



UNIVERSITY OF CALICUT

**Abstract**

General and Academic - Faculty of Language and Literature - Revised Scheme and Syllabus of Common Courses in English under CBCSS UG Regulations 2019, with effect from 2021 Admission onwards - Approved, subject to ratification by the Academic Council - Orders Issued

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**G & A - IV - B**

U.O.No. 8164/2021/Admn

Dated, Calicut University.P.O, 17.08.2021

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*Read:-*1. U.O.No. 14620/2019/Admn dtd 17.10.2019.

2.Minutes of the Meeting of the Board of Studies in English (UG) held on 03/08/20221 (item No 1).

3.Remarks of the Dean, Faculty of Language and Literature dtd 10/08/2021.

4.Orders of Vice Chancellor dtd 10/08/2021.

ORDER

1. The scheme and syllabus of common courses in English under CBCSS UG Regulations 2019, w.e.f 2019 admission onwards has been implemented in the University, vide paper read (1) above.
2. The meeting of the Board of Studies in English UG held on 03/08/2021 ,vide paper read as (2) above, has approved the revised syllabus of Common Courses in English with effect from 2021 admission onwards.
3. The Dean, Faculty of Language and Literature vide paper read as (3) above has approved the minutes of the meeting of the Board of Studies in English UG held on 03/08/2021.
4. Considering the urgency, the Vice Chancellor has accorded sanction on 10.08.2021, to implement the revised scheme and syllabus of Common Courses in English ,in accordance with new CBCSS UG Regulation 2019, in the University, with effect from 2021 admission onwards subject to ratification by the Academic Council.
5. The revised scheme and syllabus of Common Courses in English, in accordance with new CBCSS UG Regulation 2019, in the University is therefore implemented, with effect from 2021 admission onwards subject to ratification by the Academic Council.
6. Orders are issued accordingly. (Syllabus appended)

Arsad M

Assistant Registrar

To

1.The Principals of all Affiliated Colleges 2. The Director, SDE

Copy to: PS to VC/AP to PVC/ PA to Registrar/PA to CE/ JCE I/JCE II/JCE III/JCE

IV/JCE VII/JCE VIII/EX and EG Sections/CHMK Library/Information Centres/SF/DF/FC

Forwarded / By Order

Section Officer

# UNIVERSITY OF CALICUT

**Syllabus of  
COMMON COURSES IN ENGLISH  
based on  
CBCSS- UG  
2019 REGULATIONS  
(2021 Admission onwards)**



**SCHEME & SYLLABUS  
( 2021 Admission onwards )**

**UNIVERSITY OF CALICUT**  
**Board of Studies in English (UG)**  
**Revised Syllabus (w.e.f 2021 admission) of**  
**COMMON COURSES IN ENGLISH 2021**  
**CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)**

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| AFZAL UL ULEMA (PRELIMINARY)<br>& ADIB-I-FAZIL (URDU) Part II<br>ENGLISH PAPER I  | 27           |
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| <b>Assessment Framework</b><br><br>(Internal Assessment and End Semester<br>Test) | 04           |
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### **OUTLINE OF COMMON COURSES IN ENGLISH**

| COURSE CODE | TITLE   | NO.OF HOURS/WEEK | NO.OF CREDITS | SEMESTER | PAGE NO |
|-------------|---|------------------|---------------|----------|---------|
| ENG1A01     | LITMOSPHERE: THE WORLD OF LITERATURE            | 4                | 3             | 1        | 08      |
| ENG1A02     | FUNCTIONAL GRAMMAR AND COMMUNICATION IN ENGLISH | 5                | 3             | 1        | 10      |
| ENG2A03     | READINGS FROM THE FRINGES                       | 4                | 4             | 2        | 14      |
| ENG2A04     | READINGS ON KERALA                              | 5                | 4             | 2        | 17      |
| ENG3A05     | READINGS ON INDIAN LITERATURES                  | 5                | 4             | 3        | 20      |
| ENG4A06     | SONGS AND STORIES OF OUR WORLD                  | 5                | 4             | 4        | 24      |

**Table of Common Courses in Various Programmes**

| <b>SL NO</b> | <b>PROGRAMME</b>                     | <b>I SEMESTER</b> | <b>II SEMESTER</b> | <b>III SEMESTER</b> | <b>IV SEMESTER</b> |
|--------------|--------------------------------------|-------------------|--------------------|---------------------|--------------------|
| <b>1</b>     | <b>B.A and B.Sc</b>                  | <b>A0 1 A02</b>   | <b>A03 A04</b>     | <b>A05</b>          | <b>A06</b>         |
| <b>2</b>     | <b>B.Com and other LR Programmes</b> | <b>A01 A02</b>    | <b>A03 A04</b>     |                     |                    |
| <b>3</b>     | <b>B.A. Afsal ul Ulama</b>           | <b>A01</b>        | <b>A04</b>         | <b>A05</b>          | <b>A06</b>         |
| <b>4</b>     | <b>B.Com Professional</b>            | <b>A01</b>        |                    |                     |                    |

**COMMON COURSES FOR AFZAL UL ULEMA (PRELIMINARY) AND ADIB-I-FAZIL (URDU) ( The syllabus is not revised,same as that of 2019 Admission)**

| Serial No. | COURSE CODE           | YEAR | TITLE OF THE COURSE             | HRS/WK | PAGE NO. |
|------------|-----------------------|------|---------------------------------|--------|----------|
| 1          | PART ENGLISH PAPER I  | II 1 | PROSE, GRAMMAR AND WRITING      | 4      | 27       |
| 2          | PART ENGLISH PAPER II | II 2 | POETRY, DRAMA AND SHORT FICTION | 3      | 29       |

**Internal Assessment Framework**

| Item  | Marks /20 | Marks/15  |
|---|-----------|-----------|
| Assignments                                 | 4         | 3         |
| Test Paper(s)/ Viva voce                    | 8         | 6         |
| Seminar/Presentation                        | 4         | 3         |
| Classroom participation based on attendance | 4         | 3         |
| <b>Total</b>                                | <b>20</b> | <b>15</b> |

### Split up of marks for test papers/viva voce

| <b>Range of Marks in Test paper</b> | <b>Out of 8 (Maximum internal marks is 20)</b> | <b>Out of 6 (Maximum internal marks is 15)</b> |
|-------------------------------------|--|--|
| Less than 35%                       | 1  | 1  |
| 35%- 45%                            | 2  | 2  |
| 45% - 55%                           | 3  | 3  |
| 55% - 65%                           | 4  | 4  |
| 65% -85%                            | 6  | 5  |
| 85% -100%                           | 8  | 6  |

### Split up of marks for Classroom Participation

| Range of Marks in Test Paper  | Range of CRP Out of 4 (Maximum internal marks is 20) | Out of 3 (Maximum internal marks is 15) |
|-------------------------------|--|---|
| $50\% \leq \text{CRP} < 75\%$ | 1  | 1                                       |
| $75\% \leq \text{CRP} < 85\%$ | 2  | 2                                       |
| 85 % and above                | 4  | 3                                       |

### External Assessment Framework

#### End Semester Test Design of Courses with 80 Marks

| Question type                 | No. of Questions | Marks /Question | Total Marks    |
|-------------------------------|------------------|-----------------|----------------|
| Short answers (2/3 sentences) | 15               | 2               | Ceiling 25     |
| Paragraph/problem type        | 8                | 5               | Ceiling 35     |
| Essay Type                    | 2 out of 4       | 10              | 20             |
| <b>Total</b>                  |                  |                 | <b>80</b>      |
| <b>Time</b>                   |                  |                 | <b>2.5 hrs</b> |



### End Semester Test Design of Courses with 60 Marks

\*Courses with 3 credits or lesser will have 2 hr examination with 75 marks (60 external and 15 external)

| <b>Question type</b>               | <b>No. of Questions</b> | <b>Marks/ Question</b> | <b>Total Marks</b> |
|------------------------------------|-------------------------|------------------------|--------------------|
| Short answers (2-4 sentences)      | 12                      | 2                      | Ceiling<br>20      |
| Paragraph/problem/application type | 7                       | 5                      | Ceiling<br>30      |
| Essay Type                         | 1 out of 2              | 10                     | 10                 |
| <b>Total</b>                       | <b>60</b>               |                        |                    |
| <b>Time</b>                        | <b>2 hrs</b>            |                        |                    |

## ENG1A01

### LITMOSPHERE: THE WORLD OF LITERATURE

|   |   |
|---|---|
| <b>COURSE CODE</b>                                  | <b>ENG1A01</b>                              |
| <b>TITLE OF THE COURSE</b>                          | <b>LITMOSPHERE: THE WORLD OF LITERATURE</b> |
| <b>SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT</b> | <b>1</b>                                    |
| <b>NO. OF CREDITS</b>                               | <b>3</b>                                    |
| <b>NO. OF CONTACT HOURS</b>                         | <b>72 (4 Hours/Week)</b>                    |

#### **AIM OF THE COURSE:**

This course aims to introduce the nature and types of literature to undergraduate students. This course is envisaged in such a way as to help students gain some insights into the art of creative thinking and writing and also to assist them in approaching literature in an analytical way. This eventually leads to develop the students' ability to understand various perspectives on life and literature. Another major purpose of the course is to familiarise the students with English language and literature so that they can appreciate and embrace the creative side of life too.

#### **COURSE OBJECTIVES**

- To develop the ability to appreciate life and literature
- To cultivate an interest in society and culture
- To envisage creative approach to life and literature

#### **COURSE OUTCOME**

At the end of the course, the students will be able to:

- develop the qualities necessary to become good, kind and responsible human being
- attain confidence to ask questions
- apply logical and analytical skills in various situations
- understand and apply problem solving skills
- assimilate new perspectives on life
- enhance the ability to express themselves through writing

## COURSE DESCRIPTION:

### A. COURSE SUMMARY

Module 1: 14 hrs

Module 2: 16 hrs

Module 3: 14 hrs

Module 4: 16 hrs

Evaluation: 12 hrs

**Total: 72 hrs**

### B. COURSE DETAILS:

#### MODULE 1: Literature- Initiation

- 1.To Posterity (poem)- Louis MacNeice
- 2.The Rocking Horse Winner (Short Story) -D H Lawrence
- 3.”Memoirs of A Mad Man (Prose excerpts from Autobiography)-Gustave Flaubert

#### MODULE 2: Creative Thinking and Writing

1. The Thought Fox (poem)-Ted Hughes
2. Poetry (poem)-Marianne Moore
3. Excerpt from *An Autobiography*(Prose)-Agatha Christie
4. Half a Day (Short story)-Naguib Mahfouz

#### MODULE 3: Critical Thinking

1. To a Reason (Poem)- Arthur Rimbaud
2. The Adventures of the Retired Colourman (Short Story)--Arthur Conan Doyle
3. Trifles (One-Act Play)-Susan Glaspé

#### MODULE 4: Perspectives

- 1.Body Without the “d” (Poem)-Justice Ameer
2. Sleeping Fool (Poem)-Suniti Namjoshi
- 3.The Cockroach (Short Story)-Luis Fernando Verissimo; translated by Anna Vilner
- 4.About Dalit Literature” (Prose)-Sharankumar Limbale

5. Purl (Short Film)-Kristen Lester

**READING LIST:**

**CORE TEXT**

| <b>CODE</b> | <b>TITLE</b>                           | <b>AUTHOR</b>                                | <b>PUBLISHER</b>         |
|-------------|--|--|--------------------------|
| ENG1A01     | LITMOSPHERE:THE<br>WORLD OF LITERATURE | BoS English (UG)<br>University of<br>Calicut | University of<br>Calicut |

**FURTHER READING:**

Koshy, A V- *A Treatise On Poetry for Beginners*. CreateSpace Independent Publishing Platform, 2012

Rilke, Rainer Maria -*Letters to a Young Poet*. Yogi Impressions, 2003.

Esplugas, Celia & Landwehr, Margarete. "The Use of Critical Thinking Skills In Literary Analysis". *Foreign Language Annals*, 2008. 29. 449 - 461.  
10.1111/j.1944-9720.1996.tb01256.x.

LaPlante, Alice - *The Making of a Story: A Norton Guide to Creative Writing*. WW Norton, 2009.

Michael Michalko- *Cracking Creativity*. Ten Speed Press, 2001.

**ENG1A02**

**FUNCTIONAL GRAMMAR AND COMMUNICATION IN ENGLISH**

|                            |  |
|----------------------------|--|
| <b>COURSE CODE</b>         | <b>ENG1A02</b>   |
| <b>TITLE OF THE COURSE</b> | <b>FUNCTIONAL GRAMMAR AND<br/>COMMUNICATION IN ENGLISH</b> |

|   |                              |
|---|------------------------------|
| <b>SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT</b> | <b>1</b>                     |
| <b>NO. OF CREDITS</b>                               | <b>3</b>                     |
| <b>NO. OF CONTACT HOURS</b>                         | <b>90 hrs (5 hrs / week)</b> |

### **AIM OF THE COURSE:**

This course aims at preparing undergraduate students to learn how to use the structure of language systematically and to get a good command over the language to produce the learned grammatical structures accurately. It aims to enable the learner to communicate effectively at the written and spoken level appropriately in real-life situations.

### **COURSE OBJECTIVES**

- To identify the key concepts of English grammar.
- To describe the use of appropriate language through the understanding of the sentence patterns in English.

### **COURSE OUTCOME**

At the end of the course the students will be able to:

- Demonstrate the ability to use the syntactic structures within English texts.
- Distinguish logical and analytical skills in the use of language for communication.
- Develop writing skills in various professional and career related situations
- Formulate the basic skills in spoken communication in formal contexts

### **COURSE DESCRIPTION:**

#### **A. COURSE SUMMARY**

Module 1: 26 hrs

Module 2: 26 hrs

Module 3: 26 hrs

Evaluation: 12 hrs

**Total: 90 hrs**

**B. COURSE DETAILS:**

**Module1: Basic Concepts of Syntax**

Word order and Sentence Patterns - Concord/ Subject-Verb Agreement - Types of Sentences based on Functions - Types of Sentences based on Clauses - Transformation of Sentences - Affirmative and Negative Sentences - Connectives- Collocations - Punctuations

**Module 2: Basic Functional Aspects of Grammar**

Use of major tense forms (Emphasis on tense forms in use in everyday transactions) – Use of Active and Passive Voice – Making use of Reported Speech – Use of functional elements in sentences – Articles – Prepositions.

**Module 3: Skills for Communication**

Aspects of Formal Communication – Barriers to Communication – Preparation for Minutes of Meeting – Writing of Memos - Emails – Letter writing – Writing Curriculum Vitae/Resume - Proposals and Statements of Purpose – Reviews - Case Studies – Group discussion – Presentation skills

READING LIST:

CORE TEXT:

| CODE | TITLE | AUTHOR | PUBLISHER |
|------|-------|--------|-----------|
|------|-------|--------|-----------|

|                |   |   |                                  |
|----------------|---|---|----------------------------------|
| <b>ENG1A02</b> | <b>FUNCTIONAL<br/>GRAMMAR AND<br/>COMMUNICATIO<br/>N IN ENGLISH</b> | <b>BoS English (UG)<br/>University of<br/>Calicut</b> | <b>University of<br/>Calicut</b> |
|----------------|---|---|----------------------------------|

**FURTHER READING:**

Adair, John. *Effective Communication*. London: Pan Macmillan Ltd., 2003.

Collins, Patrick. *Speak with Power and Confidence*. New York: Sterling, 2009.

Combleet. S and Carter, R *The Language of Speech and writing* London: Routledge. 2001.

Dignen, Bob. *Presentation Skills in English*, Orion Printers, Hyderabad. 2007.

Guffey, Mary Ellen. *Essentials of Business Writing*. Ohio: South-Western College Pubg., 2000.

Kroehnert, Gary. *Basic Presentation Skills*. Sidney: McGraw Hill, 2010.

Mohan Krishna and Meera Banerji. *Developing Communication Skills* 2nd Edition, Trinity Press Delhi. 2009.

Quirk R. & Sidney Greenbaum. *A University Grammar of English*. ELBS.

Shankar. R *Communication Skills in English Language* ABD Publishers, New Delhi. 2011.

Swan, Michael. *Practical English Usage*. Oxford University Press, 2005.

Thomson, A. J. and Martinet. *A Practical English Grammar Combined Exercises* Vol. 1 & 2. Oxford University Press.

Wallace, Michael. *Study Skills in English*. London: Cambridge University Press. 1988.

## ENG2A03

### READINGS FROM THE FRINGES

|   |                                  |
|---|----------------------------------|
| <b>COURSE CODE</b>                              | <b>ENG2 A03</b>                  |
| <b>TITLE OF THE COURSE</b>                      | <b>READINGS FROM THE FRINGES</b> |
| <b>SEMESTER IN WHICH COURSE IS TO BE TAUGHT</b> | <b>2</b>                         |
| <b>NO. OF CREDITS</b>                           | <b>4</b>                         |
| <b>NO. OF CONTACT HOURS</b>                     | <b>72 (4hrs/week)</b>            |

#### **Aim of the Course:**

This course aims to make the student understand the gender inequality, marginalization, disability studies, racism and casteism in our society. Though this engagement has been part of literary academic analysis, it has just begun making its foray into the syllabus of English departments of Indian universities. This paper hopes to introduce undergraduate students to perspectives within literatures that acquaint them with both experiences of marginalization, as well as the examination of modes of literary stylistics that offer a variation from conventional practice.

#### **COURSE OBJECTIVES**

- To inculcate and apply the concepts of democracy and freedom in life and understand the basic tenets of our constitution
- To critically think and examine various social issues prevailing in our society

#### **COURSE OUTCOME**

After the completion of the course, students will be able to: -

- discuss and contemplate on the areas of gender inequality, marginalization, disability studies, racism and casteism
- develop sensitivity towards environmental concerns and feel responsible towards protecting nature.
- understand the everyday realities of the marginalized sections of the society and negate the stereotypes surrounding them and accept them as allies.
- To develop scientific temper and scientific thinking



COURSE DESCRIPTION:

**A. COURSE SUMMARY**

Module 1: 15 hrs

Module 2: 15 hrs

Module 3: 15 hrs

Module 4: 15 hrs

Evaluation: 12 hrs

**Total: 72 hrs**

**B. COURSE DETAILS:**

**Module 1: Constitution, Democracy and Freedom**

1. "The Objectives Resolution"(Speech excerpt)- Jawaharlal Nehru
2. "How Many More Days, Democracy"(Poem) - Sameer Tanti
3. "When Salihan took on the Raj"(Article) - P. Sainath

**Module 2: Ecology and Science**

1. "Knowledge is Power"(Excerpt from Chapter 14 of *Sapiens: A Brief History of Humankind*)- Yuval Noah Harari
2. "A White Heron"(Short story) - Sarah Orne Jewett
3. "The Fish"(poem) - Elizabeth Bishop
4. "Everything I Need to Know I Learned in the Forest"(essay) - Vandana Shiva

**Module 3: Gender Equality**

1. "Fire" - Nikita Gill - Poem
2. "Accept Me" from *I am Vidya: A Transgender's Journey* - Living Smile Vidya
3. Dear Ijeawele (Letter-excerpt ) - Chimamanda Ngozi Adichie

**Module 4: Human Rights**

1. "Entre-vous to Adulthood" from *One Little Finger* - Malini Chib
2. "The Body Politic" (Poem) - Hiromi Goto
3. "Love- lines in the time of Chathurvarna" (Article) - Chandra Bhan Prasad
4. "The History Lesson "(Poem) - Jeanette Armstrong

## READING LIST:

### CORE TEXT:

| CODE    | TITLE                     | AUTHOR                         | PUBLISHER             |
|---------|---------------------------|--------------------------------|-----------------------|
| ENG2A03 | Readings from the Fringes | BoS (UG) University of Calicut | University of Calicut |

### FURTHER READING:

Ambedkar, B. R. *Annihilation of Caste: An undelivered Speech*. New Delhi: Arnold Publishers, 1990.

Adichie, Chimamanda Ngozi. *We Should all be Feminists*. New York: Anchor Books, 2015.

Shiva, Vandana. *Water Wars: Privatization, Pollution and Profit*. Cambridge: South End Press, 2002.

Fanon, Frantz. *Black Skin, White Masks*. London: Pluto, 2008.

Gearty, Conor. *Can Human Rights Survive?*. Cambridge: Cambridge UP, 2006.

Girma, Haben. *Haben: The Deafblind Woman Who Conquered Harvard Law*. New York: Twelve, 2019.

## ENG2A04

### READINGS ON KERALA

|   |                           |
|---|---------------------------|
| <b>COURSE CODE</b>                              | <b>ENG2A04</b>            |
| <b>TITLE OF THE COURSE</b>                      | <b>READINGS ON KERALA</b> |
| <b>SEMESTER IN WHICH COURSE IS TO BE TAUGHT</b> | <b>2</b>                  |
| <b>NO OF CREDITS</b>                            | <b>4</b>                  |
| <b>NO OF CONTACT HOURS</b>                      | <b>90(5HRS / WEEK)</b>    |

#### **Aim of the Course:**

This course aims to give an overview of Malayalam literature and provides a detailed understanding of the cultural and historical tradition of the society and the development of literary sensibility. The course also provides a detailed analysis of the evolution of Malayalam literature through various genres.

#### **COURSE OBJECTIVES**

- To enable the students to read and critically appreciate the different varieties of Kerala literature, writings and films
- To read and understand the diversity of Malayalam literature and understand its distinctions

#### **COURSE OUTCOME**

- By the end of the course, the learner will be able to:
- develop critical understanding of literature of Kerala
  - interrelate the cultural and historical tradition of the society and the development of literary sensibility
  - Identify the diversity of literary endeavours and the cultural representations
  - identify and apply the insights and values in everyday life as a Keralite
  - critically analyse and interpret the present cultural production

## COURSE DESCRIPTION:

### A. COURSE SUMMARY:

|                       |        |
|-----------------------|--------|
| Module 1: Formation   | 15 hrs |
| Module 2: Evolution   | 22 hrs |
| Module 3: Stimulation | 16 hrs |
| Module 4: Propagation | 25 hrs |
| Evaluation            | 12 hrs |
| Total 90 hrs          |        |

### B. COURSE DETAILS:

#### Module 1: Formation

1. "History" (Prose) excerpt from *Malabar Manual* – William Logan
2. "Tribal Tale of Kerala" (Prose) excerpt from *Kerala Culture* – Prof S Achutha Warriar
3. "Ghoshayatra" (Poem excerpt) – Kunchan Nambiar

#### Module 2: Evolution

1. Excerpt from *Indulekha* (Novel) -O. Chandu Menon
2. Excerpt from "Atmopadeshathakam" (Poem) - Sree Narayana Guru
3. "Not an Alphabet in Sight" (Poem) –  
Poykayil Appachan
4. "Ayyankali: A Dalit Leader of Organic Protest" (Prose-excerpt) -  
M. Nisar, Meena Kandasamy
5. "Vakkom Moulavi: My Grandfather, the Rebel" (Prose) - Sabin Iqbal

#### Module 3: Stimulation

1. "Daughter of Humanity" (Story) - Lalithambika Antharjanam
2. "Kuttippuram Paalam" (Poem) – Edasseri
3. "Christian Heritage" (Story) - Vaikom Muhammad Basheer

#### Module 4: Propagation

1. "Myth and Literature" (Speech) -M T Vasudhevan Nair

2. “Rain at Heart” (Poem) –Sugathakumari
3. “Fifty years of Malayalam Cinema” (Prose) - VC Harris
4. “Malayalam’s Ghazal” (Poem) – Jeet Thayil
5. “Agni” (Story) - Sithara A
6. "Pictures Drawn on Water"( poem) - K.Satchidanandan

**READING LIST:**

**CORE TEXT:**

| CODE    | TITLE              | AUTHOR  | PUBLISHER                |
|---------|--------------------|---|--------------------------|
| ENG2A04 | Readings on Kerala | BoS English (UG),<br>University of<br>Calicut | University of<br>Calicut |

**Further reading:**

Logan, William. *Malabar Manual*. New Delhi: Low Price Publications, 2009

Prasad, Muni Narayana. *Narayana Guru: Complete Works*. New Delhi: NBT, 2006

Appachan, Poykayil. *Poykayil Appachante Paatukal (Unknown Subjects: Songs of Poykayil Appachan)*. Tiruvalla: IPRDS Eraviperur, 2008

Antherjanam, Lalithambika. *Cast Me Out If You Will*. Calcutta: Stree, 1998

Tharakan K M (Ed.). *Malayalam Poetry Today*. Thrissur: Kerala Sahitya Akademi, 1984

Abdulla, V, Asher, R E (Ed.). *Wind Flowers*. New Delhi: Penguin, 2004

## ENG3 A05

### READINGS ON INDIAN LITERATURES

|   |                                       |
|---|---------------------------------------|
| <b>COURSE CODE</b>                              | <b>ENG3 A05</b>                       |
| <b>TITLE OF THE COURSE</b>                      | <b>READINGS ON INDIAN LITERATURES</b> |
| <b>SEMESTER IN WHICH COURSE IS TO BE TAUGHT</b> | <b>3</b>                              |
| <b>NO.OF CREDITS</b>                            | <b>4</b>                              |
| <b>NO.OF CONTACT HOURS</b>                      | <b>90 (5hrs/week)</b>                 |

#### **Aim of the Course:**

The aim of this course is to familiarize the students with the emerging trends and growth of regional literatures in India. This course offers a choice selection of significant modern Indian literary works, produced in regional languages.

#### **COURSE OBJECTIVES**

- To enable the students to read and critically appreciate the different varieties of Indian literature, writings and films
- To read and understand the diversity of Indian writings and comprehend its nuances

#### **COURSE OUTCOME**

- Students learn to appreciate the multiple genres of Indian writings cutting across different sections of Indian Society
- Students can understand how social issues are represented in Indian literature

- Students will gain the knowledge of ‘Indianness’ through the works of Indian writers from different parts of India.
- Students will understand the pluralistic aspects of Indian culture and identity

## **COURSE DESCRIPTION**

### **A. COURSE SUMMARY**

|                            |        |
|----------------------------|--------|
| Module 1: Poems            | 20 hrs |
| Module 2: Short stories    | 20 hrs |
| Module 3: Prose narratives | 20 hrs |
| Module 4: Plays and Films  | 18 hrs |
| Evaluation                 | 12 hrs |

**Total 90 hrs**

### **B. COURSE DETAILS:**

#### **Module 1- Poem**

- 1.Small Towns and the River -- Mamang Dai
- 2.Dream: Midnight -- Sridala Swami
- 3.What you do? -- Omprakash Valmiki
4. Munda & Kondh songs
5. (Other) Wordly Folk Tale - Geet Cathurvedi

#### **Module 2--Short story and Fiction**

- 1.Scorn - Bama
- 2.Two in the next world - Rajendra Yadav
3. The Bride’s Pyjamas- Akhtar Mohi- Ud-Din
4. The Night Train at Deoli - Ruskin Bond

### **Module3- Prose narratives**

1. The Future of the Past - (Editorial)
2. On University Education (Speech excerpt) – Bhupesh Gupta
3. World as One Economic and Cultural Unit - Meghnad Saha

### **Module4 --Theatre and films**

1. Beyond the Land of Hattamala (play) - Badal Sirkar
2. The Burning – ( short film )- V.S Sanoj
3. That Day After Every Day –( short film)- Anurag Kashyap
4. An Excerpt from *Abhijnanasakuntalam*

### **READING LIST**

#### **CORE TEXT:**

| <b>CODE</b>    | <b>TITLE</b>                                  | <b>AUTHOR</b>                                 | <b>PUBLISHER</b>             |
|----------------|---|---|------------------------------|
| <b>ENG3AO5</b> | <b>READINGS ON<br/>INDIAN<br/>LITERATURES</b> | <b>BoS (UG)<br/>University of<br/>Calicut</b> | <b>University of Calicut</b> |

#### **FURTHER READING:**

Kumar, Shiv K. *Contemporary Indian Short Stories in English*. New Delhi: Sahitya Akademi, 1991. Print

Peeradina, Saleem. *Contemporary Indian Poetry in English: An Assessment and Selection*. Bombay: Macmillan Co. of India, 1972. Print.



Contemporary Kashmiri Poetry: 1947-2010 (An Anthology of Post - Independence Indian Poetry in Kashmiri) Compiled by Aziz Hajini

Kambar, Chandrasekhara. *Modern Indian Plays*. New Delhi: National School of Drama, 2000. Print.

Sen, Amartya. *The Argumentative Indian: Writings on Indian History, Culture, and Identity*. New York: Farrar, Straus and Giroux, 2005. Print.

## ENG4 A06:

### SONGS AND STORIES OF OUR WORLD

|   |                                       |
|---|---------------------------------------|
| <b>COURSE CODE</b>                              | <b>ENG4 A06</b>                       |
| <b>TITLE OF THE COURSE</b>                      | <b>SONGS AND STORIES OF OUR WORLD</b> |
| <b>SEMESTER IN WHICH COURSE IS TO BE TAUGHT</b> | <b>4</b>                              |
| <b>NO OF CREDITS</b>                            | <b>4</b>                              |
| <b>NO OF CONTACT HOURS</b>                      | <b>90 (5 hrs/wk)</b>                  |

#### **Aim of the course:**

The course aims to provide students an overview of literary works from around the world. Through a selection of literary texts from different parts of the world and from different eras, the course offers an insight into the varied ways of self-expression of different peoples of the world.

#### **COURSE OBJECTIVES**

- To enable students to read, appreciate, and critically respond to literature of different cultures.
- To introduce a variety of literary texts from around the world from ancient to contemporary times.

#### **COURSE OUTCOME**

At the end of the course, the students will

- Gain familiarity with a variety of classical and marginal literatures.
- Acquire knowledge of literatures from around the world and from different eras.
- Have an awareness of the ways in which different cultures perceive the world around them and how they capture these experiences in literature.
- Develop empathy and understanding on the face of diverse peoples and their experiences.

#### **COURSE DESCRIPTION**

##### **A. COURSE SUMMARY**

Module I

24 Hours

|              |                 |
|--------------|-----------------|
| Module II    | 24 Hours        |
| Module III   | 15 Hours        |
| Module IV    | 15 Hours        |
| Evaluation   | 12 Hours        |
| <b>Total</b> | <b>90 Hours</b> |

## B. COURSE DETAILS

### Module I: Poetry

1. *The Odyssey* Book I, Lines 1-20 (Excerpt) – Homer
2. “In Kyoto” and “The Old Pond” (Haiku) – Basho
3. “I Have a Broom” – Zhai Yongming
4. “Won’t you celebrate with me” – Lucille Clifton
5. “To See Him Again” – Gabriela Mistral
6. “A Century Later” – Imtiaz Dharker
7. “Text” – Carol Ann Duffy
8. “Revolving Days” – David Malouf
9. “Threshold” – Ocean Vuong

### Module II: Stories

1. “The Barber’s Story of Himself”-The Thousand and One Nights (Arabian Nights)
2. “Uncle Podger Hangs a Picture” – Jerome K. Jerome
3. “Diary of a Madman” (Excerpt) – Nikolai Gogol
4. “War” – Luigi Pirandello
5. “The Green Leaves” – Grace Ogot

### Module III: Plays

1. *Faust* (Excerpt) – Johann Wolfgang von Goethe
2. *The Tempest*, Act III Scene I (The Log Scene) – William Shakespeare (Video)

### Module IV: Prose and Speech

1. “Getting Up on a Cold Morning” – Leigh Hunt
2. “Crediting Poetry” (Excerpts) – Seamus Heaney
3. “Commencement Speech 2016 at UC Berkley” – Sheryl Sandberg (Video)

## READING LIST

Core Text:

| <b>CODE</b>    | <b>TITLE</b>  | <b>AUTHOR</b>                                     | <b>PUBLISHER</b>             |
|----------------|---|---|------------------------------|
| <b>ENG4A06</b> | <b>Kaleidoscope: Songs and Stories of Our World</b> | <b>BoS English (UG)<br/>University of Calicut</b> | <b>University of Calicut</b> |

Further Reading:

Ferguson, Margaret, Tim Kendall, and Mary Jo Salter (Editors). *The Norton Anthology of Poetry*. W. W. Norton and Company, 6<sup>th</sup> Edition, 2018.

Kaminsky, Ilya and Susan Harris (Editors). *The Ecco Anthology of International Poetry*. Harper Collins, 2010.

Dolley, Christopher (Editor). *The Penguin Book of English Short Stories*. Penguin, 2011.

**SYLLABUS FOR AFZAL UL ULEMA**  
**(PRELIMINARY) & ADIB-I-FAZIL (URDU) w.e.f. 2019**

**Part II - ENGLISH**

**PAPER 1- PROSE, GRAMMAR AND WRITING**

|   |   |
|---|---|
| <b>COURSE CODE</b>                              | <b>Part II ENGLISH PAPER I</b>                  |
| <b>TITLE OF THE COURSE</b>                      | <b>PROSE, GRAMMAR AND WRITING</b>               |
| <b>YEAR IN WHICH THE COURSE IS TO BE TAUGHT</b> | <b>1</b>  |
| <b>NO. OF CONTACT HOURS</b>                     | <b>4 hrs per week</b>                           |
| <b>TOTAL MARKS</b>                              | <b>100 (80 external exam +20 internal exam)</b> |

**AIM OF THE COURSE:** To develop language skills of the students by imparting the basics of grammar and the fundamentals of reading and writing

**COURSE DETAILS:**

**Module 1: Prose**

Sri Jawaharlal Nehru : Arnold Toynbee

My Quest for Love : R. K. Narayan

Some Reminiscences of the Bar : M.K. Gandhi

On Habits : A. G. Gardiner

Unity of Minds : Dr. A P J Abdul Kalam

**Module 2: Grammar**

Grammar: Some Key Concepts – Word Classes – Subject Verb Agreement – Types of Sentences – Phrases and Clauses

Adjectives

Verbs

Auxiliaries and Modals

Adverbs, Adverb phrase and Adverb

Clause Tenses: Form and Use

Active and Passive Voice

Direct and Indirect

Speech

**Module 3: Writing**

Punctuation

Writing a Summary

Writing a CV or Resume Writing emails

A text containing the above lessons will be made available

**Part II - ENGLISH**

**PAPER 11- POETRY, DRAMA AND SHORT FICTION**

|   |   |
|---|---|
| <b>COURSE CODE</b>                              | <b>Part II ENGLISH PAPER II</b>                 |
| <b>TITLE OF THE COURSE</b>                      | <b>POETRY, DRAMA AND SHORT FICTION</b>          |
| <b>YEAR IN WHICH THE COURSE IS TO BE TAUGHT</b> | <b>2</b>  |
| <b>NO. OF CONTACT HOURS</b>                     | <b>3 hrs per week</b>                           |
| <b>TOTAL MARKS</b>                              | <b>100 (80 external exam +20 internal exam)</b> |

**AIM OF THE COURSE:** To expose the students to literature and to enable them to hone their literary sensibility and linguistic acumen

**COURSE DETAILS:**

**Module 1: Poetry**

All the World's a Stage: William Shakespeare

The Solitary Reaper: William Wordsworth

The Road Not Taken: Robert Frost

Miss Gee: W.H. Auden

Night of the Scorpion: Nissim Ezekiel

Kamala Das: My Grandmother's House

## **Module 2: Drama**

The King who Limped : Monice Thorns

The Dear Departed : Stanley Houghton

## Module 3: Short Fiction

The Sniper : Liam O' Flaherty

The Model Millionaire : Oscar Wilde

Valiant Vicky, The Brave Warrior : Flora Annie

Steel The Kite Maker : Ruskin Bond





## **MODEL QUESTION PAPERS**

### **FIRST SEMESTER BA/B Sc. /B Com DEGREE EXAMINATION**

#### **MODEL QUESTION PAPER**

**(CBCSSUG)**

**Common Course-English**

#### **ENG1A01- LITMOSPHERE: THE WORLD OF LITERATURE**

**Time: 2 Hours**

**Maximum Marks: 60**

#### **I. Answer the following questions in two or three sentences: (2 marks each)**

1. What is the theme of the poem “To Posterity”?
2. What was the constant whisper in the house in the short story “The Rocking Horse Winner”?
3. Why did Flaubert decide to write the memoir?
4. What is the tone of the poem “The Thought Fox”?
5. What is the irony in the poem “Poetry” by Marianne Moore?
6. How did working in the dispensary motivate Agatha Christie to write a detective story?
7. What is the nationality of the writer Naguib Mahfouz?
8. What does the drum symbolise in the poem “To a Reason”?
9. Who is a Colourman in Arthur Conan Doyle’s story?
10. What is meant by the title of the play Trifles?
11. What is missing in the boy in Justice Ameer’s poem?
12. What is the metaphor for women used in the short film “Purl”?

(Ceiling 20 marks)

#### **II. Answer the following questions in a paragraph: (5 marks each)**

13. What, according to Limbale, is the purpose of Dalit literature?
14. What does it mean to be the dreamer in Suniti Namjoshi’s poem?

15. Explain the symbolic elements in the play Trifles
16. How did Agatha Christie plan her work?
17. Describe the analytical skills of Sherlock Holmes in Doyle's short story
18. Write about the shifting female perspective in the short film "Purl".
19. How do you explain Paul's fixation on the idea of 'luck'.

(Ceiling 30 marks)

**III. Answer any one out of the two questions in an essay of 200 words:**

20. How does Limbale challenge the notions of 'Satyam, Shivam and Sundaram' and declare them as a foolish aesthetic concept in the essay "About Dalit Literature"?
21. Attempt a critical analysis of the short story "The Cockroach"

(1 x 10=10 marks)

**FIRST SEMESTER DEGREE EXAMINATION**

**ENG1A02: FUNCTIONAL GRAMMAR AND COMMUNICATION IN ENGLISH**

**Model Question paper**

**Time: 2 hrs**

**Maximum: 60 marks**

**Section A**

**Do as directed**

**(2 marks each)**

1. He pleaded ignorance of the law (Change into a complex sentence)
2. Neither of them \_\_\_\_\_ ready to undertake the journey. (Use the appropriate form of 'be')
3. It was \_\_\_ a sunny day \_\_\_ January that she got married. (Fill in with prepositions)
4. No other metal is as precious as Gold ( use the superlative form)
5. That must have been a \_\_\_\_\_ experience. (use the appropriate form of 'terrify')
6. He had closed the window. (Rewrite into passive form)

7. The proposal was accepted by \_\_\_\_\_ unanimous vote. (Use an appropriate article)
8. Hardly had I reached the station \_\_\_\_\_ the train steamed off. (Use the appropriate connective)
9. You play tennis, \_\_\_\_\_? (Use the correct form of the tag)
10. Do you speak Tamil? (convert into negative sentence)
11. You are lucky. You came \_\_\_\_\_ car but I came \_\_\_\_\_ foot. (Identify the missing prepositions)
12. It \_\_\_\_\_ rain tonight. Look at those dark clouds. (Use either 'may' or 'might')

(Ceiling – 20 marks)

### **Section B**

**Answer the following**

**(5 marks)**

13. Rewrite in Indirect speech:

When I finished my lunch I asked the waitress, “ Do you know the girl who was sitting over there?”

“ No sir, I do not know her to speak of. I notice she has lunch here on Saturdays”

“Doesn't she come any other day”

“ I never see her on other days”

14. Punctuate the following:

Once three men met in the course of the conversation one of them turned to the other and said what would you do if you woke up one fine morning found yourself a millionaire pat came the reply from the first man i would build a big house the second man thought for a while and said i would take the next flight to paris and enjoy my life the third man said i would go to sleep again and make another million

15. Explain a few barriers to communication and the means of overcoming them.
16. Your local gas cylinder distributor is charging Rs. 120 for each consumer card as against the normal charges messaged by the company. Your local dealer has not given any response to complaint that you have raised. Prepare an email to the LPG Corporation asking for a refund of the excess charges from the local distributor.

17. You are the secretary of the Film Society in your town. You plan to organise a Film Festival named *Kaleidoscope* so as to exhibit films of great Indian film makers. A meeting has been convened by the society executive committee. Prepare an agenda and minutes of meeting.
18. Prepare a presentation on the topic “Green House Effect & Climatic Change”
19. Differentiate formal and informal communication.

(Ceiling – 30 marks)

### **Section C**

**Answer any one**

**(10 marks)**

20. Prepare a Curriculum Vitae for the sake of submitting an application to CEE TV NETWORK Pvt Ltd for the post of Journalist Trainee. Provide all necessary details. The basic qualification is graduation with requisite skills in news reporting. Attach a covering letter also.
21. Organise a Group Discussion and prepare a report on the topic: “Class room teaching: Have the age-old practices become obsolete in Pandemic times?”

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**SECOND SEMESTER BA/B Sc./ B Com DEGREE  
EXAMINATION MODEL QUESTION PAPER  
(CBCSSUG)**

**Common Course-English ENG2 A03:**

**Readings from the Fringes**

**Time: 2.5 hours**

**Maximum: 80 Marks**

**I. Answer the following questions in two or three sentences. (2 marks each)**

1. What is Objective Resolution?
2. What was Salihan doing when Saliha came to inform her about the attack of British police?
3. “I hear your bedlam, democracy”. Explain briefly.

4. According to Chandra Bhan Prasad, what would unfold the secrets of the Chaturvarna order?
5. From where did Vandana Shiva learn about ecology?
6. Why do most people have a hard time digesting modern science?
7. What did the seven year old Nigerian girl ask for at the mall in “Dear Ijeawele”?
8. What is the theme of the poem “The Fish” by Elizabeth Bishop?
9. What was one of the dramatic Chipko actions that took place in the Himalayan village of Adwani?
10. What made the author pleasantly surprised at the visit to the University of Berkeley in “Entre-vous to Adulthood”?
11. Why was Meera Bai poisoned twice?
12. Why did Sylvia climb the great pine in “A White Heron”?
13. Why does Chimamanda Adichie consider ‘Gender-neutral’ as silly?
14. Explain: “I can never unzip my skin/and step into another”.
15. Why did Ayah ask the narrator to change her name in “Accept Me!”?  
(Ceiling 25)

**II. Answer the following questions in a paragraph of 100 words. (5 marks each)**

16. What were the main points of the Objectives Resolution?
17. How did the district administration of Hardoi describe the cause of the murderers?
18. How is democracy described in the poem “How Many More Days, Democracy”?
19. Relationship between science and technology.
20. Comment on the ambiguous ending of the story “A White Heron”.
21. Politics of race and gender in Hiromi Goto’s “The Body Politic”.
22. What advice does the poet give to the readers in the poem “Fire” by Nikita Gill?

23. How does Jeanette Armstrong portray the process of colonization of natives by the whites?

**(Ceiling 35)**

**III. Answer any two of the following questions in about 200 words each.**

24. Vandana Shiva's "Everything I Need to Know I Learned in the Forest" is an attempt to highlight the integration of humans with nature. Discuss.
25. How does P. Sainath portray the unheard stories of freedom struggle through the adivasi women of the village Saliha?
26. Critically evaluate Chimamanda Ngozi Adichie's concept of gender.
27. How does Hiromi Goto portray the stereotypes associated with the physical features of a racist subject in the poem "Body Politics"?

**(2x10=20 marks)**

**SECOND SEMESTER BA/B Sc./ B Com DEGREE EXAMINATION**

**MODEL QUESTION PAPER**

**(CBCSSUG)**

**Common Course - English**

**ENG2AO4: READINGS ON KERALA**

Time: 2.5 Hours

Maximum Marks: 80

**Section A: Answer the following questions. Each carries two marks (Ceiling 25)**

1. *Malabar Manual* was first published in .....
2. Name three early tribes of Kerala.

3. Kunchan Nambiar belongs to which genre of writing?
4. Who translated *Indulekha* into English
5. How many slokas are there in Athmopadeshathakam
6. “Not a single letter is seen on my race,” are the words of ...
7. Name the newspaper founded by Vakkom Moulavi
8. Which event is described as "Laying claim to the public space" in Ayyankali The Dalit Leader of Organic protest
9. Kunhathol Amma is a character in ....
10. Who is known as Bepore Sultan?
11. Name the first feature film in Malayalam
12. “There’s no word for “despair” in Malayalam.” Who wrote this?
13. Who is the lead character in *Agni*
14. Who translated “Rain at Heart”
15. Which work by Edasseri received the Kerala Sahitya Akademi Award

**Section B: Answer the following questions. Each carries five marks (Ceiling: 35)**

16. Define the concept of religion according to Sree Narayana Guru
17. Irony in *Christian Heritage*
18. Describe the socio-political background of *Kuttippuram Paalam*
19. Significance of Swedeshabhimani in Kerala History
20. Describe the context of *Daughter of Humanity*
21. Describe the origin of word Kerala, according to William Logan
22. *Indulekha* as a modern novel.
23. Comment on the relationship between Myth and Literature.

**Section C: Answer any two question. Each carries ten marks**

24. Describe the social, political and Literary renaissance of Kerala inspired by Narayana Guru, Ayyankali, Poyikayil Appachan and Vakkom Moulavi
25. Read *Agni* as a feminist story
26. Discuss the history of Malayalam Cinema
27. Reflect on the lifestyle of early tribal people of Kerala

**THIRD SEMESTER BA/B Sc./ DEGREE EXAMINATION**

**MODEL QUESTION PAPER**

**(CBCSSUG)**

**Common Course - English**

**ENG3A05- READINGS ON INDIAN LITERATURES**



**Time 2.5 hours**

**Maximum: 80 Marks**

**I.** Answer the following questions in two or three sentences: (2 marks each)

1. 'If you Are kept far from books/ Far from the threshold of Temples of learning.' What do these lines suggest?
2. How is the birth of a daughter celebrated in the Munda song?
3. Why the boy in the poem is described as just came out of a shower?
4. How does Mamang Dai describe rivers in her poem?
5. Why did Chinnapponnu threw away the coin handed over by her mother?
6. Why did the narrator in the story refuse to undergo the operation done by a government surgeon?
7. What was the reason for the suicide of the doctor's wife?
8. Why did Bhoopesh Gupta call the approach of MC Changla as 'pedestrian'?
9. What was the wish of seed and what happened to it?
10. What was the rumour about Shallas?
11. Describe Deoli station?
12. Which are the two examples cited by Meghnad Saha to argue that the 'world is fast becoming one economic unit'?
13. What is Wittgenstein's observation about language?
14. Write about the three indigenous tribes and their languages in Andaman Islands?
15. Who are the two thieves in the play 'Hattamala' and how did they reach the village?

**Ceiling 25**

**II.** Answer the following questions in a paragraph of 100 words each: (5 marks each)

16. How does Omprakash Valmiki depict cruelties committed against Dalits in the poem 'What would you do?'
17. Explain some of the features of Munda and Kondh songs?
18. Emotional restraint and self-containment in Dream Midnight by Sridala Swami
19. Geographical imageries in 'Small Towns and the River' by Mamang Dai
20. Why did some students beat Chinnapponnu at school?

21. How did the poet bring in the issue of reservation in the story 'Two in the next world'?
22. 'The Bride's Pyjamas' is an expression of warmth of love in marital relationships- elaborate
23. How does Kalidasa portray the strong bond between Sakunthala and nature?  
**Ceiling 35**

**III.** Answer *any two* of the following in an essay of 200 words.

24. 'Burning' is a comment on patriarchy, which exposes women to hidden brutality- Critically evaluate.
25. The short film 'That Day After Every Day' is about hope that society should change for better- Elaborate
26. Comment on the social reflection and resistance in Badal Sirkar's play 'Beyond the Land of Hattamala'
27. When JNU finally came in to existence, it reflected more of Bhupesh Gupta's vision than that of M.C. Changla- Examine **(2x10=20)**

**FOURTH SEMESTER BA/B Sc. DEGREE EXAMINATION**

**MODEL QUESTION PAPER**

**(CBCSSUG)**

**Common Course-English**

**ENG4A06- SONGS AND STORIES OF OUR WORLD**

**Time 2.5 hours**

**Maximum: 80 Marks**

**I. Answer the following questions in two or three sentences: (2 marks each)**

1. What does the speaker say that she will sweep away with the broom in her hand in the poem by Zhai Yongming?
2. Name the collection of poems in which the poem “Threshold” appears.
3. What is the central theme of Gabriela Mistral’s poem “To See Him Again”?
4. What is the reason that the barber gives for him not speaking up?
5. What was it that Helen wanted to learn from Faust?
6. What is the reason the husband gave to say that his wife is to be pitied?
7. What is it that “the necessary poetry always does”?
8. Why does the school-bell seem to be a call to battle in *A Century Later*?
9. Identify the figure of speech used in the line “I tend the mobile now like an injured bird.”
10. Why could Uncle Podger not find his handkerchief?
11. Olielo as a representative of the traditional values of his clan in *The Green Leaves*.
12. What does Leigh Hunt say about Adam and Eve?
13. What happened every time Uncle Podger undertook to take a job?
14. According to the Hunt, why does a businessman get up early?

15. How has Grace Ogot portrayed the influence of modernization as seen in the actions of Nyagar.

(Ceiling 25)

**II. Answer the following questions in a paragraph of 100 words: (5 marks each)**

16. What does Lucille Clifton mean when she says “I have no model”?

17. Comment on the idea of yearning in Basho’s haiku “In Kyoto”.

18. What are the qualities that the barber attributes to himself?

19. What is the anecdote Heaney uses to show the indiscriminate violence in Northern Ireland?

20. Comment on the imagery used in Dharker’s poem.

21. How does Duffy’s poem become a critique of the modern format of communication?

22. Your expression of the state of mind of the speaker in the poem *Revolving Days*.

23. Describe the aftermath of Uncle Podger’s successful hanging of the picture

(Ceiling 35)

**III. Write essays on any two of the following questions in 200 words:**

24. Luigi Pirandello’s “War” highlights the human cost of wars. Elaborate.

25. Comment on the nature of the interaction between Miranda and Ferdinand.

26. Imtiaz Dharker’s *A Century Later* is a testimony to the strength of women. Discuss.

27. Analyse how Sheryl Sandberg’s speech is a lesson in the importance of resilience and becoming the best version of oneself.

(2x10= 20)

**FIRST YEAR AFZAL ULEMA (PRELIMINARY) DEGREE EXAMINATION**

**MODEL QUESTION PAPER**

**Part II -English**

**Paper I – Prose, Grammar and Writing**

**Maximum: 80 Marks**

**Time 2.5 hours**

**I(A) Answer the following questions: (2 marks each)**

1. Why did Toynbee prefer to avoid meeting Nehru on 23 February 1960?
2. Where and when did Toynbee meet Nehru for the second time?
3. How was RK Narayan's horoscope problem finally solved?
4. What does Kalam speak about Jammu and Kashmir?
5. What did Gandhi warn his new clients at the outset?
6. What does Gardiner mean by the tyranny of little habits?
7. When does cultivating habits become injurious?
8. What is Dr Kalam's advice to members of Parliament and Legislatures?
9. Shakespeare wrote thirty seven plays(Change into passive voice)
10. 'Don't argue with your father', the mother said to her son.(Change into reported speech)
11. By the time the fire force----- the fire ----- the building (Use the correct form of the verbs 'arrive' and 'burn' )
12. Identify the tense: By the end of this year I will have worked in this college for twenty years.
13. When do we use the punctuation mark „colon'?
14. What is the attributive use of adjective? Give an example.
15. Punctuate: the laws of most countries today are split into two kinds criminal law and civil law. (Ceiling 25)

**II(A) Answer the following questions in a paragraph of 100 words each: (5 Marks)**

16. Toynbee's first meeting with Nehru.
17. Use of habits in everyday life
18. R.K. Narayan's infatuation for girls prior to his marriage.
19. The circumstances of Gandhi's narration of his reminiscences of the bar.

20. Dr. Kalam's visit to Sabarmati Ashram
21. The discomfiture of Mr Balfour while speaking at the Mansion House.
22. The ways to solve the recurring problems of droughts and floods.
23. You are the secretary of the Residents' Association. Write an email to the Sub Inspector of Police complaining about the reckless bike riders who cause noise pollution and accidents in your premises. (Ceiling 35)

**III Answer any two of the following question in an essay of 200 words. (2x10=20)**

24. Write an essay on Toynbee's recollection of his meetings with Nehru and his impressions of the man.
25. Give an account of R.K. Narayan's one- sided and unspoken love before marriage.
26. Write an essay on the Unity of Minds and explain how it becomes necessary for the development of our country.
27. Critically examine Gardiner's statement that habits "simplify the mechanism of life."