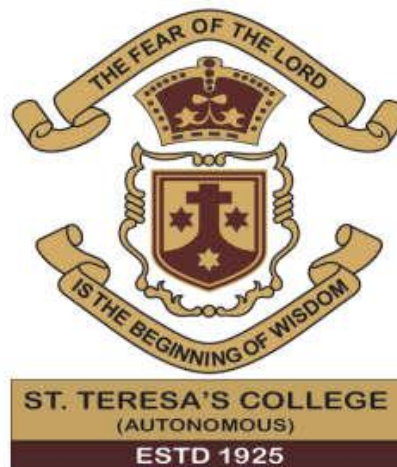


**ST.TERESA'S COLLEGE (AUTONOMOUS)**

**ERNAKULAM**

**(Affiliated to Mahatma Gandhi University, Kottayam)**



**CURRICULUM AND SYLLABI FOR  
COMMON COURSES IN ENGLISH FOR B.A., B.Sc., B.Com.  
PROGRAMMES (MODEL I AND III)**

Under Choice Based Credit & Semester System

**(2018 Admissions)**

**DEPARTMENT OF ENGLISH**  
**BOARD OF STUDIES IN ENGLISH**

<b>Sl No</b>	<b>Name</b>	<b>Official Address</b>	<b>Designation</b>
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2	Dr. Beena Job	Associate Professor and Head, Department of English and Centre for Research, St. Teresa's College (Autonomous)	Head of the Department
3	Dr. Janaky Sreedharan	Associate Professor, Calicut University	Subject Expert
4	Dr. Meena T. Pillai	Centre of English and Foreign Languages, Kerala University	Subject Expert
5	Dr. Kalyani Vallath	Director, Total English Solutions	Industry Expert
6	Ms. Alicen Roshni Jacob	Assistant Professor, Aquinas College, Edakochi	Alumni
7	Dr. Latha R. Nair	Associate Professor, Department of English and Centre for Research, St. Teresa's College (Autonomous)	Member
8	Dr. Priya K. Nair	Assistant Professor, Department of English and Centre for Research, St. Teresa's College (Autonomous)	Member

***Common Courses in English for UG Programmes, St. Teresa's College (Autonomous), Ernakulam***

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9	Ms. Arthassery Magdalene	Associate Professor, Department of English and Centre for Research, St. Teresa's College (Autonomous)	Member
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14	Dr. Jeena Ann Joseph	Assistant Professor, Department of English and Centre for Research, St. Teresa's College (Autonomous)	Member
15	Ms. Vidhu Mary John	Assistant Professor, Department of English and Centre for Research, St. Teresa's College (Autonomous)	Member
16	Ms. Athira Babu	Assistant Professor, Department of English and Centre for Research, St. Teresa's College (Autonomous)	Member
17	Ms. Tessa Fani Jose	Assistant Professor, Department of English and Centre for Research, St. Teresa's College (Autonomous)	Member
18	Ms. Lissy Jose	Assistant Professor, Department of English and Centre for Research, St. Teresa's College (Autonomous)	Member
19	Ms. Sneha Susan Samuel	Guest Faculty (FDP)	Member

## **Preface**

As an autonomous college under Mahatma Gandhi University, St. Teresa's College has taken conscientious efforts to strengthen the curriculum by retaining all the fundamental stipulations of the University/Higher Education Council, to ensure a well-balanced Curriculum. Within the constraints of a prescribed syllabus, we have resolved to take a collective effort to create an inspiring academic culture in the institution, essential for teachers and students to access deeper knowledge and participate in its expansion and transmission. It is also to re-articulate the almost lost or forgotten fact that production and transmission of Quality Knowledge, essential for the development of students in particular and society in general, are the primary functions of any Educational Institution. The Syllabus restructuring of 2018 aims to provide the students many opportunities to engage with authentic, real world learning. This has been evident through the significant number of new Programmes introduced at the wake of autonomy in 2014 with their integral placement opportunities. Increasingly however, opportunities for engagement in work-based learning that can be provided through the curriculum across a range of subject areas are creating new and exciting ways to support student learning.

I acknowledge the efforts taken by the teachers in developing Programme and Course outcomes that focus on cognitive and intellectual skills of the learners, confidence to carry out independent and scholarly research in area of professional interest to them and to position themselves globally effective cross-cultural educators .

I congratulate the efforts taken by the Principal, Dr. Sajimol Augustine M. and the team for restructuring the syllabi under the leadership of Smt. Shanty B. P. in a meaningful manner. Transformation is what makes St. Teresa's distinctive – transforming lives in order to make a real impact on the local and international stage through the creation, sharing and application of knowledge. We look forward to sharing with you the outcome of our curriculum restructuring and these resources, we hope, will enable a reflection on teaching-learning in our own institution.

**Dr. Sr. Vinitha (Celine E), Director**  
St. Teresa's College (Autonomous)

## **Foreword**

Autonomy in the field of higher education implies responsibility and accountability and this in turn leads to excellence in academics and proactive governance. St Teresa's College was given autonomous status in the year 2014 and we have made a concerted attempt to maintain a high level of quality in the standard of education that we impart.

Academic autonomy has granted us the freedom to fine tune the syllabus keeping in mind the changing needs of the new generation of students. Education in the current scenario throws up a multitude of challenges and the curricula and syllabi ought to reflect the paradigm shift that has occurred in the various disciplines. Structured feedback was taken from the Students, Alumni and the experts from the industry and the changes suggested by them were duly incorporated in the syllabi.

The Board of Studies constituted for each department meet regularly in the stipulated time frame and in depth discussions are conducted about the different dimensions of the curricula and syllabi. The IQAC team has facilitated the conduct of a number of workshops and conferences to equip the faculty with the necessary skill set to frame the syllabi, set question papers for internal tests that evaluate whether the learning outcomes enlisted in the syllabus have been achieved and to ensure the fair and transparent conduct of examinations.

The responsibility that autonomy has placed on us is indeed onerous but we have strived together to meet all the challenges that came our way. We have worked towards moulding young women as responsible citizens who will carry forward the task of nation building in an exemplary manner. All efforts have been made to nurture their academic ambitions as well as their skills in co-curricular activities.

With sincere gratitude I acknowledge the unstinting support and constant guidance extended by Rev. Sr. Dr. Vinitha, the Director of the College.

I specially thank the team headed by Smt. Shanty B. P. for updating the syllabi, the Heads of the Departments and all the faculty members, for their diligence, commitment and exceptional contribution towards this endeavour.

**Dr. Sajimol Augustine M., Principal**  
St. Teresa's College (Autonomous)

## **Acknowledgments**

I wish to express my sincere thanks to Dr. Jojy Alex, Associate Professor, Department of Chemistry, St. Thomas College, Pala for giving us all the help and guidance we needed. I acknowledge my gratitude to Dr. Janaky Sreedharan, Associate Professor of English, Calicut University, Dr. Meena T. Pillai, Centre of English and Foreign Languages, University of Kerala, Dr. Kalyani Vallath, Director, Total English Solutions (TES) and Ms. Alicen Roshni Jacob, Assistant Professor, Aquinas College, Edakochi for their invaluable suggestions. I also thank Dr. Beena Job, Associate Professor and Head of the Department of English and all the members of the department who have given shape to the overall structure of the curricula.

**Dr. Tessy Anthony C.**

Chairperson

Board of Studies in English

St. Teresa's College (Autonomous)

## **Contents**

	Page No.
Preamble	8
Graduate Attributes	9
Objectives of the Programme	10
Course Design	11
Course Code Format	12
Structure of the Programme	13
Scheme of Courses	14
Examinations	16
Syllabi of Common Courses	21
Model Question Papers	46

## **Preamble**

The courses introduce the students to the essence and aesthetics of English Language and Literature. They serve to familiarize the students with different forms of literatures. It helps the students to refine their communicative skills by providing special focus to improving their grammar, listening and writing skills. Discussion of diverse literary forms enables the students to become active readers of literature with well-defined perspectives. The learners are exposed to the concepts of nationalism, secularism, democracy and love of nature through literary works. The courses are framed to guide the students to develop social commitment and an inclusive world view.

The study aims at introducing the student to the tremendous scope of English language today with special emphasis on career opportunities. The courses are designed keeping in mind the changing demands of the job market.



## **Graduate Attributes**

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

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

## **Objectives of the Programme**

### **By the End of the First Year (Semester II)**

1. Develop the LSRW skills.
2. Discover the joy of reading literature and get exposed to different genres of literature.
3. Identify major issues of contemporary significance and become familiar with the classics from various lands.

### **By the End of the Second Year (Semester IV)**

1. Understand the subtle negotiations of indigenous and diasporic identities within literature.
2. Gain multiple perspectives of life from the viewpoints of great minds.

## **Course Design**

There are two Common Courses in each semester for **BA/ BSc Programmes** in the first year and one Common Course in each semester in the second year giving a total of 6 courses across four semesters for **Model I** (Regular and Self- financing).

For the **B.Com Programme** (Regular and Self-financing), there will be one Common Course in each semester in the first two years with a total of 4 Courses across four semesters.

There are two Common Courses **for the BA/ BSc Programmes**, one in each semester in the first year for **Model III**.

## **Scheme of Courses**

<b>Programme</b>	<b>No.</b>	<b>Credits</b>
<b>BA/BSc (Model I)</b>	6	22
<b>BA/BSc (Model III)</b>	2	8
<b>BCom</b>	4	14

## **Course Code Format**

The courses are coded according to the following criteria:

1. The first letter plus second letter/any letter from the programme i.e., **EN**
2. One digit to indicate the semester. i.e., **EN1 (English, Semester I)**
3. One letter from the type of courses such as, **A** for common course, **B** for core course, **C** for Complementary course, **D** for Open course, i.e., **EN1A (English, Semester I Common Course)** and **P** for project.
4. Two digits to indicate the course number of that semester. i.e., **EN1A01 (English, Semester I, Common Course, course number 01)**
5. The letter **B** to indicate Bachelor's Programme.
6. **EN1A01B (English, Semester I, Common Course, course number 01, and B for Bachelor's Programme)**
7. **18** to indicate the year, i.e., **EN1A01B18**

**STRUCTURE OF THE PROGRAMME**

No.	Course Code	Title of Paper	Programmes for which it is offered	Hours/ week	Credits	Max Marks	
						ISA	ESA
1.	EN1A01B18	Fine-tune Your English	BA/BSc/BCom (Model I & Model III)	5	4	20	80
2.	EN1A02B18	Pearls from the Deep	BA/ BSc (Model I)	4	3	20	80
3.	EN2A03B18	Issues that Matter	BA/BSc/BCom (Model I & Model III)	5	4	20	80
4.	EN2A04B18	Savouring the Classics	BA/ BSc (Model I)	4	3	20	80
5.	EN3A05B18	Literature and/as Identity	BA/ BSc (Model I)	5	4	20	80
6.	EN4A06B18	Illuminations	BA/ BSc (Model I)	5	4	20	80
7.	EN3A07B18	Gems of Imagination	BCom (Model I)	3	3	20	80
8.	EN4A08B18	Revisiting the Classics	BCom (Model I)	3	3	20	80

**Scheme of Common Courses**

<b>COMMON COURSES FOR BA / BSc (Model I)</b>					
<b>Course Code</b>	<b>Title of Course</b>	<b>No. of Contact Hours/Week</b>	<b>Credit</b>	<b>Semester</b>	<b>Total No. of Hours</b>
EN1A01B18	Fine-tune Your English	5	4	1	90
EN1A02B18	Pearls from the Deep	4	3	1	72
EN2A03B18	Issues that Matter	5	4	2	90
EN2A04B18	Savouring the Classics	4	3	2	72
EN3A05B18	Literature and/as Identity	5	4	3	90
EN4A06B18	Illuminations	5	4	4	90

<b>COMMON COURSES FOR BCom</b>					
<b>Course Code</b>	<b>Title of Course</b>	<b>No. of Contact Hours/Week</b>	<b>Credit</b>	<b>Semester</b>	<b>Total No. of Hours</b>
EN1A01B18	Fine-tune Your English	5	4	1	90
EN2A03B18	Issues that Matter	5	4	2	90
EN3A07B18	Gems of Imagination	3	3	3	54
EN4A08B18	Revisiting the Classics	3	3	4	54

<b>COMMON COURSES FOR BA / BSc. (Model III)</b>					
<b>Course Code</b>	<b>Title of Course</b>	<b>No. of Contact Hours/Week</b>	<b>Credit</b>	<b>Semester</b>	<b>Total No. of Hours</b>
EN1A01B18	Fine-tune Your English	5	4	1	90
EN2A03B18	Issues that Matter	5	4	2	90

## **EXAMINATIONS**

The external theory examination of all semesters shall be conducted by the College at the end of each semester. Internal evaluation is to be done by continuous assessment.

Examinations have two parts: Internal or In-Semester Assessment (ISA) & External or End-Semester Assessment (ESA). The ratio between ISA and ESA shall be 1:4. Both internal and external marks are to be rounded to the next integer.

### **MARKS DISTRIBUTION FOR END-SEMESTER ASSESSMENT (ESA) AND IN-SEMESTER ASSESSMENT (ISA)**

Marks distribution for ESA and ISA and the components for internal evaluation with their marks are shown below:

Components of the internal evaluation and their marks are as below.

#### **For all courses without practical**

- a) End-Semester Assessment (ESA): 80 marks
- b) In-Semester Assessment (ISA): 20 marks

<b>ISA - Theory</b>	<b>Marks</b>
<b>Attendance</b>	<b>5</b>
<b>Assignment/Seminar/Viva</b>	<b>5</b>
<b>Test papers (2 x 5)</b>	<b>10</b>
<b>Total</b>	<b>20</b>



**Attendance:**

<b>% of Attendance</b>	<b>Marks</b>
<b>&gt;90%</b>	<b>5</b>
<b>Between 85 and 90</b>	<b>4</b>
<b>Between 80 and 85</b>	<b>3</b>
<b>Between 75 and 80</b>	<b>2</b>
<b>75 %</b>	<b>1</b>
<b>&lt; 75</b>	<b>0</b>

**ASSIGNMENTS**

At least one assignment should be done in each semester for all Common Courses.

**IN-SEMESTER ASSESSMENT - TEST PAPERS**

Two internal test papers are to be attended in each semester for each Common Course paper. The evaluations of all components are to be published and are to be acknowledged by the students. All documents of internal assessments are to be kept in the college for two years. The responsibility of evaluating internal assessment is vested on the teachers who teach the course.

**END-SEMESTER ASSESSMENT:**

The End-Semester examination of all courses shall be conducted by the College at the close of each semester. For reappearance/ improvement, students can appear along with the next batch.

**Pattern of Question Paper:**

A question paper shall be a judicious mix of short answer type, short essay type and long essay type questions. For each course the End-semester Assessment is of 3 hours duration. The question paper has 3 parts. Part A contains 12 short answer questions of which 10 are to be answered. Part B contains 9 short essay questions of which 6 are to be answered. Part C has 4 long essay questions of which 2 are to be answered.

## **GRADES**

Assigned on a 7-point scale based on the total percentage of marks (ISA + ESA) for all Common Courses

<b>% of marks</b>	<b>Grade</b>	<b>Grade point</b>
<b>&gt;95</b>	<b>S - Outstanding</b>	<b>10</b>
<b>85 - 95</b>	<b>A<sup>+</sup> - Excellent</b>	<b>9</b>
<b>75 - 85</b>	<b>A - Very good</b>	<b>8</b>
<b>65 - 75</b>	<b>B<sup>+</sup> - Good</b>	<b>7</b>
<b>55 - 65</b>	<b>B - Above average</b>	<b>6</b>
<b>45 - 55</b>	<b>C - Satisfactory</b>	<b>5</b>
<b>35 - 45</b>	<b>D - Pass</b>	<b>4</b>
<b>&lt;35</b>	<b>F - Failure</b>	<b>0</b>
	<b>Ab - Absent</b>	<b>0</b>

### **PASS CRITERIA:**

- A separate minimum of 30% marks each for ISA and ESA and aggregate minimum of 35% is required for a pass in a course.
- For a pass in a programme, a separate minimum of Grade D is required for all the individual courses.
- If a candidate secures F Grade for any one of the courses in a semester/programme, only F grade will be awarded for that semester/programme until she improves this to D Grade or above within the permitted period.
- Students who complete the programme with D grade will have one betterment chance within 12 months, immediately after the publication of the result of the whole programme.

## **CREDIT POINT AND CREDIT POINT AVERAGE**

Calculation of Credit Point (CP) of a course:

$$CP = C \times GP$$

C = Credit; GP = Grade point

Semester Grade Point Average (SGPA) of a semester:

$$SGPA = TCP/TC$$

TCP = Total Credit Point of that semester; TC = Total Credit of that semester

Calculation of Cumulative Grade Point Average (CGPA):

$$CGPA = TCP/TC$$

TCP = Total Credit Point of that programme; TC = Total Credit of that programme

## **GRADE POINT AVERAGE (GPA)**

Calculation of **GPA** of courses:

$$GPA = TCP/TC$$

TCP = Total Credit Point of a category of course; TC = Total Credit of that category of course

Grades for the different courses, semesters and overall programme are given based on the corresponding GPA.

<b>GPA</b>	<b>Grade</b>
<b>&gt;9.5</b>	<b>S - Outstanding</b>
<b>8.5 – 9.5</b>	<b>A<sup>+</sup> - Excellent</b>
<b>7.5 – 8.5</b>	<b>A - Very good</b>
<b>6.5 – 7.5</b>	<b>B<sup>+</sup> - Good</b>
<b>5.5 – 6.5</b>	<b>B - Above average</b>
<b>4.5 – 5.5</b>	<b>C - Satisfactory</b>
<b>3.5 – 4.5</b>	<b>D - Pass</b>
<b>&lt;3.5</b>	<b>F - Failure</b>

- For reappearance/improvement of Semesters I, II, III & IV, candidates have to appear along with the next batch.
- Notionally registered candidates can also apply for the said supplementary examinations.
- A student who registers her name for the end semester assessment for a semester will be eligible for promotion to the next semester.
- A student who has completed the entire curriculum requirement, but could not register for the Semester examination can register notionally, for getting eligibility for promotion to the next semester.
- A candidate who has not secured minimum marks/credits in ISA can re-do the same registering along with the ESA for the same semester, subsequently.
- There shall be no improvement for internal evaluation.

**SYLLABI**

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

**B.A. / B.Sc. / B.Com.**

**SYLLABI FOR COMMON COURSES**

**2018 ADMISSIONS ONWARDS**

**COURSE1 – Fine-tune Your English**

Course Code	EN1A01B18
Name of the Course	Fine-tune Your English
Semester	1
Credits	4
Total Lecture Hours	90

**Aim of the Course**

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

**Course Overview and Context:**

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

**Syllabus Content**

**Module 1**

**(18 Hours)**

**The Sentence and its Structure**

How to Write Effective Sentences – Phrases:What are They? – The Noun Clauses – The Adverb Clause – “If All the Trees Were Bread and Cheese” – The Relative Clause – How Clauses are Conjoined

**Module 2**

**(18 Hours)**

**Word-Classes and Related Topics**

Understanding the Verb – Understanding Auxiliary Verbs – Understanding Adverbs – Understanding Pronouns – The Reflexive Pronoun – The Articles I – The Articles II – The Adjective – Phrasal Verbs – Mind your Prepositions

**Module 3**

**(18 Hours)**

**To Err is Human**

Concord – Errors – Common and Uncommon

**Spelling and Pronunciation**

Pronunciation: Some Tips – More Tips on Pronunciation – An awesome Mess? – Spelling Part II

**Module 4**

**(18 Hours)**

**Tense and Related Topics**

‘Presentness’ and Present Tenses – The ‘Presentness’ of a Past Action – Futurity in English – Passivisation

**Interrogatives and Negatives**

Negatives – How to Frame Questions – What’s What? – The Question Tag

**Module 5**

**(18 Hours)**

**Conversational English**

Some time expressions – Is John There Please?

**Miscellaneous and General Topics**

Reading

Letter Writing

**In addition there will be an essay question on a general topic.**

**Competencies of the course:**

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

**Learning Resources**

**Core Text :** *Fine-tune Your English* by **Dr. Mathew Joseph.** Orient Blackswan and Mahatma Gandhi University

**Blueprint**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer)  2 marks  10/12</b>	<b>PART B (short essay)  5 marks  6/9</b>	<b>PART C(essay)  15marks  2/4</b>	<b>Total</b>
I	18	3	2	1	31
II	18	3	2	1	31
III	18	2	1	0	9
IV	18	2	2	1	29
V	18	2	2	1	29



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

**B.A. & B.Sc. Programmes**

**SYLLABI FOR COMMON COURSES**

**2018 ADMISSIONS ONWARDS**

**COURSE 2 – Pearls from the Deep**

Course Code	EN1A02B18
Name of the Course	Pearls from the Deep
Semester	1
Credits	3
Total Lecture Hours	72

**Aim of the Course**

To introduce students to different genres of literature and the niceties of literary expression.

**Course Overview and Context:**

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

**Syllabus Content**

**Module 1 (Fiction) (18hours)**

Ernest Hemingway: The Old Man and the Sea

**Module 2 (One Act Plays) (18hours)**

Susan Glaspell: Trifles

Asif Currimbhoy: The Refugee

A.A Milne: The Boy Comes Home

**Module 3 (Short Stories)**

**(18hours)**

Guy De Maupassant: Two Friends

O. Henry: The Gift of Magi

K.A Abbas: Sparrows

Flora Annie Steel: Valiant Vicky, the Brave Weaver

**Module 4 (Poems)**

**(18hours)**

Rumi: The Chance of Humming

Walter Scott: Lochinvar

John Keats: La Belle Dame Sans Mercy

Robert Frost: After Apple Picking

Chinua Achebe: Refugee Mother and Child

Kamala Das: My Grandmother's House

Ted Hughes: Jaguar

Pablo Neruda: Tonight I can Write the Saddest Lines

P.P Ramachandran: How Simple It Is!

**Competencies of the course:**

- Discover the joy of reading literature and get exposed to different genres of literature
- Appreciate the aesthetic value of literature
- Sensitize learners to the cultural and social aspects of literature
- Improve the learners' use of language as a means of subjective expression

### **Learning Resources**

Core Text: *Pearls from the Deep*. Cambridge University Press and Mahatma Gandhi University

### **Blueprint**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15marks 2/4</b>	<b>Total</b>
I	18	3	2	1	31
II	18	3	2	1	31
III	18	3	3	1	36
IV	18	3	2	1	31

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

**B.A./B.Sc./B.Com. Programmes**

**SYLLABI FOR COMMON COURSES**

**2018 ADMISSIONS ONWARDS**

**COURSE 3 – Issues that Matter**

Course Code	EN2A03B18
Name of the Course	Issues that Matter
Semester	2
Credits	4
Total Lecture Hours	90

**1. Aim of the Course:**

To sensitize the learners about contemporary issues of concern; to enhance their linguistic skills in English language.

**Course Overview and Context:**

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

## **Syllabus Content**

### **Module 1 (18 hours)**

The Unsundered People – Kenzaburo Oe

The Old Prison – Judith Wright

War – Luigi Pirandello

### **Module 2 (18 hours)**

Persuasions on the Power of the Word:

On Censorship – Salman Rushdie

Peril – Toni Morrison

The Burning of the Books – Bertolt Brecht

The Censors – Luisa Valenzuela

### **Module 3 (18 hours)**

“The Poisoned Bread” – Bandhu Madhav

A Trip Westward – Zitkala-Sa

“The Pot Maker” – Temsula Ao

### **Module 4 (18 hours)**

Does it Matter? – Richard Leakey

On Killing a Tree – Gieve Patel

Hagar: A Story of a Woman and Water (Gift in Green (chapter 2)) – Sarah Joseph

### **Module 5 (18 hours)**

Understanding Refugeeism: An Introduction to Tibetan Refugees in India:

Refugee Blues – W.H Auden

The Child Goes to the Camp (from Palestine's Children) – Ghassan Kanafani

**Competencies of the course:**

- Identify major issues of contemporary significance
- Respond rationally and positively to the issues raised
- Internalise the values imparted through the excerpts
- Re-orient oneself as a conscious, concerned, conscientious human being
- Articulate these values in error free English

**Learning Resources**

Core Text: *Issues that Matter*

**Blueprint**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15marks 2/4</b>	<b>Total</b>
I	18	3	2	1	31
II	18	3	2	1	31
III	18	3	1	0	11
IV	18	3	2	1	31
V	18	0	2	1	25

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

**B.A./B.Sc. Programmes**

**SYLLABI FOR COMMON COURSES**

**2018 ADMISSIONS ONWARDS**

**COURSE 4 – Savouring the Classics**

Course Code	EN2A04B18
Name of the Course	Savouring the Classics
Semester	2
Credits	3
Total Lecture Hours	72

**Aim of the Course**

To introduce the students to the time tested world classics

**Course Overview and Context:**

This paper presents the time-tested classics from diverse cultures, spread in four modules it portrays the 'universals' of human condition.

**Syllabus Content**

**Module 1 (Poems)**

**(18hours)**

Homer: "Father and Son" (Odyssey Book 16: 113-189) (Translated by Robert Fagles)

Kalidasa: "Lovely is Youth" (Translated by J.G Jennings)

Omar Khayyam: Rubaiyat (quatrains: 25-28) (Translated by Edward Fitzgerald)

Dante: Dante meets Virgil (Inferno Canto 1: 49-102) (Translated by J.G Nichols)

John Milton: "On his Blindness"

**Module 2 (Shakespeare Excerpts)**

**(18hours)**

Romeo and Juliet: Act II, Scene ii

The Merchant of Venice: Act IV, Scene i

**Module 3 (Novel Excerpts)**

**(18hours)**

Miguel de Cervantes: Don Quixote (Chapter 8) (Translated by Edith Grossman)

Jane Austen: Pride and Prejudice (Chapters 1-6)

Victor Hugo: Les Miserables (Part 1- Fantine, Book II, Chapters 9-13) (Translated by Christine Donougher)

**Module 4 (Short Fiction)**

**(18hours)**

Charles Dickens: The Black Veil

Leo Tolstoy: How Much Land Does a Man Need? (Translated by Louise & Aulmer Maude)

Rabindranath Tagore: Kabuliwala (Translated by Mohammad A Quayum)

Jorge Louis Borges: The Shape of the Sword (Translated by Andrew Hurley)

**Competencies of the course:**

- Become familiar with the classics from various lands
- Understand the features that go into the making of a classic

**Learning Resources**

Core Text: *Savouring the Classics*



**Recommended Reading**

Italo Calvino: *Why Read the Classics?*

A. C. Bradley: *Shakespearean Tragedy*

Katherine Armstrong: *Studying Shakespeare: A Practical Introduction*

Gemma McKenzie: *Foundations of European Drama*

Harold Bloom: *The Western Canon*

Jeremy Hawthorn: *Studying the Novel*

C. Marydas: *Shakespearean Aesthetics for University Wits*

**Blueprint**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer)  2 marks  10/12</b>	<b>PART B (short essay)  5 marks  6/9</b>	<b>PART C (essay)  15marks  2/4</b>	<b>Total</b>
I	18	2	2	0	14
II	18	2	2	1	29
III	18	2	2	1	29
IV	18	2	1	1	24
V	18	2	1	1	24
VI	18	2	1	0	9

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

**B.A. / B.Sc. Programmes**

**SYLLABI FOR COMMON COURSES**  
**2018 ADMISSIONS ONWARDS**  
**COURSE 5 - Literature and/as Identity**

Course Code	EN3A05B18
Title of the Course	Literature and/as Identity
Semester in which the Course is to be taught	3
Number of Credits	4
Number of Contact Hours	90

**Aim of the Course**

The course is intended to sensitize students to the various ways in which literature serves as a platform for forming, consolidating, critiquing and re-working the issue of identity at various levels.

**Course Overview and Context**

The course is an introduction to the patterns and negotiations of identity formation – from diasporic to regional and alter identity and how identity is constructed in literature.

**Syllabus Content**

**Module 1 (Diasporic Identities)**

**(18 hours)**

Agha Shahid Ali: I See Kashmir from New Delhi at Midnight

M.G. Vassanji: Leaving

Imtiaz Dharker: At the Lahore Karhai

Chitra Banerjee Divakaruni: Indian Movie, New Jersey

**Module 2 (South Asian Identities)**

**(18 hours)**

C. V. Velupillai: No State, No Dog

Sadaat Hasan Manto: The Dog of Tetwal

Intizar Hussain: A Chronicle of the Peacocks

Selina Hossain: Double War

**Module 3 (Life Writings)**

**(18 hours)**

Malcolm X: —Nightmarell, excerpt from *The Autobiography of Malcolm X*.

Sashi Deshpande: Learning to be a Mother in *Janani— Mothers, Daughters, Motherhood*,

(Ed.) Rinki Bhattacharya.

**Module 4 (Indigenous Identities)**

**(18 hours)**

Excerpts from *Binti*, the Santhal creation song of cosmology, the *Bhilli Mahabharat* and *Garhwali Songs* in *Painted Words- An Anthology of Tribal Literature* – Edited by G.N. Devy. Amos Tutuola: *The Palm-Wine Drinkard*. (Excerpt)

**Module 5 (Alter Identities)**

**(18 hours)**

Nathaniel Hawthorne: The Birth Mark

John Henrik Clarke: The Boy Who Painted Christ Black

Ruskin Bond: The Girl on the Train

**Competencies of the Course**

- Become familiar with the subtle negotiations of Indigenous and Diasporic identities with-in Literature
- Understand the fissures, the tensions and the interstices present in South Asian regional identities
- Learn about the emergence of Life Writing and alternate/alternative/marginal identities

### **Learning Resources**

Core Text: *Literature and/as Identity*

### **Blueprint**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
I	18	3	2	1	31
II	18	2	2	1	29
III	18	2	2	1	29
IV	18	2	1	0	9
V	18	3	2	1	31

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

**B.A. / B.Sc. Programmes**

**SYLLABI FOR COMMON COURSES**

**2018 ADMISSIONS ONWARDS**

**COURSE 6 - Illuminations**

Course Code	EN4A06B18
Name of the Course	<b>Illuminations</b>
Semester	<b>4</b>
Credits	<b>4</b>
Total Lecture Hours	<b>90</b>

**Aim of the Course**

The course seeks to introduce students to the different forms of inspiring and motivating literature.

**Course Overview and Context:**

At the end of the course, the student shall be able to maintain a positive attitude to life and evaluate and overcome setbacks based on the insights that these texts provide.

**Syllabus Content**

**Module 1- Life Sketches**

**(18 hours)**

Helen Keller: Three Days to See

Jesse Owens: My Greatest Olympic Prize

Dominic Lapierre: Mother Teresa

**Module 2- Essays**

**(18 hours)**

Lafcadio Hearn: On Reading

Stephen Leacock: Are the Rich Happy?

A.G. Gardiner: On Courage

**Module 3- Speeches**

**(18 hours)**

J.K. Rowling: The fringe benefits of failure and the importance of imagination

Malala Yousafzai: Nobel Lecture

**Module 4- Short Stories**

**(18 hours)**

Oscar Wilde: The Nightingale and the Rose

George Orwell: The Miser

John Galsworthy: Quality

Paolo Coelho: The Beggar and the Baker

**Module 5- Poems**

**(18 hours)**

William Ernest Henley: Invictus

Robert Frost: The Road Not Taken

Kahlil Gibran: Of Good and Evil

Joyce Kilmer: Trees

**Competencies of the course:**

- To introduce students to various kinds of literature
- To provide an understanding of world literature
- To gain multiple perspectives of life from the viewpoint of great minds
- To train the students in the practice analyzing creative texts

**Learning Resources**

Core Text: *Illuminations*

**Blueprint**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
I	18	2	2	1	29
II	18	2	2	1	29
III	18	2	1	0	9
IV	18	3	2	1	31
V	18	3	2	1	31

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

**B.Com. Programme**

**SYLLABI FOR COMMON COURSES**

**2018 ADMISSIONS ONWARDS**

**COURSE 7 – Gems of Imagination**

Course Code	EN3A07B18
Name of the Course	Gems of Imagination
Semester	3
Credits	3
Total Lecture Hours	54

**Aim of the Course:**

To introduce students to different genres of literature and the niceties of literary expression.

**Course Overview and Context:**

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

**Syllabus Content**

**Module1 (Fiction)**

**(18hours)**

Ernest Hemingway: The Old Man and the Sea



**Module 2 (Short Stories)**

**(18hours)**

Guy De Maupassant: Two Friends

O. Henry: The Gift of the Magi

K. A. Abbas: Sparrows

Flora Annie Steel: Valiant Vicky, the Brave Weaver

**Module 3 (Poems)**

**(18hours)**

Rumi: The Chance of Humming

Walter Scott: Lochinvar

John Keats: La Belle Dame Sans Mercy

Robert Frost: After Apple Picking

Chinua Achebe: Refugee Mother and Child

Kamala Das: My Grandmother's House

Ted Hughes: Jaguar

Pablo Neruda: Tonight I can Write the Saddest Lines

P. P. Ramachandran: How Simple!

**Competencies of the course:**

- Discover the joy of reading literature and get exposed to different genres of literature
- Appreciate the aesthetic value of literature
- Sensitize learners to the cultural and social aspects of literature
- Improve the learners' use of language as a means of subjective expression

## **Learning Resources**

Core Text: *Gems of Imagination*. Cambridge University Press and Mahatma Gandhi University.

## **Blueprint**

<b>Modules</b>	<b>Hours</b>	<b>PART A</b>  (short answer)  2 marks  10/12	<b>PART B</b>  (short essay)  5 marks  6/9	<b>PART C</b>  (essay/)  15marks  2/4	<b>Total</b>
I	18	4	3	1	38
II	18	4	3	1	38
III	18	4	3	2	53

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

**B. Com. Programme**

**SYLLABI FOR COMMON COURSES**

**2018 ADMISSIONS ONWARDS**

**COURSE 8 – Revisiting the Classics**

Course Code	EN4A08B18
Name of the Course	Revisiting the Classics
Semester	4
Credits	3
Total Lecture Hours	54

**Aim of the Course**

To introduce the students to the time tested world classics

**Course Overview and Context:**

This paper presents the time-tested classics from diverse cultures, spread in four modules it portrays the 'universals' of human condition.

**Syllabus Content**

**Module1 (Poems)**

**(18hours)**

Homer: "Father and Son" (Odyssey Book 16: 113-189) (Translated by Robert Fagles)

Kalidasa: "Lovely is Youth" (Translated by J.G Jennings)

Omar Khayyam: Rubaiyat (quatrains: 25-28) (Translated by Edward Fitzgerald)

Dante: Dante meets Virgil (Inferno Canto 1: 49-102) (Translated by J.G Nichols)

John Milton: "On his Blindness"

**Module 2 (Shakespeare Excerpts)**

**(18hours)**

Romeo and Juliet: Act II, Scene II and Act V Scene III

**Module 3 (Novel Excerpts)**

**(18hours)**

Miguel de Cervantes: Don Quixote (Chapter 8) (Translated by Edith Grossman)

Jane Austen: Pride and Prejudice (Chapters 1-6)

Victor Hugo: Les Miserables (Part 1 – Fantine, Book II, Chapter 9-13) (Translated by Christine Donougher)

**Competencies of the course:**

- Become familiar with the classics from various lands.
- Understand the features that go into the making of a classic.

**Learning Resources**

Core Text: *Revisiting the Classics*

**Recommended Reading**

Italo Calvino: *Why Read the Classics?*

A. C. Bradley: *Shakespearean Tragedy*

Katherine Armstrong: *Studying Shakespeare: A Practical Introduction*

Gemma McKenzie: *Foundations of European Drama*

Harold Bloom: *The Western Canon*

Jeremy Hawthorn: *Studying the Novel*

C. Marydas: *Shakespearean Aesthetics for University Wits*

**Blueprint**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15marks 2/4</b>	<b>Total</b>
I	18	4	3	1	38
II	18	4	3	1	38
III	18	4	3	2	53

**Model Question Paper**

**B.A DEGREE (C.B.C.S.S) EXAMINATIONS, OCTOBER/NOVEMBER, 2018**

**Core Course – English**

**EN1A01B18 – Fine-tune Your English**

**Time: 3 Hours**

**Maximum: 80 Marks**

**Section A**

*Answer any **ten** of the following questions, each in two or three sentences:*

1. What are Phrases?
2. What is a relative clause? What is the traditional name for a relative clause?
3. What are the four kinds of co-ordinating conjunctions?
4. Fill in the blanks with the correct article
  - a. He did not tell us \_\_\_ word about his marriage
  - b. Petrol will soon cost Rs. 80 \_\_\_ litre
5. What are the five possible forms that the verb 'go' can take?
6. What are modal auxiliaries? How did they get that name?
7. Identify and correct the errors in the following sentences
  - a. His wife, as well as his children, are afraid of him.
  - b. The other day his son picked up a quarrel and got beaten up.
8. The American spelling of some words are given below. Give their British spellings.
  - a. Honor
  - b. Traveler
  - c. Center
  - d. Defense
9. What is a Declarative question? How is it different from a Rhetorical question?
10. Add question tags for the following sentences.
  - a. So you are getting married.
  - b. He lives with his parents

11. What is reading? Who is a good reader?
12. Which are the two commonly used letter styles?

**(10 x 2 = 20)**

**Section B**

*Answer any **six** of the following questions, each in about 100 words:*

13. Explain the differences between noun clauses, adjective clauses and adverbial clauses.
14. List out the main differences between 'wh'-relative pronouns and 'that' as a relative pronoun.
15. What are phrasal verbs? Explain the differences between phrasal prepositional verbs, transitive phrasal verbs and intransitive phrasal verbs with examples.
16. List out and explain at least three sentences where the use of pronouns are problematic.
17. Write a note on Concord
18. When can we use simple present tense? List a few instances where the simple present is almost like the present continuous.
19. What are the four ways in which future time is expressed in English? Give examples.
20. Your friend is narrating an incident that happened the previous day. You are listening attentively. Write a conversation with appropriate responses from the listener.
21. What are the different parts of a letter?

**(6 x 5 = 30)**

**Section C**

*Answer any **two** of the following questions, each in about 300 words:*

22. How can we ensure that the sentences we write are effective?
23. Explain modal auxiliaries in detail with examples.
24. What are the different types of questions in English?
25. Discuss the three different kinds of reading. Also list out the seven different reading styles identified by Henry Madox in his book *How to Study*.

**(2 x 15 = 30)**

**Model Question Paper**

**B.A DEGREE (C.B.C.S.S) EXAMINATIONS, OCTOBER/NOVEMBER, 2018**

**Common Course - English**

**EN1A02B18 - Pearls from the Deep**

**Time: 3 Hours**

**Maximum: 80 Marks**

**Section A**

*Answer any **ten** of the following questions, each in two or three sentences:*

1. What does Santiago tell the Marlin?
2. Why does the old man wish to see the fish?
3. How does the old man realise that the fish has taken the bait?
4. How does Mr. Wright appear when Hale sees her?
5. What is the shocking news brought by Professor Mosin?
6. What are the things Philip plans to never do in his life?
7. Who are Monsieur Morrisot and Monsieur Sauvage?
8. How does the author describe the beautiful hair of Della?
9. What has been the greatest moment in Rahim Khan's life?
10. Describe the coming of Lochinvar from the West.
11. What does the lady tell the knight?
12. Why do the windows have 'blind eyes'?

**(10 x 2 = 20)**



**Section B**

*Answer any six of the following questions, each in about 100 words:*

13. What happens after the fish takes the bait?
14. Describe the past incident when the old man had hooked a female marlin.
15. Describe the parting scene between Yassin and Mita.
16. How does Philip defeat Mrs. Higgins?
17. Throw light on the financial conditions of Della and Jim.
18. How does Rahim Khan become sick?
19. How does Vicky stamp a victory over the savage tiger?
20. 'It might be painted on a nursery wall'. Explain.
21. Compare the past and present as described in the poem 'My Grandmother's House'.

**(6 x 5 = 30)**

**Section C**

*Answer any two of the following questions, each in about 300 words:*

22. 'Love is so short, Forgetting is so long'. Explain.
23. How does Santiago hold on to his spirit even in the face of defeat?
24. How effectively does *The Refugee* delineate the refugee crisis?
25. Maupassant critiques war through subtle humour and obvious shocks. Elaborate.

**(2 x 15 = 30)**