from reality, disconnected from the totality that engendered them and could give them significance. Words are emptied of their concreteness and become a hollow, alienated and alienating verbosity.

9. Paraphrase the passage: As a result of the devastating famine, the population of Ireland was reduced from about nine million to about six and one-half million. During the famine

years, men roamed the streets looking for work, begging when they found none. Epidemics of 'famine fever' and dysentery reduced the population drastically. The most important historical result of the famine, however, was the massive migration to the United States, Canada, Great Britain of poor, unskilled people who had to struggle to fit into a skilled economy and who brought with them a deep-seated hatred of the British.

10. Edit the passage given below and give the list of changes/corrections you have made: (look for mistakes in spelling, capitalization, apostrophe, comma and punctuation).

the Akashi Kaiyko Bridge in southern Japan are the world's longest suspension **bridge**. This means that the roadway is suspended from pillars by cables. The concrete pillars have to be tall enough to support the whole weight of the bridge. The pillars on the Akashi Kaiyko bridge are 900 feet tall. These pillars had to be built to withstand huge waves, high-speed winds and violent earthquakes. The bridge has survived one earthquake already: its span was extended by more than 3 feet by the Kobe earthquake of 1995. Do you understand what you have read.

11. Prepare the format of the cover page of a project report that you have to submit to the Department as part of your course. The project work is jointly supervised by a teacher of your institution and a guide from the institution that sponsors your project. Use imaginary details.

12. Your class assignment is to write an article about a woman writer of your choice. What kind of sources would be available to you? Draft five questions that you may ask her on the occasion of a personal interview.

13. What are visual aids? Highlight the advantages of visual aids.

(Weightage -- 6 X 2 = 12)

IV. Two passages of about 40 – 50 words with four blanks each to be filled in using the correct form of articles, pronouns, prepositions, conjunctions, auxiliary verbs, tense and voice of verbs etc. making choice from the alternatives given against every blank. (Sentences from newspaper/journal articles on contemporary issues may be preferred).

14. The State Government ----- (is, are, would, won't) soon ----- (has invited, have invited, invite, invited) the leaders of the Chengara land agitation for talks as part of its attempt ----- (at, to, for, with) resolve the two-year old stir. The talks will ----- (is, are, be, been) held on the basis of a package the government has formulated in consultation with the Leader of the Opposition.

15. Barbara and Robinson went to the town. He was new to the town and he wanted to buy a few ----- (furnitures, items of furnitures, items of furniture). Robinson requested her to help him find one of the ----- (fine, finest) ----- (shop, shops)

there. She said she would very happily do that ----- (but, so, therefore) she had no time to spend in the shop. (Weightage -- 2 X 2 = 4)

V. Answer the three bunches of four questions each as directed:

16. Which of the following sentence is grammatically correct?

- (i) The novel, *Beloved*, earned Toni Morrison the Pulitzer Prize.
- (ii) The novel *Beloved* earned Toni Morrison the Pulitzer Prize.
- (iii) The novel *Beloved*, earned Toni Morrison the Pulitzer Prize.
- (iv) The novel *Beloved* earned Toni Morrison, the Pulitzer Prize.

17. Which of the following sentences employs a judicious use of capitalisation?

- (a). While travelling in the Parasuram Express, Rajeev met his old friend Ravi who was a scientist in the Central Plantation Crops Research Institute, Kasaragod.
- (b). while travelling in the parasuram express, rajeev met his old friend ravi who was a scientist in the central plantation crops research institute, kasaragod.
- (c). While travelling in the parasuram express, Rajeev met his old friend Ravi who was a scientist in the central plantation crops research institute, Kasaragod.
- (d). While travelling in the Parasuram express, Rajeev met his old friend Ravi who was a Scientist in the Central Plantation Crops Research Institute, Kasaragod.

18. Which is correctly spelt: (recomendation, accommodation, seperation, vaccation)

- a. Fill in the blank using the appropriate relative pronoun from the options given.
Computer experts refer to Moore's Law, _____ says that the speed of personal computers doubles every 1 months. (who, which, whose, whom)
- b. BPO is the abbreviation/acronym of: (Block Planning Officer, Business Planning Officer, Business Process Outsourcing, Business Planning Outsourcing)
- (c) Which of the following is the abbreviation used in academic writing to refer to 'pages'? (p p.a. pp ibid)
- (d) The people of Poland are called _____. (Polish, Poles, Polanders, Dutch)

19. Fill in the blank using the appropriate article:

There is ____ university in Delhi in the name of Jawaharlal Nehru.
(a, an, the, no article needed here).

VI. Answer the three bunches of four questions each as directed:

20. Choose the answer in which the numerals are used correctly.

- (a). 1203 students and 120 teachers attended the function on 2 June 2009.
- (b). One thousand two hundred and three students and one hundred and twenty teachers attended the function second June 2009.
- (c). 1203 students and 120 teachers attended the function 2 June 2009.

(d). One thousand two hundred and three students and 120 teachers attended the function on 2 June 2009.

21. Pick up the answer that uses italics according to the rules:

- (a) *Macbeth* is a play of Shakespeare
- (b) Macbeth *is* a play of Shakespeare
- (c) Macbeth *is a* play of Shakespeare
- (d) Macbeth *is a play of* Shakespeare

22. Pick up the incorrect combination

- (a) slow – slowly
- (b) hard – hardly
- (c) high – highly
- (d) proper - properly

(Weightage -- 3 X 1 = 3)

23. Choose the correct answer from the options given for the following questions:

(a) Critical thinking makes a person more _____

(emotional, foolish, wise, informed)

(b) Critical thinking promotes asking the _____ of an issue.

(why, when, where, who)

(c) Which of the following is not a barrier to critical thinking?

(tendency to think in binaries, egocentrism, social brainwashing, logical bent of mind)

(d) Which of the following is not an indicator word for conclusion?

(therefore, accordingly, hence, since)

24. (a). Which of the following constitute a really valid argument?

(only truth content, only logical content, either truth content or logical content, both truth content and logical content)

(b) "The event A occurred before the event B. Therefore A is the cause of B". This argument is an example of which of the following fallacies?

(post hoc, slippery slop, complex question, red herring)

(c) "Once upon a time, there lived ...". This is an example of which of the following:

(introduction inquisitive, introduction paradoxical, introduction narrative, introduction corrective)

(d) Focussing on the holistic picture is an impediment to _____ .

(clarity, precision, breadth, none of these)

25. (a) An Ice Breaking Session is intended to:

(establish rapport with the audience, make the arguments sound, explain the details more effectively, make a convincing conclusion)

(b) Which of the presentation aids will be most suitable for an audience of more than 200 people?

(black board, flip chart, overhead projector, LCD projector)

(c) Which of the following is not a part of body language?

(eye contact, gestures, fluency in language, positive posture)

(d) It is not advisable to end a presentation by:

(summarising the main arguments, making an appeal to the audience, making the audience feel elevated, leaving the audience confused about your position of argument)

(Weightage -- 3 X 1 = 3)

SYLLABI FOR COMMON COURSES: 2009 ADMISSION ONWARDS

1A 02 ENG - COMMUNICATION SKILLS IN ENGLISH

COURSE CODE	1 A 02 ENG
TITLE OF THE COURSE	COMMUNICATION SKILLS IN ENGLISH
SEMESTER ASSIGNED FOR THE COURSE	1
NO. OF CREDITS	3
NO OF CONTACT HOURS PER WEEK	4
TOTAL NO. OF CONTACT HOURS	72
CORE TEXT	<i>COMMUNICATION SKILLS IN ENGLISH</i> , Sasikumar V., Kiranmai Dutt and Geetha Rajeevan, Cambridge University Press. New Delhi. 2009 (Text with CD)

1. AIM OF THE COURSE: General improvement of the student's ability in vocal and written modes of expression and reading.

2. OBJECTIVES OF THE COURSE: On successful completion the student will be

- Familiar with the sounds, symbols, stress and intonation in English.

- Able to communicate better vocally as well in writing in formal, semi-formal and informal situations.
- Able to develop her/his listening capacity
- Equipped with the skill for extensive and intensive reading.

3. COURSE OUTLINE: FOUR MODULES:

MODULE – I: Pronunciation and Naturalization of Language (22 hours): Phonemic Notations: Vowels, Diphthongs, Triphthongs – Consonants - Stress: Syllables – Word Stress: in Monosyllables, Polysyllables, Stress in words used as both nouns and verbs - Stress in compound words – Sentence Stress - Strong, Weak and Contracted forms - Intonation: Falling and Rising Intonation – Different accents – influence of Mother Tongue .

MODULE – II: Listening Skills (15 hours): Barriers to Listening: Listening and hearing, active listening, barriers – Academic Listening: Listening and note-taking – Listening to announcements – Listening to News on the Radio and Television: Listening for specific information, overall information.

MODULE- III: Speaking Skills: Theory and Practice (20 hours): Recall the foundational phonetic insights provided Module 1.1 – Rules of word stress, stress and rhythm, pauses and sense groups – falling and rising tones – fluency and pace of delivery – Small talk – Conversations – Formal speech – Descriptions – Group Discussions – Telephone Communication – Appointments.

MODULE- IV: Reading Skills (15 hours): Reading with a purpose – Scanning – Surveying a text with index – Making predictions in reading – Text Structure – Inferences – Reading Graphics – Reading Critically - Reading for Research.

NOTE: STUDENTS SHOULD BE PROVIDED SPEAKING AND LISTENING SKILL PRACTICES USING THE CD OFFERED WITH THE TEXT

4. CORE READING LIST: A) CORE TEXT: *COMMUNICATION SKILLS IN ENGLISH*, Sasikumar V.,Kiranmai Dutt and Geetha Rajeevan, Cambridge University Press. New Delhi. 2009.

B) TEXTS FOR CORE READING AND REFERENCE:

Sl. No	Title	Author	Publication details
1	<i>COMMUNICATION SKILLS IN ENGLISH</i>	Sasikumar V.,Kiranmai Dutt and Geetha Rajeevan	Cambridge University Press. New Delhi. 2009
2	<i>Study Listening: A Course in Listening to Lectures and Note-taking</i>	Tony Lynch	Cambridge University Press (2008)
3	<i>Study Speaking: A Course in Spoken English for Academic Purposes</i>	Anderson, Kenneth, Joan Maclean and Tony Lynch	Cambridge University Press, 2008
4	<i>Study Reading: A Course in Reading Skills for Academic Purposes</i>	Glendinning, Eric H. and Beverly Holmstrom	Cambridge University Press. 2008
5	<i>Spoken English Part I & II: A Foundation Course for Speakers of Malayalam</i>	Kamlesh Sadanand, & Susheela Punitha	Orient Longman Pvt Ltd (2008)
6	<i>Oxford Guide to Effective Writing and Speaking</i>	John Sealy	OUP, New Delhi, 2007
7	<i>Communication Studies</i>	Sky Massan	Palgrave, Macmillan
8	<i>Effective Communication for Arts & Humanities Students</i>	Joan Van Emden and Lucinda Becker	Palgrave, Macmillan

5. WEB RESOURCES: A LOT OF SITES ON THE NET, SEARCH WITH KEYWORDS: READING SKILL, WRITING SKILL, SPEAKING SKILL AND COMMUNICATION SKILL.

6.PATTERN &MODEL QUESTION PAPER.

Internal/Continuous Evaluation (25% weightage)

Total weightage -- 5

Class Test (Average of two tests)	--	2 weightage
Speaking Skill Test (one)	--	1 weightage
Listening Skill Test (one)	--	1 weightage
Attendance	--	1 weightage

Note:- For Listening Skill Test an audio tape/CD may be played to the students and questions may be asked based on the contents of the tape to test comprehension.

End Semester Examination (75% weightage)

Pattern of Question Paper

Time -- 3 hrs.

Total Weightage -- 30

- I. Three bunches of four words each for phonemic transcription. (Questions are to be asked from the pool of 200 words furnished as annexure to this pattern.)
(Weightage -- 3 X 1 = 3)
- II. Three bunches of four words each for marking word accent. (Candidates need not transcribe the words. While setting the question paper, care must be taken to select words whose accent can be marked without transcribing them. Also, words used in common parlance may be given preference.)
(Weightage -- 3 X 1 = 3)
- III. Two questions of one sentence each for marking sentence stress.
(Weightage -- 2 X 1 = 2)
- IV. Two questions of one sentence each for marking intonation.
(Weightage -- 2 X 1 = 2)
- V. Two paragraphs of about 80 words, out of a choice of three, on topics covered in the core text such as Strong and Weak Forms, Intonation, Difference between British and American English, Different Types of Listening, Basics of Group Discussion etc.
(Weightage -- 2 X 2 = 4)
- VI. One imaginary conversation of ten exchanges between two persons on a specific occasion.
(Weightage -- 2)
- VII. One self introduction of about 80 words on a specific imaginary situation (such as before an interview board/ seminar audience/new social circle etc.)
(Weightage -- 2)
- VIII. Preparation of a speech (welcome/felicitation/vote of thanks) of about 80 words on a specific imaginary situation.
(Weightage -- 2)
- IX. One imaginary telephone conversation of twelve exchanges intended for a specific purpose such as fixing an appointment, making an invitation etc.
(Weightage -- 2)
- X. Description of an event/place/thing in about 80 words
(Weightage -- 2)
- XI. One verbal passage with four questions for testing reading comprehension.
(Weightage -- 3 X 1 = 3)

XII. One passage with chart/diagram/figure/table with four questions for testing comprehension.

(Weightage -- 3 X 1 = 3)

Annexure

List of words for phonemic transcription

- | | | |
|-------------------|-------------------|-------------------|
| 1. College | 38. Language | 75. Cinema |
| 2. School | 39. Literature | 76. Hotel |
| 3. Teacher | 40. Chemistry | 77. Shopping |
| 4. Student | 41. History | 78. Shirt |
| 5. Principal | 42. Zoology | 79. Potato |
| 6. Book | 43. Botany | 80. Tomato |
| 7. Bag | 44. Mathematics | 81. Cucumber |
| 8. Textbook | 45. Information | 82. Mango |
| 9. Pencil | 46. Computer | 83. Banana |
| 10. Duster | 47. Software | 84. Authority |
| 11. Blackboard | 48. Clerk | 85. Parliament |
| 12. Chalk | 49. Library | 86. Assembly |
| 13. Examination | 50. Catalogue | 87. Thesis |
| 14. Semester | 51. Service | 88. Theory |
| 15. Syllabus | 52. Independence | 89. Humanities |
| 16. Curriculum | 53. Philosophy | 90. Scientific |
| 17. Learning | 54. Critical | 91. Objective |
| 18. Experience | 55. Category | 92. Medicine |
| 19. Evaluation | 56. Fallacy | 93. Engineer |
| 20. Weightage | 57. Argument | 94. Driver |
| 21. Continuous | 58. Opinion | 95. Mechanic |
| 22. Result | 59. Discussion | 96. Dramatist |
| 23. University | 60. Minister | 97. Poetry |
| 24. Grading | 61. Interview | 98. Novel |
| 25. Optional | 62. Master | 99. Theatre |
| 26. Complementary | 63. Trainer | 100. Tragedy |
| 27. Additional | 64. Athletics | 101. Comedy |
| 28. Canteen | 65. Football | 102. Director |
| 29. Union | 66. Sports | 103. Politician |
| 30. Election | 67. Cultural | 104. Statesman |
| 31. Chairman | 68. Activity | 105. Inflation |
| 32. Secretary | 69. Facility | 106. Technology |
| 33. Discipline | 70. Felicitation | 107. Psychology |
| 34. Attendance | 71. Achievement | 108. Amateur |
| 35. Politics | 72. Advertisement | 109. Professional |
| 36. Economics | 73. Media | 110. Systematic |
| 37. Biology | 74. Television | 111. Conditional |

- | | |
|----------------------|------------------|
| 112. Conduct (N & V) | 159. Battlefield |
| 113. Product | 160. Cannon |
| 114. Summer | 161. Aeroplane |
| 115. Rubber | 162. Practice |
| 116. Spring | 163. Advise |
| 117. America | 164. Insurance |
| 118. English | 165. Century |
| 119. Criminal | 166. Decade |
| 120. Cigarette | 167. Yearly |
| 121. Kerosene | 168. Bakery |
| 122. Monitor | 169. Textile |
| 123. Mobile | 170. Merchandise |
| 124. Cattle | 171. Execute |
| 125. Factory | 172. Example |
| 126. Commerce | 173. Traditional |
| 127. Personality | 174. Orthodox |
| 128. Development | 175. Familiar |
| 129. Resource | 176. Stranger |
| 130. Simile | 177. Roses |
| 131. Metaphor | 178. Daffodils |
| 132. Marginalise | 179. Nightingale |
| 133. Structural | 180. Skylark |
| 134. Colonial | 181. Buffalo |
| 135. Imperial | 182. Giraffe |
| 136. Empire | 183. Garden |
| 137. Freedom | 184. Estate |
| 138. Struggle | 185. Garage |
| 139. Sacrifice | 186. Voyage |
| 140. Violence | 187. Trouble |
| 141. Butcher | 188. Situational |
| 142. Market | 189. Electricity |
| 143. Pocket | 190. Capacity |
| 144. Voyage | 191. Superfast |
| 145. Traveller | 192. Magnificent |
| 146. Admire | 193. Temple |
| 147. Acquire | 194. Mosque |
| 148. Queen | 195. Prayer |
| 149. Palace | 196. Stomach |
| 150. Tongue | 197. Beautiful |
| 151. Singer | 198. Fantastic |
| 152. Churches | 199. Altitude |
| 153. Baggage | 200. confidence |
| 154. Wanted | |
| 155. Added | |
| 156. Refugee | |
| 157. Soldier | |
| 158. Military | |

MODEL QUESTION PAPER: 1 A 02 ENG COMMUNICATION SKILLS IN ENGLISH

Time -- 3 hrs.

Total Weightage -- 30

I. Transcribe phonetically

- 1.. Fallacy 2. Clerk 3. Student 4. Book
2. History 2. Union 3. Poetry 4. Potato
3. Humanities 2. Science 3. Language 4. Grading

(Weightage -- 3 X 1 = 3)

II. Mark primary accent:. (Candidates need not transcribe the words.)

4. English 2. College 3. Conduct (noun) 4. Office
5. Hotel 2. Canteen 3. Tomorrow 4. July
6. Politics 2. Music 3. Police 4. Present (noun)

(Weightage -- 3 X 1 = 3)

III. Mark the sentence stress:

7. You should teach him.
8. What's your name?

(Weightage -- 2 X 1 = 2)

IV. Mark intonation:

9. What do you want? (friendly)
10. What lovely garden! (strong feeling)

(Weightage -- 2 X 1 = 2)

V. Answer any two in a paragraphs of about 80 words each:

11. British and American accents
12. Influence of Mother Tongue on English
13. Barriers to Listening

(Weightage -- 2 X 2 = 4)

VI. Write an imaginary conversation of ten exchanges on *one* of the following:

14. You and your friend discussing road accidents
15. You tell your mother about an interview you attended. (Weightage - 2)

VII. Prepare a speech in about 80 words on any *one* of the following situations:

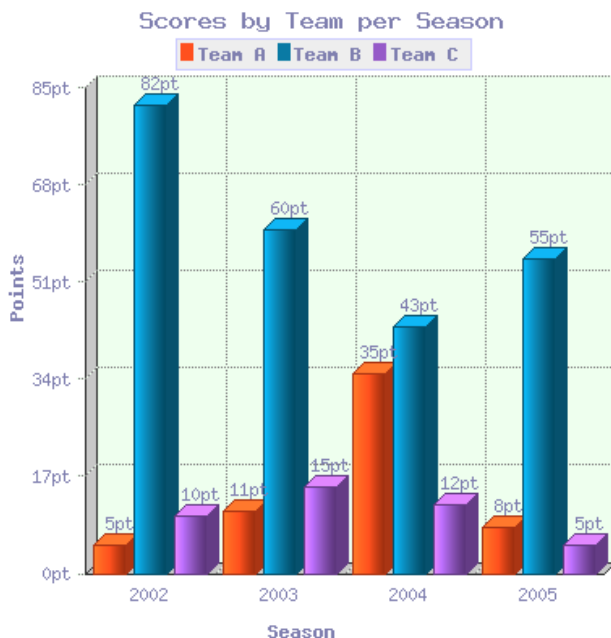
16. You are asked to felicitate the students who won the first place in campus film contest conducted by the university Union.

17. You are requested to extend the vote of thanks at a meeting organized to congratulate the winners of the arts Festival of your college. (Weightage -- 2)
- VIII. Give an account of yourself in *one* of the following contexts:
18. At the freshers' welcome party of the undergraduate class.
19. Before an interview board for the selection higher Secondary School teachers.
- IX. Draft an imaginary telephone conversation of twelve exchanges on *one* of the following:
20. with a friend to postpone a promised visit
21. with the manager of a company seeking a job. (Weightage -- 2)
- X. Write, in about 80 words, a description of *one* of the following:
22. A tourist spot you have visited recently
23. A most beautiful sunset you have experienced. (Weightage -- 2)
- XI. Read the given passage and answer the four questions given.

Dyslexia, developmental or specific dyslexia as it's technically called, the disorder I suffered from, is the inability of otherwise normal children to read. Children whose intelligence is below average, whose vision or hearing is defective, who have not had proper schooling, or who are too emotionally disturbed or brain-damaged to profit from it belong in other diagnostic categories.

(Weightage -- 3 X 1 = 3)

- XIII. One passage with chart/diagram/figure/table with four questions for testing comprehension.



28. Arrange the teams in the increasing order of total points they scored.

29. Which is the year of the highest score for team C?
30. Compare the performance of Team C in 2002 and 2005.
31. Which was the year of tight competition between Teams A and B?

(Weightage -- 3 X 1 = 3)

2A 03 ENG - READINGS ON INDIAN CONSTITUTION, SECULARISM & ENVIRONMENT

COURSE CODE	2 A 03 ENG
TITLE OF THE COURSE	READINGS ON INDIAN CONSTITUTION, SECULARISM & ENVIRONMENT
SEMESTER ASSIGNED FOR THE COURSE	2
NO. OF CREDITS	4
CONTACT HOURS PER WEEK	5
TOTAL CONTACT HOURS	90
CORE TEXT	<i>READINGS ON INDIAN CONSTITUTION, SECULARISM & ENVIRONMENT</i> , ED. DR.K.K.C.MURALEEDHARAN, ANE BOOKS INDIA LTD, DELHI

1. AIM OF THE COURSE

- To inspire in students a secular, democratic and environment- friendly attitude

2. OBJECTIVES OF THE COURSE

ON SUCCESSFUL COMPLETION, STUDENTS WILL ACQUIRE

- the spirit and essentials of the secular Indian constitution
- a commendable awareness of the plural traditions of India
- a healthy sense of nationalism
- a deep commitment to life forms, existence, environment and the universe

3. COURSE OUTLINE

MODULE I – INDIAN CONSTITUTION:

General introduction: Context of its drafting: Anti-colonial struggles in the world and in India: Concepts of Liberty, Equality and Fraternity - detailed discussion of Fundamental Rights: Right to Equality, Right to Particular freedom, Cultural and Educational Rights, Right to Freedom of Religion, Right against Exploitation and Right to Constitutional Remedies

Racial Encounters:

1. Wole Soyinka: Telephone Conversation (Poem)
2. Kamala Das: The Humiliation of a Brown Child in a European School (From *My Story*)

Caste Issue:

1. RAJU SOLANKI: A MONOLOGUE (POEM)
2. KUMUD PAWDE: THE STORY OF MY SANSKRIT (AUTOBIOGRAPHY)

Class conflicts:

1. Basavanna: The Rich will Make Temples for Siva (From *Vachanas*)
2. Meena Alexander: The Orange Sellers' Protest (from *Nampally Road*)

Gender question:

1. Rabindranath Tagore: The Exercise Book (Story)
2. Marge Piercy: Barbie Doll (Poem)

MODULE II – FEDERALISM: Federal character of Indian Polity: Union and State Governments-Centre State Relations- Executive-Legislature-Judiciary.

1. Nani A. Palkhivala: Centre-State Relations: Union Government, not Central Government (From *We, The People*)
2. Sitakant Mahapatra: The Election (Poem)

MODULE III – SECULARISM

Secularism: Concept and Practice: Meaning and definition-Secular State and Society-Challenges to secularism: Casteism and Communalism.

1. Kottarathil Sankunni (Translated by T.C.Narayanan): A Hindu Princess and Her Islamic Dynasty (*Aithiyamala/Lore & Legends of Kerala*)

MODULE IV – SUSTAINABLE ENVIRONMENT:

ENVIRONMENTAL ISSUES: DEFORESTATION, POLLUTION, WRECKLESS EXPLOITATION OF NATURE, CONSEQUENCES: GREEN HOUSE EFFECT, TSUNAMI, FAMINE, EARTHQUAKES AND OTHER DISASTERS.

1. . Medha Patkar : A Different Kind of Development (*Essay*)
2. Krishna Kumar : Green Schools in a Greying World (*Essay*)
3. A.K.Ramanujan : Ecology (*Poem*)

4. CORE TEXT: *READINGS ON INDIAN CONSTITUTION, SECULARISM & ENVIRONMENT*, ED. DR.K.C.MURALEEDHARAN, ANE BOOKS INDIA LTD, DELHI

5. Reference:

The Constituent Assembly Debates (Proceedings) 9th December 1946 to 24th January 1950, Lok Sabha Secretariat, New Delhi(Extracts of speeches made by Munshi K.M. & Dr. B.R. Ambedkar)

Jha, Shefali, *Rights versus Representation: Defending Minority Interests in the Constituent Assembly*, Economic and Political Weekly, vol.38, No.16, Apr 19-25, 2003, pp.1579-1583.

Chiriyankandeth, James, *Creating a secular state in a religious country: The debate in the Indian Constituent Assembly*, Commonwealth and Comparative Politics, vol.38,

Issue 2, July 2000, pp.1-24

Narang, A S, *Indian Government and Politics*, Geethanjali Publishing House, New Delhi, 2000, pp.99-238

S R Bommai Vs Union of India, AIR 1994, SC 1918

Nandy, Ashis, "The Politics of Secularism and the Recovery of Religious Tolerance", in Veena Das (ed) *Mirrors of Violence: Communities, Riots and Survivors in South Asia*, Oxford University Press, Delhi, 1990

Thapar, Romila, "Secularism, History and Contemporary Politics in India", in Anuradha Needham and Rajeswari Sunder Rajan (eds), *The Crisis of Secularism in India*, Duke University Press, 2007

Basu, Durga Das, *Introduction to the Constitution of India*, Prentice Hall of India, New Delhi.

Sharma, K.L., *Social Stratification in India: Issues and Themes*, Sage Publications, New Delhi, 1997.

Bhargava, Rajeev, *Secularism and its Critiques*, Oxford University Press, New Delhi 2001.

Khan, Rasheeduddin, *Federal India: A Design for change*, Vikas, New Delhi, 1992 Smith, Donald

Eugene, *India as a Secular State*, Princeton University Press, Princeton, 1963.

Fisher, William F(ed.), *Towards Sustainable Development? Struggling Over India's Narmada River*, M.E.Sharp, New York, 1995

Sufrin, Sydney C., *Bhopal: Its Setting, Responsibility and Challenge*, Ajanta Publishers, New Delhi, 1985

6. PATTERN & MODEL QUESTION PAPER .

Internal/Continuous Evaluation (25% weightage)

Total weightage -- 5

CLASS TEST (Average of two tests)	--	2 weightage
ASSIGNMENT	--	1 weightage
SEMINAR PRESENTATION (one)	--	1 weightage
Attendance	--	1 weightage

ASSIGNMENT & SEMINAR: These two are clubbed together. Students are to be divided into clusters of 5 and each cluster may be allowed to choose any topic from those given below. They are expected to write an assignment on an actual issue or any text except those they have studied (for instance: film, literary texts (poems, stories, essays, novels, autobiographies), rituals, news paper and magazine articles and present it before the class. The contribution of each member in the process of writing and presentation is to be ensured by the teacher. For this purpose, five aspects of the topic are to be highlighted by the team and one aspect should be handled by one person in the team so that the writing and presentation process involve all members. Teacher should ensure that critical reasoning and presentation skills and methods studied in the first semester are to be employed.

PATTERN FOR 2 A 03 ENG (READINGS ON INDIAN CONSTITUTION, SECULARISM AND ENVIRONMENT)

End Semester Examination (75% weightage)

Pattern of Question Paper

Time -- 3 hrs.

Total Weightage -- 30

- I. One textual essay of about 200 words, out of a choice of two, from **Module one**. Questions may focus on one or more lessons (Weightage: 4)
11. One textual essay of about 200 words, out of a choice of two, on a particular lesson or chosen lessons from **Module 2, 3 and 4**. (Weightage: 4)
111. One essay question (200 words) out of a choice of two on Fundamental Rights, Federalism, Secularism, race, caste, class, gender and environment in the manner given:
 - a. Letter writing: Letter to the editor of a Newspaper/Minister/District Collector/any authority about either a very popular national issue or an issue of local significance of the kind mentioned.

- b. Report writing: A report of a very sensitive issue to be published as a significant document.
- c. Imaginary interview: Prepare ten questions to ask a/an environmental/human rights activist/Minister/leader in the case of an interview. Write down the issues that would be raised during the interview.
- d. Analysis of the given poem/newspaper article/report to bring out the different socio-political and cultural aspects including environment/class/caste/race/gender. Attention should be paid to theme, language and structure.

(Weightage -- 4)

IV. Four paragraph questions out of five to be answered in 80 words each (Weightage: $4 \times 2 = 8$)

V. Four bunches of multiple choice questions, one from each module.

(Weightage: $4 \times 1 = 4$)

VI. Six short questions out of seven, at least one from each module.

(Weightage: 6

$\times 1 = 6$)

MODEL QUESTION PAPER: READINGS ON INDIAN CONSTITUTION, SECULARISM AND ENVIRONMENT

Time: 3 hrs.

Total Weightage: 30

I. Answer any one of the following in 200 words: (Weightage: 4)

- 1. What do you understand about racism in British India from the write up of Kamala Das.
- 2. How does Kumud Pawde suffer in the name of her caste?

II. Answer any one of the following in 200 words: (Weightage: 4) from **Module 2, 3 and 4**.
(Weightage: 4)

- 3. What picture of a public election do you get from Sitakant Mahapatra's poem?
- 4. Medha Patkar and the idea of environment-friendly development.

III. Answer any one of the following in 200 words: (Weightage: 4)

5. Write a letter to the editor of a newspaper about the defective waste management of a local hospital suggesting remedies.
6. Analyze the poem given below:

Merry-Go-Round by Langston Hughes (COLORED CHILD AT CARNIVAL)

Where is the Jim Crow* section
On this merry-go-round,
Mister, cause I want to ride?
Down South where I come from
White and colored
Can't sit side by side.
Down South on the train
There's a Jim Crow car.
On the bus we're put in the back—
But there ain't no back
To a merry-go-round!
Where's the horse
For a kid that's black?

(* The **Jim Crow laws** were state and local laws in the United States enacted between 1876 and 1965. They mandated *de jure* racial segregation in all public facilities)

(Weightage -- 4)

IV. Four paragraph questions out of five to be answered in 80 words each (Weightage: 4X 2 = 8)

7. Concluding lines of Soyinka's poem.
8. Theme of the poem A Monologue
9. Green School Contest
10. The Mother in 'Ecology'
11. Ramu

V. Four multiple choice questions with four choices each: (Weightage: 4X 1 = 4)

A.12. The person who would seize the exercise book of Pyarimohan and destroys it is called

(i) a benefactor of humankind (ii) a fool (iii) a criminal (iv) a barbarian

13 Values of ----- were the values subverted.

(i) human dignity (ii) public justice (iii) both a & b (iv) none of these.

14 Of the two princesses, the ----- was in the danger of drowning: (i) younger (ii) elder

(iii) both (iv) none of these.

- 15 The Champak tree give ----- for one line of cousins (i) a dower of migraines (ii) flowers (iii) buds (iv) shade

B 16.

- 16 Six short questions out of seven (Weightage -- 6 X 1 = 6)

- i. What shall a poor man do?
- ii. What does the Barbie doll represent?
- iii. What does Palkhivala mean by the term 'thralldom'?
- iv. What was the argument of the saved princess?
- v. What is Medha's comment on big dams?
- vi. How are text books related to forest wealth?
- vii. What did the ever ready men do to the women?

2A 04 ENG - READING LITERATURES IN ENGLISH

COURSE CODE	2 A 04 ENG
TITLE OF THE COURSE	READING LITERATURES IN ENGLISH
SEMESTER ASSIGNED FOR THE COURSE	2
NO. OF CREDITS	3
NO OF CONTACT HOURS PER WEEK	4
TOTAL NO. OF CONTACT HOURS	72
CORE TEXT	<i>READING LITERATURES IN ENGLISH, ED. DR.K.C MURALEEDHARAN, CAMBRIDGE UNIVERSITY PRESS, 2009</i>

1. AIM OF THE COURSE

1. To provide a general awareness about the scope and significance of literature as a cultural form through readings of selected literary works in English produced across cultures.
2. To inspire reading, appreciation and critical interpretation of literary works.

3. To provide opportunities for the application of critical thinking, academic writing and presentation skills acquired through other common courses.

2. OBJECTIVES OF THE COURSE

On completion of this course, student will be able:

1. To read, appreciate, analyze and interpret a literary work using reading strategies
2. To comprehend the different uses of language
3. To perceive the process of transmission of cultural values through works of art.

3. COURSE OUTLINE

MODULE 1: PROSE

1. Jawaharlal Nehru : At School and College (From *An Autobiography*)
2. E.V.Lucas : The School for Sympathy
3. Bertrand Russell : As Others See Us (From *Mortals and Others*)
4. Lakshmi Viswanathan : On a Spiritual Journey: Kishori Amonkar (The Hindu, Folio: Music Dec 3 2000, J:\Interviews Hindu\Kishori.htm)
5. K.K.Gopalakrishnan : Lifelong Endeavour: Conversation with Kalamandalam Gopi (The Hindu, Date:07/03/2004 URL: <http://www.thehindu.com/thehindu/mag/2004/03/07/stories/2004030700100500.htm>)
6. Judy Brady : Why I want a Wife

MODULE 2: POETRY

1. Shakespeare : Shall I Compare Thee
2. Blake : London
3. John Keats : La Belle Dame Sans Merci
4. P.B. Shelley : Ozymandias
5. W.B.Yeats : On Being Asked for a War Poem
6. Kamala Das : Fancy Dress
7. Gabriel Okara : Once Upon a Time
8. Emily Dickinson : I'm a Nobody! Who are You!
9. Robert Frost : The Pasture
10. Maya Angelou : Women Work

- | | |
|----------------------|---------------|
| 11. Yeshwant Vaghela | : Identity |
| 12. R.Viswanathan | : Grandfather |

MODULE 3: FICTION: SHORT STORY

- | | |
|------------------|---------------|
| 1. Anton Chekhov | : The Avenger |
|------------------|---------------|

MODULE 4: DRAMA

- | | |
|--------------------|-----------------------------------|
| 1. Shakespeare | : The Forum |
| a. Dorothy Calhoun | : When Lincoln Came to Pittsburgh |

4. CORE TEXT: *READING LITERATURES IN ENGLISH*, ED. DR.K.C MURALEEDHARAN, CAMBRIDGE UNIVERSITY PRESS, 2009

5.PATTERN &MODEL QUESTION PAPER.

PATTERN FOR 2 A 04 ENG (READING LITERATURES IN ENGLISH)

Internal/Continuous Evaluation (25% weightage)

Total weightage -- 5

CLASS TEST (Average of two tests)	--	2 weightage
ASSIGNMENT & VIVA	--	1 weightage each, total 2
Attendance	--	1 weightage

Assignment and viva are clubbed together. Students are to be divided into clusters of 5 and each cluster may be allowed to choose any literary piece outside the prescribed texts and write an analysis as

assignment. Based on this assignment the teacher should hold a viva in which they may be asked to answer certain basic questions or explain some aspects of the literary piece they have chosen.

End Semester Examination (75% weightage)

Pattern of Question Paper

Time -- 3 hrs.

Total Weightage – 30

- I. One essay of about 200 words, out of a choice of two, from lessons in **Module one**.
(Weightage - 4)
- II. One essay of about 200 words, out of a choice of two, from **Module two Poetry**. Essay on a single poem or more than one poem (in the case of short poems especially) may be asked.
(Weightage --4)
- III. One essay questions (200 words) out of a choice of two from **Module three and Module four**:
(Weightage -- 4)
- IV. **Four** annotations out of **five** to be answered in 80 words each from Module one and two only:
At least **two each** from modules **one and two** (Weightage -- 4X 2 = 8)
- V. **Four bunches of four questions each**, one from each module.(Weightage: 4X 1 = 4)
- VI. **Six** short questions out of seven, at least one from each module. (Weightage: 6 X 1 = 6)

MODEL QUESTION PAPER: 2A 04 ENG - READING LITERATURES IN ENGLISH

Time: 3 hrs.

Total Weightage: 30

- I. Answer any one of the following in 200 words: (Weightage: 4)
 1. What idea do you gather about Nehru from the excerpt?
 2. Give a brief sketch of the life and career of Kalamandalam Gopi.
- II. Answer any one of the following in 200 words: (Weightage: 4)
 3. What are the striking features of the world imagined by Keats?
 4. The startling aspects of exploitation and commercialization in London.
- III. Answer any one of the following in 200 words: (Weightage: 4)
 5. Sigaev and the urge for revenge
 6. What are the tactics that Antony employs in turning the mob to his side?
- IV. Four annotations out of five to be answered in 80 words each (Weightage: 4X 2 = 8)

7. But what surprises me, and pains me too, is that they are not all healthy and active.
8. My god, who wouldn't want a wife?
9. I met a traveller from an antique land
10. How dreary to be somebody!
11. I'm Jabali Satyakam.

V. Answer four bunches of four questions each: (Weightage: $4 \times 1 = 4$)

12. A. As Others See Us is a literary piece by (i) Bertrand Russell (ii) Lucas (iii) Bernard Shaw (iv) Oscar Wilde
 B. Millie is the (i) head girl (ii) the blind girl (iii) the guide (iv) the author
 C. The wife is expected to keep the house (i) clean (ii) cluttered (iii) occupied (iv) divided
 D Kishori Amonkar strives for (i) moksha (ii) money (iii) fame (iv) all these
13. A. Laugh with the teeth in the poem means ----- (i) smile (ii) noisy laugh (iii) insincere laugh (iv) none of these.
 B. The fair according to Shakespeare turns (i) more fair (ii) unfair (iii) less fair (iv) none of these
 C. To be somebody is (i) dreary (ii) a shame (iii) nonsense (iv) hateful
 D. Who should keep the mouth shut? (i) the poet (ii) the politician (iii) the teacher (iv) the world
14. A. Smith- Wesson is ----- (i) shop man (ii) a revolver (iii) The Clerk (iv) Sigaev's wife.
 B. Avenger is (i) one who takes revenge (ii) victim of revenge (iii) a name (iv) a group
 C. Sigaev suspected his ----- (i) wife (ii) mother (iii) both (iv) none
 D Women cranks buy (i) Mortimer Pistol (ii) French make (iii) dueling pistol (iv) none of these
15. A. The tall and ungainly figure is ----- (i) Antony (ii) Sigaev (iii) Lincoln (iv) Caesar
 B. Caesar's angel was (i) Antony (ii) Brutus (iii) Cassius (iv) Casca
 C. The Nervii is (i) a tribe (ii) a creature (iii) a traitor (iv) none of these
 D. Monongahela is a (i) hotel where Lincoln stayed (ii) hotel where Lincoln was killed (iii) a theatre (iv) a town hall

VI. Six short questions out of seven (Weightage -- $6 \times 1 = 6$)

16. What did the Anglo-Indians do in India according to the English?

17. What do you think of the shopman in the short story?
18. I do want to want my sons to undergo the trauma I did. Name the speaker.
19. What is the theme of Maya Angelou's poem?
20. The cassock is the priest's main virtue: Explain.
21. How was the grandpa different in life and death?
22. Brutus is an honourable man: Comment.

THIRD SEM - COMMON COURSE FIVE - 3A 05 ENG LITERATURE AND CONTEMPORARY ISSUES

COURSE CODE	3 A 05 ENG
TITLE OF THE COURSE	LITERATURE AND CONTEMPORARY ISSUES
SEMESTER ASSIGNED FOR THE COURSE	3
NO. OF CREDITS	4
CONTACT HOURS PER WEEK	5
TOTAL NO. OF CONTACT HOURS	90

1. AIM OF THE COURSE

- To reach out to reality through literature, to develop in the students a concern for the happenings in the immediate and faraway world and to provide them an insight into social dynamics.

2. OBJECTIVES OF THE COURSE

On completion of this course, student will be:

- Sensitive to reality that is mediated through literary discourses and the process of subject formation
- Equipped with the ability to reconnect cultural and literary artifacts to the real
- Will be able to respond to political, cultural and literary manifestations and formations

3. COURSE OUTLINE

MODULE – I: 'GLOBALIZATION' AND ITS CONSEQUENCES

1. Villages for Sale in Vidharbha : Dionne Bunsha

2. Decade of Discontent : P.Sainath (From The Hindu): Eligible Suicides replaced with Decade of Discontent by the same author.

3. Future of Our Past : Satchidanandan.K

4. Agriculture: The Missing Dimension: Devinder Sharma from Practising Journalism: Values, Constraints, Implications: Editor: Nalini Rajan

MODULE – II – HUMAN RIGHTS

1. The End of Imagination: Arundathi Roy
2. Aruna: Behind Closed Doors: Rinki Bhattacharya
3. Children's Perspectives on Domestic Violence: An excerpt from the book Domestic Violence by Audrey Mullender, Gill Hague, Umme Imam, Liz Kelly, Ellen Malos, Linda Rega, SAGE Publications

CORE TEXT

Sl.No	Title	Authors	Publisher & Year
1	<i>Literature and Contemporary Issues</i>	Board of Editors	Cambridge University Press, 2010

5. MODEL QUESTIONS: *(To be incorporated)*

INTERNAL ASSESSMENT:

1. Assignment: (Weightage: 1)

One of the following modes of assignment to be followed for internal assessment:

- a) Prepare a document on either the positive aspects or the negative aspects of globalization on people or land.
 - b) The changes due to globalization in your village, Panchayat or district.
 - c) Globalization and education.
 - d) Human rights violations at the global and local level
 - e) A paper on the following:
 - i) A book on globalization and Human rights
 - ii) A film or documentary that responds to globalization
2. Viva: A viva based on the above assignment. (Weightage 1)
3. Class Test: 2 tests (one descriptive and one objective). If more than one written test is conducted the best of the two should be taken. (Weightage 2)

4. Attendance: As per university regulations: (Weightage: 1)

PATTERN FOR 3 A 05 ENG (LITERATURE AND CONTEMPORARY ISSUES)

End Semester Examination (75% weightage)

Pattern of Question Paper

Time -- 3 hrs.

Total Weightage – 30

1. One essay in 200 words, out of a choice of two, from lessons in Module 1.
(Weightage:4)
- II. One essay in 200 words, out of a choice of two, from Module 2. (Weightage: 4)
- III. Six paragraph questions to be answered in 80 words (Weightage: 6x 2 = 12)
- IV. Four bunches of four questions each. (Weightage: 4x 1 = 4)
- V. Six short questions, at least three from each module. (Weightage: 6 x 1 = 6)

MODEL QUESTION PAPER: LITERATURE AND CONTEMPORARY ISSUES

Time: 3 hrs.

Total Weightage: 30

- I. Answer any one of the following in 200 words: (Weightage: 4)
 1. Bring out the difference between globalization and internationalism.
 2. What was the impact of globalization on Indian farmers?
- II. Answer any one of the following in 200 words: (Weightage: 4)
 3. Aruna's sufferings as a woman?
 4. Write an essay on domestic violence and its victims.
- III. Answer six of the following in 80 words each (Weightage: 6X 2: 12)
 5. **Who are the critics of globalisation? What are their comments?**
 6. Attitude of the Government to Cotton and Sugar farming.
 7. **Indian PM's American visit**
 8. **Aruna's father-in-law.**
 9. **Any instance of domestic violence that you have read about or witnessed**

10. Precautions suggested in the case of the nuclear war

IV. Answer four bunches of four questions each: (Weightage: 4X 1 = 4)

11. A. High technology was well established a millennium ago in (a) Japan (b) China (c) Korea
(d) none
- B. Amartya Sen is respected as a champion of (a) democracy (b) social justice (c) both (a) and
(b) (d) globalisation
- C. There is little voice for people in (a) globalisation (b) internationalism (c) democracy (d)
none of these
- D. A fear of difference is characteristic of (a) colonialism (b) internationalism (c)
democracy (d) all of these.
12. A. The cotton farmers of Vidharba committed suicide
(i) to show their protest
(ii) to oppose globalization
(iii) to uphold their faith
(iv) as they fell into debt-trap.
- B. The Krishi Bhushan Award was won by
(i) Anil Tatte
(ii) Nilesh Tatte
(iii) Arun Chambare
(iv) Maruti
- C. Cotton was once called
(i) White gold
(ii) farmer's gold (
(iii) Indian gold
(iv) Black gold
- D. The import duty is higher for -----
(i) second hand cars
(ii) rice
(iii) sugar
(iv) cotton
13. A. Aruna escaped with the help of her -----
(i) father
(ii) sister
(iii) children
(iv) mother-in-law.
- B. Aruna describes her marriage as
(i) arbitrary
(ii) of mutual consent
(iii) a very pleasant experience

(iv) her interest

C. Financial abuse is

(i) spending too much on wife and children

(ii) keeping family short of money

(iii) providing the family enough money to live

(iv) none of these

D One abusive father threatened that he would

(i) **burn the house in the night**

(ii) look after the children well

(iii) stop quarreling

(iv) make his home a nice place

14. A. One wife was not allowed to go out and dry clothes on the line because

(i) the husband was jealous

(ii) the children were very young

(iii) she was sick

(iv) none of these sick

B. Potatoes are

(i) ordinary potato

(ii) hybrid potato

(iii) another word for tomato

(iv) Protein rich potato

C. How much food was rotting?

(i) 25 million tons

(ii) 2 million tons

(iii) 5 million tons

(iv) none of these

D. Devinder Sharma taken by surprise because

(i) the PM called him

(ii) the PM's visit was downplayed

(iii) the BBC presenter shifted from an interview with Beckham to him.

(iv) None of these.

V. Answer the six short questions: (Weightage: 6 x 1 = 6)

15. Name a book by Amartya Sen.

16. Which organization did the PM address in the US?

17. How does the US restrict trade from developing countries?

18. What are the different sources of violence?

19. What is the subject matter of Arundhati Roy's essay?

20. Why are we called gullible subjects?

SEM FOUR – COMMON COURSE SIX - 4A 06 ENG - HISTORY AND PHILOSOPHY OF SCIENCE

COURSE CODE	4 A 06 ENG
TITLE OF THE COURSE	HISTORY AND PHILOSOPHY OF SCIENCE
SEMESTER ASSIGNED FOR THE COURSE	4
NO. OF CREDITS	4
NO. OF CONTACT HOURS PER WEEK	5
TOTAL NO. OF CONTACT HOURS	90

1. AIM OF THE COURSE

- To give students a basic understanding of the evolution of science and scientific method, and to instill in them a scientific temperament

2. OBJECTIVES OF THE COURSE: On successful completion of the course the student should be able:

- To realize that science is a human endeavor, a search for the secrets of the universe through a methodology, which is based on facts and proven results only, without recourse to any supernatural power or influence
- To trace the evolution of this process, and to distinguish it from other methods of 'seeking the truth'
- To understand and appreciate the contributions of various peoples and civilizations to this pursuit, and also to discern the kind of socio-political environment which encourages scientific enquiry and which stifles it
- To develop familiarity with the current challenges facing science and scientific temper

3. COURSE OUTLINE

(A GENERAL IDEA OF THE HISTORY OF SCIENCE IN THE ANCIENT TIMES, MIDDLE AGES AND AFTER THAT, THROUGH LITERATURE ASSOCIATED WITH SCIENCE TO BE PROVIDED TO STUDENTS)

MODULE 1

1. Our Ancestors: Carl Sagan
2. The origin of Science: Will Durant
3. The Scientific Method Charles M. Wynn and Arthur W. Wiggins
4. Archimedes: **A N Kothare, Sudhanshu S Palsule, S M Parekh and M P Navalkar**
5. Benzene **Paul Board** (http://www.firstscience.com/home/poems-and-quotes/poems/benzene_760.html)
6. Mathematics in Ancient India: Jawaharlal Nehru (The Discovery of India)
7. Galileo and His Times (scene 2 from *The Life of Galileo* by Brecht)
8. The Star Splitter by Robert Frost (<http://www.online-literature.com/keats/756/>)
9. Anandi Gopal by Pooja Thakar (Lilavath's Daughters)
10. The Excitement of Colours and Scents by RENEE M BORGES (Lilavath's Daughters)

4. READING LIST:

CORE TEXT: MOMENTS FROM SCIENCE, ANE BOOKS, NEW DELHI, 2010.

5. FURTHER READING

1. **A BRIEF HISTORY OF TIME STEPHEN HAWKING**
2. **BOOKS BY CARL SAGAN: COSMOS, BROCA'S BRAIN**
3. **ESSAYS ON SCIENCE BY BERTRAND RUSSELL**
4. **ESSAYS ON SCIENCE BY JACOB BRONOWSKI: ASCENT OF MAN**
5. **HISTORY AND PHILOSOPHY OF SCIENCE BY R V G MENON.**

6. HISTORY OF SCIENCE, PHILOSOPHY AND CULTURE IN INDIAN CIVILIZATION, GENERAL EDITOR: D.P. CHATTOPADHYAYA, VOLUME IX PART 3 WOMEN OF INDIA: COLONIAL AND POST-COLONIAL PERIODS EDITED BY BHARATI RAY

7. PATTERN OF QUESTION PAPER

Note: Questions are to be distributed evenly and due weightage should be given to all lessons.

Time -- 3 hrs.

Total Weightage – 30

- I. One essay in 200 words, out of a choice of two (from the first five lessons) (Weightage:4)
- II. One essay in 200 words, out of a choice of two (from lessons 6 to 10)
(Weightage: 4)
- III. **Six** paragraph questions out of **eight** to be answered in 80 words (Weightage: 6x 2 = 12)
- IV. **Four** bunches of four questions each. (Weightage: 4x 1 = 4)
- V. **Six** short questions out of eight (Weightage: 6 x 1 = 6)

MODEL QUESTION PAPER - 4A 06 ENG HISTORY AND PHILOSOPHY OF SCIENCE

Time -- 3 hrs.

Total Weightage – 30

- I. Attempt one of the following in 200 words (Weightage:4)
 1. Carl Sagan's picture of the evolution of man.
 2. Give a brief account of the inventions of Archimedes.
- II. Attempt one of the following in 200 words (Weightage:4)
 3. Summarize the observations of Nehru about the mathematical personality of India.
 4. The life, hardships and death of the first woman doctor in India.
- III. Answer any six of the following in 80 words (Weightage: 6x 2 = 12)
 5. What do you understand about the origin of astronomy from Durant?
 6. What do you mean by scientific method?
 7. What are the uses of Benzene?
 8. Extra terrestrial life
 9. Virginia
 10. The farmer and his passion for star watching
 11. Salim Ali

12. Sufferings people undergo to cure themselves

IV. Answer the following four bunches of questions:

(Weightage: 4x 1 = 4)

13. A. Who had no words for 'three or four':

- i. Tasmanians
- ii. New Hollanders
- iii. Polynesians
- iv. None of these

B. What were thundering across the earth?

1. Shrews
2. Moles
3. Dinosaurs
4. Human beings

C. Domino started barking another day because

1. There was a storm
2. A bigger dog was there
3. He wants to eat
4. He was very lonely

D. The poem 'Benzene' is poem is a parody of

1. The Lamb
2. The Tiger
3. The Daffodils
4. The Solitary Reaper

14. A. Thoreau advocated

1. Industrialization.
2. Urban life.
3. Technology.
4. Life in nature.

B. Astronomy has stood still because

1. Galileo was not born
2. There was no telescope for the early astronomers
3. Such use of the telescope was not allowed
4. All these

C. Eureka means

1. I know it

2. I have found it
- 3 I lost it
4. None of these

D. Name the scientist mentioned in the poem 'Benzene'

1. Kekule
2. Faraday
3. both these names
4. none of these

15. A. Nehru wrote

1. *The Discovery of India*
2. *Glimpses of World History*
3. *An Autobiography*
4. All the three given above.

B. *The Life of Galileo* is a play by

1. Bertolt Brecht
2. Carl Sagan
3. Will Durant
4. None of the above

C. "What do you want with one of those blame things?" The blame thing is a

1. War weapon
2. Scudi
3. Burning lens
4. Telescope

D. *Stree Purusha Tulana* was written by

1. Tarabai Shinde
2. Padita Ramabai
3. Anandi
4. Mrs Carpenter

16. A. Which flower attracted more bees?

1. Kadmaba

2. Kutaja
3. Jasmine
4. Plantain flower

B. Humayun Abdulali is described as

1. a gentleman naturalist
2. a man with penetrating questions
3. a man with caustic humour
4. all these

C. 'Belching engines day and night' means

1. Use as a fuel
2. use as an explosive
3. cleaning substance
4. use as a source of light

D. Who would not exchange two sheep for four sticks at a time?

1. Damara natives
2. Guaranis
3. Tansanians
4. Tasmanians

V. **Six** short questions out of eight (Weightage: 6 x 1 = 6)

17. Why did the number 'thirteen' remain disreputable and unlucky?

18. Why do Benzene's daughters need locking up?

19. Why should one expect ancient Indians to excel in Mathematics?

20. What was the senator's concern about womankind?

21. What did Anandi ask her husband in a letter from America?

22. Name the mathematician and his book mentioned at the beginning by Renee Borges.

23. What is the dominant interest of curator regarding the telescope?

24. What is hugger-mugger farming?