



**KANNUR UNIVERSITY**  
**(Abstract)**

BA/BSc/Bcom/BBA/BBA(TTM)/BBA(RTM)/BBA(AH)/BTTM/BCA/BSW/BSc(LRP)/Afzal-UI-Ulama Degree Programmes – Scheme of the Programme & Syllabus and Pattern of Question Papers of the 1<sup>st</sup> Semester of English Common Courses, under Choice Based Credit and Semester System (Outcome Based Education System-OBE) in Affiliated Colleges with effect from **2019 Admission- Implemented- Orders issued.**

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**ACADEMIC BRANCH**

No.Acad.C3/13219/2019 (i)

Dated: Civil Station P.O. 26.06.2019

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- Read:-
1. U.O.No.Acad.C2/429/2017 dated,10-10-2017
  2. The Minutes of the Meeting of the Curriculum Restructuring Committee held on 28-12-2018.
  3. U.O. No.Acad.C2/429/2017 Vol.II dated,03-06-2019.
  4. The Minutes of the Meeting of the Board of Studies in English (UG), held on 14.06.2019
  5. Scheme of the Programme and Ist Semester Syllabus of Common Courses of English Programme, submitted by the Chairperson, Board of Studies in English (UG), dated: 22.06.2019

**ORDER**

1. A Curriculum Restructuring Committee was constituted in the University vide the paper read (1) above to co-ordinate the activities of the Syllabus Revision of UG Programmes in Affiliated Colleges of the University.

2. The meeting of the Members of the Curriculum Restructuring Committee and the Chairpersons of different Boards of Studies held, vide the paper read (2) above, proposed the different phases of Syllabus Revision Processes such as conducting the meeting of various Boards of Studies , Workshops, discussions etc.

3. The Revised Regulation for UG Programmes in Affiliated Colleges under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) was implemented with effect from 2019 Admission as per paper read (3) above.

4.Subsequently, as per paper read (4) above, the Board of Studies in English (UG) finalized the Scheme & Syllabus and Pattern of Question Papers of the English Common Course for B.A/ BSc/ Bcom/ BBA/ BBA (TTM)/ BBA (RTM)/BBA (AH)/BTTM/BCA/BSW/BSc (LRP) /Afzal-UI-Ulama Degree Programmes, to be implemented with effect from 2019 Admission.

5. As per paper read (5) above, the Chairperson, Board of Studies in English (UG) has submitted the finalized copy of the Scheme of the Programme & Syllabus and Pattern of Question Papers of the 1<sup>st</sup> Semester of English Common Course for B.A/ BSc/ Bcom/ BBA/ BBA (TTM)/ BBA (RTM)/BBA (AH)/BTTM/BCA/BSW/BSc (LRP) /Afzal-UI-Ulama Degree Programmes, for implementation with effect from 2019 Admission

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6. The Vice Chancellor, after considering the matter in detail and in exercise of the powers of the Academic Council conferred under Section 11(1) of Kannur University Act 1996 and all other enabling provisions read together with, accorded sanction to implement the Scheme of the Programme & Syllabus and Pattern of Question Papers of the I<sup>st</sup> Semester of English Common Course for B.A/ BSc/Bcom/ BBA/ BBA (TTM)/ BBA (RTM)/BBA (AH)/BTTM/BCA/BSW/BSc (LRP)/Afzal-Ul-Ulama Degree Programmes, under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) in the Affiliated Colleges under the University with effect from 2019 Admission, subject to reporting to the Academic Council.

7. The Scheme of the Programme & Syllabus and Pattern of Question Papers of the I<sup>st</sup> Semester of English Common Course, are uploaded in the University Website ([www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in))

Orders are issued accordingly.

Sd/-  
DEPUTY REGISTRAR(ACADEMIC)  
for REGISTRAR

To  
The Principals of Arts and Science Colleges

- Copy to:-
1. The Examination Branch (through PA to CE)
  2. The Chairperson, Board of Studies in English (UG)
  3. PS to VC/PA to PVC/PA to Registrar
  4. DR/AR-I/ARII (Academic)
  5. The Computer Programmer (for uploading in the website)
  6. SF/DF/FC



Forwarded/By Order

SECTION OFFICER

*For more details log on to [www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in)*



# **KANNUR UNIVERSITY**

## **BOARD OF STUDIES IN ENGLISH (U.G.)**

### **SYLLABUS FOR COMMON COURSES IN ENGLISH FOR BA/BSc/Bcom/BBA/BBA(TTM)/BBA(RTM)/BBA (AH)/BTM/BCA/BSW/BSc(LRP)/Afzal-Ul-Ulama PROGRAMMES**

**CHOICE BASED CREDIT AND SEMESTER SYSTEM**

**(2019 ADMISSION ONWARDS)**

## **Kannur University**

**Vision:** To establish a teaching, residential and affiliating University and to provide equitable and just access to quality higher education involving the generation, dissemination and application of knowledge with special focus on the development of higher education in Kasargod and Kannur Revenue Districts and the Mananthavady taluk of Wayanad Revenue District.

**Mission:**

- To produce and disseminate new knowledge and to find novel avenues for application of such knowledge.
- To adopt critical pedagogic practices which uphold scientific temper, uncompromised spirit of enquiry and the right to dissent.
- To uphold democratic, multicultural, secular, environmental and gender sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavors.
- To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards.
- To associate with the local self-governing bodies and other statutory as well as non-governmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

**Kannur University**

**Programme Outcomes (PO)**

**PO 1.Critical Thinking:**

- 1.1. Acquire the ability to apply the basic tenets of logic and science to thoughts, actions and interventions.
- 1.2. Develop the ability to chart out a progressive direction for actions and interventions by learning to recognize the presence of hegemonic ideology within certain dominant notions.
- 1.3 Develop self-critical abilities and also the ability to view positions, problems and social issues from plural perspectives.

**PO 2.Effective Citizenship:**

- 2.1. Learn to participate in nation building by adhering to the principles of sovereignty of the nation, socialism, secularism, democracy and the values that guide a republic.
- 2.2. Develop and practice gender sensitive attitudes, environmental awareness, empathetic social awareness about various kinds of marginalisation and the ability to understand and resist various kinds of discriminations.
- 2.3. Internalise certain highlights of the nation's and region's history. Especially of the freedom movement, the renaissance within native societies and the project of modernisation of the post-colonial society.

**PO 3.Effective Communication:**

- 3.1. Acquire the ability to speak, write, read and listen clearly in person and through electronic media in both English and in one Modern Indian Language
- 3.2. Learn to articulate, analyse, synthesise, and evaluate ideas and situations in a well-informed manner.
- 3.3. Generate hypotheses and articulate assent or dissent by employing both reason and creative thinking.

**PO 4.Interdisciplinarity:**

- 4.1. Perceive knowledge as an organic, comprehensive, interrelated and integrated faculty of the human mind.
- 4.2. Understand the issues of environmental contexts and sustainable development as a basic interdisciplinary concern of all disciplines.
- 4.3. Develop aesthetic, social, humanistic and artistic sensibilities for problem solving and evolving a comprehensive perspective.

## **Programme Specific Outcomes for BA in English Language and Literature**

PSO 1. Understand the historical contexts behind the origin and development of English literature with a special focus on various movements and the important works belonging to such movements.

PSO 2. Understand the current methodological issues in the study of literature and apply various reading strategies employed to selected literary as well as cultural texts.

PSO 3. Understand and apply the extended meaning of “English Literature” to various post-colonial and other writings in English.

PSO 4. Understand the basics of disciplines like Film Studies, Culture Studies, Fine Arts, Women’s Writing, Dalit Writings, Post-colonial writing, Indian writing in English, Malayalam Literature and Literatures in Translation.

PSO 5. Understand and appreciate the interdisciplinary links that literary studies have with disciplines like Philosophy, History, Political Science, Sociology, Anthropology and the Sciences.

**PART - A**  
**KANNUR UNIVERSITY**

**BA/BSC/ COMMON ENGLISH COURSES**

**WORK AND CREDIT DISTRIBUTION STATEMENT**

| Semester     | Course Code | Course Title                         | Credits  | Hours per week | Marks     |           |            |
|--------------|-------------|--------------------------------------|----------|----------------|-----------|-----------|------------|
|              |             |                                      |          |                | CE        | ESE       | TOTAL      |
| <b>I</b>     | 1A01 ENG    | Communicative English                | 4        | 5              | 10        | 40        | 50         |
|              | 1A02 ENG    | Readings on Kerala                   | 3        | 4              | 10        | 40        | 50         |
| <b>TOTAL</b> |             |                                      | <b>7</b> | <b>9</b>       | <b>20</b> | <b>80</b> | <b>100</b> |
| <b>II</b>    | 2A03 ENG    | Readings on Life and Nature          | 4        | 5              | 10        | 40        | 50         |
|              | 2A04 ENG    | Readings on Gender                   | 3        | 4              | 10        | 40        | 50         |
| <b>TOTAL</b> |             |                                      | <b>7</b> | <b>9</b>       | <b>20</b> | <b>80</b> | <b>100</b> |
| <b>III</b>   | 3A05 ENG    | Readings on Democracy and Secularism | 4        | 5              | 10        | 40        | 50         |
| <b>TOTAL</b> |             |                                      | <b>4</b> | <b>5</b>       | <b>10</b> | <b>40</b> | <b>50</b>  |
| <b>IV</b>    | 4A06 ENG    | Readings on Philosophy of Knowledge  | 4        | 5              | 10        | 40        | 50         |
| <b>TOTAL</b> |             |                                      | <b>4</b> | <b>5</b>       | <b>10</b> | <b>40</b> | <b>50</b>  |

**TOTAL CREDIT (Sum of total credits of all semester): 22**

**TOTAL MARKS (Sum of total marks of all semester): 300**

**EVALUATION**

| ASSESSMENT | WEIGHTAGE | MARKS |
|------------|-----------|-------|
| EXTERNAL   | 80 %      | 40    |
| INTERNAL   | 20%       | 10    |

**CONTINUOUS INTERNAL ASSESSMENT**

**Pattern of Assessment for 1A01 ENG Communicative English**

| <b>Mode of Assessment</b>           | <b>Covered Modules</b>  | <b>Maximum Marks</b> |
|-------------------------------------|-------------------------|----------------------|
| End Semester Examination            | 1,3                     | 40                   |
| Continuous Evaluation<br>(Speaking) | 2<br>(Speaking Skills)  | 5                    |
| Continuous<br>Evaluation(Listening) | 2<br>(Listening Skills) | 5                    |

**CONTINUOUS INTERNAL ASSESSMENT**

**Pattern of Assessment for:**

**1A02 ENG Readings on Kerala**

**2A03 ENG Readings on Life and Nature**

**2A04 ENG Readings on Gender**

**3A05 ENG Readings on Democracy and Secularism**

**4A06 ENG Readings on Philosophy of Knowledge**

| <b>Mode of Assessment</b>  | <b>Weightage</b> | <b>Marks</b> |
|--|------------------|--------------|
| End Semester Examination   | 80%              | 40           |
| Continuous Evaluation-<br>(Internal Exam)  | 10%              | 5            |
| Continuous Evaluation-<br>Assignments based on CO's.<br>Regional Histories, Oral<br>Narratives, Ecological<br>Issues, Issues Related to<br>Casteism and Secularism,<br>Gender Issues, Institutional<br>Histories, Family Histories | 10%              | 5            |



**PART - B**  
**KANNUR UNIVERSITY**

**B.COM/BBA/BBA(TTM)/BBA(RTM)/BTTM/BCA/BSW/BSC (LRP)**  
**COMMON ENGLISH COURSES**

**WORK AND CREDIT DISTRIBUTION STATEMENT**

| Semester     | Course Code | Course Title                | Credits  | Hours per week | Marks     |           |            |
|--------------|-------------|-----------------------------|----------|----------------|-----------|-----------|------------|
|              |             |                             |          |                | CE        | ESE       | TOTAL      |
| <b>I</b>     | 1A01 ENG    | Communicative English       | 4        | 5              | 10        | 40        | 50         |
|              | 1A02 ENG    | Readings on Kerala          | 3        | 4              | 10        | 40        | 50         |
| <b>TOTAL</b> |             |                             | <b>7</b> | <b>9</b>       | <b>20</b> | <b>80</b> | <b>100</b> |
| <b>II</b>    | 2AO3 ENG    | Readings on Life and Nature | 4        | 5              | 10        | 40        | 50         |
|              | 2AO4 ENG    | Readings on Gender          | 3        | 4              | 10        | 40        | 50         |
| <b>TOTAL</b> |             |                             | <b>7</b> | <b>9</b>       | <b>20</b> | <b>80</b> | <b>100</b> |

**TOTAL CREDIT (Sum of total credits of all semester): 14**

**TOTAL MARKS (Sum of total marks of all semester): 200**

**PART - C**  
**KANNUR UNIVERSITY**

**B.A. Afsal Ulama COMMON ENGLISH COURSES**

**WORK AND CREDIT DISTRIBUTION STATEMENT**

| Semester     | Course Code | Course Title                | Credits  | Hours per week | Marks     |           |           |
|--------------|-------------|-----------------------------|----------|----------------|-----------|-----------|-----------|
|              |             |                             |          |                | CE        | ESE       | TOTAL     |
| <b>I</b>     | 1A01 ENG    | Communicative English       | 4        | 5              | 10        | 40        | 50        |
| <b>TOTAL</b> |             |                             | <b>4</b> | <b>5</b>       | <b>10</b> | <b>40</b> | <b>50</b> |
| <b>II</b>    | 2A02 ENG    | Readings on Kerala          | 3        | 4              | 10        | 40        | 50        |
| <b>TOTAL</b> |             |                             | <b>3</b> | <b>4</b>       | <b>10</b> | <b>40</b> | <b>50</b> |
| <b>III</b>   | 3A03 ENG    | Readings on Life and Nature | 4        | 5              | 10        | 40        | 50        |
| <b>TOTAL</b> |             |                             | <b>4</b> | <b>5</b>       | <b>10</b> | <b>40</b> | <b>50</b> |
| <b>IV</b>    | 4A04 ENG    | Readings on Gender          | 3        | 4              | 10        | 40        | 50        |
| <b>TOTAL</b> |             |                             | <b>3</b> | <b>4</b>       | <b>10</b> | <b>40</b> | <b>50</b> |

**TOTAL CREDIT (Sum of total credits of all semester): 14**

**TOTAL MARKS (Sum of total marks of all semester): 200**

## Course Outcomes and Content Specifications for Common Courses

### COMMON COURSE I Communicative English

| SEMESTER | COURSE CODE           | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|-----------------------|----------------|--------|----------|
| 1A01 ENG | Communicative English | 5              | 4      | 3        |

#### Course Outcomes

- ▣ 1. Understand and apply the rubrics of English grammar
- ▣ 2. Recognize and apply the basic patterns in English vocabulary
- ▣ 3. Read and elicit data, information, inferences and interpretations based on a given material in English
- ▣ 4. Develop the ability to speak in English in real life situations
- ▣ 5. Elicit necessary information after listening to an audio material in English
- ▣ 6. Compose academic and non-academic writings including letters, paragraphs and essays on a given topic and CV's for specific purposes

#### Content Specifications

##### Module 1 (Grammar and Usage)- 2 Hours/Week

###### Grammar

Articles, Modals, Tenses, Voices, Subject- Verb Agreement, Direct & Reported Speech,

###### Usage

Question Tags, Types of Words, Phrasal Verbs and Idiomatic Expressions.

##### Module 2 (Listening and Speaking) -2 Hours/Week

###### Listening

What is Communication?, Phonemes in English, Syllables and Word Stress, Listening to News Bulletins, Listening to Instructions and Directions, Listening to Lectures, Listening to Speeches

###### Speaking

Greetings and Introductions, Small Conversations, Talking on Telephone, Making Requests, Making Enquiries, Making Suggestions, Expressing Gratitude, Complaining.

##### Module 3 (Reading and Writing)- 1 Hour/Week

###### Reading

Reading Official Letters and Profiles, Reading Advertisements, Reading News Reports, Reading Charts, Reading Online Content.

###### Writing

Writing Paragraphs, Taking and Making Notes, Essay and Academic Writing, Writing Letters, Writing Resumes.

**Prescribed Textbook:** *Equip: English for Undergraduates* by Cambridge University Pre

**Model Question Paper**  
**Kannur University**  
**B.COM/BBA/BBA(TTM)/BBA(RTM)/BTM/BCA/BSW/BSC (LRP)/ Afzal-UI-Ulama**  
**Programme Examination 2019**  
**1A01 ENG Communicative English**  
**(Common Courses in English)**

**Time : 3 hours Maximum marks :40**

**1. Read the following passage and answer the questions that follow:**

**Reduce, Reuse and Recycle**

The world's natural resources are being used at an alarming rate, not only fossil fuels such as coal, oil and gas, but also water, wood, metals and minerals. This has many potential consequences for the billions of people who live on Earth. In recent years, both individuals and governments have become more interested in better managing the world's resources. To achieve this, the phrase 'reduce, reuse, recycle' is often presented as a strategy with which to approach these problems.

The main idea behind reducing the amount of resources we use is clear: namely that each individual should use less. This can be achieved by being more aware of our day-to-day resource use, such as reducing the number of electrical items on standby, using less water and avoiding motorised transport. In addition, we can introduce energy-saving mechanisms into the household: energy-saving light bulbs and water meters, for examples. It is difficult to persuade people to use less energy and water, or to eat less food, but the most effective way to motivate people to change wasteful practices is to make these essential commodities much more expensive. But that is an inhuman solution because it will affect the poor people very badly.

Reusing objects is another strategy for addressing the problem of resource use. As the name suggests, reuse is when old, unwanted items are restored to a state in which they can be used again for a similar purpose. So glass bottles, for instance, can be cleaned and reused without having to be broken and remade. Reusing things is a very efficient process and consumes much

less energy than recycling. It does, however, often require a lot of expensive organisation and administration. There are also concerns about reusing medical equipment and food-storage items, for example, because of safety and hygiene issues.

Recycling is the third and probably best-known option for conserving natural resources. Materials such as paper and plastic can be turned into new products, which are then reused. This process involves lower energy usage and greenhouse gas emissions than producing articles from raw materials would. However, sorting through used materials before recycling them is a dirty and difficult job and breaking up electronic equipment to recycle rare metals is time-consuming and potentially dangerous.

To avoid a catastrophic depletion of vital natural resources in the future, urgent action is required now. The 'reduce, reuse and recycle' strategy is certainly a manageable and memorable one that can be practiced by individuals as well as larger organisations and even governments. However, persuading people to consistently adopt the strategy is difficult and it will need to be used alongside the development of alternative resources.

**Give short answers to all the following questions**

- 1.1 What is the strategic presented for managing the resources?
- 1.2 Who will suffer the most when essential commodities become more expensive?
- 1.3 What is the meaning of the word reuse?
- 1.4 What are the concerns about reusing medical equipment and food-storage items?
- 1.5 What are the problems related to sorting through used materials?

**(5 x1 = 5 Marks)**

**Attempt any two of the following questions in two or three sentences**

- 1.6 Which is the best among the three strategies 'Reduce, Reuse and Recycle?' Why?
- 1.7 Why does 'reusing' often require a lot of expensive organisation and administration?
- 1.8 What are greenhouse gases?

**(2x2= 4 Marks)**

**2. The following profile of Kerala is taken from the website of the Department of Cultural Affairs, Government of Kerala. Read the passage and answer the questions that follow:**

Lying in the south-western tip of India, the green strip of Kerala sandwiched between the Western Ghats and the Arabian Sea is unique and stands apart from the rest of the states in the country.

Kerala's history is ancient, has centuries-old foreign trade links and a long tradition in art and literature. With a very high literacy rate, Kerala is at the forefront in setting high standards in social justice, gender equality, health and education in the country.

An epitome of religious harmony, it was through Kerala that Christianity and Islam made its entry to India. And not just that! The country's first church and mosque are located in Kodungallur in central Kerala.

Kerala is the spice garden of the world. Earlier, traders from far flung lands reached Kerala in search of the spices. Later, European powers followed this spice route to reach Kerala.

Enriched by Nature and abundance of water, Kerala can be reckoned as the land of rains. Its lifelines are the two rainy seasons of Idavappaathi and Thulavarsham.

Let us set out on a voyage through the history and culture of this land that is inimitable. A journey replete with vibrant colours, flavours and music .... It will unravel to us the mysteries of Kerala.

**Give short answers to all the following questions**

2.1 What does sandwiched mean?

2.2 Point out one factor that sets Kerala apart from the rest of the states in the country.

2.3 What is the meaning of 'an epitome of religious harmony?'

2.4 What did the early traders and the European powers come in search of?

2.5 What makes Kerala 'the land of rains?'

**3. Answer any fourteen of the following:****3.1 Correct the following sentence:**

An university should promote the creation of new knowledge.

**3.2 Use the appropriate modal from the given options and complete the sentence:**

You ought to/should/must put in extra efforts to win the match. (advice)

**3.3 Convert the following sentence to a question using the appropriate modal:**

You take the test tomorrow.

**3.4 Complete the table with the correct forms of the verbs:**

| Present Tense | Present Participle | Past Tense | Past Participle |
|---------------|--------------------|------------|-----------------|
| run           |                    |            |                 |

**3.5 Correct the following sentence:**

She help the poor and the needy in the neighbourhood.

**3.6. Convert the following sentence into a yes/no question without changing the tense:**

We will be arriving at our destination tomorrow.

**3.7 Convert the following sentence into passive voice:**

MeeragaveNadira an expensive gift yesterday.

**3.8 Correct the following sentence:**

The role of teachers are very important in shaping a student's future.

**3.9 Fill up the sentence using the appropriate word.**

Each of these girls have/has passed the exam.

**3.10 Convert the following sentence into reported speech:**

The teacher asked the students, “Will you take the exam tomorrow?”

**3.11 Convert the following sentence into reported speech:**

He said, “Alas! What a tragedy.”

**3.12 Add an appropriate question tag for the following sentence:**

Let us go for a walk.

**3.13 Add an appropriate question tag for the following sentence:**

That was really tough.

**3.14. Select a synonym for the word ‘enterprise’ from the following:**

venture, difficult, surprise, organise

**3.15. Select the appropriate antonym for the word ‘random’ from the following:**

systematic, kingdom, dominate, famous

**3.16. What are the two different meanings of the word ‘bow?’****3.17 Identify the idiom in the following sentence. What does it mean?**

Let us call it a day now, shall we?

**(14 x1 =14)**

**4. Answer any one of the following topics in not more than two pages:**

4.1 Write an essay on “Social Media and their Influence on Contemporary Life”

4.2 Write an essay on “Youth and Unemployment.”

**(1 x 6 =6)**

**5. Answer any one of the following topics in not more than two pages:**



5.1 Write a letter to the Secretary of Payyannur Municipality informing him of the urgent precautionary measures to be adopted before the onset of the rainy season.

5.2 Prepare a CV and cover letter for the post of Sales Manager in Rainbow Garments and Exports, Thrissur. You are replying to the advertisement placed in Kerala Times newspaper.

**(1 x 6 =6)**

**Kannur University**

**B.COM/BBA/BBA(TTM)/BBA(RTM)/BTTM/BCA/BSW/BSC (LRP)/ Afzal-Ul-Ulama**  
**Programme Examination 2019**

**1A01 ENG Communicative English**

**(Common Courses in English)**

**Pattern of Question Paper**

**Total Time = 3 Hours**

**Maximum Marks = 40**

**Reading Skills**

1. Five short answer comprehension questions from a given passage (News Reports, Articles)  
**(5x1 = 5 Marks)**
2. Two inferential questions out of three from the same reading passage (News Reports, Articles)  
**(2 x 2 = 4)**
3. Five comprehension/inferential questions from a profile, chart, advertisement, letter or webpage.  
**(5 x 1=5)**
3. Fourteen questions out of seventeen from the Grammar and Usage sections  
**(14 x 1 = 14)**
4. One writing task out of two- of a general nature (essay, academic writing)  
**(1 x6= 6 Marks)**
5. One writing task out of two -of a specific nature (paragraphs, note-making, letters, resumes)  
**(1 x 6 =6 Marks)**

**COMMON COURSE 2. Readings on Kerala**

| SEMESTER              | COURSE CODE                   | HOURS PER WEEK | CREDIT | EXAMHRS |
|-----------------------|-------------------------------|----------------|--------|---------|
| 1A02 ENG/<br>2A02 ENG | <b>Readings on<br/>Kerala</b> | 4              | 3      | 3       |

**Course Outcomes**

- ☐ 1. Understand the basic facts and patterns regarding the cultural evolution of Kerala through articles, poems, stories, life writings and historical narratives.
- ☐ 2. Acquaint with the life and works of the illustrious leaders of Kerala Renaissance and the major events.
- ☐ 3. Assimilate the notion of Kerala as an emerging society and critically examine the salient features of its evolution.
- ☐ 4. Understand the evolution and contemporary state of the concept of “gender” with reference to Kerala
- ☐ 5. Understand the form and content of Kerala’s struggle against “casteism” and for “secularism”
- ☐ 6. Develop an awareness about the ecological problems and issues in Kerala

**Content Specifications****Module 1- (2 Hrs/Week)**

1. “Conversation” :SreeNarayana Guru
2. “Curing Caste” :SahodaranAyyappan
3. Excerpts from “Eri” : PradeepanPambirikunnu
4. Excerpts from *Kelu* : N. Sasidharan, E.P.Rajagopalan
5. Excerpts from “Parting from the Path of Life” : CherukadGovindaPisharodi

**Module 2- (2 Hrs/Week)**

1. “Not an Alphabet in Sight” : PoykayilAppachan
2. “KuttippuramPalam” : Idasseri
3. “Courageous Act” : AnasuyaMenon
4. “Vaikom Satyagraha” : K. N.Panikkar
5. “The Voice” : Suresh Menon

**Prescribed Textbook:** *Multiple Modernities: Readings on Kerala* published by Hornbill Publications

**Model Question Paper**  
**Kannur University**  
B.COM/BBA/BBA(TTM)/BBA(RTM)/BTTM/BCA/BSW/BSC (LRP)/ Afzal-UI-Ulama  
**Programme Examination 2019**

## 1A02ENG/2A02 ENG Readings on Kerala

(Common Courses in English)

**Time : 3 hours**

**Maximum marks :40**

**1. Write an essay (200-250 Words) on any one of the following questions:**

**(1x8=8 Marks )**

1.1 How does SreeNarayanaGuru fuse the ideals of spirituality with social development in his instructions regarding the conduct of the Sivagiri Pilgrimage?

1.2 Attempt a critical analysis of the play *Kelu*.

**2. Write an essay (200-250 Words) on any one of the following questions:**

**(1x8=8 Marks)**

2.2 How does PoikayilAppachan's poem "About my Race: A Song" represent the people belonging to his race?

2.3 "The Vaikom Satyagraha is a good example of the mutual relationship between the local and the national movements during the liberation struggle." Explain.

**3. Write paragraph length answers (80-100 words) on any two of the following:**

**(2x4=8 Marks)**

3.1 Explain SahodaranAyyappan's coinage "Caste Disease."

3.2 What does the story mentioned in the beginning of the text tell about the character Eri?

3.3 Describe the incident that finally persuades Kunjammaman to send the narrator to school.

**4. Write paragraph length answers (80-100 words) on any two of the following:**

**(2x4=8 Marks)**

4.1 Explain the usage "doing a tame Naatta" in the poem "Kuttippuram Bridge."

4.2 Give an account of various attacks that NilamburAyisha had to face while on stage?

4.3 Describe the irony perceived by Yesudas regarding his interactions with the singer SemmangudiSrinivasaIyer.

**5. Write short answers (one or two sentences) on any four of the following:**

**(4 x 1 = 4 Marks)**

5.1. What is SreeNarayanaGuru's suggestion regarding the appropriate time for the pilgrimage?

5.2 What according to SahodaranAyyappanare the two types of cures for caste disease?

5.3 How did Eri help Raman to find his way home?

5.4 What idea does K. Madhavan put forward at the Vidwan P. Kelu Nair Memorial Trust meeting?

5.5 Why did Kunjammaman stop teaching the narrator in "Parting from the Path of Life"?

**6. Write short answers (one or two sentences) on any four of the following:**

**(4 x 1 = 4 Marks)**

6.1 Who according to PoykayilAppachan are the earliest occupants of Keralam?

6.2 In the Poem "Kuttippuram Bridge" what happens when the river is in spate?

6.3 How were women's roles in drama played before NilamburAyisha's debut?

6.4 What was Gandhiji's advice to T.K.Madhavan regarding the conduct of the struggle at Vaikom?

6.5 What did S. P. Balasubrahmaniam say about his experience of performing with Yesudas?

## **1A02ENG/2A02 ENG Readings on Kerala Pattern of Question Paper**

**Total Time = 3 Hours**

**Maximum Marks = 40**

1. One out of two essays (200-250 words) from Module- 1  
**(1x8=8 Marks )**
2. One out of two essays (200-250 words) from Module- 2  
**(1x8=8 Marks)**
3. Two out of three paragraph (80-100) questions from Module 1  
**(2x4=8 Marks)**
4. Two out of three paragraph (80-100) questions from Module 2  
**(2x4=8 Marks)**
5. Four out of five short answer questions (one or two sentences) from Module 1  
**(4 x 1 = 4 Marks)**
6. Four out of five short answer questions (one or two sentences) from Module 2  
**(4 x 1 = 4 Marks)**

**COMMON COURSE 3. Readings on Life and Nature**

| SEMESTER              | COURSE CODE                            | HOURS PER WEEK | CREDIT | EXAM HRS |
|-----------------------|--|----------------|--------|----------|
| 2A03 ENG/<br>3A03 ENG | <b>Readings on Life<br/>and Nature</b> | 5              | 4      | 3        |

**Course Outcomes**

- ▣ 1. Understand the basic themes and issues related to ecology through articles, poems, stories, life writings and historical narratives.
- ▣ 2. Assume ecologically friendly attitudes in events related to everyday life.
- ▣ 3. Identify the specific ecological problems related to Kerala.
- ▣ 4. Identify the major ecological movements around the world and within the country.
- ▣ 5. Ability to express specific opinions when confronted with ecology/development binary.
- ▣ 6. Identify the major or minor ecological issues happening around the student's native place.

**COMMON COURSE 4. Readings on Gender**

| SEMESTER              | COURSE CODE                   | HOURS PER WEEK | CREDIT | EXAM HRS |
|-----------------------|-------------------------------|----------------|--------|----------|
| 2A04 ENG/<br>4A04 ENG | <b>Readings on<br/>Gender</b> | 4              | 3      |          |

**Course Outcomes**

- ▣ 1. Understand the basic themes and issues related to gender through articles, poems, stories, life writings and historical narratives.
- ▣ 2 Understand the basic topics related to gender studies.
- ▣ 3. Understand gender as a social construct and also as a site of struggle.
- ▣ 4. Critically engage with certain seminal topics that have become a part of gender studies.
- ▣ 5. Understand the basic gender issues faced by Kerala.
- ▣ 6. Appreciate and use gender sensitive and politically right terms and usages in everyday life.



**COMMON COURSE 5. Readings on Democracy and Secularism**

| SEMESTER | COURSE CODE   | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|---|----------------|--------|----------|
| 3A05 ENG | <b>Readings on<br/>Democracy and<br/>Secularism</b> | 5              | 4      | 3        |

**Course Outcomes**

- ▣ 1. Understand the relationship between higher education and nation building.
- ▣ 2. Understand the basic Constitutional values and themes through articles, poems, stories, life writings and historical narratives.
- ▣ 3. Evolve a deeper understanding and appreciation of the meaning of the words sovereignty, socialism, secularism and democracy in the Indian context.
- ▣ 4. Appreciate the relationship between higher education and the Constitutional directives regarding “scientific temper” and “the spirit of enquiry”.
- ▣ 5. Appreciate the prevalence of “human rights” as a prerequisite for democratic living.

**COMMON COURSE 6. Readings on Philosophy of Knowledge**

| SEMESTER | COURSE CODE  | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|--|----------------|--------|----------|
| 4A06 ENG | <b>Readings on<br/>Philosophy of<br/>Knowledge</b> | 5              | 4      | 3        |

**Course Outcomes**

- ▣ 1. Understand the basic issues related to construction and acquisition of knowledge through articles, poems, stories, life writings and historical narratives.
- ▣ 2. Understand the relationship between higher education and nation building.
- ▣ 3. Evolve a deeper understanding of disciplines, multi-disciplinary approaches, interdisciplinary approaches and the various systems of knowledge.
- ▣ 4. Understand knowledge as a social construct and the dynamics of paradigm shifts.
- ▣ 5. Understand the epistemological and ontological factors within higher education.
- ▣ 6. Understand logical fallacies and apply critical thinking.