

Reg. No.....

Name.....

DEGREE END SEMESTER EXAMINATION - MARCH 2024**SEMESTER 2 - ENGLISH (COMMON COURSE FOR ALL UG PROGRAMMES)****COURSE : 19U2CCENG03 - TEXT AND CONTEXT: A GUIDE TO EFFECTIVE READING AND WRITING***(For Regular - 2023 Admission and Improvement / Supplementary - 2022/2021/2020/2019 Admissions)*

Time: Three Hours

Max. Marks: 75

- 1. Read the passage and write in not more than 100 words your critical comments and observations about the views of the writer. (10 Marks)**

Today's world can truly be called a "society of the spectacle", a phrase that the French sociologist and thinker Guy de Bord used decades earlier. Every act of lived experience has today become a spectacle. It would be a little incorrect to say that this craze for spectacle-izing everything that occurs around us is a recent phenomenon. If one had watched *The Pirates of The Caribbean* movies, one would realise that even in the late eighteenth century, executions were public events - a large portion of the populace would gather around the site of the hanging in the city square in order to see justice being meted out in front of their very own eyes. It was also a form of popular entertainment. It was a sort of a collective public blood-letting.

The spectacle that the contemporary society has become is an overwhelming experience. One enters into a restaurant, orders an exotic dish – but the proof of having eaten it doesn't exist until tons of photographs are clicked from varied angles and shared on social networking sites, one goes for a holiday to a calm and serene location, but is all the while busy telling the world about it. It is as if one has to document every moment of one's existence. When does one live that moment then? Perhaps it is in the documentation that one survives these days!

OR**Read the following passage and answer the questions below (5 x 2 = 10)**

Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of.

Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia.

Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is to be found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not really follow a democratic model.

Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

- a) What is the difference between the approaches of Socrates and Aristotle?
- b) What do you understand by the term 'Perennialism', in the context of the passage?
- c) What does Plato advocate in the book "Republic" on education?
- d) What is meant by philosophy of education?
- e) Do you agree with Montaigne? Justify your answer.

2. Write a letter to your friend abroad on the insights and the lessons you learnt during the Covid- 19 pandemic days. (10 Marks)
3. Describe the physical and the temperamental features of your favourite actor (5 Marks)
4. Prepare an outline of a tourist brochure highlighting the main attractions of Ernakulam city including location, topography, historic sites and landmarks, recreation & shopping facilities, climate, cuisine, special information if any etc. (10 marks)
5. Comment on the figurative language used in this speech delivered by Jawaharlal Nehru. (10 Marks)

The light has gone out of our lives and there is darkness everywhere. I do not know what to tell you and how to say it. Our beloved leader, Bapu as we called him, the Father of the Nation, is no more. Perhaps I am wrong to say that. Nevertheless, we will never see him again as we have seen him for these many years. We will not run to him for advice and seek solace from him, and that is a terrible blow, not to me only, but to millions and millions in this country. And it is a little difficult to soften the blow by any other advice that I or anyone else can give you.

The light has gone out, I said, and yet I was wrong. For the light that shone in this country was no ordinary light. The light that has illumined this country for these many years will illumine this country for many more years, and a thousand years later, that light will be seen in this country and the world will see it and it will give solace to innumerable hearts. For that light represented something more than the immediate past, it represented the living, the eternal truths, reminding us of the right path, drawing us from error, taking this ancient country to freedom.

All this has happened when there was so much more for him to do. We could never think that he was unnecessary or that he had done his task. But now, particularly, when we are faced with so many difficulties, his not being with us is a blow most terrible to bear.

A madman has put an end to his life, for I can only call him mad who did it, and yet there has been enough of poison spread in this country during the past years and months, and this poison has had an effect on people's minds. We must face this poison, we must root out this poison, and we must face all the perils that encompass us, and face them not madly or badly, but rather in the way that our beloved teacher taught us to face them.

6. Write a complaint letter to the courier company about the damage happened to the item that was delivered to you. (10 Marks)
7. Write a cover letter and prepare a CV for the job in the advertisement. (10 Marks)

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8. Based on the picture given below, describe the process of producing cement. (10 Marks)

