

1B1N240181

(Pages : 2)

Reg. No:.....

Name:

FAROOK COLLEGE (AUTONOMOUS), KOZHIKODE

First Semester BA Degree Examination, November 2024

ENG1CJ101– Introduction to the World of Literature

(FYUGP 2024 Admission)

Time: 2 hours

Max. Marks : 70

Course Outcome Mapping Scheme

1	2	3	4	5	6	7	8	9	10
CO1	CO1	CO5	CO5	CO3	CO4	CO5	CO2	CO1	CO3
11	12	13	14	15	16	17	18	19	20
CO1	CO3	CO5	CO6	CO1	CO2	CO5	CO6	CO1	CO5

PART – A

All questions can be attended.
Each question carries Three mark.
Ceiling -24 Marks

- 1 Interpret the lines “look at me for long enough/ you may see that I have a thousand fears.”
- 2 Who is considered as the personification of the Western Wind in Greek mythology?
- 3 “One may know *how* to conquer without being able to *do* it.” Explain in the context of Sun Tzus’ ideas on wars.
- 4 Provide the reason for the sudden evacuation in “Sayanora, Sayonara.”
- 5 Explain how Faiz Ahmed Faiz uses the line “the sky was the dead-end of sight” to express deeper emotions.
- 6 What is the central theme of the film *Adults in the Room*.
- 7 Explain why Maria Ressa was arrested.
- 8 Cite an instance from the story that points to the strained relationship between Queenie and Stan.
- 9 “Your money or your life!” “I’m sorry, my dear, but you know it would kill me to lose my money,” said the partially deaf miser to his wife. Identify the genre and bring out the humour in the text.
- 10 Give an example of a simile, metaphor and hyperbole of your own.

PART – B
All questions can be attended.
Each question carries six marks.
Ceiling -36 Marks

- 11 Explore the optimistic vision that Gorman shares in *The Hill We Climb*.
- 12 Analyze how Robert Burns expresses the permanence of love as opposed to the transience of human life.
- 13 Children bear the brunt of war's impact. Discuss.
- 14 Examine the role of deception in "In the Pale Moonlight"?
- 15 Comment on the character of Stan in "Queenie."
- 16 Analyse hSin's line "I sing a new song."
- 17 The marginalized become prey to the promises of the politicians. Examine this thought in the light of the poem "Burgersfort Landfill"
- 18 How does the *Twilight* series use Gothic elements to reinterpret American values, and in what ways does Meyer's background in Mormonism influence these themes?

PART - C
Attempt an essay of 200 words on any one of the following.

- 19 "Love is a many splendored thing." Interpret this line in the context of the poems prescribed for you.
- 20 Explore the reasons behind the enduring relevance of Gandhi's letter to the Britons.

1 x 10 = 10 Marks

1BIN240116

(Pages : 3)

Reg. No:.....

Name:

FAROOK COLLEGE (AUTONOMOUS), KOZHIKODE

First Semester BA Degree Examination, November 2024

ENG1FA101(1A) – English Language Skills for Literatures

(FYUGP 2024 Admission)

For BA Arabic, BA English, BA Functional English & BA Malayalam

Time: 1.5 hours

Max. Marks : 50

Course Outcome Mapping Scheme

1	2	3	4	5	6	7	8	9	10
CO1	CO3	CO3	CO3	CO1	CO4	CO4	CO4	CO1	CO1
11	12	13	14	15	16	17			
CO1	CO1	CO1	CO6	CO6	CO2	CO2			

PART – A

I. Read the passage and answer the following in two or three sentences. All questions can be attempted. Each question carries two marks.

Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message. She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her. There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul. She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which someone was singing reached her faintly, and countless sparrows were twittering in the eaves.

13. Analyze how Shammy's character contributes to the narrative and thematic depth of *Kumbalangi Nights*.
14. Create a profile for Sarang, an alternative school, focusing on its curriculum, teaching methods, and facilities.
15. Narrate the inspiring journey of an author you admire, focusing on journey and achievements.

Ceiling: 24 Marks

PART - C

III. Answer any ONE question in 200 words. Each question carries 10 marks

16. Write a letter to Deepa Malik, appreciating her achievements and the inspiration she provides.
17. Prepare an insightful interview with a real-life person, focusing on the milestones and lessons learned along the way.

1 X 10 = 10 Marks

FAROOK COLLEGE (AUTONOMOUS), KOZHIKODE

First Semester BA Humanities Degree Examination, November 2024

ENG1FA101 (1B) English Language Skills for Humanities and Other B.A Programmes

(FYUGP 2024 Admission)

Time: 1.5 hours

Max. Marks : 50

Course Outcome Mapping Scheme

1	2	3	4	5	6	7	8	9	10
CO1	CO2	CO4	CO4	CO1	CO1	CO1	CO1	CO1	CO4
11	12	13	14	15	16	17			
CO3	CO2	CO3	CO1	CO3	CO1	CO3			

SECTION A

- I. Read the passage given and answer the following questions in two or three sentences. Each question carries 2 marks. All questions can be attempted.

In recognising the right to be free of the adverse effects of climate change as a distinct fundamental right, the Supreme Court of India has advanced the case for a healthy environment and sustainable development. The apex court had long ago recognised the right to live in a clean environment as part of the right to life under Article 21 of the Constitution. However, the Court has now reasoned that the right to be protected from climate change and the right to a wholesome environment are two sides of the same coin; and given the increasing threat from climate change year after year, the time has come to treat the former as a distinct right. It has explained how the vagaries of climate change have an adverse impact on life through factors ranging from rising temperatures, storms and droughts to food shortages due to crop failure and shifts in vector-borne diseases. If environmental degradation and climate change lead to acute shortage of food and water, the right to equality will also be violated, as the poorer, under-served communities will not be able to cope with the adversity. The Court's emphasis on climate change came in a case that pitted the concern over multiple deaths of the Great Indian Bustard due to solar power transmission lines against India's international obligation to meet its emission reduction and increase its energy capacity through non-fossil fuel sources.

The context is a conundrum peculiar to some parts of the country. The Bench was faced with a plea by three Union Ministries — Environment, Power, and New and Renewable Energy — seeking modification of the Court's April 2021 order that sought to protect the critically endangered Great Indian Bustard from being killed in collisions with power transmission lines put up by solar energy companies in Rajasthan and Gujarat. The earlier order had directed that all low-voltage power lines in both 'priority' (where the bird is known to live) and 'potential' (where conservation efforts are going on) areas be laid underground and existing overhead lines converted to underground lines. It had also directed that high-voltage lines in identified areas be shifted below the ground. The modification was sought as conversion to underground lines was

technically not possible and too expensive and the renewable energy sector was adversely affected by the order, especially because the area had considerable solar and wind energy potential. The Court has now asked an expert committee to decide on the extent of underground and over ground lines and recalled its earlier orders. It is unfortunate that the goal of reducing the country's carbon footprint and the need to protect a critically endangered species are at odds with each other. The sooner a solution is found the better.

1. Trace the fundamental right that the Supreme Court of India has recently recognized in relation to climate change.
2. Find out how does the Supreme Court link climate change with the right to life.
3. Elucidate why does the Supreme Court consider climate change and a wholesome environment as two sides of the same coin.
4. Discuss, why does the Supreme Court's decision present a conundrum in the context of renewable energy development in certain parts of India.
5. Explain why did the Union Ministries seek modification of the Supreme Court's April 2021 order.
6. Propose a potential solution that might balance the goals of protecting the Great Indian Bustard and expanding renewable energy capacity.
7. Discuss how might climate change affect the right to equality, according to the Supreme Court.
8. Summarise the whole passage in two sentences of your own.
9. Replace the four underlined words in the passage with words similar in meaning.
10. Give a suitable title to the passage. (Ceiling 16 marks)

SECTION B

II. Attempt the following in 100 words. Each question carries 6 marks. All questions can be attempted.

11. Explain how King's speech addresses both African Americans and white Americans. What does this reveal about his approaches to social change?
12. "We are not laying pipes, we are talking about poetry". Explain the context.
13. Identify the roles of Dr. Ambedkar as the principal architect of the Indian constitution?
14. Write a short speech in not more than 100 words on "Freedom of Speech in the Digital Age".
15. Discuss the significance of the "rough beast, its hour come round at last". (Ceiling 24 marks)

SECTION C

III. Write an essay on any ONE of the following in 200 words.

16. Trace the humour used by Basheer in "The World Renowned Nose" to address the social issues.
17. Write a review of a movie you recently watched. (hints: genre, plot, cinematography and visuals, direction and style, characters and acting, script and dialogue, sound and music, editing and pacing, and themes and messages) (1x10=10 marks)

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Reg. No:.....

Name:

FAROOK COLLEGE (AUTONOMOUS), KOZHIKODE

First Semester B.Sc Degree Examination, November 2024

ENG1FA101(2) – English Language Skills for Sciences

(FYUGP 2024 Admission)

Time: 1.5 hours

Max. Marks : 50

Course Outcome Mapping Scheme

1	2	3	4	5	6	7	8	9	10
CO1	CO3	CO3	CO3	CO1	CO4	CO4	CO4	CO1	CO1
11	12	13	14	15	16	17			
CO1	CO1	CO1	CO6	CO6	CO2	CO2			

Section I**Read the following passage and answer the following questions in 2 or 3 sentences.****All questions can be attempted. Each question carries 2 marks.**

Experimental research is a collective endeavor that needs many minds and hands. Training a young generation of students who can directly participate in the experimental measurements are necessary. Raman trained many students during his tenure at Calcutta and Bangalore. To bring them to the standards of cutting- edge research, Raman taught fundamental physics and experimental methods used in his lab. He believed that teachers exposed to research can bring an important perspective to science. Importantly, he emphasized that questioning attitudes developed by researchers can positively affect teaching.

Writing in 1971, L.A. Ramadas, one of Raman's students, says,

"He held the view that when a leading research worker takes on some special teaching course, he brings to his teaching the freshness of research and the questioning attitude which makes all the difference between dull pedagogy and inspired teaching. To some of us who had joined the M.Sc. course at Calcutta (both myself and the late Dr. K.S. Krishnan had joined the M.Sc. course in physics at Calcutta by 1920) Prof. Raman once made the side remark that the best way for him to master or revise any subject in physics was indeed to lecture on it to the M.Sc. classes."

As you may observe, Raman saw the utility of teaching not only in educating students but also in positively affecting the teacher. Raman had a deep appreciation for classical and quantum physics, and ensured that his students got the flavour of these subjects. Among many topics that he discussed with the students, electricity, magnetism and physical optics fascinated his students. As Ramdas mentions:

"In listening spell-bound to Prof. Raman's lectures in "Electricity and Magnetism", covering a series of nearly 30 lectures, we had shared with him much of the excitement and superb thrill that Benjamin Franklin, Oersted,

Arago, Gauss, Faraday, Maxwell, Hertz, Lord Kelvin and many others must have felt while they were making their actual discoveries. This was indeed no routine text-book learning, but reliving the actual past history of the subject. Almost regularly, Prof. Raman, with his genius for the subject, his extraordinary eloquence, imagery and fullness of precise expression, used to forget himself as well as the time and used to lecture for far more than the prescribed one hour, while the next lecturer was politely (and perhaps with a sense of relief) retiring from the scene after seeing Prof. Raman still at his lecture! In "Physical Optics", a topic on which he himself was conducting several investigations at the time, the students were introduced to all the topics coming, as it were, hot from the 'Lab', and the lecturer's flair for dipping straight into the great masters like Huygens, Fresnel, Mascart, Schuster, Wood, Rayleigh, and others of the late 19th and the early 20th centuries, imbued the students with a real love and enthusiasm for what they learned at Prof. Raman's feet, as it were."

What were some of the methods used by CV Raman, the teacher? How did he conduct a class? What elements of pedagogy did he use? These are some of the interesting questions to address.

1. Explain Raman's objective in training students in science.
2. Enlist the prerequisites that experimental research as a collective endeavour needs.
3. Explain Raman's observations on the questioning attitude to be developed by researchers in science.
4. Identify the qualities that Raman had brought into his teaching according to his student L.A. Ramdas.
5. Explain the best way that Raman identified for him to master or revise anything in Physics.
6. Identify the two areas of science for which Raman had deep appreciation and of which he gave the best output to his students.
7. Enlist the other scientists who according to the narrator might have felt the same thrill and enthusiasm in the past that Raman felt with his students.
8. Discuss the qualities that enabled Mr. Raman to lecture more than the prescribed 1 hour.
9. Enlist the major questions that the passage proposes to address about Raman's lectures.
10. Elucidate the specific aspect of CV Raman that the passage discusses.

(Ceiling:16marks)

Section B

Answer the following in NOT more than 100 words. All questions can be attempted. Each question carries 6 marks.

11. Prepare a profile of the author using the details given below.

Name Karl Sagan.

Full name: Karl Edward Sagan.

Born on, 9th November 1934.

Died on, 20th December 1996.

- **Major books:** Extra-Terrestrial Intelligence (SETI)
- Cosmos: A Personal Voyage
- Cosmos
- Voyager Golden Record
- Pioneer plaque
- The Dragons of Eden
- Contact
- Pale Blue Dot
- The Demon-Haunted World

Awards:

- Klumpke-Roberts Award (1974)
- NASA Distinguished Public Service Medal (1977)
- Pulitzer Prize for General Non-Fiction (1978)
- Oersted Medal (1990)
- Carl Sagan Award for Public Understanding of Science (1993)
- National Academy of Sciences Public Welfare Medal (1994)

Scientific career/fields:

Fields •Astronomy

- astrophysics
- cosmology
- astrobiology
- space science
- planetary science

Institutions •University of Chicago

- Cornell University
- Harvard University
- Smithsonian Astrophysical Observatory
- University of California, Berkeley

12. Prepare an ASOP based on the student profile given:

Name: Amal Zidaan

Undergraduate Degree: Bachelor of Arts in English language and Literature

University Attended: Kerala University, Kerala

CGPA: 8.5/10

Postgraduate Course Applying for Master of Arts in English Language and Literature

University Applying To: University of Cambridge

He wants to work with: Dr Jim Davidson

Research Interests: English Language Teaching, Cultural Studies and Romantic poetry

Relevant Experience:

Completed an undergraduate thesis on "The representation of the tribal life in selected Malayalam movies".

Worked as an intern at British Academy for English communication at Calicut for a project on Second language influences on Indian English teaching.

Participated in conferences and workshops on: English Language Teaching, Cultural Studies and the politics of Representation

Long-Term Goals:

To work with organisations promoting ELT Like, English Language Testing Society, International Association of Teachers of EFL and International Association for Language Learning Technology.

13. Imagine that you meet Stephen Hawkins. Prepare an interview with him in not more than 6 questions with reference to his views expressed in his speech questioning the universe.
14. Analyse the significance of the candles in the story "Red room" and explain how they represent the protagonist's battle against fear.
15. Imagine that you are visiting the Amazon Rain forests at British Columbia. Prepare a brief travelogue in not more than 100 words about your experience.

(Ceiling: 24 marks)

Section C

Write an essay on any 1 of the following in 200 words. The question carries 10 marks.

16. How would Fyokla and Danilka recall the stormy morning and Terenty's advice if they could come back to this day years later as adults In Chekhov's story "A day in the country"? Write an essay that examines their thoughts and the ways in which this event impacted their lives, incorporating memories from their early years with their adult viewpoints.
17. The lesson, 'Light on a dark lady' explains the struggles of a heroic woman to grow beyond her contemporary restrictions and limits in the patriarchal scientific world and she has succeeded in it in a very significant way". Elucidate.

(1x10=10 marks)

FAROOK COLLEGE (AUTONOMOUS), KOZHIKODE

First Semester BCOM/BBA Degree Examination, November 2024

ENG1FA101(3) – English Language Skills for Commerce & Management

(FYUGP 2024 Admission)

Time: 1.5 hours

Max. Marks : 50

Course Outcome Mapping Scheme

1	2	3	4	5	6	7	8	9	10
CO1	CO2	CO4	CO3	CO4	CO1	CO2	CO2	CO4	CO5
11	12	13	14	15	16	17			
CO5	CO1	CO2	CO5	CO4	CO3	CO1			

SECTION A

- I. Read the passage given and answer the following questions in 2 or 3 sentences. All questions can be attempted. Each question carries 2 marks.

Startups have changed the outlook of doing business globally. Starting something at a small scale with an innovative idea is always risky because chances of failure is high. But still this format of doing business got the global attention and many companies who started out as startups turned into multinational companies. Innovation is what matters the most and a strong support from the part of government is also essential. Many people with innovative ideas find it hard to execute them because they still don't know whom to approach and how to proceed. The main reason is that the knowledge about startups is limited among a few.

Kerala has a startup culture which encourages the young minds to develop their ideas and execute them with necessary support. The startup culture of Kerala promotes the idea that there are no failed entrepreneurs but there can only be failed enterprises. Failure is considered as the stepping stone towards success. Failure teaches an entrepreneur where one went wrong with one's venture and how the same mistake can be avoided in the upcoming project.

Organizing awareness programs and events within the educational institutions helps bring out the innovative skills in the students. Incubators functioning in different educational institutions within the state provide all the necessary facilities for the students and other entrepreneurs to put their idea into action and support them until these startups are on their own. With the help of large network of educational institutions in the state, awareness of startups can easily be made among students. Bringing out the innovative skills in the young minds has always been the focus point of Kerala's startup culture and for that it is important to ensure a well-developed startup ecosystem in the state.

1. Give a suitable title to the passage.
2. Identify the most important elements of a startup.

3. Explain educational institutions play an important role in the promotion of startups.
4. Explain the factors that lead to the failure of startups.
5. Mention the key idea mentioned in the passage that promotes startup culture in Kerala.
6. Rewrite the given sentence in simple future tense:
Organizing awareness programs and events within the educational institutions helps bring out the innovative skills in the students.
7. Use a word similar in meaning to replace the word underlined:
Failure teaches an entrepreneur where he went wrong with his venture.
8. Form a question using the sentence given:
Startups have changed the outlook of doing business globally.
9. Prepare the text (30 words) for a poster meant for creating awareness of startups among school students.
10. Split the given sentence into two:
Bringing out the innovative skills in the young minds has always been the focus point of Kerala's startup culture and for that it is important to ensure a well-developed startup ecosystem in the state.

(Ceiling: 16 marks).

SECTION B

II. Answer the following in not more than in 100 words. Each question carries 6 marks

11. Discuss the role of market demand in encouraging sustainable waste management methods.
12. Examine the reliability of the narrator in The Tell-Tale Heart.
13. According to Shep Hyken, what are the guidelines to be a motivational speaker?
14. Imagine you are preparing to interview a successful entrepreneur for a business journal. Construct a set of 5 well-structured and insightful questions aimed at understanding their journey. Your questions should cover key areas such as their initial challenges, strategies for growth, decision-making processes, leadership style, and the ways they managed to stay innovative in a competitive market.
15. Write a paragraph discussing the importance of a leader's vision and how it influences the direction of an organization. Explain how a leader's vision, combined with other key leadership qualities, can inspire teams, drive innovation, and contribute to long-term business success.

(Ceiling: 24 marks).

SECTION C

III. Attempt any ONE in 200 words. Each question carries 10 marks.

16. Discuss the relevance of business language, communicative skills and the need to master it with reference to the lessons you studied.
17. How did Gates and Allen's ability to foresee and capitalise on technological trends contribute to the company's growth?

(1x10 = 10 marks)

FAROOK COLLEGE (AUTONOMOUS), KOZHIKODE

First Semester BA Degree Examination, November 2024

ENG1FM105 – Introducing Print and Digital Narratives

(FYUGP 2024 Admission)

Time: 1.5 hours

Max. Marks : 50

Course Outcome Mapping Scheme

1	2	3	4	5	6	7	8	9	10
CO1	CO2	CO4	CO3	CO4	CO1	CO2	CO2	CO4	CO5
11	12	13	14	15	16	17			
CO5	CO1	CO2	CO5	CO4	CO3	CO1			

Section A**I. Read the passage given and answer the questions given below**

Good morning,

I would not be around when you read this. Don't get angry with me. I know some of you truly cared for me, loved me, and treated me very well. I have to start this letter with the reasons for my death. The first reason is that I was not happy with myself. The second and more important one is that I was not meant for this world. I was not meant for people. I was not meant for relationships. All the while, some people, for their own reasons, treated me as an outcast. I always felt that I was a failure. I always felt that I was never able to make people around me happy. I could never be like others. I could never be one of you.

The value of a man was reduced to his immediate identity and nearest possibility. To a vote. To a number. To a thing. Never was a man treated as a mind, as a glorious thing made of stardust. I have always wanted to be a writer. A writer of science, like Carl Sagan. At last, this is the only letter I am getting to write. I loved science, stars, nature, but then I loved people without knowing that people can be as cruel as they are kind. My birth is my fatal accident. I can never recover from my childhood loneliness, the unappreciated child from my past. My identity has always been a barrier. I always looked at life as a way to grow, to learn, to teach, but my dreams were crushed under the weight of the labels I never chose for myself.

Answer the following questions in not more than two or three sentences. Each questions carry 2 marks each. All questions can be attempted. (ceiling 16 marks)

1. Explain the reasons the narrator gives for their unhappiness.
2. Discuss the narrator's view of human relationships and their impact on them.
3. Analyze the statement, "The value of a man was reduced to his immediate identity and nearest possibility."
4. Reflect on the narrator's desire to be a writer and the obstacles they faced.
5. Examine the dual nature of people as described by the narrator.

6. Describe the significance of childhood loneliness in shaping the narrator's experiences.
7. Explore how societal labels influenced the narrator's sense of self and aspirations.
8. Highlight the narrator's connection to science and nature and its emotional importance.
9. Interpret the phrase "My birth is my fatal accident" in the context of the passage.
10. Discuss the tone and emotions conveyed by the narrator throughout the passage.

II. Answer the following questions in not more than 100 words each. Each question carries 6 marks each. All questions can be attempted (ceiling 24marks)

11. Justify the title "Spring Day"
12. The presence of a Muslim deity in a Hindu temple is a reflection of the complex and syncretic nature of Indian religious traditions. Explain.
13. Discuss the flower imagery in the film Lapata Ladies as discussed by Sumana Roy in her article.
14. Elaborate the theme of the poem with special reference to tone and imagery in "I Write the Land".
15. Describe the feeling of absurdity the speaker experiences in Carol Ann Duffy's "Text".

III. Answer any one of the following question in not more than 200 words.

16. Explain the impact of caste discrimination in Indian institutions and its effects on equality and opportunities?
17. Analyze the ways in which Saikiran mocks at social norms and stereotypes, in the stand up comedy.

(1 x 10 = 10 Marks)